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EMOTIONAL INTELLIGENCE AND THE ELDERLY: AN INTRODUCTION FOR TEACHERS



EDUCATION – THE CHALLENGE OF THE LATER YEARS
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ANNEX

A: An Introduction to Emotional Intelligence – Course Material

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Introduction

The intention of this short course for teachers is to raise awareness of the relationship between Emotional Intelligence and the Elderly. It is assumed that teachers and lecturers have some knowledge of the impact of Emotional Intelligence (EI) on cultural, social and educational relationships. The histories associated with the development of EI are well-known but often seem only to be applied to the workplace. This course aims to focus on how EI can have a profound influence on how older people and their communities are perceived. Additionally, it also considers how individual lifestyle, choices and relationships can benefit from raising awareness of EI in the Elderly.

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What is Emotional Intelligence?

“ ... the ability to understand ourselves and other people, and in particular to be aware of, understand and use information about the emotional states of ourselves and others with competence. It includes the ability to understand, express and manage our own emotions, and respond to the emotions of others, in ways that are helpful to ourselves and others... ”

Katherine Weare's definition of emotional literacy (2004)

Emotional Intelligence: A brief history

In 1966, a German psychiatrist named Leuner wrote an article called 'Emotional Intelligence and emancipation' in which he hypothesised that the reason some women wilfully rejected the social roles and responsibilities that were expected of them was because of their 'low Emotional Intelligence'. As a cure, he prescribed a combination of LSD-induced hallucinatory 'trips' and psychotherapy.

In 1983, Harvard developmental psychologist Howard Gardner published a book called *Frames of Mind* in which he argued that the dominant forms of intelligence associated with linguistic, logical and mathematical ability should be supplemented by five (later seven) others.

The new intelligences included (as well as musical, spatial and kinaesthetic intelligences), interpersonal and intrapersonal intelligence.

Interpersonal intelligence was defined as:

“ ...the ability to understand people, what motivates them, how they work, how to work cooperatively with them ..”while intrapersonal intelligence involved ‘access to one’s own feeling life’, and ‘the capacity to form an accurate, veridical model of oneself, and to be able to use that model to operate effectively in life’. By picking out human abilities like emotional self-awareness, empathy and social skills, placing them alongside the traditional virtues of literacy and numeracy, and giving them the high-status designation of ‘intelligences’, Gardner legitimised their claim on teachers’ time and attention...”

In 1990, researchers Jack Mayer, Peter Salovey and their colleagues published two articles that introduced the term ‘Emotional Intelligence’ itself into mainstream American psychology. And then, in 1995, came psychology journalist Daniel Goleman’s best seller *Emotional Intelligence*. Goleman brought together the existing body of Emotional Intelligence research with an introduction to how emotion works in the brain, and added some practical examples of how ‘Emotional Intelligence’ was being cultivated in schools and workplaces around the USA. In this 1995 version, Goleman cherry-picked bits of both Gardner’s and Mayer and Salovey’s definitions to put together his own version of Emotional Intelligence, comprising knowing one’s

emotions, managing one's emotions, motivating oneself, recognising emotions in others, and handling relationships skilfully.

By 1998, however, in the follow-up *Working with Emotional Intelligence*, Goleman had decided to go for the kitchen-sink approach. Now Emotional Intelligence expanded to include, amongst many other things, 'self-confidence', 'trustworthiness', 'initiative', 'optimism' 'political awareness', 'leadership' and 'influence and negotiation skills'.

Almost everything we might possibly want in, to use Goleman's phrase, a 'successful person' is there, in other words – *except* the traditional educational concerns of literacy, numeracy, analytical thinking and knowledge about the world.

Given many educators' dissatisfaction with the extent to which schools were in thrall to these latter concerns, it is easy to see why 'Emotional Intelligence' struck such a chord. On the one hand the phrase offered a tantalising and eye-catching oxymoron. 'Emotional' pointed at some of the human qualities most conspicuously missing from the mainstream curriculum, while 'intelligence' seemed to borrow the credibility of earlier, apparently scientifically-based, uses of the word.

