

Introduction	4		
Section 1: Knowing myself		Section 4: Developing social skills	
1. About me	10	33. What is a friend?	75
2. Who do I trust?	13	34. Friendship words and actions	77
3. Trusting each other	15	35. Judgements	78
4. Showing respect	17	36. Non-verbal communication	80
5. Developing self awareness – feelings words	19	37. Empathy and sympathy	81
6. Our feelings range in intensity	20	38. Expressing feelings respectfully	82
7. We can talk about feelings	22	39. Passive or assertive?	84
8. Are all feelings OK?	24	40. Learning to negotiate	85
9. How do we recognise our feelings?	28	41. Being part of a team	86
10. The way we think about ourselves	30	42. The importance of saying sorry	88
11. Beliefs and self talk	32	43. How to pay compliments	89
12. How important are our memories?	34		
		Section 5: The big picture	
Section 2: Developing empathy		44. What are our values?	92
13. We all see and feel things differently	36	45. What have we learned?	95
14. How do others feel?	38		
15. Different people feel differently	40	Appendices	
16. Understanding points of view	42	Appendix 1 – Feelings words	96
17. Accident or deliberate – how do we know?	44	Appendix 2 – Games to use in EL lessons	97
18. How can we support others?	45	Appendix 3 – Useful children’s books	98
19. Supporting others by listening	46	Appendix 4 – Other emotional literacy books	99
Section 3: Managing feelings			
20. We can choose our behaviour	48		
21. Developing optimism	50		
22. Recognising and managing anger	52		
23. Using a problem-solving strategy	54		
24. Impulsive and thinking behaviour	57		
25. Recognising and managing frustration	58		
26. Can we change how we feel?	60		
27. Using affirmations	62		
28. Seeing things from a different perspective	64		
29. Am I willing to take risks?	66		
30. My strengths and how I like to learn	68		
31. Setting goals for myself	70		
32. How can being resilient help us?	73		

What is emotional literacy and why is it important?

Although there has long been an understanding of the need for human beings to recognise and manage their emotions, the idea of emotional intelligence attracted much attention when Daniel Goleman wrote *Emotional Intelligence, why it can matter more than IQ* – a book that became a best seller in the 1990s. Goleman explained that those people who enjoy success in life, both in the workplace and in their personal relationships, are not necessarily those with high literacy and numeracy intelligences as described by Howard Gardner in his multiple intelligences theory*. Rather, they are people with high emotional intelligence; people who know their own emotional make-up, can manage their emotional responses and react wisely and respectfully to the emotions of others.

Emotional intelligence corresponds to Gardner's Intrapersonal (knowing yourself) and Interpersonal (your relationships with others) Intelligences. The great thing about emotional intelligence is that although many of us may not be born with high levels of emotional competence, our emotional brain is malleable and emotional responses can be learned and practised. Everyone needs a chance to develop emotional skills and if this is what will help us through life, then our education system has a responsibility to provide the opportunity for children to learn these skills, just as they have the opportunity to develop their abilities in Maths and English.

We have become very focused in recent years on targeting and measuring academic progress and it is easy to forget that some very valuable things are difficult to measure. Should we ignore them for that reason? Our education system focuses heavily on academic areas and we seem to assume that the emotions are developed by some sort of osmosis. Nothing could be further from the truth. Some children may be fortunate to have a home where emotions are valued and where they can grow in an environment where they hear and take part in family discussions, where negotiation is modelled and where parents teach their children respect. But with the growing numbers of children being raised in families where parents do not have the time or perhaps the understanding of the importance of emotional learning,

school must become the place where emotional lessons take place.

My hope is that the lessons contained in this book will help you develop emotional skills in your children and that in the process you will all find great enjoyment and satisfaction. I have seen the difference emotional literacy can make and will always remember the 11 year old who joined our school very lacking in confidence and understanding of himself; he summed up the learning after a year of emotional literacy lessons by telling his class, with a confident voice and body language that the best thing he had learned that year was that he was OK. May your children enjoy similar success.

The aims of Emotional Literacy are:

- To enable children to recognise and manage their own feelings.
- To enable children to recognise and understand the feelings of others.
- To build a feelings vocabulary for all children and in particular to make this information available to boys.
- To enable children to know that they have the power to become effective managers of themselves, their feelings and their health.
- To promote personal qualities such as optimism, resilience, motivation and impulse control.

