



EQ in Action Challenge



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SCOUTING**



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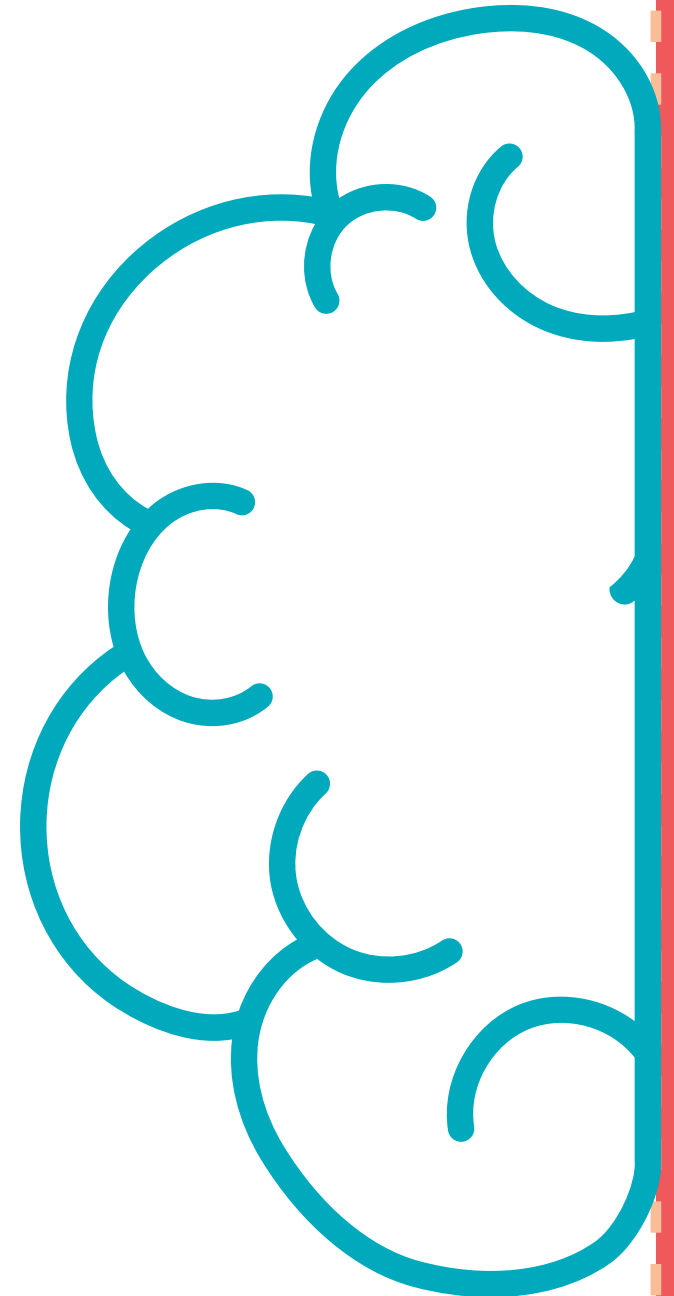
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EQ in Action Challenge

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Why the EQ in Action challenge?

The EQ in Action challenge gives an opportunity for young people to further develop their interpersonal skills, an essential skill to have as an impactful leader. This will equip young people with the tools necessary for their character-building and future and to help create more equitable and just societies. This challenge, part of World Scouting's *LifeLeaders* Initiative gives Scouts a taste of what it feels like to use interpersonal skills to change the world around them, by understanding their own needs and emotions, those of others, and helping empower communities with their empathic leadership.

Emotional intelligence can be developed and improved over time and it plays a critical role in various aspects of life. Some of the reasons why this challenge is relevant for young people are:

- Personal well-being: Individuals with high emotional intelligence tend to experience better mental health, and improved overall well-being.
- Relationships: Emotional intelligence is key to building and maintaining healthy, meaningful relationships. It enables individuals to connect with others on a deeper level, resolve conflicts, and communicate effectively.
- Leadership: Effective leaders often have high emotional intelligence, as they can understand and influence the emotions of their team members, making them more successful in motivating and guiding their teams.
- Career Success: Emotional intelligence is increasingly recognised as a vital skill in the workplace. It helps individuals navigate office politics, collaborate effectively, and excel in leadership roles.
- Conflict resolution: People with strong emotional intelligence can navigate conflicts more constructively by understanding their own emotions and the emotions of others involved.



What is the EQ in Action challenge?

EQ in Action is defined as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (Goleman, 1998). Emotional intelligence involves recognising, understanding, managing and using emotions in oneself and others.

Through this challenge, young people will be able to explore the five key characteristics of emotional intelligence:

Self-Awareness: the ability to recognise and understand one’s own emotions, including their causes and impact on one’s thoughts and behaviours.

Self-Regulation: the ability to manage and control one’s emotions, impulses, and reactions. It means being able to consider consequences before acting.

Motivation: in the context of emotional intelligence refers to having a strong drive to achieve goals and a passion for personal and professional development. This includes maintaining a positive attitude in the face of setbacks.

Empathy: the capacity to understand and share the feelings of others. It involves tuning into the emotions of others, being sensitive to their perspectives, and demonstrating genuine care and concern for their well-being.

Social Skills: Social skills encompass a range of abilities related to effective interpersonal interactions including maintaining positive relationships.

Through the EQ in Action challenge, young people are provided with opportunities and tools to develop and apply emotional intelligence skills that strengthen social resilience, support personal growth, and foster healthy relationships. These competencies contribute to success across different areas of life. As they build knowledge, skills, and attitudes, participants will be empowered to propose initiatives and projects that support the development of other young people and raise awareness about the importance of emotional intelligence in their communities.

The Scouts develop their competencies to thrive in life as assertive communicators, empathetic leaders, capable of understanding their needs and those of the communities around them. This will lead them to create meaningful connections with other people and engage in decision making in various contexts responding successfully to different situations. By taking up this challenge, young people will develop their knowledge, skills, and attitudes essential to supporting the Sustainable Development Goals.

Who is the EQ in Action challenge for?

