

# Lesson Plan

# NEUROHEADWAY

## Neuroscience Into Education

### **Assessing you own Emotional Capabilities**

Many times when it comes to our Emotional Capabilities we think that we are quite good.

But does our evaluation of our own capabilities match what those capabilities are in real life?

Let us see.

Before starting this exercise the Teacher explains that these are indicative psychological assessments and they do not provide a 'real' or accurate picture of one's Emotional capabilities. They are indications of how one's capabilities may vary from a group mean.

- A.** Students first complete the self-assessment (1) and give a total score.
- B.** Then they complete the assessment (2) – Teacher makes appropriate photocopies making sure to remove the 'bold' from (2). The bold is the correct answer for each question which s/he provides after the students have completed assessment 2.
- C.** Teacher calculates the Class mean for each of the two assessments and announces the two Means (1) & (2) in class.
- D.** Each student subtracts his/her own 'scores' from the class mean. How do the scores in part (1) match with the scores in part (2)?
- E.** Provided there is time the Teacher draws a correlation table of the scores from (1) and (2) to show whether self-assessed skills (1) correlate with the more 'objective' skills (2)

### What do you think about your own capabilities?

Score your own capabilities Minimum = 4 points, Maximum = 20 points

#### Self-emotion appraisal (SEA)

| 1. I have a good sense of why I have certain feelings most of the time. | 1<br>-<br>not at all | 2 | 3 | 4 | 5 –<br>very much |
|-------------------------------------------------------------------------|----------------------|---|---|---|------------------|
| 2. I have good understanding of my own emotions.                        | 1<br>-<br>not at all | 2 | 3 | 4 | 5 –<br>very much |
| 3. I really understand what I feel.                                     | 1<br>-<br>not at all | 2 | 3 | 4 | 5 –<br>very much |
| 4. I always know whether or not I am happy.                             | 1<br>-<br>not at all | 2 | 3 | 4 | 5 –<br>very much |

## **Items from the Situational Test of Emotional Understanding (STEU)**

### Instructions

The following 18 questions each describe a situation, and ask you to choose which of five emotions is most likely to result from that situation.

*Here is an example:*

Clara receives a gift. Clara is most likely to feel?

- (a) Happy
- (b) Angry
- (c) Frightened
- (d) Bored
- (e) Hungry

If you think Clara would feel happy, you would mark option A and then move to the next question. There are 18 questions.

1. A pleasant experience ceases unexpectedly and there is not much that can be done about it. *The person involved is most likely to feel?*

(a) Ashamed (b) Distressed (c) Angry **(d) Sad** (e) Frustrated

2. Xavier completes a difficult task on time and under budget. *Xavier is most likely to feel?*

(a) Surprise **(b) Pride** (c) Relief (d) Hope (e) Joy

3. An irritating neighbor of Eve's moves to another state. *Eve is most likely to feel?*

(a) Regret (b) Hope **(c) Relief** (d) Sadness (e) Joy

4. There is great weather on the day Jill is going on an out-door picnic. *Jill is most likely to feel?*

(a) Pride **(b) Joy** (c) Relief (d) Guilt (e) Hope

5. Regret is most likely to occur when?

(a) Events are unexpected

**(b) You have caused something you didn't want to happen and cannot change it**

(c) Circumstances have caused something you didn't want to happen

(d) You have caused something you didn't want to happen and are trying to change it

(e) Events are getting beyond your control

6. Edna's workmate organizes a goodbye party for Edna, who is going on holidays. *Edna is most likely to feel?*

(a) Surprise **(b) Gratitude** (c) Pride (d) Hope (e) Relief

