

Introduction

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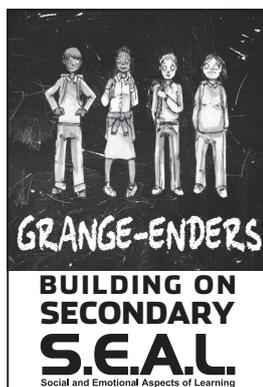
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Introduction: Part 1

Overview and aims

The Grange-Enders teacher resource pack consists of a novel ('Grange-Enders') and a linked set of comprehensive teaching and learning materials for use with all Year 7 students. It aims to support the development of students' social, emotional and behavioural skills through a focus on the five key social and emotional aspects of learning, i.e.

- Self-awareness (and self-valuing)
- Managing feelings
- Motivation (and learning behaviours)
- Empathy
- Social skills.

The use of the novel and associated activities will also aid Y7 tutors/teachers in establishing a safe and respectful learning environment in which individuals feel heard and valued, behave well, enjoy coming to school and learn to the best of their potential.

Grange-Enders can be used as a stand-alone resource, or to reinforce and extend the Secondary Strategy SEAL materials* (including the Y7 SEAL curriculum resource) and work relating to the Every Child Matters agenda.

The impact of social and emotional learning on achievement, behaviour and inclusion has been well documented in a number of research studies (at both primary and secondary phases). However, research suggests that potential impact depends on a number of factors, emphasised in the Secondary SEAL Strategy. The key factors are summarised below.

Knowledge, understanding and skills in SEAL should:

- be taught explicitly to all students (not just those with additional needs)
- be reinforced across the curriculum
- be noticed and celebrated at the whole school level within an ethos that promotes emotional health and well-being and the 5 outcomes of Every Child Matters
- use relevant, motivating and emotionally engaging materials as stimuli
- involve personal reflection and the supported practical application of skills.

The Grange-Enders pack has been developed in line with the research findings and aims to provide schools with the opportunity to put into practice these key factors immediately and comprehensively.

* The Secondary Strategy SEAL materials are available online at www.bandapilot.org.uk.

Explicit teaching / the need for relevant motivating and emotionally engaging stimuli

At the heart of the pack, the Grange-Enders novel provides instant stimulus materials to explicitly teach the skills of SEAL in an accessible, fun, safe and emotionally engaging format for all pupils. If used alongside the Secondary Strategy materials, it provides motivating exemplification and brings the learning to life, engaging the heart as well as the head.

Cross-curricular reinforcement

The Pupil Passport and Classroom Posters enable the SEAL learning to be reinforced consistently across the school day. They provide a clear and manageable focus on the key SEAL/ECM skills for each term, reminding pupils and staff of the need to apply the learning in a variety of different contexts.

Recognition and celebration of the practical application of skills

In addition the Pupil Passport and Classroom Posters remind and encourage all adults in the school to recognise and celebrate the practical application of the focus SEAL skills, helping the learning to become embedded.

Reflection

The Diary Pages enable students to reflect on how the learning applies to them personally, and encourage them to consider how they are using the learning in their everyday lives.

What does the Grange-Enders teacher resource pack consist of?

The teacher resource pack is centred around the novel 'Grange-Enders'. Audio-CDs enable you to present the novel in different ways, and the illustrations are available for projection or printing from the CD-ROM. Structured teaching and learning opportunities (based on best practice) are included on over 150 PowerPoint™ slides for immediate use in different curriculum areas: tutor periods, PSHE, English, drama etc. A personal diary (linked to the events of the novel and the Secondary Strategy learning outcomes) encourages student reflection, while a Pupil Passport ensures that students have the opportunity to apply the learning in every lesson. Classroom Posters (for display around the school) ensure that the focus SEAL skills are reinforced, noticed and celebrated consistently by adults throughout the school day.

Please note that multiple copies of the novel, Classroom Posters, Pupil Passports and Diary pages are available from:

Futurelink Publishing, 16 Harford Square, Chew Magna, Bristol BS40 8RA.

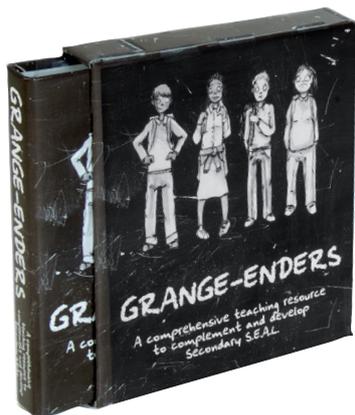
Tel: 01275 334145 Fax: 01275 331301

E-mail: publishing@futurelinksw.co.uk www.futurelinkpublishing.co.uk

The diary pages, Pupil Passports and Classroom Posters can also be printed directly from the CD-ROM.

Using the Grange-Enders teacher resource pack

The teacher file:



- Part 1 of the introduction contains full guidance notes for implementing and using Grange-Enders and notes on good practice in teaching SEAL, including sections on promoting student engagement, establishing a safe learning environment, reinforcing the learning and dealing with sensitive issues.
- Part 2 of the introduction offers detailed guidance on preparing and running Grange-Enders sessions, including practical information on timing, preparation, resources and learning objectives. Links to the Secondary SEAL learning outcomes, and to the Y7 SEAL curriculum materials are also included in this section.
- Hard copies of all PowerPoint™ slides are included, with space for teacher notes.
- Appendix 1 maps the links to ECM and secondary SEAL for those schools using Grange-Enders in conjunction with these materials.
- Appendix 2 lists the 50 learning outcomes of the Secondary Strategy SEAL materials for ease of reference.

The rest of the teacher file contains:

- Hard copies of all PowerPoint™ slides are included (illustrations, teaching and learning ideas and information posters).
- Hard copies of diary pages
- Hard copies of passport pages
- Audio CDs (2)
- CD-ROM

The Grange-Enders novel

Written by ex-headteacher and noted children’s author Maggie Walker, this sensitive and engaging story follows the ups and downs of life in Y7 from the point of view of four very different students. It provides rich opportunities to explore the issues that really matter to Y7 students – changing friendship patterns, fitting in, tricky choices, falling out and making up, crushes and rejection and the exhilaration of achieving a dream, all set alongside the backdrop of the joys and sadnesses that make up family life.



Organised in 4 sections over 13 episodes, the novel is designed to dovetail with the four themes of the Secondary Strategy Y7 SEAL curriculum materials*, and the 5 outcomes of Every Child Matters, as shown below.

Grange-enders	Every Child Matters Outcome	Secondary Strategy Y7 Curriculum resources
Section 1: Episodes 1-4	Stay safe	Theme 1: A place to learn
Section 2: Episodes 5-8	Make a positive contribution	Theme 2: Learning to be together
Section 3: Episodes 9-11	Enjoy and achieve/Economic wellbeing	Theme 3: Keep on learning
Section 4: Episodes 12-13	Be healthy	Theme 4: Learning about me

Illustrations

Each illustration from the novel is available on the CD-ROM for maximum flexibility. They are organised as a PowerPoint™ presentation for ease of use.



Audio-CDs

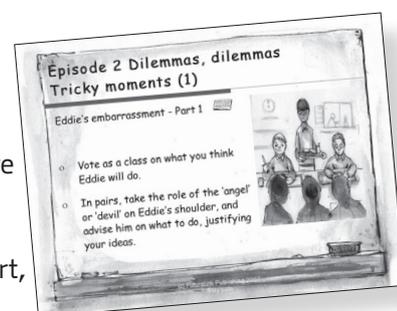
The full novel spoken aloud on two audio-CDs enables you to vary presentation style, reduce reading demands, increase motivation and improve listening skills. Use while projecting the illustrations from the CD-ROM to engage students further.



* The Secondary Strategy Y7 SEAL curriculum materials are available online at www.bandapilot.org.uk.

PowerPoint teaching and learning ideas to accompany each episode

For use with tutor or subject groups, the PowerPoint™ slides link with the events of the story. Packed with ideas for interactive, experiential and active learning opportunities, they can be mixed and matched to fit sessions from 10 minutes to an hour. The slides include suggestions for a variety of different tasks that could be used across the curriculum in areas such as art, drama, dance and English as well as PSHE, so that the learning activities can be incorporated into different curriculum areas. See the section entitled 'Good practice in teaching SEAL' for a detailed explanation of the different teaching and learning strategies included in the slides.



