

SELF AWARENESS – STEPS 4 - 7

Self-awareness enables students to have some understanding of themselves. They know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning.

Understanding My Feelings			Knowing Myself			
Skills						
	<ul style="list-style-type: none"> I can identify, recognize, label and express a range of feelings. I know that feelings, thoughts and behaviour are linked. I can recognise when I am becoming overwhelmed by my feelings. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset I know that it is OK to have any feeling, but not OK to behave in any way I feel like. I can recognize conflicting emotions and manage them in ways that are appropriate I can use my knowledge and experience of how I think, and respond to choose my own behaviour, plan my learning, and build positive relationships with others 		<ul style="list-style-type: none"> I know when and how I learn most effectively and I can take responsibility for my actions and learning. I feel good about the things I do well, and accept myself for who and what I am. I know that I am a unique individual, and I can think about myself on many different levels I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others I can identify what is important for me and what I expect from myself taking into account the beliefs and expectations that others have of me I can reflect on my actions and identify lessons to be learned from them 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 			
Sub Skills	Knowing what I feel and how to label my feelings	Understanding complex and uncomfortable feelings such as loss, unkindness, guilt and jealousy	I know my strengths and weaknesses as a learner	I value my strengths	I know myself in the relationships that are important to me	I know how change affects me
Step 7	<ul style="list-style-type: none"> I know and accept what I am feeling, and can label my feelings I can recognize conflicting emotions and manage them in ways that are appropriate I can identify, recognize and express a feeling I can explain how I am feeling even if I have mixed feelings I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings I understand that sometimes the feeling part of my brain takes over and I might make mistakes. I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy. I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time I am able to have an influence on my cortisol and adrenalin levels I can tell the difference between showing I am proud and boasting I know that boasting can make other people feel inadequate or useless 	<ul style="list-style-type: none"> I know that all feelings, including uncomfortable ones have a purpose and give us information I understand why I behave the way I do sometimes when I feel uncomfortable I can recognise when I might over-react because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. I know that it is natural to be wary of change, and can tell you why. I can tell you about a time I felt embarrassed and what it felt like I understand how it might feel when a change takes you away from familiar people and places I understand there is not just one way to grieve 	<p>I can accept myself for who and what I am</p> <p>I can identify my current limitations and try to overcome them</p> <p><i>I can recognise when I find something hard to achieve</i></p> <p>I can recognise when I am using an excuse instead of finding a way around a problem</p>	<p><i>I know the skills and attributes of an effective learner.</i></p> <ul style="list-style-type: none"> I can try to develop these skills. I know what some of the people in my class like or admire about me. I can tell you some of the good things about me that my classmates like and value I can identify my strengths and feel positive about them I recognize when I should feel pleased with, and proud of, myself and am able to accept praise from others 	<p>I can remember and care about someone important to me, even if they are not there</p> <p>I understand that things that come from my own history can make me prone to being upset or angry</p>	<p>I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.</p> <p>I can tell you some of the good things about me that my classmates like and value</p> <p>I know how I feel when I do something new and ways to cope</p>
