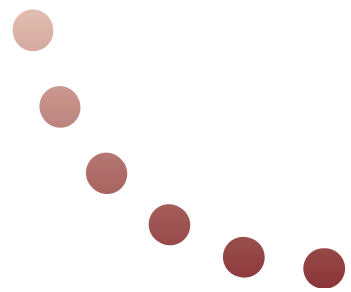




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# ERASMUS+

## Cooperation Partnership in Youth



## Emotional Intelligence in Youth Workbook

2022-1-CZ01-KA220-YOU-000088017





## CHAPTER 1

# SELF- AWARENESS

1. Understanding and recognising your own emotions
2. Self-reflection and introspection skills
3. Identifying personal strengths and weaknesses
4. Exploring and understanding personal triggers
5. Recognizing and managing personal biases
6. Managing personal values and beliefs
7. Cultivating a growth mindset
8. Practicing self-compassion and self-acceptance

# Understanding and recognizing your own emotions

## Workbook Activities

### ACTIVITY 1

### How to hear my inner world?

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 30 mins

Space needed: A quiet, comfortable space

Resources:

- Video: Breathing Importance
- App: Insight Timer (for guided meditation, music, and mindfulness support)
- Guided meditation: Kitaro Waga - Wim Hof Breathing Method

#### EXPECTED LEARNING OUTCOMES

Recognize and understand emotions in the present moment. Learn techniques to regulate stress and promote inner balance. Explore the impact of conscious breathing on emotional well-being

#### STEP

#### DESCRIPTION

1. Introduction

Watch the Breathing Importance video and explore Insight Timer to understand mindful breathing.

2. Breathing & Meditation Session

Follow Kitaro Waga's Wim Hof Breathing Method: deep breathing, breath-holding intervals, and guided meditation.

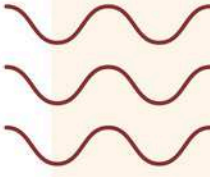
3. Group Reflection

Discuss physical sensations, emotional shifts, challenges, and the benefits of breathwork.



# Time to Self

Keep your notes here



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### Understand your emotions through daily self-reflection journaling

Time required: 15 mins  
Space needed: Quiet and comfortable setting  
Resources: Notebook and pen

### EXPECTED LEARNING OUTCOMES

Develop self-awareness through journaling. Understand the impact of morning routines on well-being. Cultivate positive habits for mental, physical, and emotional balance

### STEP

### DESCRIPTION

1. Morning Routine Reflection

Participants answer guided questions about their sleep, emotions upon waking, first thoughts, and initial actions.

2. Self-Care and Awareness

Reflect on activities that influence well-being: exercise, meditation, journaling, and mental stimulation (e.g., reading or listening to podcasts).

3. Goal Setting for the Evening

Identify small changes to improve the next morning, such as adjusting bedtime or practicing mindfulness.

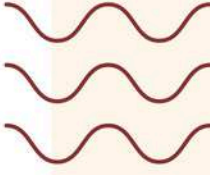
4. Group Sharing & Closure

Encourage participants to discuss insights and set realistic goals for refining their morning habits.



# Time to Self

Keep your notes here



# Self-reflection and introspection skills

## Workbook Activities

### ACTIVITY 1

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

#### Understanding and identifying reflection and introspection

Time required: 40 mins  
Space needed: Comfortable seating for group discussions.  
Resources: Note cards or paper, pens.  
Video: [The School of Life Video](#)

#### EXPECTED LEARNING OUTCOMES

Develop awareness of introspection and self-reflection.

#### STEP

#### DESCRIPTION

1. Reflection Journaling

Participants write down initial thoughts, feelings, or insights inspired by the video.

2. Reflection Circles

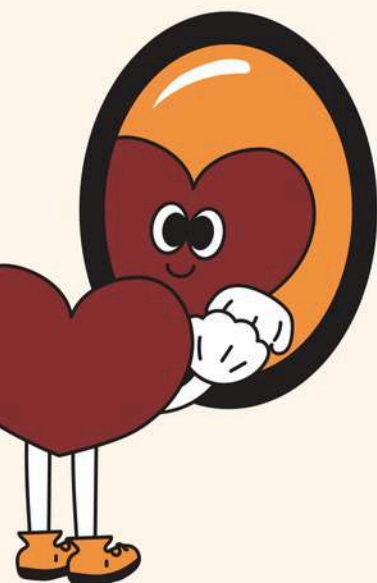
In small groups (4-6 people), each person shares a key insight from the video, connects it to their personal experiences, and considers potential difficulties in integrating introspection into their daily life.

3. Group Discussion

Each small group shares one key insight with the larger group, fostering a broader discussion.

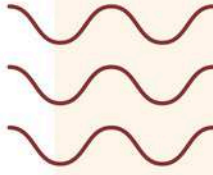
4. Collective Insights & Application

Summarize key observations and discuss how self-reflection can be applied personally and professionally. Each participant identifies one action to integrate into their routine.



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

## Daily Evening Self-Reflection Through Journaling

Time required: 10 mins.  
Space needed: A quiet, distraction-free space.  
Resources: A notebook or journal and a pen

### EXPECTED LEARNING OUTCOMES

Develop self-awareness, recognize personal growth, and establish a reflective practice for well-being.

### STEP

### DESCRIPTION

1.Guided Journaling

Answer key questions about your day:

- What went well today, and why?
- What challenges did I face, and how did I handle them?
- What did I learn about myself today?
- What are three things I'm grateful for?
- What advice would I give to my future self?
- What small change can I make to improve my routine?

2. Review & Key Insights

Read through your responses and highlight key reflections or patterns. Identify one or two main takeaways.

3. Self-Reflection

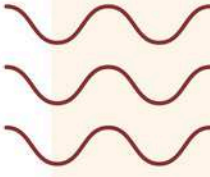
Consider how the journaling process felt. Ask yourself:

- How did it feel to engage in daily reflection?
- What new insights did I gain about myself?
- Were there any surprising realizations?



# Time to Self

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# Identifying personal strengths and weaknesses

## Workbook Activities

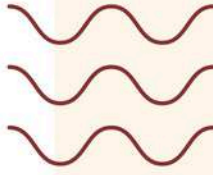
ACTIVITY 1	Find out your strengths and weaknesses
<p><b>SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)</b></p>	<p>Time required: 15 min            Space needed: Any type of classroom is fine            Resources: Phone or any electronic device</p>
<p><b>EXPECTED LEARNING OUTCOMES</b></p>	<p>Students will learn more about their personality and personal traits. It will help them understand better their strengths and weaknesses.</p>

STEP	DESCRIPTION
<p>1. Online quiz</p>	<p>Ask the students, to access the online quiz, by clicking the link  <a href="#"><u>Aptitude test for strenghts &amp; weaknesses</u></a></p>
<p>2. Take notes on a piece of paper</p>	<p>Write down the key results: two strengths and two weaknesses</p>
<p>3. Reflect on it</p>	<p>Ask a few questions to the group. For example:</p> <ul style="list-style-type: none"> <li>• Were you surprised with the results?</li> <li>• Was it hard to answer the questions about yourself?</li> <li>• Have you thought about your strengths and weaknesses before?</li> </ul>



# Time to Self

Keep your notes here



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## Self-reflection

Time required: 40 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

Participants can gain a deeper understanding of themselves and others, enhance critical interpersonal skills, and develop actionable plans for personal and professional growth.

### STEP

### DESCRIPTION

1. Reflection

Ask the students to write on both sides of the paper:

- weaknesses or area of improvement
- strengths or qualities

2. Action

The leader asks:

- which categories were the most difficult to identify to start the dialogue?
- How can strengths influence weaknesses? and vice versa

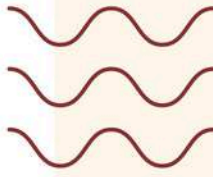
3. Working in group

Students discuss in groups to share insights and experiences so that they can reflect together



# Time to Self

Keep your notes here



# Exploring and understanding personal triggers

## Workbook Activities

### ACTIVITY 1

**SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)**

**EXPECTED LEARNING OUTCOMES**

### Self-Reflection

Time required: 10 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

To take a deeper look into situations that trigger a certain emotional response. To self-reflect and take a deep dive into what exactly happened and what was your emotional response to it.

### STEP

### DESCRIPTION

1. Think of a situation

Think about a particular experience, event, or situation that evoked a strong emotional reaction in you, prompting an immediate and involuntary response.

2. Write it down on a piece of paper.

Write down a brief description of the situation that triggered your emotions.  
  
Consider whether it involved rejection, betrayal, a challenge to your beliefs, or something different.

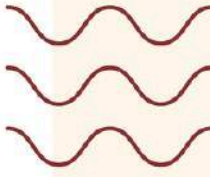
3. Reflect on it

Take the time to delve into the specifics. Identify the key individuals involved, explore the origins of the scenario, outline the sequence of events, and understand how the situation concluded.



# Time to Self

Keep your notes here



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## Pen-to-Paper Therapy

Time required: 10 mins

Space needed: you could use a table or sit on the ground

Resources: a sheet of paper and a pen

Now, that you have identified a specific situation and have thought about what provoked it, what happened, and how it made you feel and react, take 10 minutes to answer the guiding questions below to reflect on the Action, Reaction and Future Planning stages.

### STEP

### DESCRIPTION

1. Action

- **Identify the Trigger:** What sparked your reaction - was it a person, event, or a spontaneous occurrence?
- **Explore the Emotion:** How did it impact your feelings?

2. Reaction

- **Your initial reaction:** What was your immediate response?
- **The underlying cause:** What prompted you to react in that manner?
- **Single occurrence or repeated behavior:** Was this a one-off incident or a recurring pattern?

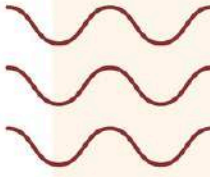
3. Future Planning

- **How did you find a way to stay calm?**
- **Alternative response:** How do you wish you had reacted?



# Time to Self

Keep your notes here



# Recognising and developing personal biases

## Workbook Activities

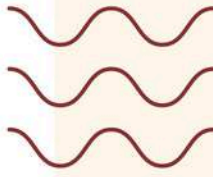
ACTIVITY 1	What Bias Am I?
<b>SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)</b>	Time required: 10 mins Space needed: you could use a table or sit on the ground Resources: a sheet of paper and a pen
<b>EXPECTED LEARNING OUTCOMES</b>	Learn and recognize biases in a fun way.

STEP	DESCRIPTION
1. Individual Reflection.	Everyone sits in a circle. Each participant thinks of one bias and writes it down on a piece of paper. Sticks the piece of paper on a forehead of participant from one's right.
2. Strategy Brainstorm.	Every participant can ask a question that could be answered either yes or no. One person asks as many questions as the answer to these questions is yes. Then the participant from the right/left (depends on how the group decides) starts asking yes/no questions. It goes on till a person can guess his bias right. The winner is the one who recognizes his/her bias the first.



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## Decision-Making Simulation

Time required: 10 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

Illustrate the impact of biases on decision-making and the importance of structured decision-making processes.

### STEP

### DESCRIPTION

1. Scenario Creation

Present a hypothetical decision-making scenario, such as a hiring process or project selection.  
Assign roles to participants, including decision-makers and observers.

2. Question time

Ask decision-makers to make choices based on limited information, potentially influenced by biases.  
Observers should actively note potential biases and their impact on decisions.

3. Briefing

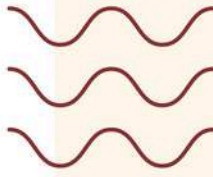
After the simulation, facilitate a debrief:

- Discuss the observed biases and their implications.
- Explore how structured decision-making processes, as discussed in the lesson, could mitigate biases.



# Time to Self

Keep your notes here



# Managing personal values and believes

## Workbook Activities

ACTIVITY 1	SCENARIO
SCENARIO DISCUSSION	present participants with a hypothetical scenario where they encounter a value conflict. Divide participants into small groups and ask them to discuss how they would navigate the scenario, considering their own values and potential consequences.
SCENARIO DISCUSSION	Facilitate a group discussion where participants can share their reflections, insights, and perspectives on the scenario, considering the various approaches and considerations involved in managing personal values in difficult situations.

STEP	DESCRIPTION
1.	What values do you think are at play in this situation? How would you personally handle a similar dilemma?
2.	What factors would influence your decision-making process? Are there any potential consequences or ethical considerations you would need to weigh?
3.	How might your decision impact your relationship with your friend and your own sense of integrity?



# Scenario

Sarah, who has been friends with Emily for many years, finds herself in a difficult situation after accidentally discovering evidence of Emily's infidelity towards her partner, Jake, through messages on Emily's phone. She is torn between two conflicting options: confronting Emily about the infidelity or keeping silent to preserve their friendship. On one hand, Sarah holds honesty, integrity, and loyalty in high regard when it comes to relationships. She feels a moral obligation to inform Jake about Emily's betrayal, believing that keeping silent would compromise her own values and condone deceitful behavior. Sarah is concerned about the potential harm caused by infidelity and believes that Jake deserves to know the truth to make informed decisions about his relationship. On the other hand, Sarah also highly values friendship, trust, and loyalty to her friends. She fears that confronting Emily about the infidelity could irreparably damage their friendship and strain their relationship. Sarah empathizes with Emily's situation and understands that revealing the truth could have significant consequences for both Emily and Jake. She is worried about the impact on their social circle and the emotional fallout for everyone involved. Sarah is grappling with the ethical dilemma of whether to prioritize honesty and integrity by confronting Emily or to prioritize loyalty and friendship by keeping silent. She carefully considers the potential consequences of each choice and the values at stake in her decision-making process.



