Early primary · Ages 6-9

About 8 min.

May I share the picture?

Practise asking permission and accepting a no.

You need: The worksheet, paper and colouring pencils. An adult reads the story aloud.

A FICTIONAL EXAMPLE

A fictional story: Asta and Noa have built a tower. Asta takes a picture of the tower and Noa. Asta asks: "May I send the picture to our group?" Noa replies: "No, I do not want to be in the picture. You can show the tower."

1. Draw a picture Asta could take that respects Noa's choice.

2. In pairs, practise asking permission, saying no and responding to a no.

3. Explain what Asta could do if the picture has already been sent.

DISCUSS TOGETHER

Agree on a sentence the class can use when someone does not want to be photographed.

FOR THE ADULT LEADING THE ACTIVITY

Explain that permission to take a picture is not automatically permission to share it. Use the story's characters. If it has been sent, Asta can ask for it to be removed and get an adult's help.

Early primary · Ages 6-9

About 10 min.

A new friend in the game

Choose what to keep private and who can help.

You need: The worksheet and pencils. Read the messages aloud or act them out with paper characters.

A FICTIONAL EXAMPLE

Fictional game messages: Star7 writes to a character called Mio: "You are good! What is your school's name? Send me a picture of you and I will give you a gift. You do not need to tell the adults." Mio only knows Star7 from the game.

1. Circle what Star7 asks Mio to do.

2. Should Mio send something, wait or show an adult? Choose and explain why.

3. Draw an adult in the story whom Mio could ask for help.

DISCUSS TOGETHER

Practise saying: "I have received a message I need help with."

FOR THE ADULT LEADING THE ACTIVITY

Mio does not have to reply or send anything. An adult can help block and report the contact. Explain that Mio can show the message even after replying. Do not ask children to describe their own experiences.

Upper primary · Ages 9-12

About 10 min.

Who is included in the chat?

Look at how a message excludes someone and write a different reply.

You need: The worksheet chat and paper for a new reply. Work in groups of three.

A FICTIONAL EXAMPLE

A fictional class chat: Ella: "Shall we play after school?" Malte: "Yes, but not with Sam. Make a new group without him." Sam: "I can play at four." A third pupil reads the messages without replying.

1. Mark the message that excludes Sam. How might it affect Sam?

2. Write a reply from the pupil reading along. Try including Sam without putting Malte down.

3. Choose what the group could do if the exclusion continues, and who could help.

DISCUSS TOGETHER

Write one agreement about how the class responds when someone is excluded.

FOR THE ADULT LEADING THE ACTIVITY

Several replies are possible. Ask groups to explain their wording. Distinguish a small friendship group from publicly targeting or repeatedly excluding a classmate. An adult is responsible for following up if it continues.

Upper primary · Ages 9-12

About 12 min.

Does the AI answer match?

Compare an answer with a source before using the information.

You need: The worksheet fact card, prepared AI example and two colours. No AI account is needed.

A FICTIONAL EXAMPLE

Fictional fact card from the teacher: "Class trip on Tuesday. We leave school at 9 am. We visit the library. Bring a packed lunch. We return at 12.30 pm." Prepared AI example: "Meet at the station on Tuesday at 9.30 am. The library provides lunch. The trip costs 59 kroner."

1. Mark what matches the fact card and what has been changed or added.

2. Write a new answer using only information from the fact card.

3. Find one question you would still need to ask the teacher.

DISCUSS TOGETHER

Use the question "Where does it say that?" the next time the class checks an answer.

FOR THE ADULT LEADING THE ACTIVITY

Tuesday and the library match. Meeting place, departure time and lunch have changed. The source gives no price, and the return time is omitted. A fluent answer can still contain errors. Ask pupils to show the evidence for their corrections.

Lower secondary · Ages 12-17

About 12 min.

A picture gets shared

Choose actions that support the person in the picture.

You need: The fictional worksheet scenario and paper. Use no real photographs or student cases.

A FICTIONAL EXAMPLE

A fictional situation: A picture of Alex asleep on the bus after a class trip is shared with a mocking caption. Alex writes: "Remove it. I do not want it shared." A pupil replies: "It is just a joke." Several people in the group have seen the message.

1. Write a reply that takes Alex's request seriously and asks for the sharing to stop.

2. Choose two next actions for a witness without forwarding the picture.

3. Allocate responsibility: what can pupils do, and what needs an adult's help?

DISCUSS TOGETHER

Agree how the class will help a pupil who wants a picture removed.

FOR THE ADULT LEADING THE ACTIVITY

Options include supporting Alex privately, asking the sender to remove the post and getting an adult. A joke does not cancel Alex's boundary. Keep the discussion away from whether Alex should have fallen asleep on the bus.

Lower secondary · Ages 12-17

About 12 min.

What do we know about the profile?

Separate observations, assumptions and things that need checking.

