

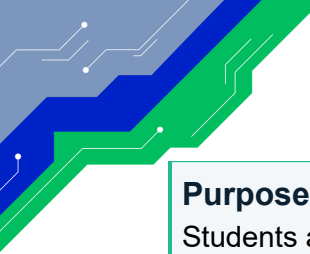
CYBERSECURITY PARENTS + DIGITAL DEFENDERS

AI & Digital Safety Classroom Toolkit

A 30-Minute Teacher-Delivered Student Safety Program

TEACHER EDITION





Purpose of This Toolkit

Students are the first generation growing up with AI classmates, AI tutors, AI friends, and AI misinformation.

Teachers are now frontline digital safety leaders — but most have never been trained for AI risks.

This toolkit helps teachers confidently guide students through:

- Online safety
- Responsible AI use
- Privacy awareness
- Social media realities
- Digital decision-making

No technical background required.

TOOLKIT CONTENTS (Teacher Edition)

This is structured so a teacher can open the packet and teach immediately.

Included Materials

1. Teacher Lesson Guide (30 minutes)
2. AI Safety Talking Points
3. Classroom Discussion Prompts
4. Safety and Warning Guide for Teachers
5. Parent Communication Sheet
6. Student Digital Responsibility Pledge

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TEACHER QUICK START

Time Needed:	30 minutes
Prep Required:	Certain portions are grade specific, pick your age group before beginning.
Technology Needed:	Projector for scenario slides.
Teacher role:	Facilitator, not cybersecurity expert.

STUDENT LEARNING GOALS

Students will learn:

1. AI tools are powerful but not always truthful
2. Personal data must never be shared with AI systems
3. Online people and AI identities can be fake
4. Responsible AI use protects learning and safety
5. Asking adults for help early prevents harm



THE TEACHER AI SAFETY CHEAT SHEET

CYBERSECURITY PARENTS × DIGITAL DEFENDERS

A QUICK REFERENCE GUIDE FOR TEACHING AI & DIGITAL SAFETY IN 30 MINUTES

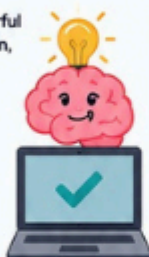


1 THE CORE MESSAGE TO STUDENTS

Artificial intelligence is a powerful tool that can help students learn, create, and explore.

BUT AI:

- ✓ Is not always accurate
- ✓ May store what users type
- ✓ Can imitate real people
- ✓ Should not replace thinking
- ✓ Must be used responsibly
- ✓ Should never replace trusted adults



STUDENT TAKEAWAY:

"Use AI to help you learn, protect your privacy, and ask for help when something feels wrong."

2 THE FIVE AI SAFETY RULES

1 AI IS NOT ALWAYS CORRECT



- Verify important information
- Question surprising answers
- Compare with trusted sources

2 NEVER SHARE PERSONAL INFORMATION



Never enter:

Full name • Home address • School name
Passwords • Private photos
Family problems

3 AI CAN PRETEND TO BE PEOPLE



- Fake voices • Deepfake videos
- Realistic text messages
- Chatbots that seem human

4 USE AI TO LEARN, NOT REPLACE THINKING



Appropriate uses:

Brainstorming • Explaining • Researching • Practicing writing

Inappropriate uses:

Submitting AI work as original • Skipping the learning process

5 ASK FOR HELP EARLY



Talk to a trusted adult when:

- Something feels scary
- You see fake or confusing content
- Someone asks for secrets
- You accidentally share information

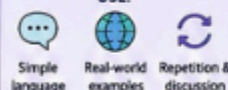
3 AGE-BASED TEACHING FOCUS

GRADES 1-3



- "Some computer tools can talk like people."
- "Do not tell computers private information."
- "If something feels scary or secret, tell an adult."

USE:

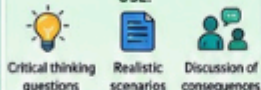


GRADES 4-5



- AI accuracy and misinformation
- Deepfakes and impersonation
- Digital manipulation
- Ethical use of AI for schoolwork

USE:



4 THREE DIGITAL DANGER SIGNALS

Teach students to pause when they see:

URGENCY



"Answer now!"
"Your account will be deleted!"
"Act fast!"

Scammers want you to act before you think.

SECURITY



"Don't tell your parents."
"This is our secret."
"Keep it private."

Secrecy is a red flag online.

STRONG EMOTIONS



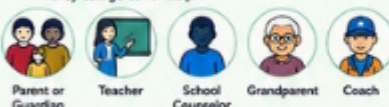
Messages that create fear, excitement, guilt, or pressure.

