INTERNET SAFETY
DIGITAL CITIZENSHIP

Activity Pack -- FREE Resource

Ages 8-12 | No Prior Reading Required
Classroom, Library and Home Use

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Password Power Detective

A password is like the key to your whole digital house. If someone else has your key, they can walk right in and change things without asking. Strong, secret passwords and two-step verification (a text code needed to sign in) keep accounts safe. Practise spotting strong passwords and safe password habits below.

Activity 1: Strong or Weak?

Sort each password below. Write STRONG or WEAK, then explain why in one sentence.

Password Example	Strong or Weak?	Why?
password123	_____	_____
Tr33-Kite$47!	_____	_____
mydogmax	_____	_____
12345678	_____	_____
Bl3nd3r-Sunset9	_____	_____
myname2015	_____	_____

Activity 2: The Safe Choice Path

For each situation below, write what a digital safety detective should do:

1. A friend forgets their password and asks to borrow yours just this once. What do you say?

2. You forget your own password and want to write it somewhere so you never lose it. What is a safe way to do this?

3. An app asks you to turn on two-step verification. Why is saying yes a smart choice?

Think About It

* Why can even a trusted friend using your password by accident cause problems for you?

* Two-step verification adds an extra step to signing in. Why is a small extra step worth the trouble?

Spot the Fake Account

Not everyone online is who they say they are. Some people copy names and photos to trick others into trusting them. Learning to check profiles carefully, spot small differences, and check with friends in real life keeps you safe. Practise spotting the clues below.

Activity 1: Real or Fake?

Read each clue about an online account. Write REAL or FAKE, then note the giveaway.

Clue	Real or Fake?	Giveaway
Username spelled almost right, one letter changed	_____	_____
Profile with years of old photos and posts	_____	_____
New account asks for your full birthday	_____	_____
Friend confirms they sent the message in person	_____	_____
Account created yesterday, no other friends	_____	_____
Message matches how your friend usually talks	_____	_____

Activity 2: Check Before You Trust

For each situation below, write the safest next step a digital safety detective should take:

1. A message from someone claiming to be a classmate asks for personal details. What do you check first?

2. You spot a fake account pretending to be your friend. What two things should you do?

3. A stranger online asks to meet up or video chat. What is the safe response?

Think About It

* Why is checking with someone in real life a safer way to confirm a message than replying online?

* Why might someone pretend to be a person you already trust, instead of a total stranger?

Privacy Settings Design Lab

Privacy settings are the locks and doors on your online accounts. They control who can see your posts, who can message you, and whether people can find your location. Well-designed privacy tools are easy to use and give you control without being confusing. Analyse an existing design then build your own.

Activity 1: Analyse the Privacy Checklist

A good Privacy Checklist has 5 key points. Fill in the 'Why It Matters' column.

Checklist Point	Safety Message	Why It Matters
Set to Private	Make accounts private	_____
Check Friends	Remove people you don't know	_____
Hide Location	Turn off location sharing	_____
Filter Comments	Block hateful words	_____
Limit Photos	Control who sees photos	_____

Activity 2: Design Your Own Safety Tool

Pick a digital safety challenge and design a tool to help. Draw and label it.

Choose one:
[] Privacy Settings Checker [] Fake Account Spotter [] Kind Comment Filter [] My Own Idea: _____

My tool is called: _____
It helps with: _____

DRAW YOUR TOOL HERE:

Label 3 features:
1. _____ 2. _____ 3. _____

Think About It

* What makes the Privacy Checklist a good design? Is it easy to remember? Does it work for all ages?

* If you could add a sixth point to the Privacy Checklist, what would it say? Why?

My Feelings About Being Online

Note to students and adults:
This worksheet explores feelings about messages, comments, and experiences online, including unkind behaviour. All feelings are valid -- there are no wrong answers. If any question brings up big feelings, please talk with a trusted adult. You may skip any question.

Messages, comments, and things that happen online can bring up many different feelings -- excitement, worry, confusion, or hurt. Learning to name and manage these feelings is an important life skill. Naming a worry is the first step to managing it, and telling a trusted adult is always a brave, safe choice.

Activity 1: Feeling Check-In

Circle or underline words that describe how you feel about each situation:

Getting a message from someone I don't know:
Curious Unsure Nervous Excited Cautious Other: _____

Someone leaves an unkind comment on my post:
Hurt Angry Confused Calm Upset Other: _____

A friend's account seems to be acting strange:
Worried Confused Alert Unsure Curious Other: _____

Telling an adult something online felt wrong:
Easy Hard Brave Relieved Unsure Other: _____

Activity 2: Reframe the Worry

Wellbeing experts suggest: Name the worry. Ask what will happen. Take slow breaths. Sit with someone you trust. Choose ONE online worry and practise reframing it here.

