



Safer
Internet
Day 2022



AGES



How to use this Activity Menu

These activities have been written to support the theme for Safer Internet Day 2022:

ALL FUN AND GAMES ?

Exploring respect and relationships online

Note for educators: To support with the selection of activities, we have provided learner outcomes where relevant. These have been taken from the free, non-statutory *Education for a Connected World* framework and can also be mapped against curricula or programmes of study that reflect your context. For further free online safety resources mapped to the framework, visit: projectevolve.co.uk

Educators are invited to pick and mix from the suggested activities to best suit learners' needs and abilities.

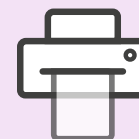
Each activity is presented as follows:



Instructions for educators



Visual support for learners (if provided)



Printable resources (if provided)

Overview of activities

	Activity name	Activity description	Group size	Time required
1	Spreading The Word	Join the national campaign to raise awareness of Safer Internet Day 2022 with parents & carers, or other members of the community.	Any	As long as you have
2	Safer Internet Day Films	Use the Safer Internet Day Films to generate discussion about this year's theme.	Any	10 mins
3	Safer Internet Day Quiz	A fun way for learners to explore their understanding of this year's theme. Look out for the launch of the interactive quiz in January 2022.	Any	15 mins
4	In The Moment...	Choose the most suitable responses for each scenario.	2-3	15 mins
5	Debate And Discuss	Invite learners to debate, discuss and share experiences relevant to the Safer Internet Day theme, 'All fun and games?'	Any	15 mins
6	Respectful Relationships Recipe	Write a recipe for a healthy and respectful relationship online.	Individual / Pairs	20 mins
7	Family Fortunes	Create a fortune teller to initiate conversations around online activity.	Individual	20 mins
8	My Gaming Guide	Design a Gaming Guide (mascot) who helps to make gaming safer online.	Individual	20 mins
9	Circle Time	A fun filled energetic activity to get thinking about online gaming and entertainment.	Whole Group	20 mins
10	Roll a Story Activity	Create a gaming story and resolve the problem by deciding what happens next.	Small Group	30 mins
11	Diary Room	Give learners the opportunity to voice their thoughts and opinions in a diary room.	Whole School	As long as you have
12	Recommended Game	Learners and their families recommend a game to others in your school/organisation using the template provided.	Whole School Family Activity	30 mins

Group size: Any

Timing: As long as you have

Resources: ■ UKSIC social media template



Spreading the word

Get everyone involved in Safer Internet Day by reaching out to parents and carers or other members of the community. You could use some of the other activities included in this pack for learners to complete at home or ask learners to think of a way of involving other children, staff, parents, governors or your wider community. They may wish to create posters, send information home in newsletters or organise an event.

You can also get involved in the social media campaign for Safer Internet Day. Post photos and share what you are doing, adding your voice to the biggest global social media campaign about the safe and positive use of technology. Make sure you include **#SaferInternetDay #playyourpart @UK_SIC**

Visit saferinternetday.org.uk for more information about other social media activities you can get involved with.

Any photos shared on social media using the above hashtag may be retweeted by the UK Safer Internet Centre to our followers and is a great way to get your school/organisation's message seen by a wide audience. Only photos sent from official school/organisation accounts will be reshared.

Important:

Please ensure that you have the appropriate media consent from parents and carers for any children appearing in photos. Why not take this opportunity to model best practice for learners by asking their permission too?



Group size: Any

Timing: 10 minutes

Resources:

- Film for Ages 7-11 and accompanying resources



Film for Ages 7-11

Watch the film created by the UK Safer Internet Centre to support this year's theme, 'All fun and games? Exploring respect and relationships online'.

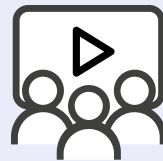
Use the film to start discussion and debate with your learners, or work through the accompanying questions and activities.

Extension: x

Ask learners to write down three things they have learnt, two questions they have, and one thing they already knew.



www.saferinternet.org.uk/films



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Group size: Any

Timing: 15 minutes

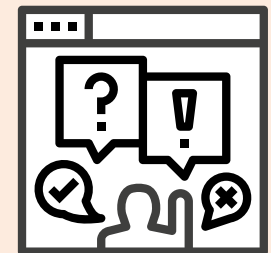
Resources: Quiz for Ages 7-11



Safer Internet Day Quiz

Play the Safer Internet Day quiz for 7-11 year olds. This could be printed and completed by individuals or pairs, or run as a group activity.

▶ Watch out for the online interactive version of the quiz which will be published in the run up to the day:
saferinternet.org.uk/sid-quiz/7-11





Safer Internet Day 2022 Quiz for Ages 7-11

► Answer the questions then use the answer sheet to find your score!



1

Keanu is watching a livestream of one of his favourite YouTubers gaming. During the stream, the YouTuber makes rude comments about another streamer and suggests that everyone goes and spams them with snake emojis "just as a joke." What should Keanu do?

- A. Join in and post the emoji on the chat on the other streamer's channel ☐
- B. Ignore the instruction ☐
- C. Message his favourite YouTuber privately to let them know this isn't okay ☐

2

Mae is playing an online roleplay game when another player starts following her around in the game and asking for her personal information. What should Mae do?