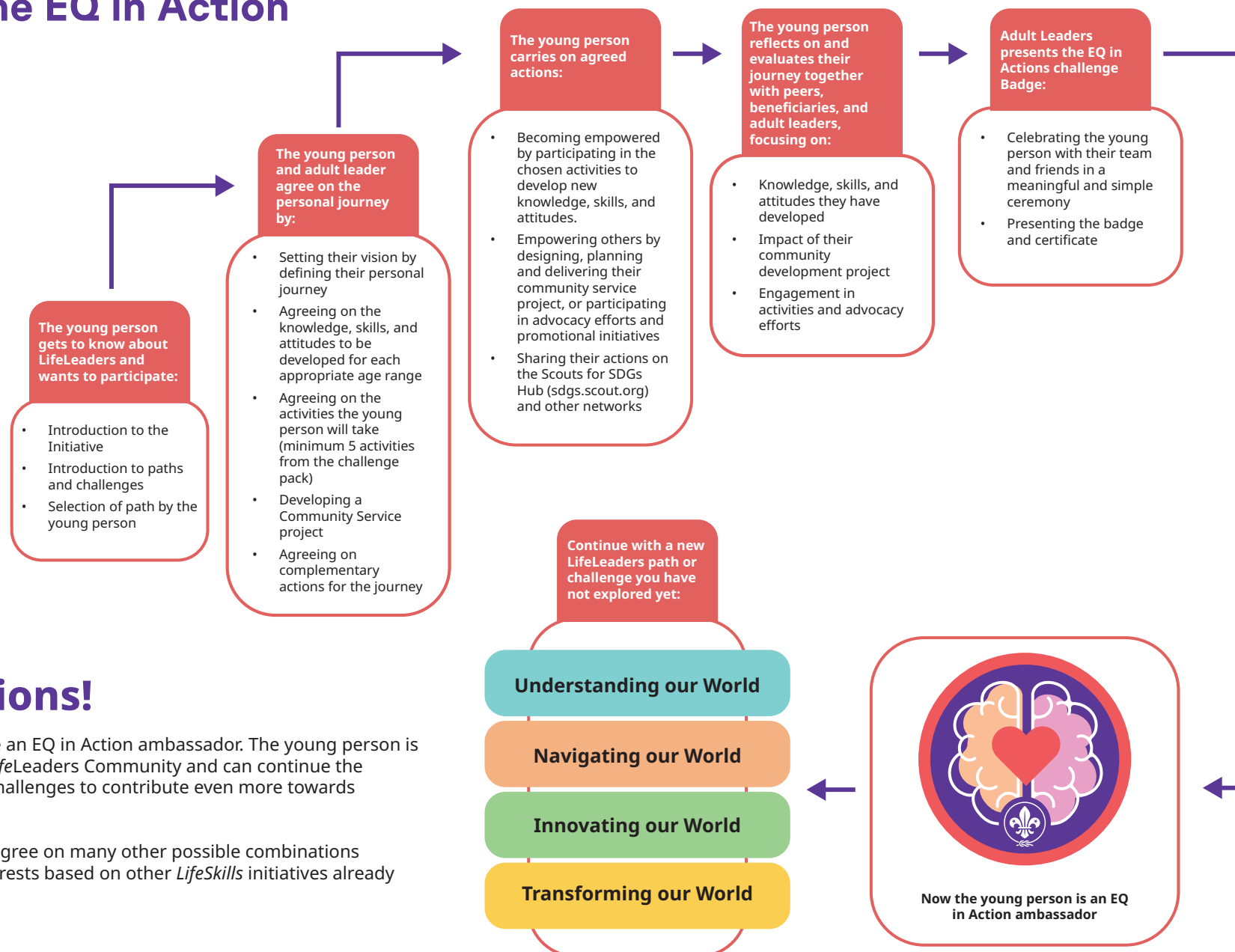
This challenge is designed for all young people, aged seven and above, who want to learn more about, and develop their social skills, self-awareness, self-regulation, empathetic leadership, decision making and needs assessment for community projects. The change might be small and local, but the knowledge acquired and the subsequent effect may grow to positively influence many lives.

Challenge objectives

The EQ in Action challenge aims to create empathetic and strong leaders who understand their own emotions and the emotions of others. It aims at creating more empathetic communities who understand each other and make decisions accepting the outcomes based on that understanding.

Through this educational challenge, young people will learn to recognize, understand, and constructively manage emotions in themselves and others. They will also be empowered to help their peers build emotional awareness and respond assertively.

How to get the EQ in Action Challenge?



Congratulations!

The young person has become an EQ in Action ambassador. The young person is now a member of the global *LifeLeaders* Community and can continue the journey by completing other challenges to contribute even more towards achieving the SDGs.

Young people and adults can agree on many other possible combinations suitable to each individual interests based on other *LifeSkills* initiatives already developed within the NSO.

The learning process of the challenge helps young people develop their ability to relate to others, while also supporting others in developing their own social and emotional competencies.



Set your vision

Being aware of your abilities, knowledge, values, interests, and attitudes—as well as the needs of your community.



Be empowered

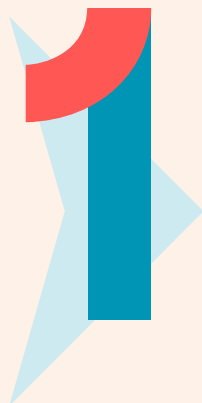
By developing new competencies for your life to respond to situations with emotional awareness and constructive action



Empower others

By inspiring others and helping them develop transversal skills that strengthen emotional self-awareness and contribute to building a resilient community

Basic steps to design your personal journey

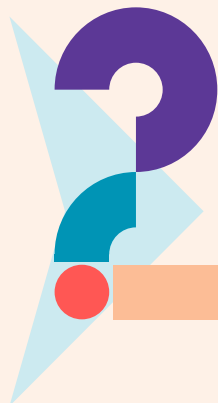


Complete the Self-assessment:

it will help understand your strengths and areas for growth

Set your vision:

Define your personal journey with your leader



Complete at least 5 activities

that cover the different areas

- Self-awareness
- Empathy
- Social skills
- Decision-making
- Self-regulation



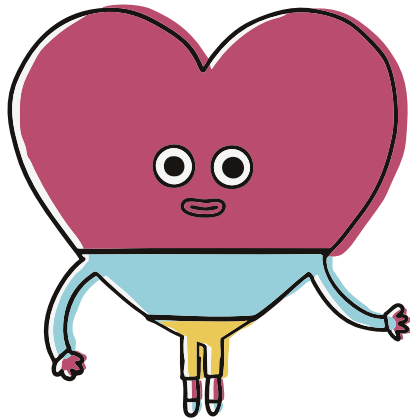
Develop your Community Project

- Assess needs in your community
- Develop a project plan
- Set way to evaluate the progress

Developing competencies through the challenge

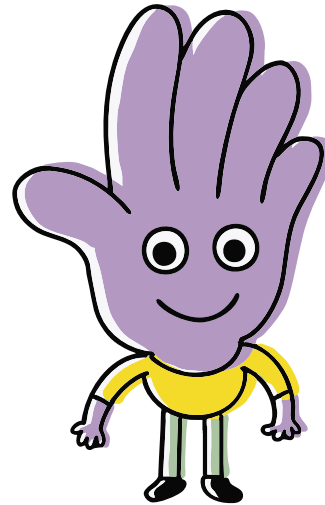
The challenge will help young people develop a holistic set of competencies that reflect the vision of the Organisation for Economic Co-operation and Development (OECD), which closely aligns with youth development in non-formal settings—especially through learning by doing, peer leadership, and service to others.

Young people's agency is their capacity, confidence, and motivation to take ownership of their learning, decisions, and actions—shaping their own lives and contributing meaningfully to their communities and the world. It involves setting goals, reflecting on experiences, making informed choices, and acting responsibly to create positive change. Rooted in the belief that young people have both the ability and the will to influence their future and surroundings, agency is expressed both individually and in collaboration with others. It is a core element of personal growth, active citizenship, and lifelong learning.



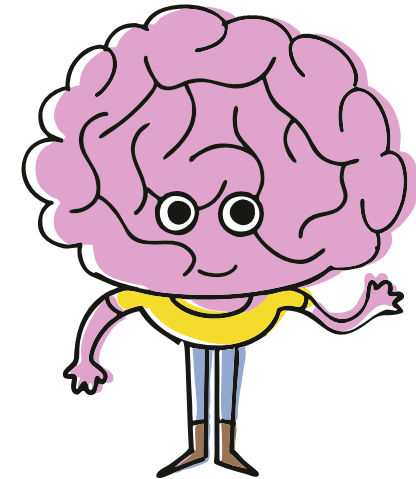
Socio-emotional:

Develops empathy, resilience, and a sense of belonging—enabling young people to care for others and contribute to inclusive, supportive communities.



Behavioural:

Strengthens collaboration, problem-solving, and responsible decision-making, encouraging sustainable actions and constructive social engagement.



Cognitive:

Builds self-awareness, purpose, and motivation—empowering young people to understand their emotions, support others in doing the same, and lead meaningful community initiatives

Young people's action to complete the EQ in Action challenge contribute to achieve the following SDGs:





Understanding our World

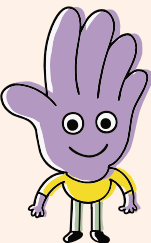
Young people identify, understand and acquire competencies to respond to the needs of their community, developing communication, empathy and emotional connections.

The EQ in Action challenge enables young people to better understand our world and the interactions within it by developing competencies through the learning objectives outlined below.



