

Safer Internet Day 2023
Resources for use with 11-14s

Want to talk about it?

Making space for conversations
about life online





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 2023 is on 7th 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 the South West Grid for Learning (SWGfL).



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Safer Internet Day on 7th February 2023 will be the 20th year the day has been celebrated globally. To mark this in the UK we are celebrating by putting children and young people's voices at the heart of the day and encouraging them to shape the online safety support that they receive. That is why we are asking parents, carers, teachers, government, policymakers, and the wider online safety industry to take time to listen to children and young people and make positive change together.

What issues really matter to children and young people?

What changes do they want to see?

And how can we all work together to advocate for them moving forward?

Whether you have 5 minutes, a few hours, a whole day or even a week, we are asking everyone to make time for these conversations and you don't have to do it alone. The materials in this pack will help you kickstart conversations as well as providing suggestions for how you can:

- Spread the word about Safer Internet Day with parents and carers
- Support children and young people in leading online safety activities
- Identify and tackle barriers to children and young people speaking up about online issues
- Empower children and young people to advocate for change at a national level

With your help, Safer Internet Day 2023 can be a springboard for conversations that shape how we talk about and respond to online issues, not just for one day, but throughout the whole year.

That's why this year the Safer Internet Day theme is:

Check out page 19 for a template youth charter to complete in your setting then share with the UK Safer Internet Centre and contribute to our national charter being delivered to government and the internet industry.

Want to talk about it?

Making space for conversations about life online

Why not post on social media using our suggested tweets or send home one of our suggested activities for engaging families at home?



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

1. It's all about youth voice!

Let's all make time to hear from children and young people about the issues most affecting them online. By understanding their perspectives and experiences, we can provide the very best support and advice.

3. It's okay to just listen.

It's not always the right time to offer online safety advice, especially if a child/young person has just been sharing something they love about the internet. It's okay to just listen and then use what you've learnt to support them in the future.

5. Be ready to calmly respond to safeguarding concerns.

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

2. Establish a safe space.

Consider how to establish a supportive environment for children and young people to open up about their experiences and learn about potentially sensitive topics. By helping them feel confident and secure, they are more likely to share and ask questions, without fear of judgment or negative feedback. For ideas visit: childnet.com/learning-environment.

4. Use free, ready-made resources to save time.

Online safety is a huge topic, but there are lots of incredible free resources available to help. Kickstart the conversation with the activities here, then find resources on specific topics at projectevolve.co.uk or childnet.com/resources.



6. Get everyone involved and spread the word.

We can all work together to keep children and young people safe online. Help raise the profile of online safety with other professionals, parents, and carers. Share these resources or what you have learnt about young people's online experiences. You can also spread the word on social media. For more advice turn to **page 21**.

8. Be inspired by children and young people.

Children and young people will have their own ideas, expertise, and suggestions on how to stay safe online. Find opportunities to elevate their voices as peer leaders or even running information sessions for educators or parents and carers. You'll be inspired by what they can achieve!

10. Have fun!

The internet is amazing and has so much to offer children and young people, but online safety skills are an increasingly important part of all our lives. 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.

7. 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. Visit: 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. Visit: saferinternet.org.uk/professionals-online-safety-helpline.

9. Kickstart conversations that last all year round.

By making conversations about the online world a regular part of your work with young people, you're showing you recognise its important role in their lives. Kickstart the conversation today but make it a regular habit all year round.



Ready to get started?



Time needed: Approx. 45 mins

These three simple activities are the perfect way to kickstart conversations about life online. They include opportunities to discuss different uses of technology and how it affects our wellbeing (positive and negative).

Activity 1:

Positives by numbers

This activity works best in small groups. Each group will need a dice and a copy of List 1 and List 2.

In their groups, learners take it in turns to roll the dice twice. The first throw corresponds to a category from either List 1 or List 2. The second throw gives the number of examples they need to give in that category. The learner then has 30 seconds to say or write their examples.

If a learner rolls the same category as a previous learner, they should try to think of different examples.

