

# Emotionally Intelligent Children

A Curriculum for Schools and Parents

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**When the cultivation of E.Q. supersedes academic aptitude, success flourishes.**



# Table of Contents

Topics	Page
1. Overview	6
2. Methods of Incorporation	7
3. <b>Unit 1:</b> Emotions	11
4. <b>Unit 2:</b> Words of Affirmation	18
5. <b>Unit 3:</b> Ego and Forgiveness	19
6. <b>Unit 4:</b> Visualising/Passion	21
7. <b>Unit 5:</b> Living in the Present and Meditation	22
8. <b>Unit 6:</b> Growth Mindset	23
9. <b>Unit 7:</b> Journaling	24
10. <b>Unit 8:</b> Patience	25
11. Emotional Mastery & Resources	

**This curriculum is a basic guideline to understand the emotions we need to reign; alongside the tools which we need, in order to master them.**

**The information has been based on research and analytical reasoning. A range of resources have been listed at the end.**



*As suicide, depression and anxiety rates are on the incline, educationalists continue to debate on the best pedagogy to use to create a society of successful individuals. To our own dismay, it is only when calamity befalls that we begin to realise the errors made. The importance of emotional quotient has been sidelined for far too long. E.Q. has been defined as the (notional) measure of a person's adequacy in such areas as self-awareness, empathy, and dealing sensitively with other people.*

**Emotional Intelligence is the ability to introspect and understand what triggers emotions and to manage them in order for the mind to become independent of any negative external challenges. One becomes more self-aware, acquires the art of empathy and masters the ability to focus, in order to achieve success.**

**Anxiety, the distress evoked by life's pressures, is perhaps the emotion with the greatest weight of scientific evidence connecting it to the onset of sickness and course of recovery**  
- Daniel Goleman-

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**Scientific evidence stresses the correlation between E.Q. and physical & mental health.**

## Aim

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**True happiness comes not when we get rid of all our problems, but when we change our relationship to them, when we see our problems as a potential source of awakening, opportunities to practice, and learn.**

- Richard Carlson-

A range of topics that encapsulate emotional intelligence can be integrated within the curriculum subjects already being taught such as English, History, Science etc., but emotional intelligence can also be taught as a subject in its own right. This curriculum is an overview of the tools required in order to enable children to acquire skills in E.Q.

The Units can be taught in any order and cross curriculum. The aim is to teach them throughout the year and assess the children by giving them a range of scenarios or through observation/questioning. This can either be practical and/or written. These concepts will support children entering into adolescence, and transitioning from Year 6 to Year 7. By Year 6, children should have sound knowledge of the topics and their application

Once the skills have been taught and practiced, children will become more mindful of terminologies, methodology and phrases that relate to E.Q. which they may accidentally or intentionally come across but which will serve as a reminder for a lifetime. Children will envision what their mind has been trained to visualize: positivity, hope, and determination.

*I have intentionally not used the concept of mindfulness as a topic on its own, as it seamlessly intertwines within the curriculum. It can be taught as such, but it does not stand alone in order to teach emotional intelligence. Mindfulness is an essential component and is incorporated within the topics.*

# Overview

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*When you change the way you look at things, the things you look at will change -Dr Wayne Dyer-*

**Purpose:** To practically teach Emotional Intelligence, making it a core subject and a way of life within the school structure.

**Emotional Intelligence** is the ability to identify, understand and use emotions in positive ways to relieve stress and anxiety, communicate effectively, empathize with others, overcome challenges, and defuse conflict.

**Implementation:** If the following is taught and implemented by the children within the first half-term when school re-opens; continuing throughout the year, their focus and ability to succeed in their work will be profound. They become effective learners and attain important life skills. The tools become a habit, and when practiced throughout the year as well as years to follow, it becomes part of their ingrained nature.

Too many children are told what to think and their thought process is undermined or not heard. This can result in children becoming less confident in their own thought process and lacking innovative skills for fear of being judged or making mistakes.

**The aim** is also to reduce conflicts on the playground, for children to be able to communicate effectively with each other and assist one another in and out of the classroom. We want them to become independent learners, divergent thinkers and innovators. Adults play a more important role as facilitators, and their pupils are empowered to take the onus of their actions and choices.

Children's motivation, focus and social skills improve by using the tools. It helps to reduce pressure on teachers and make children more skillful in life.

**Results by Year 6:** Children should be able to counsel their younger peers or be a reminder for their own peers and themselves. Teaching the tools to others enables them to embed it in their own minds. The emotional traits should prepare them for their teenage years (secondary school transition), where confusion and further academic pressures become the curtain that obscures their ability to see their strengths.

