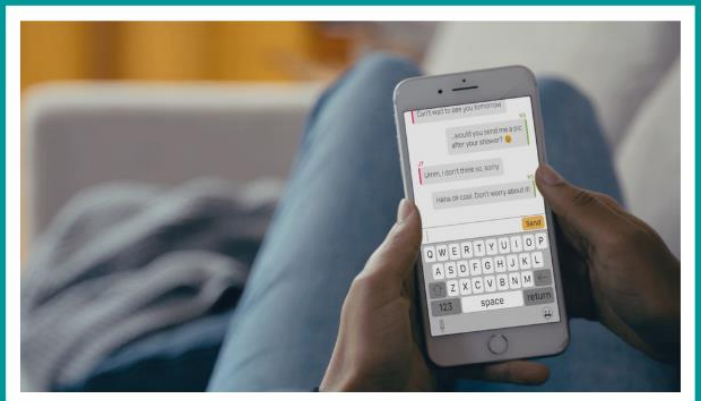
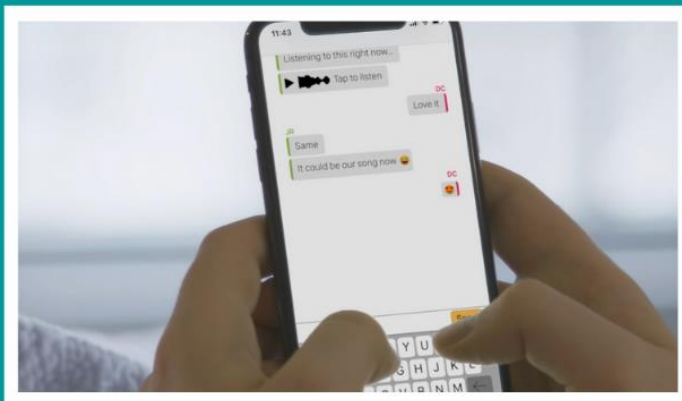




14+ online safety toolkit

SIMPLE 15 MINUTE ACTIVITIES



Contents

About the 14+ online safety toolkit	4
Delivering the activities safely and effectively	5
Establishing a safe, positive learning environment	5
Ground rules	5
Distancing the learning	6
Supporting young people to ask questions	6
Safeguarding and disclosures	6
Reporting a concern	7
Social networking	9
Activity 1: online socialising vs face-to-face	9
Activity 2: an audience for drama	9
Activity 3: a different world	10
Worksheet 1	11
Worksheet 2	12
Online relationships	13
Activity 1: online relationships	13
Activity 2: healthy and unhealthy relationships	13
Worksheet 3	14
Sharing pictures and videos	15
Activity 1: send me a pic?	15
Activity 2: when nudes get shared around	15
Activity 2: video chatting	16
Worksheet 4	17

Worksheet 5.....	18
Worksheet 6.....	19
Live streaming.....	20
Activity 1: live streaming tweets.....	20
Activity 2: pressure online.....	20
Gaming.....	22
Activity 1: online gaming	22
Activity 2: My Game	22

About the 14+ online safety toolkit

The 14+ online safety toolkit contains 12 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 the 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, e.g 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: online socialising vs face-to-face

1. Give each pair of young people a copy of [Worksheet 1](#). Ask them to read the quotes from our [Digital Romance](#) research. All of the quotes are from young people, exploring the positives and negatives of chatting to friends or boyfriends / girlfriends online.
2. In pairs, ask young people to discuss if the quote reflects their experiences online.
3. Ask young people to use the quotes to help them write a short poem or story about socialising online. The poem or story could:
 - focus on the positives of socialising online
 - focus on the negatives of socialising online
 - consider both the positives and negatives
 - compare socialising online and face to face
4. When completed, ask young people if they would like to share their poem/story with the group.

