Safe Choice Traffic Light

K-3 | Lesson | 30 minutes

Before class: Prepare the colored cards and fictional scenarios described below. The included worksheet prompts can be copied onto a classroom handout.

Time: 30 minutes Outcome: Learners will classify fictional online situations as stop , slow down and ask , or safe to continue with permission .

Materials

- Red, yellow, and green cards
- Six fictional scenario cards
- “My Safe Choice” worksheet
- Picture symbols or objects for nonreaders

Safety and Privacy

Do not ask learners to describe real incidents publicly. Use fictional names and services. Follow school safeguarding procedures if a learner shares a concern.

Preparation

Create scenarios such as:

- A familiar teacher opens an approved class website.
- A pop-up says the learner won a prize and asks for a home address.
- A game asks to turn on a camera.
- A classmate sends a kind message.
- An unknown person asks the learner to keep a conversation secret.
- A device asks whether to install an update while the learner is in class.

Launch

Show a traffic light and ask how it helps people make safe decisions. Explain:

- Red - Stop: Do not click, reply, download, or share.
- Yellow - Slow down and ask: Find a trusted adult before continuing.
- Green - Continue as directed: The activity is expected, approved, and appropriate.

Guided Learning

Model two scenarios. Think aloud about who is asking, what action is requested, what information could be exposed, and which adult is responsible for the activity.

Learner Activity

Read or show one scenario at a time. Learners hold up a card and explain one reason. Accept more than one defensible answer when the learner identifies missing information and chooses to ask.

Evidence and Assessment

Each learner completes three final scenarios. Mastery is demonstrated when the learner:

- Uses the stop-or-ask routine rather than acting impulsively
- Identifies an appropriate trusted adult
- Can explain one risk or uncertainty in age-appropriate language

Debrief

- Why can asking be a strong choice?
- What should happen after an accidental click?
- Why should adults avoid making learners afraid to report mistakes?

Family Extension

Families select a phrase the child can use when asking for help, such as “Something unexpected happened on the screen. Can you help me check it?”

My Safe Choice Worksheet

Situation: _____

Stop: _____

Ask: _____

Continue with permission: _____

Why?: _____

Source and use

The Complete Cybersecurity Educator, Dr. Jason Edwards. Editable companion - Lesson 1.1 - Safe Choice Traffic Light.

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Read online: https://educate.baremetalcyber.com/resources/safe-choice-traffic-light/

The Secret Is Not the Password

K-3 | Lesson | 30 minutes

Before class: Prepare the fictional password and account-protection materials listed below. Do not collect or display real passwords.

Time: 30 minutes Outcome: Learners will explain that passwords and recovery codes protect access and should be handled with trusted adult guidance.

Materials

- Paper treasure-box picture
- Example cards labeled “password,” “recovery code,” “favorite animal,” “drawing,” and “nickname”
- Fictional account cards

Safety and Privacy

Do not ask learners to create, write, or say a real password. All examples must be invented and should never resemble school or family credentials.

Launch

Show the paper treasure box. Explain that an account secret is more like a key than a personal secret about feelings or safety. Children should always tell a trusted adult about something that makes them uncomfortable, even if someone says it is a secret.

Guided Learning

Explain:

- Passwords and recovery codes control access.
- They are not shared with friends or strangers.
- A parent, guardian, or responsible school adult may help manage a child's account.
- A person who pressures a child to hide an online interaction from trusted adults is creating an unsafe situation.

Learner Activity

Learners sort cards into:

- Account key - protect with adult help
- Okay to share in the class activity
- Ask before sharing

Discuss why context matters. A pet's name may seem harmless but could be used as an account-recovery answer.

Evidence and Assessment

Learners complete the sentence: “An account key should be protected because...” and identify one trusted adult who can help after an account problem.

Debrief

- What is the difference between a password and a secret about being hurt or afraid?
- Why should a child tell an adult after a password is exposed?
- How can adults help without blaming the child?

Family Extension

Families review who manages the child's accounts and how the child should report an unexpected sign-in prompt. No credentials are recorded on the worksheet.

Source and use

The Complete Cybersecurity Educator, Dr. Jason Edwards. Editable companion - Lesson 1.2 - The Secret Is Not the Password.

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Read online: https://educate.baremetalcyber.com/resources/the-secret-is-not-the-password/

Kindness, Evidence, and Help

K-3 | Lesson | 35 minutes

Before class: Prepare fictional messages and the help-path materials listed below; follow your local safeguarding procedures.

Time: 35 minutes Outcome: Learners will choose a safe response to harmful online behavior without retaliating or spreading the content.

Materials

- Fictional chat cards
- “Help, Do Not Spread” poster
- Role cards: learner, trusted adult, bystander, and helper

Safety and Privacy

Keep examples mild and fictional. Do not ask learners to act out abusive language. Follow safeguarding procedures for any real disclosure.

Launch

Ask whether showing an unkind note to everyone makes the problem smaller or larger. Introduce three goals: protect the person, preserve only what is needed for help, and avoid spreading harm.

Guided Learning

Model the response:

1. Do not reply in anger.
2. Do not repost the harmful content.
3. Save or show appropriate evidence if a trusted adult requests it.
4. Block or mute through approved tools when appropriate.
5. Tell a trusted adult or use the school's reporting process.
6. Support the affected person with kindness.

Activity

Small groups receive a fictional situation and role cards. They create a two-minute safe-response demonstration using respectful language. Rotate roles.

Evidence and Assessment

Learners are successful when their response avoids retaliation, identifies a help path, and protects the affected person from additional exposure.

Debrief

- Why can reposting make harm worse?
- What evidence might a trusted adult need?
- How can a bystander help?
- Why should reporting be easy and free from shame?

Source and use

The Complete Cybersecurity Educator, Dr. Jason Edwards. Editable companion - Lesson 1.3 - Kindness, Evidence, and Help.

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