

THEME 1. ME:

How do I fit in the digital world?

This theme aims to:

- Introduce students to The YeS Project and invite them to take stock of their online cultures to identify how they could be improved.
- Ignite the potential for students to make positive change in their schools and communities with activities and discussions focusing on investigating the status quo.
- Explore students' social and digital worlds including the challenges they encounter through investigating media practices, digital legal problems and media literacy.

The workshops include:

1. Setting the scene

This introduces students to the program and invites them to establish group norms: to feel that their ideas and differences are valued. This workshop 'sets the scene' by reviewing The YeS Project video and ensuring that students know where they can find support for the social or digital challenges they may encounter.

2. Digital cultures

This explores how social media platforms and other digital technologies shape the potential for what young people do online. Students link ideas about the affordances of media (what they can do with media, its versatility and advantages) to their feelings. This starts them thinking about which aspects of digital culture they want to enjoy and use more often, or to imagine how they would like them to be.

3. Laws, tech and media

This provides an overview of current legal frameworks for digital and technology-based harassment, abuse and discrimination, including image-based abuse and cyberbullying. It might be a new area for students, or consolidate their knowledge and beliefs from other online safety programs.

On completion of the first three workshops, students will identify which of the next three topics they care most about and would like to investigate. If you have the time, you may like to cover all three so that students have more scope to inspire their action plans.

Further workshops:

4. Online images—the good, the bad and the ugly

This explores how different people take, use and make meanings from images. It encourages students to consider the possible negative impact of taking or sharing images, and looks at ways to address this.

5. Difference and diversity

This considers how digital cultures are often diverse—and reflect our differences in other settings including schools and local communities. Students explore how assumptions about other people, and what they do, can exclude them.

6. Friendship and digital stress

This invites students to identify the unspoken social norms that shape their digital cultures, including their friends' expectations, and the expectations they have of their friends. Students brainstorm ways to manage the digital stress, insecurity or vulnerability that comes from wanting to belong, and stay connected to friends, partners and groups.





Workshop 1: Setting the scene



This first workshop introduces students to the program and invites them to establish group norms—to feel that their ideas and differences are valued. It ‘sets the scene’, reviewing the YeS Project video, and ensuring that students know where they can find support for any social or digital challenges they encounter.

1.1 Guilty pleasures and pet hates



10 mins

Learning intention

- For students to begin to explore their own, and others’, ideas about digital and social practices and challenges.

Resources: None required

Procedure

- Tell the students the session will be looking at understanding our digital cultures. To begin, invite students to brainstorm individually and in silence. Ask them to consider technology, gaming, social media or the internet, and think of both one guilty pleasure/something they secretly love and one pet hate/something that they do not like.
- If students are struggling to think of responses, encourage them to think about guilty pleasures that may include favourite, embarrassing or unexpected things that others might not know about them, but they are comfortable to share. For pet hates, they might want to think about things that frustrate, annoy or confuse them. Some responses from young people in the past have included guilty pleasures such as playing console games from their childhood or going down a YouTube ‘black hole’ (watching video after video to see what the algorithm promotes), and pet hates such as using up their mobile data before the end of the month or when parents make embarrassing comments on their social media profiles.
- Ask students to share their ideas with the group.
- Ask if they would make any observations about the diversity or similarity of responses.
- Conclude by telling students to think about The YeS Project as a way to explore the different ways we all use technology, the issues, both big and small, in going online, what we would like to see changed, and how we can make change. This idea will be carried throughout the Project.



Uses technology



Cross-age activity



Requires handouts or signs



Requires scribe materials



Self-reflection



Group conversation



Research



Activity length

Tips and ideas

- As this is an icebreaker, focus on quickly hearing each students' responses rather than discussing each in detail. You might want to make some notes about what students share and follow these up in other activities.
- Many of the brainstorming activities in The YeS Project include time for students to think quietly by themselves. This is intentional and important.
- If you are concerned that a student will share an inappropriate idea, remind them to choose responses that are not going to make their peers uncomfortable. This point will be explored further in the Group Agreement activity.
- If you have a large group and you want to keep to time, students can report to each other in pairs rather than to the full group.

1.2 YeS video and project aims



30 mins

Learning intention

- To introduce the program or classroom unit including the aims of The YeS Project.

Resources: YeS video, projector

Procedure

1. Introduce the project to the students. Talk about how the project is ultimately about making change—leading to them coming up with their own ideas to make change.
2. Watch The YeS Project video as a group. This video provides an overview and introduction to some of the themes of the Project.
3. Ask students for their initial feedback. It's OK if they do not like or relate to everything in the video—this will help them to clarify the practices or attitudes in their own lives, groups or school that they want to change. Some useful discussion questions include:
 - The script reflects on how quickly technology has evolved and the benefits digital life affords us. What are your views on the changing nature of communication? What works? What could we have done better through the evolution?
 - The video alludes to multiple facets of our digital and social lives. Share the ones you noticed—both positive and negative.
 - What do you think the video suggests about difference and diversity? Image curation and individuality? Our sense of belonging? How well we support others and the power of positive action?
 - The video suggests that by 'shifting the conversation' we can 'reshape the world'. What aspects of digital culture do you believe need improving and how can we start this process?

Tips and ideas

- You might want to focus the aims of the project to meet your school's priorities (e.g. responding to bullying, integrating respectful relationships education across the year levels) or to respond to a specific interest or issue that students have experienced.
- The video is reintroduced in Workshop 8, more detailed analysis and critique can happen during that workshop.

1.3 Group agreement



10 mins

Learning intention

- To invite students to establish group norms that they agree to for the duration of the program.

Resources: Butchers paper and coloured markers, or access to a group shared digital folder or document

Procedure

- Explain that the activity starts with establishing a Group Agreement so that students will know what's expected and feel safe to join in. Brainstorm and develop a list of rules. Ask the group: what ground rules should we establish? What could go wrong when we talk about digital technology and media use? Answers might include: someone's privacy is breached, people feel put down by others. Give students some time to think individually before asking for suggestions.
- Record the list and display in all workshops. If the students have trouble getting started, here are some ideas:
 - It's OK to disagree with each other, but no put-downs.
 - Listen while others are talking. Listening is not only a sign of respect but shows a commitment to hearing a range of different opinions.
 - Use the third person when telling a story. Instead of saying 'my brother looks at...', say 'someone I know...'
 - Confidentiality. We are aiming for 'what's said in the room, stays in the room' (but we can't absolutely promise it, so it's best to speak in the third person).
 - We won't repeat stories from this room on social media.
 - We won't share other people's content without their permission e.g. a screenshot of a private message or showing someone's profile that is for a specific audience.
 - We will check the copyright permissions of any content we use for our own projects.

Tips and ideas

- Review school policies about using digital technology and media in classrooms. You might want to access school rules about taking and sharing images in class or in the school grounds, and discuss with students if these rules should apply or be modified for the program.
- Promote 'respectful disagreement'. Remind the students that they are here to learn from each others' different viewpoints. Teach students to frame an alternative opinion with 'My opinion is', or 'I think...' rather than 'You are wrong/ stupid...' This encourages further examination of an idea, minus the hostility.
- Model 'curiosity' as a response to surprising or challenging ideas such as 'I'm curious, this is different for me, can you tell me more about what you mean?'

