

# PROMOTING EMOTIONAL LITERACY

## April 2003



Guidelines for Schools, Local Authorities and Health Services

SELIG: Southampton Emotional Literacy Interest Group  
Edited by Adrian Faupel and Peter Sharp

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### FOREWORD

By Ian Sandbrook

Executive Director of Lifelong Learning and Leisure  
City of Southampton

There are many in the education world who will remember when there was an emphasis on the 'whole child' and who may even have participated in 'child-centred' learning. The advent of the national curriculum and, in particular, Ofsted Inspection brought an emphasis on the outcomes of learning rather than its process. We probably needed to be reminded that outcomes are important, but it had the effect for a while of reducing learning to less than what it has to be.

This was why, when we introduced 'emotional literacy' to those seminars of head teachers back in 1998, there was a buzz of excited recognition. Of course you need to feel good to learn effectively. What was exciting about Southampton's adoption of emotional literacy as its third key priority in its (then) Strategic Education Plan was the realisation that emotional well-being is desirable in itself but that it also contributes directly to progress in literacy, numeracy and all learning. Moreover, the emotions are not only a lever (perhaps the lever) for raising standards, they are also critical to the inclusion agenda. Pupils who are disaffected don't attend school and are more likely to be excluded – their disaffection needs to be turned into affection – a love of learning or a liking for school.

Nor does all this end with pupils. We want teachers to want to be in teaching, preferably in Southampton's schools. Everyone needs to be motivated, adults and children alike. It is no accident that motivation and emotion both contain the same -mot- root; what moves us makes us move.

So, it is with considerable pride and a great deal of excitement that we launch these guidelines. They mark the end of the beginning for emotional literacy development in Southampton's schools. A number of pilot projects have shown that there is a link between emotional literacy and achievement; now we shall demonstrate that link in all the city's schools and across the council and beyond. By feeling good, everyone can be motivated to learn more and thereby live more fulfilling lives.

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### ACKNOWLEDGEMENTS

Many warm thanks are due to members of Southampton Emotional Literacy Interest Group [SELIG] listed below.

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Over a period of nearly 18 months the SELIG met together 15 times to promote emotional literacy encompassing intra-personal, inter-personal and organisational levels. The Guidelines have been produced involving all members of SELIG.

Thanks are also due to the psychologists of Southampton Psychology Service, many of whom have also been directly involved in supporting emotional literacy initiatives in schools and with children and families across the city.

Emotional Literacy has been given the highest possible profile by Southampton City Council as a top priority within its strategic development plan. The expertise and enthusiasm for this work has also been shared with over 40 other LEAs; many have now set up their own emotional literacy interest groups. You can find out more at the website of the National Emotional Literacy Interest Group: [www.nelig.com](http://www.nelig.com)

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## VERSION 1.1

These Guidelines (Version 1.0) were first published on the Web in March 2002 to accompany an Emotional Literacy Forum held in April 2002.

Version 1.1 remains substantially the same apart from an update of Appendix 1: Resources - Books for Children prepared by Christobel Thomas, Senior Schools Librarian.

Adrian Faupel  
Senior educational Psychologist

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### INTRODUCTION

“Emotional literacy improves and increases your life chances.”

Measuring what we value, instead of valuing what is easily measured, should form the basis of sustainable and ethical monitoring and review in education during the next ten years. Growing disenchantment with an over-emphasis on Intelligence Quotient (IQ) and purely cognitive or thinking skills has led to reconsideration of education as an holistic enterprise.

This work arose from a shared conviction that educators in the public sector have a passionate commitment to making a difference for all children in our community, irrespective of ability, socio-economic background, gender, or race. The people who contributed to putting these guidelines together are further unified by a common belief: namely that emotional literacy is at least equal to other skills and competencies needed by children and young people, their parents, teachers and those in the caring professions. Our intention is to put back the humanity into the educative process that has been lost by an over-focus solely on attainment. At the core of these guidelines is the assertion that if teachers, pupils, parents, caring professionals, and others feel positive about themselves then they will learn more effectively. Put more succinctly:

Improving Emotional Literacy = Improving Standards

“Feel Good = Learn Good”

To date, 18 LEAs have commissioned work from us on promoting emotional literacy. Representatives from over 60 LEAs have received training on one facet of our emotional literacy strategy, namely the Southampton Anger Management Model and on how to run Anger Management Groups for young people with problem anger. The evaluations from this work and the dialogue we have entered into with colleagues from elsewhere give compelling evidence that educators around England, and beyond into Europe, have welcomed our initiative and some have developed their own plans for an authority wide strategy. These guidelines are intended to facilitate the promotion of emotional literacy whenever a kindred spirit chooses to use them. Beyond these guidelines we are seeking to describe an emotionally literate school, teacher, pupil, parent, and even LEA. From there we can plan how to work towards improving our emotional literacy, and ultimately raise standards for all children.

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## POLICY DEVELOPMENT

In order to embed emotional literacy at the heart of the curriculum, all schools will need to develop a policy statement that places it squarely within their school development plan. Similarly LEAs will need to have an emotional literacy strategy within their education development plan.

### Process

How a school, or indeed an LEA, develops a policy statement on emotional literacy is perhaps an indicator of how emotionally literate they are! An organisation or institution that is emotionally literate will be characterised by openness, good communication, well-developed consultation mechanisms that value people, and a spirit of collegiality. Below are some points to ponder when you are developing a policy:

- Begin with the end in mind (and maintain some openness as to how that may evolve differently)
- Involve as many people as possible in producing the policy (wider stakeholder participation promotes ownership of any document, and increases the likelihood of implementation)
- Implement the policy in a sustainable way (initial enthusiasm quickly falls away if the demands are too great on staff or children)
- Make the policy reflect what people actually *want* to do
- Remember that this is a long term initiative, so develop a three year plan

### Rationale

Emotionally literate learning matters for a variety of reasons, and staff will need to debate these in order to align them with their own values, beliefs and principles. The list given below could act as a set of discussion prompts for staff meetings or training events prior to developing a policy:

- Our moral outlook and value systems are fundamentally shaped by our attitudes, beliefs, values and feelings
- Understanding emotions is directly connected with motivation and with cognitive achievement
- Educating the emotions leads to personal and professional development and in turn to a more effective work-force
- Our sense of purpose and meaning is derived as much from feeling as from understanding<sup>1</sup>
- Emotionally developed people are better equipped to live with difference
- Dealing with emotions effectively helps to develop better relationships and a sense of psychological and mental well-being

### Principles

Much of the work in promoting emotional literacy is 'value-driven', and people have their own value systems that are complex and dynamic. Organisational values, principles, and climate can be affected by the people in them, people they serve, and environmental factors too. However there are some guiding principles that can be explored by a staff who are developing policy:

<sup>1</sup> Learning By Heart - Calouste Gulbenkian Foundation



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Learners need:

- a strong sense of self and an empathic awareness of others
- awareness of the role and power of emotions in learning and decision-making
- a sound basis for their values and morality
- a tolerance of diversity and difference
- a sense of meaning and purpose in their lives

A positive sense of personal identity requires a well-formed sense of<sup>2</sup>:

- who I am
- being a learner
- belonging
- place
- time
- culture
- health and sustainability

### **Aim**

Our aim is to see, in all schools, emotionally literate learners, working with emotionally literate teachers, who have themselves emotionally literate managers, so that emotionally literate schools are working within an emotionally literate local authority.

### **Success criteria for an effective policy**

Schools and LEAs operate on cycles of success, with periods of very high achievement and sometimes less than desirable achievement. An emotionally literate government recognises this and aims to create the conditions and opportunities for all schools and LEAs to succeed. We know that we are achieving our aim when:

- standards of achievement are consistently improving
- learners' and teachers' motivation are very high – everyone has a real affection for learning
- learners' and teachers' attendance at all schools are very good
- behaviour and relationships in all schools are good
- exclusions from schools are extremely rare – disaffection has turned into affection

Emotional literacy covers all the human aspects of curriculum, and this includes all those areas set out on the back cover of these guidelines. Some schools and LEAs have tended to compartmentalise each of these areas, and one important function of an Emotional Literacy Policy or Strategy is to radically integrate existing policies where tensions are currently unresolved. For example, all schools have a behaviour and discipline policy and most have an equal opportunities policy and in many cases there are tensions between the two. These tensions arise from the difficulty of valuing and respecting all individuals, (equal opportunities), whilst having a discipline policy that explicitly regulates behaviour and the expression of differences. An emotionally literate school recognises such dilemmas and takes steps to explore a safe way to deal with the issues in a consensual manner involving and enlisting the support of the whole school community.

<sup>2</sup> Southampton Curriculum Policy

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Daniel Goleman<sup>3</sup> has identified an emotional competence framework, that sets out the areas that need to be incorporated into an emotional literacy curriculum and this will be described in the next section of the guidelines. In addition these guidelines will give specific advice as to curriculum areas for action. For now though, it is important to recognise that classrooms, schools, and offices need to be emotionally literate places with emotionally literate people in them if the policy is to be more than a worthy document.

### **Policy into Practice**

Each school needs its own policy for emotional literacy. The whole staff of the school needs to wrestle with definitions, rationale, aims, principles and scope and commit their shared understanding and commitment to paper.

Part of the policy is to devise a rigorous mechanism for monitoring and evaluating the implementation, and this is best achieved by establishing baseline data for existing levels of emotional literacy. Next, a range of events, procedures, practices and programmes is needed to raise levels of emotional literacy, and then another measure to see how the policy is making a difference. By seeking of the views of all stakeholders, an accurate picture of how the school is doing is more likely. Celebrate any success, and have fun along the way.

<sup>3</sup> Goleman, D. (Emotional Intelligence - Why it can matter more than IQ. London: Bloomsbury

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### TEACHING AND CURRICULUM

As well as the taught curriculum there is the 'hidden curriculum', and together these determine the **ethos, climate, aims, and values** of a school or LEA. Evidence to show a school is emotionally literate can be gathered by observation and assessment of teaching and learning, as well as extra-curricular school life, and even beyond the school into the community.

All teachers, and other school staff need a confident awareness of their potential contribution so that they can maximise opportunities to develop a positive ethos and establish a climate of trust, sharing and respect. Together with parents and visiting professionals, school staff make an important contribution in their modelling of behaviour and responses to children and young people. The quality of the relationships they establish is equally important.

Part of promoting emotional literacy is to recognise the importance of care in the selection, induction, retention and training of staff. All staff need a sound understanding of equal opportunities, of gender differences, and preferences for learning style. Active listening skills, empathy and warmth are an added advantage.

The taught curriculum links closely to PSHE, citizenship, provision for spiritual, moral, social and cultural education, and to the social inclusion agenda. Emotional literacy is best promoted through all teaching and learning. At first it may seem counter-intuitive but maths and science should be as important in the promotion of emotional literacy as the more obvious 'home' of emotional literacy in English and drama.

There should be an incremental approach to the taught curriculum, which is age, stage and ability specific. So this will generally begin with the teaching and exploration of a feelings vocabulary, then move on to developing understanding of feelings, and then later to the management and appropriate expression of feelings. This may be mediated through work and play, but should lead to a stronger sense of identity for children, for their feeling of belonging, and ultimately to the development of meaningful and enduring relationships.

Goleman (1998)<sup>4</sup> elaborated an **emotional competence framework** that encompasses:

**Self-awareness** – *knowing one's internal states, preferences, resources, and intuitions:*

- Emotional awareness
- Accurate self-assessment
- Self-confidence

**Self-regulation** – *managing one's internal states, impulses and resources:*

- Self-control
- Trustworthiness
- Conscientiousness
- Adaptability
- Innovation

<sup>4</sup> Coleman, D. (1998) : Working with Emotional Intelligence, New York : Bantam Books

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**Motivation** – *emotional tendencies that guide or facilitate reaching goals:*

- Achievement drive
- Commitment
- Initiative
- Optimism, persistence and resilience

**Social competence** – *empathy and the awareness of others' feelings, needs, and concerns:*

- Understanding others
- Developing others
- Service orientation
- Leveraging diversity
- Political awareness

**Social skills** – *adeptness at inducing desirable responses in other:*

- Influence
- Communication
- Conflict management
- Leadership
- Change catalyst
- Building bonds
- Collaboration and cooperation
- Team capabilities

In a **school context**, the emotional literacy curriculum needs to be fostered directly through using a range of knowledge, skills, experience, and feeling. This will encompass the following development areas:

**Conscious awareness**, particularly in extending the vocabulary of feelings;

**Understanding thoughts, feelings, and actions** as they relate to learning and achievement, decision-making and relationships;

**Managing feelings** so that we can be more effective in meeting our needs without violating the interests of others;

**Promoting self-esteem** so that people feel good about themselves and about each other;

**Managing conflict** to achieve win-win outcomes through effective anger management and better interpersonal skills;

**Understanding groups** to contribute more effectively in group settings;

**Communication skills** to promote appropriate expression of feelings and thoughts.

The emotional literacy curriculum, while existing in itself, must be treated as a curriculum in action. So there is a place for a taught emotional literacy curriculum with schemes of work, lesson plans and using a range of teaching methods, just as there is a need to 'live' the emotional literacy curriculum.

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### Kanes Hill Primary School

*Project:* an intervention to encourage friendship skills amongst unpopular children.

*Background:* more than half the children have special needs, with many of these displaying behavioural problems. Previous school reviews had recognised the need for change and especially in the development of a clear understanding of the principles of behavioural approaches. Objective measures to help identify behavioural problems were introduced and there was a new focus on PSHE and Circle Time. this specific intervention was planned because of a particular need in the area of social skills for some children with difficult behaviour.

*Overview of the project:* information about children's behaviour was collected from multiple informants - teachers, children and parents. The study had a tight and clear focus, with good baseline measures. Qualitative interviews of children suggested that they had a heightened sense of their problem behaviour and their own responsibility for some of the problems about friendships. Teachers felt that children on the project had developed a more mature and accurate perception of themselves.

This was considered to be a well-planned intervention nicely focusing on a small group of children with particular problems in friendship skills. The project demonstrated the value of a targeted and evaluated intervention and the importance of working closely with parents to consolidate changes achieved in school.

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## Woodlands Community School

*Project:* an intervention to develop appropriate assertiveness in certain pupils, (who were probable targets for bullying), to increase their attendance at school.

*Background:* concerns were raised about the level of school attendance at an OFSTED inspection. A teacher was designated as Emotional Literacy (EL) co-ordinator and this particular project concerned the group of pupils with poor attendance who reported that they had concerns about the aggressive behaviour of the other pupils and about being bullied.

*Expected benefits:* to increase pupils' self esteem and confidence and to develop assertiveness skills and so increase school attendance. In the wider school context, a 'conference' on bullying was designed to raise awareness of bullying issues and to develop a consultation process leading to a revised anti bullying policy.

