

Gefühle- Memo



Instruction

30 pairs of images for therapeutic
and educational work with children
and adolescents

BELTZ

The Emotions Memo

The Emotions Memo introduces you to the world of emotions, aiming to assist children and young people in better recognizing and naming their feelings. Discussing or articulating one's feelings is not always easy.

This special selection of 30 pairs of images portrays the most important emotions on visually appealing picture cards. As a therapist or counselor, these images and depicted situations enable you to engage in conversations with your patient or client about a broad spectrum of emotions, leading to successful solutions for handling challenging emotions.

The Emotions Memo cards facilitate your patient's or client's ability to describe vague »gut feelings« more precisely. Using the Emotions Memo cards in a playful manner encourage patients / clients to perceive, name and interpret their own moods.



The pictures of the Emotions Memo – an overview

Feelings, moods and emotions are not always straightforward and may be interpreted differently by different individuals. Therefore, the following pictures and attributions serve as initial guidance rather than exclusive and definitive descriptions. Utilize the images to immerse yourself in the world of emotions, examining and differentiating them. In addition to identifying and distinguishing basic emotions such as fear, anger / rage, disgust, joy, love, shame, sadness and surprise, the Emotions Memo cards can expand one's emotional range. The pro-

vided feelings and attributions are not exhaustive; they offer an initial orientation.

How to work with the Emotions Memo cards

You can incorporate the Emotions Memo cards into therapy and counseling sessions as a quick and effective introduction. During session, you can openly place the picture cards on the table, allowing your patients to share their feelings at any time. The end of a session is also an opportune moment to use the Emotions Memo cards to gauge changes in mood from the beginning of the session.



balanced, calm,
concentrated ...



joyful, happy,
euphoric ...



self-confident, balanced,
cheerful, free ...



confident, proud,
satisfied ...



exuberant, joyful,
euphoric ...



in love, tenderly,
touched, attracted,
passionate, connected
...



silly, cheeky,
challenging ...



happy, silly, boisterous,
crazy, euphoric ...



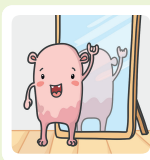
convinced, proud,
happy, successful,
content ...



relaxed, calm, content,
calm ...



joyful, in love,
tender, affectionate,
connected ...



self-confident,
self-assured,
adventurous, proud,
euphoric, exuberant ...



happy, cheerful,
content, balanced ...



happy, full of energy,
content ...



cool, self-confident,
content, calm ...
(»By the way, my name
is Boris.«)



bad-tempered,
no energy, scared,
helpless, intimidated,
discouraged, anxious ...



anxious, worried,
discouraged,
intimidated,
mistrustful ...



sad, unhappy, distressed,
tearful, lonely, depressed,
desperate, disappointed,
fragile ...



blocked, frustrated,
desperate ...



unhappy, sad, whining,
depressed, lonely,
desperate, disappointed
...



frustrated, embarrassed,
touched,
annoyed with oneself,
desperate, helpless ...



desperate, discouraged,
hopeless, angry,
ashamed, embarrassed,
disappointed, rejected,
intimidated ...



bored, dispassionate,
annoyed, in a bad
mood, disgruntled ...



angry, hostile, aggressive,
full of hate, jealous,
malicious, enervated,
vengeful, bursting with
rage ...



sad, depressed,
disgusted, annoyed,
dreamy, lost in thought,
lonely ...



disgusted, unwell,
loathsome, sick,
»sick to my stomach...



burdened, full of worries, depressed, pre-occupied, preoccupied with heavy thoughts, carrying a burden ...



angry, aggressive, boiling, agitated, hostile, fuming ...



angry, surprised, unwell, aggressive, angry ...



angry, aggressive,
»This had to come out«,
»That's enough!«,
under pressure ...

