Emotional Intelligence for Teachers

Workshop series

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Centre for Social Development project, funded by AACF
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Introduction

‘Educating the mind without educating the heart, is no education at all.’

- Aristotle

Emotional intelligence was popularized by Daniel Goleman (1995, 2007) in the early 2000s and has spread from the corporate domain into that of education, largely as a result of teachers wanting to address the challenges of discipline in teaching contexts. Personal experience of using EQ in my own preschool classroom has been extremely positive. This, coupled with some academic research during my Masters degree, confirmed its efficacy and motivated me to train other teachers so that they could reap the benefits.

The purpose of this manual is to provide teachers with alternative pedagogic approaches, shift their general attitude and provide positive safe places of learning regardless of the age group, socio-economic context or type of school.

The Centre for Social Development has been at the forefront of education in the Early Childhood Development (ECD) sector for 35 years. Because of our links to Rhodes University, we have been in a position to conduct research and to work with incumbent teachers, both at NQF and degree levels. We have been exposed to many of the challenges that our teachers face when working in classrooms with high numbers, limited space and learners with difficulties. It is with this in mind that CSD applied for funding to develop a series of workshop materials that could empower teachers and improve learning. In addition, through our Parent Programme, it became evident that parents needed to be informed on how to support learners on the home front, work with educators in schools and provide their children with skills for holistic development. The EQ section that formed part of our Parent Programme was well received and we were requested to expand on this type of knowledge. We are grateful to Anglo American Chairman’s Fund for seeing value in this type of capacity building and for providing the funding for this programme.

The manuals, which will comprise two sets of five workshops, one for teachers and one for parents, will be piloted in the Grahamstown townships and in collaboration with another NPO, namely the Lebone Centre. In light of the pilot programme, materials will be amended and then placed on our respective websites as open-source documents. The nature of ‘open-source’ documents is that they are available to whoever wishes to use them and they can be adapted to different contexts. It is hoped that in this way teachers will become empowered and classrooms will progress from being places of stress to ones of joyous learning.

Giulietta D. Harrison (Director, CSD)

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Workshop 1:

What is Emotional Intelligence and why would teachers want it?
My Feelings

By Meish Goldish

There are things I have that I can’t see,
Things that change inside of me.
What, oh what, can those things be?
My feelings!

When a friend calls and says, “Let’s Play”,
When I work in school and get an ‘A’,
When my favourite dinner is on its way,
I’m happy!

When I can’t go out because of rain,
When my tummy hurts and I’m in pain,
When my favourite toy goes down the drain,
I’m sad!

When thunder booms, and the lights go out,
When suddenly I hear a shout,
When an ugly bug will crawl about,
I’m afraid!

At times I’m happy; at times I’m sad,
At times I’m scared; at times I’m glad,
I know I’m me, because I’ve had
My feelings!

Activity:
Teachers to close eyes and notice how they are feeling today. Are your eyes burning, is your body sore anywhere, is your mind racing, are you worrying about anything? Ask if anyone would like to share how they are feeling. Briefly discuss what sort of day the teacher anticipates having now that they know how they are feeling.
What is EI and why would teachers want it?

**Emotional Intelligence (E.I.)** is the "ability to recognise, understand and manage our own feelings as well as the feelings of others. It is the ability to show understanding and empathy, and it involves the ability to see things from other points of view" (Henig). Studies show that almost all children who do not do well in school, lack one or more elements of emotional intelligence.

Recently on TV you may have seen an interesting snippet about research done originally by a psychologist, Walter Mischel in the 60s. He gave four year olds marshmallows and asked them to wait until he returned before eating them. If they could wait, he promised them an additional two marshmallows. The children did all sorts of things to try to stop themselves from eating the marshmallows. Some were able to wait while many could not control themselves.

When the same group of children finished their schooling, they were tested again. Those that had been able to wait until Mr Mischel returned received higher measures of positive behaviour and mental health and their SAT scores were 200 points higher than their marshmallow eating peers. This experiment shows that there is a link between the ability to delay immediate gratification and academic performance. This experiment clearly demonstrates the importance of helping children develop better self-control and emotional intelligence.

Emotional Intelligence (EI) was a term first used by Mayer and Salvoey who described it as: ‘the ability to perceive accurately, appraise and express emotions; the ability to access and or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth’ (Mayer & Salovey, 2001)

Reuben Bar-on (2003) coined the term EQ for ‘Emotional Quotient hence the acronym of EQ for Emotional Intelligence as opposed to EI. At the heart of EQ is the awareness of one’s own behavior in order to self-regulate and to understand other people’s behaviour. This might sound like a very indulgent way of behaving as a person constantly reflects on their own behaviour but it is only by noticing one’s own feelings that a person can stop and respond appropriately.

When working in classrooms in the South African contexts, many of our teachers are faced with large classroom numbers, limited space, language challenges and behavioural issues. This makes for stressful teaching and limited learning. Often teachers find themselves doing little more than ‘crowd control’ and ending the day exhausted. The teacher knows that she has not achieved her goals and that the learners have not absorbed much of what was being taught. The end result is teachers suffer burnout and leave our profession.
EQ offers a solution to much of this dilemma by shifting the attitude towards the problem and by providing the teacher with positive strategies to work around any classroom situation. In a class of 30 students:

- 2–3 will suffer from depression;
- 6 have diagnosable developmental, behavioural and/or emotional problems that will cause them to become victims or perpetrators of violence;
- 2 will have Attention Deficit Disorder (ADD);
- 6 will be growing up in alcoholic families;
- 4 will suffer eating disorders in their teen years;
- 2 will describe themselves as homosexual or bisexual;
- 4 will be unsure of their sexual orientation;
- 4–7 will suffer from mental, emotional or behavioural disorders, and few receive any assistance;
- 12 students risk failure because of serious problems outside of school.

As the cartoon illustrates one of the biggest dangers we face when not addressing the emotional needs of our learners is to prevent them from realizing their potential. With an EQ approach to teaching the learner is constantly validated, feels that they have been heard and is prepared to co-operate. All of this results in the learner being open to learning and a productive relationship is established between teacher and child. This will result in the learner realising their potential and the teacher fulfilling the purpose of her profession.

Emotional intelligence consists of four attributes according to Daniel Goleman:

- **Self-awareness** – You recognize your own emotions and how they affect your thoughts and behaviour, know your strengths and weaknesses, and have self-confidence.
- **Self-management** – You’re able to control impulsive feelings and behaviours, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social awareness** – You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.
A Case of Connectedness!

A CRUCIAL FACT: School may be the only place where the needs of many children facing extreme challenges are addressed!

What do we need to do?
☆ Build relationships with our learners.
☆ Appreciate the uniqueness of each learner.
☆ Be interested in them as people – future leaders.
☆ Find opportunities for them to succeed.
☆ CONNECT WITH THEM!

Critical criteria for feeling connected:
☆ Combination of “high academic expectations” with “support for learning”
☆ Positive adult/learner relationships
☆ Physical and emotional safety.

High levels of student connectedness result in:
☆ Better academic performance
☆ Lower incidents of fighting, bullying or vandalism
☆ Improved school completion rates
☆ High level of student motivation
☆ Good classroom management.

Students who feel connected are less likely to exhibit:
☆ Disruptive behaviour
☆ School violence
☆ Substance and tobacco use
☆ Emotional distress
☆ Early age of first sex.
Levels of Emotional Awareness in Children

(Steiner & Perry, 1997: 36)

**Level 1:**
**Numbness:** The child does not experience any emotion.

**Level 2:**
**Physical sensations:** The child experiences emotions as physical sensations such as stomach aches or headaches.

**Level 3:**
**Primal experience:** The child is aware of emotions, but experiences them as enhanced energy and cannot verbalise them.

**Level 4:**
**Verbal barrier:** The child is aware of emotions, but does not have the emotional vocabulary to express emotions.

**Level 5:**
**Differentiation:** The child is aware of the difference between basic emotions and can understand different intensities of emotions.

**Level 6:**
**Causality:** The child understands emotions and can link specific causes to emotions.

**Level 7:**
**Empathy and interactivity:** The child is aware of emotions in herself and others, and can manage emotions in herself and others.

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EQ SKILLS

Include the abilities to:
☆ Empathise with others
☆ Control impulsive behaviour
☆ Manage moods
☆ Solve problems / conflict resolution
☆ Develop good interpersonal relationships at home, school and work environment (Henig).

Why is EQ important?
☆ Emotionally intelligent people have self-knowledge
☆ They are motivated and able to set goals
☆ They are able to understand and communicate with others as well as maintain good interpersonal relationships (Henig).

Characteristics of emotionally intelligent children:
☆ Confident, secure and independent
☆ Optimistic
☆ Sociable, friendly
☆ Display empathy towards others and able to maintain peace
☆ Able to work well both in a group and individually
☆ Express emotions appropriately
☆ Able to show affection
☆ Control their own behaviour, including impulsivity
☆ Manage their moods appropriately
☆ Able to set achievable goals, self-motivated
☆ Excellent problem-solving and conflict management skills resulting in less violence
☆ Able to understand others’ points of view
☆ Able to achieve better academic results (Henig).

How do we achieve this?

It starts by creating a positive learning environment!

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Characteristics of a Positive Learning Environment

☆ **Safe**: The learning environment should be free from any comparisons to others, abuse/misuse, manipulation, humiliation, and invalidation. Children should feel secure and relaxed and experience unconditional love from their educator.

☆ **Free**: Children have choices (with responsibilities).

☆ **Respectful**: Feelings and uniqueness are respected.

☆ **Supportive**: The individuality, needs and talents of children are recognised and supported. Focus on positive self-talk.

☆ **Purposeful**: The information is appropriate for life outside school as well. Transferable life skills are taught.

☆ **Empathetic**: Children and educators care for each other’s feelings.

☆ **Stimulating**: The environment and information should stimulate and encourage the child’s natural curiosity and desire to learn.

☆ **Flexible**: Changes can be brought about frequently, easily and without hiccups. They must be viewed as challenges. Routines and patterns are changed, but the educator needs to remain positively firm.

☆ **Emotionally intelligent**: Feelings are validated and discussed. *EQ should be part of the total curriculum* and be integrated into all areas, such as the playground, in class and in sports (de Klerk & le Roux, 2007).
Activity:
Working in groups, discuss which of the points listed above are achievable and give examples of how you might achieve them. Share your ideas in a feedback session. If there are any that are not achievable, state why not.

