

Caring critters puppet party: Showing respect online



This lesson can take up to 30 minutes. It can be broken down into smaller groups or shorter lessons.

Ages 4-6

The lesson has been designed for learners aged 4-6. The “checkpoints” offer differentiation strategies to scale learning as required.

About this lesson:

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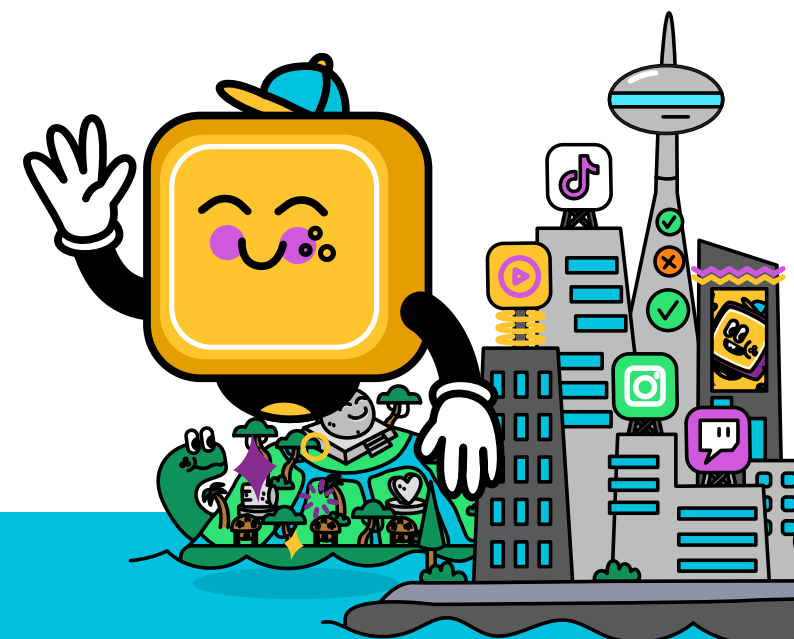


This lesson is part of the eSmart Digital Licence program

By completing just four engaging lessons, including this one, your class can earn their eSmart Digital Licences—signalling their understanding of safe and responsible online behaviour. Start now and guide your learners toward becoming confident and positive digital citizens.



Learn more about the program
be.esmart.org.au/dl/overview



Overview

This lesson aims to teach young learners about the importance of respectful behaviours online and offline. Through the use of soft toys/puppets to facilitate roleplay, it addresses common online scenarios that require learners to show respect to themselves and others.

It unpacks what respect looks like both online and offline, emphasising the similarities in behaviours rather than viewing them as disconnected. Learners are encouraged to consider what self-respect entails, including saying no, reporting issues, or asking an adult for help.

Setup

- ☐ Puppets, soft toys and/or action figures. Ensure toys are adaptable for learners with physical disability. Alternative methods include mouth-operated puppets or virtual puppetry.
- ☐ A space that is big enough for small groups/pairs to play.
- ☐ (Optional) Provide a digital version of the presentation for learners using assistive technology.
- ☐ (Optional) Drawing materials/playdough, for learners who require alternative means of expression.
- ☐ (Optional) A quiet space for students who may feel overwhelmed by loud noises or crowds which may occur during group play.

Learning intentions & success criteria

Learners will:

- Explore the similarities between showing respect in online and offline environments.
- Generate solutions to common online scenarios that are respectful to themselves and others.

These intentions are evidenced when learners can:

- ☐ Suggest at least one relevant solution to a common online scenario that is respectful.
- ☐ Correctly identify at least two respectful behaviours - one towards themselves, and one towards others.

Educators will:

- Develop strategies to guide young learners in generating respectful solutions to common online scenarios, emphasising self-respect and respect for others.
- Develop practical skills regarding the use of soft toys, puppets, and roleplay to encourage empathy and support learners in understanding how to behave respectfully in various situations.

These intentions are evidenced when educators can:

- ☐ Successfully facilitate discussions that help learners identify the similarities between respectful behaviours online and offline.
- ☐ Effectively use soft toys or puppets in roleplay activities, ensuring learners actively engage in scenarios that highlight the importance of respectful behaviour.

