

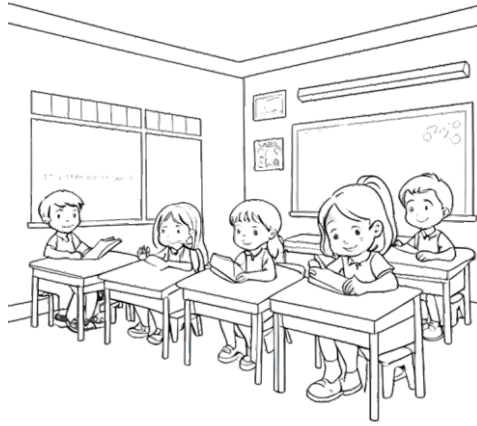


EDUCATOR'S HAND BOOK

Cyber Safety Curriculum for Schools



CYBER DIVISION, KERALA POLICE



Educator's **Handbook**

Cyber Safety Curriculum for Schools



Cyber Division Kerala Police

Purpose of This Handbook

This handbook is designed to empower educators across Kerala with the confidence, and clarity needed to deliver cyber safety education in emotionally safe, age-appropriate, and engaging ways. It supports the full 9-module student curriculum developed under the Kid Glove initiative, offering practical teaching strategies, classroom-ready activities, and model answers tailored for children aged 7–15.

In today's digital world, children encounter online risks as early as they encounter playground rules. From pop-up scams and fake profiles to cyberbullying and grooming, the threats are real—but so is the opportunity to build resilience, kindness, and smart digital habits. This handbook helps educators shift from reactive discipline to proactive guidance, using storytelling, role-play, and examples to make cyber safety relatable and memorable.

Section 1: Introduction & Teaching Philosophy

● Why Cyber Safety Matters

Brief overview of digital risks for children and the need for proactive, emotionally safe education.

● Teaching Approach

Emphasize scenario-based learning, kindness-first framing, and visual storytelling.

Encourage open dialogue, empathy, and trust-building.

Section 2: Module-by-Module Teaching Guide

ModuleTitle	Key Concepts	Teaching Tips
Welcome to the Internet & Staying Safe	Safe vs. risky spaces, device use, trusted adults	Use playground metaphors, act out “digital crossing the street”
Online Privacy & Account Safety	Passwords, phishing, social engineering	Use treasure chest analogy, role-play “phishing bait”
Social Media Risks & Online Threats	Cyberbullying, grooming, sextortion	Use diary-style storytelling, emphasize kindness and reporting
Recognizing Bad Content	Indecent material, pop-ups, curiosity	Use “digital helmet” metaphor, teach safe exit strategies
Kindness & Respect Online	Tone, emojis, upstanders	Emoji role-play, digital reputation journaling
Sneaky Online Threats	Identity theft, stalking, harassment	Use superhero mask metaphor, teach privacy settings hands-on
Emerging Tech Threats	Deepfakes, AI bots, manipulated media	Use detective games, compare real vs. fake media
Getting Help & Taking Action	Reporting, helplines, evidence collection	Teach screenshot-taking, reporting walkthroughs

Section 1: Introduction & Teaching Philosophy

Why Cyber Safety Education Matters

Children today navigate digital spaces as naturally as playgrounds. But unlike physical spaces, online environments carry invisible risks—privacy breaches, grooming, cyberbullying, and misinformation. This curriculum empowers educators to guide students with empathy, clarity, and confidence.

Empowering, Not Scaring

Cyber safety isn't about fear—it's about building resilience, awareness, and positive habits. Children deserve to feel confident online, knowing how to protect themselves and seek help when needed. The Kid Glove approach uses positive framing to encourage safe choices rather than punish mistakes.

Digital Literacy Is Life Literacy

Just as we teach children to cross the road safely, we must teach them to navigate digital spaces with care. Cyber safety is now a core life skill, essential for emotional well-being, social interaction, and academic success.

Teacher-Centered, Child-Safe

The handbook is designed to support non-technical educators with clear guidance, modeled answers, and emotionally safe classroom strategies. It emphasizes scenario-based learning, experiential activities, and discussion prompts that help children reflect, share, and internalize safety concepts.

A Preventive, Proactive Approach

Rather than reacting to incidents, Kid Glove equips children with the modules to recognize danger early,

respond wisely, and build safe digital habits from the start. Prevention is the most powerful form of protection.

Teaching Approach

Learning Objectives

Clearly define what students should know, feel, and be able to do by the end of each module. These objectives guide lesson planning and help teachers focus on age-appropriate cyber safety outcomes—such as identifying risky online behavior, practicing safe device use, or seeking adult help.

Key Vocabulary

Introduce essential terms in child-friendly language (e.g., “Internet,” “Personal Info,” “Safe Website”). This section helps build digital literacy and ensures all students, including early learners and non-English speakers, understand the core concepts.

Warm-Up / Discussion Prompt

Engage students with relatable questions or metaphors to activate prior knowledge and spark curiosity. Prompts often use storytelling, Examples, or analogies (like “Internet as a playground”) to create a safe space for sharing.

Core Activity

Hands-on, interactive tasks that bring cyber safety concepts to life—such as role-play, drawing, sorting games, or digital mapping. Activities are adapted to the context to boost relevance and engagement.

Guided Discussion

Teacher-led reflection using modeled answers and classroom dialogue. This section helps students process scenarios, make safe choices, and build confidence in

speaking up. It supports non-technical educators with sample responses and prompts.

Wrap-Up

Summarize key takeaways from the lesson using chants, group reflections, or visual aids. Reinforces safety messages in a positive, memorable way and prepares students for real-life application.

Extension / Homework

Optional tasks for home or community engagement—like drawing a “Digital Playground,” talking to a parent about device rules, or spotting safe vs. risky apps. Encourages family involvement and reinforces learning beyond the classroom.

Pedagogical Approach (Experiential, Scenario-Based, Positive Framing)

Outlines the teaching style used across modules:

- **Experiential:** Learning by doing
- **Scenario-Based:** Realistic, relatable situations
- **Positive Framing:** Empowering students to make safe choices, not fear-based messaging

This approach supports emotional safety and inclusivity, especially for younger or vulnerable learners.

Assessment & Reinforcement (Quick quiz, stickers, certificates)

Simple tools to check understanding and celebrate progress—like 3-question quizzes, badge systems, or printable certificates. Reinforces learning while boosting motivation and classroom morale.

Section 2 . Module-by-Module Teaching Guide

Module 1: Welcome to the Internet & Staying Safe

Objectives: Understand safe vs. risky online spaces; device use rules; trusted adults

Key Concepts: Internet as playground/library; road safety metaphor

Activities: "Digital Crossing" role-play; storytime with Riya

Prompts: "What's a safe place online?" "Who helps you when something feels weird?"

Module 2: Online Privacy & Account Safety

Objectives: Protect personal info; recognize phishing and social engineering

Key Concepts: Password strength; treasure chest metaphor; "Don't take the bait!"

Activities: Password creation game; phishing bait sorting

Prompts: "What makes a password strong?" "Why do strangers pretend to be nice?"

Module 3: Social Media Risks & Online Threats

Objectives: Recognize cyberbullying, grooming, sextortion

Key Concepts: Kindness online; stranger danger; slow trick of grooming

Activities: Diary role-play (Meera's story); kindness wall

Prompts: "What does kindness look like online?" "Why is it okay to say NO?"

Module 4: Recognizing Bad Content

Objectives: Spot indecent content; respond safely

Key Concepts: Kid-safe browsers; digital helmet metaphor

Activities: Pop-up simulation; "Zara's Puzzle Link" story

Prompts: "What do you do when something scary pops up?" "What's a trusted adult?"

Module 5: Kindness & Respect Online

Objectives: Build digital reputation; understand tone and emojis

Key Concepts: Upstander vs. bystander; emoji mix-up

Activities: Role-play with misunderstood messages; kindness journaling

Prompts: "How can you show kindness online?" "What does a good digital reputation mean?"

Module 6: Sneaky Online Threats

Objectives: Identify identity theft, harassment, stalking

Key Concepts: Superhero mask metaphor; privacy settings walkthrough

Activities: "Digital Detective" challenge; Lina's story

Prompts: "What signs show someone is pretending to be you?" "How do you protect your privacy?"

Module 7: Emerging & AI-Driven Threats

Objectives: Understand deepfakes, bots, manipulated media

Key Concepts: Detective mindset; fake profiles and weird links

Activities: Real vs. fake media comparison; Sana's deepfake story

Prompts: "What makes a video suspicious?" "Why shouldn't you trust every chatbot?"

Module 8: Getting Help & Taking Action

Objectives: Know how to report; collect evidence; seek help

Key Concepts: Screenshot-taking; helpline awareness

Activities: Reya's reporting story; evidence collection demo

Prompts: "What's a timestamp?" "Who can you talk to when something feels wrong?"

Module 9: Being a SMART Digital Citizen

Objectives: Reinforce all safety rules; celebrate digital citizenship

Key Concepts: SMART acronym (Share, Mind, Always, Respect, Tell)

Activities: SMART Rule Role-Play Cards; group cheer

Prompts: "Which SMART rule helps here?" "How do you help a friend online?"

Welcome to the Internet & Staying Safe

Theme

Hello Internet! Let's Stay Safe

Goal

Help students enjoy the internet safely—
like having fun at a playground while following the rules

1.1 Learning Objectives

By the end of this module, students will be able to:

- Understand what the internet is and how it's used.
- Identify safe vs. risky online spaces.
- Practice basic device etiquette and online safety rules.
- Recognize when to seek adult help online.

Explained & Taught with Examples

Understand what the internet is and how it's used

What to teach:

The internet is like a giant playground and library where people can learn, play, and talk to others. It connects computers and devices all over the world.



How to teach it:

- Use the metaphor: "Imagine the internet as Lulu Mall—but digital! You can visit different shops (websites), meet people, and play games."
- Show visuals: Draw a simple map of the internet with zones like "Learning," "Games," "Videos," and "Chat."
- Ask: "What do you use the internet for?" Let students share their favorite apps or websites.

Identify safe vs. risky online spaces

What to teach:

Safe spaces are trusted websites and apps recommended by teachers or parents. Risky spaces are unknown websites, chat rooms, or places that ask for personal info.

How to teach it:

- Use a sorting activity: Give students cards with website names or app icons and ask them to sort into "Safe" and "Risky."

- Role-play:
"You're Riya. You find a game that asks for your address. What do you do?"



- Use visuals: Create a "Digital Playground" chart with green zones (safe) and red zones (risky).

Examples:

- Kerala Higher Secondary Education (DHSE) = Safe
- Random WhatsApp forwards from unknown numbers = Risky
- School YouTube channel with teacher videos = Safe

Practice basic device etiquette and online safety rules**What to teach:**

Students should ask permission before using devices, use them in open spaces, and avoid clicking on unknown links or pop-ups.

How to teach it:

- Create a classroom chant:
"Ask before you tap, stay where grown-ups nap!"
- Use a checklist:
Ask before using
Use in living room



No clicking unknown links

- Scenario cards: "A pop-up says 'You won a prize!' What should you do?"

Examples:

- "You're at home in Kochi. You want to watch a cartoon on your parent's phone. What should you do first?"
- "Your cousin sends a link on Telegram. Should you click it without asking?"

Teacher Answer – Device Etiquette & Online Choices

Q1: "You're at home in Kochi. You want to watch a cartoon on your parent's phone. What should you do first?"

Teacher says:

"Before using your parent's phone, the first thing you should do is ask for permission. Just like you wouldn't take something from the kitchen without asking, you shouldn't use a device without checking with a grown-up. They can help you choose a safe cartoon and make sure you're watching in a safe space—like the living room, not alone in your bedroom."

Q2: "Your cousin sends a link on Telegram. Should you click it without asking?"

Teacher says:

"No, you should never click a link without asking a trusted adult first—even if it's from someone you know. Sometimes links can lead to risky websites, fake games, or even viruses. It's like someone handing you a wrapped gift—you don't know what's inside until a grown-up checks it."

Recognize when to seek adult help online**What to teach:**

If something online feels confusing, scary, or wrong, students should immediately tell a trusted adult—like a parent, teacher, or older sibling.

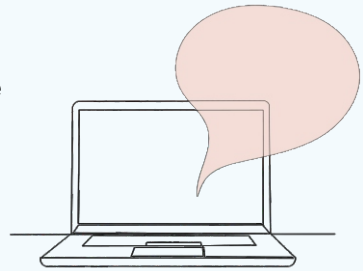
How to teach it:

- Use Riya's story: She told her mom when a game asked for her address.

- Create a "Trusted Adult Tree": Students draw or list 3 adults they can talk to.
- Practice phrases:
"I saw something weird online."
"Can you help me understand this?"

Examples:

- "You're using your school tablet and a strange message pops up. Who do you tell?"
- "You're at your grandmother's house in Thrissur and see a scary video. What should you do?"

**Teacher Answer - Responding to Digital Surprises & Scary Content****Q1: "You're using your school tablet and a strange message pops up. Who do you tell?"***Teacher says:*

"If something strange pops up—like a weird message, a scary picture, or something that doesn't make sense—the first thing you should do is stop using the tablet and tell your teacher or computer sir immediately. Don't try to fix it yourself or show it to friends. Just like you'd tell an adult if you saw smoke in the classroom, you should speak up when something feels wrong on a device."

Q2: "You're at your grandmother's house in Thrissur and see a scary video. What should you do?"*Teacher says:*

"If you see a scary video—maybe something violent, creepy, or upsetting—the best thing to do is stop watching right away and tell a trusted adult nearby. At Ammamma's house, that could be your grandmother, uncle, or whoever is with you. Don't keep watching or share it with cousins. Some videos are made to shock or scare, and they can stay in your mind for a long time."

1.2 Key Vocabulary

Term	Child-Friendly Definition
Internet	A big digital playground and library
Safe Website	A trusted site for learning or playing
Risky Website	A site that may be unsafe or ask for personal info
Personal Info	Name, address, phone number—things to keep private
Permission	Asking a grown-up before doing something online

1.3 Warm-Up / Discussion Prompt

Ask students:

- "What do you like doing on the internet?"
- "Have you ever seen something online that made you feel confused or unsure?"
- Use a metaphor: "If the internet is a playground, what are the safe swings and what are the risky corners?"

Teacher Answer – Exploring Online Habits & Feelings

Q1: "What do you like doing on the internet?"

Teacher says:

"The internet can be a fun place! Some children enjoy watching cartoons, playing games, listening to music, or learning new things. It's okay to have different interests—but it's important to make sure we're choosing safe and positive activities. Let's share what we enjoy, but before that we should ensure which ones are safe and which ones need parent help."



Q2: "Have you ever seen something online that made you feel confused or unsure?"**Teacher says:**

"Sometimes, we see things online that don't feel right—maybe a strange message, a scary video, or something that makes us uncomfortable. That's completely normal. When that happens, the best thing to do is talk to a trusted adult. You don't have to handle it alone."

example:

"Imagine you're watching a dance video and suddenly an ad pops up with a scary image. You feel confused. That's your brain saying, 'Hmm, this doesn't feel safe.' That's when you pause and say, 'Achan, something weird came up. Can you check it?'"

Q3: "If the internet is a playground, what are the safe swings and what are the risky corners?"**Teacher says (metaphor):**

"Think of the internet like a big playground. The safe swings are places where you learn, laugh, and play kindly—like watching cartoons with Amma nearby, playing school-approved games, or chatting with your teacher on a class app. These are the swings with strong ropes and soft landings."

Risky corners:

"But there are risky corners too—like talking to strangers, clicking unknown links, or watching videos that make your heart beat fast in a bad way. These are like broken slides or dark tunnels. You don't go there alone. You call a grown-up to help."

Model Teacher Dialogue:

"Just like we don't talk to strangers in a park, we don't chat with unknown people online. Let's explore how to stay safe while having fun!"

1.4 Core Activity: Safe or Risky Game

Core Activity: Safe or Risky Game

Setup:

- Prepare flashcards or slides showing various online scenarios.
- Each student gets two cards: Green for "Safe" and Red for "Risky."
- Teacher reads or shows each scenario. Students vote by raising the appropriate card.

Examples of Flashcards:

- ☒ "Playing a science game recommended by your teacher"
- ☐ "Chatting with someone you don't know in a gaming app"
- ☒ "Watching cartoons on a school-approved website"
- ☐ "Clicking a pop-up that says 'Win a Free Mobile!'"
- ☒ "Asking a parent before downloading a new app"
- ☐ "Sharing your photo with someone online who says they're your age"

Teacher Dialogue Model

Teacher: "Let's imagine the internet is like a big playground. Some areas are safe, like the swings and slides. But others—like behind the bushes—might be risky. Online, we need to know where it's safe to play."



Prompt:

"Raise your green card if it's safe, red if it's risky. Ready?"

After each vote:

"Why do you think this is risky?"

"What could happen if you clicked that link or talked to that stranger?"

Example:

Public Bus Stand Wi-Fi

Scenario:

"At Aluva bus stand, a student connects to free Wi-Fi. A pop-up asks for their name, school, and phone number."

Discussion Prompt:

- Is this safe or risky?
- What could happen if you enter your details?

Model Answer:

"If you share personal info on a suspicious Wi-Fi pop-up, someone could misuse it. They might send fake messages or pretend to be you online. It's like giving your school ID to a stranger—you don't know what they'll do with it."

Reflection Questions

Q1: "What's one online activity you thought was safe but now realize could be risky?"

Model Answer:

"I used to think chatting in games was okay, but now I know strangers can pretend to be kids."

Q2: "How will you decide if something online is safe from now on?"

Model Answer:

"I'll ask a trusted adult, check if it's from my teacher or school, and avoid sharing personal info."

Printable Add-ons (Optional)

- "Safe Surfer" badge template
- Flashcard set: 10 Safe vs. Risky scenarios
- Classroom poster: "Green Means Go, Red Means No!"

- Malayalam vocabulary sheet: "സുരക്ഷിതം vs. അപകടകരം" (Safe vs. Risky)

1.5 Guided Discussion

Use Riya's story to prompt reflection:

- "Why was Riya smart to close the game?"
- "What should you do if a website asks for your name or address?"
- "Who are the trusted adults you can talk to?"



Teacher Answer – Guided Reflection Using Riya's Story

Q1: "Why was Riya smart to close the game?"

Teacher says:

"Riya was smart because she remembered what her mother taught her—never share personal information online. The game asked for her name and address, which are private details. By closing the game, Riya protected herself from something that could be risky. That's like walking away from a stranger who asks you personal questions in a park."

Q2: "What should you do if a website asks for your name or address?"

Teacher says:

"If a website asks for your name, address, phone number, or school name, you should stop right away and tell a trusted adult. These are personal details that should never be shared without permission. Even if the website looks fun or friendly, it's better to be safe."

Q3: "Who are the trusted adults you can talk to?"

Teacher says:

and will help you make good choices. This can be your parents, grandparents, teachers, school counselor, or even a police officer. If something online feels confusing or scary, you should talk to one of them right away."

Group Role-Play:

Students act out scenarios like:

- Asking permission before using a device
- Telling a teacher when something feels wrong online
- Choosing between two websites—one safe, one risky

1.6 Wrap-Up

Reinforce key takeaways:

- The internet is fun when used safely.
- Always ask a grown-up before clicking or sharing.
- If something feels wrong, speak up—just like Riya did.

Teacher Prompt:

"Let's all say together: Look before you click. Think before you share. Ask when unsure!"

1.7 Extension / Homework

Activity:



Draw your own "Digital Playground" at home.

Label 3 safe places and 2 risky ones.

Write one sentence about how you stay safe online.

Optional: Encourage students to bring their drawings to class or upload to a class Padlet wall.

1.8 Pedagogical Approach

- Experiential: Hands-on mapping and role-play
- Scenario-Based: Riya's story and real-life examples
- Positive Framing: Focus on empowerment, not fear
- Emotionally Safe: Encourages open sharing and adult support

Absolutely, Cyberdome! Here's a teacher-friendly version

Experiential Learning



Children learn by doing. Use hands-on activities and role-play to make cyber safety real and memorable.

Teacher Tips:

- Create a Digital Playground Map with students. Let them draw or paste pictures of apps they use, marking safe and risky zones.
- Use role-play: One child pretends to get a suspicious message, another plays the trusted adult they report it to.

Classroom Language:

"Let's act it out together—what would you do if this happened to you?"

Scenario-Based Learning

Stories help children connect. Use relatable examples like Riya's story and specific situations.

Teacher Tips:

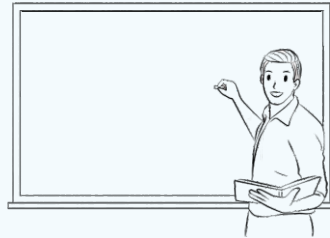
- Read Riya's story aloud and ask: "What did Riya do right?"
- Use Examples: "A student in Alappuzha saw a scary video at Ammamma's house. What should they do?"

Classroom Language:

"Have you ever seen something online that made you feel confused or scared? Let's talk about it."

Positive Framing

Focus on safe choices, not fear. Praise children for asking



questions and making smart decisions.

Teacher Tips:

- Replace warnings with encouragement: Instead of "Don't click unknown links," say "If you're unsure, pause and ask. That's a smart move!"
- Celebrate safe choices with stickers, badges, or applause.

Classroom Language:

"That was a clever choice! You're becoming a cyber safety champion."

Emotionally Safe Environment

Children need to feel safe to share. Create a space where they can talk openly and trust adults.

Teacher Tips:

- Use the Trusted Adult Tree activity. Help each child identify who they can talk to when something feels wrong.
- Model empathy: Share that even grown-ups get confused online sometimes.

Classroom Language:

"It's okay to make mistakes online. What matters is asking for help when you need it."

1.9 Assessment & Reinforcement

Quick Quiz (5 mins):

1. Should you share your address online? (No)
2. What's a safe website? (School portal)
3. Who should you talk to if something feels wrong online? (Trusted adult)

Rewards:

- Digital Safety Star sticker
- Certificate for completing Module 1
- Classroom Badge Wall: Add a badge for each completed module



Module 1-Activity: "Internet Adventure Map"

- Students draw a map showing safe places online (e.g., school website, learning games) vs. risky places (e.g., unknown chat rooms, Online betting platforms etc.,).
- Use stickers or emojis to mark "safe zones" and "danger

zones."

- Discuss why some places need adult supervision.

How to Workout (Teaching Plan)

Theme: Exploring the internet like a digital jungle—with safe paths and risky zones.

Learning Objectives

- Understand what the internet is and how it can be used positively.
- Identify safe vs. risky online spaces.
- Recognize the importance of adult supervision and rules for device use.

Duration

30–40 minutes (can be extended with discussion or creative add-ons)

Grouping

- Individual or pairs (younger students may benefit from working in pairs)

Materials Needed

- A4 sheets or printable map templates
- Colored pencils, markers
- Emoji stickers or printed emoji cutouts
- "Safe" and "Risky" zone labels (can be printed or written)
- Sample icons/images of websites, apps, games (optional)
- Whiteboard or projector for demo

Step-by-Step Implementation

1. Warm-Up Discussion (5-7 mins)

- Ask: "What do you use the internet for?"
- Show examples of safe websites (school portal, learning games) and risky ones (chat rooms, unknown links, betting sites).
- Introduce the idea: "The internet is like a big adventure—some places are safe, some are risky."

2. Map Creation (15-20 mins)

- Distribute materials.
- Students draw their own "Internet Adventure Map":
 - o **Safe Zones:** School websites, YouTube Kids, educational apps, video calls with family
 - o **Risky Zones:** Pop-up ads, unknown chat rooms, online betting platforms, strangers asking for info
- Use emoji stickers or drawings:
 - o Smiley faces for safe zones
 - o Angry or confused faces for risky zones
- Encourage creativity: paths, bridges, warning signs, treasure chests (for learning), monsters (for danger)

3. Supervision Symbols (5 mins)

- Add symbols for adult supervision:
 - o Teacher
 - o Parent
 - o Shield for protected use
- Students mark which zones need adult help or permission.

