

These activities can be run at home to complement the activities your child may take part in for Safer Internet Day in their school, club or youth group.

The below activities are sorted by age and provide a great opportunity to discuss online safety with your child and reinforce messages they may have also heard from other trusted adults, e.g. teachers.



### What makes you... YOU? (Ages 3-7)

Work with your child to help them create a photo collage of their favourite things that use technology or the internet. E.g. favourite TV channels, YouTube channels, video games etc. You might want to cut and stick the images on paper, or use a photo collage app and make a digital copy. Follow up by discussing with your child what to do if anything happens that upsets them whilst they are using the internet. You may wish to also complete the **Family Internet Safety Plan** included within this pack.

### Equality Thermometer (Ages 7-11)

Work with your child to cut out the thermometer and name cards from [Appendix 1](#). Place the thermometer vertically in the middle of a plain piece of A4 card and attach with a split pin (on the grey dot). Using the thermometer rating of 1 -10 (10 holding the highest importance) ask your child to place the names in order of who they think is more important **online**.

#### Key questions

- Who did you rate as the most important online? Why?
- Who did you rate as the least important online? Why?
- Where did you put yourself?
- Did you find this difficult? Why?

After the discussion, ask your child to twist their thermometer from vertical to horizontal. Ask your child what they think this demonstrates.

Use this as an opportunity to illustrate to your child that the online world has the potential for everyone to be equal online. Ask your child if they think this reflects what the online world is like, and if not, why.



### Online Identity Snapshot (Ages 11-14)

Provide your child with a copy of [Appendix 2](#). Explain that they have just 2 minutes to fill in as many of the details listed on the sheet as possible. You may wish to display a timer somewhere prominently to build suspense and give them a countdown when it reaches 10 seconds.

Ask your child to look over their completed sheets. How would they feel if you showed it to people they know, such as friends and family?

#### Key Questions

- ▶ Do you think your friends and family could guess who you are from the details you've given on the sheet?
- ▶ Do the details on the sheet reflect who you are and how you behave offline?
- ▶ Is there anything on the sheet that you wouldn't want to share with friends and family?



### Online Identity Snapshot cont. (Ages 11-14)

Reassure your child that you do not plan on sharing their sheet with their friends and family, but explain that the details they have listed give a snapshot of their 'online identity': who they are and how they express themselves online.

Ask them to imagine a second scenario where we gave this sheet, and only this sheet, to a complete stranger.

#### Key Questions

- ▶ What kind of impression would someone get of you from the details you listed?
- ▶ What assumptions might they make?
- ▶ Would they learn anything about you and your identity that you wouldn't be comfortable with?
- ▶ What parts of you and your identity would they not get to see?



### Think you understand me? (Ages 14-18)

Show your child the following video from Childline: [youtu.be/G6RzZ4KzsEs](https://youtu.be/G6RzZ4KzsEs)

Watch the video once and discuss immediate reactions. Then watch the video a second time – ask your child to jot down the assumptions they think the producers of the video are expecting them to make about each person as they appear on screen.

Discuss further using the following questions as prompts.

#### Key Questions

- ▶ What stereotypes and assumptions are highlighted in the video?
- ▶ Where do you think stereotypes come from?
- ▶ Do you think the internet reinforces or breaks down stereotypes? How?
- ▶ Are there any stereotypes which exist specifically online?
- ▶ Can you think of any times online when something someone has shared or posted might lead to people making assumptions about them and their lives?

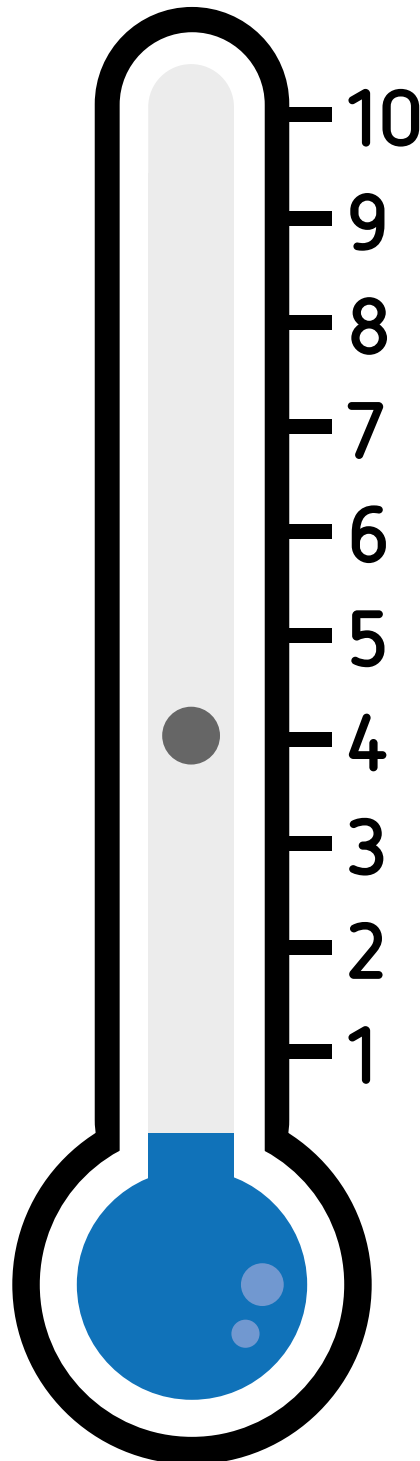
This video, as well as further guidance about stereotypes and discrimination can also be found at:

[www.childline.org.uk/info-advice/bullying-abuse-safety/your-rights/understand-me/](https://www.childline.org.uk/info-advice/bullying-abuse-safety/your-rights/understand-me/)

Appendix 1

Are we all equal online?

Celebrity	Politician	School friend	Family member	Parent
Me	Teacher	Doctor	YouTuber	Farmer



Appendix 2


You have 2 minutes to answer as many of the questions below as possible!


Circle all the services you have an account with:



What is your most frequently...

...used emoji? (Draw it!)	...played song?	...opened app?	...used hashtag?

 Do you have a games console at home? YES NO

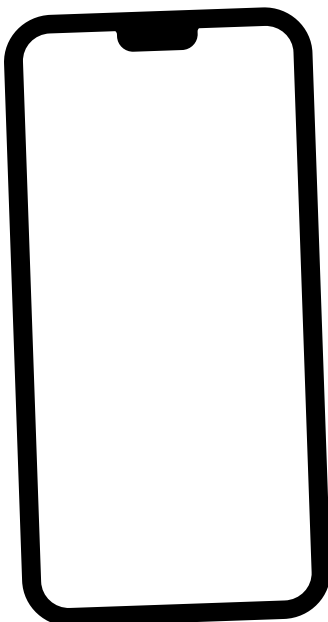
What's your favourite online game?  
 \_\_\_\_\_

Describe your profile pic in three words:








What was the last ...

...YouTube video you watched?	...time you set an alarm for?	...message you sent?	...filter you used?



Sketch your phone background

List five things you'd find in your recently liked posts:

-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_

Who do you...

...message the most?	
...always like posts from?	
...admire most online?	

If you could only follow the accounts of one celebrity online for the rest of your life, who would you choose?

 \_\_\_\_\_

