

6 principles of Nurture	Social Skills	ELSA including 1-1	Activities	Progress
<p><b><u>1 Children’s learning is understood developmentally</u></b>  <i>In nurture groups staff respond to children, not in terms of arbitrary expectations about 'attainment levels' but in terms of the children's developmental progress assessed through the Boxall Profile, a structured framework for the observation of students' behavioural, social and cognitive engagement in classrooms. The response to the individual child is 'as they are, underpinned by a non-judgemental and accepting attitude</i></p> <p><b><u>2 The classroom offers a safe space</u></b>  <i>The organisation of the environment and the way the group is managed contains anxiety. The nurturing group room offers a balance of educational and domestic experiences to support the development of the children's relationships with each other and the staff. The nurture group is organised around a structured day with predictable routines. Great attention is paid to detail; the adults are reliable and consistent in their approach to the children. Nurture groups are an educational</i></p>	<p><b>Social skills are used to communicate with others daily in a variety of ways including verbal, nonverbal, written and visual. Social skills are also referred to as “interpersonal” or “soft skills.”</b></p> <p><i>Social skills are important because they can help you communicate more effectively and efficiently and, as a result, help you build, maintain and grow relationships. basic social skills such as</i></p> <ul style="list-style-type: none"> <li>• <b>taking turns,</b></li> <li>• <b>listening and speaking.</b></li> <li>• <b>Simply being nice,</b></li> </ul> <p><i>are just as important to children’s academic success as the subjects they study, and students can and should be learning these skills in the classroom. Learning social skills is a key part of child development. Good social skills allow kids to interact positively with others and communicate their needs, wants, and feelings effectively. The benefits of robust social skills reach far beyond social relationships and acceptance. Children with better social skills</i></p>	<p><b>ELSA support in schools is a project designed to help schools support the emotional needs of their pupils. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed.</b></p> <p><i>ELSAs are trained to plan and deliver programmes of support to pupils in their school who may be experiencing temporary or long term additional emotional needs. A lot of work that ELSAs do will be on an individual basis with one child, however, there are cases where group sessions may be appropriate such as when working on social skills and friendship skills.</i></p> <p><b>Delivering individualised support programs to meet the emotional needs of students in the following areas:</b></p> <ul style="list-style-type: none"> <li>• <i>Social Skills</i></li> </ul>	<p><b><u>Kahoot</u></b>  <i>Kahoot is an all-in-one engagement, assessment, and reporting tool. It is a game-based learning platform that allows tailored learning to suit the needs of each student/class.</i></p> <p><b><u>Lego therapy</u></b>  <i>Lego therapy is a play-based piece of intervention which focuses on developing collaborative play skills. Lego therapy works on key areas of social interaction, such as; turn-taking, listening, initiation, eye contact, problem-solving and sharing. In addition to this, it works on language concepts such as; size, prepositions and colours. Within a therapy group, an adult will set the ‘ground rules with children and facilitate if necessary. Each child is given a role. These are a builder, supplier and engineer. In addition to this, there may be a director role too. Each role contributes towards the success of the Lego model being made. The language and complexity of Lego models can be easily adapted to meet the need of the group.</i></p> <p><b><u>Scrabble</u></b></p>	<p><b>Monitored daily, in all lessons including social skills and form times and social times like lunch/break. Progress can be measured by the following:</b></p> <ul style="list-style-type: none"> <li>• <i>Pupils developing their social skills</i></li> <li>• <i>Pupils being able to access more of the curriculum</i></li> <li>• <i>Pupils being able to discuss their learning</i></li> <li>• <i>Pupils being able to embed the social skills into more areas of their life</i></li> <li>• <i>Pupils accessing more academic subjects with confidence</i></li> <li>• <i>Pupils being able to make progress in terms of their next steps, college, apprenticeship, employment etc</i></li> </ul>

<p>provision making the important link between emotional containment and cognitive learning</p> <p><b><u>3 Nurture is important for the development of self-esteem</u></b></p> <p>Nurture involves listening and responding. In a nurture group 'everything is verbalised' with an emphasis on the adults engaging with the children in reciprocal shared activities e.g. play/meals/reading/talking about events and feelings. Children respond to being valued and thought about as individuals, so in practice, this involves noticing and praising small achievements; 'nothing is hurried in nurture groups</p> <p><b><u>4 Language is understood as a vital means of communication</u></b></p> <p>Language is more than a skill to be learnt, it is the way of putting feelings into words. Nurture group children often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. In nurture groups, the informal opportunities for talking and sharing, e.g. welcoming the children into the group or having breakfast together are as important as the more formal</p>	<p>are likely to reap immediate benefits</p> <ul style="list-style-type: none"> <li>• <b><u>Conflict resolution</u></b> Disagreements and dissatisfaction can arise in any situation. Conflict resolution is the ability to get to the source of the problem and find a workable solution. Good conflict-resolution skills are important e.g. <ul style="list-style-type: none"> <li>• Problems-solving skills</li> <li>• Teamwork</li> </ul> </li> <li>• <b><u>Effective Communication</u></b> The ability to communicate effectively with others is a core social skill. If you have strong communication skills, you'll be able to share your thoughts and ideas clearly with others e.g. <ul style="list-style-type: none"> <li>• <b><u>Use of non-verbal communication (body language)</u></b></li> </ul> </li> <li>• <b><u>Empathy</u></b> Empathy is the ability to understand and identify with another person's feelings. If you have empathy, others will often be more likely to</li> </ul>	<ul style="list-style-type: none"> <li>• Social Situations</li> <li>• Therapeutic Stories</li> <li>• Anger Management</li> <li>• Real-life problem-solving skills</li> <li>• Bereavement</li> <li>• Anxiety</li> <li>• Self esteem</li> <li>• Friendships</li> <li>• Social stories/comic strips</li> </ul>	<p>Scrabble is a fun way to improve students English, vocabulary, reading, and overall grammar skills. it requires and builds strong vocabulary and spelling, but it also requires math and strategy even spatial relations and probability.</p> <p>Scrabble also encourages social cooperation and bonding it helps improve your emotional well-being and personal confidence. Scrabble improves creativity and develops concentration. Scrabble fosters learning through creative play</p> <p><b><u>Monopoly</u></b></p> <p>Monopoly teaches people to socialise and have fun with others even when there is competition and something to lose/win at play. It teaches players patience and resilience skills.</p> <p>By playing Monopoly, you can develop a more alert and aware approach and mindset, making you less of a viable target</p> <p><b><u>Guess who</u></b></p> <p>Guess Who addresses a number of skills while a providing a fun, playful, and interactive experience. Here are some skills that can be addressed;</p>	<ul style="list-style-type: none"> <li>• Pupils being able to be a good citizen in modern day Britain</li> </ul>
