

Wally the Web Wizard

Teacher/Classroom Internet Safety Pack

Nine chapter-based digital citizenship lessons

Discussion prompts • student missions • vocabulary • scenario cards • exit tickets • final assessment



Web Awareness



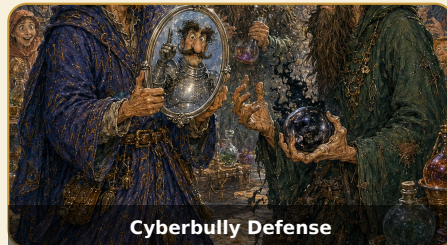
Phishing Shield



Think-Before-You-Send Charm



Web Shark Warning



Cyberbully Defense



Troll-Starving Spell



Balance Enchantment



Anti-Plague Protection



Microtransaction Ward

Based on Wally the Web Wizard by Michael D. Young

Designed for flexible elementary / middle-school digital citizenship instruction

How to Use This Pack

A flexible nine-lesson companion to the book - teach in order or pull individual topics as needed.

Recommended Lesson Routine

1. Read / review the chapter.
2. Use the teacher page for the mini-lesson and discussion.
3. Complete the student mission.
4. Close with the exit ticket.
5. Revisit the rule during real classroom technology use.

Timing & Materials

Typical time: 25-40 minutes per lesson.
Materials: book, printed student page, pencil, optional highlighters.
Grouping: whole class, pairs, small groups, or take-home family practice.

Teacher Note

The story supplies the memorable metaphor; your classroom supplies the real-world application. Encourage students to explain why a choice is safe, not merely memorize a rule. For situations involving actual harassment, threats, account compromise, or unsafe contact, follow your school or district procedures and involve the appropriate adult immediately.

The Nine Web Wizard Skills

- 1 Web Awareness - connected tools and careful choices 2 Phishing Shield - inspect before clicking
3 Think-Before-You-Send - pause and repair 4 Web Shark Warning - strangers and personal information
5 Cyberbully Defense - tell, report, get help 6 Troll-Starving - do not reward provocation
7 Balance Enchantment - protect sleep and responsibilities 8 Anti-Plague - malware and passwords
9 Microtransaction Ward - ask first, count the real cost

Unit Map at a Glance

One chapter, one skill, one student mission, one exit ticket.

#	Chapter	Safety Skill	Student Mission	Core Takeaway
1	WWW	Web Awareness	Map the Web	The web connects people; use it with awareness.
2	Going Phishing	Phishing Shield	Catch the Phish	Slow down, inspect, and ask before clicking.
3	An Email Is Forever	Think-Before-You-Send Charm	Repair the Message	Pause before sending; repair harm when needed.
4	Web Sharks	Web Shark Warning	Spot the Shark	Protect personal info and involve trusted adults.
5	Cyber Bullies	Cyberbully Defense	Choose the Safe Response	Tell, report, get help; do not retaliate.
6	Feeding the Troll	Troll-Starving Spell	Feed It or Starve It?	Ignore bait and remove attention from trolls.
7	A Hairy Situation	Balance Enchantment	Balance the Week	Protect sleep, work, family, and offline life.
8	A Sick Computer	Anti-Plague Protection	Computer Plague Triage	Stop suspicious activity; get help and secure accounts.
9	It's Ogre	Microtransaction Ward	Count the Gold	Small purchases use real money and add up.

Assessment idea: Collect the nine exit tickets as a “Web Wizard portfolio” before the final assessment.



Lesson 1: Web Awareness

Chapter 1: WWW

Teacher Lesson

Learning Target

Explain how the World Wide Web connects people and name both helpful uses and reasons to use it carefully.

Key Vocabulary

Internet, World Wide Web, connection, online

Story Connection

Wally sees WWW in his crystal ball. Sir Brows compares the Internet to Webley's spiderweb: many strands connect, which can be useful, but a careless traveler can still get stuck.

Teach It

- The web connects people, information, games, messages, and tools.
- The same connection that makes the Internet useful can also carry mistakes or unsafe choices.
- A smart Web Wizard asks: What am I doing? Who am I connecting with? Is this safe and kind?

