



Emotional Intelligence Lessons

GOLEMAN'S EI QUADRANT

	Recognition / Awareness		
Self	Self-Awareness	Social Awareness	Others
	Self-Management	Relationship Management	
	Regulation / Control		

Intended Audience:

- 4-H Camp Counselors, 4-H Volunteers, and other 4-H Teen audiences

Lesson Objectives:

Participants will:

- Learn to recognize situations that likely cause significant emotions.
- Learn there are choices in actions/reactions when experiencing various emotions.
- Practice evaluating emotions and choices in the face of likely interpersonal challenges.

Time: 45 minutes

Self Awareness: Emotional Intelligence Decision Tree

DEFINITION

Self-Awareness: the ability to read and understand your emotions, as well as recognize their impact on your behavior and others.

BACKGROUND

Recognizing your emotions and the power they have over your actions and reactions is important. A good grasp on your emotions allows you to make better choices in how you act and react to situations. It also helps you understand yourself better and improve how you work with others. Going through these exercises will help create better self-awareness about your emotions, possible responses, and how personal choices impact others. The definition listed above and the curriculum emotional intelligence overview has additional background information.

WHAT TO DO

Activity 1:

Gather your group together and explain that you are going to go through some scenarios and you would like their immediate reactions and thoughts.

- Proceed through one of the scenarios that is relevant for your needs. Draw an "Emotional Intelligence Decision Tree" or "EIDT" on the post-it paper. Helpful words to use when creating an "EIDT" would be "if this (emotion), then this (action)" or "if this (action), then this (reaction)". Create at least two options that generate a (positive/negative) reaction regardless of the initial emotion.
- If the group needs more practice, proceed through another scenario and ask follow up questions.

Activity 2:

Ask the large group to break into small groups and assign them one of the examples (listed in addendum) or ask them "What are some other times when you feel strong (possibly negative) emotions and you have to choose how you react?" Then have the small groups create a decision tree that outlines possible outcomes to various reactions following the "EIDT" model.



Equipment and supplies:

- Addendum #1
- Addendum #2
- Large Post-it Paper
- Markers

Do Ahead:

- Review lesson.
- Gather supplies.

Prepared By:

Katie Feldhues, Educator
4-H Youth Development
OSU Extension, Ross
Phone: 740.702.3200
feldhues.2@osu.edu

TALK IT OVER**Reflect:**

- Do you think it is easy or hard to act differently on the outside than how you initially feel on the inside? Why?
- What are some techniques we can use to “pause” and think about how we feel before we act?
 - Count to 10.
 - Tell someone you need a minute to think.
 - Walk away and get some space.
 - Ask for help talking through options.

Apply:

Say to the group, “Being aware of how our emotions can control our actions and impact others is important.” Point out that if we aren’t aware it often leads us to making choices with our actions that are not the best for us or others. Challenge the group to practice the “pause” in the midst of their daily lives and see how it impacts their decision-making.