

Safer Internet Day 2023
Resources for use with 3-7s

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

- 4** Introducing the theme for Safer Internet Day 2023.
- 5** 10 things you need to know about participating in Safer Internet Day.
- 7** Ready to get started? Three simple activities.
- 11** Starting conversations.
- 13** Engaging parents, carers and families at home.
- 16** Getting young people to take the lead.
- 18** Encouraging children to tell someone about online concerns.
- 22** What next? Creating a safer internet all year round.
- 23** Engaging with Safer Internet Day on social media.
- 27** Parents and carers newsletter.
- 28** Printer friendly resources.



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

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.

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.

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.

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.

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.



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 23**.

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!

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.

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**.

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.



Ready to get started?



Time needed: Approx. 45 mins

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

They focus on recognising positive uses of technology and recognising when to get help with a worry or concern. There are also opportunities to develop language and communication skills.

Activity 1:

Read 'Hanni and the Magic Window'

Hanni has a magic window at home but when she sees something that upsets her, she struggles to explain what has happened. Use the follow up questions at the end of the story to explore your learners' understanding of events and discuss who they could go to for help with a problem.

'Hanni and the Magic Window' can be found at: childnet.com/hanni

Activity 2:

Create your own magic window

Learners create their own magic window scenes. What magical worlds or experiences would they love to see? Once everyone has completed a scene, see if you can guess as a group who created each one. You could be as creative as you like with this activity using collage, paint or even having learners create their scenes using technology.

Activity 3:

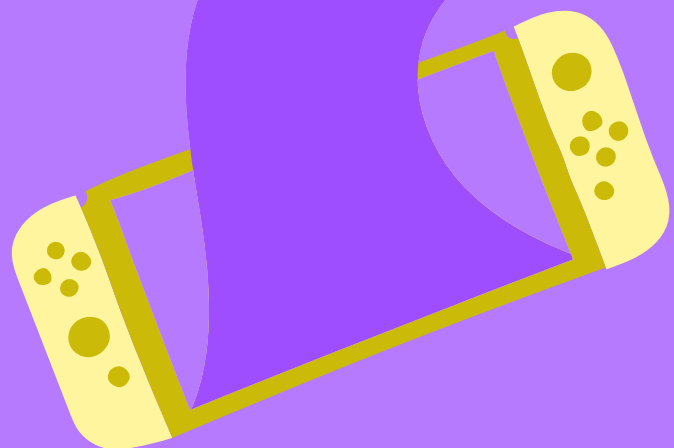
Can you help me please?

This board game allows learners to practise asking for help. Roll a dice, and players who land on a HELP square must pick a card. Ask the player how the scenario on the card might make them feel, and who would be the best person to talk to. The player must then construct a sentence asking for help with that situation.

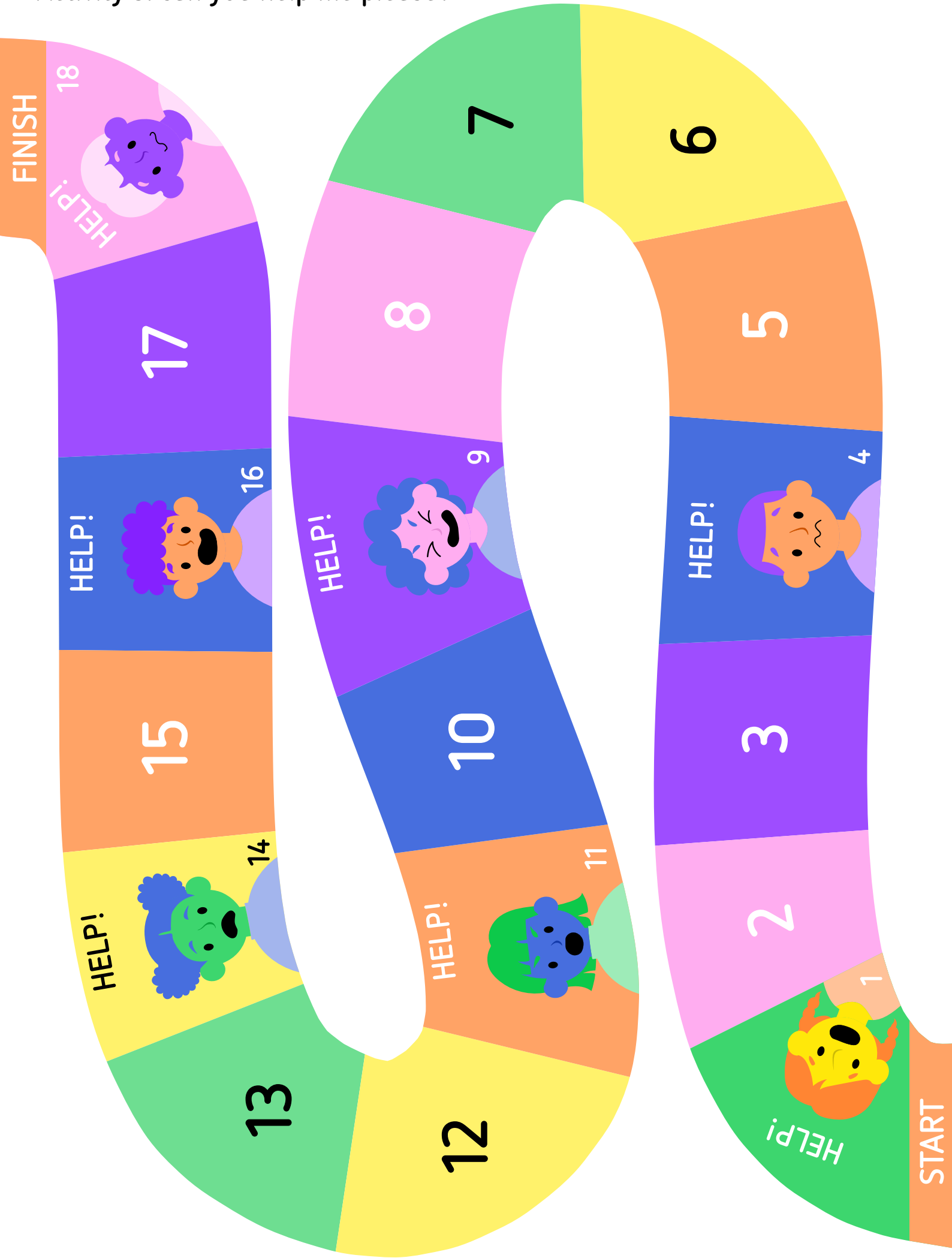
E.g. Your water bottle is empty, and you are thirsty. What do you say?

"Please can you help me fill up my bottle?"

Players must choose a card to both start and finish the game to ensure that everyone answers at least twice. There are cards for different abilities, and you could add your own scenarios too. If someone is not sure, they could ask another player to help them choose the words for the answer. You could also turn this into a practical activity, moving from one side of the room to the other with stepping-stones.



Activity 3: Can you help me please?



What do you say? For under 5 year olds

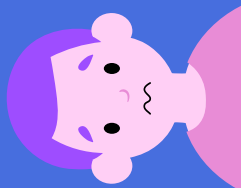
You want
to find out
something about
space online.



