# WORKSHOP MANUAL

## GENERAL COMMENT ON CHILDREN AND THE DIGITAL ENVIRONMENT
## ENVIRONMENT
## CHILDREN'S CONSULTATION

## GROUP 2

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

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# //INTRODUCTION

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

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

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

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

Some **important dates** include:

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

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

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

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

# //BACKGROUND

## WHAT IS THE 5RIGHTS FOUNDATION?

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

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

## WHAT IS RERIGHTS.ORG?

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

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

## CONTACT DETAILS

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

# //WORKSHOP INFORMATION

## 1. PLANNING YOUR WORKSHOP

### Step 1: Recruit your workshop facilitator

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

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

### Step 2: Familiarise yourself with workshop activities

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

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

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

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

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

# Step 3: Decide which workshop content to cover

- The workshop agenda contains one compulsory Operation (entitled Children's Rights in the Digital Age). There are seven other Operations you can choose from. We ask that you implement the activities for a minimum of three Operations.

- The Operations you choose to do will depend on your organisation's interests and, where possible, the interests of the children participating in your workshop.

- A standard workshop is **three to five hours in length** (including a thirty-minute break) and covers **one compulsory Operation and three to five other Operations of your choice**.

- If you can allocate more time, you can complete additional Operations and/or allow for more developed discussions to unfold amongst children on the topics they are most interested in.

TABLE 1.1 OPERATION THEMES

| OPERATION | THEME |
|---|---|
| **Operation Child's Rights (COMPULSORY)** | **Children's rights** in the digital age |
| **Operation Privacy** | Children's understandings of privacy and security |
| **Operation Identity** | How the digital environment enhances or impedes children's development of **identity and culture** |
| **Operation Protection** | How children's **protection from violence , exploitation and other harms** can be maximised |
| **Operation Sci-Fi Futures** | **New trends** in digital technology |
| **Operation Grown-Ups** | **Adults' attitudes** to children's engagement with digital technology |
| **Operation Freedom** | How the digital environment facilitates and/or hinders children's rights to **freedom of information and expression** |
| **Operation Equality** | How access to the digital environment both shapes and is shaped by **social, economic and cultural inequities** |

# Step 4: Set a date and location

- Workshops should be conducted **between 1st May and 31st July, 2019** in a location that is safe and easily accessible to children.

- Ideally, the space you use will have:
  - ❖ Tables large enough for groups of 4-5 people to sit around and take part in group work activities; and,
  - ❖ A blackboard, whiteboard or wall space where you can stick butchers paper up to write on.

# Step 5: Translate workshop materials

- If you are working with participants who do not speak and/or read English, once you have decided on the workshop content, **you will need to arrange for the workshop materials to be translated.** Please note that this means you will need to translate the information and consent forms, as well as the worksheets for each activity.

- You are able to edit worksheets using PDF editing software such as Acrobat Professional. If you do not have access to this kind of software, please let the research team know and we will provide you with a blank version for you to write the translation onto.

# Step 6: Prepare information sheet and consent materials

- On the Information Sheet and Consent Forms at the end of this manual, insert details of the location, date and time of your workshop; your organisation's address; and contact details of the representative from your organisation who is responsible for overseeing the workshop and who can answer any questions participants may have.

- You will need to make enough copies of the information and consent materials for each participant. Remember that these will need translating if you are not working in English.

# Step 7: Brief workshop facilitators

- Ensure that a **minimum of two adults** are present for the duration of the workshop.

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

- **Please share this manual** with all the facilitators so they can familiarise themselves with the activities before the workshop.

# Step 8: Source workshop materials

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

TABLE 1.3 WORKSHOP MATERIALS

| |
|---|
| Whiteboard markers or chalk |
| Butcher's Paper |
| Pens and pencils |
| Blank paper |
| Sticky tape |
| Scissors |
| Glue sticks |
| Thick permanent markers in a dark colour |

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

# 2. RECRUITING YOUR WORKSHOP PARTICIPANTS

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

## Step 1: Who to invite?

- Ideally, you will recruit workshop groups **of 10 to 15 children** but you can work with as few as two or three.

