

WORKSHOP

MANUAL

**GENERAL COMMENT ON CHILDREN AND DIGITAL MEDIA
CHILDREN'S CONSULTATION**

GROUP 1

*In partnership with
The United Nations Committee for the Rights of the Child*

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//INTRODUCTION

Thank you for agreeing to take part in this project! The team is very grateful for your assistance in helping us understand children's experiences in the digital age.

Through a series of themes, which we call "Operations", and activities, or "Missions", this project explores the diverse ways children around the world are using digital technology in their everyday lives. We realise technology use and access looks different around the world, and have kept that in mind when designing the activities you will be carrying out. We're very excited about the diversity of content we anticipate our activities will generate.

Operations and Missions are designed to be carried out in a workshop with **10-15 children** aged 10-18 years old; however, the activities have been optimised for participants aged between 14-16 years old. We ask that you run a **minimum of two workshops with different groups**. Throughout the workshop, participants will have the opportunity to explore and discuss how digital technology impacts or relates to topics such as children's physical and mental health, language, participation, decision-making, and much more.

The content generated via your workshop will be analysed by our team, ideally with your support and input, and the results will directly inform the drafting of a **General Comment on Children and Digital Media** to guide interpretation of the **UN Convention on the Rights of the Child** for the digital age.

Some **important dates** include:

- Schedule your workshops to take place between the **1st May** and **31st July, 2019**.
- Submit content arising from the workshops by no later than **7th August, 2019**.

The Western Sydney University Human Ethics Committee has granted **ethics approval** to carry out this research (Ethics Approval No. 13202). The ethics approval sets out a protocol for running the workshops, including how to make sure children consent to participating. This manual contains information about how to ensure your workshops comply with the ethics protocol. Your adherence to the guidelines we stipulate in this manual will ensure that the project is carried out in an ethically sound manner, and in a way that makes sure we gather the best possible information about the challenges and opportunities digital technology is presenting for children globally.

If you have any questions regarding this manual, please feel free to contact the project team via Amanda Third at a.third@westernsydney.edu.au. We look forward to working with you on this exciting project to ensure that children's insights and experiences directly inform the implementation of the Convention.

With thanks

The team at the 5Rights Foundation, REights.org, Western Sydney University and the London School of Economics and Political Science

//BACKGROUND

WHAT IS THE 5RIGHTS FOUNDATION?

5Rights imagines a digital environment that anticipates the presence and meets the needs of all children, so they can access it *knowledgeably, creatively, and fearlessly*. Working closely with children, we operate in the engine room of the digital world: supporting enforceable regulation and international agreements, developing technical standards and protocols, and helping businesses re-imagine the design of their digital services. **A child is a child until they grow up, not until they pick up a smartphone.**

5rights is funding the production of the General Comment on Children and the Digital Environment.

WHAT IS RERIGHTS.ORG?

Launched in 2016, [RErights.org](https://www.rerights.org) is a platform where children aged 10 - 19 are invited to share their perceptions and insights about their lives in the digital age by completing a series of activities – or what we call Missions. Facilitated by Western Sydney University, researchers around the globe use these insights to produce materials that enrich the understanding of children’s experiences of and engagement with digital media, with the aim of informing decision-makers working in this area.

The [RErights.org](https://www.rerights.org) team is deeply committed to children’s rights. In particular, we are committed to Article 12; the idea that children have a right to contribute to the discussions and decision-making processes that affect their lives. We invite children to work with us to explore a variety of topics related to children and digital technology.

CONTACT DETAILS



Your contact for this project is Amanda Third. Please direct all inquiries – big or small – to Amanda Third via email: a.third@westernsydney.edu.au.

// WORKSHOP INFORMATION

1. PLANNING YOUR WORKSHOP

Step 1: Recruit your workshop facilitator

To ensure children can participate fully and freely express their views, we recommend that you appoint a facilitator with appropriate training in and experience working with children. Ideally, they will also have:

- A **lively, engaging and upbeat** facilitation style
- Ability to **moderate and summarise** discussion among adolescents
- Capacity to **nurture a safe, respectful, inclusive and supportive space**
- Knowledge of requirements for **working ethically with adolescents**

Step 2: Familiarise yourself with workshop activities

What are ‘Operations’ and ‘Missions’?

- RErights activities are grouped into themes called ‘Operations’. Each Operation focuses on a particular topic relating to children and digital technology.
- In each Operation, participants are asked to complete different tasks (Missions), such as surveys; reflection & discussion; and creative (and fun!) mapping and brainstorming activities.

How does it work?

- We have designed a series of worksheets for each Operation to capture children’s insights and experiences in a variety of forms: text, photos, scans or audio/video footage.
- At the end of the workshop, we will ask you to submit the content from the activities to our team using a OneDrive folder (see instructions under ‘Data Collection’ in the Workshop Agenda).
- The activities have been designed to be flexible enough to be delivered in a range of different settings. **You should feel free to adapt this text as you see fit but ask that you remain faithful to the core objectives of each activity.**

What do I need to do?

- Before you invite participants to take part in your workshop, we recommend you **familiarise yourself** with the activities and think about **how best to run your workshop** with the age group you are likely to recruit.
- As a facilitator, you will have to **maintain a steady pace** throughout the workshop. If you can, it is a good idea to **trial a couple of the activities before you deliver them.**
- You will also need to think about how you ensure that participants are **fully informed** about how their information will be used (i.e. you need to ensure that participants understand that their content may be made publicly available, and that they are comfortable participating in the project on that basis.) **Please note that no child’s**

name will be published in any resulting publications. We will, where appropriate, publish their country of residence, age and gender.

- You will also need to make sure that participants who are not comfortable being filmed or having their photo taken are still able to take part in and contribute to the workshop in other ways.

Step 3: Decide which workshop content to cover

- The workshop agenda contains one compulsory Operation (entitled Children’s Rights in the Digital Age). There are seven other Operations you can choose from. We ask that you implement the activities for a minimum of three Operations.
- The Operations you choose to do will depend on your organisation’s interests and, where possible, the interests of the children participating in your workshop.
- A standard workshop is **three to five hours in length** (including a thirty-minute break) and covers **one compulsory Operation and three to five other Operations of your choice**.
- If you can allocate more time, you can complete additional Operations and/or allow for more developed discussions to unfold amongst children on the topics they are most interested in.

TABLE 1.1 OPERATION THEMES

OPERATION	THEME
Operation Child Rights (COMPULSORY)	Children’s rights in the digital age
Operation Expertise	Children’s digital literacy
Operation Language	The provision of digital content in a language children speak.
Operation Decisions	Children’s participation and engagement in decision-making about digital technology
Operation Sci-Fi Futures	New trends in digital technology
Operation Power and Money	Children’s understandings of the commercial dimensions of the digital environment
Operation Trust	Children’s trust in adult institutions to mitigate risks and maximise the opportunities of the digital
Operation Healthy	Digital technology’s impact on children’s mental and physical health

Step 4: Set a date and location

- Workshops should be conducted **between 1st May and 31st July, 2019** in a location that is safe and easily accessible to children.
- Ideally, the space you use will have:
 - ❖ Tables large enough for groups of 4-5 people to sit around and take part in group work activities; and,
 - ❖ A blackboard, whiteboard or wall space where you can stick butchers paper up to write on.

Step 5: Translate workshop materials

- If you are working with participants who do not speak and/or read English, once you have decided on the workshop content, **you will need to arrange for the workshop materials to be translated.** Please note that this means you will need to translate the information and consent forms, as well as the worksheets for each activity.
- You are able to edit worksheets using PDF editing software such as Acrobat Professional. If you do not have access to this kind of software, please let the research team know and we will provide you with a blank version for you to write the translation onto.

Step 6: Prepare information sheet and consent materials

- On the Information Sheet and Consent Forms at the end of this manual, insert details of the location, date and time of your workshop; your organisation's address; and contact details of the representative from your organisation who is responsible for overseeing the workshop and who can answer any questions participants may have.
- You will need to make enough copies of the information and consent materials for each participant. Remember that these will need translating if you are not working in English.

Step 7: Brief workshop facilitators

- Ensure that a **minimum of two adults** are present for the duration of the workshop.
- These adults should have the **necessary authorisations and clearances** to work with children, as determined by your organisation's rules and your country's legislation.
- **Please share this manual** with all the facilitators so they can familiarise themselves with the activities before the workshop.

Step 8: Source workshop materials

Please make arrangements for your organisation to provide the necessary materials for participants to complete Operations. We recommend that you source the following:

TABLE 1.3 WORKSHOP MATERIALS

Whiteboard markers or chalk
Butcher's Paper
Pens and pencils
Blank paper
Sticky tape
Scissors
Glue sticks
Thick permanent markers in a dark colour
Green, yellow, red and blue coloured pencils
Green, yellow and red sticky dots (enough for 3 per participant)*

*If you cannot find sticky dots, you may also use coloured markers

Please note that not all the equipment listed above is required to hold a workshop. We encourage you to use what your organisation can reasonably provide and adapt Operations according to what will work best with your group.

2. RECRUITING YOUR WORKSHOP PARTICIPANTS

Drawing upon your existing networks, please identify children who might be interested in participating in a three to five-hour workshop to discuss topics around digital technology.

Step 1: Who to invite?

- Ideally, you will recruit workshop groups **of 10 to 15 children** but you can work with as few as two or three.
- Workshop activities are designed for children aged 10 to 18 but are optimized for **14 to 16 year olds**.
- Aim for a **balance of male and female** participants if you can. If your organisation specifically works with either males or females or it is more appropriate to recruit children of the same gender for specific reasons, you should go ahead and do so.
- We ask that you **deliver a minimum of two workshops**. You can choose to run these with similar groups of children. Alternatively, you may choose to run one workshop in a rural setting and one in an urban setting. Or you might choose to work with specific population groups (e.g. refugee children). We are very happy for you to work with the groups of children whose views you think need to be heard. However, please keep our team updated about which groups of children you will work with so we can accommodate this in the analysis.

Life Satisfaction Survey

There may be rare cases where it might not be appropriate for particular children to take part (e.g. children who are experiencing mental health difficulties). If you know that a child who wants to take part in the workshop is experiencing mental health difficulties, it is important that you assess their suitability to participate – and your capacity to support them – before they take part in workshop activities.

To assess an individual's suitability, please administer the 'Life Satisfaction Survey' (found in the Resource Kit at the end of this manual). **It is not necessary to administer the Life Satisfaction Survey generally to all workshop participants.** You should only administer the survey if you know that a young person is experiencing mental health difficulties. If you do administer the survey, please do so in such a way that the young person taking the survey is not identified or singled out in front of the rest of their group.

Step 2: Gather expressions of interest

The following material provides sample text about this project that you can use when recruiting children for your workshop.

Where necessary, adapt the following text for your setting. However, if you do so, please ensure that you communicate the basic information about why the workshops are being held, what they will cover, and how children's information will be used.

Written text (for email, website, printed information, etc.):

Would you like to tell the United Nations what children think about growing up in a digital age?

The RErights project, in partnership with 5rights.org, Western Sydney University and the London School of Economics and Political Science, are working with children like yourself around the world to find out your experiences of and ideas about digital technology. We invite you to participate in a workshop where you and a specially selected group of children will complete a series of activities to showcase how you use digital technology in your daily life, and discuss the opportunities and challenges digital technology brings.

Workshop activities cover topics like new technologies, privacy, freedom of expression and information, and more. The work you do will be sent to the RErights research team in Australia to be analysed alongside contributions from other countries around the world. The results will feature in a report published by 5rights.org, Western Sydney University and the London School of Economics and Political Science. The results will also help to inform the General Comment on Children and Digital Media, which is a document that will guide how governments and other organisations interpret the Convention on the Rights of the Child.

For further information, and to express your interest, please get in touch with [CONTACT DETAILS OF REPRESENTATIVE OF PARTNER ORGANISATION]

Verbal text (for telephone, face-to-face conversation, etc.):

- Clearly identify yourself and your organisation
- Explain the reason for contacting

“I am calling to invite you to take part in an exciting research project. The RErights project, in partnership with 5rights.org, Western Sydney University and the London School of Economics and Political Science, are working with children like yourself around the world to find out your experiences of and ideas about digital technology.”

- Briefly describe the project, including the aims and intended use for the content created:

“[ORGANISATION] would like to invite you to participate in a workshop where you will complete activities to share your ideas about and experiences of using digital technology. We want to hear about how you use technology, what difficulties or opportunities you experience, and your ideas and opinions about living in the digital age.”

- Briefly describe what the workshop activities entail:

“The activities include describing how you use digital technology, thinking about how technology impacts on education, relationships, work, etc. There will be some drawing, writing, answering a short survey and sharing your opinion in interesting conversations.”

- Be clear about how long the workshop will take and where and when it will take place
- Ensure that the participant understands how their content will be used

“The work you do will be sent to the RErights research team in Australia to be compiled and analysed, along with contributions from other countries around the world. The results will feature in a report published by 5rights.org, Western Sydney University and the London School of Economics and Political Science. The results will also be cited in the General Comment on Children and Digital Media, which is a document that will guide how governments and other organisations interpret the Convention on the Rights of the Child”

3. INFORMATION AND CONSENT

Information sheet

- If children are interested in participating in your workshop they and their parent/guardian should be given a copy of the *Information & Consent sheets* available in the Resource Kit at the end of this manual.
- Young participants and parents/guardians should also be given an opportunity to ask any questions they may have.

