



# “Recognizing and guiding the emotions”

Ref. 20545

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# RECOGNIZING AND GUIDING THE EMOTIONS

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## CONTENTS :

The game comprises 35 round cards in thick, high quality and very hard-wearing cardboard. The cards measure 9 cm in diameter.

### DESCRIPTION OF THE CARDS

- The 30 cards each show a different face expressing the 10 basic emotions (pleasant, unpleasant and neutral), each with three levels of intensity. The level of intensity of each emotion is shown by shamrocks on the back of the cards:

 Mild/slight intensity

 Moderate/medium intensity

 Strong/high intensity

- 5 shamrock/Joker cards

The 10 basic emotions shown on the cards are as follows:

#### PLEASANT

1. Happiness
2. Curiosity
3. Admiration
4. Self-confidence

#### UNPLEASANT

5. Sadness
6. Anger
7. Disgust
8. Fear
9. Guilt

#### NEUTRAL

10. Surprise

A summary sheet is enclosed with the cards listing each emotion and its three images.



## RECOMMENDED AGE:

From 2 to 99

Emotional education is enriching at any age. It can be particularly beneficial when there are difficulties in the recognition or identification of emotions, or in empathising or socialization.

## WHY AND FOR WHAT PURPOSE?:

For centuries, it has been believed that intelligent people were those with a mastery of scientific and mathematical knowledge; people with a high IQ. Today, thanks to neuroscience, we know that it is emotions that determine our responses and choices – in short, our behaviour and ways of life. The emotional neurological function is more important than the cognitive function, as the latter is always motivated by the former.

Since the acceptance of the Theory of Multiple Intelligences (H. Gardner) it seems we have accepted that intelligence does not have one distinct form but is multiple, and every person has a unique combination of strengths and weaknesses. Two of the intelligences proposed in the 1980s by Gardner were intrapersonal and interpersonal intelligence. In 1990, Salovey and Mayer united these two concepts and coined the term Emotional Intelligence. Most models mention six basic emotions: fear, anger, disgust, sadness, surprise and happiness.

Today, neuroscience is moving forward with more explanatory models, and thanks to new technologies applied to knowledge of the brain and its diagnosis we can now discover the chemical, physiological and motor responses that cause each emotional pattern. In this investigative approach we find the contributions of Roberto Aguado (2010), who believes in a total of 10 basic emotions: fear, anger, disgust, sadness, guilt, surprise, curiosity, self-confidence, admiration and happiness.

Emotions are neither positive nor negative; they are simply pleasant or unpleasant for the person who experiences them and for people in their immediate proximity. All of them are necessary and are adaptive responses that guarantee human survival.

The emotions, knowledge of them (literacy), their manifestation or responses (consciousness), what causes them, how to change them if necessary (regulation), and emotional relations with other people (socialization) are procedures and skills that can be trained, like muscles. They improve with exercise. This is what we might call emotional education.

Emotional education is training in life skills. It entails broadening our emotional vocabulary, understanding how the brain works at an emotional level, recognizing each emotion in ourselves (gestures, body posture, physiology, etc.) and what stimuli cause them in ourselves (self-awareness, self-regulation and motivation) as well as in other people (empathy and social skills).

This material, which follows this approach, helps to identify emotions in other people; expressions are used as a primary source of information. It allows us to get to know the emotions and familiarize ourselves with them while at the same time identifying contexts that might cause these emotional states. Given below are some ideas for games with endless possibilities and variations.



## SUGGESTED GAMES:

### 1. « What are they called? »

- Preparation: Place all the cards on the table face-up.
- Objective of the game: To name the emotions, classify them into pleasant and unpleasant, and put them in order according to their intensity.
- Educational goal: To become familiar with the 10 basic emotions that guide our behaviour, learn how to recognize them, name them, become aware of their different intensities and the expressions typical of each one.
- Method of play: Give a clear instruction, for example:
  - Classify the emotions however you like and then explain what criterion you used.
  - Group the cards into pleasant, unpleasant and neutral emotions.
  - Classify the emotions into two groups: the ones whose name you are sure of, and the one you are not so sure of.
  - Form 10 groups of emotions with three cards each. Then put each group in order according to its intensity.

Observations:

- If more than two children are playing, it is best to establish turns.
- To increase the level of difficulty, you can give specific instructions for searching, putting in order, etc.

