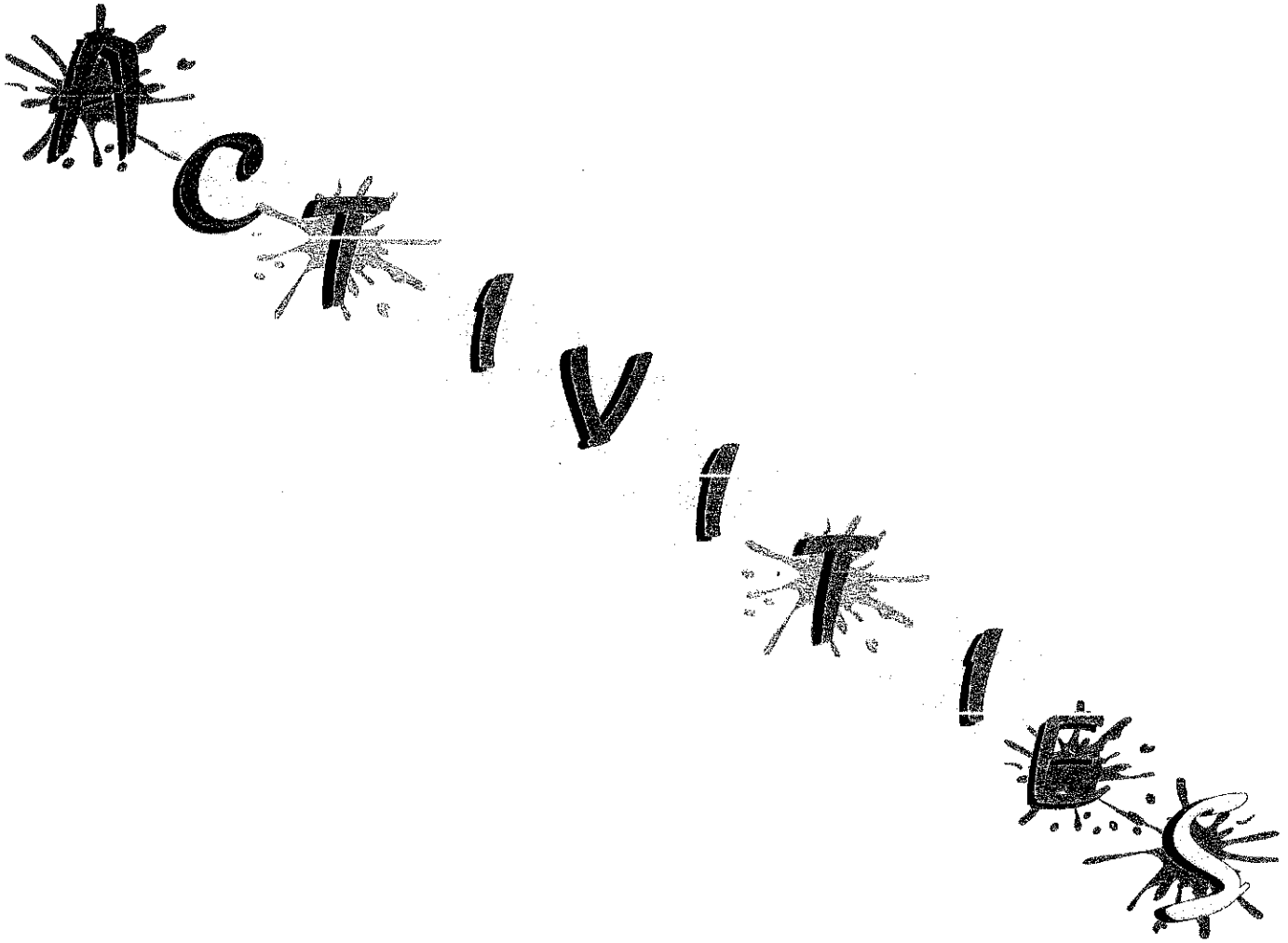


Emotional Intelligence



for teens
ages 13-18

Emotional Intelligence Activities

Ages 13-19

InTRApersonal Scale

Self Regard	<i>Lay It On The Line</i> <i>Name Game</i>
Emotional Self-Awareness	<i>Today I Feel</i> <i>I Am</i>
Assertiveness	<i>Am I Assertive?</i> <i>Get A Grip On Anger</i>
Independence	<i>Setting Goals</i> <i>To Do List</i>
Self-Actualization	<i>Teen Spotlight</i> <i>Confidence Exam</i>

InTERpersonal Scale

Empathy	<i>Dear Responsible Friend</i> <i>High Five</i>
Social Responsibility	<i>Focus Group</i> <i>Overcoming Problems</i>
Interpersonal Relationship	<i>Fishing For Compliments</i> <i>If I Had A Million Dollars</i>

Adaptability Scale

Reality Testing	<i>Things Are Not Always as They Seem</i> <i>Understanding Emotions</i>
Flexibility	<i>Responsibility Journal</i> <i>But We Always Do It This Way</i>
Problem Solving	<i>Möbius Strip</i> <i>How I See It!</i>

Stress Management

Stress Tolerance	<i>Take A Look At This</i> <i>Stress Journal</i>
Impulse Control	<i>Don't Lose Your Cool</i> <i>Emotional Squares</i>

