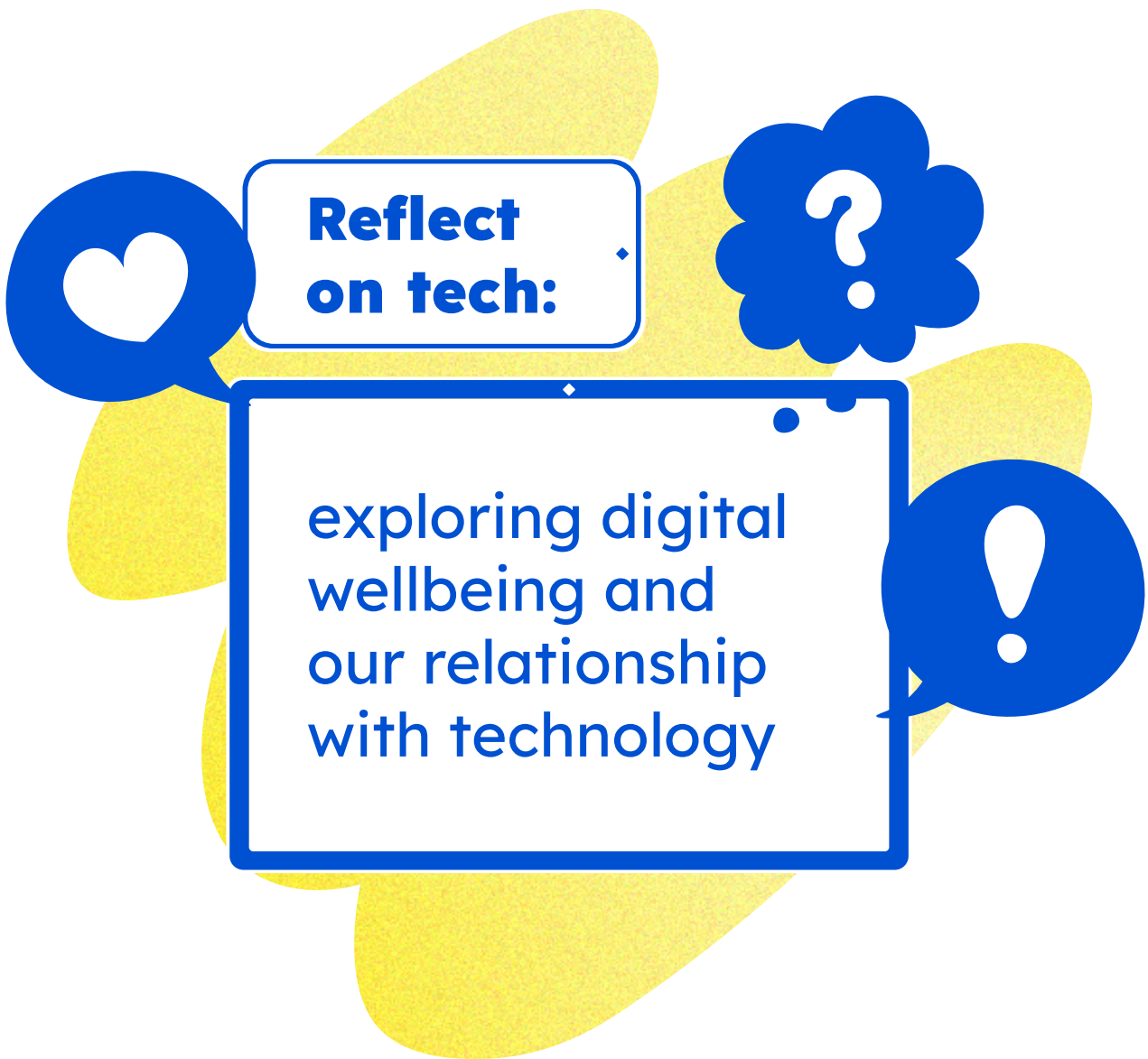
# Safer Internet Day 2027

UK Safer Internet Centre

nominet

**Resources for use with 3 to 7 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

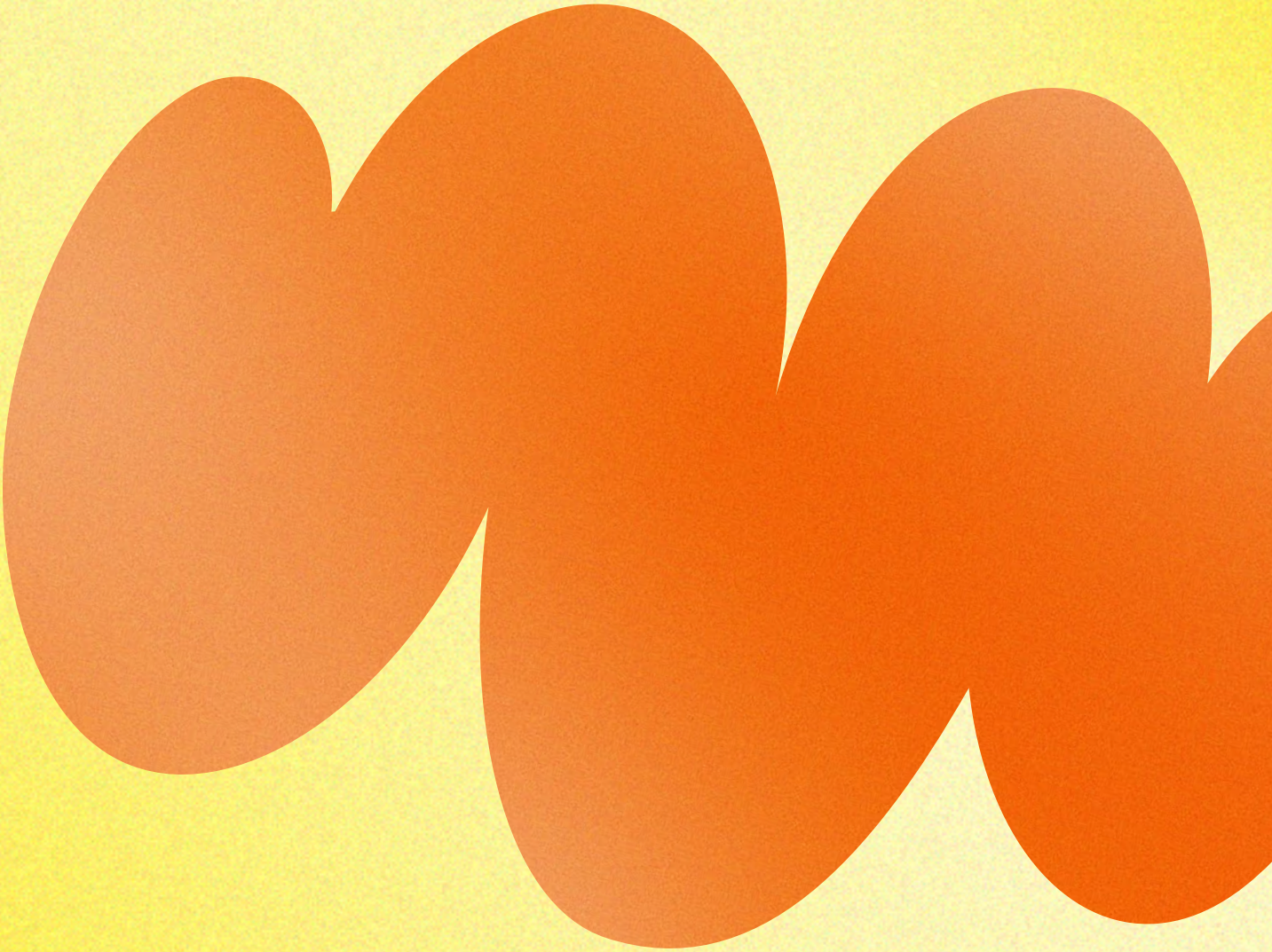
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# Using these resources

## 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: How we use technology

**Suggested time:**

20 minutes

