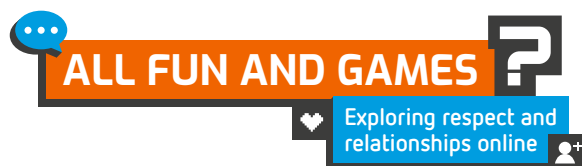




## How to use this Activity Menu

All the activities are based on the story 'Digiduck and the Magic Castle' which is available to read at: [childnet.com/digiduck-magic](https://childnet.com/digiduck-magic)



Educators are invited to pick and mix from the suggested activities to best suit learners' needs and abilities.

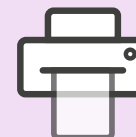
Each activity is presented as follows:



Instructions for educators



Visual support for learners (if provided)



Printable resources (if provided)

**Note for educators:** To support with the selection of activities, we have provided learner outcomes where relevant. These have been taken from the free, non-statutory *Education for a Connected World* framework and can also be mapped against curricula or programmes of study that reflect your context. For further free online safety resources mapped to the framework, visit: [projectevolve.co.uk](https://projectevolve.co.uk)

### Looking to deliver an entire lesson?

#### For learners aged 3-5 we would recommend:

- Read Digiduck and the Magic Castle
- Complete Activity 10, 'Magic castle Login'
- Complete Activity 3, 'Whooo helps yooou?'

#### For learners aged 5-7 we would recommend:

- Read Digiduck and the Magic Castle and try Activity 6, 'Emoji Fans'
- Complete Activity 9, '1 New Message'
- Complete Activity 3, 'Whooo helps yooou?'

# Overview of activities

	Activity name	Activity description	Group size	Time required
1	Getting into character	Create a character mask and deliver online safety advice to camera.	Individual	10 mins
2	“Whoou helps yooou?”	Wise_Owl and Eagle_Owl want to know who you would go to for help, if anything worried you online.	Individual	10 mins
3	Personal information sorting	Decide what information should, or should not, be shared online. This could be a written or practical activity.	Pairs	15 mins
4	Relationship rings	Choose which ring on the target each person goes into, to show the range of relationships you have in your life. What information would you be comfortable sharing at each level?	Individual / or whole	15 mins
5	Emoji fans	Use the emoji fans to decide how the characters might be feeling throughout the story. Then use the additional scenarios to think about how the learners would feel, and respond, in each situation.	Whole	20 mins per activity
6	A ‘Kinder Internet’ spell	Create a spell to help make the internet a kinder and happier place! This could be a written or practical activity.	Pairs	15-20 mins
7	Under pressure	Digiduck has received messages from Shy-Sheep, and needs to respond. Hot seat Digiduck and help him decide what to do!	Whole, then pairs	20 mins
8	1 new message	Decide as a class how to respond to the message that Digiduck receives. After discussing the questions, learners compose a kind message to send to Digiduck instead.	Whole, then individual	20 mins
9	Magic castle log-in	Create an avatar, username, and password for the magic castle. Different templates are provided.	Individual	20 mins
10	Bonus level!	Design a new level for the magic castle, and choose three rules that players must follow, to ensure that everyone has a positive experience online.	Pairs / whole	30 mins
11	Digiduck... freeze!	In this role play activity, use your magic wand to freeze time, to help Digiduck make the best choices online!	4	30 mins

**Group size:** Individual

**Timing:** 10 minutes

**Resources:**

- Digiduck, Wise\_Owl and Eagle\_Owl mask templates
- Fancy dress costumes
- Video camera



**Learner Outcomes**

- I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.



## Getting into character

Invite learners to create a mask for either Digiduck, Wise\_Owl, or Eagle\_Owl. Costumes could additionally be brought in from home. Then ask learners to give one piece of online safety advice, that they have learned from the story, to camera. E.g. "Always ask for help if something pops-up on the screen," "Always ask permission before downloading something new," or "Keep passwords to yourself and do not share them with friends."





# Printable Digiduck mask

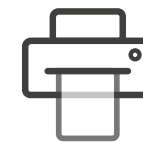


# Printable Wise\_Owl mask





# Printable Eagle\_Owl mask



**Group size:** Individual

**Timing:** 10 minutes

**Resources:** ■ “Whooo helps yooou?” Frame (optional)



### Learner Outcomes

- If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.



## “Whooo helps yooou?”

Wise\_Owl and Eagle\_Owl would like to know who your learners would go to if they needed help with anything online. Learners will draw a picture of their trusted adults – either by hand, or by using an ICT programme.