Step 6	<p>I know that what we feel and think affects what how we behave</p> <p>I can tell you why I behave as I do when I am finding a change difficult</p> <p>I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions</p> <p>I can predict how I am going to feel in a new situation or meeting new people</p> <p>I know how a strong feeling can build up and how I might feel overwhelmed and can recognize when this happens</p>	<ul style="list-style-type: none"> I can tell you my 'sore spots' I can express feelings of guilt. I know when I will feel guilty and use this when I make a choice I know that even changes we want to happen can sometimes feel uncomfortable. I can tell you how I would feel if a change that I didn't want to happen was imposed on me. I know some of the reasons that change can feel uncomfortable and scary I understand that we can remember people even if we no longer see them I can tell when something is my fault and when something is not my fault 	<ul style="list-style-type: none"> I know about myself and how I learn. I can extend my learning. I can tell you the things that I am good at and those things that I find more difficult I can recognise when I find something difficult and do something about it or cope with how that makes me feel I know different ways that help me to learn to do things I know we learn in different ways. 	<ul style="list-style-type: none"> I can use my strengths as a learner. I know that I am responsible for my own learning and behaviour. I know what I need to learn effectively. I know how my feelings can influence my learning I can tell you one special thing about me I can recognise and celebrate my own achievements 	<ul style="list-style-type: none"> I can show affection appropriately I can tell you the things that hurt my feelings I can tell you about the people who are important to me I know some ways to celebrate the life of someone I care about I can tell you about someone that I no longer see 	<p>I know that change can be really good and can tell you about some changes that have made our lives much better.</p> <ul style="list-style-type: none"> I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them. I know that what we feel and think affects what we do (how we behave). I can tell you why I behave as I do when I am finding a change difficult I understand how it feels to do something new and why
Step 5	<ul style="list-style-type: none"> I know some names/labels for feelings I can use words to express some of my feelings I can tell when I am feeling worried or anxious, angry, frustrated, disappointed and other difficult emotions I know when I feel happy, sad, stressed, excited, relaxed etc. I can say how I feel when I am feeling proud I can tell when I am feeling proud I can tell you something that makes me proud I can tell when a feeling is weak and when it is strong I can describe a physical sensation that arises from a feeling 	<p>I can tell you something that has made me jealous</p> <p>I can tell when I feel jealous</p> <p>I can say when I might feel guilty</p> <p>I understand that being unkind and hurting someone doesn't make me feel better.</p> <p>I can tell you how I feel when I lose someone or something I care about</p>	<ul style="list-style-type: none"> I know when I learn best. I can tell you what I have learnt I can tell you the things I am good at I can tell you about my 'gifts and talents' I can tell when I am being impulsive and when I am thinking things through 	<ul style="list-style-type: none"> I can identify my strengths and feel positive about them I can tell you some of my strengths as a learner I value my strengths I can tell you ways that I am different from my friends I can tell you something that makes me feel proud I feel good about my strengths 	<p>I know some of the people who are important to me.</p> <p>I can tell when I feel cared for</p>	<ul style="list-style-type: none"> I can tell you some things about me that have changed and some things that will not change. I can tell you how I might change in the future. I know that some changes are natural and happen 'by themselves'. I can tell you what a habit is and know that it is hard to change one. I know what it means when something is or isn't your fault
Step 4	<p>I can tell or show someone when I am feeling sad, angry or scared</p> <p>I can tell or show how I feel when I am feeling excited, good and happy</p> <p>I can tell or show what feeling proud looks like</p> <p>I know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people)</p>	<p>I can tell you how I feel if I am missing someone or have lost someone or something I care about</p> <p>I can remember feelings I have had, and why I felt like that</p> <p>I can sometimes tell you how change makes me feel</p> <p>When I feel bad, I know that it helps to do something different</p>	<ul style="list-style-type: none"> I know that we are all good at different things I can tell you what I like doing and learning I can try new things in my learning I can tell you the things I like doing and the things I don't like doing 	<p>I can tell you something special about me</p> <p>I know that I can do more things now than I could when I was younger</p> <p>I know that I will be able to do more things when I am older</p>	<p>I can tell when I love or care for someone</p>	<p>I can tell you what I can do now that I couldn't do when I started school</p> <p>I can tell you how I have changed</p>