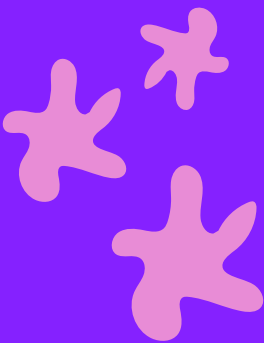
You are playing
a game in the
playground but it's
getting too rough.



Someone has
been playing with
your favourite toy
for ages, but you
want a turn.



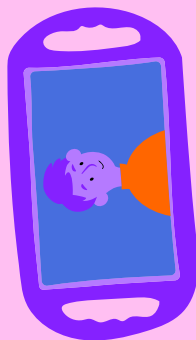
You have
spilled food on
your jumper.



Your water bottle
is empty, and you
are thirsty.



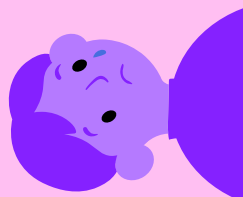
You want to
video call your
family online.



You see someone
say something
unkind to
someone else.



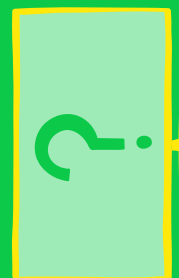
You see something
on a video that
upsets you.



Your shoe has
come undone.



You want to watch
your favourite
cartoon on TV but
aren't sure how
to find it.



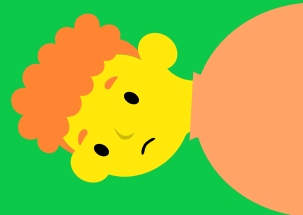
You won a game,
but your friend
says you lost!



You are playing
a game, and
someone says that
you can't play.

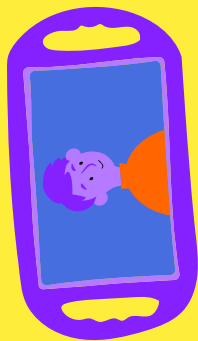


You would like
someone to
play with you.

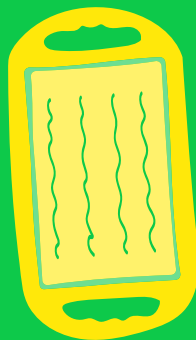


What do you say? For 5-7 year olds

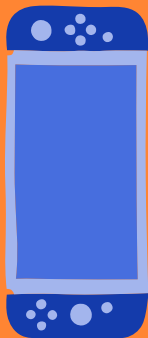
You want to
video call your
family online.



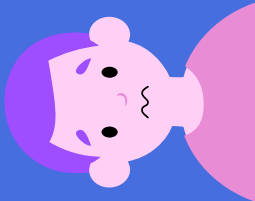
You read something
online but you're
not sure if it's true.



You hear about a
new game that all
your friends are
playing, but the
age rating is much
older than you.



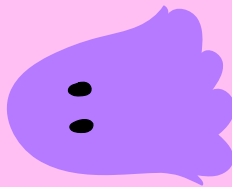
You have argued
with a friend, and
you aren't sure how
to make it right.



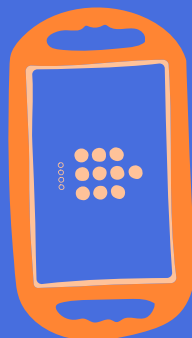
You are feeling
lonely at lunchtime
and would like
someone to
play with you.



You see something
on a video that
frightens you.



Your friend
wants to know
your password.



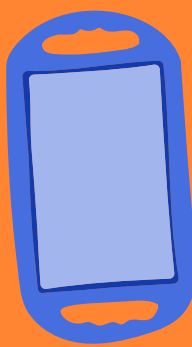
You get a message
from someone
online, asking what
school you go to.



An older child is
bothering you at
playtime, and it's
made you feel
worried about
going outside.



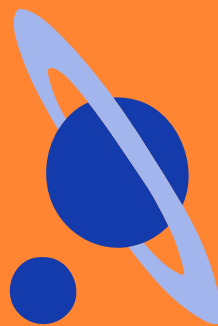
You want to watch
your favourite
YouTube channel
but aren't sure how
to find it.



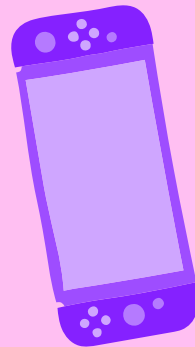
There's a new app
that you want
to download.



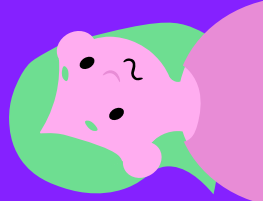
You want to
research the solar
system online.



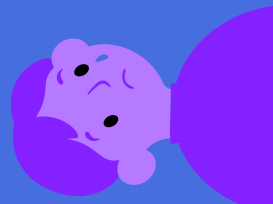
You get a message
in a game from
someone asking to
add you as a friend.



You need help with
your work in class,
but you've already
asked twice.



Your friends are
playing a game, but
someone says that
you can't play.



Starting conversations

These activities are designed to get learners talking and thinking about their experiences of using technology and the internet including by identifying types and uses of technology and developing communication and language skills.

Technology treasure hunt

Identify all the different types of technology that are used in your immediate, and wider, setting and talk about what they are used for. Do they all connect to the internet? What other connected devices can learners identify?

Like ladder

Draw a ladder and ask learners to use it to rank the online activities listed, starting with their favourite at the top. You could use as few or as many activities as appropriate for your group. Alternatively, print and cut out the listed activities for learners to order them physically.

Playing online games
Watching videos (e.g. YouTube Kids)
Watching TV and films (e.g. Disney+ /Netflix)
Listening to music
Finding pictures of things
Finding information
Video calling family and friends
Shopping
Reading books or comics
Online quizzes
Sharing content of your own (e.g. photos and videos)



Story starters

Works best in groups of 4 or 5. Give each group one of the story starters provided and nominate one learner to begin the activity by reading this aloud to their group. Each learner takes it in turns to add another sentence to the story. Give learners advance notice of when their time is coming to an end so they can work together to give a conclusion to their shared story. To extend this activity, ask learners to draw or write their group's story.

It was the day before Jack's birthday, and he was really hoping he would get the new tablet he had asked for...

Sahar rushed home from school so she could log on to her favourite game. She couldn't believe what happened next...

Jonelle sat down with her dad, and he started a video call on his phone. She could hardly wait to see who answered because that person...

The TV screen went blank. Chelsy picked up the remote control and pressed a button she hadn't seen before...

Today was the day! The new game Luca had been waiting so patiently for was finally here! He took his games console to the kitchen to ask his mum to download it when he noticed something on the screen...

This or that?

Ask learners to choose their favourite of each of the two options. Can they explain their decision?

- Play online with your friends or play outside with your friends.
- Play an online game or watch videos.
- Watch TV or listen to music.
- Find out something new online or take an online quiz.
- Watch a funny video or be in a funny video.
- Only speak to your friends online or only face-to-face.
- Use a games console or a tablet.
- Use a tablet or a phone.
- Play on the internet once a week or eat your favourite sweets once a week.
- Go to the cinema or play your favourite online game.



