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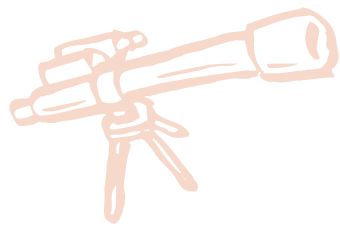
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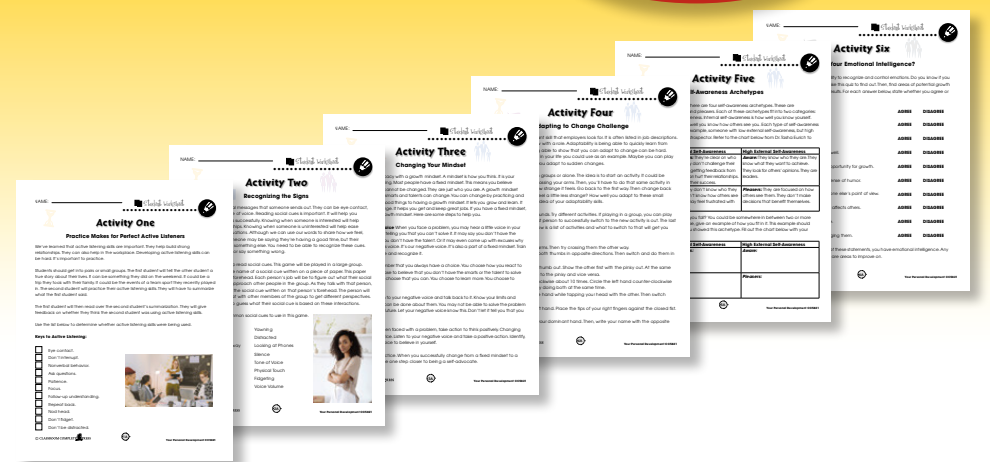
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Emotional Intelligence

1. Bianca's father is upset that she left the milk out. Bianca doesn't understand what the problem is. She gets mad at her father for being upset with her. Does Bianca have low or high emotional intelligence? Why or why not?

2. Seo-joon has joined a group game night. He is having trouble meeting new people. He tries to listen carefully to everyone when they speak. He learns a few of them have some things in common. Does Seo-joon have low or high emotional intelligence? Why or why not?



3. Complete each sentence with a word from the list.

stress relate humble overreact driven judge

- a) Try not to _____ others for their mistakes.
 b) Don't _____ when you do something wrong.
 c) It can be hard to _____ to others.
 d) Exercise can help relieve _____.
 e) Some people are _____ to succeed.
 f) Be _____ when someone compliments you.



Emotional Intelligence

Emotional Intelligence is being able to understand and control emotions. If you have emotional intelligence, you can recognize your own emotions. You can also recognize the emotions of others. This is a valuable skill to have. It allows you to connect with others. This fulfills our instinctual needs to be social, which leads to happier lives.

There are five key areas of emotional intelligence. The first is **self-awareness**. If you are self-aware, then you understand how your own emotions affect the people around you. You know what triggers your feelings. Someone who is self-aware is usually **humble**. One way to improve your self-awareness is to keep a journal. Think back on your own behavior and what things bothered you. Read through past entries to learn about yourself. You can learn more about self-awareness in the last Chapter.

Benefits of Emotional Intelligence:

- Able to handle **stress**.
- Able to handle awkward situations.
- Able to **relate** with others.

The second area of emotional intelligence is **self-regulation**. This means you can keep control of your emotions. You don't **overreact** to things. You tend to think before you act. You handle change very well. Someone who can self-regulate will see failures as a learning opportunity. One way to improve self-regulation is with deep breathing exercises. Try counting to 10 before you respond. Practice calming yourself down when your emotions are high. Learn about the other key areas of emotional intelligence on the next page.

Four scenarios are given below. Say which emotion is being shown.

