Increasing Emotional Intelligence: An Instructional Module for Adolescents

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The present study was aimed at developing and implementing an instructional module for increasing emotional Intelligence of adolescents. The four branch model of emotional intelligence served as the theoretical basis for this module. A Qusai-experimental design was used to evaluate the effectiveness of the indigenously developed theory based EI teaching module. Participants of the study were selected from two high schools (one for each gender) which ranged in age from 13 to 16 (*M* =14.33, *SD*=.93) for the intervention group, and 13 to 18 (*M* =14.53, *SD*= .97) for the control group. Mixed design (2 x 2) ANOVAs were used to assess the effectiveness of the module. The results of the study revealed the significant effectiveness of the module in enhancing emotional intelligence of adolescents. Findings exhibited that the intervention group significantly improved on global emotional intelligence as well as on its various different sub branches. These findings were later discussed keeping in view the previous literature and cultural context of Pakistan.

Keywords: emotional intelligence, EI teaching module, adolescents in Pakistan.

Emotional intelligence is the ability to identify, and express emotions in a socially acceptable way and to regulate or manage them when they are not appropriate (Mayer & Salovey, 1997). Theories and available literature on emotional intelligence strongly points to the predictive role of adaptive emotional functioning for many important positive life outcomes (Kerr, Garvin, Heaton, & Boyle, 2006; Boland & Ross, 2010; MacCann, Fogarty, Zeidner, & Roberts, 2011). And if, as the research is signifying, adaptive emotional functioning is predicting a large number of important life outcomes, there is a logical and considerable argument to teach these skills in our educational institutions, and also to design theory based teaching and training modules for our adolescents and the youth. Thus, the present study was aimed at designing a theoretically based EI teaching intervention and then implementing it in our high schools. The goal was to enhance the emotional

Contribution of Authors:
1. Designed and conducted the research, also wrote the research paper.
2. Supervised and guided the whole research including research paper writing.

intelligence of our adolescents via using a theoretically sound EI intervention, to eventually make them more responsible, healthy and happy individuals of the community.

In today's modern world there is an increasing realisation of the vital role of emotions in our lives. They serve as a key for self-awareness and self-perseveration. Moreover, the rapid changes occurring in our country and the increasing complexity of life here have led to an increased need to understand and master emotions. Specifically, mismanagement of strong negative emotions which include fear and anger as well as distress can be dangerous for the health of not only individuals experiencing them but they can also be a potential danger to overall national health. For avoiding the potentially dangerous effects of emotions as well as enjoying the benefits of handling and affectively using emotions, people need to be emotionally intelligent. Furthermore, as it was once explained by Castella (2001) that a definable set of emotional skills are crucial if people really want success character, lifelong achievement and happiness. From the workplace to schools and even in other fields, leaders and other exceptional performers are hardly known by their high IQs, instead they are known by their emotional intelligence (Young, 2001).

Emotional intelligence (EI) is an extensive range of skills that can be developed and enhanced in children of all ages. According to Elias et al (1997), more educators and psychologists now understand the fact that serious attention should be given to the emotional learning of children in schools. They called this the 'missing piece' that although is very important but is generally neglected in schools. Mayer and Salovey (1997) suggests that perhaps one of the most significant place for emotional education of children is their school setting. Mayer and Geher in (1996) postulated that people with low emotional skills can be educated to improve their ability of recognizing, expressing and regulating their feelings. Though initially it was not specified how to do this (Zeidner, Roberts, & Matthews, 2002).

Models of EI

There are many different perspectives on emotional intelligence. These includes the ability models, trait perspective to the conceptualization of EI and the mixed models. Mayer and Salovey, (2004), gave the ability model of emotional intelligence that concentrates on emotions and how they interact with our thoughts. On the other side are mixed models by Goleman, (1995) and Bar On, (1997), which explain this construct as a mixture of mental abilities as well as a number of other diverse characteristics which include motivation, states of consciousness and the entire social activity.

