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## Emotional Intelligence: The FEELIT® Program

The first level of intervention focuses on Emotional Intelligence and Social and Emotional Learning (SEL), which helps students understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Through the FEELIT® program, students learn to express their emotions and regulate their feelings in healthy, productive ways.

The framework for this level is built upon [Daniel Goleman's Emotional Intelligence Theory](#), which emphasises the role of emotional awareness, empathy, and self-regulation in social and academic success.

SEL programs have been shown to improve students' emotional wellbeing, reduce instances of bullying, and enhance academic performance.

Our program teaches students to identify their emotions, understand the causes of their feelings, and express them in appropriate ways, fostering a supportive classroom environment and a stronger sense of belonging.

By incorporating [Cognitive Behavioural Therapy \(CBT\)](#) techniques, students also learn how to reframe negative thoughts, reduce anxiety and promote a positive self-image. The program also includes [restorative](#) and intervention resources such as the FEELIT® cards that offer the school staff the tools they need to solve most challenges rapidly and effectively.

This approach goes beyond the basic social-emotional skills taught in many schools, emphasising long-term emotional regulation and resilience and ties in with [Borba's 5 Building Blocks of Self Esteem](#).

## Character and Life Skills: The Life Skills Program

The second level of intervention addresses character and life skills through our Life Skills Program, which focuses on fostering personal development and building key traits such as resilience, acceptance, and self-motivation. This level draws heavily from [Carol Dweck's Growth Mindset Theory](#), which asserts that students who believe their abilities can improve through effort are more likely to succeed, even in the face of challenges. The Life Skills Program also takes from the [Penn Resilience Program](#) of the University of Pennsylvania and emphasises the development of essential traits like perseverance, adaptability, and a sense of personal responsibility. [Albert Bandura's Social Cognitive Theory](#) further supports this by highlighting the importance of [self-efficacy](#)—the belief that one can successfully accomplish tasks. The program includes goal-setting exercises, self-reflection, and activities that promote positive behaviours and attitudes; while also supporting a sense of belonging and shared connection as an individual, class and school.

Unlike traditional programs that focus narrowly on academic achievement or behaviour management, our approach prioritises character development and equips students with the skills necessary to thrive in life. We apply this science to the way in which our program is run, allowing 10 minutes of daily connection and learning, that creates a secure attachment to the learning environment and embeds the skills we share. This fosters a sense of agency in students, encouraging them to set meaningful goals, overcome obstacles, and cultivate a positive attitude toward their own growth, as an individual, a class and a whole school.



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## Gratitude & Reflection: Journaling with Positive Daily Habits

The third level of intervention introduces gratitude and reflection through journaling and the development of positive daily habits. Gratitude practices have been shown to significantly improve mental health, reduce stress, and increase overall well-being. In our program, students engage daily in a journaling practice that help them reflect on their day to 'put to bed' any difficult situation they may have encountered and focus on the positive aspects of their day and express gratitude for the various things that bring them joy. Journaling has been extensively researched and is especially effective in reducing anxiety, alongside other mental health symptoms.

Incorporating the principles of Positive Psychology, we guide students to reflect on their strengths, achievements, and the supportive relationships around them. This reflective practice helps cultivate an optimistic mindset, fostering emotional resilience. Daily habits such as gratitude journaling, focusing on positive moments, and sharing these, have been shown to enhance mental health and build a positive outlook on life, alongside secure relationships.

A key difference between our approach and traditional SEL programs is our emphasis on the daily integration and consistent practice of gratitude and journaling. Rather than only teaching concepts of emotional regulation, we embed reflective, gratitude-driven practices into students' daily routines, encouraging them to actively engage with their emotions and perspectives in a positive, intentional way.

## Meditation, Affirmation, and Conversation: Mindfulness & Connection

The final level of intervention focuses on mindfulness, affirmations, and conversations. These practices help students become more aware of the present moment, reduce stress, and build stronger interpersonal connections. Mindfulness techniques, such as meditation and focused breathing exercises, have been shown to enhance attention, reduce anxiety, and improve emotional regulation.

Our program teaches students to practice mindfulness, using tools like guided meditation to calm the mind and affirmations to foster positive self-talk. Affirmations have been scientifically proven to improve self-esteem and resilience by reinforcing positive beliefs about oneself. By combining mindfulness with meaningful conversations, students also learn how to connect deeply with others, fostering a culture of empathy and emotional support within the school.

This level of intervention goes beyond typical mindfulness practices by integrating affirmations and social connection, creating a holistic approach that nurtures both the individual and their relationships with peers. By learning to be present, students develop a stronger sense of belonging and community, which is essential for mental wellbeing and academic success. The resources are all made and ready to go, such as our conversation cubes or affirmation cards, saving teachers time and ensuring a consistent message across the whole school environment.

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## How We Go Above and Beyond

While many educational programs provide individual components such as emotional regulation, mindfulness, or life skills training, our approach integrates all four elements into a cohesive, multi-level intervention designed to address the whole child, providing a ready to teach, integrated, whole school approach. We go beyond simply teaching concepts - we ensure that students actively apply these practices in their daily lives to create lasting change. We use metacognitive research and cognitive science to ensure we teach these skills in an effective manner and create lasting change and development at all levels. Our approach stands out in several key ways

### Comprehensive, evidence-based methods

Each level of intervention is grounded in psychological theories that are supported by decades of research, ensuring that our strategies are both scientifically sound and effective.

### Teacher-ready and engaging resources

Most wellbeing programs provide lesson plans that place a heavy burden on teachers, relying on their skills and motivation to deliver content that is not (yet) considered a 'core' subject. Our program, however, offers highly engaging resources that children actively look forward to using. At the same time, teachers are introduced to new tools and science-backed approaches, enhancing their skills and knowledge in these areas.

### Holistic development

We address emotional, social, and cognitive growth in a way that supports students' overall wellbeing. This integrated approach helps students develop the emotional intelligence, resilience, and positive mindset needed to succeed in school and beyond. Emotional intelligence is the first step, then soft skills and positive wellbeing can follow.

### Sustained impact

Our program embeds daily habits and practices, ensuring that students not only learn but also internalise these concepts over time. This promotes long-term change, rather than short-term gains.

### Metacognitive practice

Teaching using classic methods of spacing, interleaving and managing cognitive load result in embedded skills and long-lasting change.

### Whole school and scaffolded approach

Teaching each year group an emotion in the same family/category but at different intensities, allows everyone in the school to be learning within the same framework and reflecting on their own personal experiences. Not only does this improve learning, it also supports connection and contributes to a positive school culture.

### Personalised learning

We tailor our interventions to meet the unique needs of each student, providing tools for personal growth that resonate with individual experiences and challenges while giving the whole school a consistent message and enabling wider reaching connectedness.

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