UPPER PRIMARY SOCIAL MEDIA TOOLKIT

Supporting children aged 10+ to navigate social media safely and prevent violence

QUIT FIGHTING FOR LIKES

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SCOTTISH VIOLENCE REDUCTION UNIT

YouthLink Scotland

MEDICS AGAINST VIOLENCE

Funded by the Scottish Government

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Foreword

The Scottish Violence Reduction Unit continues to adopt a public health approach to all our wotrk - and when we treat violence as a disease, as the public health model does, we must accept its constantly evolving nature. In light of this, we must adapt our response to new challenges - including addressing the use of social media and mobile phones as a means of filming and sharing violence. While the majority of young people in Scotland do not engage in the filming and sharing of violent incidents on social media, as part of our research for this campaign we listened to groups of young people about their experience and the devastating impact this behaviour can have. Quit Fighting for Likes aims to start a conversation around attitudes and behaviours while pointing towards the toolkit to equip those working with young people to help build positive social norms. We all have a role to play and we hope this campaign acts as a catalyst for navigating what can be a challenging and significant issue.

Jimmy Paul, head of the Scottish Violence Reduction Unit

At YouthLink Scotland, we are deeply committed to the rights and wellbeing of young people. The Quit Fighting for Likes campaign and toolkit represent a significant step towards addressing the challenge of violence being filmed and shared among young people on social media. Our youth work approach centres on empowering young people to make informed, positive choices online, and young people's voices and experiences are at the heart of this toolkit. This resource encourages practitioners to work alongside young people, encouraging a deeper understanding of harmful online behaviours and promoting safer, more responsible use of social media. Digital literacy and safeguarding are essential components of modern youth work. This toolkit not only addresses immediate concerns but also integrates broader digital literacy, helping young people navigate the complexities of the online world safely and responsibly. By putting young people's perspectives at the forefront, we believe this toolkit will make a meaningful impact in reducing online violence and promoting a culture of respect and safety.

Tim Frew, CEO YouthLink Scotland, the national agency for youth work

As a charity, we've been involved in the prevention of violence in Scotland for 15 years and one thing that has become very clear is that violence is constantly changing. The use of social media to incite violence is something we couldn't have anticipated 15 years ago but now we see that regularly along with the sharing of distressing images and videos of violence filmed in places that should be safe, such as school playgrounds and community public spaces. As health professionals we recognise not only the impact that may have on encouraging young people to get involved in violence, risking injury, but also the long-term psychological impact on those filmed when their images are shared in the online space, without their consent or knowledge. This campaign is important to us because we understand from speaking to young people how conflicted they are about social media and the peer pressure they face to join in with image sharing activities. We wanted to produce something that would reflect their views and would support them to take a stand against activity which is both damaging and pervasive.

Prof Christine Goodall, Director and Founder Medics Against Violence

About the campaign

In today's digital age, most young people have a smartphone (HBSC, 2022), giving them constant access to content and communication with both friends and strangers. Unfortunately, a majority of children report encountering harmful experiences online (Internet Matters, 2024) - an issue that becomes even more prevalent among vulnerable young people, particularly those with multiple vulnerabilities (Katz & El Asam, 2021).

Despite these trends, the link between social media and physical interpersonal violence among young people in Scotland remains underexplored. However, research from England (Crest, 2022) highlights that vulnerable young people who frequently engage in potentially harmful online spaces may be at greater risk of becoming involved in serious youth violence.

As digital technology rapidly evolves, legislation designed to protect and support children and young people has struggled to keep pace. The Online Safety Act 2023 aims to hold social media platforms accountable for hosting harmful content, yet the criminality of harmful online behaviour remains murky. Section 127 of the Communications Act 2003, which governs harmful communication, predates the widespread use of social media, leaving gaps in its applicability.

The Scottish Government have released updated guidance to support schools to develop local mobile phone policies in partnership with children, staff and school communities (Scottish Government, 2024). Although primary school staff in Scotland are significantly less likely to report low level disruptive behaviour involving technology compared with secondary school staff (Scottish Government, 2023), it is important to prepare young people in upper primary years to navigate social media and mobile phone use.

"It is important we equip the next generation with the necessary skills and resilience associated with the modern age," Jenny Gilruth MSP, Cabinet Secretary for Education and Skills (Scottish Government, 2024)

In response to these challenges, the Scottish Violence Reduction Unit, YouthLink Scotland, and Medics Against Violence partnered to create the **Quit Fighting for Likes** campaign. This initiative is part of the Scottish Government's Violence Prevention Framework (Scottish Government, 2023), which aims to prevent violence before it occurs and minimize its impact when it does. Specifically, Action 6 of the Framework tasked partners with addressing the influence of social media on violence.

To fulfil this mission, the partners have developed the **Quit Fighting for Likes** social media campaign and accompanying practitioner resources for use in schools and youth groups across Scotland.

The main Quit Fighting for Likes has more detail about the development of the campaign and toolkit.

About partners

SCOTTISH VIOLENCE REDUCTION UNIT

Part of Police Scotland and directly funded by the Scottish Government, the SVRU works to identify innovative, evidence-based solutions to violence. The unit is made up of police officers, civilian police staff, and people who are experts by experience. The SVRU works closely with colleagues and partners across health, education, social work, housing and many other fields. The unit uses a public health approach to reducing violence which means using data to analyse violence, look to understand the causes, test and evaluate what works and for who, and seek to scale-up effective programmes through appropriate partners.

YOUTHLINK SCOTLAND

YouthLink Scotland is the national agency for youth work and the collective voice for the sector in Scotland. We champion and advocate for the youth work sector so that all young people can access high-quality youth work. Our membership of voluntary and statutory youth work organisations and intermediaries, including every local authority, spans all of Scotland, and changes lives for the better every day.

YouthLink Scotland runs the No Knives, Better Lives programme, which works in partnership with young people and practitioners to understand and address the drivers of youth violence.

MEDICS AGAINST VIOLENCE

Medics Against Violence was founded and run by healthcare professionals who believe prevention is better than cure. As healthcare professionals, they were encountering violent injuries in their daily working lives and recognised they required to do more work to prevent them from occurring as opposed to just fixing them when they happen.

Children's Digital Rights

"Our rights are still our rights whether we are on social media or out on the streets; we are still young people that need support and empowerment whether we are on our smartphone or in the classroom. […] Our digital life is really just our life – and our digital rights are not digital at all, they are simply our existing rights as young people." Our Digital Rights, 5Rights Youth Commission's Final Report to the Scottish Government, May 2017

Children's rights, as primarily enshrined in the UN Convention on the Rights of the Child, apply equally to the online world. This was encapsulated in the recent General Comment (no. 25) on children's rights in relation to the digital environment (2021). It explains children's rights in relation to the digital environment and provides guidance on ensuring children's rights as respected in the digital environment. As well as the right to be protected from harm, it is important also to consider how the digital environment can fulfil children's rights such as access to information, freedom of expression and participation.

5Rights Framework

The 5Rights Framework is a set of principles that reimagine the digital world as a place children and young people are afforded their existing right to participate in the digital world creatively, knowledgeably and fearlessly.

RIGHT TO REMOVE
Every child and young person should have the right to easily edit or delete all content they have created.

RIGHT TO KNOW
Children and young people have the right to know who is holding or profiting from their information, what their information is being used for and whether it is being copies, sold or traded.

RIGHT TO SAFETY AND SUPPORT
Children and young people should be confident that they will be protected from illegal practices and supported if confronted by troubling or upsetting scenarios online.

RIGHT TO INFORMED AND CONSCIOUS USE
Children and young people should be empowered to reach into creative places online, but at the same time have the capacity and support to easily disengage.

Right to digital literacy – To access the knowledge that the internet can deliver, children and young people need to be taught the skills to use, create and critique digital technologies, and given the tools to negotiate changing social norms.

Find out more about the 5Rights Foundation.

