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Practice Lessons to Enhance the Adolescent Emotional Intelligence

Practice Lessons to Enhance the Adolescent Emotional Intelligence

First Edition

Dr. Lizmitha Godwin
Ms. Tes Thomas



Darshan Publishers, Tamil Nadu, India

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First Edition

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PREFACE

Welcome to this journey towards enhancing emotional intelligence in adolescents. Adolescence is a pivotal phase of life filled with myriad emotions, challenges, and opportunities for growth. In today's fast-paced world, where technological advancements often dominate our attention, the need for emotional intelligence (EI) is more critical than ever.

This practice lessons book is designed as a practical guide to help adolescents navigate their emotions effectively, understand their own feelings and those of others, and develop skills to manage interpersonal relationships with empathy and resilience.

Each lesson is crafted to be engaging and thought-provoking, offering exercises and reflections that encourage self-discovery and personal growth. Whether you are a teenager, a parent, an educator, or a counselor, these lessons aim to provide valuable insights and tools that can be applied in everyday life.

Emotional intelligence is not just about understanding emotions; it's about using that understanding to make better decisions, build stronger relationships, and lead a more fulfilling life. As you embark on this journey, remember that growth takes time and effort. Each lesson is a step forward towards a more emotionally intelligent future.

I encourage you to approach these lessons with an open mind and a willingness to explore your emotional landscape. Together, let's cultivate a generation of adolescents who are not only academically proficient but also emotionally resilient and empathetic.

Warm regards,

Tes Thomas

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Objectives

Students will Learn:

1. To define emotions and Emotional Intelligence (EI)
2. To distinguish emotional intelligence from other forms of intelligences
3. To list the criticality of emotional intelligence in work, life and relationships
4. To raise personal awareness
5. To positively reframe our perspective of people and situations in order to operate and adapt more positively
6. To recover from negative experiences with people and situations quicker
7. To increase awareness of others and social situations
8. To enhance working and personal relationships with others
9. To build a mental mechanism of success in work, life and relationships for the future

Establishing Ground Rules:

Establishing ground rules for participation, interaction, and respect is essential. This ensures that the learning environment remains safe, supportive, and conducive to growth. Discuss guidelines for active participation, constructive feedback, and maintaining a non-judgmental atmosphere throughout the course.

By the end of this introductory session, the participants should feel motivated, connected to their fellow learners, and excited about the journey ahead. A strong and positive beginning sets the stage for a successful Emotional Intelligence module, where participants are more likely to actively engage, learn, and apply the principles of emotional intelligence to their lives.

Administration of Emotional intelligence scale for pre-testing of participants (30 min)

To effectively gauge the starting point of the participants and tailor the Emotional Intelligence (EI) module to their specific needs, it is crucial to conduct a pre-testing session. The administration of an Emotional Intelligence Scale serves as a diagnostic tool to assess the participants' current understanding and proficiency in emotional intelligence. Here's a detailed outline of how this pre-testing session should be conducted:

1. Explanation of the Purpose:

Explain to the participants the purpose of the pre-testing session. Make it clear that this assessment is not an evaluation of their competence but rather a tool to help personalise the learning experience. Assure them that their individual results will remain confidential.

2. Distributing the Emotional Intelligence Scale:

Hand out the pre-testing Emotional Intelligence Testing tool- the pre-test questionnaire (**Appendix 1**) to each participant. Ensure that the assessment tool is clear and easy to understand, with instructions provided. The scale should cover various aspects of emotional intelligence, including self-awareness, self-regulation, social awareness, and relationship management.

3. Time Allocation:

Inform the participants that they have 30 minutes to complete the Emotional Intelligence Scale. It's important to emphasise that there are no right or wrong answers, and participants should respond honestly based on their current self-perception.

4. Providing a Quiet Environment

Create a quiet and focused environment for the participants to complete the assessment. This helps ensure that they can concentrate on the questions and respond thoughtfully.

5. Collecting the Assessment Forms

Once the participants have completed the Emotional Intelligence Scale, collect the assessment forms. It's important to reassure participants that their responses will remain confidential, and individual results will not be shared with the groups.

6. Scoring and Analysis

After the pre-test, the facilitator can collect and analyse the results. The aim is to gain an overview of the group's baseline emotional intelligence levels. This analysis will help in understanding which specific areas of emotional intelligence may require more attention during the course.

7. Discussion and Reflection

Following the pre-test, consider engaging the group in a brief discussion about their experiences with the assessment. Encourage participants to reflect on their responses and how they perceive their emotional intelligence skills. This open dialogue can be enlightening and provide insight into the group's self-awareness.

8. Goal Setting:

Use the pre-test results as a basis for setting individual or group goals. By identifying areas where participants may need improvement, you can tailor the course content to address these specific needs and help participants achieve their desired outcomes.

The administration of the Emotional Intelligence Scale serves as a starting point for the EI module, allowing to customise the content to meet the unique requirements of the

participants. It also creates a benchmark against which participants can measure their progress as they journey through the course. This pre-testing session is an essential step in ensuring that the Emotional Intelligence module is both relevant and effective for the participant

Introduction and rapport building with participants (30 min).

Activity 1: Get to know Bingo Game



This is a bingo game which is interactive and facilitates conversation among students where they can compare their similarities and differences!

Directions: Students find a classmate who identifies with one of the bingo squares (example: "I have a brother") and asks them to initial that square. The first student who gets 4 in a row signed off by classmates wins!

1. Setting the Tone:

At the very beginning of the session, it's essential to create an atmosphere of inclusivity, openness, and trust. Start by greeting the participants warmly and expressing genuine enthusiasm about their participation in the course. The assessor need to share a brief personal anecdote or a motivational quote to set a positive tone for the session.

2. Ice-breaking Activities:

To help participants feel comfortable and familiar with one another the following ice-breaking activities should be conducted:

- Introducing themselves to the group
- Sharing something interesting about themselves
- Discussing a topic related to emotions and experiences

Ice-breakers help in breaking down initial barriers and encourage participants to engage in the learning process.

Ice Breaking Activities to be carried out

Activity 1.Emotion Charades:

Follow these steps



1. Write down different emotions on small pieces of paper (such as happy, sad, angry, surprised, etc.).
2. Participants should take turns picking a piece of paper
3. Acting out the emotion without speaking, while others guess the emotion being portrayed.

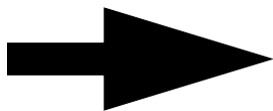


Activity 2 : Guess the emotions



Activity 3: Emotion Sharing Circle

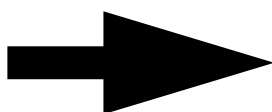
Follow these steps



1. Sit in a circle and ask each participant to share an emotion they're feeling at that moment and briefly explain why.
2. This activity encourages openness and sets the tone for emotional expression.

Activity 4: Two Truths and a Lie - Emotion Edition

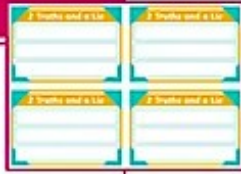
Follow these



steps

- Participants take turns sharing three emotions they've felt recently, but one of the emotions is fabricated.
- The rest of the group tries to guess which emotion is the lie, promoting engagement and attentiveness.

The game '2 Truth and a Lie' is easy and fun to play. This game does not need any other additional equipment or supplies; everyone just needs their imagination. You can have as many students as you like playing.



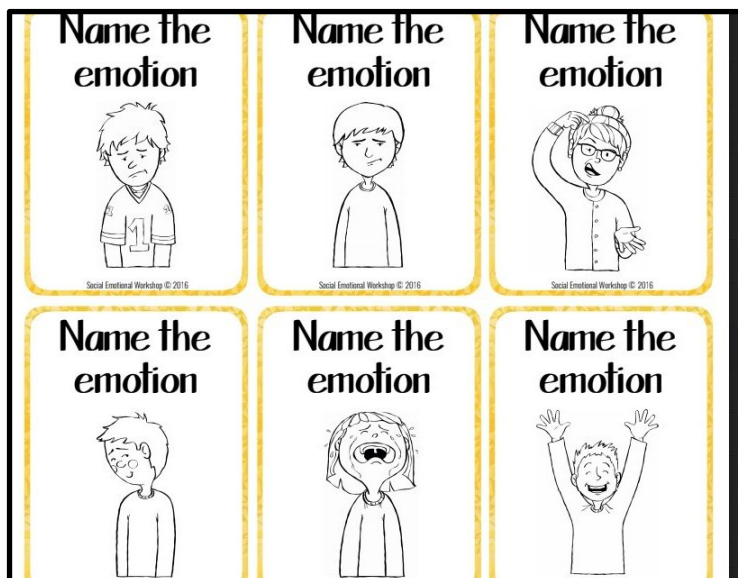
- Everyone playing will get a turn.
- When it is your turn, you need to tell the group two things that are true about you or the topic and one thing that is a lie.
- It is important to remember to not always tell your truths first; mix things around to make the other people think more carefully.
- Give everyone that you are playing with the opportunity to guess which statement is the lie.
- Once everyone has had a guess, tell them which ones are the truth and which one is the lie.



ink saving Eco

Follow these steps

- Prepare cards with emotions written on them.
- Divide participants into teams and have them take turns drawing an emotion while their team guesses which emotion it represents.
- This combines fun with emotional expression and interpretation.



SESSION 1

Understanding Emotions

Session Time: 1 hour

Week 1,2,3,4

Pre-testing Session Questionnaire (30 min)

Chapter 1

Understanding Emotions

Overview

Session One lays the foundation for student's understanding of how they can take a stand for healthy relationships by introducing students to the concept of emotional intelligence. Developing the ability to understand and express emotions as well as understand and empathise with the emotions and perspectives of others is essential to creating and maintaining healthy relationships, whether they are romantic or platonic. The session one contains background information on emotional intelligence and empathy, definitions and descriptions of key terms, additional resources for further learning, and lesson extensions.

Session One Key Vocabulary

Empathy: The experience of understanding another person's condition from their perspective. You place yourself in their shoes and feel what they are feeling.

1. The Role of Emotions

(3 minutes)

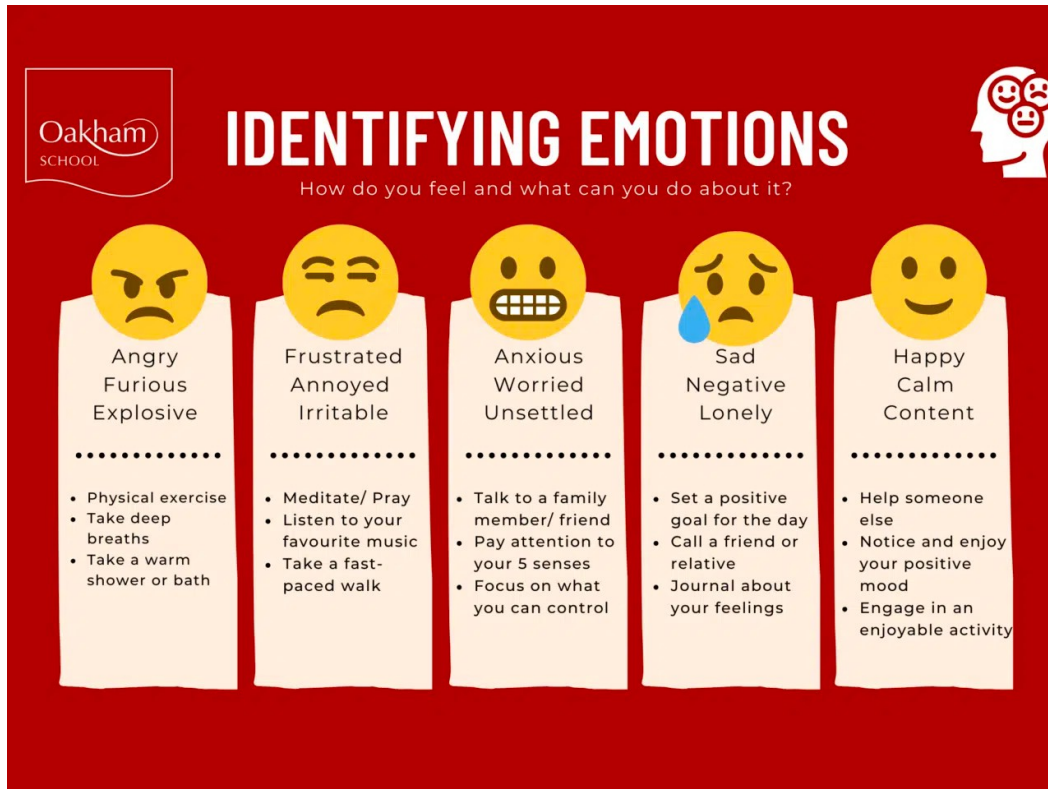
- Emotions are subjective human feelings which dictate mood.
- They are driving forces for human behaviours.

1. 1 Positive and Negative Emotions



- People with positive emotions are optimistic, energetic, ready to help others and able to cope with stress.
- On the other hand, negative emotions will make people unhappy, depressed, discouraged, withdrawn and indignant.

2. Identify Emotions (2 minutes)



3. Managing Emotions

Three Steps in Managing Emotions:

1. Be aware of your emotion

- Identify your emotions accurately
- Understand the triggers
- Be sensitive to others' feelings

2. Express your emotions appropriately

- Expressing positive emotions can make life more enriching and meaningful; also make interpersonal relationships more successful and harmonious

- Don't suppress emotions. Express negative emotions calmly and sensibly so as to avoid hurting yourself, other people or things

3. Handle your emotions effectively

a) Manage your anger

- Stay away from the sources that stir up your emotion
- Do pleasurable and relaxation activities, e.g. listening to music, doing aerobic exercises
- Be optimistic and humorous

b) Minimize sadness

- Understand the reason for sadness, face the problems bravely
- Avoid ruminating on our failure
- Keep in contact and get support from parents, teachers, friends and schoolmates

c) Relieve anxiety and fear

- Be psychologically prepared for puberty
- Join social activities to reduce fear of unfamiliar places
- Well prepare for examinations or competitions
- Do relaxation and deep breathing exercises in anxiety-provoking situations

d) Get rid of shame

- Learn to accept your limitations
- Appreciate your efforts made
- Learn from failure. Rebuild self-confidence and self-esteem

e) Free yourself from guilt

- Don't overreact to your failure or mistakes
- Find out the reasons for failure to avoid repeating mistakes
- Avoid regretting past events repeatedly. Be courageous and ready to face new challenges.

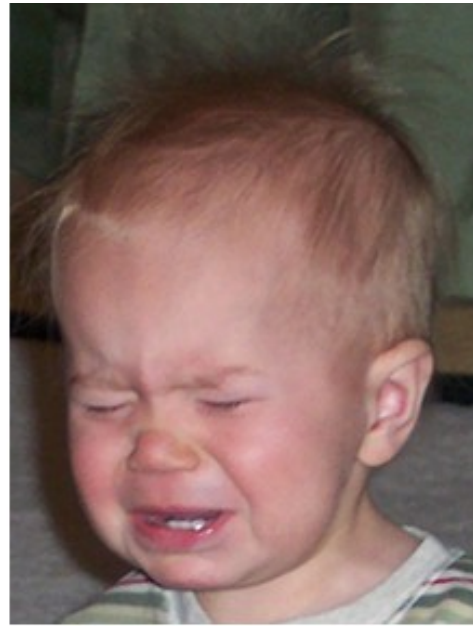
4. The Ubiquity of Emotions (4 minutes):

- An emotion is a subjective state of being that we often describe as our feelings.
- The words emotion and mood are sometimes used interchangeably, but psychologists use these words to refer to two different things.
- Typically, the word emotion indicates a subjective, affective state that is relatively intense and that occurs in response to something we experience.

- Emotions are often thought to be consciously experienced and intentional.
- Mood, on the other hand, refers to a prolonged, less intense, affective state that does not occur in response to something we experience.
- Mood states may not be consciously recognized and do not carry the intentionality that is associated with emotion



(a)



(b)

Toddlers can cycle through emotions quickly, being (a) extremely happy one moment and (b) extremely sad the next.

5. The Role of Emotions in Decision-Making (4 minutes):

- Emotions have great influence on multiple cognitive processes.
- These include attention, perception, memory encoding (encoding, storage and retrieval of information; and associative learning.
- Remarkably, emotion is key for the activation of a motivational system of action tendencies (such as approach or withdrawal behaviors).
- In fact, the word emotion comes from Latin 'emovere', which means to stir up, or to move.
- The origin of the word emotion already emphasizes its actionability and relevance in behavioral drive.

- Therefore, exploring the role of emotion in decision making is a crucial and complex task that involves several elements
- **Emotions are essential – no, critical – to making quality decisions.**

6. The Impact on Relationships (4 minutes):

- Studies suggests that the act of reflecting on the good things that happen to us eventually contributes to our wellness.
- By doing this we start to notice what goes right as well as wrong in our lives, changing our focus to the positive.
- Even on a bad day, there are few good things that happen, even small but significant.
- It is important to accept it, learn from it and move ahead with a positive attitude.
- These feelings can assist individuals with feeling nearer and progressively associated with their friends and family.
- Furthermore, the more you constantly encourage positive emotions in your connections, the more associated and glad you feel by and large.
- Both positive and negative emotions should be expressed as it not only nourishes your interpersonal relations but also your relationship with yourself.

7. The Consequences of Ignoring Emotions (3 minutes):

- Emotional suppression may appear to help those who do not wish to feel “bad,” but there are several risks associated with this type of coping.
- Not being able to feel and process our negative emotions leads to an increase in anxiety, depression.
- Studies have also linked health issues like cancer, cardiovascular diseases, and hypertension to suppressive copers.
- In addition, continuing to suppress negative emotions can lead to a condition called *alexithymia*, which is a mental condition when people lack the ability to feel both positive and negative emotions.

8. Benefits of Developing Emotional Intelligence (2 minutes):

- Emotional Intelligence (EI) enhances communication and conflict resolution by understanding others' emotions.
- It promotes empathy, improving relationships and workplace dynamics.
- High EI individuals make better leaders due to deeper team connections.

- Personal benefits include increased self-awareness, self-regulation, and improved mental health.



9. Interactive Discussion (1 minute):

Engage participants in a brief interactive discussion. Encourage them to share their initial thoughts and perceptions about emotional intelligence. This fosters active engagement and sets the stage for a more participatory learning experience.

10. Concluding Remarks (1 minute):

Wrap up the session by summarising the key takeaways. Reiterate the importance of emotional intelligence in personal and professional growth and express your enthusiasm for the upcoming sessions.

This 15-minute session should lay the foundation for the entire EI module, ensuring that participants understand the course's purpose, the core concepts of emotions and emotional intelligence, and the potential benefits they can gain from developing their EI skills. It is a crucial step in preparing participants for the journey ahead and motivating them to actively participate in the course.

ACTIVITIES AND ASSESSMENTS

Activity 1 :Worksheet 1: Positive and Negative Emotions

Positive/Negative Emotions

Describe a time you felt frustrated or angry and how you responded to it.	Describe a time you felt sad or disappointed and how you coped with it.
Describe a time you felt embarrassed or ashamed and what you would do differently.	Describe a time you felt anxious or nervous and how you managed the emotion.
Describe a time you felt proud of yourself and what you did to achieve it.	Describe a time you felt happy or excited and how you expressed those emotions.
Describe a time you felt grateful or thankful and how you expressed those emotions.	Describe a time you felt confident or empowered and how you achieved that feeling.

kami

Activity 2: Worksheet 2 : Identify Emotions

Follow these steps

- Close your eyes if you want to, and take a couple of calm breaths.
- Then ask yourself — how are you feeling right now?
- Think of one-word answers that describe how you feel.
- Notice what words come to mind. Does one feeling stand out? Or are there a few? You might even have opposite feelings at the same time. For example, excited and nervous. That's normal.
- Just notice the emotions you feel at the moment. There's no right or wrong answer.
- Doing this is a simple way to **be aware of your emotions**

Activity 3: Worksheet 3: Explore my feelings

EXPLORE MY FEELINGS

THE SITUATION: _____

Can you identify four feelings that you are experiencing about the situation?

1

2

3

4

I feel **1** _____ because _____

I feel **2** _____ because _____

I feel **3** _____ because _____

I feel **4** _____ because _____

What are some things you can do to cope with these feelings?



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SESSION 2

Introduction to Emotional Intelligence

Session Time: 1 hour

Week 5,6,7,8

Chapter 1

Importance of Emotional Intelligence

Points to be Discussed:

- Emotional intelligence, also referred to as EI, has evolved into an essential and necessary skill in today's modern world.
- Emotional intelligence varies from one person to another.
- While some people are gifted by birth in the way they understand and deal with people, others may need help to build their emotional skills.
- Getting fluent in the language of emotions helps us sustain our relationships both personally and professionally.
- Emotional intelligence can empower the mind and make us happy and content.

1. Definition of Emotional Intelligence

(3 minutes)

Emotional intelligence quotient (EIQ), is the capability of individuals

- to recognise their own emotions and those of others
- discern between different feelings
- label them appropriately
- use emotional information to guide thinking and behaviour
- manage and/or adjust emotions to adapt to environments or achieve one's goal(s).

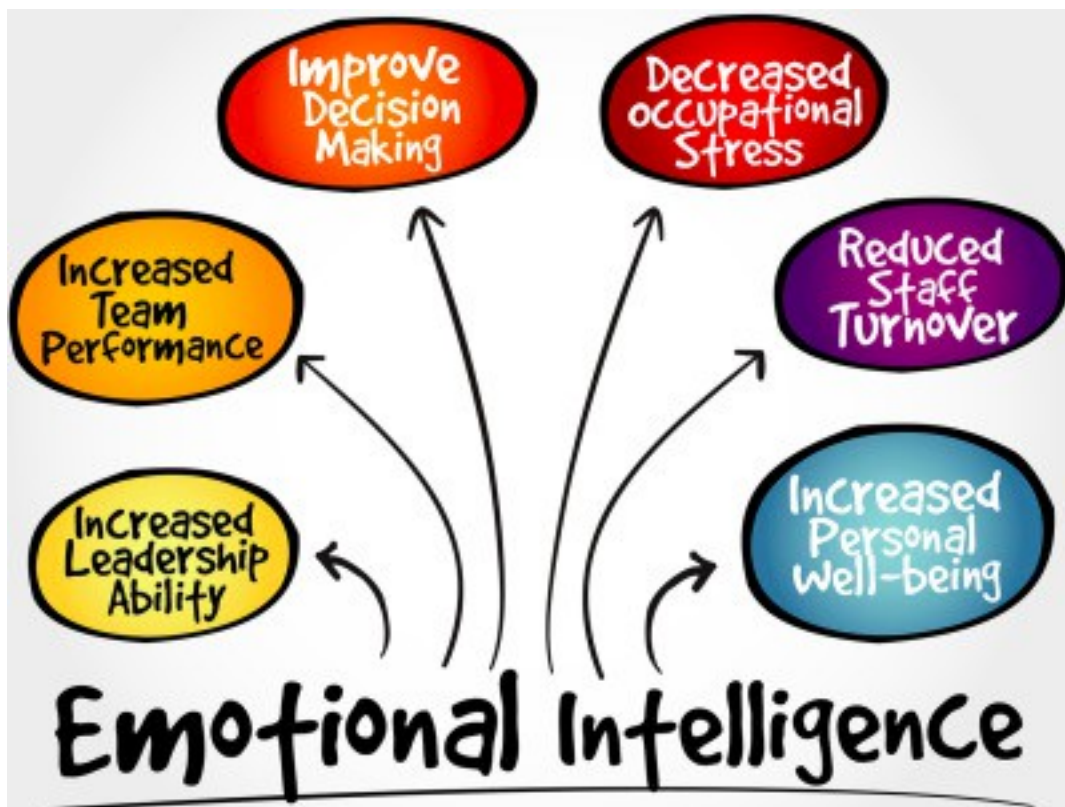
1.1.What does someone with high emotional intelligence look like?

- Individuals with higher EI have a deeper grasp of the correlation between thoughts, emotions, and behaviours.
- They can identify their feelings and see how these feelings impact their behaviours while understanding the impact these behaviours have on the people around them.
- They tend to more successfully navigate difficult situations, have a greater ability to positively influence other people, express themselves clearly, and have a greater understanding of the world around them.

- With this greater understanding comes stronger family ties, more healthy intimate relationships, and lower anxiety levels.

1.2.What you achieve by having high emotional intelligence?

- High levels of emotional intelligence also look like strong interpersonal skills.
- These skills, including communication and conflict management, are critical in today's world, both in the classroom as well as in the workplace.
- By learning how to avoid inappropriate impulsive decisions, being aware of someone else's emotions, and coming from a place of greater empathy, teenagers with higher EI can grow into strong teammates and leaders.
- If you look at effective leaders you admire, you may notice that they often have strong emotional intelligence skills.
- In an ideal world, leaders are self-aware, work to resolve conflict with understanding, speak confidently, avoid inappropriate conversations, and provide constructive and appropriate feedback



1.3. Can EI be learned ? (3 minutes):

- Research suggests that people with average or below average E.Q. can do just as well as others by learning it.
- The only thing needed is the motivation to learn and the intention to apply it in real life.
- Emotional Intelligence can be gained and improved at any point in life (Goleman, 2014).
- Learning emotional intelligence skills needs a resourceful environment where we can picture the areas, or the aspects of E.I. that we should focus on, and seek expert advice on how to do so.

