



EMOTIONAL INTELLIGENCE & RESILIENCE

LESSON SEVEN

Summary

In this lesson students will learn about **emotional intelligence** and **emotional resilience**, and how they can help them to both deal with difficult emotions and to experience more of the emotions they enjoy. They will also learn how to use emotional intelligence to understand others and interact with them in ways that build positive relationships.

FACILITATOR TIPS

Keep in mind that emotional intelligence and emotional resilience can be challenging concepts to grasp and to practice. If an answer does not exactly match those provided below, support the class by validating their responses and nudging them in the direction of the material.

For example, "What is emotional resilience?" An example answer might be, "Not to cry". An example facilitator response might be, "Good, you can choose not to cry, or for some people, they can choose to cry. The important part is to remember that you get to choose your own response. The one that works best for you personally. Thank you! Anyone else?"

Discussion Questions

What is emotional intelligence and why is it important?

A: The ability to be aware of, control, and express your emotions in helpful ways, and to be able to not react impulsively without thinking first.

What is emotional resilience and why is it important?

A: The ability to respond to a stressful or unexpected situation in a way that is helpful. This is important because it helps you to not be overwhelmed by emotions, so you can respond in a more helpful way that leads to the outcome you want. Emotional resilience also helps you to overcome challenges, and is especially important when you are experiencing or witnessing a bullying situation. Consider how you would handle yourself? How do you want to respond?

What is something you can do to make your resilience stronger?

A: You can choose to take on small challenges, and keep trying until you succeed. You can use the exercise: "I am feeling...(insert name of the emotion)" instead of "I am (the emotion)". You can choose to feel your emotions in a safe space, write about or draw your emotions, and/or talk about your emotions. Remember to go easy on yourself if it doesn't work out perfectly at first. This takes practice! Also, when it comes to bullying behavior, try not to take it personally. Usually the behavior is really about the person doing it and what they're feeling – not about you.

What is empathy and why is it important?

A: Empathy is the ability to notice and understand how others are feeling. This skill helps us "put ourselves in someone else's shoes" and realize that we influence how others feel by our words and actions. For instance, we can notice that someone is feeling sad and reach out to support them.



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CLASS ACTIVITY 1:

Practicing Self-Awareness

FACILITATOR TIPS

This exercise should be practiced collectively as a class. As the facilitator, we suggest you guide the students into taking a deep breath and focus their awareness together. Then gently guide them through, asking each question out loud, so that they will become aware in the moment. You may choose to call on different students to share the three things that they can see, hear, and touch. Alternately, they can name the things internally. This exercise has subjective elements, so we encourage you to reinforce to the students that they are “doing it right,” as long as they are earnestly participating. The aim of this exercise is for the student to be present and self-aware.

FACILITATOR NOTE: The instructions and questions below are also on the student handout. Your role is to explain the instructions clearly and make sure all students understand. Your goal is to support the students as they complete the activity, and to keep them on track.

Today you will practice how to get into the present moment and practice self-awareness. This will help you understand your current state of feeling and thinking, so you can pause and reflect before acting. Remember, you can use your awareness to slow down in order to choose how you will act.

First, take a deep breath and bring your focus and awareness to right here, right now. Then answer these questions:

1. What do I notice outside of me (in my environment)?
 - a. Name 3 things I can see around me.
 - b. Name 3 things I can hear around me.
 - c. Name 3 things I can touch around me.
2. What do I notice inside of me (body, mind, and feelings)?
 - a. Body – How does it feel? (relaxed, tired, energetic, strong, sore)?
 - b. Mind – What is my mind thinking about?
 - c. Feelings – How do I feel right now? (happy, sad, nervous, worried, excited?)
3. What am I going to choose to do next?



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CLASS ACTIVITY 2:

The Heroes Pledge

FACILITATOR TIPS

Now that you have read the Heroes Pledge several times as a class, continue to read it with enthusiasm to get into the feeling of the pledge. You may choose to have the students stand together and even get into a hero pose while reciting if you'd like. Make it fun! Remind students that they can take this pledge with them wherever they want as a reminder of what they learned and how they are heroes.

FACILITATOR NOTE: The instructions and questions below are also on the student handout. Your role is to explain the instructions clearly and make sure all students understand. Your goal is to support the students as they complete the activity, and to keep them on track.

Read The Heroes Pledge out loud as a class. Go over it a few times together to begin to memorize it. You will memorize this pledge by the end of this program.

THE HEROES PLEDGE

I have all I need to be
a hero who can change a life,
to see a need and do what's right.

My age and size don't matter.
It's my choices that decide
if I'm a hero in this life.

When I see a chance to act
and help another in some way,
I step up as a hero on that day.



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Home Activity

FACILITATOR TIPS

At the end of the class, go over this activity with the students. Make sure they understand the instructions, and encourage them to do it at home. Our intention is not that students be required to turn it in, but rather that they have an opportunity to think about and internalize the main ideas learned in class.

This assignment has clear, correct answers. You can encourage the students to ask questions about the material if anything is unclear and support their understanding of the five parts of emotional intelligence.

What is Emotional Intelligence?

In the video you learned the **five parts of emotional intelligence**.
Write in the correct part next to its definition below.

Motivation

Self-Regulation

Empathy

Social Skills

Self-Awareness

1. Self-Awareness This is when people know what they're feeling at a particular time and understand how their moods affect others.
2. Self-Regulation This is when people can control how they respond to their emotions. They consider possible consequences before acting on impulse.
3. Motivation This means that we can accomplish our goals in spite of negative or distracting feelings.
4. Empathy This just means that we can understand how others feel.
5. Social Skills This means that we know how to interact with other people, and what kind of behaviors get a positive response from others.



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HOME ACTIVITY

Writing Down Feelings to Build Emotional Resilience

FACILITATOR TIPS

At the end of the class, go over this activity with the students. Make sure they understand the instructions, and encourage them to do it at home. Our intention is not that students be required to turn it in, but rather that they have an opportunity to think about and internalize the main ideas learned in class.

This activity is an at-home journaling exercise. Encourage the students to “free-flow” as they write or draw. The exact things they put down are not “right” or “wrong”. Just practicing the exercise helps them to externalize and process their emotions.

Sometimes when we put our thoughts and feelings on paper, it helps us to better understand them, make sense of them, and process through them.

1. Get a piece of paper and something to write or draw with.
2. Start writing down the thoughts and feelings inside you right now, or ones that you’ve been having recently. If it’s easier to draw, color, or paint your feelings, you can do that instead.
3. Try to keep writing or drawing for a few minutes without stopping. It doesn’t matter what you put down! The important thing is to let the thoughts and feelings flow out of you and onto the paper.
4. After a few minutes, read over what you wrote, or look over what you drew. Pay attention to how your feelings and thoughts might have changed a little now that you have put them on the paper.