



“Maxi-stamps of the 10 emotions”

Ref. 20546

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MAXI-STAMPS OF THE 10 EMOTIONS

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CONTENT:

The game consists of 10 thick, good quality, solid wood maxi-stamps. Each stamp represents one of the 10 basic emotions: happiness, curiosity, admiration, self-confidence, anger, disgust, sadness, fear, guilt and surprise. Size of the stamps: 4 cm diameter and 3.5 cm thick

DESCRIPTION OF THE STAMPS

1. Happiness
2. Self-confidence
3. Admiration
4. Curiosity
5. Surprise
6. Anger
7. Disgust
8. Sadness
9. Fear
10. Guilt

RECOMMENDED AGE AND INSTRUCTIONS:

From 3 to 8 years.

Emotional education is enriching at any age. With these stamps, we can help children identify and express their own emotions and those of others. By means of an icon, each stamp represents the facial expression that is associated with each emotion. This material can help us work on emotions in a fun and exciting way in the classroom, home or in the consultation room.

Although the game is aimed at children from 3 to 8 years, it can be played with older children, children with special needs or even adults that need to work on emotional recognition, identification or expression. It also enables the development of social and emotional skills.

EDUCATIONAL OBJECTIVES:

- To be able to identify and differentiate the 10 basic emotions that guide our behaviour.
- To recognise different facial expressions and learn to associate them with each emotion.
- To improve psychomotor coordination and manual dexterity on handling the stamps.
- To develop and broaden basic vocabulary related to the emotions.
- To develop social and emotional skills.



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, selfconfidence, 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.



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.

METHOD OF PLAY AND ACTIVITIES:

1. Look at all the stamps one by one and try to name the emotion that each one represents.
2. Then choose the stamp you want to work with and wet it with ink. The stamps are suitable for any type of ink.

Some activities are proposed below:

1. **How do I feel?** We can invite the child to express how he or she feels in various situations through the stamps. For example, ask how he or she feels every day on returning from school, and then ask the child to apply the stamp that corresponds to the emotion he or she feels on a piece of paper. From here, we can start a conversation with the child on the emotions. We can also invite the child to describe how he or she thinks some people around him or her feel in different situations (e.g. what emotion does the child's mother feel when she tells her child off for not helping at home, what emotion does the child's brother or sister feel when told off by the child's mother, or how does the child feel on witnessing this situation, and so on). This activity can be the basis for going into greater depth on the topic of the emotions: how do we notice them in the body, which do we like to feel and which not, etc.
2. **What face do you have?** The child must describe the gestures, actions and expressions of the people that appear in each stamp. We can guide the child with questions and together we can analyse the facial features of each character. What do their eyes look like (very open, closed, tearful, staring etc.)? And their mouth (closed, open, smiling, tongue out, and so on)? And their eyebrows? The adult



guides the exploration and analyses the typical gestures of each emotion with the child. The aim is for the child to be capable of identifying the emotions and the gestures that accompany them.

- 3. Time to imagine.** We work with the child's emotions through the questions we ask. Older children can be given the following written phrases and the child has to reflect on how they feel in each situation by applying the stamp to the side of each phrase. For small children, we can say the phrases in a loud voice and ask the child to answer how he or she feels by applying the stamp corresponding to his or her emotion on a blank sheet of paper. After each answer, we will consider and discuss the child's emotions with him or her. We shouldn't assess whether the child has given the correct response or not but reflect on why he or she has given that answer.

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... SELFCONFIDENCE
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...
SELFCONFIDENCE
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





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