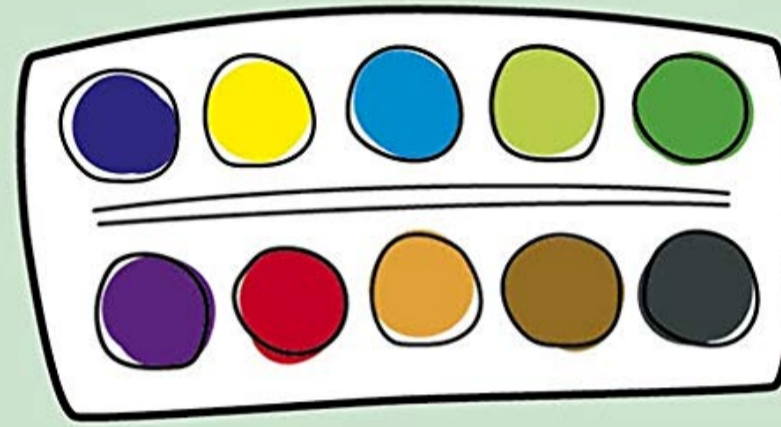


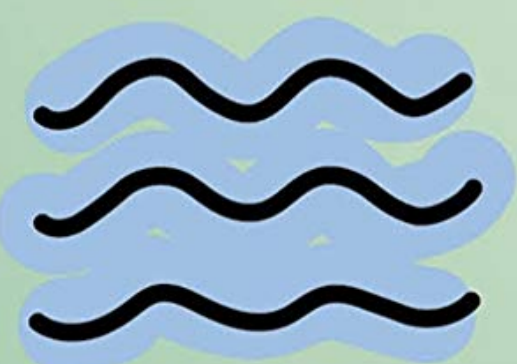
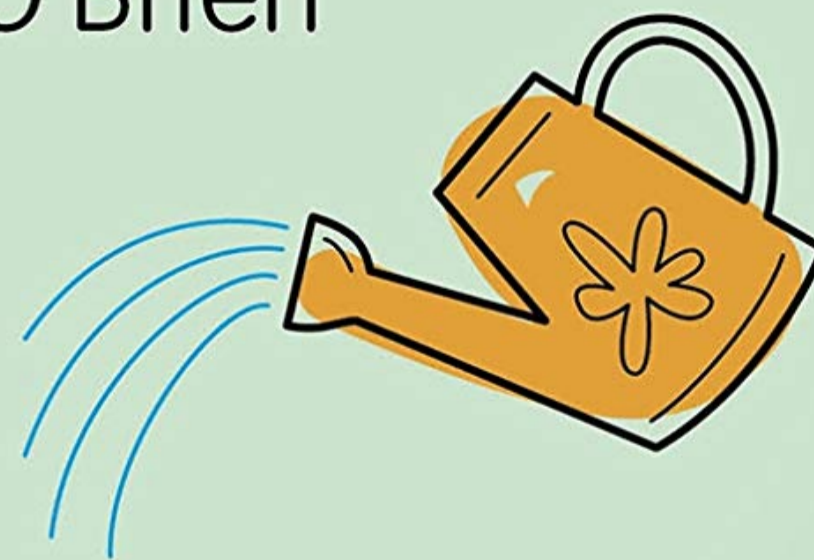
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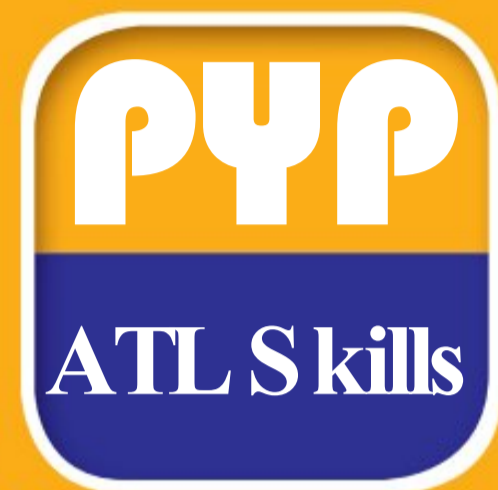
Social and emotional intelligence and Emotional management



Dr Kimberley O'Brien

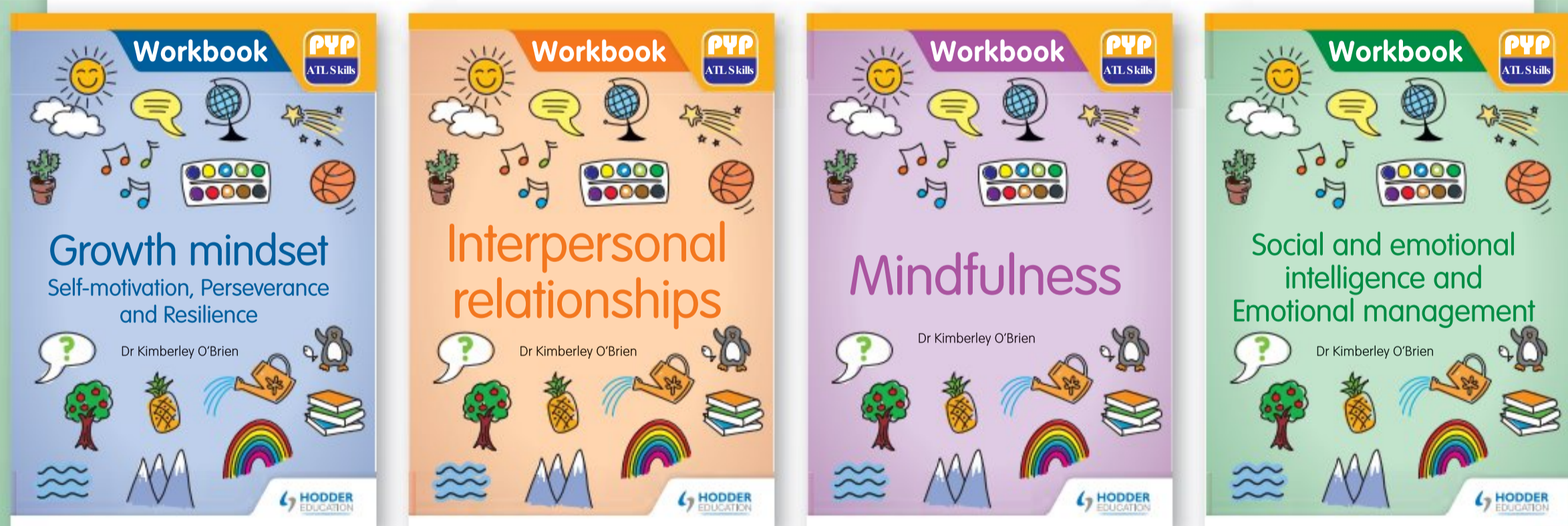


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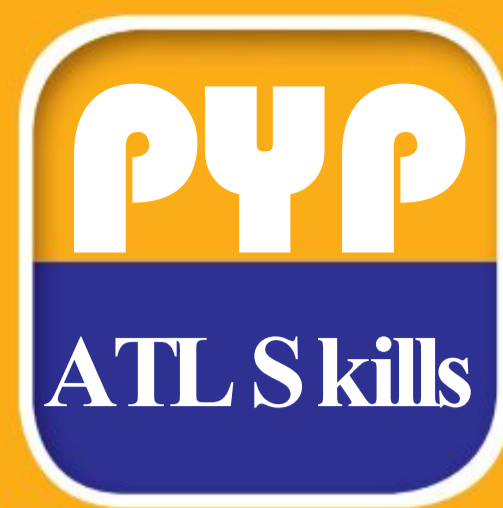


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Social and emotional intelligence and Emotional management

Dr Kimberley O'Brien

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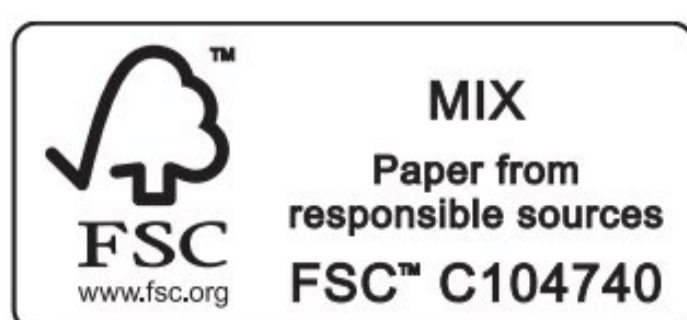
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Social and emotional intelligence

People come in many shapes and sizes. We also come from many different places, speak different languages, eat different types of food, and have different skills and abilities.

Researchers suggest people have two different types of intelligence. These are **emotional intelligence** and **cognitive intelligence**.