Emotions can stop us from thinking clearly.

IF IT FEELS RUSHED, SECRET, OR EMOTIONALLY INTENSE, PAUSE AND TELL A TRUSTED ADULT.

5 TRUSTED ADULT PLAN

Every student should identify three adults they can go to for help.



KEY LESSON: Asking for help quickly prevents small problems from becoming bigger ones.

6 COMMON MISCONCEPTIONS STUDENTS MAY HAVE

Students may believe that AI:

- Always tells the truth
- Understands emotions
- Keeps secrets
- Is a real friend
- Knows what is best

REINFORCE:
AI is a tool, not a person, therapist, or authority.



7 WARNING SIGNS FOR TEACHERS

- Becomes emotionally attached to a chatbot
- Relies heavily on AI conversations
- Produces dramatically different writing overnight
- Shows anxiety about fake videos or online rumors
- Withdraws socially after online experiences



8 SUGGESTED TEACHER PHRASES

- "AI can be helpful, but it can also be wrong."
- "Computers should not know your private information."
- "If something feels strange, stop and ask for help."
- "Use AI to support your learning, not replace your thinking."
- "Being careful online is part of being a responsible student."

9 CLASSROOM CLOSING MESSAGE

Technology will continue to change, but one rule always stays the same: protect your privacy, think critically, and ask for help when something feels wrong.



10 ONE-SENTENCE SUMMARY FOR TEACHERS

You do not need to be an AI expert to teach digital safety—you only need to help students think carefully, protect their information, and know when to ask for help.



SAFE STUDENTS. SMART CHOICES. STRONGER TOGETHER.



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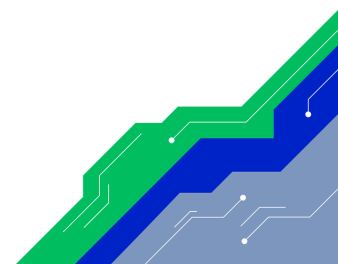
PART 1 — The Digital World Has Changed (5 Minutes)

Teacher Script: *"You are growing up in the first era where artificial intelligence is part of everyday life — homework, videos, games, and conversations."*

Ask Students:

- Who has used AI tools like chatbots, image generators, or homework helpers?
- Where do you see AI online?

Explain simply: AI can help us learn — but it can also create risks if we don't understand it.



PART 2 — AI & DIGITAL SAFETY RULES (10 Minutes)

During this section you will teach your students that they can use AI, but to stay SAFE when they do. This framework is designed to be easy to remember for students and to have them follow steps to ensure they are being safe and secure.

Please review the SAFE Framework listed below, we have also provided an easy to print information graphic that you can use when talking to your students.

The SAFE Framework teaches students to think critically, verify information, protect their privacy, and seek help when something does not seem right.

S

S — Stop and Think:

Do not trust the first answer automatically. Pause and ask whether the information makes sense.

A

A — Ask if It Is Accurate:

Check important facts with trusted sources such as teachers, parents, textbooks, and reliable websites.

F

F — Forget Personal Information:

Never share private details like your full name, address, school, or passwords with AI tools.

E

E — Explain Concerns to a Trusted Adult:

If something feels suspicious, confusing, or upsetting, tell a teacher, parent, counselor, or another trusted adult.



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The **SAFE** Framework for AI Safety

Use AI, but stay **SAFE**.



STOP AND THINK

Don't trust the first answer automatically. Pause and ask yourself if it makes sense.



Pause.
Question.
Think.



ASK IF IT IS ACCURATE

Check important facts with trusted sources like teachers, parents, textbooks, and reliable websites.



Verify it.
Don't just believe it.



FORGET PERSONAL INFORMATION

Never share private details like your name, address, school, or passwords with AI tools.



Name	⊘
Address	⊘
School	⊘
Passwords	⊘
Phone Number	⊘

Keep it private.
Keep it safe.



EXPLAIN CONCERNS TO A TRUSTED ADULT

If something seems suspicious, confusing, or upsetting, tell a teacher, parent, or another trusted adult.



Speak up.
Get help.
You're not alone.



AI is a powerful tool, but you are in control.
Think critically. Stay safe. Use AI the smart way.



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PART 3 — AI SAFETY SCENARIO ACTIVITY (10 Minutes)

Students vote:

 Safe	 Think Again	 Not Safe
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Note: Feel free to use the provided scenario slides

1

Scenario 1 — AI Homework

A student asks an AI chatbot to explain math concepts and help them understand how to solve problems.

✓ **Safe learning use.**

Follow-up: When does help become cheating?

2

Scenario 2 — Personal Conversation With AI

A student talks to an AI chatbot about family problems because it feels easier than talking to a real person.

