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Story Telling for Better Behaviour
Using Traditional Tales to Explore
Responsibility, Decision-Making
and Conflict Resolution
ISBN – 978-1-906517-48-9
from **Optimus Education**



Youth Support Officer



Voluntary Education Officer, TOCFE, UK.

Research conducted in the UK during
2009-2010 as part of the
requirements for an MA Ed asked....

**‘Can an emotional literacy programme that
includes
TOC thinking processes and story,
enhance the emotional development of a year
five class group?’**

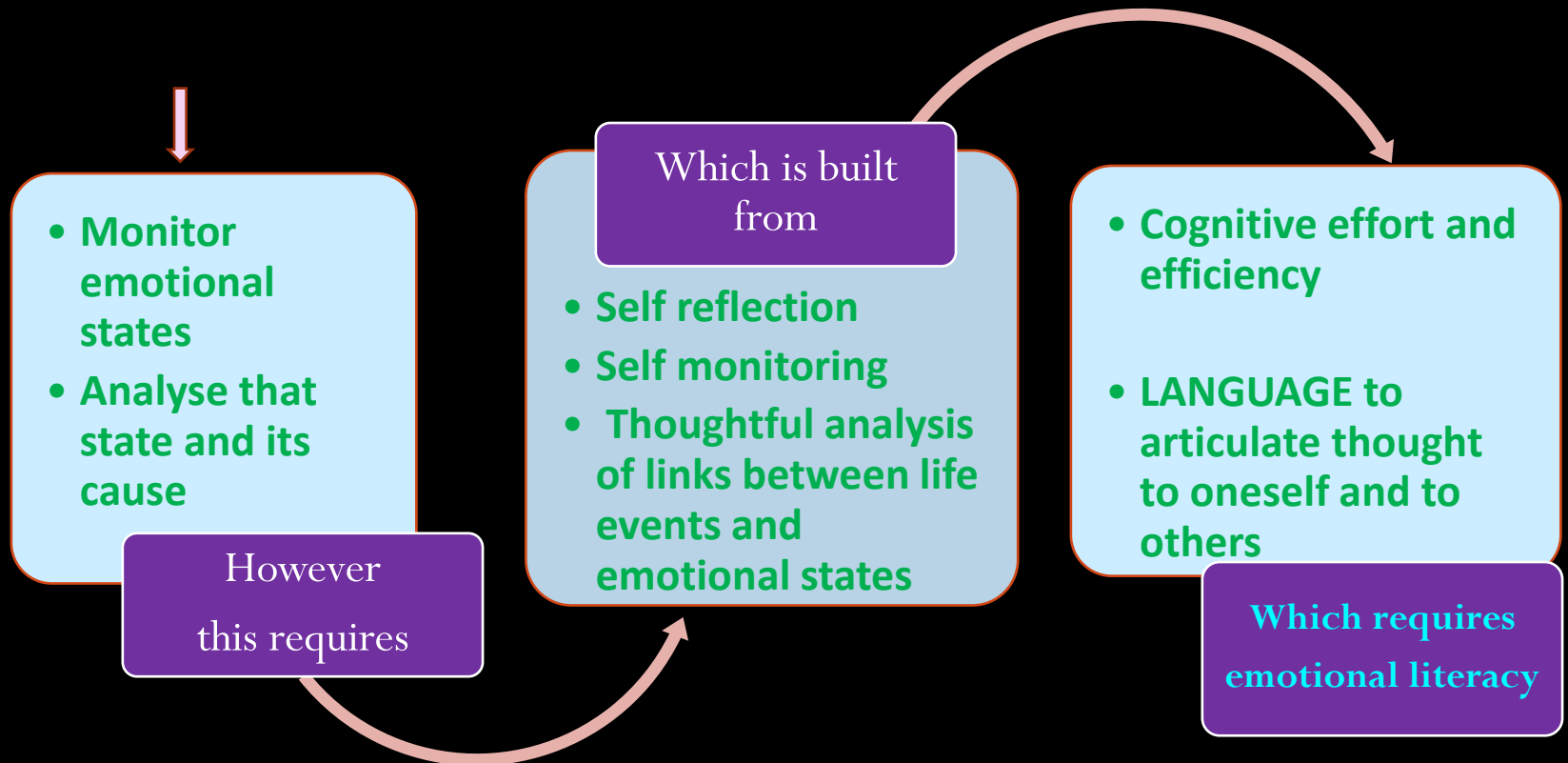
Why ask this question?

How are TOC thinking
processes
relevant to emotional
literacy skills?

**But TOC thinking processes
are logic based tools,
suited to critical thinking
and problem solving –**



The overlap between critical thinking and emotional literacy...



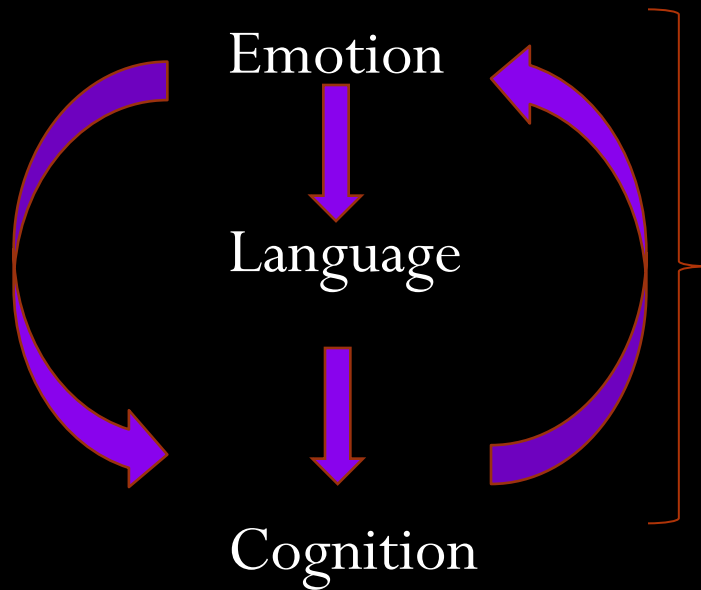
Inherent within the graphic organiser's design
are the disciplines of the hard sciences
such as logic and cause and effect.

