YOUNG & RESILIENT RESEARCH CENTRE

DECOLONISING DIGITAL DESIGN PARTNER ORGANISATION WORKSHOP MANUAL

Face-to-face workshop format guidance and resources

Young and Resilient Research Centre

Western Sydney University

WESTERN SYDNEY UNIVERSITY

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INTRODUCTION

Thank you for partnering with the Young and Resilient Research Centre for the *Decolonising Digital Design: Towards Safe and Inclusive Digital Experiences for Children and Young People* research project!

The aim of the research project is to to explore:

1. How can we decolonise digital design to foster an inclusive, just and safe Internet that empowers, values, and represents diverse children and young people? What principles, from the perspectives of children and young people, can guide responsible and inclusive digital design?
2. How can initiatives aimed at decolonising the Internet be evaluated for their effectiveness in improving the safety and inclusion of diverse children and young people, and what are the key indicators of success?

To hear from children and young people in the Solomon Islands, India, Poland, Lebanon, Brazil, Venezuela, Rwanda and Chad, partner organisations in each country will run participatory research workshops with children and young people to hear their experiences, perspectives and ideas to decolonise digital design and build an inclusive, just and safe Internet that empowers, values and represents cultural diversity. Through interactive and engaging activities, Phase 1 workshops will explore children and young people's expressions of culture, belonging and connection, intersections of culture and digital technology use, and perspectives of culturally inclusive digital design. Phase 2 workshops will involve both young people and adult stakeholders, to co-develop indicators for decolonised digital design.[1] This research is funded by the Internet Society Foundation.

The Western Sydney University Human Ethics Committee has granted ethics approval to carry out this research (Ethics Approval No. HXXX). The ethics approval sets out a protocol for running the workshops, including how to make sure participants provide informed consent and fully understand what their participation means. This manual contains information about how to plan, recruit participants and facilitate 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.

Please share this manual with all facilitators so they can familiarise themselves with their ethical obligations and workshop activities.

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

Thank you,

The Young and Resilient Research Centre research team

[1] Workshop agendas and activity worksheets for Phase 2 workshops will be delivered at a later date.

WHO ARE WE?

The Young and Resilient Research Centre at Western Sydney University in Australia 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 Internet Society Foundation exists to support the positive difference the Internet can make to people everywhere. It promotes the development of the Internet as a global technical infrastructure, a resource to enrich people's lives, and a force for good in society.

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WORKSHOP INFORMATION

1. PLANNING YOUR WORKSHOP

Step 1: Identify workshop facilitators

As a part of your duty of care and ethical responsibilities, there must be a minimum of 2 adults present for the duration of the workshops. To ensure participants can participate fully and freely express their views, we recommend that you appoint facilitators with appropriate facilitation training and/or experience, particularly working with young people. Ideally, they will also have:

- A lively, engaging and upbeat facilitation style.
- An ability to moderate and summarise discussions with diverse participants, including young people.
- Capacity to nurture a safe, respectful, inclusive and supportive space.
- Knowledge of requirements for working ethically with young people.

These adults should have the necessary authorisations and clearances to work with children, as determined by your organisation's rules and your state's legislation.

Youth co-researchers can co-facilitate the workshops, with support from adults with the necessary experience and skills.

Step 2: Attend online facilitator training

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

- The webinar will cover workshop activities and logistics, a brief technology tutorial where required, as well as the ethical practices and requirements that you will be required to adhere to.
- The webinar will also be an opportunity for facilitators to contribute feedback on activities to ensure they are culturally appropriate and relevant for participants in your context.
- 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 the workshops, please familiarise yourself with the activities and the instructions contained in this manual.

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 small groups to sit around and take part in group work activities; and,

- A blackboard, whiteboard or wall space where you can stick large pieces of paper up to write on.

If possible and appropriate, hold the workshops outside of school and work hours to minimise disruption to participants' responsibilities.

Please notify the Young and Resilient team of workshop locations, dates and times once you have confirmed them.

Step 5: Prepare information sheet and consent materials

As part of our ethical obligations, we must receive consent from all participants to take part in the workshops, and for participants under the age of 18, consent from their parent or carer.

Make sure you fill in your organisation's details on the Information Sheet and Consent Forms at the back of this manual.

Step 6: Translate all materials into your local language

It is important that you translate all workshop materials into the local language of the country where the workshop is being conducted. This includes the Participant and Parental Information Sheets, and Consent Forms that will be completed before the commencement of the workshop.

Please do not overwrite or destroy responses from participants that requires translation into English. Both original and translated data must be shared with the Young and Resilient Research Centre.

Step 7: Locate local support services

Identify local services and/or members of the community that provide psychological and emotional support for adults and young people in your local area. A youth-friendly support service should be recommended for young people. You will need to tell participants about these available support services at the start of the workshop. If a participant gets upset during the workshop, you may decide to refer them for help.

Step 8: Source workshop materials

Gather the materials listed below in Tables 3 & 4. These are necessary to complete the activities.

2. RECRUITING YOUR PARTICIPANTS

Drawing upon your existing networks, please identify young people who might be interested in participating in a workshop aimed at fostering an inclusive, just and safe Internet for children and young people.

Please consult the table below for the different groups that need to be recruited along with the length and number of participants required for each group.

Table 1: Participant requirements

Group	Requirements for participation	No. of participants	Length of workshop
9-12 years	Residing in your country. Not currently experiencing high psychological distress.	Min 14, max 20	3 hours
13-18 years*	Participants should have at least some familiarity with using digital technology (i.e. social media, online games, websites, etc.)	Min 14, max 20	3 hours

*We recommend separating participants into these age groups to ensure workshop discussions are age appropriate. Workshop activities have been designed to be age-appropriate and are slightly different for older and younger groups. The exact composition of age/gender groups for workshops is up to partner organisations.

Step 1: Who to invite?

- Please see the above table for the number of participants to invite for each group.
- Aim for an even balance of males and females.
- Where possible and ethical, include participants with specific or diverse needs (e.g. those living with disabilities, migrants, Indigenous peoples, diverse socio-economic backgrounds and urban and rural locations, etc.) – to ensure that diverse experiences are heard.
- To respond to workshop activities, participants should have at least some familiarity with using digital technology (i.e. social media, online games, websites, etc.)
- Participants who are experiencing emotional distress should not be invited to participate. This is to minimise the risk of participation causing them further distress. If you have doubts about a participant's distress levels, see the information below about the Kessler 6-Point Psychological Distress Scale (K6), and how to administer it (contained in the Resource Kit). The K6 scale is also available in multiple languages other than English.
- If participation involves placing an unreasonable burden on the participant (e.g. missing school, work or other important duties), they should not be invited to participate.

Kessler Psychological Distress Scale (K6)

There may be rare cases where it might not be appropriate for a person to take part. If you are concerned that a young person who wants to take part in the workshop is experiencing emotional distress, it is important that you assess their suitability to participate – and your capacity to support them – before they take part in workshop activities**.**

Whilst we do not envision participation to cause distress due to the nature of the topics and safe, strengths-based design of the activities, there is still a risk that it might. To assess an individual's suitability when recruiting, you can choose to administer the 'K6 Survey' (found at the beginning of the Resource Kit at the end of this manual). **It is not necessary to administer the K6 Survey to all participants.** You should only administer the survey if you are concerned that a participant is experiencing emotional distress. If you do administer the survey, please do so in such a way that the participant taking the survey does not feel uncomfortable.

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Step 2: Gather expressions of interest

The following material provides sample text about this project that you can use when recruiting participants.

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 workshop is being held, what it will cover, and how participant's information will be used.

Written recruitment 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 workshops with young people to explore their experiences, perspectives and ideas to build an inclusive, just and safe Internet that empowers, values and represents cultural diversity.

We would like you to take part in one 3-hour workshop where you will take part in a series of activities with other young people. As a thank you for participating, you will receive a small honorarium.

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.

If you are under 18 years old, we will need permission from your parent/guardian.

Please reach out if you have any questions about the project!

Verbal recruitment 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 research project run by researchers from the Young and Resilient Research Centre at Western Sydney University. The project involves taking part in one 3-hour face-to-face workshop to explore young people's experiences, perspectives and ideas to build an inclusive, just and safe Internet that empowers, values, and represents cultural diversity."
- Briefly describe what the workshop will entail:
  "During the workshop, you will take part in a series of interactive individual and group-based activities with other young people a similar age. You will be asked to share your experiences and ideas by chatting, writing, drawing, about your culture and digital technology (like apps, websites, games and social media."
- Be clear about how long the workshop will take, that it will be face-to-face, and when it will take place.
- Ensure that 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!"
- Make sure participants aged under 18 know that parental permission to take part will be required.

Step 3: Distribute more information

If participants express interest in taking part, you will need to send them information sheets about the project and consent forms (including parental consent forms for young people under 18). These can be shared with participants using the sample text provided below.

Dear participant,

Thank you for agreeing to take part in the research project!

I am sending you some more information about the project and attaching an Information Sheet and Consent Forms. You and your parent/carer will need to read these carefully. Then, sign the consent form and send it back to me **before the workshop**.

