

Lesson 15.1

Emotional Intelligence

EQ, or emotional (intelligence) quotient, is a measurement of one's skill at identifying and evaluating emotions and at expressing emotions in healthy, positive ways. Analyze each scenario presented below and indicate how the participants could have been more emotionally intelligent.

1. Since Reagan began dating Kelsey, Reagan's friends rarely get to spend time with her. They all used to eat lunch together in the high school cafeteria; now Reagan usually leaves school to go out for lunch with Kelsey. What's more, Reagan rarely replies to her friends' text messages. One afternoon, Sara, one of Reagan's longtime friends, confronts her in the locker room after gym class. "What is up with you and Kelsey?" she snaps. "Aren't we good enough to hang out with you anymore?" How do you think Sara could have transformed her negative-EQ response to this situation into a positive one?

2. Stephen has a sarcastic sense of humor and sometimes hurts other people's feelings. He often does impressions of teachers and classmates, which his friends think are hilarious and spot-on. One morning before the bell has rung, Stephen is immersed in a scathingly animated impression of his classmate Jon. When Jon enters the classroom, he notices the other students crowded in a circle around Stephen; they are rapt with attention. Jon realizes what is happening as one of the other students quickly motions to Stephen to stop doing his impression. Stephen turns to see Jon walking toward his desk in the back of the room. "Hey, I was only joking," Stephen says dismissively. Jon, sulking, ignores him. How do you think both Stephen and Jon could have transformed their negative-EQ responses to this situation into positive ones?

3. Aisha, a new student at Kennedy High School, has begun to date Alec. Aisha is unaware that Alec recently broke up with Rhiannon, his girlfriend of more than a year. One afternoon during lunch, Rhiannon approaches Aisha and tells her that Alec is bad news and he eventually will "dump" Aisha. Later, Aisha learns that Rhiannon is still hurt and angry because Alec broke up with her. How do you think Rhiannon could have transformed her negative-EQ responses to this situation into a positive one?

4. Bob and Paul are high school seniors competing for a part-time internship at a prestigious law firm. Bob has worked hard, earning mostly As in his coursework on top of caring for his younger sister with Down syndrome. Paul has maintained a B-minus average and has a reputation for being the class clown. Shortly after their interviews, Bob is astonished to learn that Paul was selected for the internship. Bob cannot bring himself to congratulate his rival. Instead, he remarks to Paul that "apparently slackers are 'in' this year." How do you think Bob could have transformed his negative-EQ responses to this situation into a positive one?

Lesson 15.1

What's Your EQ?

Your EQ, or emotional (intelligence) quotient, is a measurement of how well you identify and evaluate emotions, and of how well you express your emotion. For this activity, write about a time that you demonstrated emotional intelligence or, upon reflection, did not express it as well as you wish you had.

1. Describe the situation. What happened? How did the other person or people involved in the situation act? How did you act? If you were to have a similar experience today, what would you do or say differently?

2. How important is emotional intelligence in comparison to intellectual intelligence? Explain your answer.

Lesson 15.2

Key Concepts Review

Multiple Choice: Write the letter that corresponds to the correct answer in the blank space.

- _____ 1. Which of the following elements contribute(s) to personal identity?
 - A. physical identity
 - B. active identity
 - C. passive identity
 - D. both A and B
- _____ 2. Which of the following definitions best describes the concept of *core values*?
 - A. a basic understanding of the concepts of good and evil
 - B. tolerance for cultural and personal differences in belief systems
 - C. the fundamental beliefs and ideals that people have about the attitudes they hold and how they want to act
 - D. the intersection of self-exploration and self-knowledge
- _____ 3. Which term is defined as “possessing characteristics of both sexes”?
 - A. androgenic
 - B. androgynous
 - C. androgynoid
 - D. synandrogenic
- _____ 4. Which of the following could be a role model?
 - A. parent
 - B. celebrity
 - C. historical figure
 - D. all of the above
- _____ 5. _____ is an expression of how an individual feels about and expresses his or her gender.
 - A. Gender identity
 - B. Gender role
 - C. Gender ideal
 - D. Gender stereotype
- _____ 6. Which of the following is *not* a stage in the development of ethnic identity?
 - A. unexamined/diffused ethnic identity
 - B. incremental assimilation
 - C. identity search/moratorium
 - D. achievement/secure sense of identity
- _____ 7. Which of the following statements expresses a gender stereotype?
 - A. Teenage girls are emotional.
 - B. Teenage girls should have opportunities to play the same sports that teenage boys do.
 - C. Teenage boys should be masculine.
 - D. both A and C

True/False: Indicate whether each statement below is true or false by circling either T or F.

