

# Safer Internet Day 2025

Resources for use with  
**3-7 year olds**



**Too good to  
be true?**

**Protecting  
yourself and  
others from  
scams online**

## 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 2025 is on Tuesday 11 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.



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](https://hwb.gov.wales/keeping-safe-online)



Cefnogir gan  
**Lywodraeth Cymru**  
Supported by  
**Welsh Government**

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](https://onlinesafetyhub.safeguardingni.org)



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

### 1. Too good to be true?

We've all received an email with a suspicious link, a text claiming to be from our bank, or even seen a pop-up telling us we have been a lucky winner, but scams take many forms and can target anyone, including young people. This Safer Internet Day, we want to start conversations about how to spot, respond to and report all types of scams online.

### 2. 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](https://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](https://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 or setting: [saferinternet.org.uk/advice-centre/need-help](https://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](https://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: How would it feel?

### Time:

15 minutes

### Learning objective:

- I know that not everything online is true.
- I can explain what to do if I'm worried or upset by something online.

### You will need:

- A copy of 'Samira's story'
- Copies of emotion cards for each learner or group

### Activity guidelines:

This activity allows learners to explore how it might feel to be scammed online through a story.

1. Explain to learners that you will be reading them a story about someone going online and asking them to think how the person in the story would feel.
2. Provide learners with copies of the emotion cards and check their understanding of each emotion.
3. Read out the story. After each part, ask learners to show which card they think the main character would be feeling.
4. If the learners show a negative emotion card, such as 'confused' or 'scared', ask them what they think they could do. You can use this as an opportunity to remind them to speak to a trusted adult.
5. Ask learners to illustrate the key moments in the story to share with others at school and home.

### ○○○ Ideas to challenge

Use these discussion questions:

- What happened to Samira in the story?
- Samira's dad said someone was trying to trick her. What other words could we use to talk about someone doing this online? (NB. This is an opportunity to introduce the term 'scams' with learners.)
- Where might you see scams online?
- What should Samira remember in the future?
- What can someone do if they see a scam or trick online?

### ○○○ Ideas to scaffold

Use our simplified language story.



## Samira's story

### Part one

Samira was looking forward to playing her game today. She had spent ages working towards a new item and today was the day she had enough coins to get it!

### Part two

Samira asked her dad if she could go on the tablet, but he said it was her brother's turn first. Samira had to wait until he was done.

### Part three

When it was Samira's turn, she went straight to her game to log in. She had a new message from someone that said she needed to click on a link because her account was broken.

### Part four

Samira checked with Dad who said that the message was a trick. Together they reported the message.

### Part five

Another player in the game messaged Samira and said they could get her the item she wanted if she gave them 50 coins. That was much cheaper than the normal price! Samira wondered whether she should do it.

### Part six

Samira asked her dad for help. He told her it was not safe to trade with other players she doesn't know. They blocked the player so they couldn't speak to her again.

### Part seven

Samira finally used her coins to buy the item in the game's shop! It was expensive, but it was just as great as she'd hoped.

**Part one**

Samira was going to buy a new item on her game.

**Part two**

Samira's dad told her she had to wait to play the game.

**Part three**

Samira had a new message from a stranger. It told her to click on a link.

**Part four**

Samira talked to her dad. It was a trick, so they reported it together.

**Part five**

A player asked Samira to trade an item for her coins. She didn't know what to do.

**Part six**

Samira asked her dad for help. He told her it was not safe to trade with other players she doesn't know. They blocked the player so they couldn't speak to her again.

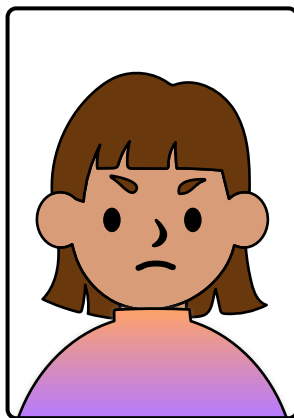
**Part seven**

Samira finally used her coins to buy the item in the game's shop! It was great!

