

~~No knives~~  
Better lives

ACTIVE BYSTANDER PACKAGE

# NAE DANGER

Virtual Reality Game  
Facilitator Guide



**ACTIVE BYSTANDER PACKAGE**

# **NAE DANGER**

## **Virtual Reality Game Facilitator Guide**

### **CONTENTS**

Game Overview	3
Installing the Game	3
Before You Begin	4
Controls	5
Starting the Game	7
About the game	8
Workshop Activities	10
1. Core Session	11
2. Extension Activities	13
3. Example Sessions	15
Evaluation	16
Certificate	17
Further Support	18

**No knives  
Better lives**

# GAME OVERVIEW

Welcome to our VR game facilitator guide which aims to help you deliver an engaging and immersive virtual reality game designed to educate and empower young people to act as active bystanders. It is aimed at young people aged 10-16 and is an effective training tool for educators, youth workers and community volunteers.

Developed with the help and input from 'Youth Just Us'- the youth-led steering group behind Staf (Scottish Throughcare Aftercare Forum) and CYCJ (Children's and Young People's Centre for Justice), the game follows Katie, a young person navigating the challenges of helping her friend Darren, who is at risk of making dangerous decisions involving a knife. Through interactive gameplay and storytelling, players learn the importance of standing up, speaking out and seeking help to prevent knife-related harm. By using real-world-inspired scenarios, the game highlights the significance of being an active bystander and offers practical strategies for intervention.

## Warnings:

- ▲ This game contains swearing, which may not be suitable for all players.
- ▲ Some scenes speak about violence, including stabbing, which may be distressing to some individuals.
- ▲ Additionally, the end of the game features flashing images and lights, which could potentially trigger photosensitive epilepsy.

# INSTALLING THE GAME

1. Visit SideQuest VR.  
[sidequestvr.com/app/13656/nae-danger-vr](https://sidequestvr.com/app/13656/nae-danger-vr)
2. Click the Sideload button and follow the on-screen instructions to install the game on your VR device.  
[sidequestvr.com/setup-howto](https://sidequestvr.com/setup-howto)

For detailed guidance, see the SideQuest setup tutorial.

# BEFORE YOU BEGIN

This game is intended to help young people understand how to safely intervene in a situation where they know or suspect that someone they know is carrying a knife by introducing our approach to being an active bystander. We want to encourage young people to be empowered to take action and to actively debate and challenge what actions to take in the situation described.

Many young people feel uncomfortable “grassing” on their friends, and this reluctance can sometimes enable dangerous behaviour like knife carrying to continue. The game instead encourages practical, and safe actions using different strategies.

---

## What is an active bystander?

An active bystander is someone who takes steps to safely make a difference when something isn't right like knife crime or violence. Being an active bystander is about supporting others and helping to keep everyone safe, **without putting yourself at risk**.

## The truth about knife carrying

Carrying a knife is not normal, and it's important to understand that the majority of young people don't carry weapons.

Sometimes, the media can make knife carrying seem more common than it actually is. Headlines and stories often focus on the worst cases because they grab attention, but this doesn't reflect the reality for most young people. Most people assume teenagers are the primary perpetrators and victims of knife carrying. However, statistics reveal that men aged 30 are the group most likely to fall into both categories.

In 2016, violent crime in Scotland was at its lowest level in 41 years, and recorded crimes of handling an offensive weapon were the lowest they had been in 31 years. Convictions for young people under the age of 19 handling offensive weapons dropped by 82% between 2006/07 and 2014/15, from 811 convictions to just 146. Year-on-year, knife crime in Scotland showed a consistent decline.

However, since 2016, two-thirds of local authorities in Scotland (21 out of 32) have reported a small increase in offences involving the handling of offensive weapons. This rise coincides with prominent cases where young people have used knives, highlighting the need for continued vigilance and education.

Socio-economic factors that contribute to youth violence, such as poverty and inequality, have not disappeared. Recent challenges, including the Covid-19 pandemic and economic recession, have added instability to young people's lives. These conditions can make knife carrying feel like a response to perceived risks or insecurities.

