

# Tic-Tac-Think: Digital Defenders Edition



This lesson can take up to 45 minutes. It can be broken down into smaller lessons or extended as required.

Ages 4-6

The lesson has been designed for learners aged 4-6. The “checkpoints” offer differentiation strategies to scale learning as required.

## About this lesson:

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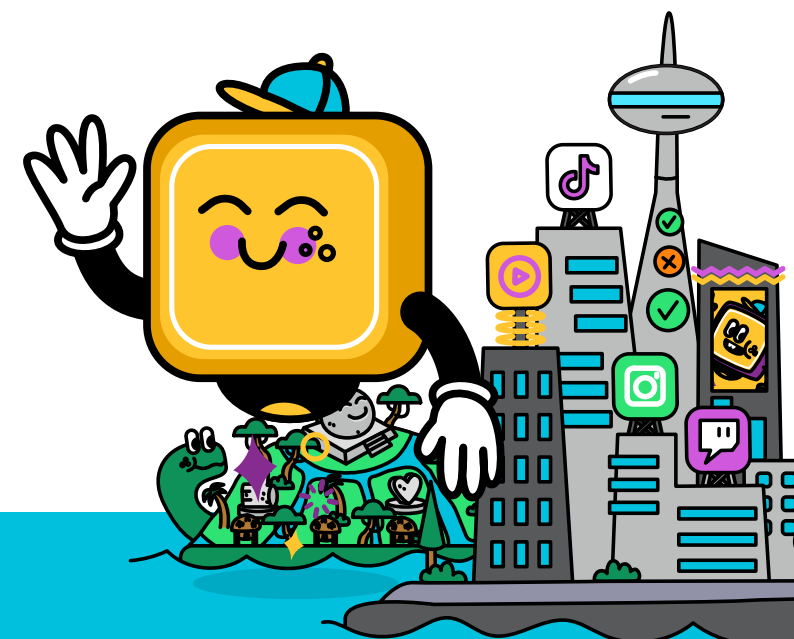


## This lesson is part of the eSmart Digital Licence program

By completing just four engaging lessons, including this one, your class can earn their eSmart Digital Licences—signalling their understanding of safe and responsible online behaviour. Start now and guide your learners toward becoming confident and positive digital citizens.



Learn more about the program  
[be.esmart.org.au/dl/overview](https://be.esmart.org.au/dl/overview)



## Overview

Take learning outside the classroom with Tic-Tac-Think, a fun movement game that encourages teamwork, strategy, and discussion. Learners will generate their own card answer deck with pictures and/or words to play the game, making it a creative and also movement-based endeavour.

In the "Digital Defenders Edition", players will:

- Talk about how to stay safe online.
- Learn about privacy settings and protecting personal information.
- Work together to win and complete their team's grid.

## Setup

- ☐ Project the lesson slides onto a central screen. Provide a digital version for learners using assistive technology.
- ☐ Choose a space that is big enough for movement-based activities; a flat area that's easy for everyone to move around, including students with physical disability.
- ☐ Ropes, cones, or hoops that will be used to make at least two four-square grids. Use high contrast/bright markers to help learners who are blind or with low vision to see the grids.
- ☐ Drawing materials: Scrap paper, pens, and coloured pencils.
- ☐ (Optional) Playdough or communication boards for learners who require alternative means of expression.
- ☐ (Optional) A quiet space for students who may feel overwhelmed by loud noises or crowds, which may occur during group play.

## Learning intentions & success criteria

### Learners will:

- Learn how to spot online situations that might put personal information, privacy, and security in danger.
- Find out ways to protect themselves and get help when unwanted contact is made online.

These intentions are evidenced when learners can:

- ☐ Identify at least one online situation that could jeopardise their personal information, privacy, or security.
- ☐ Articulate at least one way to protect themselves from unwanted online contact, showing awareness of safety measures.

### Educators will:

- Enhance skills in facilitating active learning experiences that engage students physically and cognitively, promoting teamwork and strategy development through movement-based activities.
- Deepen understanding of how to effectively teach students about online safety risks.

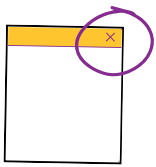
These intentions are evidenced when educators can:

- ☐ Observe active participation as learners engage in the Tic-Tac-Think game, demonstrating teamwork and collaboration in discussions about online safety.
- ☐ Successfully facilitate discussions that allow learners to identify online risks and articulate strategies for protection, ensuring all voices are heard.

The following are suggested prompts and answers for the Digital Defenders “Tic-Tac-Think” activity. Please note that other answer cards can be accepted for each prompt if students can convincingly argue their case.

### Prompt 1

#### While playing a game, a box pops-up saying ‘YOU’VE WON A PRIZE, CLICK HERE’. What should you do?



##### Close the pop-up

Most pop-ups can be closed by clicking on the “X” in the top right-hand corner of the box. Explain that sometimes the “X” may take a few seconds to appear, especially if it is an ad. This helps learners understand a simple and immediate way to deal with unexpected pop-ups safely.



##### Ask an adult for help

Emphasise the importance of seeking help from a “trusted adult” whenever they encounter something confusing or potentially unsafe online. This reinforces that they don’t need to handle these situations alone and can rely on teachers, parents, caregivers, or other responsible adults for guidance and support.



##### Ignore and keep playing

If they see something odd but harmless, such as a minor ad that doesn't seem to need immediate action, they can ignore it and keep playing. However, if they feel unsure or uncomfortable, they should always tell a trusted adult.



##### Ask permission before clicking

Remind children that the internet can sometimes be tricky, with buttons and links that might lead to unexpected or unwanted content. By asking for permission before clicking on anything unfamiliar, they learn to be cautious and ensure they are navigating the online space safely.