List 1

1. Ways of communicating with a friend online
2. Types of video you like to watch OR that you know are popular with children/young people
3. Apps you use OR that you know are popular with children/young people.
4. Games you enjoy playing OR that you know are popular with children/young people.
5. Ways of finding information/doing research online.
6. Ways that you can share online.

List 2

1. Positives of communicating with a friend online
2. Positives of watching video online
3. Positives of using apps
4. Positives of gaming online
5. Positives of using technology and the internet to find information/ do research
6. Positives of sharing online.



Activity 2:

What online issues matter to you?

In this activity, learners will get the opportunity to discuss which online issues matter to them the most.

Make a copy of the graph using the mini example provided.

Next, ask learners to choose where to place each of the online issues. For example, how harmful is online bullying to children/young people? How frequently are young people experiencing it? Use the following list of issues or provide your own examples. Give learners the opportunity to come up with their own or adapt those provided.

Fake news and misinformation

Online only friends/talking to people you only know online

Filters on photos or videos

Online bullying

Livestreams

Violent content in games

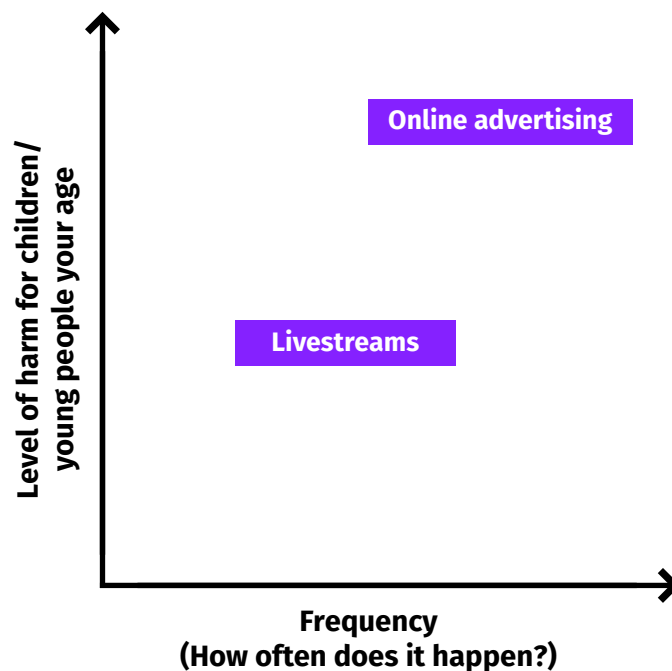
Excessive time spent online

Oversharing personal information

Scam emails and messages

Online advertising

To extend this activity, you could ask learners to identify which of these online issues are the hardest to talk about with a trusted adult and why.



Activity 3:

Advising on online issues

Based on how they have plotted their graphs in Activity 2, learners should agree on an online issue that they'd like to focus on in more detail, either in groups or independently. For example, they might pick the one they've decided is the most harmful to children/young people.

Learners should then make a poster, mind map, leaflet or presentation that explains why this online issue matters to them in more detail and what support they'd like adults to offer to help with this issue. It could include:

- Why is this issue potentially harmful to children/young people?
- What can children/young people do to help protect themselves against this?
- What can parents and carers do to help support children/young people with this?
- What can teachers/educators do?
- What can the internet industry (e.g. social media or gaming companies) do to tackle this issue?



Starting conversations

These activities are designed to get learners talking about their experiences of using the internet and the issues that matter online to them the most. They include opportunities to reflect on different forms of online communication, explore the influence of tech on their relationships and interests, and discuss the positive and negative impacts of online trends.

Read all about it!

Divide your learners into groups. Ask them to discuss online trends or things that have gone viral online recently. Ask each group to share what they discussed.

Each group should then plan a news report on an online trend of their choice which they will present to their educator(s). You could allow learners to record their presentations so that they can reach more educators. Each report should include:

- A clear summary of what the trend is and why it exists
- What impact the trend has had (e.g. Was it funny? Did it get people talking about a big topic? Has it encouraged lots of people to make related online content?)
- Any positives and/or negatives to this trend

You may want to give learners extra time and access to computers to help them do further research or to create a presentation. Alternatively, they could write and design a newspaper story.