However combined with this are the 'soft' qualities
considered relevant to thinking processes and intuition;
creativity, graphics, symbolism.
All of which supports users to;

*'think creatively and have qualitative
interpersonal communication'*

(Borisavljevic, 2009).

Symbiotic relationship between emotion and cognition

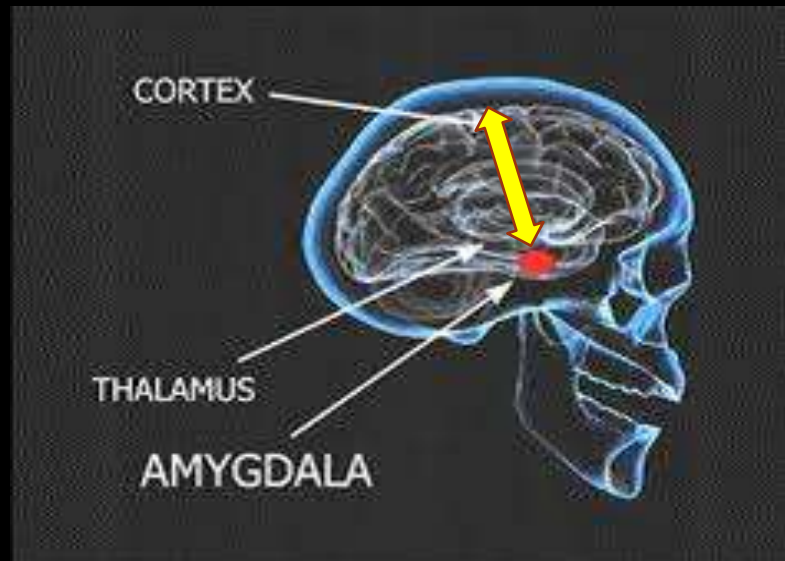


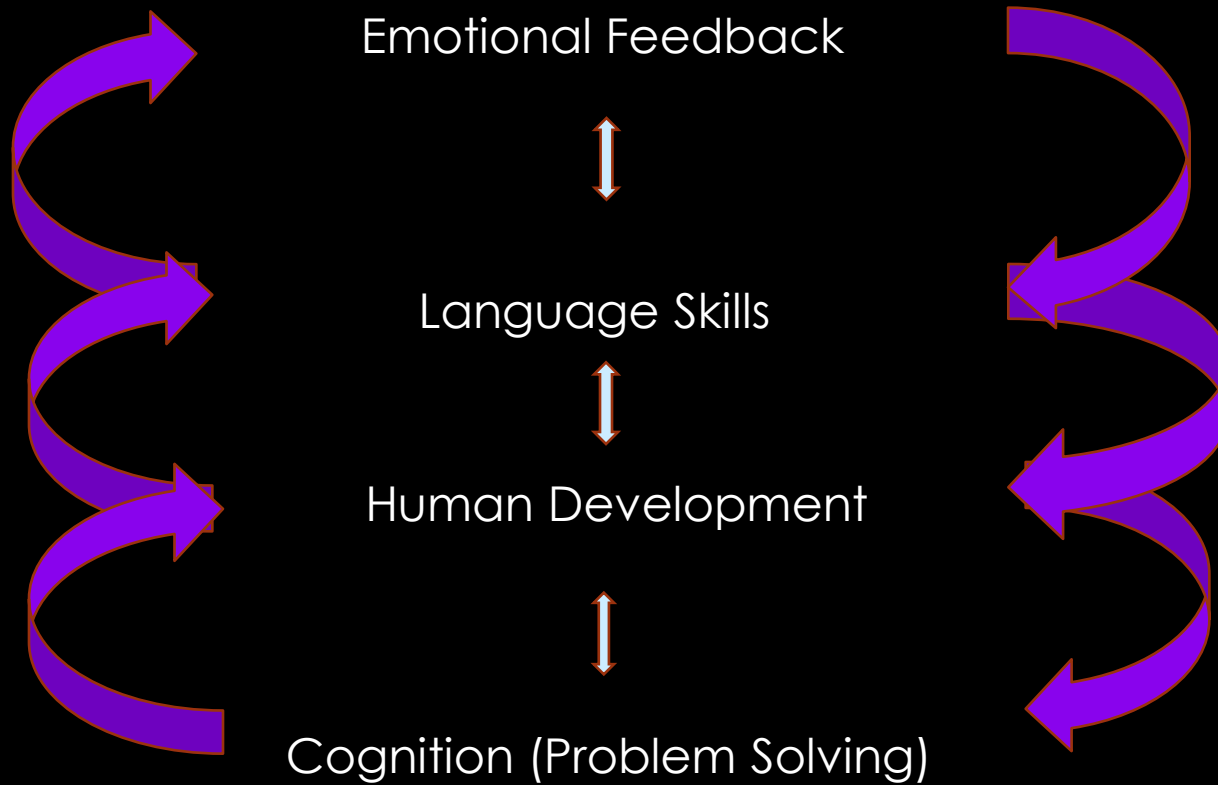


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R.T. 76







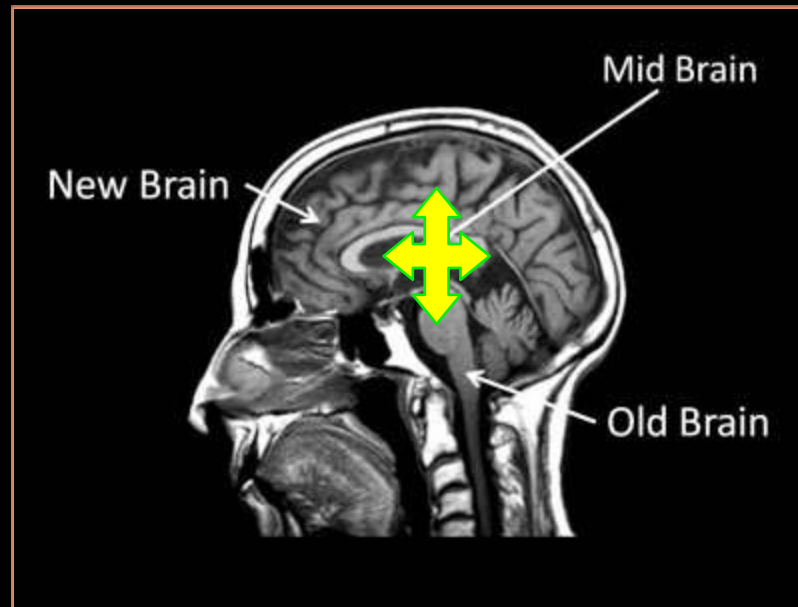
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In this research programme,
students used TOC graphic
organisers to tease apart the
emotional needs of fairy-story
characters,
from their behavioural wants.