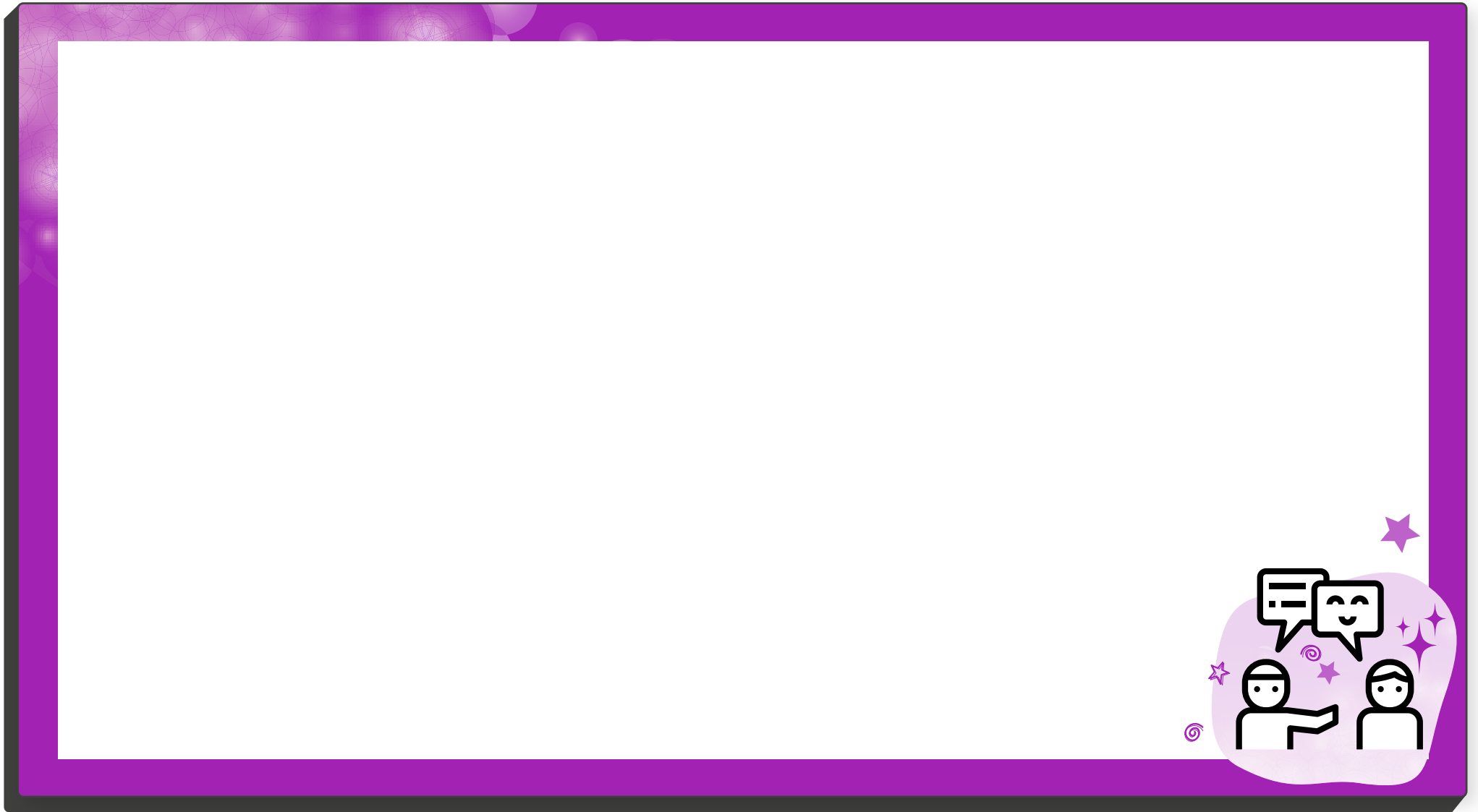
**To extend this activity:**

**Ask your learners to write a sentence explaining what each adult might do to help.**





# "Whooo helps yooou?" Frame



**Group size:** Pairs

**Timing:** 15 minutes

**Resources:**

- 'Pieces of Information' sheet per pair
- 'Online or offline?' sheet per pair
- Glue
- Scissors



**Learner Outcomes**

- I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).
- I can describe who would be trustworthy to share this information with; I can explain why they are trusted.
- I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.
- I can explain and give examples of what is meant by 'private' and 'keeping things private'.



