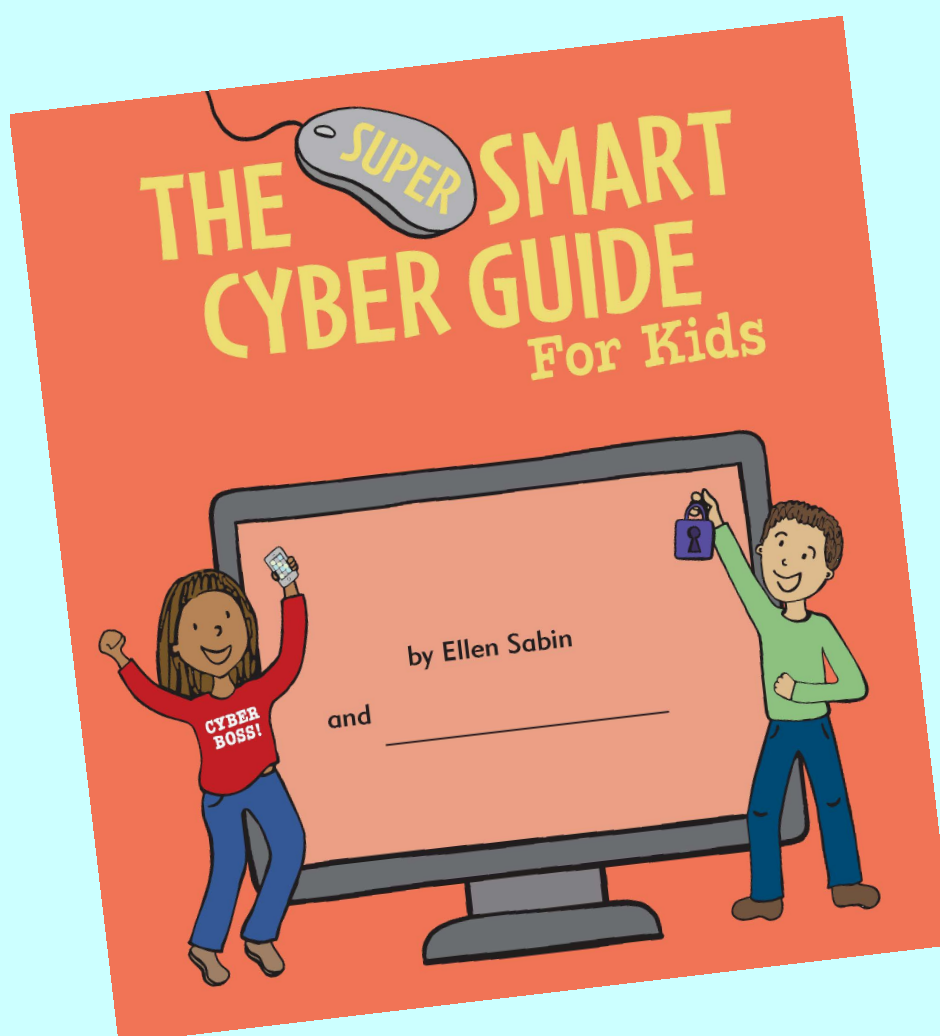


THE SUPER SMART CYBER GUIDE FOR KIDS

TEACHER'S GUIDE



For more information, or to order copies of *The Super Smart Cyber Guide for Kids* for your classroom, go to www.wateringcanpress.com





A Guide for Teachers

The Super Smart Cyber Guide for Kids

By Ellen Sabin

Introduction

The Super Smart Cyber Guide for Kids helps children explore the online world with confidence, curiosity, and care. As technology becomes an increasingly important part of children's lives, it is essential that they develop strong habits, critical-thinking skills, and values that guide their online choices.

This Teacher's Guide provides educators with flexible, classroom-ready lesson plans that extend the ideas introduced in *The Super Smart Cyber Guide for Kids*. While the book introduces key concepts such as online safety, privacy, kindness, and responsibility, the lessons in this guide go further, using the cyber-world as a meaningful context to teach broader academic and life skills.

Each lesson is designed to support learning across multiple subject areas, including language arts, science, social-emotional learning, health, technology, and civics.

The lessons are written for children ages 6–11 and can be easily adapted for younger or older students. Teachers may choose to use the lessons in sequence or select individual lessons that best fit their classroom goals. Throughout the guide, specific page references are included to help teachers intentionally integrate the book into instruction and reinforce the value of shared reading and discussion.

