

Safer Internet Day 2024

Resources for use with 7-11s

**Inspiring
change?**

Making a difference

managing influence

**and navigating
change online**

Introducing Safer Internet Day 2024

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 2024 is on 6th 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.

This year the campaign will be focusing on change online, this includes covering:

- Young people's perspective on new and emerging technology
- Using the internet to make change for the better
- The changes young people want to see online
- The things that can influence and change the way young people think, feel and act online and offline



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5 things you need to know about participating in Safer Internet Day

1. Inspiring change?

Technology has the power to change all our lives. Let's celebrate all the amazing ways technology is shaping the world we live in, whilst also working together to ensure children and young people can stay safe in an ever changing online world. By having fun, working together, and engaging with the online issues young people care about the most, we can all create a safer internet for the future.

2. Establish a safe space.

The online world can change how we think, feel and act – positively and negatively. 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.

3. Be ready to respond to safeguarding concerns.

While discussing their online lives, it is possible that children and young people will raise concerns about things they have experienced online. Make sure you are up to date with your school or setting's safeguarding procedures and, for further advice, visit: childnet.com/safeguarding.

4. Know where to get more information or help.

Remember that there's plenty of help and advice available if you need more information about anything online safety related.

The UK Safer Internet Centre's 'Need Help?' page contains further information on reporting specific concerns to organisations outside of your school/setting: saferinternet.org.uk/advice-centre/need-help

The Professionals Online Safety Helpline is a free helpline offering advice and support to all members of the children's workforce on any online safety issues: saferinternet.org.uk/professionals-online-safety-helpline

5. Kickstart conversations that last all year round

The online world is changing all the time, but talking with young people about their online experiences can help you understand what's going on. Kickstart the conversation today but make it a regular habit all year round.

Activity 1: Tech through time

Time: 30 mins+ Age Range: 7-11

Learning Objective:

To describe how technology and the internet has changed over time and to think creatively about changes that might happen in the future.

You will need:

- Tech through time slides
- Printed copies of the Tech in the future worksheet (number of copies depends on if you want this task to be completed by learners independently, in pairs or in small groups).

Activity instructions:

This activity encourages learners to reflect on how advances in technology have improved our lives.

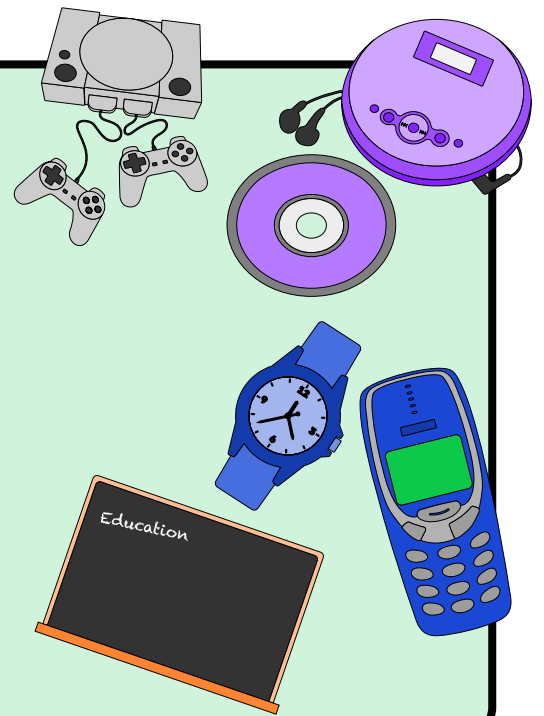
1. Display the **'Tech through time'** slides. Explain to learners that they are going to look at how technology has changed over time and how these changes have improved our lives.
2. Work your way through the examples in each category: education, gaming, phones, watches, and music. Suggested discussion questions are provided under each slide.
3. Provide learners with a copy of the **'Tech in the future' worksheet**, individually, in pairs or in small groups. For each category, learners should think about what they would like this technology to look like in the next 20 years. Further questions to help their thinking are provided on the worksheet. They can make notes, draw pictures, etc.
4. Invite learners to share their ideas.

Want to extend it?

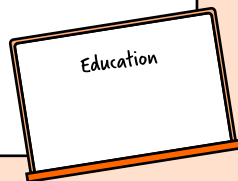
- Ask learners to create an advert for one of their future tech examples.
- Ask learners to look at the same examples on the slides. Have any of these changes in technology changed our lives in a negative way? (e.g. smart phones can make it difficult to escape bullying).

Tech in the future:

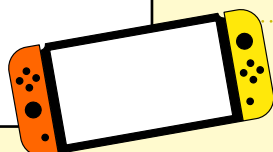
- What do you want this technology to look like in 20 years?
- What will it be able to do now that it couldn't do before?
- How might it help make our lives better?
- How would you make this technology safe for the people who use it?



Education



Gaming

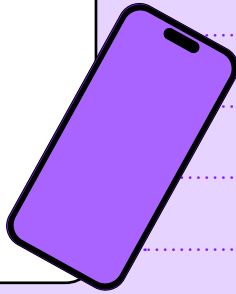


Watches



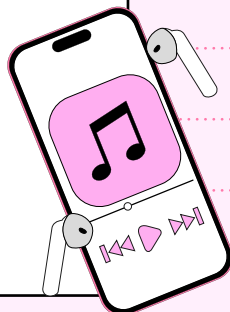
Five horizontal dotted lines for writing.

Phones



Five horizontal dotted lines for writing.

Music



Five horizontal dotted lines for writing.



Activity 2: Pick the persuasion

Time: 20-30 mins Age Range: 7-11

Learning Objective:



To understand that technology's design can influence people's choices and describe ways to manage that influence.

You will need:

- Printed and cut out copies of the Persuasive design cards (numbers depend on if you want this task to be completed by learners independently, in pairs or in small groups). Sort the cards into their three groups: yellow (persuasive design technique), green ( persuasive design definition) and pink ( persuasive design effect).

Activity instructions:

'Persuasive design' is a design practice that companies use to change and influence users' thoughts and behaviours. These techniques are frequently implemented on the internet. This activity will introduce your learners to persuasive design and encourage them to think about the effect it can have on them.

