Safe Internet Superheroes

Ages 5-9 | Little Tech Explorers

Practice simple online-safety choices with a trusted adult.

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: My trusted team

LEARNING GOAL: My trusted team. Your finished work should demonstrate: A trusted-team safety picture.

EXPLAIN THE CONCEPT: Children do not have to solve online problems alone. A parent, guardian, teacher, or another trusted adult can help when something feels confusing. 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. Look at the provided trusted-team visual and choose where you would place yourself. 2. Name three trusted adults who could help you. 3. Add a speech bubble that says I need help. 4. Practice saying it with a trusted adult. Finished result: A trusted-team safety picture.

LOOK CLOSELY: A trusted adult is someone your family has identified who can help you. A friendly picture or a person saying trust me online does not make them part of that team. Ask your parent or guardian who you should go to.

FOLLOW AN EXAMPLE: A pretend game message makes Jo uncomfortable. Jo puts the device down safely and says to an adult: I saw a message and need help. Jo does not need to know the right technical words or prove that something bad happened before asking.

TRY AND EXPLAIN: Draw three helper circles using pretend labels such as parent, guardian, or teacher. Practice saying I need help. If one helper is unavailable or does not understand, tell another trusted adult. Keep private names and phone numbers out of anything you share publicly.

Understand with an example

The idea. A trusted adult is someone your family or caregiver has agreed can help you. A friendly picture, a familiar-sounding name or a game character does not prove who is messaging. Practice identifying help without writing anyone’s real contact

details in the activity.

Get ready. Use pretend cards labeled Caregiver, Teacher agreed by caregiver, and Unknown game player. Choose the real trusted team privately with a caregiver.

Worked example 1

Follow the reasoning. A pretend game message asks you to do something confusing. Put the message card beside Caregiver and ask for help before responding. The helpful action is seeking the agreed person, not deciding whether the message looks exciting.

Worked example 2: change one thing

Compare the result. The unknown player changes their display name to Teacher. The message still belongs to an unknown player in this exercise. A copied name does not add them to the family's agreed trusted team.

Try one action at a time

1. Find the agreed-adult cards.
2. Look at the pretend confusing message.
3. Choose an agreed adult before responding.
4. Show how you would ask for help.

A mistake to notice

Pause and check. Knowing a person's name does not prove that a message came from that person.

Your own small challenge

Predict before trying. A game avatar says it is your caregiver. What can you do before following its request?

Check your thinking

Stop and check with the real agreed adult through a familiar route, such as speaking to them nearby. Do not trust the avatar alone.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and

practice kind digital choices. 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 trusted-team safety picture.

Investigate with pictures and choices

A new online character asks for a home address.

Who can help you decide?

1. The new character alone
2. Any stranger who says trust me
3. A trusted adult you know offline

Worked reasoning

Answer: A trusted adult you know offline. Choose a trusted adult before sharing private information. A friendly name does not prove identity.

Try a changed example

Name or point to two trusted helpers without entering their details here.

Picture and meaning matches

Trusted adult: Helps with an unsure choice

Private information: Stays with trusted people

Stop and tell: Pauses an unsafe request

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.

Try another pretend safety story

My goal

I can show who helps me when an online message feels confusing.

Look at the story

Tami’s pretend tablet shows a message she does not understand. Her first helper is busy. Tami has a help card with two agreed grown-up roles: Caregiver and Teacher. She does not need to answer the message while she waits for help.

Think about why

A trusted team is chosen with your caregiver before there is a problem. A friendly voice or picture on a screen does not join that team by itself. If one agreed grown-up cannot help now, you can try another agreed grown-up. Asking again is allowed.

Try one action at a time

1. Put the pretend tablet picture on the table.
2. Place an agreed-helper card beside it.
3. Show your "I need help" card to that helper.
4. Choose another agreed helper if the first one is unavailable.

Pause and choose

The first helper is busy. What can Tami do?

1. Ask another agreed grown-up.
2. Answer the confusing message alone.
3. Ask the unknown sender to be her trusted adult.

Check after your try

Another agreed grown-up can help. Tami can leave the message alone while she asks. The unknown sender does not get to choose the trusted team.

Change the story

Now Tami cannot find the words to explain. She points to the tablet drawing and her help card. The grown-up can listen and help without requiring a long spoken explanation.

Ask for help

Practice with an adult who already cares for you. Use role pictures, not phone numbers or real contact details. No real messages are needed.

