

# Safer Internet Day 2026

Resources for use with  
**7-11 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](https://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](https://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](https://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



## Contents

**6** **Using these resources**

**7** **Activity:** okay or not okay?

**11** **Activity:** responding to misuses of AI

**14** **Activity:** AI chatbots

**18** **Activity:** smart tech, safe choices quiz



## 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](https://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](https://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](https://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](https://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:** okay or not okay?

### **Time:**

25 minutes.

### **Learning objective:**

- I can identify a range of factors that can help me determine if a use of technology is safe and responsible, or a misuse.
- I can apply this knowledge to identify uses of AI that are safe and responsible, or that are a misuse.

### **Materials:**

- Accompanying slides for Okay or not okay? (Slides 2 to 14)
- Opinion cards.
- okay or not okay? Teacher Guidance.

### **Suggested activity guidelines:**

This activity explores different uses of AI. Learners will be encouraged to think about how they know if a use of AI is okay or not.

1. Display slide 3. Explain to learners that we all use technology and the internet in different ways. Some of the ways people use technology is okay – such as using it in a way that is safe, kind, responsible and fun. However, there are some uses of technology that are not okay – such as using it to hurt someone, upset someone or trick someone, or in an unsafe way. Some people might have different opinions about what is okay and what is not okay, so it's also important to think about how all people involved might feel about using technology in a certain way.
2. Place the opinion cards at different points around the room that you are working in.
3. Display slide 4. Explain to learners that you are going to think about different ways of using AI and decide whether they are okay, not okay, or if it depends.
4. Work through slides 5 to 14 and ask learners to move to their choice of opinion to show their answer. Ask some learners to explain why they've made that choice. You may want to use the Okay or not okay? teacher guidance document to help facilitate these discussions
5. Finish the activity by asking learners to summarise how they know if AI is being used in a positive or negative way.

## **Activity:** okay or not okay?

### **Ways to support and scaffold**

Give learners the Okay or not okay? cards in pairs or in small groups, and ask them to sort them into whether it is okay to use AI in this way, or if it is not okay to use AI in this way.

### **Ways to challenge and extend**

Print out copies of the scenarios on slides 6, 7, 11. Ask learners to consider these scenarios in more detail, discussing different situations when it might be okay to use AI in this way, and different situations when it might not be okay to use AI in this way. They might want to mind map all the different possible situations and colour code with highlighters. Then ask learners to share what they discussed.

Answers could explore: if consent was given; banter vs bullying; the nature of the edits; where and how AI content is shared; different examples of how AI can be used responsibly for a homework task; etc.



**Okay**

**Not okay**

**It depends**



## Okay or not okay? **Teacher Guidance**

Use an AI voice assistant to tell you an interesting fact about your favourite animal	This is probably okay – AI voice assistants share interesting facts. However, you might need to double check that what it's told you is true.
Use AI to create a joke about one of your friends and then send it to them	Although it might be meant as just a joke, some jokes can still hurt and upset people, so might not be okay. Think about how it might make the other person feel.
Use AI to complete a homework activity	We can sometimes use AI to help us with homework, but it's important to not just let AI do all the work for us – this isn't testing our knowledge and skills, and isn't fair
Ask an AI voice assistant to tell you about a new game that is coming out soon that you really want to buy	This is probably okay – AI can be a great way of finding information quickly. However, it's important to only search for games that are suitable for your age.
Ask AI to create a fake news story for you and then show it to your friend, telling them that it is real	This could be an unkind thing to do. Your friend could believe the news story and, depending on what the story is, it might make them feel worried or scared.
Ask an AI voice assistant to play the trailer for a film that you'd like to see	This is probably okay – using AI to search for a video can be a lot quicker than searching for it ourselves. But it's important to only search for films suitable for your age.
Use AI to edit a picture of your friend so that it makes them look silly and then posting it in your group chat	This could be an unkind thing to do – while some people might find it funny, others might be quite hurt and upset by this, so it's safest to not use AI in this way.
Ask AI to create a picture for a design competition that your school has set up	It depends on the rules of the competition – a competition like this is most likely meant to be testing your own skills. If you use AI to create it but claim it's your work, that's not okay.
Ask AI to create a piece of music for you	This is probably okay – AI is sometimes able to create entertaining music, or music for a project you're working on. It's not okay to claim that you made the music yourself.
Ask an AI website to create a new character and then speak to that character	It's important to check the age rating of a character AI website, and to use it together with an adult, as not all character AI sites are appropriate for children.