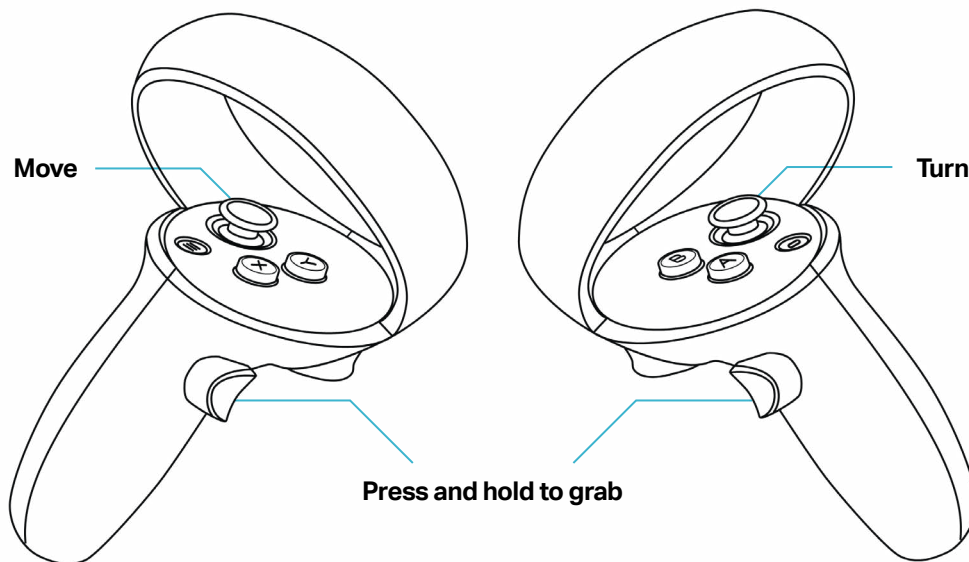
No Knives, Better Lives recognises this evolving social context and the ongoing importance of addressing knife carrying and violence prevention with young people. While Scotland's overall picture is still one of steep declines in knife carrying and violence over the past decades, recent statistics indicate a reversal of this trend. This makes prevention work as vital as ever.

## Why do some young people carry knives?

Young people tell us that they carry knives because they are scared. This can often be the result of conflict with other young people, or as a result of territorialism. If knife carrying becomes normalised then fear can escalate. This can lead to even more knife carrying. Social media and the news can sometimes fuel fears that everyone carries knives even when they don't.

# CONTROLS

This game is designed to be played either standing or seated and requires VR controllers. The main actions are shown in the image below.



## Accessibility Information

Below are the physical and sensory requirements for the game:

### PHYSICAL REQUIREMENTS:

- Can be played seated or standing, with perspective adjustable in the VR setup.
- Involves upper-body movements that simulate reaching, grabbing and throwing.
- Requires two hand-held controllers to progress through the game.

### VISUAL REQUIREMENTS:

- Relies on visual prompts, such as color-coded objects and on-screen text.

### AUDITORY REQUIREMENTS:

- Includes auditory cues and background sounds.
- While the volume can be adjusted, the sound cannot be altered or connected to hearing loops.

For additional support, contact the No Knives Better Lives team at [NKBL@youthlink.scot](mailto:NKBL@youthlink.scot). We are limited by the nature of VR headsets and game play but will work with you to accommodate where possible.

## Intervening in a knife carrying situation: The STEPS approach

While the 5Ds form the basis of the interventions in the game (Direct, Distract, Delegate, Document and Delay), following feedback from young people, we have created the STEPS approach to help simplify these actions further. The STEPS approach outlines five key actions young people can take to safely and effectively intervene and can be further explored using the workshop activities in this toolkit.

---

### **STEP UP (DIRECT)**

Act in the moment to address the behaviour. This could involve calmly talking to the person who is about to cause harm or the person experiencing it. Only Step Up if you feel it's safe and appropriate to do so.