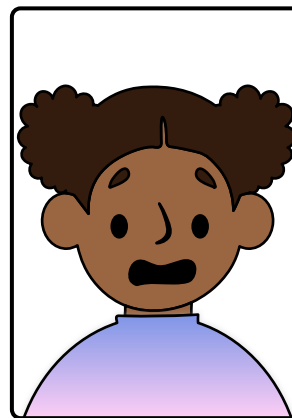
How would it feel? Emotions cards



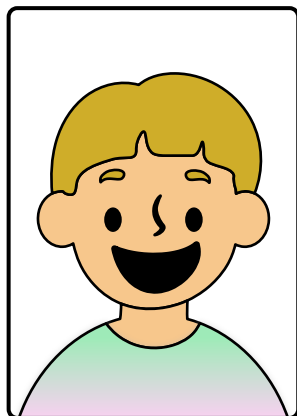
**Worried**



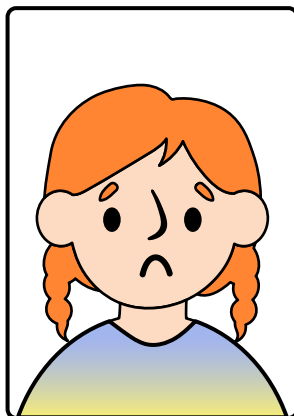
**Annoyed**



**Scared**



**Happy**

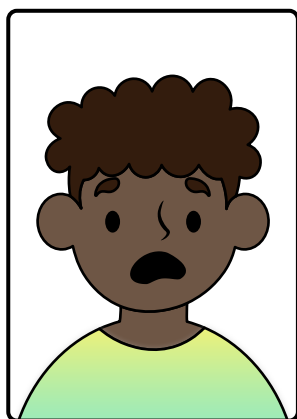


**Sad**

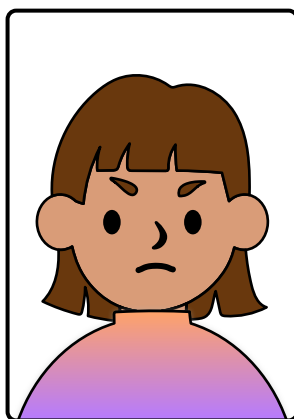


**Confused**

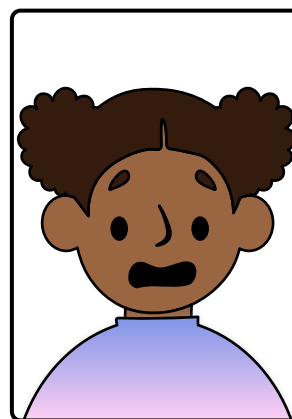
How would it feel? Emotions cards



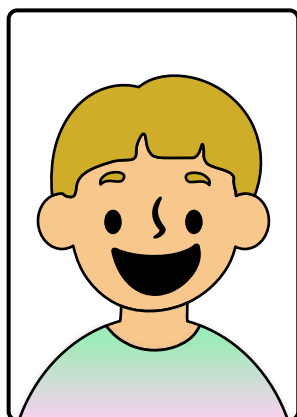
**Worried**



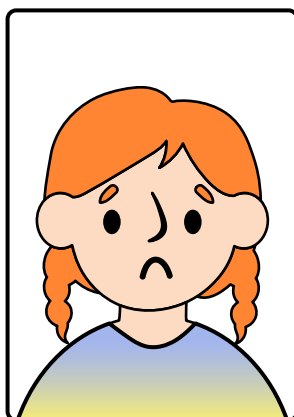
**Annoyed**



**Scared**



**Happy**



**Sad**



**Confused**

## ○○○ **Activity:** Personal information card games

### **Time:**

10 minutes

### **Learning objective:**

- I can give examples of personal information.

### **You will need:**

- A copy of the matching or sorting cards worksheet for each group

### **Activity guidelines:**

This activity introduces visual cues and words to describe personal information. It is important learners can identify personal information and know to keep it private to help protect them from scams online.

