

Resource 1.1 Project Aims and Objectives

To answer the research question the aims were: to work towards a more Emotionally Literate school; to embed Emotional Literacy into the nursery curriculum; to monitor progress and to reflect on practice thereby building a learning community which was more caring and beneficial.

The objectives were:

- To monitor, reflect upon and evaluate the children's confidence and skills to communicate in social contexts, including:
 - The extent to which pupils' use of vocabulary to express understanding of emotions impacts on their social behaviour.
 - Pupil ability to 'read' non-verbal communication in terms of body language, gesture, facial expression and eye contact.
 - The range of vocabulary pupils use to express their emotional understanding of social situations.
 - The levels of confidence pupils demonstrate to express their own feelings and opinions.
- To reflect upon and develop my own understanding and practice, including:
 - Reflection on and development of the practical application of Emotional Literacy in the classroom context, through the action research process of reflection on action.
 - Evaluation and refinement of my initial conception of the value in developing Emotional Literacy, so that I will be in a position to share my learning with my colleagues.
- To share my findings with my colleagues, including:
 - The process of undertaking, evaluating and sharing my research with the staff in order to take the school a step closer to becoming an Emotionally Literate workplace.

These objectives were based on establishing a working definition for Emotional Literacy through a review of current literature and exploring the relevance of this to education.

Resource 1.2 Project Action Plan

