DiGii @ School

Lesson Resource

National Day of Action Against Bullying & Violence

Years 1-2

DiGii • SAFE

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digiisocial.com

Hi – and welcome.

Perhaps you've used a DiGii@School resource before – or maybe this is your first time. Either way, we hope you enjoy teaching the lesson plan we've created. As with all our resources, content is developed by people who know children – who've worked with them, raised them and studied their developmental needs.

Our special lesson plans give you a peek into Australia's favourite cyber safeguarding and digital wellbeing curriculum-aligned resource. DiGii@School is a whole of school curriculum that teaches the foundation, emerging and real-time skills that help all children to learn protective and proactive behaviours that will see them flourish both online and off.

In our rapidly changing world, the digital lives of children and their parents end up in classrooms and playgrounds as often challenging and always time-consuming attitudes and behaviours. At DiGii we're all about acknowledging that there is no separating children from devices, and that devices supplied with a 'for education' purpose often end up with a 'for entertainment' outcome.

We invite you to **TAKE A LOOK** and think about updating your cyber safeguarding, protective behaviours, and social and emotional learning solution to DiGii@School.

Claire Orange
CEO and Founder

National Day of Action Against Bullying and Violence

"The National Day of Action (NDA) is Australia's key bullying prevention initiative for schools, encouraging whole-school communities to work together to implement evidence-informed positive and proactive solutions to prevent and address bullying.

The NDA theme for 2023 is 'growing connections'. This theme supports research findings that strong school community connections and social skills are protective factors in the prevention of bullying and help enable positive, help-seeking behaviours in students."

Bullyingnoway.gov.au

At DiGii@School, we love this year's theme of 'Growing Connections'. **The most powerful preventative factor in all bullying situations is empathy, and empathy is developed and enhanced through growing connections with others.** When children have empathy, they're far less like to become the perpetrator or the bystander, and those at risk of being bullied are better able to tune into their own feelings and needs and to ask for help earlier and more effectively.

In this Year 1-6 Lesson Plan bundle, students in all year groups watch/read the same book share, "The Invisible Boy" by Trudy Ludwig and then participate in age-appropriate activities that help them to deeply reflect on themselves and others socially. Having empathy starts with noticing those around us who may not feel like they're fitting in even if they're not our close friends or those who may be having a hard time – and then doing something about it.

The Lesson Plans in this bundle teach children the skills that grow their care and connection to others as a powerful antidote to bullying.

NDA AGAINST BULLYING AND VIOLENCE LESSON PLANS

We know that you will enjoy this complimentary Lesson Plan for your students. We're hoping that your school community are all participating so that all students can learn about developing empathy for themselves and others, and growing connections within the school community. Lesson Plans are available for each grouping of year groups as follows:

Year 1 & 2 – #GrowingMyCare – I see and say your feelings.
Year 3 & 4 – #GrowingMyCommunity – I am an includer.
Year 5 & 6 – #GrowingMyConnections – We're all connected.

HOW TO USE THIS RESOURCE:

Each year group has a fully resourced lesson plan with relevant activity resources provided.

Lesson Plan – lesson plans are easy to follow and can be adapted to suit your class.

Display Resource – display resources are provided with slide numbers indicated on the lesson plan so that you can easily follow it.

Activity Resources – print to use during the lesson. Indication will be given in the section below if there is any preparation needed ahead of the lesson.

REINFORCING THE MESSAGE OF EMPATHY IN YOUR COMMUNITY WITH MUSIC

Do you remember the words from a song in your childhood that touched your heart? Most of us do.

Music has been used by all cultures since the beginning of time to share messages and stories. When it comes to #GrowingConnections, there are some wonderful songs that get the feet tapping and the head thinking.

Perhaps you can play some of these songs in your class or at your assembly that help children to remember to be kind, to include others and to always walk a mile in another's shoes.

Lean on Me (Glee + lyrics)

https://www.youtube.com/watch?v=MnqpfBCwhSA

We are gonna be friends (The White Stripes + lyrics)

https://www.youtube.com/watch?v=GTu5ltfX2dw

Stand by me (Ben Elton + lyrics)

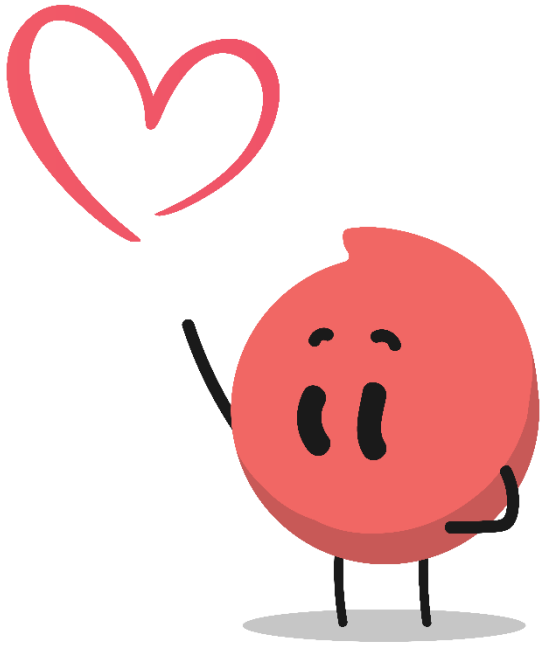
https://www.youtube.com/watch?v=7rZyI7kPZMI

