



WORKSHOP MANUAL

**Office of the eSafety Commissioner 'Youth
Engagement Strategy': Youth Consultations**

Western Sydney University, in partnership with the Office of the eSafety Commissioner

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INTRODUCTION

Thank you for agreeing to take part in this project! The Young and Resilient Research Centre at Western Sydney University and the Office of the eSafety Commissioner (eSafety) are very grateful for your assistance.

These youth consultations will inform the development of eSafety's Youth Engagement Strategy which will formalise a process of genuine ongoing collaboration with young Australians, and ensure that eSafety's programs and policies reflect young people's best interests and lived experiences. Through a series of fun, interactive and engaging activities, these consultations will explore young people's experiences and perceptions of online safety, and co-design a process for developing a Youth Aspirational Statement and Youth Cabinet.

The Western Sydney University Human Ethics Committee has granted **ethics approval** to carry out this research (Ethics Approval No. H14267). The ethics approval sets out a protocol for running the workshops, including how to make sure young people consent to participating. This manual contains information about how to plan for, recruit young people and implement workshops – and how to ensure your workshops comply with the ethics protocol. Your adherence to the guidelines we stipulate in this manual is essential, and will ensure participants are given the respect and protection they deserve.

If you have any questions regarding this manual, please feel free to contact the project team via Amanda Third at a.third@westernsydney.edu.au. We look forward to working with you on this exciting project!

Thank you.

The teams at the Young and Resilient Research Centre and the Office of the eSafety Commissioner

WHO ARE WE?



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



The Office of the eSafety Commissioner promotes online safety education for Australian young people, educators and parents. It also provides a complaints mechanism for young people who experience serious cyberbullying, and for Australian to report illegal or offensive online content.

WORKSHOP INFORMATION

1. PLANNING YOUR WORKSHOP

Step 1: Identify a workshop facilitator

We recommend that a minimum of two adults are present for the duration of the workshop. To ensure children can participate fully and freely express their views, we recommend that you appoint facilitators with appropriate training in and/or 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**
- 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 2: Attend online facilitator training

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

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

Step 3: Familiarise yourself with workshop activities

Before you invite participants to take part in your workshop, please **familiarise yourself** with the activities and the instructions contained in this manual. It is a good idea to **trial a couple of the activities before you deliver them**.

Step 4: Set a date and location

Workshops should be 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: Prepare information sheet and consent materials

As part of our ethical obligations, we must get consent from all young people and their parent/guardian. Make sure you fill in your organisation's details on the **Information Sheet and Consent Forms** at the back of this manual. You will need to make one copy for each participant.

Step 6: Local support services

Identify local services that provide psychological and emotional support for young people in your local area (e.g. HeadSpace, ReachOut). You will need to tell participants about these services at the start of the workshop, and if a participant gets upset during the workshop, you may decide to refer them for help.

- Prior to the workshop, **locate the details of a youth 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 so that, if a participant needs to seek help, they have somewhere to turn.

Step 7: Source workshop materials

Gather the materials listed below in Table 1. These are necessary to complete the activities.

Table 1. Workshop materials

Butchers paper

Pens and pencils

Coloured markers

Sticky notes

Blu-tack

Tablets or smartphones with an internet connection

Some activities in these workshops require participants to view materials online. If possible, we recommend that you provide tablets and smartphones connected to the internet so that participants do not need to use their own data. If devices are not available, you can also provide them with the WIFI password at the workshop location. You may need to change the password after the workshops.

2. RECRUITING YOUR PARTICIPANTS

You will run **two five-hour workshops** with the same group of participants. Drawing upon your existing networks, please identify young people who might be interested in participating in a workshop to inform the development of eSafety's Youth Engagement Strategy.

Step 1: Who to invite?

- You will need to recruit workshop groups of **8 young people**.
- Workshop activities are designed for children **13 to 18 years old** (inclusive).
- Aim for a **balance of boys and girls** if you can.
- Where possible and ethical, **include young people with specific or diverse needs** (e.g. young people living with disabilities, children from migrant families, etc.) – to ensure that the diversity of young people’s experiences is captured.
- Young people who are experiencing **serious mental health issues** should not be invited to participate.
- If participation in the study involves placing an **unreasonable burden** on the young person or their responsible guardian (e.g. travelling unreasonably long distances, excessive costs of travel, missing school), they should not be invited to participate.

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 serious mental health difficulties). If you know that a child who wants to take part in the workshop is experiencing trauma or serious 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 serious 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 young people 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 young people’s information will be used.

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

Hi!

My organisation is working with the Young and Resilient Research Centre at Western Sydney University to run a series of youth consultations to inform the development of the Office of the eSafety Commissioner's Youth Engagement Strategy. These consultations aim to establish ongoing collaboration between eSafety and young Australians, and ensure that eSafety's programs and policies are true to young people's lived experiences.

We would like you to take part in two 5-hour workshops to explore your perceptions of online safety, and co-design a process for developing a Youth Aspirational Statement and a Youth Cabinet. During the workshop, you will take part in a series of activities with other young people – and there will be morning tea and lunch provided.

We hope that you can be involved – but you do not have to participate if you do not want to. If you choose not to, it won't change your relationship with any organisation involved in this project, now or in the future. You can take some time to decide if you want to be involved. Please reach out if you have any questions about the project!

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

- **Clearly identify yourself and your organisation**
- **Explain the reason for contacting:**
“I am calling to invite you to take part in a youth consultation run by researchers from the Young and Resilient Research Centre at Western Sydney University. The consultations will inform the Office of the eSafety Commissioner's Youth Engagement Strategy which aims to establish ongoing collaboration between eSafety and young Australians.”
- **Briefly describe what the workshops will entail:**
“We would like to invite you to take part in two 5-hour workshops to explore your perceptions of online safety and help us co-design a process for developing a Youth Aspirational Statement and a Youth Cabinet. During the workshop, you will take part in a series of activities with other young people – and there will be morning tea and lunch provided.
- **Be clear about how long the workshop will take and where and when it will take place.**
- **Ensure that the participants understand that their participation is not compulsory:**
“You don't have to take part if you don't want to. If you choose not to, it won't change your relationship with any organisation involved in this project, now or in the future. You can take some time to decide if you want to be involved. Please reach out if you have any questions about the project!

3. INFORMATION AND CONSENT

Information Sheet

- All young people who are participating in your workshop, along with their parent/guardian, must be given a copy of the **Information Sheet and Consent Form** for young people and parent/guardian. Distribute these to all participants in advance of the workshop.
- Participants and parents/guardians should be given an opportunity to **ask any questions** they may have before signing the consent form.

Consent

Our ethics approval requires that we have confirmation that young people **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 young person's parent/guardian via email or by phoning them or speaking to them face-to-face.
- We ask that you keep records of all participants' and parents' completed consent forms for a **minimum of 5 years**, and provide us with a copy of the signed consent forms by emailing them to l.moody@westernsydney.edu.au.

4. JUST BEFORE YOU BEGIN

Gather materials

Gather the materials you will need for your workshop. See Table 1 for a list of materials.

Prepare printed resources

- **Print the workshop resources ahead of time.** A summary of the printed materials can be found in Table 2.
- Where possible, worksheets should be printed on **A3 sized paper** to allow more space for children's answers. A4 is also adequate, if necessary.
- Write the four questions in the 'What did you say?' activity (workshop 1) on **four separate pieces of butchers' paper**. See the workshop agenda at the back of this manual for question text.

Table 2: Printed materials

Print resource	Size	No. of copies
Participant registration list	A4	1
Information Sheets – Children	A4	1 x participant
Information Sheets – Parent/Guardian	A4	1 x participant

Consent Form – Children	A4	1 x participant
Consent Form – Parent/Guardian	A4	1 x participant
Local support service contact details	Small slips of paper	1 x participant
‘Your Perfect Internet’ worksheet	A3	1 x 2 participants
‘The Time Traveller’ worksheets	A3	1 x participant
‘What is online safety?’ worksheet	A3	1 x participant
‘Warning’ worksheet	A3	1 x participant
‘Help!’ worksheet	A3	1 x participant
‘Online Safety Evaluation’ worksheet	A3	1 x 2 participants
‘Online Safety Campaign’ QR codes or print-outs*	A3	1 x 2 participants
‘Manifesto’ worksheet	A3	1 x 4 participants
‘Explore’ worksheet	A4	1 x participant
‘Time Capsule’ worksheet	A3	1 x 2 participants
‘Youth engagement case study’ print-outs	A4	1 x 2 participants
‘Utopia/Dystopia’ worksheet	A3	1 x 2 participants
‘Youth Cabinet’ worksheet	A3	1 x 4 participants
‘Mind-map’ print-outs	A4	1 x 4 participants

**We encourage you to use the QR codes to view the online safety campaigns. However, if this is not possible, you may use printed copies.*

Prepare intro and debrief sessions

- Think about how to open the workshop in a way that will create an **upbeat and engaging** environment for your participants.
- You will also need to ensure that participants are **fully informed** about how their information will be used. When you welcome participants to the workshop, tell them that the things they say will not be made public, and only the facilitators, Western Sydney University and eSafety teams will have access to the things they say, make and do during the workshop. **Please note that participants’ names will not be published in any resulting reports. However, if participants give permission for their photos to be taken, these photos might be used in the report or other publications resulting from the research.**

Prepare the workshop space

- **Arrange the space** for the participants to work in, including setting up tables and chairs and distributing pens, pencils and other materials participants will need (see Table 1).
- 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.
- Distribute the contact details of a **local support service** on small slips of paper around the tables.