Part 2 of the introduction offers detailed information for planning teaching and learning opportunities. It includes the learning objectives, timing and resources needed for each idea included on the PowerPoint™ slides, organized by novel section.

Diary Pages



It is suggested that each student has the opportunity to complete the diary pages either in school or at home. Additional diaries can be purchased from the publisher, or the pages printed directly from the CD-ROM.

The diary pages consist of tasks and activities, including guided diary entries, linked to the events of the novel and teaching and learning opportunities. These encourage students to reflect on their SEAL learning, and to consider how the learning applies to them personally. They also provide extension activities which reinforce and personalise learning, and encourage the embedding of SEAL skills, as well as serving as stimuli for group and class discussion and exploration.

Pupil Passport

The Y7 Secondary SEAL curriculum guidance suggests that, in order to embed and reinforce the skills developed in each of the four SEAL themes, schools should consider setting up a year-wide focus on a small number of key skills relevant to the current SEAL theme. This enables all staff (including administrative and non-teaching personnel) to acknowledge, reinforce and celebrate the practical application of the same skills across the school day in a consistent and manageable manner.



The 'Pupil Passport' enables schools to put this suggestion into practice. Additional passports can be purchased from the publishers, or the individual pages printed directly from the CD-ROM.

The passport consists of 5 sections (matched to the Secondary Strategy Y7 themes, and to the five ECM outcomes). Each section lists 5 skills relevant to the SEAL theme (and related ECM outcome) which students are encouraged to demonstrate across the school day.

It is suggested that all staff are primed to 'catch' students using the focus skills (and encouraged to display the posters in their classroom as a reminder – see below). When noticing a student demonstrating a focus skill, the adult signs the student's passport.

Schools might like to use the 'Year 7 Challenge' idea which involves students getting all 25 skills 'ticked off' over the course of an academic year (or on a theme by theme basis). Students who successfully complete the challenge could be rewarded (e.g. entered into a draw or eligible for a certificate or prize). The 'Year 7 Challenge' is supported by the Classroom Poster set (see below).

Classroom Posters

A set of 5 posters is included in the pack. Additional sets of posters can be purchased from the publishers, or the individual pages printed directly from the CD-ROM.

Each poster takes one ECM outcome, and reproduces the five tasks listed in the Pupil Passport for that outcome (see above). The posters are compatible with the Y7 SEAL themes and to the events from the relevant section of the Grange-Enders novel that students will be studying.

Displayed in every classroom (and the places in which students spend unstructured time), the purpose of the posters is to remind staff and students that the application of SEAL skills is relevant across the curriculum and throughout the school day. They provide a useful way in which SEAL learning can be reinforced, acknowledged and celebrated across the school day and in every curriculum area. Subject departments might like to use the posters as a starting point for discussion about how the skills might be relevant to, and demonstrated within, their particular subject area.



CD-ROM

The CD-ROM enables you to produce multiple copies of the diary sheets, posters and pupil passport pages, and to project illustrations or PowerPoint™ slides.



The CD-ROM can be copied once and allows schools to share the materials across Y7 classrooms.

What topics does Grange-Enders cover?

An 'at a glance' guide

Section 1: Episodes 1 to 4	Section 2: Episodes 5 to 8
<p>ECM focus outcome: Stay safe</p> <p>Y7 Secondary SEAL curriculum resource: Theme 1 'A place to learn'</p> <ul style="list-style-type: none"> • Understanding and managing the feelings associated with starting at a new school • Getting to know and work with new people • Creating a safe, positive environment and understanding rights and responsibilities • Knowing and valuing ourselves • Recognising and developing strategies to deal with peer pressure and risk • Using assertiveness skills 	<p>ECM focus outcome: Make a positive contribution;</p> <p>Y7 Secondary SEAL curriculum resource: Theme 2 'Learning to be together'</p> <ul style="list-style-type: none"> • Working well in groups and understanding the rights and responsibilities of group situations • Understanding and developing friendships • Using assertiveness skills • Understanding conflict and developing strategies for conflict resolution and problem-solving • Understanding how our behaviour choices affect others, as well as influencing how we think and feel about ourselves • Exploring responsibility, fault and blame
Section 3: Episodes 9 to 11	Section 4: Episodes 12 to 13
<p>ECM focus outcome: Enjoy and achieve/Economic wellbeing;</p> <p>Y7 Secondary SEAL curriculum resource: Theme 3 'Keep on learning'</p> <ul style="list-style-type: none"> • Recognising our strengths and current limitations • Developing the skills to set and achieve goals • Developing the skills of persistence and resilience (bouncing back after a disappointment or when things have gone wrong) • Learning from mistakes, past experiences and constructive criticism • Taking responsibility for our learning, successes and mistakes • Developing an optimistic outlook and the positive thinking skills to achieve this • Exploring issues of working, solving problems and decision making as part of a team • Using assertiveness skills • Developing initiative and enterprise 	<p>ECM focus outcome: Be healthy</p> <p>Y7 Secondary SEAL curriculum resource: Theme 4 'Learning about me'</p> <ul style="list-style-type: none"> • Being aware of, identifying, labeling and expressing a range of feelings in themselves and others • Developing an understanding of the relationship between thoughts, feelings and behaviour • Understanding 'emotional hijacks', and developing strategies for managing impulses and strong emotions • Using their knowledge about emotions, and strategies for managing them, in order to change uncomfortable feelings, and promote positive ones • Understanding and managing the 'social emotions' (e.g. jealousy and embarrassment), loss and change • Developing and using the skills to support others who are having a hard time • Exploring changing friendship patterns

Guidance on implementation

The various elements that comprise the Grange-Enders teacher resource pack can be used flexibly to suit your school context and organisation. The materials have been used in a variety of ways, including:

- Within tutor time across Y7 classes
- Within PSHE
- Within a variety of curriculum areas such as tutor times, PSHE, English, drama, art and dance sessions

Once familiar with the resource, schools have found a range of ways to build creatively on the resources, for example, involving Y10 drama students in presenting scenes and episodes to the Y7 students, with opportunities for cross-phase discussion and learning; using the resource as a basis for year-group assemblies and parent sessions, using dance, drama, art-work etc..

There are a number of models for using Grange-Enders alongside the Secondary Strategy Y7 SEAL materials. These include:

- A tutor programme for a specified period each term following Y7 theme-based work, e.g. each 6 week term/half-term: 4 weeks Secondary SEAL theme; 2 weeks grange-enders consolidation.
- Using the Y7 Themes for the first 4 terms, and Grange-Enders for the final two terms, revisiting and applying the key learning outcomes.
- Using the Y7 Themes in tutor periods, while using Grange-Enders in another curriculum area (e.g. PSHE, English, drama) over the same period to consolidate, reinforce and extend the skills learnt.

