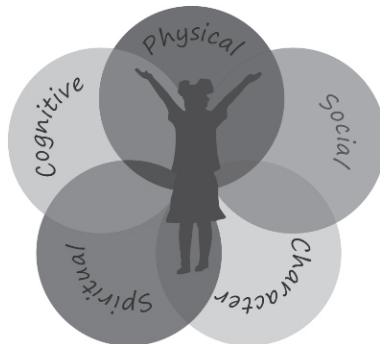




Strengthening Character,
Changing Lives.

SOCIAL INTELLIGENCE



Early
Years
Nigeria
Initiative

Social Intelligence

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Lesson Number 1: *What is Social Intelligence?*

Eating Together

A traditional practice from the Bini ethnic group.

In those days in our village settlements, people didn't eat alone. When they wanted to eat, they placed the food in a bowl or plate and everyone sat around the food.

Children within the same age bracket had theirs in different bowls. They sat together and ate together so the children got to know each other and bond as they ate together. The logic is that if you're eating together from the same plate with someone, it is very difficult for you to fight that person; you become united. Through this practice, children grew up in unity.

Reflection Questions

Draw or describe the practice of eating together in your cultural and/or village setting.

List the things you learned through the practice of eating together.

Intelligence

Social

Social Intelligence

Social intelligence is defined as being aware of the _____ and _____ of _____ and _____, thereby being able to successfully _____ and navigate _____ situations.

A socially intelligent early childhood educator understands the following about the pupils in his/her class.

- Why does that child behave the way they do?
- What is that child thinking?
- What is that child feeling?
- What does that child want and why do they want it?
- How can I have a good interaction with that child?
- How can I get that child to cooperate with me?

Tí o bá ní ọ̀pọ̀lọ̀pọ̀ ènìyàn ní àyíká ẹ̀, ó ju ẹ̀rẹ̀ lọ.

A proverb from the Yoruba ethnic group.

When you have lots of people around you, it is more than wealth.

KWL CHART - Social Intelligence

K

What I already KNOW

W

What I WANT to Know

L

What I LEARNED

Lesson Number 2: *Let's Get Cooking!* (What Constitutes Social Intelligence) – Part 1

The Hunchback

A traditional story from the Idoma ethnic group.

A family had two sons: one had a hunchback but the other was quite normal. Each time a visitor came to the house, their parents quickly hid the one with the hunched back, while they proudly showed the one that was normal to the visitors. They only allowed the hunchback to come out of the room when the visitors had gone. They fed the normal child with the best foods while they left the hunchback malnourished. They usually fed the hunchback with the leftovers of the normal child. The parents did not even take the hunchback out with them when they went to the farm, market or to visit relatives. Even his relatives treated him unkindly.

One day when the normal child and the parents had gone out, the hunchback climbed a tree by the side of the road. He knew that was the road his family would take on their way back home. As soon as he saw his parents and brother coming back home, he began to sing:

**“Ohigwu abamiun'nowoye lage jojire olo`hi num ma. Lake jeyi kwum m. Ngee gwonu
nme`fo` o`chi la bom fiaje che` nkwu fiakata.”**

The song translated means:

*“Because you mistreat me by not giving me good food or taking good care of me, I will fall down
from this tree on purpose and break up into pieces.”*

His family pleaded with the hunchback not to throw himself down and promised they would never maltreat him again. The hunchback believed them and climbed down from the tree. As soon as they got home, however, the parents forgot their promise and began to mistreat the boy again. He kept hoping each day that his family would remember and change their ways.

After a few days of the same cruel treatment, the hunchback climbed the tree again and threatened to take his life. His parents were again quick to plead with him not to do that and promised to take good care of him but for the second time, they failed to keep their promise. The hunchback climbed up the tree to take his life for the third time. Having lost all hope, he wouldn't listen to his family's pleas this time around and jumped off the tree. But rather than break into pieces, the hunchback stood up unharmed! His hunched back had broken when he fell and out of it came great wealth – gold, money, ivory, houses, and anything valuable that one can think of.

Amazed, his parents and brother immediately went down on their knees and begged the boy for forgiveness. The boy replied, “You intended for me to suffer but God turned it into a blessing. I forgive you. This wealth belongs to all of us now.”

So the boy forgave his parents and they lived happily after that. The moral of the story is :Whenever someone treats us badly or unfairly, we shouldn't let it get to us. Rather, we should use the opportunity to do good and show kindness.

Communication is:

My Definition _____

Formal Definition

Elements of Communication Chart

Labarin zuciya a tambayi fuska.

A proverb from the Hausa ethnic group.

The intentions of the heart can be understood from the looks on the face.

Label each box with the elements of communication. There are words at the bottom of the chart which need to be classified: put them in the appropriate box. Then write down any more examples of each element that you can think of.

