



THE
JUBILEE CENTRE
FOR CHARACTER & VIRTUES



LESSON 5

TOOLS OF VIRTUE

5



SESSION 1

SOMETHING IS NOT AS IT SHOULD BE

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

LEARNING MORAL REASONING



1. **Notice:** that something is not as it should be.

2. **Stop:** pause before reacting.

3. **Look:** at your emotions and the emotions of others.

4. **Listen:** to your reasons and the reasons of others.

5. **Caterpillar:** think about how what you do now (*caterpillar*) will affect what you become (*butterfly*).

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NOTICE



Who thinks that something is not as it should be?

How can you tell? (What are your sources of information?)

What do the character(s) think is not as it should be?

Is there more than one thing which is not as it should be?

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NOTICING EMOTION



Notice the emotional responses of as many characters as you can to something not being as it should be.

What emotion are they responding with? (Name it).

Rate the strength of the emotion felt by the character out of 10, with 10 being the strongest.

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SESSION 2

STOP

**Something is not as it should
be and I need to pause**

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THE PUSH OF EMOTION



In the 'something is not as it should be' scenario, how many emotions did you rate at 8 or above?

If you were in this scenario, with that strength of emotion, what would you say or do?



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YOUR OWN EMOTIONAL STATE



Think of a time when something was not as it should be, and you had a powerful emotional response.

- e.g. someone insults you; you lose something precious belonging to someone else; you make a big mistake.

What emotion did you feel?

What did the emotion push or propel you to do?

What did you say or do?

What were the consequences of what you said or did?

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WITH HINDSIGHT



If you could have acted differently, what would you have done/said?

Do you already have strategies that help you to take time to choose well in the heat of the moment?

What are those strategies?

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A MINDFUL PAUSE



Pay attention to your feet. Notice any sensations of touch, temperature or pressure.

Bring your attention to your breathing. Find the place in your body where your breath is most vivid.

Keep your attention with the sensations of breathing. The cool air coming in, the warm air leaving. The rise and fall of your shoulders.

If your mind wanders, bring it back to the sensations of breathing.

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SESSION 3

LOOK

What do emotions tell me?

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OUR EMOTIONS



Our emotions are a reflection of what we perceive happening in our environment.

Some emotions move us away from things we think are harmful (e.g. fear); others move us towards things we think are beneficial (e.g. joy).

Some of our emotions are initially beyond our control: e.g. disgust or startle: these are reflexes to get us away from danger.

Most of our emotions result from what we think is happening around us: e.g. jealousy, sadness, humour.

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SOME EMOTIONS COME FROM SPECIFIC THOUGHTS



Anger: trespass

- “Harm has been done to me/others.”

Sadness: loss.

- “I or others have lost.”

Fear/anxiety: threat.

- “There is something dangerous in my environment.”

Guilt: harm to others.

- “I have harmed someone else.”

Embarrassment/shame: negative comparison.

- “I am not good enough.”

IN THE STORY...



Notice the emotions the main characters are experiencing.

Name the emotions.

Link the emotion to the thought or perception that caused it.

EMOTIONS AND THE GOOD



Emotions move us away from what we think is bad and towards what we think is good.

This is true of actual harm (e.g. moving us away from dangerous animals) or perceived harm (e.g. fear of exams).

Therefore, our emotional responses tell us about our values: our beliefs about the way the world ought to be.

For example, someone who values nature will show delight at natural beauty, such as a waterfall or a rainbow. Someone who values kindness will display frustration or anger at acts of cruelty.

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IN THE STORY...



Look at the emotional responses of the character(s).

Try to work out what those emotions tell us about what that character values.

- What is happening?
- Is the character's emotion positive or negative?
- A positive emotion means they approve, a negative emotion means they disapprove.
- If they approve,
- If they disapprove, what does that tell you the character thinks about the way the world should be?

ON CLOSER INSPECTION



How well do you think the characters in the story use their emotions to get closer to the good?

Are they able to manage or control their emotions, or do they lose their temper?

What impact does keeping or losing their temper have?

Do they use their emotions to get something good for everyone (e.g. justice) or something good just for themselves (e.g. pleasure)?

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SESSION 4

LISTEN

Giving and taking reasons for acting

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GO BEYOND EMOTION: GATHER REASONS



In moral deliberation, we need to recognise that our emotions propel us to do certain things and our reason (and the reason of others) enables us to check our emotional impulses against what is good or right.

In the story, we know what emotion is pushing the characters to do, but what reasons do they have for their speech and actions?

GIVE YOUR OWN REASONS



Imagine you are a 'good' character in the story.

What would you do or say? What are your reasons for doing or saying that?

Imagine you are a 'bad' character in the story.

What would you do or say? What are your reasons for doing or saying that?

How do you work out which reasons are good reasons?

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TAKING REASONS FROM OTHERS



We get reasons for speech/action from our own desires and our own thinking.

Where else can we get reasons for speech/action from?

In the story, which characters look beyond themselves for reasons? Where do they look (e.g. some people look to religion for reasons to speak/act in a good way).

How important is it to look elsewhere for reasons to speak/act, especially reasons that disagree with our own?

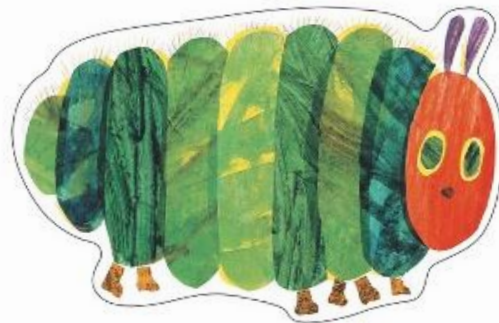
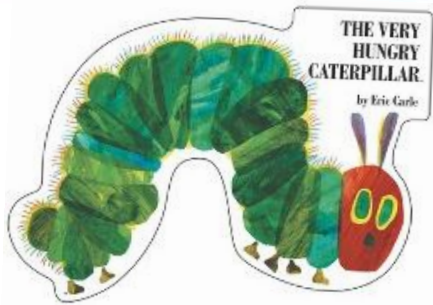


SESSION 5

CATERPILLAR

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



Courage, Justice, Honesty, Compassion,
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CATERPILLAR TO BUTTEFLY



In the children's book *The Very Hungry Caterpillar* by Eric Carle, the caterpillar eats his way through some very colourful food so that he can turn into a beautiful butterfly. The colours of the food emerge on the butterfly's wings at the end of the story.

Something similar happens with the development of your character.

The things that you say and do now (as a caterpillar) have an impact on who you will become (butterfly).

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IMAGINING BUTTERFLIES



What kind of moral person do you want to be?

Which virtues do you want to enact?

In the story, what kind of moral person do the characters want to be?

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INSPIRATIONAL BUTTERFLIES



Who do you know that exemplifies the virtues?

What do these people say and do, that you would need to do to make you more virtuous?

What about people you don't want to become (e.g. the 'baddies' in the story)?

What would you have to avoid, to avoid becoming like them?

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MORE OF WHAT?



Notice when something is not as it should be

Stop: pause before reacting

Look at your emotions and the emotions of others

Listen to your reasons and the reasons of others

Caterpillar: how does what you do affect who you will become?

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