

The Wheel of Emotion

Psychologist Paul Ekman distinguishes six basic emotions:

- happiness
- sadness
- disgust
- anger
- fear
- surprise

What was your score? :)

Knowing and accepting your emotions is a pillar of non-violence and happiness.

As long as the brain has not reached its full maturity (not before 20 years, some researchers even say around 30 years), the processes of emotion management are not fully functional.

That is why the child has difficulty controlling and mastering his emotional reactions. The child is not able to manage all of the emotions that flow into him or her because of the incompleteness of his or her neural networks. The prefrontal cortex is unable to play its role of regulating strong emotions.

Learning the language of emotions will therefore have an impact on the child's social behavior, particularly his ability to overcome stress, manage his aggressiveness and express his emotions.

On the other hand, a child who buries his or her emotions, fears, and cannot express joy or anger, does not learn to take into account what he or she or others are feeling, and his or her empathy and ability to care (for himself or herself and for others) will be hindered.

When a child learns to identify his emotions and the messages sent by his body, he is better able to adapt and understand what is important to him and to others.

The wheel of emotions that we propose to you allows you to gain emotional intelligence. It can be used as an internal compass for children to put words on what they feel by identifying the sensations/feelings that accompany emotions and the unmet needs that caused them. In this wheel of emotions, suggestions are made to fill those needs, to which the emotions draw attention.

This wheel can be used at the daycare center, in the classroom, at home, in any group of children (day care center, after school program...) and by anyone working with children (early childhood professionals, parents...). It is accessible to children from 2 years old.

It can be proposed in the form of a game (and built together during an activity) and, once the children are familiar with this tool, they can be invited to use it independently in case of tension, bad mood, discouragement or conflict.

For example, this tool can be introduced by asking questions about emotions in general, outside of moments of "crisis":

- Do you remember a time when you felt **angry**? What did you feel in your body? What did you need? Who can listen to your anger?
- Do you remember a time when you felt **fear**? What did you feel in your body? What did you need? Who can help and protect you?
- Do you remember a time when you felt **sad**? What did you feel in your body? What did you feel sad about? What did you need? Who can comfort you?
- Do you remember a time when you felt **ashamed**? What did you feel in your body? What would you need?
- Do you remember a time when you felt **disgust**? What did you feel in your body? What would you need?
- Do you remember a time when you felt **joy**? What did you feel in your body? What did you need? Who can you share your joy with? How can you maintain it?