

What will this task teach my child?

- Respectful Dialogue
- Emotional Regulation

### WHAT IS EMPATHY ONLINE?

Noticing others' feelings online and responding with care, clarity, and respect – even in brief messages

### WHY IS IT IMPORTANT?

Screens remove tone and facial cues, so messages are easy to misread. Digital empathy—pausing, perspective-taking, and choosing words that calm things down protects friendships, prevents dogpiling, and helps children regulate emotions before they post. When young people practise checking assumptions and clarifying intent, they feel safer to contribute, include others more readily, and resolve misunderstandings faster. These habits improve well-being in class group chats, games, and social platforms.



### TIPS



#### TIP 01

Ask yourself, "How might they feel reading this?" before you send.



#### TIP 02

Use "I" statements: "I felt left out – can we talk?"



#### TIP 03

If a message stings, pause: breathe → name the feeling → choose a response.



#### TIP 04

Clarify first: "Do you mean...?" instead of assuming the worst.



#### TIP 05

Add tone helpers (emoji/paragraphing) sparingly to reduce confusion.

### PROPOSED ACTIVITIES

Run a two-part "Empathy Online" week:

1. Daily 60-second tone-check before posting or replying.
2. One repair message if a mix-up happens ("I re-read my text – sorry it sounded sharp. I meant..."). Track wins on paper or a shared doc and celebrate specific phrases that worked.

#### Children from 10-12

**Activity:** Pick three short messages (e.g., "Fine." "Where were you?" "Nice."). Ask your child to explain how each message sounds to them. Discuss at least two possible meanings or tones (kind vs annoyed). Rewrite each one together so it clearly expresses intent (add a greeting, emotion, or question).

**Reflection:** "Which rewrite made the biggest difference? When will you use that phrasing this week?" Encourage one real-life try-out and share what happened at dinner.

#### Children from 12-14

**Activity:** E-C-H-O: A Calm Reply for Tricky Messages  
Use this 4-step guide with your child when a message sounds harsh, confusing, or upsetting:

#### Empathise

Show you understand their feelings.

"I get why that upset you."

#### Clarify

Check what they meant before jumping to conclusions.

"Just to be sure, were you upset that I didn't reply?"

#### Hypothesise the impact

Acknowledge how your words or actions might have come across.

"My short message could have sounded like I was annoyed."

#### Offer a next step

Suggest a positive way forward.

"Want to chat and sort it out?"

**Try it together:**

- Choose a real or imaginary tricky message.
- Your child writes a reactive reply (their first instinct).
- Then rewrite it using the E-C-H-O steps.
- Compare: Which reply feels calmer, kinder, clearer?

**Reflection:**

Ask your child:

- "What difference did using E-C-H-O make to the message?"
- "Which step was the easiest for you? Which felt hardest?"
- "How might the other person feel receiving the E-C-H-O reply instead of the first one?"
- "When could you use E-C-H-O in real life this week – in a chat, game, or group message?"

Encourage them to try one E-C-H-O reply during the week and share how it went at the end of the week.

### RESOURCES

[Common Sense Media](#) – Digital Citizenship for Families – Conversation starters and family tips on respectful online behaviour

[Childnet](#) – Online Relationships – Practical guidance and videos for empathy, kindness, and safe communication.

What will this task teach my child?

- Key competences:
- Community Engagement;
  - Teamwork (PERMA-Digital: Relationships)

### WHAT IS "KIND ONLINE"

Encouraging kindness and support online means noticing others, choosing respectful words, and taking small actions that uplift your digital community.

### WHY IS IT IMPORTANT?

Children spend much of their social time in digital spaces. Practising kindness online builds safer communities, reduces conflict and exclusion, and strengthens real-life friendships. It also helps children learn how their words affect others, even when messages are short or anonymous. Small supportive actions—thanking, praising, checking in—create habits that carry into school, clubs, and family life.



### TIPS



#### TIP 01

Set a simple "kind first" rule before posting or commenting.



#### TIP 02

Encourage your child to pause, reread, and tone-check messages.



#### TIP 03

Model public praise: post one genuine compliment weekly.



#### TIP 04

Create a family habit of reporting harmful content rather than replying.



#### TIP 05

Keep device-free moments for face-to-face appreciation.

### PROPOSED ACTIVITIES

DAY	Small Act of Online Kindness	Completed
Monday	Send a positive message or emoji to brighten someone's day.	<input type="checkbox"/>
Tuesday	Thank someone online for sharing something helpful or fun.	<input type="checkbox"/>
Wednesday	Give a genuine compliment on a classmate's post or achievement.	<input type="checkbox"/>
Thursday	Share a supportive resource (e.g., study tip, wellbeing link) with a friend.	<input type="checkbox"/>
Friday	Invite someone who may feel left out to join a group chat or game.	<input type="checkbox"/>
Weekend	Reflect together: Which action felt best? Who could use kindness next week?	<input type="checkbox"/>

A similar table can be created for week 2 and 3.

