



R time and its contribution to the SEAL National Primary Strategy:

In September 2006 a new R time publication will be launched:

Our time to Support SEAL

As we have explored the SEAL programme we have seen that R time can play a significant role in support of this Government initiative. The R time approach creates the environment to underpin SEAL.

The new book contains 168 new R time activities from Nursery to Year 6. These activities are arranged thematically and are aligned with the 7 different themes of the SEAL programme. In addition to the 168 activities there are 168 additional extension ideas to enable you to explore the theme in more detail.

The new book will cost £35, but if you want to order now and reserve a copy please contact us. For these early orders there is a discounted price of £30. (We'll only invoice you when the book is sent to you).

Here are 3 sample activities from the new book:

SEAL Theme: Say no to bullying

Age-Group: Nursery

What kind of activity is this?	Practical activity
Recommended Grouping	Group of 4 to 6 children, arranged in pairs
Resources	Two oranges, two bananas, two grapes.
Introduction	Pair the children using the fruit. Ask the children to greet their partner using their given name.
Activity	Make sure the children know the names of the types of fruit. Carefully peel the fruit, revealing the fruit inside. <i>(If appropriate the children can do this themselves).</i> Ask the children some questions about the fruit, ensuring that one of them is: "Why do you think the fruits have a skin?" We have a skin. Get the children to look at and touch each others skin (sensitively). Ask them to describe skin using the senses – (perhaps not taste and smell!!)
Plenary	<ol style="list-style-type: none"> 1. Ask the children how they can look after their own skin? 2. We need to not only look after our own skin but the skin of others. How can we do that? (looking for the answer– by being gentle to one-another).
Conclusion	Thank you for being gentle with me ----- <i>(insert name of partner).</i>

Extension activity: This could be done as a whole class after all of the children have taken part in the group activity above. Or, it could take place immediately after the activity. (The timing is at your discretion)

Make a bruise in a piece of fruit, a pear or an apple or a banana (maybe some days prior to the activity). Explain to the children what you did, peel it and show the damage and how we no longer like to eat it.

Talk about the hurt we can do to each other. Talk about physical as well as emotional hurt.



Seal Theme: Relationships
Year group: Year 3

What kind of activity is this?	Pretend activity
Recommended grouping	Whole class (in random pairs)
Resources	None required
Introduction	Hello (<i>Insert partner's name</i>). (Possible introductory sentence: My favourite cartoon character is.....)
Activity	One day you are watching a cartoon on the television and your favourite character suddenly falls out of the T.V set and is there sitting next to you! Think about and discuss with your friend: 1. Who would the cartoon character be? 2. What would be the first thing you might say to them? You get on really well with the cartoon character and they invite you to come back into the T.V and join them in the cartoon. You are really excited but they then tell you the reason they want you to come with them is because you are big and they need you to hurt someone. Think about and discuss with your friend: What might you say and do?
Plenary	Sometimes we hurt others without realising. How might this happen in school? How can we try and avoid hurting others and instead try and be friends with everyone?
Conclusion	Thank you for being my friend today..... <i>insert partner's given name</i>).

Extension activity: In cartoons, characters can be hit on the head, blown up, fall off mountains, be involved in car crashes, be squashed flat yet still carry on as if nothing has happened!
In real life this sort of thing doesn't happen – people get hurt in big ways.

Relationships, by definition, rely on more than one person. They are about trying to get on well together. Fitting in and doing the right thing by and for each other.

Give each child a piece of paper (A5) and get them to divide the paper into 4 equal parts. On a chosen wall of the classroom hang, with string, 4 different coloured balloons. Over the next four days record (draw) the balloons as they now look.

At the end of the four days, talk with the whole class about the differences between day one and day four. (The balloons will have begun to deflate, look sad etc.)

Why do the balloons change over the period of time? – Interesting answers will emerge. Use some of the answers to demonstrate the fact that a relationship needs to be worked at for it to flourish and become more meaningful.



SEAL Theme: Changes
Year group: Year 6

What kind of activity is this?	Talking activity
Recommended grouping	Whole class (in random pairs)
Resources	A 'before and after experience'. e.g. a bulb and the fully grown plant; or an apple seed and the fully grown apple (Oranges, pears etc); or a lump of wood and a beautifully crafted bowl; or a blank canvas and a completed picture.
Introduction	I'm glad to be with you today ----- (<i>insert partner's given name.</i>
Activity	Show the children one of the 'before and after experiences'. Get the children to think about the changes that have taken place. Ask them to think about and discuss with their partner how or what has happened. (Look at some of the aspects of time, hard work, skills, natural progression etc.) Get the children to think about and discuss with their partner changes that could take place with friendships during the next year. What sort of factors might influence the changes?
Plenary	What is one major change that all the children in the class will have to come to terms with during the next few months? How can they be helped through the process?
Conclusion	I'm looking forward to some of the changes ----- (<i>insert partner's given name</i>)

Extension Activity – this can be done as a whole class activity:

An ice cube and a 'warm bowl'.

Place the ice cube in the bowl and ask the children what might happen over the next half hour? Get them to discuss with their partner the 'what' happens and the 'why' it happens.

Ask the children if the ice cube turning to water is a surprise.

Get the children to think about the changes that will happen to them during this coming year.

Get them to discuss their answers with others.