Consent

Our ethics approval requires that we have confirmation that children **under the age of 18** have parent/guardian consent to take part.

- Ideally participants will return a **signed consent form** and a **signed parental consent form** before the workshop commences. If necessary, you can obtain consent from a child's parent/guardian via email or by phoning them or speaking to them face-to-face.
- As your organisation's representative, it is your responsibility to make sure parent/guardian consent has been provided according to your country's rules or legislation.
- We ask that you keep records of all participants' and parents' completed consent forms for a **period of 12 months**, and provide us with a copy of the signed consent forms by emailing them to uncrc.children@5rightsfoundation.com.

4. JUST BEFORE YOU BEGIN THE WORKSHOP

1. Materials

Make sure you have the materials listed in **Table 1.3**.

2. Locate support services

Our ethical obligation is to ensure that, in the unlikely event that a participant is distressed by the activities they undertake in the workshop, we are able to refer them to relevant support services:

- Prior to the workshop, locate the details of a local helpline/support service.
- Print their details on small pieces of paper (small enough for participants to put in their pockets) that can be distributed around the tables in the workshop space so that, if a participant needs to seek help, they have somewhere to turn.

3. Charge equipment

Charge any devices you will need to take photos, or record workshop activities.

4. Prepare printed resources

- Make sure to **print the workshop resources ahead of time**. A summary of the materials you will need to print can be found in table 5.1.
- If possible, please print Operation worksheets onto A3 sized paper to allow more space for children’s answers. If you do not have access to A3 paper, A4 is also adequate.
- Note that some of the resources includes cut-out words for activities. Before the workshop you can **pre-cut these** into strips to make it easier and quicker for participants to complete the activity.
- Lastly, **arrange the printed worksheets in the order in which you will use them**.

TABLE 5.1 PRINTED MATERIALS FOR WORKSHOP

PRINT RESOURCE	SIZE	NO OF COPIES
Workshop agenda	A4	1 x copy per facilitator
Information sheet and consent form (Parent/Guardian)	A4	1 x copy per participant
Information sheet and consent form (Children)	A4	1 x copy per participant
Participant list	A4	1 x copy total
Details of local support service (should be cut small)	A4	1 x copy per 3 participants
Operation Child Rights	A3	1 x copy per participant
Operation Expertise	A3	1 x copy per participant
Handout 1 (Operation Expertise)	A3	1 x copy per 3 participants
Operation Language	A3	1 x copy per participant
Operation Decisions	A3	1 x copy per participant
Operation Sci-Fi Futures	A3	1 x copy per participant
Operation Power and Money	A3	1 x copy per participant
Handout 2 (Operation Commercial) (cut-out prior to workshop)*	A4	1 x copy per 2 participants
Operation Trust	A3	1 x copy per participant
Handout 2 (Operation Trust) (cut-out prior to workshop)*	A4	1 x copy per participant
Operation Healthy	A3	1 x copy per participant
Handout 3 (Operation Healthy)	A3	1 x copy per 2 participants

*If you are completing the asterisked Operations, you will need to print and cut out some words prior to the workshop.

5. Prepare intro and debrief sessions

- Think about how to open the workshop in a way that will create an **upbeat and engaging** environment for your participants.
- This might include discussions or debates relevant to your local context.

6. Prepare the workshop space

- Arrange the space for the participants to work in, including setting up tables and chairs.
- If you do not have a whiteboard or blackboard in the room, stick butchers paper up on the walls for you to record key conversations.

5. DURING THE WORKSHOP

1. Complete activities

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

- You can **adapt the Operations** to suit your group's age, experiences and interest.
- Activities have been designed to allow participants to **develop and explore conversations** as they wish. Therefore, questions are sometimes deliberately broad and open to interpretation and precise definitions are not necessarily provided.
- If participants struggle with a question or activity, you can **rephrase questions or use additional prompts** to get them started or encourage them to take their thinking further.
- Use your judgment about what will work best for your group, however, please remain mindful to **limit your influence or pass judgment** on children's responses. A key aspect of the project is to gather children's insights with **minimal adult intervention** so we can better explore and understand what matters to them.



We encourage you to take photos or video footage of the participants at work while the workshop is underway.

Try to do this without intruding on the activities that are in progress. Please respect any participants' wish not to be photographed.

2. Collect data

- Follow the guidelines in the agenda to collect data throughout the workshop. The majority of data will be captured on worksheets we have designed for each activity.
- Completed worksheets can be scanned or photographed after the workshop.
- **Please also take photos of notes written on blackboards or whiteboards during the workshop before they are erased!**

3. Document the process

- If possible, please **take photos or short video footage** to capture the workshop in progress. These provide very useful additional data for the team to analyse the content generated by participants.

4. Wrap up

- When your workshop has finished, **thank your participants** for taking part!
- The teams at 5Rights, RRights, Western Sydney University and the London School of Economics very much value the time participants have taken to assist us with our work and so please **thank them on our behalf** as well.
- The information and insights your young participants have provided will be a very valuable contribution to the UNCRC General Comment on Children and Digital Media, and will help government's interpret the Convention on the Rights of the Child.

6. AFTER THE WORKSHOP

Following your workshop please:

- Arrange **translation** of any content into English and then upload the content to OneDrive folders. We suggest you simply hand write the translations onto the original copies of the worksheets that have been filled out by participants, then scan/photograph and upload.
- Follow the **'Data Collection' instructions in the Workshop Agenda** to upload your content to the correct folders. We have created a folder dedicated to your country, a specific folder for each of the two workshops you will run, and subfolders for each Operation.
- Make sure to **scan or take photos of outputs** from all the Operations completed in your workshop (including drawings from participants, notes taken by the facilitator and participants either on paper or whiteboards/blackboards, photos, videos or audio recordings, etc.).
- **Please email our team with the Workshop Participant List and signed Consent Forms. Our email is uncrc.children@5rightsfoundation.com.**
- **Type (if possible) any handwritten notes** before you upload them to make reading and analysis easier. However, if you do type handwritten notes, please upload both the typed documents and photos of the original handwritten notes.
- **Upload both the translated document and the original untranslated material** if you are uploading documents that have been translated into English from your original language.

All content must be uploaded by **no later than 7th August 2019** to ensure the team can incorporate children's input into the drafting of the General Comment.

Lastly ...

We hope that you enjoy the experience of running this workshop, and we'd be very interested in hearing any comments or suggestions you may have.

We will send you a formal evaluation following the workshops. But in the meantime, please send any feedback to us at a.third@westernsydney.edu.au.

RESOURCE KIT

GENERAL COMMENT ON CHILDREN AND DIGITAL MEDIA CHILDREN'S CONSULTATION

THIS RESOURCE KIT CONTAINS:



1. Workshop facilitator's checklist
2. Life satisfaction survey
3. Workshop activities at a glance
4. Workshop agenda
5. Workshop participants list
6. Information and consent forms
7. Worksheets and handouts

//CHECKLIST

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

PLANNING YOUR WORKSHOP

	Identify workshop facilitators
	Attend facilitator training webinar
	Familiarise yourself with workshop activities
	Decide which workshop content to cover
	Set a workshop date
	Organise a venue
	Prepare information sheet and consent materials (update contact & workshop details)
	Brief workshop facilitators
	Source workshop materials - See Table 1.3
	Organise camera, video recorder, other devices to document the workshop if possible.
	Organise translation of workshop materials

RECRUITMENT AND CONSENT

	Recruit 10-15 children aged 10-18 years old
	Distribute project Information Sheets (updated with contact and workshop details).
	Obtain signed Participant Consent forms
	Obtain signed Parental Consent forms

PRIOR TO THE WORKSHOP

	Assemble the materials listed in Table 1.3
	Charge any devices you will need to take photos, or record workshop activities
	Locate support services and print their details on small pieces of paper
	Print paper resources listed in Table 6.1
	Cut out icons for activities
	Prepare intro and debrief sessions
	Prepare the workshop space

DURING THE WORKSHOP

	Complete activities
	Take photos of notes written on blackboards or whiteboards
	Take photos or short video footage to capture the workshop in progress
	Complete participants list

AFTER THE WORKSHOP

	Scan or photograph completed worksheets after the workshop
	Arrange translation of completed materials
	Upload content to OneDrive folder NB: please upload content in original language + English translation
	Tell the team about your experience or any feedback you may have
	Email the team your participant registration list and copies of signed consent forms

// LIFE SATISFACTION SURVEY

We do not expect that participants will experience any discomfort from taking part in the workshop. However, there could be rare cases where it might not be appropriate for particular children to take part (e.g., children who are experiencing mental health difficulties). As part of our duty of care, if you know that a child who wants to take part in the workshop is experiencing mental health difficulties, it is important that you assess their suitability to participate – and your capacity to support them – before they take part in workshop activities. To assess an individual’s suitability, please administer the ‘Life Satisfaction Survey’ overleaf.

Print out the survey on the next page and ask the participant to complete it in their own time (it usually does not take more than five minutes to complete).

When the participant has answered all of the questions, add up the score against each of their responses. If a participant scores **less than 9** (low life satisfaction) on the survey, they should not take part in your workshop.

PLEASE NOTE: It is not necessary to administer the Life Satisfaction Survey generally to all workshop participants. You should only administer the survey if you know that a participant is experiencing mental health difficulties. **If you do administer the survey, please do so in such a way that the young person taking the survey is not identified or singled out in front of the rest of their group.**

LIFE SATISFACTION SURVEY

1. In most ways, my life is close to my ideal.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Slightly Disagree
- 4 = Neither Agree or Disagree
- 5 = Slightly Agree
- 6 = Agree
- 7 = Strongly Agree

2. The conditions of my life are excellent.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Slightly Disagree
- 4 = Neither Agree or Disagree
- 5 = Slightly Agree
- 6 = Agree
- 7 = Strongly Agree

3. I am completely satisfied with my life.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Slightly Disagree
- 4 = Neither Agree or Disagree
- 5 = Slightly Agree
- 6 = Agree
- 7 = Strongly Agree

4. So far I have gotten the most important things I want in life.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Slightly Disagree
- 4 = Neither Agree or Disagree

- 5 = Slightly Agree
- 6 = Agree
- 7 = Strongly Agree

5. If I could live my life over, I would change nothing.

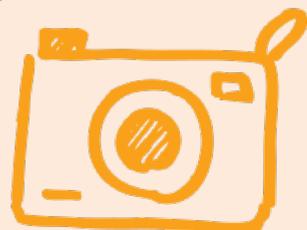
- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Slightly Disagree
- 4 = Neither Agree or Disagree
- 5 = Slightly Agree
- 6 = Agree
- 7 = Strongly Agree

// WORKSHOP ACTIVITIES AT A GLANCE

A standard workshop will run for three to five hours. Please make sure you include an introduction, Operation Child Rights, a break and wrap-up in this time (total time = 1 hour 20 minutes), as well as 3-5 other Operations of your choice (see Operation Summary overleaf for more details).

SAMPLE WORKSHOP AGENDA:

OPERATION	ACTIVITY	TIME
Intro	Workshop introductions and icebreaker	10 mins
Operation 1989	Children's rights in the digital age	30 mins
Operation 1	Your choice of Operation	45 mins
Operation 2	Your choice of Operation	45 mins
Break	Lunch and toilet break	30 mins
Operation 3	Your choice of Operation	45 mins
Operation 4	Your choice of Operation	45 mins
Operation 5	Your choice of Operation	45 mins
Wrap up	Thank you and next steps	5 mins
	TOTAL	5 HOURS



Please take photos or video footage of the participants at work while the workshop is underway.

Try to do this without intruding on the activities that are in progress.

Please respect any participants' wish not to be photographed.

Remember to charge any necessary devices prior to the commencement of the workshop.

OPERATION SUMMARY:

Operation Child Rights is a compulsory, introductory Operation. You will then choose 3-5 of the remaining Operations for a standard workshop of three to five hours.