The present research used the ability model of emotional intelligence (Mayer et al., 2004). According to this, emotional abilities range from those that are considered as relatively lower level to those that are more developmentally complex and are considered as higher level skills. These skills can formulate a hierarchy of four branches which can constitute a tree like diagram. These abilities include the ability to perceive emotions appropriately both in oneself as well as in others, the ability to use emotions in such a way that can lead to facilitation in thinking, third branch is the ability to understand emotions, and fourth is the ability to manage or regulate emotions for the attainment of definite goals (Mayer & Salovey, 1997).
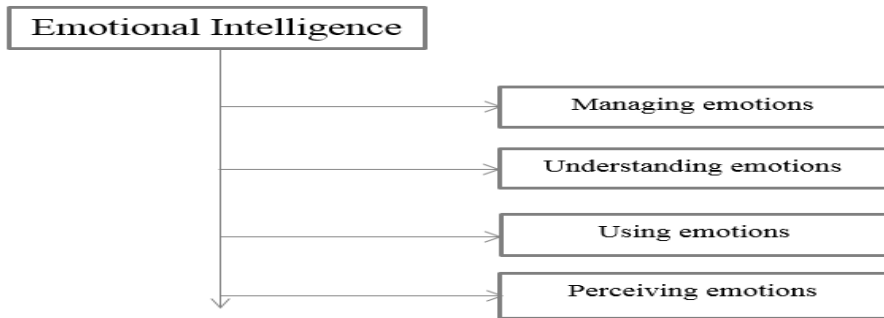
Four branch EI model

Figure 1.1. Four Branch Model of Emotional Intelligence by (Mayer et al., 2004).

Literature review

Research done everywhere around the globe concludes that emotional intelligence is an essential feature for achieving many positive life outcomes including academic success, psychological well-being, relationship quality and chances of employment, (Bastian, Burns, & Nettelbeck, 2005; Di Fabio & Palazzeschi, 2009; Nelis, et al., 2009; Batool 2009), so a number of programs have been designed and implemented accordingly with considerable success in increasing this one critical construct in school children, adolescents, youth and workers (Weissberg, & Greenberg, 1998; Greenberg & Kusche, 1998; Clabby & Elias 1999; Elias & Clabby, 1992; Elias, Gara, Ubriaco, Rothbaum, Clabby, & Schuyler, 1986; Aber et al., 1998; Ogunyemi, 2008; Pool & Qualter, 2012; Cejudo & Latorre, 2015). With regard to this, worth mentioning here is a recent meta-analysis of two hundred and thirteen studies on socioemotional education, which concluded that these programs thus in-fact lead to improvements in the emotional and social skills of individuals as well as improving their attitudes and performance in academia (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Likewise, experimental studies performed to testify the effectiveness of EI teaching programs also provide evidence of the effectiveness of these programs in contributing to the improvement in global emotional intelligence in general (Cejudo & Latorre, 2015), along with significant improvements in regulation and understanding of emotions in particular (Nelis, et al., 2009). As school setting was characterised as one of the most important context for emotional learning in children by Mayer & Salovey, (1997), many intervention programs were than designed and implemented in schools and later emerged as successful in teaching children at least some aspects if not all of emotional intelligence (Weissberg et al., 1998; Clabby & Elias 1999; Elias & Clabby, 1992; Elias et al., 1986).

Rationale of the study

The current circumstances in Pakistan especially the problem of extremism in the country are leading to many social, economic, cultural and humanitarian crises. This unstable atmosphere has resulted in crimes, suicidal behaviors, and rapidly prevailing abuse of drugs, which mostly involve adolescents or youth. One of the reasons for this kind of behaviors may be that when people have no idea of the right ways to express themselves to others, they then turn to violent and inappropriate ways to express their opinions and emotions. This is also evident from the way our adolescents and youth readily become aggressive and indulge in fights everywhere. It shows the lack of emotional skills in them. To overcome this issue, there is a strong need for emotional education and training of people. While many EI intervention programs have been designed and implemented internationally in schools, colleges and universities with majority of these programs producing positive changes successfully. A little number of these programs have a comprehensive theoretical background.

Especially, programs implemented in a number of different schools in US and other western countries either addressed some components of emotional intelligence while leaving some very crucial aspects, or they were not implemented appropriately in schools (Zeidner, Roberts, & Matthews, 2002). However, whether theory based and empirically effective or not, neither of these programs are available for free, to be used in Pakistan. Furthermore, as per our observation, there are many cultural differences in the way emotions are expressed and handled in our culture as compared to the other international cultures. So an indigenously developed intervention may help better in the emotional education of our adolescents. The current study thus took this initiative of first developing a theoretically based and indigenous instructional module for emotional learning of adolescents, and then implementing this in public sector schools here to evaluate its efficacy in fostering emotional abilities of adolescents.