## Personal information sorting



**In this activity, learners sort information into two groups:**

- A) Personal information that should be kept private, and offline.**
- B) Information that is safe to share online.**

This could also be done as a practical sorting activity. E.g. attach each piece of information as a label on a bean bag and ask learners to throw them into the correct hoops. Or read out the piece of information and ask learners to move to the correct side of the room – indicated by the 'Online or offline? Poster A/B' (provided). Can your learners add any more examples to each of the two groups?

# Pieces of Information



A photo of  
your food



Birthday



Full  
name



Pets'  
names



Music you're  
listening to



Email  
address



School  
name



Username/  
nickname



Today's  
weather



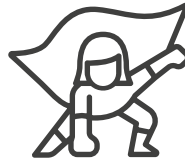
Phone  
number



Your  
sock  
colour



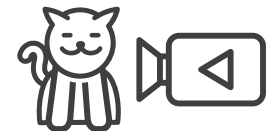
The best  
superhero



Home  
address



A video of  
your cat



Where you are  
right now



Friends'  
names



Passwords

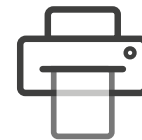


The  
time

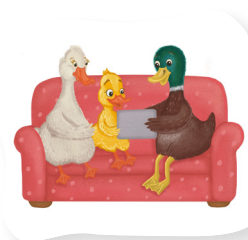




# Online or offline?



Keep private and offline



Safe to share online

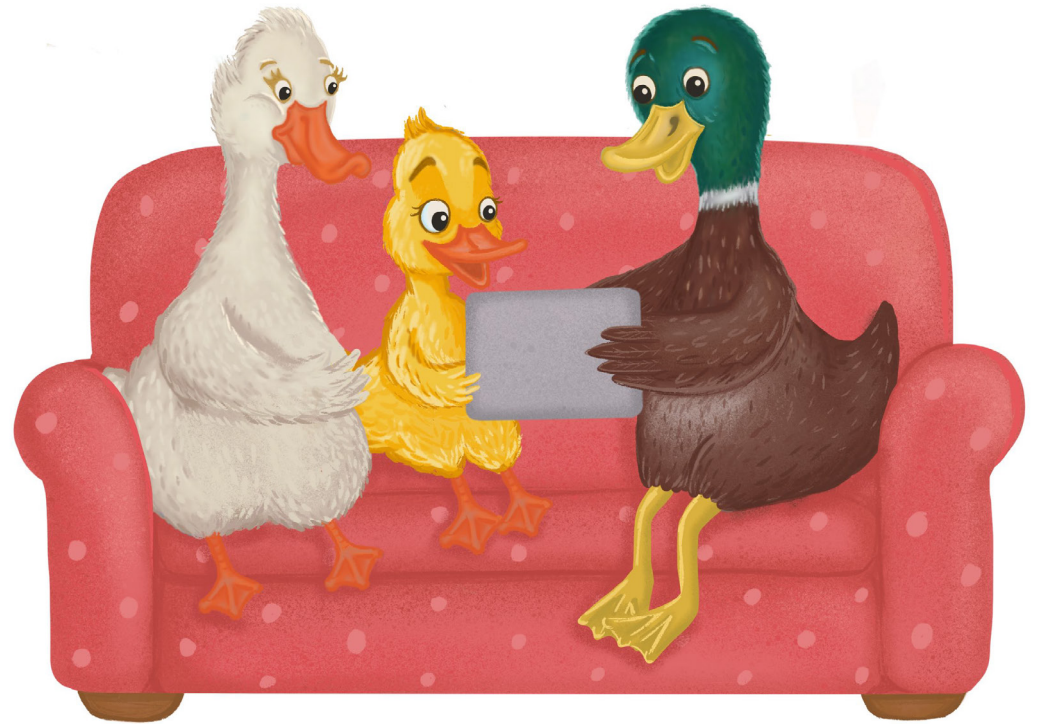


Keep private  
and offline





Safe to share  
online



**Group size:** Individual, or whole class

**Timing:** 15 minutes

**Resources:**

- Target Sheet
- People Cards



**Learner Outcomes**

- I can describe who would be trustworthy to share my personal information with; I can explain why they are trusted.



## Relationship rings

**This is an opportunity to think about the different relationships that children have in their lives, and the degree of trust that might be placed in each relationship.**

Ask learners to draw themselves in the centre of the target, then place each of the people into the ring that best reflects how well they feel they know them. They could write the people into the rings, or cut and stick from the sheet provided. Blank cards for learners' own suggestions have also been provided.

