



Teacher Manual: Computer UThink

This manual has been written to enable teachers to use Computer UThink in an educational setting. It will guide you through the programme, highlighting the aims of each activity. Computer UThink includes four modules, with several activities within each. Each module represents a specific area of emotional intelligence development.

We would recommend that a teacher is present when the pupils work through the computer activities. This could be on a one to one or as a whole class exercise. This set of activities was designed so that discussion topics will emerge which the young person can talk about. Before a teacher decides to run this programme, time spent familiarising themselves with its contents and delivery is important as this will highlight the points as which discussion with the pupil(s) might take place.

When delivering the programme, whether on a one to one basis, or as a group activity, it is important to observe and gauge pupils' performance, as it may be that some pupils require more help than others.

Note that throughout this programme ten core emotions will be covered. They are happy, sad, mad, scared, love, proud, guilt, jealousy, nervous/anxious and lonely. Pupils will: (1) begin to understand and label these emotions and learn how to detect them in themselves and others (module 1); (2) learn how one emotion can lead to another, and how behaviour is linked to emotions in oneself and others (module 2); (3) learn that we often mask/hide emotions from others (module 3); (4) learn that there are consequences to our emotional responses (module 4); and learn how to manage their emotions (module 4).

All activities can be found at: www.u-think.org.uk

MODULE 1: Recognising Emotions

This module looks at pupils' awareness of their feelings as well as other people's feelings. It looks at how accurate they are in seeing what other people are feeling. Seeing emotions in others involves paying attention to emotional signals in facial expressions, and tone of voice.

The games included in this section will enable pupils to practice their ability to label emotions, increase awareness of their own and others emotions and expressing emotions appropriately.

Activity 1.1: This activity is called the 'Emotion Machine'. It offers a nice introduction to the concept of emotions and how facial expressions change depending on the emotion being experienced. Pupils can observe the subtle face changes that occur when emotions are expressed, for both male and female characters, and can go through the stages of change step by step due to the nature of the activity.

Activity 1.2: This is a matching game where the cards are face down. Pupils are asked to turn over two at a time with an aim to match two cards with the same facial expression. Whilst they are playing the game, the teacher could add to the learning experience by beginning to help the child to identify the emotions on the faces. This exercise is easier on a one to one basis but also could be facilitated by having children work in teams at a computer.

Activity 1.3: The aim of this game is to match a facial expression with its corresponding emotion word. This allows pupils to practice the ability to recognise different emotions, which are portrayed by facial expressions, as well as to learn the appropriate written label.

Activity 1.4: This game uses actual pictures of a person expressing the ten core emotions. The aim is to match the emotion word with the picture. Again this game can stimulate discussion between teacher and pupils. You will want to discuss how we recognise emotions in others and how emotions are expressed.

Activity 1.5: This game uses verbal statements to convey emotions. The aim is to match the expression with the facial expression. You may wish to discuss with pupils how words that are spoken can convey emotion. Also talk to pupils about how the same words said in a different tone can convey different meanings could be discussed.

MODULE 2: Facilitating Thought

This module looks at how well pupils can take on board their feelings to be able to think about how best to behave in situations. Emotions can change the way we think about things depending on how we are feeling. These changes make us see things from other points of view.

Activity 2.1 A The character is accused of starting a fight at school. They were not involved in this recent fight, but they have been in trouble in the past for fighting. The aim here is to (1) understand how past behaviour can have an impact on how people react to you now; and (2) understand things from other people's points of view.

Activity 2.1 B This exercise is one where two people have been ripping off wing mirrors from cars. Pupils have to label each character's emotions and say how the characters would be feeling depending on the situation. You will want to ask pupils (1) what is going on in the situation; and (2) why.