- Workshop activities are designed for children aged 10 to 18 but are optimized for **14 to 16 year olds**.

- Aim for a **balance of male and female** participants if you can. If your organisation specifically works with either males or females or it is more appropriate to recruit children of the same gender for specific reasons, you should go ahead and do so.

- We ask that you **deliver a minimum of two workshops**. You can choose to run these with similar groups of children. Alternatively, you may choose to run one workshop in a rural setting and one in an urban setting. Or you might choose to work with specific population groups (e.g. refugee children). We are very happy for you to work with the groups of children whose views you think need to be heard. However, please keep our team updated about which groups of children you will work with so we can accommodate this in the analysis.

### Life Satisfaction Survey

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

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

## Step 2: Gather expressions of interest

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

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

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

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

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

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

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

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

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

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

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

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

- Briefly describe what the workshop activities entail:

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

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

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

# 3. INFORMATION AND CONSENT

## Information sheet

- If children are interested in participating in your workshop they and their parent/guardian should be given a copy of the *Information & Consent sheets* available in the Resource Kit at the end of this manual.

- Young participants and parents/guardians should also be given an opportunity to ask any questions they may have.

## Consent

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

- Ideally participants will return a **signed consent form** and a **signed parental consent form** before the workshop commences. If necessary, you can obtain consent from a child's parent/guardian via email or by phoning them or speaking to them face-to-face.

- As your organisation's representative, it is your responsibility to make sure parent/guardian consent has been provided according to your country's rules or legislation.

- We ask that you keep records of all participants' and parents' completed consent forms for a **period of 12 months**, and provide us with a copy of the signed consent forms by emailing them to uncrc.children@5rightsfoundation.com.

# 4. JUST BEFORE YOU BEGIN THE WORKSHOP

## 1. Materials

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

## 2. Locate support services

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

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

## 3. Charge equipment

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

## 4. Prepare printed resources

- Make sure to **print the workshop resources ahead of time**. A summary of the materials you will need to print can be found in table 5.1.

- If possible, please print Operation worksheets onto A3 sized paper to allow more space for children's answers. If you do not have access to A3 paper, A4 is also adequate.

- Note that some of the resources includes cut-out words for activities. Before the workshop you can **pre-cut these** into strips to make it easier and quicker for participants to complete the activity.

- Lastly, **arrange the printed worksheets in the order in which you will use them**.

TABLE 5.1 PRINTED MATERIALS FOR WORKSHOP

| PRINT RESOURCE | SIZE | NO OF COPIES |
|---|---|---|
| Workshop agenda | A4 | 1 x copy per facilitator |
| Information sheet and consent form (Parent/Guardian) | A4 | 1 x copy per participant |
| Information sheet and consent form (Children) | A4 | 1 x copy per participant |
| Participant list | A4 | 1 x copy total |
| Details of local support service (should be cut small) | A4 | 1 x copy per 3 participants |
| Operation Child Rights | A3 | 1 x copy per participant |
| Operation Privacy | A3 | 1 x copy per participant |
| Handout 1 (Privacy) | A3 | 1 x copy per 2 participants |
| Operation Identity | A3 | 1 x copy per participant |
| Operation Protection | A3 | 1 x copy per participant |
| Operation Sci-Fi Futures | A3 | 1 x copy per participant |
| Operation Grown-Ups | A3 | 1 x copy per participant |
| Operation Equality | A3 | 1 x copy per participant |

## 5. Prepare intro and debrief sessions

- Think about how to open the workshop in a way that will create an **upbeat and engaging** environment for your participants.

- This might include discussions or debates relevant to your local context.

## 6. Prepare the workshop space

- Arrange the space for the participants to work in, including setting up tables and chairs.