OPERATION	TIME	WORKSHEETS	MATERIALS	DATA COLLECTION
OPERATION CHILD RIGHTS COMPULSORY	30 mins	Operation Child Rights	Printed copies of worksheets Pens and pencils Board or butcher's paper Chalk or markers Camera	Upload to Operation Child Rights folder in your country folder on OneDrive after workshop
OPERATION EXPERTISE	45 mins	Operation Expertise + Handout 1	Printed copies of worksheets Printed copies of Handout 1 Pens and pencils Green, yellow and red coloured pencils	Upload to Operation Expertise folder in your country folder on OneDrive after workshop
OPERATION LANGUAGE	30 mins	Operation Language	Printed copies of worksheets Pens and coloured pencils	Upload to Operation Language folder in your country folder on OneDrive after workshop
OPERATION DECISIONS	45 mins	Operation Decisions	Printed copies of worksheets Pens and pencils Board or butcher's paper Chalk or markers Camera	Upload to Operation Decisions folder in your country folder on OneDrive after workshop
OPERATION SCI-FI FUTURES	45 mins	Operation Sci-Fi Futures	Printed copies of worksheets Pens and coloured pencils	Upload to Operation Sci-Fi Futures folder in your country folder on OneDrive after workshop
OPERATION POWER AND MONEY	45 mins	Operation Power and Money + Handout 2 [pre-cut before workshop]	Printed copies of worksheets Printed copies of Handout 2 Pens and pencils Red, blue and green coloured pencils Scissors and glue	Upload to Operation Power and Money folder in your country folder on OneDrive after workshop

OPERATION TRUST	45 mins	Operation Trust + Handout 3 [pre-cut before workshop]	Printed copies of worksheets Printed copies of Handout 3 Pens and pencils Butcher's paper and markers Red, green and orange coloured sticky dots or markers Blue and red coloured pencils Scissors and glue Camera	Upload to Operation Trust folder in your country folder on OneDrive after workshop
OPERATION HEALTHY	45 mins	Operation Healthy + Handout 4	Printed copies of worksheets Printed copies of Handout 4 Pens and pencils Box or container	Upload to Operation Healthy folder in your country folder on OneDrive after workshop

// WORKSHOP AGENDA

Tip: Before you begin your workshop, cross out the Operations in the following Workshop Agenda that you will not be completing. The order of Operations and placement of the break is a suggestion only – you should feel free to structure the workshop in the way that works best for you. However, please follow the instructions provided for all components, including introduction, break and wrap-up.

WELCOME TO THE WORKSHOP

TIME: 5 MINS

AIM: This introduction explains the purpose of the workshop, introduces the facilitator and identifies what can be done if participants feel uncomfortable in any way.

[Facilitators can adapt the following text as desired. However, please make sure you cover off on all of the following information in your introduction to the workshop. The aim is to establish a safe and welcoming space in which children can share their experiences]

Welcome to our workshop! We are working with 5rights.org, Western Sydney University, RErights.org and the London School of Economics and Political Science to gather insights from children around the world about how and why they use digital technology. We are really excited that you are here to work with us today and are very interested in what you have to say.

It's really important that you are here with us today. [EXPLAIN IMPORTANCE OF CONSULTATION IN PLAIN LANGUAGE]

We are very excited that you will share your experiences with us so that they can be used to guide governments and leading organisations to ensure that needs and desires of children around the world can be met. By participating, you are contributing to the debates that are going

on internationally about how children use technology and what needs to be done to make sure they benefit from technology both now and into the future.

It's important you know that none of the information you provide will identify you in the report or any other publicity. The information you provide might be printed in a report that will be made available online and circulated to key agencies around the world. However, we assure you that no one will be able to trace your comments back to you. It's really important to us that you tell it like it is. So you should feel free to be frank and honest about the experiences you share today. Anything you say here in this space will be treated confidentially.

Today's workshop is going to be a lot of fun. But if anything we do here makes you feel uncomfortable, or if you don't want to participate in an activity, you are very welcome to withdraw from the activity and we won't ask you to explain why (but you are also free to tell us why if that's important to you). You can re-join the activities at any point. We hope that you will be part of all the activities, but only if you feel comfortable to contribute.

Also, on your table, you will find the details of [INSERT NAME OF LOCAL HELPLINE/SUPPORT SERVICE]. If you feel upset by anything we do together here today, you are very welcome to pull me [facilitator] aside and tell me about it, if that feels right. However, if you don't feel like you want to talk to me but you need help, please use the details on the card to contact [INSERT NAME OF LOCAL HELPLINE/SUPPORT SERVICE].

[You may wish to use this introduction to do quick roll call and complete the Workshop Participant List. You can also choose to do this after the workshop].

ICE-BREAKER/INTRODUCTIONS

TIME: 5 MINS

AIM: This activity aims to help the children get to know each other and become more comfortable in the workshop setting.

[If your group doesn't already know each other well, do a quick activity to introduce them to each other. Below is a sample activity. But please adapt or change it if there is something you have done before that works well in your setting]

1. Prior to the workshop, write the participants first names up on the blackboard/whiteboard. Don't write the names in any order or in a neat line. Ideally, leave quite a bit of space between the names.
2. Tell participants that they have three minutes to meet as many people in the room as possible and find one thing that they have in common (other than being at the workshop). Each time they meet someone and find something in common, they should draw a line between their names up on the blackboard/whiteboard, along with a short description (1-3 words) of the thing they have in common.
3. When the three minutes is up, ask the participants what they notice about the things that people have identified that they have in common.

RESOURCES

- ❖ Whiteboard + whiteboard markers OR Blackboard + chalk

DATA COLLECTION

- ❖ Please take a photo of the blackboard/whiteboard if you have time.

OPERATION CHILD RIGHTS

TIME: 30 MINS

AIM: This activity aims to develop children's understanding of rights, and the way that digital technology impacts their rights.

MISSION 1: RIGHTS VS WANTS

10 MINS

What's the difference between a right and a want?

On **Operation Child Rights (Mission 1)** worksheet:

RESOURCES

- ❖ Printed copies of **Operation Child Rights (Mission 1)** worksheets
- ❖ Pens and pencils
- ❖ Board and markers/chalk or butcher's paper

- ❖ Write your name at the top. Please ask children to write their **first name only**.
- ❖ In groups of 2 or 3, look at the pictures on your worksheet. Underneath each image, write whether they depict a 'right' or a 'want'.

Once they have finished labelling the pictures, discuss as the findings as a group.

[In two columns, write what the children agree are rights and wants on the board]

- ❖ Camera for photographing the whiteboard

DATA COLLECTION

- ❖ Collect completed copies of **Operation Child Rights (Mission 1)** worksheets
- ❖ Take a photo of the groups' list of rights and wants on the board
- ❖ After the workshop, scan/photograph the worksheets and upload them with the photo of the board to the **Operation Child Rights** folder inside your country's folder on OneDrive

MISSION 2: IMPACT

10 MINS

The Convention on the Rights of the Child was written in 1989 - the year before the internet was invented. A lot has changed since then.

As a group, look at the short list of 28 rights from the Convention on the **Operation Child Rights (Mission 2)** worksheet. Which of these rights are impacted - either in a good or a bad way, directly or indirectly - by digital media?

On **Operation Child Rights (Mission 2)** worksheet:

1. Write your first name at the top.
2. As a group, look at each right in turn and take a vote on whether you think each right is impacted by digital technology. Tick the ones that the group thinks are impacted in some way.

RESOURCES

- ❖ Printed copies of **Operation Child Rights (Mission 2)** worksheets
- ❖ Pens and pencils

DATA COLLECTION

- ❖ Collect completed copies of **Operation Child Rights (Mission 2)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation Child Rights** folder inside your country's folder on OneDrive.

MISSION 3: TOP 3

10 MINS

On **Operation Child Rights (Mission 3)** worksheet:

1. Write your name on the top.
2. From the list of rights in Mission 2, choose which three rights you think are the most important rights for children to have in the digital age.
3. Underneath each right, write why you think it is important.

RESOURCES

- ❖ Printed copies of **Operation Child Rights (Mission 3)** worksheets
- ❖ Pens and pencils

DATA COLLECTION

- ❖ Collect completed copies of **Operation Child Rights (Mission 3)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation Child Rights** folder inside your country's folder on OneDrive.

OPERATION EXPERTISE

TIME: 45 MINS

AIM: This activity aims to understand how children think about digital literacy and how their needs can be better met.

MISSION 1: TOOLS

10 MINS

On **Operation Expertise (Mission 1)** worksheet:

1. Write your first name on the top.
2. Around the person in the middle, write the technical (e.g. typing, coding) and non-technical (e.g. critical thinking, respect) skills you need to use digital technology well.

RESOURCES

- ❖ Printed copies of **Operation Expertise (Mission 1)** worksheets
- ❖ Pens and pencils
- ❖ Green, yellow and red coloured pencils

DATA COLLECTION

- ❖ Collect completed copies of **Operation Expertise (Mission 1)** worksheets

<ol style="list-style-type: none"> 3. Circle the ones you think are the most important. 4. Colour each skill green, yellow or red, depending on how good you are at it: Green = I am good at this Yellow = I could be better at this Red = I have not learned how to do this 5. Where did you learn these skills? Next to each skill, write where you learned it (e.g. home, school, religious organisation, friends, online, etc.). 	<ul style="list-style-type: none"> ❖ After the workshop, scan/photograph them and upload them to: Operation Expertise folder inside your country's folder on OneDrive.
<p>MISSION 2: TRAFFIC LIGHT 10 MINS</p> <p>On Operation Expertise (Mission 2) worksheet:</p> <ol style="list-style-type: none"> 1. Write your first name on the top. 2. Choose three skills you rated red or yellow in Mission 1. Write them in the left hand column. 3. If there is a reason you haven't learned this skill, write it in the middle column. 4. If you were to learn this skill, how or where would you learn it? Who would you learn it from? 	<p>RESOURCES</p> <ul style="list-style-type: none"> ❖ Printed copies of Operation Expertise (Mission 2) worksheets. ❖ Pens and pencils <p>DATA COLLECTION</p> <ul style="list-style-type: none"> ❖ Collect completed copies Operation Expertise (Mission 2) worksheets ❖ After the workshop, scan/photograph them and upload them to: Operation Expertise folder inside your country's folder on OneDrive.
<p>MISSION 3: TRUST 15 MINS</p> <p>[Give groups of 2-3 children a printed copy of the websites handout]</p> <p>On Operation Expertise (Mission 3) worksheet:</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> ❖ Printed copies of Operation Expertise (Mission 3) ❖ Printed copies of Handout 1 (Operation Expertise) (1 per 2-3 children) ❖ Pens and pencils

1. Write your first name on the top.
2. Look at the websites on your handout. Next to each website, write:
 - a. What type of website is it?
 - b. Do you think this website is trustworthy? Why/why not?
3. In the last box, write what you think adults (like governments, technology companies, teachers, etc.) should do to stop, or help you manage, fake news or untrustworthy information online.

DATA COLLECTION

- ❖ Collect completed copies of **Operation Expertise (Mission 3)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation Expertise** folder inside your country's folder on OneDrive

MISSION 4: KIDS VS ADULTS

10 MINS

On **Operation Expertise (Mission 4)** worksheet:

1. Write your first name on the top of the worksheet.
2. Choose three (technical or non-technical) skills from Mission 1 and write them in the left column.
3. Give yourself, parents and teachers a score out of five based on how good they are at each skill.
4. Add up all the scores for each person and find the total score.
5. In the boxes at the bottom, answer:
 - a. What digital technology skills can the adults you know teach kids?
 - b. What skills could you teach an adult?

RESOURCES

- ❖ Printed copies of **Operation Expertise (Mission 4)** worksheets
- ❖ Pens and pencils

DATA COLLECTION

- ❖ Collect completed copies of **Operation Expertise (Mission 4)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation Expertise** folder inside your country's folder on OneDrive

OPERATION LANGUAGE

TIME: 30 MINS

AIM: This activity aims to understand how the digital environment enhances or impedes children's development of language.

<p>MISSION 1: LANGUAGES 15 MINS</p> <p>On Operation Language (Mission 1) worksheet:</p> <ol style="list-style-type: none">1. Write your first name on the top.2. In the first box, list all the languages you speak. If you speak more than one language, circle which one is your <i>first language</i>.3. On the world map, colour the country where you live.4. In a different colour, shade the other countries that speak your <i>first language</i>.5. On the computer screen, colour how much of the internet you think speaks your first language. In the middle of the screen, write a percentage to show how much you think that is.	<p>RESOURCES</p> <ul style="list-style-type: none">❖ Printed copies of Operation Language (Mission 1) worksheets❖ Pens and coloured pencils <p>DATA COLLECTION</p> <ul style="list-style-type: none">❖ Collect completed copies of Operation Language (Mission 1) worksheets❖ After the workshop, scan/photograph them and upload them to: Operation Language folder inside your country's folder on OneDrive
<p>MISSION 2: INTERNET SPEAK 15 MINS</p> <p>On Operation Language (Mission 2) worksheet:</p> <ol style="list-style-type: none">1. Write your first name on the top.2. For each topic, circle how easy it is for you to find information online about that	<p>RESOURCES</p> <ul style="list-style-type: none">❖ Printed copies of Operation Language (Mission 2) worksheets.❖ Pens and pencils <p>DATA COLLECTION</p> <ul style="list-style-type: none">❖ Collect completed copies Operation Language (Mission 2) worksheets

<p>topic in your first language.</p> <ul style="list-style-type: none"> 1 = very difficult 2 = difficult 3 = reasonably easy 4 = easy 5 = very easy <p>3. Look at the world and computer maps you coloured, and how you rated finding information in your language online.</p> <ul style="list-style-type: none"> a. What do you notice about your language on the internet? b. Do you think this should change? If so, how? 	<ul style="list-style-type: none"> ❖ After the workshop, scan/photograph them and upload them to: Operation Language folder inside your country's folder on OneDrive.
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OPERATION DECISIONS

TIME: 45 MINS

AIM: This activity aims to understand what children think about, and how they want to participate in, the decisions that adults make for them about their digital technology use.

