# Session 3 - Emotions and resilience online

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| **Resources** | |
| Facilitator prompt sheet – Showing emotion online | 1 copy for the facilitator |
| PowerPoint slides 3-9 | Computer, projector and screen |
| Resource Sheet 1 - Managing emotions | A copy for each parent/carer |
| 3 balls for Understanding Resilience Activity | A rubber ball, a ping pong ball and a foam ball |
| My evaluation sheet | Each parent/carer has a copy |
| My Acceptable User Policy | Each parent/carer has a copy |

**Intended learning outcomes: ‘I …’ statement(s)**

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| I can help my child to talk about how they feel about online experience and behaviours  I can help my child to recognise the emotions of others from their online behaviours  I can help my child to develop their online relationships and resilience |

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| **Facilitator Tip:** In this session in particular you will need to be mindful that some parents/carers may not feel comfortable sharing/talking about their feelings and may choose to participate in a more passive manner. |

**Welcome**

Welcome parents/carers and ask whether they have any thoughts or questions since the last session that they want to share. Have they used the Nettiquette charter with their children?

**Warm-up activity: Word Tennis - Emotion words**

**Purpose:** For parents/carers to begin to think about emotions that might be expressed online.

Ask for 2 volunteers to play a word game. We will use words that describe emotions. The facilitator gives person A a word and person A says a related word, then B says another related word. This volley of words goes back and forth until one of the players runs out of suitable words.

e.g. Facilitator says 'Happy' Person A 'Joy', Person B 'Pleased', Person A 'Glad', Person B 'Content'

Students can have a go in pairs.

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| **Facilitator Tip:** This game challenges participants to extend their vocabulary, which is useful but not our primary purpose here!! You may prefer to use an alternative  e.g. Make a set of cards with the name for an emotion on each ‘Happy’ ‘Sad’ ‘Angry’ etc. Ask parents/carers in turn to pick a card and mime the emotion for the rest of the group to guess. |

**Review group aims:**

Remind parents/carers that we now have rules for their children’s online as well as face-to-face working.

**Plan for today’s session**

Explain that, today, we will work on these learning outcomes for each parent/carer in the group.

* I can help my child to talk about how they feel about online experience and behaviours
* I can help my child to recognise the emotions of others from their online behaviours
* I can help my child to develop their online relationships and resilience

Ensure they understand what the learning outcomes mean and tell them you will be asking them at the end of the session to think about whether they think they have been achieved.

**Core Activity 1: Recognising emotions offline and online**

**Purpose:** To consider how emotions are expressed online.

PPt Slide 4 - Can the parents/carers read the emotion from each person's face and body language? Ask them to identify each emotion presented.

Slide 5 - 'What could these emotions look like online?' Parents/carers might like to think about emoji's, behaviours, netlingo – language choice.

Divide the group in pairs and allocate 2 emotions to each pair. Ask them to list how their emotions could be presented online. (*See Facilitator Prompt Sheet – ‘Showing emotions online’ for some suggestions).*

Discuss their findings. How accurate do they think they can be in interpreting online emotion?

In face-to-face conversations we hear the words used but we also use other information to understand the message and meaning. What behaviours do we use? Some examples they may give are:

* Tone of voice
* Body language
* Intonation and volume of voice
* Eye contact
* Facial expression
* Gestures

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| **Facilitator tip**: Behaviours differ in different cultures. If there is time, you could discuss this. |

**Core Activity 2: Dealing with difficult feelings**

**Purpose:** To consider how parents/carers can help their children to manage the emotions they might experience when being online.

Ask parents/carers what difficult feelings their children might have from working online.

How do we deal with difficult feelings? Do we use the same approach on and offline?

Share Resource Sheet 1 - Managing emotions. As a group, read through the strategies for managing emotions and ask them to think about which methods they might have used themselves.  Which ones have they seen their children use?

Which ones do they think they have seen online? Can they give examples?

Do people use the same approaches on and offline? Ask them to keep the positive strategies in mind to help with the next activity.

