

Story time: Swoosh, Glide, and Rule No. 5, by Barbara Uecker and Peter Viska



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.

About this lesson

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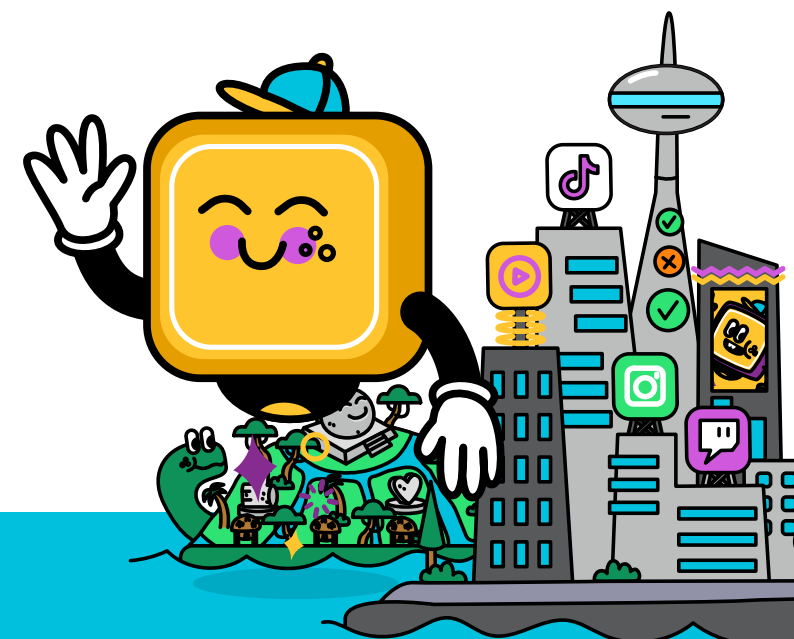


This lesson is part of the eSmart Digital Licence program

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: You can find all the materials for this story time activity [free on the eSafety Commissioner website](#). This includes the e-book, videos with sign language interpreters, and more

In this activity, we'll read a story called "Swoosh, Glide, and Rule Number 5" about two friends who have a sleepover with their cousins. While they're using screens, some unexpected things happen, and they have to make good choices about using the internet safely.

Setup

- ☐ Access the story time resources [here on the eSafety Commissioner website](#).
- ☐ Project the lesson slides, book, and/or video onto a central screen.
- ☐ (Optional) Provide a digital version of the slides for learners using assistive technology.
- ☐ (Optional) Access or download the "Story Puzzles: Online safety adventures with Swoosh and Glide" extension activity pack, available [here on the eSafety Commissioner website](#).
- ☐ (Optional) Soft toys, puppets, or action figures to model and roleplay scenarios.
- ☐ (Optional) Pens, pencils, drawing tools, playdough or communication boards for those that require alternative means of expression.

Learning intentions & success criteria

Learners will:

- Learn to spot situations online where our personal information and privacy might be in danger.
- Find out what to do when something unexpected or scary happens on a screen, and who to ask for help.

These intentions are evidenced when learners can:

- ☐ Identify at least one online situation where their personal information or privacy might be in danger, demonstrating an understanding of potential risks.
- ☐ Articulate at least one action to take when they encounter something unexpected or scary on a screen, such as closing the app or website.

Educators will:

- Develop skills in using storytelling to engage learners in discussions about online safety.
- Guide learners in articulating appropriate actions to take when encountering unexpected or scary situations on screens.

These intentions are evidenced when Educators can:

- ☐ Ensure that learners actively engage with the story, participating in discussions about characters' choices and relating them to their own experiences.
- ☐ Observe that learners can articulate at least one appropriate action to take when faced with unexpected or scary online situations, demonstrating comprehension of safety measures.

Expecting the unexpected: An online safety scenario guide

Scenario one: A pop-up ad appears while playing a game online - what do you do?

Prevention

- Educate About Pop-Ups: Explain that sometimes unexpected windows pop up which are not part of the game/video.
- "Stop and Tell" Rule: Teach children to stop what they are doing and inform a trusted adult. They should not try to close or interact with the pop-up themselves.
- Use Kid-Friendly Platforms: Ensure that children only play games on websites/apps that are designed for young kids and have strict advertising policies.
- Ad-Free Options: Opt for ad-free versions of games whenever possible. Use ad-blocking software or browser extensions that can help prevent pop-ups from appearing.