<p>GROUP DISCUSSION</p> <p>5 MINS</p> <p>We want children to think broadly about the people who make decisions about their technology use. As a group, have a discussion about:</p> <ul style="list-style-type: none"> ❖ Who are people who make decisions about the ways we use digital technology? ❖ What kinds of decisions do they make? ❖ How do they make those decisions? 	<p>RESOURCES</p> <ul style="list-style-type: none"> ❖ Board or butcher's paper and chalk/markers ❖ Camera for photographing the whiteboard <p>DATA COLLECTION</p> <ul style="list-style-type: none"> ❖ Take a photo of the board or butcher's paper
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- ❖ How do their decisions influence our environments and the ways they are able to use digital technology?

[Capture the conversation on the board or butcher's paper.]

- ❖ After the workshop, upload the photo of the board to: **Operation Decisions** folder inside your country's folder on OneDrive.

MISSION 1: DECISION-MAKERS

10 MINS

There are lots of people who make decisions about the broad contexts that shape how we use digital media. On the **Operation Decisions (Mission 1)** worksheet, you will see a map of some of the kinds of people who might make decisions about the way you use digital technology.

On **Operation Decisions (Mission 1)** worksheet:

1. Write your first name on the top.
2. Add the names of people or organisations who make decisions about how you use digital technology that you think are missing from the map. Remember you don't need to give real names.
3. Put a tick next to the ones you think make good decisions for you (i.e. decisions that make you healthier and happier).
4. Put a cross next to those who make bad decisions. You can put a cross and tick next to the same name if you want!
5. Colour the bubbles if you feel like you have a say in the decisions they make about how you use digital technology.

RESOURCES

- ❖ Printed copies of **Operation Decisions (Mission 1)** worksheets
- ❖ Pens and pencils

DATA COLLECTION

- ❖ Collect completed copies of **Operation Decisions (Mission 1)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation Decisions** folder inside your country's folder on OneDrive.

<p>6. In the box at the bottom, write if you feel like you have <i>enough</i> say in the decisions these people make about how you use digital technology. Explain why or why not.</p>	
<p>MISSION 2: RULE THE WORLD 15 MINS</p> <p>On Operation Decisions (Mission 2) worksheet:</p> <ol style="list-style-type: none"> 1. Write your first name on the top. 2. In groups of 2 or 3, talk about if you think the contexts in which you use technology need to change. For example, do things like age restrictions, rules about appropriate content, how data is used by governments and companies, etc., need to change? 3. In the space provided, write if you think these things need to change. If you were in control of the world - what would you change, and why? 	<p>RESOURCES</p> <ul style="list-style-type: none"> ❖ Printed copies of Operation Decisions (Mission 2) worksheets. ❖ Pens and pencils <p>DATA COLLECTION</p> <ul style="list-style-type: none"> ❖ Collect completed copies Operation Decisions (Mission 2) worksheets ❖ After the workshop, scan/photograph them and upload them to: Operation Decisions folder inside your country's folder on OneDrive.
<p>MISSION 3: HAVE YOUR SAY 10 MINS</p> <p>On Operation Decisions (Mission 3) worksheet:</p> <ol style="list-style-type: none"> 4. Write your first name on the top. 5. In the first box, list three ways you think governments could include children in decision-making about their digital media use. 6. Why are these the best ways to include children? 	<p>RESOURCES</p> <ul style="list-style-type: none"> ❖ Printed copies of Operation Decisions (Mission 3) ❖ Pens and pencils <p>DATA COLLECTION</p> <ul style="list-style-type: none"> ❖ Collect completed copies of Operation Decisions (Mission 3) worksheets ❖ After the workshop, scan/photograph them and upload them to: Operation Decisions folder inside your country's folder on OneDrive

WORKSHOP BREAK

TIME: 30 MINS

During the break, collect any remaining completed worksheets from the tables the children have been working on. Then, make sure that you have all of the materials prepared for the second half of the workshop.

Please note the break can take place at any stage during the workshops. We recommend that you have a break at the half-way point in the workshop.

OPERATION SCI-FI FUTURES

TIME: 45 MINS

AIM: This activity aims to explore children's knowledge of, and responses to emergent trends in digital technology.

MISSION 1: NEW TECH

15 MINS

On **Operation Sci-Fi Futures (Mission 1)** worksheet:

1. Write your first name on the top.
2. In groups of 2 or 3, read the words on the sheet. Do you recognise some of these words?
3. Put a tick next to the ones you have heard of.
4. Circle the ones you have used before.

RESOURCES

- ❖ Printed copies of **Operation Sci-Fi Futures (Mission 1)** worksheets
- ❖ Pens and coloured pencils

DATA COLLECTION

- ❖ Collect completed copies of **Operation Sci-Fi Futures (Mission 1)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation Sci-Fi Futures** folder inside your country's folder on OneDrive

- On the next page, choose up to three technologies from the last activity and, if you think you know what they are, write a description for each in your own words.

MISSION 2: FUTURISTIC

15 MINS

On **Operation Sci-Fi Futures (Mission 2)** worksheet:

- Write your first name on the top.
- In five minutes, draw a picture, or write about how you would use one of the technologies from Mission 1 in the future. Label your picture!
- Around the outside, write:
 - What everyday activities will you use the technology for?
 - How often will you use it?
 - Will you use it with others or on your own?
 - Will it be useful?
- Choose the same or a different piece of technology from Mission 1. Write it in the left hand column.
- In the other columns, write some ways you think you, the government and tech companies, like Instagram or Google, might use these technologies.

RESOURCES

- ❖ Printed copies of **Operation Sci-Fi Futures (Mission 2)** worksheets.
- ❖ Pens and pencils

DATA COLLECTION

- ❖ Collect completed copies **Operation Sci-Fi Futures (Mission 2)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation Sci-Fi Futures** folder inside your country's folder on OneDrive.

MISSION 3: DANGER?

15 MINS

Are some of these new technologies dangerous to you and to society? Or do they present new opportunities?

On **Operation Sci-Fi Futures (Mission 3)** worksheet:

RESOURCES

- ❖ Printed copies of **Operation Sci-Fi Futures (Mission 3)** worksheets.
- ❖ Pens and pencils

DATA COLLECTION

- ❖ Collect completed copies **Operation Sci-Fi Futures (Mission 3)** worksheets

1. Write your first name on the top.
2. In groups of 2 or 3, choose one technology from Mission 1 and write it at the top.
3. In your group, think about what some of the possible harms and benefits of this technology might be. Write them in the appropriate columns on the worksheet.
4. In the last box, write some things that you or adults could do keep you safe from some of the possible harms you listed.

- ❖ After the workshop, scan/photograph them and upload them to: **Operation Sci-Fi Futures** folder inside your country's folder on OneDrive.

OPERATION POWER AND MONEY

TIME: 45 MINS

AIM: This activity aims to explore children's understandings of the commercial dimensions of the digital environment.

MISSION 1: ROYAL COURT

15 MINS

Lots of different people play a role or have an interest in the internet.

On **Operation Power and Money (Mission 1)** worksheet:

1. Write your first name at the top.
2. Who are the different actors in the internet's royal court? Look at the characters and descriptions, and write who you think each is.
3. Put a tick next to which character you think you are.

RESOURCES

- ❖ Printed copies of **Operation Power and Money (Mission 1)** worksheets.
- ❖ Pens and pencils

DATA COLLECTION

- ❖ Collect completed copies **Operation Power and Money (Mission 1)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation Power and Money** folder inside your country's folder on OneDrive.

<p>4. Circle which ones you think make money on the internet. Then, draw a line showing who they make their money <i>from</i> on the internet.</p>	
<p>MISSION 2: SHOPPING CART 15 MINS</p> <p>Have you bought things online before?</p> <p>On Operation Power and Money (Mission 2) worksheet:</p> <ol style="list-style-type: none"> 1. Write your first name at the top. 2. Add (draw or write) the purchases you have made online to the shopping cart. If you haven't purchased anything online before, add the purchases you <i>would like</i> to make online. 3. Next to each purchase, write: <ol style="list-style-type: none"> a. Who paid for it (or who would pay for it) b. How you paid for it (or how you would pay for it) 4. In red, circle the ones you bought because you like the brand. 5. In blue, circle the ones you bought because you saw an advertisement. 6. In green, circle the ones you know are used by a celebrity. 	<p>RESOURCES</p> <ul style="list-style-type: none"> ❖ Printed copies of Operation Power and Money (Mission 2) worksheets ❖ Pens and pencils ❖ Red, blue and green coloured pencils <p>DATA COLLECTION</p> <ul style="list-style-type: none"> ❖ Collect completed copies Operation Power and Money (Mission 2) worksheets ❖ After the workshop, scan/photograph them and upload them to: Operation Power and Money folder inside your country's folder on OneDrive
<p>MISSION 3: INFLUENCES 15 MINS</p> <p>There are lots of things that can influence us to buy things online.</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> ❖ Printed copies of Operation Power and Money (Mission 3) worksheets

On **Operation Power and Money (Mission 3)** worksheet:

1. Write your first name at the top.
2. Stick the names of the people to the level that describes how much it influences you to make online purchases. (The inner circle is the most influential and the outer circle is the least influential.)

- ❖ Printed copies of **Handout 2 (Operation Power and Money)** [Pre-cut these into strips before the workshop to save time]
- ❖ Pens and pencils
- ❖ Scissors and glue

DATA COLLECTION

- ❖ Collect completed copies **Operation Power and Money (Mission 2)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation Power and Money** folder inside your country's folder on OneDrive

OPERATION TRUST

TIME: 45 MINS

AIM: This activity aims to explore how children view the shared responsibilities of, and how they trust in, government, authorities, services, industry and INGOs to ensure they can maximise the opportunities and mitigate the harms of being online.

GROUP ACTIVITY

15 MINS

[On a piece of butcher's paper at the front of the room, write the following list of people]
(NB: you can write this list out before the workshop to save time)

- Parents
- Schools/Teachers
- Government

RESOURCES

- ❖ Butcher's paper and markers
- ❖ Red, green and orange coloured sticky dots or markers
- ❖ Camera for photographing the whiteboard

DATA COLLECTION

- Global agencies (e.g. UNICEF)
- NGOs
- Police
- Media
- Advertisers
- Religious organisations
- Tech companies (e.g. Instagram)
- Children and young people
- Influencers

[Give each child **three green** sticky dots, **three orange** sticky dots and **one red** sticky dot.]

Who is responsible for making sure that you can have good experiences with digital technology? On the butcher's paper at the front of the room:

1. Put your green dots next to the organisations you think should be the most responsible for ensuring you have good experiences with digital technology.
2. Put your orange dots next to the organisations you think need to do more to make sure you have good experiences with technology.
3. Put a red dot next to those who you think don't need to do anything to help you use technology well. **You don't need to use your red dot if you don't want to.**

As a group, discuss:

1. Why are the green ones the most responsible?
2. What are the orange ones not doing?
3. Why do the red ones have no responsibility?

- ❖ Take a photo of the board or butcher's paper once all the dots have been placed
- ❖ Write down some notes from the discussion
- ❖ After the workshop, upload the photo of the board and a scan/photo of your notes to: **Operation Trust** folder inside your country's folder on OneDrive.

[Capture the main points of the discussion on the butcher's paper, or write down some notes.]

MISSION 1: BINGO

15 MINS

As we just explored, some adults should be responsible for making sure we have good experiences with digital technology, and others should be less responsible. But do we always trust the adults who are responsible? Or is there another adult or organisation we trust more to do something?

We're going to play a game of bingo! I'm going to read out nine statements about things that adults can do help you have good experiences with technology. On your bingo boards, use red and blue pencils to shade:

1. Three adults or organisations you think should be the *most responsible* for these things (red)
2. Three adults or organisations you would *trust most* to do these things (blue)

You can colour a square half-and-half if you think they should be the most responsible and you trust them the most!

[Read out each of the statements below, and give the children enough time to colour in their answers]

1. To protect my safety online
2. To develop online safety products for me
3. To develop games that are good for my mental health
4. To help me learn good digital media habits
5. To protect me from companies who might want to use my data
6. To keep my data private

RESOURCES

- ❖ Printed copies of **Operation Trust (Mission 1)** worksheets
- ❖ Pens and pencils
- ❖ Red and blue coloured pencils

DATA COLLECTION

- ❖ Collect completed copies **Operation Trust (Mission 1)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation Trust** folder inside your country's folder on OneDrive.

7. To teach me creative ways to use digital technology
8. To help me learn how to use new technologies
9. To protect me from fake news

MISSION 2: LADDERS

15 MINS

You might not trust all organisations equally when it comes to your digital media use.

On **Operation Trust (Mission 2)** worksheet:

1. Write your name on the top.
2. Create a trust ladder that shows the organisations you think are the most trustworthy when it comes to helping you have good experiences with digital technology. Stick the ones you trust the most on the top, and the ones you trust least on the bottom. If you don't trust them at all, stick them outside the ladder.
3. In the boxes provided, answer:
 - a. Why are the names at the top of your ladder the most trustworthy?
 - b. If you placed any names outside the ladder, why don't you trust these organisations to help you have good experiences with technology?