## Learning objective:

I understand that different families will use technology in different ways.

## Materials:

- Accompanying slides for the **How we use technology activity** (slides 2 to 11)
- **How we use technology worksheet**

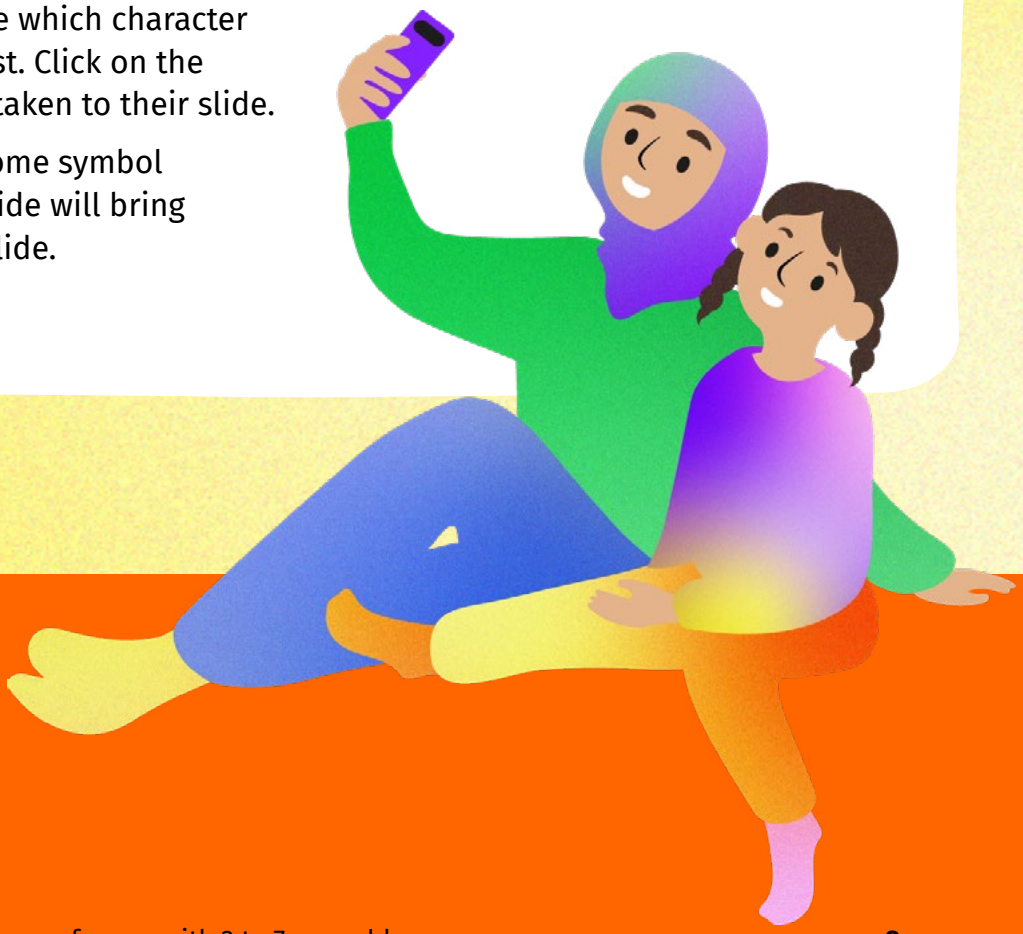
## Suggested activity guidelines:

This activity helps learners explore the different ways children and their families might use technology, and should be facilitated by an educator either one-to-one, in small groups, or in a larger group.

1. Show learners slide 3 and explain that you're going to be learning about how different families use technology. Ask them if they can give some examples of technology, and help them to think of answers such as tablets, laptops, phones, games consoles, televisions and smart speakers.

2. Ask learners to choose which character they'd like to meet first. Click on the characters face to be taken to their slide.

   N.B. clicking on the home symbol on each character's slide will bring you back to the first slide.



3. On each character's slide, read aloud the descriptor at the bottom. Encourage learners to describe what else they can see. Depending on the age and understanding of your learners, you could prompt further discussion with these or other follow-up questions:
    - What technology does this family have?
    - What do you think this family do with their technology? (e.g. play games, watch videos, learn new things or send emails)
    - When this family aren't using technology, what do you think they like to do instead?
    - Who is a safe adult who could help this child with technology?
    - Are there any ways this family uses technology in a similar way to your family?
    - Are there any ways that they use it differently?
4. After you have finished looking at each of the characters, return to the home slide and click the arrow in the bottom right-hand corner which will take you to slide 10.
5. Share the learning messages on slide 10 and, if appropriate, ask learners if they would like to share how they use technology at home or at school.
6. To finish this activity, you may choose to ask learners to complete the **How we use technology worksheet** to draw and write a sentence about their own technology use. Slide 11 introduces this task.

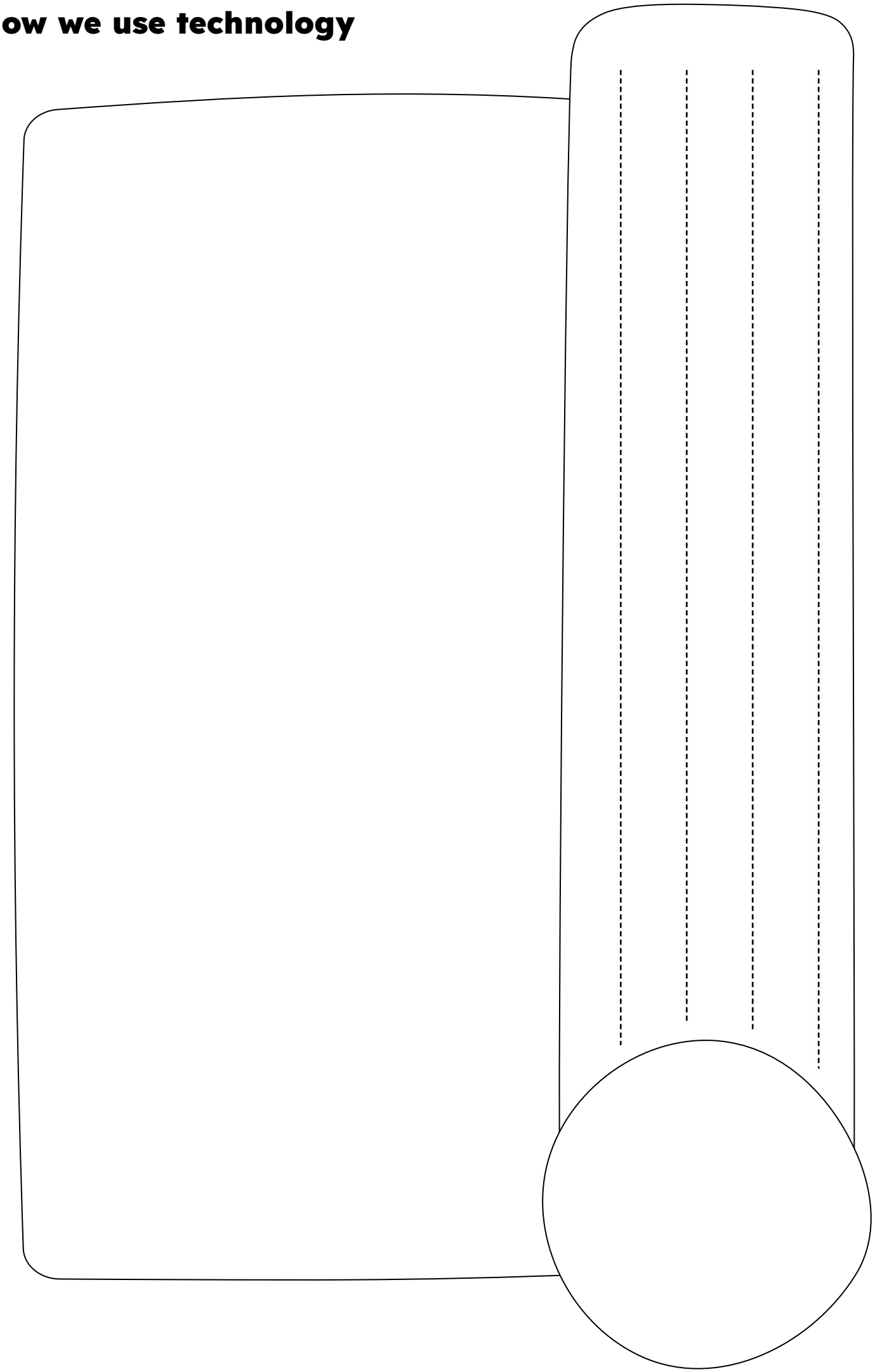
## Suggested ways to support and scaffold:

