

# EDUCATIONAL PROGRAM

## TEACHERS, TRAINERS AND OTHER PROGRAM ADMINISTRATORS

We have prepared this outline of ideas to assist you in organizing a program in conjunction with the Emotional Intelligence Awareness Month campaign. The program agenda and suggestions you find here should make it easier for you to plan and coordinate such an event. You may apply the complete structured agenda provided here or just consider a few of our ideas for your program. More agenda topics may be found by searching through the *brief summaries* of our free lessons linked from the Emotional Intelligence Institute, [eii.org](http://eii.org) home page, or by reviewing a few of the *actual lessons* also linked from the home page.

Please note that this AGENDA outline and other EII materials, including lessons, may be freely reproduced and distributed for educational purposes—so long as an attribution is included to the Emotional Intelligence Institute (EII) at [www.e-ii.org](http://www.e-ii.org), including the EI Song.

The initial step to structuring a program is defining the actual activities that you would like to include. While in the planning stage, determine which agenda topics you wish to discuss and the materials you will distribute to the participants. Suggested handouts are provided for reproduction within EII's Awareness Month Materials page. Since there could be copying and other costs involved, you may want to consider charging for the program or materials.

## POSSIBLE AGENDA FOR AN EI AWARENESS MONTH PROGRAM

1. Open with a brief overview of your agenda and EI speech
2. Explain how you became interested in EI
3. Facilitate discussion about the 2016 poster and campaign
4. Search for the EI poster's hidden hearts
5. Sing the Emotional Intelligence Song
6. Review and discuss any of the program materials
7. Ask stimulating EQ questions
9. Explain how we become more self-aware
10. Practice reading facial expressions
11. Discuss and practice steps of meaningful conversation
12. Explore helpful resources/Take FREE EQ tests
13. Review what participants learned in this program
14. Discuss continued learning, including periodic testing
15. Present program certificates/ awards

# 1. OPEN WITH A BRIEF OVERVIEW OF YOUR AGENDA AND EI SPEECH

## PRESENTATION

We suggest that you introduce the event to your group with a brief overview of your agenda. Then explain that understanding our emotions does matter, and that this campaign highlights efforts to share important EI knowledge. The following script was prepared for a speech presentation. You may use this speech in its entirety or include parts within your own composition.

### SCRIPT OF AN EDUCATIONAL PRESENTATION TO INTRODUCE THE EI CAMPAIGN

October 2016 is the tenth annual Emotional Intelligence Awareness Month. This campaign provides an excellent opportunity each year for informing groups like this that understanding our emotions better does matter! Emotional intelligence is truly a healthy mind development initiative. With healthy behavior being the number one factor that leads us to a more civilized society, developing better understanding about our emotions can be one of the greatest contributions toward a more emotionally stable world.

Emotional Intelligence Awareness Month is intended to assist us in realizing the importance of educating our society regarding the helpful and harmful ways that emotions impact our lives. Such understanding helps us to govern our minds more healthfully. Unfortunately, traditional educational programs and life experiences do not necessarily teach us early enough or well enough to realize exactly what is worth knowing about our emotions— or healthy mind development, itself— for that matter.

Emotions affect most every thought, feeling, and behavior. If we don't learn to operate our emotions in an educated manner, they more naturally influence us, inappropriately. Allowing emotional intelligence to develop on its own or by chance is no different than leaving any other important aspect of our formal education to abstract ways of learning.

The theme for this year's Awareness Campaign highlights research discoveries with an image of a fictitious Mind Observatory Center. Where we could learn much about mind development. How many of us realize that, with technological advancements and increased research during the past twenty-five years or so, more has been discovered about this three pound mass in our heads than in all previous history? That's incredibly substantial new understanding!

The evolution of humanity has relied on research, as it has improved our understanding of almost every subject imaginable. The book, *The Craft of Research* tells us that "research is the source of most of what we all believe... and the most critical catalyst in the development of new ideas and better understanding in almost every realm of life." *The Craft of Research* reminds us that "Today research is the world's biggest and perhaps most important industry."

Researchers have enabled us to live more knowledgeable, secure, and comfortable lives. Now behavioral science researchers are challenging us to build healthier minds and a behaviorally safer world.

The concept of *emotional intelligence* was first introduced in 1995 by author Daniel Goleman in a revolutionary best-seller entitled, *Emotional Intelligence: Why It Can Matter More Than Our IQ*. This work became the most widely read social science book in the world after just seven years. Today you will find thousands of websites about *emotional intelligence* and *healthy mind development* on the Internet.

Yet, intelligent emotional conduct has long been considered to be important and honorable behavior by various cultural philosophies and religion, helping people along the way to become more emotionally civilized. Generation after generation has shared such wisdom and guidelines on this subject—commonly referred to as ethics, morals, manners, virtues, or religious precepts. So, what's new and different about the modern-day study of emotional intelligence?

1. It places the purpose and criteria for emotional intelligence in an extremely meaningful research perspective for everyone— regardless of their spiritual or cultural background.
2. It provides more comprehensive insight into the scope and depth of such wisdom and guidelines.
3. It emphasizes more clearly that through our own intellect we can outwit damaging emotional sensations that adversely affect us.
4. It helps us to recognize that we can comprehend (and need to know) much more about our minds, particularly our emotions, than has traditionally been possible to learn in the past, or even thought necessary.

Thus, the study of emotional intelligence teaches us from a less controversial perspective about healthier and safer ways to apply our minds.

Physiologically, researchers tell us that the human brain is the most complex object in the universe. Yet their findings now stress that, even with all its complexities, the most important frontier in the whole universe to explore may very well be right behind our very own eyes!

Technologically, the similarity that our minds have with computers has assisted behavioral researchers in better understanding. Various studies indicate that, just as in operating a computer while knowing just a few navigational function limits our capability, our limited understanding of efficient use of the mind is a prime reason that we operate the mind at between 2% and 10% of its real capability.

We know that special training has empowered those who intelligently navigate through many confusing computer functions with ease. Doesn't it make sense that, by learning more about the intricate workings of our minds, we can more intelligently steer our thoughts and behavior?

