

Emotional Literacy at Heber





The Aims of the session

- To understand how we support your child's emotional literacy at Heber
- To show the resources we use in school and how you can use them at home.

We believe that alongside the 'core business' of teaching Maths and English, a large part of our job, involves addressing children's emotional, social and behavioural needs.

With the right support, children can learn to articulate and manage their emotions, deal with conflict, solve problems and understand things from another person's perspective. They can begin to communicate in appropriate ways they are more successful socially and academically.

These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.



Why is it important?

There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.

Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. - These children have to be a priority to support in ALL areas including SEL.

Welcome to RULER!



RULER is an approach to social and emotional learning (SEL) that teaches emotional intelligence to people of all ages, with the goal of creating a healthier, more equitable, innovative, and compassionate society.

[How it works](#)

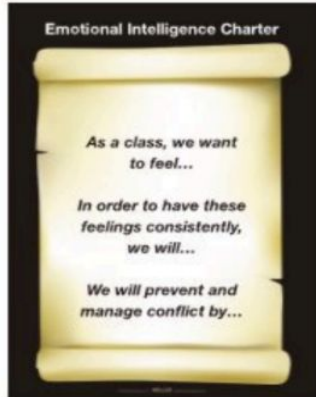
- Creator-Dr Marc Brackett (Yale University, USA)
- 30 year longitudinal study
- Positive impact on attainment, mental health, teacher well-being, vocabulary, memory, less anxiety, less bullying.
- 1000's of schools using it across the USA and now world wide.



