

# Emotional Intelligence for Everyday Life

Reading emotions, yours and other people's. Then choosing what to do with them.

**NOTICE THE FEELING. UNDERSTAND THE NEED. CHOOSE THE RESPONSE.**

Emotional intelligence is not about staying calm all the time or getting every interaction right. It is the practice of noticing emotions, regulating your response, listening with care, and repairing moments when things go off track.

**INSIDE THIS WORKBOOK**

|    |           |                                                              |
|----|-----------|--------------------------------------------------------------|
| 01 | Recognise | Name emotions and notice what they may be signalling.        |
| 02 | Regulate  | Create a pause between feeling and action.                   |
| 03 | Relate    | Listen for meaning, validate without automatically agreeing. |
| 04 | Repair    | Navigate tension and practise clearer conversations.         |

**YOUR STARTING POINT**

| Name (optional) | Date | What would I like to handle differently? |
|-----------------|------|------------------------------------------|
|                 |      |                                          |

Use these pages at your own pace. Skip anything that feels unhelpful. This workbook is educational material, not clinical treatment or crisis support.

# Check in before you react

Emotions can provide useful information, but they are not instructions. Start by noticing what is present without labelling the feeling as good or bad.

**Pause → Notice → Name → Choose**

## My emotional weather report

Think of a recent everyday moment. Complete the check-in as honestly as you can.

| What happened? (facts only) | What emotion showed up? | How intense was it? (0–10) |
|-----------------------------|-------------------------|----------------------------|
|                             |                         |                            |
|                             |                         |                            |

| Where did I notice it in my body? | What did I feel like doing? | What did I actually do? |
|-----------------------------------|-----------------------------|-------------------------|
|                                   |                             |                         |
|                                   |                             |                         |

**If this emotion could speak, what might it be asking me to notice?**

Quick reminder: naming an emotion precisely can create useful distance. Try moving beyond fine, bad or stressed: disappointed, uneasy, excluded, relieved, overwhelmed, hopeful.

# Find a more precise word

The same situation can bring several emotions at once. Use this vocabulary as a menu, not a checklist. Choose the words that fit your experience.

|                      |                                                               |
|----------------------|---------------------------------------------------------------|
| ANGER / FRUSTRATION  | irritated • resentful • impatient • dismissed • protective    |
| FEAR / ANXIETY       | uneasy • worried • exposed • uncertain • overwhelmed          |
| SADNESS / LOSS       | disappointed • lonely • hurt • discouraged • regretful        |
| JOY / CONNECTION     | relieved • content • proud • grateful • connected             |
| SHAME / SELF-DOUBT   | embarrassed • inadequate • guilty • self-conscious • rejected |
| SURPRISE / CURIOSITY | confused • startled • intrigued • uncertain • curious         |

## Unpack one emotion

| The word I chose | What happened just before it? | What might this feeling be signalling? |
|------------------|-------------------------------|----------------------------------------|
|                  |                               |                                        |
|                  |                               |                                        |

What is a feeling I often hide, minimise or struggle to name?

# Build a pause, not a wall

Regulation is not suppression. You can acknowledge an emotion while choosing not to act on its first impulse. The aim is to respond in a way that fits your values and the situation.

## Choose one tool to practise

|              |                                                                                     |
|--------------|-------------------------------------------------------------------------------------|
| GROUND       | Feel your feet. Name five things you see, four you feel, three you hear.            |
| BREATHE      | If comfortable, make your exhale slightly longer than your inhale. Do not force it. |
| MOVE         | Unclench your hands, lower your shoulders, stretch or take a short walk.            |
| CREATE SPACE | Say: I want to respond thoughtfully. Can I take a few minutes?                      |
| ORIENT       | Ask: What do I know? What am I assuming? What matters in this moment?               |

## My personal pause plan

| When I notice... (early signal) | I will try... (regulation tool) | Then I will... (intentional response) |
|---------------------------------|---------------------------------|---------------------------------------|
|                                 |                                 |                                       |
|                                 |                                 |                                       |

A sentence I can use to ask for space respectfully:

# Listen so people feel heard

Listening is more than waiting for your turn. Try to understand the other person's experience before correcting, advising or defending your own.

**Listen → Reflect → Check → Respond**

## Practise the listening ladder

| What they said (briefly) | What I think they may feel / need | How I can check instead of assume |
|--------------------------|-----------------------------------|-----------------------------------|
|                          |                                   |                                   |
|                          |                                   |                                   |

## Useful listening stems

- What I'm hearing is... Did I get that right?
- It sounds like this mattered to you because...
- Would you like me to listen, help brainstorm, or offer an opinion?
- What feels most important for me to understand?

