Safer Internet Day 2027

UK Safer Internet Centre

nominet

Resources for use with 11 to 14 year olds



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 2027 is on Tuesday 9th 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.

UK Safer Internet Centre

Noddir gan
Lywodraeth Cymru
Supported by
Welsh Government

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

SBNI
Safeguarding Board for Northern Ireland

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

All scenarios and examples used in these materials have been created for educational purposes and are not real.

Reflect on tech

Safer Internet Day 2027 is asking everyone, from government, to families, to the internet industry, to reflect on tech. During these important months leading up to the implementation of government restrictions, including a ban on social media accounts for under 16s, it has never been more important to help children and young people explore digital wellbeing and their ever-changing relationship with technology, and to make sure that their voices are heard.

The content we see, the interactions we have, the choices we make, the pressures we face, the influences we experience, the changes we go through – our resources will help you and your learners explore the variety of ways technology and the internet can impact our wellbeing, and what we can do when that impact is negative.



We want everyone to think about:

- the role technology plays in our day to day lives, and what a healthy relationship with technology looks like
- how technology and going online impacts our mood and wellbeing, including the pressures and influences we may experience online
- how families and young people can navigate their changing relationship with technology and can build strategies to make the most of their time online

Exploring digital wellbeing and our relationship with technology

3 to 7 year olds

Explores how we all use technology differently, how it might make us feel, and how to use it in a healthy way

7 to 11 year olds

Explores emotions, the different types of pressures we might face online, and the strategies that we can use

11 to 14 year olds

Explores how the internet might influence our thoughts, feelings and behaviours, and how we can self-regulate and change our technology use to help us feel positive online

14 to 18 year olds

Explores how technology can impact our wellbeing, how our relationship with technology has changed and will change over time, and how technology is influencing and impacting society

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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.

For more guidance on supporting young people young people with special educational or additional learning needs, including a summary of the support and scaffold activities available throughout the packs, please visit: saferinternet.org.uk/send.

Included in the **Supporting young people with special educational and additional learning needs document** is the **Coping with change activity**, an activity that supports learners to think about the impact using technology has on their lives, as well as helping them to manage situations where they may lose access to particular devices, apps or services. Although this activity is designed for learners with special educational or additional learning needs, it may be suitable for a wide range of learners, especially learners who struggle with their emotions when trying to cope with change. It may also be useful for helping young people have conversations about the incoming ban on social media for under 16s in the UK.

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

Whilst 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

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: Influence and wellbeing

Suggested time:

40 minutes

Learning objective:

I can describe the possible positive and negative influences of being online on someone's mental and physical wellbeing.

Materials:

- Accompanying slides for the **Influence and wellbeing activity** (slides 2 to 18)
- Printed copies of slides 10 to 15
- **Influence and wellbeing educator guidance**

Suggested activity guidelines:

This activity encourages learners to consider how different online content can influence people, and how it may be perceived differently depending on mood and other factors

1. Using slide 3, introduce learners to the term 'influence' and ask what they think this may mean before showing the definition.
2. Use slide 4 to discuss what influence might look like online. Examples could include being influenced to spend money, change our opinions, or change our lifestyle.
3. On slide 5, show learners the term 'digital wellbeing'. Ask learners if they know what this phrase means. Click to reveal the definition after gathering ideas. Explain that some online influences can impact our digital wellbeing.
4. Using slide 6, discuss what can impact somebody's digital wellbeing. Click to reveal the potential factors:
    a. The content you see
    b. The choices you make
    c. The interactions you have
    d. The time you spend online
5. Use slide 7 to explain that content online can affect people in different ways, and that there can be factors that affect how somebody feels when they see it. Some posts may be useful or informative to one person but upsetting for somebody else. Remind learners that it is okay if they feel negatively affected by content online, even if other people are not, and that it is not their fault if they feel this way. Emphasise that it is important to recognise your own preferences and boundaries.

6. Use the example on slide 8 to highlight how different personal factors might affect the way we feel when seeing content online. Highlight that Aisha might be more likely to be upset when seeing this content because she is already feeling lonely, whereas someone who has just had a great time with their friends may feel happy seeing it as it would remind them of the fun they had.
7. Using slide 9, ask learners what other factors could affect how somebody is impacted by online content. For example, this could be linked to how somebody feels, their lifestyle or their personal experiences. After gathering some ideas, click to display the possible answers.
8. Divide learners into small groups and give each group a printed copy of one of the examples on slides 10 to 15. Each example is accompanied by questions to encourage learners to consider how different factors could impact how this content is viewed. Learners can annotate the sheet in their groups to make a note of their ideas.