Activity 2: an audience for drama

1. Our [Digital Romance](#) research found that online communication can have both positive and negative impacts when starting new relationships and also ending relationships (e.g. break ups).
2. Ask young people to consider the following quote:
'If you're in the argument, it's pretty much stressful. But when you're watching it, it can be quite funny'
3. The quote reflects how technology can amplify issues by creating an audience for 'drama'. An example of this might be private conversations spreading online (through screen shots for example).
4. Ask young people to imagine they're writing a script for a TV drama about a group of friends. They should use the quote above to create a storyline about a private conversation that is shared online. Ask them to end the story with a resolution that supports those who had their conversations shared - what needs to happen to repair the harm done?

Activity 3: a different world

1. Ask young people to look at the photos on [Worksheet 2](#). Person A is a 15 year old in 2000 – their phone doesn't have the internet. Person B is a 15 year old in 2020.
2. Ask the group to consider what differences has internet technology made to the lives of young people? Young people should draw a mind map or grid to compare the different **opportunities** and **challenges** experienced by Person A and Person B. Ask them to consider a number of different aspects of their lives impacted by technology, e.g. social; relationships; emotional/ mental health; learning; careers; creativity.
3. As a group, discuss what support Person B needs to help them make the most of the opportunities you identified, and help them manage the challenges? Write up a list of ideas.

Worksheet 1

Real quotes from our Digital Romance research:

“I think a lot of difficult conversations can be easier by messaging. ‘cos it’s easier to have a bit of time to think...Like, so you’re not really on the spot, you can just have a bit of time to think. And you can stay a bit more calm, if you know what I mean”

“In, like, person, like, you have to restrict yourself ‘cos there’s rules and boundaries in place, whereas, like, online there’s less. Like, you can say whatever you want”

“You can figure out what you’re gonna say and make it sound better and, sort of, adjust it to what you want”

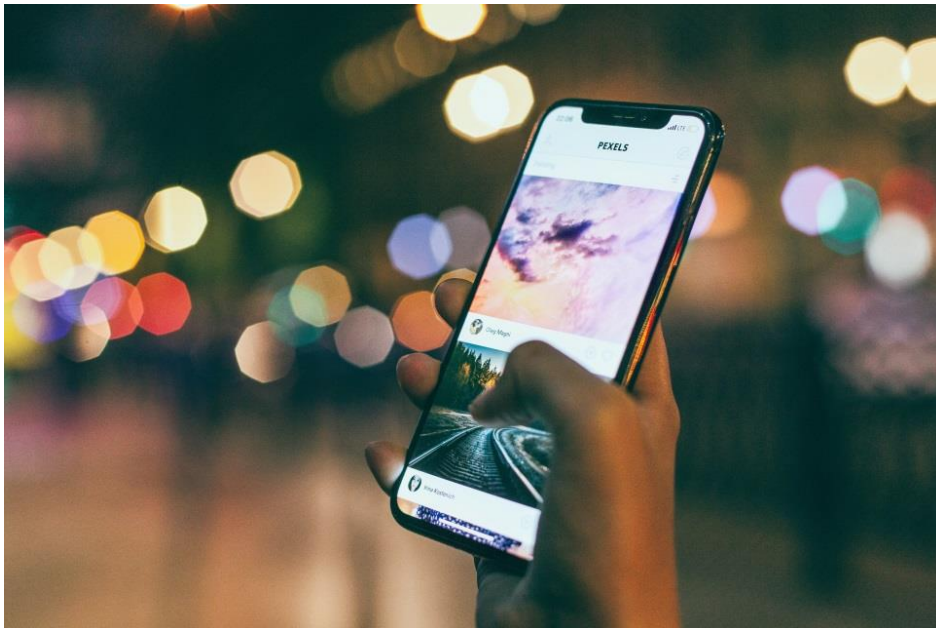
“I think it means more if its face-to-face but you can say more over messages

Worksheet 2

Person A



Person B



Online relationships

Activity 1: online relationships

1. Give each young person a copy of [Worksheet 3](#) and ask young people to read the quotes. Explain that these are all things young people said when we asked them about chatting online.
2. Ask young people to write on the sheet whether they think each quote highlights a positive or negative aspect of chatting online – or if they think it depends.
3. Next, ask the group to write down the reasons for their answers. Ask young people to compare their answers with the person next to them. If they have different answers, they should have a debate!