4. Sharing & Discussion (10 mins)

- Invite a few students to present their maps.
- Ask:
 - o "Why did you mark this as risky?"
 - o "What should you do if you accidentally go to a danger zone?"

- Reinforce the idea: "Just like crossing a road, we need rules and help to stay safe online."

Extension Ideas

- Create a classroom wall display: "Our Internet Adventure Jungle"
- Turn maps into a board game: roll dice to move through safe zones, avoid danger zones
- Use the maps in later modules to revisit safety concepts

Assessment & Reflection

- Observe map choices and reasoning during discussion
- Use a quick exit question: "Name one safe place online and one risky place."

Optional worksheet: "What I learned today about internet safety"

Note

This image shows a full page of primary-ruled paper. It features approximately 20 horizontal dashed lines spaced evenly down the page, providing a guide for handwriting practice. The paper is otherwise blank, with no margins, text, or other markings.

Online Privacy & Account Safety

Theme

Protecting Your Info & Staying Safe Online

Goal

Help students treat their personal information like a treasure—guarded, respected, and never shared carelessly

| 2.1 Learning Objectives

By the end of this module, students will be able to:



Identify personal information and why to protect it

- Use privacy settings and strong passwords
- Detect phishing and social engineering tricks
- Respond safely to suspicious messages or online strangers

Learning Objectives – Explained & Taught with Examples

Identify Personal Information and Why to Protect It

What to teach:

Personal information includes your name, birthday, school name, address, photos, and login details. These are like secret treasures that should be protected from strangers.

How to teach it:

- Use the metaphor: “Your personal info is like your piggy bank—only trusted people should know what's inside.”

- Show visuals: Draw a treasure chest labeled “My Info” and ask students what belongs inside.

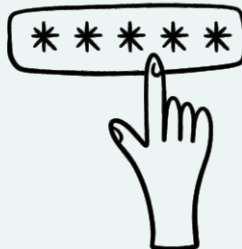
- Ask: “Would you tell a stranger your ATM PIN?” Let students reflect.



Examples:

"Your school name and photo should not be shared with unknown people."

"Your login password is like your house key—keep it private."

Use Privacy Settings and Strong Passwords**What to teach:**

Privacy settings help control who sees your posts. Strong passwords protect your accounts from being hacked.

How to teach it:

● **Password Hero Game:** Students create strong passwords using symbols, numbers, and letters

● Use a classroom chant:

"Mix it up, lock it tight—make your password super right!"

● Show examples of weak vs. strong passwords on the board

Examples:

Weak: "Riya123"

Strong: "R!y@_G4m3z!"

Teacher Answer – Password Safety

"Your password is like your toothbrush—never share it! It should be strong, secret, and used only by you."



Detect Phishing and Social Engineering Tricks

What to teach:



Phishing is when someone sends fake messages to steal your info. Social engineering is when someone pretends to be nice to trick you.

How to teach it:

- **Spot the Phish:** Show real vs. fake messages and ask students to vote
- **Role-play:** "You're Riya. A game asks for your address. What do you do?"
- **Sorting activity:** "Safe" vs. "Risky" websites and apps

Example:

"A fake scholarship link was shared in a school WhatsApp group. It looked real but was a trap."

Teacher Answer – Link Safety

"Even if a message looks friendly, don't click links without asking a trusted adult. Some links are like traps—they look nice but lead to danger"

Respond Safely to Suspicious Messages or Online Strangers

What to teach:

If something online feels confusing, scary, or wrong, students should tell a trusted adult—like a parent, teacher, or older sibling.

How to teach it:

- **Use Riya's story:** She told her mom when a game asked for her address

- Create a "Trusted Adult Tree": Students draw or list 3 adults they can talk to

Practice phrases:

"I saw something weird online."

"Can you help me understand this?"

Examples:

"You're using your school tablet and a strange message pops up. Who do you tell?"

"You're at your grandmother's house in Thrissur and see a scary video. What should you do?"

Teacher Answer - Responding to Digital Surprises

"If something strange pops up—like a weird message or scary picture—stop using the device and tell your teacher or computer sir. Don't try to fix it or show it to friends."

Teacher Answer - Scary Content at Home

"If you see a scary video at Ammamma's house, stop watching and tell a trusted adult nearby. Don't share it with cousins—some videos are made to scare and can stay in your mind."

| 2.2 Key Vocabulary: Online Privacy & Account Safety

Term

Child-Friendly Definition

Privacy

SettingsThe digital locks that help you choose who can see your posts and info

Strong Password

A secret code made with letters, numbers, and symbols—hard to guess

Phishing

A fake message that tries to trick you into giving away private info

Social Engineering

When someone pretends to be nice to fool you into sharing secrets

Personal Info

Your name, school, birthday, address—things to keep private

Trusted Adult

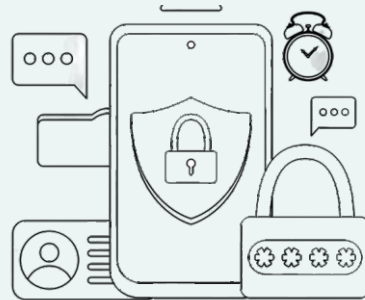
A grown-up you can talk to when something online feels wrong

| 2.3 Warm-Up / Discussion Prompt

Warm-Up / Discussion Prompt

Ask Students:

- "What kind of personal information should we keep private online?"



- "Have you ever seen a message or pop-up asking for your name, photo, or phone number?"
- Use a metaphor: "If your personal information is like your school bag, who should be allowed to look inside?"

Teacher Answer – Exploring Online Habits & Feelings

Q1: "What kind of personal information should we keep private online?"

Teacher says:

"Personal information means things like your full name, home address, school name, phone number, or photos. These are like your school bag—you don't show everything inside to strangers. Online, we must protect these details and only share them with trusted adults or on safe, school-approved platforms."

Q2: "Have you ever seen a message or pop-up asking for your name, photo, or phone number?"

Teacher says:

"Sometimes, games or websites ask for personal details to 'unlock' something or give a 'reward.' That can be confusing. If you ever see a message like that, pause and ask a grown-up. You don't have to decide alone."

Example:

"Imagine you're playing a puzzle game and it says, 'Enter your photo to win a prize!' That's when you stop and say, 'Mummy, this game is asking for my photo. Is it okay?'"

Q3: "If your personal information is like your school bag, who should be allowed to look inside?"

Teacher says (metaphor):

"Think of your personal info like your school bag. You carry important things inside—your books, your ID card, maybe even your lunch. Only trusted people like Amma, Achan, or your teacher should help you check it."

Safe spaces:

"School apps, learning websites approved by teachers, and chats with your class group are like lockers with keys only you and your teacher have."

Risky spaces:

"But strangers online, unknown games, or pop-ups asking for your details are like someone trying to unzip your bag without asking. That's when you zip it up and call a grown-up."

Model Teacher Dialogue:

"Just like we don't let strangers peek into our school bag, we don't share our name, photo, or phone number online. Let's learn how to protect our digital bag and stay safe!"

| 2.4 Core Activity: Public Wi-Fi & Phishing Awareness

Core Activities:

1. Password Hero Game

Setup:

Students become **"Password Heroes"** by creating strong passwords using a mix of:

- Uppercase and lowercase letters
- Numbers
- Symbols

Challenge:

Each student writes a password on a card. The class votes on which ones are strongest and why.

Teacher Tip: Use examples like K@l@2025! and explain why "Kerala" + symbol + year is better than just kerala123.

2. Spot the Phish

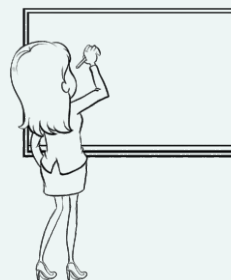
Setup:

Show students 3 WhatsApp screenshots:

- ☒ Real school message
- ☒ Fake scholarship link
- ☒ Public Wi-Fi pop-up asking for personal info

Activity:

Students vote: "Real or Fake?"



Then discuss:

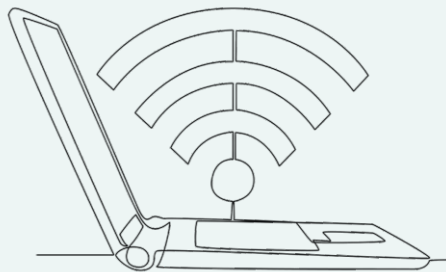
- What clues helped you decide?
- What should you do if you're unsure?

Teacher Dialogue Model:

"Let's look at this scholarship link. It says 'Govt of Kerala Scholarship – Click Now!' but the sender isn't your teacher or school admin. That's a red flag. Real messages come from trusted sources. If you're unsure, ask before clicking."

Examples**Example 1: Public Bus Stand Wi-Fi Trap**

"At Ernakulam KSRTC stand, a student connects to free Wi-Fi. A pop-up asks for name, school, and phone number. It looks official—but it's a trap."

Discussion Prompt:**●What could happen if you enter your details?**

Model answer:- "If you enter your name, school, or phone number on a suspicious Wi-Fi pop-up, someone could misuse that information. They might send fake messages, try to access your accounts, or even pretend to be you online. It's like giving your house key to a stranger—you don't know what they'll do with it."

●How can you stay safe on public Wi-Fi?

Model answer:- "Always ask a trusted adult before connecting. Avoid entering personal details or logging into important accounts like email or banking. If something looks strange—like a pop-up asking for your school name—don't click. Use mobile data for private tasks, and turn off auto-connect so your device doesn't join unknown networks by itself."

Example 2: Fake Scholarship Link in School WhatsApp Group

"A message in your class group says: 'Govt Scholarship – Apply Now!' with a link. It's not from your teacher."

Discussion Prompt:

● What makes this suspicious?

("The message wasn't sent by your teacher or school principal—it came from an unknown number. The link looks flashy and urgent, like 'Apply Now!' but doesn't mention any official government website. Real scholarships are usually announced through school notice boards or official channels, not random WhatsApp forwards.")

● Who should you report it to?

("You should tell your class teacher or school IT coordinator immediately. If you're unsure, ask a trusted adult at home. You can also report it to the Kerala Police though your parents. It's important not to forward the message to others—report first, then delete.")

Wrap-Up Reflection:

Teacher Answer (Model Response)

Q1: "What's one thing you'll do differently online after today?"

"From today, I'll be more careful before clicking any link—especially in WhatsApp groups or when using public Wi-Fi. I'll check who sent it, look closely at the web address, and ask myself: 'Is this really from someone I trust?' I'll also make sure my passwords are strong and not shared with anyone."



Q2: "How can you help a friend who clicks a suspicious link?"

"First, I won't panic or blame them. I'll ask what they

clicked and help them check if anything strange happened—like unexpected messages or pop-ups. Then I'll guide them to log out of their accounts, change their password, and tell a trusted adult or teacher. If needed, we'll report it together to Cyberdome or the school IT team."

Printable Add-ons (Optional):

- "Password Hero" badge templates
- "Phish Spotter" voting cards
- Wi-Fi Safety Checklist poster for classroom walls

| 2.5 Guided Discussion: Using Amal's Story to Reflect on Online Privacy

Use Amal's story to prompt reflection:

- "Why was Amal smart to ignore the message?"
- "What should you do if a game or app asks for your photo or phone number?"
- "Who are the trusted adults you can talk to when something feels wrong online?"

Teacher Answer – Guided Reflection Using Amal's Story

Q1: "Why was Amal smart to ignore the message?"

Teacher says:

"Amal was smart because he remembered what his teacher said—never share personal details online. The message asked for his photo and phone number, which are private. Amal didn't reply or click anything. That's like ignoring a stranger who asks you to open your school bag in the middle of the road. Amal protected his digital treasure."

Q2: "What should you do if a game or app asks for your photo or phone number?"

Teacher says:

"If any app or website asks for your photo, phone number,

or school name, stop right away and tell a trusted adult. These are private details. Even if the app looks colorful or friendly, it might not be safe. It's better to ask for help than take a risk."

Q3: "Who are the trusted adults you can talk to when something feels wrong online?"

Teacher says:

"Trusted adults are people who care about you and want to keep you safe. This includes your parents, grandparents, teachers, school counselor, or even a police officer. If something online feels strange, scary, or confusing, talk to one of them immediately."

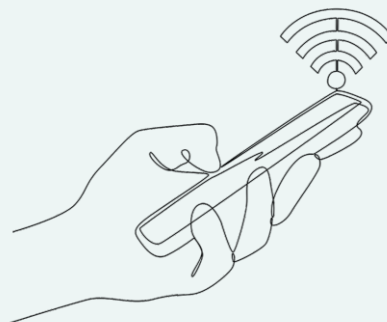
Group Role-Play:

Students act out short scenarios like:

- Asking Amma before installing a new game
- Telling a teacher when a pop-up asks for personal info
- Choosing between two apps—one with a school logo, one with flashy ads
- Saying "No" when a stranger online asks, "Can I see your photo?"

| 2.6 Wrap-Up

Key Takeaways:



- Your password is like your toothbrush – never share it!
- Always check who sent a message before clicking any link.

- Public Wi-Fi is not always safe—think before you connect.
- If something feels suspicious, ask a trusted adult or teacher.
- Help friends stay safe online by reporting and supporting.

Teacher Prompt (Classroom Chant):

"Let's all say together:

Strong like a hero, secret like a key—my password belongs only to me!
Look before you click. Think before you share. Ask when unsure!"

Optional Reflection Activity:

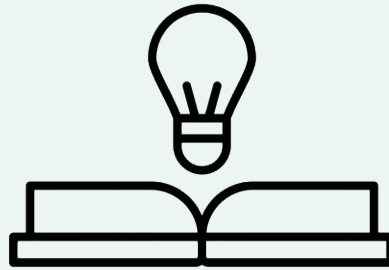
- Students draw their own "Password Hero" shield with safety tips.
- Create a classroom poster titled: "Toothbrush Rules for Passwords"
 - o Use it daily
 - o Keep it private
 - o Change it if it's old or shared

| 2.7: Extension / Homework

Activity:



Create a "Digital Detective Map" of your online world
Help students become safety superheroes by identifying tricky zones and safe zones.

Instructions for Students:

1. **Draw your online world**—apps, games, websites you use.
2. **Mark 3 safe zones** (places where you feel happy, safe, and supported).
3. **Mark 2 tricky zones** (places where someone might try the Slow Trick—like asking for secrets or private photos).
4. **Add warning signs**
5. **Write one sentence:** “If someone asks for private photos or secrets, I will tell a trusted adult.”

Extension Guidance for Parents:

- Check privacy settings together on one app your child uses often.
- Talk about what “private” means online—photos, body talk, passwords.
- Use simple words like “not safe,” “tricky,” or “wrong” to explain online grooming and sextortion.

Optional Add-On:

Encourage students to:

- Bring their “Digital Detective Map” to class.
- Upload it to a class Padlet wall or share during circle time.
- Add a superhero name for themselves like “Captain Safe” or “Detective Didi.”

2.8 – Pedagogical Approach

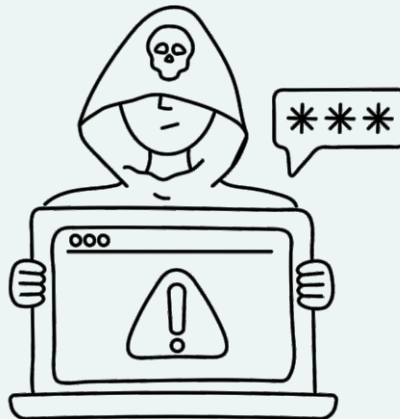
- **Scenario-Based:** Real phishing examples and relatable stories
- **Experiential:** Role-play and visual activities
- **Positive Framing:** Empower children to make smart choices
- **Emotionally Safe:** Encourage open sharing and adult support

Scenario-Based Learning

Stories help children connect and think critically. Use real phishing examples that feel familiar and local.

Teacher Tips:

- Share the Free Recharge Trap story—how a student clicked a link promising ₹100 mobile recharge and ended up sharing personal info



- Use the Fake School Survey example—an email asking for Aadhaar details “for school records”
- Include Kerala-specific cues: “A student in Kozhikode got a message saying they won a contest they never entered. What should they do?”

Classroom Language:

“Have you ever seen a message that looked exciting but felt a little strange?”

"Let's think like detectives—what clues tell us this might be a trick?"

Experiential Learning

Make phishing detection hands-on. Use games, role-play, and visual cues to build awareness.

Teacher Tips:

- Play Phish or Real?—show screenshots of messages and let students vote using colored cards
- Role-play: One child receives a suspicious message, another plays the trusted adult they report it to
- Create a Phishing Wall—students pin examples of fake messages they've seen or imagined

Classroom Language:

"Let's act it out—what would you do if this message popped up on your screen?"

"You spotted the trick! That's a smart move."

Positive Framing

Focus on smart choices and bravery—not fear. Celebrate safe behavior and encourage curiosity.

Teacher Tips:

- Replace warnings with encouragement: Instead of "Don't click unknown links," say "If something feels off, pause and ask. That's a clever choice!"
- Celebrate safe behavior with badges like Phishing Fighter or Smart Clicker

Classroom Language:

"You paused and asked—that's what cyber champions do!"

"Every time you spot a fake message, you level up in real life."

Emotionally Safe Environment

Children need to feel safe to share mistakes and ask questions. Build trust and normalize confusion.

Teacher Tips:

- Use the Trusted Adult Tree—help students identify who they can talk to when something feels wrong
- Share that even grown-ups get tricked sometimes—model empathy and openness

Classroom Language:

"It's okay to feel unsure online. What matters is asking for help."

"Even I've seen messages that looked real but weren't—let's learn together."

| 2.9: Assessment & Reinforcement

Quick Quiz (5 mins)

Use this short, confidence-building quiz to reinforce key safety concepts:

1. Should you send private photos to someone online—even if they say they're your friend?

→ No

2. What's a tricky question someone might ask online?

→ "Can you keep a secret from your parents?"

3. Who should you talk to if someone makes you feel uncomfortable online?

→ A trusted adult (parent, teacher, counselor)

Sticker Reward

Sticker: **Chippi the Squirrel**

Chippi says: "If it feels wrong, tell someone strong!"

Give this sticker to every student who completes the quiz and participates in the discussion.

Badge Challenge

Badge: Strongest Password in Class

- Invite students to create a strong password using tips from Module 2.6:
 - o At least 8 characters
 - o Mix of letters, numbers, and symbols
 - o No personal info (like name or birthdate)
- Award the badge to the most secure and creative password.
- Celebrate with a classroom cheer or badge wall update.

Module -2 Activity: "Password Power-Up!"

- Students create strong passwords using a fun formula:
Favorite animal + lucky number + symbol + colour
Example: `Tiger7!Blue`
- Turn it into a relay game: teams race to build the strongest password using cards with words, numbers, and symbols.
- Discuss why sharing passwords is risky.

How to Workout (Teaching Plan)

Theme: Building strong passwords through creativity and teamwork.

Learning Objectives

- Understand what makes a strong password.
- Practice creating secure passwords using a simple formula.
- Recognize the risks of sharing passwords.



Duration

30–35 minutes

Grouping

- Small teams (3–5 students) for the relay game
- Individual work for password creation

Materials Needed

- Word cards: animals, colours, symbols, numbers
- Blank password cards or worksheets
- Markers or pens
- Whiteboard for demo
- Optional: stopwatch or timer

Step-by-Step Implementation

1. Introduction (5 mins)

- Ask: "What's a password? Why do we need strong ones?"
- Show examples of weak v/s. strong passwords.
- Introduce the formula:

Favorite animal + lucky number + symbol + color
Example: Tiger7!Blue

2. Password Creation (10 mins)

- Students create their own passwords using the formula.
- Encourage creativity and uniqueness.
- Optional: decorate their password cards with emojis or doodles.

3. Relay Game (10–15 mins)

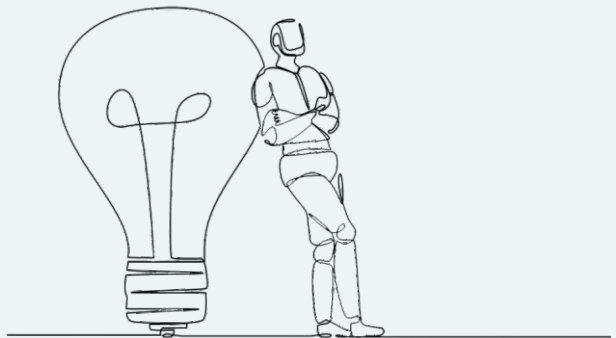
- Set up stations with word cards (animals, numbers, symbols, colors).

- Teams race to build the strongest password by picking one card from each category.
- First team to finish reads out their password (without writing it down).
- Discuss which passwords are strongest and why.

4. Discussion & Wrap-Up (5 mins)

- Talk about why sharing passwords is risky.
- Reinforce: passwords are like toothbrushes—never shared!
- Optional: students write one tip for keeping passwords safe.

Extension Ideas



- Create a "Password Hero" badge for students who build strong passwords.
- Turn the formula into a classroom poster.
- Add a mini quiz: "Which password is safer?"

Note

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Note

This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Social Media Risks & Online Threats

Theme

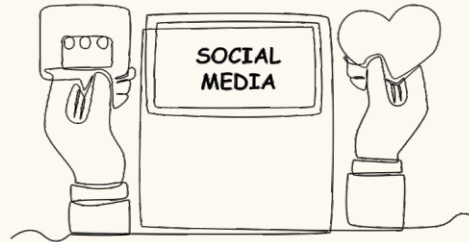
Be a Digital Defender – Stay Safe, Stay Kind

Goal

Help students understand how social media can be misused—and how to protect themselves from online dangers like cyberbullying, grooming, sextortion, and stranger danger.

3.1 Learning Objectives

By the end of this module, students will be able to:



- Identify cyberbullying, grooming, sextortion, and stranger danger
 - Learn safe social media behaviour and privacy practices
 - Recognize when to seek adult help online
- Choose kindness and safety over risky online interactions

Learning Objectives – Explained & Taught with Examples

Understand Privacy Settings – Who Can See You?

What to teach:

Social media lets you share photos, videos, and thoughts—but not everyone should see everything. Privacy settings help you control who sees your posts.

How to teach it:

Use the metaphor: “Privacy settings are like curtains at home. You choose who gets to look inside.”

Show visuals: Draw a house with open and closed windows—label “Friends Only” vs. “Public.”

Ask: “Who do you want to see your photos—everyone or just real-life friends?”

Examples:

- Instagram profile set to “Public” = Risky
- WhatsApp group with school friends = Safer
- Sharing dance video with unknown followers = Risky

Identify Cyberbullying – Think: Bullying, But Online

What to teach:

Cyberbullying is when someone hurts others online—through mean messages, photos, or comments.

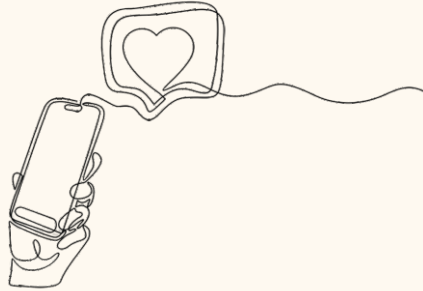
How to teach it:

- Use role-play: "You're Meera. Someone posts a mean comment on your photo. What do you do?"

Create a sorting activity: "Kind vs. Unkind" online actions

Use visuals:

Show a phone screen with emojis—happy, sad, angry—and ask students to guess the tone of messages.



Examples:

"You're so ugly" = Cyberbullying

"Great job!" = Kindness

"Nobody likes you" = Cyberbullying

Recognize Grooming – The Slow Trick

What to teach:

Online grooming is when someone slowly tricks you into sharing secrets or private photos.

How to teach it:

- Use the metaphor: "It's like someone pretending to be your friend to steal your lunch."
- Break down grooming tricks:
 - Being extra nice
 - Asking for secrets
 - Asking for photos
 - Making you feel guilty or scared

- Use Meera's Diary story: "The Secret Friend Request" to spark discussion.

Examples:

- "Don't tell your parents" = Grooming
- "Send me a fun photo" = Grooming
- "Let's play together" from a stranger = Risky

**Understand Sextortion - A Dangerous Trick****What to teach:**

Sextortion is when someone uses private photos to scare or threaten you into sending more.

