

THINK INSTEAD & THINK AHEAD

Defining Our Striving – Strategic Emotional Intelligence

Purpose of the Session: “The Emotional Intelligence Workshop” aims to equip participants with essential emotional intelligence skills. ***This program will consist of three structured sessions designed to enhance self-awareness, self-regulation, empathy, motivation, and social skills, ultimately fostering improved behavioral and emotional awareness.***

- Facilitate activities that build participants’ understanding of emotional intelligence and its application in life.
- Foster a supportive and open environment to encourage participation, trust and constructive sharing.

Activity	Description
Ice Breaker	Activity designed to prepare group for session and loosen them up to participate.
Beginning Activities (Harambee)	Activities to begin all group interactions and help participants center on group purpose for coming together and the tasks ahead.
<i>Libation</i>	<ul style="list-style-type: none"> • <i>As a way to affirm the cultural base of ancestry and as a means to establish the seriousness of our effort, a brief libation ceremony is held at the beginning of each session.</i>
Statement of Commitment	<ul style="list-style-type: none"> • <i>Unified statement recited by participants to affirm commitment to principles of the effort.</i>
<i>Mirror, Mirror Check – In</i>	<ul style="list-style-type: none"> • <i>Reflections about our successes and/or shortcomings since we were last together.</i>
Focus Proverb	<ul style="list-style-type: none"> • Designated time allotted at beginning of session to discuss motivational proverb or statement relevant to current topic – “As A Man Thinketh, So Is He”/“A Man Is His Deeds”
Discovery Activities	Experiential and interactive discussion and activities designed to facilitate the teaching and learning of specified topic and objectives.
Session Overview	<ul style="list-style-type: none"> • Purpose and objectives of session and key take home points are shared with participants
<i>Brainstorm</i>	<p style="text-align: center;">– Strategic Emotional Intelligence</p> <ul style="list-style-type: none"> • <i>Group discusses topic from the perspective of what they come into the room already “knowing”, thinking, feeling or believing about a particular topic.</i>

Inform	<ul style="list-style-type: none"> • Facilitator shares information about the designated topic with participants, highlighting the core elements and take-home points they want to focus on.
Dialogue	<ul style="list-style-type: none"> • Facilitator and group members dialogue, debate and come to some level of resolution regarding the information shared, valuing and reflecting upon what was offered by participants and facilitators.
Assessment	<ul style="list-style-type: none"> • Participants assess themselves relative to the points and characteristics discussed and established.
Critical Awareness	<ul style="list-style-type: none"> • Participants and facilitators identify and critically engage the potential barriers that exist to hinder them from achieving the desired characteristic and traits discussed.
Planning	<ul style="list-style-type: none"> • Participants and facilitators discuss and develop a personal plan of action to achieve a specified task, action or value emanating from the topic of discussion.
Responding Activities	Designated time where participants reflect on lesson points through activities, discussions, journal writing and/or session evaluations.
Journal Topic Statement	<ul style="list-style-type: none"> • Based on topic and previous discussions, facilitator prompts feedback on key take home point(s) and participants are allowed 5 minutes to freely write reflections.
Free Speak Topic	<ul style="list-style-type: none"> • Based on topic and previous discussions, facilitator prompts feedback on key take home point(s) or point(s) of controversy and participants are allowed time to openly discuss and share thoughts on topic.
Structured Reflection	<ul style="list-style-type: none"> • Based on topic and previous discussions, participants reflect on session in pairs or small group conversations, or some other structures means to elicit feedback and thoughts on a particular issue raised.
Re-Statement of Commitment	Ceremonial bonding method to close out session and affirm positive and purposeful time spent together and to declare personal goals for upcoming session and week.

Defining Our Striving – Strategic Emotional Intelligence

How we show up matters! “The Emotional Intelligence Workshop” aims to equip participants with essential emotional intelligence skills: **self-awareness, self-regulation, empathy, motivation, and social skills**, ultimately fostering improved behavioral and emotional awareness. The proposed session will cover the basics of the above-referenced EI Pillars, with a focus on SELF-AWARENESS & SELF-REGULATION.