Activity 2: healthy and unhealthy relationships

1. Ask young people to read the 'Abusive relationships' Thinkuknow article – www.thinkuknow.co.uk/11_18/lets-talk-about/relationships/abusive-relationships/ and watch the video called Disrespect nobody. Copies of the article can be printed out, or displayed on screen.
2. On a blank piece of A4 paper, ask young people to write down different characteristics of healthy and unhealthy relationships, for example, **trust**, **respect** (healthy); **pressure**, **jealousy** (unhealthy).
3. For each characteristic, ask young people to write down examples of the kind of online behaviour you might expect to see. Here are some examples:
 - **trust** – not showing other people private texts from their partner
 - **respect**– accepting someone's choice not to send a nude
 - **pressure** – repeatedly asking their partner for nudes
 - **jealousy** – secretly checking up on who their partner is messaging
4. Ask young people if they can come up with anymore themselves to add to their list.

Worksheet 3

1. "I find it easier to be myself online"

Positive

Negative

It depends

2. "I can use emojis to communicate how I'm feeling"

Positive

Negative

It depends

3. "I find it easier to flirt online"

Positive

Negative

It depends

4. "I can always see what everyone's doing"

Positive

Negative

It depends

Sharing pictures and videos

Activity 1: send me a pic?

1. Ask young people to read the 'Sending nudes' Thinkuknow article – www.thinkuknow.co.uk/11_18/lets-talk-about/nudes/sending-nudes/.

Please note: Young people may express **victim-blaming attitudes** during activities about 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.

2. Ask young people to read the chat on [Worksheet 4](#) between J7 and KS – two young people around their age. The chat shows J7 saying no when KS asks for a nude. Ask the group to think about how KS responds. Is this an example of a healthy or unhealthy relationship – why?
3. Ask young people to imagine they are a script writer for a TV show. They should write a short scene where all the action takes place on a phone screen, in a chat between two characters their age. They can decide if they are: in a relationship, know each other (but not in a relationship), or chatting for the first time.
4. They should use the blank phone screen on [Worksheet 5](#) (or draw their own) to write a chat that shows one character being asked for a nude, saying no, and their choice being respected by the other character.

Activity 2: when nudes get shared around

1. Explain that sometimes, nude images can be shared amongst friendship groups or in schools. Ask young people to read the 'When nudes get shared around' Thinkuknow article – www.thinkuknow.co.uk/11_18/lets-talk-about/nudes/when-nudes-get-shared/. Copies of this can be printed out, or displayed on screen.
2. The article contains suggestions for young people on what to do if they witness someone else's nude images being shared without that person's knowledge or permission. These suggestions are all examples of being a