### **TELL AN ADULT (DELEGATE)**

Speak to a trusted adult, such as a teacher, youth worker, or parent, about your concerns. If someone's safety is at risk, reporting the issue—even anonymously through services like Fearless—can make a big difference.

### **EVIDENCE (DOCUMENT)**

Be aware if you take photos or videos, it can photos or videos because it can make things worse, upset the people involved, or spread hurtful content if shared. Filming might also make others feel unsafe and could get you into trouble. If the situation becomes a criminal investigation, the Police could confiscate your phone. Instead, focus on remembering or writing down what you saw and heard so you can explain it clearly if needed.

### **PULL ATTENTION AWAY (DISTRACT)**

This can de-escalate tension and create an opportunity to address the issue later in a safer environment. This could include changing a subject to something more positive or asking them to do something different with you.

### **SUPPORT LATER (DELAY)**

Checking in privately shows that you care and can help them feel supported in finding safer ways to cope with their situation.

---

More information on why we are using the STEPS approach can be found in our Young Peoples' Consultation report.

# STARTING THE GAME

**Upon launching the game, the main menu appears**

**Options include:**

- **Start:**  
Begin a new game from the introduction.
- **Select Chapter:**  
Start from a specific point in the game.

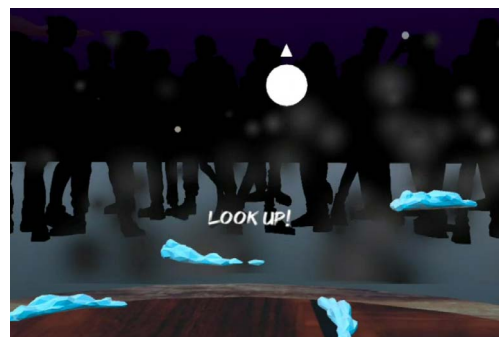
To make a selection, move your hand over the desired button and press down.



**In a new game, follow these steps:**

1. Look up when prompted.
2. Grab and throw the dice that appears by holding and releasing the grip button.
3. Progress through the game as the dice roll determines your starting point.

Each chapter begins with a dice roll if selected from the main menu.





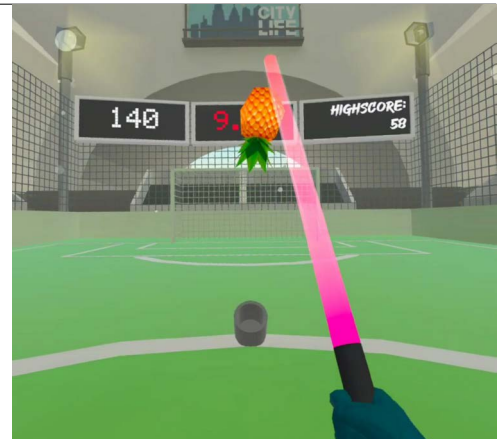
# ABOUT THE GAME

Each chapter in Nae Danger VR integrates engaging minigames while discussing the 5Ds.

## 1. Direct (Step Up)

**In this game, the player must slice the fruit launched towards them in order to gain points, while avoiding bombs.**

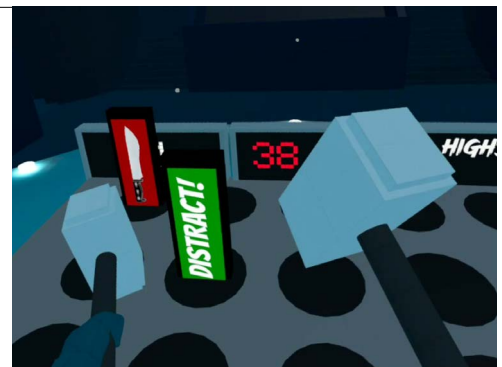
- Two pink sabres will appear in front of the player, these will be used to cut the fruit. The game begins once both pink sabres have been grabbed. The grab button does not need to be held down during play.
- Each piece of fruit is worth 10 points. Bombs will also be thrown - slicing these will deduct 50 points from the score.
- The game ends when the timer has reached 0.