Alternatively, the rings could be acted out physically where one learner stands in the middle of the room – to represent a child of their age, and every other learner is given one of the people cards. Learners then organise themselves in circles surrounding the person in the middle, to demonstrate the degree of closeness for each of the relationships.

**Extension:**



**Once the people have been placed in each ring, why not use Activity 4 to talk about what information would be okay to share with each ring and why.**

# Target Sheet

People who  
know me...



Not at all

Only a little bit















Quite well

Very well

Me

# People Cards



Children in my year 	My teachers 
Extended family 	Strangers 
Other teachers in school 	Friends I only know online 
School friends 	Other children in my school 
Family friends 	Children in clubs I go to 
Immediate family 	Coaches/activity leaders 
Friends' parents 	Neighbours 



**Group size:** Whole class

**Timing:** 20 minutes

**Resources:**

- Printed emoji fans, one set per child or between two
- Scissors
- Split pins or treasury tags
- Additional scenarios (optional)



**Learner Outcomes**

- If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help.
- Extension
- I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.
- I can explain why I have a right to say 'no,' or 'I will have to ask someone.'



## Emoji fans

This activity could be done when reading the story for the first time, or during an additional reading. Throughout the story, pause to ask the learners how each character might be feeling, and ask them to hold up the emoji that best matches the character's emotion. Blank fans have been provided for older children to add their own symbols, to show a greater range of emotions. At key points when Digiduck is confused, worried, or sad, ask the learners who they could go to for help – at home or in school.

**Extension:**

**Read the additional scenarios provided and ask the learners to show how they might feel for each one. Then ask what they would do in each situation and who they would go to for help.**

Keep these fans for future use, to help learners communicate their feelings in school or when using their devices.





## Additional Scenarios for Emoji Fans



A friend leaves your group game online. They say you were all playing too fast and didn't wait for them.

Your cousin writes a joke online, but you don't think that it's very funny.

A friend you only know online asks to video call you.

Someone in the year above you at school, who you really like, sends you a friend request.

You see an unkind comment under a video that you enjoyed watching.

## Additional Scenarios for Emoji Fans



All your friends are playing an online game, but your parents say that you are too young for it.

Your best friend tells you their school account password, and says, “If you were a good friend, you’d share yours.”

You get an email saying, “Send this to 5 friends or something spooky will happen...”

Your classmates are allowed more time online than you, and sometimes you feel left out of things.

You are in a group chat, and people start talking about someone in an unkind way.

# Emoji fans



Print, hole punch one end, and assemble with a split pin/treasury tag.



Worried



Happy



Confused



Shocked  
or  
surprised



Sad





# Emoji fans

Print, hole punch one end, and assemble with a split pin/treasury tag.



Five vertical rectangular boxes for drawing emoji fans. Each box has a small circle at the bottom center. A small scissors icon is on the left side of the first box.



**Group size:** Pairs

**Timing:** 15 – 20 mins

**Resources:**

- Paper
- Pens

- A 'Kinder Internet' spell template
- Natural 'ingredients'



**Learner Outcomes**

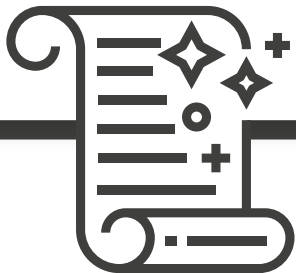
- I can describe how to behave online in ways that do not upset others and can give examples.



## A 'Kinder Internet' spell

In pairs, learners will write a spell to help create a kinder internet. An optional template has been provided. The spell can be as simple or advanced as your learners want to make it, depending on their abilities. The ingredients could just be single words e.g. kindness, friendship etc., or the quantities could be more creative e.g. 'a spoonful of,' 'a handful, of' etc.

The ingredients need to be the kinds of behaviour that make life better, and more enjoyable, for everyone online. The following slides gives more detailed information.



You could turn this into a practical play activity by using sand, water, grass, or any other natural ingredients, to represent the learners choices of ingredients.

# A 'Kinder Internet' spell



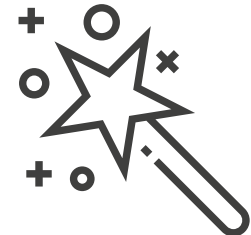
## Think about:

What are the 'ingredients' for getting along well with other people? E.g. kindness, friendship, laughter, respect etc. These are also the ingredients that will help make the internet a kinder and happier place for everyone.



Have you ever done something kind online, or something that made others happy? What was it?

Try and add at least 5 'ingredients.'