Solutions

- Stay Calm and Seek Help: Reinforce the "Stop and Tell" rule, encouraging them to find a trusted adult right away.
- Close the Pop-Up Together: Calmly show them how to close it. Demonstrate clicking the 'X' or the 'Close' button in a safe manner. It may take 15-30 seconds for this function to appear.
- Adjust Settings: Review the game's settings to see if there is an option to reduce or eliminate ads. Ensure that ad blockers and parental controls are up-to-date.

Scenario two: You receive a message from a stranger - what do you do?

Prevention

- Educate About Online Safety: Explain that they should only talk to people they know online, just like in real life.
- Supervised Online Activity: Ensure that young children use the internet in a common area of the home where an adult can supervise their activities.
- Approved Contacts: Help children set up their accounts so they can only interact with approved contacts (friends and family) under adult supervision.
- Disable Chat Features: Disable chat features in games and apps when possible or use apps that allow parents to control who can contact your child.

Solutions

- Stop and Tell: Teach children to immediately stop playing and tell a trusted adult if they receive a message from someone they don't know. When a child reports a message, calmly review it together.
- Do Not Respond: Make it clear that they should not respond to the message or click on any links. Reinforce that it's important to let an adult handle the situation.
- Block the Sender: Demonstrate how to block the sender of the unfamiliar message. This helps prevent further contact from that person. Show the child how to report the message to the game or app's administrators.

Scenario three: You accidentally click on a purchase button - what do you do?

Prevention

- Educate About In-App Purchases: Explain that some buttons in games and apps can lead to screens where they can buy things with real money. Show them what a purchase screen looks like so they can recognise it.
- Ask Before Clicking: Encourage children to ask a trusted adult before clicking on any unfamiliar buttons or icons in apps or games.
- Ad-Free and Purchase-Free Options: Choose apps and games that are specifically designed for children and do not include in-app purchases. Enable child-safe modes and settings in apps that restrict access to purchase options.
- Set Up Purchase Controls: Use device settings to disable in-app purchases or set up parental controls that restrict purchasing capabilities.

Solutions

- "Stop and Tell" Rule: They should immediately stop and tell a trusted adult without trying to navigate away.
- Demonstrate How to Cancel: Teach them to look for 'Cancel', 'Back', or 'X' buttons to safely navigate away from the screen.
- Platform Policies: If purchased, review the refund policy of the platform. Most platforms have procedures for accidental or unauthorised purchases, especially if reported promptly.

1

Read the story

Discussion: Make predictions

- Show them the book cover and explain the story.
 - Swoosh and Glide have a sleepover with their cousins, but they have unexpected issues while using screens.
- Ask students to predict what will happen.



Read the book or watch the video.

- Ask questions during or after the story:
 - How might we feel when something unexpected happens on devices?
 - What advice would you give a friend in a similar situation?
 - Do you have rules for using devices?
 - Who can we ask for help?



Checkpoint: Make it work for everyone

Differentiate the lesson by assessing the discussion.

Modify instruction as appropriate, based on whether learners can:

- Understand the concepts presented in the story.
- Offer thoughtful answers to questions about feelings, advice, rules, and help-seeking.

Options:

- Use roleplaying to act out a selected scenario from the story. Invite volunteers to participate in front of the class.
- Ask learners to draw or create art to respond to the story i.e. in response to "What does online safety mean to you?"
- Pair students with friends or mentors for extra support in the next section.

2

Discuss scenarios

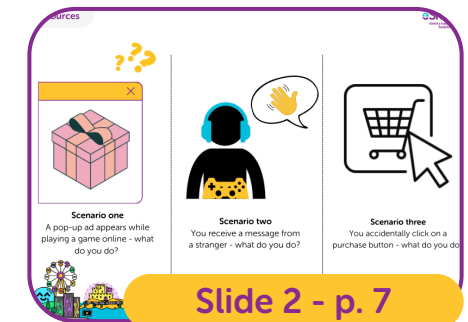
Discuss scenarios

- Discuss the scenarios on Slide 2. Brainstorm solutions as a group.
- Ask learners if they have similar scenarios to share and what their solutions were.



Stories and/or roleplay

- Divide learners into small groups or pairs.
- Generate stories or roleplay scenes that expand on the scenarios which include at least one solution.
- Share back the stories/roleplay with the group and discuss.



Checkpoint: Check understanding

Observe activity participation. Modify instruction if learners struggle to:

- Stay on task, i.e. too much free play.
- Generate appropriate/relevant solutions to the scenarios presented.

Options:

- Choose a scenario. As a whole group, use props such as puppets/soft toys to model different online situations.
- Ask learners to generate their own scenarios. These do not have to be online; they can be offline situations with similar themes. Relate the scenarios back to online environments.

