

WORKSHOP HANDBOOK





Acknowledgements

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WELCOME

Guiding young people to positively shape their digital practices has never been more important. In an increasingly tech-driven world, young people find it challenging to make the distinction between their online and offline worlds. Whether it's for school, socialising, or entertainment, almost everything teens do is enabled through an internet-connected device.

While this exposure to digital technology can create diverse and rich experiences, our research shows that young people also encounter a number of negative experiences online, such as being left out by others, having mean things posted about them or experiencing image-based abuse through digital devices or social media.

While these negative experiences can be hurtful and damaging, we know through our research and day to day contact with young people, teens can recognise the positive outcomes that arise from these incidents. Whether it's realising who their 'true friends' are, being able to identify and effectively manage online risks or helping a friend through online strife, teens do feel more empowered as they develop digital resilience. By definition, resilience is the process of bouncing back in the face of adversity, and enabling teens to develop this skill is increasingly important.

We also know that during tough times young people often turn to their peers. I firmly believe that for young people to share these experiences and strategies, having the right eSafety information to share with friends is an important way for young people to positively shape their digital communities, and get the support that they need. This is where The YeS Project will help.

The YeS Project focuses on improving digital culture and bolstering young people's support networks. It encourages teachers and students to explore the pros and cons of various digital practices, communities and values, sparking important conversations and problem solving in the classroom. Additionally, it provides teachers with

authentic insight into students' digital experiences so they too can be empowered to encourage the right help-seeking behaviours. By facilitating these interactive workshops, guided by The YeS Project modules, young people will better understand the complexity of their digital world and the implications for their everyday lives.

We look forward to The YeS Project empowering teachers and contributing to the development of a new generation of young positive online influencers, as we encourage them to shift the conversation, and shape the world.



Julie Inman Grant
eSafety Commissioner

The YeS Project framework

The YeS Project is a workshop-based digital and social health program that encourages young people to act as positive leaders and supportive friends in all their social spaces, especially online. The YeS Project aims to enable students to learn about their digital communities, and to transform them.

It moves through three themes which build on one another. Firstly, young people reflect on their own digital and social practices—ME, they then focus on their interactions and support with friends and peers—YOU, and, finally, explore and plan for change in their schools and communities—WE. This mirrors other health and education programs that use an ethics framework to support young people caring for themselves, their peers and their worlds (see Carmody & Ovenden, 2013, for example). Although this is a resource about digital education it encourages young people to develop their ethical, personal and social capabilities.

How to use this guide









This YeS Project Handbook includes:

- an outline of each of the themes and workshops
- workshop activity outlines
- supporting material for each activity
- tips and ideas for facilitating activities
- a list of references and resources.

This handbook is designed to be used alongside the YeS Project Educator Guide. The Educator Guide provides additional background material including:

- research which underpins The YeS Project
- suggestions for how to fit The YeS Project into your school or setting
- advice on how the program links to the Australian Curriculum and other programs
- recommendations for planning and facilitating The YeS Project.

Symbols used in this guide

	Requires use of technology e.g. devices, internet, audiovisual		Self-reflection focus
	Good for use as cross-age activity		Group conversation focus
	Requires handouts or signs		Research focus
	Requires scribe materials		Activity length

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

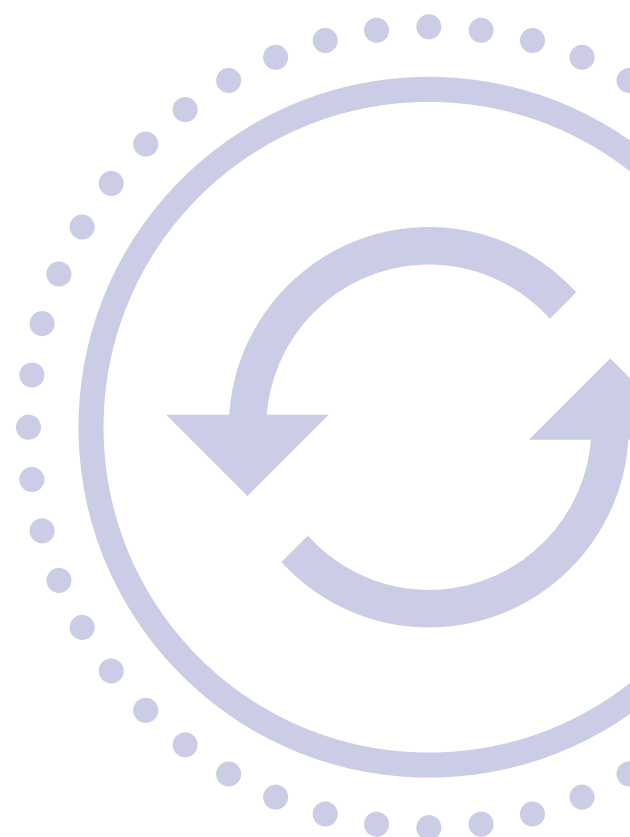
Learning intention

- 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

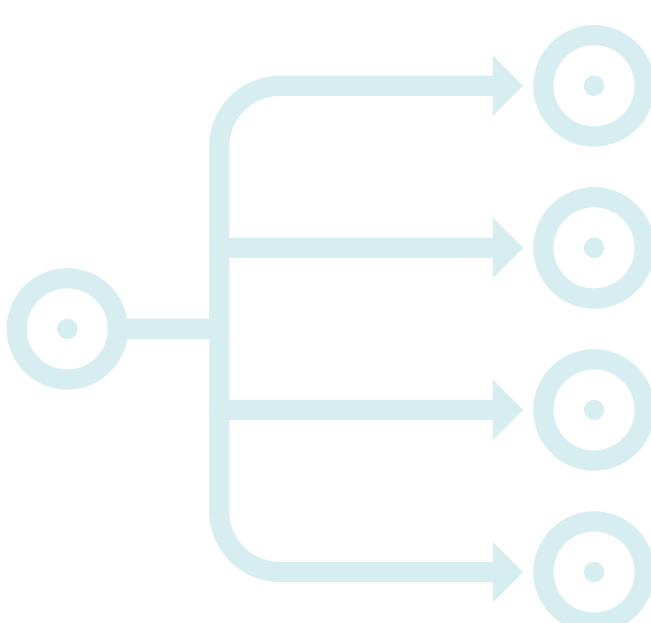


Local supports: Write about services in your area

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



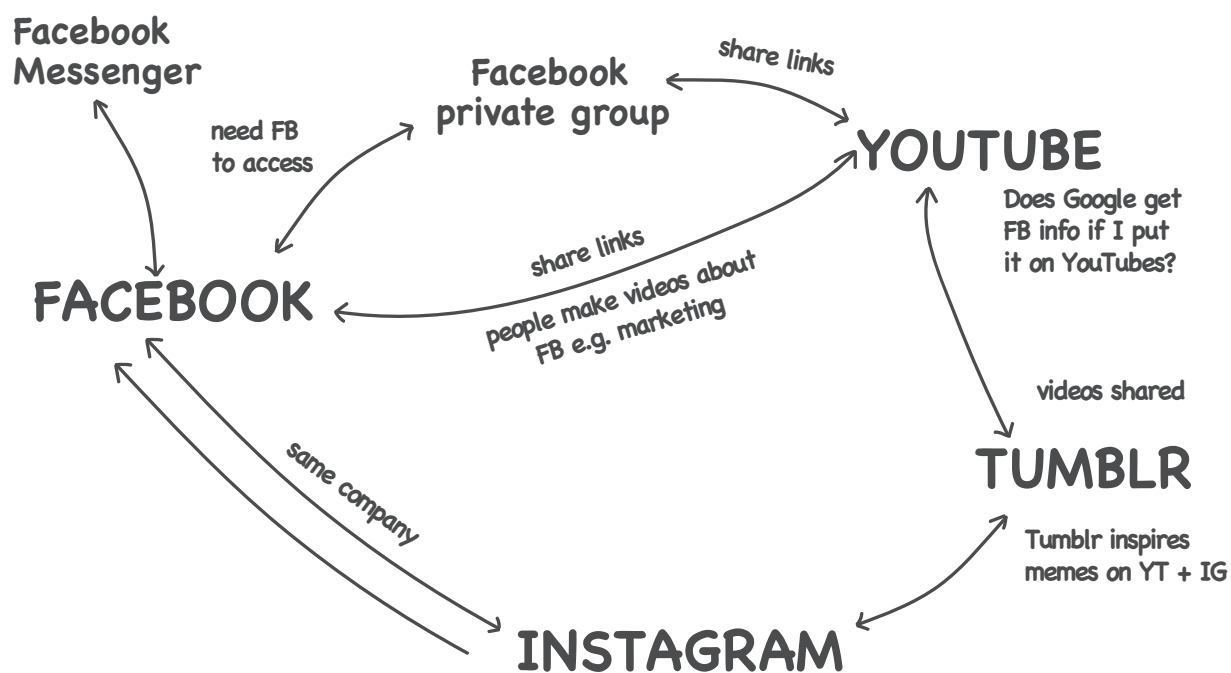
Activity length

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.