App analysis

Display the icons of well-known apps one by one. For example: Snapchat, TikTok, Instagram, Discord, etc. Alternatively, use apps that you have heard your learners mention or talk about already. For each app, ask learners the following questions:

- Do people your age use this app? Mostly all? Some? Very few?
- How do children/young people use this app? How does it work?
- What are the positives of using this app? What's good about it?
- What are the potential negatives of using this app? What are the possible risks?
- How can children/young people protect themselves on this app?



Quote to Quote

The quotes shown on this page have come from children and young people across the country working with the UK Safer Internet Centre. Use these quotes and the supporting questions to prompt discussions with your own learners.

Why not ask your learners to come up with their own quotes and share these around your school/setting?

The best thing about being online is talking to friends, mutual friends, sending pictures and watching videos. (13, *she/her*)

Do you agree or disagree?
What are your favourite things to do online?
What does this person mean by 'mutual friends'?
What advice would you give someone chatting to 'mutual friends'?

The best thing about learning online safety in school is getting to hear other opinions and group work. (13, *she/her*)
The worst thing about learning online safety in school is it normally repeats things we've learnt 100 times. (15, *he/him*)

Do you think it's important to learn about online safety in school? Why/why not?
What makes a good online safety lesson?
Why do you think teachers might choose to repeat the same safety messages you've heard before?

One piece of advice I would give to my younger self about using the internet is to be careful and wary of things you see and don't automatically assume everyone is your friend. (15, *she/her*)

What kinds of things do you see online that you need to be wary of?
How can you tell who is and who is not your friend online?
What makes a good friend online?

My most controversial opinion about the internet is I've seen very little negative aspects so can't say I've experienced any of the harassment and bullying we are always taught about. (15, *he/him*)

Do you think online bullying is a serious issue?
Are some people more or less likely to be targeted by bullying and harassment? Why might that be?
What could someone who doesn't experience bullying online do to support those who do?

Something all adults should know about how young people use the internet is we use it to be very sociable! We are one of the most sociable generations. (14, *he/him*)

Do you agree that you are one of the most sociable generations?
What are the positives of being able to socialise online?
What are the negatives of socialising online? Is there anything that can be done to fix these?

'Being Online' bingo

Can you find someone who has done each of these things? Write a different name in each box.

 <p>Played an online game with other players</p>	 <p>Supported a friend who was experiencing online bullying/online hate</p>	 <p>Supported a good cause online (e.g. a charity, a social cause, etc.)</p>	 <p>Reported fake news or misinformation online</p>
 <p>Video called someone in the last week</p>	 <p>Used the internet to research a topic that wasn't related to schoolwork</p>	 <p>Learned a new online dance</p>	 <p>Bought some merch from an online personality or streamer</p>
 <p>Unfollowed, muted or restricted an account that was making you feel bad</p>	 <p>Reviewed your privacy settings on an app</p>	 <p>Left someone a nice comment on a post or a photo</p>	 <p>Read a news story or an article online</p>
 <p>Shared a funny video with someone in the last week</p>	 <p>Downloaded a new app in the last week</p>	 <p>Taken a group picture on your device in the last week</p>	 <p>Used a group chat to cheer someone up</p>
 <p>Used a maps app on your device to plan a route somewhere</p>	 <p>Read a book virtually using a device</p>	 <p>Shared a meme with someone in the last week</p>	 <p>Watched a video tutorial online</p>

Engaging parents, carers, and families at home

These activities can be sent home or provide other opportunities to start conversations with parents and carers about staying safe online. They include opportunities to:

- discuss media reporting on technology and the internet,
- prompt parents and carers to check-in with their child's technology use.

Trading thoughts

The online world is such a big part of all our lives now, and news stories and opinion articles are being posted about this topic every single day.