Our hope is that *The Super Smart Cyber Guide for Kids* and this accompanying Teacher's Guide empower students to become thoughtful, safe, and kind digital citizens.

A Note from the Publisher

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Thank you for helping children grow into confident, responsible, and caring cyber-citizens.



SUBJECTS: Language Arts, Digital Literacy, Critical Thinking

TITLE: Cyber Cool Thinking: Facts, Opinions, and Asking Good Questions

GRADE LEVEL: 1–5

OBJECTIVE: Students will learn to distinguish between facts and opinions and practice asking thoughtful questions when encountering information online. Students will develop early critical-thinking and media-literacy skills using the cyber-world as a real-world context.

MATERIALS: *The Super Smart Cyber Guide for Kids*, chart paper or whiteboard, markers, prepared statement cards or sentences (teacher-created), pencils.

ACTIVITY:

Part 1: Setting the Context: The Cyber World Is Full of Information

1. Read and discuss the Cyber Cool section of *The Super Smart Cyber Guide for Kids* (pp. 4–7).
2. Ask students to share:
 - What are some things you like to do online?
 - What devices do you use to go online?
3. Explain to students: The Internet is full of amazing information, ideas, games, and stories. But because so many people can share things online, it's important to think carefully about what we see and read.

Part 2: Understanding Facts and Opinions

4. Explain that information online can be facts, opinions, or sometimes something that needs more information before deciding.
5. Define together:
 - Fact*: Something that can be checked and proven.
 - Opinion*: What someone thinks or feels.
 - Needs More Information*: Something we cannot decide yet without asking questions.
6. Read aloud a variety of statements and ask students to help sort them. Teachers may use examples such as:
 - Facts* (can be checked):
 - "The Internet connects people around the world." / "A computer needs electricity to work."
 - "People use the Internet to send messages." / "Pictures can be shared online."
 - Opinions* (what someone thinks or feels):
 - "Playing games online is the best way to have fun." / "Watching videos online is more fun than reading books." / "Video games are better than board games." / "Texting is the easiest way to talk to friends."
 - "Learning online is boring."
 - Needs More Information* (great for discussion):
 - "This website is safe for kids." / "This game is okay for everyone." / "Everything online is true."
 - "This app is good for learning."
7. As students sort statements, encourage discussion:
 - How do we know?
 - Could different people disagree?
 - What would we need to check before deciding?

Teacher note: If students disagree, that's a good thing. Use disagreements to show that some ideas require more information before making a decision.



Cyber Cool Thinking: Facts, Opinions, and Asking Good Questions *CONTINUED*

Part 3: Asking Better Questions About What We See Online

8. Explain to students: Sometimes the hardest part about being cyber smart isn't knowing the answer, it's knowing what questions to ask.
9. Remind students that anyone can write things online; and not everything comes with proof or explanations.
10. Tell students: When something sounds confusing, surprising, or too good to be true, smart cyber thinkers pause and ask questions before believing it.
11. Model how to turn statements into questions. For example:
Statement: "This game will make you smarter."
Possible questions:
 "Who made this game?"
 "How do they know it makes you smarter?"
 "What does 'smarter' mean?"
Statement: "Everyone should download this app."
Possible questions:
 "Who says everyone?"
 "Is it meant for kids?"
 "What does this app do?"
12. In pairs or as a class, students practice turning statements from Part 2 into thoughtful questions.
13. Discuss how asking questions helps people:
 slow down
 think clearly
 make smarter choices online and offline

STANDARDS:

- Language Arts: Distinguishes fact from opinion; listens and speaks for understanding
- Critical Thinking: Asks questions; evaluates information
- Digital Literacy: Understands that online information comes from many sources



SUBJECTS: Science, Reasoning, Problem Solving

TITLE: Think Before You Click: Using the Scientific Method to Make Smart Choices

GRADE LEVEL: 2–6

OBJECTIVE: Students will learn to apply steps of the scientific method to everyday cyber decisions. Students will practice slowing down, predicting outcomes, and reflecting on results in order to make thoughtful, safe choices online and in other real-world situations.

MATERIALS: *The Super Smart Cyber Guide for Kids*, chart paper or whiteboard, markers, teacher-prepared scenario cards or prompts, pencils.

ACTIVITY

Part 1 – Connecting Cyber Choices to Science Thinking

1. Read and discuss the introduction to Cyber Careful (pp. 8–9).
2. Ask students:

What does it mean to be cyber careful?

Why do you think the book reminds us to stop and think before we click, post, or share?