In the 20th Century, behavioral scientists became much more familiar with the intricate circuitry, function, and dysfunction of this fascinating, human computing tool. They were able to identify and validate a vast number of factors that stimulates healthier development—as well as those that prevent it.

Through continued research, numerous psychological diseases and disorders have been named and defined, as well as maladaptive and dysfunctional behaviors — many of which have been plaguing humanity for centuries, I might add. Healthful treatments have been recognized through such research, and for some problems, cures discovered.

We might also compare the ways we learn to improve our emotional intelligence to the manner in which we learn to become physically healthier. We know that understanding the effects of diet and exercise better equips us for developing healthier bodies.

**SIMILARLY, BETTER AWARENESS OF THE EFFECTS OUR EMOTIONS HAVE ON OUR THINKING AND LEARNING ENABLES US TO DEVELOP HEALTHIER MINDS.** (You may want to repeat this last profound sentence.)

Author and psychologist, Madeline Levine published a very enlightening book in 2012 entitled, *Teach Your Children Well*. In this work, she shares important findings. Notably that, (quote) “Researchers have found that the very characteristics that are most likely to encourage our children’s emotional well-being are the same ones that will make them successful in the classroom.” (end quote)

Psychologist Levine also explodes the myth that good grades, high test scores, and college acceptance should define the parenting endgame, and explains why values and coping skills matter more than grades, trophies, or fat pay checks. Dr. Levine is among many in the psychological field who advocates for education reform, student well-being, and parent education.

A child who learns little about the nature of emotions compares to a child who learns only part of the multiplication tables. No doubt, the child would have difficulty with such mathematical calculations throughout life; all too similarly, a child with little understanding of emotions will too easily miscalculate harmful influences and establish dysfunctional habits that lead to behavioral problems. After becoming adults and parents themselves, they may also too easily pass along these dysfunctional habits to the next generation.

**IF WE ARE EVER TO ELIMINATE THIS CONTINUUM OF BAD HABITS, YOUNG PEOPLE MUST BE TAUGHT A BETTER UNDERSTANDING OF THEIR EMOTIONS.**

In another wonderful book titled, *The Growth Of The Mind*, Dr. Stanley Greenspan stresses definitively that *emotions*, not *cognitive stimulation* serve as the mind’s primary architect. This is an obvious finding when we consider that almost every idea, decision, action, or reaction often involves a subtle psychological element.

**FOR THE BALANCE OF MY TALK TODAY,** I will explain some benefits of improving the emotional architecture of our minds, and then share ways you can better understand and manage your own emotions.

Among the benefits of heightening emotional intelligence, include reducing emotional hardships, unhealthy behaviors, and unnecessary conflicts. With such clarity, society should witness less carelessness and wastefulness, over-confidence and low self-esteem, obsessions and addictions, as well as neglect and abuse.

Improving the emotional architecture of our minds certainly has a positive effect on our general attitude and demeanor. By design, we can improve our outlook and sensitivity toward health, safety, and meaningful endeavors. We CAN learn to pay closer attention to life’s purposeful measures by successfully managing our emotions. Such understanding helps us reduce misleading assumptions, exaggerations, denials, frustrations, and fears, as well as self-centered over-indulgences.

Developing better understanding of our emotions enhances our well-being, personal and professional relationships, as well as more worldly kinships. All this would, no doubt, be a tremendous advantage to society. Can you imagine reducing government costs due to personal and social dysfunction, such as: divorce, accidents, diseases, lawsuits, high insurance rates, and even world-tension. What a myriad benefits we have to gain when we embrace emotionally intelligent ideals— the psychological basics of healthy mind development.

Let's take a look now at ways you can better understand and manage your own emotions. First, we must understand that there is a difference between accepting our immediate natural reaction to stressors versus applying our emotional intelligence to investigate whether there could possibly be a more civilized reaction.

In comparison, think of how a minor paper cut to a finger can immediately feel like a serious injury that requires stitches. Only when we measure the extent of the injury, intellectually, do we feel a sigh of relief. Similarly, too, without considering to reason with our emotional intelligence, we can treat a \$5 issue, emotionally, as though it is more like a \$100 or even \$1000 issue— and vice versa— we can treat a \$1000 issue as though it is a \$5 one.

We can also act similar to an animal that is not sedated while a veterinarian tries to take a splinter out of its paw— in just a little more complex situation. We know that the animal can't reason intelligently enough, and the creature may bite the veterinarian trying to remove the splinter.

An animal doesn't consider the further harm the splinter could create, nor does it have the intellect to recognize that the splinter is being removed in a medically effective manner. Let me share a few common examples of situations that demonstrate how our natural defenses can be as inappropriate as that of less intelligent creatures. Consider how easily our minds can become uncooperative about doing something we don't want to do, even when it's a meaningful accomplishment. Think about how easy it is to make any exaggeration or assumption in defense of our own behavior.

Another way the mind can react inappropriately is by luring us into blaming others or stretching the truth without considering whether we are being honest with ourselves. How often do we prematurely judge others with little investigation, by merely accepting our under educated opinions with little inquiry? Such primitive levels of thinking make our lives more troublesome than necessary and prevent us from overcoming more sophisticated emotional challenges. Our self-honesty is as important to our emotional balance as our credibility is to our relationship with others.

*Depending on time restraints, the following content of the speech about self-awareness, noted in blue, may be excluded or reduced to a brief explanation.*

Recognizing our own irrational thoughts requires particular understanding and questioning our thinking with self-honesty, and helps define aspects of *self-awareness*. Participating in activities that increase self-awareness is the most important first step toward improving our emotional intelligence. Becoming more self-aware improves our chances to recognize nature's ill influence on our minds.

Self-awareness is considered to be the foundation upon which further emotional intelligence can most easily be built. As simple as defining the term, *self-awareness* implies, recognizing the true appropriateness of our feelings, thoughts, and behavior requires a rather complex investigative process— specifically, observing ourselves in a more sophisticated manner than we would normally consider.

Participating in self-awareness activities helps us define information we must learn about ourselves for guiding our emotions more intelligently. Collecting data in a way that provides a broader psychological perspective requires a formulated measuring process. Although rarely considered personally, such a process is required in literally every profession imaginable in one form or another.

