

# Welcome to Emotion Literacy Advocates SONGBOOK EDITION



excerpted from ELA's multi-arts online curriculum:

## *My Alphabet to Freedom: Liberating the Language of Choice & Connection*

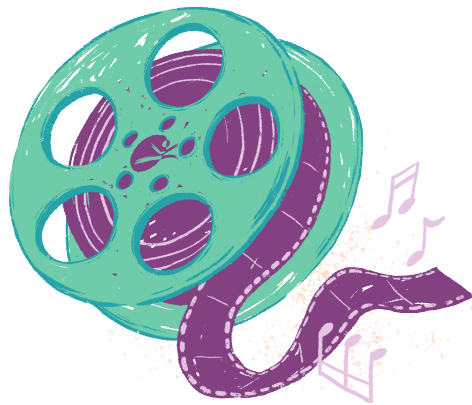
"The arts are not a frill. The arts are a response to our individuality and our nature, and help to shape our identity. What is there that can transcend deep difference and stubborn divisions? The arts. They have a wonderful universality. Art has the potential to unify. It can speak in many languages without a translator. The arts do not discriminate. The arts can lift us up."

~Former Texas Congresswoman Barbara Jordan

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## INTRODUCTION

The songbook movie and study guide program offers ways to facilitate and share a self and social awareness learning process for parents with their teen and pre-teen children, as well as those who want to include this type of learning in their work with individuals and groups. The program is designed to spark critical/creative thinking and communication skill development, expansion and practice.

Each of the songbooks' unique visual styles evolved by way of diverse illustrators—including African American, Chinese, Peruvian, Vietnamese, El Salvadoran, Mexican, East Indian, American and South American-Dutch—and bespeaks the universality of the songbook collection's main messages...artists across the globe found solidarity in the intent of the production under the tutelage of Pamela Sackett and the collaborative work of her team.

Each original songbook and study guide demonstrates and prompts inquiry into facets of the human condition and our inner landscapes, inspiring creative reflection and expression for both youth and adults. We invite active participation in cultivating and increasing self-knowledge, understanding and confidence through reflective writing and group discussion. We encourage both a private and interactive engagement into the materials.

The program's designated themes include: identity, fear of the unknown, environmental stewardship through emotion literacy, perception, self-trust/care, curiosity, independence and freedom. Our program characterizes and models innovative ways of thinking, applicable for exploring and handling some of the greatest challenges for we humans, individually and collectively, throughout the ages.

## **Emotion Literacy Advocates’ PRINCIPLES & VALUES**

### **First Understand**

Emotion Literacy Advocates’ primary motivation is to understand emotion —an often misunderstood aspect of the human condition. The ability to translate emotion affords us the opportunity to know feelings and their constellation of soft (non-physical) needs, memories and associations.

### **Full-Spectrum Feelings**

All feelings are “friends,” helping us bloom in the growing knowledge of ourselves and each other. Feelings are like letters in the alphabet; each one is required to speak the language. We benefit by appreciating the capacity to feel, the awareness of feelings and the story they tell.

### **Communication**

Words, thoughts, beliefs and expressions can lock or open a door; words do not tell the whole story; meaning lives between the lines. Given our need to connect and comprehend, it is essential to aim for congruency between feelings, needs, behavior and words.

### **Mutual Inclusivity**

Feelings and needs coexist within individuals and groups, albeit often worlds apart. Core feelings and needs are a truth worth discovering, no matter how diametrically opposed or seemingly nonsensical their expression. The ability to perceive and to hold contradictory elements allows understanding to deepen.

**(continued)**

## **Emotion Literacy Advocates PRINCIPLES & VALUES (continued)**

### **Freedom**

Emotion literacy advocates practice translating their own emotions and behavior, thereby earning the freedom to know feelings and recognize needs in progressively clearer ways.

### **Responsibility**

Given the primary neural imperative—to survive—and given memories of past difficulties, patterns and fears, we are susceptible to constrained thinking and disavowed feelings which, when not recognized, can result in scapegoating, bullying, self-injury and other reflexive behaviors. If we are unable to immediately respond in accordance with our ideals, we can create a closer alignment, when resilient and privileged with a second chance.