## ACTIVITY 2

## Values Alignment Exercise:

Distribute a list of common values to each participant. Example values include: honesty, integrity, respect, empathy, compassion, justice, fairness, responsibility, courage, loyalty, kindness, perseverance, creativity, freedom, equality, and authenticity.

Ask participants to individually rank these values in order of personal importance, with 1 being the most important and the highest number indicating lesser importance.

Once participants have completed their rankings, divide them into pairs or small groups. In their pairs or groups, encourage participants to share their rankings with each other. They should discuss the reasons behind their choices and any personal experiences or beliefs that have influenced their prioritization of values.

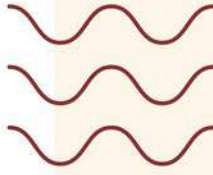
Facilitate a group discussion where participants can share insights from their conversations. Explore similarities and differences in values prioritization among the participants. Discuss how these differences might impact interactions and decision-making in personal, professional, and societal contexts.

STEP	DESCRIPTION
1.	How do our individual values shape our perceptions and behaviors? What challenges might arise when interacting with others who prioritize different values?
2.	How can understanding and respecting diverse values contribute to effective communication and collaboration?
3.	Are there situations where certain values may need to be prioritized over others? If so, how do we navigate these conflicts?



# Time to Self

Keep your notes here



# Cultivating a Growth Mindset

## Workbook Activities

### ACTIVITY 1

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

#### EXPECTED LEARNING OUTCOMES

### Reflecting on Feedback

Time required: 30 mins

Space needed: : A classroom or a meeting room where students can work individually and then pair up for discussions.

Resources: Printed reflection worksheets, pens/pencils.

This activity helps participants reflect on personal feedback experiences, distinguish between constructive and unconstructive feedback, and improve communication skills. It fosters empathy, emotional intelligence, and the ability to give and receive feedback effectively.

#### STEP

#### DESCRIPTION

1. Introduction

Feedback is essential for personal and professional growth. In this activity, you will reflect on past feedback experiences and discuss them with a partner. The facilitator will guide the discussion and provide worksheets for you to complete.

2. Individual Reflection

Using the worksheet, think about past feedback you have received. Identify one instance of helpful feedback and one that was not useful. Write down what the feedback was, why it was effective or ineffective, and what you learned from the experience.

### 3. Pair Discussion

Find a partner and take turns sharing your reflections. Explain the feedback you received and how it affected you. As the listener, engage actively by asking questions or sharing similar experiences. After six minutes, switch roles.

### 4. Conclusion & Group Sharing

Some pairs will be invited to share key insights with the group. The facilitator will summarize the main takeaways, highlighting how constructive feedback can support learning and improvement.

## *Feedback Reflection Worksheet*

### **Part 1: Useful Feedback**

**Describe an instance where you received helpful feedback.**

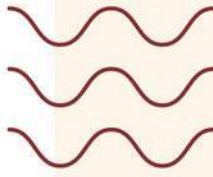
**Details of the feedback:**

**Why it was helpful:**

**What you learned from it:**

## Characteristics of useful feedback (underline if true):

- Specific and clear
- Constructive and aimed at improvement
- Relevant and actionable
- Delivered respectfully
- Other: \_\_\_\_\_



## Part 2: Not-So-Useful Feedback

**Describe an instance where you received unhelpful or detrimental feedback.**

**Details of the feedback:**

**Why it was not helpful:**

**How you responded to it:**

**Characteristics of not-so-useful feedback (underline if true):**

- Negative without offering solutions
- Irrelevant or off-topic
- Delivered in a disrespectful manner
- Vague or overly general
- Other: \_\_\_\_\_

# Practicing self-compassion and self-acceptance

## Workbook Activities

### ACTIVITY 1

### The Yin and Yang of Self-Compassion

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

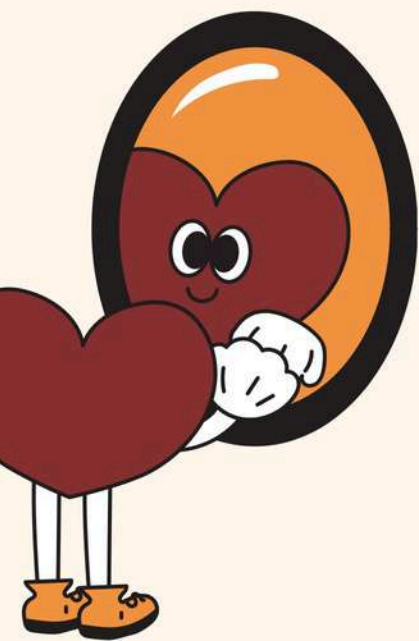
Time required: 20 mins  
Space needed: Comfortable seating for group discussions.  
Resources: a piece of paper and a pen

#### EXPECTED LEARNING OUTCOMES

Recognize the dual nature of self-compassion, balancing nurturing (yin) and action-oriented (yang) approaches to personal challenges.

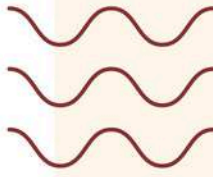


STEP	DESCRIPTION
1. Identify a Challenging Situation	Think of a difficult situation in your life, such as work stress or a personal conflict. Write a brief description of it on paper.
2. Practice Yin Self-Compassion	Reflect on how you can be kind to yourself through comfort and validation: <ul style="list-style-type: none"> <li>• Identify one way to emotionally comfort yourself.</li> <li>• Find an action to physically soothe yourself.</li> <li>• Acknowledge and validate your feelings with a supportive statement.</li> </ul>
3. Practice Yang Self-Compassion	Consider ways to take action to protect and support yourself: <ul style="list-style-type: none"> <li>• Decide how to set boundaries or stop harmful behaviors.</li> <li>• Identify something you can do to provide for your needs.</li> <li>• Find a way to motivate yourself with kindness instead of criticism.</li> </ul>
4. Reflection & Takeaways	Review your responses and recognize the balance between yin and yang self-compassion. Consider how applying both approaches can help you navigate challenges with both gentleness and strength.



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

## Rate Behaviour Rather Than The Self

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 20 mins

Space needed: Comfortable seating for group discussions.

Resources: a notebook or worksheet and a pen.

### EXPECTED LEARNING OUTCOMES

Develop self-acceptance by separating self-worth from personal mistakes. Learn to evaluate behavior constructively without self-condemnation.

### STEP

### DESCRIPTION

1. Identify Past Mistakes

Reflect on past actions you regret or wish you had handled differently. List 5-10 of these situations in the first column of a table. Examples might include forgetting an important date, reacting angrily, or making a mistake at work.

2. Evaluate Yourself

For each situation, write down how you perceive yourself in relation to that mistake. Notice any tendency to judge yourself harshly and acknowledge personal traits that may have contributed to the action.

3. Evaluate Your Behavior

Shift the focus from self-judgment to analyzing the specific behavior. Identify why the mistake happened and what could have been done differently. Recognize that behaviors can be changed without defining your overall worth.

4. Reflection & Takeaways

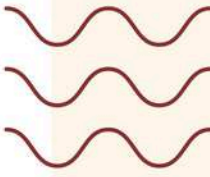
Review your responses and recognize that mistakes do not define you but offer opportunities for growth. Apply this perspective to future challenges.



# Time to Self

Keep your notes here

IDENTIFY PAST SITUATIONS OR REGRETTABLE ACTION	EVALUATION OF THE SELF	EVALUATION OF BEHAVIOR





## CHAPTER 2

# SOCIAL AWARENESS

1. Developing empathy and compassion for others
2. Understanding the impact of emotions on others
3. Building effective communication skills
4. Understanding non-verbal cues and body language
5. Developing conflict resolution and negotiation skills
6. Fostering teamwork and collaboration
7. Recognizing and appreciating diverse perspectives & cultural sensitivity and inclusivity

# Developing empathy and compassion for others

## Workbook Activities

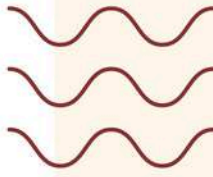
ACTIVITY 1	Sharing experience
<p><b>SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)</b></p>	<p>Time required: 40 mins            Space needed: any classroom or outside            Resources: a bowl full of papers and pens</p>
<p><b>EXPECTED LEARNING OUTCOMES</b></p>	<p>The activity provides support for participants who share their experiences and fosters empathy through meaningful dialogue.</p>

STEP	DESCRIPTION
<p>1. Think of a situation</p>	<p>Write down a situation that was difficult or challenging. Do so anonymously!</p>
<p>2. Divide in small groups</p>	<ul style="list-style-type: none"> <li>• Draw a paper in turn</li> <li>• Read it and start a dialogue in which everyone express their views and feelings</li> </ul>
<p>3. Reflect on it</p>	<p>Emphasizing the importance of empathy and understanding within the group</p>



# Time to Self

Keep your notes here



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## Group Reflection

Time required: 30 mins  
Space needed: you could use a table or sit on the ground  
Resources: no resources needed

Students will explore their own and others' concepts of empathy by sharing their perspectives.

### STEP

### DESCRIPTION

1. Group Reflection

The educator poses a series of questions

2. Questions

- Let's talk about self-awareness. What is that, how can we define it? What does it mean to you based on your own experience?
- When was the last time that you showed empathy to someone, why did you think it was necessary? (simple examples, e.g.: with a friend)
- Can you think of a movie that really touched you? Why?
- Why do you/we feel empathy towards a person who is in trouble? Have you ever done/thought of volunteering?
- What does it mean to be 'altruistic'? Discuss the concept 'altruism' with the group.

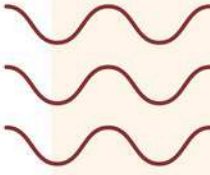
3. Discussion

Students start a dialogue



# *Time to Self*

**Keep your notes here**



# Understanding the impact of emotions on others

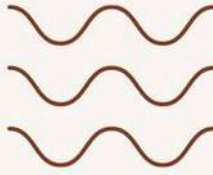
## Workbook Activities

ACTIVITY 1	Put yourself in someone else's shoes
ASSIGNMENT	Imagine you are at a crowded party. You notice a person standing alone in a corner, looking down at their phone with a frown on their face.
ASSIGNMENT	Put yourself in that person's shoes and describe how you think they might be feeling in that moment. Consider their emotions, thoughts, and possible reasons for their behavior.

STEP	DESCRIPTION
1.	Write a detailed description of the emotions you think the person might be experiencing.
2.	Explain why you believe they are feeling that way.
3.	Consider how you would approach the person to show empathy and give points by following the table below



# Table



Criteria	Points	Description
Understanding	20%	Ability to grasp the emotions of others accurately and empathetically.
Application	20%	Demonstration of applying understanding of emotions in practical scenarios.
Critical Thinking	20%	Evaluation of different perspectives and thoughtful analysis of emotional responses.
Creativity	20%	Innovative and imaginative approach in describing the emotions of others.
Organization and Clarity	20%	Structured and well-articulated presentation of thoughts and emotions.
Total	100%	The sum of all criteria points for overall evaluation.

## Take notes



## ACTIVITY 2

## Emotional Impact Playlist

Select a playlist of songs that represent a wide range of emotions, including happiness, sadness, anger, fear, love, and hope. Ensure that the songs are appropriate for the audience and diverse in genre and style. Prepare a worksheet or discussion guide with prompts to facilitate reflection and discussion on each song's emotional impact. Start by explaining that participants will listen to a series of songs and discuss the emotions conveyed in each song, as well as their potential impact on individuals and relationships. Play the selected songs, one at a time, allowing participants to listen attentively and reflect on the emotions evoked by each song. Encourage participants to pay attention to the lyrics, melody, rhythm, and overall mood of each song, noting how these elements contribute to the emotional experience. After listening to each song, facilitate a group discussion and encourage participants to share their thoughts and feelings about the emotions conveyed in the song and how they relate to personal experiences or observations of others. Conclude the activity with a reflection session where participants can share insights, lessons learned, and any personal connections or revelations made during the activity.

STEP	DESCRIPTION
Song 1	"Happy" by Pharrell Williams (Emotion: Happiness) <ul style="list-style-type: none"><li>• How does this song make you feel? What elements contribute to its uplifting mood?</li><li>• How can expressing happiness positively impact others' emotions and interactions?</li></ul>
Song 2	"Someone Like You" by Adele (Emotion: Sadness) <ul style="list-style-type: none"><li>• What emotions does this song evoke? How does Adele's vocal delivery enhance the emotional impact?</li><li>• How might sadness influence individuals' behavior and relationships?</li></ul>
Song 3	"Rage Against the Machine" by Killing in the Name (Emotion: Anger) <ul style="list-style-type: none"><li>• How does the song express anger and frustration? What effect might this have on listeners?</li><li>• How can anger be constructive or destructive in interpersonal dynamics?</li></ul>



## ACTIVITY 2

## Emotional Impact Playlist



STEP	DESCRIPTION
Song 4	<p>"The Sound of Silence" by Simon &amp; Garfunkel (Emotion: Melancholy)</p> <ul style="list-style-type: none"><li>• What emotions does this song evoke? How does the music contribute to its somber tone?</li><li>• How might feelings of melancholy affect individuals' perceptions and interactions with others?</li></ul>
Song 5	<p>"Ain't No Mountain High Enough" by Marvin Gaye and Tammi Terrell (Emotion: Love)</p> <ul style="list-style-type: none"><li>• How does this song convey feelings of love and devotion? What impact might it have on listeners?</li><li>• How can expressions of love strengthen interpersonal connections and support relationships?</li></ul>
Song 6	<p>"Imagine" by John Lennon (Emotion: Hope)</p> <ul style="list-style-type: none"><li>• What emotions does this song inspire? How does it convey a sense of optimism and possibility?</li><li>• How can feelings of hope empower individuals and foster positive change in society?</li></ul>



# Building effective communication skills

## Workbook Activities

### ACTIVITY 1

**SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)**

**EXPECTED LEARNING OUTCOMES**

### Broken Telephone

Time required: 15 mins  
Space needed: Comfortable seating for group discussions.

