



*The No.1 EQ & Brain Training Centre*

*It's all in your mind...*

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## *Senior Course Synopsis*

*Emotional Quotient (EQ) or Emotional Intelligence is a way of describing our "human effectiveness" and is important as it speaks of for our ability to succeed in life.*

*Each course will be offered by our dynamic trainers, who all have a background in psychology.*

*EQ-Advant-Edge-Training-CC is a level 4 BBBEE contributor*

# What is EQ?

EQ is a concept that is becoming more and more popular throughout the world today. It refers to our Emotional Quotient, which in turn defines our level of ability to interact successfully with others. Howard Gardener, one of the most notable theorists on intelligence states: "Your EQ is the level of your ability to understand other people, what motivates them and how to work cooperatively with them,"

We are passionate about the development of our children in South Africa! In recent years, children in South Africa have had to face increasingly difficult situations and often do not have the much-needed support to develop the level of emotional intelligence required to cope. In America and Europe it is widely accepted that EQ is important to enhance the country's economy, as it helps individuals to be more emotionally stable and happy, which in turn leads to a better work ethic. We feel that those skills should be taught to children not just to adults!

So many children don't have great social skills, suffer from anxiety, are the subjects of bullying and violence, who cannot concentrate, have sleeping problems and even show depressive symptoms. Such children don't have the skills to cope well in life and often don't have role models and slip into negative behaviour patterns.

The EQ course has been extensively developed after much research into relevant professional literature, interviews with various collaborating professionals and from our own experience with clients of the various age-groups.

The information that follows will give you better insight into how the course works.



*Our courses and material are designed to be tailored to suit the specific needs of each school. The content is always evolving to ensure that it remains up-to-date and relevant to the attendees!*

- Course material is delivered in a social learning manner that requires the active involvement of the attendees.
- Role-plays and interactive learning are greatly encouraged, as we find this facilitates trust and understanding amongst the attendees.
- We make use of video and musical media where necessary and relevant to assist in illustrating the material being presented.
- Group dynamics, rules and boundaries are set to ensure maximum benefit from the experience.
- Courses can be offered on-site or at our main office.
- Costs per attendee are calculated according to the needs of the organisation/school and the tailored course package.



## Our Vision

The EQ Advant-Edge course has been designed in order to equip children with some of the *advantages* necessary to successfully navigate an ever-more *changing and challenging* world! For us at EQ Advant-Edge, it is of *paramount* importance to create the opportunity for our children in South Africa to get a running start and good emotional foundation!

The course is designed to promote:

- *Emotional Wellbeing*
- *Socially Appropriate Behaviour*
- *Better Understanding of Selves and Others*
- *Greater Self-Esteem*
- *Physical Wellness*

This is achieved through various sessions designed around these topics, delivered by knowledgeable facilitators with a background in the field of Psychological studies. Our facilitators are trained to make use of sound *Social and Psychological theory and practice*, to make each lesson not only enjoyable, but practical too!

- Participants are encouraged to interact through various *play-therapy, role-play and hands-on experiences*, in order to maximize understanding and absorption of the material!
- Promoting *social-learning and acceptance of self and others*, in a safe and *supportive environment*.
- Nutritional sessions are designed to help children understand what is healthy and good for them and why!
- Fun and interactive exercises and illustrations help them to make better decisions regarding healthy eating choices.
- Visualisation and relaxation exercises, teach them how to *take control of their emotions and self-esteem*, giving them the tools to develop greater well-being and exercise equanimity, calmness and self-composure!



## *What the course involves*

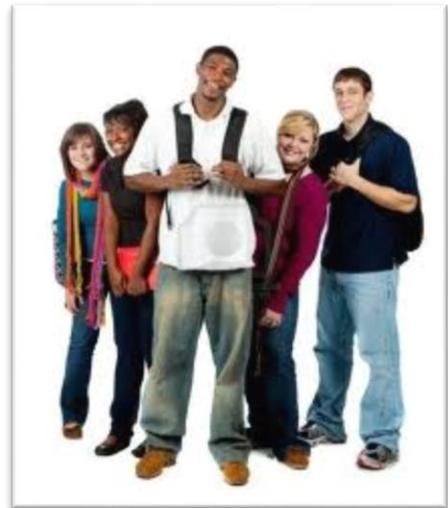
Our age-appropriate courses are designed for children of different age-groups. Presently, we provide for those in the **5 to 8 year old group, as well as those in the 9 to 12 year old and high school groups!**

The courses are gender sensitive, allowing for appropriate interaction in mixed and single sexed school contexts.

