

Better Internet for Kids

Resource competition

October 2025



European
Commission



Austria



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Parent brochure “Grandma, can I play video games?”

Elternbroschüre „Oma, darf ich zocken?“



Language

German



Description

The brochure “Grandma, can I play video games?” contains valuable **tips for parents and guardians of children between the ages of 6 and 10 on how to deal with cell phones, tablets, and other devices in everyday family life.**

It is aimed not only at parents, but also at grandparents and all other guardians, as well as caregivers for children in foster care. The brochure provides concise and accessible information on topics such as **role modelling, child-safe devices, screen time, online privacy, and dealing with online dangers and fake news.** An overview of support and counseling services offers additional assistance.





Belgium



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Max-Box



Target audience

Children aged 9 to 12 in an extracurricular setting: youth groups, sports clubs, boarding schools, outdoor classes, and other recreational organisations that work with young people.

Language

Dutch, French

Description

Everyone knows BOB, the campaign to create awareness for designated drivers. But have you already heard of MAX?

Belgium launched BOB in 1995, and the concept has been picked up in the Netherlands, France (SAM) in 2006, Germany in 2007 and also Luxembourg, with every country adapting the formula to their audience.

In 2025, it's time to go viral again, with **MAX, the newest Belgian awareness campaign**. In a modern Europe where Safer Internet Centres are seeing their caseload expand exponentially, we are noticing more and more that not all young people know who to reach out to when things go wrong, both in the offline as in the online world. That's where Max steps in!

Young people are discovering who they are, building friendships, and sometimes encountering things that are difficult to process alone. That's why it's important for them to know who they can turn to: someone who listens, understands, and helps. MAX-box addresses this with a **playful, accessible, and educational game that empowers young people to recognise and engage a MAX, an adult confidant** (or person of trust).

The game interactively brings the theme of "confidant" to life and encourages open conversations about difficult or sensitive situations. Young people learn not only who their MAX can be, but also what qualities are important, how to strengthen the bond, and when to engage their MAX.

Features:

- 8 to 25 players
- Extracurricular setting
- A collaborative game that is flexible and requires no prior knowledge.



View the resource

Croatian

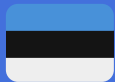
The SIC Prevention Box is a comprehensive resource designed for teachers and school professionals to support safer and more responsible use of digital technologies among children and young people.

Each box contains a wide range of educational and practical materials developed by SIC Croatia, including:

- Leaflets and brochures about the Centre's services and activities,
- Guidelines for responding to cases of cyberbullying,
- A board game on online safety,
- Practical handbooks on topics such as video games, social media platforms, peer violence and more,
- Toolkits for implementing classroom activities,

and much more.

By combining informative resources with interactive tools, the SIC Prevention Box equips schools with ready-to-use materials that raise awareness, strengthen digital literacy, and promote safe, positive, and responsible online behaviour.



Estonia



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Lesson plan "AI as a learning partner"

Tunnikava "Tehisintellekt kui õpipartner"



Language

Estonian

Description

The Estonian Safer Internet Centre created a lesson plan "AI as a learning partner". **Lesson objectives:**

- The student understands what artificial intelligence is.
- The student knows the benefits and risks when using artificial intelligence.
- The student understands that artificial intelligence can support their learning, but does not do the schoolwork for them.

Topics of the lesson plan:

- Discussion "What is Artificial Intelligence?". Benefits and risks.
- Discussion "Why do we go to school and learn?"
- Discussion: "How can AI help us to learn and become smarter?"
- Task 1: Ask something to the AI.
- Task 2: Creating classroom rules on the use of artificial intelligence.

The lesson plan has a **section for teachers**, where they can learn more about AI (videos, guides, guidelines). The lesson plan can be used with 4-6 grade students, but also with younger or older students.



Finland



View the resource
([FI](#), [EN](#), [SE](#))

Young people and cyberbullying 2025 survey report

Language

Finnish, English, Swedish



Description

The report Young people and cyberbullying, published by Mannerheim League for Child Welfare (MLL) in April 2025, paints a grim picture of the bullying young people face online. The aim was to gather young people's thoughts on cyberbullying and to gain information about their experiences on the internet, social media, and digital games.

A total of 5,990 Finnish young people aged 13-18 responded to the online survey conducted in December 2024.

According to the survey, **bullying in digital environments is a changing and complex phenomenon** that many Finnish adolescents encounter and witness online.