Understand how information can be distorted through communication, recognize the importance of clarity in messaging, and develop active listening skills.

### STEP

### DESCRIPTION

1. Message Selection

One person is given a simple phrase or message to start the game. The message should be clear but slightly complex to make the game more engaging.

2. Passing the Message

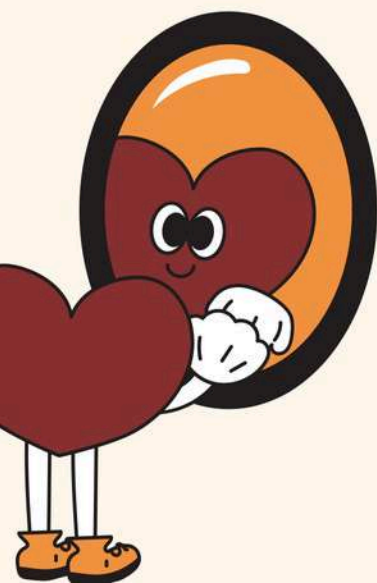
The first person whispers the message to the next participant, who then passes it to the next, continuing around the circle. The message must remain secret, and each participant can only whisper it once.

3. Final Message Reveal

The last person in the circle says the message out loud for everyone to hear.

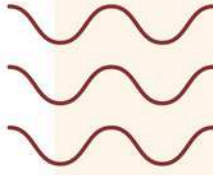
4. Comparing & Discussing Discrepancies

Compare the final message with the original one. Discuss how and why the message changed, highlighting common communication barriers.



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

## Daily Evening Self-Reflection Through Journaling

Time required: 15 mins.  
Space needed: A quiet, distraction-free space.

### EXPECTED LEARNING OUTCOMES

Enhance nonverbal communication skills, improve focus and coordination, and develop awareness of body language in interactions.

### STEP

### DESCRIPTION

1. Pairing Up

Participants form pairs and stand facing each other. One person is designated as the leader, and the other as the follower.

2. Nonverbal Imitation

The leader begins to move slowly without speaking, and the follower mirrors each movement as precisely as possible. Participants must rely entirely on body language and observation.

3. Role Reversal

After a few minutes, the roles switch, and the new leader initiates movements while the partner follows.

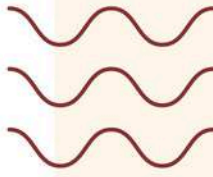
4. Reflection & Discussion Reversal

Participants reflect on the experience, discussing challenges in mirroring movements, the importance of nonverbal cues, and how this exercise relates to real-life communication.



# Time to Self

Keep your notes here



# Non-verbal cues and body language

## Workbook Activities

### ACTIVITY 1

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

#### EXPECTED LEARNING OUTCOMES

### Non-verbal charade

Time required: 20 mins  
Space needed: Open space for movement  
Resources: Slips of paper with scenarios

Improve non-verbal communication skills.  
Enhance emotional expression and interpretation.  
Develop creativity and adaptability in communication.

### STEP

### DESCRIPTION

1.Scenario Preparation

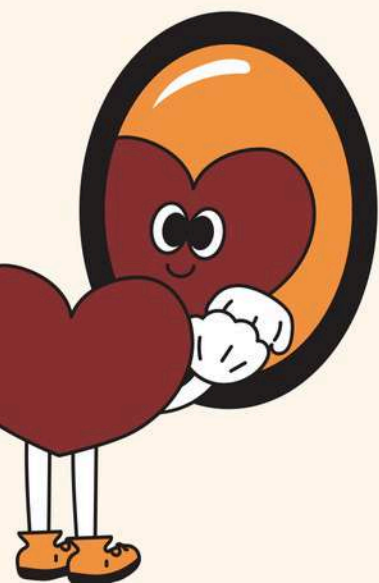
Participants form small groups (4-6 people) and receive slips of paper with scenarios involving emotions or moods.

2. Acting Phase

Each round, one participant picks a scenario, prepares a short play (10 min), and acts it out (2 min) using only gestures, facial expressions, and body language. The group must guess the scenario.

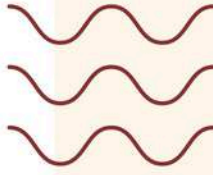
3. Feedback & Discussion

After all rounds, participants discuss challenges, observations, and strategies for effective non-verbal communication.



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## Body Language Mindfulness Walk

Time required: 20 mins  
Space needed: Outdoor area for walking

Enhance body awareness and mindfulness. Understand the connection between body language and emotions. Improve posture and non-verbal communication

### STEP

### DESCRIPTION

1. Warm-up

Begin with deep breathing or light stretching to center attention.

2. Mindful Walk

Take a slow, intentional walk, observing posture, gestures, and reactions to environmental changes.

3. Posture Awareness

Stand still for a few minutes, focusing on body posture, breath, and subtle movements.

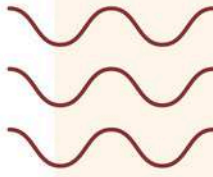
4. Closing Reflection

End with a short meditation or breathing exercise, discussing insights on mindful body language.



# Time to Self

Keep your notes here



# Developing conflict resolution and negotiation skills

## Workbook Activities

### ACTIVITY 1

**SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)**

**EXPECTED LEARNING OUTCOMES**

### Time Traveler Troubles

Time required: 30 mins  
Space needed: Comfortable seating for group discussions.

Encourage forward-thinking, improve conflict resolution skills, and help participants consider long-term consequences of decisions.

### STEP

### DESCRIPTION

1. Role Assignment

Participants will divide into two groups: one group will take on the role of time travelers, while the other will represent parties involved in a conflict.

2. Presenting the Conflict

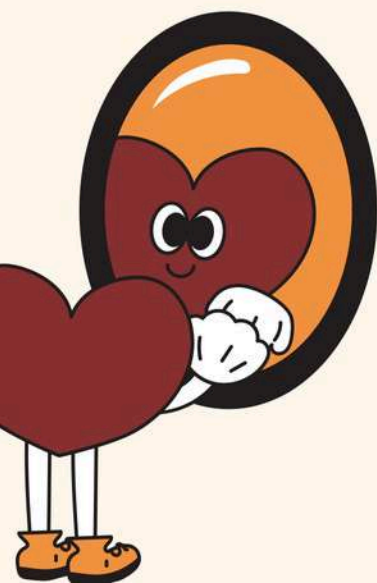
The conflict parties explain their issue, providing context for the time travelers to work with.

3. Time Travelers' Predictions

Each time traveler describes how the conflict was resolved at different future points (the next day, next week, next year, or ten years from now). Introduce "parallel dimensions" where different choices lead to varied outcomes.

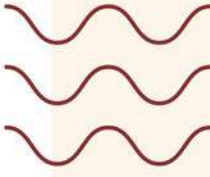
4. Reflection & Discussion

Discuss how projecting into the future changes perspectives on conflict resolution.



# Time to Self

Keep your notes here



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## Dizzy Debates

Time required: 30 mins  
Space needed: Comfortable seating for group discussions.

Enhance critical thinking, develop argumentation skills, and encourage participants to consider multiple perspectives on a topic.

### STEP

### DESCRIPTION

1. Team Formation & Topic Selection

Divide participants into teams or select two individuals to debate. Assign a debate topic, which can range from broad issues like global warming to specific workplace scenarios like the necessity of a dress code for Zoom calls.

2. Initial Debate Round

Each participant or team has two to three minutes to present their assigned perspective while the other side listens.

3. Perspective Switch

Participants must now argue the opposing viewpoint, reinforcing their ability to consider different perspectives.

4. Collaborative Argument Round

Debaters work together to articulate arguments for both sides, brainstorming new points for a well-rounded discussion.

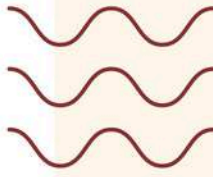
5. Reflection & Discussion

Participants discuss what they learned from debating both sides and how considering multiple viewpoints influences decision-making.



# Time to Self

Keep your notes here



# Fostering teamwork and promoting collaboration

## Workbook Activities

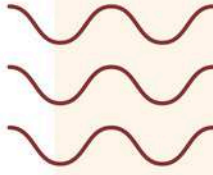
ACTIVITY 1	THE TOWER
<b>SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)</b>	Time required: 30 mins Space needed: tables Resources: paper straws
<b>EXPECTED LEARNING OUTCOMES</b>	Participants will learn to manage their time efficiently, balancing between planning and execution within the given timeframe. Completing the task and engaging in post-activity discussion will boost participants' confidence in their collaborative skills.

STEP	DESCRIPTION
1. Grup division	Divide the students into groups and give each one paper straws
2. The Tower	Each group will have 5 minutes to design and 10 minutes to build a tower out of paper straws.
3. Reflect on it	Ask a few questions to the group. For example: <ul style="list-style-type: none"><li>• What strategies did your group use during the planning phase?</li><li>• Were there any challenges or obstacles you encountered while building the tower?</li><li>• How did your group collaborate and communicate effectively during the task?</li><li>• What aspects of your tower design do you think contributed to its height?</li><li>• What could your group have done differently to improve the outcome?</li></ul>



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

## ARTWORK

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 40 mins  
Space needed: you could use a table or sit on the ground  
Resources: paper, old newspaper, magazine, glue, scissors

### EXPECTED LEARNING OUTCOMES

Identifying team strengths by leveraging individual strengths.

### STEP

### DESCRIPTION

1. Groups division

Create a collage representing the team, incorporating pictures that reflect each team member and their respective strengths.

2. Presentation

Each group will present their artwork

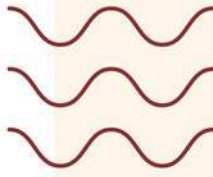
3. Reflect on it

After presenting the artwork, each group should engage in a discussion. They will reflect on the ease of identifying individual and group strengths depicted in the collage. Additionally, they will explore whether this creativity activity contributes to fostering collaboration.

**T** **o** **g** **e** **t** **h** **e** **r**

# Time to Self

Keep your notes here



# Recognizing and appreciating diverse perspectives + cultural sensitivity and inclusivity

## Workbook Activities

### ACTIVITY 1

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

#### EXPECTED LEARNING OUTCOMES

### Diversity Blossoms: Petal Power Exchange

Time required: 50 mins  
Space needed: Open space for group interaction.  
Resources: Large sheets of paper, markers, optional timer and background music.

Promote inclusivity, celebrate diversity, and encourage open communication.

#### STEP

#### DESCRIPTION

1. Group Formation

Participants form small groups (4-10 people)

2. Artistic Creation

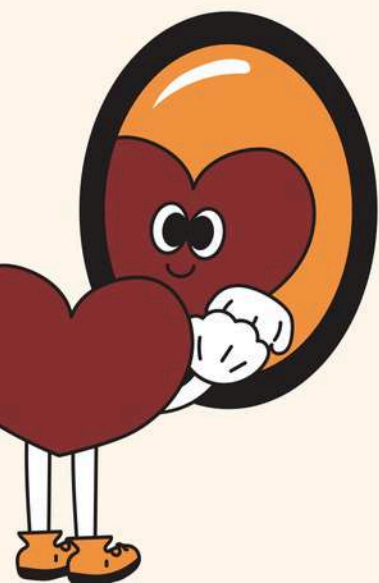
Each group draws a large flower on a sheet of paper. The center represents the group, while each petal represents a member.

3. Personal Reflection

Each participant writes something unique about themselves on their petal—personal qualities, passions, or interests.

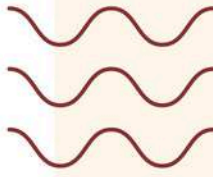
4. Petal Power Exchange

Exchange flowers with another group and discuss similarities and differences, reflecting on what you've learned about inclusion and diversity.



# Time to Self

Keep your notes here



## ACTIVITY 2

## Art for Unity: Diversity Week Mural Project

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 50 mins  
Space needed: Large workspace for painting and mural display  
Resources: Large canvases/mural boards, acrylic paints, brushes, markers..

### EXPECTED LEARNING OUTCOMES

Promote teamwork and creative expression. Foster unity, equality, and appreciation of diversity.  
Encourage meaningful discussions on workplace inclusion.

### STEP

### DESCRIPTION

1. Brainstorming Session

Each team discusses and outlines key elements that represent diversity, equality, and unity in their mural.

