

Youth Voice in Online Safety
Resources for use with 3-7s

Want to talk about it?

Making space for conversations
about life online

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On 7th February 2023, Safer Internet Day was celebrated across the globe. Marking the 20th year the day has been celebrated, the UK campaign put children and young people's voices at the heart of the day and encouraged them to shape the online safety support that they receive.

As part of the celebrations, young people hosted an event for representatives from government, charities and the internet industry. During the event they spoke about how every generation has a different experience of childhood, and that growing up online is a unique and, at times, challenging experience. Now, more than ever before, it is important that we take time to listen to children and young people about their online lives.

Building opportunities for youth voice into your online safety provision 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.

Originally created for Safer Internet Day 2023, these resources have been adapted to help you start conversations with your learners and discover:

- **What issues really matter to children and young people?**
- **What changes to they want to see?**
- **What online safety advice and support do they need?**

**Want to talk
about it?**

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10 things you need to know about using these resources

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.

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 focus on recognising positive uses of technology and recognising when to get help with a worry or concern. There are also opportunities to develop language and communication skills.

Activity 1:

Read 'Hanni and the Magic Window'

Hanni has a magic window at home but when she sees something that upsets her, she struggles to explain what has happened. Use the follow up questions at the end of the story to explore your learners' understanding of events and discuss who they could go to for help with a problem.

'Hanni and the Magic Window' can be found at: childnet.com/hanni

Activity 2:

Create your own magic window

Learners create their own magic window scenes. What magical worlds or experiences would they love to see? Once everyone has completed a scene, see if you can guess as a group who created each one. You could be as creative as you like with this activity using collage, paint or even having learners create their scenes using technology.

Activity 3:

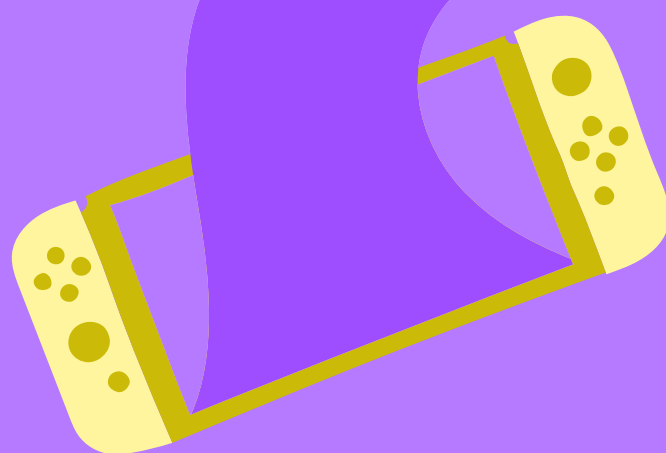
Can you help me please?

This board game allows learners to practise asking for help. Roll a dice, and players who land on a HELP square must pick a card. Ask the player how the scenario on the card might make them feel, and who would be the best person to talk to. The player must then construct a sentence asking for help with that situation.

E.g. Your water bottle is empty, and you are thirsty. What do you say?

"Please can you help me fill up my bottle?"

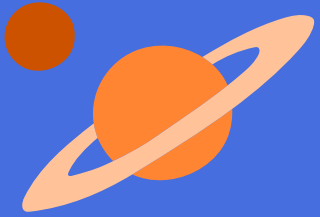
Players must choose a card to both start and finish the game to ensure that everyone answers at least twice. There are cards for different abilities, and you could add your own scenarios too. If someone is not sure, they could ask another player to help them choose the words for the answer. You could also turn this into a practical activity, moving from one side of the room to the other with stepping-stones.





Activity 3: Can you help me please?

You want to find out something about space online.



You are playing a game in the playground but it's getting too rough.



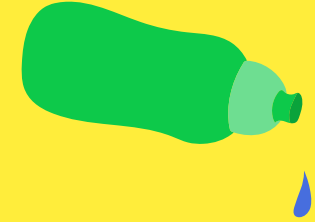
Someone has been playing with your favourite toy for ages, but you want a turn.



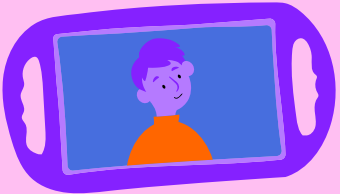
You have spilled food on your jumper.



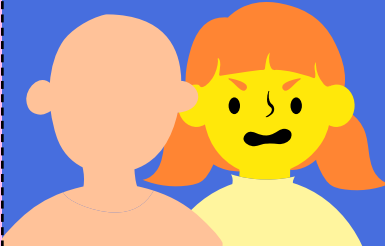
Your water bottle is empty, and you are thirsty.



You want to video call your family online.



You see someone say something unkind to someone else.



You have knocked some paint onto the floor.



You see something on a video that upsets you.



Your shoe has come undone.



You want to watch your favourite cartoon on TV but aren't sure how to find it.



You won a game, but your friend says you lost!



