

INSIDE

OUTSIDE

IDEAS & METHODS TO WORK WITH YOUNGSTERS ON EMOTIONAL AND SOCIAL INTELLIGENCE



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ABOUT PROJECT "INSIDE OUTSIDE"

"Erasmus+ Youth workers' mobility project '*Insite Outside*' was held in Latvia from the 8th to the 15th of July, 2018. For one week, 32 participants from 10 countries discovered, experienced and learnt about different methods that can be used in youth work to speak about important topics such as emotional and social intelligence".

If you are curious to learn more what exactly happened during the training, visit website:
www.brfonds.lv/portfolio-items/jjaunatnes-darbinieku-apmacibu-projekts-inside-outside/



PROJECT OBJECTIVES

To develop youth workers knowledge in the field of emotional and social intelligence.

To provide participants the opportunity to evaluate themselves as youth workers through Salto Resource Centre is "The garden of learning competences" and provide them support for setting personal goals.

To develop the participants personal and professional competences using non-formal educational activities.

To share personal experiences about working with young people in the context of Emotional and Social intelligence and to share best practices about how they can support youngsters.

To share and learn new methods to work with young people on Emotional and Social intelligence, critical thinking, promoting active participation, social inclusion, etc. and to discuss how to better support them, both individually and as a group, and especially young people with fewer opportunities, minorities, migrants and other socially excluded groups in order to prevent the radicalization of young people.

To gather general contributions to improve the quality of youth work and cooperation among organizations at an European level.



PROJECT TEAM



Natalie Jivkova -
Trainer / Facilitator
of Non-formal
education, Bulgaria



Lauma Zubule -
Trainer / Practitioner /
Organizational psychologist /
Supervisor, Latvia



Ginta Salmina -
Trainer / Facilitator
of Non-formal
education, Latvia



 LATVIA

 GREECE

 MALTA

 SPAIN

 ESTONIA

 ITALY

 BULGARIA

 LITHUANIA

 ROMANIA

 AUSTRIA

**OUR AMAZING
GROUP OF HIGHLY
MOTIVATED PEOPLE**



ABOUT BOOKLET

We are happy to share with you various information and methods that we have practiced during our project. We invite you to use them as ideas and inspiration for your work with young people (though not only) on developing emotional and social intelligence. Please, always keep in mind and take in consideration what objectives you would like to achieve, what the background, needs and expectations of the group you are working with are, as well as what the timeframe, environment, and resources are.

Adapt your activities accordingly in the way it will facilitate best an enriching process for you and help you achieve meaningful results - while exploring and growing the emotional and social intelligence competences of the people you work with.



**EMOTIONAL INTELLIGENCE
IS THE CAPACITY TO RECOGNIZE
OUR OWN FEELINGS AND THOSE OF
OTHERS, AND TO MANAGE EMOTIONS
EFFECTIVELY IN OURSELVES AND
OUR RELATIONSHIPS**

EMOTIONAL & SOCIAL INTELLIGENCE LEADERSHIP COMPETENCIES

**SELF
AWARENESS**

**SELF
MANAGEMENT**

**SOCIAL
AWARENESS**

**RELATIONSHIP
MANAGEMENT**

**EMOTIONAL
SELF
AWARENESS**

**EMOTIONAL
SELF
CONTROL**

ADAPTABILITY

EMPATHY

INFLUENCE

**COACH
and
MENTOR**

**ACHIEVEMENT
ORIENTATION**

**POSITIVE
OUTLOOK**

**ORGANI-
ZATIONAL
AWARENESS**

**CONFLICT
MANAGEMENT**

TEAMWORK

**INSPIRATIONAL
LEADERSHIP**

THE INGREDIENTS OF SOCIAL INTELLIGENCE CAN BE ORGANIZED INTO TWO BROAD CATEGORIES: SOCIAL AWARENESS, WHAT WE SENSE ABOUT OTHERS — AND SOCIAL FACILITY, WHAT WE THEN DO WITH THAT AWARENESS

