

Kauna

Social Intelligence

Facilitator's Guide



Early
Years
Nigeria
Initiative



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About Kauna

Kauna is a character education curriculum for teachers of young children (birth through 8 years of age). In the early years, a warm and supportive teacher-pupil relationship can be more impactful on learning and development than teaching methods. The goal of *Kauna* is to help early childhood educators improve their teacher-pupil relationships, thereby enhancing pupils' learning, development, and achievement.

This Facilitator's Guide provides detailed lesson plans for facilitators and/or school leaders as they provide professional development for early childhood educators. In addition to the Facilitator's Guide, each teacher participating in *Kauna* should have their own workbook to guide them in their learning.

This module addresses the character strength of social intelligence, which is the ability to successfully build relationships and navigate social situations.

Praise for *Kauna*:

- “Because of Kauna, [my teacher] is more committed, intentional, and zealous in her work.” Administrator of a Primary School in Angwan Rukuba, Jos, Nigeria
- “[My teacher] consistently makes better choices as he relates with both teachers and students.” Administrator of a Primary School in Terminus, Jos, Nigeria
- “[My teacher] is more coordinated, calm, dedicated, and always ready to teach and impact the lives of her pupils in the class and in the school at large.” Administrator in Tudun Wada, Jos, Nigeria
- “[My teacher] tolerates her pupils more and corrects them gently, showing love and caring for them. This has made her own pupils and even others to always want to relate with her.” Administrator off Bauchi Ring Road, Jos, Nigeria
- “Kauna programme has brought positive changes to the teacher and the pupils are also keying into it.” Administrator of a Nursery School in Vom, Plateau State, Nigeria

Kauna: Social Intelligence

S/No	Topic	Learning Goals	Approx. Length
1	What is Social Intelligence?	Participants will be able to explain what social intelligence is.	65 min
2	Let's Get Cooking! What Constitutes Social Intelligence Part 1	Participants will be able to: <ol style="list-style-type: none"> 1. Identify different components of social intelligence 2. List and explain the elements of effective communication 	80 min
3	Wait: There's More! What Constitutes Social Intelligence, Part 2	Participants will be able to identify and explain different components of social intelligence.	100 min
4	Social Intelligence Stars	Participants will be able to identify people who exemplify social intelligence. Participants will be able to identify their strengths and weaknesses amongst the components of social intelligence	50 min
5A	Social Intelligence Skill: Observing ¹	Participants will be able to explain the importance of carefully observing pupils	50 min
5B	Social Intelligence Skill: Observing (Part 2)	Participants will be able to apply strategies for carefully observing their pupils.	50 min
6	Social Intelligence Skill: Active Listening	Participants will be able to: <ol style="list-style-type: none"> 1. explain the importance of active listening. 2. Apply strategies for actively listening to their pupils 	70 min
7	Emotional Intelligence: A Big Piece of the Puzzle	Participants will be able to: <ol style="list-style-type: none"> 1. Explain what emotional intelligence is and its importance in building successful relationships. 2. Identify ways to develop emotional intelligence 	90 min
8	It's Action Time! Applying Social Intelligence in the Classroom	Participants will be able to describe formal and informal ways to apply social intelligence in the classroom	100 min

¹ The Observing lesson is quite long, so it is divided into two parts. The first lesson focuses on the importance of carefully observing, and the second helps participants develop the skills of careful observation.

Materials for all Social Intelligence Lessons

General Materials

- Social Intelligence workbook
- Nametags (if needed)
- A4 paper
- Masking tape

Materials in the Appendix

- Emotions face cards
- Role play scenario cards
- Social intelligence statements
- Ways to show empathy strips

Materials from the Tarbiyya Website

- Appeasing Song
- Coloured picture of a monitor lizard (optional)
- Coloured picture of an agama lizard (optional)

Collected Materials

- Speaker for playing a pre-recorded song
- Projector and speaker for playing videos (or laptop or television with connectors)

Consumable Materials

- Flip chart or White board
- Scissors: 1 pair for each 1 to 2 participants
- Colouring pencils
- Permanent Markers
- Dry Erase markers
- 3 yellow cardboards
- 3 blue cardboards
- 3 white cardboards
- 10 Glue (e.g., Swan or glue sticks)
- Craft sticks: 2 per person
- 12 blank flashcards (or pieces of paper)
- Soft fruit (e.g., mango or orange)

Lesson 1 What is Social Intelligence?

Learning Goal: By the end of this lesson, participants will be able to explain what social intelligence is.

Preparation:

- Prepare a flip chart or section of the white board with Eating Together as the title (Step 1)
- Title a flip chart or part of the blackboard Building Successful Relationships (Step 1)
- sPrepare a flip chart or section of the white board by replicating the 2nd page of the workbook with Intelligence at the top of the first column and Social at the top of the second column (Step 2)
- Cut out two blue and two yellow circles per participant using a medium sized lid (e.g., Cerelac can lid) for Feeling Sticks (Step 4)
- Make sample Feeling Sticks – one happy and one sad (Step 4)

Materials:

- Flip chart
- Example Feeling Sticks
- Crayons/Markers
- Craft sticks: Two per participant
- Glue
- Blue and Yellow Cardboards – about one for every 10 participants
- Markers

Procedures:

Step 1 (15 min): Read and Discuss *Eating Together* from the Workbook

Guide	<i>Instruct participants to turn to page 1 of their workbooks.</i>
Read	<i>Have a participant read Eating Together.</i>
Guide	<i>Instruct participants to complete the two reflection questions at the bottom of the page.</i>
Partner Sharing	<i>Instruct participants to find a partner and share their response to the <u>first reflection question</u> – their experiences eating together from their culture/village.</i>
Discuss and Record	<i>Ask participants to share their responses to the <u>second reflection question</u> in an entire group discussion – what did they learn by eating together?</i> <i>List the responses on the flip chart titled Eating Together.</i>

Explain	The purpose of Kauna is to help us build better relationships with our pupils.
Ask and Record	What are some of the skills you need to build successful relationships? <i>Record participants' responses on a flip chart titled Building Successful Relationships.</i>
Explain	We have just brainstormed our background knowledge on social intelligence – the ideas that we have based on our personal experiences. As we learn more about social intelligence, we will see how your ideas fit in with what we are learning.

Step 2 (10 min): Reflection and Discussion

Explain	The topic for this module is Social Intelligence. In this lesson, we will be learning more about what intelligence is.
Guide	<i>Instruct participants to turn to page 2 of their workbook.</i>
Ask	When you hear the word <u>intelligence</u> , what do you think of? Write as many words and/or phrases as you can think of related to the word intelligence in the first column in your workbook.
Guide	<i>Give participants a few minutes to reflect.</i>
Ask and Record	What did you write in your workbooks? What do you think of when you hear the word “intelligence”? <i>Record their responses under the column labeled Intelligence on the flip chart.</i>
Ask	What does the word <u>social</u> mean? Write words or phrases related to social in the second column in your workbook.
Guide	<i>Give participants a few minutes to reflect.</i>
Ask and Record	What did you write in your workbooks? What do you think of when you hear the word “social”? <i>Record their responses under the column labeled Social on the flip chart.</i>

Step 3 (10 min): Definition of Social Intelligence

Explain	<p>When we think of the word <u>intelligence</u>, we typically think of something related to knowledge, the ability to understand or reason about things. Let's take the example of water. An intelligent person might have a lot of knowledge or understanding about water, such as the answer to the following.</p> <ul style="list-style-type: none"> • What is water? • What makes water water? • What are the characteristics or properties of water? • What can we use water for to make our lives easier or better? <p>The word <u>social</u> means other people, interconnectedness with others. Social intelligence is intelligence, but not intelligence as related to knowledge about science, mathematics, or languages. It is intelligence related to people. So it is a bit different than what we think of when we think of intelligence – cleverness, smartness, knowledge... <i>(Add other words/phrases mentioned as related to intelligence).</i></p>
Guide	<p><i>Instruct participants to turn to page 3 of their workbook and fill in the blanks as you read the definition of social intelligence.</i></p>
Explain	<p>Social intelligence is defined as being aware of the <u>feelings</u> and <u>motives</u> of <u>others</u> and <u>oneself</u>, thereby being able to successfully <u>build relationships</u> and navigate <u>social</u> situations.</p> <p><i>Missing words to fill in the workbook are underlined.</i></p> <p>To expand on the definition, the first keyword is <i>aware</i>. This means that you are mindful or attentive.</p> <p>What are you attentive to? Feelings and motives. Feelings are your emotions, like happy or sad. We are going to discuss more about emotions in the lesson on emotional intelligence. For now, we are just going to say that there are six basic emotions: happiness, sadness, fear, anger, surprise, and disgust.</p>
Ask	<p><i>Ask one or two participants how they would explain each of the basic emotions are. Use their explanations to explain each of the emotions below.</i></p> <ol style="list-style-type: none"> 1. How would you explain what happiness is? <i>Happiness is a pleasant feeling of joy and satisfaction.</i> 2. How would you explain what sadness is? <i>Feeling of grief or disappointment</i> 3. How would you explain what fear is? <i>Bad feeling that you are in danger</i>

	<p>4. How would you explain what anger is? <i>Negative feeling of displeasure hostility</i></p> <p>5. How would you explain what surprise is? <i>Being startled by something unexpected</i></p> <p>6. How would you explain what disgust is? <i>Sense of aversion or distaste</i></p>
Explain	<p>Motives are reasons for doing things. Motives matter. Let's say I am passing you while you are sitting and hit your arm. If my motive – my reason – for doing that was that I stumbled and accidentally hit your arm, you would respond very differently than if I hit your arm to look for your trouble.</p> <p>So social awareness is being aware – attentive – to the emotions and motives of who? Others and oneself. Social intelligence means you are aware of your own feelings and motives, as well as those of others.</p> <p>Why are we aware of feelings and motives? To successfully build relationships and navigate social situations. The word <i>build</i> is important regarding relationships. Relationships don't just happen. You have to invest in and work to build relationships, just as you have to invest and work to build a house.</p> <p>Navigate means to make your way around – just as you might navigate a ship. Navigating social situations means that you successfully make your way around social situations – such as at a school, at a church, at a wedding, birthday party, etc.</p> <p>A socially intelligent person is not necessarily intelligent as we might think of as smart or clever. And a smart or clever person is not necessarily socially intelligent.</p>
Guide	<p><i>Instruct participants to look to the middle of page 3 in their workbooks, just below the definition of social intelligence.</i></p> <p><i>Have participants take turns reading each bullet point.</i></p>