A model for implementing Grange-Enders

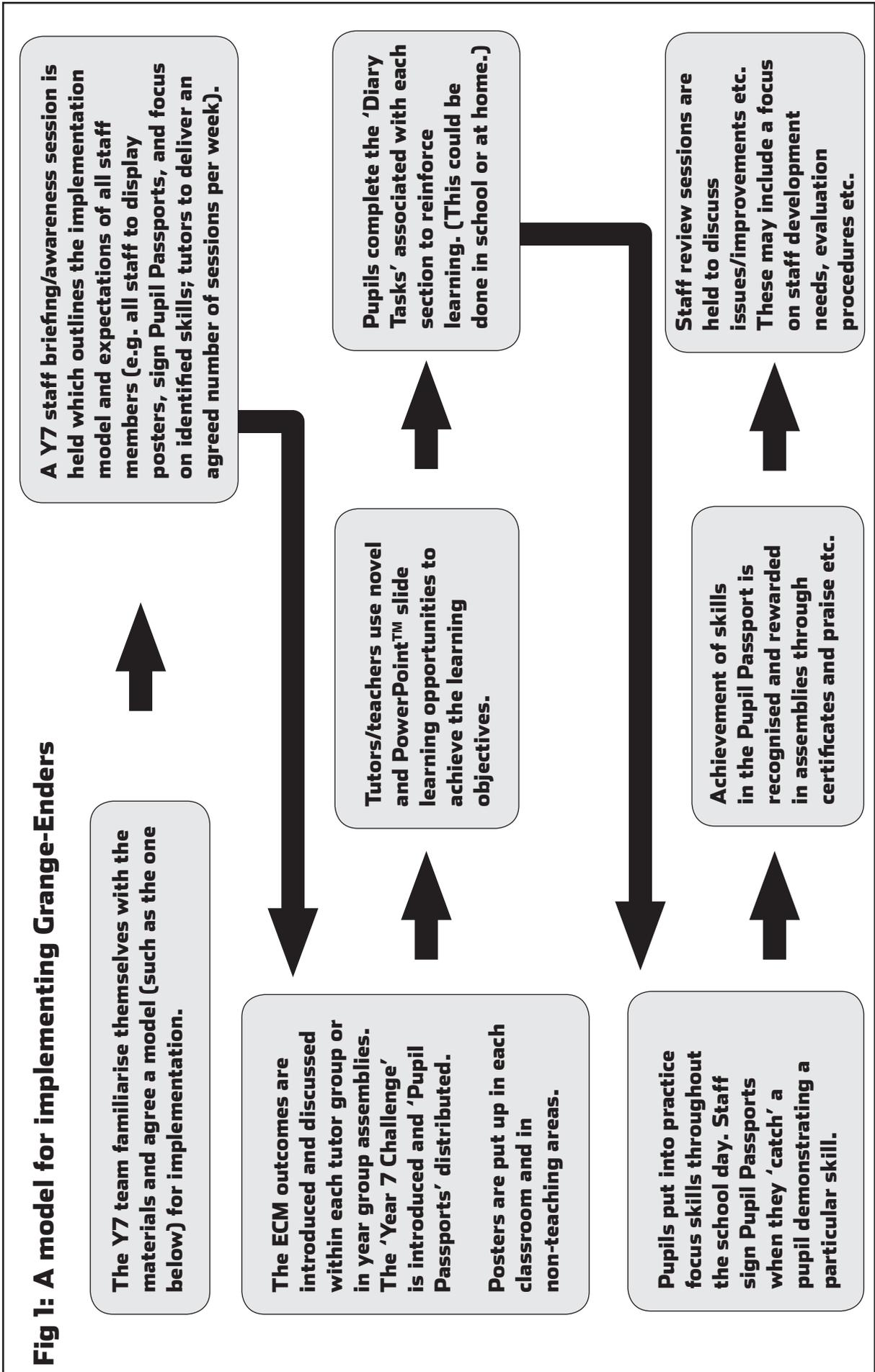
A possible model for implementing Grange-Enders is outlined in Fig. 1.

Research suggests that there are a number of success factors involved in implementing a successful initiative in this area. These include:

- The commitment of senior leaders
- Whole-school initial awareness (including LSAs, administrative staff etc.) and regular updates and reminders (e.g. in staff briefings) and clarity of roles (e.g. as a subject teacher or tutor)
- Support from subject leads and teachers and discussion within departmental meetings as to how best to support, reinforce and celebrate the practical application of SEAL learning
- Links made to related initiatives and subject areas e.g. Healthy schools, PSHE, ECM, whole-school initiatives such as peer support programmes
- Training/awareness opportunities for staff in delivering SEAL based learning opportunities
- Developing a whole school ethos which supports SEAL learning.

Schools using Grange-Enders in parallel with the Secondary Strategy SEAL materials are likely to be ensuring that these success factors are in place, and the strategic planning for Grange-Enders work will dovetail with that already taking place in the school. For those schools who are using the Grange-Enders resource as a stand-alone programme, it will be important to ensure that these conditions are 'built-in' at the strategic planning stage.

Detailed guidance on medium-term planning for using the learning opportunity ideas is included in Part 2 of this introduction. The learning objectives, as well as information on timing, preparation and any resources required are detailed in this section.



Good practice in teaching SEAL

Promoting student engagement

Establishing a safe learning environment

Students will engage meaningfully with SEAL related activities only when they feel valued and safe, and trust others within the learning environment. As all tutors will be aware, this situation takes time to build up. You can support the establishment of such an environment by building relationships - taking an interest in individuals, demonstrating that you value their unique strengths and talents, and listening to their experiences and opinions. Regular work on Grange-Enders will offer these opportunities. Trust and feelings of safety are facilitated by ensuring that you always do what you say you will do, having clear parameters and expectations (discussed and negotiated where possible with students), and consistently challenging violations of these.

In a safe learning environment, you will observe students:

- showing that they are not fearful of getting things wrong
- talking openly and honestly
- not being afraid to disagree with the prevailing consensus
- being able to ask for help
- being able to share vulnerabilities and strengths
- being able to compliment each other
- demonstrating familiarity with routines

Making it fun, motivating and relevant to all

The novel and PowerPoint™ learning opportunities are designed to address the issues that are of interest and concern to Y7 students. The important thing to remember is that students generally enjoy talking about themselves and their experiences within a safe environment. Learning in this area should relate directly to students' experiences, be fun, experiential, interactive and exploratory, rather than didactic. In classrooms where this takes place, you are likely to observe the following:

- Adults use open questions.
- Students are given time to reflect/ask questions/take the lead in discussions/talk to a 'safe' partner of their choice.
- Adults do not give the impression that there is one right answer that they are in possession of (the 'guess what's in my head' game).
- Adults model the fact that they do not necessarily know the answer, that there may be more than one answer, and that often the students will be more expert than they are.
- Students as well as adults have opportunities to think of and ask questions.

- Students have opportunities to make links to their own experiences, and teachers support them in doing so in a sensitive manner.
- Adults model these links by using and reflecting on their own experiences (e.g. 'last night my neighbour's son scratched my car...').
- Students are able to think about (and rehearse) how they might apply new learning to their own contexts.
- Students are encouraged to think about specific situations (e.g. conflict), what they have done in the past, and how they might change their behaviour to reflect their new learning.
- There is a known 'feed-back' strategy of talking about what they have tried and how successful they have been. This might be at the beginning of a Grange-Enders session, after students have been asked to complete a diary page activity.
- Learning objectives are shared/negotiated with children and revisited at the end of the session.

Using varied teaching styles and a range of interactive and experiential activities

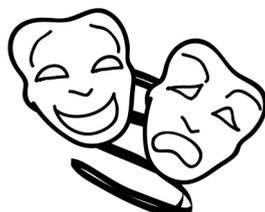
As with best practice in promoting student engagement in any area, it is necessary to recognise that students may learn in different ways. The best learning opportunities will involve a balance of all tasks involving practical, visual and spatial, and auditory skills. It is important also to use a good variety of presentation methods, and ensure that students get to demonstrate their learning in different ways.

The Grange-Enders learning opportunities suggested follow best practice in these areas, using guidelines from a variety of sources, including DfES and Secondary Strategy guidance documents (e.g. Pedagogy and Practice: Teaching and Learning in Secondary Schools (DfES 0423-2004 G)). It is anticipated that teachers will want to use the PowerPoint™ slide suggestions as springboards for discussion, reflection and activity, rather than as a blueprint for teaching.

The audio-CDs and PowerPoint™ illustrations enable teachers to present the novel in a variety of ways, to ensure that enthusiasm and engagement are maintained over time. As well as reading episodes aloud, in pairs, or listening to the audio CDs, students might be encouraged to volunteer to read in role as the characters, or to act out a scene or episode. Research suggests that boys are particularly motivated when DVD or video recording is used to capture the learning.

The PowerPoint™ learning opportunities use a range of teaching and learning techniques, which most teachers will be familiar with.

Learning opportunities include whole class discussion and directed tasks and challenges, group, pair and individual work. Learning objectives for each learning opportunity are outlined in Part 2 of this introduction. Activities include:



Drama based activities:

- Role play
- Freeze-frames and thought tapping (Students select a key moment and create a still picture to recreate it. Can be used with 'thought tapping' in which students speak aloud their private thoughts and reactions in role when tapped on the shoulder)
- Living sculpture (Students work together to create a still human sculpture to represent an emotion or reaction)
- Mime/dance sequence development
- Chat-show role-play (agony aunt/uncle)
- Hot-seating (One person takes on the role of a character; others plan and ask questions and the student replies in role)

Speaking and listening activities



- Thought-showering
- Class votes
- Discussion with talk-partners
- Points to ponder (proverbs, statistics, anecdotes etc.) and discuss as a class, group, pair or to reflect on individually
- Listening triads (Students work in groups of three. Each student takes on the role of talker, questioner, recorder. The talker talks while the questioner prompts and seeks clarification. The recorder makes notes and gives a report at the end of the conversation)
- Snowball (Pairs discuss an issue, or thought shower initial ideas, then double up to fours and continue the process, then into groups of eight to compare ideas and to sort out the best. Finally the whole class is drawn together and spokespersons for each group of eight feed back ideas)
- Jigsaw groups (A topic is divided into sections. In home groups students allocate a section each and then regroup into expert groups. In these groups, experts work together on their chosen area, then return to original home groups to report back on their area of expertise)
- Debate
- Mind-mapping



Art and design based activities

- Poster making
- Cartoon strips
- Advert design
- Graphical representations/constructing charts

Other

- Physical challenges
- Sentence completion (in role)
- Researching (e.g. role-models)
- Quizzes
- Completing target sheets

Information posters

The PowerPoint™ presentations include slides which can be printed off as A4 posters for students' consideration or to display as reminders of key learning. These are indicated by the icon below.



