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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