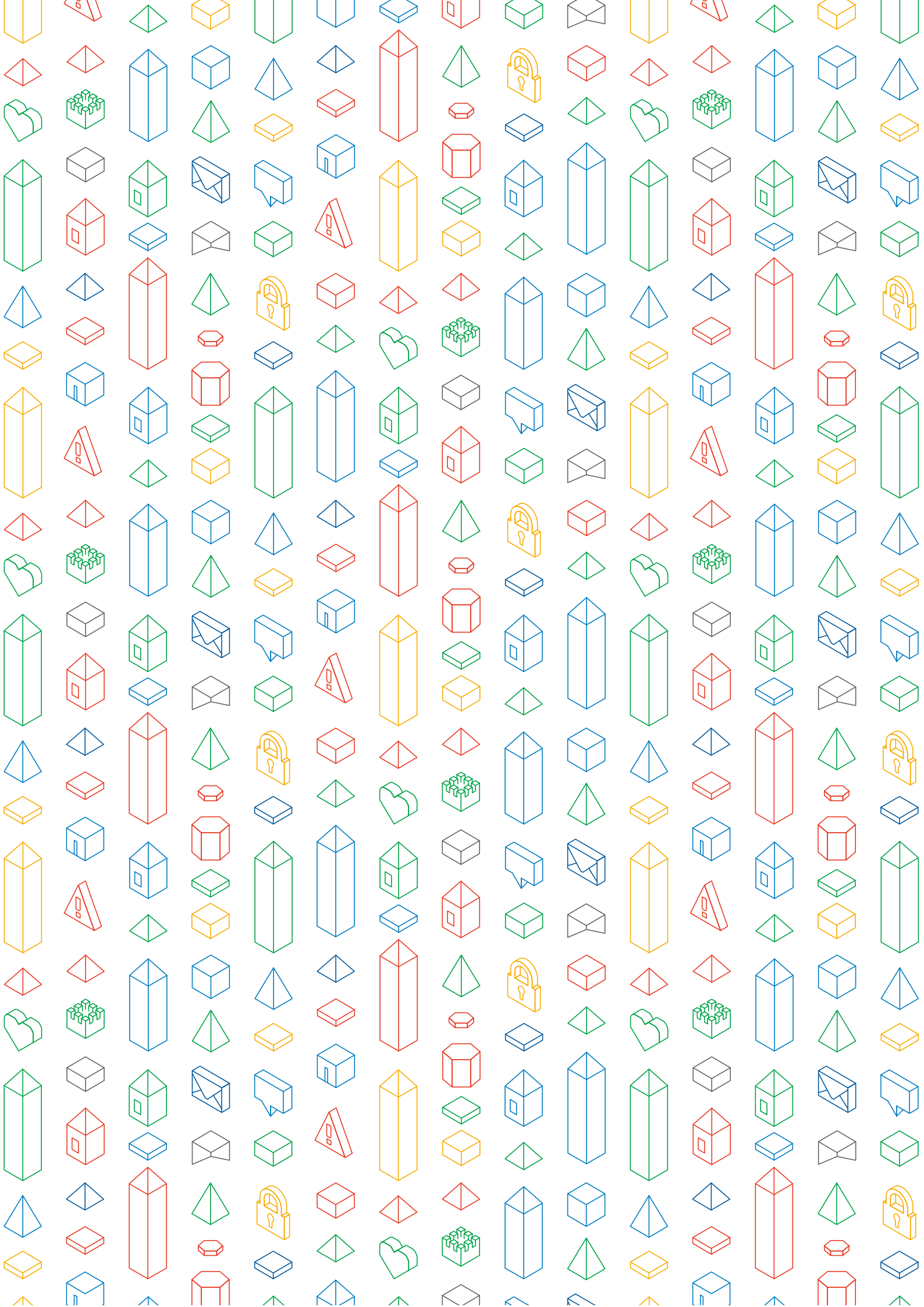




Smart  
Alert  
Strong  
Kind  
Brave

**Be  
Internet  
Awesome.**

Curriculum for teachers and educators  
of students aged 6-9



# Be Internet Awesome curriculum for teachers and educators, as well as additional resources for children and their parents.

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Welcome to the Be Internet Awesome Land. This curriculum and additional resources have been developed in order to support teachers and educators in teaching about safe and responsible use of the Internet. Activities have been designed for students aged 6-9, but they can be valuable for those who work with older students too.

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## Poster and stickers

In the curriculum pocket you will find a poster with the Be Internet Awesome values, where students can stamp their hands. It is supposed to help in making a group arrangement. Hang the poster out in your classroom, so that the values are visible for everybody every day. You will also find in the pocket some stickers with Be Internet Awesome badges. There should be enough of them for every student to get a full set of the badges.

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## Be Internet Awesome Certificate

At the end of the curriculum you will find a certificate that you can copy and give each student after completing the program. Every student may receive a certificate with their name on it.

More resources and tips can be found on  
[www.asyinternetu.szkolazklasa.org.pl](http://www.asyinternetu.szkolazklasa.org.pl)  
[g.co/BeInternetAwesome](http://g.co/BeInternetAwesome)



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Be Internet Awesome curriculum for teachers and parents and additional materials for children and parents/guardians (posters, stickers).

**School with Class Foundation**

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<https://asyinternetu.szkolazklasa.org.pl/>

The publication is available under the CC-BY-SA 4.0 license

Warsaw, 2021

The publication was developed by the School with Class Foundation as part of the Be Internet Awesome program created and developed in cooperation between Google and the School with Class Foundation.

When should young people start using the internet and digital technologies? Should kindergartens and schools (especially lower elementary grades) be free from digital technologies? The pandemic has made it clear that in some cases, regardless of our personal opinion, digital technologies are the only solution – the principal tool for learning, interacting, and building relationships with peers and teachers. And as adults, we need to be able to wisely introduce children to the digital world.

An analogy related to “inquiry-based learning”, employed in the education of future scientists, could be useful here. The method assumes that students are never immediately “ready for discovery” (i.e., independently conducting scientific experiments – or in our case, the independent use of the internet). The process of taking responsibility needs to happen gradually. It is, however, fundamental to give children responsibility whenever possible, in order to prepare them for making informed choices in the future. In this process, besides the students’ willingness to take responsibility, the teacher’s readiness for the children’s independent discoveries also plays an important role – i.e., whether they are able to direct the kids to where they need to get, and step aside at the right moment. In order to become smart and responsible internet users, children (especially lower elementary grade students) will need this kind of support.

And so, in this publication, we present some tried and tested ideas on how to introduce students to the digital world and teach them to be smart, alert, strong, kind, and brave – both online and offline – as well as how to build good relationships based on mutual respect and trust, open conversations and honest relationships with students.

We hope that this textbook will inspire you to teach children how to navigate the online world!

*Team of School with Class Foundation*

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# Introduction

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Welcome to the digital citizenship and online safety program created and developed in collaboration between Google and the School with Class Foundation in Poland.

This handbook has been created by the School with Class Foundation for lower elementary grade education.

The curriculum is part of Be Internet Awesome, a multifaceted program designed to foster the skills needed to navigate the digital parts of their lives safely and thoughtfully. Be Internet Awesome program provides teachers and educators with tools and methods to help children learn about the basics of functioning online. The lesson plans focus on how to become safe and alert citizens of the digital world. They are not only full of interesting activities, fun exercises, suggestions, and tips, but also enhanced with elements of gamification thanks to Interland ([g.co/Interland](http://g.co/Interland)), an adventure-packed online game that makes learning about digital safety and citizenship interactive and fun – just like the Internet itself.

The Be Internet Awesome program focuses on five core values related to online safety and citizenship:

- smart
- alert
- strong
- kind
- brave

The lesson plans have been prepared for grades 0-3 of elementary school and are consistent with the current core curriculum. At the same time, they complement the previously published Be Internet Awesome handbook for grades 4-8. We encourage you to experiment and explore what works best with a specific group of children – you may want to go through the entire program from beginning to end, or maybe dive into one or two lessons that will seem the most interesting or important to you.

The International Society for Technology in Education (ISTE) recognized the digital safety and citizenship program as a resource that prepares students to meet the 2016 ISTE Standards for Students and has awarded Be Internet Awesome with the Seal of Alignment for Readiness.

Please see the Be Internet Awesome website:

[www.asyinternetu.szkolazklasa.org.pl/g.co/BeInternetAwesome](http://www.asyinternetu.szkolazklasa.org.pl/g.co/BeInternetAwesome)

# Core curriculum

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This curriculum corresponds with the Polish core curriculum of general education for elementary school at early school education stages implemented in the form of integrated education. It contains content that meets educational standards in the field of IT, Polish studies, mathematical, technical, musical, and artistic education.

It is worth noting that the handbook addresses the following areas of IT education included in the core curriculum:

- developing social competences through cooperation with students, exchange of ideas and experiences of using technology;
- following relevant laws and safety rules in using technology, distinguishing desirable and undesirable behaviors of other users (including students), especially online, and complying with rules regarding using other people's work in the context of online safety.

The implementation of the above provisions complements the IT curriculum that covers the use of computers, other digital devices and the Internet.

In addition, it shapes the competences contained in the Catalog of media, information and digital competences in the following categories:

- ethics and values in communication and media,
- safety in communication and media,
- digital skills,
- digital safety,
- use of information,
- online relationships,
- media language.

Be Internet Awesome and Interland are just two available resources that families, teachers and educators can use to teach students how to use the internet. You can find further lesson materials and useful tools here:

[www.asyinternetu.szkolazklasa.org.pl/](http://www.asyinternetu.szkolazklasa.org.pl/).

# Frequently asked questions

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## **Is it necessary to complete all the lessons before having students play Interland?**

No, but we recommend completing the lessons before playing Interland. The game works best when it reinforces what's learned with the curriculum, and it's more fun when students have had a chance to engage with discussions and brainstorming prior to the game play experience.

## **Do students need a Google Account to participate in the program?**

No! Be Internet Awesome is available to anyone who visits the site. There is no need for logins, passwords or emails.

## **What devices are compatible with Interland?**

Interland works on any device that has an Internet connection and a web browser – almost any desktop or laptop computer, tablet or smartphone can be used to play.

## **Where can I find more information?**

- The home page of the Be Internet Awesome program is:

[www.asyinternetu.szkolazklasa.org.pl/](https://www.asyinternetu.szkolazklasa.org.pl/)

- The Interland game can be found here:

[g.co/Interland](https://g.co/Interland)

## **Do I need special training or to be a special kind of teacher to teach this curriculum?**

Any teacher can lead this program. No additional training is needed, although we also offer free training support as part of Be Internet Awesome program.

## **What grade level is Be Internet Awesome best suited for?**

Be Internet Awesome program supports students and teachers working in elementary schools. The program, game, and resources are designed for students in grades 0-8, or 5-15 years old, but with the right modifications, you can also use this content to work at any grade level.

This curriculum has been developed with early childhood education in mind. At the site of the <https://asyinternetu.szkolazklasa.org.pl/> program there are other educational aids, for example a textbook for teachers of grades 4-8, as well as resources for parents.

## **How do children learn from the game?**

The game reinforces curriculum concepts by allowing them the freedom to explore healthy digital practices through play and understand digital interactions (and their consequences) in a safe, educational space.

**Is the Be Internet Awesome program compatible with the core curriculum?**

Yes, absolutely. Be Internet Awesome aligns with the Polish core curriculum of general education for elementary school – it contains teaching content that meets the specific requirements of Polish, social, technical, IT and ethics education.

**Do I need to be an expert in the field of digital safety to use this program?**

No! We have designed the program with all teachers in mind. What's more, if you want to expand your knowledge of digital citizenship and online safety, you can take our free online courses: the Be Internet Awesome and the Online Safety and Citizenship Course, which you will find at: [www.kursy.szkolazklasa.org.pl/](http://www.kursy.szkolazklasa.org.pl/).

**Can my students save their work/progress in Interland?**

In the current version, this is not possible and is unlikely to change. Be Internet Awesome does not create or store any data that can be associated with a specific person – including savefiles. This is because we wanted the course to be accessible to everyone, with no need for accounts, logins, or passwords.

**That's great, but many of my students are proud they finished the game and of what they learned.**

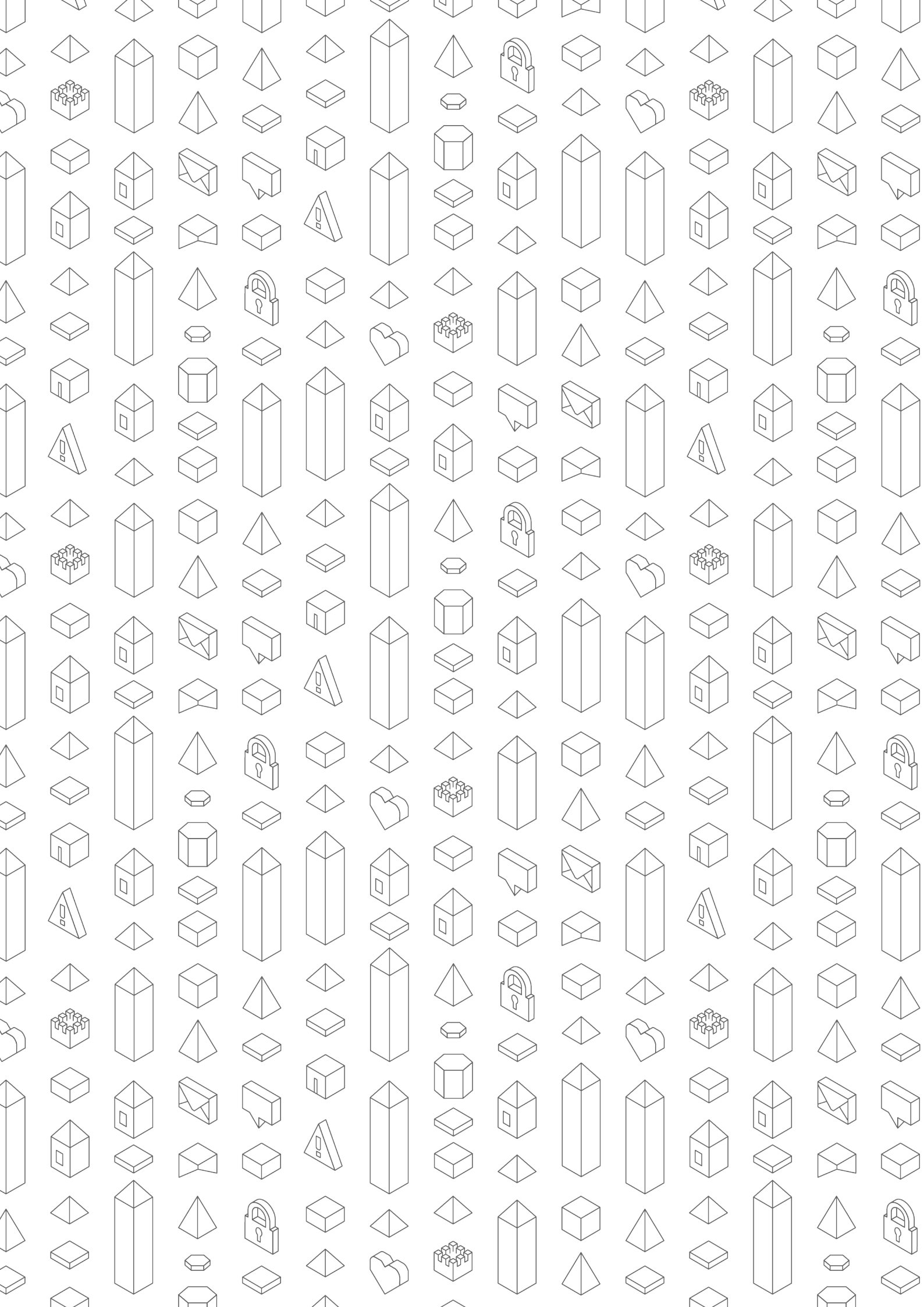
That is why we have prepared a certificate template, which you'll find at the end of this publication. You can enter a student's name and create a printable, personalized certificate of course completion for your students.

**Where can I find other resources for educators?**

All materials can be found on our resources page at:  
[www.asyinternetu.szkolazklasa.org.pl](http://www.asyinternetu.szkolazklasa.org.pl).

**Is there an online community of Be Internet Awesome users to share ideas or get help?**

Yes! The School with Class Foundation brings together active teachers who want to teach better and more interestingly and to be up to date with the latest educational trends. We often share ideas, discuss and support. To find out more about Be Internet Awesome and other programs, visit us at [asyinternetu.szkolazklasa.org.pl](http://asyinternetu.szkolazklasa.org.pl) or join the Be Internet Awesome Facebook group: ([www.facebook.com/groups/asyinternetu](https://www.facebook.com/groups/asyinternetu)).



# Educator's Guide

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In early childhood education, working closely with parents/guardians is crucial. This is particularly important in matters related to digital education. That is why, besides lesson plans, this curriculum contains materials that will help involve parents and guardians in activities aimed at raising safe, smart digital citizens. Below you will find a template of an email or letter that you can customize and use to explain to parents/guardians how the Be Internet Awesome program and the new tools can help children learn to make good decisions about online safety and behavior. Below, you'll find some ideas on how to lead a meeting with parents in order to encourage them to join your Be Internet Awesome activities.

# Template for an Email/Letter to Parents



Dear Parents,

When you place your children in the care of a kindergarten or school, you place in our hands the responsibility for their safety and well-being. This applies to both the real and digital worlds.

At [school name], we believe in partnership, learning to think independently, and preparing students to:

- **Think critically** and be able to assess the credibility of online content.
- **Protect themselves** from online threats such as bullying and scams.
- **Get smart about sharing:** what, when, how, and with whom.
- **Be kind and respectful** toward other people online, including respecting their privacy.
- **Ask for help** with tricky situations from a parent or other trusted adult.

This year, these efforts will include Be Internet Awesome, a multifaceted program designed to teach kids the skills they need to be safe and smart online. Developed by Google in partnership with educators, researchers, and online-safety experts at The Net Safety Collaborative and iKeepSafe.org, Be Internet Awesome provides fun, age-appropriate learning experiences built around five foundational lessons:

- **Smart: Share with Care**
- **Alert: Don't Fall for Fake**
- **Strong: Secure Your Secrets**
- **Kind: It's Cool to Be Kind**
- **Brave: When in Doubt, Talk It Out**

We will work to develop these skills, but we also encourage you to practice them with children at home. You can use one part of the program – Interland, an online game that makes learning interactive and fun.

The smart and safe use of technology can enable students to drive their own learning and help our school function better. We believe that this program will mark an important step toward our goal of ensuring that all students at [school name] are learning, exploring, and staying safe online, both inside and outside the school walls.

Please contact me if you have any questions about this program. I will be happy to share more information on the resources that your children will use in class. I also invite you to access resources for families available at [www.asyinternetu.szkolazklasa.org.pl](http://www.asyinternetu.szkolazklasa.org.pl). I encourage you to ask your child about what they're learning at school and to continue the conversation at home – who knows, maybe you will also learn something new! ☺

Sincerely,  
[Your signature]

## Educator's Guide: Resource 2

# Meeting the Parents – Activity

---

The following activity can be an introduction to a conversation with parents/guardians about the need for digital education in early education

**1.** Ask parents to make a list of websites their children visit online. If the answers are vague (e.g., “They watch videos”), ask for clarification and the exact names of the websites, applications, and games. Write them down on a board for everyone to see. It may well be that not everyone is familiar with the listed activities – if that’s the case, ask the parents to say a few words about them. At the end, you can quote a few facts from research on children’s internet use (Resource 3).

**2.** Ask the parents to split into smaller groups and hand out printed lists of needs (Appendix 1). Ask each group to select 5 activities from the board and – using the list of needs – answer the following question: “What needs does my child meet by doing these activities?”.

Ask the participants to rate whether these activities/apps/websites are good for meeting those needs on a scale of 1 to 6 (where 1 means “not good” and 6 “ideal”). As an aid in completing the exercise, you can hand out the template (Appendix 2).

**3.** After completing the exercise, discuss the conclusions together:

- a. Ask about the activities that got the most points. Let the parents argue their choice. Note that the internet can be great for meeting certain needs, e.g., learning, information, or communicating/interacting with others.
- b. Ask about the activities that got the least points. Note that the important needs behind these activities will not disappear if children are forbidden to fulfill them online. The best way is to show children other ways they can meet these needs.
- c. It is possible that all activities will get very few points. This is a sign that the parents believe the internet is not a good space for their children. Talk about why that might be. Note that the best way to reduce concerns about this medium is... to explore it together with the kids. Encourage parents to spend at least one hour online with their child in the coming week. The child should then tell the parents what is it that they like to do online and why it is important to them. Suggest activities from the Be Internet Awesome handbook, “Online Safety Training for the Whole Family”, available at <https://asyinternetu.szkolazklasa.org.pl/>
- d. Look at the needs that accompanied the activities with the least number of points and think about how you can support children in meeting these needs. Encourage parents to list activities they can do as a family. Then move on to other activities that can benefit the entire classroom community (together with the teacher or with other families), e.g.

- need for contact and companionship – a cycling trip;
- need to be seen and cooperation – putting on a school play together with parents;
- need for freedom (one of the most important needs that children meet online) – more time for independent play instead of extracurricular activities, a trip to a forest with other children;
- need to be appreciated – weekly conversations, during which each household member speaks about what they appreciate in others; playing “the silent friend” – doing nice things for others;
- need to express oneself – presenting their hobbies at school, an evening with the parents, during which the child is supposed to teach the parent something new.

Encourage parents to choose some of these activities and do them together with the children.

# LIST OF NEEDS

## PHYSICAL WELL-BEING

- Fresh air
- Food
- Movement/exercise
- Rest/sleep
- Sexual expression
- Safety
- Shelter
- Touch
- Water

## AUTONOMY

- Independently choosing one's own plans, goals, dreams, and values and the path to achieving them

## INTEGRITY

- Authenticity
- Self-acceptance
- Self-esteem
- Self-respect, etc.

## CONNECTION

- Acceptance
- Affection
- Appreciation
- Belonging
- Cooperation
- Communication
- Closeness
- Community
- Companionship
- Compassion
- Consideration
- Consistency
- Empathy
- Inclusion
- Intimacy
- Love
- Mutuality
- Nurturing
- Respect/self-respect
- Safety
- Security
- Stability
- Support
- To know and be known
- To see and be seen
- To understand and be understood
- Trust
- Warmth

## CELEBRATION OF LIFE AND MOURNING

- Celebrating fulfilled needs, dreams, and plans
- Mourning unmet needs, losses, etc.

## HAPPINESS

- Play
- Ease
- Joy
- Humor
- Adventure, etc.

## SPIRITUALITY

- Inspiration
- Beauty
- Order
- Simplicity
- Nature
- Integrity
- Hope
- Harmony
- Peace, etc.

The following list of needs is based on a list created by Marshall Rosenberg.

What is the child doing online? (activity/websites/apps)	What needs does my child meet by doing these activities (you can enter several needs for each activity)	Is this a good way/space to meet these needs? Please rate on a scale from 1 to 6 (1 – not good, 6 – ideal)

Example:

Playing Minecraft	Fun, spontaneity, creativity, companionship	4
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## Online Kindergarten – Young Children and their Parents Online

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Until recently, it seemed that kindergarteners and early grade elementary school children's use of mobile devices connected to the internet was so infrequent, that there was no need to worry about it. But in recent years, as young children use mobile devices more frequently, this subject has come to the attention of pediatrics and developmental psychology researchers. It is all the more worrying because the period between 0-8 years of age is a time of intense development. Why and when do kids use the internet, and is it really purely detrimental to their development? It is worth taking a closer look at this topic and the available research and findings.

### When and Why Does it All Start?

---

According to the latest research by the Office of Electronic Communication, 27% of children start their adventure with the Internet before they start school (5% under 4 years of age and 22% under 6 years of age)<sup>1</sup>. On the other hand, the results of the study entitled "Children Online – The Use of Mobile Devices in Children Between 0-6 Years Old" show that the average age of digital initiation is even lower – 2 years and 2 months<sup>2</sup>. The lowest recorded age of a child using mobile devices was the 1st month of their life!

According to experts at the American Academy of Pediatrics<sup>3</sup> and the Empowering Children Foundation<sup>4</sup>, the maximum amount of time that children under the age of 5 should spend using a smartphone, tablet, or laptop is 1 hour per day. This time should be spent under the watchful eye of a parent who should pay attention to what is happening on the screen. It is worth emphasizing that setting rules together with the children and accompanying them in online activities is much more important than using parental control tools. The latter should only serve a secondary function, because teaching children how to use the internet wisely resembles, for example, teaching children how to read – it is about showing them the next steps, rather than strict control. At the same time, research shows that families very rarely spend time online together. According to the aforementioned report, parents and guardians of children aged 0-6 most often allow them to use mobile devices when they lack the energy to play with them, need to take care of household chores, or need a moment to themselves. The report shows that almost two-thirds of parents allow children to use mobile devices as a reward. The same proportion of parents declare that they give the child a mobile device when they are crying or complaining, and even more – over 80% of parents – turn on the smartphone or tablet when the child is bored. Most child respondents (88%) said, on the other hand, that they access age-appropriate content (movies, animated series, games, coloring pages, etc.).