*Imagine a world where children are more empathetic towards each other, more resilient and united to make the world a better place, resilient to criticisms, ready to overcome failure, discover their passions and highly capable of touching the hearts of people around them. Not giving up. Believing in themselves. Empowered.*

# Methods of Incorporation

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*There are no limits to our potential as people, as collective entities, and as individuals -Dr Wayne Dyer-*

## Outside Display Boards:

- Relating to E.Q.
- Using pictures of children displaying methods of E.Q. - role play/pose and use of speech bubbles
- Quotes for inspiration
- Pictures of teachers overcoming fears/accomplishments
- Images of successful people - what they did and their definition of success (i.e. Albert Einstein, Michael Jordan, Bill Gates, Mother Teresa) - people who defined their purpose/intention and used that definition to aspire to achieve great results despite failures.

## People/Characters to Inspire thinking:

**Nursery-Year 2 :** Positive Pete and Mindful Molly are characters and mascots in each classroom to help children relate to the characters and concepts. The characters become a part of the child's subconscious and the lessons they teach become part of their ingrained nature.

**Years 3-6:** Use individuals from all around the world who have overcome challenges - famous people and people who are not famous (i.e. teachers in the school as role models have a powerful impact). Allow them to understand that the most successful (relative definition) people have failed and faced challenges. At this age, children need to learn about individuals they can relate to. They must not make the human beings themselves their role models, but absorb the key characteristics that drove their passion. They are their own role models and must believe in their own internal strengths. They need to take the best of those around them and aspire to cultivate these traits within themselves to differentiate themselves from others. The world needs more innovators, thinkers and people who can empathise and elevate others, which is a necessity for a world beginning to drown in hopelessness. Using quotes are great to encourage critical thinking. Children can have a thinking book in which to write down their thoughts. A question or quote can be put on the board for children to critically think and write about, which can then be discussed as a class.

## Classrooms

### Meditation Corner/Room - Also known as Reflection Time

- Stereo with meditation CD and headphones (some come with clear instructions on what to do).
- Free of clutter – Natural environment - Bring part of the outdoors in

- The aim is to help children clear their mind, and to stop making the mind so busy as clarity is vital to focus on the task and on positivity and visualisation.
- Children should also be given set time to meditate as a whole class activity, to help them clear their minds despite their peers all around them. This is a great way to help with their focus despite possible distractions.
- In order to alleviate certain behaviours in children or to help them manage their emotions, having time to reflect, meditate or journal is a vital tool to bring about a notable change. Detention or being made to sit in a room, without any guidelines to help them learn to manage their thought processes, makes no difference to their ability to independently introspect and have a lasting effect.

**Reading Corner-** This would contain a range of books on E.Q. easily accessible, arranged by age. There can also be a section for such books in the main resource library, or sections of books that can be accessed by children to use them as a reference.

### Examples (Primary-Secondary School)

The list below is not exhaustive, and many more can be added to it. There are also lists to be found on various websites. The following books are also great for teachers to use as teaching tools.

Positive Pete and Mindful Molly Series - by Sukaina Mukhtar (Primary)  
 Children's Books - by Wayne Dyer (Primary)  
 Daring Greatly - by Brene Brown (Primary and Secondary)  
 Growth Mindset - by Carol Dweck (Primary and Secondary)  
 5 a.m. - by Robin Sharma (Primary and Secondary)  
 Power of Intention - by Wayne Dyer (Secondary)  
 Becoming - by Michelle Obama (Y6/Secondary)

Some of these can be very useful to cultivate emotional intelligence skills towards Year 6 transition. Children need to feel empowered. Often, people put up a shield around themselves after they have acquired self-confidence, but often no one else sees the process that they undertook to get there. Using examples from society is an excellent way to help children understand the normality of making mistakes and going through challenges, and the importance of making choices based on logic and emotion.

### Motivational Podcasts

Lewis Howes  
 Jay Shetty  
 Goalcast - Real life stories

### Journaling: 3 or 4 times a week

(This could be done more often depending on the needs of the children.)

- The aim is not to always provide answers, but to enable children to use their own thought processes, and to facilitate their learning.
- Using this tool enables children to think through their actions, effects, resolutions and future choices they will have to make.
- This can also be used at a time when children need reflection time and require a release of their emotions.
- Journaling can be guided through questions, eg: 'List 5 things that make you sad', 'Why does this make you sad?' 'Why' questions challenges the mind as it is a question that requires higher level of thinking.

**Song:** A child's identity provides them with a sense of pride and the words that they sing to themselves and others breeds positivity. For example, The Greatest Showman - *This is me*.