Show your thinking

Draw two helper-role pictures and one help signal. You may point, draw, type, speak, or use your usual communication tool. The adult can read the choices without choosing your answer.

My notes: _____

Hands-on lab

1. Look at the provided trusted-team visual and choose where you would place yourself.
2. Name three trusted adults who could help you.
3. Add a speech bubble that says I need help.
4. Practice saying it with a trusted adult.

Finished result: A trusted-team safety picture.

Check your understanding

1. Which idea best describes My trusted team?

A. It has no purpose in this project.

B. Some information belongs to you and your family, such as your address, school, passwords, and where you are.

C. Children do not have to solve online problems alone.

D. If a pop-up, message, picture, or person online makes you uncomfortable, stop interacting, close or move away when you can, and tell a trusted adult.

2. What is the first step in this lab?

A. Practice saying it with a trusted adult.

B. Name three trusted adults who could help you.

C. Add a speech bubble that says I need help.

D. Look at the provided trusted-team visual and choose where you would place yourself.

3. What should you do after step two?

A. Add a speech bubble that says I need help.

B. Name three trusted adults who could help you.

C. Practice saying it with a trusted adult.

D. Look at the provided trusted-team visual and choose where you would place yourself.

4. Which result shows that your lab is finished?

A. A blank page with no work

B. A trusted-team safety picture.

C. A copied answer without checking it

D. A skipped lab

Answer review

1. C. Children do not have to solve online problems alone.
2. D. Start with: Look at the provided trusted-team visual and choose where you would place yourself.
3. A. Step three is: Add a speech bubble that says I need help.
4. B. The goal is: A trusted-team safety picture.

Section 2: Keep it private

LEARNING GOAL: Keep it private. Your finished work should demonstrate: A private-information sorting activity.

EXPLAIN THE CONCEPT: Some information belongs to you and your family, such as your address, school, passwords, and where you are. Ask a trusted adult before sharing. 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. Use the provided information cards and sort them into Usually Okay and Private. 2. Mark favorite color as usually okay. 3. Mark address and password as private. 4. Add Ask an adult to the private cards. Finished result: A private-information sorting activity.

LOOK CLOSELY: An address can help someone find a home. A school name can help someone identify a child. A password helps protect an account. These are not ordinary game answers to share with a stranger. Even small details can reveal more when put together.

FOLLOW AN EXAMPLE: A paper game form asks for a favorite color and home address. Mark the address Ask an adult. A favorite color by itself usually reveals less, but you should still follow the adult's rules about the game and what it asks.

TRY AND EXPLAIN: Sort pretend cards, never real family details. Explain why address and password need protection. If a card is confusing, put it in Ask an adult instead of guessing. Privacy means making careful choices, not keeping an upsetting message secret from a trusted helper.

Understand with an example

The idea. Some information can identify or locate you, or let someone enter an account. Keep real addresses, school details, passwords and live locations out of the activity. A harmless-looking question can still request private information. When unsure, pause and ask your trusted adult.

Get ready. Use three paper cards: favorite pretend color, home-address picture, and password-key picture. Do not write real private details.

Worked example 1

Follow the reasoning. A pretend profile asks for a home address. Place the address card in Keep private and choose Ask an adult. There is no need to type an address to explain your decision.

Worked example 2: change one thing

Compare the result. Now the profile asks for your school name. It is a different question but can still help locate you. Put the school-picture card with Keep private and ask, rather than treating every new question as safe.

Try one action at a time

1. Look at the requested information.
2. Point to anything that could identify, locate or unlock.
3. Put private-information pictures in Keep private.
4. Ask your trusted adult about unclear requests.

A mistake to notice

Pause and check. Do not use a real secret as the example of information you should keep private.

Your own small challenge

Predict before trying. A form offers a badge if you share a real password. What should happen to the password card?

Check your thinking

Keep it private and do not enter the password. A reward does not make sharing a secret safe. Tell an agreed adult about the request.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. 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 private-information sorting activity.

Investigate with pictures and choices

A game asks for a password in a message.
What should stay private?
1. A made-up dragon name
2. The password
3. The color of a pretend hat

Worked reasoning

Answer: The password. Passwords are secrets. Do not send them through an unexpected message.

Try a changed example

Sort a paper address card and a fictional color card with a helper.