RESOURCES

- ❖ Printed copies of **Operation Trust (Mission 2)** worksheets
- ❖ Printed copies of **Handout 3 (Operation Trust)** [Pre-cut these into strips before the workshop to save time]
- ❖ Scissors and glue
- ❖ Pens and pencils

DATA COLLECTION

- ❖ Collect completed copies **Operation Trust (Mission 2)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation Trust** folder inside your country's folder on OneDrive.

OPERATION HEALTHY

TIME: 45 MINS

AIM: This activity explores how digital technology impacts and supports children's physical and mental health.

MISSION 1: HEALTHY VS UNHEALTHY

15 MINS

Digital technology can be both good and bad for our mental and physical health.

On **Operation Healthy (Mission 1)** worksheet:

1. Write your name on the top.
2. Draw a picture (or write) about a young person using digital technology in an unhealthy and a healthy way. Label your pictures to show what they are doing.
3. Underneath your unhealthy drawing, list some of the way digital technology is bad for your mental or physical health.
4. Underneath the healthy drawing, list some of the ways it is good for your mental or physical health.

RESOURCES

- ❖ Printed copies of **Operation Healthy (Mission 1)** worksheets
- ❖ Pens and pencils

DATA COLLECTION

- ❖ Collect completed copies of **Operation Healthy (Mission 1)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation Healthy** folder inside your country's folder on OneDrive

MISSION 2: CAMPAIGN

20 MINS

On **Operation Healthy (Mission 2)** worksheet:

1. Write your name on the top.
2. In groups of 2 or 3, design a campaign for children that uses digital media to improve their mental and physical health. Think about how your mental or physical health can be best supported by technology, and what kinds of campaigns you would like to see.
3. In your campaign, include:
 - a. What is the physical or mental health issue you want to address?

RESOURCES

- ❖ Printed copies of **Operation Healthy (Mission 2)** worksheets.
- ❖ Pens and pencils

DATA COLLECTION

- ❖ Collect completed copies **Operation Healthy (Mission 2)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation Healthy** folder inside your country's folder on OneDrive.

<ul style="list-style-type: none"> b. What do you want to achieve through your campaign? What are your goals? c. Who is your target audience? Who do you want to reach? d. What are your key messages? e. What tech-based strategies would you use in your campaign? <p>4. Remember that your issue you are trying to address doesn't have to be caused by digital technology, but your campaign strategies should use technology!</p>	
<p>MISSION 3: SECRET BALLOT 10 MINS</p> <p>On Operation Healthy (Mission 3) worksheet:</p> <ul style="list-style-type: none"> 5. DON'T write your name on the top of the worksheet. 6. Have you ever felt too uncomfortable to ask an adult a question about your body or another health issue, and asked the internet instead? In the space provided, write: <ul style="list-style-type: none"> a. What was the issue? b. What information did you find? c. Was it helpful? 7. When you're finished writing fold up the piece of paper using the instructions on the handout and put it in a box at the front. <p>Everything you write will be confidential and we won't be able to match your piece of paper to you.</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> ❖ Printed copies of Operation Healthy (Mission 3) worksheets ❖ Printed copies of Handout 4 (Operation Healthy) ❖ Pens and pencils ❖ A box or container to collect the folded worksheets <p>DATA COLLECTION</p> <ul style="list-style-type: none"> ❖ Collect completed folded copies of the Operation Healthy (Mission 3) worksheets ❖ After the workshop, unfold the worksheets and scan/photograph them. Upload them to: Operation Healthy folder inside your country's folder on OneDrive.

THANK YOU AND NEXT STEPS

TIME: 5 MINS

[Facilitators can adapt the following text as desired. However, please make sure you cover off on all of the following information in your conclusion to the workshop. Be sure to thank the participants for their time and pass on our gratitude for their contributions!]

Wow! Thanks so much for being part of the workshop today. We have had some really great conversations and I've enjoyed working with you very much.

Does anyone have any reflections about the workshops that they would like to share? [Allow time for brief discussion/reflection]

So, before we go, let me just tell you a little bit about what happens next... From here, I am going to send all of the things we did today back to the team at Western Sydney University. They are collecting information from workshops like this one from other countries around the world.

They will analyse what you have all said and compile it into a format for the General Comment on Children and Digital Media, which will be published and made available to people all around the world by the end of November. When that happens, I will be in touch with you to share a copy of the report with you. The team at RErights.org and Western Sydney University will also package up what you and others have said and send it out through their networks. I will make sure that you have all the details about how to find that when it happens.

It's really important that you gave your time today to participate. You're helping organisations all around the world better understand how children think about and use digital technology. On behalf of [YOUR ORGANISATION], 5rights.org, Western Sydney University and the London School of Economics and Political Science, thanks again for being part of the workshop!

[Remember to complete the Workshop Participant List. Also check with participants that they are able to get home safely before you wrap up the workshop].

And, lastly, THANK YOU to you, the facilitator, for making this workshop happen. Your assistance is greatly appreciated!

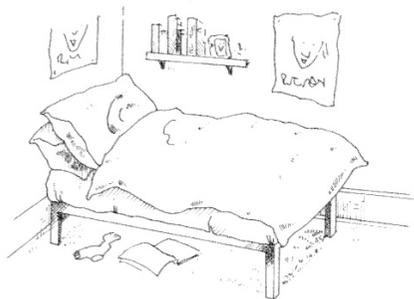
OPERATION WORKSHEETS

// OPERATION CHILD RIGHTS

Your name: _____

Mission 1: Rights vs Wants

What's the difference between a right and a want? In your group, look at these pictures and write whether they are a 'right' or a 'want' underneath.



Your own bedroom



Fast Food



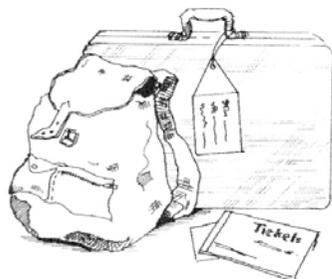
Protection from discrimination



Money to spend as you like



Education



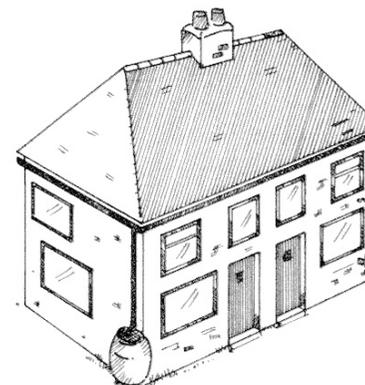
Holiday trips



A mobile phone



Play



A decent shelter



Freedom to practise your own culture, language and beliefs

// OPERATION CHILD RIGHTS

Your name: _____



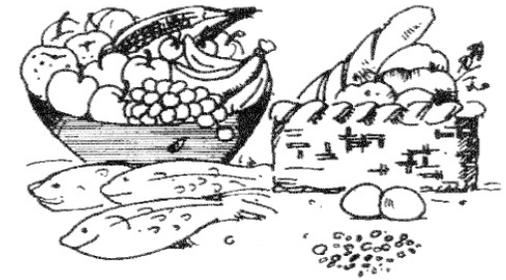
Using a laptop computer



The latest fashion



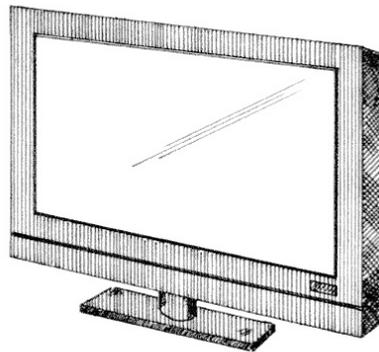
Clean air



Nutritious food



Protection from abuse
and neglect



Watching television



Medical care when you
need it



The opportunity to express your
opinion and be listened to

// OPERATION CHILD RIGHTS

Your name:

Mission 2: Impact

The Convention on the Rights of the Child was written in 1989 - the year before the internet was invented. A lot has changed since then. As a group, look at this short list of 28 rights from the Convention. Tick which of these rights are effected - either in a good or a bad way, directly or indirectly - by digital technology:

Convention on the Rights of the Child (1989)

Right to have your best interests looked after (Art. 3)

Right to parental guidance (Art. 5)

Right to survival and development (Art. 6)

Right to an identity (Art. 7, 8)

Right to live with, and be raised by family (Art. 9, 10, 18)

Right to express your views in matters that concern you, and for those to be respected (Art. 12)

Right to access information (Art. 17)

Right to privacy (Art. 16)

Right to special care in some circumstances (Art. 20, 21, 22, 23, 39)

Right to health (Art. 24, 25)

Right to social security (Art. 26)

Right to an adequate standard of living (Art. 27)

Right to education (Art. 28, 29)

Right to preserve your own culture, language and religion as a minority (Art. 30)

Right to leisure, play and culture (Art. 31)

Right to a juvenile justice system (Art. 40)

Freedom of expression (Art. 13)

Freedom of thought, conscience and religion (Art. 14)

Freedom of association (Art. 15)

Protection from all forms of violence (Art. 19)

Protection from kidnapping (Art. 11)

Protection from child labour (Art. 32)

Protection from drug abuse (Art. 33)

Protection from exploitation (Art. 34, 35, 36)

Protection from harmful detention and punishment (Art. 37)

Protection and care in war and armed conflicts (Art. 38)

Right to benefit from any rights and legislation better than these rights (Art. 41)

Right for those rights to be known, protected and implemented (Art. 4, 42, 43- 54)

// OPERATION CHILD RIGHTS

Your name: _____

Mission 3: Top 3

From the list in the last activity, which rights do you think are *most important* in the digital age and why?



Right:

Why?



Right:

Why?



Right:

Why?

// OPERATION EXPERTISE

Your name: _____

Mission 1: Tools

TECHNICAL SKILLS

Coding

Typing

NON- TECHNICAL SKILLS

Respect

Critical Thinking



// OPERATION EXPERTISE

Your name: _____

Mission 2: Traffic Light

Look at the skills in Mission 1 which you rated yellow or red. Choose up to three of these skills and write them in the first column.

Skill	Is there a reason you haven't learned this skill?	How/where would you learn it? Who would teach you?

// OPERATION EXPERTISE

Your name: _____

Mission 3: Trust

Look at the screenshots on the handout and think about whether you would trust information from these websites.

Website	What type of website is this?	Do you think this website is trustworthy? Why/why not?
UNICEF		
Wikipedia		
The Onion		

// OPERATION EXPERTISE

Your name: _____

Website	What type of website is this?	Do you think this website is trustworthy? Why/why not?
WebMD		
Western Sydney University		
Buzzfeed		

What do you think adults (like governments, technology companies, teachers and so on) should do to stop or help you manage fake news or untrustworthy information online?

// OPERATION EXPERTISE

Your name: _____

Mission 4: Kids vs Adults

Skill	You	Parents	Teachers
	/5	/5	/5
	/5	/5	/5
	/5	/5	/5
Total	/15	/15	/15

What digital technology skills can the adults you know teach kids?

What skills could you teach an adult?

// OPERATION LANGUAGE

Your name:

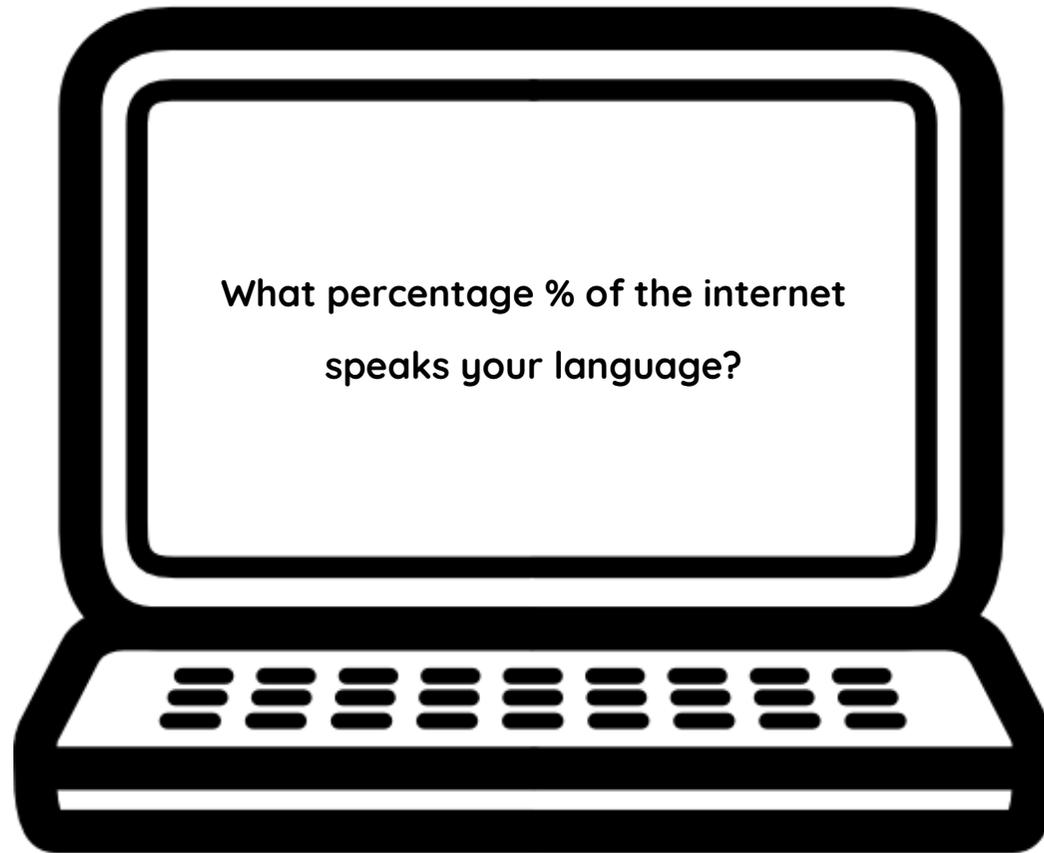
Mission 1: Language

What languages do you speak?