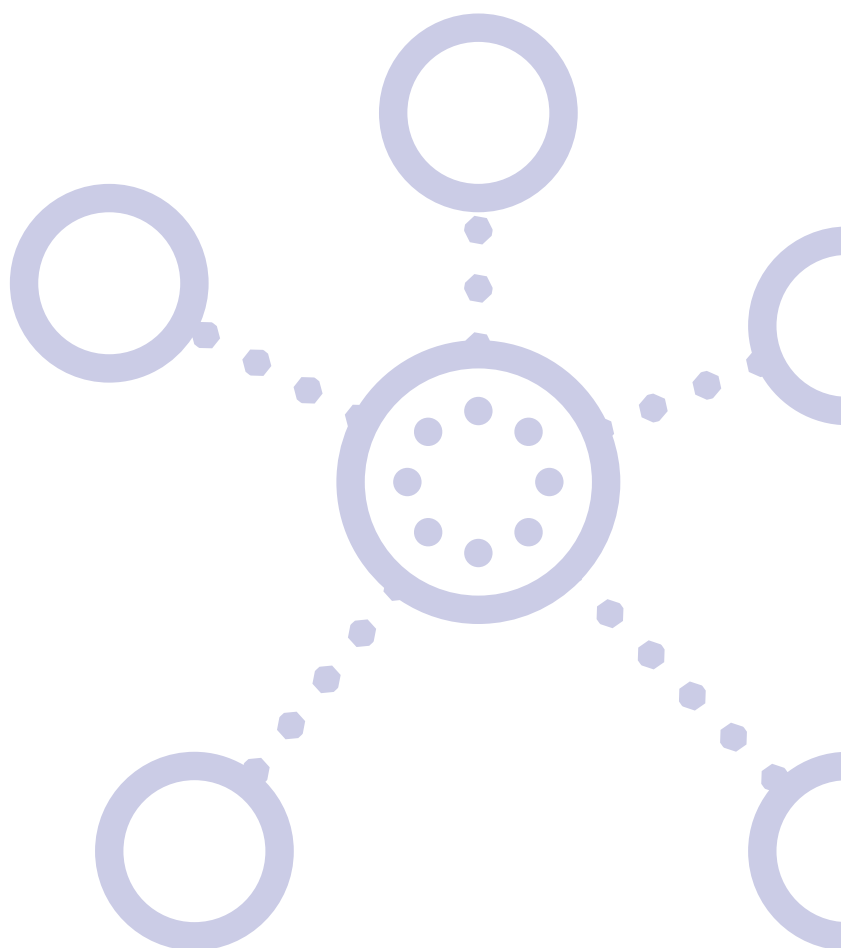
5. Ask students to graph their practices on the chart. It is OK if they disagree about the levels of participation or visibility of any practice as it might depend on the platform, their privacy settings, how many followers they have etc.
6. When students have finished their charts, invite them to present 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?

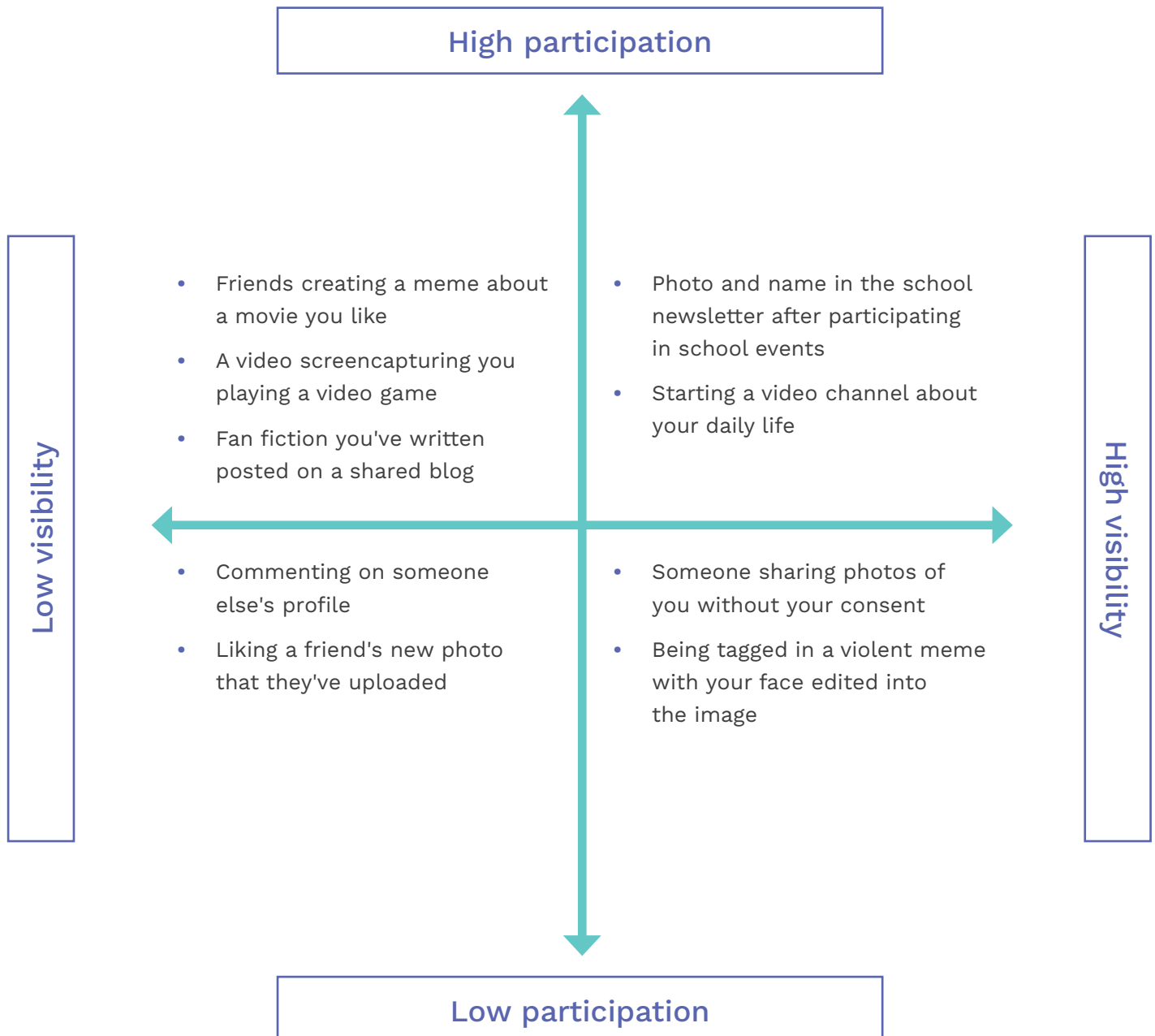
8. Conclude by noting that this activity can help us identify aspects of digital cultures and practices to enjoy and use more often, or imagine how we would like them to be.

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



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

Facebook was founded

The Apple iPad was first released

Changes to sexting laws were made in Victoria, Australia making it illegal for people to share explicit images without consent

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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

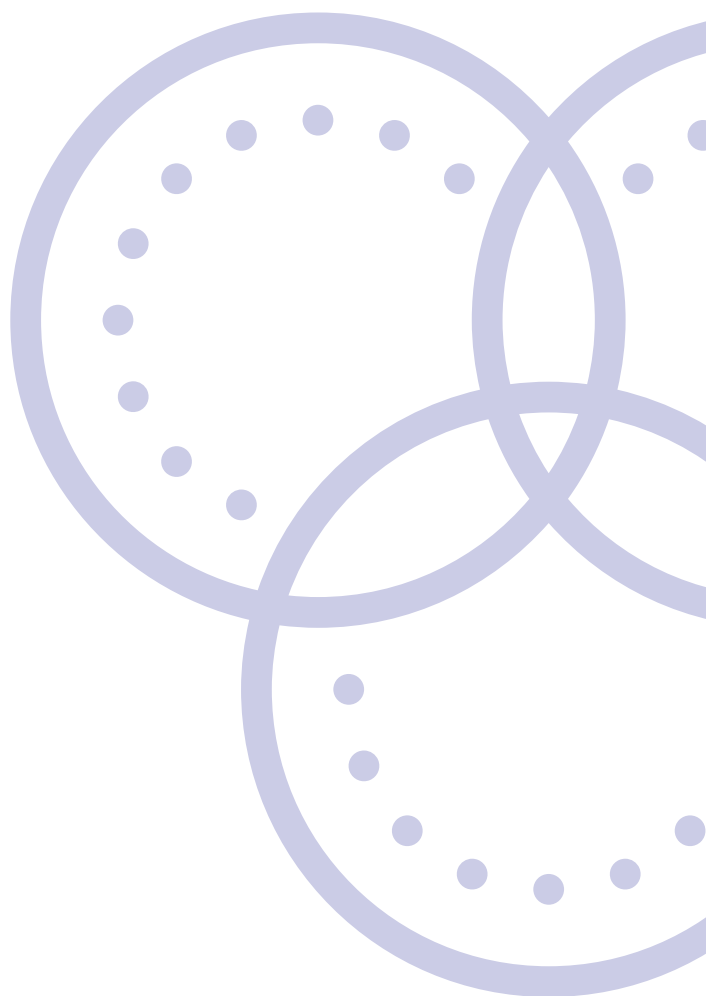


Activity length

- 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

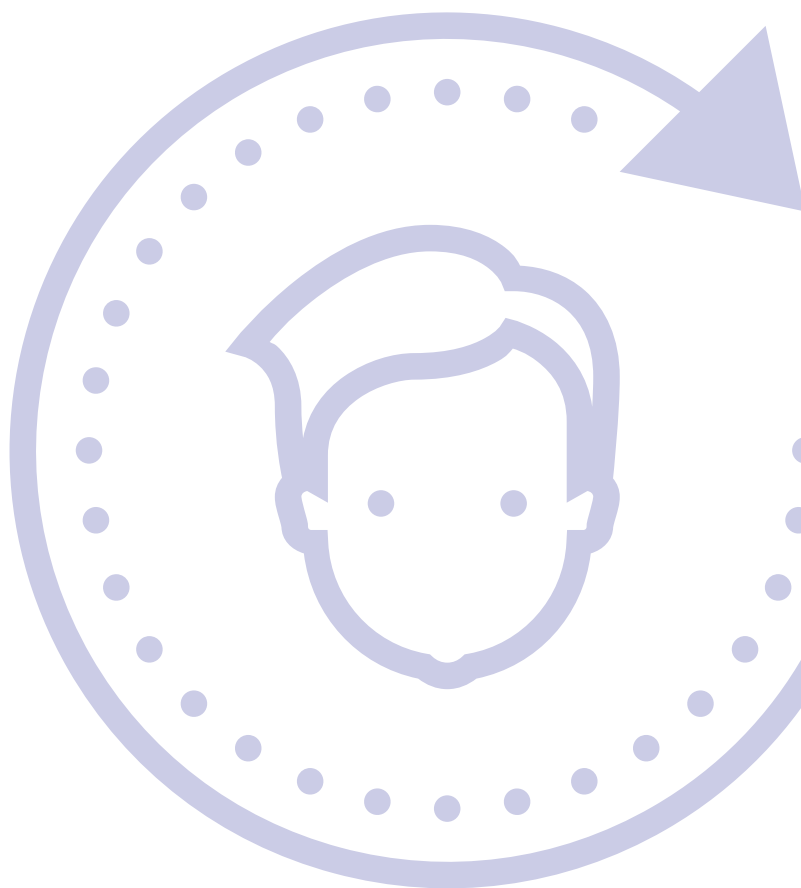


Activity length

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.				

THEME 2. YOU:

How do I support and connect with others?

This theme aims to:

- Introduce students to, or review, relevant resources to safely address social and digital challenges, including online and mediated harassment and image-based abuse in Australia.
- Up-skill students to lead, influence, mentor and support peers.
- Invite students to consider how to connect with others to better shape their own digital cultures and communities.