# A 'Kinder Internet' spell



## A 'Kinder Internet' spell – example 'ingredients!'

☆ Kindness

☆ Respect

☆ Love

☆ Understanding

☆ Friendship

☆ Happiness

☆ Laughter

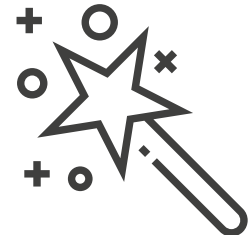
☆ Care

☆ Good manners

☆ Generosity

☆ Patience

☆ Positive emojis





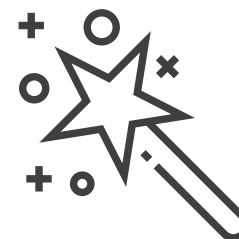


## A 'Kinder Internet' spell



### A 'Kinder Internet' spell

You will need:



**Group size:** Whole class then pairs

**Timing:** 20 minutes

**Resources:**

- Online chat script
- Online chat worksheet



**Learner Outcomes**

- I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.

1

## Under pressure...

Digiduck is chatting online, and Shy-Sheep has asked to use his log-in. He is not sure how to respond. Choose one learner to be Digiduck, and the other to be Shy-Sheep and ask them to read the messages aloud (if they are able to do so). Invite the learners playing Digiduck and Shy-Sheep into the 'hot seat' and allow the rest of the group to ask them questions, to explore how each character might be feeling.

Then talk as a group about how Digiduck might reply to Shy-Sheep's request. Ask the learners to work in pairs to fill in the blank reply template to continue the conversation. This could also be done verbally as a role play, if writing is a challenge, or an adult could transcribe the answers.



# Online chat script



5h33pY



DD100



Digiduck, you're so amazing at this game! I wish I had as many coins as you! 🪙🪙🪙

Thanks, I've been practising A LOT. Eagle\_Owl helped me too... She's the best at the magic castle!



Could I use your login, just once please? I'd love to play the level that you're on and it'll take me ages to get there 😞



I'm only asking as you're one of my BEST friends, and I know how kind you are! ❤️

# Online chat worksheet



5h33pY



DD100



A large, empty rectangular box with a purple border, intended for chat messages.

A large, empty rectangular box with an orange border, intended for chat messages.



**Group size:** Whole class

**Timing:** 20 minutes

**Resources:**

- Message for display
- Message Response sheet



**Learner Outcomes**

- I can explain what bullying is, how people may bully others and how bullying can make someone feel.
- I can explain why anyone who experiences bullying is not to blame.
- I can talk about how anyone experiencing bullying can get help.



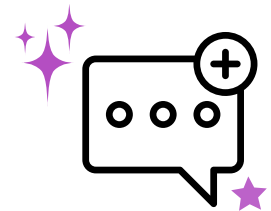
## 1 new message

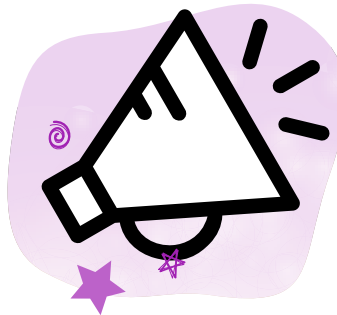
Digiduck has received an unkind message online and isn't sure what to do. What advice can learners give him and why? This activity is a whole group discussion around appropriate behaviour, and what constitutes bullying offline and online.

Safety advice to share with learners:

- tell an adult straight away;
- an adult can use the reporting features to help you i.e. flag the message, and block the player;
- take screenshots rather than deleting any evidence.