---

<sup>1</sup> <https://www.uke.gov.pl/akt/badanie-konsumenckie-dzieci-i-rodzicow-oraz-nauczycieli-2020,372.html>

<sup>2</sup> [https://www.kbpn.gov.pl/portal?id=15&res\\_id=11479398](https://www.kbpn.gov.pl/portal?id=15&res_id=11479398)

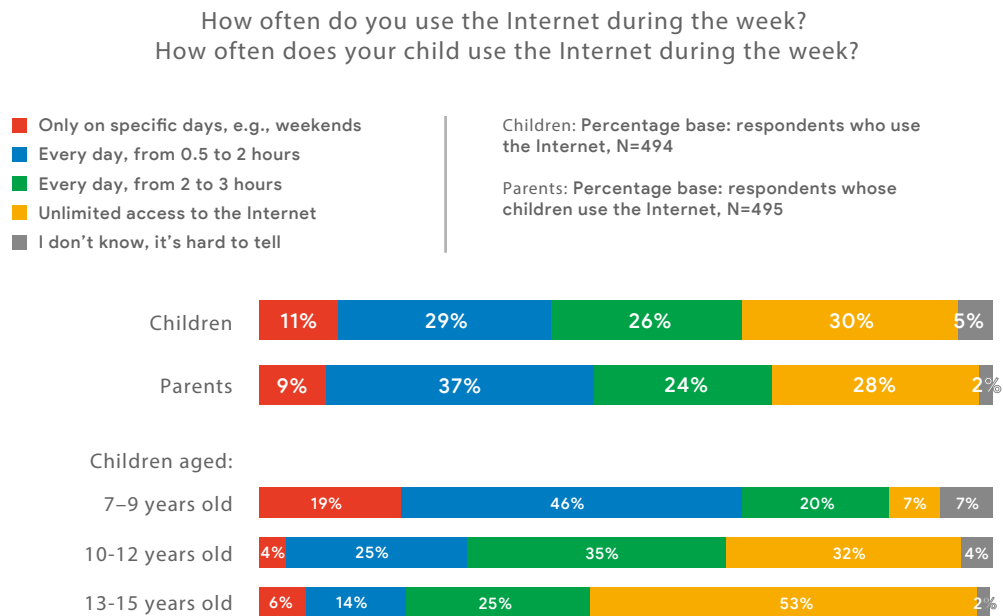
<sup>3</sup> <https://www.apa.org/monitor/2020/04/cover-kids-screens>

<sup>4</sup> <https://www.domowezasadyekranowe.fdds.pl/>

Nearly 3 in 4 children say that they use mobile devices when traveling by car (or other means of transport), 1 in 2 – while eating, and 1 in 9 when using the toilet.

It also seems interesting to juxtapose the children’s and the parents’ statements regarding the time spent online – it shows that parents do not always have a full picture of the situation. This is illustrated by the graph below:

Interestingly, parents guess the most frequently used websites and applications used



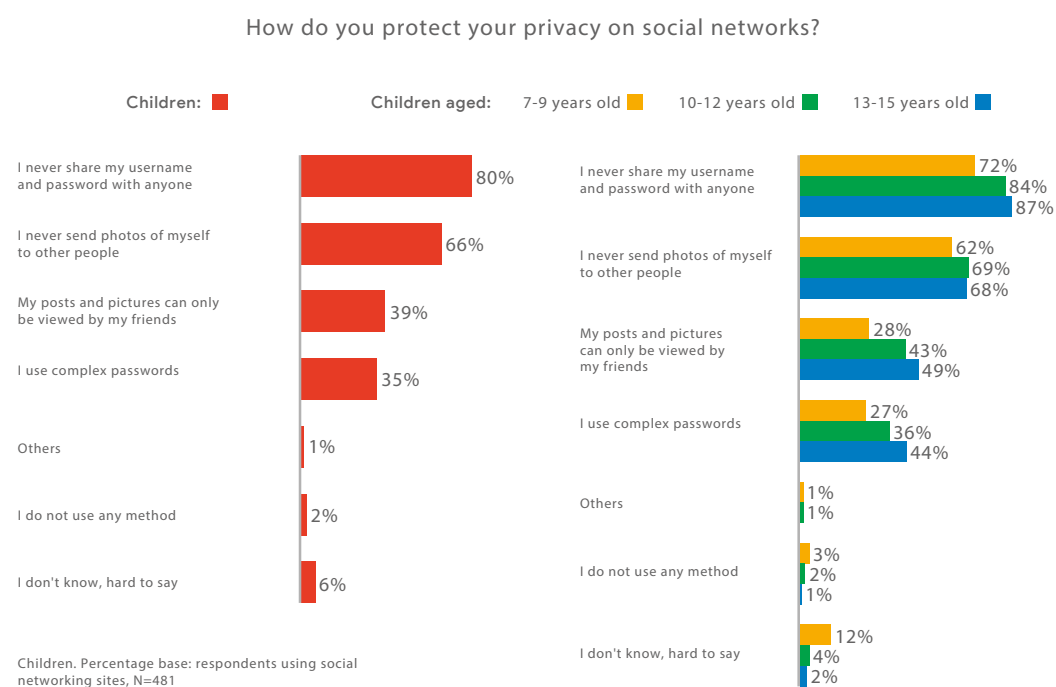
by their children fairly accurately. There are bigger differences in answers to questions about what children do on these websites. Children comment more often, and publish their own photos less often than their parents indicate. Talking about children’s online practices is the first step for parents and guardians to build trust and openness to conversation, e.g., about difficult situations and content that children may be concerned about.

## We Know One Thing, but we Do Another.

Available research often shows a discrepancy between what there is and what could be if we had enough time, skills, and access to technical and legal solutions. When asked what risks they see in children’s use of the internet, parents most often answer that these include: advertising of products targeted at children, such as sweets or toys (52%), content devoid of educational values (35%), films “overloaded” with colors and sounds (39%), and just 14% of the respondents indicate content presenting risky or dangerous behaviors (e.g. jumps from a height) and 5% that they are afraid of links to unwanted websites (e.g. pornography) on pages with animated kids content. At the same time, studies clearly indicate that just 18% of children between 0 and 6 years of age use mobile devices in the company of another child or adult, and 7% of parents admit that their child never uses them in the company of an adult. The respondents seem to understand why children should not access the internet on their own, but do nothing about it.

When it comes to social media apps, the situation is similar. While most allow creating an account for users aged 13 and older (this includes Facebook, Instagram, Snapchat, YouTube, and TikTok), 27% of children aged 7-9 years and 55% aged 10-12 years publish content on social media. This means that adults – from app developers to parents – accept the fiction of the existing legal measures.

Fortunately, all the children surveyed understand that online privacy should be protected and use various methods known to them. The vast majority know that they shouldn't share their login and password with anyone or send their photos to strangers.



Unfortunately, such knowledge doesn't go hand in hand with an openness to have conversations about difficult situations that might occur online. The Polish results of the international 2018 EU Kids Online research indicated that just half of the surveyed parents talked to children about the safe use of the Internet and the threats it might pose<sup>5</sup>. For educators and educational programs such as Be Internet Awesome, this is an important suggestion: we need to work on a space for communication and conversations about online activities, so that digital competencies can expand beyond mere academic formulas.

<sup>5</sup> [https://fundacja.orange.pl/files/user\\_files/EU\\_Kids\\_Online\\_2019\\_v2.pdf](https://fundacja.orange.pl/files/user_files/EU_Kids_Online_2019_v2.pdf)

## Not Just a Threat?

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However, the Internet is not just a threat. Among the benefits of using it, parents mostly mentioned educational benefits, such as learning foreign languages, counting, drawing, learning about colors, etc. With a little help from a willing adult, the online world can become an excellent tool for developing a child's passions and interests. It is worth noting the role of video services such as YouTube, which dominate the educational resources used by children and teenagers. On the one hand, they offer high-quality and easily accessible content that advances knowledge and passions, and on the other hand, many parents are not aware of settings that include a version dedicated to children. The respondents also pointed to the fact that learning to use digital technologies is, in their opinion, necessary for children to function in the world of rapid technological changes.

## Set an Example and Look After Yourself

---

As a parent or teacher, you might not realize that your children and students are well aware of how much time you spend in front of the screen. According to American researcher Catherine Steiner-Adair, 70% of children believe that their parents exhibit double standards when it comes to technology<sup>6</sup>, the amount of time, and the rules of use. Thus, we can hardly expect children to reduce the time spent using tech devices or talk honestly about it with adults. This is one of the reasons why programs such as Be Internet Awesome are not only needed at school, but also at home. Advice and activities that have been developed for younger internet users are also suitable for adults. You may use different apps than your children, but it's probably just as difficult to put your smartphone aside or admit that you can't use certain functionalities of your device.

---

<sup>6</sup> <https://www.npr.org/sections/health-shots/2014/04/21/304196338/for-the-childrens-sake-put-down-that-smartphone?t=1626432021761>

# **Psychomotor, Emotional, and Social Development of Children in Early Education**

In terms of children's development, the beginning of elementary school is an extremely important moment. Most children look forward to going to school and prepare for a new role, the role of a student, in kindergarten. Playing at school, classroom, or being a teacher constitute a kind of training. Children look forward to going to school, learning, and independence! Still, we should remember that for many children it is also an extremely difficult and demanding time. Those who find their island of competence – experience a situation in which they want to achieve or learn something that will later be associated with difficulty, effort, and time devoted to learning – will succeed and won't be afraid of new challenges in the future. And, most importantly, they will learn how to learn!

Much will depend on the individual readiness of the child to take on school responsibilities. On the one hand, this is related to certain biological factors, such as the structure of the nervous system, the rate of its development, and also the rate of development of the entire body, and primarily – the musculoskeletal system. On the other hand, it depends on the environmental factors within which the child has developed to date. School readiness is nothing more than a child achieving a level of physical, social, and psychological development that makes them susceptible and open to systematic teaching and upbringing in elementary school. It defines the level of a child's readiness for grasping elementary school competencies. So, it is clear that at the beginning of school education, some children will be fully ready for school responsibilities – controlling their body and emotions, interested in learning, with a rich vocabulary, wholly understanding the new rules and principles, and ready to follow them – and some will still have a lot to work on in all of these areas. All this is in line with developmental norms, but a reduced level of school readiness is an important risk factor of failure, which may disturb the child's functioning in the cognitive, emotional, motivational, and social dimensions and have consequences for many years. The beginning of school is the most diverse period in terms of development and a time for building a sense of competency in action and in peer relations, and a time of shaping self-esteem, which will be influenced by the opinions of teachers, parents, and peers. It is also worth remembering that at the end of this period (between age 9 and 10), the process of biological maturation begins – and children have to cope not only with hormonal changes, but also changes in the shape, proportions, and efficiency of their bodies.

The early phase of motor development consists mainly of improving various abilities: running, jumping, climbing, cycling, getting dressed (tying shoelaces), bathing and hygiene, but also drawing, holding a pen, cutting, shaping, or gluing. The child's movements become more and more accurate. Their drawings become an increasingly faithful reflection of reality. This is a very important period. And training in this area seems to be crucial, including for the functioning of the child in school. Once a child can control their body and muscles and doesn't tire easily, they will be able to sit at their desk and focus during class. A kindergartener needs about 8-10 hours of physical activity during the day – it is worth remembering that not much changes in this regard at the start of elementary

school.

In the later phase of motor development (9 to 11 years old), the excessive mobility of children gradually decreases. Their actions become more deliberate, measured, and efficient; motor coordination improves and they master new movements more easily. This is the perfect time to develop different abilities: playing sports or a musical instrument.

The early phase of cognitive development, on the other hand, is associated with learning to focus one's attention. Logical memory develops. Children are keen to memorize new and interesting content. They create individual memory strategies. They become increasingly efficient in establishing logical links between elements. This is a good time to practice cognitive processes such as analysis and synthesis, which – among other things – will help children become efficient readers. During this period, the child learns how to classify objects, and learns for example, that an apple and a ball are both round. They learn how to see reality from different perspectives and to combine information. They formulate the first general conclusions based on detailed observations, learn to conserve means in terms of: mass, surface area, and the quantity of liquids and order elements according to length. However, they still need specifics for all their mental processes and count objects and tokens, compare what they can see, feel and touch! At this stage, children are quite inflexible in their approach – the way of counting given by the teacher at school is sacred! It seems that during this period, children aren't yet ready to expand their learning strategies.

In the late phase, further improvement takes place in the field of performing logical operations: sorting and classification, using the concepts of space, time, and speed in relation to particular, real objects and events. Observation skills are becoming more thorough and accurate. But there is also a very important change – children become able to analyze, plan, and predict the consequences of their own actions and those of others. This is an extremely important ability and skill. Children are beginning to understand the meaning of intent. They perceive the behavior of those around them differently. And so, while for most first-grade students, knowing that someone pushed them accidentally is irrelevant (they want to “accidentally” return the gesture to make things even!), for older children it is a crucial piece of information that in turn determines their own behavior.

Linguistic and communication skills are of great importance for the child's functioning. Of course, children who come to school with a rich vocabulary perform much better. But starting school could be a good time to even the playing field. At this stage, children are ready to learn and are interested in and easily absorb language. They begin to understand multiple meanings of words and metaphors. They learn to read, learn new words and their meaning. However, they still better understand what they hear than what they read. That's why it's so important to read aloud to children! A 1-3 grade student who listens to audiobooks and reads books will pay greater attention to what they write. In the late phase, they create their own code for communicating in a narrow group of friends and communicate differently with teachers and friends. Their linguistic cognizance improves – they begin to understand irony and wordplay. They improve writing what they hear, pay attention to spelling and grammar, improve their reading, and can focus on the meaning of content.

Serious changes take place in emotional development. The child is capable of more permanent emotional states. They try to control their reactions, their psychological resilience improves, and they also experience new anxieties related to understanding social situations. They are afraid of criticism, ridicule, and rejection, and may fear going to school and social interaction. Emotions are subject to intellectualization – in the early stages of elementary school children notice the discrepancy between emotions felt and emotions shown. They become aware of the possibility of experiencing different, similar emotions, they learn how to behave well, but new forms of aggressive behavior can also appear – the first symptoms of bullying or becoming a victim.

Later, the awareness of the ability to regulate one's emotional states and understanding the influence of moral reasoning on emotions develops. Children become aware of the possibility of experiencing different emotions simultaneously (ambivalent feelings). They can exhibit aggressive behaviors and are increasingly affected by the judgement of the peer group. As a result, auto- and verbal aggression may occur.

There is a lot going on in terms of social development here. The child would prefer to spend more time with their peers than their parents, which is conducive to building social awareness. The quality of the bond with the parents is still very important, but the role of the teacher is also crucial, as the one who knows the "objective" truth about the child. Teachers at school know whether you are a good student – and this is a fundamental area of building competencies for children. Most of them already understand that parents are generally happy with them, but it is the school that becomes the source of collecting information about oneself. Interestingly, in the initial period, most children do not tend to compare themselves with other children – they are willing to compare themselves with "how they were yesterday". If this is not the case, it is usually the result of pressure from adults and behavioral modeling.

During this period, most children form relations that are based upon common interests. What unites peer groups is, above all, a community of action (as opposed to the communities of views during adolescence). The peer group – including the classmates – allows children to develop knowledge and acquire new skills, and not just social skills – children are able to develop a sense of solidarity. If that happens, the group can become an important source of support if any difficulties arise. The class or peer group helps children learn how to cooperate and take into account different points of view and will gradually become an important source of self-esteem.

Experiencing success is tremendously important during this period. A child who is successful will believe their own competencies, which in turn will affect their self-esteem. Doing well in various tasks, and especially school tasks – coping with learning at school, being able to read, count, write, doing well at sports, or anything else that distinguishes the child from their peers. During this period, children seek information about how adults perceive them, what they think about them, and whether they are praised, rewarded, or well-liked. In relationships with their peers, young people seek answers to the following questions: what are my contacts with other children, do they like me, do I have many friends? At the start of elementary school, children already feel the need to be independent from their parents and therefore turn to other adults, e.g., teachers. "My teacher is the smartest person in the world," they say. "My teacher said, that..." – this is the

strongest argument for them. During this period, teachers become one of the most important people in the child's life. They are an important source of answers to questions about themselves. The grades achieved and the opinion of the teacher affect the student's self-esteem.

It is worth remembering that at the start of elementary school, children do not want to be treated like adorable kids. They usually get impatient when reprimanded because they think they know how to behave and want to be treated as responsible. It is important to respond to this need.

Successes or failures during the first years of elementary school often determine the course of their entire education, as well as careers in adulthood, and the teacher is a source of competencies; acquiring these competencies will bring the child closer to the adult world.

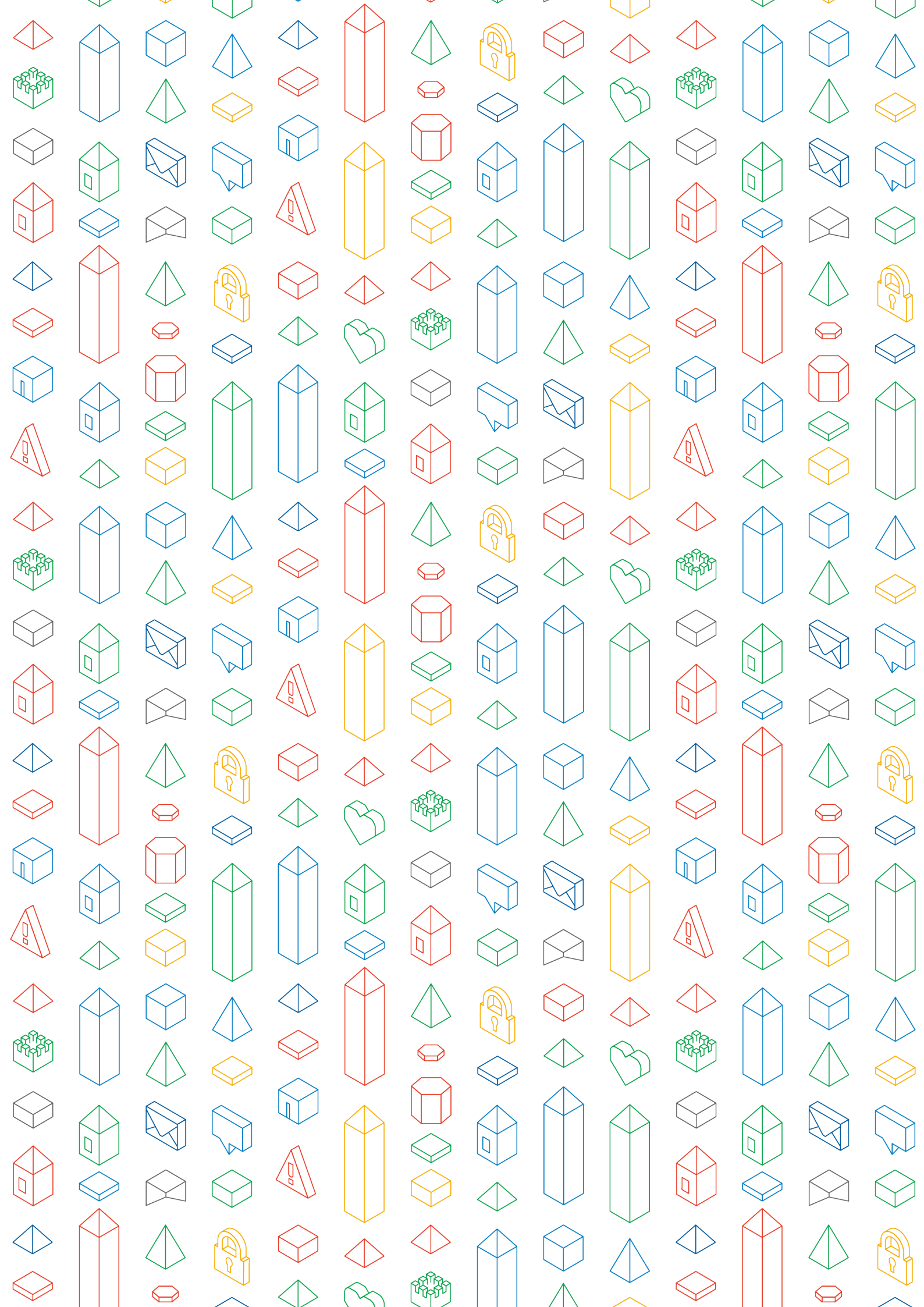
Below is part of a list of what every 7-year-old should know and experience, based on a large-scale research project carried out in Germany in the 1990s:

- Experience one's presence as something positive.
- Distinguish between hunger and anger, being tired and being sad.
- Recognize basic links between what happens to the body and feelings, e.g., when I'm scared, my stomach hurts.
- Know the descriptions of emotional states: "to make one's blood boil...", "to have butterflies in one's stomach".
- Cook, clean, camp, and walk in the woods with one's father; being looked after by him during illness.
- Learn to float on the water.
- Learn to swing: understand what the body does to the swing, and what the swing does to the body.
- Have at least one pillow fight.
- Know the difference between a market and a supermarket.
- Explain something to an adult.
- Feel joy and excitement at the sight of a blank sheet of paper.
- Know a book from A to Z.
- Together with an adult, come to the conclusion that there is no answer to a question.
- Climb a tree.
- Learn to handle locks and keys.
- Receive or send an email.
- See one's own name written in the sand, in the snow, on fogged glass.
- Describe a dream to others.
- Imagine oneself before being born.
- Cut open a pit and see what's inside.
- Examine the veins on a leaf and one's own hand.
- Know what fruit smells like and have a favorite smell.
- Be able to imitate the voices of birds and animals.
- Hear an echo and make an echo sound.
- Sing with confidence.
- Feel a rhythm that forces one to dance; hear a sound that's too loud to stand.
- Recognize one's own strength (when drumming, or massaging).

- Learn how to swear; recognize different styles, language conventions, and what to say where / to whom.
- Insert a nail, a screw, and learn how to replace a battery.
- Bend down when someone drops something.
- Let others speak, know what it means, and be able to wait one's turn.
- Understand that not all wishes come true right away.
- Take a hike. Experience the distance, and being thirsty after a stretch of the road you want to drink on. Have a finishing line before your eyes.
- Know a few leaf shapes.
- Know what in nature is edible and what isn't.
- See nature as both a friend and an enemy – sensitive to human actions, but also powerful and dangerous.
- Participate in making the rules. Change a rule. Understand the idea of "exception".
- Know the color of one's eyes, paint a self-portrait.
- Feel the pulse of a friend, an animal, and one's own.
- Meet a specialist, an expert, an authority.
- Feel proud of being a child. Just a child<sup>7</sup>.

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<sup>7</sup>Based on the book: Donata Elschenbroich „Co siedmiolatek wiedzieć powinien” [What a seven-year-old should know], Cyklady, 2004



# Meet Awesome Girl, Awesome Boy and Be Internet Awesome Land

Together Online

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## Lessons

1. Meet Awesome Girl and Awesome Boy
2. Prepare to Travel to Be Internet Awesome Land

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## Introduction

Welcome children to Be Internet Awesome Land and introduce them to its main residents: Awesome Girl and Awesome Boy. This will be an opportunity for every child to learn more about themselves and their classmates. While traveling through Be Internet Awesome Land, students work in a group – they communicate and work together, making use of their own strengths and those of their peers. The following activities focus on social values, help integrate students, and help them learn about their strengths.

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## Glossary



**Technology** – everything that was invented and created by people in order to facilitate some kind of task or support the creation of some kind of object or information. Informally, we often use the term new technologies when referring to tools and devices such as a computer, laptop, or tablet, as well as the Internet and the possibilities it offers. It is worth bearing in mind that the world moves very fast and what appears new “right now” quickly becomes outdated – just like “new” technologies. Therefore, in this publication, we’ll use the term **digital technologies**.



# Digital Diary of Awesome Girl and Awesome Boy

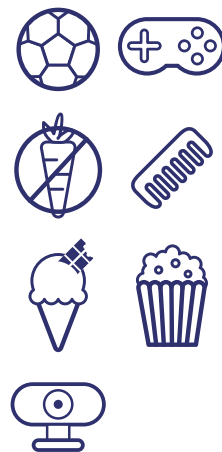
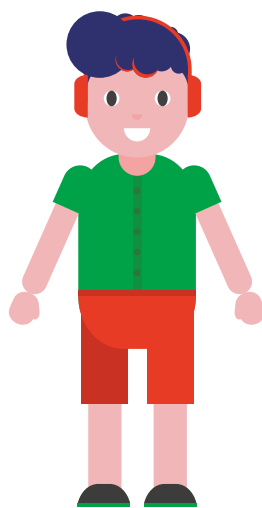
## Hi! :)

We're Awesome Girl and Awesome Boy. We are twins and although we have many things in common, each of us is different. We love our dog, but sometimes we argue about who's taking him out for a walk. We like to eat different things, but we always go out for ice cream together. I have vanilla, Awesome Boy – chocolate. We are curious about the world and although we have different interests, we both like technologies that help us discover the world.



We have decided to set up the "Digital Diary of Awesome Girl and Awesome Boy" to share our everyday life with you.

These are our calling cards – they include everything that's important to us. We would love to know more about you – who are you, what do you like and what are you interested in?



1 comment



Chris

I also like to play football and I would like to look at the stars through a telescope.

ADD COMMENT

# 1. Meet Awesome Girl and Awesome Boy

## Themes:



- ✓ getting acquainted with the main characters
- ✓ shaping the ability to determine one's own strengths and character traits

## Goals for students:

- Name the main characters
- Name a few features of each of the characters
- Understand that in order to be friends with someone, you have to get to know them or get to know them better
- Describe my own features, interests, and strengths
- Present my own work and discuss it

## Activity 1



### Required materials:

- post-it notes
- whiteboard marker
- Handout 1

**Before you start:** Prepare an entry from the *Digital Diary of Awesome Girl and Awesome Boy*, as well as images showing the twins and their interests.

Together with the children, read the introduction to *Digital Diary of Awesome Girl and Awesome Boy*, which introduces the two main characters: Awesome Boy and Awesome Girl. Show students images of children and icons representing their interests. Ask them to use icons to determine what Awesome Girl and Awesome Boy are like, what they look like, what things they like, what their interests are, and whether they are similar to the students.

There are two ways to do this exercise:

- if you have a large space where students can easily move around, place outlines of Awesome Boy and Awesome Girl at two ends of the room so that the students can access them easily
- if you haven't much space in the room, you can attach the outlines to the board and additionally prepare post-it notes or a whiteboard marker.

Check whether the students have remembered who the main characters are. Tell the students that in a moment you will be saying things about Awesome Girl and Awesome Boy, and their task will be to respond appropriately. Agree what movement or gesture they should make if a given statement is relevant, e.g., when they hear information about Awesome Boy, they must jump up and say "Awesome Boy!"

Example sentences:

- I like chocolate ice cream.
- My hobby is stars.
- I care about my hair.
- I like to climb trees.

