Amplifying Child Safety Online Workshop Toolkit

This workshop aims to equip young people across Scotland with critical digital literacy skills to navigate AI, misinformation, and online safety through interactive activities that don't require facilitators to be technical experts.

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🔍 | BACKGROUND

In 2024-26, the Scottish Youth Parliament ran a project in partnership with the

NSPCC which aimed to:

 • Mobilise SYP's youth-led approach to gather and platform the views of young people from across Scotland on the key issues related to child safety online.
 • Support young people in co-designing a suite of resources that serve to disseminate our insights and start to tackle key online safety issues raised.

As part of this project, in workshops across Scotland young people said they least understood the following issues in relation to online safety:

AI use and regulation. Young people recognise the potential benefits of AI but feel like it is difficult to navigate what is true and what is false.
Misinformation and digital literacy. Young people report seeing more scams and misinformation recently. They would like to see more education on how to spot these harms

This session plan builds on this work with young people, offering specific activities to help explore AI, online safety, and critical thinking - this pack is your guide to running this session in your community. It can be delivered in a variety of settings, such as youth groups, schools, and community groups.
Note: You don't need to be an AI expert to lead this session! Young people told us that adults being willing to talk openly matters more than having technical knowledge. When adults avoid topics they don't fully understand, or simply say things like AI are "all bad", it doesn't help them engage more safely. As one young person put it: "It's like if someone tells you not to eat the chocolate cake, you're going to want it more."

🔍 | AIM OF THE WORKSHOP

Over the courseof theworkshop, participants will:

1. **Increase their digital literacy** with a focus on:
   a. General online safety
   b. Searching, processing and managing information responsibly
   c. Using digital tools (particularly AI) to achieve purposeful outcomes
2. **Increase their critical thinking skills** in relation to online safety, digital tools, and how they affect their day to day lives
3. **Increase their comfort levels in talking** about issues related to online safety

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🔍 | CURRICULUM FOR EXCELLENCE

We've highlighted keycurriculumlinksas a starting point.Usethese to tailor the session to your learners' needs. This workshop primarily contributes to digital literacy outcomes within the Technologies curricular area.

Digital Literacy

Organiser	Early	First	Second	Third	Fourth
Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. **TCH 0-01a**	I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. **TCH 1-01a**	I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. **TCH 2-01a**	I can explore and use the features of a range of digital technologies, integrated software and online resources to determine the most appropriate to solve problems. **TCH 3-01a**	I can select and use digital technologies to access, select relevant information and solve real world problems. **TCH 4-01a**
Searching, processing and managing information responsibly	I can use digital technologies to explore how to search and find information. **TCH 0-02a**	Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. **TCH 1-02a**	I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. **TCH 02-02a**	Having used digital technologies to search, access and retrieve information I can justify my selection in terms of validity, reliability and have an awareness of plagiarism. **TCH 3-02a**	I can use digital technologies to process and manage information responsibly and can reference sources accordingly. **TCH 4-02a**
Cyber resilience and internet safety	I can explore, play and communicate using digital technologies safely and securely. **TCH 0-03a**	I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure. **TCH 1-03a**	I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure. **TCH 2-03a**	I can keep myself safe and secure in online environments and I am aware of the importance and consequences of doing this for myself and others. **TCH 3-03a**	I can explore the impact of cyber-crime for business and industry and the consequences this can have on me. **TCH 4-03a**

In addition, the activities overall aim to allow participants to develop and demonstrate:

- knowledge and understanding of the key concepts in the technologies

- curiosity, exploration and problem-solving skills
- skills in using tools, equipment, software, graphic media and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking within diverse learning contexts
- presentation and communication skills

🔍 | UNCRC

We asked young people to review 18 of the 42 articles in the UN Convention on the Rights of the Child (UNCRC) and identify which mattered most to them in relation to online safety. The 8 articles young people most closely connected with are shown below, with the right to privacy, the right to freedom from violence, abuse and neglect, and the right to freedom of information and expression ranked as most important.

As a rights-based organisation working to empower young people furthest from their rights, SYP believes it's essential that participants understand the rights they already have - rights that must be protected and upheld online as much as offline.

