

DiGiIi

SOCIAL

EDUCATOR HANDBOOK

Preparing and protecting your students through fun, immersive and age-appropriate cyber education.

Social media with training wheels that teaches every child to be safe, civil, and savvy in their online life.

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digiisocial.com

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DiGii Social for the 21st Century Child

We know how busy teachers are, and that the addition of another resource feels, quite possibly, overwhelming. We've got some good news and some more good news when it comes to DiGii Social.

What is DiGii Social?

DiGii Social is an automated platform that teaches upper primary school children (in Year 5 and 6) the skills of Digital Citizenship, Digital Resilience and Protective Behaviours in a safe and immersive social media-like environment.

Children need digital-life education, and in many cases, so do their parents. DiGii Social offers a platform for each user- child, teacher, and parent- and in doing so we make the teacher's life easier. By automating as many educational features as possible on the platform, we're giving you back precious time in your day and helping to tackle the issues that can filter into the classroom from outside of school.

DiGii Social for students

Digital-life education is something every 21st Century child needs – and it's an important curriculum inclusion. You can read more about where DiGii Social meets the Australian National Curriculum in the pages that follow.

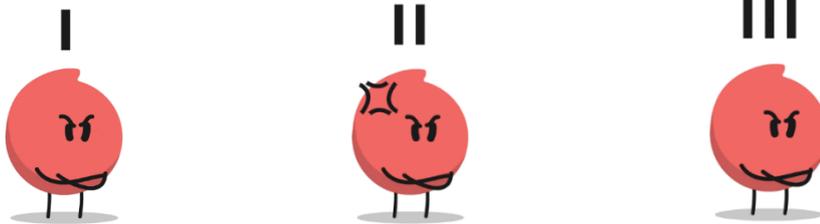
We know that children learn best by doing and experiencing and that's what the child platform offers – an immersive, secure and educational social media experience.

The children's platform feels like regular social media – you can post pictures and words to friends (including access to banners, emojis & GIFs.) Our point of difference is the application of Artificial Intelligence to analyse and moderate these interactions, helping children to learn to be safe, civil, and savvy. There are endless educational features for children to engage with that improve their skills and knowledge- from tutorials and chatorials to challenges, games, and group chats. From your own Dashboard, you can launch educational components onto the student's platform – although, if time is tight, these have been automated for you anyway.

Here's a very brief snapshot of the capabilities of the children's platform:

Moderations

After 3 'Strikes' for actions like swearing, put downs, racism and cyberbullying – each



coming with a warning – the child is removed from the Message Board to watch a 'Tutorial' – which is a brief educational animation.

Tutorials and Chatorials

There are 50 Tutorials – 90 second, subject specific animations for children to watch. We use these Tutorials in a number of ways:

- In response to being moderated
- After participating in a Challenge
- As an opt-in to earn more privilege points – called DiGiiTs.
- Teacher generated
- As part of a full lesson plan (available for you to download)

You can see the extensive menu of Tutorials within this document. Every Tutorial has 3 questions that need to be answered correctly before the child can return to the Message Board.

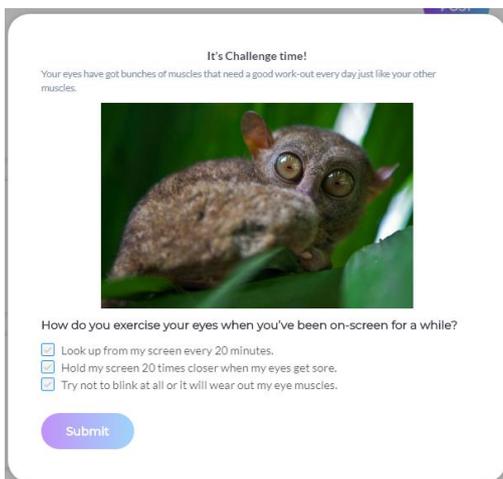
Chatorials are specific to the Chat Zone and help children navigate social complexities like

being left out, managing a nuisance, and dealing with cyberbullying. There are 15 Chatorials that engage children in thought provoking, scenario-based learning.

