11 to 13s
online safety toolkit

SIMPLE 15 MINUTE ACTIVITIES
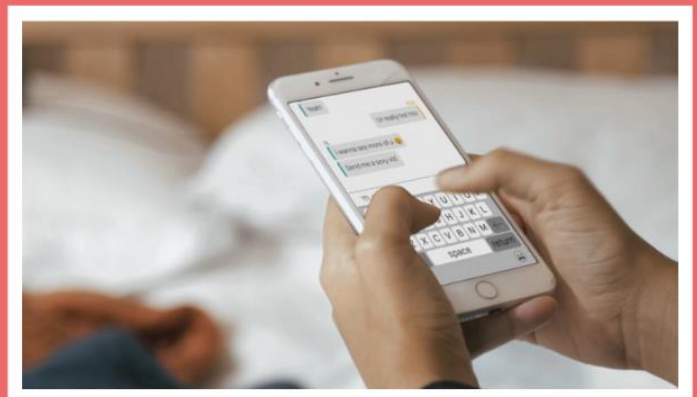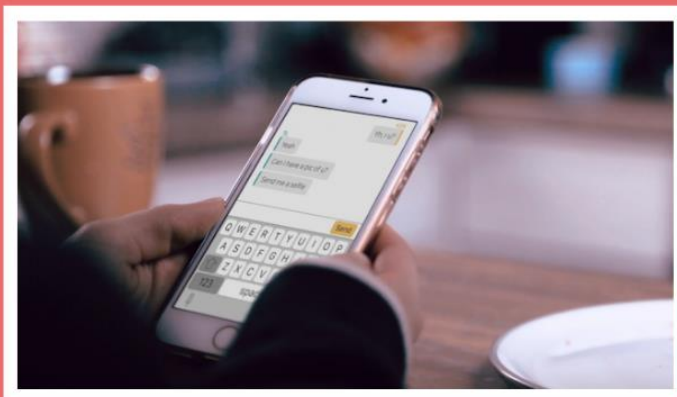
Contents

About the 11 to 13s online safety toolkit

The 11 to 13s online safety toolkit contains 14 short activities designed to be delivered by professionals across all education settings. The activities cover the following themes:

- Social networking
- Online friendships
- Sharing pictures and videos
- Live streaming
- Gaming

The activities help children to:

- understand healthy and unhealthy behaviours within online and offline friendships and relationships
- understand the importance of permission and consent, in particular in relation to sharing nude images and videos
- identify signs of manipulative, pressurising or threatening behaviour and respond safely to it
- understand the importance of seeking help from a trusted adult or support service when they need it

Delivering the activities safely and effectively

Establishing a safe, positive learning environment

The activities within the toolkit are designed to be delivered to classroom-sized groups of young people or smaller. They can also be used in one-to-one settings.

The activities require young people work closely and respectfully together and may raise sensitive issues which a young person in the group may have previously encountered.

Ground rules

Before delivering an activity, establish a shared set of 'ground rules', or contract with the group to help young people to express their ideas and feelings while showing respect for others.

The 'ground rules' or 'contract' should be designed with the young people and written in their own words, with a focus on confidentiality and anonymity

As a minimum, they should include the following: it should include the following points as a minimum:

- Choose your words carefully. Use language that will not offend or upset anyone
- When you give an opinion, try to explain your reasons to ensure everyone can try to understand your point of view
- Listen to the views of others and show respect
- If you disagree, comment on what was said, not the person who said it
- What is said in the room stays in the room. However explain that if something is said or a behaviour causes concerns, or in the event of a disclosure, you will need to speak to another member of staff
- Although taking part is important, you can choose not to answer a question or take part in an activity
- If you're worried about something that has happened to you or a friend, don't share it with the whole group, but do make sure you talk to the session leader or an adult you trust after the session
- If you feel upset or anxious at any point, raise your hand at any time and ask for 'time out'

Distancing the learning

You can never be sure if a young person in your group has experienced some of the negative circumstances related to the activities and you should approach each session on this basis.

