Computer Skills Quest

Ages 10-12 | Digital Explorers

Set up a tidy digital workspace and learn how to find your work again.

How to use this guide

Read each section, complete its four lab steps, then answer the questions in the online course. The online progress bar advances only after four correct answers.

Section 1: Files & folders

LEARNING GOAL: Files & folders. Your finished work should demonstrate: A workspace with two folders and a file you can find.

EXPLAIN THE CONCEPT: A file stores a piece of work. A folder groups related files. Clear names and a simple folder plan help you find a project without opening every file. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Create a folder called My Projects. 2. Inside it, create folders called School and Creative. 3. Save a small text file named My Plan in School. 4. Close the folder, then find and open My Plan again. Finished result: A workspace with two folders and a file you can find.

UNDERSTAND FILE LOCATIONS: A file is one saved item, such as a story or drawing. A folder holds items together. A location tells you which folders lead to the item. A name helps identify it, but two folders can contain different files with the same name. Saving and finding are separate skills: seeing a document on screen does not prove it was saved where you intended.

WORK THROUGH A FOLDER MAP: In this pretend workspace, My Projects contains School and Creative. Save My Plan in School. The route is My Projects -> School -> My Plan. A drawing called My Plan in Creative has a different location. Close the document and reopen it from School. If your latest sentence is present, you have evidence that this version was saved.

FIND AND CORRECT A MISTAKE: If you cannot find the file, check the location shown by the app before creating another copy. Ask an adult to help check Downloads or the recent-files list. Rename only your own practice file; do not change a file extension to guess its type. Practice by moving one pretend project into the correct

folder and reopening it.
CHECK YOUR REASONING: Could a file named My Plan exist in two places? Yes: the folder location distinguishes the copies. Explain the route to your saved file without opening unrelated family files.
GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.
SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A workspace with two folders and a file you can find.

Investigate with pictures and choices

A picture belongs in the Art folder, not Homework.
What should you change?
1. Rename every file to Art
2. Delete the folder contents
3. Move the picture to Art

Worked reasoning

Answer: Move the picture to Art. A folder groups files. Moving one file changes its location without requiring deletion.

Try a changed example

Draw the before and after folder path.

Picture and meaning matches

Folder: Groups files
Typing cursor: Shows where text goes
Plan: Organizes useful work

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Create a folder called My Projects.
2. Inside it, create folders called School and Creative.
3. Save a small text file named My Plan in School.
4. Close the folder, then find and open My Plan again.

Finished result: A workspace with two folders and a file you can find.

Check your understanding

1. Which idea best describes Files & folders?

A. It has no purpose in this project.

B. Accurate typing makes it easier to turn ideas into work.

C. A file stores a piece of work.

D. A digital checklist breaks a big task into smaller actions.

2. What is the first step in this lab?

A. Close the folder, then find and open My Plan again.

B. Inside it, create folders called School and Creative.

C. Save a small text file named My Plan in School.

D. Create a folder called My Projects.

3. What should you do after step two?

A. Save a small text file named My Plan in School.

B. Inside it, create folders called School and Creative.

C. Close the folder, then find and open My Plan again.

D. Create a folder called My Projects.

4. Which result shows that your lab is finished?

A. A blank page with no work

B. A workspace with two folders and a file you can find.

C. A copied answer without checking it

D. A skipped lab

Answer review

1. C. A file stores a piece of work.
2. D. Start with: Create a folder called My Projects.
3. A. Step three is: Save a small text file named My Plan in School.
4. B. The goal is: A workspace with two folders and a file you can find.

Section 2: Typing

LEARNING GOAL: Typing. Your finished work should demonstrate: A readable paragraph saved in the right folder.

EXPLAIN THE CONCEPT: Accurate typing makes it easier to turn ideas into work. Use comfortable posture, take breaks, and correct mistakes before trying to type faster. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Open a blank document. 2. Type three sentences about a hobby. 3. Use Backspace to fix one typo and Enter to start a new line. 4. Read your sentences aloud and save the document in School. Finished result: A readable paragraph saved in the right folder.