### Prompt 2

#### While watching YouTube, you notice some scary-looking or videos being recommended on the side. What should you do?



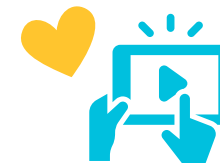
##### Close the video

If a scary video starts playing, closing it immediately helps stop exposure to content that might be upsetting. When you close a video quickly, the streaming service notices that you didn't like that video. The algorithm then learns not to show you similar videos in the future because it wants to keep you happy by showing you videos you enjoy watching.



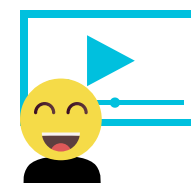
##### Ask an adult for help

Telling a grown-up about the scary videos allows them to take steps to prevent such recommendations in the future, such as adjusting settings, blocking certain content, or providing guidance on safe viewing habits.



##### Search for videos about things you like

Selecting a different video can positively influence the algorithm, making it more likely to recommend videos similar to what you enjoy. This helps ensure future recommendations are more aligned with your interests and are safer.



##### Watch videos that make you feel safe and happy

Prioritising videos that make you feel happy and safe helps create a positive online experience. It reinforces the habit of choosing content that contributes to your well-being and comfort.

Prompt 3

**While playing a game, someone asks where you live.  
What should you do?**



**Block and Report**

Blocking and reporting someone who asks for personal information, such as your address, is crucial because it immediately stops further communication from the stranger and alerts the game administrators to potentially harmful behavior.



**Ask an Adult for Help**

Encouraging students to ask an adult for help ensures they receive immediate support and guidance in handling uncomfortable or unsafe situations. This approach empowers students to seek assistance and reinforces the importance of adult intervention in maintaining their safety online.



**Ignore and Keep Playing**

Teaching students to ignore suspicious messages and continue with their game helps them avoid engaging with potential threats. This simple action minimises interaction with strangers and reduces the likelihood of sharing personal information inadvertently.



**Do Not Share Personal Information**

Reinforcing the importance of not sharing personal information online is vital for students' safety. By emphasizing this rule, teachers can help students understand the dangers of revealing details such as their address, full name, or school, and encourage them to keep conversations focused on the game itself and with people they know in real life.

Prompt 4

**You get an invitation to connect on Roblox from someone  
you've never met. What should you do?**



**Ignore and keep playing**

By making the decision to ignore such invitations, students learn to prioritise their safety over curiosity, which is a crucial aspect of critical thinking in digital environments.



**Ask an adult for help**

This practice fosters critical thinking by helping students understand when they need additional support and how to recognise situations that require adult intervention. It also teaches them to evaluate the reliability and safety of online interactions critically.



**Block and report**

This practice helps students learn to assess the severity of a situation and respond appropriately, enhancing their problem-solving and critical thinking skills. It also empowers them to contribute to a safer online community by recognising and addressing harmful behaviour.



**Ask permission before clicking**

Reinforcing the rule of asking for permission before accepting any online invitations encourages students to think critically about their online interactions. It helps them understand the importance of evaluating the source and intention of online communications. By involving adults in the decision-making process, students learn to seek out reliable sources of information and advice, fostering their ability to make informed and safe choices online.



Prompt 5

**Someone asks you for your game password to unlock special features.  
What should you do?**



**Do not share personal information**

It is critical for students to understand the importance of keeping their passwords and personal information private to protect their accounts from being hacked or misused. Teaching them to never share their passwords with anyone helps instil a strong sense of boundary-setting and digital security from an early age.



**Tell them it is not OK to share passwords**

Educating students to assertively communicate that sharing passwords is not acceptable helps them practice setting boundaries and reinforces the importance of personal security. Encourage students to explicitly tell others that they will not be sharing passwords.



**Block and report**

Encouraging students to block and report individuals who ask for their passwords helps maintain a safe online environment. This action prevents potential scams or malicious activities and teaches students to take proactive steps to protect themselves and others from security threats.



**Ask an adult for help**

Advising students to seek help from a trusted adult when someone asks for their password ensures they receive proper guidance and support. This practice reinforces the importance of consulting with adults on safety matters and helps students learn to evaluate and respond to potentially dangerous situations critically.

Prompt 6

**You notice an option for FREE game downloads that look fun.  
What should you do?**



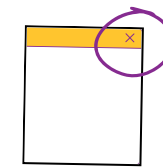
**Ask permission before clicking**

Teaching students to ask for permission before clicking on options for free game downloads helps them learn to evaluate the safety and legitimacy of online offers. This practice reinforces the critical thinking skill of questioning and verifying sources, ensuring they avoid potential scams or malware.



**Ignore and keep playing**

Encouraging students to ignore tempting offers for free game downloads and continue playing promotes the habit of avoiding potentially unsafe links.



**Close the pop-up**

Teaching students to close pop-ups offering free game downloads helps them take immediate action to protect their devices and personal information. This response helps students develop the habit of not engaging with unsolicited offers which can often lead to security risks. Closing pop-ups reinforces the boundary of interacting only with known, safe content.



**Ask an adult for help**

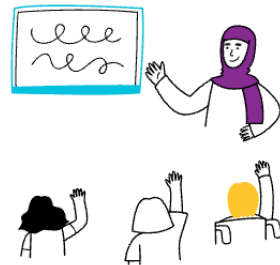
Advising students to seek help from a trusted adult when they see offers for free game downloads ensures they get proper guidance on how to handle such situations. This approach teaches students to involve adults in their decision-making process, reinforcing the boundary of consulting with reliable sources before taking action. It helps them critically evaluate the safety of online offers with the support of a trusted adult.