1. Explain to learners that there are some things about ourselves we don't want to share online, and we call this personal information. Ask learners if they can think of any things that might be personal information.
2. Hand out or display the cards you have chosen to use with your learners.
  - If you are using the matching cards, discuss the terms on them together. Explain that these are all examples of personal information.
  - If you are using the sorting cards, explain that some of the cards show personal information, but some do not.
3. If you are using the matching cards, learners can use the cards to play a pairs game by turning over two cards on their turn to see if they match. If a learner finds a pair, they should read out the word on the card and then keep the cards. The player with the most cards at the end wins.
4. If you are using the sorting cards, ask learners to sort the cards by whether they are personal information or not. Learners could do this in small groups or together as a class if you print the cards on larger paper.
5. After the activity, reflect together on the examples of personal information on the cards. Explain to learners that we keep this private online so people cannot use it to trick or scam us.

## ○○○ **Ideas to challenge**

Challenge learners to add their own cards that include another piece of personal information they would keep private online. Ask learners to give advice on how to keep this information safe.

## ○○○ **Ideas to scaffold**

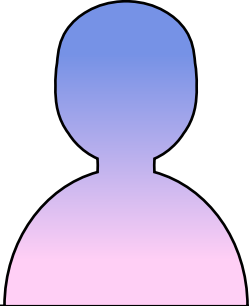
Use the simplified card sets which reduce the number of cards to introduce limited new terms at once.



# Matching cards (full set)

Note to educators: please print two copies of this page to create the full set used in the game.

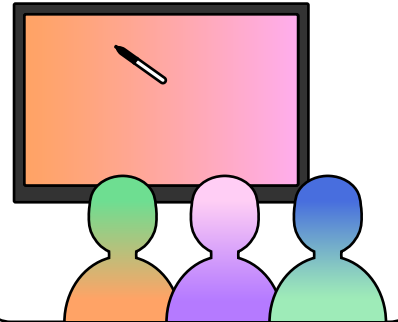
**name**



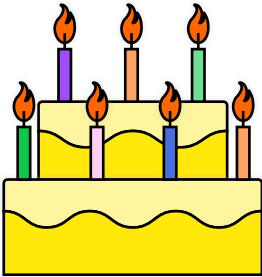
**address**



**school**



**birthday**

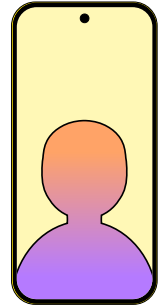


**password**

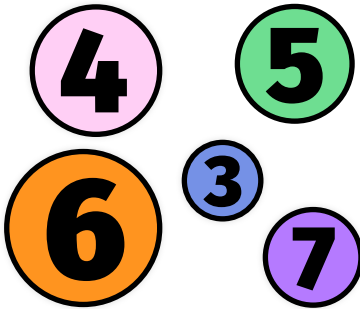


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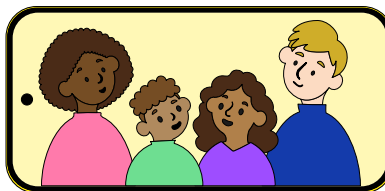
**photos of you**



**age**



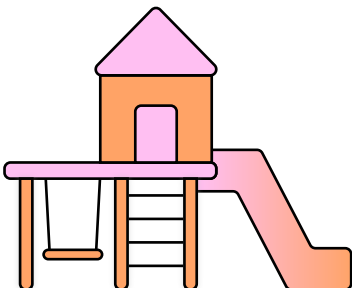
**family photos**



**phone number**



**places you go**



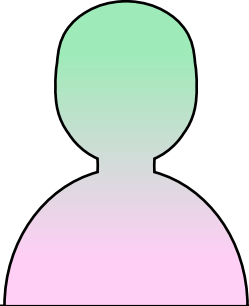
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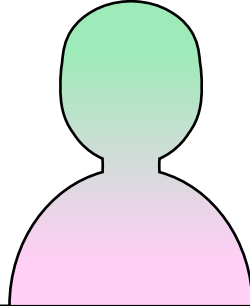