MANAGING FEELINGS

In managing feelings, students use a range of strategies to recognise and accept their feelings.

They can use this to regulate their learning and behaviour – for example managing anxiety or anger, or demonstrating resilience in the face of difficulty.

Managing the Way I Am Feeling				Managing How I Express My Feelings	
Skills	<ul style="list-style-type: none"> I can calm myself down when I choose to. I have a range of strategies for managing my worries and other uncomfortable feelings. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy. I understand that changing the way I think about people and events changes the way I feel about them. I can change the way I feel by reflecting on my experiences and reviewing the way I think about them. I know that I can seek support from other people when I feel angry, worried or sad. I know what makes me feel good and know how to enhance these comfortable feelings (eg to feel calm, elated, energized, focused, engaged, have fun etc) – in ways that are not damaging to myself and others I understand how health can be affected by emotions and know a range of ways to keep myself well and happy 			<ul style="list-style-type: none"> I can stop and think before acting. I can express a range of feelings in ways that do not hurt me or other people and in ways that are appropriate to the situation. I understand that the way I express my feelings can change the way other people feel. I can adapt the way I express my feelings to suit particular situations or people I understand that how I express my feelings can have a significant impact both on other people and on what happens to me I have a range of strategies for managing impulses and strong emotions so they do not leave me to behave in ways that would have negative consequences 	
Sub Skills	Reducing stress/ worry/ anxiety through relaxation and thinking	Managing 'hot' feelings (such as anger and frustration)	Managing low feelings (hurt, change and loss inadequate)	Managing my expression of 'hot' feelings (e.g. anger, frustration, anxiety)	Managing my expression of low feelings (sadness, loss, inadequate)
Step 7	<ul style="list-style-type: none"> I have strategies to cope with uncomfortable feelings and to calm myself down when necessary I know how to do something about my worry I know when and how to stop and think before I act I can disagree with someone without falling out I know that when I move to mainstream school many things in my life will stay the same I have some strategies for managing the feelings that I might experience when I change schools I know that sometimes there can be positive outcomes from changes that we didn't welcome initially 	<ul style="list-style-type: none"> I know the impact my anger has upon myself and others I know: what my triggers are for anger; what happens when I get angry; what happens when I am overwhelmed by feelings of anger; some ways to calm myself down I can consider the short- and long-term consequences of my behaviour in order to make a wise choice, even when I am feeling angry I know I am responsible for the choices I make and the way I behave, even if I am very angry I know how my behaviour is linked to my thoughts and feelings I can stop and try to get an accurate picture before I act I understand biochemistry of 'fight or flight' 	<ul style="list-style-type: none"> I understand loss can create a complicated mixture of emotions I can use some strategies to manage feelings associated with loss I can use some strategies to help me when I feel useless or inadequate I can feel positive even when things are going wrong I can avoid situations that are likely to hurt my feelings or make me angry I can tell when I am hiding a feeling and then choose to share it with someone 	<p>I can cope when someone disagrees with me.</p> <p>I can stand up for what I think after listening to others and after making my own choice.</p> <p>I understand that the majority view is not always right.</p> <p>I can behave in an assertive way using appropriate body language and tone of voice</p> <p>I can apologize when I haven't managed my anger well</p> <p>I can use the 'I message' to express anger / frustration</p>	<p>I can use the 'I message' to express disappointment / hurt / jealousy / sadness</p> <p>I can express my emotions clearly and openly to others and in ways appropriate to situations</p> <p>I can express feelings in ways that do not hurt me</p> <p>I can express feelings in ways that do not hurt other people</p> <p>I can think about what embarrasses me and learn something about me that I didn't know before</p>