Function of the Emotions Memo cards

- ▶ Icebreaker
- ▶ Introduction to the patient's / client's emotional world
- ▶ Psychoeducation
- ▶ Follow-up between therapy sessions
- ▶ Making one's own feelings visible
- ▶ Recording feelings at specific times
- ▶ Representation of life events (e.g., as markers in lifelines exercises)
- ▶ Quick visualization
- ▶ Visual report of experienced feelings
- ▶ Assignment of certain feelings to specific persons or situations
- ▶ Nonverbal medium
- ▶ Fun and distraction



Therapeutic use of memo cards

Especially in initial therapy sessions, verbalizing and accurately describing specific feelings may not come easily or may still be challenging. In such challenges, it is particularly helpful to discuss feelings together using memo cards. Using a hand mirror to check or clarify facial expressions can enhance the effectiveness of this process. If needed, you can use a hand mirror to verify or clarify facial expressions by holding it up to your patient or giving it to him. Another way to use the cards is by discussing a particular situation. For example, you can initially place one or more cards face down on the table to assess the feelings related to a situation. Then, you can talk about the situation together and afterwards check if the assessments

of the feelings align with the situation. The cards also work exceptionally well in conjunction with circular questioning.

Adapt the number and motives of the memo cards to the cognitive abilities of your patient or the topic to be discussed.

Double benefit of the Emotions Memo cards

Beyond their role in play, the Emotions Memo cards have broader applications. In addition to (psycho-)therapy, they prove useful in various settings.

Kindergarten. Useful for teachers to explore emotions with children aged three and above. Ask the children to describe their feelings, form opposing pairs, or sort the feeling cards into positive and negative categories. Utilize the cards to initiate discussions about specific situations or to retell events, such as an argument between two children. Another option is to explore, differentiate, and experience new expressions of feelings.

School. This facilitates a faster and more profound entry into conversations for educators. Group work becomes more straightforward with the cards, as individuals do not initially need to rely on words to describe their feelings.

Other places to use. Suitable for self-awareness, self-help groups, and specific topic groups like grief groups. Excellent for systemic counseling and family therapy.

Client / patient spectrum

The Emotions Memo can be effectively utilized across a very wide range of clients, including those with intellectual or learning disabilities or individuals with autism

spectrum disorders. It can also be valuable when working with clients or patients who speak a different language.

Game instructions

To start, shuffle all the cards and then place them face down on the playing area. Subsequently, the first player flips over two cards, exposing them for all players to see, before turning them face down again. The next player repeats the process, attempting to find cards with matching pictures. It's crucial not to change the position of the cards while flipping them over. When a player successfully uncovers two identical pictures, she can remove that pair from the game and place it in her pile of cards. After finding a pair, the player can then turn over two more cards and reveal them. The game concludes when all matching pairs have been found. The player with the most pairs of cards becomes the winner. In the event of a tie at 30 pairs, there are either two winners or the start of a new round. The Emotions Memo can also be played as a cooperative game, where found pairs are collectively gathered in a large pile until all pairs are found, concluding the game or round.

If time is limited, you can introduce variation and accelerate the game by consistently leaving one of the shown cards face up.

Game variations to the classic memo game

Pantomime Memo. Spread all memo cards face down on the table. The first player flips over two cards, keeping them visible only to himself. He or she then



pantomimes the feelings depicted on the cards. All players attempt to remember both the position of the cards and the corresponding feelings. If the first player uncovers two identical cards, he or she can remove that pair from the game and place it in his / her pile of cards. The next player then takes the turn, flipping over two cards invisibly



to the other players and pantomiming them. If no match is found, the rules of the »classic« memo game apply. The player with the most pairs at the end wins.

The never-ending memo story. Depending on the allocated game time, either all memo cards or just the basic memo card set are placed face down on the table. The first player can then select three cards and weave an own story based on the three visible pictures. These cards are arranged in the appropriate order. The subsequent player picks three new cards and continues the narrative. The game ends when all cards have been turned over and utilized in constructing the picture story. This variation is highly suitable for group activities as well.

The feelings panel. Emotions Memo cards are spread face down on the table. The first player selects a card, displays it to the other players, and shares thoughts about the depicted feeling. This could include when he experienced the emotion, what triggered it, and any associated details. Each Emotions Memo card that the player already possesses can be placed on the table, allowing him to subconsciously explore the range of his feeling.