### **Vulnerability**

We must accept vulnerability in order to learn. We must be strong to accept our vulnerability. Strong humans are aware of and embrace their vulnerability. To be vulnerable can mean receptivity to learning and the willingness to risk—fertile soil for universal connection, in the face of differences.

### **Authenticity**

Emotion literacy advocacy aspires to transparency in the interest of self-knowledge, genuine community and insightful stewardship of the natural world. When being ourselves in a social setting poses a threat, it is difficult to uphold the value of authenticity and imperative that one upholds it, if only to and for oneself. Loving groups and wise, loving actions begin with self-loving individuals.

## OUR TEAM



PAMELA SACKETT (ELA's principal artist, co-founder)  
Narrative content, design, production lead

Bachelor of Arts, Psychodynamic Writing  
for Dramatic Interpretation, Antioch University Seattle  
Multi-disciplinary language artist, international presenter

As principal artist and founder of Emotion Literacy Advocates, Pamela Sackett creates and produces arts-based learning tools, in collaboration with ELA's Board of Directors, actors, singers, visual artists and technicians. Her presentations, performances and workshops, on behalf of ELA, have been integrated into over twenty regional social service agency programs, arts organization and special interest events and conference programs, high school and university curricula including Seattle Repertory Theatre Company Outreach & Education, Pierce County Health Department, King County Youth Detention Facility, Washington State Family Policy Council, Seattle University, University of Washington and featured in broadcast media in the Pacific Northwest, Canada and Mexico. One of ELA's flagship learning tools *The Ducks & Us Songbook Movie* toured Washington state, plays at the California Academy of Sciences in San Francisco and can be found at The Academy of Motion Picture Arts & Sciences and UCLA film archives. Pamela received Antioch University Seattle's 2013 Distinguished Alumni Award.



DANIEL SACKETT (ELA board member & co-founder)  
A-Z technical maneuvers, sound design & text editorial

Bachelor of Arts, Rhetoric & Communication and French,  
University of Oregon  
IT generalist, sculptor, writer

Daniel Sackett has an eclectic career in publishing and the application of technology toward projects of artistic and social merit. His design work spans the gamut from books to databases, web sites to sculpture, with his eye on "that common thread throughout in the mastery of tools for the furthering of high aesthetic and meaningful communication."

## OUR TEAM (continued)



MARK MAGILL (ELA board member & co-founder)  
Program initiation & competency-driven structural foundation

Master of Fine Arts, University of Nebraska-Lincoln  
Seattle Art Institute Graphic Design Diploma  
Visual artist, independent researcher, writer, teacher, learner  
Mark H. Magill views himself as “an artistic visualist driven by an ever present creative force that has allowed me to not only develop a way of seeing the world, but also a way of seeing myself and how the two are united.” Mark worked as a Learning and Development Specialist and has designed and implemented instructional programs for businesses, non-profits and the Washington State Department of Corrections.



GUY NELSON (ELA maestro)  
Instrumental/vocal arrangements + performance  
& technical direction

Bachelor of Science, Mechanical Engineering,  
University of Wisconsin  
Bachelor of Arts, Theatre and Music,  
The Evergreen State College  
Seattle-based actor, author, musician, composer  
Workplace trainer and journalist  
Guy Nelson is a busy performer and a member of Seattle’s premier improv theatre ensemble, Unexpected Productions. His book *Creative Thinking, Creative Play: Using Improvisational Games to Transform People, Classrooms and Organizations* explores the fun of improvisational games outside of the theatre. Guy

has traveled the world as a performer, teacher and journalist. His many reports can be heard on NPR and other networks.



## WHAT PEOPLE ARE SAYING...

Here are some responses from University of Washington teen summer writing program participants where Pamela Sackett serves as guest artist, performing excerpts from her body of musical, literary and theatrical work, curated for the program's curriculum by UW's writing instructor...

"Thank you for sharing your amazing work and helping us improve...the way you are not afraid to portray your emotion inspires me to do the same in my writing...I was impressed by the wide range of different formats you used for your pieces...I love your poems and songs...I really admired the beautiful language, concise dialogue, your many identities...makes me think more about closely paying attention to detail, flow and rhythm, how powerful metaphor can be...I love how your work felt deeply personal and private, yet really relatable and attractive...made me instantly connect and pay attention...you and your characters' journeys gave me inspiration for my own and provided a powerful meditation on the self..."