Remove the text provided for each character. On each slide, ask the learners to point to different objects, or encourage them to describe what they can see.

## Suggested ways to challenge and extend:

Display or provide learners with printed copies of the different characters' slides. Ask them to think about what rules each family might have to help them use technology safely. Learners could write these down, share verbally with an educator, or record them.

# How we use technology



# Activity: How can going online make me feel?

**Suggested time:**

20 minutes

## Learning objective:

I know how technology makes me feel and what to do if I need help.

## Materials:

Accompanying slides for the **How can going online make me feel? activity** (slides 12 to 25).

## Suggested activity guidelines:

This activity suggests ways learners can manage different emotions when they are online, and what to do if something online makes them feel worried, upset or uncomfortable.

1. Explain to learners that, if something online makes us feel worried, upset or uncomfortable, it is important to not ignore those feelings.
2. Use slide 13 to remind children of these feelings. Learners may want to do an action or expression to illustrate what this emotion means to them.
3. Use slide 14 to introduce learners to Gus. Ask learners if they use technology and what devices they like to use. Ask what their favourite activities are when they are online.
4. Use slide 15 to explain that when Gus uses his tablet, he can experience lots of different emotions. Explain to learners that they will see what Gus has been doing on his tablet, and their task is to think about how each example would make him feel.
5. Work through slides 16 to 22 with your learners. For each scenario, learners need to think about how this could make Gus feel. You could encourage learners to act out the different emotions. The list below provides some possible answers:
    a. Gus loses an online game – Gus might feel upset or angry.
    b. Gus plays a game with his friends online – Gus might feel happy to be playing respectfully with his friends.
    c. Gus gets a screen time warning – Gus might feel angry or confused.
    d. Someone messages Gus asking him where he goes to school – Gus might feel uncomfortable and unsure.

e. The internet cuts out during an important time in Gus's game – Gus might feel angry and frustrated.

f. One of the levels in Gus's game is spooky – Gus might feel scared.

g. Gus has a headache – Gus is feeling unwell, which could be because he has spent a lot of time online. He might also feel tired and sick.

6. Using slide 23, ask learners what they think they should do if something online makes them feel scared, upset or uncomfortable. Take some possible answers before moving to the next slide.

7. Using slide 24, explain that, whenever Gus feels scared, upset or uncomfortable when he is online, he always tells a safe adult. Use this opportunity to remind children of who their safe adults could be, such as a parent or carer or a teacher at school. Address any misconceptions, such as learners choosing a sibling or cousin.

## Suggested ways to support and scaffold:

For the different scenarios, learners can use the **Emotion cards** to show how Gus might be feeling.

## Suggested ways to challenge and extend:

Using slide 25, show learners some other ways we can regulate our emotions when we are online:

a. When Gus feels angry, he takes a break and calms down before using his device again. Explain that when we feel angry, we might make a mistake or say something we do not mean.

b. When Gus feels unwell, he puts his tablet away. Being online for a while can give us a headache, sore eyes or can even make us feel sick. Explain to learners that, if this happens, it's important to take a break and have some time away from a screen.

c. When Gus feels scared, he turns his tablet off or flips it over. Explain to learners that they don't need to continue looking at something if it is making them feel scared.

d. When Gus feels upset, he takes some deep breaths in and out to calm down. You may wish to practise this skill with your learners.

