

# EQ @ Home or School—for Families

## RETURNING TO LEARNING

## DS1.1: Getting to Know You

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** In this lesson, students learn about the value of high-quality relationships. In studies over the decades and around the world, "meaningful relationships" are consistently a leading source of happiness and longevity.

During COVID-19 times, with limited interaction with others, it's important to get creative and be proactive about maintaining relationships and supporting others while still social distancing.



### Family Discussion Questions\* (review norms → then discuss):

- What do you think is the "secret to happiness"? When do you have a true feeling of happiness or contentment? (e.g., during a favorite hobby/sport, with friends/family)
- The EQ @ Home or School article said research suggests the secret to happiness is meaningful relationships. Do you agree or disagree, and why?
- [Student-teach] How would you define emotional intelligence (also known as "EQ")? What are some of the skills of EQ? [understanding emotions in oneself; understanding emotions in others; using emotional understanding to guide thoughts and actions; positive social skills; empathy for others; self-awareness and self-regulation, etc.]
- How have COVID-19 restrictions affected your relationships (for better or worse) with your friends, family, and others?
- How can you connect with others in a meaningful way while still being careful about COVID-19 social distancing?
- Is there anything you'd like to do as a family during COVID times that we haven't already done or you want to do again?
- What is one thing that we are each grateful for that has happened since COVID started?

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Who have you missed spending more time with since COVID started? Consider hosting a videoconference with them. (Zoom.us has free video conferences for up to one hour.) Try the "Houseparty" app if you want to add games (e.g., Uno, HeadsUp!)

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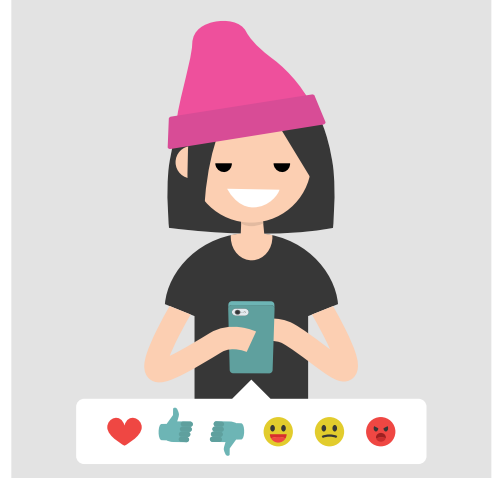
## RETURNING TO LEARNING

## DS1.2: Checking In with Ourselves and Others

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** In this lesson, students learn more about emotional intelligence and why it can be helpful to success in school and life.

An important aspect of emotional intelligence is "emotional granularity"—the ability to better define and differentiate between different kinds and different levels of emotions. For instance, there's a significant difference between "a little frustrated" and "FURIOUS!" Being able to recognize the difference in yourself and in other people can strengthen your relationships and help diffuse overwhelming emotions in yourself or others.



### Family Discussion Questions\* (review norms → then discuss):

- A lot of people use emojis on their phones ("happy 😊," "sad 😞," or "mad! 😡"). If you were going to invent a new emoji, what would it be? What emoji do you think phones need that they don't already have?
- [Student-teach] What do you think are the "seven basic emotions" as defined by Dr. Paul Ekman? (Try to show the facial expression for the tricky ones to give hints.)
- [Student-teach] Why do you think "emotional granularity" (the ability to define and differentiate between different kinds and different levels of emotions) could be helpful? When/how could it help relationships? Schoolwork? With a job?
- What could happen if you are not good at recognizing emotions in yourself or others? (Give examples without using names.)

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Internet search "feelings wheel images." Lots of choices will pop up. Choose your favorite one and bookmark and/or print it out. Then have each person answer this question:

- On a scale of 1–10, how are you feeling and why? ("1" means negative, feeling awful, and "10" means very positive, feeling great.) Please give a "feeling word" from the "feelings wheel," or choose a different word and then tell us more about why you think you are feeling that way today.

[Learning to identify emotions in yourself and others is fundamental to EQ and relationships building. This question will be revisited at the beginning of all the Parent Discussion lessons.]

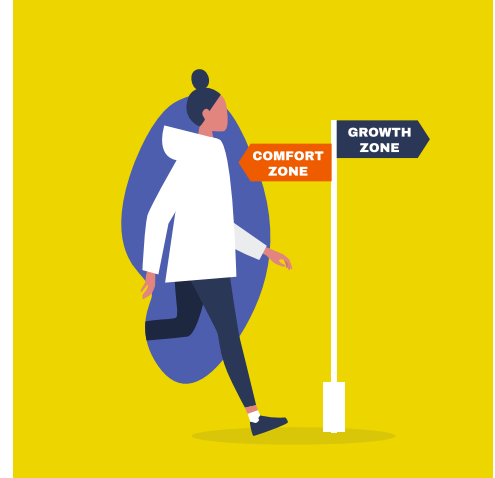
# EQ @ Home or School—for Families

## RETURNING TO LEARNING

## DS1.3: Moving from Surviving to Thriving

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** In this lesson, students talk about how to get the school year off to a good, strong start. When schools closed suddenly in March 2020, students, teachers, and families had little time to prepare for online learning and schooling from home. Now, with more time and experience, students and families can identify what they need to make the most of SY2020-21 learning options. This lesson focuses on "proactive self-advocacy," the process of planning ahead and speaking up for yourself to get what you need to be successful in school and life.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then tell us more about why you think you are feeling that way today.
- What were challenges for us last year when schools closed in March 2020 and we started schooling from home? (e.g., time, resources, focus, sharing space, sharing a computer)
- Are any of those still challenges this year? How so? [write down all challenges]
- [Student-teach] What does it mean to proactively self-advocate?
- [Student-teach] Why is proactively self-advocating important? And what happens if we don't proactively self-advocate?

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Write down each challenge any family member is experiencing this school year that may be resolvable. Then, for each challenge, brainstorm possible solutions. List all possible options then circle the best option(s). Discuss what you would need to put that plan into action. Discuss:

- How can you support each other to implement that solution?
- How will you know and adjust if the solution is not fully working?
- What would your lives be like if you could resolve that challenge?



When brainstorming, it's important to keep an open mind. Try not to make judgmental comments. Negativity can shut down creativity.

**Quizizz Time! Each module ends with a Quizizz game. Have fun! ...**

**CLICK: QUIZZZ**

# EQ @ Home or School—for Families

## CREATING A SUPPORTIVE LEARNING ENVIRONMENT

## DS2.1: Agreeing on Common Goals

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** In this lesson, students talk about how they like to be treated by others in life and in a class setting. Though classmates are different in lots of ways, they often all have one thing in common: all people like to be treated with respect and kindness.

At the heart of this lesson and this class, is "Living KIND," a four-letter acronym with guidance on taking kindness to the next level. Each step to Living KIND leads to getting to know and support others in a meaningful, lasting way.

### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then tell us more about why you think you are feeling that way today.
- [Student-teach] What are the key points to Living KIND?
- [Student-teach] How is Living KIND different from the typical definition of "kindness"? (Webster's Dictionary definition of kind = of a good or benevolent nature or disposition, as a person.)
- Who do you think is a good example of Living KIND? (It can be somebody you know personally or someone well-known from books, media, history)
- Which of the four attributes of Living KIND do you think you could improve upon, and why?
- How could Living KIND improve your life? At home? At school? At work?

### Family Activity:

Try the Ungame or other get-to-know-you questions with your family and friends. Internet search "get to know you questions for teens" (e.g., <https://www.signupgenius.com/groups/getting-to-know-you-questions.cfm>) or order the "Pocket Ungame—Teen Version." These fun questions can lead to meaningful conversations and deeper understanding of each other.



**Live KIND**



**Know** every person has value and deserves kindness (regardless of age, race, political views, religion, etc.)

**Invest** in connection (actively listen)

**Notice** others' perspective and feelings

**Demonstrate** care, concern, and compassion through action

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.



# EQ @ Home or School—for Families

## CREATING A SUPPORTIVE LEARNING ENVIRONMENT

## DS2.2: Tuning In to Others

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** In this lesson, students explore why and how our facial expressions help us communicate with others. They learn more about the research of Dr. Paul Ekman, a world renowned expert on emotions and the inspiration for the TV show "Lie to Me," about a detective who solved crimes from reading people's facial expressions. He proved that even if people are trying to hide their emotions, they still always give away little hints in their microexpressions.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then tell us more about why you think you are feeling that way today.
- [Student-teach] If you are trying to read someone's facial expressions, what cues do you look for? (e.g., eyebrows, mouth)
- [Student-teach] For example, what does the facial expression for anger look like? How is it different from happy? Or surprised? Or worried?
- What are other ways to tell how someone is feeling? (e.g., voice tone, body language)
- How can reading someone else's facial expressions help us? How might it affect relationships at school? At home? Or at work? (Give an example without using names.)

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Try watching the movie "Inside Out" together. Even though it's a cartoon and might seem childish for teenagers, it's packed full of wisdom and insight into how our emotions affect our lives and interactions. The movie models how we can feel multiple emotions at once and can't/shouldn't suppress any emotions. After watching, discuss:

- What were common messages from each of the five emotions? What would Fear say often? What would Joy say? What did Sadness say? Disgust? And what would Anger say or do?
- How did Riley's (the main character) emotions affect her actions? (Give a few examples.)

