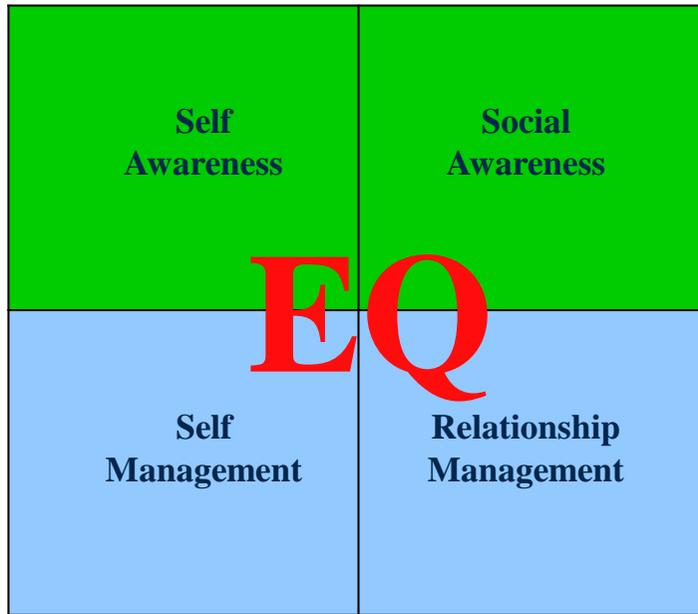


Developing

EMOTIONAL
Intelligence

Awareness & management of emotions in self & others



1. Score yourself (1-10) in each quadrant.

2. Score yourself (1-10) in each quadrant in a specific scenario.

3. The Salt! In what ways do you allow people & circumstances to affect your emotions?

4. How well do you positively affect the emotions of those around you?

The *Iceberg*... and the *Horse*



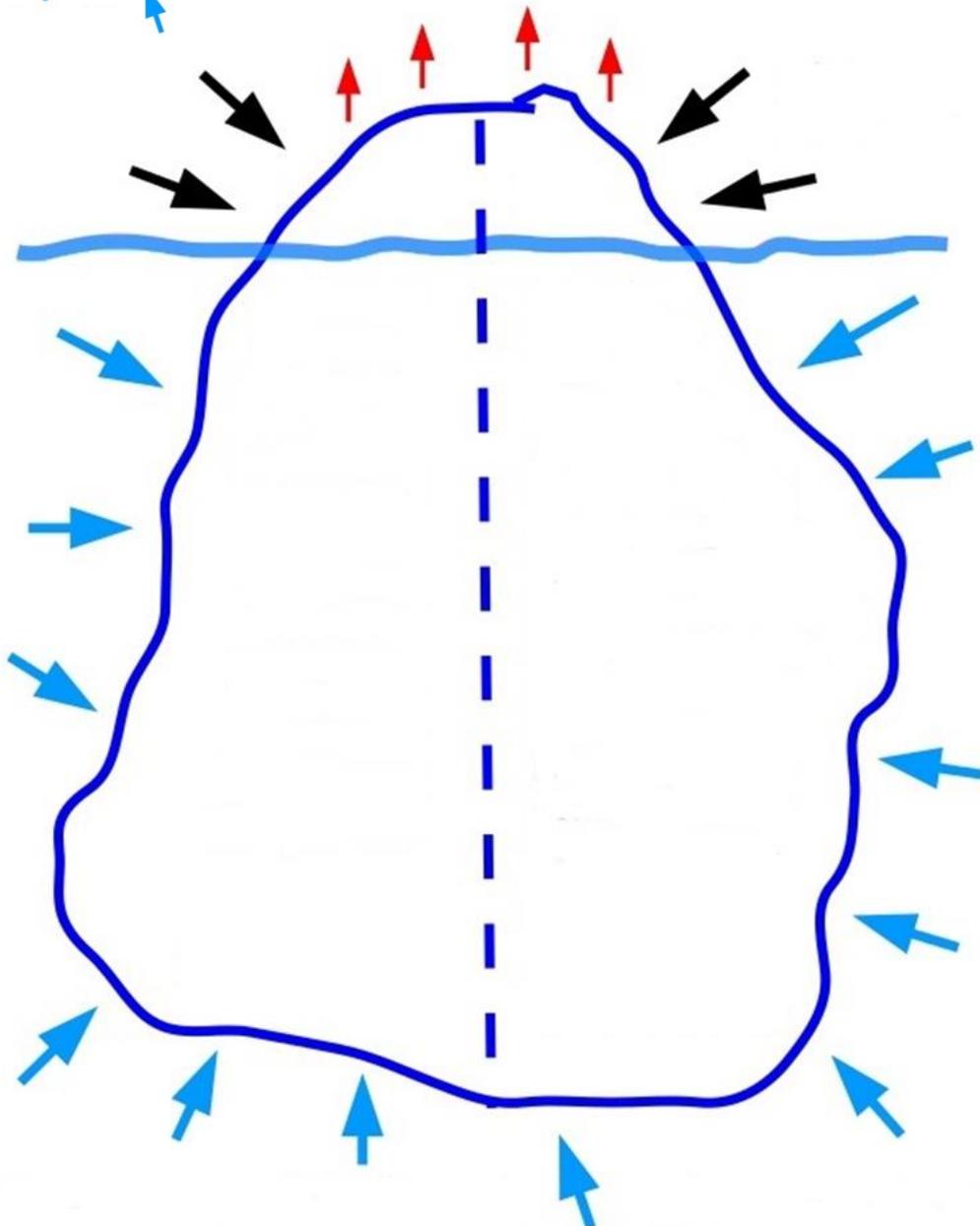
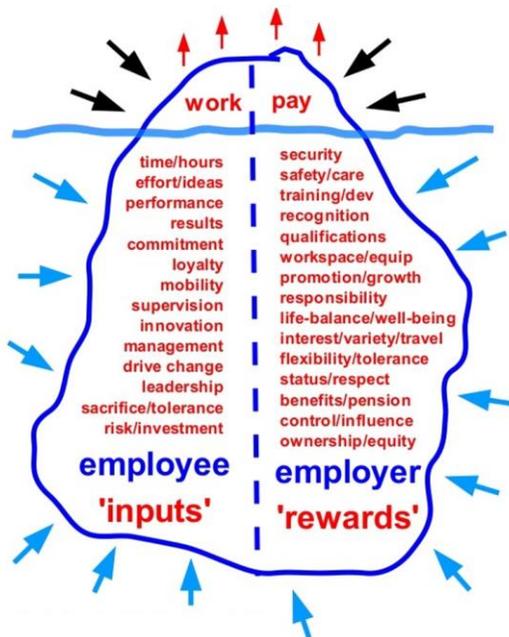
1. Emotions are contagious. Are yours worth catching? Reflect on recent interactions with contagious emotions. Under what circumstances should you check your emotions?

2. Yesterday, today, and tomorrow: Good habits tend to be hard to form but easy to live with. Bad habits tend to be easy to form but hard to live with. List a few emotional habits that might be worth changing.

3. Mind Reading: Do you ever communicate as if people can/should be reading your mind (hearing the song you're humming in your head)? When? How can you address this?

Emotional Contracts:

Agreements that are both unwritten and unspoken can carry a tremendous emotional weight. Map out one of your unwritten agreements. This could be in the form of “I do: You do.” A few examples include marriage, parenting, friendship, co-worker relationships, in-laws, and business agreements. For example, when I visit my doctor, I expect to do ____, while I expect the doctor to do _____.) As a parent, I expect my kids to do _____, while I expect to do _____. How often do you expect to see your friends? How quickly should they respond to your calls/texts? What is your preferred ratio of talking/listening?



RECIPES: I feel _____ when...

Write out some of the “ingredients” for each pair of emotions. They are not exact recipes, so write out some of the words, situations, etc. that feed each emotional state.

I feel in control when...

I feel out of control when...

I feel important at work (or home) when...

I feel unimportant when...

I feel like it was a good day when...

I feel like it wasn't a good day when...

I feel a sense of peace and purpose when...

I feel a lack of peace and purpose when...

I feel connected to my peers when...

I feel disconnected from my peers other when...

I feel _____ when...

I don't feel _____ when...

