

Emotional Intelligence and Long Term Goal-Setting

Summary

Student Learning Objectives: Analyze your own emotional intelligence and create a long term goal based on your findings. Show the process of your work towards your goal through some type of media (for example: Animoto, Prezi, PPT)

Main Core Tie

Health Education I (7-8)

[Strand 1: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF \(HF\) Standard HI.HF.1:](#)

Additional Core Ties

Health Education I (7-8)

[Strand 1: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF \(HF\) Standard HI.HF.2:](#)

Health Education I (7-8)

[Strand 2: MENTAL AND EMOTIONAL HEALTH \(MEH\) Standard HI.MEH.2:](#)

Time Frame

3 class periods of 90 minutes each

Group Size

Individual

Life Skills

Communication, Character

Materials

- Health Notebooks
- internet
- http://greatergood.berkeley.edu/ei_quiz/
- El adventure checklist
- Rubric
- Examples of use of Prezi, Animoto, and Powerpoint

Background for Teachers

Cover the following prior to doing this lesson: decision-making skills, short term goal-setting, and self-concept.

Before going to the computer lab and getting the El adventure project checklist, have a class discussion about emotions and what each "feel" like.

Student Prior Knowledge

- What is an emotion?
- How does each emotion "feel" to me?
- Why do I need to be able to control my emotions?
- Why do I need to be able to recognize specific emotions in other people?

Intended Learning Outcomes

Students will be able to create the steps to set a long-term (3-4 weeks) goal and accomplish it.
Students will be able to show the process using technological media.

Instructional Procedures

Have a class discussion about emotions and the questions in the "student prior knowledge" section of this lesson.

Reserve a computer lab

One copy of the Emotional Intelligence Adventure checklist for each student.

Students will follow the checklist and instructions for one, 90 minute period.

*After this period I move on to my next unit, physical health, but I use Animoto, Prezi, and PowerPoint in each lesson and do a mini lesson about how to use each technology. You can not go on to the last portion of this lesson until you allow time for the student to do the steps and work towards their goal. Approximately 3 weeks elapse between Step 4 and Step 5.

Strategies for Diverse Learners

This lesson is for a gifted class but I would use it the same way for any learner because they are writing their own goal. The quiz that each student takes is great for ELL's because of the pictures of real people used for examples.

Extensions

Depending on the student's goal you could have students share their animoto with other classes, family, etc.

You could create data charts or graphs based on each student's progress through their goal process.

Rubrics

[Emotional Intelligence Adventure](#)

Bibliography

- http://greatergood.berkeley.edu/ei_quiz/
- <http://animoto.com/>

Authors

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