

Emotion Detectives: Regulating Online Feelings



This lesson can take up to 30 minutes. It can be broken down into smaller groups, or shorter lessons.

Ages 7-9

The lesson has been designed for learners aged 7-9. The “checkpoints” offer differentiation strategies to scale learning as required.

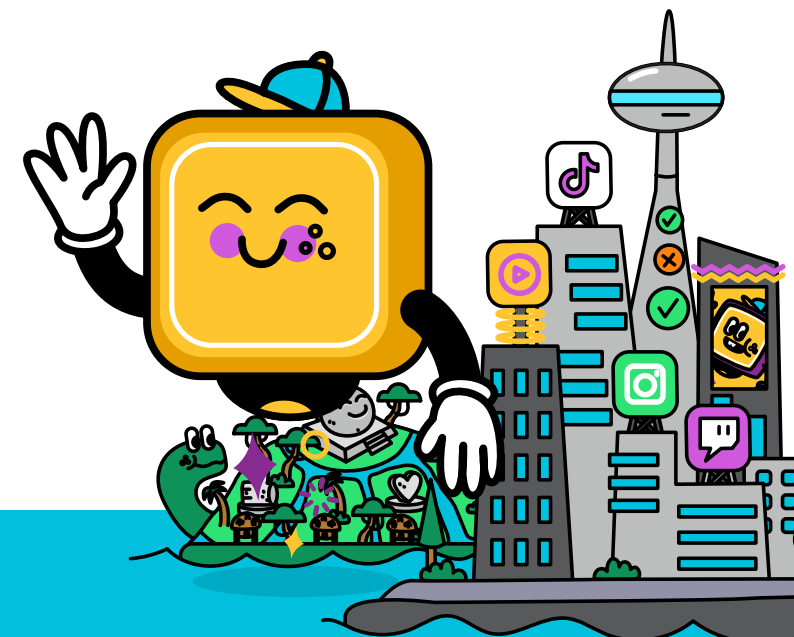


This lesson is part of the eSmart Digital Licence program

By completing just four engaging lessons, including this one, your class can earn their eSmart Digital Licences—signalling their understanding of safe and responsible online behaviour. Start now and guide your learners toward becoming confident and positive digital citizens.



Learn more about the program
be.esmart.org.au/dl/overview

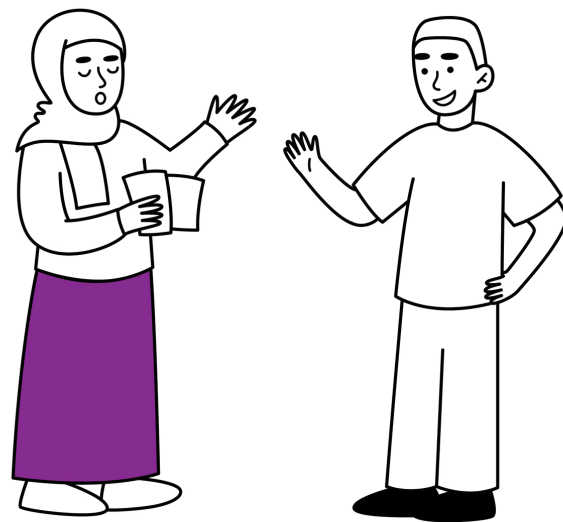


Overview

This roleplay activity highlights scenarios where technology can impact emotions and feelings, and supports students in developing appropriate self-regulation strategies. In "Emotion Detectives", students are supported in developing insights into the importance of empathy, balanced screen time, and more mindful online experiences.

This activity is relevant for:

- Helping to address issues around the use of technology at school and in the home.
- Encouraging critical thinking about the emotional and social consequences of technology usage.
- Developing self-regulation strategies in response to difficult emotions that may arise through the use of technology both at school and at home.
- Cultivating communication skills, such as active listening and expressing empathy towards others.