You have been playing on the tablet for a long time and now your eyes feel sore.



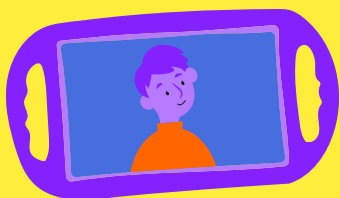
You are playing a game, and someone says that you can't play.



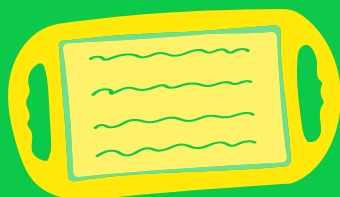
You would like someone to play with you.



You want to video call your family online.



You read something online but you're not sure if it's true.



You hear about a new game that all your friends are playing, but the age rating is much older than you.



You have argued with a friend, and you aren't sure how to make it right.



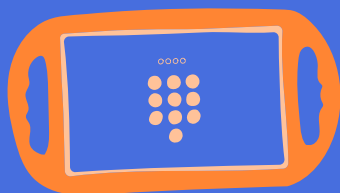
You are feeling lonely at lunchtime and would like someone to play with you.



You see something on a video that frightens you.



Your friend wants to know your password.



You get a message from someone online, asking what school you go to.



An older child is bothering you at playtime, and it's made you feel worried about going outside.



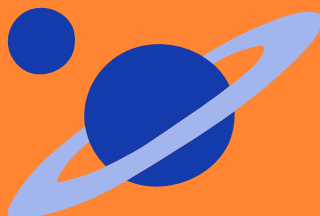
You want to watch your favourite YouTube channel but aren't sure how to find it.



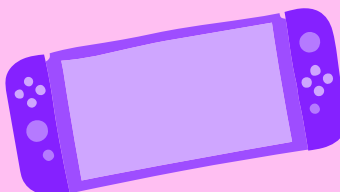
There's a new app that you want to download.



You want to research the solar system online.



You get a message in a game from someone asking to add you as a friend.



You need help with your work in class, but you've already asked twice.



Your friends are playing a game, but someone says that you can't play.



Starting conversations

These activities are designed to get learners talking and thinking about their experiences of using technology and the internet including by identifying types and uses of technology and developing communication and language skills.

Technology treasure hunt

Identify all the different types of technology that are used in your immediate, and wider, setting and talk about what they are used for. Do they all connect to the internet? What other connected devices can learners identify?

Like ladder

Draw a ladder and ask learners to use it to rank the online activities listed, starting with their favourite at the top. You could use as few or as many activities as appropriate for your group. Alternatively, print and cut out the listed activities for learners to order them physically.

Playing online games
Watching videos (e.g. YouTube Kids)
Watching TV and films (e.g. Disney+/Netflix)
Listening to music
Finding pictures of things
Finding information
Video calling family and friends
Shopping
Reading books or comics
Online quizzes
Sharing content of your own (e.g. photos and videos)



Story starters

Works best in groups of 4 or 5. Give each group one of the story starters provided and nominate one learner to begin the activity by reading this aloud to their group. Each learner takes it in turns to add another sentence to the story. Give learners advance notice of when their time is coming to an end so they can work together to give a conclusion to their shared story. To extend this activity, ask learners to draw or write their group's story.

It was the day before Jack's birthday, and he was really hoping he would get the new tablet he had asked for...

Sahar rushed home from school so she could log on to her favourite game. She couldn't believe what happened next...

Jonelle sat down with her dad, and he started a video call on his phone. She could hardly wait to see who answered because that person...

The TV screen went blank. Chelsy picked up the remote control and pressed a button she hadn't seen before...

Today was the day! The new game Luca had been waiting so patiently for was finally here! He took his games console to the kitchen to ask his mum to download it when he noticed something on the screen...

This or that?

Ask learners to choose their favourite of each of the two options. Can they explain their decision?

- Play online with your friends or play outside with your friends.
- Play an online game or watch videos.
- Watch TV or listen to music.
- Find out something new online or take an online quiz.
- Watch a funny video or be in a funny video.
- Only speak to your friends online or only face-to-face.
- Use a games console or a tablet.
- Use a tablet or a phone.
- Play on the internet once a week or eat your favourite sweets once a week.
- Go to the cinema or play your favourite online game.



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 or to update families on key messages being covered in your school/setting.

Read 'Hanni and the Magic Window'

Provide a link to the story so that parents and carers can read the story at home with their children, to reinforce the importance of asking for help straight away. Visit: [childnet.com/hanni](https://www.childnet.com/hanni).

Online safety newsletter

Take photos of your learners completing the activities within this pack. Use these to create an online safety newsletter to share with parents and carers, explaining what took place in your setting and what the objectives were. Older learners could write online safety tips, and younger children could be videoed giving their advice.

Internet interview

Give each learner an 'Internet Interview' (**page 14**) to take home. They must ask the questions to a parent or carer, make notes, and report back their findings. This could inform further activities. For example, if lots of learners report that their parents and carers said they don't know a lot about online games, learners could create a poster or top tips to take home for them.