Each course runs over a period of a full year to make sure that the children learn continuously how to improve their EQ.

The sessions cover topics such as:

- Decision making
  - Nutritional Awareness
  - Conflict resolution
  - Friendship
  - Stress management
  - Emotional Insight
  - Empathy
  - False-Beliefs
  - Self-Esteem
  - Anger management
- ... and many more!



## *Structure*

Each course is:

- R2880.00 per school year per child or R720.00 per child per term (**each course will run for school four terms**)
- 10 sessions per term (one a week).

There will be a limit on the number of children (**10 to 12 maximum**), to provide more quality in each lesson.

With the course, each child receives:

- Full colour worksheets and instructions
- One-on-one as well as group facilitation
- EQ Advant-Edge folder to store their notes
- A Self-esteem building and guided relaxation CD
- A booklet on Nutritional information, to be utilised by the whole family.
- A certificate of completion at the end.



## *Synopsis*

The following are synopses of sessions, as well as some tools for the EQ AdvantEdge course. Each session is accompanied by a full set of minute-by-minute instructions, equipping each facilitator with the tools necessary to more than adequately fill each hourly session.

Each session is concluded with an easy-to-remember motto, which helps them to recall the day's lesson.

Each facilitator must have a background in the field of psychology, as well as a willing desire to work with young people of all ages!

They are subject to regular training and feedback sessions, which allows the course to remain dynamic, up-to-date and relevant!

The course is designed to be tailored to each group of attendees, depending on their age, culture and socio-economic background.



## *Autogenic Training*

In our EQ course, the attendees will learn special relaxation exercises (known as Autogenic Training) which help to combat a lot of negative symptoms. Autogenic Training was developed more than 90 years ago by Dr. Johannes Schulz, a German Psychiatrist, and can help your child to achieve better relaxation and concentration. Now-a-days we are open to many stimuli, e.g. computer, TV, noise etc. which, if combined with stress, can lead to physical and psychological symptomology.

There are six different techniques that should be learned to be able to master AT completely. Each technique builds upon the next one and will be taught step by step in this course. We teach different slogans which help to remember each technique easily. Visualisation is used so that the children can visualise the different techniques in interesting and creative ways. This allows each child to have a very unique, pleasant experience with every new technique and session.

## *The Emotional Thermometer*

The emotional thermometer is used as a visual guide to both the learner and their facilitator. The thermometer is “empty” and can be coloured in to the graduation that the learner most feels reflects the intensity of their emotions.

## *Identifying emotions*

In this session, the facilitators need to get to know their teenagers first and a fun activity is conducted to break the ice. During this session, they are supposed to learn more about their emotions. They are required to name/list a few different emotions in a challenge between groups.

These emotions are then brought into role-play exercises, which are discussed afterwards. They are challenged to exhibit more awareness of their emotions and how they affect their daily lives.

They will be encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.



## *Anger management*

During this session they will begin a focus on Anger. They are encouraged to think about when they were last angry and given some time to think about this, thereafter describing the scenario.

They need to understand that every person gets angry and that it is normal for us to get angry, just like we all get happy, sad, hungry, tired etc. Anger is a natural human emotion. The expression of anger is shown in different ways and they will complete an Anger Test to see how they score.

They will be encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.

In the next session, they will continue with Anger.

## *Anger continued.*

The theme of anger is continued in this session. They are asked if they had any physical symptoms when they got angry (stomach pain, headaches, feeling hot, feeling cold, dizziness, not able to breathe well etc). They are encouraged to identify physical signs of anger and told how those “negative feelings” in their body stem from feeling angry and that they are not healthy or good for us. They are reminded of the art of breathing again.

In a physical demonstration of the effect of anger, they lift up their arms to the side, parallel to the ground and hold them there. Another child is asked to move the other ones arm down while they think happy thoughts. Then they try it again while thinking angry or unhappy thoughts. This shows them how they are not so strong when they think unhappy/angry thoughts.

They will be encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.