Step 4 (15 min): Make Feeling Sticks

Explain	<p>We just defined social intelligence as being aware of feelings, or emotions. We are going to make “Feeling sticks” that we will use for the rest of the module – one happy feeling stick and one sad feeling stick.</p> <p>To make your feeling sticks, you will first need two yellow circles and two blue circles. Yellow is for the happy feeling stick, and blue is for the</p>
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	<p>sad feeling stick. On each of your yellow circles, draw a happy face. On each of your blue circles, draw a sad face.</p> <p>Then put a craft stick in the middle of the two circles and glue them all together.</p>
Guide	<i>Guide participants in making their feeling sticks.</i>

Step 5 (10 min): Proverb and Purpose of Workshop

Guide	<i>Have a participant read the proverb at the bottom of page 3 in the workbook.</i>
Ask	Do you agree or disagree with this proverb? If you agree, give me a thumbs-up. If you disagree, give me a thumbs-down. If you both agree and disagree, give me a sideways thumb.
Guide	<p><i>Call on a participant who gave a thumbs-up to explain why they agreed.</i></p> <p><i>Then call on a participant who gave a thumbs-down to explain why they disagreed.</i></p> <p><i>If helpful, have participants continue explaining reasons why they agreed or disagreed with the proverb.</i></p>
Ask	What are advantages of having a lot of people around you?
Explain	<p>Because of all of the advantages of having a lot of people around you, you need to learn more about social intelligence because that is what makes social interactions work well. The purpose of this workshop is to help you improve your social intelligence to help you successfully build relationships with your pupils.</p> <p>Let's read the definition of social intelligence again together.</p>
Guide	<i>Have participants read together the definition of social intelligence at the top of page 3 in their workbook.</i>
Explain	Throughout the rest of this module, we will learn more about social intelligence and the skills we need to successfully build relationships and navigate social situations, especially as early childhood educators.

Step 6 (15 min): KWL (Know, Want to Know, Learned) for Social Intelligence

Guide	<i>Instruct participants to turn to page 4 of their workbooks.</i>
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Explain	<p>Remember from the module on Love what KWL stands for.</p> <ul style="list-style-type: none"> • K stands for Know. What do you already Know about social intelligence? • W stands for Want to Know. What do you Want to Know about social intelligence? • L stands for Learned. We will fill this the end of the workshop on Sunday, when we will reflect on what we have Learned about social intelligence.
Guide	<p><i>Give participants time to fill in the first two columns – Know and Want to know.</i></p>

Lesson 2

Let's Get Cooking! What Constitutes Social Intelligence, Part 1

Learning Goals: By the end of this lesson, participants will be able to:

- Identify different components of social intelligence.
- list and explain the elements of effective communication

Preparation:

- Write out the formal definition of communication – ***Communication is the giving and receiving of information*** – to be used as a display during step 4. Highlight or underline the words giving and receiving.
- On a flip chart or cardboard paper, make a copy of the elements of communication chart on p. 6 of the workbook to display and use for review in Step 5.
- Write out each element of communication on a separate flash card (to be pasted on the chart during Step 5).
 - *tone of voice*
 - *volume*
 - *content*
 - *speed*
 - *word stress*
 - *hand signals/gestures*
 - *posture*
 - *dressing*
 - *scent/smell*
 - *eye contact*
 - *body movement*
 - *facial expressions*
 - *touch*
- Think ahead of a personal example of ineffective communication to share for Step 6.

Materials:

- Elements of Communication chart (for display)
- Masking tape
- Formal definition of communication display
- Blank flashcards or pieces of paper (for writing the elements of communication)

Procedures:

Step 1 (5 min): Recap and Introduction

Ask	<ul style="list-style-type: none">• What did you learn from the previous lesson?• How can you tell if a person is socially intelligent?
Explain	There are many components that come together to constitute social intelligence. In this lesson, we are going to identify and study some of them.

Step 2 (5 min): Read *The Hunchback Story*

Read	<i>Read the story as a whole group. To ensure all participants are engaged and following along, you could have them take turns to read a paragraph each.</i>
Explain	Although this story is about a family, we are going to apply the lessons in it to the teacher - pupil relationship.

Step 3 (15 min): *The Hunchback Story Discussion*

Ask	<p>What aspects of Social Intelligence can teachers learn from this story (from both the positive and negative parts)?</p> <p><i>Bring up a few examples from the following list to get participants thinking. Do not provide all initially, but if after participant's responses some of the examples below are not mentioned, read out the underlined word and ask how the hunchback's family DID or DID NOT show that particular social trait.</i></p> <ul style="list-style-type: none"> • <u>Accommodation of people with disabilities/differences</u>- no one chooses to be born a liability so we should accommodate pupils with disabilities or challenges • <u>Flexibility</u>- we should be able to love every child regardless of whether he/she is considered to be 'normal' or not • <u>Tolerance/ Opportunity to amend wrongs</u>- the boy gave his family multiple chances to do the right thing (Note: define <u>tolerance</u> here as "<u>being able to work with or accept the opinions and actions of others, even if you disagree with or disapprove of them</u>".) • <u>Respect</u> - the boy respected his parents even while making his grievances known • <u>Forgiveness</u>- the boy forgave his family even though they had treated him unfairly • <u>Grace</u>- the boy showed grace to his family by still loving them and sharing his wealth with them • <u>Peace</u>- applying social intelligence creates opportunities for peaceful coexistence • <u>Empathy</u>- the boy's family did not consider the boy's feelings and needs; they failed to put themselves in his shoes and view things from his perspective • <u>Impartiality</u>- the parents showed partiality to their two sons, treating each quite differently • <u>Unconditional Love and Acceptance</u>- The hunchback's family neither loved nor accepted him fully.
Ask	<ul style="list-style-type: none"> • What roles were the hunchback's parents meant to play in his life? • Did they fulfill their roles properly? • What similar roles is a teacher meant to play in a pupil's life? • What reasons can teachers have for treating their pupils differently or unfairly? <p><i>Some suggested responses are: misconception of the pupils'</i></p>

	<p><i>character/personality; population of the classroom; the giving of gifts or benefits to teachers by some particular parents while others do not</i></p> <ul style="list-style-type: none"> • If you were the hunchback, what would you have done after your fall and the discovery of wealth?
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Step 4 (15 min): Study on Communication in Social Intelligence

Explain	<p>Communication is a vital element of social intelligence which requires some study.</p> <p>On page 6 of your workbook, define communication in your own words.</p>
Guide	<i>Guide participants in writing their own definition.</i>
Share	<i>Ask for 2 volunteers to share with the whole group.</i>
Display	Display the definition and have participants copy it in their workbooks.
Explain	<p>For the purpose of this lesson, we will define communication simply as “the giving and receiving of information.”</p> <p>Our main focus here is on the giving of information which has 2 major parts:</p> <ol style="list-style-type: none"> 1. Verbal message i.e., what we say (and how we say it), 2. Nonverbal message i.e., body language. <p>I am going to say the same thing 3 different times. Take careful note of what I do and say each time. I will expect you to tell me which of the 3 times the message was accurately relayed.</p>
Do	<p><i>Pause to use the example of saying “I love you” three times, each time using the following tones and body language:</i></p> <ol style="list-style-type: none"> 1. <i>Sincere and happy tone; smile and make eye contact</i> 2. <i>Loud, angry and frustrated tone; frown and make angry hand gestures</i> 3. <i>Questioning, hesitant and doubtful tone; shrug and cross your arms protectively in front of you.</i>
Ask	Which of the times did you believe the message was true/accurate? Why do you think so? <i>Allow for 2-3 answers.</i>
Explain	For effective communication to take place, both the verbal and nonverbal parts must work together, failure of which can lead to misunderstanding. <u>The desired outcome of any communication process is mutual understanding.</u>

	In our classroom and school community, communication should be used as a tool to help ALL members of the community flourish and reach their full potential.
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Step 5 (20 min): Workbook Activity: Classification of Elements of Communication

Explain	There are a number of elements that constitute both the verbal and nonverbal parts of communication.				
Display	<i>Put up your Elements of Communication chart on the board or wall, where all can see it.</i>				
Explain	I will distribute flashcards with an element of communication written on it. Decide whether it is a verbal or nonverbal element of communication (<i>by yourself; no discussions</i>), then come up and stick it in the appropriate box. Please hold your comments until I ask for them.				
Guide	<i>Give 1 flashcard per person.</i> <i>Let each person tape their flashcard on the chart.</i>				
Discuss	<p><i>When all cards are on the chart, read each element of communication.</i></p> <p><i>Then ask if there are differing opinions about where each flashcard belongs and allow a few minutes for discussion/debate.</i></p> <p><i>When the entire group agrees on the classification, review the chart together; make corrections and provide explanations or examples where clarification is needed.</i></p> <p><u>Answer key:</u></p> <table border="1"> <thead> <tr> <th>VERBAL</th><th>NON-VERBAL</th></tr> </thead> <tbody> <tr> <td> <i>tone of voice</i> <i>volume (how loud or soft a person sounds)</i> <i>content (the exact words that are used)</i> <i>speed (how fast or slow a person speaks)</i> <i>word stress*</i> </td><td> <i>hand</i> <i>signals/gestures</i> <i>posture</i> <i>dressing</i> <i>scent/smell</i> <i>eye contact</i> <i>body movement</i> <i>facial expressions</i> <i>touch</i> </td></tr> </tbody> </table>	VERBAL	NON-VERBAL	<i>tone of voice</i> <i>volume (how loud or soft a person sounds)</i> <i>content (the exact words that are used)</i> <i>speed (how fast or slow a person speaks)</i> <i>word stress*</i>	<i>hand</i> <i>signals/gestures</i> <i>posture</i> <i>dressing</i> <i>scent/smell</i> <i>eye contact</i> <i>body movement</i> <i>facial expressions</i> <i>touch</i>
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	<i><u>*Note:</u> To explain word stress and its impact on communication, read the following sentence 8 times, each time putting stress on a different word in the sentence (beginning with the first word, 'I') - I did not say she stole the money.</i>
Explain	Now, fill in the chart on page 6 of your workbooks. When you are done, write any more elements of verbal and nonverbal communication that you can think of.
Guide	<i>Give 3-5 minutes for participants to record in their workbook.</i>
Share	<i>Have participants share any new ideas with the group.</i> <i>Ask for others' opinions (do they agree or disagree?) and allow for further debate as each participant contributes.</i> <i>Add each answer agreed on onto the displayed chart.</i>