// OPERATION LANGUAGE

Your name:



// OPERATION LANGUAGE

Your name: _____

Mission 2: Internet Speak

Topic	How easy is it to find this information in your first language? (1 = very difficult; 2 = difficult; 3 = reasonably easy; 4 = easy; 5 = very easy)				
Information about health	1	2	3	4	5
Information about politics or government	1	2	3	4	5
Information about children's rights	1	2	3	4	5
Entertainment	1	2	3	4	5
Education resources	1	2	3	4	5
YouTube videos	1	2	3	4	5
News stories	1	2	3	4	5
Child-friendly websites	1	2	3	4	5

Looking at your answers to the activities above, what do you notice about your language on the internet? Do you think this should change, if so, how?

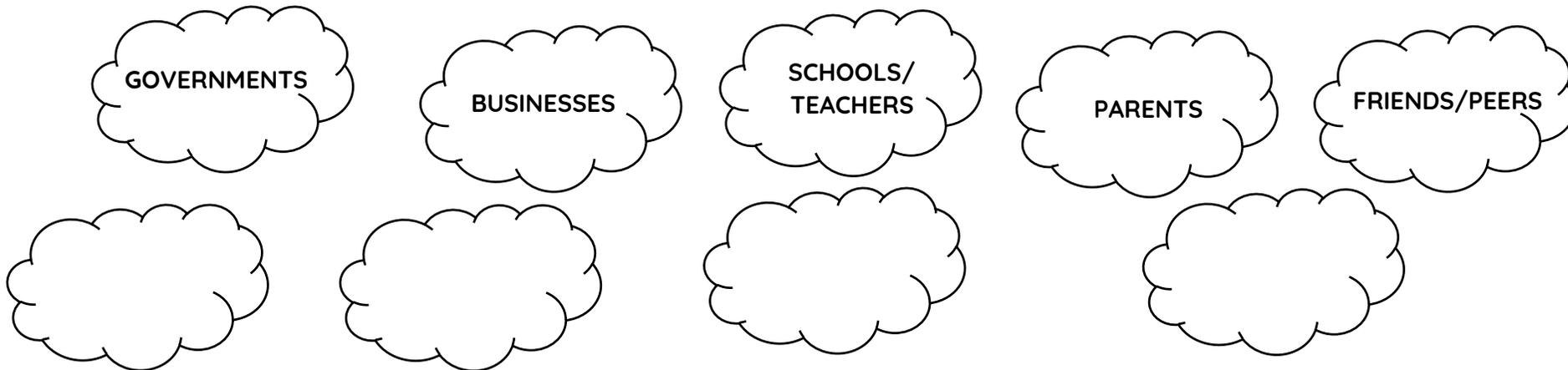
// OPERATION DECISIONS

Your name: _____

Mission 1: Decision-makers

There are lots of people who make decisions for us about the broad contexts that shape how we use digital media. This is a map of some of the kinds of people who might make decisions about the way you use digital technology.

1. Add any names of people (you don't need to give real names!) or organisations you think are missing.
2. Put a tick next to the ones you think make *good* decisions for you (e.g. decisions that make you healthier and happier). Put a cross next to those who make bad decisions. (*Tip: if you like, you can put a cross and a tick next to the same one.*)
3. Colour the bubbles if you feel like you have a say in the decisions they make about how you use digital technology.



Do you feel you have enough say in the decisions these people or organisations make about how you use digital technology?
Why/why not?

// OPERATION DECISIONS

Group names:

Mission 2: Rule the World

Imagine if *you* were control of the world. Do the contexts in which you use technology need to change? For example, do things like age restrictions, rules about appropriate content, how data is used by governments and companies and so on need to change? What would you change? Why?

// OPERATION DECISIONS

Your name:

Mission 3: Have Your Say

List three ways you think governments could include children in decision-making about their digital media use:

-
-
-

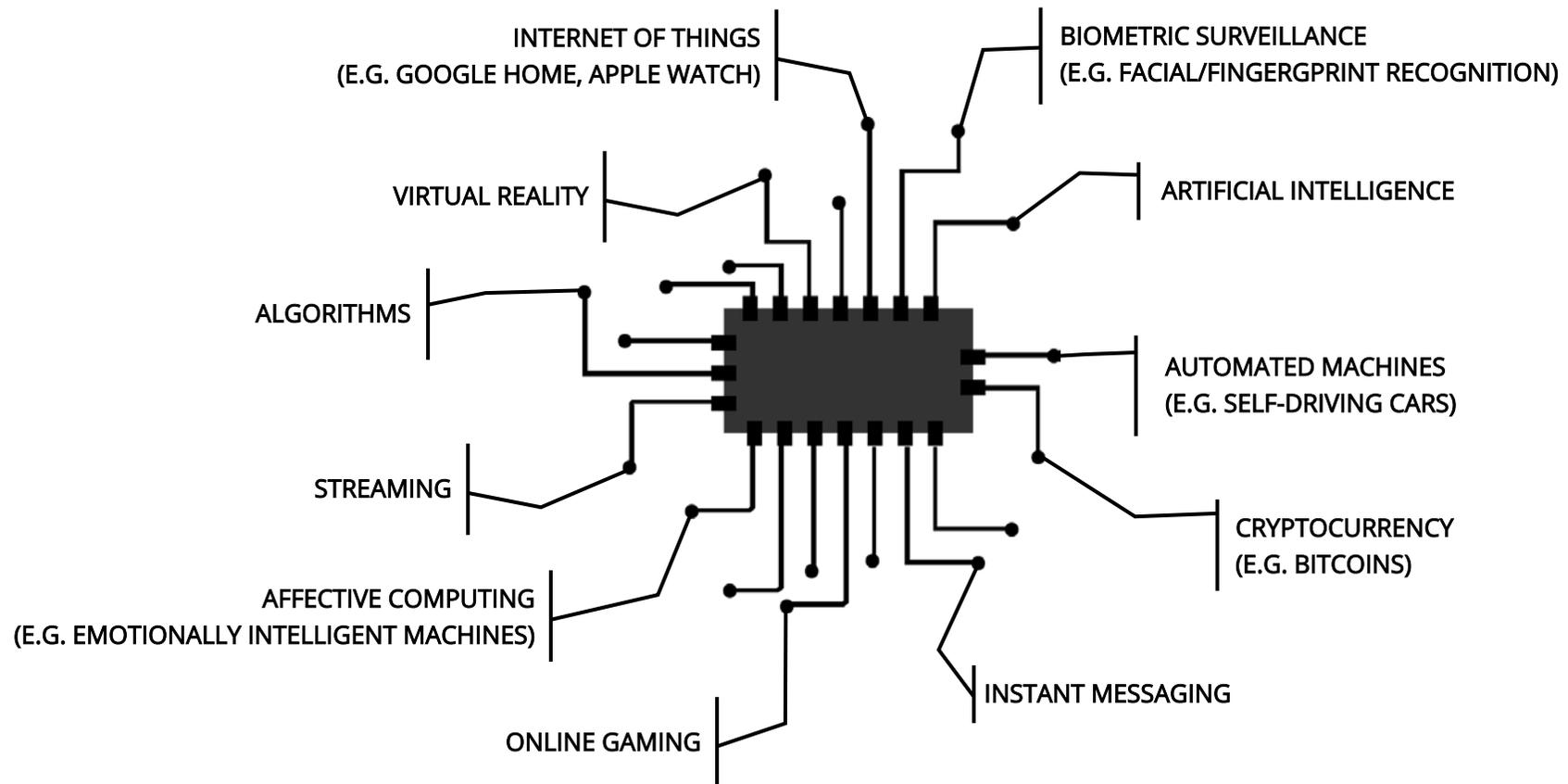
Why are these the best ways to include children?

// OPERATION SCIFI FUTURES

Group names:

Mission 1: New Tech

Which ones have you heard of (tick)? Which ones have you used (circle)?



// OPERATION SCIFI FUTURES

Group names:

Choose three digital technologies from the last activity, and in your own words, tell us what they are.

Technology	Description

// OPERATION SCIFI FUTURES

Your name:

Mission 2: Futuristic

Draw a picture, or write about how you would use one of these technologies in the future. What everyday activities will you use it for? How often will you use it? Will you use it with others or on your own? Will it be useful? *(Tip: don't forget to label your picture!)*

// OPERATION SCIFI FUTURES

Your name: _____

Choose one technology from the list above. Tell us some ways you think you, the government, and tech companies, like Google or Instagram, might use these technologies.

Technology	You	Government	Companies (e.g. Instagram)

// OPERATION SCIFI FUTURES

Group names:

Mission 3: Danger?

How dangerous are some of these new technologies (like the ones in Mission 1) to you and to society? Do they present new opportunities for you and society? Choose one technology from the first activity and write what you think some of the possible harms and benefits might be.

Technology:	
Harms	Benefits

What things could you or the adults around you do to keep you safe from some of the possible harms you have listed above?

// OPERATION POWER AND MONEY

Your name: _____

Mission 1: Royal Court

Who are the different actors in the internet's royal court? Look at the list and descriptions below, and tell us who you think each is.

KING

Who rules the internet?

QUEEN

Who is second in command?

PRINCESSES

Who are the famous and glamorous?

TREASURER

Who controls the money on the internet?

KNIGHTS

Who protects the internet?

JESTER

Who makes the internet laugh?

MESSENGERS

Who are the communicators?

COOKS

Who creates content on the internet?

MAIDS

Who cleans the internet?

SERVANTS

Who serves the internet?



// OPERATION POWER AND MONEY

Your name: _____

Mission 2: Shopping Cart

Have you bought things online before? Add (draw or write) the purchases you have made online to the shopping cart. If you haven't purchased anything online before, add the purchases you *would like* to make online.

1. Next to each purchase, write who paid for it, and how you paid for it (e.g. credit card).
2. In red, circle the ones you bought because you like the brand
3. In blue, circle the ones you bought because you saw an advertisement.
4. In green, circles the ones you know are used by a celebrity.

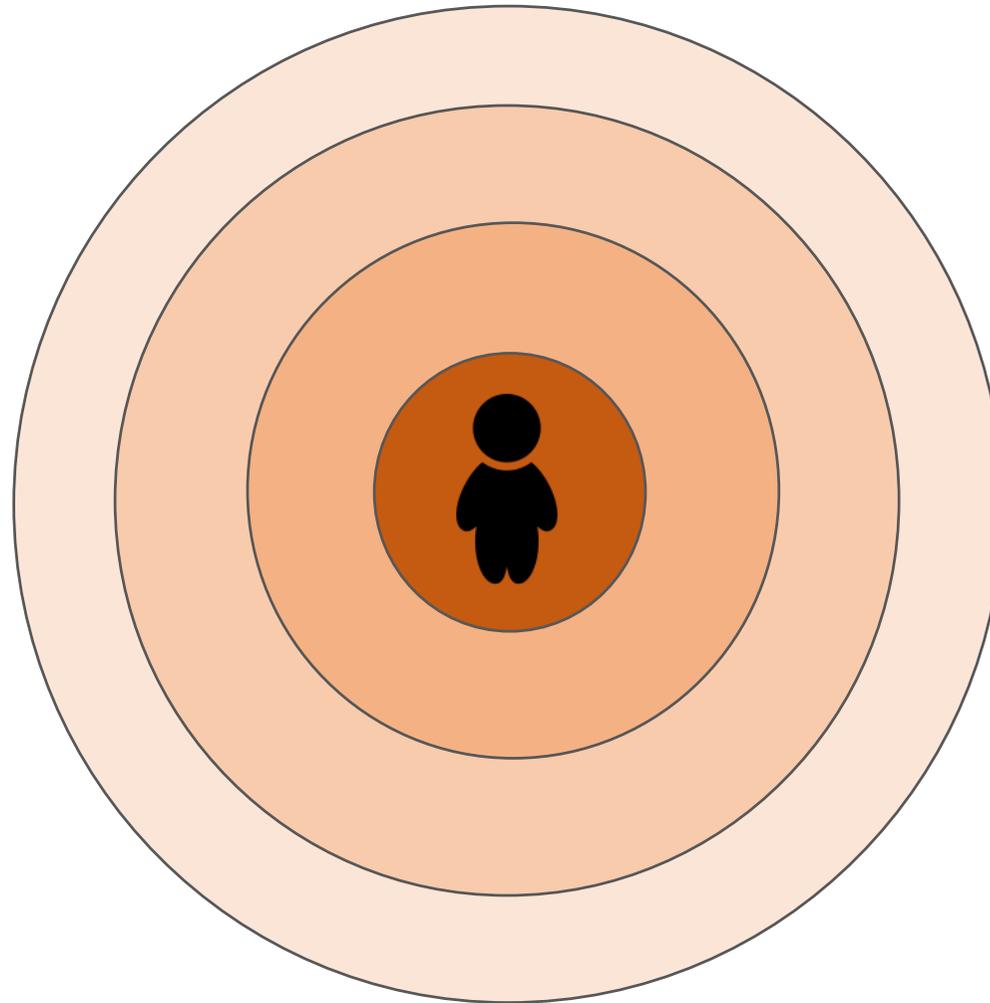


// OPERATION POWER AND MONEY

Your name: _____

Mission 2: Influences

There are lots of things that can influence us to buy things online. On the target below, stick the cut-out names from the handout to the level that describes how much it influences you. The inner circle is the most influential, and the outer circle is the least influential.