2. Four Stages of Learning Emotional Intelligence (3 minutes):

1. Insight

- Any learning starts when we are aware that there is something in us that needs to be changed or improved, and we are ready to make those changes happen.
- Emotional intelligence has five components in it:

Self-awareness – the knowledge of what we feel and why we feel so

Self-regulation – the ability to express our feelings in the right way

Motivation – the internal drive to change the way we feel and express

Empathy – the ability to relate to others' emotions and see the world from their perspective

Social skills – the power to communicate effectively and build strong connections at home or in the workplace.

- Learning E.I. starts with gaining insight into which aspect of E.I. we should work on. Some of us may have solid social skills but lack in self-regulation while others may be high on motivation but poor in self-regulation.
- The learning process begins with the knowledge of which aspect of E.I. to develop first.

2. Assessment

- The next step is attempting to measure where we stand on each of the E.I aspects.
- Here are a few assessments and emotional intelligence tests that we can take for evaluating our E.I.
- The scores in each of them are indicative of whether or not we need to learn emotional skills, and where do we practically stand as an emotionally aware human being.

3. Training

- Assessment opens us to a range of options to choose from.
- Depending on what part of emotional intelligence we need to work on, we can decide what sort of training would suit us the best.
- For example, a low score in motivational and social communication aspects can be improved by organisational training.
- Many professional sectors offer E.I. courses and workshops for employees who are keen to build their interpersonal skills.

2.4 E.I. training improves:

- Communication skills and the power to comprehend nonverbal cues of interaction (for example body language, facial expression, the tone of words, etc.)
- Group performance, especially at the workplace and maintaining a high team spirit
- Organizational skills – and managing schedules more efficiently
- Work motivation and the power to accept feedback and criticism positively
- Leadership skills

2.5. Application

- The final and the most critical stage of learning emotional intelligence is incorporating the chalk talk in real life.

3. The Four Components of Emotional Intelligence (4 minutes):

3.1. Self-awareness

- Is your ability to accurately perceive your emotions and be aware of them as they happen.
- You can increase your self-awareness by understanding your strengths and limitations, while seeking professional and personal opportunities for growth.
- Before you can make changes in yourself, you have to know what there is to work with.
- Becoming self aware is about the process of understanding yourself.
- We all have strengths and limitations
- Self awareness can be developed and identifying your strengths and weaknesses can help with this development
- Spend some time recognizing areas you need to develop and intentionally make an effort to develop or strengthen that aspect of yourself.

Activity 1 : Worksheet 1

Follow Steps

- Choose three strengths for yourself, and three you would like to improve on
- If you don't see a trait listed here, feel free to write your own.
- Once you've chosen traits that need improving, think about and describe how you will attempt to improve those traits.

Strengths		Would like to Improve
1. _____	Creative	1. _____
2. _____	Confident	2. _____
3. _____	Focused	3. _____
	Caring	
	Goal-Oriented	
	Happy	
	Honest	
	Sensitive	
	Doesn't give up	
	Eager to Learn	
	Open-minded	
	Imaginative	
	Hopeful	
	Calm	
	Striving	
	Hard-working	
	Fair	
	Loyal	
	Forgiving	
	Passionate	
	Positive	
	Kind	
	Funny	
	Leader	
	Patient	
	Curious	
	Spiritual	
	Humble	
	Supportive	
	Dependable	

3.2. Self-regulation or Self-management

- Builds on the basis of self-awareness and is the ability to control your emotions so that they don't control you.
- Self-management means you're able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- Many of us may have trouble managing emotions like anger, sadness, or frustration. Anger is a normal and healthy response to have in certain situations.
- Understanding your anger and how to manage it is important in maintaining relationships and self-control.

Activity 2 : Worksheet 2: Planning for the Future

Follow Steps

Now, think about how you would like to process anger in the future. Describe healthy management skills and behaviours and write them in the lines provided below. Some suggestions are listed in the box below.

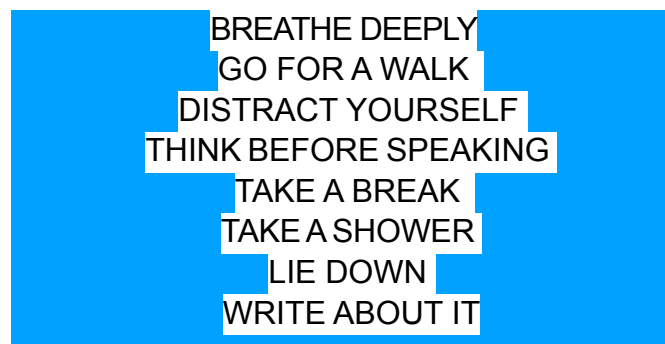
Positive Emotions	Negative Emotions
Happiness Excitement Joy Peaceful Relaxed Calm Cheerful Caring	Anger Disappointment Exhaustion Frustration Stressed

Activity 3 : Worksheet 3: Planning for the Future

Follow Steps

For this activity, think of a time when you were angry and how you handled it. Describe your reaction and behaviors in the lines provided below.

T h e l a s t t i m e I w a s a n g r y I . . .



3.3.Social awareness:

- Social awareness is the ability to accurately read situations and people.
- This can occur when you are aware of your own emotions.
- An important part of social awareness is the ability to empathize with the people around you.
- This means that you are able to understand and appreciate why someone feels the way they do.
- The below activity will exercise your ability to read others' emotions.

Activity 4 : Worksheet 4

Follow Steps

- Match the pictures on the left with the emotions listed on the right. Pictures may have more than one answer and you may add emotions that are not listed here.



Stressed
Peaceful
Excited
Angry
Fearful
Disappointed
Anxious
Angry
Sad
Relaxed
Joyful
Stressed
Upset
Sad
Concerned
Frustrated
Worried
Tired
Calm
Happy

3.4.Relationship management

- It is your ability to use awareness of your emotions and the emotions of others to manage interactions successfully.
- The basis of relationship management is developing and maintaining good relationships.
- Clear communication, inspiring and influencing others, working well in a team, and managing conflict all contribute to relationship management.

Activity 5 : Worksheet 5

Follow Steps

In this activity, for each of the green circles, write the names of important people in your life. Then, think about what you know about that person. List two traits, hobbies, or features related to the person in the designated boxes. For example: APJ Abdul Kalam 1) Leader 2) Educator.

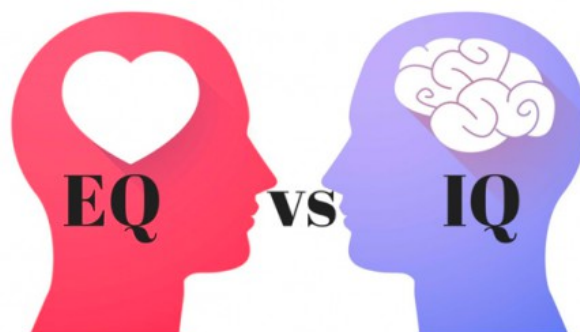
The worksheet consists of three identical sets of a green circle and two gray boxes. Each green circle contains the text 'Name:' followed by a horizontal line for writing. To the right of each circle are two light gray rectangular boxes, one above the other, labeled '1.' and '2.' respectively, for listing traits, hobbies, or features.

If you had trouble listing something about the people in your life, you may want to pay more attention to those around you. Learning something unique or personal about the individuals in your life can help you maintain caring and positive relationships.

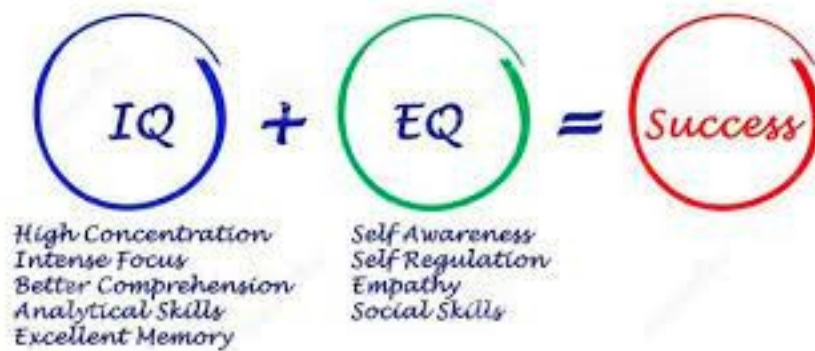
4. The Connection Between Emotional Intelligence and Success (4 minutes):

- A high EQ helps you to build relationships, reduce team stress, defuse conflict and improve job satisfaction.
- Ultimately, a high EI means having the potential to increase team productivity and staff retention.
- Self-management allows flexibility and positivity.
- Self-awareness and empathy foster relationships.
- Motivation comes from an internal drive.
- Higher emotional intelligence is linked with the ability to concentrate.
- Collaborating with customers and making personal connections is critical

5. The Distinction Between EQ and IQ (3 minutes):



Emotional Intelligence	General Intelligence
Measures how a person recognizes emotions in themselves and others.	Shows a person's ability to learn, understand, and apply his information and skills.
Success in Life	Success in School
Leaders, Captains, Managers, and People with social challenges.	People having high intellect, common sense, mental challenges, etc.
Understanding emotion	Understanding information



6. Interactive Activity (2 minutes):

Activity 6 : Role-Playing Scenarios

Explanation of the Activity:

Role-playing scenarios involve assigning participants different roles and asking them to act out specific situations. These scenarios can be based on real-life experiences or hypothetical situations.

Benefits and Objectives:

Role-playing scenarios allow individuals to practice empathy, perspective-taking, and effective communication. They encourage participants to step into someone else's shoes and understand different viewpoints.

Step-by-Step Guide for Implementation:

1. Select a scenario that is relevant to the participants' lives or learning objectives.
2. Assign roles to each participant, ensuring a variety of perspectives.
3. Provide clear instructions and guidelines for the role-playing activity.
4. Encourage participants to fully immerse themselves in their assigned roles.
5. After the role-play, facilitate a discussion to reflect on the experience and explore different emotions and perspectives.
6. Q&A and Discussion (1 minute):
7. Open the floor for questions and initiate a brief discussion to ensure that participants have a clear understanding of the concept of Emotional Intelligence.

7. Concluding Remarks (1 minute):

Summarise the key points discussed in this session. Reinforce the importance of Emotional Intelligence in personal and professional growth and motivate participants to continue exploring this concept in the upcoming sessions.

Chapter 2

The Importance of EI : Enhancing Emotional Intelligence

- Emotional intelligence is a necessary skill for navigating important relationships in your life.
- When you develop the ability to be aware of your emotions and express them in a healthy way, you may have a greater chance of success, both professionally and personally.
- Developing emotional intelligence is an ongoing process.
- The journey differs from person to person. There are few steps for improving emotional intelligence. They are:

1. Enhancing Self-Awareness (3 minutes):

- People who are self-aware can both identify and acknowledge their emotions and how they affect their behavior, increasing their personal understanding of their strengths and weaknesses.
- “It all starts with self-awareness, which is foundation of EI, and it builds from there. If you’re aware of your own emotions and the behaviors they trigger, you can begin to manage these emotions and behaviors,” says Andrews the psychologist.

1.1.Tips to cultivate Self-awareness

- Be curious about who you are
- Let your walls down
- Look in the mirror — literally
- Keep a journal and note what triggers positive feelings
- Substitute some screen time with people time
- Ask others how they see you
- Angry at someone? Take the ‘third-person’ perspective
- Keep checking in with yourself (and a list of feelings)
- Keep learning — the journey never ends

Activity 1: Worksheet 1 :Reflective Journaling

Explanation of the Activity:

Reflective journaling involves individuals writing about their thoughts, feelings, and experiences. This activity promotes self-reflection, self-awareness, and emotional regulation.

Benefits and Objectives:

Reflective journaling allows individuals to explore and process their emotions, as well as gain insights into their own patterns of thinking and behavior. It encourages self-expression, self-discovery, and personal growth.

Step-by-Step Guide for Implementation:

1. Provide participants with a journal or notebook.
2. Assign specific prompts or topics for reflection, such as “Describe a recent situation that made you feel proud and explain why.”
3. Encourage participants to write freely and honestly, without judgment.
4. Set aside dedicated time for journaling and provide privacy if needed.
5. After the journaling session, participants can choose to share their reflections or keep them private.

2. Effective Self-Regulation (3 minutes):

- Self-awareness opens the door to self-regulation, which is the ability to manage these emotions and behaviors.
- Once we’re aware of our emotions, we can begin to manage them and keep the disruptive emotions and impulses under control.
- “People with strong self-regulation can pause and take a deep breath in tense and stressful situations, “which helps them remain calm and think before they speak or act.
- These people tend toward a positive outlook and are adaptable to a variety of situations and circumstances.
- “On the flip side, those that cannot contain their negative emotions and impulses often set off a chain reaction of negative emotions in others.”

2.1. Effective Skills for Self-Regulation

- **Mindfulness:** is "the awareness that arises from paying attention, on purpose, in the present moment and non-judgmentally." By engaging in skills such as focused breathing and gratitude, mindfulness enables us to put some space between ourselves and our reactions, leading to better focus and feelings of calmness and relaxation.
- **Cognitive Reappraisal:** Cognitive reappraisal, or cognitive reframing, is another strategy that can be used to improve self-regulation abilities. This strategy involves changing thought patterns. Specifically, cognitive reappraisal involves reinterpreting a situation in order to change the emotional response to it.
- Some other useful strategies for self-regulation include acceptance and problem-solving. In contrast, unhelpful strategies that people sometimes use include avoidance, distraction, suppression, and worrying.

Activity 2: Worksheet 2 : Mental Activity

- Imagine a friend did not return your calls or texts for several days.
- Rather than thinking that this reflected something about yourself, such as "my friend hates me," you might instead think, "my friend must be really busy."
- Research has shown that using cognitive reappraisal in everyday life is related to experiencing more positive and fewer negative emotions.

3. Empathy and Social Awareness (4 minutes):

- Social awareness is our ability to understand the emotions of others and a key component of this is empathy.
- Empathy has three components — identifying what others feel, sharing this emotion, and wishing to improve their experience.
- "It's not about how you would feel in their situation, but rather, how they actually feel.
- People with strong social awareness tend toward kindness.
- However, this doesn't mean they cannot give others difficult feedback — in fact, they may be better at delivering this 'tough love' because they understand the other person and want to help them improve.

3.1. Steps to Improve Your Social Awareness

- Be An Active Listener
- Notice Body Language

- Consider Others Perspectives
- One Final Thought: Social awareness significantly impacts your business culture, productivity, efficiency, and by default, revenue.
- And your leaders are your way to implement and maintain social awareness among your team.
- Thus, always take care of their skills development and training situations to get the best outcomes and achieve your life's goals.

Activity 3: Worksheet 3 : Competition

- Challenging your students to a competition can be an effective motivator for increasing kindness.
- In this challenge, students will recognize when someone does something nice for them unexpectedly and surprise others with random acts of kindness themselves.
- Give the students a goal to meet, such as performing three kind acts per week or noticing five kind acts per week.
- To keep them excited about the challenge, give them star stickers to add to a classroom chart or a paper cutout to stick on a bulletin board when they meet their goal.

3.2.Social skills

- “Social skills are what separate a great manager from a good one”
- These skills, which include influence, conflict management, teamwork, and the ability to inspire others, make it possible to build and maintain healthy relationships in all parts of your life.
- People with strong social skills can make an enormous difference on a team and in organizations because they understand others and act on this knowledge to move people toward a common goal.
- To improve your emotional intelligence, you need to start at the beginning, with self-awareness.

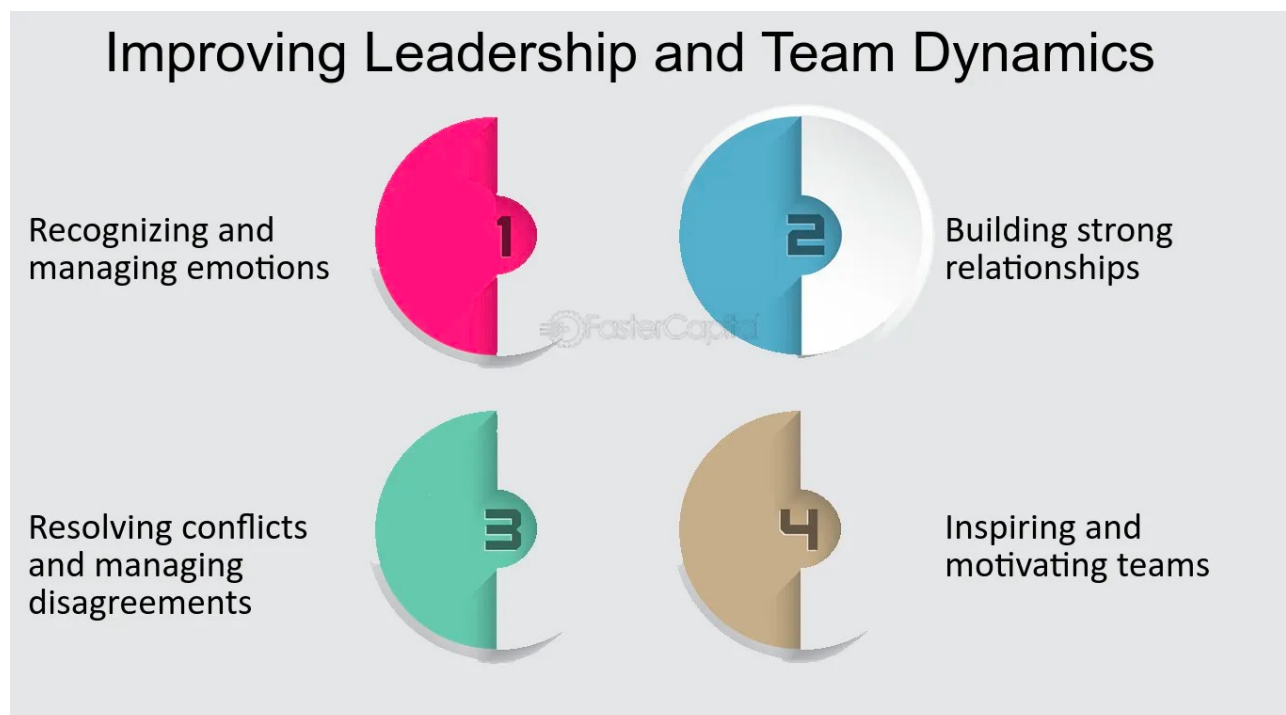
4. Improved Interpersonal Relationships through EI and conflict Resolution (3 minutes):

- Improve your relationships by enhancing your communication skills and resolving conflicts effectively through the use of emotional intelligence.
- Good communication is essential in any relationship, whether it's with a partner, friend, or coworker.
- By developing strong communication skills, you can express yourself clearly and listen

attentively to others.

- This allows for better understanding and connection between individuals.
- Emotional intelligence helps you become more aware of your own emotions and those of others, enabling you to communicate in a way that is empathetic and considerate.
- In addition to effective communication, emotional intelligence also plays a crucial role in conflict resolution.
- Conflicts are inevitable in any relationship, but how we handle them can make all the difference.
- With emotional intelligence, you can approach conflicts with a problem-solving mindset.
- Instead of reacting impulsively or defensively, you're able to stay calm and rational during disagreements.
- You can use empathy to understand the other person's perspective and find common ground.
- By employing these problem-solving techniques, conflicts can be resolved more quickly and peacefully.

5. Leadership and Decision-Making (3 minutes):

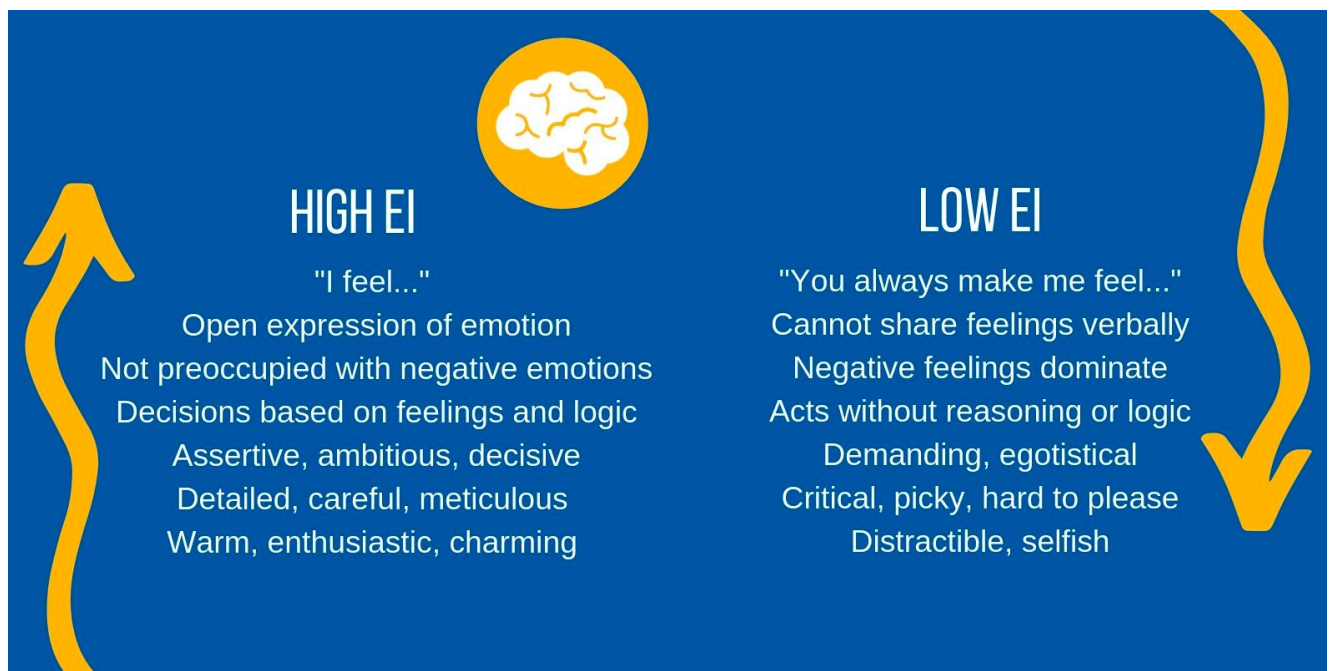


Cultivating Emotional Intelligence for Better Decision Making



6. Stress Management (3 minutes):

- Improving your emotional intelligence can assist you in managing stress, building strong relationships, empathizing with others, and achieving goals.
- In the workplace, you can assess and affect situations and relationships more effectively, cope with pressures, demands and stress, and navigate and negotiate conflict.



Chapter 3

Introduction to Intellectual Intelligence

1. Introduction to IQ

- IQ is a measure of your information processing ability.
- If you have a mobile phone or a computer, you know that they have the processor and every processor has a defined speed.
- That speed is responsible for your overall experience on that gadget.
- Now if you are not happy with the speed, you tend to change the processor (which I am not sure if that is possible) or you may change the device because you want better performance.
- Our brain is in a way like that. Although the potential of the brain is unheard of, because it is a quantum machine, we are using it up to certain extent or capacity.
- That capacity in a nut-shell is the IQ.

As an example, it took just two days for my friend to complete studying a subject during our college days.

- When I say complete studying a subject, it means he has understood every bit of it and is able to comprehend and write the same content in the exam.
- I required 3 days to complete studying the same subject and to reach the same level of comprehension and understanding.
- Somewhere I knew, his grasping power, absorbing capability was much better than mine. Now I know, he had better IQ than me.

2. Definition and Components of IQ (3 minutes):

- IQ is a score derived from several standardized tests designed to assess human intelligence.
- The abbreviation 'IQ' was coined by the psychologist William Stern for the German Term *Intelligenzquotient*, his term for a scoring method of Intelligence Tests at University of Breslau.

3. Measuring IQ (3 minutes):

- Historically, IQ is the score obtained by dividing a person's mental age score, obtained by administering an Intelligence Test, by the person's chronological age, both expressed in terms of years and months.
- Resulting fraction is multiplied by 100 to obtain the IQ score. Scores from intelligence tests are estimates of intelligence.
- Unlike for example distance and mass, a concrete measure of intelligence cannot be achieved given the abstract nature of the concept of Intelligence.

3.1.IQ Tests

- An IQ test, short for "intelligence quotient", is an assessment that measures a range of cognitive abilities and provides a score that is intended to serve as a measure of an individual's intellectual abilities and potential.
- IQ tests are among the most administered psychological tests.
- That being said, while IQ scores can determine intellectual potential or someone's expected capabilities, it doesn't necessarily mean they're smart.
- Intelligence comes from so many different emotional and experiential places there is no one test to determine how smart someone is.
- IQ tests are helpful for some things—like determining disability—and less so for others.
- To understand what these scores truly mean, it is essential to look at exactly how these test scores are calculated.

