# GINGER’S PLAN

## COLLECTION 2 • DIGITAL & ONLINE SAFETY

Privacy, safe gaming, cyber kindness, and smart screen choices

Ready-to-use • Flexible • Conversation-centered

# Private Information Detective

**Age range:** 5–10  **Time:** 25 minutes

### Learning goal

Children distinguish personal information from information that is usually okay to share publicly.

### Materials

Two paper baskets labeled PRIVATE and CHECK FIRST; sample cards

## Teach it

**1.** Explain that personal information can help someone identify, contact, or locate a child.

**2.** Show cards: home address, school name, password, full name, favorite color, pet's name, photo, and game nickname.

**3.** Sort cards together: PRIVATE or CHECK FIRST. Explain that even a nickname, photo, or favorite detail can reveal more than expected.

**4.** Teach: do not share private information online; ask a trusted adult before posting, clicking, downloading, or joining a chat.

## Talk together

- Why should passwords stay private?
- Can a photo reveal where you are?
- Who can help before you post or click?

### Practice

Children create a 'Pause & Ask' badge or practice responding to a game chat asking for their address.

### Take-home connection

Review privacy settings and family rules together on a caregiver-managed device.

**Check for understanding:** Ask the child to explain or demonstrate one safe action in their own words.

# Kindness Behind the Screen

**Age range:** 5–10  **Time:** 20 minutes

**Learning goal**
Children identify unkind online behavior and practice safe, respectful responses.

**Materials**
Scenario cards, paper, crayons

## Teach it

**1.** Explain that messages can affect people's feelings even when sent through a screen.

**2.** Read examples of kind messages and hurtful messages. Identify teasing, threats, exclusion, and repeated unwanted contact.

**3.** Teach a response sequence: do not retaliate; stop responding; save/show the message if appropriate; block or report with adult help; tell a trusted adult.

**4.** Practice writing a supportive message that includes someone or helps a friend.

## Talk together

• What makes a message kind?
• What can you do if a chat makes you feel worried or embarrassed?
• Why is it important not to forward hurtful messages?

**Practice**
Pairs rewrite a hurtful fictional message into a kind one, or practice telling an adult about a troubling chat.

**Take-home connection**
Family members agree on a simple plan for reporting upsetting online experiences without punishment for asking for help.

**Check for understanding:** Ask the child to explain or demonstrate one safe action in their own words.

# Gaming: Pause, Protect, Play

**Age range:** 6–10  **Time:** 25 minutes

**Learning goal**
Children use safe habits while gaming and know what to do when a stranger or unsafe request appears.

**Materials**
Game/chat scenario cards; STOP–CHECK–TELL signs

## Teach it

**1.** Ask children what they enjoy about games and explain that game chats can include people they do not know.

**2.** Teach three steps: STOP (do not share or agree), CHECK (pause and review with an adult), TELL (report the concern).

**3.** Practice with fictional prompts: ‘What is your password?’ ‘Meet me alone.’ ‘Send a picture.’ ‘Let’s play the approved game.’

**4.** Explain that children can leave a chat, mute/block/report, and get adult help; they do not need to handle it alone.

## Talk together

• What information should never be sent in a game chat?
• What if someone says you will lose a game unless you share something private?
• How do you leave or report a chat with adult help?

**Practice**
Children point to STOP, CHECK, or TELL for each prompt and explain one action.

**Take-home connection**
Caregiver and child review age-appropriate game settings, chat controls, and who to tell if something feels wrong.

**Check for understanding:** Ask the child to explain or demonstrate one safe action in their own words.

# QUICK PLANNING NOTES

Use these notes to adapt the lesson to your child or classroom. Keep discussions supportive, avoid pressuring children to share personal experiences, and follow your school or family safeguarding procedures.

**What went well?**

**What should we practice again?**