SELF ASSESSMENT ON EMOTIONAL INTELLIGENCE					
<i>For each row, circle the number that best represents where you are for each EI skill stated</i>					
5 – EXEMPLARY 4- EXCELLING 3 – ACCOMPLISHED 2-EMERGING 1 - LACKING					
<input type="checkbox"/> I CAN IDENTIFY MY EMOTIONS	1	2	3	4	5
<input type="checkbox"/> I KNOW HOW TO APPROPRIATELY EXPRESS MY EMOTIONS.	1	2	3	4	5
<input type="checkbox"/> I KNOW WHAT MOTIVATES ME	1	2	3	4	5
<input type="checkbox"/> I CAN RECOGNIZE AND RESPOND TO OTHERS’ EMOTIONS.	1	2	3	4	5
<input type="checkbox"/> I RECOGNIZE HOW THESE SKILLS APPLY TO MY LIFE MOVING FORWARD	1	2	3	4	5

PLEASE RESPOND BRIEFLY TO THE QUESTIONS BELOW:

- In reflecting on your upbringing, was EI a part of the values taught in your household or in your community?

- Were you ever exposed to the principles of EI? If so, when? Or how?

- Why is it important for you (as a leader/teacher) to think and act with Emotional Intelligence?

- Do you feel supported by your peers, family, or other organizations to gain skills in emotional intelligence? If so, how? If not, why?

Defining Our Striving – Strategic Emotional Intelligence

Basic Overview of Emotional Intelligence and Literacy Workshop:

- Learn the primary elements of emotional intelligence.
- Assess your emotions honestly.
- Determine how to appropriately express your emotions.

The Five Pillars of Emotional Intelligence



Goleman, D. (1995). Emotional intelligence. Bantam Books.

WHAT IS EI: Emotional Intelligence and Literacy are important and powerful skills for navigating life in today's world. Its focus is on understanding and managing your emotions and recognizing the feelings of others, managing your reactions, and strengthening your mental well-being.

WHY EI MATTERS: Research indicates that Individuals with solid emotional intelligence and literacy are quicker to recover from unhappy experiences. They are generally less vulnerable to anxiety and can channel negative emotions in a positive way. High emotional intelligence can also result in improved impulse control, abstract reasoning, long-term planning, and working memory. Through awareness and assessment of your emotions, you can begin managing your emotions. EI skills may also help break generational cycles, improve relationships, and foster self-love. A higher EQ level reduces anxiety and protects against stress.

PRACTICAL PRACTICES FOR EI SKILLS:

Self-Awareness - Self-awareness is the foundation of emotional intelligence. It's about understanding how you feel, why you feel that way, and how those emotions influence your thoughts and actions.

Suggested Ways To Practice SELF-AWARENESS:

- Start a daily journal to reflect on your emotions and experiences
- Check in with yourself multiple times a day by asking, *how am I feeling right now? What triggered this emotion?*

Selected Ways To Practice SELF-AWARENESS:



I AM! Date: ____/____/____

My name is: _____

Using single words only, complete the statement five times, using five different words:

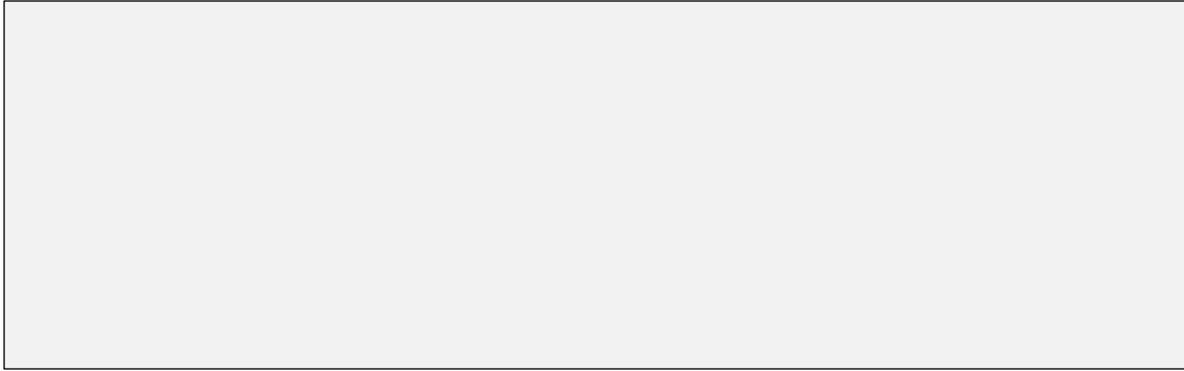
- 1. I am a(n) _____
- 2. I am a(n) _____
- 3. I am a(n) _____
- 4. I am a(n) _____
- 5. I am a(n) _____

Know & Manage Your Triggers - Everyone has certain words, situations, or memories that cause strong emotional reactions. Learning how to identify and manage these triggers is a crucial step in building emotional intelligence.

Suggested Ways To Practice SELF-REGULATION:

- Identify your triggers by reflecting on what situations make you feel angry, sad, or anxious
- Create a list of healthy coping mechanisms like deep breathing, going for a walk, or listening to calming music
- Practice responding instead of reacting—take 10 deep breaths before addressing a triggering situation

Selected Ways To Practice SELF-REGULATION:

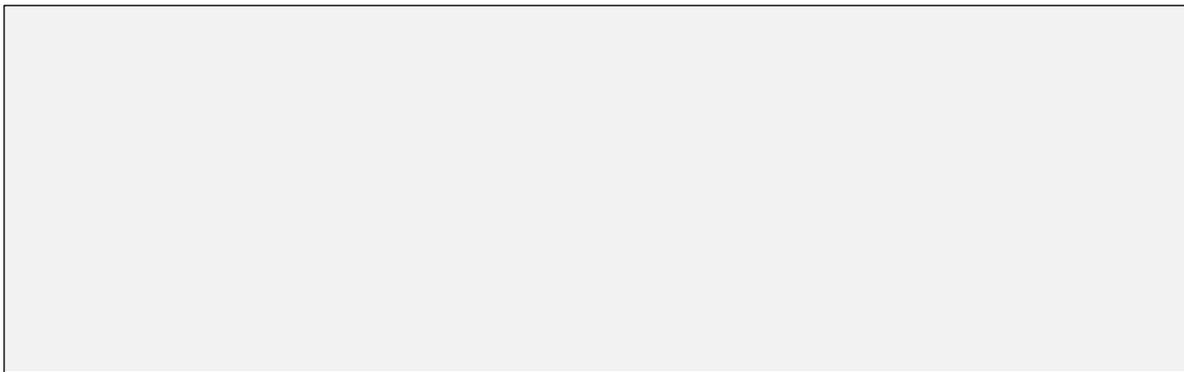


Build Healthy Boundaries - Setting boundaries is one of the greatest acts of self-love and emotional intelligence. It teaches others how to treat you while protecting your emotional well-being.

Suggested Ways To Practice BOUNDARIES & FENCES:

- Clearly communicate your needs and limits to others
- Learn to say no without feeling guilty
- Surround yourself with people who respect your boundaries and uplift your energy

Selected Ways To Practice BOUNDARIES & FENCES:

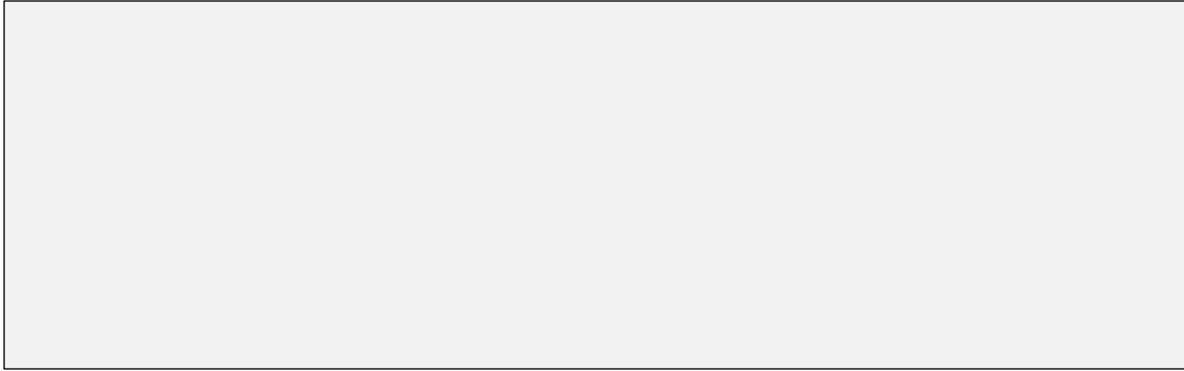


Practice Gratitude and Positive Affirmations - Gratitude and positive affirmations help rewire your brain to focus on what's going right instead of what's going wrong.