3.2.Types of IQ Tests

- Cognitive Assessment System
- Kaufman Assessment Battery for Children
- Stanford-Binet Intelligence Scale
- Universal Nonverbal Intelligence Test
- Wechsler Adult Intelligence Scale
- Wechsler Intelligence Scale for Children
- Woodcock-Johnson Tests of Cognitive Abilities

3.3.Impact of IQ Testing

- IQ can have an impact on different areas of life, including school and work.
- High scores are often associated with higher achievement in school, while lower scores may be linked to some form of intellectual disability



The image shows a chart titled 'WECHSLER IQ CLASSIFICATION' with a logo at the top. It lists IQ ranges and their corresponding classifications. The chart is presented in a table format.

IQ Range	IQ Classification
130 and above	Very Superior
120 - 129	Superior
110 - 119	High Average
90 - 109	Average
80 - 89	Low Average
70 - 79	Boderline
69 and below	Extremely Low

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4. The Relationship Between IQ and EQ (3 minutes):

- Emotional Intelligence is a concept that has generated much interest in recent years, particularly among those interested in self-improvement and personal development.
- While emotional intelligence isn't necessarily measurable intelligence like IQ, it can still be quite important for our day-to-day happiness and success.
- Emotional Intelligence refers to our ability to manage emotions, relationships, and stress effectively; as well as to accurately perceive how others are feeling.
- It's been linked with many positive outcomes such as increased job performance, better leadership skills, and improved health.
- The relationship between emotional intelligence and IQ can be summarized by saying that both are necessary for optimal functioning.
- That said, there is some evidence to suggest that people who have high levels of both tend to perform even better than those who excel at just one or two areas of life.
- **For example**, research suggests that individuals with strong emotional intelligence abilities also tend to do very well on tests of cognitive ability (IQ).

- This suggests that while you can be good at one without being good at another, having higher levels of both tends to lead to more overall success.
- As mentioned above, a key component of emotional intelligence involves being able to accurately perceive how others are feeling.

5. The Role of IQ in Academic and Professional Success (3 minutes):

- The relationship between IQ and academic achievements is not absolute.
- Factors like motivation, perseverance, and study habits also play a substantial role in school performance.
- Students with high IQ scores but low motivation or poor study techniques may not realize their academic potential.
- Conversely, those with average IQ scores who are highly motivated and have strong study habits can achieve remarkable success.

6. Balancing IQ and EQ (3 minutes):

- The intertwining of Emotional Intelligence (EQ) and Intellectual Intelligence (IQ) is not merely a matter of professional development but extends to our personal growth as well.
- They collectively contribute to our journey towards becoming not just successful professionals but also better human beings.
- Leaders who balance IQ and EQ can inspire their teams, drive innovation, and navigate complex challenges with finesse.
- The research is clear: both dimensions matter.

7. Conclusion (2 minutes):

Summarize the key points of this section, with a focus on the importance of Emotional Intelligence (EQ) in fostering effective communication, building relationships, and achieving personal and professional success. Encourage participants to actively develop their EQ skills throughout the course.

SESSION 3

Internal Motivation

Session Time: 1 hour

Week 9,10,11,12

Chapter 1

Internal Motivation

1. Introduction to Internal Motivation (2 minutes):

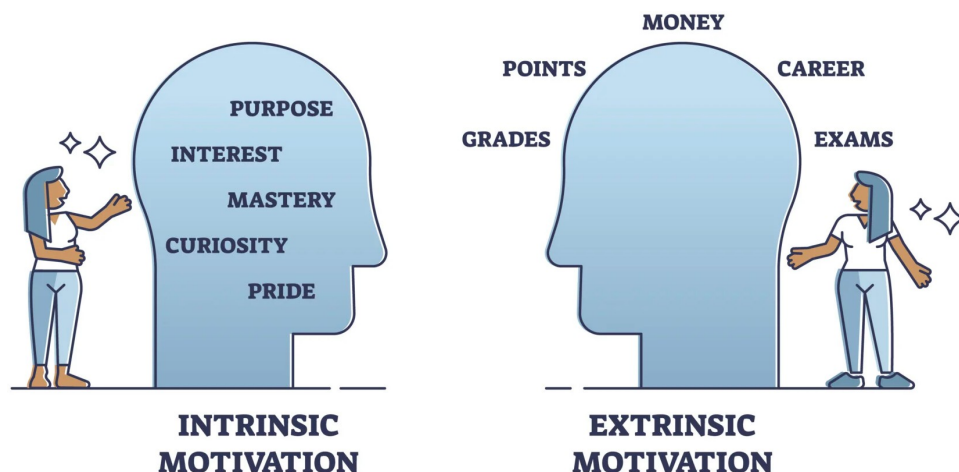
- **Internal motivation** is seen when a person undertakes an activity for its own sake without any sort of external reward, such as a hobby.
- Internal motivation can result from our feelings (e.g., happiness, anger, and sadness), thoughts (e.g., “I better finish the report before the deadline tonight.”), values and goals.

Examples:

- An example of intrinsic motivation in the classroom is a student who studies because they enjoy learning about new concepts.
- Another example would be a student who joins the science club because they enjoy conducting experiments.
- In both of these examples, the students are engaging in the learning process because they find it personally rewarding, not because they feel they have to.

1.1.External Motivation

- **External motivation** is evident when someone behaves a particular way for reasons external to, or outside of, the person, such as money or coercion.
- External motivation may come from parents, a boss, coworkers, friends, and siblings.
- It is most frequently thought of in terms of salary (i.e., money), promotions, grades, praise and punishment.



1.2.Spectrum of Motivation

- **Positive motivation** is seen when people engage in an activity that has a virtuous end, such as volunteering, athletics, or art.
- **Negative motivation** is evident when individuals act in a manner that is unethical or has a destructive end, such as judging others, physical altercations or vandalism. Negative motivation also occurs when individuals use destructive emotions, such as guilt and shame, to coerce others into acting.

2. The Importance of Internal Motivation (3 minutes):

Discuss the significance of internal motivation in personal and professional life. Emphasize that individuals with strong internal motivation are more likely to persevere, overcome challenges, and achieve their objectives. Provide examples of how internal motivation leads to success.

3. Characteristics of Internal Motivation (4 minutes):

INTRINSIC MOTIVATION

Characteristics of Intrinsic Motivation



Source: conversationagent.com

4. How to practice better Intrinsic Motivation

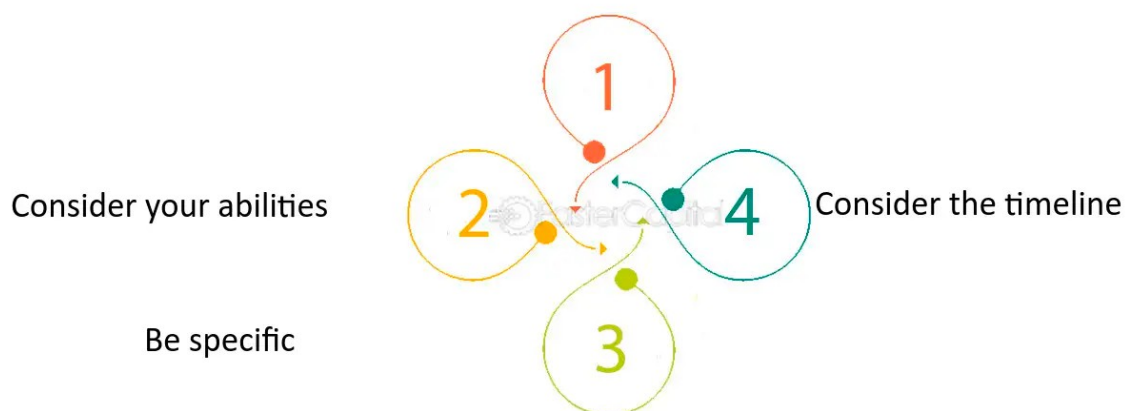
The following are some things you can do to help you practice better intrinsic motivation:

- Look for the fun in work and other activities or find ways to make tasks engaging for yourself.
- Find meaning by focusing on your value, the purpose of a task, and how it helps others.
- Keep challenging yourself by setting attainable goals that focus on mastering a skill, not on external gains.
- Help someone in need, whether it's a friend who could use a hand at home or lending a hand at a soup kitchen.
- Create a list of things you genuinely love to do or have always wanted to do and choose something on the list to do whenever you have time or are feeling uninspired.
- Participate in a competition and focus on the camaraderie and how well you perform instead of on winning.
- Before starting a task, visualise a time that you felt proud and accomplished and focus on those feelings as you work to conquer the task.

5. Setting Intrinsic-Realistic Goals (4 minutes):

The Importance of Setting Realistic Goals

Break down your goals



6. Self - Determination

- This motivation is determined by three essential, inborn, psychological human needs that motivate performance: autonomy, competence, and relatedness (Ryan & Deci, 2000).
- **Autonomy** refers to our willingness, volition, or perceived control over what we do. It involves how much say we have over when and how we do something, and how much we want to do something rather than have to do it.
- **Competence** pertains to how much our action aligns with our capabilities, such as our knowledge and skills. We need to feel capable of achieving the desired outcome. However, in order to achieve an optimal level of engagement, the activity must not be too easy, either.
- **Relatedness** is the level of feeling cared for and connected to others. It is the degree of meaning we derive from an activity, the sense of connectedness to others it brings us, and if it is aligned with a purpose bigger than ourselves. Relatedness is also sometimes referred to as 'belonging.' So, if you come across a source inviting you to develop an 'ABC mindset' for motivation, you'll know it refers to the three components (autonomy, belongingness, and competence) of Self-Determination Theory

Our motivation is highest if these three factors are met.

7. Intrinsic Motivation in Various Life Areas

- Intrinsic motivation's transformative power can be harnessed in numerous aspects of our lives, including our personal relationships, professional endeavors, and even our hobbies and interests.
- When it comes to personal relationships, fostering intrinsic motivation can enhance connection and bring about a deeper sense of fulfillment.
- By nurturing open communication, shared values, and mutual support, individuals can create an environment where both parties feel empowered to pursue their individual passions and thrive together.
- Celebrating each other's achievements and encouraging growth can invigorate the relationship with a shared sense of purpose and fulfillment.
- It also plays a pivotal role in shaping career choices and driving success in the realm of professional development.
- When individuals have a deep sense of passion for their work, they are more likely to approach challenges with enthusiasm and dedication.
- By aligning their career paths with their intrinsic motivations, they create a life infused

with purpose, propelling them towards growth and fulfillment.



8. Self-Discipline (4 minutes):

- Self-discipline is the practice of doing what your brain knows is a good choice, even if your body wants to resist.
- Self-discipline often means putting off your immediate comfort or impulses in favor of long-term success.
- **For example**, if you want to read more, you might need to actively eliminate distractions like canceling your Netflix subscription.

8.1. Benefits of becoming Self-Discipline

Self-Discipline Benefits

- 1 You'll achieve long-term goals.
- 2 You can improve your mental health.
- 3 Your physical health can benefit.
- 4 Your relationships will be positively impacted.
- 5 You'll become more resilient.
- 6 You'll feel happier.

8.2.How to Build Self Discipline



9. Overcoming Procrastination (4 minutes):

- Procrastination is the act of delaying or putting off tasks until the last minute, or past their deadline.
- Some researchers define procrastination as a "form of self-regulation failure characterized by the irrational delay of tasks despite potentially negative consequences

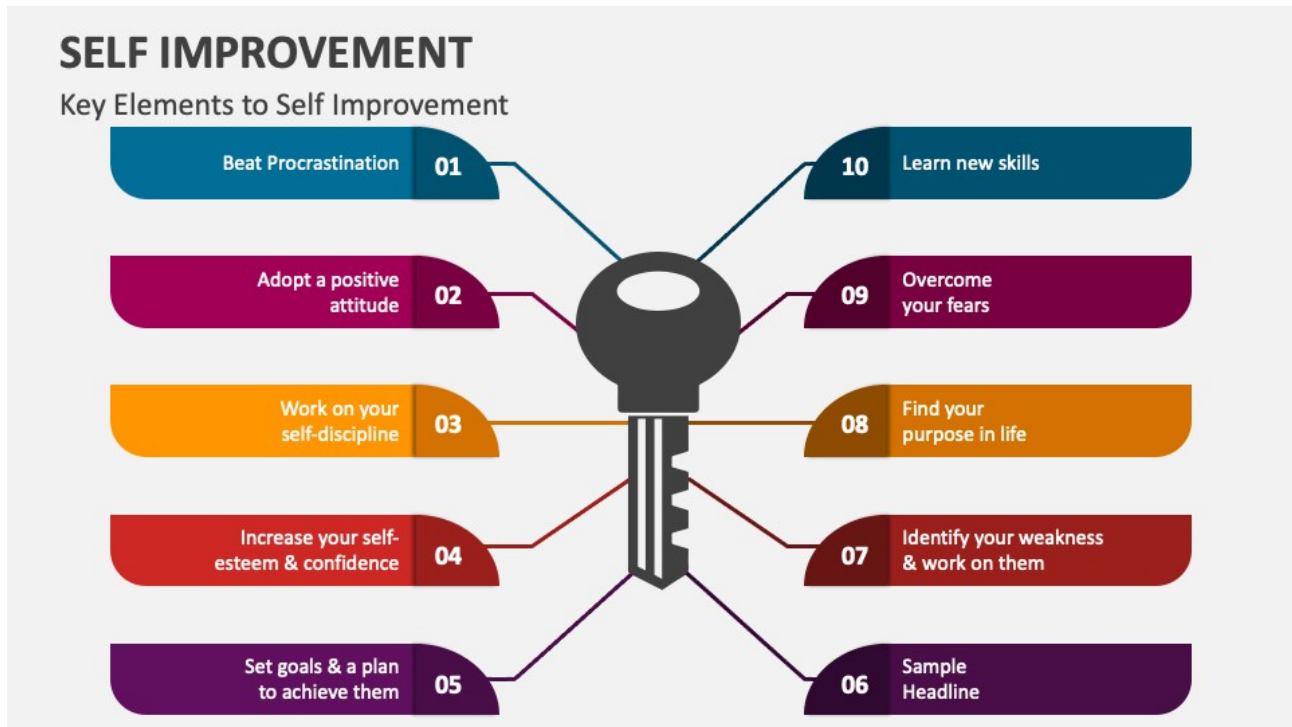
10 WAYS TO EFFECTIVELY OVERCOME PROCRASTINATION



10. Self-Improvement (3 minutes):

- Self-improvement is the improvement of one's knowledge, status, or character by one's own efforts.
- It's the quest to make ourselves better in any and every facet of life.
- Self-improvement almost always starts with self-awareness and the ability to transform your habits.

10.1.Approaches to improve Self Improvement



11. Conclusion and Discussion

Open question and answer session

ACTIVITIES AND ASSESSMENTS

Activity 1 : Worksheet 1 : Knowing the Ideal Self

Reflect on the image of your ideal self by answering the following questions. This can be done in the form of powerful open-ended questioning during a coaching session or assigned as a writing exercise

- How well articulated is the ideal self?
- How important is it to you to achieve the ideal self?
- When are you planning to make the changes associated with achieving the ideal self?
- What resources and opportunities do you have that will help you work toward your ideal self?
- What hurdles do you anticipate? How can these be part of the growth process?
- What factors inform your vision of your ideal self?
- How internal (as opposed to external) are the values that inform your ideal self?
- What person, living or dead, is similar to your ideal self?
- Name a single, small behavior you can change as the first step toward your ideal self.
- How can you chart your progress toward your ideal self?

Activity 2 : Worksheet 2 : Creating an ideal self-imagine in the future

Take a couple of minutes to picture what you are like and what your life is like. Imagine where you would be living, where you would be working. Imagine what your commute is like, your health is like, your friendships are like. Imagine the skills you have and the opportunities you have for growth. Picture the types of decisions you have made and the goals you have achieved. This can be done in the form of powerful open-ended questioning during a coaching session or assigned as a writing exercise.

- Describe where would you be living.
- What is it you value in living arrangements and circumstances that you would like to achieve?
- To what extent is this vision of your future living arrangements internal versus the product of some external factor or someone else's values?
- Describe your work life: your commute, your office, your position, the type of work you would do.
- What is it you value in work that you would like to achieve in this ideal future?
- To what extent is this vision of your future work the product of internal versus the product of some external factor or someone else's values?

Now that the client has a vision of a desired future, we can help him or her move toward goal setting.

Activity 3 : Worksheet 3 : Motivation in you



WHAT MOTIVATES YOU?

Name:

Date:

There is always competition between what we **want** to do and what we **have** to do. So make those things work together. Turn what competes with what you have to do into a motivator or a reward. In the boxes below, write down two things you like to do, as well as how you are going to earn those rewards. For example, "30 minutes of video games" is a reward for finishing all homework by 8:00 PM.

Reward	How will you earn that reward?



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Chapter 2

Empathy

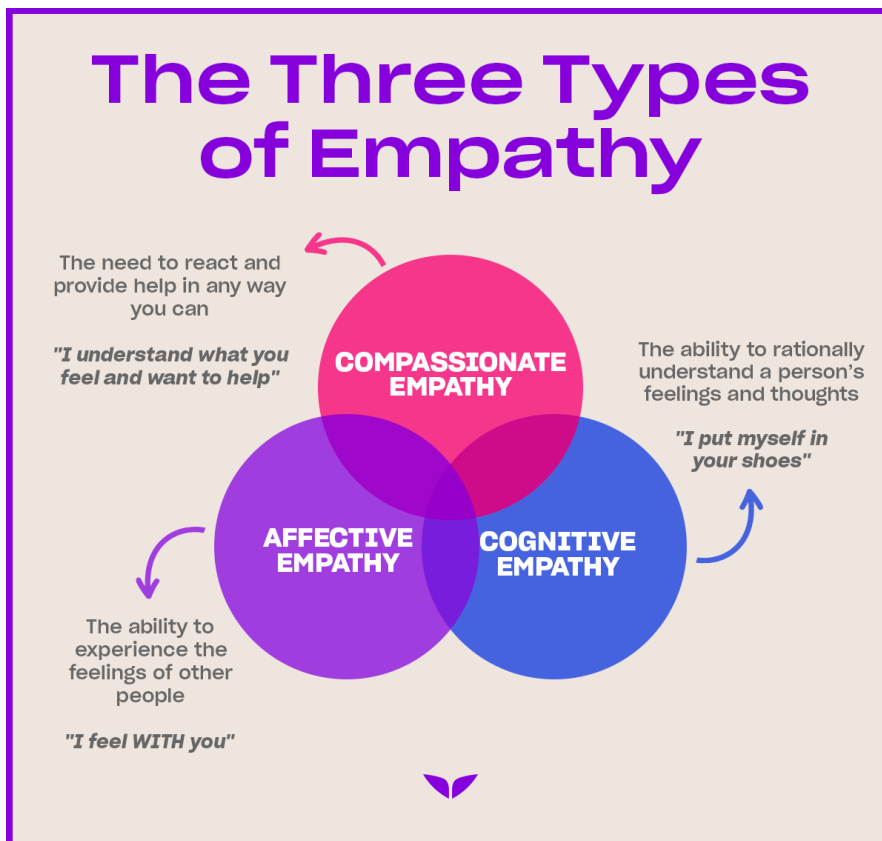
1. Introduction to Empathy (2 minutes):

- Empathy is the ability to understand the emotions of others.
- Empathy helps us understand how others are feeling, what their motivations are, and what their perspective might be.
- Encouraging your child to consider these things when interacting with others might help them understand why engaging in bullying behaviour is hurtful to others.

2. The Importance of Empathy (3 minutes):

- Often, people bully or unintentionally hurt others because they lack the ability to think about and understand the impact of their actions and words on others.
- Without empathy and respect for others, it's easy to act in ways that cause hurt.
- There are many ways your teenager can get what they need without having a negative impact on others, and it's important to help them learn the skills to do this.

3. Types of Empathy (4 minutes):

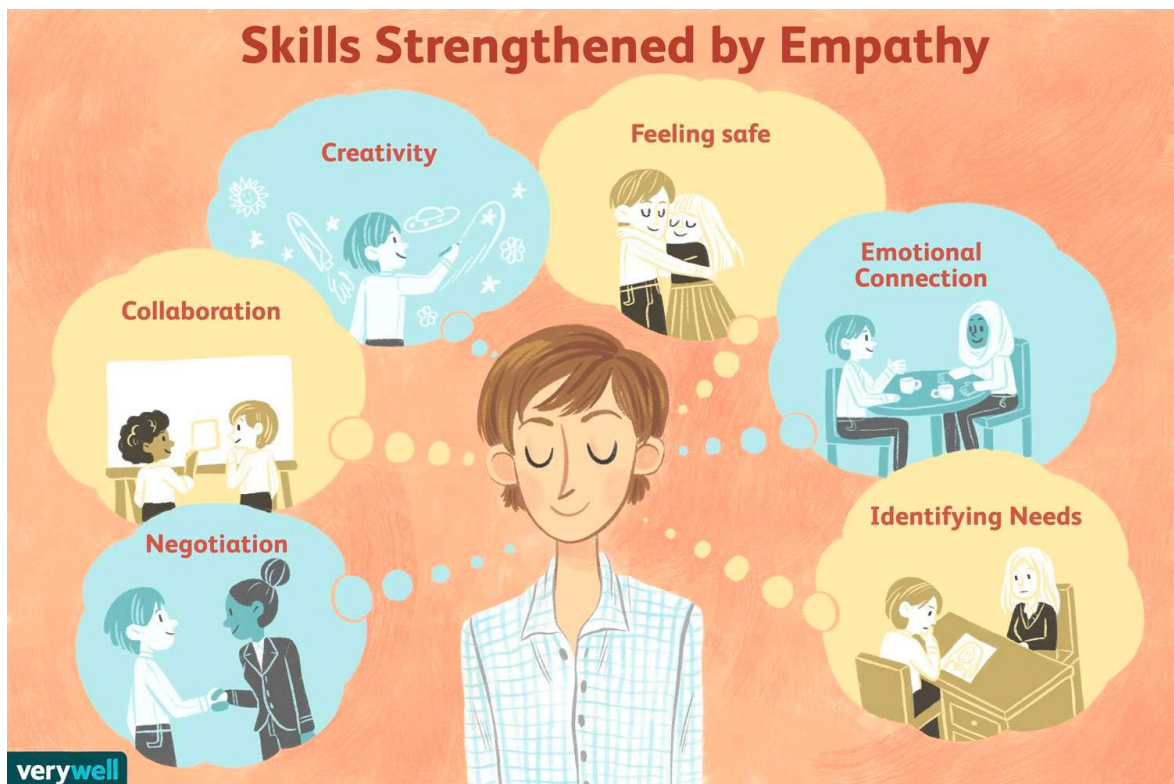


4. How to help develop your empathy?

Developing empathy in teenagers is vital as it encourages them to reflect, observe and think about their behaviour. Help them to notice and name feelings and communicate them to others appropriately.



5. Skills Strengthened by Empathy



6. Overcoming Empathy Barriers (4 minutes):

6.1.Cultivating Mindfulness and Emotional Awareness:

- Mindfulness practices help us become more aware of our own emotions and responses.
- Noticing our judgements, fears, and attachments allows us to pause and choose how to respond, rather than reacting unconsciously.

6.2.Understand your blocks

- Research suggests everyone has empathy blocks, or areas where it is difficult to exhibit empathy.
- To combat these barriers to prosocial behavior, Schumann suggests noticing your patterns and focusing on areas where you feel it's hard to connect to people and relate to their experiences.

6.3.Guess yourself

- Much of empathy boils down to willingness to learn—and all learning involves questioning your assumptions and automatic reactions in both big-picture issues, such as racism, and everyday interactions.
- According to Rumble, it's important to be mindful of “what-ifs” in frustrating situations before jumping to snap judgments.
- **For example**, if a patient is continually late to appointments, don't assume they don't take therapy seriously—something else, like stress or unreliable transportation, might be getting in the way of their timeliness.

7. Building Empathetic Relationships (3 minutes):

7.1.Recognising the Rise and Fall of Our Thoughts and Emotions:

- Paying attention to the ever-changing nature of their own thoughts and emotions may help youth and teens to understand others' experiences and empathize with others' emotions and behaviors accordingly.

7.2.Acting Out Emotions Together

- When we focus on how emotions feel in our own bodies, it is often a helpful way to get at what another person might be feeling.
- However, we may need to remind ourselves that our perceptions may not align with reality, and then remind ourselves of the need to ask.
- From this place of curiosity and care, we can often find a way to connect with others.

7.3.Supportive Attitudes During Teamwork:

- Encouraging supportive language is critical.
- If someone doesn't succeed in the task at hand, sharing words of encouragement and validating that it's OK and could have happened to anyone is important.

7.4.Caring/Kindness:

- Intentionally cultivating empathy by offering well wishes for others in a group setting can help, too.
- In addition to becoming more familiar with our own emotions, we grow empathy and compassion for others and ourselves.

ACTIVITIES AND ASSESSMENTS

Activity 1 : Worksheet 1 : Scenario Interpretation

In a scenario where Christine is upset about her math test and Rani approaches her to offer encouragement and share his own experience with a similar situation, students can explore how Rani's empathy helps Christine feel better.

The discussion following the role play can focus on the importance of empathy in social interactions and how sharing similar experiences can create a sense of connection and understanding.