1

## Create the answer cards

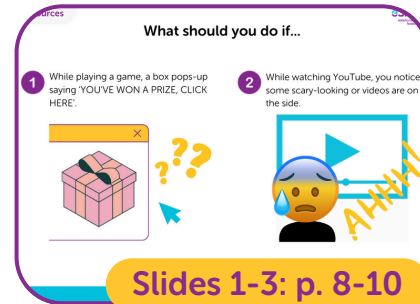
### Discuss: What do you like to do online?

- Ask questions about device use to determine which prompts on the Educator lesson notes best suit the class.



### Choose a prompt and deliver it to the class

- Use Slide 1 to unpack the chosen prompt.
- Brainstorm ideas about what the person should do in the scenario.



Slides 1-3: p. 8-10

### Create the card decks for playing the game

- In the teams that they will later play in, create at least four answer cards for what the person should do in response to the prompt given. This equates to at least four cards for each team. They can be drawn and/or written.
- Learners can use Slide 4 answers as inspiration.



Slide 4: p. 11

## Checkpoint: Make it work for everyone

### Differentiate the lesson by assessing the discussion.

Modify instruction as appropriate, based on whether learners can:

- Understand the prompts.
- Identify relevant strategies and responses to the prompt scenario given.
- Work together in groups to create a card deck.

### Options:

- Work through a prompt together and model answers, before splitting into teams.
- Create a prompt as a whole group that is relevant to their online experience.
- Do a simple practice round of the following activity with things that they WOULDN'T do online, to help refine correct answers.

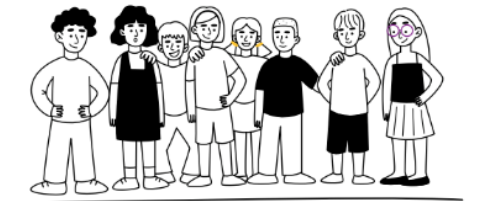
2

## Play the game

Note: Prompts and answers are provided in the Educator tips above.

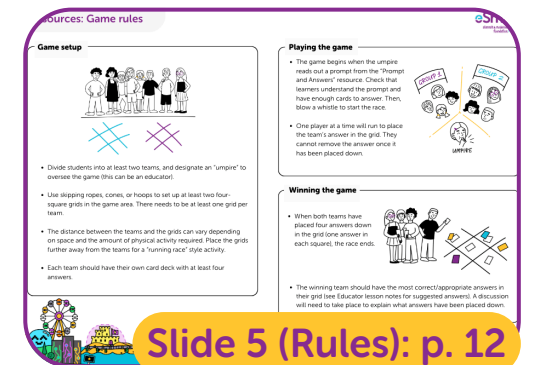
### Split into teams. Make sure each team has at least four cards. Explain rules.

- Work together to fill the four squares with correct answers.
- The umpire will review the prompt and blow the whistle when teams are ready.
- Send one player at a time to put the answer card in a square.
- The first team to fill their grid with correct answers wins.



### Discuss: Declare a Winner

When all squares are filled, talk about the answers and declare a winning team. Use this chance to reinforce online safety concepts and fix any misconceptions. If there's a tie, have a tie-breaker race to determine the winner.



Slide 5 (Rules): p. 12

## Checkpoint: Check understanding

### Observe activity participation.

### Modify instruction if learners struggle to:

- Understand the rules.
- Explain strategies relevant to the chosen prompt.

### Option one: Make it easier

- Discuss each prompt and answers as a group; remove the physical aspect of the activity.
- Use a talking stick or written responses to make sure everyone can have a go in the discussion.

### Option two: Make it more challenging

- Increase the grid size to 6 or 9 squares.
- Introduce an "interference" rule where players can put incorrect answers in opponents' squares.
- Learners create their own prompts and answers.

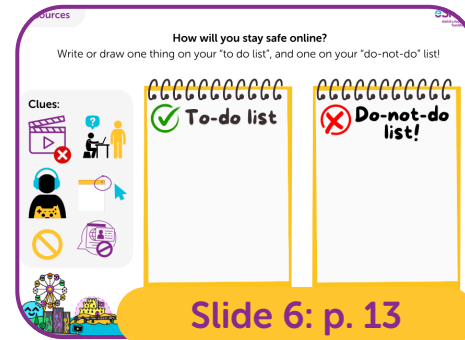
3

## Exit pass

In-class discussion or sent as homework.

**Write or draw a list of what to do, and what not to do.**

- Using Slide 6 (or workbooks), learners list at least one thing they will do - and one thing they will NOT do - to keep themselves safe online.
  - Learners can refer to the cards created for the game to inspire responses.
  - Parents, carers, and trusted adults can also add to this list.



## Checkpoint: Learning intentions & success criteria

**Assess the “Exit pass” to ensure learners have met the following success criteria:**

- Identify at least one online situation that could jeopardise their personal information, privacy, or security.
- Articulate at least one way to protect themselves from unwanted online contact, showing awareness of safety measures.

### Next steps:

If some learners didn't meet the criteria, do the “Top-up” activity in the following section. Discussion about the lesson's themes can be continued at home, by setting the extension task as homework.

### Important Note:

If this lesson is part of the eSmart Digital Licence, you'll need to ensure that all learners have met the success criteria before accessing the Digital Licences.

4

## (Optional) Top-up or extend the lesson

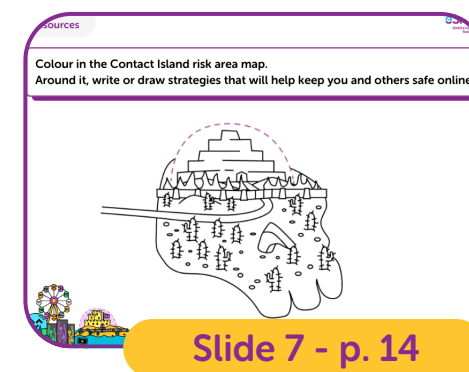
### Top-up the lesson

For learners who need more help meeting the learning intentions & success criteria.