Objectives of the study

The aim of the study was to develop an indigenous and theoretically sound instructional module for increasing emotional intelligence of adolescents and to assess the efficacy of this module in increasing EI of adolescents.

Hypotheses

H1: Emotional intelligence module is likely to increase Global Emotional intelligence of intervention group as compared to the control group.

H2: There is likely to be an improvement in the perception of emotions, utilization of emotions, and management of own as well as other's emotions, in the participants of intervention group as compared to the control group.

Method

Research design & Sampling

The present study used a quasi-experimental design, a pre-test post-test design with a control group. The sample of the study was selected using non-probability convenience sampling technique and comprised of a total of 60 adolescents. There were 30 participants (15 male & 15 female) in both the intervention and control groups. The participants in the intervention group ranged in age from 13 to 16 (M = 14.33, SD=.95), while the control group ranged in age from 13 to 18 (M=14.53, SD=.97). For recruiting sample of the study, the first step was to select two public schools (one for each gender). After the selection of two public sector schools, two separate sections of 9th graders were selected from each school. One section of 9th graders was designated as the intervention group and the other was selected as the control group.

Assessment measure

Emotional Intelligence scale (EIS) was used for pre-post testing of participants. EIS a self-report inventory which consists of a total of 33 items. Total score on this scale ranges from 33 to 165 with higher scores indicating higher EI levels. The scale has excellent psychometric properties with internal consistency reliability to be .90 on the developmental sample. Mean alpha reliability of .87 was found across many samples, and a test retest reliability (with a two week interval) of .78 was found for the total scale (Schutte et al., 1998). An alpha reliability coefficient of .80 was found for the present study sample. Urdu translation of the scale by (Khatoon & Kausar, 2010) was used.

Development of EI module

An instructional module for enhancing emotional intelligence of adolescents was developed using the Mayer et al. (2004) four branch model of emotional intelligence as a theoretical basis. The

module includes short lectures, activities for practicing skills, guided group discussions, video clip and illustrations, storytelling, brief homework assignments and participation in sharing circle (see outline of the module in Appendix). Specifically the work of Nelis, et. al. (2009) was followed for the development of the module. Different books and available literature on Emotional education were used to prepare the short lectures and activities for practicing the learned skills. Some of the activities were suggested by the reviewer of our module who had prior experience in the development of such modules. Also some illustrations for teaching about basic emotions and their facial expressions were created indigenously using photographs of an adolescent expressing all those emotions so that our participants in the study will be better able to relate to those illustrations. The module consisted of six one hour sessions. Each session was conducted once a week for six weeks. Separate but related sections are included for improving each of the four components of EI (including Perception/identification of emotion in self and in others, understanding emotions, regulation/management of emotions both in self and in others).

Procedure

The present research was conducted in two parts. In the first part of the study, an EI module was developed, and then in the second part this newly developed module was implemented in two public sector high schools to evaluate its efficacy in enhancing emotional intelligence of adolescents. The first part of the study was further divided into two stages, in the first stage, the EI module was planned, outlined and developed, and in the second stage a detailed review of the newly developed EI module was completed by experts in the field of emotional literacy. These experts were foreign researchers already working in the field of emotional education. After incorporating the ideas and suggestions of experts, the final EI module was prepared.

In the second part of the study, this newly developed module was implemented in two high schools. Based on the willingness and availability of the school administration, two public sector high schools were first selected (one for each gender). In the next step, two sections (i.e., section A & B) of ninth graders were selected for participation from each school. This selection (of two 9th grade sections) was also based on the willingness of school administration. One of the sections was then designated as intervention group and the other as control group. Due to ethical reasons all students from the intervention group section were permitted to join the EI teaching module, and then those who also agreed for pre-post testing were selected as participants in the current study. The nature of the study was described to them and then they were presented with a comprehensive informed consent. The pre-testing of participants was conducted in the beginning of first session and they were post tested in the last (sixth) session. The same procedure and timing for pre and post testing was done with the control group. The module spans over a duration of six weeks (each session was conducted once a week). After post testing of participants, the obtained data were analysed, and interpretations were made on the basis of the data which were than discussed in the light of previous research.