How to teach it:

- Break the word: SEX + EXTORTION
- Use simple phrases: "If someone scares you with photos, that's wrong."
- Practice responses: "No. I'm telling my teacher"
- Reinforce: "You are not in trouble for asking for help."

Examples:

- "Send more or I'll show everyone" = Sextortion
- "This is just a game" = Trick
- "You'll get in trouble if you tell" = Threat

Spot Stranger Danger - Not Everyone Is Who They Say**What to teach:**

Some people online pretend to be kids or act friendly to trick you.

How to teach it:

- Use visuals: Show two profiles—one real, one fake
- Role-play: "You're Riya. Someone named CoolKid123 sends a friend request. What do you do?"



- Create a "Stranger Danger Checklist":
 - Do I know this person in real life?
 - Did I meet them through a game or app?
 - Are they asking for secrets?

Examples:

- CoolKid123 with no mutual friends = Stranger
- School friend with known photo = Safer
- "Let's meet alone" = Danger

Teacher Answer – Responding to Online Threats

Q1: "Someone sends Meera a message saying 'Don't tell your parents. Send me a photo.' What should she do?"

Teacher says:

"Meera should stop chatting right away, block the person, and tell her parent or teacher. That message is a trick—and no real friend would ask for secrets or private photos. Just like you wouldn't open the door to a stranger, you shouldn't reply to creepy messages."



Q2: "Ravi gets a friend request from someone with no mutual friends and a cartoon profile picture. What should he do?"

Teacher says:

"Ravi should not accept the request. He should show it to a trusted adult. Even if the person seems friendly, they could be pretending. It's better to be safe and only connect with people you know in real life."

| 3.2 – Key Vocabulary

Theme: Social Media Risks & Online Threats

Term

Child-Friendly Definition

Cyberbullying

Being mean to someone online—like sending hurtful messages, posting embarrassing photos, or leaving rude comments.

Grooming

A slow trick where someone online pretends to be nice to get secrets or private photos.

Sextortion

A scary trick where someone uses private photos to threaten or scare you into sending more.

Stranger Danger

When someone online pretends to be a kid or acts friendly to trick you—just like a stranger in real life.

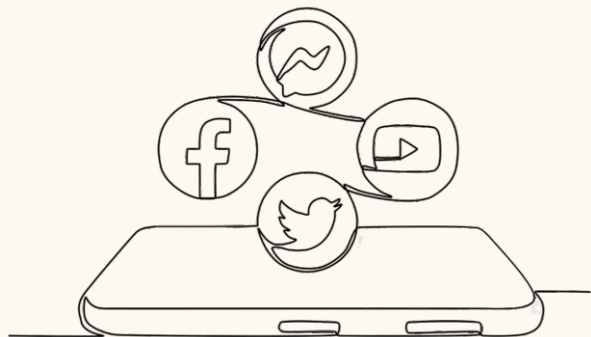
Tip for Students:

"If someone online asks for secrets or makes you feel weird—tell a trusted adult right away!"

Would you like this turned into a printable vocabulary wall or flashcard set for classroom display? I can also add icons or visuals to make it even more engaging.

| 3.3 – Warm-Up / Discussion Prompt

Ask Students:



- "What clues can we find in a photo, username, or bio—even when it's blurred?"
- "Why do people share things online? What might they want others to think?"
- "Can someone pretend to be someone else online? How would we know?"

- Use a metaphor: "If your online profile is like a costume, what parts show the real you—and what parts are just decoration?"

Teacher Answer - Exploring Online Identity & Safety

Q1: "What clues can we find in a photo, username, or bio—even when it's blurred?"

Teacher says:

"Even when things are hidden, we can guess a lot. A username like 'CoolBoy123' might tell us someone wants to sound fun. A photo with sunglasses and a bike might say, 'I'm adventurous!' But these are just guesses. Online,



we only see what people choose to show."

Q2: "Why do people share things online? What might they want others to think?"

Teacher says:

"People share to connect, to get likes, or to feel seen. Sometimes they want to look smart, funny, or popular. That's okay—but we should ask: 'Is this the real me, or am I wearing a mask?' Sharing safely means thinking before we post."

Example:

"Imagine someone posts a photo with lots of makeup and fancy clothes. You might think they're older or very stylish. But maybe they're just dressing up for fun. Online, it's easy to look different than you really are."

Q3: "Can someone pretend to be someone else online? How would we know?"

Teacher says:

"Yes, it's called 'pretending' or 'faking identity.' Some people use fake names or photos to trick others. That's why we never trust strangers online—even if they seem nice. We check with a grown-up before replying or clicking."

Metaphor:

"Think of your online profile like a costume. Some parts show the real you—like your hobbies or school. But other parts, like filters or emojis, are just decoration. We need to know when someone's costume is hiding something dangerous."

Model Teacher Dialogue

"Let's imagine someone online says, 'Hi, I'm your age and I love cricket too!' But their profile has no real photos, and their messages feel pushy. That's like someone wearing a mask at a party—you don't know who's behind it. So we say, 'Sorry, I only talk to people I know in real life,' and we tell a trusted adult."

| 3.4 – Core Activity: Online Comments & Fake Friends

Core Activities**1. Roleplay: Handling Mean Comments & Strange Friend Requests****Setup:**

Distribute printed roleplay cards with realistic online scenarios:

- "You're so dumb—why did you post that?"
- "Hi, I'm 12 too. Let's chat privately."
- "Send me a photo, but don't tell anyone."

Challenge:

Students act out safe responses:

- Spotting the red flag
- Saying "No thanks!" or "I don't talk to strangers online."

- Pretending to block/report
- Telling a trusted adult

Teacher Dialogue Model:

"Let's say someone online says, 'You're ugly!' That's a mean comment. You feel hurt or confused. But instead of replying, you block the person and tell your teacher. That's how we protect ourselves and stay strong."

2. Story Analysis: The Friendly Trap**Setup:**

Read or distribute a short story:

A student named Arya gets a friend request from someone claiming to be a classmate. They chat daily. Slowly, the person asks for selfies, then private pictures. Arya feels nervous but doesn't want to lose the 'friend.' One day, the person threatens to share her pictures unless she sends more.

Activity:

Students discuss:

- What warning signs did Arya miss?
- Why did the person act friendly first?
- What should Arya do now?
- How can we help a friend in this situation?

**Teacher Tip:**

Use emotion stickers to help students express how Arya might feel at each stage.

Example:

Fake Social Media Profile Targeting Kerala Students "At a school in Kozhikode, a student receives a friend request from someone using a fake profile photo and name. The

person claims to be a cousin and starts chatting daily. Later, they ask for personal photos and say, 'Don't tell anyone—it's our secret.'"

Discussion Prompts:

- **What makes this profile suspicious?**

Model Answer: "The person used a fake photo, asked for secrets, and didn't know real details about the student's school or family. That's a red flag."

- **What should the student do?**

Model Answer: "Block the profile, don't reply, and tell a trusted adult or teacher. You can also report it to Cyberdome or the Kerala Police Through your parents."

Wrap-Up Reflection

Q1: "What's one thing you'll do differently online after today?"

Model Answer: "From today, I'll be careful about who I accept as a friend online. I'll check if I really know the person and never share private photos or secrets."

Q2: "How can you help a friend who's being pressured online?"

Model Answer: "I'll listen without blaming them. I'll help them block the person, talk to a trusted adult, and report it if needed. We'll remind each other that real friends never ask for secrets."

Printable Add-ons (Optional):

- **"Digital Detective"** badge templates
- Roleplay Cards: Mean Comment, Fake Friend Request, Grooming Scenario
- **"Online Friendship Safety Checklist"** poster for classroom walls
- Emotion Sticker Sheet for story analysis

| 3.5 – Guided Discussion

Use Arjun's Story to Prompt Reflection:

Arjun loved playing online cricket games. One day, a player named "CoolChamp99" started chatting with him. They played together often. Slowly, CoolChamp99 began asking personal questions: "Where do you live?" "Can I see your photo?" "Don't tell your parents, it's our secret." Arjun felt nervous but didn't want to lose his gaming buddy.

Teacher Answer – Guided Reflection Using Arjun's Story

Q1: "Why should Arjun be careful with CoolChamp99?"

Teacher says:

"CoolChamp99 might not be who he says he is. Online, people can pretend to be children, friends, or even classmates. Arjun was smart to feel nervous—his brain



was warning him. When someone asks for secrets or says 'don't tell your parents,' that's a big red flag. Real friends don't ask you to hide things."

Q2: "What are the steps to stop grooming before it escalates?"

Teacher says:

"Grooming means someone slowly tries to trick you into sharing private things. To stop it early, we follow these steps:

1. Stop chatting the moment it feels wrong.

2. Tell a trusted adult—don't wait.
3. Block the person and report them.
4. Remember: You're never at fault for speaking up."

Example:

"If someone says, 'Send me a photo or I'll stop being your friend,' that's emotional pressure. You don't need friends who make you feel scared. You need safety first."

Q3: "Why isn't everyone online who they say they are?"*Teacher says:*

"Online, people can use fake names, photos, and stories. Someone might say they're 12, but they could be 40. That's why we never trust strangers online—even if they seem kind or fun. We only talk to people we know in real life."

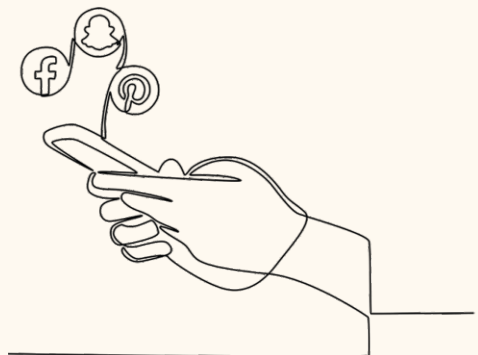
Metaphor:

"Think of online profiles like masks at a costume party. Some masks are fun, but others hide danger. We don't trust the mask—we look for the truth underneath."

Group Role-Play Scenarios:

Students act out safe responses to:

- A stranger asking for a photo
- A friend saying "Don't tell your parents"
- Choosing between a game with chat and one without
- Reporting a fake profile to a teacher or police



Teacher says:

"Let's practice being strong and safe. If someone online makes you feel unsure, you don't freeze—you act. You're not alone, and you're never wrong for asking for help."

Instructions:

1. Roleplay: Handling Online Situations

- Divide students into pairs or small groups.
- Give each group a roleplay card:
 - o Mean comment: "You're so dumb, why did you post that?"
 - o Strange friend request: "Hi, I'm 12 too. Let's chat privately."
 - o Fake profile: "I'm your cousin's friend. Send me your photo, please."

Prompt students to act out:

- How they feel
- What they say
- What action they take (ignore, block, report, tell adult)



Teacher says:

"Let's practice being brave and smart online. If something feels wrong, we don't freeze—we act. Just like we learn fire drills, we learn online safety drills too."

2. Story Analysis: "The Friendly Trap"

- Read aloud or distribute a short story:

A student named Arya gets a friend request from someone claiming to be a classmate. They chat daily. Slowly, the person asks for selfies, then private pictures. Arya feels confused but doesn't want to lose the 'friend.' One day, the person threatens to share her pictures

unless she sends more.

Discussion Questions:

- "What warning signs did Arya miss?"
- "Why did the person act friendly first?"
- "What should Arya do now?"
- "How can we help a friend in this situation?"

Teacher says:

"Real friends don't pressure us. If someone online makes you feel scared or unsure, that's a red flag. You don't owe anyone pictures, secrets, or silence."

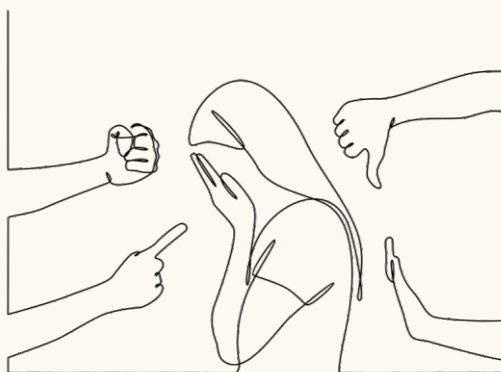
3. Example Discussion: Fake Profile Targeting Kerala Students

- Show a mock-up of a fake profile (no real names).
- Highlight clues: wrong school name, strange grammar, pushy messages.

Ask students:

- "What looks suspicious?"
- "Would you accept this request?"
- "How can Kerala Police help?"

Teacher says:



"Some fake profiles target students in Kerala. They pretend to be classmates or cousins. But they're traps. If you spot one, tell a grown-up or report it to Kerala Police through the parents."

Wrap-Up Chart: "Safe Replies / Unsafe Situations"

- On chart paper, list:
 - o Safe replies: "I don't talk to strangers online." "I'll ask my parents first."
 - o Unsafe situations: "Someone asked for my photo." "They got angry when I said no."

| 3.6 – Wrap-Up**Key Takeaways:**

- Not everyone online is who they say they are.
- Grooming starts small—asking for secrets, photos, or silence.
- If something feels wrong, stop and tell a trusted adult.
- You are never alone—help is always available.

Teacher Prompt:

"Let's all say together:



Stop when it feels wrong.
Speak up when unsure. Trust your gut. Tell a grown-up."

Optional Reflection Questions:

- "What's one thing you'll remember when chatting online?"
- "Who are the trusted adults you can talk to if something feels wrong?"
- "How can you help a friend who's confused or scared about an online message?"

| 3.7 – Extension / Homework

Activity:

“My Online Safety Circle”

- Draw yourself in the center of a page.
- Around you, draw 3 trusted adults you can talk to about online issues (e.g., parent, teacher, older cousin).
- Add speech bubbles showing what you might say to them if something feels wrong online.
- Write one sentence:
_“I feel safe online when I can talk to _____.”_

Optional:

- Encourage students to bring their drawings to class or upload to a class Padlet wall.
- Teachers may display a “Trusted Adult Tree” in the classroom, adding student names and their chosen adults as leaves.

| 3.8 – Pedagogical Approach

Theme: Roleplay and empathy-building for online grooming awareness

Focus: Empowering children through experiential learning and safe dialogue

Experiential Learning

Children learn best by doing. Use roleplay and mapping to make cyber safety real and memorable.

Teacher Tips:

- Create a **“Digital Safety Circle”**: Students draw themselves and their trusted adults, adding emojis or speech bubbles.



- Roleplay: One child receives a suspicious message asking for a secret. Another plays the trusted adult they report it to.
- Use props like phones or chat cards to simulate online interactions.

Classroom Language:

"Let's act it out together—what would you do if someone online asked you to keep a secret?"

Scenario-Based Learning

Stories help children connect emotionally and practically.

Teacher Tips:

- Read Riya's story aloud. Ask: "What did Riya do right?"
- Use examples:
"A student in Thrissur got a message saying 'Don't tell anyone, just send me a photo.' What should they do?"
- Invite students to create their own short skits based on real-life situations.

Classroom Language:

"Have you ever seen or heard something online that made you feel unsure? Let's talk about it."

Positive Framing

Focus on smart choices and praise safe behavior.

Teacher Tips:

- Reframe warnings as encouragement:
Instead of "Don't talk to strangers," say "If someone feels unfamiliar, pause and ask a grown-up."
- Celebrate safe choices with **Cyber Champion badges**, stickers, or applause.

Classroom Language:

"That was a smart move! You're becoming a cyber safety champion."

Emotionally Safe Environment

Children need to feel safe to share and ask for help.

Teacher Tips:

- Use the Trusted Adult Tree: Each child adds a leaf with the name of someone they trust.
- Model empathy: Share that even grown-ups can get tricked online—and that asking for help is brave.

Classroom Language:

"It's okay to feel confused online. What matters is asking for help when something doesn't feel right."

| 3.9 – Assessment & Reinforcement

Quick Quiz (5 mins)

1. Someone online asks you to keep a secret—what should you do?
→ **Tell a trusted adult**
2. Is it okay to send your photo to someone you've never met in real life?
→ **No**
3. What's one sign that someone online might not be safe?
→ **They ask you to hide things or keep secrets**

Rewards & Reinforcement

- Wiso the Owl Sticker : Awarded to students who complete the quiz and share one safe habit
- Certificate of Completion: For finishing Module 3
- Classroom Badge Wall: Add a badge for Module 3—e.g., "I Trust My Gut" or "Cyber Safety Hero"

Module-3 Activity: "Cyber Safety Drama Cards"

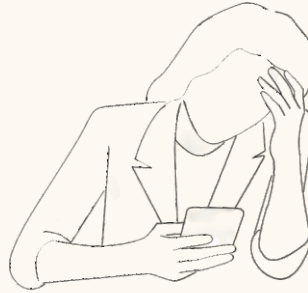
- Create short role-play cards with scenarios like:

- o A stranger sends a friend request
- o Someone posts a mean comment
- o A friend shares a secret online
- Students act out the scenario and decide what a safe response would be.
- Use emojis to express feelings during each situation.

How to Workout (Teaching Plan)

Theme: Role-play scenarios to explore online risks and safe responses.

Learning Objectives



- Recognize common social media threats and emotional impact
- Practice safe, respectful responses to online challenges
- Build empathy and digital resilience using expressive tools like emojis

Duration

35–40 minutes

Grouping

- Small groups (3–5 students) for role-play
- Whole-class discussion for reflection

Materials Needed

- Printed Drama Cards with short scenarios

- Emoji flashcards or emoji stickers
- "Safe Response" prompt cards (e.g., Block, Report, Talk to a Trusted Adult)
- Optional: simple props or emoji masks for dramatization

Step-by-Step Implementation

1. Warm-Up Discussion (5 mins)

- Ask: "Have you ever seen something online that made you feel uncomfortable?"
- Introduce the idea of online drama and how we can respond safely.
- Explain the activity: role-play + emoji expression + safe response.

2. Drama Card Distribution (5 mins)



- Hand out one scenario card per group. Examples:
 - A stranger sends a friend request
 - Someone posts a mean comment
 - A friend shares a secret online
 - Someone shares an embarrassing photo
 - A classmate pretends to be someone else online

3. Role-Play & Emoji Expression (15 mins)

- Each group acts out their scenario in 1–2 minutes.
- Use emoji flashcards or masks to show how the characters feel. Encourage dramatic expression and creativity!

4. Safe Response Brainstorm (10 mins)

- After each performance, the class discusses:
 - o What happened?
 - o How did the characters feel?
 - o What would be a safe and kind way to respond?
- Use "Safe Response" cards to guide answers:
 - o Block the person
 - o Talk to a trusted adult
 - o Report the comment
 - o Support your friend
 - o Think before you post

5. Wrap-Up Reflection (5 mins)

- Ask students to share one emoji that describes how they feel about online safety now.
- Optional: create a **"Cyber Safety Emoji Wall"** with their chosen emojis and tips.

Extension Ideas

- Turn the drama cards into a rotating classroom game
- Let students write their own scenarios based on real-life experiences
- Create a printable **"Cyber Safety Drama Kit"** for outreach sessions

Note

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Recognising and Avoiding Bad Content

Theme

Spotting and Responding to Unsafe Online Material

Goal

Help students identify inappropriate content and practice safe browsing habits using kid-friendly tools and trusted adult support.

4.1 Learning Objectives

By the end of this module, students will be able to:

- Recognise inappropriate or indecent content
- Use kid-safe browsers and apps for safe exploration
- Respond safely when uncomfortable content appears
- Identify trusted adults to talk to about online worries



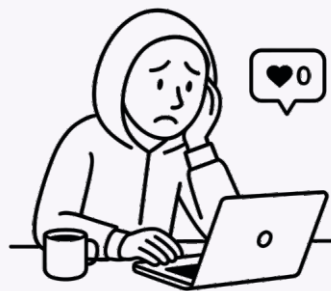
Learning Objectives – Explained & Taught with Examples

Recognise Inappropriate Content

What to teach:

Indecent content includes sexual images, rude jokes, scary videos, or private body talk. If something feels weird, scary, or confusing—it's probably not meant for kids.

How to teach it:



- Use the metaphor: "Some things online are like horror movies or adult jokes—not for your age group."
- Show visuals: Create a "Digital Playground" map with green zones (safe) and red zones (risky).
- Ask: "Have you ever seen something online that made you feel uncomfortable?"

Examples:

- "A pop-up says 'Click here for a free phone'—that's suspicious."
- "A video shows private body parts—close it and tell a grown-up."

Teacher Answer – Recognising Bad Content

"Sometimes the internet shows things that aren't meant for children—like rude jokes or scary pictures. If something makes you feel weird or scared, that's your brain's way of saying 'This isn't safe.' You don't need to understand it or deal with it alone. Just close it and talk to a trusted adult. That's a smart and brave choice."

Use Kid-Safe Browsers and Apps**What to teach:**

Kid-safe browsers and apps help block bad stuff and show only safe, fun content. They're like helmets for your internet ride.

How to teach it:

- Use the metaphor: "Kid-safe apps are like playgrounds with fences—they keep out the bad stuff"
- Show icons of Kiddle, YouTube Kids, Khan Academy Kids

- Create a chant:
"Helmet on, filters tight—browse with care, day or night!"

Examples:

"Use YouTube Kids instead of regular YouTube."

"Ask your teacher before downloading a new game."

Teacher Answer – Safe Browsing

"Just like you wear a helmet while cycling, kid-safe apps protect your thoughts while you explore online. They block confusing or scary things and help you enjoy learning and playing safely. If you're not sure whether an app or website is safe, ask a grown-up first. That's how digital detectives stay smart."

Respond Safely to Uncomfortable Content**What to teach:**

If something feels wrong, don't click or share. Close the app and talk to a trusted adult.

How to teach it:

- Use Zara's story: She saw a suspicious pop-up and told her brother
- Practice phrases:
"I saw something weird online."
"Can you help me understand this?"

● Create a "Trusted Adult Tree": Students list 3 adults they can talk to

Examples:

- "You're at Amamma's house and see a scary video—stop watching and tell her."
- "You're using your school tablet and a strange message pops up—tell your computer sir."

Teacher Answer – Responding to Digital Surprises

"If something strange pops up—like a scary picture or a message asking for secrets—don't try to fix it or show it to friends. Just stop and ask for help. You're not in trouble. You're being responsible and smart."

Teacher Answer – Scary Content at Home

"If you see a scary video—maybe something violent, creepy, or upsetting—the best thing to do is stop watching right away and tell a trusted adult nearby. At Amamma's house, that could be your grandmother, uncle, or whoever is with you. Don't keep watching or share it with cousins. Some videos are made to shock or scare, and they can stay in your mind for a long time."

Teacher Q&A Section – Module 4.1

Q1: You're playing a puzzle game and a pop-up says 'Click here to win a free tablet!' What should you do?

Teacher says:

"Don't click it. Close the tab and tell a trusted adult. These pop-ups often lead to bad websites or viruses. Just like Zara did in her story, walking away is the smartest move."

Q2: You're using your school tablet and a video starts showing something private or scary. What should you do?

Teacher says:

"Stop watching immediately and tell your teacher or computer sir. Don't try to understand it or show it to friends. Some videos are not meant for children and can leave bad memories."

Q3: You're at your uncle's house in Alappuzha and see a rude joke in a forwarded message. What should you do?