# Matching cards (simplified set)

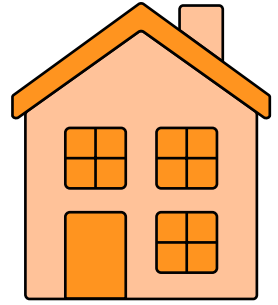
**name**



**name**



**address**



**address**



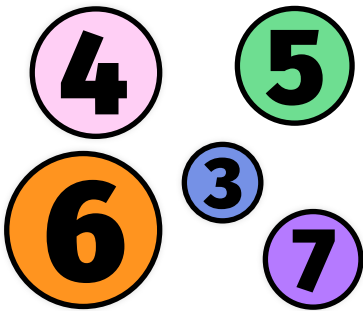
**birthday**



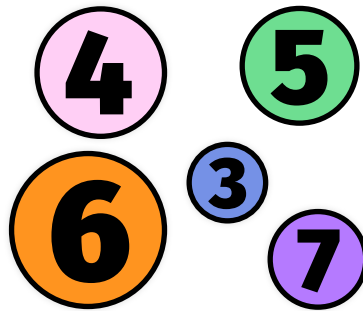
**birthday**



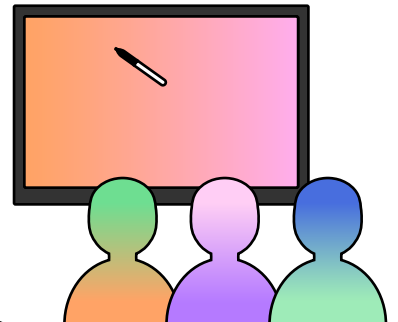
**age**



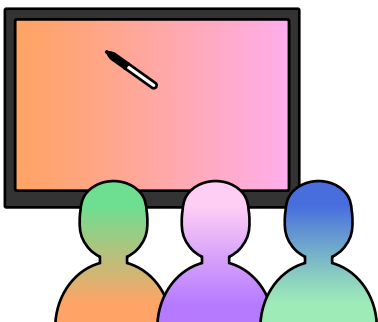
**age**



**school**



**school**



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# Sorting cards

Note to educators: to use the full set with your learners, print this page of sorting cards as well as the next.

**password**



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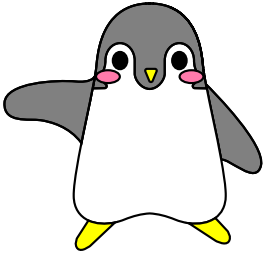
**phone number**