Each class can learn a song which consists of words that fuel the mind to think positively and create ambition, motivation and pride in the people that surround them. Sung in unison, the words become part of their character and the affirmation gives them a strong foundation to stand on.

A song can be shared at the end of an assembly, with the designated class leading it.

### Daily

- Meditation in the morning, before lunchtime and before going home or at the end of an assembly (5 minutes) - teachers to give children a certificate for being able to focus on their breathing or any award to keep them motivated.
- Using words of affirmation to start the day and end the day, eg: chanting: "I am smart", "I am hopeful". Many more can be found on the internet, or alternatively phrases can be created according to the needs of the class.
- Verbal gratitude phrases: This can be done before going for lunch, after or at the end of the day. The aim is to engrain gratitude into their thinking, enabling it to resurface when there is loss of hope or when a negative emotion begins to creep up.

### Vocabulary:

In Maths and English, we give children vocabulary relating to the topic currently being taught. This helps them learn a common language and an understanding in mastering the topic. Teaching E.Q. works in the same way. Introducing the terminology and phrases, and using them consistently

is vital in order to enable children to be comfortable using a common language and eventually making themselves feel empowered and manifest positivity around them.

**\*\*Note:** Negative emotions are natural and it is important for the child to understand that we all have them. They must not be made to feel that these emotions have to be bottled up. The aim is to teach them to become independent in their thought process, and to deal with their inner conflicts as and when they arise. However, the desire to overcome this emotion is also an important technique for living in the present and refocusing the mind to accomplish the task.

**\*\*Note:** The use of these tools should not be restricted to negative actions but should be used to build a foundation to cultivate overall emotional intelligence. Children should also be encouraged to acknowledge what makes them happy, grateful, empathetic, etc. They should be taught to embrace all their emotions and to be mindful of what affects them emotionally. Being mindful of what is around them is a stepping stone in self-reflection and empathy.

## Storytelling

This is an incredible tool to give the children an insight into the lives of similar-aged children that they can then relate to. Storytelling has always been a significant tool used to express and share 'norms.' It has an expounding effect on a person's mindset and way of life. Stories from the past or present is a profound learning tool.

# Unit 1:

## Identify the Emotions

*(These are only a few of many emotions that are core to our existence.)*

### Self-Awareness

*Empathy builds on self-awareness; the more open we are to our own emotions, the more skilled we will be in reading feelings*


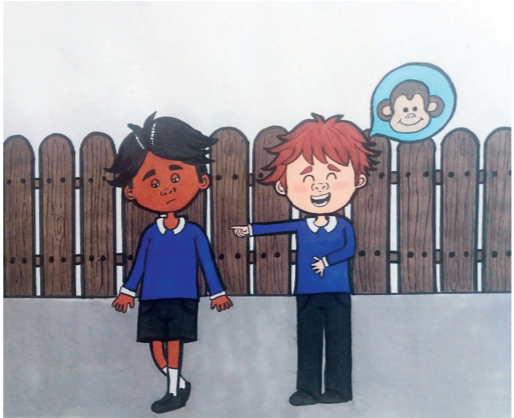
**-Daniel Goleman-**

- Understand your emotions, what makes them surface, and how they can then result in actions. Notice how your subconscious automatically allows the thoughts to resurface because of what you are habituated to do, often resulting in the circumstances you are in. You may not be able to change the circumstances, but you can internalise and alter the inner thought process.
- In order to master them, and to avoid placing judgment on others, changing the thought process is vital.
- Do not make the judgment of others a fixed ideology for yourself.
- Be conscious of your thoughts and feelings. Question yourself.
- Negativity that settles and becomes a part of you, without you acknowledging the problem will encompass your thinking and affect the manner in which you perceive society, and it will alter your social interactions and inner peace.
- Understand what is surfacing from your unconscious mind: fear, greed, anger, etc.
- It is important to manage emotions or feelings. They are part of you and you cannot eliminate them. Accept them, but empower your state of mind by cultivating the ability to rein them in.
- If we know ourselves and acquire inner strength, we will not act on impulse and blame our circumstances for our behaviour.