There are 5 learnable skills of emotional intelligence

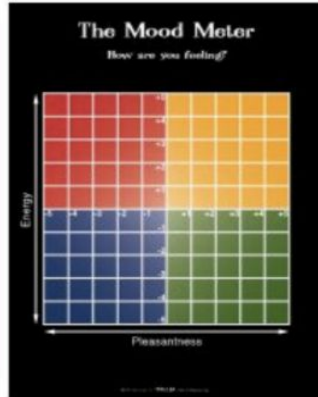


Ruler Approach: 4 Anchor Tools



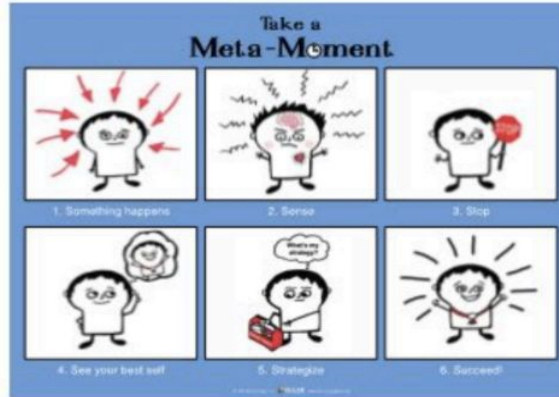
Charter

Establish safety based on norms



Mood Meter

Increase self-awareness and emotion regulation



Meta-Moment

Manage response when triggered

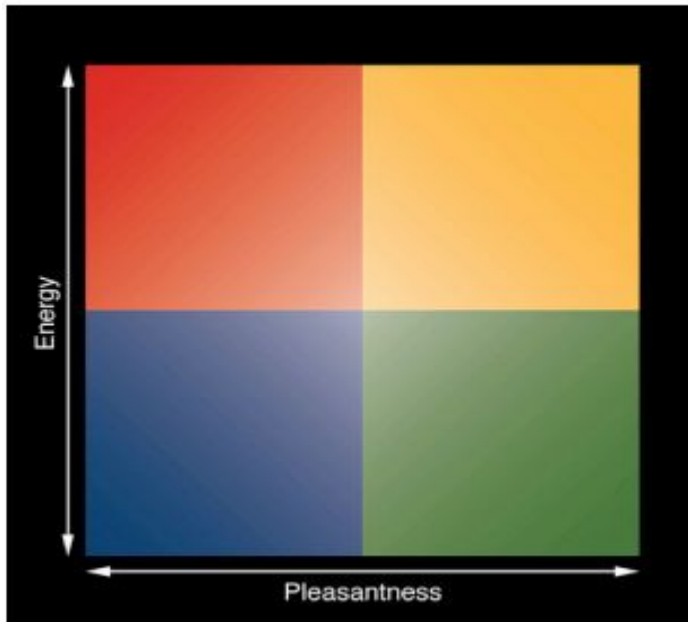


Blueprint

Perspective taking

Mood Metre

The Mood Meter



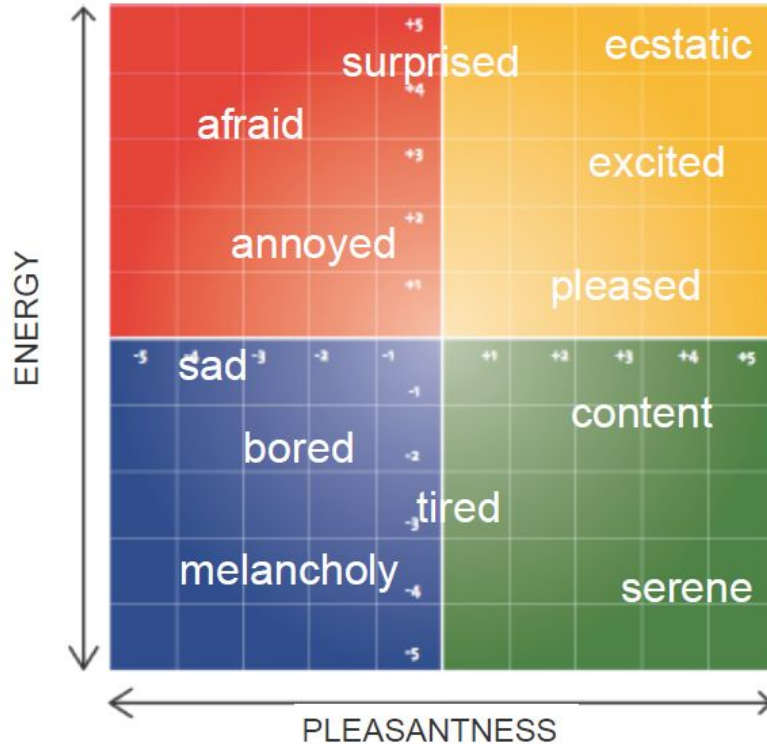
The Mood Meter is a tool to build emotional awareness and understanding. Everyone in the family can get involved by agreeing to check in with themselves and each other on the

Mood Meter. First, you 'plot' your feelings in one of the quadrants, then think about the specific name of that feeling. Next you can reflect on what caused you to feel that way, and consider the consequences of that feeling. You can choose a strategy to maintain your mood or to shift it.

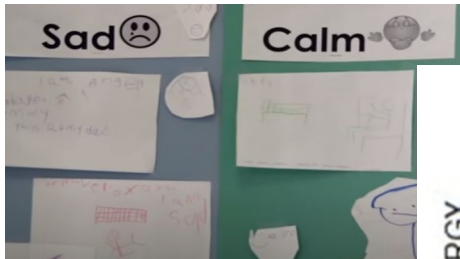
And you can share your feeling, understanding and strategies with everyone in the family!


Mood Meter

1. Where are you on the Mood Meter?
2. What caused you to feel this way?
3. What word best describes your current feeling?



It can look different in each class / phase.