5. DURING THE WORKSHOP

Step 1: Complete activities

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

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

Step 2: Wrap up

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

6. AFTER THE WORKSHOP

Following your workshop, please:

- **Scan or take photos** of all worksheets, butchers paper and other materials (including participant registration sheet, signed consent forms, drawings from participants, and notes taken by facilitator or participants either on paper or whiteboards/blackboards.)
- **Upload photos** of worksheets, participant registration sheet and signed consent forms to the OneDrive folder provided by Western Sydney University.



RESOURCE KIT

**Office of the eSafety Commissioner 'Youth Engagement
Strategy': Youth Consultations**

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 WORKSHOPS

	Identify workshop facilitators
	Attend face-to-face facilitator training with WSU research team
	Familiarise yourself with workshop activities
	Set a workshop date
	Organise a venue
	Prepare information sheet and consent materials (update contact & workshop details)
	Locate contact details of local support service
	Source workshop materials

RECRUITMENT AND CONSENT

	Recruit 8 young people
	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 workshop materials
	Prepare printed resources
	Locate support services and print their details on small pieces of paper
	Order paper resources listed in Table 2
	Prepare intro and debrief sessions
	Prepare the workshop space

DURING THE WORKSHOP

	Complete activities
	Take photos of notes written on blackboards or whiteboards
	Complete participant registration list

AFTER THE WORKSHOP

	Scan or photograph completed worksheets after the workshop
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	Upload content to OneDrive folder
	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.

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

Both workshops will run for 5 hours. Please make sure you include an introduction, breaks and wrap-up in this time, as well as the listed activities for each workshop.

WORKSHOP 1

Activity	Materials	Time
Welcome	-	10 mins
Icebreaker	-	5 mins
Your Perfect Internet	'Your Perfect Internet' worksheets Pens and pencils	35 mins
The Time Traveller	'The Time Traveller' worksheets 'What is online safety?' worksheets Pens and pencils	25 mins
Energiser	-	5 mins
Warning	'Warning' worksheets 'Help!' worksheets Pens and pencils	35 mins
Morning Tea	-	20 mins
Online Safety Evaluation	'Online safety evaluation' worksheets Online safety campaign QR codes or print-outs Tablets/smartphones or WIFI password Pens and pencils	35 mins
Energiser	-	5 mins
What did you say?	Butchers paper Sticky notes Blu tack Markers	30 mins

Pens and pencils

Lunch	-	40 mins
Manifesto for a New World	'Manifesto' worksheets Pens/pencils	45 mins
Thank you and next steps	'Explore' worksheets	10 mins
TOTAL TIME		5 hours

WORKSHOP 2

Activity	Materials	Time
Welcome	-	10 mins
Icebreaker	-	5 mins
Time Capsule	'Time Capsule' worksheets 'Youth engagement case study' print-outs Pens and pencils	45 mins
Morning tea	-	20 mins
Map Your Journey	Butchers' paper Pens and pencils Markers	45 mins
Energiser	-	5 mins
Utopia/Dystopia	'Utopia/Dystopia' worksheets	45 mins
Lunch	-	40 mins
Youth Cabinet	'Our Youth Cabinet' worksheets Mind-map print-outs	60 mins

Butchers' paper
Pens and pencils
Markers

Thank you and next steps

-

5 mins

TOTAL TIME

4 hours 40 mins

WORKSHOP 1 AGENDA

WELCOME AND INTRODUCTIONS

AIM: Welcome participants to the workshop, explain the workshop aims and objectives, and 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 all of the following information in your introduction. The aim is to establish a safe and welcoming space in which children can share their experiences, and to ensure children know how the information they provide will be used.]

Good morning and thank you for joining the workshop!

My name is *[name of facilitator]* and I'm from *[name of your organisation]*. *[Provide a brief description of your organisation and the work that you do.]*

The workshops that we will be doing together have been designed and coordinated by the Young and Resilient Research Centre at Western Sydney University and will be helping to inform the Office of the eSafety Commissioner's Youth Engagement Strategy. eSafety is the government office that promotes online safety education for young people in Australia. These workshops are being run with other young people in lots of different locations around the country.

In these workshops, you will be helping Young and Resilient and eSafety to co-design a Youth Aspirational Statement and Youth Cabinet which will be the foundation of their Youth Engagement Strategy. After the



TIME:

10 mins

workshops, eSafety will take all of your recommendations along with the insights from other young people who are taking part, and ensure their Aspirational Statement and Youth Cabinet capture the experiences of young people like you. They'd love you to stay in touch with them after the workshops so they can keep you updated on where this project goes.

So, we are going to do two workshops together:

1. In today's workshop, we'll explore your perceptions and experiences of online safety and help-seeking behaviours, how you want to be communicated with about online safety issues by your parents and organisations, and finally we'll do a fun activity to co-design a Youth Aspirational Statement which outlines your vision for a safer internet for young people.
2. In the second workshop we'll focus on co-designing a process for establishing a Youth Cabinet to inform eSafety's work.

There will also be a short activity for you to complete between these two workshops. This won't take too long, but will help set us up for the second workshop.

Before we begin, there are some important things that you should know. Anything you say, make or do in these workshops won't be shared with anyone except the facilitators, the Young and Resilient Research Centre and the Office of the eSafety Commissioner. Your name won't be included in any reports that we write from this project, but we may include some photos if you give us your permission to. None of your comments will be able to be traced back to you. So you should feel free to speak openly and honestly in these workshops!

Today's workshop is designed to be fun, but if anything we do makes you feel uncomfortable, or if you don't want to do an activity, you are very welcome to stop and we won't ask you to explain why (but you are also free to tell us why if that's important to you). You can re-join the activities at any point – and you can leave at any time if you need to! 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 or concerned by anything we do together here today, you are very welcome to pull me 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]*.

ICEBREAKER ACTIVITY

AIM: Help children get to know each other and feel comfortable in the space.

If your group doesn't know each other well, do a quick icebreaker activity to introduce them to each other.



TIME:
5 mins

YOUR PERFECT INTERNET

AIM: Understand what young people think they need to make the internet a safe place.

In this first activity, we are going to imagine what your perfect internet would look like if you could make the decisions about the kinds of things, people and behaviours that are on the internet.

Hand out 'Perfect Internet' worksheets, and read out the following steps allowing time between each one for participants to complete that part of the activity:

On your worksheets:

- Write your first names at the top.
- Inside the mobile phone, write or draw the things, people, behaviours and programs/platforms that make up your perfect internet, including all the things that would make it a safe place for young people;
- Circle the things that make your internet safe;
- Outside the mobile phone, write or draw all the things, people, behaviours and programs/platforms that make the internet a not so safe place and that you would want to keep out of your perfect internet;
- Next to the things on the outside, write what those things need to do or change to get back onto your perfect internet. If there is something that can't change in some way to get back on the internet, just leave it as it is.

Allow 25 minutes for participants to complete their worksheets.

Debrief (5 mins): Ask each pair to share their Perfect Internets with the rest of the group. Discuss some of the similarities or differences between them.



TIME:
35 mins



TYPE:
Pairs



MATERIALS:
'Your Perfect Internet' worksheets

Pens and pencils

THE TIME TRAVELLER

AIM: Explore participants' definitions and understandings of 'online safety'.

Adults talk a lot about 'online safety', especially to young people. But what do we mean by this term? In this activity, we are going to look at how you might define and understand 'online safety'.

But first, I'm going to read you a short story about a time traveller. Listen carefully!

Read the following paragraph out loud to the group:

A young man from the year 1621 has invented a machine that allows him to travel across time and space. On his first expedition, he sets his dial to 400 years in the future and arrives in 2021. But on the way, the traveller's time machine broke and now he can't get home. You suggest that he could use the internet to research some ways to repair his time machine so that he can get back to his family. But, because the time traveller has never used (or heard of!) the internet before, you want to make sure that he understands what it is and how to use it safely. How do you explain online safety to the time traveller?

Hand out 'The Time Traveller' worksheets to each participant.

On your worksheets:

1. Write your first names at the top.
2. Write down how you would explain online safety to the time traveller, and what he needs to do to keep safe on the internet.

Allow 10 minutes for children to complete their worksheets. Once they have finished, ask some participants to share their responses with the group.

These are some ways we can define 'online safety' to someone who's never heard of the internet before. Here is how the Office of the eSafety Commissioner explains it:



TIME:

25 mins



TYPE:

Individual



MATERIALS:

'The Time Traveller' and 'What is online safety?' worksheets

Pens/pencils

Online safety is ensuring we safeguard against people who use technology to threaten, intimidate, harass or humiliate others – with the intention of hurting them socially, psychologically or even physically. It is also about creating and consuming content respectfully and thoughtfully.

Hand out 'What is online safety?' worksheets to each participant.

On your worksheets:

1. Write your first names at the top.
2. What is different between your definition and eSafety's definition? What is the same?
3. Is there anything you would change or add to eSafety's definition to make sure it captures young people's experiences?