1.4 Project supports



10 mins

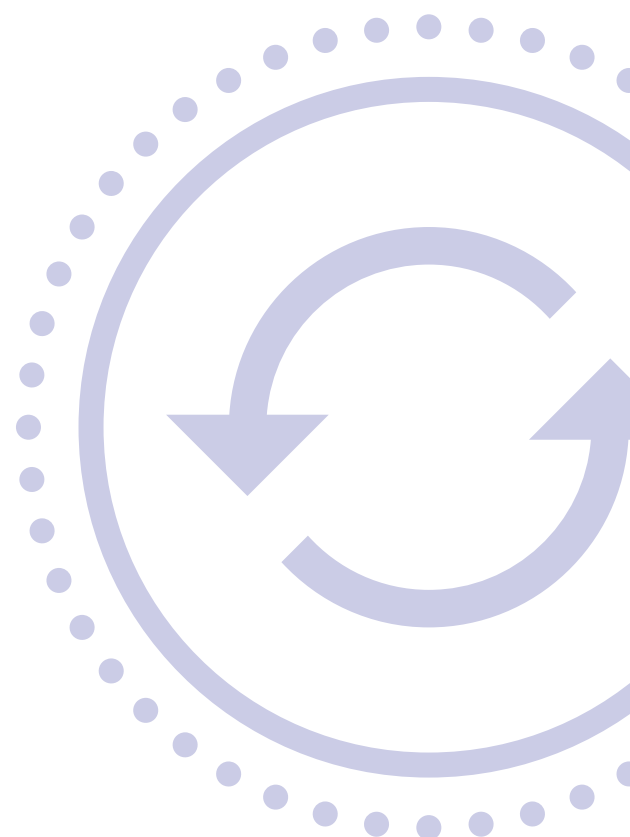
Learning intention

- To review the existing resources available to support young people with challenges related to their social and digital worlds both locally and nationally.

Resources: Map Your Wellbeing Network handout

Procedure

1. Provide each student with the Map Your Wellbeing Network handout.
2. As a group, go through the handout and clarify the services each organisation provides.
3. Invite students to contribute to the list by providing examples of services, organisations and sites in their local community and/or school.
4. Remind students that they can return to this handout at any stage of The Yes Project.



Supportive places for young people



Office of the
eSafety
Commissioner

eSafety website

esafety.gov.au



headspace
National Youth Mental Health Foundation

Headspace

headspace.org.au



kids helpline
Anytime Any Reason

Kids Helpline

kidshelpline.com.au



ReachOut.com

au.reachout.com



Law Stuff

lawstuff.org.au

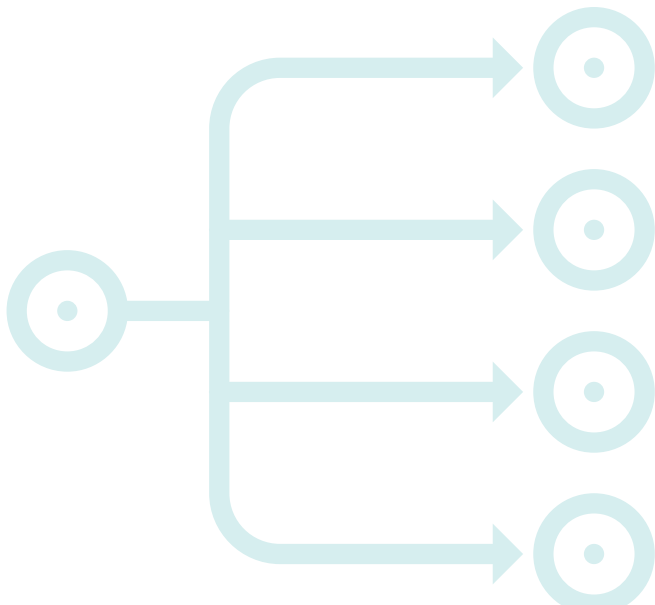


Local supports: Write about services in your area

Map your wellbeing network

Building resilience takes time, practice and, usually, the support of others. It's important that we're aware of the various support networks we already have in our personal lives and our school communities—and the external agencies that can provide support when we need additional help or comfort.

Personal	School	External
Close friends	School counsellor	Report cyberbullying, cyberbullying quiz
Family member	Trusted teacher	Smiling mind, mindfulness/meditation
Who else can you call on?	Who else can you call on?	Kids Helpline
		Reachout
		Youth Beyond Blue
		BullyingNoWay
		The Line





Workshop 2: Digital cultures



The second workshop explores how social media platforms and other digital technologies shape the potential for what young people do online. Students link ideas about the affordances of media (what they can do with media, its versatility and advantages) to their feelings. This starts them thinking about which aspects of digital cultures they want to enjoy and use more often, or to imagine how they would like them to be.

2.1 Digital webs



20 mins

Learning intention

- To understand how social media platforms and other internet sites are interconnected in a complex, networked system, to consider the implications of these systems, and how they influence people's actions

Resources: Small pieces of paper or Post-It notes, coloured markers, soft wool/twine/ribbon, stapler, pins or sticky tape, large wall pinboard or large pieces of butchers paper, digital device to take photographs

Procedure

- Explain that this activity will help the group to understand and represent how social media platforms, apps, websites and other digital media are interconnected and networked through both human and technological interactions. Ask students to define the following (or provide definitions):
 - social media
 - platforms
 - apps
 - websites
 - content.
- Ask students to individually, and quietly, brainstorm the social media platforms, apps and other digital media they are familiar with. Students should write each answer on a different piece of paper or Post-It note. Encourage the students to include elements of different platforms, e.g. Snapchat includes disappearing media, Snapchat Streaks; Facebook includes Facebook Messenger, private Facebook groups, profile photo albums; Instagram includes the Instagram news feed, stories, direct messaging etc.



