



# WORKSHOP MANUAL

**In Real Life: Digital ethics and participation,  
reimagined by and for young people**

Western Sydney University, in partnership with Project Rokit



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# INTRODUCTION

Thank you for your involvement in this project! The Young and Resilient Research Centre at Western Sydney University and Project Rokit are very grateful for your assistance.

These workshops will co-design education resources (*In Real Life*) with and for young people that support them to realise digital ethics and participation through the development of online safety expertise, personal and social competencies, strategies to support diversity and inclusion, and community-building skills. Ultimately, *In Real Life* will enable young people to contribute to more respectful, safe and inclusive online communities. Drawing on the insights from young people in these workshops, the resources will be developed and piloted by Project Rokit with secondary students across Australia and integrated into their ongoing programming to help young people create positive online cultures that respect rights and promote inclusion.

This project has been funded by the Office of the eSafety Commissioner, and we wish to thank them for their continued support in amplifying the experiences of young people.

The Western Sydney University Human Ethics Committee has granted **ethics approval** to carry out this research (Ethics Approval No. H14753). The ethics approval sets out a protocol for running the workshops, including how to make sure young people know their rights as participants. This manual contains information about how to implement the workshops and ensure that they comply with the ethics protocol. Your adherence to the guidelines we stipulate in this manual is essential, and will ensure participants are given the respect and protection they deserve.

If you have any questions regarding this manual, please feel free to contact the project team via Lilly Moody at [l.moody@westernsydney.edu.au](mailto:l.moody@westernsydney.edu.au). We look forward to working with you on this exciting project!

Thank you,

The team at the Young and Resilient Research Centre

# WHO ARE WE?



The Young and Resilient Research Centre embraces an integrated mode of research and development, education, training and enterprise to research and develop technology-based products, services and policies that strengthen the resilience of young people and their communities, enabling them to live well and participate fully in social and economic life.



Project Rokit creates spaces where all young people have access to respect, acceptance, creative expression and real leadership skills. They send highly trained, passionate young presenters into schools to run workshops that empower students to lead positive change at school, online and beyond.

# WORKSHOP INFORMATION

## 1. PREPARING FOR YOUR WORKSHOP

### Step 1: Attend online facilitator training

The Young and Resilient team will arrange a time to hold a **90-minute online facilitator training webinar**.

- The webinar will cover workshop activities and logistics, a brief technology tutorial, as well as the **ethical practices and requirements** that you will be required to adhere to.
- **All facilitators** involved in the workshop delivery should attend this training.

### Step 2: Familiarise yourself with the workshop agendas and activities

Before the workshop, please familiarise yourself with the workshop agendas and activities that you will run. It is important to get an understanding of both the workshops that participants will take part in, as they build upon each other.

### Step 3: Get to know your online platforms

It's important that you know how to navigate the online platforms effectively.

- If you are not already accustomed to using these platforms, spend some time familiarising yourself with them using the **guides in this manual**.
- The Young and Resilient team will send you **links to your Miro boards** in advance of the workshops so that you can explore the online activities.
- It is a good idea to **trial a couple of the activities online before you deliver them**.

### Step 4: Decide upon the responsibility of each facilitator

You will need to have a **conversation with your co-facilitator** about your respective roles, including who will:

- Lead each activity, the introduction and the wrap up;
- Be available to respond to any direct messages from participants;
- Take notes of discussion points;
- Be responsible for keeping the time; and,
- Share their Miro screen.

# FACILITATION WITH YOUNG PEOPLE

To ensure young people can participate fully and freely express their views, we recommend that you:

- Use a **lively, engaging** and **upbeat** facilitation style
- Moderate and summarise discussion ensuring participants' views are represented in a **balanced** way
- Nurture a **safe, respectful, inclusive** and **supportive** space
- Use the agendas and probing questions as a **guide** to facilitate discussions, and **adapt** these to fit the group, the discussion, and your facilitation style
- Remind young people that they are the **experts!** Remind them that there are **no right or wrong answers** and that this **isn't schoolwork**
- Keep in mind the requirements for working **ethically** with young people
- Hold the necessary authorisations and clearances to work with young people, as determined by your organisation's rules and your state's legislation.

## AN IMPORTANT NOTE ON SAFEGUARDING PARTICIPANTS

Online workshops raise a range of challenges around safeguarding the welfare of participants. As a facilitator, you will be required to implement the following safety protocols in your workshops:

- **Do not record or take screenshots** of the Zoom session. Inform participants not to take screenshots of the session
- Encourage participants to use their webcams if they have one and would like to, but inform them that **this is not essential** if they would prefer to leave their cameras off. They may use a Zoom background if they would like to
- During workshop break times, remind participants to **turn their cameras off and put their microphones on mute**
- Instruct participants **not to share the** link to the workshop Zoom room with anyone
- Ensure a **minimum of two adults** are present in the Zoom room at any time
- During breakout sessions, ensure that you **drop into each of the groups** periodically to provide supervision.

## 2. JUST BEFORE YOU BEGIN

### Review your participant list

The Young and Resilient team will send you a list of participants prior to the workshop. Please **review and familiarise yourself** with the names of the participants. Please note if any participants have any **accessibility requirements** (e.g. hard of hearing or deaf young people).

### Allocate participants to Breakout Groups

Before you begin, **make a plan as to how you will divide the participants into groups** (e.g. if you have 10 participants, you might allocate 2 groups of three and 1 group of four)

- When assigning participants to groups, you may need to give consideration to the gender and age mix if necessary within your group.
- Assign each breakout room a colour (to correspond to the group activities on Miro).

### Login to your online platforms

**Login to the online platforms** (i.e. Zoom and Miro) and ensure all technology is working correctly.

### Prepare intro and debrief sessions

- Think about how to open the workshop in a way that will create an **upbeat and engaging** environment for your participants.
- You will also need to ensure that participants are **fully informed** about how their information will be used. When you welcome young people to the workshop, tell them that the things they say will not be made public, and only the facilitators and Western Sydney University will have access to the things they say, make and do during the workshop. **Please note that no young person's name will be published in any resulting reports.**



### 3. DURING THE WORKSHOP

#### Step 1: Starting your workshop

Open the workshop with your introduction, using the script provided in the workshop agenda as a guide.