# Okay

Use AI to tell you a fact about your favourite animal

Use AI to write a story for your homework and telling your teacher you wrote it

Use AI to play some funny noises

Use AI to change a picture of your friend so they look silly

Use AI to play your favourite song



# Not okay

Use AI to tell a mean joke about your friend

Use AI to get some tips for a game you like playing

Ask AI to play an episode of your favourite cartoon

Make a picture using AI for homework and telling your teacher you made it

Ask AI to play a scary video

Okay or not okay? cards



# Okay

Use AI to tell you a fact about your favourite animal

Use AI to write a story for your homework and telling your teacher you wrote it

Use AI to play some funny noises

Use AI to change a picture of your friend so they look silly

Use AI to play your favourite song



# Not okay

Use AI to tell a mean joke about your friend

Use AI to get some tips for a game you like playing

Ask AI to play an episode of your favourite cartoon

Make a picture using AI for homework and telling your teacher you made it

Ask AI to play a scary video

Okay or not okay? cards



## **Activity:** responding to misuses of AI

### **Time:**

25 minutes.

### **Learning objective:**

- I know how to respond if using AI makes me worried, upset or confused.

### **Materials:**

- Accompanying slides for 'Responding to misuses of AI'. (slides 15 to 19)
- Scenario cards.

### **Suggested activity guidelines:**

This activity explores the different ways to respond to any negative uses of AI, and what learners can do if it is impacting their wellbeing.

1. Using slide 16, begin by discussing possible positive uses of AI with learners. Talk about how AI helps them or people they know, and how it can be useful or entertaining.
2. Remind learners that although AI has lots of positive uses, sometimes it can be used in the wrong way and this can be harmful. Put learners into small groups and give each group one of the scenario cards. Ask learners to read the email on their card and discuss with each other how the people in the situations are feeling, and why they are feeling this way. Explain that it is important to get help if AI, or somebody using AI, is making you feel anxious, worried, scared or upset.
3. Using slide 17, introduce some ways to seek support and respond to misuses of AI. Emphasise the importance of always reaching out to a trusted adult for support and discuss with learners who this could be. Explain that there are also helplines available for children and young people, including Childline who they can contact online or by telephoning 0800 11 11.
4. Next, show learners the reporting icons on slide 18. Explain that reporting is a way of letting the safety team on an app, game or website know that someone or something has broken their rules. Explain that you can often report different things, including upsetting or inappropriate content, and other users, for example if they are bullying someone. Ask learners if they recognise the reporting symbols and where to look for these online (such as in a menu).
5. Finally, use slide 19 to discuss with learners how they could support somebody else who has been upset or worried about negative uses of AI, for example by being a good friend, cheering them up, or helping them to tell an adult and report.
6. Explain to learners that they will now be going back to the emails they were given at the start of the activity. They need to read the emails and then think about what advice and support they would give.

## **Activity:** responding to misuses of AI

They will then either:

- a. Create a roleplay. Learners will act out the scenario they are given, then give their advice. Encourage learners to portray how the situation has made the victim feel and how it is impacting them. Ensure their advice includes talking to an adult or helpline and reporting the situation if necessary.
  - b. Write an advice column for a magazine. Remind learners to be respectful and sensitive towards the victim, as they are already feeling emotional and upset about the situation. Ensure their advice includes talking to an adult or helpline and reporting the situation if necessary.
7. Finish the activity by giving learners a chance to perform their roleplay or share their advice with the rest of the class. This can allow you to address any misconceptions and reflect on the advice they have given.

### **Ways to support and scaffold**

Use the 'Pip's Problem' slide which has been written as a more accessible alternative to the other scenarios. Read this through with learners and discuss how this situation has made Pip feel and what Pip should do next. Ask learners to give some advice to Pip using the sentence starters on the next slide.

### **Ways to challenge and extend**

Using one of the emails as a starting point, ask learners to write a diary entry pretending they are the person in the email. How has this situation made them feel? What do they do next? How is the situation resolved?



## NEW EMAIL: Please help!

I am in a group chat with people in my year group. The other day, I saw that a photo had been shared by somebody in the chat.

The photo was of me, and it had been edited with AI to change my appearance. Other people in the chat have been laughing at the picture. I feel really embarrassed. Please help!

From Anxious in Armagh

## NEW EMAIL: Just a joke?

I am part of a group chat with 5 of my friends.

One member of the chat is using AI to write jokes about the other members of the group. They were funny at first, but now some of them are mean and rude.

Why are they doing this? We're supposed to be friends!

From Hurt in Hull

## NEW EMAIL: AI nightmare...

I enjoy watching videos online and I am a big fan of cars and racing.

