Be Internet Awesome.

Educator's Quick Guide



Think, Feel, Choose Safely!

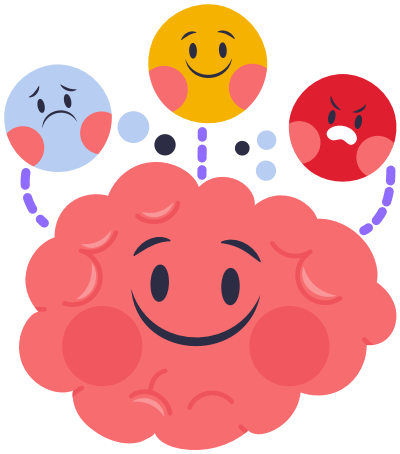
Digital safety and social-emotional learning in early childhood education

1. Purpose of the resource

Think, Feel, Choose Safely is an educational programme for children **aged 4–6**. Through five interactive stories, children are introduced to key ideas about digital safety and learn to connect them with their feelings, body signals, relationships and everyday choices.

Rather than presenting digital safety as a list of rules and restrictions, the programme helps children learn to:

- notice what is happening;
- recognise how they feel;
- pause before they act;
- consider different choices;
- work with others;
- ask a trusted adult for help.



2. Teaching approach

The programme uses storytelling, guided play, role-play and hands-on creative activities. The educator acts as a facilitator: rather than immediately giving children the “right” answer, they ask open-ended questions, reflect children’s ideas back to them and offer support when needed.

The resource follows the principles of Universal Design for Learning (UDL), supporting equal participation and responding to the different needs of all children. Every child can take part in the way that suits them best—by speaking, moving, choosing an emotion card or object, drawing or role-playing. Quiet participation is also welcome.

At the same time, the programme develops key social-emotional learning (SEL) skills: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

After each episode, the children add a new place to the Safe City. The city becomes a reusable tool for thinking, discussion and play. Children can move the figures around it, create their own stories and work together to explore different solutions.

3. Connection with Be Internet Awesome

The resource connects with the five core areas of Be Internet Awesome: Smart, Alert, Strong, Kind and Brave. These principles are adapted for young children through simple stories, physical movement, meaningful symbols and guided play.

Video 1 - Smart and Strong: I think before I share and respect both my own privacy and other people's privacy.

Video 2 - Alert: I notice when something is trying to make me act quickly without thinking.

Video 3 - Kind: I notice how my words affect others and try to make things right when I make a mistake.

Video 4 - Digital well-being: I notice how my body feels after spending a long time in front of a screen and remember that it is also fun to move and play with my friends away from screens.

Video 5 - Brave: When something frightens or upsets me, I move away and talk to a trusted adult.



4. A shared approach for all five videos

Before each video, introduce the story's main symbol and place the emotion cards where everyone can see them. Remind the children that there are many ways to take part and that they never have to share a personal experience.

During the initial pauses in each video, two key questions are used:

- How might the Hero and the Heroine be feeling?
- What could they do?

The teacher gives children enough time to think and encourages them to respond not only with words, but also through movement, images, objects, body language, or any other form of expression they choose.

After each video, the children continue building the Safe City by adding a place that reminds them of the safe choice explored in the story and the symbol. Children should only use scissors under an educator's supervision.

Video 1 - "The Thinking Bridge"

Learning objective: Children understand that, before sharing a photo, they need to look carefully at who and what appears in it and ask an adult for guidance.
Materials: Traffic Light, emotion cards, Hero and Heroine figures, and the Thinking Bridge.
Before watching: Show the children the Traffic Light and invite them to name its colours. Do not explain what the colours mean yet.
At the first pause: Draw attention to the tight feeling in the Heroine's tummy. Children can show how she might feel using their face, body or an emotion card.
At the second pause: Welcome different ideas. Use questions to help the children notice that the Heroine's little brother can also be seen in the photo and that his image should not be shared without involving an adult.
After the video: Use whole-body actions to practise the three steps:
Red: I stop and ask an adult for help.
Yellow: I check and think.
Green: I go ahead.

