



Podcast 2

Intro into EI: what is emotional intelligence & its 4 pillars, EI in physical activity & corporal expression, part 2

Hello everyone, in this part of the podcast about an introduction to EI: What is Emotional Intelligence and its 4 pillars, EI in physical activity and body language, we will talk about key issues and strategies to work on emotional education.

One of the key issues is that women at risk of exclusion themselves must be the first to see their evolution and understand the dimension of change.

The will to change is not only a physical issue, but also a mental one. Empowerment requires belief in oneself, and one way is to turn to visual and tangible evidence:

- To go to the physical and mental changes.
- Being in direct contact with changes through the senses:
 - o seeing the evolution of the body,
 - o understanding the choices made,
 - o evolving in social relations,
 - o hearing the changes from others

can make it more tangible for women.

There is a risk factor involved in this work, that is often seen in short-term self-empowerment sessions that promise huge changes in a short time.

The motivations of the participating individuals will be large to see rapid and significant change, even if it is not realistic.

It is possibility to create a mirage in evolution: a temporary change for a short period of time that wears off quickly. This can leave the individuals with a sense of failure.

The ethical responsibility of group leaders is significant in not overpromising the potential benefits of their sessions in order to maximize interest.

Rather, setting realistic expectations, providing support for a realistic self-monitoring and allowing for the perspective of a non-linear development is imperative in improving all aspects of their self-concept towards a more empowered future.

Several strategies are proposed to work on emotional education through sport: such as theoretical-practical work, objective evaluations and reflections.

The theoretical-practical work includes a theoretical part on activities and techniques. The theoretical part includes:

- to explain the objectives of the session,
- the type of activity to be carried out (warm-up, postures, etc.),





- the functions of each movement

and another part of the time (practical) dedicated to the exploration of emotions. In each dynamic, women at risk of social exclusion must pay attention to their senses, to introspect on their sensations and emotions from the dynamic.

The identification of sensations and emotions in concrete situations (in a yoga posture, a dance movement, etc.) can help to reflect about the self, and to get to know oneself better.

Analysing the situation and emotions can help to take non-impulsive actions and to a better control of emotions and emotional stability.