Ask learners to look for a news story or opinion article about the internet, technology, etc. Alternatively, provide learners with a few different examples for them to choose from.

Learners should read the story/article and decide what they think about it. Learners should then have a discussion with a trusted adult of their choice about the article and get at least two different perspectives on it.

Tech diary

Encourage learners to keep a weeklong diary of the technology they use, the apps they use, etc. and how long they spend doing this each day. They should also encourage a trusted adult to do the same. At the end of the week, learners should compare their diary with their trusted adult.

What are the similarities and differences in how long they use technology for?

What are the similarities and differences in the types of apps they are using?



Getting children and young people to take the lead

These activities are designed to empower learners to take the lead and have their say. This could be peer-to-peer or with adults.

They include opportunities for learners to:

- Reflect on their experiences of getting their first device,
- Have a say on your school/setting's social media channels,
- Develop creative skills and share a short drama piece with peers.

School/setting tech takeover

Why not support learners to take over the school/setting's social media feeds for the day? They could suggest online safety tips to share, create their own hashtag, talk about online issues which are important to them or share photos of activities taking place.

Learners do not need direct access to the account and could create content or compose text separately for an educator to post.

Passing on your knowledge

Ask learners to think of some of the issues that children/young people may experience for the first time when getting their first phone. Ideas might include:

- Setting up their phone safely and securely
- Downloading apps for the first time and working out how to use them safely
- Group chats and the possible risks (e.g. bullying and harassment; lots of messages/notifications and the pressure to be online all the time)
- How to accept new friend requests safely

Ask learners to pick one of these issues to focus on and then design an advice leaflet on this issue for younger learners. It should summarise the possible risks and provide advice, e.g. speak to a trusted adult, make use of privacy settings, use the report and block buttons, etc.

These leaflets could then be shared with a partner school/setting or provided to younger learners.



Drama performance to share with peers

Divide your learners into groups and give each group one of the scenarios below. They should read through the scenario and then discuss the three questions.

Each group should perform their scenarios to the other learners. As well as performing the scenario as it is written, they should also perform how they've decided to resolve it, using the three questions to help them.

After each performance, the learners watching should evaluate how well they think the issue was resolved and offer further suggestions.

Alternatively, you may wish to generate some new scenarios with your learners led by the issues they think matter the most online.

Scenario 1

Chandri tells her friends that she has been sent a private message from someone that she has been playing an online game with. The other player has suggested that they meet up after school one day so that they can talk about game tactics.

What advice should the friends give?

How can the friends best help the situation?

Who can they get help from and how will this make the situation better? friends. Would I...?

Scenario 2

Tunji tells his friends that he made a joke about someone's gaming avatar. Tunji didn't think that it would be a big deal, but the person has been really upset by his comments. Two of their friends have started sending Tunji mean messages because of what he said.

What advice should the friends give?

How can the friends best help the situation?

Who can they get help from and how will this make the situation better?

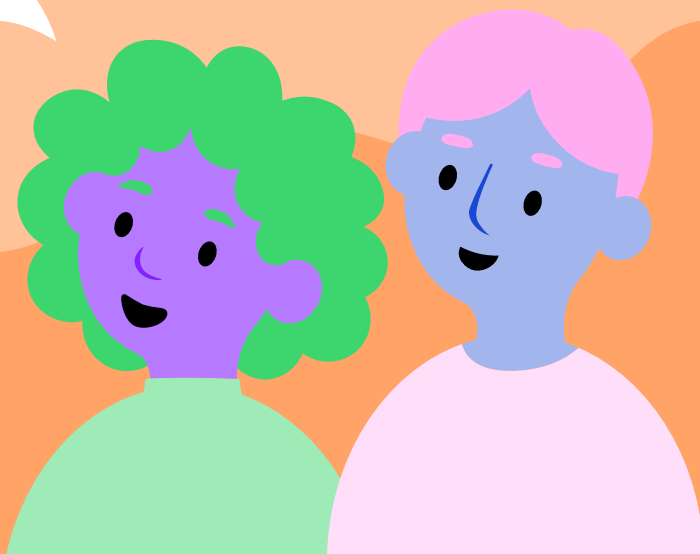
Scenario 3

Charlotte accidentally saw a video online that made her feel really upset and uncomfortable. She tells her friends about it, but she is worried about telling her parents/carers because she thinks that she'll get into trouble.