# EQ @ Home or School—for Families

## CREATING A SUPPORTIVE LEARNING ENVIRONMENT

## DS2.3: Practicing Active Listening

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** In this lesson, students learn more about the art of good listening. In a busy world, it's easy to get distracted and not fully focus on what the other person is saying. We can all relate to trying to listen while also focusing on our phone or computer or thinking about something else.

With "EARS" Active Listening, students practice making eye contact (if culturally appropriate), not interrupting, and supporting the listener with open-ended questions and reflections. With active-listening skills, we become better friends, better family members, and ultimately better employees.

### ① "EARS" ACTIVE LISTENING

**Eye Contact** [varies with culture]

**Acknowledge that you are listening and**

**Ask open-ended questions.** (Nod and say "mm-hmm". Ask questions without a "yes" or "no" answer.)

**Reflect feelings.** ["Sounds like you're feeling (or you felt) \_\_\_\_\_."]

**Say in your own words what you heard the person say, and confirm.** ["So you think that \_\_\_\_\_. Is that right?"]

### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- **On a scale of 1–10, how are you feeling and why?** (1 = awful! 10 = awesome!) Please give a "feeling word" and then tell us more about why you think you are feeling that way today.
- **[Student-teach]** How can you tell if someone is not listening to you? What does *bad* listening look like? What does *bad* listening feel like?
- **[Student-teach]** What do you think good listening *looks* and *feel* like?
- **How come there is no "G" (for "Give advice") in EARS Active Listening? How do you feel when someone gives advice instead of listening? Why is it so hard to not give advice? (you want to help solve their problem)**

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Work in pairs to practice EARS Active Listening for each situation. One person is the speaker and the other is the listener. Start with the opening sentence and then make up the rest of the situation.

- 1) "I'm afraid I blew my math test ..."
- 2) "I had an awful day at work ..."
- 3) "I'm exhausted ..."

After each example, reflect on what you did well and what you could improve on.

# EQ @ Home or School

## SUPPORTIVE LEARNING ENVIRONMENT

## DS2.4: Utilizing Collaboration Skills

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** In this lesson, students learn more about working effectively in groups. For all the group projects in school and/or work, we've all experienced times when one person did most of the work, another did little, and everyone was frustrated.

Spending time practicing collaborating effectively saves a lot of time (and possibly friendships) in the long run. Each step helps teammates feel heard and valued. In turn, the team works together more efficiently toward a shared goal, especially in points of disagreement or disengagement.

### ② COLLABORATING EFFECTIVELY

**#1: Equity of Voice**

**#2: Presume Positive Intent**

**#3: Be Open-Minded to the Opinions of Others**

**#4: Speak Your Truth**

**#5: Disagree without Being Disagreeable**

(tone of voice, word choice, address issue w/o attacking the person, use active listening, manage emotions, propose compromise)



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then tell us more about why you are feeling that way today.
- When have you been on a team or a group project that worked well together? What helped make that group effort successful?
- [Student-teach] What do you think each of the points of the Collaborating Effectively model means? E.g., What does it mean to have equity of voice and to presume positive intent?
- [Student-teach] What would happen to a group if they did *the opposite* of each step? E.g., if one person did all the talking? Or we didn't share our opinions? Or listen to others' opinions? What happens to a group project if disagreements escalate (get worse)?

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Internet search "brain teaser" (e.g., [www.riddles.com/brain-teasers](http://www.riddles.com/brain-teasers)) and work together to solve the riddles. Be sure to practice the steps of Collaborating Effectively and then reflect:

- Did we all participate equally?
- Was everyone sharing their opinions? Did everyone feel heard?
- If we disagreed, how did we resolve it? Was it effective?
- What could we do better next time?

**Quizizz Time! Each module ends with a Quizizz game. Have fun! ...**

**CLICK: QUIZZZ**

# EQ @ Home or School—for Families

## SUPPORTIVE LEARNING ENVIRONMENT

## DS2.5: Culminating Project

*\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.*

**Lesson Overview:** In this lesson, students work with classmates to create a "Shark Tank" presentation. Together they invent an imaginary product or service they could pitch to the "Shark Tank" millionaires to buy.

In preparing for the project, they work on their communication and collaboration skills. After presenting their project, they reflect on what they did well individually and as a team and what they can do better in the future.

### Family Discussion Questions\* (review norms then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then tell us more about why you think you are feeling that way today.
- Looking back on the EQ @ Home or School discussions we've had, what have you learned that you did not really know before?
- What's a favorite moment or memory from our discussions so far?
- What do you think we could do better as a team/family?
- What do you think we do well? What do you appreciate about this family?

### Family Activity:

Try watching "Shark Tank" together (on Netflix, Amazon Prime, and YouTube) and then brainstorm about what product or service your family could invent and take to market.

- What could you create that would be a big seller?
- What would you name it?
- And how would you pitch it to the Sharks?



### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### EQ @ Home or School Lessons Review:

#### Returning to Learning

- 1.1: Getting to Know You
- 1.2: Checking In with Ourselves and Others
- 1.3: Moving from Surviving to Thriving

#### Creating a Supportive Learning Environment

- 2.1: Agreeing on Common Goals
- 2.2: Tuning In to Others
- 2.3: Practicing Active Listening
- 2.4: Utilizing Collaboration Skills

# EQ @ Home or School—for Families

## STUDYING EFFECTIVELY

## DS3.1: Making the Most of Your Time

**NOTE TO PARENTS:** *Module 7: Navigating Relationships in Tight Quarters* is designed specifically for families (especially if you are working/schooling from home). Consider doing that module first and then coming back to this and the other modules later.

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** Whether you are schooling from home or on campus, COVID-19 restrictions have added a lot of disruptions to learning. Spring 2020 sent everyone home abruptly, and SY2020–21 continues to be uncertain. Amidst the COVID-19 storm, students need strategies for finding calm, managing their time, and studying effectively. This next series of lessons is full of useful techniques for studying *smarter*.

This first lesson introduces the "Rocks in a Jar" theory. Your child or the video can explain more about it. In summary, if you focus on your "big rocks" first, the most important things that have lasting value (e.g., family, schoolwork, work), then you can still have time to fit in other fun stuff (e.g., social media, video games, TV shows).

### "Rocks in a Jar" Analogy



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then tell us more about why you think you are feeling that way today.
- [Student-teach] What does Coach Rudy mean with the "Rocks in a Jar" analogy?
- What do we each consider our "big rocks" (important things with lasting value)? List at least four.
- What do we each consider our "little beans" (things that take time but don't have necessarily have lasting value)? List at least four.
- Why is time management important? What happens if we *don't* have time management? How does that affect our work/schoolwork? Our relationships? And other responsibilities?

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Hopefully "family" is one of your big rocks. To reinforce making family a priority, plan at least three activities you'd like to do together sometime in the next few weeks (e.g., bike ride, ice cream, board game). Try to have some activities be one-on-one (mother & son, brother & sister, etc.).

# EQ @ Home or School—for Families

## STUDYING EFFECTIVELY

## DS3.2: From Procrastinating to Productive

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** We can all relate to how easy it is to procrastinate and how hard it can be to be productive some days. Sometimes we can spend more time dreading doing something than the actual amount of time it takes to do it.

In this lesson, students learn strategies for organizing their schedule and accomplishing their priorities. As a family, this is a good lesson to talk about how to coordinate your schedules and communicate your needs around balancing time and priorities.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then tell us more about why you think you are feeling that way today.
- On a scale of 1–10, how well do you think we do as a family about coordinating our schedules (e.g., game schedules, school events, family events, appointments)? (1 = awful! 10 = awesome!)
- What do you think we do well about scheduling? And what could we do better?
- Is there anything we [as your parent(s)] could do to help with your schedule and prioritizing? [e.g., Do you need an agenda? Do you have a quiet place to study? Is there anything distracting you during studying? Does technology (phone, email, texts) interfere with your focus? If so, what would help?]
- [Student-teach] What is the Pomodoro Technique? How might that help with study time? What other techniques help you stay focused on studying and schoolwork?

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

How does your family "sync" their schedules? Do you have a shared online calendar? Or a calendar on the wall you can all add to and refer to?

If you haven't already, decide how you will communicate about upcoming events (appointments, afterschool activities, etc.). This can also be a good place to add "grocery list" requests (e.g., "almost out of bread and milk").



# EQ @ Home or School—for Families

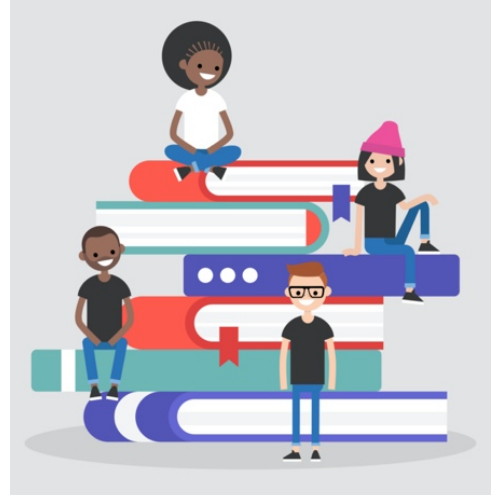
## STUDYING EFFECTIVELY

## DS3.3: Studying Smarter

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** How often do you spend time reading a book/website and then totally forget what you just read? It's easy for our eyes to scan over the words but harder for us to actually comprehend and then apply what we learned.

