Progression of work – SULP primary pack 1

(1996 edition)

Each lesson should contain:

* Activity 1: Group Rules and warm up
* Activity 2: Interaction skills
* Activity 3: Self/ other awareness
* Activity 4: Feedback/ reward system

**A child needs to understand why they need to develop these skills and see the purpose of why we communicate and what it allow them to be able to do.**

*POINTS TO NOTE:*

* *It will probably take more than 1 lesson to master a skill on a particular level, hence a progression of work. When drawing up a lesson plan, select a warm up activity.*
* *When drawing up a lesson plan, select a social goal/behaviour activity. Choose from any area, e.g. bullying, depending on what your class needs. Then commit to working through all the levels for that area.*
* *When drawing up a lesson plan, select a self/other awareness activity. Once level 3 has been achieved, set a Carry over task to be done in a real social context, eg. The playground, dinner hall or elsewhere, to allow a real demonstration of the skill and ask about it the next time.*
* *Have a feedback/ reward system, whether that is just verbal praise, happy faces or any other system that suits your class.*

**SULP Resources in CCC ICT room:**

SULP Teacher books

Infant and primary teaching book 2.

Primary and pre-school teaching pack.

First foundations- stories for kids under 5 set 1 (x3)

First foundations- stories for kids under 5 set 2 (x4)

Story books:

Moby the monster and friends.

Looking Luke.(x1 plus 1 currently in green room)

Listening Lizzie (x2)

Moby has tea with his friends. (x3)

Moby’s favourite things. (x5)

The rabbit who wanted to be best. (x2)

Moby takes a message (x3)

Moby tries to compromise. (x4)

Puppets:

Moby – Lilac room

Betty – Lilac Room

Listening Lizzie and story – purple room

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| Activity 1: warm up | **GROUP RULES**  Group rules should be established in the 1st session. Explore the behavior of what you would NOT like to see eg them walking around, calling out, getting upset when things are wrong, fidgeting, looking out of the window, swinging on chair – then talk about the positive behaviours.  Children often learn better when the see something / the skills going wrong so model yourself doing it wrong.  o posture – good sitting/standing,  o sharing talking |
| RELAXATION ACTIVITIES – information in Pack 1 and 2  * The concept of relaxation ( Teacher Pack 1 p12)   Introducing the concept of relaxation through contrast with “tightness and floppiness”; relaxed being not so tight or floppy but in between. Staff model the 3 types of muscle tone, tight, floppy, relaxed, then children experience for themselves.   * Listen to the sounds (Teacher pack 1 p12)   This helps children to relax by focussing their concentration on different sounds in their environment. It may be described to children as a way of helping you to feel calm or relaxed because it is hard to think and learn when you feel excited or uptight.   * Sounds of silence (Teacher pack 1 p13)   A simple way of providing a “calming time” before starting the session is to ask for complete silence whilst the leader counts silently to 20.   * Listening to music (Teacher pack 1 p13)   Ask children to sit or lie with a relaxed, well supported posture and listen to a piece of music. Group jump and shout (Teacher pack 1 p13) Start with children in a crouched position. The leader counts slowly to 3. On the count of 3 everyone in the group jumps into the air, full stretch, and shouts “yes”. |
| OBSERVATION GAMES  * The wave (Teacher pack 1 p13) * Magic circle * Differences (Teacher pack 1 p13) * Stop and look (Teacher pack 1 p14) * Who’s got the ted? (pack 1 p14) * Can you do what I do? |
| GROUP GEL Blind walk (pack 1 p14) |
| Activity 2: Skills of Interaction skills | **A:** **EYE CONTACT - Look in the direction of the speaker**  I can recognise & respond appropriately to verbal & non-verbal communication H&WB 0/1/2/3 - 45b  Can look towards/in the direction of the person who is talking  Can use and respond to greetings from others in a verbal / non verbal way (e.g.. Waving, saying hi)   * Moby and friends story * Looking Luke story * 2 staff members modelling good/bad eye contact * 123 look game * Magic chair game * Fairies and elves game * Wicked witch game * Magic telescope * Looking bag – what's inside? * Conversation practise(group, pairs, whole class) with a focus on Eye contact |
| **B: LISTENING - Drifting off. Think and talk about the same thing**  Can follow instructions Can recall relevant information e.g. instructions / conversations   * Moby the monster and friends story * Listening Lizzie story * 2 staff members modelling good/bad listening * Can you do what I do game * All change game * Stand up and be counted game * Animal crackers game * The bear game * Around the world game * Animals listen game * Round games * Antiques roadshow game * Listening bag – what's inside * Conversation practise(group, pairs, whole class) |
| **C: TURN TAKING** - **Hogging to not joining in.**  **-Speak a bit – listen a bit - Butting in – wait for a gap**   * Can express my personal thoughts/experiences/events * Can look for 'listener feedback' e.g. facial expression, body language such as yawning, turning away * Can take a listening turn - no interruptions * Can take a talking turn e.g. asking a relevant question to someone or responding to a question * Can maintain an appropriate conversation by remaining on topic * Can recognise a conversation breakdown and respond to fix it * Moby and friends story * Timmy and Tommy taking turns story * 2 staff members modelling turn taking * Traffic game * Sound wave game * Magic sound circle game * Story/nursery rhyme share * Wait for the gap.... * Conversation practise(group, pairs, whole class) |
| **D: PROSODIC FEATURES** · shouting-mumbling, talk at the right loudness – speed – tone – my ears ache   * Can talk in a clear voice, in the appropriate volume and tone in different contexts (e.g. outdoors, at cinema, indoors) * Can use and respond to greetings from others in a verbal / non verbal way (e.g.. Waving, saying hi) * Moby has teas with his friends story * 2 staff members modelling speaking too quickly * say it in 4 game * the hallo game * conversation practise (group, pairs, whole class) |
| **SOCIAL GOALS/ BEHAVIOUR**  (choose A,B C etc in any order according to needs of your class, but follow the levels in the order set out) | **A:** **FOLLOWING INSTRUCTIONS AND TAKING A MESSAGE**   * Can recall relevant information e.g. instructions / conversations * Can follow instructions * Can express my personal thoughts/experiences/events   Level 1: Story: Moby takes a message  Level 2: Staff acted sketch  Level 3: Practice (group, pairs, whole class)  Level 4: Carry over task (set for outwith the lesson) |
| B: COMPROMISE  * Can follow the rules * Can be a good team player (e.g.particpate, try my best, encourage and congratulate others) * Can compromise * Can acknowledge and accept that others have a different point of view to my own and I can disagree respectfully with others   Level 1: Story: Moby tries to compromise  Level 2: Staff acted sketch  Level 3: Practice(group, pairs, whole class)  Level 4: Carry over task (set for outwith the lesson) |
| C: SELF MONITORING OF BEHAVIOUR  * Can say what makes a good friend * Can acknowledge and accept that others have a different point of view to my own and I can disagree respectfully with others * Can express my feelings appropriately (e.g. using words, facial expressions, gestures) * Is aware of others feelings and can respond to them appropriately * Can say how my actions have affected other people * Can choose an appropriate action to respond to others   Level 1: Story: Happy playtimes 1  Level 2: Staff acted sketch  Level 3: Practice(group, pairs, whole class)  Level 4: Carry over task (set for outwith the lesson) |
| D: BULLIES  * Is aware of others feelings and can respond to them appropriately * Can choose an appropriate response to situations I find challenging * Can keep myself safe in a range of situations (e.g. with equipment; road safety; strangers)   Level 1: Story: Bert the Bully (Happy playtimes 2)  Level 2: Staff acted sketch  Level 3: Practice  Level 4: Carry over task (set for outwith the lesson) |
| E: WHEN TO SAY “NO”  * Can demonstrate an awareness of & interest in my social environment (e.g. I am not withdrawn/isolated; have an awareness / interest of peers or events e.g. fire alarm) * Can keep myself safe in a range of situations (e.g. with equipment; road safety; strangers)   Level 1: Story: Moby learns to say “No” to strangers  Level 2: Staff acted sketch  Level 3: Practice(group, pairs, whole class)  Level 4: Carry over task (set for outwith the lesson) |
| Activity 3: Self/ other awareness | **PERSPECTIVES**  It is important to know what you like so you can answer the same question and share with others, building self-esteem = knowing me, knowing you.   * You and your body / appearance * Interests   Look at category filing / sorting of different concepts. Use visuals to sort so that children can refer to and identify types of books, pets, things to do a playtime, foods, TV programme so have a bank of options around each area.  After you can recognise what you like, then you can use this information to highlight similarities to others.   * Friendships   you don’t have to like everything the same – it is okay to disagree, learn when it is hard to say no to someone.   * Self esteem * Can acknowledge and accept that others have a different point of view to my own and I can disagree respectfully with others * Can identify, explore and talk about my strengths, skills and abilities * Can be a good team player (e.g.particpate, try my best, encourage and congratulate others) * Same and different * Story: Moby’s favourite things do you like the same thing as Moby * Story: Bertie the Rabbit who wanted to be best * Matching games * Jumping game * Questionnaires * Self portraits * Right or wrong? * Throwing game * Find a partner * Missing persons * Treats * Guess who? * Appearance and Hobbies and Interests APPENDIX 1 * Strengths and Weakness APPENDIX 2 |
| **FEELINGS**  Understanding, recognising own/other, expressing feelings - teaching pack 2   * Can express my feelings appropriately (e.g. using words, facial expressions, gestures) * Can acknowledge and accept that others have a different point of view to my own and I can disagree respectfully with others * Is aware of others feelings and can respond to them appropriately * Can say how my actions have affected other people * Can choose an appropriate action to respond to others  Level 1: understanding and recognising own emotions Identify emotion – happy, sad, angry, worried.  Link to an event when they have felt… so can conceptualise it and give it a context.   * Story: Happy Birthday Moby * On the spot labelling * Group poster   *Level 2: recognising others’ emotions*   * Islands game * Feelings vocabulary * Different levels of emotions  Level 3: expressing emotion  * Mimes * Counting exercise * Mixed emotions |
| OPINIONS - teaching pack 2  * Can identify, explore and talk about my strengths, skills and abilities * Can acknowledge and accept that others have a different point of view to my own and I can disagree respectfully with others  Self portraits: likes and dislikes APPENDIX 1  * Opinion questionnaires APPENDIX 1 * Thumbs up activity * Missing persons |
| Activity 4: Feedback/ reward system |  |