Ask the students to think and decide which of the characters they would like to be friends with. Ask them to stand next to the chosen figure or stick a note with their name on it. If you work with kindergarteners, you can prepare cards with names/images for them in advance. Once the students have made their choice, ask them to back it up: which features or interests led to them making their choice?

Summarize this task by asking a few additional questions:

- Can we determine someone's character / tell who they are based on these few pieces of information?
- What makes it easier for us to make friends with someone?
- Can we judge someone or something without getting to know them better?
- What can we do to get to know someone better?
- What are someone's strengths? How can knowledge about another person be helpful?

### **Tips for teachers/educators**

*If you work with younger students, you may need to define what character traits/features are. Alternatively, skip this question.*

## **Activity 2**



**Before you start:** This activity requires space, you can use the school playground or a hallway.

Invite the students to take part in a game of "High-five..." This will help them get to know each other even better. Ask them to sit in a circle. Tell them that in a moment you will be saying things about their appearance, interests, favorite things, or activities, and their task will be to get up when they hear some information about them, high-five others who also get up, and then return to their place and sit down. It would be nice if you also joined in the activity.

Example sentences: high-five the person, who:

- likes to play with Lego
- would like to go to the desert
- has blue eyes
- is good at drawing
- smiles every day
- uses mom's or dad's smartphone
- watches videos on YouTube Kids
- was born in July

### **Tips for teachers/educators**

*You can include a few sentences about the use of digital technologies. This will allow you to gauge the students' interest in / use of digital technologies. Try to make sure that each student can get up and high-five someone at least once.*

### Activity 3



#### Required materials:

- Handout 2
- scissors
- marker pens
- crayons
- colored paper
- yarn
- beads
- stickers
- decorations
- glue.

End this activity by asking a few questions:

- what did you like about this game?
- was it helpful in getting to know yourself better?
- what did you learn about others?
- did you feel that other students are like you?

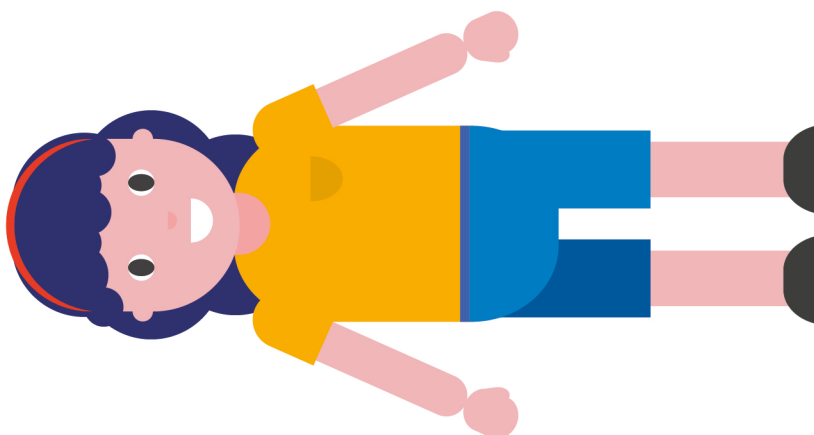
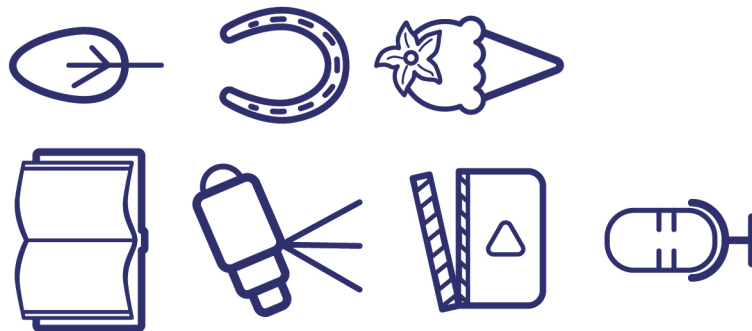
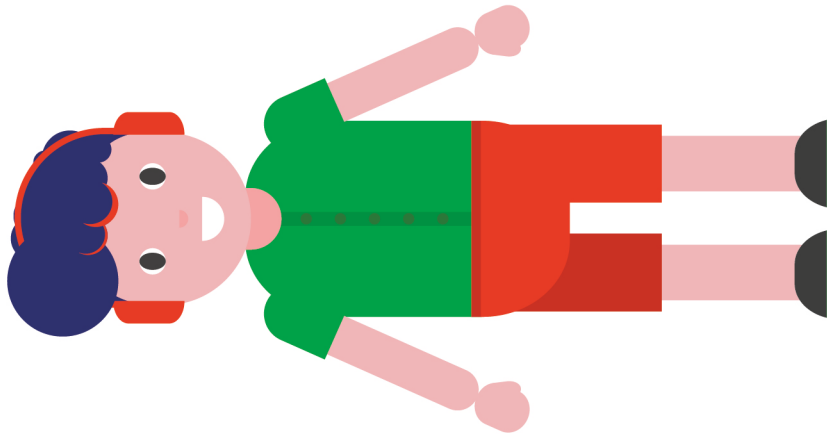
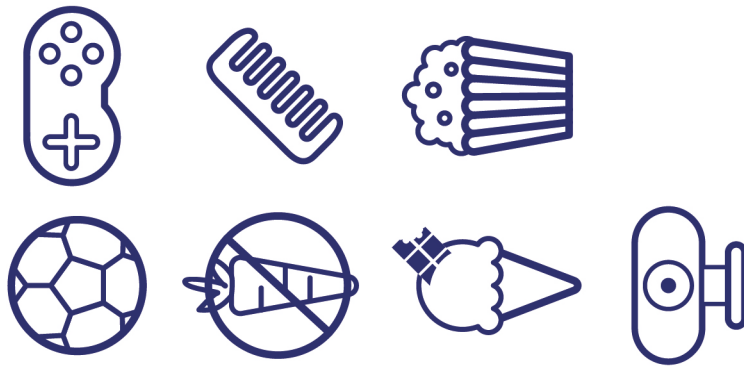
**Before you start:** Prepare an outline/silhouette of a child for each student (without any colors or characteristic elements, e.g., eyes, hair), scissors, pens, crayons, possibly some colored paper, yarn, beads, stickers, ornaments, and glue.

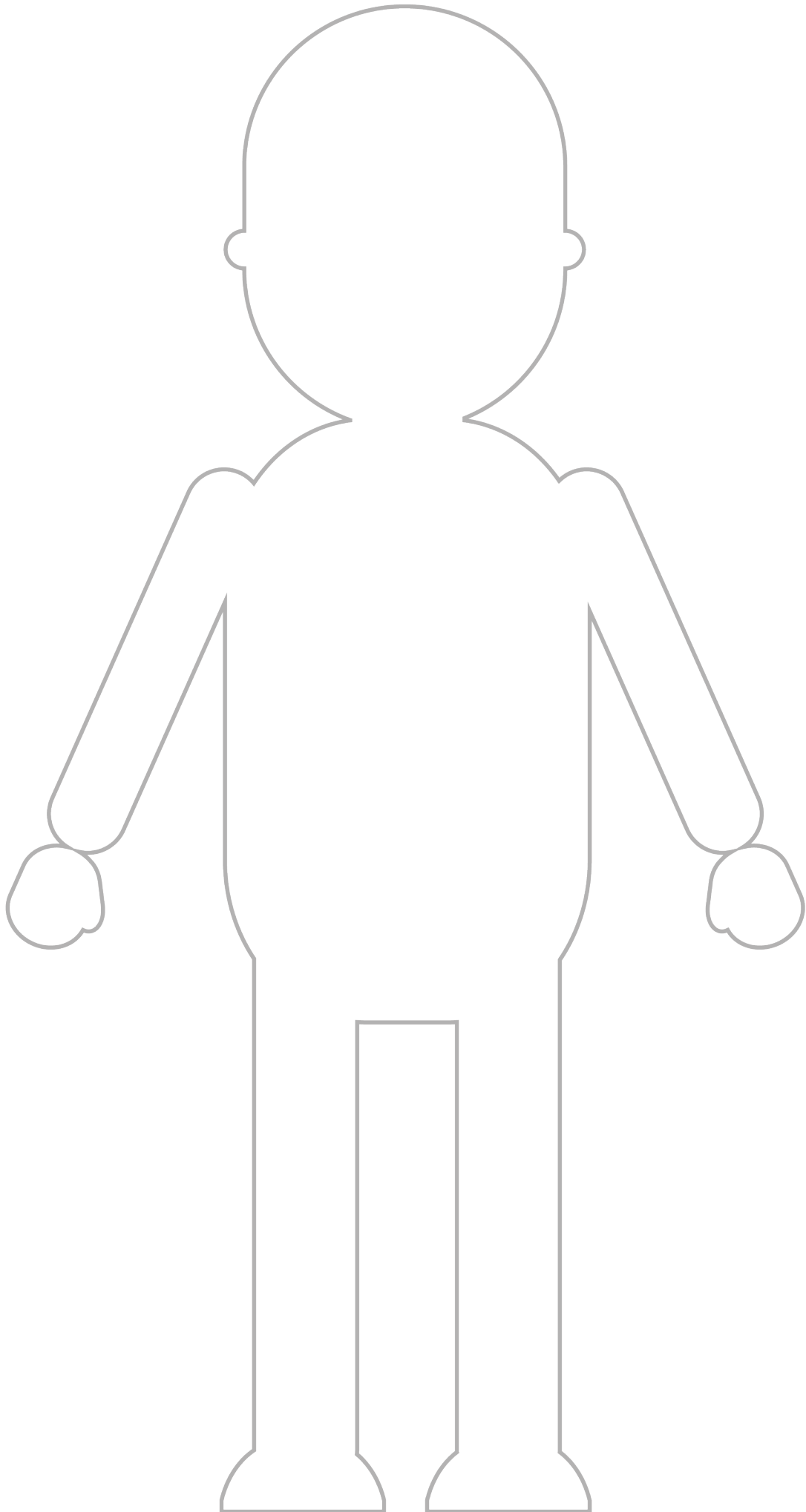
Ask the students to create their own avatars depicting features of their own appearance, interests, and strengths that you'll put on the Be Internet Awesome board or in the Be Internet Awesome corner of the classroom. Younger students can draw characteristic features; older students will be able to write relevant descriptions on the silhouettes.

Depending on the amount of time and resources available, decide whether to ask the students to just draw and describe the avatars, or give them more time to decorate them. Together with the students, decide whether to put the necessary information on the silhouettes or make posters with their characters.

Allocate extra time (you can spread this out over a few days) for presenting the avatars so that every willing child can talk about themselves. Place all the avatars in a visible place in the classroom.

End this activity by telling students that soon they will have the opportunity to get to know Awesome Girl and Awesome Boy better and learn about their online adventures and digital technologies.





## 2. Prepare to Travel to Be Internet Awesome Land

### Themes



- ✓ familiarizing students with the values of Awesome Girl and Awesome Boy
- ✓ improving teamworking skills

### Goals for students

- Know the values that we encounter in the Be Internet Awesome program
- List the strengths of my team

### Activity 1



#### Required materials:

- poster with the Be Internet Awesome values
- A4 sheets of paper
- post-it notes
- crayons
- markers
- paint for hand painting

**Before you start:** Prepare a poster with the Be Internet Awesome values and A4 sheets of paper, post-it notes, crayons, markers, paint for hand painting, etc.

Ask the students to each draw what they think Be Internet Awesome Land might look like. Once they are done, ask them to work in pairs and tell each other what they included in their drawings and what the various elements might mean. Place all the pictures in a visible place in the classroom.

Next, ask the students to imagine introducing their group to someone else:

- What's it like?
- What do they like to do together?
- What rules are important to them?
- What do they pay attention to?
- What do they like their group for?

For older students who can already read, you can write short answers on the board. When working with students who cannot yet read, summarize, and paraphrase what was said. Offer to create symbolic drawings of important features of the group (e.g., children holding hands – teamwork, smiling face – we like each other, etc.). You or the students can draw. After writing down or summarizing the group's description, ask the students if that's what they meant or if they want to change or add something to your description.

Ask the students whether they see any similarities between the images of Be Internet Awesome Land and the images of the group that they have just created? Let them choose a drawing or drawings that provide the best description of Be Internet Awesome Land matching your group's description. Talk about why they chose these particular images. What parts of the images (colors, shapes, the arrangement of elements, or connections between them) correspond to the description of your group?

Tell the students that they will be traveling through Be Internet Awesome Land together with Awesome Girl and Awesome Boy. Show them the poster with the values of Be Internet Awesome Land. It is worth explaining to students that the names of lands are the names of values. Read (or ask the students to read) what lands can be found there. Let the students compare their drawings with the poster with the values of Be Internet Awesome Land. What surprises them? Why? Why do different parts of Be Internet Awesome Land have such names? Why are there no device and app names among them? Why do they think this might be? Can the names of places in Be Internet Awesome Land be included among the important features of your team? Explain at the end that these qualities/values largely determine how we behave online, and this in turn influences what the online world is like.

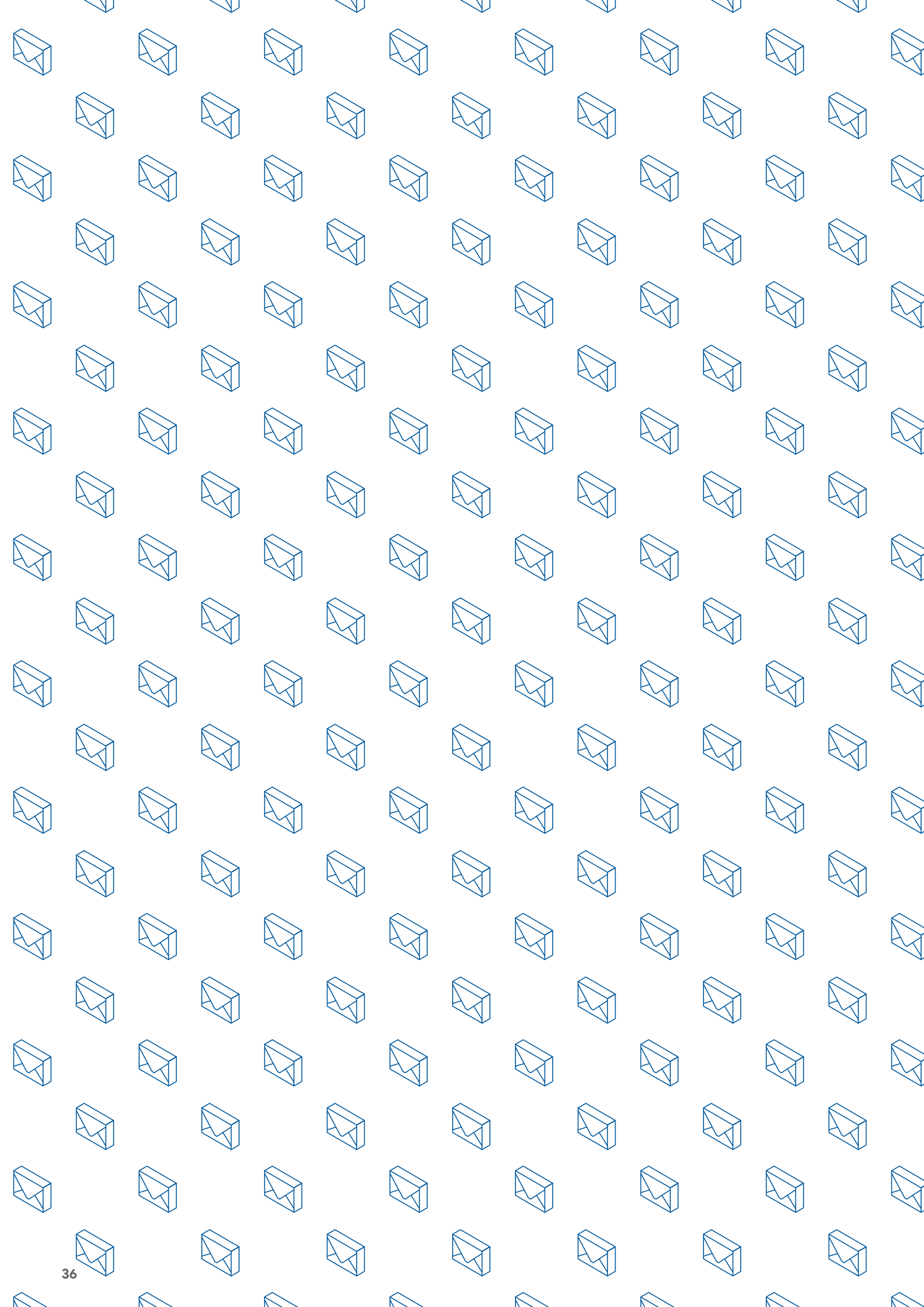
Place the poster with the values of Be Internet Awesome Land in a visible place in the classroom.

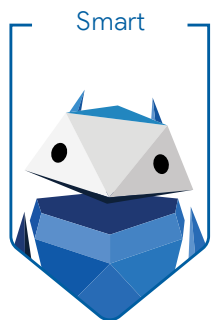
Which features of the team can help you travel through Be Internet Awesome Land? What strengths do you have as a group that will be useful during this adventure? Students who are able to write can write down their ideas and then stick them in a designated place (e.g., on the board, with images of a suitcase, a hot air balloon, and a bus – symbols of the journey that you will take together). You can also write down suggestions. For students who cannot read, select post-it notes with symbols that represent the characteristics of your group (e.g., smiley faces – good mood).

At the end, ask the students to dip their hands in paint and add their handprints to the Be Internet Awesome poster or add their signatures. When printing with their hands / signing names, let them say one thing that they would like to learn while traveling through Be Internet Awesome Land.

### **Tips for teachers/educators**

*Keep the students' work. It might be useful at the of the Be Internet Awesome adventure.*





# Smart Share with Care

**Key idea: Protect myself online**

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## Lessons

1. Why do we need digital technologies?
2. Me online, or why is privacy important?
3. Interland: Mindful Mountain

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## Introduction

The world around us is overflowing with digital technologies; we can find them almost everywhere. Sometimes we bring tech devices into spaces that were previously free of them. Do we always do this rationally, do we think about it? We take pictures of plants in the park, use a shopping list app, search online for song lyrics during a trip, stream music during a picnic, share photos from a vacation. Is it always necessary to use digital technologies? How can we balance out their presence in our lives? How can we protect our privacy online – what can we safely share, and with whom? We want to ask these and many other questions in order to shape critical thinking and the ability to make smart choices, so students can choose the most suitable features of smartphones or computers and use them responsibly while maintaining their privacy online.

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## Glossary



**oversharing** – in other words: excessive sharing, i.e., sharing too much personal information or sensitive data online or simply saying/writing too much in a particular situation or a conversation online

**online privacy** – we usually talk about it in the context of being able to control the information we share online and who can see it

**image** – opinions, impressions, and beliefs that others have about you based on the content you share online

## DIGITAL DIARY OF AWESOME GIRL AND AWESOME BOY

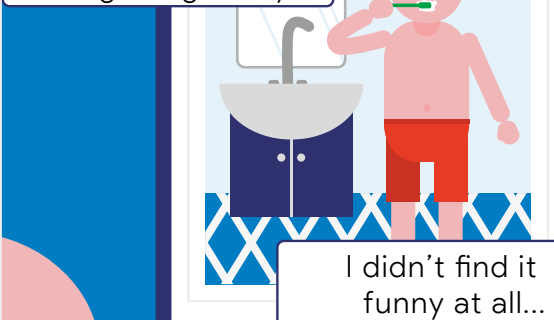
### Memories of the School Trip

Today I persuaded Awesome Boy to take a look at the photos from the school trip with me. At first, he didn't

want to – he said he looked funny in some of the pictures. I think what he meant was that he didn't get his hair right 😬 A bowl of popcorn did the trick... 😊



You overslept on the first day and we waited for you to finish getting ready.



No one knew the name of this insect-eating plant...



I scored two goals! It's a pity Charles chose to play on his phone instead of playing with us.

2 comments ▼

ADD COMMENT



I didn't even know that our teacher could play the guitar so well.

All the way back, you were fooling around and I couldn't sleep..



2 comments ▼



Mary

That's a nice piggy bank!



James

Where did you go on your trip?

ADD COMMENT

# 1. Why do we Need Digital Technologies?

## Themes



- ✓ shaping the sense of how useful digital technologies are in everyday life
- ✓ the smart use of digital technologies on a daily basis

## Goals for students



- Know what I can use digital technologies for in everyday life
- Decide when to use digital technologies and whether they are required at a given moment
- Create a list of activities and tasks in which digital technologies can be useful

## Activity 1



### Required materials:

- printed frames of the comic strip

**Before you start:** Prepare an entry from the *Digital Diary of Awesome Girl and Awesome Boy* entitled “Memories of the School Trip” and individual frames of the comic strip (including a paper version). During the first reading, you can display the comic strip frames on an interactive whiteboard or projector so that children can have a better look at the images. Prepare the classroom for the activity.

At the beginning, ask the students if they know what digital technologies are. Let everyone say how they understand this term. Ask the students what modern technologies they encounter on a daily basis. What digital technologies can be found in their environment? What technologies do their friends and family use?

Read and look at the diary entry and comic strip together with the students. Refer to their experiences: have they ever been on a trip, vacation, or away together and do they have any keepsake photos at all? You can talk for a moment about the value of such photos, what we feel when we look at them, and finally ask about the form of these photos (digital on the phone/computer or analog – developed at a photo studio) and how they are created (phone, tablet, camera).

To sum up, suggest a motor activity called “How perceptive are you?” Hang all the comic strip frames on the board at the students’ eye-level and draw/mark a line on the floor. Divide the team into two or three groups and ask them to line up before the board in front of the line you have designated. Explain that in a moment, you will be naming situations related to specific pictures, and the task of the students standing next to the board is to run to it and tap the images that contain the mentioned element, e.g., tall trees, a fireplace, a phone, green grass, a tablet, etc. After correctly tapping the images, these people move to the end of the line. Repeat the game until each child completes the task.

## Activity 2



### Required materials:

- images showing ON and OFF switches
- printed frames of the comic strip

**Before you start:** Prepare images showing ON and OFF switches that will symbolize the presence or absence of digital technologies.

Divide the group into six teams and give each one of the comic strip frames. Ask the students to look at the images and reflect on and discuss what answer they will give. Ask questions one at a time and wait for each answer:

- How were digital technologies used in the situations presented in the pictures?
- Have digital technologies been used at all?
- Was it needed, or necessary?
- Has anyone experienced a similar situation?

### ***Tips for teachers/educators***

*If you work with kindergarteners, you can complete this task with the entire team, showing individual images and asking questions of the entire group.*

Summarize and say that digital technologies accompany us in everyday life and that we can use them in many situations. They can be helpful, but there are also activities in which they are unnecessary.

Place the images of the ON and OFF switches, which symbolize the presence or absence of digital technologies, in two opposite corners of the room so that there is free space between them.

Invite the children to a game, in which they will be able to decide whether there is a need to use digital technologies in the situations you described. Their task will be to line up between the two images depending on what they think. Explain that standing in the middle of the “line” dividing the images means “I do not have an opinion” or “I do not know”, and the closer they get to one of the images, the more confident they are of their choice. In this activity, it is important for children to justify what they think. You can help them by asking each student why they chose a particular position.

Examples of situations from everyday life to use:

- playing soccer
- trip to the woods
- shopping
- playing in the garden
- reading
- eating breakfast
- playing with a friend
- listening to music
- learning to add (grades 0-1)/learning to multiply (grades 2-3)

You can also ask the students to give their own examples.

At the end of this activity, it is important to conclude – together with the students – that we can decide when and where we will use digital technologies and how much time we will spend using them. It is worth noting that the technologies used in various situations may be useful or unnecessary. Sometimes we can use a smartphone with an app that recognizes plant species, but listening to loud music in the woods is not really necessary. Try to conduct the conversation in such a way that the children give examples of using digital technologies in a smart/useful way.

### Activity 3



**Required materials:**

- large sheets of paper
- pens
- crayons
- pencils
- color magazines
- glue

**Before you start:** Prepare some large sheets of paper, pens, crayons, pencils, color magazines, glue.

Divide the team into groups of four. Ask the students to make posters about the opportunities offered by digital technologies, i.e., in which everyday life situations we need them, they help us, or offer certain experiences or knowledge. Try to put an emphasis on:

- How to use digital technologies in a smart way?
- Are they necessary for us at a given moment?
- How much time are we going to spend using them?

Posters can take the form of images with slogans (sketchnotes). If you have magazine cuttings showing various devices such as smartphones, speakers, readers, tablets, computers, or app icons, you can use them to make the poster. Younger students can introduce themselves and their family using digital technologies together during a chosen activity.

Allow enough time to present and discuss the posters. Place them in a visible place in the room, e.g., on the Be Internet Awesome board.

## Smart

## 2. Me Online, or Why is Privacy Important?

### Themes



- ✓ setting the boundaries of one's online privacy
- ✓ creating a positive image online

### Goals for students



- Explain what is wrong in situations presented in the images
- Distinguish between public and private information
- Understand what information I can share publicly and what I should not disclose to strangers
- Know the risks of providing too much private information online

### Activity 1



#### Required materials:

- printed frames of the comic strip
- a large sheet of paper
- some thumbs up and thumbs down emojis

**Before you start:** Prepare images showing successive frames of the comic strip from the *Digital Diary of Awesome Girl and Awesome Boy*. For younger students, prepare a large sheet of paper and some thumbs up and thumbs down emojis.

Remind the students what you learned during the previous Be Internet Awesome lesson (Smart). Check whether they remember or briefly summarize what happened in the previous lesson. If you haven't read that comic strip before, read it now.

#### Lesson plan for younger students

Create a photo poster. For each image, add a thumbs up or thumbs down icon to indicate whether the image should be displayed in the public space or not. Ask the students to justify their decision. Then take down photos marked with the "thumbs down" and that should not be shown to others, including strangers. Now come up with a title for the poster and hang it in a visible place in the classroom or the school/kindergarten.