- **Tone of voice**
- **Hand signals/Gestures**
- **Posture**
- **Dressing**
- **Scent/Smell**
- **Eye contact**
- **Body movement**
- **Facial expressions**
- **Volume**
- **Content (words)**
- **Speed**
- **Touch**
- **Word stress**

How I can Improve My Communication with My Pupils and Colleagues

Instructions: As you think about this, be as detailed as possible. Make SMART (Specific, Measurable, Achievable, Relevant, Time-bound) plans. Use the communication chart on the previous page to help you.

Come back to this page regularly within the time frame you have set to check your progress.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Lesson Number 3: *Wait: There's More!*

(What Constitutes Social Intelligence) - Part 2

Whatever eats the *ìzòròk*
will surely eat the *àdàng* too.

A proverb from the Afizere ethnic group.

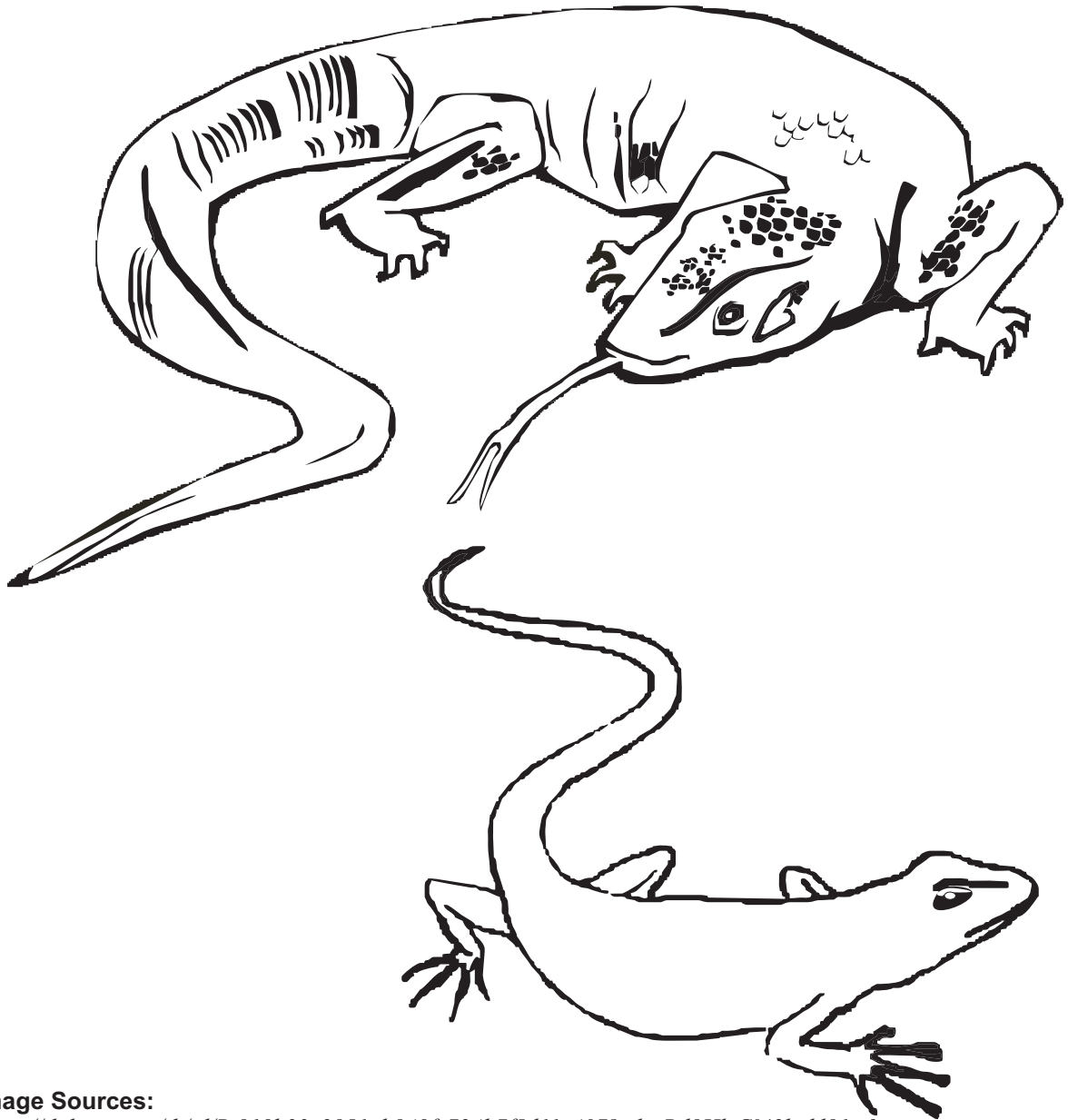


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<https://th.bing.com/th/id/R.efca096e97b13ed4cc7dcfddd5379c8e?rik=pRyhAOGw6L9jYw&riu=http%3a%2f%2fclipground.com%2fimages%2flizard-clipart-9.jpg&ehk=eBORzvBsOCXSdZ03w11%2fkQrl3UCGiyiGIDIoApd5I2U%3d&risl=&pid=ImgRaw&r=0&sres=1&sresct=1>

Shundomboro

A traditional story from the Tangale ethnic group.

