Resources for SEND

Helping neurodiverse young people manage strong emotions online

Guide for Educators

This resource accompanies the '**Helping neurodiverse young people manage strong emotions online**' film.

It provides a lesson plan and supporting resources for educators to explore how situations that elicit strong emotional responses can affect neurodiverse young people and their decision making online. The lesson is suitable for most learners **aged 7 onwards**.

Note: This lesson provides some suggested strategies for use with neurodiverse young people. Depending on the needs of your learners, you may wish to adapt the lesson plan or supporting resources, or use different examples to the one provided in the lesson.

Time:	50 minutes
Learning outcomes:	I will be able to… • Identify situations that might make me feel strong emotions. • Consider responses to help me manage my emotions. • Identify which responses might improve a situation that I feel strongly about.

Resources:	Appendix 1 - Emotion cards (one set per learner) Appendix 2a - Discord chat (one per pair/small group) Appendix 2b - TikTok comments (one per pair/small group) Appendix 3 - Pathway sheet (one per learner) Appendix 4 - Choice cards (one per learner or to display)

Starter (10 mins)

Explain to learners that this lesson is about online situations that make us feel strong emotions and how it is important to consider a range of options before acting. The lesson will also explore how we feel about online situations can affect the choices we make.

Organise learners into pairs and provide each pair with a set of emotion cards from **Appendix 1** (happy, excited, sad, angry, confused, scared, frustrated, worried, lonely, 'a different emotion').

Ask learners to listen to the following scenarios and hold up a card to reflect the emotion it would make them feel in those circumstances. After each scenario, provide brief feedback (e.g. 'I see that this would make lots of you angry', etc.) and invite any learners who used the 'a different emotion' card to explain what they would feel and why.

What does it make you feel when someone…

- ? …agrees with you online?
- ? …makes a positive comment about you?
- ? …makes a negative comment about you?
- ? …says something bad about your friend?
- ? …helps you online?
- ? …says something about you that is untrue?
- ? …posts/shares something that is against the rules?
- ? …takes a photo of you without asking?

After discussing the scenarios, ask learners to place their cards in a pile. These cards will be used as part of the main activity.

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Activity (30 mins)

Explain to learners that they will be looking at a situation that can happen online and will consider what it makes them feel, what they might do/say as a result and what might happen next. As a group, learners will be guided through different responses to consider which might lead to positive outcomes (for themselves and/or others) and which may lead to more negative outcomes.

Provide each pair of learners with a copy of either the Discord chat example (**Appendix 2a**) or the TikTok comments example (**Appendix 2b**), depending on which format would be more familiar to them. Provide each learner with a copy of the pathway sheet (**Appendix 3**).

Explain to learners that you have printed a screenshot of something online, and then show them either the Discord chat or TikTok comments example. Depending on group size and organisation, you may wish to print or display a large copy of the example to discuss with the group. To aid learners in processing the information shown in the example, you may also wish to cover up different sections and reveal them one at a time as you discuss what they show.

Ask learners what they think this example depicts and where they might see it online. Explain each section of the example with learners (SuperPro13 is the username of their best friend, RoyaleKing08 is another user in this online space) and how one user is saying unkind things to your friend.

Note: For clarification - on the Discord chat example, 'ggez' = 'Good game, that was too easy!' and 'kick' = blocking or removing another user from the chat channel.

Ask learners to imagine that they see this conversation amongst their friends and to consider what it would make them feel. Using the emotion cards, learners should select one or more emotions and place the card(s) in the first space on their pathway worksheet.

Ask learners to share their selected emotions and encourage them to provide a brief explanation as to why they might feel that way.

As a group, ask learners **'How does this get you going/how does it affect you?'** (based solely on what they can see in the scenario).

Learners should indicate their preference on a scale of 0-10. This could be done by pointing to a visual scale with marked numbers or by using their hands to indicate their preference – holding their hand out high against their body to indicate a higher number (8-10), midway to indicate 4-7, or low to indicate a lower number (0-3).

Acknowledge learners' responses and explain that they must now decide what they would do or say next.

Show the possible options on the choice cards (**Appendix 4**):

- I say something straight away in the chat.
- I do something to help me calm down.
- I decide to ignore the conversation.
- Something else.

