

Advance Praise for *21 Days to Emotional Literacy*

“I had never heard of Emotional Literacy before working with Dan and Lucy. Now I see it as fundamental to understanding myself, my family, and my co-workers. Learning to name my emotions has helped bring clarity to my thinking.”

—Suzanne J., Administrator, U.S.

“For me, completing this workbook was a very personal journey. I am a design engineer and I learned that emotions are at the center of all my choices, which surprised me. I feel much more calm and at ease learning about emotions in this way.”

—Antonio D., Engineer, Italy

“Thinking about emotions having a time orientation is new to me, but made me realize how much some people live in the past and others live mostly in the future. That gives emotions a new dimension for me when I listen to people on my team.”

—Agnes C., Marketing Manager, France

“I found it very easy to understand the idea that building emotional literacy starts with (1) listening to our emotions without judgment, (2) reflecting on what they are trying to tell us, and (3) articulating them in our own way. The more we do this, the more fluent we will become. I use it with my coachees every day!”

—Bill F., Executive Coach, Canada

“It took me three months, but when I finished the workbook, I realized that my understanding of emotions had really changed. I was always uncomfortable even admitting I had emotions, but now see them as normal (almost).”

—Alexi K., Business Leader, Russia

“At first I thought the exercises looked easy and would be quick to complete, but found that it was much harder than I expected. Just naming my emotions took a lot of time and reflection because it is something I never do. I’m happy I did the work, and my wife tells me it has made a big difference.”

—Thomas K., Retired Accountant, U.S.

21 DAYS TO EMOTIONAL LITERACY

A PERSONAL STEP-BY-STEP WORKBOOK

DAN NEWBY AND LUCY NÚÑEZ

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Printed and bound in the United States of America

ISBN: 978-1-7324509-0-5

CALL TO ACTION

There are many avenues you can take to develop your Emotional Literacy. One is our book, **“The Unopened Gift: A Primer in Emotional Literacy,”** which articulates a new interpretation of emotions and their role in human life. It is a clear and complete presentation of Emotional Literacy, available on Amazon and Kindle in English and Spanish. Another is by taking our online programs, **“Emotions and Coaching”** and **“Emotions and Leadership,”** available at www.studyemotions.com. For other publications, tools, and live workshops or mentoring, please write to us at dan@danneby.me or review our website www.danneby.me.

Please let us know how we can support your learning in the critical area of emotions.

DEDICATION

This book is dedicated to our many students throughout the world.

It is their interest and requests that have led to this workbook.

It is a great pleasure for us to be in contact with such passionate learners.

TABLE OF CONTENTS

Preface.....	1
Introduction.....	3
Day 1: What Are Emotions?.....	4
Day 2: Noticing Your Emotions	6
Day 3: Naming Your Emotions	8
Day 4: Feelings and Emotions.....	10
Day 5: Thoughts and Emotions.....	12
Day 6: Impulses and Emotions.....	14
Day 7: Purpose of Emotions.....	16
Day 8: Reacting and Responding	18
Day 9: Emotions and Moods.....	20
Day 10: Assessments of Emotions	22
Day 11: Emotions About Emotions	24
Day 12: Drama and Emotions.....	26

Day 13: Time Orientation of Emotions.....	28
Day 14: Direction of Reference of Emotions	30
Day 15: Key Moods in Life	32
Day 16: Your Mood in Life	34
Day 17: Deconstructing Emotions	36
Day 18: Emotional Clusters	38
Day 19: Not Quite Emotions.....	40
Day 20: Emotional Palette.....	42
Day 21: Emotional Literacy Journey	44
Conclusion.....	46
About the Authors.....	47
Resources	48
Emotions List.....	50

PREFACE

Growing up, I can recall a lot of attention by parents, teachers, and peers on the question of intelligence. In school, many of us were sorted into groups based on cognitive testing and put into “tracks” that led to either college or technical school. Knowing one’s IQ was a double-edged sword and could be either a source of inspiration and pride or of doubt about our ability to “live up to it.” “Being smart” mattered.