SOCIAL
FACILITY

SELF-
PRESENTATION

SYNCHRONY

INFLUENCE

CONCERN

SOCIAL
AWARENESS

ATTUNEMENT

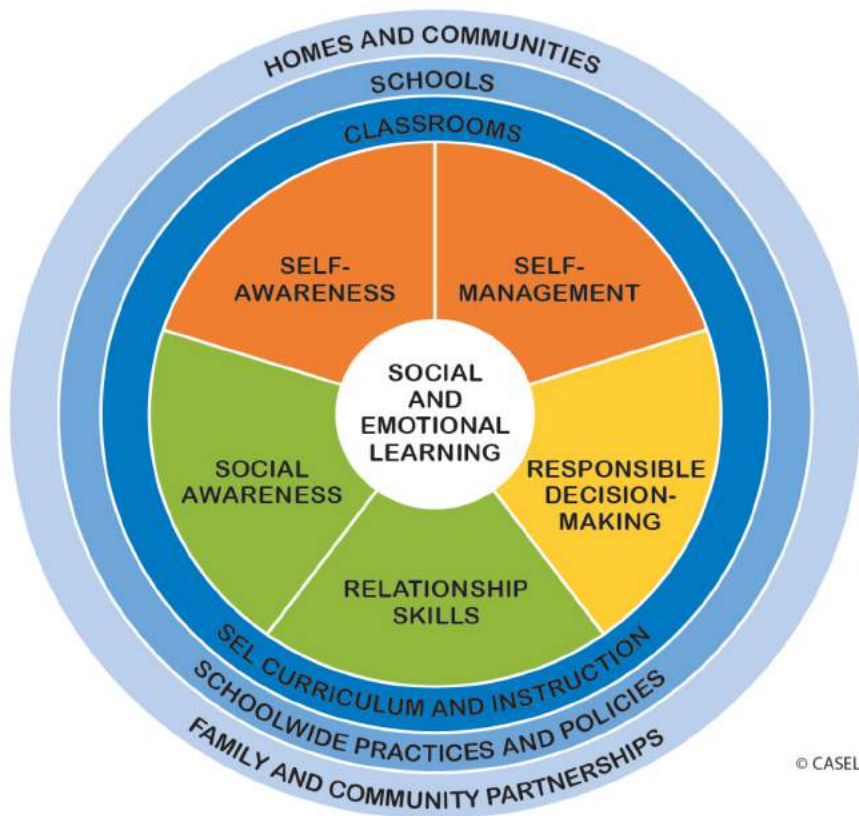
PRIMAL
EMPATHY

SOCIAL
COGNITION

EMPATHIC
ACCURACY

SEL

Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.



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Self-awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self -confidence
- Self -efficacy

Self-management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself.

The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self -discipline
- Self -motivation
- Goal – setting
- Organizational skills

Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective – taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship – building
- Teamwork

Responsible decision making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Resource:

<https://casel.org/core-competencies/>

RULER

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

RULER is an evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence. RULER applies “hard science” to the teaching of what have historically been called “soft skills.”

RULER teaches the skills of emotional intelligence — those associated with recognizing, understanding, labeling, expressing, and regulating emotion. Decades of research show that these skills are essential to effective teaching and learning, sound decision making, physical and mental health, and success in school and beyond.

RULER creates schools that are true safe harbors for our children. It does this by developing emotional intelligence in students from preschool to high school and in all adults involved in their education: school administrators, teachers, and support staff. Parents also participate in training so that they can reinforce the emotional skills that students learn at school. Our approach gives a unique depth and consistency to social and emotional learning that empowers school leaders and teachers to create a genuinely safe space for students to learn and grow.

RULER includes four primary tools: the Charter, Mood Meter, Meta-Moment, and Blueprint. Each is based on scientific research and helps children and adults develop their emotional intelligence skills.

Resource:

<http://ei.yale.edu/ruler/ruler-overview/>

META MOMENT

Meta Moment



1. Something happens



2. Sense



3. Stop



4. See your best self



5. Strategize



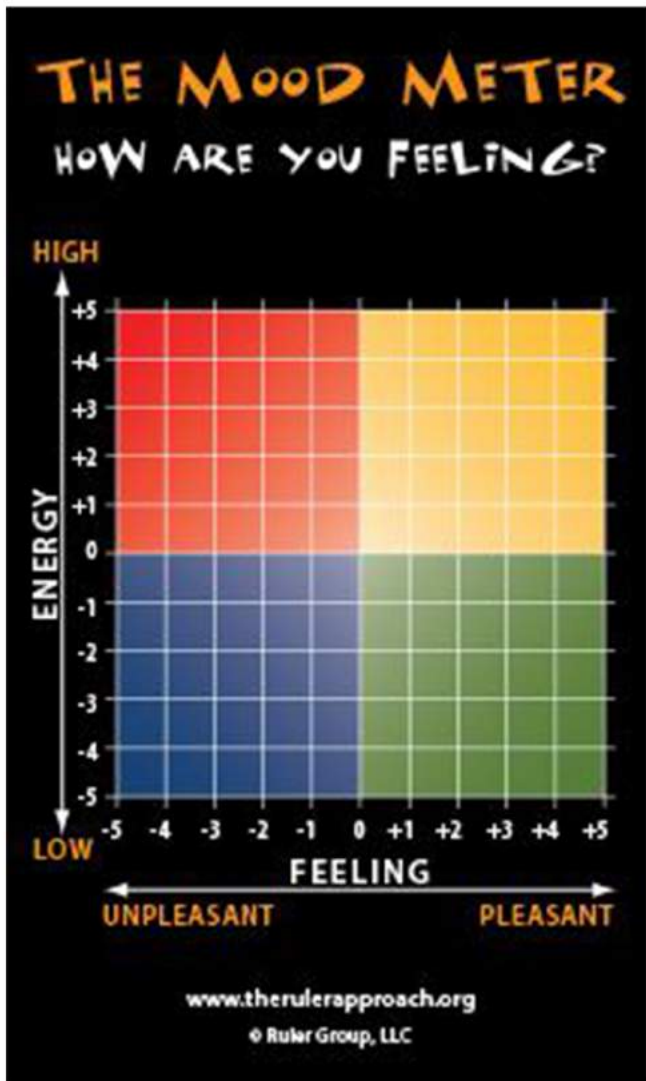
6. Succeed!