Top 8 UNCRC Rights Related to Online Safety

#1 Article 16 - I have the right to keep some things private

#2 Article 19 - I have the right to be protected from being badly treated

#3 Article 13 - I have the right to get information and share my views

~4 Article 2 - All children have these rights no matter what their differences are

~4 Article 12 - I have the right to be listened to and taken seriously

~4 Article 15 - I have the right to meet with friends and join groups

~4 Article 17 - I have the right to get information in lots of ways, as long as it's safe

~4 Article 36 - I have the right to not be used by adults in ways that harm me

🔍 | TIMINGS AND RESOURCES

The session should last aboutan hourbut canbe flexible.Itcan be delivered in a variety of settings, such as youth groups, schools, and community groups.

We have made this session low-tech so that it can be facilitated in a variety of sessions, though given the topic there are optional activities which require access to the internet.

This workshop works best with a minimum of five people, and a maximum number of 30. This is because it is difficult to get large numbers of people to engage in meaningful participation with time for debate and discussion, and therefore many of the activities have been designed with small to medium sized groups in mind. The session requires a minimum of one facilitator for every 30 participants, and where possible benefits from having two facilitators for any group size.
You will need the following tools to run the session:

- Flip Chart Paper
- Pens
- Post-It Notes

Additional: relevant handouts - see each activity and end of document.

Note: These timings are our recommendations for how long you should ideally spend on each activity. You can adapt the timings to suit the needs of your group, and to fit in with time constraints that you may be working to.

Overall theme	Activity	Timing	Additional resource
Core / essential activities			
General online safety	1. Higher or lower	10 minutes	
	2. Exploring different perspectives	20 minutes	
Reflection and action	5. What now?	10 minutes	Handout: reflection prompts
Optional pick and mix activities			
AI & Learning	3. Introduction	5 minutes	Handout: Examples of 'AI gone wrong'
	3a. The "prove AI wrong" challenge	10 minutes	Access to 2-3 different AI models (ChatGPT, Claude, Gemini, or Copilot)
	3b. Claude v Gemini	10 minutes	
Exploring misinformation and scams	4. Introduction	5 minutes	
	4a. Spot the red flags	15 minutes	Handout: Example scenarios
	4b. Who benefits?	10 minutes	
	4c. Design a scam	15 minutes	
	4d. The trust spectrum	10 minutes	
	4e. The SIFT method	15 minutes	

SAFE SPACE

This session may address some sensitive topics, such as online bullying, and the young people in the session may have personal experiences of this. Although the session aims to raise awareness and address potential online harms in a non-judgemental way, and there is no expectation for individuals to share their personal experiences, this could still be difficult and sensitive for some young people.

As the facilitator of the session, it is important that before the activities begin, you set the tone for the session. You should alert participants that there will be a 'safe space' for them to go to at any time during the session if they would like a break and time to themselves.

This safe space should be a room or area away from the main place where the session is happening. There should be a trained practitioner in the safe space, such as the group's support worker.

Before the session begins, tell the group that you are going to be covering some sensitive subject matter, and that ground rules should be set. The group should agree to show respect when people are speaking, and you should stress that the discussion should not leave the room.

It should be established that if a young person needs to leave the room, it is perfectly fine to do so at any time. In accordance with child protection, if a disclosure is made, then this must be passed to a Child Protection Officer to be acted upon.

For this reason, there should always be a support worker – whether your own support worker, the group's support worker, or a teacher – present during this session. We recommend you begin with:

- Agree ground rules with the group. Ask the participants to make suggestions as to what 'ground rules' they think should be in place for the session, in order for it to be constructive, respectful, and enjoyable for everyone.
- Introduce the thumbs up thumbs down rule. When somebody leaves the room if they are fine and they are just leaving briefly, they leave the room with their thumbs up. If they want to leave the room because of the topics being discussed and would like some support, then they can leave the room with

their thumb down, and a facilitator or support worker will come and find them for a chat. Make sure you have a list of useful organisations where young people

- can find
out more information about mental health if they want to - some are provided in this toolkit, however you might want to add some relevant local ones if you know any. Tell young people that if they would like a copy of the list of useful organisations then they can wait behind and ask you, or a support worker for one at the end of the session.