- A. Turn it into a game and run away from the other player for as long as possible ☐
- B. Tell an adult about what's happening, then report and block the other player ☐
- C. Message some of her friends and start spamming the other player with messages in return ☐



3

Yasmeen is trading on her favourite game when another player offers her a purple invisibility potion, but only in exchange for a green crystal. Yasmeen doesn't have a green crystal, but really wants the potion. What should Yasmeen do?

- A. Admit she doesn't have the crystal, but offer something else of equal value instead ☐
- B. Agree to the trade then sneakily gift the other player another item instead ☐
- C. Spend ages trying to find a green crystal she can trade for the potion ☐

4

Tyler is playing in a team online with one of his friends from school. They're in a difficult match and Tyler can hear his friend getting more and more frustrated over his headset. When they lose, his friend loses his temper and there's a loud noise before he disconnects from the game. What should Tyler do?

- A. Wait until his friend is next online then make a joke about him rage quitting ☐
- B. Give his friend some time to cool off then send him a supportive message ☐
- C. Suggest they don't play that game again as it's too tricky ☐

5

Ishaan is online with a group of friends, but knows he needs to log off soon to finish his chores. When he messages them to say goodbye, they all try to convince him to stay. Ishaan hates saying no to his friends and doesn't want to miss out on the fun. What should Ishaan do?

- A. Log off for now but agree another time when they can all play together ☐
- B. Focus on having fun and forget about his chores ☐
- C. Lie to his friends and tell them his internet is broken so they don't think he's ignored them ☐



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Safer Internet Day 2022 Quiz for Ages 7-11



6

Kayla has lots of friends who are boys and loves playing online with them. They always have fun with lots of competition and banter, but lately Kayla has been feeling fed up with the constant jokes about "girl gamers." What should Kayla do?

- A. Block and report the next person who makes a joke about girl gamers ☐
- B. Find some other girl gamers to play with instead of the boys ☐
- C. Explain to her friends how she is feeling and give them a chance to change their behaviour ☐

7



Nico has been playing online with a more experienced gamer for several months. They have a good friendship, and the player has always been supportive and helped him out. Now the player has invited him to a gaming party at his house, which is just around the corner from where Nico lives. What should Nico do?

- A. Go to the party but take a school friend with him for company ☐
- B. Block the other gamer and only play online with people he knows offline as well ☐
- C. Tell an adult about his friend's invitation and decide how to respond together ☐

8

Jamie is new to gaming and has noticed a lot of swearing on some of the servers they play on. The language makes them feel uncomfortable and even though they doesn't swear themselves, they're worried they might get in trouble if their parents see it. What should Jamie do?

- A. Block and report any players they see or hear swearing ☐
- B. Speak to their parents about what's happening and how it's making them feel ☐
- C. Start their own server where swearing isn't allowed ☐

9

Dajuan has always loved going online but recently it's been causing lots of arguments with his family. They always call for dinner right in the middle of a level and he finds it so frustrating when he has to let his team down and leave the game. What should Dajuan do?

- A. Shout at his family for ruining his game ☐
- B. Explain to his team that he has to leave because of his family and it's not his fault ☐
- C. Talk to his family about what time dinner usually is and try not to start new games just before this ☐



10

Sena and her friends all love going online, but a new girl has just joined their class who doesn't have a device at home. Sena wants her to feel included but isn't sure what they'll have in common if she doesn't use the internet – plus she can't join their group chat! What should Sena do?

- A. Invite the new girl to her house to get to know her better and find something else they both enjoy ☐
- B. Stop worrying about it, there's nothing she can do. ☐
- C. Spend 5 minutes every morning updating the new girl with what's happened in the group chat in the last 24 hours ☐



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Safer Internet Day 2022 Quiz for Ages 7-11 Answer Sheet

1

Keanu is watching a livestream of one of his favourite YouTubers gaming. During the stream, the YouTuber makes rude comments about another streamer and suggests that everyone goes and spams them with snake emojis "just as a joke." What should Keanu do?

C. Message his favourite YouTuber privately to let them know this isn't okay



► Even if it's meant as a joke, this sounds like it could be really upsetting for the streamer being targeted. Keanu's favourite YouTuber may not see or take notice of a message, but it's better than standing by and doing nothing.

2

Mae is playing an online roleplay game when another player starts following her around in the game and asking for her personal information. What should Mae do?

B. Tell an adult about what's happening, then report and block the other player

► This sounds like a worrying situation for Mae, so it's best that she tells an adult about what's going on. Reporting and blocking can prevent the other player from contacting her again and is a better way to resolve the situation than retaliating.



3

Yasmeen is trading on her favourite game when another player offers her a purple invisibility potion, but only in exchange for a green crystal. Yasmeen doesn't have a green crystal, but really wants the potion. What should Yasmeen do?

A. Admit she doesn't have the crystal, but offer something else of equal value instead

► It's best for Yasmeen to be honest, even if it means she doesn't get the potion. Trading something else would be unfair and may even break the game's rules. Looking for a crystal could work, but it may not be much fun or the best use of Yasmeen's time!



4

Tyler is playing in a team online with one of his friends from school. They're in a difficult match and Tyler can hear his friend getting more and more frustrated over his headset. When they lose, his friend loses his temper and there's a loud noise before he disconnects from the game. What should Tyler do?

