



In this learning plan, students will learn about emotional intelligence and why it is important. They will learn that some emotions are more difficult to identify than others. Students will also practice understanding their emotions and the emotions of others and how to react and respond appropriately.



CASEL STANDARD

Self-Awareness

OBJECTIVES

- ✓ Students will be able to learn what emotional intelligence is.
- ✓ Students will be able to understand the importance of emotional intelligence.
- ✓ Students will be able to learn how to identify and respond to their emotions and the emotions of others.

GUIDING QUESTIONS

What is emotional intelligence? Why is it important?

How can I understand and manage my emotions?

How can I understand the emotions of others?

MATERIALS

- Chart paper or whiteboard
- What Emotion Am I? cards and worksheet
- Disguised Emotions worksheet
- Paper
- Managing Strong Emotions worksheet
- In Your Shoes worksheet
- Emotional Intelligence Assessment





ASSESSMENTS

Formative assessments and checks for understanding occur throughout the lesson:

- Ensure that students understand that emotional intelligence helps you be aware of your emotions and the emotions of others.
- Ensure that students understand that some emotions act like other emotions, and it is important to figure out which emotion we're feeling to help us understand it.

**Summative Assessment:
Emotional Intelligence
Assessment**

DIFFERENTIATION STRATEGIES

- Give the option for students to respond orally to worksheets.
- Give the option for students to participate nonverbally through writing, movements, and eye contact.
- Give the option for students to work with a partner on the Managing Strong Emotions worksheet.
- Give the option for students to write or draw their responses during the In Your Shoes game.

EXTENSION ACTIVITIES

- Play Emotional Intelligence charades where students act out emotions that are tricky to identify. Students can give clues (e.g., It is similar to worried.) or share a time they felt this way to help the group guess the emotion.
- Suggested Read Alouds:
 - A Place Inside of Me: A Poem to Heal the Heart by Zetta Elliott
 - Benji, the Bad Day, and Me by Sally J. Pla
 - Zen Socks by Jon J. Muth
 - A Blue Kind of Day by Rachel Tomlinson



ACTIVITY OVERVIEW

Activity 1

What is Emotional Intelligence?

Students will learn what emotional intelligence is and play a game to guess each other's emotions.

Activity 2

Disguised Emotions

Students will learn about emotions that look like other emotions and do a sort.

Activity 3

Managing Strong Emotions

Students will learn and practice appropriate ways to react when feeling strong emotions.

Activity 4

Understanding Others' Emotions

Students will practice understanding each other's emotions by sharing about times they have felt different emotions.

Activity 5

Emotional Intelligence Assessment

Students will answer questions to check their understanding of emotional intelligence.

ACTIVITY 1: WHAT IS EMOTIONAL INTELLIGENCE?

Prior to this activity, precut the What Emotion Am I? cards (worksheet).

- Write emotional intelligence on chart paper or a whiteboard. Read it aloud and ask students what they think it means based on what they already know about each word.
- Invite students to share their thoughts. Ask, "What does emotion or emotional mean?" Give students time to think and then share their ideas with a partner. Ask volunteers to share with the group. Possible answers may include feelings or having different feelings.
- Ask students what intelligence means. Allow time for students to think and share with a partner before sharing with the group. Possible answers include smart, knowing a lot, or how much you know or have learned.
- Explain that emotional means having to do with one's feelings or emotions, and intelligence is the ability to learn, understand, and be aware. Say, "Emotional intelligence is understanding and being aware of your emotions and the emotions of others."
- Write this definition on the chart paper or whiteboard and add a quick picture to help visual learners.
- Ask students to imagine that they lost their favorite book, toy, or game. Say, "Your stomach knots up. You speak rudely to your family. You don't want to do anything. You don't like how you are feeling, but you don't know why."
- Ask students, "How could understanding your emotions help you in this situation?" Have students discuss their thoughts with a partner.
- Invite students to share their ideas or their partner's ideas with the group. Discuss how being aware of your emotions could have helped you understand that you were angry or disappointed about losing a favorite thing. Then you could have figured out a way to manage that feeling.



CONTINUED -- ACTIVITY 1: WHAT IS EMOTIONAL INTELLIGENCE?

