

EMOTIONAL INTELLIGENCE



Growing **smarter** with our **feelings.**

Developing greater emotional maturity is a challenge many adults struggle with, yet something we implicitly assume students will manage on their own.

But talking about our feelings is complex and messy and hard. It requires authenticity and vulnerability from young people in the midst of defining their sense of self and trying to fit in.

We create an environment of psychological and emotional safety by normalising dissenting opinions, and giving permission for students to open up by sharing our own heartfelt stories. By peeling away their masks and connecting with their authentic selves, students can connect with each other through empathy, understanding and an appreciation of similarities each other's inner world.

Emotional intelligence isn't ingrained, we can become smarter with feelings through conscious understanding and deliberate practice. The benefits of doing so are wide reaching.

Not only are emotionally intelligent students happier and more resilient, they share stronger relationships with their friends, family and teachers, make better decisions, communicate more effectively and perform better at school.



Value for participants.



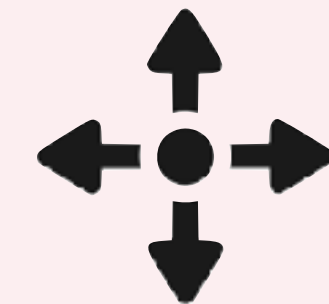
Increase **empathy** &
understanding



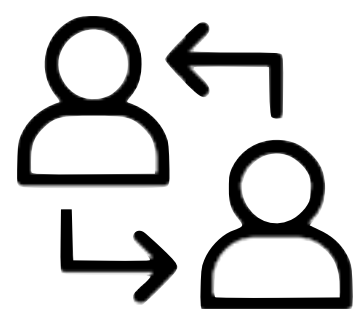
Learn to **communicate**
their **needs** effectively



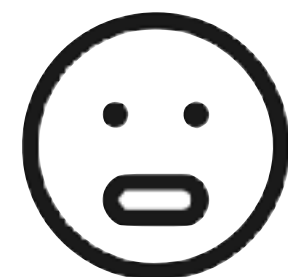
Greater **self-**
awareness



Make better
decisions



Build stronger
relationships and
sense of **community**



Develop **cop**ing
mechanisms for
stress and **anxiety**



Connect their
experiences to the
challenges of others



Develop **resilience**
for **setbacks** and
change



Activity showcase 1.

Studies show students are more likely to reach out horizontally to their peer group than vertically to their parents or the school when they're going through a tough time.

We focus on building these critical support networks by actively connecting students to their most important social resource -each other.

One of our favourite activities asks students to pair up, stare awkwardly into each others' eyes, and take 30 seconds to remember and share a moment when their partner did something they really appreciated. Did they give a great answer in maths class, kick a football way further than they thought possible, come up with a witty joke they really appreciated or simply listened really well one time when they needed to vent?

Hugs, handshakes and the occasional tear are inevitable as students enjoy the gift of gratitude, and appreciate it's often more in the giving than in the receiving of compliments when we connect most strongly.

Activity showcase 2.

No matter how painful your weekend marking or what's happening in your personal life, you're still going to come to school on Monday and be professional in front of your students and colleagues.

We all put on these masks to veil how we're really feeling, and shape them to fit the environment we're in.

These masks are important. They protect us when we're feeling vulnerable, help us be who we need to be, and keep us emotionally safe.

