

RESOURCE TOOLKIT

Supporting young people to navigate social media safely and prevent violence

QUIT FIGHTING FOR LIKES



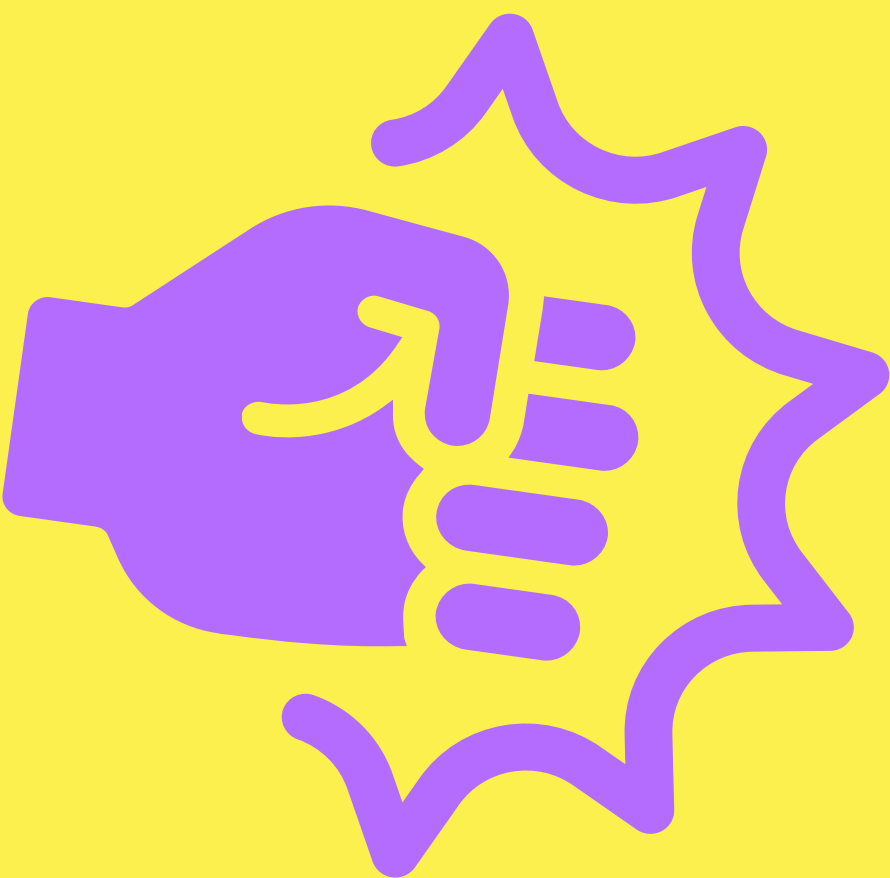
Funded by the Scottish Government



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QUIT FIGHTING FOR LIKES

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Foreword

The Scottish Violence Reduction Unit continues to adopt a public health approach to all our work - 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](#)). Secondary school staff in Scotland have also reported that the abusive use of mobile phones and digital technologies ranks among the most frequently encountered serious disruptive behaviours in schools, according to recent findings from the Behaviour in Scottish Schools Research ([Scottish Government, 2023](#)).

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 tried to keep pace. The Online Safety Act 2023 aims to hold social media platforms accountable for hosting harmful content. 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](#))

"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.

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.



Young people's views

It was really important to this project to hear directly from young people about their challenges with social media. We spoke to six groups of young people in Edinburgh, the Borders, Dundee, North Lanarkshire, Glasgow, and East Dunbartonshire. The young people were aged between 11 and 16.

Seeing violence online was normal for the young people we spoke to. For some, it was seen as entertainment, no different from watching violence on TV and movies. Sharing videos of fights was seen like sharing news. Young people felt it wasn't that bad to share videos because they were not actually filming or getting involved. They told us that Snapchat and TikTok are the main apps used for sharing fights.

The view of bystanders was complicated. Many of the young people felt people around the fight can often make it worse, either by spreading rumours before a fight or encouraging it. Bystanders also made it more difficult to back down – young people said it would be embarrassing to walk away from a fight. However, some said if more young people were involved in being active bystanders that would encourage them to stop fights.

Young people had their own red lines, points where they felt they would always intervene if they saw a fight in person, like if someone was unconscious or there was lots of blood. If a fight seemed unfairly matched or was between a boy and girl, that also warranted intervention.

We asked which online behaviours they perceived to be serious. The young people thought adding people to a group chat to gang up on someone, sharing someone's personal details, and threatening someone you don't know were the most serious. In contrast, filming a fight at school and sharing the video was seen as one of the least serious online behaviours.

This was something that really stuck with us as from our adult perspective, this is a significant issue. It was clear if we want young people not to film or share fights, we need them to understand the potential consequences.

These perspectives are what we kept in mind when making these resources and the campaign. Having the conversation with young people was crucial to understanding young people's feelings and views.

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 copied, 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

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

In 2009 EU Kids Online developed the 3 Cs to make sense of online risks. The 3 Cs were content, contact, and conduct. It also classified different thematic risks: aggressive, sexual, values, and commercial. It explored children's role as recipients, participants and actors. It recognised both the child's agency, and how their experiences are shaped by societal and digital infrastructure.

In 2021, a fourth C, contract, was added to emphasise the risks to children from marketing, data processing and other harmful contracts with digital providers. Internet Matters, in their Refuge and Risk report, added two further categories of risk: cyberaggression and compulsion. This was in response to what young people were saying in their annual Cybersurvey.

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.



CONTENT



CONTACT



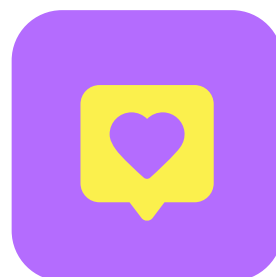
CONDUCT








CONTRACT



CYBERAGGRESSION



COMPULSION

Online Risk	Description	Youth Work Outcomes
CONTENT 	Engages with and/or is exposed to potentially harmful content, e.g. violent or gory posts and videos.	<ul style="list-style-type: none"> • I can recognise and address prejudice and discrimination. • I can think critically about information.
CONTACT 	Experiences and/or is targeted by potentially harmful contact, e.g. receiving threatening messages from a stranger or peer.	<ul style="list-style-type: none"> • I can recognise and seek out positive relationships. • I can see things from another person's perspective.
CONDUCT 	Witnesses, participates in and/or is a victim of potentially harmful conduct, e.g. sharing videos of fights.	<ul style="list-style-type: none"> • I can use social media responsibly. • I can explain the consequences of harmful behaviour on myself. • I can understand the role of peer pressure in harmful behaviour. • I can show respect towards others. • I can be a positive role model through my own behaviour. • I can take responsibility for my actions.
CONTRACT 	Is party to and/or exploited by a potentially harmful contract or commercial interests, e.g.	<ul style="list-style-type: none"> • I can think critically about information.
CYBER-AGGRESSION 	Using and/or experiencing cyberbullying with the intent to hurt someone	<ul style="list-style-type: none"> • I can resolve conflict peacefully within my relationships.
COMPULSION 	Problematic use of technology, or not being able to manage life online in a balanced way	<ul style="list-style-type: none"> • I can manage my feelings. • I can ask for help if I need it.

How to use this toolkit

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

IN PARTICULAR, THE TOOLBOX FOCUSES ON THE 6 CS OF ONLINE HARMS:



CONTENT



CONTACT



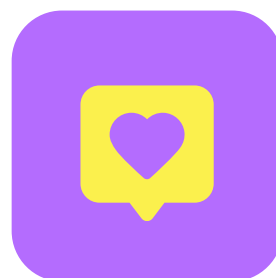
CONDUCT



CONTRACT



CYBERAGGRESSION



COMPULSION

The toolbox 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. You can find these in the Exercise Files tab.

We have put together example session plans giving a combination of activities to run within 40-, 60- and 90-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.



QUIT FIGHTING FOR LIKES



ICEBREAKERS

Activities to get group/session started

Agree/Disagree	14
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Quick Emotions	16
Quick Emotions Emoji Cards	17
Quick Emotions Scenario Cards	18



Agree/Disagree

A dynamic moving conversation that works best with a large group

TIME REQUIRED	20 minutes
OBJECTIVE	To promote reflection amongst the young people and to assess young people's current feelings about social media.
RESOURCES REQUIRED	Space to move about in.
RELEVANT YOUTH WORK OUTCOMES:	<ul style="list-style-type: none"> • I can think critically about information. • I can understand the role of peer pressure in harmful behaviour.