*Multiple Intelligences (MI)

Howard Gardner said that people have different types of intelligences and that they are better at some than others. All nine intelligences are important. All children are intelligent in some way.

The nine intelligences are:

- logical (Number/order smart)
- linguistic (Word smart)
- visual/spatial (Picture smart)
- interpersonal (People smart)
- intrapersonal (Myself smart)
- physical (Body smart)
- naturalistic (Naturalistic smart)
- musical (Music smart)
- spiritual.

Guidance for teachers

In this book there are 45 lessons designed to develop children's emotional competence. This is more than you will use in a year if you have a lesson every week and some lessons you may find more useful in your particular circumstances than others. However, the lessons are designed to be followed in sequence, following the emotional literacy model of:

- knowing yourself;
- managing yourself;
- building effective relationships with others.

In every group of children you will find some who, for various reasons, already have high levels of emotional competence and some who struggle with these principles. Setting aside a time each week to talk about emotions and their importance and bringing them into the daily routines of the class are excellent ways to increase emotional competence.

The lessons provided here can be used on a rolling basis from the start of Year 3; the responses of a Year 3 group will be very different from those in Year 6 and, like any other sort of learning, repetition and consolidation are necessary if the new skills and understanding are to become a part of the child's life; emotional competence is a skill that will help a child long after they have passed through your hands.

Alternatively, you might prefer to use a variety of other resources and choose some of these lessons to supplement what you are already familiar with.

Consider your own emotional awareness

Before starting to work with the children on emotional literacy it is important to think about your own emotional competency. How willing are you to listen to children's opinions and thoughts? How willing are you to demonstrate empathy with the children? How willing are you to role model qualities like optimism, patience and perseverance? How willing are you to learn more about emotional literacy and the important part emotions play in our lives? Much has been written about the importance of emotional intelligence and in the appendices at the back of this book are references you might like to follow up, both books and websites.

Role model the principles of emotional literacy yourself

Daniel Goleman pointed out in his best-selling book *Emotional Intelligence* that the way a teacher behaves in the classroom is a vital role model to children and the way a teacher speaks to one child teaches a lesson to all the other children in the room. Bearing this in mind:

- ❑ Use 'I' statements (Lesson 38, page 82) in your dealings with the children.
- ❑ Avoid the use of negatives as far as possible and try to state instructions and requests in the positive (for example, avoid saying 'Don't run!' Instead say 'Please walk!')
- ❑ Let the children know your expectations by saying 'I know you can do this well,' and 'I trust you to...'

To quote Goethe: 'If you treat an individual as he is, he will stay that way. But if you treat him as if he were what he could be, he will become what he could be.'

Start with trust and reinforce its importance, over and over again

If you are to have successful sharing of thoughts, opinions and feelings in these lessons you must start by building trust and so the early activities in the book focus on this. Once the children understand why trust is important and how it affects their relationships with others you can extend this understanding into your daily classroom routines; you should begin to notice improved relationships within the group as trust grows. But remember, you will need to come back to this regularly to remind children what they believe trust to be and why it is important.

Always focus on feelings

Our emotions, the way we feel, influence the way we go about our daily lives. Teaching children emotional literacy raises awareness of feelings and once we are aware of how we feel and can name those feelings, the better we are able to manage them. So bring feelings into the conversation and into children's classroom activities wherever possible. (Literacy lessons, for example, provide many opportunities.)

Ask children questions such as:

- How did you feel when you ...?
- How did doing so well make you feel?
- How do you think you will feel when...?

- How do you think he/she felt when you ...?
- How do you think he/she wanted to feel when...?
- How did you want to feel...?
- What could you do to help change that feeling in yourself/someone else?
- Look at ... now. How do you think he/she feels?

Take advantage of opportunities to practise emotional skills as they arise in the classroom

There will be opportunities through the day when children have relationship difficulties with each other or when you see a chance to focus on emotional qualities you are trying to develop (motivation, resilience, self confidence, resourcefulness and so on).