2. Sketching & Planning

Using sketching materials, teams create a rough draft to align their vision before painting.

3. Artistic Execution

Teams transfer their sketches onto the mural boards, using various art supplies while collaborating effectively.

4. Reflection & Sharing

Each team presents their mural, explaining its meaning and how it symbolizes diversity and inclusion.

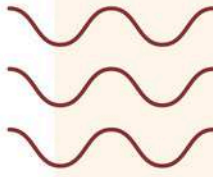
5. Display & Celebration

Arrange a space to showcase murals and invite colleagues to view them. Optionally, host a short ceremony where teams share their creative process.



# Time to Self

Keep your notes here





## CHAPTER 3

# SELF- MANAGEMENT

1. Developing emotional regulation skills
2. Managing personal habits and behaviors
3. Developing assertiveness and boundary-setting
4. Practicing stress management techniques
5. Enhancing decision-making skills
6. Setting and achieving personal goals
7. Balancing work-life integration
8. Cultivating resilience and bouncing back from setbacks

# Developing emotional regulation skills

## Workbook Activities

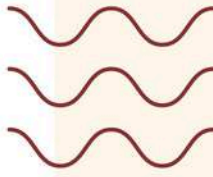
ACTIVITY 1	Emotion Regulation Toolkit Creation
<b>SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)</b>	Time required: 10 mins Space needed: you could use a table or sit on the ground Resources: a sheet of paper and a pen
<b>EXPECTED LEARNING OUTCOMES</b>	Develop a personalized toolkit of strategies for emotion regulation.

STEP	DESCRIPTION
1. Individual Reflection.	Ask participants to reflect on situations that commonly trigger strong emotions for them. Encourage them to identify both positive and negative triggers. Have participants jot down three emotions they often experience in these situations.
2. Strategy Brainstorm.	In small groups or individually, ask participants to brainstorm and list practical strategies they believe could help regulate the identified emotions. Encourage creativity and diverse perspectives.



# Time to Self

Keep your notes here



## ACTIVITY 2

## Scenario-based Role Play

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 10 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

### EXPECTED LEARNING OUTCOMES

Apply emotional regulation strategies in realistic scenarios.

### STEP

### DESCRIPTION

1. Scenario  
Creation

Develop or provide real-life scenarios that commonly evoke strong emotions (e.g., a challenging work situation)

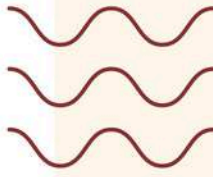
2. Emotion  
Regulation  
Implementation

Instruct participants to apply specific emotion regulation strategies they've learned to navigate the scenario. Encourage them to focus on self-awareness, mindfulness, and effective communication.



# Time to Self

Keep your notes here



### ACTIVITY 3

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

#### EXPECTED LEARNING OUTCOMES

### Gratitude Meditation for Emotional Well-Being

Time required: 10 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

Cultivate emotional regulation through a guided gratitude meditation.

#### STEP

#### DESCRIPTION

1. Introduction to Gratitude

Begin by discussing the positive impact of gratitude on emotional well-being. Highlight its connection to fostering a positive mindset and enhancing emotional resilience.

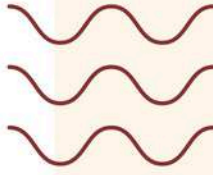
2. Group Sharing

Create a supportive environment for participants to share their reflections if they feel comfortable doing so. Discuss the emotional impact of focusing on gratitude and how it can influence overall emotional regulation.



# Time to Self

Keep your notes here



# Managing personal habits and behaviors

## Workbook Activities

### ACTIVITY 1

### VIDEO

**VIDEO: "THE POWER OF HABIT" BY CHARLES DUHIGG**  
**(TEDXTEACHERSCOLLEGE)**

### STEP

### DESCRIPTION

INTRODUCTION  
TO THE VIDEO

Briefly introduce the video and its speaker, Charles Duhigg, a Pulitzer Prize-winning journalist and author of the book "The Power of Habit." Explain that the video explores the science behind habits and how understanding them can lead to positive behavior change.

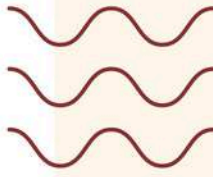
KEY CONCEPTS  
COVERED IN THE  
VIDEO

Duhigg discusses the habit loop, consisting of cue, routine, and reward, and how understanding this loop can help us change our habits. He shares examples of how habits influence various aspects of our lives, including personal health, productivity, and relationships. Duhigg explains the concept of keystone habits – small changes that can have a ripple effect and lead to significant transformations in behavior. He emphasizes the importance of belief and community support in sustaining behavior change efforts.



# Time to Self

Keep your notes here



## ACTIVITY 2

## Identify patterns, and strategize for behavior change

Encourage them to reflect on:

- Which habits are most prevalent or impactful in their lives?
- Are there any common triggers or influences that contribute to their habits?
- Do they notice any recurring patterns or cycles in their behavior?

After the discussion, ask participants to identify one or two habits they would like to focus on changing or improving. Have them write these habits on separate sticky notes or index cards. Instruct each group to brainstorm strategies and action steps for modifying the selected habits. Encourage creative thinking and collaboration within the group.

Finally, have each group share their habit maps and proposed strategies with the rest of the participants. Facilitate a discussion where groups can provide feedback and suggestions to each other.

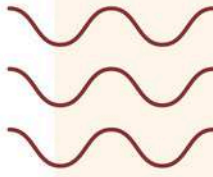
Conclude the activity by emphasizing the importance of self-awareness, goal-setting, and strategic planning in managing personal habits and behaviors. Encourage participants to continue using their habit maps as a tool for behavior change and personal growth.

Optional: Participants can take photos of their habit maps and strategies to refer back to later. Follow-up sessions can be scheduled to track participants' progress and provide additional support and guidance in implementing behavior change strategies.



# Time to Self

Keep your notes here

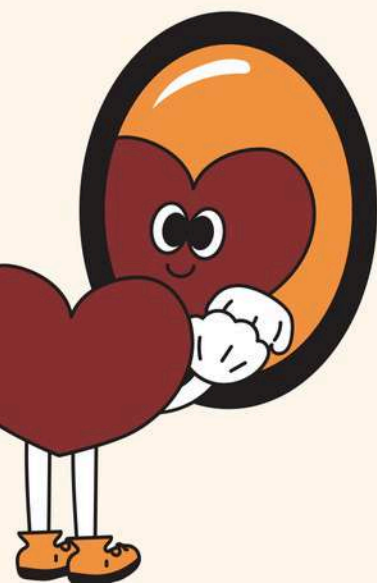


# Developing assertiveness and boundary-setting

## Workbook Activities

ACTIVITY 1	Boundary Reflections
<b>SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)</b>	Time required: 20 mins Space needed: Comfortable seating for group discussions.
<b>EXPECTED LEARNING OUTCOMES</b>	Help participants recognize personal boundaries, practice assertiveness, and develop active listening and empathy in communication.

STEP	DESCRIPTION
1. Pairing Up	Participants form pairs and prepare for a reflective discussion.
2. Identifying Boundaries	Each participant takes a few minutes to reflect on personal boundaries—emotional, physical, or time-related—and moments when they were challenged or needed reinforcement.
3. Sharing & Active Listening	One person shares their reflections on personal boundaries, discussing specific experiences and feelings. Their partner listens attentively, practicing active listening by nodding, making eye contact, and using affirming statements like “I understand” or “That sounds difficult.”



#### 4. Reflective Questions

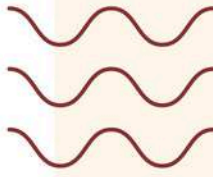
After listening, the partner asks thoughtful questions such as “How did that situation make you feel?” or “What actions did you take to assert your boundary?”

#### 5. Switching Roles

Partners switch roles, allowing both individuals to share their reflections and practice active listening.

# Time to Self

Keep your notes here



# Practicing stress management techniques

## Workbook Activities

### ACTIVITY 1

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

#### EXPECTED LEARNING OUTCOMES

### Practicing the 5-4-3-2-1 Grounding Technique

Time required: 25 mins

Space needed: A quiet, comfortable space where students can sit or lie down without distractions.

This activity helps students practice the 5-4-3-2-1 grounding technique as a tool for managing stress and anxiety. It encourages mindfulness by shifting focus to the senses and promotes self-awareness of emotional regulation.

#### STEP

1. Recall a Stressful Moment

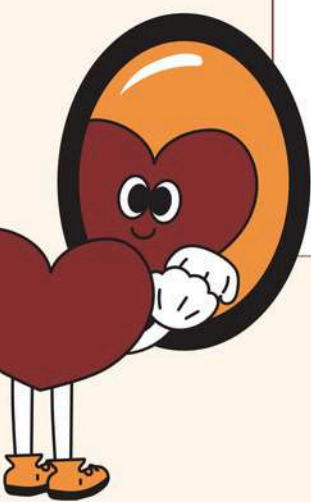
#### DESCRIPTION

Sit comfortably, close your eyes, and think of a recent minor stressful event (e.g., missing a bus or submitting an assignment late). Focus on how you felt in that moment.

2. Practice the 5-4-3-2-1 Grounding Technique

Shift your focus to the present and engage your senses:

- Identify 5 things you can see around you.
- Notice 4 things you can physically feel.
- Listen for 3 sounds you can hear.
- Identify 2 things you can smell.
- Acknowledge 1 thing you can taste.



3. Reflect on the Emotional Shift

Compare how you felt before and after the exercise. Has your stress level changed? What differences do you notice?

4. Group Discussion

Share thoughts on how this technique can be used in daily life to manage stress or anxiety. Discuss real-life situations where it could be beneficial.

## *Time to Self*

**Keep your notes here**



## ACTIVITY 2

## Reflective Journaling on Stress Triggers

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 30 mins

Space needed: classroom or meeting room with enough space for small group discussions.

Resources: Journals or notebooks and pens/pencils.

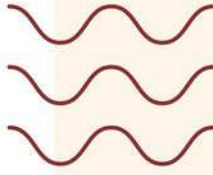
### EXPECTED LEARNING OUTCOMES

This activity helps students recognize personal stress triggers, reflect on their reactions, and explore alternative coping strategies. Through group discussions, students gain insight into common stressors, enhance self-awareness, and develop problem-solving skills.

STEP	DESCRIPTION
1. Individual Writing	Reflect on a recent minor stressful situation. Write about how you reacted and consider alternative ways to manage the stress.
2. Structured Sharing	Form small groups of five. Each person takes about 1.5 minutes to summarize their journal entry, sharing their experience and insights.
3. Group Reflection	Discuss common themes, patterns, or insights that emerged from the shared stories.
4. Results Presentation	A representative from each group shares the key points from their discussion with the whole class (1 minute per group).
5. Closing Remarks	Wrap up by discussing common stress patterns and effective coping strategies. Reflect on how self-awareness can help manage stress more effectively.

# *Time to Self*

**Keep your notes here**



# Enhancing decision-making skills

## Workbook Activities

### ACTIVITY 1

#### INSTRUCTIONS

### Decision-making challenge

Participants will be presented with a scenario card, describing a situation and the decision they need to make. Each participant will have a limited amount of time to assess the situation, gather information, and make a decision. After making their decision, participants will reveal their choices and discuss their rationale with the group. Facilitators will provide feedback and insights on each decision, highlighting the strengths and potential consequences of different choices. The game will consist of multiple rounds, each featuring different scenarios and decision-making challenges.

#### STEP

#### DESCRIPTION

#### SCENARIO A

**Strategic Decision:** You are the CEO of a company facing a critical financial crisis. You must decide whether to cut costs by laying off employees or explore alternative solutions to save the company.

#### SCENARIO B

**Tactical Decision:** You are a project manager leading a team on a tight deadline. One team member is consistently underperforming, causing delays. You must decide whether to confront the team member directly or assign additional tasks to other team members to compensate.

#### SCENARIO C

**Ethical Decision:** You discover that a colleague has been engaging in unethical behavior, potentially jeopardizing the reputation of the company. You must decide whether to report the behavior to management or confront the colleague privately.



# Enhancing decision-making skills

## Workbook Activities

### ACTIVITY 1

### Decision-making challenge



#### STEP

#### DESCRIPTION

#### SCENARIO D

**Personal Decision:** You have been offered two job opportunities with different companies. One offers a higher salary but involves a longer commute, while the other offers a lower salary but better work-life balance. You must decide which job offer aligns best with your personal and professional goals.

#### SCENARIO E

**Crisis Decision:** You are a leader in a humanitarian organization responding to a natural disaster. You must decide how to allocate limited resources, such as food, water, and medical supplies, to the affected areas.



## ACTIVITY 2

## Decision-Making Skills Attitude Quiz

### INTRODUCTION

This quiz is designed to assess your attitude towards decision-making and identify areas for improvement. Please answer each question honestly based on your beliefs, behaviors, and attitudes towards making decisions.

### INSTRUCTIONS

Read each question carefully and select the answer that best represents your attitude or behavior. Choose the response that most closely aligns with your thoughts and actions in decision-making situations. There are no right or wrong answers.



# Quiz

## Quiz:

1. When faced with a difficult decision, I tend to:

- a) Procrastinate and avoid making a decision.
- b) Gather information and carefully weigh my options.
- c) Follow my intuition and make a quick decision.

