



Human Emotions

SOCIAL CONNECTIONS AND PERSONAL WELL BEING

Volume 2

Editors

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Human Emotions Social Connections and Personal Well-Being

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FOREWORD



FOREWORD

Human Being is well equipped with Cognition & Emotion both. Where as all other creatures are mostly governed by Instincts & Reflexes and that makes us inventive, creative and complex as well.

Undoubtedly, cognition has its supremacy in dealing with phenomenal world yet without emotion we are just like robots. Even machine can't function smoothly without lubrication and so is the case with human being. It is emotion that makes us so special & unique in this world. In personal, familial and social life emotions play a pivotal role in our life.

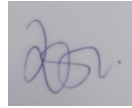
The lady duo (Dr. Soumya Pandey & Dr. Divya) has given picturesque description showing the importance of emotions in our life.

It is emotion which provides us a possibility of becoming Divine and Supreme Being.

I am sure that book is going to be of much use to those who are working in the field of human dealings more explicitly to young counselors & psychologist aspiring to connect with their clients, as well as enhancing their

quality of relationship in all walks of life.

Love & Blessings to both Authors.



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PREFACE

We humans are emotional beings. Our emotions, whether it's the happiness of sharing a laugh or the pain of rejection, shape our lives. However, our emotions are not independent entities; they are intertwined with our social connections, the complex network of relationships that connect us to others.

This book delves into the deep interplay between human emotions, social connections, and well-being. It explores how our feelings influence our interactions with others, and conversely, how these interactions impact our emotional well-being. We will discover how strong social connections can act as a shield against life's challenges, nurturing a sense of belonging and support that is vital for our overall well-being.

This exploration is not purely academic. By comprehending the intricate relationship between emotions, social connections, and well-being, we can equip ourselves with the tools to navigate life's complexities. We can learn to cultivate positive emotions, forge stronger connections with others, and ultimately, lead a life filled with greater purpose and contentment.

So, come along on this journey as we untangle the connections between emotions, social connections, and well-being. It's a journey that promises to deepen our understanding of ourselves and the world around us.

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CHAPTER 13

Wheel of Emotions

Henna Punjabi¹ and Saba Parveen²

Abstract

An emotion is an intense feeling which is generally temporary in nature and initiated or stimulated by internal or external factors. Emotions are often difficult to be comprehended and hence need a check to manage them. Earlier organizations were indifferent to the idea of understanding emotions of employees but with the advent of service industry, the importance of understand emotions has increased because the organizations want their employees to present themselves at their best. It has become pertinent for educational institutes to understand underlying emotional tides of students so that teachers can channelize them in the right direction in order to bring out best of a student's abilities. This study aims to understand the significance of emotions and how a teacher can enhance the idea of understanding and managing their emotions with a comprehensive chart of 'Wheel of Emotions' developed by Psychologist Robert Plutchik.

Meaning

An emotion is an intense feeling which is generally temporary in nature and initiated or stimulated by internal or external factors. Emotions affect an individual's ability to receive and cognitively process the information, as well as how s/he reacts to the information.

All the theories of emotion which have been established in past are contributed by Charles Darwin, William James, and Sigmund Freud. From a historical point of view, the first major synthesizer of ideas about the nature of emotion was Charles Darwin. Darwin had come to

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recognize that the concept of evolution applied not only to the evolution of physical structures, such as skeletons and sensory receptors, but also to the behavior and '*mental life*' of animals. Not only do intelligence, memory, and reasoning power have an evolutionary history but so too do the emotions expressed by humans and lower animals.

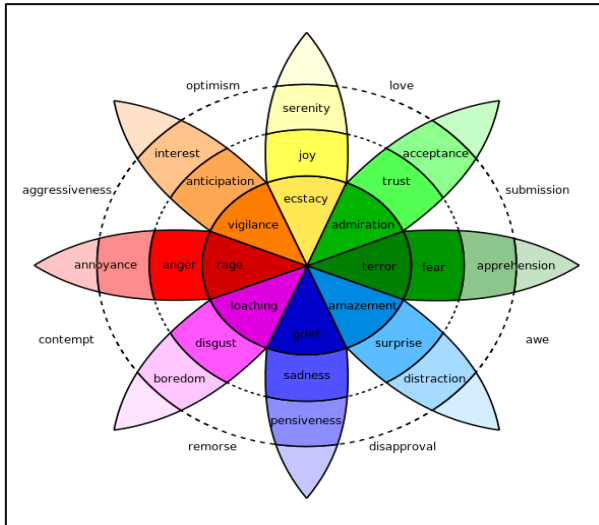
It is well known to all those emotions are universal. However, in order to communicate with others more effectively, different emotions are experienced and expressed differently. In an organisational setting, the concept of emotions did not receive much attention before 1990s. The focus of workplace emotions was confined only to the feeling of job satisfaction. But, due to growing service industry and growing number of frontline workers who are expected to display desired emotions all the time, the concept of emotions has been placed on the top of every organisation's agenda.