Step 6	<ul style="list-style-type: none"> I can think about my worries and decide what I might do about them. I can tell when I should share a worry. I know that most people have worries I can tell you when it's good to relax I can relax when I want to I can use distractions to calm myself down I can explain some things that help me stop worrying 	<ul style="list-style-type: none"> I know: What some of my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry. I understand why it is important to calm down before I am overwhelmed by feelings of anger. I can tell you some of the ways that I can stop myself being overwhelmed by feelings of anger. I know how it feels to be overwhelmed by feelings of anger I have learnt that there are different ways to think about a situation I have learnt breathing techniques I have identified the physical feelings that accompany my anger I can usually find a way to calm myself down when necessary 	<p>I know some ways of dealing with the feelings that sometimes arise from change</p> <p>I know how it feels to do or start something new, and some ways to cope with these feelings.</p> <p>I can manage my feelings and usually find a way to calm myself down when necessary</p> <p>I can usually manage my feelings of hurt and loss and find ways to talk myself round</p> <p>I know some ways to celebrate the life of someone I care about.</p>	<p>I can recognise when I am beginning to get upset or angry and have some ways to calm down</p> <p>I can take myself away from a difficult situation, use some calming down strategies and return to the situation calmer</p> <p>I can express anger and frustration in words</p> <p>I understand that being unkind does not help me to feel better</p> <p>I can take responsibility for my behaviour</p>	<p>I can make myself feel better without hurting others</p> <p>I can tell when I feel ashamed about something.</p> <p>I know when to tell someone about it.</p> <p>I know some things to do when I feel guilty</p> <p>I know some things to do when I feel embarrassed that will not make things worse</p>
Step 5	<ul style="list-style-type: none"> I can be still and quiet and relax my body. I know what it feels like to be relaxed. I can show or tell you what relaxed means. I know what makes me feel relaxed and what makes me feel stressed. I can tell you what places help me to relax. I can change my behaviour if I stop and think about what I am doing I can recognise when I am feeling worried 	<ul style="list-style-type: none"> I know some ways to calm myself down when I feel upset or scared I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry. I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings I have learnt why people get angry when they feel threatened I understand the 'fight or flight' response 	<ul style="list-style-type: none"> I can feel proud on behalf of my friends when they have done something well. I can think of ways to make me feel better when I feel hurt. I can make myself feel better without hurting others 	<p>I can share people I care about.</p> <p>I can recognize when I am becoming angry / frustrated / irritated etc and I am prepared to manage this feeling</p> <p>I can stop and think before I act</p>	<p>I can recognise when I am becoming upset / hurt / disappointed / jealous etc and I am prepared to manage this feeling</p> <p>I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me</p>
Step 4	<ul style="list-style-type: none"> I can stay still and quiet for a short time I can relax with help I know some ways to calm myself down when I feel scared or upset 	<p>I can make myself feel better when I am angry.</p> <p>I can tell when I am feeling angry</p> <p>I can tell when other people are angry</p> <p>I can tell you why it is good to manage anger</p>	<p>I am beginning to understand that if someone leaves me they can still love me</p> <p>I can remember someone I care about even if they are not there</p>	<p>I can express my feelings when I am angry</p>	<p>I can talk about how I can feel better when I am feeling sad or am missing someone</p>