All of these 'Information poster' slides can be printed from the CD-ROM PowerPoint™ by choosing the 'Information Poster slides' option.

N.b. The brief explanations provided above are adapted from Section 2 of 'Key Stage 3 National Strategy: Year 7 Speaking and Listening Bank (DfES), www.standards.dfes.gov.uk/keystage3.

Reinforcing the learning

Personal, emotional and social learning takes place through practice. It is not enough to 'teach' SEAL sessions - the learning needs to become embedded and this will only happen where it is reinforced in the wider environment. For example, you can teach children the benefits of healthy eating, but if the vending machines sell only crisps and chocolate it will not become embedded – a part of their real lives. We need to 'walk the talk' and scaffold, recognise and reward the application of the learning.

The diary pages will help students apply the learning to their own situations, and the Pupil Passport and Classroom Posters are designed to be used across the school day (or even at home) so that all members of staff are able to provide the necessary reinforcement. The most effective learning happens where the specific learning outcomes (for the term or theme) are reinforced in subject lessons, through school-wide awareness and departmental planning.

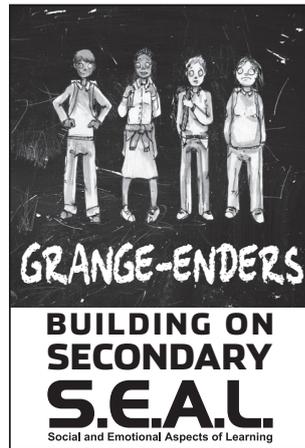
A word of caution – dealing with sensitive topics

Grange-Enders sessions offer students a structured opportunity to explore aspects of themselves and their lives. As the subject matter is the student themselves and the aim of the materials is to create a safe, trusting ethos, there is the possibility that students may be more likely to disclose personal information within these sessions. It is important that teachers feel confident in dealing with sensitive issues and possible disclosures, and that they are supported in ensuring that learning opportunities do not make students vulnerable to teasing, exploitation or bullying by other students.

The suggestions in this section of the introduction aim to provide some guidance and starting points for school discussion on dealing with the tension between wanting to support students in developing the skills, and creating an ethos in which children feel comfortable and safe, to talk about, explore and move forward with the issues that are real (and sometimes painful) for them, and the risk of exposing children and leaving them more vulnerable to potential harm.

- Training in dealing with potentially sensitive issues and active listening is recommended for all staff, for example through PSHE accreditation, or from local support services such as the Psychology Service or Behaviour Support. Where this is not possible, the coordinator (or other skilled practitioner) should facilitate a staff session to:
 - Ensure that all teachers are familiar with child protection procedures.
 - Develop shared ‘scripts’ for how to deal with different situations that might arise, e.g. how you will respond to disclosures which you consider to be inappropriate: ‘Thank you for sharing that, x, that must be very hard for you. I think I need some time to think about that one. Would it be OK if you and I talked more about it afterwards?’.
 - Emphasise the importance of contacting parents/carers when a child has talked to you or the group about a sensitive issue, to find out their views and agree together how best to tackle the issue. Support services are often able to offer advice and support to teachers and coordinators and teachers will need to know how to access such support. The coordinator will probably be the first point of contact.
 - Ensure that teachers are clear that group or discussion times should never be used as an opportunity to elicit personal disclosures or to push children into making responses. Guidance on how to establish and maintain the ‘golden rules’ of such times (confidentiality, trust, passing, contributing only what children feel comfortable with etc.) would be useful.
 - Discuss the use of upbeat games and activities to close a session on a sensitive issue, to ensure that students can achieve closure and move on effectively to other work.
- Some teachers will not feel confident in running some Grange-Enders sessions (e.g. on bereavement) and it is important that they are able to discuss this openly, e.g. with a designated member of staff, and receive support. It will be important that a named person has the responsibility to ensure that teachers’ needs for PD are met in this area, through observation, co-facilitating sessions with an experienced colleague or outside agency, accessing coaching support etc.

- For all Grange-Enders sessions, ensure that all students are aware that they do not have to share anything that they do not feel comfortable with, and can do so privately with the teacher following the session if they wish to. You might like to explain that sometimes they might be unsure of whether to share something or not, but that if they are at all unsure, they could write it on a note or talk to the teacher after the session to help them to decide what to do.
- Remind students of the importance of the need for confidentiality, and the importance you will place on addressing breaches if these occur. Assemblies and regular class reminders of students' rights and responsibilities will help them to understand that the guidelines that apply to reporting bullying behaviours apply equally to these behaviours. Students need to be clear that reporting these behaviours is not 'telling tales' but an essential responsibility in maintaining a safe environment.
- Make sure that you provide opportunities for students who have made a personal disclosure to talk about any effects this may have had on them. It will usually be enough to let them know that you are there if there is anything they would like to talk about, and to have a regular chat using open, general questions to address any concerns.
- Ensure that, as a teacher, you have a buddy or source of support with whom you can openly discuss any issues or uncertainties that arise for you as a result of using Grange-Enders.



Introduction: Part 2

Using the PowerPoint™ teaching and learning opportunities

This part of the introduction provides detailed information about preparing and using the learning opportunity ideas from the PowerPoint™ slides relevant to each section of Grange-Enders. For each learning opportunity idea suggested timings* are given along with the learning objectives of the activity. The book icon indicates approximately how long it will take to read the relevant section (or to listen to it using the audio CD).

Any necessary preparation or resources you will need are described. Where it might be helpful to print off one of the 'information posters', the icon shown below is used.

The Diary tasks are linked to the different PowerPoint™ ideas, and shown on the relevant PowerPoint™ slide. The Pupil Passport tasks, linked to each section of the book (and its corresponding ECM focus outcome), are reproduced at the end of each PowerPoint™ slide show.

When introducing a section of the book, you might like first to consider the relevant ECM outcome, and discuss what it might involve for students in Y7. The associated Pupil Passport skills should also be introduced at this time, so that students can begin to focus on these skills throughout the school day (and beyond!). This might take place in year group assemblies or during class time.

Familiarisation with the episode (or section) to be explored can be achieved in a range of ways. It is suggested that a variety of presentation methods are used, e.g. the teacher reading aloud; students taking the role of the four characters; listening to the audio CD and looking at the illustrations; silent reading; students acting out the scene or episode. Some schools have involved older students (e.g. a GCSE drama group) in dramatizing the episodes in different ways, and presenting these to students in class-time or assemblies.

The selected learning opportunities can then be presented to students, either as they are or with any modifications to suit your own context.