   N.B. Some examples focus on potentially sensitive and challenging topics. You may choose to remove certain examples if you feel they are unsuitable for your learners or if you'd prefer to have a more focused discussion about these topics at a different time.
9. When learners have looked at their examples, use slides 10 to 15 to go through each example together and ask learners to share their ideas. Use the **Influence and wellbeing educator guidance** for possible answers.

Suggested ways to support and scaffold

Use the **Online content and my wellbeing worksheet** to scaffold thinking for learners. For each post, learners can write a sentence about how the post might make someone feel. They can use the emotions word bank to help them.

Suggested ways to challenge and extend

- Use slides 16 to 18 to start a conversation around algorithms and echo chambers. Using slide 16, ask learners what information is used to train, shape or inform your algorithm, and how they can impact our online experiences. Click to reveal ideas about what information is collected.
- Use slide 17 to explain that algorithms can also lead to echo chambers, where one viewpoint is made stronger due to seeing a lot of shared views that seem to support each other. Illustrate this using the example on slide 17, asking learners the provided questions on the slide.
- Using slide 18, ask learners what techniques they could use to help make sure we are seeing more positive content online. Gather ideas before clicking to display the answers.

Influence and wellbeing educator guidance

Example	Guidance
My 5am Morning Routine	This post could influence somebody's attitude towards their fitness and diet, as well as their daily routines. This could potentially be motivating or inspiring for somebody if they were particularly working on their fitness or wanted ideas for high protein meals. However, if somebody is experiencing low self-esteem, this post may have a more negative impact, exacerbating or contributing to their feelings about themselves. It may make them feel guilty for not doing the actions in the post, which aren't realistic for everyone and could be challenging to achieve.
Why we shouldn't care about women's sports	This post aims to influence people's opinions and mindset. Some people may find this post offensive and misogynistic, as it is implying that women playing sport should not be watched or discussed. This type of content can directly influence people's perspectives and can also stir up more hate and discrimination. Some individuals and online communities believe men to be the superior gender and they can promote harmful views against women. Some perspectives are rooted in historic and harmful gender stereotypes, which in this case is the perspective that women shouldn't participate in sport. If this behaviour is normalised, it could make people believe that it is okay to openly say these things.

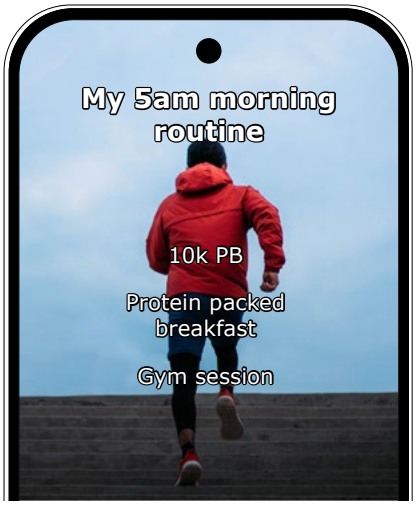
Influence and wellbeing educator guidance

Example	Guidance
Want clear, glass skin?	This post is influencing people to adopt a new skincare routine, and to want their skin to look a certain way. It is important to remember that everybody's skin is different, and what works for one person may not work for everyone. Some tips in this post may be helpful for some, but it also applies pressure to have 'clear, glass skin'. If somebody is struggling with their skin, which is particularly common during puberty, this post could impact their self-esteem. Skincare products can also be very expensive. If someone is struggling with money, it can be difficult seeing posts like this and not being able to afford the product, especially if they are struggling with their skin and are looking for a solution.
Be kind to yourself	This post aims to influence people to adopt a positive mindset and to be kind to themselves. For lots of people, this could be a useful reminder and may affect their mood positively. However, some people may not find this post helpful, especially if they are struggling with their mental health. If someone is feeling down, they should speak to a friend and a safe adult for further support.