MOTIVATION

Motivation enables learners to take an active and enthusiastic part in learning. Intrinsically motivated learners recognise and derive pleasure from learning. Motivation enables learners to set themselves goals and work towards them, to focus and concentrate on learning, to persist when learning is difficult and to develop independence, resourcefulness and personal organization

Setting Goals and Planning To Meet Them			Persistence and Resilience		Evaluation and Review
Skills	<ul style="list-style-type: none"> • I can set a challenge or goal, thinking ahead and considering the consequences for others and myself. • I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them. • I can break a long-term goal into small, achievable steps. • I can anticipate and plan to work around or overcome potential obstacles. • I can monitor and evaluate my own performance. • 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). 		<ul style="list-style-type: none"> • I can choose when and where to direct my attention, concentrate and resist distractions for increasing periods of time. • I know and can overcome some barriers to my learning such as feelings of boredom and frustration and know when to keep trying or try something different. • I can bounce back after a disappointment or when I have made a mistake or been unsuccessful • I can identify barriers to achieving a goal and identify how I am going to overcome them, • I can choose when and where to direct my attention, resisting distractions, and can concentrate for increasing periods of time. 		<ul style="list-style-type: none"> • I know how to evaluate my learning and use this to improve future performance • I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour. • I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind. • I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.
Sub skills	Setting Goals	Planning to Meet Goal	Persistence	Making Choices	Evaluation and Review
Step 7	<p>I can set myself a goal or challenge</p> <p>I can set a realistic goal</p>	<p>I can make a long-term personal or learning plan and break it down into smaller, achievable goals.</p> <p>I know that it is up to me to get things done by taking the first step</p>	<p>I know that if at first I don't succeed it is worth trying again.</p> <p>I can try again even when I have been unsuccessful</p> <p>I can use some strategies to help when I'm finding something difficult.</p> <p>I can think about obstacles and how to overcome them.</p> <p>I can view errors as part of the normal learning process, and bounce back from disappointment or failure</p> <p>I can resist distractions</p>	<p>I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour.</p> <p>I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups</p> <p>I can make a judgement about whether to take a risk</p> <p>I can choose when and where to direct my attention</p>	<p>I can apply what I have learned.</p> <p>I can tell you what I need to learn next.</p> <p>I can be a critical friend to others and myself</p> <p>I can explain how I go about solving a problem and give you an example of a problem I have solved</p>
Step 6	<p>I can foresee obstacles and plan to overcome them when I am setting goals</p>	<p>I can set success criteria so that I will know whether I have reached my goal.</p> <p>I can break down a goal into a number of steps and wait for the result.</p> <p>I know how others can help me to achieve my goals and how I can help others.</p> <p>I can tell you about a plan I have made to change something about my behaviour.</p> <p>I can think about and plan to overcome obstacles</p>	<ul style="list-style-type: none"> • I can recognise when I find learning difficult and persevere when I need to. • I can manage frustration by using a number of strategies. • I can tell you how I keep going even when the task is difficult or boring. • I know when to keep trying and when to try something else. • I can identify some barriers to my learning. • I can think of ways to overcome barriers to my learning. • I can understand that some thoughts help me reach my goal and some are a barrier. • I can feel positive even when things go wrong. • I know that if I don't succeed at something at first I can try again. 	<p>I can identify advantages and disadvantages of the solutions or goals I set myself.</p> <p>I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups.</p> <p>I can make a choice about what to do based on my predictions of the likely consequences</p> <p>I know how to make a good choice.</p> <p>I can take responsibility for what I choose to do</p>	<p>I can tell you how I am going to apply what I have learned.</p> <p>I am able to take responsibility for my actions and learning when the outcomes are positive or negative.</p> <p>I can recognise when I have reached my goal or been successful with my learning.</p> <p>I can tell you what has gone wrong with a plan and why.</p> <p>I can talk about the bits that went well and the bits that I need to change if I used my plan again</p>
Step 5	<p>I can say what I want to happen when there is a problem (set a goal).</p> <p>I can predict and understand the consequences of reaching my goal.</p> <p>I can choose a realistic goal when given choices</p>	<p>I can break a goal down into small steps.</p> <p>I can tell you about a plan I have made with my class to change something in our school.</p> <p>I can plan to overcome obstacles that might get in the way.</p>	<p>I can resist distractions</p> <p>I can work towards a reward or for the satisfaction of finishing a task</p> <p>I can recognise when I am becoming bored or frustrated. I know some ways to overcome boredom and frustration</p>	<ul style="list-style-type: none"> • I can think of lots of different ideas or solutions to problems • I can predict and understand the consequences of my solutions or ideas • I can make some changes quickly and easily • I know that to make some changes is hard and takes a long time • I know that I make my own choices about my behaviour • I know some ways to solve a problem 	<p>I can learn from my successes</p> <p>I can tell you what I might do differently to learn more effectively</p> <p>I can tell you what has gone wrong with a plan</p>
Step 4	<p>I can tell you what a goal is</p> <p>I can tell you what I want to achieve</p>	<p>I can say what I am going to do next</p>	<ul style="list-style-type: none"> • I can focus my attention and start a task • I can sustain my attention • I can work hard to achieve my goal • I know that working hard is important to reaching my goal • I can ask for help when I am stuck 	<ul style="list-style-type: none"> • I can choose between my ideas and give reasons • I can tell you about changes that I can make happen 	<p>I can tell you why things have been successful</p> <p>I can tell you what I have done and the things that worked well</p>