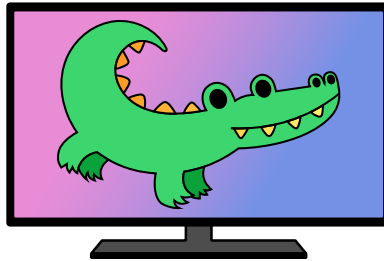
**emoji**



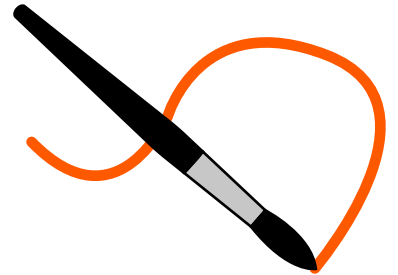
**a cute animal**



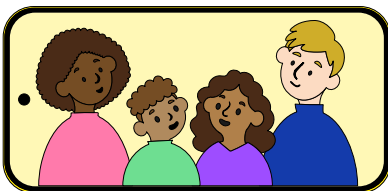
**your best tv show**



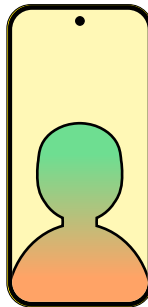
**art you made**



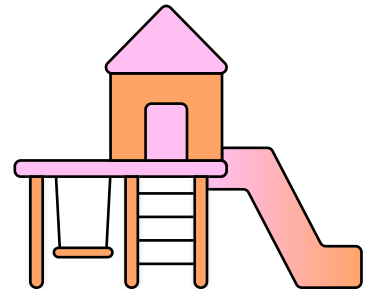
**family photos**



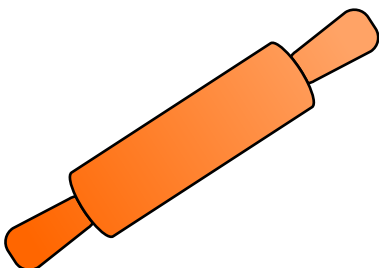
**photos of you**



**places you go**



**a recipe**



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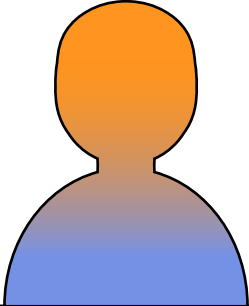
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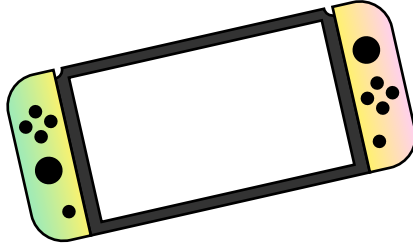
# Sorting cards

Note to educators: to use the simplified set with your learners, print only this page of sorting cards.

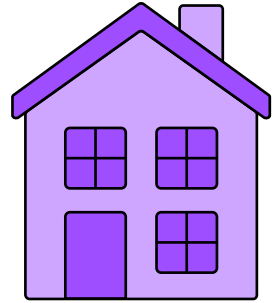
**name**



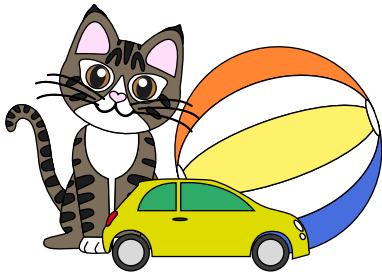
**a game**



**address**



**your best toy**



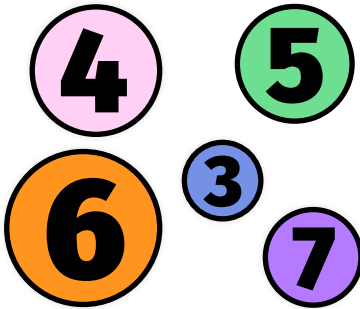
**birthday**



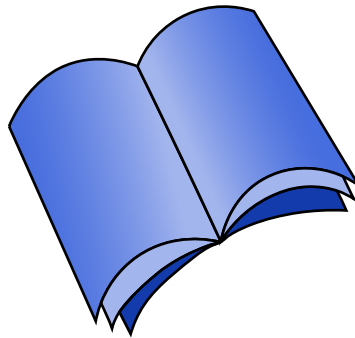
**your best colour**



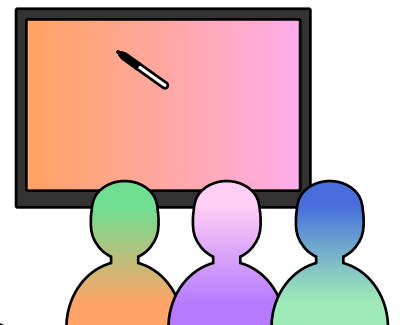
**age**



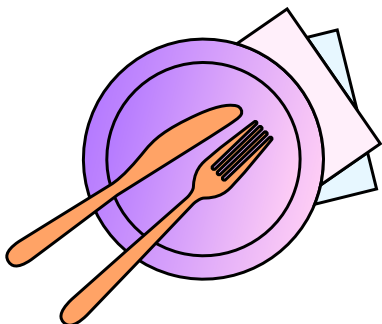
**a book**



**school**



**your lunch**



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## Activity: The big picture

### Time:

15 to 20 minutes

### Learning objective:

- I can give examples of people and content online that might be trying to 'trick' me.