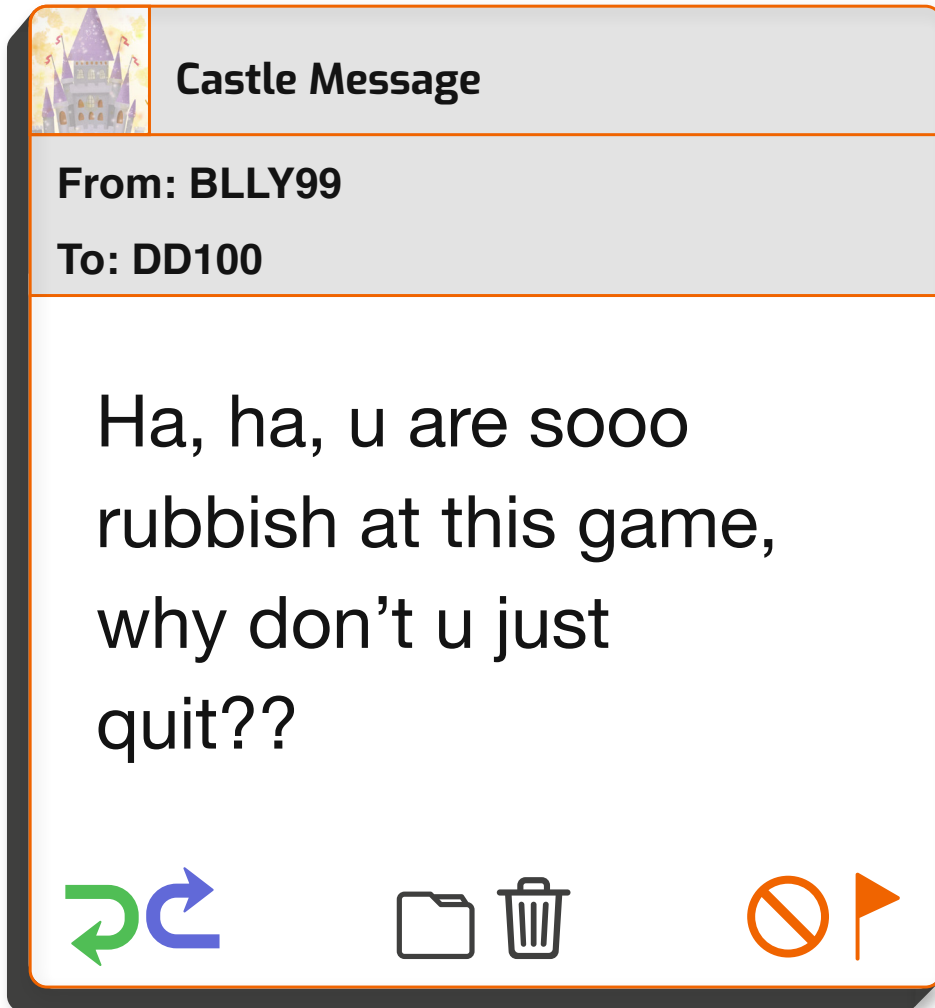
Learners can then compose a kind message to send to Digiduck, to help make him feel better using the 'Message Response' sheet





## Talk together

- ★ What is bullying?
- ★ What is online bullying?
- ★ How do you think this message made Digiduck feel?
- ★ What should Digiduck do next?
- ★ Do you have any rules at home about who you can talk to online?





# Message Response



New message

From:

To: DD100





**Group size:** Individual

**Timing:** 20 minutes

**Resources:**

- Message for display
- Message Response sheet



**Learner Outcomes**

- I can explain that passwords are used to protect information, accounts and devices.
- I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.



## Magic castle login

In this creative activity, learners imagine they are creating their own user for the magic castle game. Three different templates are provided with an example given for each.

1. **Create an avatar:** Talk about why an avatar is used instead of a photo of yourself. I.e. your photo is personal information and so it should not be public, as it shows your age.
2. **Create an avatar and username:** Your photo and your name are personal information, this is why an avatar and username is the best way to protect this information and stops it from being shared online.
3. **Create an avatar, username and password:** This provides an opportunity to practise creating a password with a mixture of numbers, letters and symbols. To keep it memorable, learners could choose a simple word, and mix it up. E.g. magic becomes M@g!c etc. If writing is a challenge, passwords can be created using magnetic letters and numbers on a white board.