### 2. « Remembering in threes »

- Number of players: 2 - 8.
- Preparation: Place all the cards face-down on the table.
- Procedure: In turn, each player lifts up a card, names the emotion shown on it, and keeps the card. The round is repeated, but on picking up the second card, if it is the same emotion as the first one, the player keeps it; if not, he/she replaces it face-down. If a player manages to get all three cards of the same emotion, they keep the set of three. The winner is the player with the most sets of three.
- Objective of the game: To have fun, and try to get the maximum possible triple sets of the same emotion.
- Educational objective: To learn the names of the 10 basic emotions and understand the expressions typically associated with each of them. To strengthen visual memory.

Observations:

- Each player has to try to get a different set of three emotions. If two players pick up the same emotion, the second one should leave it face-down and pick up a new card.
- To increase the level of difficulty, you can mix up the cards after each round.
- You can play with or without shamrocks/Jokers. The shamrock cards can be used to replace any emotion to make up a set of three.



### 3. « Emotional families »

- Number of players: 2 - 6.
- Preparation: Deal three cards to each player and place the remaining cards face-down in a single stack.
- Method of play: When all the players have three cards, and at the same time, each player passes a card they want to discard (face-down) to the player on their right. When a player manages to get a set of three, they should say out loud: TRIO. They should then demonstrate the emotion of their particular triple set and if the other players guess the emotion they are portraying, they can keep the set. They then take three more cards from the stack and continue playing. The winner is the person with the most sets of three when all the cards in the stack have been used up.
- Objective of the game: To have fun and try to get the maximum number of triple sets.
- Educational objective: To learn the names of the 10 basic emotions and understand the expressions typically associated with each of them.

#### Observations:

- You can play with or without Jokers. The Jokers can be used to replace any emotion to form a triple set.

### 4. « Guess what I'm feeling »

- Number of players: 2 - 8. This game is played in pairs and by turns.
- Preparation: Place a single stack of cards face-down on the table.
- Method of play: One pair starts the game. One member of the pair picks up a card, shows it to the rest of the group (apart from their partner) and mimics the emotion on the card. If their partner manages to guess the emotion first time, they can keep the card. If they don't get it right first time, the card is placed at the bottom of the stack on the table. The turn then passes to the next pair. The winner is the pair with the most cards when all the cards in the stack have been used up.
- Objective of the game: To have fun and win the maximum number of cards.
- Educational objective: To learn the names of the 10 basic emotions and understand the expressions typically associated with each of them. To strengthen visual memory and emotional awareness.

#### Observations:

- It is important to remember that the best way of recognising another person's emotion is by imitating their expression.

### 5. « Talking about emotions »

- Number of players: 1 adult and 4-5 children.
- Preparation: Place all the cards on the table face-up.
- Procedure: The adult describes an imaginary emotional situation. In turn, each player picks up a card portraying the emotion they believe corresponds to the adult's description. If their choice is correct, they can keep the card. If not, they leave it face-up on the table again. This is played without Jokers.
- Objective of the game: To have fun and win the maximum number of cards.



- Educational objective: To learn the names of the 10 basic emotions and understand the expressions typically associated with each of them. To recognize contexts of everyday life in which each emotion is evinced.

Observations:

- To increase or decrease the level of difficulty, you can use simpler or more complex language when describing the emotional situation.

## 6. « Emotions in order »

- Number of players: Three teams of 2-4 players each.
- Preparation: This game is played without Jokers. The 30 cards are divided into three groups, depending on whether they have 1, 2 or 3 shamrocks on the back. A set of cards is given to each team so that each team has the 10 emotions but at different levels of intensity.
- Procedure: Each team lays out their cards face-down in a row. In turn, each team turns over one card, starting at the left-hand side of their row, memorises it and then turns it over again. In the next round, they state the emotion they saw in the first round, turn the card over again and if they were correct, put the card to one side. The players memorise the emotions on each card in order and turn them back over again. The rounds continue until they have memorised the order of all 10 cards. The winner is the team that turns over all their cards first.
- Objective of the game: To have fun and be the first team to turn over all its cards.
- Educational objective: To learn the names of the 10 basic emotions and understand the expressions typically associated with each of them. To strengthen visual memory.