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<p>lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others</p> <p><b><u>5 All behaviour is communication</u></b></p> <p><i>This principle underlies the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and their development what is this child trying to tell me?' Understanding what a child communicates through behaviour helps staff respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external/internal worlds of the child.</i></p> <p><b><u>6 Language is understood as a vital means of communication</u></b></p> <p><i>Language is more than a skill to be learnt, it is the way of putting feelings into words. Nurture group children often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. In nurture groups, the informal opportunities for talking</i></p>	<p><i>confide in you. Being more empathetic takes a conscious effort to carefully consider how others feel. If you strengthen your empathy and rapport with others, you can build stronger, more respectful and open relationships</i></p> <ul style="list-style-type: none"> <li>• <b><u>Relationship management</u></b> <i>Relationship management is the ability to maintain healthy relationships and build key connections</i></li> <li>• <b><u>Respect</u></b> <i>is knowing when and how to initiate communication and respond. In a team or group setting, allowing others to speak without interruption is a necessary communication skill that shows respect. Respectfully communicating can also mean using your time with someone else wisely—staying on topic, asking clear questions and responding fully to any questions you've been asked.</i></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Listening</b>– <i>You have to listen to details in order to focus on what information you are not only giving but receiving in order to make the right choice in asking and answering questions.</i></li> <li>• <b>Eye contact</b> – <i>This game should encourage you to look at the person you are talking to and asking questions to</i></li> <li>• <b>Social Participation</b> – <i>This game provides an easy way to increase the comfort level of reciprocal communication. Through asking questions in a back and forth manner, allows students to increase their engagement and overall comfort level when communicating with a peer.</i></li> <li>• <b>Turn Taking</b> – <i>This game has built-in natural turn-taking opportunities, as only one person at a time can be asking questions.</i></li> <li>• <b>Negation</b></li> </ul>	
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<p>and sharing, e.g. welcoming the children into the group or having breakfast together are as important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others</p>	<ul style="list-style-type: none"> <li>• <b>Active Listening</b> The ability to pay close attention to a person who is communicating with you. Active listeners are typically well-regarded by their peers due to the attention and respect they offer others. You can increase your listening skills by focusing on the speaker, avoiding distractions and waiting to prepare your response only after the other person is finished (rather than while they are speaking).</li> </ul> <p><b>Comic strips conversations/social stories</b> Social stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why. Social stories can be used to develop self-care skills, help someone understand how others might behave or respond in a particular situation, help people see things from other people's perspective, help someone deal with changes in routine or other distressing events and can help with behaviour strategies. Social stories present information in a literal, 'concrete' way, which</p>		<p>– As the game is built on answering “yes” or “no” questions, negation can easily be addressed in the play. Modelling and having students respond to “no” questions by responding in a complete phrase, such as “No, my person does not have _____.”</p> <ul style="list-style-type: none"> <li>• <b>Question Formation</b> – Guess Who offers multiple opportunities for students to practice forming questions using appropriate subject-verb agreement (e.g. Is your person a boy? Is your person _____? Does your person have _____?)</li> </ul> <p><b>Pictionary</b> Pictionary boasts a wide selection of advantages and benefits. When playing Pictionary or a variation of it, there are specific skills that you need to master. Having fun while learning positive life skills is made a fairly simple task with Pictionary. Pictionary is all about teamwork. Players have to help each other understand each other. The gameplay encourages players to get to know each team member's strengths and weaknesses and use them to win the game. One of the main advantages of Pictionary that</p>	
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	<p><i>may improve a person's understanding of a previously difficult or ambiguous situation or activity. The presentation and content can be adapted to meet different people's needs. They can help with sequencing (what comes next in a series of activities) and 'executive functioning' (planning and organising).</i></p> <p><i>By providing information about what might happen in a particular situation, and some guidelines for behaviour, you can increase structure in a person's life and thereby reduce anxiety</i></p> <p><b>Comic strip conversations</b> are simple visual representations of conversation. They can show:</p> <ul style="list-style-type: none"> <li>• <i>the things that are actually said in a conversation</i></li> <li>• <i>how people might be feeling</i></li> <li>• <i>what people's intentions might be.</i></li> </ul> <p><i>Comic strip conversations use stick figures and symbols to represent social interactions and abstract aspects of conversation, and colour to represent the emotional content of a statement or message. By seeing the different elements of a conversation presented visually, some of the more abstract aspects of social communication (such as recognising the feelings of others) are made more 'concrete' and are therefore easier to understand.</i></p>		<p>stands out is that it offers a fun way of learning new things. Players can boost their vocab, develop better communication and team-building skills, and learn to be disciplined.</p>	
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