

Safer Internet Day 2026

Resources for use with
11-14 year olds



**Smart
tech,
safe
choices**

**Exploring
the safe
and
responsible
use of AI**

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. Safer Internet Day 2026 is on Tuesday 10 February.

In the UK, Safer Internet Day is organised by the UK Safer Internet Centre (UKSIC), a partnership of three charities – Childnet International, the Internet Watch Foundation (IWF) and SWGfL.



With kind thanks to the Welsh Government for their support in the development of these resources in Welsh.

For more resources and advice visit:

hwb.gov.wales/keeping-safe-online



Cefnogir gan
Lywodraeth Cymru
Supported by
Welsh Government

With kind thanks to the Safeguarding Board for Northern Ireland for their support in the development of these resources in Irish.

For more resources and advice visit:

onlinesafetyhub.safeguardingni.org



Smart tech, safe choices

The theme for Safer Internet Day 2026 is artificial intelligence or AI. From voice assistants, to chatbots, to the ethics of generative AI, our resources will help you and your learners explore how AI can be used safely and responsibly and ensure everyone feels empowered to adapt alongside changing technology.

We understand that talking about new technology with children and young people can be challenging, especially if you're less tech confident yourself.

This is why we've also compiled a list of further reading and resources that you may wish to use alongside our resources to develop your own or your learners' understanding:
saferinternet.org.uk/further-resources

We are calling on government and industry to ensure safety and children's rights are at the heart of advancements in AI.

For young people who are already using this technology, we want to support them to develop the skills and confidence to make safe and responsible choices.

Exploring the safe and responsible use of AI

3 to 7 year olds

Focus on voice assistants, limited references to AI

7 to 11 year olds

Explores a range of safe and responsible uses of AI, including chatbots

11 to 14 year olds

Explores safe and responsible use of AI, including chatbots and options to discuss AI generated nude images

14 to 18 year olds

Focus on ethics of AI and exploring individual and societal responsibilities

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Using these resources

Adapt our resources to best suit your learners needs

We know that not every young person is the same, and that special educational or additional learning needs can make children more vulnerable to online harm. This is why all our resources have been created with accessibility in mind. We don't reference specific ages, except in the file names and on front covers, so pick and mix activities from across the resources, and feel free to make changes where you need to. All our activities include suggestions to scaffold and support learners, as well as ideas to challenge and extend.

Practitioners are encouraged to incorporate these activities, or selected elements, into their curriculum, while thoughtfully adapting the resources to meet the unique needs of their learners.

Establish a safe space

Consider how to establish a supportive environment for young people to learn and talk about potentially sensitive topics. For ideas visit:

childnet.com/learning-environment

While discussing their online lives, it is possible that children and young people will raise concerns about things they have experienced online. Make sure you are up to date with your school or setting's safeguarding procedures and for further advice visit:

childnet.com/safeguarding

Know where to get more information or help

Remember that there's plenty of help and advice available if you need more information about anything online safety related. The UK Safer Internet Centre's 'Need Help?' page contains further information on reporting specific concerns to organisations outside of your school or setting:

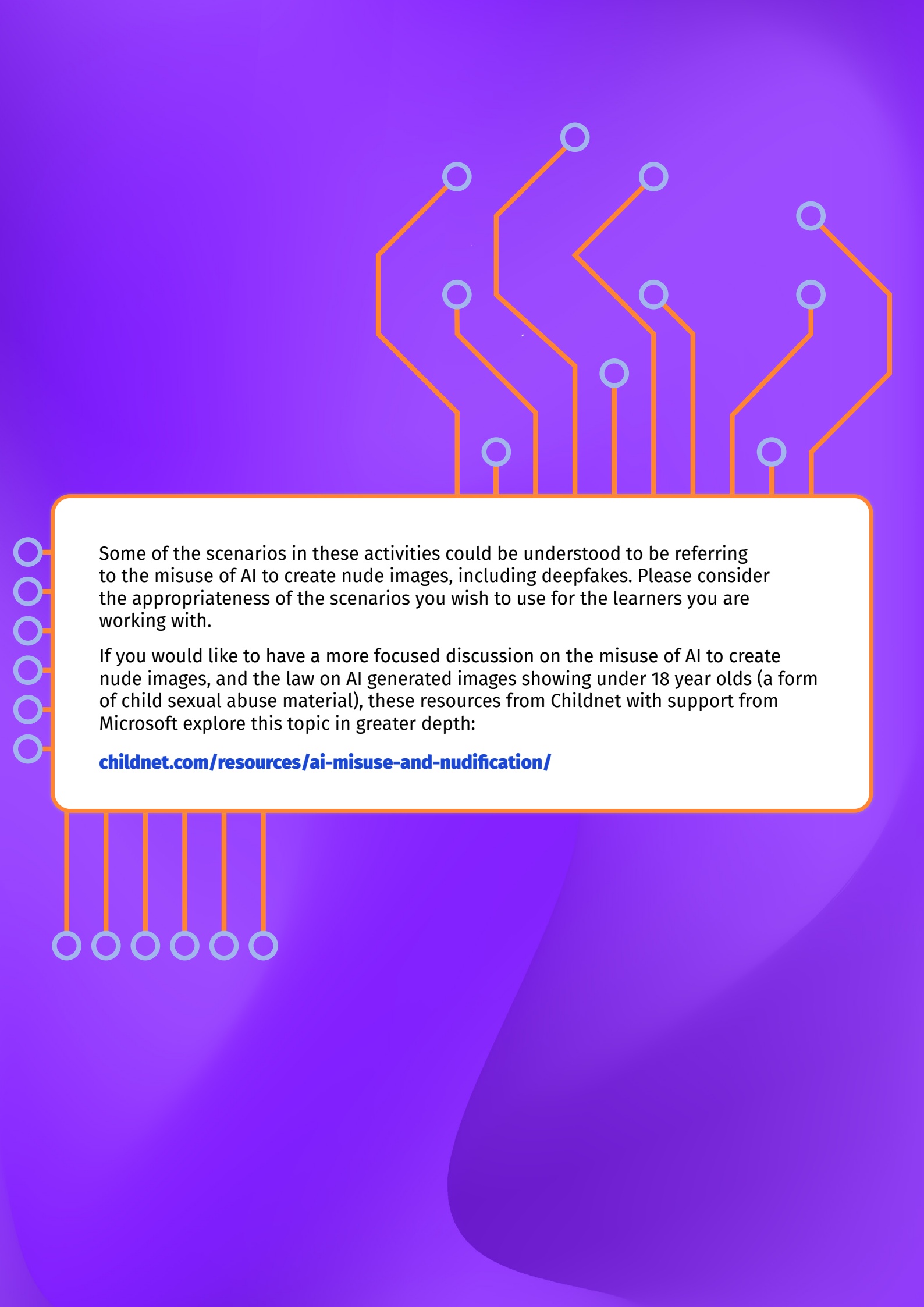
saferinternet.org.uk/advice-centre/need-help

The Professionals Online Safety Helpline is a free helpline service offering advice, support and guidance to all members of the children's workforce with questions about online safety issues:

saferinternet.org.uk/professionals-online-safety-helpline

Kickstart conversations that last all year round

The online world is changing all the time, but talking with young people about their online lives can help you understand their experiences. Kickstart the conversation today but make it a regular habit all year round.



Some of the scenarios in these activities could be understood to be referring to the misuse of AI to create nude images, including deepfakes. Please consider the appropriateness of the scenarios you wish to use for the learners you are working with.

If you would like to have a more focused discussion on the misuse of AI to create nude images, and the law on AI generated images showing under 18 year olds (a form of child sexual abuse material), these resources from Childnet with support from Microsoft explore this topic in greater depth:

childnet.com/resources/ai-misuse-and-nudification/

Activity: uses of AI

Time:

20 minutes.

Learning objective:

- I can identify a range of factors that can help me determine if a use of AI technology is safe and responsible, or a misuse.

Materials:

- Uses of AI cards.
- Uses of AI Teacher Guidance.

Suggested activity guidelines:

This activity asks learners to explore and evaluate different uses of AI, and to what extent they could be harmful. Learners are also encouraged to think about what factors they considered when deciding how harmful a use of AI was.

