

A welcoming session needs a workable plan.

Use these checklists alongside the session agenda. Adapt them to your organisation, participants and jurisdiction. This is not a safeguarding qualification, consent form or tested programme.

1. Before inviting people

- Confirm venue access, seating, toilets, transport and any hearing or visual supports. Ask about access needs through your organisation's appropriate private process; do not collect medical details through this site.
- Prepare large-print or read-aloud copies, plain-language help and a quiet break option. Check language support with the people involved. Do not promise arrangements that have not been confirmed.
- Choose one mission—not all six. Use only its fictional inputs. No account, AI tool, personal document or device is required.
- For children, follow the organiser's safeguarding and school/guardian requirements, including any consent and supervision rules. Identify the appropriate safeguarding contact before the session.
- Default to no photos, recording, names on worksheets or participant stories for publication. If your organisation proposes any such use, arrange separate appropriate informed consent; this checklist does not provide it.

Access and language arrangements confirmed (fill privately offline):

Who handles safeguarding and urgent concerns under the organiser's policy:

Fictional mission and paper/read-aloud alternatives prepared:

2. Open gently. Offer real choices.

Suggested opening: “We are practising one small habit. You may pass, repeat, ask for help or stop. No one needs to use AI. We will not collect private documents or record this conversation.”

Pairs can swap reader and checker roles. Do not assign the younger person as the technology expert or assume an older participant needs help. Ask what format works for each person.

Remote or device-free delivery

Print or read one card at a time. For a remote session, share the blank public card — not a participant's screen or files. Check the meeting platform's accessibility, privacy and recording settings through your organisation; do not require new tool accounts for this exercise.

3. If a conversation becomes difficult

- 1** Pause the exercise. Offer a break or a private conversation with the appropriate organiser; do not press for details in the group.
- 2** Do not investigate, ask someone to upload evidence, diagnose a problem, or promise secrecy you cannot maintain. Follow the organiser's safeguarding and reporting policy.
- 3** For an immediate threat, use local official emergency channels. For a suspected financial scam, use the bank's official app or known number promptly. Children should seek an appropriate trusted adult; the host follows their organisation's safeguarding process.
- 4** Use current official services for the relevant country and situation. Check signposts before hosting; an AI-generated contact list is not sufficient.
- 5** Stop or re-plan if someone feels pressured, private material is being shared, or access/support arrangements are inadequate. Finishing the activity is not more important than people.

Australian signposts: [Scamwatch verification guidance](#) · [Report to Scamwatch](#) · [IDCARE](#) · [eSafety](#) parents and carers. These links are not emergency services or a claim of partnership. For other jurisdictions, verify suitable local services.

4. Close without a score

Invite an explanation in the participant's own words, then offer the new situation in the mission. Ask “What would you do next?” and “What still needs checking?” People may decline. A completed card or a smile is not proof of lasting benefit.

Which instruction needed help? (no names or private stories)

Could the useful habit be explained in a different fictional situation?

Which access or language change should we make next time?

What should we remove or change before another session?

Keep observations anonymous and minimise retention under your organisation's policy. Do not send child answers or participant records to this site. Adults may optionally send a non-sensitive aggregate suggestion through the maintainer note form; this is not a survey or evidence of programme effectiveness.

Sources & scope

Edition 2026-10-09.3. AI-assisted editorial revision; independent specialist and reader review pending. Educational material, not legal, medical or financial advice. Examples are hypothetical unless explicitly documented.

- [Scamwatch: how scammers use technology and AI ↗](#)
- [Department of Education: Australian Framework for Generative AI in Schools ↗](#)
- [eSafety: advice for parents and carers ↗](#)

[HOW WE PUBLISH AND CORRECT →](#)