General Mood Scale

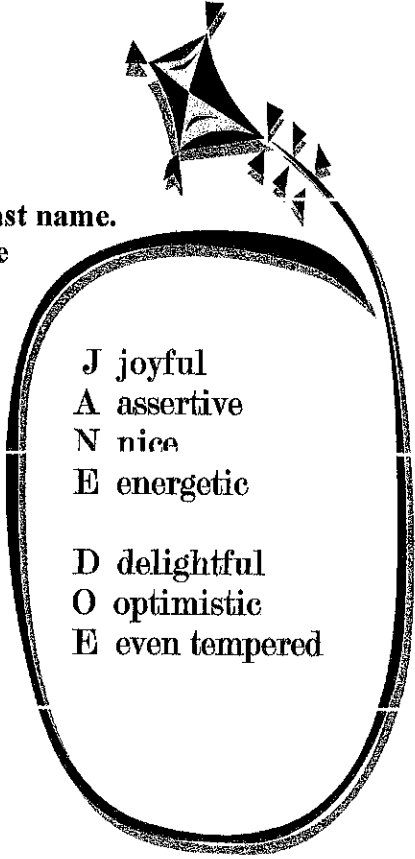
Optimism	<i>It's All In Your Head</i> <i>Extra, Extra, Read All About It</i>
Happiness	<i>HaHa</i> <i>The Best Day Of My Life</i>

Name Game

In the one of the blank shapes below, vertically, write your first and last name. Using the letters of your name, create words that express your positive traits. (Refer to the example given.)

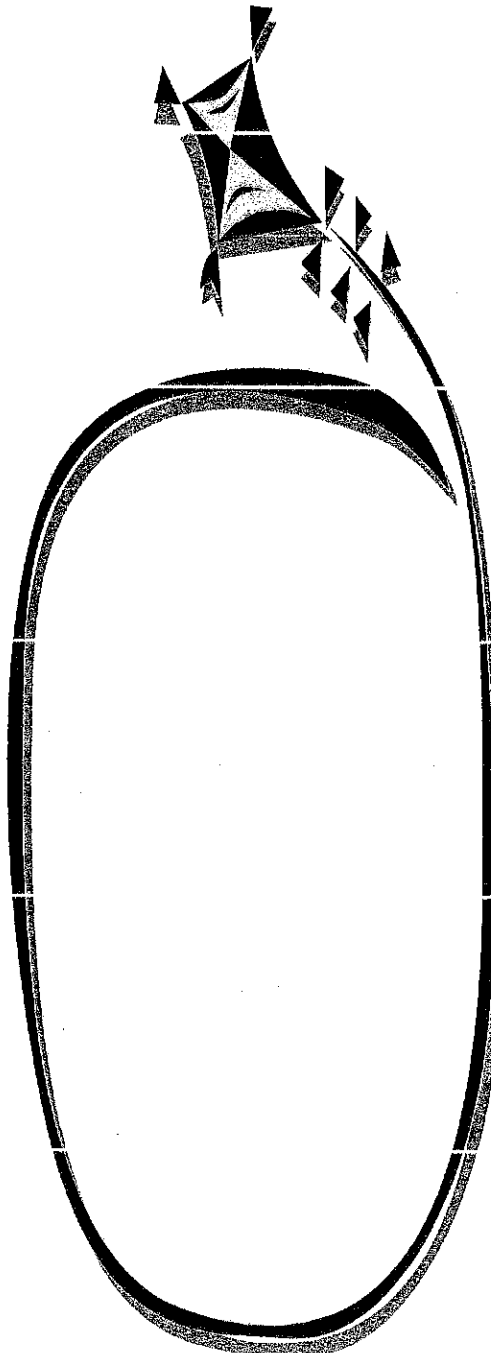
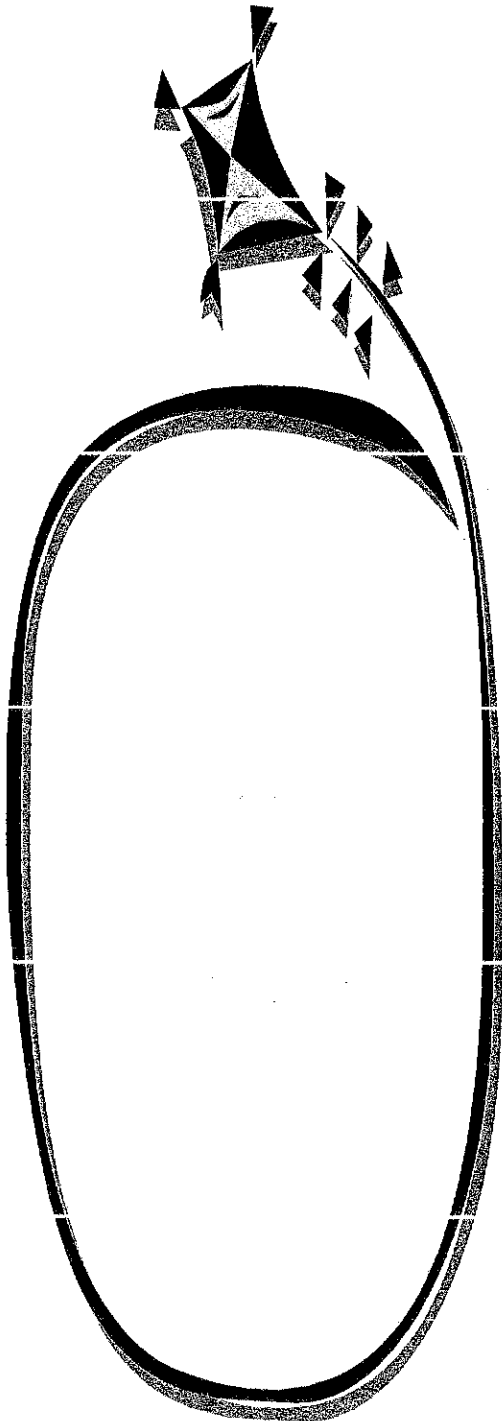
Use the remaining shape to write the first and last name of someone who has influenced your life. Using the letters of their name, create words that express why they have influenced you.