Activity 2.1 C This exercise demonstrates a scenario where a young boy is being grounded by his mother, yet the boy really wants to go out with his friends. His mother does not approve of the group of friends with which he associates. Pupils for this example have to again understand what is going on in the situation, and label the emotions of the characters. You will want to ask the pupils (1) why the situation has unfolded as it has; and (2) why they are both feeling the way they do.

Activity 2.2 In this exercise, pupils are initially asked to choose a gender. Once they have done this, a face will appear in the middle of the screen with various emotions around the face. The aim of this game is for pupils to listen to the statement that is spoken and to click on the emotion that the voice is portraying. It would be helpful to have a discussion with pupils about how tone of voice can really give away feelings. You may want to ask pupils if they have had any experience of this in their own lives.

Activity 2.3A The aim of this exercise is to get pupils to understand that our actions affect others. The scenario involves a group of friends who are hanging around outside a shop. One group member tries to get another member to go into the shop and take something without paying. The shopkeeper comes out and tells them all off, believing it was that same group who have stolen in the past. You will want to ask pupils (1) what emotions are going on for all in the situation; and (2) why are they experiencing the emotions that they are.

Discussion Point:

Pupils are then prompted by the computer to describe (a) how one of the characters mother's would feel having found out of her son's desire to steal; and (b) how the boy's teacher would feel about him stealing. Whatever pupils say, you will want to have a discussion, either on a one to one or as a group, to get several different viewpoints of what pupils feel about the situation. Try to elicit the most appropriate answers from pupils.

Activity 2.3 B The scenario involves a character talking to a group of friends in his house. His mum is there also. The character tells his friends something another friend has told him in confidence.

Discussion Point: Trust

If someone swears you to secrecy we should respect that, there are times when we need to tell someone but this is not one of them. Talking about others can be cruel, when they have asked you not to tell others. Ask pupils to think how they would feel if it was them that was being talked about. Also, ask pupils to consider whether this is what one would expect from a friend, and that in future, friends may not confide in some-one they know will tell others their secrets or worries.

Discussion Point: Sexuality

When you are a teenager worries about your sexuality can be deeply felt. People can be cruel so a person confused about their sexuality may fear bullying. Explain to pupils that before they say something like what was said in the scenario, they must think of the consequences: so, how would they feel if they were told that a friend was telling others their secrets or worries? Likely, it would disappoint them.

Activity 2.3 C This scenario involves characters at school. They have just picked up their exam results, and they have done really well. Their friend, Leon, looked really sad; so they are talking about why he might be so sad, and suspect that he has not done well at his exams.

Discussion Point: Being perceptive of others

This is an example of how important it is to be perceptive to others' feelings. Sometimes we can forget about others' feelings when we have achieved something: we forgot that other people may not have done as well as us. This is an important part of friendship and a friend will really appreciate the support. Explain to the pupils that it may be them one day wanting support from a friend when things are not going well.

MODULE 3: Understanding Emotions

This module explores pupils' ability to label emotions and know what emotions they feel. Understanding why you feel different emotions is really important and knowing how your emotions can change over time is important when dealing with other people.

Activity 3.1. The point of this game is to help pupils understand that some situations we find ourselves in make us feel a certain way and that sometimes we express explicitly how we are feeling. At other times we do not show how we are really feeling.

For the first five exercises in this game, the characters are openly expressing what they are feeling, and you can see it in their facial expression. The aim therefore, is for pupils to choose from a list of emotions, the emotion that can be seen on the character's face.

The situations that are shown are as follows:

- a. Watching TV (emotions are mad and happy respectively)
- b. Making lunch (correct emotion in this example is mad)
- c. I like her (the correct emotions are jealous, love, happy respectively)
- d. Bus stop (the correct emotions are sad, happy, guilt, and happy respectively)
- e. Award (the correct emotions are proud, happy and proud respectively)

It is also important to get the young person thinking about their interactions with others, as not only may the young person not be expressing their real feelings, but others they talk to may also be hiding their real feelings and it is good for us to at least be aware of the possibility.

