

Handout for Activity 1A : Self Awareness Scale

Step 1 : Please rate each of the following statements using the rating scale :

1 - Almost Never 2- Rarely 3- Sometimes 4- Often 5- Almost Always

Step 2 : Calculate your scores in the table below to obtain the section scores and the total score.

<i>Sr. No</i>	<i>How typical are these behaviours of you?</i>	<i>Rating (YOU)</i>	<i>Comments (if any)</i>
	SELF AWARENESS		
1.	I know which emotions I'm feeling and why	1-2-3-4-5	
2.	I understand the link between thinking & feeling, between what I do and say	1-2-3-4-5	
3.	I recognize how my feelings affect my performance at work	1-2-3-4-5	
4.	I am aware of my strengths & limitations	1-2-3-4-5	
5.	I am reflective and learn from experience	1-2-3-4-5	
	Section Score (1-5)		
	SELF MANAGEMENT		
6.	I manage impulsive feelings and/or	1-2-3-4-5	

	distressing emotions well		
7.	I act ethically	1-2-3-4-5	
8.	I admit my mistakes	1-2-3-4-5	
9.	I take tough stands even if unpopular	1-2-3-4-5	
10.	I am organized and efficient in my work	1-2-3-4-5	
	Section Score (6-10)		
	SELF MOTIVATION		
11.	I set challenging goals and take calculated risks	1-2-3-4-5	
12.	I learn ways of improving my personal performance	1-2-3-4-5	
13.	I act on opportunities as they arise	1-2-3-4-5	
14.	I operate from hope of success rather than fear of failure	1-2-3-4-5	
15.	I see setbacks as due to circumstance rather than unchangeable personal flaws	1-2-3-4-5	

	Section Score (11-15)		
	RELATIONSHIP MANAGEMENT		
16	I am attentive and listen well	1-2-3-4-5	
17.	I understand the importance of other's needs and feelings	1-2-3-4-5	
18.	I help others based on my understanding of their needs and feelings	1-2-3-4-5	
19.	I offer appropriate and timely assistance	1-2-3-4-5	
20.	I respect and relate well to different people	1-2-3-4-5	
	Section Score (16-20)		
	SOCIAL AWARENESS		
21.	I build rapport well	1-2-3-4-5	
22.	I can adapt my communication style to reach out to different people	1-2-3-4-5	
23.	I deal with difficult issues in a straightforward way	1-2-3-4-5	

24.	I listen well, seek mutual understanding	1-2-3-4-5	
25.	I encourage dialogue and open conversation	1-2-3-4-5	
	Section Score (21-25)		
	TOTAL SCORE (1-25)		

Referenced Source : The above scale is based on tool downloaded from
https://communitydoor.org.au/sites/default/files/worksheet_emotional_intelligence.pdf

Handout for Activity 1B : Reflecting Exercise

Please reflect on your responses on the scale and answer the following questions :

Q 1. Is there any response/s that stand out as significant or surprising or worrying? Why?

Q2. Do I need to do something about these? What can I do?

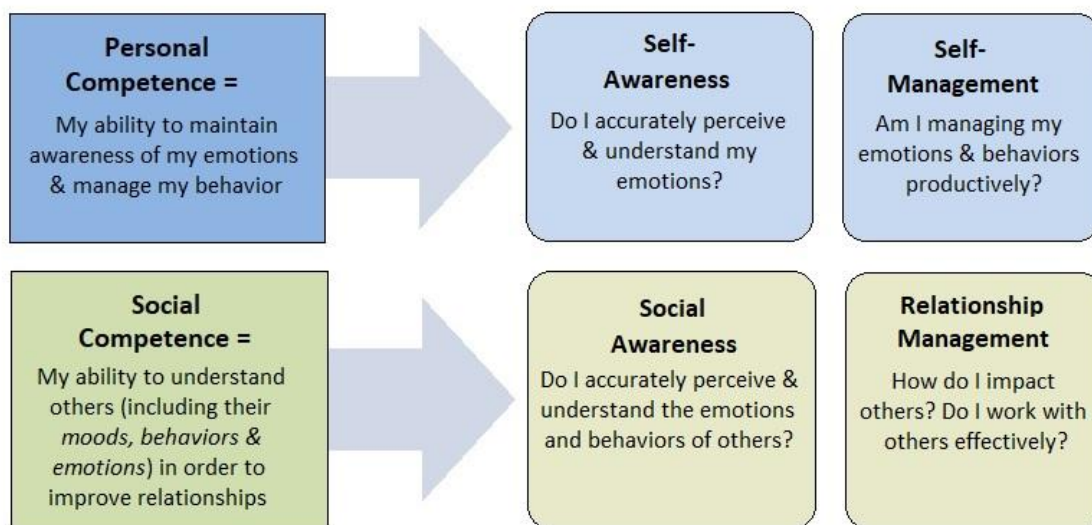
Q3. What does this self-assessment tell me about myself?

