

Your Online Journey

Find out how to get online and be safe

Trainer's guide



esafety.gov.au/your-online-journey

Acknowledgements

We wish to acknowledge the traditional custodians of country throughout Australia and their continuing connection to land, waters and community, and pay respect to Elders both past and present.

Your Online Journey is a collaborative project between the Department of Prime Minister and Cabinet and the Office of the eSafety Commissioner, funded by the Commonwealth Government.

We wish to acknowledge and thank the following communities that participated by providing valuable input, guidance and feedback to shape the resource:

- Umoona Tjutagku Health Service Aboriginal Corporation, Coober Pedy, South Australia
- Hay Aboriginal Corporation Community Working Party, Hay, New South Wales

We wish to acknowledge and thank the project team from eWorks, Global Vison Media and, in particular, cultural advisors from the Indigenous Education Centre, Bendigo Kangan Institute and Leila Gurruwiwi.

About the content

Your Online Journey includes discussion of some specific websites, social media sites, internet providers and search engines. This information has been developed directly in response to a need identified by community during consultation. The aim of the information is to help people to connect safely online. The information is not an endorsement of any particular platform or technology.



About Your Online Journey

Welcome to the Your online journey learning resources. This series of resources is designed to support the development of digital literacy and online safety for Indigenous communities, especially those in remote regions of Australia.

The resources are available as an application (app) which can be downloaded for free and stored on a device, such as a smartphone or tablet. Once fully downloaded using public wifi, the resource can be viewed without using the internet.

Project background

These resources were commissioned by the Office of Prime Minister and Cabinet. The development has been overseen by the Office of the eSafety Commissioner. Resource development organisation, eWorks, together with Global Vision Media, produced the resources in consultation with Aboriginal Australian communities, led by the Indigenous Education Centre of Bendigo Kangan Institute. The communities of Hay and Coober Pedy played a vital role in the guidance of the resource development and user testing. Formal consultations were undertaken with the Umoona Tjutagku Health Service Aboriginal Corporation, Coober Pedy and the Hay Aboriginal Corporation Community Working Party.

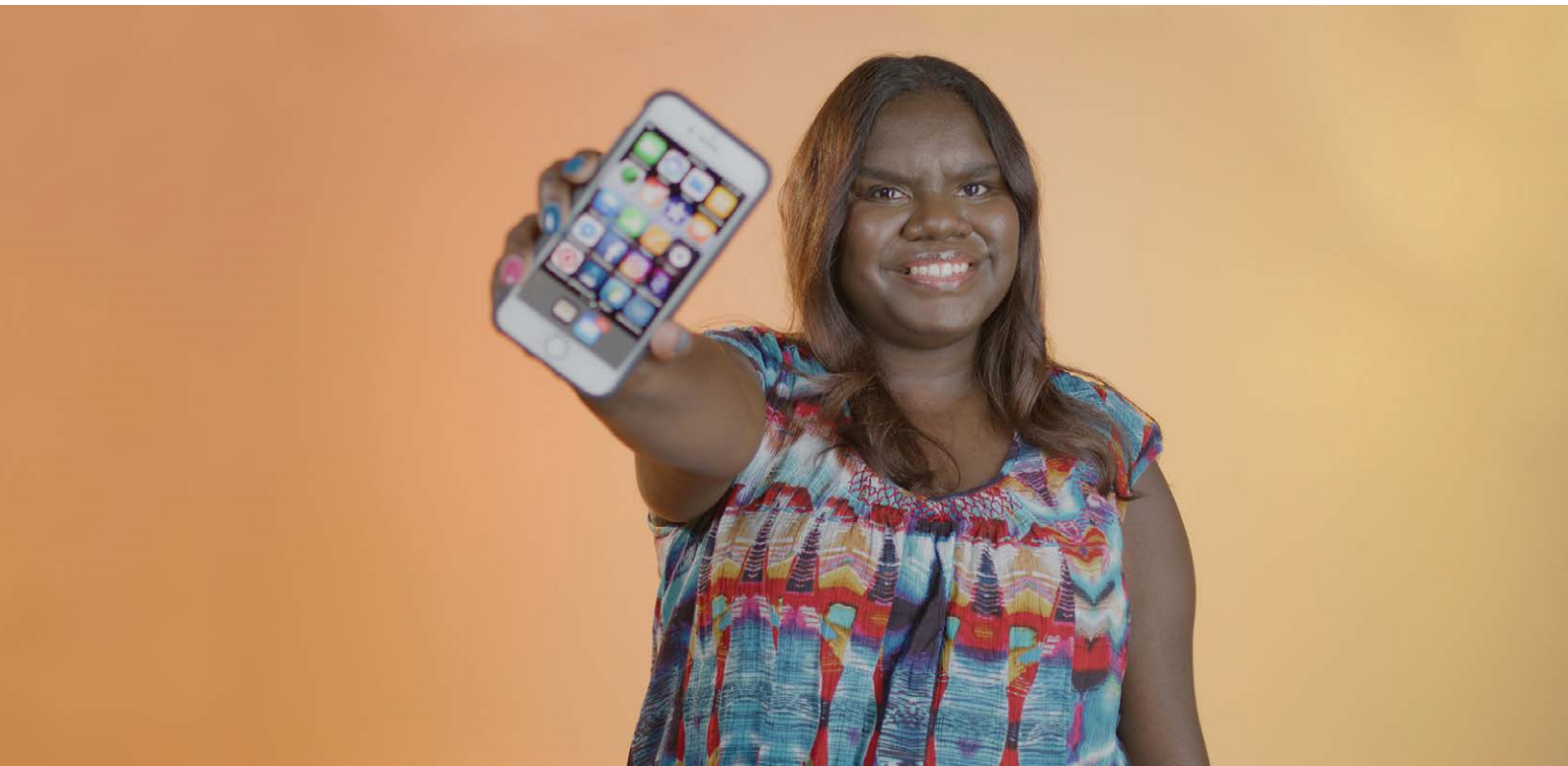
The program aims to:

- reduce fear and promote interest and confidence in digital technology and the internet
- help Indigenous Australians who have little, or even no experience of the internet, get online safely
- provide easy to understand advice on the safe use of mobile devices and online accounts.

Who it's for

Your Online Journey aims to meet the needs of Indigenous Australians who have little to no experience of digital technology or the internet.

The resources are also useful for people who are already online and want to know more so they can engage more confidently and safely.



What's in it

There are three meeting places available. These are aimed at beginner, intermediate and more advanced digital literacy levels. While the resources can be used in order, users can opt in at any of the three stages to best meet their learning needs.

Each of the three meeting places is divided into two topics which contain a series of sub-topics, called messages. These are self-contained and can be viewed in any order.

The resource covers content including:

- devices
- getting online
- online safety
- managing data and credit
- social media
- using the internet to for practical needs and convenience, like online shopping.

About the journey

Users are guided through the resources using the metaphor of a journey – a journey to digital literacy, where the starting point will depend on the individual and their current skill and knowledge base.

The journey has three meeting places:

1. Starting out — for those with little or no digital literacy who may not have a device or may not be connected to the internet.
2. On the journey — for those who have a device and are using it but may not be aware of the dangers of online scams, bullying and hidden costs of using data and credit.
3. Meeting the world — for those who are using their device and internet connection already for basic tasks but who would like to learn more about maximising their use of the internet to shop, bank and connect with others online safely and effectively. It is also aimed at showing users how the internet can open opportunities, particularly in online learning and job searching.

This journey is explained in the introductory resource, which contains a video animation and audio, explaining the journey and supporting users to select the best meeting place for them.

A transcript of this video is provided below:

'Let's take the online journey. The journey has three meeting places.

The first meeting place is **Starting out**, where you'll learn the basics to get started online.

The next meeting place is **Along the Journey**. Here you can gather skills to be online safely.

The meeting place – **Meeting the world** is more like a starting point for a new journey, because it's here that you'll learn to use the internet to open up your communications in the world, including having a yarn with friends, banking and shopping online and even looking for training and jobs.

You can start the journey at the first meeting place or pick it up along the way – depending on what you already know and want to know more about.

It's about your journey, your choice.'

About this guide

This guide is to support trainers as they facilitate delivery of the resources. While the resources can be used in a self-guided, self-paced mode, there may be an opportunity, in some communities, for supported delivery.

