Emotional Intelligence Activities

Aspects of emotional competence covered: Emotional awareness
Educational level: Lower and Upper Secondary School

SOURCE: Own authorship / Marusca Destino
DURATION: 8 hours

ACTIVITY/TUTORIAL: Drawing emoticons

INTRODUCTION:

This learning scenario aims to make students reflect on emotions while dealing with the topic covered by Technical Drawing. In fact, they are asked to analyze emotions, choose one, and express that feeling in an emoticon to be drawn with analog or digital tools.

CURRICULUM OBJECTIVES:

The goal of the activity: It aims to make kids reflect on emotions, to translate them into emoticons, familiarizing themselves with the geometric constructions used in Technical Drawing.

PREPARATION: Before the lesson the students need to know how to use analog and digital tools for drawing.

· *Materials and resources*

Set square, compass, drawing tools, paper sheets, PC and Internet connection, apps for digital drawing. In particular:

For Step 1: Summary of the learning scenario https://twinspace.etwinning.net/55168/pages/page/392959

For Step 2: Online quiz: https://greatergood.berkeley.edu/quizzes/ei_quiz

For Step 3: Interactive projector or board.

For Step 4: /

For Step 5: /

For Step 6: Digital shared board (e.g. Padlet, Wakelet…), mobile or tablet.

For Step 7: Tools to vote (e.g. Mentimeter, Google Module,...)

For Step 8: Group work checklist.

VOCABULARY: self-awareness, emotions, geometric constructions

PROCEDURE:

Warm-up activity

Step 1: Geometric constructions of polycentric shapes. Type of interaction: individual.

Description: The students learn how to draw ovals, spirals and ovoids using the proper constructions of Technical Drawing. Duration: 45'

Step 2: Recognizing facial expressions. Type of interaction: individual.

Description: The students complete the questionnaire called "emotional intelligence quiz", about facial expressions that show a specific emotion. After the quiz, a list of emotions is shown on a board and basic emotions are underlined. Duration: 30'

Step 3: Basic emotions. Type of interaction: small and big group.

Description: The teacher splits the students into small groups and assigns the basic emotions, so that each group can work on a specific emotion. Discussion on the basic emotions. Duration: 15'.

Core activity

Step 4: Drawing emoticons. Type of interaction: individual and small group.

Description: the students have to draw an emoticon that represents the assigned emotion, using the tools and the constructions for ovals, spirals and ovoids. Whoever is particularly skilled in the artistic drawing can make a sketch of the emoticon using pencil and paper

or an app for drawing. The cooperation between the members of the group facilitates the acquisition of the necessary knowledge and skills, and helps to understand if the drafts express the right emotion. Duration: 45'

Final activities
Step 5: Discussion. Type of interaction: small group.

Description: Each group has to decide which drawing best matches the required criteria. During this phase, the group members can refine the work. Duration 15'.

Step 6: Sharing drawings. Type of interaction: small and big group.

Description: Each leader takes a photo of the group's drawing and posts it on a shared board (e.g. Padlet). Duration: 10'

Step 7: Election. Type of interaction: big group.

Description: Other students (from other classes or schools) using an online tool vote for the best drawing. The winning group is rewarded with a reduction in tasks. Duration: 10'

Step 8: Evaluation. Type of interaction: individual.

Description: Kids have to reflect on the activities they did and self-evaluate the group work using a checklist. Duration 10'.

Comments: If a learning diary is used, students have to fill in it after each session. Furthermore, you can decide to run this activity in parallel in two classes to facilitate the voting procedure.

EXTRA:
Photocopiable sample/ Report Sample: self-evaluation checklist

	Yes	No	Comments
Was there a division of tasks?			

Did each member of the group make a significant contribution?			
With regard to the tasks that each one has given himself, have the deadlines been met?			
Do team members listen to other people's suggestions and ideas?			
Are relations between group members good?			
Are decisions made in a shared way?			
Were the troubled kids supported by the other members of the group?			
With respect to the request, was the work complete?			
Is the final outcome original?			
Is the final product tidy and well organized?			