

Recognize emotions, their intensity and how they influence behaviours

CYCLE TWO

8-10 years old

Recommendation:
Elementary 3

Examples of what students are expected to learn

- Recognize complex emotions (e.g. pride, guilt, jealousy).
- Recognize that a single situation can elicit many reactions.
- Recognize that others may experience different emotions in the same situation.
- Recognize physical signs related to their emotions (e.g. using a graded scale or an emotions thermometer).
- Recognize what soothes them, what brings them joy and well-being.
- Recognize possible sources of anger, stress and tension.
- Understand the moral role related to emotions (e.g. lying elicits feelings of guilt).
- Distinguish between anger, conflict, aggression and violence.
- Understand that anger and aggression are not intrinsically negative elements.
- Understand the influence of beliefs on emotions (e.g. a child who likes dogs might believe that all children are happy when such an animal approaches them, but it is possible that another child would be terrified).
- Understand the effects of healthy and proper emotional management.
- Understand the consequences of ineffective or unsuitable emotional management and the concept of conflict escalation.
- Etc.

Contribution of the content to adopting prosocial behaviours

Recognizing emotions, their intensity and how they influence behaviours promotes the use of gestures, words and attitudes that show consideration for the needs of others. It also fosters interpersonal conflict resolution and quality social relations. These concepts are key to the development of the competency *Adopts prosocial behaviours*.

Influence on the other personal and social competencies

This content also fosters the development of the following competency:

- Manages emotions and stress



Content-related glossary

*RECOGNIZE **EMOTIONS**, THEIR INTENSITY AND HOW THEY **INFLUENCE BEHAVIOURS***

Emotion

Transient affective reaction of fairly high intensity, usually triggered by stimuli from the environment.

Influence

Action, usually continuous, that something exerts on something or someone.

Behaviour

How a person usually or occasionally acts and behaves in a given environment. All behaviour comprises a set of cognitive, affective and motor manifestations that can be observed externally and carried out by the individual in relation to their environment.

ADDITIONAL RESOURCES

- For more information on the content related to the development of personal and social competencies
- To find ideas for turnkey structured educational interventions that are in line with the proposed content
- For training designed to help convey the content and establish conditions for implementing it with students
- For other resources and tools related to the content and to the implementation of actions designed to promote the well-being of young people



Resources available
on [Québec.ca](https://www.quebec.ca)