> " One of the key issues in keeping children and young people safe online in Scotland today is the lack of practical education on online safety. While some schools and websites offer advice, much of it doesn't connect to real situations young people face. It's one thing to tell children not to share personal information, but it's another to teach them how to recognise subtle manipulations, handle inappropriate requests, or deal with harmful content.
> **- SYP Digital Safety Ambassador** "

Activity 1: Higher or lower

- 10 MINUTES

AIMS

- To raise awareness of the reality of online safety issues affecting young people
- To challenge assumptions and perceptions about online risks and behaviours
- To encourage discussion about the prevalence of different online safety concerns
- To use data as a starting point for deeper conversations about online safety

DESCRIPTION

The facilitator reads out statistics relating to online safety, with the percentage removed. Participants guess whether the actual figure is higher or lower than 50%, either by moving to different sides of the room or using higher/lower cards. Before revealing the answer, participants can be asked to guess the exact percentage. This generates discussion about why statistics might surprise us and what they reveal about online experiences.

- **Individual or groups**: Can be done either way depending on group size and dynamics
- **Movement option**: Participants move to "higher" or "lower" sides of the room
- **Cards option**: Participants hold up higher/lower cards from their seats
- **Optional step**: Ask for exact percentage guesses before revealing the answer

STATISTICS FOR THE GAME

The percentage of 12-15 year olds in the UK who have a social media profile

  a. Higher or lower than 50%?
  b. **Answer: 91% (Higher)**

Source: Ofcom, Children and Parents: Media Literacy Report 2024

The percentage of 8-17 year olds who say they have seen something online in the past year that bothered or upset them

  a. Higher or lower than 50%?
  b. **Answer: 62% (Higher)**

Source: Ofcom, Children's Media Lives Report 2023

The percentage of children aged 8-17 who have encountered potential contact risks (such as strangers trying to befriend them online)

  a. Higher or lower than 50%?
  b. **Answer: 17% (Lower)**

Source: Ofcom, Children and Parents: Media Use and Attitudes Report 2023

The percentage of 12-17 year olds who say they know how to report harmful content online

  a. Higher or lower than 50%?
  b. **Answer: 72% (Higher)**

Source: Internet Matters, Digital Wellbeing Index 2023

The percentage of parents who have rules about their child's screen time

  a. Higher or lower than 50%?
  b. **Answer: 85% (Higher)**

Source: Ofcom, Children and Parents: Media Use and Attitudes Report 2023

The percentage of 13-17 year olds who have experienced cyberbullying

  a. Higher or lower than 50%?
  b. **Answer: 46% (Lower - but close!)**

Source: Ditch the Label, The Annual Bullying Survey 2022

The percentage of teenagers who say social media has a mostly negative effect on people their age

  a. Higher or lower than 50%?
  b. **Answer: 32% (Lower)**

Source: Pew Research Center, Teens, Social Media and Technology 2023

FACILITATOR NOTES

- **Pace**: Don't rush through - allow time for reactions and brief discussions after revealing each answer
- **Discussion prompts**: After revealing answers, ask "Does this surprise you? Why/why not?" or "What might explain this statistic?"
- **Avoid judgment**: Frame statistics neutrally rather than as "good" or "bad" -focus on what they tell us
- **Link to experience**: Invite participants to reflect on whether the statistics match their own experiences (without requiring disclosure)
- **Follow-up**: Use surprising statistics as springboards for deeper discussion topics
- **Context matters**: Remind participants that statistics show trends, not individual experiences - everyone's situation is different
- **Source transparency**: All statistics are from recent UK and international research studies (2022-2024). Full references are provided with each statistic and links to the reports are in the resource page at the end. These statistics provide a snapshot and may vary year to year. The focus should be on generating discussion rather than memorising exact figures.