What advice should the friends give?

How can the friends best help the situation?

Who can they get help from and how will this make the situation better?



Encouraging children and young people to tell someone about online concerns

Use the activities in this section to start conversations with learners about when and where they can access support.

Traffic light check-up

In this activity, learners will reflect on how being online makes them feel. Ask learners to list what they have done or seen online in the past week. Then ask them to colour code each item, depending on how it made them feel, using the categories below:

RED

Things that made them angry, very upset, very frustrated, or other strong negative emotions.

AMBER

Things that made them feel somewhat annoyed, confused, or other mild negative emotions.

GREEN

Things that made them feel happy, excited, made them laugh, etc.

STAR

The best thing they saw online that week.

Ask learners to share some of their ideas for each colour and explain their choices. Ask learners to look out for any patterns or repetitions in the group's answers. Are there things that are commonly making young people feel negative or positive emotions?

Take a seat

Read out one of the statements below and ask a learner to play the role of a person with this opinion. Ask the nominated learner to take a seat at the front. Invite other learners to give them advice, challenging their opinion and persuading them of the opposite. Repeat the activity with a different statement and a new learner in character.

"I've been involved with being mean to someone online but I think it's gone too far now. I don't want to tell an adult about it because I'm worried I'll get into trouble."

"I saw something online that I shouldn't have seen. I won't tell my parent/carer because they'll just overreact."

"Someone has been spreading rumours about one of my friends online. I can't tell an adult about it though, because I'll get called a snitch."

"I've got an online issue, and I feel like I should tell a teacher, but I don't know what will happen next and it's making me worry."

"Someone is bullying me online. I'm worried about telling my parent/carer because they'll take my device away from me."

Always someone to help?

Read out the following quote to learners:

“The best online safety advice I ever received was, ‘there’s always someone to help.’” 17, (she/her)

- Do you agree or disagree with this?
- Why do you think some children/young people may not want to ask someone for help with an online concern?
- What do you think can be gained from speaking to someone about an online concern?
- How do you decide when you can resolve something yourself, and when you might need further help?

Trusted adults

Start by asking learners what a trusted adult is and who the trusted adults in their lives are. You can explain that a trusted adult is someone who: you have a good relationship with; someone who has your best interests in mind; and someone you can rely on to help you.

Then get learners to vote anonymously on whether they feel like they’d talk to a trusted adult about:

- Experiencing online bullying
- Experiencing online hate
- Being contacted online by someone you don’t know in real life
- Seeing upsetting content online
- Feeling pressure to be online all the time
- Someone sharing something online without their consent (e.g. a picture)

Ask learners, if they feel comfortable, to explain:

- Why they maybe wouldn’t tell a trusted adult
- Why they think telling a trusted adult could be helpful
- What adults could do to make it easier to talk to them about these online issues

Young people under 18 who are worried that a sexual image or video of them may have been shared online can use Childline and IWF’s Report Remove tool to see if it can be taken down. Visit: childline.org.uk/Remove.



Advocating for change

Contribute to our national youth charter being delivered to government and the internet industry!

This Safer Internet Day we are creating a national youth charter setting out children and young people's agenda and the changes they want to see in how they're supported online. This charter will be delivered to government and the internet industry.