## *Controlling and changing emotions.*

The previous session is recapped and the nature of anger and their experiences are discussed. They are reminded of the art of breathing and a fun exercise that teaches them controlled breathing is conducted. They are reminded of the physical strength of negative emotions from the previous session and are asked to give examples of their own unhappy or negative thoughts and feelings.

An exercise is conducted whereby their peers are asked to help give examples of more positive reframing of their unhappy thoughts and feelings. A collage of happy, positive feelings is made and they are shown the physical advantages of positive thoughts and feelings.



They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.

## *False Beliefs*

This session is about what you should believe or not. They are asked if they have seen movies that are not real but look real. They are asked if they have ever been deceived and how that made them feel.

They are shown that our belief system is like wearing/ looking through dirty glasses. This is how our mind/ beliefs/opinions get blurred when we believe others, even if what they say is not true. They are shown a clip about someone being bullied and asked to identify the false beliefs in this scenario. They are to give advice on how to change such a scenario and what they would advise those people who were bullied regarding how they should change their behaviour. They are then shown the technique of: STOP, THINK, ACT!

They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.

## *Empathy*

This session is about putting themselves into someone else's shoes. They are asked to hop into the shoes (metaphorically) of their teacher, a person from a shop (sales lady), their parents etc., and are asked act out the way the other person feels (being stuck in traffic, being tired, having had a fight with their children, husband, wife etc.)

This teaches them empathy. It is explained to them that it is not always them who upset others but it is often those other people who are upset about other things, but that they sometimes blame their children/friends etc. This teaches them to learn not to take everything so personally. They discuss how for every action there is a certain reaction. People with a good EQ think about their reactions before they react. This is very important and helps to prevent unnecessary conflicts. They are encouraged to practise these skills for the interim between sessions.

They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.



## *Communication*

This session is about communication styles. They are asked how they react when their mom or dad is cross with them. They can either withdraw (be passive), get angry (be aggressive) or not say anything and take it out on someone else (being passive-aggressive). They are shown different examples of communication style with movie clips and they are to discuss which style they use when there is a conflict, as well as how they feel when they communicate in a certain way. A discussion is held regarding the four different communication styles: passive, passive-aggressive, aggressive and lastly assertive. We explain how emotions can spread inside the body, using visual examples using water and paint powder. They need to learn that they will gain more if they are in control over their emotions, pause and think first of how they can react better.

They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.

## *Assertiveness*

Today the teens have to learn that they have the ability and “power” to be assertive. They have to understand that they have to take responsibility for their decisions, the words they choose and their actions and that it doesn’t help to blame others. We ask them how they feel during several scenarios which would challenge their assertiveness and explain that it is important to get the facts straight first before they accuse someone else. As one of several exercises, two teens are given a scenario to act out, displaying conflict situations, while the others tell everyone how they felt when they watched the conflicting situations. They are then asked to explain how they would handle such situations, what the advantages of assertiveness.

They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.



## Change

The learners are given a “Reality Check”. They are challenged by looking at certain famous statements from the past and asked to discuss how relevant these are currently. They are asked what views they may have that may be limiting them in life. They then have to complete a worksheet- each teen has to think of something that they thought was true (or that was believed to be true) but is not true anymore. (e.g. Father Christmas is real..... The earth is flat etc.) They then discuss the concept of change; whether it is okay to change, if it is necessary for growth and for goal reaching. They are then given time to discuss what they think change can be. Fear of change is also discussed, with reference to scenarios that invoke such fear, as it is only in knowing what they are afraid of that they may combat it more efficiently.

They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.

## Food Labels

It has become law to tell the public what a product contains. This is important because to make our food taste nicer, look brighter and more interesting, many **chemicals** have been added to our food. Various examples of food labels and chemicals that are part of regularly consumed food are given.

Food additives (chemicals) in food processing are discussed, with reference to the specific coding used (E-numbers, a breakdown is included below). Illustrations are used to make these easier to recall.