ACCURACY BEFORE SPEED: Typing turns keystrokes into text, but the cursor decides where new text goes. A space separates words; Enter starts a new paragraph or line depending on the app. Backspace usually removes the character before the cursor. Read what is on screen after each short sentence rather than assuming that every key press produced the intended character.

WORKED EDIT: Type the pretend sentence: My robot can drwa. Put the cursor after drwa, remove the last two letters, and type aw. The result is My robot can draw. Now place the cursor after robot and add a space followed by helper. Read the whole sentence again; checking the corrected word alone can miss an extra space elsewhere.

PRACTICE AND COMPARE: Write three sentences about a fictional animal. Save a first draft, then correct one spelling mistake and one missing space. Record the original and corrected wording in a practice note. Take a break if typing feels uncomfortable. A useful result is readable writing you can find again, not a speed score achieved by ignoring mistakes.

CHECK YOUR REASONING: Why can pressing Backspace remove the wrong letter? Its action depends on the cursor position. Point to the cursor before explaining the edit you intend to make.

GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.
SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A readable paragraph saved in the right folder.

Investigate with pictures and choices

The typing cursor is before cat. You type S.
What appears in a simple text line?
1. No letters can appear
2. Scat
3. catS

Worked reasoning

Answer: Scat. The insertion position determines where the new character goes.

Try a changed example

Move the cursor to the end and compare the result.

Picture and meaning matches

Folder: Groups files
Typing cursor: Shows where text goes
Plan: Organizes useful work

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.
A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Open a blank document.
2. Type three sentences about a hobby.
3. Use Backspace to fix one typo and Enter to start a new line.
4. Read your sentences aloud and save the document in School.

Finished result: A readable paragraph saved in the right folder.

Check your understanding

1. Which idea best describes Typing?

A. A digital checklist breaks a big task into smaller actions.

B. It has no purpose in this project.

C. A file stores a piece of work.

D. Accurate typing makes it easier to turn ideas into work.

2. What is the first step in this lab?

A. Open a blank document.

B. Read your sentences aloud and save the document in School.

C. Type three sentences about a hobby.

D. Use Backspace to fix one typo and Enter to start a new line.

3. What should you do after step two?

A. Open a blank document.

B. Use Backspace to fix one typo and Enter to start a new line.

C. Type three sentences about a hobby.

D. Read your sentences aloud and save the document in School.

4. Which result shows that your lab is finished?

A. A skipped lab

B. A blank page with no work

C. A readable paragraph saved in the right folder.

D. A copied answer without checking it

Answer review

1. D. Accurate typing makes it easier to turn ideas into work.
2. A. Start with: Open a blank document.
3. B. Step three is: Use Backspace to fix one typo and Enter to start a new line.
4. C. The goal is: A readable paragraph saved in the right folder.

Section 3: Productivity

LEARNING GOAL: Productivity. Your finished work should demonstrate: A simple plan with one completed action.

EXPLAIN THE CONCEPT: A digital checklist breaks a big task into smaller actions. Marking real work complete is more useful than rushing to fill the list. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Create a document titled My Week. 2. Write a three-item school project checklist. 3. Add a due day beside each item. 4. Complete one item and mark only that item done. Finished result: A simple plan with one completed action.

TURN A GOAL INTO ACTIONS: A useful checklist describes actions you can observe. Finish my project is a goal; write three facts, add a drawing, and check the title are actions. Put steps in an order that respects dependencies: checking a drawing before creating it will not help you finish it. A due day is a plan, not evidence that an action is complete.

WORKED WEEK PLAN: For a pretend poster due Friday, plan: Tuesday choose an animal; Wednesday write three facts; Thursday add a drawing and check the poster. If the facts are written but not checked, mark the writing action complete and keep the checking action open. Do not mark the entire poster finished because one part is done.