### You will need:

- 3 to 7 Slides (The big picture, slide 3)

### Activity guidelines:

*The big picture is an alternative to storytelling and allows learners to tell the story themselves through a picture. Sitting in a horseshoe shape is a good way to engage learners and create a comfortable setting for storytelling.*

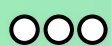
1. Give learners a 'sneak peek' of the picture, where you show it for around 7-10 seconds to see what they can initially see. Ask for feedback and initial ideas.
2. Show learners the picture. It may be useful to prop it up or show it on a screen so learners can see it throughout the session.
3. Learners point out the different things they can see and think about what might be happening.

- **Game advertisement**

This picture looks like it has popped up on Pip's screen. What do we call something that tries to make us buy something new? Does Pip know if the advert is telling the truth about the game being amazing?

Other things to note:

- The advert has an 'X' which learners might suggest tapping to close the advert. What should Pip do if tapping the 'X' doesn't work?
- The advert has a timer and may disappear on its own once the time is up. Pip should speak to a trusted adult if they are worried about the advert.
- The advert includes a link to download the game, but Pip doesn't know where the link might lead to. It may take Pip out of the app they're currently using.
- Pip should ask for permission from a parent or carer before downloading something new.



## Activity: The big picture

- **Pop-up**

This says Dom has won a competition but seems to have appeared over the video they were watching. Is it likely to win an expensive prize in this way? Is this too good to be true? Other things to note:

- The pop-up has an 'X' which learners might suggest clicking. What should Dom do if clicking the 'X' doesn't work?
- Dom's laptop has a low battery. This might be a sign that Dom has been online for a long time. What other signs might we get that we've been online for a long time? (Headache, device gets hot, etc.) Remind learners that they should take a break from their devices and balance their time online with offline activities.

- **In-game message**

Do you think Zac knows who this message is from? Why might this person say Zac's account is broken if it isn't? Other things to note:

- Our passwords keep our information and accounts safe. They are an example of personal information. What other personal information can learners think of? (E.g. age, name, address) Passwords and personal information should be kept private and safe - they are just for us or our trusted adults to know.
- There is a small flag next to FluffyNacho's username. This is the 'report' button, where players can tell the game's safety team that someone or something has broken the rules of the game or is doing something wrong. Learners should ask a trusted adult for help if they think they need to make a report.

4. To conclude, ask learners what advice they would give to the characters in the picture? Who could they tell about what's going on?

### ○○○ Ideas to challenge

Ask learners what might happen next if the characters clicked on the pop ups or responded to messages. Discuss that it is never too late to get help.

### ○○○ Ideas to scaffold

Choose one character to focus on and cut them out, rather than using the whole picture. Talk about what is in the image and model how to say different words or objects.



## Quiz: Trusted adults

### Time:

15 minutes

### Learning objective:

- I can give examples of the trusted adults who can help and support me with problems online.

### You will need:

- 3 to 7 slides (Trusted adults, slides 4 to 6)
- Trusted adult quiz

### Activity guidelines:

This activity helps learners identify who they can speak to if they have a problem online. If you have already run activities or discussed trusted adults with learners, it's a good opportunity to remind them that these people can also help them with online worries, as well as problems offline.

1. Show learners the supporting slides, which explain what a trusted adult may be like. Emphasise that an adult is somebody over the age of 18 and is a grown up. A sibling or a best friend (for example) is not a trusted adult unless they are over 18.
2. Discuss who a trusted adult may be and show the examples on the slide. Tell learners that Childline are trained to help people and they can call them if they feel like there isn't anyone they can talk to. Ask if they can think of any other trusted adults not shown.
3. Next, use the quiz which asks learners which trusted adult they would go to in different situations. The quiz can be found online at: [saferinternet.org.uk/sid-quiz](https://saferinternet.org.uk/sid-quiz) or you can use the questions from the separate word document with this pack to adapt into whatever format most suits your setting.

### ○○○ Ideas to scaffold

Use stories or pictures to illustrate adults to learners who may struggle to understand the concept. A visual timetable with pictures of teachers is a useful tool here, or pictures on the school website.

### ○○○ Ideas to challenge

The activity could be concluded with a quick 'thumbs up, thumbs down' activity to identify trusted adults, for example baby brother, mum, friend at school, teaching assistant.