Avoid questions or activities which encourage young people to consider their personal experiences, or asks them to put themselves in a situation, such as "How would you feel if you were X?". Doing so may make it harder for young people to consider an issue objectively, raise traumatic feelings, create discomfort, and/or lead young people to disengage from the material.

More appropriate questions are "How might X be feeling?" or "How could a friend of X support them?". These anchor learning to the group's shared experience of the films and encourage the development of emotional literacy and empathy. It is also appropriate to ask young people to imagine the response of "Someone about your age who goes to school round here."

Supporting young people to ask questions

A 'question box' should be made available for use during and after the activity to allow young people to ask anonymous questions. You can then follow up these questions later and discuss the answer with the group or class. Before setting this up, be sure that you can identify any contributor by their handwriting or other means, in case a safeguarding issue should arise.

Safeguarding and disclosures

Be prepared for the possibility that the delivery of these activities will help a child you are working with gain the understanding and confidence to disclose abuse.

You should:

- make sure at least 2 members of staff are in the room at all times during an activity
- make sure your setting's designated safeguarding lead (DSL) or equivalent is aware that you are delivering the activities
- remind yourself of your setting's safeguarding policies and procedures, and guidelines on how to respond in the event of a disclosure
- adopt a strong non-victim blaming approach throughout delivery of all activities

One of the greatest barriers to a child seeking help is the feeling that they have done something they will be blamed for. Make sure you do not appear to blame characters in the film for any risky activities they take part in – explain that everyone makes mistakes and the important thing is to learn from them. If children make comments which criticise a character for taking a risk online, respond strongly with this point. Emphasise frequently that if something happens to a child which worries them, it is never their fault, and they should always seek help.

Remind children at the start of each activity that if anything worries them, the best thing to do is to talk to you or another adult they trust. Alternatively, if they do not feel ready to talk to someone they know, Childline can support them with any problem, at any time, at www.childline.org.uk or 0800 11 11.

If a young person begins to give details of a personal experience which sounds as if it may lead to a disclosure, a member of staff who is not leading the session should approach them and immediately move the young person to a safe space where they can continue the disclosure privately.

Reporting a concern

Police

If you are concerned that a young person is in immediate danger, you should call 999.

Your safeguarding policy and procedures should set out clear guidelines on how to report sexual abuse or exploitation which has been disclosed in your setting and this should be taken forward by the DSL or equivalent.

NCA CEOP

Under 18's can report concerns about child abuse and exploitation to us at NCA CEOP by visiting www.ceop.police.uk/safety-centre. All reports are assessed and responded to by NCA CEOP's specialist Child Protection Advisors. If a police response is necessary, this will be conducted in partnership with your local police force.

We recommend that prior to promoting this reporting route to your young people that you familiarise yourself with NCA CEOP's reporting process by visiting www.ceop.police.uk/safety-centre. This way you can help answer any questions they might have, for example what happens following making a report. We also strongly recommend that your organisation adds the 'ClickCEOP' button to your website. This should be in a suitable area of the site, with supportive text outlining when someone should report to NCA CEOP.

NCA CEOP only take reports related to concerns about online sexual abuse. Please email ceopeducation@nca.gov.uk for more information. If this is not possible, children should be referred to the ClickCEOP button at www.ceop.police.uk/safety-centre.

Social networking

Activity 1: social media experiences

1. Share the quotes from young people on **Worksheet 1** about their experiences on social media. These quotes are taken from our Digital Romance research.

2. For each quote, ask young people to write down if they think that young person's experience has been **positive** or **negative**, and the reasons for their decision.

3. Ask the group to imagine that someone their age was experiencing some of the negative parts of social media. Each young person should write down the advice they would give that young person, and then share this with the person next to them.