Allow 10 minutes for children to complete their worksheets.

Debrief (5 mins): Ask some groups to share their responses with the rest of the group.

ENERGISER

Check children's energy levels. Play a short, physical game or exercise to energise the group.



TIME:
5 mins

WARNING

AIM: Understand what young people perceive/experience to be the biggest online safety issues for them and their friends, identify how young people want to receive information on online safety issues, and examine help-seeking behaviours and what can help foster them.

There are some things online that can be dangerous, but you might not think that all these things are equally dangerous. We want you to create a warning scale that shows the things you think are most dangerous about being online.

Hand out 'Warning' worksheets.



TIME:
35 mins



TYPE:
Individual

On your worksheets:

1. Write down the things you think are most dangerous about being online at the red end of the scale, and the ones you think are least dangerous on the green end;
2. Put a tick next to the ones you think young people in your community are likely to experience. Put a cross next to the ones you think are unlikely to happen to young people in your community.

Allow 10 minutes for children to complete their worksheets. Once they have finished, ask some participants to share their responses with the group.

Hand out 'Help!' worksheets.

Thinking about the things you have put on the red side of your warning scale, answer the following questions on your second worksheet:

1. How do you want to receive information about these issues? (e.g. what platforms, language, tone, organisations would you listen to?)
2. If you or your friends experienced any of these issues, which ones would you seek help for? How or where would you get help from?
3. If there are things you wouldn't seek help for, what would encourage you or your friends to seek support?

Allow 15 minutes for children to complete their worksheets.

Debrief (5 mins): Facilitate a discussion with participants about communication and help-seeking behaviours.



MATERIALS:

'Warning' and 'Help!' worksheets

Pens/pencils

MORNING TEA

Give participants a 20 minute morning tea break to eat some food and stretch their legs.



TIME:

20 mins

ONLINE SAFETY EVALUATION

AIM: Encourage participants to think critically about online safety campaigns and explore what messaging/communication works for young people.

Lots of different organisations create campaigns to try to raise young people’s awareness of online safety issues and encourage them to take precautions online. You might think some of these are more effective than others. In this activity, we’re going to take a look at some of these campaigns and evaluate how effective you think they are.

Hand out one tablet or smartphone per pair (make sure they are connected to the internet!). If participants are using their own devices, give them the password to the WIFI.

Hand out one QR code or printed copy of the online safety campaigns to each group. Each pair should receive a different campaign.

Take some time to read or watch your online safety campaign and talk with your partner.

Allow 5 minutes for participants to review their online safety campaigns.

Hand out ‘Online safety evaluation’ worksheets.

On your worksheets:

1. Write your first names at the top.
2. Answer the following questions about your online safety campaign:
 - a. Have you seen this resource or others like it before?
 - b. Does this address an issue you are concerned about?
 - c. To what extent is it helpful? Why/why not?
 - d. Do you think this resource is appealing to young people? Why/why not?
 - e. How would you change it to make it more appealing to young people?
 - f. What else do young people need to know about this issue?

Allow 25 minutes for children to complete their worksheets.

Debrief (5 mins): Facilitate a discussion with participants about their responses.



TIME:

35 mins



TYPE:

Pairs



MATERIALS:

QR codes or print-outs of online safety campaigns

Tablets/smartphones or WIFI password

‘Online safety evaluation’ worksheets

<p>ENERGISER</p> <p>Check children’s energy levels. Play a short, physical game or exercise to energise the group.</p>	 <p>TIME: 5 mins</p>
<p>WHAT DID YOU SAY?</p> <p>AIM: Explore ways to enhance intergenerational communication about online safety issues and what messaging/communication works for young people.</p> <p>In this activity, we’re going to talk about how adults communicate with you about online safety, what you like, and what makes you cringe!</p> <p>Stick four pieces of butchers’ paper with one of the following four questions on walls around the room:</p> <ol style="list-style-type: none"> 1. What are three things your parents say to you about online safety that make you cringe? 2. What are three ways you’d like your parents to start conversations with you about online safety? 3. What are three of the most boring or patronizing messages about online safety you receive? 4. What are three of the most engaging messages about online safety you receive? <p>Give each participant a stack of sticky notes and ask them to walk around the room and stick their responses to the butchers’ paper.</p> <p><i>Allow 20 minutes for participants to answer each of the questions.</i></p> <p>Debrief (20 mins): Facilitate a discussion with participants about their responses to the questions.</p>	 <p>TIME: 40 mins</p>  <p>TYPE: Individual</p>  <p>MATERIALS: Butchers’ paper Sticky notes Blu tack Pens and pencils Markers</p>
<p>LUNCH</p> <p>Give children a 40-minute lunch break to eat some food and stretch their legs.</p>	 <p>TIME: 40 mins</p>
<p>MANIFESTO FOR A NEW WORLD INTERNET</p>	

AIM: Explore what young people’s ideas about what a Youth Aspirational Statement should contain.

For our last activity, we’re going to return to the story of our time traveller. I have the next instalment to read to you – listen carefully:

Read the following story out loud to the group:

With your help, the time traveller was able to safely use the internet to find a way to fix his time machine. But as he is saying goodbye and putting in the time coordinates to take him home, something goes wrong and you are both transported twenty years into the future.

Things are very different in the year 2041. After a decade of disputes between countries and worldwide disruptions to technology networks, the internet as you knew it no longer exists. Governments and technology companies are jostling to rebuild it but they are only thinking about adults and the things they want. The eSafety Office wants to ensure the internet of the new world meets the needs of young people and keeps them safe online but it doesn’t have the resources it did in the Old Days.

You find and join a group of young rebels who are campaigning for an internet that young people can use safely. Your group decides to write and record a manifesto that lays out your vision for the internet of the new world. You plan to broadcast it over the airwaves to governments, tech companies and the eSafety Office so they know what young people need.

In your groups of 4, you’re going to write your Manifesto for a New World Internet.

Hand out ‘Manifesto’ worksheets.

On your worksheets:

1. Write your first names at the top.
2. Write your responses to complete your manifesto:
 - a. Audience: Who do you want this manifesto to influence?
 - b. Goals: What are the goals of your manifesto? What do you want to change?



TIME:

45 mins



TYPE:

Groups of 4



MATERIALS:

‘Manifesto’
worksheets

Pens and pencils

- c. Beliefs: Why is it important for young people to be safe online? What are the short- and long-term benefits/risks of harm?
- d. Support: What should eSafety do to make sure young people are protected online? (campaigns, educational materials, reporting mechanisms, etc.)
- e. Roles: What is the role of other organisations and individuals in keeping young people safe on the new world internet?
- f. Participation: How should young people be involved in the eSafety Office's ongoing work?

Allow 25 minutes for children to complete their worksheets.

Debrief (10 mins): Ask groups to read their manifesto out loud to the rest of the group.

THANK YOU AND NEXT STEPS

AIM: Thank children for their contributions and explain the next steps of the process.

Thanks so much for participating today. We're going to send all the work you've done today to the team at the Young and Resilient Research Centre at Western Sydney University. They're going to look at what you said today and in the next workshop, and channel it into some recommendations for eSafety about how they should engage with young people.

Our next workshop will be held at *[insert time and date time]* at *[place]*. Between now and then, there is one more activity that we'd like you to do.

Hand out 'Explore' worksheets.

This activity will help us prepare for the next workshop and make sure we all get the most out of it, so it would be great if you could spend half an hour completing it before then.

Looking forward to seeing you next time!



TIME:

5 mins



MATERIALS:

'Explore' worksheets

WORKSHOP 2 AGENDA

WELCOME AND INTRODUCTIONS

AIM: Welcome participants to the workshop, explain the workshop aims and objectives, and 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 all of the following information in your introduction.]

Good morning and welcome back to our second workshop! It's great to see you all again.

In the last workshop, we explored how you think about online safety, what you think are the biggest risks to young people's online safety, where you seek help from if you encounter any of these risks, how you want to be communicated with about online safety issues, and finally we wrote a manifesto for a new world internet!

The things you make, say and do in today's workshop, and our last workshop, will help the Office of the eSafety Commissioner to develop their Youth Engagement Strategy. A key part of this strategy will be drafting a Youth Aspirational Statement (which is what you did in your manifesto!) and setting up a Youth Cabinet. This strategy will help eSafety make sure that everything they do – their programs, policies and campaigns – speak to young people and reflect what they think and how they live.

Today's workshop is going to explore how organisations engage with young people and how you think they could do it better. In the final activity we're going to design a Youth Cabinet.

A 'Youth Cabinet' is a group of young people who meet regularly to advise an organisation on how they work with young people, and if the things that organisation is doing accurately represents young people's lived experiences. Today, you'll be helping to co-design the Youth Cabinet. From here, the Young and Resilient Research Centre and eSafety will take all of your insights along with all the insights from all the other young people taking part in these workshops around Australia, and continue to refine and finalise what the Youth Engagement Strategy, the Youth Aspirational Statement and the Youth Cabinet will look like.



TIME:

10 mins

If you are interested in staying in touch and hearing about how it goes from here, you can let me know at the end of the workshop and I'll pass your contact details on to Young and Resilient and eSafety.