- Have one facilitator on hand to help participants **resolve any technology issues** they may encounter.
- While one facilitator is giving the introduction, the other should **make a note of breakout room allocations** based on the participants in attendance.
- Outline some guidelines around **Zoom etiquette** for participants:
  - Keep microphone on mute when you are not speaking;
  - Turn your camera on if you are happy to and your internet connection is stable;
  - Do not take screenshots of the Zoom session;
  - If you have questions, raise your hand or write them in the Zoom chat box;
  - Turn off other devices that are connected to the internet to help ensure a good connection;
  - Don't speak over the top of other people and be attentive to those who are speaking.
- Copy the following details into the **Zoom chat box**:
  - Details of support services (see help-seeking information in Resource Kit)
  - Link to the Miro board
  - Breakout group allocations
- **Share your screen** so participants can see your Miro board.
- Have one facilitator **take notes of key points emerging from the discussions** so that these can be sent to the Young and Resilient team after the session.

#### Step 2: Completing activities

Follow instructions provided in the workshop agenda to complete the activities.

- Activities have been designed to allow participants to **explore conversations** as they wish. Therefore, questions are sometimes deliberately broad and open to interpretation and precise definitions are not necessarily provided.
- If participants struggle with a question or activity, you can **rephrase questions or use additional prompts** to get them started or encourage them to take their thinking further.
- Use your judgment about what will work best for your group, however, please remain mindful to **limit your influence or pass judgment** on participants' responses, particularly those of adolescents. A key aspect of the project is to gather young people's insights with **minimal adult intervention** so we can better explore and understand what matters to them.
- When participants are working in **breakout rooms**, a facilitator should periodically drop in to check they understand the activity and are on the right track.

## SOMETHING NOT GOING RIGHT?

If something isn't going right during the workshops, or you need some support from the Young and Resilient team, **Louisa Welland** will be on hand to assist with any issues if they arise: [l.welland@westernsydney.edu.au](mailto:l.welland@westernsydney.edu.au).

Common issues and how to resolve them are also outlined in the **Troubleshooting FAQs** contained in the Resource Kit in this manual.

### Step 3: Wrapping up

The teams at the Young and Resilient Research Centre at Western Sydney University very much value the time participants have taken to assist us with our work, so please **thank them on our behalf**.

Let participants know to keep an eye on their inbox (and junk folder), as their gift voucher will be emailed to them within two business days.

The Y&R team will export the data from the Miro board and reach out to you to coordinate a debrief session.

## TIPS FOR ONLINE DELIVERY

- Two facilitators should be in the Zoom room at all times. If the lead facilitator loses their internet connection, the second facilitator should be **ready to step in** and take over.
- Both facilitators should **actively participate** in the facilitation of discussions so that one person isn't talking all the time!
- Highlight the **Zoom etiquette** at the start of the workshop and emphasise the need to be respectful of each other and to respect the privacy of the workshop space
- Webcams create an **engaging environment** but not all participants feel comfortable being on camera or sharing their home environment. Tell participants they can use them if they wish but **they don't have to**. They can also use a **Zoom background**.
- Encourage participants to use the various **interactive functions** of Zoom (e.g. chat, raise hand, reactions) and Miro (chat) to communicate with you and other participants.
- When it's break time, encourage participants to turn off their camera and microphone and get away from their screen. Consider setting a **movement-based challenge** that they can report back on (For example: How many push-ups can you do in a minute?)
- Conversation flow may be slower in online workshops. Try posing **open-ended questions** or encouraging individual participants to share their thoughts. And remember- **humour goes a long way!**

## 4. AFTER THE WORKSHOP

Immediately following your workshop, please **email the Young and Resilient team** notifying them that you have finished the workshop and include the following:

1. A list of **first names** of participants who attended;
2. The names of any participants who **expressed interest in staying informed** about the project or Y&R's activities;
3. The names and email addresses of any participants who were **not on your registration list**;
4. A **brief summary** of how the workshops went (e.g. levels of engagement);
5. Any **technical or other issues** you experienced; and,
6. Your **notes** from discussions.



# RESOURCE KIT

**In Real Life: Digital ethics and participation, reimagined  
by and for young people**

# CHECKLIST

Use this checklist to make sure that your workshop runs as smoothly as possible. Please note that not all tasks apply to every context, and the order might be different for you!

## PREPARING FOR YOUR WORKSHOP

	Attend online facilitator training with WSU research team
	Familiarise yourself with workshop agendas and activities
	Get to know your online platforms
	Have a conversation with your co-facilitator about your respective roles

## JUST BEFORE YOU BEGIN YOUR WORKSHOP

	Review your participant list
	Make a plan for allocating Breakout Groups
	Login to your online platforms and ensure everything is working accordingly
	Prepare intro and debrief sessions

## DURING THE WORKSHOP

	Outline Zoom etiquette for participants
	Copy support service details, link to Miro board and breakout group allocations into Zoom chat box
	Share your screen to show your Miro board
	Complete activities
	Ensure one facilitator is taking notes on key points emerging from discussion
	Thank participants for taking part

## AFTER THE WORKSHOP

	Notify the Young and Resilient team when you've finished your workshops
	Attend the debrief session with the Young and Resilient team

# ZOOM TECH GUIDE

## SETTING A MEETING PASSCODE

### Enable passcode:

#### User

To enable passcode settings for your own use:

1. Sign into the Zoom web portal and navigate to [Settings](#).
2. In the **Security** section, verify that the passcode settings that you would like to use for your meetings and webinars are enabled.

If the setting is disabled, click the toggle to enable it. If a verification dialog displays, choose **Turn On** to verify the change.

**Note:** If the option is grayed out, it has been locked at either the Group or Account level, and you will need to contact your Zoom administrator.

### Edit passcode:

#### Editing a passcode for a meeting

By default, meetings are assigned a random passcode. You can update the passcode to one of your choosing.

1. Sign in to the Zoom web portal.
2. In the navigation menu, click [Meetings](#).
3. Click the topic of the meeting you would like to update the passcode for.