Learning Objectives

World Reader (Interpersonal skills)

	Ages		
	7 - 10	10 - 15	15 +
Behavioural 	Understanding <ul style="list-style-type: none"> - I can communicate assertively with others about both my needs and theirs. - I can consider other people's needs and adjust my behaviour accordingly. - I can recognize other people's emotions and respond to them in an assertive and respectful way. Decision Making <ul style="list-style-type: none"> - I take part in making decisions in my local Scout group and other groups I belong to. Planning <ul style="list-style-type: none"> - I understand that we should think about others' feelings when planning activities 	Understanding <ul style="list-style-type: none"> - I understand what ethical and respectful behaviour looks like. - I can give and receive constructive feedback. - I support others by showing empathy and care. - I can recognise others' emotions and respond with understanding. Decision Making <ul style="list-style-type: none"> - I actively participate in decision-making and can influence choices in my group or community. Planning <ul style="list-style-type: none"> - I help plan activities and projects that consider the feelings and needs of others. 	Understanding <ul style="list-style-type: none"> - I role model ethical principles and behaviours in my actions. - I recognise and respond to others' emotions with empathy. - I encourage and support empathic behaviour in others. Decision Making <ul style="list-style-type: none"> - I am empowered to make decisions and empower others to do the same. - I influence decision-making processes and collaborate with decision-makers. Planning <ul style="list-style-type: none"> - I plan, lead, and evaluate community-based projects through an empathic and inclusive approach.

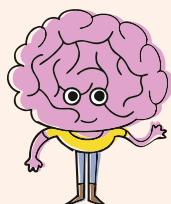
Ages

7 - 10

10 - 15

15 +

Cognitive



Leadership

- I understand how to lead my friends in activities.

Decisions

- I know that my choices affect me and the people around me.

Collaboration

- I understand that emotions can affect how I talk to others and how others talk to me.

Leadership

- I know how to lead and be led.

Decisions

- I understand how decisions are made and what role I can play in the process.

Collaboration

- I am aware of the needs of others and how to create space for everyone to take part.

Leadership

- I can lead and be led
- I empower others as a key to creating positive change.
- I understand my purpose and how it guides my leadership.

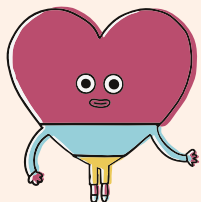
Decisions

- I understand the importance of resilience in making decisions.
- I can reflect on how culture and inequality influence decision-making.

Collaboration

- I understand both my own needs and the needs of others, and how to respond to them.
- I apply ethical principles when working with others and making decisions.

Socio-emotional



Ages

7 - 10

Communication

- I think about my own needs when I talk and interact with others.
- I'm learning that others may understand or feel things differently than I do.
- I care about how others feel and try to show empathy.

Empowerment

- I use my voice to support and speak up for others.
- I notice what feels fair or unfair in my group or community.

10 - 15

Communication

- I use emotional intelligence when working in teams or leading others.
- I help others understand their own needs and feelings.

Empowerment

- I feel empathy for people in my community and want to support them.
- I notice who needs support or encouragement to feel included.
- I am aware of unfair situations or inequalities around me.

15 +

Communication

- I apply emotional intelligence in different situations—personally, socially, and in leadership.
- I reflect on emotional needs and communicate with empathy and assertiveness.
- I recognize when communication may lead to conflict or negative outcomes and respond thoughtfully.

Empowerment

- I help others find confidence and creativity in solving problems.
- I understand the value of my skills and continue learning to grow and support others.
- I empathize deeply with others to understand how they can be empowered and included.

Topics and activities that support skills development in the path of understanding our world (Interpersonal skills)

These are activities and topics that young people and adults can use to agree on to support the achievement of the phases : "Set your vision" and "Be empowered". It is optional to use the following topics and activities but it must meet the competencies mentioned above.

Competency

Understanding our World			
The following topics and activities are optional; they should be used only if they support the outcomes of the self-assessment, align with the identified learning goals, and contribute to the young person's personal vision			
	7-10	11-14	15+
Set your vision	<ul style="list-style-type: none"> - Self-assessment - Define one goal 	<ul style="list-style-type: none"> - Self-assessment - Define two goals 	<ul style="list-style-type: none"> - Self-assessment - Define three goals
Examples of personal goals:	"I want to learn how to be a good friend by understanding how others feel and helping when someone is upset.	I want to take part in planning a group activity that includes everyone and helps others feel heard and respected.	I want to lead a small project that raises awareness about mental health in my community, using what I've learned about emotional intelligence and teamwork."
Be empowered	<ul style="list-style-type: none"> - Required to do at least four activities - Fishing for emotions - Our own game - A very social day - Emotional views - Breathing exercises 	<ul style="list-style-type: none"> - Required to do at least five activities - Fishing for emotions - Asking questions and reflecting - Making your own rules - A very social day - Eye contact game 	<ul style="list-style-type: none"> - Required to do at least five activities - Learning from the past - Making your own rules - A very social day - Eye contact game

	7-10	11-14	15+
Be empowered	<ul style="list-style-type: none"> - Mindful Eating - 5-4-3-2-1 Grounding Exercise - Animal Breathing - Whole Body Listening - My home - Follow the leader - Music with Emotions - Emotional mind-mapping - Taking action 	<ul style="list-style-type: none"> - My physical and digital self - Have a date with yourself - Emotional views - Breathing exercises - Mindful Eating - 5-4-3-2-1 Grounding Exercise - Animal Breathing - Whole Body Listening - My home - Empathy Bingo - Follow the leader - Two-handed drawing - Group Harmony - Music with Emotions - Emotional mind-mapping - Taking action 	<ul style="list-style-type: none"> - My physical and digital self - Have a date with yourself - Mindful Eating - 5-4-3-2-1 Grounding Exercise - Animal Breathing - Whole Body Listening - Empathy Bingo - Two-handed drawing - Group Harmony - Emotional mind-mapping - Taking action
Empower others	<ul style="list-style-type: none"> - Action plan - Evaluation 	<ul style="list-style-type: none"> - Action plan - Evaluation 	<ul style="list-style-type: none"> - Project plan - Evaluation

Self-assessment

EQ in Action Challenge

You're joining the Young Leaders EQ in Action challenge and before forging ahead, please take the self-assessment. Doing so will give a moment of reflection about your level of knowledge and awareness on interpersonal skills and your emotional intelligence.

- Choose the sheet of your age section
- Assess where you are on a scale of 1 to 4
 - 1: never
 - 2: sometimes
 - 3: often
 - 4: always
- Write down some notes in the section of "My personal goals" and "My activities" to kickstart your challenge journey.



Your Name:

Age Section 11-14 and 15+

	11-14 and 15+	Where are you? (scale of 1-4)	My personal goals I can choose an area I want to work on through positive actions	My activities Define an activity or project (personal or with your team/patrol)
Me: self-awareness	I am able to recognize when I'm living a good or bad day/moment.			
	I can understand what I feel when I live a good / bad moment.			
	I am able to name my emotions.			
	I can understand my behaviour in connection to my emotions.			
	I am able to recognise my strengths and weaknesses.			
the emotions of others: empathy	From the expressions and gestures of the others I understand what they are feeling.			
	I am able to understand and empathise with what others are feeling.			
	I can recognise when someone is having a good / bad moment.			
	I am able to demonstrate genuine care and concern for others.			
	I am able to understand the culture of my community and the culture of a new community.			
	I am aware of and understand the inequalities in my community.			
	I am able to speak up and empower others to speak up.			