The workshop will be held face-to-face at [*insert location*] at the following time:

Time: *[insert time here]*

Date: *[insert date here]*

If for any reason something that we talk about during the workshop makes you feel uncomfortable or upset, and you feel like you need to talk to someone who isn't one of the facilitators, you can contact *[insert name and contact details of local support service].*

If you have any questions about the project, feel free to reach out to me anyti Alternatively, you or your parent/carer can contact the Young and Resilient team at Western Sydney University directly using the contact details on the Information Sheet.

We're looking forward to having you at the workshop!

Information Sheet

All participants who are participating, and the parent/carer of young people under 18 years, must be given a copy of the Participant / Parental Information Sheet.

Consent

Our university ethics approval and agreement with the funder requires that we have confirmation that all participants have given their informed consent.

- For participants under the age of 18, they must have parent/guardian consent to take part. Young people must return a signed consent form *and* a signed parental consent form before the workshop commences. You can obtain consent from a child's parent/guardian via email or by phoning them if necessary.

- In order to track participants' attendance and consent, you must keep an accurate record in the Registration List. A template has been provided in the Resource Kit. In order to meet our ethical obligations, this Registration List must not be shared with the Young and Resilient Research Centre as it contains identifiable information.
- We ask that you keep all participants' and parent's completed consent forms, along with the Registration List, for a minimum of 5 years. After this time, you can destroy them.
- You will be required to anonymise the Registration List by removing the first columns containing the first and last names of participants. A template for this has also been provided in the Resource Kit (see: 'Workshop Consent Summary'). A copy of the Workshop Consent Summary should be uploaded into SharePoint folder or emailed to Louisa at l.welland@westernsydney.edu.au.

- To acknowledge that you have collected consent, you will also be required to complete and send a Consent Declaration form (provided in the Resource Kit) upon completion of the workshop.

Table 2: Summary of consent documents

Document	Identifiability	What to do	Share with Y&R?
Signed consent forms	Identifiable	Keep in a secure location for a minimum of 5 years	**No**
Registration List	Identifiable	Keep in a secure location for a minimum of 5 years	**No**
Consent Summary	Anonymous	Share with Y&R team	Yes
Consent Declaration	N/A	Share with Y&R team	Yes

3. JUST BEFORE YOU BEGIN

Step 1: Gather materials

Gather the materials you will need for your workshop. See Table 3 and Table 4 below for a list of required materials.

Table 3: Printed materials

The Total number of copies column has been left blank for you to fill out (a copy to print out is in Appendix 3 of this manual). There is also space underneath each Print Resource name for you to fill out the translated name.

Print resource	Size	No. of copies 9-12 yrs group	No. of copies 13-18 yrs group
Participant registration list	A4	1	1
Information Sheets – Children	A4	1 x participant	1 x participant
Information Sheets – Parent/Guardian	A4	1 x participant	1 x participant
Consent Form – Children	A4	1 x participant	1 x participant
Consent Form – Parent/Guardian	A4	1 x participant	1 x participant
Local support service contact details	Small slips of paper	1 x participant	1 x participant
Activity 1 Worksheets	A3	1 x per group	1 x per group
Activity 2 Worksheets	A3	1 x per pair	1 x per pair
Activity 3 Worksheets	A3	1 x per pair	1 x per pair
Activity 4 Worksheets	A3	1 x per pair	1 x per pair
Participant Feedback Worksheets	A4	1 x participant	1 x participant
Certificate of Participation (optional)	A4	1 x participant	1 x participant

Table 4. Workshop materials

- ☐ Pens, pencils, coloured pens/pencils
- ☐ Large pieces of paper
- ☐ Whiteboard/blackboard
- ☐ Food/drink
- ☐ Participant honoraria & certificate of participation

Step 2: Prepare intro and wrap-up sessions

- Think about how to open the workshop in a way that will create an inviting 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, tell them that, if they give their permission, the things they make during the workshop (including videos or photos) might be used in a report or to promote the research. Please note that no names, or any other identifying information, will be published in any resulting reports.

Step 3: 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 4).
- If you do not have a whiteboard or blackboard in the room, stick large pieces of paper up on the walls for you to record key discussions.
- Distribute the contact details of a local support service/community member.

Step 4: Check consent

- Confirm that you have obtained consent from all participants, and for young people, their parents' consent. This should be recorded on the Registration List.

4. DURING THE WORKSHOP

WHY PSEUDONYMS?

Participants will use pseudonyms for the duration of the workshop. Maintaining the use of pseudonyms is important to ensure the collection and transfer of this data is compliant with international data and privacy regulations. Please emphasise that participants' pseudonym should not contain their name or any other identifying information, and ensure they use the same pseudonym throughout.

Step 1: Completing 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. You will need to share these with Y&R later.
- We have provided a document for you to print out and make notes on during the workshop – Facilitator Notes – in Appendix 1 of this manual. These times are specified in the Workshop Agenda, but you can feel free to add any other notes as you see fit. Please scan and share these notes with Y&R after the workshop.

Step 2: Wrap up

The team at the Young and Resilient Research Centre at Western Sydney University values the time participants have taken, so please thank them on our behalf.

5. AFTER THE WORKSHOP

Following your workshop, please:

- Check that no materials have the real names of participants on them ('usernames' should be on all worksheets).
- Update the Registration List to ensure that all sections are complete. Facilitators should retain a copy of the Registration List for a minimum of five years, along with the consent forms.
- Scan or take photos of all worksheets 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 completed original worksheets and English translations to the WSU SharePoint data folder.
- Use Table 5, the Workshop Materials Upload Checklist in the Appendix of this Manual (Appendix 2) to ensure you have uploaded scanned worksheets and other activity responses, translations, participant registration sheet and consent summaries and declarations to the WSU SharePoint folder.
- Distribute honorariums as decided by your organisation.

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RESOURCE KIT

DECOLONISING DIGITAL DESIGN RESEARCH WORKSHOPS

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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 a minimum of two workshop facilitators
	Attend online facilitator training with WSU research team
	Familiarise yourself with workshop activities
	Set workshop dates and times
	Organise a venue
	Notify the Young and Resilient team about when your workshop will take place & where
	Prepare information sheet and consent materials (update contact & workshop details)
	Translate all workshop materials into your local language, where appropriate (use Table 5 in Appendix 2 to keep track)
	Locate local support services

RECRUITMENT AND CONSENT

	Recruit 14 - 20 participants per workshop (Phase 1)
	Distribute more project information (with participant information sheets and consent forms attached)
	Obtain signed participant consent forms and 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 for distribution
	Prepare printed worksheets (as listed in Table 3)
	Prepare intro and debrief sessions
	Prepare the workshop space

DURING THE WORKSHOP

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

AFTER THE WORKSHOP

	Ensure there are no real names recorded on any of the worksheets or other materials
	Scan or photograph all completed worksheets and notes
	Translate all participant responses to English and share with Young & Resilient
	Notify the Young & Resilient team when translation is complete
	Update the Registration list and create an anonymised Consent Summary
	Sign Consent Declaration
	Upload materials (translated worksheet data, consent summary, consent declaration, Facilitator Notes) to SharePoint (use Table 5 in Appendix 2 to keep track and let us know of any issues)
	Distribute honorariums as decided by your organisation
	Attend workshop debrief meeting with Young & Resilient
	Tell the team about your experience or any feedback you may have

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KESSLER PSYCHOLOGICAL DISTRESS SCALE (K6)

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 someone to take part. As part of our duty of care, if you are concerned that a young person or adult who wants to take part in the workshop is experiencing emotional distress, 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 ask them to complete the 'K6' survey.

Print out or email the survey on the next page and ask the participant to complete it in their own time (it usually does not take more than a few minutes to complete). You may also find the survey in a variety of languages at: https://www.hcp.med.harvard.edu/ncs/k6_scales.php. *Note: some languages are not available, and may require your translation.*

If a participant scores more than 19 (see below), they should not take part in your workshop. Please ensure this person has access to appropriate support services. You may wish to refer them to a known and reliable organisation where they can get help.

PLEASE NOTE: It is not necessary to administer the K6 to all participants. You should only administer the survey if you are concerned that a participant is experiencing emotional distress. If you do administer the survey, please do so in a sensitive way that the person taking the survey does not feel uncomfortable.

SCORING K6 RESPONSES:

Answer	Score
none of the time	1
a little of the time	2
some of the time	3
most of the time	4
all of the time	5
Minimum possible score	0
Maximum possible score	30

Add up the participant's responses to the six questions.

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K6 SURVEY

We have a few questions about how you've been feeling lately. This is so that we can make sure that taking part in the workshop is a good experience for you. Please answer honestly. Your answers won't be shared with anyone else.

In the past four weeks, how often…: (*Please circle*)

- Did you feel nervous?

None of the time | A little of the time | Some of the time | Most of the time | All of the time

- Did you feel hopeless?

None of the time | A little of the time | Some of the time | Most of the time | All of the time

- Did you feel restless or fidgety?

None of the time | A little of the time | Some of the time | Most of the time | All of the time

- Did you feel so depressed that nothing could cheer you up?

None of the time | A little of the time | Some of the time | Most of the time | All of the time

- Did you feel that everything was an effort?

None of the time | A little of the time | Some of the time | Most of the time | All of the time

- Did you feel worthless?

