

# TAKING CONTROL



**Subject:** Taking Control

**Topic:** Managing Myself

**Year level:** 8

**Lesson duration:** 60 minutes

**Materials / equipment:**

- Students using individual laptops with headphones
- Access to a data projector to play clip/s or to project the infographic
- Activity Sheets: 'Emotions and their impact on our decisions' and 'What now?'
- Taking Control infographic
- Butchers' paper
- Cyber Savvy student website (Taking Control) [http://cybersavvy.com.au/mod4\\_taking\\_control/](http://cybersavvy.com.au/mod4_taking_control/)

**Lesson objectives:**

At the completion of this activity students will have explored the impact of emotions on decision making in an online context, and they will have brainstormed the benefits of technology and considered ways of making online spaces positive places. Reminder: Consider how many students have downloaded the app and encourage them to use it.

Content	Time
<p>Discuss the 'take home activity' if students were asked to complete it.</p> <p>1. Teacher to deliver introduction by briefly describing statistics around the impact of emotions on decision making (using infographic). What impacts on the decisions we make in an online context? How does mood impact on the decisions we make? Show clip Exposed – story of a girl who posted content she now regrets: 10 mins – <a href="https://www.youtube.com/watch?v=4ovR3FF_6us">https://www.youtube.com/watch?v=4ovR3FF_6us</a> (This is an external website/ YouTube link which may contain advertising content that is not appropriate for students. Check the link before showing to students.)</p> <p>Remind students that the 'Image Up' app contains support services for young people.</p>	15 mins
<p>2. Brainstorm the emotions that influenced the decisions made by the character in the 'Exposed' clip you just watched. What other emotions can influence our decisions?</p> <p>3. Discuss the influence of emotions (anger, fear, excitement etc) when responding – discuss an online situation that might result in a feeling of anger and a possible negative response (the 'Emotions and their impact on our decisions' activity sheet might assist with this).</p> <p>4. Discuss the influence our past experiences have on making decisions about future decisions (something in the past happened like this, therefore I predict it will be the same in the future) – discuss a situation where past actions online (positive or negative) have influenced your decision to post or not post images.</p> <p>5. Discuss what is socially 'approved' and socially 'scorned' online? – discuss how seeking approval of others can influence decisions made about online behaviour.</p>	15 mins

# TAKING CONTROL



## 6. What now?

Divide the class into groups of approximately six students and provide each group with a 'What now?' activity sheet to refer to. Ask each group to nominate an envoy who is the person in each group whose birthday is closest to the day you teach this lesson. Encourage each group to think of an online event that they have heard about or seen that included one of the issues listed below. Allocate one of the issues to each group and give each envoy a piece of butchers' paper to record their groups' (and other groups' ideas). Ask each group to brainstorm in approximately 3-4 minutes as many examples of actions they would take to deal with how they are feeling in the moment, what they would do immediately, and then what actions they would take in the longer term to deal positively with these situations. Ask the envoys to move to two other groups (taking their group's ideas) for a few minutes to share their list of ideas and to add more actions to the list.

### Issues for discussion

Group 1: *Stolen identity* – you have just discovered that someone has stolen your password and is sending negative messages to people you know, pretending to be you.

Group 2: *Tampering with a pic* – you have just discovered that someone has taken a picture of you without your permission to badly embarrass you and one of your friends, and has posted it on their Instagram site for all their followers to see.

Group 3: *Slam book* – you have just discovered that a blog has been created by someone (but you can't work out who) that is encouraging people to post negative pictures about you. Five pictures have already been loaded.

Group 4: *Unauthorised sale of your pic* – you have just discovered that someone has taken one of your pictures from Snapchat and sold it to someone without your knowledge or permission.

Group 5: *Illegal* – you have just discovered that someone has taken one of your pictures and changed it so that it is now an illegal image and sent it on to others claiming it was you who sent it to them.

Group 6: *Stalker* – you have just discovered that a random has used the geotagging and other information in images you have posted online to make contact with you by phone. They have told you that they plan to stop by one night to meet you at your home in person. They know a lot about you including all your family members' and closest friend's names, where you live, what school you go to and where you are playing sports on the weekend.

Group 7: *Search engine* – you have just discovered after doing a search online that someone has stolen your identity and posted unauthorised pictures and videos of you in sites that encourage strangers to meet up. They have provided your address and mobile number and now you are getting some weird calls and messages from people who want to meet you.