Shundomboro was a king who had 10 heads. Shundomboro had 8 sons. The first child had 9 heads, the second had 8 heads, and the third had 7. Each child coming after the one before him had a head less.

When Shundomboro's wife gave birth to the 9th son Danladi, she quickly realized that he only had one head. This made the brothers unhappy. So, they devised a plan to kill Danladi and eat him up.

When he turned 18 years old, their mother got wind of their plan and decided to save the boy. She gave Danladi some bread wrapped in a piece of cloth and told him to run away to a far place.

Early the next morning, Danladi ran away. On his way, he met an old woman who begged for his bread. Though that was all he had, Danladi gave it to the old woman who in return offered him her walking stick. She told him the stick was magical and it would protect him.

Danladi eventually settled in a village and got married. Soon enough, his wife gave birth to a child but she wasn't happy. She always complained that she had never met his people. She constantly berated Danladi. Finally, she threatened to leave Danladi if he didn't take her and their child to see his people. So, Danladi obliged and they started out to meet his people.

Along the way, they met a man who had an injury from a trap. Danladi used his magical stick to heal the man. The healed man gave him a white piece of cloth that he claimed could cause the young man to disappear and protect him on his journey. Danladi accepted the cloth and they continued on their journey.

As soon as they got close to Danladi's family home, the brother with 9 heads came out to meet them. The moment she saw him, Danladi's wife panicked. She ran and hid behind her husband crying all the while. The brothers all came out one by one to greet Danladi and his wife in a sing-a-song manner:

Brothers: Bakali Danladi

Bakali Danladi: Mmmm hmmm

Brothers: *Ina sandan ka?* (Where is your stick?)

Bakali Danladi: *Na sayar da shi* (I sold it)

Brothers: *Ina kudin ka?* (Where is the money?)

Bakali Danladi: *Na yi aure da shi* (I used it to get married)

Brothers: *Ina matar ka?* (Where is your wife?)

Bakali Danladi: *Mata na tana baya na tana kuka* (My wife is behind me crying)

Brothers: *Tana kukan me?* (Why is she crying?)

Bakali Danladi: *Tana kuka domin ku* (She is crying because of you)

Brothers: *Shundomboro yana gida* (Shundomboro is at home)

The brothers and the father were so happy to see Danladi and his family, not because they missed them though, but because they wanted to eat them. They went to the back of the house and placed a large pot of water on the fire. They meant to cook Danladi, his wife, and his child in the large pot.

Danladi used the cloth that the sick man gave him to cover himself and his family. They became invisible to his father and brothers. With the help of his mother, they were able to sneak away from the house to safety.

The moral of the story is that we should learn to be kind to people on our journey of life because it is Danladi's kindness that got him the stick and cloth which later saved his life. Danladi was born different from the rest of the family but he did not let that affect his judgment of life.

Instructions: Identify who showed the following social skills in the story of Shundomboro and how he/she did that. If applicable, consider the character(s) who demonstrated the opposite.

SOCIAL SKILL	CHARACTER(S) IN THE STORY	HOW HE/SHE DISPLAYED IT	CHARACTER(S) WHO DEMONSTRATED THE OPPOSITE
Kindness			
Gratitude			
Conflict resolution			
Relationship management- <i>the ability to communicate clearly, maintain good relationships with others and work well in teams.</i>			
Cooperation			
Resilience			
Empathy			

Locust Beans

A traditional story from the Afizere ethnic group.

The Afizere love *gwate* which is prepared using *zoss* that is made from locust bean seeds. The story is told of a family who could climb trees very well. The boys climbed the locust bean trees using a specialized ladder and plucked the fruit that would be processed into *zoss*. As the boys grew, so did their mastery of climbing trees to get the locust beans. They became so successful at this that eventually, they became rich. But then, they started looking down on other families because they were wealthy. They wouldn't even share what they got with others.

A certain group of boys from the village decided to react. One day, they followed the successful boys into the forest. As the boys climbed the trees to pluck the locust beans, the boys from the village removed the ladders underneath them and hid them. Alas, the boys couldn't come down from the trees. It took the intervention of their father to help get them down.

This story teaches social intelligence to young people, that when you have something, learn to share with others. If you refuse to share what you have with others through greed, you are wicked.



My Social Intelligence Proverb, Song or Chant

Lesson Number 4: *Social Intelligence Stars.*

Role Modeling

A traditional practice from the Anaguta ethnic group.