Activity:
Ask teachers to close their eyes and notice how they are feeling at the end of the workshop. Has anything changed and why?
Outcomes of this workshop:

- The teacher should have some idea of what EQ is and why it is important in her classroom.
- The teacher should appreciate her own emotions.
- The teacher should appreciate the impact of her emotions on her learners.
- The teacher should begin to understand how she can incorporate EQ in her classroom.

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Workshop 2:

EQ and the Curriculum
EQ and the Curriculum

Studies have shown that effective curricula have five characteristics:

1) Focus on helping the child to **calm down**.

2) Increase **awareness of emotions** in others (those other than the child): How are others feeling?

3) An **outward discussion** of feelings needs to occur.

4) Assist the child to **plan ahead** to avoid a similar situation happening again / learn how to deal with the situation appropriately should it happen again.

5) Assist the child in considering how her **behaviour affects others**.

I would suggest a sixth point of emphasis, namely:

6) Increase the child’s **self-awareness**: How am I feeling?

**THIS MUST FORM A PART OF ALL ACTIVITIES (in the classroom, in sports and on the playground) WHERE APPROPRIATE AND POSSIBLE.**
Goleman notes that how may be more important than what we teach: “Whether or not there is a class explicitly devoted to emotional literacy may matter far less than how these lessons are taught.” (Goleman, 1995, p. 279). Many teachers will feel negatively towards the idea that yet again they must add another thing to their already overcrowded day, especially when they are struggling to deal with the perceived demands of the CAPS curriculum. What is key to realise when creating an EQ-rich classroom, is that it is not an addition to your day, but rather a different approach to existing problems. It is about your instructional strategies. It is not about the content, but about how you teach that content. This approach can be used across all grades with the teacher delivering the existing curriculum using EQ principles.

No matter how the teacher structures the interaction in the classroom, the teacher delivers two types of curricula: (1) the explicit academic curriculum and (2) an implicit curriculum which is embedded in the approaches selected by the teacher. We can never deliver an academic curriculum in isolation, we are always impacting on EQ in one way or another. Because there is always an approach to an activity on the part of the teacher in the classroom, and because every approach includes an embedded curriculum, we are always delivering an implicit EQ curriculum. The question becomes, are we choosing approaches which promote EQ, or ones that undermine it? It is the embedded curriculum that most determines the development of EQ among students!

If we have to find an official base for EQ, it would fall into our Life-skills curriculum and it forms the foundation of the development of a holistic child. One of the obvious ways to begin with integrating EQ into the work teachers do, is to look at the themes for the term. Because CSD focuses on Early Childhood Development, we have looked at the Grade R CAPS curriculum. Across the terms the following themes allow for EQ integration:

- Me
- At school
- In the Classroom
- My Body
- Healthy environment
- My Family
- Home
- Safety
- Senses.

**Example:**
Theme: Healthy living
Explain to the learners that part of living a healthy life includes eating properly, getting enough exercise and managing our emotions. We are going to bring our favourite stuffed animal to school and have a picnic. Teacher to provide paper plates, cups and healthy food, e.g. fruit, juice, crackers, cheese. Spread a blanket in the classroom or outside (depending on your facilities) give each learner a paper plate and cup and share out the food. Encourage them to say ‘please’ and ‘thank you’ and to feed their stuffed toy. When the picnic is finished ask them to help pack up (promoting being responsible and respectful of the environment) and then ask them how bunny’s hop. Suggest doing a bunny hop back to the classroom/jumping jack/snake dance/etc. Do a series of movement activities to remind them that part of being healthy includes exercise.

**Activity:**

Using one of the themes above, in groups discuss how the EQ approach could be used in the classroom to cover work that forms part of CAPS. Come up with at least three ideas and then share them with the rest of the group. Remember Goleman’s four principles for promoting EQ.

- **Self-awareness:** You recognize your own emotions and how they affect your thoughts and behaviour, know your strengths and weaknesses, and have self-confidence.
- **Self-management:** You’re able to control impulsive feelings and behaviours, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social awareness:** You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship management:** You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.
Below are some basic strategies that will develop EQ but not add to the daily programme. One of the basic principles of EQ is to connect to the child. This is achieved through what is referred to as EXCEL.

The E in EXCEL stands for ‘Engage’ or ‘Engagement’. As your learners enter the classroom, make eye contact and greet them individually and by name. The X stands for ‘Explore’. Request that each learner show you on a scale of 1-4, on their fingers, how they are feeling today. One would be ‘not a good day’ and four would be ‘an extremely good day’. The learner can simply flash this to the teacher and you take note particularly of the learners who are showing extremes, e.g. a one or a four. These are the learners you need to find a moment to talk to in order to ascertain what the issue might be. For example a learner might be a four because it is their birthday and they are therefore likely to be hyped-up in their behaviour. The teacher needs to make allowances for this. Equally, a learner might show a one because they are feeling ill or have had a fight with their mom; just knowing that the teacher is aware of this issue might be enough for the learner to cope for the day.

Everyone is aware, however, that despite how we are feeling, our world requires us to cope as best we can. The C of EXCEL stands for Challenge and is the message we convey that we expect our learners to cope despite their difficulties. This message can be stated through stories, class discussions or individual discussion. When a learner does cope despite difficulties, she should receive praise for her efforts. This is the second ‘E’ in EXCEL and stands for the ‘Encouragement’ the teacher gives the learner.

The L of EXCEL is the empathy or ‘Love’ we display toward our learners. As teachers we are in a privileged position of power which all too frequently is abused. We need to be sure to display unconditional love towards our learners and strive to meet their emotional needs. If the learner feels that they are accepted despite their difficulties, they are far more likely to co-operate and learning will take place.

The use of EXCEL is a simple strategy that can be done at the beginning and end of the day, affording learners the opportunity to state how they are feeling and the teacher the chance to acknowledge or note feelings so as to best serve the needs of her learners.

The teacher does not need to make a big production of this strategy. On the contrary, it is best done as a simple, low-key activity, coupled with greeting at the beginning and end of the day.
Note that the teacher herself can share how she is feeling at any of these points and it will remind the learners that the teacher also has feelings and might be having a difficult day.

**Activity:**
Form a circle with the teachers and go round the circle with each teacher stating how they are feeling using the finger method. Ask teachers to share why they are feeling a particular way. Repeat this exercise at the end of the session and note if anyone’s rating has changed. If it has, ask them why this might be the case.
ENGAGEMENT:
Greet; eye contact; name

EXPLORE
Show fingers

CHALLENGE
“Despite how you are feeling, we are here to work and get through the day.” OR “I'm sorry that you're feeling like that. I will follow up after the lesson, but now there is a job to do.”

ENCOURAGE

UNCONDITIONAL LOVE

In 90% of cases, just allowing the learners time and space to verbalise how they feel, is enough:
♥ Connectedness to teacher
♥ Not needing to rely on ‘therapy'.
Developing learners who are: good citizens, respectful, thinkers, successful, sensitive, good humoured, and who give out a positive message.

Looking for peaceable solutions in the classroom

Process of the Care Circle

A Care Circle is an effective way of addressing contentious issues as well as validating learners who need support. It does not, however, have to be a time-consuming process. It can form part of a story time, morning ring, or be a special space that is called once a week. It may be necessary, initially, to have this more frequently while learners begin to manage their behaviour and become more familiar with how a Care Circle works. This type of activity can be used to develop other learning skills such as vocabulary, collaborative learning skills, descriptive words, etc.

Another useful technique, building on the Care Circle, is the use of ‘feelings faces’ or a ‘feelings fan’ (see following page for example). The teacher can use a fan with different faces and feelings words on it to assist learners to show how they feel. This is particularly useful for second language learners who may not yet have the vocabulary to describe how they are feeling. The learners each have a chance to choose a feeling on the fan and to show it to their peers. The teacher can elect to ask a learner why he is feeling a particular way, or she can simply acknowledge how he is feeling.

Again, she would need to note the learners who are at the extreme ends of the emotional scale and be prepared to monitor their behaviour for the day as well as speak to the learner if there is a problem.
The Care Circle targets *every* child in the classroom and teaches *every* child skills, rather than simply targeting one or two.

1. Each classroom should have an **agenda book** where the learners can record **I-messages**.
2. The entire class then sits in a **circle** and deals with the issues.
3. Teacher poses the **issue** from the agenda book.
4. Each class has a **‘talking stick’** (dependent on the identity of each classroom, e.g. a Winnie the Pooh Bear).
5. The talking stick gets passed to the first person in the circle for comment or discussion. When finished, **pass** to the person seated next to them. Whoever holds the stick has the **right to speak**. This trains learners in waiting for their turn and how to be respectful and listen to their peers.

**Note:**
6. **Summarise** the discussion and record key discussions – older grades could have a scribe.

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**Activity:**
Teachers each make a talking stick using recyclable materials. Leave these to dry and at the end of the day the teachers can collect them and start using them in their classrooms.
Peaceable refers to collaboration, as opposed to conflict. A collaborative classroom encourages:

- **Active listening**
- **I-statements**
- **Win/win relationships**
- **Give/receive feedback environment**.

☆ Talk about feelings, but be sure to listen first!  
☆ Do not preach.  
☆ Do not blame.  
☆ I-statements, e.g. “I feel sad when …”  
☆ The ultimate goal must be win/win, so that no person is to leave the circle feeling that he/she has lost, or is seen in a negative light.  
☆ Focus on wisdom learning: when we talk about an event to make sure that we know how to handle it if it ever happens to us, and thereby learn from the mistakes/challenges/behaviours of others.  
☆ Highlight strengths in each child.  
☆ Teach boomerang skills: What you give out is what you get back.  
☆ Teach about thinking before acting (see STOPLIGHT on page 36).
The purpose of the Care Circle is to provide a space to develop learners’ knowledge, understanding and skills in three key aspects of social and emotional growth: self-awareness, social skills and motivation to learn. This can be done in a variety of ways.

**Self-awareness:** the ability to know oneself.
- I know I am unique and special.
- I know I am able to do some things better than others.
- I know what I feel and that it is okay to feel what I feel.
- I know how to manage my emotions.
- I understand my learning style and use it to my advantage.