	11-14 and 15+	Where are you? (scale of 1-4)	My personal goals I can choose an area I want to work on through positive actions	My activities Define an activity or project (personal or with your team/patrol)
the relationship between me and others: social skills	I am able to communicate clearly my ideas, thoughts and feelings.			
	I actively listen to what other people are saying.			
	I am able to say what I think without hurting others.			
	I am able to receive feedback from other people without feeling offended.			
	I can associate other people's emotions to their behaviour.			
	I know how to act in response to another person's emotional state.			
making a decision	I can understand what are the different options to achieve a result.			
	I can imagine the consequences of the choices I can make.			
	I can make a decision based on the options I have and the consequences that there will be.			
	I apply ethical principles in my decisions.			
	The decisions I take consider the impact on my life as well as other people's.			
	I make efforts to make sure that everyone feels engaged and listened to.			
Self-regulation	I am able to learn from both good and bad experiences.			
	I help others feel creative and challenging in responding to problems.			
	I am a leader that empowers other people.			
	I am able to stay calm and make decisions under pressure.			
	I am able to adapt to changing circumstances.			
	I am able to manage my emotions under changing circumstances.			



Post self-assessment reflection

If you are aged 11 and above, you can use the following questions with your leader to define your journey in this challenge:

- Why did you want to do this challenge?
- What interests you?
- What do you want to get better at/improve at (refer to the self-assessment)?
- What steps do you want/need to take to achieve this?
- What are your goals?
- How will you know when you have achieved your goal?
- Identify a part of the self-assessment you thought you did well. How can you continue to improve?
- Identify a part of the self-assessment you want to improve on. What steps would you take to develop further?

As a patrol or team

- As a patrol, what area within the self-assessment is an area of strength (things you do well)? How can you share this with others and help others improve?
- As a patrol, what area within the self-assessment is an area you would like to practice more? How can you work with others to practice and improve?
- Did you break your goals into small milestones, to make it easier to attain and measure?

Your Name:

Age Section 7-10

	7-10	Where are you? (scale of 1-4)	My personal goals I can choose an area I want to work on through positive actions	My activities Define an activity or project (personal or with your team/patrol)
Me: self awareness	I am able to recognize when I'm living a good or bad day/ moment.			
	I can understand what I feel when I live a good / bad moment.			
	I am able to name my emotions.			
	I can understand my behaviour in connection to my emotions.			
the emotions of others: empathy	From the expressions of the others I understand what they are feeling.			
	I am able to understand what others are feeling.			
	I notice when someone is having a good / bad moment.			
	I am able to show care and concern for others.			
	I am able to understand the culture of my community and the culture of a new community.			
	I am aware of and understand that not everyone has the same opportunities in my community.			
	I am able to speak up and do I help others to speak up.			

the relationship between me and others: social skills	I am able to talk about my ideas, thoughts and feelings.			
	I actively listen to what other people are saying.			
	I am able to say what I think without making others upset or angry.			
	I am able to receive feedback from other people without feeling hurt.			
	I can connect other people's emotions to their behaviour.			
	I know how to act in response to another person's feelings.			
making a decision	I can understand what are the different options to achieve a result.			
	I can imagine the impact of the choices I can make.			
	I can make a decision based on the options I have and the impacts that there will be.			
	I apply ethical principles in my decisions.			
	The decisions I take consider the impact on my life as well as other people's.			
	I make efforts to make sure that everyone feels listened to.			
Self-regulation	I am able to learn from both good and bad experiences.			
	I help others feel creative and challenged in responding to problems.			
	I am a leader that empowers other people.			
	I am able to stay calm and make decisions under pressure.			
	I am able to adapt to changing conditions.			
	I am able to manage my emotions under changing conditions.			

For ages 7 to 10, use the following activity to define the journey of this challenge:

Drawing the goal

Summary:

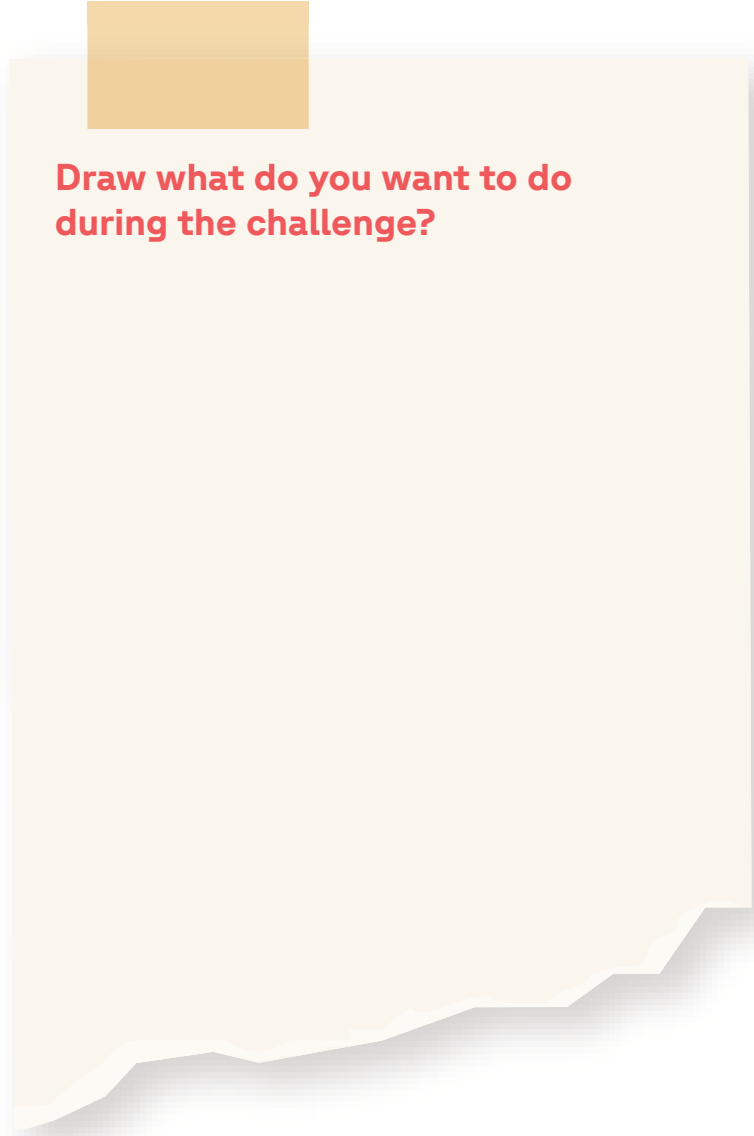
The Scout gets the opportunity to visualise their goals by drawing their goals for doing the challenge.

Materials:

Pen, papers and questions

Instruction:

- Begin by handing out materials to the Scouts and make sure everyone has the materials they need.
- Once everyone is ready, ask them to draw what they want to do during the challenge or what they think they are going to do. Everyone should take their time to draw and visualise what they are thinking.
- Once everyone has finished their drawing, they can show their drawings to each other to share their thoughts and goals.
- The Scouts' drawings should then be placed visibly in your group hall, if possible, for you to follow up on the goals as the challenge goes on.
- You could also, instead of individual papers, use one big paper for the whole group or patrol to paint on at once. This will increase the need for cooperation in the group.



Draw what do you want to do during the challenge?



Activities to develop your competencies

This is a sample of activities and topics that young people and adults can use to agree on to achieve the first two phases: “Set your vision” and “Be empowered”. It is optional to use the following topics and activities. These activities are a suggestion. You can also find other activities or develop your own that help you develop the learning objectives and competencies related to the EQ in Action.

You can choose the order of the activities after completing the self-assessment. The self-assessment will give you some guidance on the areas you should be focusing on, and you can find activities for all areas of emotional intelligence.

The content of the following activities and resources related to the challenge were developed and/or adapted from research conducted by WOSM volunteers of the Life Leaders initiative project team.

Remember:



Time



Age range



Materials needed

It's mime time!

Emotional intelligence area(s): Warm-up activity



Prepare 5 - 6 cards with situations that can represent emotional episodes, each with 2 - 3 protagonists. They must be easy to perform.

This activity aims to teach young people to read emotions from facial expressions and body language.