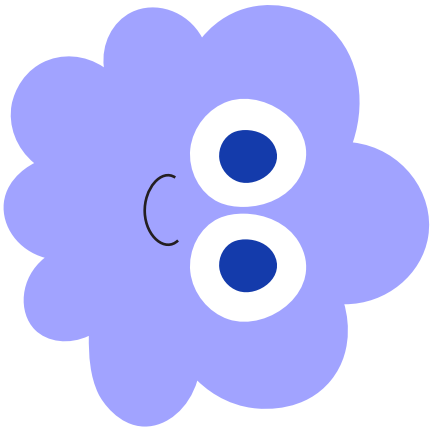
Then provide learners with the following scenario:

"Another player sends Gus an unkind message on the game he's playing"

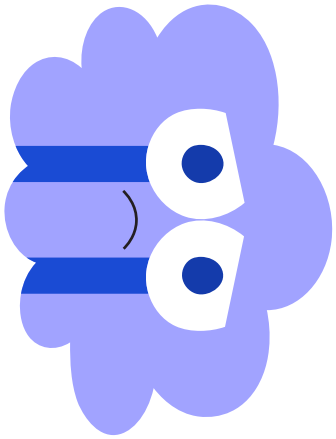
Using the **What should Gus do next? worksheet**, ask learners to draw or write what they think Gus should do in this situation. Ensure they include telling a safe adult, as well as a regulation technique.