## 2. Distract (Pull Attention Away)

**This game is a variation of whack-a-mole.**

- The game begins with hammers in each of the player's hands. The player is not required to take any action to hold them, or to keep hold of them.
- Using either hammer to hit a green "Distract!" pop-up will award one point. Hitting a red knife pop-up deducts one point.
- The game ends when the timer has reached 0.



## 3. Delegate (Tell An Adult)

**In this game, the player must grab and throw the basketballs into the hoops in order to gain points.**

- 4 basketballs are available at the start of the game in a dispenser in front of the player. The basketballs are thrown in the same way as the dice and will return to the dispenser after a short delay.
- There are three hoops to throw basketballs into. The middle is worth 1 point, the left and right are each worth 2 points. After the first successful throw in each hoop, it will start to move.
- The game ends when the timer has reached 0.

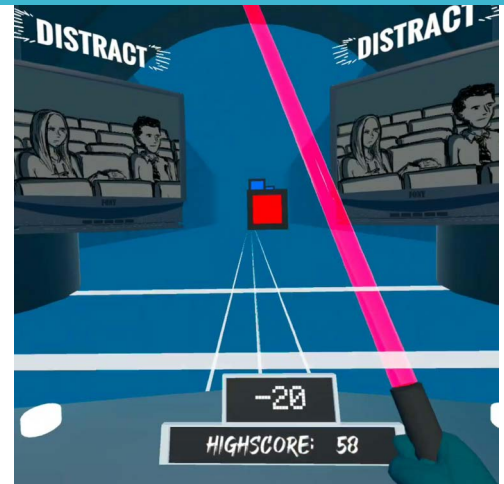




## 4. The 5Ds

In this game, the player must hit the incoming coloured blocks with the corresponding colour sword in order to gain points.

- The player begins with a blue sabre in the left hand and a red one in the right. The player is not required to take any action to hold them, or to keep hold of them.
- Hitting a block with the matching colour sabre awards 10 points, hitting a block with the opposite coloured sabre will only award 2 points. There are also red X's that will deduct 20 points.
- The game ends when the end of the track has been reached.



## 5. Quiz

In this game, the player must answer a series of 5 questions on knife carrying.

- Players should read the question that appears on the screen and push the button on the podium corresponding to their answer. There is no time limit.
- Each correct answer scores 1 point and the display on the podium will flash green. Incorrect answers will cause the display to flash red. After giving an answer, correct or not, the correct answer will be shown on the display.
- The game ends when all of the questions have been answered.



## 6. The Party

This chapter does not feature a minigame.

- The player begins in the middle of a house party and can watch as a scene plays out in front of them. Partway through, a roulette wheel will appear, along with a button to start it.
- The scene will not continue until the button is pressed.



## 7. What Next?

In this game, the player must grab and throw the ping-pong balls into the cups in order to gain points.

- The game takes place in an oversized house party on a beer pong table. Several large ping pong balls are arrayed in front of the player. As with the basketball minigame, these are thrown in the same manner as the dice and are returned after a short delay.
- There are ten rows of cups to throw the balls in. Every two rows is a different colour and corresponds to another of the 5D's. The first two rows are worth 10 points, every set of two thereafter is worth 10 more, with the furthest away goals worth 50 points.
- The game ends when the timer has reached 0.



# VR WORKSHOP ACTIVITIES

## Overview

Our Virtual Reality (VR) workshops combine immersive gameplay with an introduction to the STEPS to being an active bystander approach. The core session explores how to step up safely and effectively when witnessing risky behaviours. Practitioners can deepen the learning experience with extension activities or resources from the Nae Danger Toolkit.

