

General SEAL Activities

1. Washing line; ordering feelings, confidence, view points.
2. Physical continuum: stand according to agree or disagree etc.
3. Strengths, weaknesses, next steps analysis.
4. Writing and talking frames, e.g. appropriate words and phrases to describe belief and opinion. Frames to structure reflection.
5. Analysis of text and images, looking for specific prompts, e.g. emotions and feelings.
6. Reading images: producing annotations, reading emotions, feelings.
7. Drawing up particular rules/behaviour contract. Selecting what is most appropriate for that lesson.
8. Role play alternative scenarios dependent on moods feelings, responses, and points of view.
9. Group work: assign roles, move roles around so sometimes in/out of comfort zone
10. Role play from different perspectives, e.g. how do you feel about x in your role of
11. Fortune lines, living graphs: Plot the feelings of a character through a story or through an event, e.g. war, earthquake. Graph success or feelings throughout a project.
12. Establishing success criteria to enhance motivation.
13. Problem solving activities: break down problem into manageable chunks, plan process and reflect, find solutions and reframe. Use planning grids/ process charts.
14. Goal setting and self assessment, long and short term targets set.
15. Thank you feedback – peers give positive feedback to which the pupil is only allowed to answer with a 'thank you'. Over time this will link to accepting constructive criticism.
16. TV extracts to show emotions and feelings people facing a challenge, making mistakes (Aunties Bloomers).
17. Post it note board: pupils write down their feelings/thoughts/goals/hopes for the lesson at the start. Review at the end. Post it on a thermometer to show how you feel about an issue.
18. Debates from different view points, debate the choices made by others to develop empathy.

19. Circle time: used as discussion forum, e.g. views about a text.
20. Developing empathy through links to current affairs.
21. Research of peers, family, school issue to develop empathy.
22. Tree of hope: write feelings about an issue/event on the leaf of the tree.
23. Advance organisers: flow chart to help organise progress towards a goal.
24. Analogies to help develop empathy.
25. Audience and purpose: considering how information may need to be produced to reflect the feelings of a certain audience.
26. Classifying: grouping feelings and emotions to an event.
27. Collective memory: supporting the development of group work and social skills.
28. Mysteries: contain elements related to feelings and empathy. Group work skills to be developed.
29. Relational diagrams for example Venn diagram showing the range of feelings of a number of characters.
30. Discussion: pairs, groups, class.
31. Games and simulations with reflection, e.g. development game to show empathy.
32. Mediate/negotiate.
33. Hot seating: feelings and empathy.
34. Freeze frame: empathy and consideration of feelings, and processes to find solutions.
35. Group work, social skills through problem solving in groups where each member of the group has a different clue or piece of information.
36. Forum theatre: Role play an event using 5 or 6 pupils with the remainder of the class sat in a circle. Those seated raise a hand to freeze frame and can offer suggestions as to how a character might respond to an event etc.
37. Silent sentences: Students work in groups. All have a selection of words which cannot be made into a sentence. They must swap words with their group members to enable full sentences to be made. They must do this in SILENCE. They can give cards but not take. This supports co-operation and also enables feedback upon non verbal communication.