2. I believe that making decisions is:

- a) Stressful and overwhelming.
- b) Empowering and an opportunity for growth.
- c) Inconsequential and not worth much thought.

3. In group decision-making settings, I am more likely to:

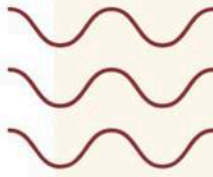
- a) Avoid taking a leadership role and defer to others.
- b) Listen to different perspectives and contribute my own ideas.
- c) Dominate the discussion and impose my views on others.

4. When facing uncertainty or ambiguity, I tend to:

- a) Feel anxious and indecisive.
- b) Embrace uncertainty as a natural part of decision-making.
- c) Make impulsive decisions to alleviate discomfort.

5. I believe that considering ethical implications is:

- a) Important and should be a priority in decision-making.
- b) Optional and may not always be necessary.
- c) Irrelevant and should not influence decision-making.



# Quiz

6. After making a decision, I:

- a) Second-guess myself and dwell on potential regrets.
- b) Reflect on the outcome and learn from the experience.
- c) Move on quickly and don't think much about the decision.

7. I perceive feedback from others about my decisions as:

- a) Threatening to my confidence and self-esteem.
- b) Valuable for gaining different perspectives and insights.
- c) Irrelevant and not worth considering.

8. My approach to risk-taking in decision-making is:

- a) Avoiding risks whenever possible to stay safe.
- b) Calculated and weighed risks and potential rewards.
- c) Embracing risks without much consideration for consequences.

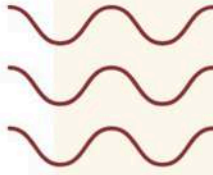
Results: Count the responses for each option (a, b, c) and refer to the feedback below.

Feedback:

Mostly a's: Your attitude towards decision-making may be characterized by hesitation and avoidance. Consider exploring strategies to build confidence and overcome fear of making decisions.

Mostly b's: You demonstrate a balanced and proactive attitude towards decision-making, embracing challenges and seeking growth opportunities.

Mostly c's: Your attitude towards decision-making may be characterized by impulsivity and disregard for consequences. I'd like you to reflect on the importance of thoughtful consideration and strategic decision-making.



# Setting and achieving personal goals

## Workbook Activities

### ACTIVITY 1

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

#### EXPECTED LEARNING OUTCOMES

### Identifying Core Values Based on Schwartz's Theory

Time required: 35 mins

Space needed: A quiet, comfortable space.

Resources: Printed lists of Schwartz's ten value types and descriptions, worksheets for ranking values, pens/pencils.

This activity helps students identify and prioritize their core values based on Schwartz's Theory, fostering self-awareness and reflection on how values shape their decisions and goals.

#### STEP

#### DESCRIPTION

1. Introduction to Schwartz's Value Theory

Learn about Schwartz's ten value types: power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity, and security.

2. Value Ranking

Receive a list of values with descriptions. Rank them from most to least important based on what matters most to you.

3. Reflection

- Identify your top three values and how they influence your choices.
- Consider values you want to prioritize and a person who embodies one, reflecting on their example.



4. Group Discussion

Share your top values with classmates and discuss how values influence personal and professional growth. Reflect on how different value systems shape perspectives and decision-making.

## Schwartz's Basic Values Worksheet

Read the descriptions of each value type. Rank them from 1 to 10, with 1 being the most important and 10 being the least important to you.

- **Self-Enhancement Values**

Rank	Value Type	Description
	Power	Social status, control, or dominance over people and resources.
	Achievement	Personal success through demonstrating competence.
	Hedonism	Pleasure and sensuous gratification.

- **Openness to change values**

Rank	Value Type	Description
	Stimulation	Excitement, novelty, and challenge.
	Self-Direction	Independent, thought, creativity, exploring, and choosing one's own goals.

- **Self – transcendence Values**

Rank	Value Type	Description
	Universalism	Understanding, appreciation, tolerance, and protection for the welfare of all people and nature.
	Benevolence	Preserving and enhancing the welfare of those with whom one is in frequent personal contact.

- **Conservation values**

Rank	Value Type	Description
	Tradition	Respect, commitment, and acceptance of the customs and ideas traditional to one's culture or religion.
	Conformity	Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations.
	Security	Safety, harmony, and stability of society, relationships, and self.

## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## The Cube Personality Test

Time required: 30 mins

Space needed: A quiet, comfortable setting with space for individual reflection and paired discussions.

Resources: Journals or notebooks and pens/pencils.

This activity encourages self-reflection through guided visualization, helping students explore their self-perception, goals, and relationships in a symbolic way. Pair discussions promote active listening, empathy, and deeper personal insights.

### STEP

### DESCRIPTION

1. Guided Visualization

Find a comfortable spot and imagine a desert scene with a cube, ladder, and horse. Focus on the details of each object.

2. Writing Reflections

Write down your observations about the cube, ladder, and horse, noting their appearance, position, and any feelings they evoke.

3. Symbolism Explanation

Learn what each object represents:

- Cube = Self-perception
- Ladder = Goals and aspirations
- Horse = Approach to relationships

4. Pair Discussion

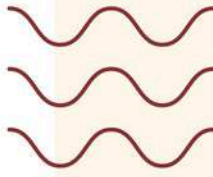
Share your visualizations with a partner, discussing how these elements might reflect your personality, ambitions, and relationships.

5. Reflection & Takeaways

Consider how your imagery connects to your real-life experiences and what insights you can apply for personal growth.

# *Time to Self*

**Keep your notes here**



# Balancing work-life integration

## Workbook Activities

### ACTIVITY 1

### Role-Play Scenario

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 30 mins

Space needed: A classroom or a quiet room where small groups can discuss and perform role-plays.

Resources: Printed role-play scenarios, worksheets, pens.

#### EXPECTED LEARNING OUTCOMES

Participants will explore work-life balance conflicts, enhance their ability to resolve conflicts constructively, and reflect on how to apply these strategies in real-life scenarios.

### STEP

### DESCRIPTION

1. Form Small Groups

Divide participants into groups of three to four. Each group receives a scenario depicting a conflict between personal and academic/work commitments.

2. Role-Play the Scenario

One person plays the main character facing the conflict, while others take on roles such as friends, family, or colleagues. The role-play should explore the problem and possible solutions.

3. Group Discussion

After performing, discuss how the character could effectively communicate their needs, set boundaries, and find a solution.

4. Personal Reflection

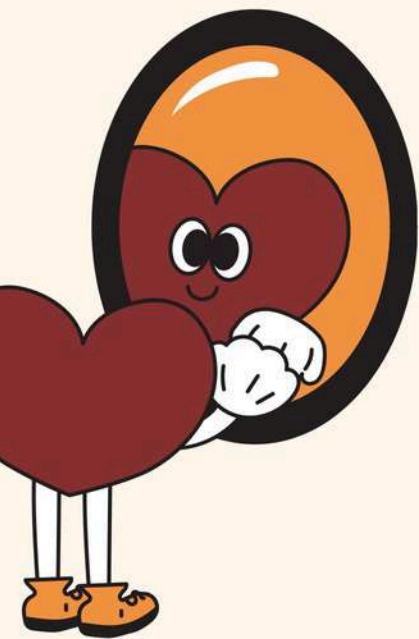
Reflect on how the strategies used in the role-play can be applied in real life and share key takeaways.

## Scenario 1

### Balancing studies and a part-time job

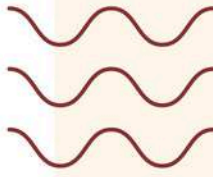
#### Roles:

- Student (Jamie, 18 years old): Jamie is struggling to manage a part-time job and keep up with schoolwork. Feeling overwhelmed, Jamie is considering dropping out of an important extracurricular activity.
- Sibling (Alex, 20 years old): Alex has successfully balanced work and studies in the past and wants to help Jamie find a better balance.



# Time to Self

Keep your notes here



## Scenario 2

### **Prioritizing health over intense study**

#### **Roles:**

- Student (Sara, 17 years old): Sara has been preparing rigorously for college entrance exams but is experiencing burnout and declining health due to lack of rest.
- Parent (Jordan, 45 years old): Jordan is concerned about Sara's health and wants to encourage her to take breaks and prioritize her well-being.

## Scenario 3

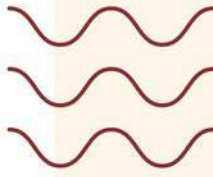
### **Managing social life and academic pressure**

#### **Roles:**

- Student (Miguel, 15 years old): Miguel is a sociable teenager who is finding it hard to balance time between friends and studying for important exams.
- Classmate/Mentor (Lily, 18 years old): Lily, a senior student and Miguel's mentor, has managed to maintain a good balance between her social life and academics and wants to guide Miguel in doing the same.

# Time to Self

Keep your notes here



## Scenario 4

### Adjusting to life after a sports injury

#### Roles:

- Student (Emma, 16 years old): Emma was a competitive athlete but had to stop due to a serious injury. She is struggling with the sudden change in her lifestyle, especially the loss of social interactions and the routine that sports provided.
- Teacher (Mr. Thompson, 38 years old): Mr. Thompson is Emma's favorite teacher and has noticed the change in her demeanor. He wants to help her find new ways to engage and feel connected.

The role-play begins with Emma expressing her feelings of isolation and loss of identity due to the injury.

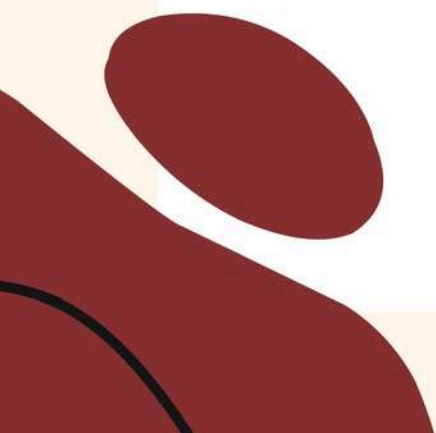
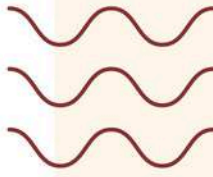
Mr. Thompson approaches Emma to discuss her recent withdrawal and offer support.

Together, they explore new activities or clubs that Emma might be interested in joining to regain a sense of community and purpose.

The conversation should aim towards encouraging Emma to open up about her interests outside of sports and how she can pursue them

# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

## Time management game

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 30 mins

Space needed: A classroom or meeting room with enough space for group discussions

Resources: printed weekly planners, task lists, and pens/pencils

### EXPECTED LEARNING OUTCOMES

This activity helps participants develop time management and prioritization skills, improve their ability to balance work, study, and personal commitments, and reflect on how prioritization impacts well-being. Through group discussions, participants compare different approaches to scheduling tasks.

STEP	DESCRIPTION
1.Task Distribution	Each participant receives a task list containing a mix of work/study and personal activities, each with varying urgency and importance.
2. Weekly Planning	Using the provided planner, schedule the tasks for the week, aiming for a well-balanced and realistic distribution of time.
3. Group Discussion	Share your planners with the group and explain your decision-making process. Compare different scheduling strategies and discuss challenges in balancing priorities.
4. Reflection	Reflect on your time management choices. Consider what was challenging, what worked well, and how this exercise relates to real-life scheduling and decision-making.

# Time management game

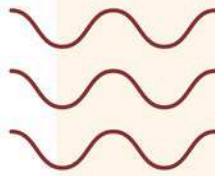
## Work/Study tasks

- Prepare for a major exam next week (High Urgency, High Importance) - 2 hours daily.
- Complete a group project due in two days (High Urgency, High Importance) - 3 hours on one day, 2 hours the next day.
- Read a chapter for a class (Medium Urgency, Medium Importance) - 1 hour, one-time task.
- Start a term paper due in three weeks (Low Urgency, High Importance) - 1 hour daily for research and writing.
- Attend a routine study group session (Low Urgency, Medium Importance) - 1.5 hours, one-time task.

## Personal tasks

- Attend best friend's birthday party (Medium Urgency, High Importance) - 3 hours, one-time event
- Go to a routine medical check-up (Medium Urgency, Medium Importance) - 1 hour, including travel, one-time task
- Exercise session (Low Urgency, Medium Importance) - 1 hour daily
- Practice a musical instrument (Low Urgency, Low Importance) - 30 minutes daily
- Spend an evening relaxing and watching movies (Low Urgency, Low Importance) - 2 hours, one-time task

# Weekly Planner



Day of the week	Tasks scheduled
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

# Cultivating Resilience and Bouncing Back

## Workbook Activities

### ACTIVITY 1

### Balancing Challenge

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 20 mins

Space needed: : A room with enough space for all students to stand comfortably and perform the balance exercise without obstruction.

Resources: Timer or stopwatch (for timing the balance exercise).

#### EXPECTED LEARNING OUTCOMES

This activity helps participants reflect on personal feedback experiences, distinguish between constructive and unconstructive feedback, and improve communication skills. It fosters empathy, emotional intelligence, and the ability to give and receive feedback effectively.

#### STEP

#### DESCRIPTION

1. Balance Exercise

Stand on one leg with your arms outstretched and see how long you can maintain your balance. Focus on a fixed point to help you stay steady. The facilitator will time the exercise.

2. Group Discussion

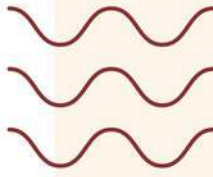
Reflect on your experience. What strategies did you use to stay balanced? How did you feel when you started to wobble or lose balance?

