

Mining for Wellness



Emotional Intelligence Series	Grade level: 9-12 Average time: 120 minutes total Adapted from a National FCCLA Lesson Plan
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Activity Goal: The way students perceive and express themselves, build and sustain social relationships, cope with adversity and effectively use emotional information is influenced by social and emotional skills that require practice and intention. These activities allow students to dig deep into multiple elements of emotional intelligence, offering personal connection to research-based assessment and skill building.

Activity Objectives Upon completion of this lesson, students will be able to:
<ul style="list-style-type: none"> • Students will identify their emotional quotient and relate it to the strengths and weaknesses of their emotional intelligence. • Students will explore and practice (5) emotional intelligence elements that include: self-awareness, self-regulation, empathy, social skills, and motivation.

Materials	
<ul style="list-style-type: none"> • Pencil • Colored pencils /markers • Device for each student with internet 	<ul style="list-style-type: none"> • Member Workbook, linked here • Member Planning Guide, linked here

STAR Event Integration	National Program Integration
<ul style="list-style-type: none"> • Interpersonal Communications • Professional Presentation • Leadership 	<ul style="list-style-type: none"> • Student Body – The Resilient You • Power of One – A Better You

How-To-Use:

The Mining for Wellness map can be accessed on the Montana FCCLA webpage. Activities are presented at “stops” or stations along the map of Montana; students can complete these individually, in small groups, or as a chapter. Activities do not need to be completed in a specific order, although it is recommended that Activity #1 & #2 are completed first.

Webpage links located within these instructions are also provided in the member workbook and on the Mining for Wellness map.

To Navigate the Map:

The Mining for Wellness map can be navigated in two ways. First, at the bottom of the map, there are two arrow buttons that will toggle the user between ‘stops.’ These can be used at any time to move forward or backward through the content. The second way is by simply clicking on each ‘stop’ to access the content. To navigate back to the main page of the map, use the left arrow at the bottom.

Activity #1 – Introduction

Emotional Intelligence (EI) Essential Questions and Video	10 minutes
<p>Materials:</p> <p>Discussion Guidance: https://www.asaecenter.org/resources/articles/an_plus/2019/september/why-emotional-intelligence-is-the-21st-century-skill-employees-need?utm_source=11.07.2019%20ACHQ%20Employer&utm_medium=email&utm_campaign=newsletter</p> <p>Descriptive Video: https://www.youtube.com/watch?time_continue=7&v=n9h8fG1DKhA&feature=emb_logo</p>	
<p>Discussion – Defining Emotional Intelligence</p> <p>According to Daniel Goleman’s research in his book <i>Working with Emotional Intelligence</i>, EI accounted for 67 percent of the abilities deemed necessary for superior performance in leaders, and mattered twice as much as technical expertise or intelligence quotient, which is our ability to learn.</p> <p>Instructions – Students will read and view the resources above to become familiar with emotional intelligence concepts. Use the three (3) essential questions below to generate discussion.</p> <p>Questions:</p> <ol style="list-style-type: none">1. What is Emotional Intelligence? <i>“A set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in meaningful and effective ways.”</i>2. Why Is Emotional Intelligence Important? <i>“According to Daniel Goleman’s research in his book <u>Working with Emotional Intelligence</u>, Emotional Intelligence accounted for 67 percent of the abilities deemed necessary for superior performance in leaders, and mattered twice as much as technical expertise or intelligence quotient, which is our ability to learn”</i> <i>“Emotional intelligence is not about suppressing emotions, it’s about learning how to recognize, process, and channel in a way that benefits you and your peers.”</i>3. How Can Emotional Intelligence Be Developed and Improved? <i>Assessment and Coaching, Independent Research and Study, Mindfulness</i>	

Activity #2 - Assessment

Emotional Intelligence (EI) Assessment and Interpretation	35 minutes
<p>Materials: Member Workbook, device with internet access.</p> <p>Online Survey/Assessment: https://www.mindtools.com/pages/article/ei-quiz.htm</p>	
<p>Instructions – Students will complete an online assessment and reflect on their experience on the Emotional Intelligence Student Reflection Sheet.</p> <p>The Self-Assessment reflection allows students to report personal scores and reflect on their responses in relation to the qualities of emotional intelligence. Students may benefit from further explanation of the questions in the assessment to help them best answer.</p>	

Activity #3

Self-Awareness	15 minutes
<p>Materials – Member Workbook, device with internet access.</p> <p>Meditation Link: https://www.youtube.com/watch?v=ZToicYcHIOU</p> <p>Managing Emotions Reading Link: https://psychcentral.com/blog/techniques-for-teens-how-to-cope-with-your-emotions/</p> <p>Exploring Emojis Link: https://www.psychologytoday.com/us/blog/contemporary-psychoanalysis-in-action/201605/why-do-we-use-emojis</p>	
<p>Instructions – Option A - 10 min Meditation and Reflection Students pre-assess emotions before completing a meditation experience (link above). Students complete a post-assessment and are asked to identify additional thoughts or feelings following the meditation.</p> <p>Option B - Identifying Emotions Activity Students will read about steps to managing emotions. The worksheet will ask students to identify the steps and apply the steps to their current emotion(s) in a journal entry; a feelings wheel is provided to assist brainstorming. Students will read about how emojis can be helpful in communication, and students will complete a mini-reflection</p>	

Activity #4

Self-Regulation	15 minutes
<p>Materials – Member Workbook, device with internet access.</p>	
<p>Instructions – Students will refer to the values list and circle every value they consider important. They will then draw a square around the two they think are the most important. To help determine this, ask students which two values best define who they are and how they want to show up every day. Encourage students to look up and define values they do not recognize. When the two have been selected by the student, the activity concludes when the student indicates two behaviors and a real-life example that support their selected values.</p>	

Activity #5

Empathy	15 minutes
<p>Materials – Member Workbook, device with internet access.</p> <p>Brené Brown RSA Short Link: https://brenebrown.com/daringclassrooms/rsa-short-empathy/</p>	
<p>Instructions – Students will define empathy, explore the difference between empathy and sympathy by watching an RSA short, and connect ideas to a personal empathetic experience.</p>	

Activity #6

Social Skills	15 minutes
<p>Materials – Member Workbook, device with internet access.</p> <p>Link to Communication Skills Quiz: https://www.mindtools.com/pages/article/newCS_99.htm</p>	
<p>Instructions – Communication skills are key to socialization. Students will take an online quiz to assess their communication skills and complete notes on improving their communication skills referred in the quiz.</p>	

Activity #7

Motivation	15 minutes
<p>Materials – Member Workbook, device with internet access.</p> <p>Motivation Video Link: https://www.youtube.com/watch?v=9EyVQObSxho&feature=emb_logo</p> <p>Link to Brené Brown’s Daring Classroom Integration Ideas: https://brenebrown.com/classroom-integration-ideas/</p>	
<p>Instructions – Students will watch a motivational video and define if they are more motivated intrinsically or extrinsically. They will close this activity with writing themselves a permission slip as described in the Brené Brown integration in daring classrooms.</p>	