



## THEY CAN BE TAUGHT!

EMOTIONAL INTELLIGENCE SKILLS  
IN AT-RISK YOUTH (AND OTHERS)

### 15TH IIRP WORLD CONFERENCE

JENNIFER MURET BATE  
COMMUNITY LEARNING CENTER  
WINFIELD, KANSAS

# Materials Packet



complete a feelings-check circle, encouraging participants to identify *precisely* how they are feeling.

2. Create a chart using "Emotions Faces" or the "Six Families of Emotion" handout (lesson EQ1, available in *Quick Emotional Intelligence Activities for Busy Managers*). Give participants colored sticky dots and have them stick the dots on the chart to indicate their feelings. (This can be done over multiple days, to compare differences in mood over time.) Discuss how our feelings at a given time affect our perceptions of people & events and how feelings can be "contagious" to others.

3. Have participants compete left brain/right brain surveys (available at [www.homeworktips.about.com/library/brainquiz/bl\\_leftrightbrain\\_quiz.htm](http://www.homeworktips.about.com/library/brainquiz/bl_leftrightbrain_quiz.htm)). Read "advice" given for your type. Read the characteristics listed there and discuss whether you feel they accurately reflect you. Choose 2-3 pieces of advice to try to implement in the coming week; then discuss your experiences with the group.

4. Have participants complete the True Colors personality quiz (available at [www.truecolorscareer.com](http://www.truecolorscareer.com)). Read the description of your personality type and make a collage that represents your personality traits and talents. Share your collage with the group and discuss.

5. Using results from the online surveys, create pictures, charts, or diagrams of participants' personality or brain "types." Discuss the benefits and difficulties of working in teams of those who are like or unlike you. (For extra credit, create teams with differing "types" and complete a task - such as building a bridge out of notecards. Give teams limited supplies and time to meet specific requirements for the task - such as height, strength, design, etc. When task is complete, discuss the process of completing the task and how having the different "types" of team members affected the process. Predict how it would happen with teams of similar "types.")

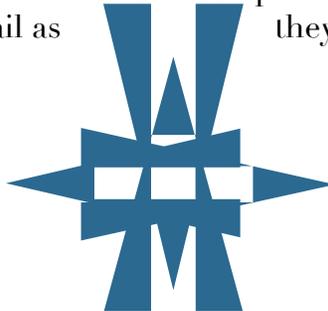
## **Self Regulation Activities**

1. Create a poster showing three aspects of stress. The left column represents issues, problems, situations, etc., which you find stressful. The center column represents your (physical, emotional, behavioral, etc.) responses to stress. The right column represents ways in which you reduce or deal with stress.

Prior to creating your poster you may spend time in circles discussing these three aspects. Posters may utilize pictures, drawings, or words, and may be shared with the group or posted upon completion.

--	--	--

2. Using the four points of Nathanson's Compass of Shame (withdrawal, avoidance, attack self, attack others), create a diagram on the floor. Then ask participants to think of a time in life that was difficult, remember how they were affected, and how they reacted. Without necessarily sharing the nature of the difficulty, ask participants to stand within the diagram and walk to the four points which represent their reactions, sharing as much detail as they are comfortable discussing.



When all participants have had an opportunity to share, note what appeared to be shared experiences. Discuss possible problems that could occur if the reactions were taken to extreme, & what could help avoid those problems.

3. Discuss with participants our tendencies to assume the best of ourselves & the worst of others in conflict situations. Think about the impact our actions may have on whether a situation escalates or de-escalates. Using examples of conflict from everyday life, fill out the following chart: (an example has been included)

<u>Event</u>	Important papers you left on the table are missing
<u>Negative Thought</u>	The person sitting at the table stole them
<u>My Action</u>	I angrily accuse him/her of theft
<u>Likely Result</u>	We get into an argument, & possibly a fight
<u>Reframed, Positive Thought</u>	Someone might have accidentally picked them up, or I might have lost them
<u>My Action</u>	I ask the person at the table if he/she could help me

### Likely Result

look around for them  
We search together, & might find the papers; won't likely get in a fight

Discuss with participants that it is sometimes beneficial to give others the benefit of the doubt, and that we can "choose our own adventure" by determining how we react in a conflict situation. Challenge participants to try this in real life, & report their results back to the group.