Role models are used quite a lot in the Anaguta ethnic group. A child is encouraged to pick a member of the community with good and desirable qualities like honesty, neatness, politeness, hard work, and peacefulness, and work to emulate that person. This is done because they believe that as the child emulates the character of that person, the character rubs off on the child eventually. The child grows into a respectable adult.

Examples of Social Intelligence

President Barack Obama

President Barack Obama has been identified as someone who has a strong ability to connect with and inspire people. He was able to “connect with people on a personal level, empathize with their struggles and concerns, and lead with compassion and understanding.” He also “masterfully built and maintained relationships both with people...He has been able to bring together diverse groups of people and build coalitions to achieve common goals.”

Rev. John

Rev. John is a kind and compassionate man who exemplifies social intelligence. During church programs, he warmly greets all of the visitors and shows a genuine interest in who they are. He appears confident and at ease, which makes people feel welcome and open up to him. He is able to cast a vision for his church, motivate others to catch the vision, and empower his members to use their gifts and talents to collaboratively achieve that vision.

Dr. Lengmang

Dr. Lengmang works with women who have vaginal fistulas, which is an abnormal opening in the childbirth area. Women with this condition come from a wide variety of backgrounds, including very poor women and women in the upper classes. Of course, this is a very sensitive issue that requires deep trust between the woman and the doctor. Dr. Lengmang is able to come alongside the women from all backgrounds – rich or poor – and build trust with them. His abilities to communicate and interact with people at different stages and walks of life also is demonstrated in his previous and current roles as a lecturer and in hospital leadership.

My Example of Social Intelligence

Instructions: Write one paragraph about the best example of social intelligence that you know.

[illegible]

SWOT Analysis of Social Intelligence

Instructions: Based on the components of social intelligence that we have discussed so far, take some time to honestly think about your own social intelligence. Keep a growth mindset. Remember that we are all growing, so a weakness is not a personal failure, but an area for growth.

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

Lesson Number 5: *Social Intelligence Skill: Observing*

The Guessing Game

A traditional game from the Tangale ethnic group.

There is a game we used to play back in the village. The game requires a team of between 5 to 10 players who will stand in opposing lines to each other. A referee then plucks a fruit from the “tumfafiya” plant. The fruit is round, soft and light, a good substitute for a ball. The “ball” is passed to the first team by the referee. The first team hides the ball behind their backs in a very subtle manner. They pass the ball from one person to another while the opposing team tries to correctly guess which member of the first team has the ball.

This task is made even more difficult as each member of the first team claims he or she has the ball in order not to give any clues away. Each person makes all sorts of facial expressions in order to fool members of the second team that he or she has the ball.

If the opposing team guesses correctly, then the first team loses the member who had the ball and was found out. If, however, the second team guesses incorrectly, then they lose a member.

The order is reversed for the next round until the game is concluded with a winner.

I think one basic thing that game taught us was observation, because it taught children how to be careful and how to closely observe people's expressions. In fact, each time we played the game and didn't win, our parents would criticize us and say we need to be intelligent so that we are not easily fooled. If we won, they praised us and said we were intelligent. So, it teaches us to learn to observe people's expressions.

Observation

Definition of Observation: Action of closely observing a child's behaviour.

Importance of Observation

A powerful teaching skill, carefully observing your pupils can make you a better teacher.

Observation can:

- Help you get to know your pupils so you can build better relationships with them.
- Give you information to help you make decisions about what and how to teach the child
- Help you gather evidence about a child's learning and development
- Provide you with specific examples of behaviour that you can share with their families
- Add interest and excitement to your work

What Observation Is

Observation is something that is done with our senses.

- Sight: What do you see a child do?
- Sound: What do you hear a child say?
- Smell: Sometimes even a child's smell can be an observation

What Observation Is Not

Observation is NOT interpretation. Interpretation is an attempt to provide a logical *explanation* for the behaviour.

Our interpretations may not be accurate. Interpretations are influenced by our attitudes, beliefs, expectations, and assumptions. We can quickly form interpretations with very little observational evidence. However, these interpretations can oftentimes be inaccurate.

- For example, if we have a bad attitude towards the pupils in our school, then we may interpret behaviours as meaning the children are troublesome.
- If we believe that a certain child is from a good family, we may overlook behaviours that indicate that the child might have learning problems.
- If we expect pupils to give specific answers, then we may discard answers that show that the child is really thinking and reasoning well.
- If we have certain assumptions about a child – perhaps the child's previous teacher told you their beliefs about that child – then we may wrongly interpret some of their behaviours.

