

Teaching Activities: An Introduction

Emotional intelligence is the ability to recognize emotions, understand their functions and ultimately, manage and use them for personal effectiveness. Like any other ability, emotional intelligence can be developed through practice. The ability to understand one's emotions, and manage them in a healthy manner is related to positive physical and psychological outcomes. There are four 'subskills' of Emotional Intelligence:









- (1) Understanding Own Emotions
- (2) Managing Own Emotions
- (3) Understanding/Perceiving Others' Emotions
- (4) Using Emotions/Managing Others' Emotions

Using the Activities

Emotional intelligence constitutes an important element of social-emotional education and an ability that can be developed in formal learning environments. Helping learners see the relevance and influence of emotions in their everyday lives and equipping them with the ability to manage their emotions can in the long-term, build emotional intelligence ability. This series of activities presents 30 science-inspired activities that are designed to help you (and your students) better understand and manage emotions.

These activities can be used in most classroom or lecture settings and applicable to individuals aged 18 and above. Most activities are, however, applicable to participants of all ages, and assumes no prior knowledge emotional intelligence. You may find, however, that some of the activities (i.e. those related to cooperation/conflict and work significance) to be more applicable to more mature participants.

All activities and handouts are based on research and findings from emotions science. Each activity comes with instructor notes, target learning outcomes, guidelines for preparation time and the source article on which each activity/exercise is based on. All handouts are free to use for non-commercial purposes and may be reproduced for sharing with students. The following are icons used in this series of handouts:

	Objective: States the objective of the activity.
	Time Requirements: An estimate of how much time the activity will take, divided into preparation and activity times.
	Items: A list of items and/or equipment necessary to conduct the activity.
	Learning Outcomes: States what students can attain at the end of the activity. The learning outcome is mapped to one or more of the four emotional intelligence subskills (1 – Understanding Own Emotions, 2 – Managing Own Emotions, 3 – understanding others' emotions and 4 – managing others' emotions/use of emotions)
	Key Learning Point: A short, one-sentence summary of the activity's learning point.
	Reflection Questions: Optional reflection questions to facilitate learning from self-reflection and personal experiences/insights from the activity.
	Further Reading and References: References to journal articles or books related to the activity, along with the scientific article on which each activity is based on.
	Note: Reminders and other miscellaneous helpful tips relating to the activity.

All activities are also denoted by the number of *, which denote the extent of participant self-disclosure needed. Self-disclosure refers to the extent to which students need to share, or divulge personal information about themselves:

*	Minimal or no self-disclosure, mostly self-reflective.
**	Some self-disclosure, though may be optional.
***	Moderate self-disclosure, some sharing required.
****	Moderate-high self-disclosure, requires participants to share some details with others.
*****	High self-disclosure, requires students to share personal details with others.

Finally, all activities are also grouped as either **Basic**, **Intermediate** or **Advanced**. Basic activities assume no prior knowledge about emotional intelligence. Intermediate activities are best suited for students who have already participated in some of the Basic activities. Advanced activities usually require some intermediate understanding about emotions and emotional intelligence and should be used in addition to some Basic or Intermediate exercises.

Most of the activities take less than 30 minutes to conduct, and many require students to engage in considerable self-reflection. Emotional intelligence ability centers around self-awareness – hence the emphasis of the first subskill, Understanding Own Emotions. You can, however, be creative and combine activities! The activities are designed so that you can mix-and-match them, making the sessions about emotions and emotional intelligence as fun and engaging as possible. For example, you may want to combine an activity on matching emotions with their functions (Emotions and their Functions) with an activity on interpersonal interaction (Relating with Empathy) to get students to think about how emotions are relevant and important when interacting with others.