Discuss

1. How is Webley's spiderweb a useful picture of the Internet?
2. What are three helpful things people can do online?
3. Why can a tool be useful and still require safety rules?

Student-page answer guide suggested: grandparent H/B; homework H/B; strangers C/B; how-to H/B; home address C; create art H/B. Emphasize that context m

Quick Scenario

A student wants to join a new game because every friend in class is using it. What should the student learn before signing up?

Student Mission 1: Map the Web

Web Awareness

Your Mission

Draw lines from the crystal ball to six things people can do online. Mark each one H for helpful, C for use with caution, or B for both.

1 Send a message to a grandparent

2 Look up homework help

3 Join a game with strangers

4 Watch a how-to video

5 Share your home address

6 Create art with friends

Show your thinking

Exit Ticket

1. One good thing the web helps me do is...

2. One safety question I should ask before going online is...



Lesson 2: Phishing Shield

Chapter 2: Going Phishing

Teacher Lesson

Learning Target

Identify common phishing warning signs and choose a safe response to suspicious messages.

Key Vocabulary

phishing, scam, sender, link, red flag

Story Connection

Wally nearly obeys a fake wizarding-license email and later a message promising a million gold coins. Sir Brows teaches him to inspect the sender, notice strange spelling, and be suspicious of unbelievable prizes.

Teach It

- Stop before clicking a link or opening an unexpected attachment.
- Check the sender and the spelling of names and addresses.
- Urgency, threats, prizes, and requests for private information are warning signs.
- When in doubt - throw it out, and ask a trusted adult or teacher.

Discuss

1. Why do scammers use prizes or threats?
2. Which clues made the fake royal message suspicious?
3. Why is slowing down one of the strongest anti-phishing tools?

Student-page answer guide: 1. Phishing. 2. Phishing. 3. Phishing. 4. Safe. 5. Phishing. 6. Suspicious. Discuss sender, urgency, spelling, prize, threat, and password r...

Quick Scenario

An email says your class won free tablets, but you must click in five minutes and enter your school password. What are the red flags?

Student Mission 2: Catch the Phish

Phishing Shield

Your Mission

For each message, circle SAFE, SUSPICIOUS, or PHISHING. Then underline the clue that helped you decide.

1 Known teacher: "Tomorrow's field trip leaves at 9:00."

2 Unknown sender: "You won 1,000,000 gold coins! Click now!"

3 Store message asks for your password to finish an order.

4 School librarian reminds you to return a book Friday.

5 Royal notice says "Keng Ferdinand" and threatens a dungeon unless you click.

6 Friend sends a link with no explanation: "Open this NOW!!!"

Show your thinking

Exit Ticket

1. Two phishing red flags are...

2. If a message feels wrong, my next step is...



Lesson 3: Think-Before-You-Send Ch

Chapter 3: An Email Is Forever

Teacher Lesson

Learning Target

Pause, reread, and improve a digital message before sending it - especially when emotions are strong.

Key Vocabulary

send, tone, pause, rewrite, apology

Story Connection

After an emotion potion makes him furious, Wally sends the king an insulting email. When he calms down, Sir Brows explains that the message cannot simply be taken back; Wally must apologize and repair the harm.

Teach It

- Do not send while angry, embarrassed, or rushed.
- Reread the message and imagine receiving it yourself.
- Remove insults, private information, and words you would regret hearing aloud.
- If you hurt someone, own the mistake and apologize instead of making excuses.

Discuss

1. Why did Wally regret his message?
2. How can tone look harsher online than it sounds in your head?
3. What makes an apology helpful after a bad message?

Student-page answer guide 1. Pause/Rewrite/Do not send. 2. Send. 3. Do not send. 4. Send or Pause. 5. Rewrite. 6. Send.

Quick Scenario

A teammate misses an assignment and you are angry. Your draft says, "You are useless. Never work with me again." What could you send instead?

Student Mission 3: Repair the Message

Think Before-You-Send Charm

Your Mission

Choose PAUSE, REWRITE, SEND, or DO NOT SEND. For REWRITE items, write a safer version.