Suggested Ways To Practice SELF-AFFIRMATION:

- Write down three things you're grateful for every morning
- Repeat affirmations like I am worthy of love, I am in control of my emotions, and my emotions do not define me
- Celebrate small victories, no matter how small they may seem

Selected Ways To Practice SELF-AFFIRMATION:

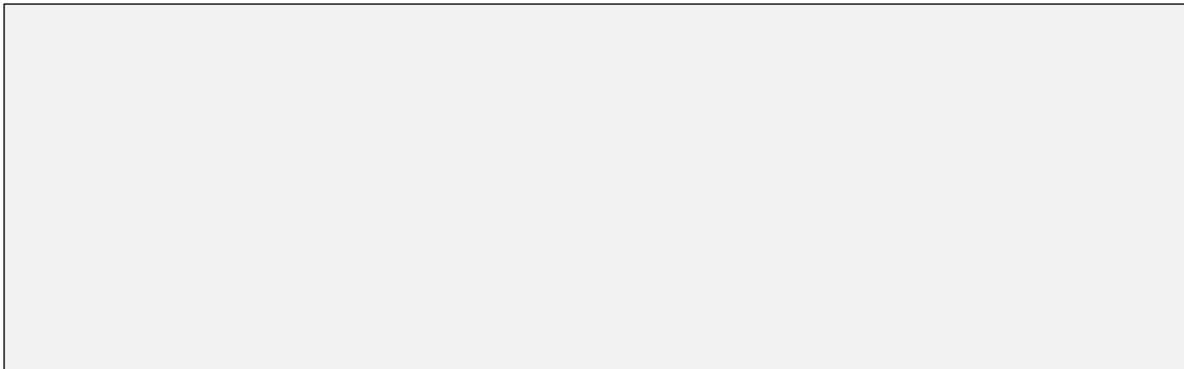


Express Your Emotions - Your peers, family and society may have told you to suppress your emotions because you're a man. But appropriately and strategically expressing how you feel isn't a sign of weakness - it's a powerful form of strength.

Suggested Ways To Practice POWERFUL VOICE:

- Start small by talking to a trusted friend, partner, or mentor/coach/OI' head about how you feel
- Use "I feel" statements instead of blaming others (eg, "I feel upset when... ", instead of "You made me upset when...")
- Write letters to yourself or loved ones to express how you're feeling, even if you never send them

Selected Ways To Practice POWERFUL VOICE:



LEADERSHIP & EMOTIONAL INTELLIGENCE

"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized." - Haim Ginott (1972)

IF YOU CHOOSE TO RISE UP & GO DEEPER!

Some Journaling prompts:

- What emotions and feelings do you struggle to manage, and why?
- How do you push through moments of self-doubt?
- When have you made a decision you have later regretted?
- What stressors in your life are most difficult for you to manage?

Five Components - OF - EMOTIONAL INTELLIGENCE

Social Skills

Being able to create and maintain healthy relationships



Self-awareness

The knowledge of one's own thoughts, feelings and motivations



Decision-making

The ability to make responsible choices and accept their outcome



Self-regulation

The ability to regulate emotions and actions in a variety of environments



Empathy

The capacity to empathize and appreciate another perspective



EMOTIONAL
Coping effectively with life and
creating satisfying relationships

ENVIRONMENTAL
Good health by occupying
pleasant, stimulating environments
that support well-being

FINANCIAL
Satisfaction with current
and future financial
situations

INTELLECTUAL
Recognizing creative abilities
and finding ways to expand
knowledge and skills