B. Give his friend some time to cool off then send him a supportive message



► Gaming can be stressful and emotional, especially when it's very competitive. Sending a supportive message is a great way for Tyler to show that he's there for his friend and remind him that gaming is supposed to be fun. Remember if you find that being on a game is too stressful then having a break, taking some deep breaths, or speaking to an adult can all help.



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Safer Internet Day 2022 Quiz for Ages 7-11 Answer Sheet

5

Ishaan is online with a group of friends, but knows he needs to log off soon to finish his chores. When he messages them to say goodbye, they all try to convince him to stay. Ishaan hates saying no to his friends and doesn't want to miss out on the fun. What should Ishaan do?

A. Log off for now but agree another time when they can all play together

► *It can be tricky to say no to your friends, especially in a group situation, but being honest is important. Good friends should listen and respect your choices. Ishaan should be honest with his friends and remember that they'll have lots of other opportunities to have fun together.*



6

Kayla has lots of friends who are boys and loves playing online with them. They always have fun with lots of competition and banter, but lately Kayla has been feeling fed up with the constant jokes about "girl gamers." What should Kayla do?

C. Explain to her friends how she is feeling and give them a chance to change their behaviour

► *It sounds like the boys are being silly, but that doesn't mean what they're doing is okay. Kayla should let them know that jokes like this are not okay and explain how they make her and others feel. As her friends, Kayla should give them a chance to change their behaviour before she takes any further action.*

7

Nico has been playing online with a more experienced gamer for several months. They have a good friendship, and the player has always been supportive and helped him out. Now the player has invited him to a gaming party at his house, which is just around the corner from where Nico lives. What should Nico do?

C. Tell an adult about his friend's invitation and decide how to respond together

► *Even though they are good online friends, Nico has never met his friend in-person so it's not safe to agree to meet up. Nico should tell an adult about what his friend has suggested and they can decide together what to do next. Remember a good friend will understand even if you say no to something they have suggested.*



8

Jamie is new to gaming and has noticed a lot of swearing on some of the servers they play on. The language makes them feel uncomfortable and even though they doesn't swear themselves, they're worried they might get in trouble if their parents see it. What should Jamie do?

B. Speak to their parents about what's happening and how it's making them feel

► *All three of these are positive choices! The best choice is for Jamie to tell their parents, who will want to support them and can help work out what to do next. Blocking and reporting can be helpful but could take a lot of time if many people are involved, whilst starting their own server will have its own difficulties as well. Remember it's best to tell an adult if anything online worries or upsets you.*



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Safer Internet Day 2022 Quiz for Ages 7-11 Answer Sheet

9

Dajuan has always loved going online but recently it's been causing lots of arguments with his family. They always call for dinner right in the middle of a level and he finds it so frustrating when he has to let his team down and leave the game. What should Dajuan do?

C. Talk to his family about what time dinner usually is and try not to start new games just before this

► *Dajuan's family may not realise that they are interrupting a game in the middle of a level or that this is causing problems for his team. Communicating with his family and showing that he's willing to compromise will help improve Dajuan's relationships.*

10

Sena and her friends all love going online, but a new girl has just joined their class who doesn't have a device at home. Sena wants her to feel included but isn't sure what they'll have in common if she doesn't use the internet – plus she can't join their group chat! What should Sena do?

A. Invite the new girl over to get to know her better and find something else they both enjoy

► *Not everybody enjoys being online, or even has access to the internet, but that doesn't mean you'll have nothing in common. Sena should spend some time with the new girl and avoid talking lots about the group chat, as it may make her feel even more left out!*

How did you do?



What an incredible score! You're an expert at respect and relationships online and are ready to share your knowledge with the world. Why not teach your friends and family about the importance of being kind and considerate online?

Fantastic work! You're well on the way to understanding the importance of respect and relationships online. You also have a pretty good idea of what is and is not okay, and when you might need to do some further thinking.



Great job – you made some fantastic choices and are starting to understand respect and relationships online. Why not go back and look at the questions you got wrong? Do you understand why your answer was incorrect? If you're unsure, you could check with an adult and see what they think!

Good try... but there's still more you can learn about respect and relationships online. Why not try the quiz with your friends and family, then discuss any of the answers you weren't sure about. In the future, remember that if you're ever unsure about something online, it's always safest to ask an adult for help.



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Group size: Small groups of 2-3

Timing: 15 minutes

Resources:

- 'In The Moment' Scenarios
- 'In The Moment' Responses
- 'In The Moment' Template (optional)



Learner Outcomes

- I can describe appropriate ways to behave towards other people online and why this is important.



In The Moment...

When something happens online that is frustrating or upsetting, it can be easy for young people to react 'in the moment', without pausing to fully consider the consequences of a response. In this activity learners look at a range of scenarios and consider the best strategy for responding.

Give learners one of the 'In The Moment' scenarios. These could be read out or printed and cut up for groups or pairs to look at. Display the 'In The Moment' responses and ask learners to decide on two possible ways of reacting that would improve the situation, and two ways of reacting that would not help the situation.

Learners could record their top 'do/don't' answer on the template provided, or this could be a speaking and listening activity.

You are in a group chat with lots of friends. Someone forwards a photo of another person in your class that you really don't think is funny. They are not in the chat and you're worried it might upset them. What do you do?



You're watching a video online and some of the comments have really annoyed you! You completely disagree with what people are saying. What do you do?



You're playing an online game in a team and your friend goes offline. You get a private message saying that you were all playing too fast and no one was waiting for them, and now they're feeling really upset. What do you do?