Making Observations More Effective

- Make an effort to carefully pay attention to what children do and say. Remember the gorilla: we can miss perfectly obvious things if we are not paying attention.
- Observe over time and in different settings. The more you observe a child in different settings, the better your interpretations will be.
- Make different types of observations. Have conversations with children. Watch their play. Observe their work products. Talk with family members and genuinely listen to what they have to say.
- Write down your observations so you can refer to them later. We sometimes can forget observations, especially if they contradict our beliefs. For example, we may believe that females are bad drivers. Then we tend to forget times when men drove poorly but remember times that women drove poorly.
- Do not make an interpretation right away.
- Reflect on your own attitudes, beliefs, expectations, and assumptions.

Observations
During
Video

Observation
Missed
During
the
Video

Observation
from
Second
Viewing

Instructions: Look at each image. Write what you see in the line below.

A



Image from <https://brainbasics.com/how-is-your-perception-affecting-your-reality/>

B



Image from <https://online-learning-college.com/knowledge-hub/gcse/gcse-psychology->

C

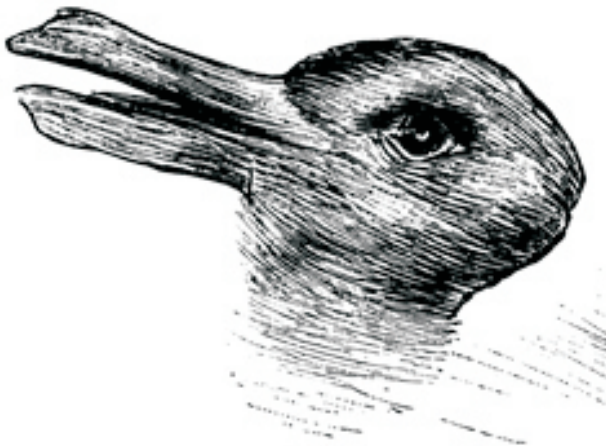


Image from <https://www.independent.co.uk/news/science/duck-and->

D



Image from <https://brainbasics.com/how-is-your-perception-affecting-your-reality/>

Observation and Interpretations

Observation	Possible Interpretation (Why the Behaviour Occurred)	Assumption
Sunday hits Monday. (Observation by sight.)	Sunday is poorly behaved.	Assumes that Sunday is a troublesome child and perhaps Monday is innocent.
	Monday must have irritated Sunday.	Assumes that Monday is the troublesome child and Sunday may be a typically well-behaved child.
	Sunday was killing a fly on Monday's arm.	Assumes that both Sunday and Monday are well-behaved.
Ifeoma says, "Cat is spelled K-A-T." (Observation by sound).	Ifeoma is a poor speller.	This makes an assumption about Ifeoma's ability or effort.
	Ifeoma did not do her spelling homework.	This makes an assumption about Ifeoma's ability or effort.
	Ifeoma is carefully listening to the sounds in the word <i>cat</i> and linking each sound to a letter, showing that she is applying what she has learned about phonics.	This assumes that Ifeoma is both smart and trying, but made a reasonable mistake.
Taiwo smells bad. (Observation by smell.)	Taiwo did not bathe in the morning and has poor hygiene habits.	This makes a favourable or an unfavourable assumption about Taiwo.
	Taiwo's family is neglectful and does not supervise his hygiene.	This makes favourable or an unfavourable assumption about Taiwo's family.
	Taiwo played hard during outdoor play.	This makes a favourable or an unfavourable assumption about Taiwo.

When making interpretations, make a conscious effort to be fair to the pupil. Give him/her the benefit of doubt.

Reflecting on Observations and Interpretations

Halo Effect

Sometimes, we have a good impression of a pupil, and that good impression can cause us to incorrectly interpret their behaviour in a positive manner. For example, you might overlook times when a child from a good family might be misbehaving. This is called the halo effect, like the halo (circle of light) around an angel's head.

1. Think of the pupil in your class that you have the most favourable impression of – perhaps your favourite pupil. Reflect on his/her behaviour over the past week or so. Write things you remember that you **OBSERVED** the child say or do below.

2. How did you **INTERPRET** the behaviour?

Horn Effect

The horn effect is the opposite of the halo effect. If we have a bad impression of a child, we can unfairly make negative interpretations of their behaviour.

3. How did you **INTERPRET** the behaviour?
4. Think of the pupil in your class that you have the least favourable impression of – perhaps the pupil you dislike the most. Reflect on his/her behaviour over the past week or so. Write things you remember that you **OBSERVED** the child say or do below.

5. How did you **INTERPRET** the behaviour?

Next week, pause before making interpretations of behaviour, especially for these two pupils. Are your potential interpretations fair based on their behaviour, or are they more influenced by the halo or the horn?

Lesson Number 6: *Social Intelligence Skill:* *Active Listening*

"Kò dára láti máa jeun nígbà tí àwọn èniyàn tókù n kéréra ebi."

A proverb from the Yoruba ethnic group.