# Emotion cards

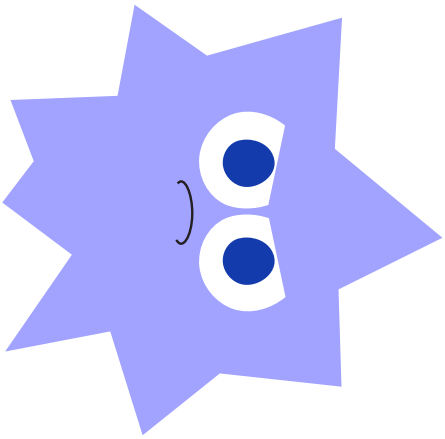
Happy



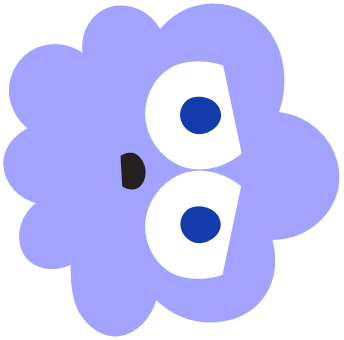
Sad



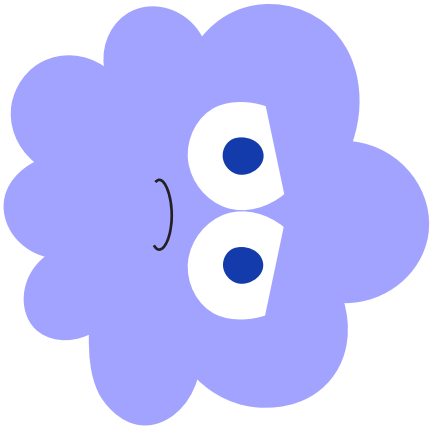
Angry



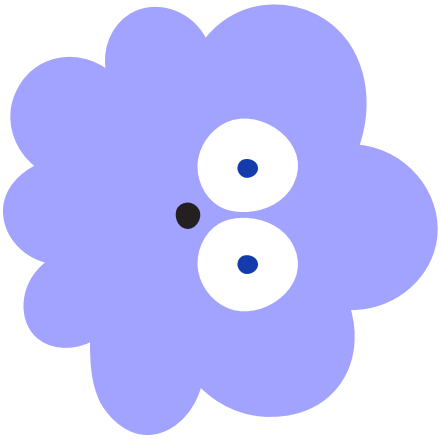
Scared



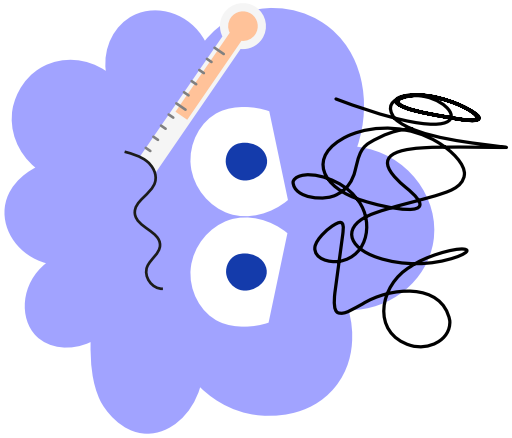
Unsure



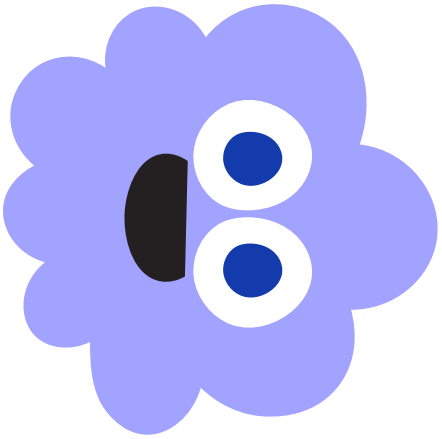
Shocked



Sick

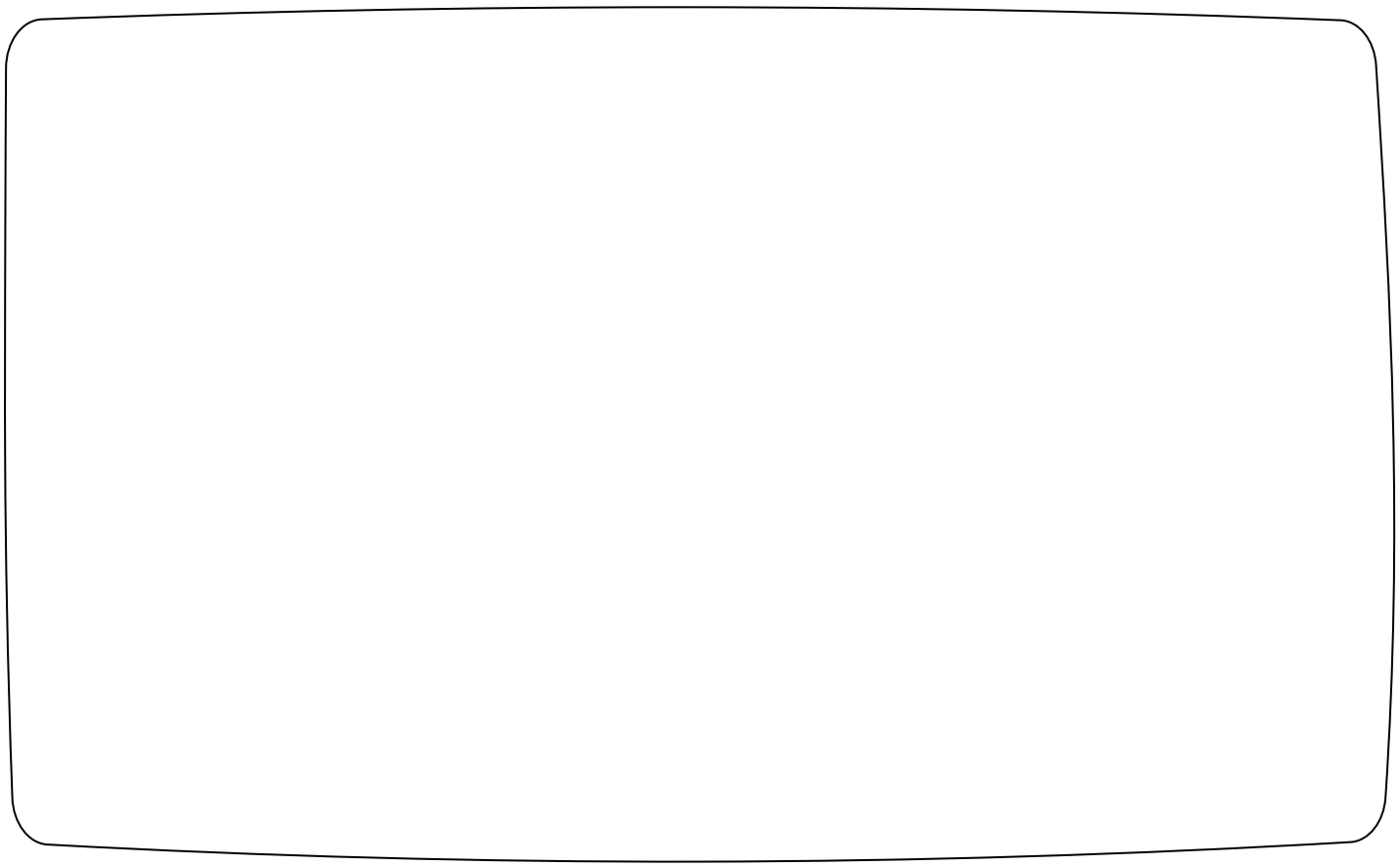


Excited



# What should Gus do next? worksheet

Another player sends Gus an unkind message in the game.



Gus should...

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# Activity: Help Gracko out!

**Suggested time:**

15 minutes

## Learning objective:

I can explain how to use technology in a healthy way.

## Materials:

- Accompanying slides for the **Help Gracko out! activity** (slides 26 to 35)
- **Gracko colouring sheet** (optional)

## Suggested activity guidelines:

This activity explores some different strategies learners can use to keep their technology use balanced and healthy.