Influence and wellbeing educator guidance

Example	Guidance
The bridge to success	This post aims to influence people into adopting particular behaviours to become successful. For some, this may be inspiring content and might include tips they can use in their everyday lives. However, there can be a pressure online to have a perfect life, and this is often unrealistic for everyone. Success will look different for different people, and what people are able to do to achieve a level of success can differ too. In addition, for some people, perseverance and hard work alone cannot overcome other barriers they may experience. If somebody is struggling with their lifestyle (such as not getting enough sleep), this post is providing further unwanted pressure, which may lead to stress and burnout.
Sending a picture in the group chat	A member of this chat is trying to influence others to share on an image of someone else without consent. If somebody is trying to fit into a friendship group, there can be a pressure to take part, even if they know it isn't the right thing to do. If somebody has recently been bullied themselves, they may feel more vulnerable or intimidated by this message, but they may also feel hesitant to call out the behaviour or get help. Instead of following unkind behaviours, members of this chat should not share on the picture, report it (if necessary), and tell a safe adult.

Online content and my wellbeing worksheet



This might make someone feel...



This might make someone feel...



This might make someone feel...

Emotions word bank

Happy Sad Stressed Worried Determined Strong Annoyed Guilty

Pressured Sorry for someone Lazy Ready for the day Uncomfortable

Activity: Strategies to support

Suggested time:

25 minutes

Learning objective:

I can explain the importance of self-regulating my technology use and can identify strategies to do this.

Materials:

- Accompanying slides for the **Strategies to support activity** (slides 19 to 33)
- Printed copies of slides 22 to 27
- **Strategies to support educator guidance**

Suggested activity guidelines:

This activity encourages learners to think about what actions could be taken and the strategies that could be used to help in a range of online situations.

1. Explain to learners that they can always ask a safe adult for help if something online is making them feel worried, upset or uncomfortable. However, there are also other actions they can take to help in these types of situations, and they are going to be thinking more about possible strategies in this activity.
2. Display slide 20 and read out the scenario in the email. Then click to reveal the advice that AdvisoryArnie has given them. Ask learners to discuss what they think about the advice being given and what advice they would give. Use the **Strategies to support educator guidance** to help learners think of some alternatives to the advice.
3. Repeat this step with the scenario on slide 21.
4. Divide learners into small groups and give each group a printed copy of one of the scenarios on slides 22 to 27. Learners should discuss what advice they would give this young person and what practical steps could be taken to help this situation.

   N.B. Some examples focus on potentially sensitive and challenging topics. You may choose to remove certain examples if you feel they are unsuitable for your learners or if you'd prefer to have a more focused discussion about these topics at a different time.