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. My behaviour/actions have been influenced by social media.
2. My opinions/views have been influenced by social media.
3. My perceptions/thoughts have been influenced by social media.
4. I can recognise negative influences on social media.
5. I am in control of the way I use social media.

Last Person Standing

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	<ul style="list-style-type: none">• Campaign video (Link Here)• Paper/pens
RELEVANT YOUTH WORK OUTCOMES:	I can use social media responsibly.

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 around 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	<ul style="list-style-type: none">• Emoji Cards (Page 17)• Scenario Cards (Page 18)
RELEVANT YOUTH WORK OUTCOMES:	I can manage my feelings.

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 emoji cut-outs and briefly discuss what each one means.
- 3.** Divide them into small groups
- 4.** Read out a scenario card to the entire class.
- 5.** As soon as a scenario is read, each group must quickly decide on the emoji that best represents their initial emotional reaction.
- 6.** The group's chosen emoji is placed on the table in front of them immediately after deciding.
- 7.** 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.
- 8.** 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

<p>You witness a group of people spreading hurtful rumours about someone in your school</p>	<p>Someone in your class posts a video making fun of one of your friends, and it starts gaining likes and shares</p>
<p>You get a direct message filled with insults from someone you barely know</p>	<p>A friend posts a sensitive photo of you without your permission and people start commenting on it</p>
<p>You see someone being picked on in the comments section of a popular post</p>	<p>You're added to a group chat where people are bullying another person</p>
<p>A classmate posts a meme about you that you find embarrassing or offensive</p>	<p>You come across a hate account that targets people from your school</p>
<p>You notice someone consistently leaving negative comments on your posts</p>	<p>You see a viral post shaming someone for their appearance and people you know are commenting</p>

QUIT FIGHTING FOR LIKES



CONTENT

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

How am I influenced by social media?	22
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A Balanced Feed Social Media Plate Template	25
TikTok's Tactics: Algorithms	26



How am I influenced by social media?

A brainstorming activity

TIME REQUIRED	40 minutes
OBJECTIVE	To promote reflection on the personal impact of social media.
RELEVANT YOUTH WORK OUTCOMES	I can think critically about information
RESOURCES REQUIRED	Paper and pens.

WHAT TO DO

Note: If you have already done the previous activity, Agree/Disagree (page 14), 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?
 - Have you ever been influenced by social media in a way that led to conflict or violence?
 - How could you avoid negative influences on social media?

A Balanced Feed

Explore a healthy social media feed

TIME REQUIRED

60 minutes

OBJECTIVE

To understand the importance of a balanced social media feed, particularly focusing on the impact of violent content.

RELEVANT YOUTH WORK OUTCOMES

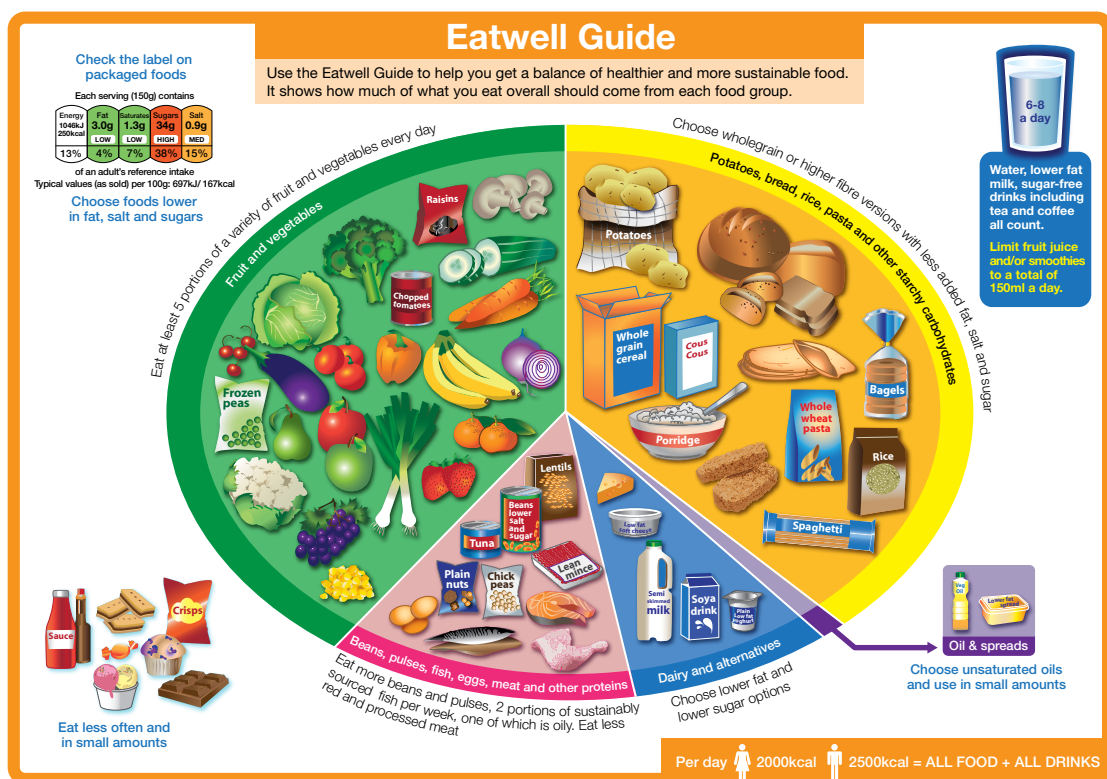
- I can recognise and address prejudice and discrimination.
- I can think critically about information.

RESOURCES REQUIRED

- Devices with internet- access
- Projector and screen
- Whiteboard and pens
- Healthy social media plate template (**Page 25**)

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.



Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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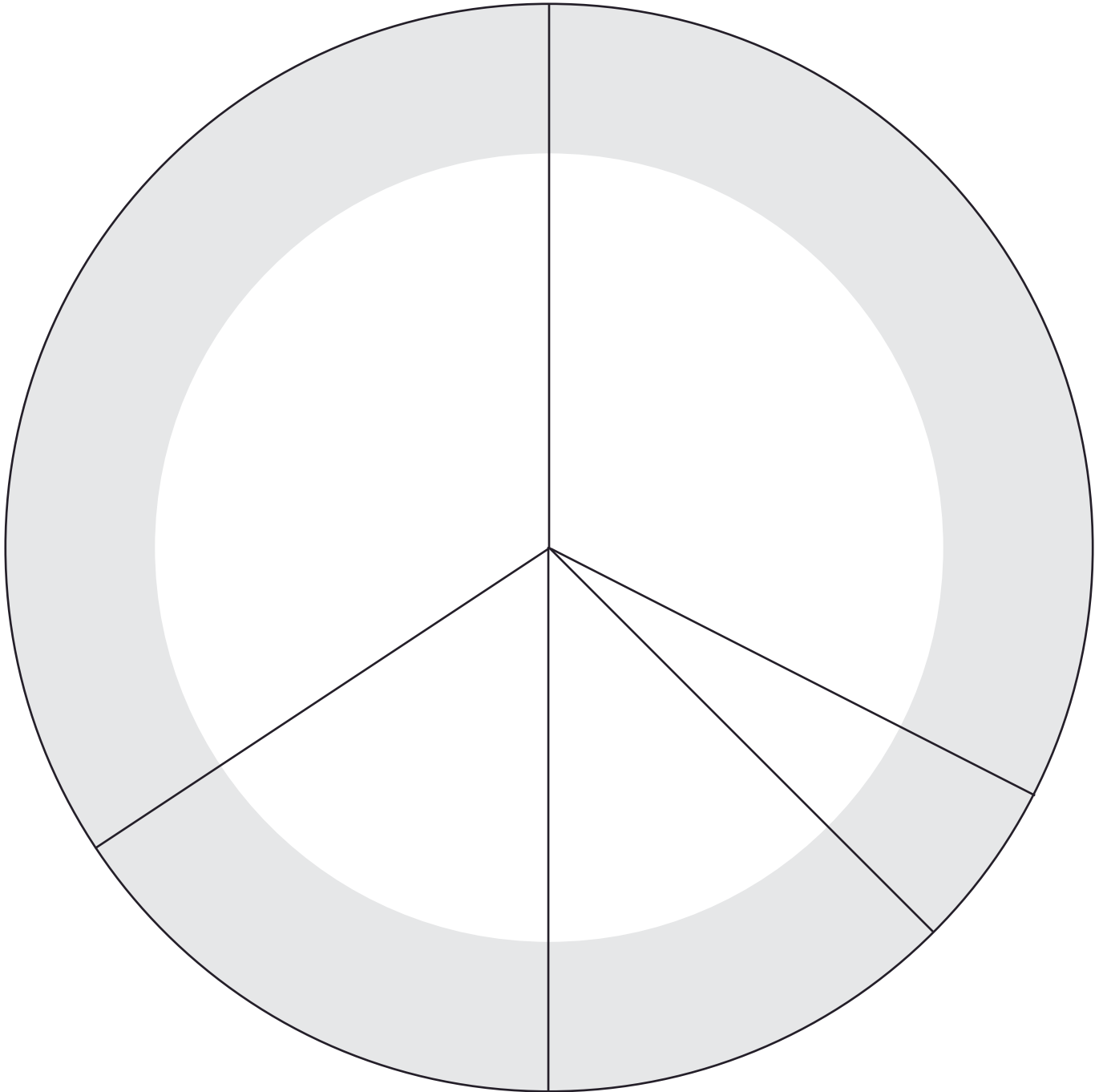
- 2.** Relate this to a social media feed, drawing a parallel between a balanced diet and a balanced social media feed.
- 3.** Display the gov. Eat Well diagram. Explain how different types of social media content can be likened to the food groups:
 - **Fruits and Vegetables:** Educational and inspirational 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
- 4.** Emphasise that, just like in a diet, overconsumption or underconsumption of certain types of content, especially violent content, can have a significant impact on mental and emotional well-being.

