

EQ @ Home or School

RETURNING TO LEARNING

DS1.1: Getting to Know You

Big question: What do you think is the secret to happiness?

Philosophers, poets, adults, and children have all pursued the secret to happiness. Is it money? Is it “success”? Is it love? Is it ice cream? Is it unlimited gaming/streaming? What brings an authentic sense of joy and contentment?...

There are many answers to this big question but one consistently stands out above the rest: **meaningful relationships.**

Researchers throughout the decades and world continue to confirm this finding. In a recent study from Germany¹, researchers examined three tracks to happiness:

- a) Social engagement (e.g., time with friends/family, helping others)
- b) Individual goals (e.g., a better job, healthy eating)
- c) No plans (e.g., “Everything is fine as is.”)

People who cited socially engaged goals like making plans with friends or teaching someone a new skill showed higher levels of life satisfaction than people with self-focused or no goals.

So, another big question: How do you have social engagement in a time of “social distancing”?

Good question! And a big challenge for all of us these COVID-19 days.

In another groundbreaking study on happiness and relationships, a Harvard research group tracked 268 men from their childhood



through adulthood. They too confirmed that **relationship quality** surpassed all other variables on the life satisfaction scale (e.g., money, job, social class, intelligence). Director of that study, Dr. George Vaillant, concluded: “There are two pillars of happiness. One is love. The other is finding a way of coping with life that does not push love away.”²

Did you get that?... Vaillant is saying that not only are relationships important, but **overcoming obstacles that can hurt relationships** (e.g., distance or conflict) **is also equally important.**

The old adage, “Love never fails” means even—and especially—in adversity, our care,

concern, and connection to others continue.

If you’ve felt bored or lonely or adrift during COVID-19 days, chances are many of your friends, classmates, and family members have felt similarly.

By reaching out to others, you are boosting their “life satisfaction scale” while also reinforcing your own.

“Happiness isn’t something you chase after; it’s what follows you when you’re on the right path.”

– Julea Douglass

¹Rohrer, et al., (2018). Successfully Striving for Happiness: Socially Engaged Pursuits Predict Increases in Life Satisfaction. *Psychological Science*. 29.

²Vaillant, G., (2015). *Triumphs of Experience: The Men of the Harvard Grant Study*. Belknap Press.

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DS1.1: Getting to Know You (cont'd)

In the video, Coach Rudy introduced the term “emotional intelligence,” also known as “EQ.” What are some skills associated with EQ? (You can refer back to the video and/or search for “emotional intelligence” online.)

REFLECTION: Coach Rudy referenced the quote “Life is all about relationships. The rest is just details.” What does this quote mean to you? And how might it apply to your life?

How have COVID-19 restrictions affected your relationships (for better or for worse)? Think about relationships with friends, family, teachers, and others.

How can you connect more with others while still being careful about COVID-19 social distancing?

APPLICATION: FRIENTERVIEWS

Reach out to at least three classmates, and try to find the most “uncommon thing you have in common.” For instance, liking pizza is a something a lot of people have in common, but two people having a turtle or both being from another state or both having more than four brothers and sisters is less common. Keep asking each classmate questions until you can find the most unusual/uncommon thing you both share. The more classmates you ask, the more likely you are to find something unique. There may be a prize from your teacher for the most original answer.

Classmate #1:	Classmate #4:	Classmate #7:
Classmate #2:	Classmate #5:	Classmate #8:
Classmate #3:	Classmate #6:	Classmate #9:

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DS1.2: Checking In with Ourselves and Others

Emojis are a big part of current culture—we “👍like” something, we “❤️LOVE” something, we’re “happy😊,” “sad😞,” or “mad!😡.” With our cell phones, it’s easy to choose an emotion and integrate it into our conversations. We’re content to know our friends/family are happy or love us and alerted if someone is sad, mad, or 🙄.

But what about that “next level” of emotional expression? As a toddler, you just needed those basic emotions to get what you needed, but now, as a teenager, your life and your emotional needs are more complicated and more sophisticated.