Respectful online conduct: Common scenarios and responses

The lesson: Key messages

- Showing respect online and offline aren't different things.
- Keeping ourselves safe shows respect to ourselves and others.
- Anything done on a device or on the internet should always be with an adult's permission, just like going out to play or inviting someone over in real life.

A child-friendly definition: Explaining respect

Respect means treating others the way you want to be treated. It's about being kind and listening to people, even if they're different from you.

Respect also means being good to yourself by taking care of your feelings, making safe choices, and believing in who you are. When you show respect to others and yourself, everyone feels happier!

Respectful behaviours include:

- Getting plenty of sleep.
- Taking breaks and resting.
- Being honest with ourselves and others.
- Asking for help.
- Listening carefully to ourselves and others.
- Sharing and taking turns.
- Making good choices.
- Asking permission.

Tips for guiding the scenario discussions

Scenario 1: Inviting others to play a game together online.

Make sure to ask them politely and be understanding if they say no. Use kind words and make everyone feel included.

Scenario 2: Feeling sad because someone said mean things in a chat.

If someone says something mean to you online, remember that it's not your fault. Tell a trusted adult about what happened. It is OK not to reply, and to block the person if needed.

Scenario 3: Asking for help when they see something scary online.

If you see something scary online, it's important to talk to a trusted adult right away. They can help you understand what you saw and make sure you feel safe. Say, "I saw something online that made me feel scared. Can you help me?"

Scenario 4: Feeling left out because they aren't invited to play.

If you feel left out, try talking to your friends about how you feel. It's important to express your feelings and find ways to be included in the future. Example: "I felt a little sad when I wasn't invited to play. Can we all play together next time?"

Scenario 5: Winning an online game they are playing with friends.

When you win an online game, celebrate your success, but remember to be kind to your friends who played with you. Congratulate them on their effort and enjoy the fun of playing together.

Scenario 6: Helping someone who has had their game items stolen.

If a friend tells you that their game items were stolen, listen to their concerns and offer support. Encourage them to report the issue to the game's support team. Example: "I'm really sorry that happened to you. Let's report it together and maybe I can help you find some new items in the game."

1

Introduce the lesson

Discussion: What does respect mean?

- Talk about respectful behaviours. Highlight similarities across online/offline settings.
- Use prompts from Slide 1 to explore the concept.
- Include self-respect: ask for help, make good choices, and reject unkind words.

List ways to show respect to others and ourselves.

- Use frame and prompts on Slide 2.
- Refer to Educator tips additional hints (p. 3).

Checkpoint: Make it work for everyone

Differentiate the lesson by assessing the discussion.

Modify instruction as appropriate, based on whether learners can:

- Identify the difference between online and offline activities.
- Give relevant examples of respectful behaviour.

Option one: Revise the difference between online/offline.

Online: Using devices for games, messaging, and browsing the internet. Review ways to support friends online and offline.

Option two: Make it more challenging

Have learners generate their own roleplay scenarios for the next activity, and/or make their own puppets to use.



2

Main activity

Choose guided or small group roleplay based on learners' needs.



Guided roleplay (whole class)

- Read each scenario starting at Slide 3.
- As a group, generate ideas to resolve the scenario respectfully.
- Invite volunteers to the front to act out an appropriate resolution to the scenario with you using puppets or action figures.

Puppet roleplay in groups

- Assign a scenario from Slide 3 to small groups/pairs.
- Use soft toys/puppets to create a story, making sure it has a respectful resolution.
- After 10 minutes, invite groups to act out/discuss the scenarios. Highlight the respectful behaviours.



Checkpoint: Check understanding

Observe activity participation to ensure progress towards the success criteria. Modify instruction if learners struggle to:

- Stay on task; too much free play or completely off topic.
- Suggest at least one relevant respectful solution to a scenario.

Options:

- Pair students with different abilities to work together.
- You might wish to repeat this activity at another time to gauge how much is understood from modelling the responses.

3

Exit pass

Discussion: Showing respectful behaviours

Remind learners that being safe online means showing respect to themselves and others.

- Ask:
 - What can we say when someone is unkind online?
 - What can we do when someone is unkind online?
 - What can we do if we feel scared or unsafe online?