An initial action plan was designed to meet the research question aims and objectives taking account of the nursery action research approach alongside the whole-school project. Consideration has been given to the allocation of an appropriate timescale to ensure stability and reliability over time, available resources, research method and the research instruments employed.

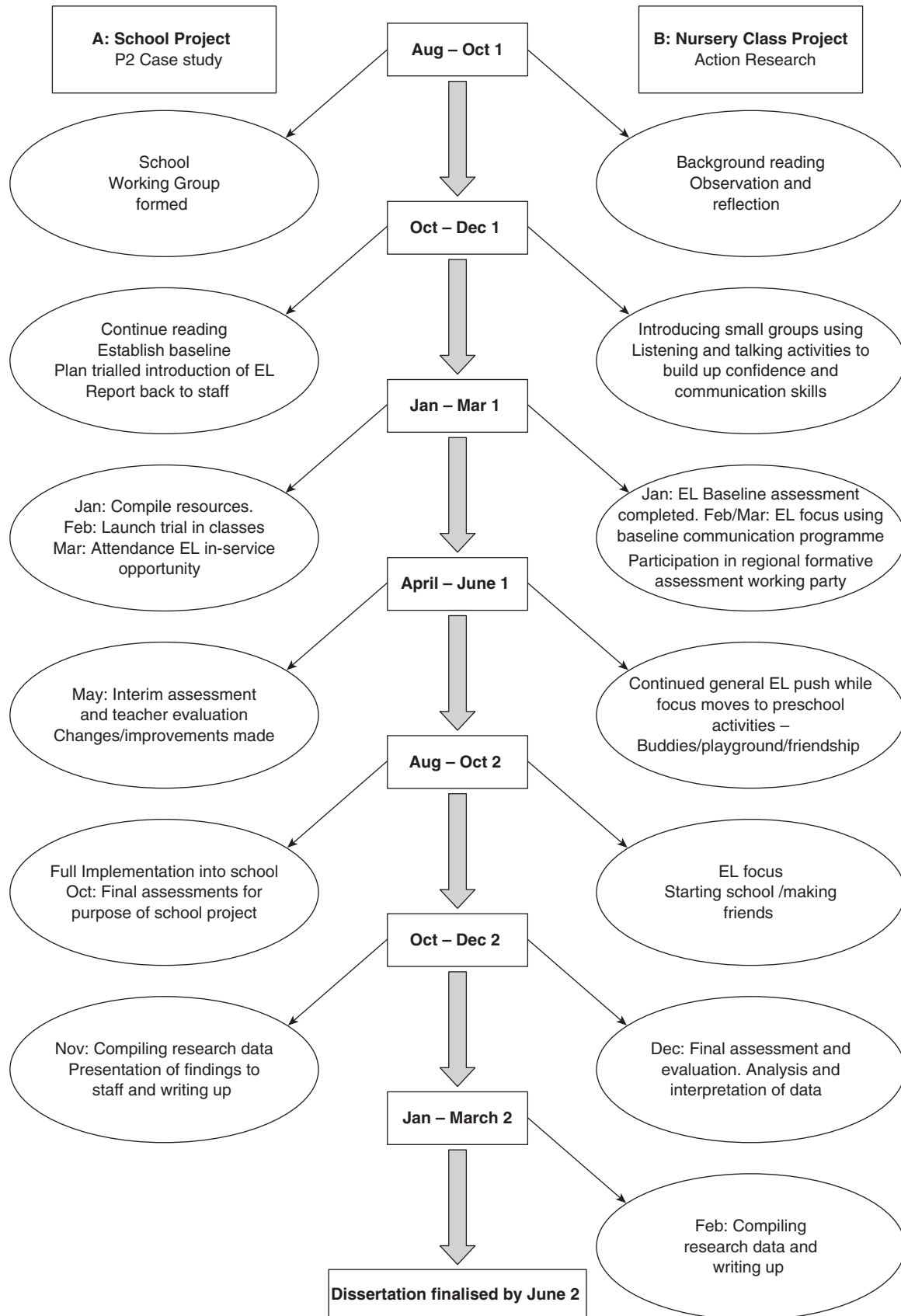
- Months 1–3
 - Background reading
 - Project discussion with management
 - Sharing ideas with nursery team
 - Nursery staff discussion clarifying our conceptions of EL
 - Observation and discussion of pupil social interaction
 - Reflection and evaluation
 - Planning and organisation: forming an action plan.
- Months 3–5
 - Ground work in small-group skills, listening and participation
 - Triangulated observation and discussion of pupil social interaction
 - Regional working party: improving observation for assessment
 - Reflection and evaluation
 - Updating/modifying the action plan.
- Months 6–7
 - Establishing a baseline of pupil EL vocabulary
 - Discussion of participating and control groups
 - Informing parents.
- Months 7–9
 - Intervention activities – major nursery focus
 - Continuous self evaluation and reflection
 - Continuous evaluation and planning by team
 - Discuss and reflect on progress, necessary changes to practice, as part of team meetings.
- Months 9–16
 - Modifications to action plan
 - Intervention activities – focus on transition
 - Continuous self evaluation and reflection
 - Staff discussion and evaluation
 - Action research cycle – extension into primary 1.
- Month 13
 - Interim assessment and project evaluation
 - Inclusion of non-participant nursery pupils and new class mix.
- Months 15–17
 - Intervention activities
 - Continuous self evaluation and reflection
 - Staff presentation and discussions
 - Modifications to action plan.
- Month 18
 - Final assessments.
- Months 19–21
 - Analysis and interpretation of data collected.