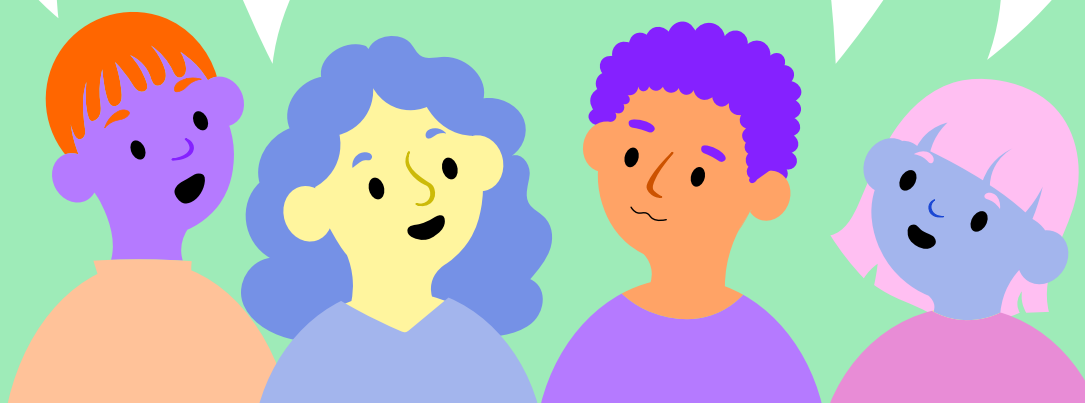
We are asking schools and settings across the country to create their own youth charter using our template. You can then share this with us so we can create a national charter which best represents all children and young people's interests.

1. Discuss with your learners what they would like to include in their own youth charter.
2. Complete the template on the next page
3. Share your final ideas with the UK Safer Internet Centre here: saferinternet.org.uk/sid-charter

Note to educators: We are asking you to submit one key demand for each audience, so make sure to identify these with learners ahead of time.

The following questions may help shape your conversations:

- What would a better or perfect internet look like? Can you describe it in one sentence? What adjectives would you use?
- What could the government do to make the internet a safer and more positive place for children and young people? Do you feel listened to by the government? How could they show children and young people they care about their opinions and experiences?
- What could the companies who create apps, websites and online spaces do to help keep children and young people using their services safe? How could they show they care about the opinions and experiences of children and young people?
- What could other adults such as teachers or parents and carers do to support and improve children and young people's online experiences? How can they show they are listening?
- What role do children and young people have to play in creating a better internet? What actions can all children and young people take to keep themselves and others safe online?



Our Safer Internet Day Youth Charter, as written by:

We want an internet that is...

The government can help achieve this by...

The government can show they're listening to children and young people by...

Teachers and professionals working with young people can help achieve this by...

Teachers and professionals can show they're listening to children and young people by...

The internet industry can help achieve this by...

The internet industry can show they're listening to children and young people by...

Parents and carers can help achieve this by...

Parents and carers can show they're listening to children and young people by...

Children and young people can help achieve this by...

What next? Creating a safer internet all year round

We hope these ideas will help kickstart conversations about the online world with learners in your school/setting but remember to keep making space for conversations all year round.

Make talking about the online world a normal part of your everyday work with children and young people and use what you learn to inform the support you provide in the future.

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.

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.

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

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.

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.



Engaging with Safer Internet Day on social media

We want to see all of your plans for Safer Internet Day! Make sure you share what you are doing on your school or setting's social media accounts, website or wider! Here are a few of our suggestions:

#SaferInternetDay is on 7th 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/SETTING NAME are celebrating *#SaferInternetDay* on 7th February! Join us and
[@UK_SIC](#) www.saferinternetday.org.uk

We are getting involved in *#SaferInternetDay* on 7th February! Let's make this the biggest one yet! www.saferinternetday.org.uk
[@UK_SIC](#)

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

You can also register your school or setting 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 2023 bigger than ever before!

Remember to tag us!

Instagram: [UK_SIC](#)

Facebook: [saferinternetuk](#)

Twitter: [UK_SIC](#)

YouTube: [UKSIC](#)

Social Media Template

Customise our Safer Internet Day social media template and share what your learners create. Safer Internet Day 2023 is all about youth voice and the things that children and young people want social media and gaming companies, government, parents, carers, and teachers to know about their lives online.

You can use this template with the children and young people you work with to help them consider what they want others to do to support them online, and to explore how we can all work together to create a better internet by challenging ourselves, those around us, and the apps we interact with online.