Each learner should be able to explain at least one relevant respectful solution or explain why another suggestion is respectful.

Checkpoint: Learning intentions & success criteria

Assess the "Exit pass" activity to ensure learners have met the following success criteria:

Suggest at least one relevant solution to a common online scenario that is respectful.

Correctly identify at least two respectful behaviours - one towards themselves, and one towards others.

Next steps:

If some learners didn't meet the criteria, do the "Top-up" activity in the following section. Discussion about the lesson's themes can be continued at home by setting the extension task as homework.

Important Note:

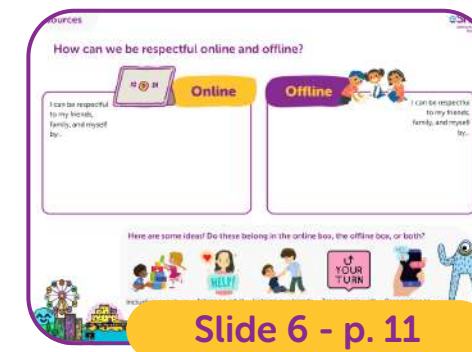
If this lesson is being conducted as part of the eSmart Digital Licence, you'll need to ensure that all learners have met the success criteria before accessing and distributing the Digital Licences.

4

(Optional) Top-up or extend the lesson

Top-up the lesson:

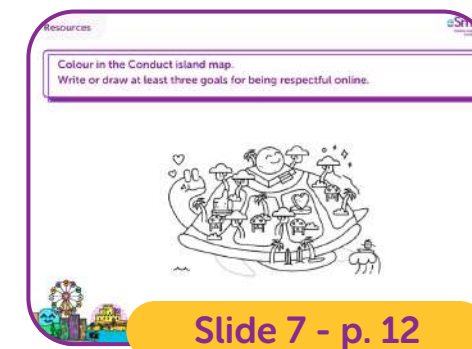
For learners who need more help meeting the learning intentions & success criteria.



Using the frame on Slide 6, unpack the similarities and differences between respectful online and offline behaviours. Ask learners to draw pictures, write words, or simply discuss the ways that they can show respect to their friends, family, and themselves in both environments. This activity reinforces the idea that respectful behaviours online and offline can often be the same, helping to understand the importance of consistency in their actions.

Extend the lesson:

For learners who have met the learning intentions & success criteria and need a bit more of a challenge.



Create a code of conduct poster to share at home using the Conduct Island map provided (Slide 7). Families, carers, or trusted adults can add to it. The goal is to colour, draw pictures, and write (with assistance if needed) at least three goals for respectful online behaviour, including setting boundaries and asking for help. Conduct Island is part of the eSmart Digital Licence quest.

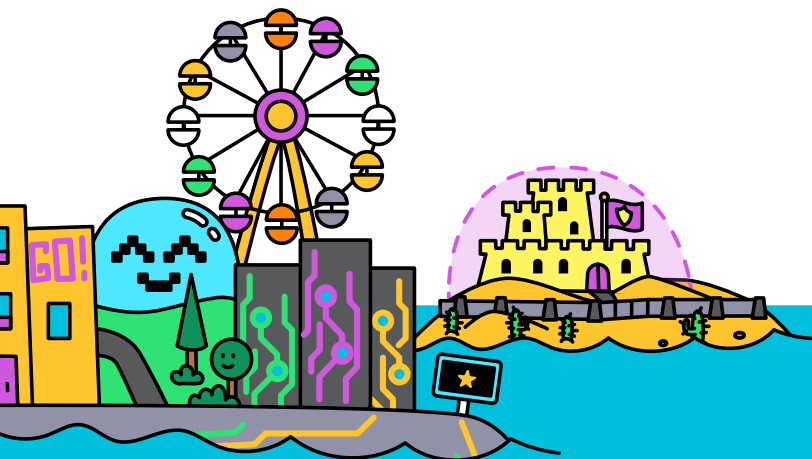
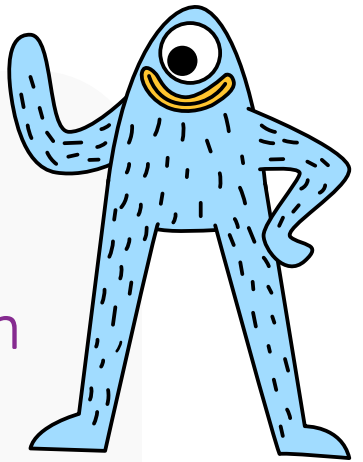
If your class is not already on the quest and want to explore other islands, visit be.esmart.org.au/dl/overview.