Technology festival

Host an event where parents and carers can come into your setting and use technology together with their children. You could start the event with a guest speaker, or an assembly-style talk about technology, that parents and carers can attend. Your learners could either lead this or present some sections themselves if appropriate. Parents and carers could then use the technology available in your setting with their children. Follow up activities could include creating online safety tips together or doing other activities together from this pack.

Recommend an app

Ask parents and carers to complete the template (**page 15**) at home with their children. Together they must choose their favourite age-appropriate app and explain why they would recommend it to others. Younger learners can draw a picture of something from the app, or a picture of themselves using it. Use the completed templates to create a book or list of app ideas, which are suitable for the learners in your setting, that can then be shared with parents and carers.



What internet-connected devices do you own?

.....

How much time do you spend online each day?

.....

What is your favourite thing to do online?

.....

What do think MY favourite thing to do online is?

.....

What is your least favourite thing to do online?

.....

What is your top tip to keep safe online?

.....

What would you like to know more about?

.....



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What do think MY favourite thing to do online is?

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What is your least favourite thing to do online?

.....

What is your top tip to keep safe online?

.....

What would you like to know more about?

.....

We recommend

Name of app

Age rating

Why are you recommending this app?
What do you like about it?

Draw something from this app.
[E.g. logo, character, scene, etc.]

What is your safety tip for new users?

Do you have to pay for this app?

Yes/No

Can you buy things in the app using real money?

Yes/No

Getting children and young people to take the lead

These activities are designed to empower learners to take the lead as technology experts or through independent learning. They include opportunities to demonstrate their understanding of key messages and activities to prompt peer-to-peer discussion.

One-to-one time

Ask learners, one on one, to use a piece of technology with you. This could be a tablet, or even an interactive whiteboard, as long as it's something within your setting that learners are familiar with and have used before. Ask each learner what they like to do on the device and see what they can show you in terms of how to use it. Then do something together, e.g. play a game on the device.

Ask a friend

Learners walk around the room and interview each other about their favourite things to do online. They need to ask a different learner for each of the questions provided.

Alternatively, use the picture-based version provided (**page 17**), where learners need to find one person who enjoys doing each activity shown. E.g. someone who enjoys playing games, watching videos, finding things out, talking to friends and family etc. You will need to explain to learners beforehand what each picture represents.

Peer-to-peer sessions

Invite older children into the setting to read *Hanni and the Magic Window*, or to play the HELP! board game (**page 8**) with your learners. Alternatively, learners aged 6 and 7 may be able to retell the story themselves to younger children or offer their own advice for staying safe online.

Ask a friend questions

1. What is your favourite thing to do online?
2. How often do you go online? (Every day, a few times a week, once a week, something else)
3. Do you prefer watching videos or playing games?
4. Who would you ask for help if you needed it with something online?
5. How do you go online? (Tablet, iPad, phone, console)
6. If you could only use one app or game, what would it be?
7. Give an online safety tip to others.

Create a survey

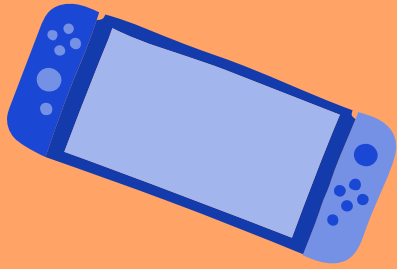
Learners could create a survey (online or on paper), asking their peers about their favourite online activities, apps or games. Results could be collated, and the data used for maths activities, to be displayed in different ways, such as bar charts or pictograms etc.

'Magic Window' role play area

Create a role play area for 'Hanni and the Magic Window,' with curtains that learners can look through and materials to create different scenes. Display simple wording that models how to ask for help.

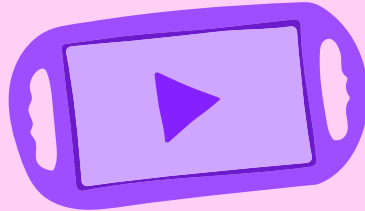
Ask a friend

Can you find who likes each of these things?
Write a different name in each of the boxes.



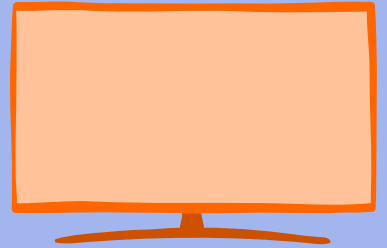
Playing online games

.....



Watching videos online

.....



Watching TV and films

.....



Listening to
music online

.....



Finding pictures of
things online

.....



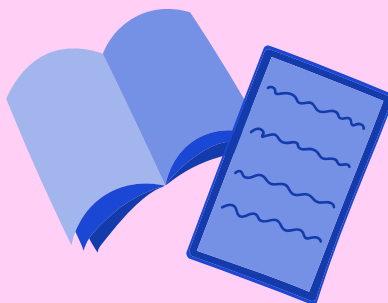
Finding information
and learning new
things online

.....



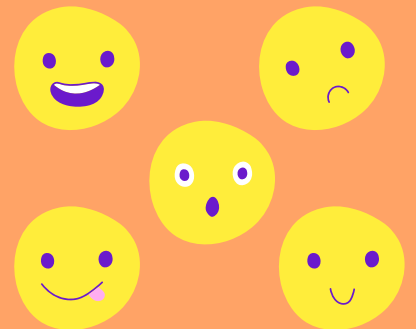
Video calling family
and friends

.....



Reading
books or comics

.....



Using emojis

.....

Encouraging children to tell someone about online concerns

These activities are designed to reinforce the key message for learners to tell someone if anything online worries or upsets them. They also support learners in their understanding of emotions and how experiences online can benefit and affect health and wellbeing,

Let's go online



Hold a discussion with learners about what they like to do when they go online and what they already know about staying safe online. Discuss what they should do if anything ever worries or upsets them. Make sure they know telling an adult is the most important step. You could ask why they think that is.

Follow up your discussion by asking learners to complete the 'Let's go online' worksheet (**page 20**).

Problem solving steps

Talk about what makes it hard to report a problem, (e.g. fear of being told off, fear of getting friends into trouble, not being able to find the right words, worried that it is 'just telling tales' or it's not serious enough) and discuss how these feelings could be addressed and overcome.

Create some large, visual, simple problem-solving steps that your learners can follow, to decide how best to solve a problem. For example:

Step 1: Put the problem into words.

Step 2: Decide if this is something I can solve myself, or something I need help with.

Step 3: Decide who to talk to.

Step 4: Have a conversation.

Step 5: Follow the advice.

Step 6: Decide if the problem is solved, or if more help is needed.

Ask learners to put these steps into practice by using the examples below:

1. Your friend comes to your house and wants to download a new app onto your device. What do you do?
2. Another player in an online game asks when your birthday is. What do you do?
3. You read something online and you aren't sure if it's true or not. What do you do?

You could write your own scenarios based on things that have been experienced in your setting.



Role play as Hanni and Mrs Rodwell

This activity requires learners to have read 'Hanni and the Magic Window.' Find the story here: childnet.com/hanni.

In pairs, learners take it in turns to be each character, so every learner gets to practise asking if someone needs to talk and saying that they need help. Older learners could also role play being Mum, Mr Green, and Tonton.

Support learners to explore their roles by asking each other questions. For example:

Why did Hanni not want to talk when Mum, Mr Green and Tonton asked her what was wrong?

Why did she choose Mrs Rodwell?

How did she feel once she had talked to Mrs Rodwell?

How did Mrs Rodwell feel when Hanni spoke to her?

How do you know if something is wrong?

This activity explores the physical feelings associated with emotions e.g. headache, tummy ache, tears, adrenaline, sweating, legs feeling like 'jelly' etc.

Learners draw an outline of Hanni and label where she felt the physical feelings associated with being worried. Learners could also draw around each other, if you wanted to do this on a much larger scale!

Learners then think of adjectives to describe how Hanni felt once she had talked to someone and asked for help, (e.g. calm, relieved, happy, content, confident, etc.) and add these to the picture in a different colour.

Worry box

Create a worry box for your setting. Learners can write any worries down and put them into the box. They can be anonymous, or they can leave their name if they want help. If a learner discloses something that might be a safeguarding concern, then follow the recommend procedures within your setting. For further advice on handling disclosures visit: childnet.com/safeguarding.

Emotions memory game

This activity is a quick card game to help learners identify the different emotions they may experience when online. The emotions represented in this game are: happy, frightened, annoyed, disgusted, calm, sad, confused and curious.

You can use as many, or as few, of the emotions as you feel suitable for your group and print out as many cards as you think best. Once all the cards are shuffled and placed face down, learners turn over two cards each time. If the two cards match, they keep them. If they don't, they turn them back over and try to remember where they were for next time.

Each time a card is turned over, learners must name or describe the emotion that they see. The player with the most pairs of cards is the winner.

Once the game has ended, talk to your learners about the emotions and see if they can group them together, or ask them to think of an online situation where each emotion might be experienced.

Name: _____

Date: _____

Let's go online

Circle the things that you can do online.

Play Games

Ride a bike

Use an app

Drink water

Watch a video

Plant a tree

Chat with friends

Read a website

Stay safe online

What do you already know about how to be safe and happy when you go online?
Choose 2 things and draw them in the boxes

Tell someone!

If anything worries, upsets or scares you online you should ask for help.
Complete the sentences using the word box.

If a video upsets me I can turn the screen _____ and _____ an adult. If someone is mean to me in a game I can ask an _____ to help me _____ that player.

If someone online I don't know makes me feel _____ I can tell an adult and use the report _____.