Results

Descriptive were computed for all study variables. Initially to rule out any prior (baseline differences) between the two groups, t-tests were used. Mixed design ANOVAs were used to assess the effectiveness of the EI intervention.

Table 1

Descriptive Statistics and Reliability Coefficients for Global Emotional Intelligence, Perception of Emotions, Managing Own Emotions, Managing Others Emotions, and Utilization of Emotions

Variables	k	M (SD)	Cut-off scores	Range		a
				Actual	Potential	
Global EIS	33	131.86 (13.17)	129	92-153	33-165	.80
Perception of Emotions	10	37. 06 (5.81)	37	20-46	10-50	.71
Managing Own Emotions	09	36.10 (3.83)	36	26-43	09-45	.46
Managing Others Emotions	08	33.53 (3.33)	33	24-40	08- 40	.60
Utilization of Emotions	06	25.16 (3.27)	25	17-30	06-30	.62

Note: k = no of items, (N=60)

The research found a reliability coefficient of .80 for the total scale, while the reliability coefficient of the four subscales ranges from .46 to .71.

Baseline differences between both groups were assessed for each variable using independent samples t-tests. Results of this baseline analysis are displayed in table 2.

Table 2

Means, Standard Deviations, and Significance of Differences Between Training and Control Group Prior to Emotional Intelligence Intervention

Variable	Training group (n = 30)	Control group (n = 30)	$t(58)$	p
	M (SD)	M (SD)		
Global EI	122.43 (11.02)	127.03 (12.09)	-1.54	.12
Perception of Emotions	33.66 (4.02)	35.06 (5.36)	-1.14	.25
Managing Own Emotions	34.93 (3.89)	36.13 (3.33)	-2.17	<.05
Managing Others' Emotions	30.93 (3.39)	31.26 (3.31)	-.38	.70
Utilization of Emotions	23.73 (3.07)	24.56 (2.60)	-1.13	.26

Note: EI = Emotional Intelligence.

No baseline differences were found between the two groups prior to the start of the intervention except for managing own emotions subscale, for which the scores in the control group were higher.

Overall effectiveness of the EI module

To assess the overall effectiveness of the EI intervention, five mixed design 2 x 2 ANOVAs were calculated Where group (Intervention vs. Control) served as the as between subject factor while time (Time 1 vs. Time 2) was considered as within subject factor. For all the five measures, a Group × Time interaction was anticipated, which means a significant change in the intervention group which indicates an increase in EI. The results showed a significant main effect of time for overall EI score $F (1, 58) = 9.71$, $p < .01$, $\eta2 = .14$, indicating significant increase in Global EI at post testing. The overall main effect of group was not significant $F (1, 58) = .009$, $P > .05$, while a highly significant group x time interaction was found for global emotional intelligence $F (1, 58) = 11.03$, $p < .01$, $\eta2 = .16$. This interaction showed that that intervention significantly improved the global emotional intelligence of the intervention group. The pattern of change over time (Time 1 to Time 2) in global EI of the groups has been depicted and explained further in figure 2.

The research also found significant group x time interactions for first three subscales of EIS including the perception of emotions $F (1, 58) = 5.96$, $p < .05$, $\eta2 = .09$, managing own emotions $F (1, 58) = 5.13$, $p < .05$, $\eta2 = .08$, and managing others emotions subscale $F (1, 58) = 22.73$, $p < .001$, $\eta2 = .28$. Only for the utilization of emotion subscale the group x time interaction was not significant ($F (1, 58) = 3.31$, ns) (see table 3). These findings exhibited that the module significantly increased the intervention group participant's ability to perceive and manage own as well as other's emotions. Furthermore, the effect sizes (partial $\eta2$) for variables in the present study ranged from .05 to .28 indicating medium to large effects. The largest effect size of $\eta2 = .28$ was for the managing other's emotions subscale indicating that the emotional intelligence training has impressively increased intervention group participant's ability to appropriately manage/regulate other people's emotions; the ability to handle difficult people and their upsetting emotions.