4. Using situations common to your participants (depending on age, setting, etc.), imagine a person with a problem has come to them for advice. Participants may role-play the situation, write a "Dear Abby" style advice letter, or simply discuss what they would recommend to the person. (An example follows:)

*Dear Wise Participants,*

*I have had a lot of trouble recently with an acquaintance. He/She has been saying really negative things about me to my friends. This person just stares at me whenever we are in the same room. I don't remember doing anything to him/her, so I don't have any idea what this is about. It makes me really uncomfortable. I don't know what to do about it, and I don't want things to get worse. What should I do?*

## Motivation Activities

1. Introduce participants to the concept of SMART goals (that are Specific, Measurable, Action-oriented, Reasonable, & Time-bound). Examine some common goals people have (ie, New Year's resolutions), and discuss whether they are SMART. If not SMART, re-word the goals, adding details so that a person might be accountable & know whether the goal had really been achieved.

Example: I want to get organized

Re-wording: I will file the pile of papers on the desk by Friday afternoon.

(more information available at

[http://www.tlplearningsolutions.com/docs/SMART\\_Goals\\_Teens\\_2011.pdf](http://www.tlplearningsolutions.com/docs/SMART_Goals_Teens_2011.pdf))

2. Ask participants to spend 2-3 minutes brainstorming goals (both personal and professional/academic) they have for themselves. Then, ask participants to choose 2 - 4 goals they would like to work on this week/month/quarter. Have participants answer the following questions (& consider posting the information in a place participants will be able to be reminded of their answers):

- What is your goal? (be sure to state in SMART goal form)
- Why is this goal important to you?
- What steps should you take to achieve the goal? When (specifically) will you take these steps?

- What help or resources do you need to take these steps to reach your goal? How & when will you do that?
- What benefits/rewards will occur as a result of achieving your goal?

3. Conduct regular check-in circles with participants in which you discuss your goals. Discuss your progress, milestones & successes, set-backs, questions, frustrations, and any changes you might have made to your goals. Provide an opportunity to ask for input and assistance when needed. Affirm each other's hard work, and provide support as well as accountability.

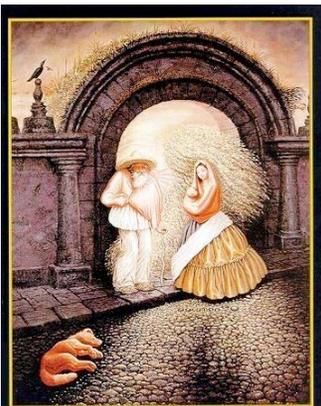
4. Ask participants to think about past problems, events, associations, or difficulties that made it hard to achieve their goals, make good decisions, and become their best selves. Ask participants to decorate "gravestones" or write epitaphs and symbolically "put to rest" these negative influences. (RIP: Procrastination)

## Empathy Activities

1. Reading: "What's Empathy Got to Do With It?" (B. Martinuzzi, 2006; available: [www.mindtools.com/pages/article/newLDR\\_75htm](http://www.mindtools.com/pages/article/newLDR_75htm)) Discuss the ten tips for developing empathy:

- Truly listen to people
- Don't interrupt people
- Tune-in to others' non-verbal communication
- Pay attention to your own non-verbal communication
- Use people's names
- Be fully present when you are with people
- Smile at people
- Encourage people to speak
- Give genuine recognition & praise
- Take a personal interest in people

2. Show participants the following pictures (available at <http://www.unexpectedpages.com/files/optical/double-meaning/optical-illusions-double-meaning.php>). Ask them to remain silent, but examine the picture and write down what the picture shows. After giving participants time to do so, ask for everyone to share answers. Discuss



why answers are different,

and what that might teach us.

portrait of a man's bust,            picture of a woman's face,            drawing of a young  
or 2 people on the street?            or a saxophone player?            woman, or old woman?

3. Show participants a series of pictures (collected from magazines, newspapers, online, etc.) and ask them to list 2-3 words that describe how they feel when looking at each picture. (Examples might include the ocean, bungee jumpers, a playground, a police officer, horses, etc.) After writing their reactions for all the pictures, ask participants to share their answers for picture #1. Note the difference in people's answers. Discuss why we might have different reactions, and that each one's reaction is equally valid. Note the importance of making ourselves aware of other people's feelings.

4. Behavior icebergs: Discuss with participants that our behaviors are like icebergs; only a small part of the total is visible to others. More information available at <http://www4.rgu.ac.uk/files/RGU%20-%20Managing%20Emotions%20Workshop.doc> At a given time, people can see our actions, but they cannot (unless we make a point of sharing them) see our thoughts, motives, attitudes, feelings, or values which might have led us to those actions. They only know part of the story, and often this causes problems and misunderstandings between people.

