

# The Character Curriculum

Flourishing for Life



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| <p><b>Y1: Feelings</b><br/>L2 - Managing our feelings</p>   | <p><b>Learning objective:</b></p> <ul style="list-style-type: none"> <li>- To think about how our feelings lead to actions and the importance of pausing before we act.</li> </ul>   | <p><b>Key vocabulary:</b><br/>Anger, disappointment, regret, pause, think, control, manage<br/><b>Key virtues:</b><br/>Respect, compassion, curiosity</p> |
| <p><b>Resources:</b></p>  | <p><b>Statutory links:</b><br/>Relationships Education (2020)<br/>Pupils should know:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>  |   |
| <p><b>Key questions:</b></p> <p>Can we choose how we feel?</p> <p>Can we choose how we act when we are feeling something?</p> <p>Have you ever done something that you've regretted because of your feelings?<br/>What can help us think before we act?</p> | <p><b>Learning activities:</b></p> <p><b>Starter:</b> Charades</p> <p>Give a child a feeling word to act out in front of the class. Ask the rest of the class to name the feeling. You might also ask what we could do if we see someone in the class with this feeling.</p> <p><b>Activity 1:</b> Managing 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"> <li>- I can choose how I feel.</li> <li>- It is important to show people how I feel.</li> <li>- Sometimes you should hide how you feel.</li> <li>- When I have a big feeling, sometimes I can't control myself.</li> </ul> |   |

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## Activity 2: Strong emotions

Sometimes, when we experience very strong emotions such as anger or disappointment or even happiness, we can act quickly and do something without thinking that we regret. This can stop us from practicing the virtues.

You might want to give an example from your personal life or there is a short clip from Inside Out here: <https://www.youtube.com/watch?v=-HQLg3ZwAs0> [accessed 20.05.2020].

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?

Look at the following scenarios. Encourage children to think about what they might do without thinking/if they let their feelings control them. Then, explore what they might do if they take a pause and think before acting. Name the virtues you might need to act well in each scenario.

- You get shouted at in school for something you did not do.
- You are finding the lesson really boring.
- Someone pushes you in the playground.

## Plenary: Creating a pause

Sometimes, when we act before we think, we can act in ways that we may regret and do not show our virtues. It is like our emotions are in control. Before we act, it is good to take a pause to think about how we are feeling and what we want to do next. A pause helps us to think about how we want to act and to put our virtues into practice.

How can we create a pause?

Suggestions might include:

- Counting to 10 slowly.
- Taking a deep breath.
- Walking away.
- Singing a short song in our heads (e.g. Happy Birthday) before acting.