**Activity:**
Roll/throw a ball to each of the workshop participants and ask them to tell you something that is special about them and how they have used that ‘specialness’ in their teaching. Teachers can adapt this for their class Care Circle with their learners.

**Social skills:** Understanding other people’s feelings and learning to co-operate.
- I know that everybody in the world has feelings.
- I must acknowledge other people’s feelings.
- I must wait my turn.
- I must share.
- I must participate.
- I must remember my manners because they make other people feel comfortable and welcome.

**Activity:**
Using a ‘talking stick/stuffed toy’ go around the circle with each person saying something about a favourite activity they like to do. Once everyone has had a chance to share, play some music while everyone passes the talking stick around. When the music stops, the person holding the stick is ‘it’ and the rest of the group must try to recall what she does that is her favourite activity. This teaches listening skills when in a social context.
**Motivation:** This links to understanding self-discipline and the need to work on areas that I find challenging.

- I have a desire to do my best.
- I will set myself personal goals.
- I will find strategies to achieve my goals.
- I will discuss my goals with my teachers and parents.
- I will persevere even when something is challenging.

**Activity:**
Pass around the talking stick with each person saying what her goal is for the day. The teacher can write similar goals on large sheets of paper and suggest that learners who share goals help each other out and keep one another motivated. At the end of the day, check who feels they achieved their daily goal. This can be done with a simple show of hands or a thumbs up/down.

**Useful questions** teachers can use to promote discussion and problem solving:

- What happened in class today?
- I wonder what made you feel this way?
- Why was that?
- How does that make you feel?
- I wonder why ….. did that? What do you think?
- If you did …., what do you think might happen?
- What happened when …. did that yesterday?
- What do you think will happen next?
- How do you know?
- How did you learn that?
Outcomes of this workshop.

- The teacher should have ideas on how to apply EQ principles in her classroom.
- The teacher should understand and be able to use a Care Circle.
- The teacher should be able to use the language of emotion and provide key phrases for her learners.
- The teacher should understand the benefits of the ‘talking stick’.

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Workshop 3:

Self-regulation
Self-regulation

Perhaps one of the most important reasons for adopting an EQ rich classroom is to develop the skills of self-regulation in the learner. Many studies have shown that if a learner is able to self-regulate, they are able to maximize their potential. Equally so, a learner who struggles in this regard will not achieve his potential. A lack of self-regulation can be manifest in the following types of activities:

- Loss of possessions
- Struggling to resolve conflict
- Poor social skills
- Impulsive responses
- Lack of motivation to attempt or complete a task
- Inability to plan a task
- Poor time management skills.

This is by no means a comprehensive list, but certainly covers many of the behaviours that teachers have to deal with in the average school day. Moving learners from any of these behaviours to where they are able to improve their outcomes, can only be a positive thing. As suggested in earlier workshops, connecting with the learner is the starting point as this sets them up to be willing to learn and change, but it is not the whole solution. Additional steps are necessary if the teacher is going to build on that connection. These steps include the following:

- Setting realistic goals
- Recognising behaviours
- Managing behaviours
- Validating progress.

Setting realistic goals

In order to learn something new, the learner needs to understand why she is learning something and to have both an academic and a behavioural goal. Many teachers may set goals for their problem learners, but forget to set goals for the rest of the class. All children need to have goals that they can strive for. In this way they recognize what their areas of development may be and then work out strategies to achieve their goals. At the beginning of every year the teacher should ask the learners to identify five global goals for the year. They should write those down and pin them in the front of their school diaries. The learner can continue to refer back to those goals at intervals during the year, such as at the beginning and end of each term. Next, the teacher should set the learners the task of breaking each goal down into specific mini-goals. Make sure to stress to the learners that goals are individual and while it is a good idea to discuss your goals with your peers, they may not all be the same. Learners can work in groups to identify their
respective goals and discuss ways in which they need to achieve them. The teacher needs to give
the learners ways of breaking their goals down. For example:

- Identify a weekly goal.
- The goal must be achievable.
- Ask the question: ‘What steps must I take to achieve my goals?’
- Make sure the steps are achievable.
- How do my steps fit into my daily plans for the week?
- Write the steps into my daily diary.
- Reflect on my progress at the end of every day.
- Tick off the steps as I achieve them.

It would be advisable for each learner to practise this in the first week of term and for the teacher
to get feedback from learners to see how they are managing. As part of daily homework, all
learners should be encouraged to reflect on their progress and possibly write one sentence in
their diaries. The teacher needs to stress to learners that achieving a goal is about a journey and
that means it does not necessarily run smoothly. This means that they should not get
disheartened if they do not achieve their goals for the week/day; they must simply reflect and
adjust the goals before trying again. Checking on how realistic the goals are, is key to the
learner’s success. Perhaps most important of all is to revisit goals and to not simply do this task
at the beginning of the year and then leave it. That is the same as setting New Year’s goals and
then only revisiting them the following New Year!

**Activity:**
Using the worksheet provided (see end of the manual for resources), ask teachers to
complete their Goals Worksheet. Discuss ways in which you as an educator could
incorporate goal-setting into your school programme. Share ideas with the group and
draw up a list of ideas including the challenges involved and why teachers tend to shy
away from this.

**Recognising behaviours**

As stated earlier, perhaps one of the most important aspects of EQ is the ability to recognize or
‘notice’ an emotion in order to temper one’s behaviour before acting. If the learner is able to
notice that they are feeling frustrated they may elect to take steps such as breathing deeply or
taking a break from a task until they feel calmer. These are the types of strategies that a teacher
can share with the class as ways of calming down when a situation is problematic. In EQ, the
strategy that is adopted to recognize and manage emotions is often referred to as **RURU**. This
is unpacked in the following pages.
RURU enables you to be creative and have loads of fun with your learners!

**RECOGNISE:**

(Use all 8 families of feelings)
Assist the child to recognize his own emotions: How is he feeling?

Often children have difficulty even knowing the *word* that describes how they are feeling – you will need to assist children with this at a very concrete level to start with, and then progress from there.

**Examples:**
- **Picture faces** – keep them up permanently in the classroom – the more exposure that the children have, the better they will be able to recognise and name their own emotions.
- **Word Charts**
- **Self-Assessments.**

**UNDERSTAND:**

Once the learners have learnt to recognise and name an emotion, they then need to understand:
- Why they are then feeling this emotion?
- What causes this feeling?
- What the consequences could be?
Teach the child to ask the question: “**WHY am I feeling this way?**”
As they think about this, this will create the necessary pause or thinking gap, before the child responds.

In order to really understand emotions, one needs the ability and the willingness to look outside oneself as well. In this case the question needs to be altered to: “**How would I feel if I were in that situation?**”

In other words, the child needs to learn to see things from the other person’s perspective. This understanding lays the ground work for developing empathy. In order for this to happen, continuous asking of the above question needs to occur in order for ‘perspective taking’ to occur.

**REGULATE:**

Once the child has learnt to recognise her own emotions as well as the emotions in others, and has learnt to understand these emotions, the next step is to regulate these emotions. Recognising and understanding emotions are passive activities, while regulating emotions is an active process.

Regulating emotions involves being able to control one’s desires, wishes, impulses and emotions rather than being controlled by them. People who are unable to do this are often referred to as irrational, impulsive or short-sighted.

This also refers to being able to control one’s **arousal level.** Performance seems to be at its peak at an intermediate arousal level. Very high or very low levels of arousal tend to result in poor performance. It is therefore vital to learn the necessary skills to control one’s arousal levels (think about soldiers going into battle or paramedics in their daily work). Learners need to master this skill before writing exams or doing an oral presentation.

This skill involves being able to **persist despite frustration and temptation.** This also refers to **inhibiting destructive responses to provocation.** Here, students need to learn to control the urge to match insult with insult and sarcasm with sarcasm. Retaliatory responses often lead to further escalation of conflict. Children (and adults!) often turn minor disagreements into major conflicts when they cannot regulate their responses.

This skill of regulating also refers to the ability to act correctly despite pressure to do otherwise. This often leads to considerable disapproval from peers. This is often why teenagers conform to peer pressure – they do not have the ability to regulate the negative emotion caused by social disapproval.
HOW TO REGULATE EMOTIONS:

1. **Use Cognitive Re-appraisal:**
Attempt to mentally change the situation to produce a more desirable emotional state. For example, when facing an exam, the child needs to tell herself that it is only a test and that she has written many tests before. Initially the educator will need to verbalize these re-appraisals to the child. With continuous verbalizing, the child will learn to complete this process on their own.

2. **Shift Attention:**
Handle one’s negative emotions by turning attention away from the distress-producing stimulus and towards something less arousing. In a way this is a form of planned distraction. For example, a patient sitting in a dentist waiting room may call up visuals of a recent holiday in order to cope with the unpleasant experience.

3. **Use Active Planning:** (second nature for educators!)
Deal with the emotional reaction by formulating a specific plan for dealing with the cause of the emotions. For example, a child with organizational difficulties will become highly frustrated in class when she is continually picked out for not having her books at school. The educator can assist to reduce this high level of arousal by using active planning such as: using a daily chart attached to her desk; correct use of homework check, etc.

HOW TO REGULATE EMOTIONS IN OTHER PEOPLE:

(This section refers to very logical solutions. Refer to the section on ‘Altering States’)

1. **Soothe or comfort:**
Calm someone down who is in a state of anger or anxiety.

2. **Cheer them up:**
Depressed people tend to be calm. Here, one would need to “move up” the mood, spirit or energy level. This would be achieved by changing the state.

3. **Create motivation and enthusiasm:**
This is used to increase the child’s eagerness to work well and tackle challenges.
USE:

As was the case with regulating emotions, the **use** of emotions is also an active process. Emotions can be used to:

- Enhance a child’s performance.
- Enhance a child’s general well-being.