**ONE OF THE MOST INTERESTING ASPECTS OF SELF-AWARENESS IS THAT A FEW MONTHS OF WELL ORCHESTRATED PERSONAL INVESTIGATION MAY REVEAL AN UNDERSTANDING THAT EXCEEDS WHAT YOU MIGHT NOT DISCOVER OVER THE SPAN OF A LIFETIME!**

The orchestrated process necessary to increase self-awareness might be compared to the bookkeeping direction necessary in assessing a complex business's financial picture. Similarly, for those who don't know what details to measure and how to assess them appropriately, determining an accurate level of self-awareness and EQ might be akin to quantifying a major company's financial statement without knowing how to identify and structure the details involved.

We could also compare the importance of self-monitoring to the critical necessity of installing SECURITY software on your computers. If we are to screen and block out inappropriate feelings, thoughts, or behavior, we must monitor ourselves with a certain degree of concern and understanding of what to watch out for. To accept healthier, smarter, and wiser reasoning options— requires us to be painfully honest with ourselves and to accept the struggles that sometimes accompany wiser decisions. We can learn to reduce wrongful emotional choices.

Thus, monitoring ourselves effectively depends on our being educated about what constitutes emotional intelligence and inappropriate behavior. Again, similar to having the vital information programmed into our computer's security software, the more we understand about our emotions, the better our mind's security software, so to speak, is able to identify, qualify, and reduce nature's influence.

**NO DOUBT, GETTING TO KNOW OURSELVES BETTER INCLUDES OBSERVING OUR STRENGTHS AND WEAKNESSES OBJECTIVELY.**

Although a difficult task without specific guidance, such monitoring builds clearer understanding of our mind's operation. Even though strengths and weaknesses comprise our most distinguishing characteristics, few of them are as naturally self-evident or as memorable as we might think—especially our ineptitudes.

The strategic importance of self-awareness is not a new concept. The term implies “knowing thyself,” an idea that has survived for centuries. Philosophers have stressed “knowing thyself” as crucial to living a wholesome life, yet how many, over the centuries, honestly achieved such understanding?

PERHAPS THE BARRIER FOR CENTURIES STEMS FROM NOT HAVING A ROADMAP THAT WOULD SHOW PEOPLE HOW TO GET TO KNOW THEMSELVES BETTER.

Truly, it is far easier to get to know others than ourselves. Yet, self-awareness has a profound influence on how well we deal with our emotions, as well as how meaningfully we affect other people and the environment around us.

One of the ways “knowing thyself” is helpful is that such understanding can reduce over-dramatizing potent or hostile feelings. The mind can too easily exaggerate our frustration, sadness, fearfulness, or even excitement. Granted, in some circumstances these feelings may be justified, but because of the mind’s natural tendency to become over-exhilarated, these emotions more often promote inappropriate or even harmful reactions.

Do you remember my mentioning how the over-dramatization of feelings can, physically, make a minor cut seem much more serious than it really is? When we understand this similarity to emotions, we have a much better chance of calming the mind. It’s important to remember that when strong anxious feelings begin to arise inside, it’s best to analyze, rather than dramatize.

In 2001, a popular movie entitled, *The Beautiful Mind*, revealed that learning to become more self-aware can even help us to recognize symptoms of serious mental problems. This movie was based upon the life of John Nash, a Nobel Laureate in Economics, who by observing his own behavior was able to recognize that he was suffering from illusions caused by mental illness.

**IN CONCLUSION**, emotion is the primary architect of the mind. As such, the accuracy of our judgment relies upon our emotional intellect. Without such understanding, we may draw conclusions too prematurely or aggressively. We can, unfortunately, be too unguarded and accepting of unhealthy thoughts, just as easily as we accept eating unhealthy foods— and often similar to health consequences from poor eating habits, only after serious psychological consequences are we forced to accept wiser judgments.

Developing healthier minds requires us to comprehend how nature can influence most every idea, decision, action, or reaction of each day— through our emotions. When we consider improving our emotional intelligence, we are more readily empowered to connect with our logical thinking process— allowing us to define what is more sensible and practical.

Thus, emotional intelligence training heightens our psychological senses for being more honest with ourselves, which in turn reduces the possibility of fretting about the wrong things—and in the wrong ways. With healthy direction, we can learn to pause and analyze what’s appropriate to do whenever we get aggressive feelings toward others, rather than just naturally reacting in a hurtful manner.

In the larger picture of life, what we learn (and don’t learn) about our emotions affects our very path through life— and what we do learn also helps us make this world a safer, healthier, and happier place. Indeed we CAN, emotionally, become better architects of our own minds!

I thank you for listening and hope this presentation has given you a glimpse of how crucial it is for us to educate children and adults alike about the helpful and harmful influences that affect this primary architect of our mind. Understanding emotions better does matter and is exactly what this *Emotional Intelligence Awareness Month* campaign is all about!

In some ways we may think the achievements of the 20<sup>th</sup> Century created a tough act to follow. Yet, what stronger effects on civilization could we hope the 21<sup>st</sup> Century will bring, than improving the emotional architecture of our misunderstood minds.

I look forward to sharing more information during this campaign month—while helping you to improve your-- emotional intelligence capabilities.

## **2. EXPLAIN HOW YOU BECAME INTERESTED IN EI**

A speaker's testimonial of what sparked his/her interest in any subject is known to be an empowering way to stimulate the interest of others.

## **3. FACILITATE DISCUSSION ABOUT THE 2016 POSTER AND CAMPAIGN PREPARATION**

Define the activities in this outline you will be using, locate Program Activity Materials on the EII web site Awareness Month Materials Page and print what you will be using. Be sure to consider the full-color poster and black/white activity version.

### **POSTER THEME**

The 2016 poster's theme title is "Exploring the extraordinary new discoveries about the mind Reveals the importance of better understanding emotions." The theme can be used to initiate emotional intelligence (EI) group discussions. You might start with the following questions and/or suggestions:

- A. Discuss the benefits of better understanding ourselves.
- B. Consider listing some of the EQ ideals that are already being taught in society and the advantages of increased training.
- C. List and discuss specific competencies that, by learning as a child, have been the most beneficial to you as an adult.
- D. Explore the helpful and harmful effects of emotional influences.
- E. Discuss various experiences that can be consequential due to little understanding about harmful emotional influences. Allow for testimonial stories about such experiences.
- F. Ask participants to pose questions they have about their own emotions and minds, in general.