3. Connecting to Real Life

Discuss how this exercise relates to finding balance in daily life. How do focus, adaptability, and resilience help in managing challenges? Share personal insights with the group.

# Time to Self

Keep your notes here



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## Group Trust Walk

Time required: 30 mins

Space needed: A spacious room or open area.

Resources: blindfolds (one per pair) and chairs or cones to create a simple obstacle course.

This activity builds trust, enhances communication skills, and encourages participants to experience vulnerability in a controlled environment. It highlights the importance of seeking and offering support and fosters self-reflection on trust and resilience in real-life situations.

### STEP

### DESCRIPTION

1. Pair Up and Assign Roles

Form pairs. One participant is blindfolded, while the other acts as the guide. The blindfolded participant must rely on verbal instructions from their partner to navigate the obstacle course.

2. Trust Walk

The guide carefully directs their blindfolded partner through the course using clear verbal instructions. The blindfolded participant must focus on listening and trusting their partner's guidance.

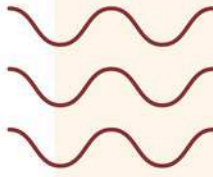
3. Group Discussion

Reflect on the experience by discussing questions such as:

- How did it feel to trust someone completely?
- For the guides, how did you ensure your partner felt safe and supported?
- How does this exercise relate to seeking support and resilience in challenging situations?

# Time to Self

Keep your notes here





## CHAPTER 4

# SOCIAL MANAGEMENT

1. Building and maintaining positive relationships
2. Practicing vulnerability in interpersonal relationships
3. Promoting emotional intelligence in the workplace
4. Fostering a supportive and inclusive work environment
5. Leading with emotional intelligence in decision-making processes
6. Providing constructive feedback and criticism
7. Managing and resolving conflicts in a group setting

# Building and maintaining positive relationships

## Workbook Activities

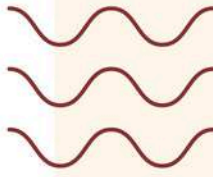
ACTIVITY 1	The theatre
<p><b>SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)</b></p>	<p>Time required: 1 hour            hourSpace needed: any classroom or outside            Resources: no resources are needed</p>
<p><b>EXPECTED LEARNING OUTCOMES</b></p>	<p>How to give and receive feedback that is supportive and aimed at personal and collective growth.</p>

STEP	DESCRIPTION
<p>1. Think of a situation</p>	<p>Reflect on a specific experience, event, or situation where your boundaries were not respected, or where you struggled to set a boundary.</p>
<p>2. Role Play</p>	<p>The activity leader selects two (or more) volunteers to role-play a situation where boundaries were not respected or where there was difficulty in setting boundaries. The "actors" should focus on assertively setting and communicating their boundaries during the role-play.</p>
<p>3. Reflect on it</p>	<p>Encourage feedback and discussion on effective boundary-setting strategies.</p>



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## Back-to-Back challenge

Time required: 20 mins  
Space needed: you could use chairs or sit on the ground  
Resources: pictures, papers and pens

The exercise emphasises the importance of clear and precise communication as participants describe and interpret images without visual cues. Working in pairs reinforces teamwork and the need to work together to achieve a common goal.

### STEP

### DESCRIPTION

1. Pairs division

- One person will receive an image
- One person will receive a blank paper

2. Drawing

- Back-to-Back: Have each pair sit back-to-back, so one person cannot see what the other is drawing.
- Distribute pictures: Give one picture from the set to each person with the picture facing only them.
- Describe the picture: The person with the picture acts as the describer. They must describe the picture in as much detail as possible to their partner, the drawer.
- Ask clarifying questions: The drawer can ask clarifying questions throughout the description to get a clear understanding of the image.

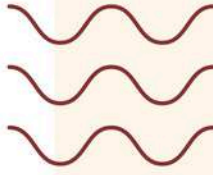
3. Reflect on it

- How alike are the drawing and the picture?
- How easy or difficult was it to communicate effectively?



# *Time to Self*

**Keep your notes here**



# Practicing vulnerability in interpersonal relationships

## Workbook Activities

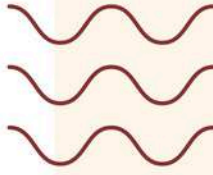
ACTIVITY 1	Truth or dream
<b>SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)</b>	Time required: 30 mins Space needed: you could use a table or sit on the ground Resources: a sheet of paper and a pen
<b>EXPECTED LEARNING OUTCOMES</b>	Participants will be encouraged to reflect on themselves and share personal truths and aspirations. Sharing dreams and aspirations can create a sense of connection and understanding within a group.

STEP	DESCRIPTION
1. Think of yourself	Each participant write down <ul style="list-style-type: none"><li>• Two statements should be true about themselves.</li><li>• One statement should be a dream</li></ul>
2. Guess the dream	After sharing their statements, each person in the pair or group should try to guess which statement is the dream of the person who shared. Encourage discussion and reasoning behind the guesses.
3. Revelations and discussions	After everyone has guessed, each person reveals which statement was their dream. This allows participants to learn more about each other's aspirations and experiences.



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## Vulnerability Circle

Time required: 40 mins  
Space needed: any calssroom or outside  
Resources: no resources are needed

Now, that you have identified a specific situation and have thought about what provoked it, what happened, and how it made you feel and react, take 10 minutes to answer the guiding questions below to reflect on the Action, Reaction and Future Planning stages.

### STEP

### DESCRIPTION

1. Set the tone

- "I" Statements
- Set a reflective question (e.g., "What does vulnerability mean to you?")
- The activity leader then introduces a topic relevant to the group. (e.g., "Struggles of being in high school")

2. Vulnerability sharing

- Sharing a personal experience, challenge, or reflection related to the chosen topic(e.g., "I felt frustrated when...")
- Pass the Torch: After sharing, pass the talking object to the person on the left/right

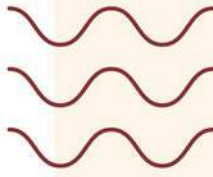
3. Reflect on it

- Use prompts to encourage participants to share their thoughts and feelings. Here are some examples:  
How did you feel during the circle? (nervous, safe, connected, etc.)  
Did you learn anything new about yourself or others?



# *Time to Self*

**Keep your notes here**



# Promoting EI in the workplace

## Workbook Activities

### ACTIVITY 1

### Self-Reflection

Imagine you are in a challenging situation at work that requires you to manage your emotions effectively.

Reflect on the following questions:

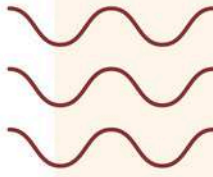
- How did you become aware of your emotions in this situation?
- Did you regulate your emotions appropriately? If so, how?
- How did you demonstrate empathy towards others involved?

Reflect on the effectiveness of your interpersonal communication during this situation. Write a detailed response to each question, providing examples from your own experiences.



# *Time to Self*

**Keep your notes here**



# Promoting EI in the workplace

## Workbook Activities

### ACTIVITY 2

### Video tutorial

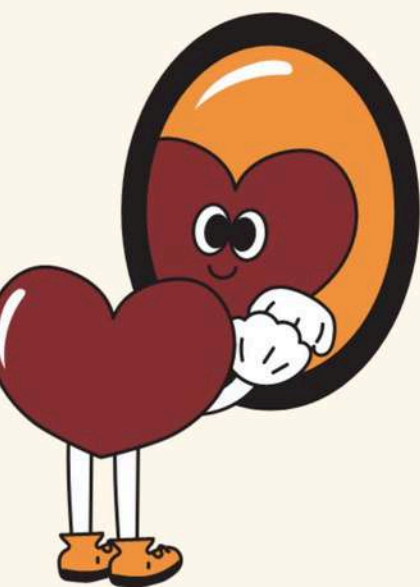
Title: "Emotional Intelligence in the Workplace: Key Concepts and Practical Strategies".  
Presenter: Dr. Daniel Goleman (renowned psychologist and author of "Emotional Intelligence: Why It Can Matter More Than IQ"). Duration: Approximately 20-30 minutes

#### Video Content Overview:

- Introduction to emotional intelligence and its relevance in professional settings
- Explanation of the four components of emotional intelligence: self-awareness, self-regulation, empathy, and social skills
- Real-life examples illustrating how emotional intelligence impacts workplace interactions, decision-making, and leadership effectiveness
- Practical strategies and tips for developing and enhancing emotional intelligence skills in the workplace

#### Discussion Tips:

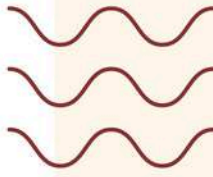
- Start with Reflection: Begin the discussion by asking participants to reflect on their own understanding of emotional intelligence and its importance in the workplace. Encourage them to share any personal experiences or observations related to EI.
- Key Concepts Review: Review the main concepts covered in the video, such as self-awareness, self-regulation, empathy, and social skills. Ask participants to discuss specific examples of how each component manifests in workplace scenarios.
- Application in the Workplace: Facilitate a discussion on how emotional intelligence can be applied in various workplace contexts, such as communication, conflict resolution, team collaboration, and leadership. Encourage participants to share their own experiences and insights.



- Challenges and Solutions: Prompt participants to identify common challenges or obstacles to applying emotional intelligence in the workplace. Encourage them to brainstorm potential solutions or strategies for overcoming these challenges.
- Action Planning: Conclude the discussion by inviting participants to develop action plans for integrating emotional intelligence into their daily work routines and interactions. Encourage them to set specific goals, identify concrete steps for improvement, and commit to ongoing practice and development.
- Feedback and Reflection: Finally, provide an opportunity for participants to share feedback on the video and the discussion format. Encourage them to reflect on any new insights gained and consider how they can further enhance their emotional intelligence skills in the workplace.

# *Time to Self*

**Keep your notes here**



# Fostering a supportive and inclusive work environment

## Workbook Activities

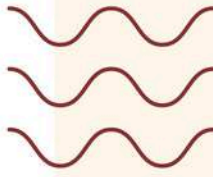
ACTIVITY 1	Face to face reflection
<p><b>SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)</b></p>	<p>Time required: 30 mins            Space needed: you could use a table, sit on the ground or stand            Resources: no resources needed</p>
<p><b>EXPECTED LEARNING OUTCOMES</b></p>	<p>Gaining perspective from others can lead to a more positive self-perception.</p>

STEP	DESCRIPTION
<p>1. Creating pairs</p>	<p>Divide the group into pairs.</p>
<p>2. Confrontation</p>	<p>Participants will express appreciation for their partner by highlighting a specific quality, expressing something they want to learn from them, and acknowledging their contributions to the team</p>
<p>3. Reflect on it</p>	<p>Explore positive and affirming feedback.</p>



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

**SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)**

**EXPECTED LEARNING OUTCOMES**

## Group reflection

Time required: 20 mins

Space needed: you could use a table or sit on the ground

Resources: no resources are needed

Engage in sharing and reflection on the concept of inclusivity.

### STEP

1. Introduction

2. Question and reflection

### DESCRIPTION

The leader will start a discussion about inclusivity and support in the work environment

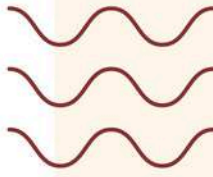
The leader can pose questions to engage participants and stimulate dialogue. For example:

- What does inclusivity mean to you in the context of your workplace?
- Can you share a personal experience where you felt particularly supported or included at work? What made that experience stand out?
- In your opinion, what are the key elements of a truly supportive work environment?
- How do you approach working with colleagues who have different perspectives or backgrounds than your own?
- In what ways can a team celebrate and embrace diversity of thought, experience, and skills?
- Are there any specific policies or practices you believe could be implemented or enhanced to promote a more inclusive workplace?
- What strategies do you use to actively listen and understand the perspectives of your colleagues?
- How can we ensure that everyone feels valued and heard during team meetings and discussions?



# *Time to Self*

**Keep your notes here**



# Leading with the EI in decision-making

## Workbook Activities

### ACTIVITY 1

#### Leading with emotional intelligence in decision-making through role-playing scenarios

Divide participants into small groups of 3-5 individuals.

Provide each group with a set of role-playing scenarios related to decision-making in various contexts, such as workplace scenarios, interpersonal conflicts, or ethical dilemmas.

Instruct each group to assign roles to different members (e.g., decision-maker, team member, client, etc.) and to read through the scenario provided.

Encourage participants to engage in role-playing activities where they act out the scenario, applying the principles of emotional intelligence in their interactions and decision-making processes.

Facilitate the role-playing session, providing guidance and feedback as needed to help participants navigate the scenarios effectively.

After each role-playing session, allow time for group reflection and discussion. Encourage participants to share their observations, insights, and learnings from the exercise.

Rotate roles and scenarios to provide each group with multiple opportunities to practice leading with emotional intelligence in decision-making. Conclude the exercise by summarizing key takeaways and insights gained from the role-playing scenarios, emphasizing the importance of applying emotional intelligence principles in real-world decision-making situations.



# Leading with the EI in decision-making

## Workbook Activities

### ACTIVITY 1

Leading with emotional intelligence in decision-making through role-playing scenarios

Role-Playing Scenarios:

- **Workplace Conflict Resolution:** Scenario: Two team members have conflicting ideas about how to approach a project task, leading to tension and disagreements within the team.