**Core Activity 3: Understanding Resilience**

**Purpose:** To further parents/carers’ understanding of resilience and digital resilience

Explain what resilience is:

* A person with resilience learns from things that go wrong so that they can find a new way or ask for help to reach their goal

Compare a foam ball, ping pong ball and rubber ball to explore the concept of resilience.

Show the group the three types of ball, they need to see and touch them. Discuss which ball is the most resilient and why

* Is the rubber ball resilient or just solid?
* What happens to the ping pong ball when it is hit hard?
* Which ball can recover the most?
* Which do you think best describes resilience?

Show and discuss PPt Slides 6 - 8 – Digital resilience

**Core Activity 3 How can we increase our digital resilience?**

**Purpose:** To help parents/carers think about how they can help their children develop digital resilience

Give out Resource Sheet 2. Explain that they are going to create a digital resilience toolkit for their children. Show PPt Slide 9 - Digital resilience toolkit.

Each parent/carer needs to identify one strategy for the 4 areas – support network, being kind to myself, my physical wellbeing, lifestyle changes.

Ask them to share their thoughts and encourage them to add the strategies that they think will be useful in their own child’s toolkit.

How might they approach this subject with their child? Discuss how they will use the toolkit.

**Review and reflection on intended learning outcomes and group aims**

Ask the parents/carers to indicate how well they feel they have achieved the session learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If parents/carers indicate that they haven’t achieved the learning outcome ask why and ensure that you plan the next sessions accordingly, or offer further support if possible.

Ask them to complete their evaluation sheet and personal Acceptable User Policy for Session 3

Ask each person to say one thing they will do before the next session to strengthen their child’s digital resilience.

## Sessions 3. Teacher prompt sheet: Showing emotions online

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| **Distress** | **Fear** | **Anger** | **Surprise** | **Disgust** | **Joy** |
| Leaving a group  Not responding  'Sadfishing' - posting sensitive, emotional personal material online to gain sympathy or attention from the online community. | Leaving a group    Not responding    Over use of punctuation !!!!!! | USE OF CAPITALS  Excluding people from groups  Leaving groups  Not responding  Deleting a person  Leaving a negative comment | Use of question marks?????    OMG Oh My God?!    WTH What the Heck?! | Unfriend  Unlike  SMH or Shake My Head simply means you don’t approve of something or you think it is a stupid thing to do. | Likes  Followers  Retweeting  Sharing  Leaving a positive comment |

## Session 3. Resource Sheet 1: Dealing with emotions

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|  | **Suppressing emotion**  Locking our feelings away, trying to bury them and stopping ourselves from thinking about them. |
|  | **Withdrawing**  Hiding ourselves away. We may feel very sad and have feelings of helplessness. |
|  | **Acting out emotion**  When we feel overtaken by our emotions, we may lose control over some of our behaviours and shout, or become physically aggressive. |
| Expressing your feelings | Kids Helpline | **Expressing emotion**  Letting our feelings out, acknowledging to ourselves how we are feeling by talking about them, taking safe action, crying. |
|  | **Bottling up emotion**  Holding our feelings inside us. We may start to feel weighed down and feel the pressure build until we eventually explode. |
|  | **Dumping emotion on others**  Blaming other people for the way we feel. |
|  | **Reflecting and accepting emotion**  When we accept our feelings, without being overwhelmed by them, we are able to think about them and start to work out how to manage them. |
|  | **Letting go of emotion**  When we think through our emotions and take note of them, we are able to let them go and we feel better. |

## Session 3. Resource Sheet 2: Digital resilience

Can you think of ways your child can be digitally resilient?

Add one idea to each box.

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| **Support network**  Who can help your child? | **Being kind to themselves**  What will help your child to take care of themselves and deal with anything that is bothering/upsetting them? |
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| **Physical health**  How can you help your child to add to their physical health and wellbeing? | **Lifestyle changes**  Would making any changes help your child to be more resilient? |
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