Uses technology



Cross-age activity



Requires handouts or signs



Requires scribe materials



Self-reflection



Group conversation



Research



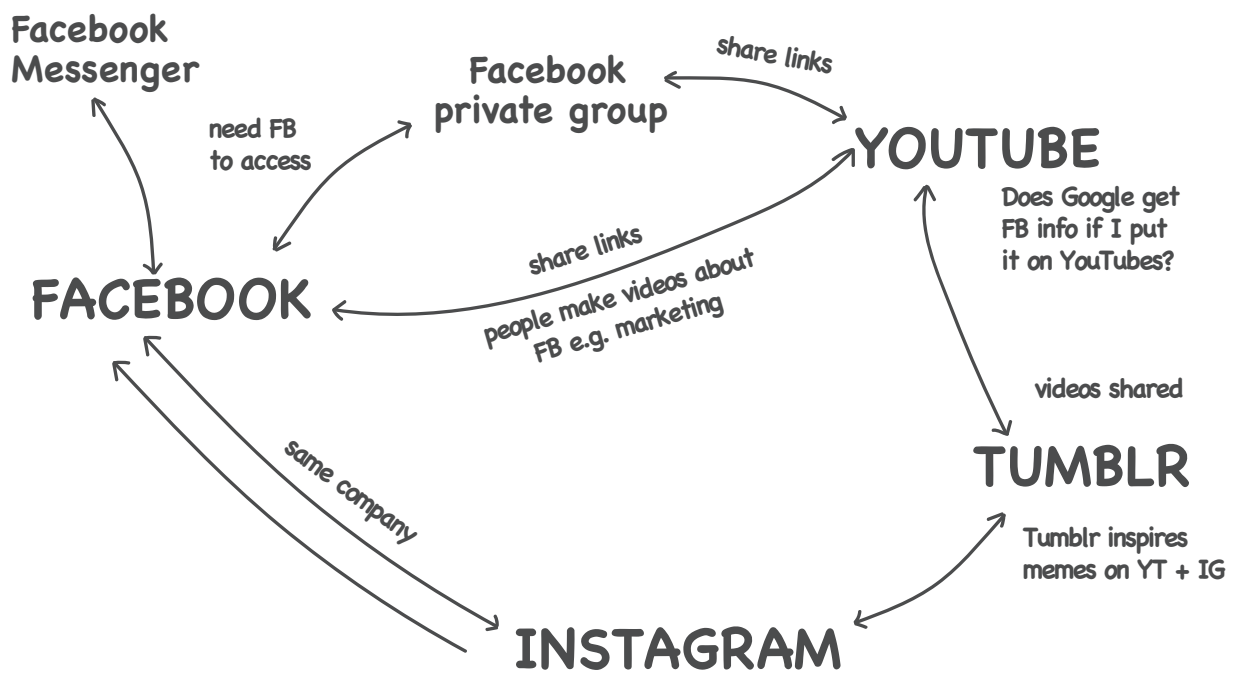
Activity length

3. In small groups or as one large group, invite students to consider how these different platforms, apps or media are related. For example, Facebook Messenger is a part of the Facebook platform so it is easy to see how they are related; YouTube is owned by Google so they share data and users can log into YouTube using their Google account; and a screenshot from Minecraft might be shared on a gaming Subreddit on the website Reddit or posted with a gaming hashtag on Twitter.
4. Make a digital web. Using a large pinboard wall or large pieces of butchers paper, visually arrange the platforms, apps and sites as an ecosystem. Students can use the twine, wool or ribbon to 'connect' platforms. It can be useful to describe or refer to an image of a food web or food chain ecosystem to help students think about how the relationships crossover and some platforms might be closer than others.
5. When the digital web is complete, ask students to describe what they notice. Some discussion prompts include:
 - What is the relationship between these different platforms/sites?
Which platforms/sites are connected by our actions (e.g. sharing links or content between platforms) and which are connected by technology company design (e.g. advertising on Instagram is the same as Facebook)?
 - How does what happens on one platform influence other platforms/sites?
 - How can we change the relationships we have represented?
 - How might this web change if we only included platforms/sites we use on smartphones? Or only those used with televisions and gaming consoles?
 - How do algorithms and technological patterns shape these relationships?
 - Why might people like the connections between platforms, apps and sites? Why not?
 - Which platforms are less connected to others? Why might this be so?
 - How does what we put online move between platforms?
 - What are the implications of our web for what we do with media?
6. Conclude by highlighting how digital media are connected by human actions as well as connected by technological designs that the students may be unable to directly control or manage—such as platform algorithms, advertising crossover, or what appears in a newsfeed. Take a photo of the digital web to refer to in later activities.

Tips and ideas

- Students can create their own digital webs to compare with each other. This might be practical if you do not have access to a large wall pinboard or paper. Alternatively, students might prefer to use digital concept mapping software to create and share their webs.
- It's OK if students are not clear about the differences between apps, platforms, websites and so on. The definitions change over time and depend on the person's position. For example, a police officer might use different terms to describe social media, compared with a computer engineer.
- Researcher Tarleton Gillespie has suggested that platforms are the 'custodians of the internet'. He discusses the responsibilities that platforms have, and the responsibilities they ignore as 'stewards of public culture'. To read the article, visit [wired.com/story/how-social-networks-set-the-limits-of-what-we-can-say-online/](https://www.wired.com/story/how-social-networks-set-the-limits-of-what-we-can-say-online/), it can be used to consolidate this activity and extend student learning, but may require some support as it includes some terms that may be unfamiliar to students.

Digital web drawing



2.2 Visibility and participation



20 mins

Adapted from the conceptual framework in the article, Berriman & Thomson (2015) 'Spectacles of intimacy?' Mapping the moral landscape of teenage social media.

Learning intention

- To identify different digital practices and students' levels of visibility and participation.
- To reflect on online community issues or problems that matter to them.

Resources: Butchers paper, coloured markers, handout

Procedure

1. Explain that the previous activity focused on platforms. This activity will explore practices—the behaviours, habits, rituals and actions we have when we use media and technology. These can be as simple as clicking Like on a post, or as complicated as writing, filming, editing and sharing a film on a student's own website.
2. Organise students into small groups, and ask them to write a list of their practices using technology, digital devices or social media. They might like to refer to their digital web from workshop 2.1 for inspiration.
3. In groups, create a four quadrant graph on a sheet of paper. Label the x-axis VISIBILITY and the y-axis PARTICIPATION. This creates four different sections: high visibility and low participation; low visibility and low participation; low visibility and high participation; and high visibility and high participation. See the chart example on the handout below (p15).
4. Explain that the visibility axis means how visible they are because of how they use technology or media. This might include creating an anonymous profile to post a comment on a news website (low visibility) or posting a selfie on Instagram (high visibility). It can also refer to privacy and publicity and whether they are doing things that other users can't see (low visibility) or 'broadcasting' themselves (high visibility).

The participation axis refers to how the students engage with technology or media: do they consume, watch, lurk or listen (low participation) or do they produce, create, or communicate (high participation). Students who tag, curate, like, share and follow (low participation) may not produce this content, but still contribute to how things circulate online.

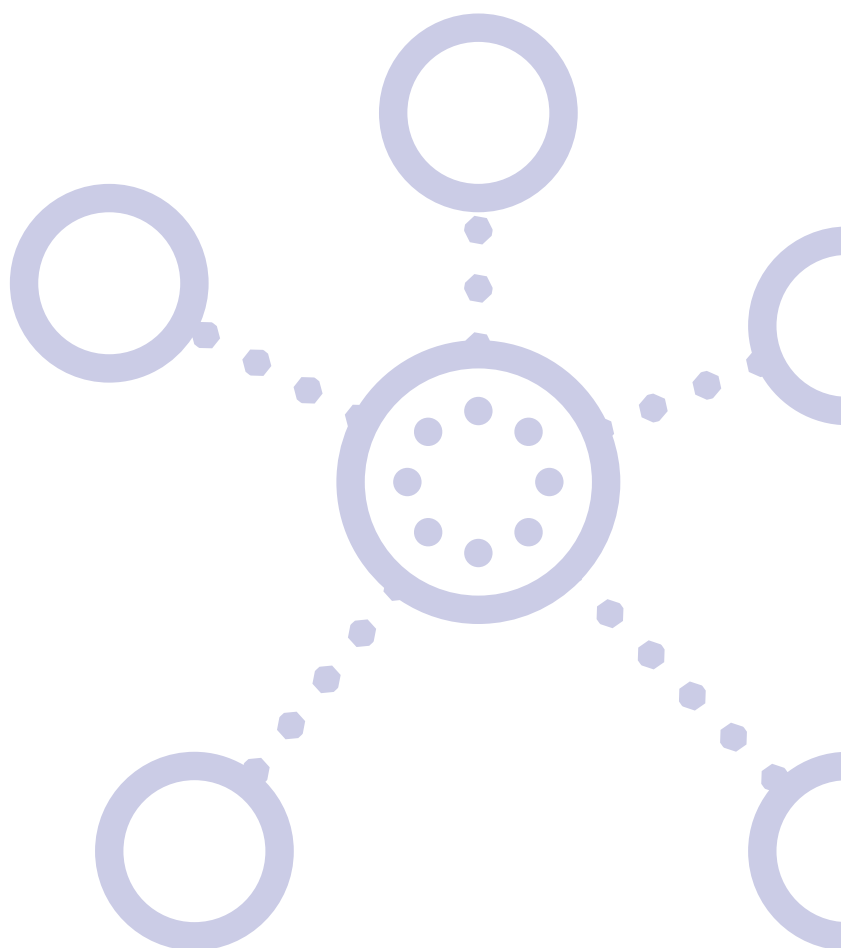
5. Ask students to graph their practices on the chart. It is OK if they disagree about the levels of participation or visibility of any practice as it might depend on the platform, their privacy settings, how many followers they have etc.
6. When students have finished their charts, invite them to present their charts to the other groups.
7. Discuss:
 - Which quadrants included the most number of practices? Are most of your own practices in one quadrant or are they spread out?
 - What practices can we imagine for low participation and high visibility?
 - Which practices were difficult to work out where to put on the chart? Why?
 - Which practices make us feel worried? Happy? Excited? Connected? Which quadrants do they fit in?
 - What are the challenges in each quadrant? Are they the same for everyone? How might different people have different experiences?
 - How is your capacity to be visible and feel safe affected by who you are?