~Puget Sound Writers Workshop @ University of Washington

Here are additional comments from both youth and adults who engaged with ELA curriculum materials...

"The musical storybook was very educational. I love the ideology—helping people connect through mutual needs and feelings and combining that with protecting the environment—very beneficial!"

"This highlights what I'm going through perfectly in life. I like how it connects the unknown to an individual's feelings as well as the function of our brains...new experiences are tough and this section helps me understand why that is and why it is easy for anyone to revert to old ways/memories..." (continued)



## WHAT PEOPLE ARE SAYING (continued)

“This program was beneficial...to see how words have consequences and underlying life experiences have a cause and effect on communication.”

“My generational influences are strong, but this program has taught me that my feelings and emotions are real and they count too....it’s not pie, considering others’ feelings, does not lessen mine...Pamela has tremendous capacity for empathy and witnessing.”

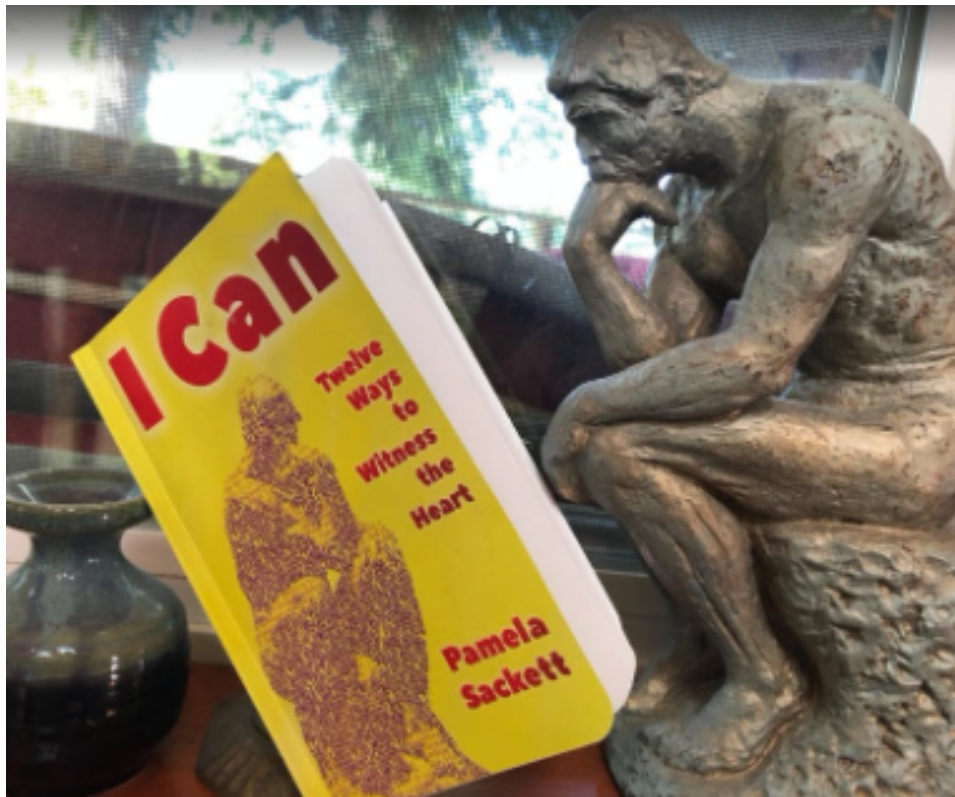
“Working through these exercises and writing down how I am feeling makes it tangible and makes me accountable...I have learned that I think more about how others feel rather than letting my feelings come to surface and have them intertwine...the benefits I gained include listening, how simple words can trigger emotions and it’s okay to love yourself...self-worth is not conceit, it’s ok.”

“...the steps provided to *stretch* one’s mental door are great ways to think outside the box of being simply right or wrong...the lyrics in this section definitely do motivate me to encourage change in idle areas of my life... this material could not be more applicable to my life...it’s showing me how to look inward and be the observer...