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 or to update families on key messages being covered in your school/setting.

Read 'Hanni and the Magic Window'

Provide a link to the story so that parents and carers can read the story at home with their children, to reinforce the importance of asking for help straight away. Visit: **childnet.com/hanni**.

Online safety newsletter

Take photos of your learners completing the activities within this pack. Use these to create an online safety newsletter to share with parents and carers, explaining what took place in your setting and what the objectives were. Older learners could write online safety tips, and younger children could be videoed giving their advice.

Internet interview

Give each learner an 'Internet Interview' (**page 14**) to take home. They must ask the questions to a parent or carer, make notes, and report back their findings. This could inform further activities. For example, if lots of learners report that their parents and carers said they don't know a lot about online games, learners could create a poster or top tips to take home for them.

Technology festival

Host an event where parents and carers can come into your setting and use technology together with their children. You could start the event with a guest speaker, or an assembly-style talk about technology, that parents and carers can attend. Your learners could either lead this or present some sections themselves if appropriate. Parents and carers could then use the technology available in your setting with their children. Follow up activities could include creating online safety tips together or doing other activities together from this pack.

Recommend an app

Ask parents and carers to complete the template (**page 15**) at home with their children. Together they must choose their favourite age-appropriate app and explain why they would recommend it to others. Younger learners can draw a picture of something from the app, or a picture of themselves using it. Use the completed templates to create a book or list of app ideas, which are suitable for the learners in your setting, that can then be shared with parents and carers.



What internet-connected devices do you own?

.....

How much time do you spend online each day?

.....

What is your favourite thing to do online?

.....

What do think MY favourite thing to do online is?

.....

What is your least favourite thing to do online?

.....

What is your top tip to keep safe online?

.....

What would you like to know more about?

.....



What internet-connected devices do you own?

.....

How much time do you spend online each day?

.....

What is your favourite thing to do online?

.....

What do think MY favourite thing to do online is?

.....

What is your least favourite thing to do online?

.....

What is your top tip to keep safe online?

.....

What would you like to know more about?

.....

We recommend

Name of app

Age rating

Why are you recommending this app?
What do you like about it?

Draw something from this app.
[E.g. logo, character, scene, etc.]

What is your safety tip for new users?

Do you have to pay for this app?

Yes/No

Can you buy things in the app using real money?

Yes/No

Getting children and young people to take the lead

These activities are designed to empower learners to take the lead as technology experts or through independent learning. They include opportunities to demonstrate their understanding of key messages and activities to prompt peer-to-peer discussion.

One-to-one time

Ask learners, one on one, to use a piece of technology with you. This could be a tablet, or even an interactive whiteboard, as long as it's something within your setting that learners are familiar with and have used before. Ask each learner what they like to do on the device and see what they can show you in terms of how to use it. Then do something together, e.g. play a game on the device.

Ask a friend

Learners walk around the room and interview each other about their favourite things to do online. They need to ask a different learner for each of the questions provided.

Alternatively, use the picture-based version provided (**page 17**), where learners need to find one person who enjoys doing each activity shown. E.g. someone who enjoys playing games, watching videos, finding things out, talking to friends and family etc. You will need to explain to learners beforehand what each picture represents.

Peer-to-peer sessions

Invite older children into the setting to read Hanni and the Magic Window, or to play the HELP! board game (**page 8**) with your learners. Alternatively, learners aged 6 and 7 may be able to retell the story themselves to younger children or offer their own advice for staying safe online.

Ask a friend questions

1. What is your favourite thing to do online?
2. How often do you go online? (Every day, a few times a week, once a week, something else)
3. Do you prefer watching videos or playing games?
4. Who would you ask for help if you needed it with something online?
5. How do you go online? (Tablet, iPad, phone, console)
6. If you could only use one app or game, what would it be?
7. Give an online safety tip to others.

Create a survey

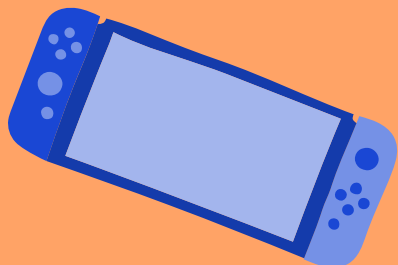
Learners could create a survey (online or on paper), asking their peers about their favourite online activities, apps or games. Results could be collated, and the data used for maths activities, to be displayed in different ways, such as bar charts or pictograms etc.

'Magic Window' role play area

Create a role play area for 'Hanni and the Magic Window,' with curtains that learners can look through and materials to create different scenes. Display simple wording that models how to ask for help.

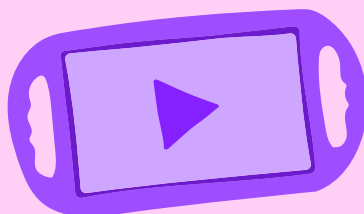
Ask a friend

Can you find who likes each of these things?
Write a different name in each of the boxes.



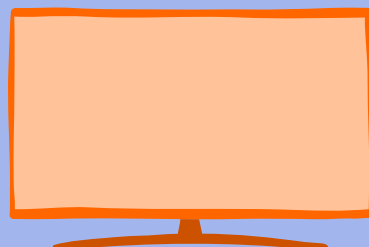
Playing online games

.....



Watching videos online

.....



Watching TV and films

.....



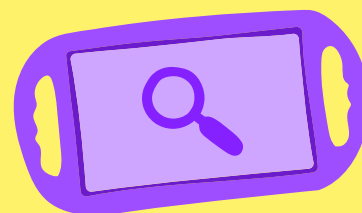
Listening to
music online

.....



Finding pictures of
things online

.....



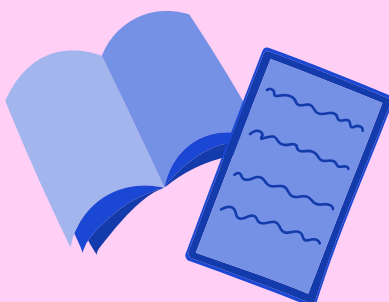
Finding information
and learning new
things online

.....



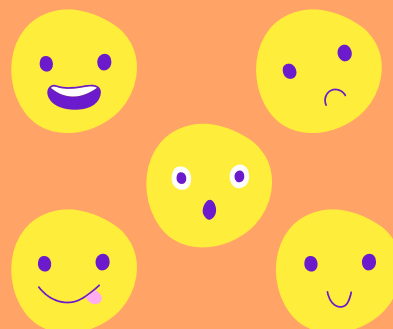
Video calling family
and friends

.....



Reading
books or comics

.....



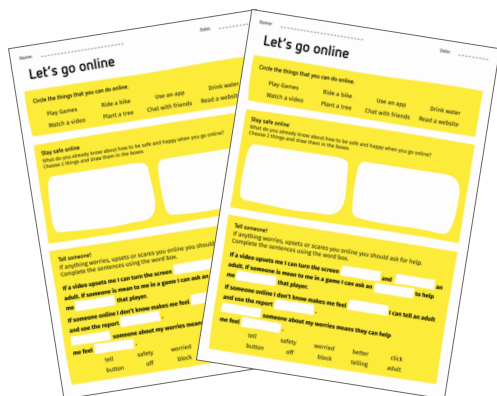
Using emojis

.....