*Overview of the project:* the intervention had a clear purpose, linked to OFSTED requirements, and the plans were well considered. Thought had been given to measuring impact of the project in terms of attendance figures.

Attendance data was collected and improvements noted in all 11 pupils involved. There was clearly support from pupils for the intervention and a flexible timetable had been put in place to permit the wider range of social skills courses for pupils.

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## STAFF (TEACHERS, LEARNING SUPPORT ASSISTANTS AND OTHERS IN SCHOOL)

In practice, emotional literacy will only really have meaning in a school if there is a process for developing a shared understanding of what emotional literacy currently means and what it could come to mean. This will be achieved only if there is a wholehearted commitment on behalf of the senior management team [SMT] to the emotional literacy agenda, and if this is validated by endorsement from LEA managers and staff.

The emotional literacy of staff will be related to numerous factors including:

- Leadership and management in schools, LEA services, and other services
- Training opportunities which are systematic, incremental and bespoke to the needs of individual schools and staff members
- How staff are perceived by the community, parents and pupils
- Stress and strain: how staff care for themselves and each other
- Interface between LEA services and schools, including how emotionally literate education services staff are
- School climate and ethos
- Appropriate resources and facilities to do the job well

At a very concrete level every school could begin by describing the 'dream' and 'nightmare' staff-room. An emotionally literate staff-room may not have all the characteristics of a dream staff-room, but many should be present. It would be useful to get all staff to consider the question: What are the characteristics of an emotionally literate staff-room? After capturing this information the SMT need to work with staff to make it possible to achieve successive approximations to the dream!

Developing the emotional literacy of staff in schools is central to developing the emotional literacy of children, and some of the key characteristics of the most emotionally literate staff include:

- Being infectiously optimistic
- Being a good listener
- Showing commitment
- Being a celebrator of others successes
- Having high self-regard
- Being emotionally resilient
- Having high stress tolerance

The emotional climate and the school culture will be determined in large part by how many of the staff possess the characteristics listed above, and by how few of the staff are depressed or leaking cynicism.

Per Dalin<sup>5</sup> said that: "The only way schools will survive the future is to become creative learning organizations. The best way students can learn how to live in the future is to experience the life of the 'learning school'." Real vision and leadership is required of managers in schools to make this happen, and particularly in a humane, sustainable and emotionally literate way.

<sup>5</sup> Dalin, P. (1995). *Changing the School Culture*. London: Cassell

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One practical suggestion is for schools to have an emotional literacy interest group, led by a member of staff who is highly motivated to learn more about emotional literacy and who will be given responsibility for coordinating the school's approach. The staff group may have a personal and professional development focus, though care should be taken to involve external facilitators with the appropriate skills if the group is to be experiential in nature. The psychology service, or healthy schools co-ordinator are people to approach for this type of support.

## Staff promoting emotional literacy...

In a variety of ways, the most important of which is by modelling good practice. Specifically, staff need to understand, manage and appropriately express their feelings consistently well and just as they hope children will learn to do.

Recognising that being human means we all make mistakes. This also means that staff know how and when to say sorry and make amends for those mistakes. Currently teachers and other school staff have few, if any, structured or legitimised time allocated for reflecting on their practice, and learning from mistakes and even less time set aside for rest, recuperation and recovery after stressful events, lessons, days, weeks, terms or years.

An emotionally literate school is one that attends to this and recognises the value of taking care of oneself and each other.

Establishing an emotional literacy interest group in your school and plan to take care of yourselves.



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## Townhill Park & Bitterne Park Infant Schools

*Project:* an intervention for midday supervisory assistants (MDSAs) aimed at raising their self esteem and acculturating them into the school emotional literacy ethos.

*Background:* two quite different schools with different catchment areas. Both schools wanted to develop MDSAs' understanding of approaches to emotional literacy and improve the quality of lunchtime experiences for youngsters.

*Expected benefits:* to increase self-esteem of MDSAs', to secure improvements in the handling of children's challenging behaviour at lunchtime, and to reduce disruption in lessons immediately after lunchtime.

*Overview of the projects:* a very well developed and imaginative set of interventions that had been introduced over previous months by these schools with a strong commitment to the promotion of emotional literacy.

Though qualitative evaluation suggested that these were imaginative and successful interventions, there needed to be benchmarking before the interventions were put in place and tighter indices of change.

Particular benefits were accrued by having a partnership of two schools involved, together with other agency involvement including PSHE, play services, Nuffield Theatre etc.

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## PUPILS

Schools are learning communities. All members of the school community, (teachers, non-teaching staff, parents and governors), are all learners and all are committed to creating community. But pupils, by definition and role, are the learners in the school community. Everything that happens in schools exists primarily to enable pupils to learn how to live as members of the community.

Schools are about growth and development and raising standards. Although emotional literacy undoubtedly contributes to raising literacy, numeracy and academic standards generally, it is also an end in itself. This is recognised in the Southampton City Council Strategic Development Plan.

Schools therefore have the task of raising the Emotional Literacy standards of all its pupils. Like all learning, different learners learn at different rates in different schools and in different classrooms. There is a spread of attainment in the Emotional Literacy curriculum just as there is in English, maths, science, etc. The principles of inclusion and differentiation apply to the emotional literacy curriculum just as they do to any other area of the curriculum.

- Emotional literacy is not an add-on activity just for those pupils in the school community who have emotional and behavioural difficulties. It is a curriculum for all. The first step to ensure inclusion and differentiation of any curriculum is to get it right for all pupils generally before focusing on those having difficulty in accessing it. The major task for schools in raising standards of Emotional Literacy is to develop a quality emotional literacy curriculum for all its pupils. This relates to a number of contemporary initiatives, such as Healthy Schools, Citizenship, Peace Education etc. The example of a primary school in Southampton, (see below), shows how emotional literacy curriculum, like literacy and numeracy, can permeate the whole school curriculum. A number of other whole school and whole class initiatives, such as Promoting Alternative Thinking Skills (PATHS) and Project Achieve are referenced in Appendix II
- The principle of inclusion implies that schools attempt to provide the right conditions to ensure the maximum growth and development of all its pupils and do not discriminate against any individual on grounds of gender, race, class, or disability — and disability includes pupils with any social, emotional and behavioural difficulties which hinder access to the ordinary or generally available curriculum.
- The principle of differentiation implies that schools take appropriate steps to ensure the pupils with difficulties in accessing the curriculum are able to do so. This frequently means allocating more resources, time and expertise specifically to those pupils having the greatest difficulty.
- Issues of differentiation are not unique to emotional literacy. The principles and procedures whereby a school attempts to differentiate its Literacy and Numeracy curricula, for example, should apply to emotional literacy also. There are dilemmas to which individual schools need to find to their own principled solutions — whether and to what degree for example, it is appropriate to withdraw pupils for special interventions such as social skills groups, anger management groups or for individual work and counselling.

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## Mason Moor Primary School

### **A taught emotional literacy curriculum**

All staff and stakeholders in the school participate in training and development concerning emotional literacy. The school now has an extensive programme of activities which includes benchmarking the pupil's emotional literacy skills using a checklist, establishing a baseline for current levels of behaviour and misbehaviour, then implementing a scheme of work for every child and member of staff to be involved in, and as part of the revised school development plan.

The Mason Moor Primary School scheme of work includes a two year cycle that incorporates a rigorous evaluation and monitoring system:

- Adopt key feeling(s) each half term (i.e. 12 feelings per year)
- Contrast any negative feeling with a positive
- First session to benchmark existing 'feelings' vocabulary
- Further sessions using drama, role play etc.
- Explore body language
- Use circle time
- Assembly themes
- Fiction/library links
- Central theme displays
- Music/colour imagery
- All adults to model, extend, rehearse new 'feelings' vocabulary
- Evaluation at the end of each year

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### PARENTS

Bruno Bettelheim wrote in 1988:

*"Today, however, parents feel that much more is demanded of them if they are to raise their children successfully in a complicated world; moreover they are obliged to bear this responsibility without much prior experience."*<sup>6</sup>

It is likely that a combination of genes and parenting styles influences children's emotional literacy well before they get to school at three, four, or five years of age. Parents can help to build their own and their children's emotional literacy.

Berry Brazelton and Stanley Greenspan<sup>7</sup> suggest that children have seven irreducible needs:

- The need for ongoing nurturing relationships
- The need for physical protection, safety and regulation
- The need for experiences tailored to individual differences
- The need for developmentally appropriate experiences
- The need for limit setting, structure, and expectations
- The need for stable, supportive communities and cultural continuity
- The need to protect the future

Babies are born with an astonishing capacity to withstand adversity, but emotional growth and later stability will depend largely on the quality of the parenting they receive in their early years. There is no such thing as perfect parenting, so the notion of a 'good enough parent' reminds us that we will get it wrong, but can make amends. If efforts are directed at meeting the needs outlined above then children will have enhanced emotional literacy.

A good-enough parent will try to have many of the following characteristics, or at least aim to work on them some of the time:

- Makes use of inner experience, as well as seeking advice from others
- Consistently uses praise, reinforcement, and has high expectations of children and themselves
- Imposes clear and reasonable boundaries, and follows through on consequences
- Uses aversive consequences or punishment sparingly
- Avoids physical punishment, since this is potentially seen by young people as a model of using force (or bullying)
- Tries to talk so children will listen, and listens so children will talk
- Explores dilemmas with children even at a young age
- Encourages children to develop their own identity
- Allows children to make mistakes, and helps them to learn from them
- Tells children they are special and valuable and backs this by action and quality of the relationship
- Apologises sometimes when they get it wrong as a parent
- Finds time to play or simply have fun
- Recognises they have their own needs and can't be perfect parents... or perfect in any way

<sup>6</sup> Bettelheim, B. (1988) *A Good Enough Parent*. London: Pan Books

<sup>7</sup> Brazelton, T. et al. (2000). *The Irreducible Needs of Children: What Every Child Must Have to Grow, Learn and Flourish*. New York: Perseus Publishing

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There are various kinds of styles of parenting, but there appear to be two overall styles that are best avoided:

**Passive parenting:** where parents' own needs are subjugated entirely to children's needs and this appears as weak and unsupportive to children.

**Aggressive parenting:** where parents' needs are met but often at the expense of those of children, and often in a brutal or hostile way. Such parents overuse the terms 'always' and 'never' and have little tolerance of ambiguity.

In contrast a parenting style that seems to strike a balance is **assertive parenting**, characterised by direct statements regarding feelings, thoughts and wishes, taking account of each other's needs. Paul Coleman describes parents as emotional coaches when they use 'Smart Talk' and follow the mnemonic TENDER:

- T** – Teaching
- E** – Empathising
- N** – Negotiating
- D** – Do's and Don'ts
- E** – Encouraging
- R** – Reporting

**T** - The teaching is best done in a non-preachy way, and allowing the child an influence on when it happens.

**E** - The empathising is in greatest demand when the child is struggling with strong or even overwhelming emotions, which is precisely when it is hardest to achieve.

**N** - The negotiating should be used only when the parent is genuinely prepared to compromise or reconsider the end point, or it will be seen as fake and not to be trusted.

**D** - Having too many 'Do's and Don'ts' is as problematic as having none at all, so the guideline is to be clear when these are absolute (e.g. crossing a road) and when they are negotiable (e.g. bedtimes during holidays).

**E** - Encouragement is the basic motivator all parents can use to keep their children positive and feeling valued, but remember to praise effort or care at least as much as achievement, because some children's achievements are harder to spot!

**R** - Reporting is a technique that is more neutral than the others, and can be used to stimulate conversation and engage children in sharing their world with parents.

As children become teenagers, Jean Clarke and Connie Dawson<sup>9</sup> suggest that parents allow their children:

- To take more steps toward independence
- To achieve a clearer emotional separation from the family
- To emerge gradually as a separate, independent person with own identities and values
- To be competent and responsible for own needs, feelings, and behaviours
- To integrate sexuality into the earlier developmental tasks

<sup>9</sup> Clarke, J & Dawson, C. (1998). Growing Up Again: Parenting Ourselves, Parenting Our Children. Minnesota: Hazelden

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### Regents Park Girls' School

*Project:* an intervention for the parents of adolescent children with anger management problems.

*Background:* a large secondary school for girls was keen to develop links with parents in order to address difficult behaviour with a minority of students. The school had previously run pupil anger management groups in conjunction with the Psychology Service, and then developed their work with 12 parents of a random sample of children.

*Expected benefits:* to consolidate the effects of the anger management programme with students by working on parenting skills with their parents.

*Conception of emotional literacy:* the deputy head worked closely with staff and psychologists to develop a programme for working with parents.

*Overview of the project:* the project plan was strengthened by suggestions from external evaluators from Southampton University. These included:

- Observe changes in children's behaviour
- Use peer ratings
- Get children's views of changes in parents
- Get parents' views of parenting as part of the intervention
- Introduce a control group

The project model might usefully serve as a framework for planning such work as part of a future parent partnership activity.

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### GOVERNORS

Governors have an important role in promoting emotional literacy and the first step is for the head teacher to involve governors in any training or development concerning emotional literacy, and to do this jointly with school staff (teachers, learning support, lunchtime supervisors, office staff, and the caretaker), and, even better, to involve parents as well.

The next step is to nominate someone as Emotional Literacy Governor with the responsibility for liaison with the staff emotional literacy coordinator (who should be a member of the school's senior management team). After initial training and development activities, the governing body should have a hand in amending the school development plan to include emotional literacy in as holistic a way as possible, and certainly not as an afterthought or bolt-on addition. To ensure the initiative is fully integrated, curriculum leaders, for example, could be asked how they intend to promote emotional literacy within their area of the curriculum, (e.g. what does an emotionally literate literacy hour look like?), and year leaders or phase leaders could be asked how their areas of responsibility are to include emotional literacy. In this way governors are ensuring that emotional literacy is genuinely the responsibility of everyone in the school community, including themselves.

#### **In summary:**

A governing body which is promoting emotional literacy might wish to start by:

- identifying a governor with a particular focus on emotional literacy;
- communicating and discussing issues with young people in school councils and similar bodies;
- recognising and valuing the contribution of staff and pupils through governor involvement in school celebrations of achievement;
- developing relationships with staff and pupils via attendance at a wide range of school functions and meetings;
- reflecting a concern for emotional literacy whilst asking questions of candidates when making new appointments;
- taking an active interest in staff welfare and working conditions;
- demonstrating that governors are learners too;
- inducting and mentoring new governors;
- developing a no-blame culture;

and perhaps, above all,

- **by modelling emotionally literate responses in dealings with staff, pupils, parents, fellow governors, the LEA and outside agencies.**

# PROMOTING EMOTIONAL LITERACY

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## **The Emotionally Literate Governing Body**

A governing body and its individual members would demonstrate their own emotional literacy by working effectively as a team, and adhering to group policies and demonstrating corporate responsibility. It is important for governors to maintain open and democratic communication with all the stakeholders and this implies an acceptance of difference of views without personalising issues and recognising the value of people will hold minority views without necessarily agreeing with them. An emotionally literate governing body would be prepared to challenge convention, be honestly open-minded about new ways of working and new perspectives and have the courage to risk change.

