CLASSROOM LESSON · GRADES K-2

Stop, Think, Ask

What to do when something on the screen feels wrong

Students learn a three-step signal for surprises on a screen: Stop (hands off), Think (is it asking me for something, is it from someone I know, how does my body feel) and Ask (show a trusted grown-up). They act out pop-ups, "You won" messages, strangers in game chat and scary pictures, then sort screens into OK to keep playing and Stop and ask.

GRADE BAND	TIME	FORMAT	PREP
K-2	30 minutes	Whole class + groups	Print & cut, ~10 min

BIG IDEA

When a screen surprises me, scares me or asks me for something, I stop, think and ask a trusted grown-up. I never get in trouble for asking.

Students will be able to

- [ ] Name the three steps Stop, Think, Ask and show the hand signal for each
- [ ] Sort screen surprises into OK to keep playing and Stop and ask
- [ ] Explain that pop-ups promising prizes, strangers asking questions and scary pictures are times to stop and ask
- [ ] Say what to do if they already tapped something: tell a trusted grown-up

Materials

- Board or projector for the slides
- Three signal cards made from paper: a red circle with the word STOP and a hand, a yellow circle with THINK and a head, a green circle with ASK and a raised hand
- Worksheet: Keep playing or stop and ask? (1 per student)
- Worksheet: What should I do? read-aloud page (1 per student)
- Scenario cards, cut apart (1 set for the teacher to read aloud)
- Crayons (red, yellow, green and one dark color)

Before class

- Print the worksheets and one set of scenario cards.
- Make the three signal cards (or draw three large circles on the board) with the word and a picture on each so color is not the only clue.
- Write on the board: STOP (hands off) - THINK (what is this?) - ASK (show a grown-up).
- Write the names of your school helpers on the board (your name, the counselor, the library media specialist).
- Choose three scenario cards to act out (suggested: Card 1, Card 4, Card 6).

Vocabulary

- **Pop-up** — A box that jumps onto the screen when you did not ask for it. Some pop-ups are tricks.
- **Stranger** — A person you do not know in real life, even if they seem nice in a game.
- **Trick** — When someone tries to fool you into doing something, like tapping a button or telling a secret.
- **Uh-oh feeling** — The feeling in your tummy or heart that tells you something is not right.
- **Trusted grown-up** — An adult who keeps you safe, like a parent, a guardian, your teacher or the school counselor.

Standards alignment

- **ISTE Standards for Students 1.2.c** — Digital Citizen, Safeguard Well-being: students look after their well-being by making careful, purposeful choices about what they do online.
- **ISTE Standards for Students 1.2.d** — Digital Citizen, Digital Privacy: students take steps to protect their privacy on devices and look after their personal information and security online.
- **CSTA PK-12 Computer Science Standards (2026) EK-SYS-IM-13** — Kindergarten, Systems and Security: students identify responsible ways to act when they use computers and other digital tools.
- **CSTA PK-12 Computer Science Standards (2026) E2-SYS-SE-12** — Grade 2, Systems and Security: students explain how what people do online can cause real effects in their everyday lives.
- **CSTA K-12 Computer Science Standards (2017) 1A-IC-17** — Grades K-2, Impacts of Computing: students treat others with respect and act responsibly when they work or play with others online.
- **CSTA K-12 Computer Science Standards (2017) 1A-IC-18** — Grades K-2, Impacts of Computing: students keep their login information private and log off devices the right way.

This lesson lines up with widely used digital citizenship and computer science frameworks; Georgia districts can map it to their state computer science and digital literacy expectations for the early grades.

Lesson sequence · 30 minutes

4' Warm-up

1. Play a quick round of Red Light, Green Light at the rug: students wiggle on green and freeze on red.
2. Ask: What does red mean on a traffic light? What does yellow mean? What does green mean?
3. Say that today the same colors will help us on tablets and computers.

Say: *"On the street, red means stop, yellow means slow down and look, and green means go. Today we are going to use those same colors for screens. When something surprising pops up, we will stop, think and ask."*

7' Mini-lesson

1. Hold up the STOP card. Teach the signal: flat hand out, then hands in your lap. Say: Stop means hands off the screen. Don't tap, don't type.
2. Hold up the THINK card. Teach the signal: finger on your head. Model three think questions: Is it asking me for something (a tap, my name, my password, a photo)? Is it someone I know in real life? How does my body feel?
3. Hold up the ASK card. Teach the signal: raise your hand. Say: Ask means show a trusted grown-up and say "I need help, please."
4. Show slide 5 (the uh-oh feeling). Explain that a fast heart, a funny tummy or wanting to hide the screen are signs to stop and ask.
5. Show slide 6. Say clearly: If you already tapped it, still tell. You are not in trouble. Grown-ups want to know so they can help.

Say: *"Some things on the screen are surprises. A box says you won a prize. Someone you don't know says hi in a game. A picture makes you feel yucky. When that happens, we use our three steps. Stop: hands off. Think: is it asking me for something? Do I know this person? How does my body feel? Ask: I raise my hand and show my grown-up. And if you already tapped it, that's OK. You still tell. You will never get in trouble for telling."*

10' Activity

1. Act it out (4 minutes): read three scenario cards. Students show the signal for each step as you read. Invite one student to be the player and you play the trusted grown-up. Praise the brave voice.
2. Hand out the sort worksheet. Read each screen aloud. Students circle or color the box: OK to keep playing (check mark) or Stop and ask (hand).
3. Do the first two items together, then keep reading while students work with a partner.
4. Early finishers start the What should I do? page, or you read it aloud together the next day.

