DiGii@School

Lesson Resource

National Day of Action Against Bullying & Violence

Years 5-6

DiGii • SAFE

DiGii • CIVIL

DiGii • SAVVY

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 care about you.
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)

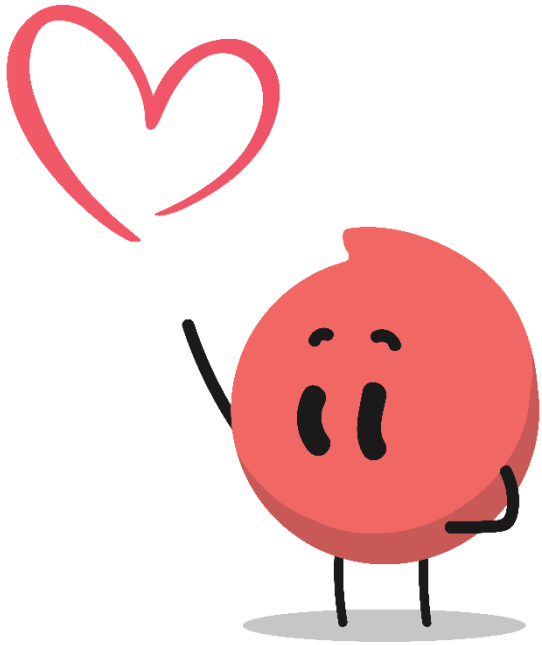
https://www.youtube.com/watch?v=7rZyI7kPZMI

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 5-6 Lesson Plan - #GrowingMyConnections

Preparation:

- Print one A4 copy per child of Activity Resource 1 (Section 2).
- Print one A3 copy per pair of Activity Resource 2 (Section 3).

SECTION: 1	**FOCUS**: DiGii Watch	**TITLE**: The Invisible Boy

Slide 2
 	
Slide 3
 	
Slide 4
 	
Slide 5
	• 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.
	• Identify that people are mammals and that most mammals are herd animals. Ask the children to discuss the saying, 'Safety in numbers.'
	  ○ What does it mean?
	  ○ Like with the herd of animals shown, why is it that the animals who are away from the pack are more vulnerable to attack?
	• Clearly identify that feeling invisible, isolated, lonely or not included can be like the picture – having no one around you to talk to or hang out with **and** also feeling emotionally isolated – like no one understands you even when you're surrounded by lots of people. Use the example of Brian feeling invisible as an example of being emotionally isolated. Ask the children to contribute their own (non-identifying) examples (eg. starting at a new school and having no friends, being left out of a big group game or chat...)	

	• Encourage discussion about whether it is true that being physically and emotionally surrounded by people – family and friends gives you more social support and protection. Reinforce the concept that for humans it doesn't mean standing together in a herd, it means #GrowingConnections.
	• Ask the children to discuss:
	  ○ Whether it's the same online and offline.
	  ○ Whether hanging out with people you know and who will stand up for you is a good way to reduce and prevent bullying.
	  ○ Whether anyone has had an experience online or offline where just having a friend, parent or carer present has offered the protection (safety in numbers) of the 'herd'.

SECTION: 2	**FOCUS**: DiGii Reflect	**TITLE**: Our social circles

Slide 6
 	
Slide 7
 	
Slide 8
 	
Slide 9
	• Using the Display Resource, take the children through a social mapping exercise. Preface the discussion by stating that this map is for friends in real time (not online):
	  ○ Identify that the dot in the middle of the circle represents themselves and that they're going to map their friends into the friendship circle, with some friends being closer than others (heart) shown by the proximity to the (me) dot in the centre, some still being friends but being less close (star) towards the outside of the circle, and some people being right outside their social circle (diamond).
	  ○ This (configuration) is what most people want – having a core friendship or group of friends in which you have a very strong relationship with some people (hearts) in the group and a good friendship with others (stars). Everyone gets along, has fun and is able to recover from friendship bumps or arguments.
	  ○ This would indicate that you're part of a group but don't feel like you have any strong connections in that group. Identify that it feels like being included but being outside of the jokes, stories and strong connections.
	  ○ This feels like being lonely and having very few, if any people in your social circle.	

Activity Resource 1 Slide 10	• Provide each child with their own copy of Activity Resource 1 – My social circle, and encourage the children to find a space in the class on their own to complete the activity so that they can deeply reflect on their social circles. • As a whole group, use the Display Resource to discuss how it would feel to be the person on the outside of lots of social circles (like Brian in The Invisible Boy). Encourage the children to empathetically discuss how alone and invisible this person would feel, always waiting and wanting to be included. • Brainstorm the ways in which each child could be on the look out for others who may feel physically or emotionally alone and to include them. It's useful to also discuss the reasons that it might be difficult to include someone in your social group that the rest of the group may not like or want to include. *Peer pressure is significant in the upper years of primary school, often dropping empathy as children try and stay 'in' with their social group.*

SECTION: 3	**FOCUS**: DiGii Share	**TITLE**: #GrowingMyConnections

Slide 11
 	
Activity Resource 2
	• Either ask the children to pair up with a child in your class who is not in their social group, or socially engineer the pairs, putting children together based on their social inclusion and exclusion. *This is a powerful activity when children are paired with someone they may have limited connection to or a troubled connection*.
	• Using the Display Resource, show the children the Venn diagram, identifying the following:
	  ○ Each child is to put their name on the left or right side of the page where indicated.
	  ○ The middle, overlapping section is where the commonalities are recorded and the part of the circle to the left or right is where their differences are recorded.
	  ○ Each pair must discuss the 3 headings, finding three commonalities and differences in their favourite foods, interests, and TV and movies watched.
	• Provide each pair with Activity Resource 2 – Growing Connections and allow time for discussion and recording. Display the finished pieces in your class as this increases the acceptance among, and connection between, your students.	

DiGii@School

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