

### About Safer Internet Day

Islington Schools firmly embed Digital Literacy and Online safety in daily school life for the whole school community, throughout the curriculum and across the whole school year.

And **Safer Internet Day** has become a landmark event in the online safety calendar. Starting as an initiative of the EU SafeBorders project in 2004 and taken up by the Insafe network as one of its earliest actions in 2005, Safer Internet Day has grown and is now celebrated in 170 countries worldwide.

From cyberbullying to social networking to digital identity, each year Safer Internet Day aims to raise awareness of emerging online issues and current concerns.



Celebrated on 7th February 2023

**Want to talk about it? Making space for conversations about life online**

## Safer Internet Day 2023

Safer Internet Day 2023 will take place on the 7th of February 2023 and can be celebrated anytime in the Spring term, with celebrations and learning based around the theme '**Want to talk about it? Making space for conversations about life online**'.

Coordinated by the UK Safer Internet Centre, <https://saferinternet.org.uk> the celebration sees thousands of organisations get involved to promote the safe, responsible and positive use of digital technology for children and YP.

In the UK, we are celebrating by putting children and YP voices at the heart of the day, to shape the online safety support they receive.

That is why we are asking Islington schools and families to come together through focused education sessions suggested in this document, facilitated by teachers, led by children – Including Open Classrooms or Bring a Parent to School Day.

**This year we are hoping to answer the following questions:**

- What issues really matter to children and young people?
- What changes do they want to see?
- How can we all work together to advocate for them moving forward?



With your help, Safer Internet Day 2023 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.

**Want to talk about it? Making space for conversations about life online'**

## SID2023 Theme: Want to talk about it? Making space for conversations about life online'

The Islington Lead Teacher team has explored the extensive resources for Safer Internet Day 2023: Educational resources - UK Safer Internet Centre and summarised **favourite ideas in this one document**.

For access to the extensive list of **Childnet resources please follow this link -**

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2023/educational-resources>



## Suggested outline For Whole School Safer Internet Celebrations Spring 2023:

The spring term can be used to promote the SID messages via the school newsletter, open classroom events, pupil led assemblies and guest speakers and workshops.

Parents are crucial to reach in the SID2023 celebration and we find this is best done via involving the pupils. e.g. Parents join an assembly and Open classroom \*See below resources Inc. Infographic to advertise to families

- January 2023, share this document with staff Inc. idea on Digital Charter and idea Open Classroom Event
- Plan date for Open Classroom for families, decide lesson focus – e.g. mix of SID resources below, or Common Sense Media lesson, Plus demo or reminders of positive Digital and Tech to learn
- -Follow-up lessons with doodle/printable activity for displays and sharing on social media
- Decide on SID assembly - held before/after Open Classroom or separate . And whether assembly is delivered by pupils, digital leaders etc

We encourage schools to promote positive Digital and Tech to learn in the celebrations. and SID is an opportunity to link to other Online Safety activities and resources, inc. Islington's Digital Charter below, SoW Digital Literacy via Common Sense Media <https://www.commonsense.org/education/uk/digital-citizenship>

And key national T/L resources Childnet, BBC Own It, Internet Legends, Internet Matters <https://www.lgfl.net/online-safety/resource-centre>

**Note:** The Internet is currently referred to as Wild West with KCSIE 4 Cs and areas of risk – **Content, Contact, Conduct & Commercialism**. <https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>

The Online Harms Bill goes through parliament in 2023 should fundamentally improve safety for children online. But until it does, the online world is pretty risky and made very appealing to children inc. normalised daily use Youtube/TikTok (like junk food). Education is vital on the 4 Cs, with promotion of the Good Tech and Good Digital Diet.

**Promote positive Digital and Tech to learn** - to support a Positive Digital Diet e.g., Scratch, Code.org, Newsround, CBBC LGFL Busythings, Kahoot,

## Key Websites for Parents to help raise awareness of 4 C's and Risks and set Boundaries

- <https://www.internetmatters.org> and <https://www.nspcc.org.uk/keeping-children-safe/online-safety> and <https://parentsafe.lgfl.net>

With a Reminder of Sleep Helpline for families open 5 nights a week, Sunday to Thursday, 7-9pm 03303 530 541 <https://thesleepcharity.org.uk/national-sleep-helpline>

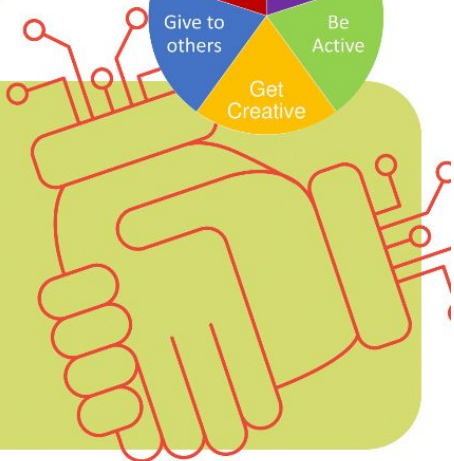
## Template Assembly for Key Stage 1 and 2