ACTIVITY: ANALYZING YOUR FEED

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.” Have young people 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 young people 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 violent content makes them feel and whether they believe it contributes to an “unhealthy” feed.
- 6.** As a class, discuss strategies for achieving a more balanced social media feed:
 - Following diverse and positive accounts
 - Limiting time spent on mindless scrolling
 - Engaging more with educational and inspirational content
 - Using social media settings to curate content
- 7.** Use the Social Media Plate Template or draw your own large plate with ‘healthy’ sized sections for each type of media. Give the young people post-it notes and ask them to add ideas for each section to create a class example of a balanced feed.

A Balanced Feed Social Media Plate Template



TikTok's Tactics: Algorithms

Scenario and discussion activity

TIME REQUIRED	60 minutes
OBJECTIVE	To develop young people's understanding of algorithms.
RELEVANT YOUTH WORK OUTCOMES	<ul style="list-style-type: none"> • I can recognise and address prejudice and discrimination. • I can think critically about information.
RESOURCES REQUIRED	<ul style="list-style-type: none"> • Device with internet access • Projector and screen • Whiteboard and pens • Paper and pens • Scenarios

WHAT TO DO

1. Begin with a brief discussion on social media platforms and their popularity among the young people.
2. Introduce the concept of algorithms, defining it in simple terms. Explain that today's lesson will focus on how TikTok uses algorithms to personalise content for its users.
3. Watch a clip from TikTok's CEO explaining how the algorithms work: ([Link](#))
4. Explain that because of this TikTok can predict your gender, relationship status, ethnicity etc. within a matter of minutes due to your interactions with videos, including hovering on one.
5. Divide the learners into small groups. Each group will receive a scenario where they must think like TikTok's algorithm and decide what videos to recommend to a user based on their past interactions. Scenarios should include potential exposure to violent content and how this could influence what the algorithm suggests next.

SCENARIOS

• **Scenario 1: The Desensitisation Cycle**

A user frequently watches videos involving pranks and minor physical altercations. They have liked and commented on these videos several times. How would the algorithm interpret this behaviour, and what content might it suggest next? Would it recommend more extreme or violent content, and what are the possible consequences of this?

- **Scenario 2: The Escalation of Conflict**

A user starts by engaging with videos that involve debates or arguments in the comment sections. Over time, they start watching videos that depict more heated arguments, some involving threats of violence. How might the algorithm respond to this, and what could it recommend? How might this influence the user's perception of conflict and violence?

- **Scenario 3: The Loop of Fear**

A user stumbles upon a video showing a news clip of a violent event and watches it to the end. The user doesn't usually interact with such content, but they find similar videos appearing more frequently in their feed. How would the algorithm respond to this single interaction? Could this lead to a feed filled with distressing or violent content?

6. Each group will present their scenario and recommendations to the class, explaining their reasoning and the potential implications for the user's mental health and attitudes towards violence
7. Lead a class discussion on the ethical considerations of TikTok's algorithms. Topics might include:
 - **Privacy concerns:** How comfortable are young people with TikTok knowing so much about them?
 - **Data security:** What are the risks of such detailed data being collected?
 - **Exposure to violence:** How does exposure to violent content through personalised algorithms affect users, especially young people?
 - **Impact of prolonged screen time and addictiveness:** How does the algorithm contribute to screen addiction and what are the consequences of spending too much time on violent content?
8. Encourage learners to think critically about both the benefits and drawbacks of personalised content, especially concerning exposure to violence.
9. Summarise the key points discussed in the lesson. Emphasise the importance of understanding how algorithms work and how they can influence what young people see on social media. Ask the learners to reflect on how they feel about the use of algorithms in their daily lives and whether they are comfortable with the way content, especially violent content, is personalised for them. Encourage them to consider ways they can take control of their content consumption, such as by adjusting their interactions or using settings to limit exposure to unwanted content.



QUIT FIGHTING FOR LIKES



CONTACT

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

Stranger Danger	30
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Separate Realities/STEPS to Help Scenario Cards	33-34



Stranger Danger

Mapping online relationships

TIME REQUIRED

30 minutes

OBJECTIVE

To increase understanding of the potential risks of online interactions.

RELEVANT YOUTH WORK OUTCOMES

- I can recognise and seek out positive relationships.
- I can be a positive role model through my own behaviour

RESOURCES REQUIRED

- Paper
- 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 how many friends and followers young people have on their social media accounts. How many do they know in real life?
2. Ask young people to make a pie chart of people they interact with online between people they know in real life and people they only know online. Ask students to share their pie charts with each other.

Discussion points:

- What did you notice about the proportion of people you know in real life vs online only? Did it surprise you?
 - How do you ensure your safety when you interact with people you don't know in real life?
3. Ask small groups to brainstorm how they could make sure they are safe online when interacting with online-only connections. Examples could include:
 - Regularly reviewing and cleaning up friend/follower lists
 - Limiting personal information shared online (e.g. address, birth date, location, pictures that can identify personal information e.g. school uniform)
 - Setting strong privacy settings
 - Being cautious about accepting friend requests from people you don't know
 - Report suspicious behaviour to a trusted adult or via social media platform (i.e. report function)

Separate Realities: Understanding Social Media Interactions

A dynamic moving conversation,
works best with a large group

TIME REQUIRED 20 minutes

OBJECTIVE To help young people understand and manage their responses to social media interactions.

RELEVANT YOUTH WORK OUTCOMES

- I can see things from another person's perspective.
- I can take responsibility for my actions.

RESOURCES REQUIRED

- A large open space
- Scenario cards printed out (**Pages 33 & 34**)

WHAT TO DO

1. Gather the group in a circle and explain the objective of the activity: to understand and manage responses to social media interactions by considering different perspectives.

First position: Your own perspective.

Second position: The perspective of the other person involved.

Third position: The perspective of an objective outsider.

2. Split everyone into groups of 3 and give each group one scenario cards

3. Each member of the groups chooses a position, First, Second or Third

4. Each group member takes a turn reading their scenario and discussing it from the first, second, and third positions and answering the below questions as prompts.

First position: Your own perspective.

- How do you feel about this situation?
- What is your initial reaction?
- How might the other person involved feel?
- Why might they have acted this way?

Second position: The perspective of the other person involved.

- How do you feel about this situation?
- What is your initial reaction?
- How might the other person involved feel?
- Why might they have acted this way?

Third position: The perspective of an objective outsider with no connection to the situation

- How do you feel about this situation?
- What is your initial reaction?
- How might the other person involved feel?
- Why might they have acted this way?
- What do you observe?
- What advice would you give?

After discussing each position, encourage everyone to reflect on how considering these perspectives changes their understanding of the impact of the situation their and potential response to the scenario.

5. Gather the group back together in a large group
6. Ask a few volunteers to share insights or surprising perspectives they encountered during the conversations
7. Discuss how considering different perspectives can help manage emotions and reactions in social media interactions

FACILITATOR NOTES

- **The key takeaways:** understanding different perspectives, understanding the impact of online interactions can prevent misunderstandings and help manage responses to social media situations.
- Encourage participants to apply this technique in their daily lives when encountering difficult social media interactions.