## **4. SEARCH FOR THE EI POSTER'S HIDDEN HEARTS**

While in the preparation stage for this activity, copy and perhaps enlarge the flyer with the heart count and their location. This flyer can be found at EII's Awareness Month Materials. Explain to participants that the overall illustration in the poster may appear differently to us after we've examined it more carefully, or after being told to search for the hidden hearts. Share how emotions may appear differently, once we've examined them, or had them explained to us. Before asking the group to commence their heart count, you may want to state the actual number of hearts that were intentionally placed in the picture by the artist. Allow the group a few minutes to find the hidden hearts.

As the group searches for the hearts, explain how we must look for ways that our feelings affect our thinking, as often, such influence can be hidden, just like so many hearts. Sometimes we have to examine our thinking more carefully than we realize and know what to look for to recognize many influential subtleties in life. Even identifying novel ways to be kind can be subtle to recognize. Perhaps direct each person to explain a particular way that feelings affect thinking.

After the group has finished locating the hearts, have age and interest appropriate attendees color the rest of their pictures. If allowed, create a wall display of their posters as a reminder of Emotional Intelligence Awareness Month, perhaps suggesting that attendees eventually frame their colorful artwork. Sometimes preserving and displaying a meaningful illustration can act as a reminder of its intent, especially when placed where it can be observed frequently.

## **5. SING THE EMOTIONAL INTELLIGENCE SONG**

Consider including the motivational *Emotional Intelligence Song* as either background music for sections of your agenda or as a group sing-along function, depending on age group and interest level. The song is available for FREE as a link to *YouTube* from EII's web-site ([www.e-ii.org](http://www.e-ii.org)) home page. It can also be downloaded from the web-site at the EI Awareness Month Materials.

The lyrics are included in supplements, and the actual sheet music is included in the Emotional Intelligence Activity Book for Kids, available on [amazon.com](http://amazon.com).

## **6. DISCUSS PROGRAM MATERIALS**

When sharing this section of the agenda, you may want to consider incorporating EII's beginning free lessons from [www.e-ii.org](http://www.e-ii.org) web-site. These lessons are designed to help individuals understand how emotions affect learning and how to become more self-aware. Taking time to discuss these program materials will add to any EI Campaign program.

Discuss how a certain level of self-investigation of our own mind is necessary to develop a better understanding of how this part of our human anatomy operates. Consider the difference in results when we take time for such an inquiry. The program materials stimulate adherence to quality guidelines, good habits, and healthy outlooks. Ask each participant to choose and explain how such knowledge could affect his/her life.

## **7. ASK STIMULATING EQ QUESTIONS**

Stimulating EQ questions may assist participants in better understanding. A few questions appropriate for this year's campaign theme are included here, and can be adapted to most age groups. Be sure to consider other stimulating questions, including those from group members.

### **A. How can people learn more about emotions and healthy mind development, in general?**

*Possible answers: A myriad of websites and YouTube videos exist on the Internet that explain valuable knowledge. EII's non-profit website offers free lessons, as well.*

### **B. How much do we already know about our own emotions and practice managing them?**

*Possible answer: Lesson 2A of EII's program suggests journaling two revealing questions, one about our frustrations and the other about our gratitudes. Noting the answers to these two questions each day helps us better understand how easily we can treat a \$2.00 frustration as though it were a \$200.00 one as well as maintain a better balance between the positive and negative events in our lives.*

### **C. How do we learn to manage or mismanage our anger?**

*Possible answer: We often learn particular habits from those around us who have had virtually no education on managing anger healthfully, and thus, practice mismanaging anger quite well. Lesson 2B of*

*EII's program suggests an Anger Extinguisher technique that is relatively easy, yet can be quite effective.*

**D. How do we exercise emotional intelligence?**

*Possible answer: By following our wisest judgment and best practices, as well as by being extremely honest with ourselves.*

**E. How does our memory affect our emotional intelligence?**

*Possible answer: Maintaining a passive memory, rather than reflecting, by design, can often contribute toward an inability to recall important emotional content about our lives. We can forget emotionally meaningful information worth remembering, and repeat bad habits without our realization. Unless we exercise our memory in emotionally meaningful ways, we are susceptible to more agitating frustrations, as well as inadequate learning. Thus, a weak memory function can lower our EQ quite easily and substantially.*

**F. How can harmful thoughts and feelings get children and adults into trouble?**

*Possible answer: All we have to do is review the Negative Emotional Forces list from EII's website for realizing how these ill feelings can cause any of us trouble— and by including the Extreme Negative Emotions, we can recognize serious trouble.*

## **9. EXPLAIN HOW WE BECOME MORE SELF-AWARE**

Improving self-awareness through casual observation is almost impossible. A more sophisticated *self-monitoring* is required for an honest and sincere attempt to become more self-aware. To begin self-monitoring, we must understand what to look for, and apply a few strategic techniques. Helpful exercises include answering particular related questions, analyzing our behavioral reactions, and exploring our thought process.

Self-awareness is about having a very meaningful in-depth understanding of ourselves. The rest of this #9 section is adapted from EII Lesson 2 group and 4A2 Lesson, *Investigating and Controlling our Self-talk*.

### **SCRIPT OF A BRIEF EXPLANATION ABOUT SELF-AWARENESS**

The following script may be read as a brief presentation at this point or be included in the Campaign Introductory Presentation provided in #1 of the Agenda. It is added here instead, in case you are limited in time and cannot fit it with the Introductory Presentation.

### **LEARNING HOW TO BECOME MORE SELF-AWARE**

The most important first step toward improving our emotional intelligence is to participate in activities that increase our self-awareness. Learning to become more self-aware improves our chances to recognize nature's ill influence on our minds. Self-awareness is considered to be the foundation upon which further emotional intelligence can most easily be built.

As simple to define as the term, *self-awareness* implies, recognizing the true appropriateness of our feelings, thoughts, and behavior requires a rather complex investigative process—specifically, observing ourselves in a more sophisticated manner than we would normally consider.