<https://islington-gov.j2bloggy.com/Islington-Computing-Online-Safety/pupil-led-online-safety>

**Want to talk about it? Making space for conversations about life online'**



 **ISLINGTON**  
**Digital Charter**



Islington wants to promote the safe, happy and creative use of technology. In consultation with our children, parents and staff we have developed our very own 'Digital Charter'



**Mobile-free mealtimes**



**Real books at bedtime**



**Be kind online**



**Create, don't consume**



**Balance online and physical activity**



**Think before you share**



**If something upsets you, tell an adult**



**Age appropriate content only**



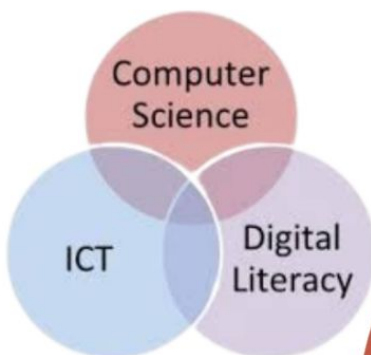


# ISLINGTON

# Family workshop

## Digital Online Safety

- **Positive Digital for Children and Families (inc. resources to support learning)**
- **Latest research and risks online**
- **Share resources and helplines to manage and safeguard children and families online**
- **Discuss shared ideas for boundaries and parenting tips to manage tech**
- **Updates on schools robust policy and curriculum for Online safety**



ITS NOT HOW MUCH  
SCREENTIME BUT  
QUALITY OF  
SCREENTIME. JUST LIKE  
A BALANCED DIET!

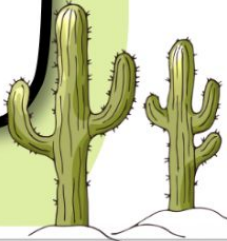




DigiSafe®



The **NSPCC** call the Internet The **Wild West!** Be aware of the dangers



Agree **family boundaries** & set **parental controls**  
[www.internetmatters.org/parental-controls/](http://www.internetmatters.org/parental-controls/)  
<https://parentsafe.lgfl.net>

The 4 'C's

Content	Contact	Conduct	Commerce
<ul style="list-style-type: none"> <li>Illegal</li> <li>Inappropriate / harmful e.g. fake news, racism, misogyny, self-harm, extremism, pornography</li> </ul>	<ul style="list-style-type: none"> <li>Bullying</li> <li>Grooming</li> <li>Sexual harassment</li> <li>Exploitation</li> <li>Influencing</li> <li>*end-to-end encryption</li> </ul>	<ul style="list-style-type: none"> <li>Privacy</li> <li>Digital footprint</li> <li>Health and wellbeing</li> <li>Nudes and semi-nudes</li> <li>Copyright</li> <li>Live Streaming</li> </ul>	<ul style="list-style-type: none"> <li>Online gambling</li> <li>Advertising</li> <li>Phishing scams</li> <li>Financial scams</li> <li>Micro-transactions</li> </ul>



SUPPORT YOUR CHILD'S DIGITAL DIET, LIKE YOU DO WITH FOOD AND HEALTHY EATING



03303 530 541



**SAY NO TO JUNK FOOD**  
You CHOOSE



ISLINGTON Digital Charter

Islington wants to promote the safe, happy and creative use of technology. In consultation with our children, parents and staff we have developed our very own 'Digital Charter'

Mobile-free mealtimes	Real books at bedtime
Be kind online	Create, don't consume
Balance online and physical activity	Think before you share
If something upsets you, tell an adult	Age appropriate content only



# Social Media Template

Customise our Safer Internet Day social media template and share what your learners create. Safer Internet Day 2023 is all about youth voice and the things that children and young people want social media and gaming companies, government, parents, carers, and teachers to know about their lives online.

You can use this template with the children and young people you work with to help them consider what they want others to do to support them online, and to explore how we can all work together to create a better internet by challenging ourselves, those around us, and the apps we interact with online.

Fill the template with ideas about what online safety means to them. This could be with illustrations or descriptions of:

- Things young people want adults to know about their life online.
- What issues really matter to them online.
- Changes children and young people want to see online and how we can work together to make these happen.
- Questions they wish the adults supporting them would ask about their lives online.

Young people can also fill in the template in any way they like!

Take a photo of the decorated templates, whether this is with the children and young people (or adults!) who created them, or a display in your setting, and share on your school or setting's social media accounts with the hashtag [#SaferInternetDay](https://www.saferinternetday.org.uk), as well as tagging [@UK\\_SIC](https://www.saferinternetday.org.uk).

We'd love to see how you have used the template and other Safer Internet Day resources in your setting!