Last week, I came across a video which made me feel upset. It was edited with AI, and it was horrible and scary. Now it's keeping me awake at night because it is giving me bad dreams.

From Sleepless in Swansea

## NEW EMAIL: Who do I trust?

I enjoy learning new facts about space and the solar system.

Recently, I was completing my project for school and decided to try using AI to find out some new information. Lots of my friends at school have told me it's reliable.

I saw a fact, and I am pretty sure it wasn't true, but my friends have told me that AI is never wrong. What can I do next?

From Doubtful in Dundee

## NEW EMAIL: Safe or a scam?

I was playing a game online and noticed a pop up telling me I could get free gems if I clicked the link. It looked very realistic!

My friend told me that this was likely a scam, and it looks like it was made with AI. I'm unsure what to do, I really want the free gems, but I don't want to be scammed!

From Tempted in Telford

## NEW EMAIL: It's not funny

My friend and I were playing on a chatbot. We were having fun asking silly questions and laughing at the answers.

But then my friend started asking rude questions and using bad language. They said it's just a laugh, but it made me feel uncomfortable. What should I do?

From Bothered in Bangor

## **Activity: AI chatbots**

### **Time:**

30 minutes.

### **Learning objective:**

- I can explain some of the limitations of using AI chatbots.

### **Materials:**

- Accompanying slides for 'AI chatbots'. (slides 23 to 37)
- 'Leaflet template' activity sheet.

### **Suggested activity guidelines:**

This activity introduces what an AI chatbot is and how people may use them, then examines the limitations of using AI chatbots for support and alternative places where young people can get help if they need it.

1. Ask learners if they know what an AI chatbot is. Display slide 24 and discuss.
2. Ask learners if they have used a chatbot before, and what they used it for. Then, displaying slide 25, provide ideas of what others may use them for. Discuss the positives of chatbots and how they can help us.
3. Using slide 26, explain that some people go to a chatbot when they need help or support with their emotions or in a difficult situation. Emphasise that although some people may choose to do this, there are some discussions that it is best to have with another person, like a trusted adult. Ask learners why they think it might be better to talk to a person for help and support.
4. Explain that you are going to think about this more using a true or false quiz. Work through slides 27 to 36. For each statement, ask learners to decide whether it is true or false. Click to reveal each answer.
5. Provide learners with copies of the 'Leaflet template' activity sheet. Explain to learners they will use this to create a leaflet about why talking to a person for help and support is better than talking to an AI chatbot.
6. Use slide 37 to remind learners where they could get help if they need it. You may want to edit this to adapt it for your setting by adding key safeguarding contacts or ways they can talk to someone.

## **Activity:** AI chatbots

### **Ways to support and scaffold**

Allow learners access to the slides so they can check back on any information they want to include. You could print these so they can highlight any information they want to include. Learners can use the 'Missing words leaflet template' to fill in the blanks in the sentences. There is a word bank for them to refer to at the bottom of the activity sheet which could be removed or provided separately depending on the needs of learners.

### **Ways to challenge and extend**

Ask learners to think of three questions it would be okay to ask an AI chatbot, and three questions that it would be better to ask a person.



**Title:**.....

**What is an AI chatbot?**

.....

.....

.....

**What is safe to use an AI chatbot for?**

.....

.....

**Why is it better to get support and advice from a person over an AI chatbot?**

**Reason 1**

.....

.....

.....

.....

**Reason 2**

.....

.....

.....

.....

**Reason 3**

.....

.....

.....

.....

**Who can you talk to if you need help or support?**

.....

.....



**Title:** AI chatbots

**What is an AI chatbot?**

An AI chatbot is a computer program that you can ..... to.

An AI chatbot sounds like a .....

**What is safe to use an AI chatbot for?**

You can ask a chatbot .....

**Why is it better to get support and advice from a person over an AI chatbot?**

**Reason 1**

An AI chatbot doesn't have ..... A person knows how you are feeling.

**Reason 2**

An AI chatbot can't ..... your problems. It can't think like a person.

**Reason 3**

An AI chatbot might not give ..... advice.

**Who can you talk to if you need help or support?**

If I need help, I can talk to a .....

**Word bank**

trusted adult

emotions

understand

talk

safe

the weather

human

**Activity:** smart tech, safe choices quiz**Time:**

20 minutes.

**Materials:**

- Smart tech, safe choices quiz.

**Suggested activity guidelines:**

Use this quiz to help learners consolidate their understanding of safe and responsible use of AI technology.

The quiz can be found online at: [saferinternet.org.uk/sid-quiz](https://saferinternet.org.uk/sid-quiz) or use the questions from the separate document with this pack to adapt into whatever format most suits your setting.