



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module – Leadership

Method - Emotional intelligence workshops

Class activity - Emotion Mapping in Leadership Moments

Module 1 - Leadership

Class activity 1. - Emotion Mapping in Leadership Moments

Related method - Emotional intelligence workshops

Target group

Age - 25–50

Gender - All genders

Level of studies – Secondary to higher education (EQF 4–6)

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or involved in community/NGO activities

Fewer opportunities (if there is the case) – Individuals from rural or economically disadvantaged areas, migrants, or adults with limited access to leadership training

Learning outcomes

By the end of the activity, participants will be able to:

1. Identify and name their emotional responses in leadership or challenging situations.
2. Analyse the connection between emotions, thoughts, and behaviours.
3. Apply emotional regulation strategies to improve future leadership reactions.
4. Reflect on their emotional growth and leadership potential.

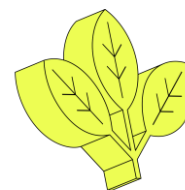
Duration

45–60 minutes

Materials and resources

Emotion wheel or emotion cards, “Emotion mapping” worksheet (template with columns: Situation – Emotion – Thought – Behaviour – Regulation strategy – Desired response), Pens, highlighters, Flipchart or whiteboard (for trainer prompts)

Activity description



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This reflective activity invites participants to revisit a real leadership-related situation—such as giving feedback, leading a task, managing tension, or taking initiative—and “map” their emotional journey. They will explore how emotions influenced their reactions and how emotional intelligence strategies could support more effective leadership in the future. The activity promotes self-awareness, self-regulation, and emotional insight—essential components of emotionally intelligent leadership.

Detailed Implementation Steps

Introduction:

Begin by discussing how emotions affect leadership: they shape how we react, communicate, and make decisions. Ask the group: “Have you ever acted in a way you later regretted when under pressure?” Introduce the concept of *emotion mapping*—a method to unpack our reactions and identify opportunities for emotional growth.

Main activity:

Choose a Situation

Ask participants to think of a recent leadership or group interaction where they felt challenged emotionally (e.g., stress, anger, insecurity, frustration).

Complete the Emotion Map

Distribute the worksheets. Participants work individually to fill in:

- The situation (what happened?)
- The emotion(s) they felt
- The thoughts triggered
- The behaviour or reaction they had
- A regulation strategy they could have used
- How they would ideally respond next time

Small Group Sharing

In pairs or small groups, invite participants to share one insight or pattern they noticed. Emphasize confidentiality and respect.

Trainer Input

Highlight common emotional triggers in leadership and suggest tools (breathing, positive self-talk, pausing) that can be applied in future situations.



Conclusion and reflection

Bring the group together for a final reflection. Ask:

- What did you notice about your emotional patterns?
 - What small action can you take to better manage emotions in leadership?
- Encourage participants to keep their emotion maps as a personal development reference. Reinforce the link between emotional awareness and effective, authentic leadership.

Assessment / Evaluation Method

Participants review their emotion maps to assess their awareness and growth.

Facilitated reflections reveal increased understanding and learning from others.

Monitor engagement in mapping and quality of reflections.

“One insight I gained about myself today is...” / “One strategy I want to try next time is...”

Adaptation Tips

Replace written worksheets with visual aids (emotion icons, color-coded diagrams) and oral storytelling instead of writing.

Use a digital worksheet (Google Forms or Jamboard), with breakout rooms for small group sharing.

Facilitate the activity in parallel groups with assistant trainers to ensure meaningful reflection.

Allow flexibility—participants can choose fictional or low-intensity situations; offer the option to keep reflections private.



Module 1 - Leadership

Class activity 2 - Empathy in Action – Role Reversal

Related method - Emotional intelligence workshops

Target group

Age - 25–50

Gender - All genders

Level of studies – Secondary to higher education (EQF 4–6)

Status (employed/ unemployed/ searching for a job) – Employed, in career transition, or involved in community/NGO activities

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Learning outcomes

By the end of the activity, learners will be able to:

1. Demonstrate cognitive empathy by articulating another person's perspective in a conflict or disagreement.
2. Practice emotional regulation when faced with opposing views.
3. Improve active listening and reflective communication.
4. Strengthen their ability to de-escalate tension in group or leadership settings.

Duration

60–75 minutes

Materials and resources

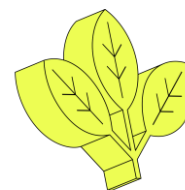
Role cards or written prompts with realistic conflict scenarios, Empathy reflection sheet (includes sections for “What I felt,” “What they might have felt,” “What I understand now”), Chairs arranged in pairs or small circles, Timer or stopwatch

Activity description



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This activity uses role reversal as a tool for building empathy and emotional insight. Participants take on the perspective of someone they've had tension or disagreement with—personally or professionally—and reenact the situation from the other side. By exploring emotional motivations and constraints, learners practice seeing beyond their own viewpoint, a key competency in emotionally intelligent leadership.