**Social Media Template  
printables in the Appendix**



# Activities

## EYFS-Y6

***Please note, all handouts  
can be found in the  
appendix***



# 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 for EYFS

### Jessie & Friends is a safe and age appropriate resource

The *Jessie & Friends* animations are age-appropriate and do not depict any situations where adults communicate with children online. Instead, they show safe, non-scary situations which help young viewers identify things which might worry them online.

### Episode 1 - Watching Videos (4-5 years)

The series begins with Jessie and her dog, named Dog, as they watch videos online using a tablet. Together they learn that while the internet can be enjoyable and fun, there are sometimes things online that can be upsetting or scary. Jessie learns that she can always speak to a grown-up who will be able to help her and put down the tablet if there is anything she sees or hears online that makes her feel worried, scared or sad.



### Activity 1:

#### Jessie & Friends: Watching Videos - Questions

Here are some suggested questions to ask your child once you have read the storybook together. Asking questions can help you check their understanding and start a conversation about their safety online.

1. How did Jessie feel when she watched 'The Funny Tummy Song' video?
2. How did Jessie feel when she watched 'The Happy Croccy' video?
3. What did Jessie do that made her feel better?

### Activity 2:

- Practise the funny yummy song and dance together
- Complete the Jessie & Friends colouring sheets



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## Activity for Year 1

Hanni and the Magic Window



Written by Amy Lockwood  
Illustrated by Saba Lasheiei

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](http://childnet.com/hanni)

Hanni's magic window is a lot like the technology we might have at home.

1. What wonderful things can you see or do using technology?
2. Let's talk about Hanni's story:
3. Hanni is upset by something she sees in the magic window. How can we tell?
4. What does Mrs Rodwell do to help Hanni?
5. Hanni doesn't want to talk to anybody about what she has seen. Why might that be?
6. What is Mum's special way of making Hanni feel better?
7. Who could you tell if you were feeling upset or worried?

### 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](http://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?*



Want to talk about it? Making space for conversations about life online'.



# Ready to get started?



Time needed: Approx. 45 mins

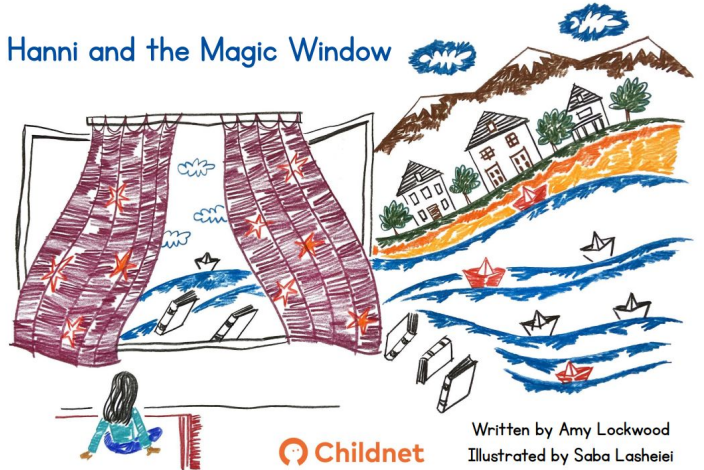
These three simple activities are the perfect way to kickstart conversations about life online. They focus on recognising positive uses of technology and recognising when to get help with a worry or concern. There are also opportunities to develop language and communication skills.

## Activity for Year 2

### 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](http://childnet.com/hanni).

### Hanni and the Magic Window

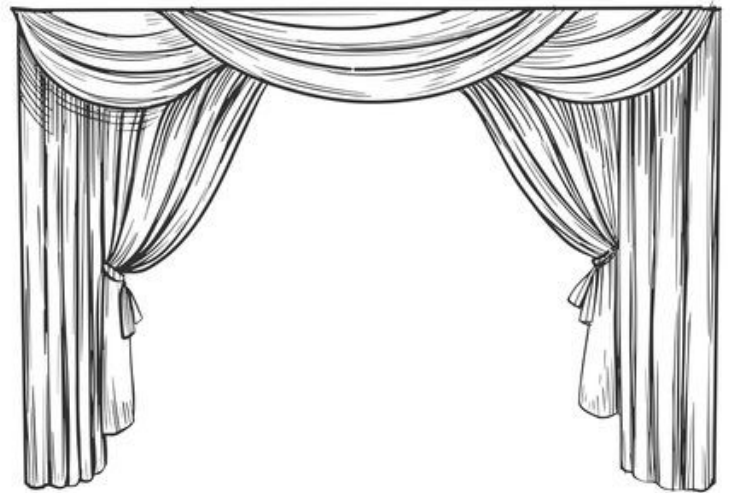


Written by Amy Lockwood  
Illustrated by Saba Lasheei

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.



### '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.



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# Ready to get started?

 Time needed: Approx. 45 mins

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## Activity for Year 3

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.



What do you say? For 5-7 year olds



Activity 3: Can you help me please?



