

Welcome!

Welcome to another newsletter from the SEAL Community. This one has practical ideas about how to build social and emotional learning into your work with children and young people during the coronavirus epidemic. Some of these ideas come from our own experience of teaching a daily lesson to a group of children on ZOOM. Others come from useful advice from articles and blogs.

There will be another newsletter later in the summer with the usual round up of other news, resources and research in case you have time and energy for your own learning in a month or so. For now, we hope you are well and stay safe.

Practical tools and tips

Focus on your own social and emotional skills during the pandemic

Read about the mental approach you need to avoid feeling overwhelmed by the challenge for teachers: Teaching through a pandemic – a mindset for the moment
https://www.edutopia.org/article/teaching-through-pandemic-mindset-moment?utm_source=Edutopia+Newsletter&utm_campaign=6e02a883bf-EMAIL_CAMPAIGN_040120_enuw_7waysto&utm_medium=email&utm_term=0_f72e8cc8c4-6e02a883bf-78643479

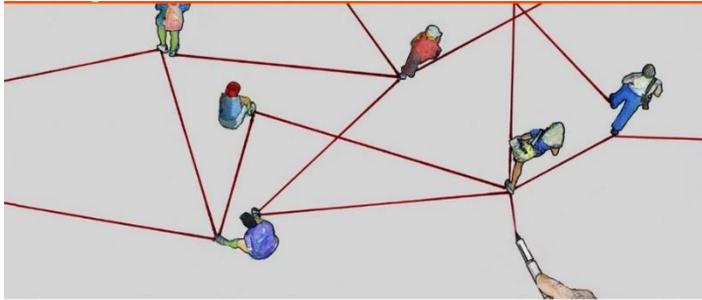
Try having children do something every day to build their character

The Jubilee Centre for Character and Virtues
[\(https://virtueinsight.wordpress.com/2020/03/27/home-learning-materials/\)](https://virtueinsight.wordpress.com/2020/03/27/home-learning-materials/)

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Gratitude Draw around your hand and on each finger, write down something you are thankful for.	Neighbourliness Create a colourful piece of art for your front window to cheer up people who walk past.	Generosity Choose to help someone else in your house today with a task. How did it make you feel?	Reflection Find an example in the news of a person (or group) who are helping others in this time. What are they doing? What virtues are they using?
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Resilience Interview an older member of your family and ask them to describe a time that they had to overcome something difficult.	Kindness Make a card for your garden or window sill. There are some ideas here: https://www.bbc.co.uk/cheatsheets/make-kind-finder	Clemency Find out 3 new facts about your favourite animal and tell someone you live with.	Perseverance Practice building a house of cards e.g. https://www.skillsyoucan.com/activities-for-kids/how-to-build-a-house-of-cards/
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Gratitude Write a letter or make a card for a friend or family member. Tell them what you like about them.	Reflection Which virtue have you found easiest so far this month? Which one has been trickiest?	Creativity Using objects you can find around the house e.g. balloons, create a piece of music.	Resilience Reflect on a time when you succeeded and the time you took, and also a time when you failed and what you learned.
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Empathy Make five supporters to represent your favourite story. Think about how the characters feel.	Perseverance Learn a new magic trick e.g. https://www.youtube.com/watch?v=2p2aawf0s and perform it for your family.	Neighbourliness Make a map of your local neighbourhood and mark out all of your favourite places.	Gratitude Send a thank card to a local business for a job done. You know to thank them for their hard work.
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Generosity Collect up all the loose change you can find and research a charity you can donate it to.	Responsibility Tidy your room today, without being asked.	Kindness Ring a family member or friend and ask them how they are.	Creativity Write your own short story. There are ideas to help here: https://www.kennedy.edu/activities/creative-writing
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Clemency Research someone you admire and make a poster, video or presentation about them. What virtues do they show?	Charity Find an example of when someone helped their friends in a book or film. How did they do it?	Kindness Use Lego or recycled materials to make a new vehicle or product. Make an advert for it.	Responsibility Clear empty plates from the table after one meal today.
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have created a nice calendar with 30 days of [character building activities](#) for primary school children. For older children, there is a list of creative [character-building activities](#), linked to virtues. All of the activities have been designed for children to complete at home, adhering to social distancing guidelines.