**A time I could listen with more curiosity instead of jumping to a solution:**

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Validation means acknowledging that someone's experience makes sense from their perspective. It does not require agreeing with every interpretation or behaviour.

# Care without carrying everything

Empathy means making room for another person's experience while staying aware of your own limits. You can be compassionate and still say no, disagree or ask for a pause.

| What might they be experiencing? | What do I know vs. what am I guessing? | What can I offer honestly? |
|----------------------------------|----------------------------------------|----------------------------|
|                                  |                                        |                            |
|                                  |                                        |                            |

## Choose a response that fits

|                                  |                                                                           |
|----------------------------------|---------------------------------------------------------------------------|
| <b>LISTEN</b>                    | I can give you my attention for a few minutes. What feels most important? |
| <b>CLARIFY</b>                   | I want to understand. Are you asking for support, advice or action?       |
| <b>SET A LIMIT</b>               | I care about this, but I can't take it on today. I can...                 |
| <b>DISAGREE<br/>RESPECTFULLY</b> | I see this differently. Can I explain how I'm looking at it?              |

|                                                                         |
|-------------------------------------------------------------------------|
| <b>A boundary that would help me stay caring without overextending:</b> |
|                                                                         |
|                                                                         |

# Respond to tension with clarity

Conflict does not automatically mean a relationship has failed. Focus on the specific behaviour or issue, its impact, and a clear request. Avoid mind-reading, global labels and scorekeeping.

## Prepare before a difficult conversation

| The specific situation (not a character judgement) | What I felt / what mattered to me |
|----------------------------------------------------|-----------------------------------|
|                                                    |                                   |
|                                                    |                                   |

| What I need the other person to understand | A clear request I can make |
|--------------------------------------------|----------------------------|
|                                            |                            |
|                                            |                            |

## Try this structure

**When [specific situation] happened, I felt [emotion] because [impact / value]. Would you be willing to [clear, realistic request]?**

What might the other person say? How can I listen without abandoning my point?

## Own your part. Reconnect with care.

Emotional intelligence includes what happens after a misstep. A useful repair names the behaviour, acknowledges impact, avoids excuses, and identifies what will change.

A repair is not the same as taking all the blame. Be accountable for your part without claiming responsibility for everything.

| What I said / did (my part) | How it may have affected them | What I understand now |
|-----------------------------|-------------------------------|-----------------------|
|                             |                               |                       |
|                             |                               |                       |

### Repair script builder

| I want to acknowledge... | I can see the impact may have been... | Next time, I will... |
|--------------------------|---------------------------------------|----------------------|
|                          |                                       |                      |
|                          |                                       |                      |

|                                                                    |
|--------------------------------------------------------------------|
| Is there anything I need to clarify, ask, or change going forward? |
|                                                                    |
|                                                                    |

A sincere apology does not demand immediate forgiveness. Give the other person room to respond, and follow through with behaviour.

# Small reps, real-life moments

Choose one interaction each day. The aim is awareness and practice, not perfect emotional control. A brief note is enough.

| Day | Situation / emotion | Skill I practised | What I noticed |
|-----|---------------------|-------------------|----------------|
|     |                     |                   |                |
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## End-of-week review

| A signal I noticed sooner... | A conversation I handled differently... | A skill I want to keep practising... |
|------------------------------|-----------------------------------------|--------------------------------------|
|                              |                                         |                                      |
|                              |                                         |                                      |

One small adjustment for next week:

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# My emotional intelligence playbook

Turn what you learned into a simple plan you can remember in the middle of a real conversation.

| My early emotional signals | What helps me regulate | What tends to make it harder |
|----------------------------|------------------------|------------------------------|
|                            |                        |                              |
|                            |                        |                              |

| How I want people to feel when I listen | A boundary I need to honour | A repair phrase I can use |
|-----------------------------------------|-----------------------------|---------------------------|
|                                         |                             |                           |
|                                         |                             |                           |

**NOTICE → NAME → PAUSE → LISTEN → CHOOSE → REPAIR**

The principle I want to carry into everyday life:

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## A note on support

If emotional distress or conflict is persistently affecting your daily functioning or relationships, consider speaking with a qualified mental health professional. This workbook is educational and is not a substitute for individual care or crisis support.

TalkSense02 | Emotional Intelligence for Everyday Life | Educational workbook, not clinical treatment.