



Increasing Emotional Literacy Through Story Books

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Today's Plan

- Discuss Emotional Literacy
- What it means
- Why it is important
- Ways to Build Emotional Literacy
- Stages of Emotional Development
- Learn how Story Books enhance emotional self-control and empathy for others.
- What is CT (Casual Talk)?
- Resources:



Emotional Literacy

What is *Emotional Literacy*?

- Naming *emotions*
- Identifying emotions in *ourselves* and *others*

Facts about *emotions*

- Vary over a day
- Vary over a lifetime
- At birth, are not fully developed but grow over a lifetime through teaching, modeling, life experiences and reflection



Building Emotional Intelligence



- Build Emotional Vocabulary
- Labeling different emotions helps children connect emotions to their names
- Helps them recognize the facial expressions, tone of voice and body language associated with different feelings



Happy



Sad



Proud



Nervous



Loved



Frustrated



Mad



Scared



Embarrassed



Step
1

Build Emotion **Vocabulary**



“I see tears in this character’s eyes and a big frown on their face. What do you think they are feeling?”

Emotional Vocabulary



Children with a Strong Foundation in Emotional Vocabulary...



- Tolerate frustration better
- Get into fewer fights
- Engage in less destructive behavior
- Are less lonely
- Are less impulsive
- Are more focused
- Have greater academic achievement

Reflection

- Thinking about what causes emotions to happen helps us better understand them.
- Prompting children to reflect on what is making them feel a certain way helps their development of cause and effect between what happened and their behavior.



Step
2

Help kids to **Reflect**



“What do you think happened to make the character feel sad?”

**Step
3**

Build Social Competence



“What do you think the character could do to feel better? What helps you feel better when you feel sad?”

Emotional Development



Emotions develop:

- As children grow physically, cognitively and emotionally
- In young children, these developing areas are generally not in sync, especially in the pre-school years
- Stages of emotional:
 - Noticing Emotions : Birth to 1
 - Expressing Emotions – Two to Three
 - Managing Emotions – Three to Five

Infancy

- Infancy to Age 1
 - Facial expressions show their feelings – happy, anger, fear
 - Babies react with smiles to positive input, like voices, touch, even smells
 - By six months, many babies
 - Discover self soothing through sucking techniques like the pacifier or thumb sucking
 - Know how to express happiness, fear and anger
 - Learn new skills through responses from parents, siblings and other people in their young lives
- How can parents support emotional growth?
 - Physical comfort and affection
 - Sing, talk, read stories, label things

Toddlerhood Ages 1 and 2



- Characteristics:
 - Interacting with others by using interactive gestures; interactive play (peek-a boo)
 - Early signs of empathy
 - Parallel play; Pretend play
 - Express strong emotions with limited understanding of what they are feeling
 - Strong reliance on caretakers to get their needs met, some communication
- How parents and caretakers help:
 - Encourage curiosity and independence
 - Stay calm before, during and after outbursts
 - Name feelings
 - Acknowledge feelings, especially anger; offer alternatives
 - Model empathy
 - Offer praise and encouragement
 - Model effective communication with others
 - Encourage social games and turn taking

Preschool Ages 3 to 5

Characteristics:

- Communication skills are stronger but still developing
- Like routines; dislike changes
- Want independence but also are comforted by caretakers being nearby
- May attempt to test limits
- Cooperative play skills are emerging

Goals:

- Learning to control emotions, especially anger, frustration
- Using imagination
- Cooperating with others – being both a leader and a follower

How can parents and teachers help:

- Develop trust in other caretakers
- Listen as your children speak
- Encourage initiative
- Keep interactions positive; express your own feelings
- Label and discuss feelings
- Read story books (especially about feelings)
- Encourage playing with others
- Give positive feedback when it is appropriate and offer appropriate alternatives
- Have fun with your preschooler

Supporting Emotional Growth Through Story Books

Why Story Books?

- Are a powerful *visual* tool helping children to *explore* different social and emotional experiences while learning important skills such as emotional intelligence, self-awareness, empathy and problem solving

Children are comforted by Story Books since

- They resonate with the feelings and experiences of characters
- They learn important ways to solve problems on the path to feeling better.
- They are often cuddling during the story time