No longer was a concern with 'feelings' something rather suspect, marginal or 'touchy-feely'; it now had an air of intellectual legitimacy, and scientific clout, of its own. 'Emotional Intelligence' sounded simultaneously respectable, subversive and intriguing. It was a winner.

Primarily, the applied themes of *Emotional Intelligence and the Elderly* are as follows:

1. Understanding Emotional Intelligence will contribute to reducing isolation and loneliness in the Elderly through the development of group activities within learning and social communities.

2. Emotional Intelligence may improve quality of life and contribute to improved mental and physical health.
3. By knowing your own emotional strengths and weaknesses, an emotionally intelligent individual is more likely to make a positive contribution to their community.
4. Emotional Intelligence creates opportunities to evaluate how people interact with others.
5. The continued development of Emotional Intelligence will enhance individual perception of the aging process and how the Elderly may adapt to changing circumstances.

Current research indicates that some competencies should be developed through training leading to an increased awareness of how older people can contribute to the emotional management of their lives. But how do you teach Emotional Intelligence? Emotional Intelligence provides the opportunity to engage with and change the ways in which the Elderly cope with decreased mobility and increased leisure time while continuing to make a valuable contribution to their community. These are the issues that inform and contribute to the development of the relationship between teaching and learning. Following discussions with experienced practitioners and extensive research, this course will emphasise the interactive nature of blended learning to support teachers and the elderly in various aspects of Emotional Intelligence.

Emotional Intelligence and the Elderly

There are many assumptions about emotional intelligence and age. Popular literature and “common sense” asset that older people are more aware, wise, and restrained. Is it true? Are older people more self aware, better at self management,

and/or do they make more principled decisions? This study finds that some parts of emotional intelligence (EQ) do increase with age, though the effect is slight; in addition there are elements of EQ that do not increase with age indicating some competencies must be developed through training.¹

This statement suggests that some competencies should be developed through training leading to an increased awareness of how older people can contribute to the emotional management of their lives.

Learning in your older years keeps your brain active, and discussing ideas and socialising is an important part of the university experience. Studying is an effective way for the over 60s to tackle the spectre of isolation, loneliness and depression.²

How do you 'teach' Emotional Intelligence?

EI departs from traditional conceptions of intelligence in two ways. **First** it values different ways of being bright. It asserts that understanding someone else's point of view, or knowing how to deal with stress, are forms of intelligence, just as useful – indeed, quite possibly more so – than being able to solve logical brainteasers fast under pressure.

The **second** difference is just as important. Where many versions of IQ theory focus on its fixed, even inherited, character, EI focuses on the extent to which emotional competence can be developed. EI is of interest to so many teachers because they believe they can do something to help

There follows just a selection of techniques that are being used, some general and some quite specific, to illustrate the approach³.

¹ Lorenzo Fariselli, Massimiliano Ghini, Joshua Freedman, *Age and Emotional Intelligence* White Paper, Jan 8 2008 revised,

² *Professor David Latchman, Birkbeck College, University of London* –11 March 2013 The Guardian

³ ATL – An intelligent look at emotional intelligence, ALT, London 2005 p25

- **Circle Time**, in which people are able to share emotionally charged issues that concern them, and are coached in positive ways of listening and responding to each other.
- **Explicit lessons** on ‘social, emotional and behavioural skills’, for example, making use of role play and other techniques.
- **Training** some people in ‘negotiation’ or ‘conflict resolution’ skills, which they make use of in dealing with disputes.
- **Setting quizzes** that encourage emotional reflection and self-knowledge.
- Teaching **explicit techniques** such as ‘calming’ or ‘stilling’ that enable elderly people to stop and think in the heat of the moment and so avoid inflaming situations.