Activity 2: right to privacy

1. Explain that the **United Nations Convention on the Rights of the Child** is a human rights treaty which sets out the rights of all children under 18. Share the link to where young people can learn more about this treaty on the Unicef website – www.unicef.org.uk/what-we-do/un-convenction-child-rights.

2. Highlight that article 16 of this document explains that children and young people have a **right to privacy**, just like adults do. This includes a right to privacy online.

3. Explain that using social media can put children's right to privacy at greater risk of intrusion. For example - companies and individuals can collect information about what users, including young people, have been doing; businesses can collect and sell people's personal information, and family members and friends can publish photos of children and young people without getting their permission first.

4. Further information specific to children's online privacy rights can be found on pages 7-11 of this document - www.unicef.org/csr/files/UNICEF_Childrens_Online_Privacy_and_Freedom_of_Expression(1).pdf.

5. Ask young people to create a poster, video or digital graphic that shows what 'online privacy' means to them. This should help explain the privacy

rights they think all young people should have when they're using social networking apps.

Activity 3: ready for social media?

1. Ask young people to read the Thinkuknow 'Ready for social media?' article – www.thinkuknow.co.uk/11_13/Need-advice/Ready-for-social-networking/. Copies of this can be printed out, or displayed on screen.

2. Ask young people to design a notification that could pop up on a social media app or site with 3 or more key pieces of information that young people should be given before they create their account. The last piece of information should be about how they report to the app or site if something worries or upsets them.

    Young people who have already used social media should use their experiences to add further information or advice. They should think about what things they would have liked to have known before joining.

3. As a group, discuss all of the key pieces of information that young people should have before joining social media.

1. "In, like, person, like, you have to, like restrict yourself 'cos there's like, rules and boundaries in place, whereas, like, online there's less. Like, you can say whatever you want"

2. "You can figure out what you're gonna say and make it sound better and, sort of, adjust it to what you

4. "You feel like you're not as good as everyone else"

3. "There's this girl and she got framed by someone in year 10. Someone put a picture of her password and username on their story, on Snapchat, so that everyone can see it. Someone must have, like got onto her Snapchat, took a picture, like off the internet. And then sent it to someone and said that it was hers. And then it went round the

5. "I knew it was a fake account because the picture was just so fake, like you know it was fake. So I just declined it"

Online friendships

Activity 1: friends, frenemies and fakers

1. Ask young people to read the 'Friends, frenemies and fakers' Thinkuknow article – www.thinkuknow.co.uk/11_13/need-advice/friends-frenemies-and-fakers/. Copies of this can be printed out, or displayed on screen.

2. Give young people a sheet of paper and ask them to divide it in two by folding it or drawing a line down the middle.

3. Ask young people to use what they learnt from the article to fill one side of the sheet with the features of a healthy friendship (for example, trust) and the other with the features of an unhealthy friendship (for example, pressure).

4. Ask the group to imagine your friend is talking to someone online who isn't always kind to them. Next, ask them to write a message with three pieces of advice to help them deal with their 'frenemy' and get support.

5. Explain that young people have lots of support services that they can go to for help if they're worried about the way a friend is treating them online or off.

6. Ask young people to use the information in the 'Friends, frenemies and fakers' article to identify three support services that young people can go to.

Activity 2: friendships

1. Explain that the internet has changed the way that young people communicate with their friends. Show young people the images on **Worksheet 2**. Person A is a 13 year old in 2000 – their phone doesn't have the internet. Person B is a 13 year old in 2020.

2. Ask young people to draw a mind map or grid to compare the different **opportunities** and **challenges** experienced by Person A and Person B. Ensure they consider a number of different aspects of their lives impacted by technology, e.g. social; relationships; emotional/ mental health; learning; careers; creativity.