**There are multiple ways to deliver our workshops (see example sessions):**

1. Complete the core session and then play the virtual reality game.
2. Split the group in two with one group doing the core activity and another playing the game. Once finished, rotate.
3. Expand the core session using the extension activities and have groups going off to play the game and coming back throughout the session.
  - This is also useful if you have some young people who don't want to play the VR game so they aren't repeating the same activity.
  - They all must have completed the core session.



# 1. Core Session

## STEPS to Being an Active Bystander

<b>Time required</b>	15 minutes
<b>Objectives</b>	To deepen their understanding of an active bystander and what it looks like in real life scenarios.
<b>Resources required</b>	Post-it notes Pens STEPS cards

### WHAT TO DO

1. Introduce the session

2. Discussion:

- What is an active bystander?

An active bystander is someone who takes steps to safely make a difference when something isn't right like knife crime or violence. Being an active bystander is about supporting others and helping to keep everyone safe, without putting yourself at risk.

- Why is this relevant?
  - Can anyone give an example of a situation where someone would be classed as an active bystander?
3. Introduce the STEPS approach to being an active bystander
4. Read the scenario below to the group (or use one of the situations they came up with in the discussion).

At an empty with your friend Alex, you see your two other friends, Sam and Jordan, get into an argument. Things quickly get worse, and Jordan suddenly pulls out a knife in anger. Everyone in the room goes silent, and you can see the fear in Sam's eyes, but nobody is stepping up to help.

Using post-it notes, write down the different steps you could take to be an active bystander.

5. Ask the young people to group their post-its under each letter of the STEPS approach
- Highlight the cross over and use of multiple STEPS to be a good friend
  - Emphasise that their safety is the most important thing

6. Discuss the barriers that may stop some people from taking any STEPS.

### STEP UP

**Recognise the problem and intervene directly.**

Act in the moment to address the behaviour. This could involve calmly talking to the person who is about to cause harm or the person experiencing it. Only Step Up if you feel it's safe and appropriate to do so.

### TELL AN ADULT

**Get help from a trusted adult such as a youth worker or teacher.**

If someone's safety is at risk, reporting the issue—even anonymously through services like Fearless—can make a big difference. This isn't about grassing; it's about getting the right support for you and your friend.

### EVIDENCE

**Take notes of what has happened, including what you saw, heard, or know about the situation.**

Be aware if you take photos or videos, it can make things worse, upset the people involved, or spread hurtful content if shared. Filming might also make others feel unsafe and could get you into trouble. If the situation becomes a criminal investigation, the Police could confiscate your phone. Instead, focus on remembering or writing down what you saw and heard so you can explain it clearly if needed.

### PULL ATTENTION AWAY

**Take the focus off the problem and shift their attention to something safer.**






This can de-escalate tension and create an opportunity to address the issue later in a safer environment. This could include changing a subject to something more positive or asking them to do something different with you.

### SUPPORT LATER

**Follow up and check in with the person after the situation.**

Checking in privately shows that you care and can help them feel supported in finding safer ways to cope with their situation.

**STEPS Cards**

<b>Step up</b>	Recognise the problem and intervene directly.	
<b>Tell An Adult</b>	Get help from a trusted adult such as a youth worker or teacher.	
<b>Evidence</b>	Take notes of what has happened, including what you saw, heard, or know about the situation.	
<b>Pull Attention Away</b>	Take the focus off the problem and shift their attention to something safer.	
<b>Support Later</b>	Follow up and check in with the person after the situation.	



## 2. Extension Activities

Use these activities to extend your virtual reality session until all young people who want a turn have participated.

### ACTIVITY 1:

#### Role-Play Scenarios

<b>Time required</b>	15 minutes
<b>Objectives</b>	Explore the use of each STEPS approach in different situations
<b>Resources required</b>	Scenario cards (from the Nae Danger Toolkit) or get the young people to make up their own for each other.

#### WHAT TO DO:

1. Divide the young people into small groups and give each group a scenario.
2. Ask them to act out the scene twice: first as passive bystanders, and then applying the STEPS approach.
3. After each role-play, discuss how the situation changed with the intervention.
4. Ask each group how they felt during both versions of the scenario. Encourage the young people to discuss the outcomes and any challenges they faced when taking action.

