

Digital Futures Fall Pilot: Upper Elementary Lesson Packet

This packet guides you through the four pilot steps: reviewing materials, completing Survey 1, preparing for and facilitating the classroom activity, and completing Survey 2, approximately 1–2 hours total. Survey links are provided in your acceptance email.

Step 1: Review the Lesson and Prepare

Read the complete lesson below before completing Survey 1. You will use this same script when you facilitate in Step 3.

> Lesson at a glance

- **Lesson title:** Spot It & Solve It: Understanding Risk and When to Get Help
- **Grade band:** 3–5
- **Duration:** Approximately 30 minutes
- **Key skills:** Problem-solving, risk distinction, and safety strategies.
- **Learning objectives:** Use relevant cues to recognize unsafe, uncomfortable, or confusing digital situations; explain and practice an appropriate safety response; and determine when a simple safe step is sufficient or trusted-adult support is needed.

Intro: Inclusive Hook	Part 1: Scenario Sort	Part 2: Strategy Matching	Part 3: Pair Practice	Part 4: Reflect & Connect	Part 5: Exit Ticket
--------------------------	--------------------------	---------------------------------	--------------------------	---------------------------------	------------------------

> Prepare your materials

Before facilitating, prepare the materials below using ordinary classroom supplies. Simple handwritten materials are sufficient; student devices, projectors, and audiovisual equipment are not needed.

- **Scenario Cards – Six to eight for whole-class use, with additional copies for each student pair.** Write brief fictional digital situations on index cards or scrap paper, such as a message from a stranger in a game, an uncomfortable group-chat comment, a confusing video, or a message asking for a home address.
- **Risk Category Signs – Three classroom signs.** Write “UNSAFE,” “UNCOMFORTABLE,” and “CONFUSING” in large letters on separate sheets. Place them in three distinct spots for the scenario-sort activity.
- **Safety Strategy Reference Cards – One set per small group or student pair.** Write four strategies: “PAUSE,” “MOVE AWAY,” “BLOCK OR REPORT WITH ADULT GUIDANCE,” and “TELL A TRUSTED ADULT.”
- **Decision Guide Visual – One classroom visual.** Write “Can I take a simple safe step, or do I need a trusted adult now?” Show two paths: “SIMPLE SAFE STEP” and “TELL A TRUSTED ADULT NOW.”
- **Drawing and writing supplies – Enough for each student.** Gather crayons, markers, or pencils. Optional plain paper or sticky notes, one to two per student, can support written or drawn reflection and response sorting.
- **Exit Tickets – One per student.** Prepare a half-sheet with the group-chat scenario, category choices, and follow-up questions from Part 5, plus the sentence stem “Getting help from a trusted adult is a good strategy when ____ because ____.” Responses are private and ungraded; students may respond verbally instead.

➤ Facilitation guidance

Guide students' reasoning and safe decision-making. Use fictional scenarios to help students distinguish unsafe, uncomfortable, or confusing digital situations and choose an appropriate response. Model how to notice cues such as content, tone, who is involved, and body or feeling signals. Invite students to explain their reasoning, recognizing that more than one interpretation or strategy may fit. Help them distinguish a simple safe step from a situation requiring trusted-adult support. Reinforce that asking for help is a strength and that students do not have to handle unsafe situations alone.

Protect privacy and offer participation choices. Do not ask students to describe personal incidents, identify other people, or show real messages, accounts, or images. Use fictional scenarios throughout, including during pair discussions. Students may speak, write, draw, point, listen, or pass. No student is required to share a personal experience. Offer an individual or educator-supported alternative to pair work when needed.

Adapt for your students while preserving the core activity. You may adjust vocabulary, pacing, the number of scenarios, group size, and response options to meet students' developmental, language, and accessibility needs. Keep the focus on interpreting relevant cues, explaining a safety strategy, and deciding when trusted-adult support is needed. Preserve opportunities for students to explain their choices, with support as needed. Note any adaptations so you can describe them in your post-facilitation feedback.

Plan for support before beginning. Review the fictional scenarios for topics that may be sensitive for your students. Review your school or setting's procedures for responding to student safety concerns and identify whom to contact if a student needs help. This lesson supports safety and help-seeking skills; it is not a clinical, disciplinary, or crisis-response tool and does not replace your setting's support procedures.