REVISE A PLAN: Suppose Wednesday is unavailable. Move the fact-writing task to Tuesday after choosing the animal, or ask for help adjusting the goal. Keep the order clear and leave time for checking. Use pretend dates and a fictional project; you do not need to copy private family schedules into the activity.

CHECK YOUR REASONING: What proves the drawing task is complete? A drawing saved with the project and checked against the goal. A tick alone is a record of a decision, not proof of the work.

GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.

SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would

you detect a mistake? What evidence proves the result? What would you improve?
Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A simple plan with one completed action.

Investigate with pictures and choices

A project has a deadline tomorrow.
What helps organize the work?
1. List tasks and choose a next action
2. Open more unrelated tabs
3. Leave the file unnamed

Worked reasoning

Answer: List tasks and choose a next action. A small task plan connects time with the actual deliverable.

Try a changed example

Estimate one task, try it, then compare the estimate with actual time.

Picture and meaning matches

Folder: Groups files
Typing cursor: Shows where text goes
Plan: Organizes useful work

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.
A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.
Choose this foundation practice only when it fits the learner goal.
My notes: _____

Hands-on lab

1. Create a document titled My Week.

2. Write a three-item school project checklist.

3. Add a due day beside each item.

4. Complete one item and mark only that item done.

Finished result: A simple plan with one completed action.

Check your understanding

1. Which idea best describes Productivity?

A. A file stores a piece of work.

B. A digital checklist breaks a big task into smaller actions.

C. Accurate typing makes it easier to turn ideas into work.

D. It has no purpose in this project.

2. What is the first step in this lab?

A. Write a three-item school project checklist.

B. Add a due day beside each item.

C. Create a document titled My Week.

D. Complete one item and mark only that item done.

3. What should you do after step two?

A. Write a three-item school project checklist.

B. Complete one item and mark only that item done.

C. Create a document titled My Week.

D. Add a due day beside each item.

4. Which result shows that your lab is finished?

A. A simple plan with one completed action.

B. A copied answer without checking it

C. A skipped lab

D. A blank page with no work

Answer review

1. B. A digital checklist breaks a big task into smaller actions.

2. C. Start with: Create a document titled My Week.

3. D. Step three is: Add a due day beside each item.

4. A. The goal is: A simple plan with one completed action.

Section 4: Guided Project & Worked Examples

COURSE INVESTIGATION: Recover a deliberately misplaced draft

YOUR PRACTICE INPUT: Use a pretend project folder with Draft/story.txt and

Final/story.txt. The draft contains version A and the final copy contains version B.

WHY IT WORKS: A filename alone does not identify the full path. Open and compare the

copies before deciding which one is the intended document.
PLAN BEFORE YOU ACT: Draw or write the starting state, the question you need to answer, and the evidence you expect to see. A paper trace is acceptable; label it as a prediction unless you actually run a test.
WORK THE CASE: Create a folder map, label the approved content, and write a safe recovery plan that keeps copies instead of deleting uncertain work.
COMPARE WITH THE EXPECTED RESULT: The handoff identifies the full path, content version, and reason for the choice. Preserve the other copies for review.
EXPLAIN YOUR REASONING: Show the connection between the supplied input, each decision, and your result. If a number, label, or observation differs, return to the first differing step rather than changing several things together.
KEEP YOUR EVIDENCE: Save the initial plan, a drawing or sanitized output, and one explanation of what the result does and does not prove. Use pointing, speech, drawing, typing, or your usual communication method.
LEARNING GOAL: Guided Project & Worked Examples. Your finished work should demonstrate: A completed guided project with documented evidence: Workspace screenshot or diagram, File-naming standard, Weekly checklist, Recovery explanation.
EXPLAIN THE CONCEPT: Review the course concepts through two applied examples. Compare a messy downloads folder with a named school-project structure and explain which is easier to recover. Turn a large assignment into named files, folders, checklist steps, and due dates. Guided project: Build a school workspace with a folder hierarchy, naming convention, checklist, and backup plan. Work with synthetic or fictional information and ask an adult for help when appropriate. Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.
ORIGINAL PROJECT LAB: 1. Read both worked examples and explain the reasoning. 2. Build a school workspace with a folder hierarchy, naming convention, checklist, and backup plan. 3. Record the steps you completed and the result you observed. 4. Compare your result to the goal and correct one issue. Finished result: A completed guided project with documented evidence: Workspace screenshot or diagram, File-naming standard, Weekly checklist, Recovery explanation.
BUILD A SMALL PROJECT SYSTEM: Create My Projects with School and Creative inside it. Plan a fictional robot poster using three actions: write the title, type three

