

The Learner's Toolkit

Supporting the
SEAL Framework for
Secondary Schools



- Developing Emotional Intelligence
- Instilling Values for Life
- Creating Independent Learners

Jackie Beere

Edited by Ian Gilbert

Includes a Free CD-ROM



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Introduction

The secondary SEAL resources, are to be launched nationally in September ... it catches a tide of separate waves in education, including circle time, emotional literacy, anger management, behaviour improvement and monitoring of learning ... schools welcome official blessings to concentrate on what they have always considered to be the core values – co-operation, self esteem and consideration for others ... and learning!

Gerald Haigh, TES, 1st June 2007

The Learner’s Toolkit is a comprehensive set of resources that will help teachers implement the SEAL (Social and Emotional aspects of Learning) programme recommended by the National Strategy. It is divided into three sections: Emotional Intelligence, Learning to Learn and Values for Life. These sections target the aims of QCA’s 21st century curriculum for Successful Learners, Confident Individuals and Responsible Citizens. The lessons in this toolkit will provide detailed plans that enable schools to transform learning and raise standards through impacting on personal and emotional development. In addition, this toolkit creates resources to develop the crucial habits and dispositions stated in the Ofsted 2020 vision document which include:

- *taking responsibility for, and being able to manage one’s own learning and developing the habits of effective learning*
- *knowing how to work independently without close supervision*
- *being confident and able to investigate problems and find solutions*
- *being resilient in the face of difficulties*
- *being creative, inventive, enterprising and entrepreneurial.*

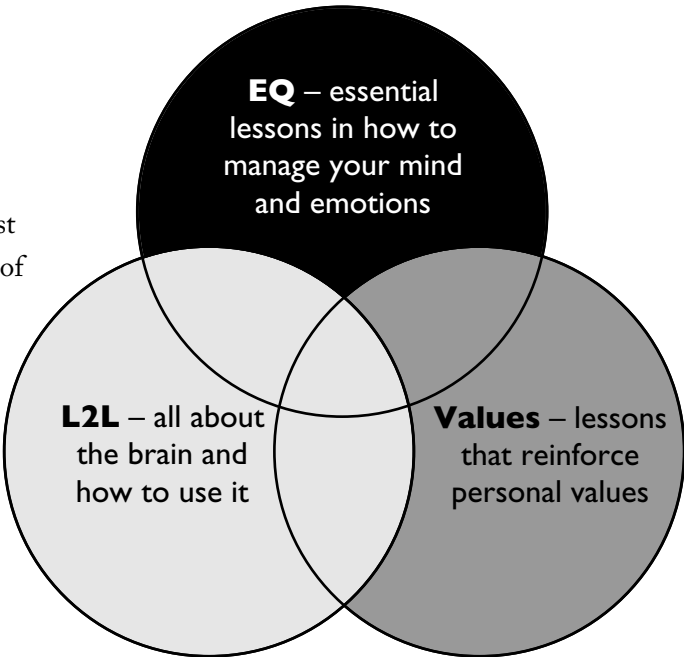
Ofsted Vision 2020, 2007

National Strategy Programme
for Social and Emotional
Intelligence (SEAL)

QCA 21st century curriculum
Successful Learners
Confident Individuals
Responsible Citizens

Ofsted 2020
Vision for
Teaching and Learning

The three sections overlap in many aspects and reinforce each other in many ways. There are more than 50 lessons written to last up to one hour and each lesson has a full set of teacher’s notes with guidance on how to deliver the lesson. Pages can be copied and shared with students.



These themes are linked to QCA aims for successful learners, confident individuals and responsible citizens.

This toolkit can be used for PSHE lessons, Citizenship lessons, Learning to Learn lessons, or as part of a competency based curriculum. It can be used across KS3 and into KS4 or KS2. The lessons are planned to develop important competencies that many employers say are vital for success at work and at home. These competencies include:

The competencies	Teaching strategies
Communication and collaboration	Encourage group work, team building and leadership skills. Formal and informal speaking and presentations, as well as high quality writing outcomes.
Learning to learn	Focus on how we are learning. Use a language for describing learning styles and preferences.
Investigation and enquiry	Asking high level questions and students learning to ask high level questions. Focus on enquiry based learning.
Creativity and enterprise	Trying out ideas, developing own content and independent learning. Encourage taking risks and learning through mistakes.
Self-management	Managing their own learning, working to dealines and taking responsibility for outcomes. Using self and peer assessment strategies to develop self awareness and confidence.