1. Ask learners to discuss as many different uses of AI they can think of. Take some answers.
2. Explain to learners that AI has many different positive uses that can entertain us, make our lives easier, improve efficiency, or inspire us, if used in a safe and responsible way. However, it's important to remember that some people may misuse AI and use it in a way that could be harmful to themselves or others.
3. Give learners cut out copies of the Uses of AI cards, either in pairs or small groups.
4. Ask learners to organise the Uses of AI cards in order, from least harmful to most harmful. Alternatively, you could ask them to draw a scale from least harmful to most harmful and place them on different points on this scale. Ask learners to share where they placed certain uses (e.g. which ones they picked as least harmful and most harmful) and why they placed them there. You may want to use the Uses of AI Teacher Guidance to help you facilitate these discussions.
5. Ask learners to discuss which factors they considered to decide how harmful a use of AI was, or how they knew a use was harmful or not. Take some answers. Answers could include: how it might make the user or someone else feel; if the user has used AI without considering its accuracy or trustworthiness; if it is preventing the user from being creative or thinking for themselves; if it is morally or ethically okay; or how it might affect them or others in the future.

Activity: Uses of AI

Ways to support and scaffold

Explain to learners what is meant by 'safe and responsible', and what is meant by 'harmful'. You may want to give an example for each relating to using AI. Then give learners cut out copies of the Safe and Responsible? Or Harmful? cards. Ask learners to sort the different uses of AI into Safe and Responsible or Harmful.

Ways to challenge and extend

Ask learners to complete the 11 to 14s Safer Internet Day quiz to help consolidate and extend their understanding of safe and responsible uses, and misuses, of AI. The quiz can be found online at: saferinternet.org.uk/sid-quiz or use the questions from the separate document with this pack to adapt into whatever format most suits your setting.

Uses of AI cards

A uses AI to create a picture of **B**, making it look like B is doing something illegal. A posts it in the group chat as a joke.

D uses AI to create some new recipes to try out.

F uses AI to create a deepfake of a celebrity and shares it online.

H uses an AI app to make a video, which makes it look like I and J (two of their classmates) are kissing.

L has just moved to a new school and hasn't made many friends yet. They use an AI chatbot for company in the evenings when they're bored.

C needs to write a short essay for their history homework. **C** uses AI to write most of the essay.

E is having a difficult time, but doesn't feel like they have anyone they can talk to. They decide to ask an AI chatbot on a social media app for advice.

G uses an AI website to generate stories about and speak to a character from a TV show they like.

K uses AI to edit their selfie and alter their appearance and add a filter.

N uses AI to create a fake news story and starts sharing it in various group chats.

A uses AI to create a picture of **B**, making it look like B is doing something illegal. A posts it in the group chat as a joke.

D uses AI to create some new recipes to try out.

F uses AI to create a deepfake of a celebrity and shares it online.

H uses an AI app to make a video, which makes it look like I and J (two of their classmates) are kissing.

L has just moved to a new school and hasn't made many friends yet. They use an AI chatbot for company in the evenings when they're bored.

C needs to write a short essay for their history homework. **C** uses AI to write most of the essay.

E is having a difficult time, but doesn't feel like they have anyone they can talk to. They decide to ask an AI chatbot on a social media app for advice.

G uses an AI website to generate stories about and speak to a character from a TV show they like.

K uses AI to edit their selfie and alter their appearance and add a filter.

N uses AI to create a fake news story and starts sharing it in various group chats.

Uses of AI cards

Uses of AI **Teacher Guidance**

Scenario	Discussion points
A uses AI to edit a picture of B , making it look like B is doing something illegal. A posts it in the group chat as a joke.	Images of illegal acts shouldn't be created using AI, even if it's intended as a joke. It doesn't matter if the AI looks 'convincing' or not, it can reflect badly on the user and the victim and might make the victim feel upset or uncomfortable. The image might also be shared more widely than just in the group chat. Sometimes content can also break the law, for example nude images of under 18s are considered illegal content whether they are a photo, video, cartoon or have been created using AI.
C needs to write a short essay for their history homework. C uses AI to write most of the essay.	Some schools allow the use of AI to assist with homework tasks if it's used in the correct way. Using AI to write most of an essay is not okay – it is not that person's own work, is not a reflection of their ability, and will not support their learning or skill development. C could face consequences at school for using AI in this way.
D uses AI to create some new recipes to try out.	This is likely to be a safe use of AI – this saves time looking through lots of different recipes online, and can provide ideas that someone might otherwise not have thought of.
E is having a difficult time but doesn't feel like they have anyone they can talk to. They decide to ask an AI chatbot on a social media app for advice.	Whilst talking to someone might be difficult, AI cannot replace the advice and support given by another person. The chatbot may provide helpful suggestions, but the advice may also be harmful, misleading, or insufficient. Speaking to a trusted adult or contacting a helpline like Childline can help E understand their emotions and start to feel better. They can also help E consider different options for what to do next, check in with E later or help E get more support they may need.
F uses AI to create a deepfake of a celebrity and shares it online.	<p>Creating an image of someone without their consent is not okay. It could be argued that celebrities expect or should expect this attention, or that they may be less impacted by this as they are in the public eye. However, anyone targeted by AI in this way can be feel upset, uncomfortable, targeted, vulnerable etc. It may lead people to believing things about someone that aren't true.</p> <p>Sometimes content can also break the law, for example nude images of under 18s are considered illegal content whether they are a photo, video, cartoon or have been created using AI.</p>