	EYRS	KS1	LKS2	UKS2
Happy 	Cheerful	Amused Relieved	Satisfied Upbeat	Ecstatic / jubilant / triumphant / fulfilled
Guilt / Shame	embarrassed	Guilty shame	Forgiving Ashamed	Regret /Accountability / Remorse / Scapegoat
Empathy	Caring	Polite Thoughtful	Considerate sympathy	Empathetic / compassion / altruistic
Motivated	Curious	Energetic Engaged	Motivated Determined	Committed / Persistent / Passionate / Inspired
Empowered	brave	Courageous bold	Self esteem Assertive	Competent / empowered / invincible
Excluded	Lonely	Left out Bullied	Rejected Excluded	Prejudiced / Alienated Discriminated
Calm	relaxed	Carefree Peaceful	Soothed Mellow	Content / Serene / contemplative



STRATEGY WALL

TAKE A DEEP BREATH

LOOK TO OUR CLASS CHARTER FOR HELP

LISTEN TO CALM MUSIC

BLUEPRINT THE PROBLEM OR CONFLICT

READ A BOOK



FOCUS ON THE POSITIVE

TALK TO A FRIEND

THINK ABOUT THE SITUATION IN A NEW WAY

VISUALIZE A CALM AND HAPPY PLACE

DRAW OR PAINT

Blue Zone

I am running slow.

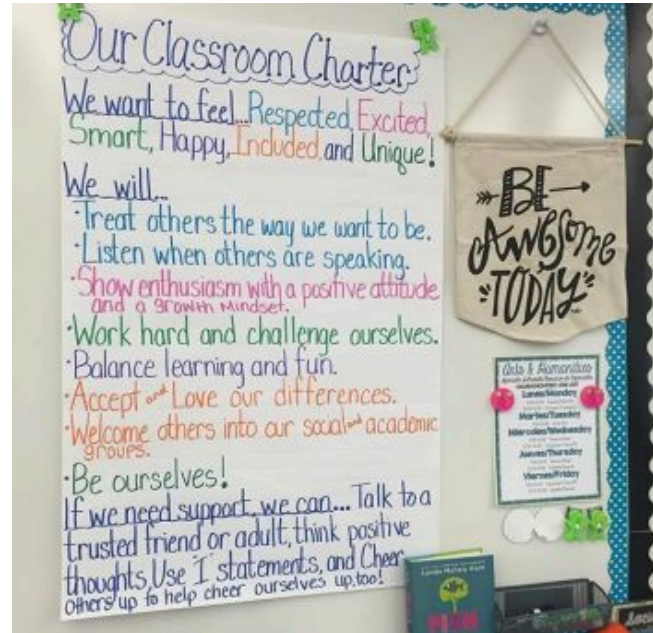
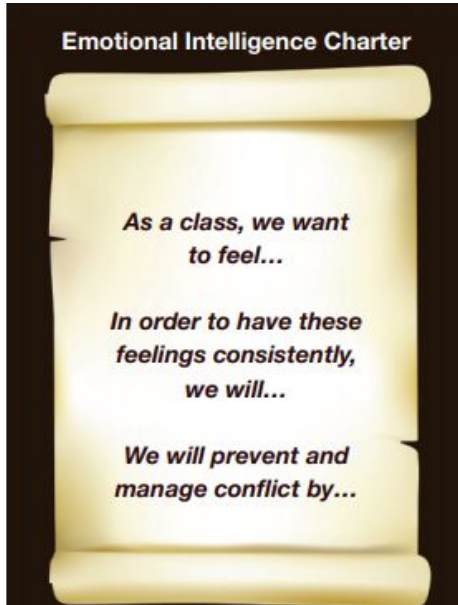


I can try these tools:



The Class Charter

This is a working document and starts with the question: “How do you want to feel coming to school each day”



The Blueprint

Used by all staff when talking through a situation with a child.

This can be used at home to support conversations especially between siblings.

Solve Problems with The BluePrint

Describe what happened.		
Ruler Skill	Me	Other Person
R ecognise and Label	How do I feel?	How does ____ feel?
U nderstand	What caused my feelings?	What caused ____'s feelings?
E xpress and regulate	How did I express and regulate my feelings?	How did _____ express and regulate their feelings?
R eflect and plan.	What could I have done to handle the situation better? What can I do now?	