The workshops include:

7. Resources

This invites students to identify and evaluate school, eSafety and community resources to respond to social and digital challenges. The audit may also reveal ways that safety and wellbeing resources could be improved.

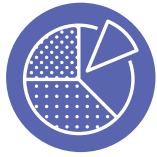
8. Influencers and connectors

This explores different ways students can lead and influence. It provides students with opportunities to identify who influences them and how.

9. Mentoring and supporting

This turns to 'quieter' ways of making change through mentoring others and safely supporting peers and their networks, without turning into a counsellor.





Workshop 7: Resources



Research tells us that students are often reluctant to seek help or report problems for fear it will make the situation worse. Part of empowering students is to make school policy and procedures clear and accessible for all. The first workshop in this theme invites students to identify and evaluate school, eSafety and community resources to respond to social and digital challenges. The audit may also reveal ways safety and wellbeing resources could be improved.

7.1 Mapping our school



20 mins

Learning intention

- To identify and understand the relevant policies, procedures and supports in schools for preventing and responding to social and digital challenges

Resources: Handout, access to devices/internet or copies of the school policies

Procedure

1. Explain to students that part of empowering them to improve their health and wellbeing is to make school policies and procedures clear and accessible for all. This session aims to conduct an audit which identifies school resources, and may reveal ways that those policies and procedures could be improved.
2. Before proceeding, ask students to collectively predict any strengths or gaps in school resources as they relate to social and digital challenges.
3. Ensure that each student, pair or small group has a copy of the eSafety School Audit handout, and access to the school's policies.
4. Provide a brief explanation of how to complete the sections of the audit and their time allocation. The focus is on identifying any gaps and suggesting ideas for improvement.
5. Allow enough time for students to share their findings and reflect on their earlier predictions, asking 'Do your findings reflect earlier predictions?'
6. Explain to students they will now choose one improvement and think about a plan of action, using the Plan of Action table. This can be used as an example of a change project for Theme 3.

Tips and ideas

- It can be useful to split up the audit and allocate small groups to each section. This can save time if students need to research the school's policies or procedures or talk to other staff at the school.
- There is a teacher version of a similar audit available on the Office of the eSafety Commissioner website at esafety.gov.au/educators



Uses technology



Cross-age activity



Requires handouts or signs



Requires scribe materials



Self-reflection



Group conversation



Research



Activity length

Mapping your school: eSafety School Audit

Question	Yes, No or I Don't Know	How can we improve this?
Does your school have policies around technology? e.g. Social media/BYOD		
Does your school have policies around online interaction and wellbeing e.g. Anti-bullying/code of conduct/responsible use of technology/student wellbeing?		
Have students been consulted, or involved, in the development of these policies?		
Are students required to sign an acknowledgement that they have read and understood these policies?		
Is it clear how online safety incidences are dealt with at your school?		
Do you know the steps to follow if you encounter cyberbullying or abuse of online technologies at school?		
Does your school celebrate or reference significant days and events. e.g. Safer Internet Day and the National Day of Action against Bullying and Violence?		
Does the school take steps to talk to students about how to handle cyberbullying and other related online safety matters?		

Think about the improvements you suggested above, or a different improvement you are passionate about. This should be for the betterment of your school's approach to online safety. Choosing one improvement, fill out the action plan on the next page:

Plan of Action

Suggested improvement	Write your suggested improvement down in detail
What benefits will my school see if this improvement is made?	Make a list of the benefits/advantages of this improvement
Whose support do I need to make this happen? e.g. peers, teachers, counsellor, student council representative	
Who has ultimate responsibility for making this change? e.g. Principal, ICT coordinator	

7.2 eSafety resources reporting pathways



20 mins

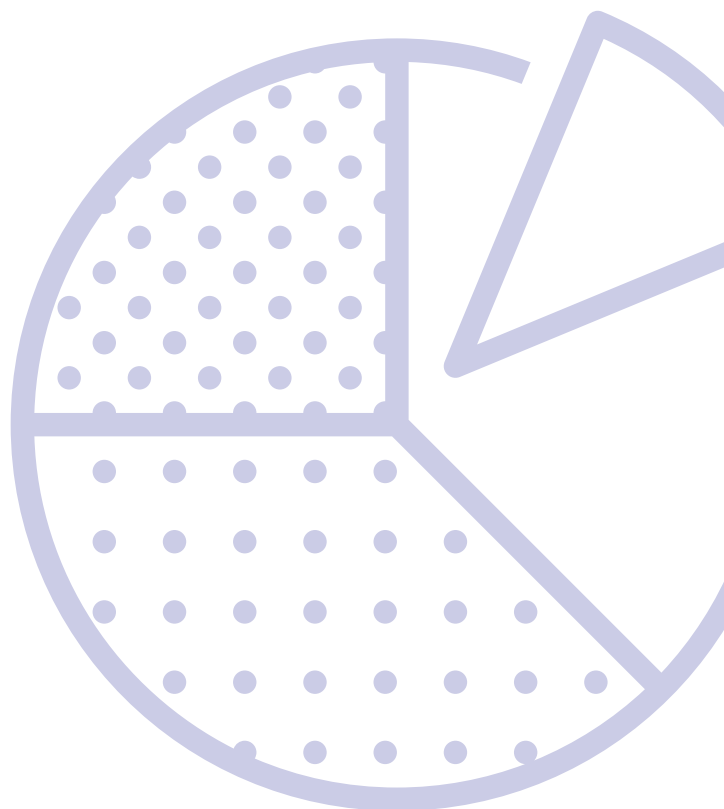
Learning intention

- To identify the eSafety resources and reporting pathways for getting support for challenging issues including cyberbullying and image-based abuse

Resources: Access to devices/internet

Procedure

1. Explain that knowing how to report or respond to challenges and being able to pass on the right information can help them be effective and supportive friends and leaders.
2. Direct students individually or in small groups to the Office of the eSafety Commissioner website: esafety.gov.au. If there is time available, give students time to explore the website. Later, direct them to the cyberbullying pages and 'Tell Us Your Story' page where students can answer a quiz about their experiences with harassment or abuse esafety.gov.au/tellusyourstory
3. Ask them to imagine a challenging social media situation that someone their own age might experience. Direct them go through the Tell Us Your Story quiz, step by step, and take notes about their experience.
4. As a group, discuss:
 - What was useful about the quiz and going through each question step by step?
 - What was challenging about the quiz?
 - Who would the quiz be most useful for?
 - Would this encourage you to report a challenging or distressing experience? If not, what other strategies might you use?



7.3 Social and digital challenges scenarios



20 mins

Learning intention

- To apply and evaluate the use of school, eSafety Office and other community resources to real life scenarios.
- To identify and practice using the procedures and services in place at your school for when a students' social life is affecting their wellbeing and school-life.
- To develop students' capacity to pass on informed and supportive information to friends and other students.

Resources: Digital dilemma handout and teacher background information sheet, Decision making wheel, butchers paper and coloured markers, video (Cyber)bullying: challenging online hate.

Visit: youtube.com/watch?v=KUwQCeSUdY8

Procedure

1. Explain to students that this session requires them to apply the procedures, skills and resources already discussed to situations that each of them might experience online.
2. Divide class into small groups. Provide one scenario to each group.
3. Explain the Decision making wheel as a tool to help decide what to do in difficult situations. Use the wheel to consider which resources (including personal strategies and networks, school policies and procedures, and the eSafety Office's reporting pathways) to apply to each situation.
4. Allow time for the groups to report on their scenarios and decisions.
5. Complete the session by watching video (Cyber)bullying: challenging online hate

Tips and ideas

- Try to get students thinking about ways in which they can stand up for their own beliefs, and the welfare of others, through even the smallest of actions.

Decision making wheel

What is the problem?

- What are the options or resources (such as eSafety Office pathways) that you have available?
- What do you think the consequences of these choices will be for you and others who are involved?
- How do you feel about the situation?
- Is there anything else you need to learn about it?
- Do you need to seek help? Who or where will you go for help?
- Are there any barriers to taking action? Can you think of a solution?



Digital dilemmas

Scenario 1:

Amy (aged 15) broke up with Joe (aged 18). Joe says he is heartbroken. He sends her direct messages via social all the time. He has even included some old nudes of Amy, without a message. Amy is feeling scared: she doesn't want her parents to find out about the relationship, or the nudes. She doesn't want Joe to get in trouble for having under-age nudes, but she is frightened by his constant messaging. Amy has asked Joe to stop but he keeps doing it. What should she do?

Scenario 2:

Your class has been asked to respond to the Prime Minister's apology to the Stolen Generations via a school blog-site for an English assignment.

Your classmates begin to express a range of opinions on the issue. Then, one student writes a series of racist remarks, and continues to blog her opinion repeatedly, commenting on other students'

opinions. Over a few days, more students begin to comment and the discussion turns into a fight with lots of careless, hurtful comments. None of the students complain directly to the teacher, but you feel really uncomfortable. Clearly racist remarks are being spread through the school network.

Scenario 3:

Will has just been sent a link to a page collecting pictures of girls in his school. The site encourages boys to add photos and 'rate' the girls. Some of the photos are nudes. Will wonders if the girls gave their permission for the use of the photos but he thinks it's unlikely. He knows some of the guys putting the site together and he doesn't like their attitude towards girls, but he is pretty reluctant to make enemies with them by saying anything against the site. What should Will do?

Digital dilemmas–Teacher background

Scenario 1:

Amy (aged 15) broke up with Joe (aged 18) and he says he is heart-broken. He is sending her direct messages via social all the time. He has even included some old nudes of her, without a message. She's feeling scared. She doesn't want her parents to find out about the relationship, or the nudes. She doesn't want Joe to get in trouble for having under-age nudes, but she is feeling scared by his constant messaging. She has asked him to stop but he keeps doing it. What should she do?

Background briefing

- Constant messaging, emailing or texting in a way that makes a person feel intimidated or scared, is abusive behaviour. It may constitute stalking, which is illegal.
- Feeling isolated and unable to get help is common for people experiencing harassment or abuse, and one that the abusers often exploit. Amy has told Joe to stop and he hasn't, and she feels scared.

Amy has a few options.

