

Internet Guardians: teacher's guide

Everything you need to teach the "Internet Guardians" class (20 slides, 30–35 minutes) with students in grades 3 to 6. No technical knowledge required: every slide in the deck includes a note with what to say and how to work it.

01 The spirit of the class

The class is designed as a **game mission, not a talk full of warnings**. Kids already love the internet; if the class starts by forbidding, they tune out. The sequence first validates what they enjoy, then sets concrete rules, and closes with a commitment ritual (the Guardian's Oath). The umbrella message, repeated throughout the whole class, is a single one: **always tell a trusted adult, without fear, even if they made a mistake**.

THE TEACHER'S GOLDEN RULE

Never close a topic on fear: every risk is presented together with the behavior that protects against it. Fear without a way out paralyzes; a concrete rule empowers.

02 What's in the package

FILE	WHAT IT IS	USE
Slide deck 8–12 (.pptx)	20 slides with teacher notes on each one ("Presenter" view).	Project
This guide	Agenda, handling sensitive situations and frequently asked questions.	Read beforehand
Activity sheet 8–12	2 pages: catch the trap, true/false and the Oath to sign.	Print 1 per student
Infographic 06 (family)	Material to send to families after the class.	Send home

03 Preparation (15 minutes, just once)

- Go through the deck reading the notes on every slide (PowerPoint Presenter view).
- Print one activity sheet per student.
- **Find out your school's protocol** for student disclosures (who to refer to: administration, counseling office, student-welfare team). Section 05 explains how to act in the moment.
- If possible, let families know the class will be taught and afterwards send them the infographic with the link to the free book.

04 Class agenda (30–35 minutes)

TIME	SLIDES	BLOCK	TEACHING KEY
0–4 min	1–2	Opening. The Guardian's mission; the internet is great but has rules, just like the street.	Game energy. Hands up: "who plays online?". The street analogy is the frame for the whole class.
4–12 min	3–6	Strangers and the treasure. You don't know who's on the other side; the 6 pieces of data you never share; the game-chat scene.	On slide 5, give 30 seconds of pair discussion before revealing. The line about "secrets" (slide 6) is the most important one: have them repeat it out loud.
12–17 min	7–8	Passwords. The locker key; the vote on which one is stronger.	Vote by show of hands and ask why. Have them invent their "crazy phrase" in their heads, WITHOUT saying it: it reinforces that it is never shared.
17–22 min	9–10	Traps. Fake prizes (free robux/skins) and the rule "if they rush you, it's a trap".	Ask who has seen a free-coins offer: almost everyone. Have them chant "Slow Guardian = safe Guardian".
22–29 min	11–13	How we treat each other. Words hurt; the bystander's role; what to do if you're the one being picked on.	The "would I say it to their face?" test, without lecturing. Slide 13 is sensitive: warm tone, "it's not your fault" up front, and keep section 05 in mind.
29–33 min	14–17	Photos, meetups and balance. Photos fly; never meet up without parents; telling as a superpower; balanced screen time.	The meetup rule is absolute, no exceptions. Don't describe danger scenarios: the rule stands on its own.
33–35 min	18–20	Closing. Review of the 6 rules, the Guardian's Oath, message to families.	Review with the screen covered first (have them remember before they see). The Oath is taken standing, hand on heart: the ritual is what they will remember.

SHORT VERSION (20 MINUTES)

Use slides 1–6, 9–10, 13, 16 and 18–19 (opening, strangers, traps, asking for help, review and oath). It is the minimum protective core.

05 If a student discloses something during class

Slides 6 and 13 may prompt a student to share a personal situation (someone who asked for their data, messages that made them uncomfortable, teasing). The procedure:

- **Thank and validate in one sentence** ("it's great that you're telling us — that's what a Guardian does") — your reaction determines whether there will be a second disclosure.
- **Don't probe for details in front of the group.** Say you'll talk about it separately and resume the class.
- **Talk in private afterwards**, listen without interrogating, and **refer according to your school's protocol** (administration / counseling / student-welfare team).
- **Never promise to keep the secret.** You can promise to stand by them and that they won't get in trouble for telling.

06 Frequently asked questions

"SO ONLINE GAMES ARE BAD, THEN?"

No, and the class doesn't say that: it validates gaming and teaches how to play safely. If a teacher or family raises it, the answer is the street analogy — we don't stop going out, we learn how to cross.

"WHY ARE THERE BAD PEOPLE ON THE INTERNET?" (STUDENT QUESTION)

Answer at the pattern level, no details: "just like on the street, most people are good, but some people lie to get things. That's why Guardians have rules." Don't describe intentions or harm scenarios.

"MY CHILD KNOWS MORE ABOUT TECHNOLOGY THAN I DO" (FAMILY QUESTION)

They've mastered the tool, not the risk. The adult's role is not technical: it is being available so the child will come and tell them. Send infographic 06 and the link to the free book.

"SHOULD THE SCHOOL BAN PHONES?"

That goes beyond this class; the policy belongs to each institution. This class teaches safe behaviors under any device policy.

07 Checklist

- I read the notes on all 20 slides.
- I printed the activity sheets.
- I know who to refer to if a student discloses a situation (my school's protocol).
- I have infographic 06 and the link ready to send to families.