Table 3

Mixed Design ANOVAs for Group x Time Interactions for Global Emotional Intelligence, Perception of Emotions, Managing Own Emotions, Managing Others Emotions, and Utilization of Emotions

| Variable | Training group (*n* = 30) | | Control group (*n* = 30) | | | |
| | Baseline | Post-test | Baseline | Post-test | | Partial |
	M (*SD*)	*M* (*SD*)	*M* (*SD*)	*M* (*SD*)	*F* (1, 58)	*p* $\eta2$
Global EI	122.43 (11.02)	131.86(13.17)	127.03 (12.09)	126.73(12.01)	11.03 .16	<.01
Perception of Emotions	33.66 (4.02)	37.06 (5.81)	35.06 (5.36)	35.13 (5.27)	5.96 .09	<.05
Managing Own Emotions	34.93 (3.89)	36.10 (3.83)	36.13 (3.33)	36.03 (3.32)	5.13 .08	<.05
Managing Others Emotions	30.93 (3.39)	33.53 (3.33)	31.26 (3.31)	31.06 (3.47)	22.73 .28	<.001
Utilization of Emotions	23.73 (3.07)	25.16 (3.27)	24.56 (2.60)	24.50 (2.51)	3.31 .05	.05

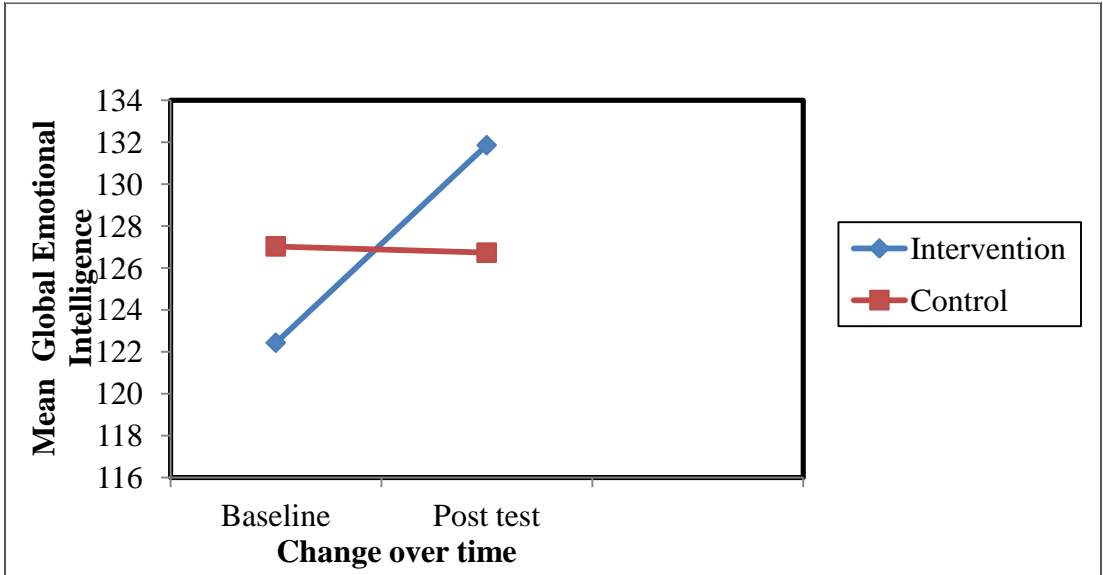Note: *p<.05, **p<.01, ***p<.001

Figure 2. Interaction Plot displaying Group x Time interaction for Global Emotional Intelligence in Adolescents.

The change over time in mean global emotional intelligence for the two groups has also been depicted in figure 2. The mean global emotional intelligence increased considerably from baseline (time 1) to Post test (time 2) for the intervention group. The intervention group had slightly lower mean scores than the control group prior to the intervention (at time 1), but their mean scores impressively increased after participation in EI training (at time 2). While the mean score for the control group remained relatively stable from baseline to post-test.

Discussion

The findings showed that the intervention group significantly improved on global emotional intelligence as well as on its various different sub branches, after their participation in the EI teaching module. This shows that the EI module was in fact successful in effectively enhancing emotional intelligence abilities of participants.

According to the EI theories, emotional intelligence is a part of a set of intelligences (social, personal and practical intelligences) (Mayer & Michael, 1998; Mayer & Salovey, in Press) that work on hot cognitions; the cognitions dealing in the matters of personal, social as well as emotional importance to the person. Further, according to the Mayer et al. (2004) four branch theory of EI, some individuals possess a greater ability to conduct more refined information processing about emotions and emotion related stimuli, and the capacity to then use this information as a guide for their thinking as well as behaviour. They postulated that although

Emotional intelligence is comparatively a stable aptitude but the emotional knowledge that EI operates on is easy to acquire and teach. That is, a positive improvement in emotional knowledge of an individual would in turn lead to an increase in their EI levels. Our study findings also support their theoretical positioning and revealed that improvement in the emotional knowledge/emotion-related knowledge of young adolescents via using EI teaching module in the current study does in fact lead to improvements in their EI levels.