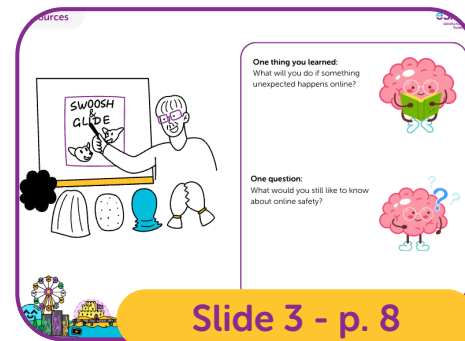
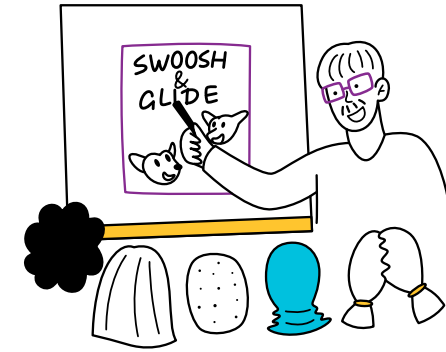
3

Exit pass

In-class activity or set as homework.

Discuss, or, write/draw:

- One thing learned: Ask them to think about a specific lesson or tip about staying safe online. This could be a rule, a feeling, or a situation they learned about.
- One Question: Any questions they still have about online safety. This could relate to something they didn't fully understand or a scenario they want to explore.



Slide 3 - p. 8

Checkpoint: Learning intentions & success criteria

Assess the "Exit pass" to ensure learners have met the following success criteria:

- Identify at least one online situation where their personal information or privacy might be in danger, demonstrating an understanding of potential risks.
- Articulate at least one action to take when they encounter something unexpected or scary on a screen, such as closing the app or website.

Next steps:

If some learners didn't meet the criteria, do the "Top-up" activity in the following section. Discussion about the lesson's themes can be continued at home, by setting the extension task as homework.

Important Note:

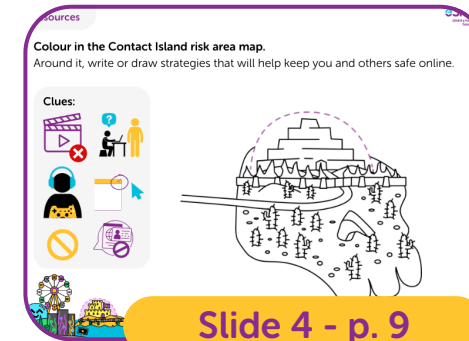
If this lesson is part of the eSmart Digital Licence, you'll need to ensure that all learners have met the success criteria before accessing the Digital Licences.

4

(Optional) Top-up or extend the lesson

Top-up the lesson

For learners who need more help meeting the learning intentions & success criteria.



Slide 4 - p. 9

In class or at home, ask learners to create an "online safety poster" using the Contact Island risk area map. They should write or draw strategies that will help keep them safe online. Families, carers, or trusted adults can add their ideas.