Challenges

There's so much a child needs to learn to be digitally safe and responsible, and there's no way all of that learning can happen just in response to the Moderations. So, we've created 50 Challenges across our 6 DiGii Curriculum areas which you can read about later in this document. How you use Challenges

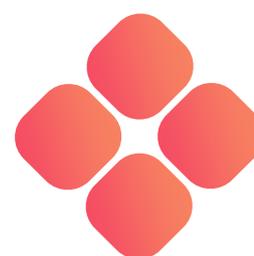
is completely up to you – these are your options:



- **Fully automated** – just set and forget and DiGii Social will randomise the Challenges and they'll pop up on the children's Message Board every 2 to 4 days.
- **Scheduled** – you choose when you'd like to use the Challenge, which might be in relation to content you're teaching in Health Education or topical for your class at that time.
- **Suspended** – across the 6 curricular areas, there is some more 'challenging' content – like viewing inappropriate content (sexual and violent) and inappropriate contact. This is all within the scope of the National Curriculum guidelines and presented in a child-centric way. However, it is content that you may wish to save until later in the year.

DiGiiTs

These are privilege points that drive the platform. They are gained for being a good DiGiiTal Citizen (we call it 'Standing DiGiiTALL') and lost for poor behaviour. Children can gift DiGiiTs to each other, they can be awarded by the teacher or principal, and they can be added by voluntarily watching Tutorials. DiGiiTs buy upgrades to Avatars, GIFs, banners and emojis. They can also use DiGiiTs to buy chat credits and they need them to access the games in the Fun Zone.



When a parent watches a video on the Parent Platform, DiGiiTs are added to their child's account.

Educational Prompts

These are four completely randomised pop-ups that require the child to check the boxes before returning to the Message Board. They target the big behaviours that often see a child in trouble online. There is a Tutorial specific to each of the four Educational Prompts that will further unpack the skills related to the Prompt.

THINK – asks the child to reflect on, and evaluate, whether their posts are:

- ✓ True,
- ✓ Helpful,
- ✓ Inclusive,
- ✓ Needed
- ✓ Kind

KLUE – encourages the child to look out for friends online who might be showing signs of emotional distress.

- ✓ Keeping you out
- ✓ Lonely (isolating)
- ✓ Upset
- ✓ Excluding or excluded

CHAMP – encourages the child to be a DiGiiTal Upstander

- ✓ Calling out meanness and rumours



- ✓ Helping other to get help
- ✓ Asking people to back off
- ✓ Making time to check in and check up
- ✓ Protecting others' DiGiiTal reputations

WAIT – teaches the child to think before reacting and lashing out online

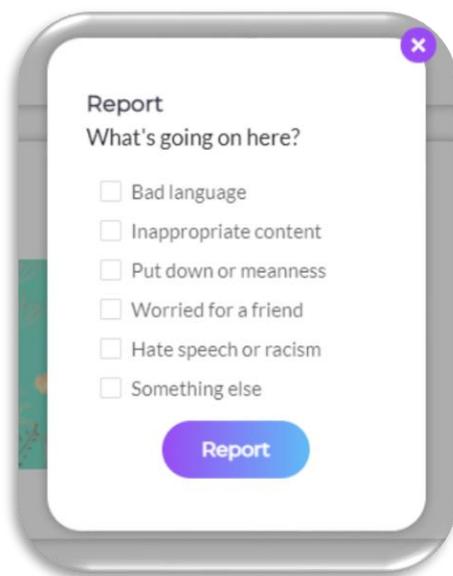
- ✓ Wondering why someone might be reacting in the way they are (empathy)
- ✓ Asking what someone means, not assuming
- ✓ Inviting someone to message to sort out issues rather than in public forums
- ✓ Telling someone how you feel (in person if possible)

Randomised recognition

We want to catch and celebrate the child who is learning to 'Stand DiGiiTALL'. So, every time a child reaches between 25-40 non-moderated posts, we throw some confetti around and give them some DiGiiTs.