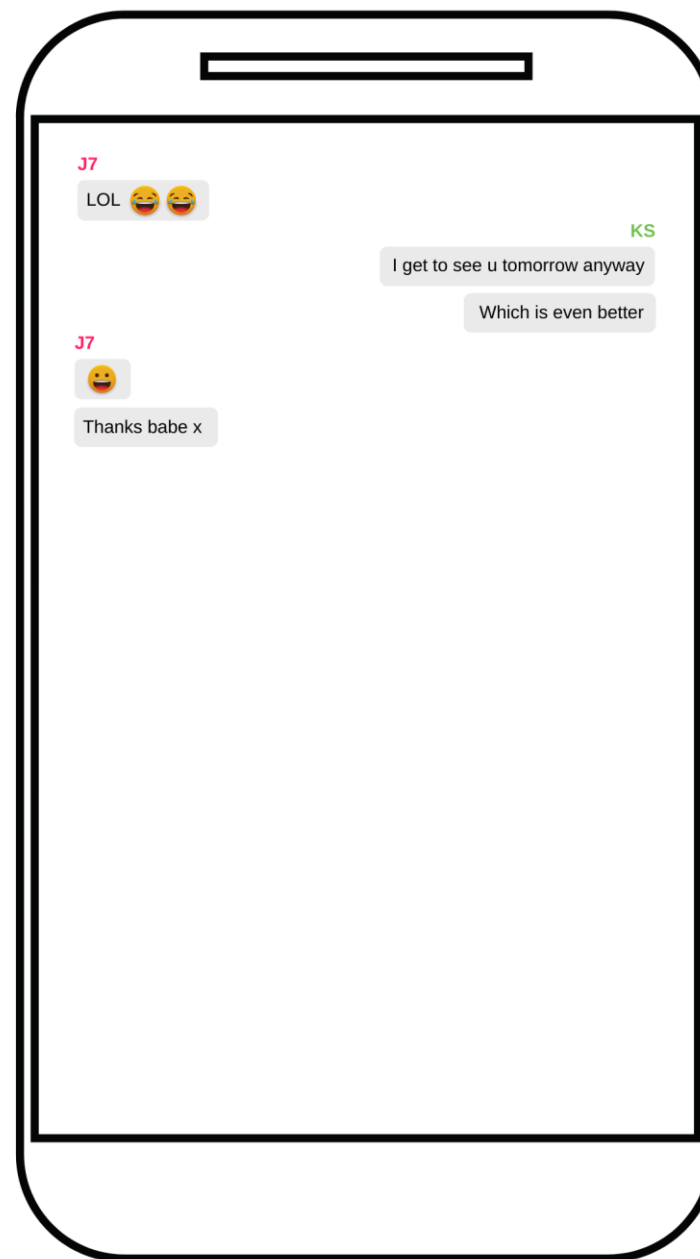
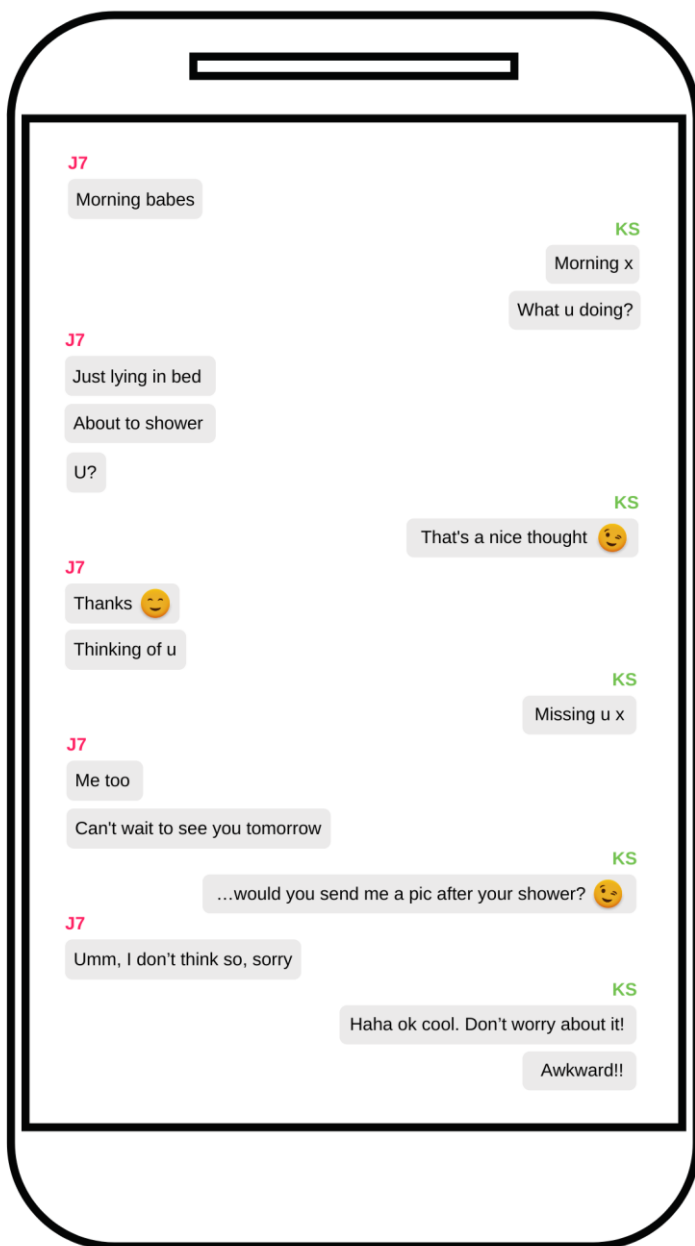
'positive bystander' – for example not joining in when you witness abuse, or helping the victim.