- Often being 'cybersafe' is understood (especially by adults!) as being private on social media, gaming sites etc. Are there any high visibility practices that might be less risky than low visibility practices? For example, being in a video on YouTube from a sports match you played at school, or a photo of you posted in music magazine.
- What practices might fit in the low participation, high visibility quadrant? Are these practices we have control over e.g. your photo being posted on a website making fun of you, a video of you shared without your consent being shared via text message to others at school?
- How might understanding this inform social action?

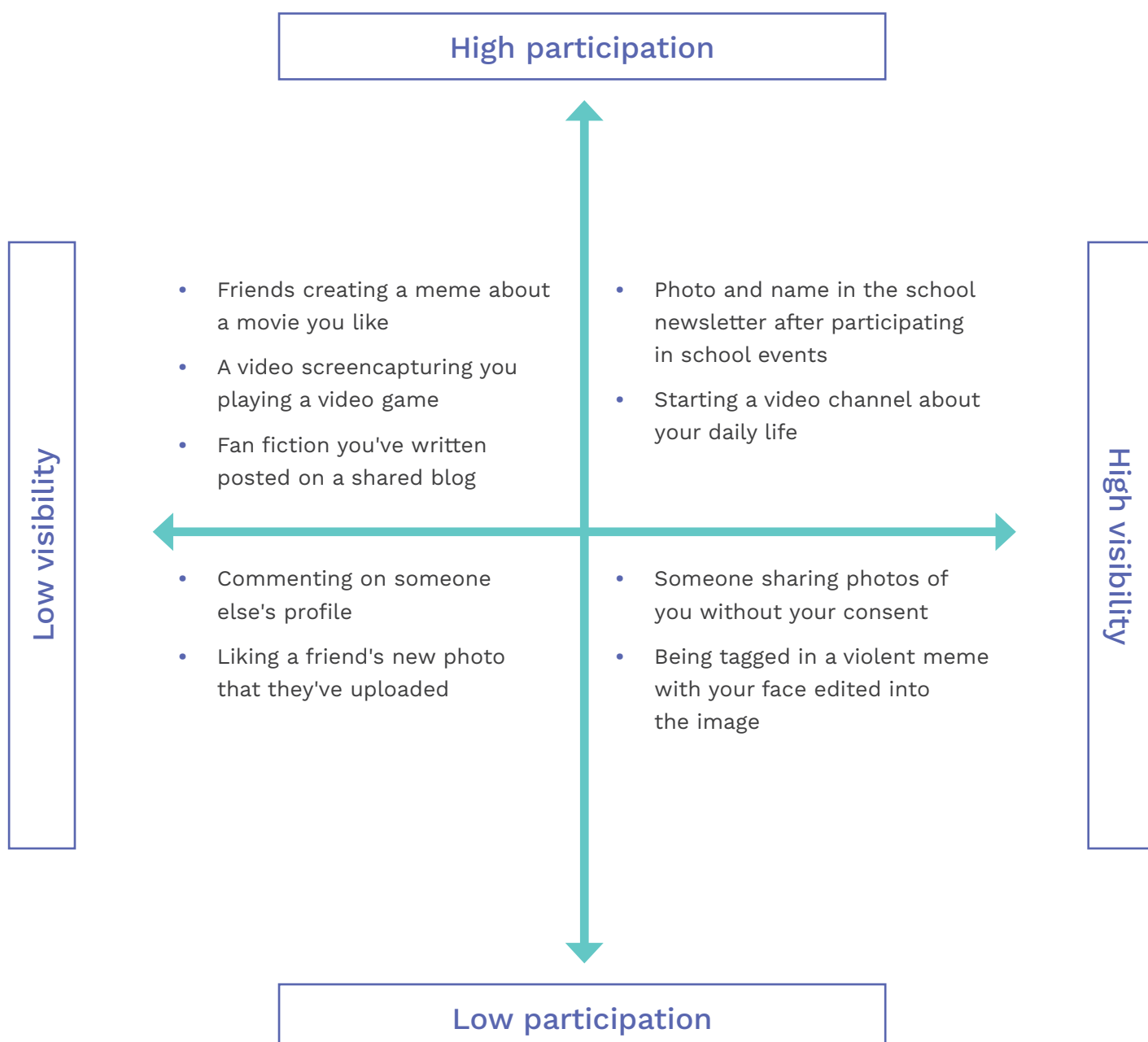
8. Conclude by noting that this activity can help us identify aspects of digital cultures and practices to enjoy and use more often, or imagine how we would like them to be.

Tips and ideas

- Move around the room when students are working and ask them discussion questions to get a sense of what's important to them, and any issues.
- It can be useful to talk about how ISPs, media companies, browsers and other technologies may be able to track students' practices even if they are not classified as high visibility or high participation. Are students concerned about this visibility or just their visibility to people they know/don't know? Does knowing this change how visible students are, or want to be?
- The researchers who created the model used 'qualitative data from research with British teenagers about the place of digital cultures within their everyday lives,' noting '...we identify two underlying moral logics in young people's accounts of their practices: a concern with the imperatives of participation and a concern with the values, 'risks', and consequences of visibility.' (Berriman & Thomson, 2015, p.1).



Visibility and Participation



2.3 Would you rather?



20 mins

Learning intention

- To explore both the diversity of young people's digital practices and what's important to them.

