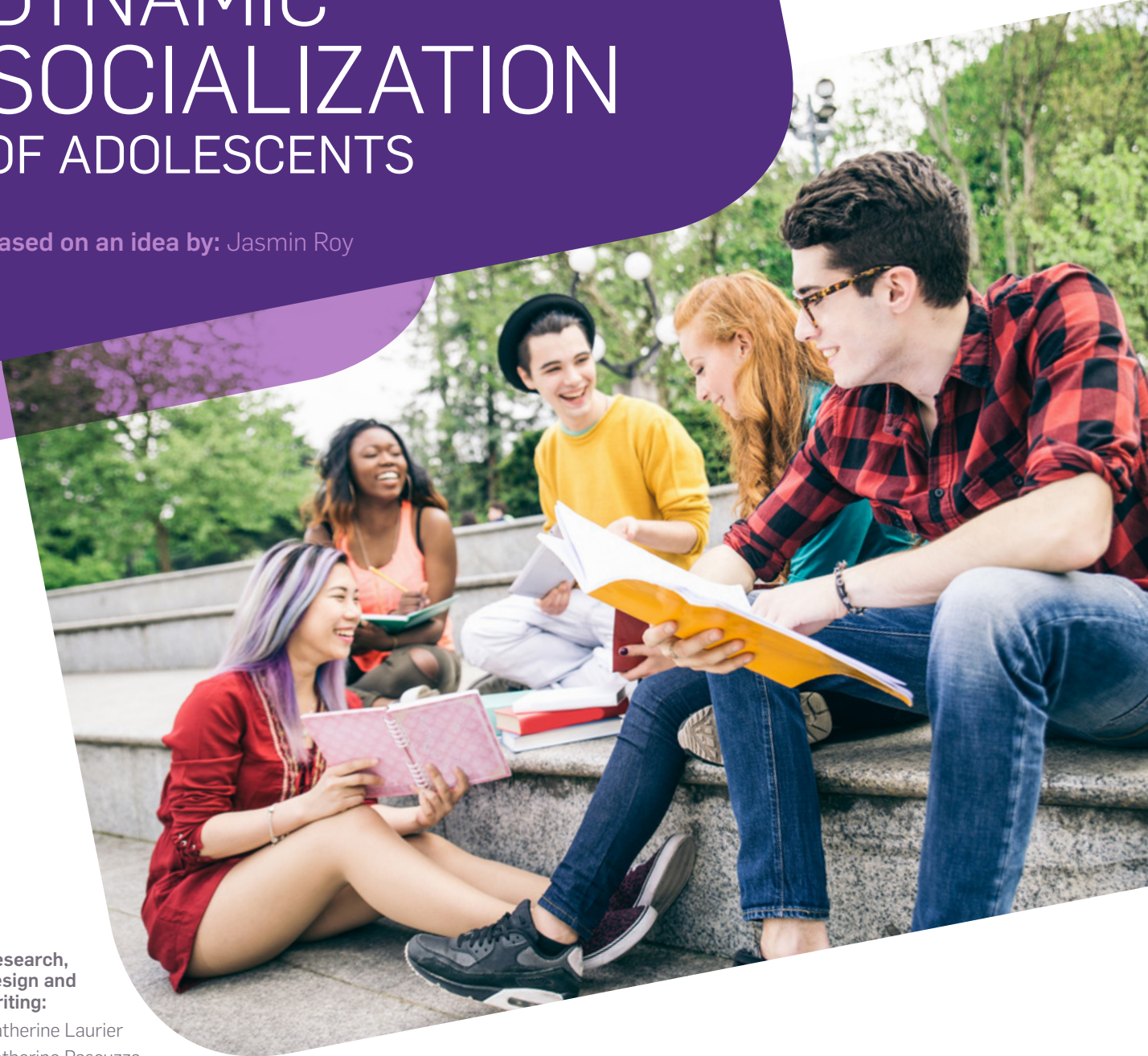


A GUIDE TO PROMOTE THE DYNAMIC SOCIALIZATION OF ADOLESCENTS

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PRIMARY AND SECONDARY EMOTIONS

SHEET B

(Teacher) Part A

NOTES FOR THE FACILITATOR'S UNDERSTANDING:

The asterisks in the tables refer to the legend that follows the first two tables. To read the corresponding note, refer to the number of asterisks.