3. Explain to students: Being cyber smart isn't just about rules. It's about thinking. And scientists are really good thinkers.
4. Tell students they are going to use a scientist's way of thinking to help make smart cyber choices.

Part 2 – Introducing the Scientific Method (Kid-Friendly)

5. Explain that scientists use steps to help them understand problems and make good decisions.

Write the following on chart paper:

Observe: What is happening?

Predict: What do I think might happen?

Test (Safely): What is a smart next step?

Reflect: What did I learn?

6. Give a non-cyber example to ground understanding:

If a plant looks droopy (observe), I might think it needs water (predict). I water it (test). Then I see if it looks better (reflect).

7. Emphasize: Good scientists don't rush. They think first, just like cyber smart kids.

Part 3 – Applying the Scientific Method to Cyber Scenarios

8. Explain that now students will use the same steps to think about online situations.
9. Present one scenario at a time (teacher reads aloud). Examples inspired by the book:

"A pop-up says you won a free prize."

"A game asks for your name or email."

"A link looks exciting, but you're not sure where it goes."

10. As a class or in small groups, guide students through each step:

Observe: "What do we notice?"

Predict: "What might happen if we click or share?"

Test (Safely): "What is a smart next step?" (e.g., stop, ask an adult, don't click yet)

Reflect: "Why is that choice safer or smarter?"



Think Before You Click: Using the Scientific Method to Make Smart Choices *CONTINUED*

11. Write student ideas on chart paper so they can see the thinking process.

Teacher note: The goal is not a 'right answer,' but showing how slowing down leads to better decisions.

Part 4 – Comparing Impulsive vs. Thoughtful Choices

12. Ask students:

What happens when people act quickly without thinking?

How does using the scientific method change our choices?

13. Help students articulate that:

Thinking first helps prevent mistakes

Asking questions keeps people safe

Good decisions often come from pausing, not rushing

Part 5 – Reflection and Transfer

14. Ask students to think beyond the cyber-world:

When else could you use this kind of thinking?

(Examples: playground choices, homework, friendships, sports)

15. Have students complete this sentence verbally or in writing:

"Next time I'm not sure what to do, I can be cyber smart by _____."

STANDARDS:

- Science: Uses reasoning, cause-and-effect thinking, and reflection
- Problem Solving: Applies structured thinking to real-world situations
- Health & Safety: Practices responsible decision-making



SUBJECTS: Social–Emotional Learning, Character Education, Language Arts

TITLE: Cyber Kind Communication: Words, Tone, and Empathy

GRADE LEVEL: 2–6

OBJECTIVE: Students will explore how words and tone affect others and practice communicating kindly and respectfully in online and offline settings. Students will develop empathy, perspective-taking skills, and an understanding of how digital communication can impact feelings and relationships.

MATERIALS: *The Super Smart Cyber Guide for Kids*, chart paper or whiteboard, markers, teacher-prepared short messages or sentences, pencils.

ACTIVITY:

Part 1 – Connecting Kindness Online and Offline

1. Read and discuss the Cyber Kind pages 20-22 of *The Super Smart Cyber Guide for Kids*
2. Ask students:
 - How is talking online the same as talking in person?
 - How can it sometimes feel different?
3. Reinforce the idea from the book: When you text, comment, or share online, it can be just like talking to someone face-to-face.
4. Explain that this lesson will focus on how words and tone make people feel, even when we can't see their faces.

Part 2 – Exploring Tone and Meaning

5. Write the word TONE on the board. Ask:
 - What does tone mean when we speak?
 - How can the same words sound different depending on how they're said?
6. Give a simple example aloud, such as:
 - Saying "Nice job" kindly vs. sarcastically.
7. Explain: Online, people can't hear our voice or see our face, so our words carry even more weight.

Part 3 – Reading Messages Through an Empathy Lens

8. Read aloud a few short, neutral or unclear messages (teacher-created), such as:
 - "That was interesting."
 - "Okay."
 - "Why did you do that?"
9. After each message, ask:
 - How might this make someone feel?
 - Could different people feel different ways?
 - What might the writer have meant?
10. Connect back to the book's message that kind kids think before they post or send.



Cyber Kind Communication: Words, Tone, and Empathy CONTINUED

Part 4 – Rewriting Messages for Kindness and Clarity

11. Divide students into pairs or small groups.
12. Give each group a short message that could be misunderstood or sound unkind, such as:
 “That’s not right.”
 “You’re wrong.”
 “Why would you post that?”
13. Ask students to rewrite the message so it: sounds kinder /is clearer/ shows respect
 Examples students might create:
 “I see it differently — can we talk about it?”
 “I’m confused. Can you explain what you meant?”
14. Invite groups to share their revised messages and discuss how the changes improve communication.