Our brains have an AMAZING ability to process and comprehend lots of new information, but there are definitely more and less effective ways to tap into and maximize our brains' abilities. In this lesson, students talk about study strategies that make the most of their time and brain power.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- **On a scale of 1–10, how are you feeling and why?** (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- **What does it mean to "study smarter, not harder"?**  
(Answer: In the same amount of time, you can learn and retain significantly more information when you study "smarter.")
- **[Student-teach] What study techniques are proven to be most effective, and why?**
  - 1) Distributive practice → Splitting up study time equally over days rather than cramming
  - 2) Self-quizzing → Using flashcards or self-quizzing apps (e.g., Quizlet)
  - 3) Removing studying "kryptonite" → Identifying and removing distractors (e.g., phone)
  - 4) Listening to instrumental music without lyrics → Can be energizing and motivating
- **[Student-teach] What study techniques are proven to be least effective and why?**
  - 1) Highlighting → Doesn't help unless you go back and study highlighted sections
  - 2) Music with lyrics → Words of songs interfere with the words of study materials and retention
- **What else do you think helps learn new info?** (e.g., study groups, asking the teacher, tutors)

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Game show time! Parent(s) v. Student(s). Choose a topic that has lots of terms to memorize but does not require a lot of prior knowledge (e.g., history or science test). Give yourselves time to prepare (e.g. create flashcards, review the textbook), then game on! Whoever gets the most correct answers gets a prize (e.g., doing that person's chores, ice cream treat).

# EQ @ Home or School—for Families

## STUDYING EFFECTIVELY

## DS3.4: Preparing for Tests

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** This lesson is about maximizing the physical, mental, and emotional factors that contribute to test success. Preparing for tests is more than just memorizing material. Optimal performance requires a good night's sleep, a healthy meal(s), and positive self-talk that can soothe anxiety and sharpen focus. Student learn "brain boosters" and "brain drains" that can fill or deplete their ready-to-learn "tanks."

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]




- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- On a scale of 1–10, how good are you at filling your "knowledge tank"? Your "physical tank"? Your "emotional tank"? (1 = awful! 10 = awesome!)



"Brain Boosters"



"Brain Drains"

 <b>KNOWLEDGE TANK</b>	<ul style="list-style-type: none"> <li>Pay attention in class</li> <li>Take good notes</li> <li>Study effectively</li> <li>Self-quizzing</li> </ul>	<ul style="list-style-type: none"> <li>Too much time cramming</li> <li>Doing something mentally taxing</li> </ul>
 <b>PHYSICAL TANK</b>	<ul style="list-style-type: none"> <li>Good nights' sleep</li> <li>Exercise</li> <li>Brain food: blueberries, avocados, dark chocolate, nuts</li> </ul>	<ul style="list-style-type: none"> <li>Not sleeping <u>well</u> the night before and/or two nights before the test</li> <li>Junk food, caffeine highs and lows, no exercise</li> </ul>
 <b>EMOTIONAL TANK</b>	<ul style="list-style-type: none"> <li>Think about things you are grateful for or looking forward to</li> <li>Use positive self-talk</li> <li>Use calming strategies</li> </ul>	<ul style="list-style-type: none"> <li>Not being prepared for the test is a big stressor, making it harder to focus</li> <li>Negative self-talk can really drag you down</li> </ul>

- What are at least three things you could do better to fill your tanks?
- How you could help your family member(s) fill their tanks?

### Family Activity:

Try an experiment. For seven days, purposefully fill each tank. Decide on a bedtime that guarantees at least eight hours of sleep. Eat only healthy snacks/meals. Avoid junk food, and minimize caffeine. Write each other positive notes each day—see [youtube.com/watch?v=KBJkWb9NepY](https://www.youtube.com/watch?v=KBJkWb9NepY) for inspiration. At the end of seven days, reflect on the experience and how it felt. Did it help?

**Quizizz Time! Each module ends with a Quizizz game. Have fun! ...**

CLICK: **QUIZZ**

# EQ @ Home or School—for Families

## MANAGING STRESS

## DS4.1: Understanding Stress Cause & Effects

**NOTE TO PARENTS:** *Module 7: Navigating Relationships in Tight Quarters* is designed specifically for families (especially if you are working/schooling from home). Consider doing that module first then coming back to this and the other modules later.

*\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.*

**Lesson Overview:** Stress is an inescapable part of life. Students feel it before a test or a big event. Adults feel it at work. We all feel it when a relationship is strained or our finances are stretched. Stress is a natural, unavoidable part of life—but what if you could learn to make stress work *for* you instead of *against* you?

This next series of lessons is about strategies for recognizing and soothing stress. If we can gain greater awareness and mastery of stress triggers, we can manage stress before it manages us.

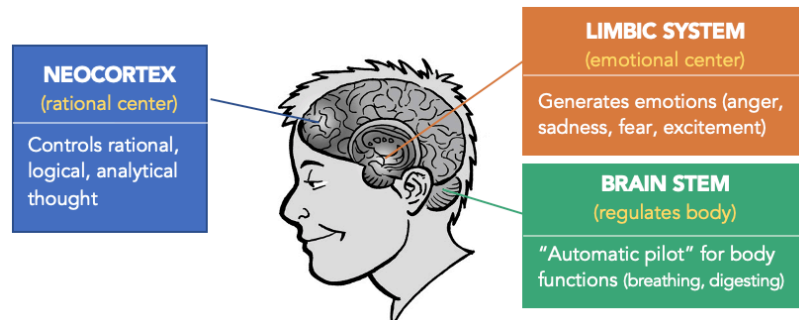
### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Discussion Questions\* (review norms ➔ then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- **On a scale of 1–10, how are you feeling and why?** (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you think you are feeling that way today.
- **On a scale of 1–10, how often do you feel stress/anxiety?** (1 = awful! 10 = awesome!)
- **What adds stress to your life?** [This is a good all-share question. Nod if you can relate.]
- **[Student-teach] How would you describe the physical effects of stress? When you feel stressed, how does your body respond?** (Heart beats faster, mind racing, blood flowing, hyper alert)
- **[Student-teach] How does your brain respond to stress?** (See video/handout for more info.)



### Family Activity:

Learn new groundbreaking research about stress. Watch Dr. Heidi McGonigal's TEDTalk, "How to Make Stress Your Friend:" [youtube.com/watch?v=RcGyVTaoXEU](https://www.youtube.com/watch?v=RcGyVTaoXEU) (stop at 7:01 or watch full video).

- What did you learn about stress that you had not thought about before?

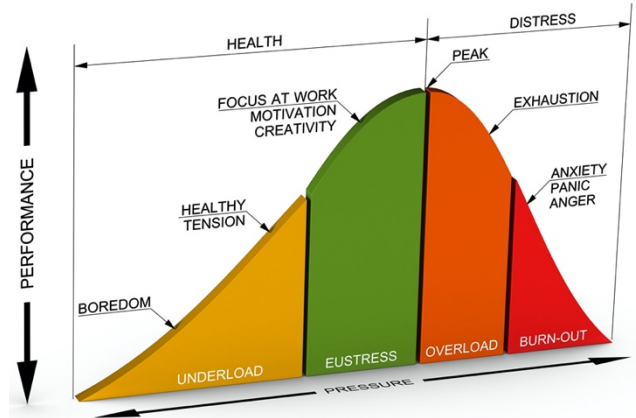
# EQ @ Home or School—for Families

## MANAGING STRESS

## DS4.2: Gaining Mastery Over Stressors

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** In this lesson, students learn about the good kind of stress, also known as **eustress**. Most of us know about **distress**, from anxiety or other suffering, but eustress is on the other end from that. Eustress is when we learn to use the stress response to bring out the best in ourselves to move toward an ideal performance state where we feel alert, focused, and motivated. Taking control of stress begins with recognizing how our thoughts influence our emotions and our actions.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- [Student-teach] How do you think our thoughts about something affect our emotions? And then our actions and the outcome? For instance, if you think "I hate doing chores (e.g., dishes, cleaning, taking trash out)," how does that affect how you feel? Then how you act? And the outcome (e.g., quality of work and relationships with others)?
- What is something that causes you distress (negative stress)? What is a common thought you have about that topic? How could you turn that negative thought into a positive thought that helps you be more hopeful and take action to improve it?

### Family Discussion Norms

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- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.



Negative thought causing **DISTRESS**:

Example: "I'm worried about a deadline at work."

Alternative thought to promote **EUSTRESS**:

→ Example: "I'm going to talk to my boss and co-workers tomorrow so we can work this out in time."

### Family Activity:

Try looking for the good amongst the bad. COVID-19 has been destructive to people's health, families, schools, and the economy across the US and worldwide. At the same time, it has given many families more time together and more free time. **List at least three good things each** that have happened or could happen during quarantine time (e.g., new activities, new insights).