Activity development:

- Split the group into teams.
- For each skit, 2 to 3 Scouts will be taken aside, and they will be explained in detail what they will have to mimic.
- After making sure that the Scouts understand the important details, they will be brought in front of the rest of the group to act out the scene.
- The other teams are given indications on the environment in which the scene takes place and on who the characters are.
- At the end of each mimed skit, the teams must indicate which emotions they have recognised in the characters.

Discussion points:

- Ask Scouts if in real life it is always easy to recognise the emotions of others.
- Are there different ways to express the same emotion? For example: if they know someone who raises their voice when they get angry and someone else who keeps quiet instead?
- Are there some emotions that are easier to identify than others?

Examples of skits:

You can consider for example being sad for not getting an ice cream, being happy for getting a good grade in school, being surprised with a birthday party, being afraid of spiders, showing gratitude for helping them to stand up from a fall.

The bingo of emotions

Emotional intelligence area(s): Self-awareness



Paper and pen

As many as there are participants in the game:

- Draw on a sheet a 5x5 grid and write an emotion in each box (e.g. Happiness, Sadness, Fear, Excitement, Anger, etc).
- Each participant should do this, or it can be done in pairs.

Once the bingo cards are ready, the whole group can start playing:

- Sit all the Scouts in a circle.
- Each Scout thinks of six situations in which they have found themselves in the last week and have experienced a specific emotion. They should write each situation on a small piece of paper.
- Crumple all the small pieces of paper and place them in the middle.
- Then distribute one bingo card to each scout.
- Each player in turn picks one of the crumpled pieces of paper at random and reads it;
- Mark the box on the board with the emotion they most associate with the situation described on the piece of paper.
- Whoever manages to place five consecutive marks in a row, column or diagonally makes Bingo and wins the game.

For leaders:

- Encourage participants to mention any emotion they hear for the first time or that is new for them.

Fishing for emotions

Emotional intelligence area(s): Self-awareness, social skills, empathy



Emotion cards - 48 (12 emotions x 4 copies of each emotion)

This activity aims to identify and connect to the emotions we experience. The aim of the game is to collect four cards of the same emotion until all cards have been exposed. Scouts will win points if they share when they have felt or witnessed those specific emotions.

Instructions:

- Distribute five cards to each Scout.
- Scatter the remaining cards face down in the centre of the table to form a kind of pond.
- The youngest Scout "A" starts and asks another Scout "B" of their choice for all the cards they have of a specific emotion (e.g. "Give me Happiness!").
- If the Scout has the cards of that specific emotion, they pass them to the Scout who asked for that emotion
- If instead they have no cards for that emotion, they reply, "Draw an emotion!" and Scout who requested the emotion needs to take a card from the pile of cards facing down at the centre.
- If a scout has collected four cards of a certain emotion, they put them face up on the table.
- To win a point they must tell an episode/example/scenario in which they felt that specific emotion.
- The turn then passes to another who proceeds as per instructions.
- The activity continues until all the cards have been exposed on the table.
- Scouts then share their own experiences with each emotion.

Emotion Cards:

- | | | |
|---|--|-----------------------------|
| - Happiness, Excitement, Fear, Sadness, | - Anger, Surprise, Confusion, Embarrassment, Pride | - Curiosity, Jealousy, Love |
|---|--|-----------------------------|

For leaders:

Debriefing questions:

- Encourage young people to mention, reflect on, or identify other emotions they experience in addition to those suggested in the cards.
- Ask participants to share some situations in which they felt some of the emotions or the emotions they felt.

Questions for the future

Emotional intelligence area(s): Self-awareness



10 mins



N/A

This activity is based around you asking Scouts, or Scouts asking each other questions about life and themselves. The questions should be open ended and the Scouts' reflections of each question will help them creating a goal for themselves.

Through some leading questions the Scouts get to reflect on their own ideas about the future.

Some examples:

- If you were a superhero, what special power would you have?
- If you found a genie and you could ask three wishes, what would you wish for?
- If you could travel in time, which period would you want to go, past or future? Why?
If you woke up tomorrow with the ability to speak and understand any language fluently, how would you utilize this newfound skill?
- If you were granted the opportunity to live in any fictional universe for a week, which one would you choose and why?
- If you could possess any skill or talent instantly without any effort, what would it be and how would you use it to impact your life or others' lives?
- If you were given the chance to have a dinner conversation with any person, dead or alive, who would you choose and what would you talk about?
- If you could design and build your dream house without any budget constraints, what unique features or amenities would it include?
- If you woke up tomorrow with the ability to play any musical instrument perfectly, which instrument would you choose and why?

- If you could teleport to any place on Earth right now, where would you go and what would you do once you arrived?
- If you were granted the power to instantly solve one global issue, such as poverty, climate change, or disease, which one would you choose to solve and how would you approach resolving it?

After being asked 10-15 questions, each Scout should take their answers and reflect on what their own questions mean to them. Does it help them see a new path forward? Did their answers surprise even themselves?

As a leader you can help the Scouts by guiding them through the planning process. Depending on the answers from the questions above the scouts might need different kinds of guidance from adults.

Learning from the Past

Emotional intelligence area(s): Self-awareness



15



Evaluation and reflection are good for future goal setting, and Scouts will learn a lot from their experience and history, that's what we call learning by doing. Thus, before setting new goals, they can look back to previous goals they have set and see how they have achieved or have not yet achieved.

Ask the questions:

- What goals have I achieved, or not achieved?
- List the reasons the goals were achieved or not, be specific and honest.
- What barriers did I encounter with previous goals? Do I have any methods / ways to overcome them?
- What did I learn from my previous goal(s)?
- What have I done well in planning projects/achieving goals before?
- Have I experienced planning that didn't work out too well before?
- Have I experienced something that was very well planned before?

For leaders:

- Help the Scouts reflect by asking leading and exploring questions that will help them get new insights into their future possibilities. Sometimes asking critical or enquiring questions about their previous experiences.





Activities based on the different areas of Emotional Intelligence



Social skills

Making our own social code

Emotional intelligence area(s): Social skills, decision-making



30 - 60 mins



Materials of the Scouts choosing as the activity goes on.

Start the activity by dividing the Scouts into smaller groups if you aren't already divided into patrols. During this activity each group will create their own culture which will guide them.

Each group should start by deciding which rules the group should observe in their own small culture. The rules can be anything the group comes up with, but here's some suggestions:

- A way of walking (backwards, jumping, on one leg)
- A way of talking (skipping a letter, another language, backwards)
- A way to greet people (shaking hands, running around them, bowing)
- A way to make decisions (voting, one ruler, oldest decides)
- A game to play
- A song to sing
- A colour to wear

Every rule is possible, only the creativity of the group is limiting.

Once each group have created their own culture it's time for the cultures to meet, preferably without the help of any leaders. The groups need to strictly follow their own rules.

After the groups start to understand each other, they can try to merge their cultures and create a different culture, and once again doing it by following their own rules.

Reflection questions:

- How was the experience of creating your own rules?
- How did following these rules impact the interactions within your group?
- When the different cultures met, what was it like trying to understand and follow the rules of another group? Did you find any similarities or differences in your rules?
- How did you and your group decide on the different rules?
- What did you learn from this activity?
- What would you do differently if you were to do this activity again?

Creating our own game

Emotional intelligence area(s): Social skills, decision making



15-30 mins



Balls, ropes or anything else the Scouts might need for their games.

The Scouts will create their own game and rules in small groups and then try to figure out another group's game.

Start by dividing the Scouts into smaller groups if you aren't already divided into patrols.

- Give each group the same assignment: to come up with a new game, or a version of a game with their own set of rules. The rules shouldn't be too hard but rather to make the game as fun as possible to the group itself. Ask them to test the game and rules out along the way.
- Once all groups have created their game group at least two groups together. One group should start playing their game without telling the other any of their rules. The group that's not playing should start with just watching and try to figure out the rules. When they think they understand the game they should of course join in! The roles then reverse so the group observing before gets to show their game off.
- This can be done with more groups and in several stages if you have a lot of Scouts at once.