Using this book to deliver a competency based curriculum

Each lesson provides strategies for developing competencies and dispositions that are crucial to independent learning. Students should be encouraged to self assess in order to develop their skills and there are two grids that may help with this. The grids create a framework for assessing progress and a picture of what students are working towards. We need to be able to answer the question, ‘What does good progress look like and how do we know when we have improved?’

Assessment Tool 1

This grid helps locate lessons related to a particular competency. The competencies shown are adapted from the Royal Society of Arts competencies and should be seen as just one possible set. You may wish to use all or some of these competencies, but schools should choose their own set that suits their context.

Students may wish to assess themselves against some of these criteria when they have completed lessons or they may wish to add alternative statements to the grid. It should be used as a flexible live document that monitors progress and learning.

Competency	Section 1 – EQ	Section 2 – L2L	Section 3 – Values
Communication and collaboration	1, 2, 3, 4, 6, 7, 13, 14, 20, 21,	25, 32, 34, 40	43, 44, 45, 46, 48, 49, 50, 51, 52
Learning to learn	2, 3, 6, 8, 10, 13, 15, 16, 17, 18, 21	24–41(all)	47, 50
Investigation and enquiry	13, 14, 15, 16, 17, 18, 21	27, 28, 30, 31, 32, 33, 37, 38	42, 43, 50
Creativity and enterprise	5, 6, 7, 10, 13, 14, 16, 18	24, 25, 26, 30, 36, 37, 40, 41	44, 47, 48, 50
Self management	1–23 (all)	24–41(all)	44, 45, 46, 48, 50, 52

CLICrS – Competency assessment form

	Communication and collaboration	Learning to learn	Investigation and inquiry	Creativity and enterprise	Self manage-ment/emotional intelligence
LEVEL 1	Reluctant to communicate beyond immediate peers.	Not aware of learning style and how to develop it.	Accepts sources without question.	Needs prompting to take initiative.	Lacks self awareness.
	Find effective group work challenging.	Finds traditional learning difficult.	Needs support to ask the right questions.	Finds creating ideas challenging.	Disorganised.
		Fails to engage with tasks.	Finds summarising ideas difficult.		Fails to take personal responsibility for outcomes.
		Seeks immediate gratification.			

CLICrS – Competency assessment form

	Communication and collaboration	Learning to learn	Investigation and inquiry	Creativity and enterprise	Self management/emotional intelligence
LEVEL 2	Can take part in group work and is developing leadership skills.	Knows learning profile.	Asks questions when prompted.	Willing to try out new ideas.	Learns from mistakes.
		Is interested in learning.	Can summarise an argument and pick out the important points.	Will tackle challenges with support.	High self esteem.
	Can communicate orally and in writing at a satisfactory level.	Needs some support but will work independently.		Within group will create solutions.	Confident self belief.
	Has level of empathy and respect for others.	Is developing strategies to transfer skills from one context to another.			Well organised and effective.
LEVEL 3	An excellent leader or participator.	Understands learning styles and is continuously learning.	Can interrogate resources and summarise messages.	Is capable of thinking of highly creative solutions.	Organises time and resources highly effectively.
	Excellent communication skills, orally in writing and multimedia.	Has flexible approaches to learning.	Can question very effectively.	Can take initiative and tackle challenges with flair and originality.	High level of self esteem and intrapersonal intelligence.
	Can gain rapport with peers or others quickly and effectively.	Can learn independently and coach others.	Can complete a critique on a proposal or project.	Is open to new ideas and experiences.	High level of self awareness.
	Demonstrates and sustains respect and empathy to a high level.	Can transfer skills from one context to another.			Can manage anxiety and stress effectively.
		Is comfortable with making mistakes and learning from experience.			Can motivate themselves and others.
					Has ambitious goals.
					Can gain excellent rapport with a variety of audiences.

Assessment Tool 2

This assessment tool helps to identify some levels of working that demonstrate effective learning. It is not definitive and ‘mastery’ encompasses a wide spectrum of ambitions for learning that will continue for life. ‘Mastery’ of learning is a condition we aim for and continually work towards. If students can understand what it is they are aiming for, it is more likely they will see the point of the lessons and make a connection with the aims of the lessons.

This audit can be used in lesson observations (by teachers and students) to see which behaviours are demonstrated. It can also be used in target setting meetings with students when they can discuss where they fit into the levels of competence. The aim will be that as students move through the programme, they achieve ever higher levels of competence.