Encouraging children to tell someone about online concerns

These activities are designed to reinforce the key message for learners to tell someone if anything online worries or upsets them. They also support learners in their understanding of emotions and how experiences online can benefit and affect health and wellbeing,

Let's go online



Hold a discussion with learners about what they like to do when they go online and what they already know about staying safe online. Discuss what they should do if anything ever worries or upsets them. Make sure they know telling an adult is the most important step. You could ask why they think that is.

Follow up your discussion by asking learners to complete the 'Let's go online' worksheet (**page 20**).

Problem solving steps

Talk about what makes it hard to report a problem, (e.g. fear of being told off, fear of getting friends into trouble, not being able to find the right words, worried that it is 'just telling tales' or it's not serious enough) and discuss how these feelings could be addressed and overcome.

Create some large, visual, simple problem-solving steps that your learners can follow, to decide how best to solve a problem. For example:

Step 1: Put the problem into words.

Step 2: Decide if this is something I can solve myself, or something I need help with.

Step 3: Decide who to talk to.

Step 4: Have a conversation.

Step 5: Follow the advice.

Step 6: Decide if the problem is solved, or if more help is needed.

Ask learners to put these steps into practice by using the examples below:

1. Your friend comes to your house and wants to download a new app onto your device. What do you do?
2. Another player in an online game asks when your birthday is. What do you do?
3. You read something online and you aren't sure if it's true or not. What do you do?

You could write your own scenarios based on things that have been experienced in your setting.



Role play as Hanni and Mrs Rodwell

This activity requires learners to have read 'Hanni and the Magic Window.' Find the story here: childnet.com/hanni.

In pairs, learners take it in turns to be each character, so every learner gets to practise asking if someone needs to talk and saying that they need help. Older learners could also role play being Mum, Mr Green, and Tonton.

Support learners to explore their roles by asking each other questions. For example:

Why did Hanni not want to talk when Mum, Mr Green and Tonton asked her what was wrong?

Why did she choose Mrs Rodwell?

How did she feel once she had talked to Mrs Rodwell?

How did Mrs Rodwell feel when Hanni spoke to her?

How do you know if something is wrong?

This activity explores the physical feelings associated with emotions e.g. headache, tummy ache, tears, adrenaline, sweating, legs feeling like 'jelly' etc.

Learners draw an outline of Hanni and label where she felt the physical feelings associated with being worried. Learners could also draw around each other, if you wanted to do this on a much larger scale!

Learners then think of adjectives to describe how Hanni felt once she had 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.

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 recommended procedures within your setting. For further advice on handling disclosures visit: childnet.com/safeguarding.

Emotions memory game

This activity is a quick card game to help learners identify the different emotions they may experience when online. The emotions represented in this game are: happy, frightened, annoyed, disgusted, calm, sad, confused and curious.

You can use as many, or as few, of the emotions as you feel suitable for your group and print out as many cards as you think best. Once all the cards are shuffled and placed face down, learners turn over two cards each time. If the two cards match, they keep them. If they don't, they turn them back over and try to remember where they were for next time.

Each time a card is turned over, learners must name or describe the emotion that they see. The player with the most pairs of cards is the winner.

Once the game has ended, talk to your learners about the emotions and see if they can group them together, or ask them to think of an online situation where each emotion might be experienced.

Name: _____

Date: _____

Let's go online

Circle the things that you can do online.

Play Games

Ride a bike

Use an app

Drink water

Watch a video

Plant a tree

Chat with friends

Read a website

Stay safe online

What do you already know about how to be safe and happy when you go online?
Choose 2 things and draw them in the boxes

Tell someone!

If anything worries, upsets or scares you online you should ask for help.
Complete the sentences using the word box.

If a video upsets me I can turn the screen **and** **an**
adult. If someone is mean to me in a game I can ask an **to help**
me **that player.**

If someone online I don't know makes me feel **I can tell an adult**
and use the report **.**

someone about my worries means they can help
me feel **.**

tell

safety

worried

better

click

button

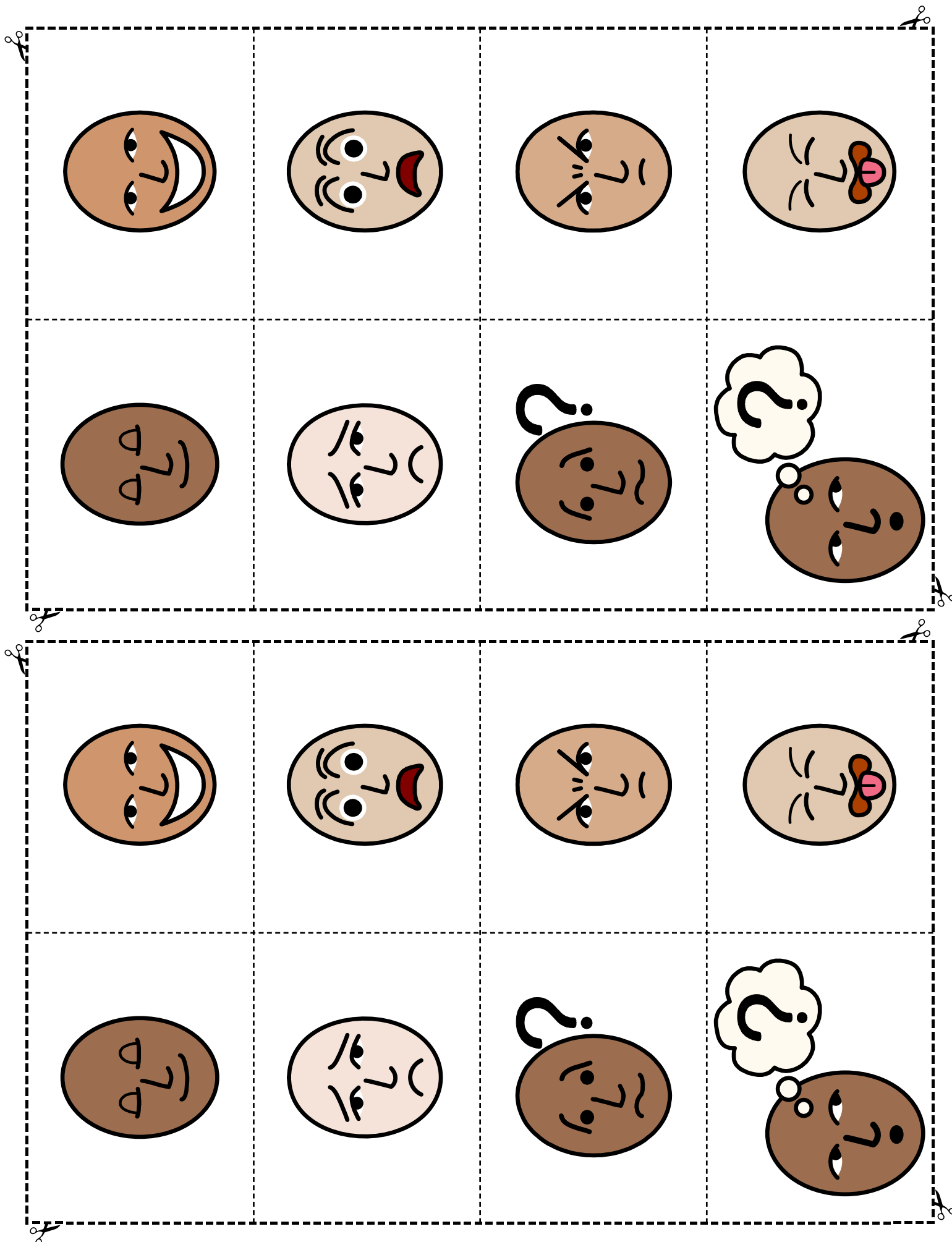
off

block

telling

adult

Emotions memory game



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](https://www.saferinternetday.org.uk), as well as tagging [@UK_SIC](https://twitter.com/UK_SIC).