Activity 2: Exploring different perspectives

- 20 MINUTES

AIMS

- To understand the complexity of issues by exploring arguments from multiple perspectives
- To develop critical thinking skills by constructing and evaluating different viewpoints
- To practice active listening and respectful discussion of differing opinions
- To reach personal conclusions based on hearing diverse arguments

DESCRIPTION

Young people work in small groups to prepare arguments for assigned positions on a debate topic, even if they personally disagree with that position. Groups then present their cases to each other. Following presentations, the whole group discusses which arguments were most convincing and why, before individually reflecting on their own views. The focus is on understanding nuance and complexity rather than "winning."

Suggested debate topics (choose one which best meets your aims and the group's experiences)

1. It is right that under 16s be banned from social media?
2. Is it right that the UK government should require age verification for all online content rated 18+?
3. Is it right that schools should be allowed to monitor students' online activity outside of school hours?

FACILITATOR NOTES

- **Group assignment**: Deliberately assign groups to argue positions they may not personally hold, this builds empathy and critical thinking. **Preparation time**: Allow 10 minutes for groups to develop
- 3-4 key arguments with supporting points **Ground rules**: Establish that this is about exploring ideas, not personal attacks. Arguments
- should address the topic, not the people. **Facilitation tip**: If debate becomes heated, remind participants

  they're presenting a case, not necessarily their own beliefs.
- **Closing discussion**: Focus on questions like "What was the strongest point you heard?" and "Has your thinking changed?" rather
- than declaring winners. **Follow-up**: Give space for young people to express their actual views after hearing all perspectives.

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✨ Activity 3: AI and Learning

AIMS

- Develop critical thinking about AI's capabilities and limitations
- Understand that AI tools can make mistakes and should be verified
- Explore how different AI models can produce varying responses
- Reflect on appropriate and inappropriate uses of AI in educational contexts
- Empower young people to use AI as a tool rather than an authority

DESCRIPTION

Opening discussion

(5 minutes)

Prompt: "Who has used AI for schoolwork? What for?"

Briefly capture positives (research help, explaining concepts, organising ideas) and risks (inaccurate information, over-reliance, missing learning opportunities).

Have examples ready of when AI went wrong (false dates, made-up citations, incorrect maths) and when it helped (breaking down complex topics, suggesting study approaches).

Select from the following activities.

Activity 3a: The "prove AI wrong" challenge

- 10 MINUTES
- SUPPORTING HANDOUT AVALABLE AT END OF DOCUMENT

DESCRIPTION

In pairs or small groups, see how quickly you can get an AI to give incorrect information.

Try asking:

- "How many R's in strawberry?" (AI often miscounts)
- "Which is bigger, 9.11 or 9.9?" (Some models get this wrong)
- Questions about very recent events
- Simple counting tasks with words or letters

Debrief: How easy was it to find mistakes? Did the AI sound confident even when wrong? What does this tell us about using AI for homework? When might these errors present risk?

Activity 3b: Claude v Gemini

- 10 MINUTES

DESCRIPTION

Ask the same question to three different AI models and compare responses.

Suggested prompts:

- "Explain photosynthesis in simple terms"
- "What were the main causes of [historical event]?"
- "Is it okay to use AI for my homework?"

Look for: Different levels of detail, varying accuracy, different tones, who admits uncertainty vs. sounds overconfident.

Debrief: Were you surprised by the differences? Which response was most helpful? If they all said something different, how would you know which is right?

DESCRIPTION

Closing Reflection

(5 minutes)

Key takeaways:

- AI is a tool, not a teacher or expert
- Always verify important information from reliable sources
- Using AI to avoid learning cheats you, not just the system
- AI can help with process but shouldn't replace thinking

Final question: "What's one rule you'd set for yourself about using AI for schoolwork?"

FACILITATOR NOTES

Preparation

- Test AI examples beforehand as models update frequently
- Have backup examples ready
- Ensure access to 2-3 different AI models (ChatGPT, Claude, Gemini, or Copilot)
- Confirm participants can access AI

During the session

- Normalise AI use - this is about building critical skills, not discouraging use
- Avoid moral panic; frame AI as a tool requiring critical thinking
- Acknowledge that school policies vary; focus on developing judgment
- Keep activities playful and exploratory
- Watch timing to fit everything in

Discussion tips

- Some students may feel defensive about AI use; emphasise learning, not judgment
- Others may be anti-AI; validate concerns while showing nuanced understanding
- If debates arise about cheating, redirect to "what are you actually learning?"

