



Safer Internet Challenge

with



The Safer Internet Day Challenge is free for all schools and families to use throughout February and March! It has been produced by Kent Children's University.

Do share these ideas with other people and if sharing online please use the hashtags:

[#SaferInternetDay](#) [#SID2024](#) [#TEPSIDChallenge](#)



SAVE the DATE

Safer Internet Day

2024 | Tuesday
6 February

www.saferinternetday.org



For more information about this Safer Internet Challenge please visit www.kcuchallenges.co.uk or email kcu@theeducationpeople.org

This Challenge ends on 29th March 2024

www.kcuchallenges.co.uk



Safer Internet Challenge

What is 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. Co-ordinated in the UK by the UK Safer Internet Centre, Safer Internet Day is celebrated in over a hundred countries coordinated by the joint Insafe/INHOPE network, with the support of the European Commission, and national Safer Internet Centres across Europe.

Tuesday 6th February 2024 is Safer Internet Day 2024 and this year's theme is: **'Inspiring change? Making a difference, managing influence and navigating change online'**.

Created in consultation with young people across the UK, this year's Safer Internet Day will be focusing on change online, this includes covering:

Young people's perspective on new and emerging technology

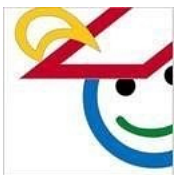
Using the internet to make change for the better

The changes young people want to see online

The things that can influence and change the way young people think, feel and act online and offline



Safer Internet Day



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Safer Internet Challenge

For Children's University members

You can earn Learning Credits for this Safer Internet Challenge. You will earn at least 0.5 Learning Credit for each completed activity. Evidence could be the Safer Internet record sheet with photographs, videos, completed worksheets, Learning Logs, Word documents, PowerPoint presentations etc. Please see below information for how to collect the Learning Credits.



If you are not part of Kent Children's University but would like to find out more, please turn to the

back of this pack. If your child would like to earn Learning Credits with us, you can download a temporary Passport to Learning from www.kcuchallenges.co.uk We can always transfer them to a real Passport to Learning in the future.

How to receive Learning Credits from Kent Children's University

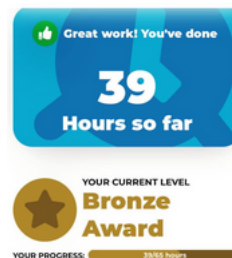
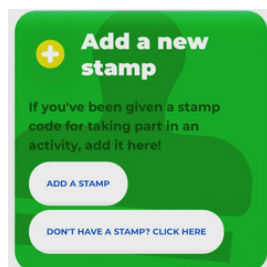
Please return any evidence to Kent Children's University by Friday 29th March 2024.

Email: kcu@theeducationpeople.org or Post:

Kent Children's University, The Education People, Bewl Water Outdoor Centre, Bewlbridge Lane, Lamberhurst, Kent, TN3 8JH.



Please only send evidence upon completing all the activities you wish to submit for Learning Credits. Don't forget to send the Record Sheet or a numbered list of completed activities too!



Learning Credit Codes will be sent to your child in an email, for you to write in the Passport to Learning.



For more information about Kent Children's University please visit

www.theeducationpeople.org/kent-childrens-university

www.kcuchallenges.co.uk



Safer Internet Challenge

Record Sheet

How does the internet influence us?

Design your own influencer

Talk to an older person about their use of technology

Tech through time

Spheres of influence

Create a poster to promote this year's SID messages

Visit a library and find a book that links to the SID theme

Participate in Friendly February activities

Complete an age-appropriate #SaferInternetDay quiz

Create a Family Online Safety Agreement

Many of these ideas have come from the UK Safer Internet Centre and Childnet. Please note that not all activities will be suitable for your child. Please use parental discretion when choosing which activities to complete.

If you are part of Kent Children's University, you will **earn at least 0.5 Learning Credits** for each activity completed.