Individually, members of the governing body need to be able to cope well with issues like being outvoted or being defeated in elections for office and to understand the distinction between emotional and rational decision-making when considering potentially emotional issues of pay requests, promotions, admissions, and budget problems and teachers' requests for leave of absence.

Governing bodies have sometimes to make unpopular decisions and to cope with conflicts that may arise in matters such as pay and promotion. They need to be aware of the importance of linking the school and community and their vital part in instigating change and development within schools.

In turn, of course, the governing body has the right to expect school staff to be emotionally illiterate in their dealings with school governors and members of the wider school community.



# PROMOTING EMOTIONAL LITERACY

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## LEA, SOCIAL SERVICES, HEALTH

Employees, elected members and trustees of local authorities and health services need first to recognise the potential benefits of promoting emotional literacy. Their common bond is almost universally a passionate commitment to making a difference for all children and families in our communities, irrespective of ability, socio-economic background, gender, race or existing level of emotional intelligence. The local authority and health services need to articulate a vision for the community that has some of the characteristics of the Southampton vision:

- To place emotional literacy at the heart of the curriculum (identifiable in lessons and school activities)
- To promote insight into the emotional factors in learning (for teachers, parents, children and others)
- To support teachers in meeting their needs (recognising that they cannot promote emotional literacy for children if they are themselves emotionally or physically exhausted)
- To promote inclusion and obviate the need for any kind of exclusion (ultimately this should also apply to disciplinary exclusion)
- To share good practice in schools, education services, multi-agency teams, and across the authority in order to further promote emotional literacy
- To carry out action research so as to promote evidence based practice in and beyond education
- To raise standards for all children both in terms of their emotional literacy and attainment
- To establish productive partnerships beyond education to promote emotional literacy (e.g. police, trusts, theatre, film etc)
- To develop democracy in schools to mirror the role we want young people to fulfil on becoming adult citizens
- To define emotionally literate learners and identify how to help make that happen
- To develop curriculum materials (age and stage specific) to support the work in schools
- To develop a resource bank (measures, references, materials)
- To develop year on year measurements for assessing progress in the promotion of emotional literacy

These guidelines acknowledge the inherent tension between the emotional literacy, standards and inclusion agendas, and further recognise the need to manage those tensions in the best interests of all children and families. However there can be only limited compromise if the values, principles and ethos of an emotional literacy strategy are to have integrity.

Peter Sharp<sup>10</sup> has outlined the steps to success in developing an emotional literacy strategy for a city, county or other authority

**Step 1** Establish a partnership involving at least two senior officers to champion the strategy

**Step 2** Begin with the individual so that we each of us look first at our own emotional literacy, for example through life mapping and measurement of our emotional intelligence

**Step 3** Plan an awareness- raising programme of seminars, presentations, and publications for head teachers, governors, parents, pupils, police, colleagues in other agencies etc.

**Step 4** Publish widely that emotional literacy is a primary priority, ranked on a par with literacy and numeracy and embed this prominently in the LEA development plan

<sup>10</sup> Sharp, P. (2001) Nurturing emotional Literacy: A Practical Guide for Teachers, Parents and those in the Caring Professions. London: David Fulton

# PROMOTING EMOTIONAL LITERACY

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**Step 5** Establish an Emotional Literacy Interest Group. SELIG: Southampton Emotional Literacy Interest Group was the first city-wide group to be formed. Many other such groups have now been formed and details can be found at [www.nelig.com](http://www.nelig.com), the website of the National Emotional Literacy Interest Group

**Step 6** Undertake demonstration or pilot projects in schools and in the Local Authority and multi-agency settings to establish what can be achieved in reality and to ground the work in observable settings. These projects should all be carried out on an action research basis with effective pre- and post-project measures in place. (see Project pro-forma in Appendix 1)

**Step 7** Plan the evaluation of implementation of emotional literacy strategy from the outset, and ideally this is carried out by independent evaluators or external consultants to improve the validity and reliability of the findings

**Step 8** Incorporate emotional literacy in all major plans including the education development plan, behaviour support plan, children's services plan, early years plan etc.

## Multi-Agency Project - Education, Health & Social Services

*Project:* to promote more effective and emotionally literate communication between the agencies concerned with individual children and young people

*Background:* key staff from all three agencies sought to co-ordinate assessment and treatment arrangements for young people in Southampton by ensuring cross agency communication and co-operation works effectively

*Expected benefits:* long term aims were for an increase in structured liaison between the three agencies, an understanding of respective agency aims along with an improvement in response to communications

*Overview of the project:* an instrument was devised to assess written communications against 'emotionally literate criteria', and a pro-forma produced. Examining sample of interagency communications concerning individual young people collected baseline data. this was then used to produce a report identifying good practice and a series of improvement suggestions.

Further details are available from Southampton Psychology Service at Frobisher House, Nelson Gate, Southampton, SO15 1BZ

### What would an emotionally literate Local Authority look like?

- It would listen to those it serves;
- It would provide many opportunities for face-to-face contact; communication would be good;
- There would be respect and understanding between members of the Local Authority for each other's roles;
- There would be sharing of ideas and vision – colleagues would be allowed to take risks and allowed to fail;
- Colleagues would be supportive of one another as professionals;
- All would take responsibility for the success of the organisation;
- Colleagues would actively seek contributions from across the organisation and between the Local Authority and other organisations;
- In making appointments and in all selection procedures there would be a regard for the emotional literacy of candidates – this may involve a range of selection techniques and procedures;
- There would be a range of different skills and personal qualities in the team.

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## **In multi-agency work, members of an emotionally literate organisation would be able to:**

- Share and understand each other's priorities and concerns;
- Deal constructively with conflict;
- Compromise and develop joint ways forward in areas of disagreement;
- Be able to value others' opinions and agree to disagree;
- Be valued and contribute, with different people leading at different times, based on knowledge and skills rather than hierarchy.

## **An emotionally literate organisation has the following characteristics:**

- It gives opportunities for training and development;
- It has a care for the health and welfare of its staff, their working conditions and stress;
- Has a professional and personal nurturing of staff, for their personal growth not just professional advancement;
- Is prepared to take unpopular decisions and make its own standpoint clear;
- Involves colleagues role modelling for each other;
- When things go wrong, addresses them rather than brushing them under the carpet;
- Values honesty so that colleagues are prepared to reflect on and review relationships in multi-agency working and are prepared to compromise and find another way.

## **In an emotionally literate organisation, managers need to:**

- Be able to spot pressure, be aware, intervene where necessary;
- Make time for employees;
- Be able to take decisions not to do things, rather than let them go by default;
- Have clear aims and objectives and clear priorities;
- Avoid giving colleagues mixed messages;
- Evaluate and consider what is productive work rather than put a premium on quantity;
- Take time to be strategic and reflect on what is important;
- Encourage personal development and creativity;
- Provide opportunities for all members of the organisation to take part in personal development;
- Make space and time to laugh and have fun;
- Develop support systems within the team.

## **In emotionally literate organisations, people:**

- Receive praise and thanks and feel valued;
- Have high self-esteem;
- Are able to give and receive praise;
- Nurture each other;
- Lead a full and rich life beyond the organisation.

The promotion of emotional literacy is an interactive process, and other ways will be established to make this happen, but these guidelines set out a comprehensive framework to take this agenda forward and we wish you every success in your endeavours. Don't forget to let us know what you are doing, however modest or ambitious, by signing up as friend of [www.nelig.com](http://www.nelig.com) and post your submission to the [nelig](mailto:nelig@nelig.com) webmaster.

It would be a major step forward to have a shared collection of all the various pieces of work being undertaken across and beyond your community.

# PROMOTING EMOTIONAL LITERACY

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### Southampton City Council Promoting Emotional Literacy in Education Services

Following a series of awareness raising events and discussions with all managers in education services, we embarked on a programme to measure the emotional intelligence (EI) of the entire education manager's conference (22 people).

The aim was to use measurement developmentally by benchmarking manager's EI using the Emotional Intelligence questionnaire (EIQ) developed by Profs Dulewicz and Higgs<sup>11</sup> at Henley management college. Later we introduced 360° EIQ measurement involving ratings of managers by three others (subordinate, peer, superior) on the same questions, so that an individual can see how others see their emotional intelligence. After individual feedback lasting from 45 minutes to two hours, managers were invited to form a learning partnership with a learning partner, and to then draft a learning plan with explicit objectives to promote their own emotional literacy.

Though this was optional, all managers undertook the measurements and many became far more involved in the emotional literacy strategy. A year later we ran a developmental and experiential workshop for managers and colleagues from schools across ten weekly sessions. This concerned itself with the intra-personal, inter-personal and organisational aspects of emotional literacy and was found to be highly regarded by the participants in the evaluation of the workshops. (These were outsourced to the Centre for Applied Emotional Intelligence and run by their Director, Liz Morris).

In Southampton City Council's Strategic Plan 2001 - 2004 there are new Emotional Literacy targets for education services staff including:

- **All** education managers to be involved in the emotional literacy programme
- **All sections, services and divisions** to have a published emotional literacy programme
- Further emotional literacy **workshops** to be run for education and school staff together
- **All schools** to have emotional literacy initiatives published in their school development plans by 2004 (30% by 2002, 70% by 2003)

<sup>11</sup> Dulewicz, N.K. & Higgs, M. (1999). Emotional Intelligence Questionnaire. User guide. Windsor: NFER-Nelson

# PROMOTING EMOTIONAL LITERACY

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## APPENDICES

- I. Resources, materials, bibliography, useful addresses
- II. [www.nelig.com](http://www.nelig.com): National Emotional Literacy Interest Group
- III. Website links
- IV. Feelings vocabulary
- V. Project proforma

# PROMOTING EMOTIONAL LITERACY

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### Appendix I: Resources

#### Books for young children

The intention of this list is to provide a memory jogger for Teachers and Librarians, enabling them to find books already available, to support work concerning emotions, values, citizenship and pastoral problems. It is intended to supplement the lists produced in 2000 on Emotional Literacy and Citizenship. The titles are primarily aimed at Key Stages 1 and 2 but there are some titles that could be used at lower secondary level.

The majority of titles are recent publications, though there are some older titles listed which are either so appropriate that they are worth listing again, or that were suggested by Teachers and Librarians after the first lists were in use that were felt to be suitable for inclusion.

The lists are not intended as bibliographical tools for ordering books. Some of the titles are now out of print. Many books are available in hardback, paperback and even big book additions from Library stocks.

There are a small number of non-fiction titles that were felt to be appropriate, but the list of non-fiction is not exhaustive. Some indication has been given as to whether the titles are more suitable for Key Stage 1 or Key Stage 2

If you find that the list is useful but are aware of recent titles that you would have expected to see on the list, please contact us, as we would be delighted to record them for future use.

Christobel Thomas, Senior Schools Librarian,  
Southampton School Library Service, Warren Crescent, Shirley Warren, Southampton SO16 6AY  
Tel. 023 8078 0507, Fax 023 8070 2783, email c.thomas@southampton.gov.uk

#### GENERAL COLLECTIONS

398.2 Aesop	Fables KS 1- 3	Short, pithy, & covering many emotions and values
821.08 Cooling, W	Me! KS2	Poems concerning growing from birth to adulthood.
821.08 Moses, B	Poems about me	Collection of poems about individual values.
821.08 Phinn, G	I gave my love a Red Red Nose	Poems about love & happiness.

#### AGGRESSION / ANGER

150 Althea	Feeling Jealous (Choices)	Compares jealousy and envy, causes and effects. KS2 Non Fiction.
150 Althea	Feeling Sad	KS2 Causes & results of being sad. Variety of emotions that can be involved.
50 Amos, J.	Angry	KS1 Easy Non Fiction
150 Green, J.	I feel Angry	Easy Non Fiction with cartoon illustrations
150 Hewitt, S.	Feeling Angry	KS1 & 2 non fiction, covering causes and effects
Crimi, C.	Don't Need Friends	Loneliness can make you aggressive, but friendships can start in strange ways.
Dewan, T.	Crispin & the 3 Little Pigs	Sibling jealousy that gets resolved with responsibility.

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French, V	Boy who walked on Water & Other Stories	KS2 "Old Potmender & the Tin Tea Kettle" A wish made in anger has unfortunate consequences
McCain, B	Nobody Knew What to do	A story about Bullying Seeing someone else being bullied and fearing intervention and responsibility, but co-operation works.
Macdonald, A.	Beware Of The Bears	Revenge is not a good idea, it could lead to a nasty surprise
McKay,H.	Beetle & Lulu	As a result of bullying, Beetle cuts his hair with a lot of knock on consequences, including dealing with the bully.
McKay, H.	Beetle and the Bear	Beetle has no friends and starts being bullied until his big brother comes to the rescue.
MacLachlan, P	Journey	Journey and Cat find a loving home with their Grandparents but go through many trials before they realise it.
Mooney, B.	But You Promised.	Stories with examples of promises, why they can't be kept and the reactions that can cause.
Oram, H.	Badger's Bad Mood	Badger is feeling old, cross and left out.
Pfister, M.	Rainbow Fish And The Big Blue Whale	Left out and angry whales can be dangerous
Richardson, J.	Bad Mood Bear	An overtired bear becomes rude and angry.
Silver, N.	Temper Temper	Controlling your temper makes life more enjoyable.
Stewart, P.	What do you Remember?	Rabbit and Hedgehog disagree over many memories, but what they both remember is friendship.
Vaugelade, A.	War Futility of war.	The armies are brought to peace by courage, intelligence, sacrifice and thought rather than force of arms.
Whybrow, I	Whiff	How the smelly, beautiful, big, fat baby found a friend.
Wormwell, C	George & the Dragon	Despising those "different" to us Aggressive dragon is scared of George the mouse

## APOLOGIES

Macdonald, A	Yummy Scrummy	KS1/2 Being greedy and selfish can make you do silly things. Particularly when chocolate is involved.
Mooney, B.	But You Promised.	KS1/2 Stories with examples of promises, why they can't be kept and the reactions that can cause.
Partis, J.	Arnie the Accidental Hero	Arnie's lack of courage handicaps him with his friends, but he unexpectedly saves the day
Puttock, S. Ryan, M	Big Bad Wolf is Good Jungle Friends	A reformed Wolf has to build up a new reputation and trust. Rainbow to the Rescue Rainbow flies off when friends shout at her, but she still rescues them.
Stewart, P.	What do you Remember?	Rabbit and Hedgehog disagree over many memories, and have to apologise, but what they both remember is friendship.