A number of organisations including *Age UK* and *the Association of Teachers and Lecturers (ATL)* continue to support the development of innovative approaches to age related education and the emotional well-being of older people. It is apparent that work completed within the field of Emotional Intelligence and, more specifically, may be applied to supporting teaching and learning:

In a provocative report - *An intelligent look at emotional intelligence* - ATL consider the various elements that influence the institutional and individual capacity to understand and relate EI to the learning process. Seeking to define the difference between intelligence and stupidity the report comments:

Intelligence depends on choosing the right mode for the moment. Stupidity is trying to investigate something that is about to eat you, dithering as your object of desire slips away, or getting angry with the one you love. 4

A form of emotional stupidity is being inflexible – staying angry long after your misunderstanding has been revealed, and so on. It is the fundamental job of the brain to keep weighing up the options and deciding whether to stick or shift. And it does so, much of the time, without troubling reasoning, or

⁴ ATL – An intelligent look at emotional intelligence, ATL, London 2005 p25

*even conscious awareness, with the intricacies of the decision-making process.*⁵

So, is Emotional Intelligence merely a question of becoming emotionally flexible? In other words, rather than becoming increasingly isolated, angry and insensitive to the feelings of others, Emotional Intelligence provides the opportunity to engage with and change the ways in which the Elderly cope with decreased mobility and increased leisure time.

It's all about Money

Most advice seems to concentrate on financial security. Search engines rarely consider the emotional cost of not working. In practical terms, the elderly need financial security but, in reality, adjusting to not working is just as important, especially if the elderly person has always worked for someone else. And yet, with so much importance attached to financial security, it is often forgotten that the emotional well-being of the individual is equally important. It needs nurturing just as much as the pension plans and financial investments.

A Change of Pace

This change of pace requires self-management. How do you become emotionally self-sufficient when your former working life has been driven by someone else? This may equally apply to a non-working partner who suddenly finds that their “home-space” is taken up by their now retired husband, wife or partner.

⁵ ATL – An intelligent look at emotional intelligence, ALT, London 2005 p25

Decision making and not dwelling on the past

The ability to re-evaluate and to reflect on what may have been is not necessarily a positive approach to managing post-working life. Retirement does not have to signal a slow journey towards inactivity and isolation. But plans for the elderly are very rarely created by writers from an elderly age group. The inter-generational gap may become an issue if organisations and projects fail to recognise the importance of engaging older professionals to contribute to or write the materials. This should be considered when working with older generations and, as far as possible, these materials have been written by, or in association with, writers who reflect this overall concern.

What are loneliness and social isolation?

The terms 'isolation' and 'loneliness' are often used interchangeably, but they refer to two distinct concepts. Isolation refers to separation from social or familial contact, community involvement, or access to services. Loneliness, by contrast, can be understood as an individual's personal, subjective sense of lacking these things to the extent that they are wanted or needed. It is therefore possible to be isolated without being lonely, and to be lonely without being isolated.⁶

Definitions related to loneliness and isolation are important and may be used to encourage the development of strategies to counteract them through the application of training in emotional intelligence. The means by which this is done should involve elderly participants:

Group activities are particularly useful in helping older people out of loneliness and isolation. However, if schemes to target loneliness in older

⁶ Age UK, 'Loneliness and social isolation review', 2009

*people are to be effective, they must involve older people at every stage, including planning, development, delivery and assessment.*⁷

The intention of encouraging an understanding of EI within older generations is to raise awareness of how it is just as important to recognise that there is more to living longer than ensuring a healthy and physically active lifestyle. Yes, these are important but it is equally important to recognise that the psychological, mental and emotional health of each individual will impact on their quality of life and longevity. The need to engage with, and understand, community groups, villages and rural communities often provide an emotional life-line for what may be considered an aging population.

Assessment Strategies

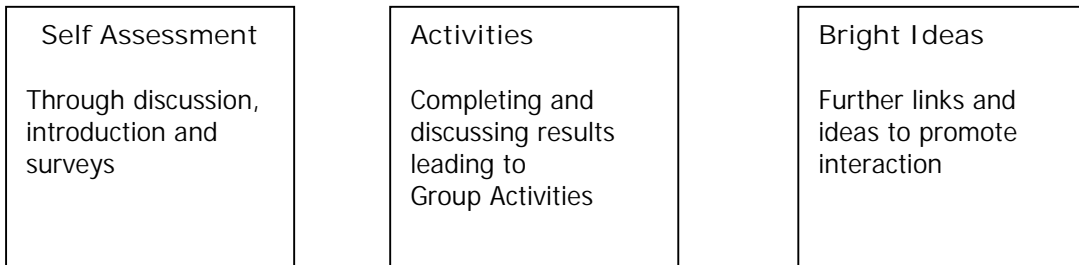
The development of an appropriate course makes it difficult to assess progress as any assessment in EI relies on advice, guidance and self-assessment to ensure that individuals remain motivated. A variety of strategies may be adopted that reflect organisational best practice in each partner country. Primarily, the need for formal recognition of progress depends upon what is commonly expected. By considering a range and variety of approaches to assessing progress and to remain focused on the interactive elements associated with teaching and learning this course encourages a degree of interactivity and a common approach to each section.