### ACTIVITY 2:

#### Barriers and Solutions Brainstorm

<b>Time required</b>	10 minutes
<b>Objectives</b>	Identify and address common obstacles to being an active bystander
<b>Resources required</b>	Flipchart paper Pen

#### WHAT TO DO:

1. On a large sheet or whiteboard, write "Barriers" and ask young people to brainstorm reasons why someone might not want to get involved (fear of retaliation, peer pressure, grassing).
2. Next, write "Solutions" and ask for ideas on how they could overcome these barriers safely (finding an adult, creating a distraction, increase confidence).
3. Discuss which barriers felt most relevant and how STEPS can help manage these challenges.

### ACTIVITY 3:

#### Reflection Circle

<b>Time required</b>	15 minutes
<b>Objectives</b>	Reflect on personal experiences and build empathy and understanding within the group
<b>Resources required</b>	None

#### WHAT TO DO:

1. Have young people sit in a circle. Ask them to think of a time they witnessed a situation where someone needed help (they don't have to share personal details).
2. Each person then shares one thing they might have done differently using the STEPS approach.
3. Encourage open discussion and empathy, reinforcing that everyone can take small, safe actions to support others.

**ACTIVITY 4:****Design a STEPS Poster**

<b>Time required</b>	20 minutes
<b>Objectives</b>	Reinforce the steps creatively and spread awareness
<b>Resources required</b>	Coloured paper Pens/pencils STEPS displayed Poster examples (in practitioners guide)

**WHAT TO DO:**

1. Divide young people into small groups and ask each group to design a poster explaining the STEPS approach.
2. Encourage them to use simple language, images, or scenarios, making it accessible to other young people.
3. Display the posters in the workshop space and encourage each group to present their poster and explain why they chose certain elements or scenarios.

**ACTIVITY 5:****What If?**

<b>Time required</b>	15 minutes
<b>Objectives</b>	Build critical thinking around the barriers to being an active bystander
<b>Resources required</b>	Printed or written "What If?" statements

**WHAT TO DO:**

1. Divide the young people into small groups and give them one "What if?" each.
2. Ask the young people to discuss each scenario and think about which steps they might take to handle the situation effectively. Encourage them to consider various options and perspectives.
3. After a few minutes of discussion, ask each group to share their ideas with the larger group.
4. Summarise the key takeaways, emphasising that there is no single correct answer for every situation, and being an active bystander means thinking critically and acting responsibly.

**WHAT IF STATEMENTS**

- What if someone feels unsafe reporting to an adult?
- What if someone isn't sure if it's serious enough to say something?
- What if a friend denies carrying a knife but you strongly suspect they are?
- What if someone pressures you to stay silent about their behaviour?
- What if the person carrying the knife is someone you're afraid of?
- What if you overhear a conversation but aren't directly involved?
- What if a group of friends is encouraging risky behaviour, and you're the only one hesitant?



## 3. Example Sessions

### Enough headsets for everyone

<b>Time required</b>	40 minutes
<b>Structure</b>	Deliver the core session first and then allow the young people to play the VR game. You could even add some extension activities if you had time.

### Half the number of headsets

<b>Time required</b>	50 minutes
<b>Structure</b>	Give a whole group introduction and then split them into two groups. Deliver the core session to one group whilst the others play the VR game.  Once the young people have finished playing their game rotate. After the second group has finished the game, bring everyone back together for a summary and to share their learning.

### Multiple groups of young people (three for this example)

<b>Time required</b>	Various
<b>Structure</b>	Deliver a whole group introduction and then split them into three groups. Allow group one to play the VR game while group 2 and 3 take part in the core workshop.  Once they have finished the game, group two can play. As group three have already done the core activity, use them to help teach group one it.  Once group two has completed the VR game, group three can play. With both remaining groups having completed the core activity, they can complete an extension activity.  Once complete, bring everyone back together for a summary and to share their learning.