Picture and meaning matches

Trusted adult: Helps with an unsure choice
Private information: Stays with trusted people
Stop and tell: Pauses an unsafe request

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.

Try another pretend safety story

My goal

I can pause when a pretend request asks for private information.

Look at the story

A paper game character asks Kai for a favorite pretend color. Then it asks for a picture of Kai’s school badge. Kai sees a school symbol on the card. He does not need to bring a real badge or write his school name.

Think about why

A private detail can be words or a picture. A school badge may tell someone which school a child attends. A password picture stands for an account secret. Keep the real details out of this game. If a request is unclear, choose Ask an adult before sharing.

Try one action at a time

1. Look at the pretend color and badge cards.
2. Point to the card that could identify a school.
3. Put the badge card beside Keep private.
4. Place Ask an adult beside the request.

Pause and choose

The game offers a shiny star for the school badge picture. What should Kai do?

1. Keep the detail private and ask an agreed adult.
2. Share the real badge to win the star.
3. Write the real school name instead.

Check after your try

The prize does not change what the badge could reveal. Writing the school name would share the same kind of private detail in another form.

Change the story

Replace the badge with a location-pin picture. The picture is different, but it can still ask where someone is. Keep actual location out and ask the agreed adult.

Ask for help

If something was already shared, tell a trusted adult. You can still ask for help. Do not return to an unfamiliar page to fix it alone.

Show your thinking

Make a small keep-private card using drawings only. Show the requested detail, your pause, and your help choice. Pointing or your usual communication tool is enough; no real private information belongs on the card.

My notes: _____

Hands-on lab

1. Use the provided information cards and sort them into Usually Okay and Private.
2. Mark favorite color as usually okay.
3. Mark address and password as private.
4. Add Ask an adult to the private cards.

Finished result: A private-information sorting activity.

Check your understanding

1. Which idea best describes Keep it private?

A. It has no purpose in this project.

B. Children do not have to solve online problems alone.

C. Some information belongs to you and your family, such as your address, school, passwords, and where you are.

D. If a pop-up, message, picture, or person online makes you uncomfortable, stop interacting, close or move away when you can, and tell a trusted adult.

2. What is the first step in this lab?

A. Add Ask an adult to the private cards.

B. Mark favorite color as usually okay.

C. Mark address and password as private.

D. Use the provided information cards and sort them into Usually Okay and Private.

3. What should you do after step two?

A. Mark address and password as private.

B. Mark favorite color as usually okay.

C. Add Ask an adult to the private cards.

D. Use the provided information cards and sort them into Usually Okay and Private.

4. Which result shows that your lab is finished?

A. A blank page with no work

B. A private-information sorting activity.

C. A copied answer without checking it

D. A skipped lab

Answer review

1. C. Some information belongs to you and your family, such as your address, school, passwords, and where you are.

2. D. Start with: Use the provided information cards and sort them into Usually Okay and Private.

3. A. Step three is: Mark address and password as private.

4. B. The goal is: A private-information sorting activity.

Section 3: Stop, close, tell

LEARNING GOAL: Stop, close, tell. Your finished work should demonstrate: A practiced stop-close-tell routine.

EXPLAIN THE CONCEPT: If a pop-up, message, picture, or person online makes you uncomfortable, stop interacting, close or move away when you can, and tell a trusted adult. 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. Pretend a strange prize message appears. 2. Say Stop out loud. 3. Practice closing the pretend message without clicking its link. 4. Tell a trusted adult what happened. Finished result: A practiced stop-close-tell routine.

LOOK CLOSELY: Stop means do not keep clicking or replying. Close means leave the message if you can do so safely. Tell means get a trusted adult. If you cannot find a safe way to close it, put the device down and ask for help.

FOLLOW AN EXAMPLE: An imaginary prize pop-up says Tap here now. Do not tap the prize or a pretend unsubscribe link. Practice the routine on paper: hands pause, cover the paper screen, then say what happened to an adult. No real suspicious website is needed.

TRY AND EXPLAIN: Ask a helper to read a second pretend message that asks for a secret. Practice again. If you already clicked or replied, tell the adult what happened; asking for help is still the right next step. You are allowed to ask even when you feel embarrassed.

Understand with an example

The idea. A simple response routine helps when a message feels confusing or pushy. Stop interacting, close it if you can do so safely, and tell a trusted adult. If you cannot close it, telling an adult is still the right next action; you do not have to solve the screen alone.

