

The Character Curriculum

Flourishing for Life



<p>Virtue toolkit: Virtues and emotions</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - To understand the link between our thoughts, feelings and actions 	<p>Key vocabulary: Emotions, control, logical, rational, heat of the moment, strategies Key virtues: Curiosity, empathy</p>
<p>Resources: Powerpoint</p> <p>Scenarios (can be printed from the Powerpoint).</p>	<p>Statutory links: Relationships education (2020) Pupils should know:</p> <ul style="list-style-type: none"> - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations; - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings; - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	
<p>Key questions:</p> <p>How many different emotions can you name?</p> <p>Can you group the emotions that you have named?</p> <p>Why have you chosen those groups?</p> <p>Why do you think it might be important to be able to put names/words to the emotions that we are feeling?</p> <p>What do you think the film tells us about our emotions and actions?</p>	<p>Learning activities:</p> <p>Starter: Naming emotions</p> <ul style="list-style-type: none"> - How many different emotions can you name? - Can you draw an emoji some of the emotions you have identified? - Can you group the emotions that you have named? - Why have you chosen those groups? <p>You could use photograph prompts and ask children to name the emotion.</p> <p>Alternatively, you could give students the opportunity to recognise the emotions in others e.g. https://greatertgood.berkeley.edu/quizzes/ei_quiz [accessed 29.5.2020].</p> <p>Why do you think it might be important to be able to put names/words to the emotions that we are feeling?</p> <p>Activity 1: Inside Out</p> <p>Watch a trailer for Inside Out: https://www.youtube.com/watch?v=seMwpP0yeu4 [accessed 29.5.2020].</p> <p>What do you think the film tells us about our emotions and actions?</p>	

The Character Curriculum

Flourishing for Life



<p>What is the link between thoughts, feelings and actions?</p> <p>What strategies could we use to help us to stop and think before we act?</p>	<p>It might be helpful to discuss the flow diagram in the Powerpoint.</p> <p>Give children the scenarios from the Powerpoint and ask them to think about what the person might be thinking, feeling and then doing in the scenario.</p> <p>You could do this activity as a role play, freeze frame a key moment and ask the audience to identify the thoughts, feelings and actions of a particular character.</p> <p>Extension: Would it be possible for two people in the same situation to feel different emotions?</p> <p>Activity 2: Controlling our emotions</p> <p>Ask the children to stand in a line. Tell them that if they agree with the statement they step forward, if they disagree with the statement they stay where they are. You might want to try some practice statements e.g. I enjoy maths/ I live close to school.</p> <p>Read the following statements and, when children have decided on a position, ask individuals to share their reasons. They may change position if they change their mind:</p> <ul style="list-style-type: none">- I can choose how I feel.- It is important to show people how I feel.- It is important to be able to control my emotions- I am confident that I can control my emotions. <p>Sometimes, when we experience very strong emotions such as anger or disappointment, we can act quickly and do something that we regret.</p> <p>Ask children if they have any examples where this has happened to them. What strategies could we use to help us to stop and think before we act? For Aristotle, doing the right thing starts with having the right emotion.</p> <p>Plenary: Creating a pause</p> <p>Look at the following scenarios. Think about what a purely emotional response would we might do if we pause and think before we act:</p> <ul style="list-style-type: none">- You get shouted at in school for something you didn't do
---	---

The Character Curriculum

Flourishing for Life



	<ul style="list-style-type: none">- You're finding the lesson really boring- You get the worst mark in the class in a spelling test.
--	---

