

Safer Internet Day 2025

Resources for use with
14-18 year olds



**Too good to
be true?**

**Protecting
yourself and
others from
scams online**



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 2025 is on Tuesday 11 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





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5 things you need to know about participating in Safer Internet Day

1. Too good to be true?

We've all received an email with a suspicious link, a text claiming to be from our bank, or even seen a pop-up telling us we have been a lucky winner, but scams take many forms and can target anyone, including young people. This Safer Internet Day, we want to start conversations about how to spot, respond to and report all types of scams online.

2. 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.

3. Be ready to respond to safeguarding concerns.

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.

4. 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 offering advice and support to all members of the children's workforce on any online safety issues: saferinternet.org.uk/professionals-online-safety-helpline

5. Kickstart conversations that last all year round.

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



Activity: Who are they, really?

Time:

25 minutes

Learning objective:

- I can identify different methods used by criminals online and describe how to report these when I see them.

You will need:

- Printed copies of 'Who are they, really?' scenarios

Activity guidelines:

This activity is designed to help learners understand the nuances of different types of scams, to recognise the signs that someone online might be trying to scam them, and to identify strategies for support if they are targeted by scams. This activity can also be run as a carousel task, where each group spends time looking at each scenario.

1. Divide your learners into small groups. Give each group one of the printed 'Who are they, really?' scenarios.
 2. Explain that each scenario explores a different type of scam, and that the scams are at different stages of completion.
 3. Have learners work in their groups to answer the questions alongside the scenarios.
 4. Ask each group to feed back on their scenario and what they have found.
- You may also want to ask learners to research and get more information about what type of scam is occurring in each scenario. More information about each scenario and the type of scam is given in the accompanying teacher guidance.

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Activity: Who are they, really?**Considerations for research:**

It may be helpful to provide guidance for learners on finding appropriate and reliable sources. Some helpful sources include:

1. Action Fraud
2. Citizen's Advice Bureau
3. Stop! Think Fraud (Home Office Campaign)
4. UK Safer Internet Centre
5. Victim Support

○○○ **Ideas to scaffold**

For more support, students can use the 'signs of a scam' list below to help guide their search for warning signs in each of the scenarios.

- The victim was contacted unexpectedly
- The victim is pressured into making a decision quickly
- The scammer pretends to be a company or bank
- The scammer uses feelings like love, fear or worry to pressure the victim
- There is an 'emergency' that needs money to be fixed
- Personal or financial information is requested
- Something or someone seems too good to be true
- Someone promises to make a lot of money quickly
- The scammer asks the victim to use a different platform or website
- The amount of money asked for keeps getting bigger

○○○ **Ideas to challenge**

Have groups use their research to plan and deliver presentations on one of the scams they explored. Presentations should include:

- The type of scam they are discussing
- Signs to look out for
- Advice they would give to victims or potential victims of this type of scam

Accompanying teacher guidance

○○○ **Scenario 1:** Menna's story

Menna's story is a **romance scam**. A romance scam is when a criminal tricks someone into sending them money after building up a false romantic relationship with them. Romance scammers often use fake profiles and identities to scam people online.

○○○ **Scenario 2:** Jakob's story

Jakob's story is an **impersonation scam**. An impersonation scam is when a criminal manipulates their victim into sharing money or personal information by pretending to be someone else. Sometimes, like in Jakob's story, the scammer may pretend to be part of an organisation to gain their victim's trust.

○○○ **Scenario 3:** Ishaq's story

Ishaq's story is an **investment scam**. Investment scams are when criminals trick their victims into investing money. They may give their victim fake information about a real investment or make up an investment opportunity that does not exist.

○○○ **Scenario 4:** Kamil's story

Kamil's story is an example of **money muling**. Money muling is when criminals use people's bank accounts to transfer money they have gotten illegally. Those involved in money muling receive the money into their bank accounts and then either withdraw or transfer it on, usually receiving a percentage.



Who are they, really? Scenarios

○○○ Who are they, really? Menna's story

Menna first began messaging Petyr on social media about three months ago. His profile said that he worked abroad and travelled often. There weren't many photos of him, but the ones that she saw were handsome and all looked professionally taken. All the other pictures were shots of landscapes or animals.

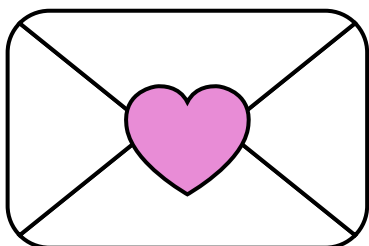
Petyr was kind and caring, and messaged her all the time, telling her how smart, funny and beautiful she was. He said things like 'we were meant to be' and called her his 'soulmate'.