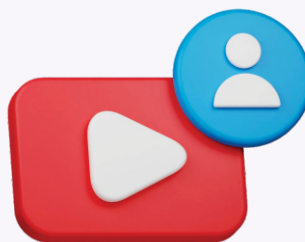
Teacher says:

"Don't reply or forward it. Tell your uncle or another trusted adult. Some jokes online are not appropriate for children and can be confusing or upsetting. You're doing the right thing by speaking up."

| 4.2 – Key Vocabulary

Term	Child-Friendly Definition
Inappropriate Content	Stuff online that's not meant for kids—like rude jokes, scary videos, or private body talk
Kid-Safe Browser	A special website or app made just for children, with filters to block bad or confusing stuff
Trusted Adult	A grown-up who helps you stay safe online—like a parent, teacher, or older sibling

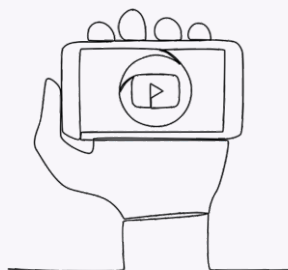
Teacher Tips for Introducing Vocabulary:



- Use visuals: Show icons of YouTube Kids, Kiddle, or a red "X" over a scary video thumbnail
- Use metaphors:
 - o "Kid-safe browsers are like playgrounds with fences."
 - o "Trusted adults are like lifeguards—they watch out for you."
- Practice phrases:
 - o "I saw something weird online."
 - o "Can you help me understand this?"

| 4.3 – Warm-Up / Discussion Prompt

Ask Students:



- "Has a YouTube video ever shown something you didn't expect?"
- "What kinds of videos might start fun but turn uncomfortable?"
- "What should you do if a video shows something scary, rude, or confusing?"
- Use a metaphor:
"Online videos are like surprise gift boxes—some are fun, but some might hide things that aren't safe for kids."

Teacher Answer – Exploring Inappropriate Content & Safe Responses

Q1: "Has a YouTube video ever shown something you didn't expect?"

Teacher says:

"Yes! Sometimes a video starts with cartoons or music, but suddenly shows something scary, rude, or confusing. That's called 'inappropriate content.' It's not your fault—but it's important to stop watching and tell a trusted adult."

Q2: "What kinds of videos might start fun but turn uncomfortable?"

Teacher says:

"Some videos use clickbait—like flashy titles or funny thumbnails—to get views. But inside, they might have bad language, scary images, or jokes that aren't okay for kids. If something feels wrong, it's okay to click away."

Q3: "What should you do if a video shows something scary, rude, or confusing?"

Teacher says:

"Pause the video. Don't keep watching. Tell a trusted adult—like your teacher or parent. You can say, 'I saw something weird online and I didn't like it.' That's a brave and smart choice."

Metaphor:

"Think of online videos like surprise gift boxes. Some are full of toys and laughter. But others might hide things that

aren't safe. We don't open every box—we ask a grown-up first."

Model Teacher Dialogue

"Let's say you're watching a cartoon, and suddenly the characters start fighting in a scary way, or someone says a rude word. You feel confused or uncomfortable. That's your signal: stop, breathe, and tell a trusted adult. You can say, 'I didn't expect that—it felt wrong.' And that's okay. You're not in trouble. You're being safe."

4.4 – Core Activity: Content Filters & Pop-Up Safety

Core Activities

1. Safe vs. Unsafe Search Demo

Setup:

Show students two sets of printed search results or video thumbnails:

- Safe Results: Cartoon video, Kerala wildlife facts, school website
- Unsafe Results: Scary thumbnails, fake download links, rude titles

Activity:

Students vote: "Safe or Unsafe?"

Then discuss:

- What clues helped you decide?
- What should you do if you're unsure?

Teacher Tip:



Use examples like "Kerala tiger cartoon" vs. "Scary tiger attack video." Explain how thumbnails and titles can trick us into clicking unsafe content.

2. Pop-Up Practice Game

Setup:

Distribute printed pop-up cards:

- "You won ₹10,000!"
- "Download secret games now!"
- "Click here for free movies!"

Challenge:

Students act out safe responses:

- Spot the pop-up
- Say "No thanks!" or "Close!"
- Pretend to click the X or press back
- Tell a trusted adult



Teacher Dialogue Model:

"Let's say you're using a computer at an internet café, and a pop-up says 'Download free movies now!' That's a trick. You feel confused. So you close it, don't click anything, and tell a grown-up. That's how we stay safe."

Example:

Unfiltered Internet Café in Kerala

"At a small internet café in Thrissur, a student searches for cartoons. But the computer has no content filter. A pop-up appears saying 'Download adult games now!' It looks flashy—but it's dangerous."

Discussion Prompts:

- What could happen if you click that pop-up?

Model Answer:

"It might download viruses or show inappropriate content. Some pop-ups even ask for personal info. It's like opening a door to strangers—you don't know what's inside."

- How can you stay safe in internet cafés?

Model Answer:

"Ask a trusted adult before using the computer. Don't click on pop-ups or strange links. If something feels wrong,

stop and ask for help. Use kid-safe browsers like Kiddle or YouTube Kids."

Wrap-Up Reflection

Q1: "What's one thing you'll do differently online after today?"

Model Answer:

"From today, I'll be more careful with pop-ups and search results. I'll check if the content looks safe, and I'll ask a trusted adult before clicking anything strange."

Q2: "How can you help a friend who clicks a bad pop-up?"

Model Answer:

"I won't blame them. I'll help them close the pop-up, check if anything got downloaded, and tell a teacher or parent. If needed, we'll report it together to Cyberdome or the school IT team."

Printable Add-ons (Optional):



-

"Safe Click Champion" badge templates

- Pop-Up Practice Cards (with X button and warning signs)

- "Internet Café Safety Checklist" poster for classroom walls

- Demo thumbnails for safe vs. unsafe content

| 4.5 – Guided Discussion: “Online Masks & Red Flags”

Discussion Goals:

- Help students recognize online deception and grooming behavior
- Teach safe responses and reinforce emotional safety
- Encourage open sharing and trusted adult support

Use Devu's Story to Prompt Reflection

Devu loved watching dance videos and chatting on a kids' app. One day, someone named “DanceStar007” started messaging her. They said they were 11 and loved Bharatanatyam too. Slowly, they asked for selfies, then said, “Let's keep this secret—don't tell your parents.” Devu felt nervous but didn't want to lose her new 'friend.'

Teacher Answer – Guided Reflection Using Devu's Story

Q1: “Why should Devu be careful with DanceStar007?”

Teacher says:

“DanceStar007 might not be who they say they are. Online, people can pretend to be children, cousins, or classmates. Devu was smart to feel nervous—her brain was warning her. If someone asks for secrets or says 'don't tell your parents,' that's a big red flag. Real friends don't ask you to hide things.”

Q2: “What are the steps to stop grooming before it escalates?”

Teacher says:

“Grooming means someone slowly tries to trick you into sharing private things. To stop it early, we follow these steps:

1. Stop chatting the moment it feels wrong
2. Tell a trusted adult—don't wait
3. Block the person and report them
4. Remember: You're never at fault for speaking up”

Example:

"If someone says, 'Send me a photo or I'll stop being your friend,' that's emotional pressure. You don't need friends who make you feel scared. You need safety first."

Q3: "Why isn't everyone online who they say they are?"*Teacher says:*

"Online, people can use fake names, photos, and stories. Someone might say they're 12, but they could be 40. That's why we never trust strangers online—even if they seem kind or fun. We only talk to people we know in real life."

Metaphor:

"Think of online profiles like masks at a costume party. Some masks are fun, but others hide danger. We don't trust the mask—we look for the truth underneath."

Group Role-Play Scenarios**Setup:**

Divide students into small groups. Give each group a roleplay card:

- "A stranger asks for your photo"
- "A friend says 'Don't tell your parents'"
- "Choosing between a game with chat and one without"
- "Reporting a fake profile to a teacher or police"

Prompt students to act out:

- How they feel
- What they say
- What action they take (ignore, block, report, tell adult)

**Teacher says:**

"Let's practice being strong and safe. If someone online makes you feel unsure, you don't

freeze—you act. Just like we learn fire drills, we learn online safety drills too."

Example Discussion:

Fake Profile Targeting Kerala Students

Scenario:

"At a school in Kannur, a student receives a friend request from someone claiming to be their cousin. The profile has a cartoon photo, strange grammar, and keeps asking for selfies."

Ask students:

- "What looks suspicious?"
- "Would you accept this request?"
- "How can Kerala Police help?"



Teacher says:

"Some fake profiles target students in Kerala. They pretend to be classmates or relatives. But they're traps. If you spot one, tell a grown-up or report it to Kerala Police through your parents."

Wrap-Up Chart:

"Safe Replies / Unsafe Situations"

On chart paper, list:

Safe Replies

"I don't talk to strangers online."
"I'll ask my parents first."
"I only chat with people I know in real life."

Unsafe Situations

"Someone asked for my photo."
"They got angry when I said no."
"They said 'Don't tell your parents.'"

| 4.6 – Wrap-Up

Key Takeaways:

- Some content online is not meant for children—if it feels scary, rude, or confusing, it's okay to walk away
- You don't need to handle uncomfortable content alone—trusted adults are here to help
- Kid-safe apps and browsers are like helmets for your mind—they protect you from bad stuff
- If something feels wrong, stop, don't click, and tell a trusted adult

Teacher Prompt:

"Let's all say together:

If it feels wrong, stop. If you feel unsure, speak up. Trust your gut. Tell a grown-up."

Optional Reflection Questions:

- "What's one thing you'll remember when watching videos or searching online?"
- "Who are the trusted adults you can talk to if something feels wrong?"
- "How can you help a friend who sees something scary or rude online?"

| 4.7 – Extension / Homework

Activity:

"My Trusted Online Safety Circle"

Instructions for Students:

- Draw yourself in the center of a page
- Around you, draw or name 3 trusted adults you can talk to about online problems (e.g., parent, teacher, older sibling, neighbor)
- Add speech bubbles showing what you might say to each adult if something feels wrong online

- Complete this sentence at the bottom:
_"I feel safe online when I can talk to _____."

Optional Classroom Extensions:



- Bring & Share: Students may bring their drawings to class or upload them to a class Padlet wall
- Trusted Adult Tree: Create a classroom "Trusted Adult Tree"
 - o Each student adds a leaf with their name and one trusted adult
 - o Use colored leaves to represent different types of adults (e.g., green for family, yellow for teachers, orange for community helpers)
- Safety Circle Badge: Award a small badge or sticker to students who complete their circle and share one safety tip aloud

| 4.8 – Pedagogical Approach

Strategy: Roleplay

- Use simple, relatable scenarios where students act out what to do if they see something scary, rude, or confusing online.
- One child plays the student encountering bad content; another plays the trusted adult they report it to.
- Props like chat cards, emoji flashcards, or mock phones can make it feel real and engaging.

Example Classroom Line:

"Let's act it out—what would you do if a video made you feel upset or confused?"

Strategy:

Empathy-Building

- Share short stories or examples from Kerala (e.g., "A student in Alappuzha saw a rude comment online. What should they do?")
- Invite students to reflect: "How would you feel?" "What would help you feel safe?"
- Encourage peer support: "How can we help a friend who feels unsure online?"

Example Classroom Line:

"It's okay to feel confused online. What matters is asking for help when something doesn't feel right."

| 4.9 – Assessment & Reinforcement

Topic:

Recognizing and
Avoiding Bad
Content

Quick Quiz (5 mins)

1. You see a rude joke or scary video online—what should you do?

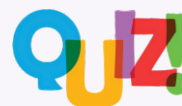
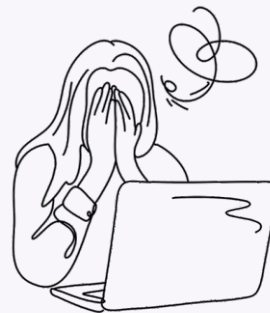
Ans:- Close the tab and tell a trusted adult

2. Is it safe to click on a pop-up that says "You won a free prize"?

Ans:-No

3. What's one way to protect yourself from bad content online?

Ans:- Use kid-safe apps and browsers



4. If something online makes you feel confused or scared, what does that mean?

Ans:- It's probably not meant for kids—walk away and ask for help

Rewards & Reinforcement

- **Kigo the Dog Sticker** : Awarded to students who complete the quiz and share one smart online safety move (e.g., "I closed a weird pop-up" or "I told my teacher about a scary video")
- Certificate of Completion: For finishing Module 4
- Classroom Badge Wall: Add a badge for Module 4—e.g.,
 - o "Digital Detective"
 - o "I Closed the Tab!"
 - o "Online Safety Star"

Module-4 Activity: "Yucky or Okay?" Sorting Game

- Prepare cards with content types (e.g., cartoon, scary image, pop-up ad, educational contents).
- Students sort them into "Okay to See" and "Yucky/Unsafe."
- Discuss what to do when something uncomfortable appears.

How to Workout (Teaching Plan)

Theme: Recognizing safe vs. unsafe online content through interactive sorting and discussion.

Learning Objectives

- Identify different types of online content
- Distinguish between safe ("Okay") and unsafe or uncomfortable ("Yucky") content
- Learn what actions to take when encountering bad content

Duration

30–35 minutes

Grouping

- Small groups (3–4 students) for sorting
- Whole-class discussion for reflection

Materials Needed

- Content Cards (printed or digital):
 - Examples: Cartoon, Scary image, Pop-up ad, Educational video, Gross prank video, Mean comment, Game ad, Brain teaser
- Two sorting mats or posters:
 - “Okay to See”
 - “Yucky or Unsafe”
- Emoji stickers or flashcards for emotional reactions
- Optional: printable worksheet for follow-up reflection

Step-by-Step Implementation**1. Warm-Up (5 mins)**

- Ask: “Have you ever seen something online that made you feel weird or uncomfortable?”
- Introduce the idea that not all online content is safe or fun—even if it looks interesting.

2. Sorting Game Setup (10 mins)

- Divide students into small groups.
- Give each group a set of Content Cards.
- Place two sorting mats: “Okay to See” and “Yucky or Unsafe”
- Students take turns placing each card on the correct mat.
- Encourage discussion within the group: “Why did you choose that mat?”

3. Class Discussion (10 mins)

- Review each group's sorting choices.
- Ask guiding questions:
 - o "Why is a pop-up ad unsafe?"
 - o "What makes a scary image 'yucky'?"
 - o "Is a cartoon always okay?"
- Use emoji flashcards to express how each content type might make someone feel

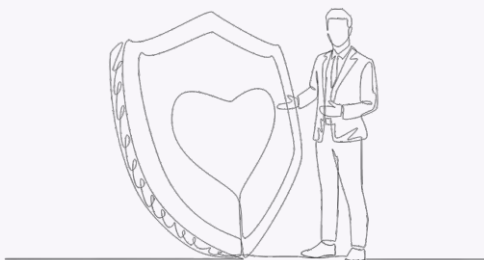
4. Response Strategy (5-7 mins)

- Teach the 3-Step Safety Response:
 1. Stop – Don't click or keep watching
 2. Tell – Inform a trusted adult
 3. Block/Report – If possible, block or report the content
- Optional: role-play a quick scenario (e.g., "You see a scary video—what do you do?")

5. Wrap-Up Reflection (3 mins)

- Ask students to share one emoji that shows how they feel about staying safe online.
- Optional: students draw their own "Okay" and "Yucky" content examples on a worksheet.

Extension Ideas



- Turn the content cards into a classroom wall display
- Create a "Digital Safety Detective" badge for students who sort wisely
- Add pop culture references (anime clips, game screenshots) to make sorting more relatable

Note

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Being Kind and Respectful Online

Theme

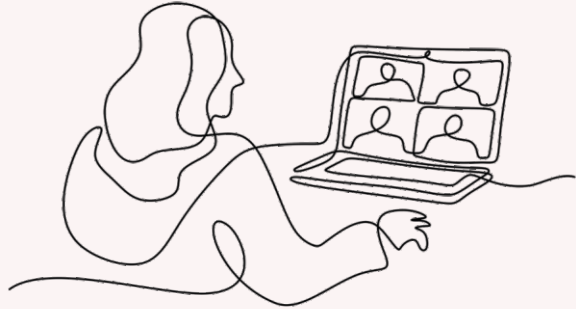
Be Kind, Be Cool—Even Online!

Goal

Help students show empathy and respect in online communication, and learn how to be upstanders when others face online trouble

| 5.1 Learning Objectives

By the end of this module, students will be able to:



- Show empathy and kindness in online messages
- Understand how tone and emojis can be misunderstood
- Learn how to support friends who feel hurt or bullied online
- Become upstanders—not bystanders—when they see online meanness

Learning Objectives – Explained & Taught with Examples

Understand Online Tone – Words Can Hurt or Heal

What to teach:

Online messages don't show facial expressions or voice tone. That means even simple words can be misunderstood.

How to teach it:



- Use the metaphor: "Online messages are like text-only comics—without the facial expressions!"
- Show visuals: Display the word "Fine." with different emojis and ask students how it feels.
- Ask: "If you got a message that said 'Whatever.' with no emoji, how would you feel?"

Examples:

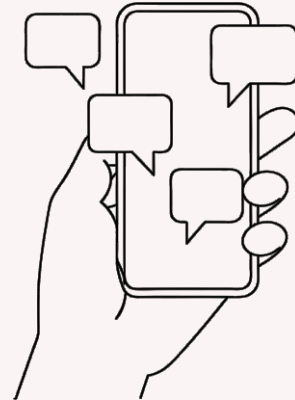
- "Fine." Might sound angry
- "Fine." Friendly
- "You're so smart!" Kind
- "You're so smart." Could feel sarcastic

Be an Upstander – Not a Bystander**What to teach:**

An upstander helps when someone is being bullied or hurt online. A bystander stays silent.

How to teach it:

- Use role-play:
"You're Neha. You see a mean comment about your friend. What do you do?"
- Create a sorting activity: "Upstander vs. Bystander" actions



- Use visuals: Show two chat screenshots—one with silence, one with support

Examples:

- "That's not okay. I'm here for you." = Upstander
- "I didn't say anything." = Bystander
- "Let's tell the teacher together." = Upstander

"Put Yourself in Their Shoes" – Empathy Online**What to teach:**

Empathy means imagining how someone else feels—especially when they're hurt online.

How to teach it:

- Use the metaphor: "Empathy is like wearing someone else's shoes for a moment."
- Read the story: "The Emoji Mix-Up" (Riya misunderstood Aarav's message)
- Ask:
 - "How did Riya feel?"
 - "What could Aarav have done differently?"
 - "Have you ever felt confused by a message?"

Examples:

- "I didn't mean to hurt you." = Empathy
- "Let's talk it out." = Respect
- "I'll stand by you." = Support

Support Friends in Online Trouble**What to teach:**

Being a good friend online means helping others when they feel upset, bullied, or tricked.

How to teach it:

- Use visuals: Show a sad emoji next to a mean comment
- Role-play: "You're Arjun. Your friend says someone is teasing them online. What do you say?"
- Create a "Kindness Toolkit":

- "It's not your fault."
- "Let's block them."
- "Let's talk to a teacher."

**Examples:**

- "Don't worry, I'm with you." = Support

- "Let's report it together." = Action
- "You're not alone." = Comfort

Teacher Answer - Responding to Online Unkindness

Q1: "Riya gets a message saying 'You're so dumb ! She feels hurt. What should she do?"

Teacher says:



"If Riya feels hurt by a message—even if it includes a laughing emoji—it's important to take her feelings seriously. Emojis don't always make things okay. Sometimes people use them to cover up mean words. Riya should not reply in anger or stay silent. Instead, she can talk to the sender and say, 'That message made me feel bad. Did you mean it that way?' If the person apologizes, that's good—but if it still feels wrong, Riya should tell a trusted adult like her teacher or parent.

Just like in real life, if someone says something mean and then laughs, it doesn't always mean they were joking. Online, it's even harder to tell. That's why it's okay to ask for help. Riya isn't being dramatic—she's being brave by speaking up."

Q2: "Arjun sees a mean comment about his classmate in a group chat. He feels unsure—should he say something or stay quiet?"

Teacher says:

"Arjun is in a powerful position here. Even though he didn't write the comment, staying silent can make the person being bullied feel even more alone. Being an upstander doesn't mean fighting or arguing—it means showing kindness and support. Arjun can send a private message to his classmate saying, 'I saw that comment. I'm here for you.' He can also report the message or talk to a

teacher.

If Arjun feels nervous about speaking up in the group, that's okay. He can still take action quietly. What matters is that he doesn't ignore it. Imagine if Arjun were the one being teased—he'd want someone to stand by him. That's empathy. One kind message, one small action, can make a big difference.

We teach students to help each other in the playground—online spaces need the same care. Arjun's choice to be kind helps build a safer digital world for everyone."

| 5.2 Key Vocabulary

Term

Child-Friendly Definition

Upstander

A person who helps others when they see someone being bullied or treated unfairly online

Kindness

Using friendly words, emojis, and actions that make others feel happy, safe, and respected

Digital Reputation

How people see you online—based on the messages, posts, and comments you share

| 5.3 - Warm-Up / Discussion Prompt

Ask Students:



- "How do you feel when someone says something nice to you online?"
- "Have you ever received a message that made you smile?"
- "What's the difference between a kind message and a

confusing one?"

- Use a metaphor: "If online words were gifts, what kind of gift would you want to receive?"

Teacher Answer - Exploring Online Kindness & Feelings

Q1: "How do you feel when someone says something nice to you online?"

Teacher says:

"When someone sends you a kind message—like 'Great job!' or 'You're awesome'—it feels like getting a warm hug through the screen. It can make your day better, especially if you were feeling low. Kind words online are powerful. They don't cost anything, but they can make someone feel seen, valued, and happy.

Let's think about the last time someone sent you a kind emoji or message. Did it make you smile? Did you feel like replying with something kind too? That's how kindness spreads—like ripples in water."

Q2: "Have you ever received a message that made you feel confused or unsure?"

Teacher says:

"Sometimes, messages online can be tricky. Maybe someone says 'Whatever.' or sends a laughing emoji after you lose a game. You're not sure if they're joking or being mean. That's normal. Online messages don't show faces or voices, so it's easy to misunderstand.

If you ever feel confused, it's okay to ask: 'Did you mean that in a nice way?' Or talk to a trusted adult. You don't have to guess alone. Just like you'd ask your teacher if you didn't understand a question, you can ask for help when a message feels off."

Example:

"Imagine Aarav sends Riya a message: 'I can't believe you did that ' after a game. Riya feels hurt. But Aarav meant it as a joke. That's why it's important to talk it out."

Q3: "If online words were gifts, what kind of gift would you want to receive?"

Teacher says (metaphor):

"Think of every message you send as a wrapped gift. A

kind message is like a soft toy or a sweet note—it makes someone feel good. A rude or confusing message is like a broken toy—it might hurt or disappoint.

So before you send a message, ask yourself: 'Is this a gift I'd want to receive?' If not, change it. Add a smiley, say something kind, or just wait before replying."

Model Teacher Dialogue

"Just like we say 'thank you' or 'sorry' in real life, we should use kind words online too. If someone feels hurt, we don't ignore it—we talk, we listen, and we help. That's what being a good digital friend means."

| 5.4 – Core Activity: Kind Keyboard Roleplay

Core Activities

1. Mean vs. Kind Message Roleplay

Setup:

Prepare printed message cards with common online phrases—some rude, some neutral, some kind.

Examples:

- "You're so bad at this game."
- "Whatever."
- "Great job today!"
- "Nobody wants you here."
- "Want to play together?"

Activity:

Students work in pairs or small groups to:

- Read a message aloud
- Decide if it's kind, mean, or confusing
- Rewrite the



message to make it kind and respectful

- Act out sending the new message using emoji flashcards or chat bubbles

Teacher Tip:

Use the metaphor: "Your keyboard is like your voice—make sure it speaks kindly."

2. Kindness Rewrite Challenge

Setup:

Distribute "Kind Keyboard Cards" with mean or unclear messages.

Challenge:

Students rewrite each message to:

- Show empathy
- Use friendly words or emojis
- Avoid sarcasm or hurtful tone

Examples:

Original Message	Kind Rewrite
-----	-----
"You're so dumb "	"I didn't understand what you meant—can we talk?"
"Nobody likes you"	"I like having you in our group!"
"Whatever."	"Let's try again together!"

Teacher Dialogue Model:

"Let's say you're chatting in a group and someone says, 'You're so bad at this.' That hurts. Instead, you could say, 'Want help with the next level?' That's how we turn a mean moment into a kind one."

Example:

Group Chat Misunderstanding

"In a WhatsApp group of students, one child sends a sarcastic message after losing a quiz: 'Wow, you're a

genius.' The other student feels hurt and stops replying. Later, the sender says, 'I was joking!' But the damage is done."