Hold a breakout discussion. Use props such as puppets/soft toys to model different online situations. Use the prompts provided, or tailor to be more relevant to the learners' experiences. Act out scenarios and invite volunteers from the group to play. After each scenario, pause and ask: "What do you think the puppet should do?" "Is it safe for the puppet to talk to strangers online?" "What should the puppet say if they feel uncomfortable?" If necessary, relate online scenarios to other “real life” situations. Try the “Exit pass” again once understanding has been clarified.

### Extend the lesson

For learners who have met the learning intentions & success criteria and need a bit more of a challenge.



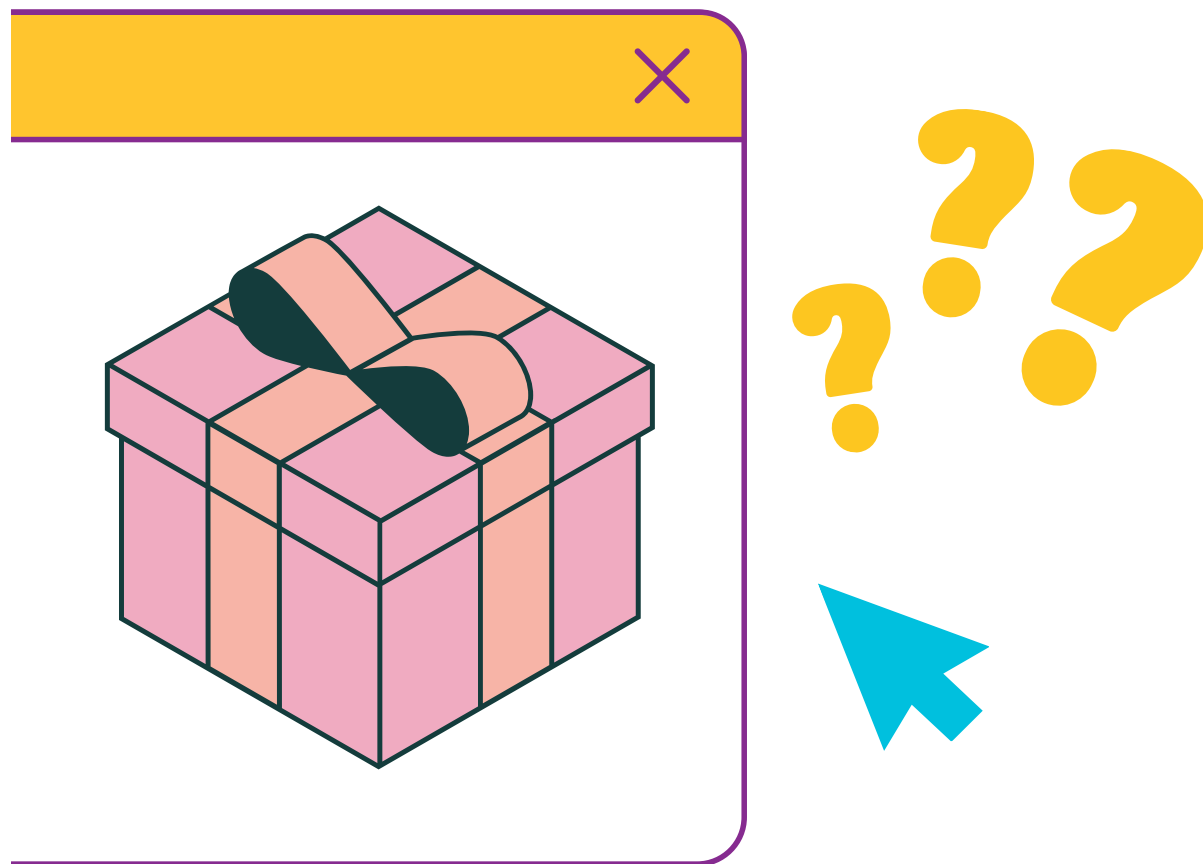
In class or at home, ask learners to create an “online safety poster” using the Contact Island risk area map. They should write or draw strategies that will help keep them safe online and draw from the answer cards they generated in the Tic-Tac-Think game. Families, carers, or trusted adults can add their ideas. For example, they might write, “I say no to too much screen time!”

Contact Island is part of the eSmart Digital Licence quest. If your class is not already on the quest and would like to explore other islands, please visit [be.esmart.org.au/dl/overview](https://be.esmart.org.au/dl/overview).