1. Explain to learners that apps and games are designed to persuade people to give up their time and money. The techniques they use are sometimes called 'persuasive design techniques'. In this activity, learners will explore some examples of these and the different ways they might change our behaviour.
2. Learners should firstly match the persuasive design technique cards (yellow) with the correct persuasive design definition cards (green ). Once completed, talk through the answers.
3. Learners should then match these with the correct persuasive design effect cards (pink ). Then talk through the answers.
4. For each example, discuss with learners if they have seen or experienced these when they have been online. Which ones do they find the most persuasive and why?
5. Ask learners to think of things they can do to stop some of these persuasive techniques from negatively affecting them (e.g. turning off autoplay, muting push notifications, taking breaks from their devices, asking a trusted adult for help, etc.).

Want to extend it?

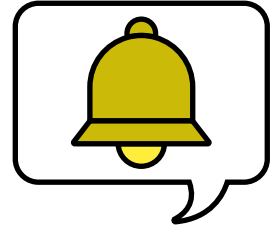
- The effects in the card activity are negative examples. Ask your learners if they can think of any positive effects of these techniques (e.g. autoplay is convenient, push notifications mean you don't miss messages from your friends, etc.).
- Ask learners if they can think of any other examples of persuasive design. What other techniques have they seen and why are they effective/persuasive?
- Ask learners to keep a diary over a week and make a note of the examples of persuasive design techniques that they see when using their devices. Review these diaries at a later date as part of your ongoing online safety education.



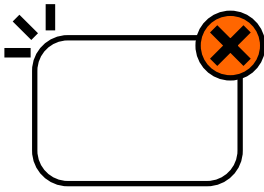
Autoplay



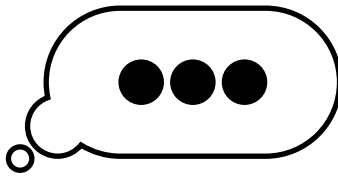
Clickbait



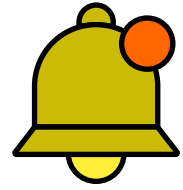
Push notifications



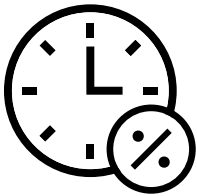
A pop-up



Typing indicator



Red notification bubble



Time limited discounts



Streaks



Save points



Loot boxes

When an app or website plays the next video automatically without me pressing 'play'.



Anything online that tries to attract my attention and make me click on it (e.g. a dramatic headline).



An alert from an app on my device telling me to open that app right now.



When something pops up on my screen (e.g. an advert in a box) trying to get me to click on it.



When something appears on an app or game to tell me that someone is typing a message. For example, "Amy is typing..."



A red circle with a number on it, next to an app, showing me that there are notifications to be seen.



When something online tells me that a sale or discount is only available for a short time.



When something online counts how many times I've done something for multiple days in a row or rewards me for doing it.



When I can only save my game when I reach a certain point, rather than any time during play.



A mystery bundle of items in a game that I can win or buy with real money.



**persuasive design
definition**



I'm more likely to carry on watching videos if they play automatically.



A dramatic headline might pull me in and make me want to find out more.



An alert like this might remind me of a game and persuade me to play it. For example, it might give me a reward if I open the game now.



It might grab my attention if it appears suddenly on my screen. They can also be quite difficult to remove.



This creates suspense and might make me want to find out what their message is going to be.



The colour red might catch my eye and make the notification seem urgent – I might feel like I have to open it.



This might persuade me to buy something right away so that I don't miss out on the deal.



This might persuade me to keep opening a game or app so that I don't break the streak.



This might persuade me to keep playing so that I don't lose my progress.



I might feel excited about opening one of these as I don't know what I'll get. It might be something really cool!



**persuasive
design effect**



Activity 3: How does the internet influence us?

Time: 20-30 mins Age Range: 7-11

Learning Objective:

To understand that online content can change people's thoughts, feelings and behaviour both positively and negatively.

You will need:

- How does the internet influence us? slides
- Printouts of the four influence and impact cards

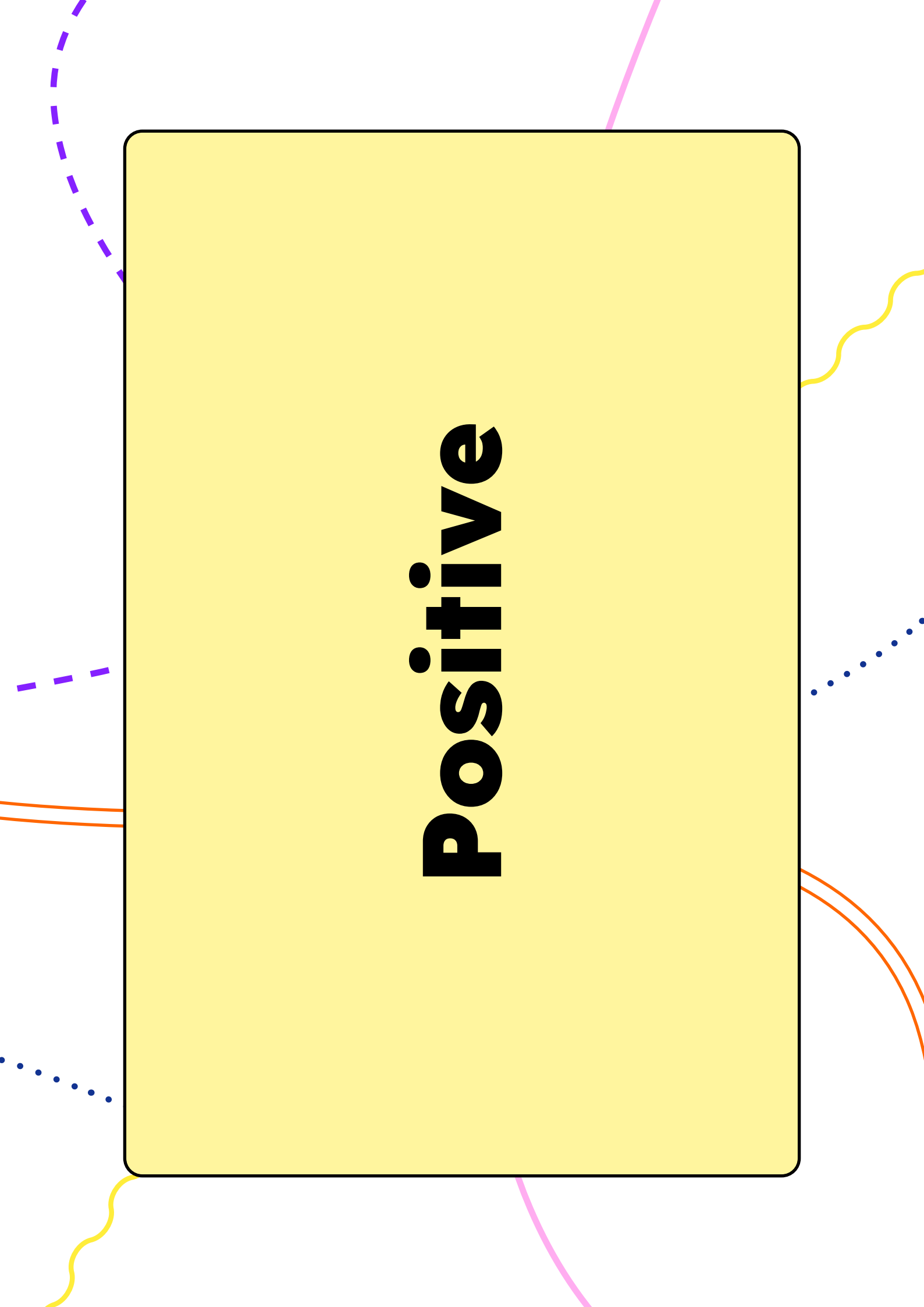
Activity instructions:

The internet has the power to influence the way young people think, feel and act. This can be in a positive way, such as encouraging them to support a good cause. However, sometimes this can be a negative influence, such as influencing a young person to complete a dangerous challenge. This activity shows learners a variety of different online influences and asks them to think about how they might make them feel and why.

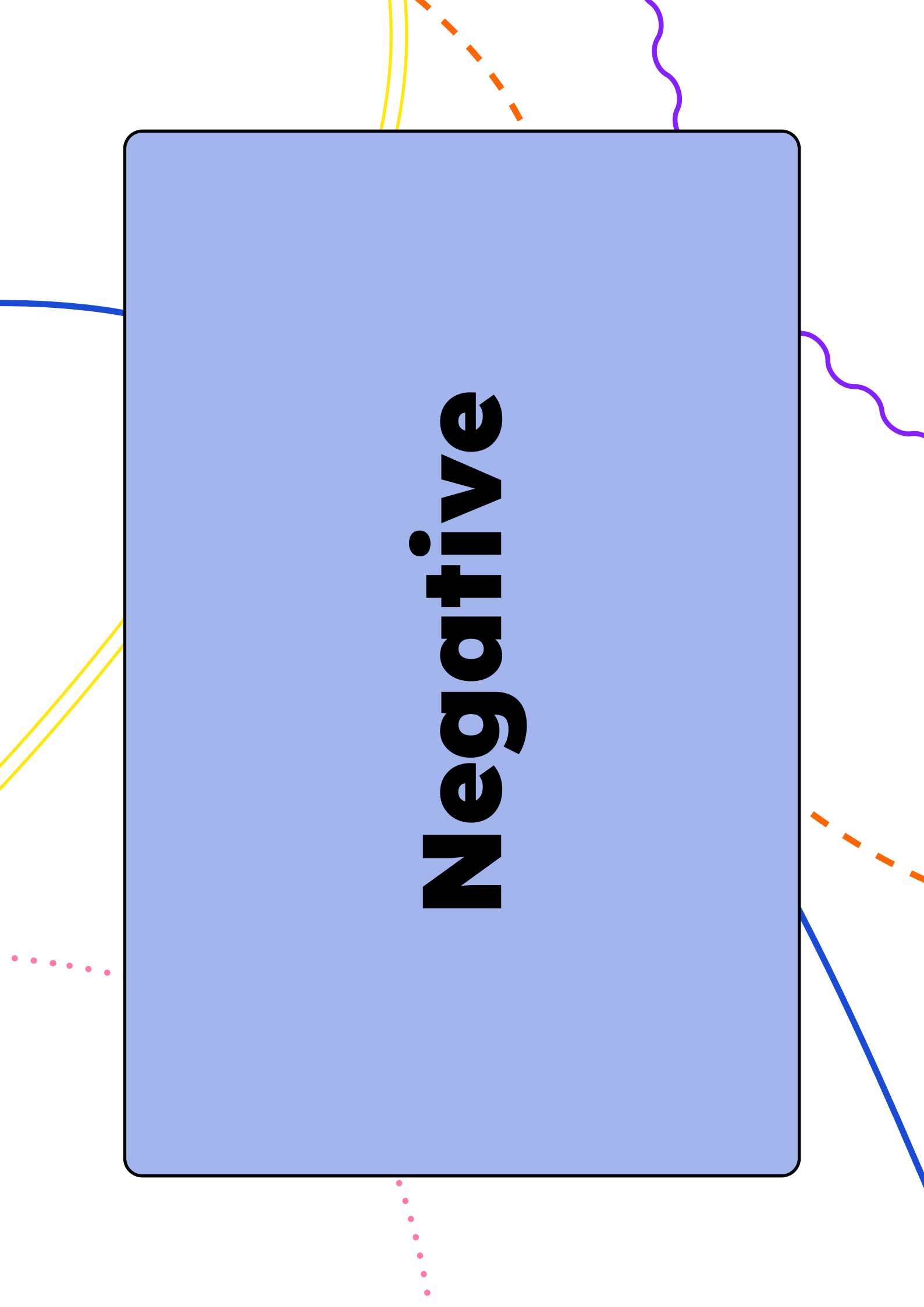
1. Place the four influence and impact cards around the room.
2. Explain to learners that the things we see and hear online can change how we think, feel and act. Sometimes this can be positive – it might give us an interesting new idea or make us feel better about ourselves. However, sometimes this can be negative – it might encourage us to do something unsafe or make us feel like we're under pressure.
3. Display the first slide of the **'How does the internet influence us?'** slides and explain the task. For each example, learners should decide how that example might make them feel if they saw it online and why by moving to that card in the room: POSITIVE, NEGATIVE, DEPENDS, NOT SURE. Alternatively, you could use thumbs up, thumbs down, thumbs in the middle, and no thumbs.
4. For each example, ask learners to think about what impact this could have on a young person their age and why. Discussion points are included in the notes section of each slide to help you with your conversations.