- Now ask students to imagine a different situation. Say, “You see your best friend and run to say hi, but they are quiet and looking down at the ground. Your friend doesn’t want to play or talk. You think it’s a little strange but don’t know what to do.”
- Ask students, “How could understanding the emotions of others help you in this situation?” Have students discuss their thoughts with a partner.
- Discuss how understanding the emotions of others could have helped you notice that something was going on with your friend. Knowing this, you could have asked them if they wanted to talk.
- Explain that emotional intelligence is important in helping us handle challenges, understand others, and have a positive, fulfilling relationship with ourselves and others.
- Gather students in a circle. Explain that they will play a game called What Emotion Am I? to practice identifying and explaining different emotions.
 - One player will get a card facedown from the What Emotion Am I? card deck and put it on their forehead without looking at it.
 - Other players will take turns giving this person clues as to what emotion they have on their forehead without saying the name of the emotion.
 - Clues can include facial expressions or body language, explaining a time they have felt this way, or saying how their body feels when they feel this way.
 - Once the player guesses correctly, the player to the left gets a card to put on their forehead.
 - Play continues until all students have had a turn.
- Afterward, show students the What Emotion Am I? worksheet. Read the directions and explain that they will write the emotion they had on their card during the game. Then they will write and draw how they show that emotion.

ACTIVITY 2: DISGUISED EMOTIONS

- Smile at your students. Then ask, “What emotion do you think I am feeling right now?” They will likely say happy or something similar.
- Say, “No, I am not feeling happy right now. What other emotion do you think I am feeling?” After students make more guesses, tell students that you are nervous. Explain that you have to give a presentation to other adults later and you don’t love doing that type of thing.



CONTINUED -- ACTIVITY 2: DISGUISED EMOTIONS

- Ask students why it was hard to tell that you were feeling nervous. Discuss how smiling often means that someone feels happy or excited, but sometimes people smile when they are nervous or scared.
- Say, “So how can you figure out what you’re feeling or what others are feeling if some emotions disguise themselves as other emotions? If facial expressions or body language say something completely different?”
- Explain that you can:
 - Know and understand different emotions. Some emotions are very similar to each other and can cause similar behaviors, such as tired and bored.
 - Knowing how you show different emotions takes practice and observation. Maybe you smile when you’re nervous, or your palms get sweaty, and your mouth gets dry.
 - Think about what happened to you recently. (E.g., You feel mad, but remember how you couldn’t master that skateboard trick, so you’re actually frustrated.) You can ask others about what is happening in their life, too.
- Invite students to think about how they show they are nervous. Have them share with a partner. Do this with excited, tired, and proud as well.
- Show students the Disguised Emotions worksheet. Point out the four emotion groups in bold text. Explain that they will work with a partner to cut out all the emotion words and sort them into these five groups.
- Guide students to think about which each emotion would best fit each group. Remind them that the emotions in each group will be similar.
- Invite pairs to check with other pairs once they have completed their sort.
- Afterward, discuss any emotions that were challenging for students to sort. Ask them to explain why they sorted some of the emotions in the way they did.
- Allow students to rearrange their sorts if necessary and then paste them on paper.

ACTIVITY 3: MANAGING STRONG EMOTIONS

- Invite students to watch as you act out two different scenarios. Tell students you are a student in a classroom who has just lost a game.
 - First, act out being angry by stomping and yelling and throwing pretend game pieces.
 - Second, act out being angry (show it with body language), pause, and take a few deep breaths.