What does "respect" mean?



Example sentences:

- "I show respect by listening when my friend is talking".
- "We can be respectful by using kind words with others".
- "I take care of my toys because that shows respect for my things".
- "We show respect when we keep our hands to ourselves".
- "I respect myself by making good choices".



Family

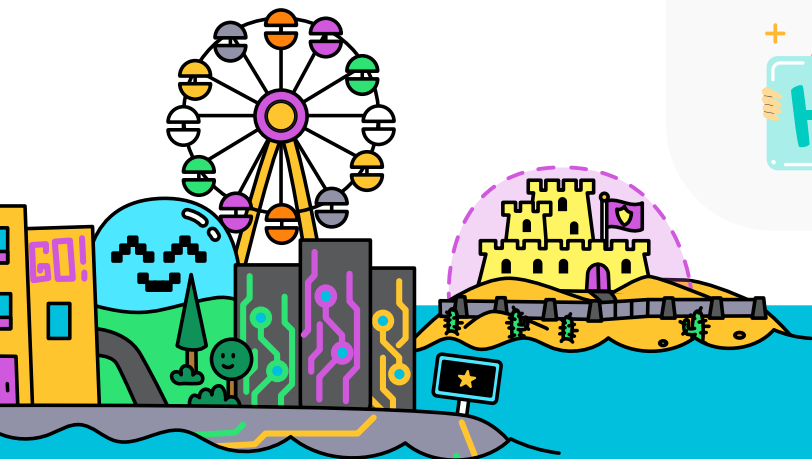
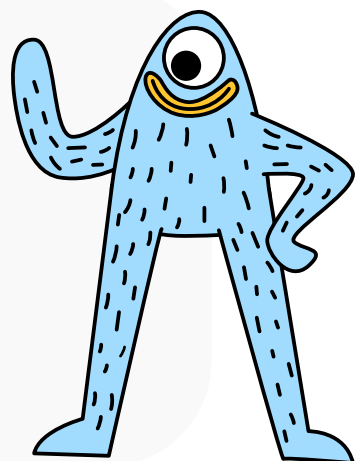
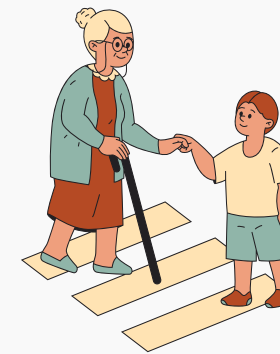
Friends

Ourselves

Make a list of things we do to show respect.

These can be online AND offline things!

Here are some ideas...



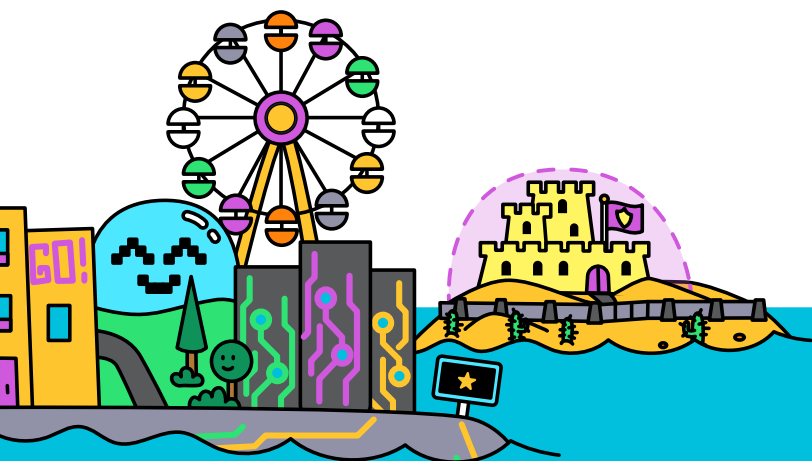
Scenario one

Inviting others to play a game together online.