What do you say? For under 5 year olds

**Too challenging?  
Differentiated  
questions for less  
experienced children**





# Ready to get started?



Time needed: Approx. 45 mins

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## Activity for Year 4

Activity 1:

### The Alpha-Net

Learners compete in pairs or small groups to name something for each of the letters from A-Z that they enjoy about going online. These should be positive and could include games, apps, internet celebrities, shows, devices, or features of technology.

The quickest pair to complete the alphabet could then get to tell the others about their favourite thing to do online.

Activity 2:

### Where on the line?

In this activity, learners will get the opportunity to discuss which online issues matter to them the most. Learners will need to decide where different online issues fit on a line. The line could be on a big piece of paper, wall or floor.

Start by checking learners understanding of the online issues. You could work as a group to write definitions of any terms they're unsure of. Next ask learners to rank the issues from those that pose the highest to lowest risk for children and young people their age. Discuss their choices as a group.

They could then rank the issues from those they see the most often to those they see the least. Other ways to rank them might include:

From 'have the most confidence in handling', to 'have the least confidence in handling'.

From 'needs help with the most', to 'needs help with the least'.

From 'most annoying', to 'least annoying'.

You may wish to add your own examples or invite learners to do so.

#### Online issues to rank

Online bullying

Scams

Seeing something scary

Seeing something violent

Chat in games

Livestreaming

Time spent looking at screens

Unreliable information

Online friends (people you only know online)



Want to talk about it? Making space for conversations about life online'.

# Ready to get started?



Time needed: Approx. 45 mins

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## Activity for Year 5

Activity 3:

### The healing power of help

This activity asks learners to think about how the online issues they have just discussed can make people feel and how their bodies might react. After doing this, they will explore the importance of talking to someone and how this can help.

You will need a big piece of paper (minimum A3).

1. Draw the outline of a person and label different things that our bodies do if we are worried or upset e.g. headache, frowning, tummy ache, tears, sweating, legs feeling like 'jelly' etc. Ask learners what can happen if we don't do anything about these things.
2. Ask learners what they can do if they experience the issues they discussed in Activity 2. What would they do if they thought they had been scammed or something they saw online was not true? What would they do if someone was mean in the chat on a game?
3. Ask learners to think of adjectives to describe how people feel once they have 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.

**Want to extend it?** Ask learners to identify who they know that they could talk to and what they could say to ask for help.

**Want to go large?** Learners could also draw around each other and write the things they can do to help on real plasters to stick on the body.

### Online issues to rank

- Online bullying
- Scams
- Seeing something scary
- Seeing something violent
- Chat in games
- Livestreaming
- Time spent looking at screens
- Unreliable information
- Online friends (people you only know online)





# 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 for Year 6

### Mini milestones

This activity creates discussion around learners' online experiences and at what age different tech milestones start to happen. For educators, it is a great way to see what is happening online and to help you decide on any support your learners might need in the future.

Look through the milestones (page 10) ahead of delivering this activity and choose those most appropriate for the age range you are working with.

Create a timeline in your setting from birth to the current age of your learners (a large floor or wall space would work best). Include markers to show different ages and include some space afterwards for milestones in the future.

Take a photo



Provide learners the milestones and ask them to position them on the line based on the average age children/young people might experience them. Once they are finished you can start a discussion about the different milestones and where they are.

Pick out some key ones to discuss. Does everyone agree? Do any happen later or a bit earlier? Are there any milestones we should add? What are the biggest ones or most exciting ones? Which ones might be a bit of a worry?

### A, B, C – How well do you know me?

- How to play:**
1. Cut out the cards.
  2. Take one card each.
  3. Take it in turns to read your card and ask the others if they think you will opt for A, B or C.
- Adaptations:**
- You could create A, B, C cards for people to hold up.
  - You could ask the others to explain why they think you will choose A, B or C.
  - You can keep score to see how well you know each other.

