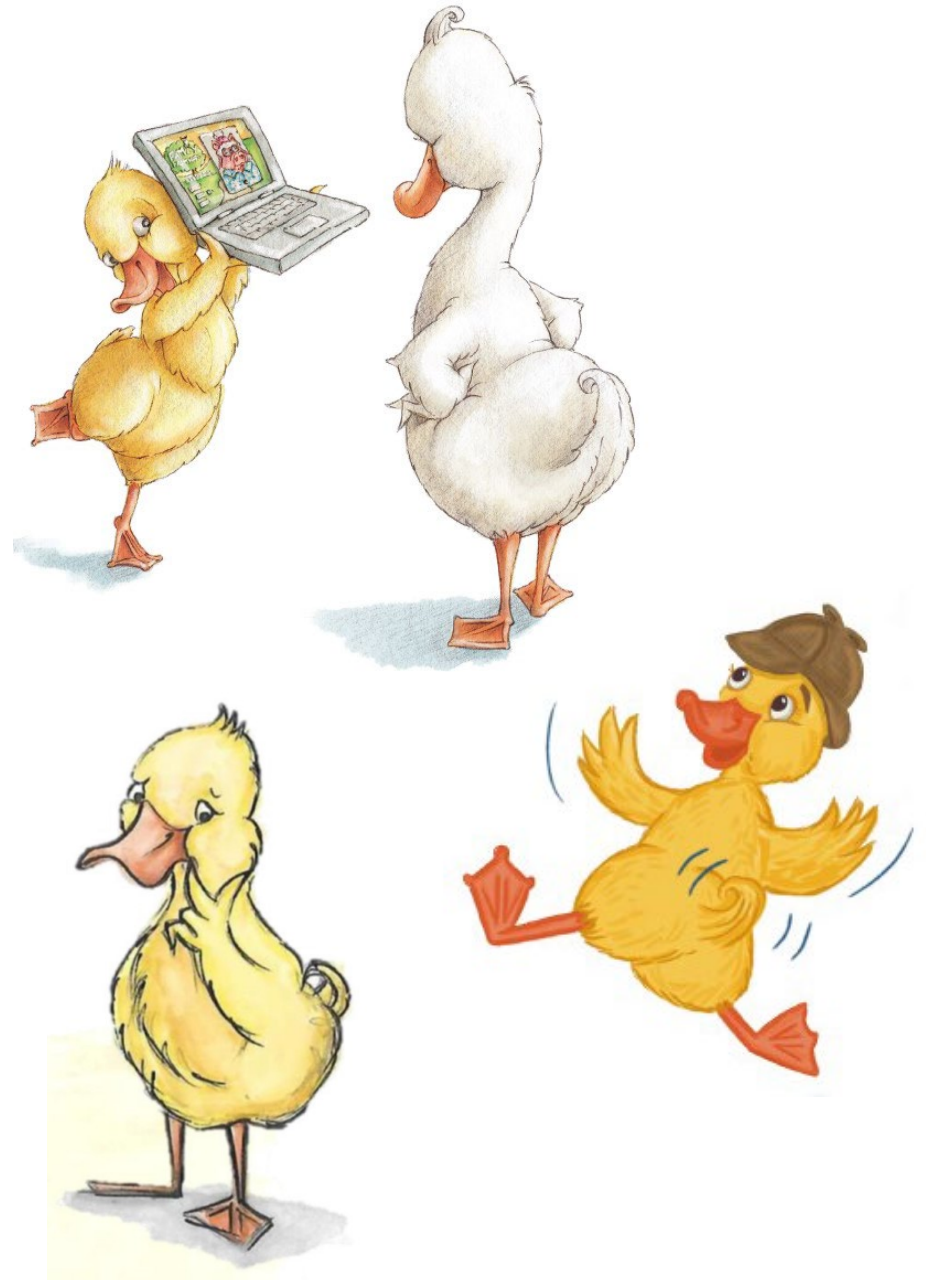


Digiduck Activity Menu

Teaching and learning
activities to support the
first three Digiduck stories.
For use with 3-7 year olds

childnet.com/digiduck



How to use this activity menu

These activities are designed to be carried out after reading, 'Digiduck's Big Decision,' 'Digiduck's Famous Friend,' or 'Detective Digiduck.'

On the next few pages you will find a range of quick activity ideas suitable for children aged 3-7. Educators are invited to pick and mix from the suggested activities to best suit learners' needs and abilities.