Next to each ingredient, note “I” or “O”

(In or Out of your ability to influence)

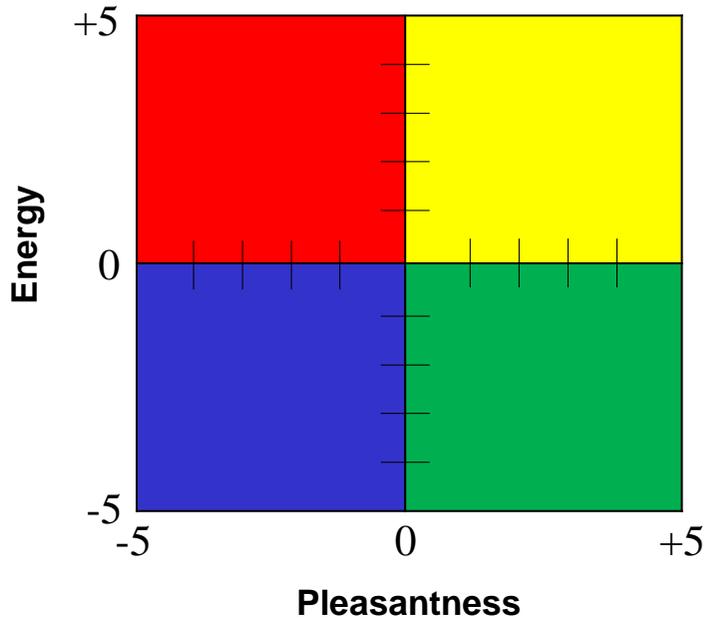


1. List a few situations where you know what to do but don't always feel like doing it.

2. Don't trade what matters most for what you feel like in the moment! Get leverage on yourself. Pick one habit (for example: valuing relationships, creating a positive sense of accountability, improving your health). Vividly map out two different futures: on the left side, what will you miss out on if you don't get better at that habit; on the right, what positive experiences you will have if you master that habit. Find ways to feed this emotional need to make a positive change.



“Mood Meter”



1. Know Thyself! Plot your emotional states on the mood meter (varying times of day, before and after key meetings and interactions). Where do you spend the most time? Do you go through radical swings?

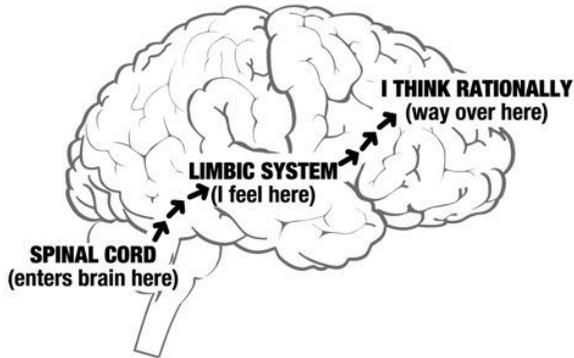
2. When are you most energetic? Least? Most pleasant? Least?

3. Invest time in 2 sets of 4 “where/how” questions:

Self: Where am I? How do I know? Where do I want to be? How can I get there?

Others: Where is ____? How do I know? Where do I want ____ to be? How can I help ____ get there?

How the “horse” works



1. Filter

RAS

200,000,000:1

Google Search

2. “Auto-Pilot”