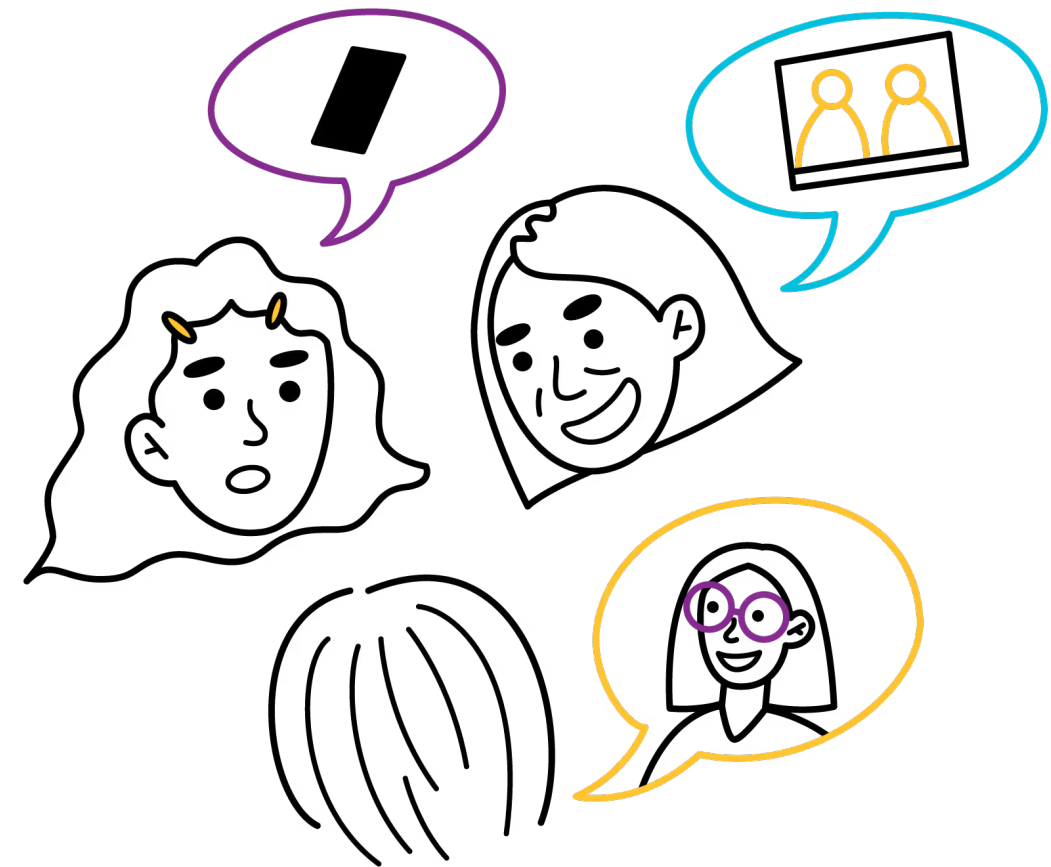


Learning intentions & success criteria

Learners will:

By completing this activity, our class intends to:

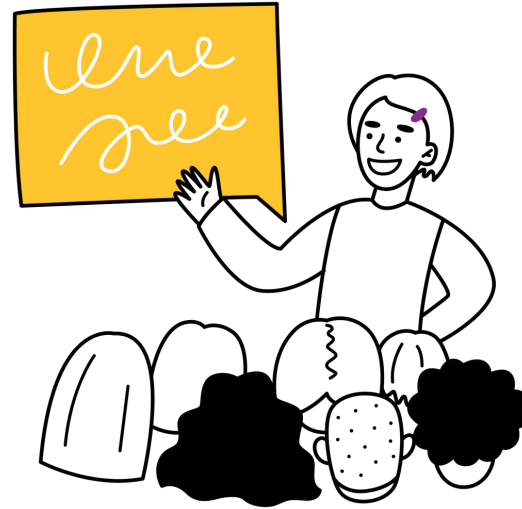
- Understand that using devices can affect our emotions, and the emotions of others.
- Describe management strategies for regulating emotions in a range of online scenarios.



1

Activity setup

- Download the "Student Activity Pack" from the Resources section, and distribute either by printing and pasting into student workbooks, or electronically on Google Classroom or similar.
- An "Educator Tip Sheet" is provided in the Resources section to support class discussion and subject matter expertise.