Participating in self-awareness activities helps us define information we must learn about ourselves for guiding our emotions more intelligently. Collecting data in a way that provides a broader psychological perspective requires a formulated measuring process. Although rarely considered personally, such a process is required in literally every profession imaginable in one form or another.

**ONE OF THE MOST INTERESTING ASPECTS OF SELF-AWARENESS IS THAT A FEW MONTHS OF PERSONAL INVESTIGATION MAY REVEAL AN UNDERSTANDING THAT EXCEEDS WHAT YOU MIGHT NOT DISCOVER OVER THE SPAN OF A LIFETIME!**

The self-monitoring process necessary to increase our self-awareness might be compared to the bookkeeping direction necessary in assessing a business's financial picture. So too, without knowing what details to measure and how to assess them appropriately, determining an accurate level of self-awareness and EQ might be akin to quantifying a company's financial statement without knowing how to identify and structure the details involved.

We could consider the importance of self-monitoring similar to the critical necessity of our computer's SECURITY software. We must monitor ourselves with a certain degree of concern for screening and blocking out inappropriate feelings, thoughts, or behavior.

To accept healthier, smarter, and wiser reasoning options—requires us to be painfully honest with ourselves and to struggle, occasionally, if we are to overcome natural emotional reactions.

Monitoring ourselves effectively depends on our being educated about what constitutes emotional intelligence and inappropriate behavior. Again, similar to having the vital information programmed into our computer's security software, the more we understand about our emotions, the better our mind's security software, so to speak, is able to identify, qualify, and reduce nature's influence.

**GETTING TO KNOW OURSELVES BETTER INCLUDES OBSERVING OUR STRENGTHS AND WEAKNESSES OBJECTIVELY, AS WE MORE DISTINCTLY SCRUTINIZE OURSELVES.**

Although a difficult task without specific guidance, such monitoring builds clearer understanding of our mind's operation. Even though strengths and weaknesses comprise our most distinguishing characteristics, few of them are as naturally self-evident or as memorable as we might think—especially our ineptitudes.

The strategic importance of self-awareness is not a new concept. The term implies “knowing thyself,” an idea that has survived for centuries. Philosophers have stressed “knowing thyself” as crucial to living a wholesome life, yet how many, over the centuries, have honestly achieved such success?

**PERHAPS THE BARRIER TO ACHIEVING RESULTS IN THE PAST STEMS FROM OUR INABILITY TO LEARN HOW TO GET TO KNOW OURSELVES BETTER.**

Truly, it is far easier to get to know others than ourselves. Yet, self-awareness has a profound influence on how well we deal with our emotions, as well as how meaningfully we affect other people and the environment around us.

One of the ways “knowing thyself” is helpful is that such understanding can reduce over-dramatizing potent or hostile feelings. The mind can too easily exaggerate our frustration, sadness, fearfulness, or even excitement.

Granted, in some circumstances these feelings may be justified, but because of the mind’s natural tendency to become over-exhilarated, these emotions more often promote inappropriate or even harmful reactions.

Do you remember my mentioning how the over-dramatization of feelings can, physically, make a minor cut seem much more serious than it really is? When we understand this similarity to emotions, we have a much better chance of calming the mind. It’s important to remember that when strong anxious feelings begin to arise inside, it’s best to analyze, rather than verbalize.

In 2001, a movie based on a true story, *The Beautiful Mind*, revealed that learning to become more self-aware can even help us to recognize symptoms of serious mental problems. This movie was based upon the life of John Nash, a Nobel Laureate in Economics, who by observing his own behavior was able to recognize that he was suffering from illusions caused by mental illness.

**IN CONCLUSION**, the next section of our program will provide specific guidance to help you become more self-aware. Stay with us to learn meaningful and revealing questions to ask yourself as well as how to listen to your self-talk to reveal problems. By becoming more conscientious during common daily activities, you will learn what self-awareness requires of you. However, actually changing inappropriate behavior involves being brutally honest with ourselves and accepting to react with better judgment, no matter how convincingly our emotions suggest otherwise.

I’d like to remind you that trying to better understand your mind, especially emotionally, is an ambitious and honorable initiative— and also a most valuable one! Learning to monitor our thoughts and actions is a psychologically smart thing to do because developing such awareness within the mind’s complex dimension isn’t something human nature naturally teaches us to do. Self-monitoring is extremely difficult to learn to do well without step-by-step instructions. And it takes more time than most of us would accept applying, without knowing the value ahead of time.

In the balance of this program, you will explore a number of activities that offer interesting and effective channels for self-awareness. I thank you for listening. Please stay with us to learn more about the exciting dynamics of emotional intelligence.

## **TAKE TIME TO JOURNAL REVEALING QUESTIONS**

Noting your answers to these particular questions and reviewing them frequently, provides a healthy starting point for practicing what we call *self-monitoring*— which by definition, represents a much closer scrutiny for objectively observing the quality of our thoughts, communication, and behavior. Self-monitoring reveals a dimension of our existence that is not self-evident. The journaling questions on the next page are from EII’s 2A Lesson and are among several offered that contribute toward emotional balance.

- 1. What were the highlights of my day?** You will be amazed by how much more of a month's activities and experiences can be remembered by snapshot approach makes it possible to create a more thorough and interesting reflection upon your life, very similar to the value of keeping a photo collection.
- 2. What am I grateful for today?** This question can help you keep a positive attitude, especially when life's journey seems to go awry. With little effort, you will realize invariably that there is much for which to be thankful and encouraged—certainly more than you would have surmised without such contemplation.
- 3. What did I tell others today that I would do for them?** Noting answers to this question helps to ensure that you will remember those things you had planned to accomplish for others without causing others unnecessary stress.
- 4. What did I learn about myself today that I hadn't realized before?** By noting the answer to this question, you can easily review and monitor your growth in self-knowledge and behavioral improvements.
- 5. What frustrated, angered, or bothered me today?** Asking this question at the end of each day and reviewing your answers at week's end may help you understand what justifies heightened frustration or complaint and what doesn't. This time lapse should reveal whether your level of stress is higher in the heat of the moment than it should be, reducing the chance of your exaggerating stress unnecessarily.
- 6. How may I have inconvenienced or offended someone today?** As with all of us, finding fault with yourself is difficult. This question forces you to consider the possibility. Posing this question may also assist you in paying closer attention to the feelings of others as you become more mindful of your own thoughts and actions.