Discussion Prompts:

- What went wrong in this chat?
- How could the message have been kinder?
- What should you do if you hurt someone by mistake online?

Model Answer:



"Even if you didn't mean to hurt someone, it's okay to say sorry. You can explain and try again with kinder words. Online kindness means thinking before you type."

Wrap-Up Reflection

Q1: "What's one thing you'll do differently when messaging online?"

Model Answer:

"From today, I'll read my message before sending it and ask, 'Will this make someone feel good or bad?' I'll choose kind words and emojis."

Q2: "How can you help a friend who sends a mean message by mistake?"

Model Answer:

"I won't scold them. I'll help them understand how it felt and suggest a kinder way to say it. We can fix it together."

Printable Add-ons (Optional)

- "Kind Keyboard Champion" badge templates
- Message Rewrite Cards (mean → kind)
- Emoji Flashcards for tone practice
- "Digital Friend Checklist" poster for classroom walls
- Roleplay Chat Bubbles for classroom skits

| 5.5 – Guided Discussion: "Kindness & Your Digital Reputation"

Discussion Goals

- Help students understand how kindness online shapes how others see them
- Teach that every message, emoji, and comment adds to their digital reputation
- Encourage empathy, respectful communication, and peer support
- Reinforce that kindness online is a choice—and a powerful one

Use Riya & Aarav's Story to Prompt Reflection

Riya and Aarav loved chatting online after school. One day, Aarav sent a message: "I can't believe you did that ." Riya felt hurt and ignored him the next day. Aarav was confused and asked why. Riya explained how the message made her feel. Aarav said, "Oh no! I was joking about how you beat me in the game!" They both agreed to use clearer words and emojis in the future.

Teacher Answer – Guided Reflection Using Riya's Story

Q1: “Why did Riya feel hurt by Aarav's message?”

Teacher says:

“Even though Aarav used a laughing emoji, the words sounded like he was making fun of Riya. Online, we can't hear someone's voice or see their face—so messages can be misunderstood. Riya felt embarrassed and confused. That's why it's important to be clear and kind when we chat online. If something feels wrong, it's okay to talk about it.”

Q2: “How did Aarav fix the situation?”

Teacher says:

“Aarav didn't get angry or say 'It was just a joke.' He listened to Riya, explained what he meant, and promised to be more careful. That's empathy. He understood her feelings and chose kindness. When we make a mistake online, we can fix it by saying sorry and learning from it.”

Q3: “What is a digital reputation—and how do we build a good one?”

Teacher says:

“Your digital reputation is like your online personality. It's built from your messages, posts, comments—even emojis. If you're kind, helpful, and respectful, people trust you. Teachers, friends, and even future schools may see how you behave online.

Think of it like planting a garden. Every kind word is a flower. Every rude comment is a weed. What kind of garden do you want to grow?”

Example Discussion:

Kindness in a School Group

Scenario:

“In a class group from Ernakulam, a student named Manu posted a drawing. One child replied, 'That's weird.' Manu felt sad and stopped sharing. Another student replied, 'I think it's creative!' and added a smiley. Manu smiled and posted again the next day.”

Ask students:

- "Which message helped Manu feel better?"
- "How did the second student show kindness?"
- "What would you say if someone felt hurt in your group?"

Teacher says:

"Kindness online doesn't need big words. Even a smiley or a 'Nice work!' can make someone feel proud. That's how we build a good digital reputation—one kind message at a time."

Group Role-Play Scenarios**Setup:**

Divide students into small groups. Give each group a roleplay card:

- "Someone sends a confusing message with a laughing emoji"
- "Your friend says 'Nobody likes me' in a group chat"
- "You want to say sorry for a message that hurt someone"
- "You see a kind reply that makes someone smile"

Prompt students to act out:

- How they feel

- What they say
- What kind action they take (clarify, comfort, support, say sorry)

Teacher says:

"Let's practice being kind online. Just like we learn how to share toys in class, we learn how to share kindness in chats."

Wrap-Up Chart:

"Kind Actions / Unkind Messages"

On chart paper, list:

Kind Actions

"Want to play together?"
 "Nice drawing!"
 "I'm here if you need help."
 "Let's talk it out."

Unkind Messages

"You're so bad at this."
 "That's weird."
 "Nobody likes you."
 "Whatever."

| 5.6 - Wrap-Up

Key Takeaways

- Kindness online is not just about being nice—it's how others see and remember you
- Every comment, emoji, and reply adds to your digital reputation
- You can choose to be a helper, a supporter, and a safe space for others online
- Kindness spreads—when you're kind, others feel safe to be kind too
- Even small actions like saying "good job" or using a smiley can brighten someone's day

Teacher Prompt

"Let's all say together:

Kindness is your best profile picture.

Be the reason someone smiles online.
Your words matter—make them kind."

Optional Reflection Questions



- "What's one kind thing you can say to someone online today?"
- "How does kindness online make others feel safe?"
- "Have you ever seen someone being kind in a group chat or comment section? What did they say?"
- "How can you show kindness even when someone is being rude or negative?"

Optional Extension Activity:

Kindness Wall

Create a classroom "Kindness Wall" where students write or draw:

- Kind messages they've sent or received
- Emojis that show support or encouragement
- Phrases like "I'm proud of you," "You're awesome," or "Let's play together!"

Teacher says:

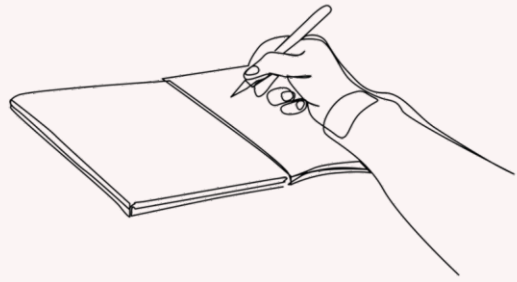
"Let's fill our wall with kindness. Just like we decorate our classroom, we decorate the internet with our words."

| 5.7 – Extension / Homework

Activity:

"Kindness Message Mission"

Instructions for Students



- Think of someone you know—classmate, friend, sibling, teacher, or neighbor
- Write or post one kind message to them today. It can be:
 - A compliment ("You're really good at drawing!")
 - A thank-you ("Thanks for helping me in class.")
 - A cheer-up note ("I'm here if you need a friend.")
 - A celebration ("Congrats on your quiz!")
- You can send it through a school app, write it on paper, or say it aloud
- At the bottom of your page, complete this sentence:
_"Kindness online means I choose to say _____."

Optional Classroom Extensions

Kindness Chain

- Each student writes one kind message on a strip of paper
- Link the strips together to form a classroom kindness chain
- Hang it across the board or near the digital safety corner

Kindness Padlet Wall

- Create a class Padlet or bulletin board titled "Kindness is Our Profile Picture"
- Students can post their kind messages (typed or scanned drawings)
- Encourage emojis, stickers, and positive reactions

Kindness Badge



- Award a small badge or sticker to students who complete the mission
- Badge text: "I Posted Kindness Today" or "Digital Reputation Hero"
- Option: Create a printable badge with a heart emoji and a smiling profile icon

Optional Reflection Prompts

- "How did it feel to send a kind message today?"
- "Did someone reply or smile back?"
- "Why do kind messages matter online?"
- "What kind message would you like to receive?"

| 5.8 – Pedagogical Approach

Strategy:

Scenario-Based Empathy Exercises

Strategy:

Roleplay – "Kindness in Action"

- Use relatable scenarios where students act out how to respond with kindness online
- One child plays the sender of a confusing or rude message; another plays the responder who chooses empathy
- Props like emoji flashcards, chat bubbles, or mock profile cards make it engaging and visual

- Encourage students to use tone, body language, and facial expressions to show how kindness feels

Example Classroom Line:

"Let's act it out—what would you say if someone posted a sad message like 'Nobody likes me' in your class group?"

Strategy:

Empathy-Building – "Feel, Think, Act"

- Share short Kerala-based stories to spark emotional reflection
- Example: "A student in Thrissur posted a poem, and someone replied 'That's boring.' How do you think they felt?"
- Ask students to reflect:

- "How would you feel?"
- "What kind message could help?"
- "What would you say if you were their friend?"



- Reinforce peer support:
 - "Kindness means noticing when someone feels low—and lifting them up."

Example Classroom Line:

"Kindness online is like giving someone a hug with your words. What kind words would you send to help a friend feel better?"

Optional Classroom Tools

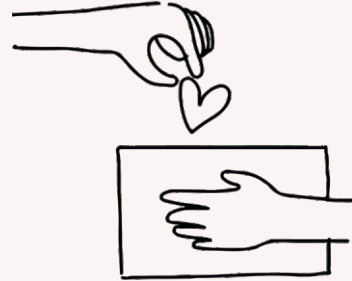
- **Emoji Empathy Cards:** Students pick an emoji that matches how someone might feel after reading a message
- **Kindness Response Dice:** Roll a dice with six kind phrases (e.g., "I'm here for you," "Nice work!" "Let's talk!")

- **Digital Reputation Mirror:** Students write one kind thing they've said online and reflect on how it made others feel

| 5.9 – Assessment & Reinforcement

Topic:

Kindness & Digital Reputation



Focus:

Empathy, safe communication, and positive online behavior

Quick Quiz (5 mins)

1. What does “digital reputation” mean?

Ans: It's how others see you based on your online words, actions, and posts.

2.If someone says “Nobody likes me” in a group chat, what's a kind reply?

Ans: “I care about you” or “You're not alone—we're here for you.”

3.Why is kindness important online?

Ans: It makes others feel safe, respected, and happy.

4.What should you do if you accidentally hurt someone with a message?

Ans: Say sorry, explain kindly, and learn to be more careful next time.

5.What's one way to build a good digital reputation?

Ans: Post kind messages, support others, and avoid rude or hurtful comments.

Rewards & Reinforcement

● Kiko the Cat Sticker

Awarded to students who complete the quiz and share one kind online action they've taken (e.g., “I said 'Nice work!' to a friend” or “I helped someone feel better in chat”)

- Certificate of Completion
For finishing Module 5: "Kindness is My Profile Picture"
- Classroom Badge Wall
Add a badge for Module 5—examples:
 - "Kindness Champion"
 - "Digital Reputation Star"
 - "Emoji Empathy Hero"
 - "I Posted Kindness Today"

Module-5 Activity: "Kindness Case Files"

- Students form small "Kindness Detective Squads" to investigate fictional online dilemmas.
- Each team receives a case file describing a real-life inspired scenario (e.g., exclusion in group chats, harmful memes, ignored emotional posts).
- Teams discuss the emotional impact, identify kind actions, and write a "Kindness Report" with solutions and messages of support.
- They present their findings to the class, reflect on digital reputation, and explore how empathy can shape a safer online community.

How to Workout (Teaching Plan)

Theme:

Investigating online dilemmas to promote empathy and respectful digital behavior.

Learning Objectives

- Recognize emotional impact of online interactions
- Practice empathy and kind responses to digital challenges
- Understand how online behavior shapes digital reputation

Duration

35–45 minutes

Grouping

- Small teams (3–5 students) as “Kindness Detective Squads”

Materials Needed

- Printed Case Files (short fictional scenarios)
- “Kindness Report” worksheets
- Emoji flashcards or stickers
- Optional: detective badges or magnifying glass props

Step-by-Step Implementation**1. Introduction (5 mins)**

- Ask: “How do you feel when someone is kind to you online?”
- Explain that today they'll be detectives solving kindness problems in the digital world.

2. Form Squads & Distribute Case Files (5 mins)

- Divide students into squads.
- Give each team a case file with a scenario such as:
 - o A student is left out of a group chat
 - o A meme is shared that hurts someone's feelings
 - o A friend posts something sad and no one responds
 - o A classmate gets teased for their profile picture

3. Squad Investigation (10–15 mins)

- Teams read their case and discuss:
 - o What happened?
 - o How might the person feel?
 - o What kind actions could help?

- Use emoji flashcards to express emotions.
- Fill out a "Kindness Report" with:
 - o Feelings involved
 - o Suggested kind actions
 - o A message of support or encouragement

4. Presentation & Reflection (10–15 mins)

- Each squad presents their findings to the class.
- Discuss how kind actions can improve digital reputation and community safety.
- Reinforce: "Kindness online is just as powerful as kindness in real life."

Extension Ideas

- Create a "Digital Kindness Wall" with messages from the reports
- Turn case files into cartoon scenarios for younger students
- Award "Kindness Detective" certificates or badges

Note

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Note

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Recognising and Responding to Other Online Threats

Theme

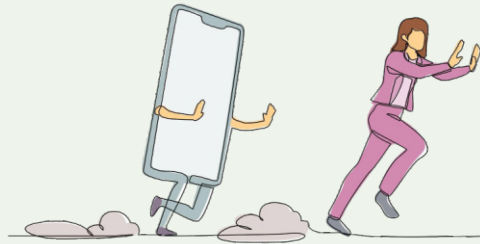
Spotting Sneaky Online Threats

Goal

Help students identify serious online dangers—like identity theft, harassment, snooping, and cyberstalking—and know how to respond safely and confidently.

6.1 Learning Objectives

By the end of this module, students will be able to:



- Understand what identity theft is and how it happens
- Recognize online harassment and know how to respond
- Identify invasion of privacy and protect their digital space
- Spot signs of cyberstalking and take safe action
- Know when and how to ask for help from trusted adults

Learning Objectives - Explained & Taught with Examples

Identity Theft - Someone Pretending to Be You

What to teach:

Identity theft is when someone uses your name, photo, or account to trick others or pretend to be you.

How to teach it:

- Use the metaphor: "Your identity is like your superhero mask—only you should wear it."
- Show visuals: A fake profile vs. a real one
- Ask: "If someone used your photo and name to send messages, how would you feel?"



Examples:

- "Someone made a fake account with my name." = Identity theft
- "My friends got weird messages from 'me.'" = Red flag
- "I didn't post that!" = Possible account misuse

Online Harassment – Mean Messages That Don't Stop**What to teach:**

Harassment is when someone keeps sending rude, scary, or hurtful messages—even after you ask them to stop.

How to teach it:

- Use role-play: "You're Devika. Someone keeps teasing you in a game chat. What do you do?"
- Create a sorting activity: "Helpful vs. Hurtful Messages"
- Use visuals: Show a chat with repeated mean comments

Examples:

"You're so dumb!" repeated = Harassment

"I'll make fun of you every day." = Threat

"Block and tell a trusted adult." = Safe response

Invasion of Privacy – Snooping and Spying**What to teach:**

Invasion of privacy is when someone secretly checks your messages, photos, or online activity without permission.

How to teach it:

- Use the metaphor: "It's like someone sneaking into your room and reading your diary."
- Show visuals: A phone with a lock vs. one left open
- Ask: "Would you feel okay if someone read your messages without asking?"

Examples:

"My cousin opened my chat without asking." = Snooping

"Someone changed my settings." = Privacy breach

"I'll set a screen lock." = Smart action

Cyberstalking – Someone Watching You Too Much

What to teach:



Cyberstalking is when someone keeps messaging, commenting, or following you online—even when you don't want them to.

How to teach it:

- Use role-play: "You're Arjun. Someone keeps commenting on all your posts—even late at night. What do you do?"

- Create a "Safe vs. Creepy" checklist

Use visuals: A flood of messages from one person

Examples:



- "They message me every day—even when I don't reply." = Cyberstalking

- "They follow me on every app." = Red flag

- "Block, save messages, and tell an adult." = Safe response

Teacher Answer – Responding to Online Threats

Q1: "Lina gets a message from someone pretending to be her friend. It has a strange link."

What should she do?"*Teacher says:*

"Lina did the right thing by pausing and checking. If something feels off—like a weird link or a message that doesn't sound like your friend—it's smart to stop and ask. Lina can take a screenshot, save the message, and show it to a trusted adult. She shouldn't click the link or reply. Just like in real life, if someone says 'I'm your friend' but acts strangely, you'd ask your parents. Online, it's the same. Lina isn't being rude—she's being safe."

Q2: "Arjun notices someone keeps commenting on his posts—even when he doesn't reply. He feels uncomfortable. What should he do?"*Teacher says:*

"Arjun's feelings matter. If someone keeps watching or messaging you online—even when you don't want them to—it's okay to block them. Arjun can also save the messages and talk to a trusted adult. Cyberstalking is serious, and students should know they're not alone. Arjun doesn't need to reply or explain—he just needs to protect his space. We teach children to say 'no' to strangers in real life—online safety needs the same courage."

| 6.2 Key Vocabulary

Term

Identity Theft

Harassment

Privacy

Cyberstalking

Child-Friendly Definition

When someone pretends to be you online by using your name, photo, or account to trick others

When someone keeps sending mean, rude, or scary messages that make you feel upset or unsafe

Your personal space online—like your messages, photos, and info—that should be protected and not shared without permission

When someone keeps watching, messaging, or following you online again and again—even when you don't want them to

| 6.3 – Warm-Up / Discussion Prompt

Ask Students:



- "If someone wore your name tag and pretended to be you, how would you feel?"
- "What if someone used your photo or name online without asking—would that be okay?"
- "Why is it important to protect your personal information online?"
- Use a metaphor: "If your online identity was a school bag, what should be kept zipped up and private?"

Teacher Answer – Exploring Online Identity & Safety

Q1: "If someone wore your name tag and pretended to be you, how would you feel?"

Teacher says:

"Imagine someone walks into your classroom wearing your name tag, answering questions like they're you, and even telling others things you never said. That would feel strange, right? You might feel confused, angry, or even scared. Online, this can happen too—when someone uses your name, photo, or account without permission. That's called identity theft. It's not just unfair—it can be dangerous. That's why we must protect our digital name tags: passwords, photos, and accounts."

Q2: "What if someone used your photo or name online without asking—would that be okay?"

Teacher says:

"Your photo and name are part of your digital self. If someone shares them without asking, it's like posting

your diary on the school notice board. You didn't agree to it, and it can make you feel exposed. Always ask before sharing someone's photo or name. And if someone shares yours without permission, talk to a trusted adult or teacher. You have the right to feel safe online."

Q3: "Why is it important to protect your personal information online?"

Teacher says:



"Your personal info—like your full name, school, birthday, or phone number—is like your house key. If you give it to the wrong person, they might misuse it. Online strangers might pretend to be friendly, but they could be trying to collect your info. So, just like you wouldn't give your house key to someone you don't know, don't share personal info online unless it's safe and trusted."

Metaphor: "If your online identity was a school bag, what should be kept zipped up and private?"

Teacher says (metaphor):

"Think of your online identity like your school bag. Inside, you have your homework, lunch, and personal things. You wouldn't want someone opening it and taking things out without asking. Your passwords, photos, and messages are like items in that bag. Keep them zipped up. Share only with people you trust—like your teacher or parents. And if someone tries to peek inside without permission, that's not okay."

Model Teacher Dialogue

"Online safety isn't just about rules—it's about respect. Respecting your own privacy and others! If someone feels scared or confused online, we don't ignore it—we talk, we listen, and we help. Being a good digital citizen means protecting your identity and helping others feel safe too."

| 6.4 – Core Activity: Threat Card Roleplay

Core Activities

1. Threat Cards: Match the Threat to the Safe Response

Setup:

Prepare printed Threat Cards with common online dangers and Response Cards with safe actions. Each pair or group of students gets a mix of both and must match the correct response to each threat.

Examples

Threat Cards:

- "Someone made a fake account using your photo."
- "You keep getting mean messages in a game chat."
- "A stranger keeps commenting on all your posts."
- "Your cousin opens your phone and reads your chats."
- "You're added to a group by someone you don't know."

Examples

Response Cards:

- "Block the person and tell a trusted adult."
- "Take screenshots and report the account."
- "Leave the group and check your privacy settings."
- "Set a screen lock and talk to your parent."
- "Don't reply—save the messages and ask for help."

Activity:

Students work in pairs or small groups to:

- Read each threat aloud
- Match it with the correct safe response
- Discuss why the response is important
- Act out the situation using role-play or flashcards

Teacher Tip:

Use the metaphor: "Your online identity is like your school ID—protect it like you protect your name badge."

2. Example Discussion – Kozhikode UPI Fraud Cases**Setup:**

Share a simplified version of a real-life case:
"In Kozhikode, some students received messages saying they won a prize. The link asked for their UPI details. It was a scam."

Discussion Prompts:

- What went wrong in this case?
- Why is it risky to click unknown links or share payment info?
- What should you do if you get a message like this?

Model Answer:

"Even if the message looks exciting, it's important to pause and think. Real prizes don't ask for UPI or passwords. If something feels off, don't click—talk to a trusted adult. Scammers use tricks like fake links and friendly messages to steal money or personal info."

Wrap-Up Reflection

Q1: "What's one online threat you now know how to handle?"

Model Answer:

"If someone makes a fake account with my photo, I'll take screenshots, report it, and tell my teacher or parent."

Q2: "How can you help a friend who's facing online harassment?"

Model Answer:

"I'll listen to them, help them block the person, and go with them to talk to a trusted adult. We're safer together."

Printable Add-ons (Optional)

- Threat & Response Card Sets (for classroom roleplay)
- "Digital Detective" badge templates
- Scenario Flashcards with examples
- "Online Safety Checklist" poster for classroom walls
- Roleplay Chat Bubbles for skits on identity theft, harassment, and stalking

| 6.5 – Guided Discussion

"Why Online Threats Are Serious & How to Act Fast"

Discussion Goals



- Help students recognize that online threats can cause real harm
- Teach that quick action—blocking, reporting, asking for help—is essential
- Encourage students to trust their instincts and speak up early
- Reinforce that staying safe online is about smart choices, not fear

Use Adil & Sneha's Story to Prompt Reflection

Adil and Sneha were classmates who played online games together. One day, Adil got a message from a stranger in the game: "You're cool—send me your photo." Adil felt unsure but didn't want to seem rude. He sent a selfie. Later, the stranger started asking personal questions and threatened to share the photo. Adil told Sneha, who said, "That's serious! You need to block and report right now." With help from his teacher, Adil reported the account and learned how to protect his privacy.

Teacher Answer – Guided Reflection Using Adil's Story**Q1: "Why was the stranger's message dangerous?"**

Teacher says:

"Even though the message sounded friendly, it was a trick. Strangers online can pretend to be nice to get personal information. Once Adil sent his photo, the stranger used it to scare him. That's why we should never share photos or private details with people we don't know—even if they seem kind."

Q2: "How did Sneha help Adil act fast?"

Teacher says:

"Sneha didn't ignore the problem. She understood it was serious and told Adil to block and report. That's what good friends do—they help us stay safe. Adil also talked to a trusted adult, which is the smartest thing to do when something feels wrong online."

Q3: "What should you do if you face an online threat?"

Teacher says:

"Don't wait. Act fast. Block the person, take screenshots, and tell a trusted adult. Online threats can grow if we stay silent. Think of it like a fire alarm—if you smell smoke, you don't wait. You get help immediately."

Example Discussion:

Kozhikode UPI Scam

Scenario:

"In Kozhikode, some students got WhatsApp messages saying they won a school contest. The link asked for UPI details. One student clicked and lost money. Another student told their teacher and helped stop others from falling for it."

Ask students:

- "Why did the scam message seem real?"
- "What should you do if you get a message like this?"
- "How can you help others avoid scams?"

Teacher says:

"Scammers use school names, emojis, and prizes to trick us. But real contests never ask for payment info. If something feels off, don't click—report it. Helping others stay safe is just as important as protecting yourself."

Group Role-Play Scenarios**Setup:**

Divide students into small groups. Give each group a roleplay card:

- "A stranger asks for your photo or phone number"
- "You get a message saying you won money—just click the link"
- "Your friend shares a password with someone online"
- "You see a fake account using your friend's name"

Prompt students to act out:

- How they feel
- What they say
- What safe action they take (block, report, ask for help, comfort a friend)

**Teacher says:**

"Let's practice acting fast. Just like we learn how to call for help in emergencies, we

learn how to protect ourselves online."