<p><b>A pop up comes up saying I have won £1000. Would I...?</b></p> <p>A. Fill out the form straight away and wait for the money. B. Ignore it. C. Ask someone what to do.</p>	<p><b>I see a news story that is shocking and a bit suspicious. Would I...?</b></p> <p>A. Share it on. Everyone needs to know this. B. Nothing. C. Try to find out if it's true.</p>	<p><b>I'm struggling to keep my eyes open while watching some funny videos. Would I...?</b></p> <p>A. Splash water on my face and get back to it. B. Go to bed. C. Wake up on the sofa.</p>
<p><b>I see someone being mean to my friend online. Would I...?</b></p> <p>A. Tell the person being mean to stop. B. Report the person being mean. C. Message my friend to ask if they are okay.</p>	<p><b>There is an online challenge going around to raise money for charity. Would I...?</b></p> <p>A. Tell someone else they should do it. B. Sign up and start raising money. C. Donate some money.</p>	<p><b>There are only 2 controllers and there are 3 of us. Would I...?</b></p> <p>A. Grab a controller straight away. B. Ask who wants to go first. C. Be happy to just watch.</p>
<p><b>My device crashes losing all my work. Would I...?</b></p> <p>A. Cry. B. Sigh. C. Try for hours to get it back.</p>	<p><b>I'm playing in a team game but the team is struggling. Would I...?</b></p> <p>A. Find a few team mates. B. Encourage the team. C. Play a different game.</p>	<p><b>I see another player is stuck and realise that they must be new to the game. Would I...?</b></p> <p>A. Take them out. B. Help them out. C. Call them out.</p>
<p><b>I have just 5 minutes to spend online for the rest of my life. Would I...?</b></p> <p>A. Video call someone. B. Watch videos. C. Play a game.</p>	<p><b>Someone asks me for a selfie. Would I...?</b></p> <p>A. Agree but take 10 goes to get it right. B. Smile and nail it first time. C. Run a mile.</p>	<p><b>I'm doing really well on a game but need to go now or I'll be late to meet friends. Would I...?</b></p> <p>A. Well, even realise. B. Stop straight away when my timer goes off. C. Let them know I'll be a bit late.</p>

### Mini Milestones

Have a video chat with a friend	Learn about staying safe on the internet at school	Be allowed to spend real money in an online game
Learn that not everything on the internet is true	Learn that games have age ratings	Watch funny videos on a tablet
Play an online game where you can chat to other players	Do research online on your own	Play on a games console
Play an online game where you can spend real money	Have a favourite streamer or YouTuber	Have a video chat with family
Use a laptop	Use emojis	Take a photo
Download an app or game yourself	Play a sports game online	Completed an online game
Play a game where you can shoot at people	Learn about staying safe on the internet at home	See someone being unkind online
Learn a dance from a video	Create a presentation using a computer	Ask to download a new game or app
Want your own games console	Watch a video to get better at a game	Do research online with an adult
Take a selfie	Start at nursery	Use a remote control
Play an educational game	Start at school	Use a tablet with an adult
Have a photo taken of you	Use a tablet on your own	Want a phone of your own

### Optional

Do a livestream yourself	See something scary	Scroll on social media
Get a phone	Want a laptop	Use a filter
Open a social media account	Share a selfie	See people campaigning to make the world better
See comments about people's bodies	Rage quit a game	Watch a livestream
Have a device that stays in your bedroom (e.g. tablet, laptop, games console)		

Want to talk about it? Making space for conversations about life online'





# See all printable resources below



This #SaferInternetDay I want to talk about...

# Social Media Template

[www.saferinternetday.org.uk](http://www.saferinternetday.org.uk) #SaferInternetDay

**Want to talk  
about it?**  
Making space for conversations  
about the online



This #SaferInternetDay I want to talk about...

# Social Media Template

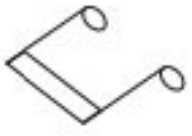
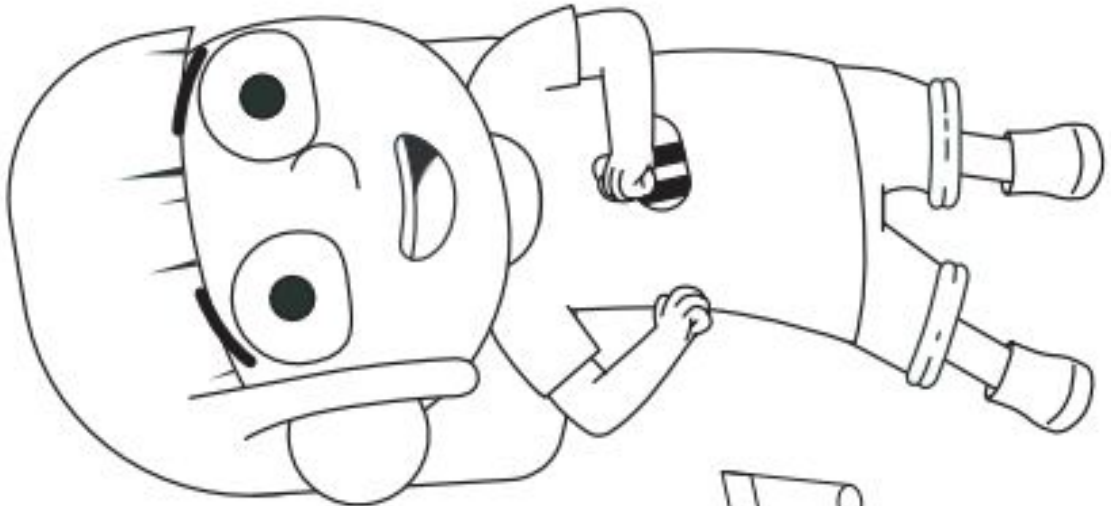
[www.saferinternetday.org.uk](http://www.saferinternetday.org.uk) #SaferInternetDay

