



UNIVERSE OF FEELINGS

Outline

A guide based on the book 'Universe of Feelings' to support conversation on emotions.

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What are emotions?



Children are capable of feeling a range of emotions just as adults do. They may not have the words to talk about how they feel, but they do communicate it through other ways.

This framework created by psychologist Robert Plutchik shows 8 basic emotions - Joy, Trust,

Fear, Surprise, Sadness, Disgust, Anger and Anticipation - and the ways they relate to one another. Emotions intensify as they move from the outside of the wheel inwards, indicated by the stronger shades of color. Polar opposite emotions sit across each other.

Common Emotions in young children

Apart from learning how to display emotions, children learn how to identify various emotions and become more aware of them when they become toddlers. As they grow up, children also learn to be more cautious of other people's emotions and learn to develop empathy.

Age	Birth	Infant	Toddlers and Preschoolers (1 - 6 years old)
Emotion	Contentment, Disgust Distress Interest	Anger Fear Joy Sadness Surprise	Embarrassment Envy Guilt Pride Shame

References

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 Dowling, M. (2014). *Young children's personal, social and emotional development*. Sage.
 Hyson, M. (2004). *The emotional development of young children: Building an emotion-centered curriculum*. Teachers College Press.
 Pollack, D. (2015, November 12). Plutchik's Wheel of Emotions Cheat Sheet.
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<https://www.cheatography.com/davidpol/cheat-sheets/plutchik-s-wheel-of-emotions/pdf/>
 Morin, A. (2019). *How to Help an Overly Emotional Child*.
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Applying the Universe of Feelings



Self Awareness

In the Universe of Feelings, main character Darryl experiences various emotions, which can be used as conversation topics for children to encourage them to become more aware of connecting their experiences and emotions. With awareness, children are able to practise regulating their behaviour and strengthen their social skills. This is essential to develop their ability to manage emotions and respond to others in a culturally acceptable way.



Diversity among Children

Like Darryl, who is minimally verbal and uses drawings to express himself, there are many children who might be introverted or have special needs who communicate differently. Stories provide a good opportunity for adults to talk about human diversity and inclusion of children who might be different from us. As fear stems from the unknown, children need factual answers and explanations for behaviour they might deem weird, or do not understand. Developing an appreciation for different ways of communication will encourage children to confidently build relationships with friends of diverse abilities and learn ways to include others effectively.

Conversation Starters



On friends like Darryl, who don't speak much

- What does Darryl like to do?
- Why do you think Darryl was humming?
- Why do you think no one understands Darryl?
- Have you met someone like Darryl?
- How can we play with someone like Darryl?



On happiness and sadness:

- Why was Sad Comet crying?
- What makes you feel happy?
- What makes you sad?
- What do you do when you are sad?
- How can we cheer you up when you are sad?



On regulating anger:

- What happened when Darryl met the Angry Asteroid Storm?
- What makes you feel angry?
- How do you feel when you meet an angry person?
- What do you do when you are angry?
- What can we do to help you calm down?



On fear:

- Who did Darryl think of when he met the Scary Black Hole?
- What are you scared of?
- What do you do when you are scared?
- Who do you think of when you are scared?
- How can we overcome your fear?

Tips on Emotional Regulation

1- Blow Birthday Candles

Take 10 deep breaths in through the nose and out from the mouth. Hold your fingers in front of you. Each time you breathe out, put down a finger till your fists are closed.

2- Ten to One

Count to de-escalate tension in a calm voice

3- Fire hands

Rub your palms together as quickly as you can and cup your eyes

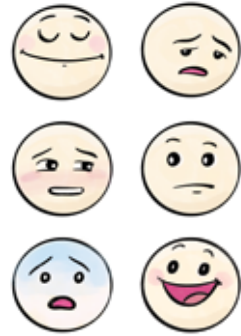
4- Clam Cuddle and Starfish Stretch

Hug yourself tightly and stretch as far as you can!

5- Winning with Words

Verbally acknowledge and label the emotion (E.g. I can tell you are frustrated that we are not going to the zoo today. I get frustrated too, when things don't go as planned) and give new perspectives on how the child can change the negative feeling into a positive one (E.g. I know you are upset but how about trying to ask for it?)

Activities on emotions



WHAT'S MY EMOTION?

An arts and craft activity to teach children how to identify facial expressions and associate them to the corresponding emotions. There are two parts in this activity and educators can choose to complete either 1 or 2 activities depending on the given time.

Duration

30 - 60 min

Materials

Mirrors, A3 paper,
Crayons, UOF Templates
characters from story

Learning Objectives

1. Recognise and identify at least 4 facial expressions
2. Associate at least 4 facial expressions to matching emotions

Medium

Art and Craft

Session Outline

CONVERSATION ON EMOTIONS (10 MINUTES):

1. Paste 6 UOF characters (Happy Star, Sad Comet, Angry Asteroids, Calm Moon, Scary Black Hole and Brave Earth) on a board and introduce them to the children
2. Invite 3 children to come to the front and talk about the emotions they are experiencing today. Educator can check if they identify with any of the characters on the board.

Tips for Questions:

How are you feeling?
Why are you feeling this way?
How can we make you feel better?