Psycho-cybernetics

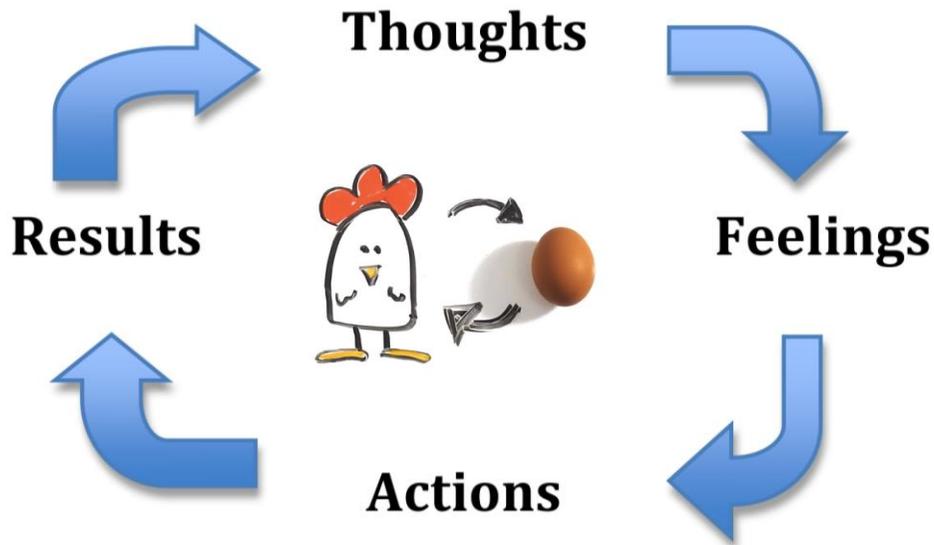
Thermostat

Habits, Beliefs

1. In what ways have you used your non-conscious (horse) for ineffective results? Have you ever decided that a certain person is just tough to get along with and then found evidence to support that belief? Do you ever visualize the opposite of the result that you really want (or claim that you really want)?

2. What “search” options would be more effective?

Which came 1st? Does it *really* matter?



1. Who is responsible for your thoughts? Monitor your language. How often do your words indicate that someone or something else is in control?

2. Thoughts: Strategies for controlling thoughts include: questions, metaphors, mantras, visualization. List at least one approach you'll work to improve.

3. Action! William James said, "By regulating the action, which is under the more direct control of the will, we can indirectly regulate the feeling, which is not." Which actions are the "salt" for your emotions? Experiment with breathing, posture, facial expressions, walking speed, etc. Which actions seem to have the most significant impact?

4. Briar Patch: Legendary soccer coach, Anson Dorrance said, "We wanted to create a competitive fury in practice so that once they got into a game it would be like Brer Rabbit in the briar patch. We wanted our kids to feel at home in intense competition." How can you incorporate this? What will your "practice" sessions look like?

Neurons that **FIRE** together **WIRE** together

	FOCUS	The plant you water grows Make unconscious conscious Choose your focus in every moment Google Search, Pattern Interrupt
	INTENSITY	Emotion Images - vivid, 5 senses Role Model, Metaphor, Story
	REPETITION	Affirmations Bombard your mind
	EVERY DAY	Our lives change when... our habits change

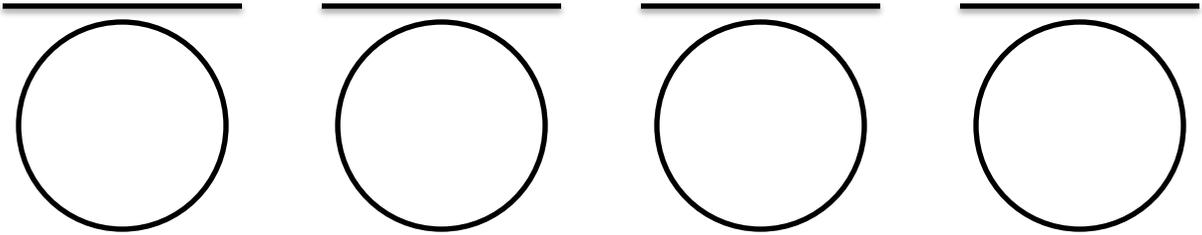
Recipes

Emotion 1: _____

Emotion 2: _____

Emotional Contagion... Reality Check!

1. Look at a few of your relationships (work, family, friends). List the person's name or initials. Turn the circle into a pie chart showing the ratio of positive versus negative thoughts you have about that person. Lightly shade the positive portion of the pie chart. Underneath each pie chart, list commitments to improvement.



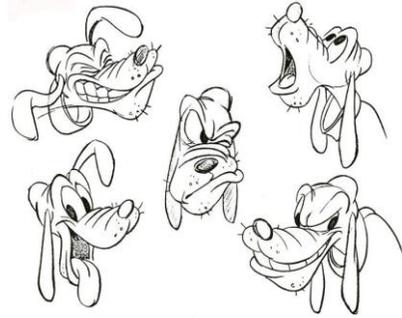
2. Review your last 10 emails/text messages. How might they have been interpreted? It may help to share a few with a peer for their input. What lesson(s) can you take away?

3. Do you truly listen? Reflect on some of your recent conversations. Which best describes your listening style: “the faker” (nods people on), “interrupter”, “one upper” (oh yeah?), “advice giver.” Truly listening to at least 1 person every single day. Keep notes. Are there a few questions you can keep in your back pocket to facilitate this?

Experiment with your ability to influence the emotions of those around you.