From Page 6 onwards you will find worksheets and instructions for a selection of longer activities. These activities are presented as follows:



Slide A

Instructions for educators.



Slide B

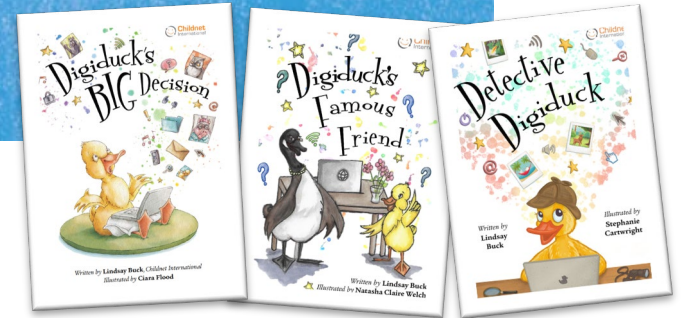
Visual support for learners (if required).



Slide C

Printable resources to support activity (if required).

Quick Creative Activities



Learners could draw, collage, paint, or use a digital programme to create a family portrait of Digiduck's family, or of Digiduck and his friends.

Then make and decorate photo frames to put them in.



Ask learners to design a new front cover for one of the Digiduck stories that you have read.

Help learners to write a rap, song, or poem based on what Digiduck learns from Wise_Owl in the story that you have read.



Create masks or puppets, based on the characters in the story. Learners could wear these whilst re-telling the whole story, or a part of it.



Recreate a scene from the story using stop motion animation. You could use Lego, build characters from plasticine, or draw 2D characters on paper.

Quick Discussion Activities

Ask learners to retell the story that you have read to each other. You could create a roleplay space with related costumes, props and settings from the story.



Tell learners the internet genie has granted three wishes to make using the internet safer and more enjoyable! What will they wish for?

E.g., “I wish that everyone was kind online...”

What might Digiduck and his friends be doing online in ten years' time? Will they be able to do things that aren't possible now? What technology might they be using? How might the internet have changed?



Discuss learners' favourite things to do online. Are they the same or different to Digiduck?



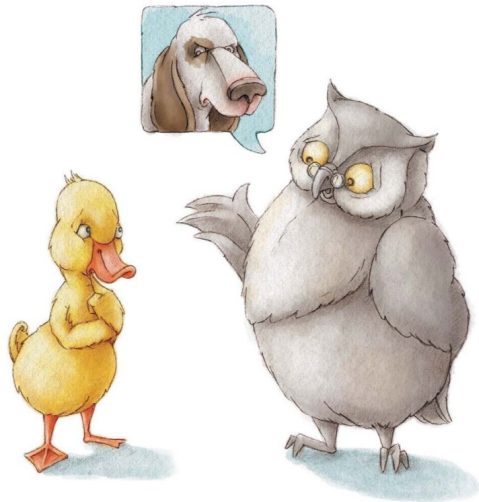
Make your learning space the set of a talk show. Choose a host and ask learners to take turns being the characters who appear as guests. The audience will be asking questions, based on the story you have read.

Quick Writing Activities

Have learners draw carefully around their hand and write the name of a trusted adult on each finger. Can they name 5 different adults who could help, if anything worries or upsets them online?

Learners list as many things that count as personal information, and therefore shouldn't be shared online. E.g., D.O.B, full name etc.

Ask learners to rewrite the story in the form of a comic strip. They could include short captions, and speech bubbles.



Ask learners to create some 'Top Tips' posters based on what Digiduck learns from Wise_Owl, in the story that you have read.



Complete the sentence: A good friend online is someone who...
(e.g., is kind, stands up for you, makes you laugh etc.)
Why not create a display with the answers?

Longer activities and worksheets

Please refer to the icon on each page:



Instructions for educators.



Visual support (if required).



Printable resources (if required).

Activity Name

Brief Description

Internet Safety Rules
Pages 7-8

Learners reflect on Digiduck's internet rules and the rules they follow at home and at school.

My Life Online
Pages 9-11

Learners fill in a tablet screen with all the sites and services they enjoy using.

Sequencing and Recount
Pages 12-15

Learners retell the story by sequencing the pictures.

Bubbles and Clouds
Pages 16-20

Learners decide what the characters are saying and thinking at key times in the stories.