Student Learning to Learn Audit

Typical traits	Working towards (developing)	Working at (competent)	Working beyond (mastery)
Confident individuals <i>(EQ)</i>	Overcoming low self esteem.	Able to learn from mistakes with support.	Learns from mistakes.
Communication	Increasing self awareness regarding skills and abilities.	Aware of abilities and skills and able to use them most of the time.	High self esteem.
Self belief			Confident self belief.
Self awareness	Effectively organising time and resources.	Can organise time to complete most tasks to deadline.	Well organised and effective.
Self management		Communicates well with peers.	Manages anxiety and challenges very well.
Interpersonal skills	Working effectively with others.	Can concentrate and apply themselves to ...	Can gain excellent rapport with a variety of audiences.
		Willing to try out ideas and hypothesise.	Sustained concentration and commitment.
		Uses resources well.	Enthusiastic and energetic.
			Adaptable and flexible.

Empathy – put yourself in other’s shoes

Habit 9: Co-operate and communicate

The starter is to consider how easy it is to get on with friends. However, it is more demanding but just as important to get on with others. Becoming adaptable and flexible as a communicator is an important competence.

Resources

Card and scissors to make empathy glasses.
If time is short, make the glasses in advance and give them out.

Aim

The aim is to use a practical device – the empathy glasses – to be able to see situations in a different perspective.

By the end of this lesson students will know how important and difficult it is to try to see things from other people’s viewpoint.

Class discussion on empathy.

Empathy glasses can become a way to understand how to see things from another’s viewpoint.

Tip

Students love to make the glasses but they take a long time and distract them from the purpose of the lesson.

Talking for one minute on each of the statements with and without empathy glasses works well.

The discussion how to improve empathy could well be enhanced by reference to the society without empathy, what would it be like and so on.

Some of the role-plays can be shown to others.

The last task is important for transference of skills and ideas into the main curriculum.

Review

So what was empathy again?

The meaning of your communication is the response you get.

Empathy

Put yourself in other's shoes

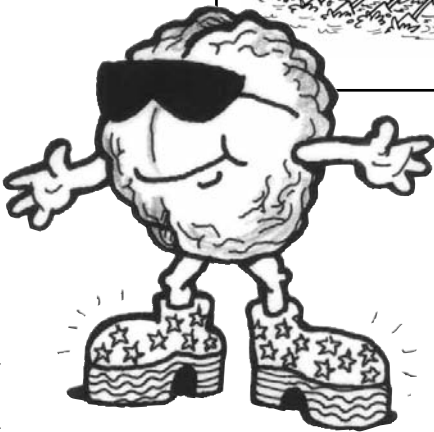
Habit 9:
Co-operate and communicate



- Empathy is an important part of EQ.
- Getting on with others is interpersonal intelligence.
- How good are you at working with others?
- Having empathy will create good relationships.

How well do you get on with: 10/10 is high

Your friends (easy)	/10
Your sisters and brothers (harder)	/10
Your mum and dad/carers (can be hard)	/10
Your teachers (very hard)	/10
Your neighbours (harder still)	/10
People you don't know yet (hardest)	/10



If you are a good communicator you will get on well with others – including people you don't know. In life there will be many occasions when you need to communicate with people you don't know. Most people who are successful know how to put themselves in other people's shoes. They are good listeners and can make themselves understood.



Make a pair of empathy glasses from card and put them on when you need to make a conscious decision to see another person's viewpoint.

In pairs, choose one of these statements and give your opinion about it in one minute:

- Students should be paid to go to school.
- Bullies should be forgiven.
- Parents should be allowed to smack their children.
- There should be no homework for children.
- Drugs should be legalised.

Now argue the opposite view to each other with your empathy glasses on. Score your empathy factor for each other out of ten.

Role-plays are a good way of improving communication and empathy.

Neighbourhood nightmare. Play roles of an old pensioner, young vandals, the village policeman, the school caretaker and so on. Each gives a statement about trouble that has been going on in the village. Swap roles.

Improve literacy through visualisation

Aim

Much research has been done in the USA (notably by Lindamood–Bell, www.lbld.com) on the correlation between a failure to create visual images and restricted comprehension skills. This lesson helps students use imaging to understand text.

First thoughts

Teachers should get students to recall memories of holidays and describe them in some detail to start to locate the visual memory.

Plan

First read out the passage and then students can produce the images in the boxes for each section. It really doesn't matter whether they use pictures, colours or words in each box as long as they are focusing on the images. It is much better if they talk about what they are seeing and describe it in detail.