1. Voice (tone, volume, pace, pauses, emphasis)



2. Facial Expressions



3. Body Language



4. Questions:

5. Stories: Collect a few stories/metaphors that have the ability to help shift emotions.

6. Person or Object: We have an incredible ability to see people around us as people just like us (with hopes & dreams, faults & failings) or as objects (vehicles to help us get where we want to go or obstacles that get in the way of our plans). This switch in how we see others can happen in an instant and radically affect every aspect of our communications. Reflect on a few scenarios when you've flipped the switch in either direction. Often questioning your own virtue or hearing about a personal struggle can help flip the switch back to seeing people as people.

Interrupting an **Amygdala Hijack**

Stop

Oxygenate

Strengthen Heart (Appreciation)

... - - - - - - - - - ...

Survey Situation



My Hijacks:

Potential “Pattern Interrupts”:

Approaches to strengthen your heart:

For great videos on EQ and dealing with Emotional Hijacks, visit:

www.JonathanFanning.com

EQ Exercises for Children - 1

Lemonade

Materials: fresh lemon or similar bitter juice, sugar and at least one other sweetener (honey, molasses, agave, etc)

Allow children to taste the plain lemon juice (dip a finger or popsicle stick).

Look at the faces each child makes (mirror, camera, or sitting in a circle can make this more fun).

Add one of the sweeteners to a small cup of the juice and taste again. Repeat with different sweeteners.

Discuss scenarios when we makes similar faces. How can we add “sugar”, “honey”, “agave”, etc to these situations?

Ex: If one of your parents had to go away for work, how could you add “sugar” to make this situation a little better?

Coffee/Carrot/Egg

Materials: 3 cooking pots, stove, spoon of coffee grinds, a carrot, and an uncooked egg

Boil water in each of the 3 pots (can also be done 1 pot at a time). Add carrot to pot 1, egg to pot 2, and coffee to pot 3.

Let cook for a several minutes. While cooking, discuss “hot water” situations we experience in life.

Place carrot and egg on a plate to observe. (Allow time to cool) Discuss carrot getting soft and egg getting hard.

When do we do the same - turn soft (give in) or turn hard in tough situations?

Observe the water that had coffee grinds. What happened? When do we change the environment around us?

Feelings Charades (TFAR)

Allow children to take turns acting out an emotion while observers try to guess the emotion. Can be done in teams.

Can also be done with pictures of faces or in front of a mirror.

Make a face to show how you feel when: eating ice cream, your friend can not come over, you're going on vacation, etc.

Do different people make different faces when they are: scared, lonely, angry, happy, tired, etc.

Practice making faces of the emotion you want to feel and discuss how this affects your feelings.

Practice acting as if you are... happy, frightened, confident, calm, focused, loving, etc. (may incorporate song, dance...)

Ice cube w/ Penny

Materials: Ice cubes with a penny frozen into each

Each student gets an ice cube that has a penny frozen into it.

Children try to get the penny out without eating or smashing the ice cube.

Discuss how difficult it was to be patient, how they managed their focus, and how this can apply to other life situations.

Do you ever feel like quitting?

Habit Tape/String

Materials: Tape (masking is best), 2 objects to tape together (plastic pens, popsicle sticks, toys, blocks, etc)

Tape the two objects together by wrapping a piece of tape around them 1 time (children can help with this).

Ask children to break them apart. (Very easy)

Tape the objects together again, this time wrapping the tape around several times.

Ask children to break them apart. (A bit more difficult this time)

Tape the objects together a third time, wrapping the tape around many, many times.

Ask children to break them apart. (Very difficult)

Discuss habits and how they build just like wrapping the tape. Discuss good and bad habits that we have built this way.

Rock in shoe vs. candy (S+R=O)

Materials: small pebbles, lollipops (or similar candy)

Have children put a small pebble in the bottom of one shoe. Also give each child a treat (lollipop, candy).

Let children play for a few minutes with both distractions. Discuss which they chose to focus on & apply lesson to life.

EQ Exercises for Children - 2

Make butter

Materials: Plastic jars with tight lids. Whipping cream, (Optional: Bread and honey)

Put some whipping cream in each jar (half full or less) and secure lids.

Pass jars around to children, asking that they take turns shaking jars.