Use these opportunities to strengthen children's emotional skills and understanding by drawing attention to them. Use the words 'resilience', 'perseverance', 'resourcefulness', 'respect' and others you want to develop in ways where children begin to understand the meaning; they will then begin to use these words themselves, knowing what they mean. These small comments made frequently will reinforce learning far better than if you leave emotional learning to the allocated slot on the timetable. Just as constant dripping wears away a stone, repeated reminders and practice promote good learning and good emotional habits.

Enjoy learning about emotions and show the children you enjoy it too!

In my experience children like these lessons. They are different from the other lessons they have in school and they like to hear each other talking about things that affect their everyday lives. I have seen emotional literacy leading to increased self confidence and even the shy children in the class eventually join in when they realise there is no pressure to take part and that they have something they would like to contribute in a safe environment.

Use games in the lessons as a way of stimulating thinking and encourage laughter, not just in these lessons but in your classroom throughout the day. Laughter not only helps learning by providing additional oxygen and blood flow to the brain, but it is a powerful way of connecting people to each other, and when we are connected and feel we belong, an emotional bond is created. This will have a spin-off when

children are working in groups or pairs across the curriculum and in their general behaviour with each other.

Extend emotional learning in other ways

Here are some ideas that can be very effective:

- ❑ When you are taking the register, instead of the usual response, ask children to give you a number out of 10 to tell everyone how they are feeling right then. If you are aware that a child isn't feeling great at the start of the day you have an opportunity to deal with that which might otherwise pass you by. It also makes other children aware and as empathy develops, they might try to help the person feel better.
- ❑ When the children return to class from break allow a few minutes to talk about their feelings about things that happened outside. Avoid the details of events (he said/she said); ask children to tell each other how they *felt* – for example, about being left out of a game, having someone share something with them, being asked to join in – and thank each other if this is appropriate. This is a good opportunity to practise 'I' statements (Lesson 38, page 82) and to pay and receive compliments (Lesson 43, page 89).
- ❑ Look for the good in every child and praise it. We are usually very good at telling children when they do wrong and overlook the good. If we want them to develop the behaviours we believe are good we need to be explicit about what behaviours are good. (For example, 'Well done for sitting and waiting so patiently!' 'Well done for being such a good listener!' 'Well done for being thoughtful and helping someone else without having to be asked!' 'Well done for not giving up even when you found it difficult!')
- ❑ When you do need to correct children, criticise the behaviour, not the child. ('Your choice of behaviour wasn't so good,' instead of 'You're such a bad boy!')
- ❑ Have a quote of the week in your classroom, highlighting a personal quality, and discuss the meaning of the quote. For example, 'Most people are as happy as they can make up their minds to be,' (Abraham Lincoln) and 'Think you can, think you can't; either way you are right.' (Henry Ford).

- ❑ Use affirmations compiled by the class and display them.
(In this class we all look out for each other. In this class we think it's OK to be different.)

The lessons – strategies and structure

General principles

These lessons are opportunities for children to become involved in activities and discussions which promote thinking and learning about their own emotions and those of other people. For the most part there are **no right and wrong answers** in their discussions; children will respond based on their own experiences and thoughts and it is important for them to have this opportunity of sharing their ideas and hearing each other talk. All too often, when we have strong emotions we tend to think we are the only people in the world feeling this way, that perhaps we are failures because we feel like this when people around us seem to be feeling very differently and are managing things better than us. Hearing other people share experiences and realising that our thoughts and feelings might be the same as someone else's are very reassuring.

You, the teacher, are the **facilitator** in these lessons, a different role from that which you will normally assume as classroom teacher. As facilitator, your role is to guide the activity and the discussion. Ask the children for their opinions when they might look to you for an answer, although clearly there may be times when you will have some knowledge on the subject which you can share with them. However, as facilitator, encourage them to question for themselves and come up with their own answers. Encourage them also to question your contributions.

For most of the lessons a **circle format** is best. Everyone in the circle can see each other, everyone has an equal place in the group and body language can be picked up as children learn this skill. Join in the circle yourself and take part in the activities and discussions if you would like to, but be alert for particular situations that might arise where a child may want to talk but you feel it would be better to do this with the child on their own later (for example, if a child begins to talk about problems at home which could be a cause for concern).