OPTIONAL VARIATION

You can set out 3 chairs in a triangle shape. Share the scenario and the young person sits in Chair 1 (First person) and discusses how they feel, then move and sit in 2nd Chair (second Person) and explains how it now feels from this perspective, then into the 3rd chair (Observer) and shares how it would feel from this perspective. This can be helpful for smaller groups or individual work.

Consider having a short discussion on practical strategies for managing emotions and responses to social media interactions, such as taking a break before responding or seeking advice from a trusted adult.

Separate Realities/STEPS to Help Scenario Cards 1

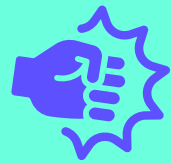
<p>“You receive a video of a classmate making fun of you & it is getting lots of views/likes”</p>	<p>“A video of a fight involving your friend is shared in a group ”</p>
<p>“Someone shares an embarrassing photo of you without your permission”</p>	<p>“You see a comment about your friend online Slagging them off / insulting them”</p>

Separate Realities/STEPS to Help Scenario Cards 2

<p>“Someone publicly shares screenshots of messages you had sent them that were intended to be private”</p>	<p>“You get an aggressive message accusing you of ‘talking about their family’ which you didn’t do”</p>
<p>“Someone has shared your address online without your permission”</p>	<p>“Someone is messaging your boyfriend/ girlfriend and liking all their posts”</p>



QUIT FIGHTING FOR LIKES



CONDUCT

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

STEPS to Help	38
STEPS Poster	40
Managing Emotions/Not Responding Immediately	41
Managing Emotions Scenario Cards	42-45
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Moral Choices Online Cards	47
Restorative Questions	48



STEPS to Help

Discussion and scenario activity

TIME REQUIRED	40 minutes
OBJECTIVE	To introduce concept of being an active bystander online.
RELEVANT YOUTH WORK OUTCOMES	<ul style="list-style-type: none"> • I can use social media responsibly. • I can explain the consequences of harmful behaviour on myself. • I can understand the role of peer pressure in harmful behaviour. • I can show respect towards others. • I can be a positive role model through my own behaviour. • I can take responsibility for my actions.
RESOURCES REQUIRED	<ul style="list-style-type: none"> • Whiteboard/flipchart paper • Poster • Scenario cards (Pages 33 & 34)

WHAT TO DO

1. Explain what an active bystander is and use the whiteboard/flipchart paper to note key characteristics (e.g. recognising harmful situations, deciding when it is safe to intervene, asking for help).
2. Discuss what this would look like in an online setting such as on social media and in group chats.
3. Introduce and display the STEPS acronym to help the young people think about the different strategies they can use. Link these to the key characteristics discussed and brainstorm actions young people can take online.
 - **Step Up**
Speak up in the moment by leaving a supportive comment or message.
 - **Tell an Adult**
Report the situation to a trusted adult, platform moderator, or the Police.
 - **Explain It**
Take note of what has happened so you can describe 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.

4. Divide the young people into small groups and give each group a printed scenario. Using the acronym STEPS, have them discuss and identify:
 - The harmful behaviour in the scenario
 - How they could step in and speak up
 - Are there any risks to themselves or others and how to address them safely
5. Bring the groups back together to share their ideas for each scenario
6. Summarise key points and encourage learners to reflect on how they can apply these skills in their daily lives.

FACILITATOR NOTES:

Extension Activity: Get the young people to act out the scenarios and the strategies they have come up with

Discussion Questions:

- What might be the outcome if no one steps up to being an active bystander?
- How can we encourage others to be active bystanders online?

STEPS TO BEING AN ACTIVE BYSTANDER ONLINE

S

Support Later

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

P

Pull Attention Away

Redirect the conversation or post something positive to change the focus.

E

Evidence

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

T

Tell an Adult

Report the situation to a platform moderator, trusted adult or the Police.

S

Step Up

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

Managing Emotions/ Not Responding Immediately

A dynamic moving discussion that works best with a large group

TIME REQUIRED 20 minutes

OBJECTIVE To help young people understand their decision-making processes on social media.

RELEVANT YOUTH WORK OUTCOMES

- I can explain the consequences of harmful behaviour on myself.
- I can be a positive role model through my own behaviour.

RESOURCES REQUIRED

- A large space for groups
- Printed scenario cards ([Pages 42-45](#))

WHAT TO DO

1. Split the group into smaller groups of around 4-6 young people
2. Each group gets to choose 1 card from each of the 4 sets: Scenario Picture, Who, Feeling & Possible Action
3. In each group put the cards together to create the full scenario
4. Discuss different responses can affect the situation and look at how the emotions/feelings influence the action. Also discuss alternatives
5. After 5 mins of discussions, switch and the group get a new set of cards
6. Repeat the process 3 times, to ensure groups experience multiple perspectives
7. **Group Reflection:** Gather the group back together in a circle. Ask a few volunteers to share insights or surprising perspectives they encountered during the conversations.
8. Discuss strategies for managing emotions and the importance of thinking before reacting to harmful conduct.

Managing Emotions Scenario Cards (WHO)

Friend

**Group of
Friends**

Best Friend

Partner

Alone

Stranger

Managing Emotions Scenario Cards (FEELING)

Happy

Worried

Bored

Embarrassed

Angry

Ashamed

Managing Emotions Scenario Cards (**POSSIBLE ACTION**)

**Share the
video**

**Like &
Comment**

Ignore

Report it

Challenge It

**Speak to
someone**

Managing Emotions Scenario Cards (SCENARIO)

**Taking photos/
videos without
consent from
your feed**

**Video of a
fight involving
a friend**

**Nasty comment
about your
family online**

**A private
picture is shared
with you without
permission**

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

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

Moral Choices Online

Ranking activity

TIME REQUIRED	20 minutes
OBJECTIVE	To explore the morals and values of behaviour online.
RELEVANT YOUTH WORK OUTCOMES	<ul style="list-style-type: none">• I can use social media responsibly.• I can take responsibility for my actions.
RESOURCES REQUIRED	Moral choices cards (Page 47)

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

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

Restorative Questions

Role play activity

TIME REQUIRED	40 minutes
OBJECTIVE	To practice resolving conflict on social media
RELEVANT YOUTH WORK OUTCOMES	<ul style="list-style-type: none"> • I can explain the consequences of harmful behaviour on myself. • I can take responsibility for my actions.
RESOURCES REQUIRED	None

WHAT TO DO

1. In small groups (around 4-6 people), young people should think of a conflict they have encountered on social media (there's lots of scenarios in this toolkit. For ideas see **pages 33-34**).

Each person in the group should take on a role:

- Person/people responsible
- Person/people harmed
- Other people (for example others in a group chat)
- Facilitator

The facilitator will ask the five restorative questions to each person involved in the scenario in turn.

Restorative questions:

- What happened?
 - What were you thinking/feeling at the time?
 - What have you thought about and felt since?
 - Who was affected and how?
 - What should be done to make things as right as possible?
2. Ask the groups to feedback briefly. How did they find that? Was it a helpful method for resolving conflict?
 3. Now individually, ask young people to reflect on how they could use restorative questions for a personal conflict they have experienced.



QUIT FIGHTING FOR LIKES



CONTRACT

Is party to and/or exploited by a potentially harmful contract or commercial interests.

Dark Patterns	52
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Zuckerberg for a Day	55



Dark Patterns

Matching game

TIME REQUIRED

20 minutes

OBJECTIVE

To deepen understanding about dark patterns on social media

RELEVANT YOUTH WORK OUTCOMES

I can think critically about information

RESOURCES REQUIRED

- Printouts of dark pattern examples (larger groups might need two copies) ([Page 53](#))
- Paper
- Pens

WHAT TO DO

1. Introduce the concept of dark patterns. What do you think dark patterns are? What do they aim to achieve?
 - Maximise time spent on app
 - Maximise reach of app
 - Maximise interaction on app

Dark Patterns definition - *User interfaces designed to manipulate users into taking actions that they would not otherwise do. Dark patterns aim to influence users' behaviour and hinder their ability to protect their data and make conscious, well-informed choices.*

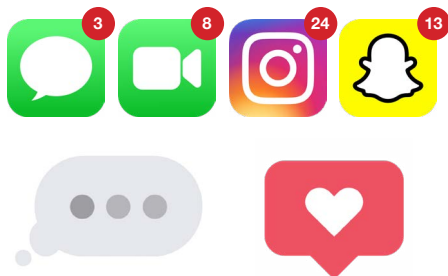
[*Definition from [Digital Futures Commission](#)*]

2. Now you will be asking young people to move around the space. Write up the tactic and place them in different places. Young people should then match the dark patterns with the tactic, placing the printed examples under the correct tactic.
Alternatively, you could do this in small groups as a table-top matching activity.
3. Ask young people to add other examples they can think of under each tactic.
4. Have a look at own phones or think back to the last day of using your phone. How many dark patterns did you notice/remember?
 - Have you ever felt pressure to do something on social media you didn't really want to do? (e.g. checking notifications)
 - How can knowing about dark patterns help you make better choices when using social media?