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| Frogs   (Teaching book 2-p36. )    Show the children the toy frog and ask them to demonstrate the movement a frog makes. Once the game has started the children must crouch down and only jump up then the adult shouts the words ‘FROGS’ Increase and decrease the wait time between each jump. | Touchy feely game  (Teaching book 2-p35.)   1. Children come up one at a time and try to guess an object from the bag using the sense touch. 2. Children come up one at a time and use describing words to help their peers guess the object. |
| Actions Toys  (Teaching book 2-p35.)  Show the toys and demonstrate the actions to the group.  Rag doll walks with floppy movements  Robot walks stiff and strong  Teddy walks relaxed and comfortably  Children move around the room and when a toy card is shown the children complete the actions. | Dog and Bone  (Teaching book 2-p34.)  Lay the dog faces down so they are visible. 1 dog will have a bone attached to the end of the string. Cover the string with some paper so it can’t be worked out which dog is which. One at a time the children describe the dog they wish to choose and see if the bone is attached. Winner is the child who finds the bone! |
| Mirror Action  (Teaching book 2-p33.)    Children can begin by choosing 1 action and building on this each week. Face you partner and take turns to demonstrate your action. You partner must mirror you action / actions | Animal hunt    Hide the animal outlines around the classroom (can make them as visible as needed) and from their chairs the children can take it in turns to spot an animal. |
| Lucky Stars    Place the magic stars face down so the children can’t see the numbers. The children can chose 1 or 2 stars and reveal their number – who has the highest number of points is the winner. Game can be played a few times emphasis on winning and losing. | Toy Detectives  (Teaching book 2-p31.)    Place the toys in a line so all the children can see. Ask the children to point out distinctive features of each toy. Children leave the room with another adult and they toys are moved position in the line and covered with a small piece of cloth. Children are to guess which toy is where. |
| Magic Circle  OBSERVATION    The adult demonstrates an action or a group of actions to the group. Using the wand she points to children and they must copy the actions. | Listen and Catch    Each person chooses a card from a set (animals, food, and shapes) and sets it on the floor for everyone to see. The adult takes the first turn, says an object name then passes the bean bag to the person. Everyone will need to be alert and ready for the beanbag. |
| The wave  (Teacher pack 1 p13)  The leader begins “the wave” by making a non-verbal gesture, e.g. clapping hands, stretching arms etc. The group has to repeat the gesture, in turn so that the gesture “moves” round the circle in a rhythm. The leader then changes the gesture on their second turn and the wave starts again. | Differences  (Teacher pack 1 p13)  Ask the children if they notice anything different about the group. This allows for observations about new members of the group or any who were off ill. Also things such as new hair styles etc. |
| Stop and look  OBSERVATION (Teacher pack 1 p14)  The leader instructs the group to “freeze”. The children are then asked to look around the group but are only allowed to move their head. They look to see if anyone else in the group has the same posture as them. Feet in same position, arms in same direction etc. | Who’s got the ted?  OBSERVATION (pack 1 p14)  Ask group to sit with arms folded and eyes closed. Then place a small toy in the arms of one of the group so that it can just be seen. Children are then encouraged to look around to see who has the toy. Give a time limit (30 seconds). As soon as they see toy ask them to raise their hand and not point. |
| Cars  OBSERVATION  Children are cars. They go around and say BROOM. When shown a red card they stop and say SCREECH. Game then continues. (Resources on top of filing cabinet in ICT room) | Look it’s you  OBSERVATION  Leader starts by taking an action card and doing the action. They then look at someone in the group (start with other adult) and they copy the same action. (Resources on top of filing cabinet in ICT room) |
| Can you do what I do?  OBSERVATION / LISTENING  Leader starts by making a simple sequence of actions/movements. Then they look at someone or the group who will copy the sequence. | Blindwalk  GROUP GEL  Explain that it is important to look after or help each other. Say that you are going to put a scarf over their eyes and they will not be able to see but that an adult will help them. “adults model being blindfolded and led, then chose a child to be blindfolded. Allow each child to have a turn. This can then go on to children leading each other |
| 123 Look  EYE CONTACT  Start by looking at the floor and when count to 3 look at someone. If looking at the same person then swap seats | Fairies and elves game  EYE CONTACT  2 adults sit on chairs with a poster behind them. Explain that one of them is sitting at an elf cave. If an adult looks at you, you must come and stand in their cave. Both staff look down and when ready look at one of the children. When that child has stood in the correct cave they repeat until all children are in the cave. (resources on top of filing cabinet in ICT room) |
| Magic chair game  EYE CONTACT | Wicked witch game  EYE CONTACT |
| All change game  LISTENING | Stand up and be counted game  LISTENING |
| Animal crackers game  LISTENING | The bear game  LISTENING |
| Around the world game  LISTENING | Animals listen game  LISTENING |
| Round games  LISTENING | Antiques roadshow game  LISTENING |