⚠ **Think Again**

Discuss:

- Why AI should not replace trusted adults
- Emotional safety online.

3

Scenario 3 — AI Fake Video

A video shows a celebrity (or student) saying something shocking, but it might not be real.

 **Not Safe**

Ask:

- Could this be fake?
- How do we verify? Discuss trusted sources, multiple-sources.
- Introduce concept: Deepfakes exist.

4

Scenario 4 — Online Gaming Chat

Someone in an online game says they are your age and asks to message you privately.

 **Not Safe**

Discuss:

- AI bots exist in games
- Strangers may not be real

5

Scenario 5 — AI Writes Entire Homework Assignment

A student submits a homework assignment written fully by AI without doing any of the work themselves.

 **Not Safe**

Discuss:

- Learning vs shortcut
- Long-term consequences

PART 4 — How to Spot Digital Danger (5 Minutes)

OPTION A: Grades 1–3 (Foundational Lesson)

Teacher Script: *"Sometimes things online try to make us act too fast, keep secrets, or feel big feelings. These are clues that something may not be safe."*

Introduce the "Pause and Tell" Rule: "When you see any of these warning signs, stop, close the screen if needed, and tell a trusted adult."

The 3 Digital Danger Clues:

1. Hurry! Hurry! (Urgency)

Examples:

- "Click now!"
- "Answer right away!"
- "You only have one minute!"

Teacher explanation: "Safe people and safe tools do not rush you."

2. Keep It Secret (Secrecy)

Examples:

- "Don't tell your parents."
- "This is just between us."
- "Keep this private."

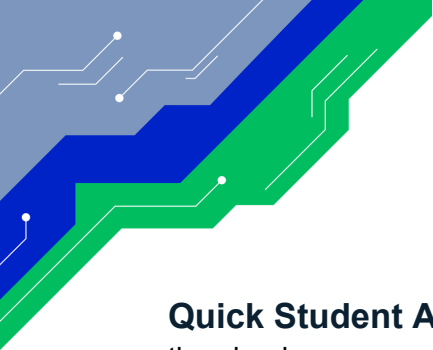
Teacher explanation: "Good adults never ask children to hide online conversations."

3. Big Feelings (Strong Emotions)

Examples:

- Something makes you scared
- Something makes you very excited
- Something makes you worried or confused

Teacher explanation: "When something causes big feelings, that is a good time to ask for help."



Quick Student Activity: Teacher says each statement and students give a thumbs up or thumbs down:

- "Don't tell your mom."
- "You won a free prize!"
- "Answer right now!"
- "This makes me feel nervous."

Correct response: All are warning signs.

Key Takeaway

"If something online feels rushed, secret, or makes your tummy feel funny, pause and tell a trusted adult."

OPTION B: Grades 4–5 (More Advanced Lesson)

Teacher Script: *"Scammers, unsafe strangers, and even AI-powered systems often use psychology to trick people into making bad decisions."*

Explain Digital Manipulation: "Manipulation is when someone tries to control your choices by creating pressure or emotional reactions."

The 3 Warning Signals

1. Urgency

Examples:

- "Your account will be deleted."
- "Respond immediately."
- "Limited time only."

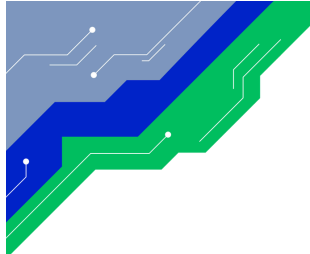
Discussion: "Why do scammers want you to act before thinking?"

2. Secrecy

Examples:

- "Don't tell your parents."
- "Keep our chat private."
- "This is our secret."

Discussion: "Why is secrecy dangerous online?"



3. Emotional Pressure

Examples:

- Fear: "You're in trouble."
- Excitement: "You won a prize."
- Sympathy: "I need your help."
- Flattery: "You're the only one I trust."

Discussion: "How do emotions affect decision-making?"

Real-World Examples

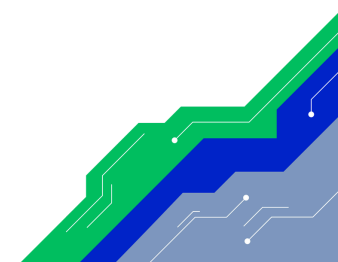
- Scam emails
- Fake social media messages
- AI chatbots that build emotional trust
- Online gaming conversations
- Deepfake videos

Student Reflection Question: *"What should you do when a message creates urgency, secrecy, or strong emotions?"*

Expected answer: Pause, verify, and ask a trusted adult.