Email Digiduck
Pages 21-22

Learners write an email to Digiduck, or one of the other characters, with their thoughts on the story.

Question Wall
Pages 23-24

Put questions around the room for learners to answer.

Digiduck's Diary
Pages 25-26

Learners write a diary entry based on the story that you have read.

Online chat
Pages 27-31

Learners imagine an online chat between two characters from the story.

Internet Safety Rules – Notes for Educators



In this activity, you can share Digiduck's five rules for staying safe online and use this as a starting point for discussing and establishing your own class or school rules.

The rules are displayed on the following page and can be shared directly with learners, either by printing or sharing on a screen. Discuss existing rules they might know for when they're using technology at home or at school.

For a memorable approach to simple online safety rules, you may also like to share Childnet's SMART rules.

[Childnet.com/SMART](https://www.childnet.com/SMART)

Internet Safety Rules



When Digiduck goes online, he has 5 special rules that he always follows.

1. “Always use the internet where Mummy and Daddy Duck can see me. E.g., in the family room, or in my bedroom with the door open.”
2. “Only play games, or use websites, that my parents, or teachers, have said are okay - e.g., the Family Farmyard website.”
3. “Ask before doing something new online – e.g. watching a video, or playing a new game.”
4. “Only talk to people online that I have already met face-to-face.”
5. “Tell an adult straight away if anything worries or upsets me.”



What rules do we use at home and at school to keep us safe online?

My Life Online – Notes for Educators



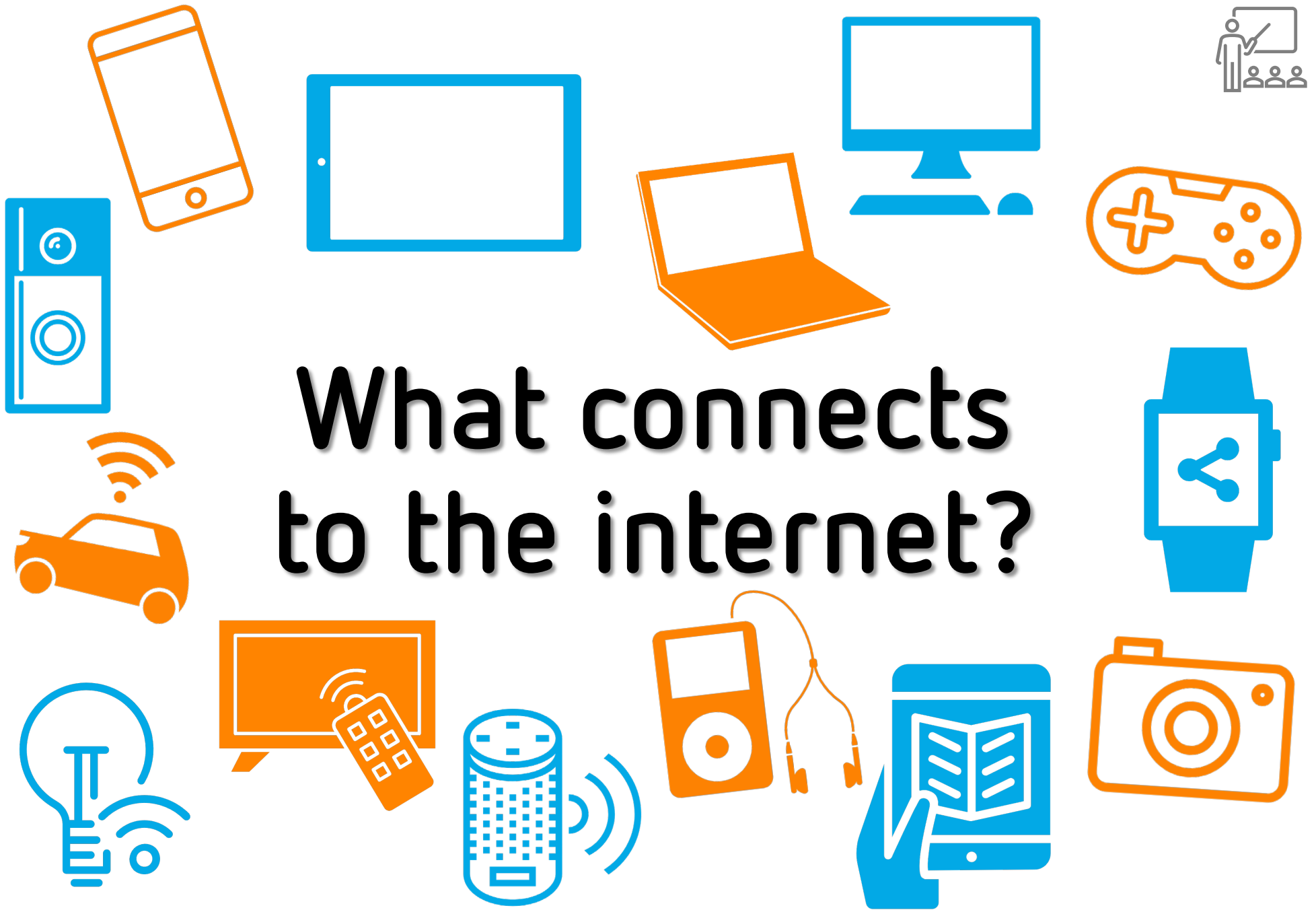
In this activity learners will think about all the different ways that they go online, and the things they enjoy doing. They will fill in the blank tablet screen on the *My Life Online* worksheet.