Activity Resources: *Developing Baseline Communication Skills* (Delamain & Spring, 2000)
Helping Young Children to Listen (Bayley & Broadbent, 2001)
Nursery library of stories and fairy tales
Parachute, top start and school gym equipment
Various puppets
IT equipment: digital camera, video recorder, audio recorder, programmable toy,
BBC educational website access in P 1
The children themselves and their nursery environment.

Teaching Methods: Small group and whole class ‘together time’ situations
Circle time games, stories, display and role play
Integration of EL throughout daily nursery games and activities
Use in social intervention/positive behaviour strategies
Staff modelling and scaffolding.

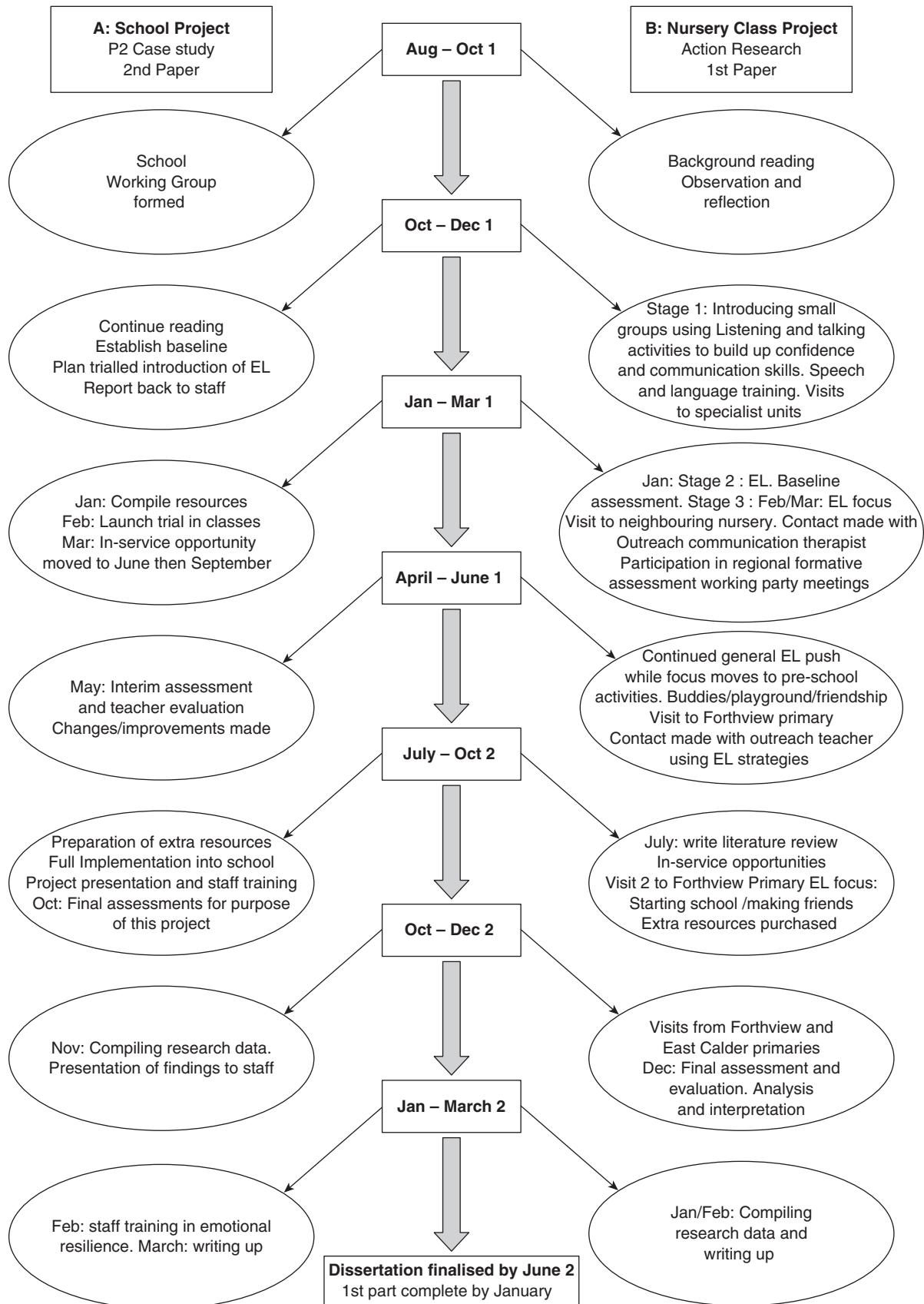
Resource 1.3 Project Timetable

ORIGINAL ACTION PLAN TIMETABLE



Resource 1.4 Revised Timetable

UPDATED TIMETABLE FOR RESEARCH PROJECT



Resource 1.5 Nursery Pupil Interview

EL Nursery Pupil Interview

Name: _____ Pre-school/ ante pre-school year: _____

This little boy is called Tommy. He's just the same age as you and he lives with his Mummy in a house near our nursery. Poor Tommy can't speak just now because he's got a sore throat. It's difficult to know how he feels when things happen to him so do you think you could help explain? Explain if he feels worried, frightened or scared, sad, happy, excited, surprised or maybe angry.

- 1 When he was coming to nursery there was a big dog tied up at the gate and it was barking and growling.
How do you think he felt?
- 2 Later he was playing a game with a friend outside but his friend pushed him over and took his toy.
How do you think he felt?
- 3 He starts playing on his bike but fell off.
How do you think he felt?
- 4 He had just blown out his birthday candles.
How do you think he felt?
- 5 It was home time and all the Mummies came but his Mum hadn't come.
How do you think he felt?
- 6 He had a pet kitten but it got sick and just died.
How do you think he felt?
- 7 To cheer him up his Gran took him shopping to Toys R Us and let him choose any new toy.
How do you think he felt?
- 8 When he was looking at all the toys he lost his Mummy.
How do you think he felt?
- 9 He invited a nursery friend home to play with his new toy but his friend broke it.
How do you think he felt?
- 10 Mum said never mind we're going on holiday tomorrow so let's get packed.
How do you think he felt?
- 11 That night he had a bad dream and woke up in the middle of the night alone and it was dark.
How do you think he felt?
- 12 Now it was time for him to go to school for the first time.
How do you think he felt?