Example:



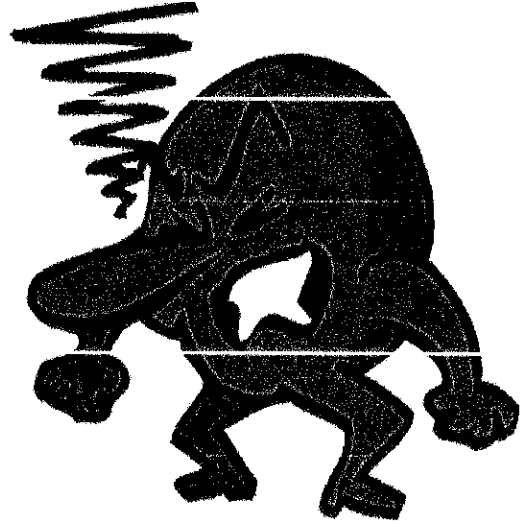
J joyful
A assertive
N nice
E energetic

D delightful
O optimistic
E even tempered



Get a Grip on Anger

Sometimes people use anger to get their way. Being assertive doesn't mean getting your way; it means that you can express your wishes and beliefs in a positive non-destructive way. Some examples of how people deal with anger are listed below. Brainstorm some ways that are used to deal with anger. Include both good and bad methods. When you have finished with a list, go back and place an asterisk (*) in the boxes of the methods that are healthy ways to deal with anger.



**It really isn't
"My Way or Else!"**

- Throw things
- Scream
- Count to 10
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

- _____
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- _____
- _____
- _____

To Do List

On the form below list all of your assignments, after school activities, practices, community events, appointments, etc. Use the "to do list" as a guide to assist you in managing your time wisely. Include as much information as possible for each event. Draw a line through each item as you finish it.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

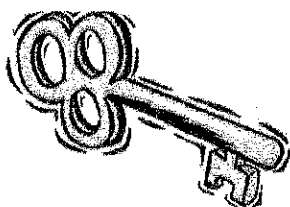


CONFIDENCE EXAM

SETTING AND ACHIEVING GOALS BUILDS SELF-ACTUALIZATION. THIS HELPS DEVELOP GOOD SELF-CONFIDENCE. PREPARE FOR THIS SELF-CONFIDENCE EXAM BY TAKING A CLOSE LOOK AT YOURSELF. READ EACH STATEMENT THEN CIRCLE THE NUMBER THAT INDICATES WHERE YOU THINK YOU BEST FIT. TOTAL THE CIRCLED NUMBERS AND CHECK YOUR RESULTS IN THE KEY BELOW.

	NEVER	OCCASIONALLY			USUALLY
1. BASICALLY, I AM SATISFIED WITH MYSELF.	1	2	3	4	5
2. I AM HAPPY WITH THE WAY I LOOK.	1	2	3	4	5
3. I AM PLEASED WITH MY RELATIONSHIPS.	1	2	3	4	5
4. I CAN ACCEPT CRITICISM WITHOUT GETTING UPSET.	1	2	3	4	5
5. I KEEP TRYING WHEN THINGS DON'T GO MY WAY.	1	2	3	4	5
6. I AM GLAD FOR OTHERS WHEN GOOD THINGS HAPPEN.	1	2	3	4	5
7. I AM WILLING TO SEEK HELP IF I NEED IT.	1	2	3	4	5
8. I ENJOY THE CHALLENGE OF TRYING NEW THINGS.	1	2	3	4	5
9. I FEEL COMFORTABLE MEETING NEW PEOPLE.	1	2	3	4	5
10. I SET GOALS AND EXPECTATIONS FOR MYSELF.	1	2	3	4	5

TOTAL SCORE _____



KEY

TOTAL SCORE

41- 50 YOUR SELF-CONFIDENCE IS GREAT!

31- 40 YOU ARE MOSTLY SATISFIED WITH YOURSELF.

21- 30 YOUR SELF-CONFIDENCE IS LACKING.