Get ready. Draw a pretend message: Free stars! Tap now! Use paper only, with no working links.

Worked example 1

Follow the reasoning. The child sees Tap now, pauses and points to Stop. They turn over the paper message to represent closing it, then show the adult-help card. No

tap on a prize button is needed to get help.

Worked example 2: change one thing

Compare the result. The pretend close button is missing. Keep the screen card still and ask the adult for help. The routine still protects the child: closing independently is not a requirement before telling someone.

Try one action at a time

1. Pause your hands.
2. Avoid the message's prize or reply controls.
3. Close only if you know a safe way.
4. Tell an agreed adult what you saw.

A mistake to notice

Pause and check. Do not make the child press unknown controls to prove they can close a suspicious message.

Your own small challenge

Predict before trying. The pretend message says do not tell anyone. Which part of your routine still matters?

Check your thinking

Tell the trusted adult. A message asking for secrecy does not overrule the family's help routine. The child can point to the message instead of reading it aloud.
Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.
EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.
SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. 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

practiced stop-close-tell routine.

Investigate with pictures and choices

A pop-up makes you feel unsure.

What is a useful first action?

1. Stop and tell a trusted adult
2. Click until it disappears
3. Send it to friends

Worked reasoning

Answer: Stop and tell a trusted adult. Pause rather than interacting with an uncertain message. A helper can assist with closing it safely.

Try a changed example

Rehearse asking for help using a picture, gesture, AAC or words.

Picture and meaning matches

Trusted adult: Helps with an unsure choice

Private information: Stays with trusted people

Stop and tell: Pauses an unsafe request

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.

Try another pretend safety story

My goal

I can show a safe help routine without opening a real link.

Look at the story

A paper screen shows a flashing prize picture. Pip feels unsure. The card says TAP NOW. Pip pauses his hands, turns away from the pretend message, and shows an agreed adult his help card.

Think about why

You do not have to prove that a message is bad before asking for help. STOP means pause the interaction. CLOSE means leave it when you know a safe way. TELL means ask the agreed adult. If closing is hard, you can tell first. Getting help matters more than doing the words perfectly.

Try one action at a time

1. Pause your hands beside the paper screen.
2. Keep your finger off the prize picture.
3. Turn over the paper screen to practice leaving.
4. Show an agreed adult your help card.

Pause and choose

Pip does not know how to close a real pop-up. What is a helpful next action?

1. Stop interacting and ask the agreed adult.
2. Try every button inside the pop-up.
3. Enter a password to make it disappear.

Check after your try

Pip can ask for help now. He does not need to experiment with unknown buttons or share information before telling someone.

Change the story

Now the pretend message has no words, only an uncomfortable picture. Pip can still pause and ask for help. Reading the message aloud is not required.

Ask for help

An adult can help leave the real screen or use the app’s normal controls. In this practice, use paper only. If something already happened, tell the adult; asking for help is still useful.

Show your thinking

Arrange three picture cards for Stop, Close, Tell. Show the routine with a gesture, drawing, speech, pointing, or your usual communication tool. A helper may move the cards when you choose them.

My notes: _____

Hands-on lab

1. Pretend a strange prize message appears.
2. Say Stop out loud.

3. Practice closing the pretend message without clicking its link.

4. Tell a trusted adult what happened.

Finished result: A practiced stop-close-tell routine.

Check your understanding

1. Which idea best describes Stop, close, tell?

A. If a pop-up, message, picture, or person online makes you uncomfortable, stop interacting, close or move away when you can, and tell a trusted adult.

B. Some information belongs to you and your family, such as your address, school, passwords, and where you are.

C. It has no purpose in this project.

D. Children do not have to solve online problems alone.

2. What is the first step in this lab?

A. Practice closing the pretend message without clicking its link.

B. Pretend a strange prize message appears.

C. Tell a trusted adult what happened.

D. Say Stop out loud.

3. What should you do after step two?

A. Tell a trusted adult what happened.

B. Pretend a strange prize message appears.

C. Practice closing the pretend message without clicking its link.

D. Say Stop out loud.

4. Which result shows that your lab is finished?

A. A copied answer without checking it

B. A skipped lab

C. A blank page with no work

D. A practiced stop-close-tell routine.

Answer review

1. A. If a pop-up, message, picture, or person online makes you uncomfortable, stop interacting, close or move away when you can, and tell a trusted adult.