Resource 1.6 Primary Pupil Interview

EL Primary Pupil Interview

Name:

Class:

This is about a little boy called Tommy. He's just the same age as you and he lives with his Mummy in a house near our school. Poor Tommy can't speak just now because he's got a sore throat. It's difficult to know how he feels when things happen to him so please could you help him to explain how he feels. He might feel worried, scared, sad, happy, excited, surprised or maybe angry.

- 1 When he was coming to school there was a big dog tied up at the gate and it was barking and growling.
How do you think he felt?
- 2 Later he was playing a game with a friend outside but his friend pushed him over and snatched his snack.
How do you think he felt?
- 3 He started playing on his bike but fell off.
How do you think he felt?
- 4 He had just blown out his birthday candles.
How do you think he felt?
- 5 It was home time and all the Mummies came, but his Mum hadn't come.
How do you think he felt?
- 6 He had a pet kitten but it got sick and died.
How do you think he felt?
- 7 To cheer him up his Gran took him shopping to Toys R Us and let him choose any new toy he wanted.
How do you think he felt?
- 8 He was so busy looking at all the toys that he lost his Mummy.
How do you think he felt?
- 9 He invited a friend home to play with his new toy but his friend broke it.
How do you think he felt?
- 10 Mum said never mind we're going on holiday tomorrow so let's get packed.
How do you think he felt?
- 11 That night he had a bad dream and woke up in the middle of the night alone and it was dark.
How do you think he felt?
- 12 Now it was time for him to start at a new school for the first time.
How do you think he felt?

Resource 1.7 Nursery Parent Interview

Emotional Literacy: Nursery Parent Interview

Pre-school/ante pre-school year:

Dear Parent/Guardian

Recent research shows that children who understand and can explain their feelings come on better in school. This is called Emotional Literacy. During the next few weeks we intend to focus on feelings during small-group times. At the moment, and before we start, I am trying to gauge how well your child understands their own and other people's feelings. Do you think they can use words to explain feeling worried, scared, sad, happy, excited, surprised, angry, etc? Please take a few minutes to write how your child would say they feel if the following things happened to them.

- 1 When you were coming to nursery there was a big dog tied up at the gate and it was barking.
How do you think he/she would say they feel?
- 2 They are playing with a friend outside but their friend pushed them over to get their toy.
How do you think he/she would say they feel?
- 3 Your child starts playing on a nursery bike but falls off.
How do you think he/she would say they feel?
- 4 They have just blown out their birthday candles.
How do you think he/she would say they feel?
- 5 It was home time and all the parents came but you were late.
How do you think he/she would say they feel?
- 6 Your family pet has just died.
How do you think he/she would say they feel?
- 7 Gran is taking him/her to Toys R Us to choose a new toy.
How do you think he/she would say they feel?
- 8 When at the shops they wander off and lost you.
How do you think he/she feels?
- 9 You invited a nursery friend home to play but they break the new toy.
How do you think he/she would say they feel?
- 10 You tell them you are going on holiday.
How do you think he/she would say they feel?
- 11 He/she is going to school for the first time.
How do you think they would say they feel?
- 12 They had a bad dream and woke up in the middle of the night alone in the dark.
How do you think he/she would say they feel?

Thank you for taking the time to complete this information. Please pop it in the box at the entrance.