None of the time | A little of the time | Some of the time | Most of the time | All of the time

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PHASE 1 WORKSHOP AGENDAS

The workshop will run for 3 hours. Please make sure you include an introduction, breaks and wrap-up in this time, as well as the listed activities for each workshop. The suggested script should be adapted as appropriate by facilitators.

PHASE 1 WORKSHOP AIMS

Primary aim: This workshop aims to surface children and young people's ideas for decolonising the internet, so that their perspectives can inform a framework and principles for inclusive, ethical and safe digital design that empowers, values, and represents diverse children and young people.

Phase 1 workshop seeks to explore:

- How young people understand, describe and express their cultural identity, belonging and connection.
- Young people's experiences and perceptions of culture-centred, ethical and inclusive digital design, and of exclusive, unethical digital design.
- Young people's ideas of what culture-centred, inclusive digital experiences should look like.

ACTIVITY OVERVIEW (13-18 YEARS)

Activity	Materials	Time
Introduction	Name tags (optional)	10 mins
Getting to know each other	Determined by facilitator	10 mins
Create a Username	Username template	5 mins
Activity 1: What is Culture?	Large piece of paper/whiteboard/blackboard, Activity 1 group template	30 mins
Activity 2: Youth Cultures	Activity 2 worksheets	20 mins
Activity 3: Headline	Activity 3 worksheets	25 mins

Break	Food and drinks	30 mins
Activity 4: Create an App	Activity 4 worksheets	45 mins
Feedback and wrap-up	Feedback worksheet and honorariums	5 mins
TOTAL TIME		3 hours

PHASE 1 WORKSHOP AGENDA (13 – 18 years)

INTRODUCTION

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 young people know how the information they provide will be used.]

Hello and thank you for joining the workshop!

1. Who we are
My name is XXX [and these are my co-facilitators XXX, XXX]. We're part of [partner organisation] here in [country name] and we're collaborating with a research centre in Australia called the Young and Resilient Research Centre at Western Sydney University. We are working together to hear from young people to find out how you think about culture, and how you use the internet, so we can try to help make online experiences more inclusive and representative of young people like you. We want to listen to your ideas to understand how to make everyone feel included online. To do this, the Young and Resilient Research Centre is asking the same questions of young people in nine other countries: Australia, India, Poland, Lebanon, Solomon Islands, Rwanda, Chad, Brazil and Venezuela. This research is funded by the Internet Society Foundation – they're an organisation that wants to make the internet accessible and better for everyone.

TIME:

10 mins

MATERIALS:

Name tags (optional)

[Facilitator can ask for a show of hands] Who here uses the internet? Who plays games or watches videos online? *[Reassure participants that their ideas matter and are important]* Great—you're the experts. Today is all about hearing your ideas. There is no right or wrong answer – this is not schoolwork! **2. Why we're all here** We think it's important for online spaces to be safe and fun. For this to happen, the people who make these digital spaces need to know what young people like you want and need. **3. Why your voice matters** Your opinions and ideas will be shown to people who create apps, games, and websites—so they can design digital experiences where young people like you feel represented and included. And at the end of the project, the Young and Resilient Research Centre will publish a report, and share what young people from around the world said, too. **4. What to expect today** We've planned some creative and fun activities. You'll work in small groups and sometimes on your own. You'll have a chance to draw, talk, move around, and share what matters to you. We're really interested in learning about your ideas and experiences, so tell us what you really think! If you don't know or are confused about a question, that is ok! Please tell us, and we can help you. **5. Feeling comfortable, your rights and safety** We hope today will be fun. But, if you are feeling worried or unsure at any time, please let us know, you can come and talk to anyone of us today. Everyone has different ideas and opinions and that's ok! If you feel differently to others today about something, please tell us! Today we want everyone's ideas to be respected and not judged. Does that sound ok?	

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 rejoin the activities at any point – and you can leave at any time (this won't affect your honorarium, and we won't be upset). We hope that you will be part of all the activities, but only if you feel happy to. Before we begin, there are some important things that you should know – you can check back here to remember *[Facilitator can write important points below on shared space for participants to refer to].* • Everything you say today will be ANONYMOUS – that means your real name won't be used. We will be using 'usernames' for written activities. We'll create these soon! Your name will not be used in the reports and so none of your comments will be able to be traced back to you. So, you should feel free to speak openly and honestly in this workshop! • We will take some photos of your workshop activities today and these photos may be used in our reports and other things like articles on websites and social media posts. If you give us permission, we'll take photos of you. You can tell us if you'd rather your photo is not taken. **6. Housekeeping / practical info** [*Facilitator provide information about toilets, break time, emergency exit, etc*]. Does anyone have any questions?	
## GETTING TO KNOW EACH OTHER AIM: Help children get to know each other and feel comfortable in the space, set tone, build rapport with facilitator. [*Activity to be chosen by facilitator.*]	TIME: 10 mins TYPE: Whole group
## CREATE A USERNAME	TIME: 5 mins

AIM: Support participants to choose a pseudonym for privacy. This is needed to meet ethics requirements. Ask each participant to make up a 'username' to use in the workshop to protect their privacy. This can't include real names or any other personal information. This should be something memorable so that participants don't forget it – they will need to use the same username in all workshops and on all worksheets. Participants can write their username on the provided template that can be displayed nearby throughout the duration of the workshop so they don't forget. Explain to participants to use their 'username' instead of their real name on all activity worksheets to protect their privacy. REMINDER FOR FACILITATOR: Make a note of each participants' username against a record of their real names on the participant registration list.	 TYPE: Individual MATERIALS: 'Create a username' template Pens Participant registration list

ACTIVITY 1: WHAT IS CULTURE?

Aims: Prompt young people to start thinking about what culture means; play a fun game to raise the energy in the room; identify how young people understand, describe and express their cultural identity, belonging and connection.

Today we are going to begin talking about 'culture'. The word 'culture' means many different things to different people and it helps to shape who we are as individuals and as communities (groups of people). In this workshop, we will explore the different meanings of culture – and how our different senses of culture are shaped by the ways we use digital technologies (like social media, online games, websites, etc). Before we think about digital technologies, we are going to explore what culture means to you.

Does anyone have any thoughts about what culture is? *[Seek children's first impressions/inputs].*

1. Facilitator writes 'what is culture?' on a blank large piece of paper/whiteboard/blackboard and records participant's first impressions and associations.
2. Facilitator can ask participants to write their own ideas on the shared space to encourage ideas from everyone].

Great! So 'culture' to you means… [**Facilitator provides a summary of responses. Ensure to take photos of responses to share with Y&R**].

There are lots of different types of culture, from the culture we share as people living in the same country, to the culture we share with people who have similar backgrounds or religions, to the culture we share with other young people, and to the culture we share with people worldwide.

One way of thinking about everything that makes up culture is to think about an ocean! Above the ocean, there are aspects of our culture that help us to see similarities and differences with others, like the languages we speak, the way we dress, and the food we eat. But beneath the ocean surface, there is a very big part of our culture that we can't see. Things about our culture that are harder to see include: our feelings, how we act or communicate with different people, and the values and beliefs we have about our way of life. Above the water and below the water are important to us! It helps us to stand out in the ocean but also helps us stay grounded and strong in who we are.

TIME:

30 mins

TYPE:

Whole group

MATERIALS:

Large piece of paper or whiteboard/ blackboard

Activity 1 templates

Pens

Thinking about all the parts of culture, including what is above and below the surface, let's play a game to explore this! **[Thinking about what is most appropriate, facilitators choose whether to explore what national culture (i.e. country); OR local culture (i.e. village/town/city) OR indigenous culture means to participants].** 1. Split the group into two even teams. Ask teams to come up with a team name. 2. Each team has an ocean template on a large piece of paper (or space on a whiteboard / blackboard). **[Alternatively, facilitators can draw this template, rather than printing]. Note:** usernames do not need to be capture for this activity. 3. Each team forms a line to begin the race opposite their paper (or space on the whiteboard/blackboard). (Make sure the team has enough space to run back and forth). (**Note:** If there are mobility restrictions, have two groups sit down on a table and brainstorm as many ideas as they can. Use the same instructions, but remove the running element). 4. Start a timer for 10 minutes. 5. The participant at the front of the line must run to the ocean template and write down one idea responding to: a. Above the surface of the water: 'What is [either national, local, or indigenous] culture? What's visible? What are all the things you see and hear?" b. Below the surface of the water: 'What is [either national, local or indigenous] culture? What are all the things that are <u>not</u> easy to see?'. Once the participant has added their idea, they must run back to their team at the end of the line. Once they are back, the next participant runs and writes down a different idea, and so on. (Only one participant can run at a time)! Encourage participants to think about both the visible parts and the invisible parts of culture. Ask participants to provide specific examples, rather than generic responses. Facilitator can provide prompts to help participants think about diverse aspects of culture, such as: [visible] food, festivals, holidays, fashion, art, language; [invisible] communication styles and rules, values, attitudes, customs, beliefs, histories.	

6. When the timer finishes, count the number of ideas for each team.
7. The team with the most ideas wins the race!

Facilitator leads a brief group discussion: [Facilitators to note-take responses].

- What are some of the things that you wrote? What makes up culture?
- What different kinds of cultures are you part of?
- Who do you share culture with? How? Do you ever share parts of your culture online?
- How is your culture different to others? Who has a different culture to you? Have you ever found out about different cultures online?