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

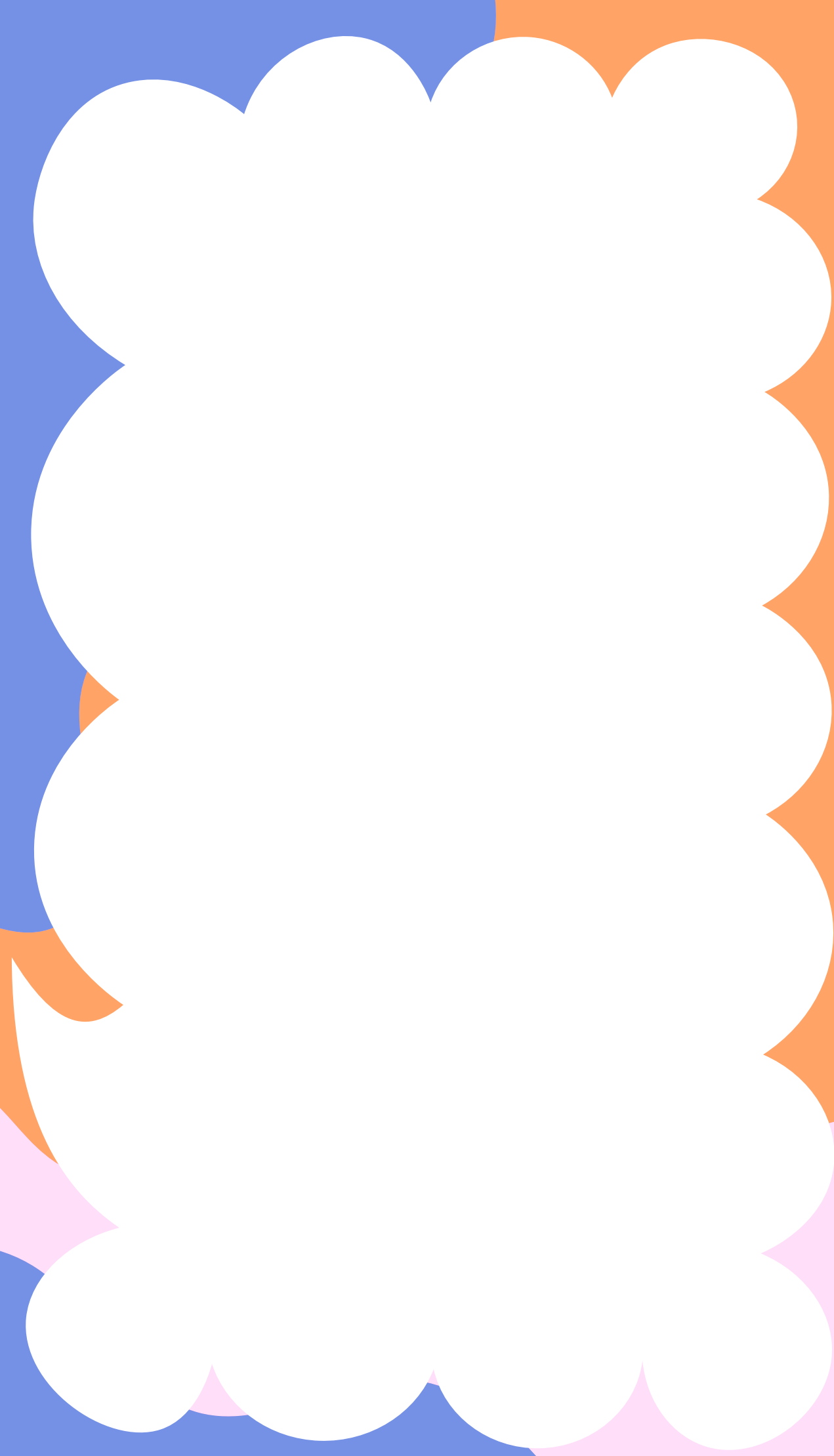


This #SaferInternetDay I want to talk about...

www.saferinternetday.org.uk #SaferInternetDay



This **#SaferInternetDay** I want to talk about...



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**.

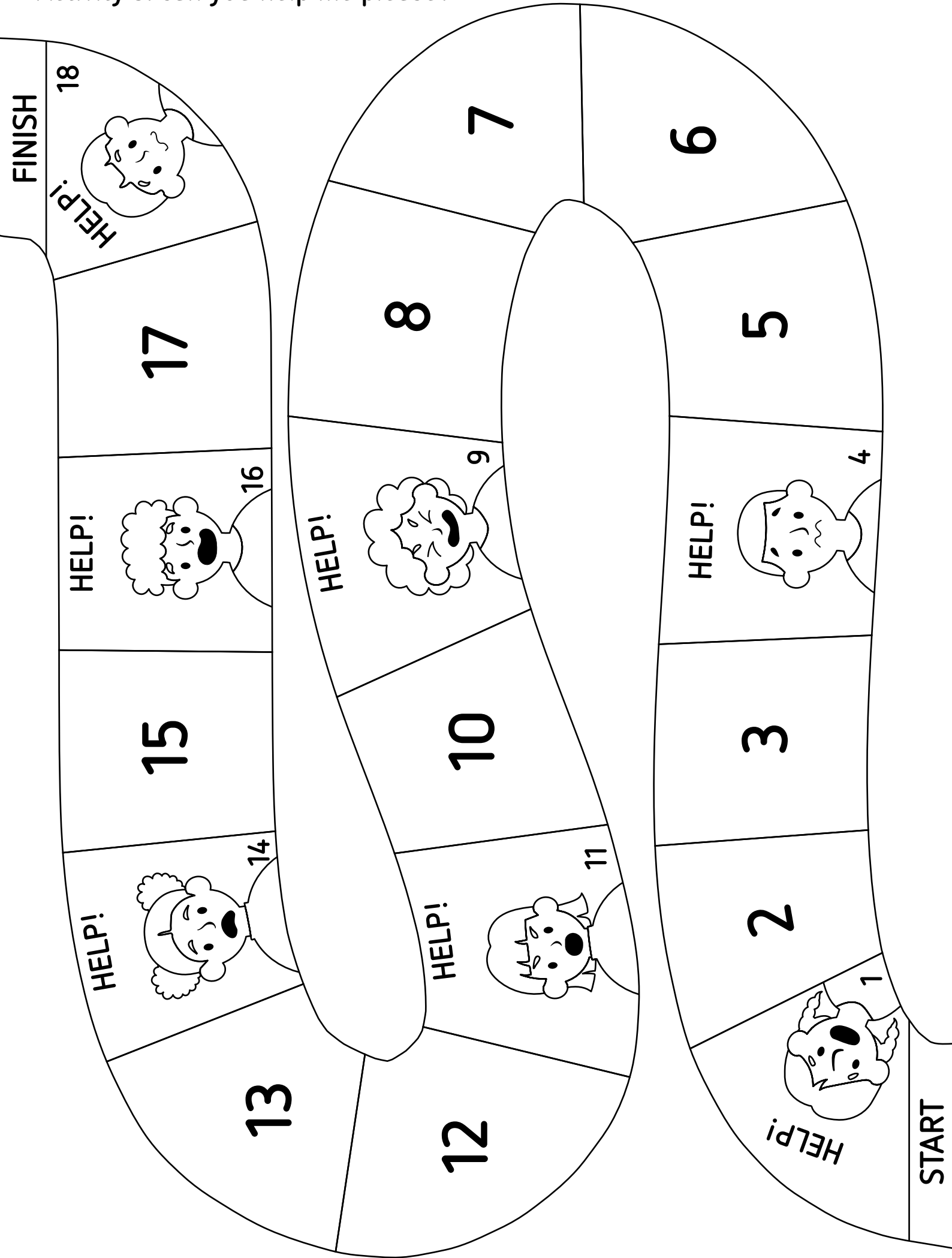
Whether you have 5 minutes to start a conversation or hours to spare, there are top tips, quizzes and films which you can use at home with your child.