#### Lesson plan for older students

Distribute fragments of the comic strip to students and ask them to look at them carefully. Ask the students if they know what privacy means and whether they see any situations that may harm or violate this privacy.

Should a particular photo be posted online so that anyone, including strangers, can see it? Students should think about who it could be shared with and why, and what the consequences might be.

Think about how you can notify or even warn the person who shared a photo that contains private information that should not be shown publicly online. What can we do in this situation?

## Activity 2



### Required materials:

- craft paper
- color magazines
- scissors
- glue
- writing and drawing tools
- Handout 3

**Before you start:** Prepare craft paper, color magazines, scissors, glue, writing and drawing tools, as well as a card with icons for younger children.

### Lesson plan for younger students

Invite the students to complete their profiles, which should contain a variety of information about them. Each person will receive a sheet of craft paper (in the shape of a torso/vest). On the outside, students will stick ready-made icons symbolizing what they want to share with others, and inside – icons symbolizing what they want to keep private. If they want, they can draw the necessary elements. If you have old magazines with lots of images, you can also use them. Children can cut out and stick these images on their “vest.”

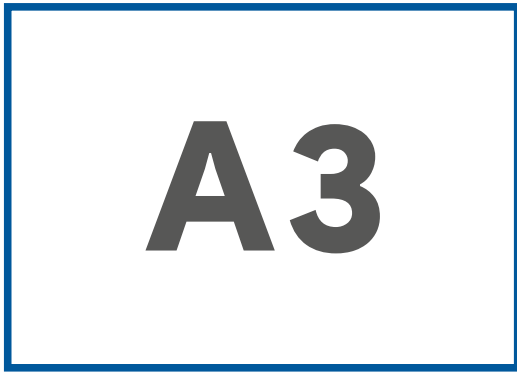
Finally, suggest that the children can add a head, arms, and legs to their torso/vest. Anyone willing can present their profiles by presenting just (!) the public information, and keep the rest to themselves or share with their family.

### Lesson plan for older students

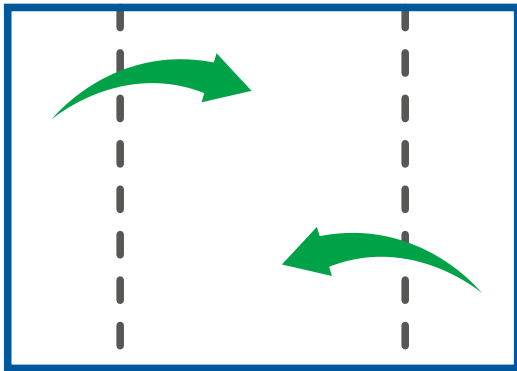
Invite the students to complete their profiles, which will contain a variety of information about them. Each person will receive a sheet of craft paper (in the shape of a torso/vest). On the outside, the children will write and draw everything they can and want to share publicly, while on the inside, they write and draw everything they would like or should keep to themselves. What’s inside will remain hidden – tell the students they won’t have to talk about it in class.

Finally, suggest that children can add a head, arms, and legs to their torso/vest. Anyone willing can present their profiles by presenting just (!) the public information, and keep the rest to themselves or share with their family.

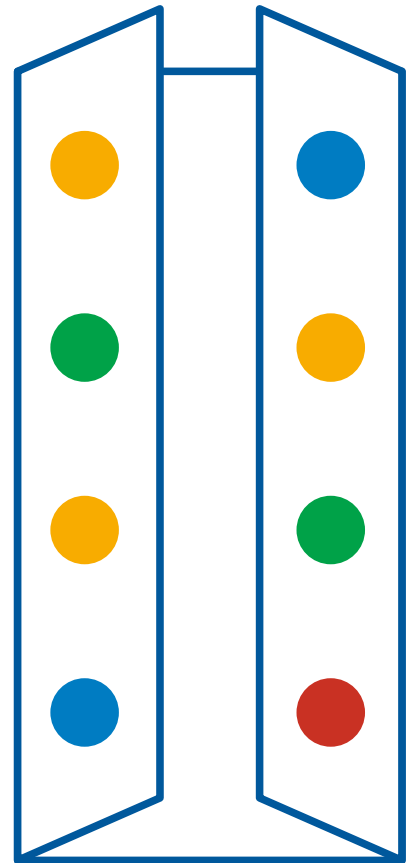
1.



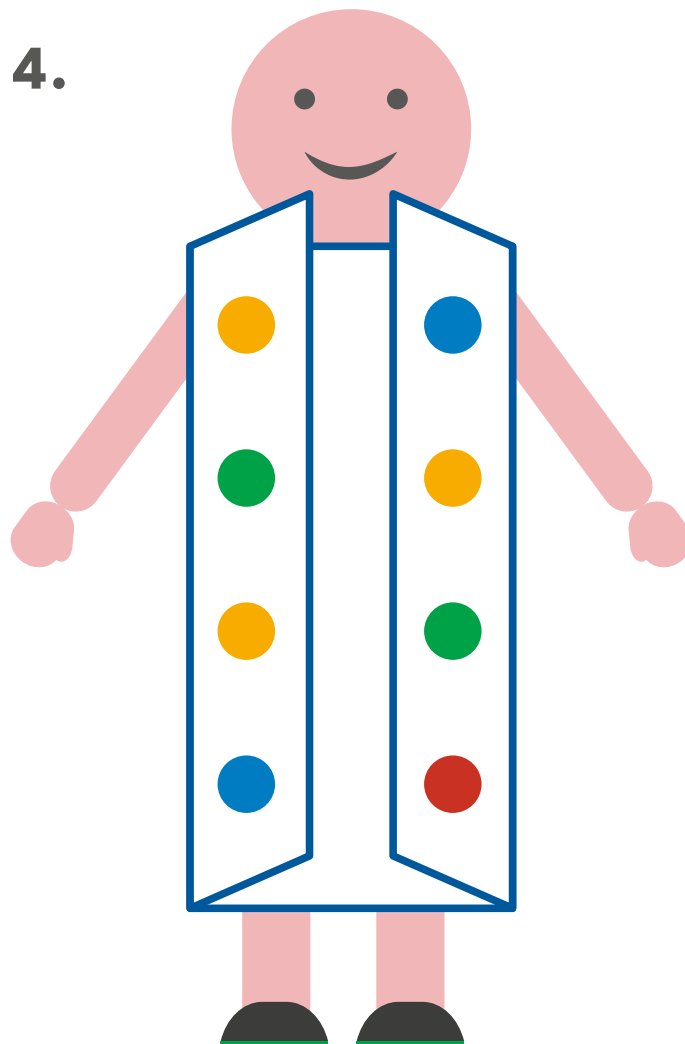
2.



3.



4.





## Smart

### 3. Interland: Mindful Mountain

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The mountainous town center of Interland is a place where everyone mingles and crosses paths. But you must be very intentional about what you share and with whom.

Visit: [g.co/MindfulMountain](https://g.co/MindfulMountain)

Ask the students to play Mindful Mountain and, using the questions below, encourage them to talk about what they have learned in the game. You can pair them up to support each other.

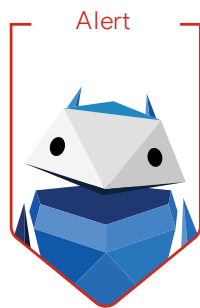
- Which of the posts shared in the game would you share in real life? Why?
- Have you ever shared something that you shouldn't have? What happened?
- Why do you think one of the characters in the game is called an oversharer?
- Describe the oversharer's character and how their actions affect the game.
- Did playing Mindful Mountain change the way you'll think about sharing with others online in the future?
- What can you do if you accidentally share something personal? And what can you do if someone accidentally shares something too personal with you?

[illegible]

## Notes

[illegible]





## Alert

# Don't Fall for Fake

## Be alert

### Lessons

1. Where will my decisions take me?
2. How do we know whether information is true?
3. Interland: Reality River

### Introduction

We live in a world overflowing with information. It takes on various forms, including: text, images, sounds, and videos, and uses different ways to attract our attention. One of the values that is needed to deal with all this information is alertness. Taking a moment between receiving new information and reacting to it is a good habit for taking advantage of the opportunities offered by the digital world.

### Glossary



**authentic** – real

**automatic response** – a reflex that we cannot control

**bot** – an online program that automatically answers questions, performs commands and simple tasks

**catfishing** – creating a fake identity or social media account and making others share their private information or believe they are talking to a real person

**clickbait** – manipulating content online, posts or ads that are supposed to attract attention and make users click on the link or enter the page, which usually results in increased views and, consequently, earnings

**fake** – a message that was consciously designed to mislead and arouse strong emotions, by deliberately lying or distorting the truth

**manipulation** – controlling or influencing another person or situation in an unfair or illegal way, for example, threats. Another meaning: you can find manipulated content online, such as images that have been altered to show something that is not real/true

**phishing** – an attempt to trick others to reveal information (usually done by email, ads, or pages that look like the ones you already use but are fake)

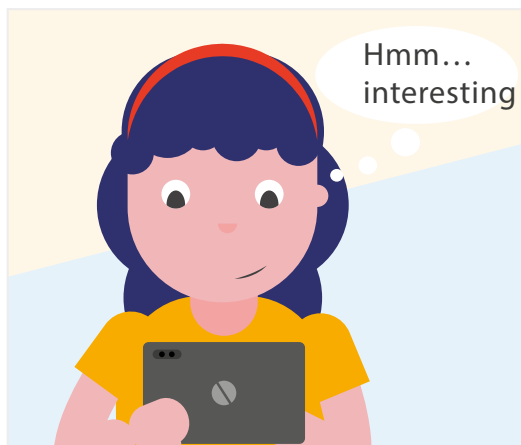
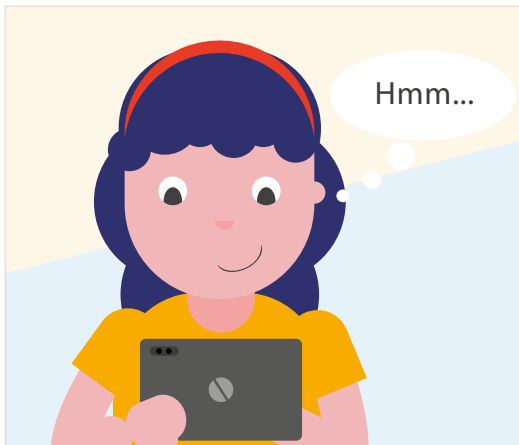
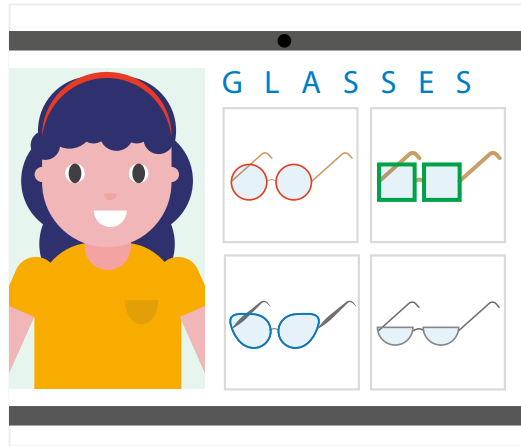
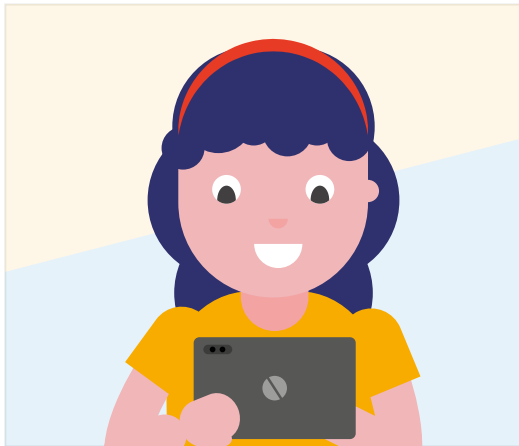
**scamming** – cheating; dishonestly trying to make money by cheating others

**reliable** – deserving of trust



## DIGITAL DIARY OF AWESOME GIRL AND AWESOME BOY

### App



0 comments ▼

ADD COMMENT

## Alert

# 1. Where Will my Decisions Take Me?

## Themes



- ✓ learning about mechanisms that influence decisions made by users of digital devices
- ✓ being alert and making careful decisions online

## Goals for students



- Recognize online tricks that draw my attention
- Predict the consequences of not being alert in the digital world

## Activity 1



### Required materials:

- Handout 4
- tokens
- blocks
- sticks or other elements to count

**Before you start:** Prepare images with icons/badges that encourage users to click on paid versions of the app. When working with older students, prepare two tokens/sticks per person.

### Lesson plan for younger students

Together with the students, read the comic strip from the Digital Diary of Awesome Girl and Awesome Boy. Ask if anyone has been in a similar situation? What happened? Show students the icon that popped up on Awesome Girl's screen and other icons.

Read what the icons say and place them in a line on the floor. Ask the students to take a close look at each image and decide which one best encourages them to click and stand next to it (in line).

Count together to see how many students chose each icon, write down the number and ask the students to sit in a circle and talk.

- Why did they choose a particular icon?
- What made them do it?
- What caught their attention and why?
- Ask the students why game, website, and app developers create such icons?
- What happens when we click on a strange pop-up or one that we are not sure about?
- What can we do if we are not sure what it means?
- What can help children make decisions about clicking on pop-up messages and services?

Invite the students to a motor activity in which children move around the room and imitate various activities:

- dancing
- traveling on a plane
- catching butterflies
- throwing snowballs, etc.

During this activity, students should pay attention to signals given by the teacher. When presenting cards with icons that children have selected as encouraging them to click, they should stop and count from 5 to 1 and then continue the stopped activity.

At the end of the game, tell the students that when we come across an icon online that we want to click on, but we do not know what might lie behind it, we are not sure what it means or if it is safe, such counting from 5 to 1 gives us time to think about it and inhibits our automatic reaction. It is worth practicing and always giving yourself time to think.

### **Lesson plan for older students**

Together with the students, read the comic strip from the *Digital Diary of Awesome Girl and Awesome Boy*. Did any of you experience a similar situation? What did you do? Have a conversation about this; show the students the icon that was displayed to Awesome Girl and the other icons.

Read what the icons say and place them in a line on the floor. Ask the students to take a close look at each image and decide which one best encourages them to click. Give each student two tokens and ask them to place them next to the two icons that were the most convincing.

Together with the students, count the votes/tokens.

- Why did the students choose a particular icon?
- What caught their attention and why?
- Why were they convincing?

Ask the students what elements that drew their attention can be used by the developers of the apps and websites.

- What can happen after clicking on icons/pop-ups like these?
- What kind of tricks do website and app designers use?
- Why do they do this?
- What can help us avoid clicking on messages and icons?
- What can we do if we have any doubts about whether to click on a given icon or not?

Invite the students to a motor activity in which children move around the room and imitate various activities:

- dancing
- traveling on a plane
- catching butterflies
- throwing snowballs, etc.

During the game, the children should pay attention to signals given by the teacher. When presenting cards with icons that children have chosen as encouraging them to click, they should stop and select one or two students to indicate a way to deal with such icons. Following a predetermined signal, children can continue the activity.

## Activity 2



### Required materials:

- a roll of paper or wallpaper cut into two 2-2.5m pieces
- painting tape
- pens or crayons
- Handout 5

**Before you start:** Prepare a roll of paper or wallpaper cut into two 2-2.5 m pieces and make two tracks on the floor with painting tape. Prepare a set of pens or crayons and, for older children, blank comic strip templates.

### Lesson plan for younger students

Together with the students, read the comic strip presented in the *Digital Diary of Awesome Girl and Awesome Boy* (or revisit it if you have already completed **Activity 1**). Ask the students to think about what could happen next. Awesome Girl will either click on the displayed icon, or not. Invite the students to create a story consisting of events that may take place depending on what Awesome Girl decides to do.

Ask the students to work together and come up with what will happen when:

- Awesome Girl clicks on the icon,
- Awesome Girl doesn't click on the icon.

Make a list of the students' ideas (to return to later). It is good to have 4-5 such stages for each of the narrative paths (depending on the number of children in the group).

Place two rolls of paper on the floor. Split the students into teams of 2-3 and tell them to choose a place where they will draw a fragment of the story. The first path is about what happens when Awesome Girl clicks on the icon. The second path is about what happens when Awesome Girl does not click on the icon. Ask the students to think not just about what will happen, but also how Awesome Girl will feel? Each group has to draw one event – once they are ready, remind the students what part of the story they will draw. In the end, you will have two timelines representing two different sequences of events.

When they are done, invite two students to go through the two versions of the events (next to the drawings on the wallpaper / roll of paper). Let the group stop at each event, and the authors of the drawing can explain what is going on in the picture.

### Tips for teachers/educators

*Children can empathize with the role of Awesome Girl and share emotions that accompany them in the situations invented by the group.*

At the end of each story, think together about the consequences of the decisions made by Awesome Girl. Also, think about what we can learn from these two stories.

- What should we bear in mind before clicking on pop-up notifications on your mobile or computer?
- Is it worth reading such pop-up messages? Why?
- Who can we ask for help in understanding them?

### Lesson plan for older students

Together with the students, read the comic strip presented in the *Digital Diary of Awesome Girl and Awesome Boy* (or revisit it if you have already completed **Activity 1**). Ask the students to think about what could happen next. Awesome Girl will either click on the displayed icon, or not. Invite the students to create a story consisting of events that may take place depending on what Awesome Girl decides to do.

Ask the students to work together and come up with what will happen when:

- Awesome Girl clicks on the icon,
- Awesome Girl doesn't click on the icon.

#### **Tips for teachers/educators**

*For example, after clicking on the icon, a new, unwanted application may be installed; existing functions of the application might be disabled; ads or content that we are not interested in or are not suitable for us may be displayed.*

Make a list of the most important moments in the points, so that you can remember them.

Split the students into teams of 2-3 and distribute one comic strip template to each of the groups. Each team chooses which part of the story they want to draw. After finishing work, the teams arrange their drawings chronologically on a roll of wallpaper.

Ask two students to go through the two versions of events (next to the drawings placed on the wallpaper). Let the group pause at each event, and let the authors talk about their images and the group reflect on the consequences of Awesome Girl's decision.

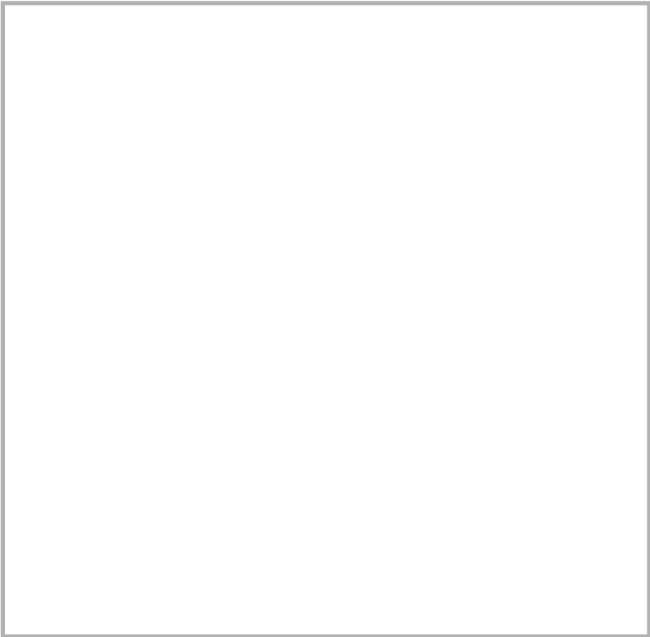
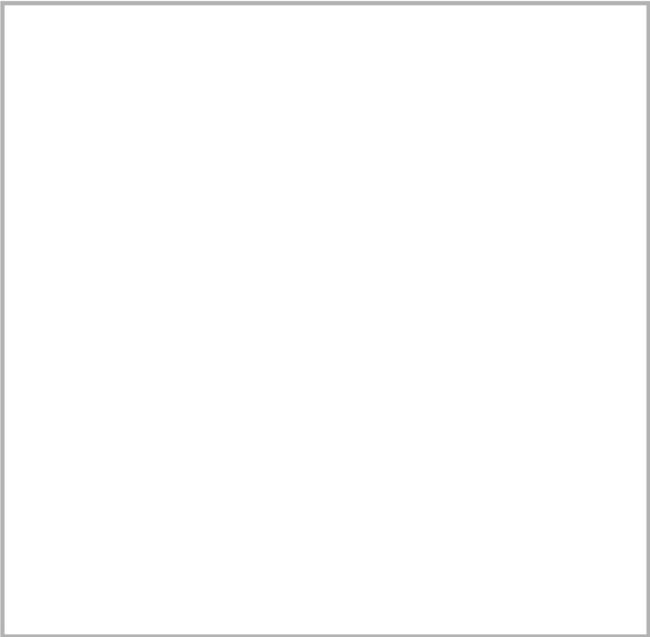
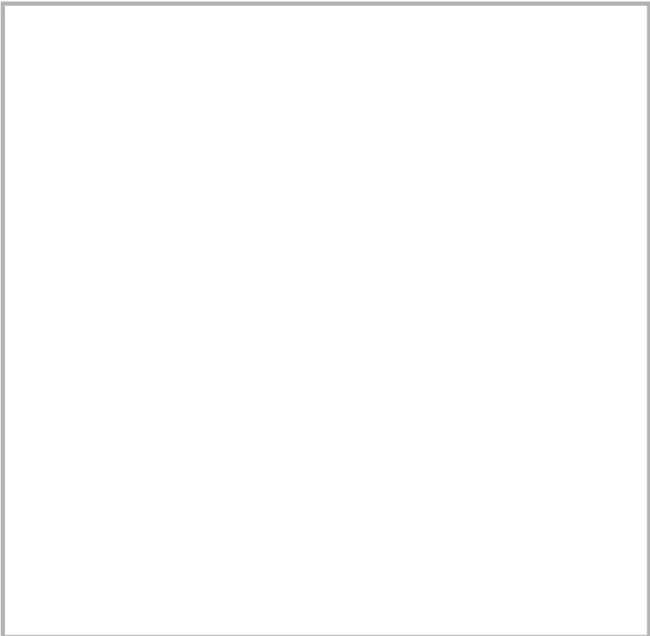
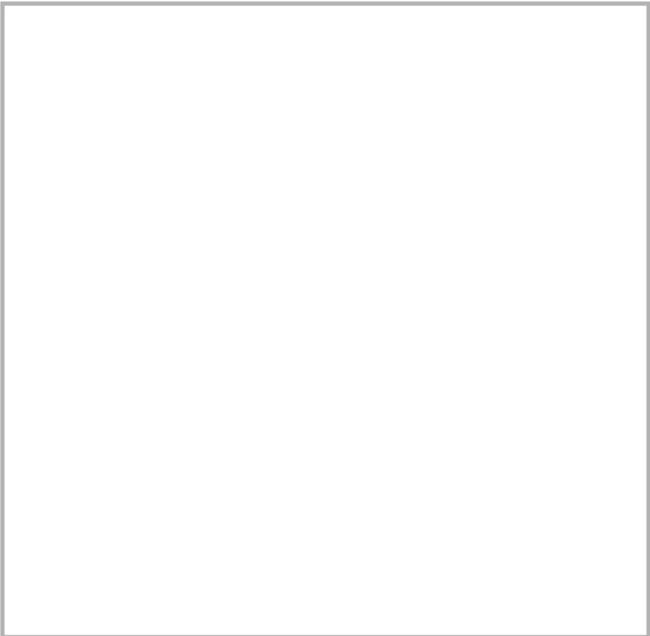
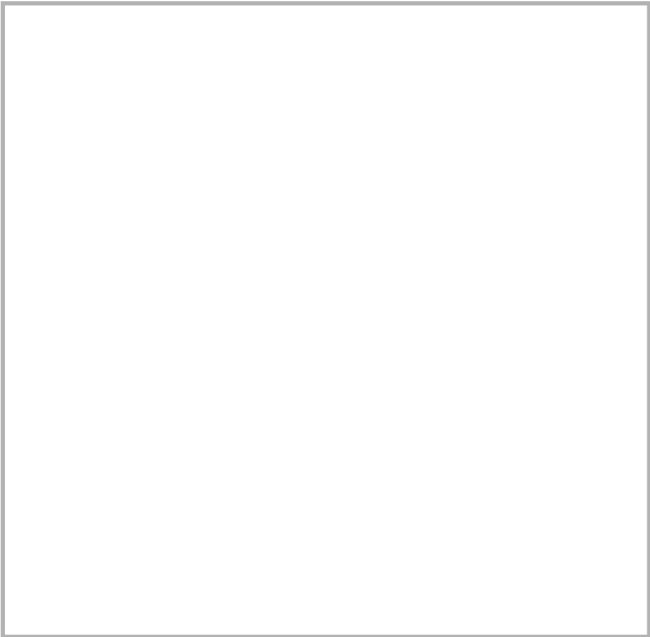
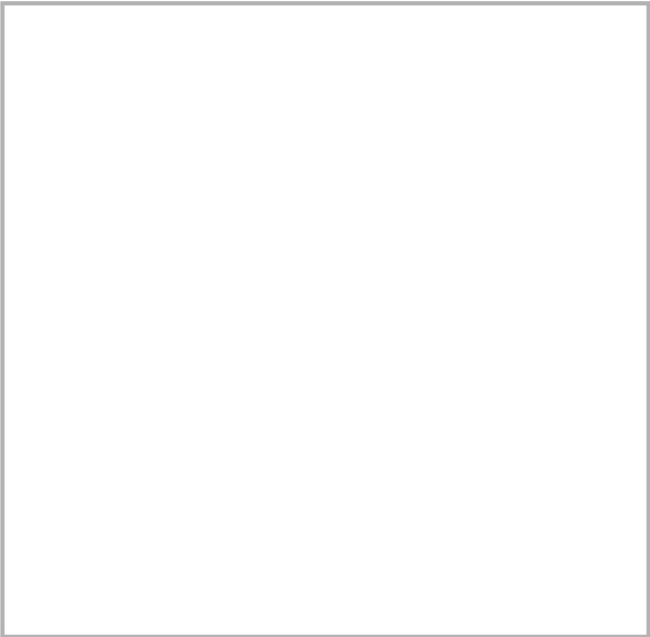
#### **Tips for teachers/educators**

*Children can empathize with the role of Awesome Girl and share the emotions that accompany her in the situations invented by the group.*

- What can we learn from these two stories?
- What should we bear in mind before clicking on pop-ups on our mobile or computer screen?