...I have even more impetus to slow myself down in moments where learning and growth can be given air to breathe...I bring this awareness into my work conversations to foster clarity and alignment of understanding...the idea of “soft needs” is currently very important in my life...this does a great job of identifying what creates feelings and why they are so complex... love the music and vignettes...stimulating, fun, enlightening... like a Proust novel—a world, in parts, each of which I can enter and be at its center...I look forward to doing the exercises and reaping the rewards...”

## THE SONGBOOK PROGRAM COMPANION

Each of the twelve songbooks & corresponding study guides tie to a chapter/way in *I Can: Twelve Ways to Witness the Heart* as *I Can* was born within the original curriculum design and, subsequently, captured into a book, for convenient referencing. Please see abbreviated list of twelve “ways,” screen captured, next page, for ease of referral as you peruse the content.



For more details about *I Can*:  
<https://www.emolit.org/I-Can-Book-details.html>)

## THE SONGBOOK PROGRAM COMPANION (continued)

### Twelve Ways, *abbreviated*

1 <sup>st</sup>	I can consider the presence of feelings.....	19
2 <sup>nd</sup>	I can take time to notice my needs and feelings .....	25
3 <sup>rd</sup>	I can name and claim feelings for their own sake.....	29
4 <sup>th</sup>	I can understand and value feelings by identifying their source.....	33
5 <sup>th</sup>	I can pay particular attention to my spoken language and thinking process.....	39
6 <sup>th</sup>	I can perceive the relationship between unknown feelings and emotional behavior ....	43
7 <sup>th</sup>	I can discern feeling-unfriendly language and revise my approach.....	49
8 <sup>th</sup>	I can accept my full range of feelings .....	53
9 <sup>th</sup>	I can host my constituency of needs.....	57
10 <sup>th</sup>	I can appreciate my feelings and needs, see them as legitimate in and of themselves .....	61
11 <sup>th</sup>	I can re-evaluate and establish new ways of regarding vulnerability.....	65
12 <sup>th</sup>	I can courageously practice, model and grow my skills.....	67

## SONGBOOK TITLES, DESCRIPTIONS, COVER ART

### I. *The Ducks & Us Songbook Movie* (6:47)

Interfacing the science of wildlife protection with self and social awareness is key in day-to-day citizen stewardship as well as environmental activism.



### II. *Pass Me Songbook Movie* (4:50)

In a world full of distractions and incentives to disregard self-care, the challenging nature of staying wholly in touch with needs and feelings begs admission.



## SONGBOOK TITLES, DESCRIPTIONS, COVER ART (continued)

### III. *One In All Songbook Movie* (4:37)

A single identity can be a limited and limiting structure, especially when assigned to you by someone else. A courageously expanded sense of self makes room inside and out and is most advantageous when shared.



### IV. *Let's Be Songbook Movie* (2:36)

Learning to dance with both parts of the brain — the fight-flight-freeze and creative-critical — equips us to recognize the narrative mode of the former and to put the latter to more frequent, heart-steered use.





## SONGBOOK TITLES, DESCRIPTIONS, COVER ART (continued)

### *V. My Alphabet To Freedom Songbook Movie (4:55)*

According to the language of feeling, we all have our own dictionary. As we learn to translate that language, on our own terms, we develop a compass and our powers of communication expand a thousand-fold. In a diverse and busy world, that kind of power is the very stuff of essential development, filled with insight, empathy and widespread effects of personal progress.

My  
Alphabet  
to  
Freedom



### *VI. Word For Love Songbook Movie (3:31)*

When the urge to communicate with words meets the beyond-words nature of feelings, a musical romp ensues.



Word  
for  
Love

## SONGBOOK TITLES, DESCRIPTIONS, COVER ART (continued)

### VII. *Pinked Songbook Movie* (5:12)

One's own perceptions —at times slippery and intangible— are an important gift to manage and maintain, to track and trust, especially when in the midst of group pressure.



### VIII. *The Full Spectrum Birthday Songbook* (6:28)

Making use of this annual occasion to say, daily, all feelings are valid, ever-present and worth celebratory embrace.