Safety reminders

- Don't share personal information with AI tools
- AI conversations may be stored or used for training
- Some AI tools have age restrictions (typically 13+ or 18+)

Activity 4: Exploring misinformation and scams

AIMS

- Recognise common tactics used in misinformation and scams
- Develop practical skills for verifying information online
- Understand who benefits from spreading false or misleading content
- Build healthy scepticism without falling into cynicism or distrust
- Practice quick verification methods that can be used in everyday life
- Empower young people to make informed decisions about what to trust and share

DESCRIPTION

Opening Discussion

(5 minutes)

Prompt: "Have you ever believed something online that turned out to be false? Or spotted something that seemed fake?"
Briefly explore:

- **Common experiences:** Fake giveaways, edited images, sensational headlines, phishing messages
- **How it felt:** Embarrassment, anger, relief at catching it
- **Why we fall for it:** Time pressure, emotional manipulation, looks legitimate, everyone else is sharing it

Key point to establish: Everyone falls for misinformation sometimes - even experts. The goal isn't to feel bad about it, but to build skills for catching it more often and knowing when to double-check before sharing.

Activity 4a: Spot the red flags

- 15 MINUTES
- SUPPORTING HANDOUT AVALABLE AT END OF DOCUMENT

DESCRIPTION

Small groups analyse 4-6 short scenarios (screenshots, headlines, messages) and identify which are real and which are misleading/fake.

Example scenarios:

- A too-good-to-be-true offer (free iPhone giveaway requiring personal details)
- A sensationalised headline that contradicts the actual article content
- A deepfake or manipulated image (before/after comparison available)
- A phishing text pretending to be from a delivery company
- A genuine news story from a reputable source
- A social media post sharing health misinformation with emotional language

Debrief questions:

- What patterns did you notice in the fake/misleading content?
- Which ones were hardest to identify? Why?
- What feelings were the fake ones trying to trigger? (urgency, fear, excitement, outrage)

Activity 4b: Who benefits?

- 10 MINUTES

DESCRIPTION

Case study analysis where groups trace who stands to gain from specific pieces of misinformation.

Example cases:

- A viral post claiming a health product cures everything (who's selling it?)
- A political deepfake released just before an election (who gains from confusion?)
- A fake celebrity endorsement for a cryptocurrency (who profits?)
- A conspiracy theory about a major news event (who benefits from distrust in media?)

Guiding questions for each case:

- Who created or spread this content?
- What action does it want you to take?
- Who makes money or gains power if people believe this?
- Who is harmed if people believe this?

Key insight: Most misinformation isn't random - someone benefits from it, whether financially, politically, or through attention/influence.

Activity 4c: Design a scam

- 15 MINUTES

DESCRIPTION

In groups, young people design a hypothetical scam or piece of misinformation targeting their own age group - then share what makes

it convincing and how to spot it.

Task: Create a fake (but don't actually post!):

- Social media scam
- Phishing message
- Misleading headline
- Too-good-to-be-true offer

Requirements:

- Identify your target audience
- What emotion are you manipulating? (fear, greed, FOMO, outrage)
- What action do you want them to take?
- What makes it believable?

Debrief:

- Groups present their "scam" and others identify the red flags
- Discuss: Now that you know how these work, what will you watch for?
- Emphasise: Understanding manipulation tactics makes you less vulnerable to them

Important: Frame this as educational, like learning about viruses to protect against them. Make clear these tactics should never be used to harm others.

Activity 4d: The trust spectrum

- 10 MINUTES

DESCRIPTION

A movement/discussion activity about evaluating source reliability without falling into "trust nothing" territory.

Setup: Create a line across the room from "Definitely Trust" to "Definitely Verify" (not "don't trust" - emphasis on verification, not cynicism)

Read out different sources and ask young people to position themselves:

- A post from your friend sharing health advice
- BBC News article
- A TikTok from someone with 2 million followers
- Wikipedia
- Your teacher telling you something in class
- A random website that appears first in Google results
- A government health website (NHS)
- A celebrity's Instagram post about a product
- A peer-reviewed scientific study
- A viral tweet with no source

Debrief:

- What factors influenced where you stood? (authority, expertise, incentives, verification)
- Does "trust" mean never verifying? (No - healthy scepticism isn't the same as cynicism)
- When is it okay to trust, and when should you verify?
- Are there things you trust that maybe you should verify more?