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'In The Moment' scenarios



You are in a group chat with lots of friends. Someone forwards a photo of another person in your class that you really don't think is funny. They are not in the chat and you're worried it might upset them. What do you do?



You're watching a video online and some of the comments have really annoyed you! You completely disagree with what people are saying. What do you do?



You're playing an online game in a team and your friend goes offline. You get a private message saying that you were all playing too fast and no one was waiting for them, and now they're feeling really upset. What do you do?



You've been chatting to a player online in your favourite game for a while now and feel like you know them really well. They want to add you as a friend and even ask for your telephone number. What do you do?



'In The Moment' responses



Ignore it, it's
not your problem
to solve

Express your
feelings with an
emoji

Start a private
conversation

Respond publicly
with your true
feelings!

Talk to an adult

Chat in person
if you can

Block and
report them

Take a screenshot
to show someone

Try to explain
how you feel

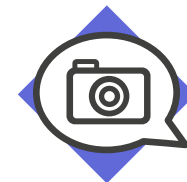




'In The Moment' template



You are in a group chat with lots of friends. Someone forwards a photo of another person in your class that you really don't think is funny. They are not in the chat and you're worried it might upset them. What do you do?



I would...

I would not...

You're watching a video online and some of the comments have really annoyed you! You completely disagree with what people are saying. What do you do?



I would...

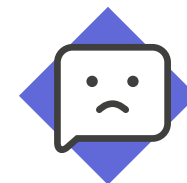
I would not...



'In The Moment' template



You're playing an online game in a team and your friend goes offline. You get a private message saying that you were all playing too fast and no one was waiting for them, and now they're feeling really upset. What do you do?



I would...

I would not...

You've been chatting to a player online in your favourite game for a while now and feel like you know them really well. They want to add you as a friend and even ask for your telephone number. What do you do?



I would...

I would not...

Group size: Any

Timing: 15 minutes

Resources: ■ N/A



Learner Outcomes

- I can explain how someone's feelings can be hurt by what is said or written online.
- I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (E.g. gaming communities or social media groups).
- I can describe ways people who have similar likes and interests can get together online.



Debate and Discuss

The internet offers wonderful opportunities to connect with others, learn new things, have fun and much more. However, we know that not all young people's experiences are positive or fun.

Invite learners to think about the statement on the screen and share their thoughts. This could be done individually, by splitting the group in half for a debate, or by pairing learners and sharing with each other.

You could use the following prompt questions:

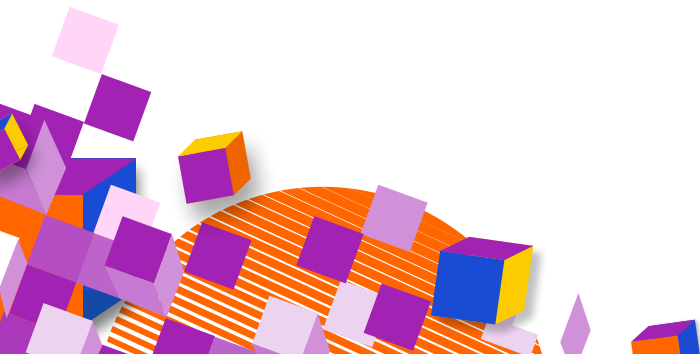
- What are the best parts of being online?
- What are the worst parts about being online?
- Does everyone have fun online?





“Being online is all fun and games!”

Agree or disagree?



Group size: Individual / pairs

Timing: 20 minutes

Resources: ■ Optional recipe template



Learner Outcomes

- I can describe how to be kind and show respect for others online, including the importance of respecting boundaries regarding what is shared about them online, and how to support them if others do not.
- I can demonstrate how to support others (including those who are having difficulties) online.
- I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.

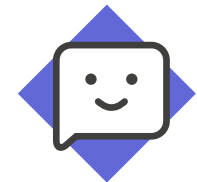


Respectful Relationships Recipe

In pairs or individually, learners will write a recipe for respectful and healthy relationships online. An optional template has been provided. Consider the following points to prepare for writing the recipe:

What are the 'ingredients' for happy and healthy relationships *offline*? I.e. what is it about your relationships with your family and friends that make them special?

- The ingredients for respectful relationships offline are what you need online too! These are the ingredients that will help make the internet a kinder, happier, healthier place for everyone.
- Have you ever done something kind online, or something that made others happy? What was it?
- Try and add 5 – 10 ingredients and think about making your 'measurements' varied and descriptive. E.g. a large handful of, a small spoonful of, a pinch of... etc.





RECIPE

FOR: Respectful Relationships Online

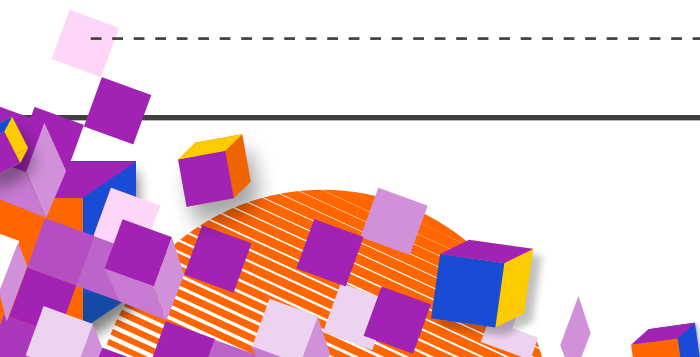
PREP TIME: _____

COOK TIME: _____

SERVES: Everyone!

