**AGES 11 -16**

Emotional Literacy Teacher Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Students Name** |  | **Completed By** |  |
| **Date** |  | **Year Group** |  |
| **Male** |  | **Female** |  |

**Please look at each statement and put a tick in the box that best describes how this student is generally. There are no right or wrong answers. Please ensure you answer all questions.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Very** **True**  | **Somewhat****True** | **Not Really****True** | **Not at** **all True** |
| **1.** Listens to other people’s point of view in a discussion or argument. |  |  |  |  |
| **2.** Gives up easily when faced with something difficult. |  |  |  |  |
| **3.** Is aware of his/her own strengths and qualities. |  |  |  |  |
| **4.** Loses temper when loses at a game or in competition. |  |  |  |  |
| **5.** Laughs and smiles when appropriate to do so. |  |  |  |  |
| **6.** Is intolerant of people who are different from him/her. |  |  |  |  |
| **7.** When starts a task or assignment, usually follows it through to completion. |  |  |  |  |
| **8.** Finds it hard to accept construction criticism and feedback. |  |  |  |  |
| **9.** Is liable to sulk if doesn’t get his/her own way. |  |  |  |  |
| **10.** Makes the right kind of eye contact when interacting with  others. |  |  |  |  |
| **11.** Is insensitive to the feelings of others. |  |  |  |  |
| **12.** Leaves things to the last minute. |  |  |  |  |
| **13.** Can recognise the early signs of becoming angry. |  |  |  |  |
| **14.** Remains calm and composed when loses or fails at  Something. |  |  |  |  |
| **15.** Is disliked by many of his/her peers. |  |  |  |  |
| **16.** Is very critical of others’ shortcomings. |  |  |  |  |
| **17.** Does things when they need to be done. |  |  |  |  |
| **18.** Can name or label his/her feelings. |  |  |  |  |
| **19.** When things go wrong, immediately denies that it is  His/her fault r blames others. |  |  |  |  |
| **20.** Has a sense of humour andfun that is used appropriately |  |  |  |  |