Both of these aspects can be achieved by making use of our ability to alter mood states. Please refer to this section. Using emotion can also be used to deal with conflictual issues within the classroom as well as in dealing with common-place issues in a classroom setting. Please refer to the section on Care Classrooms.
Managing behaviours

As already shown with RURU behaviour management is at the heart of EQ. One of the most useful techniques is the Robot. This is used to manage whole class and individual behaviours. At whole class level it is useful to make a large robot (see template on page 34) and put this up in a prominent place in the classroom. Explain to the class how the robot works. Cut out discs of red, yellow and green and place them on a stick so that you can hold them up to show the class. When the class is starting to get out of hand simply hold up the yellow disc as a warning. The teacher should not need to say anything but can prompt the class for attention by saying ‘Notice what I am holding up’. If the class is completely out of hand then the teacher would display the red disc and keep holding it up until she was sure that all the leaners had notices. She would then use a changing state exercise (still to be discussed) to bring the class back under control.

All too often we forget to validate the positive behaviour and it is in this regard that the green disc is so important. If the teacher notices that the learners are working well, she should hold up the green disc, draw learner’s attention to this and compliment them on getting it right. By validating the appropriate behaviour the teacher is encouraging the learners to continue to get it right.

Using the robot system with an individual learner can consist of having the three discs displayed in a corner of the class near the learner’s desk. Make use of pegs to identify the behaviours. For example if a learner is struggling to behave appropriately, place a peg on the red disc. If they are beginning to get out of hand, then make use of the yellow disc and if they are getting it right then use the green disc. At the end of the week the teacher can count up how many pegs are on each disc and new goals can be set. Don’t forget however to reward the pegs on the green disc as this is the part that encourages the leaner to persevere. Note that the robot and discs can be downloaded from www.sparklebox.com
STOPLIGHT (Self-Control)

- Stop.
- Calm down.
- Think before you act.

- State the problem and how you are feeling.
- Set a positive goal.
- Think of solutions.
- Think ahead of the consequences.

- Go ahead.
- Try the best plan.

Enlarge this for the classroom – younger children often learn better from visible stimuli.
Validating behaviour

Sadly in many of our classrooms teachers forget to validate the appropriate behaviour shown by pupils and to focus on the learners that are problematic. This means that learners who are ‘getting it right’ can feel demotivated because they are seen to be able to ‘simply get on with it’. This can mean that the learner either stops behaving correctly because they will get more attention for being naughty or they may not develop their full potential because individual goals that may stretch them, are not being set. For this reason it is so important to validate the behaviour we would like to see in learners.

Activity:
Share with your partner what you do in your classroom to validate your learners. Secondly discuss why you think this is important.

In foundation phase classes are frequently arranged with desks/tables in groups. This is a potentially powerful physical arrangement because it can encourage collaborative learning and team effort. The teacher needs to use this to her advantage. For example the teacher could place a container in the middle of the groups table and every time a learner gets something right a popcorn could be placed in the container. At the end of the week the group with the most popcorons can then pop them and eat popcorn. Each group could have a reward chart that can be filled with stickers, stars, dots, etc., to acknowledge appropriate behaviour.

On the individual basis and apart from the obvious reward charts there is the ‘star of the week’ in which a learner is highlighted in a specially designated part of the class notice board. This can be take a step further in a Care Circle. If the teacher particularly wants to boost the morale of a learner who is vulnerable or who has made a particular effort in the week she can place that learner in the middle of the care circle and encourage the other leaners to ‘celebrate’ what they have achieved.

Activity:
At Grade R level, a ‘Good Deeds’ morning ring is a wonderful way of acknowledging learners. Here the teacher and or the parent can write a good deed in the learner’s message book. The good deeds are then read out to the rest of the class and a sticker is placed in the message book. This is a wonderful way of demonstrating to fellow learners what good behaviour looks like and to encourage them all to ‘try out’ a particular behaviour. Generally it is essential that all teachers find ways to acknowledge the good and move away from focusing on the negative. This makes for a positive learning environment.
Teacher Self-evaluation

Constant and ongoing evaluation should be part of every effective teacher’s work. This is how they make sure they are achieving their own goals and regulating their own behaviour. The teacher is the primary ‘tool’ of any classroom. The children learn from what is modelled by the teacher; this places a huge responsibility on the teacher to make sure that she is projecting positive ways of behaving. One of the ways of achieving this is to reflect on a regular basis:

- Do I acknowledge and remember the things that I did that worked today?
- Do I ask questions that allow the children to do most of the talking, rather than me?
- Do I bring much laughter and happiness into the classroom?
- Do I have to be right all the time?
- Do I acknowledge my strengths?
- Do I provide ways of recognizing progress in the classroom?
- Do I acknowledge that my mistakes are useful and something to be learnt from?
- Do I model purposeful and inquisitive behaviour in my classroom?
- Do I enjoy my time in the classroom with the children?
- Do I express my feelings adequately and appropriately?
- Do I think positively of myself in the classroom?
- Do I reward myself for a job well done?

Activity:
Working in groups discuss the questions on this page and reflect on your behaviour in the last week. Share your reflections with one another and how you might improve on your behaviour.
Outcomes of this workshop:
- The teacher should understand why self-regulation is important.
- The teacher should understand what is meant by self-regulation.
- The teacher should be able to set personal goals.
- The teacher should be able to assist learners to set goals.

Notes:
Workshop 4:

Multiple Intelligences
The Multiple Intelligence theory suggests that no one set of teaching strategies will work best for all students at all times. Howard Gardner claims that all human beings have multiple intelligences. These multiple intelligences can be nurtured and strengthened, or ignored and weakened. He believes each individual has nine intelligences:

1) **Linguistic Intelligence**: well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words.

2) **Logical-Mathematical Intelligence**: ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns.

3) **Musical Intelligence**: ability to produce and appreciate rhythm, pitch and timbre.

4) **Visual-Spatial Intelligence**: capacity to think in images and pictures, to visualise accurately and abstractly.

5) **Body-kinaesthetic Intelligence**: ability to control one's body movements and to handle objects skilfully.

6) **Interpersonal Intelligence**: capacity to detect and respond appropriately to the moods, motivations and desires of others.

7) **Intrapersonal Intelligence**: capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes.

8) **Naturalist Intelligence**: ability to recognise and categorise plants, animals and other objects in nature.

All human beings possess each of these intelligences in varying amounts.

- Each person has a different intellectual composition.
- We can improve education by addressing the multiple intelligences of our students.
- These intelligences are located in different areas of the brain and can either work independently or together.

**Activity:**
Administer and mark the multiple intelligence test for teachers. Discuss what they found.
<table>
<thead>
<tr>
<th>Traditional View of “Intelligence”</th>
<th>‘Multiple Intelligences’ Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence can be measured by short-answer tests: Stanford-Binet Intelligence Quotient, Wechsler Intelligence Scale for Children (WISCIV), Woodcock Johnson test of Cognitive Ability, Scholastic Aptitude Test</td>
<td>Assessment of an individual's multiple intelligences can foster learning and problem-solving styles. Short-answer tests are not used because they do not measure disciplinary mastery or deep understanding. They only measure rote memorization skills and one's ability to do well on short-answer tests. Some departments have developed tests that value process over the final answer, such as PAM (Performance Assessment in Math) and PAL (Performance Assessment in Language)</td>
</tr>
<tr>
<td>People are born with a fixed amount of intelligence.</td>
<td>Human beings have all of the intelligences, but each person has a unique combination of strengths, or profile.</td>
</tr>
<tr>
<td>Intelligence level does not change over a lifetime.</td>
<td>We can all improve each of the intelligences, though some people will improve more readily in one intelligence area than in others.</td>
</tr>
<tr>
<td>Intelligence consists of ability in logic and language.</td>
<td>There are many more types of intelligence which reflect different ways of interacting with the world.</td>
</tr>
<tr>
<td>In traditional practice, teachers teach the same material to everyone.</td>
<td>Multiple Intelligences pedagogy implies that teachers teach and assess differently based on individual intellectual strengths and weaknesses.</td>
</tr>
<tr>
<td>Teachers teach a topic or &quot;subject.&quot;</td>
<td>Teachers structure learning activities around an issue or question and connect subjects. Teachers develop strategies that allow for students to demonstrate multiple ways of understanding and valuing their uniqueness.</td>
</tr>
<tr>
<td>Children who are strongly: ↓</td>
<td>Think...</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Linguistic:</strong></td>
<td>In words.</td>
</tr>
<tr>
<td><strong>Logical-mathematical:</strong></td>
<td>By reasoning.</td>
</tr>
<tr>
<td><strong>Spatial:</strong></td>
<td>In images and pictures.</td>
</tr>
<tr>
<td><strong>Bodily-kinesthetic:</strong></td>
<td>Through movement.</td>
</tr>
<tr>
<td><strong>Musical:</strong></td>
<td>Via rhythms &amp; melodies.</td>
</tr>
<tr>
<td><strong>Inter-personal:</strong></td>
<td>By bouncing ideas off other people.</td>
</tr>
<tr>
<td><strong>Intra-personal:</strong></td>
<td>Deeply inside themselves.</td>
</tr>
</tbody>
</table>
What are the benefits of using multiple intelligences in my classroom?

**Benefit 1:** You may come to regard intellectual ability more broadly.
Drawing a picture, composing, or listening to music, watching a performance - these activities can be a vital door to learning, and as important as writing and mathematics. Studies show that many students who perform poorly on traditional tests are turned on to learning when classroom experiences incorporate artistic, athletic, and musical activities.

Take music, for example. As educator, David Thornburg of the Thornburg Institute notes, "The mood of a piece of music might communicate, clearer than words, the feeling of an era being studied in history. The exploration of rhythm can help some students understand fractions. The exploration of the sounds of an organ can lead to an understanding of vibrational modes in physics. What caused the great scientist Kepler to think of the motions of planets in musical terms? Astronomy students could program a synthesizer to play Kepler's 'music of the spheres' and explore history, science, math and music all at once."

**Benefit 2:** You will provide opportunities for authentic learning based on your students' needs, interests and talents.
The multiple intelligence classroom acts like the "real" world: the author and the illustrator of a book are equally valuable creators. Students become more active, involved learners.

**Benefit 3:** Parent and community involvement in your school may increase.
This happens as students demonstrate work before panels and audiences. Activities involving apprenticeship learning bring members of the community into the learning process.

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Centre for Social Development project, funded by AACF
**Benefit 4:** Students will be able to demonstrate and share their strengths.
Building strengths gives a student the motivation to be a "specialist." This can in turn lead to increased self-esteem.

**Benefit 5:** Students accumulate positive educational experiences and the ability to create solutions to problems in life, when you "teach for understanding".