INGREDIENTS

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Group size: Individual

Timing: 30 minutes

Resources:

- Optional 'Fortune Teller' template
- Optional 'Fortune Teller' instructions



1

Family Fortunes

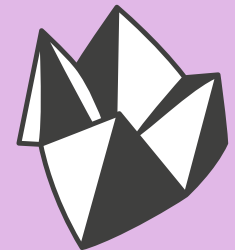
Invite learners to make a paper fortune teller, to start a conversation about their internet use at home with their families. If you are not sure how to make one, a template has been provided, with separate instructions which can be displayed for learners.

Ask learners to write the names or draw the logos of four of their favourite apps/games on the outside of the fortune teller, then number the inside triangles 1-8. Inside each of the flaps that can be raised, ask learners to write a question or conversation topic relating to life online.

To use the fortune teller, the 'chooser' picks one of the four apps / games, and the learners move the fortune teller to spell out the name. Then the 'chooser' picks a number. This is usually done twice, before revealing the question or topic inside.

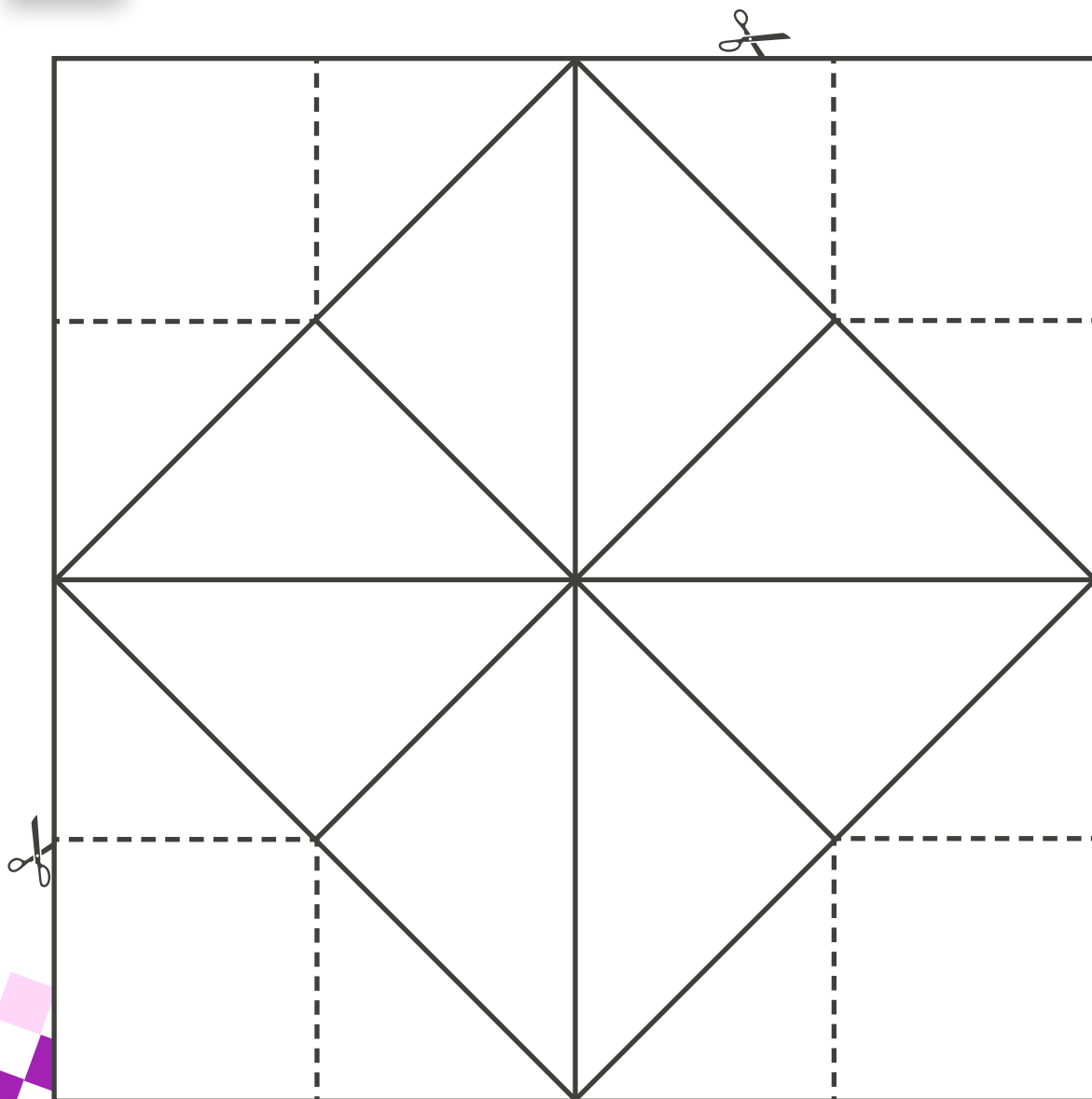
Encourage learners to think carefully about what they want to ask or discuss with their families. They could focus on online safety messages they know, ask general questions about life online, be more specific about their favourite app/game or test their family's knowledge.