Q 4. What do I understand about my current emotional approach? What do I need to improve upon?

READING 1A : Understanding Emotional Intelligence

Emotional intelligence refers to the ability to identify and manage one’s own emotions, as well as the emotions of others. Emotional intelligence is generally said to include at least three skills: emotional awareness, or the ability to identify and name one’s own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one’s own emotions when necessary and helping others to do the same.

The diagram below shows the four core EQ skills (i.e., self-awareness, self-management, social awareness, and relationship management) pair up under two key competencies (i.e., personal and social).



Here’s a closer look at the skills associated with **personal competence**:

- **Self-Awareness:** “Self-awareness is your ability to accurately perceive your own emotions in the moment and understand your tendencies across situations. It includes staying on top of your typical reactions to specific events, challenges, and people. Without self-awareness, it’s difficult to develop or enhance your self-management, social awareness, and relationship management skills. Self-awareness is essential to increasing emotional intelligence – and, therefore, performance. Self-aware individuals understand their strengths, weaknesses, and motivations.
- **Self-Management:** Self-management is “your ability to use your awareness of your emotions to stay flexible and direct your behavior positively.” This skill reaches far

beyond simply resisting explosive or problematic behaviors in the heat of the moment. Instead, effective self-management requires that you understand and manage your tendencies and consistently apply your skills in a variety of situational and interpersonal challenges. People with exceptional self-management skills understand their emotions as they occur, spot triggers, and habitually respond to them in productive ways by directing their thoughts and behaviors. Consistently, they put their immediate needs and impulses on hold in pursuit of their larger and more important goals.

Now here's a closer look at the skills related to **social competence**:

- **Social awareness:** “Social awareness is your ability to accurately pick up on emotions in other people and understand what is really going on with them. This often means perceiving what other people are thinking and feeling even if you do not feel the same way. Social awareness requires that we stay focused and fully absorb the critical information another person is communicating – verbally and non-verbally. Through active listening and astute observation, people who are socially aware quickly perceive and understand another's emotions, thoughts, and behaviors.
- **Relationship management:** “Relationship management is your ability to use your awareness of your own emotions and those of others to manage interactions successfully. This ensures communication and effective handling of conflict. Relationship management is also the bond you build with others over time.” Accordingly, effective relationship management frequently taps into your ability to apply the other EQ skills. People who excel at developing, nurturing, and managing positive relationships are able to see the mutually-beneficial advantages of connecting with many different types of people. Solid relationships are built when you consciously seek to understand and respect the other person.

READING 1B : Teacher's Toolkit for Emotional Intelligence Regulation

Emotional Self-Regulation

Emotions are a part of our everyday lives. They encompass feelings, mental states and reactions (behaviours) to a person or event. Teaching makes different demands on our emotions. We are expected to be calm and controlled, even in stressful situations. This is possible through regulating our emotions or adjusting them at an optimal level in each situation.

For example, when our excitement to use a new activity in class is intense, it might end up with overloading our students with much content and confusing them (we need to down-regulate). Showing, however, a lack of interest in using it is likely to make students uninterested and unwilling to get involved (up-regulating is required). As the psychologist Barbara Fredrickson has found, too much positive emotion—and too little negative emotion—makes people inflexible in the face of new challenges. So, self-regulation is all about moderating our emotions to bring up that balance.