// OPERATION TRUST

Your name: _____

Mission 1: Bingo

Listen to the facilitator read out each of the sentences, and for each one, colour the *three* adults:

1. Who you think *should be the most responsible* for doing this thing (red)
2. Who you would *trust the most* to do these things for you (blue)

(Tip: you can colour a box half-and-half if you think they are responsible for that thing, and you trust them to do it)

To protect my safety online			
Parents	Schools/ Teachers	Government	Global agencies
NGOs	Police	Media	Advertisers
Religious Organisations	Tech companies	Children and young people	Influencers

To develop online safety products for me			
Parents	Schools/ Teachers	Government	Global agencies
NGOs	Police	Media	Advertisers
Religious Organisations	Tech companies	Children and young people	Influencers



// OPERATION TRUST

Your name: _____

To develop games that are good for my mental health			
Parents	Schools/ Teachers	Government	Global agencies
NGOs	Police	Media	Advertisers
Religious Organisations	Tech companies	Children and young people	Influencers

To help me learn good digital media habits			
Parents	Schools/ Teachers	Government	Global agencies
NGOs	Police	Media	Advertisers
Religious Organisations	Tech companies	Children and young people	Influencers

To protect me from companies who might want to use my data			
Parents	Schools/ Teachers	Government	Global agencies
NGOs	Police	Media	Advertisers
Religious Organisations	Tech companies	Children and young people	Influencers

To keep my data private			
Parents	Schools/ Teachers	Government	Global agencies
NGOs	Police	Media	Advertisers
Religious Organisations	Tech companies	Children and young people	Influencers

// OPERATION TRUST

Your name: _____

To teach me creative ways to use digital technology			
Parents	Schools/ Teachers	Government	Global agencies
NGOs	Police	Media	Advertisers
Religious Organisations	Tech companies	Children and young people	Influencers

To help me learn how to use new technologies			
Parents	Schools/ Teachers	Government	Global agencies
NGOs	Police	Media	Advertisers
Religious Organisations	Tech companies	Children and young people	Influencers

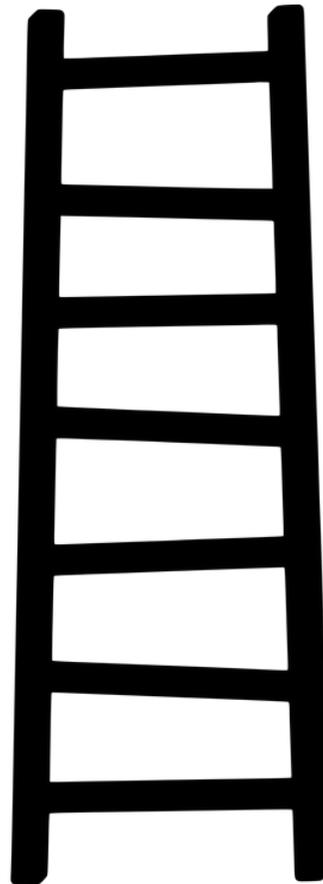
To protect me from fake news			
Parents	Schools/ Teachers	Government	Global agencies
NGOs	Police	Media	Advertisers
Religious Organisations	Tech companies	Children and young people	Influencers

// OPERATION TRUST

Your name:

Mission 2: Ladders

You might not trust all these organisations equally. Create a trust ladder that shows the organisations you think are the most trustworthy when it comes to helping you have good experiences with digital technology. Stick the ones you trust the most on the top, and the ones you trust the least at the bottom. If you don't trust the organisation at all, put them outside the ladder.



// OPERATION TRUST

Your name:

Why are the names at the top of your ladder the most trustworthy?

If you placed any names outside the ladder, why don't you trust these organisations?

// OPERATION HEALTHY

Your name: _____

Mission 1: Healthy vs Unhealthy

Digital technology can be both good and bad for our mental and physical health. Draw a portrait (or write about) a young person using digital technology in an unhealthy and a healthy way. Label these pictures to show what they are doing.

Underneath your unhealthy drawing, list some of the ways digital technology is bad for your mental or physical health. Underneath the healthy drawing, list some of the ways it is good for your mental or physical health.

UNHEALTHY

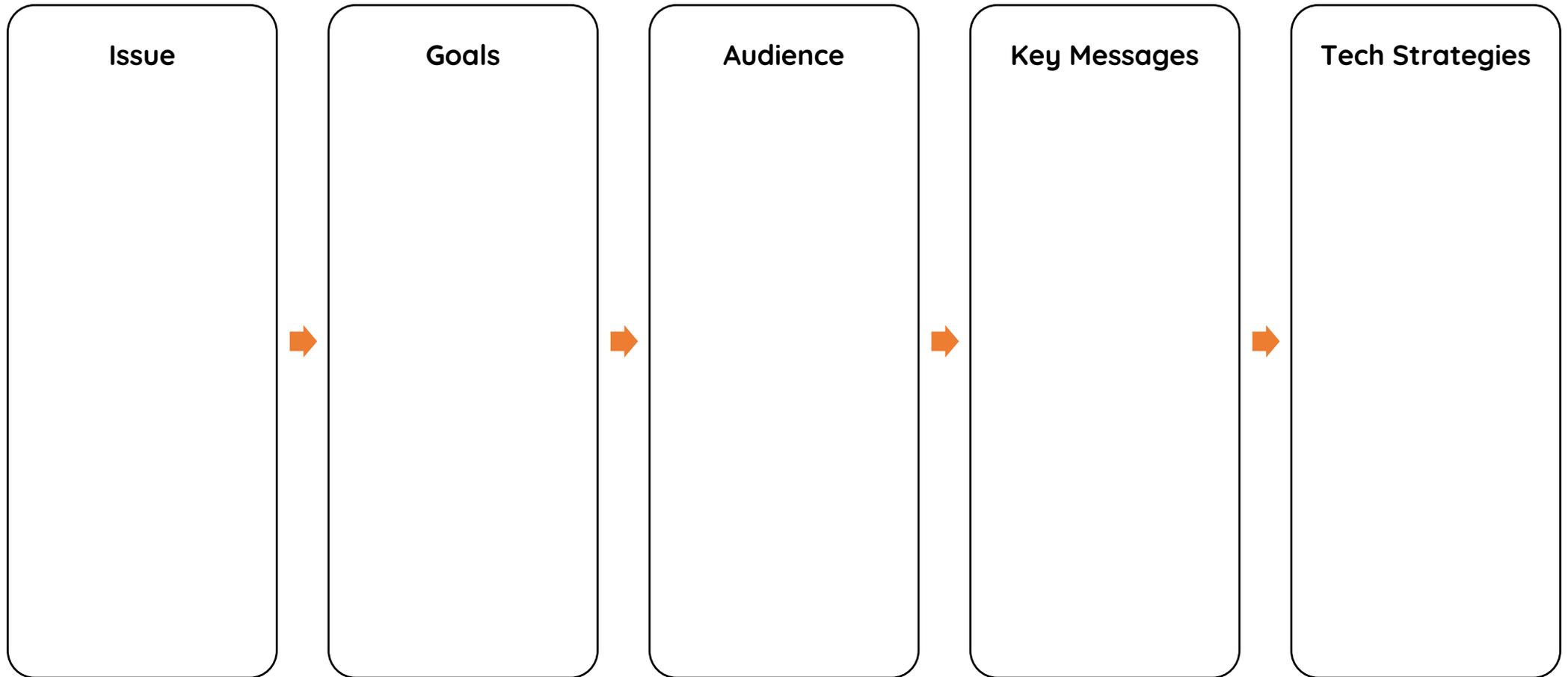
HEALTHY

// OPERATION HEALTHY

Your name: _____

Mission 2: Campaign

In pairs, imagine you are a champion for children's health. Design a campaign for children that uses digital technology to improve their mental and physical health. Think about how your mental or physical health can be best supported by technology, and what kinds of campaigns you would like to see.



// OPERATION HEALTHY

Mission 3: Secret Ballot

Have you ever felt too uncomfortable to ask an adult a question about your body or another health issue, and asked the internet instead?

In the bubble below, write:

1. What was the issue?
2. What information did you find?
3. Was it helpful?

When you're finished writing, fold this piece of paper using the instructions, then give it to your facilitator. *Tip: Don't write your name on the paper - it's a secret! Everything you write will be confidential and no one else will see it. Even your facilitator won't be able to match your piece of paper to you.*

OPERATION HANDOUTS

//HANDOUT 1 (OPERATION EXPERTISE)

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From today's featured article

The **Referendum Party** was a Eurosceptic political party, active in the United Kingdom from 1994 to 1997. The party's sole objective was a referendum on the nature of the UK's membership in the European Union. It was founded in November 1994 by the Anglo-French multi-millionaire businessman and politician James Goldsmith, an elected Member of the European Parliament for the Movement for France party. In the build-up to the 1997 general election, the Referendum Party spent more on press advertising than either the incumbent Conservatives or the Labour Party. It stood more candidates than any minor party had ever fielded in a UK election (in 547 of the 659 constituencies), and won 2.6% of the vote nationally, but failed to win any seats in the House of Commons. Support was strongest in southern and eastern England, and weakest in inner London, northern England, and Scotland. Goldsmith died in July 1997, and the party disbanded shortly after. **(Full article...)**

Recently featured: William Matthews (priest) · SMS Schlesien · *Diamonds Are Forever* (novel)

In the news

- The U.S. **Special Counsel investigation**, headed by Robert Mueller (*pictured*), concludes and his office delivers a report on its findings to the Attorney General.
- The Islamic State of Iraq and the Levant loses its last territory in Syria following a **defeat** by the Syrian Democratic Forces and the U.S.-led coalition.
- An explosion** at a chemical plant in Xiangshui, Jiangsu, China, kills at least 78 people and injures more than 90 others.
- Nursultan Nazarbayev** resigns as President of Kazakhstan after a 29-year tenure, appointing Kassym-Jomart Tokayev as interim president.

Robert Mueller

WIKIPEDIA

//HANDOUT 1 (OPERATION EXPERTISE)

THE ONION | CLICKHOLE | THE A.V. CLUB | DEADSPIN | GIZMODO | JALOPNIK | JAZZBEL | KOTAKU | LIFEHACKER | SPLINTER | THE ROOT | THE TAKEOUT | THE INVENTORY

the ONION

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Man Entering Fog Of Insanity Asked If This His First Time At Dave & Buster's



Self-Actualized Historians Urge Nation Not To Get Hung Up On The Past

CAMBRIDGE, MA—Warning that nothing was more dangerous than focusing on yesterday's mistakes instead of being present right here and right now, self-actualized historians at Harvard University urged Americans not to get all hung



God Admits Heaven Was Way Cooler Than Earth

More From The Onion

-  **I Guess I'm Only Tough On Stains Because My Dad Was So Tough On Me**
-  **Family Members Locked In Heated Bidding War To Convince Cat To Sleep In Their Bed**
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-  **Bend In Road Not Sharp Enough To Merit**

THE ONION

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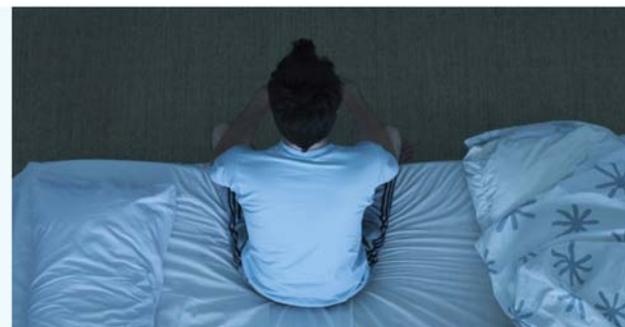
Tell us where it hurts. [Check Your Symptoms](#)

WebMD Symptom Checker

Why Can't We Sleep?

1 in 3 adults fail to get even the minimum 7 hours of nightly sleep experts recommend.

More: [Products Promising Better Sleep Blanket the Market](#)
Video: [What Goes on When You Sleep?](#)



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//HANDOUT 1 (OPERATION EXPERTISE)

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BUZZFEED

//HANDOUT 2 (OPERATION COMMERCIAL)

Please give one list to each child and ask that they cut the names into strips. Alternatively, you may cut the names into strips prior to the workshop and give each child a bundle to save time.