1 "I hate you! Everyone should know what you did."

2 "Could we talk about what happened today? I was upset."

3 "Here is my friend's private phone number - do not tell them I shared it."

4 "I am too angry to answer right now. I will reply later."

5 "Your idea is stupid."

6 "I disagree. Can you explain why you chose that?"

Show your thinking

Exit Ticket

1. Before I press send, I will...

2. If I already sent something hurtful, I can...



Lesson 4: Web Shark Warning

Chapter 4: Web Sharks

Teacher Lesson

Learning Target

Recognize red flags from online strangers and protect personal information and physical safety.

Key Vocabulary

online identity, stranger, personal information, red flag, trusted adult

Story Connection

Wally accepts a friend request from Drake, a friendly-looking knight he does not know. Drake immediately asks to meet in person. Wally follows the directions and discovers that “Drake” is actually a dragon looking for dinner.

Teach It

- People online can pretend to be someone they are not.
- Do not share your address, school, phone number, passwords, or live location with strangers.
- Do not arrange an in-person meeting with someone known only online.
- If someone pressures you, asks for secrecy, or makes you uncomfortable, tell a trusted adult.

Discuss

1. Which red flags did Wally ignore?
2. Why is a friendly profile picture not proof of identity?
3. What should you do if an online person asks to meet?

Student-page answer guide 1. 2 Yellow/Red depending on context. 3 Green. 4 Red. 5 Red. 6 Green if verified.

Quick Scenario

A new gaming friend says, “We are the same age. Meet me at the park, and do not tell your parents because they might say no.” What should happen next?

Student Mission 4: Spot the Shark

Web Shark Warning

Your Mission

Mark each clue GREEN FLAG, YELLOW FLAG, or RED FLAG. Then explain one choice.

1 Chats in a class group your teacher knows about

2 Asks what school you attend

3 Suggests asking your parent before meeting

4 Says "Keep our chat secret from adults"

5 Wants your home address to mail a prize

6 Uses an official school account you already know

Show your thinking

Exit Ticket

1. One red flag I will remember is...

2. If someone online asks to meet me, I will...



Lesson 5: Cyberbully Defense

Chapter 5: Cyber Bullies

Teacher Lesson

Learning Target

Respond to cyberbullying by getting help, reporting harmful content, and avoiding retaliation.

Key Vocabulary

cyberbullying, report, retaliate, evidence, support

Story Connection

Grimhold posts an embarrassing picture of Wally. Wally wants revenge, but Sir Brows redirects him: tell someone trustworthy, report the harmful post, and solve the problem without becoming a bully too.

Teach It

- Tell a trusted adult, teacher, or caregiver.
- Save useful evidence when appropriate and report harmful content through the platform or school process.
- Do not insult, threaten, or embarrass the bully back.
- Support the person being targeted; safe bystanders can help change the situation.

Discuss

1. Why can retaliation make bullying worse?
2. Who are trusted adults at school and at home?
3. What can a bystander do without joining the conflict?

Student-page answer guide: 2 B. 3 B. 4 A. 5 A. 6 A.

Quick Scenario

Someone posts an embarrassing picture of a classmate and the comments are getting mean. What can you do if you are not the person being targeted?

Student Mission 5: Choose the Safe Response

Cyberbully Defense

Your Mission

Circle the safest response for each situation and write one reason.

1 Mean comment on your photo: A insult back / B tell and report / C share it wider

2 Group chat mocks a classmate: A join / B leave and get help / C add a joke

3 Fake account sends insults: A argue / B block-report-tell / C share your address

4 Friend is targeted: A support them privately and tell / B laugh / C repost

5 You feel furious: A pause / B threaten / C post immediately

6 Bullying stops after report: A keep evidence if needed / B restart fight / C post revenge

Show your thinking

Exit Ticket

1. One way I can help someone being cyberbullied is...

2. One thing I should avoid doing is...



Lesson 6: Troll-Starving Spell

Chapter 6: Feeding the Troll

Teacher Lesson

Learning Target

Recognize trolling behavior and avoid feeding it with arguments, insults, or repeated replies.

