

LESSON FOCUS 1: Emotions & empathy in the online environment

YEAR

4

Lesson Focus 1: Emotions and empathy in the online environment

This focus will enable students to:

- recognise and label their own emotions when they are in online environments
- regulate or manage their reactions to emotions
- manage time spent online



45 minutes

WA HEALTH AND PHYSICAL EDUCATION SYLLABUS:

Communicating and interacting for health and wellbeing

- Strategies to identify and manage emotions before reacting
- Strategies to cope with adverse situations and the demands of others

Contributing to healthy and active communities

- Ways in which regular physical activity in natural and built environments promotes health

WA TECHNOLOGIES – DIGITAL TECHNOLOGIES SYLLABUS:

Collaborating and managing

- Work independently, or collaboratively when required, to plan, safely create and communicate ideas and information for solutions.

PREPARATION AND MATERIALS

- Blank paper
- Pens
- Activity Sheet: Emotions

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CONTENT

Activity: Emotions

(ACPPS038)



15 minutes



Self
Awareness
Online

Introduction to Key points

Explain: We often talk about our feelings. Feelings are directly linked to our emotions. For example – we may feel happy because we have received a present. Then we are experiencing the emotion of happiness. We all have emotions and they can come and go. Most of us feel many different emotions throughout the day. Some last just a few seconds. Others might stay longer and become a mood.

Some emotions are pleasant like happiness or a nice surprise, while others may be unpleasant like being sad, upset or angry.

Activity – Feelings Scale of Intensity

Give students **Activity Sheet: Emotions**

- Ask students to think of emotions or feelings they remember they have had in the past couple of weeks.
- Ask them to draw these emotions on the faces on their activity sheet and write the word for the emotion underneath the face.
- Next, show the 'Feelings Scale of Intensity' on their Activity Sheet: Emotions and explain the scales of pleasant and unpleasant.

Explain: The intensity of the emotion means the strength or power of the emotion. If something happens that stimulates our brain and we begin to experience an emotion, we move from the 'zero' calm space and either travel into the pleasant or the unpleasant levels of intensity on the scale. Sometimes the emotion might build up slowly (like when we get more and more annoyed about something and then end up really angry), and other times it might go straight up the scale really quickly (like when we get a big fright).

- Ask students to look at each of the emotion faces they drew on Activity Sheet: Emotions and think about how intense or strong it was.
- Next, ask them draw a line from each face to where they think that emotion would sit on the scale of intensity. For example: if they were feeling a bit annoyed it might be a 1 or 2 on the unpleasant side of the scale. If they were feeling overjoyed with happiness, they might be a 4 or 5 on the pleasant side.
- Ask the students to reflect and think about:
 - Which of these emotions were the most difficult to manage?

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Discussion: Big Emotions

(ACPPS038)



10 minutes



Self
Awareness
Online

Explain: The emotions we all struggle with the most are the more intense or as they are sometimes called the ‘big emotions. We all know that some emotions can make us feel a range of unpleasant feelings affecting our whole body. For example, when we are feeling angry or afraid, our brains change what is happening in our bodies.

As a response to anger or fear, we may experience tensed muscles, faster breathing, heart racing and/or sweating. These feelings can be very unpleasant and sometimes it feels so bad we might even lash out, have a meltdown or a tantrum because we can’t cope with feelings. The higher the intensity of the emotion you experience the harder it is to control.

It’s ok to feel intense unpleasant (big) emotions. We all feel these sometimes, even as adults, but there are things we can do to try to manage how we feel and act when we are feeling like this.

Ask students: What about if we are online and something makes us feel a big emotion, either pleasant or unpleasant?

Let’s start by thinking about what might be some things that might make someone feel pleasant or unpleasant emotions online.

- Arrange the class into pairs and ask each pair to look at the two boxes on the lower half of **Activity Sheet: Emotions**.
- Start by asking students to write things that make them feel pleasant emotions online in the pleasant box (talking to friends, cute photos, funny videos, having fun in a game, winning a level in a game).
- Next ask each pair to write things that make them feel unpleasant emotions online in the unpleasant box (bullying, rudeness, being left out of chats, mean comments, posting mean pictures, strangers online, seeing upsetting pictures, losing in a game etc).