Roles: Team leader, conflicting team members, other team members.

Objectives: Practice active listening, empathy, and conflict resolution skills to address the conflict and find a collaborative solution.

- **Ethical Dilemma:**

Scenario: A manager discovers that a colleague has engaged in unethical behavior that could harm the company's reputation if left unchecked.

Roles: Manager, colleague, HR representative, other stakeholders.

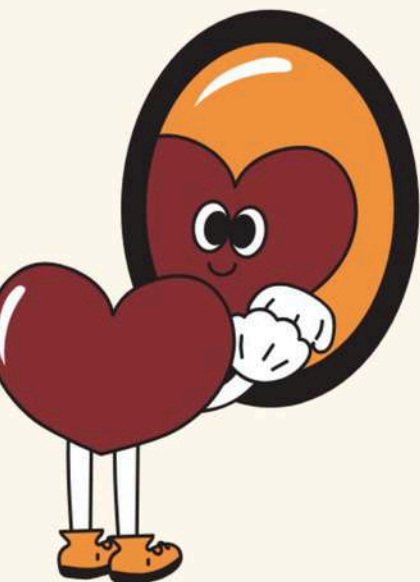
Objectives: Navigate the ethical dilemma with integrity and empathy, considering the potential impact on all stakeholders and making a principled decision.

- **Client Negotiation:**

Scenario: A sales representative is negotiating a contract with a client who is hesitant to commit due to budget constraints.

Roles: Sales representative, client, sales manager, other team members.

Objectives: Build rapport, demonstrate understanding of client needs, and negotiate a mutually beneficial agreement while managing emotions and expectations.



## ACTIVITY 2

## TEST

This test consists of multiple-choice questions and scenario-based questions. Read each question carefully and select the best answer or response. Choose only one answer for multiple-choice questions. For scenario-based questions, carefully consider the situation and select the most appropriate course of action. After completing the test, review your answers to ensure accuracy. Submit your completed test for evaluation.



# TEST

- Which of the following is a key component of emotional intelligence (EI) in decision-making?

- a) Rational thinking
- b) Active listening
- c) Impulsive reactions
- d) Avoiding emotions

Correct Answer: b) Active listening

- What is the role of empathy in decision-making?

- a) It is irrelevant and should be ignored.
- b) It helps individuals understand the perspectives and emotions of others.
- c) It creates bias and should be avoided.
- d) It leads to irrational decisions.

Correct Answer: b) It helps individuals understand the perspectives and emotions of others.

- Self-awareness in decision-making involves:

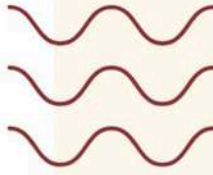
- a) Ignoring one's own emotions.
- b) Recognizing and understanding one's own emotions.
- c) Suppressing emotions to focus on rational thinking.
- d) Disregarding the impact of decisions on others.

Correct Answer: b) Recognizing and understanding one's own emotions.

- In the context of emotional intelligence, what does active listening entail?

- a) Interrupting the speaker to express one's own opinions.
- b) Passively listening without engaging with the speaker's emotions.
- c) Attentively listening to the speaker without judgment or interruption.
- d) Focusing solely on verbal communication while ignoring non-verbal cues.

Correct Answer: c) Attentively listening to the speaker without judgment or interruption.



# Quiz

- Scenario: During a team meeting, a colleague expresses frustration with a project's progress. What is the most empathetic response?
  - a) Dismiss the colleague's concerns and move on with the meeting agenda.
  - b) Acknowledge the colleague's frustration and offer support or assistance.
  - c) Criticize the colleague for being negative and unproductive.
  - d) Ignore the colleague's comments and redirect the conversation.

Correct Answer: b) Acknowledge the colleague's frustration and offer support or assistance.

- How can emotional intelligence contribute to effective conflict resolution?
  - a) By escalating conflicts to assert dominance.
  - b) By ignoring emotions and focusing solely on facts.
  - c) By understanding the emotions and perspectives of all parties involved.
  - d) By avoiding conflicts altogether to maintain harmony.

Correct Answer: c) By understanding the emotions and perspectives of all parties involved.

- Which of the following is a benefit of integrating emotional intelligence into decision-making processes?
  - a) Increased bias and subjectivity in decision-making.
  - b) Improved understanding of others' perspectives and emotions.
  - c) Decreased need for collaboration and communication.
  - d) Reduced consideration of ethical implications.

Correct Answer: b) Improved understanding of others' perspectives and emotions.

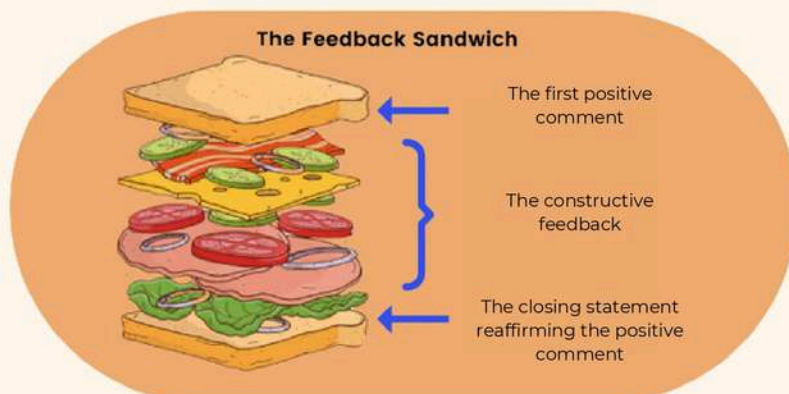
- Scenario: A team leader is faced with a difficult decision that may impact the morale of the team. What is the most emotionally intelligent approach?
  - a) Make the decision independently without consulting the team.
  - b) Seek input and feedback from team members to understand their perspectives.
  - c) Delegate the decision-making responsibility to another team member.
  - d) Avoid making the decision altogether to prevent conflict.

Correct Answer: b) Seek input and feedback from team members to understand their perspectives.



# Providing constructive feedback and criticism

## Workbook Activities



### ACTIVITY 1

### Feedback Sandwich

**SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)**

Time required: 20 mins  
Space needed: Comfortable seating for group discussions.

**EXPECTED LEARNING OUTCOMES**

Improve feedback delivery skills, promote constructive communication, and encourage a balanced approach to giving and receiving feedback.

### STEP

### DESCRIPTION

1. Pairing Up & Practice

Participants pair up and take turns practicing the feedback sandwich method. Each person provides feedback to their partner, following the structured approach.

2. Role Reversal

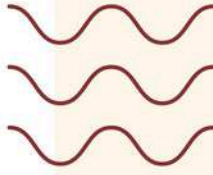
Partners switch roles, allowing both individuals to practice giving and receiving feedback.

3. Reflection & Discussion

As a group, discuss how the structured approach influenced the feedback experience. Encourage participants to share insights on how this method can improve communication in different settings.

# Time to Self

Keep your notes here



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## Dizzy Debates

Time required: 40 mins  
Space needed: Comfortable seating for group discussions.

Encourage constructive feedback, promote team learning through real experiences, and identify key practices that enhance collaboration, communication, and problem-solving.

### STEP

### DESCRIPTION

1. Introduction & Purpose

Understand the goal of this activity: to share real-life experiences that showcase successful teamwork, effective communication, or creative problem-solving.

2. Story Sharing

Take turns sharing a personal experience that highlights collaboration and success. Describe the context of the situation, the challenges faced, the strategies used, and the positive outcomes achieved.

3. Active Listening & Reflection

While others share their stories, actively listen and reflect on the key factors that contributed to success. Consider how these insights can be applied to your own work and future team interactions.

4. Group Discussion

Engage in a discussion after each story. Think about what worked well in the situation, how these lessons can be implemented in the team.

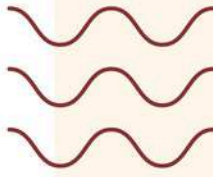
5. Identifying Patterns & Takeaways

Identify recurring themes in the stories and explore how they can be applied to daily teamwork. Define key takeaways to enhance communication and collaboration.



# *Time to Self*

**Keep your notes here**



# Managing and resolving conflicts in a group setting

## Workbook Activities

### ACTIVITY 1

### Human Sculptures of Conflict Resolution

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 35 mins  
Space needed: : spacious room for movement and group interaction.  
Resources: Timer or stopwatch

#### EXPECTED LEARNING OUTCOMES

This activity fosters creative thinking and non-verbal expression, helping students understand conflict dynamics while developing empathy, critical thinking, collaboration, and effective communication.

#### STEP

#### DESCRIPTION

1. Form Groups & Assign Scenarios

Divide into small groups (4-5 students). Each group receives a conflict scenario, such as disagreements over work progress, trust issues in a team, or rivalries affecting collaboration.

2. Sculpture Creation

Discuss the assigned scenario and create a "human sculpture" representing the conflict. Use body language and positioning to symbolize different roles and emotions within the conflict.

3. Presentation & Interpretation

Groups take turns presenting their sculptures while the class observes and interprets the scene. Focus on identifying key elements of the conflict through body language.

4. Discussion & Problem-Solving

Engage in a class discussion about the conflict. Consider questions like: What could resolve this issue? and How do different roles contribute to the problem or solution?

5. Resculpting for Resolution

Each group adjusts their sculpture to illustrate a resolution, showing a positive shift in body language and positioning.

6. Debrief & Reflection

Conclude with a discussion on how physical representation offers new perspectives on conflict and how creative problem-solving can aid in resolution.

## *Time to Self*

**Keep your notes here**



## ACTIVITY 2

## Non-Verbal Responses to Conflict

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 30 mins  
Space needed: A classroom or open space is needed for group interaction.  
Resources: Timer

### EXPECTED LEARNING OUTCOMES

This activity helps students recognize the role of non-verbal communication in conflicts, increasing their awareness of body language and facial expressions. It promotes empathy, perspective-taking, and discussion on how non-verbal cues can escalate or de-escalate conflicts.

STEP	DESCRIPTION
1. Scenario Assignment	Get into small groups and receive your assigned conflict scenario. Focus on how you can express emotions and reactions using only body language and facial expressions—no words allowed.
2. Act Out Non-Verbal Responses	Take turns acting out your role in the scenario using only gestures, facial expressions, and posture. Show how you would react emotionally in the conflict. Each turn lasts 1-2 minutes.
3. Interpret & Discuss Reactions	After each performance, your group will discuss and interpret the emotions and reactions portrayed. How did the non-verbal cues influence the conflict?

#### 4. Analyze Non-Verbal Responses

As a group, explore how different reactions could escalate or calm the conflict. Consider how body language impacts interactions in real-life situations.

#### 5. Reflect on Your Own Reactions

Think about how you typically respond non-verbally in conflicts. How might your gestures or expressions be perceived by others?

#### 6. Final Discussion

Share key takeaways with the class. How can being aware of your body language help you handle conflicts more effectively?

## Scenarios

- **Differing personalities in teamwork:**

**Role:** Act as the serious team member who is frustrated by the jovial member's casual attitude towards work.

- **Contrasting communication styles:**

**Role:** Take on the role of the talkative team member who feels their quieter colleague is not engaging enough in discussions.

- **Pressure and stress handling:**

**Role:** Portray a team member who is struggling to cope with the high workload and stress, showing signs of irritability and frustration.

- **Disparity in bonuses:**

**Role:** Be a colleague who did not receive a high bonus and is experiencing feelings of jealousy and a sense of unfairness.

# Why Systems Surprise Us

## Workbook Activities

### ACTIVITY 1

**SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)**

**EXPECTED LEARNING OUTCOMES**

### Try to identify a System in your everyday life

Time required: 10 mins

Resources: a sheet of paper and a pen

To challenge individuals to examine familiar concepts through the lens of systems thinking, thus fostering the development of the appropriate mindset.

### STEP

### DESCRIPTION

1. Think of a situation

Once you have a firm grasp of the 5 characteristics of a System, see if you can find a System that exists in your everyday life.

2. Write it down on a piece of paper.

Write down a brief description of the system you found. Use, as a basis, something that you have extensive knowledge about, in order to help you check whether or not the 5 characteristics are being met.

3. Reflect on it

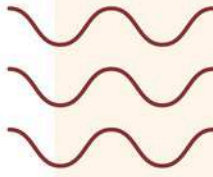
Take the time to delve into the specifics. Observe how everyday reality can be identified by a System. Did you expect this?

?



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## Self-Reflection

Time required: 10 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

After identifying a System, take 10 minutes to answer the questions below

### STEP

### DESCRIPTION

#### First Question

- Does the System you have identified present "Surprises"? Which one/s?

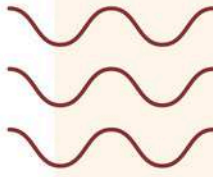
#### Second Question

- Would it be possible to identify a sub-system or supra-system in regard to the system you identified? If yes, what is this System? (provide a brief description)



# Time to Self

Keep your notes here



# The social and emotional importance of becoming aware of the systems around us

## Workbook Activities

### ACTIVITY 1

**SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)**

**EXPECTED LEARNING OUTCOMES**

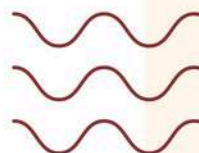
### Apply one of the System Thinking skill

Time required: spend a day applying the skill to as many situations as possible  
Resources: a sheet of paper and a pen

At the end of the day, after practicing the skill, produce a short list of when you used the skill and how.