Ask learners to talk in pairs to discuss which response they would choose and why. They should place a choice card or write their response into the middle space on their pathway worksheet.

Before considering what might happen next, ask learners to look again at their emotion cards. They should sort these cards into two sets – 'emotions that will make things better' and 'emotions that will make things worse'. Ask learners to consider their chosen emotion and which set it belongs to. If it sits in a set that 'makes things worse', ask them to look again at their chosen response and to consider changing or revising it before moving on.

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When learners have completed this task, ask them to look again at their chosen response and then consider what might happen next. They should record any ideas they have in the final space on their pathway sheet. Encourage learners to record multiple outcomes if they are able to.

For example, for 'I do something to help me calm down', a learner might consider some of the following:

- I take some deep breaths until I feel better.
- I use a way I know to calm myself down.
- I ask an adult to help me calm down.
- I play a game/use another app to help distract me and allow me to calm down.
- I try to calm down but I still don't feel calm.

Use the responses to guide a discussion around what learners decided to do, and what they think may happen next. Ask learners to explain their thinking and ask them to decide if their pathway leads to a positive outcome, a negative outcome or if they are unsure – for some choices, it may be impossible to discern if the end outcome will be positive/negative; further actions might need to happen first!

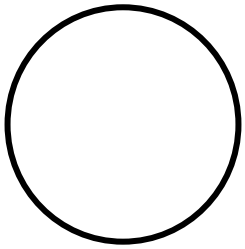
As part of the discussion, it is useful to include the following advice:

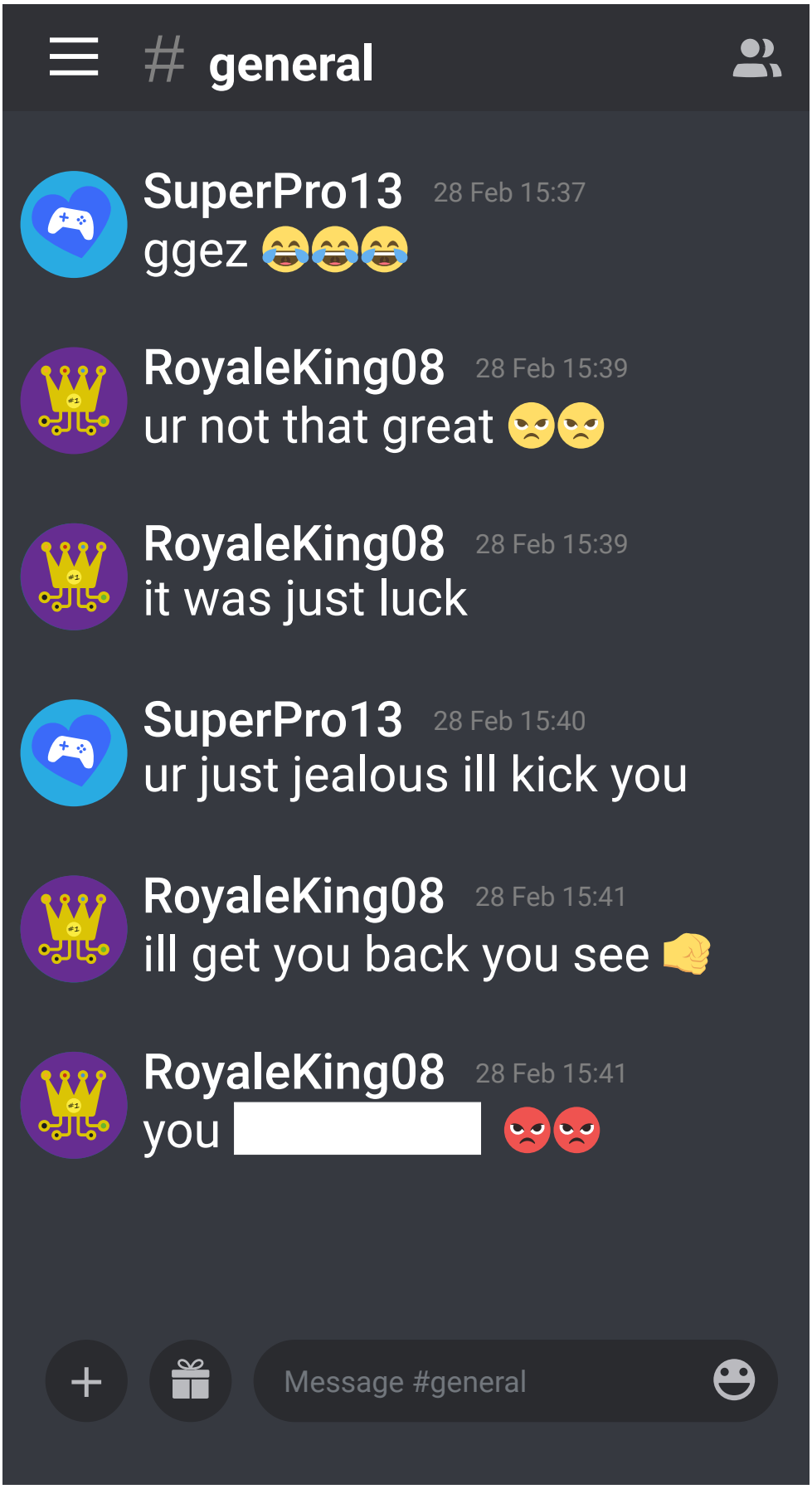
- People may say or do things online that make us feel strong emotions – they may do this to get us to show a strong reaction.
- Making decisions online while feeling strong emotions can often cause problems.
- Using strategies to calm down before making decisions can help us do things to keep ourselves and others safe.
- Treating other online users badly is not acceptable behaviour.
- Many games and apps have tools to help deal with unacceptable behaviour (block, mute, report, etc.).
- Trusted adults can help discuss online situations that might leave you feeling worse rather than better.