## SONGBOOK TITLES, DESCRIPTIONS, COVER ART (continued)

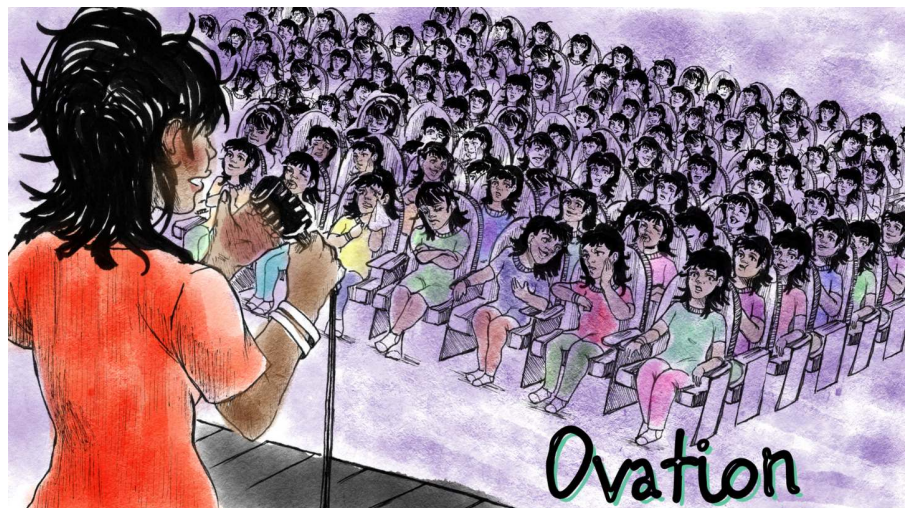
### IX. *Now for Romeo Songbook Movie* (5:04)

When adult preoccupations and obligations dissuade our notice of unadulterated beauty, imagination and the need to connect, we can take a moment and make a different decision.



### X. *Ovation Songbook Movie* (4:57)

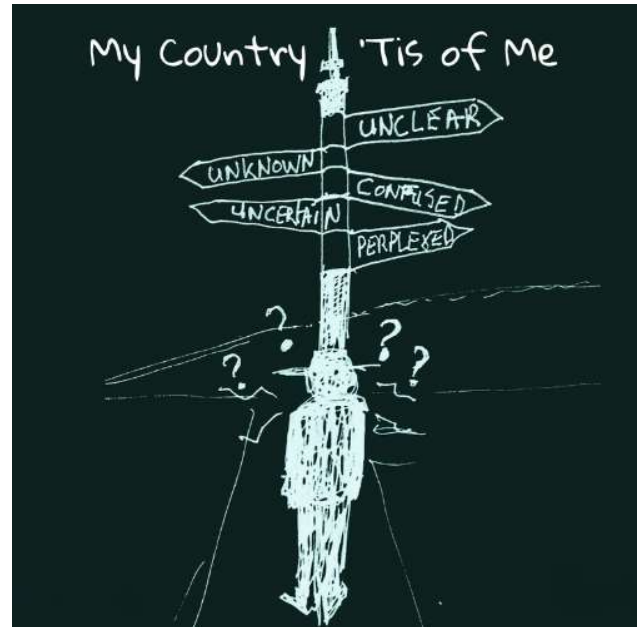
'Tis an applause-worthy feat to live by addition rather than subtraction, to counter comparisons and competition with evaluations based on one's own pace and self-empathic authority.



## SONGBOOK TITLES, DESCRIPTIONS, COVER ART (continued)

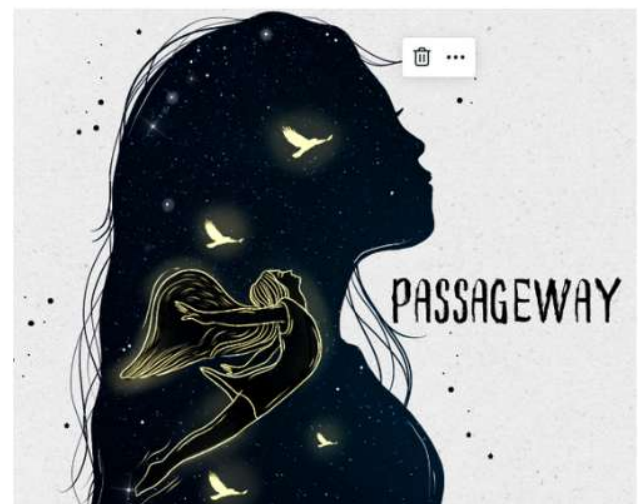
### ***XI. My Country 'Tis of Me Songbook Movie (4:36)***

Herein resides a testament to witnessing and welcoming all aspects of self home by simply opening the perceptual door.