6Cs of Online Risks

The 6 Cs of online harm were developed to make sense of online risks. The Cs, content, contact, conduct, contract, cyberaggression and compulsion, categorised children's risks and recognised both children's agency and how their experiences are shaped by societal and digital infrastructure.

This toolbox is structured using 4 of the six Cs of online harm: **content**, **contact**, **conduct** and **cyberaggression**.

For this resource, we are looking at online risks through the specific lens of violence. Throughout the toolbox we have matched the Cs with the Youth Work Outcomes Framework so young people and those supporting them, can easily see which skills are needed to overcome these risks.

Online Risk	Description
CONTENT	Engages with and/or is exposed to potentially harmful content, e.g. violent or gory posts and videos.
CONTACT	Experiences and/or is targeted by potentially harmful contact, e.g. receiving threatening messages from a stranger or peer.
CONDUCT	Witnesses, participates in and/or is a victim of potentially harmful conduct, e.g. sharing videos of fights.
CYBER-AGGRESSION	Using and/or experiencing cyberbullying with the intent to hurt someone

For this toolkit materials are designed to be used with children aged 10+ (P6-7) by teachers, youth work practitioners and other professionals working with children.

How to use this toolkit

This toolkit is divided into sections that will give you all the activities you need to run a single session or a longer programme.

The toolkit is a bit like a menu – you can pick and choose the activities that work best for you and your young people. There's even a section on icebreakers if you need an energising activity to get you started.

Each activity has step by step guidance on how to run the activity effectively. The facilitator notes explain the main themes explored through the activities and offer tips to keep conversations flowing whilst staying on message.

Some activities also have printable templates.

We have put together example session plans giving a combination of activities to run within 40- and 60-minute timeslots.

As your confidence increases in delivering the activities, you may want to customise and adapt the activities to suit the young people you are working with.

Links with Curriculum for Excellence

The following activities explore themes of responsibility, emotions, friendship, risk, consequence and influences. The learning is in line with the Scottish Curriculum for Excellence and aim to develop the following skills and knowledge within the experiences and outcomes at second level:

- **TCH 2-03a:** I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.
- **HWB 2-05a:** I know that friendship, caring, sharing, fairness, equality, and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
- **HWB 2-44a:** I understand that a wide range of different kinds of friendships and relationships exists.
- **HWB 2-45a:** I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.
- **LIT 2-18a:** To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.

ICEBREAKERS

Activities to get group/session started

Agree/Disagree

I can use social media responsibly

A dynamic moving conversation that works
best with a large group

TIME REQUIRED	20 minutes
OBJECTIVE	To promote reflection amongst young people and to assess young people's current feelings about social media.
RESOURCES REQUIRED	Space to move about in.
CFE E&O	**TCH 2-03a:** I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.

WHAT TO DO

1. Label one end of the room 'agree' and the opposite end 'disagree'. This creates a continuum where young people can choose to stand to indicate their position.

2. Get everyone to stand in the middle of the room.

3. Read out the statements and ask the group to move to where they want to stand in relation to whether they agree or disagree.

4. After each statement, ask a few young people why they chose to stand where they did. Perhaps someone very deliberately moved to one side, or someone hovered in the middle.

AGREE/DISAGREE STATEMENTS

1. Social media has changed how I act.

2. Social media has changed how I think.

3. Social media affects what I believe.

4. I know when I see bad things on social media.

5. I am in control of how I use social media.

Last Person Standing

I can ask for help if I need it

A group game aimed at getting young people thinking about the different ways they can control their social media

TIME REQUIRED	15 minutes
OBJECTIVE	To encourage the young people to consider different actions they can take to control their social media accounts.
RESOURCES REQUIRED	• Campaign video (Link Here) • Paper/pens
CFE E&O	**HWB 2-45a**: I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.

WHAT TO DO

1. Put the young people into small groups with a piece of paper and pen.

2. Explain that they are going to watch the campaign video and pay specific attention to the different ways people are taking control of their social media, for example blocking people, leaving a chat, reporting content.

3. Play the video.

4. Give the young people 2 minutes in their groups to write down as many ways as they can think of to take control of their social media. They can include other ways not shown in the video.

5. Once the time is up, ask each group to nominate a spokesperson. Continually go round the groups and ask for one thing they wrote down. They cannot repeat another groups answer.

6. If a group has run out of answers they sit down. The winner is the last group standing.

Quick Emotions

Matching emojis to react with scenarios of online harm

TIME REQUIRED	15 minutes
OBJECTIVE	To encourage recognition of emotional reactions.
RESOURCES REQUIRED	• Emoji Cards **(Page 15)** • Scenario Cards **(Page 16)**
CFE E&O	**HWB 2-05a:** I know that friendship, caring, sharing, fairness, equality, and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

WHAT TO DO

1. Explain to the young people that they will be exploring how they might feel or react to different online situations using emojis.

2. Show the large emoji cut-outs and briefly discuss what each one means.

3. Highlight that the activity will focus on their *initial* emotional reactions and how these might differ from what they feel after taking time to think.

4. Divide the young people into small groups

5. Read out a scenario card to the entire class.

6. As soon as a scenario is read, each group must quickly decide on the emoji that best represents their *initial* emotional reaction.

7. The group's chosen emoji is placed on the table in front of them immediately after deciding.

8. Continue reading out scenarios, with groups quickly choosing emojis for each one. The goal is to go through as many scenarios as possible within the time limit.

9. After all scenarios have been read, ask each group to revisit the scenarios and consider if their initial reaction might change after taking time to think about the situation.

Quick Emotions Emoji Cards

Quick Emotions Scenario Cards

You're scrolling through social media, and you notice someone leaving a really hurtful comment on a friend's post.	**You open your social media app and see a message from a friend saying how much they appreciate you.**
You post a picture you're proud of, but someone leaves a comment making fun of it.	**You receive a friend request or message from someone you don't know, and it makes you feel uneasy.**
Someone leaves a really nice comment on something you shared, and it makes you feel good.	**Two of your classmates are arguing in the comments of a post, and it starts getting heated.**
While scrolling, you see a post about something that really upsets you or makes you feel uncomfortable.	**Someone goes on your parents facebook and screenshots a baby picture of you. They repost it making fun of you.**
You hear that a false rumour about you is being spread online by someone at school.	**You come across a hilarious video that's going viral, and it makes you laugh.**

CONTENT

Engages with and/or is exposed to potentially harmful content, e.g. violent or gory posts and videos

A Balanced Feed

I can recognise and address prejudice and discrimination

Explore a healthy social media feed

TIME REQUIRED	40 minutes
OBJECTIVE	To help young people understand the importance of viewing safe and positive content on social media, while being aware of and avoiding violent or harmful content.
CFE E&O	**TCH 2-03a:** I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.
RESOURCES REQUIRED	• Projector and screen • Whiteboard and pens • Paper plates • Colouring pencils or pens • Sticky notes