Discussion Questions

After the role play, use these questions to stimulate further discussion:


1. How did the actors demonstrate empathy in the scenario?
2. How did the emotions of the characters change throughout the scene?
3. What specific actions or words helped to convey empathy in the role play?
4. How might the outcome of the scenario have been different if empathy was not shown?
5. Can you think of a time when you demonstrated empathy in a similar situation? How did it impact the other person?

Related Skills

In addition to empathy, there are several other social-emotional learning skills that are important for high school students to develop. These include:

- Active listening: Paying full attention to what others are saying and responding thoughtfully.
- Effective communication: Expressing oneself clearly and respectfully, both verbally and nonverbally.
- Conflict resolution: Addressing disagreements constructively and finding solutions that satisfy all parties involved.
- Collaboration: Working together with others to achieve a common goal.
- Self-awareness: Recognizing and understanding one's own emotions, strengths, and areas for growth.

Activity 2 : Worksheet 2 : Empathetic Response Activity




NAME: _____


Practicing Empathy

Empathy is first practiced at home. What would you do in each situation? Explain your answer.


Your brother fell asleep while studying. The room is very cold.




You just arrived from school and saw your mother cleaning.




Your sister just returned from dog walking. They both look tired and thirsty.



You know your father loves to drink a cup of coffee during his days off relaxing.



EMPATHY WORKSHEETS

KIDSKONNECT.COM 

Activity 3 : Worksheet 3 : Empathy Mapping

Empathy Map

Interests + Goals	Areas of Strength	
<div>Student(s) Name</div>		
Academic Needs	SEL Needs	Career Needs

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SESSION 4

Perceiving/Expressing our Emotion

Session Time: 1 hour

Week 13,14,15,16

Chapter 1 Identifying/ expressing own emotions

1. Introduction to Identifying/Expressing Own Emotions (2 minutes):

Feelings are important aspect of our lives but the trouble is many of us have been brought up to ignore and override feelings.

1.1.Facts about Feelings

- Feelings involve a total body reaction.
- Feelings are influenced by our thoughts and perceptions.
- Feelings can be simple and complex.
- Feelings give you energy.
- It is possible to feel several feelings at the same time.
- Feelings are contagious.
- Feelings are never right or wrong.
- We tend to suppress our feelings.

Therefore it is very important to learn to identify your feelings.

1. Identifying Own Emotions

- Emotional identification simply means accurately identifying and labeling the emotion you're experiencing in any given moment.
- It is an important part of emotional intelligence and can be helpful in improving your emotional awareness and regulation.
- It turns out that being able to identify your emotions is foundational for being able to calm down and tune down the intensity of your emotions.
- For this reason, emotional identification is often the first step in regulating our emotions.
- When we identify and label our emotions, we're bringing awareness to what we're feeling, which can help us better understand what we're experiencing.



2. Benefits of Emotional Identification

- Improved self-awareness
- Improved communication
- Improved self advocacy
- Increased emotional intelligence
- Improved emotional regulation
- Enhanced connections

3. Improve Emotional Identification Awareness



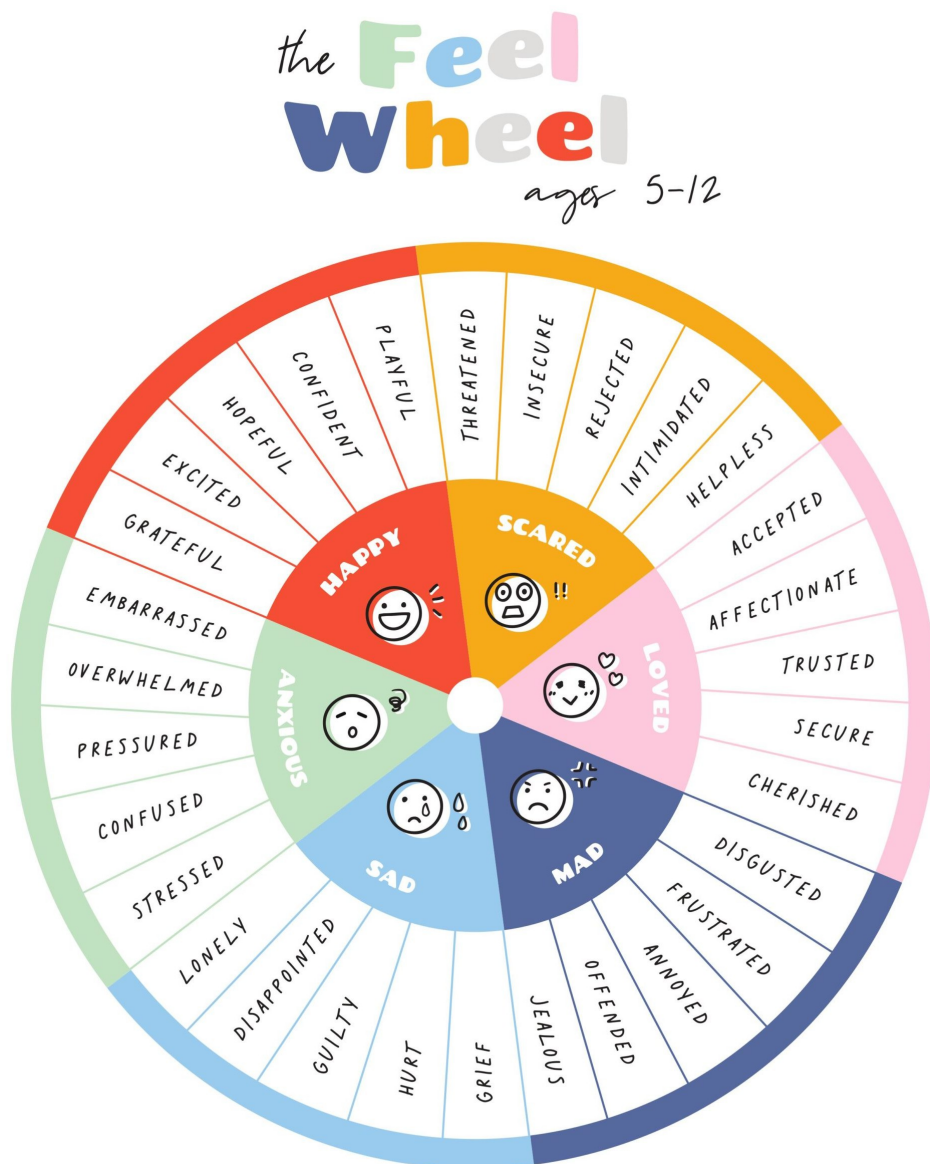
The following list are ways to increase awareness and practically identify emotions and sensations so that we can discern what helps us stay emotionally regulated versus what sends our nervous system and emotions in negative spirals.

1. **Create space for stillness, silence, and limited distractions.**
2. **Notice your physical sensations.**
3. **Identify the emotion.**
4. **Be curious, not judgmental.**
5. **Identify what you need.**
6. **Connect the need with action.**

2. The Importance of Identifying Emotions (3 minutes):

- Emotional awareness helps us know what we need and want (or don't want!). It helps us build better relationships.
- That's because being aware of our emotions can help us talk about feelings more clearly, avoid or resolve conflicts better, and move past difficult feelings more easily.
- Some people are naturally more in touch with their emotions than others.

3. The wheel of Emotions



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- An emotion wheel is a circular graph that depicts the range of human emotions and how they relate to one another.
- Most modern versions of the emotion wheel have 8 core emotions at the center.
- These are joy, fear, surprise, anger, trust, sadness, disgust, and anticipation.

3.1.How does the wheel of Emotions work?

- Emotion wheels are usually shaped like colourful flowers.
- In the centre are our basic **sadness, disgust, anger, anticipation, joy, fear, surprise,** and **trust**.
- Radiating toward the outer edges are less intense variants of these core emotions. For example, when you feel irritation, it's a milder form of anger.



- Radiating toward the outer edges are less intense variants of these core emotions. For example, when you feel irritation, it's a milder form of anger.
- Here's a detailed look at **primary and secondary emotions**:
- **Sadness:** includes grief, pensiveness, regret, hurt, rejection, melancholy, discouragement, and depressed
- **Disgust:** includes hatred, disinterest, disapproval, revulsion, dismissiveness, repulsion, and critical
- **Anger:** includes rage, irritation, frustration, insulted, bitterness, mocked, violated, jealous, offended, and provoked
- **Anticipation:** includes interest, vigilance, excitement, awareness, impatience, expectant, harried, and cautious
- **Joy:** includes happiness, ecstasy, elation, pleasure, triumph, satisfaction, contentment, pride, and serenity
- **Fear:** includes terror, caution, apprehension, concern, worry, anxiety, stressed, and nervous
- **Surprise:** includes amazement, distraction, wonder, awe, amusement, shock, speechlessness, and disbelief
- **Trust:** includes safety, vulnerability, hopeful, positive, secure, supported, comfortable, and relaxed

4. What are thoughts?

- Thoughts are mental cognitions—our **ideas, opinions, and beliefs** about ourselves and the world around us.
- They include the **perspectives** we bring to any situation or experience that color our point of view (for better, worse, or neutral).
- An example of a long-lived thought is an **attitude**, which develops as thoughts are repeated over and over and reinforced.
- While thoughts are shaped by life experiences, genetics, and education, they are generally under conscious control.
- In other words, if you are aware of your thoughts and attitudes, you can choose to change them.

4.1.The Link Between Thoughts and Emotions (3 minutes):

- Thoughts and emotions have a profound effect on one another.
- Thoughts can trigger emotions (worrying about an upcoming job interview may cause fear) and also serve as an appraisal of that emotion (“this isn’t a realistic fear”).
- In addition, how we attend to and appraise our lives has an effect on how we feel.
- For example, a person with a fear of dogs is likely hyperattentive of the dog across the street and appraises the approach of the dog as threatening, which leads to emotional distress.
- Another person who appraises the dog’s approach as friendly will have a very different emotional response to the same situation.

4.2.Can we change our thoughts and emotions?

We tend to believe that emotions are just “part of us” and can’t be changed. Research, however, has established that emotions are malleable. They can be changed by:

- **Altering an external situation** (divorcing an abusive spouse)
- **Shifting our attention** (choosing to focus on a more positive aspect of a situation)
- **Re-appraising a situation** (the upcoming test is an opportunity for learning, not an assessment of my personal worth).

How we choose to live our lives has tremendous power over the way we feel every day.

5. Expressing Emotions (2 minutes):

- Typically, we learn to express our emotions in two primary ways: either directly expressing them to someone else (e.g., in a personal confrontation), or hiding the feelings and keeping them to ourselves.
- Learning ways to express our emotions that are aligned with our cultural values, while still attending to our need and feelings, can be helpful both for ourselves and in our relationship with others.
- However, you also have options for expressing your emotions more productively:
- You may tell your friend you will miss them.
- You may make special effort to see them more before they move.

5.1. Examples of Expressing Emotions (2 minutes):

- consider the scenario of a close friend planning to move away. You may feel sad, disappointed, or even frustrated about this change. There are numerous ways you can react:
- You may be so upset you want to avoid the friend until they move.
- You can stay busy, or anxiously pursue new friendships so you will not feel lonely or sad.

5.2 What influences emotions?

We have a tendency to mimic each other's outward states (for example, by smiling when someone smiles at us), and our outward states can affect our internal ones (smiling can actually make you feel happy!).

Emotions can also be influenced by other factors:

- **Cultural traditions and beliefs** can affect the way a group or an individual expresses emotions. There are some cultures in which it is deemed "bad manners" to express emotions in a way that may be considered healthy and appropriate in other cultures.
- **Genetics** (or, more specifically, brain and personality structure, including self-control) can affect the emotional expression of an individual or family.
- **Physical conditions:** Brain tumors, strokes, Parkinson's disease, Multiple Sclerosis, Alzheimer's, and metabolic diseases, such as **diabetes** and thyroid disorders, can cause a person's emotional responses to change dramatically.

5.3 Response to the Emotions

Here are some useful questions to consider when deciding how to respond to your feelings:

- Does the intensity of my feelings match the situation?
- Do I have several feelings that I need to pay attention to?
- What interpretations or judgments am I making about this event?
- What are my options for expressing my feelings?
- What are the consequences of each option for me?
- What are the consequences of each option for others?
- What result am I hoping for?
- What do I want to do?
- What if I do nothing?

Even doing something like taking a deep breath or going for a walk to think can be a way of responding to your feelings. Remember that you have many options when it comes to expressing emotions.

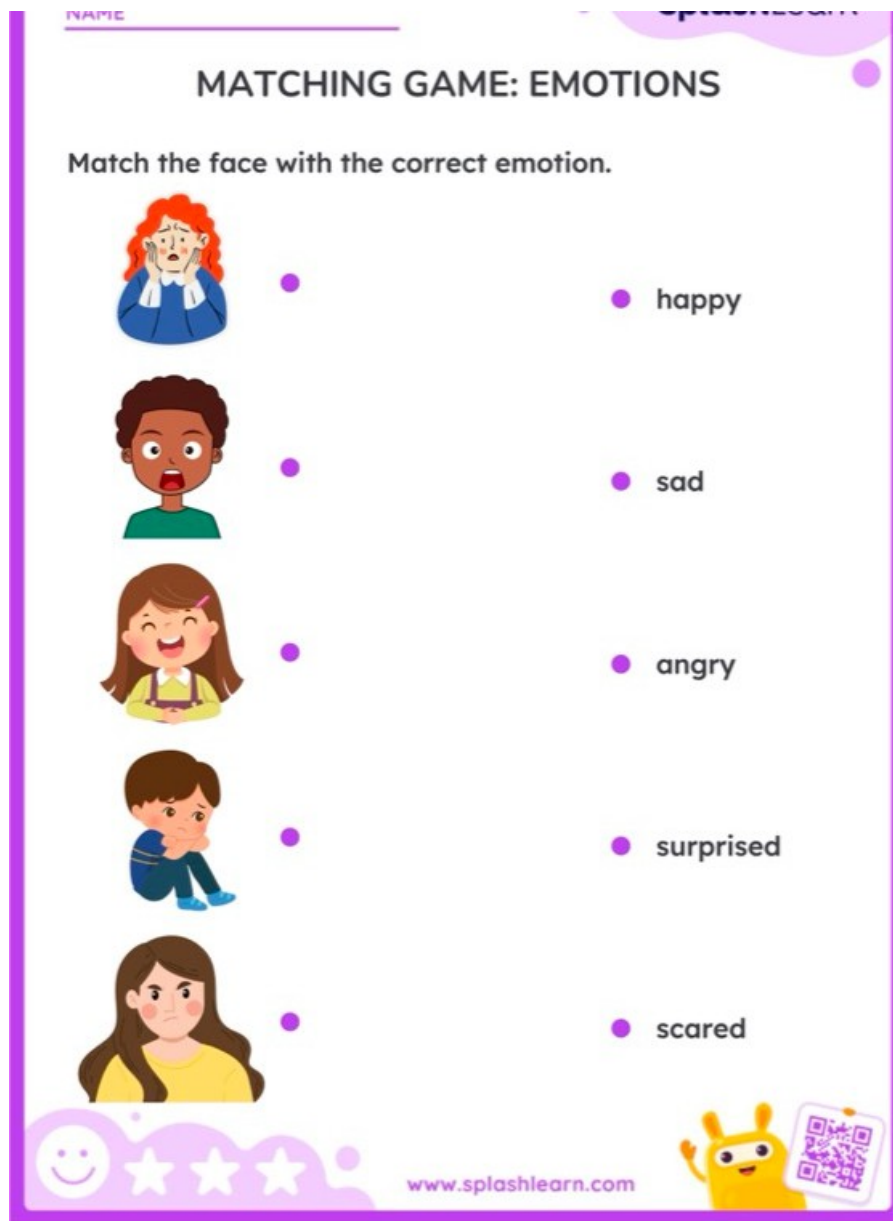
ACTIVITIES AND ASSESSMENTS

Activity 1 : Worksheet 1 : Increasing vocabulary of Emotional words

In this section, we engage participants in an interactive activity designed to expand their vocabulary of feeling words. A rich emotional vocabulary is essential for accurately identifying and expressing emotions. Here's a detailed breakdown of this activity:

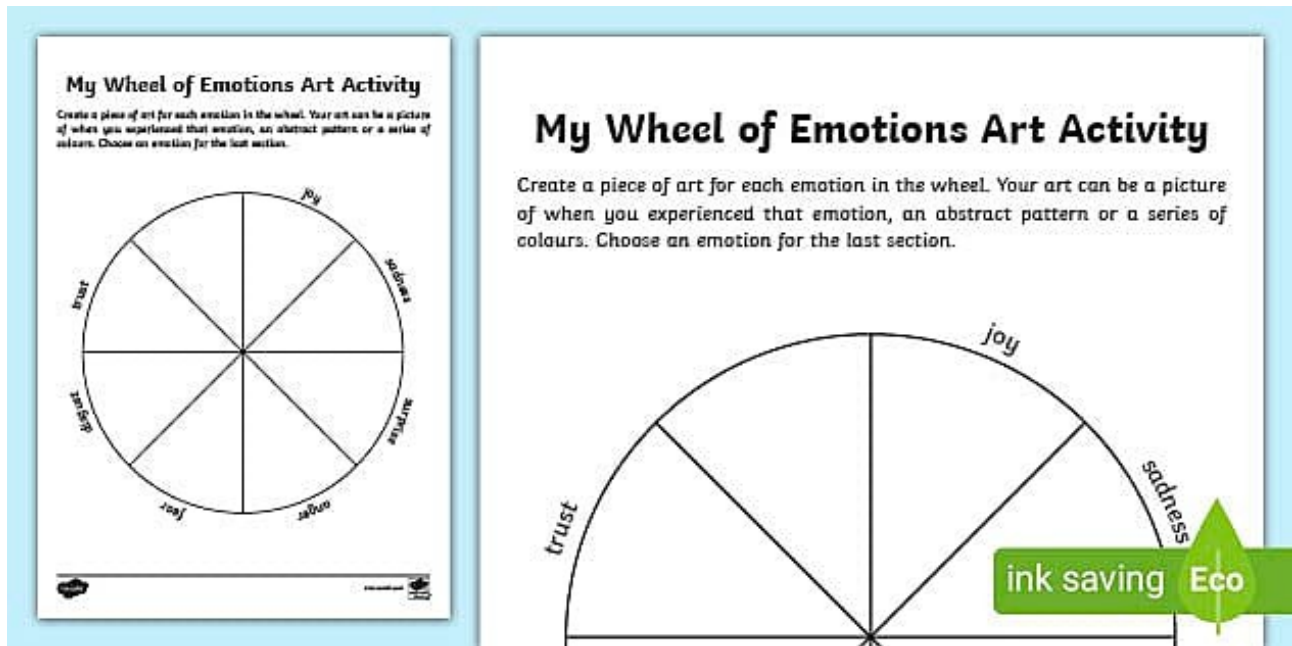
1. Introduction to the Activity (2 minutes):

Begin by explaining the purpose of the activity, which is to enhance participants' emotional intelligence by broadening their repertoire of feeling words. Clarify that a more extensive emotional vocabulary enables more precise emotional identification and expression.



Activity 2 : Worksheet 2 : Exploring the Emotional Wheel (3 minutes)

Recap the concept of the emotional wheel introduced earlier in the session. Emphasise that the wheel categorises emotions into different groups, making it easier to identify and name specific feelings.



Activity 3 : Worksheet 3 : Sharing and Discussion (4 minutes):

Invite participants to share their chosen feeling words and the experiences they associated with those emotions. This fosters open and authentic discussion, allowing participants to learn from each other's perspectives.

Activity 4 : Worksheet 4 : Group Activity: Emotion Storytelling (4 minutes):

Divide participants into small groups and provide each group with a prompt related to an emotion. For example, one group may receive the prompt "joy," while another may receive "anger." Each group's task is to create a short story or scenario that vividly portrays the assigned emotion. Encourage creativity and expressive storytelling.

Activity 5 : Worksheet 5 : Distribution of Feeling Word Lists (2 minutes):

Provide participants with printed lists of feeling words. These lists should include a range of emotions, including basic and complex feelings. Ensure that the words are organized by emotional categories, such as joy, anger, sadness, fear, surprise, and more.

Teacher: Gil

Class: A2

emotions.word_list/search



Complete the spaces below using only words that has to do with emotions. All of the words must begin with the letter of the alphabet given. Some of them may not have an answer. At the end, you should explain any words that may sound odd to your classmates.

A _____	O _____
B _____	P _____
C _____	Q _____
D _____	R _____
E _____	S _____
F _____	T _____
G _____	U _____
H _____	V _____
J _____	W _____
K _____	X _____
L _____	Y _____
M _____	Z _____
N _____	


Activity 6 : Worksheet 6 : Self-Reflection and Word Selection (3 minutes):

Ask participants to take a few minutes to reflect on a recent personal experience that triggered emotions. Encourage them to choose a word from the provided list that best represents the emotion they felt during that experience.

Name _____ **Self-Reflection**

Self-Reflection

What is the primary emotion you are feeling right now?



1. Is this emotion giving you any **information** about yourself, the others involved, or the world in general?

2. What is this emotion **communicating** to others around you?

3. Does this emotion **motivate** you in any way? How?

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Chapter 2

Identifying Emotions in oneself using Three Doors

In this section, we explore practical techniques for identifying emotions within oneself using the metaphor of "three doors." These doors represent physiological changes, behavioral changes, and cognitive changes associated with various emotions. Understanding these signs is essential for self-awareness and emotional regulation. Here's a detailed breakdown of this section:

1. Introduction to the Three Doors (2 minutes):

- The concept of the "three doors" as a metaphor for recognising emotions.
- These doors represent different aspects of our experiences and bodily responses that can provide insight into our emotional states.

2. Physiological Changes Door (4 minutes):

- We all know how it feels to have our heart beat fast with fear.
- This physiological response is the result of the autonomic nervous system's reaction to the emotion we're experiencing.
- The autonomic nervous system controls our involuntary bodily responses and regulates our fight-or-flight response.
- According to many psychologists, our physiological responses are likely how emotion helped us evolve and survive as humans throughout history.
- Interestingly, studies have shown autonomic physiological responses are strongest when a person's facial expressions most closely resemble the expression of the emotion they're experiencing.
- In other words, facial expressions play an important role in responding accordingly to an emotion in a physical sense.

2.1.Discussion (1 minute):

Engage participants in a brief discussion by asking them to share their own experiences of recognizing emotions through physiological changes.

3. Behavioral Changes Door (4 minutes):

- The behavioral response aspect of the emotional response is the actual expression of the emotion.
- Behavioral responses can include a smile, a grimace, a laugh or a sigh, along with many other reactions depending on societal norms and personality.
- While plentiful research suggests that many facial expressions are universal, such as a frown to indicate sadness, sociocultural norms and individual upbringings play a role in our behavioral responses.
- For example, how love is expressed is different both from person to person and across cultures.
- Behavioral responses are important to signal to others how we're feeling, but research shows that they're also vital to individuals' well-being.

3.1.Discussion (1 minute):

Encourage participants to discuss how they have observed behavioral changes in themselves or others during different emotional states.

4. Cognitive Changes Door (4 minutes):

- Cognitive changes occurs when we select which of several potential emotional meanings will be attached to a situation.
- Then, later this meaning gives rise to subjective feelings, and behavioral and physiological changes.
- Cognitive change occurs when we alter our cognitive appraisals and changing these cognitive appraisals changes our emotional experiences.
- Example: How a person might experience racing thoughts and a heightened sense of alertness when feeling anxious, or how they may have more positive and optimistic thoughts when feeling joyful.

4.1.Discussion (1 minute):

Encourage participants to share instances when they recognized cognitive changes associated with their own emotional experiences.

ACTIVITIES AND ASSESSMENTS

Activity 1 : Worksheet 1 :Assigning homework assignment (5 min).

Assigning a meaningful homework assignment is crucial for reinforcing the concepts discussed in the session and encouraging practical application. In this section, participants will receive a homework task related to identifying and expressing their own emotions. Here's a detailed breakdown of this section:

1. Introduction to the Homework Assignment (1 minute):

Begin by explaining the purpose of the homework assignment, which is to apply the concepts discussed in the session to real-life situations. Clarify that the assignment is designed to deepen their understanding of identifying and expressing emotions.

2. Assignment Explanation (2 minutes):

Provide a detailed explanation of the homework task. In this case, the assignment could be based on the "three doors" concept. Explain that participants are required to identify and document an emotional experience using the "three doors" framework.

3. Assignment Guidelines (1 minute):

Offer **specific guidelines** for the assignment, including the following:

- Participants should choose a recent emotional experience to analyse.
- They should identify and describe the physiological, behavioural, and cognitive changes associated with that emotion.
- Encourage participants to reflect on how accurately recognising these changes enhanced their self-awareness and understanding of the emotion.