The Triune Brain



You might die

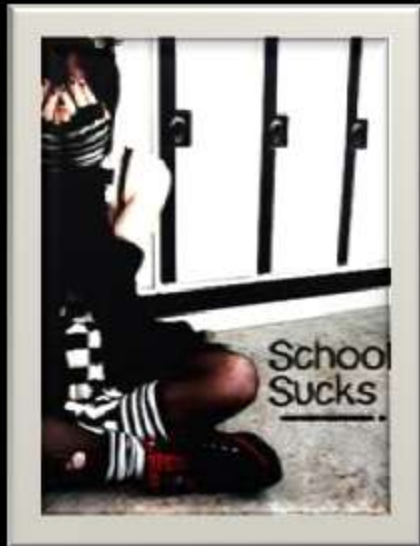


If you say something stupid



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Emotionally illiterate environments...



If thoughts are like tall reeds of grass,

emotions are the wind



It is observed

that those who are able to manage conflict resolution and those who are able to make reasoned judgements also have high levels of emotional literacy.



Empathy

Self-Motivation

Good self-awareness

Ability to manage relationships with others.

Able to manage emotions (self and others)

TOC Students have been observed to

Interpersonal skills

Deal with and resolve conflict effectively and fairly;

Solve problems, with others or by themselves;

Be able to promote calm and optimistic states that promote the achievement of goals

Work and play cooperatively;

Recognise and stand up for their rights and the rights of others;

Intra personal skills

Manage strong feelings such as frustration, anger and anxiety

Be effective and successful learners;

Recover from setbacks and persist in the face of difficulties;

Compete fairly and win and lose with dignity and respect for competitors;

Understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

**Ability that may be enhanced
by TOC TP.**

1. **Recognise a feeling as it happens**
2. **Recognise emotions and motivators in others**
3. **Recognise the possibility of emotional transference from the other to the self. Able to communicate in a non-confrontational way**
4. **Communicate internally so better able to stay in control of emotions**
5. **Predict outcomes and plan accordingly to reach goals**

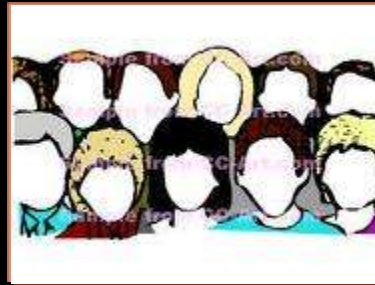
Aspect of Emotional Literacy.

1. **Self-Awareness**
2. **Empathy**
3. **Manage relationships with others.**
4. **Manage emotions**
5. **Self-Motivation**



Questions ?

????????????????



????????????????