Using the diagram of the iceberg, ask participants to think of a time their behaviors were misunderstood. Fill in the "seen" and "unseen" parts of the iceberg with details from that time. Discuss what it was like to be misunderstood, and what problems resulted. (Extra credit: do the exercise again, this time asking participants to think of a time another person "wronged" them. Ask participants to put themselves in the other person's shoes, and imagine what "unseen" factors might have been at work at the time. Discuss how participants' feelings about the wrongdoing might have been impacted if they had known these "unseen" factors, and whether their own reactions might have been different.)

Discuss the potential value in sharing the "unseen" parts of our iceberg behaviors, and in remembering that all people have a lot more "below the surface" than we commonly know.

our  
actions

our values  
our motives  
our feelings  
our attitudes  
our thoughts

I didn't go to my  
best friend's birthday party

Chris yelled at me  
in front of a group of people

I knew her other friend (that I  
don't like) would be there  
I didn't want to start a fight  
I wanted my friend's birthday  
to be nice  
I was sorry to miss, but her day  
being nice is more important

????????????

5. Show participants a clip, TV show episode, or movie .(Depending on setting & age of participants, you might use *The Office*, *Peanut's Thanksgiving special*, *The Freedom Writers Diary*, etc.) After viewing, discuss with participants some of the following:

- How much empathy did the character(s) show?
- What "unseen" factors may have been influencing the character's behavior?
- What recommendations would you make to the characters to help improve their empathy skills? (Or, if their skills were good, what specific examples of empathy did you notice the characters show?)

- How might this story have been different if the characters had significantly better (or worse) empathy skills?

## Managing Relationships Activities

1. Discuss with participants how to receive feedback (listen with an open mind, acknowledge the speaker, don't explain, agree or disagree). Then conduct a series of circles:

Positive feedback circle: Moving around the circle, have participants each tell something they appreciate or admire about the person on their right. When the circle is complete, repeat the process going the other direction, with participants telling something they appreciate or admire about the person on their left. (Alternate format: choose one person to be the subject of the circle, and have all other participants in the circle take turns telling something they appreciate or admire about that person.)

2. Turning complaints into requests: Ask participants to make a list of things that are bothering them at this point in time. (Lists can include simple or serious issues.) Then ask participants to choose one item from the list to share with the group. Go around, giving each participant a chance to read his/her issue.

Discuss that how we communicate our issues with others has a direct impact on the likelihood they will be willing to help resolve the issues. For example, "I don't have anything to write with; there are no pencils in this room," is not likely to make anyone very sympathetic to us. (It seems whiney and obnoxious.) Instead, we should think about what it is that we really need - a pencil - and make a request. For example, "Could someone lend me a pencil?"

Ask participants to practice turning the complaints they shared with the group into requests. Then share the requests with the group. Compare the likely reactions when issues are shared as requests instead of complaints. (Extra credit: throw in a "please.")

Examples:

"My stuff is all over the place." could become  
"Please put my things back after you use them." or  
"Could someone help me straighten things up?" or  
"Could I borrow a bag to put my things in?"

3. Conflict Resolution Techniques: Ask participants to brainstorm a list of conflicts they remember encountering. Ask them to discuss how those conflicts were (or weren't) resolved. What did they (and the others involved) do? How well did it work?

What were the issues involved? Did they get what they wanted? Did they get all of what they wanted, or just part? Were there any consequences or collateral damage?

Discuss with participants that there are many different ways to resolve conflict. These include competition, collaboration, compromise, accommodation, and avoidance. Stress that none of these techniques is the single best way to resolve a conflict, but the technique you choose should be based on the particular conflict situation. Factors influencing your choice include the relative importance of the problem, how quickly it needs to be addressed, and the importance of the relationship with others involved in the struggle. (More information available at <http://www.ag.ndsu.edu/pubs/yf/famsci/fs1563.pdf>)

Ask participants to discuss the potential benefits and drawbacks of each conflict resolution technique. Have participants relate back to the conflict they discussed with the group and identify which technique(s) were used to resolve the conflict. Discuss which other techniques might have been helpful in the situation and how they might have been implemented. (Encourage application of these techniques in following days in real-life conflicts, including reporting back to the group on the experience.)

4. Applied Conflict Resolution Techniques: Ask participants to find stories of conflicts in the news. Have participants report back what techniques were used and evaluate the results. Have participants make recommendations based on their knowledge of conflict resolution techniques.