Dark Patterns Examples

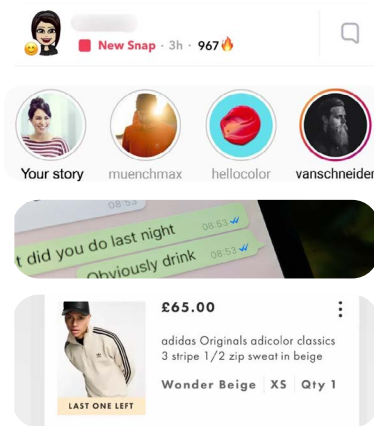
Feel-good boosts and excitement

Notifications, approval from others



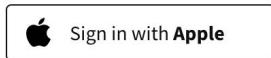
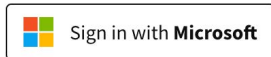
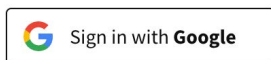
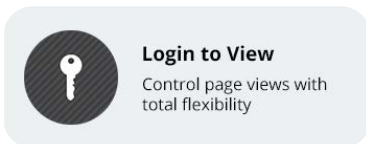
Fear of missing out

'Disappearing' content, pressures to keep up with friends, indication of limited supply



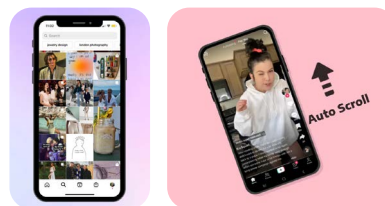
Pressure to do something

The user wants to do something, but they are required to do something else in return.



Smooth and never-ending

No awkward transitions or interruptions



or 1-Click Checkout



Lucky 13?

Brainstorm and group discussion

TIME REQUIRED 20 minutes

OBJECTIVE To explore social media age limits

RELEVANT YOUTH WORK OUTCOMES I can think critically about information

RESOURCES REQUIRED • None

WHAT TO DO

1. Most social media platforms have an age limit of 13 years. In small groups, ask young people to brainstorm why they think this is? Ask groups to feedback their ideas.
2. Share with the group the reason 13 is the age limit.
3. Do the group think 13 is the right age limit? Should it be higher or lower?

Info: In 1998 a law was passed by the US Congress making 13 the de facto age of 'internet adulthood'. This is the age that American companies can legally collect and sell children's data without the consent of their parents.

Zuckerberg for a Day

Designing new apps

TIME REQUIRED

40 minutes

OBJECTIVE

To critically consider online safety features.

RELEVANT YOUTH WORK OUTCOMES

I can think critically about information.

RESOURCES REQUIRED

- Paper
 - Pens
 - Dot stickers (Optional)
-

WHAT TO DO

- 1.** Pretend you are designing a new social media platform with a twist. Your new platform has to have features that prioritise one of these aspects:
 - Safety for children
 - Wellbeing
 - Privacy

This can be done in pairs or small groups. Be as creative as you want. Groups can choose their own priority aspect. They should draw out their designs on large paper.

Prompts for consideration:

- What is the purpose of your app? (e.g. sending messages, getting support, sharing videos)
 - What features does it have and how does it prioritise one of the issues (safety for children, wellbeing, privacy)?
 - Who are the main users?
- 2.** Once each group has designed their new platform, get each group to share their design and safety features. Now each participant is given a dot sticker (alternatively use marker pens for dots). They should move around the room and place their dot sticker on the new app they think is the best.



QUIT FIGHTING FOR LIKES



CYBER-AGGRESSION

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

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Digital Lifelines Scenario Cards	62-64
Challenging Online Misogyny	65
Challenging Online Misogyny Comment Cards	67



Ripples of Impact

Mapping impact of harmful online behaviour

TIME REQUIRED	25 minutes
OBJECTIVE	To explore the impact of filming and sharing violence.
RELEVANT YOUTH WORK OUTCOMES	I can resolve conflict peacefully within my relationships.
RESOURCES REQUIRED	<ul style="list-style-type: none"> • Paper • Pens • Impact Grid (See Below)

WHAT TO DO

1. In small groups, young people will be considering the impact and consequences of filming and sharing violence. Using the grid template, think of both the person/people responsible for the filming/sharing and those harmed by it. You can use two separate grids for each.
2. Discuss as a whole group.
 - Were there similarities in the impacts felt by people responsible and people harmed?
 - What alternatives could the person filming/sharing have considered?
 - Instead of recording, what could have been done to de-escalate the situation?
 - Are there ways to report or safely intervene without spreading the violence further?
 - What role does social media play in amplifying the impact of violent videos?

GRID TEMPLATE

Physical & mental health	Education/career
Family/friends	Community

Safe Spaces

Online safe space mapping exercise and discussion

TIME REQUIRED	30 minutes
OBJECTIVE	To generate insight and discussion on the perceived safety of different online spaces
RELEVANT YOUTH WORK OUTCOMES	I can identify risk and explain it to others
RESOURCES REQUIRED	<ul style="list-style-type: none"> • Paper • Pens

WHAT TO DO

- 1.** Split the group into small groups. Each group should draw a phone interface with space for app icons. They can draw the icons for their most used apps.
- 2.** Once each group has their group phone, they should use different coloured sticky notes to indicate online spaces that feel safe and those that are unsafe. They can add information on the sticky notes as to why they have chosen to mark it as safe/unsafe, for example, 'I see violent images on this app'.
- 3.** When all groups have marked up their safe/unsafe spaces, you can see if there are commonalities amongst the group.

Discussion questions

- What strategies could you employ if you are in an unsafe online place? (e.g. leave the app, report it, talk to a trusted adult etc)
- Do you act differently in safe/unsafe spaces? (e.g. share more openly/cautiously; add more/less friends, etc)
- What could be done to make unsafe online spaces safer?

Meme Maker

Making memes to counter filming and sharing violence

TIME REQUIRED	20 minutes
OBJECTIVE	To encourage young people to challenge harmful online behaviour
RELEVANT YOUTH WORK OUTCOMES	I can challenge and question my own and others' opinions
RESOURCES REQUIRED	Access to internet and devices OR paper and pens

WHAT TO DO

1. Share the [Quit Fighting for Likes memes](#).
2. Discuss as a whole group.
 - What makes the memes effective at discouraging harmful online behaviour?
 - Which messages do you find most effective?

The campaign memes use humour and sarcasm to show the serious negative impact of filming and sharing violence on social media.

3. In pairs, ask young people to come up with their own meme. This can be done either on computers or drawn on paper.

Online meme generators:

- [Canva](#)
- [Adobe](#)

4. Share or display the new memes in the classroom/youth club. You could even award a prize for the best meme as chosen by the group.
5. Share the new memes on the #QuitFightingForLikes hashtag to be part of the campaign and empower more young people to prevent violence.

Digital Lifelines

Matching activity

TIME REQUIRED 20 minutes

OBJECTIVE To increase confidence and knowledge in seeking help online

RELEVANT YOUTH WORK OUTCOMES

- I can ask for help if i need it
- I can identify problems

RESOURCES REQUIRED Scenario cards (**Pages 62-64**)

WHAT TO DO

1. In small groups, participants should take turns to pick one card each from platform, method and issue piles. Their scenario will be in the format of: *You're on [platform] and [issue]. You decide to [method].*

Example: You're on Snapchat and you receive inappropriate messages. You decide to change settings.

Platform	Method	Issue
TikTok	Block	You see violent content
Snapchat	Report	You receive inappropriate messages
WhatsApp	Unfollow	You come across a fake profile
Instagram	Mute	You see hurtful comments about a friend
YouTube	Hide	You are messaged by a stranger
Discord	Unsubscribe	You are threatened
Reddit	Turn off notifications	Someone shares your number without permission
Roblox	Snooze	You feel pressures to join in on a harmful online trend
	Change settings	You are added to a group chat with people you don't know
	Talk to a trusted adult	Someone is sending you many unwanted messages
	Ask friends for help	A friend shares an embarrassing photo of you without your consent
	Use a helpline or support service like Fearless	A family member shares a fake news article

2. Now the remainder of the group decides if that's the best course of action. If they decide it is not, they can shout out a new method.
3. To extend the activity, you could ask groups to think more deeply about the methods of seeking support. Which do they feel most comfortable with? Which are the most effective for them? Do they know how to find/use these methods?