# What should you do if...

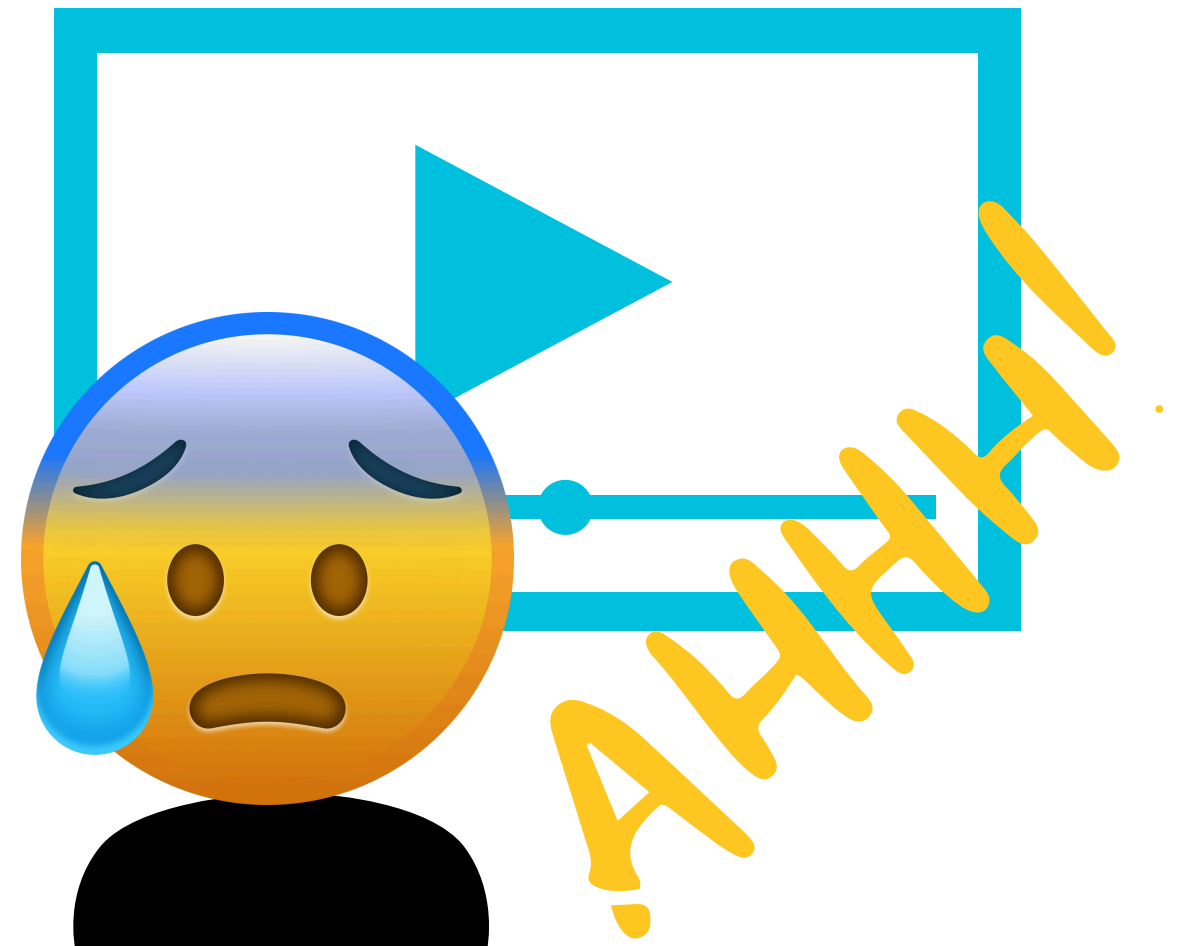
1

While playing a game, a box pops-up saying 'YOU'VE WON A PRIZE, CLICK HERE'.



2

While watching YouTube, you notice some scary-looking or videos are on the side.





# What should you do if...

3

While playing a game, someone asks where you live.



4

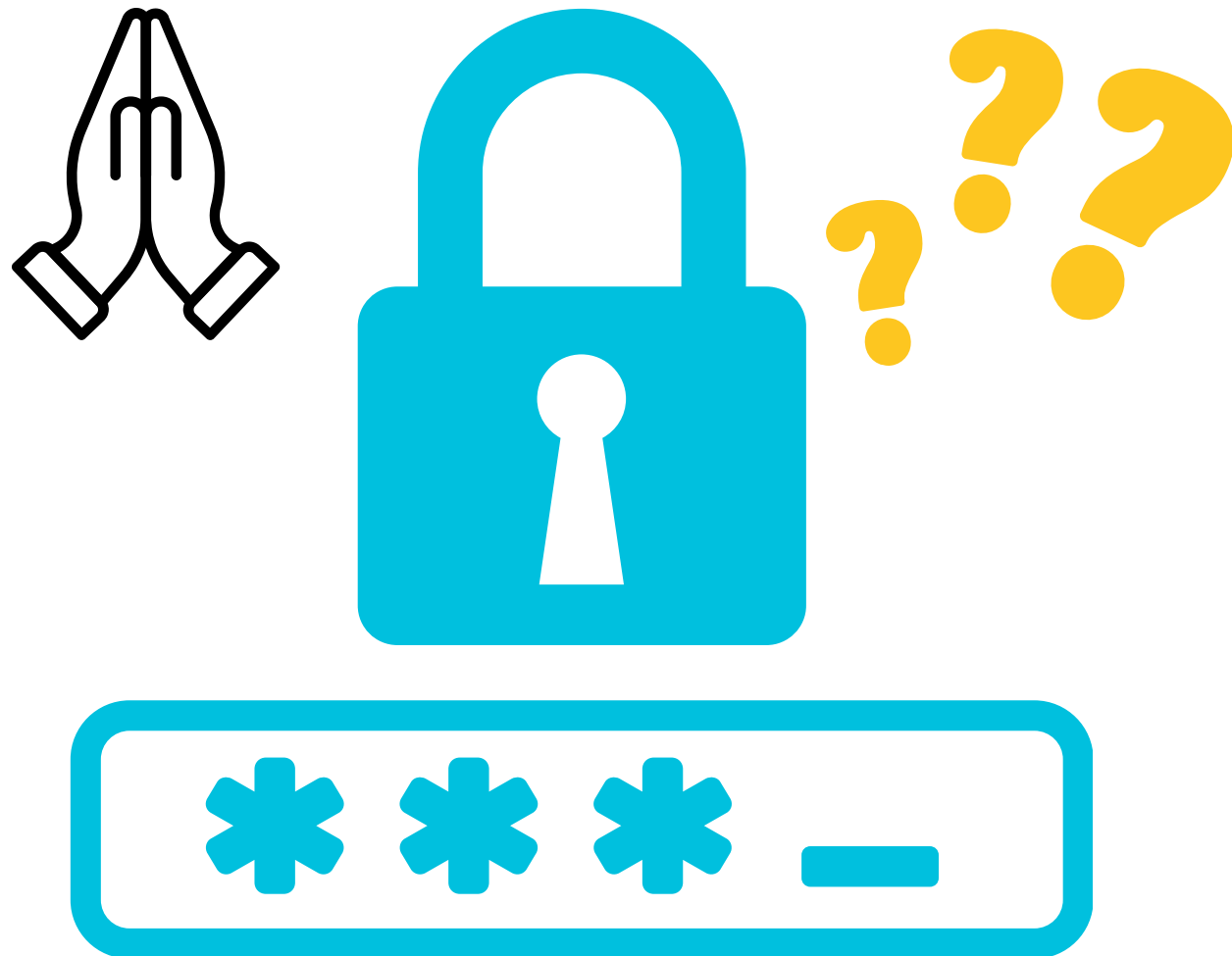
You get an invitation to connect on Roblox from someone you've never met.