Want to talk  
about it?  
Making space for conversations  
about the online world

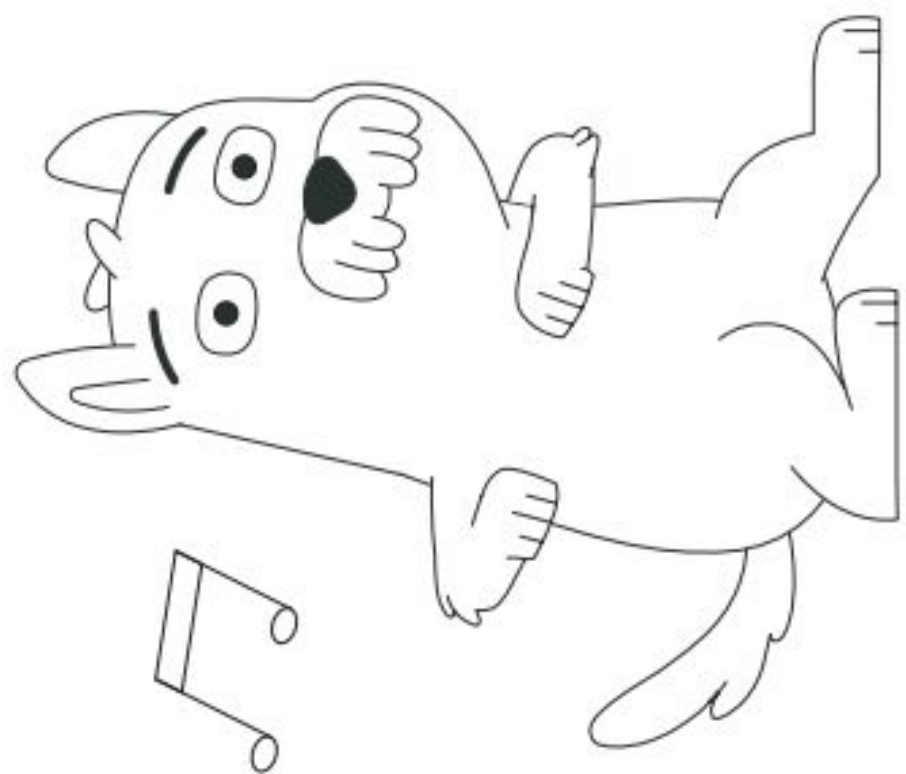




# EYFS

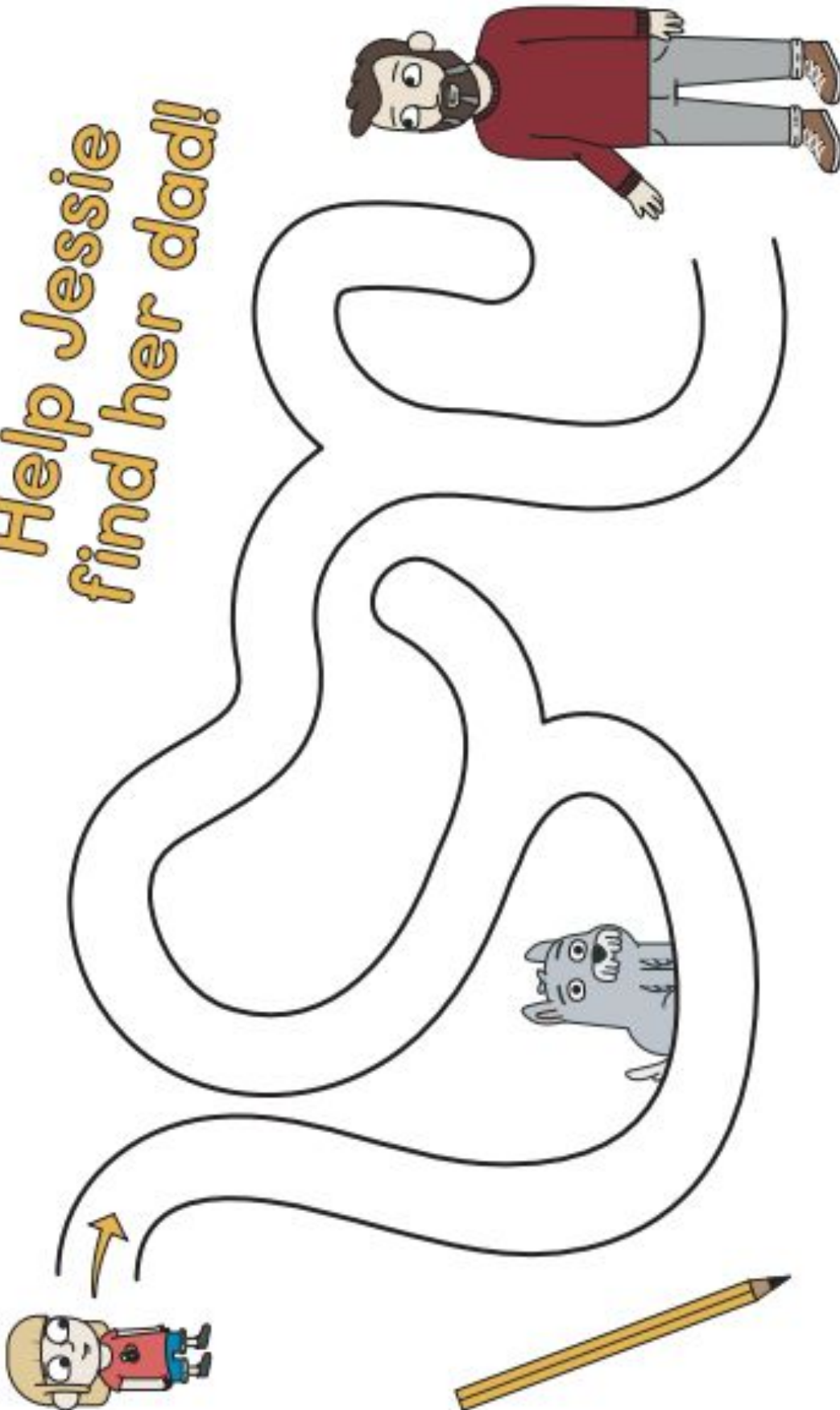


Colour  
& Dog  
Jessie



# EYFS

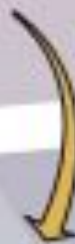
Help Jessie  
find her dad!



The song starts playing.

“

If it makes you feel funny  
In your tummy”



“

Worried, scared or sad”

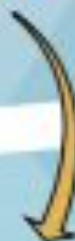
”



“

Then you must  
Tell a grown-up you trust”

”