### How can applying M.I. theory help students learn better?

Students begin to understand how they are intelligent. In Gardner's view, learning is both a social and psychological process. When students understand the balance of their own multiple intelligences they begin:
- to manage their own learning
- to value their individual strengths.

Teachers understand how students are intelligent as well as how intelligent they are. Knowing which students have the potential for strong interpersonal intelligence, for example, will help you create opportunities where this strength can be fostered in others. However, multiple intelligence theory is not intended to provide teachers with new IQ-like labels for their students. Students approach understanding from different angles. The problem, "What is sand?" has scientific, poetic, artistic, musical, and geographic points of entry.

Students that exhibit comprehension through rubrics, portfolios or demonstrations come to have an authentic understanding of achievement. The accomplishment of the lawyer is in winning her case through research and persuasive argument, more than in having passed the bar exam.
EVERYTHING YOU DO AS AN EDUCATOR IN SOME WAY INFLUENCES THE BRAINS OF YOUR LEARNERS!

Humans can influence their own heartbeat, brain chemistry and stress levels.

There is firm evidence that any single neuron / population of neurons in your brain can be voluntarily controlled (with practice) in about ten minutes.

This suggests that: What goes on inside the heads of our learners is not totally inaccessible!

States are like the weather inside your brain. In our brain, the weather changes every few seconds. But unlike the weather outside, humans can control the states in their brains.

States combine our emotional, cognitive and physical interaction to make all our decisions.

States prepare us to act in a certain way.

Therefore, educators have to learn to evoke a great variety of states to get students to optimize their ability to learn better.
All states precede behaviours – change the state so that the behaviour can follow.

Educators influence the brain chemistry when they:

- Stress out the class
- Relax the class
- Calm the class
- Initiate a classroom celebration of success
- Create a sense of urgency to take action
- Build confidence about an upcoming assignment or examination.

There is no such thing as an unmotivated student. There are, however, students in unmotivated states.

Our purpose as educators is to make students aware of their states so that they can self-regulate.

In the process, we must teach them the factors that can influence their states. We are going to highlight six states that occur within the brain and what you can do to help your learners to achieve these states:

Ahhh!
I Got It!
Uh Oh!?
Huh?
Movin' On!
Yikes!

“Nothing yet… How about you, Newton?”
Our brains work in such a way that they are constantly in some state of learning, but in the educational environment, it is the teacher who helps to control that state. Most people need some initial support to manage their own states. When we are concentrating, we are trying to control our neural networks and keep them constant. The aim of the teacher is to keep the learner focused long enough to absorb the relevant information. This is done by maintaining useful learnt states, but also by having sufficient flexibility to make important adjustments. This comes from a combination of inherited abilities, environment, maturity and personal will.

Learning requires ATTRACTOR STATES for receptivity to occur. We are attracted to these states by our internal environment. For example some people are attracted to humour, some anger, some depression and some pick a fight to feel that they are in a familiar environment. Our attractor states are part of our personality and are our easiest state to enter into.

For many children, school and learning states are REPELLOR STATES because of their experiences which are often that of boredom, anxiety and stress. We as teachers need to create an emotional environment that is positive.

Our brains are designed to learn by repetition, but they also get bored easily so we need to create opportunities for repetition to occur without the child realizing it. This can be done through:

- Peer teaching
- Brainstorming
- Class or group discussion
- Checking work against a model
- Competition
- Games
- Assignments
- Peer editing.
The State of Wellbeing

This is a state of contentment and is the best state to elicit learning. It is a state of calm energy. It can be maintained longer. This state can be achieved by turning your classroom into a social arena where positive social contacts can be orchestrated.

Tips and Ideas

☆ **Music** is very helpful for creating a calm environment.

☆ **Positive affirmations** by the teacher and the peer group maintain high spirits. **Brain gym** keeps the mind active.

☆ Having a “**spotlight**” day where a pupil is highlighted in a positive way by her peers can help to build self-esteem and empathy. An extension of this is the “joy seat” whereby a pupil sits in the middle of a circle and the class spends 60 seconds complimenting her.

☆ A **grateful journal** is a way to foster feelings of gratitude and to shift the mind onto positive things in our lives. Ask the girls to work with a partner for the day and to discuss throughout the day things they are grateful for and then transfer this into a diary.

☆ Allow **down time** to relax the mind. Do meditation and deep breathing.
I Got It!

This is a short state lasting only a few minutes. It occurs after a child has mastered a section of work and realizes they have “got it”.

This state is only achieved through repetition; a reasonable passage of time must be allowed for new information and preferably allowing for an individual learner’s modality.

👍 Tips and Ideas

☆ For the visual learner, designing an advertisement for a new product, possibly even acting it out and producing a poster.

☆ Writing a summary or statement on the new learning helps to repeat new info.

☆ Standing in a circle using a bean bag tossed to each girl helps to focus the answers.

☆ Mix and match groups of children and ask them to exchange their understanding of the same information. This leads to repetition but also a different viewpoint which helps the learner to benefit from other children’s learning modalities.

☆ The learners can also create a large mind map, working in groups and then putting it up in the class and appointing a spokesperson to explain the group’s thinking.

☆ Have a reassessment of the work covered and compile a list of Wacky words on the board to describe the experience of learning this particular section. Then re-group into partners. Using a couple of the descriptive words recap to your partner what the experience was like for you as an individual. The wacky words must be used as frequently as possible. This will help them to remember what they taught each other.
The State of Healthy Concern

Educators have to master the art of triggering interest in subjects where most learners have very little desire to go. The usual (and negative) reaction is ‘Oh @#$%!’

People in this state show a measurable increase in the release of stress hormones in their brain. Cortisol is the energy releasing hormone for the ‘Uh Oh’ state. Its levels vary in all of us – lowest at night, highest in the morning and moderate in the afternoon. We are also more stressed when we are dehydrated.

Exposure to cortisol for short periods of time is fine. However, prolonged exposure (4–6 weeks) to elevated levels of stress is a serious health risk. Educators must therefore use this method for short term strategies, rather than as a consistent method of getting results.

**GOOD STRESS:**
- Increases focus
- Mobilises energy
- Dulls pain
- Increases sharpness of mind
- Improves memory.

**EXCESS STRESS CAN:**
- Increase mistakes
- Reduce spatial memory
- Deplete energy
- Kill brain cells.

**Body Language:**
The stressed body may tighten in areas that show stress like the NECK, SHOULDERS and BACK. The body may bend slightly forward and breathing may be shorter and shallower in this state.

**Food for this state:**
There are no known foods for this state. However, many people consume comfort foods while in this state. These foods are usually high in fats and contain simple carbohydrates with little nutritional value. The body craves a sense of calm because eating a particular food is considered a reward.
Tips and Ideas

Circle run – on sentences

When you have finished a section of work, the co-operative group stands up. The first member begins, “In our lesson on evaporation today, we learnt a number of things. The first thing we learnt was…” and passes on to the next person who must pick up the sentence, continue and stop short for the next person to pick up.

Group quizzes

After a section of work, the group designs a quiz. One member of the group moves to another group and tests them and awards a mark.

Check your partner’s work

“Look at your partner’s work. If they have written down all three points that we have just mentioned, congratulate them!”

OR

“Look at your partner’s work. If they haven’t written down all three points raise your hand so that I can assist them”

Think – Pair – Share

Stand up and mentally reflect on your topic for a moment. Move around the room and find a partner. Share with each other your prior learning. Thank your partner and return to your seat.
This is the “What’s up?” state. It is driven by the discovery of WHO, WHAT, WHERE, WHY or HOW elements.

**Anticipation:** Wanting or waiting with positive expectancy.

**Curiosity:** A state of wanting something which is temporarily unfinished or unanswered.

**Confusion:** It is better to have your learners hooked and confused, than not interested at all.

**THEREFORE:**
1. Provide learners with an expectation of a clear, perceived benefit. This is the ‘What’s in it for me?’ state.
2. Establish a sense of immediacy for a positive, expected outcome within the next few minutes.
3. Display strong emotions in yourself to arouse a learner’s attention or wonder.
4. Tease or reveal only a part of something so that a learner wants the other part.
5. Leave movements, gestures or activities unfinished or abruptly and visibly halt them.
6. Purposefully leave the students in a state of confusion before the class is over and ask them to resolve the problem as part of a homework task.
7. Provide a change or contrast in existing sounds, visuals or touch.

**Food for use in the ‘Huh’ state:**
Amines are the brain’s uppers and they support a state of positive vigilance or a readiness to learn. The most popular amine by far is caffeine. One cup of coffee enhances attention, problem solving and delayed recall. For general arousal, glucose is the primary fuel. It can be metabolised from nearly all energy sources – fructose, fats, carbohydrates and proteins. Hydration can support alert states.

A sweet snack may increase a learner’s energy, but is likely to dissipate within an hour. You will need strategies other than food to keep an audience’s attention over a long haul.
👍 Tips and Ideas

Involve and engage your learners – don’t preach!

**Anticipatory rituals:** “If you can hear me clap once. If you can hear me clap twice. If you can hear me clap thrice.”

**Breathing:** Whole group breathing engages curiosity. “Let’s pause for a moment. Take a deep breath. Inhale and hold it. Exhale.” The educator should model it. Vary the activity. “Everyone stand up and take a breath.”

**Stretching:** Start by saying, “We are going to do something very interesting in just a minute.” Get them to stand up – this raises heart rates.

**Musical deadlines:** Use a piece of music as a cue signal or call back song.

**Ask universal questions:** “How many of you have seen a bad movie in the last six months? How many of you feel physically exhausted by the end of the day?” Use universal questions to create anticipation specific to your topic.

**Vote on a topic:** Offer the group two or more options allow them to vote. Have learners vote with their feet. If they agree with Position 1, they must walk to a specific place in the classroom. Position 2 is in another corner of the room.

**Write it down:** Create anticipation by telling learners to quickly write something down.

**Written questions:** Work with a partner and write three questions about what they think might be important in the upcoming topic.

**Give directions clearly and concisely:**
- Announce the time that the group will start an activity. (In just 30 seconds we are going to…)
- Select a trigger word: When I say the word…Go!
- Give the actual directions: Walk ten steps and find a partner.
- Check for readiness of the group by noting body language and chit-chat.
- Give trigger word: Get set. GO.
Movin' On

States Of Transition

This is about creating physical, emotional and cognitive breaks from a prior activity.