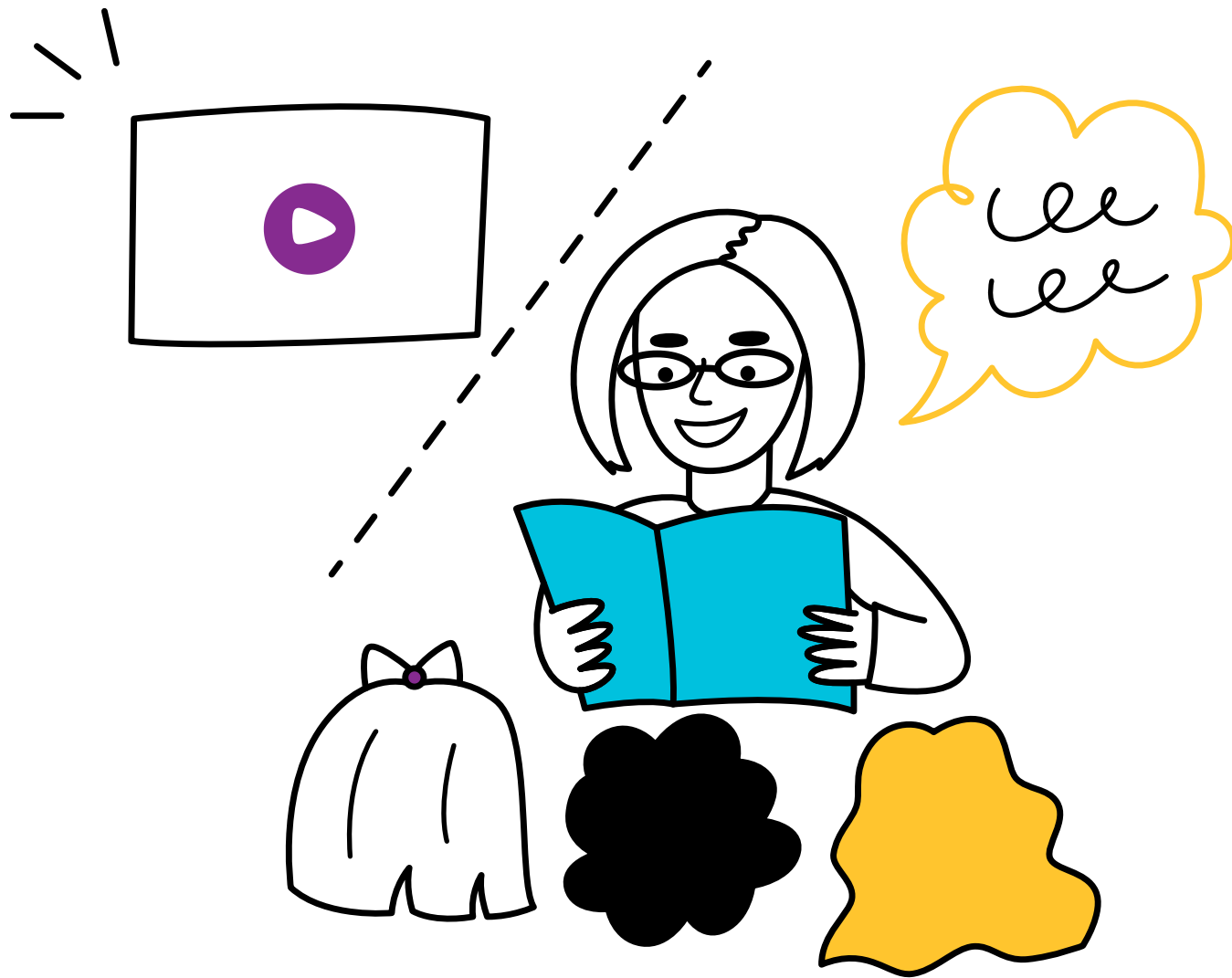
Contact Island is part of the eSmart Digital Licence quest. If your class is not already on the quest and would like to explore other islands, please visit be.esmart.org.au/dl/overview.

Extend the lesson

For learners who have met the learning intentions & success criteria and need a bit more of a challenge.

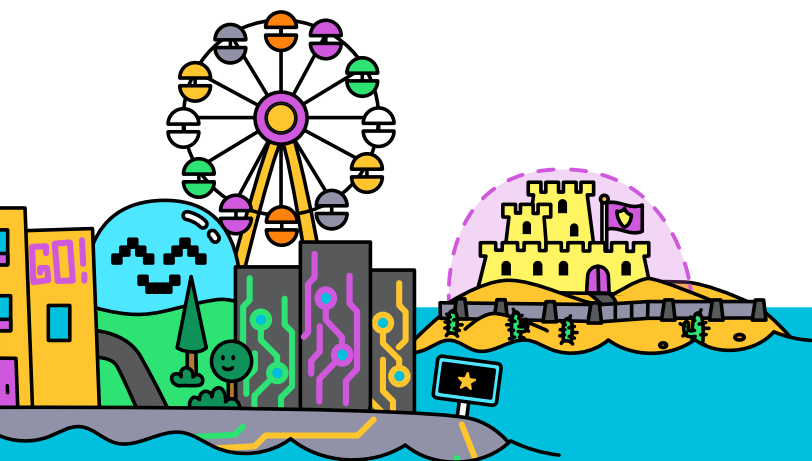
Incorporate puzzles from the [eSafety Commissioner website](https://www.esmart.org.au/eSafetyCommissioner). Access or download the "Story Puzzles: Online Safety Adventures with Swoosh and Glide" extension activity pack.

