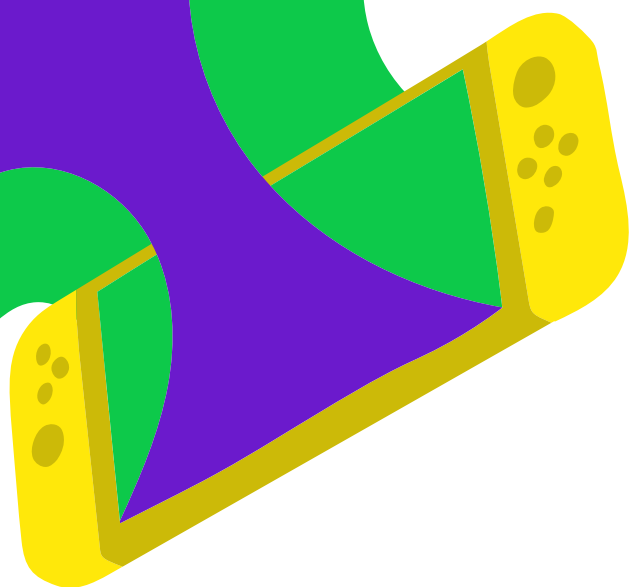Safer Internet Day 2023
Resources for use with 7-11s

# Want to talk about it?

Making space for conversations about life online

Safer Internet Day is celebrated globally in February each year to promote the safe and positive use of digital technology for children and young people, and to inspire a national conversation about using technology responsibly, respectfully, critically, and creatively. Safer Internet Day 2023 is on 7th February.

In the UK, Safer Internet Day is organised by the UK Safer Internet Centre (UKSIC), a partnership of three charities– Childnet International, the Internet Watch Foundation (IWF) and the South West Grid for Learning (SWGfL).

# Contents

**Safer Internet Day on 7th February 2023 will be the 20th year the day has been celebrated globally.** To mark this in the UK we are celebrating by putting children and young people's voices at the heart of the day and encouraging them to shape the online safety support that they receive. That is why we are asking parents, carers, teachers, government, policymakers, and the wider online safety industry to take time to listen to children and young people and make positive change together.

**What issues really matter to children and young people?**

**What changes do they want to see?**

**And how can we all work together to advocate for them moving forward?**

Whether you have 5 minutes, a few hours, a whole day or even a week, we are asking everyone to make time for these conversations and you don't have to do it alone. The materials in this pack will help you kickstart conversations as well as providing suggestions for how you can:

- Spread the word about Safer Internet Day with parents and carers
- Support children and young people in leading online safety activities
- Identify and tackle barriers to children and young people speaking up about online issues
- Empower children and young people to advocate for change at a national level

With your help, Safer Internet Day 2023 can be a springboard for conversations that shape how we talk about and respond to online issues, not just for one day, but throughout the whole year.

That's why this year the Safer Internet Day theme is:

# Want to talk about it?

Making space for conversations about life online

**Check out page 19 for a template youth charter to complete in your setting then share with the UK Safer Internet Centre and contribute to our national charter being delivered to government and the internet industry.**

**Why not post on social media using our suggested tweets or send home one of our suggested activities for engaging families at home?**

# 10 things you need to know about participating in Safer Internet Day

## 1. It's all about youth voice!

Let's all make time to hear from children and young people about the issues most affecting them online. By understanding their perspectives and experiences, we can provide the very best support and advice.

## 2. Establish a safe space.

Consider how to establish a supportive environment for children and young people to open up about their experiences and learn about potentially sensitive topics. By helping them feel confident and secure, they are more likely to share and ask questions, without fear of judgment or negative feedback. For ideas visit: **childnet.com/learning-environment**.

## 3. It's okay to just listen.

It's not always the right time to offer online safety advice, especially if a child/young person has just been sharing something they love about the internet. It's okay to just listen and then use what you've learnt to support them in the future.

## 4. Use free, ready-made resources to save time.

Online safety is a huge topic, but there are lots of incredible free resources available to help. Kickstart the conversation with the activities here, then find resources on specific topics at **projectevolve.co.uk** or **childnet.com/resources**.

## 5. Be ready to calmly respond to safeguarding concerns.

While discussing their online lives, it is possible that children and young people will raise concerns about things they have seen or experienced online. Make sure you are up to date with your school or setting's safeguarding procedures and for further advice on how to respond in these situations visit: **childnet.com/safeguarding**.

## 6. Get everyone involved and spread the word.

We can all work together to keep children and young people safe online. Help raise the profile of online safety with other professionals, parents, and carers. Share these resources or what you have learnt about young people's online experiences. You can also spread the word on social media. For more advice turn to **page 21**.

## 7. Know where to get more information or help.

Remember that there's plenty of help and advice available if you need more information about anything online safety related.

The UK Safer Internet Centre's 'Need Help?' page contains further information on reporting specific concerns to organisations outside of your school/setting. Visit: **saferinternet.org.uk/advice-centre/ need-help.**

The Professionals Online Safety Helpline is a free helpline offering advice and support to all members of the children's workforce on any online safety issues. Visit: **saferinternet.org. uk/professionals-online-safety-helpline.**

## 8. Be inspired by children and young people.

Children and young people will have their own ideas, expertise, and suggestions on how to stay safe online. Find opportunities to elevate their voices as peer leaders or even running information sessions for educators or parents and carers. You'll be inspired by what they can achieve!

## 9. Kickstart conversations that last all year round.

By making conversations about the online world a regular part of your work with young people, you're showing you recognise its important role in their lives. Kickstart the conversation today but make it a regular habit all year round.

## 10. Have fun!

The internet is amazing and has so much to offer children and young people, but online safety skills are an increasingly important part of all our lives. By having fun, working together, and engaging with the online issues young people care about the most, we can all create a safer internet for the future.

# Ready to get started?

*Time needed: Approx. 45 mins*

These three simple activities are the perfect way to kickstart conversations about life online.

They include opportunities to discuss different uses of technology and how it affects our wellbeing (positive and negative).

Activity 1:

## The Alpha-Net

Learners compete in pairs or small groups to name something for each of the letters from A-Z that they enjoy about going online. These should be positive and could include games, apps, internet celebrities, shows, devices, or features of technology.

The quickest pair to complete the alphabet could then get to tell the others about their favourite thing to do online.

Activity 2:

## Where on the line?

In this activity, learners will get the opportunity to discuss which online issues matter to them the most. Learners will need to decide where different online issues fit on a line. The line could be on a big piece of paper, wall or floor.

Start by checking learners understanding of the online issues. You could work as a group to write definitions of any terms they're unsure of. Next ask learners to rank the issues from those that pose the highest to lowest risk for children and young people their age. Discuss their choices as a group.

They could then rank the issues from those they see the most often to those they see the least. Other ways to rank them might include:

From 'have the most confidence in handling', to 'have the least confidence in handling'.

From 'needs help with the most', to 'needs help with the least'.

From 'most annoying', to 'least annoying'.

You may wish to add your own examples or invite learners to do so.

**Online issues to rank**

Online bullying
Scams
Seeing something scary
Seeing something violent
Chat in games
Livestreaming
Time spent looking at screens
Unreliable information
Online friends (people you only know online)
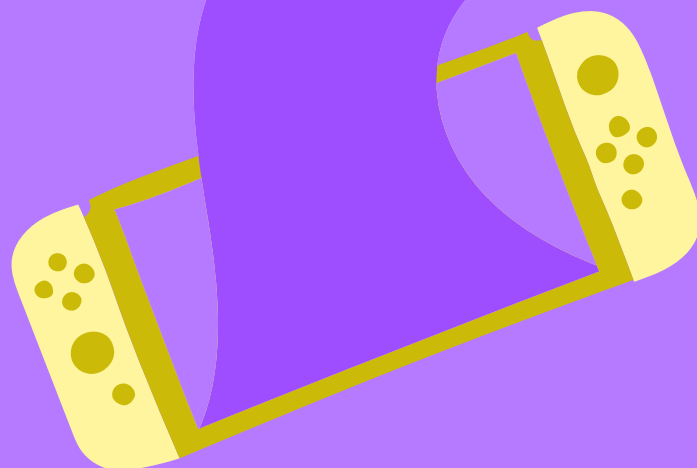
Activity 3:

# The healing power of help

This activity asks learners to think about how the online issues they have just discussed can make people feel and how their bodies might react. After doing this, they will explore the importance of talking to someone and how this can help.

You will need a big piece of paper (minimum A3).

1. Draw the outline of a person and label different things that our bodies do if we are worried or upset e.g. headache, frowning, tummy ache, tears, sweating, legs feeling like 'jelly' etc. Ask learners what can happen if we don't do anything about these things.

2. Ask learners what they can do if they experience the issues they discussed in Activity 2. What would they do if they thought they had been scammed or something they saw online was not true? What would they do if someone was mean in the chat on a game?

3. Ask learners to think of adjectives to describe how people feel once they have talked to someone and asked for help (e.g. calm, relieved, happy, content, confident, etc.) and add these to the picture in a different colour.

**Want to extend it?** Ask learners to identify who they know that they could talk to and what they could say to ask for help.

**Want to go large?** Learners could also draw around each other and write the things they can do to help on real plasters to stick on the body.

# Starting conversations

These activities are designed to get learners talking about their experiences of using the internet and the issues that matter online to them the most. They include opportunities to reflect on what they already know about online safety, consider the ages at which they first engage with technology, and discuss the positive and negative impacts of online trends.

## Pick a side

Ask learners to choose between two tech options. They could hold up a card for A or B, put hands up, or move to one side of the room or the other. Examples could be:

- Games or videos?
- Play the game or watch an expert gamer?
- Games console or tablet?
- You are playing an online game. Versus a friend or on a team with friends?
- Watch a funny video or be in a funny video?
- Your parents and carers know lots about online safety or nothing about online safety?
- Spend more time online than you do now or less?
- Meet a famous streamer/YouTuber or be a famous streamer/YouTuber?

## 'Snowball' fight

Everyone thinks of a question about the internet or internet safety. The question could be related to online safety you have covered with learners previously and used as a recap. Alternatively, it could be something learners want to ask people's opinion on.

Everyone writes their question on a piece of paper and scrunches it up to make a snowball.

The educator starts the snowball fight and everyone throws the snowballs around the room. Stop the fight after a little bit and ask everyone to pick up one snowball. Ask each person to read their question and answer it. Throw the snowballs again!

## Give me 3

Challenge learners to share:

- 3 things you love about the internet
- 3 things you would like to change

## Mini milestones

This activity creates discussion around learners' online experiences and at what age different tech milestones start to happen. For educators, it is a great way to see what is happening online and to help you decide on any support your learners might need in the future.

Look through the milestones **(page 10)** ahead of delivering this activity and choose those most appropriate for the age range you are working with.

Create a timeline in your setting from birth to the current age of your learners (a large floor or wall space would work best). Include markers to show different ages and include some space afterwards for milestones in the future.

Take a photo

| 0 | 5 | 11 |
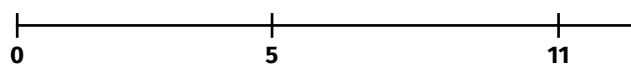
Provide learners the milestones and ask them to position them on the line based on the average age children/young people might experience them. Once they are finished you can start a discussion about the different milestones and where they are.

Pick out some key ones to discuss. Does everyone agree? Do any happen later or a bit earlier? Are there any milestones we should add? What are the biggest ones or most exciting ones? Which ones might be a bit of a worry?

# Mini Milestones

| | | |
|---|---|---|
| Have a video chat with a friend | Learn about staying safe on the internet at school | Be allowed to spend real money in an online game |
| Learn that not everything on the internet is true | Learn that games have age ratings | Watch funny videos on a tablet |
| Play an online game where you can chat to other players | Do research online on your own | Play on a games console |
| Play an online game where you can spend real money | Have a favourite streamer or YouTuber | Have a video chat with family |
| Use a laptop | Use emojis | Take a photo |
| Download an app or game yourself | Play a sports game online | Completed an online game |
| Play a game where you can shoot at people | Learn about staying safe on the internet at home | See someone being unkind online |
| Learn a dance from a video | Create a presentation using a computer | Ask to download a new game or app |
| Want your own games console | Watch a video to get better at a game | Do research online with an adult |
| Take a selfie | Start at nursery | Use a remote control |
| Play an educational game | Start at school | Use a tablet with an adult |
| Have a photo taken of you | Use a tablet on your own | Want a phone of your own |

## Optional

| | | |
|---|---|---|
| Do a livestream yourself | See something scary | Scroll on social media |
| Get a phone | Want a laptop | Use a filter |
| Open a social media account | Share a selfie | See people campaigning to make the world better |
| See comments about people's bodies | Rage quit a game | Watch a livestream |
| Have a device that stays in your bedroom (e.g. tablet, laptop, games console) | | |

# Engaging parents, carers, and families at home

These activities can be sent home or provide other opportunities to start conversations with parents and carers about staying safe online. They include opportunities to:

• think about the positive and negative impacts technology has on our daily lives,
• encourage parents and carers to check-in with their child's online activity,
• share language and slang used in online spaces.

## No tech or better with tech?



For each of the activities listed on the worksheet **(page 12)**, families should discuss: is this better with tech or without? For example, would you rather ask a question you have to someone face-to-face, or ask a voice assistant like Alexa or Siri or Google?

Will the different generations agree or disagree?

Print out the worksheet and ask learners to complete it at home with their parents and carers.

When they bring it back it will be a chance for you to find out where they agreed and disagreed. You can also use it to recap and remind them of relevant online safety messages.

## A, B, C – How well do you know me?



This activity is a fun way to find out how people would respond to different online situations. Print out the cards **(page 13)** for learners to take home and cut up.

To play, they will each take a card and take it in turns to read out their situation and three options. The others will need to guess whether they would choose A, B or C.

## Five-star review

Ask families to work together to review one of their child's favourite things to do online. The child could choose to have their favourite app, game, streamer, or website reviewed.

Parents and carers should make notes and could score it out of five for things like fun, creativity, safety features and information. The learner should then interview their parent/carer to see what they have found and write it up ready to share.

## You what?

Why not encourage children to educate their parents and carers on the terms, slang and abbreviations they use and see online?

You could even create a school/setting dictionary defining key terms.

Name: ...................................... .

# No tech or better with tech?

For each of the activities below, discuss as a family: is this better when completed with tech or without tech? For example, would you rather ask a question you have to someone face-to-face, or a voice assistant like Alexa or Siri or Google?

Circle the symbol that best matches your verdict for each one. Different family members could use different colours pens and pencils to show their opinions.

| | Better without tech | Better with tech | Undecided |
|---|---|---|---|
| Chatting to friends and family | 🚫 | ✔ | ? |
| Playing games | 🚫 | ✔ | ? |
| Learning and research | 🚫 | ✔ | ? |
| Asking a question | 🚫 | ✔ | ? |
| Getting help & support | 🚫 | ✔ | ? |
| Saying sorry | 🚫 | ✔ | ? |
| Shopping for clothes | 🚫 | ✔ | ? |

# Reflection time

**Overall, we prefer to do things...**     without tech / with tech / no clear winner

**We all agreed that...**

**We really disagreed about...**

**The most interesting one to discuss was...**

**I changed my mind about...**

# A, B, C – How well do you know me?

**How to play:**

1. Cut out the cards.
2. Take one card each.
3. Take it in turns to read your card and ask the others if they think you will opt for A, B or C.

**Adaptations:**

- You could create A, B, C cards for people to hold up.
- You could ask the others to explain why they think you will choose A, B or C.
- You can keep score to see how well you know each other.

---

**A pop up comes up saying I have won £1,000. Would I...?**

**A.** Fill out the form straight away and wait for the money

**B.** Ignore it

**C.** Ask someone what to do

---

**I see a news story that is shocking and a bit suspicious. Would I...?**

**A.** Share it on. Everyone needs to know this

**B.** Nothing

**C.** Try to find out if it is true

---

**I'm struggling to keep my eyes open while watching some funny videos. Would I...?**

**A.** Splash water on my face and get back to it

**B.** Go to bed

**C.** Wake up on the sofa

---

**I see someone being mean to my friend online. Would I...?**

**A.** Tell the person being mean to stop

**B.** Report the person being mean

**C.** Message my friend to ask if they are okay

---

**There is an online challenge going around to raise money for charity. Would I...?**

**A.** Tell someone else they should do it

**B.** Sign up and start raising money

**C.** Donate some money

---

**There are only 2 controllers and there are 3 of us. Would I...?**

**A.** Grab a controller straight away

**B.** Ask who wants to go first

**C.** Be happy to just watch

---

**My device crashes losing all my work. Would I...?**

**A.** Cry

**B.** Sigh

**C.** Try for hours to get it back

---

**I'm playing in a team game but the team is struggling. Would I...?**

**A.** Find a new team

**B.** Encourage the team

**C.** Play a different game

---

**I see another player is stuck and realise that they must be new to the game. Would I...?**

**A.** Take them out

**B.** Help them out

**C.** Call them out

---

**I have just 5 minutes to spend online for the rest of my life. Would I...?**

**A.** Video call someone

**B.** Watch videos

**C.** Play a game

---

**Someone asks me for a selfie. Would I...?**

**A.** Agree but take 10 goes to get it right

**B.** Smile and nail it first time

**C.** Run a mile

---

**I'm doing really well on a game but need to go now or I'll be late to meet friends. Would I...?**

**A.** Not even realise

**B.** Stop straight away when my timer goes off

**C.** Let them know I'll be a bit late

# Getting children and young people to take the lead

These activities are designed to empower learners to take the lead and have their say. This could be peer-to-peer or with adults.

## Online safety stories

Encourage peer learning and support by creating opportunities for learners to write their own online safety stories. These could be shared with each other or, if suitable, with younger learners in your school/setting.

You might choose to read existing online safety stories such as 'Hanni and the Magic Window' (**childnet.com/hanni**) or the Digiduck series (**childnet.com/digiduck**) to help learners gauge how to pitch their own.

You could choose one issue to focus on or allow learners to take a broader approach but should encourage them to include a safe and positive resolution. What top online safety tips might accompany learners' stories?

## Run a community event!

Adults love to hear from young people about their lives online and to learn from them too. Your learners could run coding demonstrations, host a clinic to help adults with their devices or showcase family friendly games and how to play them. They could even host an internet festival offering all of this and more!

Think about the interests, skills and experiences of your learners. Encourage them to plan, create and promote the event all by themselves.

## Create guides

Your learners are often experts in the things they like to do online and have an uncanny ability to explain them to their peers. With an emphasis on the positive use of technology, ask them to create guides for their peers or younger children. What should young people know about an app, game or games console?

The guide doesn't have to be written; they could make a short film or deliver a presentation instead.

Your learners could also create information guides for parents and carers.

## Drama performance to share with peers

Divide your learners into groups and give each group one of the scenarios below. They should read through the scenario and then discuss the three questions.

Each group should perform their scenarios to the other learners. As well as performing the scenario as it is written, they should also perform how they've decided to resolve it, using the three questions to help them.

After each performance, the learners watching should evaluate how well they think the issue was resolved and offer further suggestions.

Alternatively, you may wish to generate some new scenarios with your learners led by the issues they think matter the most online.

## Scenario 1

Chandri tells her friends that she has been sent a private message from someone that she has been playing an online game with. The other player has suggested that they meet up after school one day so that they can talk about game tactics.

*What advice should the friends give?*

*How can the friends best help the situation?*

*Who can they get help from and how will this make the situation better?*

## Scenario 2

Tunji tells his friends that he made a joke about someone's gaming avatar. Tunji didn't think that it would be a big deal, but the person has been really upset by his comments. Two of their friends have started sending Tunji mean messages because of what he said.

*What advice should the friends give?*

*How can the friends best help the situation?*

*Who can they get help from and how will this make the situation better?*

## Scenario 3

Charlotte accidentally saw a video online that made her feel really upset and uncomfortable. She tells her friends about it, but she is worried about telling her parents/carers because she thinks that she'll get into trouble.

*What advice should the friends give?*

*How can the friends best help the situation?*

*Who can they get help from and how will this make the situation better?*
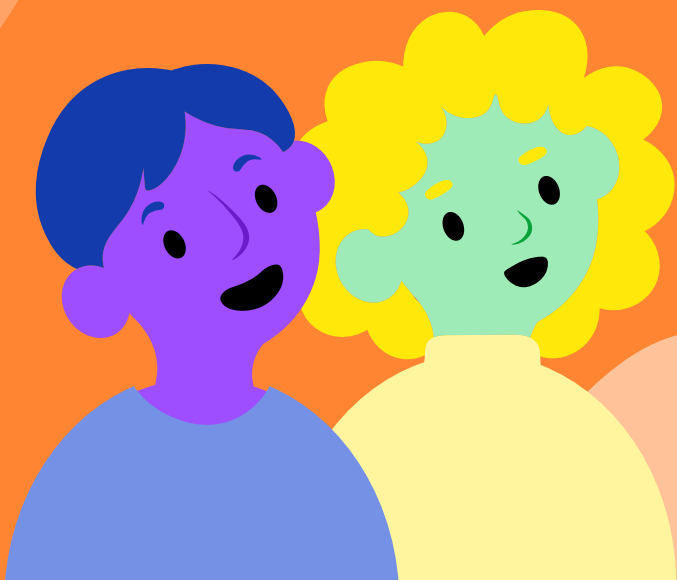
# Encouraging children and young people to tell someone about online concerns

Use the activities in this section to start conversations with learners about when and where they can access support.

## Pass the problem

Use this activity as a physical demonstration of the old adage "a problem shared is a problem halved." Provide learners with a physical representation of a problem. This could be a "pass the parcel" item wrapped in layers of paper, a block of connecting cubes or something that can easily be torn like a sheet of paper.

Pass the 'problem' around the group, with each learner removing a small part. Discuss how, as the problem is shared, it becomes smaller and feels less significant.

Extend this activity by choosing a specific online safety scenario. For example, seeing something upsetting in a game. Challenge learners to think of advice before they can remove their portion of the problem. E.g. tell an adult, turn the device off, leave the game, play a different game, chat to a friend about what's happened, etc.

## Educational game concept

Encourage learners to develop an idea for an educational video game. The game should teach young people aged 7-11 about:

- the importance of getting help with online worries.
- what they can do on their devices if something worries or upsets them (e.g. taking a screenshot, mute, block, report, pausing a video).
- how talking to someone can help.

Learners could choose to create a narrative game following the story of a character faced with difficult online situations or something more abstract.
Alternatively, they might choose a platform game where a character must overcome barriers like an online bully to get to someone who can help. The game could include power ups and boosts that can help them on the way like a speech bubble, block button, report button or a friend who appears to help them. You may even like to attempt creating or coding your games and sharing them with other learners in your school/setting.

## Worry box

Create a worry box for your setting. Learners can write any worries down and put them into the box. They can be anonymous, or they can leave their name if they want help. If a learner discloses something that might be a safeguarding concern, then follow the recommend procedures within your setting. For further advice on handling disclosures visit: **childnet.com/safeguarding**

# Online safety assault course

Set up an online safety assault course in your school/setting, for example using sports or gymnastics equipment. At the end of the course place a post box labelled "Tell someone".

Ask learners to write down an online issue or worry that could be helped by telling an adult. Challenge learners to complete the assault course in order to deliver their issue to the 'tell someone' box.

Finish the activity by discussing with learners:

- Some children find it difficult to talk about online issues or concerns they have. Why do you think this is?
- What feelings might stop someone from telling an adult about an online worry?
- What can we do if we're finding it difficult to speak to someone?
- Which adults can you tell if you have an online concern?

Note for educators:

You may wish to ask learners specifically about barriers such as:

1. Feeling embarrassed or ashamed
2. A fear of being told off or getting in trouble
3. Not wanting to be a 'snitch' or 'tell-tale'

# Finding the words

In this activity, give learners the opportunity to identify who can support them with online safety concerns and when to approach these people. It's also an opportunity to practise asking for help or to agree a helpful phrase that learners can use in your school/setting to alert an adult that they need help.
Discuss the following things:

- How do you know you might need help?
- Who can you talk to?
- What should you say?
- We often refer to seeking help from a 'trusted adult'. What does this mean? Who are the trusted adults in your life?

# Create the perfect listener
# Earo the hero

Learners think about what makes a good listener. The good listener should be illustrated and presented as a superhero. Once finished, the characteristics of the good listener could be shared with educators as well as parents and carers.

Ask learners:

- What makes a good listener?
- Does a good listener just listen or do they ask questions?
- How can a good listener make it easier for you to talk to them?
- Can a good listener give advice?

# Advocating for change

## Contribute to our national youth charter being delivered to government and the internet industry!

This Safer Internet Day we are creating a national youth charter setting out children and young people's agenda and the changes they want to see in how they're supported online. This charter will be delivered to government and the internet industry.
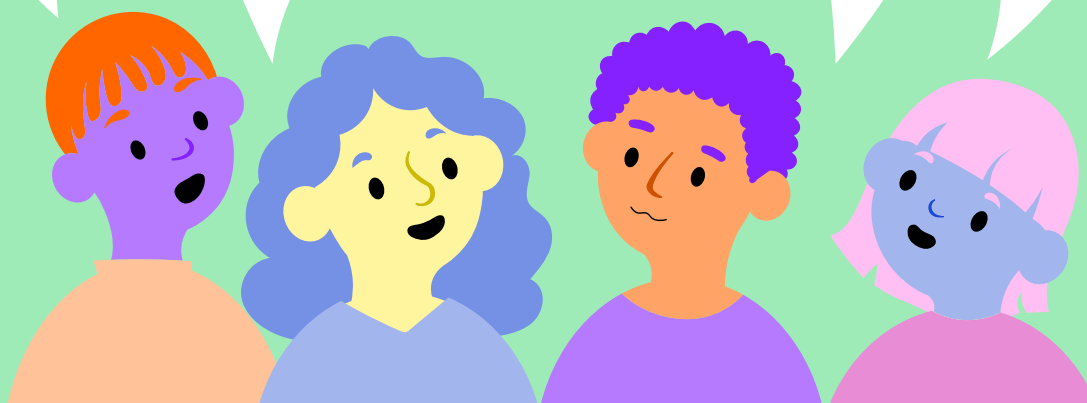
We are asking schools and settings across the country to create their own youth charter using our template. You can then share this with us so we can create a national charter which best represents all children and young people's interests.

1. Discuss with your learners what they would like to include in their own youth charter.

2. Complete the template on the next page

3. Share your final ideas with the UK Safer Internet Centre here: **saferinternet.org.uk/sid-charter**

Note to educators: We are asking you to submit one key demand for each audience, so make sure to identify these with learners ahead of time.

The following questions may help shape your conversations:

- What would a better or perfect internet look like? Can you describe it in one sentence? What adjectives would you use?
- What could the government do to make the internet a safer and more positive place for children and young people? Do you feel listened to by the government? How could they show children and young people they care about their opinions and experiences?
- What could the companies who create apps, websites and online spaces do to help keep children and young people using their services safe? How could they show they care about the opinions and experiences of children and young people?
- What could other adults such as teachers or parents and carers do to support and improve children and young people's online experiences? How can they show they are listening?
- What role do children and young people have to play in creating a better internet? What actions can all children and young people take to keep themselves and others safe online?

Our Safer Internet Day Youth Charter, as written by:

...............................................................................................................................

We want an internet that is...

The government can help achieve this by...

The government can show they're listening to children and young people by...

Teachers and professionals can help achieve this by...

Teachers and professionals can show they're listening to children and young people by...

The internet industry can help achieve this by...

The internet industry can show they're listening to children and young people by...

Parents and carers can help achieve this by...

Parents and carers can show they're listening to children and young people by...

Children and young people can help achieve this by...

# What next? Creating a safer internet all year round

We hope these ideas will help kickstart conversations about the online world with learners in your school/setting but remember to keep making space for conversations all year round.

Make talking about the online world a normal part of your everyday work with children and young people and use what you learn to inform the support you provide in the future.

There are lots of fantastic and free online safety resources available to help you deliver key messages or follow-up on topics of interest.
Visit: **projectevolve.co.uk** or **childnet.com/resources**.

Here are some other top tips for ensuring online safety learning continues throughout the year:

Bring online safety to life and help learners make links to the world around them with cross-curricular links. Visit: **childnet.com/embedding** for simple suggestions of how to do this.

Reflect on how to make online safety accessible and inclusive. You know your learners best so make sure your messaging and support reflects their needs and experiences.

Celebrate and show the value of online safety through displays and regular assemblies emphasising key messages.

Be interested and let learners know they can come to you if they have any concerns about their online lives. Keep an open mind and remain non-judgmental so learners know that support is available.

Keep parents and carers informed to help ensure learners are supported at home. Provide updates that are 'little but often' using your school/setting's social media or regular newsletters.

# Engaging with Safer Internet Day on social media

We want to see all of your plans for Safer Internet Day! Make sure you share what you are doing on your school or setting's social media accounts, website or wider! Here are a few of our suggestions:

> *#SaferInternetDay* is on 7th February! We can't wait to get our students and young people involved in the day and start discussions about what online safety means to them *@UK_SIC* **www.saferinternetday.org.uk**

> SCHOOL/SETTING NAME are celebrating *#SaferInternetDay* on 7th February! Join us and *@UK_SIC* **www.saferinternetday.org.uk**

> We are getting involved in *#SaferInternetDay* on 7th February! Let's make this the biggest one yet! **www.saferinternetday.org.uk** *@UK_SIC*

Any media shared online using the #SaferInternetDay and which tag @UK_SIC may be reshared by the UK Safer Internet Centre's official social media channels. Only photos sent from school or setting accounts will be reshared.

You can also register your school or setting as an official Safer Internet Day supporter at **saferinternetday.org.uk**. This is a space to share your plans for the day and join organisations across the UK to help make Safer Internet Day 2023 bigger than ever before!

**Remember to tag us!**

Instagram: **UK_SIC**

Facebook: **saferinternetuk**

Twitter: **UK_SIC**

YouTube: **UKSIC**

# Social Media Template

Customise our Safer Internet Day social media template and share what your learners create. Safer Internet Day 2023 is all about youth voice and the things that children and young people want social media and gaming companies, government, parents, carers, and teachers to know about their lives online.

You can use this template with the children and young people you work with to help them consider what they want others to do to support them online, and to explore how we can all work together to create a better internet by challenging ourselves, those around us, and the apps we interact with online.

Fill the template with ideas about what online safety means to them. This could be with illustrations or descriptions of:

- Things young people want adults to know about their life online.
- What issues really matter to them online.
- Changes children and young people want to see online and how we can work together to make these happen.
- Questions they wish the adults supporting them would ask about their lives online.

Young people can also fill in the template in any way they like!

Take a photo of the decorated templates, whether this is with the children and young people (or adults!) who created them, or a display in your setting, and share on your school or setting's social media accounts with the hashtag *#SaferInternetDay*, as well as tagging *@UK_SIC.*

We'd love to see how you have used the template and other Safer Internet Day resources in your setting!

This #SaferInternetDay I want to talk about...

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www.saferinternetday.org.uk #SaferInternetDay

Want to talk about it?
Making space for conversations about life online

UK Safer Internet Centre

Safer Internet Day

NOMINET

# Parents and Carers Information Newsletter

This can be shared on your newsletter, printed and sent home to parents or shared on your school/setting's intranet! Please adapt this wording however you see fit.

Dear Parents and Carers,

On Tuesday 7th February we will be joining schools and youth organisations across the UK in celebrating Safer Internet Day 2023.

Safer Internet Day is a global campaign to promote the safe and responsible use of technology, which calls on children and young people, parents, carers, teachers, social workers, law enforcement, companies, policymakers and more, to help to create a better internet.

Using the internet safely and positively is a key message that we promote in school/our group/our club, and celebrating Safer Internet Day is a great opportunity for us to re-emphasise the online safety messages we deliver throughout the year.

We would be delighted if you could join us in celebrating the day by continuing the conversation at home. To help you with this, the UK Safer Internet Centre have created some free activities and information for parents and carers which are available at: **saferinternet.org.uk/ SID-parents**.

Whether you have 5 minutes to start a conversation or hours to spare, there are top tips, quizzes and films which you can use at home with your child.

If you have any concerns or questions about keeping your child safe online, please do get in touch with your child's class teacher/myself or **XXXXX**, our Designated Safeguarding Person/Lead.

Kind regards,
**YOUR NAME**
**JOB TITLE**

# Printer friendly resources.

# Mini Milestones

| | | |
|---|---|---|
| Have a video chat with a friend | Learn about staying safe on the internet at school | Be allowed to spend real money in an online game |
| Learn that not everything on the internet is true | Learn that games have age ratings | Watch funny videos on a tablet |
| Play an online game where you can chat to other players | Do research online on your own | Play on a games console |
| Play an online game where you can spend real money | Have a favourite streamer or YouTuber | Have a video chat with family |
| Use a laptop | Use emojis | Take a photo |
| Download an app or game yourself | Play a sports game online | Completed an online game |
| Play a game where you can shoot at people | Learn about staying safe on the internet at home | See someone being unkind online |
| Learn a dance from a video | Create a presentation using a computer | Ask to download a new game or app |
| Want your own games console | Watch a video to get better at a game | Do research online with an adult |
| Take a selfie | Start at nursery | Use a remote control |
| Play an educational game | Start at school | Use a tablet with an adult |
| Have a photo taken of you | Use a tablet on your own | Want a phone of your own |

## Optional

| | | |
|---|---|---|
| Do a livestream yourself | See something scary | Scroll on social media |
| Get a phone | Want a laptop | Use a filter |
| Open a social media account | Share a selfie | See people campaigning to make the world better |
| See comments about people's bodies | Rage quit a game | Watch a livestream |
| Have a device that stays in your bedroom (e.g. tablet, laptop, games console) | | |

# No tech or better with tech?

For each of the activities below, discuss as a family: is this better when completed with tech or without tech. For example, would you rather ask a question you have to someone face-to-face, or a voice assistant like Alexa or Siri or Google?

Circle the symbol that best matches your verdict for each one. Different family members could use different colours pens and pencils to show their opinions.

| | Better without tech | Better with tech | Undecided |
|---|---|---|---|
| Chatting to friends and family | ∅ | ✓ | ? |
| Playing games | ∅ | ✓ | ? |
| Learning and research | ∅ | ✓ | ? |
| Asking a question | ∅ | ✓ | ? |
| Getting help & support | ∅ | ✓ | ? |
| Saying sorry | ∅ | ✓ | ? |
| Shopping for clothes | ∅ | ✓ | ? |

## Reflection time

**Overall, we prefer to do things...**          without tech / with tech / no clear winner

**We all agreed that...**

**We really disagreed about...**

**The most interesting one to discuss was...**

**I changed my mind about...**

# A, B, C – How well do you know me?

**How to play:**

1. Cut out the cards
2. Take one card each
3. Take it in turns to read your card and ask the others if they think you will opt for A, B or C.

**Adaptations:**

- You could create A, B, C cards for people to hold up
- You could ask the others to explain why they think you will choose A, B or C.
- You can keep score to see how well you know each other

---

**A pop up comes up saying I have won £1,000. Would I...?**

**A.** Fill out the form straight away and wait for the money

**B.** Ignore it

**C.** Ask someone what to do

---

**I see a news story that is shocking and a bit suspicious. Would I...?**

**A.** Share it on. Everyone needs to know this

**B.** Nothing

**C.** Try to find out if it is true

---

**I'm struggling to keep my eyes open while watching some funny videos. Would I...?**

**A.** Splash water on my face and get back to it

**B.** Go to bed

**C.** Wake up on the sofa

---

**I see someone being mean to my friend online. Would I...?**

**A.** Tell the person being mean to stop

**B.** Report the person being mean

**C.** Message my friend to ask if they are okay

---

**There is an online challenge going around to raise money for charity. Would I...?**

**A.** Tell someone else they should do it

**B.** Sign up and start raising money

**C.** Donate some money

---

**There are only 2 controllers and there are 3 of us. Would I...?**

**A.** Grab a controller straight away

**B.** Ask who wants to go first

**C.** Be happy to just watch

---

**My device crashes losing all my work. Would I...?**

**A.** Cry

**B.** Sigh

**C.** Try for hours to get it back

---

**I'm playing in a team game but the team is struggling. Would I...?**

**A.** Find a new team

**B.** Encourage the team

**C.** Play a different game

---

**I see another player is stuck and realise that they must be new to the game. Would I...?**

**A.** Take them out

**B.** Help them out

**C.** Call them out

---

**I have just 5 minutes to spend online for the rest of my life. Would I...?**

**A.** Video call someone

**B.** Watch videos

**C.** Play a game

---

**Someone asks me for a selfie. Would I...?**

**A.** Agree but take 10 goes to get it right

**B.** Smile and nail it first time

**C.** Run a mile

---

**I'm doing really well on a game but need to go now or I'll be late to meet friends. Would I...?**

**A.** Not even realise

**B.** Stop straight away when my timer goes off

**C.** Let them know I'll be a bit late

Our Safer Internet Day Youth Charter, as written by: ...........................................................................................

We want an internet that is...

The government can help achieve this by...

The government can show they're listening to children and young people by....

The internet industry can help achieve this by...

The internet industry can show they're listening to children and young people by....

Children and young people can help achieve this by...

Teachers and professionals working with young people can help achieve this by...

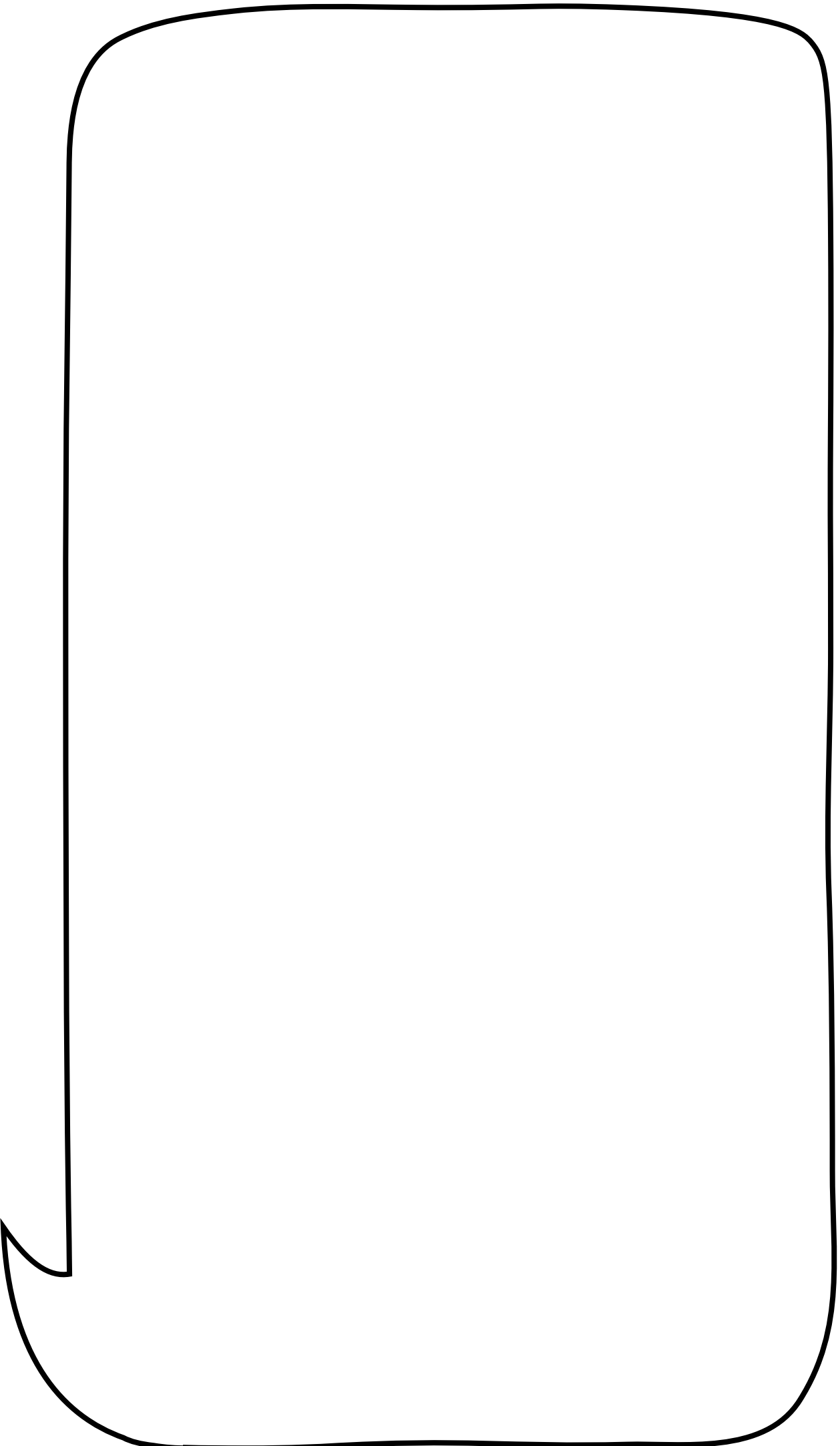Teachers and professionals can show they're listening to children and young people by....

Parents and carers can help achieve this by...

Parents and carers can show they're listening to children and young people by....

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