Respond calmly if a student shares a concern. Fictional scenarios may bring up real experiences or distress. You might say, "Thank you for telling me. Let's talk somewhere private so I can help." Acknowledge what they say without asking for details in front of the class. Redirect the group to the fictional scenario and arrange a private follow-up as appropriate. Connect the student with the appropriate support person, such as your school counselor or designated safeguarding contact, following your setting's procedures. If a disclosure or observation raises concerns about abuse, exploitation, sextortion, non-consensual image sharing, stalking, self-harm, threats of harm, or immediate danger, follow your setting's safeguarding and reporting procedures promptly. For urgent safety concerns, do not wait until the lesson ends. Offer a private check-in if a student appears distressed. Respect their choice not to talk unless a disclosure or observation raises a safety concern requiring action. Connect students with culturally and linguistically appropriate support when available; do not provide legal advice.

Keep classroom checks separate from pilot submissions. The exit ticket is a brief, ungraded check for understanding. Students may respond through writing, drawing, or speaking. Keep responses private; students are not required to share them publicly. Do not submit exit tickets or other student work to the UCLA CTS team. Your educator feedback should describe general classroom observations without student names, direct quotes, screenshots, account information, or other identifying details.

➤ Lesson script

When you facilitate in Step 3, use **DO** for actions and **SAY** for suggested language, adapting as needed for your students.

Intro:
Inclusive Hook (Spark Engagement)

Materials:
→ None

Duration:
~ 5 min

DO:

Greet students. Set a respectful, calm, non-alarmist tone. Explain that today's lesson has two steps: first decide what kind of digital situation it is (unsafe, uncomfortable, or confusing), and then choose a safe next step (a simple safe step, or help from a trusted adult). Students may use made-up examples, general scenarios, or the provided cards instead of sharing personal experiences. Clarify that the lesson provides safety and help-seeking guidance, and that safety concerns follow your setting's support procedures.

SAY:

"Today we are going to practice two skills. First, we will look at a digital situation and decide: is it unsafe, uncomfortable, or confusing? Sometimes more than one answer can be right, and that is okay; we will talk about our thinking. Second, we will decide what to do: take a simple safe step ourselves, or tell a trusted adult. We will use made-up situations. You do not have to share anything personal, and you can pass on any question."

DO:

Ground rules: students can write privately, pass on any prompt, or speak in "someone my age" terms. No one has to share anything that has happened to them. If a student shares something real that raises a safety concern, follow the response guidance in Facilitation Guidance.

Part 1:
Scenario Sort

Materials:
→ Scenario Cards
→ Risk Category Signs
→ Paper or sticky notes and pencils
for optional written responses

Duration:
~ 6 min

DO:

Review the three category signs before reading the scenarios: unsafe means something could cause harm; uncomfortable means something feels upsetting or unwanted; confusing means something is unclear or difficult to understand. More than one category may fit, and students can ask a trusted adult for help whenever they are unsure.

Draw a card from the pile and read it aloud. Invite students to stand up and move to the category sign they believe fits the scenario. Students may point to the sign or hold up a written answer instead of moving. After students sort: Briefly affirm the range of responses: "Some of you went to Uncomfortable. A few went to Unsafe. Let's talk about what made you decide." Ask one student to explain their reasoning using "someone my age might feel..." language. Explore students' reasoning without shaming them; clarify misunderstandings that could lead to an unsafe response. Repeat with 2–3 more scenario cards, selecting scenarios that span the three categories.

SAY (after the scenario sort):

"Before we go to the next part, I want to ask you: did anyone notice a situation where you weren't sure? Where could it have been one category or another? That's real. That's how it works. The point isn't to always have the perfect answer. The point is to practice asking the question: 'What kind of situation is this?'"

Part 2:
 Strategy Matching

Materials:
 → Scenario Cards
 → Safety Strategy Reference Cards
 → Decision Guide Visual

Duration:
 ~ 6 min

DO:

Distribute or display the Safety Strategy Reference Cards. Draw 2–3 new scenario cards and ask students to name or point to a strategy that fits, using the Decision Guide Visual as a scaffold. Walk through the Decision Guide together:

SAY:

"Now we're going to practice the second part: once you spot the type of situation, you need to decide what to do. Look at this Decision Guide. When you're in any digital situation that gives you an 'uh-oh' feeling, ask yourself: 'Can I take a simple safe step right now, or do I need a trusted adult to help?' Maybe you can pause or move away, or block or report with adult guidance. But if the answer is 'I don't know' or 'I don't think so,' that's your signal to take the TELL A TRUSTED ADULT NOW path. And here's something important: going to a trusted adult is not giving up. It's not getting in trouble. It's using your best tool. Trusted adults are here to help."