Step 6 (5 min): Personal Examples of Ineffective Communication

Explain	<i>Give a personal example of when you tried to communicate with someone but your communication was not as effective as hoped because the verbal and nonverbal elements were not in sync.</i> <i>For example: I told my son to do something and he immediately looked scared and asked me if I was angry. I was not, but he said I looked and sounded angry. I had to reflect on my tone of voice and body language and seek ways to adjust them to make my message more accurate.</i>
Ask	<i>Ask for 1 or 2 personal examples of ineffective communication from participants.</i>

Step 7 (5 min): Reflection/Group Discussion

Ask	Looking back at the story of the Hunchback: <ul style="list-style-type: none"> • In what ways was communication effective and what was the result? • In what ways was communication ineffective and what was the result?
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Step 8 (10 min): Journaling in Workbook

Explain	Reflect on how you communicate with the children in your class as well as with fellow teachers. Which areas of communication can you improve in?
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	<p>Using the components of communication chart you filled as a guide, what specific things can you do to improve and make your communication more effective? Come up with a SMART (<i>Specific. Measurable. Achievable. Relevant. Time-bound.</i>) plan for improving your communication skills.</p> <p><i>Give an example such as:</i> “This week, I will deliberately lower my voice to correct Chimdi instead of shouting at him if he fails to do his homework again.” OR “I will smile and welcome latecomers to school by name this month, even though it stresses me to repeat what they have missed by coming late.”</p>
Guide	<i>Give participants about 10 minutes to set their goals.</i>

Lesson 3

Wait: There's More! What Constitutes Social Intelligence, Part 2

Learning Goals: By the end of this lesson, participants will be able to identify and explain different components of social intelligence.

Preparation:

- Write out the provided definition of empathy on a sheet of paper to be displayed during Step 4
- Print out the Ways to Show Empathy sentences for Step 4 and cut them into individual strips.
- Make a “Diversity is a fact; Inclusion is an act” poster for display in Step 10.

Materials:

- Optional: Coloured pictures of a monitor and agama lizard (printed or online)
- Happy and sad face craft stick puppets
- Color pencils/markers
- Whiteboard or chart paper
- Written definition of empathy for display
- Ways to Show Empathy strips
- ‘Diversity is a fact; Inclusion is an act’ poster for display
- Optional: Music to play during the Golden Rule colouring activity (Step 9)

Procedures:

Step 1 (3 min): Optional Recap

Ask	What did you learn about communication in the previous lesson?
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Step 2 (10 min): Read the Proverb and Colour the Picture

Guide	<i>Have everyone turn to page 8 in their workbooks and read the proverb in unison.</i>
Ask	<ul style="list-style-type: none"> • What does the picture show? <i>Expected answer is ‘lizards’</i> • What do you observe about the two lizards? <i>Keep prompting to arrive at the answer that they are <u>different sizes and types</u>.</i>
Explain	The izerok and adang are both lizards, but different types. The izerok is the agama lizard, while the adang is the monitor lizard. <i>If available, show coloured pictures of both types of lizards.</i>
Guide	<i>Have participants label the lizards in the picture (the bigger one is the adang and the smaller one is the izerok).</i> <i>Have participants colour the pictures to reflect differences.</i>

Step 3 (20 min): Discuss the Proverb

Ask	<ul style="list-style-type: none"> Do we all agree that the lizards in the proverb are similar and yet different? In relation to social intelligence, what do you think this proverb means? <p><i>Note: There are various possible answers but guide towards this as the main focus: a person should remember that what harms or affects one person can affect him/her too.</i></p>
Explain	<p>To bring it home, we can say that the things that affect other people are able and likely to affect YOU too. We need to be mindful of this fact as we interact with other people, regardless of differences in age, gender, background, and so on.</p>
Ask	<ul style="list-style-type: none"> What are some things that can affect both you and your pupils? <i>Allow for general answers {e.g., hunger, tiredness, etc.} and social intelligence-related answers {e.g., lack of attention [or being ignored or overlooked], being misunderstood, etc.}.</i> What aspects of social intelligence can be highlighted from this proverb? <p><i>As participants respond, write their answers on a board or chart paper.</i></p>
Explain	<p>As I read through the following list of social intelligence components and give examples, hold up a happy face if you agree that the example shows that component, and a sad face if you think it does not correctly show that component.</p> <p><i>Note: While reading, skip any social intelligence component already stated by the participants.</i></p> <p><i>As you read, add components that are unanimously agreed on to the board.</i></p> <p><i>Allow for short debates where there are opposing views.</i></p>
Read	<ul style="list-style-type: none"> <u>Shared commonalities</u>: This is finding or creating common ground such as focusing on our similarities, what joins us, NOT on our differences. The adang tells the izarok, “Even though you are smaller than I am, we are both lizards. If danger comes, we will both be eaten.” <u>Being considerate of others</u>: The adang says to the izarok, “I don’t care if you will be eaten as long as I am safe.”

	<ul style="list-style-type: none"> • <u>Tolerance</u>: Tolerance is <u>being able to work with or accept the opinions and actions of others, even if you disagree with or disapprove of them.</u> The izarok says to the adang, “Because you are bigger than I am, you are also clumsier. If we work together, you will slow me down.” • <u>Conflict management</u> Conflict management is <u>the way we identify and handle disagreements fairly and efficiently.</u> The adang says to the izarok, “We might have different ideas about how to stay safe from predators, but I am willing to try yours.” • <u>Relationship management</u>: This is <u>our ability to communicate clearly, maintain good relationships with others and work well in teams.</u> The izarok says to the adang, “I am sure if we work together, we will be able to solve this problem. Please feel free to share your ideas with me.” • <u>Empathy</u>: The izarok says to the adang, “I understand what it feels like to be unwanted and disliked just because of how you look. I have experienced the same treatment.”
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Step 4 (15 min): Study on Empathy

Explain	We are going to focus briefly on empathy.
Ask	In your own words, what is empathy? <i>Allow for 2-3 responses.</i>
Display and Read	<p><i>After participants give their answers, display and read this definition:</i> <u>Empathy is being able to understand and share another person's thoughts and feelings in a situation from their point of view, not your own.</u></p> <p>It is the ability to visualize yourself in that person's situation.</p> <p>Shared experiences make it easier for you to have empathy towards someone. For instance, if you have ever experienced the loss of a loved one, it will be easier to put yourself in a grieving person's shoes. While we may not always have the same shared experiences with other people, we can always try to understand where they are coming from. Showing and practicing empathy is not just about using words. You can express empathy even in the little things you do.</p>
Explain	Let's look at examples of simple ways to show empathy.

Guide	<i>Distribute the Ways to Show Empathy slips randomly and have participants take turns reading in numerical order, beginning from 1. Refer to the list in the appendix so you can guide the reading.</i>
Explain	<p>Empathy and compassion are closely related; compassion is when our feelings and thoughts of empathy include the desire to help.</p> <p><i>Give some practical examples of empathy and compassion in action such as smiling at and taking the trouble to remember people's names; sending a text message to cheer a friend up; helping someone pick up their items if they dropped them on the floor; bending down to pupil's level when you want to address him/her; giving up your seat for a pregnant woman.</i></p>
Ask	What are examples of empathy and compassion? Or, you can give instances of when you were shown empathy or compassion.

Step 5 (7 min): Read *Shundomboro* Story

Read and Guide	<p><i>Have participants read Shundomboro Story on page 9 in the workbook.</i></p> <p><i>When you get to the song, have participants compose a tune and sing the song, 1 person taking the part of Bakali Danladi and the rest taking the brothers' part. Note: It may be easier to sing the English translation only.</i></p>
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Step 6 (10 min): Social Intelligence Chart

Guide	<p><i>Have participants turn to page 10 in the workbook and follow the directions. This should be a whole group activity, allowing for discussion and debate.</i></p> <p><i>As participants reach a consensus as to which characters displayed the social skills listed and how, have them fill in their charts after each point before moving on to the next social skill.</i></p>
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Step 7 (10 min): Read *Locust Beans* Story and Discuss

Explain	<p>We are going to read another story to see what additional aspects of social intelligence we can learn from it.</p> <p>Turn to page 11 in your workbooks.</p>
Guide	<i>Have a volunteer read the first two paragraphs of the Locust Beans Story.</i>

	<i>Have participants read the last paragraph of the story in unison.</i>
Ask	<ul style="list-style-type: none"> • What is the golden rule? • How can the golden rule be applied in this story? • What barriers are there to applying the golden rule in the classroom (e.g., cultural, social, etc.)? • How can you apply the golden rule to the pupils in your classroom?

Step 8 (10 min): Colouring

Explain	<p>Colour the poster of the golden rule on page 12 to display in your class as a reminder to you and your students.</p> <p><i>Note: Before participants begin colouring, introduce the next step and have them think on it while they colour.</i></p> <p><i>If time is an issue, the colouring page could be given as a take-home assignment and shown to the whole group at the next lesson.</i></p>
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Step 9 (10 min): Partner Activity: Proverb, Song or Chant

Explain	<p>Apart from the universal golden rule, there are other sayings which promote aspects of social intelligence, for example, “Diversity is a fact; inclusion is an act.”</p> <p><i>Hold up a poster with the saying, “Diversity is a fact; inclusion is an act”. Briefly explain what it means as follows.</i></p> <p>Differences will always exist, but we must choose to acknowledge and involve others and treat them fairly.</p> <p>Let’s relate this saying to Shundomboro’s story. Imagine how the story would have been different if Danladi’s father and brothers focused on the fact that he was one of them, and not on how he was different from them.</p> <p>Brainstorm with your partner and come up with your own proverb, song or chant that encourages empathy or treating people fairly and with respect. Write it out in your workbook. Together, you will present it to the whole group.</p>
Guide	<i>Pair participants up.</i>
Explain	Try to be as original as you can. Songs can be set to popular tunes.

Lesson 3: What Constitutes Social Intelligence Part 2

	You have 5 minutes to prepare and 2 minutes per team to explain and present your work.
Guide	<i>Give participants 5 minutes to prepare their song.</i>
Share	<i>Let each group present their work.</i>

Lesson 4: Social Intelligence Stars

Learning Goals: By the end of this lesson, participants will be able to:

- Identify people who exemplify social intelligence.
- Identify their strengths and weaknesses amongst the components of social intelligence.

Preparation:

- Conduct a SWOT analysis of your own social intelligence. Think of one answer for each that you are willing to share with the group. What is a personal example of your strength in social intelligence? Weakness in social intelligence? An activity or event when your social intelligence shines (Opportunity)? Activities or events that prevent you from being your best at social intelligence?