WELLNESS

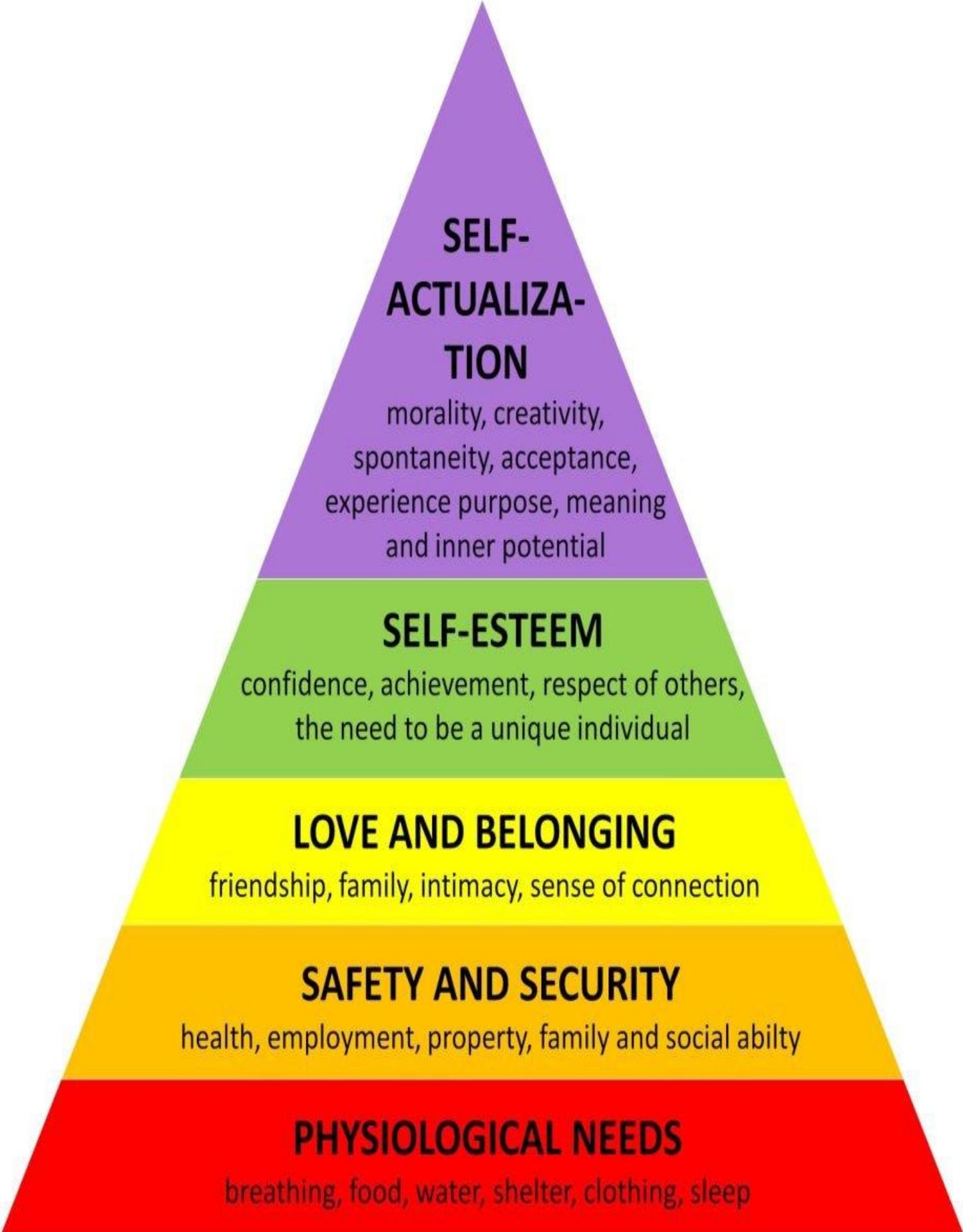
SOCIAL
Developing a sense of
connection, belonging,
and a well-developed
support system

PHYSICAL
Recognizing the need
for physical activity, diet,
sleep and nutrition

SPIRITUAL
Expanding our sense of
purpose and meaning in life

OCCUPATIONAL
Personal satisfaction and
enrichment derived from one's work

Adapted from Swarbrick, M. (2006).
A Wellness Approach. *Psychiatric
Rehabilitation Journal*, 29(4), 311-314.



**SELF-
ACTUALIZA-
TION**

morality, creativity,
spontaneity, acceptance,
experience purpose, meaning
and inner potential

SELF-ESTEEM

confidence, achievement, respect of others,
the need to be a unique individual

LOVE AND BELONGING

friendship, family, intimacy, sense of connection

SAFETY AND SECURITY

health, employment, property, family and social ability

PHYSIOLOGICAL NEEDS

breathing, food, water, shelter, clothing, sleep