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# Digiduck Activity Menu

Teaching and learning activities for use with
3 to 7 year olds to support the Digiduck stories.

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', 'Detective Digiduck', 'Digiduck and the Magic Castle', or 'Digiduck Saves the Day'.

On the next few pages, you will find a range of quick activity ideas suitable for children aged 3 to 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

Ask learners to create their own computer or video game. Design characters and a setting for it. How can players stay safe on the game?

Ask learners to create a scene from the story using stop motion animation. They could use Lego, plasticine or draw 2D characters on paper.

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

Play Two Truths and a Lie:
Write two truthful facts about a topic of your choice, then create a fake fact about the same topic. Learners ask their classmates to guess which fact is false!
For example:
1) Labrador and Poodle are breeds of dog.
2) Dogs have tails.
3) Dogs can speak Spanish.

Retell the Digiduck stories using puppets or masks.

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# Quick Discussion Activities

Ask learners if they could video call anybody, who would they call? For example, family, friends, or even somebody famous. What questions would they ask them?

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

Tell learners that the 'Internet Genie' has granted three wishes to make using the internet safer and more enjoyable. What will they wish for? For example: "I wish that everyone was kind online."

Ask learners to retell the story to each other. You could even create a roleplay space with costumes and props.

Ask learners how we can make sure a password is strong and secure. What should they do if somebody asks for their password?

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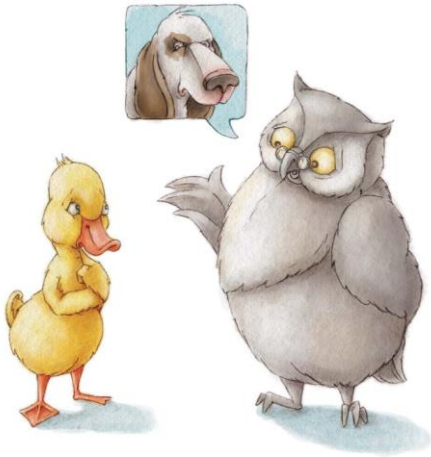
# Quick Writing Activities

Ask learners to list things that count as personal information, and therefore shouldn't be shared online. E.g. birthday, full name etc.

Ask learners to make story maps of the Digiduck stories they have read. They can use pictures, short sentences and speech bubbles.

Complete the sentence:
A good friend online is someone who...
(for example, is kind, is fun, stands up for you).
You could also create a display of the answers.



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

Have learners draw a picture of Wise_Owl then write the tips and advice he gave in the stories around him.

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# Longer activities and worksheets

| Activity Name | Description |
| --- | --- |
| Internet Safety Rules<br>Pages 7-8 | Learners reflect on Digiduck's internet rules and the rules they follow at home and at school. |
| My Life Online<br>Pages 9-11 | Learners fill in a tablet screen with all the different ways they use the internet and devices. |
| Sequencing and Recount<br>Pages 12-17 | Learners retell the story by sequencing the pictures. |
| Bubbles and Clouds<br>Pages 18-24 | Learners decide what the characters are saying and thinking at key times in the stories. |
| Email Digiduck<br>Pages 25-26 | Learners write an email to Digiduck, or one of the other characters, with their thoughts on the story. |
| Digiduck's Diary<br>Pages 27-28 | Learners write a diary entry based on the story that you have read. |
| Online chat<br>Pages 29-33 | Learners imagine an online chat between two characters from the story. |

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# 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

# Internet Safety Rules

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

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.

Only play games, or use websites, that my parents, or teachers, have said are okay and ask if I want to try something new.

Check with Mummy or Daddy Duck if I'm not sure whether something is true.

Only talk to people online that I have already met face-to-face.

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.

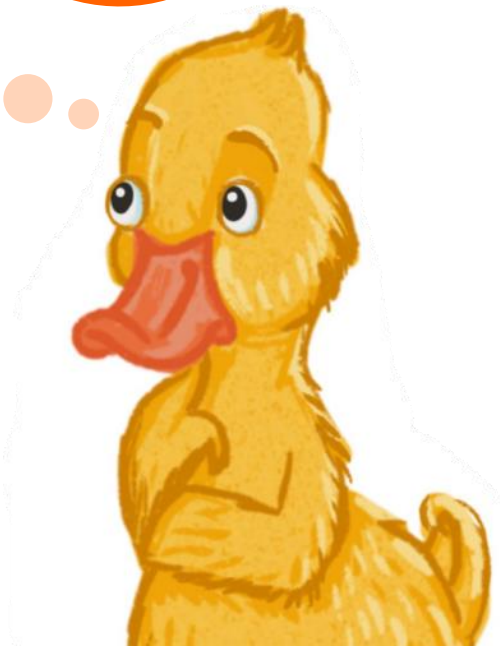
Ask learners to create an anonymous profile image in the corner – they could draw something they like (a sport, favourite food, a pet, or something else to represent them!) Then fill the remaining space with things they enjoy online.

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, Disney+, Netflix.
- Do they play games on their own devices, or those of their parents?
- Which games consoles do they use and who do they play with?
- Do they video call friends or family?
- Have they sent online messages or emails before?
- Do they use a smart speaker with an assistant, like Alexa or Google?

The "What connects to the internet?" page can also help to get discussions started.

What connects to the internet?