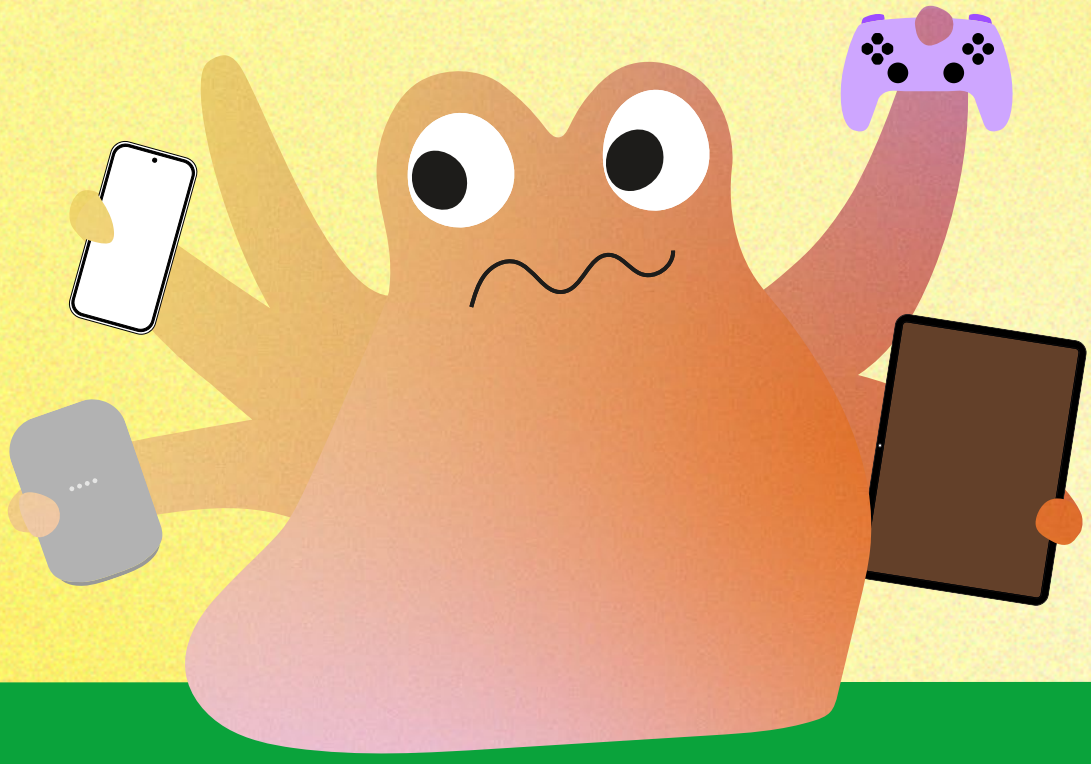
1. Display slide 27 and introduce learners to Gracko. Explain to them that Gracko is an alien who has landed on our world and has found lots of technology, but she doesn't know how to use it. You can explain that she needs our help to use technology in a healthy and balanced way.
2. Work through slides 28 to 33 which display different situations that Gracko needs help with. For each situation, learners will decide what advice Gracko needs to help her.
3. Display slide 34 to ask if there's any rules they can think of for Gracko to keep her happy and safe when she goes on devices. These could be from the advice they gave before or other ideas they have.
4. Display slide 35 to see a thank you from Gracko and explain that their advice means that Gracko can feel happy and safe using technology, and that that is how we should all feel when we use technology. There is an opportunity for learners to then reflect on what advice they will use from the ideas they thought of for Gracko.

## Suggested ways to support and scaffold:

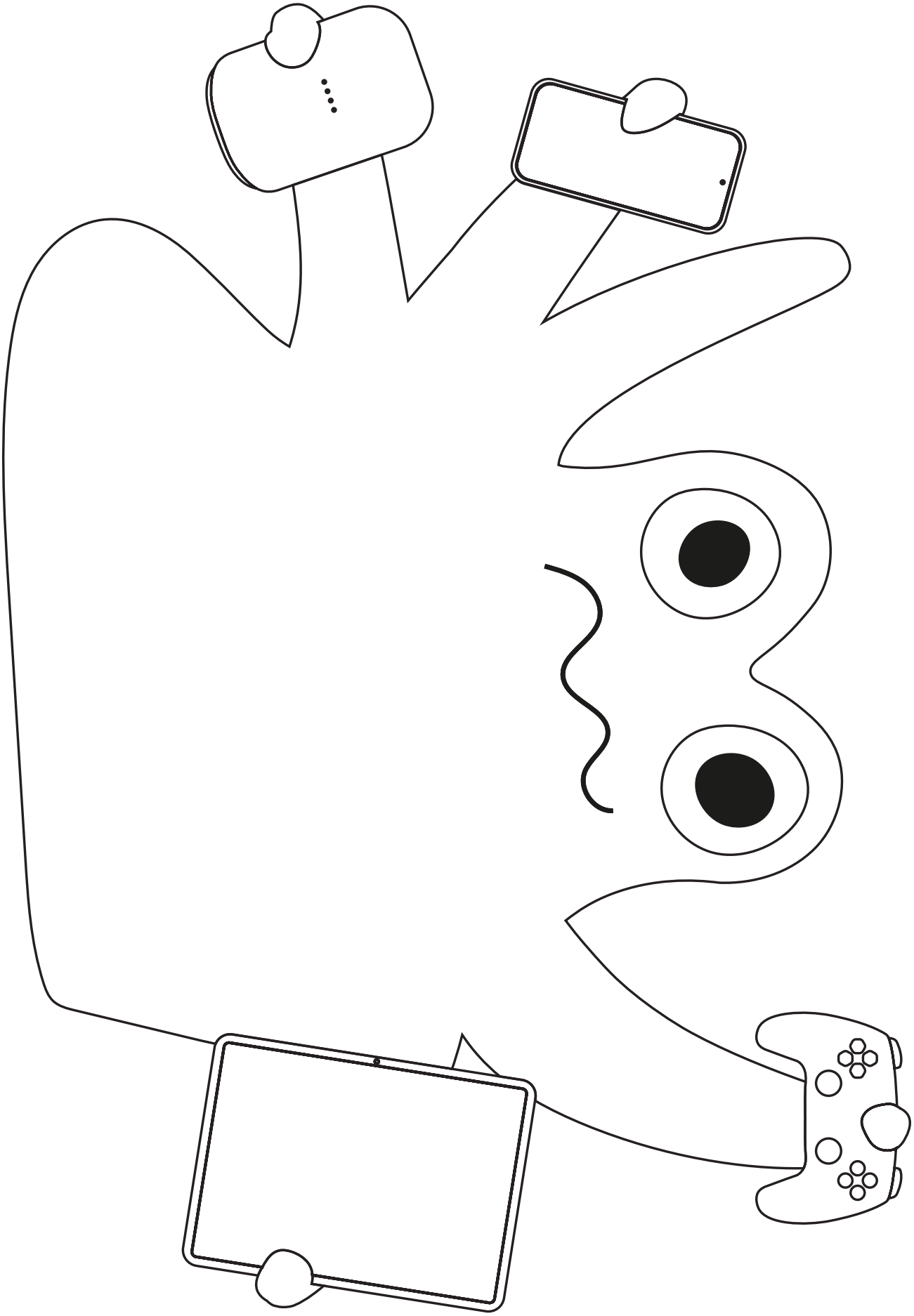
- Suggest silly advice for each situation that they can improve, such as “Gracko should only go on her device when she should be asleep” or “Gracko should never play with anything except her tablet”. This will provide learners with an opportunity to fix your advice and give them a hint towards the correct advice.
- Use the **Help Gracko out vocabulary cards** to pre-teach learners before the session, to introduce them to some of the key words that will be used.

## Suggested ways to challenge and extend:

Provide learners with the **My advice for Gracko worksheet**, where they can write or draw the rules they thought of during the story, or come up with their own rules for Gracko.



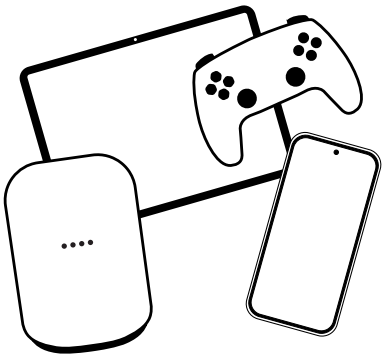
# Gracko colouring sheet



# Help Gracko out vocabulary cards



Gracko



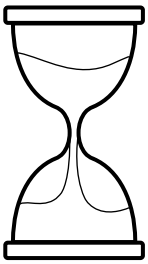
technology



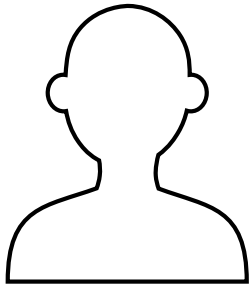
tablet



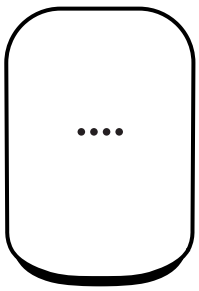
tired



break



safe adult



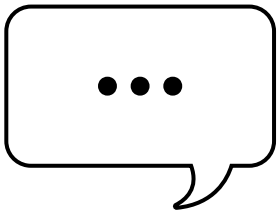
voice assistant



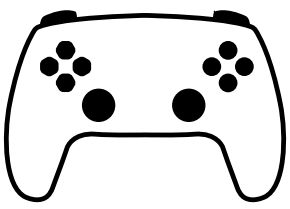
upset



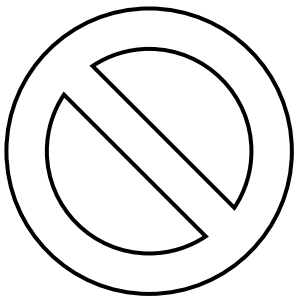
worried



message



game



block

# My advice for Gracko worksheet

Draw or write how Gracko can use technology in a healthy way