## BOREDOM

150 Bryant-Mole, K	I'm Bored	KS1 Non Fiction
150 Green, J.	I'm Bored	KS1 non fiction with cartoon illustrations

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Rayner, S.	We Won the Lottery	£20million doesn't bring all one expects.
Whybrow, I	Holly & the Skateboard	Holly has fun despite her rude cousin, thanks to her magic skateboard.
Wilkins, V.	Are We There Yet?	A surprise day out, but getting there requires patience.

## BRAVERY AND COURAGE

150 Althea	Telling the Truth	KS2 Non fiction discusses the rights and wrongs of truth and lies. Including the courage needed to tell the truth.
150 Amos, J	Brave	KS1 Non fiction through stories to demonstrate bravery
Armitage, R.	Lighthouse Keeper's Catastrophe	The Lighthouse Keeper must keep his light going despite his fear.
Beck, I.	Home Before Dark	A lost Teddy makes his own way home.
Browne, A.	Tunnel	A brave little sister saves her foolhardy brother.
Donaldson, J.	Gruffalo	Mouse outwits all kinds of possible predator.
Henkes, K. Sheila Rae	The Brave	Sheila overcomes her fears.
Hoffman, Mary	Colour of Love	Bad memories are often difficult for others to interpret. (War)
McCain, B.	Nobody Knew What to do	A story about Bullying Seeing someone else being bullied and fearing intervention and responsibility, but co-operation works.
Morpurgo, M.	Dear Olly KS2/3	Letters between sister and older brother following his dream in Africa.
Northway, J.	Lucy's Quarrel	Saying sorry can be difficult.
Partis, J.	Arnie the Accidental Hero	Arnie's lack of courage handicaps him with his friends, but he unexpectedly saves the day
Pfister, M.	Rainbow Fish And The Big Blue Whale	Left out and angry whales can be dangerous.
Pfister, M.	Rainbow Fish To The Rescue	Helping someone can take courage.
Stimson, J.	Oscar Needs A Friend	Friendship is a two way trade.
Vaugelade, A.	War	Futility of war. The armies are brought to peace by courage, intelligence, sacrifice and thought rather than force of arms.

## CALMNESS/ DON'T PANIC!

Donaldson, J.	Gruffalo	Mouse outwits all kinds of possible predator.
McCain, B.	Nobody Knew What to do	A story about Bullying Seeing someone else being bullied and fearing intervention and responsibility, but co-operation works.
MacLachlan, P.	Sarah, Plain and Tall	Keeping calm when nature brings fire and drought etc
Morpurgo, M.	Dear Olly	KS2/3 Letters between sister and older brother following his dream in Africa.
Rayner, S.	We Won the Lottery	£20million doesn't bring all one expects.
Root, P.	Oliver finds his way	A lost Bear panics, but then has an idea.
Wells, R.	Shy Charles	Charles comes into his own in a crisis.



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## CAUTION

150 Althea	Feeling Scared	KS2 Lack of fear can make you do dangerous things, but strategies to cope with fear can help you in many everyday situations.
398.2 Aesop	Fables Selection	Look before you leap; Fox and the bramble; Wolf in Sheep's Clothing; Boy who cried Wolf; Hound & the Lion; Mouse & the Bull; etc
Browne, A. McKay,H.	Tunnel Beetle & Lulu	A brave little sister saves her foolhardy brother As a result of bullying, Beetle cuts his hair with a lot of knock on consequences, including dealing with the bully.
McKay, H. Mooney, B.	Beetle & the Hamster But You Promised.	Letting a hamster out of its cage can lead to problems. Stories with examples of promises, why they can't be kept and the reactions that can cause.
Root, P. Wormwell, C	Oliver finds his way Two Frogs	A lost Bear panics, but then has an idea. Although one can be cautious, it is difficult to anticipate all dangers.

## CITIZENSHIP

070 Hewitt, S	School Newspaper	KS2/3 Working together to produce a school newspaper and website.
150 Llewellyn, C	Why should I listen?	Practical consideration. Advantages to all parties stressed. Easy Non Fiction.
301.4 Powell, J 323.6 Hewitt, S.	Caring for Others Community Helpers	Physical and emotional care and sharing. Easy Non Fiction KS2/3 How to organise and run a community help scheme, raising funds etc.
323.6 Hewitt, S.	Pupil Parliament	KS2/3 Taking part in a school parliament. From standing as a candidate to what such a body can achieve.
398.2 Aesop Armitage, R.	Boy Who Cried Wolf Lighthouse Keeper's Catastrophe	Fable about false alarms. The Lighthouse Keeper must keep his light going despite his fear.
Brownlow, M. Crimi, C	I've got Nits Don't Need Friends	Everyone works together to get rid of nits. Loneliness can make you aggressive, but friendships can start in strange ways.
Fine, Anne Hoffman, M. Hughes, S. Knowles, A. McCain, B.	Country Pancake Leon's Lucky Lunch-Break Alfie Gives A Hand Mice Next Door Nobody Knew What to do	KS2 Lying to a Head Teacher can have unforeseen consequences. Friends share to give Leon a lunch. Alfie helps a shy girl at a party. You can be friends despite different cultures A story about Bullying Seeing someone else being bullied and fearing intervention and responsibility, but co-operation works.
Newman, M	Mole & the Baby Bird	Mole helps the bird, then feels he owns him, but eventually gives him freedom.
Oram, H.	Badger's Bad Mood	Badger is feeling left out, but Mole demonstrates how Badger is valued by his friends.
Pfister, M.	Rainbow Fish To The Rescue	Making people feel left out can be selfish

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Pielichaty, H.	Simone's Website	KS2 Simone communicates easily on behalf of everyone, even snobbish Anthony.
Rayner, S.	We Won the Lottery	£20Million doesn't bring all one expects.

### COMMUNITY SPIRIT

070 Hewitt, S	School Newspaper	KS2/3 Working together to produce the newspaper and a school website.
323.6 Hewitt, S.	Community Helpers	KS2/3 How to organise and run a community help scheme, raising funds etc.
323.6 Hewitt, S.	Pupil Parliament	KS2/3 Taking part in a school parliament. From standing as a candidate to what such a body can achieve.
Fries, C.	Pig is moving In	Community prejudice is unfounded when an excellent new neighbour moves in.
Hest, A.	Friday Nights of Nana	Preparing for the Jewish Sabbath with Nana.
McCain, B.	Nobody Knew What to do	A story about Bullying Seeing someone else being bullied and fearing intervention and responsibility, but co-operation works.

### CONFIDENCE/ LACK OF CONFIDENCE

150 Althea	Feeling Shy	KS2 Strategies to cope with being shy & lacking confidence
150 Amos, J.	Confident	Easy Non Fiction: examples of self esteem
150 Bryant-Mole, K.	I'm Shy	Easy Non Fiction: reassuring
150 Hewitt, S.	Feeling Shy	Easy Non Fiction: Cartoon Illus.
150 Hewitt, S.	Feeling Worried	Easy Non Fiction: Cartoon Illus.
150 Levete, S.	I Can - Speak Up	Giving support & confidence to those too shy to speak up for themselves. KS2 Non Fiction
150 Moses, B.	I'm Worried	Easy Non Fiction: cartoon Illus. Reassuring.
302 Althea	Being Friends	KS2 Being a friend; support; breaking up, all aspects of friendship.
362.7 Bryant-Mole, K.	I Feel Bullied	Easy Non Fiction: Cartoon Illus. Strategies to cope
Allen, J.	Wolf Academy	Not everyone is cut out to be a big bad wolf!
Ashley, B.	Cleversticks	Having a unique skill helps to break barriers. Valuing the individual. Browne, A. Tunnel A brave little sister saves her foolhardy brother.
Donaldson, J.	Gruffalo	Mouse outwits all kinds of possible predator.
French V.	To Mum with Love	Being realistic, confident and creative about giving a present
Henkes, K.	Chrysanthemum	A long name can cause a crisis in confidence.
Hoffman, M.	Amazing Grace	Lack of confidence nearly spoils Grace's chance.
Ironside, V.	Huge Bag Of Worries	Being worried by things over which you have no control.
McCain, B.	Nobody Knew what to Do	A story about Bullying Working with others to defeat the bullies.
McKay, H.	Beetle and the Bear	Beetle has no friends and starts being bullied until his big brother comes to the rescue.
Muller, B	Giant Jack	A young rat in a mouse family feels out of place until it is explained that he is a much loved adopted son.

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Partis, J.	Arnie the Accidental Hero	Arnie's lack of courage handicaps him with his friends, but he unexpectedly saves the day
Pfister, M.	Rainbow Fish And The Big Blue Whale	Left out and angry whales can be dangerous.
Seegar, P.	Abiyoyo	Father and Son rescue the village from a Giant.
Simmons, J.	Come On, Daisy	Daisy gets lost when she wanders off.
Stimson, J.	Oscar Needs A Friend	Friendship is a two way trade.
Wells, R.	Shy Charles	Charles comes into his own in a crisis.
Wishinsky, F.	Oonga Boonga	Only Daniel can stop his baby sister crying

### CONSIDERATION

150 Althea	Feeling Jealous (Choices)	KS2 Non Fiction. Compares jealousy & envy, causes & effects.
150 Althea	Feeling Sad	KS2 Non Fiction Causes & results of being sad. Variety of emotions that can be involved.
150 Althea	I'm Me and You are You	KS2 Positive look at the differences between individuals. Valuing yourself, but considering others
150 Llewellyn, C.	Why should I help?	Practical consideration. Why we help others and the kinds of help each of us gets from others.
150 Llewellyn, C.	Why should I listen?	Practical consideration, advantages to all parties stressed.
150 Llewellyn, C.	Why Should I Share?	KS1 Easy Non Fiction. Cartoon Illus. Whys and wherefores of sharing
302 Althea	Being Friends	KS2 Being a friend; support; breaking up, all aspects of friendship.
362.4 Green, J.	I'm special	Positive look at physical difference, some pragmatic understanding of why people treat you differently, but still feeling valued.
Fine, A.	Poor Monty	Overworked Doctor fails to spot considerate son Monty's illness Fries, C. Pig is moving In Community prejudice is unfounded when an excellent new neighbour moves in.
MacLachlan, P.	Journey	KS 2/3 Journey and Cat find a loving home with their Grandparents but go through many trials before they realise it.
Mooney, B.	But You Promised.	Stories with examples of promises, why they can't be kept and the reactions that can cause.
Newman, M.	Mole & the Baby Bird	Mole helps the bird, then begins to think he owns him, but eventually he sets the bird free.
Pielichaty, H.	Simone's Website	KS 2 Simone communicates easily on behalf of everyone, even snobbish Anthony.
Rayner, S.	We Won the Lottery	£20million doesn't bring all one expects.
Ryan, M	Jungle Friends	Rainbow to the Rescue Rainbow flies off when the others shout at her for being so noisy, but she rescues them in the end.
Taylor, T.	Loudest Roar	Small tiger too noisy for his friends.
Walters, C.	Play Gently Alfie Bear	Boisterous but well meaning older brother finds it difficult to play with baby sister

# PROMOTING EMOTIONAL LITERACY

## April 2003

### CO-OPERATION

070 Hewitt, S	School Newspaper	KS2/3 Working together to produce a school newspaper & website.
150 Llewellyn, C.	Why should I help?	Practical consideration. Why we help others and the kinds of help each of us gets from others.
150 Llewellyn, C.	Why should I listen?	Practical consideration. Advantages to all parties stressed.
323.6 Hewitt, S.	Community Helpers raising	KS2/3 How to organise and run a community help scheme, funds etc.
323.6 Hewitt, S.	Pupil Parliament	KS2/3 Taking part in a school parliament. From standing as a candidate to what such a body can achieve.
395 Amos, J	After You	Good manners help everyone
Brownlow, M.	I've got Nits	Everyone works together to get rid of nits.
Cooper, H.	Pumpkin Soup	The best soup is made when everyone is happy and co-operates.
Crimi, C.	Don't Need Friends	Loneliness can make you aggressive, but friendships can start in strange ways.
Fine, A.	Country Pancake	KS2 Lying to a Head Teacher can have unforeseen consequences.
Foreman, M	Little Red Hen	New version of the folk tale, with a twist.
Foreman, M.	Rock-A-Doodle-Do	Musicians of Bremen with a modern twist.
French, V.	Singing in the Sun & Other Magical Tales	KS2 Short story "Thistle Princess" Happiness comes with sharing as well as getting what you want.
Hoffman, M.	Leon's Lucky Lunch Break	Friends share to give Leon a lunch.
McCain, B.	Nobody Knew What to Do	A story about Bullying. Working with others to defeat the bullies.
MacLachlan, P	Journey	KS 2/3 Journey & Cat find a loving home with their Grandparents but go through many trials before they realise it.
MacLachlan, P Sarah,	Plain & Tall	KS2 Family Life on the American Plains
Pfister, M.	Rainbow Fish And The Big Blue Whale	Left out and angry whales can be dangerous, but asked nicely they can be a great help.
Pfister, M.	Rainbow Fish To The Rescue	Many friends help someone on his own.
Pielichaty, H.	Simone's Website	KS2 Simone communicates easily on behalf of everyone, even snobbish Anthony.
Taylor, T.	Loudest Roar	Small tiger too noisy for his friends.
Waddell, M.	Farmer Duck	An overworked Duck is helped by his friends.
Whybrow, I.	Whiff	How the smelly, beautiful, big, fat baby found a friend. Despising those 'different' to us

### COURTESY

150 Green, J.	Where's My Present	Learning to give, and not to begrudge a present
150 Llewellyn, C.	Why should I listen?	Practical consideration, advantages to all parties stressed.
150 Moses, B.	"Excuse Me"	KS1 Learning About Politeness. Advantages of good manners
395 Amos, J.	After You	Good Manners in an empathetic short story form
395 Amos, J.	No Thank You	Good Manners in an empathetic short story form
395 Amos.J.	Thank You	Courtesy from the point of view of others

# PROMOTING EMOTIONAL LITERACY

April 2003

Hawkins, C. Muller, B	Max & The Magic Word Giant Jack	Please and thank you A young rat in a mouse family feels out of place until it is explained that he is a much loved adopted son.
Northway, J. Pfister, M.	Lucy's Quarrel Rainbow Fish And The Big Blue Whale	Saying sorry can be difficult. Left out and angry whales can be dangerous, but asked nicely and they can be a great help.
Root, P.	Aunt Nancy & Cousin Lazybones	How to get rid of a lazy good for nothing.
Whybrow, I	Holly & the Skateboard	Holly has fun despite her rude cousin, thanks to her skateboard.