_____ someone about my worries means they can help me feel _____.

tell

safety

worried

better

click

button

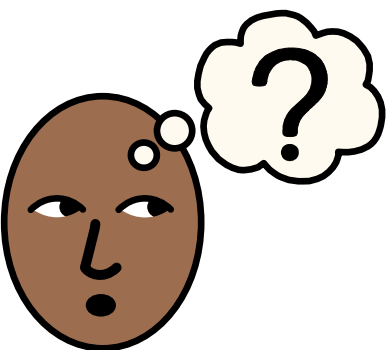
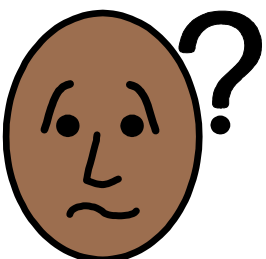
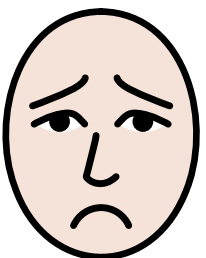
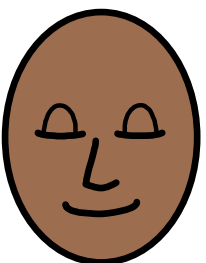
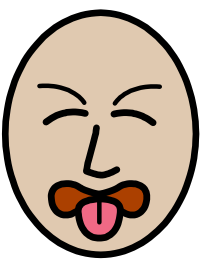
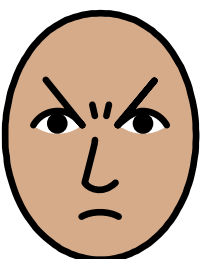
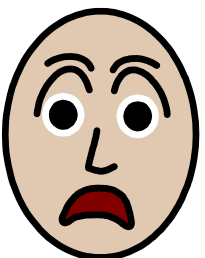
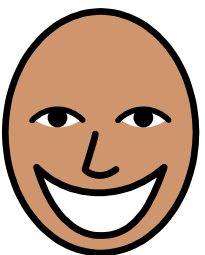
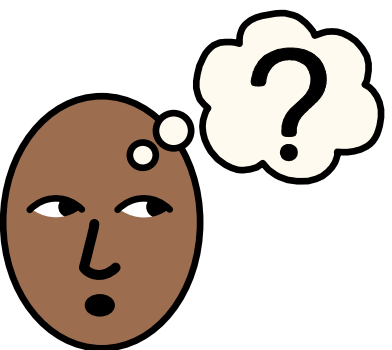
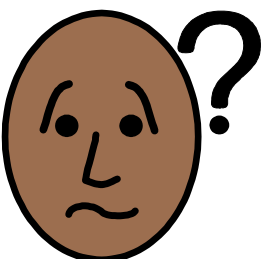
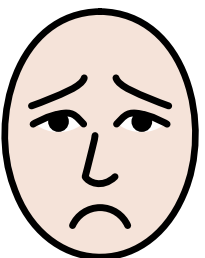
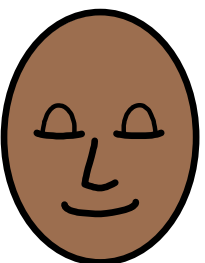
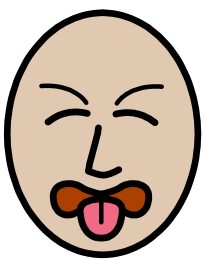
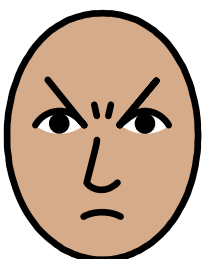
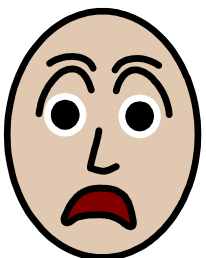
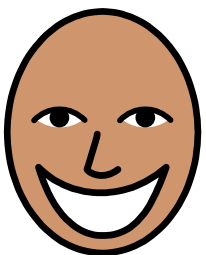
off

block

telling

adult

Emotions memory game



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.