Ask learners to create an anonymous profile image in the corner – they could draw something they like (a sport, favourite food, a pet, or something else to represent them!) Then fill the remaining space with things they enjoy online.

For learners to complete their blank tablet screens, it will be helpful to talk together as a class beforehand, to explore their lives online. Here are some suggested questions to discuss:

- What devices, sites and services do your learners enjoy using?
- Do they watch TV online? e.g., YouTube, Amazon, Netflix etc.
- Do they play mini games on their own devices, or those of their parents?
- Which games consoles do they use and who do they play with?
- Do they use video calling services?
- Have they sent online messages or emails before?

The “[What connects to the internet?](#)” page can also help to get discussions started.



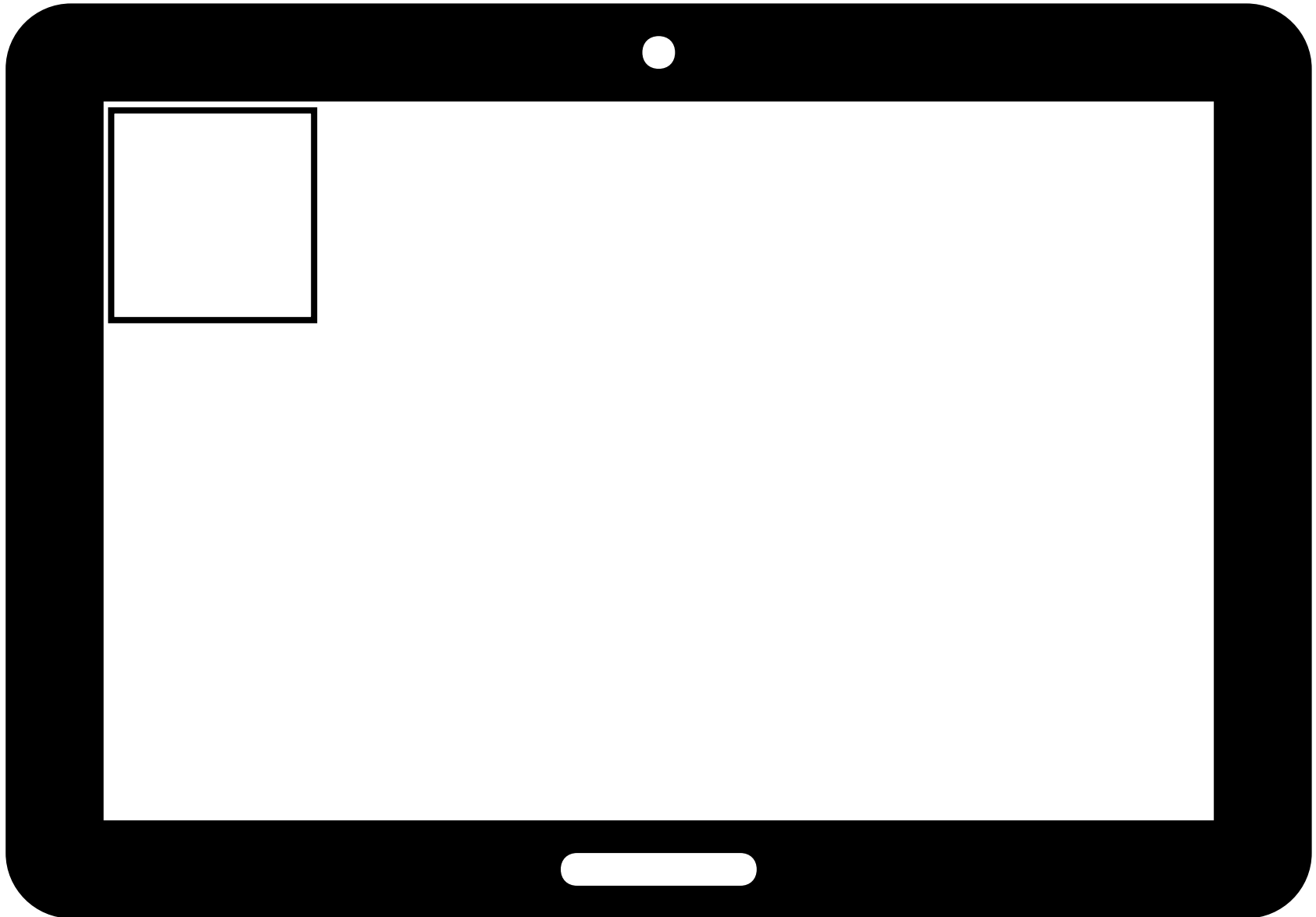
What connects to the internet?