Resources: Space to move around, handout or slides of statements, large signs 'A' and 'B'

Procedure

- Rearrange the classroom so there is space for all students to stand and move to two of the corners of the classroom.
- Explain that they developed a bigger representation of social media in the digital web activity but now they will explore their own practices and what's important to them. Define digital practices as the things they do with digital media, their behaviours, habits and actions.
- Invite students to stand up and explain that you will read a series of statements, each with two options. Students will be asked to move to corner A or corner B to demonstrate their choice. Remind students that they must choose a corner and can't 'sit on the fence'.
- Read out the statements and encourage students to move, without following their friends, as each student will interpret the statement differently.
- After each statement, ask students to justify why they chose their corner and what influenced their decision. You might want to ask questions such as:
 - Why did you choose this position?
 - What experiences, values, knowledge or attitudes influenced your decision?
 - Why is X important to you? e.g. freedom to use social media whenever is important, I prefer communicating through images because I love photography.
 - What are some of the differences between the people who chose A and those who chose B?
 - How would your responses change if one part of the statement was changed?

Tips and ideas

- Ensure that all students are able to move and stand comfortably around the classroom. If not, you might want to have chairs at each corner, or give each student different coloured sheets of paper to hold up to indicate their choice.
- It can be useful to record the ideas that the group discusses. These can be referred to in other activities, e.g. 'Most of us said that privacy was important. Let's add that to the list' or 'Different people talked about preferring this over that'.

Would you rather...

A

Only see digital content about cats

Only be able to post supportive or positive comments and click Like, Heart or Thumbs Up on social media content?

Communicate only through images on social media?

Have everyone else in your household see everything you do on your mobile for a month?

Have the same profile picture on all of your social media profiles for ten years?

Only be able to game on a smartphone or tablet device?

Only be able to access a search engine to look up things between 7am and 2pm?

B

Only see digital content about dogs?

Only be able to post challenging or negative comments and click Unlike, Thumbs Down or Crosses on social media content?

Communicate only through words on social media?

Have private access to your mobile for only 30 minutes a day, for one month?

Be unable to put up photos of yourself in any form on social media for ten years? (others can put photos of you up though)

Only be able to game on a console?

Only be able to access a search engine to look up things between 4pm and 10pm?



Workshop 3: Laws, tech and media



This workshop provides an overview of current legal frameworks for digital and technology-based harassment, abuse and discrimination, including image-based abuse and cyberbullying. It might be a new area for students or consolidate knowledge and attitudes from other cybersafety programs.

3.1 Internet timeline 20 mins

Learning intention

- To understand the history of the internet, digital gaming, technology and social media and how they have evolved

Resources: Timeline handout, scissors, glue and paper, or cards with each event (1 set of cards per group or student), History of digital devices timetoast.com/timelines/digital-devices-7501b759-ccef-4ccb-848e-3bfa468bc4ae, computer history museum computerhistory.org/timeline/computers/.

Procedure

- Organise students into groups, or to work individually.
- Provide each student/group with the timeline handout or a set of cards with each scenario.
- Ask students to organise the events by year. If they are not sure, encourage them to estimate when the event occurred.
- When each student/group finishes their timeline, invite them to move around the room reviewing each timeline. It can be useful to discuss the following questions as students compare their responses:
 - How long has the internet been around? (The 'network of networks' has existed since 1983; the www since 1990 but was not in household use until 1993)
 - Who makes the rules that govern how the internet is used?
 - In what ways does the internet affect your life?
 - How dependent are we on the internet?
 - What laws relate to the internet and how we use it? How have these changed over time?

Handout answers

Cards/events

- The first time I remember using a laptop computer.
- The first time I set up an online or digital profile.
- The first time I felt nervous about something I messaged to someone.
- The first time I played my favourite online game.

General events

- Pokemon Go was popular in Australia **(2016)**
- Facebook was founded **(2004)**
- The Apple iPad was first released **(2010)**
- Changes to sexting laws were made in Victoria, Australia, making it illegal for people to share explicit images without consent **(2014)**
- Instagram was released for Android phones **(2012, 2010 for iOS)**
- Club Penguin was launched **(2005)**
- Apple discontinued producing all iPod models **(2017)**
- The Australian Federal Government committed to building the NBN **(2007)**
- Text messaging between different mobile providers was introduced in Australia **(2000, 1995 for text messaging between numbers from the same provider)**
- The first camera phone was sold in the world **(2000, Sharp J-SH04 J-Phone model in Japan)**
- Minecraft was initially released **(2009)**
- The first Pokemon movie was released **(1999)**
- Australian newspapers wrote articles about Fortnite **(2018)**
- Broadband internet was first available in Australian homes **(2000)**
- Netflix was first available in Australia **(2015)**
- A film version of Assassin's Creed was shown in Australian cinemas **(2016)**
- Tetris was first available **(1994)**
- The first email was sent **(1971 sent from one computer to another)**
- Mathletics was released (online instruction, practice problems with instant feedback and live competition) **(2007)**

Cards/events



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The first time I set up an online or digital profile

The first time I felt nervous about something I messaged to someone

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General events

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The first camera phone was sold in the world

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The first Pokemon movie was released

Australian newspapers wrote articles about Fortnite

Broadband internet was first available in Australian homes

Netflix was first available in Australia

A film version of Assassin's Creed was shown in Australian cinemas

Tetris was first available

The first email was sent

Mathletics was released (online instruction, practice problems with instant feedback and live competition)

3.2 Quizzing the law 40 mins

Learning intention

- To introduce or review laws related to digital technologies and social media

Resources: Access to devices/internet

Procedure

- Organise students into small groups and ask them to brainstorm or research legislation in Australia related to media, technology, the internet or digital devices. Some examples include:
 - bullying, and bullying using social media or technology
 - copyright laws
 - taking, sending and sharing sexually explicit images
 - someone threatening you online
 - posting videos of fights online
 - identity theft
 - anti-piracy laws (downloading content).
- Ask students to research current legislation, including if it is state/territory or Commonwealth law. Some useful resources include:
 - General: yla.org.au/
 - esafety.gov.au/about-the-office/legislation
 - esafety.gov.au/esafety-information/esafety-issues/cyber-abuse
 - ACT: legislation.act.gov.au
 - NSW: legislation.nsw.gov.au/#/
 - NT: nt.gov.au/law
 - Queensland: qld.gov.au/law
 - SA: legislation.sa.gov.au/index.aspx
 - Tasmania: legislation.tas.gov.au
 - Victoria: vic.gov.au/law-justice.html
 - WA: legislation.wa.gov.au
- With this legal information, invite students to create a digital laws quiz for younger students. They might like to think about which legislation is most relevant to students in Years 7 or 8 (for example). Students might like to use digital resources to create and share their quizzes e.g. Kahoot, Google quizzes in Forms, Survey Monkey.
- Review, play and edit the quizzes as a class group.
- During or after the quizzes, explore these questions:
 - What most surprised you about your research?
 - What are the differences between legislation for young people under 16 or 18, and adults 18 and older? Do you agree or disagree with these differences?
 - Which legislation most needs to be updated and why?

- How has legislation related to media and technology changed over time? Why?
- If you could create new legislation related to media or technology, what would you develop and why?

Tips and ideas

- This is a great activity for a cross-age student interaction. Students can work with smaller groups of younger students or create a longer class quiz to present to younger students in a homegroup or other class.
- It is useful creating the quizzes online as students can edit and modify their questions and answers, as well as answer feedback after the class group has reviewed their quiz. This will help students to practice editing their work and improving the clarity of their writing.





Workshop 4:

Online images—the good, the bad and the ugly



This workshop explores how different people take, use and make meanings from images. It looks at how this can help students to consider the harm and distress that can result from taking or sharing images and ways to address this.