It is not proper to be eating while others are complaining of hunger.

Think-Pair-Share

1. Think of a time in your classroom when a pupil "complained of hunger while you were eating." In other words, think of a time when a pupil did not behave or perform well due to unmet needs. Describe the unmet need and the impact it had on the pupil in the space below.

2. How could you have responded differently in this situation? What impact do you think this would have had on the pupil?

Active Listening

Active Listening is a _____ skill where the
_____ is _____ in seeking to
_____ the _____ and
_____ behind the _____ that another
person speaks.

Active Listening Skills

Pay Attention

- Face the person who is talking. Consider whether eye contact is appropriate or not.
- Give the speaker your undivided attention. Do not do or think about anything else while you are listening.
- Do not prepare how to respond while you are listening.
- Avoid distractions from the environment.
- Pay attention to the speaker's body language. Does the body language match what they are saying?

Show You are Listening

- Consider your own body language. Does it show that you are listening and understanding?
- Nod occasionally
- Smile and use other facial expressions
- Ensure your posture is open and inviting
- Respond with brief comments like Yes, Aha, Interesting.

Do Not Interrupt

- Be patient so the person can speak without interruption.
- Wait for the count of at least 5 after the person has finished speaking. Oftentimes, just because they pause does not mean they are finished. Waiting in silence gives them time to add more details.

Paraphrasing

Summarizing the speaker's comments periodically both helps check that you understood him/her correctly as well as communicates that you value what they are saying. This can be done by the following.

- Restate basic ideas and facts in your own words.
- Ask: It sounds like you mean _____. Is that correct?
- Ask: In other words, what you are saying is _____.

Clarifying

When you are not entirely sure that you understand what is being said, clarifying helps you get more information. To help you get more information, avoid questions that can be answered with Yes/No. Instead, ask open-ended questions. Some example questions are:

- Can you tell me more about that?
- What do you think about that?
- Tell me more about what happened.

Encouraging

- Encourage the speaker by showing interest through your body language.
- Ask the speaker to tell you more about what they are speaking.
- Respond with simple words or phrases to show your interest, like Really? Or, is that so?"

Lesson Number 7: *Emotional Intelligence:* *A Big Piece of the Puzzle*

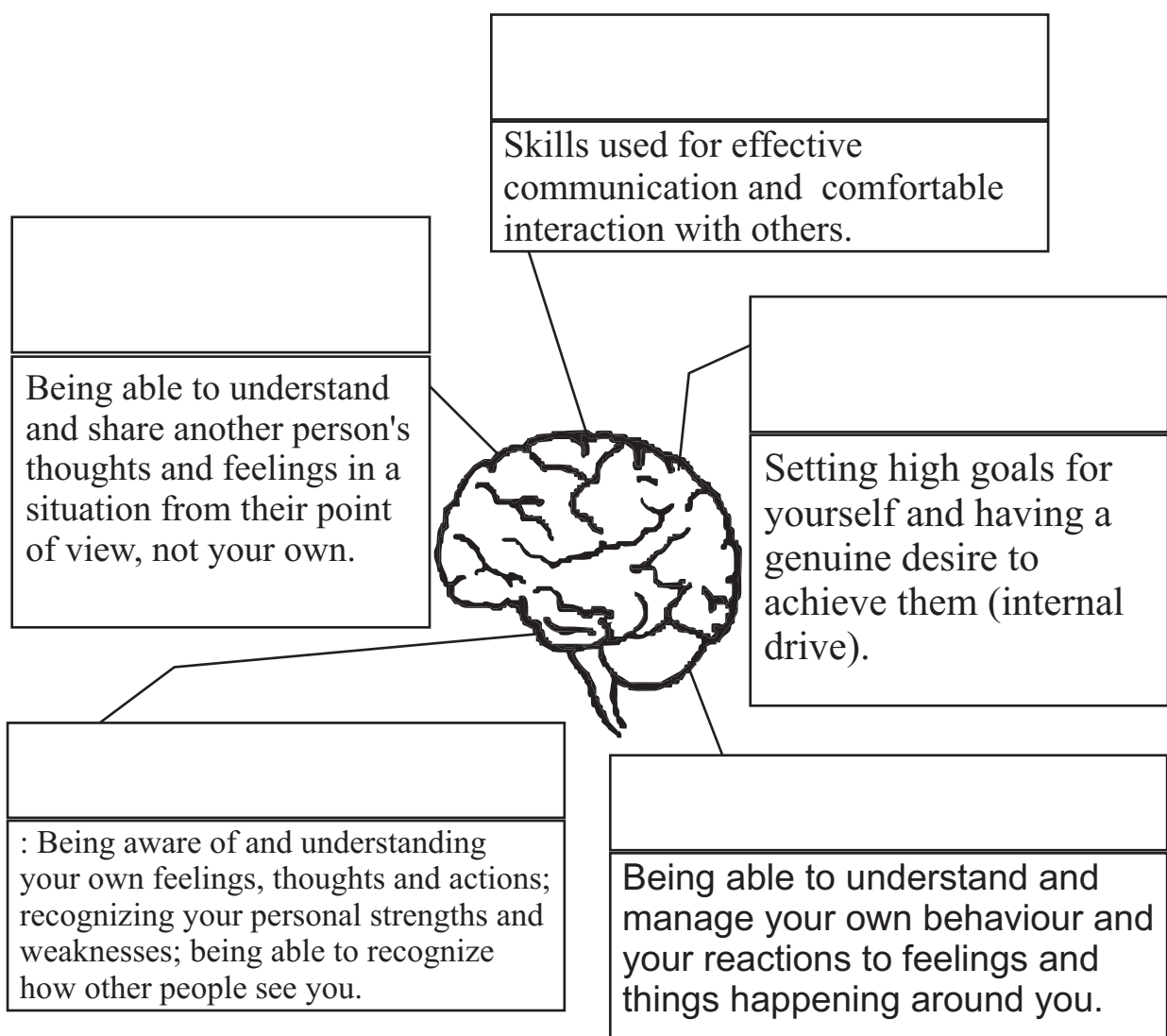
What is Emotional Intelligence?