Activity 3.1.1. The second set of exercises in this game include scenarios where the person(s) involved are not showing how they are feeling.. It is important to try and get the pupils in your class to think that it is ok to hide real feelings in certain circumstances (get the young person to come up with examples after they have done the exercises where it is best to not show what you are really feeling).

The situations included in this game are:

- a. Exam (the correct emotions are nervous, scared and proud respectively)

Discussion point:

Why might the character who is really scared or nervous be smiling when he knows he has an exam to do that he does not feel ready for?

- b. Poking (correct emotions are mad and happy respectively)

Discussion point:

In this example, the real emotion is mad for the boy who is being hit by the ruler, but he is putting on a happy face- ask the pupil why this might be the case (possibilities include embarrassment and fear).

- c. Threatened (the emotion the boy is really feeling is scared)

Discussion point:

Ask the pupil why someone who is being threatened might come across as aggressive and loud, when really they feel scared?

- d. Stealing (the real emotions that are being experienced are guilt, mad and scared respectively)

Discussion point:

Ask the pupil why someone might try to hide their real emotions of guilt, madness and fear when they have been caught stealing? Why might someone put on a happy face rather than admit their real true feelings?

INTRODUCE THIS NEXT SCENARIO AS FOLLOWS:

In this scenario, there are two people masking their emotions as it is not always the case that just one person in a group masks their emotions.

- e. X-Box 360 (the real emotions that are being felt and not expressed are guilt on the mother's behalf and jealousy from the boy)

Discussion point:

Why might the mother be feeling guilty inside? What could that be about?

Why do people show different emotions to what they are really feeling?

Activity 3.2. This game looks at how certain situations trigger certain emotions more than others. The pupils will be shown a series of scenarios on the computer and they have to rate how much each one triggers certain emotions in them. Follow the activity with a discussion about what emotions are triggered and why, and what they normally do in situations such as those being demonstrated on the computer. Ask them how successful each response was in terms of how it made them feel and behave.

Activity 3.3. These games are all about consequences of emotions. Pupils must look at the situations that come up on the screen and decide which of two options is the most appropriate. When pupils have chosen a response, ask them why they have chosen a particular response.

Wait to see how the pupils' response unfolds on the screen. If the pupils have chosen the most appropriate response this will be acknowledged on the screen –

praise and reward for this and ask them why they think it is the most appropriate response?

The exercises in this game are as follows:

- a. Argument with a friend. Option 2 is the most appropriate answer for this exercise. However it is important to discuss that both options are appropriate as you can sort out a problem in a calm manner as it arises or if you do feel too emotional, you can walk away, as long as you then go back and resolve the issue.

If pupils choose option 1, ask them (1) why they have chosen that option and (2) how helpful they think it was in terms of sorting out the problem and the feelings they would experience as a result. Ask pupils to think of a time when they decided to walk away from a situation, and ask them how helpful it was.

- b. Argument with family. Option 2 is the most appropriate answer; within option 2, there are a further two choices, which are 'yes' or 'no'. Both options are positive as people often feel they cannot tell their family members everything, but to be mature about it and to say you need time to think and then go back later is a perfectly normal thing to do.

Before discussing this with pupils ask them which answer they think is the most appropriate and then see how this unfolds on the computer programme. If they have chosen the correct option 2 have a discussion about honesty – and how being honest is probably the best thing to do as it gets the problem out into the open and as a result can be sorted out.

If they choose option 1, ask them why they have chosen this response. See what happens on the screen and ask pupils how helpful it was in sorting out the issue and as a result, how the boy ended up feeling. Ask the young person how else the problem could have been overcome.

Module 4: Managing Emotions

This module concerns the ability to manage and cope with our own emotions when needed. It also looks at how well pupils can work with their feelings so that they do not act on your emotions without thinking about them first.

Pupils are shown a series of scenarios. They have to choose the response that will maintain a good mood for the character. This is all about getting pupils to think about how they can alter their emotions so that they can overcome negative moods and replace them with more positive ones.