Just a reminder that if anything we do today makes you feel uncomfortable, or if you don't want to do an activity, you are very welcome to stop and we won't ask you to explain why (but you are also free to tell us why if that's important to you). You can re-join the activities at any point – and you can leave at any time if you need to! We hope that you will be part of all the activities, but only if you feel comfortable to contribute.

ICEBREAKER/ENERGISER ACTIVITY

AIM: Energise children for the day and help them feel comfortable in the workshop space.

Run a short, fun and physical activity with the group.



TIME:
5 mins

TIME CAPSULE

AIM: Identify effective factors for youth engagement, and develop recommendations for effective youth engagement.

Read the following story out loud to the group:

With the help of your rebel group, you have made it safely home to 2021. You have seen what lies ahead and you feel passionately about doing everything you can to help the world prepare for the future to come.

You know from your time with the rebel group that young people will play a key role in helping to shape the internet in the new world. You want to make sure that organisations in the future know how to engage with young people meaningfully, and what are some of the things they need to watch out for. You decide to assess two organisations from today's world, report on the key learnings about how to engage young people well, and place them in a time capsule for someone in the future to find.

Hand out one case study print-out to each pair.



TIME:
45 mins



TYPE:
Pairs



MATERIALS:
'Time Capsule' worksheets
'Case study' handouts
Pens and pencils

Using this case study and one of the organisations you researched in your homework, you are going to write an evaluation of these organisations' youth engagement to place in your time capsule.

Allow 5 minutes for groups to read their case study and choose one from their homework.

Hand out two 'Time Capsule' worksheets to each pair.

On your worksheets:

1. Write your names at the top.
2. Answer the following questions for each organisation:
 - a. What is the aim of the organisation?
 - b. Who are the stakeholders (young people, adults, other orgs, etc)? Have they got the right people involved?*
 - c. How do they engage/interact with young people?*
 - d. Did they achieve outcomes for young people? What did they achieve?*
 - e. What are the strengths of their approach to engaging young people?*
 - f. What are the weaknesses of their approach to engaging young people?
3. Give each organisation a rating out of 5 stars for how well that organisation is doing in that area (5 = excellent engagement and 1 = poor engagement)
4. Add up the scores and give the organisation an overall rating out of 20 stars.
5. Thinking about some of the weaknesses you identified, write 3-5 recommendations for each organisation about how they can improve their youth engagement.

Allow 30 minutes for participants to complete their worksheets.

Debrief (10 mins): Ask some pairs to share their responses with the group and hold a short discussion around their ideas.

MORNING TEA

Give participants a 20 minute morning tea break to eat some food and stretch their legs.



TIME:

20 mins

MAP YOUR JOURNEY

AIM: Identify factors that enable or inhibit youth engagement.

Read the following story out loud to the group:

When you were in the year 2041, you came across a repository that holds everyone's life history and were curious about your future, so you looked yourself up. You discovered that you become a youth advocate for online safety in the year 2021. You feel like you are a long way from that now, but you think this could be an important step for helping prepare for the future to come. But how do you get there? What are the influences that lead you to becoming a youth advocate for online safety?

Hand out one piece of butchers' paper to each participant.

On your butchers' paper:

1. Write your name at the top.
1. In one corner, put a cross and write "I am here"
2. In the opposite corner, put another cross and write "I am a Youth Advocate"
3. Draw a squiggly line between the two crosses - this is the path you'll take to get there. Take up as much paper as you can.
4. Along the path, draw the things that influence or encourage you to become an advocate. Write what they are next to your drawings. This could be things like:
 1. Engagement with organisations who work with young people
 2. Social influences and experiences (family, friends, teachers, peers, etc.)
 3. Online experiences
5. Once you've mapped your journey, think back on the challenges or obstacles you faced to getting there. What things might have stopped you or made it hard for you to become an advocate?
6. Draw an (!) at every point on your path that you experience a challenge. Next to it, write what that challenge is and how you got past it.

Allow 30 minutes for participants to complete their worksheets.

Debrief (10 mins): Ask some participants to share their journeys with the rest of the group. Hold a short discussion around their responses.



TIME:

45 mins



TYPE:

Individual



MATERIALS:

Butchers' paper

Pens and pencils

Markers

<p>ENERGISER</p> <p>Check children’s energy levels. Play a short, physical game or exercise to energise the group.</p>	 <p>TIME: 5 mins</p>
<p>UTOPIA/DYSTOPIA</p> <p>AIM: Identify the ideal state for eSafety’s youth engagement, and factors that undermine effective engagement.</p> <p>Read the following story out loud to the group:</p> <p><i>The eSafety of 2021 has heard that you encountered their future office in 2041 and they have invited you to give a presentation about your experiences in the future and what they can learn from what you saw.</i></p> <p><i>But, you have returned from different futures. Half of you have come back from a utopian future and the other half have come back from a dystopian future. You have had very different experiences and therefore have different learnings to share with eSafety.</i></p> <p><i>(A utopia is an ideal or perfect state, and a dystopia is the opposite of this.)</i></p> <p><i>Divide the group in half. Assign one half the utopian future and the other half the dystopian future. Participants from the same future should be paired together.</i></p> <p>Hand out ‘Utopia/Dystopia’ worksheets.</p> <p>On your worksheets:</p> <ol style="list-style-type: none"> 1. Write your first names on the top. 2. Write your presentation to eSafety. Your presentation should include: <ol style="list-style-type: none"> a. Describe the utopian or dystopian future you have seen. b. Describe what eSafety’s engagement with young people looks like in your utopian or dystopian future. 	 <p>TIME: 45 mins</p>  <p>TYPE: Pairs</p>  <p>MATERIALS: ‘Utopia/Dystopia’ worksheets Pens and pencils</p>

<p>c. Explain how eSafety can achieve utopia or avoid dystopia.</p> <p><i>Allow 25 minutes for participants to write their presentations.</i></p> <p>Debrief (15 mins): Ask each pair to give their presentation to the rest of the group.</p>	
<p>LUNCH</p> <p>Give children a 40-minute lunch break to eat some food and stretch their legs.</p>	 <p>TIME: 40 mins</p>
<p>YOUTH CABINET</p> <p>AIM: Develop recommendations for an effective youth cabinet process.</p> <p>Read the following story out loud to the group:</p> <p><i>The eSafety Office was extremely impressed by your utopian and dystopian presentations and think that your experiences in the future would be a huge asset in helping them set up a Youth Cabinet to guide their work and engagement with young people.</i></p> <p>In your groups of 4, you're going to design a Youth Cabinet to help guide eSafety's engagement with young people. Remember, a Youth Cabinet is a group of young people who meet regularly to advise an organisation on their work with young people. They help to make sure all the programs, policies and campaigns they design are interesting and relevant to young people, and reflect their lived experiences.</p> <p>Hand out 'Our Youth Cabinet' worksheets.</p> <p>On your worksheets:</p> <ol style="list-style-type: none"> 1. Write your first names at the top. 2. Answer the following questions: <ol style="list-style-type: none"> a. What are the aims of your Youth Cabinet? b. Who are the stakeholders? (e.g. young people, eSafety, etc.) 	 <p>TIME: 60 mins</p>  <p>TYPE: Groups of 4</p>  <p>MATERIALS:</p> <ul style="list-style-type: none"> 'Our Youth Cabinet' worksheets Mind-map templates Butchers' paper Pens and pencils Markers

- c. What resources does your Youth Cabinet need? (e.g. funding, infrastructure, etc.)
- d. Who does your Youth Cabinet influence? (e.g. eSafety, young people, government, etc.)

Allow 20 minutes for children to complete their 'Youth Cabinet' worksheets.

Now you have outlined the basics of your Youth Cabinet, we're going to go into more detail about how your Cabinet will operate.

Hand out one piece of butchers' paper and a mind-map template to each group.

On your piece of butchers' paper:

1. Write your first names at the top.
2. Draw a circle in the middle of your paper to represent your Youth Cabinet. This is the centre of your mindmap. Around the outside, draw six components to your Youth Cabinet:
 - a. **Structure:** Who is involved in your Cabinet? What kinds of young people should participate?
 - b. **Recruitment:** How does it interest/involve/engage young people?
 - c. **Roles:** What would ongoing involvement look like? How often do they meet? Where and how do they meet?
 - d. **Comms/relationships:** How and when do they interface with eSafety & other providers?
 - e. **Support requirements:** What kind of training or preparation does your Cabinet need from eSafety or other orgs?
 - f. **Outputs:** What does your cabinet produce? How does it share outputs?

Allow 25 minutes for children to 'Youth Cabinet' mind-maps.

Debrief (10 mins): Ask groups to present their Youth Cabinets to the rest of the group.

THANK YOU AND NEXT STEPS

AIM: Thank children for their contributions and explain the next steps of the process.