Key Takeaway

"The most dangerous online messages are designed to make you react emotionally before you think critically."



PART 5 — Trusted Adult Plan & Student Pledge (5 Minutes)

Teacher Objective: Ensure every student leaves with a clear support plan and a personal commitment to responsible AI and digital behavior.

OPTION A: Grades 1–3 (Foundational Lesson)

Teacher Script: *"Noone has to solve online problems alone. Safe kids ask for help."*

Trusted Adult Activity

Ask students: "Who are two to three grown-ups you trust?" Examples:

- Parent or guardian
- Teacher
- School counselor
- Grandparent
- Coach

When to Ask for Help

Students should tell an adult if:

- Something online scares them
- Someone asks for secrets
- They see something confusing
- They accidentally share information
- AI says something upsetting

Student Digital Safety Promise

Read together: "I promise to:

- Think before I click.
- Keep my private information safe.
- Ask questions when I am unsure.
- Tell a trusted adult when something feels wrong.
- Use AI to help me learn."

Closing Message: *"Smart students do not have to know everything. They just need to know when to ask for help."*

OPTION B: Grades 4–5 (More Advanced Lesson)

Teacher Script: *"Responsible technology users know that seeking help is a strength, not a weakness."*

Personal Support Plan: Ask students to identify three trusted adults they could contact if:

- They encounter a scam
- AI gives harmful advice
- Someone asks for personal information
- They see a deepfake or disturbing content
- They feel pressured online

Suggested categories: Family member, School staff member, Community mentor or coach.

Discussion Prompt: "What can happen if someone waits too long to ask for help?"

Key point: Most digital problems are easier to solve when reported early.

Student AI Responsibility Pledge

Read together: I will:

- Protect my personal information.
- Question information generated by AI.
- Verify before I trust.
- Use AI to support my learning, not replace my thinking.
- Report anything suspicious or uncomfortable.
- Ask for help as soon as something feels wrong.

Closing Message: *"Technology changes quickly, but one rule always stays the same: when in doubt, reach out."*

Teachers, please use the below image as reference for spotting AI misuse. In addition, please print the last page of this document for your students to take home to their parents.

SAFE STUDENTS. SMART CHOICES. STRONGER
TOGETHER.

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TEACHER AI SAFETY CHEAT SHEET

Teachers should remember:

Students may believe AI:

- Understands emotions
- Keeps secrets
- Is always accurate

Reinforce: AI = powerful tool

NOT friend, therapist, or authority.

WARNING SIGNS FOR TEACHERS

Watch for students who:

- Rely heavily on AI conversations
- Express emotional attachment to chatbots
- Suddenly produce drastically different writing quality
- Show anxiety about online images/videos
- Withdraw socially after online incidents



WARNING SIGNS FOR TEACHERS

AI & DIGITAL SAFETY ALERTS IN THE CLASSROOM



Teachers are on the front lines of student safety. These warning signs can help you identify when a student may need support.



WHY IT MATTERS

Students may face risks from AI tools, online interactions, and digital manipulation without realizing it. Early awareness helps prevent small problems from becoming serious.



YOUR ROLE:

Notice changes, start conversations, and connect students with support.

KEY WARNING SIGNS TO WATCH FOR

1

EMOTIONAL ATTACHMENT TO AI TOOLS



Student treats AI chatbots or apps like a friend, therapist, or source of comfort.

You might notice:

- Prefers AI conversations over real people
- Talks about AI as if it "understands" them
- Gets upset when unable to access AI tools

2

OVER-RELIANCE ON AI



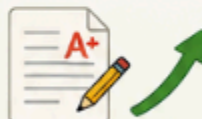
Student relies heavily on AI for thinking, creating, or completing tasks.

You might notice:

- Asks AI for answers instead of thinking independently
- Struggles to explain their own work
- Says "AI did it" frequently

3

SUDDEN CHANGE IN ACADEMIC WORK



A noticeable and unexplained jump or change in the quality, style, or voice of work.

You might notice:

- Writing style suddenly changes
- Work seems unusually advanced
- Inconsistent tone or vocabulary
- Student can't explain how they did the work

4

ANXIETY ABOUT ONLINE CONTENT



Student shows stress, fear, or worry related to online interactions or content.

You might notice:

- Upset after being online
- Talks about scary or disturbing content
- Worried about fake videos or online rumors

5

SECURITY OR HIDING ONLINE ACTIVITY



Student hides online activity or becomes defensive when asked about it.

You might notice:

- Closes screens quickly
- Gets upset when asked about online activity
- Uses private browsers or secret accounts

6

EXPOSURE TO POTENTIALLY HARMFUL INTERACTIONS



Student may be interacting with unsafe people, bots, or manipulative content.