# EQ @ Home or School—for Families

## MANAGING STRESS

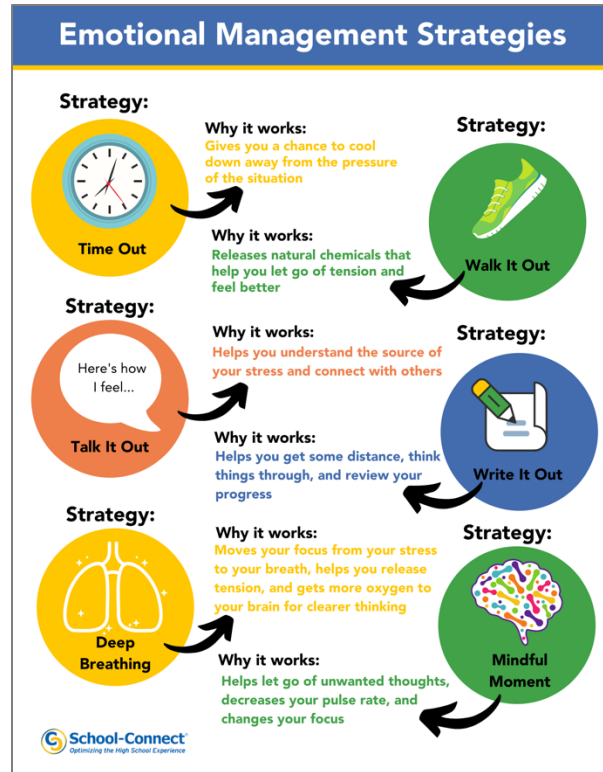
## DS4.3: Analyzing Stress Management Strategies

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** In the last lesson, students learned about how our thoughts can affect our stress level (negative thoughts fuel higher stress levels and vice versa). This lesson is about how our actions can help alleviate stress.

When a trigger (e.g., a stressful situation) and the symptoms (e.g., racing heart/mind) arise, we can proactively take steps to soothe rather than escalate stress. The first step is usually a "Time Out." Step away from the situation as much as you can (e.g., a walk to the restroom). Give yourself time to calm down and reassess the situation. After that, know which stress management strategies work best for you and when/how to use them.

**Note to parents:** When your child is highly stressed, talking to them will likely make it worse. Give them time to calm down (time out, walk it out) before you try to problem-solve.



### Family Discussion Questions\* [review norms (shown on previous page) then discuss]:

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- **On a scale of 1–10, how are you feeling and why?** (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you think you are feeling that way today.
- **When you are feeling stressed, what do you usually do to try to help?** [It might be a combination of healthy (e.g., exercise) and less healthy (e.g., binge watching or eating) strategies.]
- **[Student-teach] What are some recommended stress management strategies?**
- **Which of these strategies do you think would work for you? And/or what else would help?**

### Family Activity:

This is an odd request, but think of a stress-inducing situation you could do as a family. COVID-19 conditions permitting, try playing a sport or studying for a test or doing a timed scavenger hunt (there are great scavenger hunt apps online). As you feel your stress levels going up, use stress management strategies to calm your thoughts and your body. Reflect on the effects, and keep practicing the strategies in different settings (at home, at school, at work).



# EQ @ Home or School—for Families

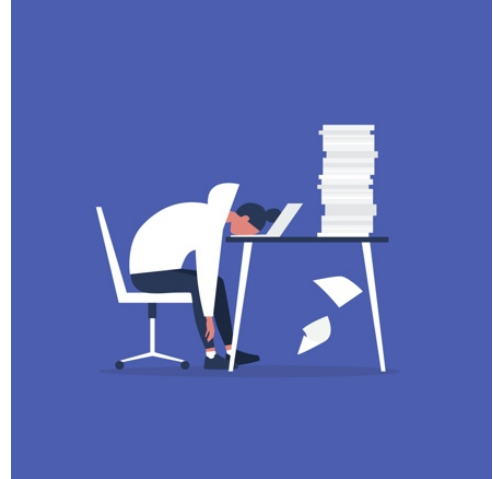
## MANAGING STRESS

## DS4.4: Applying Stress Management Strategies

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** Proactive stress management is similar to boiling noodles. If you keep an eye on it, you know when the water is starting to boil and you can turn down the heat. If not, it usually suddenly boils, overflows, and makes a big mess.

In this lesson, students learn more about common thoughts, physical feelings, and behaviors that come with different levels of stress. Mild stress has different sensations than full-blown panic stress. Being aware of when we have mild stress symptoms can help us know it's time to try to de-escalate before it gets worse.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- [Student-teach] What are the indicators of low, medium, and high stress levels? Describe the thoughts, physical sensations, and behaviors you experience in each zone:

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

		THOUGHTS	PHYSICAL FEELINGS	BEHAVIORS
	<b>RED</b> (Stress response!)			
	<b>YELLOW</b> (Getting worried)			
	<b>GREEN</b> (No worries)			

- [Student-teach] Why is the "yellow zone" so important? (You can deescalate before red.)

### Family Activity:

Download a stress test app (e.g., "StressScan") and start monitoring your levels throughout the day. What triggers higher stress levels? What happens when you apply a stress management strategy?



# EQ @ Home or School—for Families

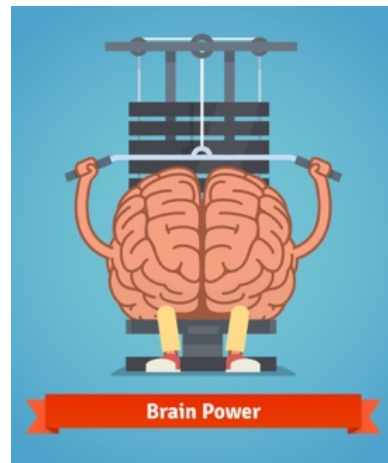
## MANAGING STRESS

## DS4.5: Incorporating Mindfulness

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** "Mindfulness" has become a big buzz term these days, but what does it really mean and why is it important? In this lesson, students learn about how mindful practices can improve brain function and improve their relationships and life experience. There are a lot of misnomers about mindfulness—that it's too touchy-feely or that it's a religious practice, but it's neither. Mindfulness is actually like sports conditioning for the brain.

Centuries ago, most people lived in more rural, peaceful settings. There were no phones ringing, no TVs talking, no texts popping up. Most people had a lot of time for peace and quiet. These days, we are bombarded with incoming info. Each internet search likely brings more info in an hour than people experienced in months. There are definite upsides to technology, but sometimes our brains need a break.



### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- **On a scale of 1–10, how are you feeling and why?** (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- **What are some things you like to do to give your brain a break? Where/how do you get a sense of peace and quiet?**
- **[Student-teach] What is mindfulness? And how does it work?** [For more info, watch: "Why Mindfulness is a Super Power" ([youtube.com/watch?v=w6T02g5hnT4](https://www.youtube.com/watch?v=w6T02g5hnT4)) and "Meditation 101" ([youtube.com/watch?v=o-kMJBWk9E0](https://www.youtube.com/watch?v=o-kMJBWk9E0))]
- **Have you ever tried mindful practice? If so, what did you think about it?**

### Family Activity:

Look through the EQ @ Home or School handout for this lesson. Decide as a family which activities you would like to do together (e.g., the S.N.A.C.K. experiment, a mindful sunset, and/or the coloring sheets). Use your stress app from the previous lesson (e.g., StressScan), and measure your stress level before the activity and then after the activity.

- How does mindful practice affect your stress level?
- Which stress management strategies work best for you?

**Quizizz Time! Each module ends with a Quizizz game. Have fun! ...**

**CLICK: QUIZZZ**

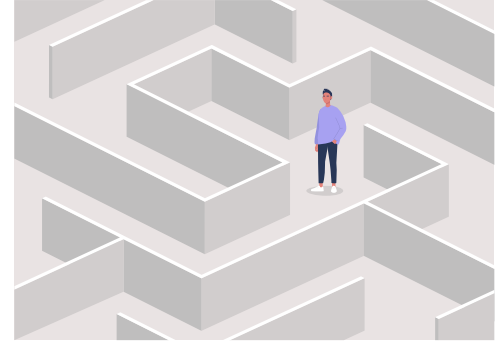
# EQ @ Home or School—for Families

## BOUNCING BACK FROM CHALLENGES

## DS5.1: Bouncing Rather Than Breaking

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** This next series of lessons was inspired by all the challenges and setbacks we've experienced since COVID-19 first started affecting the US and internationally. The sudden school closures and months of social distancing—as well as the fear of getting or spreading COVID-19—have truly impacted our country and our psyche. And for anyone who knows someone who has had COVID-19, it's been especially devastating. One of the biggest sources of stress is change and uncertainty, and this last year has been full of change and uncertainty.



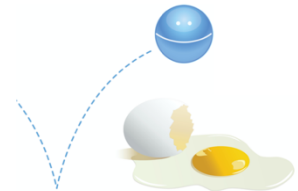
### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- On a scale of 1–10, how much has COVID-19 impacted your life? And why? (1 = no impact at all; 10 = huge impact!)
- [Student-teach] What did Coach Rudy mean by the "egg and ball" analogy? (See video and handout for more info.)
- Which of the "bouncing back" strategies do you think are strengths for you? And which would you benefit from improving on?

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.



#### Seeing failure as an opportunity to learn and grow?

1 2 3 4 5 6 7 8 9 10  
No way! I never want to fail or struggle. Actually, I've learned a lot from past setbacks.

#### Learning from role models and mentors?

1 2 3 4 5 6 7 8 9 10  
Who needs a role model? I got it all going on. I know who I can learn from and have learned a lot!

#### Increasing your effort and/or changing your approach?

1 2 3 4 5 6 7 8 9 10  
Forget it! Why bother? I can't get any better at this. The more I try, the better I get.

#### Using positive self-talk to guide and encourage learning?

1 2 3 4 5 6 7 8 9 10  
When I talk to myself, it's usually negative. When I get stuck or discouraged, I can talk myself into a better place.

### Family Activity:

Try to guess these famous failures (pause video before the answer is revealed): [www.youtube.com/watch?v=aHmMA3SCXVo](https://www.youtube.com/watch?v=aHmMA3SCXVo). Think about this quote: "What if the secret to success is failure?" What do you think that means and how has that applied to your life experiences?

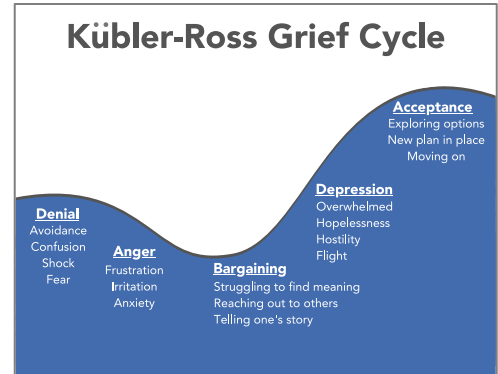
# EQ @ Home or School—for Families

## BOUNCING BACK FROM CHALLENGES

## DS5.2: Understanding Grief and Loss

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** Everyone has lost something since March 2020. For some, it was missing a sports season or missing their friends at school. For others, it was lost work or lost wages for themselves and/or a family member. And sadly, some know someone seriously ill from COVID-19. This lesson was inspired by the Scott Berinato article ["That Discomfort You're Feeling Is Grief."](#) If someone close to you passes away, you expect to feel grief. With COVID-19 consequences, grief has unknowingly seeped into many people's lives and psyches. This lesson will reveal the dimensions of grief.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- Can you relate to an "unsettled longing for how things used to be" (from the handout)? What are you sad about losing since COVID-19? Or what do you miss from the way things were before COVID-19?
- [Student-teach] How would you explain the Kübler-Ross Stages of Grief? What are indicators of each stage? Can you relate to any of these stages?
- The last, new stage of the Kübler-Ross Stages of Grief is "meaning" (finding something meaningful amongst grief and loss). For example, some cancer survivors have gone on to help other cancer sufferers. What meaning have you or might you find amidst the grief?
- If you could go back in time to January 2020 (before COVID-19 broke), what would you tell yourself? How would you prepare yourself for the change and uncertainty of this time?

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Movie time! Quality time with family/friends can help ease grief. Choose one or more of these movies to watch as a family: "Eddie the Eagle," "October Sky," "42," "Stand and Deliver," "He Named Me Malala," "Pursuit of Happyness," "Wonder," and/or "My All American."

After reflect the movie, reflect:

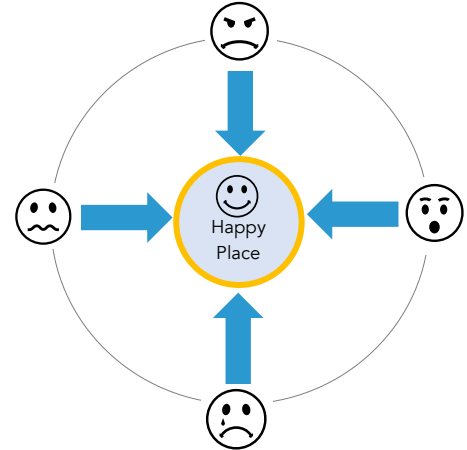
- How did the character(s) bounce back from their challenges?
- How did friends and/or family help?
- What happened after they bounced back? And what might have happened if they hadn't?

# EQ @ Home or School—for Families

## BOUNCING BACK FROM CHALLENGES DS5.3: Recognizing Healthy/Unhealthy Levels of Emotions

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** An important message in this lesson and throughout EQ @ Home or School is emotions are not good or bad. Anger isn't "bad." Sadness isn't "bad." They are all important messengers. Like the dashboard on a car, our emotions tell us when we're low on fuel, running hot, or having engine problems. This lesson is about recognizing levels of emotions, which can range from healthy/helpful to unhealthy and ultimately dysfunctional. Back to the car similitude: if your "check engine" light is on, you may need to pull over and get some help.



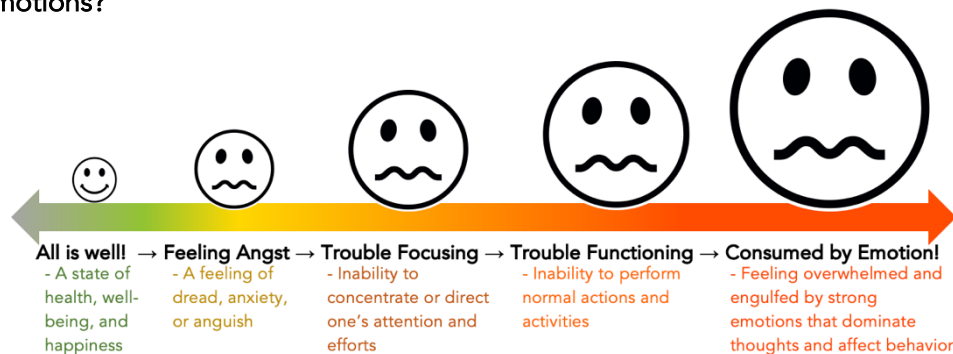
### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- [Student-teach] In the video, Coach Rudy described three levels of emotional challenges/obstacles. What kind of support do you need for each level?
- What are the physical and mental indicators of healthy compared to unhealthy levels of emotions?

#### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.



- In life, we can all have setbacks that are hard to recover from. If you were feeling a lot of anxiety or sadness, who would you talk to about your concerns?

### Family Activity:

Learn more about how to help someone struggling with depression. Read and discuss together:

<https://www.healthline.com/health/how-to-help-a-depressed-friend#things-to-avoid>.

# EQ @ Home or School—for Families

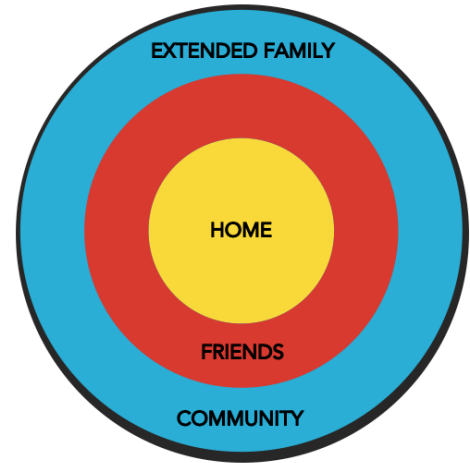
## BOUNCING BACK FROM CHALLENGES

## DS5.4: Tending and Befriending

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** After three lessons on the risk and resiliency factors associated with COVID-19 times, this lesson focuses on two of the greatest positive emotion boosters: 1) helping others and 2) supportive relationships, also known as "tending and befriending."

One of the many great things about tending and befriending is that it is a win-win. Both the giver and the receiver feel better. When you help someone else, your positive thoughts can trigger your brain to release oxytocin (the "feel-good" hormone). Tending and befriending can relieve stress, strengthen relationships, and give both you and the receiver a greater sense of gratitude.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- Think of a time when someone did something unexpectedly nice for you. What was it and how did you feel when it happened?
- Now think of a time when you did something kind for someone else. What was it? How did you feel, and how did the other person/people feel?
- [Student-teach] What does the phrase "tend and befriend" mean? And why is it important?
- Who in your life would benefit from tending and befriending? Look at the circle above and brainstorm people for each ring: a) within your home, b) friends, c) extended family, and d) the community.

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Within the next month, tend and befriend at least one person from each ring in the circle: a) within your home, b) friends, c) extended family, and d) the community.

For the community one, decide and work on a project together. Try the DoSomething.org site for ideas: <https://www.dosomething.org/us/articles/community-service-project-ideas>.

After the project(s), reflect together on the benefits of helping others.

**Quizizz Time! Each module ends with a Quizizz game. Have fun! ...**

CLICK: **QUIZZZ**

# EQ @ Home or School—for Families

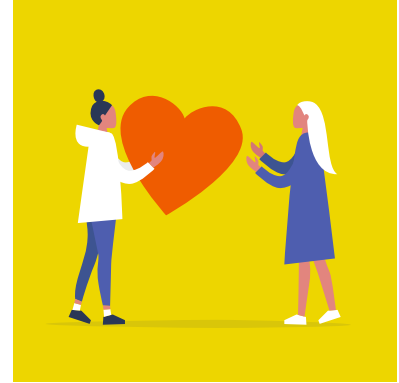
## EMPATHETIC & INCLUSIVE COMMUNITY

## DS6.1: Understanding Empathy for Others

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** Of all the lessons in EQ @ Home or School this one is arguably the most important. Period.

Having empathy for someone else—truly being able to share someone’s feelings—will change your mind, change your behavior, change your relationships, and change the world. If we can feel each other’s embarrassment or pain or fear or sorrow, we are much better equipped to comfort, protect, and connect with others.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a “feeling word” and then say more about why you are feeling that way today.
- [Student-teach] What is empathy? And what are the three components? What is othering and why is it problematic?
- On a scale of 1–10, how much empathy would have for the other person in each experience? (E.g., if the other person is feeling sad/scared, you would feel sad/fearful. If the other person is happy, you would be happy too.)

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

1) Someone you don’t know well had a bad day at work.

1 2 3 4 5 6 7 8 9 10  
Low empathy. I can’t relate and don’t really care. High empathy. I can feel what they would be feeling.