Key Vocabulary

troll, bait, ignore, block, netiquette

Story Connection

An Internet troll insults Wally to provoke him. Sir Brows tells Wally that trolls want arguments. Wally replies anyway, and the troll takes over more and more of the crystal ball until Wally finally walks away.

Teach It

- Trolls often post mainly to provoke a reaction.
- Arguing, insulting, and rage-posting can reward the behavior.
- Ignore, block, report, log off, or get help when appropriate.
- Walking away is not losing; it is choosing not to give the troll control of your attention.

Discuss

1. What did the troll want from Wally?
2. Why did Wally's replies make the situation worse?
3. When is ignoring enough, and when should you report or tell an adult?

Student-page answer guide: 1, 3, 6. Starve: 2, 4, 5, 7, 8.

Quick Scenario

A stranger keeps posting "Your art is terrible!" under every picture you share. They become more excited each time you answer. What response starves the troll?

Student Mission 6: Feed It or Starve It?

Troll-Starving Spell

Your Mission

Write FEED for choices that make a troll grow and STARVE for choices that remove attention or get safe help.

- 1 Reply with a bigger insult
- 2 Block the account
- 3 Post an angry meme about them
- 4 Report repeated harassment
- 5 Log off and take a break
- 6 Keep arguing until you win
- 7 Tell a trusted adult
- 8 Focus on a positive activity

Show your thinking

Exit Ticket

1. A troll is trying to get me to...

2. I can starve a troll by...



Lesson 7: Balance Enchantment

Chapter 7: A Hairy Situation

Teacher Lesson

Learning Target

Create healthy technology boundaries that protect sleep, responsibilities, relationships, and offline activities.

Key Vocabulary

balance, screen time, curfew, priority, sleep

Story Connection

Wally keeps playing Wizard Wars long after midnight. He oversleeps, rushes an important potion, and gives Prince Magellan a very hairy problem. Wally finally accepts that work comes first and bedtime needs a firm limit.

Teach It

- Time spent online replaces time that could go to sleep, work, family, exercise, or hobbies.
- Set a screen-off time before you are tired and tempted to keep playing.
- Finish important responsibilities before optional games or scrolling.
- Use breaks and offline activities to keep digital life in proportion.

Discuss

1. What chain of events began with Wally staying up too late?
2. Why is "just one more game" hard to stop?
3. What is one boundary that could protect your sleep or schoolwork?

Student-page answer guide: A single schedule fits everyone. Look for adequate sleep, required work before optional gaming, and a planned screen-off time.

Quick Scenario

It is bedtime, but your team is one round away from a new rank. You have school in the morning. What plan protects both fun and tomorrow's responsibilities?

Student Mission 7: Balance the Week

Balance Enchantment

Your Mission

For one weekday, assign a reasonable block of time to each category. Then circle the two priorities that should happen before optional gaming.

1 School / homework

2 Sleep

3 Family / meals

4 Exercise / outdoors

5 Hobbies / reading

6 Internet / games

Show your thinking

Exit Ticket

1. My screen-off time on school nights could be...

2. One offline activity I want to protect is...



Lesson 8: Anti-Plague Protection

Chapter 8: A Sick Computer

Teacher Lesson

Learning Target

Respond safely to suspicious downloads, malware warning signs, and compromised passwords.

Key Vocabulary

malware, virus, password, antivirus, administrator

Story Connection

Wally follows a bargain-robe link, gives away private information and his crystal-ball password, and returns to a malfunctioning crystal ball. Sir Brows helps remove the “computer plague” and has Wally change the password.

Teach It

- Never give your password to a store, stranger, or unexpected message.
- If a device acts strangely after a click or download, stop and tell a trusted adult or administrator.
- Use trusted security tools to scan and remove malware.
- After an account may be compromised, change the password and make it difficult to guess.

Discuss

1. What mistake let the trouble into Wally's crystal ball?
2. Why should a suspicious device problem be reported quickly?
3. What makes a password harder to guess without writing down a real password?

Student-page answer guide Reasonable sequence: stop clicking; tell adult/admin; use approved scan; change compromised password; review account settings

Quick Scenario

After installing a “free” game from an unknown link, your tablet starts opening strange pop-ups. What should you do first?