Build belonging and connection if you are teaching remotely



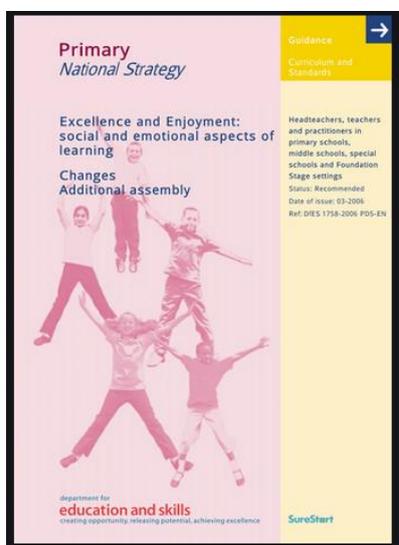
Whatever you are teaching, try to build the sense of belonging and connection that children may be missing when they are not in school. You can:

- ✚ If possible split the class into smaller groups of 8 or so for a daily lesson, and repeat the lesson with each group. As they see each other's faces on ZOOM or whatever platform you are using, and use the chat and react functions to have conversations, they will develop that sense of 'groupness' that is fundamental to wellbeing
- ✚ Say hello to the class each day – this is a lovely film of different ways to do this https://www.edutopia.org/video/educators-say-good-morning-students-video?utm_source=Edutopia+Newsletter&utm_campaign=8eba5ac83b-EMAIL_CAMPAIGN_040820_enews_howdistricts&utm_medium=email&utm_term=0_f72e8cc8c4-8eba5ac83b-78643479
- ✚ Try a regular group relaxation session. The 'Calm for Kids' website has basic children's yoga and meditation exercises and MP3 resources at http://www.calmforkids.com/index.php?option=com_content&view=section&lay... There are simple breathing exercises here <http://sealcommunity.org/newsletter-item/calm-down-breathing> ; here <http://sealcommunity.org/member-resource/great-new-primary-lessons-good-be-me> you will find a brilliant set of slides (Massonet's meditation) with music on a loop to help children learn to become calm and focus. The file must be viewed in slideshow mode – and the sound does come eventually if you are patient.
- ✚ End each lesson or day with a round... 'Something good that happened to me at the weekend was ...', 'Something I hate doing is...', 'Something I'm worried about is...', 'Something I'm looking forward to is...', 'I am hoping that..', 'I am finding it hard to..', 'What keeps me going is...' , 'Something that made me laugh was..', 'What I miss most is...' Tell the group that they can say 'Pass' if they want to. This is really good for the soul and helps the children see that others feel the same as they do
- ✚ Try a 'Name it to tame it' round to share feelings: 'The coronavirus period has made me feel ...' Draw out common themes like frustrated, anxious and disappointed.
- ✚ End on a positive note with a round about something good or funny that has happened, or try these 'three good things' activities http://sealcommunity.org/files/member_resources/3-good-things-primary.pdf http://sealcommunity.org/files/member_resources/3-good-things-secondary.pdf
- ✚ Try to keep up a personal connection with each student in your class or tutor group. Some teachers are aiming to make a phone call once a week to each child. In the group we're working with we are sending a few 'Star learner' praise postcards each week in the post, using specific praise for effort and strategies – 'You were a star learner because you

remembered what we learned about Eyam and the Plague – you clearly know how to memorise facts’, ‘You were a star learner because you made logical choices when categorising worries as likely/unlikely to happen, and were able to explain your choices’, ‘You were a star learner because you kept on going when your graph went wrong- you didn’t give up.’

- ✚ Read this brilliant advice on how to stay connected with a class – it even includes a virtual emotional check-in https://www.edutopia.org/article/7-ways-maintain-relationships-during-your-school-closure?utm_source=Edutopia+Newsletter&utm_campaign=6e02a883bf-EMAIL_CAMPAIGN_040120_enews_7waysto&utm_medium=email&utm_term=0_f72e8cc8c4-6e02a883bf-78643479

Keep teaching SEAL/SEL/PSHE – it matters more than ever now



At the moment, these are probably the best lessons you can offer. We’re planning a weekly lesson on ‘Changes’ for a Y6 class ... dealing with the changes the virus has brought, transition to secondary school, leaving friends and making new ones, maybe having to say goodbye without the chance to say goodbye properly....