WHAT TO DO

1. Start by discussing the **Eat Well** plate, explaining its components. Highlight the importance of balance and variety in a diet for maintaining good health.
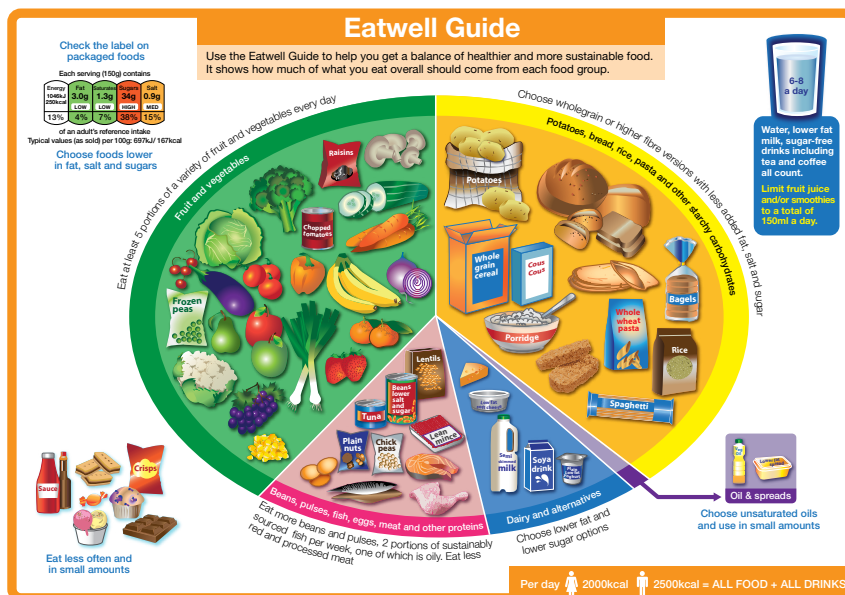
2. Draw a parallel between a balanced diet and a balanced social media feed. Display the Eat Well diagram, and explain how different types of social media content can be likened to food groups:
   - Fruits and Vegetables: Educational and inspirational content
   - Carbohydrates: Meaningful interactions and relationships
   - Proteins: Entertainment and hobbies
   - Dairy and Alternatives: Self-care and mindfulness content
   - Oil and Spreads: Mindless scrolling and excessive consumption

Emphasise that, just like in a diet, overconsumption or under-consumption of certain types of content, especially violent content, can have a significant impact on mental and emotional well-being.

3. Focus specifically on the dangers of excessive exposure to violent content on social media. Discuss how such content can negatively influence young people's attitudes, increase anxiety, desensitise young people to violence and potentially normalise aggressive behaviour.

4. Ask the young people to reflect on their own social media feeds and categorise the types of content they consume into the different "food groups." Encourage them to pay particular attention to any violent or aggressive content they come across. Have them draw their own social media plate, showing the proportion of each type of content they currently consume, including any violent content.

5. In small groups, have learners share their social media plates and discuss any imbalances they notice, particularly focusing on the presence of violent content. Encourage them to talk about how consuming harmful content makes them feel and whether they believe it contributes to an "unhealthy" feed.

As a whole group, discuss strategies for achieving a more balanced and positive social media feed. Draw a large plate with 'healthy' sized sections for each type of media. Give the young people sticky notes and ask them to add ideas for each section to create a class example of a balanced feed.

Fact or Fake

I can think critically about information
Discussion activity based on images

TIME REQUIRED	35 minutes
OBJECTIVE	To develop critical digital literacy skills
CFE E&O	**LIT 2-18a:** To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.
RESOURCES REQUIRED	• Pens and paper • Fact or Fake Worksheet **(Page 23)**

WHAT TO DO

1. Start the lesson by talking about the different kinds of content that young people may come across online. Explain that not all content is safe, and some can be harmful or misleading.

Question:
- Has anyone ever seen something online that didn't seem right, or that made you feel uncomfortable?
- What is harmful content? Content that can include violent or gory videos, fake news, scary posts, dangerous challenges, or scams.
- Why is it important to know what's fact and what's fake? It helps you avoid unsafe situations and prevents being tricked or exposed to inappropriate material.

2. Split the young people into smaller groups.

3. Give each group a scenario worksheet that they will discuss and decide for each scenario if they are Fact (safe, real, or appropriate) or Fake (misleading, harmful, or inappropriate).

4. After all scenarios have been discussed, ask each group to share their answers with the class. Encourage discussions about why certain content is considered harmful or safe.

Discussion Questions:
- What clues helped you figure out if something was fake or harmful?
- How can harmful content, like the dangerous challenge, or sharing a video of a fight, affect others if shared online?
- What should you do if you come across a post or video that seems harmful or upsetting?

Facilitator Notes:
- Not everything online is true or safe. Always think critically about the content you see, even if it looks popular or fun.
- Trust your instincts. If something feels wrong or dangerous, don't engage with it. Talk to a trusted adult if you're unsure.
- Think before you share. Sharing harmful or misleading content can affect others in negative ways.

Fact or Fake Worksheet

SCENARIO	Fact (safe, real, or appropriate) or Fake (misleading, harmful, or inappropriate).	Why they think the scenario is Fact or Fake? Identifying whether the content is safe or could be harmful.
Scenario 1: You see a video on social media where someone is doing a dangerous challenge that involves jumping off high places. The video has a lot of likes and comments encouraging others to try it.		
Scenario 2: Your friend sends you a link to a news article that says scientists have discovered that chocolate can help you grow taller if you eat a lot of it every day.		
Scenario 3: You receive a message from someone you don't know asking for your personal details so they can send you a prize you've supposedly won in a contest you don't remember entering.		
Scenario 4: You see a video of a school fight, and it's shared by a friend you trust.		
Scenario 5: While browsing online, you see an article about a dangerous animal in your area. The article has very few details and no reliable sources, but lots of people are commenting and sharing.		

How am I influenced by social media?

I can think critically about information
A brainstorming activity

TIME REQUIRED	40 minutes
OBJECTIVE	To promote reflection on the personal impact of social media
CFE E&O	**LIT 2-18a:** To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.
RESOURCES REQUIRED	• Paper and pens

WHAT TO DO

Note: If you have already done Agree/Disagree **(page 12)**, you will already have a good idea of whether young people recognise they are being influenced. You may not need the first step.

1. Introduce the idea of influence. What is influence? What factors shape your decisions and behaviour? Examples might be family (perhaps you take up hobbies that your family enjoys), friends, organisations (you might support a charity after seeing an advert) etc.

2. You can explore this further by thinking of direct and indirect influence. An example of direct is adverts and indirect might be influencer lifestyle posts.

3. Ask young people to brainstorm their ideas about how they have been influenced both positively and negatively by social media. A positive example may be they registered to vote after seeing an online voter registration campaign or tried a new recipe you saw on a TikTok. A negative example might be buying something you did not need and did not have money for.

4. Explore the 'influencers' (here we mean in it in the broadest sense – anyone or any organisation/company who are trying to change people's minds and behaviour).
   • Who is trying to influence you?
   • What is their motivation? Why do they want to change your mind/behaviour?
   • How does it make you feel? (You might be motivated by FOMO – fear of missing out, or by joy)
   • How do the social media platforms shape the advertisements you see?

CONTACT

Experiences and/or is targeted by potentially harmful contact, e.g. receiving threatening messages from a stranger or peer

Relationship Bingo

I can recognise and seek out positive relationships
Interactive game involving moving about the space

TIME REQUIRED	20 minutes
OBJECTIVE	To help young people to recognise positive relationships and understand the importance of standing up against violence and harmful behaviour on social media.
CFE E&O	**HWB 2-44a:** I understand that my actions can affect others, and I can make positive decisions about how to act to contribute to a positive environment. **HWB 2-05a:** I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
RESOURCES REQUIRED	• Bingo card template (Page 30) • Statement Cards (Page 31) • Pens • Flipchart paper or whiteboard with a list of the positive relationship traits for class discussion

WHAT TO DO

1. Begin by discussing what positive relationships look like, both in real life and online. Explain the importance of being supportive and standing up against harmful behaviours on social media.

2. Hand out Bingo cards to each student. Ask them to choose six traits from the bellow and add them to their card.
   • Being a good friend
   • Using Kind Words
   • Standing Up to Bullies
   • Helping Others
   • Sharing Positivity
   • Respecting Privacy
   • Including Everyone
   • Saying Sorry
   • Reporting Harmful Behaviour.

3. Explain that they will move around the room and find statements showing different social media scenarios. Their task is to identify situations where a positive relationship trait is displayed and mark it off on their Bingo card.

4. Allow learners to walk around the room and interact with the different statements. Each statement will show a different social media scenario.

5. Learners should mark off the appropriate space on their Bingo card when they identify a positive relationship trait.

6. Once the Bingo game is completed, gather the young people for a group discussion. Ask learners to share which scenarios they found and how they connected them to positive relationship traits.

