








Categorizing Emotions

	Objective: To develop an awareness of emotions in terms of their pleasantness and intensity.
	Time Requirements: a. Preparation: 5 minutes b. Activity: 10-15 minutes
	Items: a. Categorizing Emotions – Emotions Plot Handout b. Categorizing Emotions – List of Emotions Handout
	Learning Outcomes: a. Enhanced ability to distinguish and categorize various emotions depending on their intensity and valence (i.e. pleasantness) (EI Subskill 1: Understanding Own Emotions)
	Key Learning Point: Emotions can be distinguished in terms of their pleasantness and intensity and are subjective to the individuals experiencing them
Self-Disclosure: **	
Difficulty: Basic-Intermediate	

Instructions

1. Begin the activity by asking participants to name some emotions. This is of course, a very general question, but it helps to get participants warmed up for the activity. Based on the emotions that participants mention, ask them whether certain emotions are similar to one another. For example, if one student says ‘fear’ and another says ‘anxious’, ask them if they are similar to one another. If participants say they are not the same, ask them why.
2. Distribute the Categorizing Emotions – Emotions Plot and Categorizing Emotions – List of Emotions Handout to participants. Tell them that their task is to place all emotions on the List of Emotions Handout onto the Emotion Plot Handout. That is, they are to ‘plot’ each emotion on the list on the Emotion Plot, which is divided by two axes – pleasantness and intensity. You can give an example to participants. If participants think of ‘terror’ as an unpleasant and highly intense emotion, they would plot it in the upper left quadrant of the plot. Ask participants to complete their plots individually, allowing 10 minutes for this exercise.
3. After 10 minutes, randomly go through some of the emotions and see whether there were similarities/differences in how participants placed certain emotions on their plots. You can then ask them to compare their answers with other participants for an additional discussion.

	Reflection Questions: a. Did you plot the emotions in mostly the same manner as your friends? Which emotions were plotted similarly? Which were plotted differently?
	Further Reading and References: a. Posner, J., Russell, J. A., & Peterson, B. S. (2005). The circumplex model of affect: An integrative approach to affective neuroscience, cognitive development, and psychopathology. <i>Development and Psychopathology</i> , 17(03), 715-734. doi: 10.1017/S0954579405050340