Cyberbullying, meaning bullying that takes place through digital means, seems to have increased in recent years. according to Finnish youth. Some examples of the results:

- 36% of respondents have been bullied online at least once, and 24% within the past year.
- 24% have at some point been the target of offensive videos, images, or rumors.
- More than one-third have experienced being excluded from a group online.
- Among those who were bullied continuously (3 %), boys and frequent gamers stood out, and their bullies were most often people they knew from school or hobbies.

For some young people, cyberbullying is a serious phenomenon with severe consequences. For others, it is “just joking” or part of a culture that is seen as “belonging” to the internet and games.





Finland



View the resource
([FI](#), [EN](#), [SE](#))

Young people and cyberbullying 2025 survey report

Description

What themes stand out?

- Use of artificial intelligence for bullying purposes.
- Special features of gaming culture: competition or bullying.
- Inappropriate behaviour already feels like the norm.
- Girls encounter belittlement and hostility: especially in open responses, young people report misogyny on social media and in games.
- Experiences of exclusion or being ignored as bullying (not replying to messages, being left out of groups).
- Bullying has become harsher: increasingly violent content.

At the core of the report are the multiple views, experiences and the voice of young people, described in their own words. Some examples of young people from the survey:

- "For example, in TikTok comments there are a lot of hate comments. They are often racist or appearance-related. Bullying can also happen in a friend group's group chat, with images being spread and people being excluded."
- "Usually a big group bullies one victim. The victim gets kicked or hit, and others laugh and record in the background."
- "During school bullying, pictures of me were taken and spread among the bullies' friend groups just to laugh at me. An audio message spreading false information about me was also circulated. The worst part was that the school staff never properly intervened."
- "I know them. I never did anything to them, but they added me to a group, and I didn't know most of the members. They started one by one insulting, threatening, and mocking me. I have no idea what to do. This happened about half a year ago, but I still think about it every single day."
- "This fall, the class created a joint Snapchat group with everyone except me. I felt really excluded and inadequate."

Lastly, the report also gives insight into recommendations on how different stakeholders, such as parents, schools and online companies should tackle cyberbullying according to youth.



Stop Violence! Investigation “Kimi”: sexism and LGBT+phobias in sport



Language
French

Description

Stop Violence! is a serious game with five investigations designed to educate middle and high school students about **harassment**. Its latest investigation, released this May, focuses on **sexist and LGBT+phobic discrimination in schools and sports**.

Game principle: players take on the role of a student witnessing incidents of violence and must identify if they constitute harassment and its type. In the “Kimi” investigation, players discover that Kimi, a 16-year-old student, has withdrawn from communication during a difficult period. Players investigate across three locations: Kimi’s bedroom, the gym, and the boys’ locker room, interviewing witnesses, collecting clues, and analysing evidence in their investigation journal. Upon completion, players access additional resources, including victim and perpetrator testimonies, a knowledge quiz, and key takeaways.

Learning objectives:

- Raise awareness of harassment linked to sexism and LGBT+phobias
- Explain mechanisms behind these forms of discrimination
- Help students recognise harassment signals
- Develop empathy and inclusion to prevent harassment
- Provide practical strategies for victims and witnesses to act
- Identify associations and resources for support
- Promote safe, open discussion in classrooms or groups

Duration: 45–90 minutes, adaptable to group size, depth, and number of investigations explored.

Modality:

- Individual use: Students progress at their own pace using computers
- Group use: Projected on screen for collective discussion, encouraging dialogue and reflection.



Germany



[View the resource](#)

Deep Fake. Deep Impact.

Language

German



Description

Artificial intelligence (AI) can be used to manipulate or completely recreate images, videos, audio and text. Such **deepfakes** can appear deceptively real, but do not depict reality. This means that you see or hear something that does not exist or has never happened.

As with many technological achievements, deepfakes also have two sides: they can be entertaining, break down barriers and create new forms of creative expression; but at the same time, the technology poses significant risks. For example, in the context of sexual violence through images ("deep nudes", "deepfake porn"), political disinformation, identity theft, hate speech and cyberbullying.

The aim of the **teaching material** is to provide educational professionals and their students with basic information about deepfake technologies. The material explains what deepfakes are, how deepfakes can be used sensibly, but also the dangers they pose. Educators also receive three **project ideas** for the classroom. In these projects, pupils engage critically and creatively with the topic of deepfakes and develop their information skills.