Information about the learning opportunities for each of the four sections of Grange-Enders is presented in the charts which follow, organised as follows:

- Section 1: Episodes 1-4
- Section 2: Episodes 5-8
- Section 3: Episodes 9-11
- Section 4: Episodes 12-13

** Note that timings given are very general and represent the minimum amount of time necessary to complete an activity. Timings will vary with the depth of focus and amount of student discussion generated.*

Grange-Enders Section 1: Episodes 1 to 4

ECM focus outcome: Stay safe			
Y7 Secondary SEAL curriculum resource: Theme 1 'A place to learn'			
Key content			
<ul style="list-style-type: none"> Understanding and managing feelings (in particular those associated with starting at a new school) Getting to know and work with new people Creating a safe, positive environment and understanding our rights and responsibilities Knowing and valuing ourselves - our skills, talents and current limitations Recognising and developing strategies to deal with peer pressure and risk Using assertiveness skills 			
Episode	Time	Resources and Preparation	Grange-Enders learning opportunity objectives <i>(Links to Secondary SEAL learning outcomes are given in brackets. See Appendix 2 for full wording of Secondary SEAL outcomes).</i>
1. Being New	10 minutes Parts 1 & 2 	Optional: Digital camera.	1. The feelings factor (SEAL LO: 8, 31) <ul style="list-style-type: none"> Identify characters' feelings about starting at a new school Link events to feelings Consider how different feelings are expressed through body language Link to Diary task 1
	Task 1: 35 minutes		
	Task 2: 30 minutes		2. Different strokes for different folk (SEAL LO: 32) <ul style="list-style-type: none"> Identify differences in thoughts, feelings and actions of characters. Understand that others may feel differently to us in the same situation Link characters' experiences to their own feelings, thoughts and behaviour
	Task 3: 1 hour	Materials for each group to make a poster Sticky notes	3. Meeting the challenge (SEAL LO: 15) <ul style="list-style-type: none"> Identify the social and emotional demands of 'being new' Identify strategies for dealing with them Link to Diary task 2
	Task 4: 30 minutes	Optional: Digital camera	4. First impressions (SEAL LO: 1) <ul style="list-style-type: none"> Get to know ourselves - seeing ourselves through others' eyes Understand that first impressions may not be accurate Link to Diary task 3
2. Dilemmas, dilemmas	5 minutes Eddie's embarrassment 		1. Tricky moments (SEAL LO: 6, 12, 36, 41) <ul style="list-style-type: none"> Recognise peer pressure Consider the risks of different courses of action Consider different courses of action following reflection
	Task 1: 30 minutes		
	5 minutes Rosie's risk 		2. More tricky moments (SEAL LO: 5, 33, 44) <ul style="list-style-type: none"> See a situation from someone else's point of view Reflect on the effect our actions have on others' feelings of safety and security Consider our rights and responsibilities towards others
	Task 2: 20 minutes		
	5 minutes Dionne's dilemma 	Optional: DVD or video recorder	3. Standing your ground (SEAL LO: 45, 48, 50) <ul style="list-style-type: none"> Make wise choices by considering the outcomes Use assertiveness skills Consider what is important to self Link to Diary task 4
	Task 3: 45 minutes		

Episode	Time	Resources and Preparation	Grange-Enders learning opportunity objectives <i>(Links to Secondary SEAL learning outcomes are given in brackets. See Appendix 2 for full wording of Secondary SEAL outcomes).</i>
3. Roller coaster	10 minutes Parts 1 & 2 Task 1: 20 minutes	Materials for each group to make a poster or graph 	1. I don't care what you think! Or do I? (SEAL LO: 8,38) <ul style="list-style-type: none"> Consider the effect of what others do and say on feelings about ourselves Identify and label emotions
	Task 2: 30 minutes	Optional: Digital camera	2. Golden Gifts (SEAL LO: 12, 40, 38) <ul style="list-style-type: none"> Understand how what we do and say can help others to feel valued and safe Recognise different forms of 'golden gifts' Reflect on how it feels to receive a 'golden gift'
	Task 3: 30 minutes	Optional: Digital camera	3. Poison Arrows (SEAL LO: 12, 40) <ul style="list-style-type: none"> Understand the effect of put downs and unkind behaviour on others Understand how this affects feelings of emotional safety within a group
	Task 4: 20 minutes		4. And what about us? (SEAL LO: 38) <ul style="list-style-type: none"> Applying learning to the group Link to Diary task 5
4. Dionne's diary	10 minutes Task 1: 20 minutes	Large sheet of paper for students to draw around a person (for each group) Marker pens for each group 	1. Inside, outside (SEAL LO: 1) <ul style="list-style-type: none"> Understand that others often see us differently to how we see ourselves Identify strengths and weaknesses in the characters
	Task 2: 15 minutes		2. What am I like? (SEAL LO: 2, 4) <ul style="list-style-type: none"> Recognise own and others' strengths and talents Accept praise
	Task 3: 20 minutes		3. Why can't things just stay the same? (SEAL LO: 8, 31, 33) <ul style="list-style-type: none"> Identify and label feelings associated with change See world from characters' point of view
	Task 4: 15 minutes		4. Underneath the anger (SEAL LO: 8, 9) <ul style="list-style-type: none"> Explore feelings of anger Understand the feelings that often underlie anger
	Task 5: 30 - 45 minutes	Optional: DVD or video recorder	5. Coming out on top (SEAL LO: 13, 15, 18, 34) <ul style="list-style-type: none"> Express and explore emotions Listen to and support others Identify strategies to cope with feelings elicited by changing situations

Grange-Enders Section 2: Episodes 5 to 8**ECM focus outcome: Make a positive contribution;
Y7 Secondary SEAL curriculum resource: Theme 2 'Learning to be together'****Key content**

- Working well in groups and understanding the rights and responsibilities of group situations
- Understanding and developing friendships and the skills of friendship (listening, understanding body language, seeing others' point of view etc.)
- Using assertiveness skills
- Understanding conflict and developing strategies for conflict resolution and problem-solving (own and others')
- Understanding how our behaviour choices affect others as well as how we think and feel about ourselves
- Exploring responsibility, fault and blame

Episode	Time	Resources and preparation	Grange-Enders learning opportunity objectives <i>(Links to Secondary SEAL learning outcomes are given in brackets. See Appendix 2 for full wording of Secondary SEAL outcomes).</i>
5. Good day, bad day	5 minutes Part 1  Task 1: 20 minutes	Optional: Digital camera Materials for groups to produce a cartoon strip	1. With friends like Eddie.... (SEAL LO: 8, 31, 33) <ul style="list-style-type: none"> • Look at situations from other people's points of view • Use non-verbal communication to demonstrate and recognise emotions • Explore feelings of hurt, being let-down, and uncomfortable
	Task 2: 30 minutes	Optional: DVD or video recorder. Drawing materials	2. Friends forever? (SEAL LO: 33, 38, 42) <ul style="list-style-type: none"> • Understand how and why friendship patterns might change • Consider kind and unkind ways to change friends Link to Diary task 6
	5 minutes Part 2  Task 3: 30 minutes		3. It's your choice (SEAL LO: 6, 30) <ul style="list-style-type: none"> • Link behaviour choices to their consequences • Understand the effect of behaviour choices on others
	Task 4: 40 minutes		4. Is there another way? (SEAL LO: 6, 47) <ul style="list-style-type: none"> • Consider alternative behaviour choices after reflection
	5 minutes Part 3  Task 5: 45 minutes	Optional: DVD or video recorder Optional: DVD or video recorder	5. Fixing it (SEAL LO: 5, 16, 49) <ul style="list-style-type: none"> • Develop strategies for making amends • Understand the benefits for self and others of making amends • Understand how our behaviour choices affect how we feel about ourselves

Episode	Time	Resources and Preparation	Grange-Enders learning opportunity objectives <i>(Links to Secondary SEAL learning outcomes are given in brackets. See Appendix 2 for full wording of Secondary SEAL outcomes).</i>
6. Now that's what I call teamwork (Not)	10 minutes Task 1: 40 minutes 	Optional: DVD or video recorder	1. Action replay (SEAL LO: 6, 28, 43) <ul style="list-style-type: none"> Identify what helps and hinders successful team-work Identify strategies for successful team-work Understand the importance of learning from experience and mistakes
	Task 2: 20 minutes	Sticky tape + 1 packet uncooked spaghetti per group	2. The Challenge! (SEAL LO: 43, 46) <ul style="list-style-type: none"> Experience team-work issues first-hand Link to Diary task 7
	Task 3: 20 minutes	Resources for making an advert – poster; DVD or video recorder; minidisk recorder etc	3. My ideal team mate (SEAL LO: 43) <ul style="list-style-type: none"> Identify characteristics of a good team member
	Task 4: 30 minutes		4. There's no I in TEAM (SEAL LO: 2, 3, 4, 43, 46) <ul style="list-style-type: none"> Appreciate our strengths and limitations in working together
	Task 5: 10 minutes		5. Whose fault is it anyway? (SEAL LO: 30, 43, 44) <ul style="list-style-type: none"> Explore concepts of responsibility in a group situation, fault and blame
	Task 6: 30 minutes		6. Our teamwork charter <ul style="list-style-type: none"> Agree a 'team-work charter' with others
7. The Fight	10 minutes Part 1  Task 1: 45 minutes		1. Wind-ups (environment) (SEAL LO:33, 40) <ul style="list-style-type: none"> Consider the effect of 'wind-ups' on other people's feelings Make changes to behaviour to take account of others' feelings Link to Diary task 8
	Task 2: 20 minutes	Materials for a comic strip of poster for each group	2. The build up (SEAL LO: 8, 9) <ul style="list-style-type: none"> Understand the factors that can make losing control of anger more likely (the 'build-up' effect)
	4 minutes Parts 2 and 3  Task 3: 20 + 60 minutes	Large piece of paper for each group and marker pens Optional: DVD or video recorder	3. Losing it (SEAL LO: 8, 9, 31) <ul style="list-style-type: none"> Identify outward and inward signs of mounting anger Recognise and demonstrate angry body language Identify the stages of anger (trigger, build-up, crisis)