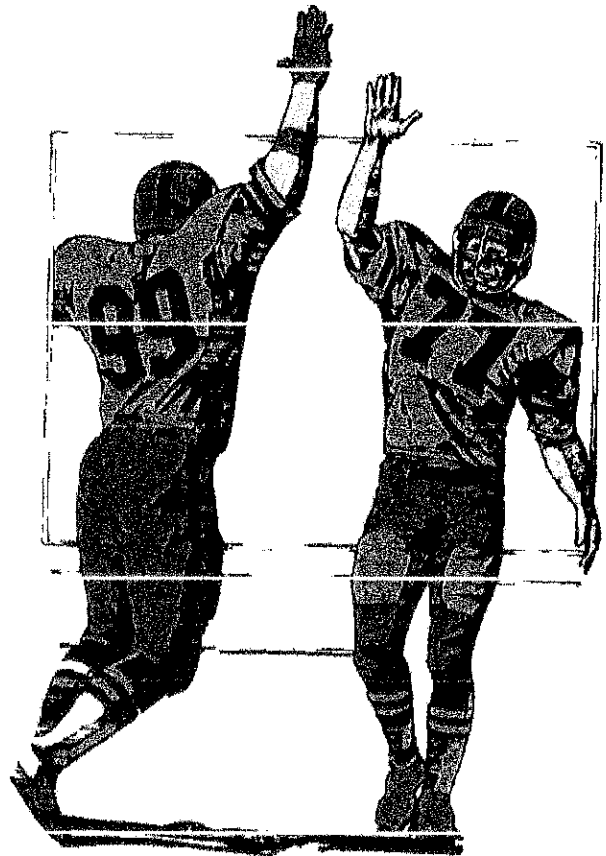
10- 20 YOU NEED TO WORK ON YOUR SELF-CONFIDENCE.

DO YOU HAVE THE CONFIDENCE THAT YOU DESIRE? IF SO, GOOD FOR YOU! IF NOT, MAKE SOME CHANGES AND KEEP TRYING!

High Five (Group Activity)

Building self-esteem in yourself and others is an easy task when giving and receiving compliments.

You will need a large sheet of colored construction paper taped to the back of each person and a colored marker or crayon.



Each person will move around the room and write at least one positive comment on every other person's paper. Comments should draw attention to that person's strengths.

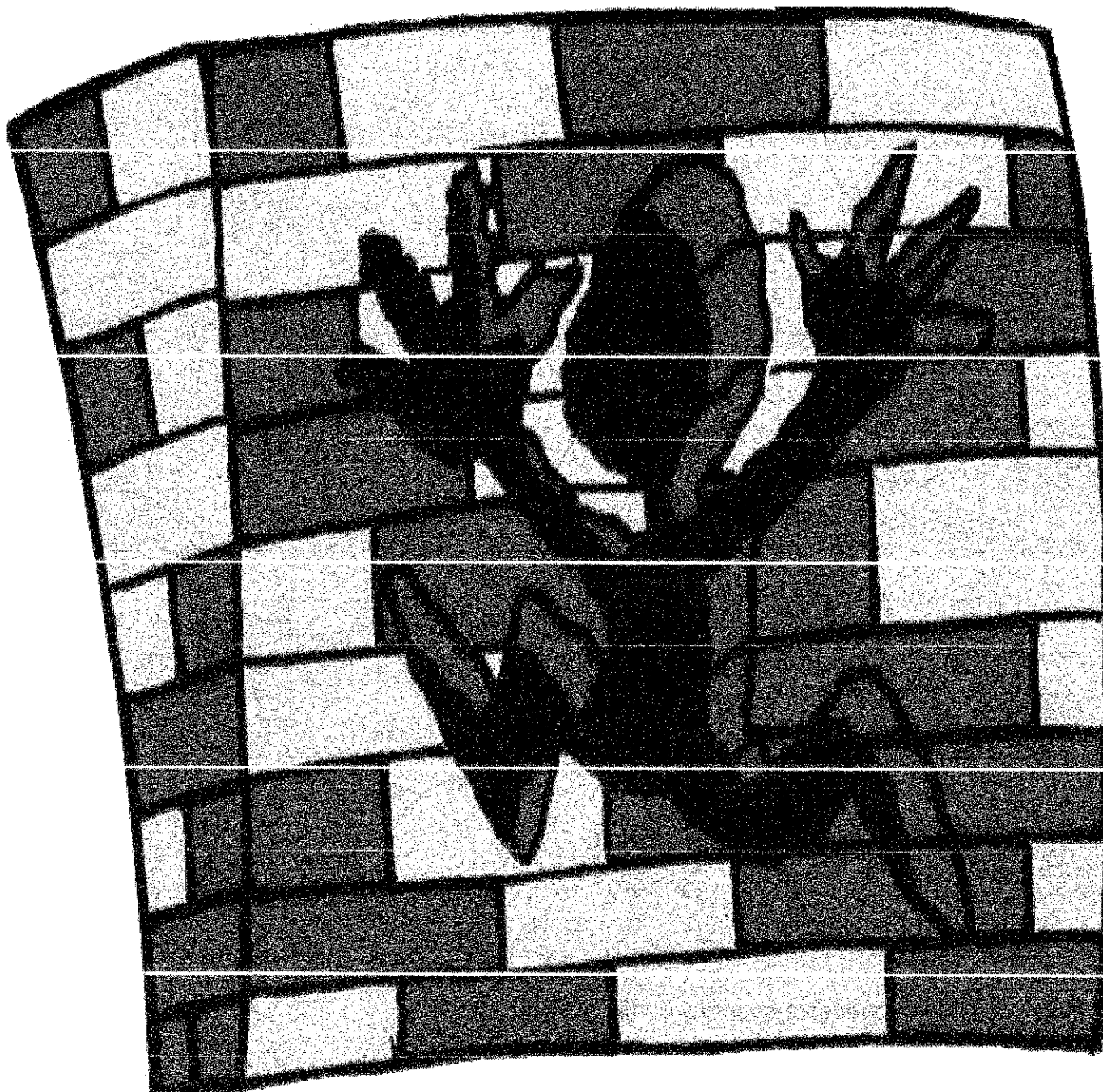
When finished, ask each person to remove the paper and read what others have said about him or her.