This could be in structured, face-to-face group sessions, or one-on-one guidance in some circumstances.

This guide:

- introduces the program
- provides background on the funding and aims of the program
- explains the structure of the resources
- explains how to access the resources in different formats
- describes how to navigate the resources
- provides advice about each of the three resources, including the content, the intended audience and tips for supporting users through each resource.

How to download the app

Your Online Journey can be downloaded from both the Apple App Store and Google Play Store.

As the app is close to 500mb it may take some time to download. Using public or free wifi to download the app will help you save data. Once fully downloaded it can be used without using additional data.

If using the Apple App Store, check the app is fully downloaded by opening it and reviewing the contents.

If downloading through the Google Play Store, do the following to ensure the app downloads completely:

- open the app
- click on Introduction
- click on each of the 3 Meeting places *stay connected to wifi until all this content has been downloaded to your device.



How to use the app

The app is simple to use and works in the same way as an eBook.

It has a cover page. From this page, users can select topics, much like chapters in a book. Within each topic, users can turn pages back and forward using the Next and Back buttons.

Each resource contains introductory videos. Each subsequent page contains content as both text on the page and audio. Therefore, the device you use will need audio enabled.

If working in a group environment or a public place, it's a good idea to use headphones when working through the resources.

To demonstrate or work through a resource, follow these steps:

1. Open the Introduction book to watch a video explanation of the three Meeting places. A text alternative is also available.
2. Proceed to the Meeting place of your choice – Meeting place 1: Starting out, Meeting place 2: On the journey or Meeting place 3: Meeting the world.
3. In each Meeting place there are two topics, called parts.
4. A series of sub topics, called messages, follow. The messages do not need to be viewed in order and can be skipped if the user has prior knowledge, however they do follow a logical, knowledge-building order. For example:

1. Meeting place	
a. Part (Topic)	• Activity 2
i. Message 1	ii Message 2
• Activity 1	• Activity 1
• Activity 2	• Activity 2
ii Message 2	2. Meeting place 2
• Activity 1	a. Part (Topic)
• Activity 2	i. Message 1
• Activity 3	• Activity 1
b. Part (Topic)	• Activity 2
i. Message 1	etc...
• Activity 1	

5. Each message contains a set of activities, which are made up of approximately 5–8 screens ending with a Congratulations screen which briefly summarises the activity.
6. When working through the activities, you will notice that there is a voiceover, as well as the text on the screen if you don't feel like reading. This is to cater for users who may have low literacy or for whom English is not their first language. It also presents an alternative to cater for a range of engagement and learning styles.
7. Once the final activity has been completed, assuming users are working through content in a linear fashion, a closing video. This summarises the topic and previews the next topic.

Supporting users

As a trainer, mentor or support person, you may need to provide the following types of support to users, depending in their location, the delivery mode and available technology:

- arranging a training session (depending on delivery mode)
- explaining what the resources are and what they are for
- encouraging uptake
- pointing out the benefits
- accessing a device
- using the device
- downloading the apps or accessing the resources using an alternative method (you may choose to preload devices with the resources prior to training)
- choosing the right meeting place to match their current skills, knowledge and learning needs
- supporting users to work through the content on a group or individual basis
- answering question
- troubleshoot
- provide additional literacy support if needed
- provide further examples and scenarios to contextualise, reinforce or clarify content
- debrief and discuss possible applications of their new skills and knowledge.



Literacy support

The resources recognise that many users do not speak English as a first language and/or may have low levels of literacy. Acknowledge that digital literacies may also be low. With this in mind, the following strategies have been implemented:

- simple, linear design
- minimal text on each screen
- visual to support content on every screen
- audio alternative which is more detailed in its explanation of the content
- new terms explained
- examples provided.

Your Online Journey has been reviewed by cultural experts and digital and language literacy experts to ensure all resources are appropriate.

The language and literacy review was undertaken assuming the following base levels of users as a guide:

Meeting place 1: Pre-level 1

Meeting place 2: Level 1

Meeting place 3: Level 1-2

In many places in the resources there is technical jargon which users may not have encountered before. When this occurs, the term has been defined or explained, often accompanied by an example or a culturally appropriate analogy to support the definition.