Fill in the blank tablet screen to show what your life online looks like.
Don't forget to add a profile picture in the box.

My Life Online

By



Sequencing and Recount – Notes for Educators

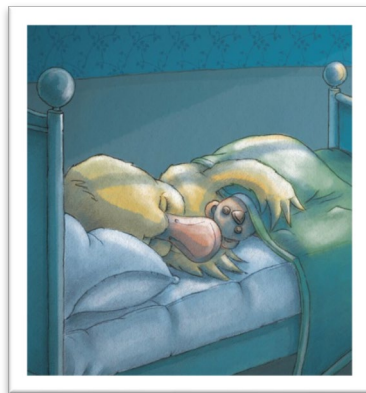


In this activity, learners will recount one of the three Digiduck stories by sequencing the pictures provided.

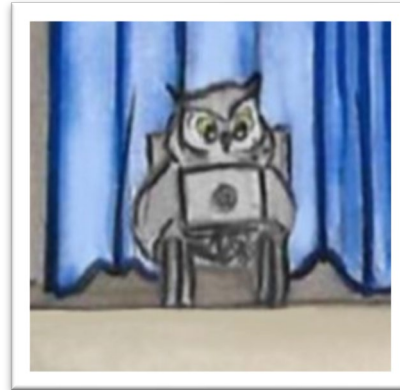
Examples have been given from each of the three stories. You can of course take different pictures from any of the texts, or add in more images, or use fewer images, depending on the needs of your learners.

Learners could simply sequence the pictures and re-tell what they can recall verbally, or they could write something for each image too.

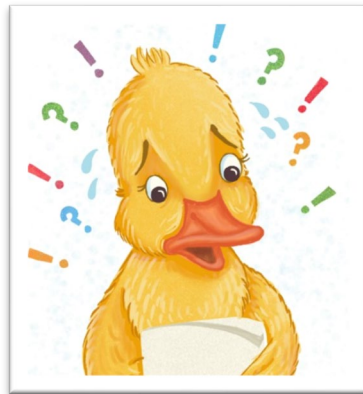
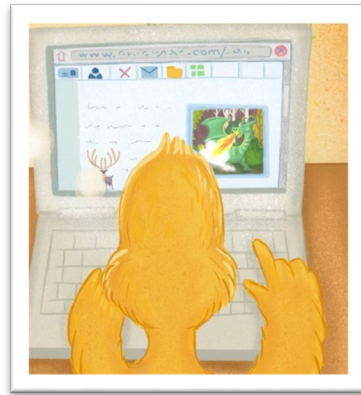
Sequencing and Recount – Digiduck's Big Decision



Sequencing and Recount – Digiduck's Famous Friend



Sequencing and Recount – Detective Digiduck



Bubbles and Clouds — Notes for Educators



In this activity, learners should choose one of the illustrations and write thought clouds, and/or speech bubbles, for the characters. What might they be thinking or saying at that moment?

Learners could write a speech bubble and a thought cloud for each character, or just a bubble, or just a cloud.