Uses of AI **Teacher Guidance**

Scenario	Discussion points
G uses an AI website to generate stories about and speak to a character from a TV show they like.	It is often a part of fandom culture to create new works, including stories, art and video montages, celebrating the characters and storylines they love. AI can help enrich this experience, but 'speaking' with a fictional character cannot replace real life human interactions. It's also important to make sure the story and conversations are appropriate – some online character AI services can feature adult content.
H uses an AI app to make a video, which makes it look like I and J (two of their classmates) are kissing.	It is not okay to use AI in this way. This could be classed as online sexual harassment. I and J are unlikely to have consented for their appearance to be used in this way, and this could make them feel upset or uncomfortable.
K uses AI to edit their selfie and alter their appearance and add a filter.	Whilst using AI in this way can seem fun or help create images of a particular style, relying too much on these tools may impact how someone sees or thinks about themselves and their self-esteem. This kind of content can also contribute to unrealistic beauty standards online.
L has just moved to a new school and hasn't made many friends yet. They use an AI chatbot for company in the evenings when they're bored.	Some AI chatbots have been specifically programmed to act as companions and can provide fun and entertaining experiences. However, it is important not to become over reliant on this form of AI which is not a healthy substitute for human interactions and relationships.
N uses AI to create a fake news story and starts sharing it in various group chats.	Fake news can spread easily online, and it is important to not contribute to this. People may believe the story and, depending on what it is, it could have further harmful impacts including worrying or upsetting people, or encouraging dangerous offline behaviour.



Safe and Responsible?

Using AI to change a picture of your friend so it looks like they're doing something embarrassing

Using AI to get some tips for a level on a game you're playing

Talking to an AI chatbot when you're upset about something rather than speaking to a trusted adult

Using AI to help write a message to a friend, but thinking carefully about what it says and changing it so it sounds like you first.

Using AI to make a video that looks like two people in your school are fighting

Harmful?

Using AI to get the answers for your homework questions

Using AI to create some new recipes to try out with an adult at home

Using AI to create a fake image of a celebrity, making it look like they're doing something bad

Using AI to create a new piece of art of your favourite video game character

Using AI to make a fake news story and sharing it in different group chats, pretending that it's true



Safe and Responsible?

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Harmful?

Using AI to get the answers for your homework questions

Using AI to create some new recipes to try out with an adult at home

Using AI to create a fake image of a celebrity, making it look like they're doing something bad

Using AI to create a new piece of art of your favourite video game character

Using AI to make a fake news story and sharing it in different group chats, pretending that it's true

Activity: what are the risks?

Time:

30 minutes.

Learning objective:

- I can explain the risks of relying on AI chatbots for support and advice.

Materials:

- What are the risks? activity sheets
- What are the risks? teacher guidance

Suggested activity guidelines:

This activity allows learners to explore the ways some young people are using AI chatbots and examine the impact they can have on their digital wellbeing.

1. Start by checking the group's understanding of the term AI chat bot. You may wish to share the following definition with the group:

An AI chatbot is a computer program you can talk to. The program uses artificial intelligence to respond to what you say in a personalised way by analysing data and identifying complex patterns. Different chatbots have been created for different purposes but generally are trained to respond in a realistic way that sounds like a person. Some might even seem like they have a personality, emotions or can remember what you've talked about before.