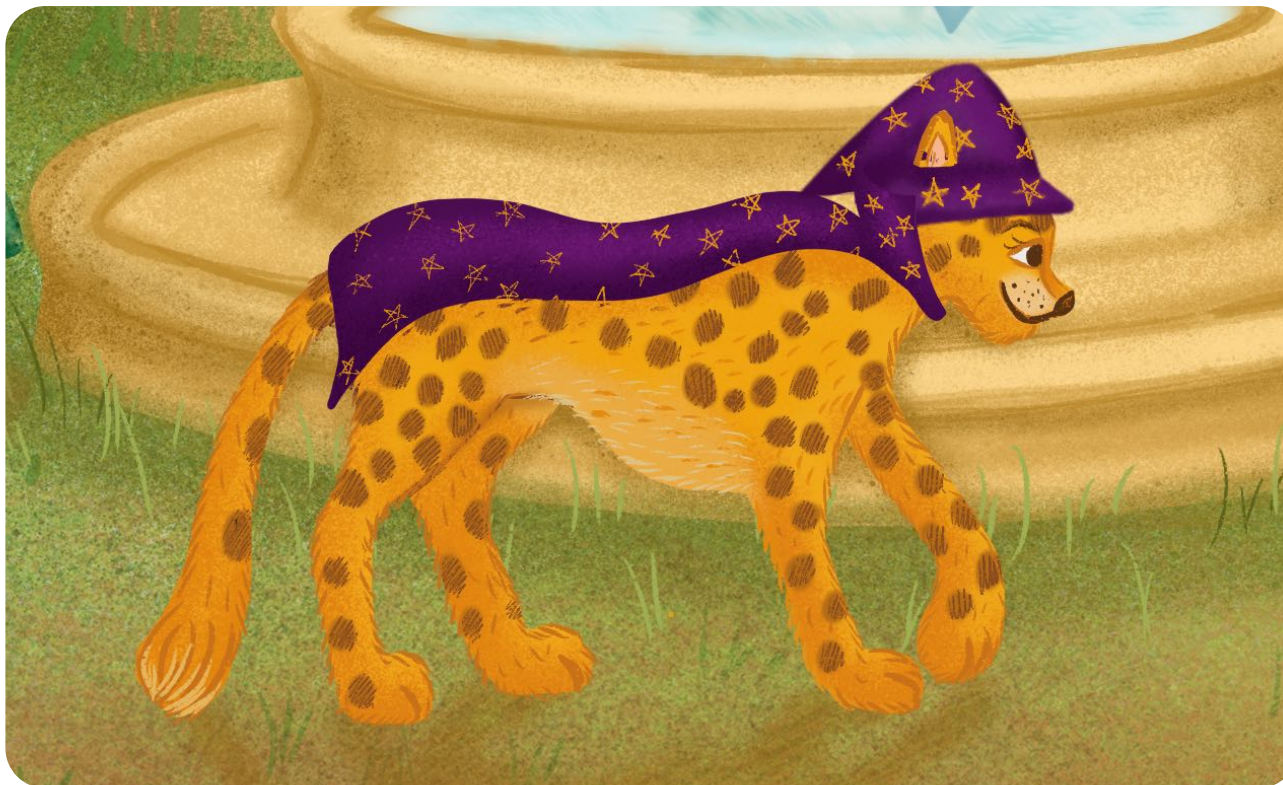


## EXAMPLE 1

### Create an avatar



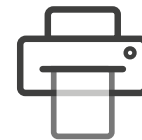
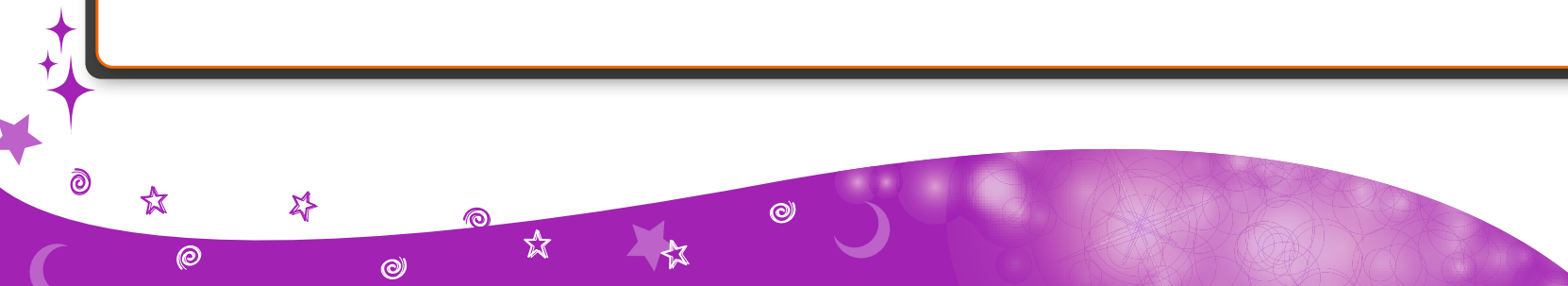
*Draw your leopard here*



*Give your leopard a cape and hat. The colour and design is up to you!*



# Create your magic castle avatar

A large, empty rectangular box with a thin orange border, intended for drawing a magic castle avatar. The box is positioned in the center of the page.



## EXAMPLE 2

### Avatar and username



*Draw your leopard here*



*Give your leopard a cape and hat. The colour and design is up to you!*

**Choose  
username**

**Pinsey41**



## Create your magic castle avatar & username

A large, empty rectangular box with a thick orange border and a black drop shadow, intended for creating a magic castle avatar.