Example illustrations have been provided from each story but you can take any picture from any of the three stories. Discussion could include the fact that it is often difficult to say how you really feel, and so one character's thoughts and speech may be different.

Bubbles and Clouds – Example



“I want to go home.”



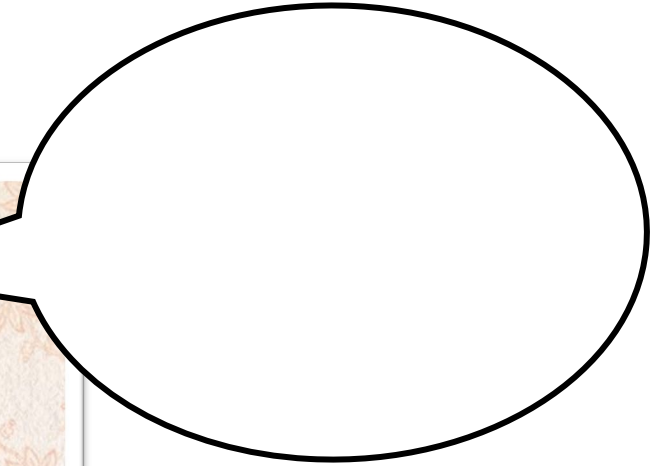
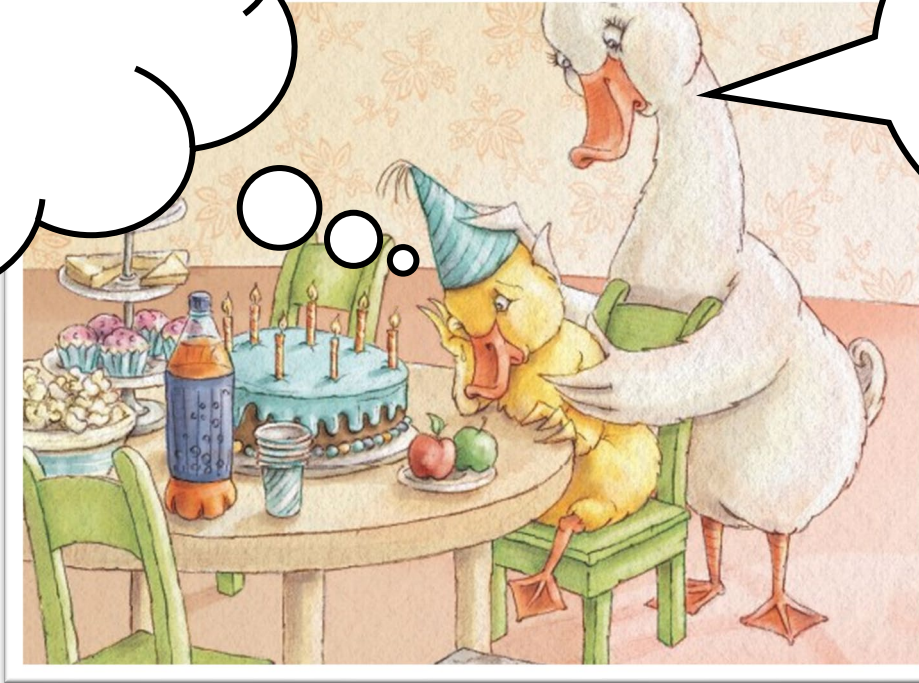
What can I do to help him?

Bubbles and Clouds

Digiduck's Big Decision



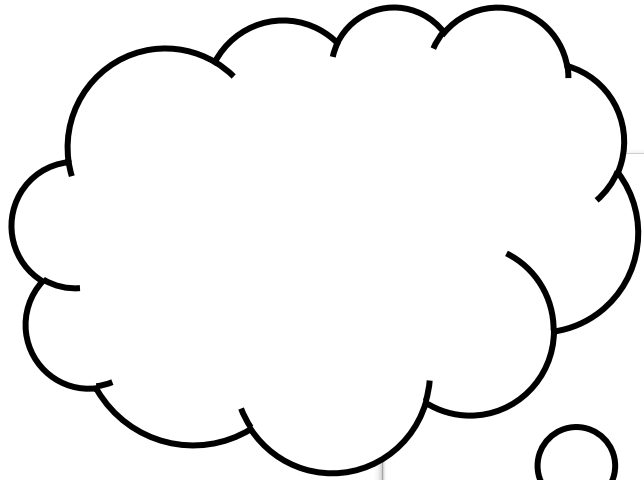
What is Digiduck thinking in this scene?
Write your answer in the cloud.