3. Share ideas as a group. Discuss what young people can do if they experience the challenges that person B my encounter. Explain that if Person B is having an issue online, they should seek help from an adult hey

know and trust. But these days, there are also lots of other sources they can access. Share these sources of help with the group:

- Childline – If a young person is nervous about speaking to an adult they know, they can always speak to someone at Childline. Childline can be contacted via a call or online chat confidentially, about anything, 24 hours a day- 0800 1111 – childline.org.uk.

- Childline run a service called 'Report Remove'. If a nude image or video of a young person has been shared, the young person can report it to Childline and they will work to have it removed from the internet.

- The Mix – The Mix offers support to young people up to the age of 25. They have an online chat service, free helpline, and a text service. They support young people with lots of different issues including mental health, sex and relationships, body image, drugs and alcohol, school etc.

- NCA CEOP – NCA CEOP is a law enforcement agency which works to keep children and young people safe from sexual abuse and grooming online. Young people can make an online report to NCA CEOP (www.ceop.police.uk) if they are worried about something that happened when talking to someone online (this could be another young person or an adult).

Person A

Person B
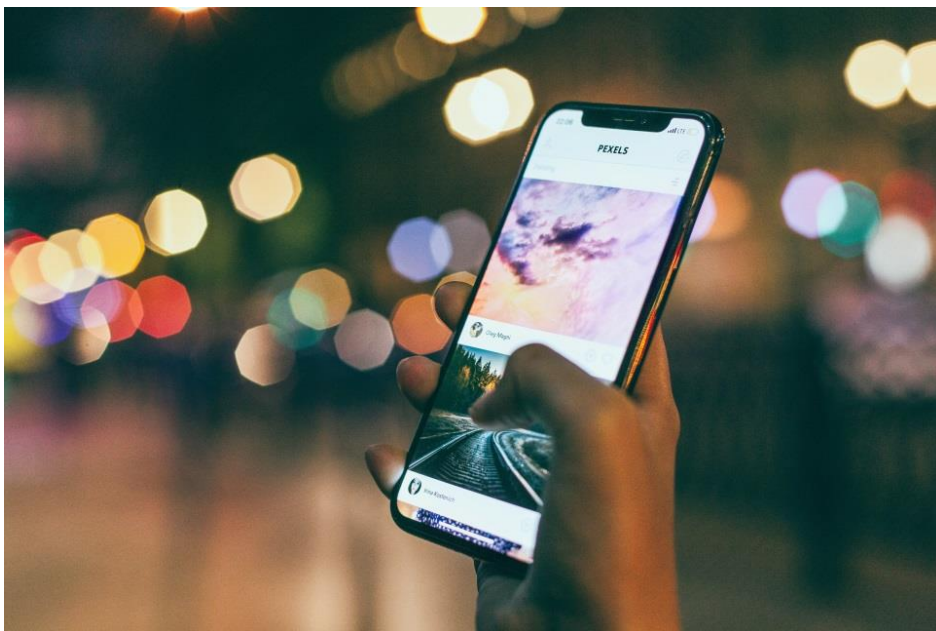
Sharing photos and videos

Activity 1: things that get shared online

1. Share out copies of **Worksheet 3**. Ask young people to imagine that a friend has sent a text saying they are about to post each of the different images described in the boxes on the worksheet.

2. Ask young people to tick the ones they think it's okay for their friend to share, put a question mark if they're not sure or would need to find out more, and a cross if they think it's definitely not a good idea to share it.

3. Ask young people to choose three boxes that they have put a cross next to. For each of these situations, young people should write a text to their friend which explains why they don't think they should post the photo or video.

    Share this example and response with the group:

    A video of their friend being pushed by someone in the year above at school

    Response text:

    'I don't think you should post that video. They might be embarrassed about people seeing it and have the right to be asked if it's okay for you post it.'

Activity 2: online safety campaign

1. Ask young people to read the Thinkuknow 'Posting pictures and videos' article – www.thinkuknow.co.uk/11_13/need-advice/posting-pictures-and-videos/. Copies of this can be printed out, or displayed on technological devices.