PART I (20 MINUTES):

1. Hand out one mirror and one piece of paper to each child
2. Get children to warm up their facial muscles by rolling eyes, rubbing their cheeks, wiggling their noses and pulling their ears.
3. Choose 3 actions for them to explore (E.g. Happy eyes, Sad nose, Angry eyebrows, Calm mouth)
4. Get children to observe their facial features as they do the actions
5. Get them to draw those features onto the paper

Tips for Questions:

What other feelings can you think of?
What other actions can you think of?
What makes you feel this way?

PART 2 (20 MINUTES):

1. Hand out one mirror and one piece of paper to each child
2. Get children to split the paper into 5 boxes
3. Get children to make various facial expressions for the emotions Happy, Sad, Angry, Calm, Scary, Brave and observe their own expressions in the mirror
4. Get children to draw each expression they see in the mirror into one of the boxes using crayons.
5. Children will label the emotion in the same box
6. Children will draw the items or situations related to the emotion in the same box

Tips for Questions:

How do you make a happy face?

What makes you sad?

How do you look like when you're angry

How can we help you calm down?

What do you do when you are scared?

SHARING (10 MINUTES):

1. Gather the children in a circle
2. Play a song and get the children to pass a ball to his/her right
3. At any point in time, pause the song, the child with the ball will have to make a facial expression
4. The other children will have to guess which emotion is he/she displaying

Tips:

2 - 3 children can share the mirror

Educators can also discuss more complex emotions with the children (E.g. Shame, guilt, disappointment, excitement)

ACT IT OUT! (FEELINGS)

This drama activity aims to teach children how to identify various emotions and learn how to problem solve during a conflict. There are two parts in this activity. Educators can choose to complete either 1 or 2 activities depending on the given time.



Duration

30 - 60 min

Medium

Drama

Learning Objectives

1. Associate at least 4 facial expressions to the corresponding emotions
2. Identify at least 4 emotions
3. Children are able to propose at least 2 different ways to solve a conflict

Session Outline

IDENTIFYING EMOTIONS (10 MINUTES):

1. Pair up the children. Designate 'Child A' and 'Child B'
2. Child A will use different gestures to display an emotion
3. Child B will mimic the gestures and guess the emotion
4. After 2 minutes, Child A and Child B will swap roles and repeat Steps 3 to 4

ACTIVITY (20 MINUTES):

1. Invite 2 to 3 children as volunteers
2. Get them to act out one of the following scenarios:
 - a. Two children who want the same toy
 - b. Three children, two of which did not allow the third child to be part of their game
 - c. During clean up time, only one child helped to clean up while the other child still continued playing
 - d. One child accidentally spills water onto another child's artwork
 - e. One child is afraid of going into a dark room
3. The other children will propose ideas to resolve the conflict.
4. The children can then re-enact the scenario based on the suggestions

Tips for Questions:

Have you encountered something similar before?

What happened?

How did you resolve it?

What can we do when we are angry?

How can we cheer someone up?

SHARING (10 MINUTES):

1. Educator can end off the session by getting the children to relate the emotions/scenarios to their personal experiences

Tips:

Educators can also discuss more complex emotions with the children (E.g. Shame, guilt, disappointment, excitement)

FEELINGS CHART

This craft activity aims to allow children to create a Feelings Chart to identify their emotions. Based on the Universe of Feelings, educators can also explain to the children how children who are minimally verbal like Darryl express their emotions with the help of visual guides and social stories.

Duration

30 - 60 min

Medium

Art and Craft

Materials

- Example of a Feelings Chart
- A4 paper with 5 rows
- Crayons
- Scraps
- Glue

Learning Objectives

1. Children will be able to create their own feelings chart
2. Children will be able to identify the emotions on their feelings chart

Session Outline

DISCUSSION ON EMOTIONS (10 MINUTES):

1. Show an example of a feeling chart and explain how it displays different emotions
2. Invite a child to pick a feeling and share with the class why he or she is feeling that way

ACTIVITY (40 MINUTES):

1. Give each child an A4 paper
2. For the emotion 'Happy', the children will pick one colour and draw items that are related to that emotion.
3. Children can also add scraps of similar colour to their feeling charts
4. Repeat steps 2-3 for the other emotions (Sadness, anger, fear and calm)

SHARING (10 MINUTES):

1. Invite 3 children to share their feelings chart with the rest of the class

Notes:

Extend the children's learning by teaching them calming down strategies to regulate their emotions



Tips for Questions:

Do you remember in the story Universe of Feelings, what did Darryl use to tell his mother how he feels?

Why do you think Darryl used drawings?

If Darryl points at one of the images, will you know how he is feeling?

Tips for Questions:

What makes you feel happy?

What colour makes you feel happy? Is that your favourite colour?

What do you do when you are happy?

Additional Resources about identifying emotions

Books

In My Heart: A Book of Feelings by Jo Witek

When Sophie Gets Angry...Really, Really Angry by Molly Bang

Retrieved from: <https://www.barnesandnoble.com/w/in-my-heart-jo-witek/1118470690>

The Way I Feel by Janan Cain

Retrieved from:

<https://www.readbrihtly.com/7-books-to-help-kids-with-their-emotions/>

Videos

The Feelings Song

<https://www.youtube.com/watch?v=-J7HcVLsCrY>

Feelings and Emotion Song

<https://www.youtube.com/watch?v=eMOnyPxw8>

'Emotions' StoryBot Super Song

<https://www.youtube.com/watch?v=akTRWJZMks0>



Universe of Feelings Characters