Emotional Intelligence and the Elderly - Themes

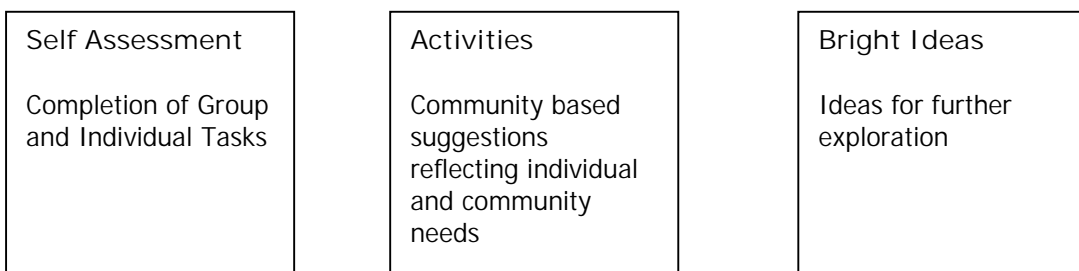
The main themes of the issues raised in the topic Emotional Intelligence are as follows:

⁷ Age UK, Later Life in Rural England, 2015.

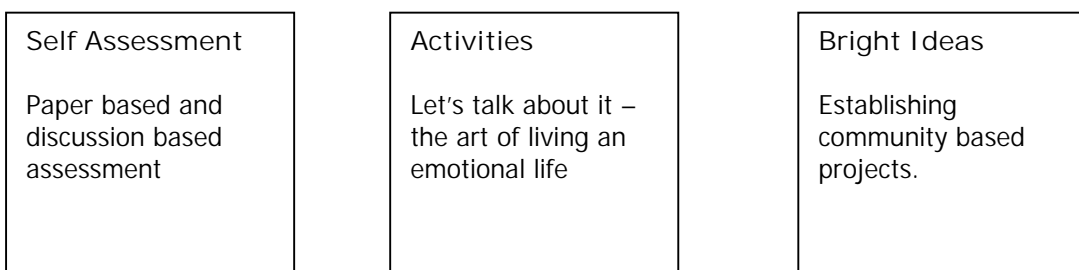
1. Understanding Emotional Intelligence will contribute to reducing isolation and loneliness in the Elderly through the development of group activities within learning and social communities.



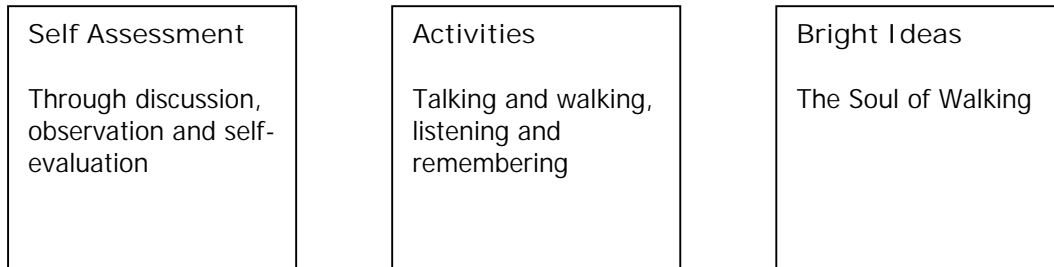
2. Emotional Intelligence may improve quality of life and contribute to improved mental and physical health.