# What should you do if...

5

Someone asks you for your game password to unlock special features.



6

You notice an option for FREE game downloads that look fun.





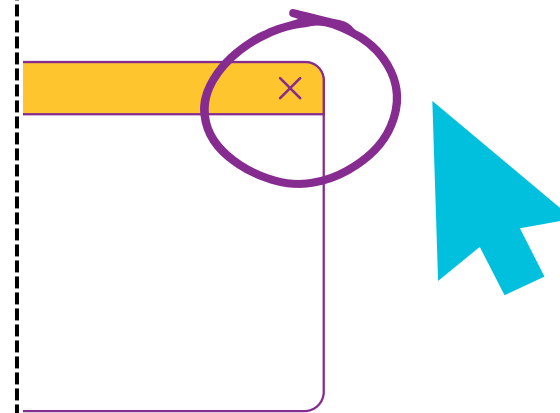
Stop the video.



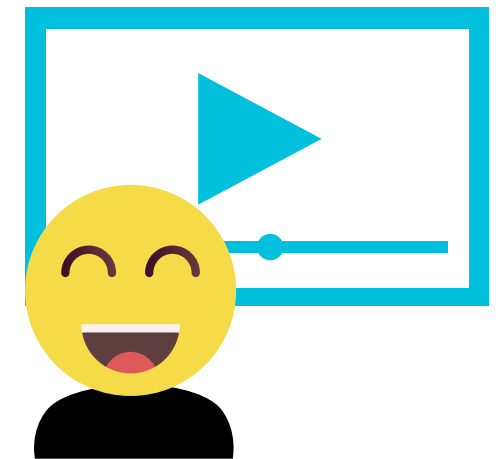
Don't share  
personal  
information.



Keep playing.



Close it.



Watch nice  
videos.



Search for  
videos you like.



Ask permission.



Say: It's not OK  
to share  
passwords.

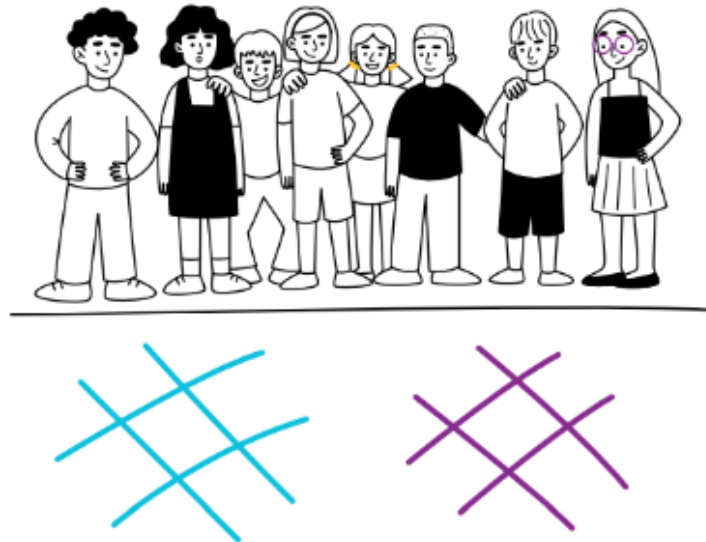


Ask an adult.



Block and report.

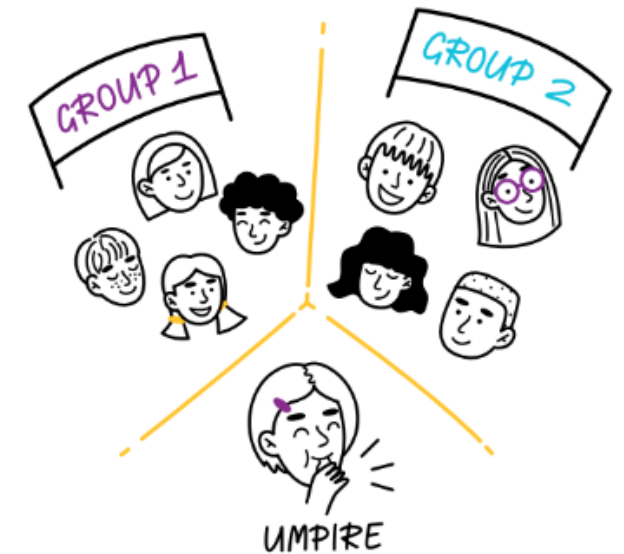
## Game setup



- Divide learners into at least two teams and designate an “umpire” to oversee the game (this can be an Educator).
- Use skipping ropes, cones, or hoops to set up at least two four-square grids in the game area. Create at least one grid per team.
- The distance between the teams and the grids can vary depending on space and the amount of physical activity required. Place the grids further away from the teams for a “running race” style activity.
- Each team should have their own card deck with at least four answers.

