

Safer Internet Day 2026

Resources for use with
3-7 year olds



**Smart
tech,
safe
choices**

**Exploring
the safe
and
responsible
use of AI**

Safer Internet Day

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 2026 is on Tuesday 10 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 SWGfL.



With kind thanks to the Welsh Government for their support in the development of these resources in Welsh.

For more resources and advice visit:
hwb.gov.wales/keeping-safe-online



Cefnogir gan
Lywodraeth Cymru
Supported by
Welsh Government

With kind thanks to the Safeguarding Board for Northern Ireland for their support in the development of these resources in Irish.

For more resources and advice visit:
onlinesafetyhub.safeguardingni.org



Smart tech, safe choices

The theme for Safer Internet Day 2026 is artificial intelligence or AI. From voice assistants, to chatbots, to the ethics of generative AI, our resources will help you and your learners explore how AI can be used safely and responsibly and ensure everyone feels empowered to adapt alongside changing technology.

We understand that talking about new technology with children and young people can be challenging, especially if you're less tech confident yourself.

This is why we've also compiled a list of further reading and resources that you may wish to use alongside our resources to develop your own or your learners' understanding:

saferinternet.org.uk/further-resources

We are calling on government and industry to ensure safety and children's rights are at the heart of advancements in AI.

For young people who are already using this technology, we want to support them to develop the skills and confidence to make safe and responsible choices.

Exploring the safe and responsible use of AI

3 to 7 year olds

Focus on voice assistants, limited references to AI

7 to 11 year olds

Explores a range of safe and responsible uses of AI, including chatbots

11 to 14 year olds

Explores safe and responsible use of AI, including chatbots and options to discuss AI generated nude images

14 to 18 year olds

Focus on ethics of AI and exploring individual and societal responsibilities

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Using these resources

Adapt our resources to best suit your learners needs

We know that not every young person is the same, and that special educational or additional learning needs can make children more vulnerable to online harm. This is why all our resources have been created with accessibility in mind. We don't reference specific ages, except in the file names and on front covers, so pick and mix activities from across the resources, and feel free to make changes where you need to. All our activities include suggestions to scaffold and support learners, as well as ideas to challenge and extend.

Practitioners are encouraged to incorporate these activities, or selected elements, into their curriculum, while thoughtfully adapting the resources to meet the unique needs of their learners.

Establish a safe space

Consider how to establish a supportive environment for young people to learn and talk about potentially sensitive topics. For ideas visit:

childnet.com/learning-environment

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

childnet.com/safeguarding

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 or setting:

saferinternet.org.uk/advice-centre/need-help

The Professionals Online Safety Helpline is a free helpline service offering advice, support and guidance to all members of the children's workforce with questions about online safety issues:

saferinternet.org.uk/professionals-online-safety-helpline

Kickstart conversations that last all year round

The online world is changing all the time, but talking with young people about their online lives can help you understand their experiences. Kickstart the conversation today but make it a regular habit all year round.

Activity: Roo's new friend

Time:

20 minutes.

Learning objective:

- I can explain what a voice assistant is and know that it is not a real person.

Materials:

- Accompanying slides for 'Roo's new friend' story (slides 2 to 12).
- 'Roo's new friend' activity sheet for each learner.

Suggested activity guidelines:

This activity uses a short story to introduce the concept of a voice assistant and to help learners recognise them as technology, as opposed to a person.

1. Explain to learners that they will be listening to a story about someone called Roo and their new friend. Ask them to think about who Roo's friend might be while you are reading.
2. After you read slide 9, ask learners who they think Roo's friend could be. Do they think it is a real person?
3. After reading slide 12, ask learners if they have used a voice assistant before. Give some examples such as Alexa, Siri and Google.
4. Finish the story and address the message from Roo's Dad. Voice assistants can be helpful and friendly, but they are not real people. Voice assistants cannot do some of the things that humans can, such as giving us hugs and cooking us dinner. Emphasise that voice assistants are a form of technology, and they do not have feelings or emotions. They cannot feel happy, sad and angry like us.
5. Using the 'Roo's new friend' activity sheet, learners will draw a picture of a human and a picture of a voice assistant. They will then complete the sentences with a different example for each.
6. Ask some learners to share their examples, making sure to address any misconceptions.

Ways to support and scaffold

Read 'The voice assistant' (slides 13 to 20). Using 'The voice assistant' activity sheet, learners can colour in the picture of the voice assistant. Then, go through the story again and support learners to colour in the boxes containing the actions a voice assistant can do.