- First, it's important Amy doesn't go through this alone. It's a good idea to talk to a friend, adult or a counsellor. She can call Kids Helpline, Centres Against Sexual Assault (CASA), Domestic Violence Centres. There are also services listed on the eSafety Wellbeing Directory at esafety.gov.au/wellbeing-directory
- If Joe has sent Amy's pics without her permission, she can report it and help to have images or videos removed at esafety.gov.au/image-based-abuse/action/remove-images-video/report-to-us
- If someone is stalking her she can report it to the police. If Joe is threatening to spread rumours or

pics about her, she can report it to the police. It's a good idea to save Joe's messages to show the police and get their advice.

Scenario 2:

Your class has been asked to respond to the Prime Minister's apology to the Stolen Generations via a school blog-site for an English assignment. Your classmates begin to express a range of opinions on the issue. Then, one student writes a series of racist remarks, and continues to blog her opinion repeatedly, commenting on other students' opinions. Over a few days, more students begin to comment and the discussion is turning into a fight with lots of careless, hurtful comments being made. None of the students complain directly to the teacher, but you feel really uncomfortable. Clearly racist remarks are being spread through the school network.

Background briefing

The school has a responsibility to respond to the issue. They could:

- Remove content from the website and make sure it is properly moderated in future.
- Address the root causes of racist comments through (broader education with other teachers and parents).

Implement a school anti-racism policy that includes cyber-racism.

Digital dilemmas—Teacher background

Scenario 3:

Will has just been sent a link to a page collecting pictures of girls in his school. The site encourages boys to add photos and ‘rate’ the girls. Some of the photos are nudes. He wonders if the girls gave their permission for the use of the photos but he thinks it’s unlikely. He knows some of the guys putting the site together and he doesn’t like their attitude towards girls, but he is pretty reluctant to make enemies with them by saying anything against the site.

Background briefing

Will has had the right ethical impulse and legal savvy to question whether the girls have given permission for their pics to be shared, and to think about the possible impact of this treatment (crime) on girls. He is probably aware of the legal implications of owning and sharing nude images of people under 18, and of sharing images without permission. So, what should he do next?

It’s important to acknowledge that belonging to the tribe and NOT becoming a target may be what is most important to Will, which is a reasonable and understandable response. He may not see himself as a central player in this story—after all, he was sent a link. He didn’t choose or ask to be part of it. And, perhaps, nor did some of the girls in the pictures. So now he has to make some choices.

What is legal? What is right?

Will’s options include:

- Don’t share the link.
- Delete the link.
- Talk to his friends about it and check that they are doing the same.
- Report it (even anonymously).

There’s another level that Will can aspire to.

- If Will knows anyone whose image is being exploited, he should let them know (sensitively and privately) about it. He may also mention to the relevant girl, that she may want to lodge a report via the eSafety Office’s Image-based abuse portal. Visit: esafety.gov.au/image-based-abuse/action/remove-images-video/report-to-us
- Even if he does not know any of the girls, he may be witness to non-consensual pic-taking/sharing, or of photoshopped images. That is a crime. Will could make a big difference by letting someone in authority, such as the Office of eSafety Commissioner know of the site’s existence. When someone’s image has been exploited, they can feel ashamed and vulnerable. If Will recognises that someone else has been hurt, and stands up to say ‘this is not OK’, it can be a real comfort. Staying silent contributes to the problem.

If Will is still unsure about what to do and just wants to talk to someone about it (anonymously), he can call or email:

- The Office of the eSafety Commissioner
Visit: esafety.gov.au
- Kids Helpline (also offers webchat).
Visit: kidshelpline.com.au
Tel: 1800 551 800

[N.B. Workshop 8.3 Systems triangle game (p52), explores how small actions can have big impacts. You could further explore the impact of Will’s choices using this game.]



Workshop 8: Influencers and connectors



This workshop explores the different ways students can lead and influence. It provides students with opportunities to identify who influences them and how.

8.1 Video analysis



15 mins

Learning intention

- To develop media analysis skills to understand how media content may influence our ideas, thoughts and actions in different ways

Resources: YeS Project video, projector

Procedure

- Re-introduce The YeS Project video from Workshop 1. Ask students what they recall about the video and note this on the whiteboard or in a group document.
- As a group, watch the video again.
- Brainstorm, and capture on a whiteboard, the themes and issues raised about online life in the video. Some examples include:
 - respecting privacy and intimacy
 - mass marketing and the beauty myth
 - prejudice, abuse and power
 - bias and echo chambers
 - ideology versus reality
 - revolution, action and change
 - the power of the viral hashtag
 - instafame versus personal achievement
 - challenging the status quo and standing up for what's right.



Uses technology



Cross-age activity



Requires handouts or signs



Requires scribe materials



Self-reflection



Group conversation



Research



Activity length

4. Together, make a list of some of the dialogue from the video and discuss its meaning. Some examples include:
 - ‘When we recognise the danger of a single story.’
 - ‘Do we act under the influence of the thousands of messages we get every day?’
 - ‘It’s too easy to take these messages, to believe them and become them.’
 - ‘Those messages transform our community into a competition.’
 - ‘We see relationships traded for 15 seconds of fame.’
 - ‘But if we know it’s happening we can stop it happening.’
5. Finally, list some filmic devices (footage, music, juxtapositioning etc.) that give meaning to the themes, issues and dialogue you have identified. Some examples include:
 - montage of hashtags
 - swiping left and right
 - footage of diverse people—mixed ability, multicultural, cross-age etc.
 - retro technology being viewed through a millennial laptop
 - symbols of validation in social media spaces.
6. Finally, in pairs or small groups, reflect on the points you have curated and choose up to three topics to focus on. Rework these points into positively framed statements that can be added to a ‘manifesto for your generation—where you influence and inspire the digital culture you want’.
7. Share your statements with the broader group.

Tips and ideas

- Supporting young people to develop strong media literacy skills helps reposition them from solely users of media to positive creators of media. It helps shift them from the passive to the active, from recipient to participant and from consumer to citizen.



8.2 My influencers



15 mins

Learning intention

- To define and analyse the concepts of influencers and leaders and consider how different people influence in different ways

Resources: Handouts cut into separate sentence starters

Procedure

1. Give each student 1-2 sentence starters.
2. Ask students to finish the sentences by writing the first ideas that come to mind. It can be useful to allow approximately 3 minutes for students to work alone. Remind students that any response to this activity is the 'correct' response.
3. When students have finished their sentences, invite them to move around the room and find another student or students who have the same sentences.
4. In these pairs or small groups, ask students to share their responses and what influenced what they wrote.
5. As a group, welcome students to share their ideas about influence and leadership. Some discussion questions may include:
 - What do we mean by 'an influencer'?
 - What is the difference between an influencer and a leader?
 - What do leaders or influencers do?
 - How might people quietly or anonymously be leaders, influencers or connect people to support or shape new ideas?
 - If someone is anonymous can they still be a good influencer? How?
 - Why might people want to be loud, visible or popular when they promote ideas, products, attitudes or practices on social media?
 - How does someone's personality influence how they influence or lead others?
 - What are qualities of an effective influencer, leader or mentor?

Tips and ideas

- Some students will focus on influencers as types of social media micro-celebrities who share ideas or promote products. Some examples include entrepreneurs, beauty, travel or fitness bloggers, models, musicians, noting that the popularity of different social media influences can change rapidly.
- It is not important to establish one clear definition of influencers or leaders. Focus on exploring different ways that different people influence others beyond the idea of a 'social media influencer'. These points can be taken up in other activities in this workshop.

Sentence starters ✂

When I think about the word 'influencer', I immediately think of...

The biggest influence on me three years ago was...

Some people say that influencers on social media just want to make money. My opinion is...

People who lead or influence in my communities are...

A supportive or inspirational leader in one of my communities is someone who...

Sometimes influencers quietly connect people to new ideas. I believe that this is...

My definition of someone who influences others is someone who...

A good leader or influencer is someone who fits in with the crowd. My opinion is that...

8.3 Systems triangle game



Adapted from the Active Citizens Facilitator's Toolkit, pg. 131 (The British Council, 2014).

Visit: britishcouncil.org/active-citizens/how-active-citizens-works/toolkit

Learning intention

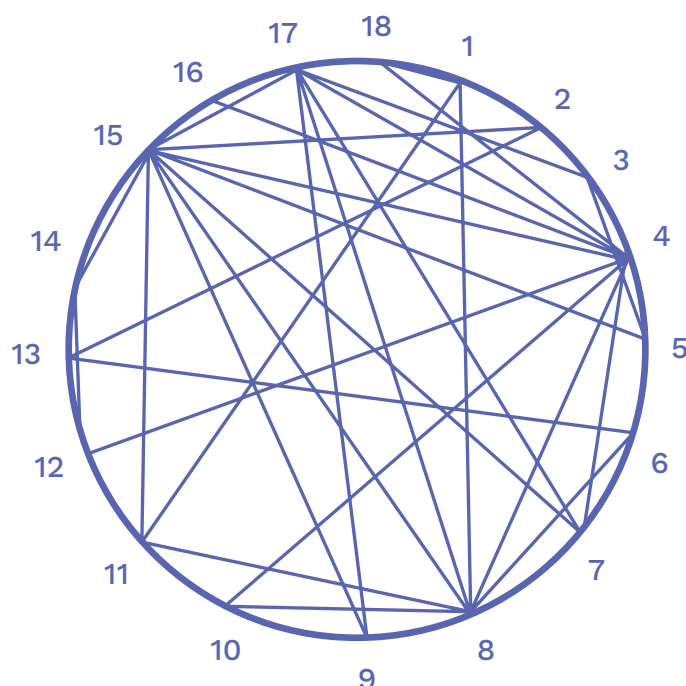
- To identify and understand the impact of influencers and connectors and consider 'leverage points' to plan action

Resources:

- Prepare a chart with a circle and numbers around the circle based on the number of students in the group i.e. if there are 25 students, write 1 to 25 around the circle.
- Prepare a set of Post-it notes numbered 1 to 25.

Procedure

- Tell the students this session is to explore the concept of 'systems thinking'. Systems thinking is looking at things as a whole rather than a jumble of parts. That is, it's a way of thinking about a complex situation to see where the links are and how to make change. This is to demonstrate how systems work now.
- Ask the students to form one large circle. Give each student a Post-it with one number on it (from 1 to 25 for a group of 25).
- Ask everyone to secretly choose two people (not the teacher) in the circle and remember the numbers of these people. These people will be their 'reference points'.
- Explain that you are going to ask the students to move so that they are an equal distance from their two reference points (this means being the same distance away from each of the students you secretly chose). They must do this without talking or giving away who their reference points are.
- After 2 minutes, ask the group to stop where they are (unless it has already settled down, which is unlikely). Now, choose one student to move and leave the group to rearrange and settle for a second time. If there is time, repeat this two more times by moving someone different each time, asking students to observe what happens to the whole system of students each time you move someone.
- Debrief with the group. Invite the students to gather around the circular numbered chart. On the chart, ask students to draw two lines. A line from their own number on the chart to each of their reference point numbers. The circular chart should now look like the figure to the right.