CONTINUED -- ACTIVITY 3: MANAGING STRONG EMOTIONS

- Ask students, “What did you notice that was different about these two scenarios? What was the same?” Give them time to think and share with a partner. Invite students to share with the group.
- Discuss how my emotion (anger) was the same, but my reaction was different. Ask students which reaction had more negative effects.
- Invite students to hold up one finger for the first reaction or two fingers for the second reaction. Most students will show one finger. Ask, “Why? What were the effects?” (Possible answers could include game pieces getting lost, disruption of learning, other students’ safety, or feeling embarrassed.)
- Explain how feeling any emotion is okay, but not every reaction to that emotion is okay. Increasing our emotional intelligence or awareness helps us accept the emotion and then manage it appropriately.
- Ask, “If I reacted the way I did in scenario one, but I was at home, would that have been more appropriate?” Allow students to share their thoughts. Discuss how reactions can be more appropriate depending on the place you are and who you are with. However, if your reaction causes many negative consequences or safety concerns, it is not appropriate anywhere.
- Invite students to stand up. Explain that they will practice feeling, accepting, and appropriately managing strong emotions.
 - Have students raise their hands as if giving a promise. Say, “Repeat after me. I will accept any emotion I may have. All emotions are okay and valid.”
 - Have students put their hands on their hearts. Say, “Repeat after me. I will feel any emotion that I have. I won’t try to hide it. All emotions are okay.”
 - Have students put their hands at their sides. Say, “Repeat after me. I will feel my emotion and pause before I react. I can take deep breaths, count to ten, or walk away.”
 - Ask students to imagine their sibling, cousin, or friend just grabbed the toy they were playing with out of their hands. Say, “Think about how you feel. Accept the emotion and feel that emotion. Pause before you react. You may want to hit or yell. Pause and take a deep breath.”
 - Ask students to imagine they are in the middle of a grocery store, and they find out their family is taking a surprise vacation tomorrow. Say, “Think about how you feel. Accept the emotion and feel that emotion. Pause before you react. You may want to run around, dance, or scream. Pause and take a deep breath.”
- Reflect with students on how it felt to sit with their emotions. Ask them how it felt to pause before reacting. Students may share that it was uncomfortable, hard, or easy.

**CONTINUED -- ACTIVITY 3: MANAGING STRONG EMOTIONS**

- Ask students to think of other ways to help them pause before reacting. If not mentioned, share that walking away, drawing, journaling, closing your eyes and imagining your favorite place, or moving your body can all help you to pause.
- Explain that pausing can help the mind calm and better help you manage your emotions.
- Show students the Managing Strong Emotions worksheet. Explain that they will write down the steps they just practiced to help them accept, understand, and manage their emotions, especially ones that can cause strong reactions.

ACTIVITY 4: UNDERSTANDING OTHERS' EMOTIONS

(Optional) Prior to this activity, cut out the cards from the In Your Shoes worksheet for each pair of students.

- Ask students why it is important to understand the emotions of others. Give students time to think and share with a partner before sharing with the group.
- If not mentioned, discuss that it is important because it can help you better understand people and help you care for others.
- Ask, "How can you better understand other people's emotions, knowing that you can't always use facial expressions and body language as clues?" Give students time to think and share with a partner before sharing with the group.
- Write down students' ideas on chart paper or a whiteboard with the heading How Do I Understand Other People's Emotions? If not mentioned, add active listening and empathy to the list.
- Remind students that active listening means actually listening and showing others you are listening by making eye contact. Remind them that empathy means thinking about how you feel if you were in someone else's situation.
- Gather students in a circle and explain that they will play a game called In Your Shoes. Say, "Sometimes people define empathy as imagining you were in someone else's shoes."
- Show students the In Your Shoes worksheet.
 - Explain that each pair will cut out the cards, shuffle them, and place them face down.
 - The first player will turn over the top card, read the emotion, and share a time that they felt that way or made someone feel that way.
 - The second player will actively listen and say, "Thank you for sharing."
 - Then they will turn over the next card and share.
- Gather together after playing and reflect on the game. Ask, "Did you learn anything new about your classmates? How did it feel to share your stories?"



ACTIVITY 5: EMOTIONAL INTELLIGENCE ASSESSMENT

- Ask students how they feel right now. Invite them to share with a partner one or two emotions that describe how they feel.
- Ask students, “How does knowing how you feel help you?” Invite students to share with a partner and then have a few students share with the group.
- Students will complete the Emotional Intelligence Assessment.
- Show students the assessment and read the directions. Explain that they will answer each question as best as they can.



WHAT EMOTION AM I? CARDS



Teacher prep: Copy this page so each pair has a set of cards.

Game instructions:

- One player will get a card facedown from the What Emotion Am I? card deck and put it on their forehead without looking at it.
- Other players will take turns giving this person clues as to what emotion they have on their forehead without saying the name of the emotion.
- Clues can include facial expressions or body language, explaining a time they have felt this way, or saying how their body feels when they feel this way.
- Once the player guesses correctly, the player to the left gets a card to put on their forehead.
- Play continues until all players have had a turn.



angry	annoyed	jealous
happy	embarrassed	bored
sad	ashamed	surprised
scared	excited	confused
lonely	worried	relaxed
proud	amazed	offended

NAME _____

DATE _____

WHAT EMOTION AM I?

Write the emotion that you had on your card during the game.
Then write and draw how you can show that emotion.