Safer Internet Challenge



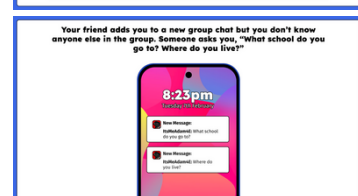
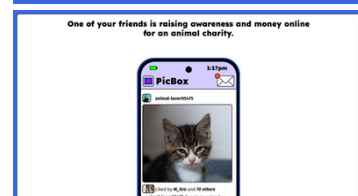
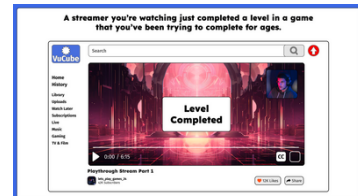
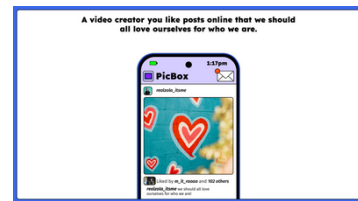
How does the internet influence us?



This activity is taken from the Safer Internet Centre education pack. We are asking you to play this game with your family.

The internet has the power to influence the way young people think, feel and act. This can be in a positive way, such as encouraging them to support a good cause. However, sometimes this can be a negative influence, such as influencing a young person to complete a dangerous challenge. This activity shows people a variety of different online influences and asks them to think about how they might make them feel and why.

1. Place the four influence and impact cards (POSITIVE, NEGATIVE, DEPENDS, NOT SURE) around the room for everyone to see.
2. Ask an adult to explain that the things we see and hear online can change how we think, feel and act. Sometimes this can be positive - it might give us an interesting new idea or make us feel better about ourselves. However, sometimes this can be negative - it might encourage us to do something unsafe or make us feel like we're under pressure.
3. Look at the scenarios listed on www.kcuchallenges.co.uk then ask people to stand by the word that matches how they feel then explain why they feel that way. Think about what impact this could have on a young person their age and why. If unsure, find a trusted adult to talk to, such as a teacher.



If you are part of KCU, you will **earn 1 Learning Credit** for playing this game and discussing "How does the internet influence us?" Evidence could be responses from the game.



Safer Internet Challenge



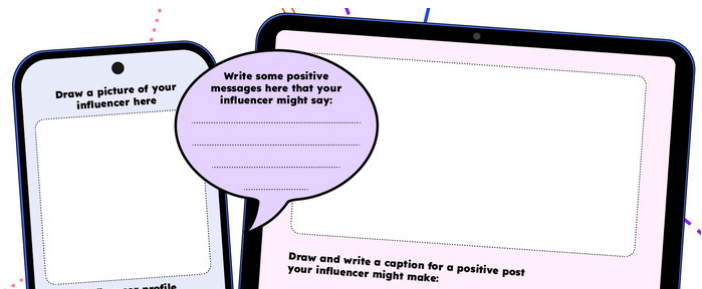
Design your own influencer



This activity is taken from the Safer Internet Centre education pack. Your task is to design an influencer who uses their platform for good.

Influencers are people who use their online platform to influence the way people think, feel or act. Often considered an expert in their field, their followers usually trust this expertise. Because of their reputation and following, influencers often have the ability to impact a large amount of people very quickly.

Consider the videos you watch online.
Who makes the videos?
How are videos shared?
What makes you watch certain influencers?
What makes their content special?



Did you know that audiences who enjoy watching a particular influencer, or like the content they create, may be more likely to listen to their opinions and even be influenced by what they say and do. For example, if your favourite YouTuber tells you a new game is really good, you might be influenced to buy it.

Think about how an influencer might use their power for good (e.g. to promote and raise money for a charity, to raise awareness of something). Think about how an influencer might have a negative influence on people (e.g. to encourage dangerous behaviour, to make people feel like they have to look a certain way etc.).

Now, get designing! You can find the worksheet on www.kcchallenges.co.uk



If you are part of KCU, you will **earn 1 Learning Credit** for designing your own influencer. Evidence could be your created worksheet.



Safer Internet Challenge



Talk to an older person about their use of technology

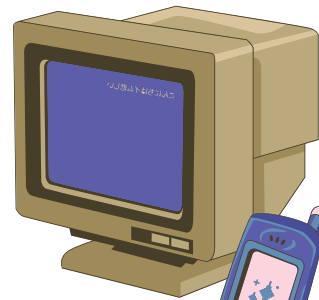


Technology has changed so much over time. Many adults grew up without any form of computer, tablet, gaming console or mobile phone.