7. Discuss:

- Which person had the most influence/greatest leverage over the action of the system? (It will be the person with the most connections to other people in the group).
 - Are there people in the system who have fewer connections but could have a lot of influence? How would this happen? (When some people move, only minor or even no changes happen, when other people move, huge changes of the whole system follow soon after).
8. Explain to the students that this game is a metaphor for how social systems, political systems, ecosystems, and even staff rooms work. When one part of a system changes, it affects other parts of the system. To plan social action, we can use this way of thinking to see how everything is interconnected.
9. Ask the group, if you want to have an influence on, or plan for social action, what is the importance of finding the leverage points? The answer could be that all people in a group could potentially be the leverage points in their own systems.
10. To conclude, emphasise that by thinking about the systems, you may be able to identify one small intervention that makes a large difference rather than 20 with little impact. We don't have to design big social action campaigns to make a difference, strategic 'tweaks' can be just as effective.

Tips and ideas

- We will return to this concept of making small changes and identifying leverage points in Theme 3. WE: How can we make change?
- If time allows, you may like to extend this to look at what leverage points the group can identify in their social media communities. How can this link to the digital web created in Workshop 2?



Workshop 9: Mentoring and supporting



The last workshop for this theme turns to the ‘quieter’ ways of making change: mentoring others and safely supporting peers and their networks, without turning into a counsellor.

9.1 Social and digital empathy



15 mins

Learning intention

- To create a digital toolkit for expressing empathy when others are struggling.

Resources: Access to devices/internet

Procedure

1. Ask students to describe what empathy means to them.
2. Explain that empathy means the ‘ability to share and understand the emotions of others’ (Molenberghs, 2017). Another definition of empathy is ‘the state of having curiosity about, and nonjudgmental engagement with, someone else’s emotional world’ (McCombs, 2015).
3. In small groups, encourage students to brainstorm ways that they demonstrate empathy to others and challenge them to list actions that don’t involve sending messages. For example, they might want to consider using images, memes, videos, music or other content. Ask students to list links to their ideas, e.g. links to YouTube videos, memes etc.
4. Use responses from previous workshops where students have explored problems or challenging feelings. Ask them to consider how they could support other people who are struggling with a small act of empathy.
5. Return to a class group and invite students to share some items from their list. Facilitate a group discussion that focuses on:
 - When would you show empathy to others in this way? When might it not be helpful to someone else?
 - What differences can you notice in the lists?
 - What platforms allow you to be empathetic to others?
 - How else do you show care or empathy to other people when gaming, using technology or other social media platforms?



Uses technology



Cross-age activity



Requires handouts or signs



Requires scribe materials



Self-reflection



Group conversation



Research



Activity length

- How do you feel when other people demonstrate that they understand how you feel?
- Does demonstrating empathy to someone else enhance or take away their sense of power or control? Why?

Tips and ideas

- Students might want to create a playlist of music to share with others when their friends are feeling sad, angry, frustrated or lonely. A compilation of memes can also help by offering some funny relief.

9.2 Powerful conversations 30 mins

Learning intention

- To identify communication skills for listening and supporting friends when they share a problem or disclose a personal experience.
- To consider:
 - power, control and supporting friends, without being a counsellor
 - knowing your boundaries and
 - being able to give your friends the information about services available

Resources: Handouts cut into conversation cards (one set of cards per group), access to video recording device e.g. smartphone, tablet etc.

Procedure

1. Explain that one way we can support others is to learn skills for listening to, and supporting, them when they disclose a problem/something they are struggling with.
2. Organise students into small groups. Give each group a set of conversation cards. Explain that each card has a quality/characteristic of a listener.
3. Instruct students to go through each conversation card and imagine they are telling someone else about a problem or really difficult situation they're facing. An example could be someone sending them abusive messages online or threatening to share 'edited' images of them doing something private or criminal. Ask the groups to decide if the quality on the card is something they would want their listener to do, then ask them to put the cards into piles: YES, MAYBE, or NO.
4. When the groups have finished, ask them to compare their card piles with the group next to them. They might like to discuss which cards are in the same, or different, piles and why.
5. Returning to the class group, discuss:
 - How do you feel when you are telling someone something important or difficult and they respond by (choose one of the cards)?
 - Why might someone tell you about their problem or situation, if they don't want you to tell them what to do? How can you find out what will be supportive for them? For example, someone to just listen to them, validation, to feel less alone, to get help making sense of what is happening, to get advice, to work out who else can help or to feel less scared.
 - Which conversation card qualities might be helpful when you first disclose your problem? Which qualities might be helpful in another conversation later on?
 - Which of these qualities would be the same or different if you were talking to someone on a messaging app or by text message?

- What is the difference between listening and supporting a friend, and trying to counsel them? (See the teacher notes below).
- Why might it be unhelpful to try to solve someone's problem after they first tell you about it?
- Clarify any misconceptions about supportive listening. There are teacher notes on the handout. Remind students that these are starting points for thinking about how to be a supportive listener and share powerful conversations with friends. Of course, the context, and their relationship with the person, will also influence what is the best way to listen.
- What differences can you notice in the lists?
- What platforms allow you to be empathetic to others?
- How else do you show care?

Tips and ideas

- If the class has time, ask each group to choose a few cards and use these to make short videos to demonstrate 'powerful conversation skills', showing what to do and what not to do when a friend discloses a difficult or sensitive situation. It can be helpful to use Snapchat or similar as the videos have a very short life and students who may not want to be filmed can use filters or other functions to disguise their image or sound. Students can download the videos from the app, then collate the videos to a shared drive and review them as a class group. Students can share their short videos with a younger class.



Cards



Telling you about similar things they have been through.

Helping you make a list of different ways you could respond.

Reminding you that it is OK to feel the way you do.

Asking lots of questions about what you have told them.

Quietly listening to what you're saying.

Saying that the problem isn't a big deal.

Keeping everything you've said a secret, no matter what.

Suggesting some people or places that might be able to help.

Not believing you and asking you to prove the problem is real.

Blaming you for the problem.

Encouraging you to tell an adult.

Validating you by saying something like 'that is really tough.'

Nodding while listening to you.

Telling you exactly what you should do next.

Acting like a counsellor or therapist.

Teacher notes

Learning intention

Adapted from Victorian Department of Education and Training & Ollis, D. (2016). Building respectful relationships: Stepping out against gender-based violence (p.74) Visit: fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=H9WQYK

The cards show different types of listening and responses. These are detailed below:

- ‘Quietly listening to what you’re saying.’ ‘Nodding while listening to you.’**
 Active listening means showing someone you’re paying attention to what they’re saying. Hear what they say and try not to interrupt. Nodding can be helpful as this shows you are listening. Eye contact can do that too, but only if the other person is also looking at you. Sometimes being quiet and not jumping in to talk can also show someone you care and are paying attention. This can be important if the other person needs time to think, take a breath and then speak. Your body language is important; face the other person if you are both comfortable. You might want to suggest going somewhere quiet if you are in a noisy location, or ask them where they'd like to talk.
- ‘Reminding you that it is OK to feel the way you do.’**
 Validating you by saying something like ‘that is really tough.’ Tell your friend that what they’re feeling is all right. Let them know you think their feelings are real and normal, by repeating the feeling word they’ve used e.g. ‘it’s OK that you feel scared’. Acknowledge that you have feelings about it too, but try to keep the focus on your friend.
- ‘Asking lots of questions about what you have told them.’ ‘Saying that the problem isn’t a big deal.’ ‘Not believing you and asking you to prove the problem is real.’**
 Try not to overdo the questions, as this can make it seem like you doubt their story. It’s important that your friend sees you’re on their side and you support them. Once you’ve listened, you might ask how they'd like you to help them.
- ‘Blaming you for the problem.’**
 In our society, it’s common for victims to be blamed for their experience of violence or other harms, like exclusion or violence. Try to avoid questions such as ‘Why did you add them as a friend in the first place?’ or ‘Why couldn’t you have just quit using the app?’ because they might make your friend think they’re responsible for what happened. A person experiencing violence or abuse is never to blame. It is important that your questions don't feel interrogating.
- ‘Encouraging you to tell an adult.’ ‘Keeping everything you’ve said a secret, no matter what.’**
 Keeping someone’s personal experiences private is important. It’s important that your friend trusts you and feels like they’re in control of the story. If you think someone else needs to know—like a teacher or another trusted adult—tell your friend first. You can think together about who can be trusted, but don’t tell them until your friend is OK with it. The handout from Workshop 1 about support services might be useful here too.

Teacher notes continued:

- **‘Helping you make a list of different ways you could respond.’ ‘Suggesting some people or places that might be able to help.’ ‘Telling you exactly what you should do next.’**
If you feel a bit helpless, ask your friend what sort of help they’d like from you. They’re not expecting you to solve the problem, and you’ve already done a lot just by listening. Asking will also help your friend think about what to do next.
- **‘Acting like a counsellor or therapist.’ ‘Telling you about similar things they have been through.’**
Counselling means advising but it’s often better to just listen. Unwanted advice (especially if it is un-doable) can stop a person from confiding in you, even make them feel frustrated or unheard. A good friend is supportive but does not ‘take on’ other people’s problems. Telling them about your own experiences may not be helpful when they first share their own experiences.