**Choose  
username**

A smaller, empty rectangular box with a thick orange border and a black drop shadow, intended for entering a username.





## EXAMPLE 3

### Avatar, username and password



*Draw your leopard here*



*Give your leopard a cape and hat. The colour and design is up to you!*

**Choose  
username**

**Pinsey41**

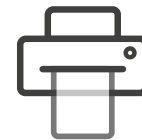
**Password**

**M @ g 1 C !**

— — — — —  
A B C D E F G H I J K L M  
N O P Q R S T U V W X Y  
Z 1 2 3 4 5 6 7 8 9 0 ! " £  
% & \* [ ] + @ ? # : /



# Create your magic castle avatar, username and password

A large, empty rectangular box with a thick orange border, intended for creating a magic castle avatar.

**Choose  
username**

A rectangular input field with a white background and a thin orange border, intended for entering a username.

**Password**

A rectangular input field with a white background and a thin orange border. Below the input field is a grey box containing a character guide. Above the guide are five dashed lines, each followed by a colored bar: red, orange, green, light green, and yellow.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	
Z	1	2	3	4	5	6	7	8	9	0	!	" £
%	&	*	[	]	+	@	?	#	:	/		

**Group size:** Pairs, then whole class

**Timing:** 30 minutes

**Resources:** ■ Pens, paper



### Learner Outcomes

- I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.



## Bonus level!

In pairs, children design a new level for the magic castle game using the planning sheet provided. They must decide on at least 3 rules that help players have the best time when playing the game, and help to keep them safe. This is a good opportunity to focus on the kinds of behaviours that are most important when interacting with others online.

Rules should be phrased in a **positive** way. E.g. always say kind things to other players, ask an adult for help straight away if you need it, send kind emojis to other players, report other players if they are unkind etc. Once the levels have been created and finished, come together as a whole group to create a list of the 5 (or more) most popular rules that were chosen.





## Our bonus level!



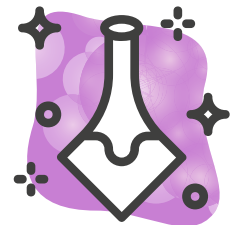
**Where in the magic castle is it set?** E.g. the kitchen, the garden, the library etc.



**Give your level a spell name**



**What ingredients are you collecting for the spell?**  
**How many of each ingredient?**  
**How many coins will they cost?**

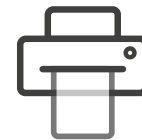


**What are your 3 rules for the game?**





**Draw a scene from your level**

A large, empty rectangular box with a thin orange border, intended for drawing a scene.

**Group size:** 4 children per group

**Timing:** 30 minutes

**Resources:**

- Digiduck and the Magic Castle story
- Toy magic wands
- Masks



**Learner Outcomes**

- I can give examples of when I should ask permission to do something online and explain why this is important.
- I can explain why I have the right to say, 'No,' or, 'I will have to ask someone.'

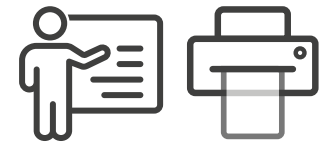


## Digiduck... freeze!

**This is a role play activity for groups of four.** One child is Digiduck, one is either Wise\_Owl or Eagle\_Owl, and the remaining two are Cool.cow and Shy-Sheep. Ask the learners to choose one of the scenarios provided and, before Digiduck acts at each stage, the child playing Wise\_Owl/Eagle\_Owl must freeze Digiduck with a magic wand and intervene – explaining why Digiduck should not proceed with what he is about to do. Ensure learners take turns to play each character, so that each child can deliver the advice in their own words, at their own level, and everyone gets the chance to practise asking an adult for help.



# Digiduck... freeze! Scenarios



- Digiduck wants to ask Daddy Duck what the first pop up means.

✧ **Freeze Digiduck** after he says that he wants help, before Shy-Sheep intervenes, and explain why asking someone is a GOOD thing to do if you are not sure about anything online.

- Digiduck and his friends are about to guess his parents' password and type it in to the box to buy the golden flower.

✧ **Freeze Digiduck** before he does that, and tell him why that's not a good idea! I.e. Digiduck needs to ask his parents to put their password in, or get permission before buying things online.

- Digiduck is about to share his password with his friends.

✧ **Freeze Digiduck** and let him know why passwords should not be shared with friends, and that it's okay to say no if anyone asks you to do this.