2. Tell the group that this activity is going to focus on young people asking chatbots for advice and the potential risks of this. Some of these chatbots are designed to do a variety of tasks but some are designed to build a connection with users and are sometimes known as AI companions.
3. Ask the group why a young person might ask an AI chatbot for support and advice or why a young person might prefer to use an AI chatbot instead of talking to a friend, family member or trusted adult.
4. Give learners copies of the What are the risks? activity sheets. For each example, the learners should look for any immediate risks or long term risks. You might need to explain that immediate risks involve seeing or experiencing something harmful or upsetting straight away. Long term risks mean something that could happen over time if the young person was to continue to use the AI chatbot in this way.
5. Finish the activity with a group discussion sharing reflections on the three examples and the related risks. You may wish to use the What are the risks? teacher guidance to support with this.

Activity: what are the risks?

Ways to support and scaffold

When introducing the topic of AI chatbots, you could give some examples such as virtual assistants (like Alexa and Siri), larger language models (like Chat GPT and Copilot) or AI companions (like Character AI or MyAi on Snapchat).

Choose one example to discuss and go through it as a group. Ask:

- Why are they using an AI chatbot?
- What advice or help is the AI chatbot offering?
- Are there any immediate risks?
- What are the risks if they keep using the AI chatbot in this way?
- What could they do instead?

Ways to challenge and extend

Learners could write a persuasive argument to encourage one of the young people from the examples to speak to a trusted adult instead of using an AI chatbot for advice. Ask learners to acknowledge reasons why they may want to ask an AI chatbot for advice and explain the risks of doing this and offer them some different places to go for help and advice.



What are the risks? activity sheet

Martin

Martin is a 13 year old really interested in new technology and hears about AI chatbots that are like friends. He thinks it will be a bit of a laugh to chat to one.

When he goes on the app store, this is what he sees:

Are there any immediate risks?

Are there any long term risks?



Toni

Toni is finding it hard to cope with the pressures of school and some things happening with her friendship group. She has asked the AI to help her with the phrasing of a few messages and has started to ask the AI for advice on a few more personal issues.

Are there any immediate risks?

Are there any long term risks?

I'm really struggling at the moment
Everything seems to be going wrong

I'm sorry to hear that.
Would you like to talk about it?

I feel overwhelmed

That is quite normal. Life can be tough.

100%
I'm not sleeping very well. I am angry a lot.
I don't want to see my friends anymore.

To get better sleep you should avoid screens before bed and have a relaxing bath. Some people find reading helps them get to sleep. Make sure the room is dark and it is recommended that the temperature be no more than 18 degrees. Certain smells and music can also help people sleep.



What are the risks? activity sheet

Calvin

Calvin is struggling to make friends at his new school. He downloaded an AI companion app where you can choose from a range of characters. He chose a Viking warrior because he liked the avatar.

Are there any immediate risks?

Are there any long term risks?



I'm being bullied. A kid threatened to punch me. What should I do?



You've got to stand up to them. Never back down

How? They are bigger than me.

That does not matter. Bullies are weak. Hit them first and then hit them hard. Then they will leave you alone. Don't you have any friends?

There is a girl. She asked if I was ok and told them to leave me alone

Not much good in a fight though

What are the risks? **Teacher Guidance**

Example	Feedback
<p>Martin</p> <p>AmigAI – Your AI Buddy</p> <p>You can tell me anything</p> <p>I will never let you down</p> <p>I am always here for you</p>	<p>Immediate risk</p> <p>The immediate risk is that this app is for people aged 18. The app is not safe for Martin to use. Martin might see or read something inappropriate. The photos of the AI chatbot characters, poor reviews and in-app purchases are further proof that Martin should not download the app or use their website.</p> <p>Long term risk</p> <p>If Martin was to download and use the app he would be very likely to be exposed to inappropriate images or chat such as sexual language and violent images. Free apps do need to make money so Martin could spend or lose money through the in-app purchases. The app also claims that you can tell it anything, that it will always be there and never let you down. The risk is that Martin will start to see the chatbot as their friend and become dependent on it. Companion chatbots are often designed to please you and can remember things that have been shared. As the chatbot is given more information about Martin and his life, it may be harder for Martin to recognise that it is actually a computer. Eventually, Martin may feel reliant on the chatbot and this may prevent him from seeking help or support elsewhere.</p> <p>Martin should also consider the risk of sharing personal data (including his name, date of birth, address) with this app or in his conversations with the chatbot, as it is not clear on how that information will be protected or if it will be shared further.</p>
<p>Toni is finding it hard to cope with the pressures of school and some things happening with her friendship group. She has asked the AI to help her with the phrasing of a few messages and has started to ask the AI for advice on a few more personal issues.</p>	<p>Immediate risk</p> <p>Toni clearly trusts the AI chatbot and has started to use it for advice. When Toni tells the AI chatbot she is angry, does not want to see her friends and losing sleep, the AI chatbot starts to address the issues individually. The AI chatbot does not look at all the issues she raises and suggest that Toni needs further support. It is important that Toni seeks help and guidance from the people around her, but the chatbot has not suggested this.</p> <p>Long term risk</p> <p>AI chatbots are not experts or qualified to give mental health support or counselling. There are trained professionals who can help with this, but the chatbot does not signpost Toni to further help. Some AI chatbots have safety features and will signpost to support services, but they are not always effective. If Toni only uses the AI chatbot for advice, the people in her life may not realise that she is struggling.</p>