The screenshot shows the Zoom web portal interface. At the top, there are navigation tabs: 'Upcoming' (selected), 'Previous', 'Personal Room', and 'Meeting Templates'. Below the tabs is a search bar with the placeholder text 'Select time range...'. To the right of the search bar are two buttons: 'All Host' with a dropdown arrow and '+ Schedule Meeting'. Below this is a section titled 'Today' which contains a meeting entry for '10:00am - 11:00am' with the title 'Kyle Anderson's Zoom Meeting'. Underneath the title, it shows 'Meeting ID: 919 516 8488' and 'Host: Kyle Anderson'.

4. Click [Edit this Meeting](#).
5. In the **Security** section, edit the passcode. You can also enable [Waiting Room](#).
6. Click [Save](#).

**For more support:** <https://support.zoom.us/hc/en-us/articles/360033559832-Meeting-and-webinar-passcodes>

## SETTING UP A CO-HOST

### Enable co-host:

#### User

To enable the co-host feature for your own use:

1. Sign into the Zoom web portal.
2. In the navigation panel, click **Settings**.
3. Click the **Meeting** tab.
4. Under **In Meeting (Basic)**, verify that the **Co-host** setting is enabled.
5. If the setting is disabled, click the toggle to enable it. If a verification dialog displays, click **Turn On** to verify the change.

**Note:** If the option is grayed out, it has been locked at either the group or account level, and you will need to contact your Zoom administrator.

### Assign a co-host:


#### Using co-host in a meeting

There are two ways that you can make a user a co-host.

During a meeting:

1. Hover over a user's video.
2. Click the ellipsis icon **⋮**.
3. Click **Make Co-Host**.

Using the participants window:

1. Click **Participants**  in the meeting controls at the bottom of the Zoom window.
2. Hover over the name of the participant who is going to be a co-host, and choose **More**.
3. Click **Make Co-Host**.

Once a participant has been made a co-host, they'll have access to the **co-host controls**.

**For more support:** This 10 minute video on the Zoom support page gives an overview of all host and co-host controls: <https://support.zoom.us/hc/en-us/articles/201362603>

## SHARING YOUR SCREEN

- Select **Share Screen** at the bottom of your meeting window
- This will open a sharing pop-up window from which you can choose which screen to share
- Select the window your Miro application is open in
- Click the blue **Share** button on the bottom right-hand corner of the sharing window
- You can stop the share by clicking **Stop Share** on the menu bar at the top of your screen

**For more support:** This 70 second video on the Zoom support page gives a simple overview of screen-sharing: <https://support.zoom.us/hc/en-us/articles/201362603>

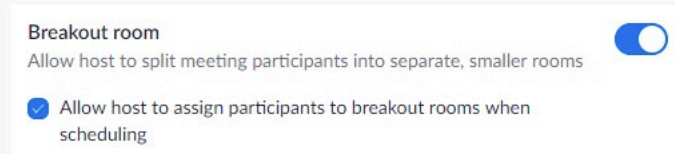
## USING BREAKOUT ROOMS

### Enable breakout rooms:

#### User settings

To enable the breakout room feature for your own use:

1. Sign in to the Zoom web portal.
2. In the navigation menu, click **Settings**.
3. Navigate to the **Breakout Room** option on the **Meeting** tab and verify that the setting is enabled.  
If the setting is disabled, click the toggle to enable it. If a verification dialog displays, choose **Turn On** to verify the change.



**Note:** If the option is grayed out, it has been locked at either the Group or Account level, and you will need to contact your Zoom administrator.

4. (Optional) Click the checkbox to allow meeting hosts to [pre-assign participants to breakout rooms](#).

**For more support:** <https://support.zoom.us/hc/en-us/articles/206476093-Enabling-breakout-rooms>

### Assign and use breakout rooms:

- During the meeting click on the **Breakout Rooms** button on the bottom menu
- This will open a breakout rooms pop up window
- The window will ask how many rooms you would like to allocate and how many participants per room.
  - In this workshop you will choose 3 rooms and 5 participants per room.
- You can choose **automatic** or **manual** allocation to rooms.
  - In this workshop you will choose manual and allocate the participants to rooms as you have decided in advance.
- Use the **options** button on the bottom left of the breakout rooms pop up window to set times for the breakout rooms.
  - In this workshop most group work times are 10 minutes but some are shorter or longer so you will need to do this each time you use breakout rooms.
- Once you are ready, click **open all rooms** button on the bottom right of the pop up window.
- You and your co-host can move between the rooms by using the **join** buttons on the breakout room menu.
- Your participants will receive a message before the breakout room closes. You can adjust timing for this in the **options** menu where you set the breakout room timing.

**For more support:** This 3-minute on the Zoom support page gives a simple overview of breakout rooms: <https://support.zoom.us/hc/en-us/articles/206476313-Managing-Breakout-Rooms>



# MIRO TECH GUIDE

The content in the Miro board has been set up using tools selected to help facilitate online workshops and to make collecting the data easier for facilitators. A brief explanation of the tools used is below and includes links to the Miro Help feature which provides further information.

## FRAMES

- Frames have been used to structure the content of the workshop much like a slide presentation and set of worksheets would do in a face to face workshop. Frames act like pages that **group content together**.
- For each of the activities in the workshop agenda there is **at least one frame** in the Miro board.
- When it comes to group work activities **each group has a set of frames** in which they are to input their data (more detail on the frames and group work is included in the agenda).
- You can navigate between frames on the **'Frames' panel** or you can use presentation mode to direct participants' attention to the frame you are working on. Both of these features are accessed from the menu bar on the bottom left of the screen.

For more information on using Frames in Miro: <https://help.miro.com/hc/en-us/articles/360018261813-Frames>

## ATTENTION MANAGEMENT

- If you need to draw attention to the current frame you are working on you can use the **'Bring everyone to me'** feature by using the avatar panel at the top of the screen. Click your own avatar and select **'Bring everyone to me'**.

For more information on Attention Management in Miro: <https://help.miro.com/hc/en-us/articles/360013358479-Attention-Management>

## NAVIGATION MODE

- Change the navigation mode (or help your participants navigate the board) by selecting **'Settings'** in the board settings. You can choose 'Mouse', 'Trackpad' or 'Touchscreen' depending on the device you are on. The settings menu gives you quick tips on how to navigate the board in each option.