### ***XII. Passageway Songbook Movie (7:12)***

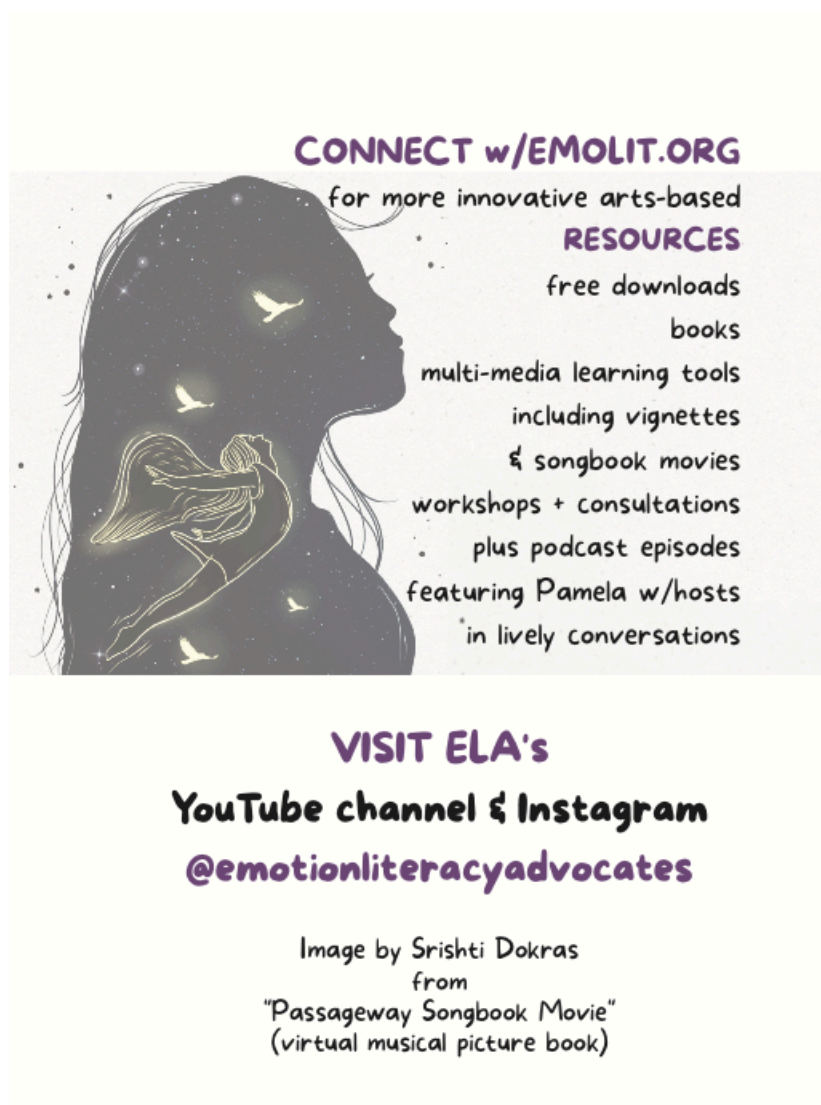
A tour through deep personal desires and primal doubts, social quandaries that logic alone cannot figure out, trepidation and aspirations fueled by a vision undaunted.





Emotion Literacy Advocates (ELA) is a nonprofit 501(c)3 organization that began in Seattle via a small group of artists and activists at the turn of the millennium. ELA has expanded to include a pool of generative artists and social activists across the globe, working in concert with Pamela Sackett to create and produce learning tools that incorporate language art, music, theatre and visual arts and science. ELA's resources address cultural and environmental issues with self and social awareness for individuals, learning institutions, social-service agencies and broadcast media.

avatar art: Lisa Weyandt/Nrdy Byrd



## Illustration Credits

Page 1 Curriculum Logo in collaboration with ELA

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Pages 2, 18, 19 Curriculum Icons in collaboration with ELA

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Page 49 Avatar Art in collaboration with ELA

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