Materials:

- *None*

Procedures:

Step 1 (10 min): Play Follow the Leader

Explain	We are going to begin by playing follow the Leader. In follow the leader, the basic rules are this: the leader performs various actions and movements and the followers have to imitate what the leader does.
Guide	<i>Select a leader and let participants play – outside is best. Every few minutes, change the leader.</i>

Step 2 (5 min): Read Role Modeling from the Workbook

Explain	Just as we followed the leader in the game, role models are leaders that we want to follow.
Guide	<i>Instruct participants to turn to page 14 of their workbooks.</i>
Read	<i>Have a participant read Role Modeling.</i>
Ask	Does your ethnic group have a practice similar to role modeling? If so, what does it look like in your culture?
Explain	We are now going to look at role models for Social Intelligence.

Step 3 (25 min): Examples of Social Intelligence

Partner Reading	<i>Instruct participants to find a partner. They should take turns reading the Examples of Social Intelligence.</i>
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Explain	<p>We are going to use Think-Pair-Share for the next step. This is a great teaching strategy to get every pupil actively involved in a discussion. The first step is Think – each person keeps quiet and thinks about the question or topic for discussion. This should be at least 30 seconds and up to 2 minutes, depending on the complexity of the question. The next step is Pair – each participant explains their answer to a partner. This can last 4 to 5 minutes, depending again on how complex the question. The final step is Share, where a few participants share with the whole group.</p> <p>The topic for Think-Pair-Share is: Who is the best example of social intelligence that you know? It can either be a public figure – like Barack Obama – or somebody you know within your own social circle. Think about what is it about them that exemplifies social intelligence. In other words, what components of social intelligence do they demonstrate?</p>
Think-Pair-Share	<p><i>Think: Give participants about 90 seconds to think about their own personal example of a social intelligence star.</i></p> <p><i>Pair: Then give participants about 4 minutes to discuss their social intelligence star with a partner.</i></p> <p><i>Share: Invite 4 to 5 people to share with the entire group.</i></p>
Guide	<p><i>Instruct participants turn to page 15 of the workbook. Give them about 5 minutes to write one paragraph about the person they think best exemplifies social intelligence.</i></p>
Share	<p><i>Have each person read what they wrote as their example of social intelligence. Emphasize that they should <u>read</u>, not speak impromptu, to keep to time.</i></p>

Step 4 (10 min): SWOT Analysis

Explain	<p>Just as we should have role models of people who can show us how to be socially intelligent, we are also role models of social intelligence to the pupils in our class. The next activity we will do is a SWOT analysis of our own social intelligence as a way to personally reflect on the type of role model that we are for our pupils. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats.</p> <p>The purpose of a SWOT analysis is to help you maximize and grow in your social intelligence. We are more likely to succeed when we use our strengths to their fullest extent. We also minimize the problems we</p>
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	encounter if we know our weaknesses and make plans to help ourselves grow in our areas of weakness.
Guide	<p><i>Have participants turn to page 16 of the workbook.</i></p> <p><i>Read the instructions. As you are explaining each part of the SWOT analysis with the explanation below, give a personal illustration of each. What is a personal example of your strength in social intelligence? Weakness? A time when your social intelligence shines (Opportunity)? Events that prevent you from being your best at social intelligence?</i></p>
Explain	<p>We will take about 10 minutes for personal assessment. Under the Strengths column, list components of social intelligence where you are strong. Under the Weaknesses column, list components of social intelligence where you need to grow. Under Opportunities, list opportunities where you demonstrate good social intelligence – activities and events where your social intelligence strengths come out. Under Threats, think about things that are potentially harmful to your growth in social intelligence. What are events or things that prevent you from being socially intelligent or demonstrating your social intelligence?</p>
Guide	<p><i>Give participants about 10 minutes to complete the SWOT analysis.</i></p> <p><i>Let participants share if they are willing.</i></p>

Lesson 5A

Social Intelligence Skill: Observing Part 1¹

Learning Goal: By the end of this lesson, participants will be able to explain the importance of carefully observing pupils

Preparation:

- Read over *The Guessing Game* on p. 17 of the workbook. Consider any “house rules” that you will give when the participants play the game (Step 2).
- Watch the “Selective Attention Test” video (Step 3).
 - If network might not be reliable while you are taking this session, download the videos.
 - The link for the Selective Attention video is:
<https://www.youtube.com/watch?v=vJG698U2Mvo> If the link does not work, search for “Selective Attention Test” on YouTube. It can also be found here:
<http://www.theinvisiblegorilla.com/videos.html>
- Read page 18 of the workbook. Reflect over any experiences you have that can illustrate each point.

Materials:

- A soft fruit (e.g., mango or orange)
- A system for showing a brief video. For smaller groups, a laptop can work. For larger groups, a projector and speaker may be needed.

Procedures:

Step 1 (5 min): Read *The Guessing Game* from the Workbook

Guide	<i>Instruct participants to turn to page 17 of their workbooks.</i>
Read	<i>Have participants take turns reading one paragraph each in The Guessing Game.</i>

Step 2 (20 min): Play *The Guessing Game*

Explain	<p>The topic of this lesson is on Observing. We are going to play The Guessing Game. As we are playing, also think about any lessons you learn about observing while playing the game.</p> <p>We are going to follow the rules for the Guessing Game as described in the workbook.</p> <p><i>Add any other “House rules” to the game based on your context. (In other words, rules can be added to or changed based on people’s</i></p>
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¹ The complete Observing lesson is quite long, so it is divided into two parts. This lesson focuses on the importance of carefully observing, and the next helps participants develop the skills of careful observation.

	<p><i>experience playing the game as a child.) Some House rules to consider are:</i></p> <ol style="list-style-type: none"> <i>1. The group with the ball has 20 seconds exactly to pass the object behind their backs.</i> <i>2. The guessing group has exactly 10 seconds to make their guess.</i> <i>3. Decide which group goes first by thinking of a number between 1 and 10 and having each group guess a number. The group that guesses first passes the object first.</i>
Guide	<p><i>Share participants into two groups. The easiest way to share participants into groups is have them number off: 1, 2, 1, 2.</i></p> <p><i>Referee the Guessing Game.</i></p>
Ask	<p>What did you observe about observing others while we played this game?</p>

Step 3 (5 min): Watch Selective Attention Video

Explain	<p>We are going to watch a very brief (about 30 seconds) video with two teams passing a basketball. One team is wearing white tshirts, and the other team is wearing black tshirts. Your task while viewing the video is to count how many times the team wearing white tshirts passes the video. It is important that nobody speaks while the video is playing.</p>
Guide	<p><i>Show the video. Ensure participants keep quiet during the video.</i></p> <p><i>Pause the video at about 37 seconds, when the screen says “How many passes did you count?” Ask participants to state how many passes they counted.</i></p> <p><i>After participants have shared, continue the video until it says there were 15 passes. Then pause the video again.</i></p>
Ask	<ol style="list-style-type: none"> 1. How many of you counted correctly? 2. Why did many of you not count correctly? <p><i>Conclude the discussion by emphasizing that many did not count correctly because they did not observe carefully.</i></p>
Guide	<p><i>Continue the video until it asks “But did you see the gorilla.”</i></p>
Ask	<p>Did any of you see a gorilla? Raise your hands if you saw a gorilla.</p>
Guide	<p><i>Continue the video to the end. Repeat the video if needed to prove the number of passes and the presence of the gorilla.</i></p>

Ask	<ol style="list-style-type: none"> 1. Why did many of you not see the gorilla? 2. What does this video teach us about observation?
Explain	<p>Many participants did not accurately count the number of passes and many did not see the gorilla even when it was plainly in their field of vision. This means that observation is not easy and it does not come naturally, but instead requires practice and skill. The purpose of the rest of this lesson is to teach some skills for improving our observation skills.</p>

Step 4 (20 min): Read Observation in the Workbook

Guide	<p><i>Instruct participants to turn to page 18.</i></p> <p><i>Have participants take turns reading paragraphs.</i></p> <p><i>Pause occasionally to either add your own examples to illustrate each point or ask participants if they have any examples that illustrate what they have read so far.</i></p>
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Lesson 5B¹

Social Intelligence Skill: Observing Part 2

Learning Goal: By the end of this lesson, participants will be able to apply strategies for carefully observing their pupils.

Preparation:

- If network might not be reliable while you are taking this session, download the video at <https://www.youtube.com/watch?v=WEgG-Qhc1iQ>. If you cannot find it, do a search on YouTube for “Masaka Kids Africana Dancing Happy Birthday.” If you still cannot find it, use any 2 to 3 minute video of children playing (Step 1).
- Look at the pictures on page 20 of the workbook. Ensure you can see both of the images in the picture. Ask others to help you if you are unable so that you can clearly describe each image in the picture (Step 2).
- Read about the halo and horn effects on 22 of the workbook. Come up with your own examples of a halo and horn effect – perhaps times when people mistakenly interpreted your behaviour based on the halo or horn, times when you unfairly interpreted your pupils’ behaviour based on the halo or horn, or times you observed that others mistakenly interpreted others’ behaviour (Step 4).

Materials:

- A system for showing the video, preferably either a television or a projector and speakers.

Procedures:

Step 1 (20 min): Practice Observing from Video of Children Playing

Ask	What have you learned about observation so far?
Explain	<p>Observation is a skill that takes practice and experience to develop. We are now going to practice observing by watching a video of children playing. Your task is only to observe – to use your senses of sight and sound to make observations of the children’s behaviour.</p> <p>Turn to page 19 of your workbook. As you are watching the video, jot notes of what you see and hear in the first column labeled <u>Observations During Video</u>.</p>
Guide	<i>Show the Masaka Kids Africana Dancing Happy Birthday video. Prompt any participants who may not be taking notes that they should be writing down what they observe.</i>
Ask	Think back to what we learned about observation. What is the difference between observation and interpretation?

¹ The complete Observing lesson is quite long, so it is divided into two parts. The previous lesson focuses on the importance of carefully observing, and this lesson helps participants develop the skills of careful observation.