For more information on Navigation Mode in Miro: <https://help.miro.com/hc/en-us/articles/360017731053-Navigation-Mode>

## STICKY NOTES

- Sticky notes are used on the frames where participant's input is invited. Participants can select the **sticky note icon** from the left hand side menu and place it onto the frame

when invited. They can then **type directly into the sticky note** to make their comments or suggestions or pose questions.

- Participants can be encouraged to **include their name** on the sticky note so the information they share can be attributed to them and the facilitator can address comments directly. **Including their name is optional; participants may choose not to and that's fine too.**

For more information on Sticky Notes in Miro: <https://help.miro.com/hc/en-us/articles/360017572054-Sticky-Notes>

## HELP-SEEKING INFORMATION

If you're in need of urgent help and need someone to talk to right away, get in touch with:

- **Lifeline: 13 11 14** or chat online 7pm – 12am AEST at [lifeline.org.au](http://lifeline.org.au)
- **KidsHelpline: 1800 55 1800** or chat online 24/7 at [kidshelpline.com.au](http://kidshelpline.com.au)
- **If you, or someone you are with, is in immediate danger please always call 000**

Other places to visit, for any issue going on for you:

- **eHeadspace** - group chats, online communities and 1:1 direct support with professionals at [headspace.org.au/eheadspace](http://headspace.org.au/eheadspace)
- **ReachOut** - info, advice, apps and an online community of other young people at [reachout.com](http://reachout.com)

For advice on issues like cyberbullying, online dating, fake news and online security, check out these resources for young people:

- [www.esafety.gov.au/young-people](http://www.esafety.gov.au/young-people)
- <https://au.reachout.com/collections/life-online>
- How to make a cyberbullying complaint: [www.esafety.gov.au/report/cyberbullying](http://www.esafety.gov.au/report/cyberbullying)
- 5 strategies for dealing with cyberbullying: [www.reachout.com/articles/5-strategies-for-dealing-with-cyberbullying](http://www.reachout.com/articles/5-strategies-for-dealing-with-cyberbullying)
- 3 TikTok tools if you're experiencing online hate: [www.projectrocket.com.au/3-tiktok-tools-if-youre-experiencing-online-hate/](http://www.projectrocket.com.au/3-tiktok-tools-if-youre-experiencing-online-hate/)

# TROUBLESHOOTING FAQ

## 1. What if participants cannot access or write on the Miro board?


The participants do not need to sign up to Miro to access the Miro boards.


Check the “Share” setting on Miro.



Change the “Anyone with link” access to “can edit” and copy and paste the board link to participants.

To Enter emails or invite from the team, Slack or Gmail

 Team access to board No access ▾

 Anyone with the link Can edit ▾

 Set password

Copy board link

[Sharing settings](#)

[Send feedback](#)

If the participant is still having trouble writing on the Miro board, ask the participant to restart their computer. If the participant is still unable to write on the Miro board, the participant can send what they want to write in the chat box and a facilitator can write their answers on the Miro board.

## 2. A participant has attended the workshop but they are not on Y&R’s registration list. What should the facilitator do?

In a private chat, ask the participant to share their name and email address, and explain that we need to follow up with them after the workshop to obtain theirs and their parent’s consent, as well as some other details. At the end of the workshop, please send the participant’s contact details to the Y&R team so that they can follow up with the participant.

## 3. One participant has only attended the workshop. What should the facilitator do?

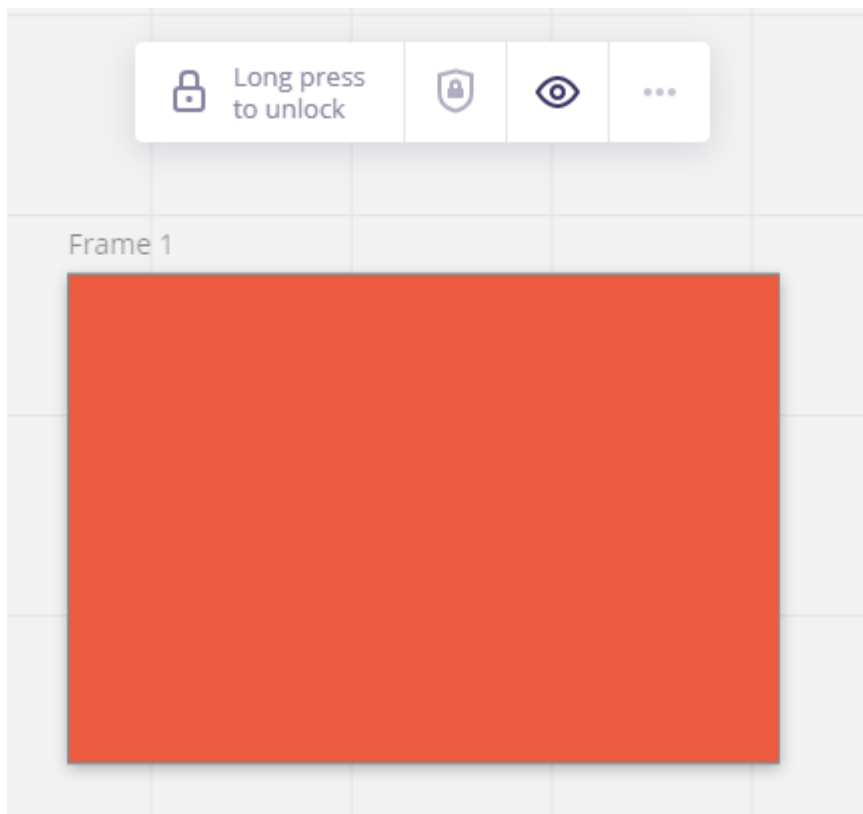
Please inform the Y&R team immediately if this happens. You may ask the participant whether they would like to complete the workshop despite the low numbers or if they would prefer to register for another workshop. If they would prefer to reschedule, let them know that the Y&R team will be in contact with them as soon as possible to change their registration.

#### **4. Both facilitators are having technical issues on their computer. What should we do?**

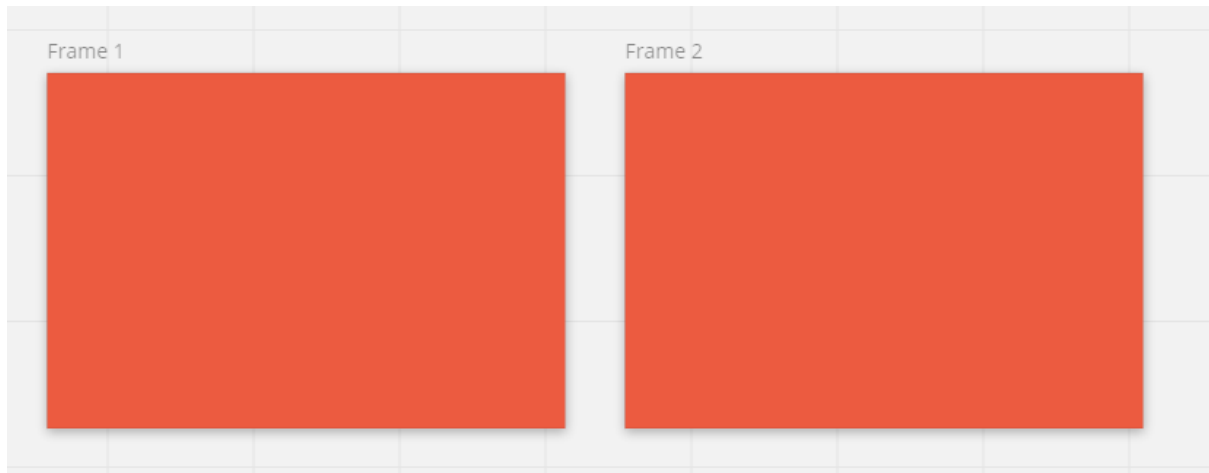
Please contact the Y&R team as soon as possible. A Y&R team member will join the Zoom and explain the situation to the participants. If the technical problems are not able to be resolved, the Y&R team member will facilitate the workshop.

#### **5. There are more participants than Miro frames. How does the facilitator duplicate the frames?**

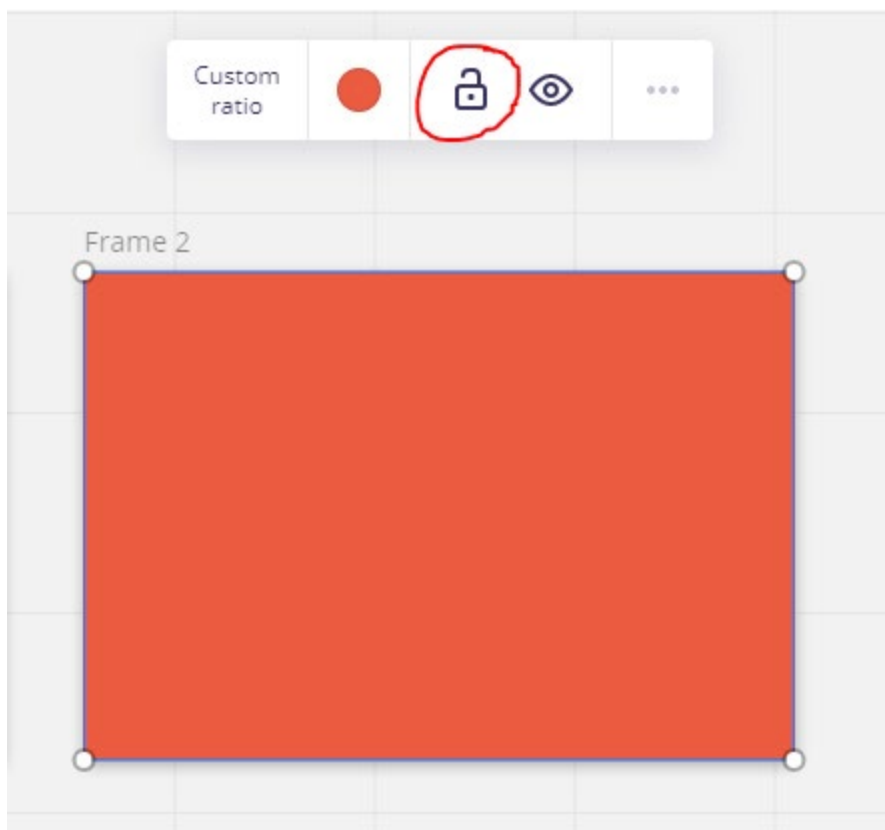
Hover over the desired activity frame and unlock it by pressing the “Long press to unlock” option’.



Once you have unlocked the frame, copy (ctrl + c) and paste (ctrl + v) the frame across the Miro board.



Click on the lock icon to relock all the activity sheet frames. This ensures that the participants are not moving the activity sheet frame during the workshop.



**6. The participant would like updates on the project after the workshop. What should the facilitator say to the participant?**

Tell the participant that the Y&R team will share a youth-friendly summary of the things they find out in the workshops with all participants, and tell them that you will pass on their interest in staying involved. Make a note of the participants' name and email this to the Y&R team after the workshop.

**7. What to do/say if the participant is asking about gift vouchers (i.e. how much, when they will receive them, what type they will get).**

Tell the participant that the Y&R team will send a \$50 Prezzy voucher via email within two business days after they complete each workshop.

**8. What will happen to the participants' data?**

The Y&R team will safely store the data within the Centre and no one outside of the Centre will have access to it. The Y&R team will write a report about the things that they find and might use the data in other projects. The data will be destroyed after five years.

**9. What should I say to the participant if they have a question about the project that I can't answer?**

Tell the participant that they should contact the Y&R team and they will respond to their question.

# WORKSHOP ACTIVITIES AT A GLANCE

Each workshop will run for 2 hours. Please make sure you include an introduction, breaks and wrap-up in this time, as well as the listed activities for each workshop.

## WORKSHOP 1 (TOPIC SPECIFIC: Series 1: Connecting & Interacting with Others; Series 2: Privacy & Security Online; Series 3: Getting Support & Supporting Others Online)

Activity	Time
Welcome	10 mins
Icebreaker – Your inner animal!	10 mins
Word Association	15 mins
Gen X vs. Gen Y	15 mins
3 Whys	20 mins
<i>Break</i>	<i>10 mins</i>
My Journey	20 mins
What Have You Seen?	15 mins
Thank you and next steps	5 mins
<b>TOTAL TIME</b>	<b>2 hours</b>

## WORKSHOP 2

Activity	Time
Welcome	10 mins
Icebreaker – What the GIF?	10 mins
The Low-down	10 mins
Utopian City	20 mins
<i>Break</i>	<i>10 mins</i>
What’s the Vibe?	25 mins
Design Your Ideal Learning Experience	25 mins
Feedback	5 mins
Thank you and next steps	5 mins
<b>TOTAL TIME</b>	<b>2 hours</b>



# WORKSHOP 1 AGENDA (TOPIC SPECIFIC: Series 1: Connecting & Interacting with Others; Series 2: Privacy & Security Online; Series 3: Getting Support & Supporting Others Online)

## WELCOME AND INTRODUCTIONS

**AIM:** Welcome participants, ensure participants are aware of the aims of today, provide ethical and duty of care information.

*Facilitators can adapt the following text as desired. However, please make sure you cover all of the following information in your introduction. The aim is to establish a safe and welcoming space in which young people can share their experiences, and to ensure participants know how the information they provide will be used.*

*Please adapt the language where necessary to correspond with the workshop series topic.*

Welcome! [Facilitator introduces self].

The workshop that we will be doing today has been created by the Young and Resilient Research Centre at Western Sydney University. The findings from this workshop will help Project Rokit to develop a resource for young people that helps them to create positive, kinder online spaces where they enjoy being. A lot of the time, adults make things that aim to help young people, but often get them wrong. That's why we're doing this today, to hear from the experts!

[Facilitator gives an Acknowledgment of Country]

For those deaf or hard of hearing, we are using live captions - please type in the Zoom chat box if you have any questions or would like anything clarified. There are some activity instructions written on the Miro board, we will also put them in the chat here when you need them.



**TIME:**

10 mins

All up, we're going to do 2 workshops together.

- Today, we will explore what really matters to young people in relation to [workshop topic]. We want to understand your thoughts, perceptions and experiences.
- In our next workshop together, we'll focus on what young people need to create kinder online worlds, and what this needs to look like so that it's engaging and relevant for young people.

Today, we really encourage openness and honesty. If you are the only person today who feels a certain way, we want to hear about it. Today isn't about reaching agreement as a group, but about hearing about your ideas, opinions and experiences. Saying that, you only need to share as much as you want to. At no time do we want you to feel pressured to answer any of the activities if you do not feel comfortable. You are very welcome to stop taking part at any point, and we won't ask you to explain why (but you are also free to tell us why if that's important to you). You can re-join the activities at any point and we hope that you will be part of all the activities, but only if you want to.

Before we begin, there are some important things that you should know. Anything you say, make or do in these workshops won't be shared with anyone except Project Rockit and the research team at the Young and Resilient Research Centre. Your name won't be included in any reports that we write from this project, but we may include some screen shots if you give us your permission to. None of your comments will be able to be traced back to you.

Importantly, remember that this isn't school work and there are no right or wrong answers! Sometimes, talking and sharing ideas can feel awkward! For today, we've designed individual and group activities, so that we can create a space where everyone feels able to explore your ideas. No idea is dumb or silly - this is a judgment free space.

Any questions?

So that we can all get the most out of today's workshop, there are some simple things we can all do to help things run smoothly today:

- Keep your microphone on mute when you are not speaking;
- Turn your camera on if you are happy to and your internet connection is stable;

- Do not take screenshots of the Zoom room;
- If you have questions, raise your hand or write them in the Zoom chat box;
- Turn off other devices that are connected to the internet to help ensure a good connection;
- Don't speak over the top of other people and be attentive to those who are speaking.

Also, in the information email you received prior to this workshop and in the Zoom chat box you will find the details of support services that could help you out [\[Copy the details of support services into the Zoom chat box.\]](#) If you feel upset or concerned by anything we do together here today, you are very welcome to message me privately in the Zoom chat and tell me about it, if that feels right. However, if you don't feel like you want to talk to me but you need help, please reach out to one of these services that can provide you support.

We'll be using Miro and breakout rooms for group activities in Zoom today. I will copy the link to the Miro board into the chat box, as well as the groups for the breakout rooms.

[\[Copy the link to the Miro board and the breakout room allocations into the Zoom chat box.\]](#)

I'm also going to be sharing my screen with you on Zoom so that you can see where we are up to on the board if you get lost. Can you all see my screen?

[\[Share your screen showing Welcome frame of Miro board\]](#)

## ICEBREAKER – YOUR INNER ANIMAL!

**AIM:** Make participants feel comfortable, set tone, build rapport with facilitator.

It wouldn't be a workshop without a cheesy get to know each other activity... So here we go!

Find a box and type your name in the top left circle. Choose an animal emoji from below, or use the emoji toolbar, to find an animal that represents your inner animal! Type in the post-it why you chose this animal.



**TIME:**  
10 mins

[Facilitator asks participants to briefly say hello and tell the group what animal they choose – they can unmute themselves or type in the Zoom chat box]

## WORD ASSOCIATION

**AIM:** Identify initial perceptions about workshop topic, and whether any issues or concerns are surfaced.

*Facilitator can adapt introductory text to suit style and approach. Facilitator can adjust length of time allocated for the activities to suit the level of group discussion. Please remind participants in the following activities that this is not school work, they won't offend you by giving their brutal and honest opinions.*

What we will be exploring together is about you - what happens in your life, and what you see happening to your friends and other young people. We want to know how you see things, and what you think and feel. This isn't about what adults say or tell you to think, or what you think you should be concerned about, this is about what matters most to young people.

- What are the first things that come to your mind when you think about [choose workshop topic: 1) how you and others connect/interact online; 2) privacy and security online; or 3) getting support and supporting others online]? Write one idea per sticky-note and add to the group brainstorm. You can add as many as you like. You can add your name to your sticky-note, if you like.

*Prompts:* This can be anything that pops into your head - thoughts, feelings, words, phrases, places, people, images...

[Debrief: Facilitator asks participants to explain what they added and why. Facilitator asks the group if they notice anything about their collective answers, and groups any similar sticky notes. Facilitator notes if any concerns, worries or issues are surfaced and if so, asks young people to explain these, if they are comfortable to].



**TIME:**  
15 mins



**TYPE:**  
Individual responses on a shared group frame

## GEN X VS. GEN Z

**AIM:** Identify what issues matter most to young people in relation to the workshop topic.



**TIME:**  
15 mins

Now we want to know what really matters to young people about some of the issues, concerns or challenges you might have in relation to [choose workshop topic: 1) connecting and interacting online with other people, 2) privacy and security online, or 3) getting support and supporting others online].

[Facilitator to give some examples of issues if they surfaced in previous activity].

In groups, consider the following questions and write your ideas down on sticky notes and add to your frame:

- What are adults (like parents, teachers) concerned about? What do they say about this topic?
- What are young people concerned about? What do young people think? What do young people say?

[Debrief: Facilitator asks if any groups would like to share what they discussed. Facilitator leads group discussion around any differences or similarities between what adults and young people are concerned about]

Before we move on - what questions do you think adults should be asking young people about online safety? Individually add the questions adults should be asking to the group Miro board.

[Facilitator leads short discussion about participant's responses and why they added these ideas].



**TYPE:**  
Groups/pairs

### 3 WHYS

**AIM: Identify the root cause of young people's concerns.**

Now, we want to get to the root of why these concerns exist for young people. Think about your responses in the previous activity. Why are these important to you?

In your groups, identify what you think is a concern that really matters most for young people. What do you think is a priority?

Now, ask yourselves 'why' this is important. Ask why again, and again!

For example,



**TIME:**  
20 mins



**TYPE:**  
Groups/pairs

<p>My concern: It's hard to convey how you feel over message and people may take it the wrong way and they could get annoyed at you.</p> <p>Why is this a concern? Because I want to express what I mean without negatively impacting my friendships</p> <p>Why? I value my friendships.</p> <p>Why? Because they are important to me and without them I would be lonely.]</p> <p>[Debrief: Facilitator asks groups their responses to the three whys and if anything surprised them about doing the activity.]</p>	
<p><b>SCREEN BREAK</b></p> <p>Take a break for 10 minutes and encourage participants to get up and move away from their screens.</p>	 <p><b>TIME:</b> 10 mins</p>
<p><b>MY JOURNEY</b></p> <p><b>AIM:</b> Identify young people's authentic experiences and map out negative and positive moments.</p> <p>Next up, we're going to be mapping out our individual experiences in relation to what we've been talking about today. Remember to only share what you feel comfortable to, and we won't be talking about these with the whole group.</p> <p>Take a moment to think your experiences in relation to [workshop topic]. Have you experienced any moments to do with [privacy/interactions/etc] where something has happened that may have made you feel uneasy, worried, upset or unsafe? Write what this was in the points under the lines on a yellow sticky note.</p> <p>Now, reflecting on your experiences, have there been times where you have felt happy, safe and supported [in your interactions with people online/in your privacy online/etc]? Write these on green sticky notes above the lines. What was happening and how did you feel?</p>	 <p><b>TIME:</b> 20 mins</p>  <p><b>TYPE:</b> Individual</p>

[Debrief: Facilitator leads debrief discussion with participants and asks to share positive, supportive experiences and asks participants how they found these supportive. Do not focus on negative experiences and remind participants of the support services that they can reach out to].

### WHAT HAVE YOU SEEN?

**AIM:** Open up the space for young people’s thoughts and ideas; and conclude on a strengths-based activity.

Before we finish up...

- What are the most positive or supportive things you have seen online relating to [workshop topic]?
- Where have you seen this?
- Did you learn anything from this?

[Facilitator asks participants to write their responses on individual sticky notes and add to a group frame, then leads group discussion focussing on the positive and supportive things they have seen online.]



**TIME:**  
15 mins

### THANK YOU AND NEXT STEPS

Thanks so much for participating today. We’re going to send all the work you’ve done today to the team at the Young and Resilient Research Centre at Western Sydney University. They’re going to look at what you said today, and we’ll revisit this next time to think about what education for young people should look like, and how it should be delivered.



**TIME:**  
5 mins

Keep an eye on your inbox for your e-Gift Card as these will be emailed to you (please check your junk inbox!)

Our next workshop will be held at [insert time and date time]. Looking forward to seeing you next time!

## WORKSHOP 2 AGENDA

### WELCOME

**AIM:** Welcome participants, ensure participants are aware of the aims of today, provide ethical and duty of care information.

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Welcome back to our second workshop together! *[Facilitator introduces self]*.

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**TIME:**  
10 mins



*[Facilitator gives brief recap of activities from last workshop and summarises what was discussed]*

Today, we'll focus on what young people need to create kinder online worlds, and what this needs to look like so that it's engaging and relevant for young people.

Like last time, we really encourage openness and honesty. If you are the only person today who feels a certain way, we want to hear about it. Today isn't about reaching agreement as a group, but about hearing about your ideas, opinions and experiences. Saying that, you only need to share as much as you want to. At no time do we want you to feel pressured to answer any of the activities if you do not feel comfortable. You are very welcome to stop taking part at any point, and we won't ask you to explain why (but you are also free to tell us why if that's important to you). You can re-join the activities at any point and we hope that you will be part of all the activities, but only if you want to.

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privately in the Zoom chat and tell me about it, if that feels right. However, if you don't feel like you want to talk to me but you need help, please reach out to one of these services that can provide you support.

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[Copy the link to the Miro board and the breakout room allocations into the Zoom chat box.]

I'm also going to be sharing my screen with you on Zoom so that you can see where we are up to on the board if you get lost. Can you all see my screen?

[Share your screen showing 'Welcome!' frame with participants.]

## ICEBREAKER – WHAT THE GIF?

**AIM:** Make participants feel comfortable, set tone, build rapport with facilitator.

Let's start with introducing who is who today!

1. Click on the Giphy Logo to go to the Giphy Website
2. Find a GIF that best describes your favourite way to relax or have fun.
3. Copy the GIF link and paste it into a blank space. Type your name in the circle

[Facilitator asks participants to briefly say hello and tell the group what GIF they found – they can unmute themselves or type in the Zoom chat box]



**TIME:**  
10 mins

## THE LOW-DOWN



**TIME:**  
10 mins

**AIM:** Recap last workshop, contextualise today's workshop for participants and hear what was most interesting/important to them

Before we get started with today's activities – we want to know what stuck with you from last time! Thinking about the topic we explored together, your experiences online and in real life, what have you been thinking about lately? Give us the low-down about anything that stuck with you...