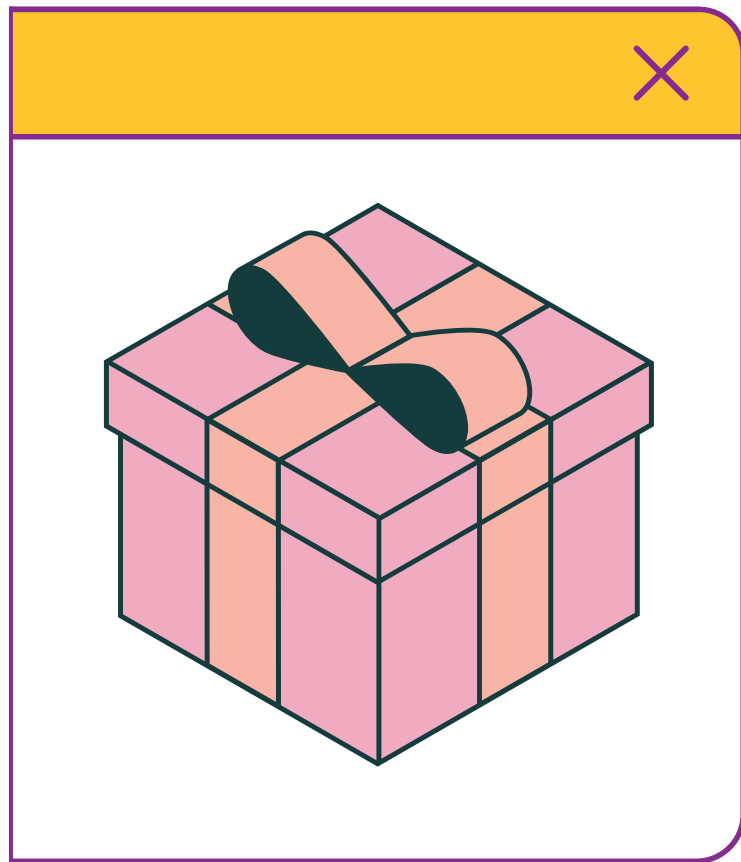
Begin by reading the four stories in the activity book, then use the picture puzzles to facilitate discussions about online safety rules with your students. These engaging scenarios will help them develop lifelong skills for using digital technologies safely and positively.



Access the story:

- Read the ebook
- Watch: Jimmy Rees reads Swoosh, Glide, and Rule No. 5
- Watch: Jimmy Rees (with Auslan interpreter) reads Swoosh, Glide, and Rule No. 5





Scenario one

A pop-up ad appears while playing a game online - what do you do?



