

# LESSON SUMMARIES

Lessons on our web-site are being updated. Revisions will include activities, supplemental materials, and quizzes. You will also find within each lesson group, a particular lesson listing outside resources to broaden your learning perspective.

## **1 How to Use This EQ Self-Study Program**

---

### 1A Lesson — Orientation: Direction to Get You Started

Welcome to our free program! Deciding to improve your emotional intelligence is an ambitious and honorable behavioral initiative. Our particular program teaches you: 1. What we have learned and believe is important for all to know about the human mind, 2. How to get to know your own mind better, and 3. How to empower yourself to better manage your emotions and more wisely apply your mind.

*“Tell me and I forget. Teach me and I remember. Involve me and I learn.”— Benjamin Franklin, 18<sup>th</sup> Century American scientist, inventor, statesman, printer, and philosopher. (1706 – 1790)*

---

### 1B Lesson — Reminders to Help You Learn Effectively

Behavioral research tells us that our emotions have a profound impact on our ability to learn. This lesson should improve your awareness of your emotions impact and help you get more out of this program than otherwise possible. You will review several factors that help set the tone to stimulate a higher level of attention, interest, and effort toward learning.

*“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” — Alvin Toffler, American sociologist and futurologist (1928 - )*

## **2 Getting to Know Our Minds Better**

---

### 2A Lesson — Journals Improve Self-Awareness

“Knowing thyself” has been taught for centuries by philosophers as an important key in leading a wholesome life. The journaling questions listed in this lesson are designed to help you get to know thyself better. Answering these questions each day can reduce frustrations and make your daily experiences more emotionally fulfilling. They are among many self-observation questions to be explored in our program.

*Socrates, the ancient Greek philosopher, is famous for stressing the importance of examining one’s life and knowing thyself. (469–399 B.C.E.)*

---

## 2A1 Lesson — Important Daily Questions to Ask

The questions listed here are repeated from 2A Lesson for easy access. Journaling these particular questions provide a healthy starting point to practice self-monitoring and can be an emotionally stabilizing practice worth continuing. Much more explanation is provided in 2A Lesson.

*“A major stimulant to creative thinking is focused questions. There is something about a well-worded question that often penetrates to the heart of the matter and triggers new ideas and insights.”— Brian Tracy, Self-Development Author and Motivational Speaker (1944 - )*

---

## 2A2 Lesson — Avoiding Harmful Reactions to Emotions

Safely controlling how we deal with anger in the heat of the moment is one of the most difficult, yet important EQ skills to learn well. This lesson teaches two powerful, yet relatively simple ways to prepare for healthier reactions to anger and frustration in the future worth practicing. These techniques provide a valuable protective insurance policy to have subscribed to, when we are in the midst of unavoidable frustrations and anger.

*“Anyone can become angry. That is easy. But to be angry with the right person, to the right degree at the right time, for the right purpose and in the right way... that is not easy.”— Aristotle, ancient Greek philosopher. (384 – 322 BCE)*

---

## 2B Lesson — Alertness Improves Self-Awareness

It is to our advantage to spend a little time sharpening the best tools we have to help us navigate our minds better. Alertness is a valuable tool that resourcefully helps us to navigate through a complex range of possible influences. Granted, alertness is an involved and precision-oriented mode of thinking and not the simplest mind exercise to practice. However, with quality direction, honing our alertness can be easier than we might think.

*“Never neglect details. When everyone’s mind is dull or distracted, the leader must be doubly vigilant.” — Colin Powell, distinguished US military officer and statesman. (1937 - )*

---

## 2B1 Lesson — Identifying Criteria to be Alert About

As mentioned in 2B Lesson, driving a vehicle is one of the best places to begin practicing increased alertness. This particular activity can also help us understand the active detailing involved in becoming more self-aware. This lesson explains the importance of knowing just what to be alert about while driving as well as while getting to know our minds better.

*"If I have made any valuable discoveries, it has been owing more to patient attention than to any other talent." — Sir Isaac Newton, one of the foremost scientific intellectuals of all time. (1642 - 1727)*

---

## 2C Lesson — Internet Links and Other Resources

Each lesson group in this program, except for the first group, includes one that lists outside resources to explore. This is the first to list resources that can enhance your understanding at this stage of our program.