9.3 Rewrite your story



10 mins

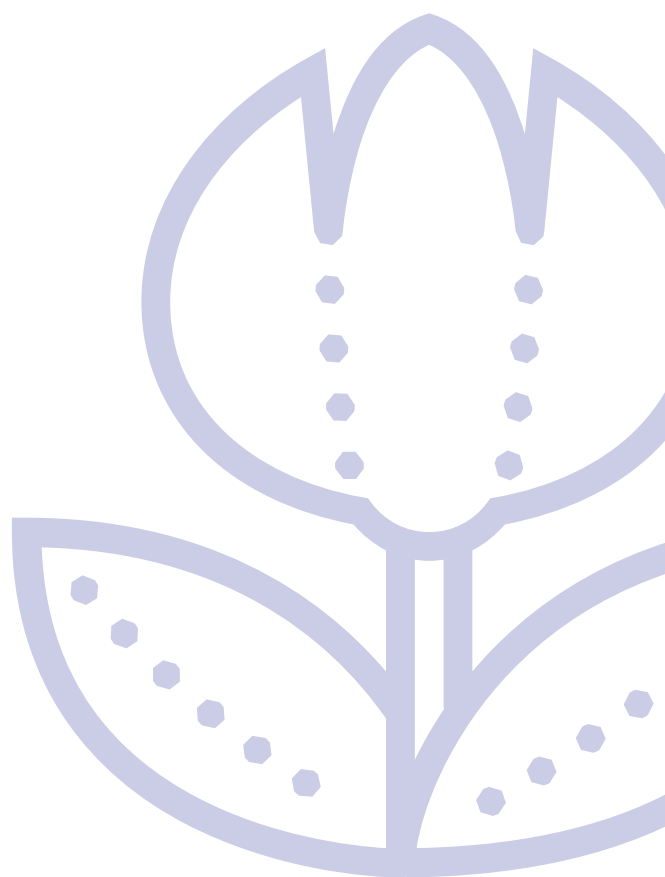
Learning intention

- To apply skills and ideas for supporting friends and peers learned in previous activities to scenarios students may face.

Resources: Rewrite Your Story videos, projector

Procedure

1. Choose at least two of the Rewrite Your Story videos to watch.
2. Ask students to individually and quietly write notes about how they would support the main character for each video.
3. Either in small groups or as a class, review the students' responses. It can be useful to refer to the previous activity and ask how they would support the character, not just what they would do.
4. As a group, ask:
 - What information about the situation was provided in the video?
 - How did this influence what you would do?
 - What are some of the challenges of supporting friends and peers?
 - How might we know when we need to ask for support for ourselves? Who could we talk to about this?



THEME 3. WE:

How can we make change?

This theme aims to:

- Investigate how individuals, groups and communities have inspired change in their digital cultures and communities.
- Evaluate the opportunities and limitations of using technology, digital tools or social media to inspire and enact social change.
- Consider the most significant or prevalent problems or issues in students' digital lives and commit to making changes to address these issues.
- Identify what influences and contributes to these problems and challenges.
- Develop and enact a project plan to make social change that takes into account learning from previous workshops.
- Reflect on students' knowledge, attitudes and practices during, and after, The YeS Project.

The workshops include:

10. Change makers

Explores individuals, groups and communities who have inspired change. It invites students to develop their own projects to make change.

11. Getting it done

Provides an opportunity to develop an 'elevator pitch' to guide their projects and plans, as well as to continue developing their projects.

12. Shape your world

Completes the theme and reorients students to think about the progress they have made through on their own project, as well as reflect on their learning during The YeS Project.

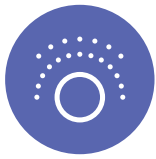
Planning for Workshops 10 to 12 is different to the previous themes.

As these workshops are student-led, the activities you or your students facilitate will depend on the projects and actions they develop.

The Handbook includes a series of project planning and development activities in Workshop 11. These may be student or teacher-led, and can easily support students' project planning in Workshops 11 and 12.

You may want to extend activities from Workshops 10 to 12 into more than 3 lessons to allow students time to develop and enact their project ideas.





Workshop 10: Change makers



The first change making workshop explores individuals, groups and communities who have inspired change, and invites students to develop their own projects to make change.

10.1 Your day timeline



10 mins

Learning intention

- To understand our use of daily technology and media so we can identify small areas for change

Resources: Individual devices to edit a file or handouts and pens

Procedure

1. Ensure that each student has a digital or paper copy of the daily timeline handout.
2. Ask them to annotate a typical school day on the timeline. It might include what they usually do at lunchtimes, how they travel to and from school, and what they do after school.
3. Prompt students to then note how they usually use technology, devices or media through their day. This might include catching up on messages on the bus home from school, watching YouTube videos to relax before doing homework, or taking photos on their phone of their notes in classes.
4. Ask students to go through their timeline and circle moments when they feel irritated, stressed, overwhelmed, frustrated or exhausted. Explain that these are the small problems or challenges that we all face but that identifying and addressing these moments may have a significant impact on our day. These ideas can be used as a starting point for identifying problems that they may want to pay attention to or change in this, or later, workshops.

Tips and ideas

- Encourage students to think about activities in previous workshops to help them identify the daily challenges they face.
- It can be useful to explore how changing small things might influence larger problems in their own lives or communities. Students may have their own examples of how doing something small differently can have big consequences.

Your day timeline

6am	
7am	
8am	
9am	
10am	
11am	
12pm	
1pm	
2pm	
3pm	
4pm	
5pm	
6pm	
7pm	
8pm	
9pm	

10.2 Change maker case studies



15+ mins

Learning intention

- To investigate how individuals, groups and communities have inspired change to their digital cultures and communities

Resources: Individual devices to research case studies, paper and pens to make notes, access to devices/internet

Case studies could include:

- Sit with us app.** Students can search for a friendly lunch table at school or become an ambassador to invite others. Visit: sitwithus.io/#!/Home
- ReThink app** and its creator, Trisha Prabhu. Visit: rethinkwords.com/whatisrethink
- Ditch the Label**, UK, campaigns include #isitokforguys. Visit: ditchthelabel.org/campaigns/
- The representation project** which challenges individuals and communities to use social media to overcome stereotypes #notbuyingit/#mediawelike/#representher/#askhermore. Visit: therepresentationproject.org/
- #knowseetheline**. Visit: theline.org.au/node/100
- Be Deadly Online** from the Office of the eSafety Commissioner. Visit: esafety.gov.au/education-resources/classroom-resources/be-deadly-online
- Deadly Questions** campaign. Visit: deadlyquestions.vic.gov.au/about
- General discussion of **Tumblr activism and millennials**. Visit: nytimes.com/2014/12/21/style/millennials-and-the-age-of-tumblr-activism.html

Procedure

- Explore case studies of people, organisations or campaigns that have led to change.
- In small groups, each choose a change maker case study to explore. You may like to allocate case studies to ensure a variety of case studies are explored.
- Encourage groups to explore the app/website and, if possible, have one member of the group download the app to learn more. Invite groups to be curious about how this case has, or can, inspire change.
- Each group can be guided with discussion questions as a handout or displayed on a smartboard.
- Discussion questions:
 - Does the social action focus on changing knowledge, attitudes or behaviours (we might want to think about this as changing what people know, what they feel and what they do)? What do you see and notice?
 - Ask students: what are you curious about? Do you have any questions that you want to find out more about? List them.
 - What is the core idea of this campaign? How does it challenge behaviours, thoughts, and understandings? How does the idea challenge what you already know or think about the subject?
 - Does the campaign invite people to contribute or be active in some way? You may want to think about how easy is it to use or access information you are curious about. Could it be helpful to you or someone you know? When would you be likely to apply the resource to help yourself or someone you know?
 - Are there any improvements you could recommend?
 - Have you heard of this campaign or app before? Does it remind you of another campaign?
 - Thinking about the circled moments from your timeline, does this case study help you to think about how to make change?

6. Invite a speaker from each small group to share a reflective sentence to summarise their case study with the class, as this can help other students if they review other case studies later.

Tips and ideas

- Ask students to choose examples to share with the class before this workshop. These might relate to issues they have explored in previous workshops or issues they are passionate about.
- You may find prompting with the following questions could help students to think about campaigns they have been involved in. For example, ask: 'Have you changed your Facebook profile to support a campaign or seen other people do this? Thinking back to this, why did you change your profile picture? What made it easy/worthy/inspiring?'

10.3 Brainstorming actions 10+ mins

Learning intention

- To define 2 to 3 different ways that people in their age group can participate in online activism.
- To consider the strengths and weaknesses of using the internet, digital technology and/or social media as a tool for activism.
- To identify a problem or pressing digital culture issue in their school or community.

Resources: A3 paper or butchers paper, pens

Procedure

1. Ask students 'How do you find an opportunity to take social action in your community?'
2. What does a social action look like? What are the key features that make it likely to succeed?
3. In pairs or small groups, ask students to brainstorm the challenges or issues they experience online and list these on one large piece of paper for each group.

Tips and ideas

- Visit: youngfoundation.org/publications/join-conversation-collection-simple-ideas-planning-social-action-community/ for tools

10.4 Forming project groups 5 mins

Adapted from 'Cyber Strong Schools: cyber leaders' student handbook', p. 3 (Child Health Promotion Research Centre, ECU) at friendlyschools.com.au/cyberstrong/6-developing-student-cyber-leaders-capacity

Learning intention

- To identify strengths and roles of individuals within a team.

Resources: Handout cyber leaders' student handbook p.5. Visit: friendlyschools.com.au/cyberstrong/6-developing-student-cyber-leaders-capacity

Procedure

1. Ask students to organise themselves into pairs or small groups (4 is a good number to share tasks). These will be the teams they work with to create their project or campaign.
2. As a team, identify strengths and interests of each team member using the handout. Students may like to add an activity they feel is missing from the list.

Strengths and interests

Individually, and as a team, it is important to understand who has skills in which areas and where you and your team members' interests lie. This does not mean you are limited to only actions related to your strengths, but it may help with planning the types of activities you undertake, and how you go about accomplishing them.

Instructions: Look at the activity listed, tick if this is a strength of yours or if you are interested in it (or both). Share your list with your team members to decide who will do which activities or which parts of your chosen activities.

Activity	This is a strength of mine	I am interested in this
Finding information (research)		
Sorting and organising information		
Writing (newsletters etc.)		
Speaking/presenting		
Creating (posters etc.)		
Leading others		
Motivating others		
Solving problems		
Creating graphics/presentations		

10.5 Problem tree 10+ mins

Adapted from the Active Citizens: Facilitator's Toolkit, pg. 131 (The British Council, 2014)

Visit: britishcouncil.org/sites/default/files/active-citizens-global-toolkit-2014-2015.pdf

Learning intention

- To reflect on the problems students will tackle through social action.
- To identify and map the causes of a problem before finally re-imagining the causes as objectives for social action.