Fill the template with ideas about what online safety means to them. This could be with illustrations or descriptions of:

- Things young people want adults to know about their life online.
- What issues really matter to them online.
- Changes children and young people want to see online and how we can work together to make these happen.
- Questions they wish the adults supporting them would ask about their lives online.

Young people can also fill in the template in any way they like!

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

We'd love to see how you have used the template and other Safer Internet Day resources in your setting!



This #SaferInternetDay I want to talk about...

A large, empty white speech bubble with rounded corners, intended for users to write their response to the prompt above.

www.saferinternetday.org.uk #SaferInternetDay



This #SaferInternetDay I want to talk about...



www.saferinternetday.org.uk #SaferInternetDay

**Want to talk
about it?**
Making space for conversations
about the future



Parents and Carers Information Newsletter

This can be shared on your newsletter, printed and sent home to parents or shared on your school/setting's intranet! Please adapt this wording however you see fit.

Dear Parents and Carers,

On Tuesday 7th February we will be joining schools and youth organisations across the UK in celebrating Safer Internet Day 2023.

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

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, 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.

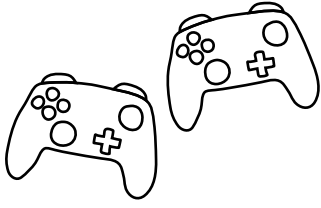
If you have any concerns or questions about keeping your child safe online, please do get in touch with your child's class teacher/myself or **XXXXX**, our Designated Safeguarding Person/Lead.

Kind regards,
YOUR NAME
JOB TITLE

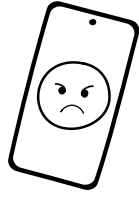
Printer friendly resources.

'Being Online' bingo

Can you find someone who has done each of these things? Write a different name in each box.



Played an online game with other players



Supported a friend who was experiencing online bullying/online hate



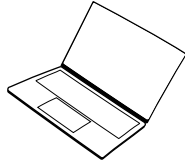
Supported a good cause online (e.g. a charity, a social cause, etc.)



Reported fake news or misinformation online



Video called someone in the last week



Used the internet to research a topic that wasn't related to schoolwork



Learned a new online dance



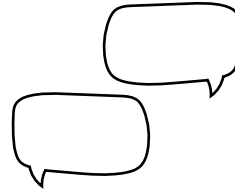
Bought some merch from an online personality or streamer



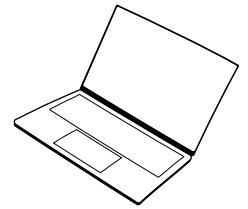
Unfollowed, muted or restricted an account that was making you feel bad



Reviewed your privacy settings on an app



Left someone a nice comment on a post or a photo



Read a news story or an article online



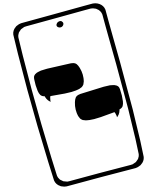
Shared a funny video with someone in the last week



Downloaded a new app in the last week



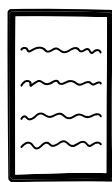
Taken a group picture on your device in the last week



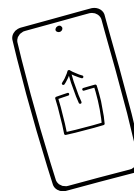
Used a group chat to cheer someone up



Used a maps app on your device to plan a route somewhere



Read a book virtually using a device



Shared a meme with someone in the last week



Watched a video tutorial online

Our Safer Internet Day Youth Charter, as written by:

We want an internet that is...

The government can help achieve this by...

The government can show they're listening to children and young people by...

Teachers and professionals working with young people can help achieve this by...

Teachers and professionals can show they're listening to children and young people by...

The internet industry can help achieve this by...