Read a story or play music while they shake. Pause occasionally and ask what would happen if they gave up shaking?

It will take about 10 minutes of shaking to turn the whipping cream into delicious butter. Enjoy it with bread and honey!

How often do we want to give up before we finish something?

Feelings Candyland

Materials: Candyland game

Before playing Candyland, assign an emotion to each color.

As you play the game, Children will act out the emotion on the selected card (&/or share a time they felt that way).

“SOCS” Puppets

Materials: Puppets or characters of any kind (can be stuffed animals, homemade sock puppets, etc)

Puppets act out story (situations that happen frequently in classroom, on playground, etc or hypothetical scenarios).

S.O.C.S = Situation, Options, Consequences, and Solution

Pause to discuss S.O.C.S. with children. What happened (Situation or Story)? What are the Puppets' Options?

Discuss Consequences of each Option (if Puppet 2 says _____, Puppet 1 might share the book, etc).

Discuss the Solution that the children suggest or recommend. Perhaps transition story to some of their real situations.

Popcorn (Talents – heat & energy)

Materials: Popcorn (“old fashioned” preferred, but microwaveable okay)

Show the children the popcorn kernels. It may help to set a few aside.

Make popcorn (in a pot if possible).

Discuss how the kernels might not have liked being in the hot pot, but it helped bring out the best in them.

Discuss times when the children might not have liked doing something that helped bring out the best in them:

Ex: homework, practicing for a sport, trying something new, eating healthy foods, saying I’m sorry, sharing

Clay ball - sink or float

Materials: modeling clay, bowl of water

Make several clay balls (you can turn this into a story, giving the clay faces and names).

Drop each clay ball into the water and watch them sink. Describe ways we all get down, discouraged, and sad at times.

Now help the clay balls “reshape” their attitudes into boats so they don’t get down.

Make one into a boat that is big enough to float and hold up several other clay balls that sank to the bottom.

Discuss different scenarios and ways we can choose our own attitude, be a positive role model, & help lift others up.

Marshmallow challenge

Materials: 1 Marshmallow per child

Each child gets 1 marshmallow (or similar treat). If they do NOT eat it, they will get a 2nd. Leave for ~2 minutes.

Give children who have not eaten their treat a 2nd treat and let them enjoy.

Discuss what helped them wait patiently or why they gave in and ate the marshmallow.

When is it very important to be able to say no to something that we want to do right now? How can you wait patiently?

Try the marshmallow challenge again another time or with another treat.

Emotional Intelligence Assessment:
Rate yourself. Try to be completely honest! (1 is rarely ... 5 is almost always)

1 2 3 4 5 I show genuine empathy and concern for others.

1 2 3 4 5 I encourage discussion of different viewpoints.

1 2 3 4 5 I have the ability to persuade people without threatening/coercion.

1 2 3 4 5 I do not allow other people to make me feel bad about myself.

1 2 3 4 5 I easily get into (and stay in) a mode where I feel capable and competent.

1 2 3 4 5 I usually have an accurate idea of how other people perceive me during conversations.

1 2 3 4 5 I am self-motivated and do not need a push from someone else to get me going.

1 2 3 4 5 I am an excellent judge of character.

1 2 3 4 5 I am aware of my mood shifts when they occur and can pinpoint the cause(s).

1 2 3 4 5 If a co-worker's behavior annoys me, I deal with it in an effective manner for all involved.

1 2 3 4 5 When I deal with others, my effectiveness rate is consistently excellent.

1 2 3 4 5 Attitudes are contagious - my team and family would say mine is worth catching.

1 2 3 4 5 I respond with a level head even when I feel like blowing a fuse.

1 2 3 4 5 I adapt to tough-to-swallow workplace changes.

1 2 3 4 5 I stand up for myself in a productive manner when dealing with conflicts.

1 2 3 4 5 I maintain confidence and positivity, even when people and situations push my buttons.

1 2 3 4 5 I help increase the engagement of those around me in a positive way.

1 2 3 4 5 I say no and stick to it when appropriate.

1 2 3 4 5 I manage stress to stay focused and productive, even when I feel overwhelmed.

1 2 3 4 5 I am becoming more disciplined by intentionally creating healthy routines and relationships.

1 2 3 4 5 I do a great job handling ... (write your own difficult situation):