Met - a - moment

TAKE A
META-MOMENT

1. Something happens

2. Sense

3. Stop

4. See your best self

5. Strategize

6. Succeed!

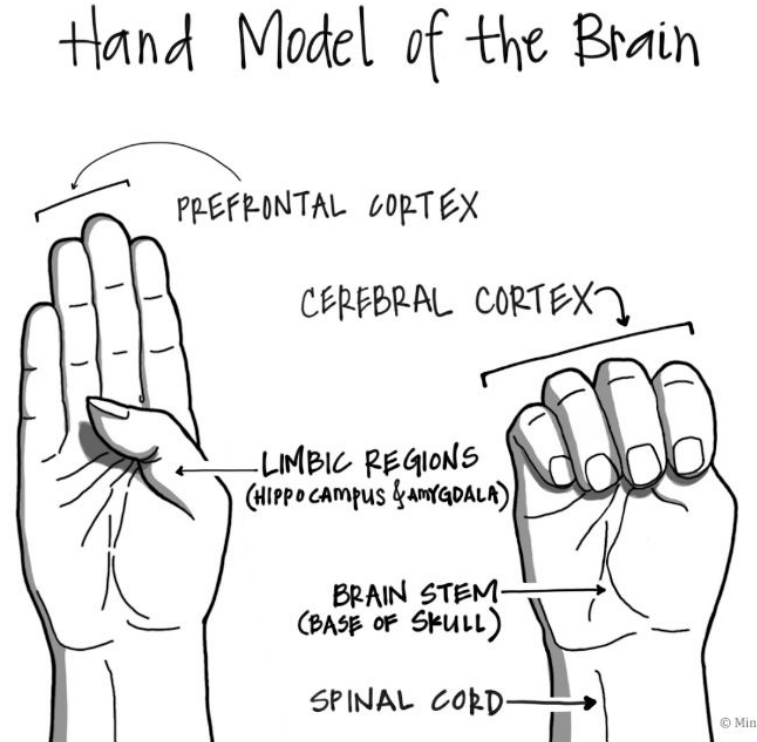
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The Meta Moment is a tool for prolonging the space in time between when you feel triggered by something or someone and when you respond to that trigger.

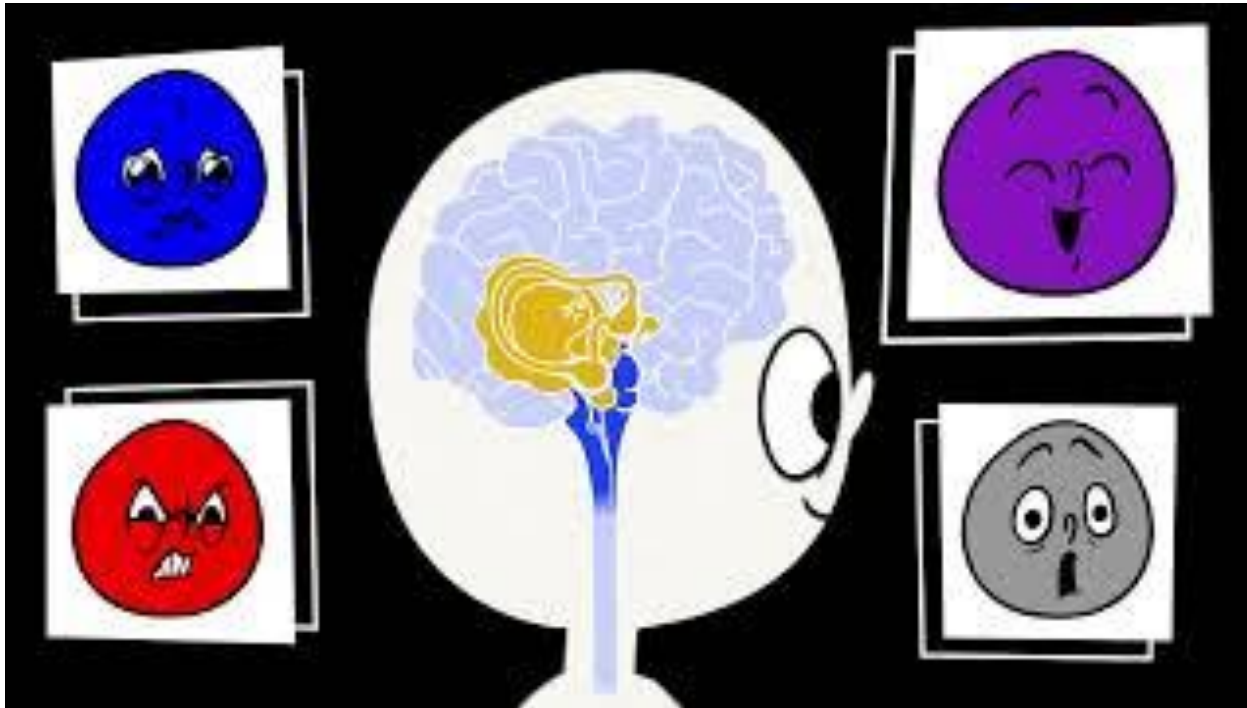
This 6-step 'mindful' process, in addition to slowing us down for the moment, helps each of us to build character by invoking an image of our Best Self. By identifying what "triggers" us, and what we are like when we are our Best Selves, we can be proactive about developing thought and action strategies that align with our values and meet our larger goals.