## DIFFERENCES

150 Althea	I'm Me and You are You	KS2 Positive look at the differences between individuals. Valuing yourself. Self esteem.
364.2 Green, J.	I'm special	Positive look at physical difference, some pragmatic understanding of why people treat you differently, but still feeling valued.
Stewart, P.	What do you Remember?	Rabbit & Hedgehog remember things differently, but what they both remember is friendship.
Vaugelade, A.	War Futility of war.	The armies are brought to peace by intelligence, courage, sacrifice and thought rather than force of arms.
Waddell, M.	Hi Harry	There is nothing wrong with being different, but it can be lonely. Others may also be feeling lonely for similar reasons
Whybrow, I.	Whiff	How the smelly, beautiful, big, fat baby found a friend. Despising those "different" to us

## DISAPPOINTMENT

150 Althea	Feeling Sad	KS2 Non Fiction Causes and results of being sad. Variety of emotions that can be involved.
150 Amos, J.	Hurt Easy	Non Fiction: Hurt feelings create problems.
302 Althea	Being Friends	KS2 Being a friend; breaking up, trust, all aspects of friendship.
Allen, J.	Wolf Academy	Not everyone is cut out to be a big bad wolf!
French, V.	To Mum with Love	Being realistic and creative about giving a present
Haughton, E.	Rainy Day	A promised visit is cancelled through rain.
MacLachlan, P.	Journey	KS2/3 Journey & Cat find a loving home with their Grandparents but go through many trials before they realise it.
Mooney, B.	But You Promised.	Stories with examples of promises, why they can't always be kept and the reactions that can cause.
Newman, M.	Mole & the Baby Bird	Mole helps the bird, then feels that he owns him, but eventually he gives the bird his freedom.
Pullman, P.	Firework-Maker's daughter	KS2 Happiness comes with fulfilment and achievement

# PROMOTING EMOTIONAL LITERACY

## April 2003

### EMPATHY

150 Althea	Feeling Jealous (Choices)	KS2 Non Fiction Compares jealousy and envy, causes and effects.
150 Althea	Feeling Sad	KS2 Non Fiction Causes and results of being sad. Variety of emotions that can be involved.
150 Moses, B.	I Feel Jealous	KS1 Non fiction. Cartoons Whys and wherefores of jealousy
395 Amos, J.	After You	Good Manners in an empathetic short story form
395 Amos, J.	No Thank You	Good Manners in an empathetic short story form
395 Amos.J.	Thank You	Courtesy from the point of view of others
Crimi, C	Don't Need Friends	Loneliness can make you aggressive, but friendships can start in strange ways.
French, V	To Mum with Love	Being realistic and creative about giving a present
McCain, B	Nobody Knew What to do	A story about Bullying Seeing someone else being bullied and fearing intervention & responsibility, but co-operation works.
McKay, H.	Beetle and the Bear	Beetle has no friends & starts being bullied until his big brother comes to the rescue.
MacLachlan, P.	Journey	KS2/3 Journey & Cat find a loving home with their Grandparents but go through many trials before they realise it.
MacLachlan, P.	Sarah, Plain & Tall	KS2 Family Life on the American Plains.
Newman, M.	Mole & the Baby Bird	Mole helps the bird, then feels that he owns him, but eventually he gives the bird his freedom.
Pielichaty, H	Simone's Website	KS2 Simone communicates easily on behalf of everyone, even snobbish Anthony. (P35-41)
Taylor, T	Loudest Roar	Small tiger too noisy for his friends.
Walters, C.	Play Gently Alfie Bear	Boisterous brother finds it difficult to play with baby sister

### ENJOYMENT

302 Althea	Being Friends	KS2 Non fiction Being a friend; support; breaking up, all aspects of friendship.
Browne, A.	Voices In The Park	Four viewpoints of the same park visit.
Daly, N.	Boy On The Beach	A day on the beach which has high and low points.
Dewan, T.	Crispin & the 3 Little Pigs	Sibling jealousy that gets resolved with responsibility and that creates some fun.
Haughton, E.	Rainy Day	A promised visit is cancelled through rain, but there are other forms of enjoyment.
Hest, A.	Friday Nights of Nana	Preparing for the Jewish Sabbath with Nana.
Hughes, S	Annie-Rose is my Little Sister	Joys and frustration of siblings
150 Llewellyn, C.	Why Should I Share?	KS1 with Cartoons Whys & wherefores of sharing.
MacLachlan, P.	Sarah, Plain & Tall	KS2 Family Life on the American Plains.
Silver, N.	Temper Temper	Controlling your temper makes life more enjoyable
Stimson, J.	Oscar Needs A Friend	Friendship is a two-way trade. Red Is Best The colour red makes everything more enjoyable.
Whybrow, I	Holly & the Skateboard	Holly has fun despite her rude cousin, thanks to her magic skateboard.

# PROMOTING EMOTIONAL LITERACY

## April 2003

Wilkins, V.                      Are We There Yet?                      A surprise day out, but getting there requires patience.

### FEAR/ WORRYING

150 Althea	Feeling Sad	KS2 Non Fiction Causes and results of being sad. Variety of emotions that can be involved.
150 Amos, J.	Afraid Easy	Non fiction: Strategies to cope
150 Bryant-Mole, K.	I'm Worried	KS1 Non Fiction: What causes worry and how to cope
150 Hewitt, S.	Feeling Worried	KS 1 Non Fiction: Resassuring
150 Levette, S up	I Can - Speak Up	KS 2 Giving support and confidence to those too shy to speak for themselves. Althea Feeling Scared KS2 Lack of fear can make you do dangerous things, but strategies to cope with fear can help you in many everyday situations
Beck, I.	Home Before Dark	A lost Teddy make his own way home
Browne, A.	Tunnel	A brave little sister saves her foolhardy brother
Cooper, H.	Tatty Ratty	Worrying about a lost toy rabbit, but imagination prepares the way for a change.
Grindley, S.	Little Elephant Thunderfoot	When the "Old Wise Elephant" dies the whole group is worried.
Hoffman, M	Colour of Love	Bad (War) memories are often difficult for others to interpret.
Ironside, V.	Huge Bag Of Worries	Getting worried by things over which you have no control.
Kasza, K.	When The Elephant Walks	Everybody is scared of something.
McCain, B	Nobody Knew what to Do	A story about Bullying Working with others to defeat the bullies.
McKay, H. brother	Beetle and the Bear	Beetle has no friends and starts being bullied until his big comes to the rescue.
Partis, J.	Arnie the Accidental	Hero Arnie's lack of courage handicaps him with his friends, but he unexpectedly saves the day
Pfister, M.	Rainbow Fish & The Big Blue Whale	Left out and angry whales can be dangerous, but asked nicely and they can be a great help.
Puttock, S.	Big Bad Wolf is Good	A reformed Wolf has to build up a new reputation and trust.
Simmons, J.	Come On, Daisy	Daisy gets lost when she wanders off.
Stimson, J.	Oscar Needs A Friend	Friendship is a two way trade.
Willis, J.	Monster Bed	Even monsters can be afraid of something.
Wormwell, C	George & the Dragon	Aggressive dragon is scared of George the mouse
Wormwell, Chris	Two Frogs	Although one can be cautious, it is difficult to anticipate all dangers.

### FRIENDSHIP

150 Amos, J.	Friendly Easy	Non Fiction: Advice on the hows and whys of friendship.
150 Levette, S.	Loneliness And Making Friends	KS23 Advice and suggestions, strategies to cope
301.4 Powell, J.	Caring for Others	KS1/2 Physical & emotional care and sharing.
302 Althea	Being Friends	KS2 Being a friend; support; breaking up, all aspects of friendship.

# PROMOTING EMOTIONAL LITERACY

April 2003

Alborough, J.	My Friend Bear	You can be friends no matter what your size!
Allen, J.	Wolf Academy	Not everyone is cut out to be a big bad wolf!
Browne, A.	Willy And Hugh	Friendship comes in all shapes and sizes.
Cave, K.	Something Else	An outsider finds some friends despite prejudice.
Crimi, C.	Don't Need Friends	Loneliness can make you aggressive, but friendships can start in strange ways.
Foreman, M.	Little Red Hen	New version of the folk tale, with a twist.
Foreman, M.	Rock-A-Doodle-Do	Musicians of Bremen with a modern twist
Fox, M.	Wilfred Gordon Macdonald Partridge	Small boy makes friends with old people, to everybody's advantage.
Fries, C.	Pig is moving In	Community prejudice is unfounded when an excellent new neighbour moves in.
Gilori, D.	Snow Child	Some things that friends can't share.
Havill, J.	Jamaica's Find	Jamaica's honesty leads to a new friend.
Hoffman, M.	Leon's Lucky Lunch Break	Friends share to give a lunch
Hughes, S.	Alfie Gives A Hand	Alfie helps a shy girl in a party.
MacDonald, A.	Little Beaver & The Echo	In searching for the echo Beaver makes friends.
McKay, H.	Beetle & Lulu	As a result of bullying, Beetle cuts his hair with a lot of knock on consequences, including dealing with the bully.
McKay, H.	Beetle and the Bear	Beetle has no friends and starts being bullied until his big brother comes to the rescue.
McKay, H.	Beetle & the Hamster	Letting a hamster out of its cage can lead to all kinds of problems.
Mitchell, R.	Gotcha Smile	Clarine learns that a smile helps to make friends.
Mooney, B.	But You Promised	Stories with examples of promises, why they can't be kept and the reactions that can cause.
Newman, M.	Mole & the Baby Bird	Mole helps the bird, then feels he owns him, but eventually he gives the bird freedom..
Northway, J.	Lucy's Quarrel	Saying sorry can be difficult.
Oram, H.	Badger's Bad Mood	Badger is feeling left out, Mole shows how he is valued by friends.
Pfister, M.	Rainbow Fish	Sharing can help create friends.
Pfister, M.	Rainbow Fish To The Rescue	Making people feel left out can be selfish.
Rayner, S.	We Won the Lottery	£20million doesn't bring all one expects.
Ryan, M	Jungle Friends	Rainbow to the Rescue Rainbow flies off when the others shout at her, but she rescues them in the end.
Stewart, P.	What do you Remember?	Rabbit & Hedgehog disagree over many memories, but what they both remember is friendship.
Stimson, J.	Oscar Needs A Friend	Friendship is a two way trade.
Waddell, M.	Hi Harry	There is nothing wrong with being different, though it can be lonely, others may also be feeling lonely for similar reasons
Whybrow, I	Whiff	How the smelly, beautiful, big, fat baby found a friend. Despising those "different to us

## FRUSTRATION

Dewan, T.	Crispin & the 3 Little Pigs	Sibling Jealousy that gets resolved with responsibility.
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# PROMOTING EMOTIONAL LITERACY

April 2003

Hoffman, M. Hughes, S	Colour of Love Annie-Rose is my Little Sister Kasza Rat and the Tiger	Bad memories are often difficult for others to interpret Joys and frustration of siblings Rat gets upset when Tiger gets the best of everything.
McCain, B	Nobody Knew What to do	A story about Bullying Seeing someone else being bullied and fearing intervention and responsibility, but co-operation works.
McKay, H.	Beetle & Lulu	As a result of bullying, Beetle cuts his hair with a lot of knock on consequences, including dealing with the bully.
McKay, H.	Beetle and the Bear	Beetle has no friends and starts being bullied until his big brother comes to the rescue.
Mahy, M. Mooney, B.	Beaten By A Balloon But You Promised.	Quick wits are better than weapons in an emergency. Stories with examples of promises, why they can't be kept and the reactions that can cause.
Oram, H.	Badger's Bad Mood	Badger is feeling old and left out, but Mole demonstrates how he is valued by friends.
Richardson, J. Rosen, M.	Bad Mood Rover	Bear An overtired bear becomes rude and angry. Looking after a little girl from her dog's point of view
Walters, C. Wishinsky, F.	Play Gently Alfie Bear Oonga Boonga	Boisterous older brother finds it difficult to play with baby sister Only Daniel can stop his baby sister crying.

## GENEROSITY

150 Llewellyn, C.	Why Should I Share?	KS1 Non Fiction Whys and wherefores of sharing.
Ahlberg, A.	Woman who won things	KS2 Sharing and generosity, mixed with hard work and luck.
Browne, E.	Handa's Surprise	Handa's gift changes much to her surprise.
Curry, J.	Christmas Cherries	Generosity can bring rewards. Greed doesn't.
Foreman, M.	Little Red Hen	New version of the folk tale, with a twist.
French, V.	To Mum with Love	Being realistic and creative about giving a present
Kasza, K.	Rat and the Tiger	Rat gets upset when Tiger gets the best of everything.
Pfister, M.	Rainbow Fish	Sharing is more rewarding than selfishness.
Rayner, S.	We Won the Lottery	£20million doesn't bring all one expects.

## GREED

150 Llewellyn, C.	Why Should I Share?	KS1 Non Fiction. The whys and wherefores of sharing.
Ahlberg, A.	Woman who won things	KS2 Sharing and generosity, honesty and theft, mixed with hard work and a slice of luck.
Curry, J.	Christmas Cherries	Generosity can bring rewards. Greed doesn't.
Fearnley, J.	Mr Wolf's Pancakes	Mr Wolf's neighbours let greed outweigh common sense.
Foreman, M.	Little Red Hen	New version of the folk tale, with a twist.
Hadithi, M.	Greedy Zebra	Zebra's greed is too much for his new clothes.
Kasza, K.	Rat And The Tiger	Rat gets upset when Tiger gets the best of everything.
Macdonald, A.	Yummy Scrummy	Being greedy and selfish can make you do silly things. Particularly when chocolate is involved.
Rayner, S.	We Won the Lottery	£20million doesn't bring all one expects.

# PROMOTING EMOTIONAL LITERACY

April 2003

Tzannes, R. Whybrow, I	Sanji and the Baker Holly & the Skateboard	Greedy Baker charges for a good smell but is paid by a sound. Holly has fun despite her rude cousin, thanks to her magic skateboard.
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## GUILT

150 Althea Fine, A. French, V. Hughes, S.	Telling the Truth Poor Monty To Mum with Love Annie-Rose is my Little Sister	KS2 Non fiction the rights and wrongs of truth and lies. Overworked Doctor fails to spot considerate Monty's illness Being realistic and creative about giving a present Joys and frustration of siblings
McCain, B MacLachlan, P.	Nobody Knew what to Do Journey	A story about Bullying Working with others to defeat the bullies. KS2/3 Journey & Cat find a loving home with their Grandparents but go through many trials before they realise it.
Mooney, B.	But You Promised	Stories with examples of promises, why they can't be kept and the reactions that can cause.
Newman, M.	Mole & the Baby Bird	Mole helps the bird, then feels he owns him, but eventually he gives the bird freedom.