Thanks so much for participating today. We're going to send all the work you've done today to the team at the Young and Resilient Research Centre at Western Sydney University. They're going to look at what you said in



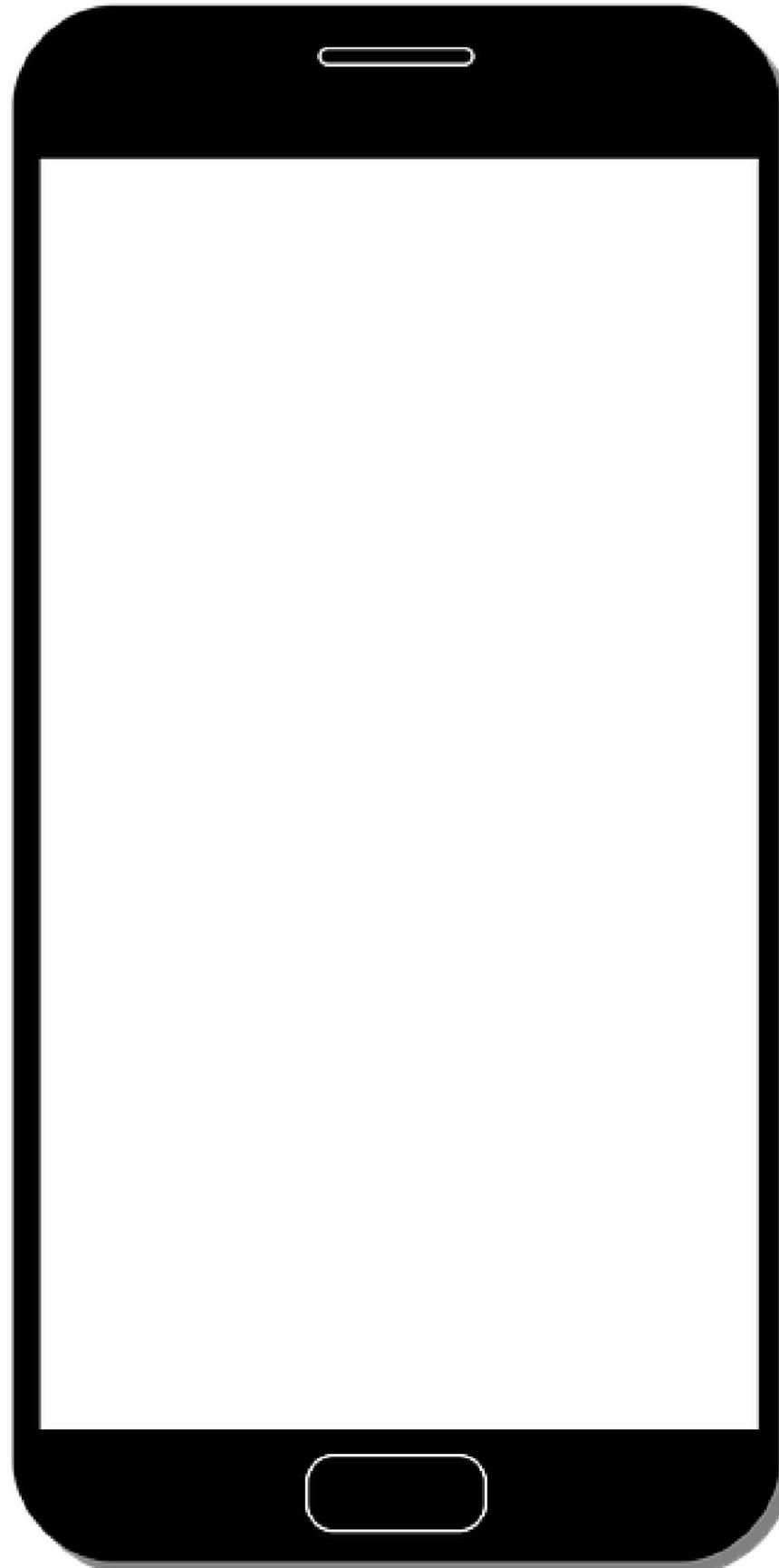
TIME:
5 mins

both workshops, and channel it into some recommendations for eSafety about how they should engage with young people. If you'd like to stay in touch with us about where this process goes from here, please let me know at the end of the workshop and we will take your contact details so we can update you!

Thanks again for participating!

//PERFECT INTERNET

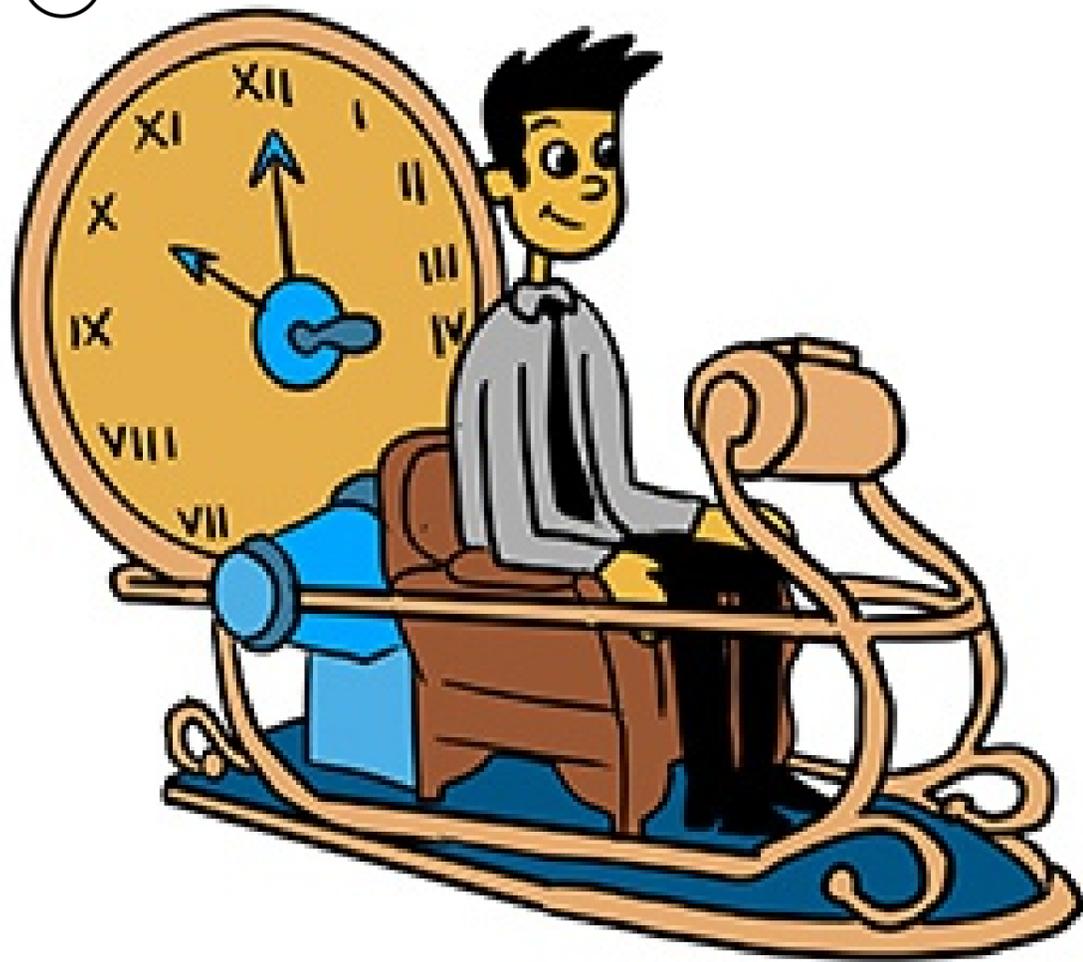
YOUR NAME:



//THE TIME TRAVELLER

YOUR NAME:

How would you explain 'online safety' to your time traveller?



What can your time traveller do to stay safe on the internet?



//WHAT IS ONLINE SAFETY?

YOUR NAME:



Online safety is ensuring we safeguard against people who use technology to threaten, intimidate, harass or humiliate others – with the intention of hurting them socially, psychologically or even physically. It is also about creating and consuming content respectfully and thoughtfully.

What is the same about your definition?