2. B. Start with: Pretend a strange prize message appears.

3. C. Step three is: Practice closing the pretend message without clicking its link.

4. D. The goal is: A practiced stop-close-tell routine.

Section 4: Guided Project & Worked Examples

COURSE INVESTIGATION: A friendly name is not proof

YOUR PRACTICE INPUT: A pretend message says, ’I am your friend’s cousin. Tell me your school so I can send a game prize.’ No real school or name is used.

WHY IT WORKS: A claimed connection and a prize do not make a request safe. A child can stop, move away, and tell a familiar trusted adult without answering the sender.
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: Make a picture decision strip: notice the request, do not send, ask your trusted adult. Practice the same response to both messages.
COMPARE WITH THE EXPECTED RESULT: Neither message receives a private detail. Help comes through a familiar adult, not the message's contact link.
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: Safety shield, Trusted-adult plan, Safety-choice explanation.
EXPLAIN THE CONCEPT: Review the course concepts through two applied examples. Sort pretend information into OK to share and Ask an adult first. Compare a normal game message with an urgent prize/scam message. Guided project: Build a safety shield with private-info, trusted-adult, stop/close/tell, and kindness sections. 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 safety shield with private-info, trusted-adult, stop/close/tell, and kindness sections. 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: Safety shield, Trusted-adult plan, Safety-choice explanation.
LOOK CLOSELY: Build a four-part paper safety shield: private information, trusted helpers, stop-close-tell, and kindness. Each part needs an action you can explain.

You can draw symbols instead of writing long sentences.
FOLLOW AN EXAMPLE: For private information, draw a closed envelope. For helpers, draw an adult and a speech bubble. For stop-close-tell, draw a hand, a covered screen, and a helper. For kindness, draw a respectful message without a real person's name.
TRY AND EXPLAIN: Ask an adult to give you one pretend situation for each shield part. Point to the part you would use and explain the action. If your picture is unclear, change it. Your shield is useful when it helps you choose what to do.

Understand with an example

The idea. A safety shield is useful when it helps choose an action, not only when it is decorated. Connect private-information pictures, agreed helpers and the stop-close-tell routine. Rehearse with pretend messages so the child can practice without exposing a real account or secret.
Get ready. Prepare a paper shield with three spaces: Keep private, My helper and What I do. Add picture cards instead of real contact details.

Worked example 1

Follow the reasoning. Place the password-key picture in Keep private, the agreed-adult card in My helper and Stop/Close/Tell cards in What I do. Test it with a pretend prize request for a password. Follow the shield to keep the secret and seek help.

Worked example 2: change one thing

Compare the result. Try a second pretend message asking for a school name. The requested detail changes, but it still goes to Keep private and Ask my helper. Explain that the shield is a decision aid rather than a list of only one unsafe message.

Try one action at a time

1. Build the three shield spaces.
2. Add pictures for a private detail and an agreed adult.
3. Arrange the response routine.
4. Practice two pretend requests and check your choices.

A mistake to notice

Pause and check. A completed shield is not proof that every online request is understood; rehearse a new example.

Your own small challenge

Predict before trying. Your shield has a helper but no private-information pictures. What could you add to make its purpose clearer?

Check your thinking

Add symbolic address, school or password pictures without real details, then show how they lead to a keep-private and ask-for-help choice.

Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.

EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.

SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. 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: Safety shield, Trusted-adult plan, Safety-choice explanation.

Investigate with pictures and choices

You are making an online-safety shield.

Which reminder belongs on it?

1. Every message is safe
2. Always click a prize
3. Ask a trusted adult before sharing

Worked reasoning

Answer: Ask a trusted adult before sharing. A useful reminder links a clear action with a safety boundary.

Try a changed example

Make a shield with a picture rather than a written sentence.

Picture and meaning matches

Trusted adult: Helps with an unsure choice

Private information: Stays with trusted people

Stop and tell: Pauses an unsafe request

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.

Try another pretend safety story

My goal

I can use my safety shield to choose an action.

Look at the story

Nia’s paper shield has four spaces: Private details, My helper, Stop-close-tell, and Kind choices. An adult offers two pretend messages. One asks for a password to win a prize. The other asks Nia to send an unkind reply about a teammate.

Think about why

The shield helps make a choice; it is more than decoration. A password request leads to Keep private and Ask my helper. An unkind message does not need an unkind answer. Nia can pause and ask for help without passing the message along.