Resources: Individual devices to research case studies, paper and pens to make notes, access to devices/internet

Procedure

1. Ask students to organise themselves into their pair or small group from the previous activity (10.4). Invite the group to select an issue they would like to focus on and write it in the centre of a large sheet of paper.
2. Explain that the group is to reflect on their chosen issue using a 'Problem Tree'. Problem Trees are a simple way of showing the causes of a specific problem, and the effect it has. This tool helps to break down an issue into smaller chunks and identify possible areas for action.
3. Show students the Problem Tree example and ask each group to create a 'tree' around their issue by drawing roots and branches.
4. Ask each group to identify and discuss the causes and effects of their problem on separate Post-its and place them around or beneath the problem.
5. Invite each group to give a short presentation about their Problem Tree and ask for feedback from the wider group on whether they feel this is an accurate representation, as well as finding out if there are areas they should reshape. Each group should pay attention to these comments from their classmates—hearing new perspectives is important (whether or not we agree with all comments).

An example: Problem: Increase of sexist comments online about girls among our friendship groups.

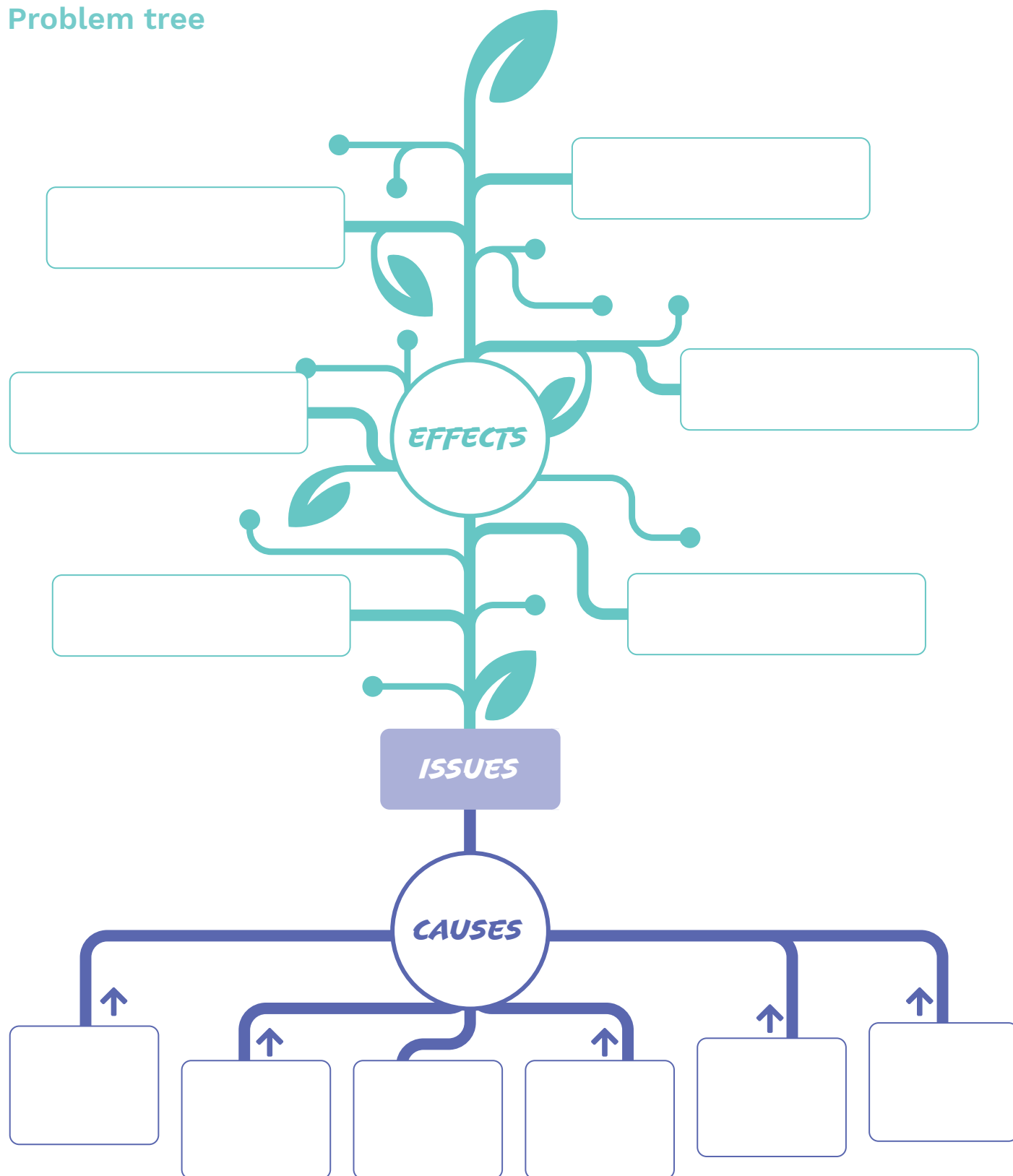
Causes: Comments come from anonymous people; everyone joins in because they don't want to get picked on...

6. Tell the groups that Problem Trees can be turned into the start of a project plan by identifying what we want to act on (i.e. establishing objectives). To do this we take the problem and causes and rewrite them as positive statements, such as 'there is an increase in sexist comments online about girls among our friendship groups' becomes 'we aim to decrease in sexist comments about girls'. This becomes the big picture goal.
7. Next, focus on one of the causes. Ask the groups to identify the 'specific objective' they would like to focus on. This is where they choose one of the causes that they think they can really have an impact on and re-write it as an objective. For example, 'comments come from anonymous people' becomes... 'change the rules so that no-one is able to comment anonymously...'
8. Ask groups to prioritise their project or campaign's objectives. They might want to use Activity 10.7 to guide this.

Tips and ideas

- Note that students can choose to change their overall objective later. Share with the group that having a clear, achievable objective is key for successful social action. This will be included at the top of their project plan.

Problem tree



10.6 Inspirational stories 15+ mins

Learning intention

- To explore how stories can inspire action, awareness or engagement related to a project or campaign.

Resources: Examples of inspirational stories, access to devices/internet

Procedure

1. Explain that inspirational stories can motivate change.
2. Encourage students to individually or in small groups find examples of inspirational stories on video-sharing sites such as YouTube or Vimeo.

When students have collected at least one example of a story, project or person that inspires them, discuss how this story has done so. Questions to guide exploration:

- Think about someone in your life who inspires you, it may be someone close like a family member or friend, a teacher, or it may be a celebrity or someone you heard speak, sing, dance, or act. What are the qualities that you admire in this person? It may be they have a life story that is inspirational. If you could take one thing into your own life, what would it be?
- Thinking about the one example of a story, project or person:
 - What is it the person does or has done? What social impact do they make?
 - What did they have to overcome? Was it in response to a particular problem?
 - How does the video or storyteller present their inspirational story?
 - What makes it a good story?

Tips and ideas

- You may like to begin by inviting students to close their eyes, rest their head on their table, or find somewhere in the room to lay down and relax. In a calm voice, invite the students to bring their thoughts to their body, noticing where their body makes contact with the floor/chair/table as they breathe in and out. Pause to allow students to be calm and still. Depending on the group this may require more prompting to slowly breathe in and out, with each out breath, relaxing their feet, legs, torso, fingers, arms, neck and head. Students who find this difficult may lay with their eyes open, which is fine.

Ask students to think about someone in their life (a mother, father, sibling, relative or friend, or celebrity) who inspires them. What are the qualities about this person they admire? How do they feel when they are around them? What would they like to take from this inspiring person into their own life? Invite students to then open their eyes and write these thoughts down, reminding them of the 3 questions. Often students think about people who have experienced adversity, and found a strength within themselves are those who can be inspiring to be around.

10.7 Change experiment 15 mins

Learning intention

- To test ideas for social action before developing a bigger social change project.

Resources: Access to Office of the eSafety Commissioner's Small acts, big impact page. Visit: esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/rewrite-your-story/courage/small-acts-big-impact

Procedure

1. Invite students to quietly think of one small action they can take to change something for one person, one event or one digital practice.
2. Explain that it might be useful to think about what inspires them or what they want to change. For example, think about how 'hate', in any of its forms, subtly or overtly, has impacted their life or the lives of family and friends. Review Small acts, big impact page for ideas. Visit: esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/rewrite-your-story/courage/small-acts-big-impact
3. In pairs or small groups, ask students to share their ideas and develop a brief plan for a change experiment.

Tips and ideas

- Some ideas include:
 - Sharing videos about young people's online social movements to a younger grade in their homeroom group.
 - Offer to go with a friend to see the wellbeing coordinator or school nurse about something that has been troubling them.
 - Writing a letter to ask a local business to donate resources to a local organisation.
 - Showing a friend 3 different websites that support young people's mental health, and asking them to rate them as way to build awareness about services.
 - Sending someone who has been bullied a short encouraging note left in their locker, or a private message on a social media platform.
- Follow up the activity in the next workshop. It can be useful to ask what they expected and what actually happened as a result of the change experiment. These insights can be used to inform their projects.

10.8 Organising priorities



10 mins

Learning intention

- To identify and prioritise the steps they will take to develop their social change project.

Resources: Priority handout

Procedure

1. Ensure each group has one priority handout.
2. Explain that each group should create a list of at least 12 different steps for their project.
3. List these steps on the left side of the handout, one in each box.
4. Explain that each member of the group is to take turns and number each step from 1: the most important/need to do first, to 12: the least important/can do last.
5. Each group should then review the steps to establish the group's priorities. One way to do this is to add up the numbers next to each step. The lowest number will be the most important/need to do first step.

Tips and ideas

- This activity might seem too simple—the focus is on breaking down the steps involved in the project and allowing each group member to contribute to setting priorities.
- The handout can be used to allocate different roles or tasks to each group member.

Organising priorities steps

[illegible]

10.9 Shaping digital cultures



15 mins

Learning intention

- To share perceptions of the digital landscape using experiences and observations.

Resources: Soft small ball or beanbag—or something easy to catch

Procedure

1. Organise students into a circle with tables and chairs moved aside.
2. Explain to students that: 'Together we will share observations of our different digital experiences that inform our view of digital cultures. Catch a ball and answer a question. Don't overthink it.'
3. As each student catches the ball, prompt with a question.
4. At the end of the activity, provide students a few moments to record their observations. Explain that they are to draw on activities and discussions so far, capturing their thoughts on current digital cultures. What deserves celebration? What needs to be challenged? Encourage students to use these discussions to help plan their project, especially if they are finding it challenging to come up with ideas.