Introducing the 'cloud' organiser through story

*Little Red Riding Hood
And
The Big Bad Wolf*

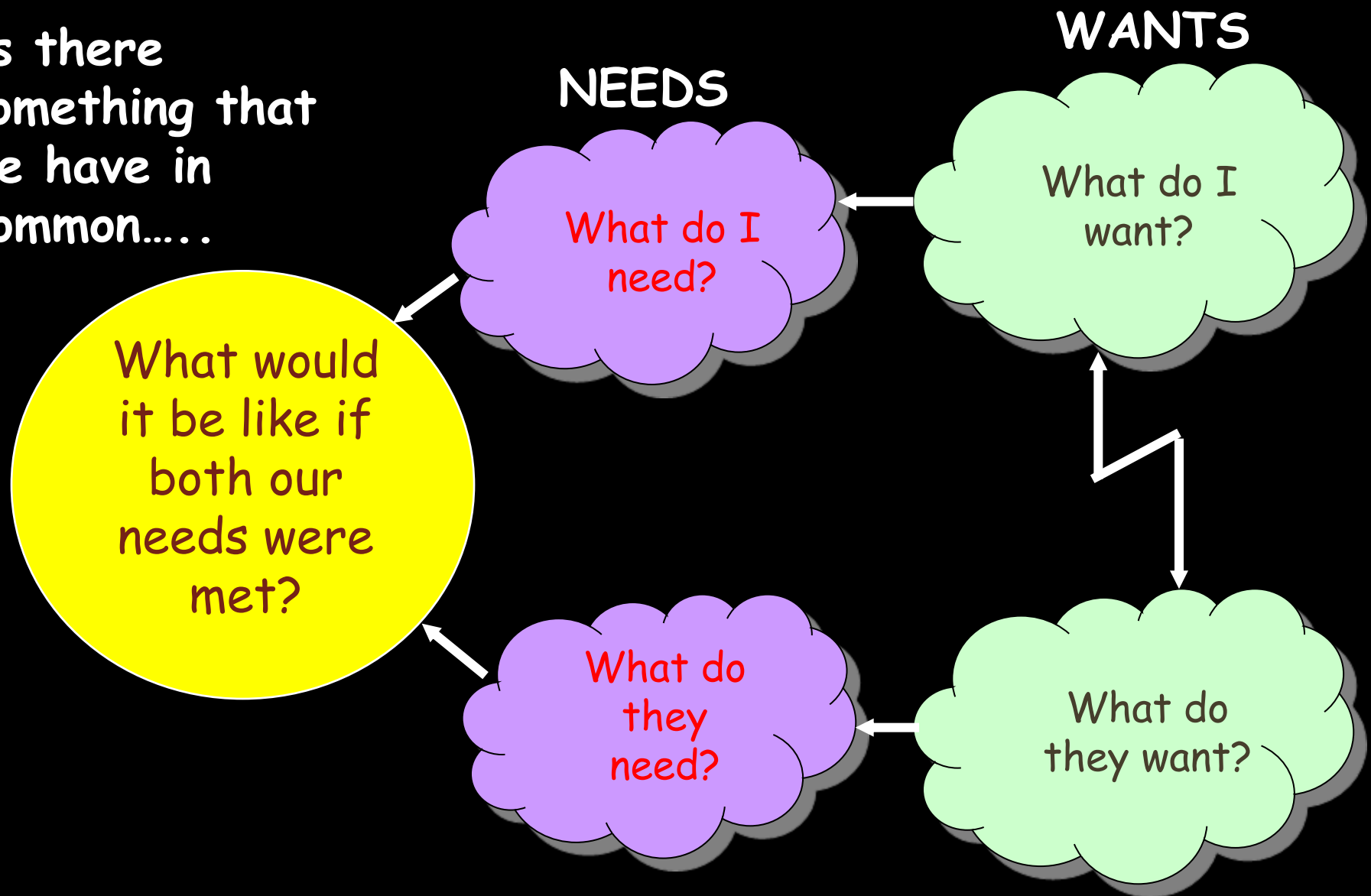


‘Story is far older than the art of
science or psychology,
and will always be the elder
in the equation
no matter how much time passes. ‘

Clarissa Pinkola Estes

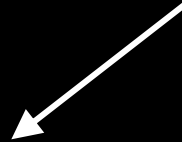
(American writer, psychoanalyst and post-trauma specialist)

Is there
something that
we have in
common.....



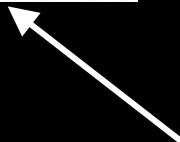
NEED

WANT



NEED

WANT



Do they have
something in
common that
they both can
agree on ?

To live
happily in
the woods

NEEDS

To eat a
good meal

To stay
alive

WANTS

To eat
Little Red
Riding Hood

wolf

Not to be
eaten by the
Big Bad Wolf

Little Red
Riding Hood

The wolf
needs

To Eat a
good
meal

he says he must

eat Little
Red Riding
Hood

To live
happily in
the woods

To live
happily in
the woods



the wolf
needs to



eat a good
meal



To eat a
good meal
the wolf
must

eat Little
Red Riding
Hood



because....



No words?

No Problem!

(To live happily in
the woods together)

(Eat a good meal)

(eat LRRH)



the wolf
needs to

To eat a
good meal
the wolf
must

because....

‘Because’

We often say ‘because,’ when we are explaining why something happened.

It gives a reason.

Sometimes it gives an excuse for what is happening .

Sometimes..... those excuses are to ourselves, they help us feel ok about what we are doing.

Why does the wolf **think** to eat, he must eat Red?

We need to **imagine** all the things the wolf might **say** that would make his behaviour seem ok to him.

How he **justifies** his behaviour to himself.

What **excuses** he has for the things he does.

His excuses are based on his **assumptions**.

The Wolf's Assumptions:

In order to eat a good meal I must eat Little Red Riding Hood *because*:

- 1. She is the only meal available**
- 2. She would be a satisfying meal**
- 3. ?**
- 4. ?**

why does the wolf think
the only way to get what
he **needs** is by insisting on
getting what he **wants** ?

The students can help the wolf if they can
show him that this current **choice** is **based**
on an **erroneous** **assumption**.

Win-win solutions

Can you imagine how **severe** the world must seem if you believe that for someone to win, someone else must lose?

It is truly a **paradigm shift**, a monumental **light-bulb** moment, when a student understands that neither side has to lose and that both sides can in fact get what they need.



Thinking win- win



BBW WINS

BBW LOSES

**LRRH
LOSES**

LOSE - WIN

LOSE - LOSE

**LRRH
WINS**

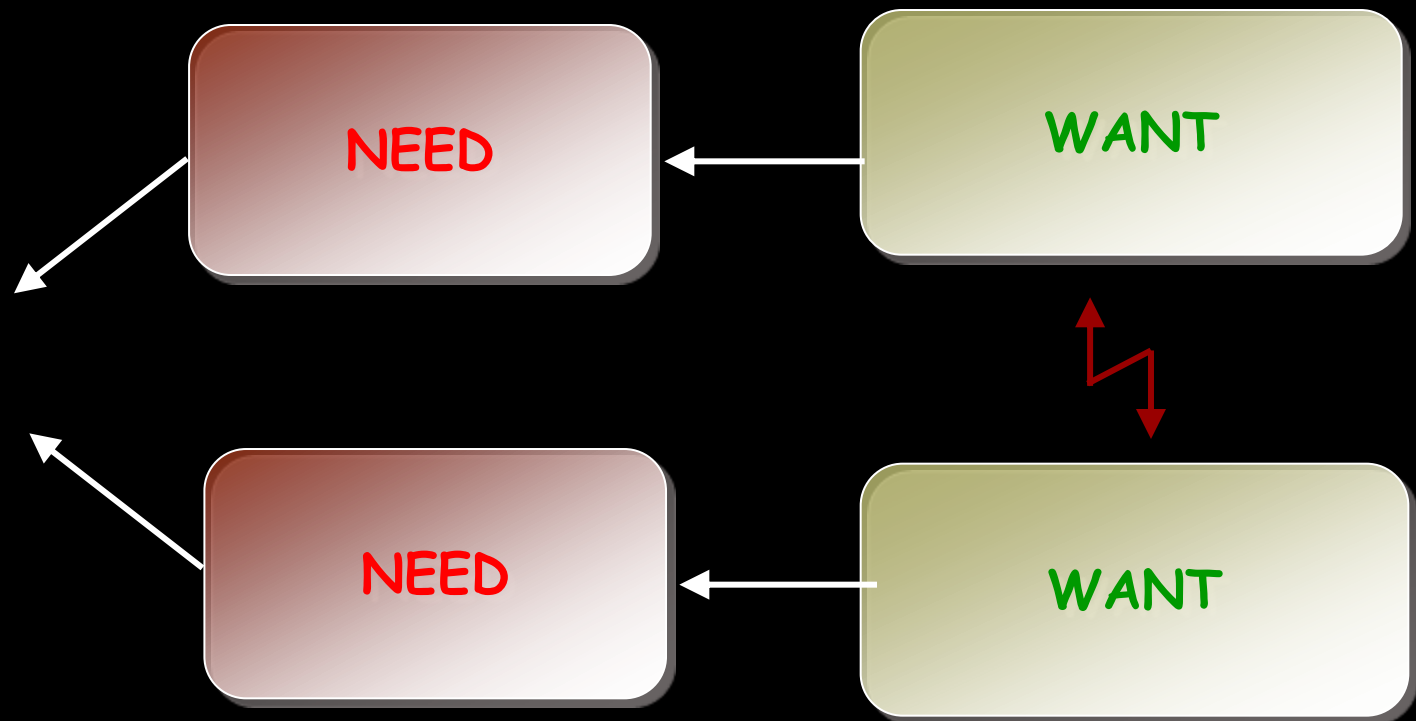
WIN-WIN

WIN-LOSE

LRRH can't be eaten and not eaten at the same time can she?