SESSION 5

Overcoming Obstacles

Session Time: 1 hour

Week 17,18,19,20

Chapter 1

Recognising and Admitting Failure

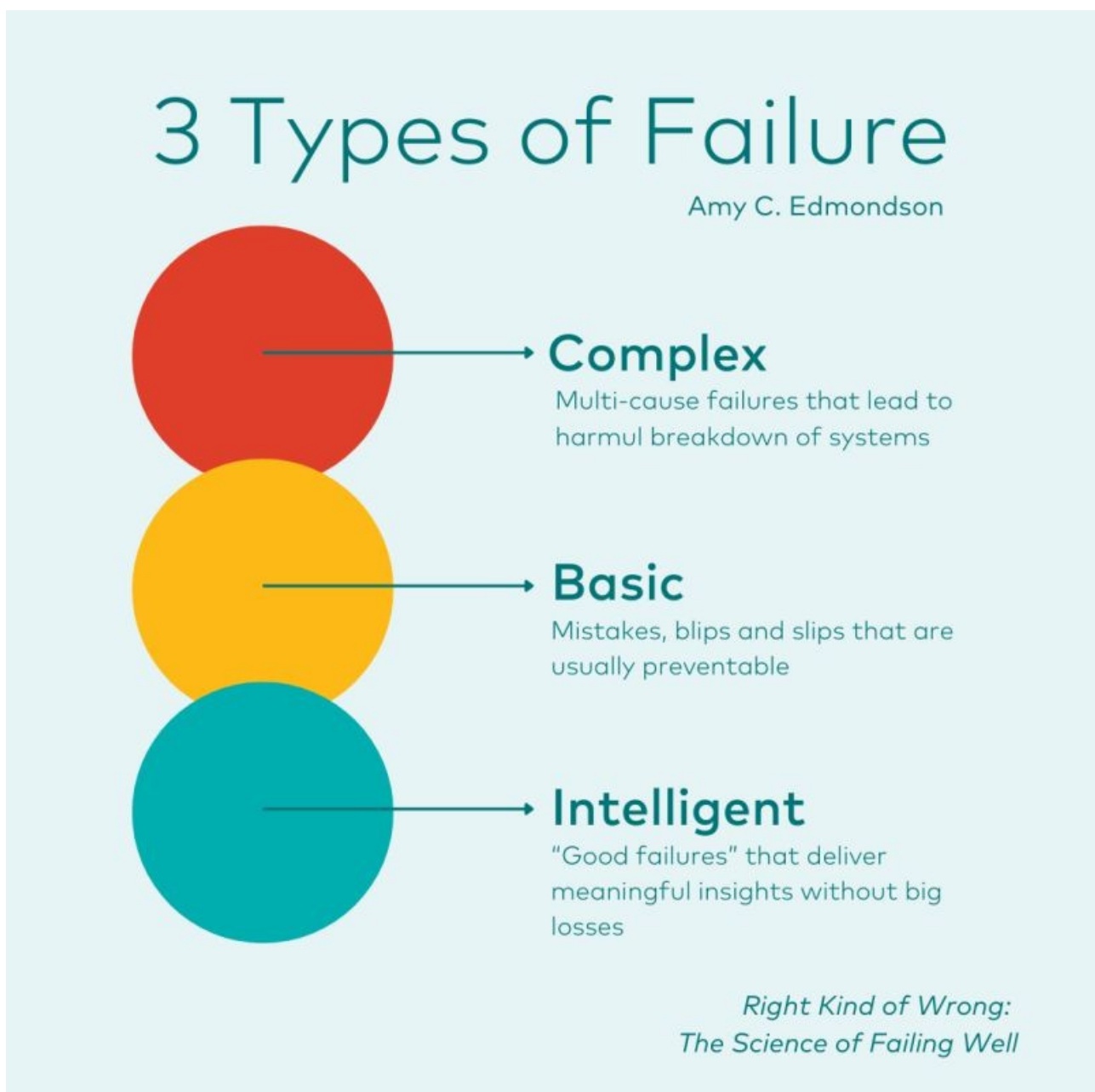
1. Introduction to the Topic (2 minutes):

Start by introducing the session's topic, which is recognizing and admitting failure. Explain that this is an important aspect of emotional intelligence because it involves understanding and managing emotions associated with failure.

2. Defining Failure (3 minutes):

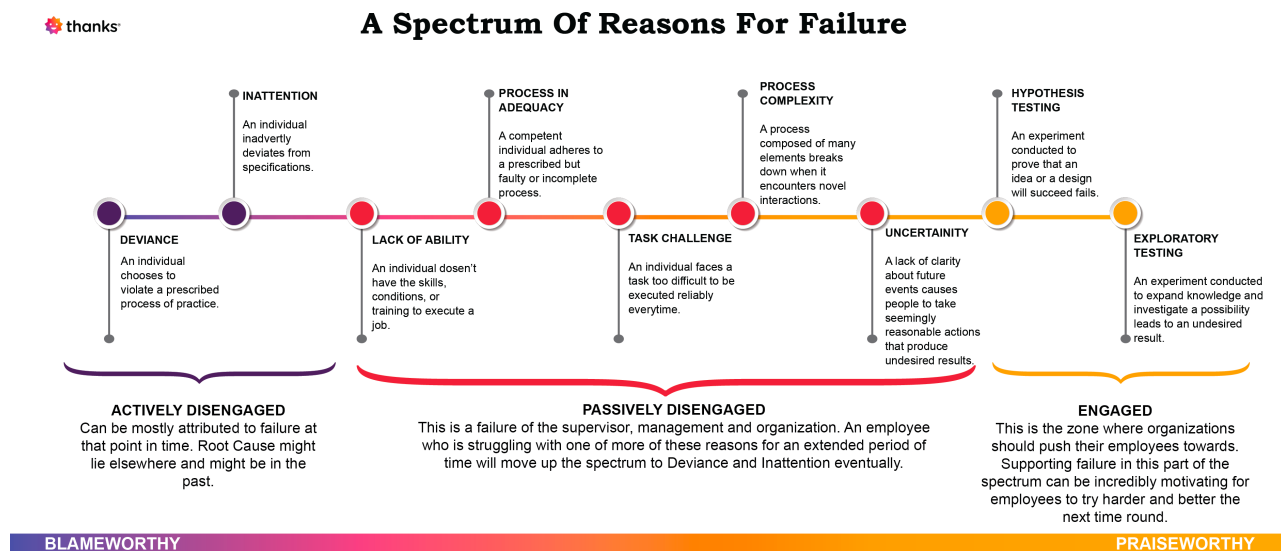
2.1. The dictionary defines failure in three ways or contexts: “a lack of success in doing something;” “something you should have done;” and “something not working as it should work.” Of the three definitions, the first seems to have the greatest credence in our society.

2.2.Types of Failure (2 minutes):



3. Spectrum of Reasons for Failure

- A spectrum of reasons for failure is described by Edmondson (2011):
- Deviance – individual chooses to violate a prescribed process or practice in attention — individual inadvertently deviates from specifications.
- Lack of ability — individual lacks the knowledge, attitude, skills or perceptions required to execute a task.



4. How Failure Creates Problems for U

- Failure at reaching a goal will make it seem unattainable.
- Failure can develop a feeling of helplessness.
- Failing at something can create an unconscious “fear of failure.”
- Fear of failure can lead to self-sabotaging your success.
- The pressure to succeed increases anxiety and can cause you to “choke.”

5. Emotional Response to Failure (4 minutes):

- When we fail, we can experience a range of uncomfortable emotions such as shame, disappointment, sadness, worry, anger, and embarrassment, amongst others.
- These emotions hurt, and our instincts are often to escape from them by suppressing or avoiding them.

- While this can bring a short-term sense of relief, it does not resolve the issue which will usually show up again, or can get in the way of healthy processing of our emotions.

6. The Importance of Recognising and Admitting Failure (3 minutes):

- Admitting to your errors is powerful - because it means being vulnerable which not only humanises the world of work, building more trusting relationships, it also showcases an openness to learning and to change.
- Emphasize that recognizing and admitting failure is a catalyst for personal growth. It allows individuals to learn from their mistakes and develop resilience.
- Strengthening Emotional Intelligence: Addressing failure can enhance emotional intelligence by improving one's ability to navigate and manage emotions effectively.
- Building trust: Admitting mistakes fosters trust in relationships, both personal and professional. It shows honesty and integrity, which can strengthen connections with others.
- Problem-Solving: Recognising mistakes provides an opportunity to analyze what went wrong and find solutions. This can lead to better decision-making and problem-solving skills.
- Preventing Repeat Errors: Learning from mistakes helps individuals avoid making the same ones in the future, leading to improved outcomes and efficiency.
- Innovation: Mistakes often pave the way for innovation. They can inspire new ideas and approaches that may not have been considered otherwise.
- Accountability: Admitting mistakes demonstrates accountability and responsibility for one's actions, which is essential in ethical and moral contexts.

In summary, acknowledging mistakes and learning from them is crucial for personal development, building trust, improving problem-solving skills, preventing future errors, fostering innovation, and demonstrating accountability.

7. Three Steps : How to Deal with Failure

Points to Remember

- Become mindful of your self-talk and challenge thoughts about failure.
- Focus on the process, as well as the outcome.
- Embrace “productive failure.”
- Develop a growth mindset. Your brain can change by changing your mindset.

- Focus on the internal reasons for your pursuits.
- Praise others for their efforts.
- View decisions as experiments
- Embrace your emotions with mindfulness
- Recognise and avoid unhealthy ways to reduce the pain of failure.
- Develop realistic thoughts about failure.
- Create a plan for moving forward
- Have a sense of humor about your failures and don't take yourself so seriously



8. Practical Strategies (5 minutes):



9. Case Study or Personal Testimony (4 minutes):

Share a relevant case study or personal testimony of someone who recognised and admitted their failure, learned from it, and achieved personal growth as a result. Real-life examples can inspire and demonstrate the practical application of these principles.

10. Group Discussion (3 minutes):

Open the floor for a group discussion on recognising and admitting failure. Encourage participants to share their thoughts, experiences, or insights on this topic. Discuss any challenges or fears associated with addressing failure.

11. Q&A (2 minutes):

Allow time for questions and answers, addressing any concerns or uncertainties participants may have about recognising and admitting failure.

ACTIVITIES AND ASSESSMENTS

Activity 1 : Worksheet 1 : Overcoming Fear of Failure



Overcoming Fear of Failure Worksheet

Think of a situation when you experience fear of failure, what were your thoughts at the moment?

What was my behavior after having these thoughts? How has my behavior affected my life?

What could be a helpful and positive thought and behavior instead of my fearful and irrational thoughts?

Which behaviors can help fearful situations to overcome my fear?

Write a few sentences of positive self-talk that I can use to motivate myself to face fearful situations and overcome my fear.

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Activity 2 : Worksheet 2 : Flip that Flop

Making mistakes is part of our journey to learning. Mistakes and experiences of failure happen, they are nothing to be ashamed of, and they help us to better understand what we need to work on to keep improving our skills. This worksheet helps us to practice turning a mistake into a learning experience:

The image contains two identical black-and-white outlines of flip-flops side-by-side. Each flip-flop has a central strap area containing several horizontal lines for writing. The left flip-flop's strap area begins with the prompt "Describe the mistake or failure:" followed by eight blank lines. The right flip-flop's strap area begins with the prompt "Write down something you learned from this experience:" followed by eight blank lines. All prompts are underlined.


Can you think of any other examples?

Why not have another go and draw your own flip flops!



Activity 3 : Worksheet 3 : Success Challenge Failure

Success Challenge Failure

How Can I Respond Positively to Challenges and Failure?



Making mistakes can be positive because _____



Your Responses Here:

Chapter 2

Stress and Anxiety

1. Introduction to the Topic (2 minutes):

- Stress is how we react when we feel under pressure or threatened.
- It usually happens when we are in a situation that we don't feel we can manage or control.

When we experience stress, it can be as:

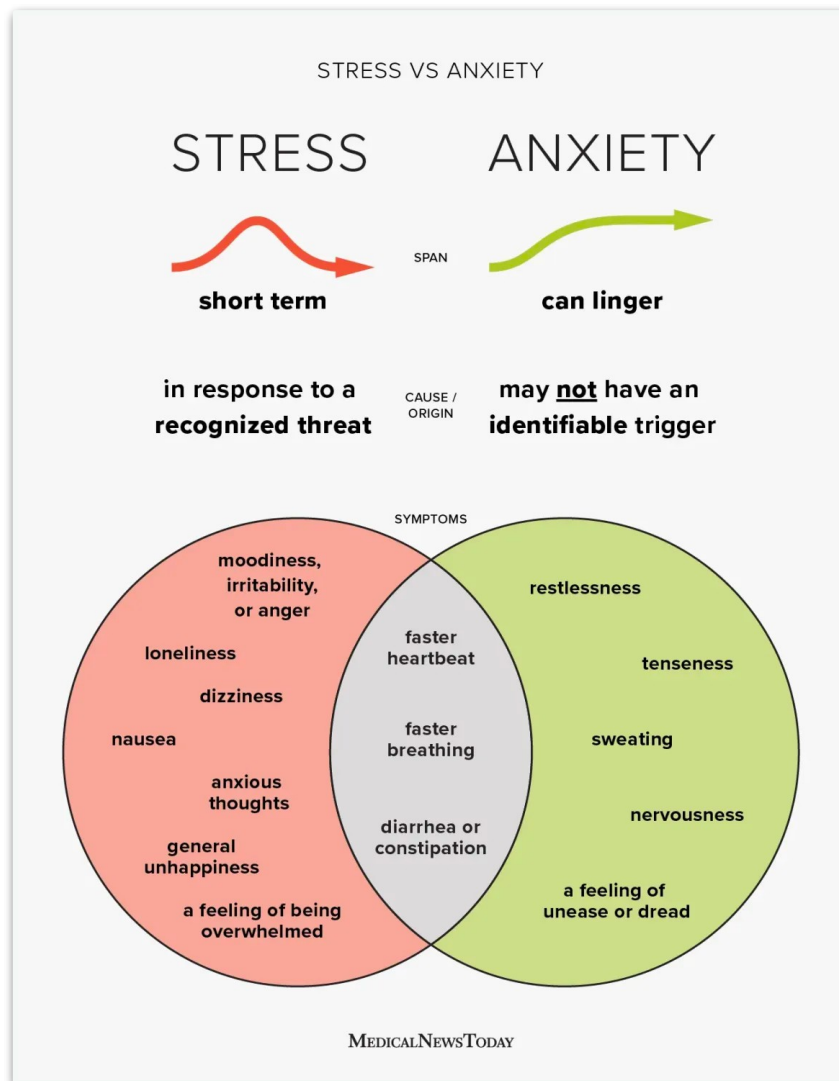
- An individual, for example when you have lots of responsibilities that you are struggling to manage
- Part of a group, for example if your family is going through a difficult time, such as bereavement or financial problems
- Part of your community, for example if you belong to a religious group that is experiencing discrimination
- A member of society, for example during natural disasters or events like the coronavirus pandemic
- If you feel stress as part of a bigger group, you may all experience it differently. This can happen even if the cause of your stress is the same.

2. Understanding Stress and Anxiety (3 minutes):

- Stress can be defined as an uncomfortable emotional experience accompanied by biochemical, physiological, and behavioral changes that occur during difficult or demanding situations.
- Stress is any demand placed on your brain or physical body.
- Any event or scenario that makes you feel frustrated or nervous can trigger it.
- Anxiety is a feeling of fear, worry, or unease. While it can occur as a reaction to stress, it can also happen without any obvious trigger.

Both stress and anxiety involve mostly identical symptoms, including:

- trouble sleeping
- digestive issues
- difficulty concentrating
- muscle tension
- irritability or anger



3. Emotional Regulation (4 minutes):

- Emotion regulation (ER) is the ability to influence (automatically or voluntarily) our emotions (including stress) in order to maintain our emotional balance and to achieve our goals.
- The relationship between stress and emotional regulation is complex and results from the interaction of biological, psychological and environmental factors

EMOTION REGULATION STRATEGIES



Name the emotion



Validate the emotion



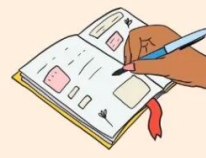
Identify triggers



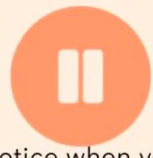
Meditation or mindfulness



Talking through emotions



Journaling



Notice when you need a break



Good sleep hygiene



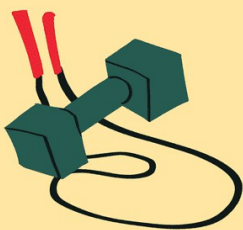
Consider therapy

Simply Psychology

4. Coping with Stressful Situations (3 minutes):

- Stress is an emotional response triggered by various external and internal factors.

Emotion-Focused Coping Skills



Exercise



Take a bath



Give yourself a pep talk



Meditate

Problem-Focused Coping Skills



Work on managing time



Ask for support



Establish healthy boundaries



Create a to-do list

- Emotional intelligence plays a pivotal role in how individuals perceive, process, and cope with stressors.

5. Anxiety Management (3 minutes):



ACTIVITIES AND ASSESSMENTS

Activity 1 : Worksheet 1 : Working through Anxiety



WORKING THROUGH ANXIETY

1 What situation is making me feel worried or anxious?

2 What are some negative thoughts I am having about the situation?

3 What feelings do I have in my body?


4 What actions can I take to keep this from happening?

5 What is the worst thing that can happen?


6 What are some encouraging statements I can tell myself to help calm my mind?

7 What are some coping skills I can use to calm my body down?


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Anger Thermometer




Furious




Angry



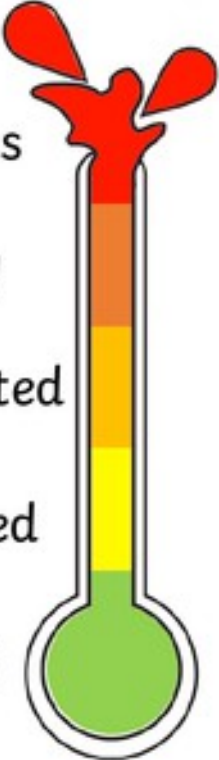
Frustrated



Annoyed




Calm



My Triggers	My Calming Techniques
I feel furious when	When I feel this way I could try
I feel angry when	When I feel this way I could try
I feel frustrated when	When I feel this way I could try
I feel annoyed when	When I feel this way I could try
I feel calm when	When I feel this way I could try

Activity 3 : Worksheet 3 : Stress Management



I Can Cope! with feeling STRESSED

Some things that make me feel stressed are...

1. _____

2. _____

3. _____

These changes happen when I feel stressed:

Changes in my body...



Thoughts I have...

Things I do...

When I feel stressed, I can cope by:

Check all of the coping skills that might be helpful! Use the blank spaces to write in your own.

<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Taking a break	_____
<input type="checkbox"/> Using positive self-talk	<input type="checkbox"/> Making a list	_____
<input type="checkbox"/> Meditating or relaxing	<input type="checkbox"/> Practicing mindfulness	_____
<input type="checkbox"/> Sharing my feelings	<input type="checkbox"/> Thinking happy thoughts	_____
<input type="checkbox"/> Writing in a journal	<input type="checkbox"/> Doing something I enjoy	_____
<input type="checkbox"/> Doing something active	<input type="checkbox"/> Going outside in nature	_____




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Character illustration by Sarah Pecorino at www.sarahpecorino.com.

Activity 4 : Worksheet 4 : Stress Management

Name: _____

Date: _____


STRESS MANAGEMENT



Directions: List the five things that stress you out, along with the five symptoms you've experienced.

Sources of Stress	Symptoms
1. <div></div>	1. <div></div>
2. <div></div>	2. <div></div>
3. <div></div>	3. <div></div>
4. <div></div>	4. <div></div>
5. <div></div>	5. <div></div>

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Chapter 3

Tools to Gain Control over Emotions

1. Introduction

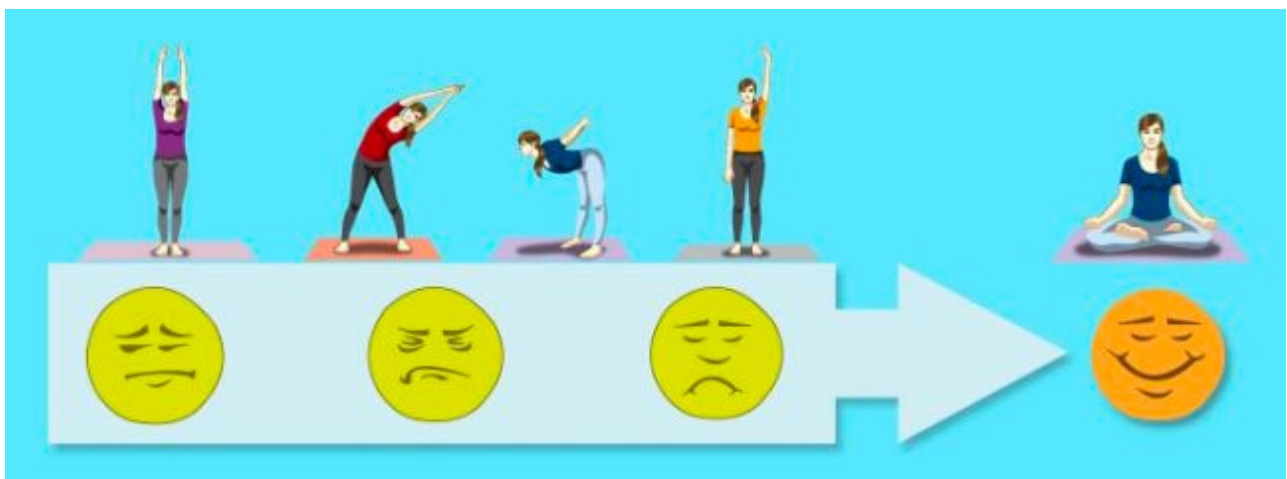
- All our feelings and emotions are inside us.
- They are messengers of important information from our body, as well as an expression of the energy of how we feel in any given situation.
- Our body is a wealth of information and can be a great source of inner guidance.
- A key component of emotional health is being in touch with our emotions, taking the time to understand them, and navigating through them.

1.1. Cardiovascular Exercise

- Fitness can help move emotion through your body.
- As your heart rate goes up, the chemicals that are released in the body act like nature's pharmacy and give you a mood boost.
- These chemicals are called endorphins, and they interact with your pain receptors so that you actually feel less pain.
- This type of workout is fantastic when your emotions are heightened.
- Anger and contempt can be moved out of the body with strong or fast movement.
- When you are sad or have low energy, restorative yoga and tai chi can help to bring your emotions back to balance.
- Using a bolster and props can instill a sense of support during meditation and visualization.
- Feeling supported physically helps to promote feeling supported emotionally.
- Anxiety, on the other hand, is often accompanied by release of adrenaline and cortisol.
- When there is an excess of adrenaline in the body, you can help to burn it off through cardiovascular exercise.
- Researchers suggest that it takes about 30 minutes of cardio to burn off the anxiety that can accompany an adrenaline rush.

1.2.Yoga

- In the practice of yoga, there is extensive teaching on how emotional tension shows up in the body.
- Yoga states that the upper body, specifically the shoulders and neck, is where most people hold their stress and tension.
- Shoulder openers and neck-releasing asanas (postures) and exercises can help to release some of the stored muscular tension that might have arisen from work or relationship stress.
- Sadness is also often held in the upper body but tends to be located in the chest (the heart chakra).
- Sadness is something that is often quite visible in the physical body in the form of posture.
- When someone's chest and shoulders are slumped forward, it is most likely related to sadness or a feeling of being disempowered or deflated.
- Anger, on the other hand, is said to be held in the hips, and deep hip openers like pigeon pose can help to alleviate muscular tension as the hip flexors stretch deeply.
- The hip flexors are what tense up or brace when we are in fight-or-flight mode.
- In addition to yoga poses and postures, two distinct aspects of yoga that can be used to aid you in achieving emotional health include visualization and *pranayama* (i.e., breathing techniques to help expand life force energy).



1.2.1. Benefits of Yoga



1.3. Meditation

- Meditation is an ancient tool that helps connect you to your higher self, meaning the wise voice within that does not dart around from one thought to another, or what many faiths refer to as “the still, small voice.”
- Seated meditation is the classic form, but there are also walking meditations, sound bath meditations, silent meditation, meditation with visualization, and others.
- It is the nature of the mind to be very active. Sometimes there is no rhyme or reason for our patterns of thoughts, and very often thoughts bring up feelings.
- When you replay a negative thought over and over, it can be easy to connect to anger or

- sadness because the mind can't necessarily differentiate between the past and the present.
- Meditation can help to powerfully anchor your awareness in the present moment.
- An easy technique for practicing present-moment awareness is to simply count the duration of an inhalation and try to match it to the length of the exhalation, as follows.

Breathe in slowly for a count of five.

Breathe out slowly for a count of five.

Repeat this type of breathing for at least two minutes.

Each time the mind wanders, come back to the awareness of the breath.

- Yoga, breathing, and mindfulness practices can aid the process of balancing your personal growth with tenderness toward yourself.

1.3.1. Benefits of Meditation

the benefits of meditation

beyond stress relief



CALMS ANXIETY
Creates the mental space to process difficult feelings in a healthy way



PROMOTES EMOTIONAL WELLBEING
Reduces the inflammation of chemicals called cytokines to give you a more sunny disposition



LENGTHENS ATTENTION SPAN
Increases the strength and endurance of your attention span, like a workout for the mind



IMPROVES SLEEP
Helps your mind and body relax so you can catch the zzz's you need to stay on top of your game



HELPS CONTROL PAIN
Changes your perception of physical pain, like post-workout soreness

classpass

1.4.Journaling

1.4.1. Introduction to Journaling (2 minutes):

- Emotional journaling is an empowering journaling technique for attaining clarity, self-awareness, and perspective.
- By embracing journaling as a tool to fully experience and explore your emotions free from judgment, you open the door to valuable insights that foster personal growth and development.