DAY	Small Act of Online Kindness	Completed
Monday		<input type="checkbox"/>
Tuesday		<input type="checkbox"/>
Wednesday		<input type="checkbox"/>
Thursday		<input type="checkbox"/>
Friday		<input type="checkbox"/>
Weekend	Week 2: How did we do this week? What will we continue?	<input type="checkbox"/>
	Week 3: How did our kindness influence others? What will we continue?	<input type="checkbox"/>

#### Children from 10-12

Together, brainstorm five "kind online" ideas (e.g., emoji high-fives, helpful links, welcoming new players in a game). Ask your child to pick one idea per day and try it in a safe, familiar space (class group, club chat).

**Reflection:** At dinner, ask, "Whose day do you think got brighter today? How could you tell?" If something felt awkward, discuss what might make it easier next time (e.g., shorter message, different channel).

#### Children from 12-14

Co-create a short "DM before comment" routine: if a post seems confusing or upsetting, message privately to clarify before responding publicly. Challenge your child to do three supportive actions this week (e.g., amplify a peer's achievement, invite someone into a group chat, share a respectful correction with sources).

**Reflection:** "What impact did your words have? Screenshot or describe one example and note why it worked."

#### RESOURCES

[Common Sense Media](#) - "How to Be Kind Online": Short, family-friendly guidance on digital civility.

[Childnet](#) - "Be Kind Online": Tips, videos, and conversation starters for families.

What will this task teach my child?

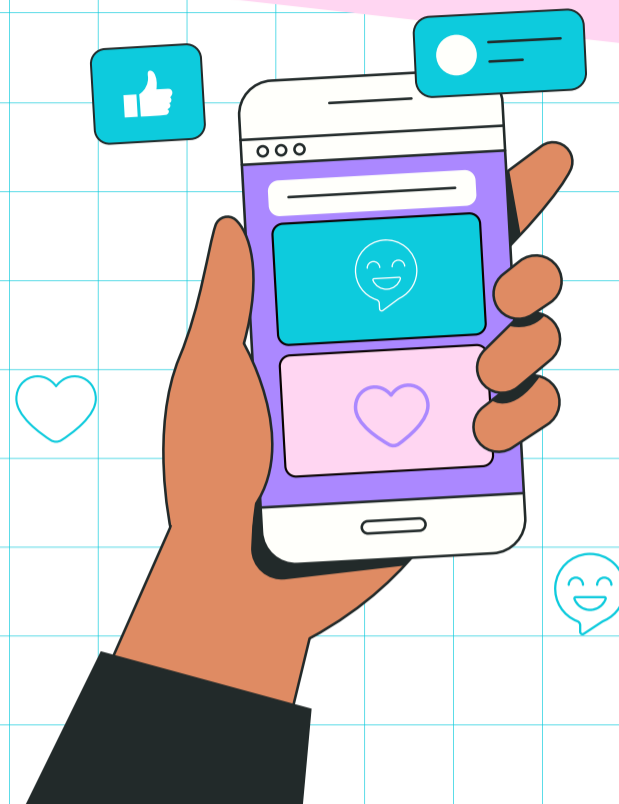
- Community Engagement;
- Conflict Resolution

### WHAT IS MAKE THE FAMILY CHAT ACTUALLY USEFUL

Using your existing family chat to coordinate plans, share needs, and settle small disagreements without long arguments.

### WHY IS IT IMPORTANT?

Families already rely on messaging for lifts, homework, and plans. A few clear habits turn that same chat into a calmer space where people ask for help, confirm details, and fix small problems quickly. Children practise giving useful information, responding on time, and wording disagreement respectfully—skills they'll use in school groups and friendships. This strengthens everyday cooperation at home and supports PERMA-Digital's "Relationships" pillar.



### TIPS



#### TIP 01

Keep one family-only chat; pin a one-line purpose ("Plans • Needs • Quick updates").



#### TIP 02

Use a simple format: When/Where/Need/Who (e.g., "Wed 16:00 / Gym / Need lift / Alex").



#### TIP 03

Reply with ✓/X or a time ("✓ 15:50 pick-up").



#### TIP 04

If a thread gets tense, pause and move to a short talk ("Let's discuss at 19:30").



#### TIP 05

End important decisions with a one-line summary to avoid rehashing.

### PROPOSED ACTIVITIES

Run a 7-day reality check using tools you already have:

1. **Pin 2 rules** at the top of the chat: format (When/Where/Need/Who) + "No late-night pings; talk at breakfast."
2. **Daily logistics post** (parent or teen): one message each evening listing next-day pickups, money/forms, and any help needed.
3. **One summary per issue**: whoever finishes a discussion posts the final plan (time/place/who).
4. **Use voice notes** (max 30s) for complex info; it prevents misread tone.
5. **Sunday 10 minutes**: open the calendar; confirm lifts/exams; delete old messages after the summary is saved.

#### Children from 10-12

Give your child one concrete job for the week: "Reminder Assistant." They send a single message each evening with Tomorrow's 3: (a) pickup time, (b) item to pack, (c) one help request. You check it together for clarity (does it have When/Where/Need/Who?).

**Reflection:** Ask, "What made people answer quickly—time, place, or clear question?" Practise improving one of their messages.

#### Children from 12-14

Teach a small-conflict script for chat misunderstandings:

- **State the fact:** "Messages crossed; I didn't see the 17:00 change."
- **Ask for the fix:** "Can we agree changes go in one final summary and that we'll notify the chat whenever the summary is updated so everyone knows to check?"
- **Offer your part:** "I'll post the summary if I start the thread." Have your teen use this once in a real family thread (lifts, chores, money).

**Reflection:** "Did the script shorten the argument? Which line helped most?"

### RESOURCES

[Common Sense Media - Family Tech Agreements](#) – Practical, editable rules you can copy into your chat

[UK Safer Internet Centre - Family Agreement](#) – Simple printable for device times and tone



### WHAT IS "SAY IT SO IT LANDS"?

Noticing how messages sound online and choosing respectful words that reduce confusion, include others, and calm conflict.

### WHY IS IT IMPORTANT?

Short messages travel fast—and tone often gets lost. Children who learn to check tone, clarify intent, and adjust wording avoid pile-ons, misunderstandings, and unnecessary arguments. Respectful communication also includes being aware of different cultural norms, time zones, and language levels in group chats. These habits protect relationships, make online spaces more welcoming, and help young people manage emotions before they post—key for wellbeing and the PERMA-Digital "Relationships" pillar.

### What will this task teach my child?

Key competences (PERMA-Digital - Relationships): Community Engagement; Emotional Regulation; Global Awareness; Conflict Resolution.



### TIPS

#### TIP 01

Do a tone check: read aloud once; if it sounds sharp, soften or add context.

Example: Instead of "Stop sending messages so late," try "I might be tired and short right now—can we chat": I am tired right now. Can we chat about this tomorrow morning?"

#### TIP 02

Prefer questions over assumptions: "Did you mean...?"

Example: "I wasn't sure what you meant by that message. Did you mean it as a joke or were you upset?"

#### TIP 03

Keep public praise, private corrections.

Example: In the group chat: "Great job organising the event, Ella!" and in a private message: "Hey, can we talk about how to share tasks more evenly next time?"

#### TIP 04

Avoid sarcasm/inside jokes in mixed groups; not everyone shares your context.

Example: Instead of "Wow, genius move... again," try "I think we may have misunderstood each other. Can we go over the plan once more?"

#### TIP 05

When upset: pause → breathe → write → re-read → send (or wait).

Example: Draft the message, step away for 2 minutes, then reread and change "This is so annoying" to "I'm feeling frustrated. Can we find a solution together?"

### PROPOSED ACTIVITIES

Introduce the **TONE** test for any message: **True** (facts clear), **Open** (invites dialogue), **Neutral** (no heat), **Empathic** (consider others' view). Post the four words on the fridge or at the top of the family chat. Use it for one week on any message that gives instructions, disagrees, or gives feedback. **For example:**

**Before (original message):** "Can you stop ignoring my messages?"

#### After applying TONE:

**T - True:** "I've sent two messages today about the homework."

**O - Open:** "Could you let me know if you saw them?"

**N - Neutral:** "No rush if you're busy."

**E - Empathic:** "I know everyone has a lot going on."

**Rewritten Message:** "I've sent two messages today about the homework—could you let me know if you saw them? No rush if you're busy, I know everyone has a lot going on."

#### Children from 10-12

Redraft Relay. Pick three everyday lines (e.g., "You're late again," "Do it now," "This is wrong"). Together, rewrite each to pass the TONE test: add a fact, a feeling, or a question (e.g., "It's 16:10 and the bus leaves at 16:15—can you head out now?"). Practise a quick read-aloud before sending. For example, "Instead of saying 'Do it now,' try 'It's nearly dinner time—can you finish this before we eat?'"

**Reflection:** "Which rewrite sounded kindest and clearest?" Encourage one real try this week and discuss the result at dinner.

#### Children from 12-14

Public vs Private Switch. With your teen, scan a recent group chat (school/team), with privacy always in mind, i.e., use chats where the child has permission. Identify one message that should have been public praise and one that should have moved to private correction. Draft both versions that pass TONE and consider global awareness (no slang, clear time zone, plain words for non-native speakers).

**Reflection:** "How would each version land with someone new to the group? What wording reduced heat or included more people?" Try the switch once this week.

### RESOURCES

[Common Sense Media](#) - Digital Citizenship for Families - Practical conversation starters on tone and respect.

[Childnet](#) - Online Relationships - Clear guidance for kind, safe communication in group chats.