The questions listed here pertain to matters of emotional stability and respect for others. Yet, how many of us consider asking and noting answers to these kinds of questions? By accumulating your answers and reviewing them periodically, you will gain a more complete picture of the emotional aspects in your daily life that are important to recognize. For actual calendar pages and details for assessing the answers to these questions and a few others, go to [e-ii.org](http://e-ii.org) web site, Lesson 2A.

## **TAKE TIME TO ANALYZE OUR REACTIONS**

Knowing intelligent questions and comments to ask and say to ourselves help us to deal with our emotions more carefully during our weaker and more stressful moments. Without intellectualizing at these vulnerable times, natural, inappropriate thoughts can gain power and become spellbinding habits.

Consider what awareness you already have about yourself as you answer the following self-monitoring questions:

### **We analyze how easily we over or under react emotionally.**

1. When you get anxious, sad, or angry, do you just go with the flow or try to calm yourself?
2. When you feel anxious, sad or angry, do you just remain stuck in the same thought process, or do you seek to resolve or quiet these feelings and get back into balance?
3. When you get upset, do you distinguish whether what you're upset about is a \$1000 issue, so to speak, or just a \$5 one—or is everything just automatically a \$1000 issue?
4. When you feel angry or upset, do you react heatedly in the moment, or do you apply healthy self-talk to calm your mind and remain reserved with healthy control?

5. Do you use unhealthy tactics toward others when they apply the same toward you or do you consider the source as unhealthy and seek to define healthier options instead?
6. Do you allow knee jerk responses to taint a situation instead of pausing to reduce these instantaneous feelings until they subside?
7. When you don't feel like doing something important, do you procrastinate or complete the task?
8. Do you just accept others' kindness or are you careful to identify others' warm gestures, so as to acknowledge, reciprocate, or add such due care in your own behavior?
9. When you don't feel like initiating or reciprocating kindness toward others, do you push yourself to do so anyway?
10. When you feel sad about something, are you unable to alter your mind to alleviate the pain?
11. Can you remember times when you got anxious or angry about the wrong things?
12. Can you identify situations wherein your desires placed you or others in harm's way?

Ask the group to brainstorm similar questions to add to the list. Depending on your particular group, it may be important to share the following notation:

*Be aware that if a person can't prevent harmful over or under reactions or inappropriate feelings from absorbing his/her thoughts, s/he should inform a mentor, counselor, parent, minister, or teacher who is able to secure immediate help from someone who is able to administer counteractive and preventative direction.*

## **TAKE TIME TO EXPLORE AND ADJUST OUR THINKING**

The strategic direction this section provides is designed to help us shift the mind's focus to a healthier position or to think more positive thoughts. Often asking ourselves the right questions can help us stimulate healthy adjustment to habitual, yet inappropriate ways we sometimes think. Consider the following intellectual measures to guide the mind toward thinking more healthfully:

### **A. We can explore emotionally in-depth questions.**

1. How does applying effort to become a more emotionally intelligent person enable us to improve?
2. How does screening for harmful feelings and negative thoughts help us to reduce them?
3. How does being curious about the quality of our self-talk help us define it?
4. How does carefully monitoring how well we are directing ourselves help us to improve?
5. How does practicing to block out harmful feelings help to reduce them?
6. How does healthful purpose reduce unhealthy desires?
7. How does concern about being kinder to others help us to identify more ways to do so?
8. How does concern for the safety of others and ourselves ward off potential calamity?
9. How does suffering through painful behavioral adjustments build healthy endurance?
10. How does searching for better methods increase creativity?
11. How does thinking of improving the quality of our behavior, open our minds to do so?
12. How does realizing that our thoughts need positive adjustment stimulate healthier application?

Discuss the ways we currently guide the mind healthfully, rather than just allow it to roam naturally or to dwell incessantly. Ask participants to share remedies they've employed to prevent harmful feelings from crippling their thinking.

Consider the following measures to guide the mind while under pressure:

## **B. We can ask ourselves revealing questions.**

1. What else do I need to think about?
2. Am I spending my time thinking productively?
3. Why is my mind thinking the way it is?
4. Can I learn to do what is more sensible while I am under pressure or when I just don't want to?

## **C. We can think about more meaningful topics.**

1. Visualize fun things you would like to do.
2. Reflect on fun things you did with friends and family.
3. Be cognizant of kind things others have done for you.
4. Consider kind things you have done or can do for others.
5. Create ways to help block harmful feelings.
6. Repeat things you know you need to remember.
7. Think back to the meaningful events of yesterday and the day before.

## **D. We can pursue mentally and emotionally absorbing activities.**

1. Read an interesting book.
2. Do something fun or interesting by yourself or with a friend.
3. Watch something funny or uplifting on TV or go see an uplifting movie at the theatre.
4. Draw a picture of a harmful feeling to help eliminate it from the mind.
5. Work on your priorities list.
6. Call others who could lift your spirits, or perhaps do something that could lift theirs.
7. Do something kind for someone.

## **E. We can repeat mantras that help to calm and soothe our thoughts.**

1. Strong anxious sensations can cause me a lot of trouble!
2. My emotions are on fire, but my head knows this must be controlled!
3. You can beat this!
4. Bear with me!
5. You have a good head on your shoulders. Use it!
6. This irrational kind of thinking is a conflict of interest with my well-being!
7. I cannot just do whatever my mind dictates and get healthier!
8. Change is too new for me to take any chances!
9. Don't do it! If I accept this wrong choice, I know I will make an ILL HABIT stronger!
10. Without screening my thoughts, I can't block ill-behavior!
11. I cannot think about this right now.
12. I need to think about something different.
13. Try to keep calm—remember that practicing patience will help you maintain emotional balance.
14. Calm your urges! Calm your urges!