Detailed Implementation Steps

Introduction:

Open with a short discussion on empathy and its role in leadership. Ask: “Have you ever misunderstood someone’s behaviour, only to later realize they were dealing with something you didn’t see?” Introduce empathy as a tool for deeper understanding, not agreement. Present the activity as a safe opportunity to “step into someone else’s shoes.”

Main activity:

Scenario Selection

Each participant thinks of a recent disagreement or emotionally charged situation with another person (coworker, friend, manager, etc.). Alternatively, distribute prepared conflict scenarios if needed.

Role Reversal Setup

Participants write a short description of the event and then prepare to act out the other person's role. They reflect on: What did this person want? What might they have felt or feared? What values were they defending?

Pair Sharing or Role-Play

In pairs, participants take turns playing the role of the *other* person. The partner listens actively, without judgment. After role-play, the “listener” reflects what they heard and perceived emotionally.

Conclusion and reflection:

Empathy Reflection

Each participant completes a reflection sheet or journaling prompt focused on what they learned by reversing roles.

Group Debrief

Facilitator leads a discussion: What was surprising? What was hard? Did your opinion shift? How can this tool be used in leadership situations?



Assessment / Evaluation Method

Wrap up by connecting empathy to leadership: good leaders don't just manage tasks—they understand people. Emphasize how this exercise strengthens listening, conflict de-escalation, and perspective-taking. Invite participants to commit to one real-life situation where they will apply empathy more intentionally.

Adaptation Tips

Use a short checklist or journal prompt: "What did I learn about empathy today?"

Partners share one observation about the empathy shown in role-play.

Look for shifts in tone, emotional language, and openness during the activity.

Participant insights reveal growth in understanding and application of empathy.

Module 1 - Leadership

Class activity 3 - The Regulation Relay

Related method - Emotional intelligence workshops

Target group

Age - 25–50

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Learning outcomes

By the end of the activity, learners will be able to:

1. Recognize emotional responses triggered by pressure, conflict, or frustration.
2. Practice at least two emotional regulation techniques in simulated stress scenarios.
3. Build resilience and calmness in the face of uncomfortable group dynamics.
4. Reflect on personal emotional reactions and apply self-regulation strategies in leadership contexts.

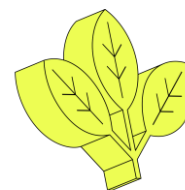
Duration

60 minutes

Materials and resources

Scenario cards (brief descriptions of frustrating or high-pressure micro-situations), Instruction cards for regulation techniques (e.g., deep breathing, positive reframing, grounding through senses), Timers or buzzers, Reflection sheets or journals, Markers, post-its

Activity description



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In this energetic and experiential activity, participants rotate through different "stress challenge stations," each presenting a short, emotionally triggering situation (e.g., being criticized unfairly, receiving unclear instructions, dealing with delay). After each scenario, participants must apply a self-regulation technique to manage their reaction. This activity simulates real emotional triggers and equips participants with practical tools for self-control and calm leadership.

Detailed Implementation Steps

Introduction:

Begin with a short discussion on the importance of **emotional regulation** in leadership: leaders are often under pressure, and how they respond emotionally impacts the team. Ask: "What do you usually do when you feel stressed or frustrated?" Explain that participants will practice responding constructively in a series of simulated stress situations.

Main activity: (step-by-step description)

Setup Stations

Prepare 3–5 "relay stations" around the room. Each station includes:

- A stress scenario (e.g., "You're leading a team, and someone challenges your authority aggressively")
- A regulation technique to apply immediately after (e.g., breathing deeply for 30 seconds, reframing the situation mentally)
- A quick reflection prompt (e.g., "What emotion did you feel? What helped?")

Relay Begins

Participants move from station to station in small groups or individually. At each one, they:

- Read the scenario
- Imagine the situation or act it briefly
- Apply the regulation strategy
- Write or think about their emotional response

Partner Debrief

After completing the relay, participants pair up and discuss: Which scenario felt most difficult? Which technique worked best?

Trainer-Led Reflection



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Facilitator leads a group discussion on the challenges of emotional regulation, its importance in leadership, and how these tools can be applied in real life.

Conclusion and reflection:

Wrap up by reinforcing the idea that emotional regulation is not about suppressing emotions but managing them wisely. Invite participants to commit to using one technique they practiced today in a real situation over the next week. End with a calming exercise (e.g., deep breath or visualization) to leave participants grounded.

Assessment / Evaluation Method

Use reflection sheets with checkboxes and open questions (e.g., “Which technique helped you feel more in control?”).

Sharing with a partner encourages reflection and mutual feedback.

Monitor body language, engagement at each station, and effectiveness of technique application.

At the end, ask participants to name one technique and its purpose.

Adaptation Tips

Set up stations at tables, rotate cards instead of participants, or keep the activity seated.

Use breakout rooms or slides as digital “stations” and guide learners through the exercise step-by-step.

Use less personal or less intense scenarios for groups new to emotional work.

Add peer role-play at each station or include time-based pressure to simulate urgency more realistically.