Key message: Critical thinking isn't about trusting nothing - it's about understanding context, checking sources when it matters, and recognising when someone has incentive to mislead you.

Activity 4e: The SIFT method

- 15 MINUTES

DESCRIPTION

Teach a simple four-step verification method and practice it.

SIFT stands for:

- **Stop** - Don't share immediately; pause when you feel strong emotion
- **Investigate the source** - Who's behind this? What's their expertise/motive?
- **Find better coverage** - What do trusted sources say about this?
- **Trace to original** - Is this a quote/image/claim taken out of context?

Practice rounds: Give groups 3 different viral claims and 5 minutes to SIFT through each:

1. An alarming health warning
2. An outrageous political claim
3. A heart warming story that sounds too perfect

Debrief:

- Which step was most useful for each claim?
- Did any pass the SIFT test?
- How long did it actually take?

FACILITATOR NOTES

Balance scepticism with trust

- Emphasise "verify what matters" not "question everything"
- Acknowledge that most people/sources aren't trying to deceive
- Focus on high-stakes situations (health, safety, money, rights) where verification matters most

Empower, don't frighten

- Frame as building skills, not avoiding risk
- Celebrate critical thinking as a strength
- Acknowledge they probably already do some of this instinctively

Recognise sophistication

- Young people often spot things adults miss
- Validate their existing media literacy
- Make space for them to teach each other

Address the emotional element

- Misinformation works because it triggers feelings (anger, fear, excitement)
- Recognising your own emotional reaction is a red flag to slow down
- It's okay to care about issues while still checking facts

Talk about collective responsibility

- Not just about protecting yourself - also about not spreading harm to others
- Even sharing something to criticise it can amplify misinformation
- "Think before you share" isn't just about your safety

Remaining apolitical

- Use examples from across political spectrum or stick to non-political scams
- Focus on techniques (emotional manipulation, false urgency, fake authority) not specific ideologies
- If political examples arise, analyse the technique, not the position

? Reflection and action

AIMS

- To consolidate learning from the activities into personal commitments
- To recognise young people's role in supporting peers with online safety and critical thinking
- To move from knowledge to action through specific, achievable changes
- To build a sense of collective responsibility and peer support

? Activity 5: What now?

- 10 MINUTES
- SUPPORTING HANDOUT AVALABLE AT END OF DOCUMENT

DESCRIPTION

Individual Reflection

Provide young people with a simple reflection sheet or ask them to jot down notes on:

- One thing that surprised you today
- One thing you'll do differently online
- One thing you'll stop doing
- One thing you'll start checking or questioning
- How could you help a friend who's been scammed or fallen for misinformation?
- If you spot something fake going viral in your group chat, what would you do?

Alternative format: If writing feels too formal, use "think-pair" where they think individually for 2 minutes, then share one point with a

partner for 2 minutes.

DESCRIPTION

Commitment Making

Option A: Personal pledges Each person shares one specific thing they commit to doing differently. Go around the circle quickly.
Examples:

- "I'm going to use the SIFT method before sharing news stories"
- "I'll check with a friend before clicking on links that seem too good to be true"
- "I'm going to think about who benefits before I believe something shocking"
- "I'll be the person who gently fact-checks in my group chat"
- "I'm going to help my younger sibling spot scams"

Option B: Group agreement Create a collective agreement about how this group will handle misinformation and scams going forward.
Example elements:

- We'll check sources on important stuff before sharing
- We'll tell each other privately if we spot something fake, not embarrass people publicly
- We'll look out for each other when scams are going around
- We'll admit when we don't know if something's true
- We'll share helpful tools and info when we find them

Option C: The "Pass It On" challenge Each person commits to teaching one thing they learned today to one other person (friend, sibling, parent) in the next week.