**Introspect**

*(When do these emotions surface? Can you acknowledge and determine the cause? Can you manage them?)*

Positive Emotions	Negative Emotions
	
Joy/Happiness	Sadness
Hope	Anger
Confidence	Jealousy
Empathy	Fear
Gratitude	Anxiety

**BRIEF OUTLINE ON THE IMPORTANCE OF POSITIVE EMOTIONS**

**Joy/Happiness**

This is a great feeling of positivity to experience and maintain. It is a euphoric sensation that we all would like to rediscover again, when going through external challenges that affect us internally. It is okay not to always feel joyful, but important to identify the sensation. Joy is an emotion that can be reflected on others who are in dire need of it, but only once we are able to determine its root cause within ourselves. A diverse range of emotions

are constantly felt and accepting the process is vital. Allowing children to familiarise themselves with the existence of different emotions is very important. It enables them to know themselves and others around them.

*The kingdom of happiness is in your thought and feeling. Man finds happiness within himself -Dr Joseph Murphy-*

**Hope**

*When Jordon (former professional basketball player) was cut from the varsity team, he was devastated. His mother says, "I told him to go back and discipline himself." Boy, did he listen -Dr Carol S. Dwek-*

The feeling of hope enables us **not to give up**. It motivates us to strive despite the circumstances we are in. Hope occurs through the belief in a positive outcome and making a belief materialize by envisioning it. When we believe and affirm our belief, hope keeps us going. The tools used to acquire this emotion will be explained later in this document. Hope is acquired when children are spoken to with words of affirmation. Having hope enables us also to have a growth mindset.

**Confidence**

This is belief in oneself and one's capabilities. When we compare children in their performance against their peers, as adults, it darkens our vision and blinds us from seeing the true potential and capabilities that a child may possess. Children are stopped from questioning, their thought process is controlled, their individuality is crushed and the pressure to make them conform takes over our appreciation for who they really are and can be. I write as a teacher and parent. Children do not understand their own potential, who they can be and what they want to achieve. Confidence stems from passion and belief in one's self. How can they feel good enough if they are not reminded of this? Society will bring them down, and the minority decision makers want children to remain in the mold that was created for them. Controlling young minds empowers them as it compels them to follow and abide by rules. This is important to an extent, but can overpower a child's ability to cultivate their own ability to be innovative. As adults, we need to strive to cultivate individuality and not shy away from making decisions we believe are in favour of the children we teach. It does not take much for a child to

stop believing in themselves. As adults, we need to determine what makes a child strive to do better. It could just be one phrase which is embedded in them, and which will become a fundamental part of their learning.

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## Empathy

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We are social beings and as our focus has shifted from defining success in monetary terms, we forget that growth and strength are acquired through collaboration. The world is cracking and greed is surfacing to define the same earth that nurtured us. In order for society to maintain order and peace, love is required. Caring for one another is vital. Yet in a classroom I do not see this practiced as much. Hearing complaints from children about each other more often than praise can have a rippling effect. They are often too young to understand the circumstances that may have elicited the negative behaviour; for instance a child who observes abuse or arguments in his home may display inner frustrations at school. Teaching children not to judge, despite hearing adults utter the same phrases, is challenging but not impossible.

I feel a sense of pride in a child when they are able to praise their peer for their positive behaviour although the peer displays negative behaviour in the classroom due to his or her inability to access his own understanding of their emotions. Empathy.

What a great accomplishment to see a child who would normally write a page in Literacy, write but one line because he took the time to help his peer. Yet, I have heard parents say that they do not want their children to help others, but would rather their children be given more work to support their own learning. Opportunities to help one another must be given to children in order for them to understand the importance of humanity and humility. It is a vital part of learning.

Empathy can only be achieved if we have internalised or become mindful of our own emotions and actions. When we understand the process of our mind, it becomes a clear reminder that all human beings have emotions, which often is the impetus behind their actions or choices. In order to practice empathy, listening skills are vital to cultivate. Body language and focused attention can give comfort to another, or conversely negate their life experience, making them seem unimportant and unheard. As social beings, we require love and support, which is what makes society prosper.

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## Gratitude

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Saying the phrase 'I am grateful' should be a stark reminder when life seems dull and you want to give up. Gratitude encourages children to focus on enjoying what they have. Making this a habit brings about inner peace, contentment and motivation. Unfortunately, as adults, we sometimes do not have the time to delve into a child's mind and to always provide them with the support. Teaching gratefulness is a great means of working towards ingraining positivity in them.



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## BRIEF OUTLINE ON NEGATIVE EMOTIONS

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### Sadness

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Although sadness is a negative emotion, it is one which we must have time to reflect upon and release. It is an emotion that needs to be acknowledged. It is okay to be sad. Encourage children to feel the emotion and identify the cause. Children are often stopped from crying because of the noise it creates, the disruption it causes and the time that is required to address it. Hence, children and growing adults suppress the emotion, which can later result in anxiety, self-harm and depression. They have too much to do but not enough time to be sad and feel or express the emotion. The cause of their sadness is brushed under the carpet, but if not addressed, the child continues repeating the behaviour, and the underlying cause remains in their mind, not allowing themselves to separate it from their emotional well-being, which is unhealthy. This is when meditation, visualising, journaling (this can be through images, writing or verbal) is beneficial and comes into play.