## DESCRIPTION OF EMOTIONS:

A simple way of describing the 10 basic emotions is given below.

Based on this information, you can create the different educational activities proposed above with the children.

### HAPPINESS

A slight increase in the heart beat. A smile. Lifting the corners of the mouth. Laughter lines around the eyes. A raised tone of voice, slightly louder. Ease of memory and recall.

### SADNESS

Relaxed muscle tone. Increased heart rate, reduced blood flow. Elevation of lower part of the eyebrows. Eyebrows dropping and uniting. Folded upper eyelid. Droopy eyes. Downward mouth angle. Head down. Looking down at the floor. Rough, tearful voice.

### ANGER

High muscle tension. Rapid breathing rate. Hectic thoracic breathing. Rush of blood to the head and outer extremities. Feeling of heat. Raised upper eyelids. Fixed gaze. Lips tight, tense and thin. Dilated nostrils. Louder, faster speaking voice. Reddened face. Clenched fists.

### DISGUST

Drop in blood pressure. Slight contraction of the muscle that wrinkles the nose and narrows the eyes. The gesture that wrinkles the nose is simultaneous to the one that raises the upper lip. Contracted eyebrows. Tightened corners of the lips. Teeth clenched and mouth closed. Holding of breath. Increased vision.

### GUILT

Face drops. Hands to the face or head. Looking downwards, eyes almost shut. Blushing, feeling of heat. Possible increase in frequency of blinking. Biting of lower lip. Slowed-down movements. Lowering of tone of voice.

### FEAR

Upper lids drop and eyebrows curve upwards. Wrinkling between the brows and lips stretch horizontally. Increased breathing rate, blood rushes to lower limbs and heart. Pale face. Fixed gaze. Hands up to the face as a sign of protection.



**SELF-CONFIDENCE**

Relaxed muscles. Direct eye contact. Head held straight, without lifting the chin. Self-confident expressions tend to be symmetrical, the body language expressing calm. Open postures. Empathetic, relaxed look, mouth slightly open. Raised shoulders, upright head.

**CURIOSITY**

Maximum attention. Open, attentive eyes, fixed gaze. Acute listening stance. Upper lip peaked. Slightly open mouth. Slight smile. Particular activation of all the body's muscles, slight tension in the shoulders, abdomen and buttocks.

**ADMIRATION**

Raised eyebrows, eyes wide open, fixed on the source of admiration; eyes shine, conveying tenderness and approval, while in the case of surprise they are not shiny. Finally, instead of opening gradually, the mouth opens slightly in a smile.

**SURPRISE**

This is the briefest emotion and can meld into other ones. The upper eyelids rise, but the lower ones are not tense. Very wide, rounded eyes. Open, rounded mouth. The jaw tends to drop. Breathing is held, and then accelerates.



## OTHER ACTIVITIES

For these activities the presence of an adult is necessary. These learning situations can be done in small groups or individually.

### 1. « SOMEONE'S FEELING SOMETHING »

First describe the given situation and then ask the children the following questions (always trying to avoid making value judgements on their replies)::

1. What do you think they felt at that moment?
2. What do you think they might have said at that point?
3. What kind of expression do you think they would have had? Can you imitate it yourself?
4. What did they do with their hands?
5. Do you remember a time when you felt the same way? Would you like to tell us about it?
- 6.
7. Do you remember a time when someone you know felt something similar?
8. Could you invent a situation in which someone feels the same way? Would you like to tell us about it?
9. Can you think of a character in a comic or in a film who might have felt the same way at some time?
10. Search the cards for the card that expresses the same feeling as the person in this story.

### HAPPINESS

*"That woman's biggest dream was to be a mum. That day, when the doctor put the ultrasound scanner on her tummy, she finally heard the heartbeat of her son and could see him moving around on the screen."*

### SADNESS

*"Samuel loved his dog; he had watched him grow up and used to play with him every day. One day, the dog got sick and after a week it died."*

### ANGER

*"Elena had trained hard all week and was ready to play the best match of the whole season. She ran onto the pitch and ran around with more energy than ever, and then a teammate made a pass and landed the ball right at her feet. She was just about to shoot for a certain goal. Then some girl came up from behind and pushed her to the ground, she lost the ball, and couldn't score."*