Emotions can either help or hinder relationships, and we all have moments that get the best of us. The Meta-Moment helps students and educators handle strong emotions so that they make better decisions for themselves and their community. The Meta-Moment is a brief step back from the situation when we pause and think before acting. We ask ourselves, how would my “best self” react in this situation? What strategy can I use so that my actions reflect my best self? Over time and with practice, students and educators replace ineffective responses with productive and empowering responses to challenging situations. They make better choices, build healthier relationships, and experience greater well-being.

Resource:

<http://ei.yale.edu/ruler/the-anchor-tools/>

MOOD METER



Learning to identify and label emotions is a critical step toward cultivating emotional intelligence. Using the Mood Meter, students and educators become more mindful of how their emotions change throughout the day and how their emotions in turn affect their actions. They develop the self-awareness they need to inform their choices. Students learn to expand their emotional vocabulary, replacing basic feeling words with more sophisticated terms. They graduate from using words like 'ok' or 'fine' to using words like 'alienated' and 'hopeless,' or 'tranquil' and 'serene.' By teaching subtle distinctions between similar feelings, the Mood Meter empowers students and

educators to recognize the full scope of their emotional lives and address all feelings more effectively.

Resource:

<http://ei.yale.edu/ruler/the-anchor-tools/>

BLUEPRINT

Solve problems with The Blueprint		
Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did ____ feel?
Understand	What caused my feelings?	What caused ____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

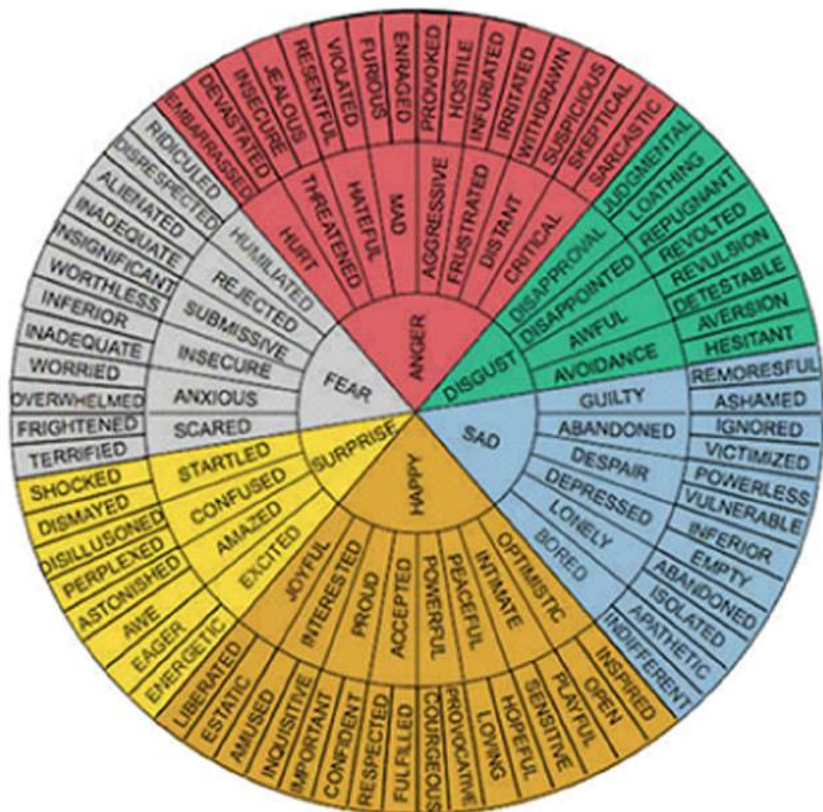
© 2013 by RULER, UC • RULER is a trademark of the University of Connecticut

How everyone in a school treats each other has a powerful effect on classroom performance and school climate. Conflict between students can get in the way of learning and success and increase the time teachers spend off task. The Blueprint helps students and educators manage conflict effectively. Using the Blueprint, children and adults consider a disagreement from the other person's perspective, as well as their own. They develop empathy by considering each other's feelings and working collaboratively to identify healthy solutions to conflicts. The Blueprint helps repair relationships and restore climates, creating safer and more productive schools where students can learn and thrive.