EMPATHY

Being able to empathise involves understanding others; anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another's point of view and modifying one's own response, if appropriate, in the light of this understanding

Understanding the Feelings of Others			Valuing and Supporting Others	
Skills				
	<ul style="list-style-type: none"> • I can recognise the feelings of others. • I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them • I can understand another person's point of view and understand how they might be feeling. • I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs • I know that all people have feelings but understand that they might experience and show their feelings in different ways or in different circumstances. 		<ul style="list-style-type: none"> • I value and respect the thoughts, feelings, beliefs and values of other people. • I can be supportive to others and try to help them when they want it. • I know that my actions affect other people and can make them feel better or worse • I can listen empathetically to others, and have a range of strategies for responding effectively in ways that can help others feel better • I can show respect for people of diverse cultures and backgrounds, and I am interested in, enjoy and celebrate differences • 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 • I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others 	
Sub Skills	Understanding others' feelings	Understanding others' actions	Seeing things from someone else's perspective	Understanding rights and responsibilities
Step 7	<p>I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed</p> <p>I have helped someone who felt embarrassed</p> <p>I can help another person feel proud</p> <p>I know how to make people feel good about themselves</p> <p>I know the feelings people have when someone close dies or leaves</p> <p>I understand that different people show their feelings in different ways</p>	<p>I can try to understand why people might behave the way they do when they are facing a difficult situation or change</p> <p>I try to understand other people's behaviour by thinking about what they might be feeling or thinking</p> <p>I know that people respond differently to changes and challenges.</p> <p>I can tell you how others might feel and behave when they go to a new school (start at this school or move to mainstream school)</p> <p>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</p>	<p>I am able to see a situation from another person's perspective</p> <p>I know how it can feel to be excluded or treated badly because of being different in some way</p> <p>I can support others who are experiencing personal problems</p> <p>I can listen empathetically to others</p> <p>I know that many people have mixed feelings about going to mainstream school/coming to this school</p>	<p>I understand my rights and responsibilities in the school</p> <p>I know some of the things that help us in school to learn and get on with others well</p> <p>I understand the need for rules in society and why we have the rules we do in school</p> <p>If I don't agree with something in school, I know how to go about trying to change things</p> <p>I show respect for people of different cultures and backgrounds</p>
Step 6	<p>I can understand how I might hurt others.</p> <p>I know how most people feel when they lose something or someone they love</p> <p>I know how it feels to be happy, sad or scared, and can usually tell if other people are feeling these emotions.</p> <p>I understand people show feelings in different ways</p>	<p>I can sometimes understand why other people are behaving the way they are</p> <p>I understand that other people's behavior is linked to what they are thinking or feeling</p> <p>I can sometimes understand why other people are behaving as they are when they are finding a change difficult</p> <p>I know some of the feelings people have if someone close to them leaves or dies</p>	<p>I know how to see things from someone else's point of view</p> <p>I know how I feel when I move to a new school and can see that others would feel the same moving to my school</p>	<p>I can contribute towards making a class charter.</p> <p>I understand my rights and responsibilities in school.</p> <p>I understand why we need to have different rules in different places and know what the rules are in school</p>
Step 5	<p>I can ask myself what I would feel like in somebody else's situation</p> <p>I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better</p>	<p>I can ask myself what I would do in somebody else's situation</p> <p>I understand that if someone leaves me they might still love me.</p> <p>I understand that people have to make hard choices and sometimes they have no choice</p>	<p>I know that people don't always see things in the same way</p>	<p>I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p> <p>I can help to make the class a safe and fair place</p> <p>I can help to make my class a good place to learn</p>
Step 4	<p>I know that everybody in the world has feelings</p> <p>I can tell if someone is happy, sad or angry</p> <p>I know how to help someone when they are feeling sad</p>	<p>I know that sometimes when people are not very nice to me it is because they don't feel very good inside</p>	<p>I can listen to someone else's point of view</p>	<p>I know what to do in my classroom/setting</p> <p>I can tell you how it feels when things are unfair</p>