Other DiGii Social Features

Reporting

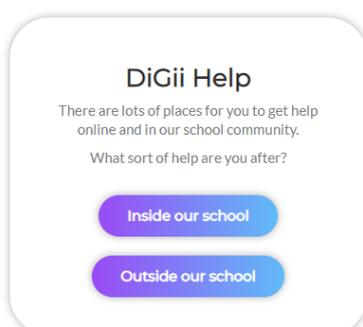


Why: Every child should know how and when to report right from the very beginning of their social media use. Whether reporting on-platform or to a watch-dog organisation (like the Office of the eSafety Commissioner), knowing how and when to report can save a child's life. Yes, it is that important.

On DiGii Social: it's one of our key features – that is, of course, supported by Tutorials. **This is one of the few touch points for teachers** – validating and invalidating reports of posts and pictures. A notification of a Report appears on the Teacher Dashboard and requires a quick click of the button to validate or invalidate.

A valid report gains DiGiiTs. The serial over-reporter is also guided in their behaviour through prompts and Tutorials.

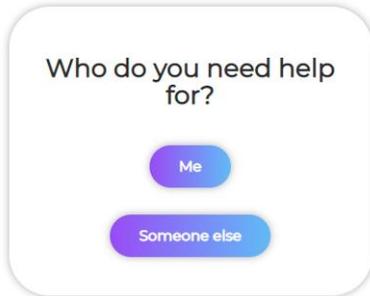
Help Seeking



Why: For many reasons, children are reticent to ask for help when it comes to their online lives. Whether they're being cyberbullied or trolled, have accessed inappropriate content, have sent or been sent inappropriate content, or are coping with challenging behaviour from a friend, the research is clear – help seeking is low on a child's first actions. Why? In most cases,

children believe that if they ask an adult for help that their access to their chosen platform, app or game will be removed – and possibly they'll lose their device too.

Australian statistics are damning and no different to those from around the world (you can read more about this within this document). Suicide is the leading cause of childhood



death and 1 in 4 of those is due to cyberbullying. It's a tragedy that means we have to cleverly and clearly target appropriate help seeking in our pre-teens so that they know exactly what to do in their tricky teen years.

On DiGii Social: we encourage Help Seeking from 'Inside our School' and 'Outside our School'. A child can ask for help for themselves or for a friend, and we also encourage children to

give their Help Request an urgency rating.

When a child makes a Help Request from within the school, a notification appears on the Teacher and Administrator's Dashboards – and on any support staff attached to the platform. That notification will keep being sent until the Help Request is accepted (which notifies all other stakeholders to stand down) and then actioned and completed.

System based Digital-life Education

Every child is part of a community, their family, their school, and their wider social environment too. Achieving sustainable change in digital-life competence means educating all stakeholders so that the modelling and teaching of digital responsibility, safety and control is something everyone can play a part in.

We know that many schools utilise expert speakers to educate children, parents, and educators. We also know that this model, whilst useful, is also limited. It is reliant on the right parents turning up to an organised event, and in that time, learning enough to modify and manage their children's – and their own – online lives better and differently. These services are often available in metropolitan areas, with our regional and remote communities missing out on vital education opportunities.

At DiGii Social, we want to deliver a solution that is fun and educational – and **inclusive** of the child's whole community. So, we have developed user-specific platforms that support learning, with the child at the centre.

The Parent Platform

This platform houses 50 brief, subject-specific videos that match and mirror the Tutorial content on the children's platform. We challenge parents to think about their child's **and their own** digital footprint, safety, and content access. While much content is pointed to their child's digital-life, we take the opportunity to encourage parents to think about what they are modelling with screen time, how they are approaching their own digital-life and how, through the posting of hundreds of images of their child, they're contributing to their digital résumé.