- Emotional intelligence is your ability to understand and manage your own emotions, as well as how you can interpret how other people are feeling.
- Cognitive intelligence is about how you remember facts, understand new information and solve puzzles quickly.

This book will help you to learn more about emotional intelligence. It will also teach you how to understand and enjoy social situations. We can all improve our social and emotional skills with practise.



1

Our emotions

Emotions are the feelings you experience every day. From the moment you wake up, your body has an emotional response to the situations around you. For example, if you are woken up by an alarm, you may feel shock or fear. No one likes to be shaken from sleep by a loud noise! However, if you are getting ready for something special, you might feel excited.

Human emotions make life interesting. You will experience situations differently, depending on your feelings or emotions. For instance, if you love parties, you will feel joy when you think about a party you are going to. But someone else might feel worried about the same situation. Your thoughts affect the way you feel about things.



▶ ACTIVITY ◀

Linking emotions

Some scientists suggest there are 27 emotions a human can experience, with many more small variations in each of those feelings. Let's see if you can identify some of the most common human emotions.

Read the scenarios and write the most likely emotion for each one. Use the emotions listed below.

happiness

calm

frustration

worry

anger

sadness

patience

excitement

embarrassment

When my brother broke my favourite toy, I felt _____

If I lie on my bed and rest, I feel _____

When I am waiting in line, I need _____

Doing what I love brings me _____

Being late makes me _____

When I cannot open something, I feel _____

When I fell over in public, I felt _____

My favourite teacher left and I felt _____

Thinking about a party at a fun park fills me with _____

We express how we feel all the time. We often show our emotions using words, actions and behaviour. We communicate our emotions whenever we meet people, and in all sorts of other situations as well.

Sometimes, our emotions are appropriate. For instance, we might feel impatient if we have to wait in a long line, or sad when we say goodbye to someone we love.

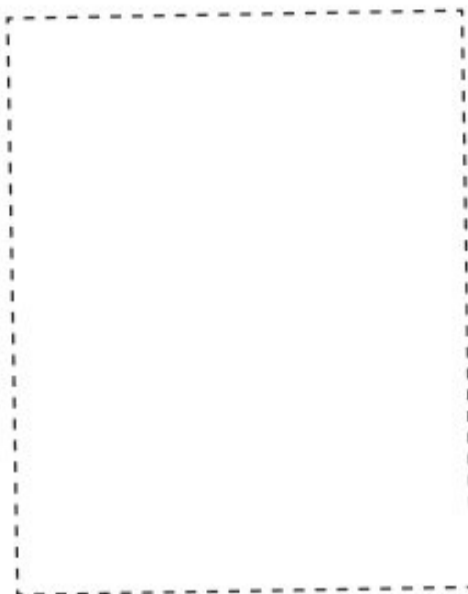
At other times, we express our emotions in ways that are not appropriate. For instance, we might push someone because we lost a game, or scream because we are unhappy about something that happened. In the picture below, what emotions do you think each person is feeling?



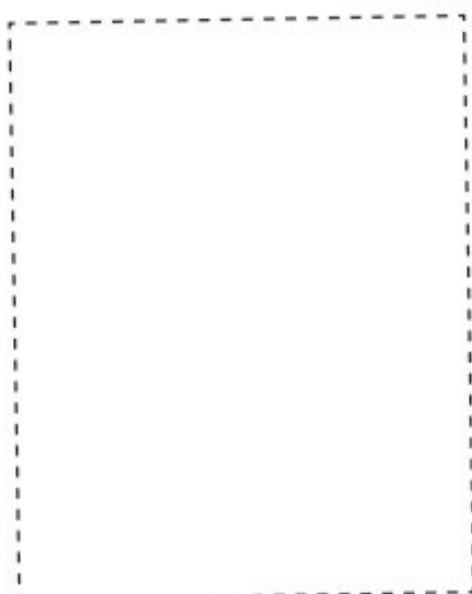
Let's think about how we should express emotions. Read about the situations below.

Turn to page 51 and cut out the emotions. Stick the most appropriate emotion beside each situation.

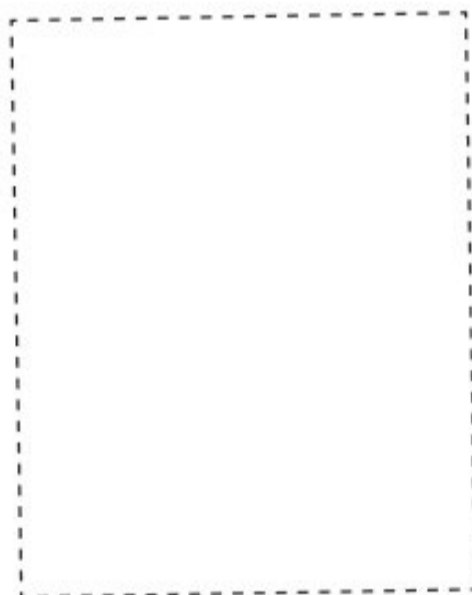
1 The baby drops his bottle.



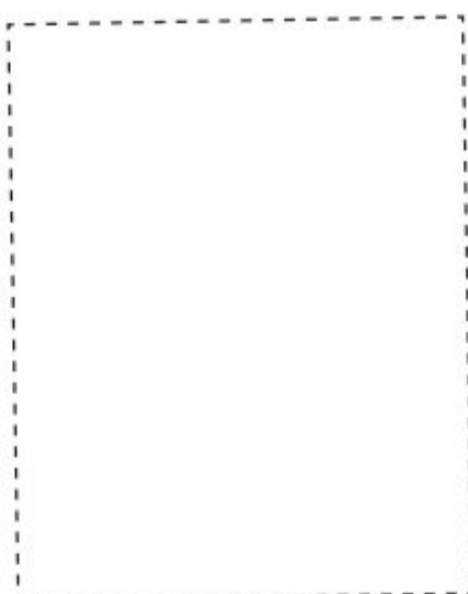
2 Jack does not want to share his toy.



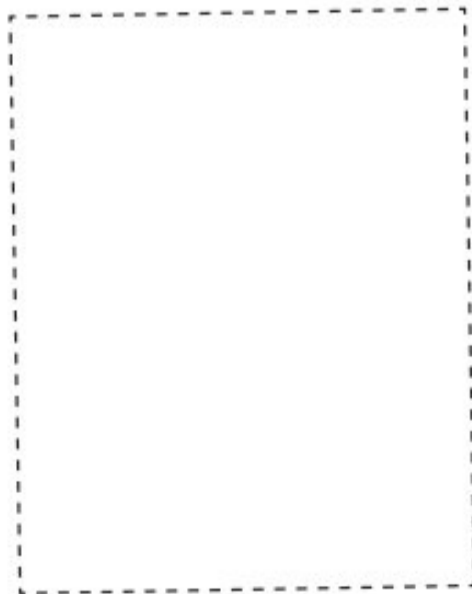
3 Kimberley is so happy to see her grandmother.



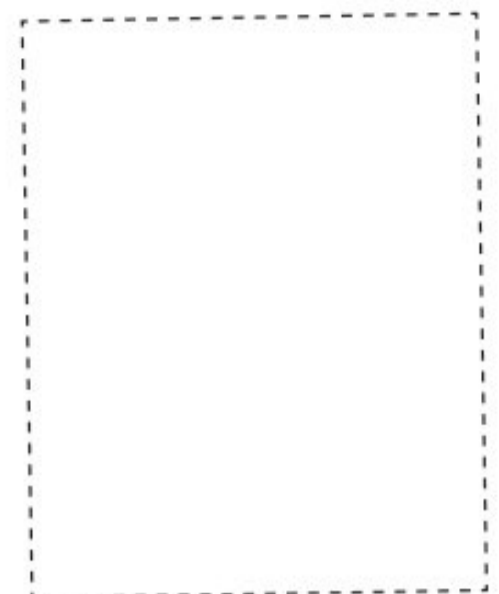
4 You drop a towel in the pool.



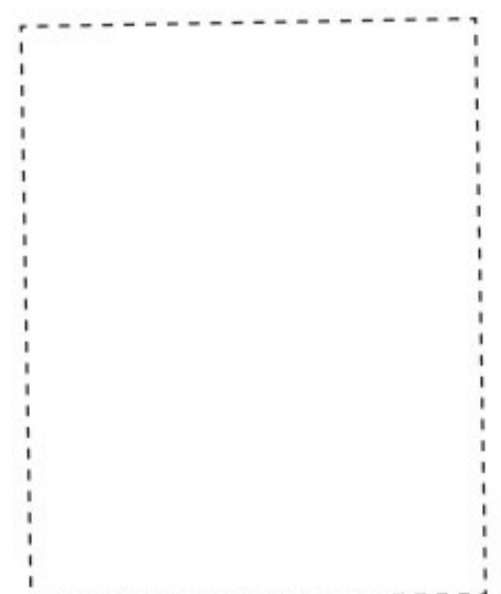
5 You find some money on the ground.