You've got a friend in me (Toy Story + lyrics)

https://www.youtube.com/watch?v=zIYOJ_hSs0o

You've got a friend (Cover)

https://www.youtube.com/watch?v=7VjhHbUQjIM



Year 1-2 Lesson Plan - #GrowingMyCare

Preparation:

- Print one A4 copy per child of the Activity Resource (Section 2).

SECTION: 1	**FOCUS**: DiGii Watch	**TITLE**: The Invisible Boy
Slide 2 Slide 3	• Watch 'The Invisible Boy' by Trudy Ludwig or alternatively, source this book from your school library and read aloud. YouTube video embedded in Display resource and link here: https://www.youtube.com/watch?v=cNHc2XCultQ • Ask the children some of the ways that Brian felt invisible: ○ When his teacher was dealing with other problems. ○ When he didn't get picked to play on a team. ○ When the children talked about a party that he wasn't invited to.	
Slide 4	• Organise the children into pairs, using a 1-2, 1-2… numbering system to ensure that children are not paired with their closest friend(s). The activity is more effective if children are mixed up socially. • Ask each pair to come up with 3 visible similarities between them (colour of eyes, wearing school uniform) and then 3 visible differences (colour of hair, type of shoe). Choose some groups to share their findings with the class. • Ask each pair to come up with 3 invisible differences. Support this with some examples like favourite food, sports played, being scared of dogs. Choose some groups to share their invisible differences with the class. • As a whole of class seated group, ask the children if they learned something surprising about their partner or someone else in their class. • Discuss some of the invisible differences the children in your class have (non-identifying). These might include difference in family structure, culture, beliefs, abilities, challenges. Remind the children that everyone around them has their own invisible differences and that growing care for each other means accepting that everyone is different and that everyone wants to have a friend, be included and belong.	

	Growing children's empathy and preventing social exclusion and bullying starts with children's awareness of the differences and difficulties of others.

SECTION: 2	**FOCUS**: DiGii Act	**TITLE**: Making the invisible visible
Slide 5	• Ask the children to discuss how Brian would have felt when he thought he was invisible to others. Record the words in the spaces provided, trying to generate enough feeling words to fill all the boxes (sad, embarrassed, lonely, upset, annoyed, scared, hurt). • Organise the children into groups of 3-5, asking each little group to come up with a play about someone feeling invisible and alone, and how they would include this person. • Time allowing, encourage each group to act out their skit for the class, stopping after each to discuss the strategies that they used to look out for and include people who might not feel (or be) included.	

SECTION: 3	**FOCUS**: DiGii Make	**TITLE**: #GrowingMyCare
Activity Resource (Print per child)	• Quiet reflection time helps each child, in their context, to consider times that they make have felt like the 'Invisible Boy' and the resources they might have needed to feel included. *In these years, learning often starts at a very egocentric level before being applied to others.* • Provide each child with Activity Resource – Growing My Care, explaining that each child is to draw themselves helping someone else to fit in and belong. Their explanation can be self-scribed or scribed by another. • Display these high empathy posters in a central location – perhaps with the posters from other classes participating in the Lesson Plan.	

Australia's Favourite Whole School Cyber Safeguarding and Digital Wellbeing Curriculum

Year 1 & 2
Protecting ME
in a Digital World

Year 3 & 4
Learning about US
in a Digital World

Year 5 & 6
Connecting Skills to Practice
in a Digital World

- 16 fully resourced Lesson Plans per year group
- National Curriculum aligned and reported

- On-platform, experiential learning

Learning Modules
(4 Lessons in each)
- I am SAFE (online)
- I am RESPONSIBLE (online)
- I am KIND (online)
- I am STEADY (online)

Learning Modules
(4 Lessons in each)
- ME online (self)
- WE online (social)
- US online (global)
- THEM online (threat/risk)

Learning Immersion
- In-class social networking simulation (DiGii Social)
- Auto-deployed education
- Interaction responsive guidance and correction

Preview Platform

Please take a look around the Year 1-4 Preview Platform where you can see just how easy it is to teach fully resourced lessons that, on completion, report against the National Curriculum outcomes.

Click **HERE** or copy and paste this link:

https://school.digiisocial.com/eval

Educational training wheels
for digital life

DiGii SOCIAL

Take a look at the Year 5-6 immersive platform.

Click **HERE** or copy and paste this link:

https://youtu.be/TrMX-qvjyE8

Trusted eSafetyProvider
esafety.gov.au