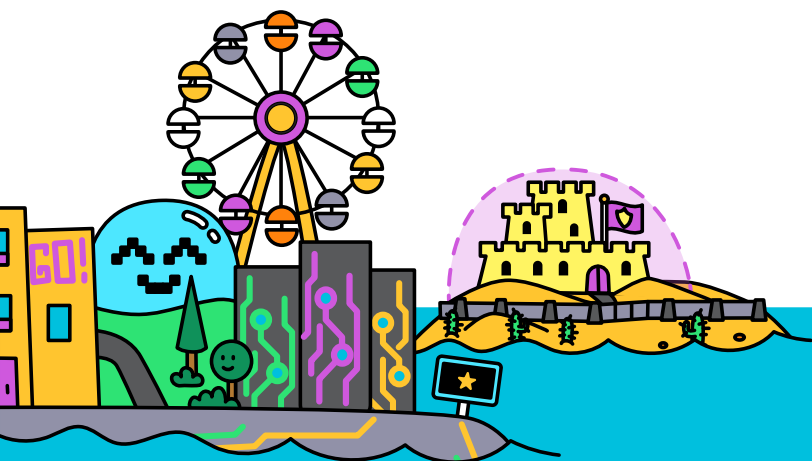
Scenario two

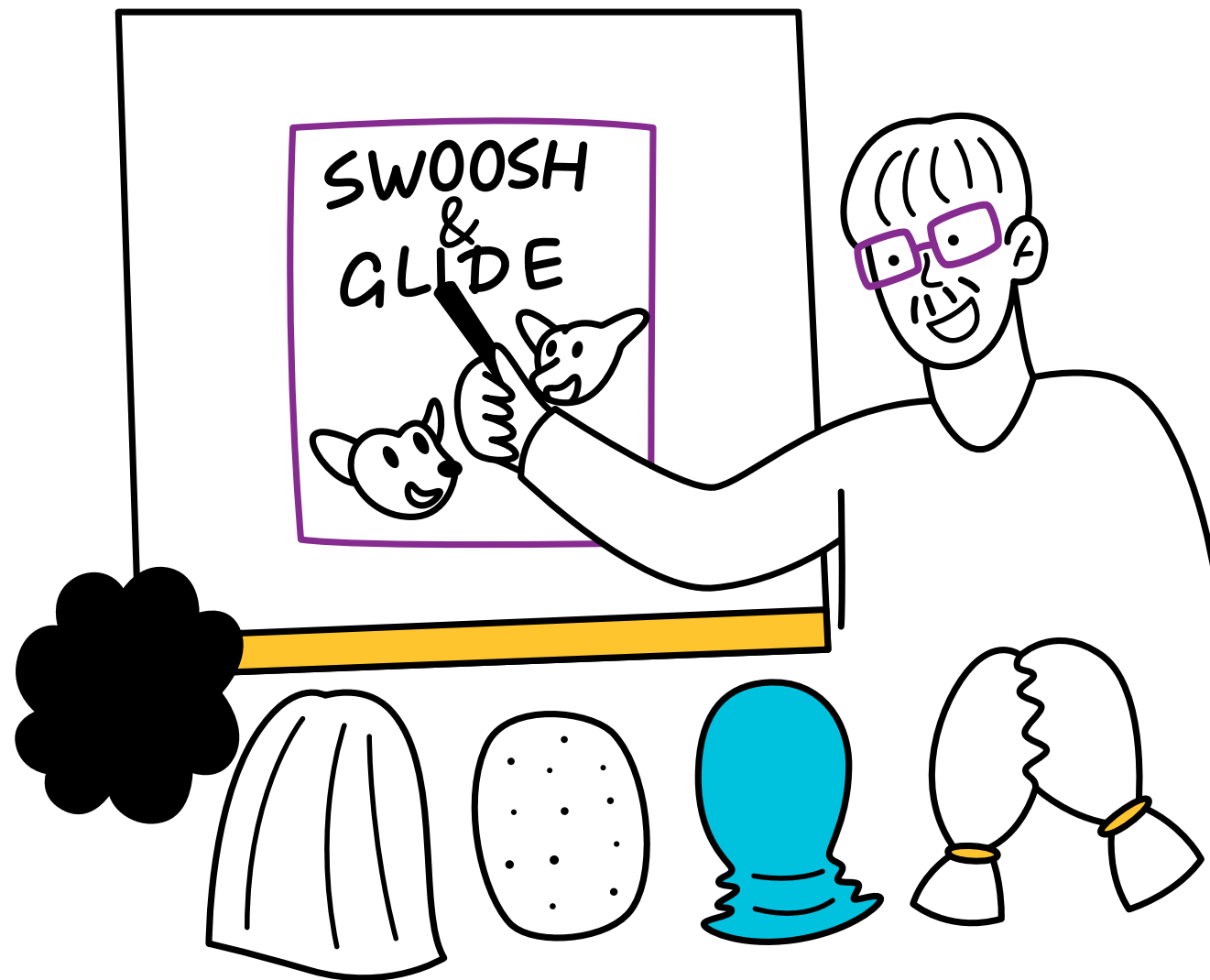
You receive a message from a stranger - what do you do?



Scenario three

You accidentally click on a purchase button - what do you do?

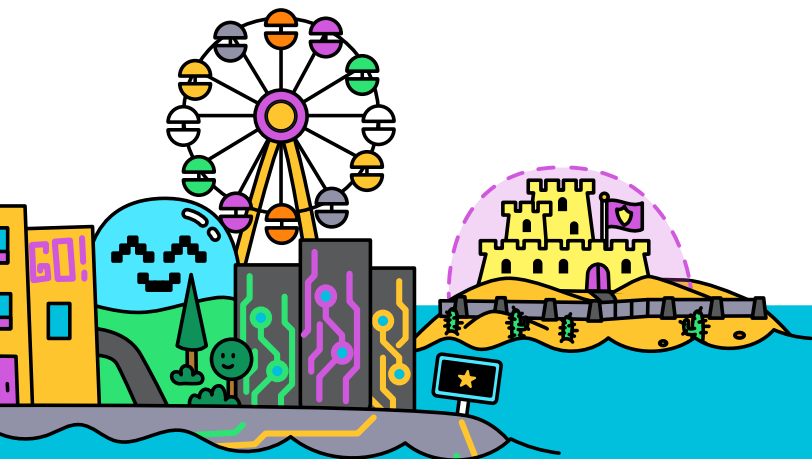
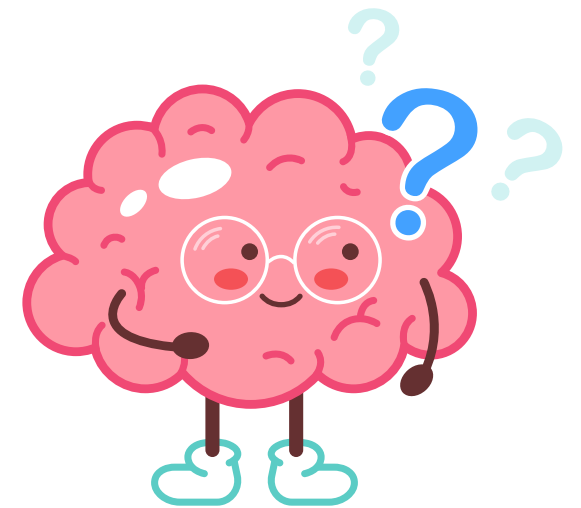