2) A student you know is stressed out about a test.

1 2 3 4 5 6 7 8 9 10  
Low empathy. I can’t relate and don’t really care. High empathy. I can feel what they would be feeling.

3) A friend is feeling bad because they weren’t invited to an event posted on social media.

1 2 3 4 5 6 7 8 9 10  
Low empathy. I can’t relate and don’t really care. High empathy. I can feel what they would be feeling.

4) Someone you saw on TV just reached a big goal they had been working toward.

1 2 3 4 5 6 7 8 9 10  
Low empathy. I can’t relate and don’t really care. High empathy. I can feel what they would be feeling.

5) Someone you know feels like they can never be/do enough.

1 2 3 4 5 6 7 8 9 10  
Low empathy. I can’t relate and don’t really care. High empathy. I can feel what they would be feeling.

- Why do you think you had higher or lower levels of empathy in different situations? Did you notice any “empathy blind spots”? (See the handout for more info.)



## EQ @ Home or School—for Families

EMPATHETIC & INCLUSIVE COMMUNITY

DS6.1: Understanding Empathy for Others, Pg. 2

*\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.*

### Family Activity:

**Walk in my shoes.** Each family member, fill out a copy of the graphic below to describe a typical school/work day in your life. Then describe a typical day to your family and share your graphic.



# EQ @ Home or School—for Families

## EMPATHETIC & INCLUSIVE COMMUNITY

## DS6.2: Appreciating Diversity

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** In our multicultural world, diversity is one of our greatest strengths but also a significant source of conflict. Diverse opinions, backgrounds, races, religions, political views, and lifestyles spark our most passionate debates.

Some feel each generation takes steps closer to equity and inclusion, but we still have a long, long way to go. This lesson is another step in the direction toward raising awareness and spurring action for admiration and nurturance of others who are different from ourselves.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- What are examples of diversity within our community (e.g., different races, ages, cultures, lifestyles, political views)?
- [Student-teach] What are the different levels of the "Riddle Scale"? And how do they apply to appreciating diversity?

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### RIDDLE SCALE

1	2	3	4	5
Repulsion	Pity	Tolerance	Admiration	Nurturance

**Repulsion:** Extreme aversion or disgust

**Pity:** Sympathy and sorrow aroused by the misfortune or suffering of another

**Tolerance:** Recognizing and respecting the beliefs and practices of others

**Admiration:** A feeling of approval and liking

**Nurturance:** Proving of loving care and attention

*As defined in Merriam-Webster Dictionary*

- Historically, "tolerance" of others' differences was seen as a goal. How are admiration and nurturance for others different (next level) from tolerance?
- How you could show more nurturance and admiration for others with significantly different perspectives from yourself? (Be specific. What could you say or do?)

## EQ @ Home or School—for Families

### EMPATHETIC & INCLUSIVE COMMUNITY

### DS6.2: Appreciating Diversity, Pg. 2

*\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.*

#### Family Activity:

**Walk in someone else's shoes.** "Empathy blind spots" are a common issue in understanding people with significantly different backgrounds or life experiences from yourself. It is hard to imagine what the other person may be thinking or feeling if you have not experienced something similar yourself.

Think of someone you consider significantly different from yourself. Then, respectfully, try to imagine what that person might be thinking or feeling. Resist writing anything unkind or insensitive.

Discuss as a group: *What did you learn from trying to imagine their perspective?*



# EQ @ Home or School—for Families

## EMPATHETIC & INCLUSIVE COMMUNITY

## DS6.3: Standing Up for Others

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** Standing up for others is often not easy. It takes courage and strategy, including the right words and the right timing.

We can't approach problem solving effectively with a "red-light brain" (high emotions). Research shows that if you practice problem solving in a hypothetical situation, you are much better prepared to act on that approach when you need it for a real situation.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- On a scale of 1–10, how hard is it for you to stand up for others? For instance, if you saw someone being unkind to someone else, how hard would it be for you to try to do or say something to stop the unkindness? And why? (1 = not hard at all. 10 = really hard to say or do something in that situation.)
- Can you think of a time that you wish you had stood up for someone but didn't? Or a time that you did stand up for someone and were glad you did?
- Who have you seen stand up for others? (It can be someone you know or from TV/movie or history.) How have they improved the lives of others?

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Practice standing up for others. Using the strategies, brainstorm how you would respond to each situation.

- Someone uses a derogatory word about someone's race, religion, or culture, and you feel uncomfortable.
  - What would a distractor do? What would a supporter do? What would a reporter do? What would a confronter do?
- A friend teases someone regularly. They think it's funny, but you feel bad.
  - What would a distractor do? What would a supporter do? What would a reporter do? What would a confronter do?



### Standing UP for Others

When you see someone being unkind, be a:

**Distracter:** "Hey, let's go play basketball" or "Did you see this new video on YouTube?"

**Supporter:** Don't laugh at the situation, and comfort/encourage the target.

**Reporter:** Talk to someone with more influence [an adult or peer(s)]

**Confronter:** "That's not cool." "That's not funny." "Dude, that hurts."

# EQ @ Home or School—for Families

## EMPATHETIC & INCLUSIVE COMMUNITY DS6.4: Skill Building for Challenging Conversations

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** We can all think of people in our families or friend group or community who think completely different from us on a "hot-button" issue (e.g., politics, policies, religion, race relations). We call it a hot button because it's hard to think or talk about without getting emotionally charged. Our hearts beat faster or blood pumps harder as we stew quietly or try to argue otherwise. This lesson is about strategies for having those challenging conversations while still preserving the relationship (and trying to keep your cool).



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.

Think of a time when you passionately disagreed with someone on an important issue like politics, race relations, religion, policies around immigration, the environment, LGBTQ rights, etc.

- **[Student-teach]** Why do you think "hot-button" topic conversations can be challenging? (Just thinking about a hot-button topic triggers an emotional response. Back to brain science (Lesson 4.1), a hot topic can make our limbic system signal "anger" or "anxiety" and flood our brains with adrenaline and cortisol. Our neocortex loses control, and it's hard to think rationally—and easy to say something we may regret later.)

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Practice strategies for challenging conversations. First watch the Lesson 6.4 video with Coach Rudy. Then try a one-on-one debate with a family member about something you are passionate about but may disagree about (e.g., favorite food, best restaurant, best athlete, best movie / TV show). Stay away from true "hot topics" for this practice.

After practicing, reflect:

- When and with whom could these strategies come in handy? (Try to refrain from using names.)
- Which of these strategies do you need to improve on the most?



### Strategies for Challenging Conversations

When you passionately disagree, use:

**Equity of Voice**—Equal talking timing among the speakers.

**Don't Yuck Their Yum**—Don't attack the other person's point of view. Build up your opinion without tearing theirs down.

**Acknowledge Knowledge**—When the other person makes a good point, acknowledge their idea ("Good point!").

**Regulate and Then Debate**—Calm down when you start to lose it. Stay away from "red-light brain." Take a "time out" if you need it.

**Listen Fully Then Respond**—Summarize what the other person said before you speak.

# EQ @ Home or School—for Families

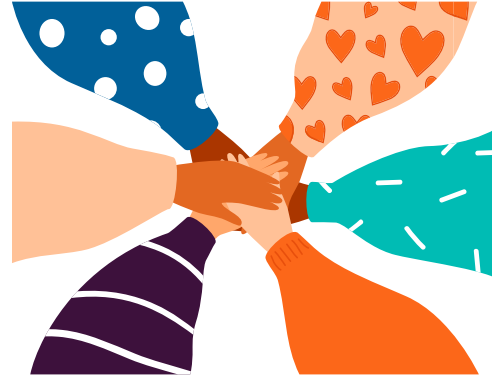
## EMPATHETIC & INCLUSIVE COMMUNITY

## DS6.5: Apologizing and Forgiving

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** When we were little, many of us were told by a parent to "Say you're sorry" if we did something insensitive. Maybe we robotically went up to someone and said "Sorry," but what is the true purpose of apologizing? And why is it important?

Of all the "next-level" EQ skills, **apologizing and forgiving** is one of the most powerful but often underutilized. Having the words and the courage to admit you were wrong and try to help someone else feel better can turn a bad situation into a real breakthrough.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- **On a scale of 1–10, how are you feeling and why?** (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- **On a scale of 1–10, how much have you been practicing the skills we've talked about in last lessons (empathizing with others, appreciating diversity, standing up for others, and having challenging conversations)? And why?** (1 = sorry, haven't practiced them at all. 10 = actually, I've been practicing them a lot. Thanks for asking!)
- **A sincere apology can be the "Super Glue" to repair and strengthen a relationship. Can you think of a time you received or gave a meaningful apology? If so, how did it feel?**

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

What does a sincere apology look and feel like? Watch the Lesson 6.5 video with Coach Rudy. Then correct the apologies below to include the "Five A's of Apologizing."

**Apology #1:** "Sorry I was late . . . "

**Apology #2:** "Sorry I forgot . . . "

**Apology #3:** "Sorry I [create a common, relevant apology] .

Reflect: How can apologies strengthen relationships? And what might happen if you don't apologize?



### Five A's of Apologizing

- 1) **Admit** you were wrong; say what you are apologizing for.
- 2) **Acknowledge** the hurt or damage. (*I understand that I hurt you. I would be hurt if it happened to me.*)
- 3) **Apologize.** (*I am sorry.*)
- 4) **Make Amends** and/or promise to do better in the future.
- 5) **Ask** for forgiveness (optional).

