

Lesson plan in emotional intelligence

[Technology](#), [Artificial Intelligence](#)



What everyone needs to know. 4. Personal competence . Materials: Hand-outs, LCD Projector and Laptop c. References: I. Books/ Journals: none I'. Online resources: [http://www. Psychologically. Com](http://www.Psychologically.Com), [http://en. Wakefield. Org/wick' Emotional_luminescent psychology. About. Com/odd/oversimplifications/a/ emotionality. HTML](http://en.Wakefield.Org/wick'Emotional_luminescentpsychology.About.Com/odd/oversimplifications/a/emotionality.HTML) III. Procedures: a. Strategies/ Techniques: Lesson / Discussion b. Pre-activity: I. Prayer 1 . The teacher calls a student to lead the prayer. Lie. Classroom Management: The student will clean their clutters. One student will clean the board.

The teacher will greet the students. The teacher will check the attendance and mark down on her note. The teacher will star the lesson by asking questions. C. Motivation: I. Title: Word of the Day; " All learning has an Emotional Base" II. Materials: Visual Aids Procedures for implementation: 1 . The teacher states the word of the day. 2. The teacher calls a student to ask what his/her point of view about the saying. 3. Students give their point of view. 4. The teacher explains her point of view and relate to the topic. D. Lesson Proper: " All learning has an emotional base. Plato The ability to express and control our own emotions is important, but so is our ability o understand, interpret, and respond to the emotions of others. Imagine a world where you couldn't understand when a friend was feeling sad or when a co-worker was angry. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than 'Q. Learn more about exactly what emotional intelligence is, how it works, and how it is measured. What is Emotional Intelligence? Emotional intelligence (E') refers to the ability to perceive, control and evaluate emotions.

Some researchers suggest that emotional intelligence can be learned and threatened, while others claim it is an inborn characteristic. Since 1990, Peter Salvoes and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article " Emotional Intelligence," they defined emotional intelligence as, " the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990).

The Four Branches of Emotional Intelligence Salvoes and Mayer proposed a model that identified four different factors of motional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions. 1. Perceiving Emotions: The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions. 2. Reasoning with Emotions: The next step involves using emotions to promote thinking and cognitive activity.

Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention. 3. Understanding Emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could

be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife. 4.

Managing Emotions: The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspects of emotional management. According to Salvoes and Mayer, the four branches of their psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion" (1997). What everyone needs to know.

Emotional Intelligence Is the Other Kind of Smart. When emotional intelligence first appeared to the masses in 1995, it served as the kissing link in a peculiar finding: people with average IQs outperform those with the highest IQs 70% of the time. This anomaly threw a massive wrench into what many people had always assumed was the sole source of success-? IQ. Decades of research now point to emotional intelligence as the critical factor that sets star performers apart from the rest of the pack. Emotional intelligence is the "something" in each of us that is a bit intangible.

It affects how we manage behavior, navigate social complexities, and make personal decisions that achieve positive results. Emotional intelligence is made up of four core skills that pair up fewer than two primary competencies: personal competence and social competence. Personal competence is made up of your self-awareness and self-management skills, which focus more on you individually than on your interactions with other

people. Personal competence is your ability to stay aware of your emotions and manage your behavior and tendencies. Self-Awareness is your ability to accurately perceive your emotions and stay aware of them as they happen. ; Self- Management is your ability to use awareness of your emotions to stay flexible and costively direct your behavior. Social competence is made up of your social awareness and relationship management skills; social competence is your ability to understand other people's moods, behavior, and motives in order to improve the quality of your relationships. ; Social Awareness is your ability to accurately pick up on emotions in other people and understand what is really going on. Relationship Management is your ability to use awareness of your emotions and the others' emotions to manage interactions successfully. Emotional Intelligence, 'Q, and Personality Are Different. Emotional intelligence taps into a fundamental element of human behavior that is distinct from your intellect. There is no known connection between IQ and emotional intelligence; you simply can't predict emotional intelligence based on how smart someone is. Intelligence is your ability to learn, and it's the same at age 15 as it is at age 50.

Emotional intelligence, on the other hand, is a flexible set of skills that can be acquired and improved with practice. Although some people are naturally more emotionally intelligent than others, you can develop high emotional intelligence even if you aren't born with it. Personality is the final piece of the puzzle. It's the preferences, such as the inclination toward introversion or extroversion. However, like 'Q, personality can't be used to predict emotional intelligence. Also like 'Q, personality is stable over a lifetime and doesn't change. Q, emotional intelligence, and personality each cover unique ground

and help to explain what makes a person tick. Emotional Intelligence Is Linked to Performance. How much of an impact does emotional intelligence have on your professional success? The short answer is: a lot! It's a powerful way to focus your energy in one direction with a tremendous result. Talent Smart tested emotional intelligence alongside 33 other important workplace skills, and found that emotional intelligence is the strongest predictor of performance, explaining a full 58% of success in all types of Jobs.

Your emotional intelligence is the foundation for a host of critical skills-? it impacts most everything you say and do each day. Emotional intelligence is the single biggest predictor of performance in the workplace and the strongest driver of leadership and personal excellence. Of all the people we've studied at work, we've found that 90% of top performers are also high in emotional intelligence. On the flip side, just 20% of bottom performers are high in emotional intelligence. You can be a top performer without emotional intelligence, but the chances are slim.