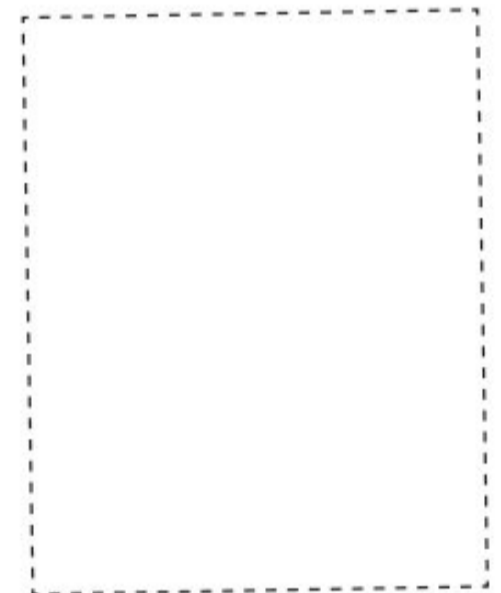
6 Sarah fails a spelling test.



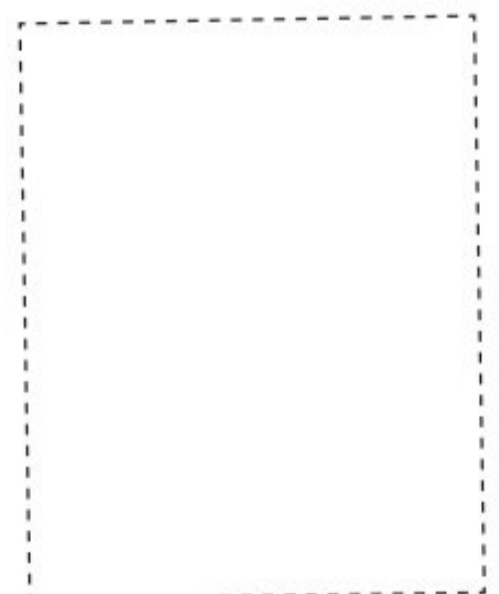
7 James is locked out of his house.



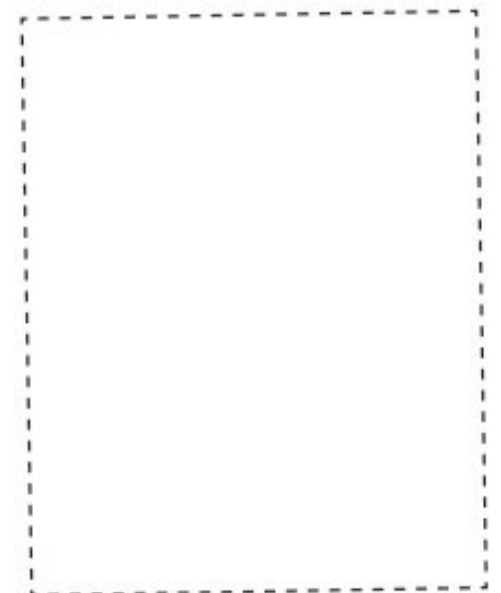
8 You won a competition.



9 A ball rolled into the road.



10 Your dog is sick and needs to go to a vet.

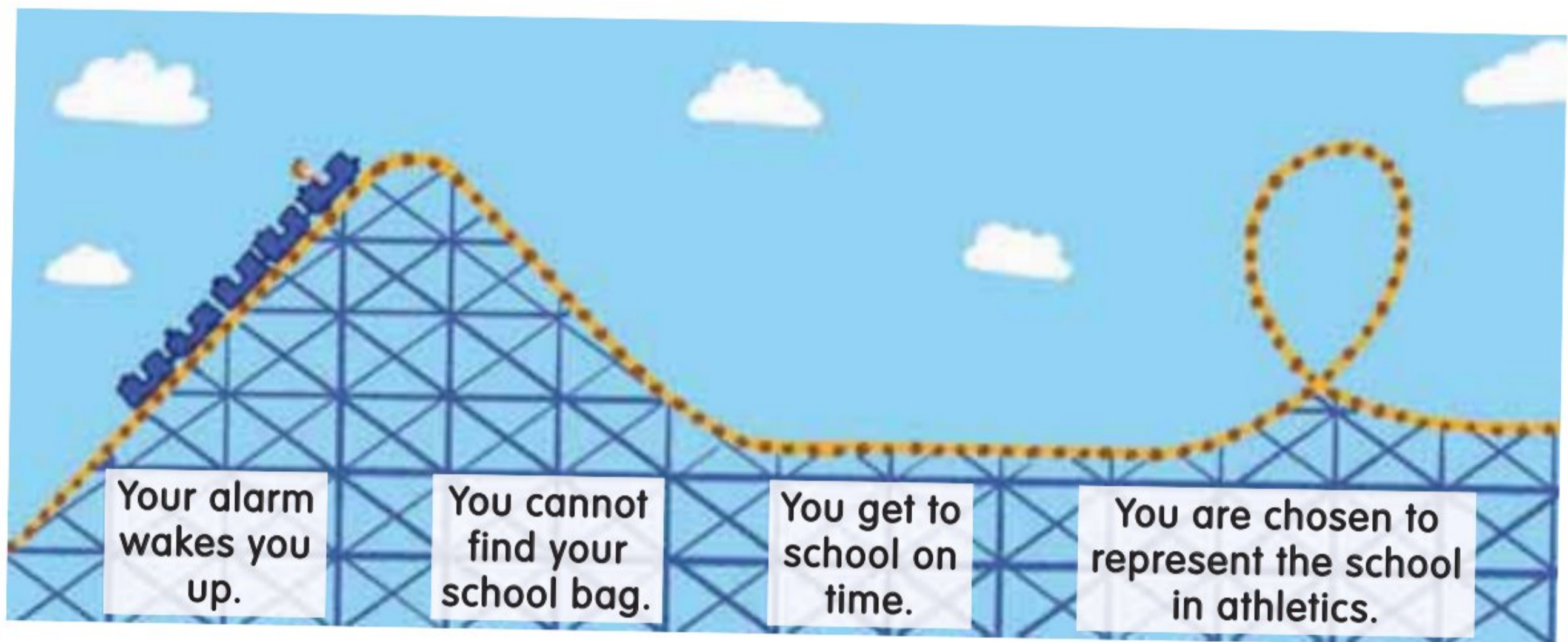


▶ ACTIVITY ◀

Emotion rollercoaster

Our emotions can be quite extreme. You may feel furious if your brother or sister cheats during a board game. Soon after, you may feel lucky if you win the game.

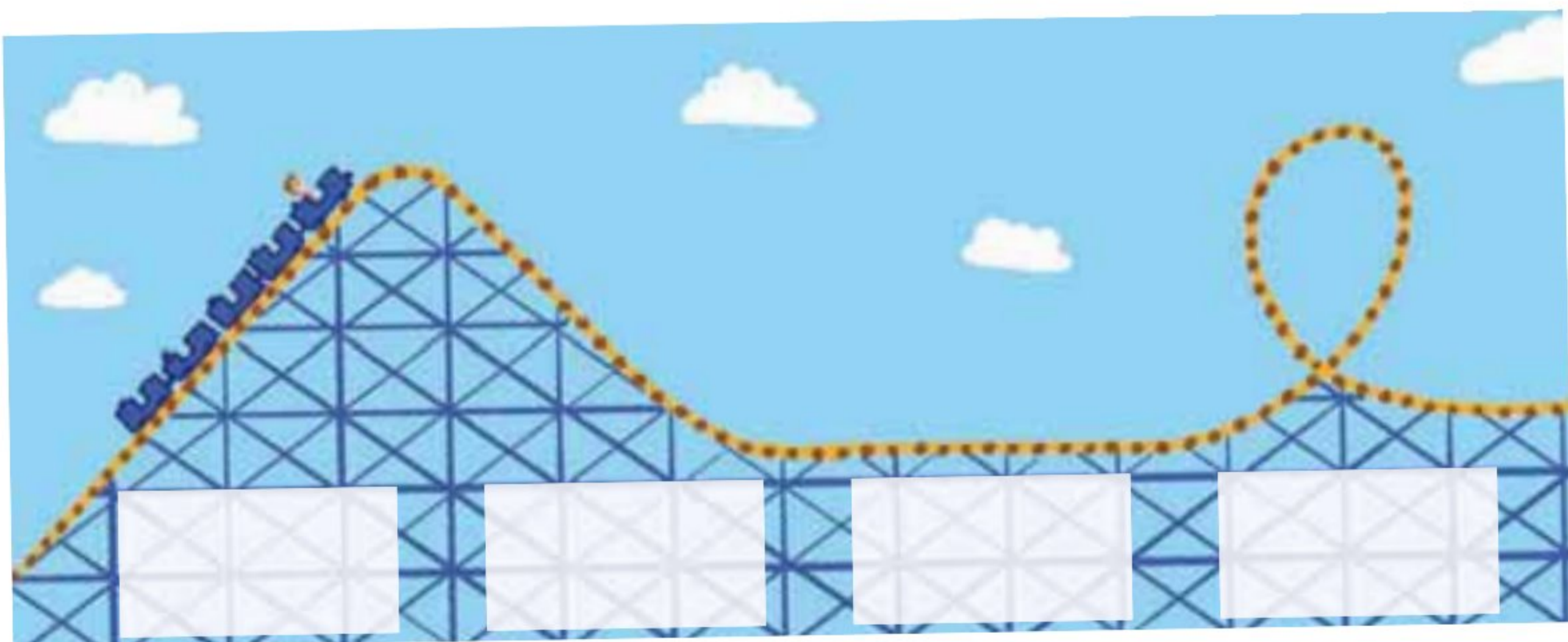
Experiencing different emotions can be like riding a rollercoaster. Look at this scenario.