Reflection questions:

- What was your favourite part of creating your own game? Why?
- How did you feel when you were trying to figure out another group's game and rules?
- How did you and your group decide on the rules for your game?
- What would you change or add to your game if you were to play it again?

Social Interaction Expedition

Emotional intelligence area(s): Social skills, self-awareness



15-30 mins



Pens (3 different colours) and papers (A3 or similar)

Each Scout tracks their day and everyone they've met along the way and try to see how different interactions affect them.

- Each Scout is given a piece of paper and pens of at least three different colours.
- On the paper the Scouts should create a timeline of their day from morning until the night.
- On the timeline the Scouts should write with one of the colours each interaction they have had with other people today. Maybe it's their parents and siblings in the morning, the friends in school, the bus driver on the way to Scouts, all interactions. All interactions should be written on the top of the timeline.
- Once the timeline is done the Scout should start adding how those interactions went below the timeline, with a different colour. Maybe it was a stressful morning, a great day at school, a very tired and grumpy bus ride or a super fun afternoon with the Scouts.
- With the third colour the Scouts should write below or next to each interaction how the interaction made them feel and reflect on how it might have affected the rest of their day.

For older Scouts you can add a fourth colour. With this colour the Scouts should write how they think the other side of each interaction felt about the interactions.

Eye connection challenge

Emotional intelligence area(s): Social skills, self-awareness



15-30 mins



N/A

In this activity the scouts get to practise on keeping eye contact in different ways

Often, if we are not used to it, maintaining eye contact can be stressful. You may not know where to start when attempting to make eye contact with someone.

This activity is an interactive way to practice eye contact with others.

- Ask your group to sit in a circle or arrange some chairs so that you are all facing each other. Choose one person to start the game. The Scout starting needs to make eye contact with another Scout. The Scout who receives the eye contact then needs to choose another scout to make eye contact with, and the cycle continues.
- If someone break eye contact or hesitates for too long, they are out of the game. The game continues until there is only one scout left.
- This activity helps improve young people ability to maintain eye contact in an engaging way while enhancing social interaction skills.

Note: you can also empower your scouts for the 50/70 rule: we should maintain eye contact for 50% of the time while speaking and 70% of the time while listening. This helps to demonstrate interest and confidence.



Self-Awareness

My physical and digital self

Emotional intelligence area(s): Self-awareness, Empathy



30 mins

11



Pens, colours, paper

This activity gives the Scout an opportunity to reflect on their actions and interactions with others in either the real and digital worlds.

- Create the two personas: give each Scout two pieces of paper. On one paper they will create a picture of their physical self, focusing on what they like to do, how they feel, how they usually act in school, at home or even at Scouts. On the second paper, they will draw their digital persona, focusing on their actions and behaviours in the digital world. They should not focus on the physical appearance.

Reflect on actions:

- Once Scouts are done creating their two personas, ask them to write examples of things each of the personas does or how they interact in the different environments. Encourage Scouts to reflect on the differences between their physical and digital personas considering what these differences mean to them.
- Empower Scouts to consider if there are aspects they would like to change or develop within themselves. This reflection can help them understand how their actions in both worlds can impact themselves and others.

For older Scouts, provide an opportunity for them to share their personas with the group. Each Scout can present their different personas and invite their Scout friends to provide positive thoughts and feedback on their reflections. This sharing can foster empathy and understanding among the group.

Creative explorers

Emotional intelligence area(s): Self-awareness



30 mins

11



Pens,, paper

This activity encourages Scouts to explore their creative side by setting aside time for a “date” with themselves once a week. During this date, participants will engage in a creative or exploratory activity of their choice, such as being a tourist in their own town or searching for a specific shape while on a walk. This activity aims to spark imagination and help participants better connect with their creative selves.

Individual Activity:

Think of one thing that would be fun to learn or explore. For example, explore a new area of your town, try a new art form, look out for different shapes on your way to school or to your scout group. This should be something that sparks your curiosity and allows you to be creative. You should try to repeat this activity each week for one month and always have a reflection moment.

Group Activity (Optional):

For a group setting, invite each scout to choose one thing they will search for or explore. Head outside together and allow up to 15 minutes for the exploration. Encourage participants to observe their surroundings and engage their senses. You can ask them to look for particular shapes, colours, different sounds and smells. You can also do this activity during a hike or a Scout camp. If possible, repeat the activity and the final reflection each time. If in a group setting, invite scouts to share their experiences with the group. This can be a time for Scouts to learn from each other and gain new perspectives.

Reflection:

- After the individual or group exploration, encourage participants to journal about their experience. Ask questions such as:
- What did you discover during your exploration?
- How did this experience make you feel?
- Did you learn anything new about yourself or your surroundings?
- How did this activity help you connect with your creative side?

Emotional Run

Emotional intelligence area(s): Self-awareness, self-regulation



30-60 mins

7



An obstacle course, pieces of paper with different emotions written on them.

This activity helps the Scouts realise how emotions can change our view of most things even in physical activities.

- Create an obstacle course, a quite short one which can be done several times during about 45 minutes.
- The Scouts will go through the obstacle course in groups while role playing feeling one of the emotions written on the pieces of paper. The group of Scouts will take a piece of paper at random and enact the emotion. Let the groups do the course several times, all the time with the same emotion for everyone in the group.
- Then let the group's members pull one emotion each and let them enact different emotions while collaborating with each other.

Questions for reflection:

- Was the course harder or easier when everyone was having the same emotion?
- Was the course easier when in one mindset rather than another?

Emotions you can use: Happiness, Excitement, Fear, Sadness, Anger, Surprise, Confusion, Embarrassment, Pride, Curiosity, Jealousy, Love



Self-regulation

Breathing in and out

Emotional intelligence area(s): Self-regulation



15-30 mins



Soap bubbles, different scents, candles, balloon

This activity helps Scouts practice deep breathing and reflect on its effects.

What is the cycle of breathing?

When breathing, we take in new fresh air giving oxygen to our bloodstream through our lungs. The air takes a brief pause in our lungs while spreading throughout our system. The oxygen is converted to carbon dioxide when we do nearly anything with our bodies. When exhaling the carbon dioxide our lungs get a brief pause again before taking a new breath. Our body regulates the rate of breathing on its own. The more we use our muscles, the more breaths we take and the more carbon dioxide needs to be exhaled.

Deep Breathing Benefits

Deeper breathing can be helpful in a lot of situations, it makes us calmer, more focused, and can even alleviate some feelings of pain.

Some activities

- There are plenty of exercises and activities for Scouts to practice deep breathing. Start each exercise with the Scouts taking a deep breath into their lungs.
- Making soap bubbles. Let the Scouts create soap bubbles.
- Let them breathe in, pretending to smell a flower. You can make this activity more interesting by having real flowers for Scouts to smell, preferably different kinds of flowers.
- Breathing out, pretending to blow out candles. Put a long line of candles on a table and let the scouts see how many they can blow out in one breath.

- Slowly inflating a big balloon. You can get creative with your Scouts by using figure making balloons and making balloon figures after the Scouts practiced their breathing.
- After doing one or more of the exercises, ask the Scouts to reflect on how it felt doing the exercise.

Raisin awareness of mindful eating

Emotional intelligence area(s): Self-regulation



Raisins, or other small fruits, nuts or similar

The Scouts get to explore a different way of experiencing food and the experience of eating.