## HAPPINESS

150 Althea	Feeling Sad	KS2 Non Fiction Causes and results of being sad. Variety of emotions that can be involved.
150 Amos, J. 150 Moses, B. 821.08 Phinn, G.	Happy I'm Happy I gave my love a Red Red Nose	KS1 Non Fiction: On being happy and what makes us happy. KS1 Non Fiction. Poems about love and happiness
Allen, J. Browne, A. Crimi, C.	Wolf Academy Voices In The Park Don't Need Friends	Not everyone is cut out to be a big bad wolf! Four Versions of the same park visit. Loneliness can make you aggressive, but friendships can start in strange ways.
Fox, M.	Wilfred Gordon Macdonald Partridge	Small boy making friends with old people.
French, V.	Singing in the Sun & Other Magical Tales	KS2 Short story "Thistle Princess" Happiness comes with sharing as well as getting what you want.
French V. Graham, B. Hest, A. Hoffman, M. Hughes, S	To Mum with Love Let's get a pup Friday Nights of Nana Colour of Love Annie-Rose is my Little Sister	Being realistic and creative about giving a present Happiness is doing what you know is right Preparing for the Jewish Sabbath with Nana. Bad memories when understood can be creatively soothed Joys and frustration of siblings
MacLachlan, P	Journey	KS2/3 Journey & Cat find a loving home with their Grandparents but go through many trials before they realise it.
MacLachlan, P Sarah, Mitchell, R.	Plain & Tall Gotcha Smile	KS2 Family Life on the American Plains. Clarine learns that a smile helps to make friends.

# PROMOTING EMOTIONAL LITERACY

April 2003

Muller, B	Giant Jack	A young rat in a mouse family feels out of place until it is explained that he is a much loved adopted son.
Pullman, P	Firework-Maker's daughter	KS2 Happiness comes with fulfilment and achievement
Rayner, S.	We Won the Lottery	£20million doesn't bring all one expects.
Waddell, M	Hi Harry	There is nothing wrong with being different, it can be lonely, others may also be feeling lonely for similar reasons
Whybrow, I	Whiff	How the smelly, beautiful, big, fat baby found a friend. Despising those "different" to us, but those differences can also be appreciated.

## HONESTY/TRUTHFULNESS

150 Althea	Telling the Truth	KS2 Non fiction : the rights and wrongs of truth and lies.
150 Moses, B.	It Wasn't Me	Learning About Honesty. KS 1 Easy Non Fiction
Ahlberg, A.	Woman who won things	KS2 Sharing and generosity, honesty and theft, mixed with hard work and a slice of luck.
Fine, A	Country Pancake	Lying to a Head Teacher can have unforeseen consequences.
Havill, J.	Jamaica's Find	Jamaica's honesty leads to a new friend
Ross, T.	Oscar Got The Blame	Better to own up than to blame things on imaginary friends.

## JEALOUSY

150 Althea	Feeling Jealous (Choices)	KS2 Non Fic. Compares jealousy and envy, causes & effects
150 Amos,	J. Jealous	KS1 Easy Non Fiction
150 Green, J	I feel Jealous	KS1 Non fiction with cartoon illustrations
150 Hewitt, S.	Feeling Jealous	KS1 Non Fiction: Reassuring, but giving strategies to cope.
150 Moses, B.	I Feel Jealous	KS1 Cartoon Illus. Whys and wherefores of Jealousy
302 Althea	Being Friends	KS2 Being a friend; support; breaking up, all aspects of friendship.
Clark, E.C.	I Love You, Blue Kangaroo	Blue Kangaroo feels neglected as Lily gets other friends.
Cooper, H.	Pumpkin Soup	Duck is fed up with his role making the soup.
Dewan, T.	Crispin & the 3 Little Pigs	Sibling Jealousy that gets resolved with responsibility.
Kasza, K.	Rat and the Tiger	Rat gets upset when tiger gets the best of everything.
McKay, H.	Beetle & the Hamster	Letting a hamster out of its cage can lead to problems.
Oram, H.	Second Princess	Sibling jealousy when the little Princess gets a baby sister.
Umansky, K.	This is Jane, Jim	Sibling jealousy when Jim gets a baby sister.

## JUSTICE

150 Althea	Telling the Truth	KS2 Non fiction discusses the rights and wrongs of truth and lies. How unfair it is when nobody believes the truth.
150 Bryant-Mole, K.	It's Not Fair	Easy Non Fiction: Trying to see another point of view.
Curry, J.	Christmas Knight	Generosity can bring rewards. Greed doesn't.
Kasza, K.	Rat and the Tiger	Rat gets upset when Tiger gets the best of everything.

# PROMOTING EMOTIONAL LITERACY

April 2003

McCain, Becky	Nobody Knew What to do	A story about Bullying Seeing someone else being bullied and fearing intervention and responsibility, but co-operation
works. Root, P.	Aunt Nancy & Cousin Lazybones	How to get rid of a lazy good for nothing.
Tzannes, R.	Sanji and the Baker	Greedy Baker charges for a good smell but is paid by a sound.
Waddell, M.	Farmer Duck	An overworked Duck, is helped by his friends.
Zemach, M.	Little Red Hen	Hard work rather than laziness wins its reward.

## KINDNESS

301.4 Powell, J	Caring for Others	KS1 & 2 Non Fiction. Physical & emotional care and sharing.
395 Amos, J	After You	Empathetic short stories demonstrate manners and consideration
Curry, J.	Christmas Cherries	Generosity can bring rewards. Greed doesn't
Fox, M.	Wilfred Gordon Macdonald Partridge	Small boy making friends with old people.
Havill, J.	Jamaica Tag-Along	Older brothers can be kind!
Hughes, S.	Alfie Gives A Hand	Alfie helps a shy girl at a party.
Hughes, S	Annie-Rose is my Little Sister	Joys and frustration of siblings
McKay, H.	Beetle and the Bear	Beetle has no friends and starts being bullied until his big brother comes to the rescue.
Puttock, S.	Big Bad Wolf is Good	A reformed Wolf has to build up a new reputation and trust.
Shipton, P.	Busy! Busy! Busy!	Mum is cured of her bad mood by an understanding small boy.
Walters, C.	Play Gently, Alfie Bear	Well meaning brother has problems playing with baby sister

## LAZINESS

Foreman, M.	Little Red Hen	New Version of the folk tale, with a twist.
Rayner, S.	We Won the Lottery	£20million doesn't bring all one expects.
Root, P.	Aunt Nancy & Cousin Lazybones	How to get rid of a lazy good for nothing.
Waddell, M.	Farmer Duck	An overworked Duck is helped by his friends.
Zemach, M.	Little Red Hen	Hard work rather than laziness wins its reward.

## LONELINESS

150 Amos, J.	Lonely	Easy Non Fiction
150 Bryant-Mole, K.	I'm Lonely	Easy Non Fiction: What makes us lonely & how to cope.
150 Levette, S.	Loneliness and Making Friends	KS2 & 3 Look at making friends
150 Llewellyn, C.	Why Should I Share?	KS1 with Cartoon Illus. Whys and wherefores of sharing
Alborough, J.	My Friend Bear	You can be friends no matter what your size!
Browne, A.	Voices In The Park	Four Viewpoints of the same park visit.
Cave, K.	Something Else	An outsider finds some friends despite prejudice.

# PROMOTING EMOTIONAL LITERACY

April 2003

Clark, E.C. Crimi, C	I Love You, Blue Kangaroo Don't Need Friends	Blue Kangaroo feels neglected as Lily gets other friends. Loneliness can make you aggressive, friendships start in strange ways.
French, V	Singing in the Sun and Other Magical Tales	KS2 Short story "Thistle Princess" Happiness comes with sharing as well as getting what you want.
Inkpen, M.	Nothing Neglected and alone.	Nothing is befriended.
Kelleher, D. Kellog, S.	Selfish Sophie Best Friends	Being selfish can make you lonely, sharing can make a friend You can be lonely and jealous even of your friend.
McCormick, W. MacDonald, A.	Daddy, Will You Miss Me? Little Beaver & The Echo	Dad is working away for four weeks and is missed by his son. In searching for the echo Beaver makes friends.
McKay, H.	Beetle and the Bear	Beetle has no friends and starts being bullied until his big brother comes to the rescue.
Muller, B	Giant Jack	A young rat in a mouse family feels out of place until it is explained that he is a much loved adopted son.
Pfister, M.	Rainbow Fish and The Big Blue Whale	Left out and angry whales can be dangerous, but asked nicely they can be a great help.
Puttock, S. Rayner, S.	Big Bad Wolf is Good We Won the Lottery	A reformed Wolf has to build up a new reputation and trust. £20million doesn't bring all one expects.
Waddell, M	Hi Harry	There is nothing wrong with being different, it can be lonely, others may also be feeling lonely for similar reasons
Whybrow, I	Whiff	How the smelly, beautiful, big, fat baby found a friend. Despising those "different to us"

## LOVE

301.4 Powell, J. 821.08 Phinn, G.	Caring for Others I gave my love a Red Red Nose	KS1 & 2 Physical and emotional care & sharing. Poems about Love & Happiness
Brown, R. Browne, A.	Greyfriars Bobby My Dad	Retelling of the Scottish Legend of doggy devotion. Pride in one's Dad and his abilities.
Browne, A.	Tunnel	A brave little sister saves her foolhardy brother.
Clark, E.C.	I Love You, Blue Kangaroo	Blue Kangaroo feels sad as Lily gets other friends.
Fox, M.	Wilfred Gordon Macdonald	Small boy making friends with old people.
French, V	To Mum with Love	Being realistic and creative about giving a present
Graham, B	Let's get a pup	A dog for everyone to love
Grindley, S.	Little Elephant Thunderfoot	When the "Old Wise Elephant" dies the whole group is sad
Haughton, E.	Rainy Day	A promised visit is cancelled through rain, but there are other forms of enjoyment.
Hest, A. Hoffman, M	Friday Nights of Nana Colour of Love	Preparing for the Jewish Sabbath with Nana. Bad memories are sometimes difficult for others to interpret.
Hughes, S	Annie-Rose is my Little Sister	Joys and frustration of siblings
McCormick, W. MacLachlan, P	Daddy, Will You Miss Me? Journey	Dad is working away for four weeks and is missed by his son. KS2/3 Two Children find a loving home with their Grandparents

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Mooney, B. But You Promised (Last story in particular) Stories with examples of promises, why they can't be kept and the reactions that can cause.

## PRAGMATISM

Brownlow, M. I've got Nits Everyone works together to get rid of nits. One has to accept them as a part of life.

Fine, A Country Pancake Lying to a Head Teacher can have unforeseen consequences.

French, V To Mum with Love Being realistic and creative about giving a present

Haughton, E. Rainy Day A promised visit is cancelled through rain, but there are other forms of enjoyment.

Llewellyn, C Why should I listen? Practical consideration, advantages to all parties stressed.

MacLachlan, P Sarah, Plain & Tall KS2 Family Life on the American Plains.

Mahy, M. Beaten By A Balloon Quick wits are better than weapons in an emergency.

Mooney, B. But You Promised. Stories with examples of promises, why they can't be kept and the reactions that can cause.

Root, P. Aunt Nancy & Cousin Lazybones How to get rid of a lazy good for nothing.

Vaugelade, A. War Futility of war. The armies are brought to peace by courage, intelligence, sacrifice and thought rather than force of arms.

Wells, R. Shy Charles Charles responds to a crisis.

Waddell, M Hi Harry There is nothing wrong with being different, it can be lonely, others may also be feeling lonely for similar reasons, but a bit of common sense means you can still have fun.

Wormwell, C George & the Dragon Aggressive dragon scared of George the mouse, answer to a maiden's prayers!

## PREJUDICE

Brownlow, M. I've got Nits Nits happen to all families, regardless of life style. Everyone works together to get rid of them.

French, V Singing in the Sun and Other Magical Tales KS2 Short story "Thistle Princess" Happiness comes with sharing as well as getting what you want.

Fries, C. Pig is moving In Community prejudice is unfounded when an excellent new neighbour moves in.

Pielichaty, H Simone's Website KS2 Simone communicates easily on behalf of everyone, even snobbish Anthony.

Puttock, S. Big Bad Wolf is Good A reformed Wolf has to build up a new reputation and trust.

Whybrow, I Whiff How the smelly, beautiful, big, fat baby found a friend. Despising those "different" to us.

## PRIDE

Anderson, H.C. Emperor's New Clothes Pride comes before a fall.

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French, Vivien	Boy who walked on Water and Other Stories	KS2 "Old Potmender & the Tin Tea Kettle" A wish made in anger has unfortunate consequences
Grifalconi, A.	Osa's Pride	Feeling superior can cost you friends
Northway, J.	Lucy's Quarrel	Saying sorry can be difficult.
Pfister, M.	Rainbow Fish	Pride can cost you friends, sharing creates them.

## RESPONSIBILITY

070 Hewitt, S	School Newspaper	KS2/3 Working together to produce the newspaper and a school website.
323.6 Hewitt, S.	Community Helpers	KS2/3 How to organise and run a community help scheme, raising funds etc.
323.6 Hewitt, S.	Pupil Parliament	KS2/3 Taking part in a school parliament. From standing as a candidate to what such a body can achieve.
Armitage, R.	Lighthouse Keeper's Catastrophe	The Lighthouse Keeper keeps his light going despite his fear.
Beck, I.	Home Before Dark	A lost Teddy makes his own way home before bedtime when he knows he'll be needed.
Browne, A.	Tunnel	A brave little sister saves her foolhardy brother.
Davies, A.	Raj In Charge	KS2 story. Responsibility brings out the best in Raj.
Dewan, T.	Crispin & the 3 Little Pigs	Sibling Jealousy that gets resolved by having responsibility.
Hughes, S.	Alfie Gives A Hand	Alfie helps a shy girl at a party.
Hughes, S.	Annie-Rose is my Little Sister	Joys and frustration of siblings
McCain, B	Nobody Knew What to do	A story about Bullying Seeing someone else being bullied and fearing intervention and responsibility, but co-operation works.
McKay, H.	Beetle and the Bear	Beetle has no friends and starts being bullied until his big brother comes to the rescue.
Newman, M	Mole & the Baby Bird	Mole helps the bird, then feels he owns him, but eventually gives him freedom.
Northway, J.	Lucy's Day Trip	When Lucy tries to be responsible, her mother misinterprets it, leading to unforeseen consequences.
Rosen, M	Rover	Looking after a little girl from her dog's point of view
Schubert, I.	Bear's Eggs	Bear fosters some eggs and then looks after the ducklings, teaching them how to survive.
Wells, R.	Shy Charles	Charles responds to a crisis.
Wishinsky, F.	Oonga Boonga	Only Daniel can stop his baby sister crying.

## RUDENESS

150 Llewellyn, C.	Why Should I Share?	KS1 Non Fiction. Whys and wherefores of sharing
Muller, B	Giant Jack	A young rat in a mouse family feels out of place until it is explained that he is a much loved adopted son.
Partis, J.	Arnie the Accidental Hero	Arnie's lack of courage handicaps him with his friends, but he unexpectedly saves the day

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Pielichaty, H	Simone's Website	KS2 Simone communicates easily on behalf of everyone, even snobbish and rude Anthony.
(P10) Ryan, M	Jungle Friends	Rainbow to the Rescue Rainbow flies off when the others shout at her, but she rescues them in the end.
Whybrow, I	Holly & the Skateboard	Holly has fun despite her rude cousin, thanks to her magic skateboard.