#### HINTS AND TIPS

- Use the extension activities to fill time if the VR group take longer to complete the game than the workshop activity.
- Some young people won't want to take part in the VR. If there is more than one group, you can utilise them to teach the second group about the STEPS approach like example three above.

# EVALUATION

**Tick the number of stars you would give to everything below.  
Five stars is the best.**

	★	★★	★★★	★★★★	★★★★★
I enjoyed today's session.					
I felt that my opinions were heard and valued.					
I had enough time to share my thoughts.					
I understand what it means to be an active bystander.					
I know more options for helping others in difficult situations.					
I feel more confident about stepping up as an active bystander.					

What were the best things about today?

What would you change about today?

# ***NAE DANGER***

## **Certificate of Completion**

THIS IS TO CERTIFY THAT

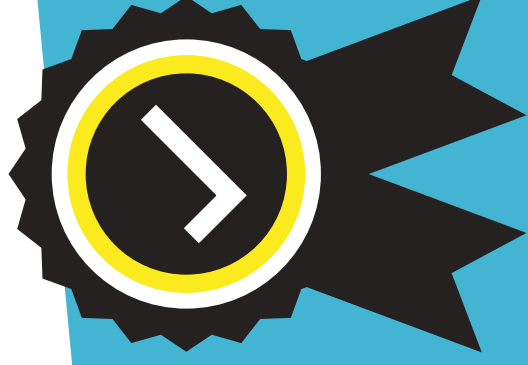
TOOK PART IN NKBL'S ACTIVE BYSTANDER  
VR GAME AND WORKSHOP

DATE



SIGNED BY

**No knives  
Better lives**



# FURTHER SUPPORT

If the young people you are working with need further support, encourage them to reach out to the organisations below or sign post them to services local to you.

## **FEARLESS (CRIMESTOPPERS)**

[fearless.org](https://fearless.org)

0800 555 111

An anonymous crime reporting service for young people. It also offers advice about criminality, including knife crime and resources to empower young people to make safer choices.

## **CREW**

[crew.scot](https://crew.scot)

07860047501

A harm reduction and outreach charity based in Scotland. Confidential Text support service for anyone aged 13-25 (available Mon to Sat 1-5pm; 3-7pm on Thurs)

## **BREATHING SPACE**

[breathingspace.scot](https://breathingspace.scot)

0800 83 85 87

Sometimes our thoughts and feelings overwhelm us to the point where it becomes difficult to cope with everyday life. Breathing Space can give you someone to talk to when you are feeling down.

## **CHILDLINE**

[childline.org.uk](https://childline.org.uk)

0800 1111

A free, private and confidential service for young people where you can talk about anything. Online, on the phone, anytime.

## **YOUNGMINDS**

[youngminds.org.uk](https://youngminds.org.uk)

The UK's leading charity fighting for young people's mental health. Offers resources, tips, and a crisis text line for young people struggling with emotional challenges.

## **THE MIX**

[themix.org.uk](https://themix.org.uk)

A free support service for young people under 25, offering advice on various issues, including crime, mental health, and relationships. The Mix provides a helpline, webchat, and forums for peer support.

## **VICTIM SUPPORT**

[victimsupport.org.uk](https://victimsupport.org.uk)

Provides free and confidential support for people affected by crime, including young people. It offers advice, advocacy, and emotional support, whether the crime is reported or not.

**YouthLink Scotland**  
Caledonian Exchange  
19A Canning Street  
Edinburgh, EH3 8EG

T: 0131 313 2488  
E: [info@youthlink.scot](mailto:info@youthlink.scot)  
W: [www.youthlink.scot](http://www.youthlink.scot)

~~No knives~~  
**Better lives**



Scottish Government  
Riaghaltas na h-Alba  
gov.scot

YouthLink Scotland is a Company Limited by Guarantee.  
Registered in Scotland No: 164547. Charity Ref: SC003923



Achieved.  
Valid Until  
January 2024