Think about a time when you felt extreme emotions.

What was the situation?

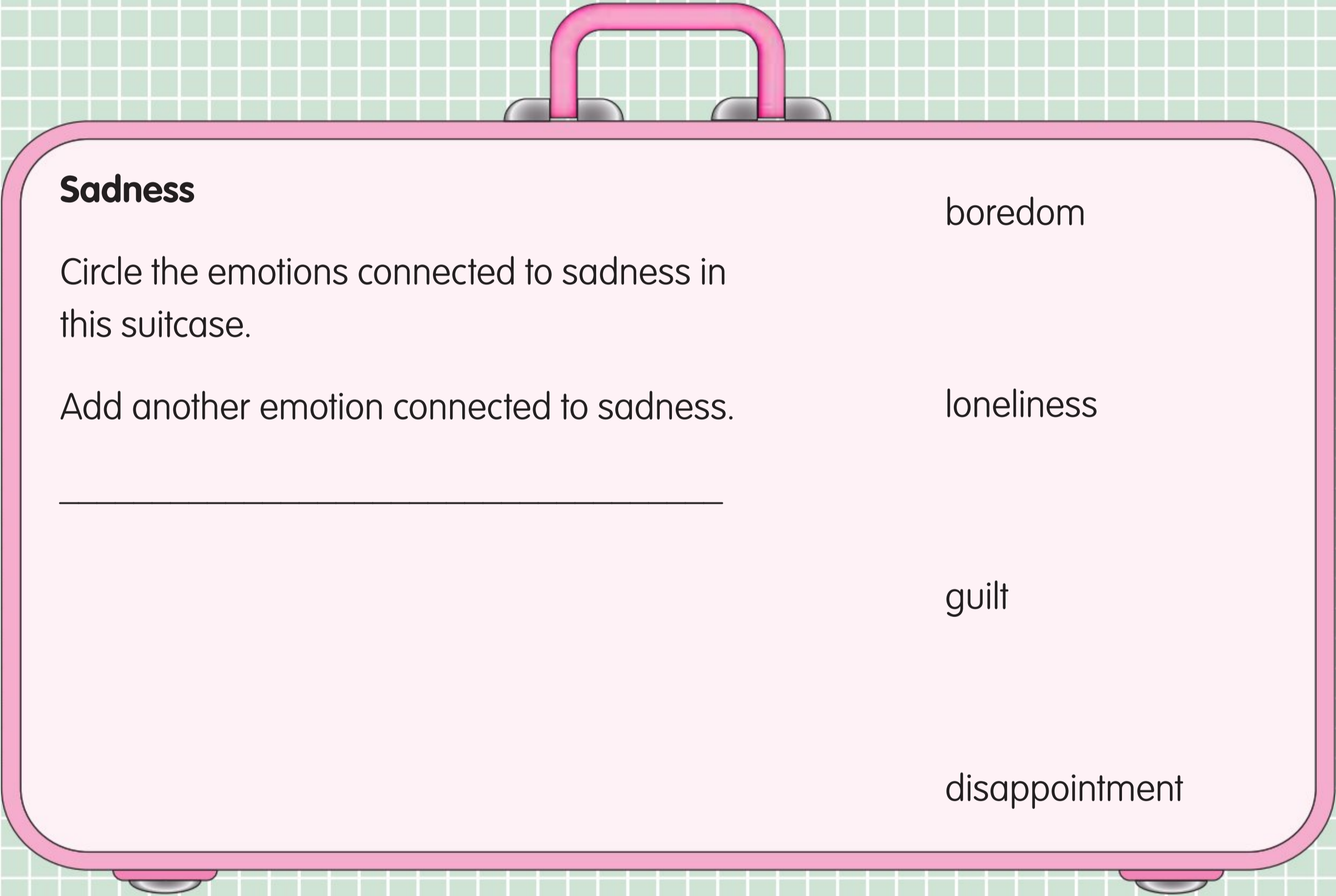
Write the emotions you felt in the boxes below the rollercoaster.



▶ ACTIVITY ◀

Unpacking emotions

You may have heard someone say that you need to 'unpack your emotions'. This is a way of saying our feelings or emotions are complicated. Sometimes, it takes time to understand what we feel. Let's try to unpack some emotions together.



Sadness

Circle the emotions connected to sadness in this suitcase.

Add another emotion connected to sadness.

boredom

loneliness

guilt

disappointment

Anger

Circle the emotions connected to anger in this suitcase.

Add another emotion connected to anger.

rage

frustration

irritation

jealousy

Joy

Circle the emotions connected to joy in this suitcase.

Add another emotion connected to joy.

creativity

excitement

daring

happiness

2

Our social skills

Social skills are good qualities that enable us to engage with the people around us. They include skills such as eye contact, conversation skills, cooperation, listening, sharing and taking turns.

We can develop social skills just as we can develop other skills – such as languages, mathematics or running faster.

Our relationships with people depend on our social skills. This is because our social skills help us to communicate effectively with the people we meet every day.



ACTIVITY Social skills

You probably have a lot of social skills already.
Let's find out how many you recognize.
Highlight or colour the social skills.

- Giving compliments
- Praising others
- Sharing
- Asking permission
- Asking for help
- Giving advice
- Arguing
- Explaining your opinion
- Using names
- Making eye contact
- Taking turns
- Sharing your ideas
- Offering food
- Taking part
- Apologizing
- Waiting your turn
- Greeting someone
- Clapping
- Offering your seat
- Compromising

How many social skills did you find?

Talk to your classmates and compare your answers.

▶ **ACTIVITY** ◀

Positive social skills

It takes time and a lot of practice to develop good social skills.
Look for examples of social skills that seem to be helping others.
These are called positive social skills.

1 Walk around the school and record evidence of positive social skills.

2 Look in a newspaper or magazine. Cut out a story about a person using positive social skills. Fold and stick the story here.

3 Spend some time watching your classmates or other children in your school. List examples of positive social skills you see or hear.

Talk to your classmates and compare your ideas.

▶ ACTIVITY ◀

The right place

Read the following scenarios. Choose the correct social skill for each situation. Write the letter next to the scenario.

Scenarios

You are on a bus full of people. You have a seat. An elderly person boards the bus.

Social skill:



You are in the Spelling Bee Final. Jake wins.

Social skill:



You are talking to a friend. Tamara, the new student, approaches with a smile.

Social skill:



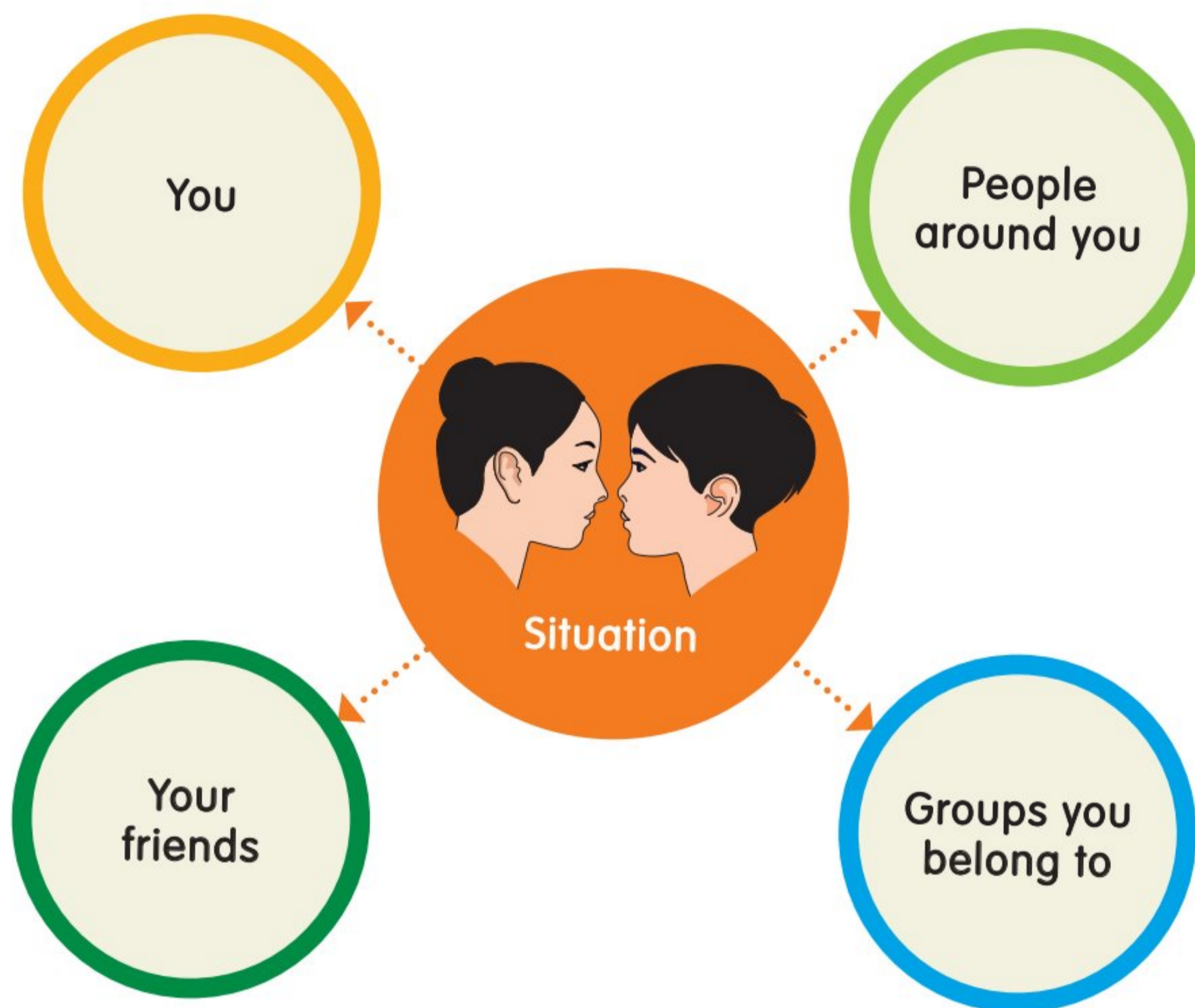
Skills

- A** Walk away and cry in private.
- B** Pause your conversation and include Tamara.
- C** Shake hands, make eye contact and congratulate Jake on his victory.
- D** Pretend to be asleep.
- E** Stand up and offer your seat.

Social situations often involve lots of people at the same time. It can be difficult to consider everyone's point of view. If you can do this, though, it helps everyone to get along and feel equally important.

The things we do or say can affect other people. It takes time to learn how to make good choices in social situations. Here is a great way to practise.

Consider the consequences of your social choices on other people. In this image, the middle circle represents a social situation. The circles around the outside represent the people who might be affected.



Read each social situation. Then colour the circle(s) for the people who will be affected.

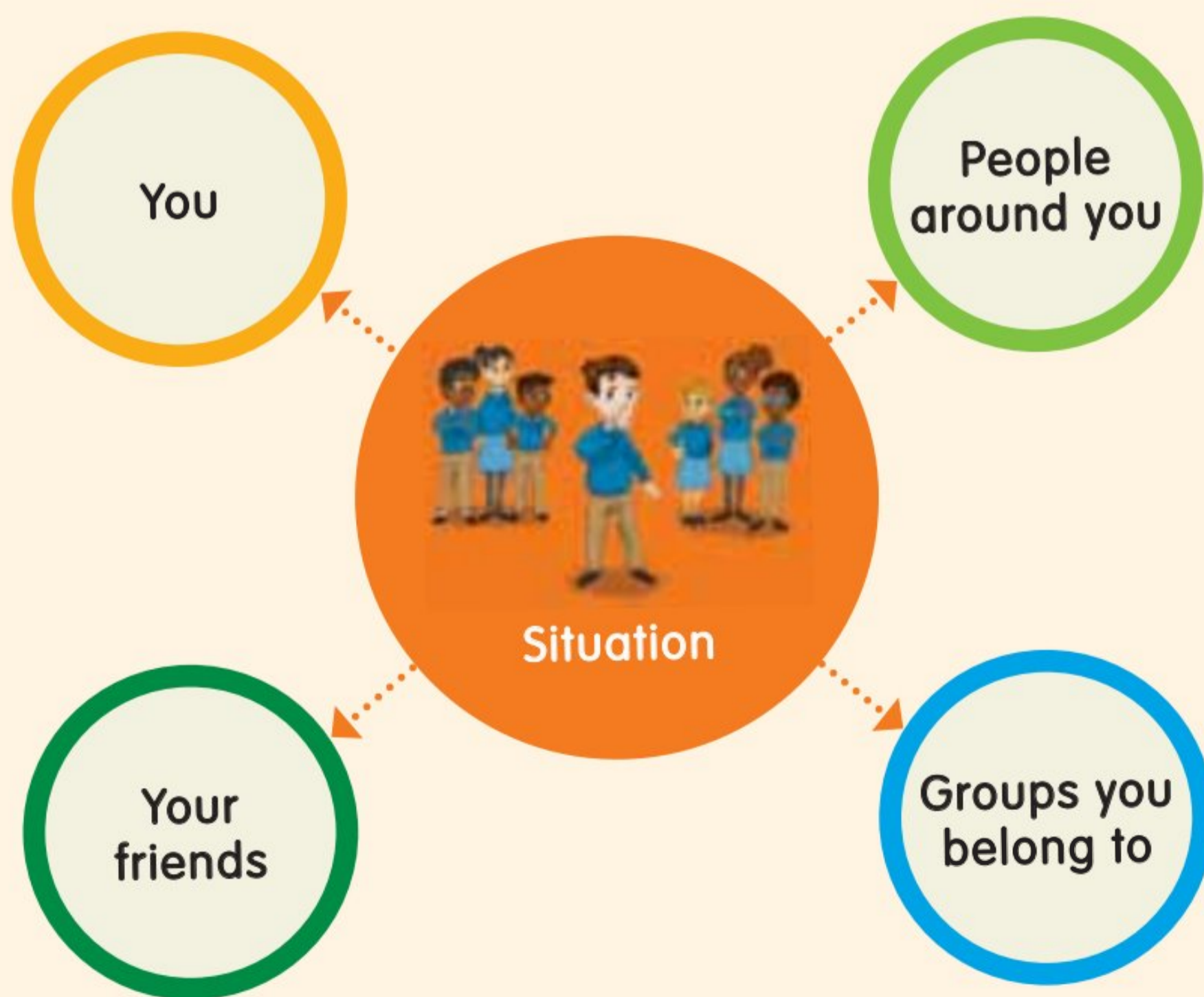
Situation 1

You are having a conversation with Tom. He tells you a secret about Jessica. Who will this situation affect?



Situation 2

You want to join a different group. The people in your current group do not like the people in the other group. Who will this situation affect?



3 Working on our social and emotional skills

By now, you should have a better understanding of emotions and how your choices can affect other people. Let's try to develop skills that will help you to manage yourself and manage your relationships with others.

First, read these important definitions.

Social awareness

The ability to consider other people and think about how your actions may affect them.

Self-awareness

The ability to notice how you are behaving and what you are feeling at a particular moment.

Social management

The ability to work as part of a team by negotiating and considering other people's ideas.

Self-management

Knowing yourself and knowing what you need to feel comfortable and calm.

▶ ACTIVITY ◀

Self-assessment

Let's begin by completing a self-assessment.

Circle True or False for each statement.

- 1 I am good at remaining calm. True False
- 2 If I feel jealous, I get angry. True False
- 3 I find teamwork difficult. True False

Now circle the images that represent good social skills.



Can you think of three ways you could improve your social skills?

Draw or write your ideas below. There are some examples to help you.

Saying hello to my parents' friends.

Letting my sister go first in ...

Sharing my ...

▶ ACTIVITY ◀

Conversation skills

Have you ever tried to start a conversation? It can be difficult to think what to say, but it is easy to learn the rules.

- Start by asking a question.
- Show interest by nodding and using eye contact.
- Try not to interrupt when the other person is talking.

It is rather like a game of tennis: they have a turn, then you have a turn, and so on!

Step 1

Let's think about how you can start a conversation. For each person in the table below, think of three ways.