2

Unpacking common scenarios

- The first section of the "Student Activity Pack" demonstrates individuals in different technology-based scenarios. As a whole class group, discuss some of the likely scenarios and feelings that the characters in each image might be experiencing, and direct students to write down their thoughts on the worksheet provided.
- Prompt questions include:
 - What is going on in the image?
 - What emotions might the characters be feeling?
 - Why might they be feeling this way?
 - Is this something that you can imagine yourself or others experiencing? Explain.
 - If we wanted to change the feelings of this scenario to more positive emotions, what would need to happen?

4

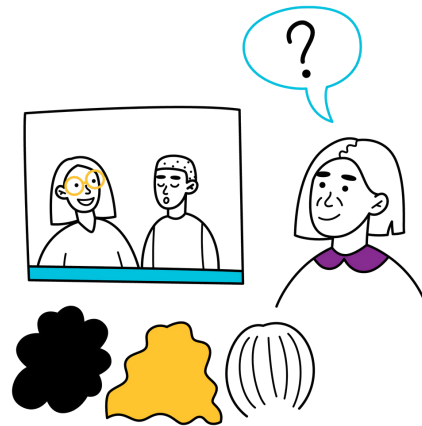
Developing skits

- In small groups or pairs, ask students to develop a 5-minute skit based on one of the issues raised in the last step. Each scenario must have the following:
 - Two (or more) characters.
 - A problem caused by someone using technology in a certain way.
 - A positive solution to the problem.
- The skits should harness dramatic action and techniques, such as:
 - A believable situation that includes technology.
 - Characters that can be clearly identified, that show emotions and might have a backstory.
 - Performances that use voice, body, and facial expressions.
 - A solution to the conflict or problem which forms a clear ending.
- Please see the "Educator Tip Sheet" in the Resources section for more suggestions on how to embed dramatic principles into the skit development.
- If additional scaffolding is required to get the most out of group work, consider assigning students the following roles as appropriate:
 - Director: Offering suggestions, timing the group, and making sure that the scenario is meeting the criteria set out for the activity.
 - Actors: Each actor should have a character to play.
 - Script-writer: Writing scripts and prompts for the actors to carry out.

5

Performance

- Offer time for students to act out their skits in front of the class group.
- The audience should practice active listening by filling in the peer assessment rubrics in the "Student Activity Pack".



Exit pass

- After the performances, as a whole group discuss the scenarios and the audience's responses.
- To conclude the lesson, each student should write answers to the two Exit Pass questions in the "Student Activity Pack".

Australian Curriculum (Version 9.0)

Years 3 and 4: General Capabilities Personal and Social Capabilities

Emotional awareness:

- Level 3: Explain the influence that their own behaviour has on the emotional responses of others.

Emotional regulation:

- Level 3: Manage and moderate emotions in familiar contexts, using provided strategies.

Years 3 and 4: Drama

- AC9ADR4D01: Use the elements of drama to explore and develop ideas for dramatic action in improvisations and/or devised drama.
- AC9ADR4C01: Improvise and/or devise and shape drama using the elements of drama to communicate ideas, perspectives and/or meaning.

Years 3 and 4: Health and Physical Education

- AC9HP4P06: Explain how and why emotional responses can vary and practise strategies to manage their emotions.
- AC9HP4P10: Investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing.

CASEL Framework

Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts.

Social-awareness: The abilities to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures, and contexts.

My Time, Our Place

Outcome 1: Children have a strong sense of identity.

Children learn to interact in relation to others with care, empathy, and respect. This is evident when children:

- Identify the role of people in their lives and how they use technology and support children to use technology in appropriate ways.

Outcome 2: Children are connected with and contribute to their world.

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. This is evident when children:

- Demonstrate an ability to share and respect others' use of digital things.

Outcome 3: Children and young people have a strong sense of wellbeing.

Children become strong in their social, emotional and mental wellbeing, particularly when they are aware of and develop strategies to support their own mental and physical health, and personal safety. This is evident when children:

- Identify emotions and feelings in relation to digital device usage, and attempt to explain why such feelings might arise.



Emotional Intelligence (EI): What is It?

In “Emotion Detectives”, students are encouraged to develop valuable insights into the importance of empathy, balanced screen time, and more mindful online experiences. In essence, the activity fosters the development of “Emotional Intelligence” (EI), which is the ability to understand, manage, and express one's own emotions, as well as the ability to understand and influence the emotions of others.

How Does EI Support Responsible Device Usage?