Humans do not change states easily.

They need to be assisted. It is the task of the educator to assist the class to make the transition from one learning programme to the next.

Transition states do not have to last long – we want the learners to stay in this state until we have moved them onto the next activity.

Brain changes such as these are perfect preparations for new learning.

**KEY CONCEPT:** Do not rush the learners out of one activity and into another.

**Avoid:** “Class, you are all to sit down. No one is to get up so that we can move onto something else!”

**Rather:** “Oops I have just checked the clock and we are running a bit short of time. Let’s shift gear so that we can finish up when we are supposed to. Everyone take a slow deep breath. Inhale and hold. Good! Now exhale. Good! Let’s get ready for the last thing today. Everyone please stand up. Pick up your notes and find a partner.”

Deep breathing allows the learners to mentally wrap up what they have been doing before moving on to the next state.
Tips and Ideas

**Agree and Disagree:** Draw up summary statements and ask the audience if they Agree or Disagree. In this way they can close off statements that they have been working on.

**Brain Breaks:** Pair up with a partner and go for a short walk. During the walk they perform a task completely unrelated to the previous assignment – thereby closing the section.

**Cars in Motion:** Grab a partner and put your chairs next to each other. Number 1 and 2. Announce that number 1 is the driver and number 2 is the passenger. When the music starts the driver drives like a maniac. The passenger has to copy all the movements. After 45 seconds have the driver pull over and give the passenger a chance to drive.

**Clapping Games:** Clap out a rhythm and get the students to clap it back to you.

**Creative Handshakes:** Put on some upbeat music. Students must walk around the room. When the music stops, students must invent a brand new creative and funky handshake. As soon as the music starts they move on until it stops. Then another handshake must be invented.

**Finger Maths:** Break up into groups of three or four. Face each other in a tight circle. Put your hands behind your back and mentally choose a number from zero (closed fist) to 5 (all fingers showing). Presenter calls out a number – let’s say 11 and says GO! Everyone shows their hand. The group totals the number. If they hit the target they shout out loudly – GOT IT! The group that never ‘got it’ continues until they have 11.

**Pass the Imaginary Object:** Sit in groups from 5 to 8 people. One person begins by describing the object that they are going to pass like a canary with a broken wing or a greased piglet or a hot plate of pancakes. The group passes the object around the circle to the right. Play some upbeat music. After a few seconds, stop the activity reminding the person holding the object to keep it. Now instruct the person opposite the current object holder to begin passing another object to the left. Now there are two objects moving around the table crossing each other every few seconds. Add some Interesting variations. Every time that someone receives an object she must compliment the person who passed it. When the two objects hit one person at the same time, that person can call out “Opposite!” in order to change the direction of the passing.

**Pass a Face:** Stand in a circle of 6 to 8. First person makes a face and ‘passes’ it to the left. That person matches the face and passes it on. The leader shouts “Switch!” Whoever has the face at that moment makes a new face to pass on. Play upbeat music during this activity.
**Stretching:** Stretching is a very good transition activity. Walk five steps and touch your toes. Walk three steps and reach for the ceiling. Perform a stretching routine to music with a Stretching Instructor.

**Vote on a Topic:** Before leaving a topic and moving to a new subject get the class to vote on how confident they are concerning the material just learnt. Vote using a thumbs-up, down or side-ways. Use verbal voting Yea, Nay or GQ (Got Questions).
High Energy State! The state of go, go, go!

This is a rush of energy felt when you are racing against the clock. This High Energy State of excitement is the positive aspect of the fight or flight defence mechanism – a burst of extra energy!

Well organised physical activities within the class can boost academic achievement. Movement solves the binding problem in learning.

Young learners learn mostly through non-conscious acquisition and binding. Binding is the integration of emotions, body and mind. Binding ensures that learning is meaningful and can be recalled.

Such examples could include:
- Charades
- Manipulatives
- Role-playing
- Learning by doing
- Games
- Kinaesthetic learning
- Teacher-directed content links.

Too much chair time equals postural stress, poor circulation and poor breathing. This leads to musculoskeletal problems and limits procedural learning.
Tips and Ideas

**Call and Response:** This is an auditory-kinaesthetic routine that you set up with your class as preparation for learning. The Call and Response routine gets the whole group aligned in a common excited state. They should be simple and quick. Teachers need to model it with lots of energy and enthusiasm.

<table>
<thead>
<tr>
<th>Call</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who’s here today?</td>
<td>I’m here!</td>
</tr>
<tr>
<td>Here for what?</td>
<td>To learn and have fun!</td>
</tr>
<tr>
<td>When do we start?</td>
<td>Right now!</td>
</tr>
<tr>
<td>How now?</td>
<td>Work hard! Be smart!</td>
</tr>
</tbody>
</table>

**Commercial Breaks:** After completing a section of work, assign a topic to a team and ask them to prepare in just five minutes a quick review of what they have learnt. The group must broadcast a quick 30 second commercial to the rest of the class covering that information. They must make it fun, bizarre, cute or creative. They must capture the attention of the audience and make them want to buy their service or product.

**Deadlines:** These increase the surge of epinephrine – but they also incite panic and feelings of hopelessness. The educator must demonstrate excitement and urgency before the audience will do the same. Tips: Before you set them working – get them to repeat the instructions to a partner. Let students know you will give them a signal when half the time is over so that they can pace themselves.

**Go Marching:** Put on some cheery music and have students march around the classroom and back to their seats before the music stops.

**Massage:** ‘Road-building’ on the back of a partner. Teacher tells the story while one partner builds the road on the back of a fellow partner: “The diggers move in and break up all the rocks … then come the steamrollers and they move up and down the road … water is sprayed lightly on the road and then the steamrollers move in again … etc.”

**Switch Seats:** Give students a timed deadline to find another seat in the classroom. If they are working in co-op groups get each group to stand up, pick up their equipment and books and the entire group must move to another table.

**Mixer Walks:** Put on music which is age-appropriate and up-beat. Give clear instructions. “When the music starts, touch seven chairs and then stop!” OR “Take as many steps as your birthday month (April = 4) plus 10!” OR “Circle the room one and a half times!” OR “Shake hands with 10 different people!”

Centre for Social Development project, funded by AACF
“The picture’s pretty bleak, gentlemen... The world’s climates are changing, the mammals are taking over, and we all have a brain about the size of a walnut.”
### Outcomes of this workshop:
- The teacher should have an understanding of what multiple intelligences are.
- The teacher should understand how to cater for her learners’ ways of learning.
- The teacher should be able to understand how to apply changing of states.

### Notes:

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Workshop 5:

Collaborative learning and EQ
Collaborative learning and EQ

In our first workshop we identified the four primary attributes of EQ. These are further developed through the use of collaborative learning.

Emotional intelligence consists of four attributes according to Goleman:

- **Self-awareness** – You recognize your own emotions and how they affect your thoughts and behaviour, know your strengths and weaknesses, and have self-confidence.
- **Self-management** – You are able to control impulsive feelings and behaviours, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social awareness** – You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Another term for collaborative learning is ‘cooperative learning’, which suggests the primary quality that is needed when working in a group. Teachers have long used some form of group work in order to make their lessons more dynamic. Unfortunately, this is a style of teaching that is frequently feared by teachers because of the noise level and the perceived chaos. When done correctly, however, it is not a chaotic style of learning, but in fact a very productive one. What is key is to make sure that each member of the team knows what his/her role in the group is.

One of the most important means of learning is through language. Studies have shown that learners relate better to the language of their peers than to that of their educator. It has also been shown that if you have to teach something to someone else, in other words, put it into your own words, you are better able to grasp the new concept and to memorize it. For this reason it starts with setting up a classroom situation in which learners work in groups to grasp a new concept, but then have to teach that concept to another group.

**Activity:**
Each group is assigned a style of collaborative learning and has to master it before explaining it to another group.
The principles underlying co-operative learning

**Principle One: Positive interdependence**

Positive independence is the perception that you are linked with others in a way that you cannot succeed unless they do, and vice versa. Their work benefits you and your work benefits them. Learners must come to an understanding that they need each other to complete the group’s task. They have to learn that it is a case of ‘sink or swim together’. The teacher needs to structure an environment that teaches mastery of positive interdependence. This is achieved in several ways:

- **Assign roles to a group**: Give each learner a role to play in the group. Teach them very carefully what is expected in the role. The learner needs to be given guidance on how to act in the assigned role.

- **Establish mutual goals**: The group should be encouraged to establish goals for an assignment or activity. The goal might be to master a section of mathematics or reading. The goal is recorded and the group is held accountable to teach those members who are battling with a concept.

- **Shared resources**: The group is put into situations where they have to divide the resource material and be accountable to teach their information to the rest of the group.

**Principle Two: Face-to-face promotive interaction**

Promotive interaction refers to the actions that assist, help, encourage and support achievement of each other’s goals. Students promote each other’s learning by helping, guiding, sharing ideas and encouraging efforts to learn. The student may explain, discuss and teach what they know to a classmate. Many of our classrooms resemble a lecture hall. By placing our desks in straight rows we switch off the possibility for promotive interaction. In order to ensure discipline, the educator designs a lesson to allow interaction to happen only between teacher and individual learner. Teachers need to structure the groups so that the students sit knee-to-knee and talk through each aspect of the assignment. They therefore interact effectively. In a class of 40 learners, face-to-face interaction is noisy. The co-operative classroom in not a silent zone. Strict classroom management rules should be set in place to keep the noise level down and to attract learners’ attention when the teacher wants to talk.

Heterogeneity (variety of backgrounds and abilities) is the key to successful grouping. Not only heterogeneity by ability, but heterogeneity by gender, social status, ethnic or economic background, learning styles and content preferences. In this way all the learners can benefit from the varied abilities that each learner brings to a group.

**Principle three: Individual accountability**

Individual accountability is the measurement of whether or not each group member has achieved the group’s goal. The quantity and quality of each member’s contribution to the group must be
assessed. Co-operative learning is often criticized as doing away with individual gifts and talents. This is not the case. Each pupil holds personal responsibility within the group to learn effectively. Each individual brings his or her own unique gifts to the group. It is how their unique gifts benefit the group that is important. Each student’s performance is frequently assessed and the results are given to the group and the individual. Teachers may structure individual accountability by giving an individual test to each student or randomly selecting one group member to give the answer.