The material is recommended from seventh/eighth grade.

Overview of lesson projects:

- Project 1 | Tracking down deepfakes - understanding, checking and recognising fakes
- Project 2 | The power of images - understanding the risks of deepfakes
- Project 3 | Now it's getting deep - creating deepfakes yourself





Greece



[View the resource](#)

Your safe place



Language
Greek



Description

“Your safe place” is an online space designed specifically to **support children who may encounter harmful, confusing, or frightening experiences online**, aiming to provide guidance, reassurance, and practical support. Right from the beginning, the page speaks directly to children, asking: “Did you see something strange, frightening, or bad on your phone, computer, or in a game? Did someone send you something confusing or upsetting?” It then reassures them that they are not alone, SafeLine is there to listen, to help, and to protect them.

The message is clear: **reporting is not about getting someone into trouble, but about protecting yourself, your friends, and other children**. By reporting, kids are showing responsibility and care, making the internet safer for everyone, helping people who may be in danger, and gaining confidence by knowing they are doing the right thing. The page explains that reporting to SafeLine can be done anonymously, without giving a name, just describing what was seen and where. Subsequently, it is reviewed by a specialised team that takes appropriate action to stop harmful or illegal activities.

The page highlights specific situations children may face, each described with simple examples:

- Coming across inappropriate or frightening images or videos.
- Experiencing online bullying or threats, such as mean messages or teasing comments.
- Encountering fake news or misinformation that confuses people.
- Having personal photos shared without consent.
- Being subjected to pressure, threats, or blackmail online.
- Falling victim to online scams or fraud attempts.
- Reading or receiving offensive, hateful, or discriminatory messages.
- Discovering that someone hacked or misused their account.



Greece



[View the resource](#)

Your safe place



Description

To reinforce understanding, these risks are explained through short stories with children's names, making it easier for young readers to see themselves in such situations and understand that others have faced the same challenges.

Beyond reporting, the page offers practical digital safety advice:

- Stop and think before responding if something feels uncomfortable.
- Always talk to a trusted adult, such as parents, a teacher, or SafeLine staff.
- Keep personal data private, like address, school, or phone number.
- Avoid sending photos if they feel unsure or pressured.
- Strengthen account security by removing strangers, setting profiles to private, and deleting unwanted tags.

The page also connects children to additional support services through a phone call, online chat, or email.

Lastly, the page introduces the tool **"Take It Down"**, which allows minors to **remove non-consensually shared intimate images or videos from the internet**. This feature underscores the importance of taking back control and preventing further harm.

The tone throughout is positive, reassuring, and empowering. It emphasises that reporting is an act of strength and responsibility, and that by speaking up, children not only protect themselves but also help others. The underlying message is clear: "You are not alone. Together we can make the internet a safer, friendlier place for every child."

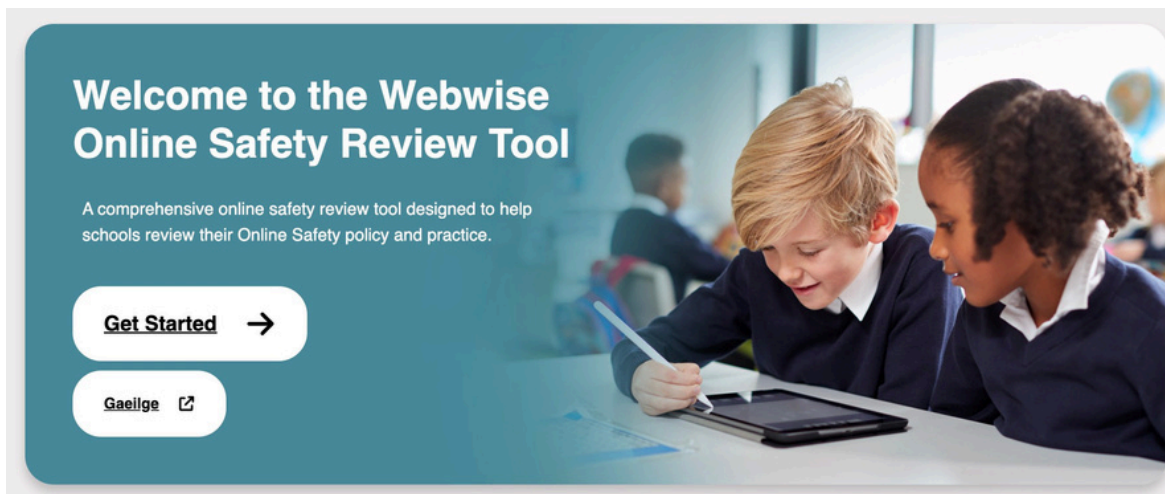


Ireland



[View the resource](#)