Up to 4 parents, grandparents or other significant adults can be linked to a child's DiGii Social Platform, and every time they watch a Video, DiGiiTs are added to the child's account.

Parents are not able to view the content of the student platform, they only get access to the Parent Platform.

Teacher's Dashboard

The teacher dashboard gives full visibility of all discussion that happens on the platform- the class message board and group chats, as well as providing teachers with the capability to post to the platform themselves. Teachers can see how many children are active online and the entire Message Board can be shut down instantly and children's access can be blocked and unblocked. Other important features include:

-  Respond to Help Requests
-  View moderated and disputed content
-  Respond to Reported content
-  Launch and schedule challenges
-  Award DiGiiTs and Merit awards

Support Staff

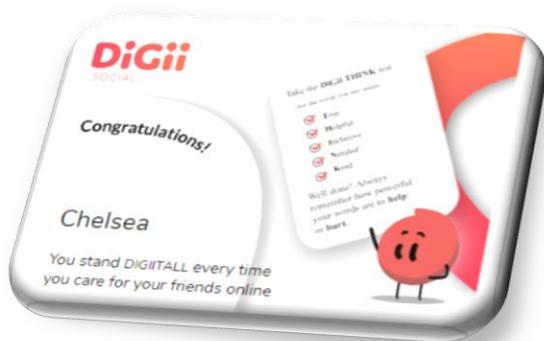
Within your school, there are a host of people who support children in their social, emotional, and learning development. We encourage you to think who could be added to each class to support with any Help Requests.

This might be your school's Social Worker, Chaplain, Specialist Teachers or Education Assistants. These are valuable people for children to use as their 'real life anchors' as they learn how to manage their digital-lives.

Principal/Administrator's Dashboard

This has all the functionality of the Teacher's Dashboard, however with the option to move between classes, see metrics for specific classes or for all users. Auto-fill Merit Certificates can be posted or printed from this Dashboard.

Classroom Integration of DiGii Social



You don't need to find 45 minutes in a block for children to be able to learn vital digital life-skills. You simply allow your students to use DiGii Social in the 'moments in-between' and the learning will happen. Ultimately, we know that if a student spends 45 minutes on the platform each school week – just a few minutes here and there, mimicking the way we use social media as adults, learning will happen. That's not to say that setting aside some regular DiGii Social time is not a good thing – it

is, but it is designed to be used throughout the school day when opportunities arise.

Allowing DiGii Social access before school starts in the morning, as a reward for finishing a lesson early, or while waiting for a specialist teacher to start their lesson are examples of times that DiGii Social could be used.

DiGii Social, as an educational resource, is bounded by the school day. Access to the platform is at the discretion of the teacher and administrator, however, access into the evening hours is not permitted. Every school has an 8-hour window to place over DiGii Social use. After that time, access will be denied.



Digital Childhood - The Statistics

Our Why - at a Glance

Our children are Digital Natives. They explore the width and breadth of the online space with all the learning and all of the danger - usually long before they're skilled enough to manage their digital footprint and exposure effectively. The result of this uneducated and unregulated time online is evident in our nation's statistics and highlighted in the Phase 1 outcomes of the extensive 'Growing Up Digital Australia' survey conducted by Pasi Sahlberg through the Gonski Institute.

National Statistics

1 in 4

child suicides due to cyberbullying

9 in 10 boys & 6 in 10 girls

exposed to pornographic content

7 in 10

teen girls believe that sexting is normal

3 in 10

children are overweight/obese (high correlation to screen-time)

Growing Up Digital Australia Project Survey Findings

Gonski Institute and University of New South Wales, key findings on the impact of a digital childhood indicate:

9 out of 10

teachers and principals have observed an increase in students with social, emotional, and behavioural challenges

6 out of 10

teachers have seen a decline in students' readiness to learn

7 out of 10

teachers have observed more children arriving at school tired

DiGii Social Curriculum Overview

There is just SO much that a child needs to know – and have practised – before they're given free-reign on social media. Everything from how screen time impacts their developing brain right through to how to manage cyberbullying, inappropriate content and inappropriate contact. It's complex.