Want to extend it?

- Look through each example again. As a group, discuss with learners what advice they would give to someone seeing this example to help them have a more positive experience. For example, they could speak to a trusted adult, report something online that has worried them, look for more positive online content, etc.



Positive



Negative



It depends

Not sure

Activity 4: AI analysis

Time: 15-20 mins Age Range: 7-11

Learning Objective:

To understand what Artificial Intelligence (AI) is and consider how it may change people's lives now and in the future.

You will need:

- AI definition and examples slide
- Printouts of the AI analysis worksheet (number of copies depends on if you want this task to be completed by learners independently, in pairs or in small groups)

Activity instructions:

Artificial Intelligence (AI) can be quite difficult to explain to young people. As it is now very sophisticated, it may make us very suspicious and unsettled, and young people are no exception. This activity will explain to your learners what AI is, as well as introducing them to a range of things that AI can do, what it might mean for the future, and qualities that it possesses. This will allow learners to evaluate whether they think AI is a positive or negative invention overall.

1. Ask learners if they have heard of AI or Artificial Intelligence before and, if so, what do they think it is?
2. Display the **'AI definition and examples' slide**. Read out the AI definition, followed by the different examples of AI.
3. Explain to learners that, as they can see from the slide, AI has been around for a long time. As technology has improved, the types of AI that we can use have become more advanced. AI is now able to do lots of clever things that could make our lives easier. For example, Generative AI can create sound, pictures, videos, code and words. However, AI isn't perfect, and some people think it could do more harm than good.
4. Give learners a copy of the **'AI analysis' worksheet**, either independently or in pairs. On the worksheet learners will see different sentences about AI. Learners should circle whether they think each sentence is a POSITIVE feature of AI, a NEGATIVE feature of AI, or if IT DEPENDS. Learners could complete this activity independently followed by a group discussion or you could work through each example together and discuss as you go.
5. Ask learners to conclude whether they think AI is going to make the world a better place or a worse place.

Want to extend it?

- Divide your learners into 2 groups – one group in favour of AI, one group against AI. Host a debate between the two groups. You may want to give learners time to do further supervised research online and create a presentation.

AI analysis

POSITIVE

NEGATIVE

IT DEPENDS

AI can be very expensive



AI can work things out quickly



AI might make humans lazy



AI might make certain jobs unnecessary



AI could solve complicated problems (e.g. treatments for serious illnesses)



AI is not as creative as humans



AI doesn't need to take breaks



AI analysis

POSITIVE

NEGATIVE

IT DEPENDS

AI won't get bored with a task



AI saves people time



AI can write lots very quickly, like an essay



AI can do dangerous jobs instead of humans so that people don't get hurt



AI can create realistic pictures



AI can help people express themselves if they find writing things difficult



AI has no emotions or feelings



Activity 5: Design your own influencer

Time: 30 mins + Age Range: 7-11

Learning Objective:

To understand that online influencers can change people's thoughts, feelings and behaviour, both positively and negatively.

To think creatively about words and actions that can make the internet a more positive place.

You will need:

- Printouts of the Design your own influencer template (one per small group)

Activity instructions:

Influencers are people who use their online platform to influence the way people think, feel or act. Often considered an expert in their field, their followers usually trust this expertise. Because of their reputation and following, influencers often have the ability to impact a large amount of people very quickly. This activity gets learners to think about how this influence might not always be positive. They will then work in small groups to design their own influencer who uses their platform for good.

1. Ask learners to think about the videos they watch online. Who makes them? Answers may include streamers, YouTubers, companies such as Disney, Netflix, etc.
2. Explain that in this activity they're going to focus on individual people who make things - like videos - for the internet. Ask them if they have heard the word "influencer". What do they think an influencer might be?
3. Explain that an influencer is someone who shares things online, normally with a large audience. Lots of YouTubers, streamers, or creators on apps like TikTok could be thought of as influencers. Audiences who enjoy watching a particular influencer, or like the content they create, may be more likely to listen to their opinions and even be influenced by what they say and do. For example, if your favourite YouTuber tells you a new game is really good, you might be influenced to buy it.
4. Ask learners to think about how an influencer might use their power for good (e.g. to promote and raise money for a charity, to raise awareness of something).
5. Ask learners to think about how an influencer might have a negative influence on people (e.g. to encourage dangerous behaviour, to make people feel like to have to look a certain way etc.).
6. Divide learners into small groups and give each group a copy of the '**Design your own influencer' template**. Ask learners to design their own influencer who uses their power for good. They should use the prompts on the template to help them with their design.
7. Once complete, ask groups to present their influencer design. For each presentation, ask another group to say three things that they liked about their influencer design.

Draw a picture of your influencer here

Write some positive messages here that your influencer might say:

Draw and write a caption for a positive post your influencer might make:

Name:

Age:

What do they do?

Why do they have a positive impact on people?

What might they promote and why:

A positive comment that one of their followers has left them and how that influencer might reply to them:

Activity 6: Game changer (SEND) (ALN)

Time: 10-20 mins Age Range: 7-11

Learning Objective:

To describe how technology and the internet can change people's feelings and know how to respond to online safety concerns.

You will need:

- Game changer slide

Activity instructions:

This activity has been designed to support young people aged 7-11 with Special Educational Needs and Disabilities (SEND) and Additional Learning Needs (ALN). This activity uses an interactive image of a game being played on a tablet. As you click on the slide, different changes will occur on the tablet. Learners will think about how each change on the tablet might make them feel. You will then discuss what they could do if something online makes them feel worried, upset or annoyed.