Before taking the fortune tellers home, invite learners to try them out with the group and see what others have chosen for their conversation starters.





'Fortune Teller' template



Instructions to make your fortune teller:

1. Cut out the patterned square.
2. Fold the square in half lengthways and across the middle. Unfold.
3. Fold the four corners to meet in the middle at the point formed by the two creases you made.
4. Turn the square over so the folds are facing down. Now fold the new corners into the middle point.
5. Fold and unfold in half length and width ways so the pockets start to pop out.
6. Decorate!

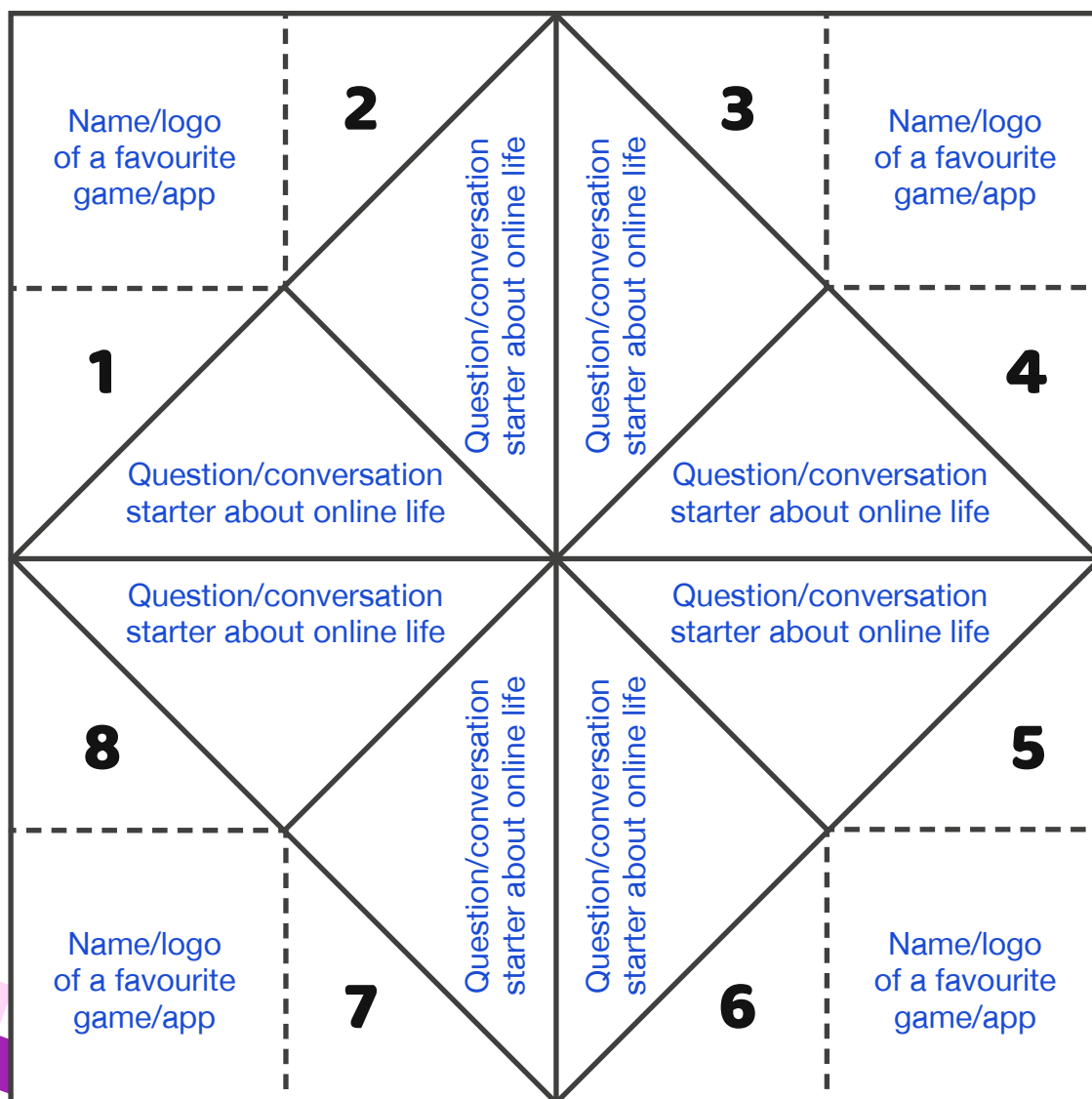


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'Fortune Teller' instructions



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Group size: Individual

Timing: 20 minutes

Resources:

- My Gaming Guide worksheet (optional)



Learner Outcomes

- I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.
- I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened.
- I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.



My Gaming Guide

Ask learners what features they have seen on the games they have played that help keep people safe.

Explain that for this activity they are going to imagine they work for a gaming company.

Ask learners to design a character who will act as a gaming guide, or mascot, to people chatting online. The character will help make gaming chats more respectful and safe.

Ask learners to include the following in their guide:

- The character or mascot's username
- What the character looks like
- When or how the character will appear to users (e.g. at the beginning of the game, every time they use the chat, etc.)
- 5 key online safety messages around making gaming chats respectful and safe that the character will deliver





My Gaming Guide



When/how they will appear

Key advice



Key advice



My Gaming Guide's Name



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Group size: Whole group

Timing: 20 minutes

Resources:

- Optional chairs
- Optional play parachute



Learner Outcomes

- I can describe strategies for safe and fun experiences in a range of online social environments (E.g. livestreaming, gaming platforms).
- I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users.