Extreme emotions.

Flipping the Lid



Flipping your lid.



What we do:



- Teach all the children that everyone 'flips their lid sometimes'
- Talk about what they can do if they 'flip' - agreed safe spaces and time out.
- We do not try and talk to the children until they have completely calmed down.
- We use the blueprint to talk through what happened.

If the child is in a specific social group they will work through strategies with Mr Azyia to help them identify when the 'lid is opening' and what they can do to help themselves remain calm.

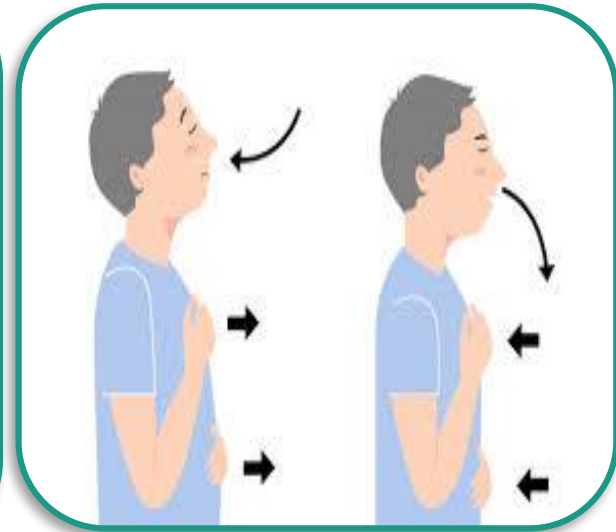
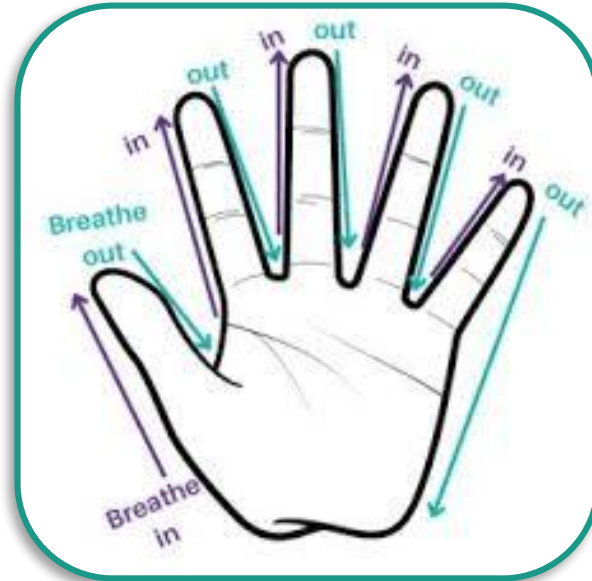
As a staff we regularly have training to ensure we can support all our children. We have completed Trauma Informed schools training which supported attachment theory. We have staff members who are qualified mental health first aiders and have regular RULER training to ensure it remain a priority.