So, to find a **win-win solution**, we have to stop focusing on the conflicting wants and look at the needs

Can the wolf eat and Red stay alive?



The Logic Branch

The Logic Branch can be used to examine the micro details of events so that children can detail the actions and also the thoughts that preceded the actions.

The next slide shows the first attempt at a branch by a 10 year old student.

(If my mum feels sad) I will be even more sad.

(If I cry) my mum will feel sad.



(If my mum shouts at me) I will cry.



(If I am grumpy) My mum will shout at me.



(If I am hungry) I will be grumpy.



(If I don't get any dinner) I will be hungry.



(If I get sent to bed). I won't get any dinner



(If I argue with my brother) I will get sent to bed.



I will argue with my brother.



If I don't do my homework. (then)

In this last branch, the child suggests that if he doesn't do his homework, he will argue with his brother.

When he is invited to think about how he felt before he argued with his brother, he produces the following branch

. (If I explode) my mum gets cross and sends me to my room.



(If I feel all those things) I lose my temper and explode



(If my mum shouts at me) I feel really sad and worried and annoyed and confused



(if my mum gets upset) she shouts at me.



(If we argue) my mum gets upset



(If my brother easily annoys me) then we argue



(If I am easily upset) my brother can easily annoy me



(If I am worried) I am easily upset



I will be worried



If I don't do my homework (then)

It doesn't have to be that way...

Both examples contain 9 stages.

The first branch details what happens from the boy's perspective.

In the second branch the boy *recognises* how his *emotions* are *influencing* his *behaviour* and how his behaviour

May be impacting the behaviour of others.

Finally, he can see how other people's *reactions* to his behaviour impact him.

Having thought about how his feelings were impacting his choices he produced the next branch that details the many ideas he has had regarding when and how he can stop the flow of events

(I could apologise to mum and go to my room and do my homework)



(If my mum shouts at me) I feel really sad and worried and annoyed and confused



(if my mum gets upset) she shouts at me.

(I could break it here and apologise to my mum and brother)

(If we argue) my mum gets upset)



(If my brother easily annoys me) then we argue



(I could think about what or whom I am really annoyed about. I am annoyed withmyself

And, I could keep away from my brother until I am in a better mood)

(If I am easily annoyed) my brother can easily annoy me



(I could break it here if I thought about what was really making me annoyed and do something about it)



(If I am worried)I am easily annoyed

(I could break it here by thinking about what is making me anxious and do something about it)



I will be worried



(I could break it here and choose to do my homework)

I don't do my homework

Using causality reservations to critique each other's work

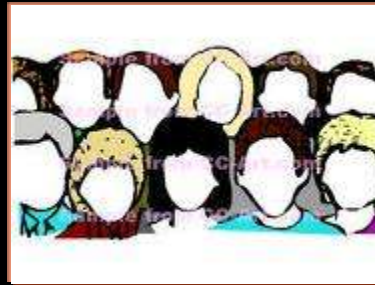
Presenter	Pick flowers take flowers to Red's house and say sorry
Objection from students	No, Red and her mum wont open the door to the wolf – they will be too scared
Teacher	Can you re – phrase your objection so it becomes a question?
Causality Reservation	Do you think Red will be too scared to open the door to the Wolf?





Questions ?

????????????????



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Assessments Used

NFER Nelson: Emotional Literacy assessment.
Southampton Psychology Services.

Researcher designed bespoke TOC Assessments

Goodman's: Strengths and Difficulties Questionnaire.

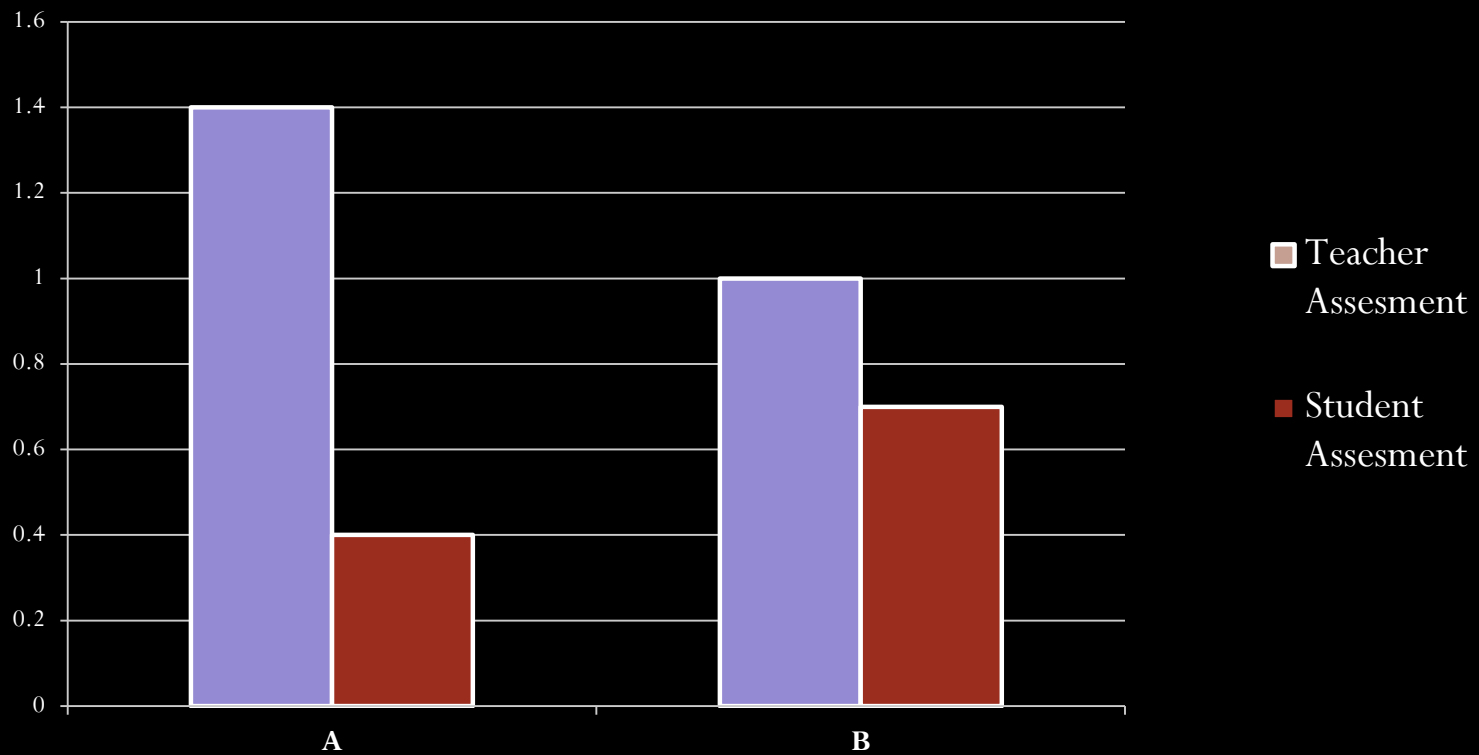
Walter Mackenzie: Multiple Intelligence assessment.

