

*Social-Emotional Intelligence Project
Reflection* (activity)

Our Teachers: We have adapted this activity from the worksheet that Kate Olson and Margo Herman created for students and teachers.³⁴

Time: 10–20 minutes

What it's good for: This activity allows people to become more aware of themselves individually and in relationship to a group.

How it works: If you have a projector, project the following questions in a room. You can also create a digital file for people to fill out or handout a piece of paper with these questions on it. The facilitator guides the group through the activity, saying:

This is a confidential activity and will not be shared with your peers. I am asking you to do this because reflection activities like these can foster self awareness about your capacity to be aware of yourself as you work alone and with others. Social-emotional intelligence refers to any person's ability to be aware of the connection between their feelings, thoughts, and actions.

Ways of Feeling

This is how I felt about my work:

I was aware of my emotions as I was working. In what ways?³⁵

Were you surprised at any moment?
Describe this.

Were you frustrated at any moment?
Describe this.

Were you excited at any moment?
Describe this.

Ways of Relating

I would describe the power dynamics in my group in the following ways:

I contributed to these dynamics in the following ways:

We made group agreements and upheld them (see the activity from the First Day of Class). In what ways?

Ways of Doing

I managed my time well. In what ways?

I asked questions when I needed help.
In what ways?

I asked for help when I needed it. In what ways?

I accomplished my goals. In what ways?

34 Social Emotional Intelligence Toolkit, University of Minnesota Extension, 2018, <https://extension.umn.edu/what-youth-development/sel-toolkit>

35 J. J. Gross, and O. P. John, "Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being." *Journal of Personality and Social Psychology*, 85(2), 2003, p.348-362, accessed February 2, 2016, <https://www.ncbi.nlm.nih.gov/pubmed/12916575>

MAKING & BEING