Emotional Intelligence in the Classroom


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Emotional Intelligence

For Teachers:

Introduction

Emotional intelligence (EI) refers to the way people manage their emotional states and behave in ways that promotes positive emotion. It is also the ability to repair negative emotions, and understand emotions both within the self and other people. Adolescents have both the cognitive and emotional capacity to learn and deepen their emotional intelligence, and for this reason secondary schools are an ideal setting in which to teach and promote emotional intelligence. This program discusses various definitions and models of emotional intelligence and explores practical ways in which teachers can develop a culture of emotional intelligence in the classroom. It also investigates strategies to promote emotional intelligence in the classroom through looking at the physical classroom environment and suggesting a variety of activities that can be used in the classroom. There are strong research findings that indicate academic success and low levels of classroom disruption are correlated with higher levels of emotional intelligence.

Program Timeline

00:00:00 Introduction
00:02:01 The definition of emotional intelligence (EI)
00:06:17 The importance of EI in the school system
00:11:03 How children and adolescents understand and express emotions
00:17:01 The main aims of improving EI in the classroom
00:22:33 Strategies to enhance EI in the classroom
00:28:10 Program summary
00:29:30 Credits
00:30:10 End program

Useful Resources


Website References


Other Relevant Programs available from VEA

- The Beginning Teacher
- The Thinking Curriculum
- Counselling – A Guide for Teachers

Please visit our website for more relevant programs www.veavideo.com

VEA – Bringing learning to life
Student Worksheet:

Before Viewing the Program

1. Write a definition of Emotional Intelligence. In small groups, discuss what the key elements of the definition are.

2. Write down some of the practices and activities you have developed that show you have been able to create an emotionally intelligent classroom. Discuss and share these activities in your group.

3. How you would rate your own level of emotional intelligence? List your strengths in this area.
Emotional Intelligence

While Viewing the Program

1. Identify ideas or strategies from the program that you have already tried in your classroom which promote emotional intelligence.

                      
                      
                      
                      

2. The five main features of the Goleman model are listed below. Under each heading, write down behaviours that are linked to these categories. For example, under the heading of Empathy you might write: “Better able to take another person’s point of view and respect it”.

   • Emotional Self Awareness
     
     
     
     
   • Managing Emotions
     
     
     
     
   • Harnessing Emotions Productively
     
     
     
     
   • Empathy and Handling Relationships
     
     
     
     

3. In what ways can you both formally and informally introduce emotional intelligence into your curriculum at school?

                      
                      
                      
                      

4. List the specific ways that you currently demonstrate your emotional intelligence in the classroom and use it as a model.

5. How could you further develop your emotional intelligence skills and demonstrate them in the classroom?

6. Dr Karen Hansen gave a number of suggestions how a classroom could be set up to enhance an emotional intelligent culture. These included:
   - Looking at setting up the class so there is an opportunity for communication and teamwork
   - Giving students many opportunities to discuss their emotional responses
   - Teachers being able to validate their own and their students’ emotional responses
   - Provision of a safe environment
   - Brainstorming
   - Role-plays
   - Working on the kind of language used in the discussion of emotions

   Identify which practices you already use and how you can employ others in your future teaching.
7. How can the creation of an emotionally intelligent school address issues such as bullying and discipline, both inside and outside of the classroom?

8. Identify how you can develop empathy among students in your classroom?

9. What specific strategies might you incorporate into your classroom to help maintain positive emotions, and repair negative emotions?
After Viewing the Program

1. Write down a summary of specific ways that positive emotions and empathy could be encouraged in the classroom and ways that negative emotions might be repaired.

2. Reflect on what has been learned from this program in terms of definitions and practical approaches to emotional intelligence.

3. How could you develop a whole school approach to building emotional intelligence in schools? Develop a flow chart that outlines this whole school process.

Explanatory note: Metacognition is a term used in this program. It refers to the way in which students can have knowledge about and monitor their own cognitive processes such as; thinking, learning and remembering. One can use metacognitive abilities, for example, to recognise when one strategy is not working and a new one is needed in order to complete a task. Put simply, metacognition refers to the way we think about our thinking. It suggests that if metacognitive skills are taught properly in class, students can develop their own monitoring system where they are developing ways to notice if they are off task and to develop strategies that help them get back on task.