

THE BENEFITS OF EMOTIONAL INTELLIGENCE



Grades 8-12 Feeling Seen for Who You Truly Are Health and Physical Education and English Language Arts

Purpose of the Lesson:

We all have complex emotions that can feel overwhelming, scary and difficult to manage when we don't have the tools to do so. This lesson explores the concept of emotional intelligence. It provides students with the language to understand their emotions on a deeper level and can help them reframe the dichotomy of emotions as being "good" or "bad". This can help them see how their emotions are deeply interconnected, which can support their ability to cope with emotions as they arise. This lesson also explores how emotional intelligence can positively impact relationships with others. When we understand our own emotions, we can understand other people's emotions better.

Curriculum Competencies:

Health and Physical Education

- Propose strategies for developing and maintaining healthy relationships (Grade 8/9)
- Create strategies for promoting the health and well-being of the school and community (Grade 8/9)
- Describe and assess strategies for promoting mental well-being, for self and others (Grade 8)
- Describe and assess strategies for managing problems related to mental well-being and substance use, for others (Grade 8/9)
- Analyze strategies for promoting mental well-being, for self and others (Grade 9)
- Explore and describe factors that shape personal identities, including social and cultural factors (Grade 9)
- Develop skills for maintaining healthy relationships and responding to interpersonal conflict (Grade 10)
- Analyze the potential effects of social influences on health (Grade 10) Evaluate and explain strategies for promoting mental well-being (Grade 10)
- Explore and describe factors that shape personal identities, including social and cultural factors (Grade 10)
- Describe the relationships between physical activities, mental well-being, and overall health (Grade 10)

After Grade 9, Physical and Health Education becomes an elective and divides into more specific courses. However, this lesson plan can still be used in classrooms for Grades 10-12

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English Language Arts

- Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages (Grade 8/9)
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts (Grade 8/9)
- Recognize how language constructs personal, social, and cultural identity (Grade 8/9)
- Exchange ideas and viewpoints to build shared understanding and extend thinking (Grade 8/9)

After Grade 9 Language Arts divide into a more specific curriculum. This lesson could be used in Creative Writing or Composition 10/11/12

First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.

Video

[Emotional Intelligence From a Teenager Perspective - Maximilian Park](#)

Guiding Questions:

- What did you learn about emotional intelligence from watching this video?
- What do you define as emotional intelligence?
- How do you think understanding emotional intelligence can positively impact our lives?
- What ways do emotional intelligence connect to mental health?

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Step-by-Step Lesson Plan

Preparation: Queue up video/set up projector

1. Have the students watch the video “Emotional Intelligence From a Teenager Perspective” This can be found [HERE](#).

2. Pause the video and use the Guiding Questions to spark discussion.

3. Discuss what emotional intelligence is with your students. Read this definition to your students to give them a more nuanced understanding of what emotional intelligence is -

“Emotional intelligence refers to the ability to identify and manage one’s own emotions, as well as the emotions of others. Emotional intelligence is generally said to include a few skills: namely emotional awareness, or the ability to identify and name one’s own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one’s own emotions when necessary and helping others to do the same.” - [Psychology Today](#)

Spark a discussion by asking your students what positive impact they can see an advanced sense of emotional intelligence can have on their relationships and their mental/emotional wellbeing.

4. Ask your students to think of examples of times when they have had to use their emotional intelligence. To get your students reflecting on their own experiences with emotional intelligence, get them to think of times when they have had to flex their skills in these areas. If they are struggling to come up with examples, you can use these to get them thinking:

Example 1: A friend is going through a really hard time, but so am I. I want to support them but I don’t know how to do so while I’m also going through a difficult time. I take a step back and remember that I can’t help them until I have helped myself and work on what I need to do to feel better, then I step in and support them.

Example 2: I failed a test that I studied really hard for. I am so disappointed in myself. I keep going over what I did wrong and what I could’ve done better. I realize that this is negatively impacting my sense of self worth, so I stop and remind myself that it was only one test and I will study differently next time.

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5. Explore the concept of reframing how we see emotions. Explain to your students that it can be easy to categorize emotions as either “good” or “bad”. This can create a lot of emotional turmoil when we are experiencing an emotion that we deem as “bad”. Ask your students to work in pairs to discuss what emotions they would categorize as “good” or “bad” and why. Once they have had enough time to do this work with a partner, have them share their ideas with the whole class.

6. Discuss with your students how no emotions are inherently “good” or “bad” and how dangerous this dichotomous thinking can be for our mental health. All emotions are valid and it is important to feel our feelings as they come up. When we think of emotions as “bad”, we might shy away from feeling or dealing with these emotions. This can lead to pushing feelings down, which can have negative effects on mental health.

7. Explain the curriculum connections to your students and discuss the concept of self-reflective writing with them. Explain to them that emotional intelligence is something that we have to practice, and the only way we can do that is by becoming more aware of it. This is what they are going to be doing in this self-reflective writing activity. Self-reflective writing is a great way for anyone to support their understanding of themselves, their actions, their emotions and their relationships. Life can move very quickly and if we don’t stop to reflect on what is happening in our minds and in our lives, we can get overwhelmed. Writing things down can help us step outside of this to better grasp our emotional needs and experiences.

Have your students use these prompts to guide their self-reflective writing:

- Are you a self-confident person? If so, what do you think makes you that way? And if not, what do you think you could do to be more confident in yourself?
- What do you think is your best character strength? Why do you think it is your best? Give a couple of examples of how you use this strength.
- When things get tough, do you persevere through them? How do you do that? How would you like to grow in your perseverance skills?
- When you feel like you’ve been “knocked down,” how do you get up again? How do you wish you handled situations that set you back emotionally or physically?
- Do you find it easy or hard to believe in yourself and your abilities? Why do you feel that way? What can you do to feel better about yourself?

Source: <https://completeliterature.com/writing-prompts-that-reinforce-social-emotional-learning/>

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Step-by-Step Lesson Plan

Accommodations/modifications:

- Students can use laptops and type their responses if writing by hand is difficult
- Students who are visually impaired can dictate their answers to you and you can act as a scribe for them
- Students whose first language isn't English can write in their first language first and then translate to English

8. Lesson Closure. Have your students reflect on this experience. This can be in pairs or with the class. Get them to think about how these deeper understandings of their emotions can impact them personally, academically, socially and familially.