After a few days, he asked for her number so that they could begin messaging each other on a different app. Menna was eager to get to know Petyr and invited him to video call her a few times. Each time, he would agree but cancel last minute, usually because of camera troubles or last-minute problems at work! After a short while, Petyr told Menna that he loved her and wanted to come and visit her but didn't have the money to buy flights because he was spending money to care for his sick mother. He asked if she would be able to lend him the money for flights. Menna wasn't sure it was a good idea, but also felt upset that she couldn't meet the man she loved. Using some of her savings, she sent Petyr a few hundred pounds to buy a ticket.

When the day of Petyr's visit came around, Menna was incredibly excited. However, at the last minute, he messaged her to say that his mother's sickness had gotten worse. He said that the treatment she needed to get better was expensive. After talking for another week, he asked Menna to send around ten thousand pounds to help him pay for his mum's treatment.

○○○ Questions

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- What type of scam do you think this is and why?
- What signs are there that Petyr is trying to scam Menna? Highlight or underline them.
- What do you think Menna should do next?



Who are they, really? Scenarios

○○○ Who are they, really? Jakob's story

Jakob is a college student who has recently started his first part-time job. While he was on a break between classes, he got a phone call. The call was from an automated system, not a real person, and it told Jakob that they were calling from HMRC. Jakob wasn't sure what that meant, but quickly searched it on his phone. HMRC was the agency responsible for collecting people's taxes.

The automated caller told Jakob that HMRC were filing a lawsuit against him for missed payment of taxes, and that he must press 1 to speak to one of their case workers. Jakob was feeling worried, as he didn't know much about taxes and didn't know how much he would have to pay. After pressing 1, Jakob's call was transferred to a real person, who said that they were his caseworker and that he'd missed payments totalling nearly two thousand pounds, but that if he gave them his bank details, they could resolve the problem by setting up a payment plan.

○○○ Questions

- What type of scam do you think this is and why?
- What signs are there that someone is trying to scam Jakob? Highlight or underline them.
- What do you think Jakob should do next?

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Who are they, really? Scenarios

○○○ Who are they, really? Ishaq's story

Ishaq is a university student looking to make some extra money to supplement his student loans. He has spent a lot of time looking at investment and stock opportunities on social media and follows a lot of famous businesspeople and influencers who talk about finance.

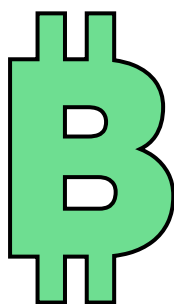
One morning, he receives a message from another user on social media named Timothy, whose profile says he is an investment portfolio manager. In the message, Timothy says he has noticed Ishaq's interest in investment opportunities and would like to help. After Ishaq replies saying he is interested, Timothy explains that if Ishaq buys cryptocurrency and transfers it to Timothy's company, Timothy will invest it in stocks that he knows will earn Ishaq a lot of money quickly.

Ishaq agrees and Timothy sends him a link to a website. The website looks official but has a strange URL that Ishaq doesn't recognise. Ishaq decides to wait until the evening, to take some time to do a bit more research about Timothy, his company, and the form of cryptocurrency they want him to buy. Timothy keeps messaging Ishaq throughout the day, asking him when he's going to send the money.

○○○ Questions

- What type of scam do you think this is and why?
- What signs are there that someone is trying to scam Jakob? Highlight or underline them.
- What do you think Jakob should do next?

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Who are they, really? Scenarios

○○○ Who are they, really? Kamil's story

Kamil is a secondary school student who has recently started dating Oskar who he first met on social media. Oskar is an older student who goes to college nearby. Oskar is very popular and well-liked by everyone, so Kamil is surprised when Oskar is interested in him. After a few weeks, Oskar asks Kamil to help him with a problem. He says that he needs to help a family friend in need get five hundred pounds from relatives who live abroad, but that his bank card doesn't work. As a thank you, Oskar tells Kamil the family friend will give him ten percent of the money. He asks if they can transfer the money to Kamil, who can take it out at a cash machine and give it to Oskar. Kamil isn't sure at first, because five hundred pounds is a lot of money, but he really likes Oskar and that extra fifty pounds could buy him some nicer clothes.

A few weeks later, Oskar asks for Kamil's help again. This time, the family friend needs a lot more money to put a deposit down on a new flat, and Oskar is asking Kamil to accept and take out nearly two thousand pounds in cash. Again, he offers to let Kamil keep ten percent. Kamil agrees and has to take out the cash in chunks over the course of the week. He's starting to get suspicious about the payments, because he doesn't think you need to pay deposits for properties in cash, and parts of Oskar's story don't seem to add up.

After a few days, Kamil goes to check his bank account and finds that some of his payments have been blocked. After calling his bank, they tell him his account has been frozen due to unusual activity and needs to be investigated.

○○○ Questions

- What type of scam do you think this is and why?
- What signs are there that someone is trying to scam Kamil? Highlight or underline them.
- What do you think Kamil should do next?

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Activity: Online sexual extortion

Time:

45 to 50 minutes

Learning objective:

- I can explain what is meant by 'sextortion' and know what to do if I am targeted in this way.