Scenario two

Feeling sad because someone said mean things in a chat.



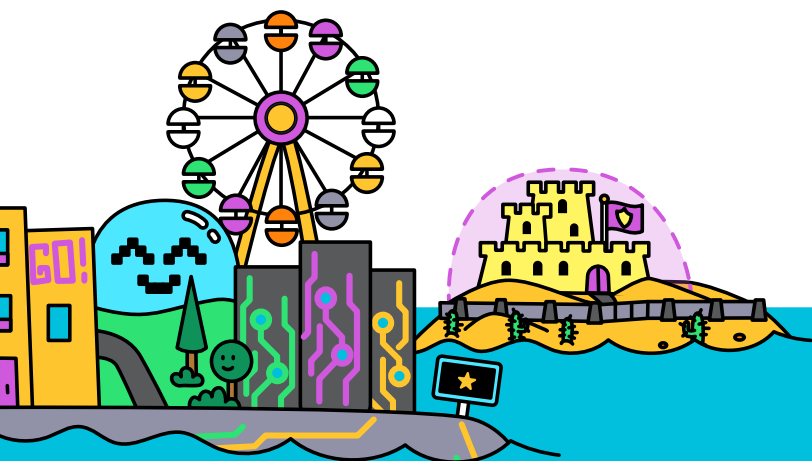
Scenario three

Asking for help when you see something scary online.