It is important for users to learn and use these terms since they have formed part of the vernacular in modern language and society all over the world.



Meeting places

The following section provides specific tips for supporting learners in each of the three meeting places.

Meeting place 1: Starting out

The audience

This is the first of the meeting places. It is the best place to start for those with little or no digital literacy who may not have a device or may not be connected to the internet.

There are two topics, called Parts, in this meeting place. Each part has a series of messages (or sub-topics)

Part 1: About devices

Messages:

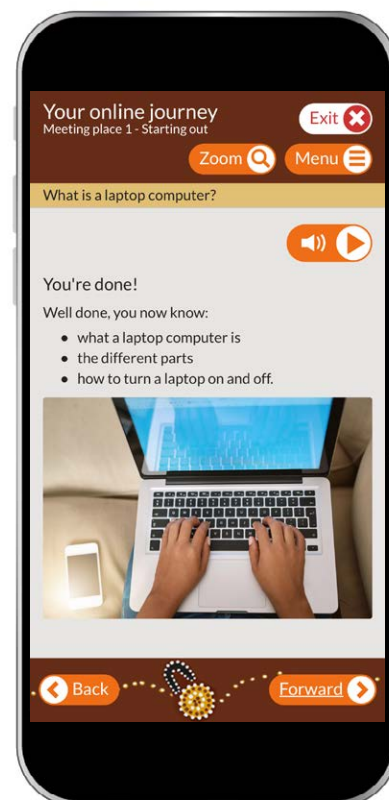
- What is a computer?
- What is a tablet?
- What is a smartphone?

Tips for supporting learners

Users may only choose to access one of these messages, depending on the type of device they already have or want to learn about. Some may have multiple device or be considering getting a different device.

The information in the smartphone and tablet topics is quite similar and assumes users may only access one or the other. If a user you are supporting intends to access both, you may consider assisting them to skip some activities, such as Using a touchscreen and Typing on a touchscreen, since the content is the same.

If a learner is already confidently using a device, they may choose to skip these messages.



Part 2: Online basics

Messages:

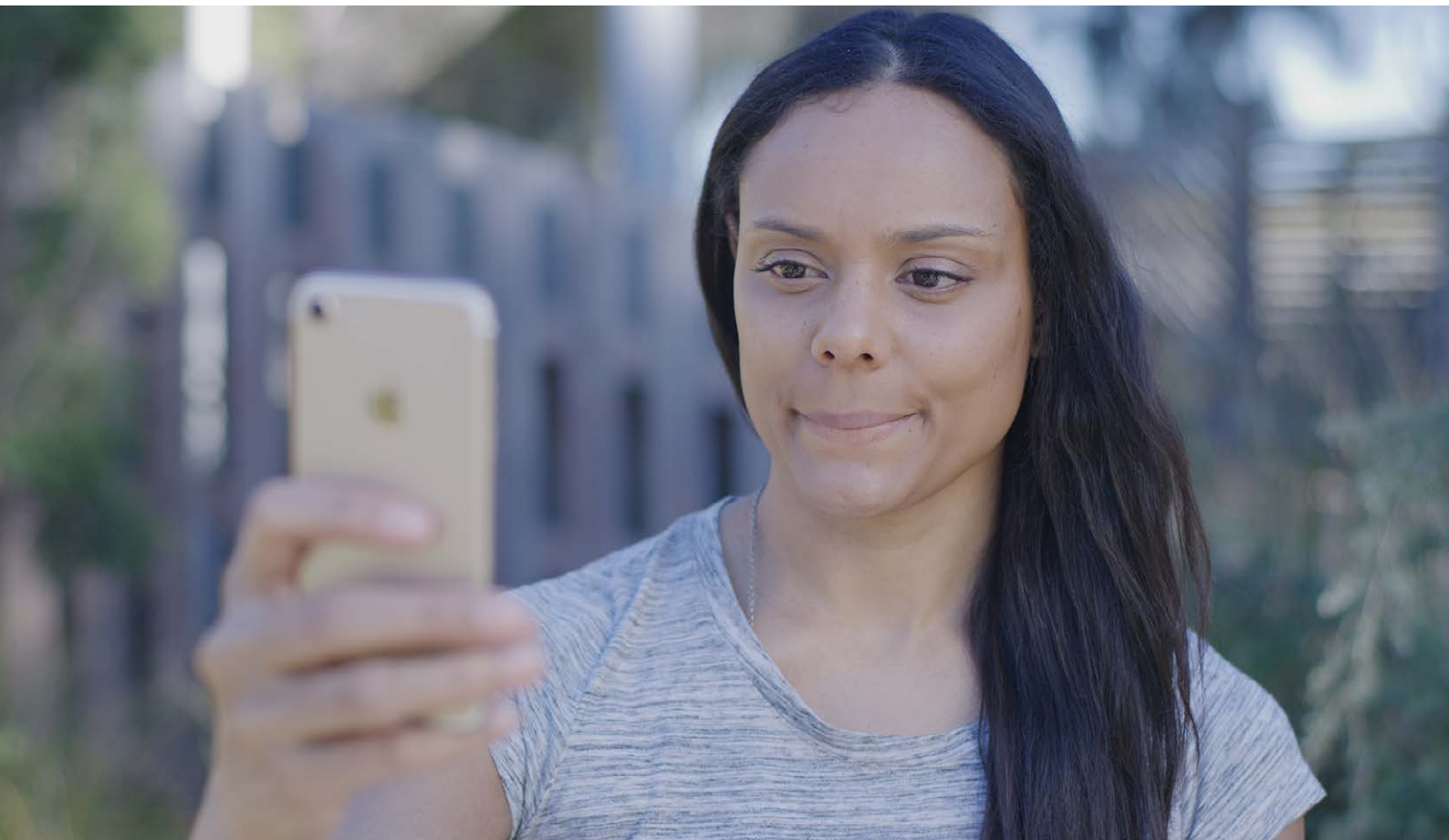
- What is the internet?
- Getting on the internet
- Searching the internet
- Using email
- Online forms
- Files and photos