Today, we are going to be exploring the importance of thinking about our **shared culture** and **different cultures** when it comes to creating digital experiences (like social media, games, websites) for young people.

ACTIVITY 2: YOUTH CULTURES

Aim: Identify how young people understand, describe and express youth cultures.

As well as shared cultures with people in our community and where we live, young people also have their own 'youth cultures', which are different to adults'. You might feel connected to other young people through your shared interests, ideas, ways of speaking and hanging out. The Internet has been a great way of connecting us with other young people and with other cultures. We'd like to know how you're connected to youth cultures online. This activity explores what youth cultures are, and what it means to be a young person like you.

1. Each pair has Worksheet Activity 2. Participants write their usernames at the top.

2. In pairs, participants respond to the following questions on the worksheet:
    1. What makes you feel like members of your generation?
    2. What are the things you do, create, share or talk about that are different to adults?
    3. How do young people share 'culture' with each other?
    4. Do you see youth culture on the internet? What do you see and where?
    5. Is youth culture international/global? Or is it specific to the country you live in? Why?

TIME:

20 mins

TYPE:

Pairs

MATERIALS:

Activity 2 worksheets

Pens

Facilitators can provide prompts: Think about what connects you with other young people. This could be similar values, beliefs, hobbies, interests, ways of speaking and spending time together, activities, etc. **Facilitator leads group discussion [note take responses]:** • What makes up youth culture? • What are some examples of youth culture? • What different kinds of youth cultures exist? • How do you know if you belong to youth culture?	
## BREAK AIM: Re-energise the group with a fun game or break to retain focus and engagement. [Facilitator to decide an activity].	 TIME: 10 mins
## ACTIVITY 3: HEADLINE AIM: Explore young people's experiences and perceptions of culture-centred, ethical and inclusive digital design, and of exclusive, unethical digital design. We want to know what digital places or experiences you think work really well for you and other young people because they have been designed with your culture in mind, and what don't work well, because they don't take think about your culture. 1. Facilitator writes 'Our digital world' in the centre of a large piece of paper/whiteboard/blackboard for the whole group to see. 2. Spend approx. 5 minutes asking the whole group to shout out the digital things/places in their lives that they use, e.g., devices (e.g. computer, headphones, phones), apps, websites, games, internet cafes, streaming services, etc. Facilitators write participant's responses down. (Alternatively, participants can write/draw responses themselves on the shared space). 3. Provide each participant with Activity 3 Worksheet.	 TIME: 30 mins TYPE: Whole group / individual MATERIALS: Activity 3 worksheets Pens

Ask participants to imagine that they are a journalist working at a big newspaper company: "The company want to tell their readers more about young people's digital experiences. This is because adults often don't get what it's like! The company have asked you and your team to write an article for the front page of a newspaper about online places where your culture is missing or where you don't feel included, and online places where your culture feels welcomed, represented and included."

"In this activity, when we talk about designing online places with your culture in mind, we want you to think about ways that the online places you and other young people like you use, and how those online places could be improved and represent the way you live your life. What parts of your culture do you think are missing online that would make online experiences better for you and other young people like you? That might be things like the languages that are used in your platforms and apps; how you find content; how you connect with people and how people can connect with you; the types of information or content you see; the things that platforms and apps automatically recommend to you; the ways you manage your privacy and safety online; what your platforms and apps are designed to do; or the ways that online spaces respect the customs, traditions, beliefs and ways of behaving that are important to you. And it might also include other things, too - we want you to decide what parts of your culture are important to see represented online."

Individually, participants respond to questions on worksheet:

1. Think about a favourite online place. This could be a website, app, social media platform, game, or even a group chat. Name one in the box below. Why do you like this?
2. Tell us about an online place where you feel left out because it wasn't made with you in mind (because of your background, culture, family, traditions, or identity). Why does it make you feel this way?
3. Tell us about an online place that 'gets you' and makes you feel welcome because it represents parts of your culture. What makes you feel welcomed there and why?
4. What changes might help online spaces show stories and voices from you and from your community, and make your culture feel included? What should adults know?
5. Once they are finished, ask participants to create a headline for their article: What would the front page of the newspaper say? Thinking about your responses to Q1 and Q2, what's most important? What message do you want to send? (Participants can also draw pictures to illustrate their story).

Facilitator leads group discussion:

• What can we learn from the online places that make us feel included? What do they do well? What helps you feel connected, or like you belong online? [Facilitators ensure to make notes of anything that stands out to you from their responses in the Facilitator Notes document provided **(see Appendix 1 of the Manual)**].	
BREAK	TIME: 25 mins
## ACTIVITY 4: CREATE AN APP AIMS: Identify young people's ideas of what culture-centred, inclusive digital experiences should look like. Now, we're going to think about how we could ensure that people who make online experiences for young people think about, respect and include culture. Designing online games, social media apps or websites is work that is left to the businesses who make these. Sometimes, they don't think about the culture and needs of young people in [country] (or in other parts of the world). Imagine you work at a big technology company. You are in charge of creating an app for young people like you where you live. You need to make sure that young people like you feel included, really love your app and feel like it has been made with them in mind. You want to make sure that it is representative and inclusive for young people and your culture. Get creative and imaginative! Think about an app you wish you had! It could be anything and doesn't need to be realistic. 1. In pairs, participants respond to questions on the Activity 4 Worksheet: • Give your app a name and draw a logo. • Tell us what your app is. What is it for and what does it do? • What does it look like? Sound like? • How does it represent and include aspects of your culture / stories & voices from you and your community? What features are included?	TIME: 25 mins TYPE: Pairs MATERIALS: Activity 4 Worksheets Pens

- What does it avoid/definitely not include?

2. In pairs respond to question:
   What **important rules** should app designers follow so young people like you feel included and represented online?

3. Ask pairs to present their apps to the group. **[Capture responses in Facilitator Notes].**

FEEDBACK AND WRAP-UP

TIME: 5 mins

MATERIALS:

Individual feedback worksheet

Certificate of participation and honorarium

AIM: Thank children for their contributions and collect participant feedback.

We're nearly at the end of the workshop—thank you so much for everything you've shared today!
Before we finish, we'd love to hear your thoughts about today. You'll each get a short feedback sheet to fill out. You don't need to write your name—it's anonymous—so feel free to be really honest. What did you enjoy? What could we do better next time? Your feedback helps us make these workshops even better, not just here, but in other countries too. Your voice matters.

Everything you shared today will help the research team in Australia understand what young people want from their digital world. We're putting all your ideas together with what young people have said in places like India, Brazil, Poland, Lebanon, Venezuela and the Solomon Islands and more.

Later this year, we'll send you a summary of what we've learned from all these workshops around the world—including yours. You are part of something big!

We hope today felt fun and meaningful—and that you feel proud of the ideas you've shared.
Thanks again—and if you have any last questions or thoughts, we'd love to hear them!

PHASE 1 WORKSHOP AGENDA (9 – 12 years)

INTRODUCTION

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 young people know how the information they provide will be used.]

Hello and thank you for joining the workshop!

1. Who we are
My name is XXX [and these are my co-facilitators XXX, XXX]. We're part of [partner organisation] here in [country name] and we're collaborating with a research centre in Australia called the Young and Resilient Research Centre at Western Sydney University. We are working together to hear from young people to find out how you think about culture, and how you use the internet, so we can try to help make online experiences more inclusive and representative of young people like you. We want to listen to your ideas to understand how to make everyone feel included online. To do this, the Young and Resilient Research Centre is asking the same questions of young people in nine other countries: Australia, India, Poland, Lebanon, Solomon Islands, Rwanda, Chad, Brazil and Venezuela. This research is funded by the Internet Society Foundation – they're an organisation that wants to make the internet accessible and better for everyone.

[Facilitator can ask for a show of hands]
Who here uses the internet? Who plays games or watches videos online?

TIME:

10 mins

MATERIALS:

Name tags (optional)

[Reassure participants that their ideas matter and are important] Great—you're the experts. Today is all about hearing your ideas. There is no right or wrong answer – this is not schoolwork! **2. Why we're all here** We think it's important for online spaces to be safe and fun. For this to happen, the people who make these digital spaces need to know what young people like you want and need. **3. Why your voice matters** Your opinions and ideas will be shown to people who create apps, games, and websites—so they can design digital experiences where young people like you feel represented and included. And at the end of the project, the Young and Resilient Research Centre will publish a report, and share what young people from around the world said too. **4. What to expect today** We've planned some creative and fun activities. You'll work in small groups and sometimes on your own. You'll have a chance to draw, talk, move around, and share what matters to you. We're really interested in learning about your ideas and experiences, so tell us what you really think! If you don't know or are confused about a question, that is ok! Please tell us, and we can help you. **5. Feeling comfortable, your rights and safety** We hope today will be fun. But, if you are feeling worried or unsure at any time, please let us know, you can come and talk to anyone of us today. Everyone has different ideas and opinions and that's ok! If you feel differently to others today about something, please tell us! Today we want everyone's ideas to be respected and not judged. Does that sound ok? 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 rejoin the activities at any point – and you can leave at any time (this won't affect your honorarium, and we won't be upset). We hope that you will be part of all the activities, but only if you feel happy to.	

Before we begin, there are some important things that you should know – you can check back here to remember

[Facilitator can write important points below on shared space for participants to refer to].