- Do you make a certain face?
- Does your body feel a certain way?
- How do you act?



My emotion card during What Emotion Am I? was:

I show this emotion by:

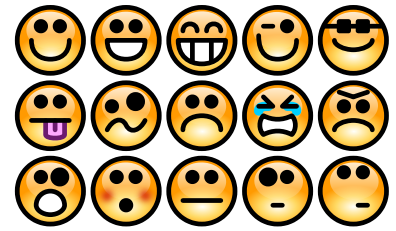
it's okay to
feel your
feelings

NAME _____

DATE _____

DISGUISED EMOTIONS

Cut out each word. Sort the emotions into four groups using the bold words as headers for each group.



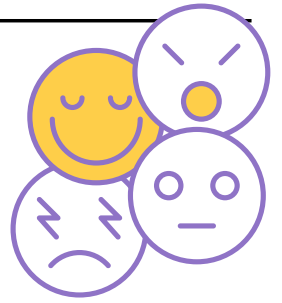
angry	happy	sad
scared	excited	jealous
guilty	worried	confident
excluded	rejected	frustrated
hopeful	disgusted	disappointed
excluded	energetic	embarrassed
bored	offended	content
irritated	lonely	anxious

NAME _____

DATE _____

MANAGING STRONG EMOTIONS

Write down the three steps you can take to manage your emotions and add a quick picture. You've got this!



First,

Next,

Last,

What will I do to calm my mind?

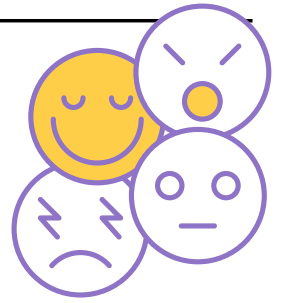


NAME _____

DATE _____

MANAGING STRONG EMOTIONS

Write down the three steps you can take to manage your emotions and add a quick picture. You've got this!



First,

accept my emotion

Next,

feel my emotion

Last,

pause (before reacting)

What will I do to calm my mind?

possible answers could include:
taking deep breaths, walking away,
counting to ten, drawing, or movement



NAME _____

DATE _____

IN YOUR SHOES



Cut out the cards, shuffle them, and place them face down. The first player will turn over the top card, read the emotion, and share a time that they felt that way or made someone feel that way. The second player will actively listen and say, "Thank you for sharing." Then it is the second player's turn to share.

example:
"One time, I spilled my water all over the table in a restaurant. I felt so embarrassed."

<p>Embarrassed</p> <p>Talk about a time you felt embarrassed, or you embarrassed someone.</p>	<p>Angry</p> <p>Talk about a time you felt angry, or you angered someone.</p>	<p>Jealous</p> <p>Talk about a time you felt jealous, or you made someone jealous.</p>
<p>Frustrated</p> <p>Talk about a time you felt frustrated, or you frustrated someone.</p>	<p>Disappointed</p> <p>Talk about a time you felt disappointed, or you disappointed someone.</p>	<p>Amazed</p> <p>Talk about a time you felt amazed, or you amazed someone.</p>
<p>Proud</p> <p>Talk about a time you felt proud.</p>	<p>Lonely</p> <p>Talk about a time you felt lonely.</p>	<p>Excluded</p> <p>Talk about a time you felt excluded, or you excluded someone.</p>
<p>Ashamed</p> <p>Talk about a time you felt ashamed.</p>	<p>Surprised</p> <p>Talk about a time you felt surprised, or you surprised someone.</p>	<p>Excited</p> <p>Talk about a time you felt excited.</p>



NAME _____

DATE _____

EMOTIONAL INTELLIGENCE ASSESSMENT



Read each question, and write your answers as best as you can.

1. Why is it important to understand your emotions?

2. What is one way to manage a strong emotion?

3. How can you understand the emotions of others?



NAME _____

DATE _____

EMOTIONAL INTELLIGENCE ASSESSMENT



Read each question, and write your answers as best as you can.

1. Why is it important to understand your emotions?

Possible answers include to help manage our emotions, to help handle challenges, and to help us understand others.

2. What is one way to manage a strong emotion?

Possible answers include pausing, taking a deep breath, counting to ten, walking away, journaling, or doing an exercise.

3. How can you understand the emotions of others?

Possible answers include listening to others and imagining how I would feel if I were them.