DiGii Social's primary learning curriculum revolves around 6 key areas:

1. **Digital Health** – screen-time, green-time, blue-light, eye health
2. **Digital Security** – creating a safe profile, security settings, password protection, clickbait
3. **Digital Safety** – friends and friend requests, location identifiers, screenshots, what is (and isn't) cyberbullying, reporting, help seeking, identifying trusted adults, trolling
4. **Digital Identity** – self-identity, comparing me to others, likes and shares, using bad language, excluding others, put downs, hate speech, racism and information permanence
5. **Digital Relationships** – how and when to help others online, difficult online friendships, being an upstander, joining in with things that are wrong, asking for help for others
6. **Digital Citizenship & Legalities** – consent to share images and information, seeing, and sending inappropriate content, cyberbullying outcomes, how to be an upstanding digital citizen

The curriculum is embedded in every part of the platform – from Moderations when chatting, application of Challenges, through to all interactions in the Fun Zone, the Chat Zone and the Learning Zone.



Tutorials within each DiGii Curriculum Area

Digital Health

1. Screen-time and why controlling it matters
2. Green time – getting enough time outside and the reasons why
3. Blue light, sleep, and screens
4. Screens and eye health



Digital Security

5. Creating a safe profile
6. Setting and checking security settings
7. Choosing a safe password
8. Clickbait – what it is
9. Clickbait – identity theft

Digital Safety

10. Choosing online friends with care
11. Identifying and managing dangerous friend requests
12. Location identifiers appearing in tags and pictures
13. When, why and how to take screenshots
14. Defining and identifying cyberbullying
15. Protecting yourself from cyberbullying
16. When "It's only a joke" is actually cyberbullying in disguise
17. Why and when should you report
18. Understanding that reporting is anonymous and safe
19. Reporting for a friend or someone you know
20. Knowing when you need help
21. How to help a friend online
22. Staying connected to real world anchors
23. What is trolling and what's the response
24. Action steps to combat trolling

Digital Identity

25. Who am I online? (DiGii - THINK)
26. Why comparing me to you doesn't matter (Self-acceptance)
27. Why likes and shares don't define you (Self-acceptance)
28. Bad language and profanity - What does it say about me?
29. Bad language and profanity - Would you say it to your grandma?
30. Bad language and profanity - It's disrespectful
31. Excluding others - Be careful
32. Excluding others - Think about their feelings
33. Putting people down - What does it say about you?
34. Putting people down - How do they feel?



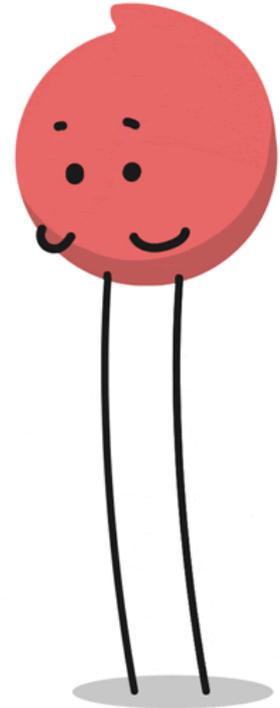
- 35. Hate speech - Learn to tolerate difference
- 36. What's your permanent digital identity looking like?

Digital Citizenship & Legalities

- 37. Consent - What does it mean?
- 38. Consent - Tagging and sharing images of others
- 39. Consent - Saying no to tagging and photo sharing
- 40. Inappropriate content - You've seen something and you're worried
- 41. Inappropriate content - You shared something and you're worried
- 42. Cyberbullying - What is it and what to do?
- 43. Cyberbullying - It's just not on
- 44. Being a Digital Citizen - What you scroll past is what you're willing to accept

Digital Relationships

- 45. How to help a friend online
- 46. What to do when online friendships get tricky
- 47. Standing DiGiiTall - Being an upstander
- 48. Standing DiGiiTall - Looking out for friends online
- 49. Standing DiGiiTall - Doing, or joining in with things you know are wrong
- 50. When being a good friend means asking for help



Our comprehensive digital-life curriculum teaches your students to,
'Stand DiGiiTALL!'