Tip: Put the cards into three different cups/hats/bags to increase the excitement of choosing.

Digital Lifelines Scenario Cards (Platform)

TikTok

Snapchat

WhatsApp

Instagram

YouTube

Discord

Reddit

Roblox

Digital Lifelines Scenario Cards (METHOD)

Block

Report

Unfollow

Mute

Hide

Unsubscribe

**Turn off
notifications**

Snooze

**Change
settings**

**Talk to a
trusted
adult**

**Ask
friends
for help**

**Use a helpline
or support
service like
Fearless**

Digital Lifelines Scenario Cards (ISSUE)

**You see
violent
content**

**You receive
inappropriate
messages**

**You come
across a fake
profile**

**You see
hurtful
comments
about a friend**

**You are
messed by
a stranger**

**You are
threatened**

**Someone
shares your
number without
permission**

**You feel
pressures to join
in on a harmful
online trend**

**You are added to
a group chat with
people you don't
know**

**Someone is
sending you
many unwanted
messages**

**A friend shares an
embarrassing photo
of you without your
consent**

**A family
member
shares a fake
news article**

Challenging Online Misogyny

Sorting and discussion activity

TIME REQUIRED	45 minutes
OBJECTIVE	To develop young people's understanding of online misogyny and its impact
RELEVANT YOUTH WORK OUTCOMES	<ul style="list-style-type: none">• I can resolve conflict peacefully within my relationships• I can recognize and address prejudice and discrimination
RESOURCES REQUIRED	<ul style="list-style-type: none">• Comment Cards Handout (Page 67)

WHAT TO DO

- 1.** Begin with a brief discussion about negative comments on social media and other platforms. Ask the young people how these comments can affect individuals.
- 2.** Highlight that some of these comments can be misogynistic. Explain the terms and as a group, come up with a definition for misogyny and internalised misogyny.
- 3.** Discuss how societal norms and stereotypes contribute to misogynistic behaviour online. Explain how these stereotypes can lead to harmful comments that reinforce negative attitudes towards women and girls.
- 4.** Provide specific examples of misogynistic comments (e.g. "Girls are so emotional," "Women can't be leaders," or "She's just seeking attention"). Explain why these comments are harmful.
- 5.** Split the young people into small groups. Ask them to come up with some examples of misogynistic comments they have seen online. Discuss their experiences.

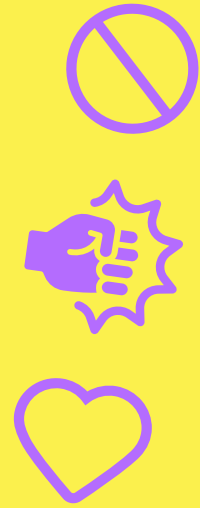
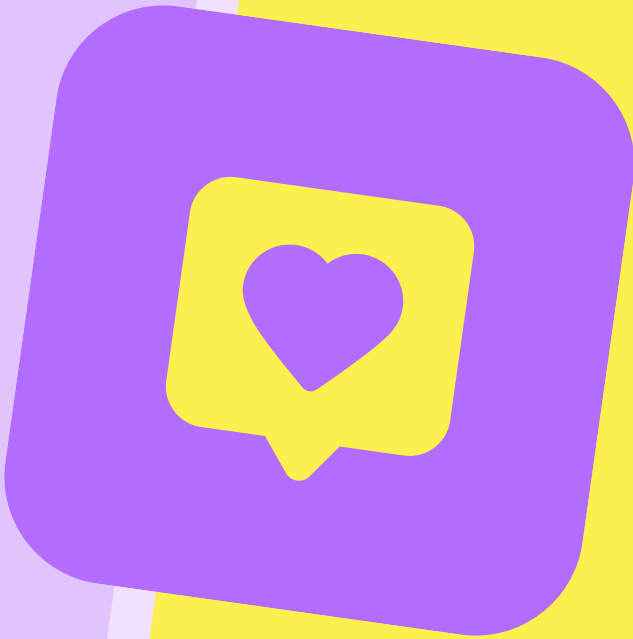
- 6.** Hand out the Comment Cards, which should include a mix of misogynistic and generally mean comments.
- 7.** Ask each group to sort the comments into two categories: negative and misogynistic or negative comments. Encourage them to think about why they classified the comments as they did.
- 8.** Bring the class back together and ask the groups to share their findings. Discuss any differences in how groups interpreted the comments and explore why comments might be seen as misogynistic.
- 9.** Discuss strategies for promoting respectful and supportive interactions, such as:
 - **Calling out misogynistic behaviour:** Encourage young people to challenge harmful comments in a constructive way (see Speak up activity).
 - **Supporting and uplifting others online:** Emphasise the importance of being positive and encouraging in online interactions.
 - **Reflecting on personal behaviour:** Ask them to think about their own comments and attitudes and whether they might unintentionally contribute to a negative environment.
 - **Educating others:** Discuss the role of educating peers about the impact of misogyny and how everyone can contribute to a more positive online environment.
- 10.** Asking learners to write down one thing they will do to challenge online misogyny and promote positive interactions.

Challenging Online Misogyny Comment Cards

<p>“Girls shouldn’t play video games; they’re not good at it”</p>	<p>“Nobody cares about your problems, stop being so dramatic”</p>
<p>“Your outfit is ugly in that picture; what were you thinking posting that?”</p>	<p>“She’s only popular because she flirts with all the guys on snapchat”</p>
<p>“Why is she trying to join the football team? Sports are for boys”</p>	<p>“Girls who post too many selfies are just desperate for attention”</p>
<p>“You’re so fake online, I don’t want to be seen as your friend”</p>	<p>“She’s too bossy; girls should be more chill”</p>
<p>“You’re such a loser, no wonder you have no friends”</p>	



QUIT FIGHTING FOR LIKES



COMPULSION

Problematic use of technology, or not being able to manage life online in a balanced way.

Addicted to Social Media?	70
Thought Tunnel	72
Thought Tunnel Example	74



Addicted to Social Media?

Individual assessment and small group discussions

TIME REQUIRED 60 minutes

OBJECTIVE To explore addictive features of social media

RELEVANT YOUTH WORK OUTCOMES

- I can manage my feelings.
- I can ask for help if I need it.

RESOURCES REQUIRED None

WHAT TO DO

Info: In a recent survey with young people, almost one in seven (14%) adolescents reported problematic social media use, with girls reporting more problematic use than boys. (Source: [HBSC Scotland 2022](#))

Note: If you have already completed the Dark Patterns activity (**Page 53**), this activity moves to personal reflection.

1. Explain that excessive use of social media can be harmful to mental health and wellbeing, as well as have negative impacts on sleep and educational attainment. You are now going to read out nine statements and ask young people to reflect on their own social media use. Note: When used in research, responding 'yes' to 6 or more of the statements was classified as problematic social media use.
 - You regularly found you can't think of anything else except when you can use social media again.
 - You regularly felt dissatisfied because you wanted to spend more time on social media.
 - You often felt bad when you could not use social media.
 - You tried to spend less time on social media, but failed.
 - You regularly neglected other activities because you wanted to use social media.
 - You regularly had arguments with others because of your social media use.
 - You regularly lied to parents or friends about amount of time you spend on social media.
 - You often used social media to escape negative feelings.
 - You had serious conflict with parents or family because of your social media use

(Statements adapted from Health Behaviour in School-Aged Children Scotland study 2022)

2. Young people do not need to share their personal reflections, though you can ask the whole class if they were surprised by their reflections; how they found the activity; etc.
3. Explain that addictive features are built into social media apps to increase time spent on apps, maximise the reach of the app, and maximise interaction on the app.

Addictive features include:

- Endless scrolling (like on TikTok, Instagram)
- Autoplay
- Pull to refresh
- Notifications
- Colours, particularly red

In small groups, young people should be given a provocative statement to discuss.

- If the product is free, you are the product.
- Social media profits from your attention, even at the cost of your wellbeing.
- It is up to individual people to use social media less.
- Young people are fighting a losing battle with social media addiction.

Discussion points:

- Do you agree/disagree with the statement?
- How does the statement make you feel about using social media?
- What challenges do young people face when trying to use social media less?
- Do you believe the benefits of social media outweigh its addictive aspects?