Teacher's Toolkit for Emotional Self-regulation:

1. S.T.O.P.P.

- **S- Stop**
- **T- Take a breath**
- **O- Observe**
- **P- Pull back**
- **P- Practice & Proceed**

2. C.A.R.E.

- **C - Code of Professional Conduct to be followed**
- **A- Acquire Knowledge about your Students to be able to cope proactively**
- **R - Reflective Practices & Self Confidence help you in difficult situations**
- **E - Engaging with Colleagues ensures you are not in it alone**

C = CODE OF PROFESSIONAL CONDUCT IS FOLLOWED

Regulating emotions involves monitoring feelings and establishing a professional relationship with students. To achieve this goal, it is necessary for teachers to set a code of conduct for themselves underlining the do's and don'ts as follows:

Monitor what you are feeling

When intense positive or negative feelings are aroused (happy, angry, anxious, etc.) do not try to suppress them (an avoidance approach). Research has shown that suppression consumes cognitive resources making the teacher unable to carry out the lesson since the unpleasant emotion is not likely to go away (Gross, 2002; Kimura, 2010). But, this does not mean letting your emotions rule over you. Try to show them adequately and consistently with the situation. Don't shout, yell, cry or say words that must not be said to your students and that would definitely ruin your professional identity. Instead, evaluate (reappraisal) that situation to find out about the 'why'.

For example, if students are making disruptive behaviours, show them that this is unacceptable by talking to them with an angry tone of voice without losing respect or being violent (show angry feelings not angry actions). Then try to understand why they are behaving in such a way. Talk to them quietly and mostly listen to them (in class making direct eye contact with them or individually after class). They may not be interested in the activity you have selected or they have not understood your instructions, etc. So, focus on the actual problem, how to cope with it more successfully and direct actions to avoid it in the future.

Establish a professional teacher-student relationship

Establishing and maintaining a professional relationship with your students helps a lot in the process of emotional self-regulation. This is because it can support you to know what professional boundaries to make and how you should behave accordingly. To have a professional relationship for yourself, be friendly (not a friend) with your students. Care about and show interest in their learning. Respect their privacy and dignity, and guide them to learn and improve.

A = Acquire Knowledge about your Students to be able to cope proactively

It is necessary to have the tools that help you deal with different situations. This makes you feel secure and able to regulate your emotions effectively. Here they are:

Know more about your students

Invest time and energy to know your students' emotional, physical and cognitive needs. You can seek the school counsellors' help and collaborate with parents to understand your students and solve problems that may interfere with their success.

Cope proactively

Being well prepared is essential to feel secure and comfortable, but you also need to expect the unexpected and plan for it. It is true that you cannot anticipate all possibilities, yet you can prepare for more alternatives. While preparing your lessons, think about ‘what could happen’. So try to foresee relationship challenges and then decide ‘what should be done in this case through making your plan and building up resources for upcoming risks and demands. So, do not wait until problems occur (coping reactively) but think about your students, how they could behave and prepare yourself to deal with those situations.

R - Reflective Practices & Self Confidence help you in difficult situations

Reflecting regularly on emotion-provoking stimuli that are aroused in your classroom and the way you are handling them is a must-do process. This can aid you to enhance your ability to self-regulate your emotions. Whether your reflection is in-action (occurs during an activity and interaction) or on-action (happens before or after a given action or event for the sake of planning or evaluating the process), try to maintain it on a daily basis to understand how and why students behave. Emotions are central to the construction of our identity as teachers. But, when they are not managed and controlled appropriately they can have a negative effect on students’ learning. The above strategies will help you learn how to regulate your emotions in the classroom because teachers have been using them effectively.

E - Engaging with Colleagues ensures you are not in it alone

Share new materials, activities, lesson plans, teaching ideas, etc. with your colleagues prior to introducing them in class. Reflect together on how these could be perceived by students, how they would react, and reach a common consensus on what should be done. Then report your observation and review your decisions if necessary.

3. PL.E.A.S.E.

The PL.E.A.S.E. is a strategy that acknowledges the link between body and brain. You will likely find it much easier to manage your emotions if you also manage your health and your body.