Why not talk to a number of different people from different age brackets, to see what their first experiences of technology were like. Ask them to show you photographs of technology that they used (the internet could help them there). In some cases, they might have old devices to show you and let you try out. See what you can learn about technology over time.

Examples of questions could be:

- How did you watch films when you were a child?
- When did you first use a computer and what could you do on there?
- How has technology changed in your lifetime?
- How has technology improved/worsened the world?
- If you could invent any technological gadget, what would it be?



From March onwards, the Micro Museum in Ramsgate opens its doors again. This Learning Destination is a magnificent place to explore technology from across the years so we would recommend you make a visit. You can find out more here:

<https://www.themicromuseum.org/>



If you are part of KCU, you will **earn 0.5 Learning Credits** for each person you talk to about their experience of technology. Evidence could be the questionnaire you create and answers you receive.



Safer Internet Challenge



Tech through time



This activity is designed to follow-on from the “Talk to an older person about their use of technology” task and has been created by the Safer Internet Centre.

This activity is designed to help children see how technology has changed over time and think about the influence that change has had on the world. Take a look at the “Tech through time” cards with a parent/carer. Each card is an example of technology that has been developed over approximately the last 20 years. Work together to sort the cards in order, from oldest to newest, to see how much technology has changed. This could be done by cutting the cards and ordering them physically or numbering them. Then check their ordering using the answer key. How will you get on?



 Mass produced electric cars	 Blu-ray DVDs	 Google Maps	 ChatGPT	 Voice assistants (Alexa, Siri, Hey Google)	 YouTube	Tech through time	
 Tablets	 Facebook	 Face ID on phones	 Contactless payments	 Voice messaging	 Streaming services (music, film, TV)		 Fibre broadband (fast Wi-Fi)
 Crypto-currency	 Fingerprint recognition	 FaceTime	 Snapchat	 Wearable fitness Trackers	 Wireless earphones		 Sat nav



If you are part of KCU, you will **earn 1 Learning Credit** for playing the “Tech through time” game. Evidence could be your answer sheet.



Safer Internet Challenge



Spheres of influence



This activity comes from the Safer Internet Centre. We all have a part to play in building a safe and positive internet. This activity is designed to help children and young people reflect on their online experiences and discuss strategies to support their wellbeing.

We would encourage children to complete this activity with a parent/carer. The parent/carer can explain that some things that happen online are a result of the choices we make, whilst others are outside of our control.

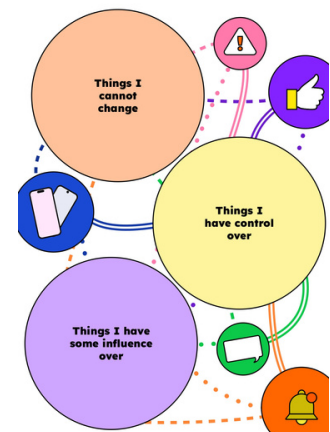
Read through the list of online experiences together and sort them into the relevant sphere. Talk together about the placement of the card and if the parent/carer would have put it somewhere differently.

Use the following questions to support your conversations:

- What parts of your life online would you like to have more control over and why?
 - What can we do if something we have some influence over begins to affect us negatively?
 - What can we do if we are worried about something we can't control?
- What actions can we as individuals take to build a positive online space for ourselves and/or others

Comments on posts made by others	How many likes my posts get	Incorrect information being shared online
Content online influencers post	Messages from people I don't know	Hateful or negative content online
How much time I spend on certain apps or games	How much time friends or family spend online	How I use new technology
Content suggested to you by apps or games	Content my friends and family post	How technology is changing

Comments on posts made by others	How many likes my posts get	Incorrect information being shared online
Content online influencers post	Messages from people I don't know	Hateful or negative content online
How much time I spend on certain apps or games	How much time friends or family spend online	How I use new technology
Content suggested to you by apps or games	Content my friends and family post	How technology is changing



If you are part of KCUC, you will **earn 1 Learning Credit** for completing the "Spheres of influence" activity. Evidence could be a list of the cards you placed in each sphere and reasons why.



