

# C2

LESSON 2  
CHILDREN  
V.1



Personal

# ACT OUT! IDENTIFYING THE EMOTIONS OF OTHERS

## CHILDREN LESSON 2: PERSONAL PEACE 1

### AGE(S)

Recommended for ages 7-12

### TIME REQUIRED

45 minutes

### TEACHER PREPARATION

To prepare for this lesson...

- Read the “[5 Spheres of Peace](#)” NPA Framework focusing on personal peace sphere
- Read the [Teacher’s Guide](#) for preparation and reflection questions
- To prepare for this activity find a story where the main character experiences a challenging situation (suggestions are provided in “resources”)
- Prepare any other needed materials for the lesson

### MATERIALS

- Children’s story where the main character experiences a challenging emotion, such as fear, anger, or worry - most fairy tales deal with challenging emotions
- Paper
- Pencil, crayons or markers

### LEARNING GOALS

- Students will learn how emotions connect to our actions
- Students will learn how personal peace can be nurtured through identifying our emotions and thinking before acting on these emotions

### LEARNING OBJECTIVES

- Through perspective taking, students will identify and label the emotions of a character within a story
- Through group dialogue the students will come up with peaceful responses to challenging emotions

### INTRODUCTION

Students of all ages need practice in identifying and expressing their emotions. Young children often lack the vocabulary to express their emotions beyond words such as “happy” or “sad.” When challenging emotions arise, the physical nature of young children can lead some to react physically through hitting, biting, or kicking. With intentional practice in identifying and expressing emotions, students will be better equipped to understand and articulate their wants and needs peacefully. In order for an individual to sustain personal peace they must recognize strong emotions serve as a signal to stop and think about how they want to respond to the situation at hand. This consciousness takes a lot of modeling to be put into daily practice. Storytelling and acting

are engaging ways for students to practice stopping and thinking about emotions through taking on the challenges of characters within a story. In this lesson, students are given the chance to review vocabulary that can be used to describe their feelings, identify the feelings of others, and brainstorm multiple ways a character could peacefully respond to a challenging situation. With much practice students will begin to see the connection between their emotions and their actions. This recognition can help students build personal peace by acting upon these emotions in ways that nurture healthy relationships with themselves and others.

## GUIDING QUESTIONS

- How do feelings influence our actions?
- When you feel scared what do you do? When you feel angry what kinds of actions do you take?
- When you feel happy or excited how do you treat others? What actions do you take?
- Is peace a feeling? When you have experienced peace in the past what actions were taking place?

## OPENING DISCUSSION

Use the guiding questions above to dialogue with your students about emotions. Have students discuss these questions as a whole class or in small groups.

## ACTIVITY 1: DRAWING PEACE

1. After discussing the last two guiding questions (“Is peace a feeling?” and “When you have experienced peace in the past what actions were taking place?”), have students draw a picture of a situation when they experienced peace.
2. Have students share their pictures of peace with one another and discuss some of the actions that were occurring in these pictures. Student pictures may show people engaged in positive acts or relationships with family members, pets, or even the environment. Ask students what emotions they were experiencing during the events represented in their pictures.

### **Dialogue**

When students are done sharing, bring to their attention that most or all of the pictures showed peace being experienced when they were happy, excited, or calm with people they cared about and trusted. Ask students, how can we build peace within ourselves even when we feel angry, sad, or confused? Tell students that in these challenging moments it takes practice to build peace. It takes a lot of practice to know how to respond peacefully to difficult situations. Tell the students that today they are going to get a chance to practice building peace when it feels difficult.

## ACTIVITY 2: ACTING OUT!

1. Ask for student volunteers to help you with some acting. Pick enough volunteers to represent the main characters in the story you prepared for this lesson. Bring volunteers to the front of the room and explain that you are going to read a story to the students.
2. Tell students the job of the audience is to listen very closely to the story and to raise their hands whenever they think one of the characters is experiencing an emotion. The actors will act out the feelings the audience describes. Then it is the audience’s job to come up with two or more ways the character can respond to these feelings. The actors then decide which of these suggestions they think will bring them the most peace. They will act out the motion/action they want to see happen in the story. Ask students if they think the character will choose an action that will bring them peace.

### **TEACHER TIP**

If students are young they may struggle to come up with ideas for how to respond to challenging emotions. The teacher may then provide students with two different choices to pick from. One of these choices should be the obvious peacebuilding choice. For example, “Should the third little pig punch the wolf or should the pig go and find help?” The options you provide can be some typical student behaviors you see on the playground, with at least one option that would help build peace in the situation.

3. Continue the story. Ask the students if the character chose the same action or a different action? The activity repeats itself until the story has ended.

## CLOSING

After the story is complete, ask students the following questions:

- What emotions did the character experience in the story?
- What differences were there between the actions you chose and the actions the character chose? What was the result in the end?
- Do you think it would have been helpful if the character could have stopped and thought about their actions before they responded to their feelings?
- What peaceful actions could you use when you feel challenged that you thought of for the character in the story?

Make a list of the peaceful actions students think of on the chalkboard or whiteboard. Refer to this list during the school year when students struggle with a personal or social conflict. Close the lesson by telling students that peace can be found in challenging situations when we stop and think about the actions we want to take. When we take this time to think, we can find solutions that bring us peace.

## FOLLOW-UP ACTIVITIES

Have the students act out another story and continue to add to your list of peaceful solutions to challenging emotions. Revisit the idea that personal peace isn't just a passing feeling; it is often found in our reactions to challenging circumstances.

### RESOURCES

- [List of books by emotional subject matter](#)
- [Teaching Conflict Resolution through Children's Literature](#)
- [Using Children's Stories with Conflict Themes to Help Four-Year Olds with Aggressive Behaviors in the Classroom](#)