

Storytime overview

In this storytime session, students will read [Paws](#), a winning entry from Stories by Digital Children competition. This book was written by Darcy Wright & Annette Woods and illustrated by Phoebe Zeng.

This story explores conduct one of the 4Cs of online safety risk. Conduct refers to making responsible choices by behaving and communicating respectfully and understanding the impact online behaviours have on others. For further support in teaching young children in how to stay safe online, please visit besmart.org.au

Cross-age learning and support

During this session, upper primary students will listen to the webinar alongside lower primary students and then assist them with the follow-up learning activity, helping to explain key ideas and model respectful behaviour. Upper primary students will then complete their own reflection task to consolidate their learning.

Victorian Curriculum Level Year 5-6 links including

- Health and Physical Education: VC2HP6P04, VC2HP6P07, VC2HP6P08
- English: VC2E5LY01, VC2E6LY01, VC2E5LY09, VC2E6LY08
- Digital Literacy Skills: Practising Digital Safety and Wellbeing (Manage digital wellbeing)

Student learning intention

We are learning to support younger students by modelling respectful behaviour, explaining the importance of consent, and helping others make safe and kind choices online and offline.

Learning success criteria

- I can explain the message of [Paws](#) and model how to ask for consent.
- I can support younger students to make safe and respectful choices.

Resources required for the lesson

- Pencils / Pens
- Printed eSmart Exit Pass (we also recommend printing the Parent Resource on the reverse side)

Outline and timing of session

0-20 minutes: Tune in with lower primary and listen to the eSmart team read the story.

20-40 minutes: Upper primary students assist lower primary students with the follow-up learning activity before completing their own reflection task.

Educator tips

We recommend reverse side printing the family resource on the back of the student eSmart Exit Pass, that is then sent home. This way, parents can see what their child has learnt and access useful resources and information.

Copy and paste the spiel below straight into your school newsletter. Attach the family resource (on page 4) to encourage families to continue the conversation at home.

Year 5-6 eSmart Schools Storytime

This week in class, our Year 5–6 students worked alongside lower primary students after listening to the story [Paws](#), written by Darcy Wright and Annette Woods and illustrated by Phoebe Zeng. The older students supported younger learners to understand the importance of consent, when consent is needed, and what to do if someone says no. Using the characters Meow Meow and her big sister Chelsea, Year 5–6 students helped guide discussions about making safe and respectful choices when sharing photos and information, both online and offline. Through modelling, discussion, and support, the key message reinforced was to think before you share and to always ask first when sharing anything about another person.







Instructions:

After you finish the learning activity, read each success criteria and circle your level of understanding:

Thumbs up = I understand it well

Thumbs sideways = I understand some, but I need a bit more help

Thumbs Down = I don't understand yet and need support

Name:	
Learning Intention: We are learning to support younger students by modelling respectful behaviour, explaining the importance of consent, and helping others make safe and kind choices online and offline.	
Success Criteria	Circle your understanding
I can explain the message of <u>Paws</u> and model how to ask for consent.	  
I can support younger students to make safe and respectful choices.	  

Paws shows a story about making choices online and how those choices can affect others. Think about the story and answer the following questions.

1. What is one important message from the story?

2. What idea from the story did I find challenging to explain, and why?

3. Self-rating: How well did I support younger students today?



Explain why you chose this rating:

Paws

Written by Darcy Wright & Annette Woods
Pictures by Phoebe Zeng



Take home messages for families:

Ask Before You Share

Photos and information about children belong to them too. Always ask for permission before sharing images or details of other people, including your own children, where possible. Consent can change and children are learning that it is okay to change their mind. Adults can model this by checking in regularly.

Respect a "No"

If someone says no to a photo or sharing something about them, the safest and kindest choice is to respect that decision without pressure or persuasion.

Think About the Audience

Before sharing, consider who will see the photo or information and how it might make the child feel now and in the future. What feels cute today may feel uncomfortable later.

Talk About Online Choice

Stories like Paws open opportunities to talk with children about what is okay to share online and what is better kept private, helping them build strong digital judgement from a young age.

Model Respectful Sharing

Children learn most from what they see. By modelling thoughtful, consent-based sharing online, families help children understand that respect and care extend into digital spaces too.