Person	List three ways
Someone you know	Ask, 'What have you been doing?' _____ _____
Someone you are meeting for the first time	Ask, 'Where are you from?' _____ _____
Someone working, like a taxi driver or shop assistant	Ask, 'Have you had a busy day?' _____ _____
Someone you see every day, like your teacher	Ask, 'How was your weekend?' _____ _____

Talk about your ideas in small groups. Did you find any common ways to start a conversation?

Step 2

Now let's put your ideas into practice. In pairs, role-play the following situations. Make notes to help you think about what to say.

- 1** You're waiting for a bus. A younger student next to you asks, 'What time is the bus due?' They seem nice, so you decide to start a conversation after checking the bus timetable.

- 2** There's a new boy at your school. Your teacher has asked you to show him around. What could you say to start a conversation and keep it going for a few minutes?

- 3** Your neighbour waves and asks, 'How are you?' What could you say to share something about yourself? What could you ask to show an interest in them?

You have learned that your emotions can change depending on what is happening around you and what you are thinking. Have you ever felt overwhelmed by your emotions?

It is normal to feel angry or upset sometimes. However, if you lose control, you will find it hard to calm down and use your words carefully. The good news is that you can learn to control, or regulate, your emotions by using your senses. Let's try!

With a partner, try the following activities. You will need a timer.

Question 1

Jump on the spot for 15 seconds, getting faster and faster every 5 seconds. After you finish, answer these questions.

How did you feel before you started jumping?	<hr/> <hr/> <hr/>
How did you feel after you finished jumping?	<hr/> <hr/> <hr/>
What changes did you notice in your body afterwards?	<hr/> <hr/> <hr/>

Question 2

Now take five deep breaths. Breathe in through your nose and let the air fill your lungs completely. Wait a few seconds. Then slowly let the air flow out through your mouth. Now answer these questions.

How did you feel before you started deep breathing?	<hr/> <hr/> <hr/>
How did you feel afterwards?	<hr/> <hr/> <hr/>
What changes did you notice in your body after you finished the deep breaths?	<hr/> <hr/> <hr/>

Question 3

Now close your eyes for a few seconds. Once you feel relaxed, imagine an activity you love to do. Picture yourself doing this activity for about 10 seconds. Now answer these questions.

How did you feel before you started to use your imagination?	<hr/> <hr/> <hr/>
How did you feel afterwards?	<hr/> <hr/> <hr/>
What changes did you notice in your body while you were doing this exercise?	<hr/> <hr/> <hr/>

In a group, discuss this question:

Do you think your thoughts and actions can change the way you feel? Why or why not?

▶ ACTIVITY ◀

Working in groups

Humans are pack animals. This means we organize ourselves into groups. Pack animals work together. For example, wolves hunt together and penguins huddle together to keep warm. Many animals, such as monkeys, dolphins or humans, also play together.



Working in groups can have many benefits.
Let's explore these benefits together!

Think about how a group could help a person to do these things.
Write or draw some ideas in the spaces.

Survive

Feel safe

Have fun

Keep clean

Stay healthy

When humans work together, they usually take on different roles or jobs. Here are three common roles for people working in groups.

The **Organizer** likes to lead and think of jobs that need doing.

The **Helper** is happy to take part and do the jobs.

The **Social Player** makes sure everyone gets along.

Work with a partner. Try to think of a time when you played each of these roles.

The Organizer

For example, netball, I take control and lead the team

The Helper

The Social Player

4

Bullying

Spending all day with other students can be challenging, especially if they are feeling bored or frustrated. Sometimes, people use mean words or do things to hurt others on purpose. **Bullying** is a word used to describe this negative behaviour if it happens more than once.

Bullying can happen anywhere – at home, at school, on public transport, with a friend, or in a group. When bullying starts it can be hard to stop, but walking away will show the bully that you do not like what is going on. You can also tell an adult, like a school counsellor, **in confidence**. This means no one else will know who told.

If you are brave enough to report bullying to a teacher or parent, you will make the situation better for everyone. No one deserves to be bullied. This is just what some people say to justify their aggressive behaviour. The bully is the person who needs to take responsibility for their choices, not the person being bullied.



▶ ACTIVITY ◀

Identifying bullying behaviours

Sometimes, bullying can happen in subtle ways. With a partner, read the scenarios below. Circle the bullying behaviours.

Weh is new to the area. Every day, when he walks along his street, the same boy leans out of a window and calls Weh a rude name. This has been happening for two weeks.

A group of girls at school will not let the new girl sit with them. Every time she approaches them, they tell her to go away. This has happened three times.

Jake and Harry are friends, but today they had an argument. Harry got angry and yelled, 'You're not my friend!'

In mathematics, a girl laughs every time someone gets an answer wrong. She does it to everyone.

A photo that makes one of your friends look bad is being shared online. She does not know about it.

▶ ACTIVITY ◀

Ways to help

Have you ever been a **bystander** when someone was bullied? This means you saw it happen but you did not do anything about it.

Read the descriptions below. Circle any that you have done before.

The Outsider

You see the bullying situation but you do not get involved.

The Defender

You support the person who is being bullied, at the time or later. You take other actions to stop the bullying.

The Reinforcer

You laugh or encourage the bully, at the time or later.

The Assistant

You join in and help the bully, by making sure the person who is being bullied cannot get away or by keeping the issue secret.

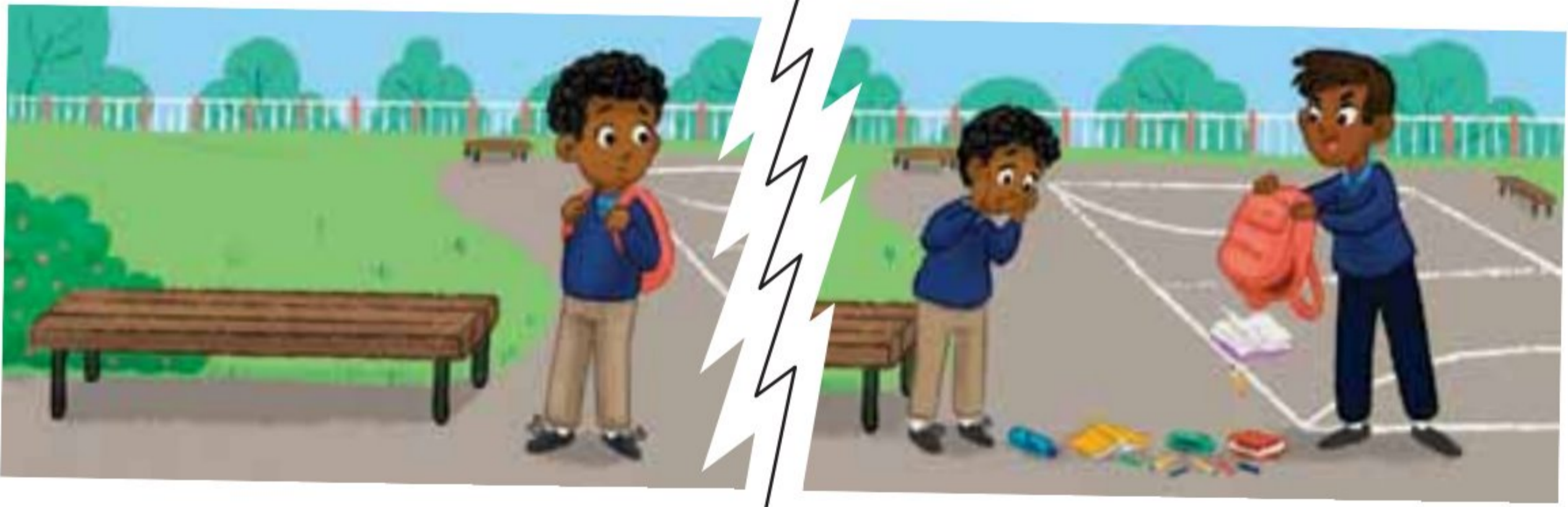
In the space below, draw yourself taking the role of a Defender.

Bystanders can change a situation, even if the bullying has been happening for a long time. Here are some things a bystander could do.

- You could tell an adult you trust. You might need help to fix the problem.
- You could walk away when the bullying starts and tell the bully it is not fun to watch.
- You could encourage the victim to get help and support them by telling someone what you saw.

What would you do in the situations below? Draw your ideas in the blank boxes.

Abusing power



Cyberbullying



Rumour



▶ **ACTIVITY** ◀

Your support network

Have you ever tried to understand how someone else is feeling? This is called **empathy**. If you sense someone is feeling scared, upset or nervous, you can step in, offer support or go and get help.

There are lots of people and organizations who can help people in need. This is called a **support network**.

Who would you talk to if you needed help? Fill in this table for yourself.

My support network

Name of person or organization	What can they do?	Number / email / website

5 Managing complex and difficult situations

At times, you may feel **overwhelmed** by an emotion such as fear or worry. At these times, you will need to take a step back and plan how to solve the situation.