You will need:

- 14 to 18s slides (Online sexual extortion, slides 2 to 12)
- Printed copies of 'Initial ideas' worksheet
- Printed copies of 'Idea development' worksheet

Activity guidelines:

This activity introduces the issue of **online sexual extortion**. Online sexual extortion can be experienced by anyone, but when targeting young people under the age of 18 is also a form of online child sexual abuse. One growing form of sextortion can also be described as a scam, where online criminals hope to trick their victims into paying money.

1. Look through the slides in advance of the session.
2. Talk through slides 2 to 4 with learners to explain what sextortion is and how it can happen. Use the scenario prompt on slide 5 to help learners think about how they may respond to someone contacting them in this way.
3. Follow up with the advice on slides 6 and 7.
4. Introduce the second part of the task using slide 8. Learners will work together to design a help service or resource to support others with sextortion.
5. Using slide 9, introduce the idea generation stage of designing a resource. For each of the categories on the worksheet, ask learners to come up with four to five different ideas for resources someone could create.

For more detailed advice to share with learners this age visit:

childnet.com/help-and-advice/sextortion/



Activity: Online sexual extortion

Educator's Guidance:

Sextortion can be a sensitive and sometimes upsetting topic to teach about. So that learners can feel confident discussing these issues with staff and peers, we would recommend collaborating with your learners to create a set of ground rules that will support safe and respectful discussions. These ground rules may include:

1. Allowing learners to write down questions they may feel uncomfortable asking out loud
2. Not using names of real people if telling a personal story

For further advice on establishing a supportive learning environment visit:

childnet.com/learning-environment

It is also possible that some learners will have direct experience of sextortion. Ensure you feel confident handling any disclosures sensitively. For more advice visit: childnet.com/safeguarding.

○○○ Ideas to scaffold

For more support, use the resource ideas on slides 11 and 12. Try developing one idea as a group, before allowing pairs to choose one of the provided ideas on slide 12 to develop on their worksheet.

○○○ Ideas to challenge

Once learners have finished their idea development, have them plan and write a persuasive pitch for the resource they have designed. You could even have them deliver it to the group, or to leadership in your setting.



Initial ideas worksheet



an digital resource

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a paper resource

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an interactive resource

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Idea development worksheet



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Purpose

What will your service do?

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How is your service helping?

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Idea:

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Audience

How to engage them?

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What do they need?

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Content

Advice

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Helplines

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Design

How will the design support its purpose?

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Is your resource interactive? How?

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Activity: Help or harm?

Time:

25 minutes

Learning objective:

- I can explain why victim blaming language is wrong and identify helpful alternatives.

You will need:

- Printed 'Help or harm' worksheets
- 14 to 18s slides (Help or harm? Slides 13 to 15)

Activity guidelines:

This activity focuses on the attitudes people have towards victims of scams and scams themselves. The task also provides an opportunity for educators and learners to discuss how to support each other in preventing and responding to scams.

1. Use the 'Help or harm?' explanation slides to introduce the concept of victim blaming and its harms to learners.
2. Introduce the graph on the 'Help or harm?' worksheet and explain that students will be analysing different responses to someone being scammed. The response might be from the victim themselves, or something someone else might say to them.
3. Instruct learners to read through the statements on the worksheet.
4. Have learners work as a class or in small groups to discuss the implications of each statement and place it on the scale from 'helpful' to 'harmful' on their worksheet.
5. Ask learners to explain why they have placed each statement in its chosen position.

○○○ Ideas to scaffold

Choose individual statements to focus on as a class and use the discussion prompts below to help guide learners in their decision making.

Scaffolded discussion prompts:

1. How might this statement make the victim of a scam feel?
2. Who does this statement blame for the scam working?
3. Does this statement give advice about what to do next?

○○○ Ideas to challenge

Have learners create their own response statements to someone being scammed and share them with the group to place on the scale. You could give examples of different types of scams (pop-ups, phishing scams, romance scams) and ask learners to imagine they are speaking with someone who has been a victim of this scam. What would be a helpful thing to say? What would be a harmful thing to say?



Help or harm? worksheet

Helpful



Harmful

○○○ Statements:

1. They were caught out by a scam
2. That was really stupid of me
3. I can't believe you fell for that
4. Scammers can be really clever
5. They stole five hundred pounds
6. I'm sure there's plenty you could do to fix this
7. You could report it to try and get your money back
8. I would never be that gullible
9. They gave away their personal information
10. There's nothing I can do about it now
11. Why would anyone do that?
12. Shall we look online for advice?



Quiz: Protecting yourself and others from scams online

Time:

20 minutes

You will need:

- Protecting yourself and other from scams online quiz

Activity guidelines:

The quiz can be found online at: saferinternet.org.uk/sid-quiz or you can use the questions from the separate word document with this pack to adapt into whatever format most suits your setting.