7. Discuss the harmful examples that were displayed.

8. Explain the role of being an active bystanders on social media and how they can contribute to stopping violence or bullying online.

9. Reinforce the idea that it's important to be a supportive friend both online and offline and to take action when they see negative behaviour.

Relationship Bingo
Bingo Card

Relationship Bingo Statement Cards

Sam noticed that Alex was upset after a tough day at school. Sam sent a message saying, 'I'm here for you if you want to talk.' Alex felt better knowing someone cared.	In a group chat, Jamie saw that someone posted a drawing. Jamie commented, 'Wow, that's amazing! You're so talented!'	When someone started teasing Mia online, Charlie spoke up and said, 'That's not nice. We should all be kind to each other.' The teasing stopped.
During a homework discussion, Ellie noticed that one friend was struggling. She offered to explain the task in a simpler way to help them understand.	Olivia shared a picture of a rainbow with the message, 'Remember, after every storm comes a rainbow!' This made everyone in the group smile.	When planning a group activity, Noah noticed someone was left out. He said, 'Why don't we invite Max? I'm sure he'd love to join in!'
After accidentally hurting someone's feelings online, Grace messaged, 'I'm really sorry if what I said upset you. That wasn't my intention at all.'	When Alex saw a mean comment on a classmate's photo, he clicked 'Report' to let the platform know it was hurtful. The comment was removed.	When Alex was feeling sad after a bad day, Sam saw the message but didn't reply. Alex felt even more alone and upset.
In the group chat, Jamie commented on someone's drawing, 'That's terrible! You're not good at drawing.' The hurtful comment made the person feel bad.	Mia posted a picture of her new shoes, but Charlie wrote, 'Those are so ugly!' Others joined in, and Mia felt embarrassed and sad.	While planning a group activity, Noah and his friends didn't invite Max, even though they knew he would have liked to join. Max felt left out and hurt.
Ellie heard a rumour about a classmate and shared it in the group chat. The rumour wasn't true, but it hurt the classmate's feelings.	After saying something mean to Grace, Jamie didn't apologise or try to make it right. Grace felt hurt, and their friendship became strained	Liam posted a picture from the school trip without asking if everyone was okay with it. One friend didn't want it shared, but Liam didn't ask first.
When someone was being mean to Mia online, instead of speaking up, Charlie liked the comment, which made Mia feel worse.	Alex saw a mean comment on a classmate's photo but didn't report it. The comment stayed online, and the classmate continued to feel upset.	Before posting a photo from the school trip, Liam asked everyone in the picture, ,Is it okay if I share this?' One friend wasn't comfortable, so Liam didn't post it.

Stranger Danger

I can recognise and seek out positive relationships

Mapping online relationships

TIME REQUIRED	30 minutes
OBJECTIVE	To increase understanding of the potential risks of online interactions.
CFE E&O	**HWB 2-44a:** I understand that a wide range of different kinds of friendships and relationships exists.
RESOURCES REQUIRED	• Pens

WHAT TO DO

Info: Research from Internet Matters has shown that there is increasing stranger contact online for children and young people, in particular for girls aged 15 and 16 (Children's Wellbeing in a Digital World: Year Three Index Report 2024).

1. Start with a general discussion about what makes a relationship positive. Ask them to think about their relationships both online (if they have social media) and in person.

2. For those who use social media, ask how many friends or followers they have. How many do they know in real life? For those who don't use social media, ask them to think about the people they interact with regularly—family, friends, classmates, and others.

3. Ask them to draw a circle and divide into sections for the different people they interact with regularly. This could include family members, school friends, teachers, neighbours, online friends, and others.
   - For those with social media, they can further divide their circle into people they know in real life and those they only know online. For those without social media, they can focus on in-person relationships.
   - Encourage the young people to reflect on how close or distant they feel to each group and how well they know each person.

Discussion points:

- What did you notice about the different groups in your circle? Were there any surprises?
- How do you ensure your safety when interacting with people you don't know very well, whether online or in person?

4. Divide into small groups and ask them to brainstorm ways to ensure they are safe in all their interactions—both online and in person. Examples could include:

For online interactions:

- Regularly reviewing and cleaning up friend/follower lists
- Limiting personal information shared online (e.g., address, birth date, location)
- Setting strong privacy settings
- Being cautious about accepting friend requests from people you don't know
- Reporting suspicious behaviour to a trusted adult or using platform reporting functions

For in-person interactions:

- Being cautious about talking to strangers or accepting gifts/invitations from people you don't know well
- Always telling a trusted adult where you are going and who you will be with
- Knowing when to say "no" if something doesn't feel right or makes you uncomfortable
- Recognising and avoiding risky situations, like being alone with someone you don't know well

Seeing Through Another's Eyes: Online Safety Perspective

I can see things from another person's perspective
Role play game

TIME REQUIRED	20 minutes
OBJECTIVE	To begin to understand situations form other person's perspective.
CFE E&O	**HWB 2-44a:** I understand that my actions can affect others, and I can make positive decisions about how to act to contribute to a positive environment. **HWB 2-45a:** I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.
RESOURCES REQUIRED	• Large paper or whiteboard • Pens • Sticky notes • Pre-prepared scenario cards (see examples below)

WHAT TO DO

Separate realities are where people may see or experience the same situation differently. This is especially true online, where everyone has different backgrounds, experiences, and concerns.

It is understanding other people's perspectives, particularly in online interactions, to create a safer and more respectful digital environment.

1. Divide the group into small groups (3-5 young people per group).

2. Give each team a scenario card

3. Ask each team to discuss the scenario from two perspectives:
    • The person experiencing the situation and
    • Someone else involved or observing the situation.

4. Have them write down their thoughts on sticky notes/sheet of paper.

5. Gather the groups back together.

6. Ask each group to briefly present their scenario and the different perspectives they discussed back to the rest of the class

7. Discuss as a group how understanding different perspectives can help us act kindly and responsibly online.

8. How can seeing things from another's point of view change your response to an online situation?

9. Why is it important to consider how others might feel before you post, comment, or share online?

10. Encourage everyone to practice seeing situations from multiple perspectives, both online and offline.

Key points:
• Online actions have real-world consequences.
• Not everyone feels the same way you do about what is safe or acceptable online and might feel pressured into engaging
• Empathy can prevent misunderstandings and conflicts online, making the digital space safer for everyone.

Seeing Through Another's Eyes Scenarios

You receive a friend request from someone you don't know but has mutual friends with you.

A classmate posts a picture of you online without asking for your permission.

You see someone being teased in a group chat, but they aren't standing up for themselves.

CONDUCT

Witnesses, participates in and/or is a victim of potentially harmful conduct, e.g. sharing videos of fights

Moral Choices Online
I can use social media responsibly
Ranking activity

TIME REQUIRED	20 minutes
OBJECTIVE	To explore the morals and values of behaviour online.
CFE E&O	**HWB 2-44a:** I understand that my actions can affect others, and I can make positive decisions about how to act to contribute to a positive environment.
	TCH 2-03a: I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.
RESOURCES REQUIRED	Moral choices cards **(Page 41)**

WHAT TO DO

1. Read out the list of behaviours below.

2. Ask the young people to rank the activities in order of seriousness (1 being the most wrong, 10 being the least wrong). This is based on their personal values, not what is most serious in law.

BEHAVIOURS

- Making a mean TikTok about someone
- Sharing a video of a fight
- Sending bullying private messages to someone
- Filming a fight happening at school
- Threatening someone you don't know
- Adding people to a group chat to gang up on someone
- Fighting someone who said something about your family online
- Liking a hateful comment
- Pretending to be someone else online
- Sharing someone's personal details
- Posting fake news
- Taking no action when you see someone being trolled

DISCUSSION QUESTIONS

- How hard/easy was it to decide on your ranking?
- Were there any behaviours that were difficult to rank?
- What do you think about people who do these things?
- What is the impact of these behaviours?