Let's explore how to deal with big and persistent emotions. This may involve resolving conflict or learning how to ask for help, even if you are worried about the consequences.

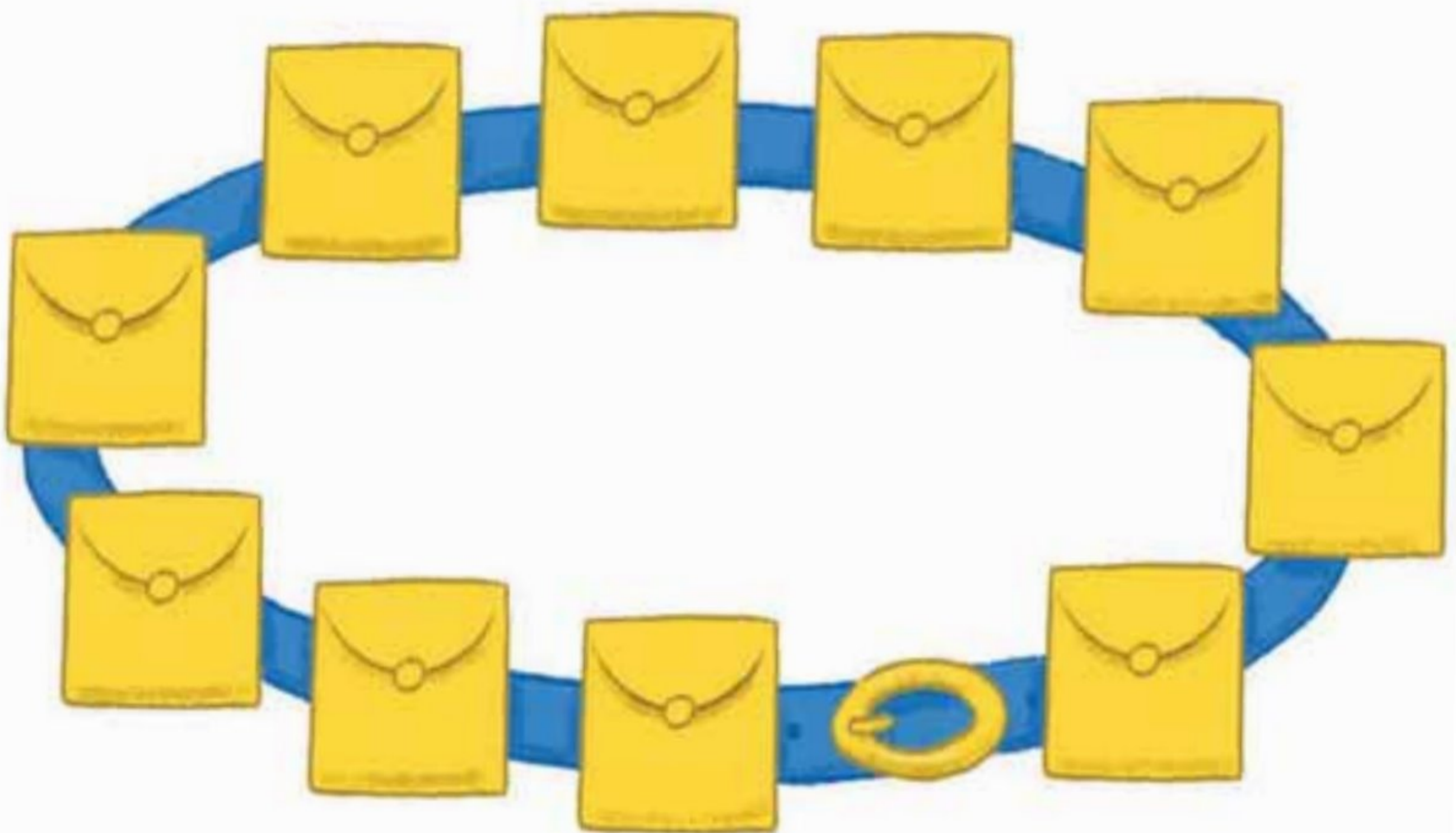
▶ ACTIVITY ◀

Managing intense emotions and social situations

Step 1

Let's look at some strategies that could make things better when you are feeling overwhelmed or are in a difficult situation.

Turn to page 53. Cut out the tools you would use and stick them to the tool belt on page 33.



Step 2

Some emotions or situations can last for a few days or even weeks. Has this ever happened to you?

It can be difficult to understand our feelings, but there is almost always a good reason to explain why we feel a certain way.

Read the examples on page 34, then try to help Alana, Tom and Muhamed. Make some notes about how you could help them, using the ideas from your tool belt.



Alana's family is moving house. Alana will have to change schools. This has made her feel worried, angry and sad for weeks.

How could you help?



Tom's best friend is in hospital. Tom has been feeling alone at school and he is scared that his friend might die. Tom feels hopeless.

How could you help?



Muhamed has been feeling overwhelmed by homework. He does not think he will ever finish everything. He feels stressed and guilty all the time.

How could you help?

At times, you might argue with a friend, a sibling or someone close to you.

Resolving conflict is when you try to sort out the problem. To do this, you will need to think about the problem carefully. Try to understand your own reactions and the other person's perspective. Then you can try to explain your feelings calmly.

Try to remember a conflict you have had with a sibling or a close friend. What was it about?

Draw how you felt before you resolved the conflict. Then draw how you felt after the conflict was resolved. Try to explain your feelings.

Before	After
Can you describe the feeling? <hr/> <hr/> <hr/> <hr/>	Can you describe the feeling? <hr/> <hr/> <hr/> <hr/>

6 Managing our behaviour, stress and anxiety

Sometimes we experience persistent feelings that affect our day-to-day lives. **Stress** and **anxiety** are some common examples.

Anxiety has been part of our survival instinct for millions of years. Children and adults worry about all sorts of things. For example, some children are scared of the dark, while others are scared of monsters. It is normal to feel afraid, scared or worried sometimes, no matter how tall, strong or brave you are.

Worry is the feeling that something bad is going to happen, no matter how big or small. When you are faced with a situation that feels dangerous or difficult, your brain and body help you to get ready to respond to the danger you expect.

Your worry thoughts

Worry thoughts focus on bad things happening. They often exaggerate how likely it is that bad things will happen. They also exaggerate how bad the situation will be if something does happen.

Your body reacts

You may feel physical symptoms like a tummy ache or a fast heartbeat. These are normal reactions to worry. They help your body get ready to deal with the situation.

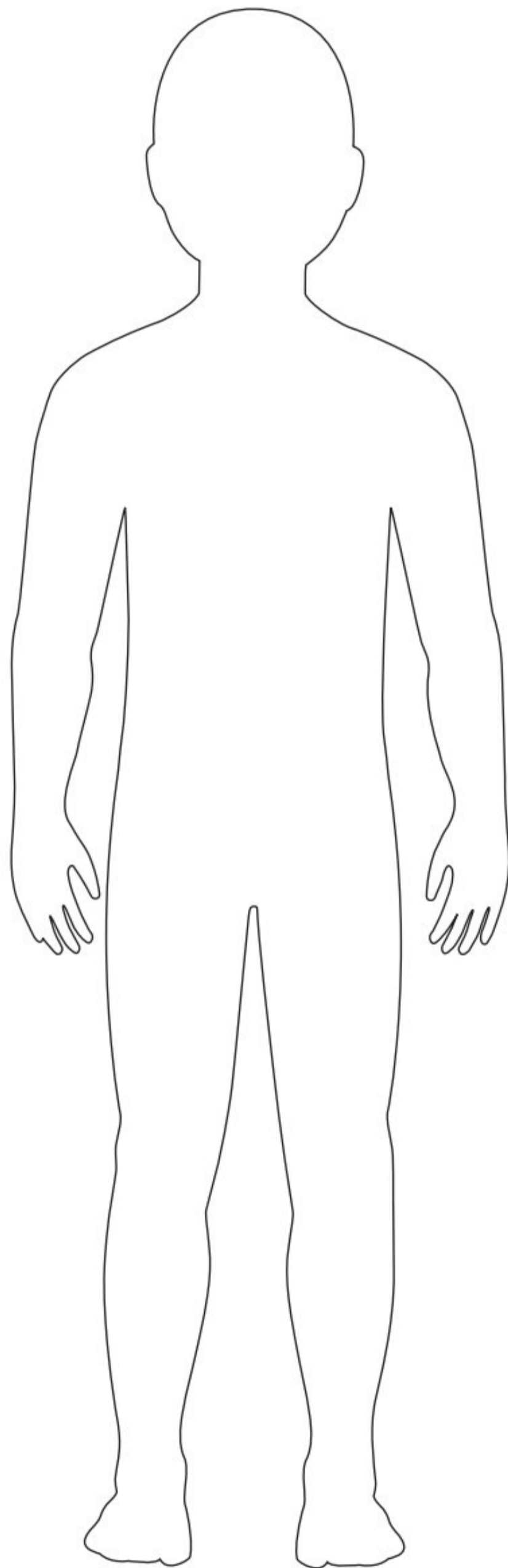
Your behaviour changes

If you are worried about something, you might want to avoid that thing – for example, by skipping school. You might also want to have someone or something close by to keep you safe, such as your parents or a favourite toy.