Find a **special object** which can be passed around the circle for children to hold and establish guidelines that only the child holding the object can speak. By doing this you are encouraging children to listen to each other and speak in turn. Your special object can be anything at all, although it helps if it is tactile and if it has a special story attached to it!

Reassure the children that no one is going to be forced to take part if they choose not to speak. **It's OK to say 'Pass'** when it is their turn if they are too shy to participate. Some children prefer to listen for some time before they gain the confidence to contribute and some children are reluctant to share anything they consider to be personal; they will still learn by hearing others talk, although it is best if they can be gently encouraged to participate as trust within the group grows.

Provide the children with a notebook which they can use to jot down thoughts and ideas. Scrapbooks are good because children can stick in their worksheets, which are a reminder of the topics they have discussed and the new ideas they have learned.

Some things the children will write in their books may be quite personal so it is important to respect these books. I have always collected them at the end of a lesson and stored them safely in the classroom where they cannot be accessed by other children. At the end of the year the children take their books home as a reminder of their emotional learning and they have always been valued, probably because much in them is so personal. I also assure the children that they will not be marked and that I, too, will respect the personal nature of the books.

Lesson structure

The lessons follow a common pattern, based around activities and discussions. They involve the children in whole class work, small group work, pair work and some individual work.

Start the lesson by asking how everyone is today; this helps the children to think about feelings, whether you ask for a number out of 10 or a feeling word. You can pass your special object round the circle for this starting activity, with a reminder that only the person holding the object can speak; this helps focus the children. Giving a feeling word will, in

time, help the children develop the vocabulary to express their feelings more and more accurately.

Sometimes you might like to play a quick warm-up game before starting the key learning activity of the lesson. Games can be competitive and often end in laughter, which connects everyone in the group and sets a positive tone for the rest of the lesson. There are a few games in the appendices at the back of the book and in the references you will find other publications which might help with ideas.

Move on then to the main activity and discussion of the lesson. Some lessons have worksheets. These might be a key part of the lesson and be displayed on a whiteboard or OHP; in other cases they are an opportunity to sum up the learning of the lesson and, when they are kept in a scrapbook, can be looked at later as a reminder of the learning which has taken place.

If the discussion involves some strong emotions you will need to change the children's frame of mind before they move on to the next lesson. A good way to do this is to play a game,

perhaps the one you played at the start of the lesson. Should you choose not to do this, thank the children for taking part before they finish and move from the circle back to their normal places in the room.

The first time

The first time you do one of these lessons with the children, explain that for these lessons the class will normally sit in a circle. The lessons will be a time to think, talk and listen to other people talking; by doing this, we will all be able to learn from each other. Say that in order that everyone can have a turn to talk if they want to, some simple rules will need to be made.

Ask the children what sort of rules or guidelines would mean that everyone can have a chance to talk and be heard. Work towards a simple set of rules, to include:

- Only one person speaks at a time.
- Everyone takes a turn round the circle.
- They have the right to say 'Pass' if they choose not to participate.

The way we think about ourselves

Resource required

- Some blank cards

What to do

- ❑ In this session the discussion will focus on how we think of ourselves and our capabilities, whether these thoughts, or self beliefs, are rational or not and how we can change them. (Page 31 shows two examples of facts and rational and irrational beliefs for your reference.)
- ❑ Tell the children the following story.

A ten-year-old boy told his group at the start of a lesson that he wasn't feeling good that day because a spelling test was coming up later in the day and as he couldn't spell he always did badly. I asked him if he remembered when he started to believe he couldn't spell. Without hesitation he recounted an experience that happened when he was six. A spelling competition was held at the school he then attended and parents of the class were invited in for this special event. When it was his turn he stood up and was asked to spell two quite difficult words. He made a mistake on the first one and people laughed (children and some adults). Feeling awful, he sat down and from that day decided he was unable to spell.