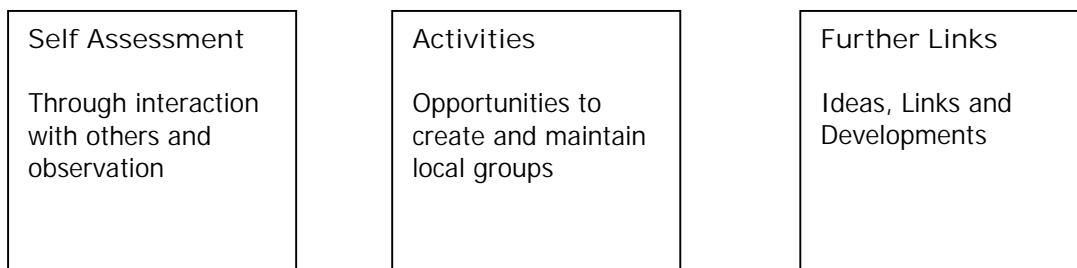
3. By knowing your own emotional strengths and weaknesses, an emotionally intelligent individual is more likely to make a positive contribution to their community.



4. Emotional Intelligence creates opportunities to evaluate how people interact with others.



5. The continued development of Emotional Intelligence will enhance individual perception of the aging process and how the Elderly may adapt to changing circumstances.



In additional to this structured approach, this course also makes full use of materials supplied within its structure – such as Research Reports and self-assessment forms, exercises and opportunities for further discussion and exploration. Just how each group is organised and the materials used remains an individual choice.

Teaching Emotional Intelligence - Checklist

- Being ‘emotionally intelligent’ is completely different from having a sunny disposition. Emotional Intelligence, if it is worth anything, does not point towards a bland, feel good world of pleasantness and success. It helps people

get ready to cope well with the full rainbow of emotions that inevitable accompany the latter stages of life.

- Being emotionally literate – able to talk fluently about emotions – is very different from being emotionally sensitive and adept in one’s spontaneous life. The former does not guarantee the latter.
- By all means offer opportunities for people to explore their feelings, but always allow them to decline. They have just as much right to their privacy as you do. Many cultures do not see it as a good thing for a person to disclose their inner life, especially to people they do not know extremely well.
- How you deal with your own emotions in front of a group, and how open you are about your emotional ups and downs, probably have greater impact (for good or ill) on elderly people than set-piece discussions and activities. A teacher who announces cheerfully ‘I’m in a bad mood today, so you’d better watch out...’, and models a kind of semi-playful grumpiness, may be being a better Emotional Intelligence educator than one who insists on an earnest discussion, packed with unacknowledged moralising messages.
- As far as possible, respond to people’s emotions in a way that acknowledges them without being emotionally reactive. And remember that everyone has their limits of tolerance, even you.
- When anyone in a sharp suit is inviting you to accept some simple slogan about ‘feel good, learn good’ or ‘foster self-esteem’, remember how much more rich, interesting and complicated your own emotional life is than any slogan. Don’t lose your critical common sense.
- Do not lightly assume you understand people’s emotions or problems. They are infinitely more complicated than you think. Show some humility and learn always to check any assumptions or interpretations you might be making about why they are as they are.
- People’s feelings and moods are triggered by *their perception* of events – the interpretations and values that their brains create. That’s what you have to work with. It may well not work simply to try to persuade them they’re wrong.

There's a cartoon that says '**Be reasonable – see it my way**'. It's funny (a) because we all fall into the trap of assuming that our way *is* the 'reasonable' way, and (b) because we know you can't just change someone's mind like that.

- Changing emotional habits is possible, and it is somewhere between quite challenging and very hard, depending on how deep-rooted the habit is; remember the people struggling for months or years in counselling or psychotherapy. Remember how hard it might have been to give up smoking or lose weight. Do not fall for the idea that a well-designed worksheet and a quick discussion will achieve very much. It may be a start, but no more than that.
- Where possible, do your Emotional Intelligence education through the rich resources of the arts and humanities – and even in science or maths, through a continual acknowledgement of the role of emotion in people's lives, careers and stories.
- It may be worth trying to surface some of the common beliefs that people may have at the backs of their minds that link learning, emotions and 'self-esteem' in counterproductive ways. For example: success means you are 'bright' (*so failure means you are stupid, so don't attempt what you might fail at – in other words, don't take risks*)

Teaching Methodologies and Sample Materials: In order to evaluate and establish just how you could approach teaching EI ANNEX A is devoted to providing sample materials that teachers can use with a group of elderly learners.

