The workshop
The importance of emotional literacy

Zippy’s Friends in Norway
Content

- Interdisciplinary collaboration and implementation

- Principles and methods for emotional literacy for the whole school – “whole school approach”

- Inclusion of Children with Special educational needs
  
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- Children with stress and strain
Interventions in school and kindergarten
Voksne for Barn

Health promoting methods

- COPMI
  - Who sees Johanne?
  - Who can help Jesper?
  - Squeek said the mouse
  - Network for young

- CHILDREN WITH STRESS AND STRAIN
  - Divorce groups

- ALL CHILDREN
  - Zippys venner
  - Development: Passport – Skills for Life
  - Support Groups
  - Psychological first aid kit

- New home – new school

- Dreamschool

- Green thoughts – happy children

- Psychological first aid kit
Interdisciplinary approach

- Makes municipalities able to work systematic together on one intervention to reach ALL children

- National action plan are supposed to cover:
  - Life Skills
  - Mental health
  - Public health
  - And more specific
    - Bullying
    - Inclusion of children with special needs
    - Prevention of mental illness in parents, substance abuse, domestic violence
    - .....

*WE MEET ALL CHILDREN IN SCHOOL AND CAN GIVE THEM SOMETHING GENERAL AND SOMETHING MORE SPECIFIC*
Agreement Schools and Municipalities
Part of a strategy of local anchoring – ownership to the competence

The municipalities do the training and the counseling
Voksne for Barn do inspiration gatherings;
• **Whole school approach**
• **Reinforcing Zippy 3.-4. grade**
• **Inclusion of children with SEN**

**36 Municipalities**
**250 Schools**

**School leader**
Zippy contact person
Zippy teachers

**Leader in the municipality**

**Interdisciplinary collaboration team in the municipality**

**Pedagogical psychological service**
**Pedagogical psychological trainer**

**School health service**
**School nurse**
Whole school Zippy approach
mental health promotion in school
wellbeing
methods
dialog and training
Brené Brown on Empathy
Empathy fuels connection, sympathy drives disconnection

Qualities of empathy:

• The ability to take the perspective of another person
• Staying out of judgment
• Recognizing emotions in other people, then communicating that

Empathy is feeling with people

• Empathy is a choice, and it’s a vulnerable choice
• In order to connect with you, I have to connect with something in myself that knows that feeling

Sympathy; when we are trying to «silverlining» something painful that someone shared with us, when we try to make things better

A response can seldom make things better, what makes things better is connection
To recognize the emotion

- 3 together
- 1 will tell a story about a difficult situation where you were upset, sad, angry.
- 2 will listen and give response
- **First:** the two others will not recognize –
  - *That isn't to bad, I experienced something even worse..at lest you can be happy that you....etc.*
- **Second:** Tell the same story again and this time the two listening will recognize the feeling-
  - *Show that you are listening and tell that you understand...*
The Need for Recognition, Cornerstone of Self-Esteem

— January 18, 2016 in Psychology

11 Shared
Inclusion of children with special educational needs (SEN) in ordinary school

- Zippys Friend’s seems to have a positive effect on children with the SEN

- More use of Inclusion supplement material

- Interest and need for more competence (200 participants in 2017)

- The training and awareness of compassionate communication is important - emotional literacy

- Important and necessary to focus on successful adjustments for promoting mental health for children with special needs.
Can you make it to the end?
Emotional literacy – trusting the child’s capacity...

Recognise the child’s feelings:

- ‘I can see that you are upset/angry’............

- ‘I understand this is difficult for you’
  - What can you do to help you feel better?
  - Does it help you to feel better?
  - Does the other person feel better?
  - Do you have other suggestions - is there anything else you can do?
  - Does anyone else have a suggestion?
  - Is this something you would like to try?
Drawing – a language to fulfill the verbal language (we don’t always find words to describe what we feel)

Søskensjalusi – vanskelig å være storebror til en ny lillesøster
Modul 1: FØLELSER

Min nøkkelring med løsninger

Når jeg er...

kan jeg føle meg bedre når jeg...

Når jeg er...

kan jeg føle meg bedre når jeg...

Når jeg er...

kan jeg føle meg bedre når jeg...

Når jeg er...

kan jeg føle meg bedre når jeg...

Når jeg er...

kan jeg føle meg bedre når jeg...
Children living with strain

- Focus on children living with different kind of strain – part of the training in Zippy:
  - How to deal with this in class
  - What are the schools routines
  - How to use the interdisciplinary collaboration to give the children support

- Offer different interventions
SUMMING up

- The recognition of feelings are crucial for children’s self-esteem, their wellbeing and mental health.

- Teachers and other grown-ups (parents ...) have to be aware and work with their own emotions in order to meet the child with recognition (part of the national teacher training?)

- Children that needs it the most (neglected children, children with SEN etc.), often gets the least of recognition.
Future – what do we want

- Life Skills for all ages – Zippys, Passport, Dreamschool...

- The social psychological and pedagogical environment in schools are health promotive for ALL children

- Best practice of interdisciplinary and interventional initiative when it comes to children with stress and strain
"When I was 5 years old, my mother always told me that happiness was the key to life. When I went to school, they asked me what I wanted to be when I grew up. I wrote down ‘happy’. They told me I didn’t understand the assignment, and I told them they didn’t understand life."

John Lennon