Online Safety Review Tool



Language

English and Irish



Description

A comprehensive online safety review tool designed to **help schools review their Online Safety policy and practice**. Schools are at different stages of their online safety journey. The Online Safety Review Tool is designed to support schools at all stages of the journey in identifying strengths and areas for improvement across key areas: culture and environment; relationships and partnerships; curriculum; and policy, planning, and practice.

By highlighting best practice standards, the tool helps schools make gradual, meaningful progress, focusing on small, manageable actions to enhance their overall approach to online safety.

The Online Safety Tool helps schools:

- **Support incremental progress:** schools can focus on making small, manageable improvements each year, regardless of their current resources or stage of development.
- **Best practice guidance:** the tool provides useful benchmarks to help schools align with best practice standards for online safety practice and policy.
- **Free resources available:** schools can access a range of free, practical resources to support them in enhancing online safety, reducing the burden of developing new materials.
- **Whole-school approach:** it encourages involvement from the entire school community – teachers, students, and parents – fostering a comprehensive approach to online safety.



Italy



[View the resource](#)

We Are Fearless

Web series season 4



Language

Italian



Description

We Are Fearless is an **original educational podcast and web series** created within the Generazioni Connesse project. Hosted by Alba, a young speaker, and Cleo, an ironic yet insightful AI voice, each episode features a teenager sharing a personal challenge linked to their online life, opening space for reflection and dialogue.

Now in its fourth season, the series presents four new episodes designed for upper secondary school students, focusing on key issues connected to the **Digital Services Act (DSA)** such as **artificial intelligence, privacy, sharenting, online reputation, and digital advertising**.

The stories “L'altra Martina” (The other Martina), “Come pesci nella rete” (Like fish in the net), “Il bambino più felice del mondo” (The happiest child in the world), and “Svanire” (Vanishing) are inspired by real experiences, and explore sensitive topics like virtual relationships, phishing, children’s rights online, and sextortion.

Developed in collaboration with leading institutional partners such as the Italian Data Protection Authority, the Postal Police, and the University of Florence, We Are Fearless is meant to be used in classrooms. Each video comes with a dedicated teaching sheet to help educators foster debate, promote critical thinking, and encourage safe, responsible use of digital technologies.



Cornhub ≠ reality



Language

English



Description

The “CORNHUB ≠ REALITY” video is part of BEE SECURE’s Cyber Jungle world and was specifically targeted at young people.

Using humour and a colourful fictional setting, it highlights that **online pornography is scripted and commercial** – not a model for real intimacy, communication, or relationships.

The visuals of the campaign were made using artificial intelligence (AI). This shows how modern technology can be used to create digital content, but also how it can be used to manipulate what we see.

The slogan “Don’t believe everything you see online” urges youngsters to critically question unrealistic expectations around sex, bodies, and gender roles.



Netherlands



[View the resource](#)

Click, Share, Humiliate, Destroy - a book on online sexual violence against girls and women

Klik, deel, verneder, verwoest



Language

Dutch



Description

The book Click, Share, Humiliate, Destroy confronts **online sexual violence** from every angle. It was sparked by the "banga lists" (or "slut-shaming lists") incident in the Netherlands - lists that rated female students on their sexual performance and appearance, often with their personal information provided.

Written by lawyer and former politician Ina Brouwer, with contributions and interviews by Offlimits, the book deals with the impact of bang lists, the problems of online platforms such as Telegram and the legislation surrounding online sexual violence against girls and women. It makes it painfully clear that misogyny and sexism are still deeply embedded in our society, and that the online world, with all its spread and lack of control, makes the humiliation even greater and more devastating than before.

The book puts online sexual violence in historical perspective, makes connections, collects facts and stories from victims and care providers, perpetrators, and makes recommendations on how we can stop and reverse this epidemic of online sexual violence. As the EU moves forward with several pieces of new legislation and policy, this book is a crucial reminder that laws alone are not enough. Without public outrage, sustained pressure, and cultural change, harmful practices will continue. The book is both a wake-up call and a call to action: we must not look away, but keep raising our voices until online sexual violence is no longer tolerated.