5' Discussion

1. Ask two or three discussion questions. Let students answer with the hand signals first, then words.
2. Ask students to name their trusted grown-ups at home and at school (point to the names on the board).
3. Repeat: nobody gets in trouble for stopping and asking.

4' Exit ticket

1. Read each exit ticket item. Students show the STOP hand or a thumbs up.
2. For the last item, each student shows all three signals in order to a partner while saying the words.
3. Send home the family page.

Discussion questions

1. **A box says "You won a new tablet. Tap here." What do you do?**
   Listen for: Stop (hands off), think (it wants me to tap, it is a surprise, it sounds too good), ask a grown-up. Don't tap.
2. **Someone you don't know in a game says "Let's be friends. Where do you live?" What do you do?**
   Listen for: Don't answer, stop and show a trusted grown-up. Where I live is private.
3. **How does your body feel when something on the screen is not right?**
   Listen for: Tummy feels funny, heart beats fast, I want to hide it, I feel scared or yucky. Any honest feeling is a good answer.
4. **What if you already tapped the button?**
   Listen for: Tell a trusted grown-up right away. You are not in trouble; telling helps.
5. **Who are your trusted grown-ups?**
   Listen for: A parent or guardian at home, the teacher, the counselor or another school adult.

Exit ticket

Listen to each one. Show the STOP hand if you should stop and ask, or a thumbs up if it is OK to keep playing.

1. Your reading game shows the next level. → **Thumbs up. This is your normal game doing what it always does.**
2. A box says "Free gems. Type your password." → **STOP hand. Never type your password for a prize. Show a grown-up.**
3. A picture makes you feel scared. → **STOP hand. Turn the screen over or close the cover and tell a grown-up.**
4. Show the three signals in order. → **Stop (flat hand), Think (finger on head), Ask (raised hand).**

Support

- Use only the STOP and ASK signals with students who need fewer steps; add THINK later.
- Do the sort as a whole class with students holding up the STOP card or the check card.
- Give the shorter version of the sort: the first six items only.
- Seat students who need it near you so you can repeat each read-aloud item.

Extend

- Students draw their own screen surprise and label it OK to keep playing or Stop and ask.
- Second graders write a think question in their own words (for example, Do I know this person?).
- Pairs act out a new scenario for the class while classmates show the signals.

Multilingual learners

- Teach the signals before the words; the hand motions carry the meaning for every student.
- Offer the Spanish words: Para (stop), Piensa (think), Pregunta (ask), "Necesito ayuda, por favor" (I need help, please). Invite students to say the three steps in their home language.
- Use sentence frames: "I stop because ___." "I ask my ___."
- Point to the icon on each worksheet item while reading it aloud.

Accessibility

- Every color on the signal cards and worksheets also has a word and a symbol (hand, head, raised hand, check mark), so students with color vision differences can follow.
- Fine-motor needs: students point to or say their answer instead of coloring; an adult or partner can mark the sheet. Offer chunky crayons or a bingo dauber.
- Visual needs: enlarge worksheets to 150 percent, use high-contrast copies and read each item aloud. Let students hold the signal cards so they can feel the shape (cut STOP as an octagon, THINK as a triangle, ASK as a circle).
- Students with limited movement can blink, nod or use a communication device button for each step instead of the hand signals.
- Some students may be upset by talk of scary pictures. Keep examples general and remind everyone they can talk to the counselor privately.

Family extension

Stop, Think, Ask: a family page. Today your child learned three steps for surprises on a screen: Stop (hands off), Think (is it asking me for something, do I know this person, how do I feel) and Ask (show a trusted grown-up). We told children they never get in trouble for telling, even if they already tapped something.

Send home the family sheet (English and Spanish) included in this lesson pack.

Follow-up: free 2-minute lesson

k12cyberforward.com/learn/trusted-adult

Project it for a quick review or share the link with families. Related Cyber Academy course: academy-students-k2.

Sources and further reading.

- FTC Consumer Advice: Kids and video games (stop playing and talk to a trusted adult; block players who ask personal questions): https://consumer.ftc.gov/articles/kids-video-games
- FTC Consumer Advice: Heads Up, Stop. Think. Connect.: https://consumer.ftc.gov/articles/heads-up
- FTC Consumer Advice: Fake prize, sweepstakes and lottery scams: https://consumer.ftc.gov/articles/fake-prize-sweepstakes-and-lottery-scams
- CISA Secure Our World: Recognize and report phishing (urgency and too-good-to-be-true offers): https://www.cisa.gov/secure-our-world/recognize-and-report-phishing
- ISTE Standards for Students: https://iste.org/standards/for-students
- CSTA 2026 PK-12 Computer Science Standards: https://csteachers.org/pk12standards/
- CSTA K-12 Computer Science Standards (2017), condensed: https://csteachers.org/wp-content/uploads/2025/03/csta-k-12-computer-science-standards-revised.pdf