Guessing feelings. The Emotions Memo cards are laid out face down on the table. The first player picks a card,



expresses the feeling through pantomime, and the other players attempt to guess which emotion is being depicted. The first player to correctly identify the feeling earns the memo card. Then, it's the next player's turn. The player who successfully identifies the most feelings by the end of the game is crowned the »Feelings Master«!

Yesterday, today, tomorrow. This exercise is particularly suitable when utilized in a ritualized manner, such as during a morning round or group meetings. To implement this, all memo cards are laid out on the table or floor. The therapist can then pose typical progress questions, including:

- ▶ How did you feel yesterday, how do you feel now, and how do you want to feel tomorrow?
- ▶ How did you feel at the beginning of the lesson, during the lesson, and now, at the end of the lesson?
- ▶ How were your feelings during the week?
- ▶ How do your feelings reflect on the time before, during, and after the incident?

Ask your patient / client to select and identify the appropriate cards for the question.

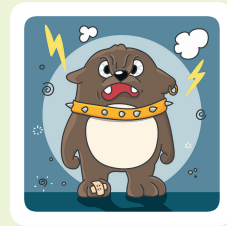
Describe situations. Here there are two different options: Either you, as the therapist, choose specific cards and reveal them one after the other, or the patient turns over the card herself. After the card is turned over, the player recounts a situation in which she experienced a similar feeling. Then it is the turn of the next person in the round.

Find someone ... (group exercise). The memo-picture pairs are separated. Depending on the number of players, enough memo cards are distributed face down so that each group member has one memo card. The objective is to reenact the feeling depicted on one's own card while simultaneously identifying the group member who received the same feeling card and is also portraying it pantomimically as everyone moves around the room. Subsequently, each pair that has found each other can describe a situation related to the corresponding feeling.

This is how I look like when ... It is not always clear to a person how he appears and impacts others when experiencing a certain mood or feeling. For this exercise, ask your patient to recreate the feeling card drawn from the face-down pile of cards and observe himself in the mirror while doing so.

I want ... to sit next to me (group exercise/movement game). This group exercise is particularly suitable for use in a chair circle. The memo cards are distributed among all group members, with each person receiving one or more cards. The group member whose turn it is can choose one of her cards and display it to the group, stating, »I would like the following feeling to sit next to me because ...«. Subsequently, the person with the matching card occupies the empty chair. Alternatively, the desired feeling can also be pantomimed, and the group member with the corresponding Emotions Memo card then sits down with it. Of course, it must still be verified whether the correct pair has been found.

Compliments-Rain-Memo (group exercise). The therapist selects positive feelings from the entire set and distributes



them to the group members. Each group member, in turn, displays her (first) card and thinks of a suitable compliment for the »card holder« that has a connection to the card.

The authors



Dipl.-Psych. Melanie Gräßer is a psychological psychotherapist (behavioral therapy) for children, adolescents and adults in Lippstadt, Germany. With extensive professional experience in child and adolescent psychotherapy and pediatrics, she is also an author of books and developer of therapeutic games and materials. Her goal is to equip patients and therapists with appropriate tools for a more effective and streamlined therapeutic approach.



Annika Botved, who spent part of her childhood in Denmark and France, lived in Switzerland for three years after completing school, where she attended a hotel school. After working in the industry for a few years and additional studies in Germany, she settled in Hannover, Germany. She shares, »My school notebooks and textbooks have always been full of little drawings. Painting has always been a lot of fun for me.« After exploring various academic professions, she pursued further training in new media and, two years later, ventured into self-employment by founding penimals. She notes, »Finally I get to paint and draw all day long, and my children are good advisors and an inspiration at the same time.«



Eike Hovermann jun. served as the managing partner of the Academy for the German Economy and was the founder and managing director of the Academy for Kindergarten, Kita, and Hort. He is the author of numerous specialist books and guidebooks and the developer of therapeutic games.

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www.beltz.de

Illustration: Annika Botved

Editing: Karin Ohms

Design and typesetting: Uta Euler

Print: ParioPrint, Krakow

Printed in Poland

GTIN 4019172101626