With all the attention focused on intellect, we almost universally neglected another center of intelligence and source of wisdom, our emotions. Emotions were considered “in the way” of clear decision-making and it was believed to be beneficial if we could “set them aside” and rely on reason and logic alone. For a long time, humans have, in general, regarded emotions as a problem to be controlled or managed.

But there is another possibility. Maybe emotions exist for a reason; maybe they are there to help us. Since they are an undeniable part of our experience as human beings, how else could we understand and relate to them than the way we have?

If you are reading this workbook, it is likely that you have already come to the realization that it might be valuable to develop your emotional intelligence and are looking for a way to do that.

The authors make a distinction between the terms “emotional intelligence” and “emotional literacy.” Your IQ score is the result of tests intended to measure your intelligence. Intelligence is defined as “a general capacity of an individual consciously to adjust his/her thinking to new requirements” [Stern, *The Psychological Methods of Testing Intelligence*, 1914]. To take advantage of your intelligence, you must develop it through learning and practice. One way to do this is to develop your literacy: learn to use language to read and

write. In a similar way, we can measure a person's Emotional Quotient or EQ. But just as having a high IQ doesn't necessarily make you successful or well-adjusted, neither does a high EQ. Your emotional intelligence must be developed to be used well. This can be done by becoming Emotionally Literate.

Emotional Literacy is the ability to recognize and name emotions with ease. We have all learned to read and write, and now we can become fluent with our emotions. This helps us understand ourselves, understand others, and understand why humans act as we do. Building emotional literacy starts with (1) listening to our emotions without judgment, (2) reflecting on what they are trying to tell us, and (3) articulating them in our own way. The more we do this, the more fluent we will become. Noticing and using our emotions as guides and supports will become second nature. Over time we may notice that emotions no longer seem odd or embarrassing. We begin to understand emotions as a nonnegotiable part of being human in the same way that sleeping and breathing are. You might say we accept emotions as part of being human and realize they are as important to living a good life as logic and reason.

INTRODUCTION

How to use this workbook

This workbook is organized into 21 steps. They could be taken on 21 consecutive days or they could be spread over a longer period, such as 21 weeks. What we would not recommend is doing more than one step or lesson each day. The reason is that emotional learning requires time and reflection. Things that are not clear to you today may emerge with clarity tomorrow. We invite you to enjoy the process and not rush through it. After all, you've been living with your emotions for decades already; taking a month or two to learn about them probably won't hurt anything.

Each day or step has an exercise for you to complete. There is space given for your reflections, but you may need more. We encourage you to dedicate a journal or notebook to your learning and questions.

In some exercises, you are asked to think of or identify emotions. If you find yourself struggling, you might refer to the Emotions List at the end of the workbook. We have listed 150 of the most common emotions, and reading through them may help you identify the one you are looking for.

Enjoy your exploration and learning. We have no doubt it will be of enormous value in expanding your understanding of yourself and the world around you.

Let's begin!

Day I

WHAT ARE EMOTIONS?

Throughout human existence, emotions have been understood in many ways. The first step in Emotional Literacy is to articulate what emotions are. Do the following exercise and then reflect on the interpretation we offer.

Exercise:

Imagine you are talking with a six-year-old and he or she asks you to explain what an emotion is. What would you tell him or her?

Emotions are ...

The root of the word “emotion” is Latin and means “that which moves us.” In other words, emotions are an energy within us and urge us to move or take action in some particular way. Understood this way, emotions are not just about hugging and crying but are a fundamental source of energy that allows us to engage in life. Thinking is an important pre-

cursor to action, but the energy that moves the body is emotions. Thinking itself doesn't move us; emotions do.

To conclude today's exercise, see if you can write a definition that satisfies you in your own words:
