Safer Internet Day 2027

UK Safer Internet Centre

nominet

Resources for use with 7 to 11 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 did Franco feel?

Suggested time:

20 minutes

Learning objective:

I can describe ways technology can affect mental wellbeing, both positively and negatively.

Materials:

- Accompanying slides for the **How did Franco feel? activity** (slides 2 to 5)
- **Franco's week online worksheet**

Suggested activity guidelines:

This activity introduces learners to a range of emotions they might feel when they use technology and encourages them to identify how different situations could make someone feel positively or negatively.

1. Show slide 3 and ask learners how someone might feel when they go online. Click again to reveal a selection of different emotions and read them through together. Ask learners if there are any they aren't sure of so that you can explain.
2. Explain to learners that you will be using these emotions to help you decide how someone might be feeling when they go online. You could provide learners with printed copies of the emotions list on slide 3 to remind them of the different emotions they could choose from during the task.
3. Introduce learners to Franco on slide 4 and explain that they are going to decide what emotion he felt in different situations that happened throughout his week.
4. Provide each learner with the **Franco's week online worksheet**. For each scenario, they need to draw on his face the emotion they think he felt and write the emotion in the thought bubble.
5. Come back together to discuss what emotions they thought of. Ask learners who Franco could talk to if he was struggling with negative emotions when using technology and remind them that a safe adult is always the best person to talk to.

Suggested ways to support and scaffold:

Provide learners with printed copies of the simplified emotions list on slide 5. You can edit this to remove words they aren't familiar with or add ones they are more familiar with.

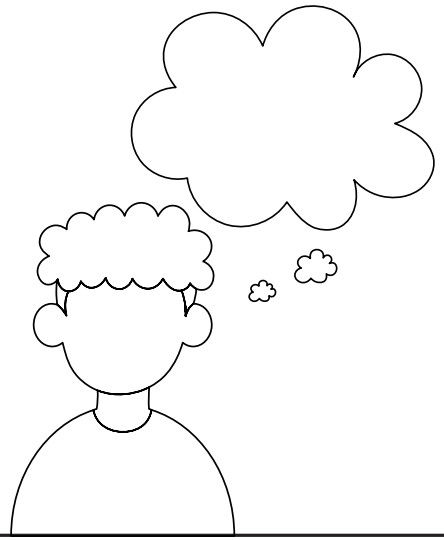
Suggested ways to challenge and extend:

- For each scenario, ask learners to further explain why Franco felt the emotion they've chosen. They could explain this verbally or annotate each scenario with their reason.
- Ask learners to choose one of the scenarios that Franco felt negatively in and create a comic strip showing what happened, and what Franco could do next to feel better.
- Referring to the negative scenarios, learners can write what they think Franco should do next to help himself feel better.

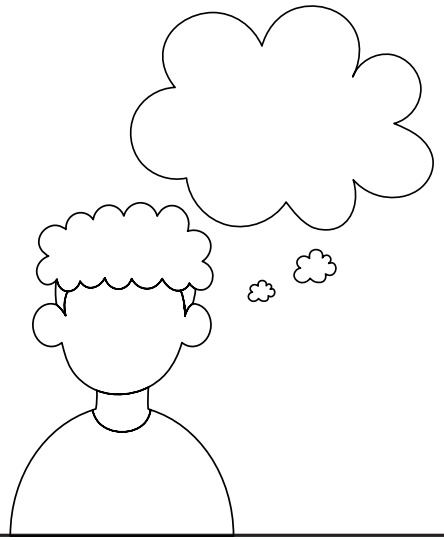


Franco's week online worksheet

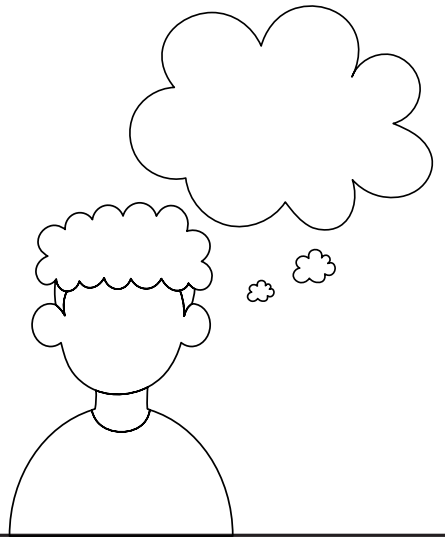
Franco spent hours making a new base in his game. Another player destroyed it while he was having dinner.



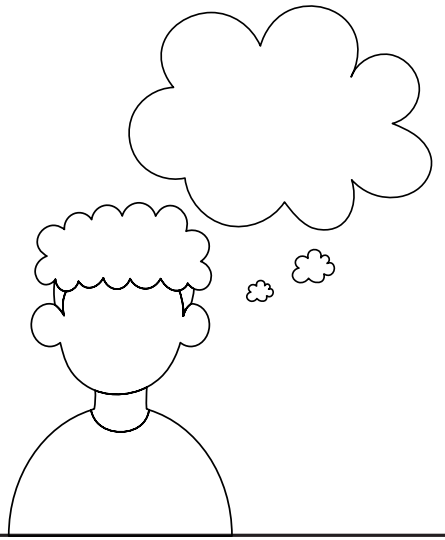
Franco was watching a video showing someone baking. It was a new recipe he wanted to try.



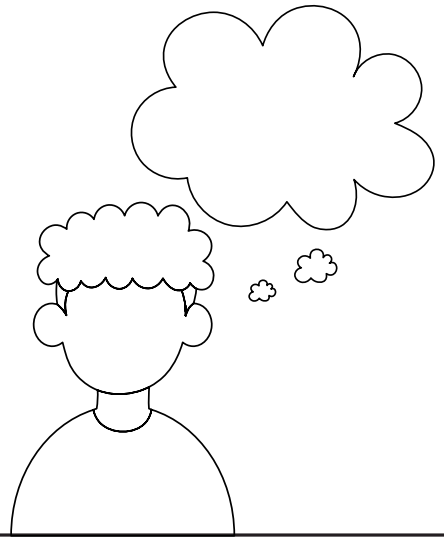
Franco's parents put some new restrictions on his device so he can't go on his game for as long as he used to.



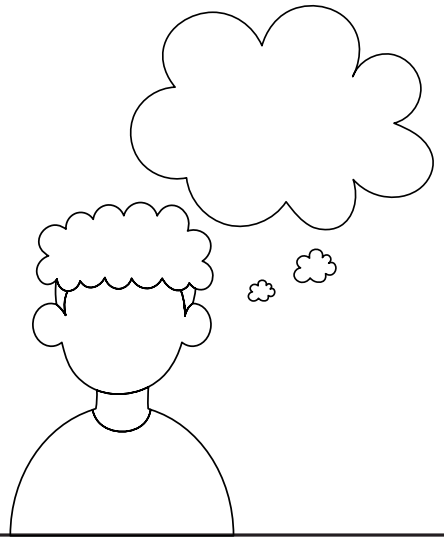
Franco saw a news story about an earthquake that happened.



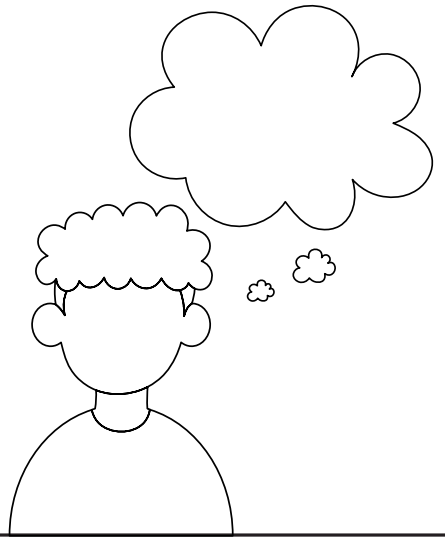
Franco and his friends were making jokes about each other in a chat. Franco sent one that upset his friend.



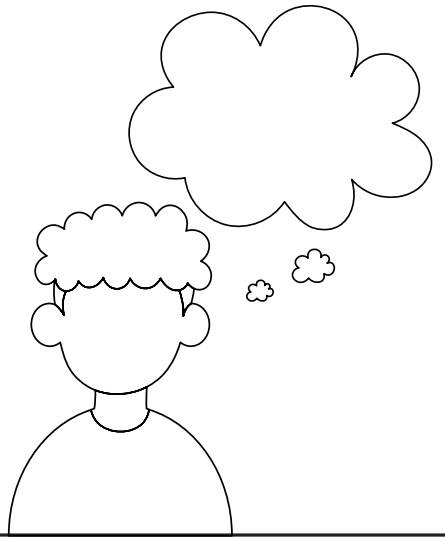
Franco's friend recorded a video of him where he is doing a silly dance. Franco didn't realise it would be recorded.



Franco and his brother video called their cousin who lives far away. They had funny conversations.



Franco made a creative picture on a drawing app. He spent lots of time perfecting it.



Activity: Responding to online pressures

Suggested time:

20 to 30 minutes

Learning objective:

I can recognise when I am feeling pressure online and know what to do if I feel like this.

Materials:

- Accompanying slides for the **Responding to online pressures activity** (slides 6 to 24)
- **Responding to online pressures educator guidance**

Suggested activity guidelines:

This activity encourages learners to identify different types of online pressures in a range of scenarios and think about what to do if these pressures are experienced.

1. Use slides 7 to 9 to introduce the idea of pressure and how we can feel under pressure to do something when using technology or going online.
2. Display slide 10 and explain to learners that they will now be looking at some examples of pressures that people their age might feel when online and using technology.
3. Using slides 11 to 23, work through each scenario together, asking learners to discuss and identify what the young person might feel pressured to do. Some pressures might have multiple interpretations. You can use the **Responding to online pressures educator guidance** to help with these conversations. The guidance includes additional discussion points that you might want to explore. You can move, adapt and delete slides to make them accessible for your learners. Slides 18 to 23 are more likely to suit older learners aged 9-11. Alternatively, you can divide learners into small groups and give each group different printed scenarios to discuss.

   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.
4. Use slide 24 to give learners some reminders about online pressures and some tips about what they can do if they experience pressure online.

Suggested ways to support and scaffold:

Give learners printed copies of the **Online pressures worksheet**. The second half of the examples are more challenging, or more suitable for older learners. Learners will be completing the sentence starters for each scenario, either verbally or by writing them down. Learners can complete these independently, in pairs or in small groups. Alternatively, you might want to cut the worksheet up and give different learners or groups different scenarios to look at.

Suggested ways to challenge and extend:

Ask learners to write some advice for the young people in the scenarios, giving them some top tips about what they could do next and how they could help themselves in these situations.



Responding to online pressures educator guidance

Online pressures	What might this young person feel pressured to do?
Amber sees an advert for a new toy that looks amazing and has enough birthday money to buy it.	Amber might feel pressured to buy the RoboSloth toy. There is a lot of pressure to buy the toy straight away because there is a special offer that ends soon and there are only 2 left. The time limit on the offer and saying that only 2 are left in stock might not be real.
Ash is about to go to bed and sees this. Ash has school tomorrow.	Ash might feel pressured to play the game with his friends. The notification from the game and DJ's message are pressuring Ash to play a game on a school night when he should be getting ready for bed.
Roksana is learning the capital cities of the world.	Roksana might feel pressured to learn more capital cities and get a better score. This can be a fun way to learn.
Marco is tired but really wants to know what happens next.	Marco might feel pressured to watch the next episode, even though he is tired. It might affect his sleep and make him extra tired the next day.
Ben receives these messages after losing in a team game.	Ben might feel pressured to get better at the game and to spend money to do so. This pressure on Ben is unkind. This is online bullying and should not happen.

Responding to online pressures educator guidance

Online pressures	What might this young person feel pressured to do?
A very good player tells Tiana how to get game currency for FREE.	There are three key pressures here: • to get game currency • to click a link • to give away personal information The player is sharing a link, and this could be a virus or inappropriate. The player also tells Tiana not to worry about sharing her username and password. This looks like a scam to get passwords and access people's accounts.
Minsa gets these messages from someone online who she doesn't know.	Minsa might feel pressured to share personal information and meet up. The online friend should not ask Minsa to share personal information. Meeting up with an online friend is not safe. Minsa should tell a safe adult straight away then block and report the account.

Responding to online pressures educator guidance

Online pressures	What might this young person feel pressured to do?
Recommended for ages 9-11	
Rose sees this advert.	Rose might feel bad about her appearance, and she might feel pressured to have perfect skin and buy the product. It is not really possible to have 'perfect' skin. The advert is pressuring her to buy something that she does not need and it can lead to her feeling self-conscious.
Tunde is 10 years old. His best friends are telling him to download a new game. It looks violent and is a 16 rated game.	Tunde might feel pressured to download a 16 rated game that looks violent. He might feel left out if he doesn't download the game like his friends have. The game has been reviewed and given a 16 age rating for violent content. Tunde is 10 and it is best to follow the age ratings, to avoid seeing inappropriate content.
Millie can see that there are lots of messages on a group chat.	Millie might feel pressured to get involved in the group chat. She might feel like she has to reply to the messages. Her friends are having fun and want Millie to be involved. One of her friends sees she is online and asks if she is okay. Millie's friends might make her feel like she has to reply straight away, even if the friends don't mean to.

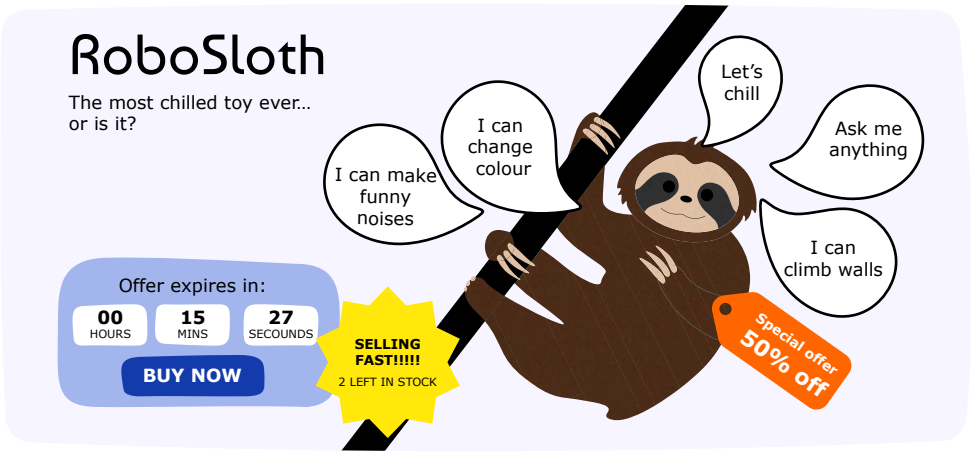
Responding to online pressures educator guidance

Online pressures	What might this young person feel pressured to do?
Recommended for ages 9-11	
Theo's friendship group are all messaging each other with funny photo stickers.	Theo might feel pressured to also send funny photo stickers, and he might feel like he has to join in with everyone else. The stickers could be a fun way for Theo and his friends to interact online. However, if people are using the stickers in an unkind way, this might make Theo feel uncomfortable. Some people might feel left out if they don't have the right app or device to join in. Theo might also not feel comfortable taking and sharing pictures in the chat.
Brock has lost 1st place on the Maths game leaderboard!	Brock might feel pressured to get back on the game and to get up the leaderboard. It might make him feel like he's not as good at the game as he used to be. This pressure could be motivational for Theo. However, the leaderboard could also make Theo feel anxious or disappointed to lose 1st place. If Theo does not have as much time to play as the others, it may feel unfair and frustrating.

Responding to online pressures educator guidance

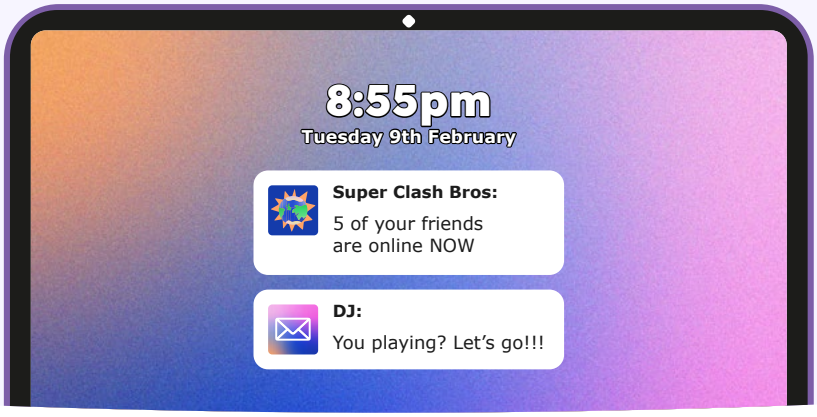
Online pressures	What might this young person feel pressured to do?
Recommended for ages 9-11	
Amelia notices that her life is very different to the people she sees online.	There are lots of pressures here, including: • to be successful • to look a certain way • to have nice holidays • to do amazing things • to be fit and strong Some online content might motivate or teach people things, or it might make them feel inspired. However, some online content might make people feel that they need to constantly do more or that they are not as good as other people. If online content makes someone compare themselves with others they see online, this could make them feel bad about themselves.

Online pressures worksheet



Amber sees an advert for a new toy that looks amazing and has enough birthday money to buy it.

This advert might make Amber want to...



Ash is ready to go to sleep. He sees that his friends are about to start playing a game.

Even though he's tired, Ash might feel like he has to...



Roksana is learning the capital cities of the World on a game. She scored 15 out of 20 and the game is asking her if she wants to try again.

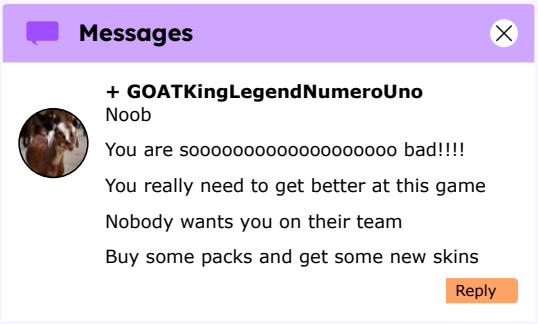
15/20 is a great score, but Roksana might feel like she has to...



Marco is tired but really wants to know what happens next. The next episode is going to play in 10 seconds.

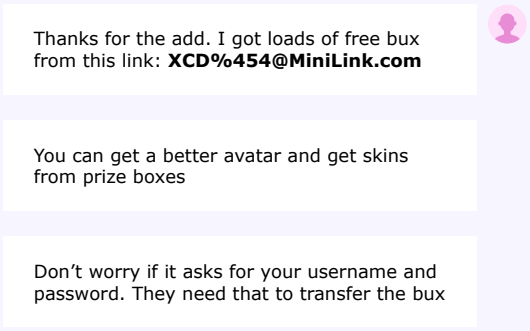
Marco is feeling tired so he should...

Online pressures worksheet



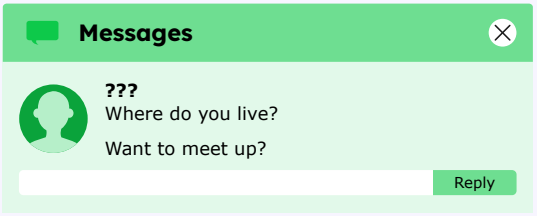
Ben receives these messages after losing in a team game.

These messages might make Ben feel...



A very good player tells Tiana how to get game currency for FREE. The player suggests it is okay for Tiana to share her username and password.

Tiana shouldn't trust these messages because...



Minsa gets these messages from someone online who she doesn't know, asking where she lives and to meet up.

Minsa shouldn't give this information and shouldn't agree to meet up. Instead, she should...

Online pressures worksheet For more of a challenge...



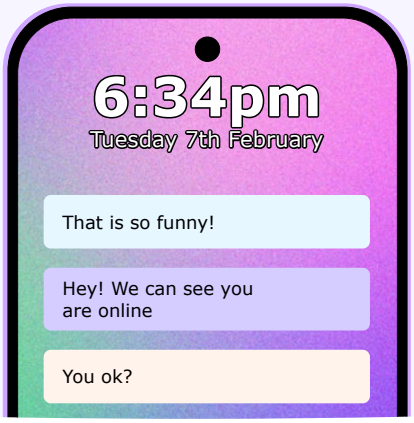
Rose sees this advert about having perfect skin.

This advert might make Rose feel...



Tunde is 10 years old. His best friends are putting him under pressure to download a new game. The game looks violent and has a 16 age rating.

Tunde shouldn't download the game because...



Millie can see that there are lots of messages on a group chat. Her friends can see that she is online.

Millie might feel good about these messages because...

Millie might feel bad about these messages because...

Online pressures worksheet For more of a challenge...



Theo's friendship group are all messaging each other with funny photo stickers of themselves.

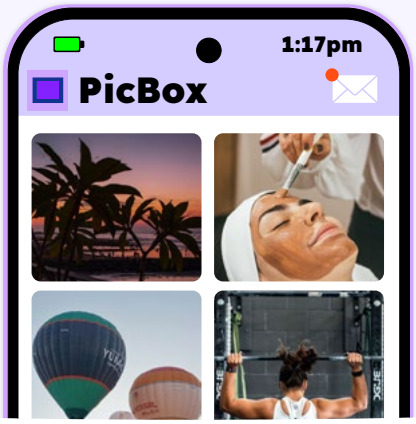
Theo might not want to post a photo sticker of himself because...

1. Jude	185	↑
2. Jo	170	↑
3. Mahmood	165	↑
4. Veronica	140	↑
5. YOU	135	↓
6. Leo	120	↓

Brock has lost 1st place on the Maths game leaderboard!

Losing 1st place on the leaderboard might make Brock feel...

Losing 1st place on the leaderboard might make Brock want to...



Amelia notices that her life is very different to the people she sees online.

Seeing posts like this online might make Amelia feel...

These posts might make Amelia want to...

Activity: My healthy relationship with technology

Suggested time:

30 minutes

Learning objective:

I can reflect on my own relationship with technology and identify strategies to protect my mental and physical wellbeing.

Materials:

- Accompanying slides for the **My healthy relationship with technology activity** (slides 25 to 34)
- Printed copies of slide 32 and 33
- Scissors
- Glue

Suggested activity guidelines:

This activity helps learners understand the different techniques we can use to help make sure that our time online is positive. .

1. Using slide 26, explain that technology can make us feel a variety of different emotions, and everybody has different strategies to manage their emotions. We are all different, and what works for one person may not work for somebody else.
2. Using slides 27 to 30, go through the different emotions that someone might feel when online. For each example, ask learners to discuss what strategies they could use to help in that situation, and share their ideas. Click to reveal possible answers for each scenario. Emphasise to learners that they can always talk to a safe adult if they are ever feeling negative online, and that it's not their fault if they feel this way.
3. On slide 31, introduce learners to Techno, who is a video game character. Techno has a lot of accessories to choose from, and each accessory is a technique we can use when we are online to help us have a positive experience.
4. Explain to learners they will be looking at Techno's accessories and the different techniques they offer. They need to select the techniques they consider to be the most useful for their individual online experiences and use these to build Techno a new outfit.

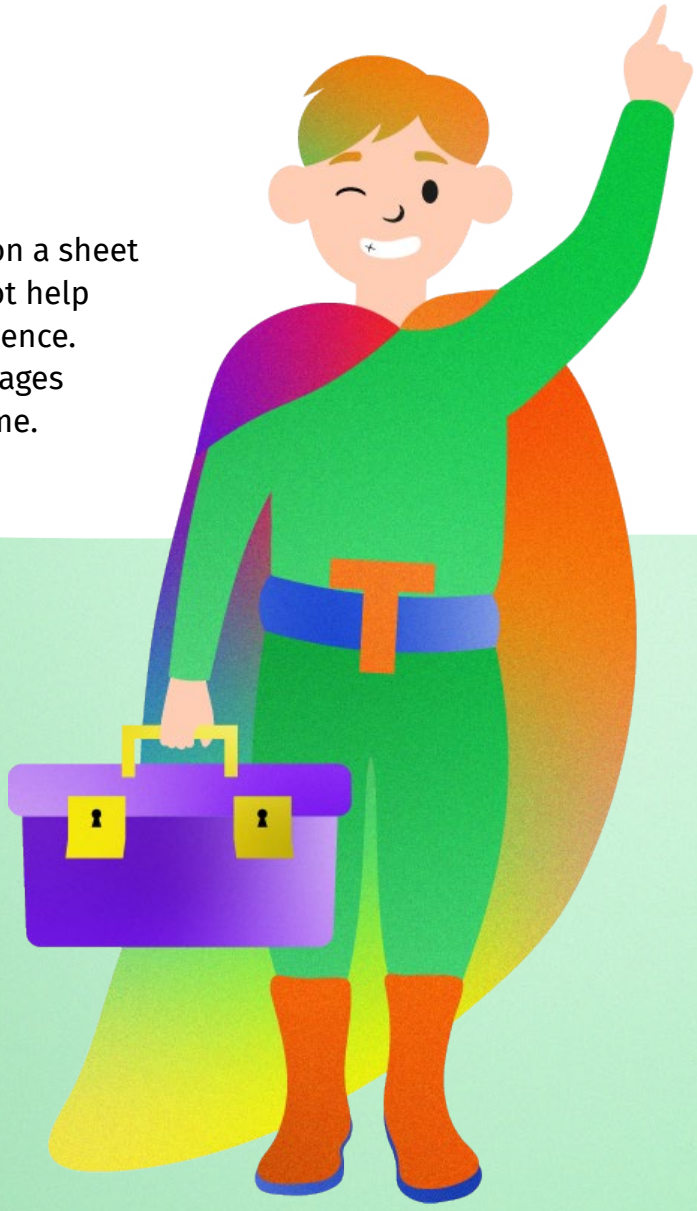
5. Give each learner printed copies of slides 32 and 33. Learners will cut out the accessories they would like to use and then stick these onto Techno. If they would like to use multiple accessories, they can cut out the extra ones and stick them onto Techno's toolbox.
6. Once learners have completed Techno's outfit, they can show their worksheet to a partner, explain why they made their choices, and what they will use to help them feel positive when they are online.

Suggested ways to support and scaffold:

Use the **My healthy relationship with technology worksheet** to provide learners with a simplified version of the main activity. Learners can colour in the techniques they want to use in green, then the techniques they think are unhelpful in red. There is also space for them to write who their safe adult would be.

Suggested ways to challenge and extend:

- Learners can use printed copies of slide 34 to fill in the blank accessories with their own ideas.
- Learners can write a separate list on a sheet of paper of anything that would not help them have a positive online experience. For example, sending unkind messages to my friends when they lose a game.



My healthy relationship with technology worksheet

If I feel sad online, I will talk to

If I feel uncomfortable online, I will...

Use block and report tools

Keep it to myself

Tell a safe adult

If using technology is making me feel unwell, I will...

Take a break

Tell a safe adult

Carry on using it