Moral Choices Online Cards

Sharing a video of someone being embarrassed or hurt	**Filming a fight happening at school**
Excluding someone from an online game or group to hurt their feelings	**Writing a comment that makes fun of someone**
Threatening someone you don't know	**Writing a comment that makes fun of someone**
Pretending to be someone else online to trick others	**Sharing a friend's picture without asking them first**
Spreading rumours or untrue stories about someone online	**Doing nothing when you see someone being picked on online**

Rolling Through Reactions

I can explain the consequences of harmful behaviour on myself

Dice-based game to explore consequences of harmful online behaviour

TIME REQUIRED	20 minutes
OBJECTIVE	To explore emotions and responses to potentially harmful conduct
CFE E&O	**TCH 2-03a:** I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure. **HWB 2-05a:** I know that friendship, caring, sharing, fairness, equality, and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
RESOURCES REQUIRED	• A large space for groups to move around • 4 Custom cubes for each group: Scenario, Who, Feeling, Possible Action **(Pages 44-47)**

WHAT TO DO

1. Introduce the cube and explain that each side represents a different aspect of the scenario they will discuss.

2. Divide the participants into groups of 4-6 young people. Each group should have enough space to move and discuss freely. Distribute four dice to each group.

3. Explain that they will roll each of the four cubes and put them together to create a full scenario then discuss some questions.
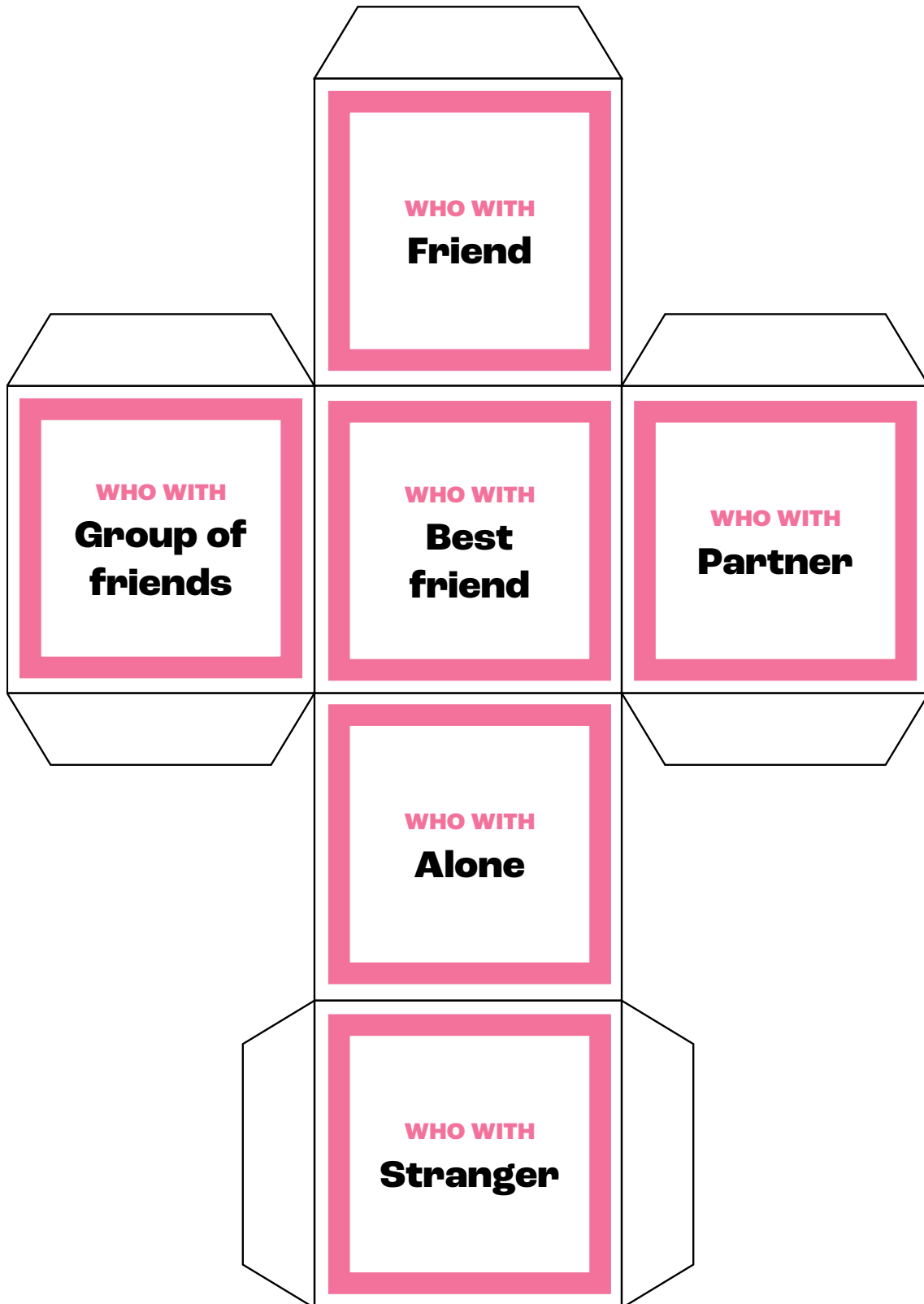
Discussion points:

• What are the risks/impacts of the behaviour in the scenario (e.g., on mental health, yourself, and others)?

• Why might someone post this content? What are the implications of them sharing it, for them, for you, and for the person in the image or video?

• What are the possible consequences of harmful behaviour online, and how can we manage our emotions to prevent escalation?

• What could they do differently to reduce harm?

• How do your emotions and feelings influence actions?

4. After 5 minutes of discussion, have the groups roll the dice again for a new set of scenarios. Repeat the process two more times, allowing groups to experience different perspectives and scenarios.
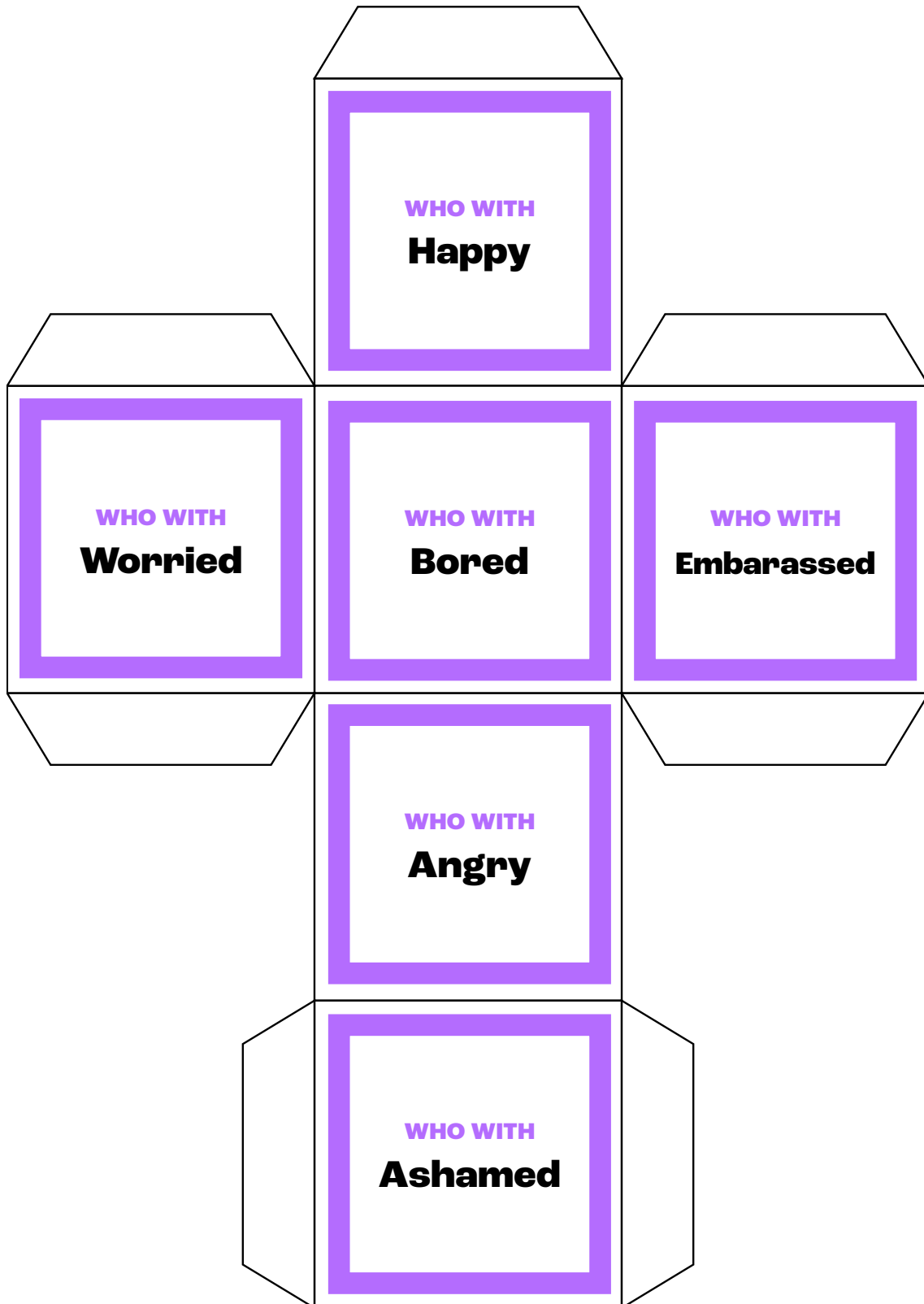
5. Bring the group back together.