- T F 8. Gender identity is limited to biological makeup—that is, whether a person is female or male.
- T F 9. According to Erik Erikson, teenagers who struggle to develop a sense of personal identity are experiencing *role confusion*.
- T F 10. Gender roles are roles that a person embraces as a result of external expectations and pressures.
- T F 11. A gender stereotype is a behavior or attitude that a society considers “appropriate” for males or females.
- T F 12. A person who is described as *androgynous* is perceived to have masculine and feminine characteristics.

Lesson 15.2

Gender Stereotypes

In a 2008 Pew Research Center survey, 1,190 women and 1,060 men in the United States were asked to identify positive and negative leadership traits, and to indicate whether these traits are more characteristic of men or women. The results of the survey appear in the chart below. The “Total” row beneath each character trait represents the mean percentage (average). Review the chart and answer the questions that follow.

Traits of Men and Women			
Is this characteristic more true of...	Men	Women	Both, equally
	%	%	%
Decisive			
Total respondents	44	33	18
Male respondents	48	29	19
Female respondents	40	37	17
Ambitious			
Total respondents	34	34	29
Male respondents	40	27	30
Female respondents	29	39	28
Manipulative			
Total respondents	26	52	16
Male respondents	21	57	16
Female respondents	32	48	16
Intelligent			
Total respondents	14	38	43
Male respondents	18	33	43
Female respondents	10	43	43
Creative			
Total respondents	11	62	24
Male respondents	14	54	28
Female respondents	8	68	20
Compassionate			
Total respondents	5	80	13
Male respondents	7	78	14
Female respondents	3	83	12
Emotional			
Total respondents	5	85	9
Male respondents	7	83	9
Female respondents	3	87	9

1. On a scale of 1–10 (with 10 being the highest and 1 being the lowest), rate *yourself* on the character traits represented in this graph. Explain your answers.

Explanation: _____

Explanation: _____

Explanation: _____

Explanation: _____

Explanation: _____

Explanation: _____

Explanation: _____

Source: Pew Research Center: “Men or Women: Who’s the Better Leader? A Paradox in Public Attitudes.” August 25, 2008. URL: <http://www.pewsocialtrends.org/2008/08/25/men-or-women-whos-the-better-leader/>. Accessed October 6, 2014.

(Continued)

Name _____

2. What percentage of male respondents regard women as the more “creative” sex? Do you think this perception is true or untrue? Explain your answer.

3. How do men and women view themselves with regard to ambition? What do their responses reveal?

4. Seventy-eight percent of men believe women are more compassionate than men, whereas eighty-three percent of women believe they are more compassionate than men. What social factors do you think account for these perceptions? Explain your answer.

5. On which character traits do men give themselves lower ratings than they give women? On which traits do women give themselves lower ratings than they give men? What can you conclude about the disparity in their perceptions? Explain your answer.

6. According to the chart in this activity, what traits do male and female respondents consider to be most characteristic of their genders? What can you conclude about their responses?

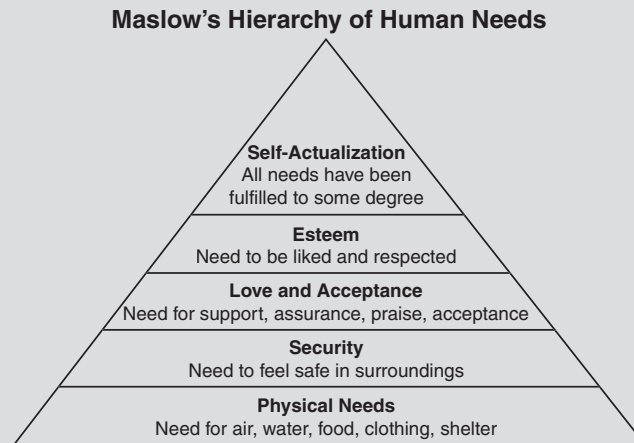
Chapter 15

Reading Practice

Reread the following passage from the textbook. Then answer the questions on the next page.