Scenario four

Someone feeling left out because they aren't invited to play.



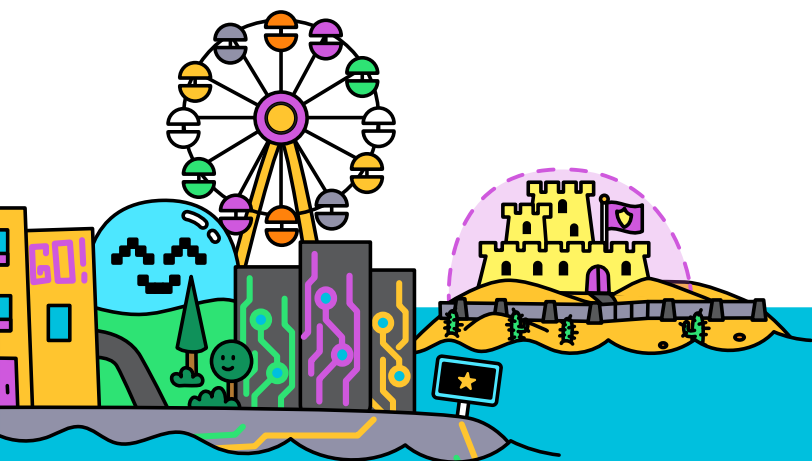
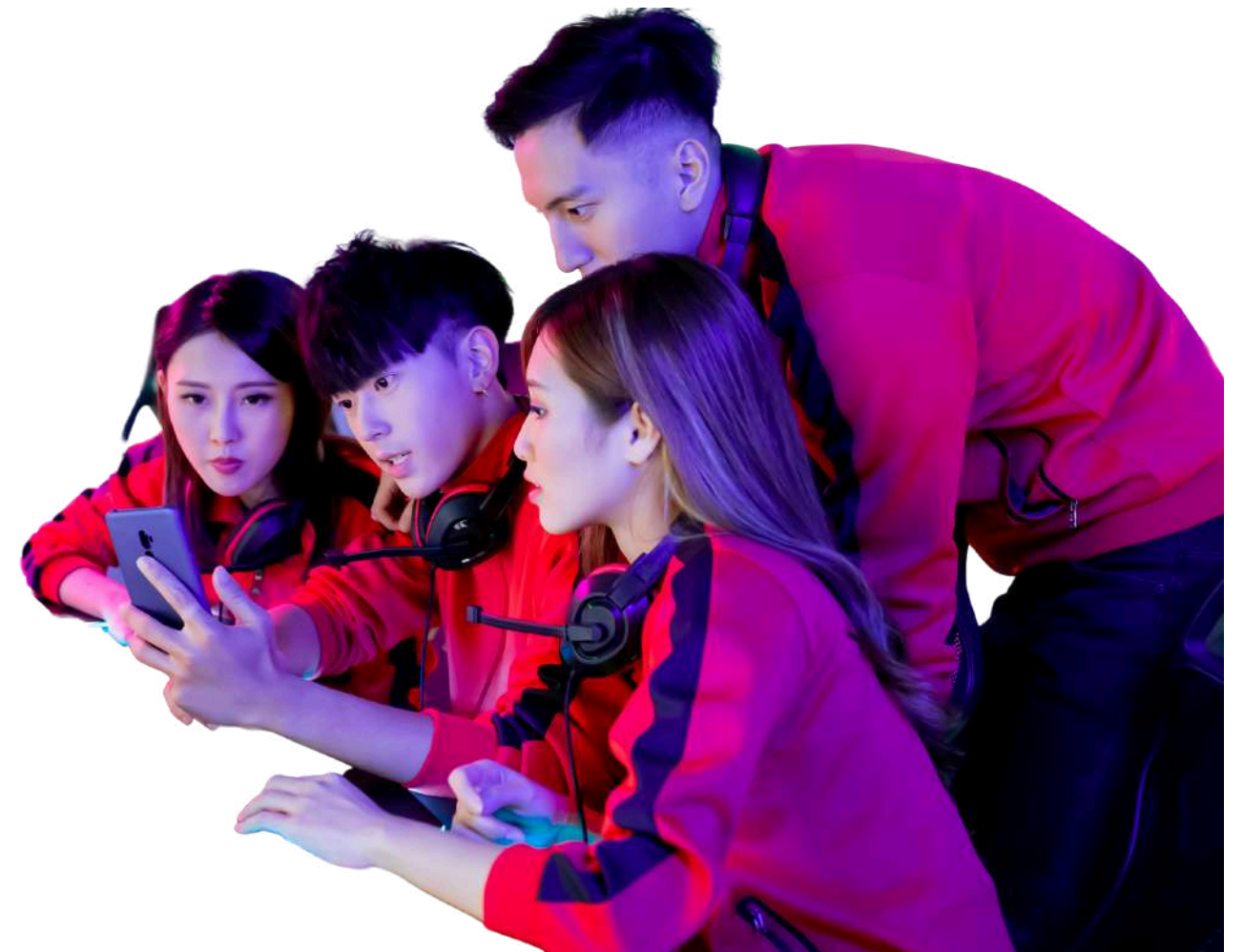
Scenario five