Explain	Observation is the act of watching behaviour, whereas interpretation is our attempt to provide an explanation for behaviour. In our task for this video, we are only supposed to record <u>observations</u> , not interpretations. For example, if you wrote, “The children are having fun,” then that is an interpretation – an explanation of the behaviour. Observations are what you see and hear. Good observations might be: Children are smiling. Children are dancing.
Ask	<p><i>In this step, do <u>NOT</u> allow participants to ask questions – they can only share behaviours that they observed. Otherwise, the discussion may be derailed. If they have questions, tell them that they can be discussed after the lesson.</i></p> <ol style="list-style-type: none"> 1. Look over what you wrote in the first column. Do any of you have interpretations – an explanation for the behaviour, instead of the behaviour itself? <i>As participants share interpretations, discuss why they are interpretations and not observations.</i> 2. In the first column, what behaviours did you observe with your eyes or ears? <i>As they share their observations, critique any points that were interpretations, not observations of what was seen and heard.</i> 3. Were there things that other people observed that you did NOT observe?
Explain	The second column in your workbook reads “Observation Missed During the Video.” I will give you a few moments to write things that other participants observed that you did not observe in this column.
Guide	<i>Give participants a few moments to write in their workbooks.</i>
Explain	We are going to watch the video again to give you more practice observing. Look for the things that the other participants observed that you did not observe. Also be more conscientious of observing only things that you see with your eyes and hear with your ears. Do not look for interpretations – explanations of the behaviour. Simply observe the behaviour. Record these things in the last column titled “Observation from second viewing.”
Guide	<i>Show the video again from the beginning.</i>
Ask	<ol style="list-style-type: none"> 1. What did you observe this time that you missed the previous time? 2. What can we learn from this activity?

Explain	Observation needs to be deliberately done and continuously practiced. Even when we make an effort to carefully observe, we still can miss things. If we are not careful, we can also make interpretations – explanations of behaviour – instead of observing the behaviour itself.
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Step 2 (10 min): Interpreting Images

Explain	Turn to page 20 in your workbook. There are 4 pictures on this page labeled A, B, C, and D. Look closely at each picture. In the blank space below, briefly describe what you see. This is another activity that should be done silently. Do not discuss with your neighbors.
Guide	<i>Give participants a few moments to look and write.</i>
Ask	<ol style="list-style-type: none"> 1. What did you see in the image under A? 2. Raise your hand if you saw a man playing a horn (the black). 3. Raise your hand if you saw a woman's face (the white).
Guide	<i>Give participants a few moments to see both the man playing a horn and the woman's face.</i>
Ask	<ol style="list-style-type: none"> 1. What did you see in the image under B? 2. Raise your hand if you saw a vase (the black). 3. Raise your hand if you saw two people's faces (the white).
Guide	<i>Give participants a few moments to see both images.</i>
Ask	<ol style="list-style-type: none"> 1. What did you see in the image under C? 2. Raise your hand if you saw the rabbit (two long parts are ears). 3. Raise your hand if you saw a duck (ears are a beak).
Guide	<i>Give participants a few moments to see both images.</i>
Ask	<ol style="list-style-type: none"> 1. What did you see in the image under D? 2. Raise your hand if you saw an old woman (white curves are nose and chin, she is looking down). 3. Raise your hand if you saw a young woman (the nose is her chin and she is turned away).
Guide	<i>Give participants a few moments to see both images. This last one is the hardest to see both images.</i>
Ask	What can we learn about making observations from these images?
Explain	Each image can appear different based on what we focus on. In A, if we focus on the black, it is a man playing a horn. If we focus on the white,

	we see a woman's face. This illustrates the difference with Observation and Interpretation – the idea that the same thing can be interpreted differently based on what we focus. We will now focus more on Observations and Interpretations.
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Step 3 (10 min): Observations and Interpretations

Guide	<i>Instruct participants to turn to page 21 of their workbooks.</i>
Explain	<p>On page 21, we have a table with 3 columns. The first column is titled Observation. The middle column is titled “Possible interpretation – why the behaviour occurred.” The last is Explanation.</p> <p>We are going to look at three different observations. Again, an observation is the behaviour itself – what we see and hear, and sometimes smell. For each observation, there are three different possible interpretations of the behaviour.</p>
Guide	<i>Instruct one participant to read the first observation (Sunday and Monday).</i>
Explain	This is an observation by sight – you see Sunday hit Monday. There are at least three ways to interpret the behaviour – three ways to explain why that behaviour occurred.
Guide	<i>Have a participant read the first interpretation (Sunday is poorly behaved).</i>
Explain	If we see Sunday hit Monday, most people would give an explanation that Sunday is poorly behaved because he hit Monday. Now look at the assumption under this interpretation
Guide	<i>Have a participant read the first assumption (Sunday is troublesome).</i>
Explain	In this interpretation, we might think that Sunday is troublesome while Monday is innocent. But this is not the only interpretation of observing that Sunday hits Monday.
Guide	<i>Have a participant read the second interpretation (Monday irritated Sunday) and its assumption (Monday is troublesome).</i>
Explain	If, in your previous experiences with Sunday and Monday, you have found Monday to be the troublesome one, then you might come to a completely different interpretation of the behaviour – you might think

	that Monday provoked Sunday. Exact same observation, but entirely different interpretation.
Guide	<i>Have another participant read the third interpretation (killing a fly) and its assumption (both well-behaved).</i>
Explain	<p>If, in your previous experiences with Sunday and Monday, you have found them both to be well-behaved, you will probably look for a neutral reason as to why Sunday hit Monday – maybe he was killing a fly.</p> <p>When we observe children’s behaviour, our interpretation – our explanation of the behavior – is based on our attitude towards the child, our assumptions about the child’s background, and our previous experiences with the child. We typically form our interpretations instantly, without even realizing that our interpretation is NOT the same thing as the behaviour.</p> <p>Now we will focus on a different observation.</p>
Guide	<p><i>Have a participant read the second observation (Ifeoma).</i></p> <p><i>Have another participant read the first possible interpretation and assumption (poor speller).</i></p>
Ask	If we interpret the behaviour of mis-spelling the word cat by saying that Ifeoma is a poor speller, does that reflect more of her ability or her effort?
Guide	<p><i>Instruct participants to circle the word “ability.”</i></p> <p><i>Have a participant read the second possible interpretation and assumption (homework).</i></p>
Ask	If we interpret the behaviour of mis-spelling the word cat by saying that Ifeoma did not do her homework, does that reflect more of her ability or her effort?
Guide	<p><i>Instruct participants to circle the word “effort.”</i></p> <p><i>Have a participant read the last possible interpretation and assumption.</i></p>
Guide	<i>Have a participant read the last observation (Taiwo).</i>

	<i>Have another participant read the first possible interpretation and assumption (did not bathe).</i>
Ask	Observations can sometimes also be by smell, as when a child smells badly. If we assume that Taiwo has poor hygiene, is this a favourable or unfavourable assumption?
Guide	<i>Instruct participants to circle the word “unfavourable.”</i> <i>Have a participant read the second possible interpretation and assumption (family neglect).</i>
Ask	If we assume that Taiwo’s family is neglectful, is this a favourable or unfavourable assumption?
Guide	<i>Instruct participants to circle the word “unfavorable.”</i> <i>Have a participant read the last possible interpretation and assumption.</i>
Ask	If we assume that Taiwo’s played hard, is this a favourable or unfavourable assumption?
Guide	<i>Instruct participants to circle the word “favouroable.”</i> <i>Have a participant read the quote below the table.</i>
Explain	There is a difference between observation – what we actually see and hear – and our interpretation, our explanation of the interpretation. Turn back to page 18 in your workbook. Let’s read together the last two points under the section Making Observations More Effective .
Guide	<i>Read the last two points together:</i>
Explain	We should not make interpretations right away. We need to reflect on our attitudes, beliefs, expectations, and assumptions before making an interpretation. We need to be fair to our pupils and give them the benefit of the doubt.

Step 4 (10 min): Halo and Horn Effects

Guide	<i>Instruct participants to turn to page 22 of the manual.</i> <i>Have a participant read the interpretation of the Halo effect.</i>
Explain	<i>Give an example of the Halo effect from your own experience.</i>

	Now you will each think of a time when the halo effect might have influenced your interpretations of a child's behaviour.
Guide	<p><i>Read the three questions under Halo effect.</i></p> <p><i>Give participants time to answer these questions.</i></p> <p><i>Have a participant read about the Horn effect</i></p>
Explain	<p><i>Give an example of the Horn effect from your own experience.</i></p> <p>Now you will each think of a time when the horn effect might have influenced your interpretations of a child's behaviour.</p>
Guide	<p><i>Read the three questions under Horn effect.</i></p> <p><i>Give participants time to answer these questions.</i></p> <p><i>Have a participant read the bold text at the bottom of the page.</i></p>

Optional Follow-Up Activity: Play Charades.

Divide participants into two or more groups. (At least 5 people should be in each group.) Each group comes up with 5 people, things, or actions. They should write each one on a separate piece of paper.

When it is a group's turn, they send one member to select a piece of paper written by a group not their own. They then have 60 seconds (or any set amount of time agreed upon beforehand) to act out what is on the paper – no speaking is allowed. The rest of their group members try to guess what is written on the paper. If the team guesses it within the timeframe, they get 1 point.

Then the next group gets a turn. At the end of the game, the team with the most points wins.

Lesson 6

Social Intelligence Skill: Active Listening

Learning Goals: By the end of this lesson, participants will be able to:

- Explain the importance of active listening
- Apply strategies for actively listening to their pupils.

Preparation:

- On a small piece of paper, write: “While the other person is talking, use poor listening skills. Interrupt the speaker, look bored or impatient, look at your watch, tap your foot, etc.” (See Step 2)
- Prepare a flip chart with 2 columns. Label one: Bad Listening Skills. Label the other: Good Listening Skills (Step 2).