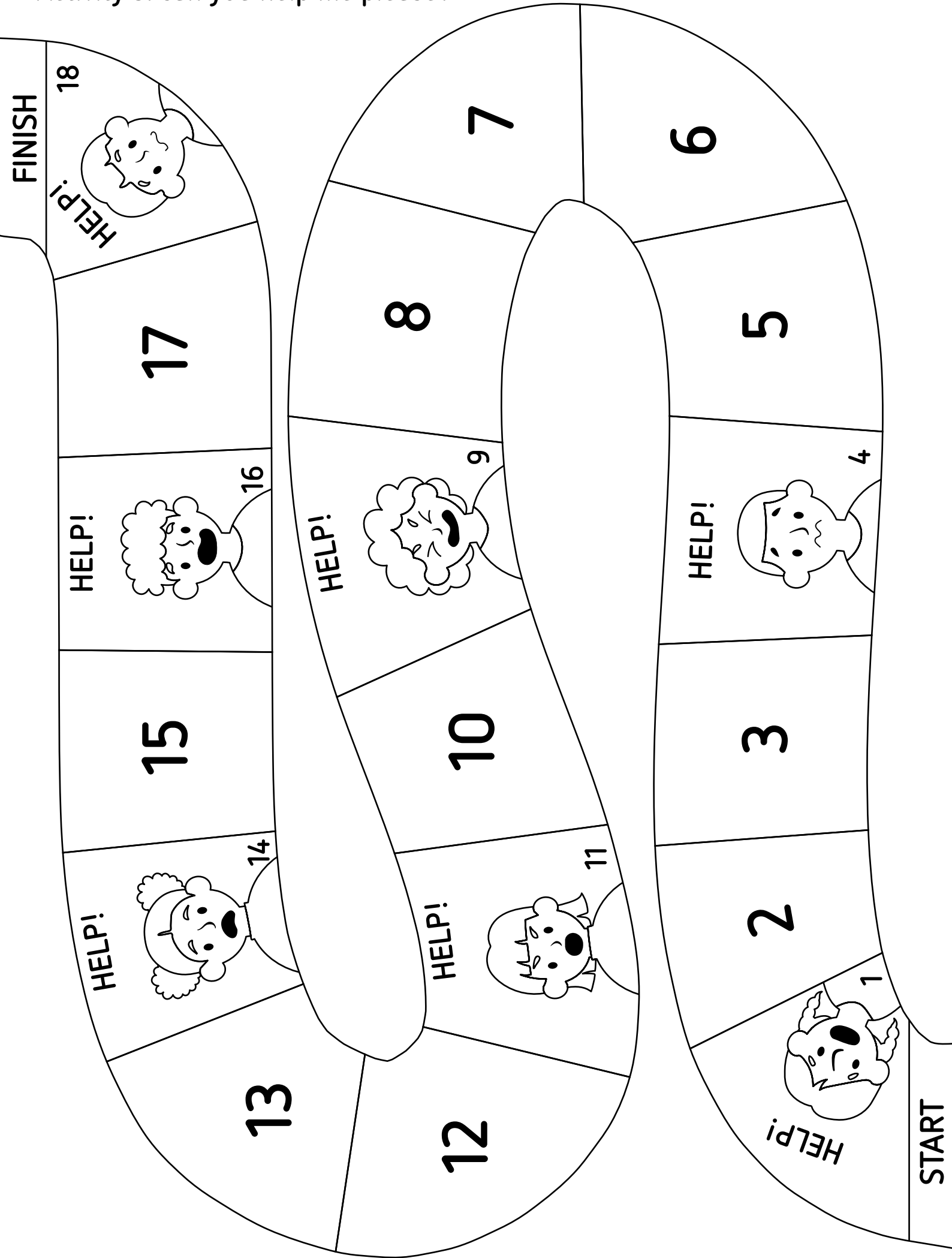
Be interested and let learners know they can come to you if they have any concerns about their online lives. Keep an open mind and remain non-judgmental so learners know that support is available.

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.



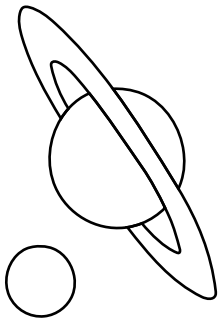
Printer friendly resources.

Activity 3: Can you help me please?

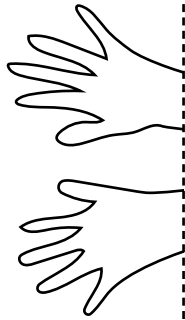


What do you say? For under 5 year olds

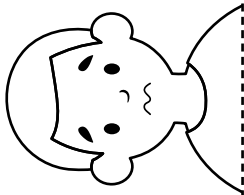
You want to find out something about space online.



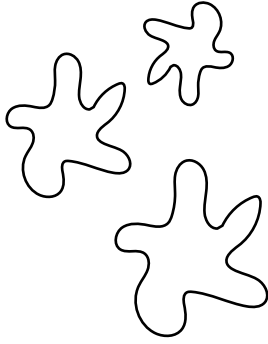
You are playing a game in the playground but it's getting too rough.



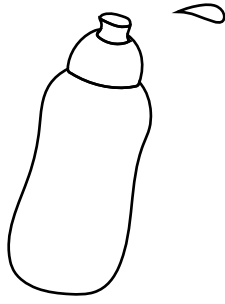
Someone has been playing with your favourite toy for ages, but you want a turn.



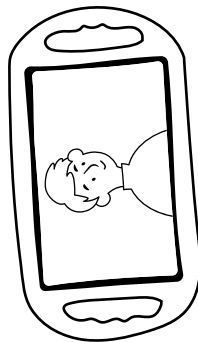
You have spilled food on your jumper.



Your water bottle is empty, and you are thirsty.



You want to video call your family online.