*Time to Self*

**Keep your notes here**



## ACTIVITY 2

## Identify the System Thinking skill used

**SPACE AND TECHNICAL  
REQUIREMENTS (MATERIALS,  
TIME, ETC..)**

Time required: 10 mins

Resources: a sheet of paper and a pen

**EXPECTED LEARNING  
OUTCOMES**

To be able to identify which ability of system thinking has been used in different contexts

## Which system thinking skill has been used?

### First Example

You notice that you are frustrated, so you consider what events frustrated you, and then visualize your next actions in function of how you handle the frustration; how will things go if I stay frustrated? What if I calm down? Etc.

### Second Example

A friend becomes angry and begins arguing with you; the fault is likely with their emotional management skills, however you ask yourself what you might have said that could have triggered them, and avoid escalating the situation further by yelling back at them; in this situation the fault is not yours, however you are able to recognize what agency you have in the situation, and as such can take steps to correct it.

### **Third Example**

You notice that a friend is happier than usual in the evening when you meet them. You reflect on why this may be, and notice they like to go to lunch at a particular restaurant which has a rotating menu, and they will sometimes have one of their favorite dishes available, and always on the days in which they are happier in the evening.

### **Fourth Example**

You notice that a workgroup is able to consistently produce high-quality results, and are tempted to list off their positive qualities as explanatory factors; they are all good listeners, they are patient, they have a good work ethic, etc. Instead, you look at how exactly they work together when producing the results; you observe their working process as a whole in order to understand the operation in play which is producing high-quality results.

### **Fifth Example**

You know that you become frustrated when you can't get a task done, and thus you consider that you might also perform worse in future tasks due to your frustration, thus creating a loop of negativity that you would miss if only considering a linear cause of your frustration.

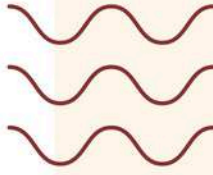
### **Sixth Example**

You create a survey to measure the satisfaction of your customers on a scale of one to ten.



# *Time to Self*

**Keep your notes here**



# The five disciplines of organizational learning

## Workbook Activities

### ACTIVITY 1

### Engaging Group Dynamics

**SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)**

Time required: 10 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

**EXPECTED LEARNING OUTCOMES**

Enhance group collaboration and communication skills, develop critical thinking and conflict resolution abilities, and promote constructive dialogue on complex issues.

### STEP

### DESCRIPTION

1

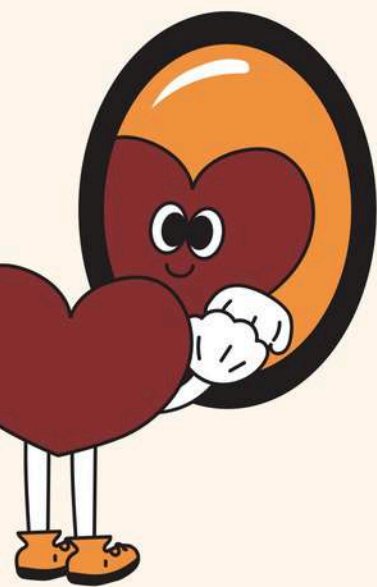
Organize a “practice” group work session, regarding any topic, using the **4 conditions** outlined in the lesson

Explain the 3 ground rules of dialogue (Suspension of assumptions, perception of everyone as a colleague, the role of the facilitator).

Have all participants present, meaning that nobody should miss a practice session if the objective is to include them in live sessions later.

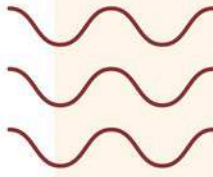
Encourage participants to raise the most difficult issues that will face their future teamwork for examination and debate.”

Apply the ground rules to ensure the group fosters constructive discussions and addresses any biases from a member.



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## Recall and Reflect

Time required: 10 mins

Space needed: you could use a table or sit on the ground

Resources: a sheet of paper and a pen

Reinforce your understanding of how to apply the SEL framework pillars to achieve the 4 basic organizational disciplines and assess your recall accuracy and integration of these concepts.

### STEP

1

### DESCRIPTION

Remember how to achieve the 4 basic organizational disciplines through the combination of the SEL framework pillars.

2

Without consulting the material, try and recall how the pillars can be combined to reach the disciplines, then check and see how you did. The 4 pillars are:

**Self-Awareness**

**Self-Management**

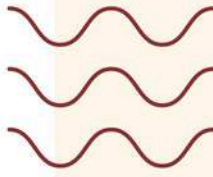
**Social Awareness**

**Social Management**



# *Time to Self*

**Keep your notes here**



### ACTIVITY 3

### Self-Assessment and Growth

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 10 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

#### EXPECTED LEARNING OUTCOMES

Gain a deeper understanding of your strengths and weaknesses in key disciplines, improve your ability to address areas of weakness through targeted practice, and enhance your skills by reflecting on the challenges faced and the progress made.

#### STEP

#### DESCRIPTION

1. Assessing Strengths and Weaknesses in Disciplines

Consider the Disciplines from this lesson: Personal Mastery, Mental Models, Shared Vision, Group Work, and Systems Thinking. Identify which one you feel strongest in and why, and which one you feel weakest in and why.

2. Focus Development on Weakest Discipline

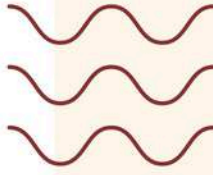
Once you have pinpointed the area where you are weakest, focus on improving it by dedicating a full day to developing that discipline. Utilize the correct training methods specific to that discipline throughout the day.

3. Evaluate and Reflect on Progress

After your focused effort, take some time to evaluate your experience. Reflect on whether you found the process challenging and consider the reasons behind any difficulties you encountered. Finally, assess whether you believe you have made progress and become better in the discipline you concentrated on.

# *Time to Self*

**Keep your notes here**



# DESCRIBING AND UNDERSTANDING SYSTEMS STRUCTURE THROUGH MENTAL MAPS - CAUSAL LOOP DIAGRAMS

## Workbook Activities

### ACTIVITY 1

**SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)**

**EXPECTED LEARNING OUTCOMES**

### Self-Reflection

Time required: 10 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

Enhance your ability to apply CLD concepts to real-life situations and identify self-balancing and self-reinforcing loops in your own experiences.

### STEP

### DESCRIPTION

1. Reflect on CLD Concepts and Real-Life Applications

Review everything you have learned so far about CLDs and related concepts. Consider any behaviors or concepts from your everyday life that could be explained using CLDs.

2. Identify Self-Balancing and Self-Reinforcing Loops

Look for examples of self-balancing loops and self-reinforcing loops in your experiences.

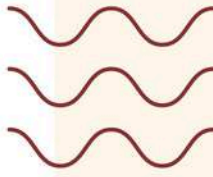
3. Write it down on a piece of paper.

Create a list of potential CLDs based on the behaviors and loops you identified.



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

## Pen-to-Paper Therapy

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 10 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

### EXPECTED LEARNING OUTCOMES

Develop the ability to create and identify CLDs by analyzing real-life behaviors and experiences, with a focus on self-balancing and self-reinforcing loops.

### STEP

### DESCRIPTION

1. Choose Feedback Loop Examples

Pick two examples from your list, one for a negative feedback loop and one for a positive feedback loop, related to Emotional Intelligence.

2. Develop CLDs with Feedback Loops

Create CLDs illustrating both the negative and positive feedback loops using your chosen examples.

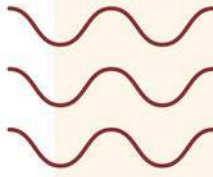
3. Verify the Accuracy

Ensure both diagrams are accurate and clearly connected to Emotional Intelligence.



# *Time to Self*

**Keep your notes here**



## ACTIVITY 3

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## System Mapping

Time required: 10 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

Learn to create a Causal Loop Diagram (CLD) for an everyday system and apply SEL skills to map out relevant interactions effectively.

### STEP

### DESCRIPTION

1. Recall and Reflect

Reflect on a system from your everyday life that you identified in previous exercises.

2. Create your CLD

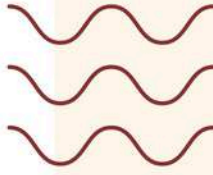
Use this system to create a Causal Loop Diagram (CLD) that illustrates its dynamics. Ensure that the CLD adheres to all the rules and guidelines established in the lesson.

3. Map a Simple SEL Interaction

If you are unable to recall the system you previously identified or have not yet chosen one, consider mapping out a simple interaction related to a skill from the SEL framework.

# Time to Self

Keep your notes here



# Understanding how Behavior-over-time graphs can support systems understanding

## Workbook Activities

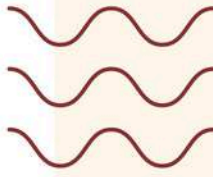
ACTIVITY 1	CLD to BoT: Quantify and Visualize
SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)	Time required: 10 mins Resources: a sheet of paper and a pen
EXPECTED LEARNING OUTCOMES	Develop the ability to translate CLDs into BoT graphs by quantifying variables, enhancing your skills in visualizing and analyzing system dynamics.

STEP	DESCRIPTION
1. Convert CLD to Behavior over Time (BoT) Graph	First, select one of the CLDs you have previously created, whether it is simple or complex. Next, convert this CLD into a Behavior over Time (BoT) graph.
2. Quantify Variables	To complete this task, you will likely need to quantify the variables used in your CLD. If you need assistance with quantifying variables, refer to the relevant sections of previous lessons for a refresher.



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

### EXPECTED LEARNING OUTCOMES

## Self-Reflection

Time required: 10 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

Learn to track and visualize the fluctuations of an emotion throughout the day using a BoT graph. This exercise will enhance your ability to analyze how daily activities impact your emotional states and encourage deeper self-reflection.

### STEP

### DESCRIPTION

#### First Question

Choose an emotion or feeling you want to track, such as happiness, sadness, or energy. Over the course of a day, monitor and record how this emotion changes.

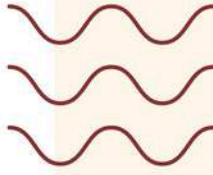
#### Second Question

Create a Behavior Over Time (BoT) graph to visually map out the fluctuations in the emotion you tracked.



# Time to Self

Keep your notes here



# Describing Systems through stock and flow diagrams and understanding how structure influences behavior

## Workbook Activities

### ACTIVITY 1

**SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)**

**EXPECTED LEARNING OUTCOMES**

### Building Familiarity with Key Components

Time required: 10 mins

Resources: a sheet of paper and a pen

Become familiar with the basics of Stock and Flow modeling and how these elements interact to graph behavior.

### STEP

### DESCRIPTION

1. Select a Simple System

Choose a basic system to model, such as savings or plant growth.

2. Create the Diagram

Include a Stock, Flows, Auxiliary Variables, and Informative Links to represent the system's behavior.

3. Connect Components

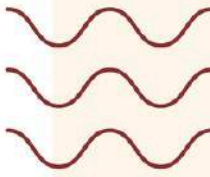
Draw the Stock and Flow diagram, ensuring all elements are linked and clearly illustrate the system dynamics.

?



# *Time to Self*

**Keep your notes here**



## ACTIVITY 2

## Transforming Emotional Intelligence Models

### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 10 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

### EXPECTED LEARNING OUTCOMES

Learn how to convert a CLD into a Stock and Flow diagram, enhancing your understanding of system dynamics modeling.

### STEP

### DESCRIPTION

1. Convert Elements

Identify stocks (e.g., “Emotional Awareness”) and flows (e.g., “Practice”) from the CLD and represent them as boxes and arrows in the new diagram.

2. Map Relationships

Draw arrows to show how flows influence stocks, including feedback loops where applicable.

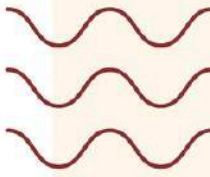
3. Review

Check the diagram for accuracy and completeness, ensuring it reflects the dynamics of Emotional Intelligence.



# *Time to Self*

**Keep your notes here**



### ACTIVITY 3

### Mapping a System from CLD to Stock and Flow Model

#### SPACE AND TECHNICAL REQUIREMENTS (MATERIALS, TIME, ETC..)

Time required: 10 mins  
Space needed: you could use a table or sit on the ground  
Resources: a sheet of paper and a pen

#### EXPECTED LEARNING OUTCOMES

Learn how to convert a CLD into a Stock and Flow diagram, enhancing your understanding of system dynamics modeling.

#### STEP

#### DESCRIPTION

1. Convert Elements

Select a more complicated system you have identified (and possibly mapped out with a CLD) and transform it into a Stock and Flow model.

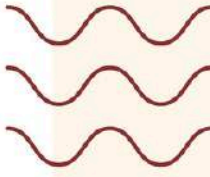
2. Map Relationships

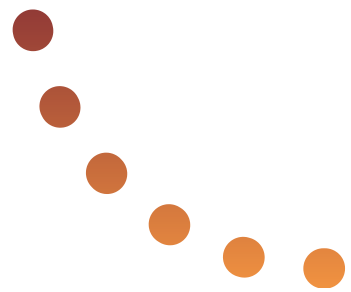
If possible, try to include feedback loops into the model, and make use of all the skills you have learned till now.



# *Time to Self*

**Keep your notes here**





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