Can you remember a time when you felt worried, stressed or anxious?
Use the space below to draw this situation.

When you feel worried or stressed, it is common to feel this in your body. For example, you might have a tummy ache or sweaty skin, or you might breathe more quickly. These feelings are called **physiological responses**. They are a normal reaction to stress and anxiety.

Write on the drawing below some of the responses your body has.



Go around the class and look at other people's ideas.



Understanding our behaviour

Human behaviour is complex and difficult to understand. Have you ever stopped to think about why you behave and feel as you do? Why do you sometimes feel irritable, happy or upset? Why are some people scared of spiders or heights, while others are not?

Human behaviour is shaped by situations and events that have been happening for millions of years. Often, our behaviour can be traced back to the first humans, who lived in caves and needed to run from danger.

Many scientists spend a lot of time studying human behaviour. They have discovered that our thoughts can affect how we feel and behave. If we change how we think, we can often change our feelings and behaviour as well.

▶ ACTIVITY ◀

First response

Let's try to understand the connections between our thoughts and our feelings.

Think about the following situations. Write what you might think and how you might feel.

You see your friend across the road and you wave. Your friend does not wave back.

What is the first thought that comes to your mind?

How do you feel when you think that way?

You make plans to meet your friend at the skate park. Your friend is 30 minutes late.

What is the first thought that comes to your mind?

How do you feel when you think that way?

Now talk to the other people in your class. Fill in the table below.

How many people had a first thought similar to mine?	
How many people had a first thought different to mine?	
How many people felt positive emotions?	
How many people felt negative emotions?	

▶ ACTIVITY ◀

Change the outcome

When you think something negative, such as, 'I don't like this', you are likely to feel a negative emotion, like frustration. This may mean you take actions that are unhelpful – for example, you might give up on your homework or avoid a new situation.

Let's help Ayisha and Vik to change their thoughts, feelings and behaviours.

Ayisha notices Vik across the road. She waves to him but he does not wave back. Ayisha thinks Vik does not want to speak to her. She feels sad and decides not to speak to Vik at school.

Let's change the situation. Help Ayisha to replace a negative thought with a positive one. How will this change how she thinks, feels and acts?



What could Ayisha think instead?	How will she feel if she thinks differently?	What will she do if she feels differently?
Oh, Vik didn't see me.		

Vik agreed to meet Ayisha at the local park. Ayisha is 30 minutes late. Vik thinks Ayisha is playing a trick on him. He is not happy. He decides he will never speak to Ayisha again.

Let's change the situation. Help Vik to replace a negative thought with a positive one. How will this change how he thinks, feels and acts?



What could Vik think instead?	How will he feel if he thinks differently?	What will he do if he feels differently?
Ayisha must have got stuck at home doing homework.		

▶ **ACTIVITY** ◀

What order?

Look at the following situations and complete the missing steps.

Situation 1

Lucas is getting dressed in the morning.

Thought	Feeling	Action
My friend may not like what I am wearing.	Worried	
I will look good in this jacket.		Get dressed quickly.

Situation 2

Mia wants to go to the park to play on the slides.

Thought	Feeling	Action
	Excited	Zoom down the slide.
The other children won't let me have a turn.		



Relaxation

When you worry, you often focus on things that have not yet happened and that you cannot control. You do not think about the present and you forget to take care of your needs right now.

Worrying can have a huge impact on your body. It can make you breathe more quickly, make your muscles feel tense, and make you feel tired or worn out.

You can use relaxation and mindfulness techniques to relax your body and mind, and focus on the present moment.



▶ ACTIVITY ◀

What helps you to relax?

Look at the examples below. Tick the activities that make you feel relaxed and calm.



Walking barefoot on cold grass



Going for a walk



Listening to music



Swinging



Having a hot bath



Talking to a friend



Hugging someone



Patting a dog



Smelling something nice



Reading

▶ **ACTIVITY** ◀

Tense and relaxed

Think about a time when you felt very tense. Then think about a time when you felt very relaxed.

Draw or write about these times below.

Tense

Relaxed

▶ ACTIVITY ◀

Activate your senses

If you are stressed, you can use your senses to help you focus on the present. Think about each of your senses in turn and take time to notice everything around you. This may distract you from your worried thoughts.




Let's practice.




Step 1

Find a comfortable place and take five deep breaths. Breathe in slowly and deeply through your nose. Then slowly release the air through your mouth. Feel the air coming in and going out.

Step 2

Now try to activate your senses.

	Imagination Start by imagining a scene that makes you feel really calm.
	Sight What can you see around you? How bright is the sunlight? Can you see any insects or small details?
	Sound What noises can you hear? Can you hear birdsong? Traffic? People talking? The wind in the trees?

	Smell What can you smell? Fresh grass? Baking? Paint?
	Taste Can you taste anything in your mouth?
	Touch What can you feel? You may want to take your shoes off. Let your toes touch the ground as you breathe deeply.

Step 3

Engage in the moment and take time to relax!

Glossary

Anxiety

A feeling of worry or nervousness.

Bullying

When people use mean words or do things to hurt others on purpose, and this negative behaviour happens more than once.

Bystander

A person who sees something happen (such as bullying) and does not do anything about it.

Cognitive intelligence

The ability to remember information and solve puzzles quickly.

Emotional intelligence

The ability to understand and manage your own emotions, and interpret how other people are feeling.

Emotions

The feelings you experience every day.

Empathy

The ability to understand how someone else is feeling.

In confidence

Talking to someone in private, when you trust them not to tell anyone.

Overwhelmed

When an emotion or feeling is too strong for you to cope with.

Physiological responses

Reactions that affect your body. For example, a tummy ache might be a physiological reaction to worry.

Resolving conflict

Sorting out an argument or disagreement so everyone is happy.

Self-awareness

The ability to notice how you are behaving and what you are feeling at a particular moment.

Self-management

Knowing yourself and knowing what you need to feel comfortable and calm.

Social awareness

The ability to consider other people and think about how your actions may affect them.

Social management

The ability to work as part of a team by negotiating and considering other people's ideas.

Social skills

Qualities that allow you to engage with the people around you, such as eye contact, conversation skills, cooperation, listening, sharing and taking turns.

Stress

When you feel worried or uncomfortable about something.

Support network

All the people and organizations who can help you if you need them.

Worry

The feeling that something bad is going to happen.

Templates

▶ ACTIVITY ◀

Matching emotions

Emotion cards for Activity on pages 5–6

Cut out the emotion cards. ✂



crying



afraid



pushing



worried



hugging



happy



disappointed



frustrated



surprised



sad

Templates

▶ ACTIVITY ◀

Managing intense emotions and social situations

Tools for Activity on pages 32–34

Cut out the tools for the tool belt. ✂



Ask for help



Do things you like



Talk with friends



Make a plan



Write in a diary



Go for a walk



Sleep in



Cook a healthy meal



Stroke a pet



Stretch



Drink tea



Make a gift



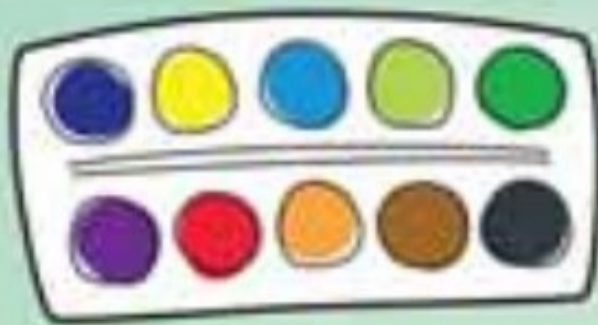
Do some research

Did you enjoy this book?

Tell Dr Kimberley what's happening in your playground and in your part of the planet.

She'd also love to know which activities you liked best in this book!

Kimberley@quirkykid.com.au



Social and emotional intelligence and Emotional management



Consolidate learning, deepen understanding and develop ATL skills of social and emotional intelligence and emotional management through a range of engaging activities ideal for independent learning and homework.



- Fun, interesting and creative activities designed to support concentration and overcome distractions in the classroom and at home.
- Real-life scenarios for students to practise their newly-learned strategies and tips.
- Opportunities for reflection and self-assessment.
- Opportunities for group work and peer participation.
- Understand how the ATL skills connect with and help students to develop agency, self-confidence and enthusiasm for learning.