Resource:

<http://ei.yale.edu/ruler/the-anchor-tools/>

THE WHEEL OF EMOTION



Use the Wheel of Emotion to help you understand how you feel. Start in the middle of the wheel, and pick the label that best fits how to feel and work outwards through the spokes and stop when the label makes the most sense of how you feel.

Then say that word, to yourself or out loud.

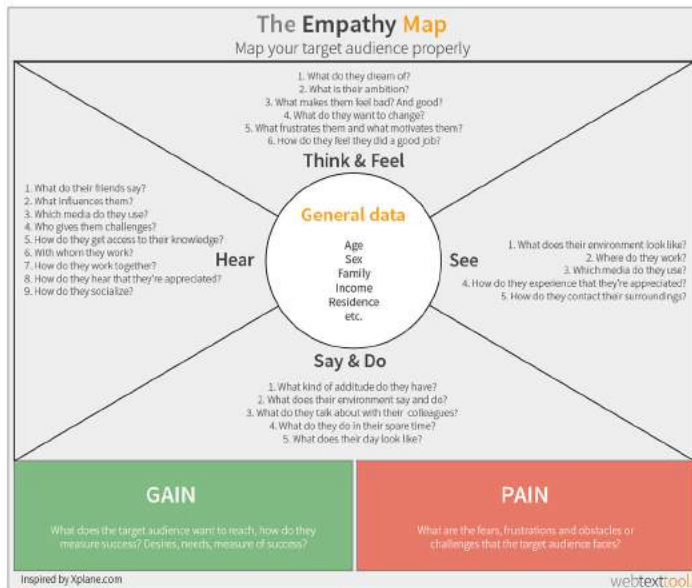
The feeling won't disappear but nor will it overwhelm you. You now know what you are feeling – accept this feeling and don't judge yourself.

With this new understanding you can start to work out more rationally what you need to do to manage that feeling.

Resource:

westendcounselling.co.uk/emotions/wheel-of-emotion/

EMPATHY MAP



An empathy map is a collaborative tool teams can use to gain a deeper insight into their customers. Much like a user persona, an empathy map can represent a group of users, such as a customer segment.

The empathy map was originally created by Dave Gray and has been gaining popularity with the agile community.

How Would I Use an Empathy Map?

A sample empathy mapping session may be as follows: Assemble your team and have them bring any personas, data, or insights about the target of your empathy map. Print out or sketch the empathy map template on a large piece of paper or whiteboard. Hand each team member sticky notes and a marker. Each person should write down their thoughts on stickies. Ideally everyone would add at least one sticky to every section.

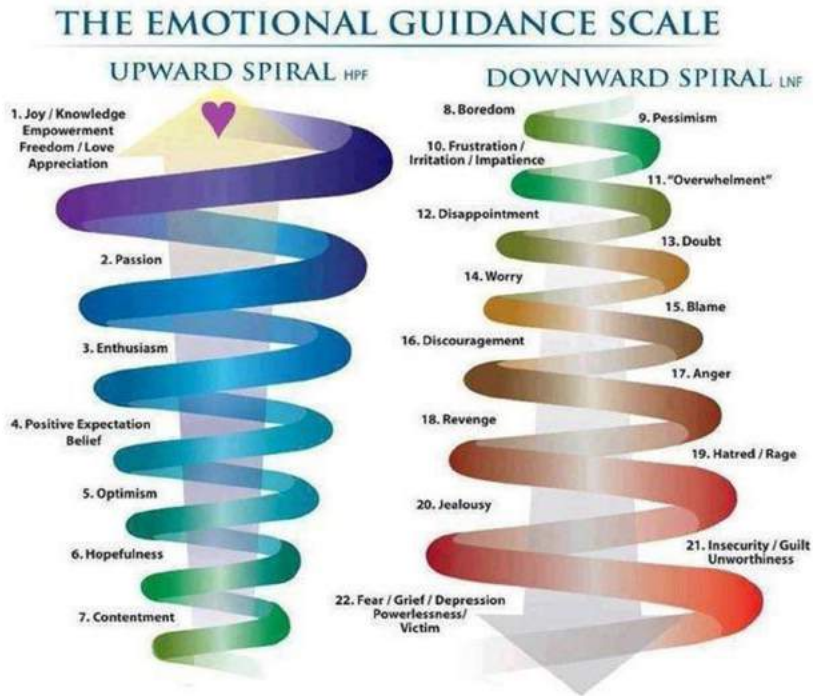
You might ask questions, such as:

- What would the user be thinking & feeling? What are some of their worries and aspirations?
- What would their friends, colleagues, and boss be likely to say while the user is using our product? What would the user hear in these scenarios?
- What would the user see while using our product in their environment?
- What might the user be saying and/or doing while using our product? How would that change in a public or private setting?
- What are some of the user's pain points or fears when using our product?
- What gains might the user experience when using our product?