ANNEX A

An Introduction to Emotional Intelligence

Course Material



An Introduction to Emotional Intelligence

Introduction:

Emotional Intelligence is a skill you are born with or trained in, which influences everybody's daily life activities, including, family/friends relationship, work, and how you view yourself. It involves perceiving emotions, using emotions, understanding emotions and managing emotions.

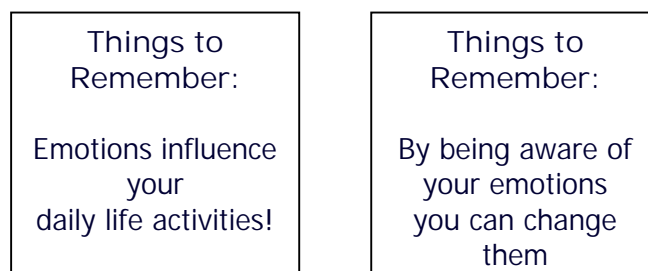
What Will I Learn?

1. What is Emotional Intelligence?
2. Benefits of being Emotionally Intelligent.
3. How to become Emotionally Intelligent and how to use it in your daily life.

Introduction to Emotional Intelligence (EI)

EI describes the ability, capacity or skill to identify, assess, and control the emotions of one's self, of others, and of groups. Emotions whether we realise it or not, regulate and guide our daily life. By identifying emotions you will be able to determine how they influence your work and life, in a positive or negative way. If negative emotions guide your life, it might be time for you to change them. Become Emotionally Intelligent and improve your work and quality of life!

"Emotion is the language of a person's internal state of being, normally based in or tied to their internal (physical) and external (social) sensory feeling". EI gives us the tools to identify and change those emotions, feelings, and thoughts, in order to take advantage of them. Not every person is emotionally intelligent, but it is possible to develop, nurture and improve those skills.



Our emotions do not only influence ourselves, they also influence others, as we are also influenced by other's feelings. By understanding emotions you will be able to use them to influence others. Emotions have the ability of being appealed to, when hoping to get another person to see our point of view. Emotions also affect your health, and the health of the people around you. By being emotionally intelligent you will be able to transmit to others, positive things, emotions and thinking.

Perceiving your emotions

Things to Remember:

Positive thinking attracts positive things while negative thinking attracts negative things!

Emotions are not rational and therefore there are not good or bad emotions. Sometimes they lead to behaviour that may be constructive or destructive. Rational thoughts help us choose our actions, and with this choice, we lead our feelings. You can learn how to lead with them, living peacefully with them, releasing them, and manage them. Some methods to identify what you are really feeling about a person, place, situation or thing, are given below. Try them!

- i. There are different options to perceive emotions, such as paying attention to our thoughts and daydreams;
- ii. Record, for a period of time, what makes you feel strong; Identify things, people, places, that provide you with good vibrations;
- iii. Identify negative thinking to be able to turn it into positive;
- iv. Write down your feelings to easily recognise them; etc. Identify your positive thinking, and keep it that way, you will see positive results!

Things to Remember:

Emotions are reliable indicators of what is really going on inside of us.

Emotions control your thinking, behaviour and actions.

With a small effort you can improve your:

Self-awareness: the ability to recognise your emotions

Self-regulation: the ability to control your emotions

Motivation: the ability to motivate yourself and others

Empathy: the ability to identify with and understand the wants, needs, and viewpoints of others

Social Skills: the ability to communicate well and to have good personal relationships

Benefits of being emotionally intelligent

By identifying emotions and using them to obtain positive results you will become more emotionally intelligent. You will be aware of what makes you feel good and/or bad and be able to modify the way you confront those feelings or the situations that create them. So, the same situations will be viewed from a different perspective and different solutions may be found.

By identifying your own feelings you will be able to determine whether you are “full” of positive or negative thinking/behaviour; recognising the things that make you feel well and happy. Using your positive feelings at work will help you to improve your relationship with others including family, friends and carers.

Things to Remember:

A small effort in identifying your emotions will provide great benefits!