Wrap-Up Chart:

"Safe Actions / Risky Choices"

On chart paper, list:

Safe Actions	Risky Choices
"Block and report strangers"	"Sending photos to unknown people"
"Tell a trusted adult immediately"	"Clicking links from unknown messages"
"Use strong passwords"	"Sharing passwords with friends"
"Think before you reply"	"Joining random online groups"

| 6.6 – Wrap-Up:

"Stay Alert, Stay Safe"

Key Takeaways

- Online threats can be sneaky—your first safety tool is awareness
- If something feels wrong, uncomfortable, or confusing, stop and ask for help
- You don't need to face online problems alone—trusted adults are here to support you
- Smart choices like blocking, reporting, and safe browsing protect your digital space
- Staying alert helps you—and your friends—stay safe

Teacher Prompt

"Let's all say together:

Stay alert.
Stay safe.
If it feels wrong, stop and tell a trusted adult.
Your safety matters—always."

Optional Reflection Questions

- "Have you ever seen something online that made you feel confused or scared?"
- "What does your body feel like when something feels wrong online?"
- "Who are the trusted adults you can talk to?"
- "Why is it smart to act fast instead of waiting?"
- "How can you help a friend who feels unsafe online?"

Optional Extension Activity:

Safety Signal Wall

Create a classroom "Safety Signal Wall" where students write or draw:

- Phrases that remind them to stay alert (e.g., "Think before you click," "Don't reply to strangers")
- Names or drawings of trusted adults they can talk to
- Emoji signals for "stop," "help," or "report"
- Messages like "I will speak up," "I will help a friend," or "I will block and tell"

Teacher says:

"Let's fill our wall with safety signals. Just like we learn fire drills, we learn online safety steps. Your feelings are your first alarm—listen to them."



| 6.7 - Extension / Homework

Activity:

"Privacy Power-Up Mission"

Instructions for Students

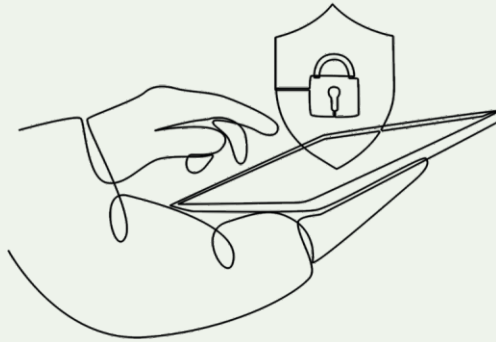
- Think about the apps or websites you use—like school platforms, games, or social media
- Identify two privacy settings you can turn on today.

These could be:

- o Turning off location sharing
- o Making your profile private
- o Limiting who can comment or message you
- o Disabling auto-tagging in photos
- o Choosing who sees your posts or stories
- Write them down and explain why each one helps you stay safe
- At the bottom of your page, complete this sentence:
_“Privacy online means I choose to _____.”

Optional Classroom Extensions

Privacy Puzzle Wall



- Each student writes one privacy setting on a puzzle piece
- Connect the pieces to form a “Privacy Shield” on the classroom wall
- Add emojis or icons like locks, shields, or eyes to show protection

Privacy Padlet Board

- Create a class Padlet titled “My Privacy, My Power”
- Students post their privacy settings and reasons
- Encourage stickers, icons, and short safety slogans like “I control my info” or “No strangers allowed”

Privacy Badge

- Award a badge or sticker to students who complete the mission
- Badge text: "Privacy Protector" or "Digital Safety Hero"
- Option: Create a printable badge with a lock emoji and a superhero cape

Optional Reflection Prompts

- "Which privacy setting did you choose first—and why?"
- "How does it feel to know you can control who sees your information?"
- "Have you ever changed a setting to feel safer online?"
- "What advice would you give a friend who doesn't know about privacy settings?"

| 6.8 – Pedagogical Approach

Strategy: Scenario-Based Safety Exercises

Strategy:

Roleplay – "Alert and Aware"

- Use relatable Kerala-based scenarios where students act out how to respond to online safety risks
- One child plays the sender of a suspicious or unsafe message; another plays the responder who chooses a safe action (e.g., block, report, tell a trusted adult)
- Props like chat bubbles, alert icons, or mock app screens make it visual and engaging
- Encourage students to use tone, body language, and facial expressions to show how alertness feels



Example Classroom Line:

"Let's act it out—what would you do if someone you don't know sent you a message saying 'Click this link for a free game'?"

Strategy:**Safety Reflection – “Feel, Think, Act”**

- Share short, local stories to spark safety awareness
- Example: “A student in Kozhikode got a message from someone pretending to be a classmate, asking for their password. What should they do?”
- Ask students to reflect:
 - o “How would you feel?”
 - o “What clues tell you this might not be safe?”
 - o “What's the smart action to take?”
- Reinforce peer support and trusted adult guidance:
 - o “Staying safe means listening to your feelings and asking for help when something feels wrong.”

Example Classroom Line:

“Online safety is like wearing a helmet—you don't wait for an accident to put it on. What's your first safety step when something feels off?”

Optional Classroom Tools**Safety Signal Cards**

- Students pick a card showing a safety action (e.g., “Block,” “Report,” “Tell an adult,” “Don't reply”)
- Use in roleplay or group discussions to reinforce safe choices

Alert Dice

- Roll a dice with six online safety situations (e.g., “Stranger message,” “Scary video,” “Fake offer”)
- Students respond with a safe action and explain why

Digital Safety Mirror

- Students write one smart choice they made online and reflect on how it protected them or someone else

6.9 – Assessment & Reinforcement

Topic:

Online Safety &
Smart Choices

Focus:

Alertness,
privacy
awareness, and
safe digital
behavior



Quick Quiz (5 mins)

1.What's one sign that a message or link might be unsafe?

Ans: It comes from a stranger, looks suspicious, or promises something too good to be true.

2.What should you do if someone asks for your password or personal info online?

Ans: Don't share it. Block the person and tell a trusted adult.

3.Why is it important to check your privacy settings?

Ans: To control who sees your information and keep strangers out.

4.What's a smart action if you feel uncomfortable online?

Ans: Stop, don't reply, and talk to a trusted adult.

5.Name one privacy setting you can turn on today.

Ans: Make your profile private / Turn off location sharing / Limit who can message you.

Rewards & Reinforcement

Wise the Owl Sticker

Awarded to students who complete the quiz and share one smart safety action they've taken (e.g., "I blocked a stranger," "I turned off location sharing," "I told my teacher about a weird message")

Certificate of Completion

For finishing Module 6: "Stay Alert, Stay Safe"
Text suggestion: "I am a Digital Safety Defender!"

Classroom Badge Wall

Add a badge for Module 6—examples:

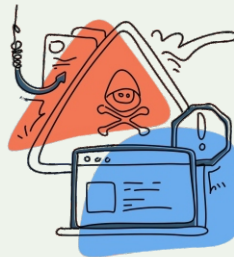
- "Privacy Protector"
- "Alertness Hero"
- "Digital Safety Star"
- "I Blocked and Reported"
- "Wiso's Wise Choice Award"

Activity 6: "Mission: Online Safety Squad"

- Students form "Safety Squads" to investigate digital mystery cases involving online threats.
- Each team receives a case file describing a scenario (e.g., identity theft, harassment, privacy invasion, cyberstalking).
- Teams analyze the situation, identify the threat, and present safe, confident solutions through skits or posters.

Activity 6 Working Plan:-

Theme:



Investigating digital threats and practicing smart, confident responses.

Learning Objectives

- Identify common online threats and risky behaviors
- Practice safe, respectful digital responses
- Build confidence in reporting and handling online issues
- Promote teamwork and creative problem-solving

Duration

45–60 minutes

Grouping

- Small teams of 4–5 students as “Safety Squads”

Materials Needed



- Printed Digital Mystery Case Files (fictional scenarios)
- “Threat Analysis” worksheets
- Poster-making supplies (markers, chart paper)
- Optional: props or costume items for skits
- Safety Squad badges or stickers

Step-by-Step Implementation

1. Warm-Up Discussion (5–10 mins)

- Ask: “What does a smart response look like when something goes wrong online?”
- Briefly introduce common threats:
 - Identity theft

- o Harassment or bullying
- o Privacy invasion
- o Cyberstalking
- o Fake profiles or scams
- Emphasize: "We're not here to scare—we're here to prepare."

2. Form Squads & Distribute Case Files (5 mins)

- Assign students into squads.
- Hand out one mystery case per team. Examples:
 - o A student's account is hacked and used to send rude messages



- o Someone keeps messaging a classmate even after being asked to stop
- o A fake profile is spreading rumors
- o A student's private photo is shared without permission

3. Squad Investigation (15–20 mins)

- Teams read and analyze their case:
 - o What happened?
 - o What type of threat is this?
 - o How should someone respond safely and confidently?
- Fill out the "Threat Analysis" worksheet:

- o Threat type
- o Emotional impact
- o Smart response steps
- o Who to report to (trusted adult, platform, helpline)

4. Creative Presentation (15-20 mins)

- Each squad presents their solution through:
 - o A short skit showing the smart response
 - o OR a poster with safety tips and positive messaging
- Encourage creativity, teamwork, and clarity

5. Wrap-Up & Reflection (5 mins)

- Discuss:
 - o What did we learn about staying safe online?
 - o How can we support friends facing online threats?
- Reinforce: "Smart responses protect us and others."

Extension Ideas



- Create a classroom "Online Safety Wall" with posters
- Turn case files into cartoon-style slides for younger students
- Award "Certified Safety Squad" badges or certificates
- Invite students to write their own mystery cases for future squads

Note

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Note

[illegible]

Emerging & AI-Driven Threats

Theme

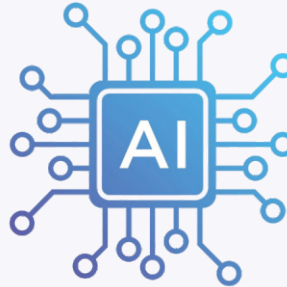
Spotting Smart Fakes and AI Tricks

Goal

Help students recognize deepfakes, AI chatbots, manipulated media, and fake profiles—and respond with awareness, caution, and trusted support

| 7.1 Learning Objectives

By the end of this module, students will be able to:



- Understand what deepfakes are and how they can trick people
- Recognize AI chatbots and know when a “person” online might not be real
- Spot manipulated media—photos, videos, or audio that have been changed
- Identify fake profiles and know how to respond safely
- Know when to pause, verify, and ask a trusted adult for help

Learning Objectives – Explained & Taught with Examples

Deepfakes – Videos That Lie

What to teach:

Deepfakes are videos or images that look real but have been changed using AI to trick people.



How to teach it:

- Metaphor: “It's like someone wearing your face in a movie—but saying things you never said.”

- Visuals: Real vs. altered video clips (age-appropriate)
- Ask: "If someone made a video of you saying something you didn't say, how would you feel?"

Examples:

- "A video shows a teacher saying something rude—but she never said it." = Deepfake
- "My friend sent a video that looked real, but the voice was strange." = Red flag
- "Pause, don't share, and ask a trusted adult." = Smart response

AI Chatbots - Not Always Human

What to teach:



AI chatbots are computer programs that talk like people—but they're not real humans.

How to teach it:

- Role-play: "You're Neha. You're chatting with someone who replies instantly and never makes spelling mistakes. Could it be a bot?"
- Sorting activity: "Human or Bot?"
- Visuals: Chat screenshots with clues (e.g., robotic replies, no personal details)

Examples:

- "They reply instantly, even at midnight." = Possible bot
- "They avoid personal questions and repeat phrases." = AI chatbot

- "Stop chatting and tell a trusted adult." = Safe action

Manipulated Media - Changed to Confuse

What to teach:



Manipulated media means photos, videos, or audio that have been edited to mislead or confuse.

How to teach it:

- Metaphor: "It's like someone changing a photo to make it look like you were somewhere you weren't."
- Visuals: Original vs. edited images
- Ask: "Can you spot what's been changed?"

Examples:

- "A photo shows me in a place I've never been." = Manipulated
- "Someone edited my voice to say something rude." = Red flag
- "Don't share it—report and ask for help." = Smart response

Fake Profiles - Pretending to Be Someone Else

What to teach:

Fake profiles are accounts that use someone else's name, photo, or identity to trick others.

How to teach it:

- Role-play: "You're Arjun. Someone sends you a friend request with your cousin's photo—but the name is different."
- Checklist: "Real vs. Fake Profile"
- Visuals: Profile comparisons with clues (e.g., no mutual friends, strange messages)

Examples:

- "They use my friend's photo but send weird messages." = Fake profile
- "They ask for personal info quickly." = Red flag
- "Don't reply—block and report." = Safe response

Teacher Answer - Responding to AI-Driven Threats

Q1: "Devika sees a video of her principal saying something rude—but it doesn't sound real. What should she do?"

Teacher says:

"Devika did the right thing by pausing. If a video feels strange or doesn't match what you know, it could be a deepfake. Devika can take a screenshot, save the video, and show it to a trusted adult. She shouldn't share it or believe it right away.
Just like we check if a rumor is true, we check if a video is real. Smart students don't fall for tricks—they ask and verify."

Q2: "Ravi chats with someone who replies instantly and keeps asking personal questions. He feels unsure. What should he do?"

Teacher says:

"Ravi's feelings matter. If someone online feels 'too perfect' or keeps asking private things, it might be a chatbot or a fake profile. Ravi can stop chatting, block the person, and talk to a trusted adult.
Online safety means trusting your instincts. Ravi isn't being rude—he's being smart and safe."

Q3: "Arya finds a photo of herself online—but it's edited to show her in a place she's never been. What should she do?"

Teacher says:

"Arya's photo has been manipulated, and that's not okay. She should not comment or share it. Instead, she can save the image, report it, and talk to a trusted adult. We teach children to protect their real identity—online, that means protecting your image too. Arya's smart action helps stop the spread and keeps her safe."

| 7.2 Key Vocabulary

Emerging & AI-Driven Threats

Term

Deepfake

Child-Friendly Definition

A fake video or photo made using computers that looks real—but shows someone doing or saying things they never did.

AI Chatbot

A computer program that talks like a person—but it's not real. It can send messages and answer questions automatically.

Manipulated Media

A photo, video, or sound that has been changed to trick people or make something look different from the truth.

Fake Profile

An online account that pretends to be someone else by using a fake name, photo, or identity to fool others.

| 7.3 - Warm-Up / Discussion Prompt

Theme:

"Can You Spot What's Fake?"

Visual Prompt

Show students a doctored image or video clip (age-appropriate and non-threatening).

Ask:

"Real or fake?"



Let students guess, then reveal the truth and explain how it was altered.

Ask Students:

- "If someone made a video of you saying something you never said, how would you feel?"
- "What clues can help you spot a fake video or profile?"
- "Why is it important to pause and check before sharing something online?"
- Use a metaphor:
"If your online identity was a mirror, what happens when someone changes the reflection?"

Teacher Answer - Exploring AI-Driven Threats

Q1: "If someone made a video of you saying something you never said, how would you feel?"

Teacher says:

"Imagine watching a video of yourself saying something rude or silly—but you never said it. That would feel confusing, maybe even scary.

This is what deepfakes can do—they copy your face and voice to make fake videos. It's not just unfair—it can hurt your reputation. That's why we must be careful before believing or sharing anything online. If it feels wrong, pause and ask."

Q2: "What clues can help you spot a fake video or profile?"

Teacher says:

"Smart students look for clues—like strange spelling, no mutual friends, or replies that sound robotic. If a video looks too perfect or a profile feels off, trust your instincts. Just like we check if a coin is real before using it, we check if a message, video, or profile is real before trusting it. And if you're unsure, ask a trusted adult."

Q3: "Why is it important to pause and check before sharing something online?"

Teacher says:

"Sharing something fake—even by mistake—can confuse

others or hurt someone. It's like passing a rumor in school that turns out to be false.

Online, we have a superpower: the pause button. Before you click 'share,' take a moment to think. Is it kind? Is it true? Is it safe? That pause can protect you and your friends."

Metaphor:

"If your online identity was a mirror..."

Teacher says (metaphor):

"Think of your online identity like a mirror. It shows who you are—your words, your photos, your actions. But if someone changes the reflection—adds fake words or edits your image—it's not really you anymore. We must protect our mirror. Keep it clean, clear, and true. And if someone tries to change it, speak up."

Model Teacher Dialogue

"Online safety isn't just about spotting tricks—it's about protecting truth. If something feels fake, we don't panic—we pause, we check, and we ask for help.



Being a smart digital citizen means knowing your worth, protecting your image, and helping others stay safe too."

| 7.4 - Core Activity:

Truth Test Roleplay

Truth Test Roleplay, designed in the same structure and tone as 5.4, with Kerala-specific examples, hands-on classroom activities, teacher modeling, and printable add-ons.

Core Activities

1. Real vs. Fake Video Comparison
2. Verification Challenge & Roleplay

1. Truth Test: Real vs. Fake Video Comparison

Setup:

Prepare two short video clips:

- One real video of a local celebrity (e.g., giving a speech or attending an event)
- One deepfake-style clip (edited or simulated for classroom use) showing the same celebrity promoting a scam or saying something unusual

Activity:

Students work in pairs or small groups to:

- Watch both clips carefully
- Spot differences in voice, lighting, lip sync, or background
- Discuss which one feels suspicious and why
- Share how they would verify the video (e.g., check official page, ask a trusted adult, search news)

Teacher Tip:

Use the metaphor: "Online videos are like magic tricks—some are real, some are illusions. Let's learn to spot the difference."

2. Verification Roleplay Challenge

Setup:

Distribute "Truth Test Cards" with suspicious online scenarios.

Examples:

- "A video says your favorite actor is giving away money"
- "A message claims your school is closing tomorrow"
- "A celebrity says something shocking in a reel"
- "A friend forwards a video with no source"

Challenge:

Students roleplay how they would:

- React (surprised, confused, curious)
- Verify (check source, ask adult, search online)
- Respond to a friend who shared it
- Decide whether to share or report

Teacher Dialogue Model:

"Let's say you see a video of a local leader saying something strange. Before you believe it, ask: 'Is this from their real page?' 'Does it sound like them?' 'Can I check with someone?' That's how we protect ourselves and others."

Example:

Deepfake Scam in Kerala

Scenario:

"In Thrissur, a deepfake video showed a Malayalam actor promoting a fake investment scheme. Many people shared it before realizing it was edited. The actor later posted: 'This video is fake. Please don't fall for scams.'"

Discussion Prompts:

- Why did people believe the video?
- What clues showed it was fake?
- How can you help a friend who shares something fake?

Model Answer:

"Even if a video looks real, it might be edited. Look for

clues—does the voice match the face? Is it posted on their verified page? If it feels wrong, don't share it. Help your friends learn too."

Wrap-Up Reflection

Q1: "What's one thing you'll do before sharing a video online?"

Model Answer:

"I'll check if it's from a real source. If it feels strange, I'll ask a teacher or parent first."

Q2: "How can you help someone who shares a fake video by mistake?"

Model Answer:

"I'll be kind and say, 'Let's check this together.' I won't laugh or blame them. We all learn together."



Printable Add-ons (Optional)

- "Truth Test Detective" badge templates
- Real vs. Fake Video Comparison Chart
- "Pause, Check, Protect" classroom poster
- Truth Test Cards (scenario-based roleplay)
- Verification Checklist for student notebooks
- Chat Bubble Templates for video reaction skits

| 7.5 - Guided Discussion:

"Think First, Check Always"

Discussion Goals

- Help students understand why checking facts is more important than believing first
- Teach that online content can be edited, exaggerated, or fake—even if it looks real
- Encourage curiosity, critical thinking, and peer support

when something feels suspicious

- Reinforce that smart checking is a skill—and a powerful one

Use Neha & Adil's Story to Prompt Reflection

Neha and Adil were classmates who loved watching reels and sharing news. One day, Adil forwarded a video to Neha: "Look! Our school is giving ₹1,000 to every student!" Neha was excited but paused. She checked the school's official page—no such announcement. She asked her teacher, who said the video was fake. Adil felt embarrassed. Neha said, "It's okay! We all get tricked sometimes. Let's check together next time." They both agreed to verify before sharing.

Teacher Answer – Guided Reflection Using Neha's Story

Q1: "Why did Neha pause before believing the video?"

Teacher says:

"Neha used smart thinking. Even though the video looked exciting, she didn't rush. She checked the school's real page and asked her teacher. That's how we stay safe online—by checking before believing."

Q2: "How did Neha help Adil feel better?"

Teacher says:

"Neha didn't laugh or blame Adil. She said, 'Let's check together next time.' That's kindness and teamwork. We all make mistakes online—but we can learn and help each other."

Q3: "Why is checking facts more important than believing first?"

Teacher says:

"Online, anyone can post anything—even fake videos or messages. If we believe everything, we might get tricked or trick others. But if we pause and check, we protect ourselves and our friends. That's smart and responsible."

Example Discussion:

Viral Scam in Kerala

Scenario:

"In Kozhikode, a deepfake video showed a Malayalam actor promoting a fake giveaway. Many people shared it before realizing it was edited. The actor later posted: 'This video is fake. Please don't fall for scams.'"

Ask students:

"Why did people believe the video?"
"What could they have done before sharing?"
"How can you help a friend who shares something fake?"

Teacher says:

"Even adults get tricked by fake videos. That's why it's important to pause and check. If you're not sure, ask a teacher or parent. And if your friend shares something fake, help them learn—don't laugh or blame."

Group Role-Play Scenarios

Setup:

Divide students into small groups. Give each group a roleplay card:



- "You see a video saying your school is giving free phones"
- "Your friend forwards a shocking news clip"
- "You want to check if a celebrity message is real"
- "You help a friend who shared something fake"

Prompt students to act out:

How they feel
What they say
What smart action they take (pause, verify, ask for help, support a friend)

Teacher says:

"Let's practice being smart online. Just like we learn how to check our homework, we learn how to check facts before we believe or share."

Wrap-Up Chart:

"Smart Actions / Risky Reactions

"Smart Actions	Risky Reactions
"Check the official page"	"Forward it without checking"
"Ask a trusted adult"	"Believe it because it looks real"
"Pause and verify"	"Send money because the video said so"
"Help a friend spot the fake"	"Laugh at someone who got tricked"

| 7.6 - Wrap-Up

Key Takeaways

- Not everything online is true—even if it looks real or comes from someone you know
- Smart students pause, check, and ask before they trust or share
- Deepfakes, fake profiles, and edited messages can trick anyone—so thinking first is powerful
- You can be a digital safety hero by helping others verify and stay alert
- "Think before you trust" is not just a rule—it's a habit that protects you and your friends

Teacher Prompt

"Let's all say together:

Think before you trust.
Smart clicks, safe choices.
Your brain is your best filter—use it before you believe."

Optional Reflection Questions

"What's one thing you'll check before trusting online from now on?"

"Have you ever seen a message or video that turned out to be fake? What did you learn?"

"How can you help a friend who shares something suspicious?"

"Why is it okay to say, 'I'm not sure—let me check first'?"

Optional Extension Activity:

"Trust Test Wall"

Create a classroom "Trust Test Wall" where students write or draw:

- Examples of things they've seen online that looked real but weren't
- Smart questions to ask before trusting (e.g., "Is this from a real source?" "Can I check this?")
- Phrases like "Let's verify," "Pause before you share," or "Ask before you act"
- Stickers or emojis that represent smart thinking (e.g., magnifying glass, brain, shield)

Teacher says:



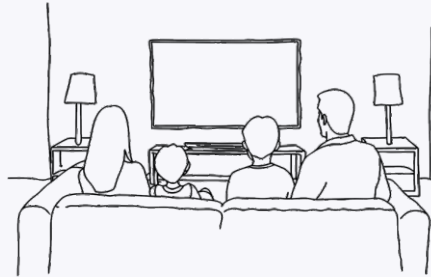
"Let's fill our wall with smart thinking. Just like we decorate our classroom with art, we decorate our minds with safe habits. Every time you pause and check, you're protecting yourself and others."

| 7.7 – Extension / Homework

Activity:

"News Check with Family"

Instructions for Students



- Choose one news story you saw online, in a video, or heard from a friend
- Talk to a parent, grandparent, or trusted adult about it
- Together, check if the story is true by:
 - Searching for it on a trusted news site
 - Looking for the date, source, and author
 - Comparing it with other news reports
- Asking: "Does this sound real?" or "Is this from a verified source?"
 - Write or draw what you found out—Was it true, false, or confusing?
 - At the bottom of your page, complete this sentence:
"Smart online habits mean I always check _____ before I trust."