## **F. We can take steps to increase our endurance.**

1. Wait a little longer.
2. Be careful not to let comfort dominate, as the truth is, discomfort is not always unbearable.
3. Understand that effort is an emotional quality factor.
4. Try to increase your power.
5. Know that patience can make a big difference.
6. Accept forcing yourself to do what's right.
7. Apply developmentally appropriate direction.
8. Don't cower to wimpy habits.
9. Read articles and books that suggest techniques for increasing endurance.
10. Know that enduring pain can feel comparable to a deep cut wound, when it's only equal to a paper cut.

## **10. PRACTICE READING FACIAL EXPRESSIONS**

Facial expression is a part of our non-verbal communication. Though no words may be spoken, much is often interpreted, and sometimes misinterpreted from our facial expressions. We can hone our skills to more clearly identify the meaning of facial expressions with practice. You will find an array of facial expressions to work with by searching Google images for clip-art of emotional charts. The following related activities can be fun and helpful for your group to practice.

- A. Play a game of facial expression charades with the group, competing to identify the meaning of a particular facial expression of a group member. Beforehand, write several words or situations that would initiate particular expressions, each on separate pieces of paper. Fold each and place in a basket. Have contestants take turns standing before the group, picking one of the pieces of paper from the basket, and then attempting to express that particular feeling in gestures, not words. Have the others compete to guess the feeling the contestant is expressing. Be creative with expressions.
- B. Allow participants to sort through the Internet, newspapers, tabloids, and magazines to copy and cut out facial expressions. Ask participants to name what they believe each expression signifies.
- C. Provide each attendee with a sheet of 8 1/2" x 11" or 11" x 17 construction paper and glue. Ask them to create a collage of the facial expressions, and after the pictures are in place, instruct participants to identify and label the names of expressions above or below each face. You may also want to remind participants that sometimes we can erroneously assume what a facial expression denotes, rather than asking the person for clarification of their expression.

## **11. DISCUSS AND PRACTICE STEPS OF MEANINGFUL CONVERSATION**

Few people consider organizing their thoughts for casual conversation, yet the more appropriately we are able to express ourselves as we communicate, the more others recognize us as logical thinkers and genuinely approachable. The following script may be read as a brief presentation.

### **SCRIPT OF A SPEECH ABOUT MEANINGFUL CONVERSATION**

Conversation is a fundamental means of civilized communication and, as such, learning to create conversation skillfully is a critical aspect of our basic education. Building conversation skills improves our sense of composure and connection with those in our inner circle of friends and family, as well as the many other people we encounter each day.

Meaningful conversation is a gesture of kindness and a measurement of one's ability to articulate well. The more appropriately we are able to express ourselves as we communicate, the more approachable others consider us to be.

Learning to articulate well in conversation requires not only appearing intelligent and interesting to others, but more importantly, revealing how thoughtful, diplomatic, and resourceful we are about getting to know others and showing interest in them.

Without enough training in the appropriate etiquette rules and guidelines of meaningful conversation, we can too easily approach conversation from a socially deficient standpoint and appear rather self-centered, shy, or uncaring. In truth, we may forget important happenings in other people's lives, and seem cool and indifferent by not inquiring. The other person might misinterpret our less educated mode of understanding as lacking attention, consideration, and friendliness. We may be so interested in sharing our own thoughts and ideas that we absorb conversations without realizing that we need to pause and let others share as well.

Observing the quality of our existing conversation skills is necessary to sharpen our awareness of any deficiencies. Such investigation helps us to realize the need for improvement. In the past, we may not thought of questioning the quality of our conversation. However, after examining its content, we might find that we ramble on, failing to spend enough time in truly discussing meaningful subject matter. We may not consider asking others questions or whether we were contributing the most meaningful points and most valuable topics.

Being aware of the dynamics of meaningful conversation and learning to apply the elements involved, e.g. clarity, listening, and thoughtfulness are distinct personal and professional assets. Yet like learning to write with excellence, dynamic conversation requires specific direction and practice.

In closing, an important aspect of the art of relating well with others involves learning how to construct healthy, well-choreographed conversation. Usually, conversing at a high EQ level doesn't just happen. Improving conversational skills necessitates developing a more delicate sense of what is involved and what is fitting.

Many of these conversation skills require little education, but rather just an understanding of valuable preplanning homework and guidelines. We can become more conversely articulate in an emotionally meaningful way. The quality of our relationships and real depth of our social interactions depend on not only our emotional feelings toward others, but also on how well we have learned to communicate.

**I THANK YOU FOR LISTENING. PLEASE STAY WITH ME AND LEARN MORE WAYS YOU CAN ENHANCE THE DEPTH OF YOUR CONVERSATION SKILLS.**

## **CONVERSATION PREPLANNING CHECK-LISTS**

Exploring the dynamics of meaningful conversation requires us to do some preplanning homework, to understand particular steps and guidelines, as well as to grasp a number of worthwhile courtesies to consider. Choreographing effective conversation establishes an order of importance to what people discuss: meaningful questions to ask and comments to make.

The more difficult level of conversational skill can be compared to the difference in what we must understand for playing chess rather than simple checkers. We can easily learn random conversation, while the complexities of meaningful conversation requires better understanding and training.

Our efforts to improve performance depend on whether we want to converse similar to playing a simple game of checkers or opting for the more difficult challenge of a chess game. To improve conversation skills and reduce rambling, let's discuss the steps involved and meaningful criteria to consider.

### **Review particular factors beforehand.**

- Preplan your greeting to assure its effectiveness.
- Try to preselect meaningful questions to ask about significant issues and the events in the other person's life from your last conversation.
- Make it a priority to remember the highlights, so you can reference in future conversations.
- Think about family members and others common acquaintances to kindly inquire.
- Show interest in unfamiliar people by asking inquisitive questions about their lives.
  
- Define and memorize interesting information to share in the conversation about your life, such as current events, interesting things you learned, received, or worth sharing from books, the Internet, movies, and TV, as well as travels.
- Review and consider other ways to show your interest and that you appreciate and care about others (e.g., complimenting, congratulating, honoring, respecting, thanking them).
- Consider sharing any articles, cartoons, jokes, and e-mails that you think would be helpful or entertaining.
- Try to remember when and where you last saw the person, so that you are able to ask or comment about how long ago it was and/or about that event. Also try to remember and not repeat the same stories you told during your last conversation.
- Perhaps ask the person to bring pictures of loved ones or recent travels.
- Take your camera for a few friendly photos.
- Exchange cell phone numbers when scheduling a visit, and keep the person's number handy should you realize the need to arrive late or postpone the visit.