Circle Time

Ask learners to make a circle using chairs or sat on the floor. If you have access to a play parachute, form a circle around the parachute with each learner holding the edge.

As you read out each statement ask learners to swap places with someone else if this is true for them. If you are using the parachute learners will need to lift it in the air and swap places underneath if the statement is true for them.

If you are using chairs, you could take out one chair so a learner remains in the middle after each round. They could then say a statement about life online which then means others have to swap seats.

Take the opportunity of having learners in a circle to demonstrate how negative messages online can be like a chain. Responding to someone angrily or spreading negativity continues until someone chooses to break the chain. This could be done by passing a bean bag, doing a Mexican wave or asking learners to join hands and squeeze in turn. Ask learners how they could break the chain (e.g. by not responding, reporting and blocking, taking a break, speaking to an adult, spreading kindness, etc.)

Example statements for swapping game:

- You have played an online game
- You have won a game
- You have lost a game
- You have played an online game with a family member
- You have reported something in a game

Group size: Small group

Timing: 30 minutes

Resources:

- Dice or optional die template
- 'Roll a story' Guide



Learner Outcomes

- I can recognise when someone is upset, hurt or angry online.
- I can demonstrate how to support others (including those who are having difficulties) online.
- I can describe appropriate ways to behave towards other people online and why this is important.
- I can give examples of how bullying behaviour could appear online and how someone can get support.



Roll a story

This activity enables learners to use their creativity to make their own online stories or roleplays and share positive outcomes.

You will need some dice for this activity, so either use ones you already have, or learners can make their own using our die template. Put learners into small groups and using their dice ask them to roll 3 times. The number their die lands on corresponds with a key piece of information they see on the 'Roll a story' guide.

Learners could create a short story, a gaming style story board or act out the scenario based on the 3 numbers rolled. Learners need to think about how to resolve the situation in a safe and positive way.

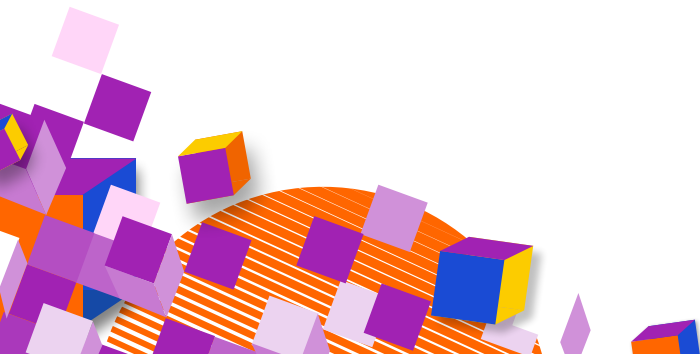
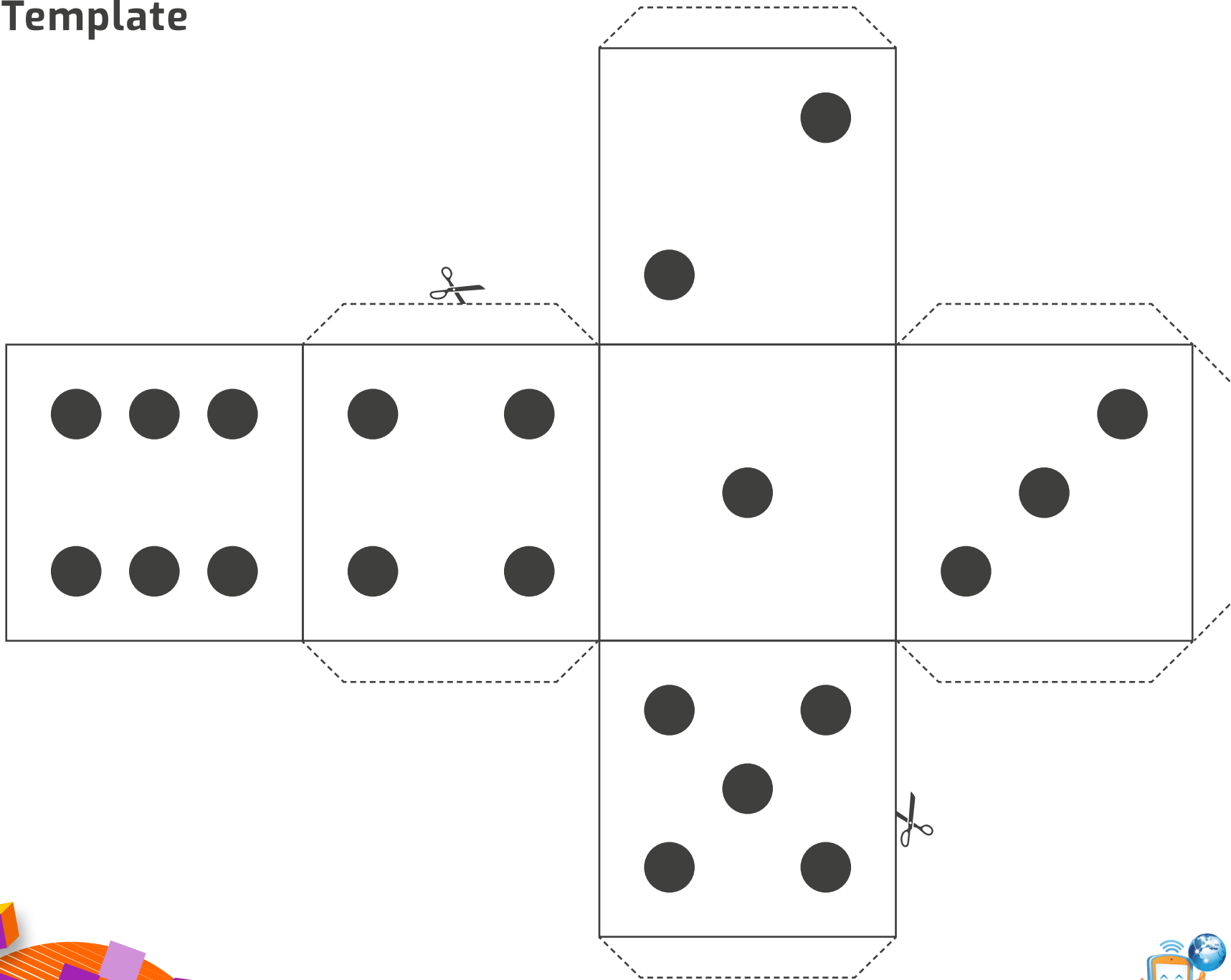
Invite the different groups to share their work with each other.