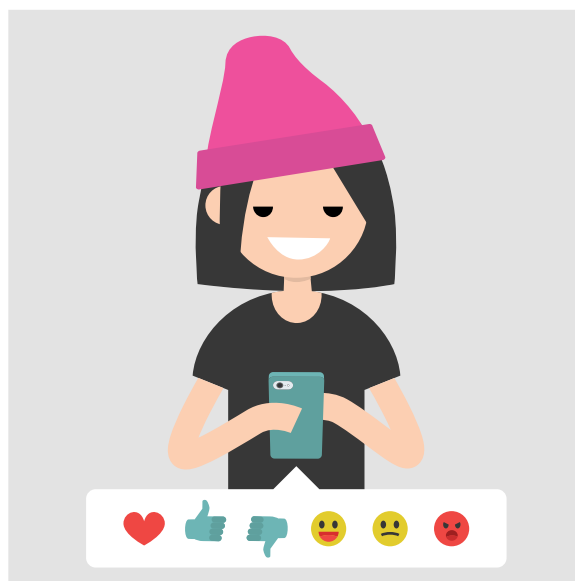
Check out the emotions vocabulary list in this handout. Chances are, there’s a word that’s a better fit for your current feelings than just “happy” or “sad.”

Understanding and tapping into our own emotional state and well-being is a newer theory in scientific literature. While philosophers and psychologists have historically explored how emotions affect the human experience, it wasn’t until the 1990s that psychologists Peter Salovey and John Mayer first to coin the phrase **“emotional intelligence (EQ).”** From there, a whole new emphasis on

Emotional Intelligence:

“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.”³

– Peter Salovey & John Mayer



“social emotional learning (SEL)” and “positive psychology” bloomed and took root within education and human consciousness around the world.

But why? Why is emotional intelligence important to the human experience?

Turns out, study after study confirm people with better EQ abilities outperform those with lower EQ levels in school, the workplace, relationships, and overall satisfaction in life.⁴⁻⁶ People who are able to recognize and soothe their emotions are better able to focus during a test or resolve a disagreement with a friend or bounce back from setbacks. With emotional awareness and management, youth and adults can gain mastery over stressful situations and turn conflicts into opportunities to strengthen rather than damage relationships. This emotional adaptability makes it significantly easier to navigate the challenges and choices of school, work, and life.

³Salovey, P., & Mayer, J.D. (1989-90). Emotional Intelligence. *Imagination, Cognition and Personality*, 9, 3, 185-211, pg. 189.

⁴Goleman, D. (1994). *Emotional Intelligence*. New York, NY: Bantam Books

⁵Goleman, D. (1998). *Working with Emotional Intelligence*. New York, NY: Bantam Dell.

⁶Houston, E., (2020). The Importance of Emotional Intelligence. Positive Psychology.com Retrieved from <https://positivepsychology.com/importance-of-emotional-intelligence/>

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DS1.2: Checking In with Ourselves and Others (cont'd)

But wait—how do we develop and improve our EQ?

Emotional intelligence, as originally defined by Salovey and Mayer, starts with three skillsets that can be improved upon with practice:

- 1) Understanding emotions in oneself
- 2) Understanding emotions in others
- 3) Using emotional understanding in self and others to guide thoughts and actions

That might sound easy, but the term “understanding” is multi-faceted. When it comes to understanding emotions, it means being truly aware of what emotion or combination of emotions you and/or someone else may be feeling at that time. Additionally, it means knowing what might have sparked that emotion(s) and then how to de-escalate strong emotions if needed.

“You have to feel to heal.”

We will build up to de-escalating emotions in later lessons, but for this lesson, the first step toward emotional intelligence is recognizing what emotion(s) you are feeling and why.

Developing **emotional granularity**—*the ability to put feelings into words with a high degree of specificity and precision*—can equip and empower you. As Coach Rudy and others have said, **“You have to name it to tame it.”** Recognizing and even befriending your emotions will give you a greater sense of perspective and control over feelings and situations that can seem overwhelming.



To ramp up your emotional granularity skills, start by self-assessing the physical sensations and the thoughts that usually coincide with emotions. For instance, “worried” feels different from “terrified.” Both stem from a form of fear, but “worried” is more of a sense of agitation and unsettlement. Whereas, “terrified” can trigger a physical and emotional jolt to run for safety. Your heart starts beating faster, your adrenaline is pumping, and your mind is racing for a safe solution.

“Mad,” on the other hand, prompts a different set of physical reactions and thoughts. For some people, being mad might feel like a call to action, whereas for others, it is a time to withdraw and be on your own. Each of us feels and responds to emotions differently, but there are common threads that help define and differentiate between emotions.