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### Anger

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Although viewed negatively, this emotion can have a positive light. Anger is what motivates people to actively take steps to stop problems occurring in the playground. Anger is what enables them to make a difference. It is important in life not to become complacent and to take action when required. However, the behaviour that may follow this feeling is often immediate, reactionary and not well thought-out. Teaching children to count



from 5-10 backwards, in order to prevent themselves from reacting verbally or physically is an important step towards managing this emotion. Or they could be encouraged to breathe deeply, walk away and deal with the problem once they have a clear mind. They should not act on impulse. This varies according to the temperament of the child. These concepts should be ingrained in a child and understood by the adult to be effective.

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### Jealousy

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We often get caught up with competition and comparing children with others. This is sensed by children and can result in them not wanting others to do as well as them. To be happy for someone else is a positive emotion. It is the stepping stone for a better world. Through this, self-contentment is taught. When one is confident with who they are and can empathise, they want others to do well too.

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### Fear

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*Do the thing you are afraid to do, and the death of fear is certain*  
**-Ralph Waldo Emerson-**

This is an emotion that prevents people from succeeding. The fear of failure and the fear of judgement are two vital aspects that affect a child's thought process. After asking children in Years 5-6 what stops them from public speaking or answering questions in class, these two were the most common fears and the underlying causes for their outward behaviour.

The children who seem to know it all might end up being the ones who laugh, and children want to feel a sense of belonging and join in the laughter, not pondering over the effects it can have on another child's well being. The aim is to be cool, not to empathise with the child who is different or who makes a mistake, to feel a sense of belonging. This is the thought process that needs to be changed. Children who begin to support each other, become independent and critical thinkers. This would help in alleviating the fear of judgment.

*Fear is behind failure, sickness, and poor human relations. Fear is a thought in your own mind, and you are afraid of your own thoughts*  
**-Dr Joseph Murphy-**

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### Anxiety

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This is a common emotion that children find difficult to overcome. The severity varies in children but the ability to understand and accept the emotion is vital for their growth. An anxious child can withdraw themselves due to the repetition of negative thoughts, making them feel nervous. They overthink things. They need affirmations and help to think positively. The growth mindset, which is now a common concept, is vital in order to help children think outside of their box. In order to help a child to overcome their anxiety, they need to slowly step out of their fear and visualise the positive results. Anxiety can result in poor academic or social performance. It is important for children to know that it is okay to sometimes feel uncomfortable, and that it is precisely these challenges that make us stronger.



# Unit 2

## Words of Affirmation

*Sometimes when we dare to walk into the arena, the greatest critic we face is ourselves -Brene Brown-*

Repeating words of positivity has a profound effect on a person's motivation to excel. A chant can be created according to the needs of the class. When the chant is created by the class together, children feel a sense of pride and agreement with what they have had a hand in creating.

For example:

*We are brave,  
We are smart,  
We are ready to spread love.*

*Thank you for the teachers,  
Thank you for the school,  
Thank you for the playground, which  
we find so cool.*

*We remember those who have no food,  
We remember those who live alone,*

*We will spread kindness,  
We will spread love,  
We will together.*



Children should be taught to create their own words of affirmation to start their morning and to inspire themselves. They can write this in their daily journal once the concept has been taught. In Key Stage 1, children should be provided with the phrases to guide them and begin to see the impact. By Key Stage 2, they should be encouraged to create their own phrases according to what they feel they need.

These phrases, when repeated, have a profound effect on a child's perception of themselves and their ability to help others.

The importance of praise and positivity is forgotten amongst all the paperwork. I believe all children can achieve equally good results. It boils down to focus and intention, which are major driving forces to achievement. I personally witnessed a notable difference when I used affirmations to build on a child's confidence. He started believing in himself and as a result, performed a lot better.