- ❑ Is the thought 'I can't spell,' a fact or a belief? What made the boy believe he couldn't spell? (People laughed when he made a mistake and he felt embarrassed and stupid.) But don't we all make mistakes?
- ❑ Give each child a piece of paper or blank card and ask them to write 'Friends' in the middle. Now ask them to jot down one fact about friends, something that is generally true (for example, it takes time to make good friends or friends enjoy doing things together). Ask the group to share what they have written and see if the others agree this is a fact.
- ❑ Ask them then to write down a rational belief about friends (ie a belief that makes sense but which isn't always true; for example, friends help each other or friends share things with each other, friends are always happy with each other, friends don't fight, friends understand each other, friends are kind to each other). Share what each member of the group has written and see if everyone agrees this is a rational belief. Some children may find this concept a difficult one but it can lead to an interesting discussion and, by extension, to the idea that we all have our own perspective and experience which lead us to think the way we do.
- ❑ Now ask them to write down an irrational belief about friends (for example, everyone has to have lots of friends or friends have to share everything). Share the ideas and see if everyone agrees these are irrational beliefs.
- ❑ Now repeat the exercise on a sheet with 'School' written in the middle. Fill in one fact first and share some ideas in the group; then repeat with one rational belief and one irrational belief. By this time the children should be clearer about what is a fact and what is a belief.
- ❑ Now ask the children to write down one thing they believe they are good at and one thing they believe they're not good at. Ask if anyone is willing to share what they have written down for what they believe they're not good at. Can they remember when they started to believe this? Do the rest of the group believe this is a rational or an irrational belief? To encourage children to think about irrational beliefs prompt them with questions such as:
 - Do you never have any success at all in that area?
 - Could you ever succeed?
 - What would it take for you to succeed?
 - Could you do anything, however small, to help you succeed in that area?
- ❑ Ask the children if they think it might be helpful if we knew what beliefs about ourselves we could perhaps change. How would it help us if we could? Would it change the way we behave? Can anyone share a story to show that a belief did change a situation?
- ❑ Tell the children that next time they will look at how we can change some of the irrational beliefs we have about ourselves.

Examples of facts and beliefs

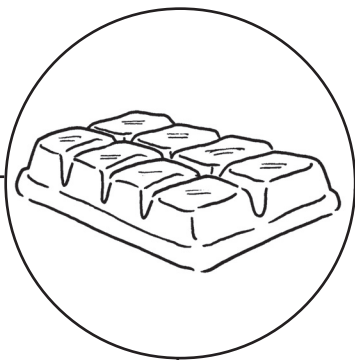
Fact – Taking part in sport helps to keep us fit.

Rational belief –
There is a lot of sport on television.



Irrational belief –
Everyone loves football.
or
Football is the best sport in the world.

Rational belief –
Too much chocolate is bad for you.



Irrational belief –
All females love chocolate

Fact – Chocolate melts in hot weather.

Different people feel differently

Resources required

- A copy of the 'Two scenarios' worksheet (page 41) for each child
- A whiteboard or OHP
- Some strips of paper, large enough for the children to write a sentence on

What to do

- Ask each child to say how they feel right now. Do they all feel the same? Why do some feel differently?
- Display the pictures on the worksheet one at a time. Discuss the pictures with the class and point out that some people in the pictures are shown with thought bubbles. Are they all likely to be thinking and feeling the same thing?
- Ask the children to talk about this situation in pairs. Give them a few minutes to consider what each person might be thinking and feeling and record their thoughts.
- Bring the group back together and discuss in turn what each person might be thinking and feeling. Ask individual children to come up to the front and write inside the bubbles what they think the characters in the scenario might be thinking. Alternatively you could scribe for them.
- The class could role play the scene with the performers freezing at certain points in the scene and explaining how they feel at that exact moment.
- Now ask the children to imagine they are going away for a few nights to a school camp. On their own, they should think about how they feel about this. They should write down their feelings on a piece of paper, fold it up and put it into a box. Tell the children not to write their names on the pieces of paper.
- Take one or two pieces of paper out of the box and read them out. (This maintains confidence within the group because children often know each other's handwriting.) Ask the children to listen carefully to the feelings of others. Are they surprised to hear how others feel? Can they understand why other people might feel this way?
- Depending on the time available, you might like to discuss people's feelings in relation to different scenarios; for example, the headteacher has asked to see you, or your dad tells you you're going to live in a new place because of his job.
- Talk about whether it is valuable for us to understand that we can all feel differently in the same situation. Why?
- Finish this session by asking how everyone feels now at the end of it. Do we all feel the same even though we've all been doing the same thing this lesson? Is it OK that we all feel differently?

Two scenarios