2. Ask young people to create an online safety campaign to help young people their age learn what they need to know about posting pictures and videos online. This could include:

    - Creating a catchy hashtag for social media (for example, #GetPermissionToPost)
    - Writing social media posts that their school could use to promote the campaign

- Designing a poster that their school could post online or display on the walls, or if your policies allow, a short video that could be played in an open space/ sent to parents and carers

3. Ask young people to re-read the 'Worried about a picture or video you've shared?' section of the 'Posting pictures and videos' article from the screenshot on the sheet below.

1 Take the picture or video down.
Sounds obvious but if you posted it on an app the fastest way to get it down is to remove it yourself. Log on to the site and delete it.

2 Ask others to delete it.
If someone else has posted it, ask them to take it down . If they won't do it, speak to an adult you trust or someone in school – your school should have rules about what pupils can post online.

3 Report it to the website.
If it's been posted online on a popular website you can make a report to the site or app to ask them to take it down. Most sites have rules to stop people posting embarrassing or hurtful pictures – if the picture or video breaks these rules they should delete it from the site. Find out how to make a report to social media platforms.

4 Get help if you're being bullied.
If people are being mean about a picture or sharing a video to embarrass you, talk to an adult you trust. You can post messages and get advice on Childline's Message boards or if you want to speak to someone confidentially you can call Childline on 0800 1111 or talk to one of their counsellors online.

5 Report if you're being threatened.
If someone's threatening to share a picture or video of you that you don't want other people to see, talk to an adult you trust or report to CEOP. Whatever may have happened CEOP will understand. You won't be in trouble.

4. Ask young people to down three pieces of advice that you could give to a friend who is worried about a picture they wish they hadn't posted online being shared around school. Ask young people to share their advice with the group.

Activity 3: sharing nude images

1. Ask young people to read the Thinkuknow 'Send me a pic?' article – www.thinkuknow.co.uk/11_13/need-advice/send-me-a-pic/. Copies of this can be printed out, or displayed on a screen.

16

2. Share these three scenarios about young people who've been asked to send a nude:

    a. J met someone in a game. They have been chatting online for a few weeks. Now that person has asked J for a nude. J does not want to.

    b. L has been R got a message from someone they don't know asking for a nude. R does not want to send one.

    c. going out with someone they really like for a few months. Now that person keeps asking them to send a nude.

3. Ask young people to share ideas about why J, R and L may feel under pressure to send a nude, even when they don't feel comfortable doing it. Write these up on the board/flip chart paper. Refer back to the 'Send me a pic?' article and check if the reasons listed by the group match those in the article.

    Please note: Young people may express **victim-blaming attitudes** during activities on nude image sharing. For example being critical of a young person who may have taken and shared photographs of themselves. They may also feel that it's 'easy' to say no to sharing a nude image.

    It's important to be alert to the fact that there may be young people in the room who have shared nude images of themselves. Victim-blaming attitudes will need to be challenged in a constructive and supportive way that encourages young people to think critically about the language they use.

4. Ask the group to imagine J, R and L are their friends, and write down the advice that they would give to each friend. Share the ideas together as a group.

Activity 4: pressure to send nude images

1. Give each pair of young people a copy of **Worksheet 4** and a sheet of paper.

2. Ask young people to read the chats and fold their sheet of paper down the middle. On one side, they should write down how they think N1 might be feeling after being pressured by BB to send an image. On the other side, they should write how J7 might be feeling after KS respected their choice to say no.

3. Ask young people to design a poster that could on social media about what to do if they're being pressured to send nude images. The poster should include information about where young people can go to for help. The 'Send me a pic?' web article will give them useful information for this.

Activity 5: nudes being shared without consent

1. Give each pair of young people a copy of **Worksheet 5**. Ask them to read the 'Tukmz exclusive' article and underline three parts of the article which demonstrate that Fleur has been treated unfairly by either Tukmz newspaper, the media, social media users or her boyfriend.