Invite a few volunteers to share insights or any interesting points that came up in their groups. Lead a brief group discussion on strategies for managing emotions and the importance of thinking before reacting to harmful conduct.
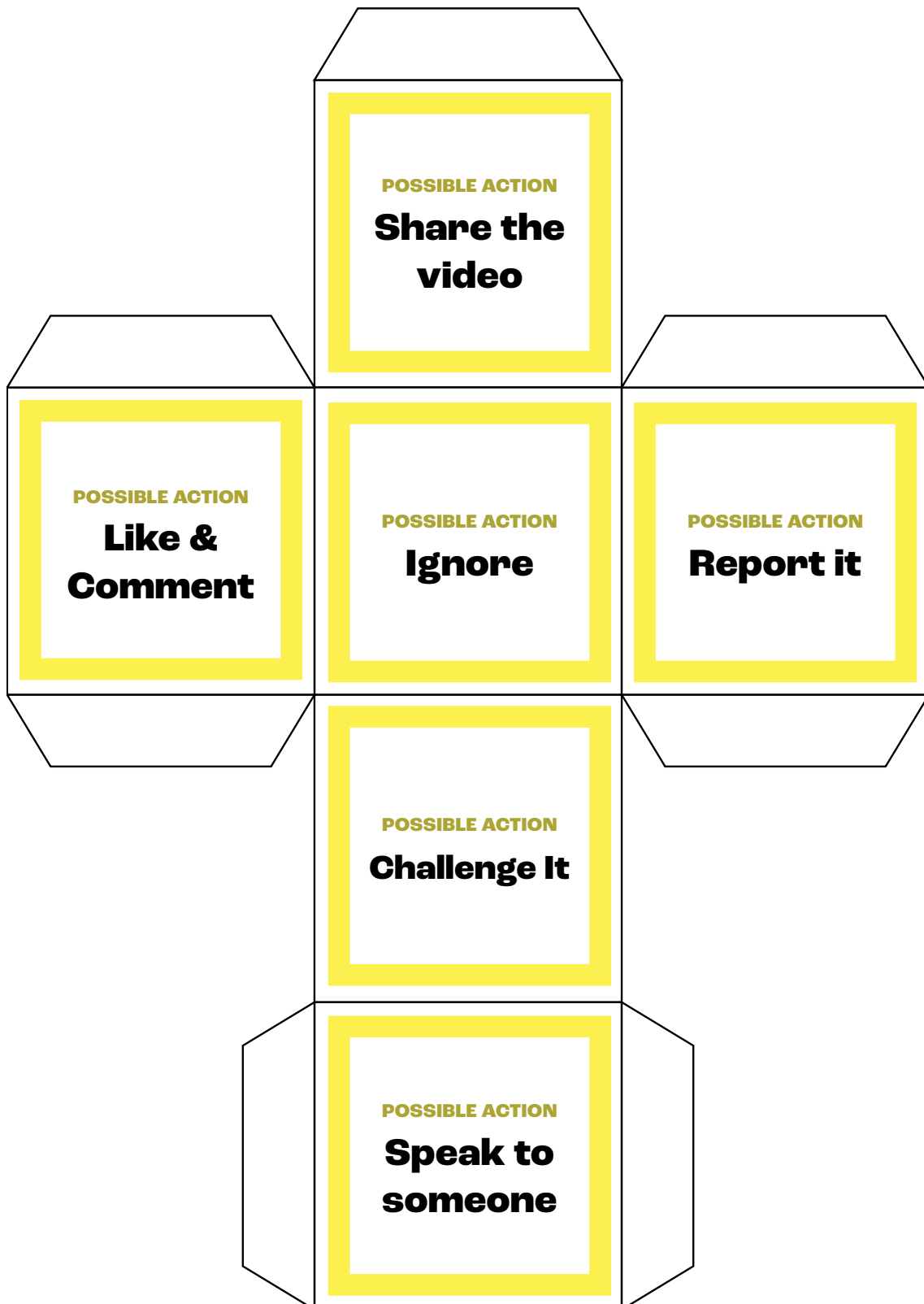
Rolling Through Reactions Dice
(WHO WITH)

WHO WITH
Friend

WHO WITH
Group of friends

WHO WITH
Best friend

WHO WITH
Partner

WHO WITH
Alone

WHO WITH
Stranger

Ashamed

Rolling Through Reactions Dice
(FEELING)

WHO WITH
Happy

WHO WITH
Worried

WHO WITH
Bored

WHO WITH
Embarassed

WHO WITH
Angry

WHO WITH
Ashamed

Rolling Through Reactions Dice
(POSSIBLE ACTION)

POSSIBLE ACTION

Share the video

POSSIBLE ACTION

Like & Comment

POSSIBLE ACTION

Ignore

POSSIBLE ACTION

Report it

POSSIBLE ACTION

Challenge It

POSSIBLE ACTION

Speak to someone

Rolling Through Reactions Dice (SCENARIO)

SCENARIO
Taking photos/ videos without consent from your feed

SCENARIO
Video of a fight involving a friend

SCENARIO
You see a Nasty comment about your family online

SCENARIO
A private picture is shared with you without permission

SCENARIO
Someone you don't know is making threats towards you online

SCENARIO
Someone has shared your private information online (e.g. address, bank details)

Being a Good Friend

I can be a positive role model through my own behaviour & I can show respect to others online

Poster making

TIME REQUIRED	40 minutes
OBJECTIVE	To explore positive role models online.
CFE E&O	**TCH 2-03a:** I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure. **HWB 2-05a:** I know that friendship, caring, sharing, fairness, equality, and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
RESOURCES REQUIRED	• Large sheets of paper or card • Coloured pens and pencils • STEPS poster **(Page 50)**

WHAT TO DO

1. Begin with a discussion about what it means to be a good friend online. Ask the young people to share their thoughts on positive and negative behaviours they've seen on social media. Introduce the idea that their online actions can influence others and that they have the power to be positive role models.