Online advertising
TV advertising
Celebrities using an item
Branding
Social media influencers
Friends
Family



Online advertising
TV advertising
Celebrities using an item
Branding
Social media influencers
Friends
Family

//HANDOUT 3 (OPERATION TRUST)

Please give one list to each child and ask that they cut the names into strips. Alternatively, you may cut the names into strips prior to the workshop and give each child a bundle to save time.

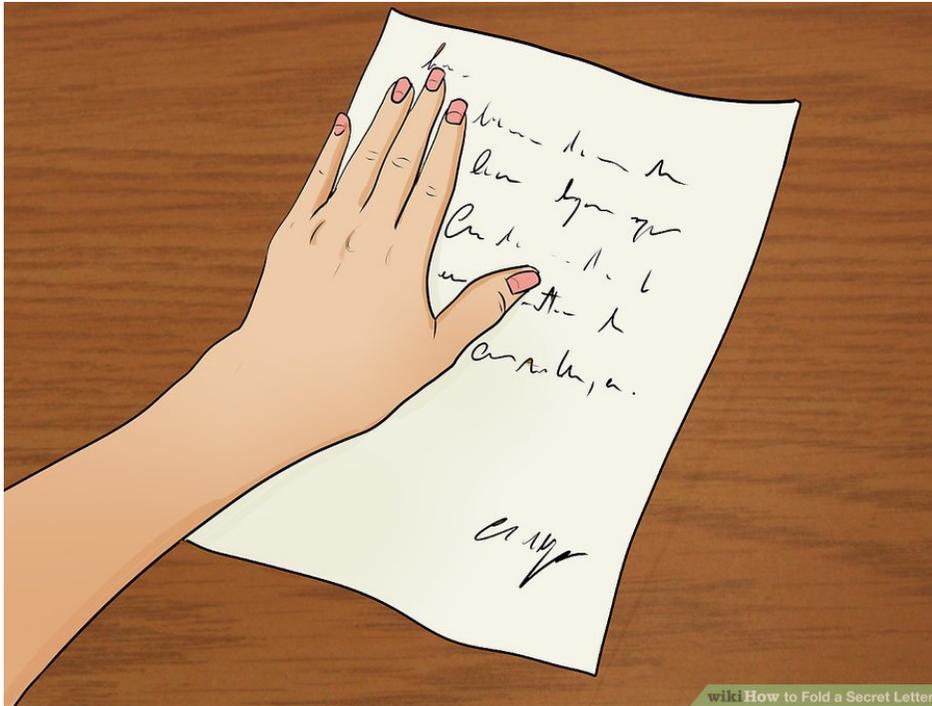


Parents
Schools/Teachers
Government
Global agencies (e.g. UNICEF)
NGOs
Police
Media
Advertisers
Religious organisations
Tech companies (e.g. Instagram)
Children and young people
Influencers



Parents
Schools/Teachers
Government
Global agencies (e.g. UNICEF)
NGOs
Police
Media
Advertisers
Religious organisations
Tech companies (e.g. Instagram)
Children and young people
Influencers

//HANDOUT 4 (OPERATION HEALTHY)



1. Extend your left palm and place it over the upper left corner of the sheet.



2. Using your right hand, take the upper right corner of the sheet of the paper and begin to fold it towards you.

//HANDOUT 4 (OPERATION HEALTHY)

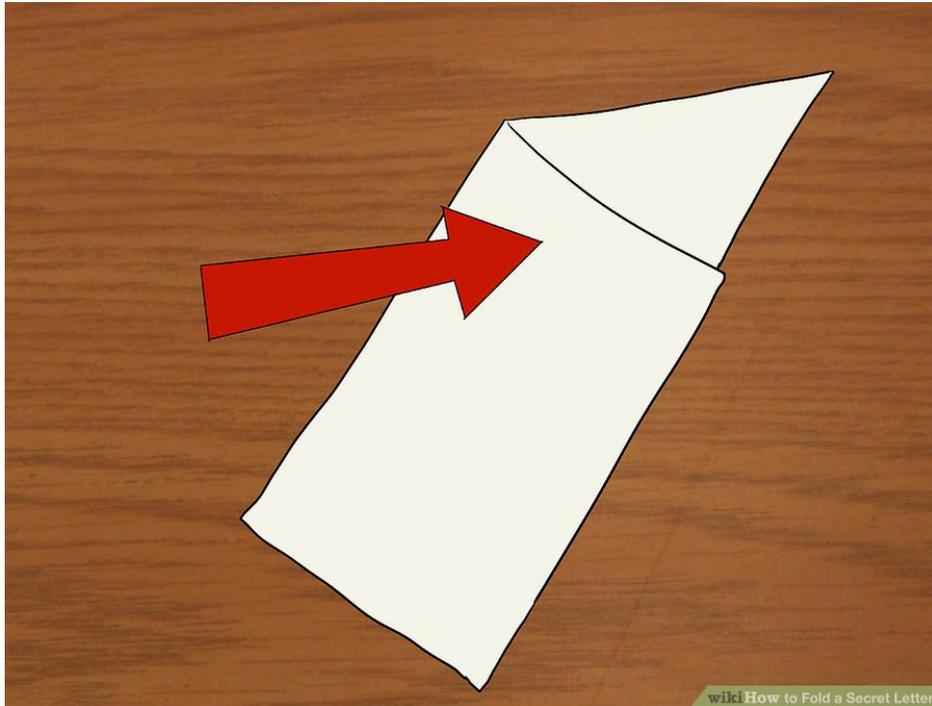


3. Take the bottom right side of the sheet with your right hand while your left hand is extended over the left side of the paper.



4. Bring the bottom right side of the sheet over the left side of the sheet until the bottom right corner of the paper is lying on top of the bottom left corner of the paper.

//HANDOUT 4 (OPERATION HEALTHY)



5. Turn the paper around completely so that the peak is pointing diagonally to the right.



6. Take the two bottom corners of the folded paper and make a fold about three inches above the base of the paper.

//HANDOUT 4 (OPERATION HEALTHY)



7. Take the bottom corners of the folded paper and make another fold similar to the fold before.



8. Grab the peak that sticks out (away from you) and tuck it inside the paper pocket that has formed.

//WORKSHOP PARTICIPANT LIST

Country: _____ Workshop date: ___/___/2019 Language(s) spoken during workshop: _____

	First name ONLY	Age	Gender		First name ONLY	Age	Gender
1				11			
2				12			
3				13			
4				14			
5				15			
6				16			
7				17			
8				18			
9				19			
10				20			

I, _____ (facilitator name), have collected signed consent and parental consent forms from all children listed above and agree to store the information in a safe and secure location for a minimum of twelve months.

Signed: _____

Date: ___/___/2019

INFORMATION (PARENT/GUARDIAN)

Project Summary

Your child is invited to participate in a research study being conducted by Western Sydney University, in partnership with the 5Rights Foundation and the London School of Economics.

This project will be conducted internationally through a series of workshops designed to gather children and young people's insights and experiences about their rights in a digital age. The results of these consultations will inform the General Comment on Children and Digital Media, which will support states', businesses' and NGOs' interpretation of the Convention of the Rights of the Child for the digital age.

By participating in these workshops, your child will be helping to ensure that the guidance provided by the General Comment addresses the full range of diverse children's needs. These workshops will also support your child's right to participate in decision-making that impacts their lives (Article 12).

How is the study being paid for?

The study is being funded by the 5Rights Foundation. 5Rights is a UK-based civil society initiative working to make the digital world a more transparent and empowering place for young people under the age of 18.

What will my child be asked to do?

Your child will be asked to participate in one 5 -hour workshop. In this workshop, they will take part in a range of fun, interactive activities designed to elicit their views on their rights and digital technology. Activities will include surveys, drawings, storytelling, etc.

What happens to my child's personal information and content they create?

Please be assured that only the researchers will have access to the raw data your child will provide and that their data will not be used in any other projects. Please note that minimum retention period for data collection is five years post-publication. The data and

information your child has provided will be securely disposed of.

Will the study involve any risk or discomfort for my child?

While we do not anticipate that your child's participation in these workshops will pose any risk to them, there is a chance that their participation may raise feelings of discomfort. If at any time they feel uncomfortable, they can discuss this with the researchers or workshop facilitators, or choose to withdraw from the study at any time without providing a reason. The research team will provide information about local support services to every participant at the beginning of the workshop.

How do you intend to publish or disseminate the results?

It is anticipated that the results of this research project will be published and/or presented in a variety of forums. In any publication and/or presentation, information will be provided in such a way that your child cannot be identified, except with your and your child's permission.

Can my child withdraw from the project?

Your child's participation in the study is entirely voluntary and they are not obliged to be involved. Your child may withdraw from the study at any time. The research team will do their best to withdraw their personal information and data, but we cannot guarantee this will be possible in every instance, e.g. if they have contributed to group work activities.

Your child can withdraw from the research by contacting your workshop facilitator or one of the Western Sydney University researchers.

Where can I get more information?

For more information, please contact:

CONSENT FORM (PARENT/GUARDIAN)

Please complete this form and return to the workshop organiser.

I, _____ (name), consent for my child

_____, to participate in the 'General Comment for Children and Digital

Media: Children's Consultation' workshop to be held on ____/____/2019 at _____ (time) at

the following location: _____ (location).

I give permission for my child's photo to be taken and used for the purpose of the research only. Yes No

I acknowledge that:

- I have discussed participation in the project with my child and my child agrees to their participation in the project.
- I have read the participant information sheet and have been given the opportunity to discuss the information and my child's involvement in the project with the researcher/s
- The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent for my child's data and information provided to be used for this project.

I understand that my child's involvement and information gained during the study may be published. I understand that information about my child will be used and can potentially reveal their identity.

I understand that my child's participation in this study will have no effect on their relationship with the researcher/s, and any organisations involved, now or in the future. I understand that should my child decide to withdraw during the study, they may be unable to withdraw the data and information they have shared. If your child wishes, the research team will do their best to withdraw their personal information and data, but we cannot guarantee this will be possible in every instance, e.g. if they have contributed to group work activities.

Name: _____

Signed: _____

Date: ____/____/2019

INFORMATION (CHILDREN)

Project Summary

This research project is conducted by Western Sydney University, in partnership with the 5Rights Foundation and the London School of Economics.

As part of this project, you are invited to participate in workshop with children like you around the world to understand your experiences and thoughts about your rights and digital technology. The information you share with us in these workshops will help us to write a General Comment on Children and Digital Media. This document will help governments and other organisations understand how they can fulfil and support the rights you have in the Convention on the Rights of the Child, in a world where digital technology is so important.

By being a part of these workshops, you will help us make sure that all the different needs of children around the world are included in the document, and you'll also be fulfilling your right to be a part of decision-making that impacts your life.

How is the study being paid for?

The project is being funded by the 5Rights Foundation. 5Rights is an organisation working to make the digital world a more empowering place for young people.

What will I be asked to do?

You will be asked to come to one five-hour workshop. In these workshops, you will take part in fun activities with other young people that will help us understand your experiences about your rights in a digital world. In these activities, you might be asked to draw a picture, write a story, or answer some questions on topics like your health and wellbeing, your privacy, or what you think about new technologies like artificial intelligence.

What will happen to the content I create in the workshops?

Only the researchers and workshop facilitators will have access to the things you say, do and make in the workshops. This information - your data - will not be used in any other projects.

The research team has to keep all the data they collect for at least five years after we publish the report. Then the data and information you have given us will be disposed of securely. We promise that we will keep your data safe.

Will being a part of this project make me feel uncomfortable in any way?

There is a small chance that your participation in these workshops may make you feel uncomfortable. If at any time you do feel uncomfortable, you can talk about this with your workshop facilitator, or choose to stop being a part of the project at any time without telling us why. We will also give you the details of organisations you can talk to you in your country if you feel you need to.

How do you intend to publish or disseminate the results?

We plan to publish the things we find out in these workshops in different places. In any publication and/or presentation, we won't share information that will tell other people who you are, unless you give us your permission.

Can I withdraw from the project?

Participation is completely your choice: You don't have to be involved. If you decide to participate, you can stop being a part of the project at any time without telling us why. If you decide to stop being involved, we will go through the data we have and anything that shows who you are will be taken out of any reports or material the project makes.

You can withdraw from the research by contacting your workshop facilitator or one of the Western Sydney University researchers.

Where can I get more information?

For more information, please contact:

CONSENT FORM (CHILDREN)

Please complete this form and return to your workshop organiser.

I, _____ (name) agree to participate in the 'General Comment for

Children and Digital Media: Children's Consultation' workshop to be held on _____/_____/2019 at

_____ (time) at the following location: _____ (location).

I acknowledge that:

- I have read the participant information sheet (or had it read to me) and have been given the chance to talk about the project and my participation in the project with the workshop organisers.
- I have been explained what the project involves and the time it will take, and I am happy with answers given to any questions I have about the project.

I give permission for my photo to be taken and used for the purpose of the research only. Yes No

I consent for the information I give in the workshop to be used for this project.

I understand that the information I give in the workshop might be used in reports that other people can read. I understand that information about me will be used and might reveal who I am.

Name: _____

Signed: _____

Date: _____/_____/2019