Safer Internet Challenge

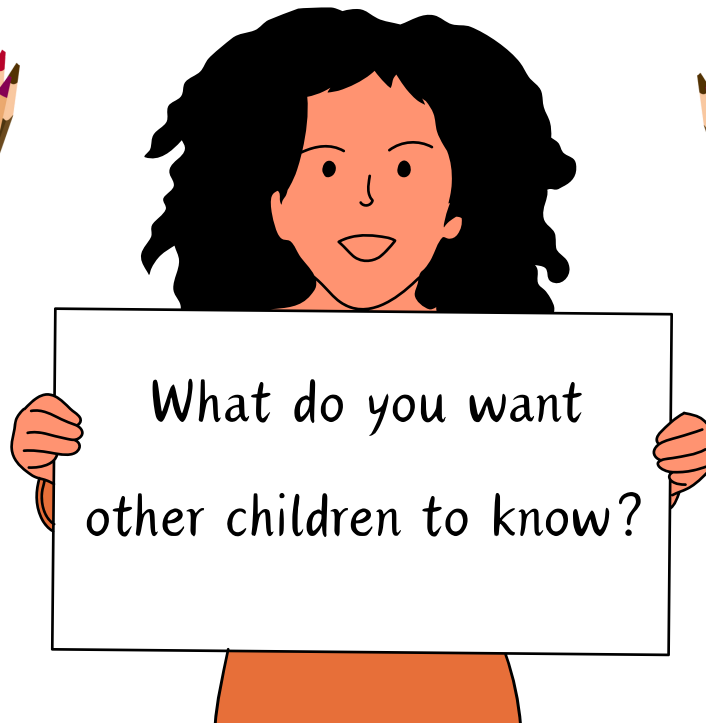
**Create a poster to promote
this year's Safer Internet Day
messages**



The theme for this year's Safer Internet Day is '**Inspiring change? Making a difference, managing influence and navigating change online**'.

What ideas do you have for inspiring change, making a difference, managing influence or navigating change online?

Create a poster that can be used by your family, school or even Kent Children's University to promote these Safer Internet Day messages.



If you are part of KCU, you will **earn 2 Learning Credits** for creating a colourful poster. Evidence could be designs and a copy of the final poster.



Safer Internet Challenge



Visit your local library and find a book that links to the Safer Internet Day theme

Libraries are marvellous places for finding books on any topic. Why not visit your local library and talk to a librarian about Safer Internet Day? See if the librarian can help you find an age-appropriate book, eBook, magazine or publication that matches the theme of this year's Safer Internet Day. Your parent/carer might find something of use too!

To earn the Learning Credit, you will need to create a review of the item you found.



Book review

Review by: _____

Book title: _____

Read by: _____

What did you like/not like about this book?

What is this book about?

What what did you learn about staying safe online from reading this book?

What rating would you give the book? ☆☆☆☆☆



If you are part of KCUC, you will **earn 1 Learning Credit** for visiting your library and finding a publication that links to this year's Safer Internet Day theme. Evidence could be the review.



Safer Internet Challenge



Participate in Friendly February activities



The internet can feel like a distorted version of life, allowing for behaviours that we would not tolerate face-to-face: in which people can rehearse different, often hostile, ways to communicate, or share images or ideas they might not stand by in real life – protected through anonymity or physical distance.

We stand with our partners at the Safer Internet Centre in their call for society to be safer and kinder as it becomes more connected. As we work to challenge the business models that sit behind some of the most harmful aspects on life online, and model positive values, we also encourage children, young people, families, schools and organisations to encourage kindness on and offline. The Action for Happiness Friendly February calendar can support everyone to be happier, kinder and together. These are wonderful values that we hope will influence others when online, as well as offline.

What impact do you think being kind offline can have to your online world?

Is there a difference between who you are online and offline? What about your friends?

You can visit www.kcchallenges.co.uk to download the calendar or visit www.actionforhappiness.org/calendar



If you are part of KCU, you will **earn 2 Learning Credits** for completing 7 days of Friendly February suggestions. Evidence could be photographs or diary entries.



