

# Setting our Intentions: Authentic Apologies



This lesson can take up to 45 minutes. It can be broken down into smaller lessons or extended as required.

Ages 7-9

The lesson has been designed for learners aged 7-9. The “checkpoints” offer differentiation strategies to scale learning as required.

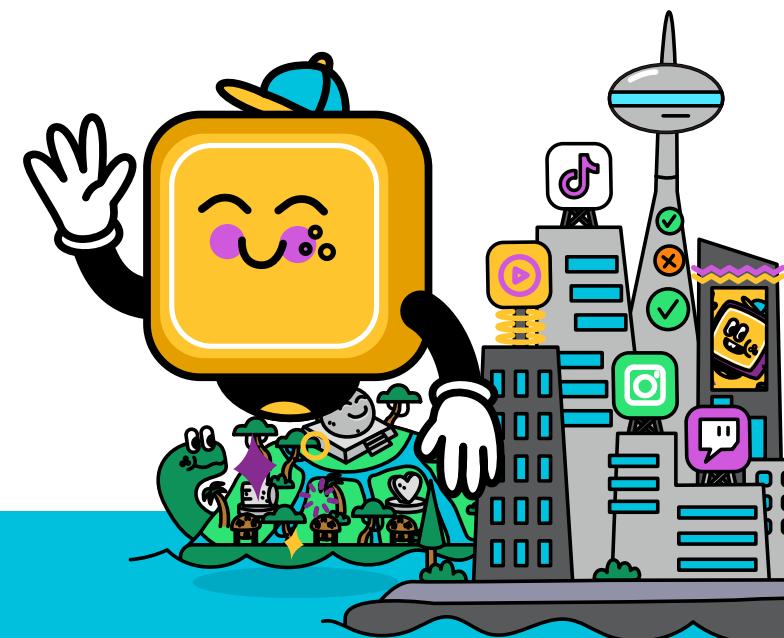


**This lesson is part of the eSmart Digital Licence program**

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](http://be.esmart.org.au/dl/overview)



## Overview

In this arts-based activity, students will explore the elements of sincere apologies and restorative practices in relation to online behaviours. Over two lessons, the activity combines supported discussion and mixed-media collage creation to instil key principles of empathy, reflection, and responsibility in online environments.

This activity is most relevant for:

- Students who are engaged in playing online games and other online activities.
- Introducing the importance of apologising in order to restore both online and offline friendships.
- Demonstrating a variety of ways that apologies can be made meaningful and encourage behaviour change.
- Reinforcing core respectful relationship concepts in both offline and online environments, through the creation of visible art pieces.

## Learning intentions & success criteria

By completing this activity, our class intends to:

- Identify online scenarios where apologies may be required to restore relationships.
- Demonstrate a range of ways that apologies and follow-up conversations can be made meaningfully and respectfully, with regard to the scenarios faced in online environments.

## Activity setup

Download the "Student Activity Pack" from the Resources section. This resource can be pasted into student workbooks, or, it can be distributed via Google Classroom or similar.

### Choose between one of the following:

Provide ephemera for creating collages on paper, such as magazines, newspapers, coloured paper, glue, coloured pens and pencils, paints (if appropriate), and scissors. Limiting the type and theme of magazine/newspaper materials can help scaffold the activity for students.

OR

Students can create their collages using a digital platform like Canva. This mode of delivery meets alternative Australian Curriculum standards for Digital Technologies (Years 3 and 4), in particular:

- AC9TDI4P06: use the core features of common digital tools to create, locate and communicate content, following agreed conventions.
- AC9TDI4P07: use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults.

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## Introductory discussion

Start the lesson with the "Fake or Real Apology" activity in the "Student Activity Pack". This activity asks students to evaluate apologies that have been given in relation to online scenarios.

Discuss student's responses and feelings about the apologies given.