### DISGUST

*"Even though the strawberries were such a pretty red colour and all her friends loved them, Mar just couldn't touch them. Just thinking about putting one in her mouth made her want to be sick. Her nose wrinkled up automatically and her teeth clenched together so hard that her jaw hurt. And then they offered her a strawberry."*



**GUILT**

*"Ricardo was absolutely immersed in a computer game, sitting on the sofa at home. His dad said, 'Ricardo, I've just got to pop out and get the bread, can you turn off the oven in five minutes?'*

*- OK dad, said Ricardo, without paying a lot of attention.*

*After 20 minutes, Ricardo started noticing a burning smell and realised that he had forgotten to turn off the oven. Lunch was completely ruined."*

**SELF-CONFIDENCE**

*"Ander was having a great time playing in the street with his uncle. He was really having a lot of fun. His uncle was a big, strong man and would swing him up in the air and then down again. Ander would laugh and ask him to do it over and over again. He uncle then put him up on a wall and stood below him with his arms wide open.*

*- Jump and I'll catch you, said his uncle.*

*And Ander, without thinking twice, jumped fearlessly into his uncle's arms."*

**FEAR**

*"It was the first time that Victoria had taken that bicycle. It was a very big one. She pedalled with every ounce of energy to get up the hill. When she got to the top, there was a very steep slope down. At the beginning everything went well, but the bicycle started going faster and faster and when Victoria tried to brake, nothing happened. The brakes were broken! The bike went faster and faster and at the bottom of the hill there was a big stone wall..."*

**CURIOSITY**

*"Laura was playing in the sand, digging holes. When she came across another hole in the sand, she realised that it could be the entrance to the home of a little insect. Perhaps it was inside and might pop out at any moment – would it be big or small? Would it have any food? Would it be alive? Would it live alone? Might it be out and about somewhere else?"*

*With all these questions in her head and her eyes open very wide, Laura sat attentively watching the hole that had appeared in the sand, which was almost certainly the entrance to the home of some living creature."*

**SURPRISE**

*"That morning, Alejandro was tired when he got up, so tired that he didn't even know what day it was. He went off to school and as he left his mum told him that she would be finishing work late that day so she couldn't go to pick him up and he might need to spend the afternoon on his own.*

*When he got back from school, just as he was about to enter the house, the door opened wide... there was nobody there, all the lights were switched off and it was dark... you couldn't hear a pin drop.*

*When he walked into the lounge, all the lights went on and there were all his best friends, hundreds of balloons and a big surprise party for Alejandro."*

**ADMIRATION**

*"A huge amount of boxes arrived at home. Javier knew that his bed and his wardrobe were in them. When his dad opened the boxes, there were just a load of boards... But then, as if by magic, his dad, using just a screwdriver and his hands, started positioning each board in its place and putting every screw in its hole. And it all turned into a brilliant bed and wardrobe. Javier looked at his dad wide-eyed, dreaming that one day he would be able to do something like that and be just like his dad."*



## 2. « TIME TO IMAGINE »

What goes on in your mind and on your face when...? Or what do you feel when...?

1. Your best friend comes to visit, who you haven't seen for ages.... **HAPPINESS**
2. You're starving hungry and someone puts your favourite meal on the table... **HAPPINESS**
3. You find a toy you really love which you lost ages ago... **HAPPINESS**
4. You win a big prize in the lottery or a draw.... **HAPPINESS**
5. The boy you like invites you to the movies... **HAPPINESS**
  
6. You get home and there's a parcel wrapped in brown paper on the table but no note... **CURIOSITY**
7. Your friend always carries around a black folder but never lets you see what's in it... **CURIOSITY**
8. You know your big sister has a huge secret that she hasn't told you... **CURIOSITY**
9. You start a new subject at school which is called 'Inside the Cave'... **CURIOSITY**
10. You see a dry leaf moving along the ground but there's no breeze... **CURIOSITY**
  
11. In a race that you really trained for, a schoolmate gets to the finish line first when you know they did no training at all... **ANGER**
12. You've got something important to tell your big sister and she won't listen to you... **ANGER**
13. You've just cleaned your desk and then your friend dirties it on purpose... **ANGER**
14. Your favourite toy breaks... **ANGER**
15. They ask you in class the one thing that you don't know... **ANGER**
  