Safer Internet Challenge



Complete an age-appropriate
#SaferInternetDay quiz



Safer Internet Day 2024 Quiz for 7-11

10%

Question 1. Ivan and his friends find a cool new website where a computer can answer their questions. They ask it some silly questions and it gives them a rude answer. What should Ivan do?

- A Keep it a secret between him and his friends
- B Tell a trusted adult about what happened and ask them to report it to the website
- C Shut down the computer and tell his friends not to use the website again

Safer Internet Day 2024 Quiz for 11-14

20%

Question 2. Julia sees a live notification on her device about her favourite artist going live on social media. It's the middle of the school day but she doesn't want to miss out. What should Julia do?

- A Catch up with the live later and manage her notification settings so they don't pop up during school hours
- B Comment on the livestream about how inconvenient the timings are
- C Use earbuds to listen in on the livestream and hope nobody notices

The Safer Internet Centre has created three quizzes all about staying safe when online gaming. They have been placed in age-appropriate groups so you can find the quiz for you straightaway.

You can complete the relevant quiz online via the links below:

7- to 11-year-olds:

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/quiz-for-7-11-year-olds>

11- to 14-year-olds:

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/quiz-for-11-14-year-olds>

14- to 18-year-olds:

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/quiz-for-14-18-year-olds>

Keep a record of how you do but most importantly think about what you have discovered from completing the quiz.

If you are part of KCUC, you will **earn 0.5 Learning Credits** for completing a Safer Internet Day quiz. Evidence could be a copy of the quiz, screenshot of the results and an evaluation of what you learned.

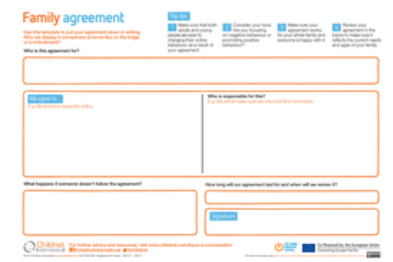




Safer Internet Challenge



Create a family online safety agreement



Work together as a family and use one of the Childnet templates on www.kcuchallenges.co.uk to create a Family Online Safety Agreement. If you have created one in the past, look to update it based on your life in 2024.

A family agreement is a great way to start a conversation with your whole family about how you all use the internet, and to start discussions together around how to behave in a positive way when online, whether this is at home, at school or at a friend's house.

Childnet's family agreement provides a list of things to consider when creating a family agreement, and some examples to get you started. An agreement template is also provided to help families set clear expectations for positive and safe internet use.

You can find out more here: <https://www.childnet.com/resources/family-agreement/>

NOTES: Try to focus on positive behaviours and the importance of telling an adult if they see something that makes them feel worried, upset or uncomfortable. These rules should be for the whole family, so adults need to remember to role model positive online behaviour too.



If you are part of KCU, you will **earn 1 Learning Credit** for creating a Family Online Safety Agreement. Evidence could be a copy of the agreement.



Safer Internet Challenge

Keeping Children Safe Online: “GOLD”en Rules for Families

The internet is an essential part of children’s lives and can provide a range of positive opportunities. Whilst there can be risks for children and young people online, many of them use the internet regularly without coming to any harm, so it’s important for families to be realistic. Education around safe use is essential as banning the internet or specific websites, games and apps does not work and can make children feel less able to report a problem.

The following tips might help you to consider how you can help keep your family safe online.

Ground Rules

- Discuss and agree as a family how the internet will be used in your house.
 - Start by letting your children tell you what they think is and isn’t acceptable to do online, then add your own rules and boundaries to the list.
 - Decide on what information should be kept private online, such as contact information, photos in school uniform, and agree rules for making and meeting online friends.
 - Set rules relating to use of webcams, video chat, live streaming and live voice; even when children are talking to people they already know, they can still experience risks. Find more information about live streaming at:
 - https://www.thinkuknow.co.uk/11_13/Need-advice/live-streaming/
 - www.childnet.com/young-people/secondary/hot-topics/video-chat-and-webcams
 - Explore how to create strong passwords and discuss how to keep passwords safe, for example not sharing them with their friends or using the same password for several accounts. For more advice on passwords, visit:
 - www.getsafeonline.org/personal/articles/passwords/
- Make sure your child understands that their online actions and behaviours can have offline consequences and agree on sanctions for breaking the rules.
- You might find it helpful to write ‘ground rules’ down as a visual reminder.
 - See a template ‘family agreement’ at: www.childnet.com/resources/family-agreement
- Remember these are whole family rules, so consider your own use of the internet and lead by example. Think about how much time you spend online and consider the information you are sharing on your social networks about your children and who can see it.