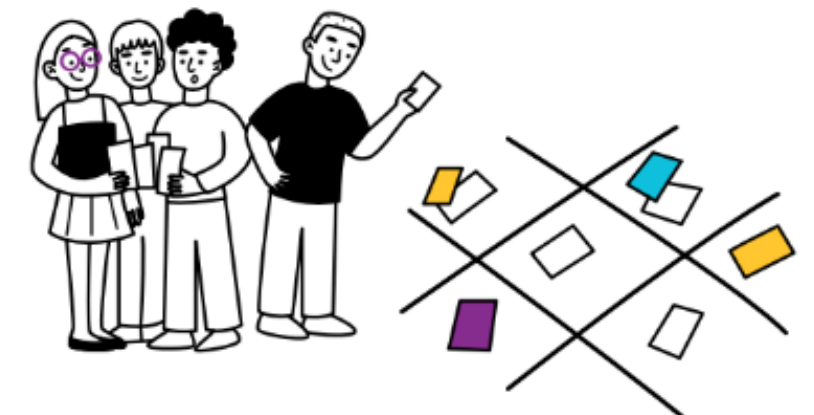
## Playing the game

- The game begins when the umpire reads out a prompt from the “Prompt and Answers” resource. Check that learners understand the prompt and have enough cards to answer. Then, blow a whistle to start the race.
- One player at a time will run to place the team’s answer in the grid. They cannot remove the answer once it has been placed down.

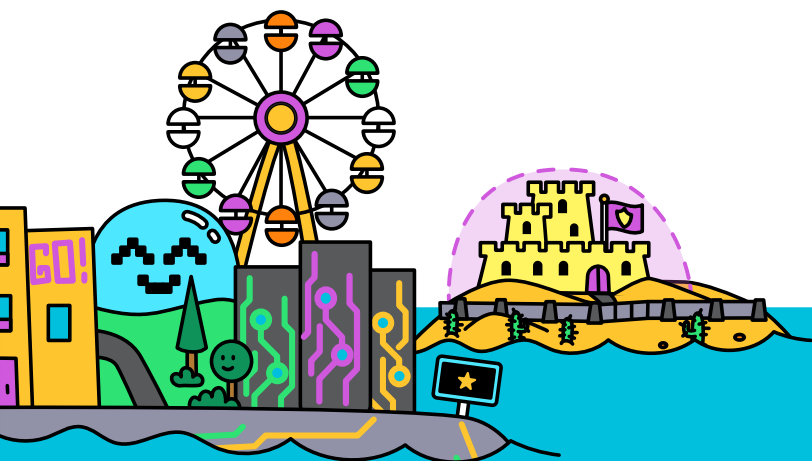


## Winning the game

- When both teams have placed four answers down in the grid (one answer in each square), the race ends.



- The winning team should have the most correct/appropriate answers in their grid (see Educator tips for suggested answers). Facilitate a discussion to explain the answers that have been placed down.

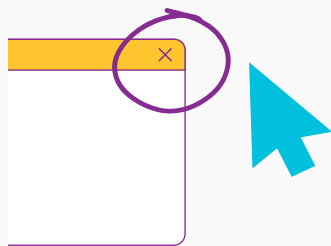




## How will you stay safe online?

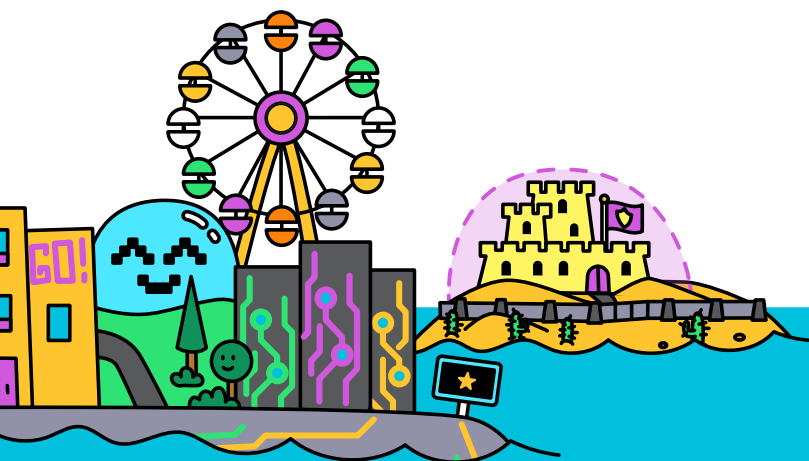
Write or draw one thing on your "to do list" and one on your "do-not-do" list!

Clues:



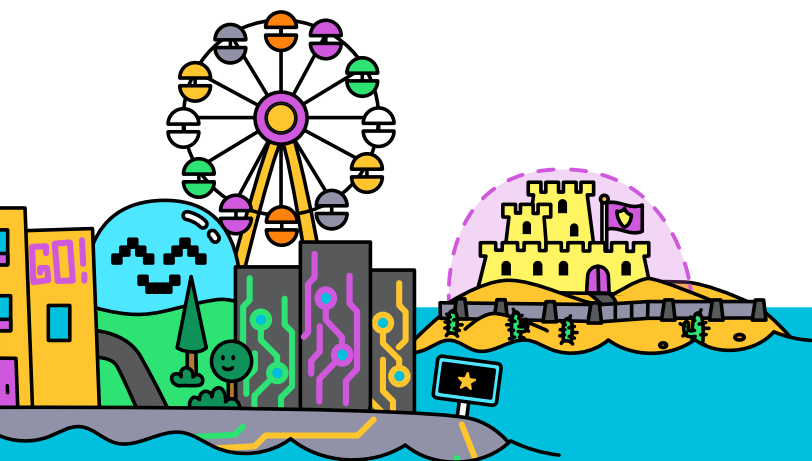
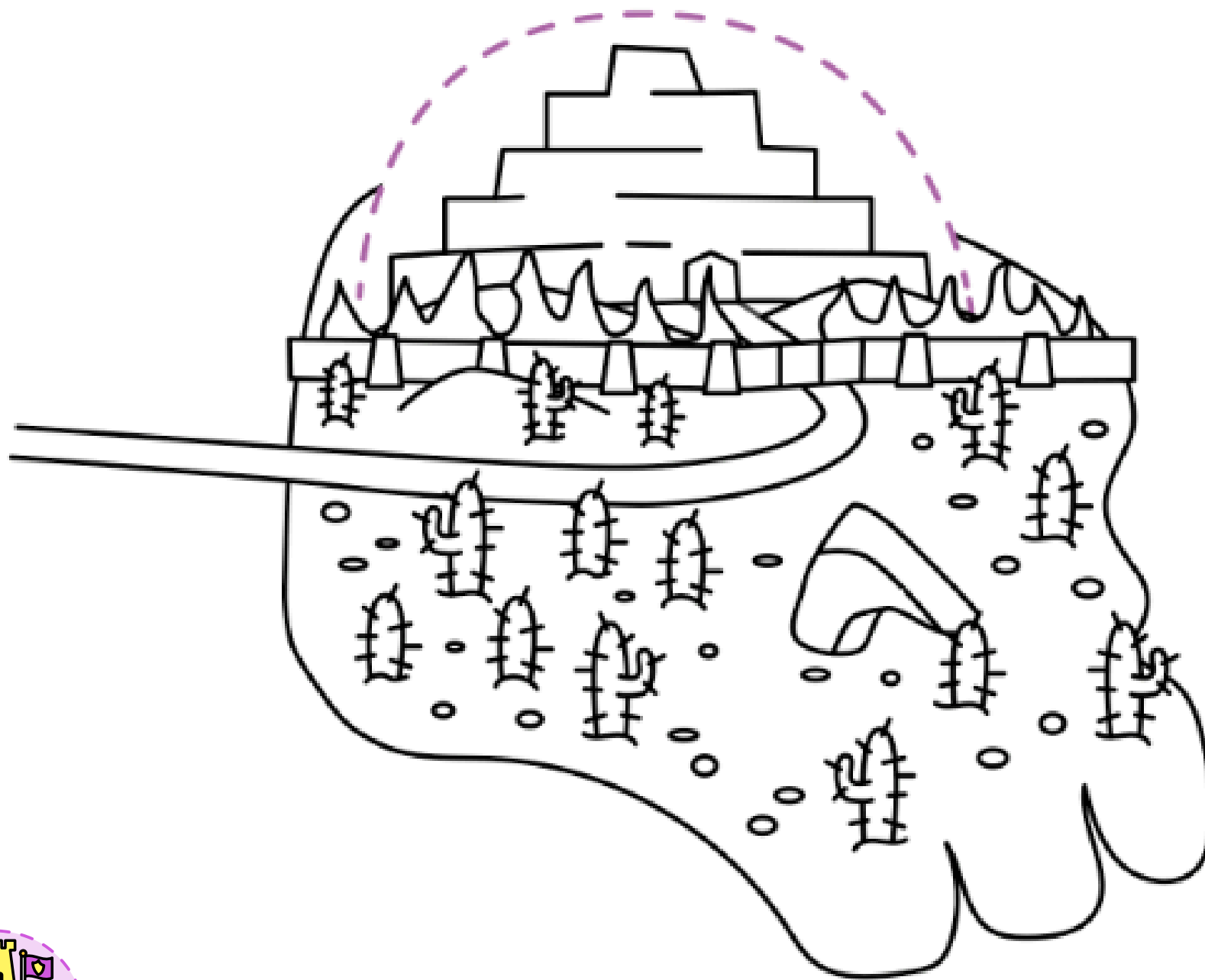
✓ To-do list

✗ Do-not-do list!



Colour in the Contact Island risk area map.

Around it, write or draw strategies that will help keep you and others safe online.



## Australian Curriculum (Version 9.0)



Digital Literacy

Health & Physical Education

### Foundation: Digital Literacy

#### Manage Online Safety:

- Level 1: Use online tools that are safe or only under direct supervision, seeking help from trusted adults when feeling unsafe.

### Foundation: Health and Physical Education

- AC9HPFP04: Explore how to seek, give or deny permission respectfully when sharing possessions or personal space
- AC9HPFP05: Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe.
- AC9HPFM01: Practise fundamental movement skills in minor game and play situations.
- AC9HPFM03: Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active.
- AC9HPFM04: Follow rules to promote fair play in a range of physical activities.

### Year One: Digital Literacy

#### Manage Online Safety:

- Level 2: Use online tools that are age appropriate or only under supervision, seeking help from trusted adults when feeling unsafe.

### Year One: Health and Physical Education

- AC9HP2P04 : Practise strategies they can use when they need to seek, give or deny permission respectfully.
- AC9HP2P05: Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe.
- AC9HP2M03: Participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable.
- AC9HP2M05: Apply strategies to work collaboratively when participating in physical activities.

## My Time, Our Place



### Outcome 1: Children and young people have a strong sense of identity.

Children and young people feel safe, secure and supported.

This is exemplified when:

- Students identify situations when they might need to seek help online, and devise strategies and personnel they will go to in order to find support.

## CASEL Framework



### Responsible decision-making:

The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations.