

The Character Curriculum

Flourishing for Life



<p>KS3 Virtue Toolkit L4 – Emotions and Virtues</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 presentation Emotions and virtues resource sheet</p>	<p>Statutory links: Relationships education (2020) Students should:</p> <ul style="list-style-type: none"> - Have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	
<p>Key questions:</p> <p>How many different emotions can you name?</p> <p>Can you group the emotions that you have named? Why have you chosen these 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>What is the link between thoughts, feelings and actions?</p>	<p>Learning activities:</p> <p>Starter:</p> <p>Ask the following:</p> <ul style="list-style-type: none"> - What do you think when you hear the word 'emotion'? - What does this word mean to you? - How many different types of emotions can you name? - Can you group the emotions you have named? - Do you ever feel more of one emotion or more than one type of emotion? <p>Activity 1: Emotion video</p> <p>Watch the following video: https://www.youtube.com/watch?v=embYkODkzcs [available 05/20] (The 7 Basic Emotions – MDI).</p> <p>Can you identify the seven emotions in the video?</p> <p>Then watch the following video: https://www.youtube.com/watch?v=seMwpP0yeu4 [available 05/20] (Inside Out Official Trailer #2 - Movieclips).</p> <p>What do you think this film tells us about our emotions and actions? It might be helpful to discuss the flow diagram on the PowerPoint slide.</p>	

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<p>Would it be possible for two people in the same situation to feel different emotions?</p> <p>What strategies could we use to help us to stop and think before we act?</p>	<p>Give the students the scenario cards on the resource sheet and ask them to think about what the person in that scenario might be thinking, feeling and then doing. Identify the thoughts, feelings and actions of a particular character.</p> <p>Would it be possible for two people in the same situation to feel different emotions?</p> <p>Activity 2: Statements</p> <p>Ask the students to raise their hand at the various statements. Read the following statements and, when the students have decided on a position, ask individuals to share their reasons. They may change their 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 later regret.</p> <p>Can you think of any famous examples of people losing control of a situation because of their emotions?</p> <p>(Some examples you might want to look at include Zinedine Zidane headbutting Marco Materazzi in the 2006 World Cup Final, John McEnroe losing his temper ('You cannot be serious!'), or Serena Williams arguing with the umpire at the 2018 US Open Final)</p> <p>Activity 3: Life example</p> <p>Ask the students to think of an example from their life where they have experienced very strong emotions.</p> <p>Students are to write a diary entry recording that event and how they responded. What were the circumstances surrounding that event?</p> <p>Students can then write a follow-up paragraph describing an alternative response, demonstrating that they have reflected on the situation. How might that have changed the situation for better or worse?</p>
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Students are to think of some strategies to help them stop and think before acting out. For Aristotle, doing the 'right thing' start with having the right emotion.

Plenary:

Consider at the following scenarios. Think about what a purely emotional response would be, then what a more rational response might be:

- A teacher blames you for something that you didn't do;
- The sports team that you've invested time and energy in keeps losing;
- You're expecting to meet a friend, and they back out at the last moment for no good reason;
- You do poorly on a test because you didn't spend any time revising.

Another way of thinking about this would be to ask yourself the following questions:

- Name what you would be feeling.
- What is a helpful way to deal with this?
- What is a harmful way to deal with this?