   Please note: young people may express **victim-blaming attitudes** towards Fleur. This may include calling her "stupid", "dumb" and "naïve" for sharing nude images. Some young people may feel that someone who has shared images of themselves should expect their nudes to be "exposed".

   It's important to be alert to the fact that there may be young people in the room who have shared nude images of themselves. Victim -blaming attitudes will need to be challenged in a constructive and supportive way that encourages young people to think critically about the language they use. Increase empathy for victims of non-consensual nude image sharing by discussing the circumstances in which and reasons why the character might have shared a nude image of themselves.

2. Ask the group to write down why it's unfair for Fleur to have been treated or spoken about this in this way. The suggested answers box includes a few examples of some of the negative comments in the article and why these are unfair.

   Suggested answers:

   - 'Fleur Tean airs trashy laundry for all to see'– Fleur has been unfairly labelled as 'trashy' and 'baring all' even though she didn't intend for the public to see her pictures

   - 'It's a disgraceful example to set to other young people. She shouldn't have done it and she deserves all the bad press she gets!' – Unlike the person who leaked the pictures, Fleur did not want to upset anyone by sending pictures and therefore does not deserve ill-treatment

   - '[Fleur's boyfriend] had been approached by freelance journalists who had offered him money for the scandalous pictures' – If this is

true, this is a huge breach of Fleur's privacy rights. It would be wrong of the journalist to request this and for the boyfriend to share them

- Ask young people to write down a pledge about what they could do to help the situation if they found out that a friend's nude was being shared around. You can use the 'When nudes get shared around' article (www.thinkuknow.co.uk/11_13/need-advice/when-pics-get-shared-around) if you need some ideas.

1. A video of their little brother doing a funny dance

2. A video they made at a party after people had been drinking

3. A picture of the person they're in a relationship with in their underwear

4. A selfie with a friend who said they could use it as their profile photo

5. A nude picture of someone in their year at school, that they were sent by someone else

6. A funny pic of a friend, edited to make her look really weird

7. A photo of friends posing in their school uniform

Worksheet 4

Chat extract 1

About to shower

U?

KS

That's a nice thought 😉

J7

Thanks 😊

Thinking of u

KS

Missing u x

J7

Me too

Can't wait to see you tomorrow

KS

…would you send me a pic after your shower? 😉

J7

Umm, I don't think so, sorry

KS

Haha ok cool. Don't worry about it!

Awkward!!

Chat extract 2

BB

😍 Send me a little something

N1

Send what?

???

BB

A pic

Plz

N1

Of what?

BB

Of you 😍

You know what I mean

N1

Err, here's me in my new trainers 😉

BB

I think I deserve a bit more than that

21

TUKMZ EXCLUSIVE

Fleur Tean airs trashy laundry for all to see!

Internet and Twitter in full flutter over naked selfies of teen idol!

> "It's a disgraceful example to set to other young people. She shouldn't have done it and she deserves all the bad press she gets!"
>
> Twitter user

The internet and Twitter have been in full flutter over those nude (and nearly nude) pictures of Fleur Tean, posted anonymously at the weekend all over the popular internet message-board, 2clan.

The 17-year old pop singer and film starlet has reportedly gone into hiding whilst she consults her legal advisors.

Facing a different type of exposure than the young superstar is used to, Fleur was caught shame-faced leaving a posh London hotel. Fighting back the tears as she ran into a blacked-out limo, not surprisingly she seemed reluctant to comment to crowds of photographers present! People have been quick to take to social media to comment on the photos, with some die-hard fans backing Fleur saying that stealing and re-sending personal photos is a sex crime and a huge breach of personal privacy.

Others have been quick to condemn Fleur's actions – one Twitter user commented

"it's a disgraceful example to set to other young people. She shouldn't have done it and she deserves all the bad press she gets!"

Bad press or not some online bloggers have even gone on to claim these events were deliberately planned to raise the singer's media profile just weeks ahead of her new album being released.