Part 5 – Applying Cyber Kindness to Real Life

15. Ask students to think about real situations:
 group texts
 comments on games or videos
 messages to friends
16. Have students complete one of the following:
 Finish the sentence: “When I communicate online, I want others to feel _____.”
 Draw or write one example of a kind message they could send to someone.
17. Reinforce: Being cyber kind helps friendships grow and makes the online world better for everyone.

STANDARDS:

- Social–Emotional Learning: Demonstrates empathy, respect, and perspective-taking
- Language Arts: Revises writing for tone, clarity, and audience
- Character Education: Practices kindness, responsibility, and ethical behavior



SUBJECTS: Science, Health, Technology

TITLE: Keeping Systems Healthy: Bodies, Devices, and Prevention

GRADE LEVEL: 3–6

OBJECTIVE: Students will explore the idea of systems and understand how prevention and maintenance help systems stay healthy. Students will apply systems thinking by comparing the human body, classroom routines, and digital devices.

MATERIALS: *The Super Smart Cyber Guide for Kids*, chart paper or whiteboard, markers, pencils.

ACTIVITY:

Part 1 – Book Connection: Caring for Devices

1. Read and discuss Careful Clicking and Care for Your Devices (pp. 16–17).
2. Ask students:
 - Why do devices need care?
 - What can happen if we don't take care of them?
3. Explain: The book shows us that devices are like living systems; they work best when they are protected and cared for.

Part 2 – Introducing Systems Thinking

4. Explain that a *system* is a group of parts that work together to do a job.
5. Give simple examples:
 - A body is a system.
 - A classroom is a system.
 - A device is a system.
6. Draw a three-column chart labeled:
 - Human Body
 - Classroom
 - Digital Device

Part 3 – Comparing Healthy Systems

7. With student input, fill in each column by asking:
 - What helps this system stay healthy?
 - What causes problems when it's not cared for?Example responses may include:
 - Body: sleep, food, exercise / sickness, no rest
 - Classroom: rules, kindness / noise, mess
 - Device: updates, passwords / viruses, unsafe clicking
8. Highlight how prevention (doing small things regularly) helps all systems.

Part 4 – Prevention vs. Fixing Problems

9. Ask students: Is it easier to prevent a problem or fix it later?
10. Discuss how:
 - Washing hands prevents illness / Classroom routines prevent chaos/ Updates and asking adults prevent cyber problems
11. Connect back to the book's message that being cyber smart means thinking ahead, not just reacting.



Keeping Systems Healthy: Bodies, Devices, and Prevention CONTINUED

Part 5 – Reflection and Transfer

12. Ask students to complete one of the following:

“One way I can help keep my devices healthy is _____.”

“One way I help keep my classroom system working is _____.”

13. Reinforce: Smart habits help all systems work better — online and offline.

STANDARDS:

- Science: Understands systems and cause-and-effect relationships
- Health: Identifies habits that promote safety and well-being
- Technology: Practices responsible device care



SUBJECTS: Civics, Leadership, Communication

TITLE: Cyber Connected Leaders: Teaching Others What You Know

GRADE LEVEL: 2–6 (adaptable for ages 6–11)

OBJECTIVE: Students will practice leadership and communication skills by teaching others one cyber-smart habit. Students will understand how sharing knowledge helps build safe and respectful communities.

MATERIALS: *The Super Smart Cyber Guide for Kids*, poster paper, markers, optional presentation materials.

ACTIVITY:

Part 1 – Book Connection: Speaking Up and Sharing Knowledge

1. Read and discuss Cyber Connected and Speak Up for Cyber Smarts (pp. 24–29).

2. Ask students:

Why is it helpful to share what we learn?

Who benefits when people are cyber smart?

3. Explain: Learning something is powerful, but teaching others is even more powerful.

Part 2 – Becoming a Cyber Leader

4. Ask students to think back through the book and choose one cyber smart habit they feel is important (privacy, kindness, asking for help, moderation, passwords, careful clicking).

5. Explain that their job is to teach this habit to someone else.

Part 3 – Teach-Back Project

6. Students choose one format:

Poster or sign

Short skit or role-play

Mini-lesson or presentation

Classroom or family cyber pledge

7. Encourage students to think about:

What the habit is

Why it matters

How to explain it clearly

Part 4 – Sharing and Reflection

8. Students present their projects to the class or small groups.

9. After sharing, ask:

What was easy about teaching others?

