



THE
JUBILEE CENTRE
FOR CHARACTER & VIRTUES



LESSON 3

THE EMOTIONS

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SESSION 1

● RECOGNISING EMOTIONS



**How do you
feel?**

**How do you
know?**

**How does
someone else in
the room feel?**

**How do you
know?**

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**Courage, Justice, Honesty, Compassion,
Self-discipline, Gratitude, Humility**

- **THE IMPORTANCE OF EMOTIONAL SKILL**



Why is it important that we can read other peoples' emotions?

- **How can being able to read emotions help us to choose good courses of action (be virtuous)?**

WHAT COULD CAUSE THESE EMOTIONS?



Anger	Fear	Disgust	Pride
Shame	Amusement	Sadness	Jealousy
Contentment	Excitement	Anxiety	Joy
Interest	Resentment	Gratitude	Hope

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SESSION 2

● MANAGING THE EMOTIONS

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**‘You can choose
how you feel.’**

Do you agree or disagree?

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‘Anybody can become angry - that is easy, but to be angry with the right person and to the right degree and at the right time and for the right purpose, and in the right way - that is not within everybody's power and is not easy.’

Aristotle

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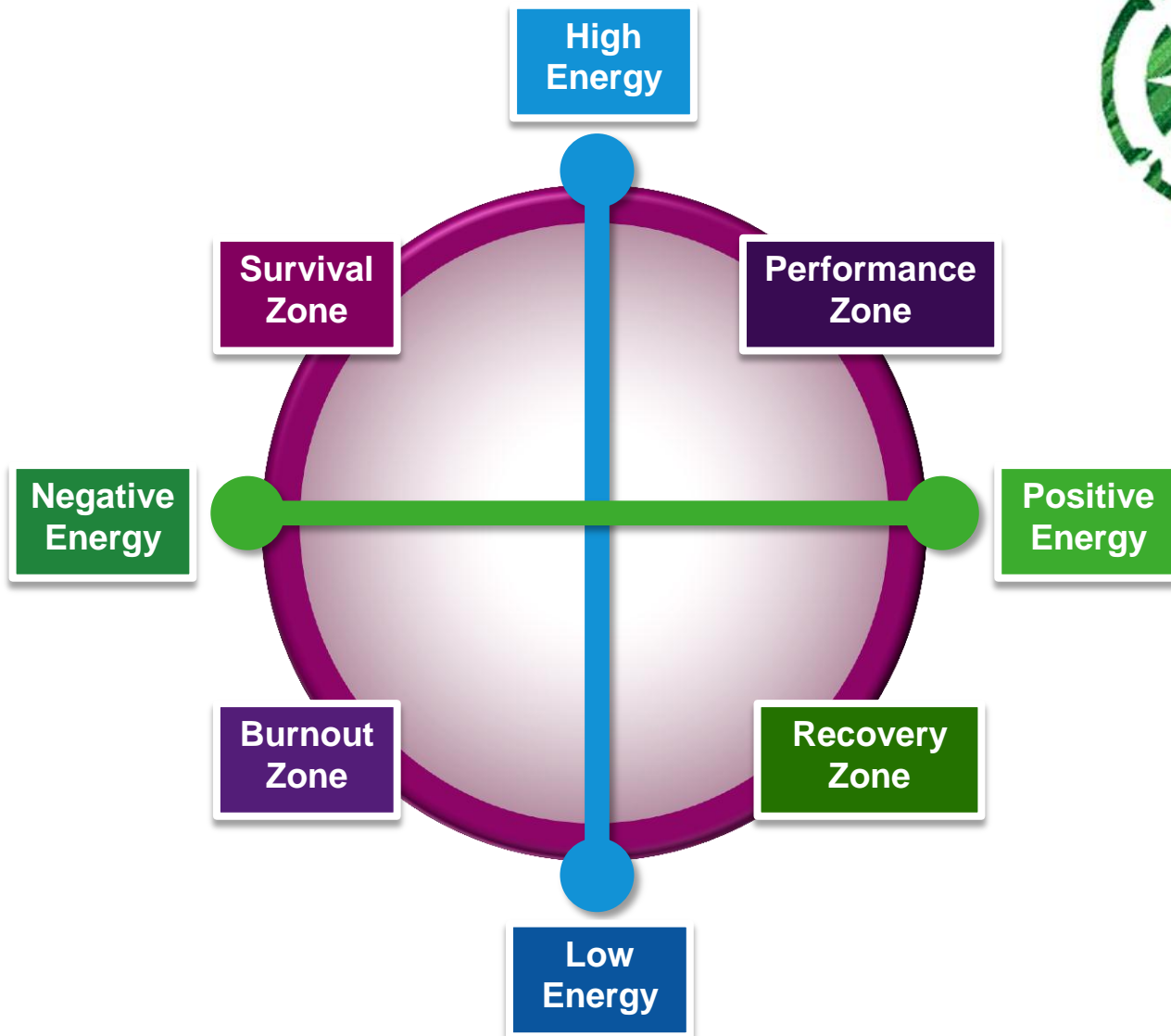
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**What strategies
do you already
use for managing
your emotions?**

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Angry	Engaged	Carefree	Hopeless	Fearful
Relaxed	Confident	Worried	Sad	Annoyed
Optimistic	Exhausted	Content	Anxious	Depressed
Proud	At ease	Happy	Empty	Calm

POSITIVE ACTIONS TO MANAGE EMOTIONS



1. Exercise: this releases reward and pleasure chemicals in the brain.

2. Be kind to others: this lifts us out of worrying about ourselves.

3. Be open: appreciate what happens around you, avoid excessive judgement or criticism.

4. Connect with others: take time to be with other people; avoid lazy texts, emails, BBMs.

5. Develop distractions: find ways of distracting yourself from negative emotions, for example by watching something funny on YouTube.

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POSITIVE ACTIONS TO MANAGE EMOTIONS



6. Dispute negative thinking: look for evidence against negative thoughts that you have.

7. Nature: being in nature often helps us realise that our negative emotions are passing.

8. Practise gratitude: take the time to thank people in person whenever they are kind to you.

9. Find and play to strengths: complete the VIA, find your character strengths and use them.

10. Savour the good: notice the good things in your life and take the time to really enjoy and appreciate them.



SESSION 3

USING EMOTIONS TO HELP US DECIDE

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Are emotions involved when we choose between right and wrong?

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EMOTIONS AND CHOOSING



Think about the last time you did something good or bad, right or wrong.

When you look back on it, how do you feel?

At the time, what emotions did you feel?

Did the emotions you felt influence what you did (e.g. did nervousness stop you doing something bad)?

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Should emotions influence choosing between right and wrong?

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THE CUTE SLIDE



Could you harm any of these things?

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THE LESS CUTE SLIDE



Could you harm any of these things?

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STORY ONE



Julie and Mark, who are sister and brother, are travelling together in the USA. They are both on summer vacation from college.

One night they are staying alone in a cabin near the beach. They decide it would be interesting and fun if they tried making love.

At the very least it would be a new experience for each of them. Julie is already taking birth control pills, but Mark uses a condom too, just to be safe. They both enjoy it, but decide not to do it again.

Was it wrong for them to have sex?

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STORY TWO



Jennifer works in a hospital pathology lab. She's a vegetarian for moral reasons – she thinks it's wrong to kill animals.

But one night she has to incinerate a fresh human cadaver, and she thinks it's a waste to throw away perfectly edible flesh. So she cuts off a piece of flesh and takes it home.

Then she cooks it and eats it.

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RED AND BLUE



Emotional decisions are often called 'heat of the moment' decisions and are depicted in red.

Decisions that are more thoughtful and rational are often called 'cool, calm and collected' and are often depicted in blue.

In the 6 scenarios that follow, what would a **red** decision look like and what would a **blue** decision look like?

- **WHAT WOULD A PURELY EMOTIONAL RESPONSE TO THESE SCENARIOS LEAD YOU TO DO?**



Someone you know steals something of yours

You get shouted at

You could do something fun, but very naughty

Someone you care about is being harmed

You get the worst mark in the class

The teacher is boring you

WHAT CAN HELP YOU TO A BETTER DECISION?



Emotions are a very powerful influence on our decisions.

The best decisions are made up of more than just emotion.

What strategies can you think of that would help you to make a better decision?

SOME RATIONAL DECISION MAKING STRATEGIES



Stop. Pause. Count to 100.

Write down the possible consequences. Who is affected? How? Would you be happy with these consequences?

Take yourself out of the situation before deciding (and away from friends).

Remember what your values are. Would this action fit in with your values?

Imagine what the person you most respect/fear would say about your having done this.

If everybody were to do this, what would the world be like?

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SESSION 4

- **USING EMOTIONS TO MAKE CHANGES IN THE WORLD**

EMOTIONAL CLUES



Our emotions tell us how our values are affected by a situation.

Our emotions also give us clues to our thinking about a situation.

~~For example, my cat catches a mouse and toys with it before trying to eat it. I feel angry, force my cat to drop the mouse and~~
~~My emotion (my anger) tells me that I value the protection of innocent~~

life and that I think it unfair of my cat to cruelly play with a mouse before eating it (especially when I provide my cat with delicious

My emotion has propelled me to act to save the life of the mouse, upholding my values.

THE LINK BETWEEN EMOTION AND THOUGHT



Emotions are often caused by what we think. Certain thoughts can lead to certain feelings:

Rights have been infringed → anger

I have harmed another → guilt

I have lost something → sadness/depression

I am not as good as... → embarrassment

There is a threat → fear/anxiety

EMOTIONAL CLUES



Look at the stimulus.

How do you feel in response to it?

What does your emotional response tell you about your values?

What does your emotional response tell you about what you think about this situation?

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THE POWER OF EMOTIONS



Emotions provide powerful impulses to act in particular ways. Anger provokes me to defend. Fear gets me away from something.

Sometimes our emotions propel us to act in ways we later regret.

Go back to the stimulus. How could emotional responses provoke a reaction to it that we later regret?

PRACTICAL REASONING



How do I feel about this situation?

What do I think I ought to do?

What would the consequences of this action be for me and others?

Would this action make me into a better person?

Does this action fit in with my values?

Do I need to think of a different course of action?

Who can help me to work out this course of action?

VIRTUES



What would a **courageous** response be?

What would a **just** and **fair** response be?

What would an **honest** response be?

What would a **compassionate** and **kind** response be?

What would a **self-disciplined** response be?

What would a **grateful** response be?

What would a **humble** response be?

SOCIAL CHANGE



Identify something in the world around you that you would like to change.

Apply the practical intelligence questions to it.

Apply the virtues questions to it.

What are you going to do about this situation?

When are you going to do it?



SESSION 5

REFLECTION

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REFLECTIONS



In discussion groups, come up with answers to the following questions:

What have you learned about your emotions?

How have you become more emotionally skilful?

What have you learned about choosing between right and wrong?

How have you used your emotions to improve your immediate environment?