Prepare a board on being alert online and write down useful tips. Display it on the Be Internet Awesome board or in the Be Internet Awesome corner of the classroom.





## Alert

## 2. How do we Know Whether Information we Encounter Online is Fake?

### Themes



- ✓ improving the ability to verify the reliability of information and resources available online

### Goals

#### for students:



- Be aware that online content/information may be true or false
- Learn how to differentiate between real and fake online content

### Activity 1



#### Required materials:

- crayons or markers
- a large sheet of grey paper (A2/A1)

**Before you start:** Ask the students to think of two pieces of information about themselves or their family – one real and one fake. If working with younger students, crayons or markers and a large sheet or sheets of grey paper (A2/A1) will also be needed.

#### Lesson plan for younger students

Invite the students to share their stories – short statements, or even just single sentences, one of which will be true and the other fake. The task of the other students is to guess which sentence was true and which one wasn't. They can do this by asking questions. Later, the students vote to decide, with each student having one vote.

After a series of questions and answers, talk to the students and have them explain what helped them decide whether or not the story was true? What did they pay attention to?

Think about why and to what end fake/false information is created. What can we pay attention to in order to distinguish false information from real?

#### Tips for teachers/educators

*Sometimes people provide incorrect information because they want to influence our judgment or behavior. Thanks to this, they can obtain some benefits in the form of our reaction, purchase, decision, or vote.*

Every piece of information has its source. If it is reliable, we can check its origin. We can also pay attention to whether it contains data that can be measured, verified, and compared, or whether it is just affecting our emotions.

Place a large sheet of paper in a space accessible to students and let them write down the advice that you have discussed. They can be written in speech bubbles or some other form (i.e., geometric shapes). Later, give the students the opportunity to create visuals for your poster.

Finally, ask the students if they would like to show this poster to anyone? If they can identify any potential viewers (other students, teachers, parents), you can decide together how to make it happen.

### Lesson plan for older students

Invite the students to share their stories – short statements, or even just single sentences, one of which will be true and the other fake. The task of the other students is to guess which sentence was true and which one wasn't. They can do this by asking questions. Later, the students vote to decide, with each student having one vote.

After a series of questions and answers, talk to the students and have them explain what helped them decide whether or not the story was true? What did they pay attention to? What strategy did they adopt when trying to distinguish between truth and falsehood? What strategy did they adopt as storytellers, trying to mislead their classmates?

Think about why and to what end fake/false information is created. What can we pay attention to in order to distinguish false information from real? Make a note of 2-3 ideas.

Return to the situation from the comic strip and try to answer the following questions: What additional information available in the pop-up message (icon) could affect Awesome Girl's decision? What information could lead her to click on the icon? What makes this information stand out? What words does it contain? What do they encourage? What do they draw attention to? What emotions do they evoke?

## Activity 2



**Before you start: Please note that this game will generate some noise.** Bear this in mind when planning this activity. It is best for students to perform this activity in an open space (e.g., in the schoolyard) or in a room where shouting will not disturb others. Prepare labels with fruits or other items that the students are familiar with.

### Lesson plan for younger students

Divide the class into three equal or nearly equal groups (A, B, and C). Group A will draw a card with images (e.g., fruit). Their task will be to tell Group C what is on the card. Group B will stand between Group A and Group C and interfere with the transmission of this information in various ways (e.g., by shouting louder than group A, so that group C cannot learn the name of the fruit. The game begins when you give children a signal (e.g., clapping or another sound). Once Group C guesses the name of the fruit, let the groups switch roles so that everyone has a chance to experience each of them.

### Tips for teachers/educators

*You can also adapt this game and make it... silent. Then group A can convey the message with gestures, group B hinders the visibility of their gestures, and group C has to guess what group A is showing them. In this case, it is important to set a boundary/line, which none of the groups may cross.*

#### Required materials:

- labels with fruits or other items
- A3/A4 sheets of paper
- magazines, scissors
- glue

Talk to students about their experiences of being in each group. What was difficult for them? What was interesting? If being in group B was fun, then ask why. What made them want to interfere with their colleagues getting the right information?

Discuss with the students the forms online information can take (text, images, video, audio...). Talk about examples that they've encountered. Together, think about why someone might not want the information to reach the recipient? Why might someone interfere with or alter information? What could be causing this?

What could cause Group B to lose this power of influence ("interference")? How would students change the rules of this game? What will they remember about this activity? According to students, who could group A, group B, and group C be when obtaining information online? What can this experience teach us about using the internet and getting different information online?

### **Lesson plan for older students**

Ask the students to work in pairs and prepare some advertising posters for a chosen fruit. The advertisement should encourage others to eat the fruit in question. The advertisement should contain at least 2 true and 2 false facts about the fruit and some images (images from magazines or drawings).

First, let the pairs choose a certain fruit and write down a few short slogans that they will use in their advertisement. Moving from one group to the next, you can consult on the selected ideas with the students. Hand out sheets of paper to the children (size A3 or A4) and magazines from which they can choose slogans/words and images. Allow enough time for creative work.

Once the students have made the posters, invite them to present their ads to others and read the slogans and words they contain. Ask the students which information on the posters is true and which is not? Also ask the authors why they decided to choose these particular slogans? How were they supposed to be helpful? End the exercise with a round of applause for all the teams. Display the posters in a prominent place in the classroom.

Ask the students about the forms online information can take (text, images, video, audio...). Ask what forms of presenting information they encounter most often, what form they like to use, and why? Ask what we should pay attention to when accessing information and videos online? How can information influence our actions?

Ask the students whether it is possible to make some people believe that fruit is unhealthy? Why would anyone want to do that? What would it take to make that happen? What could help with that? Go back to the posters. Where can we find confirmed information about fruit? From whom, where, and how can we get accurate information? When it comes to fruit, who would the students trust?

**Alert**

## 3. Interland: Reality River

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The river that runs through Interland flows with fact and fiction. But things are not always as they seem. To cross the rapids, use your best judgment – and don't fall for the antics of the phishers lurking in these waters.

Visit: [g.co/RealityRiver](https://g.co/RealityRiver)

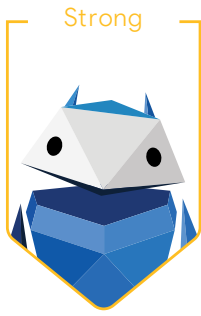
Ask the students to play Reality River and, using the questions below, encourage them to talk about what they learned. You can ask them to work in pairs.

- Have you ever been in a situation where you had to assess whether something online was real or fake? How did you do it?
- Who's a phisher? Describe their behavior and how it affects the game.
- Did the Reality River game change the way you evaluate content and people online?
- How do you know if a situation online is creepy or disturbing?
- How do you feel when you're faced with a situation like this?
- What can you do if you're not sure if something's real?

## Notes

[illegible]





## Strong

# Secure Your Secrets

## Getting real about privacy and security

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### Lessons

1. Why is it worth protecting valuable information and our personal data online?
2. What passwords are strong?
3. Interland. Tower of Treasure

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### Introduction

Kindergarten and early grade students are at the beginning of their online adventure. They are learning how to use the internet and gain their first experiences in this field, sometimes through trial and error. They find that there are no simple rules for taking care of online safety and security. They will learn the importance of protecting personal and private information. It is important that they are not afraid to ask questions and expand their knowledge on the subject.

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### Glossary



**security** – protecting devices and the data stored in them

**personal data** – all information that will allow you to identify yourself, that is: name, address, phone number, personal identification number, email address, etc. Sensitive data concerning health, religious beliefs, sexual orientation, or ethnic origin constitute a special category of personal data

**password** – a secret character combination used to access something; it can take various forms, for example, it can be a four-number passcode locking your phone or a complex password for an online account

**encryption** – changing information or data into code that is unreadable or unavailable to unauthorized persons



## DIGITAL DIARY OF AWESOME GIRL AND AWESOME BOY

### Strength of the password

Hi! I spent the entire day with Awesome Girl trying to come up with a strong password to log into our favorite game. We were brainstorming password suggestions that are easy for us to remember and don't need to be written down anywhere. For example: our names, the name of our dog, our favorite dessert, etc. Finally, we settled on some numbers that we both know well and would never forget. We were proud to be so clever. No one will ever guess our password!

We decided to check the strength of our password on Mom. We asked her to try and guess our super-secret password. Without thinking, almost immediately, Mom said

the date of our birth and... it turned out she guessed our password right away. A whole day of work on a strong password, all for nothing! We felt really sad. Mom said she appreciated our efforts to find a strong password because it's important to keep our devices and online account well-protected from other people's access. She pointed out that a strong password must be easy for us to remember, but at the same time difficult, and almost impossible to guess by another person.

What do you say to that?

How do you create strong passwords online?

Do you agree that this is important?

What happens if someone guesses our password?

5 comments ▼

ADD COMMENT





## DIGITAL DIARY OF AWESOME GIRL AND AWESOME BOY

### Comments



Olly

I used the following instructions when creating my password <https://support.google.com/accounts/answer/32040?hl=pl>



Mary

And I checked my password at <https://password.kaspersky.com/pl/>. I can definitely recommend it!



Kasper

My dad helped me encrypt my computer and phone. No one knows my password except my dad.



Suzie

Awesome! And I keep my important treasures in a safe with a cipher, a gift from my grandmother, and I have a diary with a lock on it.



Charles

Hey Awesome Girl and Awesome Boy! Why do you need to protect your data?

ADD COMMENT

## Strong

# 1. Why Should we Protect Valuable Information and Our Data Online?

## Themes



- ✓ being aware that protecting your devices, data, and accounts online is important
- ✓ being aware that strong passwords effectively protect our devices and accounts online
- ✓ developing knowledge about data security and protecting data against online threats

## Goals for student



- Understand that data needs to be protected online
- Understand why it is important to protect data and important information
- Understand why it is important to protect the devices on which data is stored

**NOTE:** You can choose between the activities / you do not need to complete them all. It is up to the teacher to decide.

## Activity 1



### Required materials:

- printed entry from the Digital Diary of Awesome Girl and Awesome Boy and photos from the diary
- Handouts 6 and 7
- writing utensils, crayons, markers
- A4 and A3 sheets of paper
- posters about strong passwords

**Before you start:** Prepare an entry from the *Digital Diary of Awesome Girl and Awesome Boy* and photos from the diary of Awesome Girl and Awesome Boy, post-it notes with tasks for each student, writing utensils, crayons, markers, A4 and A3 sheets of paper, a poster about strong passwords.

### Lesson plan for younger students

Start by asking students to sit in a circle. Read *Awesome Boy's Digital Diary* entry and discuss it with the students. Together, think about why the password the twins invented was easy for Mom to guess. Would it be that easy for other people? Why / why not?

Talk about the things we protect in our lives, and why and how we do it. Divide the class into smaller groups. Hand out sheets of paper and pens and ask the students to come up with and draw (in groups) examples of:

- protecting your home,
- protecting your piggy bank,
- keeping your diary safe,
- protecting your bike,
- securing the scooter in the playground,
- keeping your toys safe, etc.

Ask the students to tell you about these imagined methods. Give each group some time.

Talk about what information is valuable online – what do students think? What is worth keeping safe or needs to be kept safe online? What would students want to protect? What do they think about the devices we use to store data or to access the internet – do they also need to be protected? Why / why not?

Ask the students to do the puzzles on handout 6, and then talk about what conclusions they might have.

Ask the students to present their passcodes. Pay attention to more complicated passcodes and ask the students if they'd be able to recreate the shape from memory? Note that passcodes and other forms of security are meant to be difficult for others to guess, but they should be easy for us to remember. If some of the passcodes are too simple, briefly explain why strong security is important to protect important data on our devices and online.

Finish the activity by asking students to work in (the previous) groups and create a poster showing what data needs to be protected online and how to safeguard the devices on which data is stored from others. Hand out A3 sheets of paper and crayons or markers.

### **Tips for teachers/educators**

*Examples could include numerical passwords, grid-style screen locks, fingerprint scanners, and hiding the device somewhere safe.*

*Important data online is e.g., our personal data (name, surname, date of birth, characteristics, health information), our photos, bank, and other account numbers, login details, information about our family and changes in our lives.*

Invite all the groups to present their posters. At the end, hang them in a visible place in the classroom.

In conclusion, emphasize that certain important information, especially our personal data, must be protected online. The best way to protect yourself is to create and use strong and diverse passwords and safeguard the devices we use: mobile phone, tablet, computer.

### **Lesson plan for older students**

Start by asking the children to sit in a circle. Read Awesome Boy's entry in the Digital Diary. You can read to younger children; older children can read it themselves.

Talk to the kids about the diary entry. Together, think about why the password the twins invented was easy for Mom to guess. Would it be that easy for other people? Why / why not?

Talk about the things we protect in our lives, and why and how we do it. Divide the class into smaller groups. Hand out sheets of paper and pens and ask the students to come up with and draw (in groups) examples, of:

- protecting your home,
- protecting your piggy bank,
- keeping your diary safe,
- protecting your bike,
- securing the scooter in the playground,
- keeping your toys safe, etc.

Ask the students to tell you about these imagined methods. Give each group some time.

Talk about what information is valuable online – what do students think? What is worth keeping safe or needs to be kept safe online? What would students want to protect? What do they think about the devices we use to store data or to access the internet – do they also need to be protected? Why / why not?

Ask the students to solve the puzzles on handout 7 and then talk about what conclusions they might have.

Talk about the words they were able to decipher. They should have three **answers: smart, strong password and passcode lock**. Write these answers in capital letters somewhere visible. Talk about what it means to be smart online.

Finish the activity by asking students to work in (the previous) groups and create a poster showing what data needs to be protected online and how to safeguard the devices on which data is stored from others. Hand out A3 sheets of paper and crayons or markers.

### **Tips for teachers/educators**

*Examples could include numerical passwords, grid-style screen locks, fingerprint scanners, and hiding the device. Important data online is e.g., our personal data (name, surname, date of birth, characteristics, health information), our photos, bank, and other account numbers, login details, information about our family, and changes in our lives.*

Invite all the groups to present their posters. At the end, hang them in a visible place.

In conclusion, emphasize that certain important information, especially our personal data, must be protected online. The best way to protect yourself is to create and use strong and diverse passwords and safeguard the devices we use: mobile phone, tablet, computer.

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## **Activity 2**



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First, ask the students if they've ever:

- given a stranger a key to their house or apartment,
- given someone the entry code to their building,
- given a stranger the code to their money box?

Students will probably all answer “no.” Ask them why not? If someone answers “yes”, ask them what happened afterward.

Ask further questions:

- Have they ever lost a house key? Anyone in their family? What happened afterward?
- What happens if we lose the key or leave it somewhere by accident?
- What can we do if we lose our house keys?

Together with the students, look at the photos of Awesome Girl and Awesome Boy's family life in the *Digital Diary*. What's going on in the photos? Discuss them together and think about what could happen next in each of these stories. There can be many endings. After listening to what the students have to say, refer to the previous story about the

house key and ask if they can see any similarities between the stories? Tell the students that an online account or device on which we store our valuable and important information or use to access the Internet is like a (virtual) home. And just like at home, you need to have online keys – to our devices, accounts, and web portals – so that no strangers are able to get in.

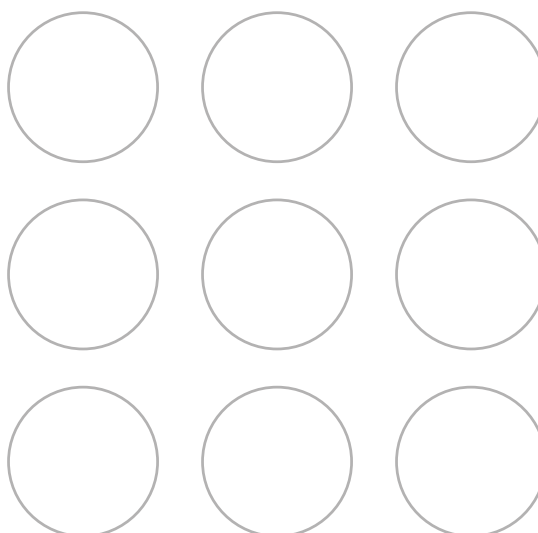
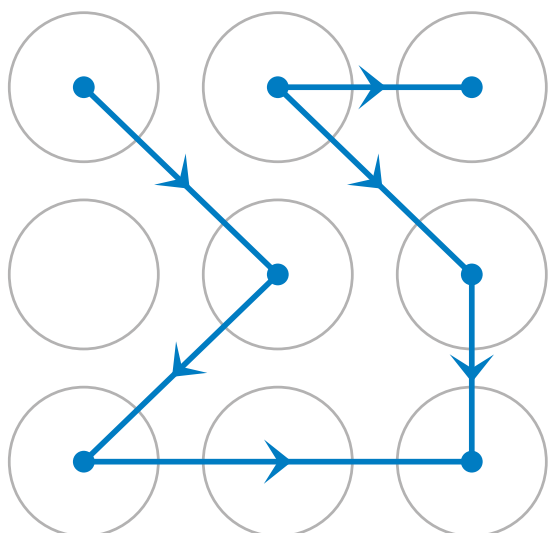
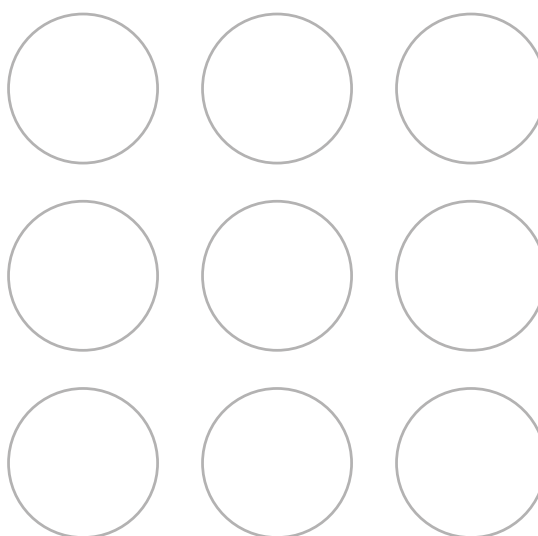
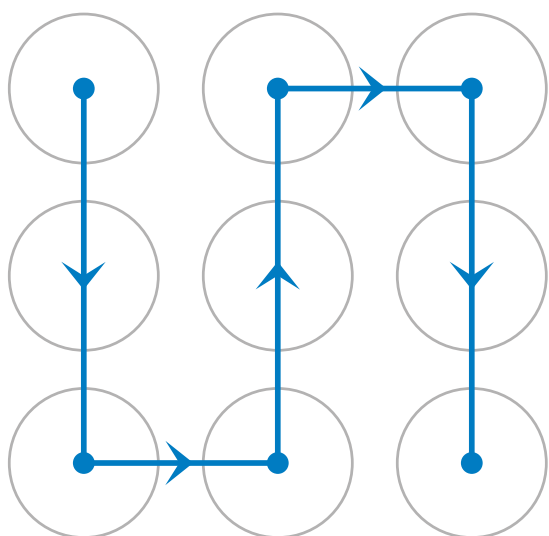
Online, this key is a password or passcode. Our password must be strong, i.e., complex and difficult for other people to guess, but easy for us to remember, so that we do not need to write it down anywhere and can store it in our memory.

Talk about the consequences of losing a device or of strangers deciphering our passwords. What can happen if we lose this key-password (someone decipheres it because it is easy, or someone reads it in a notebook left in a visible place, or if someone steals our unprotected phone)?

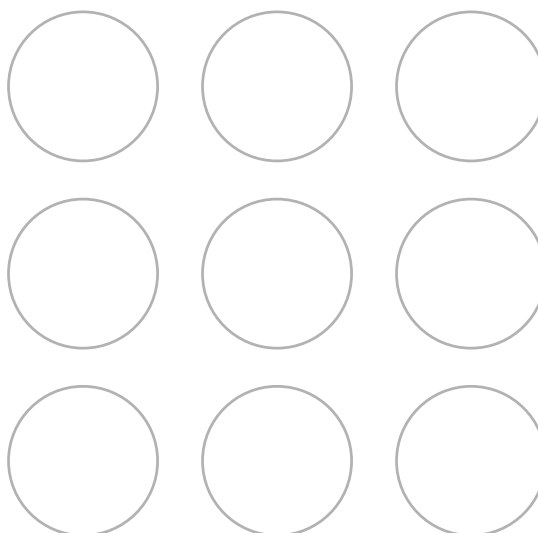
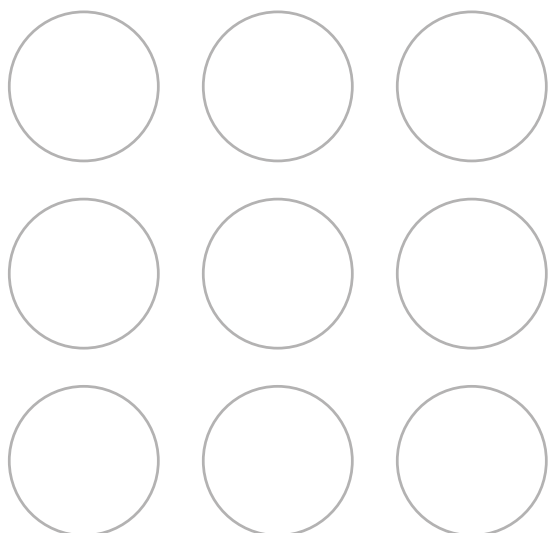
What can be done if someone already has our phone, has access to our password, or confidential information? How should we act? Gather as many answers as you can.

To conclude, read the poster in which Awesome Girl and Awesome Boy posted their tips for protecting devices and information online. Read them one by one and discuss them if anything is unclear.

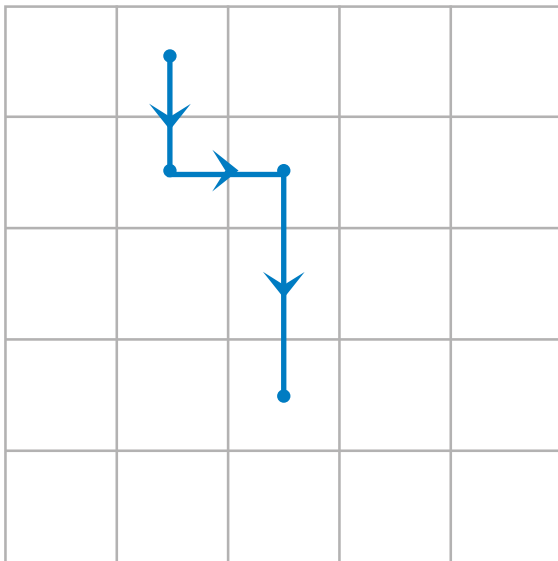
On the right, copy the passcode locking the screen.



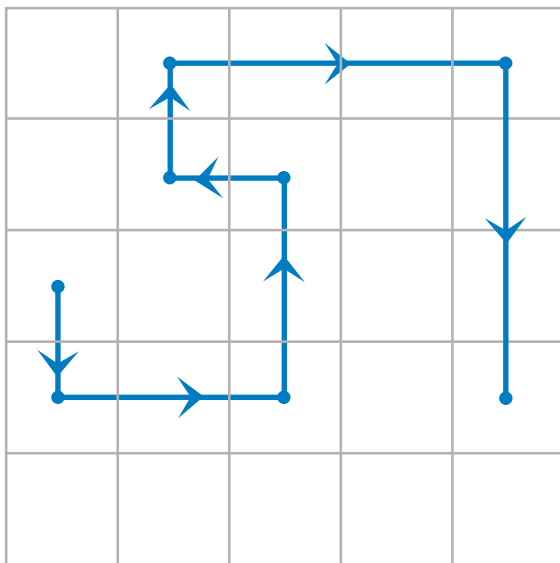
Ask the students to present their passcodes.



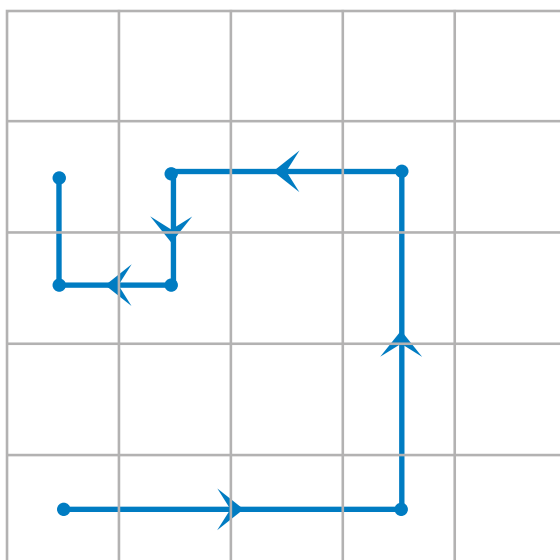
Decrypt the security from an imaginary mobile device screen below. Read the words and you will learn what is important to protect data and important information online. Note that some encrypted messages consist of two words.



E	S	L	M	W
P	M	A	Y	O
U	V	R	L	K
S	G	T	D	E
B	I	N	Z	T



E	A	S	S	W
K	P	G	Y	O
S	V	N	L	R
T	R	O	M	D
B	I	G	O	T



Z	N	U	Z	W
K	L	E	D	N
C	O	N	O	I
W	A	O	C	A
P	A	S	S	T

## How can you protect important data online?

A strong password is **at least 8 characters long**.

When creating a password, **mix** capital letters, numbers, and symbols. Remember, there must be at least 8 characters.

**Choose passwords** that are **easy for you to remember**, but **difficult for others to guess**.

**Encrypt sentences you like and can easily remember** – e.g., lyrics to your favorite song, the title of a poem.

**Do not allow your passwords to be stored permanently online.**

Try to **remember your passwords**. Writing them down / saving them somewhere others can access is risky.

**Passwords that are easy for others to guess contain:** your date of birth, address, phone number, or consecutive numbers i.e., 12345 – **avoid creating such passwords**.

**Lock/password-protect your devices** – tablet, phone, or computer.

**A strong password helps us:**

- protect your important personal data;
- protect your emails, files, and other content;
- protect your account from others.



## How can you protect important data online?

10 empty speech bubble shapes for writing answers.

Strong

## 2. What Passwords are Strong?

### Themes



- ✓ familiarizing students with the principles of creating, remembering, and protecting strong passwords

### Goals for students



- Understand what kinds of passwords are easy to decipher by others and by using special programs and what the consequences of a data leak might be
- Create a secure and strong password

### Activity 1



#### Required materials:

- entry from the Awesome Girl and Awesome Boy Digital Diary
- a strong password poster
- A4 sheets of paper
- markers or pens
- images with drawings / signs / symbols (for younger students)
- blank diary entry templates
- corks or erasers, pins
- paper clips
- pieces of paper with book
- movie and cartoon titles
- Handouts 8-11

**Before you start:** Prepare an entry from the *Awesome Girl and Awesome Boy Digital Diary*, a strong password poster, A4 sheets of paper, markers or pens, images with drawings, signs, symbols (for younger students), blank diary entry templates, corks or erasers, pins, paper clips, pieces of paper with book, movie and cartoon titles, handouts.

Begin by reading the entry from the *Digital Diary of Awesome Girl and Awesome Boy* about strong passwords and briefly discuss its content. Answer the students' questions if any come up. If you have read this entry before, you can revisit it briefly.

Tell the students that they will now be creating safe passwords for Awesome Boy and Awesome Girl. Split the students into pairs and give each pair an A4 sheet of paper and markers. Ask each pair to think together about creating a complex password according to of Awesome Boy and Awesome Girl's suggestions and write down their invented password. Emphasize that the password should be easy for them to remember, but difficult for others to guess. They have to work quietly so that no one hears the password they invented, and after writing it down, fold the piece of paper and do not show it to anyone.

#### Tips for teachers/educators

*Younger children can use images, drawings, signs, and symbols to create their password.*

Once the students are ready, make sure they've memorized their password. Collect all the pieces of paper. Tell the students that they will now play detectives and code-breakers and try to guess who created which password and why they think so. Write all the passwords on the board and give the students a moment to guess, then let the authors reveal themselves.

After completing the task, give the students a moment to share their impressions. Was

the task easy or difficult? What was difficult – inventing a password or encrypting it? Or remembering the rules for creating strong passwords? Guessing? Why? Ask the students whose passwords they found to be too weak and were deciphered why this might have happened (skip this question if no passwords were deciphered).

Place the pieces of paper with the passwords on the floor or pin them to the board and ask the students to arrange the passwords from the strongest to the weakest, and explain their decision-making process. What are the qualities of the most difficult password?

### **Tips for teachers/educators**

*You can also ask the students to choose the password that they think is the most difficult to guess and ask what the qualities of this password are.*

Finally, return to Awesome Boy's diary entry and, together, read the questions he asks his readers and the comments left by other children. Distribute empty diary entry templates and ask the students to draw or write a comment they would leave for Awesome Boy in response to his questions:

- How do you create strong passwords online?
- Why is it important to create strong passwords?
- What happens if someone guesses our password?

### **Tips for teachers/educators**

*You can also explore other methods of creating strong passwords (you can either choose one or suggest both methods). We propose these methods for 2 and 3 grade students.*

#### **Method 1.**

Hand out the materials and tell the students that in a moment, you will make a decoder wheel for sending and receiving secret messages. No one will be able to decipher the message unless they have a secret key.

The students work in pairs – work with them, provide instructions and show them what you're doing.

Once the students have cut out the wheels, ask them to place the small wheel on top of the larger one and connect the two by placing an eraser or cork on the bottom and pressing a pin through from the top.

Ask the students to adjust the wheels so that the same letters on the large and small wheels are next to each other (A=A). Now ask the students to move the big circle a few fields to the right, e.g., about 4, and check what letter now corresponds to A on the larger wheel (A=X). Ask the students to secure both wheels with a paper clip so that they do not change their position.

When everyone is ready, ask the students to write a short message. Let it be one short word. Have the children write it down on A4 sheet of paper. The small wheel is the main one – that is where children find the next letters of their chosen word. Then they check what letter is below on the larger wheel and write this letter down. E.g., the word "awesome" will be encoded as "XSAOKIA". Volunteers can walk up to the board and write the

encoded word on it, and the other children can decode it. You can repeat the game from time to time to get a handle on this secret encryption method.

### Method 2.

The students write down the title of a favorite book, movie, or cartoon on pieces of paper. You can also prepare ready-made pieces of paper with titles. Ask the students to cross out every second letter, all vowels, etc., and write down the remaining letters as a single word on a piece of paper. This will be the basis of their password. E.g., “Amazing adventures” = “mzngdvntrs.” Then ask the students to add 2 numbers and two special characters that they like or associate with something. They can add them to the front or back of the new word. This is how strong passwords are created.

Perhaps one of the students would like to read out the resulting password? This could lead to some laughs! Ask the students if such a password would be easy to guess and why. Was this an interesting way of creating strong passwords, and why?

---

### Activity 2



Explain that nowadays we store more and more documents on computers and other electronic devices, we set up more and more different accounts online. In this way, we share our data, important notes, photos, contacts, videos, etc. online. This information is protected primarily by strong passwords. Someone guessing our passwords is often associated with the loss of money, access to our private correspondence, or photos. Someone may post false information or unwanted content on our social media accounts (in our name). This is always unpleasant and/or expensive.

Ask the students if they’ve ever heard of such situations? Perhaps this happened to someone they know? Talk about what we can do in a situation like this. Emphasize that it is very important to use strong passwords that protect us online.

Show the children Awesome Boy and Awesome Girl’s poster about strong passwords. If you haven’t discussed it yet, read aloud all the tips and discuss them one by one. Answer any questions. If it has already been discussed, ask the students what they remember.




Now hand out the worksheet with tablet screens and ask the students to find green and red crayons. There is one sentence on each tablet, and the children’s task is to paint the screen of the device green if the sentence is true or red if the sentence is false.

The students work independently, and once the task is completed, compare the answers together. If there are any mistakes, discuss them.

### **Tips for teachers/educators**


*When working with younger students, read to them what is written on tablets so they can decide what color they will paint the screen.*


To practice recognizing strong and weak passwords, give each student a piece of paper on which Awesome Boy and Awesome Girl wrote down different passwords (you can create your own examples). Attach a green and red key to the board. Red symbolizes weak passwords and green symbolizes strong ones. The student's task is to consider whether the password in front of them is weak or strong. Then, each student sticks their password to the selected key in a specific color and justifies their decision.





DIGITAL DIARY OF AWESOME GIRL  
AND AWESOME BOY


Comments



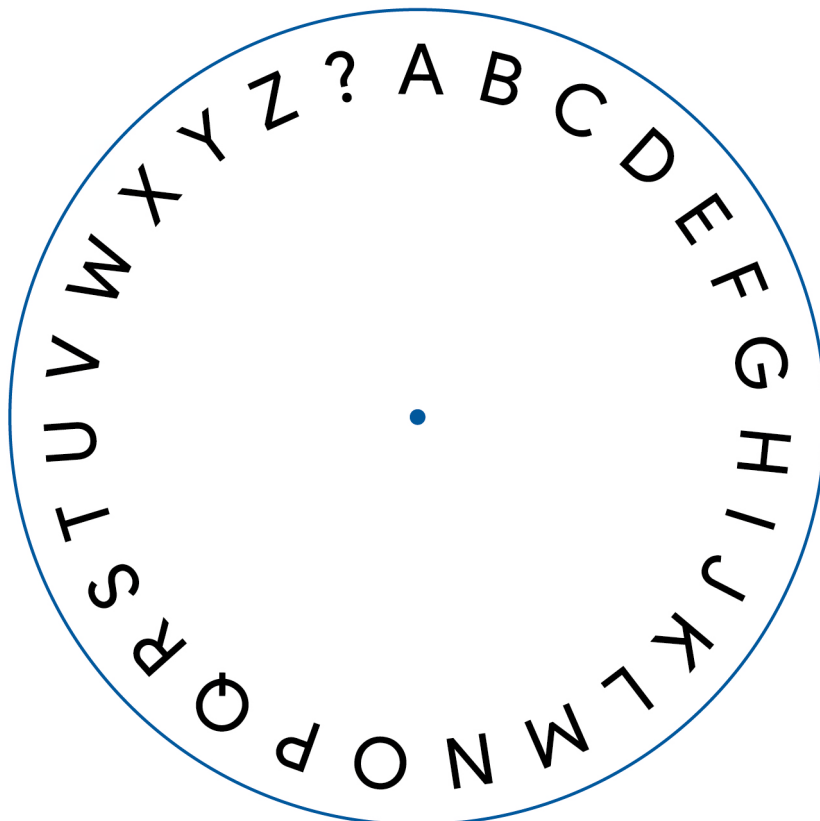
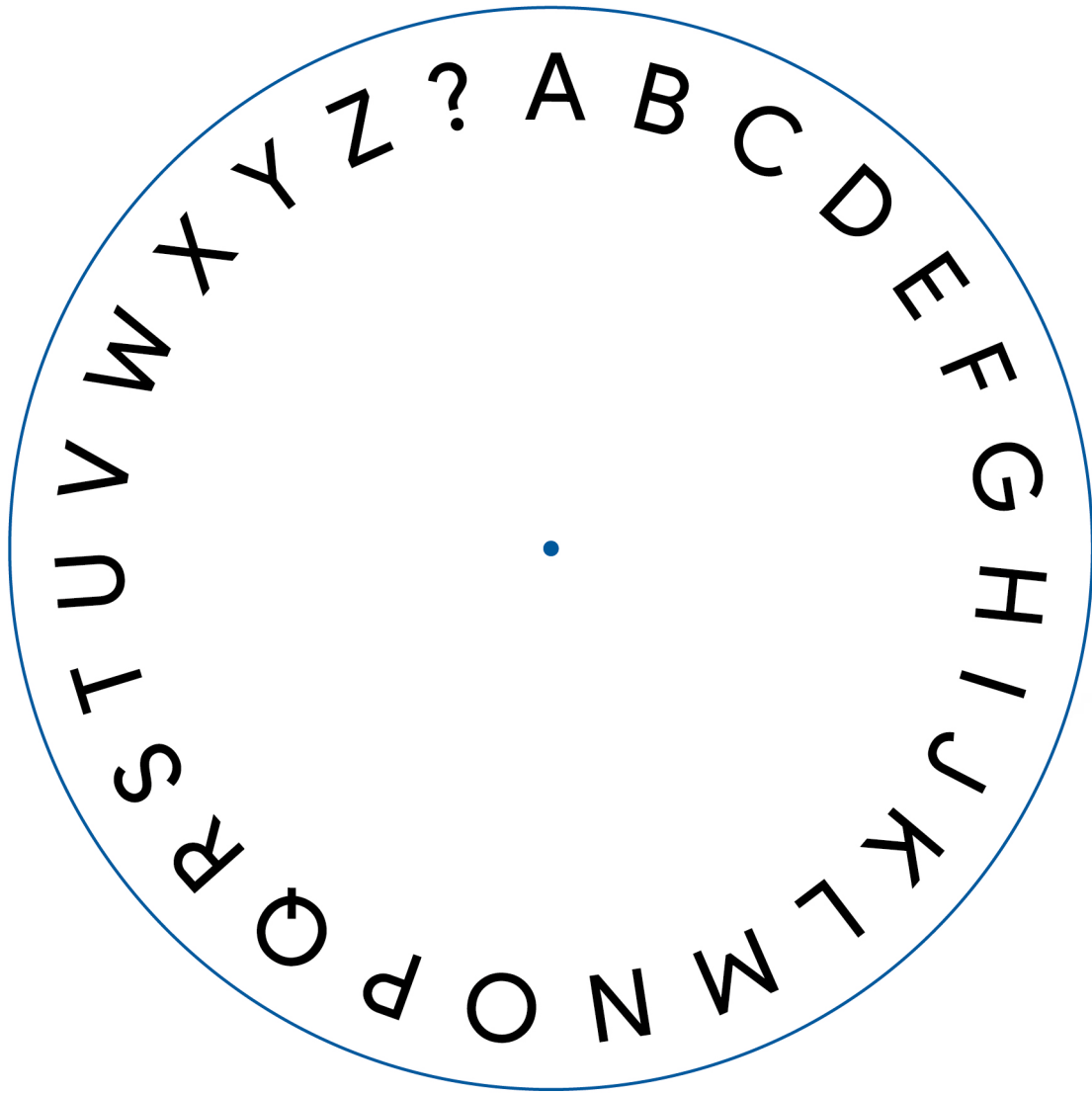




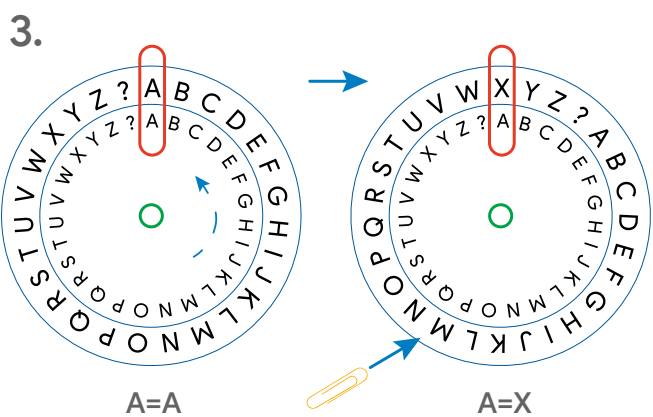
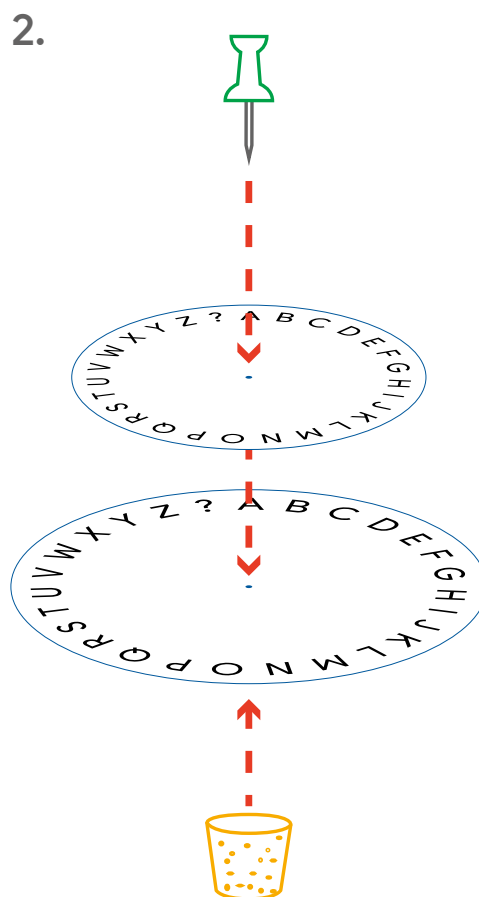
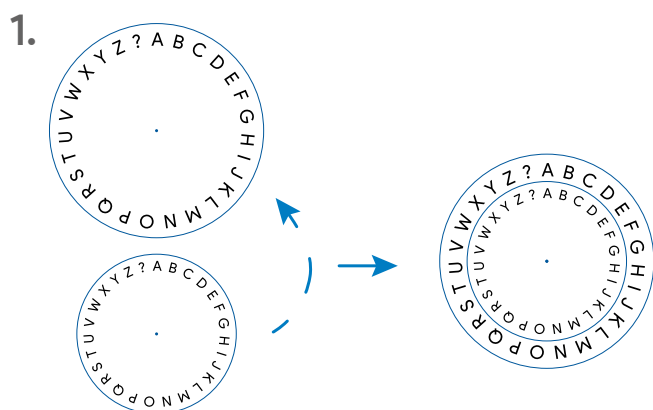
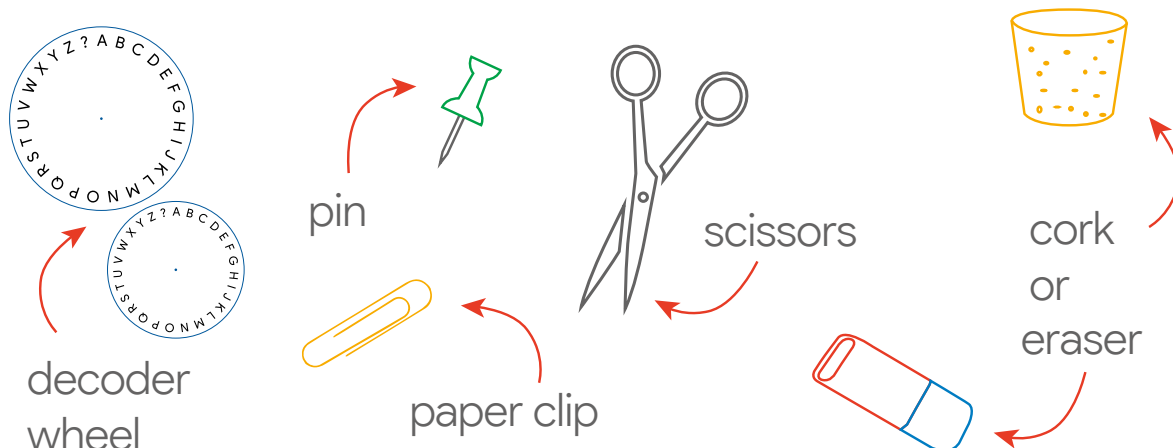




ADD COMMENT

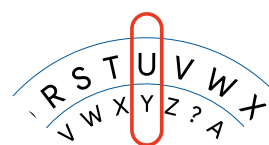
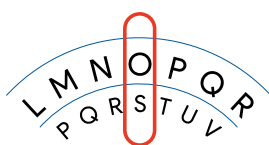
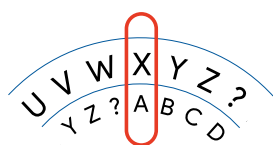


## What do you need?



example:

AWESOME = XSAOKIA



Paint the tablet screens green if the displayed text is true and red if it is false/fake. There are two screens with no passwords. Draw or write why protecting data and important information with a strong password is important.

Creating strong passwords is important and can be fun.

Using anti-virus software eliminates the risk of your password being hacked.

A strong password should have 6 letters.

When creating a password, you can use both symbols and spaces.

Do not share your passwords with third parties and do not write them down in visible places.

Choose a password that will be associated with you

Create one password for different services

Simple passwords are ok, because they are easy to remember



weak password



strong password

1234Asdf	chocolate1
Pine4	Lewandowski9
cinnamoncat2	Johnny2011
Kbpwd,kbfp!	5s35m36t
frozen	my Password123
12062012	Kksncł_4
AnnOfGrnGbls2016	HrrPtttr+thPhil\$pher\$\$
Kasia987	ZXcvb123
CatCake1	Moomins8
RJojJTzp20	Opsktrjzdzlklj92
AfrkKzk19	HariboGoldbear0
Red2021	iLikesPoems8
Swksit1958	Pineapple1
Hlth_#	#QBjmWB*6
Nrokmkd9#	Pzjup17t*

Strong

### 3. Interland. Tower of Treasure

Help! The Tower of Treasure is exposed and Internet users' treasures, such as contact details and private messages, are at risk. Beat the cracker and build a strong fortress to secure the secrets once and for all.

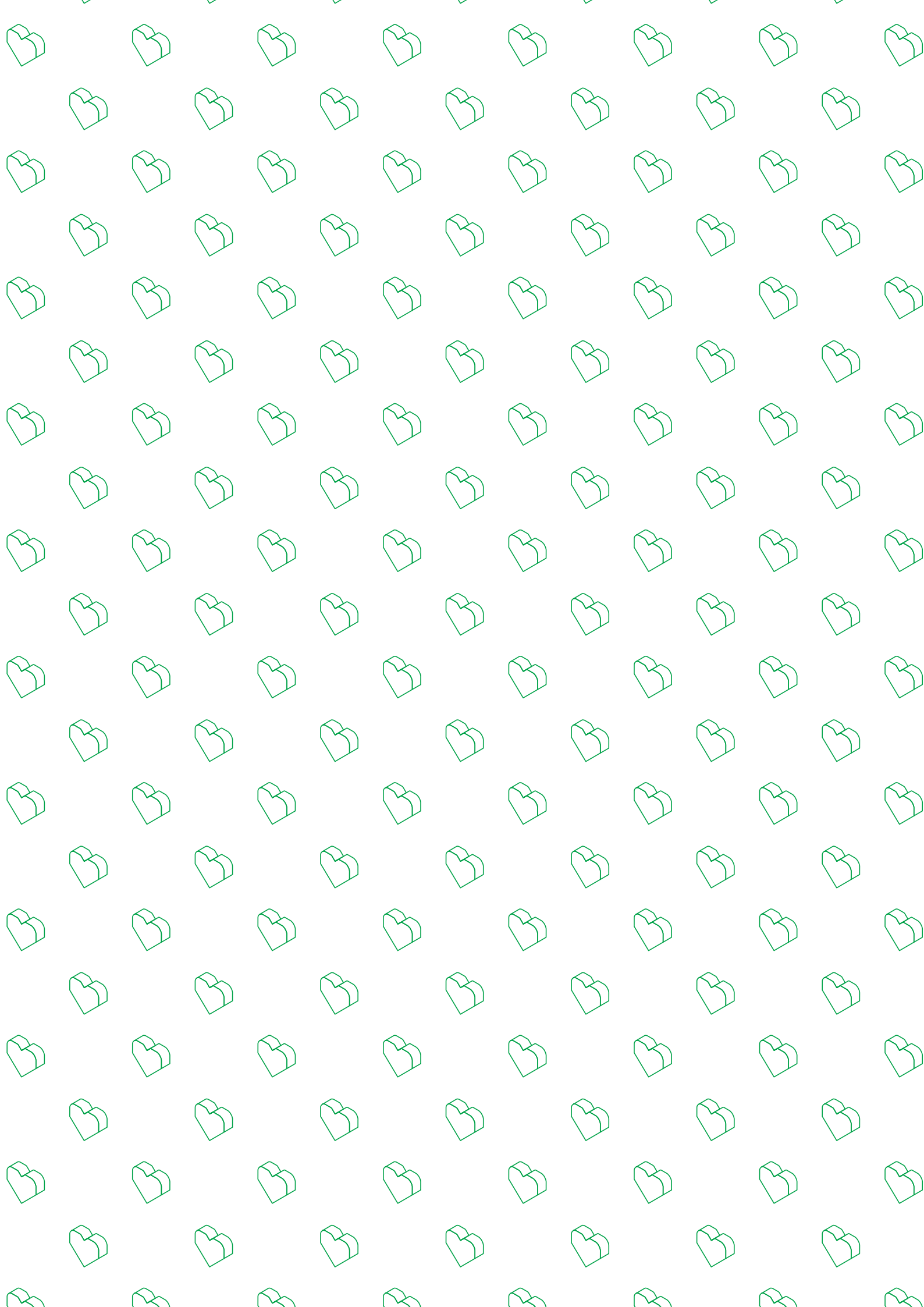
Visit: [g.co/TowerOfTreasure](https://www.google.com/interland/toweroftreasure)

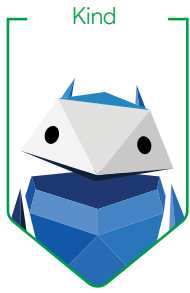
Ask the students to play Tower of Treasure and, using the questions below, encourage them to talk about what they have learned. You can ask them to work in pairs.

- What are the elements of a super-strong password?
- When is it important to create strong passwords in real life? What tips do you remember?
- Who is a cracker? Describe this character and how they affect the game.
- Did Tower of Treasure change the way you plan to protect your information in the future?
- Create three passwords that pass the "super strong" test.
- What are examples of sensitive data that should be protected?

## Notes

[illegible]





## Kind

# Cool to Be Kind

## I take care of myself and others

### Themes

1. What does kindness look like?
2. Lending a helping hand
3. A friendly response
4. Kind Kingdom

### Introduction

The digital world creates new spaces for communication, social interaction, and relationship-building for children. In this world, you can always be ON, that is, remain in constant contact with everyone. Self-esteem, self-confidence, and empathy are skills that are very important in the digital world.

An important part of dealing with difficult situations encountered online is recognizing kind and negative messages and the ability to assess our own behavior and the behavior of other people with empathy.

Examining the way we act, strengthening positive and limiting negative behavior are the main themes related to Kindness. It is also important to understand that kindness does not have to mean being nice, and strongly relates to having respect for others.

### Glossary



**blocking** – a way to end all online interaction with another person, preventing them from accessing your profile, sending you messages, seeing your posts, etc. without notifying them

**cyberbullying** – bullying that takes place online or through the use of digital devices

**hate** – offensive, aggressive online comments about something or someone

**trolling** – deliberately cruel, offensive, or provocative online comments

**strengthening participation** – increasing or expanding participation or influence

**exclusion** – online/offline harassment or violence consisting of leaving someone out or completely excluding them from the life of a group, class, or school



## DIGITAL DIARY OF AWESOME GIRL AND AWESOME BOY

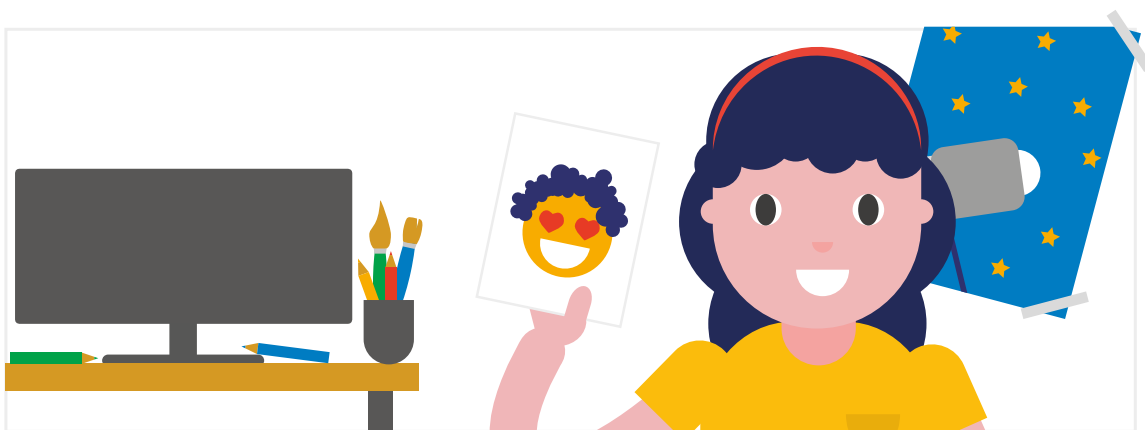
### Artwork

Hi! It's Awesome Girl. This morning, when we were packing for school, Awesome Boy showed me his art class assignment. We had to draw a superhero, someone who's our role model. And you know what he drew? A man in a red cape. Great, huh? Except that this cape looked like a dress and it was all wonky. I told Awesome Boy all this. I said he could do better!

As always, our mom heard everything, and told me that

"I should be kinder." So, I've been wondering all afternoon – what is kindness? What does it look like? Where does it come from? Can it be bought? I've asked Awesome Boy, but he had no idea. Did any of you ever see kindness? Let me know! I mean, how am I supposed to "be kinder" if I know nothing about it?

In the end, I thought I'd try drawing it. In the picture, it's me and my kindness. Cool, isn't it?



3 comments ▼

ADD COMMENT



## DIGITAL DIARY OF AWESOME GIRL AND AWESOME BOY

### Artwork

Hi! It's Awesome Girl. This morning, when we were packing for school, Awesome Boy showed me his art class assignment. We had to draw a superhero, someone who's our role model. And you know what he drew? A man in a red cape. Great, huh? Except that this cape looked like a dress and it was all wonky. I told Awesome Boy all this. I said he could do better!

"I should be kinder." So, I've been wondering all afternoon – what is kindness? What does it look like? Where does it come from? Can it be bought? I've asked Awesome Boy, but he had no idea. Did any of you ever see kindness? Let me know! I mean, how am I supposed to "be kinder" if I know nothing about it?

In the end, I thought I'd try drawing it. In the picture, it's me and my kindness. Cool

#### Comments



Wojtek  
your kindness is so cool



Anonymous  
too much yellow



Anonymous  
I'd do it differently

ADD COMMENT

## Kind

# 1. What Does Kindness Look Like?

## Themes



- ✓ developing the ability to read (the good) intentions of others
- ✓ developing socio-emotional skills
- ✓ developing socio-moral attitudes such as kindness, empathy, and understanding

## Goals for students



- Understand what kindness is and explain it to others
- Present my own work and discuss it

## Activity 1



Together with the students, sit in a circle and read the comic strip from the *Digital Diary of Awesome Girl and Awesome Boy* (for now, skip the comments that appear under the post). Discuss it with the students and talk to them about the situation. Make sure everyone can talk freely. The following questions will help you do this (you can choose):

- What do the images show? What's happening in them?
- What happened in the morning while the kids were getting ready for school?
- What did Awesome Boy show his sister?
- How did Awesome Girl react? What did she do? What did she say to her brother?
- Who do you think the man in the red cape was?
- Do you know a superhero who is a role model for you?
- Why are they a role model? What do they do? How do they behave? What do they look like? What's their name?

Ask the students further questions related to the idea of kindness:

- What did Mom say to Awesome Girl?
- What has Awesome Girl been thinking about all afternoon?
- Can you answer her questions? (Here, you can re-read the questions Awesome Girl asks in the diary)
- What did Awesome Girl do in the afternoon?
- What did her drawing look like?

Have students play a game with the aim of finding out what kindness looks like and how we can see it in others. Choose a song that may appeal to students (i.e., a song from *Zootopia* or *Vaiana*). Tell the students that while the music is on, they can walk around the classroom freely. When the music stops, they should kindly greet the child closest to them. Ask them what these greetings could look like – let them give a few examples. Let the student know that they will repeat this action a few times and each time they are to greet a different child – with kindness and in a different way.

To sum up, sit in a circle and ask the students a few questions:

- What did you like about this game?
- How did you greet the other person and how did you show kindness?
- How did others greet you? In what way did they show kindness? (Here, you can draw students' attention to body language: smile, hug, handshake, smiling eyes, open attitude)

### **Tips for teachers/educators**

*Kindness means selflessly helping others, being nice, and thinking about the other person's needs. It results from empathy and trust, from the belief that others are good and their needs are important.*

## **Activity 2**



### **Required materials:**

- A4 or A3 sheets of paper
- markers
- crayons
- glue
- scissors
- creative materials: string, wrapping paper, tin foil, tissue paper, empty toilet paper rolls, ribbons, decorations
- Handout 2
- Handout 12

**Before you start:** Depending on the age of the group, prepare A4 or A3 sheets of paper, markers, crayons, glue, scissors, string, plasticine, wrapping paper, tin foil, tissue paper, empty toilet paper rolls, ribbons, worksheets

Ask the students to explain what it means to be kind and give examples of situations when someone was kind. Write the word KINDNESS on a flipchart or whiteboard and add words, slogans, and memories associated with kindness. In this way – together with the students – you will create a poster that maps the thoughts and defines the meaning of kindness. You can hang it in the “Be Internet Awesome” corner of the classroom. It is important to note that a kind person is kind to others, but also to themselves. Also, there are situations in which we don't have to be nice – this doesn't mean that we should insult others, but if we want to react, when we see e.g., online harassment (calling someone names, insulting, or mocking) – then our reaction should be firm, factual and civil, but not necessarily kind (it is worth reminding children of this).

In order to encourage this way of thinking about kindness, distribute worksheets – an outline of the human body – and ask the students to draw or mark the area where they think kindness lives. Encourage the students to use different colors. The drawings will look great hanging on a line in a visible place in the classroom.

Tell the students that now (just like Awesome Girl) they will design KINDNESS using a variety of craft materials. Depending on age, decide whether the students will work alone or in groups.

### **Tips for teachers/educators**

*Younger children can draw/paint kindness [like Awesome Girl] as a superhero or using crayons and markers. With older students, you can split the activity into two stages: 1/ discussion and worksheets, 2/creative activity.*

First, split the students into groups of 3-5 people. Give each group a worksheet that should contain 5 columns: name, appearance, gadget/superpower, slogan, and the materials we need to use. The task is to talk about Kindness as if it were a superhero:

- What's their name?
- What do they look like?
- What's so distinctive about them?
- Do they have any special/particular clothes?
- Do they have any gadgets, and if so, what are they?
- What do they say – slogan/catchphrase?
- What materials (from the available ones) will you use to make it?

Give the groups time to discuss and fill in the worksheet. When they are done, ask the students to present their ideas.

Now, based on their worksheet, it is for students to get creative and design KINDNESS. Once they are done, make sure you “organize an exhibition” (on tables, the floor, or walls depending on the size of the students’ artworks). Ask the students to present their work and talk about their idea of KINDNESS. If possible, ask additional questions: What’s your KINDNESS called? Who is he/she? What’s their gadget? What’s their catchphrase? Make sure each presentation is followed by a round of applause.

Finally, briefly summarize all the presentations, paying attention to the most important elements and descriptions of kindness.

**WHAT'S THEIR NAME? (NAME)**

**WHAT DO THEY LOOK LIKE? (APPEARANCE)**

**WHAT GADGETS DO THEY HAVE? (GADGETS)**

**WHAT DO THEY SAY? (WORDS)**

**WHAT MATERIALS DO WE HAVE TO USE TO MAKE IT? (MATERIALS)**

## Kind

## 2. My Kind Hand

## Themes



- ✓ understanding how important words are to ourselves and to others
- ✓ strengthening our self-esteem

Goals  
for students

- Understand that being kind to myself is just as important as being kind to others
- Say and write nice, positive, and empowering words (to myself and others)

## Activity 1

**Required materials:**

- Handout 13
- A4 sheets of cardboard
- pens
- crayons
- kind words cut out from Handout 14 (enough for all the children in the group)

**Before you start:** For younger students, prepare a cardboard template in the shape of a hand; for older students, prepare blank A4 sheets of cardboard, pens, crayons and containing kind words (enough for all the children in the group) – the words may be repeated, examples can be found in the textbook.

Together with the students, read Awesome Girl and Awesome Boy's diary entry (for now, skip the comments below the post). If you've read it before, recall what it was about. Pay special attention to Awesome Girl's reaction to her brother's art assignment. Ask the students to think about how Awesome Boy might have felt in that situation. Ask the students if they have ever experienced a similar situation. What happened and how did they feel?

Ask the students to take one note each (with kind comments, from the worksheet) and read it out loud. Ask the students how they felt when reading it.

**Tips for teachers/educators**

*You can read the notes to younger students. Ask them how they feel when hearing the comments.*

Tell the students that being kind means, among other things, being nice and polite to other people and making sure that we don't hurt others with our words, gestures, and actions.

Ask the students if they know the phrase "words have power." Ask the students to explain what this "power" might be.

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## Activity 2



### Lesson plan for younger students

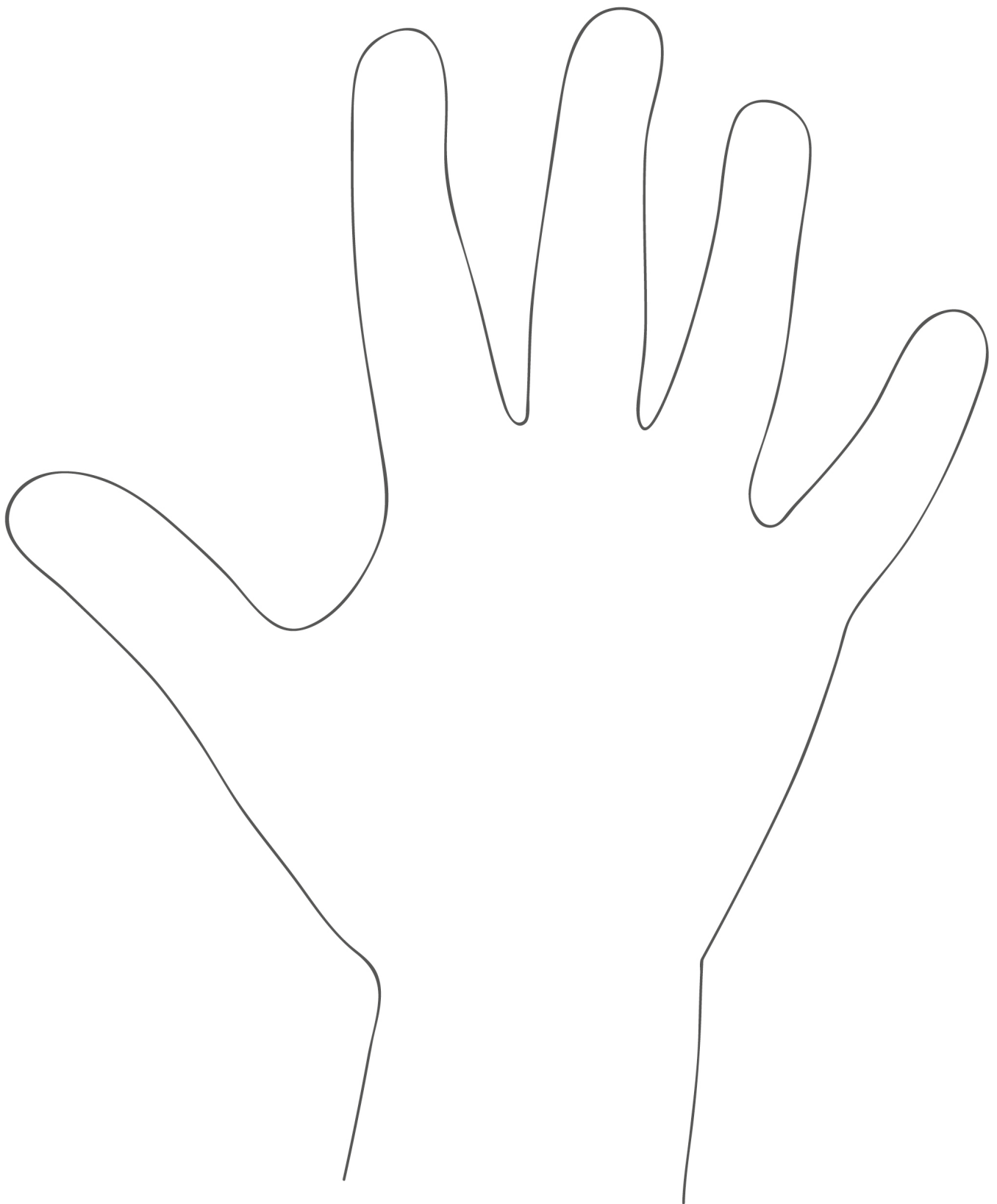
Distribute cardboard templates in the shape of a hand. Ask the students to create a “kind hand” and paint and decorate it however they like, so that it is colorful, positive, and brings a smile to their face. In this way, they will create a kind hand for themselves, because it is important to be kind, nice, and good to oneself too. The students should take the hands home with them.

### Lesson plan for older students

Hand out white, A4 sheets of cardboard to students and have them draw the outline of their own hand and then cut it out. Ask the students to create a “kind hand” and paint and decorate it however they like, so that it is colorful, positive, and brings a smile to their face. Then they can add some kind and empowering words / words that they like and are important to them. In this way, they will create a kind hand for themselves, because it is also worth being kind and good to themselves. The students can take their hands home with them.

### Tips for teachers/educators

*You can also do this activity with older students in a computer lab. Then ask them to go to [www.wordart.com](http://www.wordart.com) and type the reinforcing words and phrases into the table, and then select the hand template. Show them how to edit the colors and order passwords. You can print and hang the created word speech bubbles on a string in the hall, or the students can take them home.*



Good that you're here.

You look nice.

You are awesome!

I'm glad you're here.

You have a beautiful smile.

I like spending time with you.

I like hearing your stories.

I admire how well you're doing.

You're the best to play with.

I like it when you laugh.

You have the best ideas.

Nice to see you too.

You're so strong!

I'm glad you're here.

Don't give up.

You are cool.

I like you.

## Kind

### 3. Responding with Kindness

#### Themes



- ✓ shaping kind attitudes and the ability to express kindness towards others and oneself
- ✓ building a positive image online

#### Goals for students



- Tell the difference between kind and unkind comments
- Know how to react in a friendly way and how to be kind to others
- Understand that how I address other people online influences how others see me

#### Activity 1



Together with the students, read the *Digital Diary of Awesome Girl and Awesome Boy* entry along with the comments that appear below the post. If you've read this entry before, try and recall what it was about. If you have previously discussed Awesome Girl's comments about Awesome Boy's assignment, skip this section and focus on the comments below the post. Choose a few students to read the comments out loud / read to younger students.

If you haven't discussed Awesome Girl's reaction to Awesome Boy's art assignment before, do it now. What did Awesome Girl say to her brother? Was it kind, or not? Why? How do you think Awesome Boy felt? If you've already talked about this, skip this part.

Discuss the comments below the post. Ask the students whether the comments are kind or unkind and why. How do we know whether a comment is kind? Ask the students to provide examples of kind and unkind comments or sentences. Together, think about how they make us feel.

#### Activity 2



**Before you start:** Prepare cut-outs of emojis for each student (you can find them attached), a table with two columns for each student / group of students, and print-outs of comment templates to be filled in.

#### Lesson plan for younger students

Distribute the print-outs of emojis – one sad and one smiley. Read the comments from the worksheet and ask the students to respond by holding up the sad emoji if the comment is unkind, and the happy emoji if the comment is kind. Discuss any doubts/uncertainties with the students. What makes us decide whether a given comment is kind or unkind?

#### Required materials:

- Handout 15
- Handouts 16a, 16b, 17, 18 and 8

Ask the children to stand in a space where they can move easily – move the desks or go to the back/front of the classroom if you have more room there. Place the smiley emoji on one side of the classroom, on the wall, and the sad one on the other. Read the comments from the worksheet and ask the students to stand on either side of the room, depending on whether they think the comment is kind (smiley face) or unkind (sad face). If they are unsure, they can stand in the middle.

Talk about how important it is to properly address others, how we can hurt or offend others because we say something unpleasant, and that we need to think about what we say and how we say it. Sometimes, we can hurt others unintentionally – we think our comment was neutral, but it was upsetting. Often, we need to think twice before we say something or write/post a comment or a message.

Ask the students to write a comment below Awesome Girl's diary entry. You can show the students Awesome Girl's picture of KINDNESS one more time.

Show the children the set of different icons/symbols (you can find them on the worksheet). Tell them that, online, we often use the language of symbols instead of words. Explain that these can be both kind and unkind. At this point, you can discuss them with the students – what do they represent? Are they positive or negative? Hand out comment templates and ask the students to select one positive icon/emoji and add it to the comments posted below Awesome Girl's diary entry.

### **Lesson plan for older students**

Give the students a table with two columns: kind and unkind comments, and worksheets containing comments. Ask them to read them and then cut out and glue the comment in the appropriate column. Once they finish, have volunteers read the comments one by one and explain which column they have added it to and why? Did the other students do the same? Discuss any doubts/uncertainties with the students. Why do we find some comments kind and others unkind?

Ask the children to stand in a space where they can move easily – move the desks or go to the back/front of the classroom if you have more room there. Place the smiley emoji on one side of the classroom, on the wall, and the sad one on the other. Read the comments from the worksheet and ask the students to stand on either side of the room, depending on whether they think the comment is kind (smiley face) or unkind (sad face). If they are unsure, they can stand in the middle.

Talk about how important it is to properly address others, how we can hurt or offend others because we say something unpleasant, and we need to think about what we say and how we say it. Sometimes, we can hurt others unintentionally – we think our comment was neutral, but it was upsetting. Often, we need to think twice before we say something or write/post a comment or a message.

Ask the students to write a comment below Awesome Girl's diary entry. You can show students Awesome Girl's picture of KINDNESS one more time. Make sure the comments are kind and supportive.

Once they are done, display all the comments in a visible place in the Be Internet Awesome corner of the classroom. Perhaps they'll inspire you to practice kindness towards yourself and others on a daily basis.

**I LIKE YOUR  
DRAWING.**

**YOU DREW IT  
ALL WRONG.**

**IT'S COOL THAT  
YOU'RE KIND.**

**I WOULD HAVE DRAWN  
IT DIFFERENTLY.**

**TOO MUCH  
YELLOW.**

**YOU SUCK AT  
DRAWING.**

**COME ON! THIS CAPE  
LOOKS LIKE A DRESS.**

**LEARN TO PAINT  
BETTER.**

**YOUR SUPERHERO  
IS BEAUTIFUL .**

**YOU STILL HAVE  
A PROBLEM WITH THE  
PROPORTIONS, BUT  
THE COLORS ARE  
GREAT!**









## Kind

## 4. Interland. Kind Kingdom

Vibes of all kinds are contagious, for better or for worse. In the sunniest corner of town, troublemakers are spreading negativity everywhere. Block and report troublemakers to stop their takeover and be kind to other Internauts to restore the peaceful nature of this land.

Visit [g.co/KindKingdom](https://g.co/KindKingdom)

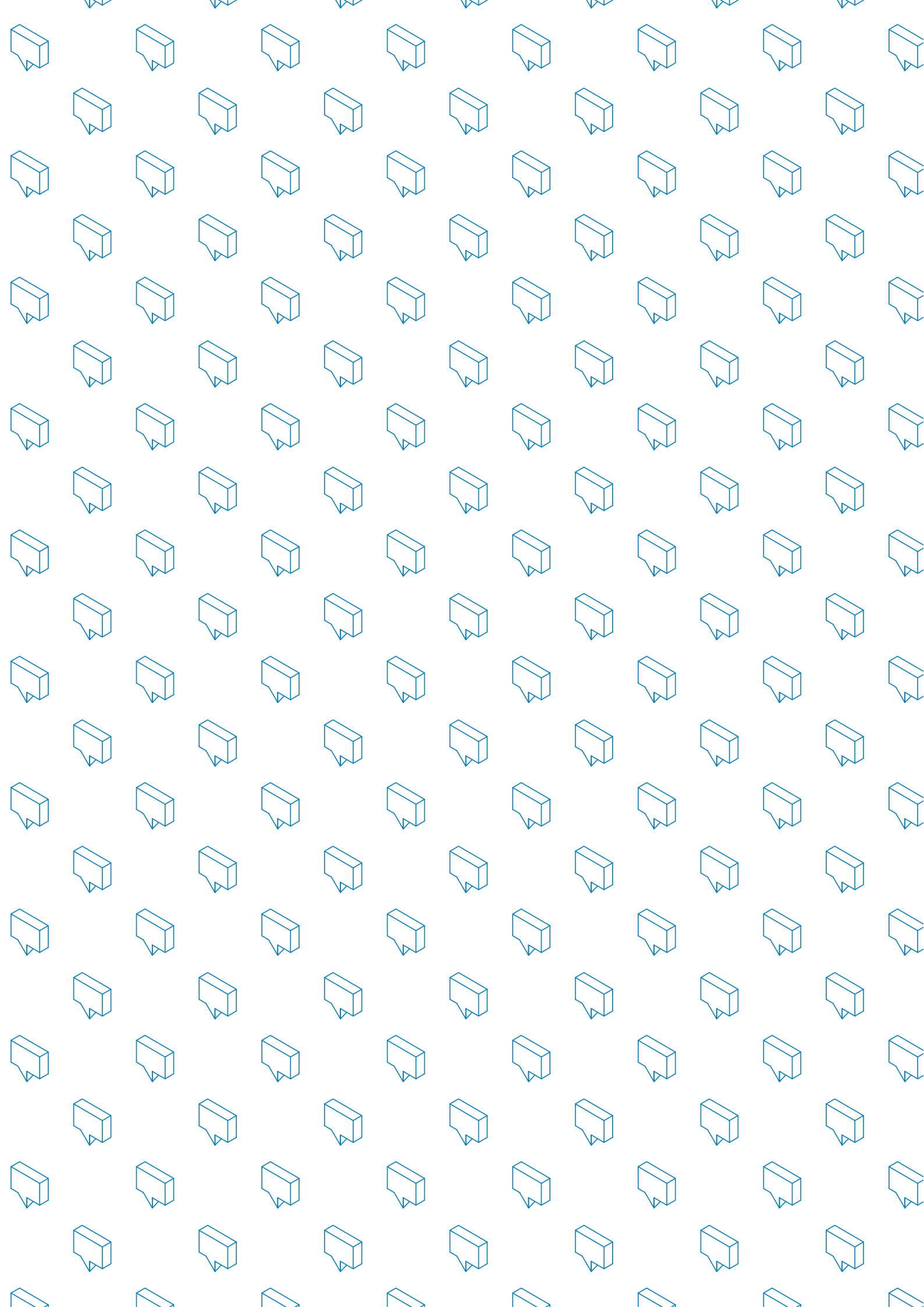
**Questions to discuss:**

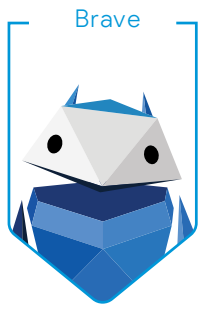
Ask the students to play the Kind Kingdom and, using the questions below, encourage them to talk about what they have learned. Most children benefit most when they play on their own, but you can ask them to work in pairs. It is most useful with younger children.

- Talk about a situation in which you spread good online.
- In which situations is it worth blocking a person (online)?
- In which situations is it worth reporting a person's behavior?.
- Why the person in the Kind Kingdom was called a troublemaker?
- Describe how the troublemakers act, and how their behavior influences the game.
- Has the game changed the way you want to treat other people? What is the change?

## Notes

[illegible]





Brave

# When in Doubt, Talk It Out

I am an online hero

---

## Themes

1. What does it mean to be brave?
2. Finding allies

---

## Introduction

Support the students and acknowledge uncertainty.

There's plenty of fake and offensive online content and inappropriate behaviors, jokes, and entries that can cause a lot of harm to ourselves and others. It is important to take action, but students should be aware that they don't have to do it alone. There are many people who can support them, and it is very brave to speak to trusted adults and seek out allies. There are different ways to be brave and take action to protect ourselves and others from getting hurt.

---

## Glossary



**student agency** – the capacity to act or make changes; including protecting or standing up for oneself and others; often seen as a necessary part of citizenship

**ally** – someone who helps and supports others



## DIGITAL DIARY OF AWESOME GIRL AND AWESOME BOY

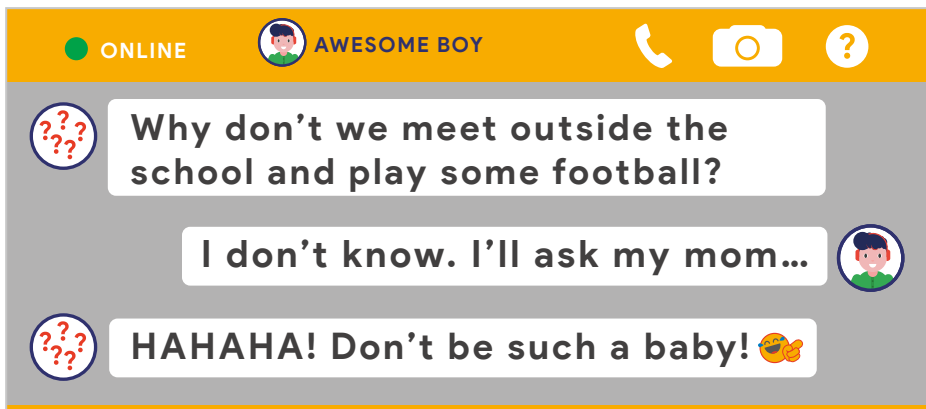
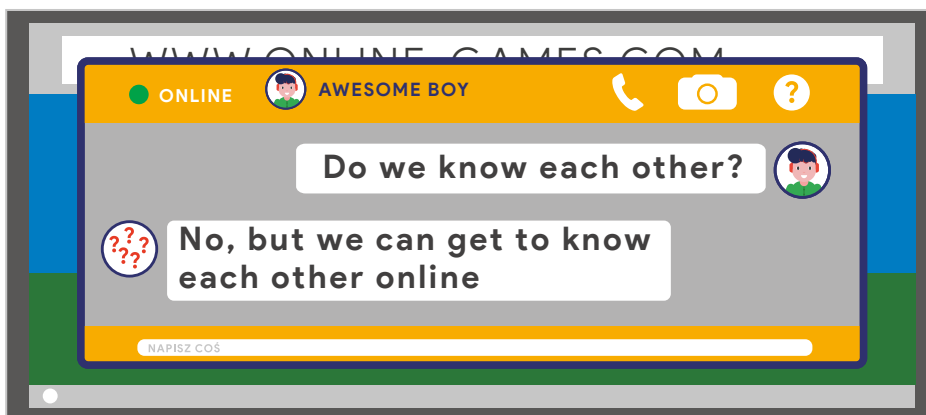
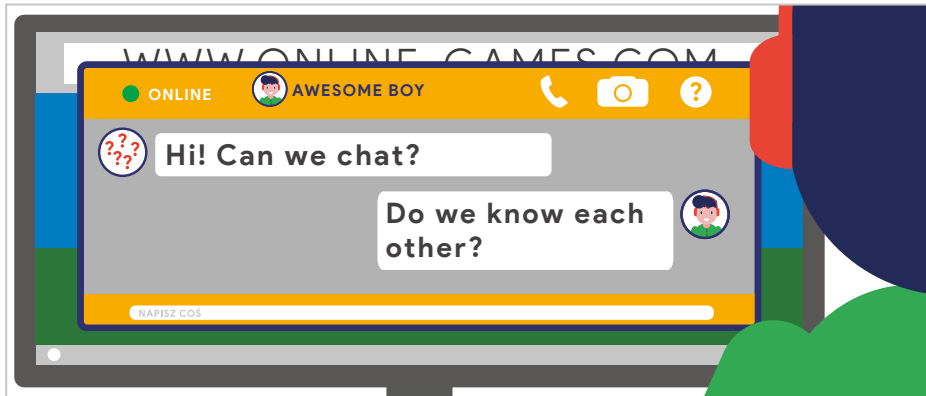
# A Strange Situation

Hi! Today is one of my favorite days of the week – I am allowed to use my computer for a bit longer than usual. First,

I watched the game and then I decided to take a look at a gaming site that my friend at school recommended. There was a strange situation and I didn't know what to do...



ADD COMMENT



ADD COMMENT

## Brave

# 1. What Does it Mean to be Brave?

## Themes:



- ✓ strengthening the sense of faith in one's own abilities
- ✓ drawing students' attention to what courage is (including online)

## Goals for students:

- Name the characteristics of a brave person
- Consider what it means to be brave
- Explain what options there are for being brave, for example: overcoming fear to achieve an important goal, admitting being in the wrong, expressing and defending one's opinion

## Activity 1



### Required materials:

- photos or pictures of different animals

**Before you start:** Prepare photos of animals.

Sit in a circle and take a close look at the pictures of different animals: lions, squirrels, dogs, butterflies. Ask volunteers to describe what these animals are like – not just their appearance, but also their character traits and behavior. Ask which of the animals is the bravest and why? Who or what, according to the children, is as brave as a lion (if the students choose another animal, e.g., the dog, ask about that one)? The students will give different examples of brave people, and animals. They will probably say that superheroes are brave – all answers are good, don't comment on them.

Together, consider whether you know any brave people and give examples of brave behavior. Do you know any jobs that require being brave?

### Tips for teachers/educators

*You can discuss the work of doctors, police officers, firefighters, first responders, and lifeguards. How are they brave?*

Ask the students to answer the following questions:

- What does it mean to be brave?
- What are some examples of brave behavior?
- In what situations do we need to be brave?
- What examples of being brave have you seen on TV, on the bus, in the street, online?
- Does being brave mean putting yourself in danger?
- What emotions and feelings can be associated with being brave?

Briefly summarize what you have heard from the students so far. Pay particular attention to the situations described by the children (e.g., something bad or disturbing happened, someone was / could have been hurt) and the emotions and feelings (fear, anxiety, pride, joy, satisfaction, pleasure, etc.). Note that overcoming fear is a part of being brave, and emphasize the difference between being brave and bravado. Stress that everyone has the right to be afraid. People can be brave in certain situations – just because someone is afraid today, does not mean that they won't be brave tomorrow, and vice versa. Everyone, even superheroes, is afraid of something.

## Activity 2



### Required materials:

- Handout 5 and 19
- pencils
- pens
- A4 sheets of paper

**Before you start:** Prepare a comic strip template, elixir bottle template, pencils, pens, A4 sheets of paper

Invite the students to make a “bravery potion”, in which you will mix all the emotions and feelings that accompany brave behavior / being brave. Ask the students to use different colors that symbolize being brave. Hand out elixir bottle templates and allow some time for creative work. Once they are done, ask them to talk about their work – what colors did they use and what do they mean, i.e., why is courage yellow, red, or green, etc. Pay attention to the emotions and feelings that they talk about. Ask the students to keep their elixirs of courage to themselves.

Continue the conversation and ask:

- Is it brave to ask others for help? Why?
- What situations are unpleasant, creepy, upsetting, or sad?
- Have you been in a situation online (e.g., while watching videos, playing games, or browsing your favorite websites) that made you feel strange, sad, nervous, anxious, uncomfortable, or ashamed?
- What can we do in situations like this? How can we react when something online saddens us or is bothering, worrying, or stressing us out? Can you think of an example?

At the end, explain that it is important to react when something unpleasant, upsetting or disturbing happens to us or others online (or in real life). There are many ways to react; sometimes it is enough to tell someone about it. How we react and what we do in a given situation is up to us. Sometimes we may not feel up to acting alone, but we can always ask someone for help. It is brave to ask for help from someone we like and trust when something bad or unpleasant happens to us or someone else! Taking action when we see something bad or uncool happening online can make the digital world a friendlier, pleasanter, and safer place for everyone.

Referring to their experiences, ask the students to make a comic strip (you can use a template) in which they will address a situation (some event) in which they felt that they were brave. If they have difficulty thinking of such a memory, they can draw a situation in which someone else was brave. Once they are done, ask the students about what they drew and display their work in a visible place in the classroom, distribute BRAVE badges.



## 2. Seeking Allies

### Themes:



- ✓ strengthening the sense of faith in one's own abilities
- ✓ searching for allies
- ✓ shaping the ability to ask for help in difficult and problematic situations online

### Goals for students:

- Know who to turn to when I find myself in a difficult situation online
- Know who my allies are
- Understand that I should have limited trust in strangers – both in real life and online
- Understand that it is brave to ask for help

### Activity 1



#### Required materials:

- Handout 5

Together with the students, sit in a circle and read the comic strip from the *Digital Diary of Awesome Girl and Awesome Boy*. Discuss the individual images and then talk to the students about the situations depicted. Make sure everyone gets a chance to speak. The following questions might be helpful:

- What happened to Awesome Boy?
- What should he do?
- What would you do if you were him?
- Were you ever in a similar situation? Did something disturbing or strange happen to you online? If so, what did you do?

If a student tells you that they approached a parent/adult for help, ask them what they felt and whether they would do it again, and why. Repeat that asking for help when we don't know what to do, when something is bothering us online or offline, when we don't understand what's going on, is an act of bravery.

Return to the diary and point out that Awesome Boy did not know what to do in that situation. You can give the students an empty comic strip template and encourage them to draw the rest of the story. If you choose this activity, remember to discuss their work and encourage them to present it. If Awesome Boy asked for help (from Awesome Girl, another child, mom, dad, or another adult), emphasize this.

### Tips for teachers/educators

*Alternatively, students can talk about what could have happened next / what Awesome Boy did next. There are many possible endings. Again, if other characters appear in their stories: Awesome Girl, mom, dad, another adult, another child – pay attention to this.*

## Activity 2



### Required materials:

- scissors
- Handout 20a, 20b, 20c
- crayons
- markers

**Before you start:** Prepare scissors, glue, worksheets with images of different people, address book template.

### Lesson plan for younger students

Ask the students if they know what an ALLY is. You can ask additional questions:

- What does an ally do?
- Who could be an ally?
- What qualities should they have?

Explain that an ally is someone you can trust or ask for help or advice when you are in a similar situation. Ask the students to make a list of such allies.

Give the students images of different people with a telephone handset icon. Ask them to color it green if they think they can ask that person for help in a difficult situation encountered online and in red for people they would never turn to for help. Display the images on the floor, with the trustworthy people – allies – on one side and people who should not be trusted on the other. Use them as examples to talk about why some people are trustworthy and some aren't.

### Lesson plan for older students

Ask the students if they know what an ALLY is. You can ask additional questions:

- What does an ally do?
- Who could be an ally?
- What qualities should that person have?

Explain that an ally is someone you can trust or ask for help or advice when you are in a similar situation. Ask the students to make a list of such allies.

Use the address book template to do this. Ask the students to think about who their allies might be and who they can put on their list (they can draw this person or write who they are) so that they can always have the list handy if they find themselves in a difficult situation.

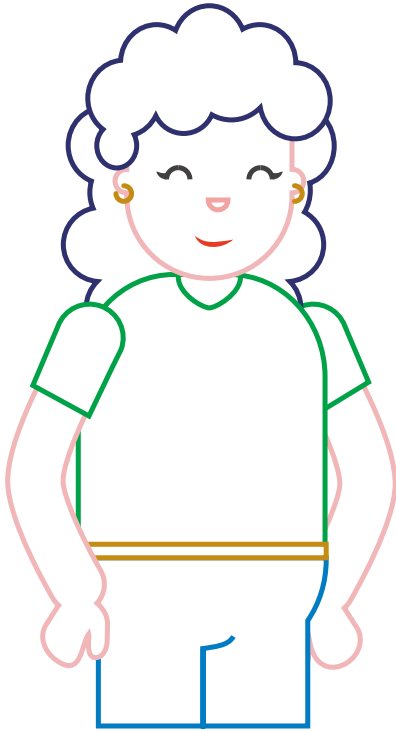
During this activity, it is important to talk to students and ask about the people they chose. Emphasize that we should always have limited trust in strangers – both online and offline – and that in difficult or complicated situations, we should turn to our allies, i.e., people on the list who can support us. Encourage students to expand their list over time if they grow to trust new people.

You can also create a shared list of allies, which you can display in the classroom, for example in the Be Internet Awesome corner.

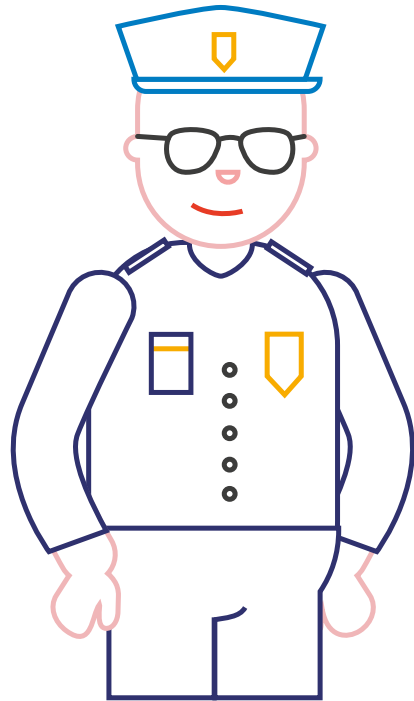
### Required materials:

- Handout 21

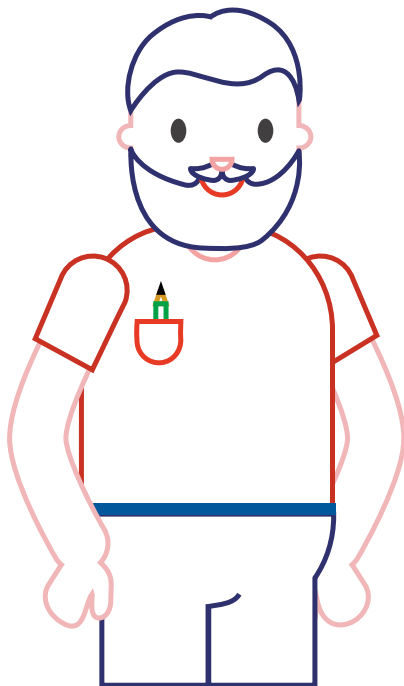
Mom



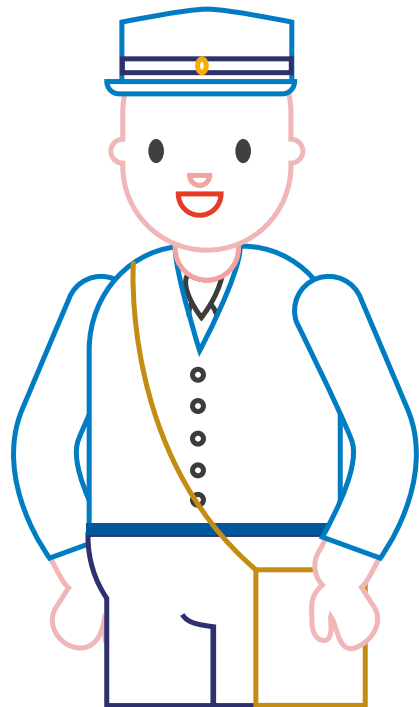
Police officer



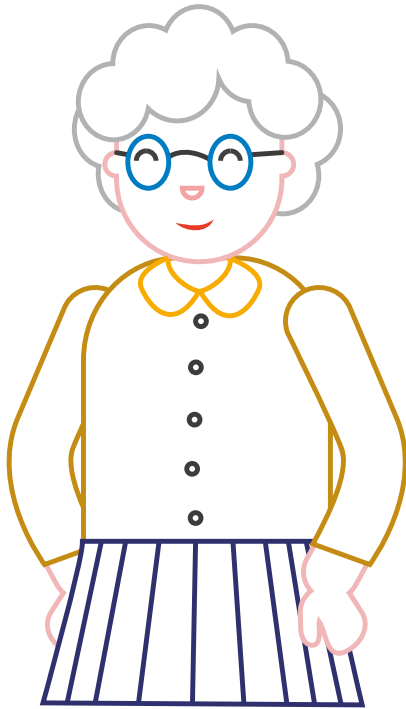
Dad



Postal worker



Grandma



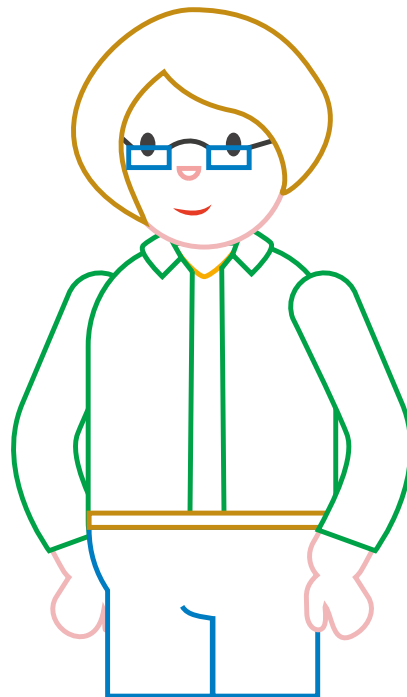
Shopkeeper



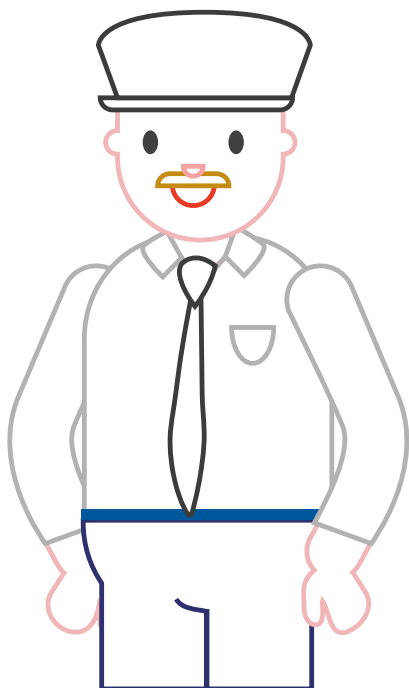
Grandpa



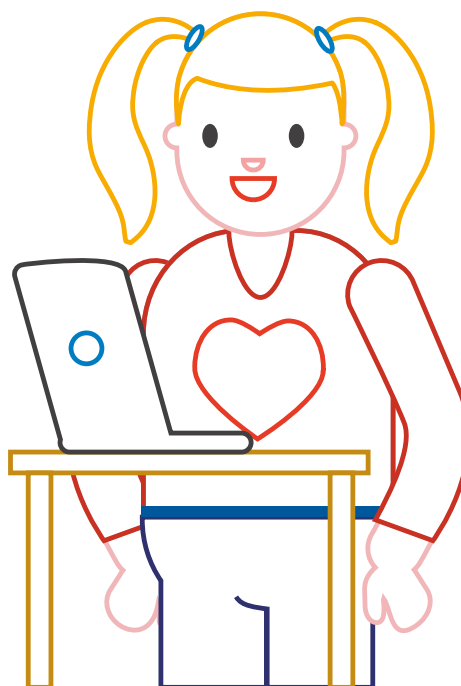
Teacher



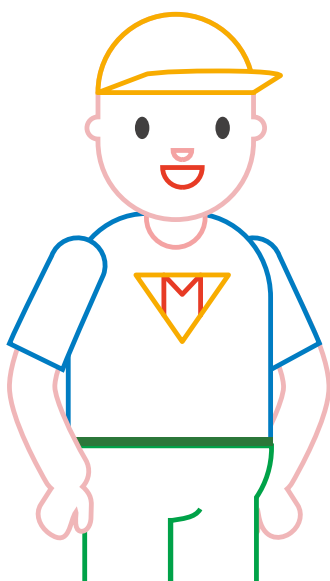
Bus driver



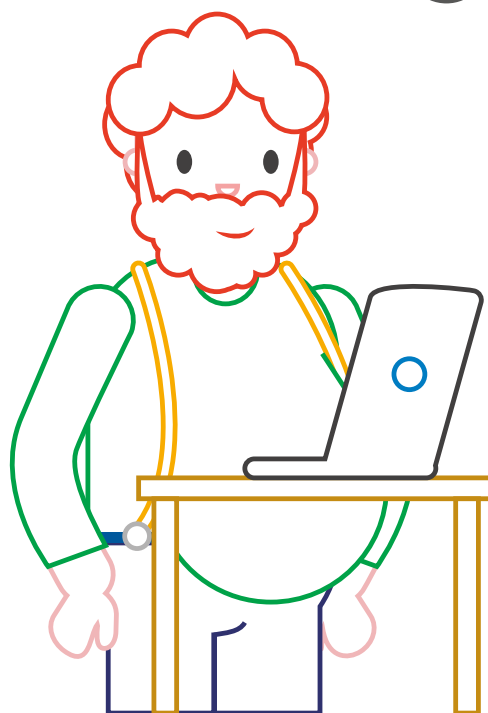
A stranger




Classmate














A well-dressed stranger



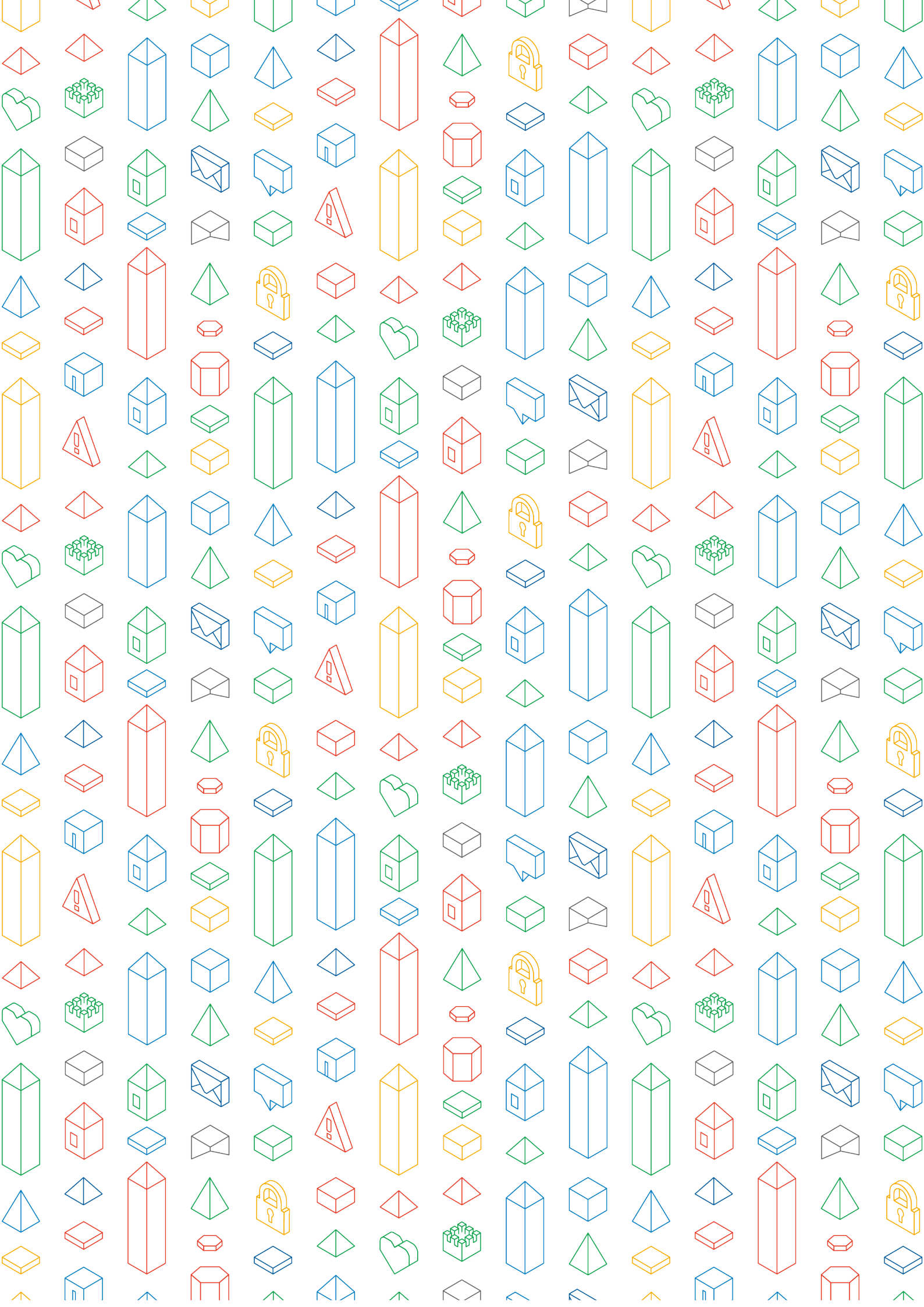


# ADDRESS BOOK

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## Notes

[illegible]



# Conclusion

## Required materials:

- maps of the Be Internet Awesome Land
- images of the group (created by students)
- Be Internet Awesome certificates

Our intention behind the Be Internet Awesome program was mainly to let the students get to know themselves and their classmates better. We imagined them cooperating, communicating, using their strengths in order to be safe, smart, alert, kind, but also have fun in the world of the Be Internet Awesome values. Did we achieve this?

**Before you start:** Prepare the maps of the Be Internet Awesome Land that you created at the beginning of the program (Lesson: *Meet Internet Awesome Girl and Internet Awesome Boy*) as well as the images of the group.

Invite the students to look closely at the maps. Would they draw them differently now? What would they change? What did they find out about the Be Internet Awesome Land while traveling in the program?

What did the students find out about themselves and the group? Ask them to imagine, that they have to introduce the group to somebody:

- What is it like?
- What do they like doing together?
- What rules are important for them?
- What do they like their group for?
- What do they pay attention to online?
- What features of the classmates or of the whole group were useful while traveling through Be Internet Awesome Land?

Talk about the changes that your group experienced while traveling through Be Internet Awesome Land. Explain what gaining experience and learning about yourself and your needs means. Encourage each student to say one thing they learned about themselves during the Be Internet Awesome adventure.

When You finish, give the students their certificates and congratulate them. They have just become Awesome Girls and Awesome Boys.



YOU ARE

# Internet Awesome

You are:

**Smart:** you know how to share information with people you know and strangers.

**Alert:** you understand the difference between what is true and what is fake.

**Strong:** you create strong passwords to protect important information.

**Kind:** you are a good influence on others and challenge bullies.

**Brave:** you know how important it is to have honest conversations about online activity with trusted adults.

**Now you can safely explore the online world!**

DATE

SIGNATURE



Be Internet Awesome.



Be Internet Awesome – smart, alert, strong, brave, and kind.  
To demonstrate these qualities, we follow the rules below:



## Share with Care

We pay close attention to what we share and with whom we share it; we keep the most important information to ourselves (e.g., our home address, where we are, other people's business).



## Don't Fall for Fake

We are vigilant about attempted extortion and fraud, and always report suspicious situations.



## Secure Your Secrets

We protect important information by creating strong, unique passwords composed of letters, numbers, and symbols.



## It's Cool to Be Kind

We treat others with respect, we are kind to ourselves and others.



## When in Doubt, Talk it Out

We react when we see bad behavior and talk to a trusted adult when something worries us.

**The School with Class Foundation** is a non-profit educational organization, which was founded in 2015 as a spin-off of the biggest and one of the most successful educational programs in Poland run since 2002.

We believe that the world of tomorrow depends on the education, and school plays the key role in educating young people to become conscious and active citizens.

Therefore, we work with schools helping them to become innovative, friendly and open environments, engaged in solving social problems, enhancing diversity, with relations based on mutual trust and respect. Our programs enhance teamwork, critical thinking and social engagement, develop students' resilience and agency, responsibility for their own learning and their belief in their own capacities.

**Every year we offer teachers and headmasters** free educational programs, trainings, courses and webinars, we prepare lesson plans and other publications.

We hope that this publication, just like many others, will be useful and well received.