Resource:

www.solutionsiq.com/resource/blog-post/what-is-an-empathy-map/

EMOTIONAL GUIDANCE SCALE



Have you ever felt really down and someone have told you to “think positively” and it will all be better? And did you feel the irritation well up inside you when they told you the obvious?

Well, that is because you were on two different places emotionally, two totally different vibrations and you couldn’t “meet” each other vibrationally.

We know that thinking positively will make things better, but how do we get there when we feel anything else than even the slightest positive to begin with?

We can use the emotional guidance scale!

Here are 22 of our most felt emotions, and as you can see on the scale, the higher up, the happier, and of course, the lower on the scale, the more unhappier.

So, what you do, is that you find the emotion where you are at the moment, and you speak and think yourself up on the scale, one emotion at the time. Sometimes you can even jump a few emotions up on the scale at once.

Resource:

mariaerving.com/how-to-use-the-abraham-hicks-emotional-guidance-scale/

EMOTIONAL SCALE:

- | | |
|---|---|
| 1 . Joy/Appreciation/Empowered/
Freedom/Love | 12. Disappointment |
| 2 . Passion | 13. Doubt |
| 3 . Enthusiasm/Eagerness/Happiness | 14. Worry |
| 4 . Positive Expectation/Belief | 15. Blame |
| 5 . Optimism | 16. Discouragement |
| 6 . Hopefulness | 17. Anger |
| 7 . Contentment | 18. Revenge |
| 8 . Boredom | 19. Hatred/Rage |
| 9 . Pessimism | 20. Jealousy |
| 10. Frustration/Irritation/Impatience | 21. Insecurity/Guilt/Unworthiness |
| 11. Overwhelment | 22. Fear/Grief/Depression/
Despair/Powerlessness |

An example:

Lets say you feel “depressed”(emotion nr. 22). To improve your emotion would not be to jump up to nr. 1 at once, in fact, it would be very hard to do that, so what you do is that you could think thoughts that creates feelings of perhaps “guilt” (emotion nr. 21) within you. Stay there for a while until you really feel it – then climb higher up.

Maybe now you can create feelings of “rage” (emotion nr. 19) within you with your thoughts. This is ONLY an emotional/mental exercise, and so there will be no acting out on these

emotions to harm anyone! We want to move even higher up on the scale. Maybe now you can feel “blame” (nr. 15), and then “disappointment” (nr. 12) and so on. Every emotion is an

improvement and you will always want to go upwards towards number 1:
Joy/Appreciation/Empowered/Freedom/Love

So instead of trying to “just get over it and be happy”, you are naming your emotions, you are owning them, accepting them, and then you are letting them go, one emotion at the time until you feel better.

And don't ever “stay” on the lower part of the emotional scale, see to it that you at least get to number 7 . You can make yourself feel differently with the right kind of thoughts, and in the beginning it helps to speak the words out loud, because that puts more feeling into them.

EXAGGERATE THE EMOTION

Aim and objectives:

- becoming aware of and expressing various emotions
- recognizing and understanding others' emotions

Timing: 20-45 minutes



Overview: This activity helps the participants to be able to express different emotions and to understand emotions of other people non-verbally. The activity could be used as a warming up exercise on the topic as well.

Settings: Physical space for the participants to stand in rows whilst having enough space among themselves. It can be done in a room or outside.

Group size: 10-40 participants

Materials: Papers with written emotions on them (one emotion per paper)

Step by step:

1. Divide the participants in small groups with equal number of people (4-6 per group).
2. Ask the participants to form parallel rows and all of them to face in one direction.
3. Go to the back of all the people and ask only the last person in each row to face you. Then you show one card with a written (only one) emotion on it (e.g. sad, angry, surprised, confident, fearful, peaceful, etc.)
4. Then the last person taps the person in front on the shoulder and when she/he turns the last person who saw the emotion shows it. They can use only body language, no speaking is allowed. Then the second person taps the person in front and then shows the emotion she/he understood and so on till the first person in the row. It is important to say that each next person should express the emotion stronger and stronger, to exaggerate it from what they have received.
5. Then the first person in the row shows the exaggerated emotion that was transmitted to her/him and guesses which one it is. They can say it first only to you and then to the whole group.
6. After the emotion was guessed the first person goes in the back of the row and you start a new round, showing a new emotion written on a paper. You continue until all the people from a row had started showing an emotion.

Variations: If many rows of participants cannot guess the emotion, you can ask them to repeat it until they manage to recognize the emotion.

Facilitation: It is easier if there is a co-facilitator, helping standing on the back and showing the papers with emotions.

Debriefing questions:

- When did you feel the most natural/closest to your own self (your personality)?
- When was it awkward for you? What made it strange?
- Which moments were challenging and what made them so?
- What did you learn about the way people express their emotions?

DIFFERENT SITUATIONS, DIFFERENT EMOTIONS

Aim and objectives:

- becoming aware of our own emotions in different situations
- naming different emotions
- understanding emotions of other people and how they can differ from ours



Timing: 45-60 minutes

Overview: This activity supports the participants to reflect on personal emotions in various situations, to recognize and name them as well as to compare the different emotions people might have in similar situations.