1. Explain to your learners that technology and the internet can make people feel really positive emotions, such as happy or confident. Unfortunately, technology and the internet can also make people feel negative emotions, such as feeling worried, upset or annoyed.
2. Display the '**Game changer**' slide. Click to reveal a change on the game (e.g. a notification will appear). For each change that appears, discuss with your learners how that would make them feel and why. You could give learners some emotions to choose from or use emoji cards.
3. After you have discussed each example, ask your learners what they could do if something online worries, upsets or annoys them (e.g. speak to a trusted adult, block and report another player, take a break, etc.).

What next? Embedding online safety all year round

The online world is changing all the time, but talking with young people about their online experiences can help you understand what's going on. Kickstart the conversation today but make it a regular habit all year round.

There are lots of fantastic and free online safety resources available to help you deliver key messages or follow-up on topics of interest.



Visit:
projectevolve.co.uk
or
childnet.com/resources

Here are some other top tips for ensuring online safety learning continues throughout the year:

Bring online safety to life and help learners make links to the world around them with cross-curricular links. Visit: childnet.com/embedding for simple suggestions of how to do this.

Celebrate and show the value of online safety through displays and regular assemblies emphasising key messages.

Keep parents and carers informed to help ensure learners are supported at home. Provide updates that are 'little but often' using your school/setting's social media or regular newsletters.

Reflect on how to make online safety accessible and inclusive. You know your learners best so make sure your messaging and support reflects their needs and experiences.

Be interested and let learners know they can come to you if they have any concerns about their online lives. Keep an open mind and remain non-judgmental so learners know that support is available.

Engaging with Safer Internet Day on social media

We want to see all of your plans for Safer Internet Day! Share what you are doing on your school or organisation's social media accounts, website or wider to be part of the nationwide conversation! Here are a few of our suggestions for things you could share:

We are getting involved in **#SaferInternetDay** on 6th February! Let's make this the biggest one yet!
www.saferinternetday.org.uk
@UK_SIC

#SaferInternetDay is on 6th February! We can't wait to get our students and young people involved in the day and start discussions about what online safety means to them **@UK_SIC**
www.saferinternetday.org.uk

SCHOOL/ORGANISATION NAME are celebrating **#SaferInternetDay** on 6th February! Join us and **@UK_SIC** to www.saferinternetday.org.uk

Any media shared online using the **#SaferInternetDay** hashtag and tag **@UK_SIC** may be reshared by the UK Safer Internet Centre's official social media channels. Only photos sent from school or organisation accounts will be reshared.

You can also register your school or organisation as an official Safer Internet Day supporter at saferinternetday.org.uk. This is a space to share your plans for the day and join organisations across the UK to help make Safer Internet Day 2024 bigger than ever before!

Remember to tag us!

Instagram: **UK_SIC** Facebook: **saferinternetuk** Twitter: **UK_SIC** YouTube: **UKSIC**

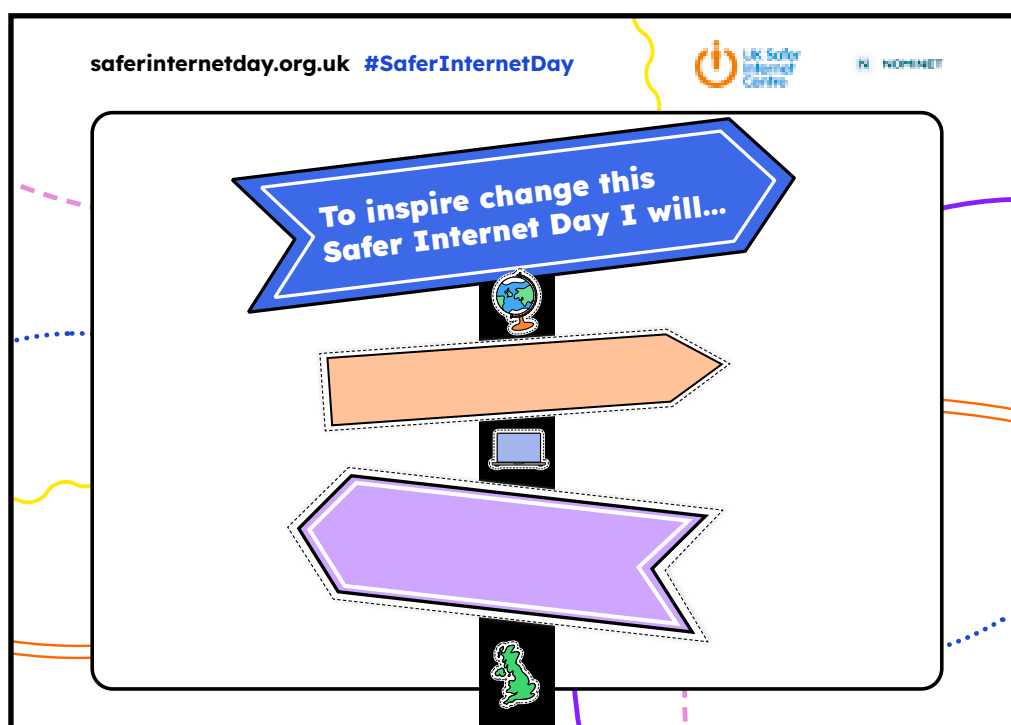
Engaging with Safer Internet Day on social media

Customise our Safer Internet Day social media template and share what your learners create. Safer Internet Day 2024 is all about inspiring change and we want to see designs which show the things that young people want to see changing online. Whether that is what they want to change themselves, what they want those around them to do, or what would make their online experiences more positive.

How to use the template

Our template has all of the things your learners need to create their own Safer Internet Day signpost! They can cut out our stickers and arrows, and fill these with their own pledges for what they will do to inspire change online, this could be anything from sending a positive message to a friend, to standing up for a cause they believe in.

Take a photo of the decorated templates, whether this is with the young people (or adults!) who created them, or a display in your setting, and share on your organisation's or school's social media accounts with the hashtag [#SaferInternetDay](https://www.instagram.com/SaferInternetDay), as well as tagging [@UK_SIC](https://www.instagram.com/UK_SIC).