Tips for supporting learners

Community consultation has revealed that many potential users will have concerns around using the internet. Feedback suggests that many fear their information will be shared or posted without their permission and so avoid getting online. There is a whole Message dedicated to online safety in Meeting place 2 – On the journey, however the introduction to this message also makes reference to online safety to attempt to allay those fear upfront.

When supporting users at the start of their journey, you may need to place extra emphasis on the benefits on being online, such as preserving of culture and language, as well as connecting with other communities and accessing opportunities outside of their own community.

You may also need to reassure them that there are ways of keeping their personal information safe online and tell them that they will learn more about that in the second meeting place. It is important, though, that learners with no exposure start with what the internet is, and how they can get on the internet, or the other lessons will be hard to follow.



Meeting place 2: On the journey

The audience

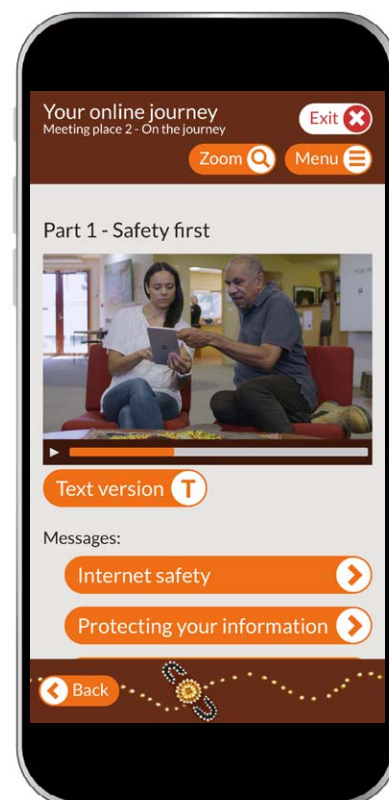
This is the second meeting place. It is the best place to start for those who have a device and are using it but may not be aware of the dangers of online scams, bullying and hidden costs of using data and credit.

There are two topics, called Parts, in this meeting place. Each part has a series of messages (or sub-topics)

Part 1: Safety first

Messages:

- Internet safety
- Protecting your information
- Security settings
- Scams and lies



Tips for supporting learners

Safety is one of the most important issues for the target audience, according to feedback during community consultation. You may need to skip to this content first if a user you are supporting is having trouble overcoming this fear and engaging online. However, the content is written with assumed knowledge of internet basics in mind, either by the users completing the first meeting place or through some previous knowledge or experience with the internet.