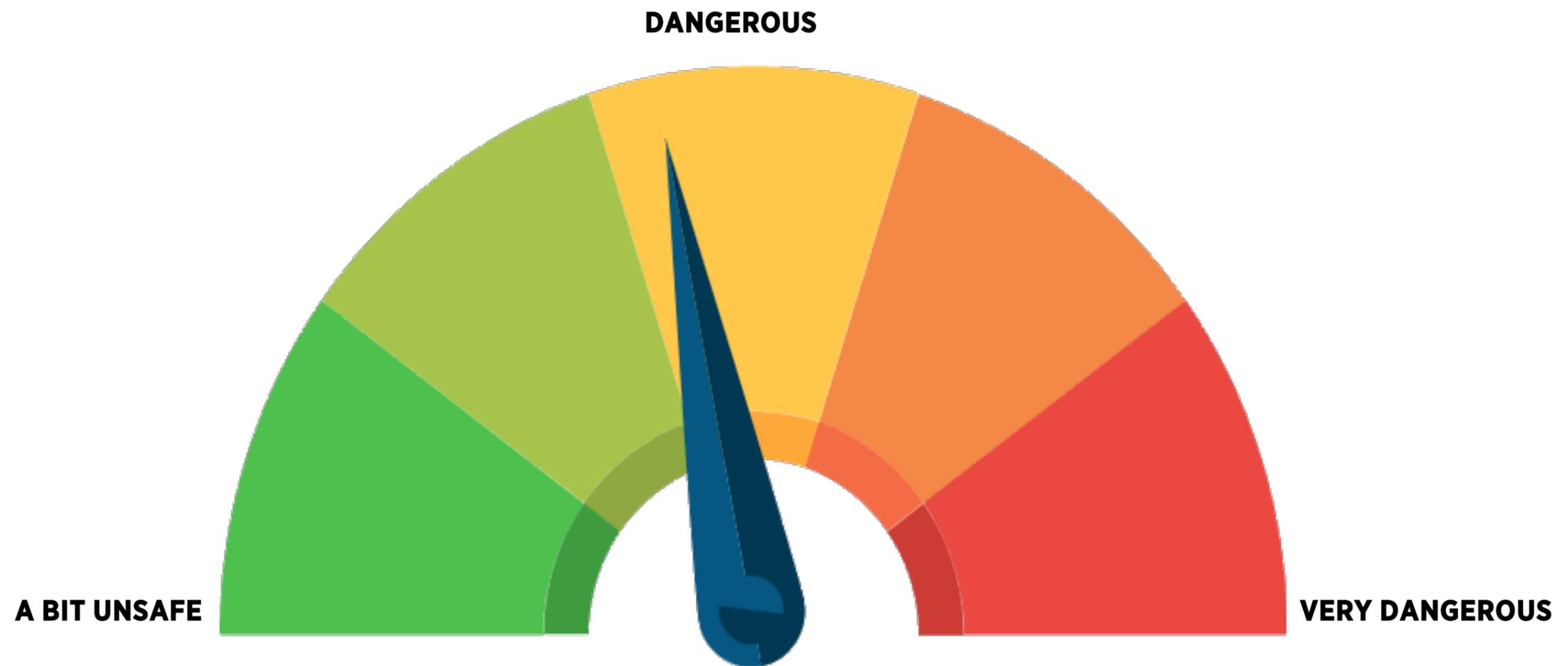
What is different about your definition?

What would you change or add to eSafety's definition to make sure it captures young people's experiences?



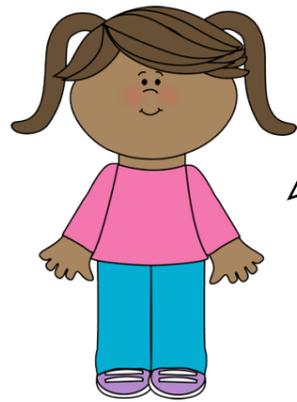
//WARNING

YOUR NAME: _____



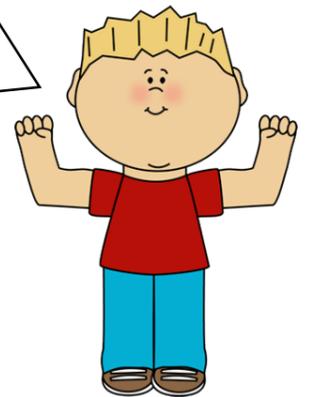
//HELP!

YOUR NAME:



How do you want to receive information about the issues in the orange and red part of your warning scale? (e.g. what platforms, language, tone, organisations would you listen to?)

If you or your friends experienced any of the issues in the orange or red part of your warning scale, which ones would you seek help for? How or where would you seek help?



If there are things you wouldn't seek help for, what would encourage you or your friends to seek support?

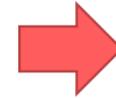


//ONLINE SAFETY EVALUATION

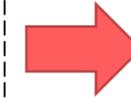
YOUR NAME: _____

NAME OF YOUR RESOURCE: _____

Have you seen this resource or others like it before?



Does this address an issue you are concerned about?



Do you think this resource is helpful for young people?

(Please colour)



How would you change it to make it more appealing to young people?



Do you think this resource is appealing to young people? Why or why not?



Why or why not?



What else do you think young people need to know about the issue?

ONLINE SAFETY CAMPAIGN 1



ONLINE SAFETY CAMPAIGN 2



ONLINE SAFETY CAMPAIGN 3



ONLINE SAFETY CAMPAIGN 4



MANIFESTO FOR A NEW WORLD INTERNET

We, the children of the new world, envision an internet where all children are safe and free...

BELIEFS: We believe the internet should be safe for young people because...

AUDIENCE: We want to influence...

GOALS AND CHANGE: We want to achieve...



SUPPORT: We want eSafety to protect young people on the new world internet by...

ROLES: We want other organisations and individuals to help keep young people safe by...

PARTICIPATION: We want to be involved in eSafety's work by...



//EXPLORE

Organisations engage young people for all kinds of reasons. Research some examples of organisations who you think are doing a good job of engaging young people and identify what they are doing well. **Take some notes below!**

YOUR NAME:

Read up on eSafety!

Scan the QR code or follow the links below.



<https://www.esafety.gov.au/young-people>

<https://www.esafety.gov.au/about-us/what-we-do>

//TIME CAPSULE

YOUR NAME: _____

Name of organisation: _____

What are the aims of the organisation?

Who are the stakeholders? Have they got the right people involved?

*How well is this organisation doing in this area?
(1 star = poor, 5 stars = excellent)*



How do they engage/interact with young people?

*How well is this organisation doing in this area?
(1 star = poor, 5 stars = excellent)*



Did they achieve outcomes for young people? What did they achieve?

*How well is this organisation doing in this area?
(1 star = poor, 5 stars = excellent)*



What are the strengths of their approach to engaging young people?

*How well is this organisation doing in this area?
(1 star = poor, 5 stars = excellent)*



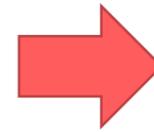
TOTAL SCORE:

/20 

//TIME CAPSULE

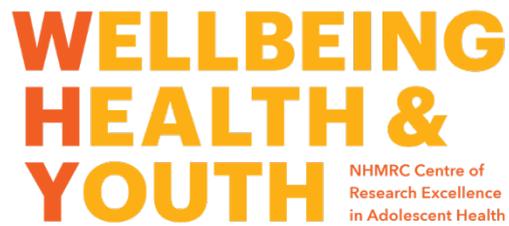
YOUR NAME:

What are the weaknesses of their approach to engaging young people?



Write 3-5 recommendations for how this organisation can improve their youth engagement:





CASE STUDY 1: WELLBEING, HEALTH & YOUTH COMMISSION

What kind of work does this organisation do for children and young people?

The Wellbeing Health & Youth (WH&Y) Commission is part of a Centre of Research Excellence in Adolescent Health. The Centre of Research Excellence is an Australia-wide network of researchers committed to championing good health for teenagers. The researchers work alongside clinicians, administrators, policy-makers, families and young people to transform how teenage healthcare is researched and designed. Their goals are for all young people to have the opportunity to experience the best possible wellbeing and health in adolescence.

Does this organisation currently work or engage with children?

Made up of young people aged between 16 and 21, the WH&Y Commission is the body that represents the interests and perspectives of young people. It plays an important role in defining research, designing trials, assessing projects' value, and thinking through how new findings can be translated into everyday healthcare.

What does youth engagement look like in this organisation?

Currently, there are 18 members of the WH&Y Commission. The young people in the Commission are active participants in regular meetings and forums with WH&Y researchers and their colleagues. In these meetings and forums, young people are involved in brainstorming new ideas and approaches to health research. They also take part in collaborative workshops and peer-promotion activities and receive additional, valuable training and education.

A call for nominations to be part of the WH&Y commission is advertised annually via a range of channels and organisation that form part of the centre of Research Excellence. Young people can also express interest in being part of the Commission via the contact information on the WH&Y website.



CASE STUDY 2: 2168 CHILDREN'S PARLIAMENT

What kind of work does this organisation do for children and young people?

The 2168 Children's Parliament (2168 CP) is an initiative of the Liverpool City Council and is delivered as part of their Strong Children and Communities Project. It aims to build children's capacity to actively engage in civic life by giving voice to their ideas and aspirations and increasing knowledge and understanding of their rights and responsibilities. It provides an opportunity to children who live in the postcode of 2168 to participate in decisions that impact their lives.

Does this organisation currently work or engage with children?

The 2168 Children's Parliament is comprised of children from the 2168 local government area. Children participate in a range of workshops to learn skills in research, speech-writing and public-speaking, and gain knowledge on topics such as inclusion and human dignity, Australian democracy; gender equality, environmental sustainability, policy and advocacy.

The Children's Parliament is supported by a panel of seven Ambassadors comprised of adult delegates with political, educational and community influence. Ambassadors are responsible for listening and responding to Parliamentarian's calls to action, and for advocating on their behalf to influence policies at local, state and national levels.

What does youth engagement look like in this organisation?

Forty-four Parliamentarians from eleven different primary schools participate in the 2168 CP each year through regular workshops, consultations and excursions that inform topics for discussions at the Parliament sittings which are held twice per year. Parliamentarians are elected every year by the peers at their school.



CASE STUDY 3: YOUTH AFFAIRS COUNCIL VICTORIA

What kind of work does this organisation do for children and young people?

Youth Affairs Council Victoria (YACVic) is the peak body and leading policy advocate for young people and the youth sector in Victoria. Their vision is that the rights of young people in Victoria are respected, and they are active, visible and valued in their communities. Their mission is to propel action that inspires positive change for young people and the youth sector.