Chislett & Chapman Multiple Intelligence Assessment.

A = Overall Stress

B = Hyperactivity and Attention Difficulties.

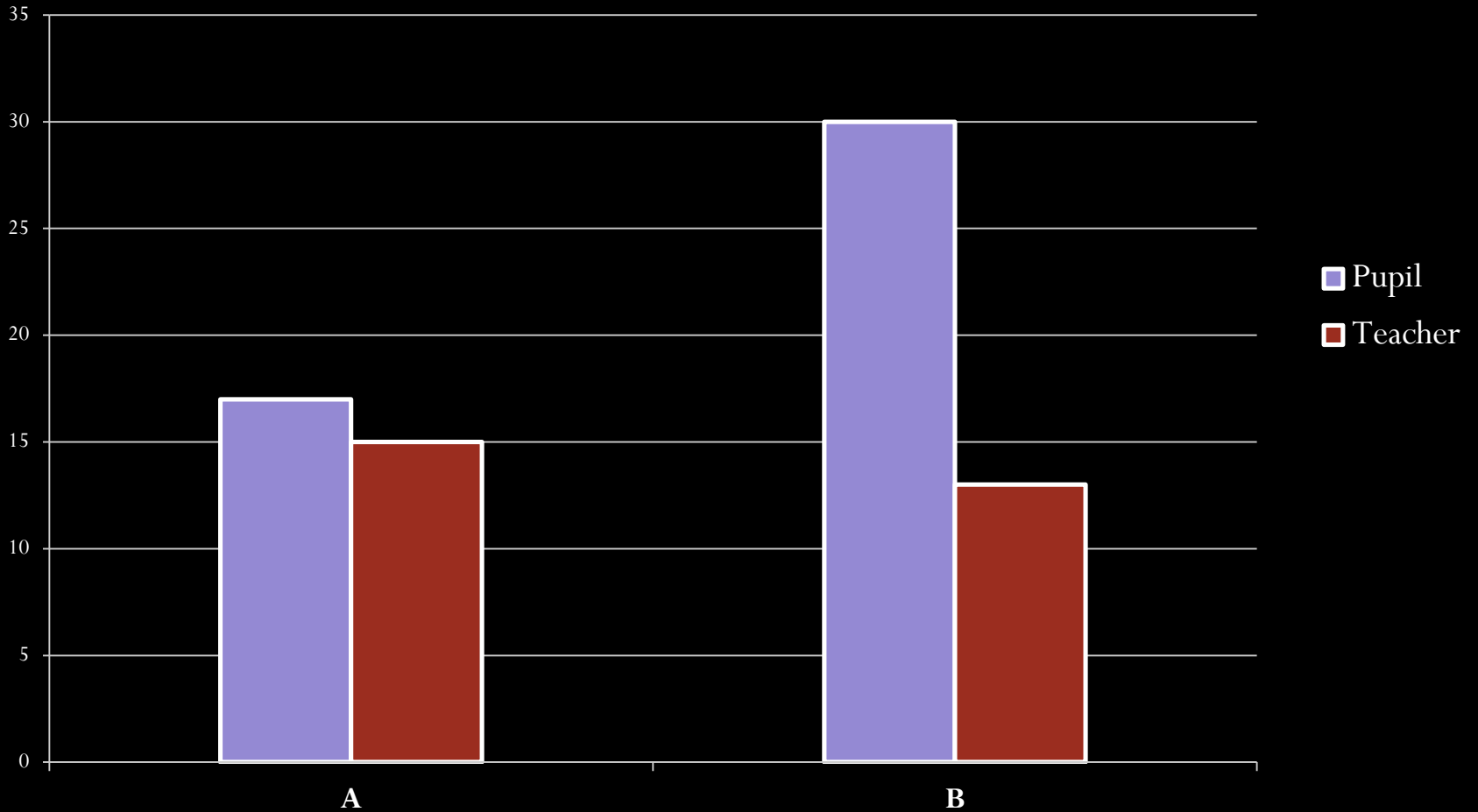
Average Improvement from Pre-Post



A = Overall Stress

B = Hyperactivity and Attention Difficulties.

Perceived value of positive change after intervention by pupils and their teacher





Stress



This research highlighted that children aged 10 attending 'regular' school can routinely suffer high levels of stress.

Too much stress can negatively impact learning.

The sample group were shown to have high levels of stress pre intervention which reduced significantly post intervention.

This provides evidence that this intervention supported students to reduce and manage their stress.

Self Awareness

The quantitative data suggests this intervention had the greatest impact on self-awareness.

Self-awareness is recognised as the basis through which emotional literacy can flourish.

Qualitative Data from the staff.....