Users might need some support applying the learning about security settings to the devices, apps and sites they already use. Detailed information is available about security settings in the messages about Facebook and Snapchat in Meeting Place 3 – Meeting the world.

The message about online scams and lies may need to be contextualised for the group or individual, depending on location and uses of the internet for each cohort. For example, talking about safety on dating sites might not be relevant for some groups, but online banking scams might be very relevant.

Part 2: Data and credit

Messages:

- What is credit?
- What is data?
- Credit stealing

Tips for supporting learners

Content may need to be contextualised for the group and their access to phone and internet providers and service coverage. The most important message to convey is that data and credit can quickly be spent if not carefully monitored, leaving those with an unrestricted plan with a large bill.

There may also be low bandwidth in some remote communities and this might impact on how data and credit is purchased and used.

Users might need support about how they can monitor their credit and data use, depending on their provider and the plan they have, as it is not possible to cover how to do this for all providers. Examples have been provided, but these can be added to by the trainer and learners.



Meeting place 3: Meeting the world

The audience

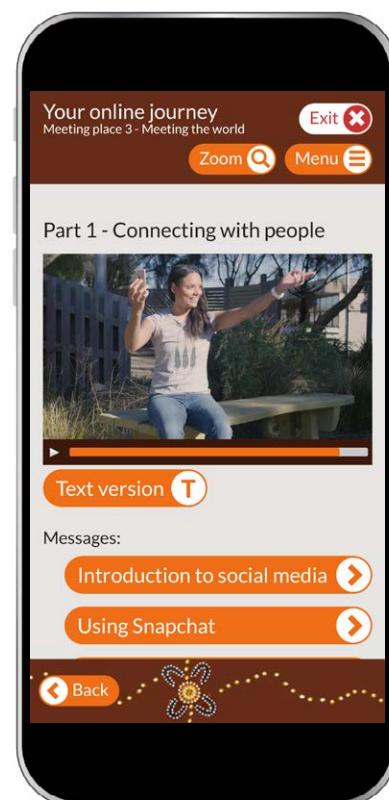
This is the final meeting place. It is the best place to start for those who are using their device and internet connection already for basic tasks but who would like to learn more about using the internet to shop, bank and connect with others online safely and effectively. It is also aimed at showing users how the internet can open opportunities, particularly in online learning and job searching.

There are two topics, called Parts, in this meeting place. Each part has a series of messages (or sub-topics)

Part 1: Connecting with people

Messages:

- Understanding social media
- Using Snapchat
- Using Facebook
- Online bullying



Tips for supporting learners

Part 1 is all about social media and how to use it safely and responsibly. It begins with a message that provides an overview of social media. Then the subsequent three messages focus on three popular social media sites and apps. The three were chosen as a result of research and consultation with communities. Users may use or be interested in only one of these and may choose to only access one of these three messages.

The sites or apps they are interested in may not be covered, so be flexible, and focus on the important steps for safe use including how to use privacy settings, and how to know if a site is okay.

In the final message about online bullying, it might be beneficial (especially if working in a group setting) for users to share their experiences with online bullying. If there are none, some examples contextualised to the particular cohort would be useful, along with some 'what ifs'.

Part 2: Your business

Messages:

- Online shopping
- Online apps and services
- Online banking
- Online learning
- Online job seeking

Tips for supporting learners

In Part 2, users may choose to only engage with messages that apply to, or interest, them. Remind users about what they learned about staying safe online as they work through the messages. Information about how a stay safe in each instance is provided but does assume some prior knowledge, as covered in Meeting place 2.

Some users may need access the message about online apps and services earlier, for example if they want to learn how to download the Snapchat app in Part 1 of this meeting place.

It may be difficult to provide personal support to individuals about their own online banking and shopping without being exposed so some of their personal and financial details. If users ask for individual support, care should be taken to keep this information private, e.g. look away when they enter banking account details and passwords. Use this as a teaching opportunity – explain that no-one else should know this information.



esafety.gov.au/your-online-journey

indigenous.gov.au/digital-literacy



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