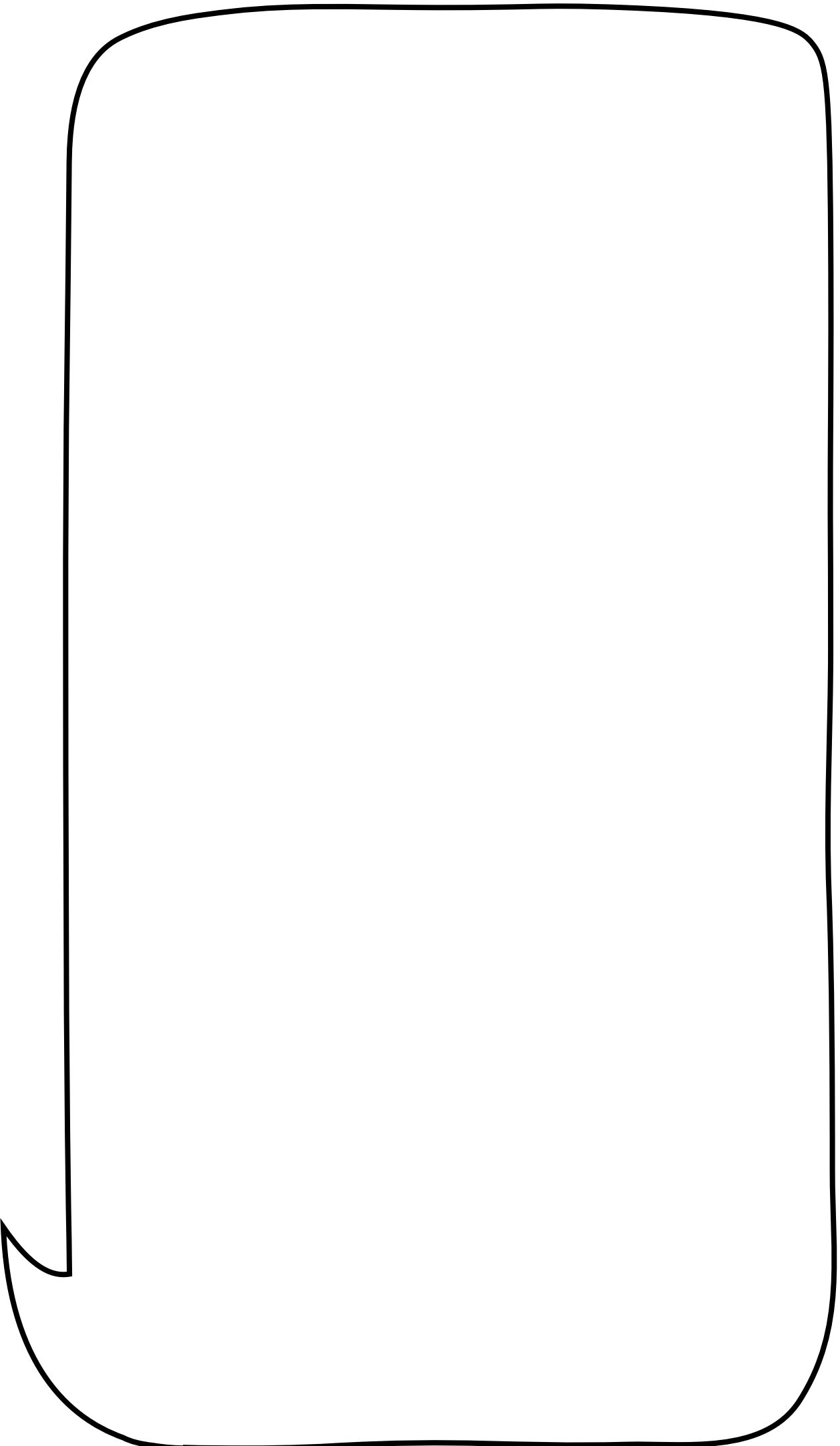
The internet industry can show they're listening to children and young people by...

Parents and carers can help achieve this by...

Parents and carers can show they're listening to children and young people by...

Children and young people can help achieve this by...

This #SaferInternetDay I want to talk about...



www.saferinternetday.org.uk #SaferInternetDay

**Want to talk
about it?**
Making space for conversations
about life online



UK Safer
Internet
Centre



Safer
Internet
Day



NOMINET

This #SaferInternetDay I want to talk about...