Open discussion should follow based on the comments shared.

Overcoming Problems

"Breakthrough not Breakdown"

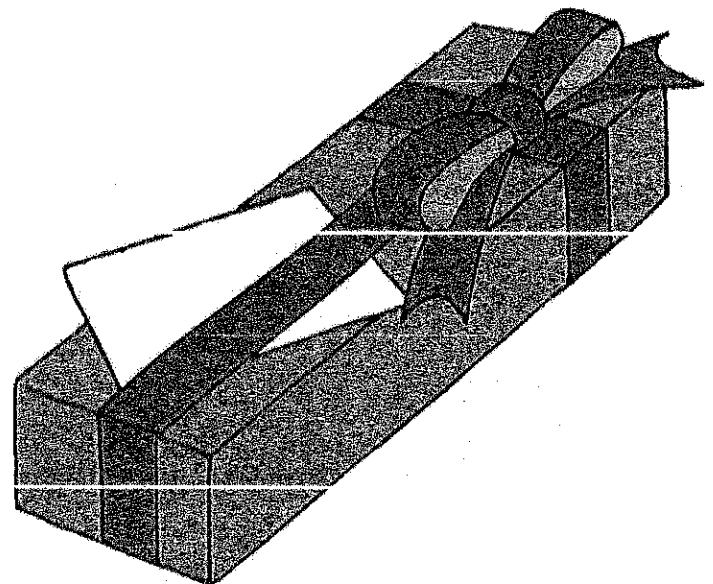
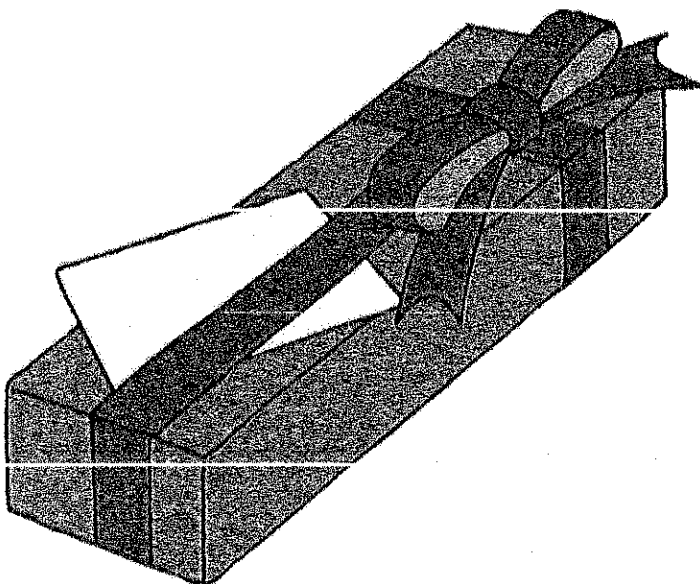
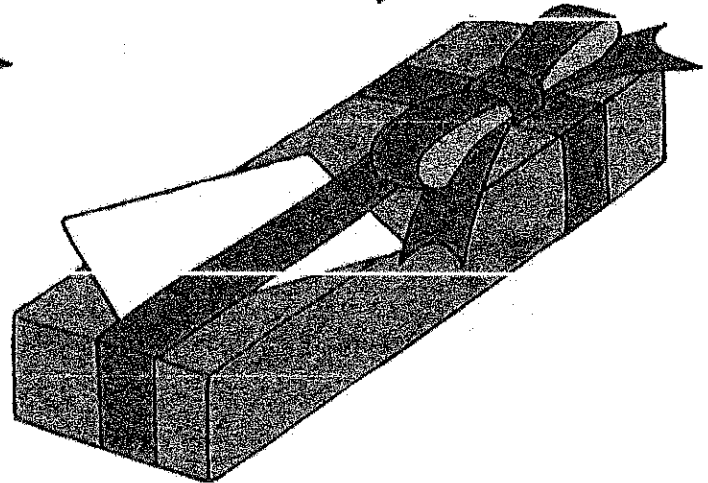
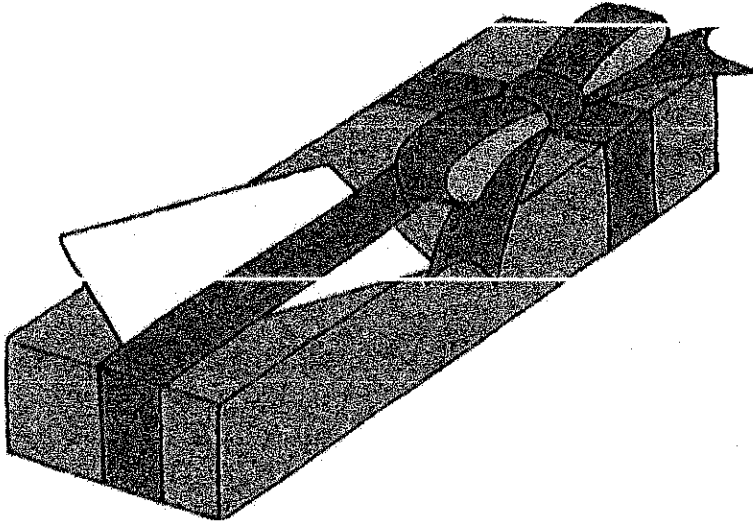
Problems often seem hard to solve. For some it's like facing a brick wall. Knocking down the barriers and pushing through the brick wall is a remarkable feat. Without taking the problem on yourself, whom would you help and what problems would you help them solve? On each brick below write the name of the person you would like to help, and the problem you would like to help them remove.