What was challenging?

How does teaching help you learn better?

10. Reinforce: Cyber leaders help keep communities safe, kind, and smart.

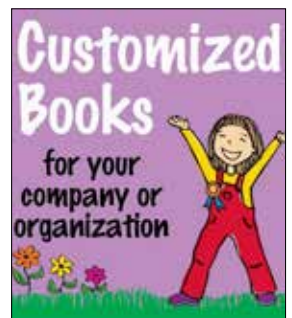
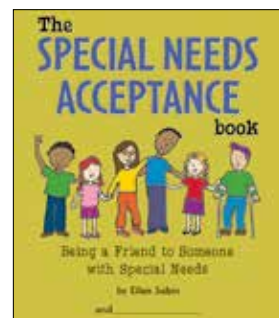
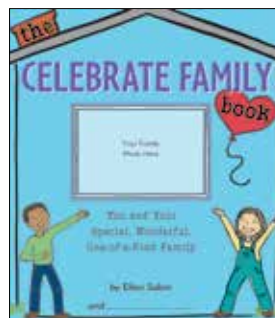
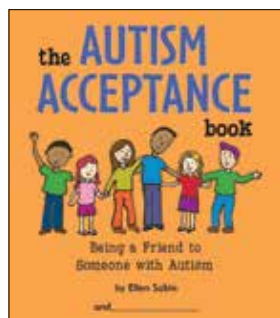
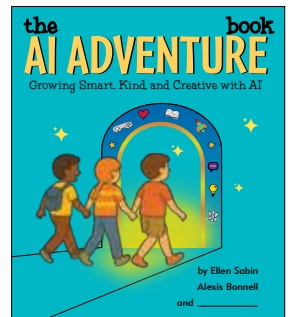
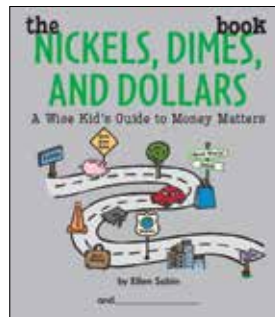
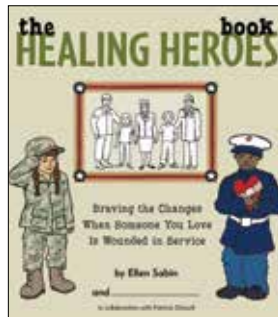
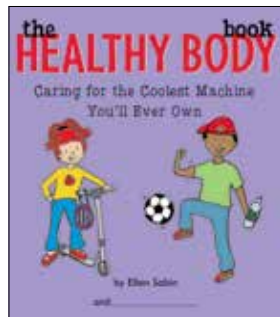
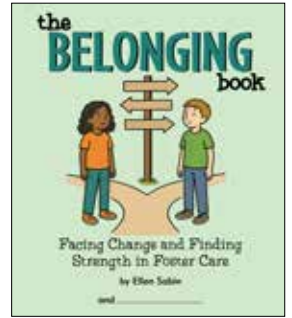
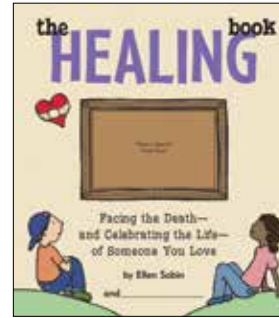
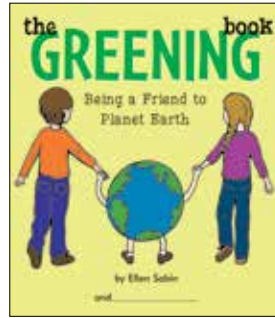
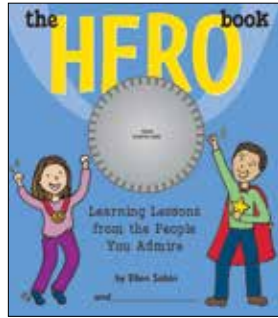
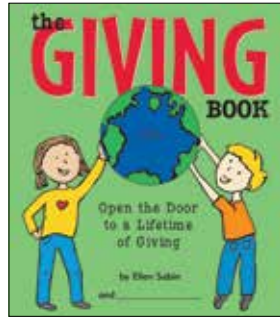
STANDARDS:

- Civics: Participates in community responsibility
- Communication: Presents ideas clearly to others
- Leadership: Demonstrates initiative and collaboration



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