My worry: _____

What might actually happen (ask an adult if unsure):

One thing that would help me feel safer online:

A trusted person I could talk to: _____

My reframed thought (change 'I am scared' to 'I can get through this because...'):

Think About It

* Why might telling a trusted adult about an online worry make it feel smaller?

* If a friend was scared to tell an adult about something unkind happening online, what would you say to help them?

Kindness and Courage Online

We are kept safe online by many people around us: parents, carers, teachers, and friends who speak up when something feels wrong. Gratitude means noticing and appreciating this care -- and giving back means standing up for others. When one person reports unkindness or helps a friend, it creates a ripple effect of safety throughout the whole online community.

Activity 1: My Online Gratitude Inventory

Write one thing each person does to help keep you safe online and how it makes you feel.

Person Who Helps Me	What They Do to Keep Me Safe Online	How It Makes Me Feel
A parent or carer		
A teacher		
A friend		
A sibling		
Someone else: _____		

Activity 2: The Ripple Effect -- Save, Block, Report, Tell

Think of a digital safety message you could share with someone younger. Plan it below.

I want to share this digital safety message:

I will share it with: _____

How I will share it (tick one):
[] Draw a poster [] Tell a story [] Make a display [] Write a note [] Other: _____

One kind thing I could say to a friend who is being bullied online:

Think About It

* Who are the trusted people in your life you could go to if something felt wrong online?

* What is one digital safety message you would most like to teach someone in your family?

My Digital Safety Goals

Setting goals is how we turn knowledge into action. Digital safety goals help us make safe choices a regular part of everyday life. The best goals are specific, realistic, and have a clear start date. Like building good habits over time, small digital safety goals achieved consistently lead to a safer online life.

Activity 1: My Digital Safety Goal Tiers

Set digital safety goals at three levels.

Goal Tier	My Goal	How I Will Do It	When I Will Start
SHORT-TERM (this week)			
MID-TERM (this month)			
LONG-TERM (this year)			

Activity 2: Digital Safety Self-Rating

Rate yourself 1-5 on each digital safety skill.

Rate 1-5: 1 = still working on it, 5 = I've got this!

Digital Safety Skill	My Rating (1-5)	My Target
I keep my passwords secret and strong	/5	
I check who I am really talking to online	/5	
I use privacy settings on my accounts	/5	
I think before I post	/5	
I save evidence and report unkind messages	/5	
I tell a trusted adult when something feels wrong	/5	

Think About It

* Write your own personal digital safety motto in 10 words or fewer.

* If you started a digital safety club at your school, what would its two rules be?

Teacher's Companion

No Prior Reading Required
This pack is fully standalone. No book or characters are referenced. Any student can complete these worksheets without prior reading. Suitable for classroom, library, and home learning programmes. This pack is an excerpt of a full book-specific learning pack available with purchase at **learningsmart.au**

Australian Curriculum Alignment

Learning Area	Strand	Year Level	Content Description (summary)
Digital Technologies	Digital Implementation and Impact	Yr 3-6	Explain personal information protection; recognise online risks and safeguards
Health and PE	Being Healthy, Safe and Active	Yr 3-6	Practise safe online behaviours; understand cyberbullying and reporting
Health and PE	Personal and Social Capability	Yr 3-6	Recognise and manage emotions; self-awareness in online situations
Digital Technologies	Digital Systems	Yr 3-6	Identify how digital systems collect and use personal data (privacy settings)
English	Language -- Expressing Ideas	Yr 3-6	Vocabulary for feelings, digital citizenship, safety instructions (WS4)
Gen. Capabilities	Ethical Understanding	Yr 3-6	Consequences of actions; responsible choices in online communication
Gen. Capabilities	Critical and Creative Thinking	Yr 3-6	Evaluate information sources; identify fake accounts and misinformation cues

16 Key Internet Safety Lessons

#	Lesson
1	Never share passwords, even with friends -- keep private information private.
2	Use strong, unique passwords and turn on two-step verification where possible.
3	Not everyone online is who they say they are -- profiles and photos can be copied.
4	Check small differences in usernames and check with friends in real life if something feels off.
5	Some people create fake accounts to trick others into trusting them.
6	If someone is mean online, save the evidence -- do not delete the messages.
7	Block the person and report the content using the platform's tools.
8	Always tell a trusted adult when something online feels wrong -- do not handle it alone.
9	Being kind online is as important as being kind in the playground.
10	Privacy settings control who can see your posts, message you, and see your location.
11	Turn off location sharing in game apps and social platforms where possible.
12	Regularly review friend and follower lists and remove people you do not know.
13	Think before posting -- ask if you would be comfortable with a teacher or future boss seeing it.
14	Once something is online, it can last a very long time and be hard to remove.
15	Trusted adults include parents, carers, teachers, and the school's digital safety lead.
16	Internet safety motto: Use good tools, ask for help, and be kind -- that's how we keep the web safe.

