



Activity: How do I feel when...

A key role we play in pre-school is supporting the social and emotional learning and development of the children in our class. Supporting children to connect with their feelings and the experience they have when on the internet is an important skill in setting up help-seeking behaviour. For example, knowing what it feels like to be scared or worried when using a screen is the first step in identifying we need to talk to a trusted adult. Our main objective in this exercise is to connect children with their feelings when they are using technology.

Readiness

Children are ready for this activity when they are comfortable with identifying and sharing their feelings and have a familiarity with emojis. You could provide them with opportunities to talk about their feelings through your usual social/emotional activities, and then extend this to discuss what could make them feel happy/sad/angry when they play online.

Other Playing IT Safe activities to further explore theirs and others' feelings when using digital devices include:

- Guess who

Description

This activity is about helping children to identify how they feel, specifically when they use technology. A key step in being able to seek help, moderate use and be safe is identifying negative experiences or feelings. Our intention is to do this using emojis as a tool.

- Set up an old computer (a laptop works well), or create one out of cardboard or other materials and set it up in an appropriate area of your play space. You will need enough room to have printouts of images and emojis on either side.
- Take the images and emojis that you have printed out (available in 'Downloads') and place them next to the computer.
- Explain to children that when they sit down they, or an educator, can choose one of the games/experiences on the internet and they can stick that on the front of the blank screen.
- Children are then asked to choose one of the emojis to represent how they feel.
- The activity is open-ended in that children can use as many images/emojis as they like.
- It works best when an educator sits with the child and asks them questions and supports reflection on the images – then asking how it makes them feel.
- Further scaffolding is to ask, "If you feel like that, what would you do?"



Resources required

- An old computer or laptop (or a cardboard version).
- Images to represent activities the internet (supply your own that match the experiences children in your class have shared).
- Cut-outs of emojis (available for download).

Purposefully-framed play

We have specifically created an experience where children will reflect on their feelings and communicate them. This activity can be undertaken by a child alone, but requires an educator or co-educator to engage during and after to ask prompting questions and develop an understanding of the child's feelings or experiences. The below prompts are important because children benefit from a moment of self-reflection on the experience to consider how they feel.

Prompts

- Do you know what this is?
- How do you play this? What happens here?
- How do you feel when you are doing this?
- Are there any other feelings you have?
- If you feel that way, what do you do?
- What else could you do?

Learning statement

The [child/ren name] demonstrated an ability to self-reflect on an experience of using technology in conversation with an educator. They have identified that they have different emotional responses and experiences when using different technology, websites and games. With support, they have identified strategies for what they can do if the experience is negative or overwhelming.

Alignment

Outcome 1:

Children have a strong sense of identity

Children learn to interact in relation to others with care, empathy and respect

- Talk about how others' use of technology impacts on them or makes them feel.
- Recognise that technology can be used to talk with and communicate with others.
- Understand that the way we talk and communicate with technology is the same as the way we do it face to face.