- ✚ The obvious topics are teaching about ways to maintain wellbeing, deal with anxiety and stress, and cope with change. It seems sensible to avoid topics best handled face to face, like bereavement. It does feel important, though, to do some work on the feelings of loss that children will be experiencing around the loss of a holiday or event they’d been looking forward to, or perhaps the loss of the normal ‘rites of passage’ – the activities they might have done to mark moving on from one class or school to another, or leaving

school. If you are working on worries/anxiety remember to say that if anyone has a particular worry it might help to chat about, they should email you and you can fix a time to speak on the phone.

- ✚ Read this useful general advice from the PSHE Association on adapting PSHE lessons for home learning [https://www.pshe-association.org.uk/system/files/Adapting lessons for home learning.pdf](https://www.pshe-association.org.uk/system/files/Adapting%20lessons%20for%20home%20learning.pdf)
- ✚ Develop ground rules together and agree to adhere to these during discussions e.g. “We will talk openly but we will not ask each other personal questions.”, or “We will listen respectfully to each other and always be kind.”
- ✚ Keep the lessons safe by using distancing – ‘What would a person in that situation feel/do?’ or “What could someone do if this happened to them?’ rather than ‘What do you feel?’ or ‘What can you do?’ Some activities that can help this might include:
 - ‘Card sort’ (e.g. sorting or prioritising statements/ideas etc. on cards) or brainstorm — “Which of these things help someone’s physical health and which support mental health? Do any help both?”
 - Zone of relevance (ask the children to write a word/idea/person’s name etc. in the middle of a sheet of paper, draw concentric circles around it — like a target — then ask them to write their ideas in the appropriate zones/rings from most to least

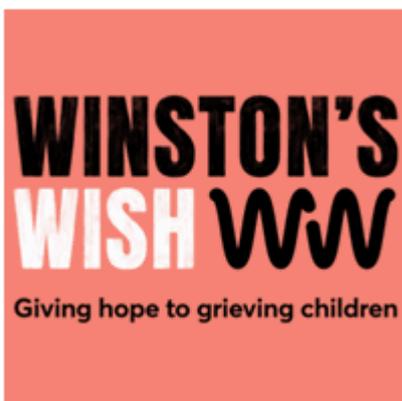
relevant/useful/important etc. — “What would be most important for someone to know in this situation? What would be less important?”

- Advice for a character — “What would you suggest the character should do in that situation?” “If you could talk to the character, what advice would you give them?” “What might help them the most? Problem pages always work well.
- + Provide opportunities for open questions. “Today we talked about... can you write down a question you still have about this and email it to me (or use Chat messages) so we can talk about it another time?”
- + Try this activity to help students cope with the changes they are experiencing. Start by asking them to identify support structures, people, and activities that help them feel better. Model creating a simple list of activities that make one feel calm or happy, such as music, exercise, colouring, art, or meditation. Offer suggestions of appropriate cognitive activities based on age level. Once the activity list is complete, ask students to identify one or two people with whom they have a good relationship and to whom they feel they can turn for help and support – either face to face or through a phone call. If a student reports they don’t have a strong relationship with anyone, help them recognize the characteristics of someone who shows support.

After completing the support section, ask students to list stressors that might act as speed bumps to their mental well-being. This section serves as a guide for moments when they might use their self-care plan. Thinking through a typical day can help students hone in on specific areas of stress, like transitions between times of day, or particular situations such as a parent leaving for work. Then help them create a plan to address each of the stressors and barriers using tools from the support section.

As students create their plans, they will realize that they are in control of how they respond to any situation in their life—increasing confidence and a sense of control in times of stress.

Read this very good advice If a child you teach has lost someone to COVID19



It comes from Winston’s Wish

<https://www.winstonswish.org/coronavirus-schools-support-children-young-people/>

Resource Round Up

Here is a collection of lesson ideas and resources from the SEAL Community website that seem particularly useful during the pandemic. They cover change, resilience and transition. Don’t forget

too that for primary the best starting point is likely to be the Changes SEAL Theme resources, all available on the website National Resources tab.