- Everything you say today will be ANONYMOUS – that means your real name won't be used. We will be using 'usernames' for written activities. We'll create these soon! Your name will not be used in the reports and so none of your comments will be able to be traced back to you. So, you should feel free to speak openly honestly in this workshop!
- We will take some photos of your workshop activities today and these photos may be used in our reports and other things like articles on websites and social media posts. If you give us permission, we'll take photos of you. You can tell us if you'd rather your photo is not taken.

6. Housekeeping (practical information)
[*Facilitator provide information about toilets, break time, emergency exit, etc*].

Does anyone have any questions?

GETTING TO KNOW EACH OTHER

AIM: Help children get to know each other and feel comfortable in the space, set tone, build rapport with facilitator.

[*Activity to be chosen by facilitator.*]

TIME:

10 mins

TYPE:

Whole group

CREATE A USERNAME

AIM: Support participants to choose a pseudonym for privacy and consistency across sessions. This is needed to meet ethics requirements.

Ask each participant to make up a 'username' or 'nickname' to use in the workshop to protect their privacy. This can't include real names or any other personal information. This should be something memorable so that participants don't forget it – they will need to use the same username in all workshops and on all worksheets.

TIME:

5 mins

TYPE:

Individual

MATERIALS:

Username worksheet

Participant registration list

Participants can write their username on the username worksheet, that can be displayed nearby throughout the duration of the workshop so they don't forget. Explain to participants to use their 'username' instead of their real name on all activity worksheets to protect their privacy. REMINDER FOR FACILITATOR: Make note of each participants' username against a record of their real names on the participant registration list.	

ACTIVITY 1: WHAT IS CULTURE?

Aims: Prompt young people to start thinking about what culture means; play a fun game to raise the energy in the room; identify how young people understand, describe and express their cultural identity, belonging and connection.

Today we are going to begin talking about 'culture'. The word 'culture' means many different things to different people, and it shapes who we are. In this workshop, we will explore the different meanings of culture – and how our culture can be shaped by the ways we use the internet (like social media, online games, websites, etc). Before we think about the internet more, we are going to explore what culture means to you. There's no right or wrong answer! We want to know your ideas and thoughts.

Does anyone have any thoughts about what culture is? *[Seek children's first impressions/inputs].*

1. Facilitator writes 'what is culture?' on a blank large piece of paper/whiteboard/blackboard and records participant's first impressions and associations.
2. Facilitator can ask participants to write or draw their own ideas on the shared space to encourage ideas from everyone.

Great! So 'culture' to you means… [**Facilitator provides a summary of responses. Ensure to take photos of responses to share with Y&R**].

One way of thinking about everything that makes up culture is to think about an ocean! Above the ocean, there are aspects of our culture that help us to see similarities and differences with others, like the languages we speak, the way we dress, and the food we eat. But beneath the ocean surface, there is a very big part of our culture that we can't see. Things about our culture that are harder to see include: our feelings, how we act or communicate with different people, and the values and beliefs we have about our way of life. Above the water and below the water are important to us! It helps us to stand out in the ocean but also helps us stay grounded and strong in who we are.

Thinking about all the parts of culture, including what is above and below the surface, let's play a game to explore this!

TIME:

30 mins

TYPE:

Whole group

MATERIALS:

Activity 1 templates

Large paper/whiteboard/blackboard

Pens

[Thinking about what is most appropriate for the group, facilitators choose whether to explore what national culture (i.e. country); OR local culture (i.e. village/town/city); OR indigenous culture means to participants]. 3. Split the group into two even teams. Ask teams to come up with a team name. 4. Each team has an ocean template on a large piece of paper (or space on a whiteboard / blackboard). 5. Each team forms a line to begin the race opposite their paper (or space on the whiteboard/blackboard). (Make sure the team has enough space to run back and forth). (**Note:** If there are mobility restrictions, have two groups sit down on table and brainstorm as many ideas as they can. Use the same instructions, but remove the running element). 6. Start a timer for 10 minutes. 7. The participant at the front of the line must run to the ocean template and write down one idea responding to: a. Above the water surface: 'What is [either national, local, or indigenous] culture? What's visible? What are all the things you see and hear?" b. Below the water surface: 'What is [either national, local or indigenous] culture? What are all the things that are **not** easy to see?'. Once the participant has added their idea, they must run back to their team at the end of the line. Once they are back, the next participant runs and writes down a different idea, and so on. (Only one participant can run at a time)! Encourage participants to think about both the visible parts and the invisible parts of culture. Ask participants to provide specific examples, rather than generic responses. Facilitator can provide prompts to help participants think about diverse aspects of culture, such as: [visible] food, festivals, holidays, fashion, art, language; [invisible] communication styles and rules, values, attitudes, customs, beliefs, histories. 8. When the timer finishes, count the number of ideas for each team. The team with the most ideas wins the game! **Facilitator leads a brief group discussion:** [Facilitators to note-take responses]. • What are some of the things that you wrote? What makes up culture? • Who has a different culture to you? How is this culture different to others?	

- How do you learn about your own culture? What about other cultures?

Today, we are going to be exploring the importance of thinking about culture when it comes to creating digital experiences (like social media, games, websites) for young people.

ACTIVITY 2: EXPLAIN TO AN ALIEN

Aim: Identify how young people understand, describe and express youth cultures.

As well as the culture we have with people where we live, young people share things with other young people and have their own special 'youth cultures'. You might feel that you have the same interests, ways of speaking, playing and hanging out with other young people your age, which are different to adults. This activity explores what it means to be a young person like you.

Imagine an alien has visited Earth from outer space. The alien has never been to Earth before and has never met a young person like you. Back on their home planet, there is no such thing as children! The alien is very confused about what it means to be a young person and what 'youth cultures' are.

1. Each pair has Worksheet Activity 2. Participants write their usernames at the top.

2. In pairs, participants imagine they are helping an alien to understand what youth cultures are. They respond to the following questions on the worksheet:
    1. Tell the alien what makes you feel like you are a part of your generation. Think about what connects you with other young people your age. This could be similar things you think are important, things you believe in, hobbies, interests, ways of speaking and spending time together, activities and games you do together, etc.
    2. Tell the alien all of the things that young people do, create, share or talk about that are different to adults.

Facilitator leads whole group discussion [capture notes]:

- What would you tell the alien?
- How is youth culture special and unique?
- How is what young people your age do, say, and think different to adults?

TIME:

20 mins

TYPE:

Pairs

MATERIALS:

Activity 2 Worksheet

Pens

BREAK

AIM: Re-energise the group with a fun game or break to retain focus and engagement. [Facilitator to decide an activity].

TIME: 15 mins

ACTIVITY 3: DIGITAL WORLD

AIM: Explore young people's experiences and perceptions of culture-centred, ethical and inclusive digital design, and of exclusive, unethical digital design.

TIME:

25 mins

TYPE:

Whole group / individual

MATERIALS:

Activity 3 worksheets

Pens

We want to know what your digital world looks like. This is all the places you like to use on the internet. [If experiences of the internet are low, this can include traditional media, i.e. tv, radio, cartoons, movies, etc., and devices (phones, headphones etc) and places e.g. internet cafes.]

1. Facilitator writes 'Our digital world' in the centre of a large piece of paper/whiteboard/blackboard for the whole group to see.

2. Facilitator takes approx. 5 minutes to ask the group to shout out all the digital places in their lives that they use, e.g., apps, websites, games, social media platforms, etc. Facilitators write participant's responses. (Alternatively, participants can write/draw themselves on the shared space).

3. Each participant has Activity 3 Worksheet with a template of a smart phone screen (or laptop screen).
    1. "Individually, on the left side of the screen, draw and label one or two digital places that feel like they have **not been made with you and your culture in mind** [**note**: if digital experiences are minimal, this could include cartoons, TV, films, etc]. "These are places where parts of your culture are missing, where you don't see stories, photos or languages that represent your way of life. It could be places that don't respect the customs, traditions, beliefs and ways of behaving that are important to you. Tell us about a digital place where you feel left out because you don't see your culture. Why does it make you feel this way?"
    2. "Now, on the right side of the screen, we want you to write one or two places on the internet that feel like they've been **made with you and your culture in mind.** These are places where you see parts of your culture represented, included and respected. This could be through the stories or photos you see, the languages used, or the way the digital place looks and sounds. What parts of your culture are

important to see on the internet? Tell us about a digital place where you feel welcome because it represents parts of your culture. Why does it make you feel this way? **Facilitator leads a whole group discussion:** • What can we learn from the online places that make us feel included? What do they do well? [Ensure to make notes of anything that stands out to you from their responses in the Facilitator Notes document provided **(see Appendix 1 of the Manual)**].	
BREAK	TIME: 25 minutes
## ACTIVITY 4: CREATION TIME! AIM: Identify young people's ideas of what culture-centred, inclusive digital experiences should look like. Now, we're going to think about how we can ensure that people who make online places and experiences for young people think about, include and respect our culture. Designing online games, social media apps or websites is often done by adults in America. Sometimes, they don't think about the culture and needs of young people in [country] (or in other parts of the world). Imagine you work at a big technology company. You are in charge of creating an app for young people like you where you live. You need to make sure that young people like you feel included, really love your app and feel like it has been made with them and their culture in mind. Get creative and imaginative! You can create anything you like. What do you wish you had? [Note: If apps are unfamiliar, participants can create a game, cartoon, story, or TV program (instead of an 'app') that makes young people feel included and like it has been made with them, and their culture, in mind. The below questions can be adapted as necessary.] 1. In pairs, participants respond to questions on the Activity 4 Worksheet: • Give your app [or story/game/cartoon/TV program] a name and draw a logo [or, if drawing logos is not accessible, draw what the characters look like].	 TIME: 25 mins TYPE: Pairs MATERIALS: Activity 4 worksheets Pens