**One thing you learned:**

What will you do if something unexpected happens online?

**One question:**

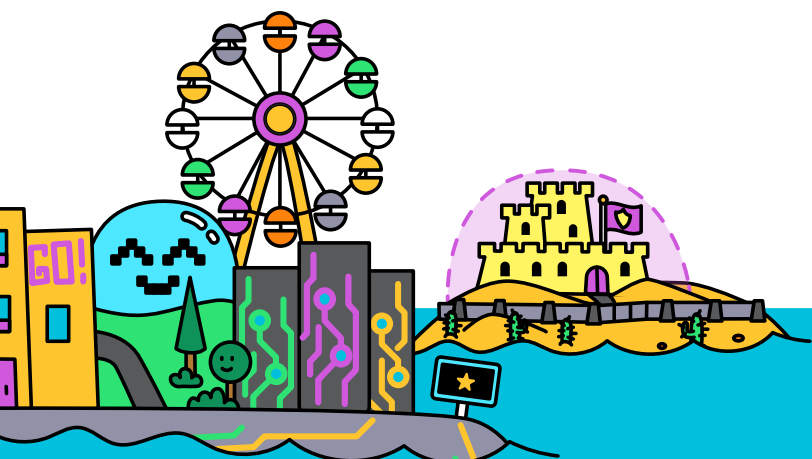
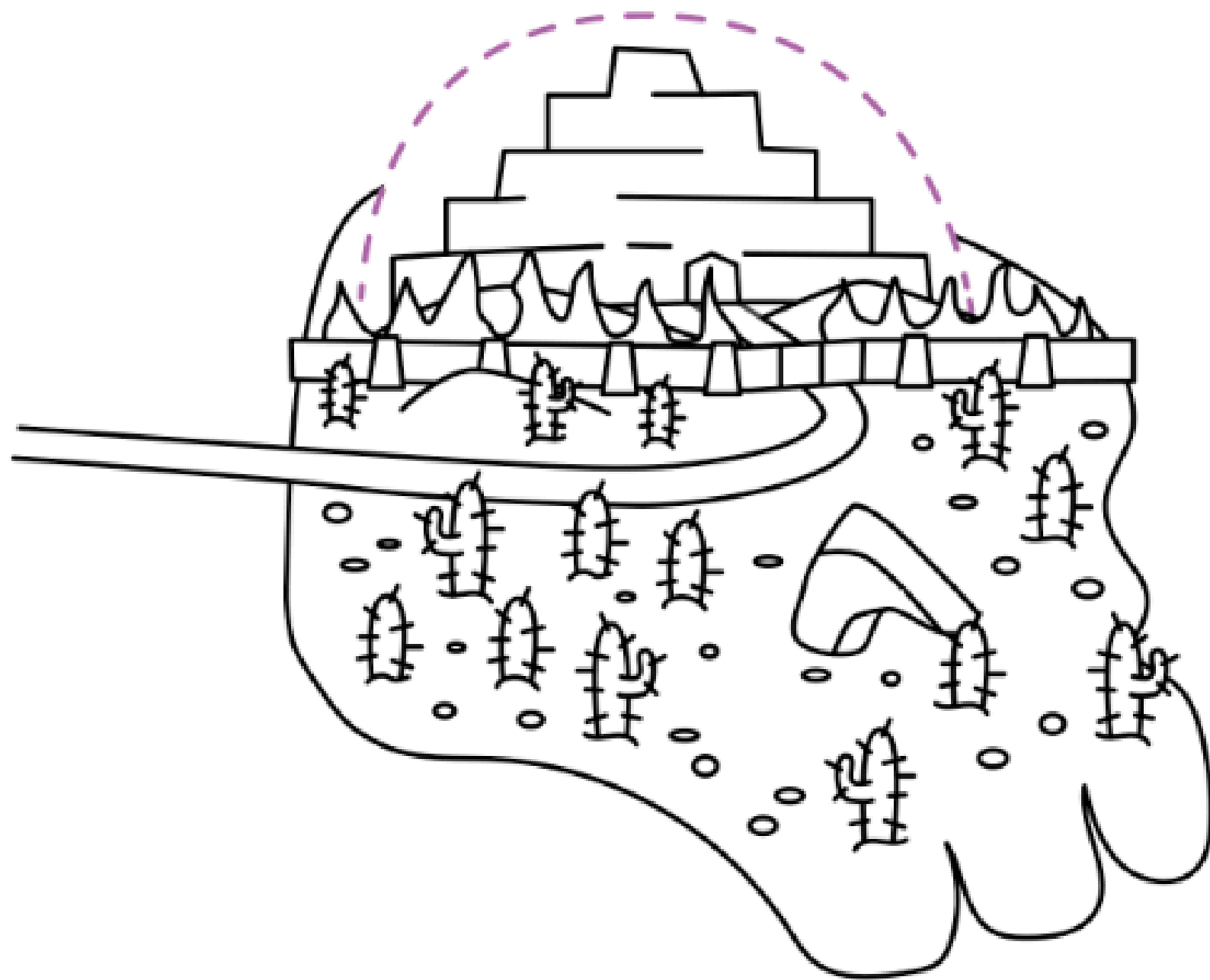
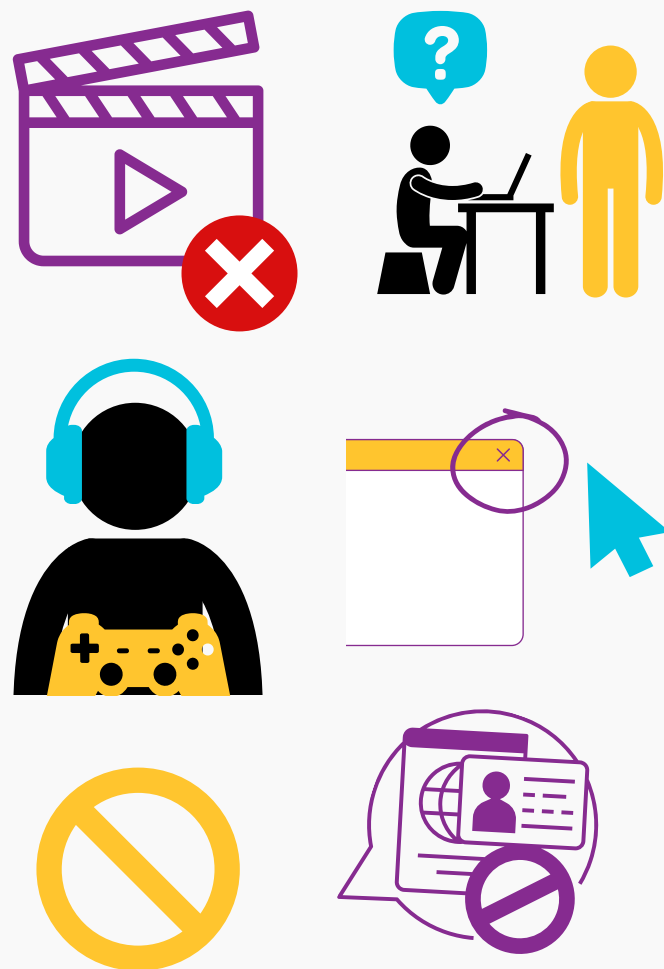
What would you still like to know about online safety?



Colour in the Contact Island risk area map.

Around it, write or draw strategies that will help keep you and others safe online.

Clues:



Australian Curriculum (Version 9.0)



Digital Literacy

English

Health & Physical Education

Foundation: Digital Literacy

Manage Online Safety:

- Level 1: Use online tools that are safe or only under direct supervision, seeking help from trusted adults when feeling unsafe.

Foundation: Health and Physical Education

- AC9HPFP04: Explore how to seek, give or deny permission respectfully when sharing possessions or personal space.
- AC9HPFP05: Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe.

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: Digital Literacy

Manage Online Safety:

- Level 2: Use online tools that are age appropriate or only under supervision, seeking help from trusted adults when feeling unsafe.

Year One: Health and Physical Education

- AC9HP2P04 : Practise strategies they can use when they need to seek, give or deny permission respectfully.
- AC9HP2P05: Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe.

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 1: Children and young people have a strong sense of identity.

Children and young people feel safe, secure and supported.

This is exemplified when:

- Students identify situations when they might need to seek help online, and devise strategies and personnel they will go to in order to find support.

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.