Australian National Curriculum Alignment

In summary

Health and Physical Education: Personal, Social & Community Health

- Being healthy safe and active - ACPPS051 | ACPPS053
- Communicating and interacting for health and wellbeing - ACPPS055 | ACPPS056 | ACPPS057
- Contributing to healthy and active communities - ACPPS058 | ACPPS060

Digital Technologies

General Capabilities

- Personal and Social Capability
- Critical and Creative Thinking
- Information & Communication Technology (ICT) Capability

Health & Physical Education – In detail

Personal, Social & Community Health

Being healthy, safe and active

Examine how identities are influenced by people and places ([ACPPS051](#))

- identifying how personal qualities contribute to identities and inform world views
- exploring how personal and cultural identities change over time
- investigating how personal and cultural identities are influenced by the groups and communities to which we belong and the places to which we feel connected
- exploring how family, peers, popular culture and the media influence how individuals interact and the choices they make in given situations

Investigate community resources and ways to seek help about health, safety and wellbeing ([ACPPS053](#))

- researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy
- applying criteria to online information to assess the credibility of the information and its relevance to peers
- creating ways to share information about local services young people can access for help, such as a blog, app or advertisement

Communicating and interacting for health & wellbeing

Practise skills to establish and manage relationships ([ACPPS055](#))

- assessing the impact of different relationships on personal health and wellbeing
- proposing strategies for managing the changing nature of relationships, including dealing with bullying and harassment and building new friendships

- selecting and practising appropriate ways to share power within relationships

Examine the influence of emotional responses on behaviour and relationships ([ACPPS056](#))

- analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations
- exploring why emotional responses can be unpredictable
- exploring the emotions associated with feeling unsafe or uncomfortable and how emotions can vary according to different contexts and situations

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours ([ACPPS057](#))

- examining how media and public identities influence the way people act and the choices they make
- sharing how important people in their life influence them to act or behave in a healthy or safe way

Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities ([ACPPS058](#))

1. investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting *The Australian Guide to Healthy Eating*, meeting recommendations for daily physical activity and creating connections with others to enhance social health
2. discussing the importance of social support and a sense of belonging in promoting mental health and wellbeing

Identify how valuing diversity positively influences the wellbeing of the community ([ACPPS060](#))

- discussing how the actions of bystanders, friends and family can prevent and/or stop bullying and other forms of discrimination and harassment
- proposing strategies to help others understand points of view that differ from their own and to encourage further discussion about individual and cultural similarities and differences in order to tackle racism
- exploring and celebrating how cultures differ in behaviours, beliefs and values.

About our Team

With the DiGii Social team, you're in safe hands. Here are the leadership team's details:



Claire Orange – Founder and CEO

Bachelor of Science Speech & Hearing Science (Hons), Dip. Counselling, Family Therapy, Child & Adolescent Mental Health, Parent Coaching, Masters NLP. Ambassador for The Valuing Children Initiative and R U OK? Media spokesperson – resident Parent Expert Channel 9 and appearing on TV and radio nationally weekly.

With 28 years of therapeutic experience across a range of settings, Claire's personal and professional experience in youth suicide, self-harm, sexual abuse and mental illness is the driving force behind the vision for the

DiGii Social platform. She believes that prevention through education is always better than the cure.

Claire has worked in major teaching hospitals and community services within Western Australia and internationally since 1993. She has successfully founded and run several businesses in the child and family wellbeing space - all with prevention as the central focus. Claire is currently the co-Director of BEST Programs 4 Kids, an internationally trusted Social and Emotional Learning (SEL) resource creator and provider. She is the co-author of 16 award-winning books that are used in homes and schools around the world.

Claire is the proud mum of 4 young men, all of whom are Digital Natives and love spending time gaming and socialising online.

Doug Orange – Founder and Technical Lead



Bachelor of Business (Information Processing)

Doug has 27 years' experience as an IT professional. His career has covered many aspects of IT service provision including software development, solution architecture, mobile application development and deployment and cloud solution architecture. His experience includes 7 years working for Microsoft, working as a consultant in London and being the Technical Director of a

successful IT consulting start-up in Perth.

Doug provides technical leadership and decision making for the DiGii Social software platform and works closely with the development team. He is also responsible for DiGii's corporate IT solutions.

Steven Rushforth – General Manager



Steven leads the operation, sales and marketing at DiGii Social. He spent 25 years in the Government education system including 10 years as a Principal in a range of schools in Perth, regional WA, the NT and England, as well as time in two regional Offices as an educational consultant.

In 2008 he left education to take up a role as General Manager of a private investment company and got involved with The Fathering Project as a volunteer presenter. He joined The Fathering Project full time as the WA Schools Manager late in 2018.

Dads consistently expressed raising digital citizens, and the impact of social media, as the single biggest challenges of parenting.

Steven is combining his experiences in the pursuit of digital education for all our young people.

Married for 30 years, he has two gorgeous adult children.

Maggie Dent - Ambassador



Commonly known as the 'queen of common sense', Maggie Dent has become one of Australia's favourite parenting authors and educators, with a particular interest in the early years, adolescence, and resilience. Maggie is the author of six major books, including the bestselling 2018 release 'Mothering Our Boys' and her 2020 release 'From Boys to Men'. She hosts the ABC podcast, 'Parental As Anything'. Maggie is a dedicated advocate to quietly changing lives in our families and communities. She is the mother of four sons and a very grateful grandmother.

"Social media has the capacity to escalate an individual's potential or to crush it completely. Making poor choices can impact others and research has shown this personal pain can create long term mental health challenges. DiGii teaches our pre-adolescents how to be capable, responsible digital citizens and I believe it will quite simply save precious lives. Every primary school needs DiGii to be available for their students to prepare them to be caring, responsible digital citizens."

-Maggie Dent

DiGii Social – On-boarding

DiGii Social School Data Form

Your school specific Data Form is attached to an email. Please do contact us if you require further information on completing the form. We request all information returned by email to steven.rushforth@digiionline as soon as possible to allow us time to successfully onboard your students, staff, and parents.

Instructions for Form Completion

There are a number of worksheets/tabs to be completed - see the worksheets at the bottom of the page. Some EXAMPLE completed worksheets have been included to help show how the information should be recorded.

School Details Worksheet complete for your school - but please confirm the details are correct.

Staff Details Worksheet - please record staff details in the Staff worksheet. This may include staff members who do not directly teach students but who will be a Support Contact.

Examples of Support Contacts may include Chaplain, sports teacher or classroom teachers who are not teachers of classes of participating students. The column "Teaching DiGii Social" is used to specify whether a teacher will be a classroom teacher for children using the system.

Class Details Worksheet - please fill in a class worksheet for each class that is using DiGii Social.

Very little personally identifiable information, especially for children, is stored in the system. Only a username is required. The username needs to be unique within the class/group. The recommended username convention is first name plus surname initial - e.g., "Lucas J". If there are two or more children with the same combination of first name and initial a different username will be required. A preferred name or addition of a middle initial are suggested options.

Up to 4 email address for parents, grandparents or carers can be entered, allowing access to the Parent Platform.