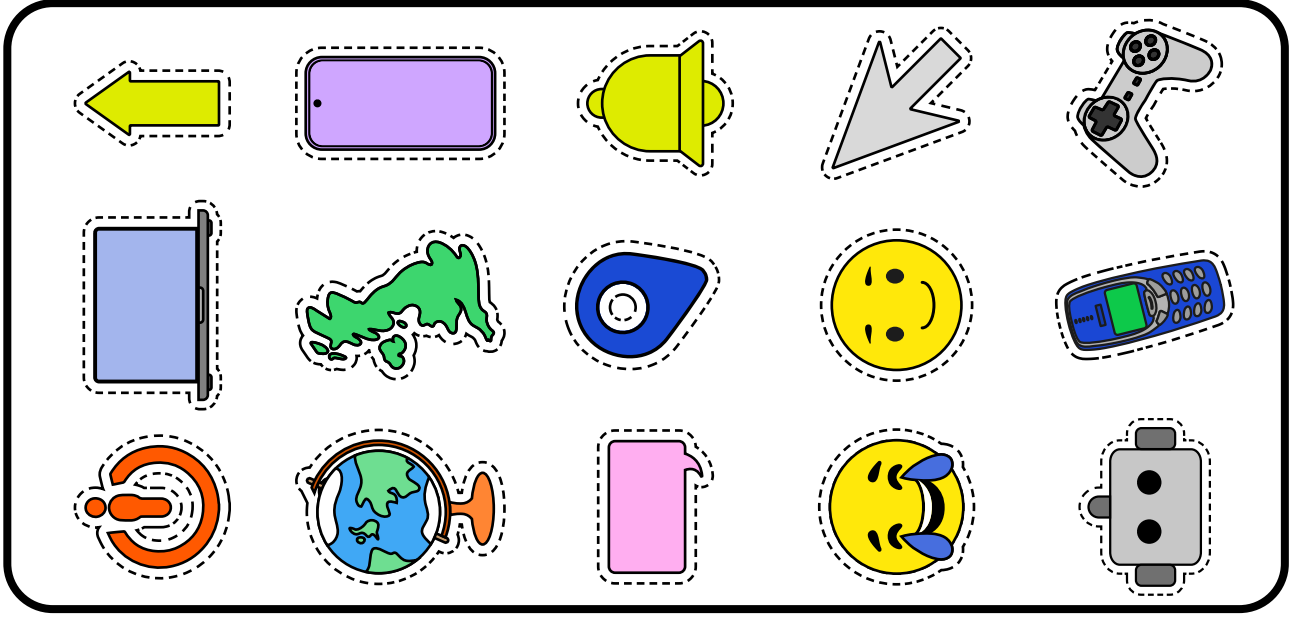
saferinternetday.org.uk #SaferInternetDay



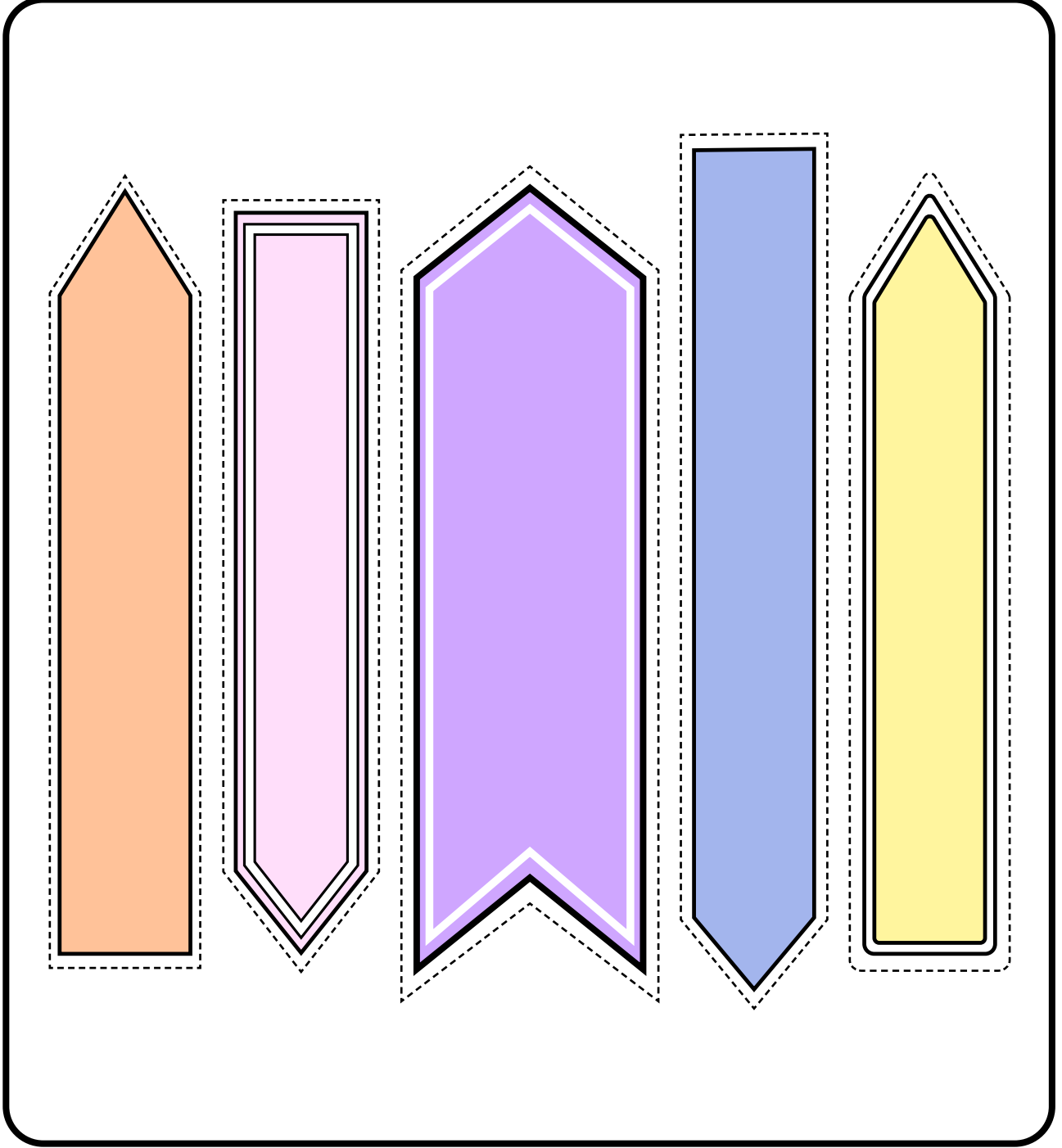
N NOMINET

**To inspire change this
Safer Internet Day I will...**

Stickers



Arrows



Parents and Carers Information Newsletter

This can be added to a newsletter, printed and sent home to parents and carers or shared online! Please adapt this wording however you see fit.