• Tell us what your app is [or story/game/cartoon/TV program]. What is it for and what does it do? • What does it look like? Sound like? • How does it represent and include parts of your culture, stories and voices from you and your community? What features are included? • What does it avoid/definitely not include? Why? 2. Ask pairs to present their creations to the group. **[Capture responses in Facilitator Notes].**	
## FEEDBACK AND WRAP-UP AIM: Thank children for their contributions and collect participant feedback. We're nearly at the end of the workshop—thank you so much for everything you've shared today! Before we finish, we'd love to hear your thoughts about today. You'll each get a short feedback sheet to fill out. You don't need to write your name—it's anonymous—so feel free to be really honest. What did you enjoy? What could we do better next time? Your feedback helps us make these workshops even better, not just here, but in other countries too. Your voice matters. Everything you shared today will help the research team in Australia understand what young people want from their digital world. We're putting all your ideas together with what young people have said in places like India, Brazil, Poland, Lebanon, Solomon Islands, Rwanda and Chad. Later this year, we'll send you a summary of what we've learned from all these workshops around the world—including yours. You are part of something big! We hope today felt fun and meaningful—and that you feel proud of the ideas you've shared. Thanks again—and if you have any last questions or thoughts, we'd love to hear them!	 TIME: 5 mins MATERIALS: Individual feedback worksheet Certificate of participation and honorarium

PARTICIPANT REGISTRATION LIST

You can use this template to accurately track participant registration, demographic details, and consent. This registration list must be retained with the consent forms for the required 5-year period. ***Do not share this with Y&R.***

FIRST NAME	SURNAME	PSEUDONYM	AGE	GENDER	URBAN/RURAL	WORKSHOP LOCATION	CULTURAL BACKGROUND	OTHER RELEVANT DEMOGRAPHICS	INDIVIDUAL CONSENT?	PARENTAL CONSENT?	CONSENT FOR USE OF PHOTOS/VIDEOS (INDIVIDUAL + PARENTAL)*
E.g. Joe	*Bloggs*	*Spongebob*	*12*	*Male*	*Urban*	*Carlton, Melbourne*	*Sudanese*	*Low socio-economic, refugee background*	*Yes*	*Yes*	*No*

*Please check with participants at the beginning of workshops for permission to take their photos. Children can still participate if they don't want to be photographed. Also check parental consent has been received on parental consent forms.

YOUNG & RESILIENT RESEARCH CENTRE

WORKSHOP CONSENT SUMMARY

The consent summary is an anonymised version of the Registration List on the previous page. To create the consent summary, you can remove the 'first name' and 'last name' column from the Registration List.

IMPORTANT: Please share this with Y&R. There must be no names in this summary.

PSEUDONYM	AGE	GENDER	URBAN/RURAL	WORKSHOP LOCATION	CULTURAL BACKGROUND	OTHER RELEVANT DEMOGRAPHICS	INDIVIDUAL CONSENT?	PARENTAL CONSENT?	CONSENT FOR USE OF PHOTOS/VIDEOS (INDIVIDUAL + PARENTAL)*
E.g. Spongebob	*12*	*Male*	*Urban*	*Carlton, Melbourne*	*Sudanese*	*Low socio-economic, refugee background*	*Yes*	*Yes*	*No*

YOUNG & RESILIENT RESEARCH CENTRE

FACILITATOR CONSENT DECLARATION

Project Title: Decolonising Digital Design

Name:_____
Organisation:_____

On behalf of my organisation, I declare the following:

- ☐ I have collected consent forms from all participants who were involved in the workshop that I facilitated.
- ☐ I have collected consent forms from the parents/carers of the participants under 18 who were involved in the workshop that I facilitated.
- ☐ I agree to store all the collected consent forms for a minimum period of five (5) years from the date the workshop was completed, after which time I will destroy this information.
- ☐ I agree to store the Registration List containing the personal, identifiable information of participants for a minimum period of five (5) years from the date the workshop was completed, after which time I will destroy this information.
- ☐ I agree to protect the privacy and data of the workshop participants by storing all materials as securely as possible.
- ☐ During the five (5) year minimum storage period, I understand that the Young and Resilient Research Centre may request access to these stored forms which will not be restricted.

Signature :_____ Date:_____

YOUNG & RESILIENT RESEARCH CENTRE

PARTICIPANT INFORMATION & CONSENT SHEETS

Participant Information Sheet –Young People Face-to-Face Workshop (Phase 1)

Hi there! Thanks for your interest in the 'Decolonising Digital Design: Towards Safe and Inclusive Digital Experiences for Children and Young People' project!

What's this about? The Young and Resilient Research Centre at Western Sydney University do lots of research to make the Internet safer and better for children and young people –you can check out what we do here. With [partner organisation name], this project wants to find out what children and young people from different places and cultures think about the design of digital things, like websites, online games, social media and apps. What you tell us will help us understand how to create digital things where all young people feel included and safe. This research is funded by the Internet Society Foundation.

What will I be asked to do? You're invited to take part in a 3-hour face-to-face or online workshop with other young people your age. The workshop will be run by [include facilitator / partner organisation information].

In the workshop, you will take part in discussions and activities (drawing, writing and games) to tell us your ideas to our questions. We'll talk about how you think and feel about your culture, digital technologies, and your hopes for how to make young people's experience of the online world as good as possible.

Note: If you enjoy this workshop, you will have the opportunity to take part in another two workshops with young people and adults. Taking part in these workshops is optional.

Please note, your parent/guardian will need to provide permission before you can take part in the research.

Do I have to take part? No, taking part is voluntary. If you decide not to take part, it won't change your relationship with the researchers, organisations, or anyone else involved.

How long will it take? The workshop will be 3 hours. You will get time for breaks.

What are the good things about taking part? Your ideas are very important! We want to hear what young people have to say. Research shows that when we develop ideas *with* young people they are better! What you say will also benefit other young people.

Young people who have participated in previous workshops like this have told us that they learn new things and meet new people when taking part.

[Adapt as necessary: partner organisations to insert honorarium information].

Will taking part make me feel uncomfortable in any way? If you start to feel stressed, worried or upset at any time, you can talk to one of the facilitators and they can help you. We'll tell you about where you could go for support. If you are feeling bad, you can leave the workshop or take a break whenever you want, but please let one of the facilitators know.

Can I stop taking part? Yes, you can stop taking part BEFORE the results are published. You don't need to tell us why. If you don't want to be involved anymore, you or your parent/carer can email/phone [partner organisation contact details / the Young and Resilient Research Centre]. Or you can let a facilitator know during the workshop that you want to leave. This won't change your relationship with the researchers or any organisation involved – no one will be annoyed with you!

But – if you do stop taking part, we won't be able to remove all the things you've said, made or done in the workshop. This is because some 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 what we find and might use the things you tell us in other similar projects. The results of this research will be published and/or presented in different ways. In any publication and/or presentation, we will not include your name or any identifiable information.

We'll keep the things you write and make for 5 years and then we'll delete them.

Things that you say, draw and photos of your workshop activities may be published in presentations and reports, on a variety of marketing and communications channels, including the Young and Resilient Research Centre and Internet Society Foundation websites and social media channels.

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 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. This will mean that we can learn more things from what you share. If you don't understand or want to know more about this, you or your parent/carer can contact the [partner organisation details / research team].

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

> [Insert partner organisation contact name and details]
>
> [Ms Louisa Welland, Research Officer, Young and Resilient Research Centre, Western Sydney University
>
> l.welland@westernsydney.edu.au]

Just to let you know… This research project has been reviewed by a group of people responsible for ensuring research is ethical 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 anything to do with this research and would like to talk to someone about it, you or your parent/carer can contact a member of the *Ethics Committee* on +61 2 4736 0229 or email humanethics@westernsydney.edu.au. When they ask you what the ethics reference number is, tell them it's: HXXXX. 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.

Privacy Notice

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YOUNG & RESILIENT RESEARCH CENTRE

Young People Consent Form – Face-to-Face Workshop (Phase 1)

If you would like to take part in the 'Decolonising Digital Design: Towards Safe and Inclusive Digital Experiences for Children and Young People' research project, please read the below and sign if you agree. Please ask if you are unsure about any of the details.

- I have read the participant information sheet and have been given the opportunity to discuss the information and my involvement in the project.
- The reason for this project, what I will need to do, and the time involved have been explained to me, and any of my questions have been answered.
- I agree to participate in a 3-hour workshop.
- I agree for my responses in the workshop to be used in this project and other related projects for five years.
- I understand the results of this research project will be published and/or presented in different ways, including a report, without any details that can identify me.
- I understand that the information I provide may be used for other research, but no information will be used in any way that reveals my identity.
- I understand that my participation in this project will not affect my relationship with the researchers, and any other organisation involved, now or in the future.
- I understand that I can stop taking part in the workshop at any time.
- I understand I cannot stop taking part in the research after results have been published.
- I understand that I can let facilitators know if I do not want to be photographed and that choosing not to does not affect my participation in the workshop. If I choose to be photographed, I understand that photos of me could be used by the research team to share the research (e.g. in reports, presentations) on websites and social media.