Themes for this discussion might include:

- Inauthentic apologies: When someone says "I'm sorry," but they don't really mean it. They might say "I'm sorry" just to avoid getting in trouble. Or, they might say "I'm sorry, but I don't really think I did anything wrong." Both examples show that they don't really feel bad about what they have done.
- Lack of empathy: When someone apologises without really understanding or caring about how the other person feels. It might be when they say things like, "I'm sorry, but it's no big deal", or "I'm sorry you're mad, but I don't know why you are". These kinds of apologies show a lack of care for other people's feelings, and do not make the other person feel respected.
- Lack of reflection: When someone says "I'm sorry" without really thinking about what they have done wrong, or why it might have hurt someone. They might say things like, "I'm sorry, can we play now?", or, "I'm sorry", but then do the same thing again later. In these cases, the person hasn't shown understanding of what they have done wrong, and they haven't shown that they won't do it again.

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## Conscience alley

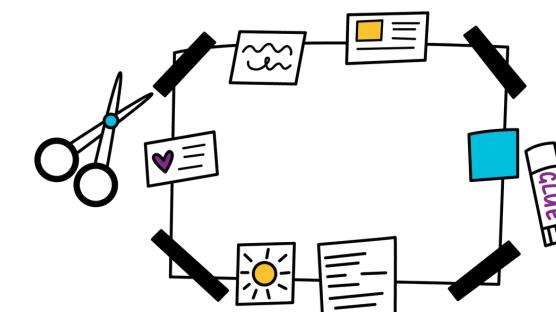
**Note:** Full instructions for students, and a tip sheet, are included in the "Student Activity Pack".

Instruct students to create a collage based on the title "Goals for Good Apologies". Students can create these collages digitally or on paper. Students will pick one (or more) things that they want to work on, for when they might need to say sorry for something that has happened online. The collage will then use words and pictures to show these goals.

At the bottom of the collage, they should include a short reflection of 2-3 sentences that answers the following question: How will your chosen goals help you be a better friend online and at school?

This is an "intention setting" arts activity, which supports students in thinking about and expressing the elements of self-reflection, apology-making, and restorative practices they intend to take forward into online spaces and beyond. These art pieces will also serve as a reminder of appropriate behaviour for when things might go wrong in online and offline friendships.

Once completed, consider displaying the collages in a central classroom area or as a gallery exhibit themed "Goals for Good Apologies".



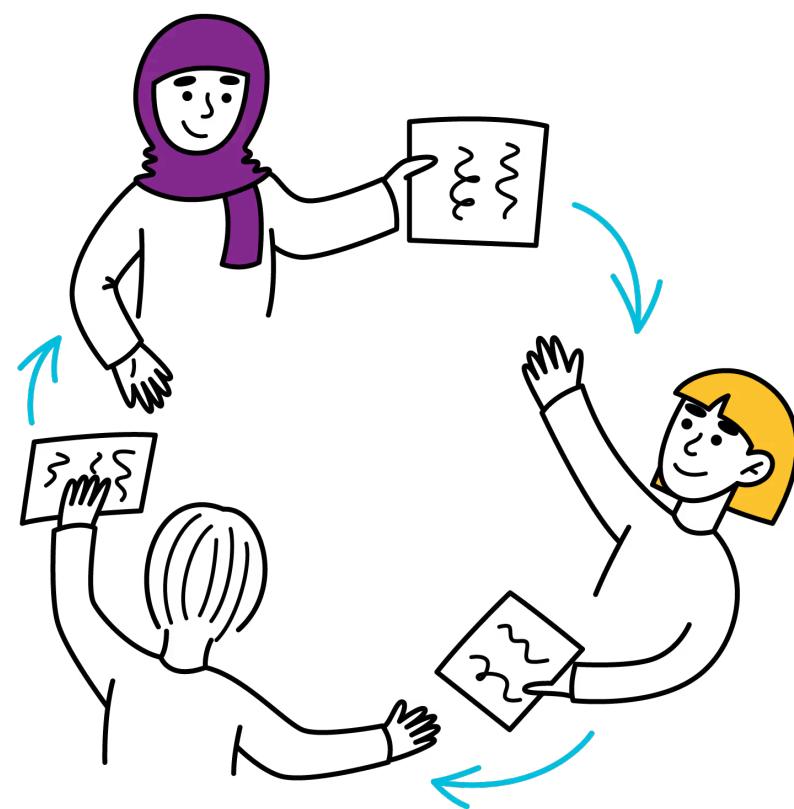
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## Exit pass

