



ScrollSmarter Schools Pilot Pack

Year 6–7 Digital Wellbeing Transition Pilot

Helping pupils think more clearly about
phone habits, scrolling and digital wellbeing.



www.scrollsmarter.london



Welcome / Introduction

ScrollSmarter is a positive digital wellbeing campaign designed to help young people think more clearly about their relationship with phones, scrolling and online habits.

This pilot pack has been created for schools to use as a light-touch classroom, tutor-time or PSHE resource.

It is designed to start a conversation, not deliver a lecture.

The aim is to help pupils pause, notice their habits and explore small, realistic choices that can support focus, wellbeing and real-world connection.



What ScrollSmarter Is

Positive



ScrollSmarter promotes a balanced relationship with technology and supports young people's digital wellbeing through awareness, reflection and small positive choices.

Practical



ScrollSmarter provides simple, easy-to-use tools and activities that schools can use to start meaningful conversations and build healthier phone habits.

Collaborative

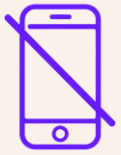


ScrollSmarter works with schools, pupils and families to understand real digital pressures and encourage shared, non-judgemental conversations about phone use.



What ScrollSmarter Is Not

Anti-Phone



ScrollSmarter does not suggest that phones or technology are simply “bad”. Phones are part of modern life, and the aim is to help pupils use them more intentionally.

Blame Based



ScrollSmarter is not about guilt, criticism or telling pupils off. It recognises that digital habits can be difficult for all of us, and encourages honest, non-judgemental conversation.

A Replacement for School Policy



ScrollSmarter does not replace safeguarding, online safety teaching or school phone rules. It is designed to complement them by exploring the habits, pressures and choices behind phone use.



Meet Scrollbert

Scrollbert is the friendly face of ScrollSmarter.

He represents something many pupils — and adults — will recognise: the moment when we pick up a phone without really meaning to, check one thing, and stay longer than planned.

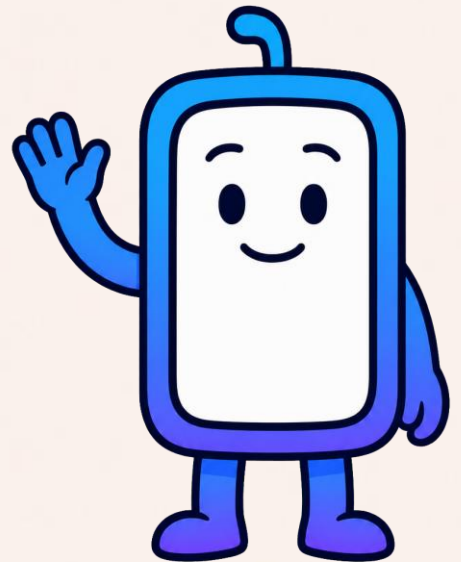
Scrollbert is not here to lecture, blame or tell pupils off.

He is here to help make the conversation feel more open, honest and approachable.

By adding warmth and a little personality, Scrollbert helps pupils recognise that digital habits are something we can all find difficult at times.

His role is simple:

To help young people pause, notice and make small smarter choices.





How Scrollbert supports the conversation

Conversations about phones can sometimes feel like rules, warnings or criticism.

Scrollbert helps shift the tone.

He gives ScrollSmarter a way to say:

**we understand this can be difficult
you are not the problem
habits can be changed
small choices matter
it is okay to talk honestly about phone use**

Used carefully, Scrollbert adds empathy without making the subject feel childish.

He is there to support the conversation — not dominate it.





Why This Matters Now

Mobile phones, social media and screen habits are now at the centre of a national conversation.

Schools are strengthening phone policies. Parents are asking when children should have smartphones. Government and media debate continues around social media access, addictive design and online wellbeing.

But rules alone cannot answer every question.

Even when phones are restricted during the school day, pupils still need support to understand habits, pressure, notifications, group chats, comparison, boredom and the pull of scrolling outside school.

ScrollSmarter adds a positive layer to this conversation:

helping pupils notice what is happening and make small, smarter choices.



Why Years 6 and 7?

Year 6

Many pupils are preparing for more independence. Some already have phones, while others may be hoping to get one before secondary school. This is a good time to start positive conversations about habits, messaging, online pressure and healthy choices.

Year 7

Pupils are adjusting to new routines, new friendships and greater independence. Group chats, homework platforms, social media, gaming and notifications can all become more significant. This is a useful time to help pupils reflect before habits become fixed.

Why this transition matters

ScrollSmarter starts with Years 6 and 7 because this is a key transition point. It gives schools a way to support pupils as their digital lives become more independent, while also helping us understand whether future resources should be adapted for younger or older pupils.



Pilot Aims

The ScrollSmarter pilot aims to help pupils:

- recognise when phones are helpful and when they get in the way
- understand common scroll triggers such as boredom, tiredness, stress or FOMO
- talk honestly about digital habits without feeling judged
- think about how scrolling can affect attention, mood, sleep and relationships
- choose one small positive habit to try
- share their views on what healthy phone use actually looks like



Suggested Session Plan

Suggested length: 45–60 minutes

Suitable for: PSHE, tutor time, transition sessions or small group discussion

1. Opening question — 5 minutes

When is your phone helpful, and when does it get in the way?