Resource 1.8 Primary Parent Interview

Emotional Literacy: Parent Interview

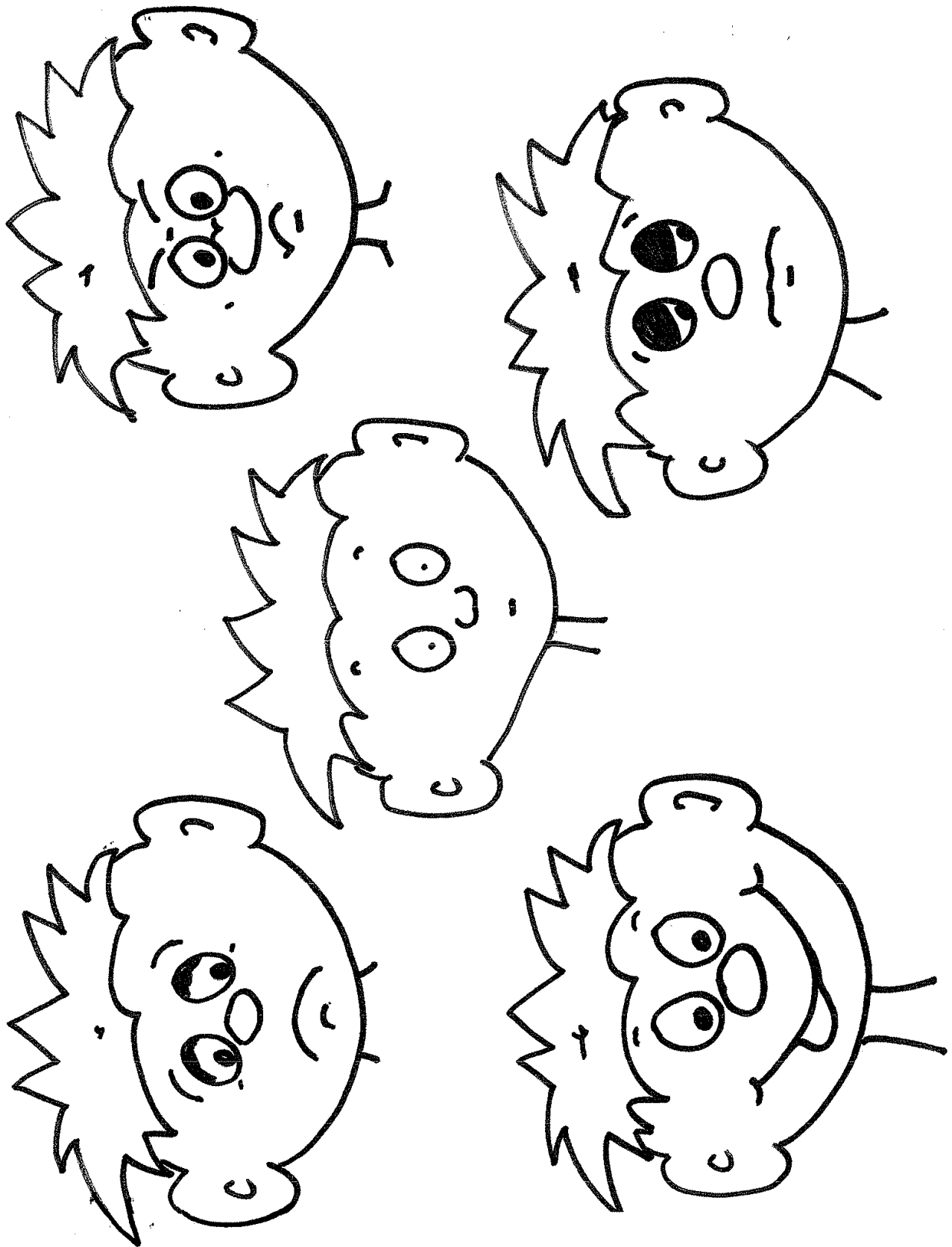
Dear Parent/Guardian

As many of you already know we have been learning a lot about our emotions and feelings. This study is called Emotional Literacy and is a continuation of the work done by many of the children in nursery last year. Recent research shows that children who can understand and have the vocabulary to explain their feelings cope better in school. We are teaching the children that all feelings are valid but some resulting behaviours are unacceptable. Many of you completed a similar questionnaire last year, and we would be grateful if you could do so again so that we can gauge our progress. Do you think your child can use words to explain feeling worried, scared, sad, happy, excited, surprised, angry, etc? Please take a few minutes to write how you think your child would say they feel if the following things happened to them.

- 1 When you were coming to school there was a big dog tied up at the gate and it was growling and barking.
How do you think they would say they feel?
- 2 They are playing with a friend outside but their friend pushed them over and took their snack.
How do you think they would say they feel?
- 3 Your child starts playing on their bike but falls off in front of their friends.
How do you think they would say they feel?
- 4 They have just blown out their birthday candles.
How do you think they would say they feel?
- 5 It was home time and all the parents came but you were late.
How do you think they would say they feel?
- 6 Your family pet has just died.
How do you think they would say they feel?
- 7 Gran is taking them to Toys R Us to choose a new toy.
How do you think they would say they feel?
- 8 When at the shops they wander off and lose you.
How do you think they feel?
- 9 You invited a school friend home to play but they break the new toy.
How do you think your child would say they feel?
- 10 You tell them you are going on holiday.
How do you think they would say they feel?
- 11 Your child is going to a new school for the first time.
How do you think they would say they feel?
- 12 They had a bad dream and woke up in the middle of the night alone in the dark.
How do you think they would say they feel?

Thank you for taking the time to complete this information. Please return to the class teacher.

Resource 1.9 (a) Emotional Expression Drawings



Resource 1.9 (b)



Resource 1.9 (c)