Ways to challenge and extend

Using the 'Understanding voice assistants' slides (slides 21 to 25), show learners that a voice assistant is a form of technology and is a computer program. They use information to respond to instructions from humans. Emphasise that they need an internet connection to work. Some learners may also know the term WiFi. On slide 25, work together to fill in the gaps to complete the sentences.



Roo's new friend: **Activity Sheet**

Example: A human
can cook dinner.

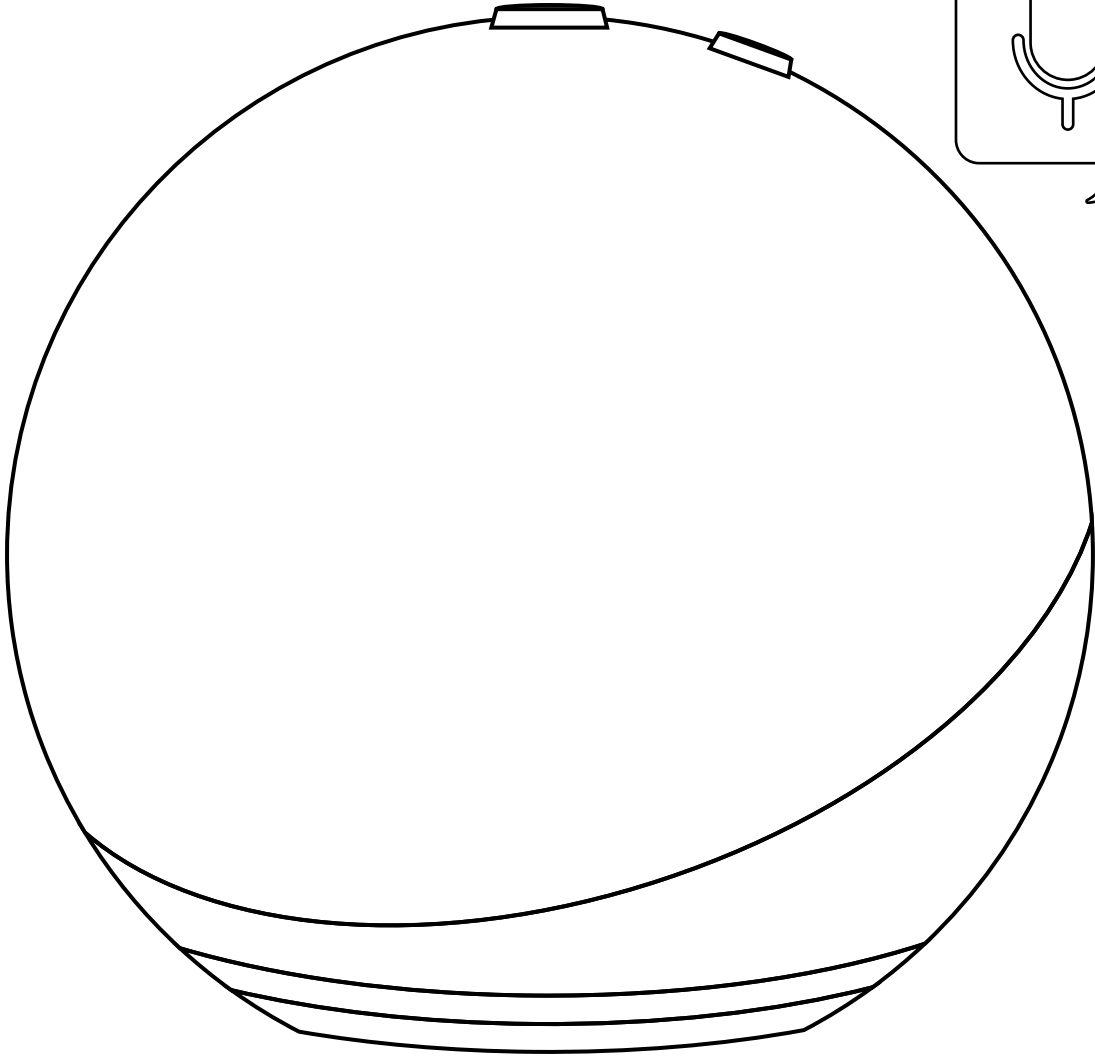
A human can:

Example: A voice
assistant can play music.