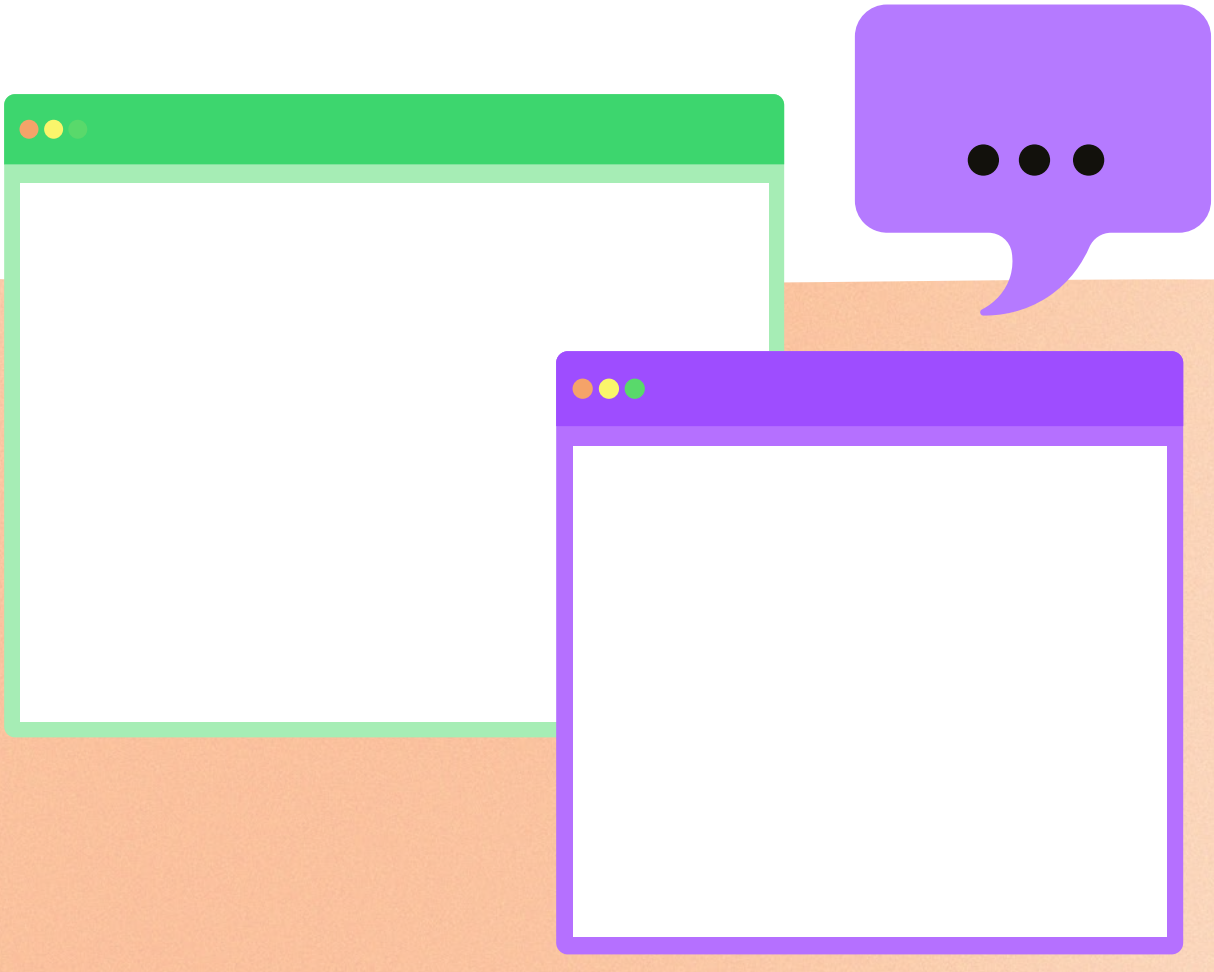
5. After the discussion, ask each group to share their answers. Use the **Strategies to support educator guidance** to help with these conversations.
6. Finish the conversations by asking learners why, although it's always good to speak with a safe adult, it's important to have strategies for regulating their own technology use themselves. For example, so they can take immediate action to have a positive impact on their wellbeing or to take ownership of their wellbeing.

Suggested ways to support and scaffold

Use the simplified scenarios on slides 28 to 33, either by displaying on a screen, or by printing them and working with small groups. You can choose to include the possible strategy options on each slide for them to choose from, or you can delete these to challenge them to think more independently.

Suggested ways to challenge and extend

Ask learners to come up with a fictional alternative scenario that could negatively impact someone's digital wellbeing. Then ask learners to swap their scenario with a partner. They should then write a response to the scenario they've been given, offering advice and practical strategies that would help improve digital wellbeing in that situation.



Strategies to support educator guidance

NEW EMAIL: Is it just a bit of banter?	• If you have overall been enjoying being part of a certain friendship group, you might not need to cut it off so quickly – they may be willing to hear your concerns and make some changes. • Explain to your friends that you've been upset by some of the jokes and that they've taken it too far – they might have a better understanding of how you're feeling and might apologise. • Talking to someone 1-to-1, either in person or in a private message, can be better than addressing issues in a whole group chat. • If the comments continue, or you continue to feel uncomfortable in the chat, then it might be time to leave this chat – friends shouldn't be deliberately hurtful towards you. • You can also block individuals' phone numbers or on social media to stop them messaging you, or speak to a safe adult about what has been happening.
NEW EMAIL: Should I be feeling guilty?	• You shouldn't feel guilty about having some relaxation time on a device, but it's important to have a healthy balance. • Mute notifications for apps and group chats that are distracting you. • Use screen time limits and settings either on your device or in-app to reduce your usage, or ask a parent or carer to help you with this. • Try to avoid any screen time 30 to 60 minutes before going to bed to help with your sleep. • You might want to ask your parent or carer to keep your phone overnight so you are not tempted to use it. • You could also use focus mode on your device to reduce the temptation to open your phone and get distracted.