If I Had a Million Dollars!

WAIT A MINUTE! MONEY ISN'T EVERYTHING!

On each gift tag below, write the name of a person you would like to give a gift. Around each gift box, write the gift that you would like to give that person. The gift should be something that will help develop a real friendship, like a smile or an encouraging word. Now, think of other gifts you can give to anyone at anytime.



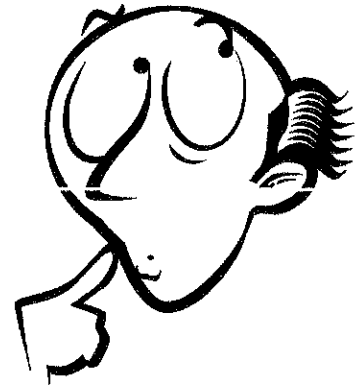
Understanding Emotions

Understanding emotional competence will help you know yourself and learn ways to fine-tune your relationship skills.

Using the definitions listed on the right side of the page, place the letter of the correct definition on the space for each Emotional Intelligence Competency term listed. There is only one correct choice for each term.

1. _____ Stress Tolerance
 2. _____ Independence
 3. _____ Empathy
 4. _____ Self-Regard
 5. _____ Optimism
 6. _____ Impulse Control
 7. _____ Problem Solving
 8. _____ Social Responsibility
 9. _____ Assertiveness
 10. _____ Flexibility
 11. _____ Interpersonal Relationship
 12. _____ Emotional Self-Awareness
 13. _____ Happiness
 14. _____ Reality Testing
 15. _____ Self-Actualization
- a. I am a responsible, cooperative and contributing member of society. I am socially conscious and concerned about others.
 - b. I am able to resist or delay an impulse, drive or temptation when I choose.
 - c. I am able to achieve my potential and get involved in things that lead to an interesting, exciting and meaningful life.
 - d. I understand, accept and respect myself.
 - e. I am sensitive to what, how and why people feel and think the way they do. I care about others and show interest and concern for them.
 - f. I am self-reliant and autonomous in my thoughts and actions.
 - g. I am able to look at the brighter side of life and maintain a positive attitude even when times are tough.
 - h. I am able to identify problems as well as generate and implement solutions.
 - i. I know what I feel and why I feel the way I do.
 - j. I am able to establish and maintain mutually satisfying relationships. I am comfortable giving and receiving affection.
 - k. I am able to withstand stressful situations without falling apart by actively and positively coping with stress.
 - l. I feel good and at ease in school, work and leisure situations. I am able to relax and enjoy my life.
 - m. I am able to adjust my feelings, thoughts and behaviors to changing situations and conditions. I am open to different ideas and ways of doing things.
 - n. I am able to tune into the immediate situation and can see things objectively; the way they are, rather than how I wish or fear them to be.
 - o. I am able to express my thoughts and feelings and can ask for what I need. I can defend my rights in a constructive manner.

Responsibility Journal



What does personal responsibility mean to you?

Being flexible means we can change in order to become more responsible.

Think about some responsible things that you did during the last week.

Write down things you said or did that were responsible. Also, write down things you said or did that you realize were not responsible. Based on your honest answers now, examine your not responsible list. Complete the "what I have learned" section.

Responsible:

ACTION	CONSEQUENCE

Not Responsible:

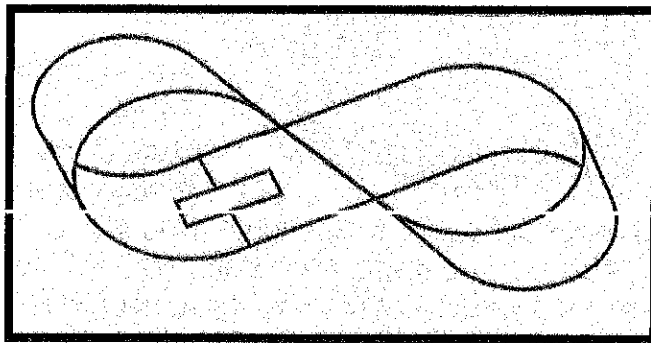
ACTION	CONSEQUENCE

What I have learned...

Thought Questions:

1. Which do I have more of, actions which are responsible or actions which are not responsible?
2. What surprised me?
3. How do I feel about my not responsible actions?
4. What steps will I take to improve?