Dear **Parents and Carers,**

On **Tuesday 6th February** we will be joining schools and youth organisations across the UK in celebrating **Safer Internet Day 2024**.

Safer Internet Day is a global campaign to promote the safe and responsible use of technology, which calls on young people, parents, carers, teachers, social workers, law enforcement, companies, policymakers and more, to help to create a better internet.

This year the campaign will be focusing on change online, this includes covering:

- Young people's perspective on new and emerging technology
- Using the internet to make change for the better
- The changes young people want to see online
- The things that can influence and change the way young people think, feel and act online and offline

Using the internet safely and positively is a key message that we promote in **school/our group/our club**, and celebrating Safer Internet Day is a great opportunity for us to re-emphasise the online safety messages we deliver throughout the year.

We would be delighted if you could join us in celebrating the day by continuing the conversation at home. To help you with this, for the UK Safer Internet Centre have created some free activities and information for parents and carers which are available at: **saferinternet.org.uk/SID-parents**.

Whether you have 5 minutes to start a conversation or hours to spare, there are top tips, quizzes and films which you can use at home with your child.

If you have any concerns or questions about keeping your child safe online, please do get in touch with your **child's class teacher/myself or XXXXX, our Designated Safeguarding Lead**.

Kind regards,

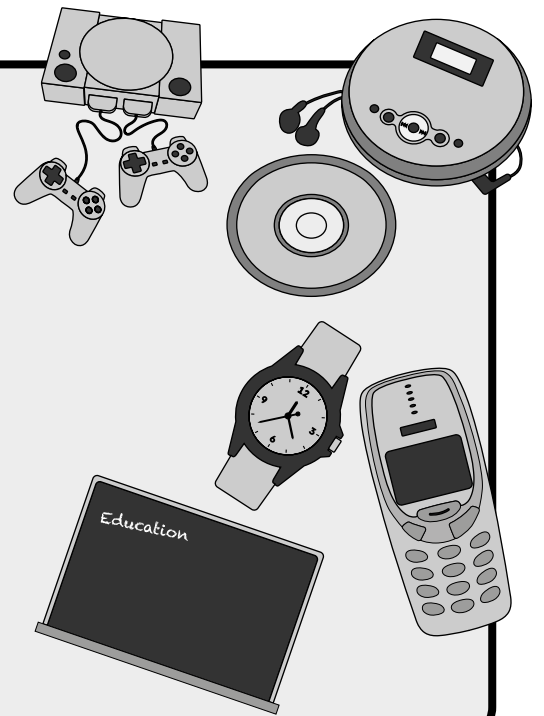
YOUR NAME
JOB TITLE



**Printer Friendly
Resources**

Tech in the future:

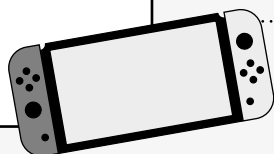
- What do you want this technology to look like in 20 years?
- What will it be able to do now that it couldn't do before?
- How might it help make our lives better?
- How would you make this technology safe for the people who use it?



Education



Gaming



Watches



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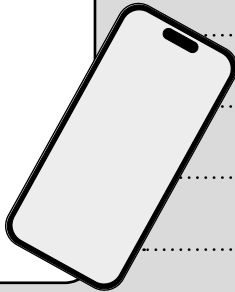
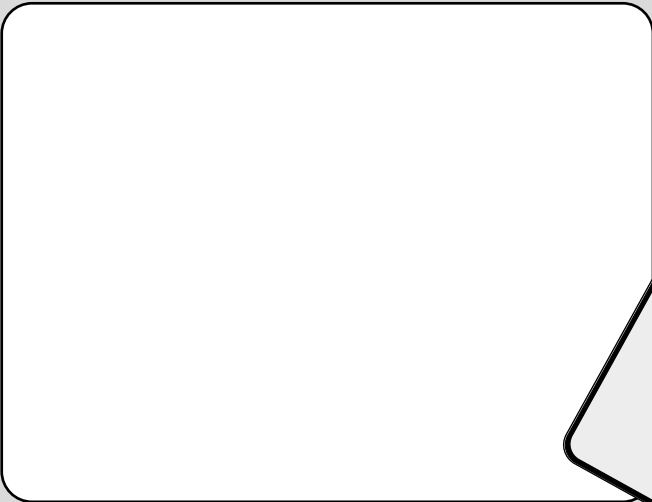
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Phones



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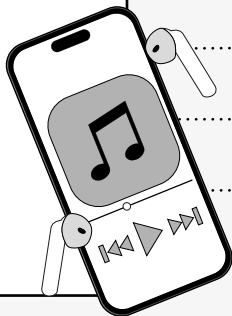
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Music



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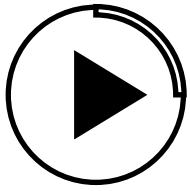
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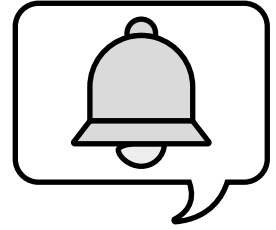
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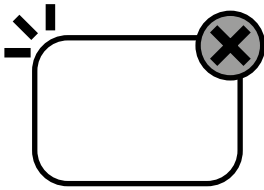
Autoplay



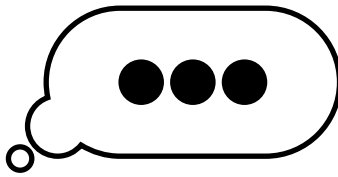
Clickbait



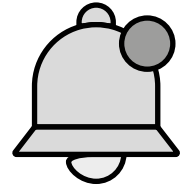
Push notifications



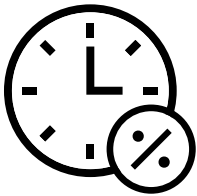
A pop-up



Typing indicator



Red notification bubble



Time limited discounts



Streaks



Save points



Loot boxes

When an app or website plays the next video automatically without me pressing 'play'.