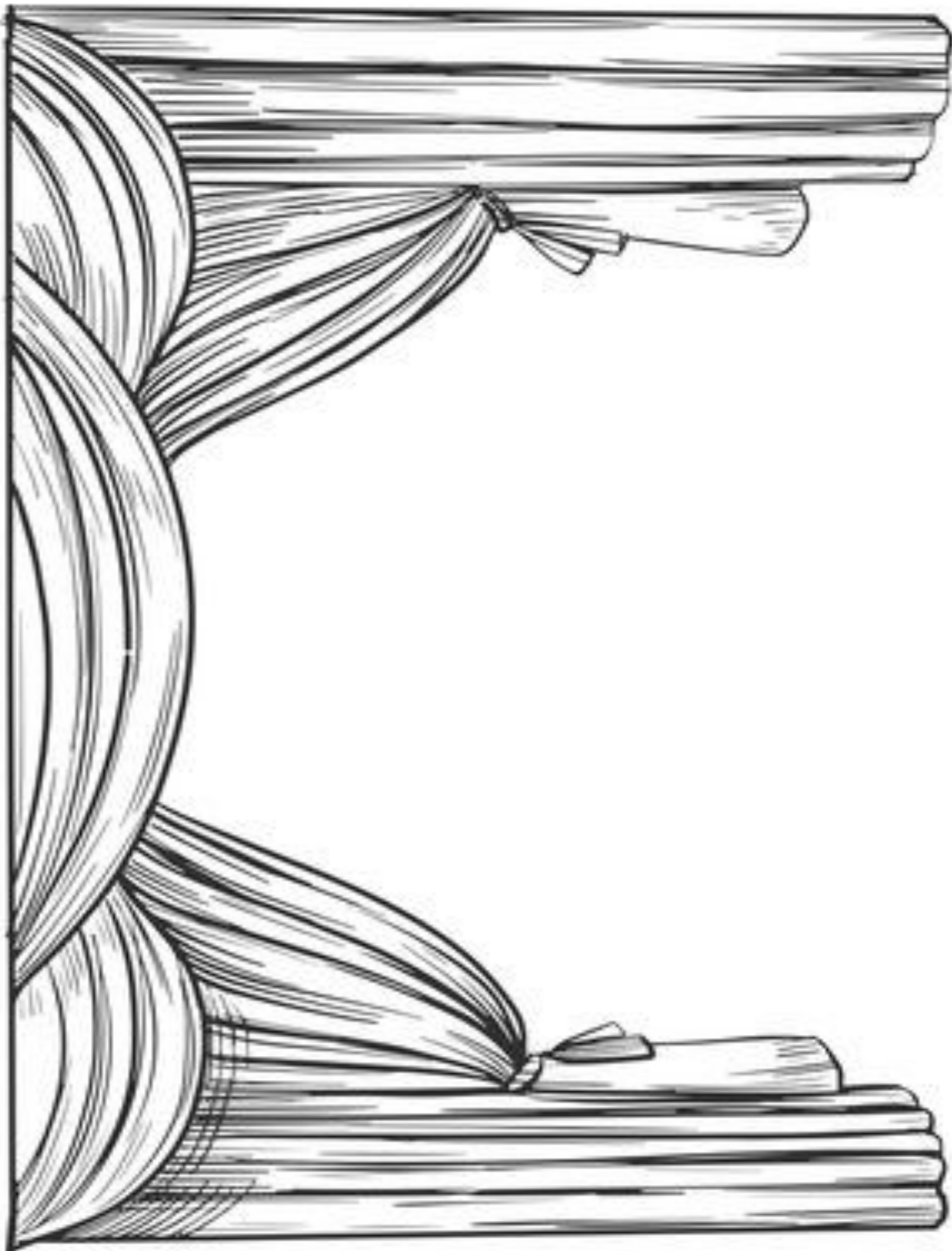
“

Like a teacher  
Or a mum or dad”

”












Your water bottle is empty, and you are thirsty.



Your shoe has come undone.




You would like someone to play with you.



You have spilled food on your jumper.




You see something on a video that upsets you.



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



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



You have knocked some paint onto the floor.




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



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



You see someone say something unkind to someone else.



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




You want to find out something about space online.



You want to video call your family online.



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

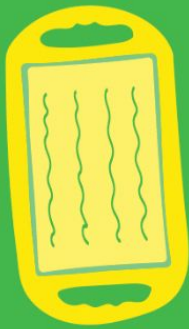




You want to video call your family online.



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.



Have a video chat with a friend	Learn about staying safe on the internet at school	Be allowed to spend real money in an online game
Learn that not everything on the internet is true	Learn that games have age ratings	Watch funny videos on a tablet
Play an online game where you can chat to other players	Do research online on your own	Play on a games console
Play an online game where you can spend real money	Have a favourite streamer or YouTuber	Have a video chat with family
Use a laptop	Use emojis	Take a photo
Download an app or game yourself	Play a sports game online	Completed an online game
Play a game where you can shoot at people	Learn about staying safe on the internet at home	See someone being unkind online
Learn a dance from a video	Create a presentation using a computer	Ask to download a new game or app
Want your own games console	Watch a video to get better at a game	Do research online with an adult
Take a selfie	Start at nursery	Use a remote control
Play an educational game	Start at school	Use a tablet with an adult
Have a photo taken of you	Use a tablet on your own	Want a phone of your own

## Optional

Do a livestream yourself	See something scary	Scroll on social media
Get a phone	Want a laptop	Use a filter
Open a social media account	Share a selfie	See people campaigning to make the world better
See comments about people's bodies	Rage quit a game	Watch a livestream
Have a device that stays in your bedroom (e.g. tablet, laptop, games console)		