As you expand your emotional vocabulary, you will also expand your ability to recognize and respond to your own and others emotional cues. Like the dashboard on your car, you’ll start to read key indicators that will help you find your way and reach your goals.

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DS1.2: Checking In with Ourselves and Others (cont'd)

APPLICATION: Developing emotional granularity (*the ability to put feelings into words with a high degree of specificity and precision*) requires expanding your emotional vocabulary. Do your best to match three words from the Emotions Vocabulary List with each one of the seven basic emotions below.

EMOTIONS VOCABULARY LIST: _____

afraid	disappointed	frustrated	heated	sickened
amazed	disrespect	grateful	joyous	squeamish
astounded	disliking	grief	melancholy	terrified
bewildered	furios	hateful	repulsed	worried
content				

SEVEN BASIC EMOTIONS: _____

Anger	<u> furious </u>	_____	_____
Fear	_____	_____	_____
Sadness	_____	_____	_____
Happiness	_____	_____	_____
Contempt	_____	_____	_____
Surprise	_____	_____	_____
Disgust	_____	_____	_____

Choose **one to three emotions** that best describe how you are feeling today, and explain why. If you don't see your emotion(s) on the list above, you can add your own.

EMOTION:	WHY? (<i>Why do you think you are feeling this?</i>)
1)	→
2)	→
3)	→

REFLECTION: In the video, Coach Rudy talked about emotions and said, "You have to name it to tame it." What do you think he meant by this, and why is it important?

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DS1.3: Moving from Surviving to Thriving

In Video 3, Coach Rudy talks about moving from “**surviving to thriving.**” When COVID-19 first emerged in March 2020, we—students, teachers, administrators, parents—were all caught off guard and unprepared. Now, months later, we have learned new ways to adapt to the stress and uncertainty of COVID-19 days. Schools have developed new ways to educate and support students at school and/or from a distance. And students have had more time to get used to social distancing and, in some cases, remote/online learning.

Now that we know better, it’s time to do better. And that often starts with “**proactive self-advocacy,**” meaning planning ahead to set yourself up for success and asking for help or support if you need it.

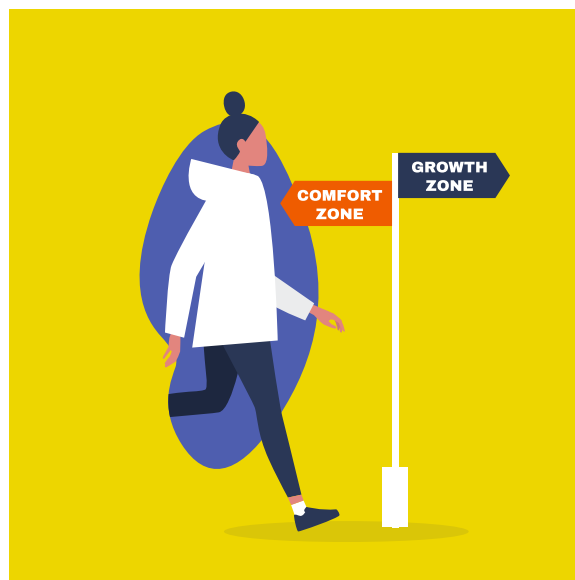
Guaranteed that the teachers, counselors, and administrators at your school want you to be successful and will do what they can to help you meet your needs to understand your

Proactive:

To prepare for, intervene, or control an unexpected occurrence, especially a negative for difficult one

Self-Advocacy:

The act of pleading for, supporting, or making recommendations for oneself



schoolwork and feel comfortable in your learning environment.

That said, **they have to know what your needs are to be able to know how to help.** As you self-assess your situation, consider:

- What is holding you back from thriving?
- What did you *not* have last spring (when COVID-19 school closing started) that you need this schoolyear?

As you identify your needs, identify who/what will help you navigate the opportunities, choices, and challenges of SY2020-21.

REFLECTION: What do you need to be successful this schoolyear (can include technology, WiFi, study space, study strategies, academic supports, social-emotional supports)? Name at least three.

Which adult(s) on your campus and in your home or community can help you problem-solve your needs? Name at least one adult at school and one adult outside of school.