(After each strategy match, affirm the reasoning and ask)

"Is there another strategy that might also work here?"

Part 3:
 Pair Practice

Materials:
 → Scenario Cards
 → Safety Strategy Reference Cards
 → Decision Guide Visual

Duration:
 ~ 6 min

DO:

Students work in pairs, individually, or with educator support as needed. Give each pair or individual one final Scenario Card. Students discuss or think through: (1) what kind of situation it is, (2) one safe next step they could take, (3) whether a simple safe step is sufficient or trusted-adult help is needed now, and (4) one strategy they would use to stay calm while getting help.

SAY:

"You just did something that a lot of adults forget to practice: you slowed down, you asked 'what kind of situation is this,' and you thought about your options before reacting. That's the skill. You're building it right now."

Part 4:
 Reflect & Connect

Materials:
 → None for oral discussion
 → Paper or sticky notes and pencils
 for optional written responses

Duration:
 ~ 4 min

QUESTIONS

Pose the following three questions. Allow 1–2 minutes of quiet thinking time before discussion. Students may share verbally, write on a sticky note, or think through it silently. Students may listen or pass without sharing a response.

- **Self-Awareness / Internal Noticing:** What clues help me know if something is unsafe, uncomfortable, or confusing?
- **Context / Cause-and-Effect:** What makes something unsafe vs. uncomfortable vs. confusing?
- **Agency / Decision-Making:** When should I try to solve something myself vs. ask for help?

Part 5:
Exit Ticket

Materials:
→ Exit Tickets
→ Crayons, markers, or pencils

Duration:
~ 3 min

FORMAT

Low-stakes written, drawn, or oral response. Students may write, draw, use available response options when provided, or respond verbally to the facilitator. The facilitator collects or notes responses during the transition. This is a check for understanding, not a graded assignment. Responses are not shared publicly unless a student volunteers. Allow students to finish during the transition if needed.

Prompt 1: Look at this situation: “Someone in a group chat keeps tagging a student in jokes after the student has asked them to stop. The person says, ‘Relax, I’m only kidding.’”

Circle the category or categories that could apply: UNSAFE / UNCOMFORTABLE / CONFUSING.

Then answer:

- What is one clue that shaped your judgment?
- What is one simple safe step the student could take?
- Should a trusted adult help now? Why or why not?

Prompt 2: Finish this sentence:

Getting help from a trusted adult is a good strategy when ____ because ____.

WHAT TO LOOK FOR

Students demonstrate understanding when they identify whether a scenario may be unsafe, uncomfortable, or confusing; point to specific clues that support their reasoning; explain an appropriate next step; and recognize when a trusted adult’s help is needed rather than trying to handle the situation alone. Students may arrive at different classifications if they can justify their thinking using evidence from the scenario.

Step 2: Complete Feedback Survey 1

Before facilitating, complete “Survey 1: Lesson Packet Review Feedback” using the link in your acceptance email. Share specific feedback on the lesson’s clarity, developmental fit, materials, and preparation requirements. Allow approximately 15 minutes.

Step 3: Facilitate the Classroom Activity

Facilitate “Spot It & Solve It” using the lesson script in Step 1 (starting on [page 3](#)) and the materials you prepared. You may adapt language, pacing, and participation options for your students while preserving the core activity. Note any adaptations so you can describe them in Survey 2.

Step 4: Complete Feedback Survey 2

After facilitating, complete “Survey 2: Post-Facilitation Feedback” using the link in your acceptance email. Provide specific feedback grounded in your classroom experience, including adaptations and suggestions for improvement. Where possible, identify the lesson part, instruction, or prompt your feedback refers to. Allow approximately 15 minutes.

Reminders:

- Do not include student names, identifiable information, direct quotes, screenshots, account information, or copies of student work in your responses.
- Completion of all steps is due by Friday, November 6 unless agreed upon in writing with pilot coordinators.
- For any questions or concerns, reach out via email: digitalfutures@seis.ucla.edu