

Story time: Raymond the Raccoon Misses His Friends, by Jesse Hewitt and Julian Steincke.



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.

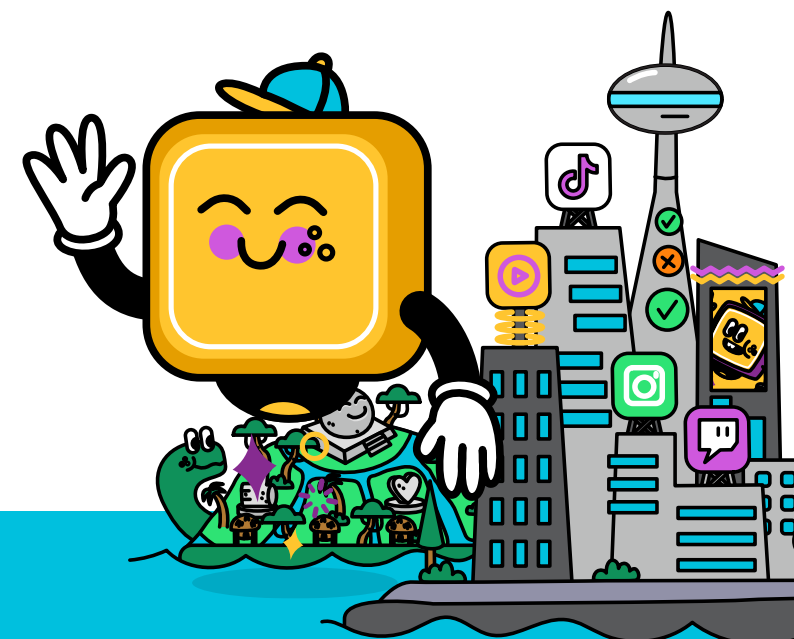


This lesson is part of the eSmart Digital Licence program

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

Note: This activity requires your class to have access to the book “Raymond the Raccoon Misses His Friends”, by Jesse Hewitt and Julian Steincke. The book can be sourced from your school or public library, or purchased via the official [Raymond the Raccoon website](#).

In this story time activity, students explore the concept of balance in relation to the healthy use of digital devices. The class is introduced to Raymond the Raccoon, who is searching for his friends in the forest. When he finds them, they are engrossed in screens and too busy to play. Raymond’s journey to win back his friends highlights and reinforces the idea of balance, and the importance of maintaining relationships and connection.

This activity is relevant for:

- Addressing concerns about student wellbeing and social interactions related to device usage.
- Encouraging face-to-face social interactions and in-person play.

Learning intentions

By completing this activity, our class intends to:

- Identify some of the ways that using devices can affect our emotions, and the emotions of others.
- Understand the idea of “balance” in relation to the use of screens and digital devices.



1

Pre-activity discussion

Settle students on the mat, or in a space suitable for story time and discussion.

Before introducing the story, explain that this activity will discuss the idea of “balance” when using technology and the internet. Encourage discussion about the concept of balance by using these prompts (or similar):

- Have you ever had the feeling you have spent too much time using a device like a phone or tablet?
- What were you doing? How did you know you had spent too much time online?
- There is an idea that we should be more “balanced” in our use of devices and the internet. What might balance mean when it comes to using devices?
- Explain that together you will read “Raymond the Raccoon Misses His Friends”. Ask if they can predict what the story might be about; what are some of the reasons why Raymond might be missing his friends?

2

Read the story

Read “Raymond the Raccoon Misses His Friends”.

Throughout the story, the following questions can be used as discussion prompts; or, they can be utilised as a post-story discussion depending on preference.

- Why was Raymond upset with his friends?
- Why is important to take a break from your screen when a friend say's hi?
- Why should you invite your friend to play when they are all alone?
- Why is it a good idea to turn off your device before going to bed?

3

Exit pass: Balance closing activity

In-class activity or set as homework.