sentences, and add or describe a drawing. Save the plan in School and the artwork in Creative. Write the folder route beside each checklist item so a helper can find the evidence.

WORKED TEST: Pretend the checklist says the writing is finished, but reopening the file shows only two sentences. The expected result was three saved sentences; the observed result is two. Reopen the document, add the missing sentence, save, close, and reopen again. Check the file before updating the checklist. This test connects planning, typing, and file management.

TRY A SECOND CASE: Save a revised poster plan with a clear revision name in the same folder. Compare both versions and identify one intentional change. Keep both until you understand which is current. Do not delete an unfamiliar file to make the folder look tidy.

EXPLAIN YOUR EVIDENCE: Show the folder map, the reopened writing, and the checklist. Explain how you know the latest work was saved and which task still needs attention.

GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.

SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.

REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.

PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: A completed guided project with documented evidence: Workspace screenshot or diagram, File-naming standard, Weekly checklist, Recovery explanation.

Investigate with pictures and choices

Your school workspace has three files named untitled.

What makes handoff easier?

1. Changing all names to final
2. Sending random screenshots only
3. Meaningful names and an agreed folder

Worked reasoning

Answer: Meaningful names and an agreed folder. Clear names and locations help another person find the intended version.

Try a changed example

Write a short inventory without sharing personal school information.

Picture and meaning matches

Folder: Groups files

Typing cursor: Shows where text goes

Plan: Organizes useful work

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool. A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed. Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Read both worked examples and explain the reasoning.
2. Build a school workspace with a folder hierarchy, naming convention, checklist, and backup plan.
3. Record the steps you completed and the result you observed.
4. Compare your result to the goal and correct one issue.

Finished result: A completed guided project with documented evidence: Workspace screenshot or diagram, File-naming standard, Weekly checklist, Recovery explanation.

Check your understanding

1. Which idea best describes Guided Project & Worked Examples?

A. A file stores a piece of work.

B. Review the course concepts through two applied examples.

C. Accurate typing makes it easier to turn ideas into work.

D. It has no purpose in this project.

2. What is the first step in this lab?

A. Build a school workspace with a folder hierarchy, naming convention, checklist,

and backup plan.

B. Record the steps you completed and the result you observed.

C. Read both worked examples and explain the reasoning.

D. Compare your result to the goal and correct one issue.

3. What should you do after step two?

A. Build a school workspace with a folder hierarchy, naming convention, checklist, and backup plan.

B. Compare your result to the goal and correct one issue.

C. Read both worked examples and explain the reasoning.

D. Record the steps you completed and the result you observed.

4. Which result shows that your lab is finished?

A. A completed guided project with documented evidence: Workspace screenshot or diagram, File-naming standard, Weekly checklist, Recovery explanation.

B. A copied answer without checking it

C. A skipped lab

D. A blank page with no work

Answer review

1. B. Review the course concepts through two applied examples.

2. C. Start with: Read both worked examples and explain the reasoning.

3. D. Step three is: Record the steps you completed and the result you observed.

4. A. The goal is: A completed guided project with documented evidence: Workspace screenshot or diagram, File-naming standard, Weekly checklist, Recovery explanation.