- Start by handing out a few raisins to each of the Scouts. Let them look closely at the raisins as if they've never seen such things before.
- Tell each Scout to choose one of the raisins and observe it even closer. Holding it up to the light to see it as clearly as possible.
- Ask the Scouts to listen to the raisin, does it make any kind of sound or noise?
- Does the raisin smell of anything? How would the Scouts describe a raisin's smell?
- Let the Scouts bring the raisin close to their mouth but not taste them yet. How would they describe the feeling they have?
- Without biting into it the Scouts can put the raisin into their mouths, how does it feel?
- Now they can start chewing the raisin. How does it taste to them? Is it any different than the usual eating of raisins?

For older Scouts, discuss and reflect on raisins, how they grow, and nourish us.

5-4-3-2-1 Grounding Exercise

Emotional intelligence area(s): Self-regulation



A place to sit comfortably.

Before starting this exercise, pay attention to your breathing. Slow, deep, long breaths can help you maintain a sense of calm or help you return to a calmer state. Once you find your breath, go through the following steps to help ground yourself:

- Name 5 things you can SEE in the room
- Name 4 things you can FEEL / TOUCH
- Name 3 things you can HEAR
- Name 2 things you can SMELL right now
- Name 1 thing you can TASTE.

This is a very simple and extremely effective grounding exercise. It will help Scouts to refocus if aggravated or just get a calm start or end to another activity.

Animal Breathing

Emotional intelligence area(s): Self-regulation



15 mins



A dry place on the ground.

This activity is a kind of yoga breathing technique that is also known as “Pranayama”. They are a fun way to calm emotions and use our imagination. Here are some examples, but you and your group can create your own.

Lion's Breath

- Go to the floor on all fours as if you were a lion
- Take a deep breath through your nose
- Open your mouth as big as you can
- Stick your tongue out
- Eyes wide opened
- And, ROAR!

Bumble Bee Breathing

- Breathe in
- Breathe out with your mouth closed, while you hum like a bee
- Repeat this breathing sequence for a few minutes

Crocodile Breathing

- Lie on your tummy
- Fold your arms above your shoulders and rest your head on them (it helps you start deep breathing)



Empathy

Listen with hands and mouth?

Emotional intelligence area(s): Empathy



60 mins



Class poster, puzzles , and worksheets

During this activity Scouts get to discover listening techniques and try using some of them.

Start by showing the graphic of a whole-body listener to the Scouts and help them understand the different tools of listening depending on body parts. Explain that each one of us might have different ways of fully listening and finding the right way might help us in the future.

It's helpful if you have a personal tool or solution you use sometimes to give Scouts a better understanding.

Introduction to listening skills helps them identify what a whole-body listener is to complete puzzles centered around listening skills.

Each puzzle shows a picture of young people demonstrating one of the listening skills we discussed and listed.

With their puzzles completed, do a gallery walk around the room to see all the puzzles and look for examples of whole-body listening from our list.

Invited to complete a whole-body listening worksheet that restates our listening skills and illustrates what whole-body listening involves.

When you've completed the gallery walk and the Scouts feel more comfortable with the different tools and skills, let them try some of the suggested skills.

Choose some different stories to read to your Scouts, and for each story change the tool they get to try. For one story they might get to chew gum, another one while they fidget with something in their hands, let them use their phone or sit in different positions.

After reading a few stories you can ask the Scouts which story they remember. And the skill they used for that story might be a good skill for them to use while listening in school or at other times in life.

- Limit auditory distractions

- Use an amplifier or noise blocking headphones if needed

- Pause and think before you speak

- Chew gum, crunchy food

- Drink water; try using a straw

- Explore sensory strategies and exercises

- Try deep breathing

- Use adaptive seating options

- Use a lap pad or pressure vest

- Use a fidget or doodle

- Squeeze hands together

- Sit on hands or put in pocket

- Think about speaker

- Limit distractions

- Look toward speaker

- Limit distractions and visual clutter

- Think about the feelings of others

- Use supportive and friendly comments

- Try using a Thera-Band around legs of chair

- Cross or sit on your feet

- Explore proper seating



Inspiration for this activity taken from InquiryGarden and The Energy Source

“My home”

Emotional intelligence area(s): Empathy



15 mins



Coloured pencil, large sheet of paper

An activity that helps Scouts create an understanding of others.

In groups of 3-4 Scouts, each with a different coloured pencil, draw a house on a large sheet of paper divided into four boxes.

- In the first space everyone draws their own house and fence next to each other.
- In the second space everyone draws their own house as if the whole space was theirs and they want to “establish their home”.
- In the third space, a common house is drawn: it is necessary to establish turns and each person will continue the drawing started by their partners.
- In the fourth space the common house is designed without establishing shifts, working simultaneously.

The house is here a metaphor for the strategies we use when we share a project with someone: do we feel more comfortable within competitive or collaborative strategies? In pre-established roles or in relationships based on empathy?

Empathy Bingo

Emotional intelligence area(s): Empathy



20 mins



Paper and pens.

This activity helps Scouts reflect on how different types of interactions affect the persons in the interactions.

This worksheet can be completed individually or in a group setting. It requires some preparation, but it can be extremely helpful in differentiating between empathy and other responses.

Hand out a piece of paper to all Scouts. On the paper they draw a grid of 3x3. In the different squares the Scout should randomly choose from the following 12 types of interactions. Three interactions will be left without a square when the bingo card is completed.

- Advising: giving advice to the person helping them find a solution.
- One-Upping: Giving a more extreme example of the situation to minimize the person's own experience.
- Educating: helping the person with facts and information to make choices.
- Consoling: alleviating or lessening sadness, disappointment or giving comfort.
- Storytelling: create understanding by telling a relevant story.
- Shutting Down: making someone stop talking about their experience.
- Sympathizing: Understanding and caring about someone's problems.
- Interrogating: to ask questions and seek answers from the person.
- Explaining: making something clearer and more understandable
- Correcting: telling someone they are wrong and what is right.
- Fixing It: help resolving someone's situation.
- Empathising: understanding and connecting with someone's feelings.

Once the Scouts have created their bingo sheets, one or more of the leaders read random scenarios involving the different interactions. The interactions are best created by leaders to keep the connections to the Scouts as close as possible.

Read through your list of interactions in a random order. The first Scout to get three in a row, vertically, horizontally or diagonally gets a bingo.

After each interaction, it is a good idea to ask the Scouts if they've had similar interactions, how that felt and what could be done to improve the situation if needed.

If you're leading a group through this exercise, you can simply read through the dialogue between two people (labelled "A" and "B") and instruct the group to decide which square corresponds with which conversation.

If you're working through this worksheet on your own, have a friend write down the dialogues on a separate sheet of paper (so you don't inadvertently see the correct pairings) and work through the activity by matching the reactions to the conversations.

Fixing It	A: I'm anxious about getting to the airport on time. B: I'll drive you.
One-Upping	A: Check out this bruise from my fall down the stairs. B: That's tiny, look at what I got when I was hit by a bike.
Storytelling	A: I couldn't get a taxi for hours last night and had to walk home at 5 am. B: That sounds like the time when...
Consoling	A: I feel terrible that my student failed his exam. B: You're not to blame, you're a brilliant tutor.
Sympathizing	A: The dentist told me I need to have very painful root canal surgery. B: Oh man, that's terrible.
Interrogating	A: I can't get my mom to listen to my point of view. B: What's the problem, exactly?
Shutting Down	A: My boss has cut my pay. B: Buck up, let's play some pool.
Educating	A: I don't know anybody at my new college. B: See it as a chance to develop your social skills.
Explaining	A: I'm annoyed because you left the kids waiting an hour after school. B: That's only because the traffic was terrible...
Advising	A: I can't understand where all my money goes after I get paid. B: I reckon you should create a budget.
Correcting	A: I think your essay about the greenhouse could be improved. B: It was about a glasshouse, not a greenhouse.
Empathizing	A: My whole house is flooded and everything in it is soaked. B: Do you feel stressed out and in need of some support?

Decision-making

Follow the leader

Emotional intelligence area(s): Decision-making



30 mins



different obstacles (e.g. rope, box), scarf to blindfold participants

Work with your team to overcome obstacles and win the race.