Naturally, people with a high degree of emotional intelligence make more money-? an average of \$29, 000 more per year than people with a low degree of emotional intelligence. The link between emotional intelligence and earnings is so direct that every point increase in emotional intelligence adds \$1 , 300 to an annual salary. These findings hold true for people in all industries, at all levels, in every region of the world. We haven't yet been able to find a Job in which performance and pay aren't tied closely to emotional intelligence.

Emotional Intelligence Can Be Developed. The communication between your emotional and rational "brains" is the physical source of emotional intelligence. The pathway for emotional intelligence starts in the brain, at the spinal cord. Your primary senses enter here and must travel to the front of your brain before you can think rationally about your experience. However, first they travel through the limbic system, the place where emotions are generated. So, we have an emotional reaction to events before our rational mind is able to engage.

Emotional intelligence requires effective communication between the rational and emotional centers of the brain. "Plasticity" is the term neurologists use to describe the brain's ability to change. Your brain grows new connections as you learn new skills. The change is gradual, as your brain cells develop new connections to speed the efficiency of new skills acquired. E. Generalization The student learns that Emotional Intelligence? Emotions 2. Reasoning with Emotions 3. Understanding Emotions 4. Managing Emotions 1. Emotional Intelligence Is the Other Kind of Smart.

Personal competence is made up of your self-awareness and self-management skills, which focus more on you individually than on your interactions with other people. Personal competence is your ability to stay aware of your emotions and manage your behavior and tendencies. Self-Awareness is your ability to accurately perceive your emotions and stay aware of them as they happen. Self-Management is your ability to use awareness of your emotions to stay flexible and positively direct your behavior. Moods, behavior, and motives in order to improve the quality of

your relationships. ND understand what is really going on. Relationship Management is your ability to successfully. 2. Emotional Intelligence, 'Q, and Personality Are Different. 3. Emotional Intelligence Is Linked to Performance. 4. Emotional Intelligence Can Be Developed. " Plasticity' is the term neurologists use to describe the brain's ability to change. IV. Evaluation: a. Identification Direction: Following are phrase definitions of terms. Opposite each number, write the term defined. 1 . It is how neurologists use to describe the brain's ability to change. 2.

Regulating emotions, responding appropriately and responding to the 3. It is your ability to accurately perceive your emotions and stay aware of them as they happen. 4. This might involve understanding nonverbal signals such as body language and facial expressions. 5. . Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention. B. Multiple Choice Direction: Write the correct answer on the space provided in each number. 1. If your boss is acting angry, it might mean that he is dissatisfied with your work.

On what four branches of Emotional Intelligence does this example rely? A. Perceiving Emotions b. Understanding Emotions c. Managing Emotions d. Reasoning Emotions 2. They defined emotional intelligence as, " the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990), who are they? A. Dry. Travis Bearberry and Jean Greaves b. Peter Salvoes and John D. Mayer c. Plato and Aristotle d. Aristotle and Socrates 3.

It is your ability to accurately perceive your emotions and stay aware of them as they happen. A. Self-Awareness b. Social Awareness c. Social Competence d. Relationship management 4. It is your ability to use awareness of your emotions to stay flexible and positively direct your behavior. A. Self-Awareness understand what is really going on. A. Self-Awareness 6. It is your ability to use awareness of your emotions and the others' emotions to manage interactions successfully. . Self-Awareness 7. It is how neurologists use to describe the brains ability to change. . Brains c. Plasticity b. Moody d. Neuronal 8. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention. A. Reasoning with emotions b. Understanding with emotions c. Perceiving with emotions d. Managing with emotions 9. This might involve understanding nonverbal signals such as body language and facial expressions. A. Reasoning with emotions 10. Regulating emotions, responding appropriately and responding to the motions of others are all important aspect of emotional management. A.

Reasoning with emotions 1 1 . According to Salvoes and Mayer, the four branches of their model are, " arranged from? A. More basic psychological processes to higher, more psychologically integrated processes b. Psychological processes to psychologically integrated processes c. More basic psychologically integrated processes to higher, more psychological process d. None of the above 12. " Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage our behavior and relationships. Who said this? A. Dry. Travis Bearberry and Jean Greaves 13. He said that " All

Learning has Emotional Base". A. Plato b. Aristotle c. Socrates d. Peter Salvoes intelligence. A. Dry. Travis Bearberry and Jean Greaves 15. The four branches of Emotional Intelligence are? A. Perceiving, Reasoning, Understanding and Managing Emotions b. Plasticity, Perceiving, Participating and Self-Awareness c. Self-Awareness, Self-Management, Social Awareness, Relationship Management d. Plasticity, Perceiving, Social Awareness and Relationship Management c. Essay Directions:

Listed below, are some information on how to grade your essay and a few suggestions which will help you do your best on the essay. You will have sixty minutes to write an essay on each topic. Organization of your essay is important. (2 points on each features), the passing essay will have: a central idea that is directly related to the assigned topic; have a clear organizational plan; and avoid frequent or serious errors in grammar; word choice; And sentence structure. V. Assignment: The teacher instruct the student to study their next lesson about Assessing your Emotional Intelligence.