Activity 4.1: Playing football

Pupils are asked which behaviour (pupils will get a choice of three behaviours to choose from) is best at maintaining the characters good mood after scoring in a football match- the most appropriate response for this exercise is option 2.

Ask the pupils ‘what action is best at keeping up the good feelings that the boy is feeling?’ – get them to click on the response they have chosen. If they have chosen the best answer, the boy will jump up and down on the screen and will prompt the character to find out why it was the best choice.

If they choose a response that is not the best way to maintain a positive mood (answers 1 and 3) the character will prompt pupils and ask ‘why have you chosen that response, talk to caseworker’

Discussion:

Ask pupils why they have chosen the options they have. Ask if pupils have ever been in situations where they have felt good and ask what they have done about the boy’s good feelings. How did they keep them going if they did?

Activity 4.1.B: Good Score

Ask pupils which action will help Lilly continue to feel confident. When they have chosen their responses, ask them why they have chosen this. Get them to see how their response results on the screen. If they choose the correct response, Lilly will wink and tell pupils to ‘click me to find out why’. Ask the young person what they think about Lilly’s answer and how much they agree/disagree with Lilly’s reason.

If pupils choose the incorrect response, Lilly will shake her head and ask ‘why have you chosen this response, talk to your caseworker/teacher’. This is an opportunity for you to get pupils’ discussing why they chose that particular answer, how appropriate it is and their experiences of acting the same way as the situation.

Get pupils to look at Lilly’s decision and why she chose that, again, asking what pupils think of Lilly’s answer.

Activity 4.1 C: New friends (see notes above) – option 1 is the correct option in this game

Activity 4.1 d: Attendance – option 3 is the correct option in this game

Activity 4.1.e: Handsome – option 1 is the correct option here

Activity 4.1.f: Help a younger boy – option 3 is the correct option

Activity 4.2: This section of UThink looks all how we can control our emotions.

4.2.A: Antagonised

In this game, pupils are given situations and have to decide that if it were themselves in the situation, what they would do when given a choice of two behavioural responses (option 2 is the correct response)

Discussion Point:

Have a discussion with pupils about how there are probably many different responses to the situations that will be shown but emphasise that it is important to choose a behavioural response that is not bad, will help relieve their negative emotions and will serve to reduce tension.

4.2.B: Accused

Get pupils to watch the clip and to choose the best response to help them calm down. You will want to ask why and how it would help (option 2 is the correct response)

4.2.C: Stolen

See notes above (option 1 is the correct response)

4.2. D: Football

See notes above (option 1 is the correct response)

4.2 E: Help

Option 1 is the correct response

4.2.F: Upset (option 2 is the correct response).

Activity 4.2.1. In the situation, pupils are to listen to the situation on the computer. They then have to decide how to calm the situation down using the 6 possible options provided.

The purpose of the game is to show pupils that even though they may react in a calm way, the person they are talking to may not necessarily react in such a calm manner back, and it is important to get pupils to realise this.

In the game, pupils control the character, Jamie, who is responding to the other character David. Pupils have to choose one of the 6 actions on the left hand side of the screen so that the temperature gauge for each characters goes down to 0. Make sure this is a collaborative exercise and that you are finding out why pupils have chosen the action they have, and how each action they choose will help to decrease the temperature gauge, and ultimately keep them both calm.



UThink was designed by researchers from the School of Psychology and the School of Computing, University of Central Lancashire, Preston, Lancashire in collaboration with pupils from mainstream secondary schools and pupil referral units across Lancashire. The work was supported by grants from the Esmee Fairbairn Foundation and Urban Regeneration. The software and manual are free for use in schools and Pupil Referral Units. Should you like to contact the team at UCLan to discuss evaluation work or future research projects, please contact Dr. Pamela Qualter (PQualter@uclan.ac.uk)