# Unit 3

## Ego and Forgiveness

*As long as the ego mind is running your life, you cannot truly be at ease; you cannot be at peace or fulfilled except for the brief intervals when you obtained what you wanted, when a craving has just been fulfilled. It needs to be both defended and fed constantly -Eckhart Tolle-*

The concept of ego and pride becomes more prevalent when a child enters Year 3 or 4. It is, however, crucial to teach children that the ego and pride prevents us from doing many things that can lead to our development and success. The uncomfortable feeling of vulnerability often makes children feel less brave and lack confidence. It is natural, yet one needs to become conscious of it, in order to overcome it. Can you ask an adult for something without being fearful of them saying no? The word 'no' has been perceived to weigh down a person's sense of self-confidence. Who knew two letters could be so heavy? The aim is to make children brave enough to ask questions. The fear of being judged, belittled and laughed at by peers, is very common, and the effects on the mindset is not impossible to overcome. In fear of the ego being injured, people acquire more fears to keep their ego intact. Allowing negative memories to circulate the mind results in blurring one's vision. The ego will always be intact if a person has confidence in themselves. Forgive the past for hurting you and allow the present to be appreciated.

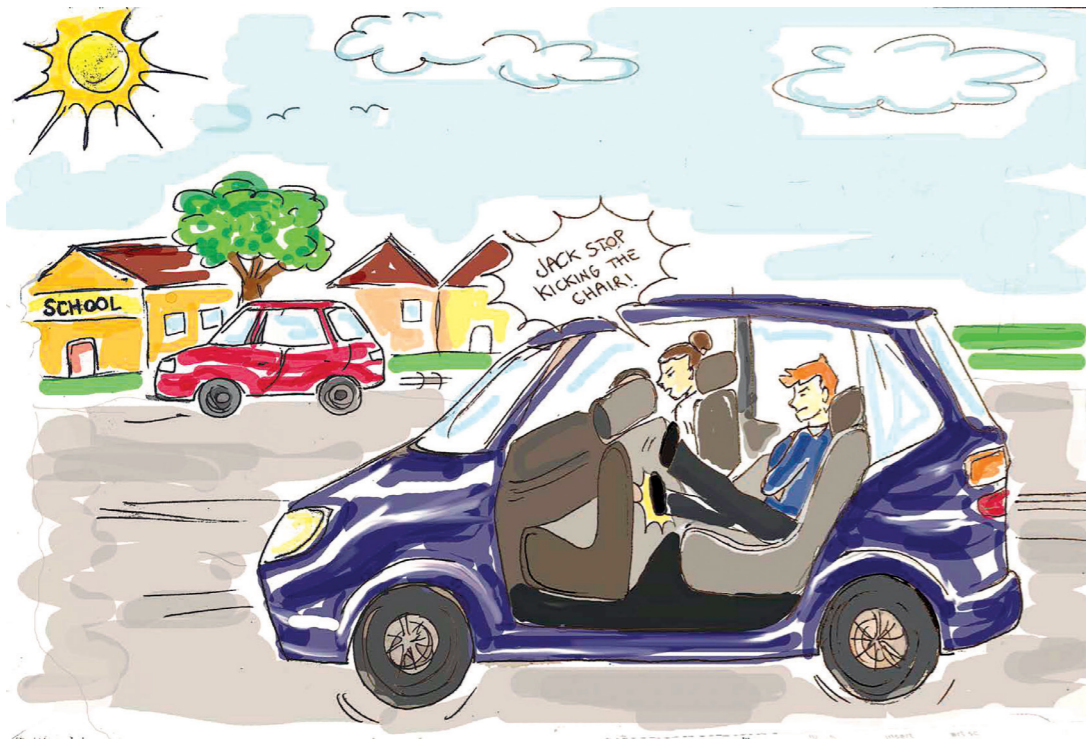
Often, children are taught to apologise but do not always understand the purpose of their apology or exactly what they have done to incur the wrath of the adult. However, due to the fear of not obeying the authoritative figure, the apology is dutifully uttered and the meaning and purpose behind it side lined.



In a school setting, it is common for teachers to have many children approach them straight after lunch and complain about various events on the playground. Getting the perpetrator to apologise to the victim may clear the air and appease the adult (another problem solved - no reason for parents to interfere, thinking that the issue was not resolved). In the long run, however, this has very little, if no, benefit.

What was the intention of the perpetrator? Asking the question 'why?' is difficult for a child and even an adult, but it is a pertinent question. If the answer cannot be found, the thinking will begin. Intention or purpose is vital for any action, and children must be encouraged to find the reason behind their actions. Adults must be facilitators and help children introspect and reach the answers themselves.

Asking for forgiveness is crucial when we are in search for humility, but forgiveness cannot be hollow. It must be a reflective process. It humbles us and although the initial practice is a challenge as we often succumb to our ego, it overpowers our state of mind and enables us to overcome our fears, making us vulnerable to the pain of rejection. Vulnerability, although an uncomfortable feeling, opens opportunities and assists us in the pathway to the goal we want to achieve.