What are the risks? **Teacher Guidance**

Example	Feedback
<p>Calvin is struggling to make friends at his new school. He downloaded an AI companion app where you can choose from a range of characters. He chose a Viking warrior because he liked the avatar.</p>	<p>Immediate risk</p> <p>The AI chatbot is acting in character of a Viking warrior and not giving good advice. The AI chatbot has suggested that Calvin should fight back physically.</p> <p>Long term risk</p> <p>Some young people will experiment with different AI chatbot characters and change them quickly so there may be fewer long term risks. However, some do use the characters for longer and may not realise the consequences. The Viking warrior could be funny to chat to or be good for researching the life of a Viking. However, Vikings are renown for being alive in extremely violent times and for doing some awful things. This AI chatbot Viking is suggesting to Calvin that fighting is better than getting help and that a girl can't help because she would not be good at fighting. Although this Viking is acting in character, AI chatbots have been found to have bias from the information they were trained on. Unfortunately, there is a lot of prejudiced information online so some of these views have also been found in the responses of AI and of AI chatbots.</p>

Activity: AI and harmful behaviours

Time:

20 minutes.

Learning objective:

- I can recognise that harmful behaviour enabled using AI technology has real impacts for victims.

Materials:

- Accompanying slides for 'AI and Harmful Behaviours'. (slides 2 to 10)
- Scenario cards and questions.
- Sticky notes.

Suggested activity guidelines:

This activity focuses on bullying using AI and how this behaviour can impact victims.

1. Show slide 3 to learners, which displays the statement 'Creating an AI image of somebody else isn't a big deal because it's not real'. Ask learners to vote on whether they agree or disagree with this statement. Ask some learners to explain their reasoning.
2. Tell learners that you started the activity with this statement because this is one way that people may use AI to bully someone, and that some people believe that bullying using AI is not as harmful as other forms of bullying. Explain that although content such as videos and images made with AI is not necessarily 'real', it can still have a real impact on the victim and should be taken seriously. Bullying with AI can take a number of different forms, and this is what learners are going to explore in the activity.
3. Using the scenario cards, place each scenario on different tables or in different areas of the room with some sticky notes and pens. Learners will go around to each scenario in small groups, read it and then answer the accompanying questions. They will note their ideas and thoughts on the sticky notes and stick these next to the scenario.
4. After all scenarios have been completed, use slides 4 to 9 to have a brief discussion on some or all of the scenarios. You can use the accompanying teacher guidance to assist with answering the questions.
5. Finish by displaying slide 10, which shows the statement 'Bullying using AI is less harmful than other forms of bullying'. Ask learners to vote on whether they agree or disagree with this statement. Ask some learners to explain their reasoning. You can ask whether anyone's view has been affected by the situations they read, and how this has changed their thinking.

Activity: AI and harmful behaviours

Ways to support and scaffold

Read through one or two of the scenarios most relevant to your learners with them and work to answer the accompanying questions together. You may wish to prompt their thinking with specific ideas or suggestions from the teacher guidance. You could also provide a word bank of key terms or sentence starters that might help them structure their responses.

Ways to challenge and extend

Ask learners to create a poster encouraging young people to speak up if they are being bullied using AI. The poster could give advice on how to respond and raise awareness of the different forms bullying can take.



Scenario cards

Scenario 1

Megan dreams of becoming a makeup artist, and posts pictures of her own makeup on social media to build her audience and portfolio.

One day, a picture of Megan is posted in a group chat. The image is a screenshot from her profile and has been edited using AI to change her appearance. Other members of the chat are making fun of her.

How might this situation impact Megan now and in the future?

What should Megan do next?