E100–E199 (colourants)

E200–E299 (preservatives)

E300–E399 (antioxidants, acidity regulators)

E400–E499 (thickeners, stabilizers, emulsifiers)

E500–E599 (acidity regulators, anti-caking agents)

E600–E699 (flavour enhancers)

E900–E999 (surface coating agents, gases, sweeteners)

E1000–E1999 (additional chemicals)

Some examples are given of various well-known brands of ready-to-eat meals and products that are widely consumed and it is discussed how they have been treated with additives and chemicals to preserve them. Examples are given of products with good, well listed details regarding their ingredients, as compared to others that are poorly labelled. For homework they are encouraged to look at the ingredients of tomato sauce sachets, like the ones which come with fast food. It is highlighted that there are some that contain absolutely **no** real tomato!

They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.



## *Bullying*

The issue of bullying within our schooling system is growing more and more severe. Childhood suicide rates are higher than ever before. The matter of bullying is presented to the learners initially in the form of several short video clips. They are asked to share if they have ever been the victim of bullying, or if they recognise some of the bullying behaviour in themselves. We discuss the nature of bullying and the different forms it can take, including cyber-bullying. We relate the concept of bullying to issues of self-esteem and discuss how it can be avoided or better dealt with.

They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.

## *Substance use/abuse*

This session focusses on the issue of substance use and abuse, which many of them will face on a regular basis. During the course of this session, the teens are exposed to some of the less glamorous aspects of substance use and abuse and are allowed to explore the possibilities of what may lie ahead for those who would misuse substances. The focus is not on scaring them, but educating them as to what their choices, when faced with them, could lead to. They are given a biological understanding of what the different types of substances can do to us and how this happens, as well as being made aware of some of the real life consequences of illegal substance use/abuse.

After the session, they are taken through the guided relaxation and encouraged to practice at home. They are asked to fill out their emotional thermometers.

## *Choices*

During this session, we talk about choices and we ask them if they think that one always has a choice in life. They have to give examples of when they are faced with choices (e.g. when we choose what we want to eat- lining them of the last session about the food labels). Ask them if they think that we can choose how to react as well. They are given different scenarios based on choices and we ask them how the person in the scenario could react differently. They are then given a role-play scenario, in which they are excluded from a social interaction. They are asked again to give their different possible reactions, being reminded of the assertiveness section. They are also asked to list the advantages of the power of choice and reminded to be mindful of their choices in the following week.

They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.



## *Anxiety/Nervousness*

During this session, we want to talk about times we feel nervous or/and anxious. They are asked how it feels like to be nervous and some examples are requested. If they are reluctant, the facilitator may give an example from their own life. They might feel nervous before tests, at night, when they go to a new/strange place, when others don't want to be friends with them etc. They are asked to describe the physical effects of anxiety and what they can do to change this. They must help each other with scenarios and techniques. We introduce the concepts of positive and negative self-talk, with some positive affirmations that allow them to feel better and combat anxiety when it arises

They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.

## *Impulse control*

We discuss the concept of impulse control and how it pertains to the way we respond to certain situations. We talk about what it is that we can control and what we can't. For example, we cannot control soccer games, parents, siblings or the weather, but we can control how we respond to them. Some scenarios are given in which they have a choice of a positive or negative reaction and are encouraged to give examples of each. We explain that sometimes we need to be more flexible and not see things in such a serious way. Using the skills they learned to relax their minds, they can control their emotions and thoughts and combat any negative impulses. They are split into small groups and given several role-play scenarios involving impulse control decisions and are asked to discuss the outcomes.

They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.

## *Emotions and the ripple effect*

During this session we speak about emotions again. This time the teens need to learn that the emotions of one person can affect another person. They can influence how others feel and think. The effects of our emotions are likened to throwing a stone into a lake, with the ripples reaching out and affecting others. They are shown short video clips demonstrating such scenarios and they are asked to give personal examples. Several exercises are available involving role plays that demonstrate the effect discussed. It is the objective that they realise how their moods and emotions influence those around us.

They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.



## *Gender differences*

During this session we talk about gender differences. It can be quite difficult to understand the other sex/gender. We discuss the various things that the learners do, so that members of the opposite gender may notice them. We ask them to give examples of some of the things they have done to be noticed. The learners are divided into two groups and are presented a quiz detailing the biological and neurological differences between males and females. The group with the most correct answers wins. The answers are then discussed and explained. They are presented with body-type images and are asked to discuss which is most attractive. Their answers are then compared to general statistics. It is important that the learners are made aware not only of the obvious differences, but the reasons for these differences.

They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.