Instruction: Fill in the blanks as the definition is read.

Emotional intelligence is the ability to _____, _____,
_____, _____ and _____ emotions.

Components of Emotional Intelligence

Instructions: Cut out the words at the bottom of the page and stick each under the correct component of emotional intelligence.



Empathy	Social Skills	Self-Awareness	Self-Regulation	Self-Motivation
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Picture Source:

<https://tse4.mm.bing.net/th?id=OIP.O1OGxtt8E4uFqEKWLBByQFwHaIp&pid=Api>

"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."

The Appeasing Song

The Appeasing Song

From the Bura ethnic group.

Dauda narrated this story from his childhood:

When we were growing up, there were instances when mummy would send us on an errand and we were just not in the mood to go. We would frown. So, what usually happened was that mummy would sing a song calling our names, trying to pet us so we would go on the errand.

Let me just sing it using my name:

*Dauda nzir na
Ngir mwa ya?
Ngir si ya?*

The song translated means:

*Dauda my son
Have you gone?
Or are you returning back?*

Before mummy was done singing the song, we were already out of the house happily carrying out the task.

I Can Practice Self-awareness, Self-regulation and Self-motivation

SELF-AWARENESS

Your soul needs time for solitude and self-reflection. In order to love, lead, heal and create you must nourish yourself first. (Linda Joy)

- Practice mindfulness: be present in the moment, pay attention to yourself and your surroundings.
- Daily, create space and time for yourself to reflect on your thoughts, feelings and actions. (Ask yourself questions like: What happened today? What were the best and worst moments of my day? What could I have done better today?)
- Take time to discover your personal values. (Why do you do what you do? What are you passionate about?)
- Find a way to record what you learn about yourself and process your thoughts, e.g. keeping a journal.
- Practice gratitude: daily, think of one thing in your life you are thankful for.
- Write down what you want to do and track your progress.
- Avoid distractions and activities that steal time from self-reflection (e.g. scrolling through social media)
- Talk to a trusted person about what you are discovering about yourself.
- Ask for honest feedback from others: ask family, close friends and even your pupils what they think about you.
- Take self-awareness quizzes or tests to help you understand yourself better.

I Can Practice Self-awareness, Self-regulation and Self-motivation

SELF-REGULATION

The first and best victory is to conquer self... (Plato)

- Practice mindfulness. Notice how you feel per moment without judging yourself.
- Name and validate your emotions (don't push them away).
- Talk through your emotions with a trusted friend.
- Practice self-soothing: listen to music you enjoy, go for a walk, etc.
- Make time for yourself outside work. Do something fun for yourself.
- Exercise regularly.
- Get enough sleep each night. Practice pausing. When someone does or says something upsetting, take several deep breaths before you respond.