Section 5: Independent Challenge & Mastery

INDEPENDENT TRANSFER CASE: Recover a deliberately misplaced draft

KEEP THE ORIGINAL BASELINE: Use a pretend project folder with Draft/story.txt and Final/story.txt. The draft contains version A and the final copy contains version B.

CHANGE ONE CONDITION: An autosaved copy appears in Draft/Archive/story.txt. A newer timestamp by itself does not prove its content is the approved version.

YOUR TASK: Create a folder map, label the approved content, and write a safe recovery plan that keeps copies instead of deleting uncertain work.

PREDICT, THEN CHECK: State which part of your original reasoning should remain true and which part must be recalculated or retested. Keep the original and changed results side by side.

REVIEW CRITERIA: The handoff identifies the full path, content version, and reason for the choice. Preserve the other copies for review.

MENTOR DISCUSSION: Explain why the changed condition matters. Identify a tempting

wrong conclusion, show the observation that would challenge it, and choose one next test. A statement of uncertainty is better than inventing a result.

PORTFOLIO NOTE: Keep your baseline, changed input, prediction, observed or paper-traced result, explanation, and one improvement. These practice prompts do not replace the course's existing quiz or final assessment.

LEARNING GOAL: Independent Challenge & Mastery. Your finished work should demonstrate: An independent demonstration with evidence: Workspace screenshot or diagram, File-naming standard, Weekly checklist, Recovery explanation.

EXPLAIN THE CONCEPT: Apply what you learned without copying the guided solution. Independent challenge: Recover a misplaced pretend file using search, file type, and naming clues instead of recreating it. Safety and responsibility: A shared document asks for unnecessary personal information. Remove it and ask a trusted adult before sharing. Reflect on your work: What did you build or discover? What did you test or change after feedback? What safe or responsible choice did you make? Think about where you might use this skill in a real or imaginary project. Describe the problem it helps you solve and how you would recognize a successful result.

ORIGINAL PROJECT LAB: 1. Explain the challenge and make a short plan. 2. Recover a misplaced pretend file using search, file type, and naming clues instead of recreating it. 3. Test the result and record evidence of your work. 4. Review the safety scenario and describe one improvement. Finished result: An independent demonstration with evidence: Workspace screenshot or diagram, File-naming standard, Weekly checklist, Recovery explanation.

INDEPENDENT MISSION: Plan a fictional space-club notice without copying the robot poster. Choose a useful file name, a location, and three observable tasks. Type a short notice, correct one deliberate mistake, and save the result. A helper should be able to find the notice using your written folder route.

TEST THREE CONDITIONS: First, reopen the saved notice. Second, compare its words with your plan. Third, ask the helper to find it without using the recent-files list. If the helper opens an older copy, improve the names or route and repeat the test. Record the change you made rather than hiding the first result.

MASTER THE EXPLANATION: Explain the difference between a file name and a location, why you checked the cursor before editing, and why you marked only completed actions. Success means the artifact is readable, retrievable, and supported by an

honest checklist.
ANSWER AND REFLECT: A task says save the notice, but the document is still open. Is that enough evidence? No. Saving and reopening checks that the intended content exists in the intended location.
GO DEEPER: Identify an assumption, test a safe alternative, and explain the trade-off. Keep a short before-and-after record that someone else could follow.
SAFETY CHECK: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing. Use pretend data, never real passwords or private information. Stop and ask a trusted adult if anything seems unsafe.
REVIEW QUESTIONS: What is the main idea? Why does the first step matter? How would you detect a mistake? What evidence proves the result? What would you improve? Answer in your own words before taking the quiz.
PORTFOLIO REFLECTION: Save a drawing, sanitized screenshot, or short note describing the goal, your approach, your evidence, and one lesson learned. Expected result: An independent demonstration with evidence: Workspace screenshot or diagram, File-naming standard, Weekly checklist, Recovery explanation.

