

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

Lesson objective	Main activity	Reflection	Success criteria
Emotional intelligence Intrapersonal skills My special gifts and talents Emotional self awareness Name that emotions	Let students answer these short questions: 1. What special talents do you bring to the community? 2. Which talents are you the most proud, why? 3. What would be the world like if everyone had the same talent? <i>Draw your special talents on a paper, use colored pencils for creativity</i> Try to reliably define following emotional states, use it in sentence proud, helpful, surprised, delighted, curious, excited, pleased, calm, alert, jealous, impatient, guilty, angry, sorry, confused, alert, glad, amazed, concerned, abandoned, worried, scared, quiet, happy , uneasy, embarrassed , friendly , relieved, interested, ashamed, disliked, sad, eager, ...	Everyone has special gifts and talents, It may be a sport, playing a musical instrument, mathematics, manual skills, learning capabilities, extraordinary memory or creative spirit Let students express themselves, see if they are able to recognize their own gifts and talents, think about their specials, help them if necessary Support their self expression	Self-Reflection, knowing and understanding „myself“
Interpersonal skills Empathy Seeing through different glasses	Empathy helps us to see the different views of the same situation. Think about how different people may react differently to an unexpected event. Example: Mom celebrates her 40-50-60th birthday (or whatever). She	To understand that one situation may be seen through different eyes – different opinions – different aspects - depending on personal preferences	Self-Reflection, knowing and understanding empathy

Interpersonal relationship Friendship chain	has invited close family friends. She has prepared food, sweets, drinks and so...However due to the intensive snow storm, majority of guests cancelled the visit. Try to describe emotional states and feelings of individual family members...try to finish the emotional scheme of them...how the story will end? Example: Mom: Mom is frustrated, she has been cooking and preparing meal all day long, she also bought a new dress for that occasion, to impress friends.... Dad: Dad is secretly happy – he can watch a final ice-hockey match – undisturbed.. Sister: Sister is relieved, she cannot get along with mom’s brother, also she can finish the book she was reading .. Bro: Brother is angry, he had to stay at home to celebrate with family, cancelled the 2-day long hiking trip with friends Young bro or sis: Surprised - curious – impatient - to see what a beautiful snowstorm, have not seen like that before, also happy from the snow – as soon the storm subsides, he/she is going to build a big big snowman - Think of different event that may be seen through different eyes....put it on a paper, use coloured pencils for relax and creativity	Thinking about attributes of the best friend	Self-Reflection, knowing and understanding the term „friend“
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	Let students think about their friends – why they like them, what make them to be the best friends, discuss.. Answer questions: Is it necessary to have a friend, or more friends? Why? ..or is better to stay aside, alone? ...discuss Than, let students cut the coloured paper into strips – every strip represents one friend – write the name of your friend on one side of a strip – on the other side write his/her attributes, which you admire the most. When ready with all friends – glue ends of each strip to make a ring – forming a loooong chain of friends.... Enjoy! Have fun!		
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Power point Example

NEUROHEADWAY

Neuroscience Into Education

Emotional Intelligence

- Do you know what emotions are?
- How they can be managed?
- Can you name some of emotional states? Or display emotional expressions?
- Do you sometimes feel tired? Or your stomach hurts...or your head aches?
- Can you link this emotions to specific feelings?

- And what about intelligence? Can you try to define the word intelligence?
- Who is intelligent, who is not,....
- Try to depict from the individual meaning of words – what emotional intelligence is focused on? How may behave people who are emotionally intelligent?

Emotional intelligence

Emotional intelligence (EI) is:

An ability **to recognize** and to **understand emotions in yourself**, but also **emotions of others**

The capability to **discern between different feelings**, and **label them appropriately**

An ability to **use emotional information** for proper thinking and **behavioural response**

Emotional Intelligence

- EI affects how we manage behaviour, how we interact with people, how we make personal decisions or how we perform social contacts
- Some people are more naturally emotionally intelligent than others
- High emotional intelligence can be developed by experience and practice, even in people that are not born with it
- High (higher) emotional intelligence is strong predictor of professional and social success
- Rather than being a single characteristic, emotional intelligence is a complex of competencies that may be organized into a major clusters

Emotional intelligence Major clusters

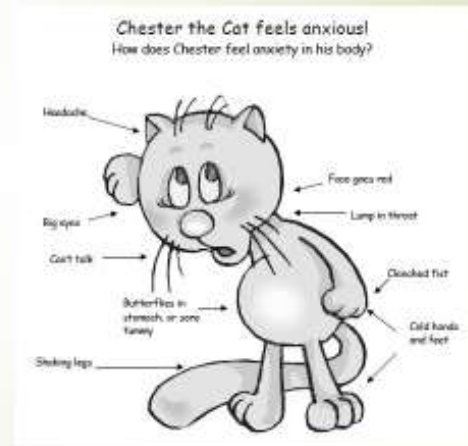
- 1. Self Awareness
- 2. Adaptability
- 3. Empathy
- 4. Self Confidence

Emotional Intelligence

Self awareness

If you are self aware – you are able to identify, acknowledge and accept all your feelings – along with the ability to evaluate them

Self awareness helps you to better know your internal feelings, perceptions and preferences



Emotional Intelligence

Self confidence

Is your own belief in your capability to accomplish individual tasks

Includes the affirming that you are the best person to do the job you doing –

example: singing, drawing, dancing, playing piano ...

Helps you to make decisions despite uncertainties and pressure