Strategies to support educator guidance

NEW EMAIL: Why can't I stop watching it?	• You can edit your content preferences (e.g. by selecting "not interested" or blocking certain tags). • Remember that algorithms can provide you with content similar to content that you have engaged with in the past – to try to change this, you can reset your recommendations or scroll past unwanted content more quickly. • Turning autoplay off can help prevent content appearing that you didn't want to see. • Use screen time limits or settings, and try to avoid any screen time late at night or just before going to bed. Scary videos are likely to impact you more when it's dark. • There is a value in watching content that informs you of what's going on in the world, but it's also okay to take a break from this as well – it can be distressing. • It can be a good idea to talk about upsetting content with safe adults, who can support you.
NEW EMAIL: Am I addicted to my phone?	• Remember that our devices are designed to keep us coming back for more – try not to blame yourself. • Think about how streaks really make you feel – if trying to keep on top of your streaks is making you feel stressed, are they worth it? • Mute or turn off notifications, either on your device or in-app, to reduce the amount your device is alerting you. • Set yourself screen time limits – you can use settings on your device or in-app to help you with this. Balance time online with offline activities, such as going out with your friends, doing an activity or playing a sport. • You might want to explain to your friends that you need to take a bit of a break from a group chat. You could also mute the group chat for a little while.

Strategies to support educator guidance

NEW EMAIL: Why can't I look like that?	• The online world sometimes perpetuates a fixed idea of how we should look – remember that everyone is different and try to not compare yourself to others. • Remember that people on social media are only showing you what they want to show you which can be a snapshot of a seemingly 'perfect life' that is unrealistic. • Remember that developing fitness content is some online influencers' full-time job – they have more time to be able to adopt certain routines, so it's important you don't compare the time they spend on fitness with the time you're able to spend. • There is a benefit in keeping fit and healthy, but if you find this is dominating your thoughts, or you are adopting unhealthy behaviours, try to talk to a safe adult, or seek advice on nutrition from trusted and verified sources like the NHS. • Unfollow or mute any accounts that you feel are becoming detrimental to your wellbeing, and change your content preferences to try and avoid this content.

Strategies to support educator guidance

NEW EMAIL: Is this safe?	• The internet can allow you to connect with people who have similar interests to you, especially if you are struggling with this in person, but it's important to stay safe if you have these interactions – you have no guarantee that these people are who they say they are. • You should not give this person (or anyone in this online community) any personal information about you, send any pictures or videos of yourself, go live for them, or agree to meet up. • Pressure is not a healthy part of any friendship so this is a sign that you should stop talking to this person or seek further help from a safe adult. • For any online accounts like this, make sure you are not giving away any personal information, such as in your username or profile pictures, and remember that it's always safest to use a picture that doesn't show your face. • You could tell this person that you don't want to send any pictures or meet up, but it's safest to tell a safe adult about this. • Together, you can report this person to CEOP (a part of the police, whose job is to help keep young people safe online). • It's also safest to report and block this person on the game or app that you are talking to them on. • Reporting and blocking this person will mean you can continue to feel good about the benefits of the online community, whilst also reducing stress, as this will limit the individual's ability to message you further.

Strategies to support educator guidance

NEW EMAIL: Would this be helpful for me?	• It can be tempting to ask AI for advice if you think speaking to someone might be difficult for you, but it's important to remember that AI is just a type of technology and it doesn't have thoughts and feelings like a person does. • If you are feeling down, it is always best to speak with a safe adult that you know, such as a parent, carer or teacher – the conversation may be difficult, but they should not judge you, and they just want to help. • If you really don't feel able to talk to a safe adult you know yet, it is best to look for advice from trusted sources, such as the NHS, your GP, or Young Minds. • You can also speak to a professional from a dedicated organisation anonymously, such as Samaritans, Childline or The Mix. Some of these offer text services, which might feel easier than speaking directly to someone.

Strategies to support educator guidance

NEW EMAIL: Should I just keep it to myself?	• It's important to take action and get help in this situation, even if you're worried about getting in trouble. • Do not blame yourself – the person sending you these unkind and threatening messages is to blame. • Remember that the safe adults in our lives want to help us. • You should take screenshots or pictures of all the messages that this person has sent you. • You should report this person on the game, and block them, so they are unable to message you any further. • Talk to a safe adult about what has happened and how it's made you feel. • Threats of violence can be reported to the police – your safe adult could help you with this. • It's best to give your real age on this game from now on – the restrictions are in place to help keep you safe. • If playing this game stops being an enjoyable experience, it might be time to look for alternative games that are safer and more positive for your wellbeing.