SOCIAL SKILLS

Social skills enable students children to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others

Friendships and Other Relationships			Belonging in a Group/Community		Working with Others			
Skills								
	<ul style="list-style-type: none"> • I know how to be friendly – I can look and sound friendly, be a good listener, give and receive compliments and do kind things for other people. • I recognise 'put-downs' and know how they affect people, so I try not to use them. • I can make, sustain and break friendships without hurting others. • I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings. • I can take other's thoughts and feelings into account in how I manage my relationships. • I can assess risks and consider the issues involved before making decisions about my personal relationships. 		<ul style="list-style-type: none"> • I feel that I belong to and am valued in my class, school and community. • I understand and accept my rights and responsibilities in school, and know how I can take responsibility for making the school a safe and fair place for everyone. • 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. • I can achieve an appropriate level of independence from others, following my own course while maintaining positive relationships with others. 		<ul style="list-style-type: none"> • I can work and learn well in a group, taking on different roles, cooperating with others to achieve a joint outcome. • I can solve problems by thinking of all the options, identifying advantages and disadvantages, choosing a solution and evaluating it later on. • 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. • I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions. • I have strategies for repairing damaged relationship. • I can give and receive feedback and use it to improve mine and other people's achievements. • I can be assertive when appropriate. 			
Sub Skills	Social Skills	Friendship Skills	I know how it feels to be in a group and how to join	I know how to make others feel welcome	Working together	Resolving Conflict	Standing up for myself	Solving Problems
Step 7	<p>I can tell you how I can make someone who is important to me happy.</p> <p>I can tell you some ways to make amends if I have done something cruel or unkind.</p> <p>I can tell you how I feel about the important people or animals in my life</p> <p>I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions</p> <p>I can listen to what others say as well as expressing my own thoughts and feelings</p>	<p>I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.</p> <p>I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give.</p> <p>I know that sometimes difference can be a barrier to friendship.</p> <p>I can help support someone who is unhappy because they have lost someone or something</p> <p>I can break friends with someone without hurting their feelings</p> <p>I can forgive someone</p>	<p>I know that I am valued at school</p> <p>I know how change can interfere with our feeling of belonging and can make us feel insecure and lack confidence</p> <p>I know strategies to remain in a group</p>	<p>I can tell you about how people might feel and behave when they transition to a new school (this school or a mainstream school)</p> <p>I can recognise and challenge stereotyping</p>	<p>I can tell you some things that a good leader should do.</p> <p>When I am working in a group I can tell people if I agree or don't agree with them and why.</p> <p>When I am working in a group I can listen to people when they don't agree with me and think about what they have said</p> <p>I can cooperating with others to achieve a joint outcome</p>	<ul style="list-style-type: none"> • I can say things and do things that are likely to make a difficult situation better. • I can use my skills for solving problems peacefully to help other people resolve conflict. • I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse. • I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves. • I can use language ('I messages') that does not make conflict situations worse • I can resolve conflicts to ensure that everyone feels positive about the outcome 	<p>I can express myself assertively in a variety of ways</p> <p>I can make judgements about whether to take risk</p> <p>I understand when breaking friends might be the best thing to do</p> <p>I can be assertive when appropriate</p> <p>I can stand up for myself</p>	<p>I can use a problem-solving approach to sort out an embarrassing situation.</p> <p>I can explain how I go about solving a problem and give you an example of a problem I have solved.</p> <p>I can make a wise choice with work or behaviour</p>
Step 6	<p>I can listen well to other people when they are talking</p> <p>I can co-operate in a group</p> <p>I can take other people's thoughts and feelings into account</p> <p>I can recognise when I am using a put-down</p>	<p>I know something about everyone in my class</p> <p>I know that I am valued at school.</p> <p>I can think about when to forgive someone</p>	<p>I have worked with and talked to everyone in my group/tutor group/class</p> <p>I can tell you how it feels to belong to a group, and know it is important for everyone</p> <p>I know how to make someone feel welcomed and valued at school.</p> <p>I know how to join a group</p>	<p>I know how to make someone feel welcomed and valued</p> <p>I can recognise stereotyping.</p> <p>I can try to challenge stereotypes</p>	<ul style="list-style-type: none"> • I work well in a group and can tell you what helps the group work well together • I can take on a role in a group and contribute to the overall outcome. • I can discuss in a group how well we are working together 	<ul style="list-style-type: none"> • I can use the peaceful problem-solving process to sort out problems so both people feel OK • I can tell you what a 'win-win' solution is and always try to find one in a conflict situation • I can disagree with someone without falling out with them • I can forgive someone • I know some ways I can make things fair 	<p>I can choose to act assertively.</p> <p>I know how to be assertive.</p> <p>I can express myself assertively</p>	<p>I know some more ways to solve a problem.</p>
Step 5	<ul style="list-style-type: none"> • I can give a compliment • I can co-operate in a small group • I can be kind to others joining my team/group/school 	<ul style="list-style-type: none"> • I can tell you what being a good friend means to me • I can look and sound friendly • I can make someone else feel good by giving them a compliment • I know what to say when someone gives me a compliment 	<p>I know that I belong to a community</p> <p>I feel safe and content within my class.</p> <p>I feel good about the ways we are similar in the group and the ways I am different</p>	<p>I know what it feels like to be unwelcome</p> <p>I know how to make someone feel welcome</p>	<p>I can work in a group.</p> <p>I can decide with my group about how well we have worked together</p>	<ul style="list-style-type: none"> • I can use peaceful problem solving to sort out difficulties • I can use my ability to see things from the other point of view to make a conflict situation better • I know how to make up with a friend when we have fallen out 	<p>I can tell when it is right to stand up for myself.</p> <p>I know how to stand up for myself</p>	<p>I can use the problem solving process</p>
Step 4	<p>I can say sorry when I have been unkind</p> <p>I can join an activity</p> <p>I can share</p>	<p>I can interact with others</p> <p>I know how to be friendly</p>	<p>I know I belong to my class/group</p> <p>I know the people in my class/group</p> <p>I like belonging to my group/class/school</p> <p>I know that people in my group/class like me</p> <p>I like the ways we are all different</p> <p>I can take turns in a group</p> <p>I can join in with others' activities</p> <p>I can share in a group</p>	<p>I know how to be kind to people who are new</p>	<p>I can take turns</p> <p>I can wait for my turn to say something in the classroom</p> <p>I can work in a group with other children</p>	<ul style="list-style-type: none"> • I can make up when I have fallen out with a friend • I can think of ways to sort things out when we don't agree • I can tell you what is fair and unfair • I can tell you when I think things are fair or unfair 	<p>I can say what I need</p> <p>I can stand up for my own needs and rights without hurting others</p>	<p>I know strategies from the problem solving process</p>