Things to Remember:

Understanding your ability to change things will have a positive impact on your life

How to become emotionally intelligent and how to use its advantages on daily life activities

The training provided in the following sections will help you to develop your Emotional Intelligence Skills. Go through the different sections to learn and improve the skills necessary to be Emotionally Intelligent in your workplace and improve your work, work quality, and the relationships with your colleagues, your boss and your clients and your patients.

An easy start for becoming emotionally intelligent is smiling, it changes our mood, releases stress, is contagious, lowers the blood pressure, releases endorphins, natural pain killers and serotonin.

Things to Remember:

A smile will help you and the people around you to feel better and to improve your life

Emotional Intelligence helps you to see things from a different perspective, helping to find different solutions, reached thanks to more rational thinking, and not derived from an emotional situation.

It is easy to learn to be more emotionally intelligent by doing small exercises. Nothing difficult – just an opportunity to think about yourself and how you are best suited to life beyond 60.

START BECOMING EMOTIONALLY INTELLIGENT SIMPLY BY GOING ONTO THE NEXT SECTION!

Self-Assessment

This simple questionnaire has been created to help you to assess your how you cope with particular situations. Each question raises issues that are more fully covered in another part of the course, with follow up information when you've answered them all!

9 Quick Questions to help you think

Please answer the following questions as honestly as you can.

1) How would you describe your health?

- a) Good – no serious problems
- b) Mostly good – occasional colds
- c) I seem to catch everything going and feel tired all the time
- d) I live with one or more chronic illness and am often in pain

Select an option:

- Option a Option b Option c Option d

2) Which of the following best describes what you do when you feel stressed?

- a) I get irritable and angry and shout at people
- b) I talk to a close friend about it
- c) I don't let it worry me, I know it will pass
- d) I seek out sources of information like books or tapes to help me cope better

Select an option:

- Option a Option b Option c Option

3) How do you spend your spare time?

- a) I read books, newspapers or magazines
- b) I do something like an evening class or go for a walk
- c) I sit and watch television or listen to the radio
- d) I don't have the energy to do much

Select an option:

- Option a Option b Option c Option d

4) How would you describe your friendships?

- a) I have a lot of acquaintances but no close friends
- b) My really close friends live some distance away, and while we talk on the phone I don't see them much
- c) I have good friends whom I see on a regular basis
- d) I have lots of friends but never seem to find time to spend with them

Select an option:

- Option a Option b Option c Option d

5) Which statement best describes your attitude to retirement?

- a) I enjoy being retired and find it rewarding
- b) I miss the structure of going to work
- c) I regret not having retired earlier
- d) I would like to continue to work or volunteer part-time

Select an option:

- Option a Option b Option c Option d

6) How often and where do you laugh?

- a) I hardly ever laugh
- b) I have a good laugh with my friends when I go out
- c) I try to see the funny side to most things
- d) I rarely see the funny side to most things

Select an option:

- Option a Option b Option c Option

7) In a crisis situation what best describes your behaviour

- a) I feel that sorting it out is my responsibility and take complete control
- b) I walk away and pretend there is no crisis
- c) I ask others to help me
- d) I blame it on someone else

Select an option:

- Option a Option b Option c Option d

8) How would you rate your level of concentration and alertness

- a) I'm always forgetting things
- b) I sometimes lose concentration
- c) I'm alert most of the time
- d) I can't seem to remember as much as I could

Select an option:

- Option a Option b Option c Option d

9) How often do you indulge yourself in something that gives you real pleasure or joy

- a) Never
- b) Once a week
- c) Once a month
- d) Once a year

Select an option:

- Option a Option b Option c Option d

NEXT!

Once you've answered all the questions you may like discuss them with the rest of your group or in pairs. There are no wrong answers! Becoming emotionally intelligent is all about knowing your strengths – both emotional and physically – and sharing them with others. Of course, you may like to talk about any answers that surprised you or, indeed, seem to suggest that you live your life differently from others. But it is not a competition – you are in charge of your own destiny even if you don't always believe it!

Activity

1. Look back over your answers – is there anything that surprised you? Share your thoughts with others.
2. Discuss similarities with other people in your group.
3. Take time to listen to what other people say. Sharing is a two-way activity.