Materials:

- Flip chart or White Board
- Small piece of paper

Procedures:

Step 1 (15 min): Proverb

Guide	<i>Instruct participants to turn to page 23 of their workbooks.</i>
Read	<i>Have a participant read the proverb.</i>
Ask	<ol style="list-style-type: none"> 1. What can we learn from the proverb? 2. What are some reasons why others may be complaining of hunger while we eat and we do nothing?
Explain	<p><i>Conclude the discussion by emphasizing that sometimes people can be complaining of hunger, and yet we do not hear their complaint. Refer back to the previous lesson on Observation when we learned that sometimes our pupils say and do things that we are unable to observe.</i></p> <p>The purpose of this lesson is to specifically focus on the skill of active listening – to hear and understand what our pupils have to say. When we actively listen, we are able to meet their needs so they can learn and develop more effectively.</p>
Guide	<i>Instruct a participant to read question 1 under Think-Pair-Share.</i>
Think-Pair-Share	<p><i>Think: Give participants a few minutes to think about and write their answer to question 1.</i></p> <p><i>Pair: Then give participants a few minutes to share what they wrote with a partner.</i></p>

	<p><i>Share: Ask a few participants to share their answer with the entire group.</i></p> <p><i>Repeat the same process for question 2.</i></p>
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Step 2 (20 min): Introduce Active Listening

Guide	<p><i>Ask two participants to volunteer to do a short drama. Assign one to be the speaker and the other as the listener.</i></p> <p><i>Give the listener the piece of paper that tells them to use poor listening skills (see Preparation above).</i></p> <p><i>Once the listener understands, tell the speaker to talk for about 3 minutes on what he/she did over the past week.</i></p>
Ask and Record	<p><i>After the drama, ask the speaker: How did you feel while you were talking?</i></p> <p><i>Ask the group:</i></p> <ol style="list-style-type: none"> 1. Did the listener use good or bad listening skills? 2. What did the listener do that demonstrated bad listening skills? <p><i>List their responses on the flip chart in the Bad Listening Skills column.</i></p> <ol style="list-style-type: none"> 3. What other bad listening skills can we add to the list? <p><i>Continue recording on the flip chart.</i></p> <ol style="list-style-type: none"> 4. What does the phrase Active Listening mean to you?
Explain	<p><i>Guide participants in writing the missing words in the definition of Active Listening in their workbook on the bottom of page 23 as follows (missing words are underlined).</i></p> <p>Active Listening is a <u>communication</u> skill where the <u>listener</u> is <u>active</u> in seeking to <u>understand</u> the <u>meaning</u> and <u>intent</u> behind the <u>words</u> that another person speaks.</p> <p>In a conversation, the speaker is obviously active in thinking about what to say and then saying it. Good listening also requires active participation by the listener. They need to be actively focusing on what the listener is saying and doing, as well as actively thinking about what the speaker is saying with both his/her words and behaviours.</p>
Ask	<ol style="list-style-type: none"> 1. Why is active listening important? <p><i>Ensure the following points are made. Emphasize them after participants have responded.</i></p>

	<ul style="list-style-type: none"> • <i>Active listening helps us understand the other person better and can help us know how to better meet their needs.</i> • <i>Active listening helps the other person feel heard and valued.</i> <p>2. What are good listening skills? List their responses on the flip chart in the Good Listening Skills column.</p>
Guide	<p><i>Ask two different participants to volunteer to do another drama. Assign one to be the speaker and the other as the listener.</i></p> <p><i>Tell the listener to use some of the good listening skills that were just brainstormed.</i></p> <p><i>Tell the speaker to talk for about 3 minutes on what they did in their favourite school holiday, either as a child or an adult.</i></p>
Ask	<p>From what you observed, are there any other good listening skills that we can add to our list? Continue recording.</p>

Step 3 (20 min): Active Listening Skills

Guide	<i>Instruct participants to turn to page 24 of their workbooks.</i>
Read	<p><i>Have participants take turn reading the points under Active Listening Skills.</i></p> <p><i>Pause when needed to clarify points and/or add your own examples to each. Also make connections between the explanations in the workbook and the good listening skills listed on the flip chart.</i></p> <p><i>Stop after the last point under Pay Attention about body language for the next step.</i></p>
Explain	<p>We communicate a lot with our body language, especially with our faces. We are going to communicate different emotions with our faces only, no words.</p> <p>First, we are all going to make a face that shows that we are happy. Hold your happy face for a few moments. While you do so, observe the happy face of your colleagues. What about the face communicates happiness? Focus on the eyes, eyebrows, and mouth. Ready, go!</p>

Guide	<i>Give participants a few moments to make a happy face and observe what about the face shows happiness.</i>
Ask	What about the eyes, eyebrows, mouth, and other parts of the face communicate happiness?
Explain	Now we are going to do the same thing for a sad face. Everybody, make a sad face now.
Guide	<p><i>Give participants a few moments to make a sad face and observe what about the face shows sadness.</i></p> <p><i>Repeat the question about what parts of the face communicate sadness.</i></p> <p><i>Repeat again for the following emotions</i></p> <ol style="list-style-type: none"> 1. Confusion 2. Surprise 3. Anger 4. Fear
Guide	<p><i>Continue reading page 24 of the workbook, beginning with Show You are Listening.</i></p> <p><i>Again, continue giving examples, clarifying points, and making connections between the workbook and the flip chart.</i></p>

Step 4 (10 min): Practice Active Listening

Explain	We are now going to practice active listening using the listening skills we have discussed. We are going to share ourselves in partners. <i>Give them 5 minutes to practice active listening.</i>
Guide	<i>Arrange participants in partners.</i>
Explain	Select one of you to be the first speaker. That speaker should talk about the highlight of their week. You will speak for about 5 minutes while your partner demonstrates good active listening skills.
Guide	<i>Give them about 5 minutes for one partner to speak.</i>
Ask	For those of you who were the speaker, what good listening skills did your partner demonstrate? How could they improve their listening skills? The speaker should spend a minute or two giving your partner feedback on how they can improve their active listening skills.
Guide	<i>Give them about 2 minutes for feedback.</i>

Lesson 6: Social Intelligence Skill: Active Listening

Explain	We will now switch. The person who listened before will now be the speaker. That person should talk about the last new skill that they learned (social intelligence skills NOT included). The person who spoke before should now practice good active listening skills.
Guide	<i>Give them about 5 minutes for the other partner to speak.</i>
Explain	The second speaker should now give feedback on your partner's active listening skills. What good listening skills did your partner demonstrate? How could they improve their listening skills? The
Guide	<i>Give them about 2 minutes for feedback.</i>

Step 5 (5 min): Conclusion

Ask	What have you learned about active listening?
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Lesson 7
Emotional Intelligence: A Big Piece of the Puzzle

Learning Goals: By the end of this lesson, participants will be able to:

- Explain what emotional intelligence is and its importance in building successful relationships.
- Identify ways to develop emotional intelligence.

Preparation:

- Print out and cut the emotions face cards.
- Optional: Write the emotion displayed on the back of each card lightly in pencil (for your reference and to avoid mix-ups)
- Listen to and learn the Appeasing song.
- Print, laminate (optional) and cut the role play scenario cards.

Materials:

- Emotions face cards
- Scissors
- Glue sticks
- Audio recording of Appeasing Song
- Means of playing the song (laptop, CD player, etc.) and loudspeakers
- Role play scenario cards
- Markers or highlighter pens

Procedures:

Step 1 (5 min): Recap and Introductory Activity

Ask	What social intelligence skills have we looked at so far?
Explain	<p>During the last lesson on active listening, we made faces showing different emotions – happiness, sadness, confusion, surprise, anger and excitement. These are the 6 basic universally recognized emotions.</p> <p>To be sure we can identify and name these emotions properly, I will show you face cards expressing different emotions. Call out the emotion you think each card shows.</p>
Display	<p><i>Show the group one card at a time, allowing for responses.</i></p> <p><i>Correct any mistakes. Note: Where there is confusion as to what a face card shows, expand on the facial expressions that are often seen when this emotion is being expressed e.g. placement of eyebrows, angle of mouth, etc.</i></p>
Optional	<p><i>Stick the emotions face cards on a wall (in a place where it will not be a distraction during the lesson) so participants can refer to them again during the lesson.</i></p>

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Step 2 (20 min): Introduction and Definition

Explain	Emotional intelligence (also known as emotional quotient, EQ) is an important part of social intelligence. To succeed in social situations, we need to be able to adequately identify and understand our own emotions and those of others.
Guide	<p><i>Have participants fill in the blanks on page 25 of their workbooks as you read the following definition.</i></p> <p>Emotional Intelligence is defined as the ability to perceive, use, understand, manage and handle emotions.</p>
Explain	According to Daniel Goleman, the psychologist who first introduced the term ‘emotional intelligence’, it is known to have 5 core components, namely: Self-awareness, self-regulation, self-motivation, empathy and social/interpersonal skills (i.e., effective communication).
Guide	<i>Have participants read through the descriptions in each box on p.25 of the workbook independently, then cut and paste which component of emotional intelligence it describes in the blank space above.</i>
Guide	<p><i>Read each description aloud and have them give chorus answers to what component it describes. (Remind them to correct any wrong answers.)</i></p> <p><i>Answers:</i></p> <p><i>Social skills = Skills used for effective communication and comfortable interaction with others</i></p> <p><i>Empathy = Being able to understand and share another person’s thoughts and feelings in a situation from their point of view, not your own</i></p> <p><i>Self-awareness = Being aware of and understanding your own feelings, thoughts and actions; recognizing your personal strengths and weaknesses; being able to recognize how other people see you</i></p> <p><i>Self-regulation = influencing, modifying or controlling your own behaviour, thoughts and feelings</i></p> <p><i>Self-motivation = setting high goals for yourself and having a desire to achieve them (internal drive)</i></p>

Explain	<p>In previous lessons, we have looked at empathy and social skills in detail. Our focus in this lesson will be on the intrapersonal components of emotional intelligence i.e., self-awareness, self-motivation and self-regulation.</p> <p>Understanding and managing yourself is key to being able to successfully navigate relationships with others. In other words, good emotional intelligence leads to good social intelligence – you must first know and control yourself before you can know and influence others.</p>
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Step 3 (15 min): Examples of Emotional Intelligence

Guide	<i>Have participants turn to page 26 in the workbook.</i>
Ask	<ul style="list-style-type: none"> Does anyone know who this is? <i>Chinua Achebe [pronounced: chin.waa ah.chay.bay]</i> What is he famous for? <i>Writing novels</i> Look closely at the picture. What do you notice? <i>Desired answer: He is in a wheelchair.</i>
Read	<p><i>Read the brief history of Achebe to the group:</i></p> <p>Chinua Achebe was a famous writer and teacher. He is often referred to as the “father of African literature” and is well known for his novel <u>Things Fall Apart</u>. He was meant to have studied medicine but decided instead to study English Literature. He was also involved in politics. He went through various experiences and circumstances in his life, including becoming partially paralyzed in 1990. Despite disappointments and difficulties he faced, he didn’t stop doing his work. He won many awards in his lifetime.</p> <p>Chinua Achebe once said, <i>(have everyone read the quote under the picture out loud)</i> “Nobody can teach me who I am. You can describe parts of me, but who I am – and what I need – is something I have to find out for myself.”</p>
Guide	<i>Have participants write Chinua Achebe’s name on the blank line after the quote. (Write it on the board or a sheet of paper for them to copy correctly.)</i>
Ask	<ul style="list-style-type: none"> What components of emotional intelligence would you say Achebe’s life and words exhibit? Explain your answer. <i>(Guide participants to focus on how he displayed self-awareness, self-motivation and self-regulation.)</i> Can you give any examples of people you know who display self-awareness, self-motivation or self-regulation? <i>Examples can be either</i>

