

Developing

*EMOTIONAL*

Intelligence

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## Awareness & management of emotions in self & others



Score yourself (1-10) in each quadrant.

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

In what ways do you allow circumstances to affect your engagement?

How well do you positively affect the engagement of those around you?

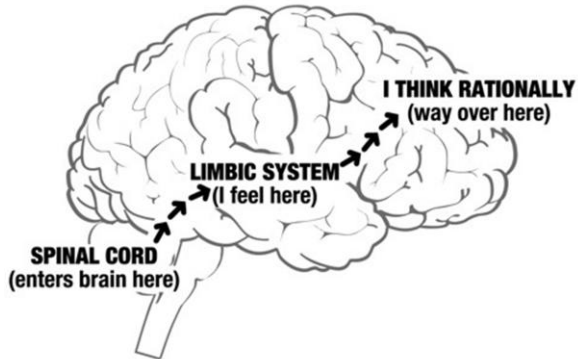
## The *Iceberg*... and the *Horse*



Challenge #1: Significant impact on everything we do.

Challenge #2: Non-conscious function, (Yesterday, Today, Tomorrow...)

## How the “horse” works



### 1. Filter

RAS

200,000,000:1

Google Search

### 2. “Auto-Pilot”

Psycho-cybernetics

Thermostat

Habits, Beliefs

In what ways have you used your non-conscious (horse) for ineffective results?

What “search” options would be more effective?

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

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

Recipes

Emotion 1: \_\_\_\_\_

Emotion 2: \_\_\_\_\_

## Emotional Management

**Situation**

**OptionS**

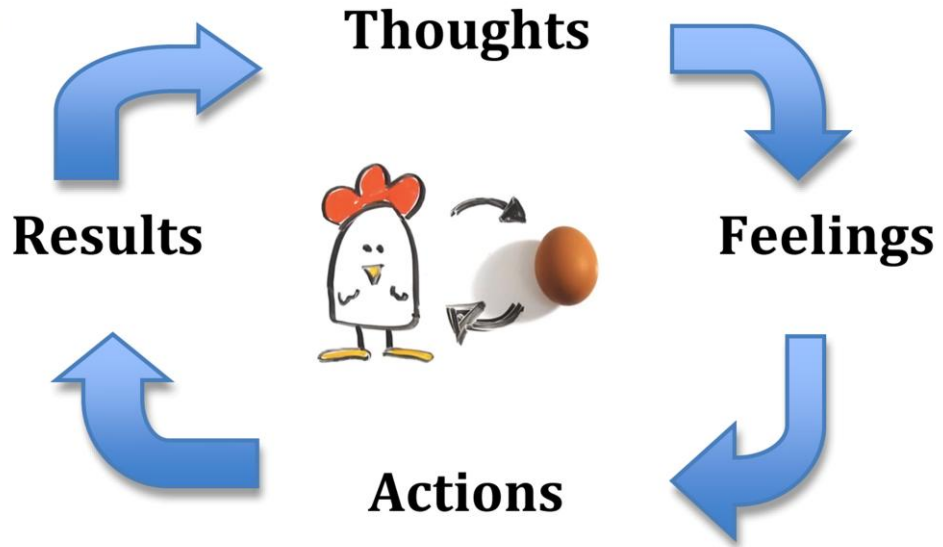
(many ChoiceS  
before moving on)



**Consequences** (+/–, good/bad for each option)

**Solution** (recommended & why)

Which came 1<sup>st</sup>? Does it *really* matter?



## Interrupting an Amygdala Hijack

**Stop**

**Oxygenate**

**Strengthen Heart (Appreciation)**

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

**Survey Situation**



My Hijacks:

Potential “Pattern Interrupts”:

For a great video on dealing with Emotional Hijacks, visit:  
[www.JonathanFanning.com/index.php/emotional-hijack](http://www.JonathanFanning.com/index.php/emotional-hijack)



## Pattern Interrupts (Stop):

### Laughter

- Chicken dance
- Sprinkler, Water
- 3-yr-old lawyer in suit kicking slide
- Outrageous!



### Radically change subject

- Hum (Song/music)
- Clear the mechanism!
- Role Models - “courage not to fight”
- Appreciation (Grateful) List
- Out of character
- Intense focus



Aristotle

“Anyone can become angry  
- that is easy,  
but to be angry with the ***right person***  
at the ***right time***,  
and for the ***right purpose***  
and in the ***right way***  
– that is not easy.”

# Techniques to Affect Emotions

1. Pattern Interrupts (broken record, redirect)
2. F.I.R.E.
3. Classroom of Silence
4. Stress Journal
5. Set watch
6. Avoid, Alter, Adapt, or Accept the stressor
7. Simplify: Reduce “To-Do” List (6 Things)
8. Count Blessings (Grateful List)
9. Count to 10. then 100
10. Relaxation Countdown (count breaths, deep breathing, breath focus)
11. Fun & Relaxation ... Take 1 day off every week
12. Self-talk mixed w/ belief
13. Fitness
14. Dream List (& pics, past, present, & future)
15. Inputs (Food, Media, Environment, Nature, Sleep)
16. Start w/ small stressors that happen regularly (commuting, dinner)
17. UNPLUG daily & weekly (Free Day)
18. Schedule worrying

## 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 make 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.

## 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 2<sup>nd</sup>. Leave for ~2 minutes.

Give children who have not eaten their treat a 2<sup>nd</sup> 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):



