Teacher and children sit on chairs in The Big Circle facing one another.

**Silent Sitting** 5 mins

Courage of the Lion

**The Big Circle Guidelines** 3 mins

Share the *Class Values in Action* poster. Children read the actions aloud in pairs around the circle to help everyone consider actions that make a safe and inclusive Big Circle.

**The Big Voice** 3 mins

‘To be kind is more important than to be right. Many times, what people need is not a brilliant mind that speaks but a special heart that listens.’

- *F Scott Fitzgerald*, American Author (1896 - 1940)

**Pair Share** – Explore the meaning of the quote.
Which hero said this? What might the hero mean?

**The Big Picture** 3 mins

Sentence Stems:

One thing that stands out to me is...
Because…
I’d like to know more about…
One thing I pictured in my mind…
I wonder…

**The Big Story** 7 mins

Logged In, Left out by Maisie Chan

**The Big Questions** 7 mins

1. What is a *virtual friend*? Why did Leah feel she could be so open with a virtual friend?
2. How do you think Leah felt when she read the personal attacks online?
3. Lots of other people then used emojis to celebrate these comments. Why might a large online group agreeing with mean comments feel even worse than a face-to-face exchange with a few known people?
4. What self-doubts entered Leah’s mind?
5. What is an *online troll*? Why do they hide behind ‘virtual masks’?
6. Why did Leah decide to confront Amy face-to-face?
7. How can you show kindness online? Why is this necessary?

**Values Inquiry**

**The Big Talk** Do you know how to show kindness online? 15 mins

Choose 2 or 3 scenarios. Children to stand next to *Yes - I can be can Be Kind Online / No - I don’t know how / Unsure* signposts.

Explain, clarify or justify viewpoints. All change after hearing each other and investigate any changing of minds. How would you respond?

1. You are playing an online game with a cousin. Virtual strangers ask if they to join in. Do you know them? Do you let them? Will it be safe? Are you able to say no in a kind way?
2. A friend sends you a Well Done! message on your family’s Facebook page. Do you know a safe and kind way of responding?

3. There is an online poster competition where you can judge posters made by other children. There is a poster that you really don’t like. Can you give your feedback in a kind way?

4. A photo of you singing in your school talent competition has been posted online by a child you don’t know that well. In a kind way, can you say that you don’t like it being online?

**My Big Feelings Compass** 5 mins

How do you feel when someone is unkind to you online?

Refer to **My Big Feelings Compass** to name the complex range of feelings and reflect on their inside weather. Ask children to select a more difficult feeling from the inside of the compass and a more helpful feeling from the outside.

**My Big Think Journal** 10 mins

It can be tempting to behave differently online as you feel unknown and anonymous.

Self-Reflection: How can you show kindness online? Design 3 new emojis to demonstrate kindness to the online world and explain how they might be used. e.g. arms reaching out, shoulder to cry on, heart with a kind face, thought bubble for thinking of you, give me five hand, etc…

**The Big Sing** 5 mins

TBT RESPONSIBILITY Song - Stand Up

**Our Big Think** 2 mins

In an online world where we can be anything, be kind.
This lesson helps to meet these RSHE Statutory requirements

<table>
<thead>
<tr>
<th>RELATIONSHIPS EDUCATION</th>
<th>f. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</th>
</tr>
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</table>
| Topic 3: Respectful Relationships | a. that people sometimes behave differently online, including by pretending to be someone they are not  
  b. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous  
  c. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  
  d. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met  
  e. how information and data is shared and used online |
# SEL Responsible Decision-Making Competencies

<table>
<thead>
<tr>
<th>SEL Responsible Decision-Making Competencies</th>
<th>R3</th>
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<tbody>
<tr>
<td>Demonstrating curiosity and open-mindedness</td>
<td></td>
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<tr>
<td>Identifying solutions for personal and social problems</td>
<td>✓</td>
</tr>
<tr>
<td>Learning to make a reasoned judgment after analysing information, data, facts</td>
<td>✓</td>
</tr>
<tr>
<td>Anticipating and evaluating the consequences of one’s actions</td>
<td>✓</td>
</tr>
<tr>
<td>Recognizing how critical thinking skills are useful both inside &amp; outside of school</td>
<td>✓</td>
</tr>
<tr>
<td>Reflecting on one’s role to promote personal, family and community wellbeing</td>
<td>✓</td>
</tr>
<tr>
<td>Evaluating personal, interpersonal, community, and institutional impacts</td>
<td>✓</td>
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</tbody>
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