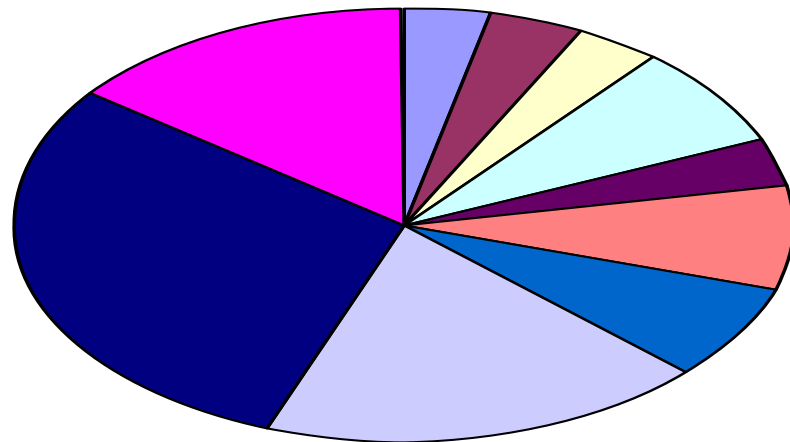
‘The content was stimulating’

‘Our observations have been that this intervention greatly supported all of the children to manage their behaviour and improve social skills and interactions with others.’

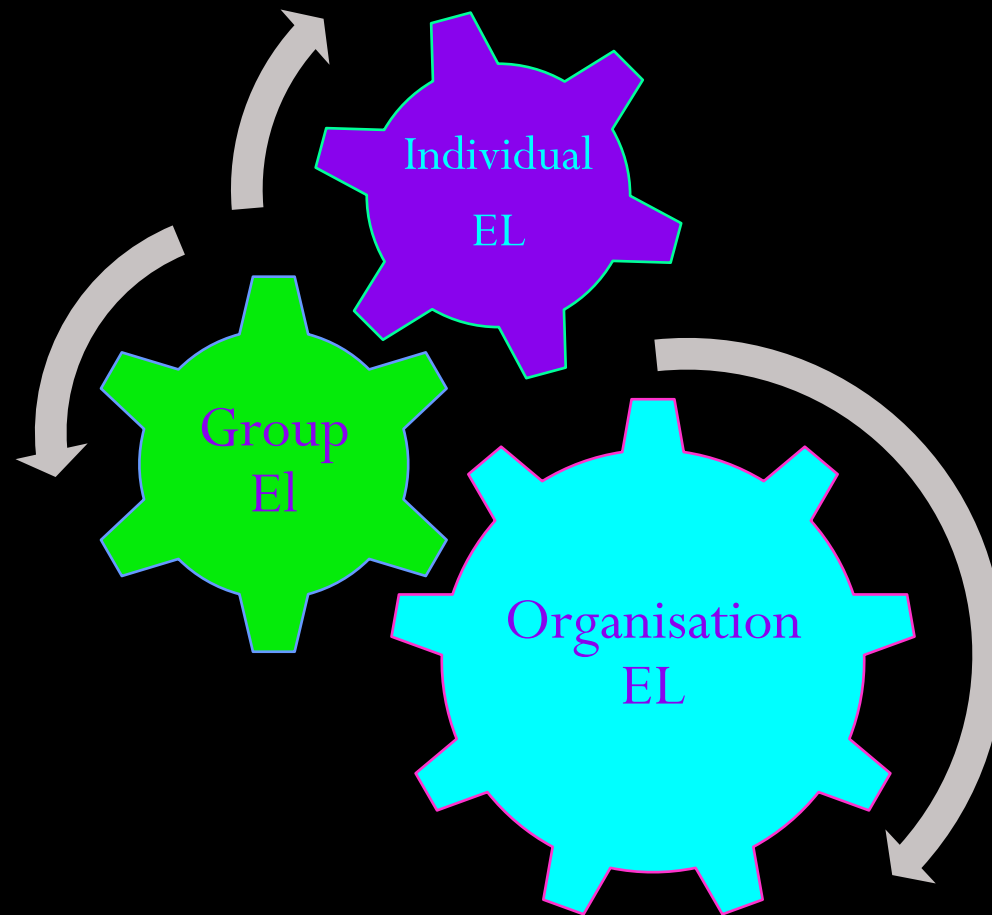


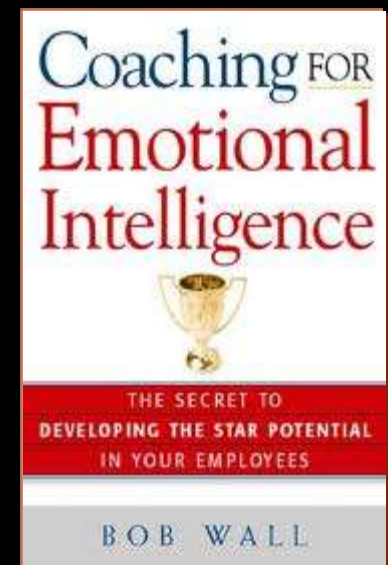
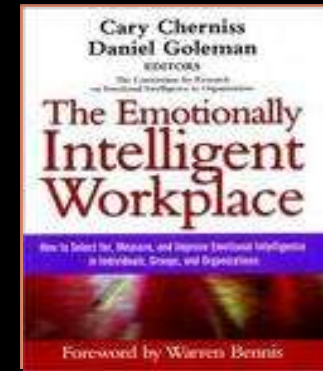
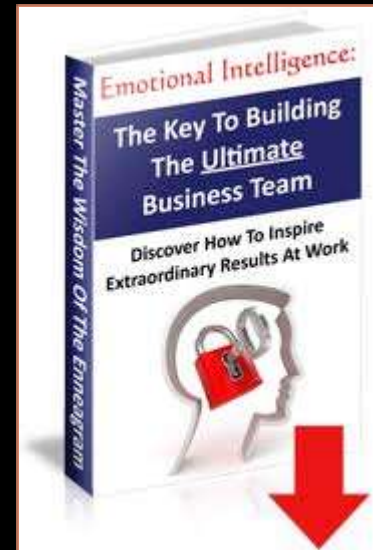
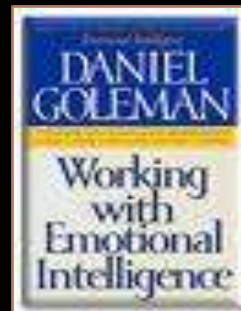
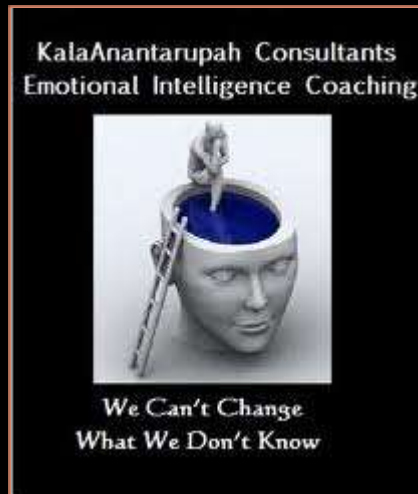
‘This programme is suited to whole class PSHE* especially with a challenging class.’