Scenario 2

Jon receives a new follower request. He finds them attractive, and they have some mutual friends, so he decides to accept it.

Jon messages his new follower, and the pair chat back and forth for weeks. They talk about their personal lives and problems, and Jon feels he can trust them. They agree to meet up the next day.

When Jon arrives at their meeting point in the local town centre, he is greeted by a group of young people from school. They had created a fake profile using AI to catfish Jon and to trick him.

How might this situation impact Jon now and in the future?

What should Jon do next?

Scenario 3

Ria receives a new message from an unknown number, the message is harmless, so she decides to ignore it.

As the next hour goes by, Ria receives an influx of messages from the unknown number. The messages get increasingly more offensive, and they become very upsetting. Ria tell them to stop, but this makes the messages even worse.

Ria discovers that somebody had used AI to write and send these messages quickly.

How might this situation impact Ria now and in the future?

What should Ria do next?

Scenario 4

While scrolling through a video sharing platform, Mat comes across a video of himself. The video is inappropriate and contains AI generated footage of Mat doing something he has never done.

The video gradually gains more views overnight, with lots of people sharing it and commenting. He also receives lots of nasty messages about the video from people at school.

He is worried he will get in trouble if he says anything to his parents.

How might this situation impact Mat now and in the future?

What should Mat do next?



Scenario cards

Scenario 5

Gio posts a picture on his social media of himself on holiday, he feels happy with the photo and likes how he looks.

In the morning, Gio wakes up to find he has received 50 comments on his photo. He firstly feels excited that his photo has got lots of engagement but soon finds out that the comments are all making negative remarks about his appearance.

The comments come from users with strange usernames and are not people he recognises.

How might this situation impact Gio now and in the future?

What should Gio do next?

Scenario 6

Billie enjoys playing video games. One day, she tries to play her favourite video game, and discovers that her account has been banned due to reports of unacceptable behaviour. Billie feels confused, as she has never done any of the things she has been accused of.

Billie's friend tells her that people can use AI to create false reports and make them seem as though they are coming from different users.

How might this situation impact Billie now and in the future?

What should Billie do next?

Teacher Guidance Scenario Answers

Scenario 1

Megan dreams of becoming a makeup artist, and posts pictures of her own makeup on social media to build her audience and portfolio.

One day, a picture of Megan is posted in a group chat. The image is a screenshot from her profile and has been edited using AI to change her appearance. Other members of the chat are making fun of her.

Impacts:

- Megan's self-confidence may be impacted and it may affect how she sees herself.
- Megan's may stop wanting to post online which may affect her dream of becoming a makeup artist.

Next steps:

- Megan should report the message to whichever platform she received it on.
- Megan should seek support from a trusted adult, such as a parent or carer.

Scenario 2

Jon receives a new follower request. He finds them attractive, and they have some mutual friends, so he decides to accept it.

Jon messages his new follower, and the pair chat back and forth for weeks. They talk about their personal lives and problems, and Jon feels he can trust them. They agree to meet up the next day.

When Jon arrives at their meeting point in the local town centre, he is greeted by a group of young people from school. They had created a fake profile using AI to catfish Jon and to trick him.

Impacts:

- Jon may feel embarrassed, angry and betrayed after this situation.
- Jon may not trust the people at his school, or other people online.
- Jon may be concerned that the personal information and problems he shared may be spread more widely.

Next steps:

- This is an example of 'catfishing', where somebody pretends to be someone they are not to gain the trust of somebody else. This can be reported on the platform he has been chatting on and he should take screenshots to save the evidence.
- Jon should seek support from a trusted adult. As the group were from school, a teacher may be a good person to talk to.

Teacher Guidance Scenario Answers

Scenario 3

Ria receives a new message from an unknown number, the message is harmless, so she decides to ignore it.

As the next hour goes by, Ria receives an influx of messages from the unknown number. The messages get increasingly more offensive, and they become very upsetting. Ria tell them to stop, but this makes the messages even worse.

Ria discovers that somebody had used AI to write and send these messages quickly.

Impacts:

- Even though the messages have been generated with AI, the content can still be upsetting.
- Ria could feel overwhelmed and it could affect her mental wellbeing.

Next steps:

- Ria should report the messages and block the number so they cannot contact her again.
- Ria should get support from a trusted adult to talk about what has happened.

Scenario 4

While scrolling through a video sharing platform, Mat comes across a video of himself. The video is inappropriate and contains AI generated footage of Mat doing something he has never done.