The findings of the current study showed that the intervention group significantly improved on global emotional intelligence which indicates the efficacy of the module in enhancing the overall emotional intelligence of adolescents, and suggests that acquainting our children with proper emotional education can in fact successfully improve emotional competencies in them. This current research finding was also supported by the theoretical positioning of Mayer and Salovey, (1997) that possibly one of the most effective context for learning of emotional competencies and skills is the school setting. Furthermore, other EI theorists and researchers also explained that it is possible to develop emotional competencies through providing proper emotional education to school children and describes that while children are going through the process of emotional learning, they develop those skills, capacities, values as well as attitudes that are important to attain emotional competencies (Zeidner et al., 2002). Moreover, similar pattern of results were also found in some of the researches in literature. The researches by (Nelis et al., 2009; Nelis et al., 2011; Durlak et al, 2011) also found significant improvements in global EI levels of training group participants after their participation in EI teaching modules. It was also revealed in a recent meta-analysis that well designed and well implemented emotional and social learning programs for school children can in fact produce positive changes in emotional competencies (Durlak et al., 2011).

Moreover, the findings of the current study also showed a significant improvement of the intervention group on other components of emotional intelligence targeted by the EI intervention, including the perception of emotions, and managing own as well as other's emotions. The development & enhancement of components of EI is greatly emphasized in the literature, specifically the development of the EI element 'managing emotions' is very crucial as it is strongly and directly related to academic achievement, improved work performance and life satisfaction (Bastian, Burns, & Nettelbeck, 2005; Joseph & Newman, 2010; and MacCann et al, 2011). Our research findings are noteworthy in this context, and reveal that the EI teaching module implemented in the current research, successfully and significantly increased the intervention group participant's ability to manage their own and other people's emotions. Previous literature on EI also revealed that, in the teaching and training of EI, there are more chances of improvements in the strategic elements (managing and understanding emotions) of the four branch model (Ulutas & Omeroglu, 2007; Pool & Qualter, 2012). Furthermore, in our cultural context, it's a common observation that the children and adolescents here are never taught about managing their own and other people's emotions in an appropriate way. In fact this has never been considered an issue of concern even in the school setting, although the mismanagement of emotions and particularly of negative emotions has been a commonly faced problem in our schools and communities. So it may be that when these children were given knowledge and enlightenment on the ways to appropriately manage their emotions, and were taught that they can in fact learn to manage even some of their very difficult emotions. They have interestingly learned and improved on this component of EI.

The results also revealed significant increase in the score on perception of emotions subscale for the intervention group. This improvement in the participant's ability to perceive/identify emotions after participation in EI module is quite understandable while keeping in view the basic emotional ties and attachment patterns between family members in Asian contexts. Moreover, according to the attachment theory of Bowlby (1958), a strong emotional as well as physical attachment to at least one of the primary caregivers is important for personal development of the child (including both the development of the emotional aspect and personality). As in Pakistan and other Asian countries majority of the people live in close knit families where they share strong emotional bonds. So it may be the emotional bonding and attachment that have facilitated in the

learning of this emotional aspect (identification of emotion) in our adolescents more quickly. While comparatively, people and children living in western and modernized societies remain more indifferent to each other's emotions. They mostly live in nuclear families where they share less emotional and physical attachments with their elders. This also explains to some extent, the contrary findings in some of the international literature, with respect to this EI component. In a similar research, Pool and qualter, (2012) found no significant increase in training group participant's ability to identify/perceive emotions, although they used an EI teaching module of relatively longer duration.

For only the utilization of emotions subscale, the findings of the current research revealed no significant change over time (pre-test to post-test) in the intervention group. As we know from the EI literature that it's a part of intelligence to develop a knowledge base; which includes information and knowledge of all those (emotional) experiences on which intelligence can draw. It may be that, as our adolescents are first time being given emotional education, so they require more practice for better development of their knowledge base of such experiences (experiences involving emotions) and for learning to use this information later to direct their planning and behavior. Previous research also showed that some of the EI abilities remain unchanged with trainings of short durations (Pool & Qualter, 2012) and when more extensive training was provided, there were significant increases in the participant's ability to use emotions appropriately (Cejudo & Latorre, 2015).