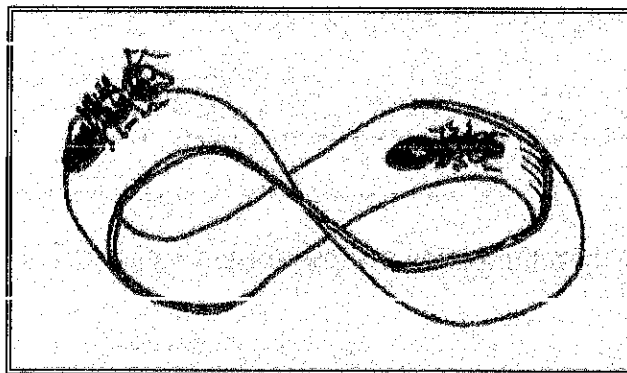
Möbius Strip



Problem solving can be fun! Here is one of the strangest loops you will ever see. It's called a Möbius strip in honor of the German mathematician who first investigated its properties. To build a Möbius strip, you need a strip of paper about one inch wide and ten inches long. Coil the paper into a simple loop. Then put a single twist in the loop before securing the ends together with a piece of tape. Use a marker to color one side of the strip red and the other side blue. You will soon discover that this loop has only one side!

Now, for some problem solving fun!

If we place two ants side by side on a Möbius strip and start them off in opposite directions, will they pass each other? If so, at what point? (Answer: Below)



Answer:

No, they will never pass each other. One ant will be walking on the top side of the strip, while the other will be on the bottom side.

Take A Look At This

Take a look at the warning signs of stress listed below. Check EACH of the warning signs that apply to you. When you are finished checking your warning signs, discuss your list with someone you can trust. Are there any similarities? How much stress do you think you are currently under? Discuss ways that you can eliminate some of the stress that could start to cause you physical or emotional or behavioral difficulties.



Physical

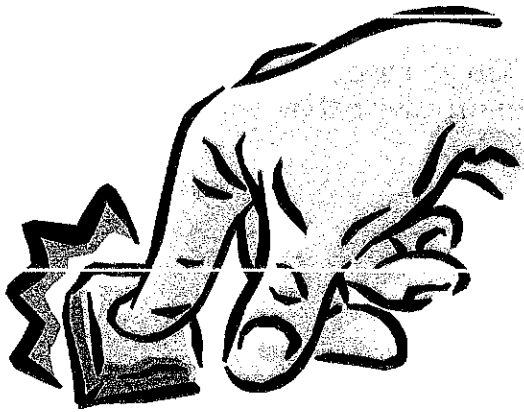
- headaches
- stomach aches
- dizziness
- back pain
- neck stiffness
- ulcer sores on mouth
- jaw pains
- weight loss
- weight gain
- twitches (eyelids, face)
- weakness
- nausea
- indigestion
- excessive sleeping
- overeating
- loss of appetite
- inability to sleep
- skin problems
- constant fatigue
- cold hands or feet
- excessive sweating
- chest pains
- high blood pressure
- rapid or difficult breathing

Emotional

- mood changes
- lack of concentration
- nightmares
- panic attacks
- anxiety
- anger
- irritability
- crying
- thoughts of suicide
- depression
- confusion
- feelings of helplessness
- restlessness
- racing thoughts
- aggressiveness

Behavioral

- smoking
- nail biting
- tapping
- pulling hair
- grinding teeth
- use of alcohol
- use of medication
- compulsive dieting
- hair chewing
- nervous laughter
- pacing
- lateness
- putting things off
- not caring about physical appearance
- compulsive overeating



DON'T LOSE YOUR COOL

We all have certain things, situations, or people that cause us to lose our composure from time to time. Determine what causes YOU to "lose your cool" by completing this activity. When you begin to identify your stressors, you can become skilled at preventing negative consequences. Place an X next to each factor that causes you stress. There are blank spaces provided so you can add your own.

Don't Push the Panic Button!

