

# *Eight* Intelligences People Find

Find someone who can:

- \_\_\_\_\_ whistle a few notes from Beethoven's Fifth symphony
- \_\_\_\_\_ stand on one foot with their eyes closed for at least 5 seconds
- \_\_\_\_\_ recite at least 4 lines from any poem they have learned
- \_\_\_\_\_ draw a quick diagram of an electric motor
- \_\_\_\_\_ briefly share a dream they have had in the last 2 weeks
- \_\_\_\_\_ complete this numerical sequence: 36, 30, 24, 18, \_\_\_\_\_, and explain the logic behind it
- \_\_\_\_\_ honestly say that they are relaxed and comfortable relating to other people during this exercise
- \_\_\_\_\_ has 4 different kinds of LIVE plants at home and can name them

## **10 Things Science says will Make You Happy**

by Jen Angel, YES! Magazine

<http://www.alternet.org/story/111138/>

1. Savor everyday moments.
2. Avoid comparisons.
3. Put money low on the list.
4. Have meaningful goals.
5. Take initiative at work.
6. Make friends, treasure family.
7. Smile even when you don't feel like it.
8. Say "thank you" like you mean it.
9. Get out and exercise.
10. Give it away. Give it away now!

# **Creating Joy in the Classroom!**

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## **Emotional Intelligence**

**What is it?** It refers to the set of characteristics which:

- Enable one to motivate oneself and persist in the face of frustration;
- Control impulses and delay gratification;
- Regulate one's moods and keep distress from impeding the ability to think;
- Facilitate empathy;
- Generate hope.

**5 "Emotional Quotient" (EQ) skill dimensions:**

1. **Self-awareness of feelings.** This is the skill of knowing how you are feeling and why.  
Personal application:

Workplace application:  
Children-

Co-workers-

2. **Emotional self-regulation.** This skill gets strong negative emotions, like anger and anxiety, under control, and mobilizes positive personal and organizational support.  
Personal application:

Workplace application:

3. **Self-monitoring and goal setting.** These skills are related to having short- and long-term goals, as well as making plans to achieve them with a spirit of hope and optimism.  
Personal application:

Workplace application:

4. **Empathy and perspective taking.** This skill involves showing sensitivity to others' feelings and points of view.  
Personal application:

Workplace application:

5. **Social and communication skills.** This is expertise for working as part of a team effectively, using skills such as leadership, problem solving and decision making, careful listening, the spirit of give and take, and clear verbal and non verbal communication.

Personal application:

Workplace application:

### What does EQ look like in children?

- A. **Qualities of children high in Emotional Intelligence**
- **Hope:** the belief that one has the will and the way to accomplish his/her goals whatever they may be.
  - **Impulse Control**
  - **Empathy**
  - **Social Competence**
  - **Hypomania:** "Good mood" in a mild state
  - **Sense of humor**
  - **Moderate Anxiety:** strong enough to motivate without paralyzing
  - **Optimism:** having a strong expectation that, generally, things turn out all right in life, despite frustrations and setbacks.
  - **Self-efficacy:** the belief that one has mastery over the events in one's life and can meet challenges as they arise.
  - **"The Flow":** channeling emotions such that they are positive, energized and aligned with the task at hand; in sync.
- B. **Characteristics of children lacking Emotional Intelligence**
- **Apathy**
  - **Pessimism**
  - **Anxiety:** severe enough to impede functioning
  - **Poor impulse control**
  - **Moodiness**
  - **Aggression**
  - **Poor cooperation**
  - **Social Withdrawal/Isolation**
  - **Self-Centeredness**

# HOW WONDERFUL IS YOUR CLASSROOM?

Walk into the child's place and create a sensory snapshot. Check with a + or - what you find.

## The Smell of Wonder

- \_\_\_\_\_ Flowers and plants
- \_\_\_\_\_ Baking
- \_\_\_\_\_ Herbs and spices

Subtract if you smell:

- \_\_\_\_\_ Disinfectant

## The Sounds of Wonder

- \_\_\_\_\_ Child laughter
- \_\_\_\_\_ Adult laughter
- \_\_\_\_\_ Silly voices
- \_\_\_\_\_ The sounds of birds, animals, fish tanks
- \_\_\_\_\_ Rapt silence
- \_\_\_\_\_ Music that creates a mood or sets bodies in motion
- \_\_\_\_\_ "Wow," "I love it," "Look, look," "I did it"

Subtract if you hear:

- \_\_\_\_\_ Baby talk
- \_\_\_\_\_ Random background music (even Raffi)
- \_\_\_\_\_ The silence of boredom or enforced stillness
- \_\_\_\_\_ "That's nice" (yawn), "Do we have to?," "Sit still"

## The Touch of Wonder

- \_\_\_\_\_ Natural materials: wood, stone, and grass
- \_\_\_\_\_ Sand, water, mud, clay
- \_\_\_\_\_ Slimy, slippery, squishy, squeezy things
- \_\_\_\_\_ Fragile things that require gentleness

Subtract if nearly all you touch is:

- \_\_\_\_\_ Laps and hugs
- \_\_\_\_\_ Plastic, formica, polyurethane, or metal

## The Sights of Wonder

- \_\_\_\_\_ Smiles on children's faces
- \_\_\_\_\_ Smiles on adult's faces
- \_\_\_\_\_ Looks of intense concentration
- \_\_\_\_\_ "Faraway" dreamy looks of cabbages and kings
- \_\_\_\_\_ "I did it" grins, maniacal grins of pleasure
- \_\_\_\_\_ Living things — plants, animals, birds, fish
- \_\_\_\_\_ Beautiful things — respectfully displayed

Subtract if you see:

- \_\_\_\_\_ Vacant stares
- \_\_\_\_\_ Commercial images and an abundance of cute

Which of these words apply to your classroom?

- \_\_\_\_\_ Astonishment
- \_\_\_\_\_ Lovely
- \_\_\_\_\_ Sight to behold
- \_\_\_\_\_ Mysterious
- \_\_\_\_\_ Transformations
- \_\_\_\_\_ Thrilling
- \_\_\_\_\_ Ecstatic
- \_\_\_\_\_ Intense
- \_\_\_\_\_ Joyful
- \_\_\_\_\_ Concentration

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