Activity: Stop, start, continue

Suggested time:

10 minutes

Learning objective:

I can evaluate how my use of technology can impact myself and others, and I can seek out positive opportunities to make the most of technology.

Materials:

- **Stop, start, continue worksheet**

Suggested activity guidelines:

This activity allows learners to reflect on their use of technology and to make positive changes.

1. To start, ask learners to spend one minute thinking about the things that they do well to manage their use of technology.
2. Next, ask learners to spend one minute thinking about things that they could do differently or even stop doing.
3. Explain that learners are going to be setting some targets for themselves to help them make the most of technology whilst looking after their wellbeing.
4. Give each learner a copy of the **Stop, start, continue worksheet**. Explain the 3 sections of the worksheet and give learners 1-2 minutes on each section:
   - Things they would like to stop doing or seeing online
   - Things they would like to start doing and changes they will make
   - Things they will continue doing
5. Ask learners if they would like to share anything they are going to stop, start or continue.

Suggested ways to support and scaffold:

- Work through the **Stop, start, continue activity** together as a group and decide on the choices collaboratively.
- Provide learners with the **Stop, start, continue help sheet**, which has some questions to help them get started on their targets. To help generate ideas, groups can discuss the questions on the help sheet and write down their thoughts before filling out the **Stop, start, continue worksheet**.
- Provide learners with the **Stop, start, continue – pick 'n' mix**, which has statements that learners can use on their own plan or adapt for themselves. They could also use this sheet to highlight or underline which sentences they agree with.

Suggested ways to challenge and extend:

Ask learners to write out a Stop, start, continue plan for groups who can help keep children and young people safe online, such as:

- Parents and carers
- The government
- Streaming platforms
- Social media companies
- Gaming companies
- Teachers
- Online safety charities



Stop, start, continue worksheet

A plan to help you make the most of technology

Set yourself 3 goals for each section

Are there things that you would like to stop doing or seeing online?

Examples: *I will not play online games after 8pm,*
I will stop using my phone after 9pm.

1. .....

2. .....

3. .....

What changes would you like to make?

Examples: I will start using AI to review my work but not to write it, I will use timers to manage my time on devices.

1. .....

2. .....

3. .....

What will you continue to do?

Examples: I will keep watching positive content, I will continue to be kind to others.

1. .....

2. .....

3. .....

How will you stick to the plan?

Examples: *To stop me using my phone after 9pm, I will keep it downstairs overnight*

.....

.....

Stop, start, continue help sheet

STOP

- What online experiences upset you? Can you do something about this?
- Are any of your behaviours negatively impacting your relationships with others?
- Is your use of technology negatively impacting your sleep and rest?
- Are you doing things online that are not a good use of your time?

START

- Who can you talk to if technology is making you feel negative?
- How can you make your relationships online more healthy and respectful?
- How can you manage your time on devices better?
- How could you use technology to improve your education and to be creative?

CONTINUE

- How does your current use of technology help you and others?
- What healthy habits do you already have?
- How do you currently use technology to improve your learning?

How can technology impact your wellbeing?



Your emotions and relationships



Your physical health and rest



Your learning and skills

Stop, start, continue - pick ‘n’ mix’

STOP

- I will not play online games after 8pm
- I will stop using my phone after 9pm
- I will not watch violent videos
- I will stop looking at my phone before bed
- I will not share photos that might upset someone
- I will stop comparing myself with people I see online
- I will stop scrolling when I am bored

START

- I will use timers to manage my time on devices
- I will talk to someone if tech is making me feel down
- I will take a break if I feel I have been online too long
- I will be kind and respectful online
- I will turn off notifications for some of my apps
- I will find apps and websites that help me learn
- I will only use AI safely and responsibly

CONTINUE

- I will keep watching positive content
- I will continue to be kind to others
- I will continue to help others with technology
- I will still not use my phone after 9pm
- I will keep protecting my personal information
- I will keep myself safe when I am online
- I will keep using timers to manage my time on games

How can technology impact your wellbeing?



Your emotions and relationships



Your physical health and rest



Your learning and skills