FACILITATOR NOTES

Setting the tone

- **Empowerment over fear:** Frame commitments as gaining skills

and helping others, not protecting against constant danger
- **Realistic expectations:** One small change is better than ambitious plans that won't happen
- **Normalise mistakes:** Share that you've fallen for things too, or still have to actively remember to check sources
- **Peer influence is powerful:** Young people often trust friends more than adults or official sources - help them see that as responsibility, not pressure
- **Don't position them as responsible for fixing all misinformation** (too much pressure)
- **Don't suggest they should police their friends** (creates social tension)
- **Don't make it sound like they're smarter than everyone else now** (creates arrogance)
- **Do emphasise collective care, mutual support, and gradual improvement**

If young people are cynical:

- "Yeah but no one actually checks stuff" → "So be the exception. Be the friend who does."   → "Maybe not all of them, but
- "My friends won't listen to me" maybe one person. That still matters."
- If young people are overwhelmed:
- "You don't have to check everything - just the stuff that matters or seems fishy"
- "Start with one thing. Master that, then add more.

"If young people want to be "the expert":

- Gently redirect from correcting everyone to helping when asked
- "How can you share what you know without people switching off?"
- Emphasise listening and questions over telling people they're wrong

Activity 6: Evaluation

- 10 MINUTES

DESCRIPTION

This brief evaluation helps us improve the toolkit and measures the session's impact on young people's confidence around online safety discussions.

Step 1: Participant Feedback

Prepare two sheets of flipchart paper or a whiteboard. Label them:

- **WWW (What Went Well)**
- **EBI (Even Better If)**

Give each participant **two post-it notes**:

- **First post-it:** Write one thing you enjoyed or learned from the session
- **Second post-it:** Write one suggestion for improvement

Ask participants to stick their post-its on the appropriate sheet.

Step 2: Comfort Level Check

Ask participants to respond to this statement (by raising hands, standing at different point in the room, or anonymous slips):
"I feel more comfortable talking about online safety issues after this session."

- Strongly Agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly Disagree

Step 2: Facilitator Information Complete the following

- Date of session:
- Number of young people:
- Location:
- Any additional feedback:

Please photograph the WWW/EBI sheets and send the results along with your facilitator information to *engagement@syp.org.uk*.

🔍 | SUPPORTING RESOURCES

Between 2024 – 2026, the Scottish Youth Parliamentpartneredwith the NSPCC to amplify young people's voices and experiences, working to improve child safety online in Scotland. During this project we have collected information about a wide range of existing organisations doing meaningful work in this space, as well as specific resources and links which may be useful for anyone exploring the issues raised. This is a non-exhaustive list, and more info can be found online or by connecting with support services in your area.

KEY ORGANISATIONS

NSPCC	The NSPCC is the UK's leading charity specialising in child protection. They prevent abuse by providing direct services to families, running helplines, campaigning for legal changes, and educating children on safety. https://www.nspcc.org.uk
Childline	If you need help or advice, you can speak confidentially to Childline on a wide range of issues by phone, online chat, email or on message boards. Call 0800 1111 or visit: https://www.childline.org.uk/

<u>Internet Matters</u>	Expert support and practical tips to help children and young people exist safely and smartly online. https://www.internetmatters.org/
<u>Respectme: Scotland's Anti-Bullying Service</u>	Anti-bullying support, advice and resources for parents, children, and people who work with children. https://www.respectme.org.uk/
<u>National Bullying Helpline</u>	Information and advice for anyone dealing with bullying . Call the helpline for confidential support from 9am to 5pm Monday to Friday Call the helpline on 0300 323 0169 or visit: https://www.nationalbullyinghelpline.co.uk/
<u>Young Minds</u>	Advice and tools to help young people - and the adults in their lives - look after their mental health. https://www.youngminds.org.uk/

SPECIFIC RESOURCES

<u>Mind Yer Time</u>	Scottish Youth Parliament	Designed by children and young people from the Children's Parliament and the Scottish Youth Parliament, Mind Yer Time has positive tips, stories and and other engaging activities for children and young people, to help use screen time positively.