The children can then color, cut out- with help from the educator - and stick the Thinking Bridge and the Traffic Light onto the model of the city.

Video 2 - “The Tower of Awareness ”

Learning objective: Children learn to recognize simple signs of pressure, such as loud sounds and phrases like “tap now” or “hurry”.
Materials: A small bell or a picture card showing a bell, emotion cards, and the Tower of Awareness.
Before watching: Introduce the bell as a signal to pay attention, not as something frightening. If the sound is uncomfortable for any child, use only the picture card.
At first pause: Ask what happens in our bodies when something tells us to hurry. The children can begin with quick movements and then become still and calm, placing their hands on their knees.
At the second pause: Do not ask the children to decide whether the prize is real. Instead, **practice the safe response:** ***I do not tap - I put the tablet down - I call an adult.***
After the video: Move the Hero and Heroine figures to the Tower of Awareness. The children can hold up the bell whenever they imagine the characters coming across a message that pressures them to act quickly.

Video 3 - “The Square of Kindness”

Learning objective: Children understand that words travel through a screen and reach a real person with real feelings. They also learn that, when we make a mistake, we can try to make things right.
Materials: A picture of the Friendship Tree, emotion cards, figures, and the Square of Kindness.
Before watching: Show the children the Friendship Tree. Explain that when the tree is blooming and full of fruit, it represents a strong friendship. When it begins to wilt, the friendship hurts.
At the first pause: Invite the children to notice Danae’s reactions. Ask when the Friendship Tree blooms and when it begins to wilt. Avoid labels such as “good child” and “bad child”; focus instead on how words affect other people.
At the second pause: Help the children suggest ways in which the Heroine could listen, apologise and try to make things right. Saying sorry is not presented as a magic phrase that immediately solves the problem, but as the first step towards repairing the relationship.
After the video:
Place the Hero and Heroine figures in the Square of Kindness, with the Friendship Tree between them. Create short situations in which the tree might begin to wilt and invite the children to suggest what the characters could do to help it keep blooming.
Useful phrases include:

- How are you feeling?
- I want to listen to you.
- I’m sorry that I upset you.
- What can I do to make things right?

Video 4 - “The Friendship Park”

Learning objective:
Children understand that screens are only one of many ways to play and discover the joy of playing away from screens, being active, and spending time with friends. They also learn to recognise when their bodies need a break, rest, or movement.
Materials: A small, soft ball or a picture of a ball, Hero and Heroine figures, and the Friendship Park.
Before watching: Ask the children about which games they enjoy, both with and without screens. Avoid statements such as “screens are bad”, “you are wasting your time” or “you are addicted”.
At the first pause: Invite the children to notice the Hero’s body. They can copy his tired posture and then stretch and move their arms and legs.
At the second pause: Acknowledge that it can be difficult to stop playing an enjoyable game. Present the adult’s help as support, not as punishment.
After the video: Roll the ball from one child to another. Each child can name, act out or choose a picture of a game they enjoy without a screen. Then add the Friendship Park and the Friendship Ball to the Safe City.

Video 5 - “The Help Lighthouse”

Learning objective: Children learn that if something frightening or upsetting appears on a screen, it is not their fault. They can move away and ask for help.
Materials: Paper handprints, emotion cards, Hero and Heroine figures, and the Lighthouse of Help.
Before watching: Explain that the video will not show any genuinely frightening images.
At the first pause: Focus on the characters’ reactions and body signals. Do not ask the children to describe frightening images or videos they may have seen.
At the second pause: Practice the safe response:
I hold my hand in front of my eyes.
I move away from the screen.
I tell a trusted adult.
Emphasize that children do not need to look at the content again before asking for help.
After the video: The children create their own Helping Hand with the people they trust. Then, they place the Help Lighthouse in Safe City and put their Helping Hand beside it.

Be Internet Awesome.

FORTH
INSTITUTE OF COMPUTER SCIENCE

S W C
School with Class
Foundation

Google.org