5 mins  
to explain

20 mins

# TAKING CONTROL



7. **Reflection:** Ask students to reflect on the situations described and consider which one or more of the seven situations could happen to them and what they would do to prevent this from occurring.

5 mins



**Take home activity (Optional):**

Discuss with your family what tricks and tips they have for taking control of their brain (emotions) – for example, actions they take to regain control when they feel angry or sad.

**Here's a trick to try** – if you are feeling really upset and are worried you might cry, tickle the top of your mouth with your tongue – give it a go! Similarly, if you are feeling really angry go for a walk and listen to some calming music.

**Additional resources**

*\*Please note that these are external websites/YouTube links which may contain advertising content that is not appropriate for students. Make sure to check all links before showing to students.*

**Website**

**Explanation**

[https://www.youtube.com/watch?v=4ovR3FF\\_6us](https://www.youtube.com/watch?v=4ovR3FF_6us)

Exposed – story of a girl who posted content she now regrets

[http://kidshealth.org/teen/your\\_mind/best\\_self/emotional-awareness.html](http://kidshealth.org/teen/your_mind/best_self/emotional-awareness.html)

Kids Health website – emotional intelligence



## Student Activity Sheet:

# EMOTIONS AND THEIR IMPACT ON OUR DECISIONS

Brainstorm a list of emotions that might impact on the decisions you make:

Eight dotted circles arranged in two rows of four. The top row has four circles, and the bottom row has four circles. These circles are intended for students to write down emotions that might impact their decisions.

Sometimes understanding your emotions can help you control your responses. Here are some tips on how to be more emotionally aware:

### 1. Recognise when you are feeling emotional and name the emotion you are experiencing.

- For example, if someone has posted something online about you that is upsetting, recognise you may be feeling angry, hurt or sad and understand that these emotions might make you respond in a way you may later regret.

### 2. Focus on one emotion at a time.

- If you know you have been feeling sad or angry a lot lately then track that emotion for a day, recognise when you are feeling that way and experiment with different strategies to try to shake off the feeling. Some people like journaling to help them overcome emotions, others rate their emotions out of 10 so they can understand how much control their emotions might be having on how they respond to situations.

### 3. Learn the names of more emotions.

- Write a list of how many emotions you can name. Researchers have found being emotionally aware helps us better manage our emotions. Google 'emotions' and see if you can learn the name of a few more emotions that you might experience.

### 4. Try journaling.

- For some people this really is the key to overcoming being controlled by your emotions. Write down how you feel, how that makes you want to act, why this might or might not be such a great idea and how you could work on not being so effected by your emotions.

Discuss in your group how this might help you respond to pressure regarding posting inappropriate content online.

# TAKING CONTROL



## Student Activity Sheet:

### WHAT NOW?

In your allocated groups brainstorm as many examples of:

- How you would feel *immediately* after this situation happened
- What actions you would take *immediately* following this situation
- What other steps you would take *over time* to deal positively with this situation

## ISSUES FOR DISCUSSION

### Group 1: Stolen identity

You have just discovered that someone has stolen your password and is sending negative messages to people you know, pretending to be you.

### Group 2: Tampering with a pic

You have just discovered that someone has taken a picture of you without your permission to badly embarrass you and one of your friends, and has posted it on their Instagram site for all their followers to see.

### Group 3: Slam book

You have just discovered that a blog has been created by someone (but you can't work out who) that is encouraging people to post negative pictures about you. Five pictures have already been loaded.

### Group 5: Illegal

You have just discovered that someone has taken one of your pictures and changed it so that it is now an illegal image and sent it on to others claiming it was you who sent it to them.

### Group 4: Unauthorised sale of your pic

You have just discovered that someone has taken one of your pictures from Snapchat and sold it to someone without your knowledge or permission.

### Group 7: Tampering with a pic

You have just discovered after doing a search online that someone has stolen your identity and posted unauthorised pictures and videos of you in sites that encourage strangers to meet up. They have provided your address and mobile number and now you are getting some weird calls and messages from people who want to meet you.

### Group 6: Stalker

You have just discovered that a random has used the geotagging and other information in images you have posted online to make contact with you by phone. They have told you that they plan to stop by one night to meet you at your home in person. They know a lot about you including all your family members' and closest friend's names, where you live, what school you go to and where you are playing sports on the weekend.