Thought Tunnel

Interactive visualisation

TIME REQUIRED	20 minutes
OBJECTIVE	To encourage young people to manage their emotions and responses to potentially harmful conduct
RELEVANT YOUTH WORK OUTCOMES	<ul style="list-style-type: none"> • I can manage my feelings. • I can explain the consequences or harmful behaviour on myself
RESOURCES REQUIRED	<ul style="list-style-type: none"> • A large open space • Sticky notes • Pens or pencils • Whiteboard or flip chart • Pens

WHAT TO DO

Creating the Thought Tunnel:

- Draw a large tunnel on the whiteboard or flip chart. Label one end of the tunnel “Busy/Noisy Mind” and the other end “Calm/Quiet Mind.”
 - Explain that the more thoughts we have from social media, the more cluttered the tunnel becomes.
1. Give each participant a sticky note and ask them to write down one way that social media contributes to a ‘busy/noisy’ mind

Example answers: (Constant notifications, comparing yourself to others, negative comments, checking regularly for likes, added to groups, video shared, feeling always have to be available, need to respond quickly, replaying something that’s happened e.g. your details shared online, anxious thoughts waiting on responses, scared pressured to fight)

2. Have the young people stand in 2 lines facing each other, approx. 3 feet apart- creating the ‘Thought Tunnel’.
3. Have 1 young person volunteer to walk through the tunnel. Starting at the ‘Calm/Quiet’ mind end. Ask them to talk for 2-5 minutes-e.g. tell us something fun they have done in last week, tell us about a pet, what they did the day before- anything that will take 2-5 minutes to tell us. As they are sharing, get them to slowly walk along the tunnel from ‘Calm/Quiet mind- busy/noisy mind end.

4. Before they start- prep the rest of the group who are lined up.
5. As the person slowly walk along the tunnel- Calm to Busy direction- the group have to act like the 'Noise' in your mind getting busies and louder. Ask them to repeatedly shout out what they have written on their post- it or a thought they might have pop up around social media E.g. - make loud notification sounds, shouting; 'Your added to snap group', What will I say, check your phone, What do I say etc...
6. Have the start of the tunnel say it quietly, one at a time speaking, then get progressively faster and louder as they move along the tunnel. By the end of the tunnel, you want everyone to be shouting/speaking over each other, so there is a sense of loud/chaotic thoughts, keep encouraging lots of shouting out as they move along the tunnel.
7. Notice if the person walking along find it harder to talk and remember what they are saying as the tunnel is getting louder/busier/faster.
8. At the end of the tunnel, ask the person walking through it how it felt talking with the quiet mind and busy mind. Was it easier/ harder/same?, did it feel overwhelming at all?
9. Discuss what its like to have a 'busy and noisy' mind e.g. feeling overwhelmed by these thoughts.

Questions: "How does this busy mind affect your ability to make decisions?"

Possible answers: Feel pressured, hard to think straight if things escalating fast like comments, constant notifications, feel trapped, scared, bored, frustrated, angry, ashamed, threatened, scared.

- Discuss-that as we manage our social media/online use, we can achieve a calmer state.
- Discuss strategies for managing social media use to achieve a calm mind (e.g., setting time limits, turning off notifications, following positive accounts/unfollow, "I'm going to ignore that", "I will respond to that later", "not checking my phone for 1 hour", turn off your visibility so you don't feel pressured to reply e.g. on WhatsApp).
- Give each participant another sticky note and ask them to write down one strategy for managing social media use to maintain a calm/quiet mind and stick them on the "Calm/Quiet Mind" end of the thought tunnel.
- Discuss how these strategies can help clear the thought tunnel, making it easier to make good decisions. Ask: "How do you feel when your mind is quieter, calm and clear?"

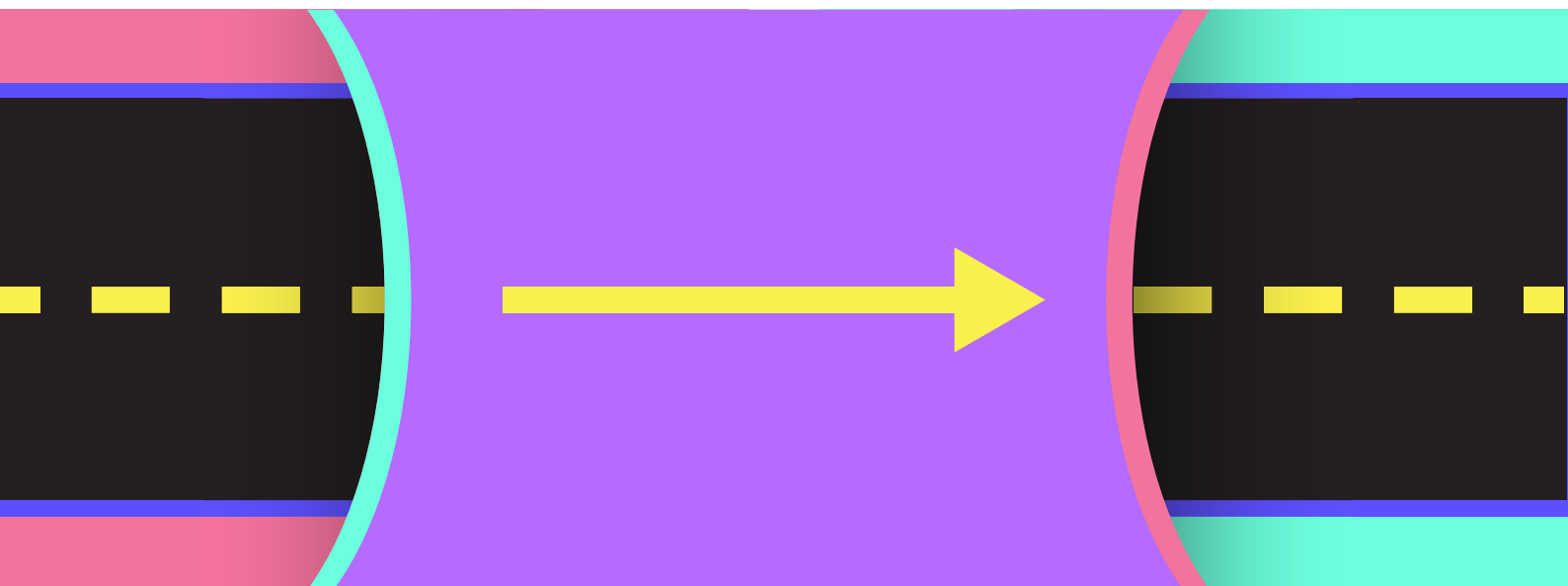
FACILITATOR NOTES:

A busy mind due to problematic social media use can lead to poor decision-possible escalation in incidents resulting in violence and other issues. Increasing your self-awareness on how your social media use is impacting you can help achieve a calm mind. Encourage reflection on their own social media habits and consider implementing some of the strategies discussed.

Thought Tunnel Example

Busy Mind

Calm Mind



- **Negative comment**
- **Constant notifications**
- **Comparing to others**

- **Setting time limits**
- **Turning off notifications**
- **Following positive accounts**





EVALUATION

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Tracking Behaviour Change

Individual evaluation tool

TIME REQUIRED	5 minutes
OBJECTIVE	To quickly find out what changes have occurred in young people's behaviour as a result of the session.
RELEVANT YOUTH WORK OUTCOMES	<ul style="list-style-type: none"> • I can resolve conflict peacefully within my relationships • I can recognize and address prejudice and discrimination
RESOURCES REQUIRED	Handout and pens

WHAT TO DO

Young people fill in the short grid individually. The statements can be changed to make most relevant to your session.

As a result of the Quit Fighting for Likes session	Less likely	The same	More likely
I would report/block/unfollow if I saw violent content on social media.			
I would speak to a trusted adult about problems on social media. Snapchat			
I will be respectful and responsible on social media.			
I will change my social media feed/settings.			

Tip: You could also do this on a long piece of paper as a scale and give each young person a small sticky dot/sticker to place on the scale.

Example Session Plans (40 Minutes)

40-minute Session Plan		
<p>Youthwork Outcomes:</p> <ul style="list-style-type: none"> • I can see things from another person's perspective. • I can take responsibility for my actions. • I can ask for help if I need it. • I can identify problems. 	<p>Objectives:</p> <ul style="list-style-type: none"> • To help young people understand and manage their responses to social media interactions. • To increase confidence and knowledge in seeking help online. 	<p>Resources:</p> <ul style="list-style-type: none"> • A large open space • Scenario cards printed out
<p>Session Activities: Separate Realities: Understanding Social Media Interactions Digital Lifelines</p>		
<p>Notes to facilitator:</p> <ul style="list-style-type: none"> • Explain the objectives of the session. • Deliver the Separate Realities activity. • Get the young people to begin thinking about the scenarios they have just explored in Separate Realities and the actions they could take on different platforms to reduce contact. • Explore it further using the Digital Lifelines activity. • Conclude by getting the young people to write one thing they will take away from the session on a post-it note. 		