2. Short discussion — 10 minutes

Why do we scroll? What makes it hard to stop?

3. Activity 1 — My Scroll Triggers — 10 minutes

Pupils identify when they are most likely to reach for their phone.

4. Activity 2 — Swap the Scroll — 10 minutes

Pupils choose one small alternative habit.

5. Reflection — 5–10 minutes

Pupils complete one ScrollSmarter choice.



Teacher Notes

This session works best when pupils feel they are being listened to, not corrected.

Try to keep the tone open and balanced. Phones can be helpful, fun, creative and important for communication.

The aim is not to make pupils feel guilty, but to help them notice when phone use becomes automatic or unhelpful.

Useful phrases:

“There are no perfect answers here.”

“We are interested in what you think.”

“This is about habits, not blame.”

“Small changes count.”

“Healthy phone use might look different for different people.”



Discussion Prompts

Noticing habits

Use these questions to start an open, balanced conversation about phone use.
Not to find one “right” answer.

The aim is to help pupils think, listen and reflect.

Why do people
scroll when
they are bored?

Why can
notifications be
hard to ignore?

What does
healthy phone
use look like?

When does
your phone
help you?



Discussion Prompts

Thinking More Deeply

Use these prompts to explore pressures, choices and small changes.

How do group chats make people feel?

When does your phone distract you?

What might someone miss if they are always looking down?

Are you using your phone - or is your phone using you?

What small change would be realistic for someone your age?



Pupil Activity Sheet

My Scroll Triggers

1. I am most likely to scroll when I feel:

- ☐ Bored
- ☐ Tired
- ☐ Left out
- ☐ Stressed
- ☐ Curious
- ☐ Lonely
- ☐ I just pick it up

2. What usually happens right before I start scrolling?

3. What could I do instead of scrolling when I feel this way?



Pupil Activity Sheet:

Swap the Scroll

One small change I could try this week:

- ☐ switch off one notification
- ☐ leave my phone away from my bed
- ☐ take a 20-minute phone break
- ☐ do something creative instead of scrolling
- ☐ listen to music without scrolling
- ☐ talk to someone nearby
- ☐ go outside for ten minutes
- ☐ notice when I pick up my phone without thinking

My own idea:

My ScrollSmarter choice is:

BE WHERE YOUR FEET ARE.



“I was so busy
reading strangers’
opinions...
I nearly missed
my own story.”



In a world full of noise,
let's protect what
deserves our attention.



Be present



Listen more



Connect
deeply



Live
intentionally



SCROLL SMARTER

Small smarter choices
for healthier digital lives. ♥



Less mindless
scrolling



More real
connections



Better days,
together.

Small choices.
Big difference.
Every day. ♥

BE AWARE. BE INTENTIONAL. BE SCROLLSMARTER. ♥

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Reflection Page

Be where your feet are.

One moment this week when I could be more present is:

One thing I might miss if I am always distracted is:

One ScrollSmarter choice I am willing to try is:



Teacher Feedback Form

Which year group used this resource?

Did the tone feel right for the pupils?

Which part of the session worked best?

What are pupils currently told about mobile phone use in your school?

Do you think ScrollSmarter is best suited to Year 6, Year 7, or another age group?

Does ScrollSmarter add something useful to your current approach?



Pupil Voice Feedback

What did you think?

1. Did this session feel useful?

- ☐ Yes
- ☐ A bit
- ☐ Not really

2. Did it feel like a lecture?

- ☐ Yes
- ☐ A bit
- ☐ No

3. What was the best question we asked today?

4. What does healthy phone use look like to you?

5. What would you tell Scrollbert to talk about next?



Optional Parent / Carer Note

Dear Parent/Carer,

Your child may have taken part in a ScrollSmarter pilot session at school.

ScrollSmarter is a positive digital wellbeing campaign that helps pupils think about phone use, scrolling, notifications and online habits.

The aim is not to tell young people that phones are bad, but to help them notice when digital habits are helpful and when they may be getting in the way.

During the session, pupils were encouraged to think about small, realistic changes they could try, such as switching off one notification, taking a short phone break, charging their phone away from the bed, or choosing a creative activity instead of scrolling.

You may wish to ask your child:

“What was your ScrollSmarter choice?”

The aim is simply to start a conversation.



**Not anti-phone.
Not anti-technology.
Just pro-awareness.**

Phones are part of life.

ScrollSmarter helps us
ask better questions about
how we use them.



**If we want better
outcomes from our
conversations about
phone use, we need to
ask better questions.**

Let's start by listening.



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Next Steps

After using this pilot pack

We would be grateful if schools could share brief feedback on:

- how pupils responded
- which age group the resource suited best
- whether the tone felt right
- what schools are already doing around phone use
- what future ScrollSmarter resources would be useful

This feedback will help shape the next version of the ScrollSmarter school resources.

Contact:

john@scrollsmarter.london

www.scrollsmarter.london



Notes

A large, empty rectangular area with rounded corners, outlined in a thin purple line, intended for taking notes.



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**Small smarter choices
for healthier digital lives.**



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