YACVic is an independent, for-purpose organisation with core funding from the Victorian Government's Office for Equality and Youth. The organisation pursues social justice by maintaining a focus on those young people in the community who face disadvantage or marginalisation.

Does this organisation currently work or engage with children directly in any way?

Young people participate in YACVic by offering their ideas and opinions in consultation workshops, researching issues, taking action on something affecting their lives, planning or leading projects, activities or events, taking part in youth committees or forums, and taking part in adult-defined decision-making bodies.

What does youth engagement look like in this organisation?

YACVic has formal mechanisms such as their Board of Governance, which always includes at least four young people and other formal and informal opportunities to contribute to or participate in research or advocacy. The organisation also acts as a conduit to facilitate opportunities for young people to become meaningfully involved in the work of government departments or other organisations.

When opportunities arise, YACVic put the call out to their mailing list and on their website. Interested persons receive an info sheet with the opportunity, time commitment, skills required, and support available. Interested young people, fill in a short form and email it back; they let you know, whatever the outcome, within a specified timeframe.

CASE STUDY 4: OFFICE OF THE ESAFETY COMMISSIONER

What kind of work does this organisation do for children and young people?

eSafety is Australia's national online safety regulator and is the first government agency in the world established to help safeguard children and young people at risk from online harms and to promote safer, more positive online experiences. eSafety manages reporting schemes for child cyberbullying, image-based abuse and illegal/harmful content (including child sexual abuse and pro-terrorist content). We also provide online safety guidance to the teachers and carers of Australia's young people through the resources and training we develop.

Does this organisation currently work or engage with children?

In a very limited capacity. eSafety conducts some specially organised Virtual Classroom presentations with Australian school students in response to formal and significant events including Safer Internet Day. Within these sessions, young people can interact with eSafety staff and their peers via an in-platform chat function. Generally however, youth engagement and capacity building occurs indirectly via educational programs delivered by teachers and frontline workers in school and community contexts (e.g. in classrooms or via coaches in sporting clubs).

What does youth engagement look like in this organisation?

For those children and young people accessing our cyberbullying reporting schemes, direct contact and conversation occurs with our investigators via phone or email when reported incidences are being handled.

Australia's young people engage with our resources via curriculum based programs in schools and also indirectly through resources and messaging aimed at parents looking to support and have online safety related conversations with their children. Historically, young people have been engaged in an ad-hoc capacity to pilot and provide feedback on draft resources, but this has involved small-scale interaction after the production of materials and not at conception or design phase.

There is limited engagement with children and young people via our general eSafety social and communication channels, but no formalised communication or moderation strategy exists around explicitly communicating with young people via these means.

//UTOPIA/DYSTOPIA

YOUR NAME:

Write your presentation to eSafety!

1. Describe the utopian or dystopian future you have seen.
2. Describe what eSafety's engagement with young people looks like in your utopian or dystopian future.
3. Explain how eSafety can achieve utopia or avoid dystopia today.



//OUR YOUTH CABINET

YOUR NAME:



What are the aims of your Youth Cabinet?

- ❖
- ❖
- ❖

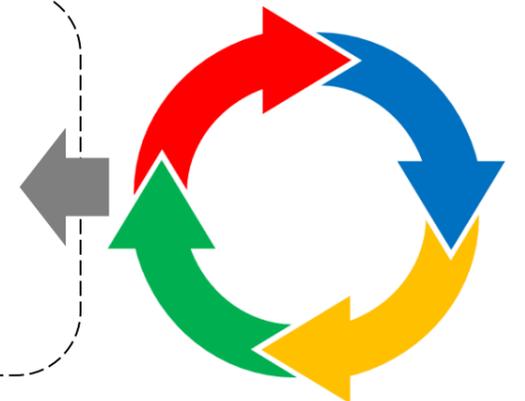
Who are the stakeholders? (*Stakeholders are people who have an interest or concern in something*)

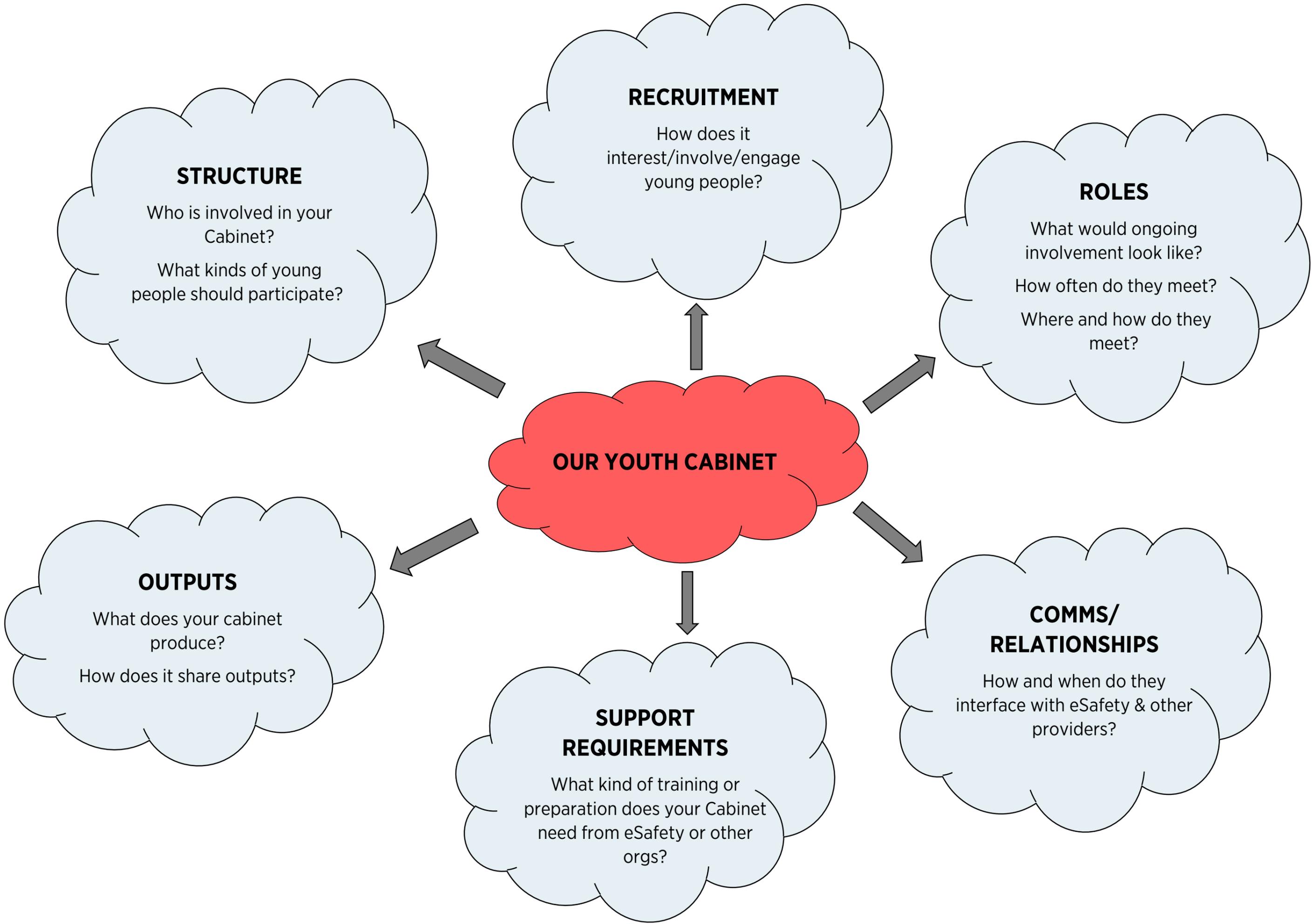


What resources does your Youth Cabinet need?



Who does your Youth Cabinet influence?





PARTICIPANT REGISTRATION LIST

Location: _____

Date: _____

	First name/nickname	Age	Gender
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

	First name/nickname	Age	Gender
11			
12			
13			
14			
15			
16			
17			
18			
19			
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 5 years.

Signed: _____

Date: _____

Children Information Sheet

Hi there! Thanks for your interest in the [eSafety Youth Engagement](#) project!

So what's this about? A team of researchers from Western Sydney University are working with the Office of the eSafety Commissioner to understand what kids like you think and do when you come across safety issues online. This information will help the government and other organisations take steps to ensure that when young people are online it's safe and useful for you.

What will I be asked to do? We are asking you to take part in two workshops with other young people. The workshop will be run by a person from your community, and you will get the chance to do lots of fun, interactive activities like games, drawing, writing and talking. The workshop will help us find out what your experience online safety has been, how and what you would like to learn about eSafety and if and how you reach out to others for help.

How long will it take? Each workshop will be 5-hours long. The workshops are fun and you will get lots of breaks and snacks. There is lots of thinking but also lots of breaks and chances to hang out with other kids. In between the workshops you have the choice to do another activity which you can do in your own time, this activity might take up to one hour.

What are the good things about taking part? Your views and ideas are very important! The things you share with us will help us get a better understanding of young people's views and experiences of online safety. It will also help adults to make better rules and help keep you safe and happy online.

Will it make me feel uncomfortable in any way? Sometimes being around other kids you don't know can be uncomfortable. If you do start to feel uncomfortable, you can talk to one of the adults in the workshop and they can help you. You can also leave the workshop whenever you want. We'll tell you about support services that are there to help you out, if you need it.