Portugal



[View the resource](#)

Atlas Space Station – Cybersecurity world on Minecraft Education

Ciberestação Espacial Atlas, um Mundo de Cibersegurança no Minecraft Education



Language
Portuguese



Description

The Portuguese Safe Internet Centre launched a Minecraft Education world: a **game-based learning experience for primary schools**, which allows students to explore the internet safely and smartly.

This immersive educational tool enables children to explore real-world cyber-hygiene challenges in a safe and engaging environment, encouraging them to learn through play.

This resource goes beyond the game itself. It is a comprehensive game-based learning tool designed to raise awareness. To maximise its educational impact, an **educational toolkit** has been developed to accompany this Minecraft world. The toolkit provides teachers with structured lesson plans and classroom activities to help them seamlessly integrate the resource into the curriculum.

It addresses critical digital literacy topics, including **cyberattacks, malware, firewalls, safe passwords, two-factor authentication, identity theft, fake news, and cyberbullying**.

This project bridges the gap between play and pedagogy, equipping teachers with resources to foster digital resilience in the classroom. Using a platform that children already love ensures that key online safety messages are memorable and meaningful.



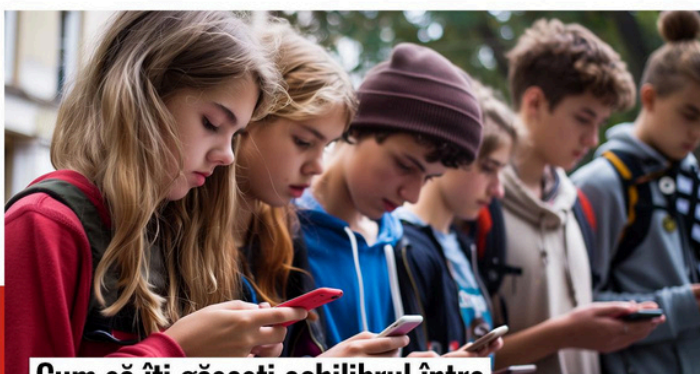
Romania



[View the resource](#)

How to find balance between offline time and screen use

Educational resource package



Cum să îți găsești echilibrul între timpul offline și cel pe ecrane?



Salvați Copiii

ORA DE NET



Cofinanțat de
Uniunea Europeană

Language
Romanian



Description

This resource addresses one of the most pressing challenges of our time: **helping children and adolescents develop a healthy relationship with technology**. Unlike many materials that only warn about risks, this package offers **practical, engaging, and age-appropriate solutions** for students, parents, and teachers. It combines several complementary tools:

- a concept note providing expert analysis of screen time and its effects,
- game-based worksheets that make learning interactive and enjoyable,
- question cards for parents to encourage dialogue at home,
- an educational video that illustrate risks and solutions in a relatable way.

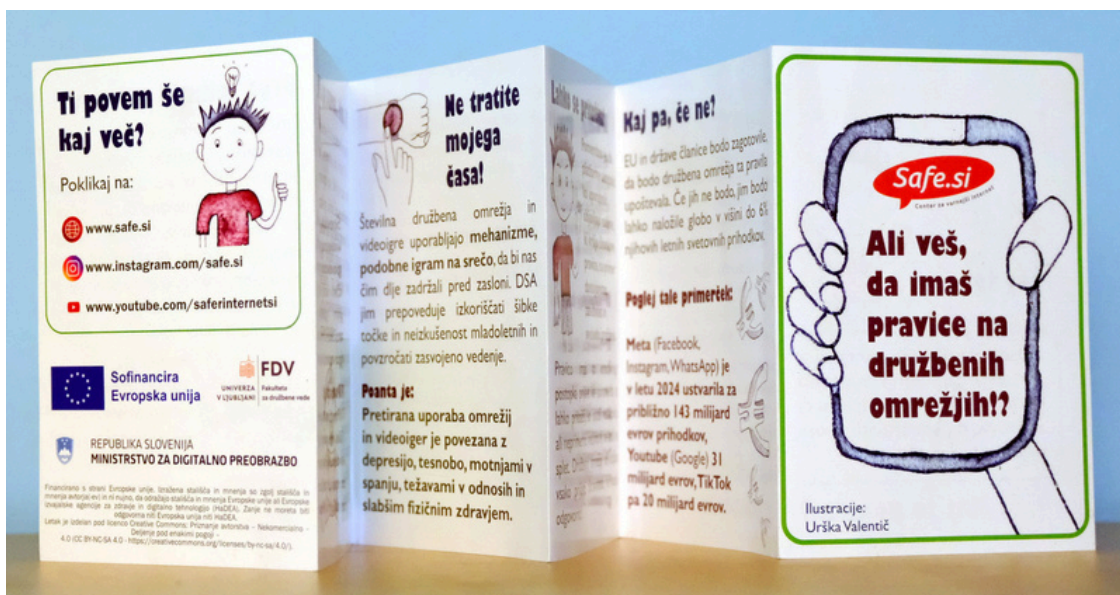
What makes this resource stand out is its versatility and immediate usability: it can be integrated into classroom lessons, parent sessions, or extracurricular activities. Its implementation in Romanian schools has already generated 257 activity reports, reaching 5,629 children, 1,606 parents, and 386 teachers.