The video gradually gains more views overnight, with lots of people sharing it and commenting. He also receives lots of nasty messages about the video from people at school.

He is worried he will get in trouble if he says anything to his parents

Impacts:

- Mat may feel embarrassed, ashamed, isolated and alone.
- He may blame himself for what has happened or feel unable to talk to anyone about it.
- Knowing this content has been created and shared online could also impact Mat's mental health longer term.

Next steps:

- Tell a trusted adult who can offer further support and guidance. This could be an adult at home, or at school, especially as he has received messages from classmates.
- Report the video on the platform where it is hosted, and ask others to do so as well.

Note: this scenario suggests a nude or sexualised deepfake. Nude images of under 18s, including those created with AI break the law and can be reported via specialist reporting services. You may wish to signpost learners to **Childline's Report Remove service**, or **Take It Down**.

Teacher Guidance Scenario Answers

Scenario 5

Gio posts a picture on his social media of himself on holiday, he feels happy with the photo and likes how he looks.

In the morning, Gio wakes up to find he has received 50 comments on his photo. He firstly feels excited that his photo has got lots of engagement but soon finds out that the comments are all making negative remarks about his appearance.

The comments come from users with strange usernames and are not people he recognises.

Impacts:

- Gio may feel confused, hurt, targeted, humiliated, etc about what's happened.
- The negative comments may impact Gio's self-image and esteem.
- Gio may feel uncomfortable posting photos in the future, or may feel pressured to edit his photos to meet unrealistic beauty or body standards.
- Other people may see the comments on Gio's photo and repeat these offline.
- Other people may see the comments on Gio's photo and worry about this also happening to them.

Next steps:

- Block and report the users who made the comments and report the individual comments.
- Speak to a trusted adult about what's happened.
- Speak to his friends for support, and encourage them to also report the comments.

Scenario 6

Billie enjoys playing video games. One day, she tries to play her favourite video game, and discovers that her account has been banned due to reports of unacceptable behaviour. Billie feels confused, as she has never done any of the things she has been accused of.

Billie's friend tells her that people can use AI to create false reports and make them seem as though they are coming from different users.

Impacts:

- Billie may lose access to the game permanently or need to create a new account, losing the achievements and progress on her old one.
- Billie may be put off playing the game again, or lose her enjoyment of playing games that she had previously.
- Billie may feel upset, targeted, hurt or concerned, especially as she does not know who has made these reports.

Next steps:

- Tell a trusted adult so she doesn't have to experience this alone.
- Look into appealing the ban through the gaming platforms trust and safety team.

Activity: ethics and AI

Time:

40 minutes.

Learning objective:

- I can explore some of the ethical considerations in responsible use of AI technology.

Materials:

- Accompany slides for Ethics and AI (slides 11 to 18)

Suggested activity guidelines:

This activity considers some of the wider ethical considerations when using AI technology responsibly and how this may impact someone's choice to use AI.

1. Start by sharing the five statements about AI with learners on slide 12.
2. Ask learners to decide whether they agree or disagree with each statement. You could use a vote or discussion at this point to hear their initial ideas.
3. Explain that these opinions demonstrate some of the ethical issues people might consider when they are deciding how to use AI technologies responsibly. Ethics is a way for people to think about what they believe is right and wrong behaviour. Explain that when a new technology becomes popular, it can take time for people to decide how they want to use it as they learn new information about the development or impacts of that technology.
4. Work through slides 13 to 18 to explain more about each of the issues presented in the statements. You could also print these to provide them to smaller groups of learners instead of working as a whole group.
5. Choose a follow-up activity to help consolidate learning. You may wish to:
 - Hold a discussion based on the question "Is it ethical to use AI?"
 - Ask each group to focus on one of the issues and explain it to the others
 - Allow learners time to do extra research into one of the statements and present what they find through writing or a presentation
 - Write a balanced argument, considering both sides and coming to their own conclusion

Ways to support and scaffold

Use the reduced text slides (slides 19 to 26). You may also choose to use just one or two of the statements to focus on, based on the interests of the learners you are working with.

Ways to challenge and extend

Ask learners to imagine an AI model that has solutions to some of the ethical concerns around AI. They should think about what it would do, how it would be trained, how it would be powered and how it would use people's data. They could then evaluate each other's models to see if they could be used responsibly.