Episode	Time	Resources and Preparation	Grange-Enders learning opportunity objectives <i>(Links to Secondary SEAL learning outcomes are given in brackets. See Appendix 2 for full wording of Secondary SEAL outcomes).</i>
	Task 4: 15 + 10 minutes		4. Costs and benefits (SEAL LO: 6, 15, 23, 28) <ul style="list-style-type: none"> Understand the short and long-term consequences of responding impulsively on the basis of strong feelings Reflect on the outcomes of previous experiences Identify alternative strategies for dealing with strong feelings
	Task 5: 10 minutes		5. Getting the full picture (SEAL LO: 9, 10, 15) <ul style="list-style-type: none"> Understand the importance of getting the full picture before responding impulsively on the basis of strong feelings Know that wrong judgments can arise from having only a partial picture of a situation Link to Diary task 9
	Task 6: 10 +20+10 minutes	Materials to produce a mind-map and drawing materials	6. You be the judge (SEAL LO: 30, 33) <ul style="list-style-type: none"> Explore responsibility, fault and blame Understand that situations have many contributory factors
8. Sorting it	4 minutes Part 1  Task 1: 20 + 20 minutes	Materials for a comic strip Optional: DVD or video recorder	1. How not to do it (SEAL LO:14, 31, 33, 48) <ul style="list-style-type: none"> Identify verbal and non-verbal features that make conflict worse Understanding the effect on others of how emotions are expressed
	8 minutes Part 2  Task 2: 15 minutes	Note that if you are using Secondary SEAL, you might prefer to replace the 'Make up OK' model with the 'Peaceful problem solving' model used in these materials, and adapt the activities accordingly. Print out A4 copies of 'Make-up OK' 	2. Make up OK! (SEAL LO:47, 48) <ul style="list-style-type: none"> Be familiar with a conflict-resolution model
	Task 3: 10 minutes		3. Make up OK! Step 1: Calming down (SEAL LO:15, 18, 47) <ul style="list-style-type: none"> Identify strategies for calming down
	Task 4: 10 minutes		4. Make up OK! Step 2: Accept responsibility (SEAL LO: 15, 18, 30, 47) <ul style="list-style-type: none"> Be able to identify what we have contributed to a conflict situation, and take responsibility

Episode	Time	Resources and Preparation	Grange-Enders learning opportunity objectives <i>(Links to Secondary SEAL learning outcomes are given in brackets. See Appendix 2 for full wording of Secondary SEAL outcomes).</i>
	Task 5: 10 minutes		<p>5. Getting the full picture (SEAL LO: 9, 10, 15)</p> <ul style="list-style-type: none"> Understand the importance of getting the full picture before responding impulsively on the basis of strong feelings Know that wrong judgments can arise from having only a partial picture of a situation <p>Link to Diary task 9</p>
	Task 6: 10 +20+10 minutes	Materials to produce a mind-map and drawing materials	<p>6. You be the judge (SEAL LO: 30, 33)</p> <ul style="list-style-type: none"> Explore responsibility, fault and blame Understand that situations have many contributory factors
	Task 7: 10 minutes		<p>7. Make up OK! Step 5: Understand the other person's point of view (SEAL LO: 33, 47)</p> <ul style="list-style-type: none"> Understand what empathy is Understand the importance of empathy in moving forward in conflict situations
	Task 8: 10 minutes		<p>8. Make up OK! Step 6: Pick a win-win solutions (SEAL LO:47, 48)</p> <ul style="list-style-type: none"> Understand what a win-win situation is Apply understanding to the characters in the episode
	Task 9: 45 minutes	Optional: DVD or video recorder	<p>9. Make up OK! Putting it all together (SEAL LO: 6, 13, 30, 33, 39, 47, 48, 50)</p> <ul style="list-style-type: none"> Apply the conflict-resolution model to a personal or fictional situation Consider the effectiveness of different ways of resolving conflict <p>Link to Diary task 10</p>

Grange-Enders Section 3: Episodes 9-11**ECM focus outcome: Enjoy and achieve/ economic well-being
Y7 Secondary SEAL curriculum resource: Theme 3 'Keep on Learning'****Key content:**

- Knowing our strengths and recognising limitations
- Developing the skills to set goals, break them down into achievable steps, anticipate and overcome obstacles, plan to achieve their goals, and to recognise and celebrate success
- Developing the skills of persistence and resilience (bouncing back after a disappointment or when things have gone wrong)
- Learning from mistakes, past experiences and constructive criticism
- Taking responsibility for our learning, successes and mistakes
- Developing an optimistic outlook and the positive thinking skills to achieve this
- Exploring issues of working, solving problems and decision making as part of a team
- Using assertiveness skills
- Developing initiative and enterprise

Episode	Time	Preparation and resources	Grange-Enders learning opportunity objectives <i>(Links to Secondary SEAL learning outcomes are given in brackets. See Appendix 2 for full wording of Secondary SEAL outcomes).</i>
9. The challenge	5 minutes Part 1  Task 1: 20 + 30 minutes	Optional: DVD or video recorder/ digital camera	1. An emotional commentary (SEAL LO: 31; 33) <ul style="list-style-type: none"> • Identify characters' feelings • Link feelings to events • Consider how different feelings are expressed through body language
	6 minutes Part 2  Task 2: 20 minutes	Materials for each group to make a poster.	2. Top 10 tips for success (SEAL LO: This task will contribute to many of the learning outcomes associated with 'motivation' i.e. LO: 19-30.) <ul style="list-style-type: none"> • Reflect on, and record, the key factors in achieving success Link to diary task 11
	Task 3: 15 + 15 minutes		3. Top Tip: Persistence (SEAL LO: 21, 23, 26, 27) <ul style="list-style-type: none"> • Understand feelings of boredom and frustration • Identify strategies for managing these feelings and persisting with a difficult task
	Task 4: 20 + 10 minutes	Make copies of the Information poster 'A strategy for bouncing back' for display or group use 	4. Top Tip: Bounce-back-ability (SEAL LO: 25) <ul style="list-style-type: none"> • Understanding feelings of disappointment and frustration • Identify strategies for managing these feelings and showing resilience by 'bouncing back' • Consider the usefulness of a strategy for developing resilience
	3 minutes Part 3  Task 5: 25 + 15 minutes	Make copies of the Information posters 'Rules for giving criticism' and 'Rules for taking criticism' for display or group use 	5. Criticism – handle with care! (SEAL LO: 14, 33, 38, 46) <ul style="list-style-type: none"> • Understand the effect of criticism on people's feelings • Understand the links between feelings, thoughts and behaviours • Understand the difference between constructive and destructive criticism • Evaluate a model for giving criticism, and one for taking criticism Link to diary task 12