*"The recipe for perpetual ignorance: Be satisfied with your opinions and content with your knowledge". — Elbert Hubbard, American founder of the Roycroft Arts and Crafts community, philosopher, lecturer, critic, publisher, novelist, essayist, and biographer. (1856 - 1915)*

---

## 3 Why We Need to Know Our Minds Better

### 3A Lesson — What's Important to Know About It?

This lesson highlights the fact that more has been learned in the past 25 years about this two-and-a-half-pound mass in our heads than in all previous history. Enough can now be explained to initiate a revolutionary change in the way we view ourselves, as well as our relationships with others and the world. Research findings indicate that the most important frontier in the universe to further explore may be right behind our very own eyes! What a phenomenal difference this particular understanding can make in our everyday lives!

*"True happiness is not attained through self gratification, but through fidelity to a worthy purpose." — Helen Keller, Famous American author, political activist and lecturer who was deaf and blind. (1880 - 1968)*

---

### 3B Lesson — There’s an Important Engineering Approach

This lesson explains that, like engineering, emotional intelligence requires us to develop a deep understanding of its overall importance. There are subtle intricacies and malfunctions that cause our minds to fail us, emotionally, that we need to be aware of. As with engineering disciplines, we must learn to pay close attention to precautionary measures, healthy methods, formulas, guidelines and limits, as well as quality direction, regular scrutiny, and problem forewarnings.

*The engineer, and more generally the designer, is concerned with how things ought to be - how they ought to be in order to attain goals, and to function. — Herbert Simon, One of the most influential social scientists of the 20th century. (1916 – 2001)*

---

### 3C Lesson — Internet Links and Other Resources

As we mentioned at 2C Lesson, the last lesson in each group lists outside resources that will help to enhance your understanding. At this stage, we suggest you explore the resources listed in this lesson.

*“Most people have no idea of the giant capacity we can immediately command when we focus all of our resources on mastering a single area of our lives.” — Tony Robbins, American authority on the psychology of leadership. (1960 - )*

---

## 4 Dealing with Stress in Healthy Ways

### 4A Lesson — Understanding and Accepting Healthy Stress

To improve our emotional intelligence, we must sometimes accept enduring healthy stress. Not unlike the worthiness of a mother’s labor pains, yet rarely so agonizing, we endure healthy stress to champion healthy outcomes. In this lesson, we will examine specific situations that require enduring healthy stress and identify reasons why people can too easily avoid it. We will also provide supplemental materials and activities to help you cushion, yet endure healthy stress.

*“Humility is to make the right estimate of oneself.” — Charles H. Spurgeon, one of England’s best known preachers of the 19th Century in England. (1855 - 1905)*

---

## 4A1 Lesson — Obstacles to Healthier Mind Development

(Partially on-line)

This lesson points out five major obstacles that make it difficult for us to develop a healthier, more intelligent psychological aptitude and stable well-being. They distort our reasoning and add stress to our life experiences. Studying this lesson should help students more easily identify these obstacles in action and practice more intelligently dealing with the stress they cause.

*We humans have subtle obstacles that cripple our mind's strengths, senses, and abilities similar to how Kryptonite cripples the fictitious character Superman®. We can and need to understand these obstacles better! Sandra Hughes, EII founder (1945 - )*

---

## 4A2 Lesson — Investigating and Controlling Our Self-Talk

Without guidance to understand unhealthy and unproductive self-talk, we become susceptible to thoughts that can adversely affect us. We can too easily be influenced by our thoughts about indulgences, complaints, frustrations, sadness, and other potent emotions. This lesson lists a number of distortions to look for and explains how to make healthy adjustments.

*“The highest possible stage in moral culture is when we recognize that we ought to control our thoughts.”— Charles Darwin, early evolutionary biologist who was the originator of the concept of natural selection. (1809 – 1882)*

---

## 4A3 Lesson — Understanding Our Priorities Better (Not on-line yet)

To understand how to prioritize well is like having a very valuable directional compass to guide us through our daily lives. It requires grasping the obscure, intricate complexities and necessary cautions involved. Prioritizing well is about keenly analyzing timeliness and the appropriateness of what we consider doing and not doing, as well as knowing what can be too easily overlooked. This lesson explains ways our emotions can inappropriately influence how we prioritize and lists meaningful considerations, important questions to ask ourselves, and other helpful analytical criteria.