**Principle four: Interpersonal and social skills**

Groups cannot function effectively if students do not have and use the needed social skills. Co-operative learning forces teachers to teach social skills and to assess their implementation within the group.

Essential small group social skills:
- Listening
- Respect and sensitivity
- Empathy
- Consensus
- Personal neatness and personal hygiene
- Time on task
- Taking positive risks
- Manners
- Meeting deadlines
- Conflict management.

Teachers need to teach these skills as purposefully and precisely as they would any academic skills. Collaborative skills include leadership, decision-making, trust-building, communication and conflict management.

**Principle five: Group processing**

Group processing is reflecting on a group session in order to describe what member actions were helpful or unhelpful and to make decisions about what actions to continue or change. Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Teachers structure group processing by assigning such tasks as:
- List at least three member actions that helped the group be successful.
- List one action that could be added to make the group even more successful tomorrow.

The class teacher can also monitor the group and give feedback on how well the groups are working together, with the various groups and with the whole class.
## Application of cooperative learning principles in my class:

<table>
<thead>
<tr>
<th>Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Interdependence</td>
</tr>
<tr>
<td>Face-to-face Interaction</td>
</tr>
<tr>
<td>Individual Accountability</td>
</tr>
<tr>
<td>Interpersonal &amp; Social skills</td>
</tr>
<tr>
<td>Group Processing</td>
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</tbody>
</table>

*Centre for Social Development project, funded by AACF*
This section unpacks four styles of co-operative/collaborative learning that can be used effectively to assist learners to develop the four principles of EQ behaviour.

1: Jigsaw

The children are grouped in their home groups of four to six heterogeneous learners. The teacher prepares the material before the lessons and decides to make use of the jigsaw model of effective learning.

Each person in the home group is numbered and issued with the material that must be mastered. Each member of the group soon discovers that they have different material. The teacher explains that they are going to leave their home group and move into Expert groups. They are accountable (individual accountability) to master the material with the support of the other members of the expert group and return to the home group and teach the material to them.

The teacher then calls all the number ones from the Home group. They become Expert group one. If there are ten home groups of four in your class, you will now have four expert groups of ten pupils. This is too big for effective collaborative learning. Split these expert groups into two groups of five.

The expert groups now work through the material highlighting the most important information and deciding how best to teach the material to their different home-groups.

The expert group members teach each other to make sure that they have mastered the material. The facilitator then instructs them to return to their home group. The sequence in which the various sections are taught is given by the teacher. Random questions are asked to various members in the group to make sure that mastery of the material has occurred. If necessary remediation can be given by asking another expert to re-teach the material to the group that is battling.

The only way that the peer can learn this section of work is to listen carefully to each expert and to make brief notes. Each person is responsible to ensure that there is group mastery of the material. The expert has the responsibility not only to teach effectively, but also to deal with queries and to check that all in the group have learnt well.
Here learners work together in groups which they choose to join in order to produce a product on a topic.

- **Identify the topic to be investigated and establish the groups:** The teacher states a broad topic in the form of a question or problem. This should give an idea of the scope of the investigation and set the tone for the study. It should be multifaceted so that it triggers a variety of responses from the learners. The learners brainstorm various aspects of the question or problem that interests them. They are expected to say what they would like to know about it and not what they already know about the topic. This could include some brief research in a library or from another source which enables them to clarify aspects that interest them. The whole class examines these aspects and classifies them into categories which will become the topics which different groups will investigate. Learners choose to join the group which will investigate the topic which interests them most. While group sizes will differ, the facilitator must intervene if any group is unwieldy.

- **Plan the group investigation:** Each group draws up its research question and plans its course of action. Participants decide who will do what and how. The group considers these plans and contributes further ideas. The facilitator is invited to do the same.

- **Carry out the investigation and prepare the report/presentation:** The group sets about to complete their tasks. They keep their focus on the main question or problem. They decide how to present their findings.

- **Present the report:** The whole group should take part in the presentation and be as creative as possible. Their main aim should be to teach their knowledge, skill and findings to everyone.

- **Present the report:** The whole group should take part in the presentation and be as creative as possible. Their main aim should be to teach their knowledge, skill and findings to everyone.

- **Evaluate the process, the product and their learning:** The method and criteria for evaluating group products, their presentations or demonstrations and the learning of all must be determined early in the process with participants sharing these decisions. They must also assess their personal skills and their group’s effectiveness in the process of planning, investigating and presenting their topic.
3: Pairs

There are creative ways for learners to work together as pairs so that they are fully engaged with the learning, engaged with each other, assist one another, check each other’s progress and consolidate their own learning. This is achieved by using pairs.

**Think-pair-share**

**Think**

The teacher asks the participants to think on their own about a given topic, respond to a question or brainstorm an idea. The individual then jots down personal ideas or comments.

**Pair**

The pair then share their ideas with each other, clarifying, synthesizing or crystallizing them. One of them is invited to share their finding with the whole class.

**Pairs check**

Within a group of four people, participants work in pairs. One is the investigator or detective whose task it is to solve the problem. The other plays devil’s advocate, prompts or coaches. They exchange roles for the next problem or question. Then as a pair they compare their answers with the other pair in their group to ensure that they are correct, and sort out any discrepancies.

**Three step interview**

Step one: In an even numbered group, one member of the pair interviews the other.
Step two: The other partner now interviews his/her partner.
Step three: Each person in the group shares his/her partner’s information/insight/news with the entire group.

**Study buddies**

A partner is identified who is not in your home group, but who is responsible for your studying. The facilitator encourages participants to meet regularly with their study buddies to learn material for assessment. Buddies are held accountable for performance.
4: Numbered heads

This is used by the teacher to assess what learning is taking place within a co-operative group. It ensures the involvement of the entire group and promotes interdependence and co-operative action. Numbered heads avoids any chance of one child not focusing on the task. In a traditional classroom, the teacher asks a question and the bright, alert children respond. The rest avoid involvement because they know someone else will answer the question. Using numbered heads compels the entire class to remain focused at all times. Individual accountability and positive interdependence are fostered, both of which promote co-operative interaction among the participants.

Numbered heads involves four steps:

1. Every learner in each group is given a number: 1, 2, 3, 4 and so on, depending on the size of the groups.

2. The teacher poses a question or problem or asks for a skill to be performed.

3. The teacher asks participants to ‘put their heads together’ in their group, to work out the answer and to ensure that everyone in the group understands and knows how to respond appropriately when questioned by the teacher.

4. The teacher then arbitrarily calls a number. The learner with that number must respond on behalf of his or her group. A correct or appropriate response is affirmed and praised for the whole group, but an incorrect answer also becomes the responsibility of the entire group. The teacher holds the whole group responsible for not clarifying the answer and ensuring that each member understands and can present it.
Outcomes of this workshop:
- The teacher should have an idea of what collaborative learning is.
- The teacher should understand what the different types of learning look like.
- The teacher should be able to apply the different forms of collaborative learning.

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Centre for Social Development project, funded by AACF
References


Teaching Resources

Worksheets, activities, posters, poems
How the Brain Works

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**Parents:**

- Phone at least one parent a week and give some form of positive feedback about their child.

**Charity:**

- Involve the learners in opportunities to do charitable work. For example, each class could adopt a charity as part of their life-skills programme. Each term, the class could visit this charity and look at creative ways to be involved (not on a financial basis, but on an empathetic or practical basis). Focus on the plight of others.

**Academic / classroom:**

- Look at the ‘Multiple Intelligences’ and using a modified test to help the learners to identify how they learn best. Then create opportunities to allow each learner to learn in his strongest modality. Should they not succeed in one of the weaker modalities, help them to understand where their strengths lie.

- Use the weekly feelings diary to discover how each child feels. This helps them to stop and ‘notice’ their emotions rather than just act on them impulsively. Also helps the child to ‘track’ his/her feelings from one day to the next.

- For the younger grades, each child makes paper-bag puppets with a happy face on one side and a sad face on the other. These can be displayed on each child’s desk with the relevant feeling/face visible to indicate to the teacher how the child is feeling.

- Also, those in the younger grades could make a laminated self-portrait or face with the mouth as a separate piece. Each child could make three or four different mouths to indicate different emotions. The relevant mouth piece can be affixed to the face to show how the child feels.
Colours also affect our moods. Have a rainbow in the classroom and assign different emotions to each colour. Each class/grade could have a rainbow day in which the child comes to school wearing the colour that best fits how they feel most of the time. The educator could use this as a launching pad to discuss emotions and what causes us to feel these feelings.

Have an EQ poster on the door of the classroom to remind parents, learners and visitors that they are entering an EQ-rich environment.

Have a Good Deeds Morning once a week whereby the parent writes in the diary to state what good or positive things the child has accomplished over the past week. Develops self-appreciation and a sense of confidence in the child.

Use ‘Brain Gym’ and ‘Altering the States’ activities daily.

Go for a walk once a week around the school grounds. One could incorporate silly walks or dances (humour). Encourage the learners to walk with a partner and discuss how each person is feeling or how their day/week is going. End by sitting in a scenic spot. When the class returns to their classroom ask them to write or draw something about how this exercise made them feel.

Use humour in the classroom.

Decide on a class mascot to be used as a ‘talking stick’ during CARE classroom activities. This mascot could be used to create a class identity as well.

Have a gratitude morning each week, where the children each look at what they have to be grateful for (other than luxury material items).

School:

Assign each child in Grade 7 a teacher who they can go to for mentorship – preferably someone other than their class teacher.

In the lower grades, possibly link a Grade 7 learner with a younger learner to provide companionship and mentorship. Regular meetings can be organised for the partners to share experiences, possibly one break time per week.
OWN IDEAS / SUGGESTIONS

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
My Multiple Intelligences: a student & parent survey

♥ Use this activity as a way to introduce the Theory of Multiple Intelligences to your learners.
♥ Send the survey home for parent and child to complete together.
♥ The survey can also be completed in small groups before teaching Multiple Intelligences to your children.
♥ Students can complete the survey before and after the unit as pre and post assessments to compare how they feel about their learning styles and strengths.
♥ Some children will tick everything. Others will be able to identify their strengths.
♥ The survey is a simple tool that can provide useful information to teachers about how children view themselves and their gifts. Learners will realize that they have many different ways of showing they are smart.