Wheel of Emotions

Plutchik's wheel of emotion is a psychological tool that divides human feelings into 8 basic emotions to make them easier to understand and to draw clear relationships between different feelings. This term was coined by Psychologist Robert Plutchik, according to the wheel of emotion, all basic emotions are related to one other. (Donaldson M., 2017). You can also check which emotion can turn another one in a clear and easy way. You can also understand by combining which color will create shade, you may get confused between mixed or complex emotion for example joy and faith can conjoin to create love. To understand what's happening beneath the surface, psychologist Robert Plutchik, simplified the series of human emotions into the emotion wheel. It portrays 8 core emotions that are at the heart of our practices, responses, and feelings. The 8 core emotions according to Robert Plutchik are joy, trust, fear, surprise, sadness, disgust, anger, and anticipation. The wheel's centre contains the basic emotions. Moving outward, the wheel shows more nuanced emotions. The outermost layers contain even more specific emotional states. They can all be combined to create more complex emotions.

History

Emotion, as a psychological concept, is ubiquitous. It could be expressed in a variety of forms and often emotions are self-expressive. It has been a central awareness in general psychology and an important notion in clinical and abnormal psychology.



Characteristics of Wheel of Emotions

- **Primary:** The primary level circle indicates the basic type of emotions: surprise, joy, sadness, anticipation, disgust, surprise and anger.
- **Combinations:** As you can see the faded petals [no color] it represents combinations of two primary emotions. For example, disgust and remorse gives remorse, similarly joy and anticipation offers optimism.
- **Intensity:** The intensity of emotions varies, and this is depicted by the depth of colour in the wheel. For example, rage is a more intense form of anger, and annoyance is a less intense form. (TenHouten, W. D. 2017).

- **Opposites:** Every primary emotion has a reverse emotion. Such as fear is reverse to anger, ecstasy is the opposite of grief, anticipation to surprise and so on.

Opposite Emotions

If you look at the above images, you'll see that each of the core emotions is directly across from its polar opposite.

The core emotions pair up in the following ways:

- joy and sadness/ecstasy and grief
- trust and disgust/admiration and loathing
- anger and terror/rage and fear
- anticipation and surprise/vigilance and amazement

Visual representations of these opposite ideas can also help us in our understanding of our own emotions as well as those of others. (Brkić, G., 2024).

For example, meeting someone who is experiencing ecstasy while you are experiencing a basic emotion like mourning might be disconcerting and intensify your feelings of grief. When someone you greatly like does not share your admiration for anything, you may respond angrily and defensively. You push the other person away in both situations. Odds don't appear to attract when it comes to feelings. Certain iterations of the emotion wheel display our emotions in even greater detail. For instance, this emotion wheel version displays just eight core emotions (Mohsin & et.al., 2019)

- **Anger:** violence, hostility, resentment, wrath, irritability, fury, and outrage.
- **Shame:** regret, guilt, contrition, chagrin, remorse, and embarrassment.
- **Sadness:** depression, grief, melancholy, gloom, despair, sorrow, and loneliness.
- **Disgust:** scorn, contempt, distaste, disdain, revulsion, and aversion
- **Fear:** anxiety, fright, nervousness, dread, apprehension, and panic.
- **Surprise:** wonder, amazement, astonishment, astound, and shock.

- **Joy:** enjoyment, thrill, delight, bliss, relief, pride, happiness, and ecstasy.
- **Interest:** devotion, acceptance, affection, trust, kindness, love, and friendliness.

The Wheel of Emotions can be a valuable tool in a school setting to help students comprehend, express, and manage their emotions in an organized manner. The Wheel of Emotions could be applied in several ways to achieve various goals.

Developing Emotional Literacy among students is a key to channelise them into the idea of understanding their emotions. The Wheel of emotions could be exhibited to pupils so that they are acquainted to a variety of emotions and their subtleties. They should be well versed with different levels of emotions such as primary, secondary, and tertiary levels of emotions. An understanding of emotions could be enhanced by teaching them the names and meanings of different emotions in order to distinguish one emotion from the other.

Activities should be conducted so that the learning process becomes experiential and leaves a lasting impact on students. Teachers should emphasize the idea of training students to keep an emotion journal in which they use the Wheel of Emotions as a guide to reflect on their thoughts and feelings. This practice can lead to students to categorise their emotions and hence learn to further manage their emotions. Students' artwork is another creative way to connect them with their emotions and their reactions. (Hoffmann & et.al., 2021) Hence, they should be encouraged to base their artwork on the various feelings they perceive on the wheel. Using colours and presentation styles to imprint emotions can help students to become more expressive as well as easily comprehend upon their inner feelings. Organizing a role-play with diligent assignment of roles corresponding to emotional expressions and situations can help students to recognize and manage their emotions.

The Wheel of Emotions topic should be incorporated into the curriculum of Social-Emotional Learning (SEL) curriculum so that students develop emotional intelligence. (Ahmed & et.al. 2020) Use the wheel to check in with your emotions at the start or conclusion of the day. By doing this practice, pupils are able to label their emotions and either write it down

or share it with the class. Practicing emotion-based activities can help students to understand, manage and channelise their emotions to desirable goals.

The Wheel of Emotions can help pupils to resolve conflicts and reduce their frequency too. The Wheel of Emotions, which is branched out into several emotions arising from six core areas can be used to provide peer mediation sessions wherein students can express their feelings and grow in mutual understanding. Students should be shown the impact of positive emotions and hence draw them towards positive and acceptable emotional state from the vulnerable states of emotions with the help of this Wheel of Emotions. (Karagiannis & et.al. 2015) Develop Encouragement should be given to students to use the wheel to predict their friends' potential feelings during a dispute.

The Wheel of Emotions could be applied to support mental health of students. During individual or group counselling sessions, school counsellors might use the Wheel of Emotions in order to assist students to understand and explore their emotions. Wheel of Emotions can also act as a stress reliever. A teacher can show pupils as how they can utilise the wheel of emotions to recognise feelings associated with stress and create coping mechanisms.

Make use of self-regulation strategies whenever students experience intense emotions with the help of Wheel of Emotions. Utilise the wheel of emotions to assist pupils in understanding their feelings and the underlying causes of their behaviour following a behavioural event. Offer workshops for parents and teachers on using the Wheel of Emotions to support children's emotional development. Encourage parents to use the Wheel of Emotions at home to discuss feelings with their children, creating a consistent approach between home and school. Create an "Wall of Emotion" where students can express their feelings with the help of words or images by connecting it from the wheel of emotions. When leading class discussions or community circles, use the wheel to help students develop empathy and have meaningful conversations about their feelings. Use the Wheel of Emotions to examine the motivations and feelings of historical figures and characters when studying literature or history. Create writing prompts with the

wheel to inspire students to investigate and express their feelings, whether they are their own or those of others. In classrooms and communal places, prominently display the Wheel of Emotions. To make the wheel a regular feature of the school's culture, incorporate it into lessons and daily activities. Adapt the level of difficulty of the discussions and activities to the students' ages and developmental stages. By using the Wheel of Emotions in the above stated ways, educational institutions can raise students' emotional intelligence, help them better control their emotions, and foster a more understanding and compassionate learning environment.

How to Manage Emotions

Managing the emotions of students involve a combination of strategies that promote emotional awareness, regulation, and expression. Here are some effective approaches:

- Make sure the classroom is a welcome, safe environment for children to express their feelings without fear. Developing a solid, constructive rapport with the kids can help to foster an understanding and empathetic environment in order to facilitate emotional balance. (Cañabate & et.al., 2018)
- Assist pupils in identifying and categorising their feelings. Teach children about the various emotions by using resources such as the Wheel of Emotions in the most creative way. Teach pupils mindfulness techniques to help them become more conscious of their feelings and physical experiences.
- Instruct pupils in deep breathing techniques to soothe their nerves. Promote regular exercise as a way to reduce stress and elevate mood. Encourage pupils to write in a journal to share their ideas and emotions. Instruct students in dispute resolution, empathy, and active listening. Assist kids in acquiring problem-solving techniques to tackle emotional difficulties. (Liu & et.al., 2004)
- To practise expressing emotions in a healthy way, engage in role-playing exercises. Permit pupils to express their emotions through

drama, music, or art. Social Emotional Learning (SEL) programs like Second Step, RULER, or PATHS should be incorporated into the curriculum. Discuss emotions and social issues on daily basis by organizing meetings.

- Refer students to school counsellors or psychologists if they need additional support. Organize periodic emotional check-ins with students, more specifically with those who may be struggling. Teach to students those emotions are temporary and can be managed. Encourage resilience and a growth mindset. Recognise and honour the efforts made by kids to control their emotions and conquer obstacles. (McKerrow & et.al., 2020)
- Keep the lines of communication open with parents regarding the emotional health of their children. Provide parents with tools or workshops to assist in fostering their child's emotional growth at home. Make use of apps and other digital resources made to help pupils practise mindfulness and emotional control. (Denny & et.al., 2011)
- Engage pupils in activities where they pretend to be various emotions and others have to guess what they are. Incorporate a '*calm corner*' into the classroom as a place where students can go to unwind and learn to control their emotions. To promote happy feelings, ask pupils to write down the things for which they are thankful.

By integrating these strategies, educators can help students develop the skills needed to manage their emotions effectively, leading to a more positive and productive learning environment.

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