## Unit 4

### Visualising, Passion and Intention

*The idea you have for a book, new invention, or play is real in your mind. This is why you can believe you have it now. Believe in the reality of your idea, plan or invention, and as you do, it will become manifest*  
**- Dr Joseph Murphy -**

Passion is a difficult concept for children to be able to comprehend and an even more challenging one to discover. The age-old question: "What do you want to be when you grow up?" can be rephrased to begin with an intention: "How would you like to make a difference in the world? How could you make yourself and others happy?" If the underlying purpose for any action is to make the world a better place, and when the intention is positive, the journey begins to unfold earlier in life. Using what you 'love' doing in order to attain your goal makes you look forward to each new day.

Visualisation is a meaningful concept that has been an effective tool used by many successful people. Our circumstances will not always be in our control, but our mind is a powerful tool to reach far and beyond our imagination. Our vision of what we want and how we will get there needs to be etched in our mind. Teaching children to close their eyes and visualize, even a story, setting or character, empowers them with the ability to use this tool later on in life. Visualise positivity. How do you start your day? Picture positivity and it gives you a sense of peace, and your demeanour will naturally present itself in a way to attract positivity.

Meditation and visualisation in the morning and whenever required, gives us a sense of tranquility and strength to continue to walk on our path. This, however, must be practiced consistently to enable children to have it embedded in their minds. Practice makes perfect.

Encourage children to visualise that the goal has already been achieved, to feel the emotion that they would feel upon achieving it. With this in mind, you have already cultivated positivity and have begun to create the pathway to success.

It is crucial to have an intention or purpose in the the actions and goals you set. Teaching children how to set goals and understanding the intention they started with is a profound method in helping them organise their thoughts. The power of intention manifests as an expression of expanding creativity, kindness, love and beauty.

*By establishing your personal relation to this face of intention, you expand your life through the power of intention, which was, is, and always will be, a component of this originating intention -Dr Wayne Dyer-*

# Unit 5

## Living in the Present and Meditation

*All cravings are the mind seeking salvation or the fulfilment in external things and in the future as a substitute for the joy of Being*  
**-Eckhart Tolle-**

Gratitude and bringing oneself back to the present moment is vital for emotional growth. We often fear what might occur in the future or what has occurred in the past, without bringing ourselves to appreciate the beauty that beholds us in the present. When children complain about others, which happens more frequently than praising their peers, reminding them and bringing them back to being grateful and mindful of what surrounds them in the present moment is vital.

Children will not always complain about what happens outside of school, but if they have the tools and that will help them overcome emotional hurdles, it will strengthen their mindset regardless of their setting.

Our mind cannot be useful if it is in constant motion. Repeating negative memories from the past and worrying about the future creates negativity and anxiety. As the thoughts of our mind bounce back and forth, the time we have in the present is not constructively used.

Meditation is an astounding method to use in order to achieve clarity. Clearing the mind of the past or future, and bringing it back to the present helps in attaining inner peace and overcoming anxiety, which results due to the constant motion of the mind. It is a tool worth mastering and teaching our children.

Acknowledge that certain behaviours or circumstances are the result to the decisions you make in the present.



# Unit 6

## Growth Mindset

*He now believed that working hard was not something that made you vulnerable, but something that made you smarter*  
**-Dr Carol S. Dweck-**

One of the biggest fears children have, which begins at an early age, is what others think of them. The more sensitive a child is, the worse their fear in this area. Helping children to understand that they can change and grow, and that overcoming their fear is important in order for them to succeed is paramount.

They must be taught to identify their fears. Recognising or being mindful of different emotions and the reason behind them is important to combat any negativity that can resurface, and possibly result in anxiety and depression.

Fears can result in children having a fixed mindset. Worried about the judgment of others, which can result in questions never being asked, and answers never found. The 'Growth Mindset' concept has been integrated within schools as singular lessons at the beginning of a new year or term. However, it needs to be emphasised and used cross curricular on a recurring basis. Strengths, despite the differences in children and their academic expectancy, should be rewarded and praise should be the epitome in any school. A child once told me, "Mrs Mukhtar, look at what I can do!", surprised at his own ability. "I knew you could do it." Or "Mrs Mukhtar, I cannot win against that boy." My response to him: "You lost the race before you even started." Children do not realise how quickly they regress in their mindset. As an adult and teacher, it is being vigilant in the words and demeanor of children, to determine the encouragement they require, that can have a great impact.

The **Pygmalion effect**, or **Rosenthal effect**, is the phenomenon whereby others' expectations of a target person affect the target person's performance.