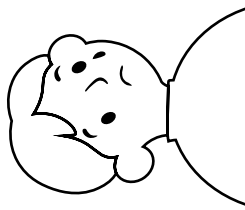
You see someone say something unkind to someone else.



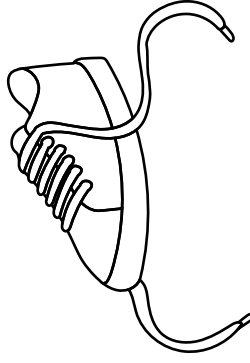
You have knocked some paint onto the floor.



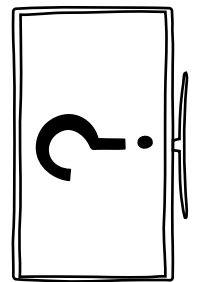
You see something on a video that upsets you.



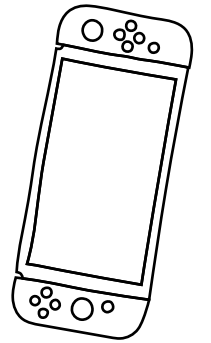
Your shoe has come undone.



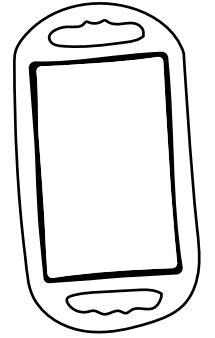
You want to watch your favourite cartoon on TV but aren't sure how to find it.



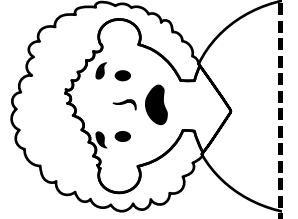
You won a game, but your friend says you lost!



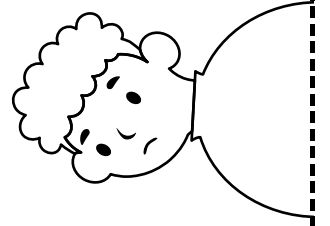
You have been playing on the tablet for a long time and now your eyes feel sore.



You are playing a game, and someone says that you can't play.

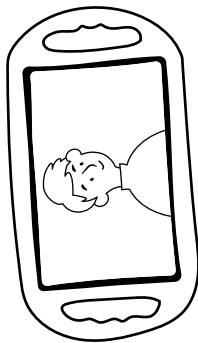


You would like someone to play with you.

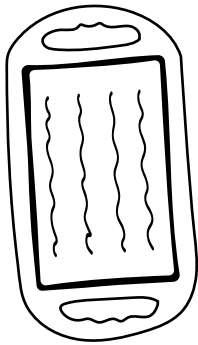


What do you say? For 5-7 year olds

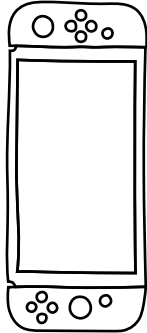
You want to video call your family online.



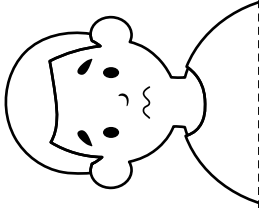
You read something online but you're not sure if it's true.



You hear about a new game that all your friends are playing, but the age rating is much older than you.



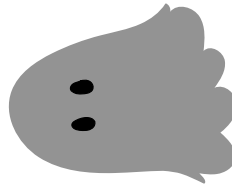
You have argued with a friend, and you aren't sure how to make it right.



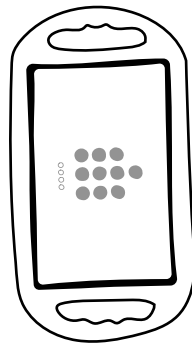
You are feeling lonely at lunchtime and would like someone to play with you.



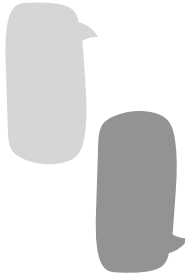
You see something on a video that frightens you.



Your friend wants to know your password.



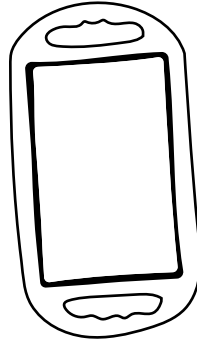
You get a message from someone online, asking what school you go to.



An older child is bothering you at playtime, and it's made you feel worried about going outside.



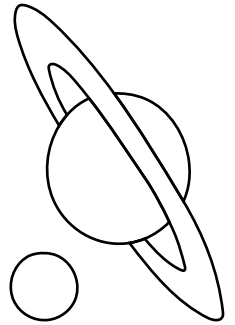
You want to watch your favourite YouTube channel but aren't sure how to find it.



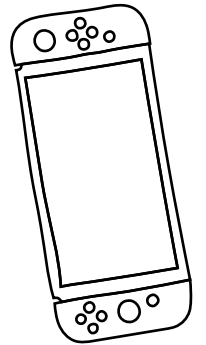
There's a new app that you want to download.