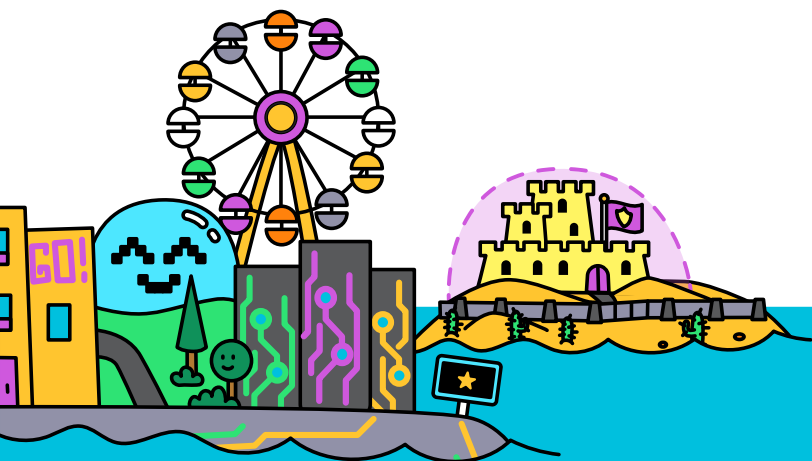
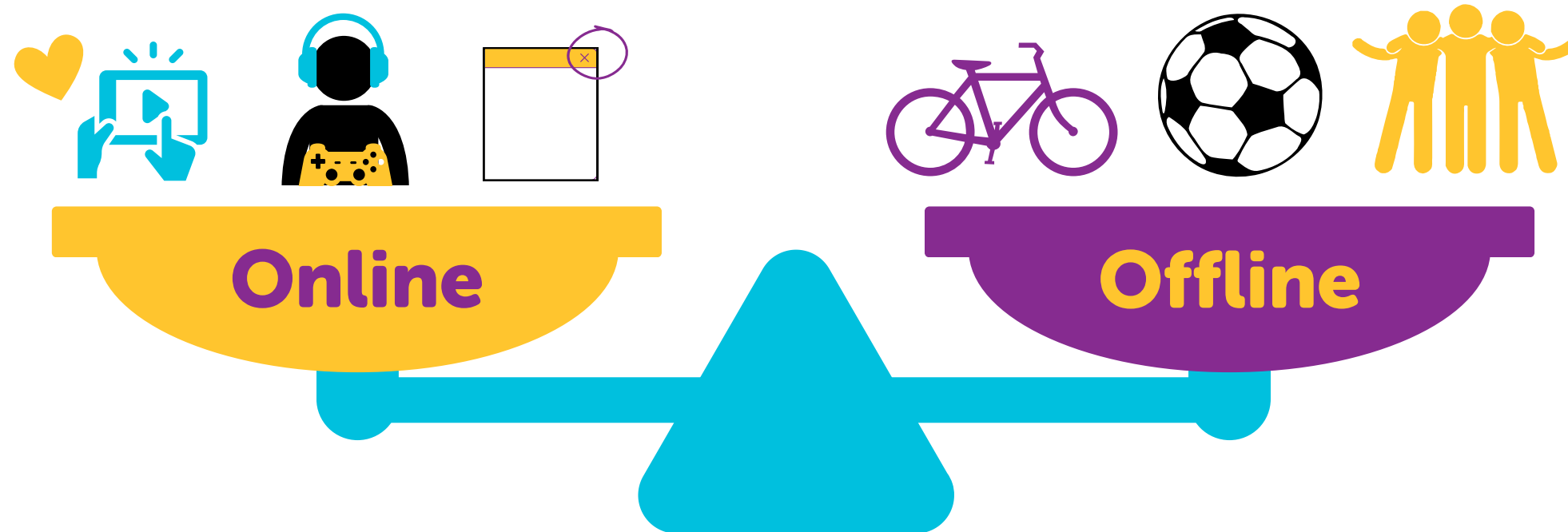
As a closing activity, ask students to represent what “balance” means to them when using devices.

A “Balance” worksheet is available in the Resources section, which asks students to balance a set of scales by either drawing or writing online and offline activities on either side.

Students can use this template individually in workbooks to record a response, or, it can be projected onto a central screen or whiteboard and used as a “brainstorming” activity.

How will you find balance?

On one side of the scales, draw or write things you do online. On the other side, draw or write things you do offline. Make both sides of the scales balanced with your activities.



Australian Curriculum (Version 9.0)



Digital Literacy

English

Health & Physical Education

Foundation: General Capabilities
Personal and Social Capabilities

Reflective Practice:
Level 1: identify how their choices affect the development of personal abilities and achievements.

Digital Literacy

Manage Digital Wellbeing:
• Level 1: follow adult directions for the use of digital tools at school and home.

Foundation: English

- AC9EFLE01: Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators.
- AC9EFLE02: respond to stories and share feelings and thoughts about their events and characters
- AC9EFLY02: Interact in informal and structured situations by listening while others speak and using features of voice including volume levels
- AC9EFLY05: Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently.

Year One: General Capabilities
Personal and Social Capabilities

Reflective Practice:
• Level 2: Describe what they have discovered about themselves by engaging with feedback.

Digital Literacy

Manage Digital Wellbeing:
• Level 2: Follow agreed rules for the healthy use of digital tools and apply them at school and home.

Year One: English

- AC9E1LE02: Discuss literary texts and share responses by making connections with students’ own experiences.
- AC9E1LE03: Discuss plot, character and setting, which are features of stories.
- AC9E1LY02: Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions.
- AC9E1LY05: Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures.
-

My Time, Our Place



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

Children and young people develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary as active and informed citizens. This is evident when children:

- Understand the concept that while digital technology can connect us, it is also vitally important to maintain our face-to-face and interpersonal connections too.

CASEL Framework



Responsible decision-making:

The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations.

Self-management:

The abilities to manage one’s emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations.