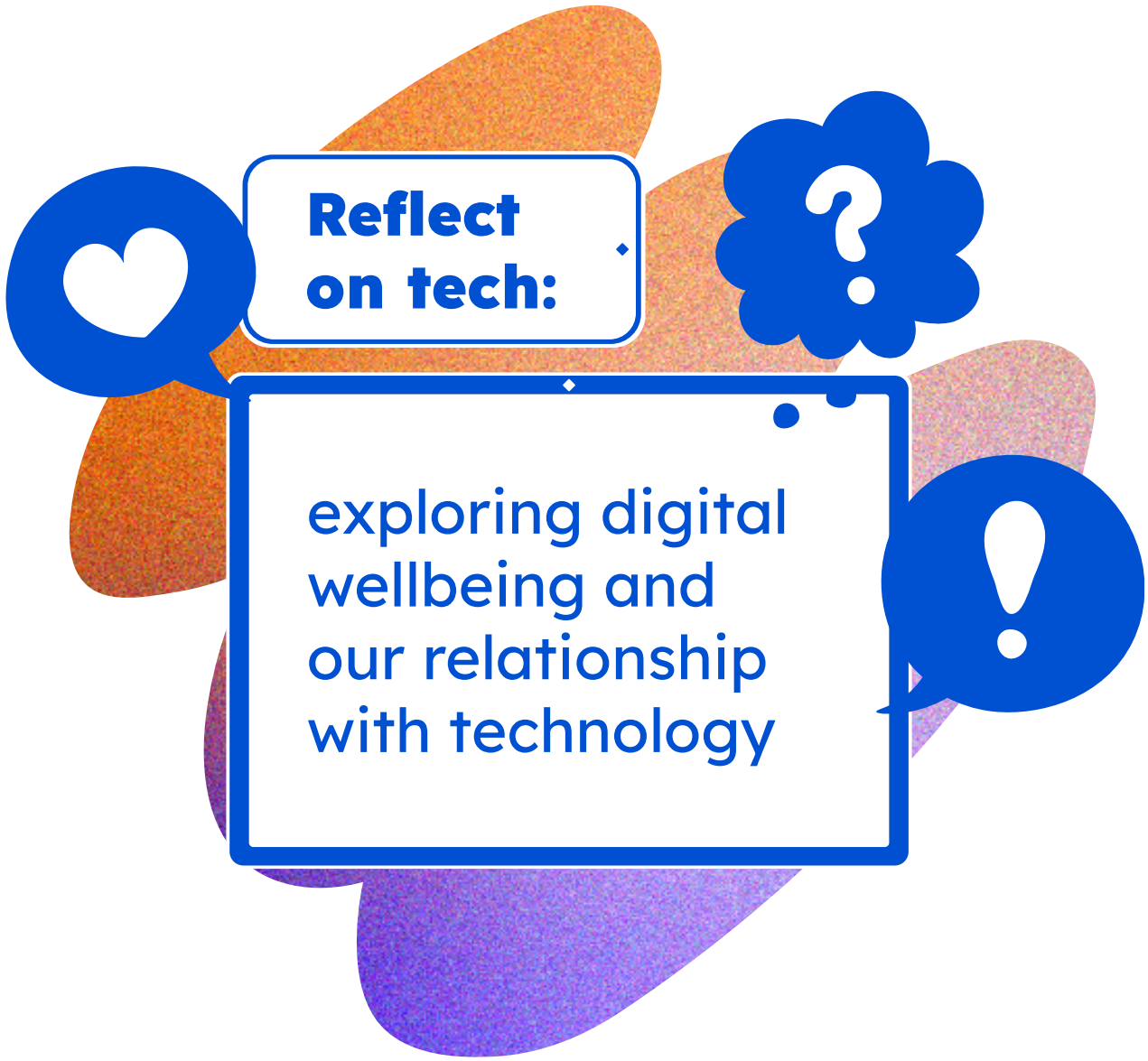
Safer Internet Day 2027

UK Safer Internet Centre

nominet

Supporting young people with special educational and additional learning needs



Supporting young people with special educational and additional learning needs

We know that not every young person is the same, and that special educational and additional learning needs can make children more vulnerable to online harm.

Some young people with special educational and additional learning needs may find talking to people or making friends in person more difficult, and may be more trusting of people online who they do not know. Some may struggle to distinguish between what is real and what is not online, and struggle to identify online risks and dangers. And some may struggle to communicate how going online is making them feel.

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.

This document includes summaries of the scaffold and support activities across all the age ranges, including what topic is being covered and the style of the activity, so that you can choose the most appropriate and accessible activities for your learners.

It also includes the **Coping with change** activity, an activity designed to support 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. One example of this could be the incoming social media ban for under 16s. We know that technology and the internet play an important role in the lives of some young people with special educational and additional learning needs, and some may be feeling worried and anxious about what these new restrictions will mean for them.

Activities designed for learners aged 3-7

N.B. The summaries below focus on the suggested ways to support and scaffold each activity.

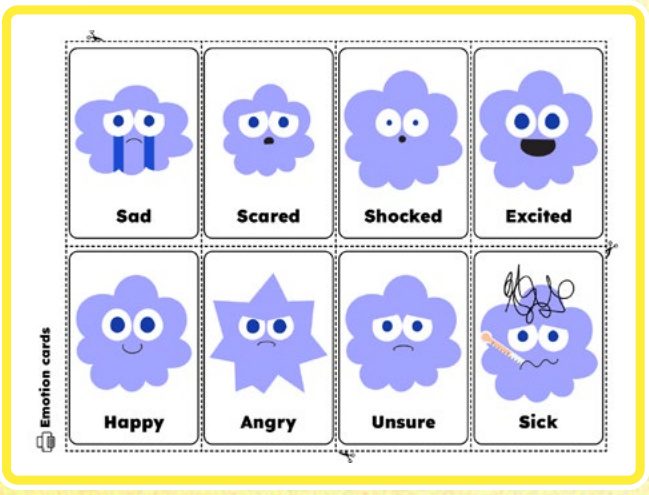
Activity 1 **How we use technology**	This activity helps learners explore the different ways children and their families might use technology. The accompanying slides include different characters and visuals of how their family uses technology in their household. You may want to delete the text on the slides and ask the learners to point to different objects, or encourage them to describe what they can see.
Activity 2 **How can going online make me feel?**	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. The accompanying slides show a character called Gus experiencing different things online and encourages learners to think about how the character feels for each one. When deciding how the character feels, learners can use the provided **Emotion cards** to give their answers.

Activities designed for learners aged 3-7

Activity 3 **Help Gracko out!**	This activity explores some different strategies learners can use to keep their technology use balanced and healthy. The accompanying slides show an alien called Gracko who is discovering technology for the first time but she doesn't know how to use it properly. For each difficult situation that Gracko experiencesw, learners are encouraged to offer advice that would help her. You might want to suggest silly advice for each situation that they can improve, such as "Gracko should only go on her device when she should be asleep," allowing learners to correct the advice. You can also pre-teach learners key vocabulary before reading through the slides together using the **Help Gracko out vocabulary cards**.

Just have time for one activity?

Use the suggested support and scaffold idea for **Activity 2 – How can going online make us feel?**



Activities designed for learners aged 7-11

N.B. The summaries below focus on the suggested ways to support and scaffold each activity.

Activity 1 **How did Franco feel?**	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 Using the **Franco's week online worksheet**, learners can draw on Franco's face and write in the thought bubble what emotion they think he's feeling in that situation To help decide what emotions Franco is feeling, learners can pick from the simplified emotion list on slide 5 in the accompanying slides.
Activity 2 **Responding to online pressures**	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. Using the **Online pressures worksheet**, learners should complete the sentence starters for each scenario, either verbally or by writing them down. You might want to cut the worksheet up and give different learners or groups different scenarios to look at. The second half of the examples are more challenging, or more suitable for older learners.

Activities designed for learners aged 7-11

Activity 3 **My healthy relationship with technology**	This activity helps learners understand the different techniques we can use to help make sure that our time online is positive. Using the **My healthy relationship with technology worksheet**, 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.

Just have time for one activity?

Use the suggested support and scaffold idea for **Activity 2 – How can going online make us feel?**



Activities designed for learners aged 11-14

N.B. The summaries below focus on the suggested ways to support and scaffold each activity.

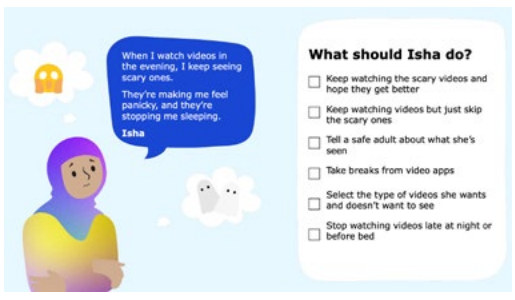
Activity 1 **Influence and wellbeing**	This activity encourages learners to consider how different online content can influence people, including their thoughts, feelings and behaviours. Using the **Online content and my wellbeing worksheet**, learners can discuss or write a sentence about how each online post might make someone feel. An emotions word bank is provided at the bottom of the worksheet.
Activity 2 **Strategies to support**	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. Use the simplified scenarios on slides 28 to 33 in the accompanying slides, either by displaying on a screen, or by printing them and working with small groups. For each scenario, learners should choose what the character should do from the provided options. If you want to challenge learners, you might want to delete the provided options so they can try to think more independently.

Activities designed for learners aged 11-14

Activity 3 **Stop, start, continue**	This activity allows learners to reflect on their use of technology and to make positive changes. Learners are encouraged to set targets for themselves, to help them make the most of technology whilst looking after their wellbeing. They should decide: • 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 You may want to work through the activity as a group and decide on the choices collaboratively. To help generate ideas, you could provide learners with the **Stop, start, continue help sheet**, which has some questions to help individuals get started on their targets. Learners could also choose from the options provided on the **Stop, start, continue – pick 'n' mix**.

Just have time for one activity?

Use the suggested support and scaffold idea for **Activity 2 - Strategies to support**



Activities designed for learners aged 14-18

N.B. The summaries below focus on the suggested ways to support and scaffold each activity.

Activity 1 **Wellbeing impacts and strategies**	This activity encourages learners to assess the positive and negative aspects of different parts of technology and being online, and allows learners to identify personal strategies they can use to try to improve their interactions with these. Learners are encouraged to discuss the benefits and difficulties of a range of online topics, including social media, gaming and online information. They can also explore this with a particular interest of theirs if they want, such as a specific app or game. You may want to just focus on one topic together and discuss the benefits and difficulties together. You could also use the simplified questions provided on slides 7 and 8 in the accompanying slides (What do you like about it? What don't you like about it?).
Activity 2 **Tech timeline**	This activity encourages learners to think about their life online so far, reflecting on when they started to use different types of technology, apps or services, when their use of these increased or decreased, and how this might change in the future as they get older. Using the **Tech timeline worksheet**, learners can identify the different ages they first started using different types of technology and online services. The worksheet also includes some questions to help learners think about how their use of technology and the internet might change as they get older.

Activities designed for learners aged 14-18

Activity 3 **Lay down the law**	This activity asks learners to take on the role of lawmakers, to decide how online services should be governed based on their impact on society. Learners can use the double-sided **Should under 16s have social media? worksheet** to explore why some governments are restricting social media for children and young people. Use the first side to support discussion or ask learners to colour code or underline the different opinions about social media. Use the second side to help learners share their own opinions on social media.

Just have time for one activity?

Use the suggested support and scaffold idea for **Activity 1 - Wellbeing impacts and strategies**



Activity: Coping with change

Suggested time:

20 minutes

Learning objective:

I can identify strategies to help manage my emotions and cope with change when I use technology

Materials:

- Coping with change worksheet

Suggested activity guidelines:

This activity 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.

It can be delivered in a one-to-one context, or with a small group.

1. Ask learners to think about how they use technology in their day-to-day lives. Can they think of three different examples? Answers could include:
    - Assistive technology that improves access and independence in day-to-day activities
    - Technology that helps them learn at school or at home
    - Technology they use for fun or to relax, such as playing games or watching videos
    - Technology they use to chat with friends and family, such as social media or messaging apps
2. Explain to learners that technology is a part of all our lives, but sometimes things outside of our control means that we have to change the way we use technology. This could be because:
    - An app or game changes so it no longer works in the same way as before
    - New rules or restrictions mean someone can no longer access a particular app or game or particular features in that app or game
    - Apps or games may be shut down or close so nobody can access them at all
    - Someone could get locked out of an account, maybe because it has been hacked or because they forget the password
    - A device might break and there is not a replacement available

3. Give learners a copy of the **Coping with change worksheet**. Read the scenario together. Ask learners how Sham might be feeling.
4. Explain to learners that Sham is not in charge of the rules about who can use their favourite app. The rules are out of their control.
5. Explain to learners that it's normal to feel upset or angry when things are out of your control, especially if something has a big impact on your life. This can feel unfair.
6. Ask learners if they have any advice for Sham to help them manage their emotions, and encourage them to choose one and write it in the first box. Answers could include:
    - Talking to a safe adult about how they are feeling
    - Naming the emotion or labelling it using symbols
    - Expressing their emotions in a safe way, like crying, squeezing a soft object, or recording their feelings
    - Using calming techniques like breathing slowly, using a fidget tool, etc.
7. Explain to learners that another thing that might help Sham is thinking about what they can control. Sham gave lots of examples of things they enjoyed doing on the app, but they might be able to do these things in other places too.
8. Work through the list on the worksheet and come up with ideas for other things Sham can still do to enjoy these benefits.

Example answers:

Another way Sham could relax is by...

- watching a favourite film or TV show.

Another way Sham could learn new things is by...

- visiting a library or asking a safe adult about a topic.

Another way Sham could send photos is by...

- using email, posting printed copies or sending them via message.

Another way Sham could talk to people who like the same things is by...

- asking a safe adult to help them find a club or group to join, speaking to other people at school to see if they have the same interests too.

Coping with change worksheet

My name is **Sham**. My favourite app has new rules and soon I won't be allowed to use it anymore.

I spend a lot of time on it. It helps me relax by watching videos. I also like to use it to learn new things about other countries.

I use it to send photos to my friends. Sometimes I use it to talk to new people who like the same things as me.



If Sham is feeling upset about something they can't control, Sham could...

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Another way Sham could relax is by...

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Another way Sham could learn new things is by...

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Another way Sham could send photos is by...

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Another way Sham could talk to people who like the same things is by...

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