Anything online that tries to attract my attention and make me click on it (e.g. a dramatic headline).



An alert from an app on my device telling me to open that app right now.



When something pops up on my screen (e.g. an advert in a box) trying to get me to click on it.



When something appears on an app or game to tell me that someone is typing a message. For example, "Amy is typing..."



A red circle with a number on it, next to an app, showing me that there are notifications to be seen.



When something online tells me that a sale or discount is only available for a short time.



When something online counts how many times I've done something for multiple days in a row or rewards me for doing it.



When I can only save my game when I reach a certain point, rather than any time during play.



A mystery bundle of items in a game that I can win or buy with real money.



**persuasive design
definition**



I'm more likely to carry on watching videos if they play automatically.



A dramatic headline might pull me in and make me want to find out more.



An alert like this might remind me of a game and persuade me to play it. For example, it might give me a reward if I open the game now.



It might grab my attention if it appears suddenly on my screen. They can also be quite difficult to remove.



This creates suspense and might make me want to find out what their message is going to be.



The colour red might catch my eye and make the notification seem urgent – I might feel like I have to open it.



This might persuade me to buy something right away so that I don't miss out on the deal.



This might persuade me to keep opening a game or app so that I don't break the streak.



This might persuade me to keep playing so that I don't lose my progress.



I might feel excited about opening one of these as I don't know what I'll get. It might be something really cool!



**persuasive
design effect**



Positive

Negative

It depends

Not sure

AI analysis

POSITIVE

NEGATIVE

IT DEPENDS

AI can be very expensive



AI can work things out quickly



AI might make humans lazy



AI might make certain jobs unnecessary



AI could solve complicated problems (e.g. treatments for serious illnesses)



AI is not as creative as humans



AI doesn't need to take breaks



AI analysis

POSITIVE

NEGATIVE

IT DEPENDS

AI won't get bored
with a task



AI saves people time



AI can write lots very
quickly, like an essay



AI can do dangerous
jobs instead of
humans so that
people don't get hurt



AI can create
realistic pictures



AI can help people
express themselves
if they find writing
things difficult



AI has no emotions
or feelings



●
Draw a picture of your influencer here

.....
.....
.....
.....
.....

Influencer profile

Name:

Age:

What do they do?

Why do they have a positive impact on people?
.....
.....
.....

Write some positive messages here that your influencer might say:

.....
.....
.....
.....
.....

.....
.....
.....
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.....
.....
.....

Draw and write a caption for a positive post your influencer might make

.....
.....
.....

What might they promote and why:

.....
.....
.....
.....
.....

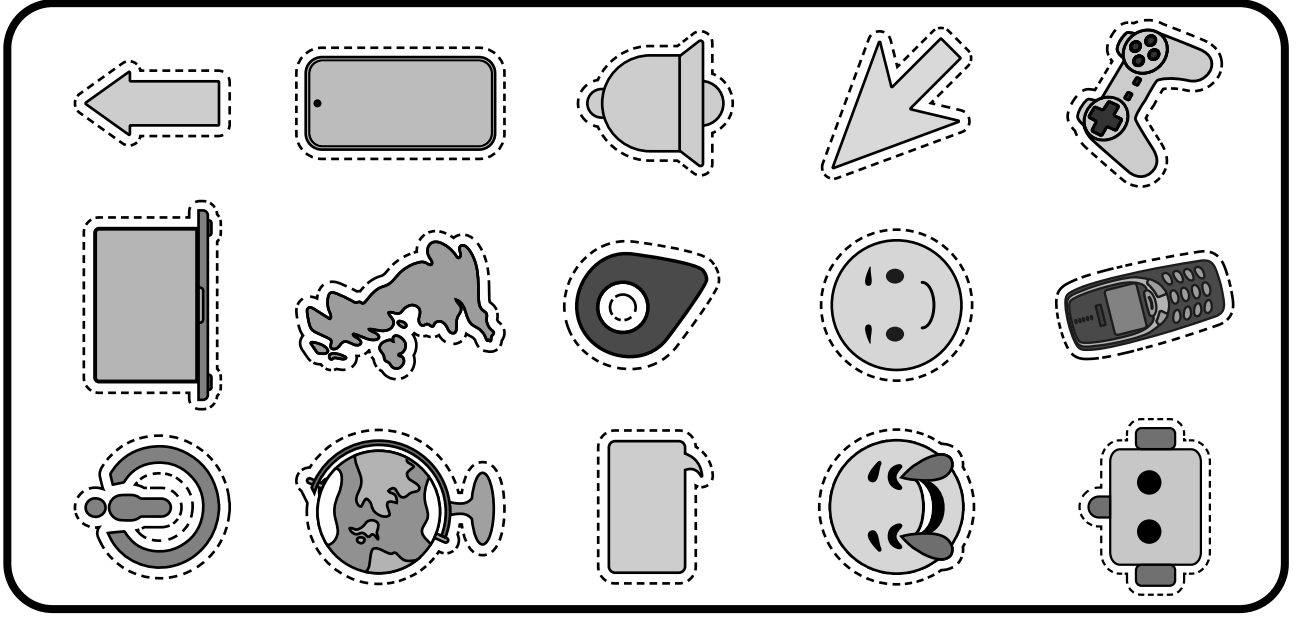
saferinternetday.org.uk #SaferInternetDay



N NOMINET

**To inspire change this
Safer Internet Day I will...**

Stickers



Arrows