1.4. 2 Benefits of Journaling (3 minutes):

- Journaling to process emotions can help you make sense of your feelings, identify them, understand where they originate, and learn how to best respond to them.
- For example, if you feel nervous about talking to your employer about a raise in pay, journaling about it may help you recognize where that nervousness comes from.
- Once you've identified the source of your anxiety, you can decide ahead of time how to deal with it and the best approach to the positive outcome you want.
- Journaling about your emotion can also help you better understand exactly what you're feeling.
- With practice, you'll be able to recognize, "I am angry" or "I am feeling fearful."
- Once you understand your emotions, you can take the appropriate steps to deal with them in a helpful way.

1.4.3 5 Tips for Effective Emotional Journaling

Feelings may be complicated, but journaling to process emotions doesn't need to be. All you need to get started is 15 minutes of quiet time and a method, like a pen and paper or journaling app, to document your feelings.

1. Find a private place.

You can journal anywhere, but because emotional journaling can bring up strong feelings, it may be best to find a private place where you'll feel comfortable dealing with emotions.

2. Write for 15-20 minutes.

Writing for 15 to 20 minutes per session is ideal, but if you find this difficult, start with a goal of five minutes and work up to a time limit that feels complete for you.

3. Write without censoring.

The whole point of journaling to process emotions is to connect with your emotional self. Censoring or criticizing yourself as you write will prevent you from getting in touch with what you're truly feeling. Allow yourself to express anger, hurt, jealousy, pettiness, and any other feeling you define as negative. Examining the reasons behind these emotions and how you express them can lead to deep personal insights.

4. Use prompts to explore and process emotions.

Journal prompts can help you move out of analyzing and into feeling. Using a prompt can bring up forgotten memories and reveal emotions you may not have realized you had. Remember that prompts are just that—a way to get started. You're not obligated to stay on topic. Let the prompt take you where you need to go.

5. Make journaling a habit.

Whether it's twice a week or twice a day, it is important to develop a journaling habit. In a sense, journaling is a commitment you make to yourself and your emotional health.

ACTIVITIES AND ASSESSMENTS

Activity 1 : Worksheet 1 : Yoga Poses

YOGA POSES

Match the name of the pose to the right photo:

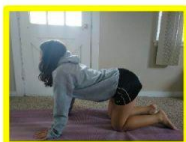




TREE

CAT

BRIDGE

WARRIOR

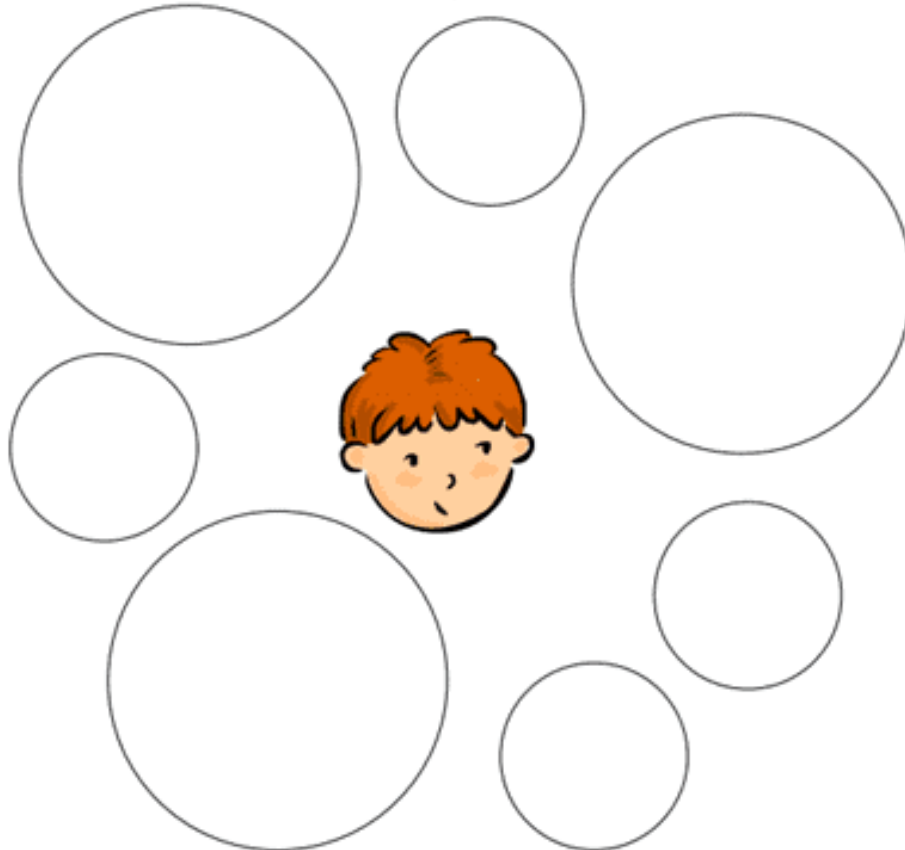
COBRA



Name _____ Mindfulness

Mindful Listening

Be very quiet for a few minutes and practice your mindful listening.
Write the sounds that you hear very close to you in the large circles.
Write the sounds that are far away in the small circles.



Meditation

What I am thinking now:

What I was thinking about during it:

Assessed task: you will be given a level for how well you can express your feelings about the meditation experience! You can get between a level 3-5 in this task.

Level 3: show one reaction to the experience

Level 4: compare the experience to other aspects of your life

Level 5: the two above plus give reasons for your reactions.

What I think about the whole experience:

Chapter 4

Identifying Emotional Triggers

1. Introduction

- On any given day, you probably experience a range of emotions —excitement, unease, frustration, joy, disappointment.
- These often relate to specific events, such as meeting with your boss, talking current events with a friend, or seeing your partner.
- Your response to these events can vary based on your frame of mind and the circumstances surrounding the situation.
- An emotional trigger is anything — including memories, experiences, or events — that sparks an intense emotional reaction, regardless of your current mood.
- Knowing what your emotional triggers are (and how to deal with them) is a key component of good emotional health.

IDENTIFYING TRIGGERS: WHAT TRIGGERED ME?

I felt excluded.

I felt powerless.

I felt judged.

I felt blamed.

I felt disrespected.

I felt a lack of affection.

I felt I couldn't speak up.

I felt lonely.

I felt ignored.

I felt I couldn't be honest.

I felt forgotten.

I felt manipulated.

I felt unloved.

I felt controlled.

I felt frustrated.

I felt disconnected.

I felt a lack of passion.

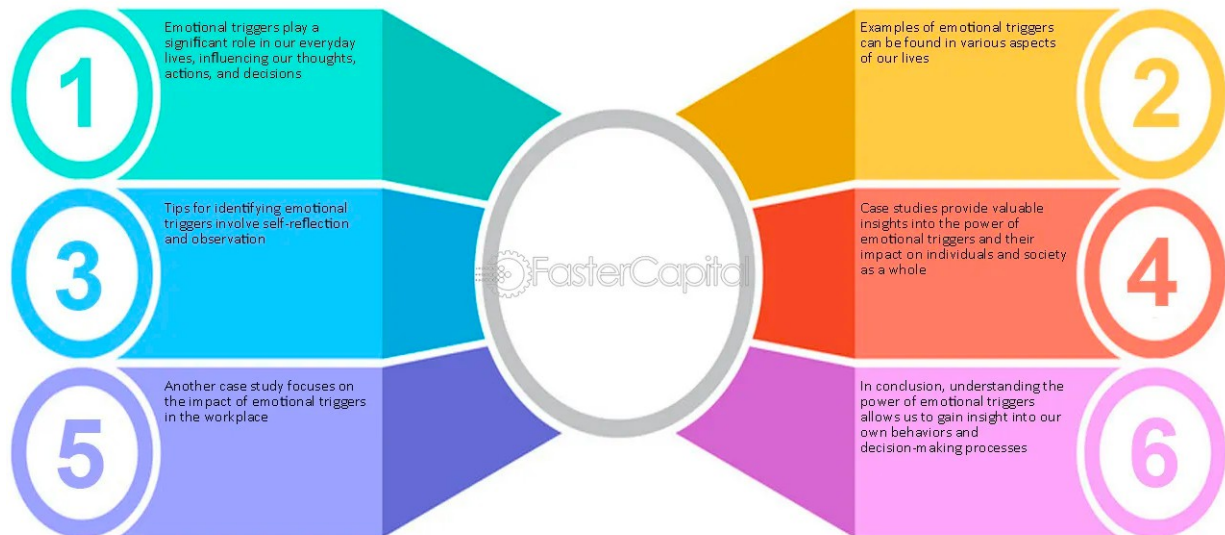
I felt trapped.

I felt unsafe.

I felt like it was unfair.

2. Understanding Emotional Triggers (2 minutes):

Understanding the Power of Emotional Triggers



3. Common situations that trigger intense emotions include:

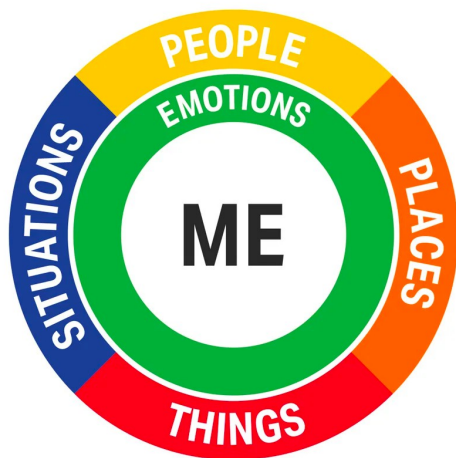
- rejection
- betrayal
-
- unjust treatment
- challenged beliefs
- helplessness or loss of control
- being excluded or ignored
- disapproval or criticism
- feeling unwanted or unneeded
- feeling smothered or too needed
- insecurity
- loss of independence

4. Types of Emotional Triggers

Use Leading Evidence-Based Models and Theories

Emotional Triggers

What do I need to look out for?



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Emotional Triggers

What do I need to look out for?

PEOPLE

Who affect me

PLACES

Where I go

THINGS

What I'm near

SITUATIONS

What I do

EMOTIONS

How I feel



5. Symptoms of Trigger Response

Trigger symptoms often include:

- Feeling scared, panicked, anxious, or unsafe
- Elevated heartbeat, sweating, and difficulty breathing
- Feeling like you have no control over your emotions
- Urge to run away, escape, or other avoidant behavior
- Rumination or negative, automatic thoughts
- Inexplicable or unpredictable changes in mood

- Anxiety or panic attacks
- Physical tension, like clenching the fists or jaw
- Flashbacks of stressful or traumatic events
- Delayed outbursts of anger or sadness

6. Examples of Emotional Triggers

- A person who lost their parent around Christmas gets sad, argumentative, or tends to withdraw during the holiday season.
- A military veteran avoids loud noises or flashing lights after returning from a tour of duty.
- A professional who was frequently talked over and ignored in a previous role may compensate by being overly assertive in their new role.

Examples Of Triggers

SITUATION/TRIGGER	EMOTION	CAUSED BY	OVERREACTION
I applied for a job and didn't get it	judged, rejected, failure, unfairness	previous rejections, low self-image	upset
I heard comments about my weight	hurt, ridiculed	low self-image	crying
I have a tight deadline	stress, failure, anxious	lack of planning, wanting to have "things done"	overwhelmed
I'm going to present in front of a crowd	fear, judged	poor self-confidence, previous mistakes when presenting	anxiety attack
My child spilled milk on the floor	anger, frustration, not being heard	worrying, financial strain, many similar situations	yelling

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7. Strategies for Managing Triggers (2 minutes):

- There isn't really a "cure" for triggers. All we can do is identify when we're upset, try to understand why, and manage our emotional reactions.
- At its heart, triggers are a reaction to past trauma. Our emotions — and our emotional triggers — alert us to perceived threats in our environment.
- Awareness and mindfulness are key to understanding why we feel threatened and dealing with those triggers in a healthy way.

7.1. Memorize your reaction

Every emotion has an accompanying physical sensation. When you're upset, you likely feel it in your stomach, chest, or neck. Your mind may go blank, or you may have any of the other above-mentioned symptoms. But chances are, it'll feel largely the same each time. Once you recognize that feeling, you'll more easily identify it as a trigger. That knowledge empowers you to move away from "reaction mode" and into self-care.

7.2. Take a break

It's never a good idea to respond immediately when you're feeling triggered. Take time away from the situation to process your emotional response. Once you practice recognizing when you're triggered, you can start developing coping mechanisms to deal with them.

3. Understand the feelings

Acknowledging your feelings is essential. Take time to listen to your feelings without judging yourself for feeling that way. Allow yourself to feel whatever emotion you're experiencing without trying to suppress it. A particular event may trigger some people, while a certain type of person or situation may trigger others.

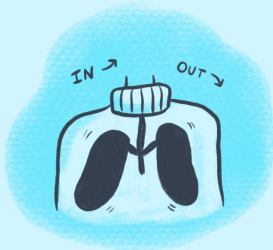
4. Work with a professional

Trauma responses are complex. If you find yourself routinely triggered — or if it feels like you can't manage your triggers — you should speak with a counselor or mental health professional. Even if you feel like you've got your triggers under control, talking them through with a therapist or coach can help you refine your coping strategies.

5. Take care of yourself

Being triggered isn't a fun experience, and it can be emotionally exhausting. Because this type of stress can involve such intense physical reactions, taking care of your basic needs is critical. Symptoms of hunger, dehydration, and physical exhaustion can trigger — or exacerbate — trauma responses.

How to Cope with Triggers



Practice relaxation techniques



Become aware of your triggers



Anticipate and plan a coping strategy for triggers

verywell



Call someone if you're feeling triggered



Keep a journal



Exercise regularly

ACTIVITIES AND ASSESSMENTS

Activity 1 :Worksheet 1: Identify Emotional Triggers

Trauma Triggers Worksheet

The Things That Bother Me		The Things That Help Me	
10	_____	_____	_____
9	_____	_____	_____
8	_____	_____	_____
7	_____	_____	_____
6	_____	_____	_____
5	_____	_____	_____
4	_____	_____	_____
3	_____	_____	_____
2	_____	_____	_____
1	_____	_____	_____

helpfulhealer.wordpress.com


Activity 2 :Worksheet 2: Situational exercise to Identify Emotional Triggers

Emotional Triggers and Relapse CBT Worksheet

Name	Date
Alicia Milano	March 18, 2011
Instructions: This worksheet is designed to help you identify emotional triggers that may lead to relapse in your behaviors, emotions, or thought patterns. Relapse can occur in various contexts, such as substance abuse, addiction, unhealthy habits, or even negative thought patterns. By recognizing these triggers, you can develop healthier coping strategies to prevent relapse.	
Describe the specific situation or event that triggered your emotional response or thoughts. I had a stressful day at work, and my boss criticized my performance.	
Identify the emotions you experienced during or after the trigger. I felt anxious, frustrated, and inadequate.	
Describe any physical sensations that accompanied these emotions. I had a tightness in my chest, my heart raced, and I felt a knot in my stomach.	
Note any automatic thoughts or self-talk that occurred. I thought, 'I can't handle this job; I'm a failure.'	
Consider the underlying beliefs or assumptions that contributed to your emotional response. This belief is distorted because nobody is perfect, and it's unrealistic to expect perfection.	

Activity 3 :Worksheet 3: Anger Triggers

Anger



Draw the face you have when you are angry.
What things do you say when you are angry?

How do you behave when you are angry?

How could you handle your anger?

What happens to your body when you feel angry?

What have you learnt about your anger?

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ink saving

Chapter 5

Breathing Techniques

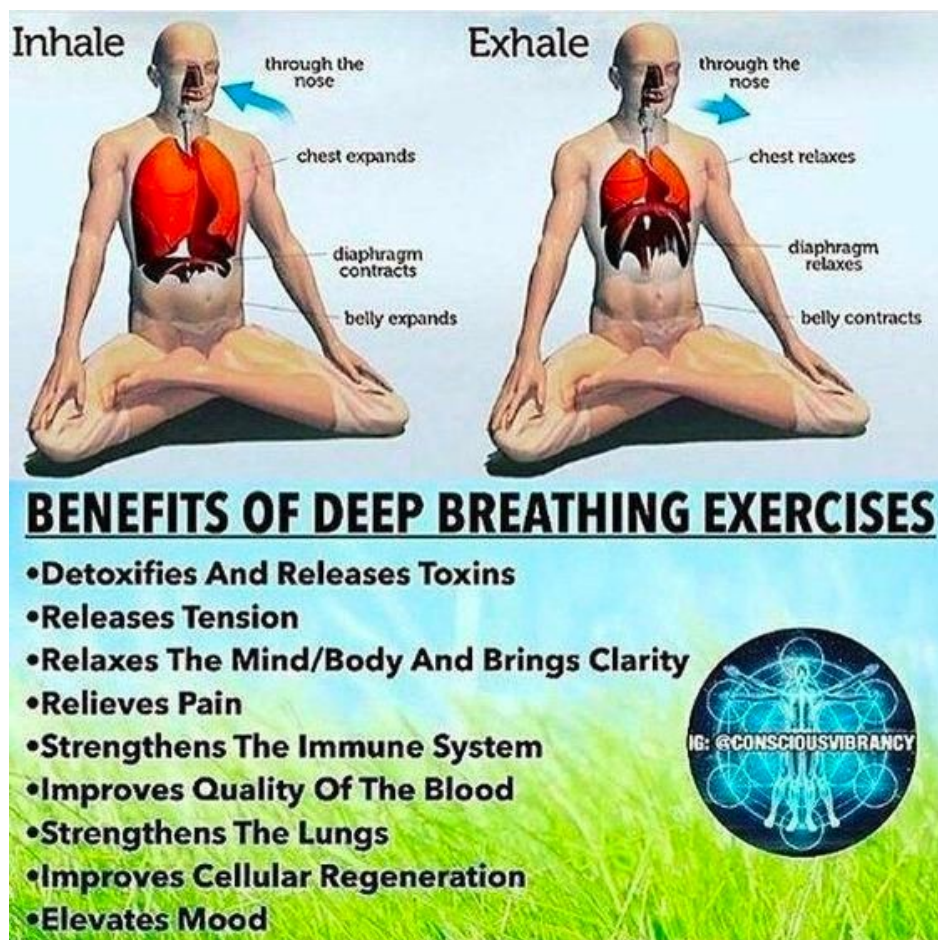
1. Introduction

Breathing is a necessity of life that usually occurs without much thought. When we breathe in, blood cells receive oxygen and release carbon dioxide. Carbon dioxide is a waste product that's carried back through your body and exhaled. Improper breathing can upset the oxygen and carbon dioxide exchange and contribute to anxiety, panic attacks, fatigue, and other physical and emotional disturbances.

2. The Mind-Body Connection (3 minutes):

- The mind-body connection is a two-way relationship where the mind influences the body and the body influences the mind.
- Positive thoughts may lead to the release of feel-good neurotransmitters, like serotonin and dopamine, while physical sensations (positive or negative) might influence our mental state.

3. Benefits of Breathing Techniques (3 minutes):



4. Types of Breathing Techniques (2 minutes):

4.1.Pursed lip breathing

Pursed lip breathing can help get the diaphragm working and increase the amount of oxygen entering the body. It keeps the airways open for longer than normal.

To perform pursed lip breathing, a person should:

- breathe in through the nose
- breathe out through the mouth with pursed lips
- make the breath out twice as long as the breath in

4.2.Diaphragmatic breathing

- People may consider trying diaphragmatic breathing to relieve the symptoms of lung conditions, stress, or anxiety
- Diaphragmatic breathing, which some people refer to as belly breathing, can also be part of a pulmonary rehabilitation program.
- It can help strengthen the lungs and make them work more efficiently.
- If the diaphragm is not working fully, the body will use other muscles for breathing, usually relying on those in the back, neck, or chest.
- It is important to relax the neck and shoulders for this breathing technique, as this will make the diaphragm do more of the work of breathing.
- Performing this technique lying down may help a person focus on filling the lungs fully, as they can pay close attention to the belly rising and falling.

4.3.Mindful breathing

- People may consider trying mindful breathing for anxiety, stress, sleep issues, or high blood pressure.
- This technique requires a person to concentrate fully on the breath, using this focused attention as a form of meditation.
- There are many different mindful breathing techniques.
- One simple one is to focus on the natural rhythm of breathing in and out, without trying to change it.
- Doing this may naturally slow down the breathing.

4.4. Deep breathing

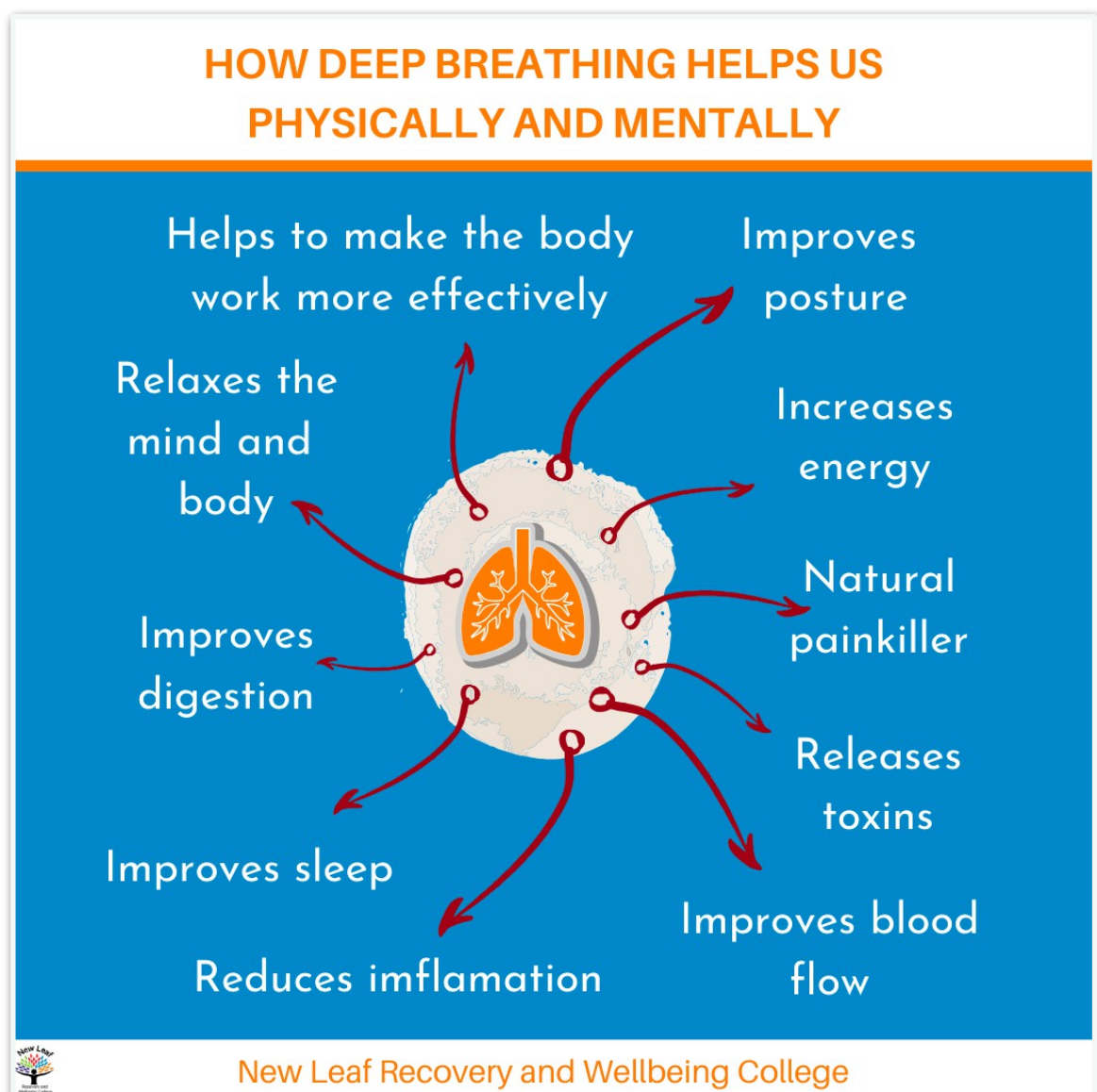
- People may consider trying deep breathing for anxiety or stress.
- Breathing deeply can be an effective way to deal with a stressful situation.
- Taking a deep, full breath can slow the heartbeat and make a person feel calmer.

To perform deep breathing, a person should:

- sit somewhere comfortable and consciously relax the shoulders
- inhale slowly, filling the lungs
- exhale slowly, emptying the lungs completely

It may help to count to four for each breath

5. How Breathing exercise help us



6. How to Practice (2 minutes):



7. Guided Breathing Exercise (4 minutes):

Conduct a guided breathing exercise with participants. This exercise can be a simple diaphragmatic breathing session, focusing on deep and controlled breaths. Encourage participants to follow along.