Magic telescope LOOKING – use a toilet roll or similar item and encourage each child to look in the direction of an item. Place different images on the end so that they will be able to look through and see something.

Looking bag LOOKING – place items in a bag and invite the child to take out an item and describe them eg. Look – I see a pink, shiny.....

Listening bag – LISTENING – in the same way as the looking bag, invite the child to listen to the sound and identify an object eg a bell which is in your bag. Ask them to close their eye (or use an eye mask) and tell them to point in the direction the sound is being made.

Wait for the gap... TURNTAKING – the group should be asked to repeat a sequence of claps, noises, movements. Increase the waiting time / anticipation of the sequence starting. Make reference to the fact that they have waited for it being their turn to speak

Traffic game TURNTAKING

Sound wave game TURNTAKING

Magic sound circle game TURNTAKING

Story/nursery rhyme share TURNTAKING

say it in 4 game PRODASTIC

the hallo game PRODASTIC

Matching games PROSPECTIVES Stand up if you like… then they can visually see that someone shares the same interest. Find a friend that who likes the same food as you.

Jumping game

Questionnaires

Self portraits

Right or wrong? SELF ESTEEM - Support them to appreciate one thing that could make them like something that they don’t agree with…. Maybe they like the characters?

Throwing game

Find a partner INTERESTS - It’s okay to agree to disagree. Give the person thumbs up/down if up agree – the best TV programme is….

Missing persons

Treats

Guess who?

Counting Exercise – FEELINGS - Count to 5 in a tone of happy/sad/angry/fear and ask them to guess which emotion you are feeling. In the same way ask them what it was that made them think this was how they were feeling and then give them tips on the monotone, volume, fear = speaker faster with more breaths

Mixed emotions – FEELINGS - a character stands on a box which is then split into 2 feelings.

Different levels of emotions – FEELINGS – USe a bank of senarios and ask them how they would feel in the situation eg holidays, holding a spider

Islands game – stand on the island if you would feel.. ask the question of how you could get back to the other island?

Use size of island – stand on the big or small island to show how much you would feel something – quite / very

Ø Match pairs of words that mean the same