3. Ask young people to read and answer questions about the case study on [Worksheet 6](#) about a young person who has their images shared around.
4. Ask young people to share their answers to the group. When discussing this case study, ensure that the focus is on the unacceptable behaviour of the person who shared nude images non-consensually. If anyone places blame on the person who shared a nude image of themselves, ask them to consider who is doing something morally wrong and breaking trust in this situation.

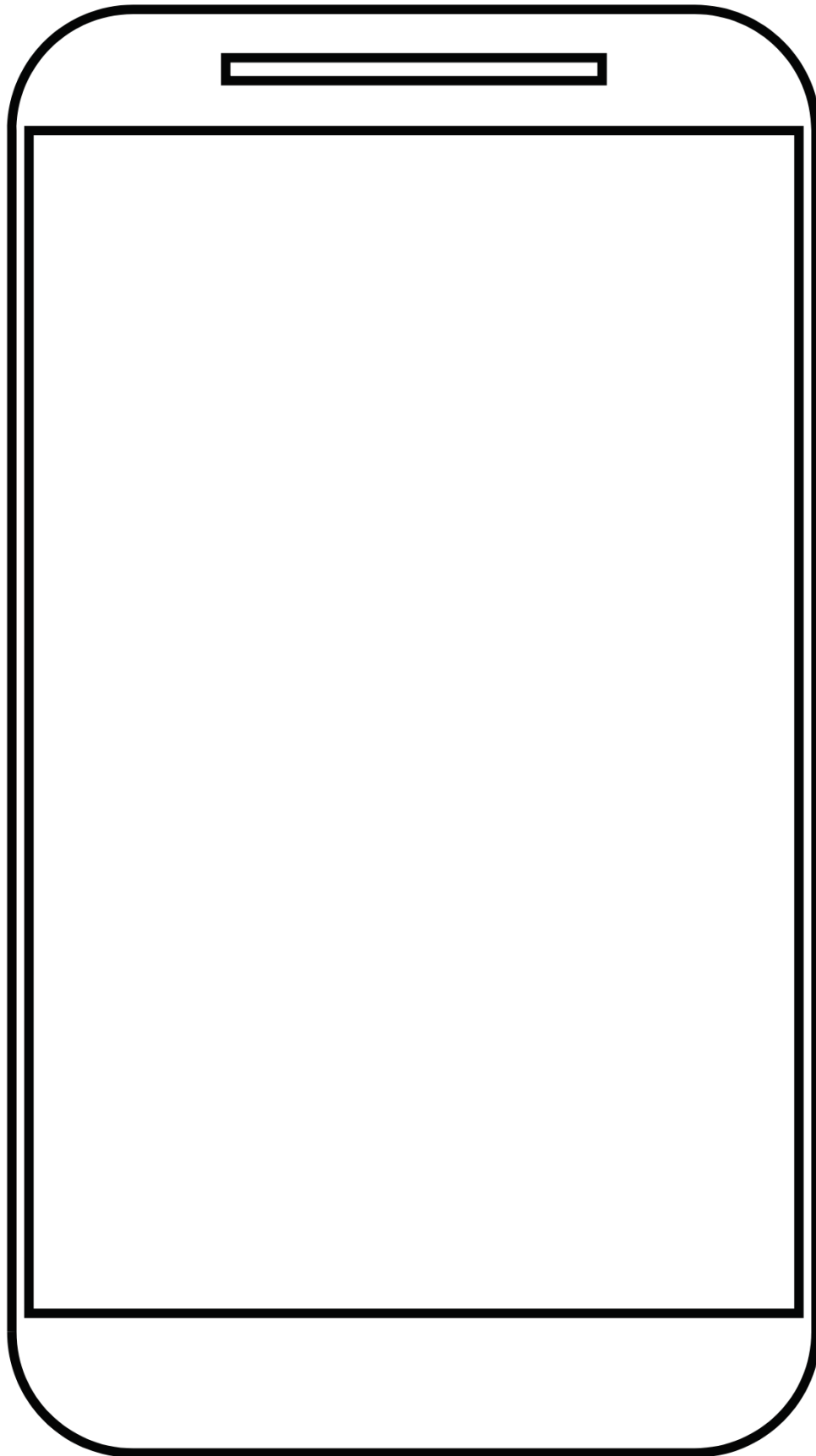
Activity 2: video chatting

1. Ask young people to read the 'Video chat' Thinkuknow article – www.thinkuknow.co.uk/11_18/lets-talk-about/socialising-online/video-chat/. Copies of this can be printed out, or displayed on screen. Explain that the article gives advice to young people about how to get help if they ever come across someone online who uses video chat to try to harm them.
2. Ask the group to imagine there was going to be a new advert on social media/TV for young people that provides advice on safe video chatting with friends. Ask them to consider what they think the key bits of advice should be?
3. Ask young people to write down three 'headlines' of advice and explain each one. If you have time, you could ask them storyboard what the advert should look like with their advice included.

Worksheet 4



Worksheet 5



Worksheet 6

A friend of yours was messaging someone they are going out with who is about the same age as them. After sending some flirty messages, your friend decided to send a nude picture of themselves.

The next day at school your friend hears that people were talking about them. The person they are going out with shared the nude picture with other pupils without your friend knowing. Now other pupils have shared it and shown it around. Your friend is very upset.

Questions:

1. List all of the things you could do in this situation to be a positive bystander
2. Who else could help your friend in this situation?
3. Decide which answers in your list you would be comfortable doing if you ever witnessed this type of thing happening.

Live streaming

Activity 1: live streaming tweets

1. Ask young people to read the 'Live streaming' Thinkuknow article – www.thinkuknow.co.uk/11_18/socialising-online/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 - www.thinkuknow.co.uk/11_18/socialising-online/live-streaming/" (280 characters).

Activity 2: pressure online

1. Explain that one of the risks with live streaming is that young people can feel under pressure to do certain things especially, for example, if there is more than one person watching the stream who is pressurising the young person.