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

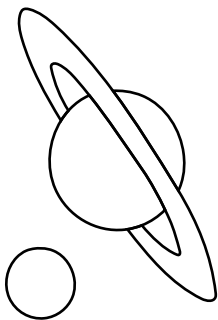
Printer friendly resources.

Activity 3: Can you help me please?

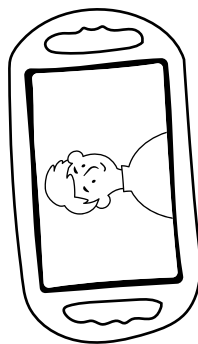


What do you say? For under 5 year olds

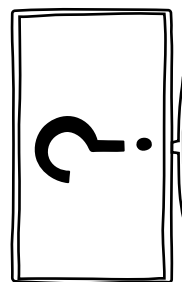
You want to find out something about space online.



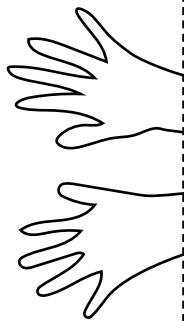
You want to video call your family online.



You want to watch your favourite cartoon on TV but aren't sure how to find it.



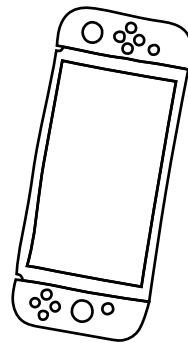
You are playing a game in the playground but it's getting too rough.



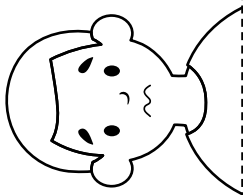
You see someone say something unkind to someone else.



You won a game, but your friend says you lost!



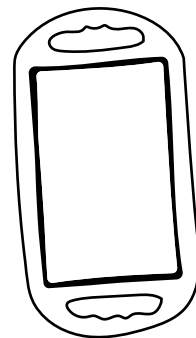
Someone has been playing with your favourite toy for ages, but you want a turn.



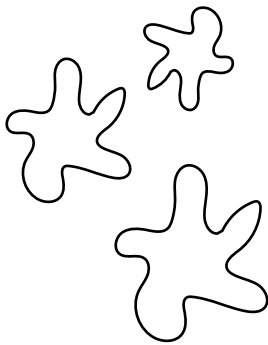
You have knocked some paint onto the floor.



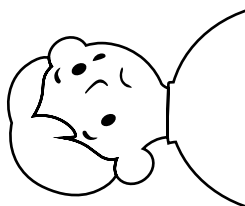
You have been playing on the tablet for a long time and now your eyes feel sore.



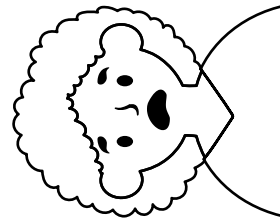
You have spilled food on your jumper.



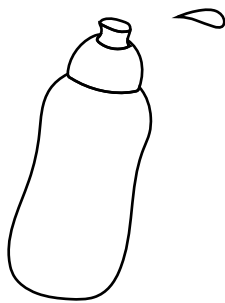
You see something on a video that upsets you.



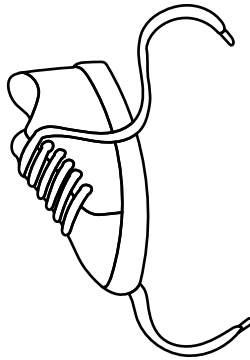
You are playing a game, and someone says that you can't play.



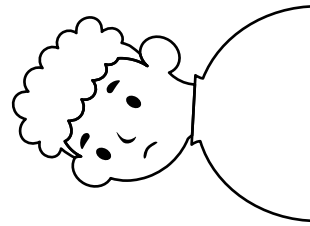
Your water bottle is empty, and you are thirsty.



Your shoe has come undone.

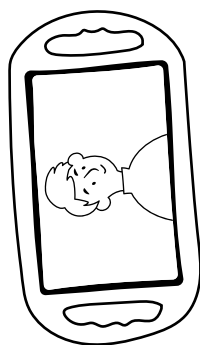


You would like someone to play with you.

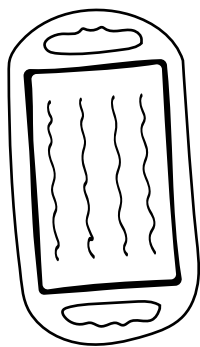


What do you say? For 5-7 year olds

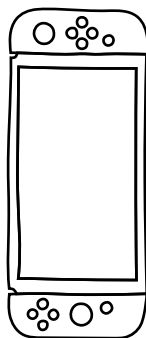
You want to video call your family online.



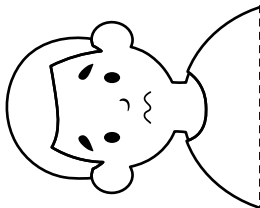
You read something online but you're not sure if it's true.



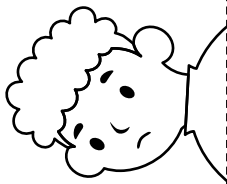
You hear about a new game that all your friends are playing, but the age rating is much older than you.



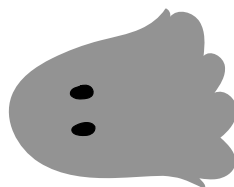
You have argued with a friend, and you aren't sure how to make it right.



