

How Do Our Emotions Impact Us? Infusing Emotional Intelligence into Out-of-School Time

Video 1

Activity Summary: In this activity, staff will consider how emotions can help or hinder various aspects of their lives.

Time: 15 minutes (excludes video watch time)

Materials

1. Paper, whiteboard, or large chart paper
2. Pen or pencil
3. Pre-cut emotion word cards (optional and located on page 5)

Facilitator Directions

[View Video 1: Infusing Emotional Intelligence into Out-of-School Time.](#)

As a whole group, review the impact of emotions on attention, memory and learning. Refer to the [Emotions Matter Tip Sheet](#) to help guide the discussion. Ask the following questions:

- *What emotions might help you in this area?*
- *What emotions might hinder you?*

Next, divide into small groups. For five minutes, each group will discuss one of the remaining areas (health and wellness, decision making, relationships, or creativity) and answer the following questions:

- *Thinking about the impact area you discussed, what emotions might help you in this area?*
- *What emotions might hinder you?*

Groups can write ideas on paper, a whiteboard, or large chart paper. Allow groups to debrief their ideas with the whole group.

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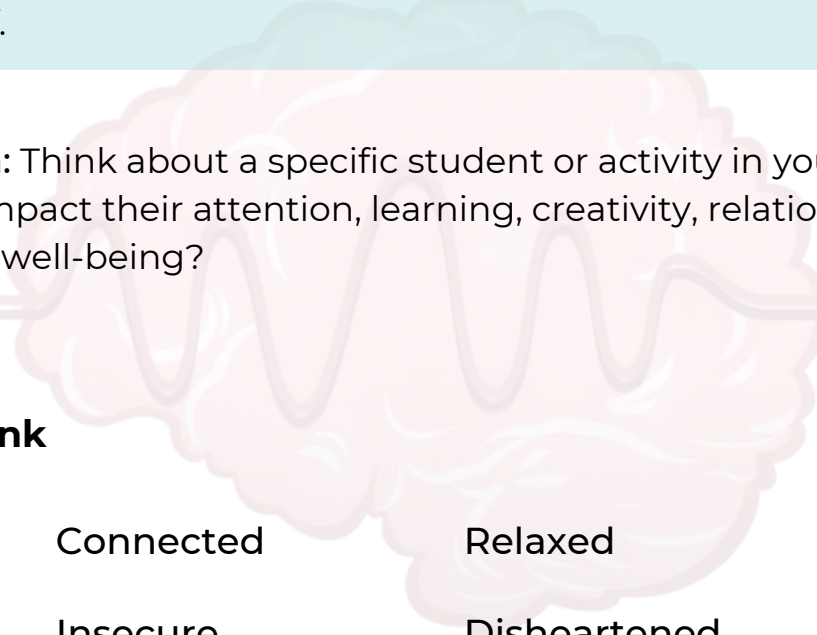
Video 1

Assign each group or individual an emotion word from the Emotion Word Bank below. The words can be provided orally or they can be printed and distributed, one per group. Ask the following questions and allow time for discussion.

- *Think about a time that this emotion helped you reach a goal.*
- *Now think about a time when this emotion hindered your efforts to reach a goal.*

Individual reflection: Think about a specific student or activity in your program. How do emotions impact their attention, learning, creativity, relationships, decision making, or well-being?

Emotion Word Bank



Discouraged	Connected	Relaxed	Motivated
Inspired	Insecure	Disheartened	Lonely
Thankful	Anxious	Embarrassed	Successful
Irritated	Balanced	Jealous	Frustrated
Confident	Accomplished	Excited	Disengaged

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Revisit and Reinforce: Allow your staff the opportunity to come back together to revisit the impact of emotions on themselves and others in your OST setting.

Time: 10 minutes per area of impact

Attention, Memory, and Learning

Think about a time you tried to learn something new.

1. What were you trying to learn?
2. What were you feeling in the situation?
3. How did your emotions affect your ability to pay attention and remember what you were learning?
4. Were you able to stay focused? Did you give up or keep trying? Why do you think that was the case?
5. How can you leverage your emotions to improve your attention, memory and learning?
6. How do you think emotions may impact the attention, memory, and learning of the youth in your program?

Health and Wellness

Think about how your emotions have impacted your mental or physical health and well-being. The impact could be direct or the result of your health-related behaviors or choices.

1. What area of your health and well-being has been impacted?
2. What emotions contributed to the impact?
3. How did these emotions affect your behavior or choices?
4. Has the impact of emotions on your well-being been positive or negative?
5. How can you use your emotions to positively impact your health and wellness?
6. How do you think emotions may impact the health and wellness of the youth in your program?

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Decision Making

Think about a situation in which you needed to make a decision – it could have been a big one, like whether to take a new job, or a small one, like what to have for dinner.

1. What did you have to decide?
2. How were you feeling?
3. Did you engage or avoid the decision?
4. How might your emotions have impacted your decision? Did your emotions make the decision easier or harder? Why do you think that was the case?
5. How can you use your emotions to make better decisions?
6. How do you think emotions may impact the decisions of youth in your program?

Relationships

Think about how your feelings might affect relationships with youth or with other staff in your program. Think of a situation when your emotions either improved or harmed a relationship?

1. What was the situation?
2. How were you feeling?
3. How might your emotions have influenced your relationship? Did they help?
4. How can we use our emotions to be more effective in our relationships?
5. How do you think emotions may impact the relationships youth in your program have with staff and other youth?

Creativity

Think about a task or problem you have encountered recently that you did not know how to address.

1. What was the task or problem?
2. How were you feeling?
3. How might your emotions have affected the situation? How might they have influenced your response? Impacted the outcome?
4. Did you approach or avoid the situation? Did you give up or keep trying? Why or why not?
5. How can you leverage your emotions to be more creative?
6. How do you think emotions may impact the creativity of the youth in your program?

Emotion Words

discouraged
(blue)

inspired
(yellow)

thankful
(green)

irritated
(red)

confident
(yellow)

connected
(green)

insecure
(red)

anxious
(red)

balanced
(green)

accomplished
(yellow)

relaxed
(green)

disheartened
(blue)

embarrassed
(red)

jealous
(red)

excited
(yellow)

motivated
(yellow)

lonely
(blue)

successful
(green)

frustrated
(red)

disengaged
(blue)