> *Aspects of emotional competence covered*: Emotional awareness, self motivation and goal-achievement
> *Educational level*: High Secondary School, Higher Education

SOURCE: Own authorship / Marusca Destino
DURATION: 270 min (6 classes of 45')

ACTIVITY/TUTORIAL: A roadmap for goal-achievement

INTRODUCTION:

According to Goleman's definition, "emotional intelligence refers to how well we handle ourselves and our relationships. It's based on 4 domains: self-awareness, self-management, empathy, and putting that altogether in skilled relationships."
As a final step of EI awareness, reflecting on the most suitable competencies for teamwork and goal-achievement and thanks to the following activities, students are meant to empower self- motivation and goal-achievement.

CURRICULUM OBJECTIVES:

The goal of the activity: It is aimed at improving self-awareness about strengths and weaknesses, recognizing the qualities of others, empowering collaboration through effective communication, the ability to share responsibilities and time management, in order to achieve a common goal. In the form of a competition, the activities are carried out by students divided into small groups.

PREPARATION: Before the lesson the students need to know what emotional intelligence is and under what circumstances it is expressed.
·   *Materials and resources*
Competition notice:
    The competition aims to make students reflect on the top 8 competences meant for goal-achievement. The activities will be carried out in group and as final outcome is required a

multimedia work (e.g. interactive image and video), "**The top 8 emotional competences for goal-achievement (roadmap)",** including:
- Team crest
- Presentation of the group members
- The top 8 skills, prioritized from the most important to the least one and specifying the reasons why they have been chosen.
- Team organization
- Team Motto

Evaluation criteria (from 1 to 3 points per each element): Completeness (all 5 tasks); Clarity (chosen competences: what and why); Originality (the way the outcome is accomplished); 1 extra point assigned for the preferred team.

For Step 1: PC and internet connection, online tool-virtual board (e.g. Wakelet)

For Step 2: PC and internet connection, online article https://hbr.org/2017/02/emotional-intelligence-has-12-elements-which-do-you-need-to-work-on, tool for creating interactive images (e.g. Genially) and eventually a template to edit.

For Step 3: PC and internet connection, video on assertiveness (e.g. https://www.youtube.com/watch?v=5b2mc7p2An8), tool for creating a quiz on a video (e.g. EdPuzzle)

For Step 4: PC and internet connection, paper and pencil or just a digital sheet to take some notes, paper or digital SWOT analysis template.

For Step 5: PC and internet connection, paper and pencil or a digital board where you can draw collaboratively (e.g. Google Jamboard, Miro)

For Step 6: PC and internet connection, paper and pencil to take some notes, online article on GROW model (https://www.performanceconsultants.com/grow-model, https://www.mindtools.com/pages/article/newLDR_89.htm), tool for creating interactive images (e.g. Genially).

For Step 7: PC and internet connection, tool for creating videos.

For Step 8: PC and internet connection, paper and pencil or just a digital sheet to take some notes.

For Step 9: PC and internet connection, paper and pencil or just a digital sheet to take some notes, tool for making a timeline (e.g. Genially, Canva).

For Step 10: PC and internet connection, tools to make a multimedia product (Genially, Google Slides, Prezi…)

For Step 11: PC and internet connection, tools to vote (e.g. Mentimeter, Google Module,...)

For Step 12: PC and internet connection, tools to write on a shared board (e.g. Padlet, Google Jamboard...)

VOCABULARY: self-motivation, goal-achievement, teamwork, time managing, communication.

PROCEDURE:

Warm-up activities

Step 1: Reading of the competition notice. Refresh of EI definition and characteristic. Type of interaction: big group.

Description: Kids are meant to share their responses to the question "In what situation did you use your emotional skills? Provide an example" on a shared board. Duration: 15'

Step 2: Identifying which emotional skills are most in demand in the business world. Type of interaction: individual.

Description: After having read the article, kids have to choose the competence they feel alike more familiar with and the one they are less familiar with, explaining why in both cases. The responses need to be added on an interactive image, so that in a unique place each teammate's characteristics are shown. A template for the interactive image can be provided, so that students need only to edit it. Duration: 15'

Step 3: Focusing on effective communication as a basis for collaboration: assertiveness. Type of interaction: individual.

Description: Kids have to watch a short video on assertiveness and provide a suitable answer to the questions. Duration: 15'

Step 4: Team SWOT analysis.Type of interaction: small group.

Description: After having reflected on the competencies useful during team work, students put them into practice in order to accomplish the final outcome, as requested from the competition notice. Firstly, taking into consideration the work done for the interactive image, students have to fill in a group SWOT analysis template: what are teams' strengths and weaknesses? And what are the threats and the opportunities? Duration: 15'

Step 5: Colors and shapes. Type of interaction: small group.

Description: The aim of this activity is to translate into colors and shapes the characteristics of each team. Students have to design the team's crest by using paper or a collaborative board (e.g. Jamboard, Miro). Duration: 30'

<u>*Core activities*</u>
Step 6: GROW analysis- "Goal". Type of interaction: small group.

Description: This is the core of the task, because students have to practice a technique for goal-achievement called GROW, an acronym that means: Goal, Reality, Options, and Will. For "Goal", students have to identify what steps are needed to accomplish the competition task (e.g. making a video, writing a script, drawing a crest, inventing a motto...), and what competencies are required (e.g. searching for a background image, find a list of soft skills…). All these considerations need to be collected on an interactive image that will be included in the final product. Duration: 20'

Step 7: GROW analysis- "Reality". Type of interaction: individual.

Description: Reality is about examining the abilities of each team member. It's a very important activity to complete the final outcome, because it allows kids to distribute and share responsibilities. Students have to make a brief video-presentation of themselves as a team member, and stress the role they cover into the group. Duration: 25'

Step 8: GROW analysis- "Options". Type of interaction: small group.

Description: Kids have to think of the various options (what information is needed? Which tool can be used? What are the most feasible or effective ways to reach the goal?) and take note of the considerations they do, because they will use them for the final work. Duration: 20'

Step 9: GROW analysis- "Will". Type of interaction: small group.

Description: The "Will" is a kind of roadmap to reach a goal. Students have to reflect on: Who does What (e.g. who has to search for a template? Who writes down a list of competences? Who arranges a draft? Who will provide the final check?), and when things have to be completed not to obstruct the work of others. To complete this activity, kids have to make an infographic where roles and deadlines are set as marks on a timeline. Duration: 25'

Step 10: Final multimedia work. Type of interaction: small group.

Description: After having practiced the model to set a goal and take action to achieve it, students need to refine some works and to collect their outcomes into a final multimedia product, as requested by the competition notice. During this phase, they can step backward to gather information, to complete missed tasks or make some changes. Duration: 45'

Final activities
Step 11: Presentation of the multimedia works and winners election. Type of interaction: big group.

Description: Each team leader briefly introduces their group's work, the panel votes according to the criteria indicated in the competition notice, and the winners are elected. Duration 30'

Step 12: Evaluation: "Two stars and a wish". Type of interaction: individual.

Description: Kids have to reflect on the activities they did and write on a shared board two things they liked (stars) and one they didn't or they would have accomplished in a different way (wish). Duration 15'

*Comments***:** You can decide to evaluate individual students' assignments by the means of rubrics or checklists, in which case the evaluation criteria need to be shared at the beginning of the activities.