Introduce Casual Talk - A conversation about emotions

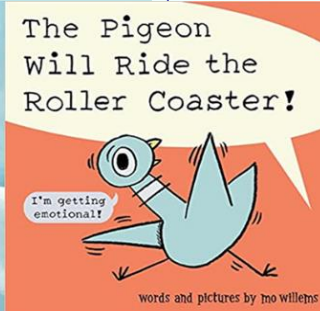
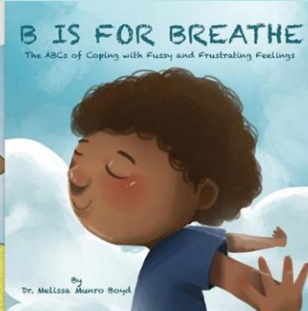
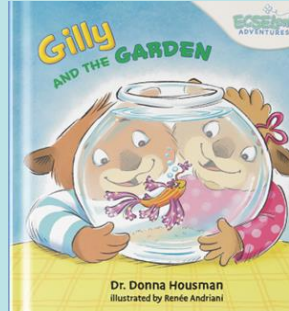
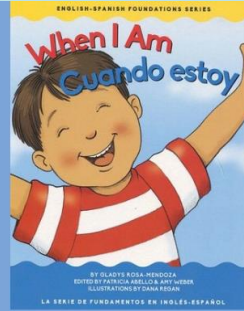
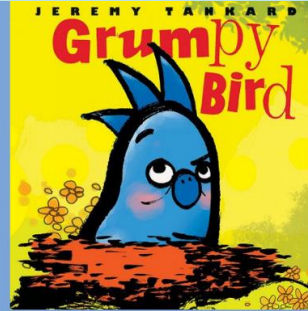
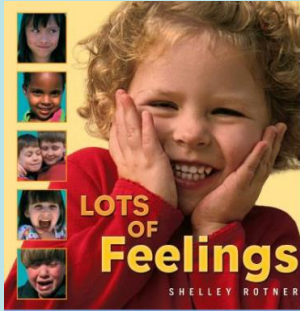


How Do Story Books Help?

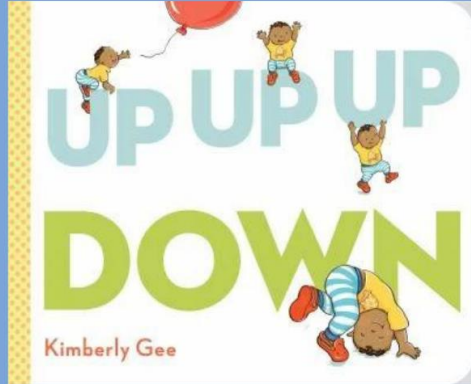
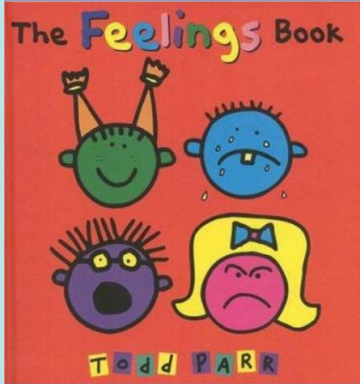
Story Books:

- Are a powerful *visual* interest
- Tell stories about things that children often experience
- Often have solutions that offer behavior alternatives
- Give children opportunities to *explore* different social and emotional experiences
- At the same time, provide a foundation for important learning skills such as emotional literacy, self-awareness, empathy and problem solving

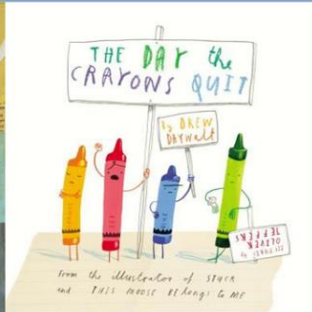
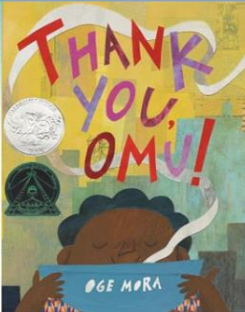
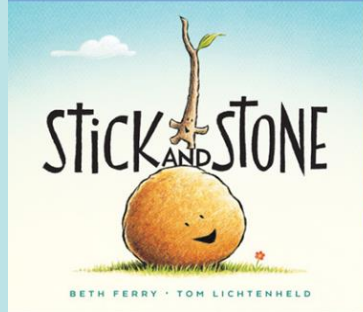




FEELINGS BOOKS INFANT/TODDLER



FEELINGS BOOKS PRESCHOOL+



Building Empathy

- In reading about diverse characters that mirror children's lives, they have the opportunity to feel understood by the story characters and learn about new perspectives and empathy.
- The way characters in storybooks solve their problems, resolve conflicts and manage their emotions teach children about regulation strategies that they can use in their own lives.
- In being able to reflect on our own emotions – how we expressed them or what helps us to manage them - we are providing a tool that the children can use for themselves.

Questions to Ask

- Ask about the characters
 - What problem they had
 - What they felt
 - How they reacted
 - How they solved the problem
- Have you ever felt that way
 - What could you have done differently
 - How could you help a friend who had similar feelings



Tips

- Make story time a “cuddle time” but you can use it as a “teaching moment”.
- Go slowly with Casual Talk
- In the beginning, focus on one type of question
- Take cues from your child and ask if they seem interested.
- Praise their interest and/or responses.
- Express your own feelings
- Label their feelings
- Play Games, Sing Songs, and Read Stories with New Feeling Words.
 - “If you’re happy and you know it..”



Thank You for Joining Us!

Questions? / Comments?

Happy Spring Holidays!