*When people believe their basic qualities can be developed, failure may still hurt, but failures don't define them. And if abilities can be expanded, if change and growth are possible then there are still many paths to success*  
**-Carol S. Dweck-**

# Unit 7

## Journaling

Journaling is a powerful tool to allow a child to express and discover their own emotions and abilities. Why do you react a certain way? What can you do differently next time? How do you think the person felt? One must introspect to be able to understand others and the world around them. Write, draw or speak. When negative events are written down, people often rip the paper or burn it, in order to eradicate the visual event from their mind.

Encourage the children to design the front cover of their journal. Glue a blank paper on the front cover of the book and allow them to express their own personality by designing it themselves.

Mindfulness is another concept that is being integrated within schools. When the mind is calm and clear, we can use our 5 senses and meditate to appreciate and focus on what is around us. It is vital to strengthen these thinking skills. There are various activities that children can do on a daily basis to improve their ability to be more mindful, and should be carried out throughout the school. Children forget the importance of being mindful when academics and lessons are taught in a prescriptive way.



# Unit 8

## Patience

*What matters, instead, is whether we are able to help her develop a very different set of qualities, a list that includes persistence, self-control, curiosity, consciousness, grit and self-confidence. Economists refer to these as non-cognitive skills, psychologists call them personality traits, and the rest of us sometimes think of them as character*

**-Paul Tough-**

With the rise of social media and the internet, the value of patience is being forgotten alongside many naturally innate skills. When we have a goal in mind, we feel that it should be accomplished straight away because we have become accustomed to instant gratification. However, it is also important that a child is aware that their needs are going to be addressed, but they will have to learn to wait.



It is important to understand that life is a process. What you achieve in the present (neat handwriting, good grades) does not determine how you will do later on. Your mindset, practice and consistency are the determining factors of success, but you must be patient and internalize these to create progress.

Children in school are very quick to complain about other children or rush their work. I recall one child telling me, "Mrs Mukhtar, I ignored James when he said something rude to me the first time." It is not okay to be rude but children should not feel that they must always run to an adult when there is a problem. There are other means or tools that can guide a child on how to rationalise and deal with the problem and these should be used if the child is aware and practices them.

Teaching children how to be emotionally independent of their circumstances is very important. Of course, if the problem is severe then an adult should likely intervene. In reality, problems will not always be resolved very quickly. Negative feelings will not always diminish but the intensity can be controlled.

Patience negates frustration and anger, and is the epitome of inner peace.



## Life Skill

Labeling yourself can stunt your progress. Individuals are not limited to the titles of father/mother or business man/woman or the job titles that they carry. In life, people play many different roles and need to acquire different skills. Time management, goal-setting and problem solving in social and economic situations (which are in constant motion) are

excellent skills to teach children to experience and learn, in order to prepare them for life ahead. The most important life skill, however, is the cultivation of emotional intelligence.

What you train your mind to perceive about yourself is the output that you will produce.

*I think, therefore I am -René Descartes-*

## Quotes from Children Working with E.Q. Tools

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Children are perceptive, and although it may not initially seem like the tools are working, maintaining consistency shows great results.

*If some people think they are weak, they look at their shadow and feel big. Like a cat that looks at its shadow, sees itself as a lion, so it thinks it is big. **6 year old***

*In a swimming lesson, what would you do if you were your own boss? You would tell yourself not to hold on to the side and you would listen. Be your own boss. **6 year old***

*The key to unlocking your stress is deep breathing and patience. **8 year old***

# Emotional Mastery

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Meditate ---> Internalise ---> Visualise ---> Experience

## Use tools to overcome challenges

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Gratitude ---> Journaling ---> Positive Thinking --- > Words of Affirmation ---> Living in the Present ---> Overcoming Fears ---> Making an Intention

*Children need to be mindful of the mental pain they experience. What you cannot see can sometimes be more detrimental than the tangible physical pain that is overt. Until the pain is internalised and acknowledged, only then can the methods above be effective, in order to attain inner peace which is essential to allow ambition and purpose to enfold.*

*Children's thought process and emotions manifest themselves in their behaviour. Let us teach them to understand themselves better to enable them to flourish.*

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### Believe in the power of the mind

#### Resources

The curriculum has been based on research and analytical reasoning.

Mindset - Dr Carol S. Dwek  
How Children Succeed - Paul Tough  
Daring Greatly - Brene Brown  
The Power of Now - Eckhart Tolle  
The Power of Intention - Dr Wayne W. Dyer  
The Power of your Subconscious Mind - Dr Joseph Murphy  
Rainbow Dreaming - Amy Hamilton  
Dr Joe Dispenza (audio)

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