Settings: Physical space for the participants to work in small groups. It can be done in a room or outside.

Group size: 10-40 participants

Materials: Papers with statements. It is important that each statement has a number.

Example - How do you feel when:

1. Your best friend organizes a party and you do not have an invitation.
2. Your computer is stolen...
3. You see your neighbour throwing garbage in a river nearby.
4. Your colleague uploads a picture of you in Facebook (and tags you) without asking you. The picture is showing not the best of you...
5. Someone spills coffee on your new clothes just before you go to an important meeting.
6. You need to speak in front of a big group.

Step by step:

1. Every participant needs a paper to write on.
2. You read and show a statement and each participant writes individually on a paper what her/his emotions in the stated situation are.
3. Read all the statements one by one, giving time after each statement for the participants to note down their emotions by their own.
4. Group the participants in small teams of 4-6 people.
5. In each small team participants have the tasks:
 - a) to share/compare their emotions in the different situations.
 - b) to choose one of the situations and to explore and share further about the emotions they have and why. What are the reasons?
6. Finish with a discussion with the whole group.
 - What similar emotions did they find?
 - Were there any situations that made the participants feel very different? Which were these situations?
 - What did they learn about their emotions and the emotions of the others?

Variations: In the end the emotions of all the people could be gathered on a flipchart paper in order to create a dictionary of emotions to be used for future activities.

SHAKING HANDS



Aim and objectives:

- to create positive emotions within the group
- to enhance team-building process
- to create a trustful and collaborative atmosphere for sharing and working

Timing: 5 minutes

Overview: This activity could be used as an energizer or closing activity of a session, creating a positive atmosphere in the group.

Settings: Anywhere

Group size: Any number of participants

Step by step:

1. Explain the positive effect/ the power a handshake has.
“the handshake touches neural circuits inside the brain that predispose a person toward positive feelings of competence, trustworthiness, and it opens a relationship of positive cooperation while suppressing negative feelings and avoidance behavior.”

www.huffingtonpost.com/dr-douglas-fields/the-power-of-a-handshake_1_b_1965204.html?guccounter=1

2. Ask the participants to go around and handshake with as many participants as possible.

POSSITIVE THINKING, EMOTIONS AND ACTIONS



There's always a choice in how to react to situations, people, obstacles. Between stimuli and reactions, there's always a space we can use to change our old habits, our automatic behaviour. This space is our mind and our decision to act differently. You can transform yourself if you decide so!

Be the energy you want to attract!

Sometimes changing how we think, helps to change how we feel and behave.

People who think positive tend to be happier, healthier and cope better during challenging times – but it's important to be a 'realistic optimist'. It's not realistic to pretend that everything is fine during difficult times. Being a realistic optimist requires being able to put situations in perspective by using thinking skills to help develop a positive outlook.

Resource:

https://everymomentcounts.org/view.php?nav_id=175

OTHER TECHNIQUES

What techniques can be used to manage emotions?

- Listen to your body – take your time!
- Deface yourself from the situation – take perspective!
- Simulate a time - breathe, think and then react!
- Try to understand what your feelings are and why do you felt it... self-feeling-awareness!
- Talk to people about your feeling...Try to understand your own feeling through sharing them!
- Meditation - breating, silence, observing!
- Writing / Keeping a diary!

And also:

Reading, Swimming, Singing, Dancing, Walking, Crying, Drawing, Sleeping, Socialising, Helping others, Playing games, Hugging, Working manually, Having a pet, Listening music, Doing sport, Psychotherapy, Walk on fire ...

The best works for me...

A large, empty, red-outlined box with a decorative top edge, intended for writing the best techniques for the user.

PERSONAL DIARY

We invite you each day to spend at least 7 minutes for the personal reflection of the day and to fill this diary.



A journey of a thousand miles
begins with a single step / Lao Tzu

DAY 1

Something new I discovered
about myself today.

What kind of emotions did I have
for the last 2 hours?

What can I learn from
different people
around me?

Who made me
smile today?

What could I do to make this
world a better place?

DAY 2

If today was an emotion,
which one would it be?

Which aspect of Emotional Intelligence
do I want to focus most on?

When I'm with
older people, I can...

Who inspired me
this week?

If I could send a message
to the whole world –
what would it be?

DAY 3

What could others learn from me?

What helps me to decrease my
levels of stress?

How is my family
supporting me?

What you give is
what you get, so I...

How am I helping
other people?

DAY 4

Thoughts of the day...

What I should especially take care of is....



What are my strong communication skills with my schoolmates?



What compromise did I make today?



What decision did I make today that influenced other people?

DAY 5

What kind of emotional person am I?

To be more patient I need....



How do I react if I meet people that are different than I am



Who are the closest people to me?