Optional Classroom Extensions

Family Fact-Check Wall

- Create a bulletin board titled "We Checked the News!"
- Students post short summaries or drawings of the news they verified with family
- Include stickers or emojis for "True," "Fake," or "Still Not Sure"
- Encourage students to share how they felt doing the activity with their parents

Fact-Check Badge

- Award a small badge or sticker to students who complete the mission
- Badge text: "I Verified with My Family" or "Digital Detective"
- Option: Create a printable badge with a magnifying glass emoji and a shield icon

Classroom Reflection Circle

Invite students to share:

- What story they checked
- How they verified it
- What surprised them
- What they'll do next time they see something online

Teacher says:

"Checking facts with your family is like solving a mystery together. You become a digital detective—and that's how we stay safe and smart online."

Optional Reflection Prompts

- "What news story did you check with your family?"
- "Was it true, fake, or confusing?"
- "How did it feel to talk about it with your parents?"
- "What will you do next time you see a surprising video or message?"

| 7.8 – Pedagogical Approach

Strategy:

Experiential Learning – "Fact-Check in Action"

- Use real-life inspired scenarios where students actively practice verifying online content
- Encourage students to act out how they respond when they see a suspicious video or message
- One child plays the sender of a surprising or fake

message; another plays the responder who chooses to pause, check, and explain

- Props like "Truth Test Cards," emoji flashcards, or mock news headlines make it engaging and visual
- Reinforce that checking facts is not about fear—it's about smart choices and helping others

Example Classroom Line:

"Let's act it out—what would you say if someone forwarded a video saying your school is giving away free laptops tomorrow?"

Strategy:

Positive Framing – **"Smart Means Safe"**

Share short Kerala-based stories to spark curiosity and confidence

Example: "In Alappuzha, a student saw a video of a local celebrity promoting a giveaway. She checked the official page and found it was fake. She told her friends, and they avoided the scam."

- Ask students to reflect:
 - "How did the student stay safe?"
 - "What smart action helped others?"
 - "How can you be a digital detective in your group?"

Reinforce peer support:

- "Smart checking means protecting your friends, not just yourself."
- "You're not being rude—you're being responsible."

Example Classroom Line:

"Checking facts is like wearing a helmet online. It keeps you safe and helps others too."

Optional Classroom Tools

Truth Test Cards

- Cards with suspicious messages or headlines for roleplay
- Students decide: "Real or fake?" "What should I do?" "How do I respond kindly?"

Digital Detective Dice

Roll a dice with six smart actions:

- "Check the source"
- "Ask a trusted adult"
- "Search for other news"
- "Pause before sharing"
- "Help a friend verify"
- "Report suspicious content"

Smart Thinking Mirror

- Students write one time they paused and checked before trusting something online
- Reflect on how it helped them or someone else

| 7.9 - Assessment & Reinforcement

Topic:

Fact-Checking & Smart Online Habits

Focus:

Critical thinking, safe sharing, and responsible digital behavior

Quick Quiz (5 mins)

1. Why should you check facts before sharing something online?

Ans: Because not everything online is true—checking helps you stay safe and avoid spreading fake news.

2. What's one clue that a video might be fake or edited?

Ans: The voice doesn't match the lips, the message

sounds strange, or it's not posted on an official page.

3.If your friend shares a fake message by mistake, what should you do?

Ans: Be kind, help them check the facts, and explain why it might be fake.

4.What's a smart action to take before trusting a surprising message?

Ans: Pause, verify the source, and ask a trusted adult.

5.What does "Think before you trust" mean?

Ans: It means using your brain before believing or sharing something online.

Rewards & Reinforcement
Chippi the Squirrel Sticker

Awarded to students who complete the quiz and share one smart action they've taken online (e.g., "I checked a video before forwarding it" or "I asked my parent before trusting a message")

Certificate of Completion

For finishing Module 7: "Think Before You Trust"

Text suggestion:

"I am a Digital Detective. I pause, check, and protect myself and others online."

Classroom Badge Wall

Add a badge for Module 7—examples:

- "Digital Detective"
- "Smart Clicks Hero"
- "Fact-Check Champion"
- "I Verified Before I Shared"

Activity 7: "Safe or Sketchy?"

- Students play a gesture-based game to quickly identify safe vs. risky online behavior.
- Real-life inspired scenarios are read aloud or drawn

from slips.

- Students respond with hand signals and discuss why each behavior is safe or sketchy.
- Wrap-up includes student-created scenarios to reinforce learning and digital responsibility.

Activity 7 Working Plan:-

Theme:

Rapid recognition of safe vs. risky online behavior through gestures and discussion.

Learning Objectives

- Identify safe and unsafe digital behaviors
- Build quick-response awareness and critical thinking
- Encourage respectful discussion and peer learning
- Reinforce digital responsibility through student-created examples

Duration

30–40 minutes

Grouping

- Whole class or small groups (ideal for 10–30 students)

Materials Needed

- Printed scenario slips or flashcards
- "Safe" and "Sketchy" hand signal posters
- Optional: buzzer or bell for game-style rounds
- Whiteboard or chart paper for wrap-up reflections

Step-by-Step Implementation

1. Warm-Up & Signal Practice (5 mins)

- Introduce the two hand signals:
 - o Safe behavior
 - o Sketchy or risky behavior

- Practice with a few fun examples:
 - "Sharing a meme with a friend"
 - "Clicking a link from a stranger"

2. Scenario Game Rounds (15–20 mins)

- Read aloud or draw scenario slips one by one.
- Students respond instantly with the correct hand signal.
- After each round, ask:
 - "Why is this safe or sketchy?"
 - "What could someone do differently?"
- Sample scenarios:
 - "Sending your password to a friend"
 - "Ignoring a sad post from a classmate"
 - "Reporting a mean comment to a trusted adult"
 - "Joining a group chat with strangers"
 - "Using a nickname instead of your real name online"

3. Student-Created Scenarios (10 mins)

- Invite students to write or act out their own "Safe or Sketchy" examples.
- Encourage creativity and relevance to their digital lives.
- Use these for bonus rounds or future sessions.



4. Wrap-Up Reflection (5 mins)

- Ask:
 - "What surprised you today?"
 - "How can we help friends spot sketchy behavior online?"
- Create a "Safe Online Habits" poster together with key takeaways.

Extension Ideas

- Turn student scenarios into cartoon-style slides or printable flashcards
- Create a classroom "Sketchy Radar" wall with tips and reminders
- Use this format for parent workshops or community outreach
- Award "Digital Detective" badges for participation

Note

[illegible]

Getting Help and Taking Action

Theme

Be Brave, Be Safe – Speak Up, Get Support

Goal

Help students understand when and how to report online problems, and empower them to take safe, positive action when something feels wrong

| 8.1 Learning Objectives

By the end of this module, students will be able to:



- Recognize situations where reporting is necessary (e.g., bullying, threats, fake profiles, scams)
- Know how to report online problems safely—with help from trusted adults
- Understand that asking for help is brave, not shameful
- Learn simple, clear steps to take action when they or a friend feel unsafe online

Learning Objectives – Explained & Taught with Examples

Know When to Report – “If It Feels Wrong, Speak Up”

What to teach:

Reporting is for situations that feel scary, confusing, or wrong—like mean messages, fake videos, or someone asking for secrets.

How to teach it:

- Use the metaphor: “Reporting is like pressing the school bell when there's a problem—you're calling for help.”
- Show visuals: A cartoon of a child pressing a bell labeled “Report”
- Ask: “What kinds of online problems should we report?”

Examples:

- "Send me a photo or I'll tell everyone" = Report
- "You're so dumb" in a group chat = Report
- "Let's meet secretly" from a stranger = Report

Know Who to Tell**What to teach:****"Trusted Adults Are Your Safety Net"**

Students should know they can talk to parents, teachers, school counselors, or police outreach teams like Kid Glove.

How to teach it:

- Create a "Trusted Adult Circle" poster with student suggestions
- Role-play: "You're Arya. You saw a scary message. Who do you tell?"
- Reinforce: "You are not in trouble for asking for help."

Examples:

- "I told my teacher about a fake video" = Brave
- "I showed my parent a message that felt wrong" = Smart
- "I helped my friend report a bully" = Supportive

Know How to Report - "Simple Steps, Big Safety"**What to teach:**

Reporting can be done by blocking, saving evidence, and telling a trusted adult. In some cases, students can use school apps or helplines.

How to teach it:

Use a 3-step poster:

1. Pause and don't reply
2. Save the message or screenshot

3. Tell a trusted adult or report using the app
 - Practice using mock screenshots and roleplay

Examples:

- "Block and tell" = Safe
- "Ignore and hope it goes away" = Risky
- "Report with help" = Responsible

Teacher Answer - Responding to Online Problems

Q1: "Someone sends Arya a message saying 'Don't tell anyone. Send me a photo.' What should she do?"

Teacher says:

"Arya should stop chatting, block the person, and tell her parent or teacher. That message is a trick—and no real friend would ask for secrets. Asking for help is the smart and brave thing to do."

Q2: "Ravi sees a fake video of his school principal saying something strange. What should he do?"

Teacher says:

"Ravi should not share the video. He should check with a teacher or the school's real page. If it feels fake or confusing, it's okay to ask for help and report it."

Q3: "In a game chat, someone tells Arya, 'Let's meet secretly. Don't tell anyone.' What should Arya do?"

Teacher says:

"Arya should block the person and tell a trusted adult right away. That's stranger danger. Online friends are not always who they say they are. Arya is not in trouble—she's doing the right thing by speaking up. We always choose safety over secrecy."

| 8.2 Key Vocabulary

Getting Help & Taking Action

Term

Child-Friendly Definition

Helpline

A phone number or online service where you can talk to trusted adults when something feels wrong or scary online.

Evidence

Messages, screenshots, or videos that show what happened online—used to explain the problem when you ask for help.

Reporting

Telling a trusted adult, teacher, or app about something unsafe online—like bullying, scams, or fake profiles—so they can help fix it.

| 8.3 - Warm-Up / Discussion Prompt

Ask Students:

- "Who do you tell if your bicycle is stolen?"
- "Who do you tell if someone is mean to you online?"
- "Why is it important to speak up when something feels wrong online?"
- Use a metaphor:
"If your feelings were a mobile phone, who would you call when something goes wrong?"



Teacher Answer - Exploring Help-Seeking & Reporting

Q1: "Who do you tell if your bicycle is stolen?"

Teacher says:

"If your bicycle goes missing, you wouldn't just stay quiet—you'd tell your parents, your teacher, or even the police. You'd want someone to help you find it or stop the person who took it. Online problems are similar. If someone is mean, sends

scary messages, or shares your photo without asking, you don't have to handle it alone. You can tell a trusted adult, teacher, or use a helpline. Speaking up is the first step to staying safe."

Q2: "Who do you tell if someone is mean to you online?"

Teacher says:

"Being bullied or harassed online can feel lonely—but you're not alone. Just like you'd tell someone if you were hurt at school, you should tell someone if you're hurt online.

You can talk to your teacher, school counselor, or call a helpline. They won't blame you—they'll help you.

Reporting is not tattling—it's protecting yourself and others."

Q3: "Why is it important to speak up when something feels wrong online?"

Teacher says:



"Sometimes, children stay silent because they feel embarrassed or scared. But silence can make the problem worse.

If something feels wrong—like someone asking for your photo, threatening you, or pretending to be you—it's okay to speak up. You're not causing trouble—you're stopping trouble. And you're helping others stay safe too."

Metaphor: "If your feelings were a mobile phone, who would you call when something goes wrong?"

Teacher says (metaphor):

"Imagine your feelings are like a mobile phone. When

something goes wrong online, your feelings ring like an alarm. Who do you call?

You don't ignore the call—you answer it by talking to someone you trust. That could be your parents, teacher, or a helpline. Just like you wouldn't ignore a real emergency call, don't ignore your feelings. They're asking for help."

Model Teacher Dialogue



"Getting help online is not a weakness—it's a smart move. We all need support sometimes. If someone is scared, confused, or hurt online, we don't laugh or stay silent—we listen, we care, and we act.

Being a good digital citizen means knowing when to speak up, how to report, and how to support others who need help."

| 8.4 – Core Activity:

Reporting Race & Real-Life Help

Core Activities

1. Reporting Race: Spot the Button, Take Action

Setup:

Prepare printed or slide-based screenshots of popular apps (e.g., Instagram, YouTube, WhatsApp, gaming platforms). Each screenshot should include a visible or hidden "Report" button.

Instructions for Students:

- Work in pairs or small groups.
- Race to find the "Report" button in each screenshot.
- Circle or mark the button and explain what kind of issue you'd report there (e.g., bullying, fake account, scam link).
- Discuss: Why is it important to know where the report button is?

Teacher Tip:

Use the metaphor: "The report button is like a fire alarm—when something's wrong, pressing it helps others come to help."

2. Example: Reporting Cyberstalking via 1930**Setup:**

Introduce a local scenario:

"An older student keeps messaging a younger student online, even after being asked to stop. The messages feel scary and personal."

Discussion Prompts:

- What is cyberstalking?
- Why is it important to report it early?
- Who can help in Kerala?

**Model Answer:**

"If someone keeps messaging you again and again—even when you ask them to stop—that's cyberstalking. It's not your fault, and you don't have to stay silent.

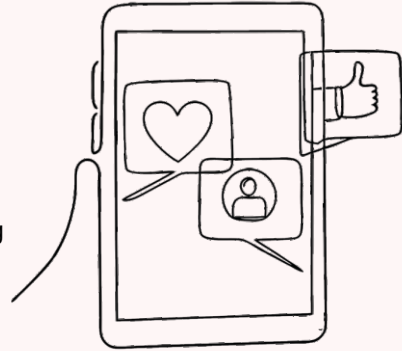
In Kerala, you can call 1930 to report cyberstalking. It's a helpline where trained officers listen and help. You can also talk to your teacher or parent first—they'll support you."

3. Roleplay: "I Need Help!" Reporting Practice

Setup:

Create short roleplay cards with situations like:

- "Someone shared my photo without asking."
- "I got a scary message from a stranger."
- "My friend is being bullied in a game chat."

**Instructions for Students:**

- Act out how to report the issue.
- Practice saying: "I need help," "This feels wrong," or "Can I talk to a trusted adult?"
- Use classroom props like a pretend phone or helpline poster.

Teacher Tip:**Model the dialogue:**

"Student: I got a message that made me feel scared.

Teacher: Thank you for telling me. Let's look at it together and decide what to do. You're not alone."

Wrap-Up Reflection

Q1: "What's one way you can report something unsafe online?"

Model Answer:

"I can press the report button, take a screenshot, and tell my teacher or call 1930."

Q2: "Why is it brave to ask for help?"

Model Answer:

"Because it means I care about my safety and others! Asking for help is smart—not weak."

Printable Add-ons (Optional)

- "Find the Report Button" Screenshot Set

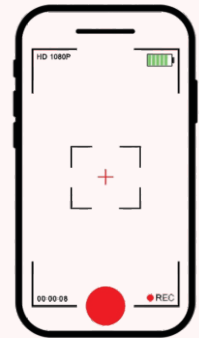
- Roleplay Cards: "I Need Help!" Scenarios
- 1930 Helpline Poster – "Speak Up, Stay Safe"
- "Reporting Is Brave" Badge Templates
- Classroom Wall Chart: "Who Can I Tell?" with Kerala-specific contacts

| 8.5 – Guided Discussion:

"Reporting Is Protecting, Not Tattling"

Discussion Goals

- Help students understand that reporting is a responsible action, not tattling
- Encourage empathy and support for peers who speak up
- Reinforce that reporting helps protect everyone—not just the person affected
- Build confidence in using helplines, trusted adults, and report buttons



Use Arya & Manu's Story to Prompt Reflection

Arya and Manu were classmates who chatted in a school group online. One day, Manu received repeated messages from someone pretending to be a student, asking personal questions and sending weird emojis. Manu felt uncomfortable but didn't want to "make a fuss." Arya noticed Manu was upset and said, "This isn't tattling—it's serious. Let's report it together." They talked to their teacher, who helped them call 1930 and block the account.

Teacher Answer – Guided Reflection Using Arya's Story

Q1: "Why was Manu afraid to report the messages?"

Teacher says:

"Sometimes children worry that reporting will make them look like a tattletale. But there's a big difference. Tattling is when you try to get someone in trouble for something

small. Reporting is when you ask for help because something feels wrong or unsafe. Manu wasn't being dramatic—he was protecting himself."

Q2: "How did Arya help Manu feel brave?"

Teacher says:

"Arya didn't laugh or ignore Manu's feelings. She listened and said, 'Let's report it together.' That's what good friends do. They support each other and take action. Arya showed that reporting is a smart and caring choice."

Q3: "Why is reporting important for everyone's safety?"

Teacher says:

"When we report something unsafe, we're not just helping ourselves—we're helping others too. If Manu hadn't spoken up, the fake account might have messaged other students. Reporting is like putting up a safety sign: it warns others and stops harm."

Example Discussion:

Reporting via 1930 in Kerala

Scenario:

"In Ernakulam, a student received repeated messages from a fake profile asking for photos. The student told their parent, who called 1930. The cyber cell took action and helped protect the student."

Ask Students:

- "Why is it brave to report something scary online?"
- "What can happen if we stay silent?"
- "Who can you talk to if something feels wrong?"

Teacher says:

"In Kerala, we have a helpline—1930. It's not just a number—it's a lifeline. You can call it if someone is stalking, threatening, or bothering you online. Reporting is not complaining—it's protecting your digital space."

Group Role-Play Scenarios

Setup:

Divide students into small groups. Give each group a roleplay card:

- "Someone keeps messaging you even after you say stop"
- "You see a fake account using your photo"
- "Your friend is scared but doesn't want to report"
- "You get a message asking for your phone number or photo"

Prompt Students to Act Out:

- How they feel
- What they say
- What safe action they take (report, block, tell a trusted adult, call 1930)



Teacher says:

"Let's practice being brave and kind. Reporting is not about blaming—it's about protecting. Just like we learn how to call for help in emergencies, we learn how to protect ourselves and others online."

Wrap-Up Chart:

"Reporting = Protecting"

Safe Actions

"Report scary messages"

"Call 1930 or tell a trusted adult"

"Support friends who speak up"

"Block and take screenshots"

Isky Choices

"Ignore and hope it stops"

"Stay silent because of fear or shame"

"Laugh at someone who reports"

"Reply to strangers or share info"

| 8.6 – Wrap-Up:

“Speaking Up Keeps You and Others Safe”

Key Takeaways

- Speaking up is a smart and caring action—it helps stop harm and protect others
- Reporting is not tattling—it's how we stay safe and help friends feel safe too
- Trusted adults, helplines, and report buttons are here to support you
- If something feels wrong online, don't wait—act fast and ask for help
- Your voice matters—when you speak up, you protect your digital space and your community

Teacher Prompt

“Let's all say together:

Speak up.
Stay safe.
If something feels wrong, tell a trusted adult.
Your safety—and your friend's safety—matters.”

Optional Reflection Questions

- “Have you ever helped a friend who felt unsafe online?”
- “What does 'speaking up' mean to you?”
- “Why is it brave to report something scary or confusing?”
- “Who are the trusted adults you can talk to in school or at home?”
- “How can your voice protect others online?”

Optional Extension Activity:

“Speak Up Signal Wall”

Create a classroom “Speak Up Signal Wall” where students write or draw:

- Phrases that remind them to speak up (e.g., “Report =

Protect," "I will tell a trusted adult")

- Names or drawings of trusted adults they can talk to
- Emoji signals for "stop," "report," "help," or "call 1930"
- Messages like "I will speak up," "I will help a friend," "I will block and tell," or "I am not alone"

Teacher says:



"Let's fill our wall with brave voices and safety signals. Just like we learn fire drills, we learn how to speak up online. Your feelings are your first alarm—listen to them, and act with courage."

| 8.7 – Extension / Homework

Activity:

"Safety Messenger Mission"

Instructions for Students

Tonight, become a Digital Safety Messenger at home. Your mission is to:

1. Talk to your family about how to get help if something goes wrong online.
2. Share two important resources with them:
 - o 1098 – The Childline helpline for children in India
 - o [cybercrime.gov.in](https://www.cybercrime.gov.in) – The official website to report cybercrime in India
3. Explain what each one is for:

o "1098 is a free number I can call anytime if I feel unsafe or need help."

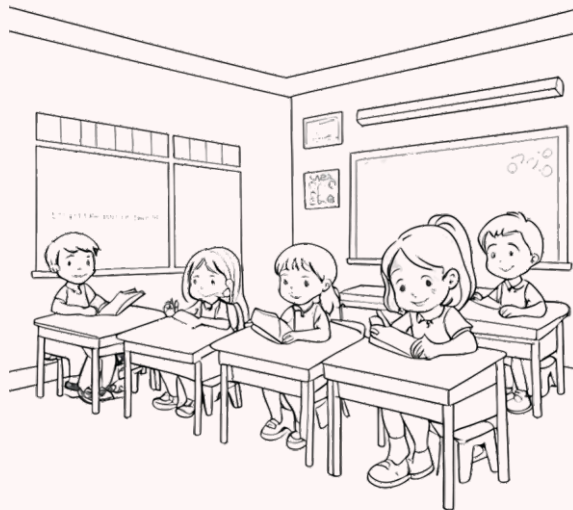
o "cybercrime.gov.in is where we can report online problems like scams, threats, or fake accounts."

4. Write down one thing your family learned or said after you shared this info.

5. Complete this sentence at the bottom of your page:
_"Speaking up means I care about _____."

Optional Classroom Extensions

"Help Chain" Wall



- Each student writes one way to get help online on a paper link
- Connect the links to form a classroom "Help Chain"
- Add icons like phones, shields, or speech bubbles to show support

"Safety Share Padlet"

- Create a class Padlet titled "I Shared Safety at Home"
- Students post what they told their family and how their family responded
- Encourage emojis, stickers, or short slogans like "Help is one call away" or "We know 1098!"

"Safety Messenger" Badge

- Award a badge or sticker to students who complete the mission
- Badge text: "Digital Safety Messenger" or "Help Hero"
- Option: Include a phone emoji and a speech bubble icon

Optional Reflection Prompts

- "How did your family react when you told them about 1098 and cybercrime.gov.in?"
- "Why is it important for families to know how to report online problems?"
- "What does it feel like to be the safety leader at home?"
- "How can you help younger siblings or cousins stay safe online?"
- "What would you do if someone in your family faced an online threat?"

| 8.8 – Pedagogical Approach

Strategy: Experiential Reporting Practice – "Speak Up in Action"

Strategy:

Roleplay – "Report It Right"

- Use relatable Kerala-based scenarios where students act out how to report unsafe or uncomfortable online situations
- One child plays the sender of a suspicious or harmful message; another plays the responder who chooses a safe action (e.g., block, report, tell a trusted adult, call 1930)
- Props like chat bubbles, alert icons, mock app screens, or helpline posters make it visual and engaging
- Encourage students to use tone, body language, and facial expressions to show how speaking up feels

Example Classroom Line:

"Let's act it out—what would you say if someone kept

messaging you late at night, even after you asked them to stop?"

Strategy:

Safety Reflection – “Feel, Speak, Act”

- Share short, local stories to spark reflection and build reporting confidence
- Example: “A student in Thrippunithura got a message from someone pretending to be a cousin, asking for their photo. What should they do?”
- Ask students to reflect:
 - “How would you feel?”
 - “What clues tell you this might be unsafe?”
 - “What’s the smart action to take?”
- Reinforce peer support and trusted adult guidance:
 - “Reporting is not tattling—it’s protecting yourself and others.”

**Example Classroom Line:**

“Online safety is like pressing a help button—you don’t wait until it’s too late. What’s your first step when something feels wrong?”