You might notice:

- Mentions talking to strangers online
- Receives messages from unknown people
- Shares messages that seem inappropriate or manipulative

7

SOCIAL WITHDRAWAL OR MOOD CHANGES



Changes in behavior may be linked to negative online experiences.

You might notice:

- Withdraws from friends
- Increased irritability or sadness
- Loss of interest in activities
- Seems distracted or overwhelmed

8

SHARING TOO MUCH PERSONAL INFORMATION



Student may overshare personal details with AI tools or online strangers.

You might notice:

- Shares personal details in class conversations
- Mentions telling AI personal problems or information
- Doesn't understand privacy boundaries

WHAT TO DO IF YOU NOTICE A WARNING SIGN



START A CONVERSATION

Approach the student with care and curiosity. Create a safe, non-judgmental space.



LISTEN AND VALIDATE

Listen to their experience. Let them know they did the right thing by talking.



PROVIDE SUPPORT

Offer guidance and help them understand safe choices.



CONNECT WITH RESOURCES

Involve school counselors, administrators, or trusted adults as needed.



FOLLOW UP

Check in with the student and continue monitoring their well-being.

REMEMBER



Most students don't intend to make unsafe choices—they need guidance.



Early conversations prevent bigger problems later.



Building trust helps students come to you when something feels wrong.



You don't need to know everything about AI—just be a safe adult who listens and helps.

WHEN TO SEEK IMMEDIATE HELP



Student expresses self-harm or harm to others



Student is being threatened, blackmailed, or exploited



Student has shared personal information with harmful intent



Report to school administration, counselor, or appropriate authorities immediately



When in doubt, reach out. It's better to ask for help early.



YOU ARE A POWERFUL PROTECTOR.

Your awareness can make the difference in a student's safety and future.



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AI & DIGITAL SAFETY

What I Learned Today!

I can use technology and AI in smart, safe, and responsible ways.



When in doubt, ask for help!

MY AI SAFETY RULES

I use the **SAFE** Framework!



STOP & THINK

Don't trust the first answer automatically. Pause and ask—does it make sense?



ASK IF IT IS ACCURATE

Check important facts with trusted sources—teachers, parents, books, and websites.



FORGET PERSONAL INFO

Never share private details like your name, school, address, passwords, or photos with AI tools.



EXPLAIN CONCERNS TO A TRUSTED ADULT

If something feels weird, scary, or confusing—tell a grown-up you trust.



AI is a powerful tool, NOT a friend, therapist, or authority.

WARNING SIGNS TO WATCH FOR

If you see these, **PAUSE** and **TELL** a trusted adult.



1. HURRY! HURRY! (URGENCY)

- "Click now!"
- "Answer right away!"
- "You only have one minute!"

Safe people and safe tools do not rush you.



2. KEEP IT SECRET (SECRECY)

- "Don't tell your parents."
- "This is just between us."
- "Keep this private."

Good adults never ask you to hide online conversations.



3. BIG FEELINGS (STRONG EMOTIONS)

- Scared
- Too excited
- Worried or confused

When something causes big feelings, that's a good time to ask for help.

5 GOLDEN RULES I REMEMBER

- ✓ 1. AI is not always correct.
- ✓ 2. Never share personal information with AI.
- ✓ 3. AI can pretend to be people.
- ✓ 4. Use AI to learn, not replace thinking.
- ✓ 5. Ask for help early.



LET'S TALK! QUESTIONS PARENTS CAN ASK

1. AI & DIGITAL LIFE



- What AI tools or apps have you used?
- How do you use them at school or at home?

2. SAFETY & PRIVACY



- What information should NEVER be shared online?
- Do you know why it's important to keep it private?

3. TRUTH & TRUST



- How do you know if something you see or hear online is real?
- What are some ways we can verify information together?

4. ONLINE PEOPLE



- How can you tell if someone online is really who they say they are?
- What should you do if someone makes you feel uncomfortable?

5. HELP & SUPPORT



- Who are 2–3 adults you can talk to if something goes wrong online?
- What can I do to help you stay safe?



MY DIGITAL SAFETY PROMISE

- ♥ I will think before I click.
- ♥ I will keep my private information safe.
- ♥ I will ask questions when I am unsure.
- ♥ I will tell a trusted adult if something feels wrong.
- ♥ I will use AI to help me learn.



FAMILY RULE REMINDER

Devices and AI tools should never replace real conversations with trusted adults.

TALK. LISTEN. SUPPORT. STAY SAFE TOGETHER!



Smart choices today. Safe future tomorrow.



When in doubt, ask for help!



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