Answer Keys and Discussion Guidance

WS1 -- Strong or Weak? (Sample Responses)
password123: WEAK -- common word plus predictable numbers. Tr33-Kite$47!: STRONG -- long, mixed characters, unpredictable. mydogmax: WEAK -- guessable personal detail, no numbers/symbols. 12345678: WEAK -- sequential, extremely common. Bl3nd3r-Sunset9: STRONG -- long, mixed case, symbols. myname2015: WEAK -- personal detail plus predictable year.

WS1 -- Safe Choice Path (Model Answers)
1. Say no -- passwords are never shared, even with friends. 2. Write it down somewhere private and offline, or use a trusted password manager with an adult's help. 3. Two-step verification adds a second layer of protection so a stolen password alone cannot unlock the account.

WS2 -- Spot the Fake Account (Key Insight)
Near-identical usernames, brand-new accounts, and requests for personal details are red flags. Long account history and a friend's real-life confirmation are green flags. Key insight: checking who someone is takes only a moment but prevents real harm.

WS3 -- Privacy Checklist Analysis (Sample 'Why It Matters')
Set to Private: limits who can find and contact you. Check Friends: reduces contact from strangers. Hide Location: prevents strangers from knowing where you are. Filter Comments: reduces exposure to unkind language. Limit Photos: protects images from being shared without consent.

WS4 -- Sensitivity Note for Educators
Some students may have direct experience of cyberbullying or online distress. Do NOT require students to share responses aloud. Offer private written submission or drawing as an alternative. If a student discloses a concern, follow your school's wellbeing and child safety protocol.

WS6 -- Digital Safety Rating
There are no correct scores. Any rating below 3 is an opportunity for a wellbeing conversation, not correction.

Upsell Note for Educators
This generic pack is based on the Learning Smart book series. The full book-specific learning pack -- which references the characters, story moments, and adventure narrative -- is available with book purchase or subscription at **learningsmart.au**. Book-specific packs significantly increase student engagement and reading motivation.

Differentiation Strategies

Level	Strategy	Example Application
Below Level (support)	Reduce written output; use sentence starters; allow verbal responses; pair with peer.	WS1: provide pre-filled password examples. WS4: use feeling cards instead of open writing.
On Level (standard)	Complete all activities as written. Use discussion partner for Think About It sections.	Standard completion with class debrief of Think About It questions.
Extension (enrichment)	Research phishing and social engineering techniques; compare platform privacy settings; present to a younger class.	WS3: design a digital safety app concept. WS2: design a checklist for checking an online account.

7 Discussion Questions

1. What is the difference between being scared of the internet and being wise about it? How can we help children move from one to the other?

2. How many types of trusted adults can your class identify to talk to about online worries? Why is it important for children to have more than one?

3. Some children hide when something upsetting happens online to avoid causing a fuss. What classroom culture changes help children feel safe speaking up?

4. Why might a fake account copy the name and photo of someone a child already trusts, rather than a stranger? Discuss at a developmentally appropriate level.

5. When children teach digital safety to younger students, they understand it more deeply themselves. How might you use peer teaching for internet safety topics?

6. The 'think before you post' idea suggests content online can last a very long time. Can students think of examples of digital footprints affecting real opportunities?

7. What responsibilities do platforms have to keep young people safe online? How can we help children feel comfortable using report and block tools?

Classroom Display Ideas

Privacy Checklist Wheel: Large class checklist with one message per point -- students vote on examples to add to each section.

Trusted Adults Network: Students draw their trusted adults in a network diagram. Display to normalise seeking help.

Save-Block-Report-Tell Poster: Class poster of the four safety steps -- laminate as a year-round reference.

Anonymous Question Box: Students post digital safety questions anonymously for the teacher to address during class time.

Brave Statements Bunting: Students complete 'I was brave when I...' -- display as classroom bunting.

Digital Safety Pledge: Class creates and signs a shared two-rule digital safety pledge.

Want the Full Adventure?

This free activity pack is inspired by the **Learning Smart book series** -- educational adventures featuring Belinda, James, and their guide Professor Bee.

The Full Book-Specific Learning Pack Includes:

* Worksheets tied directly to the book's characters and story moments
* Story-based Think About It questions that deepen reading comprehension
* A Teacher's Companion with book-specific discussion questions
* Access to the full Learning Smart resource library

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