Take a couple of minutes to think about this – you can jot down some ideas on paper in front of you, or on a notes section on your computer. When everyone has had some time, we'll all come together and add sticky notes to the Miro board at the same time.

[Facilitator give participants a few minutes to individually reflect, and then brings the group back to add sticky-notes at the same time. Facilitator summarises responses and asks participants to explain what they added].



**TYPE:**  
Individual

## UTOPIAN CITY

**AIM:** Elicit insights about what young people think positive ethical online cultures look like, and identify what they think they need to achieve this.

A utopia means the 'perfect state'. It's the opposite to a 'dystopia', which is a state which is very undesirable, unjust, and a bit scary! In groups, describe what you think a utopian city looks like for young people in relation to [adapt for Workshop 1 topic: Connecting/interacting with others online; privacy & security online/Getting support and supporting others online]. You can use emojis/symbols/images to describe your city. Use sticky notes to add your explanations and responses to the following...




- How do you feel there?
- What can young people do?
- Who is there?
- What interactions do you see?
- What behaviours do you see?



**TIME:**  
20 mins



**TYPE:**  
Group

<ul style="list-style-type: none"> <li>• Are there guidelines to follow? What are these?</li> </ul> <p>Next, along the road to get to the utopian city, think about:</p> <ul style="list-style-type: none"> <li>• What should adults do to help achieve this utopia for young people?</li> <li>• What do you not want/need from adults?</li> <li>• Should young people be involved in achieving this utopia? Why/why not? How?</li> </ul> <p>We'll come back as a group and ask you to share what your utopian city looks like and what you need to make it happen.</p> <p>[Debrief: Facilitator asks each group to shareback their descriptions, and probes why they included what they did. At the end, facilitator asks the group if they think these utopias are realistic / achievable, and why].</p>	
<p><b>SCREEN BREAK</b></p> <p>Take a break for 10 minutes and encourage participants to get up and move away from their screens.</p>	 <p><b>TIME:</b> 10 mins</p>
<p><b>WHAT'S THE VIBE?</b></p> <p><b>AIM: Identify how young people feel about current online safety education, what they think is missing, and principles for effective design and delivery</b></p> <p>Ok, so now we've had some time to think about what positive, online worlds should look like. Now, let's think about how we could actually get there. One way could be through education...</p> <p>First off – imagine you are at school and hear you are going to be doing an online safety class... What's the vibe? What do you think it will be about? There's no right or wrong answer – and don't worry about being brutally honest! Write your ideas on a sticky-note and add them to the Miro board.</p>	 <p><b>TIME:</b> 25 mins</p>  <p><b>TYPE:</b> Individual ideas with group discussion</p>

[Facilitator summarises responses and asks if anyone would like to explain their responses]

We all know that sometimes when adults try to talk to you or teach young people about things, sometimes they get it right and sometimes they totally miss the mark. What are the most cringeworthy, boring or patronising things you hear about online safety at school? Write your ideas on a sticky-note and add them to the Miro board.

[Facilitator summarises responses and asks if anyone would like to explain their responses]

What is missing from current ways of teaching this stuff to young people? This can be anything at all. Write your ideas on a sticky-note and add them to the Miro board.

[Facilitator summarises responses and asks if anyone would like to explain their responses]

Lastly, thinking about what is missing and what you don't currently like about online safety education, how do you wish this would be taught at your school? Think blue-sky! Imagine if anything were possible. Write your ideas on a sticky-note and add them to the Miro board.

[Facilitator summarises responses and asks if anyone would like explain their idea and why they wish it was taught this way]

## DESIGN YOUR IDEAL LEARNING EXPERIENCE

**AIM:** Identify how young people want online safety/digital ethics education delivered and designed

To finish up today, let's get creative! We've heard what you think young people need and how you wish things would be taught. In groups, we want you to design the ideal learning experience that would give young people the skills, knowledge and support they need to create positive, kinder online places. This experience is something that really gets young people, and is helpful, engaging, relatable and accessible for them.

In this activity, we want you to think about:

- What would your ideal experience be like?
- What kinds of things would it include?
- Who would be involved?



**TIME:**

25 mins



**TYPE:**

Group

- How would information be given to you? Where would you receive this information?
- What would it look and sound like?

Use images, icons, emojis and sticky-notes to bring your ideal learning experience to life. Get as visual and creative as you like! Choose an emoji to represent how young people should feel after taking part in your ideal experience that your team designed, and add a note explaining what the emotion is.

Then, think about what the most boring and disengaging experience for young people would be. Use icons/emojis to represent what would definitely **not** be included. Add sticky-notes explaining what is not included and why.

When you've finished your designs, we'll ask each group to share their ideas.

[Facilitator asks each group to briefly share their ideal experience and worst experience].

## FEEDBACK

**AIM: Receive workshop feedback for Y&R evaluation purposes**

Before we finish up, we'd love to hear what you thought about taking part in these workshops. This is so Young & Resilient can make these kinds of workshops better for young people. I didn't have anything to do with designing the workshops – so you won't offend me in any way if you didn't like anything. Be honest! Your answers will be anonymous.

Individually, please let us know your thoughts for these questions:

- How did these workshops make you feel?
- What were your favourite parts about the workshops today?
- What were your least favourite parts?
- What, if anything, did you learn from these workshops?



**TIME:**

5 mins



**TYPE:**

Individual

## THANK YOU



**TIME:**

5 mins

**AIM: Thank participants for their contributions and invite to take part in future stages of project**

Thanks so much for participating today. We're going to send all the work you've done today to the team at the Young and Resilient Research Centre at Western Sydney University. They're going to look at what you said in all workshops and make some recommendations for Project Rokit about how to design and deliver education to young people so that online places are made positive, kind places to be. If you're keen to be involved in future stages of this research with Project Rokit, put your name on a sticky note here so we can get in touch.

Thanks again for participating!



[www.westernsydney.edu.au/young-and-resilient](http://www.westernsydney.edu.au/young-and-resilient)