16. Someone you love very much has to go away for several months... **SADNESS**
17. Your best friend doesn't want to play with you... **SADNESS**
18. Your favourite sweets in the whole world have finished and you can't buy any more... **SADNESS**
19. Your beloved pet dies... **SADNESS**
20. A friend who you really trusted lets you down... **SADNESS**
  
21. Your dad takes your hand to go down an unfamiliar street... **SELF-CONFIDENCE**
22. Your big sister helps you do something you couldn't get right yourself... **SELF-CONFIDENCE**
23. Your mum gives you a big hug and tucks you in at night before you go to sleep... **SELF-CONFIDENCE**
24. You play a sport that you're really good at... **SELF-CONFIDENCE**
25. You've finished all your homework and you know you've done it well... **SELF-CONFIDENCE**
  
26. When you put food you really hate in your mouth... **DISGUST**
27. When you change a baby's nappy and get it all over your hand... **DISGUST**



28. When you're walking along the street and tread in dog muck... **DISGUST**
29. When you have to use a public toilet and it's really dirty... **DISGUST**
30. When you open a box and a stench of rotten meat comes out... **DISGUST**
31. You go to a concert by your favourite singer... **ADMIRATION**
32. Your best friend wins a race they had to really put a lot of effort into... **ADMIRATION**
33. Your favourite basketball player makes a spectacular shot on target... **ADMIRATION**
34. A mountain climber reaches the peak of Mount Everest... **ADMIRATION**
35. You're on the beach and there's a beautiful sunset... **ADMIRATION**
36. You forgot it was your birthday and when you get home all your friends are there... **SURPRISE**
37. When you put on some trousers from last year you find there's a very valuable coin in the pocket... **SURPRISE**
38. Your best friend comes to visit when you're not expecting them... **SURPRISE**
39. In a box you thought was empty you find your favourite toy... **SURPRISE**
40. You're travelling through the desert and suddenly a river appears... **SURPRISE**
41. You're running too fast through the lounge, bump into a piece of furniture and break a vase... **GUILT**
42. Your teacher looks very sad because your homework was so bad... **GUILT**
43. You break your brother's favourite toy... **GUILT**
44. Two friends of yours argue because you didn't tell them the truth... **GUILT**
45. Your favourite pet dies because you forgot to give it any water... **GUILT**
46. You have to go to bed alone with the lights out after reading a ghost story... **FEAR**
47. You get lost in a strange city and you don't know how to get home... **FEAR**
48. You get locked into the bathroom at school and nobody can hear you... **FEAR**
49. You watch a very spooky film in which the doors open on their own... **FEAR**
50. You're on a very high swing that comes down too fast... **FEAR**

#### OBSERVATIONS:

The above sentences are just suggestions. You can invent as many different situations as you like. It is very enriching to 'create situations' which, without naming or identifying any child in particular, will be familiar to the children so they can recognise incidents from their own lives. Bear in mind that you should never personalize these situations and avoid issuing value judgements.

The imaginary situations can be grouped by emotions but they can also be mixed up when reading them out to increase the level of difficulty.

After reading each imaginary situation, the children should search for the card that represents the emotion portrayed.



### 3. « WITH THE CARDS IN YOUR HAND»

Take the three cards referring to a specific emotion in your hand to play at:

1. Putting them in order of intensity
2. Inventing a situation that might cause each expression to appear on someone's face
3. What might have happened to you if you had one of these expressions?
4. Imitating the expressions and body language
5. Describing contexts in which the facial expressions on the three cards would be most suitable
6. Describing contexts in which these facial expressions would NOT be suitable
7. Inventing stories or situations involving the people in the pictures on the cards

The above are simply suggestions. Creativity and playfulness are evidence of pleasant emotional states and life situations which are propitious for learning. We invite you to create all the activities you like that can be adapted to address the specific needs of your educational environment.

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*"Anybody can become angry, that is easy; but to be angry with the right person and to the right degree and at the right time and for the right purpose, and in the right way – that is not within everybody's power and is not easy." (Aristotle, Nicomachean Ethics)*

*"Educating the mind without educating the heart is no education at all." (Aristotle)*

*"Happiness can be found, even in the darkest of times, if one only remembers to turn on the light." (Albus Dumbledore)*

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MAR ROMERA.



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