## SADNESS

150 Althea	Feeling Sad	KS2 Non Fiction Causes & results of being sad. Variety of emotions that can be involved.
150 Amos, J.	Sad	KS1 Causes and effects, reassuring in approach.
Brown, R.	Greyfriars Bobby	Retelling of the Scottish legend.
Browne, A.	Voices In The Park	Four viewpoints of the same park visit.
Cave, K.	Something Else	An outsider finds some friends despite prejudice.
Clark, E.C.	I Love You, Blue Kangaroo	Blue kangaroo feels sad as Lily gets other friends.
Cooper, H.	Tatty Ratty	Worrying about a lost toy rabbit, but imagination prepares the way for a change.
French, V	To Mum with Love	Being realistic and creative about giving a present
Graham, Bob	Let's get a pup	Following the death of Tiger a new pet is chosen
Grindley, S.	Little Elephant Thunderfoot	When the 'Old Wise Elephant' dies the whole group is sad.
Hoffman, M	Colour of Love	Bad memories (War) are difficult for others to interpret.
Kellog, S.	Best Friends	You can be lonely and jealous even of your friend.
McCormick, W.	Daddy, Will You Miss Me?	Dad is working away for four weeks and is missed by his son.
MacLachlan, P	Journey	KS2/3 Journey & Cat find a loving home with their Grandparents but go through many trials before they realise it.
Muller, B	Giant Jack	A young rat in a mouse family feels out of place until it is explained that he is a much loved adopted son.
Puttock, S.	Big Bad Wolf is Good	A reformed Wolf has to build up a new reputation and trust.
Varley, S.	Badger's Parting Gifts	Memories of a dearly loved friend.
Vaugelade, A.	War	Futility of war. The armies are brought to peace by intelligence, courage, sacrifice and thought rather than force of arms.
Viorst, J.	Tenth Good Thing About Barney	Ten good memories of dead pet. A way of mourning.
Walters, C.	Play Gently	Alfie Bear Boisterous but well meaning older brother finds it difficult to play with baby sister

## SELFISHNESS

150 Green, J	Where's My Present	Learning to give, and not to begrudge a present
150 Llewellyn, C.	Why Should I Share?	KS1 Non Fiction Whys and wherefores of sharing
395 Amos, J	After You	Good manners as opposed to being self centred.
395 Amos, J	No. Thank You	Good manners prevent accusations of selfishness
Kelleher, D.	Selfish Sophie	Being selfish can make you lonely, sharing can make a friend
Macdonald, A	Yummy Scrummy	Being greedy and selfish can make you do silly things. Particularly when chocolate is involved.



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Newman, M.	Mole & the Baby Bird	Mole helps a bird, then Mole feels he owns him, but eventually he gives the bird his freedom.
Pfister, M.	Rainbow Fish	Sharing is more rewarding than selfishness.
Pfister, M.	Rainbow Fish To The Rescue	Making people feel left out can be selfish.
Root, P.	Aunt Nancy and Cousin Lazybones	How to get rid of a lazy good for nothing.
Stimson, J.	Oscar Needs A Friend.	Friendship is a two-way trade.

## SHARING

150 Llewellyn, C.	Why Should I share	KS1 Non Fiction. Whys & wherefores of sharing
301.4 Powell, J.	Caring for Others	KS1 & 2 Physical & emotional care and sharing.
Ahlberg, A.	Woman who won things	KS2 Sharing and generosity, honesty and theft mixed with hard work and a slice of luck.
Crimi, C.	Don't Need Friends	Loneliness can make you aggressive, but friendships can start in strange ways.
Curry, J.	Christmas Cherries	Generosity can bring rewards. Greed doesn't.
Fox, M.	Wilfred Gordon Macdonald Partridge	Small boy makes friends with old people and helps to share their memories.
Foreman, M.	Little Red Hen	New version of the folk tale, with a twist.
French, V.	Singing in the Sun & Other Magical Tales	KS2 Short story "Thistle Princess" Happiness comes with sharing as well as getting what you want.
Hoffman, M.	Leon's Lucky Lunch break	Friends share to give Leon a lunch.
Hughes, S.	Annie-Rose is my Little Sister	Joys and frustration of siblings
Kasza, K.	Rat and the Tiger	Rat gets upset when tiger gets the best of everything.
Kellog, S.	Best Friends Y	ou can be lonely and jealous even of your friend.
Macdonald, A.	Yummy Scrummy	Being greedy and selfish can make you do silly things. Particularly when chocolate is involved.
Mitchell, R.	Gotcha Smile	Clarine learns that a smile helps to make friends.
Pfister, M.	Rainbow Fish	Sharing is more rewarding than selfishness
Stimson, J.	Oscar Needs A Friend	Friendship is a two way trade.
Walters, C.	Play Gently Alfie Bear	Boisterous but well meaning older brother finds it difficult to play with baby sister
Whybrow, I.	Whiff	How the smelly, beautiful, big, fat baby found a friend. Despising those 'different' to us.
Zemach, M.	Little Red Hen	Hard work rather than laziness wins its reward.

## SHYNESS

150 Bryant-Mole, K.	I'm Shy	KS1 Non Fiction. Helping to cope with shyness.
150 Hewitt, S.	Feeling Shy	Easy Non Fiction: Reassuring strategies.
150 Leveté, S.	I Can - Speak Up	KS1 Giving support and confidence to those too shy to speak up for themselves.

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302 Althea	Being Friends	KS2 Non fiction Being a friend; support; breaking up, all aspects of friendship.
Ashley, B. McKay, H.	Cleversticks Beetle and the Bear	Having a unique skill helps to break barriers. Beetle has no friends when he starts school & starts being bullied until his big brother comes to the rescue.
Mitchell, R. Partis, J.	Gotcha Smile Arnie the Accidental Hero	Clarine learns that a smile helps to make friends. Arnie's lack of courage handicaps him with his friends, but he unexpectedly saves the day
Wells, R.	Shy Charles	Charles comes into his own in a Crisis

## SURPRISE

Ahlberg, A.	Woman who won things	KS2 Sharing and generosity, honesty and theft, mixed with hard work and a slice of luck .
Browne, E. Cooper, H.	Handa's Surprise Tatty Ratty	Handa's gift changes much to her surprise. Worrying about a lost toy rabbit, but imagination prepares the way for a change.
Fine, A MacDonald, A. McKay,H.	Country Pancake Beware Of The Bears Beetle & Lulu	Lying to a Head Teacher can have unforeseen consequences. Revenge is not a good idea, it could lead to a nasty surprise. As a result of bullying, Beetle cuts his hair with a lot of knock on consequences, including dealing with the bully.
McNaughton, C.	Suddenly	One person's surprise is both innocently caused and ignored by another
Mooney, B.	But You Promised.	Stories with examples of promises, why they can't be kept and the reactions that can cause.
Partis, J.	Arnie the Accidental	Hero Arnie's lack of courage handicaps him with his friends, but he unexpectedly saves the day
Rayner, S. Taylor, T. Wilkins, V.	We Won the Lottery Loudest Roar	£20Million doesn't bring all one expects. Small tiger too noisy for his friends. Are We There Yet? A surprise day out, but getting there requires patience.

## TRUST

302 Althea	Being Friends	KS2 Non fiction Being a friend; support; trust, all aspects of friendship.
Aesop Mooney, B.	Boy Who Cried Wolf But You Promised.	Fable about false alarms. (Some versions at 398.2) Stories with examples of promises, why they can't be kept & the reactions that can cause.
Hadithi, M. Puttock, S. Waddell, M.	Hot Hippo Big Bad Wolf is Good Owl Babies	Hippo is trusted not to eat fish (folk tale) A reformed Wolf has to build up a new reputation and trust. Even Baby Owls can be scared when Mum is late.

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## UNDERSTANDING

150 Althea	Feeling Sad	KS2 Non Fiction Causes and results of being sad. Variety of emotions that can be involved.
302 Althea	Being Friends	KS2 Non fiction Being a friend; support; breaking up, all aspects of friendship. Fine, A. Poor Monty Overworked Doctor fails to spot considerate Monty's illness
French, Viv	To Mum with Love	Being realistic and creative about giving a present
Hoffman, M	Colour of Love	Bad memories are sometimes difficult for others to interpret.
MacLachlan, P	Journey	KS2/3 Journey & Cat find a loving home with their Grandparents but go through many trials before they realise it.
Mooney, B.	But You Promised.	Stories with examples of promises, why they can't be kept and the reactions that can cause.
Newman, M	Mole & the Baby Bird	Mole helps the bird, then feels he owns him, but eventually Mole gives the bird freedom.
Rosen, M	Rover	Looking after a little girl from her dog's point of view

# PROMOTING EMOTIONAL LITERACY

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### Annotated Bibliography on Emotional Literacy

Goleman, Daniel, (1988) Working with Emotional Intelligence, Bloomsbury

*The sequel to Emotional Intelligence, and applies it to organisations or institutions. Is yours an emotionally literate institution?*

Goleman, Daniel, (1995), Emotional Intelligence – Why it can matter more than IQ. Bloomsbury

*The world best-seller that crossed over from business to education to parenting. The basic view that excellence is more than IQ. Emotional Intelligence (EQ) is at least as important as Cognitive Intelligence.*

Steiner, Claude with Paul Perry, (1997) Achieving Emotional Literacy – A Personal Program to Increase your Emotional Intelligence. Avon Books

*The author is an accomplished psychologist with a long track record of clinical work and publications. Start with yourself before helping others to develop emotional literacy - and here's how to do it.*

Segal, Jeanne, (1997) Raising Your Emotional Intelligence – A Practical Guide. Owl Books

*Feeling smart, living smart, staying smart: the 10 step curriculum for emotional wisdom! A programme for harnessing the power of your instincts and emotions.*

Bar-On, Reuven, (2001). The Handbook of Emotional Intelligence. Theory, Development, Assessment and Application at Home, School and in the Workplace

Weisinger, Hendrie, (1997) Managing Emotional Intelligence at Work. Jossey-Bass

*Covers EQ, Emotions, Motivation, Communication and Helping Others to Help Themselves. Author is an experienced psychologist.*

Stein, Steven & Book, Howard, (2001) The EQ Edge: Emotional Intelligence and Your Success. Kogan Page

Faupel, Adrian, Herrick, Elizabeth & Sharp, Peter, (1998) Anger Management: A Practical guide for Teachers and Parents. David Fulton

*"Very user friendly guide which has much to offer those coming new to anger management, as well as some novel approaches for people like myself." (Young Minds Review 1998)*

Faber, Adele & Mazlish, Elaine, (1980). How to Talk So Kids Will Listen. Avon Books

*Should be on every teacher or parents book shelf! Covers feelings, co-operation, alternatives to punishment, autonomy, praise - and what is Emotional Literacy all about, anyway.*

Salzberger-Wittengerg, Isca, Henry, Gianna & Osborne, Elsie, (1983) The Emotional Experience of Learning and Teaching. Routledge Education

*A little treasure of a book ... slightly quirky and a wonderful chapter on 'Endings' (something most of us struggle with). To be read by everyone who thinks person-centred education still matters.*

John-Roger & McWilliams, Peter, (1990). You Can't Afford the Luxury of a Negative Thought. Thorsons

*Written originally for people with any life threatening illness, but that includes life. Live longer by being positive.*

# PROMOTING EMOTIONAL LITERACY

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Hansen, Mark Victor & Batten, Joe, (1995) *The Master Motivator – Secrets of Inspiring Leadership*. Health Communications Inc

*Are you a leader or just a manager?*

Canfield, Jack & Hansen, Mark Victor, (1995) *A 2nd Helping of Chicken Soup for the Soul*. Health Communications Inc

*A 2nd Helping of Chicken Soup for the Soul: if you missed the first helping then enjoy this helping. Sometimes a bit West Coast America, but sometimes even reaches the heart of the cool English!*

Greenhalgh, Paul(1994). *Emotional Growth and Learning*. Routledge

*The dedication says: 'For troubled children who are waiting to see the start of spring.' The book covers emotional holding, curriculum, organisations. A bit of a curates egg, but well worth a read.*

Brandon, Stewart, (1997). *The Invisible Wall – Niki's Fight to be Included*. Parents with Attitude

*If you want to challenge your view of 'inclusion' then check this out. Published by 'Parents with Attitude'. Looks at the whole 'SEN process'.*

Corbett, Jenny, (1996). *Bad-Mouthing – The Language of Special Needs* Falmer Press

*Amazing to think we called children 'ineducable' until 1971. But have we really changed so much or just changed the labels? Where do we want to go with Inclusion?*

Crary, Elizabeth, (1995) *Magic Tools for Raising Kids*. Parenting Press Inc.

*Brilliant and sometimes funny little book for parents of young children.*

Gottman, John. (1997) *The Heart of Parenting – How to raise an emotionally intelligent child*. Bloomsbury

*'Emotional Coaching' is central to this book .... practical advice for parents on how to help their children by building relationships bonded by trust. Very readable too.*

Apter, Terri, (1997) *The Confident Child – Emotional Coaching for the Crucial Decade – Ages Five to Fifteen*. Norton

*Only for a parent who has reading age of 15+ and a high EQ. But interesting even for parents who are already doing well or just being "good enough".*

Holden, Robert, (1998) *Happiness Now! Timeless wisdom for feeling good fast*. Hodder & Stoughton

*If you're happy being miserable then don't read this! Very American, but then they live longer than we do "Happiness is something you carry in your heart".*

Apter, Terri, (1993). *Working Women Don't Have Wives – Professional Success in the 1990s*. St Martin's Griffin

*Emotional literacy is fine in theory. As usual it's the women who will make it happen. Is it one plate too many to keep spinning?*

# PROMOTING EMOTIONAL LITERACY

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### Published Emotional Literacy Curriculum Materials

#### A. The PATHS (Promoting Alternative Thinking Strategies) Curriculum

This is an American curriculum but has been used with considerable success in the UK. It is a comprehensive program for promoting emotional and social competencies and reducing aggression and behaviour problems in primary-aged children while simultaneously enhancing the educational process in the classroom. This innovative curriculum is designed to be used by teachers across several years for all children as a preventive intervention. Although primarily focused on the school and classroom settings, information and activities are also included for use with parents.