Safer Internet Challenge

Keeping Children Safe Online: “GOLD”en Rules for Families

Online Safety

- Install antivirus software and secure your internet connection.
 - More advice on online security can be accessed at www.getsafeonline.org/
- Make the most of the parental controls on your children’s internet enabled devices and games consoles to help restrict access to inappropriate content. They can also help you manage how much time your child spends online.
 - Do your research and select the tools which are most suitable to you, your child and the technology in your home. Find more information on parental controls at:
 - www.internetmatters.org
 - www.saferinternet.org.uk/advice-and-resources/a-parents-guide
 - Set up filters on internet search engines to limit the likelihood of your children accidentally coming across inappropriate content when searching online.
 - Ensure your child understands that parental controls are in place to protect them, not restrict them; some children will actively work around parental controls if they feel constrained without knowing why.
- Read any parental guidance and safety recommendations for games, apps or websites before allowing your child to use them.
 - The following guides provide balanced information to help you make informed decisions:
 - www.askaboutgames.com/
 - www.commonsemmedia.org
- Be aware that parental control tools and filters are not always 100% effective and you can’t rely on them alone to protect your child online. It’s important to monitor and supervise your child’s online activities; where possible access should take place in a family area, but this may depend on the age and ability of your child.



Safer Internet Challenge

Keeping Children Safe Online: “GOLD”en Rules for Families

Listen

- Try to maintain an open mind and positive attitude when talking with your child about the internet.
- If your child discloses an online issue or concern to you, ensure you listen to them.
 - Avoid being angry or blaming them; reassure them that they have done the right thing by telling you.
 - Take their concerns seriously; even if you feel they are overreacting or their worries are unfounded, it is important not to dismiss their feelings as this can prevent them from coming to you for help again in the future.
 - Support your child to report and block people online who may have tried to contact them or have sent them nasty or inappropriate messages or content.
 - Help your child to report to the site or service where the concern happened.
- Depending on the issue, you can report specific concerns online at:
 - Inappropriate content: <https://reportharmfulcontent.com/>
 - Terrorist content: <https://act.campaign.gov.uk/>
 - Child Sexual Abuse Imagery: <https://www.iwf.org.uk/>
 - Online Child Sexual Abuse: <https://ceop.police.uk/>
- Be alert to any changes in behaviour, language and attitude in your child that may indicate that something is upsetting them online, for example, if your child starts to withdraw from family and friends or becomes secretive about their online behaviour.





Safer Internet Challenge

Keeping Children Safe Online: “GOLD”en Rules for Families

Dialogue

- Take an active interest in your child’s online activities and engage in their online world with them.
 - Ask your child which games, apps, websites or tools they like to use and why; playing together with your child can often open opportunities to discuss safe behaviour online.
 - Ask your child if they know where to go for help; do they know where to find safety advice or information about privacy settings and know how to report or block users on their games and websites.
- Make sure your child knows that they should come to you, or another trusted adult, for help if something happens online that makes them feel scared, worried or uncomfortable.
 - Talk to your child about being kind online and encourage them not to retaliate or reply to cyberbullying and to keep any evidence; you may need to show your child how to take screenshots on their device.
 - Have a look at the following links for useful tips on talking to children about online safety in an age appropriate way:
 - www.childnet.com/parents-and-carers/have-a-conversation
 - www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/talking-your-child-staying-safe-online/





Safer Internet Challenge

Websites to visit for more information:

Think U Know: www.thinkuknow.co.uk

The Child Exploitation and Online Protection Centre (CEOP) have a website which is suitable for children aged 5-16 and has a section just for parents/carers with advice and information.