---

## 4A4 Lesson — Improving Fitness of Body and Mind (Not on-line yet)

(4B, 4C, and 4D are also not on-line yet)

## 5 Building Healthier Relationships

---

### 5A Lesson — Increasing Meaningful Conversation

Conversation is a fundamental means of civilized communication. Thus, learning to articulate in a comprehensive and thoughtful way is critical to our social education and building healthy relationships. This lesson teaches you, by design, a quality approach that will add pizzazz to any conversation; particular topics to discuss, steps and priorities to consider, as well as courteous gestures to apply.

*"Once a human being has arrived on this earth, communication is the largest single factor determining what kinds of relationships he makes with others and what happens to him in the world about him." Virginia Satir, noted American author and psychotherapist. (1916 – 1988)*

---

### 5B Lesson — Ways to Show Appreciation and Concern (Not on-line yet)

---

### 5C Lesson — Understanding Relationship Etiquette (Not on-line yet)

As we mentioned about previous lessons, the last lesson in this group lists outside resources that will help to enhance your understanding. At this stage, we suggest you explore the resources listed in this lesson.

*Don't flatter yourself that friendship authorizes you to say disagreeable things to your intimates. The nearer you come into relation with a person, the more necessary do tact and courtesy become. — Oliver Wendell Holmes, Sr. (1809 – 1894)*

---

### 5D Lesson — Internet Links and Other Resources (Not on-line yet)

## 6 Helping Our Youth Improve Their EQ

---

### 6A Lesson — Artful Ways Kids Can Improve EQ's (Partially on-line)

This lesson presents graphic projects for kids that can help parents and teachers discuss the meaningful merits of healthy mind development and EQ with kids.

---

## 6B Lesson — Journaling for Kids (Not on-line yet)

The journaling questions listed in this lesson are designed to help kids become more self-aware. As with our adult journaling lesson, these questions can help reduce frustrations and make kids daily experiences more emotionally fulfilling.

---

## 6B1 Lesson — The A B C's of Feelings (Not on-line yet)

This lesson has similarities to a standard A B C book. The choice of words, however, are not just items that start with each letter of the alphabet. They are emotional words. This lesson is intended to help kids better understand words that describe particular feelings they can experience. As with emotional vocabulary words we provide with some adult lessons, greater attention to the emotional implications of these words can help kids better identify and understand them as they experience such feelings.

---

## 6C Lesson — Internet Links and Other Resources (Not on-line yet)

This lesson lists outside resources that can help kids understand their minds better. Resources listed apply to various age groups.

---

# **7 Improving Speakers, Writers, Leaders EQ**

## 7A Lesson — Emotional Intelligence in Leadership (Not on-line yet)

*“He who looks outside dreams; he who looks inside awakens”.* — Carl Jung, Swiss, psychologist and psychiatrist (1875-1961)

---

## 7B Lesson — A Comprehensive Speaker Evaluation

The comprehensive check-list in this lesson identifies a number of components and specifics involved in a speaker's performance. When approaching a sensitive situation that suggests criticism, try following the guidelines listed in this lesson.

---

## 7C Lesson — Impromptu Speaking Practice Sessions

Practicing impromptu speaking over and over at these kinds of sessions can be a fast-track way to improve. Speaking in front of a group two or three times in each session with evaluations can be very growth oriented. Follow these directions to form your own impromptu group.

---

7D Lesson — Speaker/Writer Phrase Thesaurus (Not on-line yet)

---

7E Lesson — Personal Stories Reference Guide

Many of the great teachers in history used stories to share their messages. Listeners can identify with personal stories and often can imagine themselves in the place of a story's characters. This lesson shares a categorized list of subjects to help you compile and organize a written list of personal stories you have in your memory or to note stories you have yet to experience. Without creating such a list, these types of stories may only come to mind when prompted by associations.

---

7F Lesson — Internet Links and Other Resources (Not on-line yet)

---

## **8 Improving the World—Emotionally**

8A Lesson — Building a Behaviorally Safer World

*The mind, once expanded to the dimensions of larger ideas, never returns to its original size.*  
— Oliver Wendell Holmes, Sr. (1809 – 1894)

Dedicated educators have permeated circles of both lay and academic communities, addressing emotional intelligence concerns in every profession, from health, education, and business to government, religions, and sports. Such a broad welcome to these programs has undoubtedly been influenced by a growing interest in health and well-being, as well as more credible leadership. This lesson identifies criteria essential to build a behaviorally safer world.

---

8B Lesson — Preserving Planet Earth (Not on-line yet)

---

8C Lesson — Internet Links and Other Resources (Not on-line yet)