**Quizizz Time! Each module ends with a Quizizz game. Have fun! ...**

**CLICK: QUIZZZ**



# EQ @ Home or School—for Families

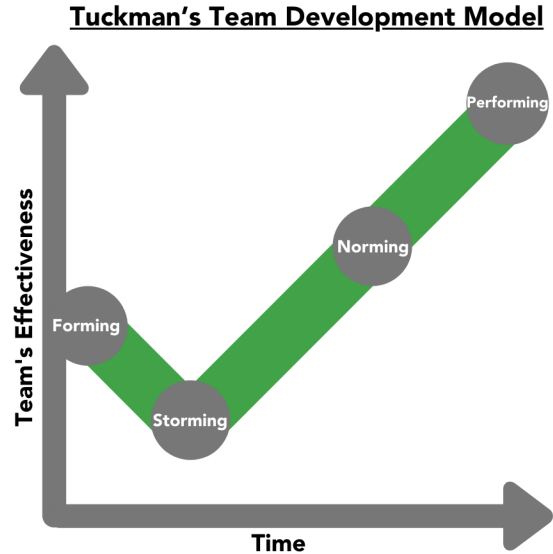
## NAVIGATING RELATIONSHIPS IN TIGHT QUARTERS

## DS7.1: Understanding Group Dynamics

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** This next series of lessons about "Navigating Relationships in Tight Quarters" was inspired by the significant adjustments families have gone through since COVID-19 struck in March 2020. Suddenly, most families were thrust into sheltering in place and schooling from home. For some families, this was a relatively smooth transition; for others, it's been traumatic.

Now, months later, most are feeling weathered and weary from the isolation, uncertainty, and financial hardship of 2020. These lessons are designed to be a helpful "tune-up" for family dynamics and relationships.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- On a scale of 1–10, how has your family been doing since COVID-19 started in March 2020? And why? (1 = It's been really tough on all of us. 10 = Actually, we've been doing all right! We've really enjoyed this extra time together while quarantined and schooling from home.)
- In the student handout, there is an analogy of a family on a boat during rough, uncertain weather conditions. **What is one strength you think each of your family members has that would help you navigate a tough situation?** (Examples: clever ideas, strength, good teamwork, mental fortitude)
- [Student-teach] What are the stages of "Tuckman's Team Development Model"? And why are they important? (See video and student handout for more info.)

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

During the first stage in the Tuckman Team Development Model ("forming"), teams get to know each better. Though you already know each other, try this activity: Each person, think of three objects they have that represent something meaningful to them (e.g., a souvenir from a favorite trip, a necklace from someone special, an award for something). Take turns sharing your objects.

# EQ @ Home or School—for Families

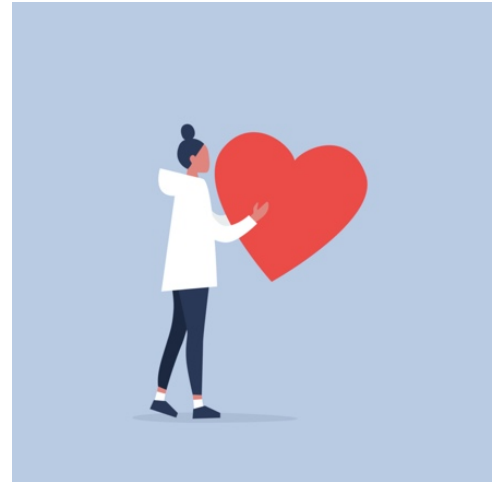
## NAVIGATING RELATIONSHIPS IN TIGHT QUARTERS

## DS7.2: Making Relationship Deposits

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** This lesson is about a simple but effective approach to understanding and supporting positive, healthy relationships. This concept applies to families as well as all other relationships with friends, classmates, coworkers, etc.

In our interactions with others, positive comments and actions are like a **deposit** in that relationship. Like a bank account, with each deposit, our balance goes up. Opposite of that are **withdrawals**, negative comments or interactions that make our relationship balance go down. Being aware of this dynamic reminds us to make far more deposits rather than withdrawals in our relationships with others.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- **On a scale of 1–10, how are you feeling and why?** (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- **[Student-teach]** In the video and handout, what does Coach Rudy mean by the concept of "relationship deposits and withdrawals"?
- **[Each person answer]** What would be a relationship deposit for you? What is something other people can do or have done that makes you feel good?
- **[Each person answer]** What do you consider a relationship withdrawal? What is something that drains you and/or your relationship with others? (Try to be thoughtful and not hurtful in your response to this question. Review Family Discussion Norms above.)
- Think of a time when somebody did something nice for you (a friend or family member). How did it feel? Was it a surprise to you? How did it affect your relationship?
- If someone has made a relationship withdrawal, what helps you feel better? What can the other person say or do to make amends?

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Check the "Bank of Ideas" from the student handout. Talk about the "deposits" that would be most meaningful to you and why. Choose from the bank and/or make up your own ideas.

# EQ @ Home or School—for Families

## NAVIGATING RELATIONSHIPS IN TIGHT QUARTERS

## DS7.3: Building a Family Contract

*\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.*

**Lesson Overview:** In this lesson, you will work together as a family to create a "Family Contract." This is an essential step for the "norming" stage of Tuckman's Team Development Model.

**Family Discussion Questions & Activity:** Watch the EQ @ Home or School Lesson 7.3 video together. Then do the steps below. Each person will need their own paper to write for each •bullet point.

### BUILDING A FAMILY SOCIAL CONTRACT

#### STEP 1: Think of Norms

- How do you want to be treated? How do you think your family members want to be treated?
- How do you want to treat each other when there is a problem?

#### STEP 2: List Three Norms

"Norms" are not rules. They are agreements about how to treat each other.

- List three norms about how you think you and your family should treat each other.

#### STEP 3: Lobby

- Why do you think each of your "norms" is a good idea? (Write why—then share with your family why you think your norm is important.)

#### STEP 4: Compile

Choose one person to write down all the norms. Mix up the order. (write the first norm from each person, then the second norm, etc.)

#### STEP 5: Vote

Put a tally mark next to **four** norms you think are most important—but not one you created.

#### STEP 6: Narrow Down

Agree on your top five or more norms. You may need to combine some that are similar.

#### STEP 7: Write Up Contract

Have one person write the contract or work together on it.

#### STEP 8: Sign It

Make it official. Just like any important agreement, have everyone sign it in pen.

#### STEP 9: Post It

Where can you post it where all family members will see it regularly?



### Calling FOUL

What do you do if someone breaks a norm on the family social contract?

→ Turn a negative into a positive with an apology and two "put-ups."

If someone feels offended or that a norm has been violated, s/he calls, "Foul!"

The other person then says, "Sorry" and two good things about that person (including at least one about their personality/character).

# EQ @ Home or School—for Families

## NAVIGATING RELATIONSHIPS

## DS7.4: Solving Problems & Boosting Relationships

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** This lesson addresses the "storming" phase of Tuckman's Team Development Model. Disagreements are a normal, inevitable part of any team/relationship. Some go left unsaid and others can escalate to a fullblown argument.

Effective problem solving calls on most EQ skills introduced in previous lessons: active listening, emotional self-awareness and self-management, collaborating effectively, empathy, and action.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- What are common things that we can disagree about as a family? (Remember to be thoughtful and not hurtful in your response. Review norms ↑.)

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Choose one (or more) common family disagreement, then try the SOLVE Problem-solving Steps:

#### ① Stop and Think

- How are you feeling about it?
- If in a red zone, what could you do to cool down?



#### ② Objectively State the Problem

- How would you describe the problem from your perspective?
- How do you think the other person would describe the problem?

#### ③ List Options.

Possible options:

What are the pros and/or cons of this option?

#### ④ Voice Your Choice and Act

- Which option do you think would work best? Even better, discuss it with the other person/people involved in the dilemma and work together to agree on the best possible solution.

#### ⑤ Evaluate and Adjust

- Is the solution working? If not, what can you do to make it better?

# EQ @ Home or School—for Families

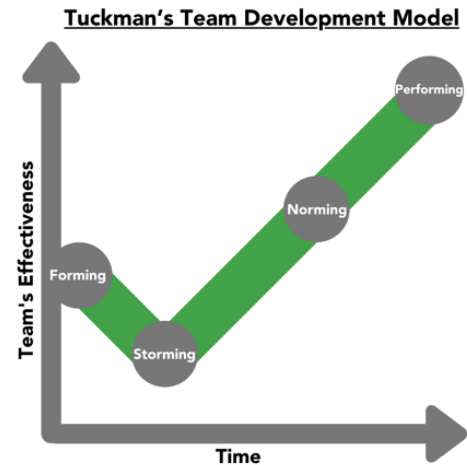
## NAVIGATING RELATIONSHIPS IN TIGHT QUARTERS

## DS7.5: Using Resiliency Skills

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** If you've progressed this far in the series, hopefully your family found Tuckman's forming and norming stages helpful, weathered the storming stage, and is now ready for more info on optimal performing—both as individuals and as a group.

Decades of research in **resiliency** give us insight into skills that help youth and adults overcome challenges and make the most of their lifetimes. Resilient people tend to exhibit and strive for four main competencies: social competence, autonomy, problem-solving skills, and sense of purpose and future. (See the handout for more info about each competency.)