2. Explain that today they will also learn about the simple steps they can take when they see someone being treated badly online:
   - **Step Up** – Speak up in the moment by leaving a supportive comment or message.
   - **Tell an Adult**– Report the situation to a platform moderator, trusted adult or the Police.
   - **Explain It** – *Take note of what has happened so you can describe or record any reoccurring behaviour.
   - **Pull Attention Away** – Redirect the conversation or post something positive to change the focus.
   - **Support Later** – Privately check in with the person to offer support after the incident.

- *Inform young people that screenshots and filming could implicate them in some scenarios. Their device could also be taken by the police as evidence.

- Emphasise that this is being an active bystander.

3. Divide the young people into small groups. Assign each group one of the following focuses:

- **a.** Respect: How to show respect to others online (e.g. being kind, avoiding hurtful comments).
- **b.** Privacy: The importance of protecting your own and others' privacy online (e.g. not sharing personal information).
- **c.** Behaviour: Examples of positive behaviours online (e.g. encouraging others, sharing positive messages).
- **d.** Consequences: The potential negative consequences of harmful online behaviour (e.g. cyberbullying, exclusion).

4. Each group will draw a person on their poster and add examples of the theme they've been assigned. Groups a-c should also include at least one of the steps to being an active bystander that relates to their focus. For example, a group working on "Respect" might include how to use "step in" to kindly ask someone to stop being mean online.

5. Young people will work together to create their posters, adding images, words, and phrases that illustrate their focus. Encourage them to think creatively about how to visually represent their ideas and 'step' up.

6. Once all posters are completed, have a "gallery walk" where each group displays their poster around the room. Young people will walk around to view the posters.

7. Gather the group together to reflect on what they've learned. Emphasise the importance of being a positive role model online and an active bystander and encourage learners to apply these in their daily online interactions.

STEPS TO BEING
AN ACTIVE BYSTANDER ONLINE

S

P

E

T

S

5. Support Later
Privately check in with the person to offer support after the incident.

4. Pull Attention Away
Redirect the conversation or post something positive to change the focus.

3. Explain it
Take note of what has happened so you can describe any reoccurring behaviour.

2. Tell an Adult
Report the situation to a platform moderator, trusted adult or the Police.

1. Step Up
Speak up in the moment by leaving a supportive comment or message.

In the Hot Seat

Exploring different ways to be an active bystander.

TIME REQUIRED	20 minutes
OBJECTIVE	To help young people think about how to intervene in harmful situations using the STEPS active bystander acronym.
CFE E&O	**TCH 2-03a:** I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.
	HWB 2-05a: I know that friendship, caring, sharing, fairness, equality, and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
RESOURCES REQUIRED	• Chairs arranged in a circle • Scenario cards (from Quick Emotions **(Page 15)** or Relationship Bingo **(Page 29)**) • STEPS poster **(Page 50)**

WHAT TO DO

1. Introduce the concept of being an active bystander online and discuss the STEPS young people can take to help their friends online.

- **Step In** – Speak up in the moment by leaving a supportive comment or message.
- **Tell a Grown Up** – Report the situation to a platform moderator, trusted adult or the Police.
- **Explain It** – *Take note of what has happened so you can describe or record any reoccurring behaviour.
- **Pull Attention Away** – Redirect the conversation or post something positive to change the focus.
- **Support Later** – Privately check in with the person to offer support after the incident.

*Explain that screenshots and filming could implicate them in some scenarios. Their device could also be taken by the police as evidence.

Display the STEPS poster where the young people can see it.

2. Arrange the chairs in a circle, with one chair designated as the "hot seat."

3. One young person sits in the hot seat, while another reads a scenario card aloud to them.

4. The person in the hot seat has to decide how they would intervene and what STEP strategy it relates to.

5. After they respond, the group discusses the choice and suggests alternative approaches if needed.

6. Rotate the hot seat so everyone gets a turn to respond to a scenario.

Facilitator Notes:

• Support discussions after each response to reinforce the learning points.

• Emphasise that there is often more than one correct way to intervene.

• Remind them to only intervene when it is safe for them to do so

CYBER-AGGRESSION

Using and/or experiencing cyberbullying with the intent to hurt someone.

The Ripple Effect

I can resolve conflict peacefully within my relationships.

A visual demonstration

TIME REQUIRED	40 minutes
OBJECTIVE	To increase understanding of harmful actions on social media.
CFE E&O	**TCH 2-03a:** I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure. **HWB 2-05a:** I know that friendship, caring, sharing, fairness, equality, and love are important in building positive relationships.
RESOURCES REQUIRED	• Space to move around in • Large bowl filled with water • Small stones or pebbles • Ripple effect worksheets **(Page 51)** • Pens or pencils • Scenario cards (from Quick Emotions **(Page 15)** or Relationship Bingo **(Page 29)**)

WHAT TO DO

1. Begin by discussing what online harm might look like. Ask the young people for examples, such as mean comments or creating hurtful memes.

2. Gather the young people around a large bowl of water. Ask one learner to drop a stone into the water and watch the ripples spread. Explain that this is similar to how a mean comment or a hurtful post on social media can spread, affecting many people beyond the person it was directed at.

3. Divide the young people into small groups. Give each group a scenario that describes an instance of online violence.

Ask each group to discuss:
   • What immediate effect does this action have on the victim?
   • What are the possible ripple effects on the victim's friends, family and school?
   • How could the situation have been handled differently to avoid harm?

4. After discussing the scenarios, each group will fill out a ripple worksheet. In the centre of the worksheet, they write the initial online action (e.g., mean comment). In the surrounding circles, they write the person who is harmed, the person who is responsible for the harm, family and friends. Once completed, each group presents their ripple worksheet to the rest of the group, explaining the different layers of impact they identified.

5. Bring the group back together for a discussion.
   • How can we prevent online violence and its ripple effects?
   • What should you do if you see someone being hurt online?
   • How can we use social media to spread kindness instead of hurt?