4.1 Kids' rights online? 10 mins

Learning intention

- To identify what students think and feel about different types of images and how this influences how they create, use and share images

Resources: None required

Procedure

1. To warm up for this workshop, discuss the first day of school: parents/carers take a photo of you dressed up in your school uniform. Should they post photos of you online? When is it OK/not OK?
 - Have your parents or carers ever posted a photo of you that you were unhappy about?
 - Do kids have rights to how their pictures are shared? What would be good practice?
2. Conclude by suggesting that parents/carers could teach young children about digital life by checking that it's OK to take their picture, and then having a conversation about whether and how they can share it online. Suggest students could check out #talkb4sharing, an initiative by the Office of the eSafety Commissioner and the Institute for Culture and Society at Western Sydney University.



Uses technology



Cross-age activity



Requires handouts or signs



Requires scribe materials



Self-reflection



Group conversation



Research



Activity length

4.2 Crossing the line



25 mins

Learning intention

- To consider how using images in different ways can make other people feel and how we might rethink how we use images so that our friends and peers feel accepted and valued

Resources: Handouts

Procedure

- Distribute handouts listing scenarios. Working in small groups, allow 5 minutes for students to tick either the OK or Not OK column next to each scenario.
- Ask for some brief feedback from each group following their discussion. They may note the following:
 - There are many different assumptions about what's OK and what's not.
 - People use images to make people feel bad in lots of different ways, not only sexual ways.
 - Sometimes we might think something we do with images is OK so that we feel like we fit in with others.
 - Sometimes what we do can be misguided, we think it is just about having a sense of fun or playful 'sledging', but it can be really hurtful.
- Discuss:
 - How might we hurt others by collecting and posting images, why can this be hurtful?
 - Does your gender/sexuality/age/religion/race make a difference?
 - How do you know if your friend will be OK with a pic that you share? How do you know if it will hurt someone?
- Finally, review:
 - When is it OK to share someone's pic?
 - How can images be used to create insiders and outsiders in social groups?
 - Would most of us want to avoid doing that to our friends?

Tips and ideas

- Students may want to interpret this activity and focus on gendered image-based abuse or sexual images, or may want to explore other themes related to religion, values, politics etc.
- It's important to review the scenarios before using them in your class. Some might be more appropriate than others for your school community or class group.

OK or not OK?

OK **Not OK**

Your friend posts an ugly photo of you on your birthday.	<input type="checkbox"/>	<input type="checkbox"/>
Your friends post a photo of them out shopping together without you.	<input type="checkbox"/>	<input type="checkbox"/>
A family member has posted a violent message about immigrants.	<input type="checkbox"/>	<input type="checkbox"/>
A friend posts pics of his/her abs.	<input type="checkbox"/>	<input type="checkbox"/>
You made a really bad kick at footy—your friends keep making comments online.	<input type="checkbox"/>	<input type="checkbox"/>
A guy keeps texting you and asking you out (and you've already said no).	<input type="checkbox"/>	<input type="checkbox"/>
A girl you know sends you a sexy pic.	<input type="checkbox"/>	<input type="checkbox"/>
Someone shares a pic of you kissing your boy/girlfriend.	<input type="checkbox"/>	<input type="checkbox"/>
Your boy/girlfriend wants you to send them a sexy pic.	<input type="checkbox"/>	<input type="checkbox"/>
You post a video of a drunk friend.	<input type="checkbox"/>	<input type="checkbox"/>
Some guys at school are collecting nude pics from Year 7 girls.	<input type="checkbox"/>	<input type="checkbox"/>
Someone posts anti-Christian slogans.	<input type="checkbox"/>	<input type="checkbox"/>
You're a vegan. A friend keeps tagging you in pictures of meat.	<input type="checkbox"/>	<input type="checkbox"/>
Your friend has recently become vegan and posts animal cruelty images constantly.	<input type="checkbox"/>	<input type="checkbox"/>
You've tagged your friends in a goofy group shot.	<input type="checkbox"/>	<input type="checkbox"/>
Your friend loves guns. He/she keeps sharing pics of weapons.	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Non-consensual sharing of images



25 mins

Learning intention

- To explore the ethics and legal considerations surrounding sexting and other issues about sharing images

Resources: Projector or smartboard

- eSafety Commissioner videos on image-based abuse
esafety.gov.au/image-based-abuse/
- Project Rokit video 'Nudes: How can I support someone whose photo was leaked?'
youtube.com/watch?v=VXY_8SsjUFo&t=4s

Procedure

- After watching the image-based abuse video clips at esafety.gov.au/image-based-abuse/, and Send Noods, Not Nudes at vimeo.com/262150643 ask students to identify anything that was new, surprising or interesting to them about the information provided in the clip.
- We will focus on the experience of a person who has had their image shared (and they are unhappy about it). Students are to fill out the handout individually.
- Watch Project Rokit's 'How can I support someone whose photo has been shared' at youtube.com/watch?v=VXY_8SsjUFo&t=4s

Tips and ideas

- Before beginning this workshop, refresh students' memories of the Group Agreement, especially the rules that cover using the third person if telling stories and protecting their own privacy. Before starting the workshop, remind students of the support available if the workshop raises any concerns or questions.
- It's important to review the videos before using them in your class and to assess whether this content is suitable for your cohort. Some videos might be more appropriate than others for your school community or class group.

Ask:

- Who is available in their networks to talk to?
- Who is available at this school?

Remember:

- There are phone/online services you can call anonymously if students are worried, for example about whether an incident is legal. You can refer back to the support handout in Workshop 1 including the eSafety Wellbeing Directory for contacts at esafety.gov.au/wellbeing-directory



Summarise your ideas on each of the questions in the spaces below.

Comment on it from each of the following points of view:

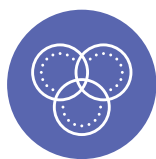
The student whose photo has been shared. How might they feel? What action could they take?

The 'sharer' of the photo. How might they feel? What if they wanted it to stop? What action could they take?

A friend of the student whose photo has been shared. How might they feel? What action could they take?

A bystander. How might they feel? What action could they take?

A teacher at the school. How might they feel? What action could they take?



Workshop 5: Difference and diversity



This workshop considers how digital cultures are often diverse and reflect our differences in other settings—including schools and our local communities. Students explore how assumptions about other people and how what they do can exclude other people.

5.1 How does difference shape our world?



30 mins

Learning intention

- To consider how differences between people, communities, cultures and groups influence peoples' negative experiences on social media

Resources: Stickers/coloured dots in two different colours, 10 large sheets of butchers paper, coloured markers, Blu-Tack

Procedure

- Write the 10 statements (listed below) separately at the top of each sheet of butchers paper.
- Stick the sheets up around the classroom.
- Ensure that each student has at least 3 stickers for each of the 2 colours e.g. 3 red stickers, 3 blue stickers.
- Explain that the sticker colours correspond to either 'agree' or 'disagree'. For example, red means agree and blue means disagree.
- Invite students to move around the classroom and respond to the statements by applying the stickers to the sheets. Indicate how long they will have to complete the task.
- Remind the group that each person will interpret the statement in their own way and it is OK to respond differently to others.
- When the time allocated has finished, encourage students to describe what they observe to the group. You might want to ask:
 - What patterns can we observe in the responses? Are there statements with mostly one colour sticker?
 - What influenced where you put your stickers?



Uses technology



Cross-age activity



Requires handouts or signs



Requires scribe materials



Self-reflection



Group conversation



Research

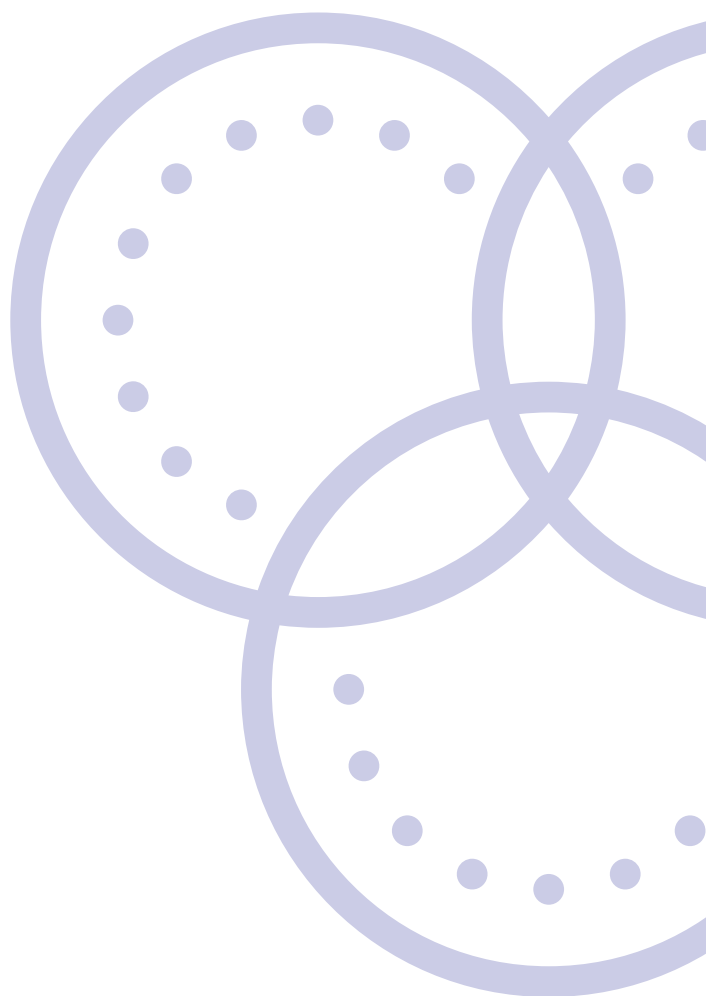


Activity length

- How are the differences between people at school or in the community similar, or different, to how diversity is experienced on social media?
- How might different people experience these things in different ways?
- Why might people harass, pick on or bully people because they are different to them?
- What other reasons contribute to someone choosing to harass or bully someone else?

Tips and ideas

- The start of this activity is a good time to refer back to the group agreement created at the start of the program, reminding students to respect others' ideas and experiences.
- Play music while students move around the room. This may remind them not to talk while they are thinking and responding with the stickers and can also be a good way to signal when the activity will move on.
- Organise the sheets around the classroom before students come into the room. They can start to think about what the activity might involve as they settle into their seats.



Statements:

Dot

1. Bullying on the internet happens when people put themselves at risk of it.

2. Racism online and cyberbullying are two different things.

3. People try to put others down because they are different.

4. Often people are jealous of those who are different to them.

5. I can control what information is shared about me online.

6. Social media encourages all people to share ideas and thoughts.

7. Young men experience cyberbullying more than young women.

8. People are equal on social media, it doesn't matter who you are.

9. A diverse range of ideas and opinions are shared on platforms like Twitter and Instagram.

10. It is easier to make people feel bad on some platforms than others.

5.2 Exclusion and inclusion



30 mins

Adapted from Teaching Tolerance from the Southern Poverty Law Centre, Resource: Constructively Engaging in Digital Communities lesson. Visit: tolerance.org/classroom-resources/tolerance-lessons/constructively-engaging-in-digital-communities

Learning intention

- To explore how social media can include or exclude others, and how we might respond to this

Resources: Large signs to stick around the classroom:

- do nothing
 - respond
 - report
 - talk it over with friends
 - something else.
- Handout / slides with scenarios

Procedure

1. Divide the class into small groups of students. Ask each group to brainstorm on a sheet of paper how they would like to be treated when their classmates speak to them at school. Encourage them to think about ideas like respect, eye contact, non-threatening body language, inclusivity and politeness. Ask students to use positive statements that begin with, 'People respect me when they...'
2. Ask some of the groups to share their statements. Point out to students that when people are respectful of others, they include everyone in the group.
3. Ask students whether they think speaking positively to, or about, someone has more impact when said in person or online. What about speaking negatively to or about someone? Why do they think that is the case?
4. Ask the groups to add to their brainstorm how they would like to be treated by other people on social media.
5. Ask the class how they feel when they witness, experience or send hate speech or negative comments or posts. What actions, if any, do they take when they, or their friends, receive hate speech or negative comments online? You may want to explain that hate speech is defined as 'speech that attacks, threatens or insults a person or group on the basis of national origin, ethnicity, color, religion, gender, gender identity, sexual orientation or disability' by Dictionary.com.
6. To start the next activity, place the signs around the classroom. Before you begin, remind students that they have the power to escalate or de-escalate a situation through their words and actions.
7. Read out each of the scenarios on the handout and ask students to move to the sign that best describes how they would react to that scenario.
8. Once they've made their selections, have the group in each corner explain their reasons. Have students state whether they think their action would escalate or de-escalate the situation.
9. When all the scenarios have been discussed, ask students to gather as a group and discuss:
 - Are positive comments important to you? Why and how do they affect your life?
 - When people are experiencing some difficulty—such as arguments, friendship breakups, false accusations or harassment—why is it better not to make negative comments?
 - What responsibility do you have for your online communication?
 - How can you help encourage all students to take this responsibility seriously?
10. To finish the workshop, ask students to each write a short reflection of 3-5 sentences about what diversity on social media means to them.

Tips and ideas

- Students might want to run this activity with younger students in the school and explore more scenarios written by the students.

Scenarios:

1

A good friend of yours recently got into an argument with another student. That student sent a racially insensitive text to your friend. You, and others, saw a screenshot of the exchange.

2

A student you don't know personally is being bullied online through social media posts. Other students and members of the community are questioning his sexual orientation. Some of your friends are the worst offenders.

3

Some students you don't know are spreading a nasty story about you bullying someone on social media because of their religion. Your friends think it is true and begin to ignore you.



Workshop 6: Friendship and digital stress



This workshop invites students to identify the unspoken social norms that shape their digital cultures—especially their friends' expectations of them and vice versa. Students brainstorm ways of managing the digital stress, insecurity or vulnerability that comes from wanting to belong and stay connected to friends, partners and groups.

6.1 What's our rulebook?



30 mins

Learning intention

- To describe the taken-for-granted, invisible or unspoken social norms that influence digital practices.
- To consider the effects of these social norms on students' digital practices.

Resources: Four signs:

- strongly agree
- agree
- disagree
- strongly disagree.