I Can Practice Self-awareness, Self-regulation and Self-motivation

SELF-MOTIVATION

If you can dream it, you can do it. (Walt Disney)

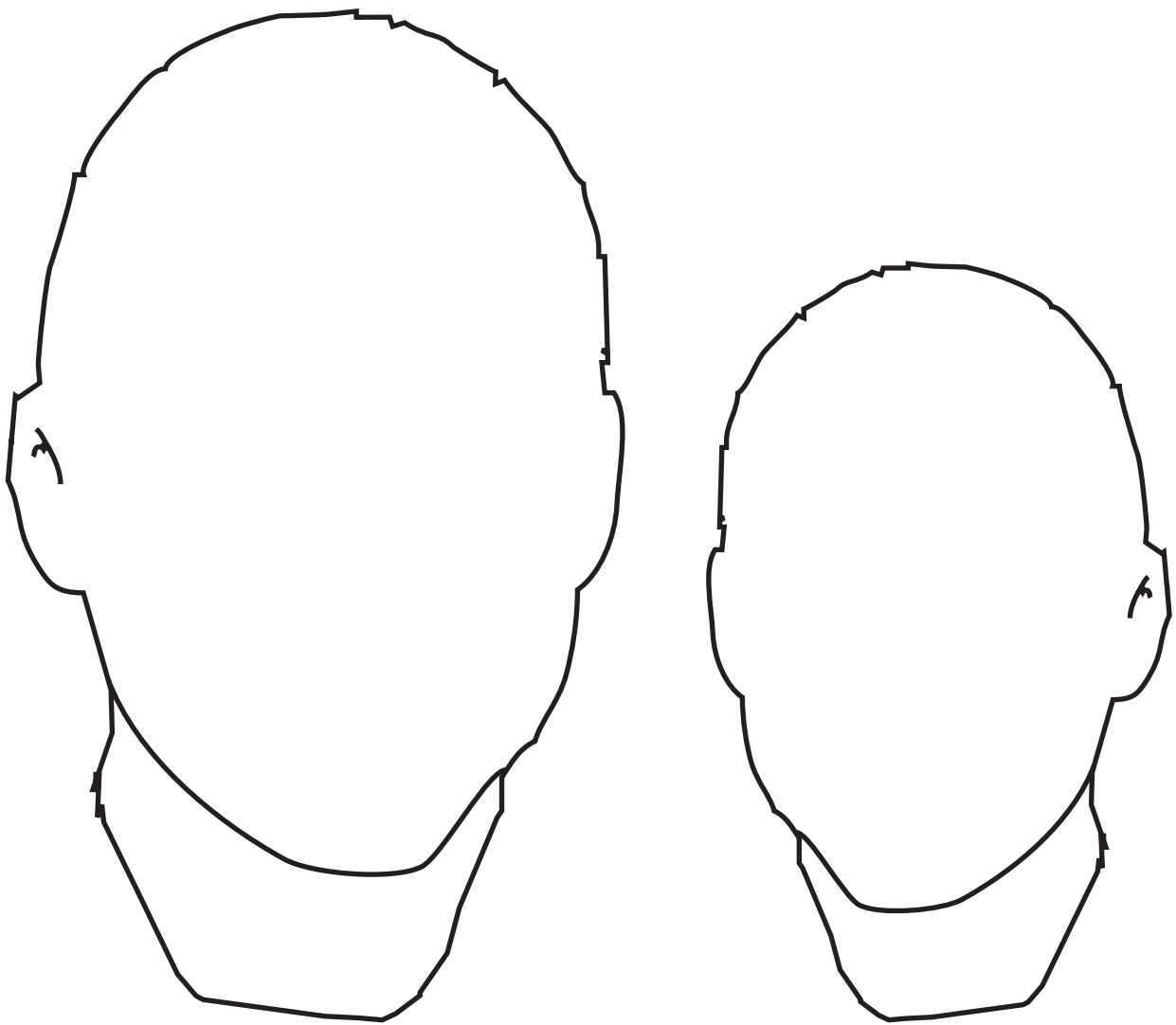
- Take time to reflect on your life (past, present and future) and create a plan to achieve the future you dream of (personally and professionally). **Write it down.**
- Set SMART goals for yourself to help you achieve your plans.
- Cultivate a positive mindset and speak positive words to yourself.
- Find role models – people who are succeeding in what you want to and who can inspire you.
- Find supportive people to encourage you and give you regular feedback on your process (a mentor, family member, colleague, etc.)
- Put up a motivational poster, meme or image where you can regularly see it and get reinspired by it.
- Watch videos on self-motivation (full length movies, TED Talks, YouTube videos, etc)
- Listen to podcasts or messages on self-motivation; listen to motivational music
- Read books on self-motivation.
- Take care of yourself: meet your physical needs of rest/sleep, food and exercise to stay healthy and motivated.

Lesson Number 8: *It's Action Time! Applying Social Intelligence in the Classroom*

The Appeasing Song:

Drawing Activity

Instructions: Draw the faces of Dauda and his mother, showing how they felt at the end of the story. Add other details such as hair, jewelry, etc. Fill in the sentence under the picture.



Dauda **and** his mother were both _____!

Notes On How I Can Implement Social Skills In My Classroom

Kindness		Empathy
Conflict resolution		Cooperation
Relationship management		Gratitude
		Resilience

Ways I will Apply Social Intelligence In My Classroom



**Social Intelligence is
CAUGHT
and TAUGHT.
I will play my part!**