



Awareness of Body and Mind

A 60-Minute Lecture for Bachelor's Students

Course Modules I & II · Emotional Intelligence & Social Awareness



Session Timeline

1

0–3 min

Introduction

Framing: self-awareness enables
relationship awareness

2

3–28 min

Module I

Self-Awareness — emotion, mind,
personality, motivation, goals

3

28–53 min

Module II

Relationship Building & Social
Awareness

4

53–60 min

Summary

Recap and open questions



Learning Objectives

By the end of this session, students should be able to:

- 1 Identify and regulate their own emotions using the RULER framework
- 2 Apply basic mindfulness and relaxation techniques
- 3 Describe personality and motivation concepts relevant to self-management
- 4 Set goals using the SMART framework
- 5 Explain the foundations of ethical relationships, perspective-taking, empathy, and teamwork



MODULE I

Self-Awareness

Emotion · Mind · Personality · Motivation · Goals



Value Yourself — the RULER Principle

A five-step process for handling emotion

R

Recognise

Notice an emotion using
physical and situational cues

U

Understand

Identify the cause and likely
consequence

L

Label

Name the emotion precisely
(e.g. “frustrated,” not “bad”)

E

Express

Communicate it appropriately
for the setting

R

Regulate

Apply a strategy to adjust its
intensity or duration

Teaching point: Precise labelling improves regulation. Ask students to replace vague terms (“I feel weird”) with specific ones (“I feel anxious”).



Quieten Your Mind

1

Mindfulness

Attending to the present moment without judgement, rather than to past events or future concerns.

2

Concentration

Sustaining attention and focus on a single task, reducing divided attention.

3

Relaxation

Using breathing exercises to lower physiological arousal — slow diaphragmatic breathing, extended exhale.

In-class exercise

Guide a two-minute breathing exercise: inhale for four counts, hold for four, exhale for six — to demonstrate the technique directly.



Know Your Personality

1

Body-mapping of emotions

Recognising where emotions are physically felt (e.g. tension in the chest, tightness in the shoulders) as an early warning signal.

2

Multiple intelligence

Individuals differ in strengths across domains (e.g. logical, interpersonal, spatial), not solely in a single measure of intelligence.

3

Personality types and understanding

Awareness of one's own tendencies (e.g. introversion/extraversion, risk tolerance) supports more accurate self-assessment and better-fitted goal-setting.



Motivate Yourself

Extrinsic Motivation

Driven by external factors: reward and punishment, situation-specific triggers, and the resulting Thought → Feeling → Expression → Action sequence.

Effective for short-term compliance.

Intrinsic Motivation

Driven by internal factors: purpose, interest, and a sense of mastery, independent of external reward.

Sustains effort over longer periods.

Teaching point: Ask students to identify which type is driving their current academic effort.



Goal Setting — the SMART Framework

S

Specific

States exactly what is to be achieved

M

Measurable

Progress tracked with a defined metric

A

Attainable

Realistic given current resources

R

Relevant

Connects to a broader objective

T

Time-bound

A deadline is set

In-class exercise

Ask students to draft one SMART goal and outline it as a brief Action Plan: what, by when, and the first step.



MODULE II

Relationship Building & Social Awareness

Ethics · Perspective · Empathy · Support · Teamwork



Ethical Foundation of Relationship

1

Core values

The principles that guide behaviour in relationships — e.g. honesty, respect, accountability.

2

Relationship Tree

A model for mapping the different relationships in a person's life (family, peers, mentors) and their respective roles.

3

Exploring personal needs in relationships

Identifying what each relationship is expected to provide (support, feedback, companionship), to reduce unspoken or unmet expectations.



Perspective & Mindset

Fixed Mindset

Treats ability as static. Conflict and feedback tend to be read as personal judgement.

Growth Mindset

Treats ability as developed through effort. Conflict and feedback are read as information for improvement.



Common biases:

Predictable errors in judging others' intentions or behaviour (e.g. assuming intent from a single action).



Diversity tolerance:

Recognising and accepting differences in background, opinion, and behaviour without immediate judgement.



Emotional Judge vs. Emotional Scientist:

The Judge draws quick conclusions about others' emotions; the Scientist gathers evidence first. The Scientist approach reduces misjudgement.



Empathy & Compassion

A three-step process

1

Notice

Observe cues in another person's behaviour or expression.



2

Feel

Register an emotional response to what is noticed.



3

Respond

Act in a way that addresses the other person's state, rather than only one's own.

Teaching point

Distinguish empathy (understanding another's state) from sympathy (feeling sorry for another's state); empathy leads to more accurate and useful responses.



Seeking Help & Gratitude Practice

1

Get help when needed

Recognising limits and asking for support rather than working in isolation.

2

Do not expect mind-reading

State needs directly; relationships function more reliably on explicit communication than on inference.

3

Gratitude Diary

A regular written record of things one is grateful for, used to build a consistent habit of noticing positive input from others.



Teamwork & Cooperation

Interdependence

Recognising that individual outcomes are often linked to group outcomes.

Solving Complex Problems

Distributing tasks according to individual strengths — linking back to Multiple Intelligence — to address problems no individual could solve alone.

MCQ

1. What does the first R in RULER Principle stand for?
 - a. Reorganize
 - b. Recognize
 - c. Realize
 - d. Regulate
2. What does the last R in RULER Principle stand for?
 - a. Reorganize
 - b. Recognize
 - c. Realize
 - d. Regulate
3. Extended exhale is a technique used in
 - a. Concentration
 - b. Relaxation
 - c. Analysis
 - d. Judgement
4. Recognising the tightness in your chest and shaking hands is an example of successful
 - a. Mindfulness
 - b. Body-mapping of emotions
 - c. Concentration
 - d. Goal setting
5. Complete this sequence in extrinsic motivation- Thought-feeling-_____ - Action.
 - a. Experience
 - b. Evaluate
 - c. Expression
 - d. Expect
6. Which of the following is an example of intrinsic motivation:
 - a. Doing something for Instagram follows
 - b. Doing it to earn a promotion
 - c. Doing something to make your parents proud
 - d. Doing it because you enjoy spending time doing it.
7. In SMART Framework, M stands for
 - a. Maintainable
 - b. Maximizable
 - c. Measurable
 - d. Motivational
8. Which of the following is an example of a fixed mindset
 - a. "He yelled at me so he must hate me"
 - b. "He yelled at me, I wonder what's going on with him"
 - c. "He yelled at me; I should try talking to him about it again"

- d. "He yelled at me, but maybe he didn't mean to"
- 9. Diversity tolerance is an example of
 - a. Boddy mapping
 - b. Growth mindset
 - c. Fixed mindset
 - d. Concentration
- 10. A three-step process in Empathy includes Notice- Feel-..
 - a. Reevaluate
 - b. React
 - c. Respond
 - d. Redefine

2 marker questions

1. Someone had a really tough day at work. They come back home and scream at you (something that they usually never do). Using the empathy and compassion 3 step process, how would you respond to them?
2. If someone loves you, should they automatically be able to read your mind when you need help? What is a better way to seek help?
3. When you come across a problem that seems beyond your capabilities, what is a better approach? Seek help from people with strength in different types of intelligence or give up? Justify your answer.
4. Your cousin tells you they feel "extremely weird in my stomach" right before exams. As someone who knows about body mapping, how would you guide your cousin to describe and ultimately give some tips to solve the problem.
5. Differentiate between extrinsic and intrinsic motivation with examples. Which kind do you usually respond to?