Episode	Time	Resources and Preparation	Grange-Enders learning opportunity objectives <i>(Links to Secondary SEAL learning outcomes are given in brackets. See Appendix 2 for full wording of Secondary SEAL outcomes).</i>
	Task 6: 30 minutes	Make copies of the Information posters 'PUG thinking' and 'TESS thinking' for display or group use 	6. PUG and TESS thinking (SEAL LO: 10, 16, 29) <ul style="list-style-type: none"> • Understand the links between feelings, thoughts and behaviour • Recognise the characteristics of negative thinking patterns (PUG thinking) • Identify strategies for changing PUG thinking into more positive thinking patterns • Recognise the characteristics of positive thinking patterns (TESS thinking)
10. Getting there	8 minutes Part 1  Task 1: 15 minutes		1. Working together (SEAL LO: 43, 44) <ul style="list-style-type: none"> • Identify characters' team working skills • Identify changes in characters' team working skills over time
	Task 2: 15 + 30 + 30 minutes	Optional: DVD or video recorder	2. Rosie loses it (SEAL LO: 9, 10, 13, 15, 18, 50) <ul style="list-style-type: none"> • Explore the process of 'losing it' (emotional hijack) • Identify feelings and thoughts that contribute to the process • Revise and apply principles of assertiveness • Understand how assertiveness can help manage strong feelings of anger
	5 minutes Part 2  Task 3: 15 minutes		3. Learning skills (SEAL LO: 33, 35, 46) <ul style="list-style-type: none"> • Identify characters' learning skills • Practise constructing a learning profile • Understand that different people have different strengths and skills in learning • Practise giving and receiving feedback
	Task 4: 30 + 30 minutes	The 'knowing me, knowing you test 1' can be made more practical by providing matches for students to use, rather than the illustration A sheet of newspaper per pair for Test 3 Materials for a poster, chart or mind-map	4. Knowing me, knowing you (SEAL LO: 1, 2, 3, 22) <ul style="list-style-type: none"> • Experience different types of learning task • Identify own task preferences and strengths • Consider the differences in task preferences within the class • Understand and respect differences and similarities between people • Develop an awareness of own learning profile Link to diary task 14

Episode	Time	Resources and Preparation	Grange-Enders learning opportunity objectives (Links to Secondary SEAL learning outcomes are given in brackets. See Appendix 2 for full wording of Secondary SEAL outcomes).
11. Result!	4 minutes Part 1  Task 1: 10 + 20 minutes		1. Team working (SEAL LO: 43, 44) <ul style="list-style-type: none"> • Consider their own experiences of team-working • Identify the skills necessary for team-working
	3 minutes Part 2  Task 2: 15 minutes	You might like to record and show a clip of people winning or succeeding. Sports or 'find a star' reality TV shows etc. provide good examples Optional: Digital camera	2. The moment of truth (SEAL LO:4, 8, 31, 33) <ul style="list-style-type: none"> • Identify and explore the feelings associated with success • Consider how different feelings are expressed through body language • Identify own successes • Identify own qualities and talents that lead to personal success • Accept positive feedback Link to diary task 15

Grange-Enders Section 4: Episodes 12-13**ECM focus outcome: Be healthy****Y7 Secondary SEAL curriculum resource: Theme 4 'Learning about me'****Key content:**

- Being aware of, identifying, labeling and expressing a range of feelings in ourselves and others, using an increasingly wide emotional vocabulary
- Developing a cognitive and experiential understanding of the relationship between thoughts, feelings and behaviour
- Understanding the basic principles behind 'emotional hijacks', and developing strategies for managing impulses and strong emotions
- Using our knowledge about emotions and strategies for managing them, to change uncomfortable feelings, and promote positive ones, (strategies explored include positive thinking, relaxation and laughter)
- Understanding and managing feelings the 'social emotions' (e.g. jealousy and embarrassment), loss and change
- Developing and using the skills to support others who are having a hard time
- Exploring the process of self-acceptance and self-valuing leading to emotional health and wellbeing
- Exploring changing friendship patterns

Episode	Time	Resources and preparation	Grange-Enders learning opportunity objectives <i>(Links to Secondary SEAL learning outcomes are given in brackets. See Appendix 2 for full wording of Secondary SEAL outcomes.)</i>
12. The final farewell	7 minutes Part 1  Task 1: 30 minutes	This episode involves the death of Eddie's grandfather. Read 'A word of caution' in Part 1 of the introduction and ensure that you prime students, individually where appropriate, enabling those who might find it difficult to make choices about whether, and on what terms, to take part. Ensure that students know what they can do if they feel upset, and plan to end sessions on an upbeat note.	1. The emotional roller-coaster (SEAL LO: 8, 11, 31) <ul style="list-style-type: none"> • Identify and explore feelings associated with grief and loss • Link events to feelings • Consider how different feelings are expressed through body language
	Task 2: 30 minutes		2. It's not fair! (SEAL LO: 8, 9, 10) <ul style="list-style-type: none"> • Explore the feelings underlying anger • Revisit the process of 'losing it' (emotional hijacks) • Explore own experiences of emotional hijacks Link to Diary task 16
	Task 3: 20 minutes	 Print off copies of the Information Poster 'Dealing with death' for groups or display	3. What can we do? (SEAL LO: 8, 9, 10, 15, 18) <ul style="list-style-type: none"> • Consider helpful and unhelpful strategies for managing the feelings associated with grief
	7 minutes Part 2  Task 4: 30 minutes		4. All change (SEAL LO: 10, 31, 32, 33) <ul style="list-style-type: none"> • Understand links between feelings, thoughts and behaviour • Empathise with people who have suffered a loss • Understand the behaviour of people who have suffered a loss

Episode	Time	Resources and Preparation	Grange-Enders learning opportunity objectives <i>(Links to Secondary SEAL learning outcomes are given in brackets. See Appendix 2 for full wording of Secondary SEAL outcomes).</i>
	Task 5: 15 + 15 +20 minutes		5. A helping hand (SEAL LO: 30, 31, 32, 33) <ul style="list-style-type: none"> • Empathise with people who have suffered a loss • Understand the behaviour of people who have suffered a loss • Develop strategies for supporting others when they have suffered a loss • Consider ways of influencing school structures to support students returning to school after suffering a loss • Recognise own potential to influence situations Link to Diary task 17
13. Then and now	5 minutes Part 1  Task 1: 20 minutes	Optional: DVD or video recorder	1. Dealing with feelings (SEAL LO: 8, 10, 18, 23, 31, 47, 49, 50) <ul style="list-style-type: none"> • Identify and explore 'social emotions' such as embarrassment and jealousy • Consider how different feelings are expressed through body language • Consider the impact of our actions on others • Identify impulsive and thought-through actions • Identify the consequences of impulsive actions • Understand the link between feelings, thoughts and behaviour • Apply a conflict resolution or problem-solving process Link to Diary tasks 18 + 19
	3 minutes Part 2  Task 2: 15 minutes	Please see notes in this column for Episode 12, 'The final farewell'.	2. Moving on (SEAL LO: 8, 9, 10, 13, 15, 18) <ul style="list-style-type: none"> • Explore the process of grief over time • Identify strategies to deal with feelings of grief
	Task 3: 30 minutes		3. Feeling good (SEAL LO: 1, 2, 4, 16, 17) <ul style="list-style-type: none"> • Explore what makes characters feel good • Identify what makes us happy Links to Diary task 20
	3 minutes Part 3 Task 4: 15 minutes		4. Taking charge (SEAL LO: 8, 11, 12, 30, 50) <ul style="list-style-type: none"> • Identify situations which we have changed through our own actions • Recognise that we have the power to change (some) things through what we do • Apply assertiveness skills – including expressing emotions clearly and appropriately
	3 minutes Part 4 Task 5: 15 minutes		5. Balancing life (SEAL LO: 1, 2, 4, 16, 17, 30) <ul style="list-style-type: none"> • Identify the positive effects of taking action • Explore what makes characters feel good

Episode	Time	Resources and Preparation	Grange-Enders learning opportunity objectives <i>(Links to Secondary SEAL learning outcomes are given in brackets. See Appendix 2 for full wording of Secondary SEAL outcomes).</i>
	Task 6: 45 + 45 minutes		6. Changes (SEAL LO: 24, 46) <ul style="list-style-type: none"> • Explore how characters have changed over the course of Y7 • Review key aspects of social and emotional development
	Task 7: 45 minutes	 <p>Print off copies of the Quiz Poster 'It's all about YOU' for each student.</p>	7. It's all about YOU! (SEAL LO: 1, 2, 3, 4, 5, 19, 30) <ul style="list-style-type: none"> • Identify changes in self • Evaluate own social and emotional skills • Recognise achievements and success • Set targets for own social and emotional development

Appendix 1 ECM, Secondary SEAL and Grange-Enders: Mapping the links

The following charts illustrate how Grange-Enders maps onto

- The Y7 Secondary SEAL curriculum materials
- The Secondary SEAL learning outcomes
- ECM focus
- The key SEAL domain covered (self-awareness, managing feelings, motivation, empathy, social skills)