2. Ask young people to read the 'Sexual pressure online' Thinkuknow article – www.thinkuknow.co.uk/11_18/lets-talk-about/sexual-abuse/sexual-pressure-online/. Copies of this can be printed out, or displayed on a screen.
3. Ask the group to think about the advice in the article on how to respond to pressure online. One piece of advice is to walk away and give yourself some space. Another is to trust your instinct and #ListenToYourSelfie if something doesn't feel right.

4. Ask young people to create an online safety campaign to help young people their age learn what they need to know about dealing with pressure on a live stream. This could include:
 - creating a catchy hashtag for social media (for example #ListenToYourSelfie)
 - designing a poster that their school could post online or display on the walls

Gaming

Activity 1: online gaming

1. Ask young people to read the 'Gaming' Thinkuknow article – www.thinkuknow.co.uk/11_18/lets-talk-about/socialising-online/gaming/. Copies of this can be printed out, or displayed on a screen. Show the video within the article about Paul and JJ who meet on an online game.
2. Explain that games are just like a social network in that they allow you to connect with other people. This is part of their appeal, but it can present risks, just like with any other social media. Some adults use gaming to try and harm young people. The article lists some warning signs regarding 'What to look out for'.
3. Ask young people to answer the following questions:
 - What are the positives and negatives of chatting online?
 - What do you think are the 'warning signs' young people should be aware of when chatting to others online?
 - Think about Paul in the video. What advice would you give him?
4. When questions have been answered, discuss the answers as a group.

Activity 2: My Game

1. Ask young people to imagine they are creating a new game for young people their ages, and answer the following questions:
 - What is the game called? How do you play it? What does it look like?
 - How does it connect young people with others?
 - How many users does it have worldwide?
2. Next, young people should imagine they have an unlimited budget and world-class developers to build their game. Ask young people to think about what new and innovative safety features they would build into their game to protect young people? Ask them to try and write down a few ideas that have never been done before. For inspiration, they could research ideas from other gaming developers (or even Microsoft / Apple / Facebook). For example, how would the game verify the age of its users? How would the game monitor inappropriate chat?
3. Ask individuals to share their ideas with the group.