Signed:

Name:

Date:

Thank you for filling out this form. When you are done, please return it to [partner organisation contact details].

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Parent/Guardian Information Sheet: Face-to-Face Workshop (Phase 1)

Project Title: 'Decolonising Digital Design: Towards Safe and Inclusive Digital Experiences for Children and Young People'.

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, in collaboration with [partner organisation details].

The research study will explore how children and young people think and feel about the safe and inclusive design of digital services and platforms, such as websites, online games and social media. We want to explore children and young people's perceptions of culturally safe and inclusive digital design to develop a framework and principles to guide ethical, decolonised digital design.

To do this, [partner organisation details] are organising research workshops with children and young people.

How is the study being paid for? The study is being paid for by the Internet Society Foundation.

What will my child be asked to do? Your child will be invited to take part in one 3-hour face-to-face [or online] workshop with up to 20 other children their age. The workshop will be facilitated [by include partner organisation facilitator information].

Your child will be invited to take part in discussions and interactive activities (including drawing, writing, games etc.) which aim to understand children and young people's:

- Expressions of cultural identity, belonging and connection
- Intersections of cultural identity and digital technology use
- Perspectives of culturally inclusive digital design and ideas for decolonised digital design.

Note: If your child enjoys this workshop, they will have the opportunity to take part in another two 2-hour workshops with young people and adults. Taking part in these workshops is optional. Your child can take part in one, but doesn't have to take part in the second if they do not want to.

Does my child have to take part? No. Your child's participation is voluntary.

How much of my child's time will he/she/they need to give? 3 hours.

What benefits will my child, and/or the broader community, receive for participating? The findings of these workshops will contribute to the development of a framework to provide guidelines and principles to guide better design that supports diverse young people's wellbeing, health and safety in the digital environment.

[Insert partner organisation honorarium details].

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 small risks, such as feeling worried or anxious. However, the workshops are designed to be as safe as possible, and the facilitators 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. If needed, participants will receive the contact details of a local wellbeing support 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 facilitators;
- Your child can withdraw from the project – or you can withdraw them – at any time before or during the workshops. Please let facilitators know.

There is also the risk that the open format of the workshop means it is possible that some participants may communicate identifying information outside the group setting. Facilitators will emphasise at the beginning and end of the workshop the importance of respecting privacy and confidentiality, and that anything shared during the consultation should not be shared outside of the group.

Further, the time commitment may place a burden on young people. Workshop experiences for young people will be carefully curated and designed to be engaging for the age group, including sufficient breaks, and opportunities to connect with each other, reducing the time burden. The participatory workshop is modelled on design processes that have previously been safely implemented with parents and children and young people living in diverse countries of various ages around the topic of digital technologies.

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 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, including a public-facing report. In any publication and/or presentation, your child's name will not be published. Photos and pictures of your child's workshop exercises may be published in presentations and a report, other publications and in a variety of marketing and communications channels, including the Young and Resilient Research Centre and Internet Society Foundation websites and social media channels.

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.

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 – or you may withdraw your child from the study before or during the workshops. If you withdraw your child, their individual responses will be destroyed, and your child's individual responses/activities will be removed. However, because the workshop involves group activities, if your child withdraws during or after the workshop, any information they have contributed in a group will not be able to be removed. If they want to withdraw, they can talk to the facilitators. Your child cannot withdraw once findings have been published.

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

[Insert partner organisation contact]

[Ms Louisa Welland, Research Officer Young and Resilient Research Centre, Western Sydney University

l.welland@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.

Just to let you know… This research project has been looked at by a group of people responsible for ensuring research is ethical 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 anything to do with this research and would like to talk to someone about it, you can contact a member of the *Ethics Committee* on +61 2 4736 0229 or email humanethics@westernsydney.edu.au. When they ask you what the ethics reference number is, tell them it's: HXXXX. 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 we are committed to the ethical conduct of research.

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YOUNG & RESILIENT RESEARCH CENTRE

Parent/ Guardian Consent Form: Face-to-Face Workshop (Phase 1)

Project Title: 'Decolonising Digital Design: Towards Safe and Inclusive Digital Experiences for Children and Young People'.

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

Please read the below and sign if you consent to your child's participation in the above-named research project.

I, [*full name of parent/legal guardian or legally authorised representative*], declare that I am aged 18 years or older and request and give consent to [*full name of participant*]'s participation 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 organiser.
- 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 a face-to-face [or online] workshop.
- I consent for my child's data and information provided to be used in this project and in other related projects.
- I understand that what my child says/writes, draws, and pictures of my child's workshop exercises will be used in a report, other publications and in a variety of marketing and communications channels, including the Young and Resilient Research Centre and Internet Society Foundation's social media channels and websites to share the research.
- 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 I can withdraw my child, or my child can withdraw, from the study. I understand that the information my child contributes during group activities will be unable to be withdrawn as the researchers will be unable to identify my child's contribution.

Name:

Relationship to participant:

Signature of parent/legal guardian or legally authorised representative:

Date:

Phone: **Email:**

OPTIONAL CONSENT (Please tick the below box if you agree. Choosing 'no' does not affect your child's participation in the workshop):

☐ I give permission for photos of my child to be taken during the workshop and used in research publications and to share the research (e.g. on Western Sydney University and partner websites).

Please return this form to [insert partner organisation contact details**].**

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YOUNG AND RESILIENT RESEARCH CENTRE CHILD SAFEGUARDING POLICY FOR YOUTH PARTICIPATORY RESEARCH WORKSHOPS

PURPOSE

The purpose of this policy is to ensure that all participatory research projects implemented by the Young and Resilient Research Centre and their partner organisations uphold the safe and ethical engagement of children and young people at all stages of the research, and that all adults involved in the research are aware of their responsibilities.

VALUES

This policy is driven by the values of ethical conduct as stated in the Australian National Statement on Ethical Conduct in Human Research (2023), which are:

- Research merit and integrity
- Justice
- Beneficence
- Respect for human beings

This policy is also guided by the principles and rights enshrined in the UN Convention on the Rights of the Child (1989). In particular, this policy seeks to ensure that children's rights to protection and participation are respected and protected at all stages of the research, and that the best interests of the child, as well as their evolving capacities, are primary considerations in all actions related to the research.

IMPLEMENTATION[2]

The following strategies will be implemented by partner organisations to ensure that children and young people's safety, emotional and psychological security and wellbeing are protected:

Recruitment and informed consent

- Partner organisations will only recruit child participants where there is no reason to believe that their participation is contrary to their best interest.

[2] When conducting international research, it is possible that cultural values or practices in some countries may conflict with the guidelines contained in the National Statement. Where that may arise, the research team and partner organisations will discuss any conflicts and seek to make informed assessments about how best to balance any potential risks to participants with respect for cultural values.

- Partner organisations will be responsible for identifying if the child does not appear to have sufficient capacity to consent. Any child who does not have the necessary level of comprehension to provide informed consent will not be invited to take part in the research.
- Facilitators will respect a child's or young person's refusal to participate in or decision to withdraw from research.
- Facilitators will clearly communicate with participants at all stages of the recruitment process that they are not obliged to participate, can withdraw at any time, and that a decision not to participate in the program will in no way affect their relationship with Western Sydney University or any other organisation involved in the research.
- Participants must be provided with either a physical copy of the participant information sheet and consent form, or a digital copy via email, in a language they speak.
- Facilitators will provide multiple opportunities for participants, and their parent/guardian, to ask questions about the workshops and what will be required of them. If facilitators are unable to respond to a question, they should be given clear and accessible mechanisms for contacting the Young and Resilient Research Centre to clarify.
- Partner organisations will not recruit children or young people who are currently experiencing high levels of emotional distress. The Kessler-6 scale included in the workshop manual can be administered discreetly to potential participants to determine if a participants' participation may pose a risk to their psychological wellbeing. If a participants' score on the K6 indicates that they are experiencing emotional distress, the partner organisation representative will share the details of a local youth support organisation and encourage them to seek help or speak with a trusted adult. If the K-6 is administered, participants' responses will not be shared.
- Potential participants will not be coerced or pressured to participate in any way. The honorarium offered will be nominal. An appropriate amount and method of payment (e.g. voucher, cash etc) will be determined in accordance with local standards and given to each participant as a token of recognition.

Workshop facilitators

- Facilitators from youth-facing partner organisations must agree to abide by the ethical protocols laid out in the workshop facilitator manual and communicated in facilitator training and cultural adaptation workshops.
- Facilitators from youth-facing partner organisations must take part in facilitator training workshops to ensure ethical and welfare protocols are effectively coordinated and operationalised during the research.
- Workshop facilitators will be selected by youth-facing organisations who meet the required criteria, have experience working ethically with children and hold the necessary working with children clearances required in their respective jurisdictions.
- A minimum of two adults must be present in the workshop space at any given time.
- Where appropriate and needed, the facilitator or another adult in attendance will work closely to support the younger children to complete the activities.