How do I take care of myself?

DAY 6

What was the most difficult thing today?

Time management and planning
is crucial for...

How do people see me?

How do I react in a
conflict situation?

What responsibilities
do I have?

DAY 7

Draw today's "Inside"

If I need to achieve something I...

I think each person is....

What does a good
relationship mean to me?

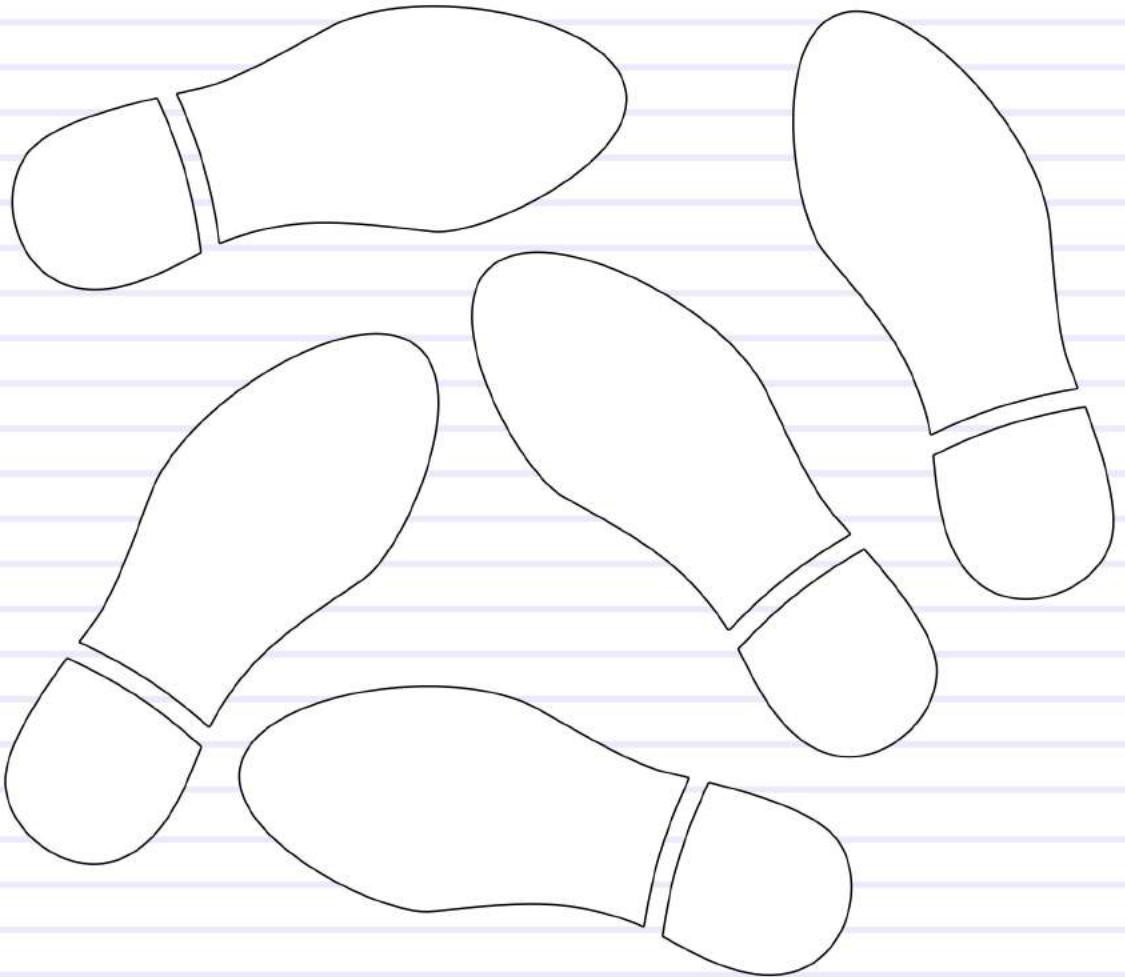
How do I show respect
to other people?