Lesson 7: Emotional Intelligence Skill: A Big Piece of the Puzzle

	<p><i>people personally known to the participant or famous people, past or present.</i></p> <ul style="list-style-type: none"> • Can you think of a recent time when you displayed aspects of emotional intelligence in your interactions with your pupils? Briefly narrate what happened.
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Step 4 (15 min): Discussion: The Appeasing Song

Guide	<i>Have participants turn to page 27 in their workbooks</i>
Guide	<p><i>Read the story; have participants join you to read out the English version of the song in unison.</i></p> <p><i>After reading the whole story, have participants listen to the song and its translation, then sing along until they have become familiar with the tune. (3-4 times)</i></p>
Explain	Emotional intelligence includes awareness of other people's feelings. With this in mind, answer the following questions.
Ask	<ul style="list-style-type: none"> • Do you think Dauda's mother was emotionally intelligent? • What from the story makes you think so? <i>Answers can be from express statements or inferred from the story.</i> • What were the effects of Dauda's mother's actions and song? <i>Encourage participants to think of both short- and long-term effects.</i> • If you were to give this story a different title, what would it be? <i>Allow 3-4 participants to respond.</i>

Step 5 (25 min): Role Play Scenario

Guide	<p><i>Have participants pair up, then give each pair one of the role play scenario cards. Find the same scenarios below.</i></p> <p>Note: <i>This activity is best done in pairs (twos). Where you have over 10 participants in total, you can assign the same scenario to more than one group and then compare and contrast their role play. (Where you have more than 5 groups, adjust your timing for this activity.)</i></p>
Ask	<i>Ask partners to read their card silently, then ask: Putting into play what you have learned about social intelligence so far, how would you react in the scenario you have been given? Discuss and practice with your partner. Each team will act out their scenario for the whole group.</i>
Guide and Ask	<i>Give 5 minutes for partner discussion and practice, then call each team in turn to present.</i>

	<p><i>Give each team 2 minutes to present.</i></p> <p><i>At the end of each presentation, collect and read out the team's card to be sure each scenario is understood by all.</i></p> <p><i>Ask the whole group:</i></p> <ul style="list-style-type: none"> • What feedback can you give on what they did right in the given scenario? • Do you have any suggestions on ways to improve the interaction? <p><i>Allow 1-2 minutes for each group to receive feedback.</i></p>
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Step 6 (10 min): Ideas for Practicing Emotional Intelligence

Explain	Emotional intelligence is very important and its benefits to us and the people we relate with cannot be ignored.
Instruct	<i>Have participants turn to page 28 in their workbooks.</i>
Explain and Guide	<p>On the following pages, you will find a few ideas on ways you can practice self-awareness, self-regulation and self-motivation. Take a few minutes to read through the suggestions, reflect and decide on what you can begin to implement. Add your own ideas. Remember to do what suits <u>you</u> as a person, not what seems the most popular or acceptable to others.</p> <p>As you read, use a marker or highlighter to select at least one idea you will put into practice. Also take note of overlapping activities: sometimes, one activity can help you develop in multiple areas of emotional intelligence.</p> <p><i>To ensure all participants are moving at a uniform pace, call out the heading "Self- awareness", have participants read the quote in bold letters aloud together, then give them approximately 3 minutes to silently go through the ideas listed. Repeat for self-regulation and self-motivation.</i></p> <p><i>After 9 minutes, ask participants to pause reading.</i></p>
Share	<p><i>Encourage each person to share one of their highlighted choices with the whole group.</i></p> <p><i>Encourage them to engage in some personal further study of self-awareness, self-regulation and self-motivation (how to better understand, build and practice these skills) after this lesson. They could read up on it online or take a course.</i></p>

Lesson 7: Emotional Intelligence Skill: A Big Piece of the Puzzle

Explain	<p>There are several helpful sites and free resources online to help you on this journey of self-discovery and improvement.</p> <p>Here is one final encouraging thought on practicing emotional intelligence which bears constant repetition: the more you understand and practice emotional intelligence, the more your pupils are influenced by you and begin to practice it in their own lives.</p> <p>This is a beautiful way to rub off on your pupils, enabling them to live happier and healthier lives both now and in years to come.</p>

Step 7 (10 min): Review/Wrap-up

Explain	<p>With what we have learned so far, we need to bear in mind that <i>Knowledge by itself is of little use until you actually apply it to your life.</i></p> <p>In our final lesson, we will investigate more practical and specific ways to apply our knowledge of social intelligence in our interactions with our pupils.</p>
Guide	<i>In preparation for the next lesson, refer participants to Shundomboro's story (found in Lesson 3). If time permits, reread the story to the group.</i>
Guide	<p><i>Assign (or have participants choose) parts for the whole group to prepare to act the story in the next lesson. Depending on the number of participants, some may need to take on multiple roles.</i></p> <p>Characters:</p> <ul style="list-style-type: none"> • Shundomboro • Shundomboro's wife • Shundomboro's sons • Danladi • Old Woman • Danladi's wife • Injured man <p><i>Encourage them to find time to rehearse before then (perhaps immediately after you close this session). Permit them to use props to make the story more interesting to watch.</i></p>

Lesson 8

It's Action Time! Applying Social Intelligence in the Classroom

Learning Goal: By the end of this lesson, participants will be able to provide practical ways to apply social intelligence in the classroom.

Preparation:

- Write out the four social intelligence statements in Step 8 on pieces of cardboard/chart paper.
- Write out the questions for Step 10 on a whiteboard or on chart paper.

Materials:

- Happy and sad face craft stick puppets
- Social intelligence statements (Step 8)
- Chart paper or whiteboard
- Markers

Procedures:

Step 1 (6 min): Optional Recap

Ask	<ul style="list-style-type: none"> • What are the 5 components of social intelligence? • Since the last lesson, in what ways have you practiced greater self-awareness, self-motivation or self-regulation? Please share with the group.
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Step 2 (10 min): The Appeasing Song

Explain	<p>All through this module on social intelligence, we have connected what we have been learning to all areas of our lives. As we wrap up this study, we will focus on practically applying what we have learned to our teacher-pupil relationships.</p> <p>Let's revisit <i>The Appeasing Song</i> on page 27 of our workbooks.</p>
Guide	<p><i>Reread the story or ask a volunteer to give a summary of the story.</i></p> <p><i>Listen to the recording of the song once.</i></p> <p><i>Have the group learn the song by singing it together 2-3 times.</i></p> <p><i>Next, have the group stand in a circle, facing each other. Repeat the English translation of the song together several times, replacing Dauda's name with that of different participants each time. You can point to the participant whose name is to be sung at the start of each round. Add hand clapping and dance motions as desired.</i></p> <p><i>*Note: You may need to change the word 'son' to 'child' for the song to apply to all participants.</i></p>

Explain	Notice how participating in the activity and also having your names included in the song made you feel. These are some ways to help your pupils feel included, and keep them engaged and learning.
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Step 3 (5 min): Drawing and Discussion

Explain	<p>Turn to page 31 in your workbook and draw a picture of Dauda and his mother as instructed. Then complete the sentence at the bottom of the page.</p> <p><i>If time permits, allow participants to colour the picture.</i></p>
Share	<i>Ask participants to show each other their pictures.</i>
Ask	<ul style="list-style-type: none"> • If you were Dauda's mother, what would you have done to get him to cooperate with you? • If Dauda refused to comply, what would your next step be? <p>Let's apply this story to the classroom setting.</p> <ul style="list-style-type: none"> • If Dauda was your pupil who refused to do as instructed, what would you do to get him to cooperate? <p><i>Allow for answers, then ask further:</i></p> <ul style="list-style-type: none"> • If he still refused to comply after your first step, what would you do next? • How did both Dauda and his mother feel at the end of the story? <p><i>To answer, have all participants read their completed sentence at the bottom of the page aloud. The sentence should read: "Dauda and his mother were both <u>happy</u>!"</i></p> <ul style="list-style-type: none"> • Why do you think they felt that way?
Explain	Social intelligence, when correctly used, results in the happiness and well-being of all.

Step 4 (10 min): Motivational Song, Rap, or Poem

Explain	<p>Think about a specific child currently in your class who needs motivation to perform a task. Examples of tasks might participate in class, help classmates out, eat her meal, etc. You have 5 minutes to come up with a song, rap or poem that you think would motivate that child to willingly and joyfully do the task.</p> <p>You can set your song to a familiar tune, such as <i>Happy birthday to you</i>.</p>
Guide	<i>Guide participants 5 minutes to make their song, rap, or poem.</i>

Share	<i>Have participants take turns to share their ideas with the group as time allows.</i>
Explain	As a teacher, harness the power of music and encouragement to help you interact with and teach your pupils. Remember that your attitude matters: a cheerful and pleasant teacher tends to grow a cheerful and pleasant class.

Step 5 (10 min): Drama of *Shundomboro*

Explain	We will revisit Shundomboro's story on page 9 to come up with ways we can apply social intelligence components and skills in our classrooms. In our last lesson, each of you was assigned a part to play.
Guide	<i>Have participants act out Shundomboro's story.</i>

Step 6 (15 min): Reflection on Ways of Applying Social Intelligence in the Classroom

Explain	I am going to read 4 statements aloud. I will pause after each one to give you time to decide if you agree or disagree with it. If you agree, put up your happy face puppet. If you disagree, hold up your sad face puppet.
Guide	<p><i>Display statements one at a time, just before reading each one. Pause after reading each statement for participants' responses. If there are dissenting views, give 1 person from each side time to briefly state their reason for agreeing or disagreeing with the statement.</i></p> <p>1. All social intelligence is inborn. <i>Expected answer: sad face</i></p> <p>2. Social intelligence is caught AND taught. <i>You can explain here that "caught" means gotten by observation of someone practicing it, while "taught" means gotten by deliberate instruction on that character trait/skill.</i> <i>Expected answer: happy face</i></p> <p>3. Social intelligence is learned and developed: 1) from interactions with people, and 2) from experiences of successes and failures in social settings. <i>Remind participants that the classroom is a social setting.</i> <i>Expected answer: happy face</i> <i>If desired, use the following example to explain this point:</i> <i>John thinks pushing his classmates is a fun game to play. He notices after a few days that most of his classmates are avoiding him and don't want to play with him anymore. When he realizes the reason why, he</i></p>

	<p><i>decides to stop pushing and instead, ask nicely if he can join in their play.</i></p> <p>4. Social intelligence builds over time and as a person ages. <i>Expected answer: happy face</i></p>
Explain	We will end this lesson by looking at ways we can develop and apply social intelligence in our relationships with our pupils. I will begin with gratitude.
Read	<p><i>Read the following paragraphs on gratitude aloud:</i></p> <p>Gratitude is acknowledging another person's worth. Finding the good in your pupils, recognizing their value and spending time expressing such appreciation increases the well-being of both you and your pupils. It forms a more intimate teacher-pupil connection.</p> <p>Gratitude also boosts other positive emotions such as zest and hope. The more grateful you are, the more beauty you will see.</p> <p>One simple but effective way to show gratitude is by regularly saying 'thank you' to the children in your class for things they do or say to you.</p>

Step 7 (10 min): Journaling

Guide	<i>Encourage participants to use page 32 in their workbooks to jot their thoughts for steps 9 and 10 because it will help them with the final activity at the end of this lesson.</i>
Explain	Go back to the social intelligence chart in Lesson 3 (page 10) and think on how you can implement those same skills in your classroom. Write your thoughts and ideas out on page 32.