Try one action at a time

1. Draw the four shield spaces.
2. Add a private-detail picture and an agreed-helper picture.
3. Use the shield for the pretend password request.
4. Use the shield for the pretend unkind-message request.

Pause and choose

Which picture belongs in the password-request plan?

1. Keep private, then ask the agreed helper.
2. Send the password for the prize.
3. Share the request with every game friend.

Check after your try

The secret stays private. The agreed helper can help check the request. Sending or spreading it is not needed to practice the safe choice.

Change the story

Swap the password picture for a school picture. Move that new picture to Keep private too. Explain that the requested detail changed while the help choice stayed the same.

Ask for help

Choose the trusted-helper role with a caregiver. If a pretend story feels upsetting, stop the activity and ask to try a different paper example. No real account or actual mean message is needed.

Show your thinking

Point to one shield space for each choice you make. You may draw, place cards, type, speak, or use your usual communication tool. Ask a partner to follow your plan, then improve one unclear picture.

My notes: _____

Hands-on lab

1. Read both worked examples and explain the reasoning.
2. Build a safety shield with private-info, trusted-adult, stop/close/tell, and kindness sections.
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: Safety shield, Trusted-adult plan, Safety-choice explanation.

Check your understanding

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

A. Children do not have to solve online problems alone.

B. Review the course concepts through two applied examples.

C. Some information belongs to you and your family, such as your address, school, passwords, and where you are.

D. It has no purpose in this project.

2. What is the first step in this lab?

A. Build a safety shield with private-info, trusted-adult, stop/close/tell, and kindness sections.

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 safety shield with private-info, trusted-adult, stop/close/tell, and kindness sections.

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: Safety shield, Trusted-adult plan, Safety-choice 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: Safety shield, Trusted-adult plan, Safety-choice explanation.

Section 5: Independent Challenge & Mastery

INDEPENDENT TRANSFER CASE: A friendly name is not proof

KEEP THE ORIGINAL BASELINE: A pretend message says, 'I am your friend's cousin. Tell me your school so I can send a game prize.' No real school or name is used.

CHANGE ONE CONDITION: The message replaces the school request with a request for a photograph in a uniform. The photo might also reveal the school.

YOUR TASK: Make a picture decision strip: notice the request, do not send, ask your trusted adult. Practice the same response to both messages.

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: Neither message receives a private detail. Help comes through a familiar adult, not the message's contact link.
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: Safety shield, Trusted-adult plan, Safety-choice explanation.
EXPLAIN THE CONCEPT: Apply what you learned without copying the guided solution. Independent challenge: Solve four picture-based online choices and explain the safest action. Safety and responsibility: A stranger asks to move a game chat somewhere private. Stop and tell a trusted adult. 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. Solve four picture-based online choices and explain the safest action. 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: Safety shield, Trusted-adult plan, Safety-choice explanation.
LOOK CLOSELY: Try a new paper case: a player asks you to move a chat somewhere private and keep it secret. You do not owe that player a reply. A request to hide something from your trusted adults is a reason to ask for help.
FOLLOW AN EXAMPLE: Choose stop-close-tell. Tell an adult what was requested without visiting another app or sharing details. A promise of game points does not change the need for help. Practice a second case where an upsetting picture appears unexpectedly.
TRY AND EXPLAIN: Explain who could help and what information stays private. You may point to your shield or act out the routine. Success means choosing a safe action

and asking for help, not reading every word perfectly or handling a real online problem alone.

Understand with an example

The idea. Use a new pretend request to check whether the safety routine transfers. Give time for a response and offer picture choices without choosing the answer. The goal is a safe next action and a way to ask for help, not fast reading or naming every possible scam.

Get ready. An adult draws a new message: Special club! Tell us where you are now. Use a location-pin picture, no actual location.

Worked example 1

Follow the reasoning. The learner places the location picture in Keep private and chooses an agreed adult. They may point, draw or demonstrate stopping. Ask which part of the request made help useful; do not require them to type the message.

Worked example 2: change one thing

Compare the result. Remove the words and use only a prize picture plus a password-key picture. The same safe choice is possible without reading: keep the key private and ask for help. This changes presentation, not the safety goal.

Try one action at a time

1. Look at the new pretend request.
2. Choose what stays private.
3. Show one safe next action.
4. Explain or point to who can help.

A mistake to notice

Pause and check. Do not turn this practice into a live test of a child’s real passwords, location or accounts.