# My Life Online

By _____

Fill in the blank tablet screen to show what your life online looks like. You could include what you enjoy doing online and the devices you use.

Don't forget to add a profile picture in the box.

# Sequencing and Recount

## Notes for educators

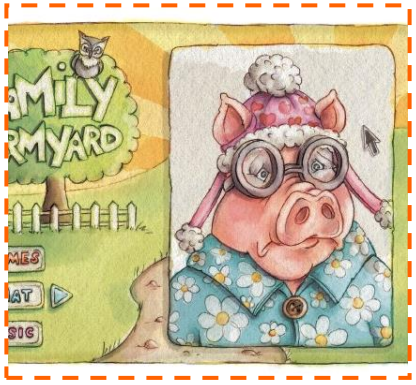
In this activity, learners will recount one of the Digiduck stories by sequencing the pictures provided.

Examples have been given from each of the five stories. If you prefer, you can 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 sequence the pictures and re-tell what they can recall verbally, or they could write something for each image too.

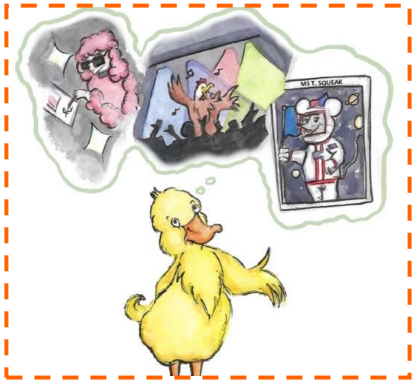
# Sequencing and Recount

## Digiduck's Big Decision



# Sequencing and Recount

## Digiduck's Famous Friend

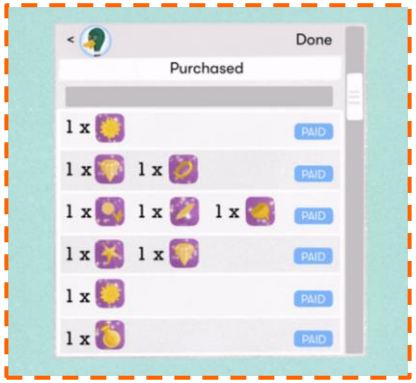


# Sequencing and Recount

## Detective Digiduck

# Sequencing and Recount

## Digiduck and the Magic Castle



# Sequencing and Recount

## Digiduck Saves the Day

# Bubbles and clouds

## Notes for educators

In this activity, learners should choose one of the illustrations and write thought clouds, 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.

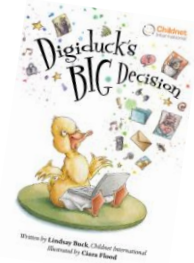
Example illustrations have been provided from each story, but you can use a picture from any of the stories. Discussion could include the fact that it is often difficult to say how you really feel, so one character's thoughts and speech may be different.

# Bubbles and clouds

## Example

# Bubbles and clouds

## Digiduck's Big Decision

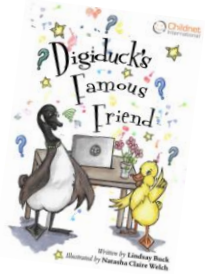



What is Digiduck thinking? Write your answer in the thought cloud.

What is Mrs Duck saying? Write your answer in the speech bubble.

# Bubbles and clouds

## Digiduck's Famous Friend

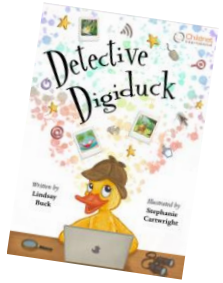



What could Digiduck be thinking?
Write your answer in the thought cloud.

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

# Bubbles and clouds

## Detective Digiduck

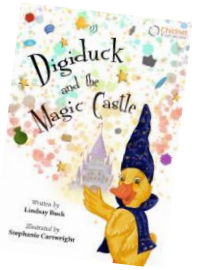



What could Mummy Duck be thinking? Write your answer in the thought cloud.

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

# Bubbles and clouds

## Digiduck and the Magic Castle

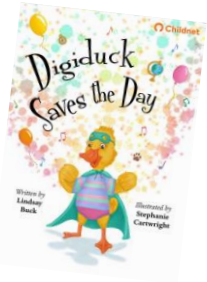


What could Mummy Duck be saying here? Write your answer in the speech bubble.

What could Digiduck be thinking here? Write your answer in the thought cloud.

# Bubbles and clouds

## Digiduck saves the day




What could the animals be saying? Write your answer in the speech bubble.

What could Wise_Owl be thinking? Write your answer in the thought 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?
- Did anything in the story make 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.

New message

To:

From:

Send

# 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 could start by asking them to pretend they are Digiduck, and he is trying to write down what has happened to him today.

You may wish to encourage them to 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 about what happened in the story you have read.

## My Diary

# 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).
- 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).
- Digiduck and the Magic Castle: Digiduck and Shy-Sheep (after Digiduck learns what was happening on Magic Castle).
- Digiduck Saves the Day: Digiduck and Wise_Owl (after Wise_Owl's party)

# 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 can't believe it was really Wise_Owl! I didn't guess him from the questions.

Wise_Owl was definitely right. It is hard to know who someone really is online.

That's why we should remember to only speak to people we know and trust online!

# Online Chat

## Example from Digiduck's Famous Friend

# 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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