

How to develop emotional intelligence in your class



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LEARNING OBJECTIVES

- Understand the concept of Emotional Intelligence and its importance
- Learn healthy ways of regulating their emotions
- Use a digital tool to create an infographic on the regulation of emotions

MATERIALS NEEDED

- A computer with Internet access
- A projector
- A whiteboard and markers
- Pens and Papers
- The following videos:
 - [“Emotional Intelligence” from HBS Online YouTube Channel](#)
 - [“Inside Out - Emotional Intelligence” from Alex Kneier YouTube Channel](#)

LEARNING SCENARIO AND ACTIVITIES PROPOSED

1) Presentation (10 minutes)

The teacher asks the students whether they have heard the concept of Emotional Intelligence before and encourages them to attempt to define it. Then, the teacher projects the first video, which explains the term and asks the students to answer the following questions:

- What is Emotional Intelligence?
- Which four parts of it are mentioned in the video?

The teacher then writes the students' answers on the whiteboard.

2) Practice (15 minutes)

The teacher then projects the second video and asks the students whether they can identify which parts of emotional intelligence are showcased.

The teacher asks the students why it is important to recognise our emotions and manage them (in different contexts of our life like school, the workplace, and the family context). For example, a good example of emotional intelligence at school would be the following: a classmate is struggling with lessons, homework and the workload of school. A student with high emotional intelligence will be able to understand that their classmate is struggling at school because someone is obviously going on at home.

3) Production (20 minutes)

The teacher asks the students to brainstorm and differentiate between healthy and unhealthy ways of managing our emotions.

EXPECTED DIFFICULTIES AND PROPOSED SOLUTIONS

- Due to the nature of the topic, some students may think that this is not an important lesson and cause a stir. The teacher should be ready to explain how important the topic is even though the students will not be formally examined on the material.

ASSESSMENT

- The teacher asks the students to work in groups of 2-3 to create an infographic with information on ways someone can use to regulate their emotions. The students can use Canva or any other digital tool they want to make the infographic. The infographics will later be posted on the school's social media platforms.

BIBLIOGRAPHY

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