Maslow's Hierarchy of Human Needs

How do you reach your full potential? According to Maslow, achieving self-actualization occurs only after you meet your basic needs. People strive to meet different types of needs after their basic needs are met.



At the most basic level, people must be able to meet their physical needs for survival. These needs include having food to eat, water to drink, and shelter from extreme cold and extreme heat. Once the basic physical needs are met, people work on meeting the needs listed in the next level. People need to feel secure or safe in their surroundings, including home, school, and work environments.

The next level of Maslow's hierarchy focuses on the need for love and acceptance. This need includes feeling connected with friends and family members and having emotional support from those around you.

The fourth level of Maslow's hierarchy focuses on the individual, and particularly on a person's need to feel good about himself or herself. People also have a need for respect from those around them and a need to feel good about themselves.

Finally, the highest level of needs is the need for self-actualization—the need to reach your full potential. People who are self-actualized continually strive to do everything they are capable of doing. They are focused on continuing to grow, learn, and develop throughout their lives to be the best they can be.

Achieving Self-Actualization

People who are achieving self-actualization and reaching their full potential share certain characteristics. These include

- accepting themselves and others for who they are;
- feeling self-motivated instead of relying on other people to provide motivation;
- working actively to solve problems in the world and in their community, including taking responsibility for finding solutions and helping other people to resolve problems;
- viewing the world with a sense of appreciation, inspiration, and pleasure;
- enjoying spending time with other people, but also feeling a need for independence and time alone; and
- feeling at peace with themselves and the world.

(Continued)

Name _____

- _____ 1. Which of the following best embodies the definition of *self-actualization*?
- A. the fulfillment of one's basic needs
 - B. the need for reassurance from others
 - C. the realization of one's full potential
 - D. development of an appropriately cautious view of the world
- _____ 2. What is the second level of Maslow's hierarchy of needs?
- A. the need to feel safe in one's surroundings
 - B. the need for support, assurance, praise, and acceptance
 - C. the need to be liked and respected
 - D. the need for air, water, food, clothing, and shelter
- _____ 3. Which of the following would *not* be considered self-actualization?
- A. producing a documentary film
 - B. striving to meet the basic needs of food, clothing, and shelter
 - C. experiencing a sense of wonder and awe over nature
 - D. completing a 26-kilometer race
- _____ 4. The process of self-actualization involves which of the following behaviors?
- A. developing connections with others
 - B. being self-motivated
 - C. feeling comfortable being alone
 - D. all of the above
- _____ 5. Based on this passage, what can you infer about the needs of an impoverished family living in an inner-city neighborhood plagued by violent crime?
- A. The family's primary focus is on fulfilling needs in the top tier of Maslow's hierarchy.
 - B. The family's primary focus is on fulfilling needs in level one of Maslow's hierarchy.
 - C. The family's primary focus is on fulfilling needs in level two of Maslow's hierarchy.
 - D. both B and C
- _____ 6. Which statement best expresses the main idea of this passage?
- A. Believing that you are living up to your full potential—or achieving self-actualization—is an important part of feeling good about yourself.
 - B. People who are self-actualized continually strive to do everything they are capable of doing.
 - C. Once basic physical needs are met, people can work on meeting the needs listed in the next level of Maslow's hierarchy.
 - D. The need for independence and the need to spend time alone are crucial to achieving self-actualization.

Chapter 15

Practice Test

Completion: Write the term that completes the statement in the space provided.

1. People who have a positive outlook on life, and therefore seem better able to cope with difficulties, have _____.
2. The ability to recover from stressful and traumatic events is called _____.
3. _____ is the ability to imagine yourself in someone else's place, and to understand someone else's wants, needs, and point of view.
4. The ability to control one's emotions and impulses and to act with careful deliberation and integrity is called _____.
5. _____ are culturally defined assumptions about what it means to be male or female.

True/False: Indicate whether each statement below is true or false by circling either T or F.

