

## Video 1: Infusing Emotional Intelligence into Out-of-School Time Activities

### How would you feel?

<p><b>Activity Summary:</b> <i>In this activity, staff respond to prompts and think about the emotions at play in various situations.</i></p> <p><b>Time:</b> 20 min or less</p> <p><b>Background:</b> <i>To understand emotions, we need to be aware of the many factors that influence them. These can be things that happen in our environment – at the time or at some point in our past – or things that happen in our minds – immediate thoughts or memories.</i></p> <p><b>Objectives:</b> <i>Understand that multiple factors contribute to a person's emotional experience and that it's important to consider the broader context of a situation.</i></p>	<p><b>Directions</b></p> <ol style="list-style-type: none"><li>1. View Video 1.</li><li>2. Facilitator: Distribute situation scenarios to pairs or small groups. Allow groups to discuss them and share. Use sample scenarios below or create your own using situations relevant to your program.</li></ol> <p><b>Your supervisor unexpectedly calls on you in a meeting to give a report out from a previous meeting.</b></p> <p>How are you feeling?</p> <p>What factors might influence your feelings?</p> <p>How might those feelings impact your response?</p> <p>How can you use your emotions wisely in this situation?</p> <p><b>A young person in the program shares an incident that happened at home. Under state law you must file a report with the state.</b></p> <p>How are you feeling?</p> <p>What factors might influence your feelings?</p> <p>How might those feelings impact your response?</p> <p>How can you use your emotions wisely in this situation?</p>
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**You are presenting a new teen program to staff. There is a lot of pushback from the community and staff who support the current curriculum.**

How are you feeling?

What factors might influence your feelings?

How might those feelings impact your response?

How can you use your emotions wisely in this situation?

**A youth asks you to bend one of the program rules.**

How are you feeling?

What factors might influence your feelings?

How might those feelings impact your response?

How can you use your emotions wisely in this situation?

**A young person in your program is talking with another youth and suddenly throws a chair and storms out of the room.**

How are you feeling?

What factors might influence your feelings?

How might those feelings impact your response?

How can you use your emotions wisely in this situation?

**A youth arrives at a program in a bad mood. You ask them how they are doing today, and they drop their bags and slump to the floor.**

How are you feeling?

What factors might influence your feelings?

How might those feelings impact your response?

	<p><b>You have been facilitating a teen group’s work on a community service project they have been planning for a month. Today is the service day.</b></p> <p>How are you feeling?</p> <p>What factors might influence your feelings?</p> <p>How might those feelings impact your response?</p> <p>How can you use your emotions wisely in this situation?</p>
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**When I, I feel**

<p><b>Activity Summary:</b> <i>In this activity, staff reflects on various situations to identify the emotions they would feel in those situations.</i></p> <p><b>Time:</b> 15 min or less</p> <p><b>Materials:</b> Situation Statements</p> <p><b>Background:</b>  <i>Emotional self-awareness is the ability to recognize one’s emotions. The same situation might evoke very different emotions in different people. Our emotions often reflect our personalities, cultural backgrounds, and life experiences.</i></p>	<p><b>Directions</b></p> <ol style="list-style-type: none"> <li>1. View Video 1.</li> <li>2. Facilitator: Place the situation statements below into the center of the table (use two sets of the situation descriptions).   Staff take turns selecting descriptions and share with their table how they would feel.</li> <li>3. Return as a group to debrief. <ul style="list-style-type: none"> <li>● How did everyone’s feelings compare in each situation? What did we have in common? What was different?</li> <li>● Ask staff who want to share and read out loud.</li> <li>● What resonated with you while talking in your groups?</li> </ul> </li> </ol>
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<p><b>Objectives:</b> <i>Participants become more aware of their emotions in various situations and understand that others may have very different feelings in the same situation.</i></p>	
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**Situation Statements for When I, I Feel Activity**

- a. When I am home alone and have nothing to do for the next hour, I feel \_\_\_\_\_.
- b. When I finish a hard puzzle, I feel \_\_\_\_\_.
- c. When a neighbor's dog comes over and licks me, I feel \_\_\_\_\_.
- d. When my supervisor calls me out in a staff meeting to tell me I did a great job, I feel \_\_\_\_\_.
- e. When I'm at a large family gathering, I feel \_\_\_\_\_.
- f. When I'm at a party and I don't know anyone, I feel \_\_\_\_\_.