Breathing Exercises

Bubble Breath

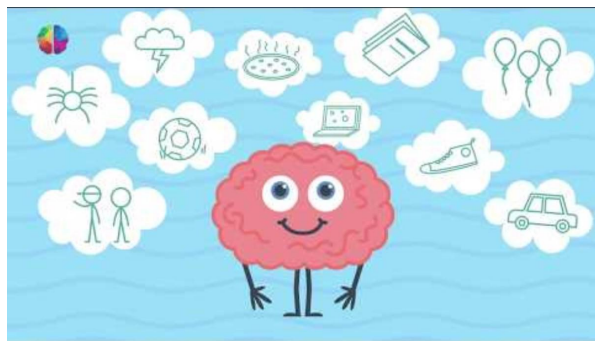


- Imagine you have a wand to blow bubbles.
- Take a deep breath in through your nose.
- Slowly breath out through your mouth as if you are blowing a bubble through a wand.
- Repeat as many times as necessary.



Mindfulness Teacher

YouTube channel



How to use the Charter at home.

How to Use The Charter at Home:

- Create a family charter of shared ideas for how everyone will be treated at home.
- The family charter should answer questions such as:
 - How do you want to feel at home?
 - What behaviors help make those feelings? What can you do each day to make sure that everyone experiences those feelings? Be specific!
 - How should we prevent and manage unwanted feelings/conflict?
- Revisit the charter regularly and use it to reflect- for example, “What have we done to appreciate each other this week?”
- Add to the charter as needed.
- The Charter should be signed by everyone and displayed in a visible area.

How to Use The Mood Meter at Home:

- Post a mood meter in your home in a visible area.
- Use a nametag, special magnet, photo, or picture to represent each family member-check-in throughout the day (morning, after school/work, bedtime) and move your image around depending on your mood.
- Ask questions: Where are you on the mood meter? What caused you to feel that way? How can you stay there or move to a different quadrant? What is that emotion called? How can I help you move to the green?
- Talk about how to prevent or reduce red and blue feelings and how to initiate, maintain, and enhance yellow and green feelings.
- While some emotions may be uncomfortable, remember, there are no 'bad' emotions, all feelings are ok!
- Plot characters in a book on the Mood Meter: where are they on the Mood Meter? Why? How can they stay or move to a different quadrant?

How to Use the Blueprint at Home

- Use questions during disagreements and problem-solving to help your child understand what someone else might be thinking/feeling. For example:
 - How do I feel? How does the other person feel?
 - What caused my feelings? What caused the other person's feelings?
 - How did I express/regulate my feelings? How did the other person express/regulate their feelings?
 - What could I have done to handle the situation better?
- Help your child consider the perspective of characters in books/movies.

Where to find resources:



YOU ARE HERE • HOME • LEARNING • SOCIAL AND EMOTIONAL LEARNING

Social and Emotional Learning

Alongside the teaching of The National Curriculum, a large part of our role involves supporting the children's emotional and social needs. We want to provide the children the skills to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways so they are more successful socially and academically.

These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.

At Heber we use RULER to teach these vital skills. RULER is an approach developed by YALE University that aims to integrate the principles of emotional intelligence into the immune system of school children, informing how leaders lead, teachers teach, students learn, and families support students. For more information, [click here](#).

RULER stands for:

R - recognising emotions

U - understanding emotions

L - labelling emotions

E - Expressing emotions

R - regulating emotions.

Each of these skills is taught through 4 anchor tools. The Charter, The Mood Metre, The Meta Moment and The Blueprint.

Learning

- Our Curriculum
- Year Group Bulletins
- Art
- Computing
- Early Years Foundation...
- English
- History and Geography
- Maths
- Music
- PE
- PSHE
- RE
- RSHE
- Science
- Social and Emotional L...
- Spanish



Feedback. As always, feedback is always welcome. I would love to know how you found this session but also if there is another workshop you would like to take place.