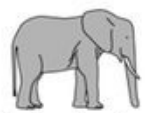


8. Role of Breathing in Emotional Intelligence (2 minutes):

- Deep breathing can help you improve your emotional intelligence and interpersonal skills, resulting in a variety of benefits.
- These include reducing negative emotions like anger, anxiety, sadness, and frustration while increasing positive emotions such as happiness, gratitude, and compassion.
- Additionally, deep breathing enhances self-awareness, self-regulation, and self-confidence. It also improves empathy, listening, and problem-solving skills, allowing you to relate to and respond to others more constructively and respectfully.
- Finally, deep breathing can boost creativity, productivity, and performance as you become more focused, calm, and motivated.

ACTIVITIES AND ASSESSMENTS

Activity 1 :Worksheet 1: Breathing Exercise Cards

Breathing Exercise Cards

 <p>Dragon Breathing</p> <ol style="list-style-type: none"> 1. Sit or stand comfortably. 2. Breathe in slowly through your nose until your belly feels full. 3. Exhale through your mouth, spreading your "wings" and whispering a soft roar as you blow out fire. 4. Repeat 3-5 times. 	 <p>Cookie Breathing</p> <ol style="list-style-type: none"> 1. Imagine your favorite cookie fresh out of the oven. 2. Breathe in slowly through your nose, holding your hand under your nose as you imagine holding your cookie. 3. Exhale through your mouth, whispering a soft "yum" as you imagine the sweet scent of your cookie. 4. Exhale for 3 counts, as you blow into your hands to cool down your cookie. 5. Repeat 3-5 times. 	 <p>Bunny Breaths</p> <ol style="list-style-type: none"> 1. Sit on your knees. 2. Take 3 quick breaths in through your nose like a bunny. 3. Follow by one long exhale out the nose. 4. Repeat 3 times. 5. Take a break. 6. Repeat steps 2-4, this time pretending that you are sniffing for carrots. 	 <p>Take 5</p> <ol style="list-style-type: none"> 1. Hold your left hand in front of you, and spread your fingers apart. 2. Take your right pointer finger and place on one side of your hand. 3. Use your pointer to trace up your first finger. Breathe in slowly through your nose as you trace up to the top of your finger. 4. Breathe out slowly as you trace down the other side. 5. Repeat as you trace all 5 fingers.
 <p>Bumble Bee Breaths</p> <ol style="list-style-type: none"> 1. Sit comfortably. 2. Carefully place a finger in each ear. 3. Close your eyes. 4. Breathe in through your nose slowly until your belly is full. 5. Hum softly as you breathe out. Does it sound like a bee? Tune into the soothing sound. 6. Repeat 3-5 times. 	 <p>Elephant Breaths</p> <ol style="list-style-type: none"> 1. Stand and spread your legs wide apart. 2. Dangle your arms between your legs like an elephant trunk. 3. Breathe in through your nose and lift your arms over your head as if swinging your trunk. 4. Exhale through your mouth as you swing your arms back down. 5. Repeat 3-5 times. 	 <p>Hot Cocoa Breathing</p> <ol style="list-style-type: none"> 1. Sit comfortably. 2. Place your hands together to create a "cup" shape. 3. Cup your hands and pretend you are now holding a warm cup of hot chocolate. 4. Breathe in slowly through your nose to the count of 3. 5. Exhale through your mouth as you blow gently to cool down your hot chocolate. 6. Repeat 3-5 times. 	 <p>Balloon Breaths</p> <ol style="list-style-type: none"> 1. Pretend your belly is a balloon. 2. Place your hands over your belly button. 3. Breathe in through your nose and feel the balloon inflate. 4. Hold for 2 counts. 5. Breathe out through your mouth as you deflate the balloon. 6. Repeat 3-5 times.

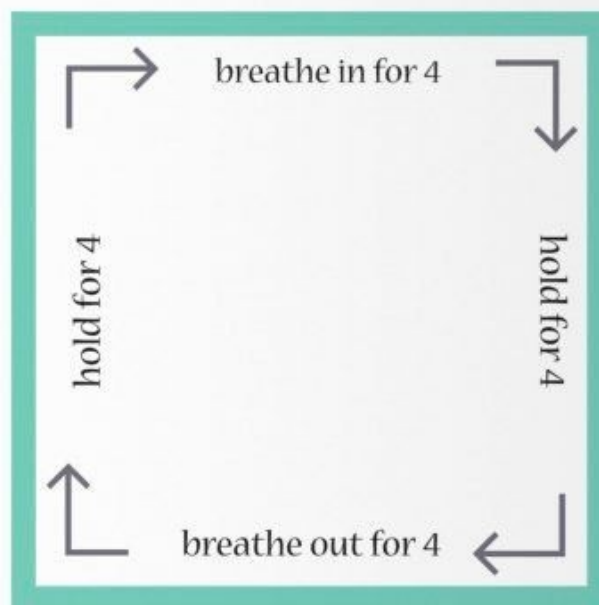
No Boundaries Market Place
noboundariesmarketplace.com

Discuss in the classroom and make the children do

Activity 2 :Worksheet 2: Square Breathing

SQUARE BREATHING

Follow the shape of the square. Take one slow breath in while counting to four, hold your breath for four, breathe out for four, hold for four. Repeat.



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SESSION 6

Making an Impact

Session Time: 1 hour

Week 21,22,23,24

Chapter 1

Creating a Powerful First Impression

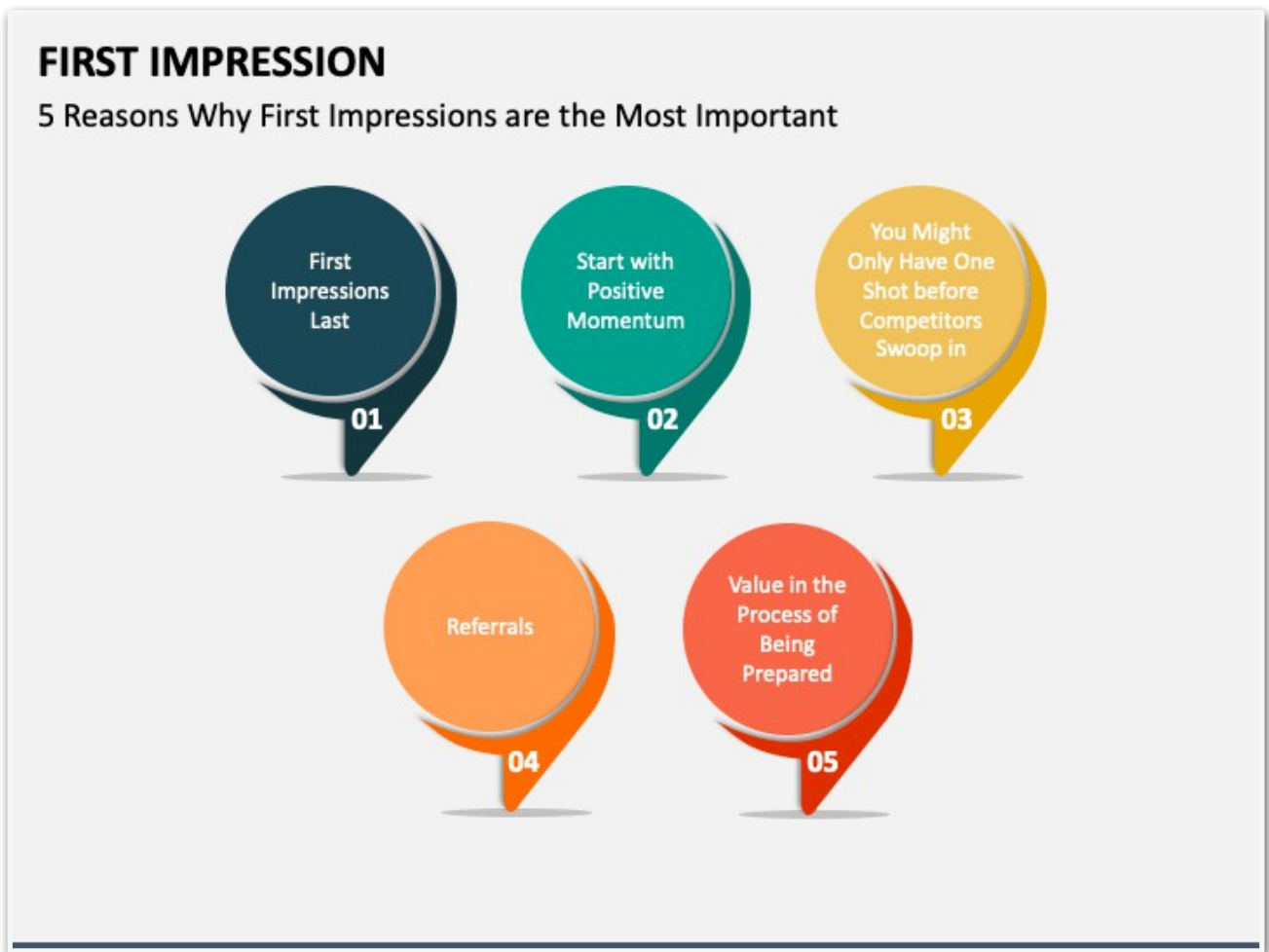
1. Introduction to Creating a Powerful First Impression (2 minutes):

- First impressions are the almost-instant conclusions we draw when meeting someone for the first time.
- We form this opinion by quickly taking in information about a person, including their face, dress, posture, and tone of voice.
- We form a not-always-accurate opinion about many of a person's qualities when we first meet them.
- Some of the qualities we try to gauge include a person's friendliness, honesty, trustworthiness, and competence.
- A first impression becomes a filter that we use for all future interactions with that person. It can be very difficult to change someone's first impression of us.

2. First Impression matters why?

- First impressions last.
- Whether they are accurate or not, it normally takes a long time and concerted effort to change a first impression.
- Because they are largely subconscious, first impressions are very persistent. Even in the face of contrary evidence.
- Because of our implicit biases and cognitive biases, we see the world and other people through our own set of filters and make decisions based on them.
- All of your relationships are affected by the first impression that you make. If people's first impression of you is that you are friendly, competent, and trustworthy, they are more likely to feel comfortable around you.
- They are then more likely to consider you a friend and open up to you.

3. The Significance of First Impressions (3 minutes):



3.1. Emotional Intelligence and positive first Impression (3 minutes):

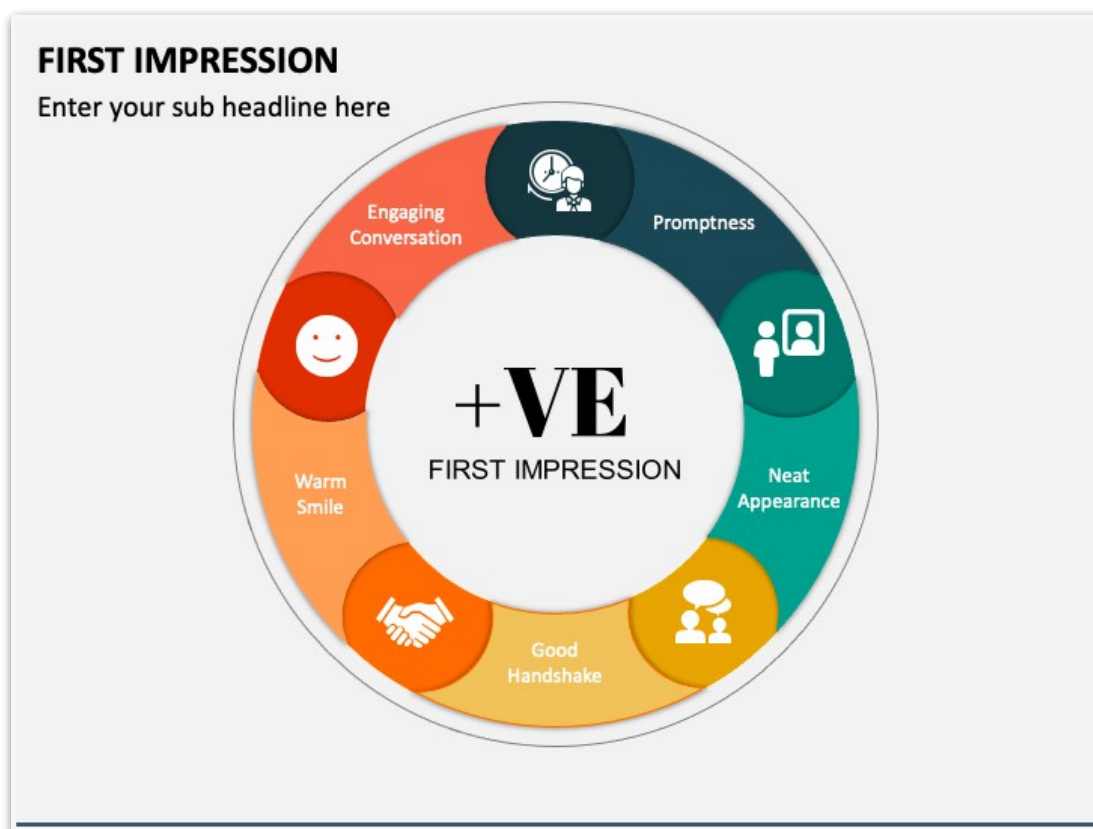
- Emotional intelligence emerges as a much stronger predictor of who will be most successful, because it is how we handle ourselves in our relationships that determines how well we do once we are in a given job.
- **“The Art of First Impressions for Positive Impact”** is based on the premise that when you become self-aware and learn how to shine bright as your best self, you can transform your relationships in life and in business.
- Absolutely everything associated with your success is relationship based and emotionally connected.
- Developing your emotional awareness will allow you to explore new depths of understanding in yourself and others.
- It will enlighten as to why people behave as they do and assist you in areas you may

wish to improve.

- All the elements of greater emotional awareness can weave together to ensure you make a positive impact.

4. Key Elements of a Powerful First Impression (3 minutes):

First impressions take place during the first five to 10 seconds when you meet someone. "Make a good first impression," is advice you typically hear ahead of an important job interview or in a career where you constantly interact with clients or customers. To apply this advice, you have to understand what aspects of your behavior and etiquette carry the most importance in a first impression.



4.1.Non-Verbal Communication (3 minutes):

- People create their impression of you through the signals you send nonverbally–facial expressions, gait, stance, posture, gestures, outward aspect (clothing, jewellery, glasses, hair, make-up, tattoos, etc.) and vocal quality.
- Even your car and the way that you drive it, if seen, will communicate a message, forming part of that impression.
- If you know you're going to meet new people who could potentially impact your life, prospective employers, for example, start to pay attention to your appearance and actions from the moment you approach your destination.

- Work on improving the impression you make for influence and positive outcomes.

4.2. Active Listening (3 minutes):

- Active listening in conversations is an effective way of cultivating trust in conversations.
- Eye contact, reactive facial expressions and simple positive gestures, such as nodding, will show people you are engaged and interested in what they are saying.
- An often forgotten and very important skill is listening.
- We all know *that* person who talks at length without allowing the other person to speak. Or when the other person finally does get a chance will disengage from the conversation, merely waiting for their turn to interject once again.

4.3 Authenticity (2 minutes):

- Authenticity makes the difference between success and failure.
- Within the first few seconds of meeting someone new, we instinctively begin making judgments about them, and these judgments tend to endure even months after that initial meeting.
- Being authentic is key to living a happy life and enjoying healthy relationships.
- If we miss this vital component in our unique way of being, everything else in this book becomes irrelevant.
- Standing in your personal truth enables you to transcend social layers of happenstance and get to the heart of matters—revealing what is raw and real.
- Your goal, then, is to never be anything less than real or to clone yourself from another.

5. How to make a great First Impression



Activity 1 :Worksheet 1: Identify First Impressions

First Impressions ...

Find 15 adjectives in the following letter square: 5 of the words are hidden horizontally (→), 5 vertically (↓) and 5 adjectives are hidden diagonally (↘ , ↙)

C	U	N	D	E	R	S	T	A	N	D	I	N	G	W
G	C	S	S	I	V	T	P	S	A	P	Y	U	I	O
R	B	O	N	I	A	J	T	O	H	R	A	P	C	A
E	V	C	M	Y	N	T	A	Y	L	O	H	C	A	R
T	N	I	C	M	L	C	L	G	K	I	N	D	S	R
W	I	A	O	R	U	D	E	Y	J	H	T	U	O	O
P	V	B	N	L	N	N	A	R	L	U	I	E	P	G
L	E	L	F	E	L	T	I	H	E	A	W	R	E	A
E	Y	E	I	L	M	O	J	C	L	U	Y	M	N	N
A	C	R	D	F	U	C	Y	U	A	K	A	B	M	T
S	F	I	E	T	H	T	F	K	P	T	D	O	I	A
A	W	O	N	D	T	P	S	E	R	F	I	V	N	C
N	I	N	T	O	L	E	R	A	N	T	W	V	D	I
T	D	U	I	E	H	R	E	L	I	A	B	L	E	P
I	F	B	H	R	R	B	C	E	N	M	P	E	D	A

List of words hidden:

→
 ↓
 ↘
 ↙

Activity 2 :Worksheet 2: Role Play : First Impressions

ROLEPLAY – FIRST IMPRESSIONS – INTRODUCTIONS



Role A

You are the Sales Manager and you are attending an important meeting between your company and that of a prospective client. This client is from Russia.

The meeting is between your company CEO and the Russian CEO and the directors of both companies.

You have the job of making the introductions and you are very worried as you can not pronounce the name of the Russian CEO's name which is Vyacheslav Vyacheslavovich.

But it gets worse as you have to also make the introductions between the various directors all of which have names which are unpronounceable.

If you make a bad impression this could not only lose the account with the Russian company .. but your job could be in serious danger too.

What do you do?

First Instructions:



Instructions:



Name

Chapter 2

Maintaining Your Composure

1. Introduction to Maintaining Your Composure (2 minutes):

- Composure is the ability to stay calm and in control when under stress.
- Our capacity to do so is reflected in our attitude, body language and how we communicate with those around us.
- Maintaining composure is not about learning to control your emotions.
- Instead, it's about developing skills which help you respond more effectively to stress.
- Just like kicking the tie-breaking goal in a football game or nailing a guitar solo in front of a sold-out venue, maintaining composure under significant pressure is a skill that we can only utilise readily if we have practised regularly under lower stress conditions.

2. The Significance of Composure (3 minutes):

- Composure is a leadership trait that encompasses a sense of calm, control and equilibrium.
- It's the ability to remain steady under pressure, make rational decisions, and inspire confidence in others.

Maintaining Composure is important because it....

Helps you cope with unexpected situations and setbacks

Is associated with a better attitude toward life and increased life satisfaction

- Is a skill that is valued by employers once you enter the workforce Remember that social and emotional skills, like Maintaining Composure, are like muscles. You can grow them over time with regular exercise and effort.

3. Emotional Regulation and Composure (3 minutes):

- Emotional regulation is a learned skill, and one of the pillars of emotional intelligence.
- It's the ability to take in information, maintain your composure in proportion to the experience, and effectively communicate your needs to others.

3.1. Practical Strategies and techniques for maintaining composure (3 minutes):

Present practical strategies and techniques for maintaining composure, such as deep breathing, mindfulness, and reframing negative thoughts.

3.1.1. Deep Breathing (3 minutes):

- When we are stressed, we breathe in our chest.
- Deep belly breathing relieves that tension.
- Count to four as you inhale through your nose, then count to six as you exhale through your mouth.
- Remember it takes about 6 seconds to come back to a state of logical, clear thinking.
- Breathing exercises reduce your fight or flight response by lowering stress hormones like cortisol and adrenaline.
- This allows your rational brain to take charge, so you can respond thoughtfully, rather than react impulsively.

3.1.2. Mindfulness (3 minutes):

- Being mindful means being aware of our own thought process and, more generally, being aware of what is going on around us.
- Often times, we are not very mindful as we go through life.
- We are too busy thinking about things that happened in the past or things that we think will happen in the future to be fully aware of what is happening right now.
- Research has shown that being mindful has many benefits.
- Some of these include: • **Reduced stress • Improved memory • Improved focus • Improved creativity • Healthier relationships**

3.1.3. Cognitive Reframing (3 minutes):

- Cognitive reframing is a technique used to shift your mindset so you're able to look at a situation, person, or relationship from a slightly different perspective.
- Cognitive reframing is something that you can do at home or anytime you experience distorted thinking.
- The essential idea behind reframing is that the frame through which a person views a situation determines their point of view.
- When that frame is shifted, the meaning changes, and thinking and behavior often change along with it.
- Another way to understand the concept of reframing is to imagine looking through a

camera lens.

- The picture seen through the lens can be changed to a view that is closer or further away.
- By slightly changing what is seen in the camera, the picture is both viewed and experienced differently.

4. How to keep Composure

Life can sometimes be exhausting and there seem to be some days when your troubles are endless. When faced with a stressful situation, it can be difficult to keep your composure and remain calm. The next time you feel like breaking down or lashing out, take a few moments to calm yourself down before you react, change your thoughts about the situation, and then respond with patience.

Step 1: Controlling Your Thoughts and Emotions



In many stressful situations, you might be tempted to perceive personal persecution or insult when none exists. For instance, sometimes at your place of employment, a coworker may make a decision that you disagree with or find to be inappropriate. However, do not take this as a personal affront to you but instead as a business decision

Step 2: Reflect on past outbursts.



Think about the times you have reacted because of a burst of emotion in the past. Ask yourself whether or not these bursts of emotions have ever truly made a bad situation better. More often than not, the answer is no.

Step 3 : Avoid assumptions.



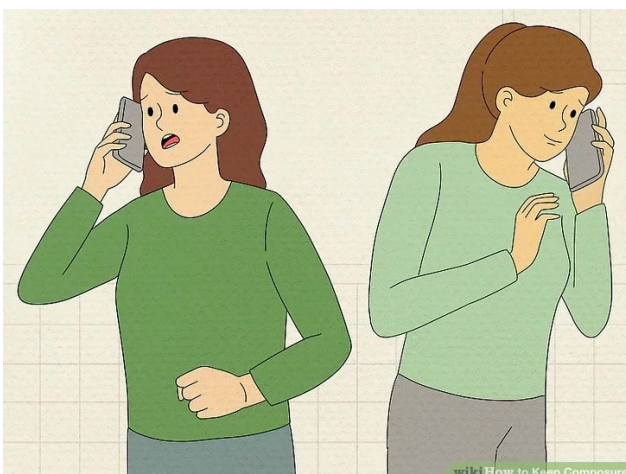
When a person gets upset, it becomes easier to assume that those involved in the problem are behaving in the worst way possible, even before confirmation of that behavior is received. Oftentimes, however, the behaviors and motives you might be tempted to assume exist are not actually true, so you'll work yourself up for no real reason.

Step 4 : Identify the true source of your frustration.



Ask yourself what really has you feeling so upset. A certain situation may have acted as a trigger, but that trigger may not actually address the real problem. Only by identifying the real problem can you hope to solve things.

Step 5 : Call a friend.



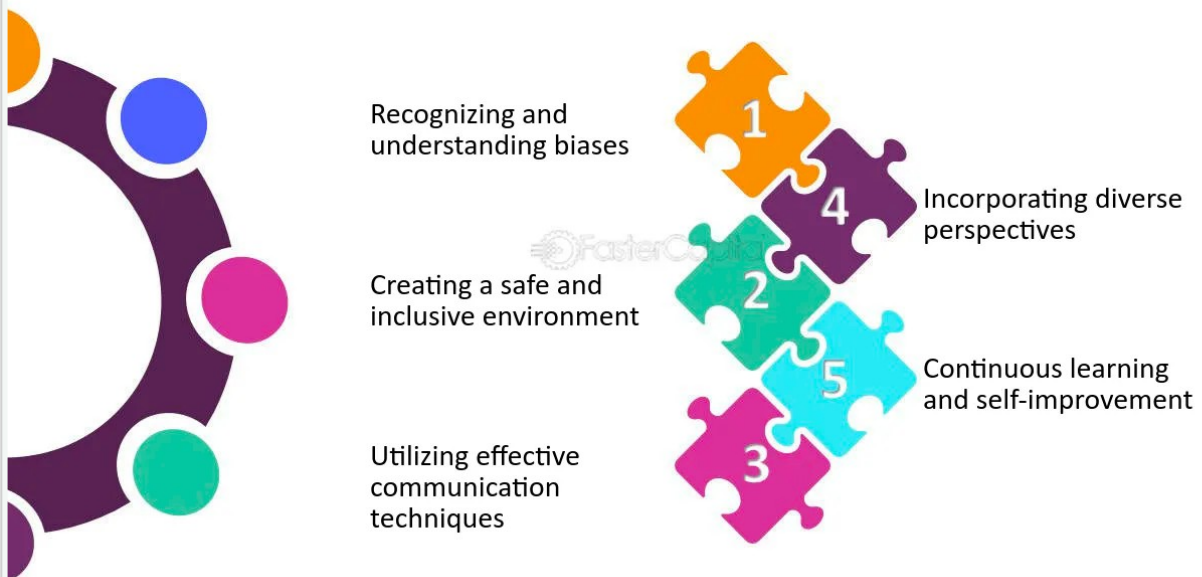
Keeping the stress and frustration inside of you will often cause you to maintain a high level of anxiety, making it impossible for you to maintain any real composure. One helpful way to vent is to call up a friend, relative, or trustworthy colleague and rant to that individual about your frustrations.