CHANGE

1. We emailed members about these resources at the start of the lockdown, but in case you missed the email, these great lessons for all age groups help children understand and deal with the coronavirus situation. They were developed in Australia because of the bush fires but they are highly relevant to what our children are going through. Use them if you are in school teaching children or with some adaptations use them for ZOOM or Microsoft Teams online lessons. You can find them at www.sealcommunity.org/resources/coronavirus-lessons-help-children-deal-changes-they-are-experiencing

2. For KS1 the Beano comic have some fun KS1 lessons on change. We've uploaded them here <http://sealcommunity.org/member-resource/beano-ks1-resources-change> but if you find the formatting is weird you can get the materials direct from here https://schools.beano.com/lesson_plan_category/bouncebackability/

3. This lesson is suitable for Year 2 up. Based on Anthony Browne's book, it helps children understand that change can be both difficult and positive, that others have been through changes similar to their own, and that there are strategies they can use to help them cope with difficult change. <http://sealcommunity.org/member-resource/changes-anthony-browne-primary-lesson>

RESILIENCE

The starting point could be the national SEAL primary Good to be Me and secondary Learning about Me resources- We've just done some online lessons on worries from Good to be Me that worked well.

There's a good collection of all-age resilience resources for all ages here <http://sealcommunity.org/member-resource/check-out-collection-resilience-resources>, and another on worries and feeling low here <http://sealcommunity.org/member-resource/new-resources-dealing-worries-and-feeling-low>

For early years, Sesame Street have an online toolkit on universal coping strategies that help children feel safe and become more resilient in a range of situations. It's at <http://sealcommunity.org/newsletter-item/resilience-toolkit-young-children>

For KS1 and 2 these Beano lessons and resources are great https://schools.beano.com/lesson_plan_category/bouncebackability/

This is a nice secondary lesson about resilience, with film clips <http://www.sealcommunity.org/member-resource/check-out-collection-resilience-resources>

We've always liked these secondary tutor group resources to build students' resilience, created by staff and students at Hove Park School. The Coping and Belonging sections are the ones to use right now. <http://sealcommunity.org/member-resource/resilient-classroom>

MOVING ON TO SECONDARY SCHOOL

1. Using some of these as a whole class, with lots of discussion, may help children for children leaving primary without proper chance to say goodbye
<http://sealcommunity.org/files/resources/KS2%20Rise%20Above%20Transition%20to%20Secondary%20School%20lesson%20notes.pdf>
2. This collection <http://sealcommunity.org/member-resource/new-transition-collection> of resources on transition includes a really useful Secondary School Transition booklet with good stuff on worries and solution-focused thinking, and a memory page and portrait you could send home as an end of year activity for primary children.
3. These lessons from the NSPCC and PSHE Association include brilliant stuff on making new friends. Find them at <http://sealcommunity.org/member-resource/moving-and-making-new-friends-ks2>
4. We loved these Young Minds 'Find your feet' transition resources. They include films of young people discussing moving on and some great 'How to make friends hacks' with Beano. Find them at <https://youngminds.org.uk/resources/school-resources/find-your-feet-transitioning-to-secondary-school/#about-the-film>

END OF YEAR

1. Here <http://www.sealcommunity.org/member-resource/moving-pupil-passports-and-booklets-transition-yr-1-and-primary-secondary> there is a useful passport booklet for children to complete at primary-secondary transition and a nice worksheet which allows Reception children to reflect on their best memory of Reception. It could be adapted to any age group.
2. This Hope Clouds activity helps children of any age think about their hopes for the next school year. It is easy to do at home or in a remote lesson. Find it at <http://sealcommunity.org/member-resource/hope-clouds>
3. Encourage your pupils to think about ways they can look after their mental health in the summer with these **Wellbeing Bingo for the Summer** cards. You could give them to a class you'll see again in September and see how many they've ticked off, or give to your pupils on the last day to remind them to look after their wellbeing. The cards are at <http://sealcommunity.org/member-resource/wellbeing-bingo-cards>

EMPATHY DAY



Finally.... empathy and compassion have never been more needed. Empathy Lab are running the annual Empathy Day on 9 June. Schools can access free Empathy Day 2020 Toolkits full of inspiring ideas and creative downloadables. Just email primary@empathylab.uk or secondary@empathylab.uk . Write **'Toolkit'** in the email subject and you will be sent a hidden link. And watch out for new virtual activities and Family Toolkit Pack. Join in with the Empathy Day countdown from 26 May 2020! Go to <https://www.empathylab.uk/> for more information.