For the Shakespeare piece students can talk through or draw images that come to mind with each line to help them learn what it means and possibly learn it off by heart. Experiment with other texts.

(Please pass on this technique to your Literacy Co-ordinator because it could really help students improve their reading skills.)

'Man's mind cannot understand thoughts without images of them'.

Thomas Aquinas

Improve literacy through visualisation

Turn movies on in your head when you read

‘Man’s mind cannot understand thoughts without images of them’ *Thomas Aquinas*

Visualising for comprehension

If you can make pictures in your mind it can help you understand what you read and this will help you in exams.

Read this passage from ‘Unforgettable places to see before you die’ by Steve Davey.



1. As you stand in the cold darkness of an Arizona night, waiting for dawn, you will have no comprehension of the enormity of the landscape in front of you. In the dull early light your first view of the Grand Canyon will be a flat, almost painterly composition.
2. Then gradually the sky turns to blue and red, and golden sunlight starts to pick out details – first the edge of the far ridge, then the tallest pinnacles inside the canyon itself.
3. As the sun rises higher, more is revealed. Rock formations sculpted by years of erosion are illuminated, and long, convoluted shadows are cast on to giant screens formed by cliffs.
4. Only when you notice the details, such as a row of trees, or a flock of geese flying overhead, do you come to realise the true scale of the canyon. That far ridge might be 15km away, and the mighty Colorado River – a mere stream viewed from above – is 1500 metres below.

Improve literacy through visualisation

For each section 1–4

Create a picture in your head.

In each box either write words or draw pictures or stick men to show what is in these pictures.

Add extra details that make it more interesting but still fits with the text.

Describe in words what is in each picture to your neighbour.

1

2

3

4

Improve literacy through visualisation

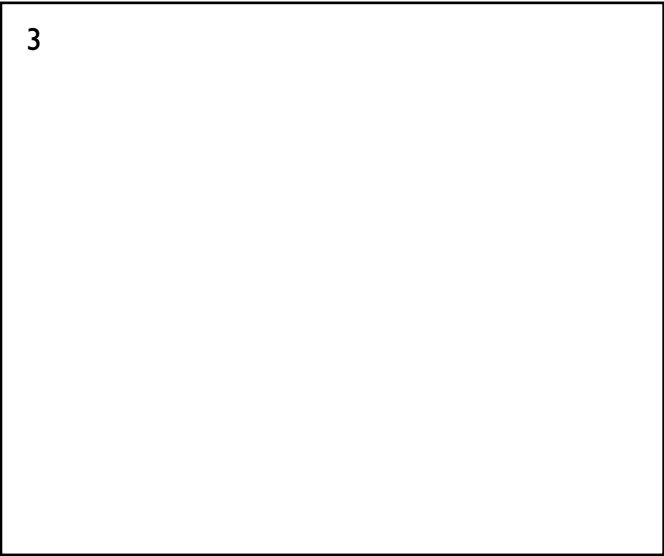
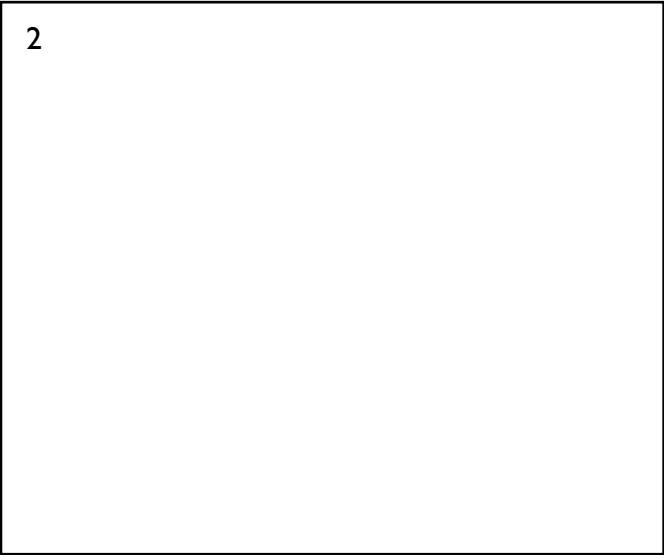
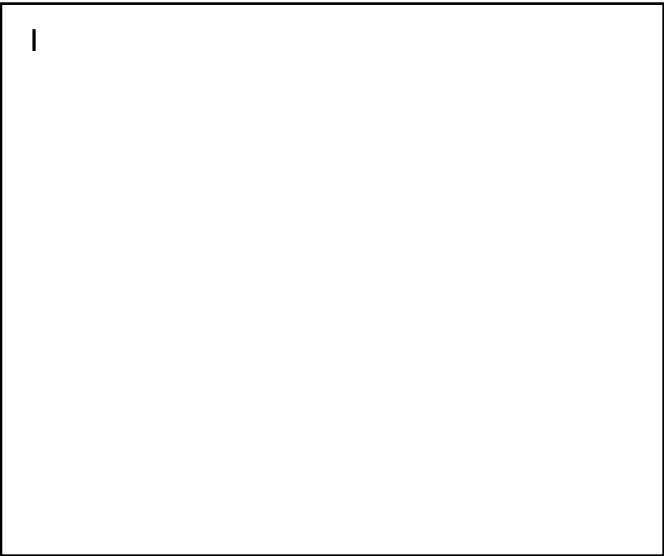
- Test how this has improved your memory and understanding by describing what is in the passage below.
- Make it into a film.
- Making visual images can help you understand and remember poetry.

