Discussion Guide for Module 5: Understanding Emotions

Module run time: 20 min
Estimated time to complete the module with discussion guide: 35-50 min

Below are recommended stopping points and suggested questions to use in your group’s discussion. Please feel free to follow your group’s lead and discuss topics and questions that are of greatest value to them! If you’re working with a larger group, you may find it useful to discuss these questions in smaller groups and then reunite to summarize.

Key points:
- Children take cues from other people to guide their emotions and behavior, especially in new situations (social referencing).
- Children even learn from interactions they’re not directly involved in – they pick up on emotional states of others just from watching and listening.
- In their second year of life, children begin managing their own emotions or behaviors (self-regulation), often using others’ reactions to guide their actions.

Module synopsis:
Page 1: Understanding Emotions
Page 2: Acknowledgments
Page 3: Universal Emotions
Page 4: The Puzzle of “Other Minds”
  ✪ Recommended stopping point
  - The narrator prompted you to think about emotional cues a young child might use to understand other people’s emotions. What do you think helps children understand others’ emotions?
  - As you reflect on your experiences with children, in what circumstances would be helpful for children to be able to interpret others’ emotions?

Page 5: Using Social Cues to Understand Emotions
Page 6: Social Referencing
Page 7: Visual Cliff Experiment (video)
Page 8: Visual Cliff Experiment
Page 9: Other People as Sources of Knowledge
  ✪ Recommended stopping point
  - Dyadic interactions involve a child and caregiver, whereas triadic interactions involve a child, caregiver, and a third party or object. Can you think of instances in which you’ve engaged in triadic interactions? What happens during these interactions? How might they contribute to your relationship with a child?
  - Why do you think dyadic interactions typically take place before triadic interactions?
• **Social referencing** is the process of looking to a familiar adult for emotional information if you are unsure of how to respond in a given situation. Did you evidence of this in children’s behavior in the visual cliff video?
• Why is understanding how infants respond to other people’s emotions important?

Page 10: *Infants as Onlookers*

Page 11: *Learning from Overheard Conversations: Video*

  • Recommended stopping point

Page 12: *Understanding Emotions: Research Videos*

Page 13: *Importance of Eyes*

Page 14: *Self-Regulation*

Page 15: *Overhearing Positive and Negative Emotions*

  • Recommended stopping point

Page 16: *Emotions and School Success*

Page 17: *A Growing Understanding of Emotions*

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To learn more about emotional development, take a look at these resources:

Zero to Three | Social and Emotional Development

Committee for Children | Ready to Succeed in School: Self-Regulation Skills

Committee for Children | Social-Emotional Learning: Why it matters

We are constantly working to improve our materials. Do you have suggestions about topics to add to this guide? Did your group discuss something we didn’t suggest? We’d love to hear from you! Please email your thoughts to us at ilabsout@uw.edu.