5.Common Obstacles to Composure

Common Obstacles to Composure in Conflict Resolution



Addressing common obstacles to impartiality in conflict resolution




ACTIVITIES AND ASSESSMENTS


Activity 1 :Worksheet 1: Rate Your Reactions

Name _____


Rate Your Reactions




1



2



3





4

Situation	Rating	Why
1. What a great job! Good for you!		
2. Don't bug me, just leave me alone!		
3. Finish your homework.		
4. Help your sister do the dishes.		
5. I don't want to play with you today!		
6. Do it over, you didn't do your best.		
7. Great job on your math test today!		
8. I'll play with you today.		
9. Hurry up, why aren't you finished yet?		

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Activity 2 :Worksheet 2:Cognitive reframing


Worksheet

Cognitive Restructuring Worksheet

- For information about Cognitive Restructuring, visit www.mindtools.com/pages/article/newTCS_81.htm.

Step 1: Identify the Situation

Describe the situation that triggered your negative mood. Be as specific as possible.

Step 2: Analyze Your Mood

Describe how you felt in the situation, and how you're feeling now. Examples may include: angry, upset, frustrated, scared, anxious, depressed, betrayed, disgusted, or embarrassed.

Step 3: Identify Automatic Thoughts

Make a list of the automatic thoughts you had in response to the situation.

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Chapter 2

Inspiring Leadership

1. Introduction to Inspiring Leadership (2 minutes):

- The inspirational leadership competency of the emotional intelligence framework highlights the ability of a leader to bring out the best of people by inspiring and guiding them towards a common purpose/shared vision (usually targeting the greater/common good) beyond day-to-day tasks.
- Consequently, identifying/coming to a realisation (authentically, getting inspired first through self-awareness and mindful attention) of that common purpose is of prime importance in using this competency.

2. The Role of Emotional Intelligence in Leadership (3 minutes):

- In leadership training, emotional intelligence is not just a soft skill; it has a measurable impact on business outcomes.
- Studies have shown that leaders with high EQ are more effective at driving employee engagement, improving team performance, and achieving organisational goals.
- They create a workplace culture characterised by trust, collaboration, and open communication.
- Leadership is more than just giving orders and making decisions.
- It's about inspiring and motivating a team, fostering collaboration, and adapting to changing circumstances.
- In today's complex and rapidly evolving business landscape, emotional intelligence (EQ) has emerged as a critical factor in effective leadership.

3. Qualities of Inspiring Leaders (3 minutes):



4 Characteristics Every Good Leader Should Have

- Decisiveness. The ability to make decisions, particularly when under pressure, is an important skill to master
- Trustworthiness
- Empowerment of others
- Clear communication
- Resilience

5. Role of Empathy in Leadership (3 minutes):

- Beyond developing personal connections and being empathetic for the sake of being a good person, empathy is important in leadership at work because it increases trust, communication, and a sense of worth for team members.
- Top companies across industries agree that empathy is the most important leadership skill.
- Giving space for employees to voice their opinions allows them to own up to failures without shame and to provide feedback and suggestions for ways to improve the company.
- This way, different opinions can be used to inform major decisions as a leader.

6. Effective Communication and leadership (3 minutes):

- Leaders must be good communicators because they inspire and empower people around them, and without good communication skills, a leader would never be heard or understood by others.
- Therefore, effective communication is an important non-technical skill that every leader must possess.
- Below are some reasons why good communication skills are essential for effective leadership.
- Effective leadership is measured by the time a team takes to complete a task without any friction, and good communication skills play an important role in that.
- It brings together the team members to achieve desired results by clearly defining goals and responsibilities.
- Trust binds a team together, and effective leader ensures that they undertake different activities to build trust among their team members.
- Leaders clearly communicate the roles and responsibilities of all team members in a project beforehand, avoiding confusion in the team and promoting trust.

7. Self-Awareness and Leadership (3 minutes):

- Self-awareness in leadership separates good leaders from excellent leaders. Leadership development relies on self-awareness.
- But this skill isn't achieved overnight or without dedication. It might even be uncomfortable for some to become aware of themselves.

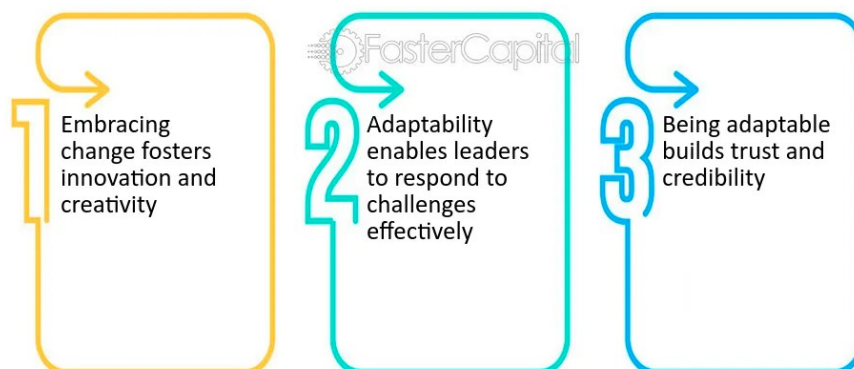
- It's a powerful leadership technique that ensures team members feel comfortable and safe at work and contribute to the best of their abilities.
- The importance of self-awareness in leaders lies in how it invites self-exploration.
- Team members aren't afraid to be themselves, express new ideas, or ask for help when they're supported by an in-tune manager.

8. Adaptability in Leadership (3 minutes):

- Adaptability in leadership is about being flexible and responsive to changes in the business environment.
- A leader who is adaptable can quickly adjust to new situations and changing circumstances, making the necessary changes to achieve success.
- Leadership adaptability can be challenging, especially for those who have been successful in the past with a particular approach.
- However, leaders who are willing to adapt to change and embrace new ideas are more likely to succeed in the long run.
- It is essential to recognize that adaptability is not just a personal trait but can also be developed through leadership development programs.

9. How adaptability enhances Leadership Skills

How Adaptability Enhances Leadership Skills



THE ADAPTABILITY LAYERS

THE ORGANIZATION



Adaptable Startups organize capabilities away from deep hierarchy towards a network of multidisciplinary teams.

THE TEAM



Adaptable Startups enable high performing teams by working in connection under an adaptable culture.

THE LEADER



Leaders work inclusively with their team to unlock their full skill sets.

THE INDIVIDUAL



Employee resilience is increased through adaptive talent programs that enable people to grow, learn, and develop their skills.


ACTIVITIES AND ASSESSMENTS

Activity 1 :Worksheet 1:Qualities of a Good Leader

Name _____	Date _____
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THE QUALITIES OF A LEADER

What words describe a leader? What does leadership mean?
What kind of things do leaders say?



The illustration shows a woman with brown hair, wearing a dark blue suit and a light blue tie, standing behind a brown podium. A blue speech bubble with three dots is next to her head. The entire scene is enclosed in a pink oval frame decorated with purple floral patterns. Surrounding this central image are six large, empty, hand-drawn speech bubble shapes in purple outline, arranged in two columns of three. Each speech bubble has a corresponding horizontal line below it for writing. The background is decorated with small pink stars and wavy lines.

What Makes a Good Leader?

Circle the character traits of a good leader.

angry	bossy	brave
calm	caring	cheerful
clever	cowardly	curious
evil	exciting	fair
funny	gentle	generous
lazy	lonely	loyal
mean	moody	nasty
polite	proud	responsible
selfish	silly	wise



Can you think of any more important character traits of a good leader?

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What skills does a good leader need?

Activity 3 :Worksheet 3:The Leader in me

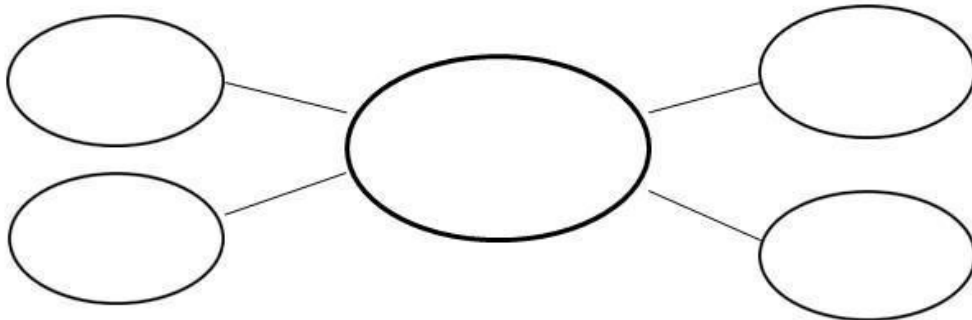


THE LEADER in **ME**

HABIT TWO: BEGIN WITH THE END IN MIND
"Have a Plan"

MAKE A MISSION STATEMENT

Part One: Write your name in the circle. Out from the circle, write words that describe you.



Part Two: Now think about what kind of person you WANT to be. Make a list.

I want to be a:

Example:

I want to be a:

Hard worker

Good student

Kind person

Talented artist

Part Three: Use the two lists to write a mission statement. This is a sentence or paragraph about the person you want to be.

Example:

My mission is to:

Laugh a lot

Learn as much I can

Work hard at home, school and in my sports

Be kind to others

Take good care of myself

To get better at my art

MY MISSION IS TO:

Chapter 3

Gaining Self-Confidence

1. Introduction to Gaining Self-Confidence (2 minutes):

- Self-confidence can be described as a deep-rooted belief in one's own abilities, qualities, and judgment.
- It encompasses having a positive mindset, resilience, and the willingness to face challenges with courage and determination.

2. The Significance of Self-Confidence and emotional intelligence (3 minutes):

- The combination of self-confidence and emotional intelligence is a powerful asset in personal and professional development.
- Self-confidence provides a solid foundation for taking risks, pursuing goals, and overcoming obstacles.
- Emotional intelligence enhances our ability to navigate complex social dynamics, build strong relationships, and effectively manage emotions, both within ourselves and with others.
- Together, these qualities contribute to greater overall well-being, success, and fulfillment in various aspects of life.

3. Characteristics of self-confident individuals

Self-confident individuals possess certain distinct characteristics that set them apart:

- **Positive self-belief:** They have a strong belief in their abilities and strengths, which allows them to approach challenges with optimism and resilience.
- **Self-acceptance:** They accept themselves as they are, embracing their flaws and imperfections, which leads to higher self-esteem and self-worth.
- **Assertiveness:** They are able to express their thoughts, opinions, and needs confidently, without being overly aggressive or passive.
- **Willingness to take risks:** They are open to stepping out of their comfort zones

and taking calculated risks, recognizing that failure is a part of the learning process.

4. Benefits of self-confidence

Self-confidence brings numerous benefits to individuals.

- Achievement and success
- **Resilience:** Self-confident individuals bounce back more quickly from failures or setbacks, as they maintain a positive mindset and view challenges as opportunities for growth.
- **Positive relationships:** They are better able to establish and maintain healthy relationships, as they project a sense of self-assurance that attracts trust and respect from others.
- **Improved well-being:** Self-confidence contributes to higher self-esteem, self-worth, and overall psychological well-being, leading to reduced stress levels and enhanced mental health.

5. How to build Self confidence









6. Self Esteem and self Confidence

DIFFERENCE BETWEEN SELF - ESTEEM & SELF - CONFIDENCE	
<u>Self - Esteem</u>	<u>Self - Confidence</u>
<i>Sense of self</i>	<i>Faith in your own abilities</i>
<i>Inner sense of self value</i>	<i>Trust in yourself</i>
<i>Emotional appraisal of self worth</i>	<i>Outer sense of self value</i>
<i>Determines our relation to others</i>	<i>Life experiences thorough challenges and achivements</i>

ACTIVITIES AND ASSESSMENTS

Activity 1 :Worksheet 1:Self Esteem

Self Esteem Worksheet

<p>People who love and care about me</p>  _____ _____ _____	<p>I am happiest when.....</p>  _____ _____ _____
<p>Things i am proud of</p>  _____ _____ _____	<p>What to do when i am feeling low</p>  _____ _____ _____
<p>I want to achieve</p>  _____ _____ _____	<p>What makes me smile</p>  _____ _____ _____

Activity 2 :Worksheet 2:Positive affirmations

POSITIVE AFFIRMATIONS

When we feel sad, anxious, or scared, we can start to have negative thoughts about ourselves. Positive affirmations are statements that help to remind us of our strengths!

CIRCLE YOUR STRENGTHS!

BRAVE LOYAL FUNNY TALENTED INTELLIGENT MOTIVATED
RELIABLE RESPECTFUL EASY GOING CONFIDENT RESPONSIBLE
KIND OPTIMISTIC STRONG GIFTED COOL FRIENDLY NICE
PATIENT SMART RESILIENT MOTIVATED UNDERSTANDING WISE
ADVENTUROUS LEADER UNIQUE AMAZING HOPEFUL POWERFUL

Think of a time when you felt discouraged, sad, nervous, ashamed or scared. What were the negative thoughts that you had? Using the strengths that you circled, come up with 3 positive affirmations that you can use the next time you experience these feelings!

1. _____
2. _____
3. _____

**I'M SMART AND
BRAVE, AND I CAN
DO ANYTHING
THAT I PUT MY
MIND TO!**



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Activity 3 :Worksheet 3: Self Love and Confidence

Self-love & Confidence

My word of the week is...

What I am grateful for is....

For me-time this week I plan to...

5 things I love about myself are...

3 ways I can remind myself of how amazing I am are...

I plan to show love to others by...

Thoughts and feelings I will project are...

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Program Conclusion (1 minute):

Conclude the program by thanking participants for their engagement and commitment to developing their emotional intelligence. Reinforce the idea that emotional intelligence is a lifelong journey.

By the end of this session, participants should have a deeper understanding of emotional intelligence and how it can be applied to their lives. They should also feel motivated to continue their journey of self-improvement, with a strong foundation in emotional intelligence to guide them in making a lasting impact in their personal and professional interactions.

Post-testing and participant feedback (30 min).

In the final segment of the emotional intelligence program, post-testing and participant feedback are essential to evaluate the effectiveness of the program and gather valuable insights for future improvements. This session includes two key components: post-testing to assess knowledge retention and participant feedback to gather their thoughts and suggestions. Here's a detailed breakdown of this segment:

1. Introduction to Post-testing and Feedback (5 minutes):

Begin by introducing the post-testing and feedback segment, explaining the purpose of this assessment and the importance of participant feedback.

2. Post-Test Assessment (15 minutes):

Administer a post-test assessment (**Appendix II**) to evaluate participants' knowledge retention and comprehension of the program's content. The test should cover key concepts, skills, and topics discussed during the program.

3. Individual Reflection (5 minutes):

Allow participants to complete the post-test individually. Ensure the questions are designed to assess their understanding of emotional intelligence principles and their practical application.

4. Group Discussion (6 minutes):

Facilitate a group discussion where participants can share their experiences and insights gained from the program. Encourage them to discuss any challenges they faced during the learning process.

5. Participant Feedback (5 minutes):

Provide participants with an opportunity to share their feedback on the program. They can express their thoughts on what they found valuable, areas that could be improved, and suggestions for future programs.

6. Q&A and Clarifications (5 minutes):

Allow participants to ask questions and seek clarification on any topics or concepts they found challenging during the program.

7. Program Evaluation (5 minutes):

Ask participants to rate the program on various aspects, such as content relevance, program structure, and overall effectiveness. This can be done through surveys or questionnaires.

8. Gratitude and Acknowledgment (3 minutes):

Thank participants for their active participation and dedication to the program. Express appreciation for their contributions and feedback.

9. Summary and Takeaways (3 minutes):

Summarise the key points of the post-testing and participant feedback segment and emphasise the value of their insights in shaping future programs.

10. Conclusion and Next Steps (3 minutes):

Conclude the program by sharing information on any potential follow-up sessions or resources available for participants to continue their journey of developing emotional intelligence.

By the end of this session, participants should have had the opportunity to demonstrate their knowledge through post-testing and provide valuable feedback. The insights gathered will help in evaluating the program's effectiveness and making improvements for future programs. Participants should leave with a sense of accomplishment and a commitment to further developing their emotional intelligence.

PRE- QUESTIONNAIRE FOR THE ASSESSMENT OF EMOTIONAL DEVELOPMENT OF THE ADOLESCENT

Name of the Student:

Name of the School:

Class:

ID No:

I	SESSION 1 : Understanding Emotions	A	B	C	D
1	Emotions are human feelings which dictate	Joy	Anger	Mood	Thought
2	Emotions are essential - no, critical - to making quality decisions. True or False	TRUE	FALSE		
3	Continuing to suppress negative emotions can lead to a condition called _____.	Depression	Anxiety	Arrhythmia	Alexithyia
4	High emotional intelligence individuals make better _____.	Friends	Leaders	Person	Thought
5	_____ allows you to know your emotions.	EI	IQ	Mood	Thought
II	SESSION 2 : Introduction to Emotional Intelligence	A	B	C	D
1	_____ is the ability to accurately read situations and people.	Social Awareness	Mind	Emotional Maturity	Motivation
2	High levels of emotional intelligence also look like strong interpersonal skills. True or False	TRUE	FALSE		
3	The knowledge of what we feel and why we feel so is _____.	Self Regulation	Self Awareness	Self Esteem	Self Motivation
4	_____ is the ability to relate to others' emotions and see the world from their perspective.	Sympathy	Social skills	Empathy	Learning
5	_____ is another strategy that can be used to improve self-regulation abilities.	Cognitive reframing	Restructuring	Appraisal	Empathy
III	SESSION 3 : Internal Motivation	A	B	C	D
1	Internal motivation that can result from one among the following. Identify?	Happiness	Skills	Esteem	Character
2	_____ refers to our willingness, volition, or perceived control over what we do.	Autonomy	Competence	Relatedness	Monotmy
3	_____ is the act of delaying or putting off tasks until the last minute, or past their deadline.	Extension	Procrastination	Late submission	Procurement
4	_____ is the ability to experience the feelings of other people.	Affective empathy	Compassionate empathy	Cognitive Empathy	None of the above
5	Mindfulness practices help us become more aware of our own emotions and responses.	TRUE	FALSE		
IV	Session 4: Perceiving or Expressing your Emotions	A	B	C	D

1	_____ is an important part of emotional intelligence and can be helpful in improving your emotional awareness and regulation	Emotional Identification	Skills	Empathy	Character
2	Identify the emotion placed in the centre of the emotion wheel	Disapproval	Awe	Submission	Disgust

3	Emotions cannot be influenced by	Physical conditions	Genetics	Cultural traditions	None of the above
4	An example of a long-lived thought is an _____.	Cognition	Attitude	None of the above	All of the above
5	Behavioral responses can include a _____ along with many other reactions depending on societal norms and personality.	Smile	Grimace	Sigh	All of the above
V	SESSION 5 : Overcoming Obstacles	A	B	C	D
1	A spectrum of reasons for failure is described by _____.	Thomson	Erickson	Edmondson	William
2	_____ is a feeling of fear, worry, or unease.	Anxiety	Stress	Anger	Joy
3	Anxiety is often accompanied by release of _____.	Adrenaline	Cortisol	Adrenaline and Cortisol	None of the above
4	Yoga states that the upper body, specifically _____ is where most people hold their stress and tension.	Chest	Shoulders and neck	Hips	All of the above
5	_____ is an ancient tool that helps connect you to your higher self.	Diet	Fitness	Yoga	Meditation
VI	SESSION 6: Making an Impact	A	B	C	D
1	_____ is an effective way of cultivating trust in conversations.	Emotional Regulation	Active Listening	Anxiety	Happiness
2	Which of the following is an obstacle to composure?	Emotional Reactivity	Lack of Problem Solving Skills	Lack of Active Listening	All of the above
3	Self-awareness in leaders is important because it invites _____	Self Exploration	Stress	Cognitive Empathy	Discipline
4	Which of the following is not an aspect of self confidence?	Positive Mindset	Resilience	Courage	Fear
5	Adaptability in leadership is about being flexible and responsive	TRUE	FALSE		

Scoring

To calculate the total score for the pre questionnaire for the assessment of the emotional development of the adolescent:

- You will need to sum up the no. of answers answered correctly.
- Divide the no. of questions answered correctly by the total number of questions.
- Take the percentage of the same by multiplying with 100%
- The total percentage of the score is rated from highest to lowest.
- The highest score indicates that the student is emotionally developed and aware of emotional intelligence and its impact in life.

Name and Signature of the Evaluator

POST SESSION- QUESTIONNAIRE DEVELOPMENT OF THE ADOLESCENT FOR THE ASSESSMENT OF EMOTIONAL

Name of the Student:

Class:

Name of the School:

ID No:

I	SESSION 1 : Understanding Emotions	A	B	C	D
1	_____ are the driving forces for human behaviours.	Emotions	Stress	Moods	Thoughts
2	People with _____ are optimistic, energetic, ready to help others and able to cope with stress.	Positive emotions	Negative emotions	Both A & B	None of the above
3	_____ refers to a prolonged, less intense, affective state that does not occur in response to something we experience.	Depression	Anxiety	Mood	Alexithymia
4	_____ can cycle through emotions quickly, being (a) extremely happy one moment and (b) extremely sad the next	Friends	Adults	Old aged	Toddlers
5	The word emotion comes from Latin word _____ 'which means to stir up, or to move.	Emovere	Emoji	Emotionale	None of the above
II	SESSION 2 : Introduction to Emotional Intelligence	A	B	C	D
1	_____ can empower the mind and make us happy and content.	Social Awareness	Intelligent Quotient	Emotional Maturity	Emotional intelligence
2	If you look at effective leaders you admire, you may notice that they often have strong _____ skills.	Emotional intelligence	Emotional Maturity	Social	Motivation
3	Research suggests that people with average or below average E.Q. can do just as well as others by learning it.	TRUE	FALSE		
4	_____ is the ability to express our feelings in the right way.	Sympathy	Self Awareness	Self Regulation	Empathy
5	Identify the nonverbal cues of interaction	Body language	Facial Expression	The tone of words	None of the above
III	SESSION 3 : Internal Motivation	A	B	C	D
1	_____ are the essential, inborn, psychological human needs that motivate performance	Competence	Autonomy	None of the above	All of the above
2	Identify the extrinsic motivation among the following	Purpose	Money	Pride	Mastery
3	_____ plays a pivotal role in shaping career choices and driving success	Extrinsic motivation	Procrastination	Intrinsic motivation	Autonomy
4	_____ is the degree of meaning we derive from an activity	Relatedness	Autonomy	Happiness	Sadness
5	The ability to rationally understand a person's feelings and thoughts is ____	Affective Empathy	Cognitive Empathy	Relative Empathy	Compassionate Empathy

IV	SESSION 4 : Perceiving or Expressing your Emotions	A	B	C	D
1	Which among the following is not a benefit of emotional identification.	Improved Self advocacy	Improved Self awareness	Improved Communication	Improved Empathy
2	Most modern versions of the emotion wheel have __core emotions at the center.	6	4	2	8
3	Less intense variants of these core emotions are placed at the _____ of the emotion wheel.	Center	Middle	Inner Edge	Outer Edge
4	Identify the secondary emotion of disgust.	Frustration	Disinterest	Irritation	All of the above
5	_____ can trigger emotions and also serve as an appraisal of that emotion	Depression	Anxiety	Thoughts	Moods
V	SESSION 5 : Overcoming Obstacles	A	B	C	D
1	Individual chooses to violate a prescribed process or practice in attention is called	Lack of ability	Task Challenge	Uncertainty	Deviance
2	A competent individual adheres to a prescribed but faulty or incomplete process is called ____	Process in adequacy	Process complexity	Inattention	Hypothesis testing
3	_____ is an empowering journaling technique for attaining clarity, self- awareness, and perspective.	Psychological Journaling	Emotional Journaling	Manual Journaling	E-Journaling
4	_____ is anything including memories, experiences, or events that sparks an intense emotional reaction, regardless of your current mood.	Emotional Blackmail	Emotional Damage	Emotional trigger	All of the above
5	Symptoms of hunger, dehydration, and physical exhaustion can trigger or exacerbate trauma responses.	TRUE	FALSE		
VI	Session 6: Making an Impact	A	B	C	D
1	Which among the following is not a good way to create a good first impression?	Smile Warmly	Engaging Conversation	Showing up late	Being genuine
2	_____ is a practical strategy for maintaining composure.	Deep breathing	Mindfulness	Reframing Negative Thoughts	All of the above
3	_____ is a characteristic of a good leader	Loudest in the room	Team player	Bossy	Lack of empathy
4	A deep-rooted belief in one's own abilities, qualities, and judgment is called _____.	Self Confidence	Resilience	Composure	Authenticity
5	Self-esteem is the same as Self- confidence.	TRUE	FALSE		

Scoring

To calculate the total score for the post questionnaire for the assessment of the emotional development of the adolescent:

You will need to sum up the no.of answers answered correctly.

- Divide the no.of questions answered correctly by the total number of questions.
- Take the percentage of the same by multiplying with 100%
- The total percentage of the score is rated from highest to lowest.
- The highest score indicates that the student is emotionally developed and aware of emotional intelligence and its impact in life.

Name and Signature of the Evaluator