EI bolsters the following skills:

- **Self-Awareness:** Recognising one's own emotions and how they affect thoughts and behaviour, such as identifying feelings of frustration, tiredness, or anxiety when using devices.
- **Self-Management:** Handling emotions healthily, and controlling impulsive behaviours. For example, a frustrated student might learn to take a break and ask for help when facing a problem in a game.
- **Social Awareness:** Understanding others' emotions and picking up on emotional cues. This might mean recognising situations where device usage is not appropriate.
- **Relationship Skills:** Communicating clearly, and managing conflict. This includes cooperating with parents or caregivers in negotiating responsible device usage.
- **Responsible Decision-Making:** Making ethical, constructive choices about personal and social behaviour. For instance, considering how their words might affect others.



Dramatic Roles

By structuring the roleplay scenarios with clear roles, scripts, and evaluation criteria, drama educators can create a supportive environment where students learn about online safety while developing their emotional intelligence and dramatic skills.

Director's Role

- Offer suggestions to help students understand their characters and the context of the scenarios.
- Keep track of time to ensure the activity progresses smoothly.
- Ensure the scenario meets the criteria set out for the activity, such as vocal projection, body language, and facial expression.

Actors

- Each actor should thoroughly understand their character, including their background, motivations, and emotions.
- Practice expressing a range of emotions relevant to online safety issues, such as happiness, fear, anger, and confusion.

Script-writer

- Write scripts and prompts that incorporate elements of drama (roles, situations, language, place, movement, character, tension, mood, and atmosphere).
- Revise scripts based on feedback from the director and actors to enhance dramatic meaning and audience engagement.



Utilising Elements of Dramatic Action and Technique

Dramatic Meaning

- Encourage students to explore and communicate the underlying messages about online safety through their performances.

Tension

- Build tension by creating scenarios where characters must make difficult decisions or face conflicts related to online safety.

Belief

- Help students fully immerse in their roles, believing in their characters' situations and emotions to deliver more authentic performances.

Audience Engagement

- Incorporate interactive elements where the audience (classmates) can ask questions or offer solutions, enhancing their involvement and understanding.

Vocal Projection & Body Language

- Clear speaking voice, appropriate volume, and expressive delivery.
- Strong and clear gestures, facing the audience, and creative actions that enhance the performance.
- A range of facial expressions that clearly convey emotions and enhance meaning.



Activity Pack

Emotions and Online Safety

Contents and Checklist



1. Activity: What's happening in the image?
2. How to develop a skit
3. Review class skits
4. Exit pass

☐
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What is happening in this image?

I'm feeling:

Because:

We are feeling:

Because:





What is happening in this image?

We are feeling:

Because:

I'm feeling:

Because:



I'm feeling:

Because:

I'm feeling:

Because:

What is happening in this image?





Activity Pack

Emotions and Online Safety

Instructions: Develop a Skit

Write and perform a 5-minute skit based on an issue raised in the last activity.

Include the following:

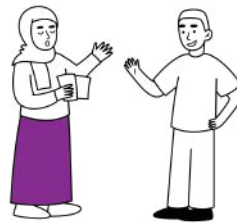
- Two (or more) characters. ☐
- A problem caused by someone using technology. ☐
- A positive solution to the problem. ☐



What else should we include?



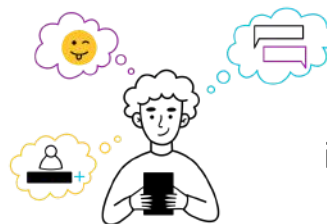
A believable situation that includes technology.



Characters that we can clearly identify. They might have a backstory and show emotions.



Performances that use our voice, body, and facial expressions.



A solution to the conflict or problem in the story. It should have a clear ending.



While you are watching the performances, choose at least one group to review using the following criteria. Continue on a separate sheet of paper to review more than one.

Group:

Situation:				Give one reason explaining your rating. _____ _____ _____
Performance:				
Character:				
Solution:				

How could the problem in the skit be resolved differently?

Exit Pass

In this lesson, our intention was to:

- Understand that using technology can affect our emotions.
- Describe ways that we can manage our emotions when using technology.

In future, how do you think using technology could affect your feelings?

What is one tip you will use to manage your feelings when using technology?