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- **On a scale of 1–10, how are you feeling and why?** (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- **[Student-teach]** What are the four common characteristics of resilient people? And how do you think these skills could be helpful in life?
- **[Each person answer]** Which of these skills do you think are strengths for you? And which would you like to improve upon?
- **What do you think would help you improve in any of these areas?** (Practice, determination, accountability partners, measurable indicators, and celebrating successes)
- **Looking back on the lessons in this series—Navigating Relationships in Tight Quarters—** what are three things you learned that you didn't know before? And how can you or have you applied these lessons to life?

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

Even after teams reach the "performing" stage, they'll still have times of storming and need to revisit their norms. Communicating your hopes and needs to your teammates is an important part of successful teaming. Try to schedule regular "family meetings" to check in. Also check Amazon.com for "Mom & Son" (parent/child) back-and-forth journals as another way to keep talking.

**Quizizz Time! Each module ends with a Quizizz game. Have fun! ...**

**CLICK: QUIZZZ**

# EQ @ Home or School—for Families

## MAKING PLANS FOR YOUR FUTURE

## DS8.1: Envisioning Your Future

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** Students will make some of the most important and pivotal decisions of their lives in grades 6–12. They'll decide to get good grades or not, prepare for post-secondary ed or not, be safe or not, be kind or not. Each year, their cumulative decisions—big and small—will add up and either open or close doors in their future.

Most people don't realize until later in life that "indecision" is also a decision with lasting consequences. Having "a sense of purpose and future" is fundamental to resiliency and college/career readiness. This series of lessons is about creating a vision for your life and then acting on it.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- What do you think are important things to consider when choosing a career?
- [Question for Parent(s)] Do you or anyone you know have a job that encompasses all four of these circles? (See video and handout for more info.) If not, what kind of job(s) do you think would cover all four circles?
- [Student-teach] What is the Myers-Briggs personality assessment? And why do you think an assessment like that could be helpful for career exploration? How could it be helpful for your relationships with others?

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.



### Family Activity:

Get to know your own and others' Myers-Briggs personality characteristics. For a free and quick Myers-Briggs type assessment, go to [www.16personalities.com](http://www.16personalities.com). After each family member takes the assessment, discuss how your personality styles are similar and different.

- Who are the introverts in your family? And who are more extroverted? Does that surprise you?
- What other categories do you have in common? How are you different?
- What did you learn about yourself from the "Personality Types" summary after the test?



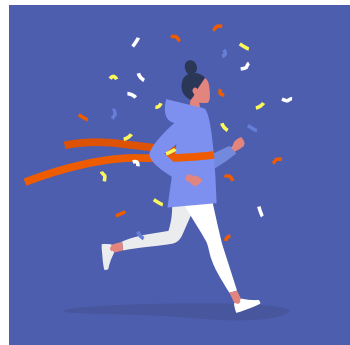
# EQ @ Home or School—for Families

## MAKING PLANS FOR YOUR FUTURE

## DS8.2: Setting and Achieving Life Goals

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** One of the greatest sources of lasting satisfaction is setting, working toward, and achieving a significant goal. It might be about making a sports team or getting a great grade or some other breakthrough. We can all relate to the exhilaration of accomplishing something you and others are proud of. In this lesson, students will start with their big dream(s) in life and reverse-engineer that long-term goal into manageable, inspiring, and achievable steps.



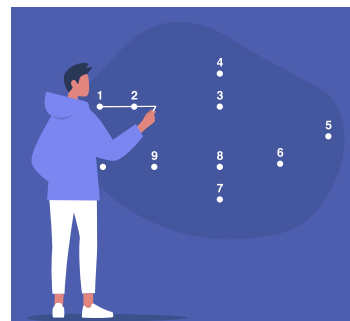
### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- What have you learned from life about setting and achieving goals?
- Share a time you worked toward a goal and achieved it. How did you do it? And how did it feel?
- [Student-teach] What are Coach Rudy's Five Phases of Achievement? And what is the criteria for a "DREAM" goal?
- What helps you stay motivated and on track toward reaching a goal?

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.



### Family Activity:

Watch "Everybody Dies, but Not Everybody Lives:" [www.youtube.com/watch?v=ja-n5qUNRi8&t=7s](https://www.youtube.com/watch?v=ja-n5qUNRi8&t=7s)

- What are Prince Ea's main points?
- He said, "PEOPLE DON'T CHOOSE DREAMS. DREAMS CHOOSE THEM." Can you relate?
- What is a dream/goal you have for your future? Why is this dream important to you?
- What does Prince Ea imply keeps people from reaching their dreams? (Re-watch the video a second time, and take notes to help answer this question.)
- Can you relate to the "struggle" toward reaching your goals? What and who help you push through struggle?
- If you reached your goal, what would it look and feel like?

# EQ @ Home or School—for Families

## MAKING PLANS FOR YOUR FUTURE

## DS8.3: Taking Full Responsibility

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** Reflecting on previous lessons, our habits of thoughts have a significant impact on a) our emotions, b) our actions, then c) the outcome. As we interact with the world around us, we can choose to attribute/blame our circumstances on outside forces (e.g., "I got a bad grade because that teacher doesn't like me") or take responsibility for our circumstances (e.g., "If I work harder, I can do better"). This dynamic is known as an **external** or **internal locus of control**. Within this lesson, students will reflect on the power of each and which they tend to favor.



### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- On a scale of 1–10, how are you feeling and why? (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- [Student-teach] What is the difference between an "internal locus of control" compared to an "external locus of control"? (Use the examples from the handout to explain the differences.)
- Based on past lessons and our own personal experiences, how do you think our thoughts about a situation influence our emotions, our actions, and ultimately the outcome? Give an example.
- How could you turn these "external locus of control" thoughts into "internal locus of control" thoughts? In addition to changing your perspective (thoughts), what actions would you need to take?
  - a) My boss/teacher/coach is so tough on me. They don't get it.
  - b) I am so tired. I wish my life wasn't so busy.
  - c) This place is such a mess. I wish someone else would clean it.

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.



### Family Activity:

Watch this scene from the movie, "Invictus": <https://www.youtube.com/watch?v=9oIKqeZWjjs> (or watch the full movie). In this scene, actor Matt Damon is visiting Nelson Mandela's prison cell and hearing the poem "Invictus" that Nelson Mandela said to himself everyday (played by Morgan Freeman). Read more about Nelson Mandela's life online, and consider why the lines from this poem were so meaningful to him: "I am the master of my fate: I am the captain of my soul."

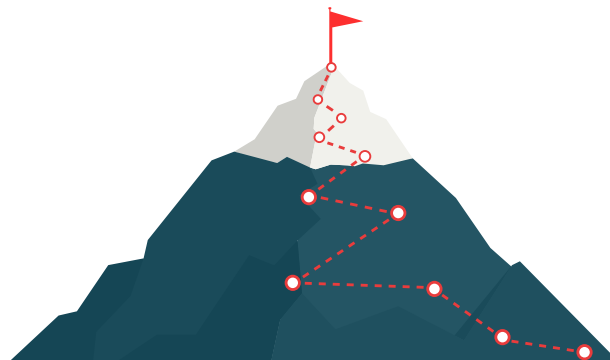
# EQ @ Home or School—for Families

## MAKING PLANS FOR YOUR FUTURE

## DS8.4: Staying the Course & Choosing Wisely

\* Discussion questions are for everyone to answer including parents. [Student-teach] what you remember from class.

**Lesson Overview:** This is the last culminating lesson in the EQ @ Home or School series. In this, students will look back on lessons learned and look forward on how they will incorporate EQ into their lives and future. This is a long-term project that students will need to work on outside of class time and then present to the class and family member(s).



**NOTE to Parents:** An important role you can play in helping your child(ren) define their future is to introduce them to different options and goals. Visit college campuses starting in ninth grade or sooner. Introduce them to adults with different careers. Take them to other areas (e.g., big cities, mountains, the ocean). Plan family trips that expose them to different cultures and opportunities. If students lock onto a vision for their future (their dream college or career), they are more likely to be motivated to reach that goal.

### Family Discussion Questions\* (review norms → then discuss):

[All family discussion questions start with this same question from DS1.2 that everyone answers:]

- **On a scale of 1–10, how are you feeling and why?** (1 = awful! 10 = awesome!) Please give a "feeling word" and then say more about why you are feeling that way today.
- This is the last lesson in the EQ @ Home or School series. **Looking back, what have you learned from these lessons?** (Share at least three things.)
- **How have you used one or more of these lessons in your life? Give examples.**
- **If you were trying to explain "emotional intelligence" to someone else, how would you sell it, teach it, practice it, and prove it?** (See the handout for more info.)
- **What are you most grateful for from your experience with these lessons and your family?**

### Family Discussion Norms

- ☐ Speaker has full attention and support.
- ☐ Choose listening over lecturing.
- ☐ Be open-minded to the opinion of others.
- ☐ Look for the good in each other and your time together.

### Family Activity:

For this culminating project, write "thank you" letters to each member of your family. Share what you appreciate about that person and a favorite memory with them. *What have you learned from them? And what are you looking forward to?* Read it aloud one-on-one with that person and/or give them the letter. After writing the letter, think if there is anyone else (teacher, coach, friend, mentor, family member) who would appreciate a letter from you.

**Quizizz Time! Each module ends with a Quizizz game. Have fun! ...**

**CLICK: QUIZZZ**