Collages should be evaluated using the assessment rubric provided in the "Student Activity Pack". The rubric can be used in various ways:

- Self-Assessment
- Peer Assessment
- Teacher Assessment
- Parent Assessment

To sign off on the activity, the chosen assessors will use the student's rubric on the worksheet to evaluate the strengths of the media created.



## Australian Curriculum (Version 9.0)



### Years 3 and 4: General Capabilities

#### Personal and Social Capabilities

##### **Emotional awareness:**

- Level 3: Explain the influence that their own behaviour has on the emotional responses of others.

##### **Emotional regulation:**

- Level 3: Manage and moderate emotions in familiar contexts, using provided strategies.

##### **Relational awareness:**

- Level 3: Identify how they can contribute to healthy relationships and manage challenging relationships.

### Years 3 and 4: Health and Physical Education

- AC9HP4P04: Select, use and refine personal and social skills to establish, manage and strengthen relationships.
- AC9HP4P10: Investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing.

### Years 3 and 4: Visual Arts

- AC9AVA4D01: Experiment with a range of ways to use visual conventions, visual arts processes and materials.
- AC9AVA4C01: Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning.

## My Time, Our Place



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

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

This is evident when children:

- Communicate and demonstrate an understanding that they are a part of a world that shares and communicates using digital technologies.
- Demonstrate an ability to share and respect others' use of digital technologies.

## CASEL Framework



### **Relationship skills:**

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.



# Activity Sheet

## Fake or Real Apologies?

### Instructions

Rate the apologies on the worksheet. Do you think that the person in each situation really means their apology, or is it a bit fake? Explain why.

#### Rating:



I'm upset. You screenshot our private messages and sent them around.

#### Why? Explain one reason.

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I'm sorry, but I don't think I've done anything wrong. It's not a big deal. Sorry you are upset though.

#### Rating:



How come you kicked me out of the game again?

#### Why? Explain one reason.

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Sorry. Do you want to play now?



## Activity Instructions

### Make a collage called "Goals for Good Apologies".

Pick one (or more) things you want to work on for when you need to say sorry for something that happens online. Make a collage with words and pictures that show these goals.

### Reflection

At the bottom of the collage, write a short reflection (2-3 sentences) answering this question: How will your chosen goals help you be a better friend online and at school?

## Things to think about...

When you are setting your goals, it might be useful to think about all the things that make for a good apology. Here are some tips:



Stop and think before you reply. Reflect on how the other person might be feeling and why.



Take away any hurtful things by deleting, stopping shares, or not commenting.



Own up and say sorry if your actions have upset someone, even if it is by accident.



Plan together on how to fix things and be better friends.



## Instructions

Review the collage and circle one of the options (Beginning to, Can, or Can confidently) for each criteria.

	Beginning to	Can	Can confidently
The pictures and words fit together well, and show goals clearly.	There are pictures and words, but they don't always make sense together.	The mix of pictures and words mostly make sense together.	The pictures and words work perfectly together and tell a clear story.
Parts of the collage are added to or changed using either software, creative cutting, drawing, and/or colouring.	One part of the collage has been added to or changed.	Most parts of the collage have been added to or changed.	Most of the collage has been added to or changed in imaginative ways.
The goals and reflection are about making good apologies.	The goals are a little related to making apologies.	The goals are mostly about making good apologies.	The goals are all about making good apologies.
The collage and reflection show why these goals are important for being safe and kind online.	The collage is a little related to why these goals are important online.	The collage is mostly about how good apologies are important online.	The collage clearly shows why the goals are important for being safe and kind online.

**Write one thing that you liked about the collage, and why.**

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**Write one thing that could be improved in the collage, and why.**

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