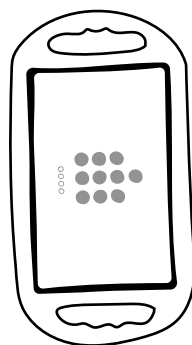
You are feeling lonely at lunchtime and would like someone to play with you.



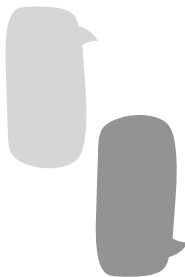
You see something on a video that frightens you.



Your friend wants to know your password.



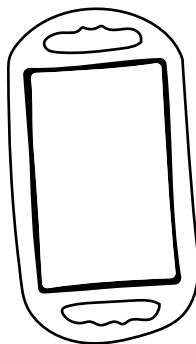
You get a message from someone online, asking what school you go to.



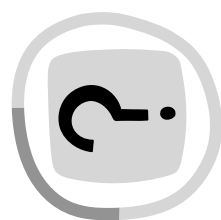
An older child is bothering you at playtime, and it's made you feel worried about going outside.



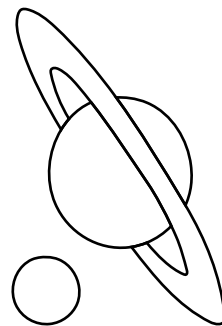
You want to watch your favourite YouTube channel but aren't sure how to find it.



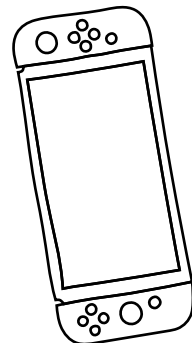
There's a new app that you want to download.



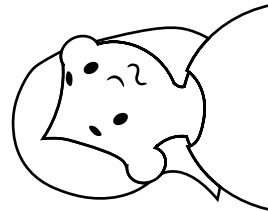
You want to research the solar system online.



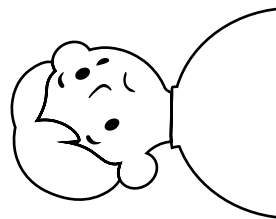
You get a message in a game from someone asking to add you as a friend.



You need help with your work in class, but you've already asked twice.

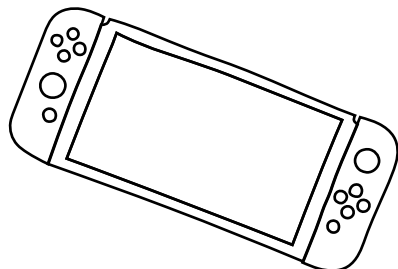


Your friends are playing a game, but someone says that you can't play.



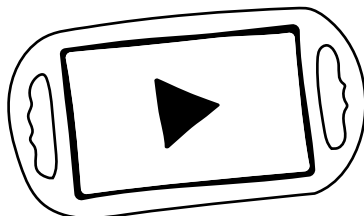
Ask a friend

Can you find who likes each of these things?
Write a different name in each of the boxes.



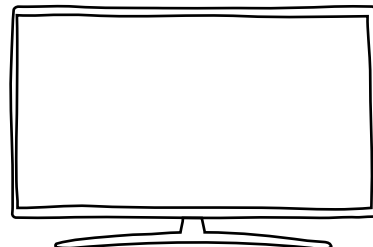
Playing online games

.....



Watching videos online

.....



Watching TV and films

.....



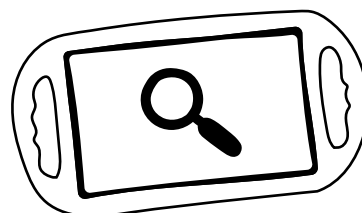
Listening to
music online

.....



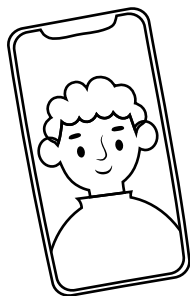
Finding pictures of
things online

.....



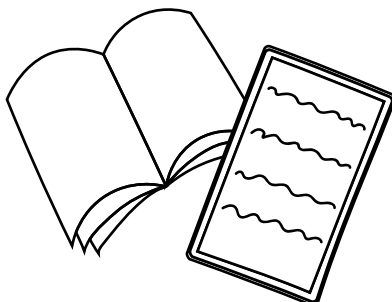
Finding information
and learning new
things online

.....



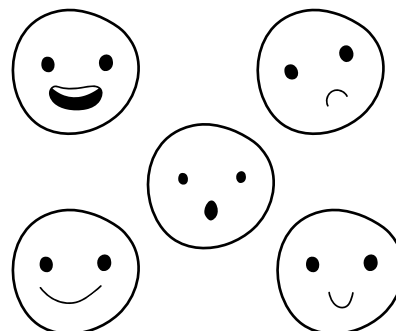
Video calling family
and friends

.....



Reading
books or comics

.....



Using emojis

.....



What internet-connected devices do you own?

.....

How much time do you spend online each day?

.....

What is your favourite thing to do online?

.....

What do think MY favourite thing to do online is?

.....

What is your least favourite thing to do online?

.....

What is your top tip to keep safe online?

.....

What would you like to know more about?

.....



What internet-connected devices do you own?

.....

How much time do you spend online each day?

.....

What is your favourite thing to do online?

.....

What do think MY favourite thing to do online is?

.....

What is your least favourite thing to do online?

.....

What is your top tip to keep safe online?

.....

What would you like to know more about?

.....

We recommend

Name of app

Age rating

Why are you recommending this app?
What do you like about it?

Draw something from this app.
[E.g. logo, character, scene, etc.]

What is your safety tip for new users?

Do you have to pay for this app?

Yes/No

Can you buy things in the app using real money?

Yes/No

Name: _____

Date: _____

Let's go online

Circle the things that you can do online.

Play Games

Ride a bike

Use an app

Drink water

Watch a video

Plant a tree

Chat with friends

Read a website

Stay safe online

What do you already know about how to be safe and happy when you go online? Choose 2 things and draw them in the boxes

Tell someone!

If anything worries, upsets or scares you online you should ask for help. Complete the sentences using the word box.

If a video upsets me I can turn the screen _____ and _____ an adult. If someone is mean to me in a game I can ask an _____ to help me _____ that player.

If someone online I don't know makes me feel _____ I can tell an adult and use the report _____.