PATHS has been field-tested and researched with children in mainstream classroom settings, as well as with a variety of special needs students (deaf and hearing-impaired, EBD, moderate learning difficulties and gifted). It covers some of the following areas:

- Improved self-control,
- Improved understanding and recognition of emotions,
- Increased ability to tolerate frustration,
- Use of more effective conflict-resolution strategies,
- Improved thinking and planning skills,
- Decreased anxiety/depressive symptoms ,
- Decreased behaviour problems

#### B. Programme Achieve: A Curriculum of Lessons for Teaching Students How to be Successful in School and Life (Bernard, M. E. & Cartwright, R)

This series spans the primary and secondary phases. It has been well researched in the States and Australia and has been used in a number of schools in the UK. It is designed to teach students the attitudes and motivational skills that are necessary for students to be motivated and achieve the best of their ability. The "Habits of Mind" taught in the curriculum include:

Self-acceptance, Optimism, Internal locus of control for learning, High Frustration Tolerance, Independence and non-approval seeking, Risk Taking and Non-Perfectionism, Tolerance and Non-Blaming of Others, Personal Responsibility, Task Analysis, Time Scheduling, Priority Setting, Setting Goals, Alternative Solution Thinking Skills.

*Further Information from: You Can Do It! 17, West Street, Brighton, East Sussex, BN1 2RL*

#### C. Let's Get On: Interpersonal Citizenship Skills. Northumberland Education Service.

Approximately 60 hours of teaching materials in this resource pack developed in a British context. The curriculum covers the following areas:

- Communicating Effectively
- Being Positive About Yourself
- Being More Assertive
- Dealing with Anxiety
- Keeping out of Trouble
- Making Friends
- Rules, Rights and Responsibilities

*Further information from: Incentive Plus ([www.incentiveplus.co.uk](http://www.incentiveplus.co.uk))*

# PROMOTING EMOTIONAL LITERACY

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### Appendix II: [www.nelig.com](http://www.nelig.com): National Emotional Literacy Interest Group

[www.nelig.com](http://www.nelig.com) was launched in 2000 as a website through which initiatives and good practice in Emotional Literacy – across the UK and beyond – could be encouraged, evaluated and disseminated. Supported through an independent grant from the Calouste Gulbenkian Foundation (<http://www.gulbenkian.pt/>) and hosted on Southampton's own CityWeb servers, [nelig.com](http://www.nelig.com) is currently maintained by Southampton Psychology Service as part of its commitment to the promotion of Emotional Literacy.

[nelig.com](http://www.nelig.com) has grown a great deal in the two years since its launch, expanding into a number of new areas as appropriate to the needs of its users. The site is constantly being updated and added to as more people sign up as registered users and submit information for publication. At the time of writing, the site consists of:

- An Emotional Literacy **News** section (<http://www.nelig.com/news.htm>), with news of upcoming events and goings on in the EL world.
- An **Information Archive** section ([http://www.nelig.com/information\\_archive.htm](http://www.nelig.com/information_archive.htm)) in which we publish articles, lesson plans, presentations and any other information submitted and considered to be useful to our visitors.
- A **Discussion Forum** (<http://www.nelig.com/forum.htm> - launched in December 2001) for the airing and sharing of opinions and views, and to facilitate peer support in EL projects.
- A **Resource Database** section (<http://www.nelig.com/resources.htm>) that includes annotated EL reading lists for both professionals and children, and other information on EL resources and materials.
- A **Weblinks** section (<http://www.nelig.com/links.htm>) to other sites promoting and/or resourcing Emotional Literacy/Intelligence. For the convenience of visitors, these have been organized into the following categories:
  - *Organisations and individuals* promoting Emotional Literacy;
  - *Companies* offering Emotional Literacy services and materials;
  - *Parenting* sites and pages on Emotional Literacy issues;
  - *Education* sites and pages that value and promote Emotional Literacy;
  - *Individual* schools and centres that promote Emotional Literacy;
  - *Free resources* on the Internet, including articles and activities.
- Increasingly popular **Friends of Nelig** register of EPs, Teachers, Parents and a whole variety of other people working to promote Emotional Literacy around the country – and beyond ([http://www.nelig.com/friends\\_main.htm](http://www.nelig.com/friends_main.htm)) : there are currently over 150 people signed up as friends of [nelig](http://www.nelig.com), and the list lengthens by the week. As of March 2002, this section has been revised to include also **Emotional Literacy Interest Groups** (<http://www.nelig.com/friendseligs.html>) in response to the number of such groups that are now being formed around the country: each group effectively gets its own area of [nelig](http://www.nelig.com) from which to publish information and resources arising from its work.
- A **Parents' Information** area ([http://www.nelig.com/parents\\_information.htm](http://www.nelig.com/parents_information.htm)), with information for parents about EL and parenting.

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### How can you help nelig?

nelig.com relies heavily on submissions from its users. If you are involved in EL projects or initiatives in your area then nelig would love to hear from you. Sign up as a friend of nelig using the online application form (at [http://www.nelig.com/friends\\_form.htm](http://www.nelig.com/friends_form.htm)), where you will be asked to outline in brief what you are doing to support EL. After this, any more detailed information on the specifics of your work would be very gratefully received. We are particularly interested in:

- News items, such as:
  - notifications of upcoming events, such as conferences and courses;
  - notes/feedback on local EL meetings and events.
- Articles: these **do not** have to be long, 'journal style' articles; they could be, for example, short descriptions/evaluations of some EL work you have been involved in (e.g., running an anger management or other such group, EL training to teachers, etc), thoughts on a particular topic in EL or friendly articles for parents to access.
- Presentations you have given.
- Resources you have developed, including lesson plans, worksheets, etc

For further information on submission, the webmaster will be happy to discuss your ideas further with you, and can be contacted via the email address given on the home page.



# PROMOTING EMOTIONAL LITERACY

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### Appendix III: Website links

#### **Organisations and individuals promoting emotional literacy**

##### **6 Seconds Emotional Intelligence Network** ([www.6seconds.org](http://www.6seconds.org))

"Six Seconds EQ Network is all about supporting educators, parents, trainers, and leaders to learn and teach EQ in their personal and professional lives."

##### **Antidote: Campaign for Emotional Literacy** ([www.antidote.org.uk](http://www.antidote.org.uk))

"Our aim is to create an emotionally literate culture, where the facility to handle the complexities of emotional life is as widespread as the capacity to read, write and do arithmetic."

##### **Claude Steinder's Emotional Literacy Home Page** ([www.emotional-literacy.com](http://www.emotional-literacy.com))

"I am a clinical psychologist and transactional analyst. Since 1965 I have studied, written, taught and lectured about the importance that the emotions —especially love—have in our lives and our personal power."

##### **EmotionalIQ.com** ([www.emotionaliq.com](http://www.emotionaliq.com))

"What is emotional intelligence? The answer depends upon who you ask. With the publication of the Goleman book in 1995, interest in this heretofore obscure field greatly increased. What we are seeing now is that the various approaches that were once called emotional intelligence are beginning to differentiate."

##### **Steve Hein's Emotional Intelligence Site - The EQ Institute** ([www.eqi.org](http://www.eqi.org))

"The information on this site covers everything from the academic and corporate definitions of emotional intelligence to articles on parenting, relationships and emotional and sexual abuse. "

##### **The Consortium for Research on Emotional Intelligence in Organisations**

"The mission of the Consortium is to aid the advancement of research and practice related to emotional intelligence in organizations."

#### **Companies offering emotional literacy services and materials**

##### **Buckholdt Associates** ([www.emotionalintelligence.co.uk](http://www.emotionalintelligence.co.uk))

"Emotional Literacy is the practice of sensing, understanding and using the information obtained from both our own emotional states and those of other people."

##### **Emotional Intelligence Services (EI)** (<http://ei.haygroup.com>)

"Our mission is to provide world-class information, resources and tools to enable you to improve personal effectiveness and organizational performance."

##### **Enchanté Innertainment** ([www.enchantepub.com](http://www.enchantepub.com))

"Enchante Innertainment is a multi-media publishing/film company focused on children and the family. It is an acknowledged and respected industry pioneer in the emerging curricular domains of 'emotional intelligence' (EQ)"

# PROMOTING EMOTIONAL LITERACY

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### **Lucky Duck Publishing** ([www.luckyduck.co.uk](http://www.luckyduck.co.uk))

The creators of the No Blame Approach to Bullying

### **Q-Metrics** ([www.qmetricseq.com](http://www.qmetricseq.com))

"EQ is the ability to build people up, bring them together, and motivate them to do their best. And that's why study after study has ranked EQ atop the core competencies that determine a company's success."

### **Smallwood Publishing** ([www.smallwood.co.uk](http://www.smallwood.co.uk))

Resources for Mental Health and Education Professionals, including books, therapeutic games and hand puppets.

### **Parenting sites and pages on emotional literacy issues**

#### **EQParenting.com** ([www.eqparenting.com](http://www.eqparenting.com))

"The areas of self-control, group participation and social awareness, and social-cognitive decision making skills are key components of interventions reaching children at high, moderate, and low levels of risk in schools, agency and clinical contexts."

#### **KidsEQ: The Children's Emotional Literacy Project** ([www.kidseq.com](http://www.kidseq.com))

"The Children's Emotional Literacy Project is dedicated to fostering an atmosphere of safety and trust for our children."

### **Education sites and pages that value and promote emotional literacy**

#### **CASEL - Collaborative to Advance Social and Emotional Learning** ([www.case1.org](http://www.case1.org))

"To establish social and emotional learning as an essential part of education from preschool through high school"

#### **Framework for Intervention** ([www.frameworkforintervention.com](http://www.frameworkforintervention.com))

"A systemic and 'ecological' approach to behaviour problems in schools."

#### **National Youth Agency** ([www.nya.org.uk](http://www.nya.org.uk))

"The National Youth Agency aims to advance youth work to promote young people's personal and social development, and their voice, influence and place in society."

#### **New Horizons for Learning** ([www.newhorizons.org](http://www.newhorizons.org))

"Since 1980, New Horizons for Learning has served as a leading-edge resource for educational change."

#### **Nurture Groups UK** ([www.nurturegroups.org](http://www.nurturegroups.org))

"Nurture Groups support school improvement by promoting emotional development and improvements in behaviour."

#### **Remembering Education** ([www.remember.mcmail.com](http://www.remember.mcmail.com))

"Remembering Education believes that at the heart of education is how we help young people make connections between their own experience and the curriculum."

# PROMOTING EMOTIONAL LITERACY

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## Appendix IV: Feelings Vocabulary

abandoned	abused	accepted	adamant	acquiescent
adequate	affectionate	affirmed	afraid	agonised
alarmed	alienated	ambivalent	annoyed	anxious
apathetic	appreciated	astounded	attractive	avaricious
averse	awed	awkward	bad	balmy
beaten	beautiful	bewildered	bitter	blissful
bold	bored	brave	burdened	butch
callous	caddish	cagey	cantankerous	chided
churlish	comfortable	concerned	confident	cop-out
cowardly	creative	curious	cut off	deceitful
defeated	dejected	delighted	dependent	depressed
deprived	desperate	destructive	determined	different
diffident	diminished	disappointed	discontented	distracted
distraught	disturbed	divided	dominated	dubious
eager	ecstatic	elated	electrified	embarrassed
empty	energetic	envious	evasive	exasperated
excited	exhausted	exhilarated	fabulous	fantastic
fawning	fearful	flustered	foolish	frantic
free	fretful	friendless	friendly	frightened
frigid	frustrated	full	funky	glad
good	grateful	gratified	greedy	grieving
groovy	guilty	gullible	gutless	gutted
happy	hateful	helpful	high	homesick
honoured	hopeful	hopeless	horny	horrible
hostile	hurt	hysterical	ignored	immobilised
impatient	imposed upon	impressed	inadequate	incompetent
infatuated	inferior	infuriated	inhibited	insecure
insincere	inspired	intimidated	involved	isolated
jaded	jealous	joyous	judgemental	jumpy
languid	lazy	left out	lonely	loser
like	lovable	loving	low	loyal
manipulated	mawkish	miserable	misunderstood	nasty
needy	nervous	nice	odd	opposed
optimistic	outraged	overlooked	overwhelmed	panicked
paranoid	peaceful	persecuted	petrified	pleasant
pleased	possessive	preoccupied	pressured	putrid
quarrelsome	quiet	randy	refreshed	rejected
relaxed	relieved	remorseful	repulsive	restless
restrained	sad	sapped	satisfied	sexy
scared	screwed up	settled	shallow	shocked
shy	silly	sluggish	sorry	spiritual
strained	stunned	stupid	sure	tempted
tense	threatened	thwarted	tired	torn
touched	touchy	trapped	truculent	unctuous
upset	used	useless	vacuous	violent
vivacious	vulnerable	wilful	wishy-washy	wonderful
worried	zany			

# PROMOTING EMOTIONAL LITERACY

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## Appendix V: Project Proforma

### 1. School/Agency:

Address:

Phone:

Fax:

e-mail:

### 2. Project Statement

### 3. Project Director:

Post (eg. Head / Dep H/T / PEP):

Contact phone:

e-mail:

### 4. Project Objectives

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## 5. Work undertaken to promote a shared understanding of Emotional Literacy:

- a) Definition
  
  
  
  
  
  
  
  
  
  
- b) How objectives to be achieved
  
  
  
  
  
  
  
  
  
  
- c) How project contributes to wider EL aims

## 6. What benchmarks have you got before project started?:

Hard data: (Quantitative)

Soft data: (Qualitative)

## 7. What improvements are you hoping to see

- a) Directly
  
  
  
  
  
  
  
  
  
  
- b) Indirectly

as a result of undertaking this work?

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## 8. What have you done to link policies on

- learning and achievement
- behaviour and discipline
- health promotion
- PSHE
- spiritual, moral and cultural development
- equal opportunities
- citizenship
- social inclusion
- crime and disorder

## 9. How does your project help to “establish emotional literacy at the heart of the curriculum”?

## 10. Where does this work fit in your development plan? (Quote extracts if applicable.)

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11. Can you produce evidence to show that promoting emotional literacy raises standards?

12. Have you produced some examples of good practice to share with colleagues?

13. How does this all fit in with the notion of continuous improvement – can we do better and feel better?

14. What has not worked to promote emotional literacy? (eg. learning point from a project that has not worked as you hoped)

## PROMOTING EMOTIONAL LITERACY:

“People are able to recognise, understand, handle, and appropriately express their emotions.”

## **EMOTIONAL LITERACY:**

**“The ability to recognise, understand, handle and appropriately express emotions”.**

### **Emotional Literacy encompasses:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Learning &amp; Achievement</li><li>• Health Promotion</li><li>• PSHE Personal, Social &amp; Health Education (includes sex education)</li><li>• Spiritual, Moral, Social &amp; Cultural Development</li></ul> | <ul style="list-style-type: none"><li>• Equal Opportunities</li><li>• Citizenship</li><li>• Behaviour &amp; discipline</li><li>• Social Inclusion</li><li>• Crime &amp; disorder</li><li>• Music, Art, Dance &amp; Drama</li></ul> |
|---|--|