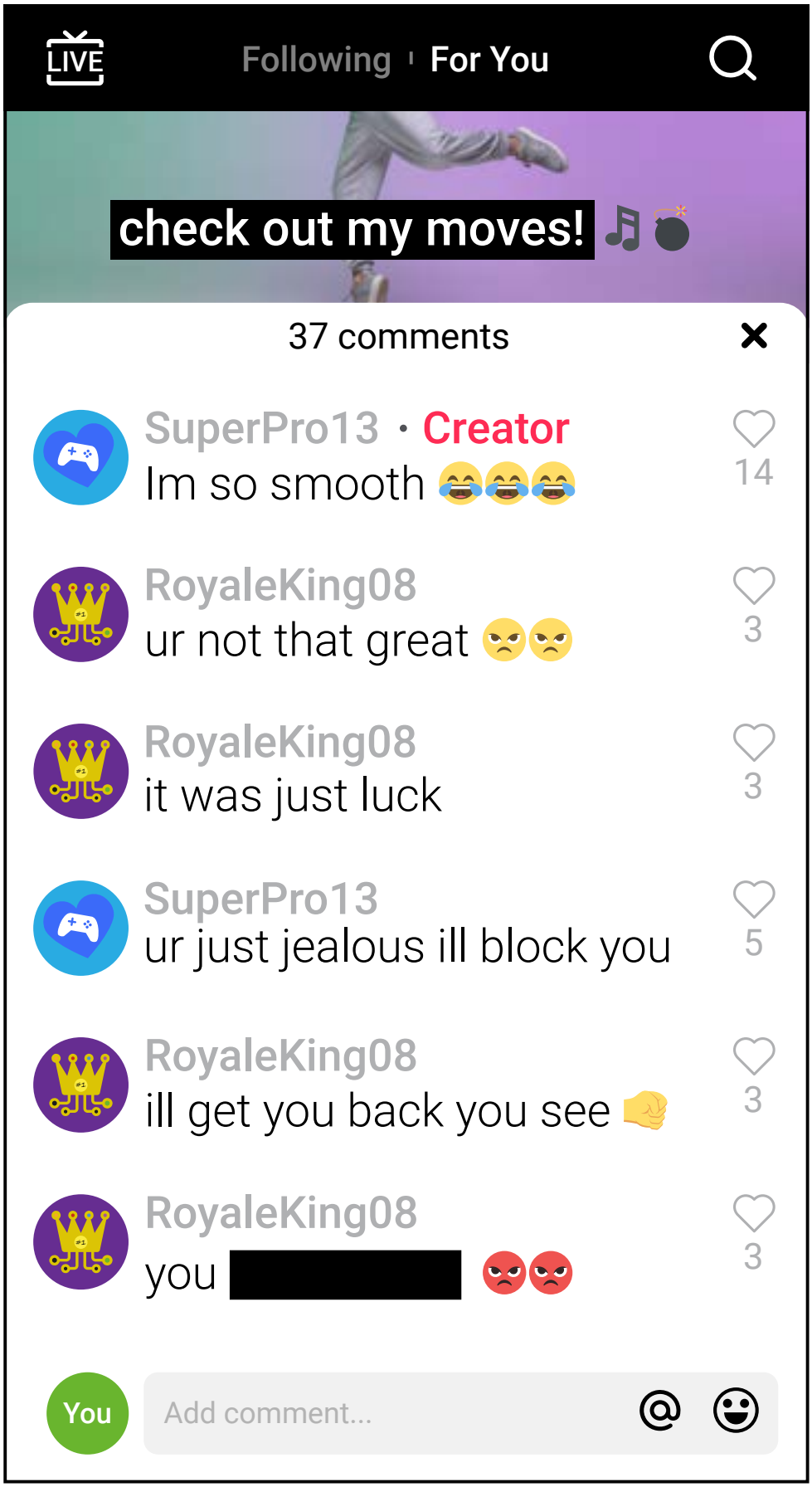
Plenary (10 mins)