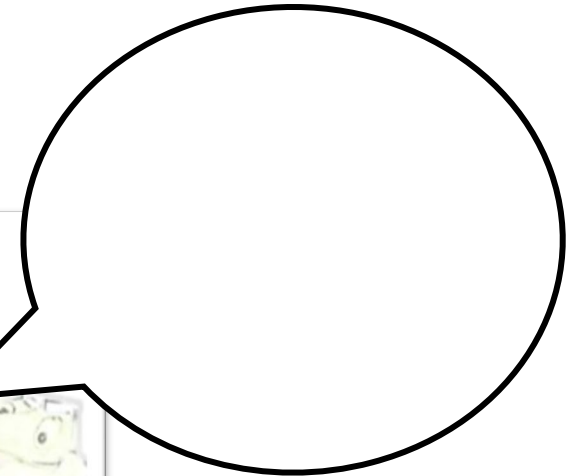
What might Mummy Duck be saying?
Write your answer in the bubble.

Bubbles and Clouds

Digiduck's Famous Friend



What is Digiduck thinking here?
Write your answer in the cloud.



What might Wise_Owl be saying?
Write your answer in the bubble.

Bubbles and Clouds Detective Digiduck



What are Digiduck and
Wise_Owl saying?
Write your answers in
the bubbles.

What might Mummy
Duck be thinking?
Write your answer in
the cloud.

Email Digiduck – Notes for Educators



In this activity, learners should write an email to Digiduck - or one of the other characters, to let them know how they felt when reading the story.

Questions to help prompt writing could include:

- Which character would you like to email?
- What happened in the story?
- Were there things that surprised you?
- Or made you feel happy, or sad?
- Has anything like this happened to you?
- What have you learnt from reading the story?



Write an email to Digiduck, or one of the other characters, to let them know how you felt when reading the story.

Name: _____



New Message

To

Subject



SEND

Question Wall – Notes for Educators



In this activity, questions about life online are displayed around your learning space. Provide learners with copies of the speech bubbles on the following page, and invite them to move around the space writing short answers to the questions.

Here are some examples of the questions that you can put up around the room:

- What do you like to do online?
- Do you prefer playing games, or watching videos?
- Who do you play games with online?
- Who do you talk to online?
- Who do you go to when you have a problem online?
- How often do you go online?
- Do you have any rules about going online at home?



A blue speech bubble with a tail pointing towards the bottom right. Inside the bubble are four horizontal black lines for writing.

An orange speech bubble with rounded corners and a tail pointing towards the bottom left. Inside the bubble are five horizontal black lines for writing.

Digiduck's Diary – Notes for Educators



In this activity, learners will write a diary entry for Digiduck, based on one of the events in the story that you have read.

You may wish to encourage them to particularly focus on the key online safety messages from the story, or how using the internet and technology made Digiduck feel.

This could accompany a discussion on how using technology might make learners feel normally, and as a possible extension you could ask them to keep a digital diary recording these feelings over a week.

An optional worksheet is provided.

Write a diary entry for Digiduck, based on the events in the story that you have read.

How might he have been feeling, and what did he learn that day?



MY DIARY

Day:

Date:



Online Chat – Notes for Educators



In this activity, learners will imagine that two of the characters are having an online chat about something that happened in the story that you have read.

Suggestions have been given, but you can choose any two characters. For the suggested characters we have provided profile pictures which can be cut out and stuck on the worksheet.

Digiduck's Big Decision: Proud.pig and Shy-Sheep (after school on the day that Digiduck shares the photo).

Digiduck's Famous Friend: Cool.cow and Footie_fox (after being surprised to learn that the mystery guest was Wise_Owl, and not Pip.parrot or Bella-Badger).

Detective Digiduck: Digiduck and Big-Buck's daughter Freya_fallow (after meeting at the Forest School end of term party, and learning the truth about the forest animals).

Online Chat

Example from Digiduck's Famous Friend



I was so sure our mystery guest was Pip.parrot. I watch her show every week!

I was convinced it was Bella-Badger. She's so awesome!



Both of our guesses made sense! I can't believe who it really was!

Online Chat



Choose two characters from the story that you have read. Imagine they are having an online chat about what has happened. Fill out the boxes with what they say.



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