- a) Ricardo aced his exam. He left the room smiling.
MAD SAD HAPPY
- b) Lai scored a goal. She gave her teammates high fives.
CONFUSED EXCITED ANGRY
- c) Kostas burnt the cookies he was baking. He threw them violently in the garbage.
FRUSTRATED DETERMINED GLAD
- d) Zoe lost the TV remote again. She searched for a while before giving up.
AMUSED ANNOYED FOCUSED



Emotional Intelligence

1. Put a checkmark (✓) next to the answer that is most correct.

- a) Which key area means you can keep control of your emotions?
 A motivation
 B self-regulation
 C self-awareness
 D social skills

- b) Which key area means you are eager to take on new challenges?
 A empathy
 B self-awareness
 C social skills
 D motivation



2. Three scenarios are given below. Each has a reaction. Circle the word **HIGH** if the reaction shows high emotional intelligence. Circle the word **LOW** if the reaction shows low emotional intelligence.

- a) Autumn is giving an oral book report. In the middle of it, her teacher interrupts her. He accuses her of not reading the novel. Autumn takes a deep breath. She stays calm and continues her report.
HIGH LOW

- b) Akil lost a promotion at work to Christina. Akil was disappointed. He thought about it and realized that Christina deserved it more.
HIGH LOW

- c) Omari got a new dog. He posted an announcement on social media. He only got a few likes. He was sad that he didn't get more attention.
HIGH LOW



Emotional Intelligence

3. Look at question 2 on the last page. Each scenario showed either a high or low emotional intelligence reaction. Each scenario also showed one of the five key areas of emotional intelligence. Label which key area is being shown.

- a) Autumn is giving an oral book report.

- b) Akil lost a promotion at work to Christina.

- c) Omari got a new dog.

Two of the five key areas were not shown. Pick one of them. Come up with your own example that shows this key area being used.

Graphic Organizer

4. Use the graphic organizer on page 12 to compare high and low emotional intelligence.

The chart shows examples of low emotional intelligence and compares it to high emotional intelligence. The chart will help students navigate between different reactions to things. Being able to react with high emotional intelligence will allow students to succeed in life.

For each listing, have students give examples where they used high or low emotional intelligence in their own lives. If they experienced a moment of low emotional intelligence, have them brainstorm ways on how they can improve their own emotional intelligence.



With Every Challenge Comes Opportunities

Being able to adapt well to changes is an important life skill. Changes happen throughout our lives. They can be small, like a new haircut. Or they can be big, like moving to a new city. Changes bring challenges. And challenges bring opportunities. How you react to these challenges will set you apart from others. Below is a list of challenges you may experience. Next to each challenge, come up with an opportunity that may come out of it. In the empty spaces, list some challenges you've personally experienced. Then, list the opportunities that came from them.

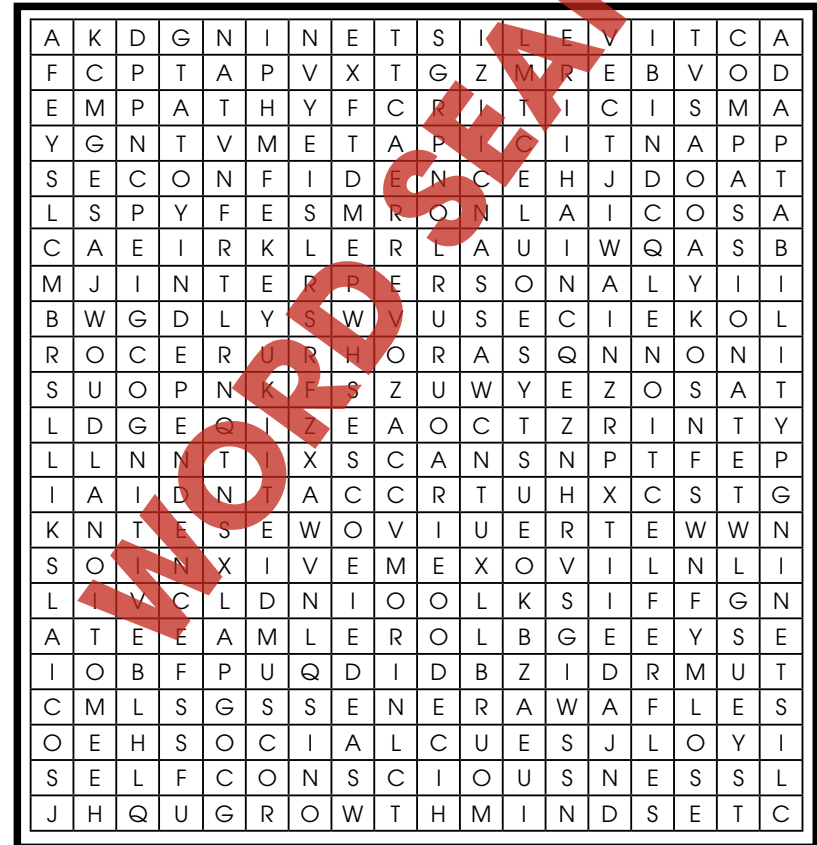
CHALLENGE	OPPORTUNITY
A snowstorm is scheduled on the day you plan to travel.	
You're scheduled to work on a day you have plans.	
Your power goes out.	
You missed your flight.	
It's raining and you forgot your umbrella at home.	



Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

- active listening
- adaptability
- anticipate
- cognitive
- compassionate
- confidence
- criticism
- driven
- emotional
- empathy
- growth mindset
- independence
- interpersonal
- limits
- listening
- overreact
- resourcefulness
- self-advocacy
- self-awareness
- self-consciousness
- self-reflection
- social cues
- social norms
- social skills
- stress



Comprehension Quiz

Part C

Answer each question in full sentences.

- How does understanding someone's point of view help make relationships strong? 4
- What are the 3 types of empathy? How are they different? 3
- What are some traits that show adaptability in the workplace? Why are they important? 4
- Why is self-awareness important? 3

Nonverbal Communication Cues

FACIAL EXPRESSIONS		Happy	GESTURES		Agree
		Sad			Disagree
		Neutral			Peace
		Angry			Stop
		Surprised			Hello
		Embarrassed			Nice to Meet You
		Thinking	BODY LANGUAGE		Uncomfortable
		Confused			Dominant
		Scared			Focused
		Annoyed			Anxious
	Frustrated			Impatient	
	Excited		Nervous		

NAME: _____

After You Read 



Emotional Intelligence

3. Look at question 2 on the last page. Each scenario showed either a high or low emotional intelligence reaction. Each scenario also showed one of the five key areas of emotional intelligence. Label which key area is being shown.

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EASY MARKING

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1.

a) B

b) D

2.

a) HIGH

b) HIGH

c) LOW

10

3.

a) self-regulation

b) self-awareness

c) motivation

Answers will vary, but should include examples of empathy or social skills.

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Emotional Intelligence

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- | | | |
|------------|------------|--------------|
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|------------|------------|--------------|

b) Lai scored a goal. She gave her teammates high fives.

- | | | |
|-----------------|----------------|--------------|
| CONFUSED | EXCITED | ANGRY |
|-----------------|----------------|--------------|

c) Kostas burnt the cookies he was baking. He threw them violently in the garbage.

- | | | |
|-------------------|-------------------|-------------|
| FRUSTRATED | DETERMINED | GLAD |
|-------------------|-------------------|-------------|

d) Zoe lost the TV remote again. She searched for a while before giving up.

- | | | |
|---------------|----------------|----------------|
| AMUSED | ANNOYED | FOCUSED |
|---------------|----------------|----------------|















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Nonverbal Communication Cues



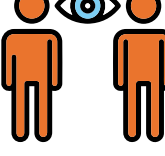



FACIAL EXPRESSIONS

	Happy
	Sad
	Neutral
	Angry
	Surprised
	Embarrassed
	Thinking
	Confused
	Scared
	Annoyed
	Frustrated
	Excited

GESTURES

	Agree
	Disagree
	Peace
	Stop
	Hello
	Nice to Meet You

BODY LANGUAGE

	Uncomfortable
	Dominant
	Focused
	Anxious
	Impatient
	Nervous