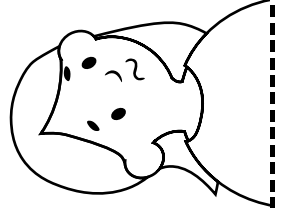
You want to research the solar system online.



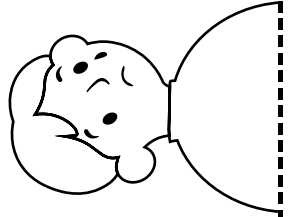
You get a message in a game from someone asking to add you as a friend.



You need help with your work in class, but you've already asked twice.

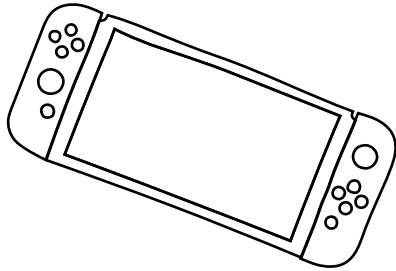


Your friends are playing a game, but someone says that you can't play.



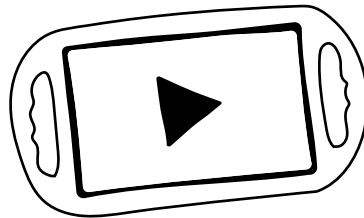
Ask a friend

Can you find who likes each of these things?
Write a different name in each of the boxes.



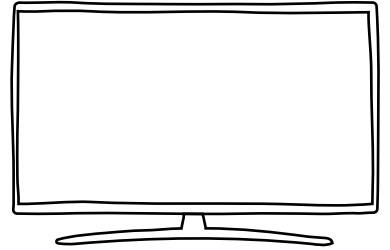
Playing online games

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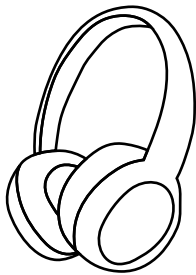
Watching videos online

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Watching TV and films

.....



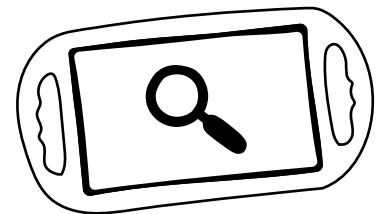
Listening to
music online

.....



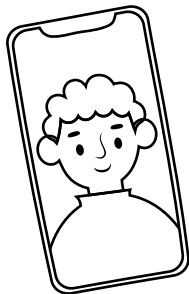
Finding pictures of
things online

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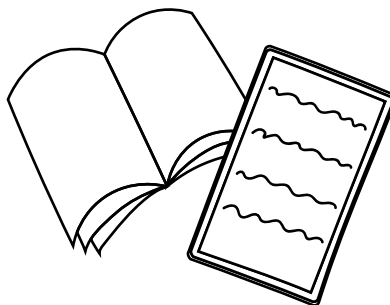
Finding information
and learning new
things online

.....



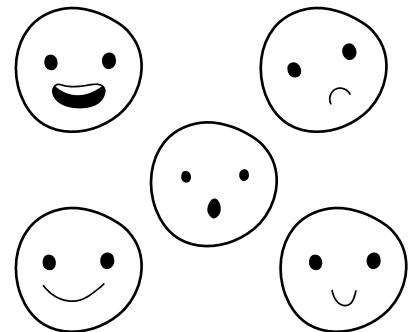
Video calling family
and friends

.....



Reading
books or comics

.....



Using emojis

.....



What internet-connected devices do you own?
.....

How much time do you spend online each day?
.....

What is your favourite thing to do online?
.....

What do think MY favourite thing to do online is?
.....

What is your least favourite thing to do online?
.....

What is your top tip to keep safe online?
.....

What would you like to know more about?
.....



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.....

What is your top tip to keep safe online?
.....

What would you like to know more about?
.....

We recommend

Name of app

Age rating

Why are you recommending this app?
What do you like about it?

Draw something from this app.
[E.g. logo, character, scene, etc.]

What is your safety tip for new users?

Do you have to pay for this app?

Yes/No

Can you buy things in the app using real money?

Yes/No

Name: _____

Date: _____

Let's go online

Circle the things that you can do online.

Play Games

Ride a bike

Use an app

Drink water

Watch a video

Plant a tree

Chat with friends

Read a website

Stay safe online

What do you already know about how to be safe and happy when you go online? Choose 2 things and draw them in the boxes

Tell someone!

If anything worries, upsets or scares you online you should ask for help. Complete the sentences using the word box.

If a video upsets me I can turn the screen _____ and _____ an adult. If someone is mean to me in a game I can ask an _____ to help me _____ that player.

If someone online I don't know makes me feel _____ I can tell an adult and use the report _____.

_____ someone about my worries means they can help me feel _____.

tell

safety

worried

better

click

button

off

block

telling

adult

Emotions memory game