ASK: mental health resources	Scottish Youth Parliament	ASK aims to support all adults who interact with children and young people – whether in the workplace, in the community* or as a parent/carer – to check in on their mental wellbeing.
Online safety resources	NSPCC	Guidance for parents and carers on keeping children safe online: includes advice on apps, games, social media, parental controls, cyberbullying, sexual content, etc.
"Speak Out – Stay Safe" online safety service / resource	NSPCC	A programme aimed at ensuring children learn about their rights, understand abuse and neglect, and know how to speak out if they feel unsafe – includes online safety elements.
Phone safety for your family / NSPCC Toolkit	NSPCC (in partnership with Vodafone UK)	A set of family activities and guidance to help parents and children talk about phone use, online safety, digital wellbeing and who to turn to for support.
Professionals Online Safety Helpline (POSH)	South West Grid for Learning (SWGfL), part of the UK Safer Internet Centre	A free helpline and resource bank offering advice and support to professionals working with children/young people on online safety issues.

Resources page of Jess McBeath	Jess McBeath, online safety expert	Collection of research, think-pieces, training material and guidance on online safety, media literacy, misinformation, and digital safeguarding for professionals, parents and carers.
Digital citizenship / education resources	Common Sense Education	Educational resources and guidance to help children and young people become responsible, safe, and informed digital citizens.
Quit Fighting for Likes campaign	Partnership between the Scottish Violence Reduction Unit, Medics Against Violence and No Knives, Better Lives.	Campaign and toolkit to support young people to navigate social media safely and prevent violence.
Resources Bank about children's rights online	5Rights Foundation	Resources bank of valuable publications, tools and positions on children's rights in the digital environment.
Education resources — UK Safer Internet Centre	UK Safer Internet Centre	A collection of downloadable lesson plans, activities, quizzes and assemblies for children aged 3–18 to help schools/youth groups teach about safe, responsible and informed

		internet use.
Tools and strategies for schools to counter the effects of online hate	Partnership between Time for Inclusive Education and Institute for Strategic Dialogue	'Digital Discourse Initiative' provides teachers and educators in Scotland with tools to counter the effects of this and teach core critical and digital media literacy skills.
Anonymous crime-reporting via Fearless / Crimestoppers	Crimestoppers (via its "Fearless" service)	Allows people to give information about crime 100% anonymously and access advice about crime and criminality.
Cyberbullying advice	Young Scot	Young Scot has created a webpage with helpful advice and links to support young people who are being cyberbullied.

Swearing at customers

DPD, a delivery company, had to temporarily turn off the AI component of its chatbot after it swore at a customer. The customer tried to track down his parcel using the DPD chatbot but had no luck. Frustrated, the customer prompted the chatbot to swear, criticize DPD, and write poems mocking the company. He shared the conversation on social media, where it went viral.

xAI's Grok makes antisemitic comments, lays out plan for assault

Also in July, xAI's Grok, a chatbot for the X platform, responded to a user's query with detailed instructions for breaking and entering a Minnesota Democrat's home and assaulting him.

Making up a nonexistent policy

Air Canada, the largest airline in Canada, was ordered to compensate a passenger who received incorrect refund information from its chatbot. The company acknowledged that the chatbot's response contradicted the airline's policies but refused to honor the lower rate.

Chicago Sun-Times, Philadelphia Inquirer publish summer reading list of fake books

The *Chicago Sun-Times* and *Philadelphia Inquirer* took reputational hits when May 2025 editions featured a special section that included a summer reading list recommending books that don't exist.

Climate > News

Dolphins 'deliberately get high' on puffer fish nerve toxins by carefully chewing and passing them around

Extraordinary scenes filmed for new documentary showing the marine mammals in their natural habitats

NEWS

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Voting age to be lowered to 16 by next general election

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Get offer

We attempted to deliver your package at 19:05 on Wednesday, 25 November 2020 but no one was available.

Your parcel was returned to our depot and you need to reschedule your package delivery.

Please reschedule your package delivery by pressing here
https://bit.ly/2Jh1nuk

21:05

Activity 5: REFLECTION

SOMETHING THAT SUPRISED ME....

I CAN HELP SOMEONE ELSE BY...

I WILL START CHECKING...

SOMETHING I'LL STOP DOING...

SOMETHING I'LL DO DIFFERENTLY...