Adapted from April Guenzler (gwhizteacher.blogspot.com).

Name:

Word smart

☐ I like to read books
☐ I like to write stories
☐ I like to tell stories and talk to people.
☐ I speak more than one language.

Music smart

☐ I play an instrument.
☐ I enjoy singing
☐ I like listening to music and know lots of songs.
☐ I remember the melodies of songs.
<table>
<thead>
<tr>
<th>Smart Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture smart</td>
<td>- I have a good visual memory.</td>
</tr>
<tr>
<td></td>
<td>- I enjoy drawing and painting.</td>
</tr>
<tr>
<td></td>
<td>- I am good at computer games.</td>
</tr>
<tr>
<td></td>
<td>- I read maps and charts easily.</td>
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<tr>
<td>Body smart</td>
<td>- I am good at sports</td>
</tr>
<tr>
<td></td>
<td>- I like building things</td>
</tr>
<tr>
<td></td>
<td>- I enjoy acting and dancing</td>
</tr>
<tr>
<td></td>
<td>- I like to learn with my hands.</td>
</tr>
<tr>
<td>Self smart</td>
<td>- I feel good about myself</td>
</tr>
<tr>
<td></td>
<td>- I have hobbies.</td>
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<tr>
<td></td>
<td>- I know my likes and dislikes.</td>
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<tr>
<td></td>
<td>- I sometimes need a quiet place to be alone and think.</td>
</tr>
<tr>
<td>Logic/math smart</td>
<td>- I enjoy math and numbers.</td>
</tr>
<tr>
<td></td>
<td>- I am curious about science.</td>
</tr>
<tr>
<td></td>
<td>- I enjoy brain teasers</td>
</tr>
<tr>
<td></td>
<td>- I like computers and calculators.</td>
</tr>
</tbody>
</table>
### Nature smart

- I enjoy learning about rocks, plants, and animals.
- I like to spend time outdoors.
- I hear and see links in nature.
- I like to write down observations about nature.

### People smart

- I have lots of friends.
- I enjoy socializing.
- I have feelings for other people.
- I problem solve with my friends.
MULTIPLE INTELLIGENCES

* Verbal / linguistic
* Visual / spatial
* Mathematical / logical
* Musical / rhythmic
* Body kinaesthetic
* Inter-personal
* Intra-personal
* Naturalistic
8 Kinds of smart

- Word Smart
- Art Smart
- Maths Smart
- Music Smart
- Body Smart
- People Smart
- Self Smart
- Nature Smart
How do you like to learn?

Name:

1. I work best when it is quiet. □ yes □ no
2. I can work when there is noise in the classroom. □ yes □ no
3. I like to work at a table/desk. □ yes □ no
4. I like to work on the floor. □ yes □ no
5. I like to work on my bed. □ yes □ no
6. I like to work on an assignment until it is complete. □ yes □ no
7. Sometimes I get frustrated with my work and don’t finish. □ yes □ no
8. I like to work by myself. □ yes □ no
9. I like to work with a group/partner/as part of a team. □ yes □ no
10. I like to learn new things. □ yes □ no

Adapted from A. Brantley.
Multiple Intelligences Test

Name:

Where does your true intelligence lie? This quiz will tell you where you stand and what to do about it. Read each statement. If it expresses some characteristic of yours and sounds true for the most part, jot down a ‘T’. If it doesn’t, mark an ‘F’. If the statement is sometimes true, sometimes false, leave it blank.

1. I rather draw a map then give someone verbal directions. □
2. I can play (or used to play) a musical instrument. □
3. I can associate music with my moods. □
4. I can add or multiply in my head. □
5. I like to work with calculators and computers. □
6. I pick up new dance steps fast. □
7. It’s easy for me to say what I think in an argument or debate. □
8. I enjoy a good lecture, speech or sermon. □
9. I always know north from south no matter where I am. □
10. Life seems empty without music. □
11. I always understand the directions that come with new gadgets/appliances. □
12. I like to work puzzles and play games. □
13. Learning to ride a bike was easy. □
14. I am irritated when I hear an argument or statement that sounds illogical. □
15. My sense of balance and co-ordination is good. □
16. I often see patterns and relationships between numbers faster and easier than others. □
17. I enjoy building models (or sculpting). □
18. I am good at finding the fine points of word meanings. □
19. I can look at an object one way and see it sideways or backwards just as easily. □
20. I often connect a piece of music with some event in my life. □
21. I like to work with numbers and figures. □
22. Just looking at shapes of buildings and structure is pleasurable to me.  □
23. I like to hum, whistle and sing in the shower or when I’m alone.  □
24. I’m good at athletics.  □
25. I like to study the structure and logic of languages.  □
26. I’m usually aware of the expression on my face.  □
27. I’m sensitive to the expressions on other people’s faces.  □
28. I stay ‘in touch’ with my moods. I have no trouble identifying them.  □
29. I am sensitive to the moods of others.  □
30. I have a good sense of what others think of me.  □

Multiple Intelligence scoring sheet:

Place a check ( √ ) mark by each item you marked as ‘true’. Add your totals. A total of four in any of the categories A through E indicates strong ability. In categories F and G a score of one or more means you have those abilities as well.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>Logical / mathematical</td>
<td>Musical</td>
<td>Spatial</td>
<td>Body kinesthetic</td>
<td>Intra-personal</td>
<td>Inter-personal</td>
</tr>
<tr>
<td>7</td>
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If we are to teach goal-setting strategies and techniques, we must first know how to set our own goals. Here is an opportunity for you, the teacher, to go through a goal-setting process for your classroom. A teacher must know where he/she wants to lead the learners. If you’re not sure where you’re going, you’re liable to end up someplace else!

Describe what your classroom climate is like right now.

____________________________________________________________________________

____________________________________________________________________________

Describe the ideal image of what your classroom would look, feel and sound like. List the reasons why you would like your classroom climate to look, feel, and sound this way.

____________________________________________________________________________

Write your own goals:

By (date) ___________________________________________________________________

My classroom will be: ___________________________________________________________________

By (date): ___________________________________________________________________

I will ______________________________________________________________________

By (date) ___________________________________________________________________

I will ______________________________________________________________________

By (date) ___________________________________________________________________

I will ______________________________________________________________________

By (date) ___________________________________________________________________

I will ______________________________________________________________________

By (date) ___________________________________________________________________

I will ______________________________________________________________________
Identify the resources you will use to accomplish your goals:

____________________________________________________________________________
____________________________________________________________________________

Identify who might need to assist you to accomplish your goals.

____________________________________________________________________________
____________________________________________________________________________

**Develop your plan:** Use an intelligent sense of logical progression. Start with your ultimate outcome and work backwards until you can find something that you can do today to support your goals.

5. (ultimate outcome)

4.___________________________________________________________

3.___________________________________________________________

2.___________________________________________________________

1.___________________________________________________________

**Now…TAKE ACTION!**

This information must get off the paper and actually be put into practice to be of any good.

“Whatever you can do or dream, you can begin. Boldness has genius, power and magic in it.”

Goethe

The last step is to acknowledge yourself when you actually accomplish your goal. Celebrate if you made it! Go out and treat yourself; maybe you’ll want to include the students too! Teachers actually need to see that they have reached specific goals in the classroom. All too often it is very difficult to see the results of our own work. Setting goals and achieving them is one way teachers become rewarded and intrinsically motivated.

*Adapted from Good Apple (1994)*
What kind of person are you?

Name:

I’m a person who……

Likes

Dislikes

Can

Would never

Loves to

Wants to learn how to

Used to be afraid of

Is really good at

Is really happy about

Gets really angry when

Has the good habit of

Has the bad habit of

Wishes I could change the way other people

Would like to change the way I

Will someday

I am unique!

Adapted from Good Apple (1994)
Learner input on class rules

Name:

Talk to your partner about what kind of classroom you would like to have. Write six words that describe the way you want your classroom to be. Here are a few examples: calm, orderly, peaceful.

1_____________________ 2___________________ 3___________________
4_____________________ 5___________________ 6___________________

Now write six rules or ways of behaving that you are willing to live by in our classroom. For example, It is a good idea for everyone to take turns when talking/everyone should put their message books on teachers desk in the morning.

1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________
4. ___________________________________________________________________
5. ___________________________________________________________________
6. ___________________________________________________________________

Now work with your teacher to decide which of these rules will be accepted by the class and become the rules you live by in your classroom.

Adapted from Good Apple 1994
Activities for promoting ‘connectedness’:

- **Five smiles a day!**: At five different times during the day just shout out: “It’s smile time!” Everybody looks around the room and watches everybody smiling. Before you know it everyone is laughing.

- **Buddy balloon balance**: In this game one balloon is shared between two children. The two children will work together to discover different ways to hold the balloon between their bodies without using their hands. The children attempt to move around the classroom without dropping the balloon.

- **Jump for joy!**: Have your class get out of their seats and jump for joy for a few minutes.

- **Gold medalists**: Everyone while at his or her seat must stand up and act as if they have just received a gold medal. How would this look? How would the person stand? Show the teacher what this looks like.

- **Straws and tissues**: Working in groups, each learner gets a straw and one tissue. The group must pass the tissue to one another using only the straw and by sucking up the tissue at the end of the straw.
Classroom rules

Name:

Here are some rules for you and me

See how important they can be

Always be honest, kind and fair

Always be prepared and willing to share

These are rules we all should know

We follow these rules wherever we go.

Courtesy: Nancy Vandenberg
Adapted from www.classroom.co.za
How to express my feelings

Name:

Look at the faces. Tick the face that describes how you are feeling today and state why you feel that way.

Happy

Angry

Sleepy

Worried

Sad

Proud
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Centre for Social Development project, funded by ACF
### My Feelings Diary

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### My Feelings Diary

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My School Pledge

Name:

I pledge today to do my best
In reading, maths and all the rest
I promise to obey the rules
In my class and in my school
I’ll respect myself and others too
I’ll expect the best in all I do
I am here to learn all I can
To try my best and be all I am.

Courtesy: Nancy Vandenberge
Adapted from e-classroom 2010

Centre for Social Development project, funded by AACF
Who belongs in your family? Draw a picture of you and your family.

This is me

This is my family