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Activity: Tips to manage emotions online

(ACPPS038) (ACTDIP013) (ACPPS041)



10 minutes



Managing
Ourselves
Online

Explain: When Big (Intense) emotions are hard to deal with, the first thing we should do is try to stop and calm down. This helps us to bring the intensity back down the scale to where it is easier to manage.

Ask the questions below and discuss (You could also pick one of the social issues from the last activity to use as an example as well).

- If someone did something really rude or mean to you online and you got really angry and/or upset, do you think it is a good idea to do or post something straight back to that person? Why or why not.
- If someone you were playing a game online had to leave half way through a game and you felt angry that your game was ruined, is it a good idea to get really angry with your friend and say you not playing anymore. Why or why not?

Activity – Managing Emotions Online

- Ask students in their pairs to think about, discuss and write down their ideas for how they could stop and calm themselves down if they were feeling really angry or upset.
- Share, discuss and collate a class list of ideas (add some more ideas if needed) – Walk away or close your device, don't respond until you have calmed down, take deep breaths, count to ten, go and do something you like doing, go for a walk (exercise makes you feel better), identifying and naming the feeling helps you calm down, talk to a friend or family.
- Remind students:
 - If you are struggling, really upset or frightened always ask an adult for help.
 - Too much screen time can have a negative impact on a person's physical, social and emotional health, whereas time spent outdoors can have a positive impact on these health outcomes.
 - It is recommended that children participate in at least 60 minutes (and up to several hours) of moderate-to vigorous-intensity physical activity every day.

Reflect on the Key points

- It's ok to feel angry or upset: We sometimes can't help feeling angry or upset but we can manage how we act when we are feeling like this.
- When we are feeling unpleasant feelings, there are things we can do to help ourselves feel better.
- Big (Intense) emotions can be hard to deal with for everyone and sometimes we just need to stop, calm down and take some deep breaths. If you are struggling always ask for help.

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Extension Activity: Tips to manage emotions online

(ACPPS038)



10 minutes



Managing
Ourselves
Online

Explain to students – In pairs you are going to design and produce a poster to display tips and techniques to help other kids to manage their emotions online if they get upset or angry.

You are to choose the tips from the list created by the class, that you think are the most helpful.

You don't have to use all the tips, just enough so the messages are clear and easy to read. They can use a range of ideas and media to be creative with their designs.

Teacher's Tip: Share the artworks around the school and/or promote them on the school's online platforms.

Connection with home

Teachers may like to share the following information with parents:

Today your child learnt about **emotions and empathy in the online environment** as part of the curriculum for the Cyber Friendly Primary Schools project run by the Telethon Kids Institute.

This lesson focus enabled students to:

- recognise and label their own emotions when they are in online environments
- regulate or manage their reactions to emotions
- manage time spent online

Parents are encouraged to access the Cyber Friendly Primary Schools website which provides tips and strategies for families to help children develop positive online social and emotional learning skills:

cyberfriendlyprimary.telethonkids.org.au

Lesson 1 – Teacher Reflection

Syllabus content	Australian curriculum	Digital SEL skills lesson content	Assessment examples
Communicating and interacting for health and wellbeing			
Strategies to identify and manage emotions before reacting	Investigate how emotional responses vary in depth and strength (ACPPS038)	Self Awareness Online: • Understanding their own feelings, emotions and moods online	<ul style="list-style-type: none"> • Activity: Emotions • Discussion: Big Emotions • Activity: Tips to manage emotions online • Extension Activity: Tips to manage emotions online
Strategies to cope with adverse situations and the demands of others		Managing Ourselves Online: • Managing their feelings, emotions and moods and setting rules and limits online	
Contributing to healthy and active communities			
Ways in which regular physical activity in natural and built environments promotes health	Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)	Managing Ourselves Online: • Managing their feelings, emotions and moods and setting rules and limits online	<ul style="list-style-type: none"> • Activity: Tips to manage emotions online
Collaborating and managing			
Work independently, or collaboratively when required, to plan, safely create and communicate ideas and information for solutions	Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)	Self Awareness Online: • Understanding their own feelings, emotions and moods online	<ul style="list-style-type: none"> • Activity: Tips to manage emotions online
		Managing Ourselves Online: • Managing their feelings, emotions and moods and setting rules and limits online	