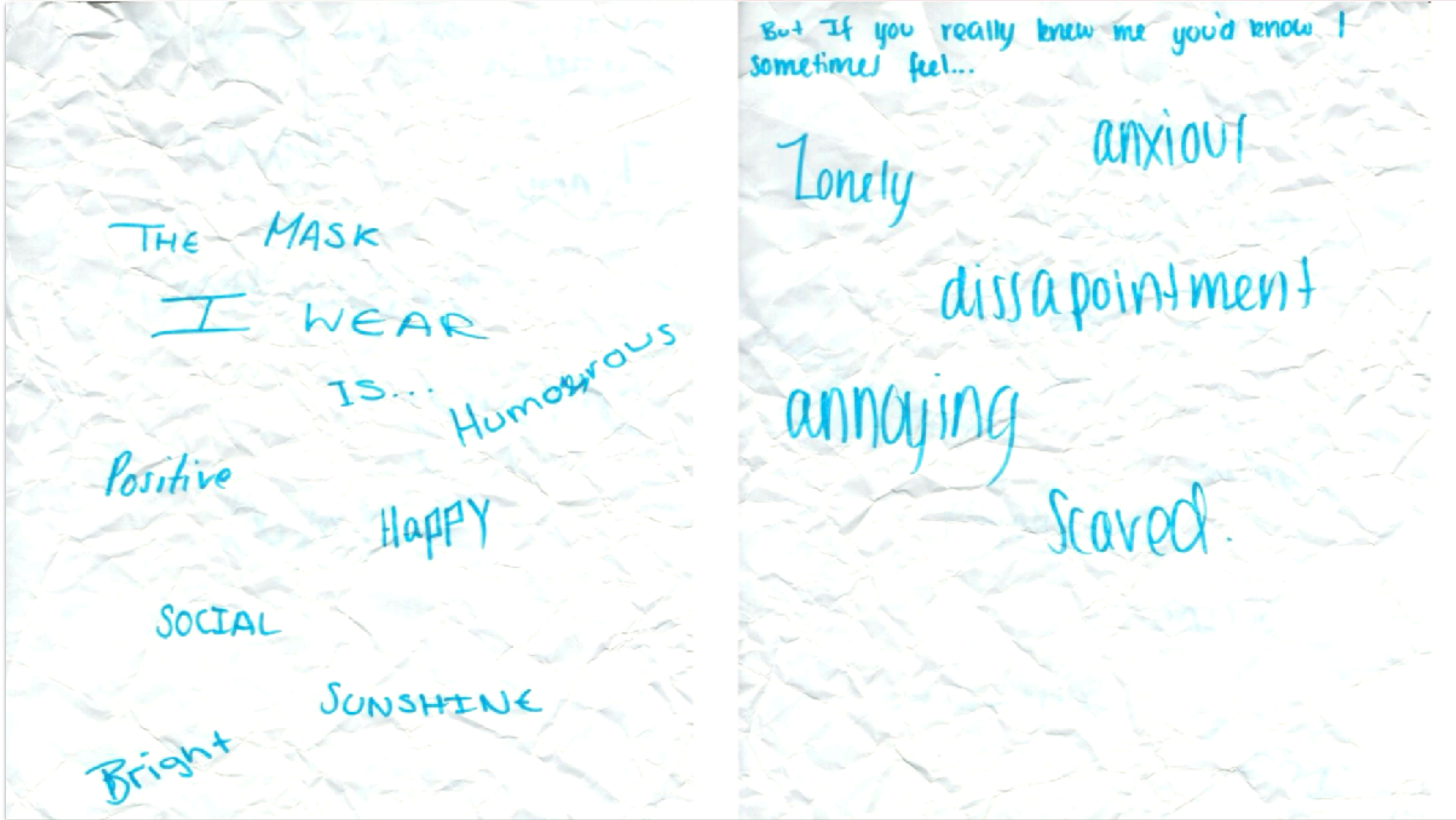
But we must also recognise they're just masks. They don't help us process the emotions we're really feeling on the inside, and can prevent us from connecting authentically with others.

In our 'Masks' activity, students identify the masks they wear on the outside, and how they differ to their real feelings on the inside. We architect the opportunity for them to anonymously share and connected with each other's authentic selves, where they recognise their deepest, toughest feelings are unknowingly shared by their friends too.

By modelling emotional authenticity and the strength of vulnerability through sharing their own stories, our facilitators safely take students to the depths necessary to affectively engage and meaningfully connect with this activity, and each other.

Following are a few examples of the worksheets students have created.





The Mask I Wear
Is Confident

But If you really
knew me, you would
know that I sometimes
feel, alone & outnumbered.

The mask I sometimes wear
is overly positive and friendly,
~~a little less but a little more~~
and less serious than I sometimes
am.

If someone really knew me
they'd know that I can get really
anxious about the future, can be
quite emotional and doubt myself
and sometimes feel really lonely.