A source close to the singer said there have been widespread rumours that Fleur's current boyfriend Lee Autone (17) had been approached by freelance journalists who had offered him money for the scandalous pictures. The two have been seeing each other for five months after she appeared in the latest video for Lee's band The Over-Auto-Tuners.

It's still not known if these rumours are true or if the photos were uploaded to an email account which was then hacked, but it's thought that the police have been called to investigate. The fact remains that there might be thousands of copies of these shocking and illegal images of the under 18-year-old making their way around the internet so this little slip-up won't be forgotten about any time soon!

The teenage star is due to release a personal statement on the photos, but initial comments from the family have asked that people and press respect their privacy and allow them some peace during this tricky time.

We'll be sure to keep you updated with all the news on this story, and any more startling revelations as they happen here on TUKMZ!

Live streaming

Activity 1: live streaming tweets

1. Ask young people to read the 'Live streaming' Thinkuknow article – www.thinkuknow.co.uk/11_13/need-advice/live-streaming. Copies of this can be printed out, or displayed on a screen.

2. Young people should use the information in the article to write three tweets aimed at people their age. The tweets should contain key information about staying safe on a live stream. They should also include:

   - a maximum of 280 characters – this is the limit set up by Twitter and includes letters, numbers and spaces

   - a link to the Thinkuknow article so that young people can find out more

   - supportive information that does not blame or scare young people

3. For example, the following tweet has been written using information from the 'Things to think about' section of the article:

   Some people use live streaming to record crimes or behaviour that could be upsetting to other people. If you see a live video that upsets you, speak to an adult you trust. Find out more about safe live streaming here - thinkuknow.co.uk/11_13/need-advice/live-streaming (268 characters).

Activity 2: dealing with pressure on a live stream

1. Ask young people to read the 'Dealing with pressure' Thinkuknow article – http://www.thinkuknow.co.uk/11_13/need-advice/dealing-with-pressure-online. Copies of this can be printed out, or displayed on a screen.

2. Ask small groups of young people to use the advice in the article to create a vlog (a short video of you talking to the camera) or presentation for young people their age on how to deal with pressure on a live stream. They should use information from the 'Dealing with pressure' article to help them.

3. Their vlogs/presentations should include information about:

   - what pressure on a live stream might look like

   - what a young person can do if people keep asking them to do things they don't feel comfortable with

   - how to block and report people on popular live streaming apps

4. Ask if anyone would like to volunteer to share what they've created with the whole group.

Gaming

Activity 1: online gaming

1. Ask young people to read the 'Gaming' Thinkuknow article – www.thinkuknow.co.uk/11_13/need-advice/gaming. Copies of this can be printed out, or displayed on a screen.

2. In small groups, ask young people to choose three different games that they or other people their age play online - these can be games on a website, app or games console. Ask them to write down what they think a young person their age should know about them.

    For example:

    - Can people you don't know start talking to you?
    - What are the different ways that you can communicate with other people? (For example, instant messengers, voice chat, video chat, or live stream)
    - Are there extra items that can be paid for inside the game? (For example, skins, loot boxes, items or lives)

3. Ask young people to pick one of the games they've researched, and use their list of features to write down some of the risks that young people could encounter on this game.

4. Next, ask young people to use our 'Gaming' article to write down what a young person can do if they're worried about the way someone is talking to them in this game.

5. As a group, share ideas about where young people can go to for help if they're worried about something that's happened whilst gaming.

Activity 2: gaming advice article

1. Ask young people to re-read the 'Gaming' article listed in the activity above.

2. Then, ask them to write their own information article for people aged 11-13. This should include:

    - information about **when** they should block or report people on a game
    - instructions for **how** to block and report users on your favourite game
    - where they can **get help** if someone has made them feel uncomfortable in a game

25

3. If possible, ask young people to make sure their article is eye-catching and interesting by inserting photos and links to other relevant information or videos.