40-minute Session Plan		
<p>Youthwork Outcomes:</p> <ul style="list-style-type: none"> • I can use social media responsibly. • I can take responsibility for my actions. 	<p>Objectives:</p> <ul style="list-style-type: none"> • To encourage young people to consider different actions they can take to control their social media accounts. • To explore the morals and values of behaviour online. 	<p>Resources:</p> <ul style="list-style-type: none"> • Moral choices cards • Quit Fighting for Likes video • Paper/pens
<p>Session Activities: Icebreaker – Last Person Standing Moral Choices</p>		
<p>Notes to facilitator:</p> <ul style="list-style-type: none"> • Begin the session with the Last Person Standing Activity. This should help young people begin to think about their behaviour online and actions they can take. • Explain the objective of the session. • Deliver the Moral Choices activity. • In your discussions with the young people, link back to the icebreaker and get them to think about the actions they could take on social media if they experienced the online harms. 		

Example Session Plans (60 Minutes)

60-minute Session Plan		
<p>Youthwork Outcomes:</p> <ul style="list-style-type: none"> • I can manage my feelings. • I can explain the consequences of harmful behaviour on myself. • I can be a positive role model through my own behaviour. 	<p>Objectives:</p> <ul style="list-style-type: none"> • To encourage recognition of emotional reactions. • To encourage young people to manage their emotions and responses to potentially harmful conduct. • To help young people understand their decision-making processes on social media. 	<p>Resources:</p> <ul style="list-style-type: none"> • Emoji Cards • A large space for groups • Printed scenario cards • Sticky notes • Pens or pencils • Whiteboard or flip chart • Pens
<p>Session Activities: Icebreaker - Quick Emotions Thought Tunnel Managing Emotions/Not Responding immediately</p>		
<p>Notes to facilitator:</p> <ul style="list-style-type: none"> • Begin the session with a game of Quick Emotions to start to get the young people thinking about their feelings and reactions to things that happen on social media. • Link the icebreaker and Thought Tunnel activity by emphasising how your initial reaction can change after you have taken the time to think about what has taken place. • Use the Thought Tunnel Activity to explore the impact the environment around us and other factors can have on the way we react to things. • Build upon this using the Managing Emotions/Not Responding Immediately activity. • Link the two sessions by reinforcing that different responses can affect a situation and how emotions/feelings also influence the action. 		

60-minute Session Plan		
<p>Youthwork Outcomes:</p> <ul style="list-style-type: none"> • I can recognise and seek out positive relationships. • I can be a positive role model through my own behaviour. • I can think critically about information. 	<p>Objectives:</p> <ul style="list-style-type: none"> • To increase understanding of the potential risks of online interactions. • To explore social media age limits. 	<p>Resources:</p> <ul style="list-style-type: none"> • Paper and pens
<p>Session Activities: Stranger Danger Lucky 13</p>		
<p>Notes to facilitator:</p> <ul style="list-style-type: none"> • Start by introducing the session and its objective. • Deliver the Stranger Danger activity emphasising the increasing stranger contact online and the concern this raises. • Using all the information they have learned about strangers online, open a discussion about the age limit on social media using the Lucky 13[?] activity. • Ask the young people to write a pledge of one action they will take to protect their social media/information from strangers. 		

Example Session Plans (90 Minutes)

90-minute Session Plan		
<p>Youthwork Outcomes:</p> <ul style="list-style-type: none"> • I can recognise and address prejudice and discrimination. • I can think critically about information. • I can identify risk and explain it to others 	<p>Objectives:</p> <ul style="list-style-type: none"> • To understand the importance of a balanced social media feed, particularly focusing on the impact of violent content. • To generate insight and discussion on the perceived safety of different online spaces. 	<p>Resources:</p> <ul style="list-style-type: none"> • Projector and screen • Whiteboard and pens/ Flipchart paper • A Balanced Feed template • Paper, pens
<p>Session Activities: A Balanced Feed Safe Spaces</p>		
<p>Notes to facilitator:</p> <ul style="list-style-type: none"> • Introduce the learning objectives and the idea of how the things you are exposed to on social media can have an impact on you. • Deliver A Balanced Feed and empower the young people to take steps to have a healthier relationship with social media. • Build upon the session further by getting the young people to think about online spaces where they feel safe and unsafe. • Use the Safe Spaces activity to explore this further and deepen their understanding of actions they can take to improve their feed and recognise the online spaces where they feel safe. 		

90-minute Session Plan		
<p>Youthwork Outcomes:</p> <ul style="list-style-type: none"> • I can think critically about information. • I can understand the role of peer pressure in harmful behaviour • I can think critically about information. 	<p>Objectives:</p> <ul style="list-style-type: none"> • To promote reflection amongst young people and to assess young people's current feelings about social media. • To critically consider online safety features. • To deepen understanding about dark patterns on social media. 	<p>Resources:</p> <ul style="list-style-type: none"> • Space to move about in • Printouts of dark pattern examples (larger groups might need two copies) • Paper • Pens
<p>Session Activities: Ice breaker – Agree/Disagree Dark Patterns Zuckerberg for a Day Evaluation</p>		
<p>Notes to facilitator:</p> <ul style="list-style-type: none"> • Start the session with the Agree/Disagree icebreaker and begin to get young people thinking about their opinions of social media. • Use the Dark Patterns activity to deepen the young peoples' understanding of how apps are designed to to manipulate users into taking actions • Link this session with Zuckerberg for a Day using the last discussion question. Using their knowledge of how apps work, they can design an app which would use these patterns in a more positive way. 		

Quit Fighting for Likes Resource Library

- Upper Primary 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

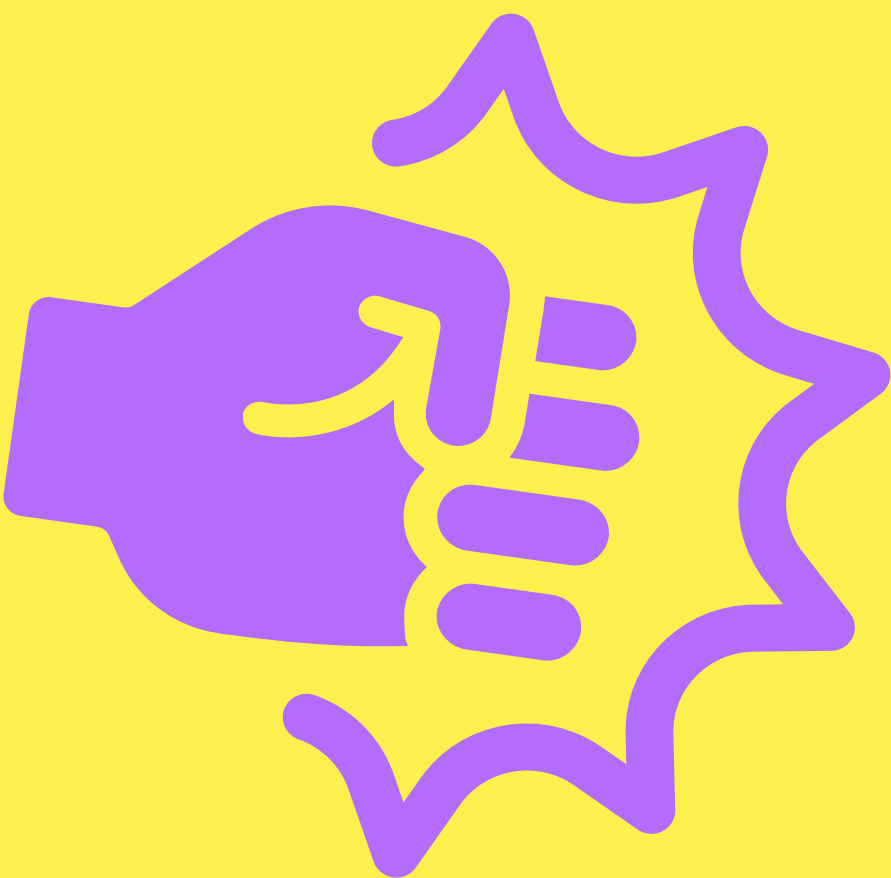
www.nspcc.org.uk/keeping-children-safe/online-safety

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

PARENTZONE

parentzone.org.uk

Family-friendly media literacy services and resources.



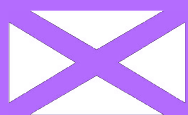
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