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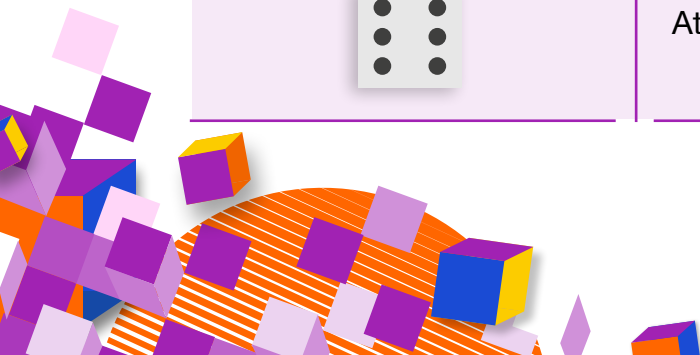
Die Template



Roll a story guide



Roll	Where you are...	What happened...	You are feeling...
	At an afterschool gaming club	Your friends have fallen out during an online game	 Worried
	At a friend's house on a sleepover	Your friends want you to play a game that you know you are not supposed to play	 Upset
	At home and it's past your bedtime	An unknown player threatens to get you kicked out of a game	 Angry
	At home gaming with a member of your family	Someone is pressuring you to make an unfair trade with them	 Frustrated
	At a youth club	You're being left out by other members on the team in the game	 Confused
	At home using your parent's phone without asking	Your friend is saying mean things to someone they don't know in a game	 Lonely



Group size: Whole school

Timing: As long as you have

Resources:

- Pens and paper
- Recording device



Learner Outcomes

- I can describe how to be kind and show respect for others online, including the importance of respecting boundaries regarding what is shared about them online, and how to support them if others do not.
- I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.

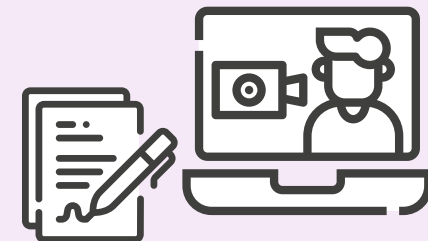


Diary Room

Give learners the opportunity to voice their thoughts and opinions on this year's theme with a diary room. Begin by setting up a specific area in your school/setting. You could provide pens and paper or use a camera so learners can record themselves explaining their ideas. During the day, invite learners to visit the room and have their say. You may wish to put a small group of older learners or Digital Leaders in charge of running the room, supervised by an adult.

Optional sentence starters:

- Respect online means...
- The best thing about gaming online is...
- A positive online relationship is...



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Group size: Whole School Activity

Timing: 20 minutes

Resources: ■ 'We recommend' Template

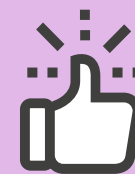


Recommended Game

Ask learners and their families to be gaming experts by recommending a favourite game played in their household to others in school/your organisation.

Ask learners to complete the template provided at home with their family and bring it back into school/your organisation so it can be displayed or shared with others.

You may wish to compile a display board, keep recommendations in a binder that can be available for browsing in your school/organisation or share recommendations online or in a newsletter.



We recommend:

Name of game: _____ Age rating: _____

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

Draw something from the game. E.g. logo, character, scene, etc.

What is your safety tip for new players?

Do you play with other people on this game? (Tick all that apply)

Do you have to pay for this game?

Can you buy things in the game using real money?



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**We
recommend:**



Name of game:

Age rating:



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



**Draw something from the game.
E.g. logo, character, scene, etc.**



What is your safety tip for new players?

Do you play with other people on this game? (Tick all that apply)



No,
there is
the option to
play alone



Yes,
there
is the option
to play only
with people
you know



Yes,
there is
the option to
play publicly
with anyone
else on the
game



Yes,
there
is the option
to play with
family or
friends who
are with you
on the same
device



**Do you have to pay
for this game?**



No, it's
free



Yes, you
have to pay



**Can you buy things in the game
using real money?**



No



Yes



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