ChildLine: www.childline.org.uk

The ChildLine website has a wide range of info and advice on both online and offline safety. There is info about online gaming, grooming and the Zipit App which helps children feel empowered when confronted with inappropriate chat online. They also provide a helpline for children to get advice over the phone: 0800 1111.

childline
ONLINE, ON THE PHONE, ANYTIME

UK Safer Internet Centre: www.saferinternet.org.uk

UK Safer Internet Centre provides a wide variety of advice and guidance to help you discuss online safety with your children. There are useful checklists for privacy settings on social networks and suggestions to consider before buying devices for your children.



Childnet: www.childnet.com

Childnet has resources, including videos and storybooks, to help you discuss online safety with your children. It includes advice on setting up parental controls, cyberbullying and setting up a family agreement for safer internet use.

Childnet

Internet Matters: www.internetmatters.org

Internet Matters bring you all the information you need to keep your children safe online. It has a tool which guides you through how to set up parental controls on all the different devices in your home to protect your children.

internet matters.org

Parent Zone: www.parentzone.org

Parent Zone sits at the heart of modern family life, providing advice, knowledge and support, to shape the best possible future for children, as they embrace the online world. They help parents develop the right skills and understanding, so that their children can discover the possibilities and opportunities available to them online.

parentzone
The experts in digital family life

NSPCC: www.nspcc.org.uk/keeping-children-safe/online-safety/

The NSPCC is here to support parents with online safety advice, and they are here for children and young people - to protect them and help them recover from abuse.

NSPCC

www.kcuchallenges.co.uk



Safer Internet Challenge

What is Kent Children's University™?

Kent Children's University is part of an international charity that provides 5 to 14 year olds with access to exciting and innovative Learning Activities and experiences outside of the normal school day.

Raising children's aspirations is important to us. We celebrate achievement and reward participation through the award of Children's University certificates.

Any child, aged 5 to 14 years can join us and, when issued with a Passport To Learning, is able to take part in Validated Learning Activities and experiences at national Learning Destinations.

Each hour of Children's University Validated learning they complete brings the child closer to a Graduation ceremony held at a Kent University.

For every child that takes part in Children's University, we want the following outcomes:

- Feel they have grown in confidence and self-belief
- Enjoyed new experiences, in new places and want to keep exploring
- Believe they have a broader range of essential skills
- Feel empowered to make positive choices about their future
- See learning that is fun, aspirational and lifelong
- Feel their eyes have been opened to a multiplicity of learning activities and opportunities
- Feel celebrated for their commitment to learning by their family, school, and community.

What is a Learning Destination?

Learning Destinations are places and organisations to which children can 'travel' with their Passport to Learning. They provide high quality learning activities and experiences with a 'wow' factor and have passed the Children's University's™ own quality assurance process. As well as being an after-school or holiday activity organised by the school, a Learning Destination can range from a museum to a farm, or from an airport to a school. There are Learning Destinations across the country. Validated sites display Learning Destination signs to demonstrate that they have been Quality Assured by Children's University.



Safer Internet Challenge

Recognising and rewarding participation

Children's University™ students use Passports to Learning, in which they record the number of hours of completed CU validated learning activities. Children are encouraged to progress through the national certification scheme, based on the number of hours of attendance throughout their involvement with the Children's University™.

What does a Children's University Graduation ceremony look like?

Children's University graduation ceremonies are held at real 'grown-up' universities. Children wear real caps and gowns as they step onstage to receive their awards and certificates. It is a great evening out for the children, their families, friends, and teachers.

These are inspirational and memorable events that send a powerful message of encouragement to children and parents: if you enjoy doing something, and persevere at it, you can achieve great things!

Learning outside school plays a vital role in helping children's development as young learners, confident individuals, and responsible citizens - as well as being vital to their wider well-being. Children's University works hard to bring together a network of high-quality learning providers in the local area and nationally, and to engage and support children to take part.

Regardless of how far a child progresses through awards, Children's University recognises and celebrates the individual journey they took to get there: the commitment and perseverance they showed, their willingness to try new things, and the new skills and interests they built along the way.

How can we get involved?

Check with your child's school to see if they are running or planning to run Kent Children's University. If not, we have a Family Membership model that you can look at and subscribe to via www.kentchildrensuniversity.co.uk. This Family Membership is also open to EHE children in Kent and Medway too.



www.theeducationpeople.org