- T F 6. People with high emotional intelligence are skilled at understanding the emotions that other people are feeling.
- T F 7. Social identity is defined as one's engagement in particular activities and interests, such as science, music, sports, and community service.
- T F 8. The belief that only boys should play football is an example of a gender stereotype.
- T F 9. An American teenager who speaks a Celtic language, participates in Irish dancing competitions, and annually visits Ireland with her family has a strong sense of ethnicity.
- T F 10. According to Erikson, people develop either a sense of personal identity or confusion about identity between 12 and 18 years of age.

Multiple Choice: Write the letter that corresponds to the correct answer in the blank space.

- _____ 11. Which of the following factors affect(s) self-esteem?
- | | |
|---|---|
| A. home, school, community, and cultural environments | C. media, such as television, movies, and social networking sites |
| B. social interactions with family members, friends, and others | D. all of the above |
- _____ 12. _____ is the status of a person who is entitled to the rights and duties of a community.
- | | |
|-----------------|-----------------|
| A. Philanthropy | C. Ethnicity |
| B. Citizenship | D. both B and C |
- _____ 13. A philanthropist is an individual who _____.
- | | |
|--|--|
| A. has the rights and duties of all members of a community | C. is philosophical |
| B. has a zest for life | D. makes donations to improve others' lives and well-being |
- _____ 14. Which of the following is *not* a strategy for improving intellectual health?
- | | |
|--|--|
| A. evaluating decisions after you have executed them | C. playing games that strengthen your knowledge, creativity, or problem-solving skills |
| B. developing a new skill or interest | D. none of the above |

(Continued)

Name _____

- _____ 15. In the top tier of Maslow's hierarchy, people are concerned with which of the following?
- A. meeting basic needs (water, food, clothing, shelter)
 - B. feeling safe in their environment
 - C. achieving self-actualization
 - D. feeling accepted by others

Matching: Match each key term to its definition by writing the corresponding letter in the space provided.

- | | |
|--|---------------------------|
| _____ 16. who you are, including your physical traits, activities, social connections, and internal thoughts and feelings | A. androgynous |
| _____ 17. a person's biological makeup—male or female—and how a person experiences or expresses that makeup | B. citizenship |
| _____ 18. your mental picture of yourself | C. emotional intelligence |
| _____ 19. the act of thinking repeatedly about something for a long period of time; a habit of negative thinking that can trigger anxiety and depression | D. empathy |
| _____ 20. the ability to identify one's own emotions and understand the emotions of others | E. ethnicity |
| _____ 21. your feelings of self-worth | F. gender identity |
| _____ 22. the ability to maintain a positive outlook in the face of challenge, hardship, and change | G. gender roles |
| _____ 23. the feeling that you are striving toward and becoming the best person you can be | H. gender stereotypes |
| _____ 24. a person's connection to a cultural or national social group | I. identity |
| _____ 25. culturally defined assumptions about what it means to be male or female | J. optimism |
| _____ 26. attitudes and behaviors that a society considers "appropriate" for males or females | K. philanthropist |
| _____ 27. a person who makes charitable donations to help improve other people's well-being | L. rumination |
| _____ 28. the status of a person who is recognized by the laws of a state or country as having the rights and duties of all members of a community | M. self-actualization |
| _____ 29. the ability to imagine yourself in someone else's place, and to understand someone else's wants, needs, and point of view | N. self-esteem |
| _____ 30. term that refers to people who exhibit feminine and masculine traits equally | O. self-image |

Student Challenge: Working in small groups, select one of the topics below. Research the topic (the Pew Research Center website is a good place to begin) and prepare a report, along with questions to stimulate class discussion. Share your report with the rest of the class.

- A. What gender stereotypes exist in your generation? How do those stereotypes compare to the stereotypes in past generations? Cite specific studies and statistics and present your answers.
- B. In your generation, is there a gap between the amount of men who hold bachelor's degrees and the amount of women? Cite specific studies and statistics and present your answers.
- C. Does a wage gap between genders still exist in your generation? Cite specific studies and statistics and present your answers.
- D. What are women's and men's views on gender and work in your generation? Are women discouraged from working outside the home? How common are stay-at-home fathers? Cite specific studies and statistics and present your answers.
- E. How do families divide home responsibilities in your generation? Does gender affect this division of responsibilities? Cite specific studies and statistics and present your answers.