Optional Classroom Tools**Safety Signal Cards**

- Students pick a card showing a reporting action (e.g., “Block,” “Report,” “Tell an adult,” “Call 1930”)
- Use in roleplay or group discussions to reinforce safe choices

Reporting Dice

- Roll a dice with six online situations (e.g., “Fake profile,” “Scary message,” “Friend feels unsafe”)
- Students respond with a safe action and explain why it’s important

Digital Safety Mirror

- Students write one time they spoke up or helped someone report a problem
- Reflect on how it made them feel and how it protected others

| 8.9 - Assessment & Reinforcement

Topic:

Reporting Unsafe Online Behavior

Focus:

Recognizing risks, knowing how to report, and encouraging peer support

Quick Quiz (5 mins)



1. What's one reason to report a message or post online?

Ans: It feels unsafe, is from a stranger, or asks for personal information.

2. Who can you talk to if something online makes you uncomfortable?

Ans: A trusted adult, teacher, parent, or call 1930.

3. What does the "Report" button do on most apps?

Ans: It alerts the platform about unsafe or harmful content.

4. Why is reporting important, even if it's not happening to you?

Ans: It helps protect others and stops harmful behavior early.

5. What's one safe action you can take before reporting?

Ans: Block the sender / Take a screenshot / Don't reply / Tell a trusted adult.

Rewards & Reinforcement

Lumo the Rabbit Sticker

Awarded to students who complete the quiz and share one brave reporting action they've taken

Examples:

- "I told my teacher about a fake profile."
- "I helped my friend report a scary message."
- "I blocked someone who kept asking for my photo."

Certificate of Completion

For finishing Module 8: "Speak Up, Stay Safe"

Suggested Text

"I am a Brave Digital Reporter!"

Classroom Badge Wall

Add a badge for Module 8—examples:

- "Reporting Hero"
- "Lumo's Brave Choice Award"
- "Digital First Responder"
- "I Spoke Up for Safety"
- "Trusted Friend Badge"

Activity 8: "Who Can Help Me?"

- Students create a personalized "Help Map" to identify trusted adults, helplines, and safe actions they can take when facing online problems.
- Through brainstorming, role-play, and reflection, students build confidence in seeking help and supporting others.

- The activity ends with a creative twist—students decorate and display their maps as part of a classroom “Safety Wall.”

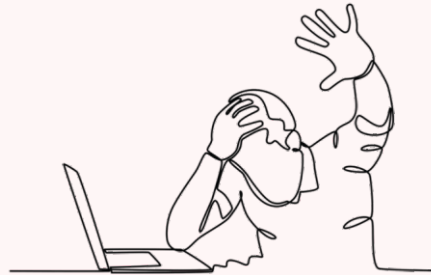
Activity 8 Working Plan

Theme:

Mapping trusted support systems and practicing help-seeking behavior

Learning Objectives

- Identify trusted adults, helplines, and safe actions for online problems



- Build confidence in asking for help
- Foster empathy and peer support
- Create a visual reminder of available support

Duration

35–45 minutes

Grouping

- Individual work for map creation
- Pairs or small groups for role-play
- Whole class for reflection and display

Materials Needed

- A4 sheets or printable Help Map templates

- Markers, crayons, stickers
- Sample helpline info (e.g., 1098, [cybercrime.gov.in](https://www.cybercrime.gov.in))
- Role-play prompt cards
- Chart paper or bulletin board for Safety Wall

Step-by-Step Implementation

1. Warm-Up Discussion (5–7 mins)

- Ask: “Who do you talk to when something feels wrong online?”
- Introduce the idea of a Help Map—a personal guide to trusted support.

2. Brainstorming & Map Creation (10–15 mins)

- Students list trusted adults (parents, teachers, counselors), helplines, and safe actions (report, block, screenshot).
- They draw or fill in their Help Map with:
 - Trusted adults
 - Helplines (e.g., 1098, [cybercrime.gov.in](https://www.cybercrime.gov.in))
 - Safe actions
- Encourage creativity: use colors, emojis, and symbols to personalize.

3. Role-Play Practice (10–12 mins)

- In pairs or small groups, students act out help-seeking scenarios:
 - “I saw something scary online...”
 - “Someone keeps messaging me and I don't like it...”
 - “My friend is upset after a mean comment...”
- Practice calm, confident ways to ask for help.

4. Reflection & Safety Wall Display (10 mins)

- Students share one thing they learned or one person they trust.

- Decorate and display Help Maps on a classroom Safety Wall.
- Reinforce: "Asking for help is brave and smart."

Extension Ideas

- Create a digital version of the Help Map for home use
- Add cartoon-style posters showing help-seeking steps
- Invite students to write anonymous "Support Notes" for classmates
- Award "Help Hero" badges for thoughtful participation

Note

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Note

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Being a Smart Digital Citizen

Theme

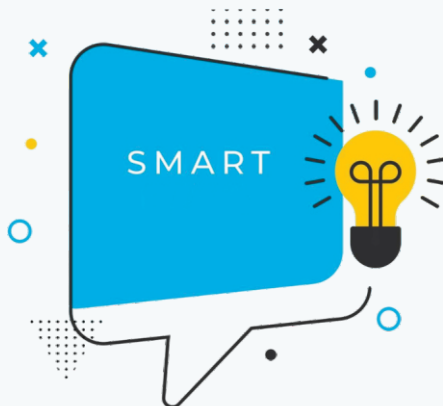
Be Responsible, Be Respectful – Live the SMART Way

Goal

Help students reflect on all modules, commit to SMART digital habits, and celebrate their role as responsible online citizens

| 9.1 Learning Objectives

By the end of this module, students will be able to:



- Recap key safety lessons from previous modules (privacy, alertness, reporting, kindness)
- Understand and commit to SMART digital citizenship rules
- Recognize that being safe online means being respectful, responsible, and ready to act
- Celebrate their growth and pledge to be a Digital Safety Defender

Learning Objectives – Explained & Taught with Examples

Recap Key Lessons – “What We've Learned, What We'll Keep Doing”

What to teach:

Students revisit core ideas: staying alert, protecting privacy, reporting problems, and being kind online.

How to teach it:

- Use a recap poster with icons from each module (e.g., Wiso the Owl, Lumo the Rabbit)
- Play a quick “Safety Match” game: match a situation to the right action
- Ask: “Which safety step helped you the most this year?”

Examples:

- “I blocked someone asking for my photo” = Alert
- “I helped my friend report a bully” = Brave
- “I turned off location sharing” = Smart

- "I said something kind in a group chat" = Respectful

Commit to SMART Rules – "My Digital Promise"

What to teach:

SMART stands for:

- Stay alert
- Make safe choices
- Ask for help
- Respect others
- Take action when needed

How to teach it:

- Create a SMART Pledge poster with student signatures
- Role-play: "You're Ravi. Someone shares a mean meme. What's the SMART response?"
- Reinforce: "Being smart online means thinking before clicking, sharing, or replying."

Examples:

- "I paused and asked for help" = SMART
- "I didn't forward a fake video" = SMART
- "I reported a stranger message" = SMART
- "I supported a friend online" = SMART

Teacher Answer – Modeling SMART Citizenship

Q1: "Arya sees a mean comment about her friend in a group chat. What should she do?"

Teacher says:

"Arya should not join in or forward it. She can support her friend and tell a trusted adult. Respect means standing up for others."

Q2: "Ravi gets a message saying 'Click here for a free phone.' What should he do?"

Teacher says:

"Ravi should stay alert, not click, and tell a parent or teacher. SMART choices protect you from scams."

Q3: "Arya wants to post a photo of her class online. What should she check first?"

Teacher says:

"She should ask permission, check privacy settings, and think about who might see it. Respect means protecting others' privacy too."

| 9.2 Key Vocabulary

Being a Smart Digital Citizen

Term

Child-Friendly Definition

SMART

Rules A set of five simple habits to stay safe and kind online: Stay alert, Make safe choices, Ask for help, Respect others, Take action when needed.

Digital Promise

A personal pledge to be a responsible digital citizen—someone who uses the internet safely, kindly, and bravely every day.

| 9.3 – Warm-Up / Discussion Prompt

Ask Students:



- "What's the most important online safety rule you learned this year?"
- "Which SMART habit helped you the most—Stay alert, Make safe choices, Ask for help, Respect others, or Take action?"
- "How can you help a friend be a smart digital citizen?"
- Use a metaphor: "If your online choices were a school uniform, how would you wear them with pride?"

Teacher Answer – Exploring SMART Citizenship

Q1: "What's the most important online safety rule you learned this year?"

Teacher says:

"Some students might say 'Don't share passwords,' others might say 'Tell a trusted adult.' Every answer shows how much you've grown.

Being a smart digital citizen means remembering these rules and using them every day—just like brushing your teeth or wearing your school ID."

Q2: "Which SMART habit helped you the most?"

Teacher says:

"SMART habits are like safety tools. Maybe you used 'Ask for help' when something felt wrong, or 'Respect others' when chatting online.

Each habit makes you stronger and kinder online. You're not just using the internet—you're leading by example."

Q3: "How can you help a friend be a smart digital citizen?"

Teacher says:



"You can remind them to block strangers, report mean messages, or check privacy settings.

Helping others stay safe is part of being a good digital citizen. It's like sharing your umbrella when it rains—you're protecting someone else too."

Metaphor: "If your online choices were a school uniform, how would you wear them with pride?"

Teacher says (metaphor):

"Imagine your online choices are like your school uniform. You wear it neatly, respectfully, and with pride. When you choose kindness, safety, and honesty online, it's like wearing your digital uniform well. Would you wear a torn shirt or scribbled badge? No! So don't post hurtful comments or share unsafe links. Your digital uniform shows who you are—smart, safe, and proud."

Model Teacher Dialogue

"Being a smart digital citizen isn't just about rules—it's about values.

We respect others, protect ourselves, and help our friends.

If someone is confused, scared, or unsure online, we don't ignore them—we support them.

Digital citizenship means choosing safety, kindness, and courage—every time we go online."

| 9.4 - Core Activity

Digital Safety Pledge & Recap Game

1. Digital Safety Pledge - "My Digital Safety Promise"

Setup:



Create a large classroom poster titled "My Digital Safety Promise" with space for student names or thumbprints.

Instructions for Students:

Reflect on one SMART habit they've practiced this year

Write or draw their promise (e.g., "I will stay alert online," "I will help my friends report unsafe messages")
Sign the poster or add a sticker/thumbprint to show commitment

Teacher Tip:

Use the metaphor: "Your promise is like a safety badge—it shows others you're ready to lead with kindness and courage online."

Optional Add-on:

Create individual pledge cards for students to take home and share with parents.

2. Recap Game – "SMART Safety Challenge"**Setup:**

Prepare a set of safety questions from Modules 1–8.
Divide students into teams.

Instructions for Students:

Teams take turns answering questions for points
Use visuals, props, or flashcards to make it interactive
Award bonus points for explaining why a safety action is smart

Sample Questions:

- "What should you do if someone asks for your password?"
- "What does the report button do?"
- "Why is it important to respect others online?"
- "Name one trusted adult you can talk to in Kerala."

Teacher Tip:

Celebrate every correct answer with a cheer or sticker.
Reinforce that every student is a digital safety leader.

3. Example – School Cyber Safety Club**Setup:**

Introduce the idea of forming a Cyber Safety Club in school.

Discussion Prompts:

What could the club do to help others stay safe online?
Who would you invite to join?
How can students lead safety campaigns or peer support?

Model Answer:

"In Kerala, some schools have Cyber Safety Clubs where students help others learn about online safety. They create posters, lead games, and even talk to younger students. You can be a leader too—your voice matters."

Wrap-Up Reflection



Q1: "Why is it important to make a digital safety promise?"

Model Answer:

"Because it reminds us to stay safe, help others, and use the internet wisely every day."

Q2: "How does teamwork help us stay safe online?"

Model Answer:

"When we share what we know, support each other, and speak up together, we make the internet safer for everyone."

Printable Add-ons (Optional)

- "My Digital Safety Promise" Poster Template
- SMART Safety Challenge Question Cards
- Kerala Cyber Safety Club Starter Kit

- Pledge Stickers: "I Am a Smart Digital Citizen"
- Classroom Wall Chart: "Our SMART Habits" with student contributions

| 9.5 – Guided Discussion:

"Smart Online Choices Help Everyone"

Discussion Goals

- Help students understand that smart online behavior protects friends, family, and the wider community
- Encourage peer leadership and kindness in digital spaces
- Reinforce that digital citizenship means thinking beyond yourself
- Celebrate everyday actions that make the internet safer for all

Use Arya, Manu & Neha's Story to Prompt Reflection

Arya, Manu, and Neha were part of their school's cyber safety club. One day, Neha saw a classmate sharing a fake giveaway link in a group chat. Manu said, "Ignore it—it's not your problem." But Arya replied, "If someone clicks that link, they could get scammed. Let's tell the teacher and help stop it." They reported the message together, and the teacher explained why fake offers are dangerous. Neha felt proud that her action protected others.

Teacher Answer – Guided Reflection Using Arya's Story

Q1: "Why did Arya want to report the fake link?"

Teacher says:

"Arya knew that even if she didn't click the link, someone else might. That's what smart digital citizens do—they think about others' safety too. Reporting isn't just about protecting yourself—it's about protecting your whole class."

Q2: "Why did Manu think it wasn't his problem?"

Teacher says:

"Sometimes we think, 'If it doesn't hurt me, I don't need to act.' But online safety is shared. Just like we help clean up litter in our school, we help clean up unsafe messages online. It's everyone's responsibility."

Q3: "How did Neha's action help the community?"

Teacher says:

"Neha's choice stopped others from falling into a scam. She showed leadership, kindness, and courage. That's what being a smart digital citizen looks like."

Example Discussion:

Kerala Cyber Safety Club Action

Scenario:

"In Thrissur, a school cyber safety club noticed students sharing scary videos in a group. They talked to their teacher and created posters about safe sharing. They even invited a Kid Glove officer to speak."

Ask Students:

"How can your smart choices help your friends?"
"What happens when we ignore unsafe behavior online?"
"What can your class do to make the internet safer?"

Teacher says:

"In Kerala, we have real students leading change. You don't need to be an expert—you just need to care. Every smart choice you make helps someone else feel safer."

Group Role-Play Scenarios

Setup:

Divide students into small groups. Give each group a roleplay card:

- "Your friend shares a risky link in a group chat"
- "Someone posts a mean comment about another student"
- "You see a fake account using your school's name"

- "Your sibling is scared after getting a strange message"

Prompt Students to Act Out:

How they feel

What they say to help

What safe action they take (report, block, support, tell a trusted adult)

Teacher says:

"Let's practice being leaders. Smart choices aren't just about rules—they're about care. When we act kindly and bravely online, we build a safer digital world for everyone."

Wrap-Up Chart:

"Smart Choices = Safe Community"

Smart Actions	Risky Choices
"Report scams or fake links"	"Ignore unsafe messages"
"Support friends who feel scared online"	"Laugh or stay silent when someone's hurt"
"Help others learn safety rules"	"Say 'It's not my problem'"
"Think before sharing anything"	"Forward without checking"

| 9.6 - Wrap-Up:

"Safe, Kind, and Smart – That's You!"

Key Takeaways

- Being a smart digital citizen means making choices that protect yourself and others
- SMART habits—Stay alert, Make safe choices, Ask for help, Respect others, Take action—build a safer online world
- Kindness, courage, and responsibility online help your friends, family, and school community
- You are not alone—trusted adults, helplines, and safety

tools are always there to support you

- Your digital promise matters—every smart choice you make helps someone else feel safe

Teacher Prompt

"Let's all say together:

Safe.

Kind.

Smart.

That's me. That's you. That's how we protect our digital world."

Optional Reflection Questions

- "What does being a smart digital citizen mean to you?"
- "Which SMART habit do you use most often?"
- "How have you helped someone stay safe online?"
- "Why is kindness important in digital spaces?"
- "What's one promise you'll keep every time you go online?"

Optional Extension Activity:



"SMART Citizen Wall"

Create a classroom wall display where students write or draw:

- Their favorite SMART habit (e.g., "I always ask for help when something feels wrong")
- One action they've taken to help a friend or protect themselves online
- Digital badges or icons representing their growth (e.g.,

"Privacy Protector," "Kind Commenter," "Reporting Hero")

- Messages like "I choose kindness," "I protect my friends," "I think before I click," "I am a SMART citizen"

Teacher says:

"Let's fill our wall with proud promises and smart choices. Just like we learn how to be safe in real life, we learn how to be safe online. You've grown into digital leaders—your choices matter, your voice matters, and your kindness makes a difference."

| 9.7 – Extension / Homework

Activity:

"SMART Safety Leader Mission"

Instructions for Students

Tonight, become a SMART Safety Leader at home. Your mission is to:

1. Teach one safety tip to a younger sibling, cousin, or friend

Example:

"Never share your password—even with someone who says they're your friend online."

2. Explain the SMART rules

Say: "SMART means Stay alert, Make safe choices, Ask for help, Respect others, and Take action."

3. Share one trusted resource

- 1098 – The Childline helpline for children in India
- 1930 – The cybercrime helpline for reporting

online threats in Kerala

- cybercrime.gov.in – The official website to report cybercrime in India

4. Ask your sibling or friend:

- "What would you do if someone sent you a scary message?"
- "Who would you talk to if something felt wrong online?"

5. Write down one thing they learned or said after your talk

6. Complete this sentence at the bottom of your page:
_“Being smart online means I care about _____.”

Optional Classroom Extensions

“SMART Chain” Wall

- Each student writes one SMART action they taught at home on a paper link
- Connect the links to form a classroom “SMART Chain”
- Decorate with icons like shields, hearts, or speech bubbles

“Safety Share Padlet”

- Create a class Padlet titled “I Taught Safety at Home”
- Students post what they shared and how their sibling or friend responded
- Encourage emojis, stickers, or slogans like “We know 1930!” or “SMART = Safe!”

“SMART Leader” Badge



- Award a badge or sticker to students who complete the mission
- Badge text: “SMART Safety Leader” or “Digital Role Model”
- Include icons like a superhero cape, a phone, or a Kerala map

Optional Reflection Prompts

- “How did your sibling or friend react when you taught them a safety tip?”

- "Why is it important to share SMART rules with others?"
- "What does it feel like to be a digital role model at home?"
- "How can you help your family stay safe online?"
- "What would you do if someone in your family faced an online scam or threat?"

| 9.8 – Pedagogical Approach

Strategy:

Experiential Recap & Peer Teaching – "Learn It, Teach It, Live It"

Strategy:

Peer Teaching – "Be the SMART Guide"

- Students work in pairs or small groups to teach one SMART rule to their peers
- Each group chooses a rule (Stay alert, Make safe choices, Ask for help, Respect others, Take action) and prepares a short skit, poster, or explanation
- Use Kerala-based examples to make it relatable (e.g., "What would you do if someone shared a fake giveaway link in your class group?")
- Encourage expressive delivery—tone, gestures, and visuals to show confidence and care

Example Classroom Line:

"Let's teach each other—what does 'Respect others online' look like in our school WhatsApp group?"

Strategy:

SMART Reflection – "I Did It, I'll Share It"

- Students reflect on one SMART action they've taken this year
- Share stories in pairs or small groups:
 - "I blocked a stranger who asked for my photo"
 - "I helped my cousin report a scary message"
 - "I told my teacher about a fake video"

- Reinforce that sharing stories builds community safety and confidence

Example Classroom Line:

"Your story might help someone else be brave. Let's share one smart choice we made online."

Optional Classroom Tools**SMART Rule Cards**

- Each card shows one SMART habit with a Kerala-specific example
- Use in peer teaching or recap games to reinforce understanding

SMART Dice

- Roll a dice with six digital situations (e.g., "Friend shares a risky link," "Stranger asks for photo," "Mean comment in group chat")
- Students respond with the SMART habit that fits best and explain why

Digital Citizenship Mirror

- Students write one way they've helped someone stay safe online
- Reflect on how it felt and how it made a difference

| 9.9 – Assessment & Reinforcement**Topic:**

SMART Digital Citizenship

Focus:

Recapping key safety lessons, committing to SMART habits, and celebrating responsible online behavior

Final Quiz (5 mins)**1. What does the "S" in SMART stand for?**

Ans: Stay alert

2. Why is it important to respect others online?

Ans: Because kindness helps everyone feel safe and

welcome

3. What should you do if someone shares a fake giveaway link?

Ans: Don't click it, report it, and tell a trusted adult

4. Who can you talk to if you or a friend feels unsafe online?

Ans: A parent, teacher, school counselor, or call 1930

5. What's one way to take action when something feels wrong online?

Ans: Block the sender / Save evidence / Report using the app / Ask for help

Rewards & Reinforcement

Cyber Safety Star Certificate

Awarded to students who complete the final quiz and demonstrate SMART digital citizenship

Suggested Text:

"I am a Cyber Safety Star – Safe, Kind, and Smart Online!"

Classroom Badge Wall

Add a badge for Module 9—examples:

- "SMART Citizen"
- "Digital Safety Star"
- "Kindness Leader"
- "Cyber Safety Role Model"
- "Community Protector"

Optional Sticker:

Lumo's Legacy

A special sticker for students who taught a safety tip to someone else

Examples:

- "I taught my sibling about 1930"
- "I helped my cousin block a stranger"

- "I shared SMART rules with my friend"

Activity 9: "SMART Squad Challenge"

- Students work in teams to solve online dilemmas using the SMART rules: Share with care, Mind fake info, Always protect your secrets, Respect others, and Tell someone when in doubt.
- Through storytelling, teamwork, and role-play, students apply each SMART rule to help a character named Anya make safe choices online.
- The activity ends with a creative twist—each team designs a mini-poster or comic strip showing their SMART advice, which is displayed on a classroom "Digital Hero Wall."

Activity 9 Working Plan:-

Theme:

Applying digital safety rules through teamwork, storytelling, and creative problem-solving.

Learning Objectives

- Apply the SMART rules to real-life online situations
- Strengthen critical thinking and teamwork
- Build confidence in making safe digital choices
- Celebrate digital citizenship through creative expression

Duration

40–50 minutes

Grouping

- 5 teams, each assigned one SMART rule:

- **S** – Share with care
- **M** – Mind fake info
- **A** – Always protect your secrets
- **R** – Respect others
- **T** – Tell someone when in doubt

Materials Needed

- Printed SMART rule cards (one per team)
- Story prompt: "Anya's SMART Choice" (read aloud or printed)
- Scenario cards with online dilemmas
- Chart paper, crayons, markers, stickers
- Comic strip templates (optional)
- "Digital Hero Wall" space for display
- Certificates or badges for participation (optional)

Step-by-Step Implementation

1. Introduction & Story Time (5-7 mins)

- Briefly review the SMART rules with the class
- Read aloud the story: "Anya's SMART Choice"
- Ask: "What should Anya do?" to spark discussion

2. Team Formation & Rule Assignment (5 mins)

- Divide students into 5 teams
- Assign each team one SMART rule and give them a rule card
- Explain: "Your team helps Anya make SMART choices using your rule!"

3. Scenario Challenge & Role-Play (15-20 mins)

- Each team receives 2-3 short online dilemmas (including Anya's)
- Teams discuss:
 - What's the problem?
 - What SMART action should be taken?
 - How does their rule help?
- Teams act out one scenario using role-play
- Encourage respectful listening and creative solutions

4. Creative Poster/Comic Strip Creation (10-12 mins)

- Each team designs a mini-poster or comic strip showing

their SMART advice

- Include characters, speech bubbles, and visuals that reflect their rule
- Use art supplies to decorate and personalize

5. Presentation & Display (5-7 mins)

- Teams present their posters/comics to the class
- Display all creations on the Digital Hero Wall
- Reinforce: "You're all SMART digital citizens—safe, kind, and ready for anything online!"

Optional Extensions

- Create a SMART Squad Charter signed by all students
- Turn Anya's story into a short skit or puppet show
- Add a quiz or game to review SMART rules
- Invite students to write "Digital Kindness Notes" to classmates

Note

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.



CYBER DIVISION

Kerala Police Headquarters
Thiruvananthapuram