Your own small challenge

Predict before trying. Create your own pretend message with one private-information picture. Show a safe response without opening any real website.

Check your thinking

The response should avoid sharing the private detail, stop the interaction and seek

an agreed adult. Many pictures and communication methods can show these actions.
Show what you know. Point, draw, demonstrate, type, speak or use your usual communication tool. A trusted adult can help without choosing your answer.
EXPLORE TOGETHER: Draw or point to the important parts of your work. Tell a trusted adult what happened first, next, and last.
SAFETY CHECK: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices. 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: Safety shield, Trusted-adult plan, Safety-choice explanation.

Investigate with pictures and choices

A familiar-looking account asks for a secret.
What should you do?
1. Post the secret publicly
2. Pause and check with a trusted adult
3. Share because the picture is familiar

Worked reasoning

Answer: Pause and check with a trusted adult. Account pictures can be copied. Verify through a trusted route.

Try a changed example

Change the request to a phone number and explain why it still needs care.

Picture and meaning matches

Trusted adult: Helps with an unsure choice
Private information: Stays with trusted people
Stop and tell: Pauses an unsafe request

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.

Try another pretend safety story

My goal

I can use my plan with a new pretend story.

Look at the story

An adult shows four new paper choices: a request for a home-address picture; an invitation to an unfamiliar private chat; a surprising prize button; and a confusing message when the first helper is busy. No actual address, chat, or link is used.

Think about why

The pictures can change while your safety ideas stay useful. Notice the request. Keep private details out. Pause an unsure interaction. Use your agreed trusted team. You can take time and choose one card at a time. This is practice, not a race.

Try one action at a time

1. Choose one paper story.
2. Show a private-detail or pause card that fits.
3. Choose an agreed-helper card.
4. Show or explain why your next action helps.

Pause and choose

The story asks you to move to an unfamiliar private chat. What can you choose?

1. Pause and tell an agreed adult.
2. Go alone to see what happens.
3. Share your address before leaving.

Check after your try

You do not need to enter the unfamiliar chat to ask for help. The adult can help review the request through your agreed routine.

Change the story

Ask the adult to replace the prize button with a password-key picture. Show what stays private and who can help. The adult should offer time and communication

choices without picking the answer for you.

Ask for help

If the first helper is unavailable, choose another agreed adult. If something was already shared or clicked, you can still tell. You are allowed to ask for help after a mistake.

Show your thinking

Keep one original plan and one changed-story plan. A drawing, pointing sequence, gesture, typed note, speech, or usual communication tool can show your thinking. The practice adds no automatic grade or course progress.

My notes: _____

Hands-on lab

1. Explain the challenge and make a short plan.
2. Solve four picture-based online choices and explain the safest action.
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: Safety shield, Trusted-adult plan, Safety-choice explanation.

Check your understanding

1. Which idea best describes Independent Challenge & Mastery?

A. It has no purpose in this project.

B. Children do not have to solve online problems alone.

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

D. Some information belongs to you and your family, such as your address, school, passwords, and where you are.

2. What is the first step in this lab?

A. Review the safety scenario and describe one improvement.

B. Solve four picture-based online choices and explain the safest action.

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. Solve four picture-based online choices and explain the safest action.

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: Safety shield, Trusted-adult plan, Safety-choice 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: Safety shield, Trusted-adult plan, Safety-choice explanation.

Mastery & safe-use plan

Ages 5-9 with a trusted adult nearby

Digital safety: Know what information stays private, stop and ask a trusted adult, and practice kind digital choices.

AI literacy: AI is a computer tool, can make mistakes, and should never replace a trusted adult.

Challenge: Complete a short picture, sorting, pattern, or safety-choice mission.

Portfolio: Save one drawing, map, story, or coding plan and explain it to a trusted adult.

Mastery check: Show the skill, explain one safe choice, and identify who to ask for help.

Project worksheet

My project: Make a trusted-adult and online-safety shield

Who will use or review it? _____

My plan: _____

Checkpoint 1: A trusted-team safety picture.

Checkpoint 2: A private-information sorting activity.

Checkpoint 3: A practiced stop-close-tell routine.

Checkpoint 4: A completed guided project with documented evidence: Safety shield, Trusted-adult plan, Safety-choice explanation.

Checkpoint 5: An independent demonstration with evidence: Safety shield, Trusted-adult plan, Safety-choice 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.