- The group is divided into two or more teams of 5-6 people. Each team identifies a leader. Team members line up with their hands resting on the shoulders of the person in front. Everyone is blindfolded except the leader who is behind the last person in the team. The objective is to reach a defined point before the other teams by crossing a playing field where there are obstacles.
- To do this, the team will have to move following the leader's instructions:
- If the leader claps his hands on both shoulders of the person in front of him, everyone does the same with the partner in front and the team walks forward. If the leader taps only the right hand everyone will repeat the signal and the team will go to the right. Similarly, to go left.
- The team that reaches the finish line first wins. The game can be played again changing the leader.

Reflection:

Was it difficult to lead the team? Was it difficult to trust and follow the leader? What was the biggest challenge? What did you learn from this activity?

Two-handed drawing

Emotional intelligence area(s): Social Skills and self-regulation and decision-making



30 mins



Paper, pens

Meeting new people, sharing time and projects with others, working in a team and maintaining good interpersonal relationships involves a series of skills to develop. Is it possible to collaborate with others without communication?

In this activity we divide the group into pairs. Each pair has a piece of paper and a pen available. The latter must be challenged simultaneously by both. Both participants will have to draw a person without speaking to each other: will they draw a man or a woman, will it be a tall or short person, what characteristics will it have?

Reflection:

Is our attitude to command capable of dealing with what is different from ourselves and welcoming it? Do we prefer to lead the way or be led? How much of the project do we feel belongs to us?

Group Harmony

Emotional intelligence area(s): Decision-making and social skills



11



N/A

Explore with Scouts how to create group harmony and explore advantages and disadvantages of decision-making with different settings.

Suggest that the group perform movements together, in silence.

All attention is focused on the movements of the body.

- Stage 1, with leader: A participant stands in front of their group and performs a series of body movements that the group must imitate, all together. The pace is slow and we try to create group harmony.
- Stage 2, without leader: the group stands in a circle. At the start, participants must try to perform movements all together. In this case everyone can follow or suggest a movement to the rest of the group.
- Stage 3, analysis of previous stages: Participants ask themselves: How did the activity work the first time? How did each of them feel? Where was the attention directed? Afterwards the participants ask themselves: how did the second activity work? How did each of them feel? Where was the attention directed?

And again: What difficulties were encountered in finding group harmony? Are there any suggestions for improving harmony? Start again from stage 2 taking the suggestions into account.

- Stage 4, final analysis: What advantages and disadvantages does each of the ways of seeking group harmony have? Is it possible to move without a leader? What are the necessary conditions to be able to decide in a leaderless group? How should everyone's attention be distributed?

Music with Emotions

Emotional intelligence area(s): Empathy and self-regulation



7



Different songs, with or without lyrics.
Optional: paper and pens/paint.

Explore different emotions through music.

Play music that sounds different, for example, sad or happy, slow or fast. Let the Scouts listen and discuss the emotions they feel when they listen to the song. Discuss if they experience the same kind of emotions or different ones as their friends, and what it depends on. Do different songs evoke different emotions, and why or why not?

This exercise can also be extended to painting with music. Give the Scouts an A4 or A3 paper divided into four different sections. Play four different pieces of music and let the Scouts paint the feeling or thoughts they have when they hear the music piece.

Note: Classical music works well for this type of exercise (play parts of the song for a couple of minutes). Examples of some classical pieces you can use are listed below. You can also use songs that you choose, with or without lyrics.

- Grieg: In the Hall of the Mountain King
- Beethoven: Symphony No. 5 (Fate Symphony)
- Vivaldi: The Four Seasons
- Mozart: Piano Concerto No. 23 or Eine Kleine Nachtmusik
- Tchaikovsky: Symphony No. 6
- Wagner: Ride of the Valkyries
- Debussy: Clair de Lune
- Disney Songs like Let it Go

Making a change in my community

Emotional intelligence area(s): ??



?? mins



??

1. Find out what is needed in the local community
2. Create a change in the local community

Start with understanding the cause and effect of how emotions affect us in everyday lives.

An important part of all Scouts for SDGs initiatives and challenges is to make a change in our surrounding communities.

In our emotional intelligence challenge that change might not be a big community project but rather to make a difference in the closer community around you. Your focus should be to find something you can see that needs to change. Maybe it is how you communicate in your family, an anti-bullying campaign in school, or reaching out a friendly hand to those who do not have any friends in your class.

There are a thousand more reasons why we need some emotional intelligence in our communities, here are some suggestions of how you might find your way to make a change, or help your Scouts find a way to make a difference.

Emotional mind-mapping

Emotional intelligence area(s): community engagement



45 mins



A bigger piece of paper, pens

Discover together in the small groups which area you want to make a change within.

In their small groups, let the Scouts brainstorm a mind map together everything they have learned about themselves and others while doing the emotional intelligence challenge. This brainstorm should be done on one side of the big paper.

On the other side the group should brainstorm together where they can use everything they've learned to help others in their emotional development. Can the things they now know be used to help the community around them in some way?

The members of the group can have different learnings and different ideas of how they can help others.

Save the paper to have as a guide and help for the next activity.

Taking action

Emotional intelligence area(s): community engagement



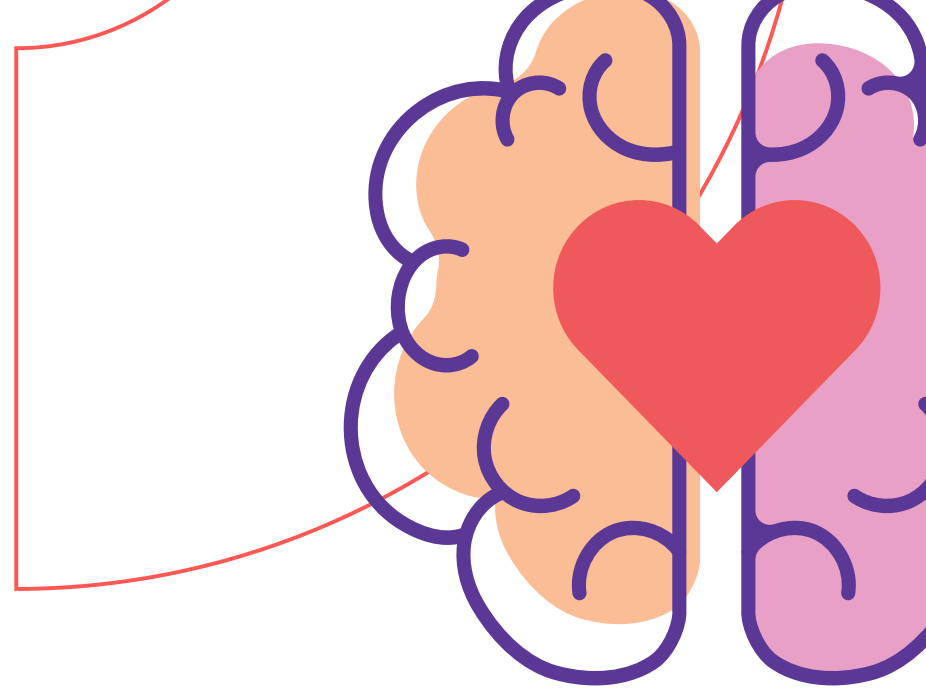
Depending on the chosen community change being made.

Making a plan and creating change in the community

Using the big paper from the Emotional Mind-Mapping activity let the group stitch together an action they can do together to make a change in the community around them.

The action can be a campaign, targeting specific groups, talking to people, sending positive vibes to those who need it, creating a “friends group” in their school or anything else they think will help them solve the problems they identified.

Once the action is done, and some time has passed, it's important to gather the Scouts for a feedback and reflection section. Have they noticed any difference or change in either their community or within themselves?



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