Also, when the range of emotions is concerned, different professionals may not consider the same order for certain categories of emotions. Approach the topic based on your values, understanding of the emotions and tools that you use in your environment.

PRIMARY EMOTIONS						
Joy (content or happy*)	Sadness	Anger (or mad**)	Disgust	Fear	Surprise (good or bad***)	Confidence

SECONDARY EMOTIONS	COMPOSITION OF SECONDARY EMOTIONS*****
Calm	Joy + Confidence
Hateful	Disgust + Anger
Excitement	Joy + Surprise
Nervousness (stress or anxiety****)	Fear + Surprise
Shame	Fear + Disgust Fear + Anger
Guilt	Sadness + Disgust Disgust + Fear
Disappointment	Sadness + Surprise
Pride	Joy + Surprise
Jealousy	Sadness + Anger
Discomfort	Fear + Joy Fear + Disgust Fear + Surprise Fear + (lack of) confidence

See table legend on next page

TABLE LEGEND – To stimulate class discussion during the activity

* The words in parentheses are synonyms, but we may refer to a certain range of emotions: being “content” is experienced more calmly compared to being “happy,” but both are experienced more calmly than “joy.”

** Describe being angry and mad in terms of the range of emotions (see part 2 for references).

*** Describe a good surprise versus an unpleasant surprise. This may greatly change an emotional feeling and experience.

**** The words in parentheses are synonyms, but we may refer to a certain range of emotions: being nervous is the first step, stress is experienced more intensely, whereas anxiety involves more intense psychophysiological responses.

***** The facilitator or teacher does not have to go into this much detail about the emotions. If you want to further explore emotions, this is an interesting topic for in-class discussion with students. In some cases, more than one basic emotional equation is possible.



EMOTIONAL RANGE AND TRANSITION

SHEET B

(Teacher) Part B

OBJECTIVE:

Get students to discuss **emotional range** (e.g., first feeling an emotion with a low intensity, and then feeling that emotion with increasing intensity, or changing from a small emotion to a big emotion in just a few minutes or seconds).

Get students to discuss **emotional transition**, that is, changing from one emotion to another from a different register. Draw inspiration from the suggested emotions in order to provide examples, share your experiences and act as a role model.



PRIMARY AND SECONDARY EMOTIONS

SHEET B

(Student) Part A

Read about primary emotions. Then do the same with secondary emotions. Secondary emotions are made up of two primary emotions (sometimes more). Can you guess which primary emotions are combined for each of the secondary emotions? There may be more than one response for certain emotions.

PRIMARY EMOTIONS						
Joy (content or happy)	Sadness	Anger (or mad)	Disgust	Fear	Surprise (good or bad)	Confidence

SECONDARY EMOTIONS	COMPOSITION OF SECONDARY EMOTIONS
Calm	
Hateful	
Excitement	
Nervousness (stress or anxiety)	
Shame	
Guilt	
Disappointment	
Pride	
Jealousy	
Discomfort	

EMOTIONAL RANGE AND TRANSITION

SHEET B

(Student) Part B

Each situation experienced arouses an emotion in us. Depending on the situation, the adaptive response is more or less intense. That's why, for example, some things make us smile, while others make us burst out laughing. Between these two emotions, we can notice a range, when we change from smiling to laughing. For the following chains of emotions, try to explain the best way to differentiate each emotion in the chain. Be creative!

Describe the range for each of the following word groups.

A. Content, happy, joy

B. Mad, angry

C. Nervousness, stress, anxiety

Sometimes we abruptly change from one emotion to another even if they are not necessarily from the same family. Can you think of a situation in which you changed...

A. From laughing to crying?

B. From being angry to laughing?

Could you give other examples of emotional transitions? Think about situations you've experienced. Once again, be creative!