Quantitative data from pupils, what they enjoyed most.....



- Drawing
- Performance
- How to get on with others
- Working in pairs
- Learn about each other
- Role play
- Learn about self
- Problem solving
- Games
- Stories





Books to extend these thoughts...

Why Love Matters, How affection shapes a baby's brain – Sue Gerhardt. 2006 Routledge Books

Philosophy for Babies – Sue Gopnik, 2009
Random House

Growing up Again - Clarke & Dawon 1998.
Hazeldown

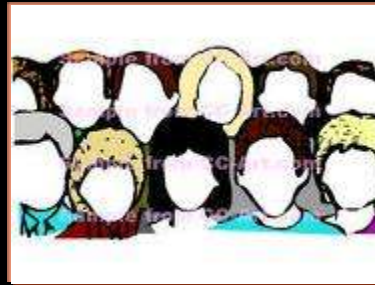
The Neuroscenice of Human Relationships –
Louis Cozolino 2006 W.W.Norton and Company

Story Telling for Better Behaviour

Using Traditional Tales to Explore Responsibility,
Decision-Making and Conflict Resolution - Roberts 2011
Optimus Education



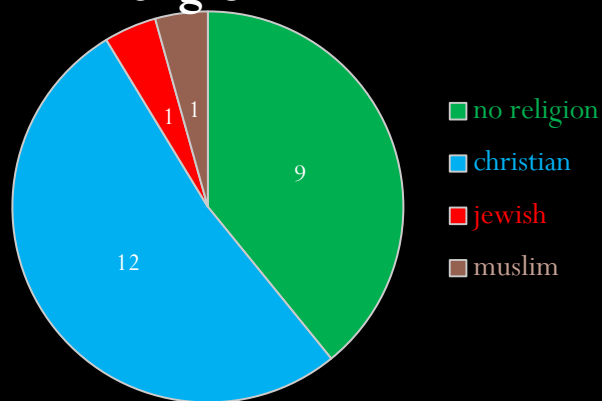
Questions ?



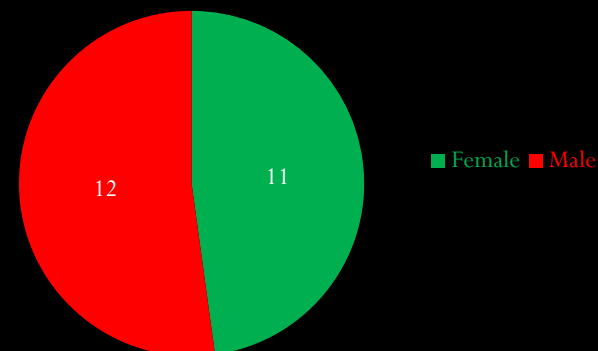
You can contact me at:
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Research group – 23 children aged 9-10 years (year 5 primary)

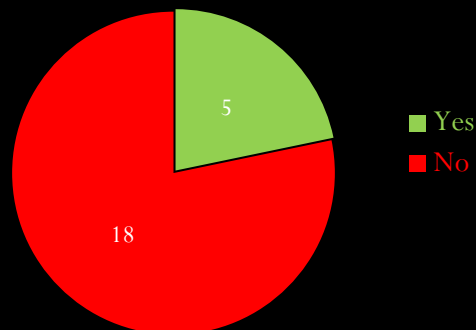
Religion



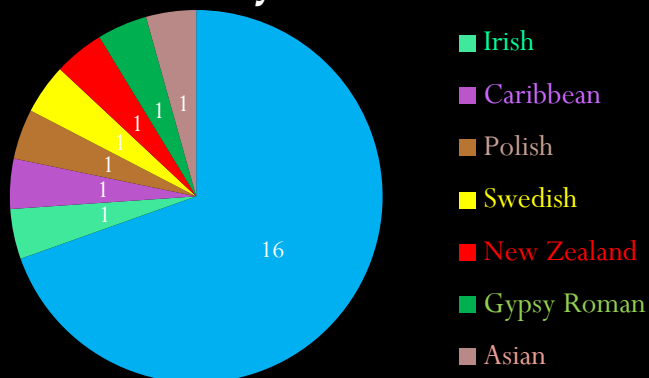
Gender



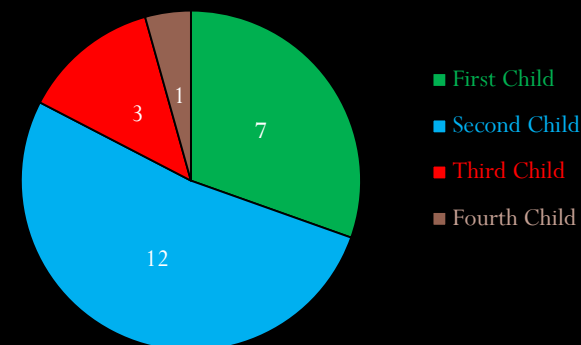
Free School Meals



Ethnicity



Family Position



References:

Goodman Strengths and Difficulties Questionnaire available at

<http://www.sdqinfo.com>

Halpern, D. F. (2001) Why Wisdom,
Educational psychologist, 36, 253-256.

Southampton Psychology Service. (2003) in Faupel (ed)
*Emotional Literacy: Assessment and intervention, ages
7-11*, London: nferNelson

Walter Mackenzie: Multiple Intelligence Assessment. On line at

<http://surfaquarium.com/MI/inventory.htm>

Willingham, D. (2008) Critical Thinking, Why is it so hard
to teach? *Arts Educational Policy Review*, 109, 21-29

If you would like to discuss this
research programme

Please contact Debi at:

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