Create a picture for each section of this famous speech in Shakespeare’s ‘Macbeth’.

- 1. ‘Tomorrow and tomorrow and tomorrow
Creeps in this petty pace from day to day
To the last syllable of recorded time
- 2. And all our yesterdays have lighted fools the
way to dusty death. Out, out brief candle!
Life’s but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more;
- 3. It is a tale
Told by an idiot, full of sound and fury
Signifying nothing’

- Describe to your neighbour what is in each picture and why.
- See how much of the poem and its meaning you can now remember.

The more you practise
visualising and talking about
those pictures the easier you
will find it to remember things
and understand meanings.



The Learner's Toolkit is an essential resource for supporting the SEAL framework in secondary schools and for all those teaching 11-16 year olds. It contains everything you need to create truly independent learners, confident and resilient in their ability to learn and learn well. The book contains 50 lessons to teach 50 competencies. Each has teacher's notes on leading the lesson and a CD-ROM in the back of the book has all the student forms and worksheets necessary for the lessons. Lessons include:

- getting to know yourself
- taking responsibility for your own life
- persistence and resilience
- setting goals for life
- controlling moods
- caring for your mind and body
- building brain power
- asking questions
- developing willpower
- pushing yourself out of your comfort zone
- prioritising and planning

Possessing these vital competencies will help students learn better and be able to contribute more effectively in school. It will also enable them to thrive in the increasingly fast-paced world of the 21st Century.

"This book supports the new Secondary Curriculum in its efforts to promote Personal Development and links diversity to the Social Emotional Aspects of Learning (SEAL) Framework for secondary schools. It gives teachers starting points, plans and examples to help them use their own ideas to support the progress of young people in the most vital of all areas of learning ... how to cope with and contribute to the world in which they find themselves."

Mick Waters, Director of Curriculum, QCA

"Jackie Beere has produced a powerful and extensive resource for all of us who want learners to become independent, self-aware, socially skilled and responsible. Surely these qualities are the new, broader 'standards' that the nation is now realising matter over and above examination results."

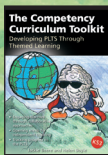
Paul Ginnis, Trainer and bestselling author of *The Teacher's Toolkit*

"Developed and honed in the cut and thrust of real classrooms, it directly supports the SEAL programme by addressing three core areas – "Emotional Intelligence", "Learning to Learn" and "Values for Life". It's not, though, just a "how to" book for teachers – though that aspect is certainly there. What's especially valuable is the wealth of classroom material that's provided – detailed lessons, with resources that children will find interesting and challenging. You've heard all the rhetoric about emotional intelligence, and the need to create confident learners. Now here's a resource that will help you to do something about it, right now, in your classroom."

Gerald Haigh, former Headteacher, writer and consultant for the Times Education Supplement and other educational publications



Jackie Beere is a consultant trainer and School Improvement partner, having been headteacher at Champion School, Northants. She spent three years as an Advanced Skills Teacher leading and implementing innovative Teaching and Learning initiatives including KS3 and 4 Learning to Learn and Thinking Skills programmes. In November 2002 Jackie was awarded the OBE for her services to education.



The Competency Curriculum Toolkit
Developing the PLTS Framework Through Themed Learning
Jackie Beere and Helen Boyle
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The Primary Learner's Toolkit
Implementing a creative curriculum through Cross Curricular Projects: Developing social and emotional intelligence: Creating independent, confident and lifelong learners
Jackie Beere Edited by Ian Gilbert
ISBN 978-184590395-4



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