Step 8 (10 min): Partner Activity

Explain	Find a partner. Ask each other these questions and listen carefully to your partner's answer.
Guide	<p><i>Display the questions on a sheet of paper at the front of the room.</i></p> <ul style="list-style-type: none"> • What aspects of social intelligence do you currently exhibit to the children in your classroom? • How do you exhibit them?

	<i>Give 2 minutes for each person to respond to their partner. Inform them to switch when 2 minutes are up so the other person gets a chance to share.</i>
Explain	<i>When both partners have shared, say: We will go around the room and each of you will tell us one thing your partner said that interested or inspired you.</i>

Step 9 (5 min): Application

Guide	<i>Have participants turn to page 33 in their workbooks.</i>
Explain	<p>Think of your notes on page 32 as your social intelligence skeleton. Now, add flesh to your skeleton by transforming your ideas into an action plan. Come up with 10 concrete ways you can apply social intelligence in your current classroom. Be as practical and specific as possible. For example, do not just write “I will be kind”; add details e.g. to whom? when? how?</p> <p>Try to come up with new things you have learned from this study. However, you can add anything you are already doing which you now realize is social intelligence in action.</p>
Guide	<i>Give participants time to complete page 33.</i>
Explain	<p><i>As participants wrap up this step, say:</i></p> <p>You will not share your action plan here today. However, I encourage you to find an accountability partner with whom you can share your decisions and the progress you have made in implementing them. He/she does not have to be someone from this group, but should be someone you can communicate with regularly, preferably a colleague at work.</p>

Step 10 (3 min): A Final Word of Encouragement

Explain	While it is true that some people naturally possess effective social skills, don’t worry if you find this hard or uncomfortable to do now. Anything labelled a “skill” is learnable over time, as long as you are willing to step outside your comfort zone, develop yourself in this area and keep learning from successes and failures.
Guide	<p><i>Have participants stand and recite the sentence at the bottom of the page.</i></p> <p>Social Intelligence is CAUGHT and TAUGHT. I will play my part!</p>

Step 11 (10 min): Complete KWL

Guide	<i>Have participants turn back to page 4 of their workbooks.</i>
Explain	In the very first lesson, we completed the first two columns of the KWL chart on social intelligence.
Ask	Who remembers what KWL stands for? <i>Know, Want to Know, Learned</i>
Explain	Before we began, we completed what we Knew about social intelligence – our background knowledge. Then we wrote what we Want to Know about social intelligence – our goals for learning. Now we will take some time to record the most important things that we Learned. Take the next 10 minutes to reflect on what you learned about social intelligence, and write them in the last column. As you do that, also look back to what you Knew about social intelligence before we began to see if you had any misconceptions – any ideas about social intelligence that were not quite accurate. Also look back at what you Wanted to Know about social intelligence. Were all of your questions listed here answered? If there are still any questions you have, now is a time where we can discuss those questions.
Guide	<i>Give participants time to fill in the last column of the KWL chart. Also discuss any questions they still have about social intelligence.</i>

Appendices

Ways Of Showing Empathy

1. Listen to people with a goal to understand, not just for the sake of listening. E.g., follow up comments by asking for clarification: “What do you mean when you say...?”
2. Ask with genuine curiosity, not just to be polite. E.g., when you ask, “How are you?” or “Is everything alright?” be prepared to dig deeper.
3. Be mindfully present when talking to someone (avoid dozing off, playing on your device or multi-tasking as much as possible).
4. Look people in the eye (i.e., make eye contact) as they speak to you where it is culturally appropriate to do so.
5. Let go of your biases and listen with an open mind. E.g., If someone who is considered by many people as being overly talkative comes to you to talk about a fight she had with her friend, don’t jump to the conclusion that she must be the one at fault.

6. Acknowledge people's feelings. Avoid comments like, "It's alright, you will survive" or "Just look on the bright side." Instead, try comments like "I'm sorry you are going through this" or "I don't even know what to say right now. I'm glad you told me." Such statements offer emotional validation and give the person talking with you a sense of connection, which in turn can make things better. You could also ask, "How do you feel about that?"

7. Refrain from offering unsolicited advice. Sometimes, all someone needs is a listening ear or a shoulder to cry on, not necessarily advice.

8. Share a similar experience if it will help give the person a different perspective. Don't start with words like "At least your case is better than mine..."

9. Accept and respect other people's opinions, even if you don't agree with them. Remember, people can have different perspectives and different opinions - and that's ok.

10. Offer help or ask how you can help (e.g., "I'll be here if you need any help.") Be sure to follow through on your offer to help when asked to do so.

How To Show Empathy

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5. Let go of your biases and listen with an open mind. E.g. If someone who is considered by many people as being overly talkative comes to you to talk about a fight she had with her friend, don’t jump to the conclusion that she must be the one at fault
6. Acknowledge people’s feelings. Avoid comments like, “It’s alright, you will survive” or “Just look on the bright side.” Instead, try comments like “I’m sorry you are going through this” or “I don’t even know what to say right now. I’m glad you told me.” Such statements offer emotional validation and give the person talking with you a sense of connection, which in turn can make things better. You could also ask, “How do you feel about that?”
7. Refrain from offering unsolicited advice. Sometimes, all someone needs is a listening ear or a shoulder to cry on, not necessarily advice.
8. Share a similar experience if it will help give the person a different perspective. Don’t start with words like “At least your case is better than mine...”
9. Accept and respect other people’s opinions, even if you don’t agree with them. Remember, people can have different perspectives and different opinions - and that’s ok.
10. Offer help or ask how you can help (e.g., “I’ll be here if you need any help.”) Be sure to follow through on your offer to help when asked to do so.

Adapted from <https://ofhsoupkitchen.org/how-to-show-empathy>

Social Intelligence Role Play Scenario Cards

Scenario #1

As a classroom teacher, you see that _____, a usually calm and pleasant student, has suddenly started bullying his classmates and disrupting the class. You are unhappy about this and decide to talk to him...

Scenario #2

You have been assigned to work in a group with someone you know to be very difficult and uncooperative. True to form, she refuses to do her share of the work and you decide to address the situation...

Scenario #3

At work, your boss seems to always give you the bulk of the work to do, not caring about your personal schedule. At the same time, your colleagues seem to be given preferential treatment by your boss. You decide to approach your boss...

Scenario #4

A parent of one of your students regularly comes in to criticize your teaching methods and rudely complains that her son is not being given special treatment by you. Today, she has come in to say he deserves a higher mark than what you gave him in the last test. You decide to address the situation...

Scenario #5

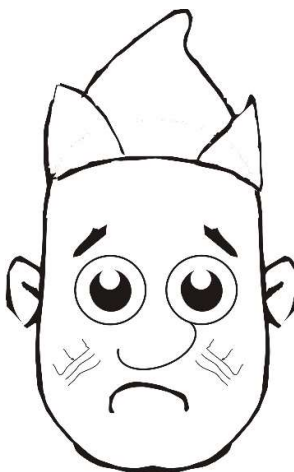
Your friend breaks your trust for the first time ever and doesn't even seem to realize what he has done. You feel quite betrayed but you value the friendship and would like to continue it. You decide to go talk to your friend...

Emotions Faces Cards

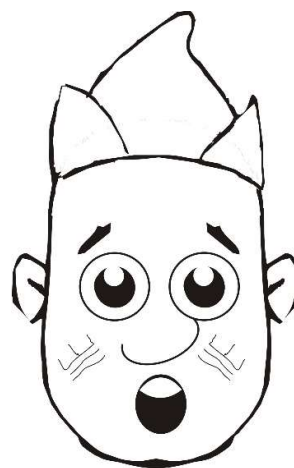
The Emotions Face Cards are presented in the next three pages. This page is the answer key.



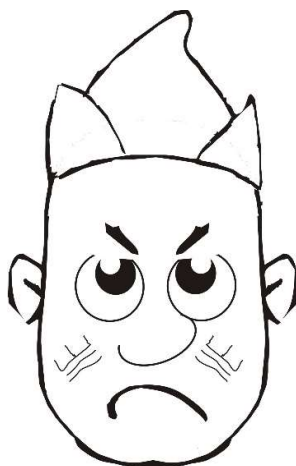
Happy



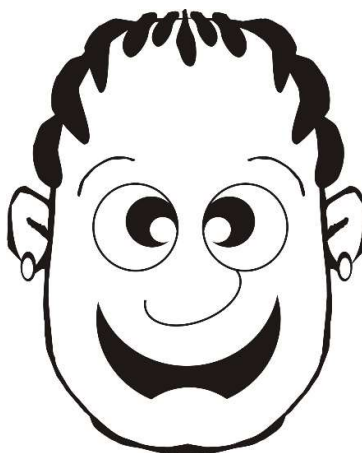
Sad



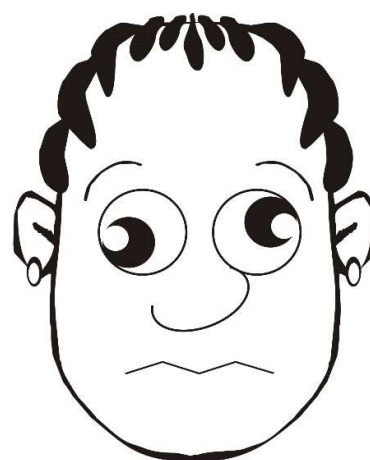
Surprised



Angry



Excited



Confused