Example questions and scenarios:

- Should there be a hashtag that celebrates what you like at your school?
- An app mysteriously appears on your phone that does something amazing. What does it do?
- What hashtag would you never use and why?
- What would you tell your year seven self about social media?
- You post an encouraging message for year sevens to boost their self-esteem. What does it say?
- You post a surprise message to celebrate difference at your school. What is the message?
- You are asked to design a social media makeover at your school. What problem will you focus on?
- Complete this social media campaign slogan. Celebrate...?
- You design a t-shirt slogan to challenge online hate. What does it say?
- You design an online relationships poster for year seven students. What do you want to challenge?
- You have seen a message on social media that shocks you. What do you want to change?

Tips and ideas

- You may like to think of more questions or scenarios to give each student a chance to respond, or cycle through the questions again to get two different responses from the group.
- You may like to have students throw the ball to each other to music then, like pass the parcel, the person holding the ball answers the question when the music stops.

10.10 Shaping feelings



10 mins

Learning intention

- To share perceptions of the digital landscape using experiences and observations.

Resources: Soft small ball or beanbag—or something easy to catch

Procedure

1. Each student describes the vibe of their school community (in all spaces, online and off) and captures each on a sticky note.

2. In project teams, organise notes into similar vibes/likes/feelings.
3. Decide which needs to be amplified. Share thoughts on why others are disregarded.
4. Think of strategies to reduce air time to the ideas that were disregarded.
5. Identify one aspect of your school you can influence to amplify a good vibe within your school culture.

Tips and ideas

- You may like to display notes teams chose to amplify on a whiteboard, butchers paper or project board to keep a record of ideas and identify patterns of likes the whole class share about their school culture.

10.11 My worlds 15 mins

Learning intention

- To consider positives or tensions in your three worlds: digital life, home life and school life and where these spaces intersect.

Resources: Venn diagram handout

Procedure

1. Ask students, 'Do your digital places have the same vibe as your home and school life? Are you equally happy in all 3 spaces?'
2. Explain that these three worlds can independently be positive experiences. There may be positives or tensions where your worlds intersect e.g. you may have a falling out with a friend at school who you are very active with on social media. Many people we go to school with are also in our digital world.
3. Ask students to fill in the handout to review how well their three worlds are merging.
 - Which aspects do you love?
 - Which can be a challenge?
 - Could anything be working better for you?
 - Think back to your day timeline from workshop 10, are any circled moments of frustration or stress (small problems) reflected where your worlds intersect?
 - What may help to improve your digital world?

Tips and ideas

- If there is time it may be worthwhile students sharing their three world positives and tensions with another student in the class to compare stories.

My worlds: Intersect

MY DIGITAL LIFE

+

A. _____

B. _____

C. _____

D. _____

E. _____

MY HOME LIFE

+

A. _____

B. _____

C. _____

D. _____

E. _____

MY SCHOOL LIFE

+

A. _____

B. _____

C. _____

D. _____

E. _____

Intersection of MY HOME LIFE and MY DIGITAL LIFE:

+

A. _____

B. _____

C. _____

Intersection of MY HOME LIFE and MY SCHOOL LIFE:

+

A. _____

B. _____

C. _____

Intersection of MY DIGITAL LIFE and MY SCHOOL LIFE:

+

A. _____

B. _____

C. _____

Intersection of all three:

+

A. _____

B. _____

C. _____

+ Positives **■** Tensions



Workshop 11: Getting it done



This workshop provides an opportunity to develop an ‘elevator pitch’ to guide student projects and plans, as well as continue developing their projects. **For this workshop, also refer to the project activities and further resources in Workshop 10.**

11.1 Elevator pitches



10+ mins

Learning intention

- To develop a clear and concise description of a project or campaign which focuses on improving social spaces, to express why it is important.

Resources: None

Procedure

1. Explain that an elevator pitch is a short way to tell someone else about a project, campaign, service or product, the problem it solves and why it's important. This short summary should be no longer than the time it takes for a short elevator ride, where you imagine yourself ‘pitching’ an idea to someone who can help make them happen—like a manager, funder or government official.
2. Outline the three steps of an elevator pitch:
 - What is the problem and what will they do?
 - Why does it need to be addressed now?
 - How will they make change?
3. In project groups, ask students to develop and practice their elevator pitches.
4. Ask each group to present their pitch.

Tips and ideas

- The UK-based social change organisation, the Young Foundation, has some tips for developing pitches. To read visit: youngfoundation.org/social-innovation-investment/top-ten-tips-for-social-entrepreneurs-pitch-perfect/
- Ask students to provide feedback to their peers using a PMI tool. This is:
 - **Plus:** a strength.
 - **Minus:** a weakness or area for improvement.
 - **Interesting:** something they want to know more about.



Uses technology



Cross-age activity



Requires handouts or signs



Requires scribe materials



Self-reflection



Group conversation



Research



Activity length

Elevator pitch prompts:

What is the problem
and what will they do?

Why does it need to
be addressed now?

How will they make
change?



Workshop 12: Shape Your World



The final workshop completes the theme and reorients students to think about the progress they have made through on their own project, as well as reflect on their learning during The YeS Project. **For this workshop, also refer to the project activities and further resources in Workshop 10.**

12.1 Project check-in 10 mins

Learning intention

- To review project progress and develop simple strategies for responding to challenges the projects may encounter.

Resources: Handouts or digital files

Procedure

1. Organise students into their project groups.
2. Ensure that each group has a paper or digital copy of the Project check-in handout.
3. Ask groups to complete the handout. They may want to refer to notes from previous workshops.
4. As a class group, review each group's progress and invite other students to contribute ideas to address barriers.

Tips and ideas

- It can be useful to set a timer for this activity. Start with 1-2 minutes for thinking alone, then 2-4 minutes for recording notes about their progress as a group.
- Print the handouts onto A3 sheets of paper. After each group has completed their sheet, invite other groups to comment on the sheets using Post-it notes or different colours. Encourage them to suggest ideas for other groups about how their project may create change or how they might address barriers to their project.
- This is a good chance to review which groups may need more support and which groups may be able to work independently.

Project check-in

What's your plan?

- What's the problem?
- Why do we need to solve it now?
- How will we make change?

How are we going to do it?

- Project timeline

How will we know we've made change?

What are some ideas to support us when we face barriers?

12.2 Reflection 10 mins

Learning intention

- To reflect on and evaluate The Yes Project workshops and activities.

Resources: Large sheets of butchers paper, markers

Procedure

1. Write the statements on the handout at the top of each sheet of butchers paper.
2. Stick the sheets up around the classroom.
3. Give each student a coloured marker.
4. Ask students to move around the room and respond to the statements using words, emojis, symbols, drawings and patterns.
5. Review the responses as a group.

Tips and ideas

- Play music while students move around the room. This may remind them not to talk while they are thinking and responding to the statements. It can also be a good way to signal the end of the activity.
- Ask students to come up with their own ideas for reflection statements. Add these to the sheets before students start to write their responses.
- This activity can also be completed using a digital survey or group document.

List of statements:

What was the most surprising thing you learned?

What activity or workshop most stands out for you?

In one sentence, what did you learn?

What ideas could be added to The YeS Project?

What activities confirmed things you already knew?

How have the workshops supported you to understand or do something differently?

Which activities has encouraged you to change your digital practices?

REFERENCES AND RESOURCES



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DIGITAL LINKS AND FURTHER RESOURCES



- **James Veitch TED Talk** - Video - This is what happens when you reply to spam email ted.com/talks/james_veitch_this_is_what_happens_when_you_reply_to_spam_email#t-566261
- **ThinkUKnow** – Interactive video - First to a million thinkuknow.co.uk/14_plus/Films/ftam/
- **Project Rockit** - YouTube video – NUDES: What if I get hassled for photos I don't want to send? youtube.com/watch?v=M3bvdHlGMJA
- **Project Rockit** - YouTube video – NUDES: How can I support someone whose photo was leaked? youtube.com/watch?v=VXY_8SsjUFo&t=4s
- **Headspace** – handout - Understanding and dealing with sexting and image-based abuse headspace.org.au/young-people/understanding-and-dealing-with-sexting-and-image-based-abuse/
- **MTV Decoded** - Videos and channel - Franchesca Ramsey explores race and pop culture (US-based) mtv.com/shows/decoded youtube.com/playlist?list=PLLreUsexUtEO-afC42WdPtBMQDYUEOOM
- **Rewrite Your Story**, Office of the eSafety Commissioner - online resources and videos - esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/rewrite-your-story
- **Peer Support Australia** - organisation - peersupport.edu.au
- **Office of the eSafety Commissioner Digital Dangers** - infographic - esafety.gov.au/about-the-office/research-library/state-of-play-negative-online-experiences
- **Join the Conversation:** A collection of simple ideas for planning social action in your community - Young Foundation - youngfoundation.org/publications/join-conversation-collection-simple-ideas-planning-social-action-community/
- **Southern Poverty Law Centre**, Teaching Tolerance resource, including tolerance.org/classroom-resources/tolerance-lessons/social-media-for-social-action and tolerance.org/classroom-resources/tolerance-lessons/digital-tools-as-a-mechanism-for-active-citizenship
- **Martin Place siege**: #illridewithyou hashtag goes viral smh.com.au/national/nsw/martin-place-siege-illridewithyou-hashtag-goes-viral-20141215-127rm1.html
- **March for Our Lives Campaign:** marchforourlives.com/local-action/ - how to start a local action club
- **Computer History Museum**, computerhistory.org/timeline/computers/
- **Free To Be**, Plan International Australia, 2018, plan.org.au/freetobe
- **Free To Be online map** shows where women feel unsafe in Melbourne, ABC News, 2016, abc.net.au/news/2016-12-08/free-to-be-online-map-shows-where-women-in-melbourne-feel-unsafe/8103410.

- **DoSomething.org**, Explore campaigns, dosomething.org/campaigns.
- **ReThink**, Trisha Prabhu, rethinkwords.com/whatisrethink
- **The Representation Project**, therepresentationproject.org/
- **Ditch the Label**, UK, digital innovation to resolve bullying; Partnered with boohoo to produce 'insta Lie' (video about twisting the truth on social media) ditchthelabel.org/history/
- **Sit with us App**, Sit With Us Inc., 2016, sitwithus.io/#!/Home
- **#knowseetheline**, The Line, theline.org.au/
- **Be Deadly Online**, Office of eSafety Commissioner, esafety.gov.au/education-resources/classroom-resources/be-deadly-online
- **Millennials and the Age of Tumblr Activism**, New York Times, 2014, nytimes.com/2014/12/21/style/millennials-and-the-age-of-tumblr-activism.html