## A, B, C – How well do you know me?

### How to play:

1. Cut out the cards.
2. Take one card each.
3. Take it in turns to read your card and ask the others if they think you will opt for A, B or C.

### Adaptations:

- You could create A, B, C cards for people to hold up.
- You could ask the others to explain why they think you will choose A, B or C.
- You can keep score to see how well you know each other.

**A pop up comes up saying I have won £1,000. Would I...?**

- A.** Fill out the form straight away and wait for the money
- B.** Ignore it
- C.** Ask someone what to do

**I see a news story that is shocking and a bit suspicious. Would I...?**

- A.** Share it on. Everyone needs to know this
- B.** Nothing
- C.** Try to find out if it is true

**I'm struggling to keep my eyes open while watching some funny videos. Would I...?**

- A.** Splash water on my face and get back to it
- B.** Go to bed
- C.** Wake up on the sofa

**I see someone being mean to my friend online. Would I...?**

- A.** Tell the person being mean to stop
- B.** Report the person being mean
- C.** Message my friend to ask if they are okay

**There is an online challenge going around to raise money for charity. Would I...?**

- A.** Tell someone else they should do it
- B.** Sign up and start raising money
- C.** Donate some money

**There are only 2 controllers and there are 3 of us. Would I...?**

- A.** Grab a controller straight away
- B.** Ask who wants to go first
- C.** Be happy to just watch

**My device crashes losing all my work. Would I...?**

- A.** Cry
- B.** Sigh
- C.** Try for hours to get it back

**I'm playing in a team game but the team is struggling. Would I...?**

- A.** Find a new team
- B.** Encourage the team
- C.** Play a different game

**I see another player is stuck and realise that they must be new to the game. Would I...?**

- A.** Take them out
- B.** Help them out
- C.** Call them out

**I have just 5 minutes to spend online for the rest of my life. Would I...?**

- A.** Video call someone
- B.** Watch videos
- C.** Play a game

**Someone asks me for a selfie. Would I...?**

- A.** Agree but take 10 goes to get it right
- B.** Smile and nail it first time
- C.** Run a mile

**I'm doing really well on a game but need to go now or I'll be late to meet friends. Would I...?**

- A.** Not even realise
- B.** Stop straight away when my timer goes off
- C.** Let them know I'll be a bit late