Remember to:

- **PL – Treat Physical Illness**
- **E – Eat Healthily**
- **A – Avoid mood altering drugs, alcohol, etc**
- **S – Sleep Well**
- **E – Exercise.**

Follow these suggestions to keep your body healthy and happy, which makes it easier to keep your mind happy and healthy.

READING 2A : Defining Behaviour and Misbehaviour

All behavior may be described as an attempt on the part of an individual to bring about some state of affairs – either to effect a change from one state of affairs to another, or to maintain a currently existing one (Ossorio, 2006, p. 49). Jill combs her hair, drives to work, reads a book, plays her favorite song over again, and mentally calculates how many books she should borrow from the library. In all of these behaviors, whether they involve overt physical movements or not, she is attempting to bring about some state of affairs – to change her unkempt hair to a more presentable state, to continue her enjoyment of the song, to go from being unclear to being clear about how many books she must borrow, and so forth.

Simply put, behavior is the actions that an organism uses to adjust to and live within its environment. For instance, as children, we are taught that before crossing a street, it is important to find a crosswalk, stop, look both ways, wait for oncoming traffic, and make sure the drivers see you and stop before crossing. A lot of steps, but necessary to cross safely rather than risk being hit by a car.

A clinical psychologist and psychotherapist, Bergner (2011), suggested a constructivist formulation describing behaviour as a complex system of eight parameters:

Behaviour = Identity of the person, Want (motivational parameter), Know (cognitive parameter), Know-How (skill or competency parameter), Performance (procedural aspects such as bodily postures, movements), Achievement (outcome parameter), Personal Characteristics (individual difference parameter), Significance (“what the person is doing by doing the concrete thing he or she is doing”; p. 148

What is Misbehaviour ?

Student misbehaviors such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility, ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classroom. Teachers usually reported that these disturbing behaviors in the classroom are intolerable and stress-provoking, and they had to spend a great deal of time and energy to manage the classroom. Obviously, student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates. Moreover, research findings have shown that school misbehavior not only escalated with time but also lowered academic achievement and increased delinquent behavior. To lessen these immediate

and gradual adverse effects of student misbehavior, it is of primary importance to identify what exactly are these behaviors inside classroom.

In the literature, different terms have been used to describe problematic behaviors of students. For instance, Stewart et al. referred student misconduct to disciplinary violations in school, for instance, tardiness, vandalism, fighting, stealing, and drinking on campus. When there are explicit rules and regulations in school and classroom, violation of these is apparently a “misbehavior or misconduct or discipline problem.” Nevertheless, a particular behavior is viewed as problematic may not necessarily be rule breaking, but inappropriate or disturbing in the classroom setting. For instance, daydreaming in class, not completing homework, talking in class, lesson disruption, bullying, and rudeness to the teacher are named as “problem behaviors”, “behavior problems,” or “disruptive behaviors” . These behaviors referred to “an activity that causes distress for teachers, interrupts the learning process and that leads teachers to make continual comments to the student” , or “the myriad activities which disrupt and impede the teaching-learning process”. Noting that school misconduct is one of the manifests of the problem behavior syndrome, the term “problem behavior” was used to refer to all externalizing behaviors that violate explicit rules or implicit norms, disturb the classroom order, and irritate the process of teaching and learning in this study.

READING 2B : Reasons for Misbehaviour

All children act in ways that are annoying, obnoxious, or hurtful at times, and they don't always cooperate with our requests. Before dealing with inappropriate behavior in children, it is useful to know 'why' they act the way they do. Once we know this, it is easier to be effective problem-solvers. Misbehaviour can happen for the following reasons :

(A) Psychological Reasons

- Trauma (including sexual harassment)
- Ineffective coping skills- vying for attention, for control/power; lack of awareness about boundaries
- Psychological disorders (ODD, CD)
- Low self-esteem

(B) Environmental Factors

- Diet/nutrition
- Poor role models- child may imitate
- Exposure to violence
- Ineffective parenting
- Media influences
- Peer pressure, bullied in school

(C) Biological Factors

- Temperament
- Genetics
- Chemical imbalance
- Brain disorder or Developmental disorder
- Sleepiness and hunger