- g. When I am at an art museum, I feel \_\_\_\_\_.
- h. When I am walking in the woods, I feel \_\_\_\_\_.
- i. When I am at a small gathering with friends, I feel \_\_\_\_\_.
- j. When I am with my closest friend, I feel \_\_\_\_\_.
- k. When I see someone I haven't seen in a long time, I feel \_\_\_\_\_.
- l. When I am in a noisy bar or club, I feel \_\_\_\_\_.
- m. When I am at an amusement park, I feel \_\_\_\_\_.
- n. When I go to the zoo, I feel \_\_\_\_\_.
- o. When I am riding a roller coaster, I feel \_\_\_\_\_.

p. When I am on my way to work, I feel \_\_\_\_\_.

q. When I am on my way home from work, I feel \_\_\_\_\_.

r. When there is a pending snowstorm, I feel \_\_\_\_\_.

## A Day in the Life

**Activity Summary:** Staff follows a read aloud script that helps them understand all emotions they may feel in a day.

**Time:** 15 min or less

**Materials:** Facilitator Reads Script

**Background:**  
*Emotions impact everything that happens in our lives. Some of these emotions are big, and some are small. Becoming aware of how emotions impact our learning, decisions, relationships, and*

### Directions

1. View Video 1.
2. Facilitator Reads below to guide staff through all emotions they may feel in a day.
3. After listening to the reflection, discuss the following in pairs or groups:
  - What did you notice about your typical day?
  - What emotions do you tend to experience throughout an average day?
  - What did you learn from the reflection?
  - Was there anything that surprised you?
  - How do you think your emotions may have affected your work?

*general wellbeing is important to our overall functioning.*

**Objectives:** *This activity will help staff think about all emotions they feel on a scheduled day.*

“Take a few minutes to journey through the different feelings you experience during a typical weekday, from the moment you wake up to the moments before you fall asleep.

*I invite you now to think about a typical weekday. As we move forward in this reflection, I'll be asking you to notice what emotions come up for you as you move from morning till evening.*

*Now to get started, please get comfortable wherever you're sitting. Feel free to close your eyes if you feel comfortable doing so, or gaze softly downward. You may want to take a deep breath in and out, and just get comfy.*

*Now imagine that it's early morning on your typical weekday. Maybe your alarm sounds. Maybe you wake up on your own. When you first open your eyes, anticipating the day ahead, how are you feeling?*

*You go through your typical routine to prepare for the day ahead. Getting dressed, perhaps you're eating, perhaps you're not. And then you commute to work. Maybe speaking to someone along the way, maybe you're absorbed in your own thoughts. What emotions do you notice?*

*And now you arrive at work and you walk in. Maybe the hallways are noisy, maybe they're quiet. Maybe the fields have just been mowed, maybe they are overgrown. You're walking immediately to your activity area or you're taking a moment to talk to youth or colleagues as you make your way. What emotions do you notice?*

*Now think about your afternoon at your program site. Maybe this afternoon on your typical weekday you have more structured time, more activity time, or planning time. Or maybe unstructured time before you're heading home. What emotions do you notice?*

*Now thinking about what you typically do after your day ends from your commute through the rest of the evening. During afternoon responsibilities, through dinner time, through the rest of your night, as you're reflecting on the day behind you and anticipating the day ahead. What emotions come up for you through the evening? What do you notice?*

*And now you arrive at work and you walk in. Maybe the hallways are noisy, maybe they're quiet. Maybe the fields have just been mowed, maybe they are overgrown. You're walking immediately to your activity area or you're taking a moment to talk to youth or colleagues as you make your way. What emotions do you notice?*

*Now think about your afternoon at your program site. Maybe this afternoon on your typical weekday you have more structured time, more activity time, or planning time. Or maybe unstructured time before you're heading home. What emotions do you notice?*

*Now thinking about what you typically do after your day ends from your commute through the rest of the evening. During afternoon responsibilities, through dinner time, through the rest of your night, as you're reflecting on the day behind you and anticipating the day ahead. What emotions come up for you through the evening? What do you notice?*

*Finally, think about the hour before bedtime on your typical day. Maybe it's busy and rushed, where you collapse into bed. Or maybe you're getting to enjoy some peace and quiet. Maybe you lay there for a while thinking about the day behind you. Maybe you're anticipating the day ahead of you. Maybe you drift quickly off to sleep. Notice your emotions as you close your eyes on this typical weekday. What are you feeling?*

*And as you let yourself drift off to sleep, please come back to my voice and this recording. Appreciate yourself for taking the time to journey through this typical weekday."*