

EQ @ Home or School—for Families

RETURNING TO LEARNING

DS1.1: Getting to Know You

* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

Lesson Overview: In this lesson, students learn about the value of high-quality relationships. In studies over the decades and around the world, "meaningful relationships" are consistently a leading source of happiness and longevity.

During COVID-19 times, with limited interaction with others, it's important to get creative and be proactive about maintaining relationships and supporting others while still social distancing.



Family Discussion Questions* (review norms → then discuss):

- What do you think is the "secret to happiness"? When do you have a true feeling of happiness or contentment? (e.g., during a favorite hobby/sport, with friends/family)
- The EQ @ Home or School article said research suggests the secret to happiness is meaningful relationships. Do you agree or disagree, and why?
- [Student-teach] How would you define emotional intelligence (also known as "EQ")? What are some of the skills of EQ? [understanding emotions in oneself; understandings emotions in others; using emotional understanding to guide thoughts and actions; positive social skills; empathy for others; self-awareness and self-regulation, etc.]
- How have COVID-19 restrictions affected your relationships (for better or worse) with your friends, family, and others?
- How can you connect with others in a meaningful way while still being careful about COVID-19 social distancing?
- Is there anything you'd like to do as a family during COVID times that we haven't already done or you want to do again?
- What is one thing that we are each grateful for that has happened since COVID started?

Family Discussion Norms

- Speaker has full attention and support.
- Choose listening over lecturing.
- Be open-minded to the opinion of others.
- Look for the good in each other and your time together.

Family Activity:

Who have you missed spending more time with since COVID started? Consider hosting a videoconference with them. (Zoom.us has free video conferences for up to one hour.) Try the "Houseparty" app if you want to add games (e.g., Uno, HeadsUp!)

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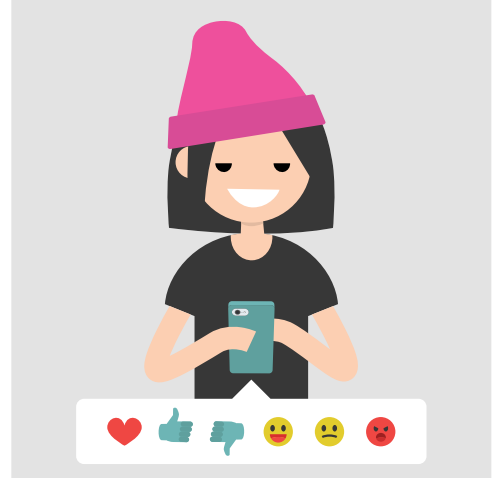
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DS1.2: Checking In with Ourselves and Others

* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

Lesson Overview: In this lesson, students learn more about emotional intelligence and why it can be helpful to success in school and life.

An important aspect of emotional intelligence is "emotional granularity"—the ability to better define and differentiate between different kinds and different levels of emotions. For instance, there's a significant difference between "a little frustrated" and "FURIOUS!" Being able to recognize the difference in yourself and in other people can strengthen your relationships and help diffuse overwhelming emotions in yourself or others.



Family Discussion Questions* (review norms → then discuss):

- A lot of people use emojis on their phones ("happy 😊," "sad 😞," or "mad! 😡"). If you were going to invent a new emoji, what would it be? What emoji do you think phones need that they don't already have?
- [Student-teach] What do you think are the "seven basic emotions" as defined by Dr. Paul Ekman? (Try to show the facial expression for the tricky ones to give hints.)
- [Student-teach] Why do you think "emotional granularity" (the ability to define and differentiate between different kinds and different levels of emotions) could be helpful? When/how could it help relationships? Schoolwork? With a job?
- What could happen if you are not good at recognizing emotions in yourself or others? (Give examples without using names.)

Family Discussion Norms

- Speaker has full attention and support.
- Choose listening over lecturing.
- Be open-minded to the opinion of others.
- Look for the good in each other and your time together.

Family Activity:

Internet search "feelings wheel images." Lots of choices will pop up. Choose your favorite one and bookmark and/or print it out. Then have each person answer this question:

- On a scale of 1–10, how are you feeling and why? ("1" means negative, feeling awful, and "10" means very positive, feeling great.) Please give a "feeling word" from the "feelings wheel," or choose a different word and then tell us more about why you think you are feeling that way today.

[Learning to identify emotions in yourself and others is fundamental to EQ and relationships building. This question will be revisited at the beginning of all the Parent Discussion lessons.]

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DS1.3: Moving from Surviving to Thriving

* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

Lesson Overview: In this lesson, students talk about how to get the school year off to a good, strong start. When schools closed suddenly in March 2020, students, teachers, and families had little time to prepare for online learning and schooling from home. Now, with more time and experience, students and families can identify what they need to make the most of SY2020-21 learning options. This lesson focuses on "proactive self-advocacy," the process of planning ahead and speaking up for yourself to get what you need to be successful in school and life.



Family Discussion Questions* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then tell us more about why you think you are feeling that way today.
- What were challenges for us last year when schools closed in March 2020 and we started schooling from home? (e.g., time, resources, focus, sharing space, sharing a computer)
- Are any of those still challenges this year? How so? [write down all challenges]
- [Student-teach] What does it mean to proactively self-advocate?
- [Student-teach] Why is proactively self-advocating important? And what happens if we don't proactively self-advocate?

Family Discussion Norms

- Speaker has full attention and support.
- Choose listening over lecturing.
- Be open-minded to the opinion of others.
- Look for the good in each other and your time together.

Family Activity:

Write down each challenge any family member is experiencing this school year that may be resolvable. Then, for each challenge, brainstorm possible solutions. List all possible options then circle the best option(s). Discuss what you would need to put that plan into action. Discuss:

- How can you support each other to implement that solution?
- How will you know and adjust if the solution is not fully working?
- What would your lives be like if you could resolve that challenge?



When brainstorming, it's important to keep an open mind. Try not to make judgmental comments. Negativity can shut down creativity.

Quizizz Time! Each module ends with a Quizizz game. Have fun! ...