## *Self-esteem and stress management*

Today we want to enhance the self-esteem of the teens a bit more. Without great self-esteem they cannot be expected to feel good, happy and content and could be at risk of manipulation by others. We discuss the concept of the Native American totem poles and how animals were used to represent characteristics of individuals. They are asked to create their own totem poles, using animals that they feel represent them. A discussion is held as to why they chose those animals and how they feel they represent each person and their characteristics.

During this session, more time is allocated to the guided relaxation, with emphasis on their self-esteem.

## *Getting rid of negative emotions*

In this session they need to understand how stressed they are, how they can measure stress and what they can do to alleviate it and the negative emotions that come with it. They need to know that negative emotions and problems that get bottled up are like garbage accumulate, contaminating our body and mind. They have to list their stressors from most to least relevant. During the course of the session, they are encouraged to come up with healthy and productive ways of cleansing this contamination.

There is emphasis during this session on the breathing skills developed for guided relaxation.

## *Solving conflicts*

During this session we want them to learn how we can solve conflicts. (Often children think that they are helpless and that only adults can solve problems. This can cause depressive feelings in children). We create stories where everyone has to contribute a sentence. The stories must be about teens who had problems with others and who were able to solve the



problems. In this session the teens have to learn to solve conflicts. They need to learn to listen to each other and use the techniques they have learned in the last sessions. The exercises in the session help them learn to listen to each other, discuss their point, to work together and to find a solution/compromise (even if they have a different point of view). We also discuss the act of making a positive gesture after resolving conflict. This session also helps them to identify their conflict-resolution behaviour as it exists, as well as whether or not this behaviour is useful.

They are encouraged to complete their emotional thermometer, taken through their guided relaxation exercise and encouraged to practice this at home between sessions, as well as the skills learned during the course of the session.

## *The importance of exercise*

We explain how the build-up of cortisol- our stress hormone, can contaminate our body. They have learned about it already in their anger sessions. We ask them what they can remember still. We then explain that exercise increases serotonin- our happy hormone. If we are stressed, angry and upset we create cortisol and produce adrenaline. Our adrenal glands open up, cortisol runs into the blood stream and we feel stressed. When we feel stress often our adrenal glands get exhausted (can't produce so much adrenalin any more) and then we feel tired and have no energy for anything. This is a bad feeling and can make us feel depressed. Exercise helps to combat this feeling.) In previous times, we used to move a lot more than we do now, because we didn't have so much technology to help us. Now, we use cars to travel, instead of walking, we speak to our friends on the phone instead of going to their houses, and we do lots of our work sitting behind a computer. This means we don't get enough exercise, so we need to work hard to be active every day. We need to remember how important it is to keep MOVING!

The teens are given some basic instruction in the various biological benefits of exercise, as well as a few simple exercises that they can use on even a busy day, in order to stay healthy. They are shown the effects that a proper vs. poor diet has on the normal functioning of the human body.

## *Quiz sessions.*

At regular intervals during the course, the learners are presented with quiz sessions, which include material from the previous sessions. This is aimed at giving the facilitator an idea of how well the learners are retaining the information. They are encouraged to ask if they do not recall and the material is typically presented in a fashion that is more enjoyable than a regular test. This may take the form of a game-show, word-searches etc.



# Meet our team...



*Andrea Kellerman*

- Registered Educational Psychologist
- B.A., H.E.D., B.A. Hons. Psych. , M.Ed Psych., Dipl.Adv.Hyp., ISNR registered Neurofeedback Practitioner. (Prac. No. PS0115207 and SAMHF 791953).
- Co- founder, facilitator and director of the EQ Advantedge Course.
- Trustee on the Board of the Emotional Intelligence Charitable trust



*Doug Berry*

- Professional Registered Counsellor
- B.A. Psych., B.A. Hons. Psych., ISNR registered Neurofeedback Practitioner (PRC0010030)
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*Kelly Berry*

- Registered Counselling Psychologist
- PGCE, B.A. Hons. (MSocSci –Cum Laude) PS 0121029
- EQ AdvantEdge Course Facilitator



*Ashly Mays*

- EQ AdvantEdge Course Facilitator
- B.A. Psych (Honours Student)



*Kym De Sousa*

- EQ AdvantEdge Course Facilitator
- B.Soc.Sc. Psych., B.A. Hons. Psych.

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