### **Courtesies worth considering.**

- Prepare to arrive punctually. Realize that arriving late or speeding on the highway to arrive at your destination on time may reflect a self-centered bent.
- Be prepared to direct your thoughts meaningfully.
- Try to review and help anyone catch up who arrives later stages of a topic of conversation.
- Remember to listen well, identifying and noting meaningful points about which to comment later in the conversation, for closing, or for review prior to your next visit or communication.
- Remember to be supportive while listening to others' life situations.
- Remind yourself to listen for major topics. Points being brought up in the flow of conversation remind us of particular subject-matter to discuss. Often, with less preparation, these associations become the driving force of conversation.
- Be sure to heed the direction of the conversation, while being cautious and courteous.
- Remember, above all, to take turns and not to monopolize the conversation. Asking others questions and allowing their input should diminish this problem.
- If there are three or more people, be sure to include everyone in the conversation as well, even if this means asking questions of those in the group who are quietly listening.
- When others in the group are not studying meaningful conversation, be careful not to be critical of their conversation ineptitudes.

- As in business, there are important particulars which people need to know, while conversely, and there are other details that should not to shared, such as that which is confidential, abrasive, or extremely controversial. Thus, gossip, politics, and religion may be best avoided.

## 12. EXPLORE HELPFUL RESOURCES/TAKE FREE EQ TESTS

### EQ FREE TESTING\*

[helpself.com/iq-test.htm](http://helpself.com/iq-test.htm)  
[queendom.com](http://queendom.com)  
[youremotionaltype.com](http://youremotionaltype.com)  
[ihhp.com/free-quizzes](http://ihhp.com/free-quizzes)  
[goodtherapy.org/emotional-intelligence.html](http://goodtherapy.org/emotional-intelligence.html)

### SEARCH BAR RESOURCE EXPLORATION

Emotional growth  
 Psychology  
 Healthy Mind Development  
 Emotional Intelligence  
 EQ testing free

### INTERESTING AND HELPFUL WEB-SITES

<a href="http://Centerforworkforcehealth.com">Centerforworkforcehealth.com</a>	A program dedicated to health and wellness in the workplace
<a href="http://Danielgoleman.info">Danielgoleman.info</a>	A web-site of the author of <i>Emotional Intelligence: why it can matter more than IQ</i>
<a href="http://DrConversation.com">DrConversation.com</a>	A web-site full of meaningful conversation ideas
<a href="http://e-ii.org (our program)">e-ii.org (our program)</a>	A program with emotional intelligence lessons
<a href="http://Emotionalliteracyeducation.com">Emotionalliteracyeducation.com</a>	A group of emotional intelligence courses
<a href="http://Humanext.com">Humanext.com</a>	A web-site about the human side of business
<a href="http://Lumosity.com">Lumosity.com</a>	A program rich in brain exercises to sharpen cognitive skills
<a href="http://Selfgrowth.com">Selfgrowth.com</a>	A personal growth directory
<a href="http://apa.org">apa.org</a>	The American Psychological Association web site
<a href="http://societyofei.org">societyofei.org</a>	The Society of Emotional Intelligence web site

### HELPFUL BOOKS

[An Inconvenient Truth](#) by Al Gore. Read about environmental concerns we need to address.

[Cinema Parenting: Using Movies to Teach Life's Most Important Lessons](#) by Gary Solomon. This book offers a valuable list of movies for kids that teach healthy life lessons.

[Coping with Limb Loss](#) by Ellen Winchell, psychological counselor. This may seem like a strange book to suggest, but even though it refers to coping with a particularly devastating situation, the author explains quite poignantly, the behavioral adjustments we ALL need to make while coping with depressing situations.

[Emotional Intelligence: Why it can matter more than IQ](#) by Daniel Goleman. This book explains what emotional intelligence is all about.

[Emotional Intelligence for Dummies](#) by Steven Stein. Read about simple ways to improve EI.

[My Ego, My Higher Power, and I](#) by Jerry Hirschfield. This book provides helpful ways to distinguish the difference between these three influences.

[Reel Therapy: How Movies Inspire You to Overcome Life's Problems](#) by Gary Solomon. This work provides a helpful list of a number of movies that have healing messages.

[Social Intelligence: The new science of human relationships](#) by Daniel Goleman. This work reveals healthy ways we can improve our interrelations with others.

[The Art of Conversation by Catherine Blythe](#). Learn more about the fundamentals of meaningful conversation.

The Five Love Languages by Gary Chapman Editions for Children, Teenagers, Men, Singles, and Married Mates. Each of the five different editions explains the different approaches we should consider when expressing love toward others and the impact created.

The Sociopath Next Door by Martha Stout. This work reveals how so many people are emotionally driven to seek psychological counseling because sociopaths have created havoc in their lives.

30 Days to Taming Your Tongue by Deborah Smith Pegues. This book explains why taking time to screen our thoughts is better than speaking impulsively.

### **13. REVIEW WHAT WAS COVERED IN THIS PROGRAM**

Review each agenda item you included in your program and its content. Perhaps allow participants to define what they've learned within each agenda item, rather than explaining.

### **14. DISCUSS CONTINUED LEARNING, INCLUDING PERIODIC TESTING**

Ask attendees how they might continue to learn more about emotional intelligence after this program. Discuss resources found that could assist. Perhaps suggest a few of your own ideas.

### **15. PRESENT PROGRAM CERTIFICATE AND AWARDS**

Acknowledging performance efforts, participation, and enthusiasm of attendees is a highlight of any program. Such acknowledgments can inspire all who attend. Perhaps make it a pot luck banquet affair with each attendee bringing a favorite healthy menu item. Below are some possible specific awards worth presenting, besides participation award you will find on the EI Awareness Month Materials page:

Most frequent attendee

Most interactive attendee

Most helpful attendee

Most congenial female

Most enthusiastic attendee

Most improved attendee

Most attentive attendee

Most congenial male