Procedure

1. Work with students to help them understand social norms for different things that we do. 'Seeing' and describing social norms means we can better grasp, and change, them. Explain that we will be identifying and exploring the invisible, or taken-for-granted, social norms and rules related to our digital cultures. Tell the students that we are going to find out if a 'rule book' exists for social media and gaming.
2. Place four continuum cards on the ground using a two-, three- or four-point continuum (strongly agree, agree, disagree, strongly disagree), and explain to students that you're going to read out a list of statements and they need to move to the card that most accurately reflects their view.
3. Select between 3 or 4 statements from the handout list.
4. Once everyone has taken a position, ask for volunteers to share their beliefs for each statement at the different points on the continuum. Make sure you invite students to express their beliefs from a range of places on the continuum. You may need to remind students of the Group Agreement.



Uses technology



Cross-age activity



Requires handouts or signs



Requires scribe materials



Self-reflection



Group conversation



Research

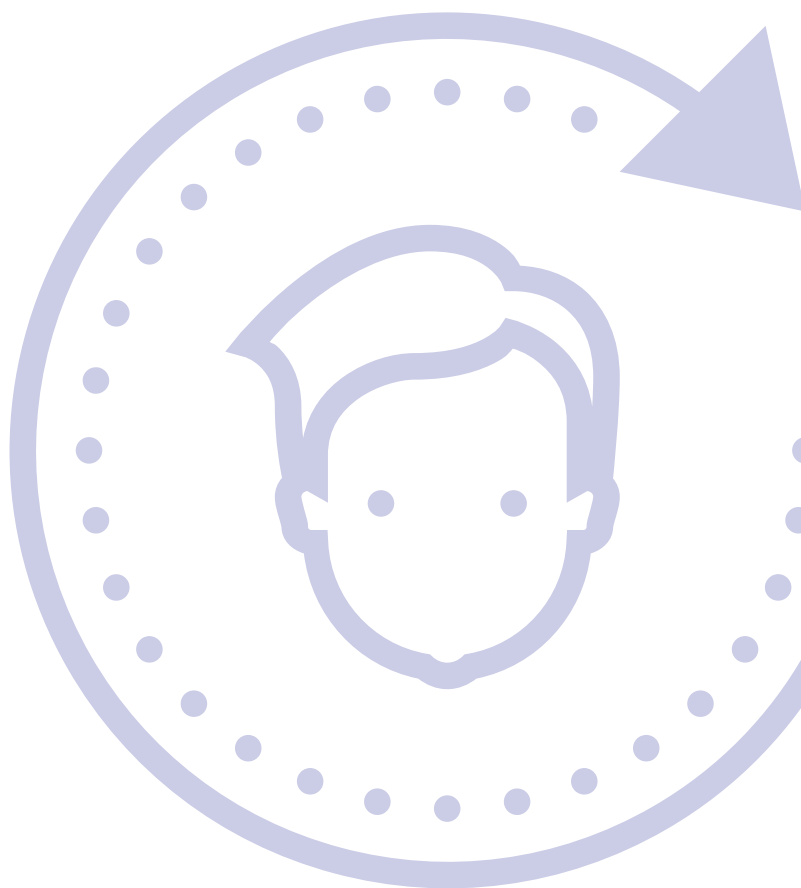


Activity length

5. Organise students into small groups and ask them to come up with 1 or 2 examples of their own social norm statements.
6. When each group has prepared a statement, do the continuum activity again with each group sharing their statement and facilitating the discussion.
7. At the end of the activity, ask students:
 - Are there invisible or unspoken rules on how to behave and what to do on social media? What are they? How do you know these rules?
 - Are there particular platforms, games or devices where it feels like there are more rules? Less rules?
 - How do you know you've violated a social norm or unspoken rule?
 - What happens if you breach or challenge a social norm?
 - Why do social norms exist within friendship groups, families and/or communities in the first place?

Tips and ideas

- You might want to move around the room and support students to write effective statements. Help them to clarify any language that may be confusing to other students.



Statements:

1. When dating or in a relationship, it is important to send a partner at least two messages, images, comments or Snapchats a day to show that you care about them.
2. Likes or following means that I like or agree with the content.
3. If you are online, you have a responsibility to reply to messages from friends as soon as you can.
4. If you're best friends with someone, you trust them and sharing a password to your gaming console account, social media account or email is no big deal.
5. If you post something online you have to be prepared to take the heat if people disagree.
6. It is easier to be authentic and 'be yourself' online than at school.
7. Posting too much on one platform in a short period of time means that the person wants attention.

6.2 Friendship stressors



30 mins

Learning intention

- To identify and manage the digital stress, insecurity or vulnerability that comes from wanting to belong and stay connected to friends, partners and groups

Resources: Handouts 1 and 2

Procedure

1. Explain that some of the digital stress we experience is not just about the devices, platforms or apps we use (and their endless notifications). Stress and worry can also come from wanting to stay up to date and connected with friends. Some young people find it challenging to balance being part of a group and sticking to what is important to them. This can make them feel insecure, vulnerable or stressed, especially if they are not sure about what their friends and other people think.
2. Give each student a handout and explain that they are going to hear different friendship dilemmas. For each dilemma, they need to write what they think about the situation, what they would feel and how they would respond. Remind students that this is an individual activity and that everyone will have their own ideas based on their personal friendship experiences.
3. Read out each dilemma and show the dilemma on the slideshow.
4. Give students enough time to write some brief notes for each column. If they are stuck, prompt them to record the first thing that comes to mind.
5. When you have gone through each dilemma, organise students into pairs or small groups to discuss their responses. Put the discussion question slide on the screen to guide their discussions.
6. As a class group, ask pairs or groups to report back. Identify any themes or differences from the group and useful strategies to manage the dilemmas. Highlight that these ideas can be starting points for their change-making project.

Tips and ideas

- This activity can be used to brainstorm strategies for managing difficult situations with friends—but it can also be useful for thinking about situations with partners. The dilemmas can be re-written to focus on romantic or sexual relationships. It's important to think about the group you're working with and which version would be most beneficial for them.
- There are some funny examples of using technology to negotiate friendships. BuzzFeed has some examples, but students will no doubt have their own.

Friendship dilemmas

1. A couple you know from school is going through a nasty breakup. Both are your good friends. You read a post on social media that trashes one of them.
2. A friend you know from school messages you privately and tells you they are annoyed because you don't seem to reply to messages or comment on their posts regularly. They don't want you as a friend anymore.
3. You told a friend that you weren't feeling too well and didn't want to meet up with them on the weekend. On Saturday, your cousin tags you in a public image on their profile. In the image, you're at the shops, both laughing.
4. A friend you've known since primary school suddenly ignores your messages, requests to play online games and seems to avoid you in public.
5. You discovered a friend is into a political community online that doesn't fit your values and beliefs. You find some of what they're saying makes you feel really uncomfortable and you want to 'ghost' them—cut off all contact without saying anything to them.

Discussion questions

How realistic are these scenarios for you or your friendship group/s?

What influenced what you would do in the situations?

Is there a pattern to your responses? Are you someone who avoids problems or someone who addresses problems directly?

How would your responses change if you were three years younger?

How would your responses change if we focused on romantic or sexual relationships, rather than friendships?

Friendship dilemmas

	Dilemma What is the dilemma in your own words?	Think What do you think about this situation?	Feel How would you feel about being in this situation?	Do What would you do in this situation?
1.				
2.				
3.				
4.				