By combining knowledge, interactivity, and real-life application, this package empowers children to practice digital balance every day and equips adults with the tools to guide them effectively.



Do you know that you have rights on social media?

Ali veš, da imaš pravice na družbenih omrežjih?



Language

Slovenian



Description

This visually appealing and user-friendly leaflet **introduces young users to their digital rights under the Digital Services Act (DSA)**. It highlights key protections enforced by the EU, such as:

- prohibition of targeted data collection from minors,
- ban on manipulative design patterns (known as "dark patterns"),
- requirement for clear and readable terms of service,
- protection against harmful content and misleading advertising.

The leaflet empowers users, especially youth, to understand their rights and encourages responsible digital behaviour. Its clean layout, engaging visuals, and concise messaging make it not only informative but also pleasant to look at, ensuring accessibility and impact.



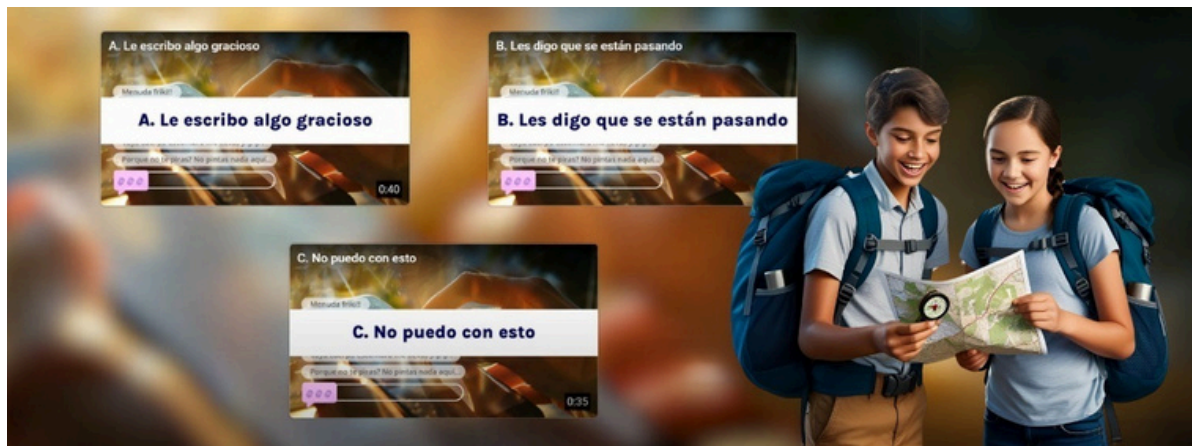
Spain



[View the resource](#)

Videos to choose your own way

Vídeos para elegir tu propia aventura



Language

Spanish



Description

Video resource on cybersecurity situations that children and teenagers may encounter in their daily lives. They will learn to make smart decisions when faced with cyberbullying, harmful content, dangerous communities, or viral challenges, through different cases that require them to make decisions and learn the consequences.

There are four different situations, each consisting of **several videos developed with AI**, within the framework of the latest online workshops given by the Spanish National Cybersecurity Institute (INCIBE). Each one shows a case and offers several alternatives so that the **user can choose how the story continues** and thus move on to the next situation.

The aim is to encourage children and teenagers to reflect, generate dialogue in the classroom with their teachers, and improve their awareness of cybersecurity.