

EDUCATIONAL PROGRAM FOR 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 or just consider a few of our ideas for your program. More agenda topics may be found by searching through the *brief summaries* of free lessons linked from our e-ii.org home page, or by reviewing a few of the *actual lessons* also linked from the e-ii.org home page.

Please note that this AGENDA outline and other 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, 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, consider which agenda topics you may 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 2017 campaign
4. Search for the EI poster's hidden hearts
5. Sing the Emotional Intelligence Song
6. Discuss EII's free lessons
7. Ask stimulating EQ questions
8. Explain how we become more self-aware
9. Practice reading facial expressions
10. Discuss and practice steps of meaningful conversation
11. Explore helpful resources/Take FREE EQ tests
12. Review what participants learned in this program
13. Discuss continued learning, including periodic testing
14. Present program certificates and awards

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

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. You will find an actual script for a speech presentation at the same link from EI Month Material page as this file. You may use this speech in its entirety or include parts within your own composition.

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 2017 EI MONTH CAMPAIGN

Define the activities in this outline you will be using, locate and print materials you will be using. Be sure to consider the full-color poster and the black/white to color.

POSTER THEME

The theme for this year's Awareness Campaign highlights the need for a well-designed blueprint to develop healthier minds. Emotional intelligence is that blueprint, because it is meaningful to everyone, regardless of spiritual, racial, or philosophical backgrounds. The theme can initiate emotional intelligence (EI) group discussions. You might start with the following questions and/or suggestions:

- A. Discuss the benefits of better understanding ourselves and having more tolerance of others.
- 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.
- G. Discuss the benefits to society from better educating ourselves about emotions.

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 from YouTube or from EII's web-site (www.e-ii.org) home page. It can also be downloaded from the web-site at the EI Awareness Month Material's page.

The lyrics are also included in a link from the EI Month Material's page, and the actual sheet music is in the Emotional Intelligence Activity Book for Kids, available on [amazonsmile.com](https://www.amazon.com/smile).

6. DISCUSS EII'S FREE LESSONS

When sharing this section of the agenda, you may want to consider incorporating EII's free lessons from www.e-ii.org. These lessons are designed to help individuals understand how emotions affect learning and how to become more self-aware. Taking time to discuss these lessons 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 lessons stimulate adherence to quality guidelines, good habits, and a healthy outlook. 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 begin exercising emotional intelligence?

Possible answer: By studying lessons about EI, 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 increase our intolerance of others?

Possible answer: Suggest reviewing some of the supplement pages from EII's lessons that list healthy/unhealthy feelings or emotional forces.

8. EXPLAIN HOW WE BECOME MORE SELF-AWARE

Through casual observation, improving self-awareness is minimal and almost impossible to expand. 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.

Thorough self-awareness is about having a very meaningful in-depth understanding of ourselves. To expand on this section, consider including the scripted speech about self-awareness, Journaling Questions, Analysis for Improving Reactions that are linked from the EI Awareness Month Material's page. These materials were adapted from EII Lesson 2 group and 4C Lesson, *Investigating and Controlling our Self-talk*.

9. 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.

10. 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. To expand on this section, consider including the scripted short speech about meaningful conversation and Conversation Preplanning Check-Lists that are linked from the EI Awareness Month Material's page.

11. EXPLORE HELPFUL RESOURCES/TAKE FREE EQ TESTS

Prepare a list of your own favorites to share or print copies of the Helpful Resources page linked from the EI Awareness Month Material's page.

12. REVIEW WHAT PARTICIPANTS LEARNED 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.

13. 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. Do consider suggesting your own ideas and other helpful resources you've found.

14. 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 potluck banquet affair with each attendee bringing a favorite healthy menu item.

Below are some possible specific awards worth presenting, besides a participation award you will find on the EI Awareness Month Materials page:

Most frequent attendee	Most enthusiastic attendee
Most interactive attendee	Most improved attendee
Most helpful attendee	Most attentive attendee
Most congenial female	Most congenial male