Based on the discussion, ask learners to think of a 'top tip' or something they have learned on for how to deal with this situation positively. Encourage them to consider strategies that involve actively seeking different viewpoints (such as reading additional reviews/comments or asking someone else for their advice or opinion).

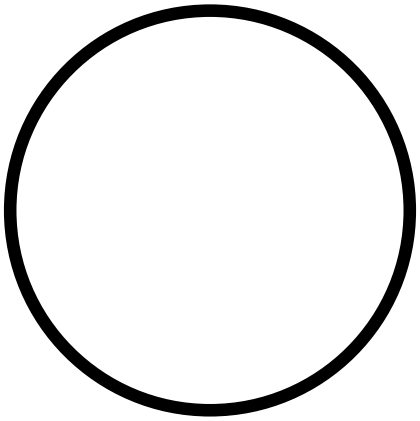
You may wish to capture learners' top tips in different ways - they could be written or drawn, recorded as audio or video, or captured in another format that would make them accessible to learners in the future.

happy	sad	excited
scared	frustrated	worried
angry	confused	lonely
 a different emotion		

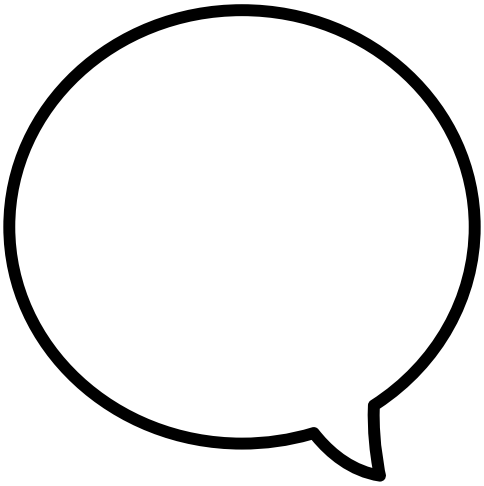

general
SuperPro13 28 Feb 15:37
ggez 😂😂😂
RoyaleKing08 28 Feb 15:39
ur not that great 😠😠
RoyaleKing08 28 Feb 15:39
it was just luck
SuperPro13 28 Feb 15:40
ur just jealous ill kick you
RoyaleKing08 28 Feb 15:41
ill get you back you see 👊
RoyaleKing08 28 Feb 15:41
you [redacted] 😡😡
Message #general


LIVE
Following | For You
check out my moves!
37 comments
SuperPro13 • Creator
Im so smooth
14
RoyaleKing08
ur not that great
3
RoyaleKing08
it was just luck
3
SuperPro13
ur just jealous ill block you
5
RoyaleKing08
ill get you back you see
3
RoyaleKing08
you [redacted]
3
You
Add comment...

You feel...



You say/do...



What might happen next

I say something straight away in the chat

I do something to help me calm down

I decide to ignore the conversation

Something else