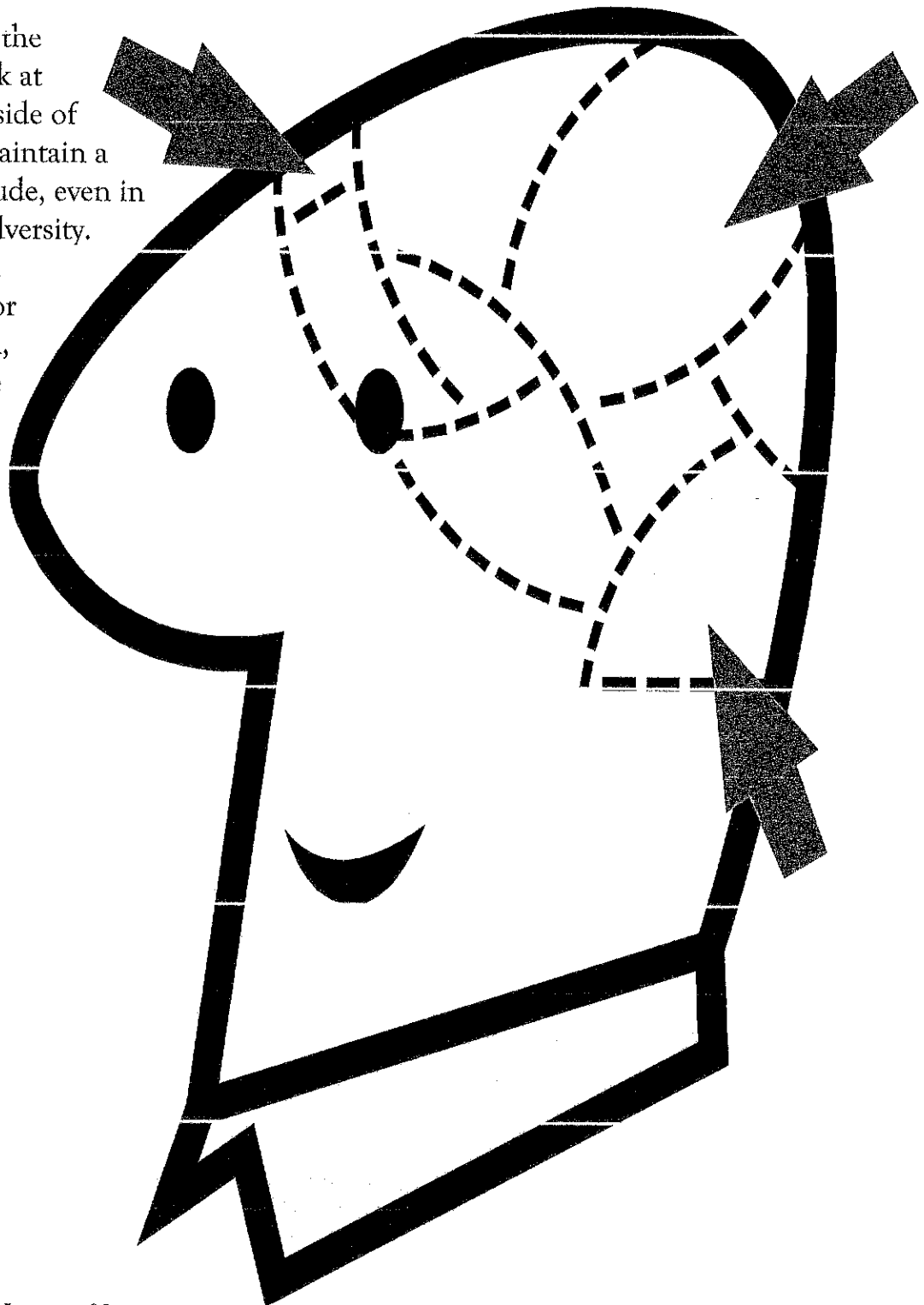
What causes you to "lose your cool"?

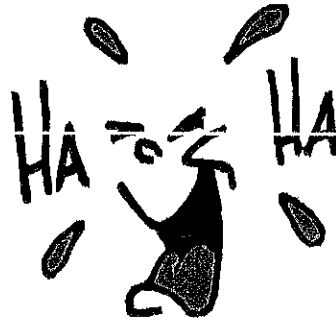
- | | |
|---|--|
| <input type="checkbox"/> being late | <input type="checkbox"/> being cut from a sports team |
| <input type="checkbox"/> too much homework | <input type="checkbox"/> losing something valuable |
| <input type="checkbox"/> speaking in public | <input type="checkbox"/> parents fighting |
| <input type="checkbox"/> babysitting | <input type="checkbox"/> getting detention |
| <input type="checkbox"/> going to the dentist | <input type="checkbox"/> your job |
| <input type="checkbox"/> arguments with friends | <input type="checkbox"/> taking tests |
| <input type="checkbox"/> restrictions at home | <input type="checkbox"/> video games |
| <input type="checkbox"/> chores | <input type="checkbox"/> using a computer |
| <input type="checkbox"/> lack of sleep | <input type="checkbox"/> closed-in spaces |
| <input type="checkbox"/> no date for a dance | <input type="checkbox"/> commercials |
| <input type="checkbox"/> zits | <input type="checkbox"/> interruptions while busy |
| <input type="checkbox"/> physical education class | <input type="checkbox"/> getting an injection |
| <input type="checkbox"/> math class | <input type="checkbox"/> arguments with parents |
| <input type="checkbox"/> English class | <input type="checkbox"/> fight with boyfriend/girlfriend |
| <input type="checkbox"/> other class _____ | <input type="checkbox"/> losing |
| <input type="checkbox"/> cafeteria food | <input type="checkbox"/> careless drivers |
| <input type="checkbox"/> boredom | <input type="checkbox"/> slow drivers |
| <input type="checkbox"/> rude people | <input type="checkbox"/> loud people |
| <input type="checkbox"/> no money | <input type="checkbox"/> baby crying |
| <input type="checkbox"/> no transportation | <input type="checkbox"/> disrespectful children |
| <input type="checkbox"/> playing on a sports team | <input type="checkbox"/> a friend betrays you |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

IT'S ALL IN YOUR HEAD

What does your brain contain? The picture of the head is divided into sections. In each section write or draw what you spend the most time thinking about.

Optimism is the ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity. Next, using a different color pen or pencil, write positive thoughts to fill your brain.





Laughter helps us feel good. So, spending time with people who make you laugh is a good way to relax. Answer the questions below and have a laugh or two!

Who is one of the funniest people you know?

What is something this person said or did that made you laugh?

What is the funniest thing that has ever happened to you? Describe.

What is the funniest thing that has ever happened to your best friend? Describe.

Describe something your favorite comedian did that made you laugh.

Did anything make you laugh today? If so, what?

Draw a cartoon character of yourself as a baby, teenager, and distinguished elder.
Have fun!