Grange-Enders Section 1: Episodes 1-4

Y7 SEAL curriculum materials	Y7 Learning opportunity links	Grange-Enders materials	ECM focus	SEAL domain	Common areas of content	Additional areas of content developed in Grange-Enders	Key SEAL learning outcomes
Theme 1: A place to learn	Learning opportunities 1, 4, 8, 9, 10	Section 1: Episodes 1-4	Stay safe	All five	<p>Understanding and managing own and others' feelings about starting at a new school.</p> <p>Getting to know and work with new people.</p> <p>Creating a safe, positive environment and understanding rights and responsibilities.</p> <p>Knowing and valuing ourselves - our skills talents - and recognising current limitations.</p>	<p>Recognising and developing strategies to deal with peer pressure and risk.</p> <p>Using assertiveness skills.</p>	LO2 LO3 LO4 LO8 LO12 LO15 LO18 LO32 LO38 LO43 LO44 LO46 Additional LOs LO1 LO41 LO50

Grange-Enders Section 2: Episodes 5-8

Y7 SEAL curriculum materials	Y7 Learning opportunity links	Grange-Enders materials	ECM focus	SEAL domain	Common areas of content	Additional areas of content developed in Grange-Enders	Key SEAL learning outcomes
Theme 2: Learning to be together	Learning opportunities 2, 3, 4, 6, 7, 8, 10 + 11	Section 2: Episodes 5-9	Make a contribution	Social skills Empathy	<p>Working well in groups and understanding the rights and responsibilities of group situations.</p> <p>Understanding and developing friendships and the skills of friendship (listening, understanding body language, seeing others' point of view etc.).</p> <p>Using assertiveness skills</p> <p>Understanding conflict and developing strategies for conflict resolution and problem-solving (own and others').</p>	<p>Understanding how our behaviour choices affect how we think and feel about ourselves.</p> <p>Exploring responsibility, fault and blame.</p>	LO31 LO33 LO34 LO37 LO39 LO40 LO42 LO43 LO44 LO47 LO48 LO50 Additional LOs LO10 LO30

Grange-Enders Section 3: Episodes 9-11

Y7 SEAL curriculum materials	Y7 Learning opportunity links	Grange-Enders materials	ECM focus	SEAL domain	Common areas of content	Additional areas of content developed in Grange-Enders	Key SEAL learning
Theme 3: Keep on learning	Learning opportunities 2, 3, 4, 5, 6, 7 & 9	Section 3: Episodes 10-12	Enjoy and achieve + Economic well-being	Self-awareness Motivation	<p>Knowing our strengths and recognising current limitations</p> <p>Developing the skills to set goals, break them down into achievable steps, anticipate and overcome obstacles, plan to achieve their goals, and to recognise and celebrate success.</p> <p>Developing the skills of persistence and resilience (bouncing back after a disappointment or when things have gone wrong).</p> <p>Learning from mistakes, past experiences and constructive criticism.</p> <p>Taking responsibility for our own learning, successes and mistakes.</p> <p>Developing an optimistic outlook and the positive thinking skills to achieve this.</p>	<p>Exploring issues of working, solving problems and decision making as part of a team.</p> <p>Using assertiveness skills.</p> <p>Developing initiative and enterprise.</p>	<p>L01 L02 L04 L05 L06 L019 L020 L021 L025 L026 L028 L030 Additional LOs L023 L027 L029 L043 L044 L045 L046 L050</p>

Grange-Enders Section 4: Episodes 12-13

Y7 SEAL curriculum materials	Y7 Learning opportunity links	Grange-Enders materials	ECM focus	SEAL Domain	Common areas of content	Additional areas of content developed in Grange-Enders	Key SEAL learning
Theme 4: Learning about me	Learning opportunities 2, 3, 4, 5, 6, 7 & 9	Section 4: Episodes 13-14	Be healthy		<p>Being aware of, identifying, labeling and expressing a range of feelings in ourselves and others, using an increasingly wide emotional vocabulary.</p> <p>Developing a cognitive and experiential understanding of the relationship between thoughts, feelings and behaviour.</p> <p>Understanding the basic principles behind ‘emotional hijacks’, and developing strategies for managing impulses and strong emotions.</p> <p>Using our knowledge about emotions and strategies for managing them, in order to change or reduce uncomfortable feelings, and promote positive ones, including positive thinking, relaxation and laughter.</p> <p>Using our knowledge, skills and understanding to behave appropriately, make wise choices, learn more effectively and build good relationships with others.</p>	<p>Understanding and managing feelings associated with friendship (jealousy and embarrassment), loss and change.</p> <p>Developing and using the skills to support others who are having a hard time.</p> <p>Exploring the process of self-acceptance and self-valuing leading to emotional health and wellbeing.</p> <p>Exploring changing friendship patterns.</p>	<p>L08 L09 L10 L013 L015 L016 L017</p> <p>Additional LOs L01 L02 L03 L04 L05 L06 L018 L024 L037 L038 L050</p>

Appendix 2: Secondary Strategy SEAL learning outcomes

The learning outcomes are taken from: Social and Emotional Aspects of Learning for secondary schools (SEAL): Guidance booklet 00043-2007BKT-EN © Crown copyright 2007 Secondary National Strategy. This may be downloaded from: www.bandapilot.org.uk.

Self-awareness

Knowing myself

1. I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.).
2. I can identify my strengths and feel positive about them.
3. I can identify my current limitations and try to overcome them.
4. I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others.
5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.
6. I can reflect on my actions and identify lessons to be learned from them.
7. I can make sense of what has happened to me in my life and understand that things that come from my own history can make me prone to being upset or angry for reasons that others may find difficult to understand.

Understanding my feelings

8. I know and accept what I am feeling, and can label my feelings.
9. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset.
10. I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour.
11. I can recognise conflicting emotions and manage them in ways that are appropriate.
12. I can use my knowledge and experience of how I think, feel, and respond, to choose my own behaviour, plan my learning, and build positive relationships with others.

Managing my feelings

Managing my expression of emotions

13. I can express my emotions clearly and openly to others and in ways appropriate to situations.
14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.
15. I have a range of strategies for managing impulses and strong emotions so they do not lead me to behave in ways that would have negative consequences for me or for other people.

Changing uncomfortable feelings and increasing pleasant feelings

16. I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, elated, energised, focused, engaged, to have fun, etc.) – in ways that are not damaging to myself and others.
17. I understand how health can be affected by emotions, and know a range of ways to keep myself well and happy.
18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.

Motivation

Working towards goals

19. I can set goals and challenges for myself, set criteria for success, and celebrate when I achieve them.
20. I can break a long-term goal into small, achievable steps.
21. I can anticipate and plan to work around or overcome potential obstacles.
22. I can monitor and evaluate my own performance.
23. I can look to long-term, not short-term, benefits and can delay gratification (for example working hard for a test or examination now to get a good job or go into further/higher education later).
24. I know how to bring about change in myself and others.

Persistence, resilience and optimism

25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure.
26. I can identify barriers to achieving a goal and identify how I am going to overcome them.
27. I can choose when and where to direct my attention, resisting distractions, and can concentrate for increasing periods of time.

Evaluation and review

28. I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour.
29. I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind.
30. I can take responsibility for my life, believe that I can influence what happens to me, and make wise choices.

Empathy

Understanding the thoughts and feelings of others

31. I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them.
32. I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.
33. I can see the world from other people's points of view, can feel the same emotions as they are feeling and take account of their intentions, preferences and beliefs.

Valuing and supporting others

34. I can listen empathically to others, and have a range of strategies for responding effectively in ways that can help others feel better.
35. I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments, attitudes and values, and I am interested in, enjoy and celebrate differences.
36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them, and can use appropriate strategies to do so.
37. I can support others who are experiencing personal problems.
38. I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others.

Social skills

Building and maintaining relationships

- 39. I can communicate effectively with others, listening to what they say, as well as expressing my own thoughts and feelings.
- 40. I can take others' thoughts and feelings into account in how I manage my relationships.
- 41. I can assess risks and consider the issues involved before making decisions about my personal relationships.
- 42. I can make, sustain and break friendships without hurting others.

Belonging to groups

- 43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.
- 44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family and community.
- 45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.
- 46. I can give and receive feedback and use it to improve my and other people's achievements.

Solving problems, including interpersonal ones

- 47. I can use a range of strategies to solve problems, and know how to resolve conflicts with other people, such as mediation and conflict resolution .
- 48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions.
- 49. I have strategies for repairing damaged relationships.
- 50. I can be assertive when appropriate.