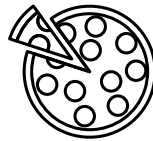
A voice assistant can:



The voice assistant: **Activity Sheet**



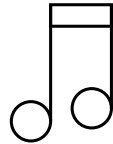
Set alarms



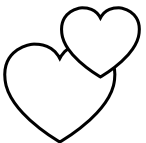
Cook dinner



Tell me facts



Play music



Have feelings



Turn off lights without touching the switch



Give me hugs

Activity: how can I use a voice assistant?

Time:

10 minutes

Learning objective:

- I can identify a range of positive uses of voice assistants.

Materials:

- Accompanying slides for 'How can I use a voice assistant?' (slides 26 to 38).

Suggested activity guidelines:

This activity will help learners to understand the ways that voice assistants can help them and their family, as well as consider some uses of voice assistants that may not be appropriate.

1. Check that learners know what a voice assistant is. Examples that they might know are Siri, Alexa and Google. Tell learners that you will be looking at different ways someone could use a voice assistant.
2. Explain to learners that they will be sorting the uses of a voice assistant into two groups: uses that are safe and fun and uses that might be unsafe or upsetting. This could be done in a group or independently.
3. Work through slides 27 to 38. For each use, decide which group it would be in. You may wish to use the printable version and allow learners to physically sort these into the two groups.
4. Discuss how they have sorted the uses of voice assistants and address any misconceptions.

Activity: how can I use a voice assistant?

Ways to support and scaffold

Use the printable version to pre-teach key vocabulary to learners and familiarise them with the different ways voice assistants can be used before the activity. You may also wish to provide learners with the printable version to refer back to during the activity if you are using the slides.

Alternatively, use only the slides which show safe and fun uses of a voice assistant. Encourage learners to pick an action or movement that represents each use. For example, “Play my favourite song” could be a dance move. Turn the actions into a game by showing the different uses in a random order and asking learners to complete the relevant action.

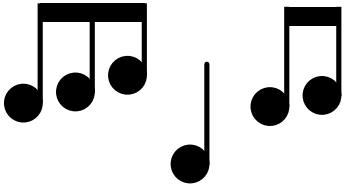
Ways to challenge and extend

Ask learners to design, draw and label their own voice assistant. To support, you might ask:

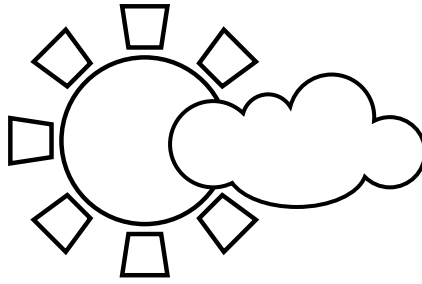
- what does it look like?
- how does it help people?
- is there anything it cannot do?
- how does it respond if someone asks it to do something unsafe?



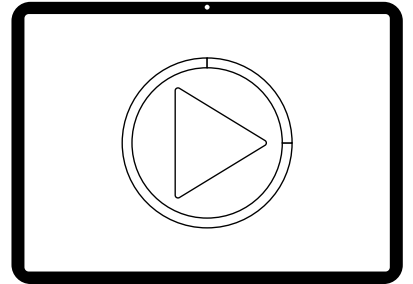
Printable version: how can I use a voice assistant?