MY NEXT LITTLE STEPS

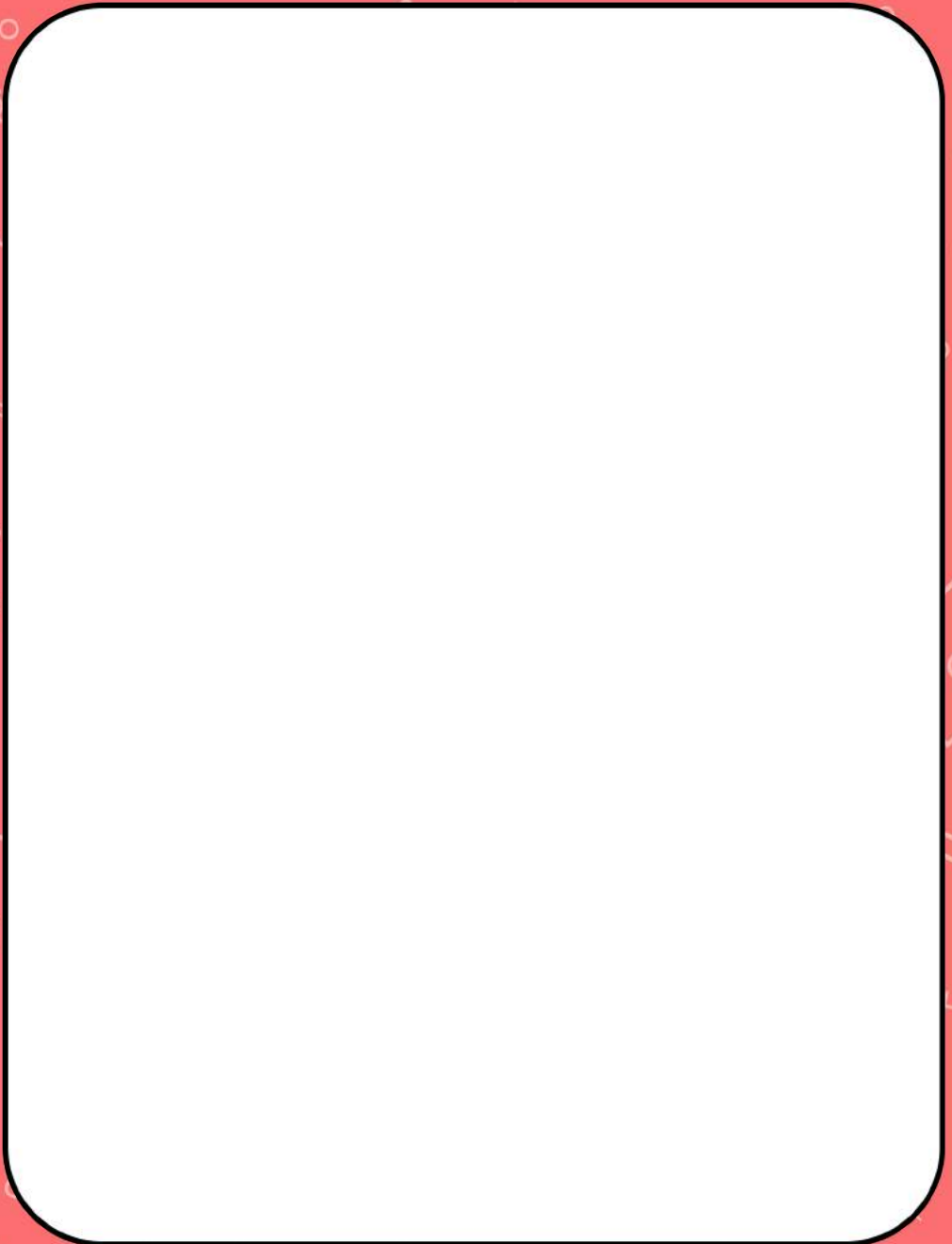
A big thing = a bunch of small things

A great small step is:

1. I can do it
 2. I can do it myself right now (I do not need the permission of someone else)
 3. I can do it in the next 24-48 hours
 4. It is generative (starting to do something, rather than stopping and do something different with other people)
 5. Think of the impact it will make (suppose the little step is having a good effect, what would be the tiny signs of progress)
-



**DRAW THE BEST (FUTURE)
VERSION OF ME**



NOTES

NOTES

NOTES

ADDITIONAL LINKS AND USEFUL RESOURCES

Videos

Daniel Goleman - "Social Intelligence" | Talks at Google:
www.youtube.com/watch?v=-hoo_dIOP8k&t=1582s

Marcc Mracket - Developing Emotionally Intelligent schools:
www.youtube.com/watch?v=X20uOXSGsY&t=30s

Books

Social Intelligence: The New Science of Human Relationships – Daniel Goleman
Emotional Intelligence: Why It Can Matter More Than IQ – Daniel Goleman

Methods

"Tell Your Story" cards -
www.tellyourstorycards.com/home/

Grapheazy (cards) -
issuu.com/sciint/stacks/8b3a1ae8607846bb9ce4cb88772d8a38

Human Library -
humanlibrary.org

"Don't judge a book by its cover! The Living Library Organizer's Guide 2011"
<https://rm.coe.int/16807023dd>

8KEYCOM backpack with the games materials -
www.8competencesgame.com/

More Methods:

creativetherapytechniques.weebly.com/thinking-about-feelings.html

inclusion-lab.com/wp-content/uploads/2015/10/learn_how_to_communicate_web_en.pdf

Websites about EI and SI

Yale Center for Emotional Intelligence
ei.yale.edu/

CHOICES...
CHANCES...
CHANGES...

MAKE A CHOICE
TO TAKE A CHANCE
AND CHANGE YOUR LIFE!