Student Mission 8: Computer Plague Triage

Anti-Plague Protection

Your Mission

Number these actions from 1 to 5 in a safe order after a suspicious infection or account problem.

- 1 Tell a trusted adult / admin
- 2 Stop clicking and close suspicious content if safe
- 3 Use an approved security scan
- 4 Change a compromised password
- 5 Check account activity and settings with an adult

Show your thinking

Exit Ticket

1. I should never share my password with...

2. If my device starts acting strangely, I will...



Lesson 9: Microtransaction Ward

Chapter 9: It's Ogre

Teacher Lesson

Learning Target

Explain how small in-game purchases can add up and make a spending plan before buying digital items.

Key Vocabulary

microtransaction, in-game purchase, payment, budget, limited-time offer

Story Connection

Wally repeatedly buys extra lives for five gold coins each because every loss feels like the last one before victory. He discovers that the game has been charging the royal treasury, turning tiny clicks into a very real debt.

Teach It

- Digital purchases use real money even when the item exists only in a game.
- Small prices can become a large total when repeated.
- Know whose payment method is connected and ask permission before buying.
- Limited-time pressure is designed to make people decide quickly; pause and calculate first.

Discuss

1. Why did five gold coins feel harmless to Wally at first?
2. How does repetition change the true cost of a small purchase?
3. What rule should a family or class use for in-game purchases?

Student-page answer guide: 20; 27; 33. Pause because pressure can cause rushed spending. Ask the account owner / parent or guardian according to family

Quick Scenario

An extra life costs 5 coins. You buy 8 during one difficult level. How many coins did you really spend, and what should you ask before buying the first one?

Student Mission 9: Count the Gold

Microtransaction Ward

Your Mission

Solve the spending problems, then write one rule for smart in-game purchases.

1 5 coins x 3 extra lives = ____

2 5 coins x 8 extra lives = ____

3 A 12-coin skin + 9-coin egg + 6-coin gem bag = ____

4 You start with 60 coins and spend 27. Coins left = ____

5 A “limited-time” bundle costs 18. Write one reason to pause before buying.

6 Whose permission should you get before real-money purchases?

Show your thinking

Exit Ticket

1. Small purchases add up because...

2. Before I buy something in a game, I should...

Web Wizard Vocabulary Bank

Use as a word wall, review sheet, or pre-assessment vocabulary check.

Internet

A network that lets connected devices and people share information.

World Wide Web

Linked pages and online resources accessed through the Internet.

phishing

A trick that uses a message or link to steal information or get you to click.

scam

A dishonest plan meant to trick someone.

sender

The person or account a message comes from.

tone

The attitude or feeling a message communicates.

personal information

Private details such as address, school, phone number, passwords, or live location.

online identity

How a person or account presents itself online; it may not always be truthful.

cyberbullying

Repeated or harmful bullying carried out through digital tools.

report

To use a platform or school process to alert someone responsible about harmful content.

troll

Someone who posts mainly to provoke reactions or arguments.

netiquette

Respectful behavior and manners when communicating online.

balance

Giving appropriate time to digital and non-digital parts of life.

screen time

Time spent using phones, computers, tablets, games, or similar screens.

malware

Software designed to harm, disrupt, or misuse a device or account.

password

A secret used to protect access to an account or device.

microtransaction

A small purchase made inside a game or app.

budget

A plan for how much money can be spent.

Reusable Scenario Cards 1

Cut apart. Read the situation. Students explain the safest next move and the Web Wizard skill that applies.

Prize Message

You receive: "You won 1,000,000 gold coins! Click now!"

Teacher cue Safest move: do not click; inspect sender and ask an adult.

New Friend

A stranger sends a friend request and asks what school you attend.

Teacher cue Safest move: protect personal information and tell a trusted adult.

Angry Draft

You are furious and have typed a mean message.

Teacher cue Safest move: pause, reread, and wait before sending.

Embarrassing Post

Someone posts a humiliating picture of a classmate.

Teacher cue Safest move: report, get help, and do not spread it.