Investigate with pictures and choices

A classmate cannot find the latest project.
What is the strongest response?
1. Delete older files without checking
2. Give the agreed path and version evidence
3. Say it exists somewhere

Worked reasoning

Answer: Give the agreed path and version evidence. A reproducible handoff identifies the file and version another person can inspect.

Try a changed example

Ask the classmate to locate it using only your instructions.

Picture and meaning matches

Folder: Groups files
Typing cursor: Shows where text goes
Plan: Organizes useful work

Ways to respond

Choose, point, draw, demonstrate, type, speak or use your usual communication tool.

A helper can operate the controls while you choose.

Counting support if useful

Use zero to ten counters or dots. Touch each once. The last count names the quantity. Rearrange the same set and check whether anything was added or removed.

Choose this foundation practice only when it fits the learner goal.

My notes: _____

Hands-on lab

1. Explain the challenge and make a short plan.
2. Recover a misplaced pretend file using search, file type, and naming clues instead of recreating it.
3. Test the result and record evidence of your work.
4. Review the safety scenario and describe one improvement.

Finished result: An independent demonstration with evidence: Workspace screenshot or diagram, File-naming standard, Weekly checklist, Recovery explanation.

Check your understanding

1. Which idea best describes Independent Challenge & Mastery?

A. It has no purpose in this project.

B. A file stores a piece of work.

C. Apply what you learned without copying the guided solution.

D. Accurate typing makes it easier to turn ideas into work.

2. What is the first step in this lab?

A. Review the safety scenario and describe one improvement.

B. Recover a misplaced pretend file using search, file type, and naming clues instead of recreating it.

C. Test the result and record evidence of your work.

D. Explain the challenge and make a short plan.

3. What should you do after step two?

A. Test the result and record evidence of your work.

B. Recover a misplaced pretend file using search, file type, and naming clues instead of recreating it.

C. Review the safety scenario and describe one improvement.

D. Explain the challenge and make a short plan.

4. Which result shows that your lab is finished?

A. A blank page with no work

B. An independent demonstration with evidence: Workspace screenshot or diagram, File-naming standard, Weekly checklist, Recovery explanation.

C. A copied answer without checking it

D. A skipped lab

Answer review

1. C. Apply what you learned without copying the guided solution.

2. D. Start with: Explain the challenge and make a short plan.

3. A. Step three is: Test the result and record evidence of your work.

4. B. The goal is: An independent demonstration with evidence: Workspace screenshot or diagram, File-naming standard, Weekly checklist, Recovery explanation.

Mastery & safe-use plan

Ages 10-12

Digital safety: Use unique passphrases, recognize scams, protect privacy, behave respectfully, and pause before sharing.

AI literacy: Check AI claims with reliable sources, recognize synthetic content, protect private data, and disclose AI help.

Challenge: Solve a guided scenario without using real credentials or private information.

Portfolio: Finish an original game, website, safety plan, media story, or fact-check artifact.

Mastery check: Demonstrate the project, explain a decision, and correct one issue found during review.

Project worksheet

My project: Organize a digital school workspace

Who will use or review it? _____

My plan: _____

Checkpoint 1: A workspace with two folders and a file you can find.

Checkpoint 2: A readable paragraph saved in the right folder.

Checkpoint 3: A simple plan with one completed action.

Checkpoint 4: A completed guided project with documented evidence: Workspace screenshot or diagram, File-naming standard, Weekly checklist, Recovery explanation.

Checkpoint 5: An independent demonstration with evidence: Workspace screenshot or

diagram, File-naming standard, Weekly checklist, Recovery explanation.

One thing I tested: _____

One thing I changed after testing: _____

What I learned: _____

Trusted adult or mentor feedback: _____

Family review

Show your finished work to a trusted adult. Explain one thing you learned and one thing you would improve.

Beat IT Kids | For learning at home. Do not put real passwords or private details in practice projects.