The Ripple Effect Worksheet
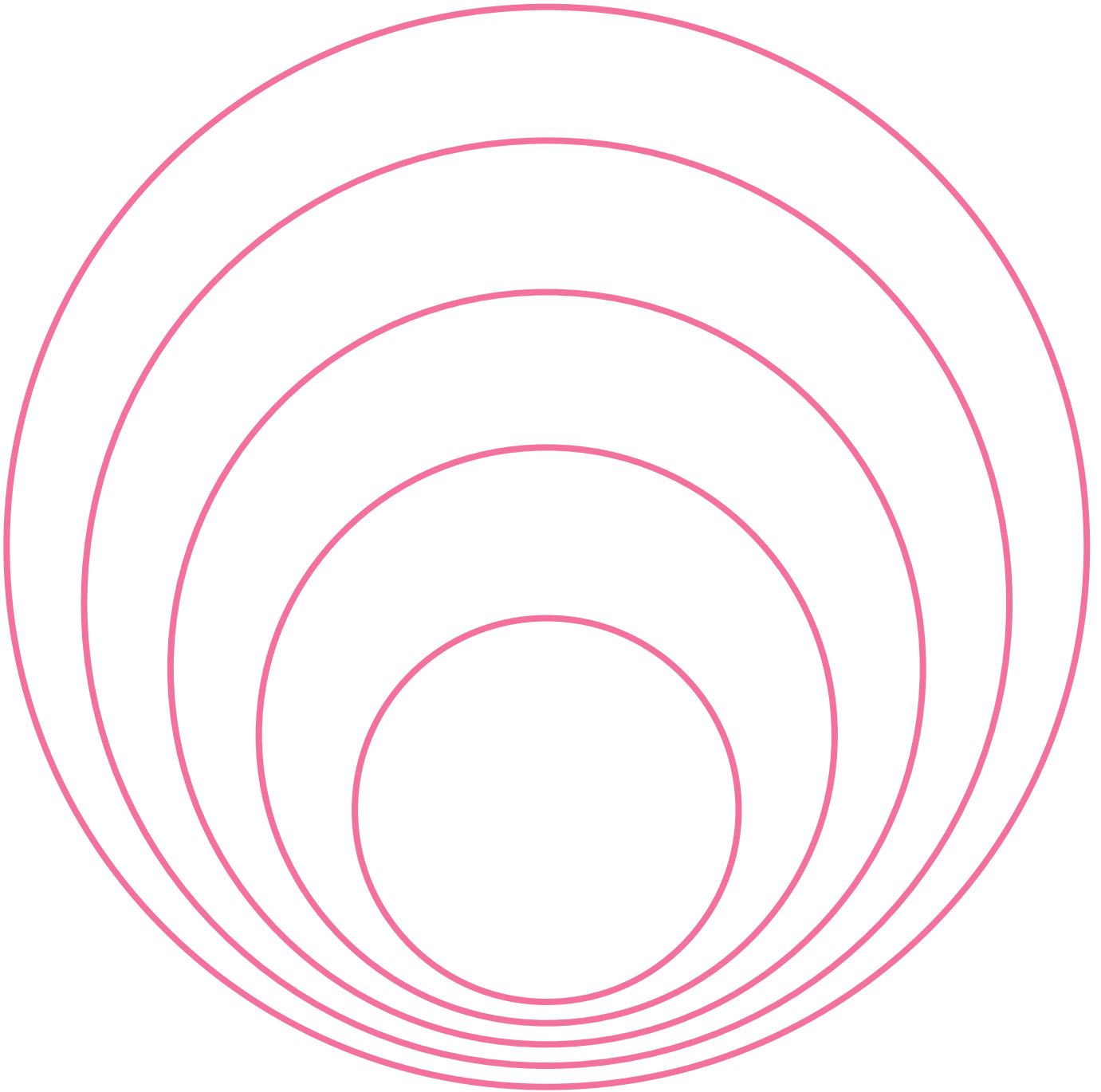
Safe Spaces

I can identify risk and explain it to others
Safe space mapping exercise and discussion.

TIME REQUIRED	30 minutes
OBJECTIVE	To generate insight and discussion on the perceived safety of different online and in-person spaces.
CFE E&O	**HWB 2-44a:** I understand that a wide range of different kinds of friendships and relationships exists.
RESOURCES REQUIRED	• Paper • Coloured pens • Phone template

WHAT TO DO

1. Begin by discussing the concept of "safe spaces" with the group. Explain that these can be places or situations where they feel comfortable and secure, whether online or in person.

2. Give each young person a phone template. If some don't use phones or apps, encourage them to think about things they like doing in real life and imagine how they might use similar spaces online.

3. Ask the group to think about activities they enjoy, both online and in person. They should fill in the app section of the phone template with apps they use or access through a parent's device, as well as places they go or activities they do in real life (e.g., school, sports clubs, hanging out with friends).

4. Once they've completed their templates, ask them to use different coloured sticky notes to mark spaces that feel safe and those that feel unsafe.
    • They should add information on the sticky notes to explain why they feel that way. For example, "I see violent images on this app" or "I feel safe here because my friends are kind."

5. After everyone has marked their safe and unsafe spaces, bring the group together to discuss what they've noticed. Are there common safe or unsafe spaces among the group?

Discussion Questions:

- What strategies could you use if you find yourself in an unsafe space?
- What if it's an unsafe online space?
- Do you act differently in safe and unsafe spaces?
- What could be done to make unsafe spaces, especially online ones, safer?

Encourage them to think about how they can apply the same safety strategies in both online and in-person spaces. For example, if they avoid certain places in real life because they don't feel safe, they can apply a similar approach online by avoiding certain apps or websites.

6. Discuss how being aware of what makes a space feel safe can help them make better choices in all areas of their lives.

Safe Spaces Phone Template

MY PROFILE

Name

Age

My Bio

MY SAFE SPACES

QUIT FIGHTING FOR LIKES

What can be done to make online spaces safer?

What strategies could you employ if you are in an unsafe online place?

SESSION PLANS

Example Session Plans (40 Minutes)

40-minute Session Plan		
CfE E&Os: • HWB 2-05a • HWB 2-44a • TCH 2-03a	**Objectives:** • To introduce the topic of online violence, encouraging young people to recognise their initial emotional reactions. • To explore the morals and values of behaviour online.	**Resources:** • Online scenarios • Large emoji cutouts • Moral choices cards

Session Activities:
Quick Emotions
Moral Choices Online

Notes to facilitator:
• Start by introducing the session and the 'Quick Emotions' icebreaker to get them to begin thinking about their reactions. Highlight where groups had differing reactions to the same scenario.
• Deliver 'Moral Choices Online'.
• Expand this further by getting them to think about the impact of these.

40-minute Session Plan		
CfE E&Os: • HWB 2-44a • HWB 2-05a	**Objectives:** • To help young people to recognise positive relationships and understand the importance of standing up against violence and harmful behaviour on social media.	**Resources:** • Bingo cards • Posters with different social media scenarios • Pens • Flipchart paper or whiteboard with a list of the positive relationship traits

Session Activities:
Relationship Bingo
Being a good friend

Notes to facilitator:
• Start with a game of relationship bingo.
• Link the idea of it being important to be a supportive friend both online and offline and to take action when they see negative behaviour with the STEPS to being an active bystander in the 'Being a Good Friend' session.

Example Session Plans (60 Minutes)

60-minute Session Plan		
CfE E&Os: • TCH 2-03a • HWB 2-05a	**Objectives:** • To explore emotions and responses to potentially harmful conduct • To increase understanding of harmful actions on social media.	**Resources:** • A large space for groups to move around • 4 Custom cubes for each group: Scenario, Who, Feeling, Possible Action. • Large bowl filled with water • Small stones or pebbles • Ripple effect worksheets • Pens or pencils • Scenarios Cards

Session Activities:

Rolling Through Reactions

The Ripple Effect

Notes to facilitator:

- Start by introducing the session and explain that you are going to be looking at the impact of online behaviour.
- Deliver the 'Rolling Through Reactions' activity.
- Link this to 'The Ripple Effect' using the scenarios that the young people rolled and getting them to think of the wider impact on family, friends.

60-minute Session Plan		
CfE E&Os: • TCH 2-03a • LIT 2-18a	**Objectives:** • To promote reflection amongst young people and to assess young people's current feelings about social media. • To promote reflection on the personal impact of social media.	**Resources:** • Space to move about in. • Paper and pens.

Session Activities:

Agree/Disagree

How am I influenced by social media?

Notes to facilitator:

- Introduce the session and play a game of Agree/Disagree to see whether the young people can see they're being influenced by social media.
- Link the discussion of last question 'I am in control of social media' to influence and being influenced on social media.
- Deliver the 'How am I influenced by social media?' session to explore this further with them.

Quit Fighting for Likes Resource Library

- Main Toolkit
- Assembly Pack
- Peer Education Module
- E-Learning Module

For all Quit Fighting for Likes resources, visit
www.noknivesbetterlives.com/resources/quit-fighting-for-likes/

Other Resources

FEARLESS
crimestoppers-uk.org/fearless

Fearless is an anonymous crime reporting service for young people. It also offers non-judgemental information and advice about crime and criminality.

INTERNET MATTERS
www.internetmatters.org

Internet Matters supports parents and professionals with comprehensive resources and expert guidance to help them navigate the ever-changing world of child internet safety.

CHILDNET
www.childnet.com

UK-based charity who empower children, young people, and those who support them in their online lives. Its mission is to work with others to make the internet a great and safe place for children and young people. Resources available for practitioners, parents & carers, and young people.

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

Advice and information aimed at supporting parents with online safety advice.

PARENTZONE
parentzone.org.uk

Family-friendly media literacy services and resources.

QUIT FIGHTING FOR LIKES

QuitFightingForLikes.scot
#QuitFightingForLikes

SCOTTISH VIOLENCE REDUCTION UNIT

YouthLink Scotland

MEDICS AGAINST VIOLENCE