Can I stop taking part? Yes you can, and you don't need to tell us why. If you don't want to be involved anymore, you or your parent can send an email to the Western Sydney University team. Or you can just let us know during the workshop that you want to leave. This won't change your relationship with the local organisation hosting the workshop, the Office of the eSafety or Western Sydney University. But – if you do, we won't be able to delete all the things you've said, made or done in the workshop. This is because some workshop activities will be in groups so we won't know which parts are yours!

What happens to my personal information? We will write a report about the things we find out, and might also use the things you share in other projects. We'll keep the physical copies of the things you write and make in the workshop for 5 years and then we'll destroy them.

If you give us permission, we may use photos of the things you make or write in the workshops, or photos of you and other participants taking part in the activities in the report or in other places, such as on Young and Resilient's or eSafety's website or social media channels, or publications like books or articles. If we use an image of something that you write or make, we will remove anything that might allow someone to connect you with your response. Your name also won't be published anywhere.

If you don't want your image or things you write in the workshops used anywhere else, that's fine! All you have to do is leave the box un-ticked on your consent form.

What is 'extended consent'? We are asking you to give 'extended consent'. Consent is saying that you understand the project and are happy for us to use what you say and do in our research. The 'extended' part of 'extended consent' means you are okay for us to use your information in other projects as well. We ask for this because research can take up a lot of time for people like you and researchers. This will mean that we can learn more things from the things you share, and hopefully help more kids to be healthy, happy and supported. If you don't understand or want to know more about this, you or your parent can contact the research team.

How can I contact you? If you have questions or want to know more, you or your parent can talk to:

Professor Amanda Third, Co-Director Young and Resilient Research Centre, Western Sydney University
+61420364758 a.third@westernsydney.edu.au

Just to let you know... this research project has been looked at by a group of people at Western Sydney University. This means the research must be done in a very safe way.

What if I have a complaint? If you are worried about any part of this project and would like to talk to someone about it you can contact a member of the *Ethics Committee* on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au. When they ask you what the ethics reference number is, tell them it's: H14267 Your conversation will be private and they will not tell the research team who you are. Any issues you have will be taken seriously because your safety is the most important thing.

Children Consent Form

Name: _____

If you would like to take part in the eSafety Youth Engagement project, please read the following points, **if you agree tick the boxes and sign at the bottom.**

- I want to take part in this research project.
- I have had the chance to talk about the project with the organisation that invited me to participate.
- I understand that I am being asked to take part in **two** workshops, and complete an interim activity
- I understand that each workshop is 5 hours long, and the interim activity will take around 1 hour.
- I consent to having my photo taken during the workshops.
- I give my permission for the things I say in the workshops to be used for this project or other projects in the future by the research team. I understand my name will not be published anywhere.
- I give permission for my image and photos of the things I write or make during the workshops to be used in the final report, and in other places like Young and Resilient's or eSafety's website or social media channels, or other publications like books or articles.
- I know that I do not have to take part in the research. I know that the research team will not be upset with me if I change my mind at any point. I know that I can leave the workshops at any point in time.
- If I decide to leave the project I know that the research team will try to make sure my information is removed but sometimes it will not be possible such as when I have been working in a group.

Signed:

Name:

Date:

Thank you for filling out this form. When you are done you can give it back to: [name of local facilitator TBC] [Add contact details for facilitator]

Parent Information Sheet

Project Title: eSafety Youth Engagement

Project Summary: Your child is invited to participate in a research study being conducted by the Young and Resilient Research Centre at Western Sydney University, on behalf of the Office of the eSafety Commissioner. This project will provide information about children's views and experiences of eSafety.. The data gathered will be used to guide the ongoing work of the eSafety Office to enhance young people's safe and constructive engagement online.

How is the study being paid for? The Commonwealth of Australia is paying for this project through the Office of the eSafety Commissioner.

What will my child be asked to do? Your child will be asked to take part in two five hour workshops and will be invited to complete an optional home based activity between each workshop. The workshop will be facilitated by a trained facilitator, and your child will be invited to take part in a number of fun, interactive activities (including drawing, writing, group discussions etc.) which aim to:

1. Understand how young people perceive, experience, respond to online safety issues;
2. Understand what information young people want and need, and how they want to receive that information;
3. Understand young people's help-seeking behaviours, such as how and when they reach out for help with eSafety matters.

Workshops are designed to be engaging for children and will include lots of breaks, games, and opportunities to socialise. They will also be provided with lunch and snacks on the day.

How much of my child's time will he/she need to give? Your child will take part in two, five-hour workshop, including breaks. The optional home-based activity will take approximately 1 hour.

What benefits will my child, and/or the broader community, receive for participating? The data gathered through these workshops will contribute to an evidence-base around young people's experiences with online safety. Ultimately this will contribute to the production of an Aspirational Statement reflecting young people's needs and ideas around safe use of technology. The data and the aspirational statement will be used in future eSafety Office initiatives and ensure that programs and products accurately reflect the lived experiences of young people and those working to support them.

Will the study involve any risk or discomfort for my child? If so, what will be done to rectify it? It is possible that your child's participation may involve some risks. Because we are asking questions about your child's online safety some activities in the workshops may be distressing for your child. The local facilitator will have a number of strategies in place to ensure that the workshop environment is safe and supportive for all participants, and children will not be pressured to take part in any activity if they don't want to. All participants will also receive the contact details of a local counselling organisation, should they wish to speak to someone after the workshops.

In addition, there are also two things that you and your child can do if they experience distress:

- Your child can mention any issues to the facilitator or a parent;
- Your child can withdraw from the project – or you can withdraw them – at any time before or during the workshops.

What is extended consent? You have been asked to agree to Extended consent. When you agree to extended consent it means that you agree that your child's data, as part of a larger dataset (the information collected for this project) can be re-used in projects that are:

- an extension of this project

- closely related to this project
- in the same general area of this research

Western Sydney University and government policy encourage the use of extended consent because collecting information for research can be an inconvenience or burden for participants and has significant costs associated with it. Sharing data with other researchers gives the potential for others to reflect on the data and its findings, to re-use it with new insight, and increase understanding in this research area. By providing your consent you are allowing your child's data to be used by the Office of the eSafety Commissioner and researchers at the Young and Resilient Research Centre of Western Sydney University for other similar research. The re-use of the data will only be allowed after an ethics committee has agreed that the new use of the data meets the requirements of ethics review.

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, your child's name will not be published. Their image or photos of the things they create during the workshops may be used in other forums with your permission.

How will the data and information that my child provides be disposed of? Your child's data will be held securely and managed under a detailed Data Management Plan. The stored data available for re-use *will not* have information in it that makes your child identifiable. The researchers want to keep the data for 5 years for possible re-use. After this time the data will be securely destroyed.

If you and your child provide consent for us to do so, photos of your child taking part in workshop activities and images of the worksheets and drawings they create during the workshops may be published in the final report, in other publications (e.g. books or articles) or in marketing and communication forums (e.g. Young and Resilient's or eSafety's website or social media channels). If we use an image of something your child writes or makes, we will remove anything that might allow someone to connect them with their response.

If you or your child do not want your image or things you write in the workshops to be used in any other forum, please indicate this on your consent form by leaving the box un-ticked.

Can I withdraw my child from the study? Can my child withdraw from the study? 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 – or you may withdraw your child from the study at any time before or during the workshop. However, because workshops will involve group activities, if they withdraw during the workshop, any information they have contributed in a group setting up until that point will not be able to be removed. If they want to withdraw, they can talk to the workshop facilitator.

What if I require further information? You are welcome to discuss the project further with the researchers before deciding if you agree.

Professor Amanda Third, Co-Director Young and Resilient Research Centre, Western Sydney University
+61420364758 a.third@westernsydney.edu.au

You can also find more information about the re-use of data in research in the [National Statement on Ethical Conduct in Human Research](#) – see Sections 2.2.14 - 2.2.18.

Parent Consent Form

Project Title: eSafety Youth Engagement Strategy

This study has been approved by the Human Research Ethics Committee at Western Sydney University. The ethics reference number is: H14267.

I, _____, hereby consent for my child _____, to participate in the above-named research project.

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 to participate in two five-hour consultation workshops and complete a home based activity.

I consent for my child's photo to be taken during the workshops.

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

I give permission for my child's image and photos of the things they create during the workshops to be published in the final report, other publications and in a variety of marketing and communications channels, including Young and Resilient and the Office of the eSafety Commissioner's websites and social media channels.

I understand that my child's participation in this study will have no affect on their relationship with the researcher/s, and any organisations involved, now or in the future.

I understand that I can withdraw my child, or my child can withdraw, from the study at any time. I understand that my child's information that he or she contributes during group activities will be unable to be withdrawn as the researchers will be unable to identify my child's contribution.

Signed:

Name:

Date:

What if I have a complaint? If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through Research Engagement, Development and Innovation (REDI) on Tel +61 2 4736 0229 or email humanethics@westernsydney.edu.au. Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.

Please return this form to **[name of local facilitator TBC] [Add contact details for local facilitator]**



www.westernsydney.edu.au/young-and-resilient