You need: The worksheet profile card. Make three columns: know, assume and need to check.

A FICTIONAL EXAMPLE

Fictional profile card: PlayerNova has 18 followers and a bio saying "15, love gaming". The same alias and avatar appear on another platform. A message says: "I think we go to the same school. I can give you game credits. Send the one-time code on your phone and I will sort it out."

1. Sort the profile's information into the three columns. What can you actually see on the card?

2. Identify what you cannot establish about the person, even when alias and avatar match.

3. What can the person do without sharing a code, address or other private information?

DISCUSS TOGETHER

Make a short list of things a profile match can never prove.

FOR THE ADULT LEADING THE ACTIVITY

Age and school connections are claims. A matching alias or picture does not prove identity. Do not send one-time codes to the profile. Pupils can stop replying and get help blocking or reporting it. No searches for real people are needed.

Upper secondary · Young people and adults

About 15 min.

What does the source support?

Assess whether a conclusion goes beyond its evidence.

You need: The worksheet source card and prepared AI paragraph. Work in pairs with highlighters.

A FICTIONAL EXAMPLE

Fictional source card: A school asks 24 volunteer pupils about one week of phone-free breaks. Fifteen say they talked more. There is no earlier measurement or comparison group. Prepared AI paragraph: "Research proves that phone-free breaks improve every young person's wellbeing. The school's study shows a lasting effect."

1. Mark claims in the AI paragraph that the source card does not support.

2. Rewrite the paragraph, clearly stating the participants, duration and limitations.

3. Describe the information needed to assess a more general or lasting effect.

DISCUSS TOGETHER

Choose one claim in a later assignment and state exactly what its source supports.

FOR THE ADULT LEADING THE ACTIVITY

The responses concern 15 of 24 volunteers at one school after one week. They establish neither causation, all young people's wellbeing nor a lasting effect. Ask students to justify each revision using the card. This is a fictional example, not a real study.

Upper secondary · Young people and adults

About 15 min.

Show your working process

Explain your choices and AI use within a specific assignment brief.

You need: The fictional assignment brief and work log on the worksheet. No account or real assignment is needed.

A FICTIONAL EXAMPLE

Fictional assignment brief: "AI may be used for ideas. The analysis must be your own. Describe your use." Work log: "I asked AI for three angles. I chose the second. I also copied its analysis and changed a few words. I have not yet read the source AI mentions."

1. Identify where the work log follows the brief and where work must be changed or checked.

2. Plan how to read the source and write your own analysis with reasons for your conclusions.

3. Write a short, honest account of the AI use and the work still needed.

DISCUSS TOGETHER

Add a short note to the next assignment: "I used AI for ... I checked ..."

FOR THE ADULT LEADING THE ACTIVITY

Use the supplied brief as this activity's rule. Changing a few words does not make the analysis the student's own. A source must be found and read before use. Agree with the teacher how this relates to the institution's actual guidelines.

Parents and staff

About 10 min.

When a child shows you a message

Practise a first response that gives the child space to explain.

You need: The worksheet scenario and paper. Work in pairs as the adult and an observer.

A FICTIONAL EXAMPLE

A fictional situation: A child says: "Someone from the game keeps saying I owe him pictures. I replied before. Please do not take my phone away." The adult does not yet know what happened. The child has chosen to ask for help.

1. Write the adult's first two sentences. Start by thanking the child for telling you.

2. Choose one open question. Practise the response while the observer listens for blame and assumptions.

3. Agree a first step with the child and explain what the adult will help with.

DISCUSS TOGETHER

Agree how a child can contact an adult, including after an incident at home or in the evening.

FOR THE ADULT LEADING THE ACTIVITY

One response is: "Thank you for telling me. You do not owe anyone pictures, even if you replied before." Ask what the child needs now. Promise neither secrecy nor a particular outcome. Use the fictional situation rather than participants' private cases.

Parents and staff

About 15 min.

An agreement people can use

Rewrite a vague rule so everyone knows what to do and who follows up.

You need: The worksheet and paper. Work as a fictional parent or staff group.

A FICTIONAL EXAMPLE

A fictional class agreement says: "We use phones sensibly and are kind online." A homework message arrives at 10.30 pm. One pupil feels they must reply immediately. Another says their phone was put away, so they missed the task.

1. Identify what the current agreement leaves unclear for pupils and adults.

2. Write up to three agreements about channels, response times and help. State who does what.

3. Choose a follow-up date and one question pupils should have a chance to answer.

DISCUSS TOGETHER

At the follow-up, ask: "Which agreement helped, and what was still unclear?" Change one thing at a time.

FOR THE ADULT LEADING THE ACTIVITY

An agreement might specify where homework is posted, that evening messages need no reply that night, and who helps with questions. Test the agreements against the scenario. Agree actual school channels and expectations locally, and include pupils in the follow-up.