Staff Details Example

STAFF								
First Name	Surname	Staff Preferred Name (visible by students on system)	Staff Email Address	Role	Teaching DiGii Social (Yes/No)	Admin Access to All classes (Yes/No)	Admin Access to this Classroom only	
Dean	Jackson	Mr Jackson	dean.jackson@education.wa.edu.au	Principal	No	Yes		
Janet	Fraser	Ms Fraser	janet.fraser@education.wa.edu.au	Teacher	Yes	No	5C	
Frank	Humbolt	Mr Humbolt	frank.humbolt@cewa.edu.au	Teacher	Yes	No	6D	
Max	Jones	Max Jones	max.jones@cewa.edu.au	Chaplain	No	No		
Tracey	Brown	Miss Brown	tracey.brown@cewa.edu.au	Teacher	No	No		

The preferred name is how staff will be addressed by students throughout DiGii Social. Email addresses are used by staff to log in to DiGii Social and used for system notifications.

The key staff roles in DiGii Social are Principal, Teacher and Support Staff. A Principal will have summary visibility across all classes. They do not have a specific classroom allocated in the system. A teacher can be assigned to a classroom or they may be acting in a support staff role - for example a sports teacher may not be assigned as a classroom teacher but will log in to the system to respond to Help Requests from students.

The Teaching DiGii Social column indicates whether a staff member is running DiGii Social for their classroom.

The classroom needs to match the classroom name entered on the relevant class worksheet. Any naming convention is OK - e.g., 5C, Banksia, Ms Fraser's Year 5s, etc

Class Details Example

Classroom:	5C			
Teacher Name:	Ms Fraser			
Student Username	Parent Email	Parent Email	Parent Email	Parent Email
Lucas J	mary@biggpond.net.au			
Lucas MJ	l.k@hotmail.com			
Leon F	frendly@gmail.com			
Chelsea D	thedrews@yahoo.com			
Mandy P	bob@aple.com			
Bobbi S	pridget@hotmail.com	peta_jon@inet.net		
Kiara N	wendy@gmail.com.au			
Steven T	tiger@biggpond.net	mike@westtinet.net	ploy_milestone@yahoo.com	
Alison R	m_huntris@aple.com.au			
James W	wilsons@iinet.net.au			

The Classroom and Teacher Name at the top of the sheet link the Class Details to the Staff Details.

Students need a Username that is unique within the class. The recommended username for students is first name plus first initial of the surname. If this results in duplicate usernames a middle initial can be added or a nickname for the student can be used.

Parents/grandparent/carer email addresses are used to invite family members to join the system to access their own online training content.

DiGii Social – Getting Started

Once your datasheet is completed, getting started on DiGii Social is simple for all parties.

For schools:

Each educator listed on the datasheet will receive an email with directions to getting started. Simply follow the link and set your preferred name and password. That's it! You're ready to go and your class will show up on your Dashboard.

For students:

Direct all students to copy this link into their browser's address bar: class.digiisocial.com

OR...there is a **Login** button on the landing page of the DiGii Social website

Each child will choose their school by entering the first few letters of the school's name before being offered a choice of schools matching that name in our system. For schools with the same name but in different areas or states, options to assist choosing the correct school will be provided.

The student then chooses their class (drop down list) and then enters their username – which is what is listed on the datasheet (usually first name and initial of surname).

Every student starts by entering the generic password “**DiGii Social**” – that's case sensitive, so needs to include the capitals 'D' and 'G' in DiGii, the space between the words, and the capital 'S' in Social. The platform will then prompt the student to enter their own safe password for future logins.

Should a student forget their password at any time, the class teacher is able to reset it in the 'Students' tab on the Teacher Dashboard.

For parents:

Following the on-boarding process, parents are immediately sent an email asking them to login in by following a link. The process is simple, requiring the parent to insert a password before gaining access to their platform.

If any parent emails bounce, the school will be notified to update that email address.

DiGii Social FAQ's

We address a host of frequently asked questions on the Educator's Platform. Find them by clicking on the 'Help' tab in the left navigation pane.

If you have more questions, can't find what you're looking for, or have technical issues, use the 'Feedback' button and our team will be in contact as soon as possible to help you out.

There is also a range of FAQ's on the DiGii Social website [HERE](#).

 Help

 Feedback