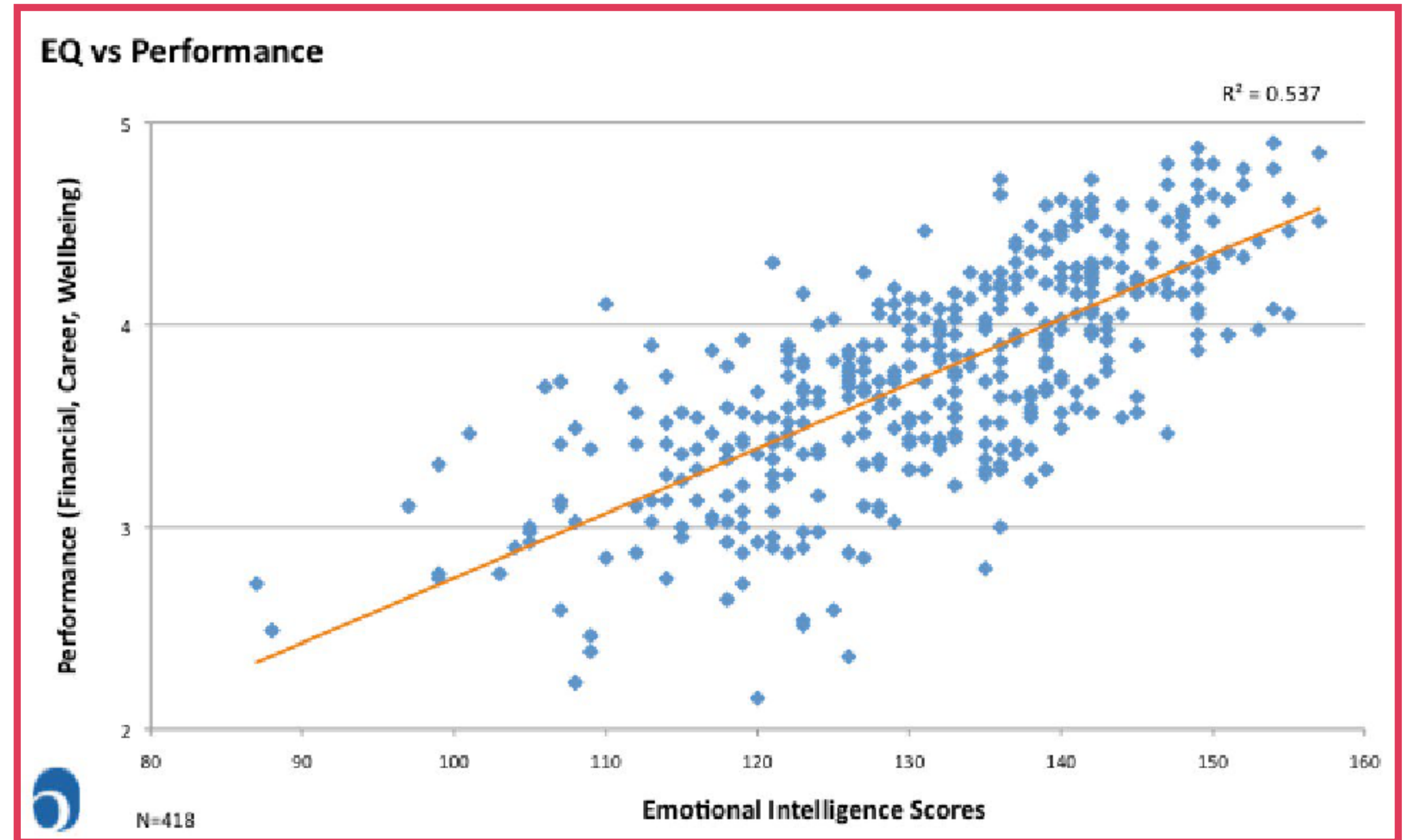
Why Emotional Intelligence?

It was Albert Einstein that said “if you judge a fish by its ability to climb a tree, it will live its life believing it is an idiot.”

Emotional Intelligence is one of the best predictors we have for long term success; not just financial or career success, but subjective satisfaction with the quality of our friendships, our family life and general wellbeing.

In fact, it is a far stronger predictor than our IQ.

The good news is unlike IQ, EQ is a skill we can improve, with understanding and practice.





"It's really nice to be focusing on something that's not just school and not just marks, but something you'll really be carrying through your whole life"

- Natasha, Year 12

"I gained knowledge about my peers' feelings and what they really believe. it provided me an insight into what they may be dealing with on the daily."

- James, Year 9



By using personal stories, students were able to resonate with the presenter and I think it also gave them an idea that they aren't alone and lots of people go through these emotional struggles.

— Sarah Wilkins, Fort St High School

I learnt more about how our decisions were made and how it was focused on emotions rather than just logic and facts. I even learnt that emotions weren't just good and bad.

— Dina, Year 10

Our Clients.

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AGRICULTURAL HIGH SCHOOL



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