Workshop length and setting

- Workshops will be designed to create a safe and supportive environment for the young people to participate and share, without overburdening them and developing fatigue.
- Workshop lengths will be designed to ensure children's and young people's safety and wellbeing and allow the facilitator to build trust and rapport with participants.
- Workshops will be conducted in secure, safe and comfortable online and offline spaces for children to work in.
- Workshops will include regular breaks to help reduce fatigue among participants, and ensure that the experience does not feel arduous.
- The local facilitator will run frequent energiser activities throughout the workshop to raise children's energy levels, get them active and increase their sense of enjoyment. While these breaks are scheduled into the agenda, Young and Resilient encourages the facilitators to read the energy levels of the room and run one of these activities when children's attention and energy levels drop.
- Children will have opportunity to relax and socialise with other participants online or in person, with an adult present.
- Partner organisations will schedule workshops outside of work and school hours (e.g. in the evenings, on weekends or holidays) to ensure that parents/carers and children do not lose income or miss out on education for attending.

Workshop activities

- All workshop activities will be designed to be child-centred, and build in playful components wherever possible, through the use of creative and fun activities. These activities should be tailored to ensure they are appropriate to the age and culture of all participants.
- Children will be given the option to either write or draw a picture in response to the questions and activities, in order to cater for children who may not be as confident with writing and/or have limited literacy. The local facilitator, or an older child participant can then help them to label their pictures where necessary.
- Depending on the group dynamics, two different strategies work well for managing the age difference within the workshop space. On one hand, some younger children work well when paired with an older child to help guide them through the activities. This is particularly effective if the younger and older child have a pre-established relationship, as younger children can be shy. On the other hand, some younger children work well when paired with children of a similar age. Facilitators are to be mindful of these two strategies and implement the approach that works best for the individuals in face-to-face settings.

Wellbeing safeguards during workshops

- At the start of the workshop, all participants will be given the details of a local counselling service, which they will be encouraged to contact if they experience any distress following the workshop.
- At the beginning of the workshop, facilitators will remind participants of the subject topics that could be sensitive, and encourage participants to think about things that they would and would not feel comfortable sharing with the group.
- Facilitators will explain that, due to the fact there is a group of people participating together, confidentiality cannot be guaranteed, and they will remind participants that they do not have to share anything or take part in any activities if they don't want to and they are free to stop taking part anytime.
- Participants will be instructed that their 'username' pseudonym must conform to username conventions, i.e. it cannot contain their real name or any other identifying information about them.
- In the event that a participant experiences distress during a workshop, facilitators will:
    - Pay attention for signs of distress (including rapid breathing, lack of engagement, red face or clenched fists, crying);
    - Respond discreetly and compassionately by approaching the participant quietly during an activity or approaching them outside of the room;
    - Identify the appropriate support based on the situation, while respecting the child's agency;
    - Take steps to reinforce a safe environment for all participants;
    - Report the incident to Young and Resilient and a nominated partner organisation representative so that it can be determined if there needs to be further follow up.
- Partner organisations will operate in strict accordance with their organisational and governmental safety and/or public health mandates and plans in place at the time of the workshops.
- If risk of disclosure of child abuse or neglect is to occur, facilitators will note the participants' name and details of the disclosure and will inform the Young & Resilient research team and head of their organisation immediately following the workshop. The facilitator will also follow up directly with the participant after the workshop and recommend they speak with a trusted confidante or appropriate support service. The issue will then be discussed internally within the WSU project and partner organisation teams, and an appropriate course of action will be determined in line with cultural norms and legal requirements in-country, ensuring that, if necessary, the requisite reports are made to the police or Child Protection. A member of the research team would also write an incident report to the WSU Ethics Committee.

Ensuring cultural values are acknowledged

- Young and Resilient and local partner organisations will work together to adapt workshop activities and materials in the facilitator training and cultural adaptation workshops.
- Workshops will be delivered in local languages.

- Facilitators will introduce and debrief/wrap up each workshop activity in ways that contextualise the activities to the children and young people and the cultural context in which they are working.
- Facilitators will adapt workshop participant recruitment strategies to accord with local cultural context.
- Facilitators will adapt activities to acknowledge and respect prevailing cultural norms.
- Facilitators will debrief with Young & Resilient so that the research team can understand how the activities resonated in different cultural contexts and embed the learnings in ongoing work with children and young people.
- Partner organisations will determine the participant honorarium to ensure that it is an appropriate value and aligns with established practice in that context.

Privacy and confidentiality

- Facilitators will stress at the start and end of the workshop that it is a private environment, and anything shared during the workshops should not be shared outside of the group. Facilitators will also remind participants that confidentiality cannot always be guaranteed in group settings, and remind them not to share anything they don't feel comfortable with.
- Facilitators will ask participants to use a pseudonym in the workshops to protect their privacy.
- All written data shared with the research team will be deidentified to protect participants' privacy.
- Any notes taken by facilitators during or following the workshops must not include the names of participants. Where reference to a participant is required, facilitators can note their pseudonym or age and gender.
- If videos of participants are collected and shared, participants will be instructed not to state their name or any other identifying personal information such as their school, address, etc. in order to make participants more difficult to identify. This will help to minimise the risk that a data breach on an online or computer-based platform could result in the participants' personal information being exposed.
- Participants will be asked to opt-in to having their photo taken and to having their photo/video image shared and used. This process provides participants with control over their own privacy and confidentiality, and they are able to make a decision about if they want to share personal information (when everything else is de-identified).

Appendix

Appendix 1 – Facilitator Notes

Country: ……. Age group: …… Workshop location:……

ACTIVITY	Notes/Findings/Observations	Commentary/Quotes
Activity 1: What is Culture? (9-12) – Group Discussion		
Activity 2: Explain to an Alien (9-12) – Group Discussion		
Activity 3: Digital World (9-12) – Group Discussion		
Activity 4: Creation Time (9-12) – Participants sharing what they have created		
Activity 1: What is Culture? (13-18) – Group Discussion		
Activity 2: Youth Cultures (13-18) – Group Discussion		

Activity 3: Headline (13-18) – Group Discussion		
Activity 4: Create an App (13-18) – Participants sharing the app they have created		
Additional notes		

YOUNG & RESILIENT RESEARCH CENTRE

Appendix 2 - Workshop Materials Upload Checklist

Table 5: Workshop Materials Upload Checklist

Please use the comments section to explain if there is a reason you have not uploaded a particular document and upload a copy of this checklist once completed.

Document	Translation	Uploaded	Comments
Consent Summary	☐ Translated	☐ Uploaded ☐ Not uploaded	
Consent declaration	☐ Translated	☐ Uploaded ☐ Not uploaded	
Activity 1 Worksheets: What is Culture? (9-12)	☐ Translated	☐ Uploaded ☐ Not uploaded	
Activity 2 Worksheets: Explain to an Alien (9-12)	☐ Translated	☐ Uploaded ☐ Not uploaded	
Activity 3 Worksheets: Digital World (9-12)	☐ Translated	☐ Uploaded ☐ Not uploaded	
Activity 4 Worksheets: Creation Time! (A, B and C) (9-12)	☐ Translated	☐ Uploaded ☐ Not uploaded	
Participant Feedback Worksheets (9-12)	☐ Translated	☐ Uploaded ☐ Not uploaded	
Activity 1 Worksheets: What is Culture? (13-18)	☐ Translated	☐ Uploaded ☐ Not uploaded	
Activity 2 Worksheets: Youth Cultures (13-18)	☐ Translated	☐ Uploaded ☐ Not uploaded	
Activity 3 Worksheets A and B: Headline (13-18)	☐ Translated	☐ Uploaded ☐ Not uploaded	
Activity 4 Worksheets: Create an App (A, B and C) (13-18)	☐ Translated	☐ Uploaded ☐ Not uploaded	
Participant Feedback Worksheet (13-18)	☐ Translated	☐ Uploaded ☐ Not uploaded	

Facilitator Notes (Appendix 1)	☐ Translated	☐ Uploaded ☐ Not uploaded

Appendix 3 - Printed materials

Table 3: Printed materials

The total number of copies column has been left blank for you to fill out. Use the space underneath each Print Resource name for you to fill out the translated name if this is helpful.

Print resource	Size	No. of copies 9-12 yrs group	No. of copies 13-18 yrs group	Total number copies
Participant registration list	A4	1	1	
Information Sheets – Children	A4	1 x participant	1 x participant	
Information Sheets – Parent/Guardian	A4	1 x participant	1 x participant	
Consent Form – Children	A4	1 x participant	1 x participant	
Consent Form – Parent/Guardian	A4	1 x participant	1 x participant	
Local support service contact details	Small slips of paper	1 x participant	1 x participant	
Create a Username Worksheets	A4	1 x participant	1 x participant	
Activity 1 Worksheets	A3	1 x per group	1 x per group	
Activity 2 Worksheets	A3	1 x per pair	1 x per pair	
Activity 3 Worksheets	A3	1 X participant	1 x participant	
Activity 4 Worksheets	A3	1 x per pair	1 x per pair	
Feedback Worksheet	A4	1 x participant	1 x participant	
Certificate of Participation (optional)	A4	1 x participant	1 x participant	