EI and Retirement: Newly retired or ready for retirement? Read ON!

Emotional Intelligence and Managing your Retirement		
Based on a variety of good practices these techniques may help you to manage the physical and emotional aspects of reaching retirement. If they seem right for you, try them and you can always take part in a short self-assessment exercise if it helps you to identify whether they work well for you or not.		
Things to Remember: if you find that a particular technique works for you it's good to make a note because you never know when you might need to use it again!		
Self-Assessment Exercise: A Good Idea? If you find that that something works for you please tick the Y (YES) box. And if something doesn't work for you tick the N (No) box.		
Exercising is good for you		
1	Regular exercise helps you to relax but for many people exercise conjures up images of working out in the gym, playing soccer or running. However, it doesn't have to be like that and if you want to keep fit it may be better to: <ol style="list-style-type: none"> 1. Walk regularly each day 2. Use the stairs rather than the lift 3. Walk rather than use the bus or Metro 4. Get off a metro or bus stop early and walk the last part of your journey. 5. Regularly walk the dog or take your grandchildren to the park at weekends 	
A Good Idea?		Y N
Comments:		
Managing My Anger		
2	Anger Management: If you find it difficult to manage your anger levels it's worth: <ol style="list-style-type: none"> 1. Recognising that some people are easier to relate to with than others and that there will be situations that arise because you may find each other difficult to relate to. 2. Avoiding situations that are beyond your experience, expertise or ability. In this way you may avoid any misunderstandings. 3. Understanding that we get mad with our families because we know that we can. We feel secure and confident enough to be able to predict the reaction. But it's different in a community or neighbour relationship where your anger may cause further difficulties 	
A Good Idea?		Y N
Comments:		

Reducing Isolation		
3	<p>If you worry about becoming isolated or lonely in retirement, it may be worth:</p> <ul style="list-style-type: none"> • Taking Yoga or relaxation classes • Exploring your creativity by taking music, painting or ceramics classes • Ensuring that you get enough sleep to keep you healthy! • Taking the time to eat and drink food that will help you to keep well. • Using meditation techniques to create a moment of calm in your busy life. 	
A Good Idea?		Y N
Comments:		
Keeping a Diary		
4	<p>Managing your life can become very complicated! It is worth thinking about keeping a Retirement Diary. This can help you to:</p> <ol style="list-style-type: none"> 1. Remember key moments and events over a period of time 2. Create a daily routine that will contribute to keeping track of your emotions and how you relate to others. 3. Provide an interesting way to record the small but important things in life including weather, visits to friends, unusual wild-life: in fact anything that is of interest to YOU! 	
A Good Idea?		Y N
Comments:		
Managing a Busy Life		
5	<p>Some people handle retirement better than others. In fact, some experts suggest that people thrive on the stress and order associated with working and miss it when they retire. This may not be you! But how do you spend your time? Many artists and writers maintain that it is important to record what you do so that you can see how busy you really are!</p> <p>The first step is to review a typical week in your life! You can do this by:</p> <ol style="list-style-type: none"> 1. Keeping a log for seven days recording everything you do. 2. Drawing up a timetable that includes ALL your daily activities. 3. Reviewing each day before going to bed and falling asleep. <p>And remember: used in association with keeping a Retirement Diary you may recognise that you live a very busy life and that we all need to take time out to recuperate.</p>	

INTRODUCTORY COURSE MATERIAL

A Good Idea?	Y	N
Comments:		
These are just 5 examples of Managing the Emotions associated with being retired. For more detailed information please see the resources section of this learning programme.		

ANNEX B

Further Reading

Emotional Intelligence: Perspectives from Educational and Positive Psychology
by Jerrell C. Cassady, Mourad Ali Eissa, 2008

Emotional Intelligence: Key Readings on the Mayer and Salovey Model
By Peter Salovey, Marc A. Brackett, John D. Mayer, 2007

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Katherine Weare, *Developing the Emotionally Literate School*, Paul Chapman: London, 2004.

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Joseph Ciarrocchi, Joseph Forgas and John Mayer (eds), *Emotional Intelligence in Everyday Life: A Scientific Inquiry*, Psychology Press: Philadelphia, 2001.