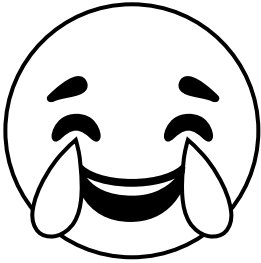
**Play my
favourite song**



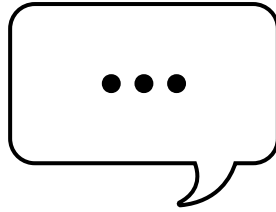
**Ask what the
weather is like**



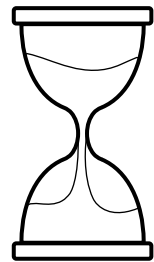
Play a video I like



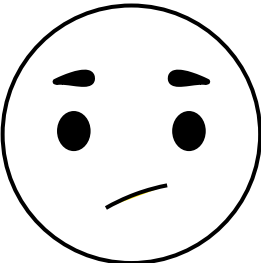
Tell me a joke



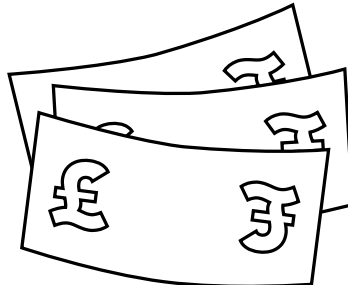
**Send a message to a
family member**



**Set a timer to help me
remember when to
come off my game**



**Make a mean joke
about someone I know**



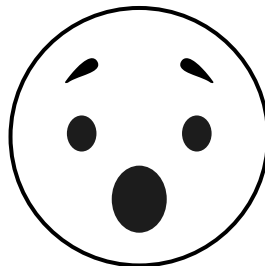
**Buy something from
an online shop without
asking a grown up first**



**Play a video I've been
told not to watch**



**Play loud music
when someone is
trying to sleep**



**Ask it a question
about a bad word**



**Send an unkind
message to someone**

Activity: how do voice assistants make us feel?

Time:

20 minutes

Learning objective:

- I can explain what to do if I feel unsafe or upset when using a voice assistant.

Materials:

- Accompanying slides for 'How do voice assistants make us feel?' (slides 39 to 49).

Suggested activity guidelines:

This activity will help learners think about how different uses of voice assistants might make them feel and teach them that they should tell a trusted adult if a voice assistant makes them feel worried, annoyed, scared, sad or confused.

1. Explain to learners that we all feel different emotions. Ask learners what emotions they might sometimes feel. You may want to display the examples on slide 40 to help them think of more.
2. Display slide 41 and ask learners if they know what a voice assistant is. Take some answers.
3. Explain to learners that voice assistants can make us feel happy – they might help us learn something new or make us laugh. Ask learners if they can think of a time a voice assistant has made them feel happy. Take some answers.
4. Explain to learners that there may be times when voice assistants make us feel worried, annoyed, sad, scared or confused.
5. Work through slides 42 to 48. For each scenario, ask learners to discuss and share what emotions they think the character might be feeling in this situation. Learners may want to explain their answers if they feel able to.
6. Ask learners what they should do if a voice assistant makes them feel worried, annoyed, sad, scared or confused. Emphasise that they should tell a trusted adult if this ever happens and discuss what this means. Ask learners which trusted adults they could talk to. You may want to display the examples on slide 49 to consolidate their understanding.

Activity: how do voice assistants make us feel?

Ways to support and scaffold

Give learners cut out copies of the emotion cards when working through the scenarios on slides 42 to 48. Ask learners to show the emotion that they think that character might be feeling.

Ways to challenge and extend

Explain to learners that we might sometimes use voice assistants in a way that could make someone else feel different emotions. Work through slides 50 to 54 and ask learners to discuss how that person is making someone else feel by using a voice assistant in this way. Explain that it is important that we don't use voice assistants in a way that could make someone else feel worried, annoyed, sad, scared or confused. If someone else uses a voice assistant in a way that makes you feel one of these emotions, it is important that you tell a trusted adult about what has happened.

Activity: personal online safety plan

Time:

15 minutes

Learning objective:

- I can explain what to do if I feel unsafe or upset when using technology.

Materials:

- A printed copy of the 'Personal online safety plan' per learner.

Suggested activity guidelines:

This activity provides a template to produce a personalised online safety plan that can be kept in school or at home to remind learners how to stay safe when using technology.

1. Ahead of delivering this activity, open the editable template and decide which questions are accessible and appropriate for the learners you are working with. Remove any sections you do not wish to use by deleting them from the plan. You can also edit the text to adapt the resource for your learners.
2. Work with an individual learner or a small group to support them to complete their own plan.
3. Keep the completed plan somewhere the learner can access it or refer to it if needed. You may wish to photocopy the completed plan and share a copy with parents and carers for use at home.

Ways to support and scaffold

Choose only the sections of the plan accessible to the learner you are working with. Complete the plan in a one-to-one environment. Adapt the language on the plan, for example swapping 'technology' to 'iPad' or 'tablet' depending on what language the learner is already familiar with. Provide choices or prompts which learners can pick from. For example, to complete the section 'My favourite thing to do when using technology' you could ask the learner to choose between different apps they are already familiar with.

Ways to challenge and extend

Have a group discussion about what learners already know about how to stay safe when using technology, then invite them to complete the plan independently as a tool to aid reflection. Encourage learners to think of any further information they would like to add to their plan, including how rules might differ at school and at home, or if they are using technology supervised or independently.