_____ someone about my worries means they can help me feel _____.

tell

safety

worried

better

click

button

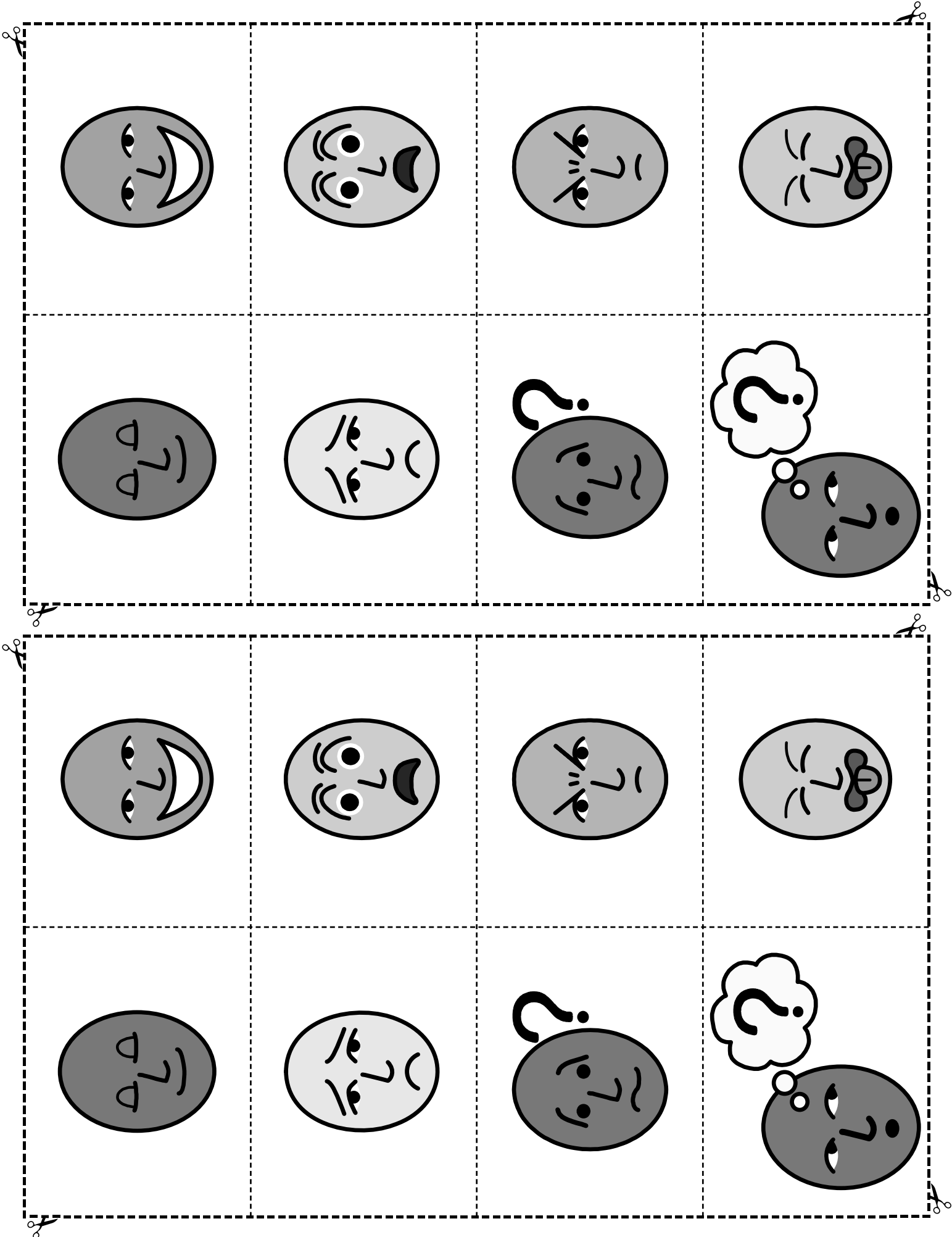
off

block

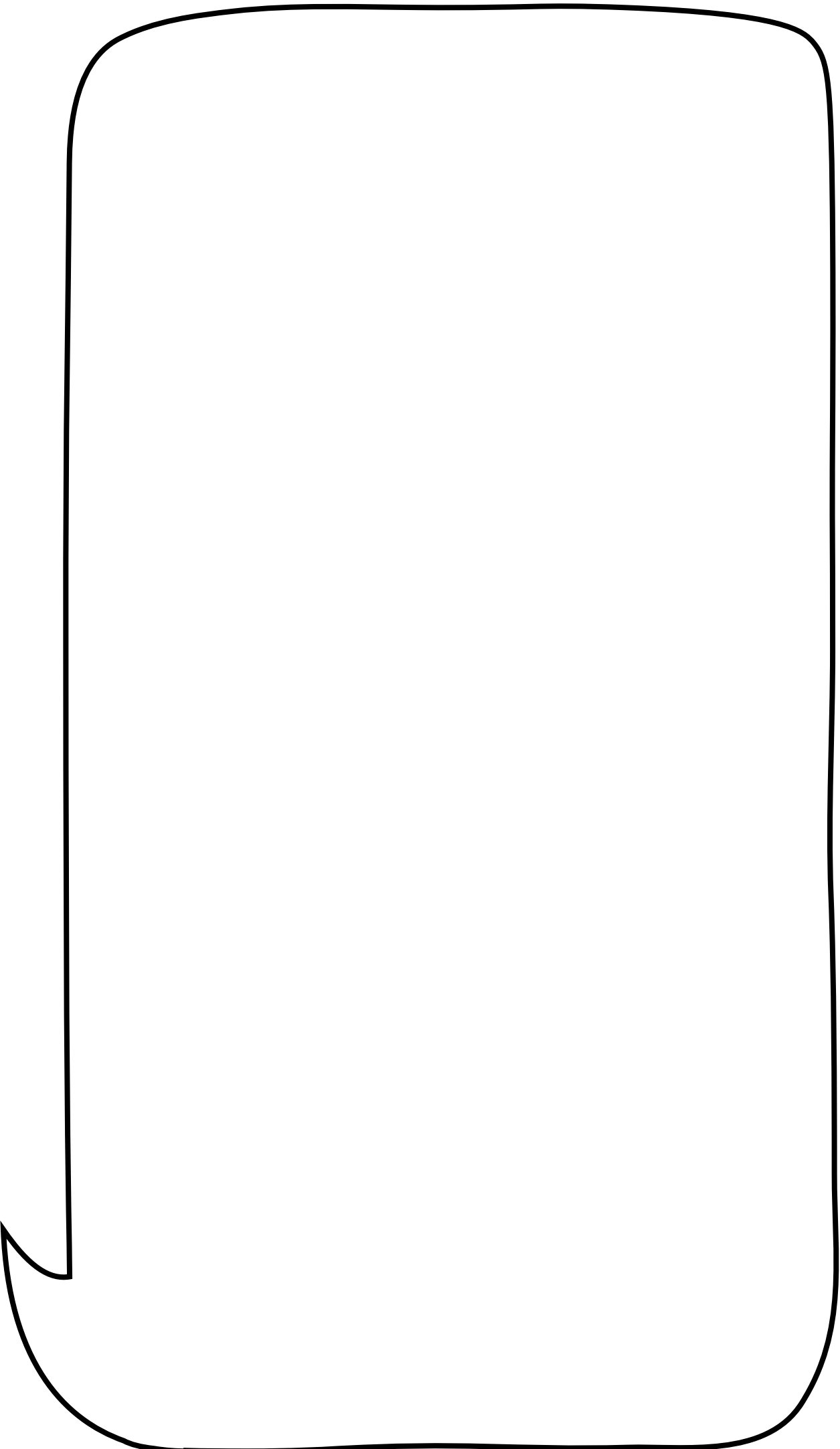
telling

adult

Emotions memory game



This #SaferInternetDay I want to talk about...



This #SaferInternetDay I want to talk about...