The current research provided empirical evidence of the teachability of emotional intelligence through the use of indigenously designed EI teaching module. The overall findings of our study lead us to highlight the need and importance of implementation of such teaching programs during adolescence. The current research also contributes an effective teaching module that has been empirically tested and can be used as an effective tool for increasing EI of adolescents.

The current study however, used a small sample size. Moreover, self-report method was used to assess EI levels of adolescents in the study. Self-report methods to assess EI levels are although frequently used in the field of emotional intelligence in Pakistan, but they can also be susceptible to demand characteristics, so for future lines of research we recommend using a larger sample with multi-method measurement. Additionally, due to some of the reservations (of time and availability) posed by the public sector schools, the current research used a Qusai-experimental research design. Quai-experimental design due to its lack of randomization restricts generalization of the findings to the population. To overcome this limitation to some extent, the current study also used a comparison group to increase confidence in the findings. For future studies however, we recommend more controlled studies. Also Public sector schools are now more satisfied and willing to participate after this first successful trial of EI module.

Conclusion

In conclusion, we consider that along with the formal education, the emotional domain should also be given serious consideration at schools as it is such an important element in the children's personal development.

Like others in the field of emotional literacy, we think that the purpose of schooling should be the complete development of the child's personality. And if education truly wants to emphasize on the holistic development of the student's personality, emotions needs to be educated as an important part of human beings. Moreover, the prominent theories and research on emotional

intelligence also signify the important role that ability EI plays in predicting many important life outcomes. Thus, there is a strong need for making EI teaching and training programs an integral part of our school education if we want to ensure healthy and positive development of our children. Additionally, the government and other responsible authorities should now give emotional learning its rightful place in the school curricular for ensuring purposeful education.

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Outline of the EI module

Session Time: 1 Hour
Week 1
 Session 1: Understanding Emotions
- Introduction and rapport building with participants **(10 min).**
- Administration of Emotional intelligence scale for pre-testing of participants **(15 min).**
- Explanation of the nature of sessions, and introducing important concepts such as emotions and Emotional intelligence **(15 min).**
- The impact and importance of emotions in daily life & the benefits of appropriately using emotions **(20 min).**

Week 2
Session 2: Perceiving/Expressing our Emotions
- A quick review of previous session **(5 min).**
- An introduction to the topic 'identifying/expressing own emotions' with examples **(15 min).**
- Activity for increasing vocabulary of feeling words **(20 min).**
- Identifying emotions in oneself using three doors (Physiological changes, Behavioural changes and Cognitive changes). Elaborating with examples **(15 min).**
- Assigning homework assignment **(5 min).**

Week 3
Session 3: Identifying Emotions in Others
- A quick review of previous session and brief discussion of homework assignment **(10 min)**
- Playing a short video clip for participants which was followed by a discussion on identifying emotions in others using non-verbal channel **(25 min)**
- Discussing how to identify emotions using facial expressions and body language **(20 min)**
- Elaborating and assigning homework assignment **(5 min)**

Week 4
Session 4: Managing/Regulating (negative) Emotions in self
- A review of previous session and homework assignment **(5 min)**
- An introduction to the topic "Managing Emotions" **(10 min)**
- Activity for managing Anger **(30 min)**
- Discussion on how anger builds and how can we help our self in managing it.
- Discussion and elaboration of the learning from the Anger management activity **(15 min).**

Week 5
Session 5: Managing/ Regulating (Positive) Emotions in self
- Review of previous session **(5 min)**
- Activity for enhancing and regulating positive emotion "Happiness" **(30 min)**
- Introduction to the use of some simple and Effective Coping strategies (i.e., going for a walk, taking deep breadths, sharing problem with someone close to you) **(20 min).**
- Discussion and evaluation of the session **(5 min).**

Week 6
Session 6: Managing/Regulating other's Emotions
- Review of previous session **(5 min)**
- An Introduction to the topic "Regulating Emotions in others" **(10 min)**
- Teaching a strategy on "how to deal with difficult people" **(10 min)**
- How to avoid conflict with strangers, elaboration with example **(15 min)**
- Post-testing and participant feedback **(20 min).**