Winning an online game that they are playing with their friends.

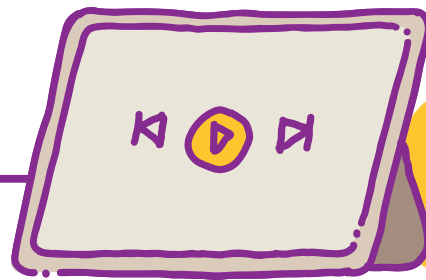


Scenario six

Helping somebody who has had their game items stolen.



How can we be respectful online and offline?



Online

I can be respectful to my friends, family, and myself by...

Offline



I can be respectful to my friends, family, and myself by...

Here are some ideas! Do these belong in the online box, the offline box, or both?



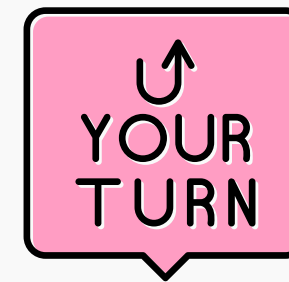
Including people in games.



Asking an adult for help.



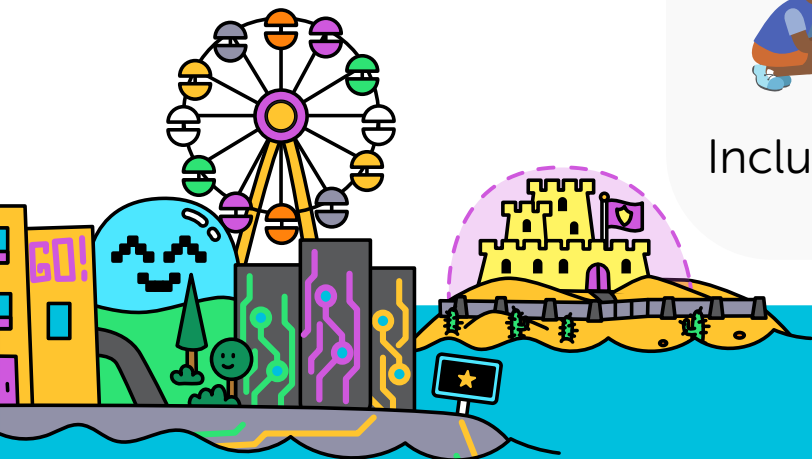
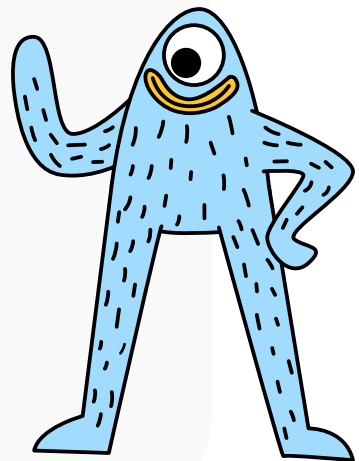
Helping our friends if they need it



Taking turns with toys or games

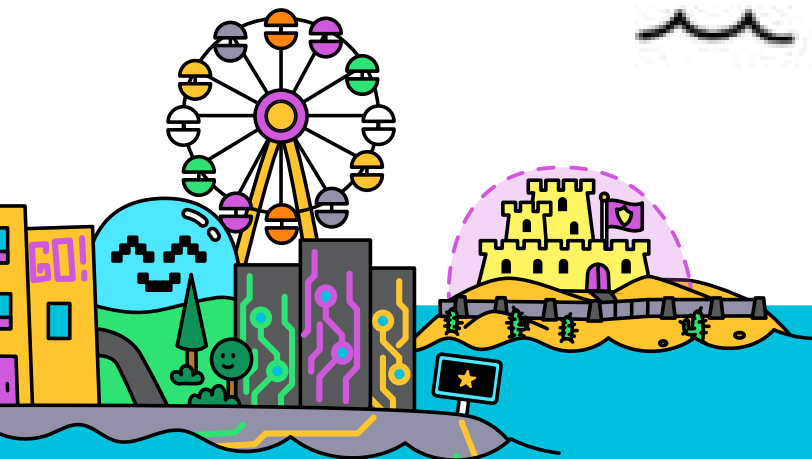


Responding to messages



Colour in the Conduct Island map.

Write or draw at least three goals for being respectful online.



Australian Curriculum (Version 9.0)



Personal & Social Capabilities

Drama

Health & Physical Education

Foundation: Personal and Social Capability
Empathy:

Level 1: Demonstrate an awareness of the needs, emotions, cultures, and backgrounds of others.

Foundation: Health and Physical Education

AC9HPFP02: Practise personal and social skills to interact respectfully with others.
AC9HPFP04: Explore how to seek, give or deny permission respectfully when sharing possessions or personal space.

Foundation: Drama

AC9ADRFD01: Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas.
AC9ADRFC01: Create art works that communicate ideas.

Year One: Personal and Social Capability
Relational Awareness:

Level 2: Describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts.

Year One: Health and Physical Education

AC9HP2P02: Identify and explore skills and strategies to develop respectful relationships.
AC9HP2P03: Identify how different situations influence emotional responses.
AC9HP2P04: Practise strategies they can use when they need to seek, give or deny permission respectfully.

Year One: Drama

AC9ADR2D01: Use the elements of drama and imagination in dramatic play and/or process drama.
AC9ADR2C01: Create and co-create fictional situations based on imagination and/or experience.
AC9ADR2P01: Share their drama in informal settings.

My Time, Our Place



Outcome 2: Children are connected with and contribute to their world.

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

This is evident when children:

- Communicate and demonstrate an understanding that they are a part of a world that shares and communicates using digital technologies.
- Demonstrate an ability to share and respect others' use of digital technologies.

CASEL Framework



Relationship skills:

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.