Troll Bait

An unknown account keeps insulting you to start an argument.

Teacher cue Safest move: ignore/block/report; do not feed the troll.

One More Game

It is past bedtime and you have school tomorrow.

Teacher cue Safest move: stop at the planned curfew and protect sleep.

Reusable Scenario Cards 2

Cut apart. Read the situation. Students explain the safest next move and the Web Wizard skill that applies.

Password Request

A store says it needs your password to finish an order.

Teacher cue Safest move: do not share it; leave and get help.

Strange Pop-Ups

A device starts acting strangely after a download.

Teacher cue Safest move: stop clicking and tell an adult/admin.

Extra Life

A game offers another life for 5 real-money coins.

Teacher cue Safest move: ask permission and count the total cost first.

Known Teacher

Your teacher uses the normal school account to remind you about homework.

Teacher cue Safest move: verify it is the expected account; normal reminders can be safe.

Group Chat

Friends begin mocking another student in a group chat.

Teacher cue Safest move: do not join; support the student and get help.

Research Result

A website makes a wild claim but gives no author or source.

Teacher cue Safest move: slow down and compare with a reliable source.

Final Web Wizard Assessment

Name: _____ Date: _____ Score: ____ / 18

1. The World Wide Web is best described as:

A a single game B connected online information and people C a magic password

2. Which is a phishing red flag?

A a known teacher reminder B an urgent prize from an unknown sender C a saved homework file

3. When you are angry, the best first step before sending is:

A post immediately B pause and reread C add more insults

4. An online stranger asks to meet alone. You should:

A go without telling anyone B tell a trusted adult and do not meet alone C share your address

5. If someone cyberbullies you, the safest response is:

A retaliate B tell, report, and get help C spread the post

6. A troll usually wants you to:

A argue and react B do homework C improve your password

7. A healthy screen-time plan should protect:

A sleep and responsibilities B only game rankings C late-night scrolling

8. A website asks for your password to sell you a robe. You should:

A enter it B never share it and get help C use your birthday

9. Why can microtransactions be risky?

A small purchases can repeat and add up B digital items are always free C coins never use real money

Scenarios: write the safest next move.

10. A fake-looking account asks for your school and phone number.

11. A class group chat starts making fun of one student.

12. Your game offers “one last” 5-coin extra life for the eighth time.

13. Your device shows strange pop-ups after an unknown download.

Vocabulary: match the term to the description.

- | | |
|----------------------|---|
| 14. phishing | A small in-game purchase |
| 15. troll | A trick message meant to steal information or cause a click |
| 16. malware | Someone who posts mainly to provoke reactions |
| 17. microtransaction | Harmful software |
| 18. balance | Giving appropriate time to online and offline life |

Teacher Answer Key & Discussion Guide

Assessment Answers

Final assessment:

1 B 2 B 3 B 4 B 5 B 6 A 7 A 8 B 9 A

Scenario answers:

10. Do not share personal information; block or stop the conversation and tell a trusted adult.
11. Do not join in; support the targeted student, save/report as appropriate, and involve a trusted adult or teacher.
12. Stop and total the cost: eight 5-coin purchases = 40 coins. Ask the account owner before any real-money purchase.
13. Stop clicking; tell an adult or administrator; use approved security steps and change a compromised password if needed.

Vocabulary: 14 = phishing / trick message; 15 = troll / provokes reactions; 16 = malware / harmful software; 17 = microtransaction / small in-game purchase; 18 = balance / appropriate time online and offline.

Discussion Prompts

- Which Web Wizard skill is hardest to use when emotions are strong?
- Which rule protects both safety and kindness?
- What should students do when they are unsure whether a situation is serious enough to report?
- How can classmates help create a safer online culture?

Suggested Mastery Check

15-18 correct: Web Wizard mastery
11-14 correct: Review one or two weak skills
0-10 correct: Reteach with scenario cards and student missions

Use judgment rather than a rigid cutoff. The goal is safe reasoning and knowing when to involve a trusted adult.

Be kind. Be smart. Be brave. Be safe online.

Use the separate Nine-Badge Challenge and Official Web Wizard Certificate as an optional unit celebration.