- If you do not have a whiteboard or blackboard in the room, stick butchers paper up on the walls for you to record key conversations.

# 5. DURING THE WORKSHOP

## 1. Complete activities

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

- You can **adapt the Operations** to suit your group's age, experiences and interest.

- Activities have been designed to allow participants to **develop and explore conversations** as they wish. Therefore, questions are sometimes deliberately broad and open to interpretation and precise definitions are not necessarily provided.

- If participants struggle with a question or activity, you can **rephrase questions or use additional prompts** to get them started or encourage them to take their thinking further.

- Use your judgment about what will work best for your group, however, please remain mindful to **limit your influence or pass judgment** on children's responses. A key aspect of the project is to gather children's insights with **minimal adult intervention** so we can better explore and understand what matters to them.

> **We encourage you to take photos or video footage of the participants at work while the workshop is underway.**
> Try to do this without intruding on the activities that are in progress.
> Please respect any participants' wish not to be photographed.

## 2. Collect data

- Follow the guidelines in the agenda to collect data throughout the workshop. The majority of data will be captured on worksheets we have designed for each activity.

- Completed worksheets can be scanned or photographed after the workshop.

- **Please also take photos of notes written on blackboards or whiteboards during the workshop before they are erased!**

## 3. Document the process

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

## 4. Wrap up

- When your workshop has finished, **thank your participants** for taking part!

- The teams at 5Rights, RErights, Western Sydney University and the London School of Economics very much value the time participants have taken to assist us with our work and so please **thank them on our behalf** as well.

- The information and insights your young participants have provided will be a very valuable contribution to the UNCRC General Comment on Children and Digital Media, and will help government's interpret the Convention on the Rights of the Child.

# 6. AFTER THE WORKSHOP

Following your workshop please:

- Arrange **translation** of any content into English and then upload the content to OneDrive folders. We suggest you simply hand write the translations onto the original copies of the worksheets that have been filled out by participants, then scan/photograph and upload.

- Follow the **'Data Collection' instructions in the Workshop Agenda** to upload your content to the correct folders. We have created a folder dedicated to your country, a specific folder for each of the two workshops you will run, and subfolders for each Operation.

- Make sure to **scan or take photos of outputs** from all the Operations completed in your workshop (including drawings from participants, notes taken by the facilitator and participants either on paper or whiteboards/blackboards, photos, videos or audio recordings, etc.).

- **Please email our team with the Workshop Participant List and signed Consent Forms. Our email is [uncrc.children@5rightsfoundation.com](mailto:uncrc.children@5rightsfoundation.com).**

- **Type (if possible) any handwritten notes** before you upload them to make reading and analysis easier. However, if you do type handwritten notes, please upload both the typed documents and photos of the original handwritten notes.

- **Upload both the translated document and the original untranslated material** if you are uploading documents that have been translated into English from your original language.

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

## Lastly …

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

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

# RESOURCE KIT

**GENERAL COMMENT ON CHILDREN AND THE DIGITAL ENVIRONMENT
CHILDREN'S CONSULTATION**

**THIS RESOURCE KIT CONTAINS:**

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

# //CHECKLIST

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

## PLANNING YOUR WORKSHOP

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

## RECRUITMENT AND CONSENT

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

## PRIOR TO THE WORKSHOP

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

## DURING THE WORKSHOP

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

## AFTER THE WORKSHOP

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

# //LIFE SATISFACTION SURVEY

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

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

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

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

# LIFE SATISFACTION SURVEY

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

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

**2. The conditions of my life are excellent.**

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

**3. I am completely satisfied with my life.**

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

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

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

5 = Slightly Agree
6 = Agree
7 = Strongly Agree

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

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

# // WORKSHOP ACTIVITIES AT A GLANCE

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

## SAMPLE WORKSHOP AGENDA:

| OPERATION | ACTIVITY | TIME |
| --- | --- | --- |
| **Intro** | Workshop introductions and icebreaker | 10 mins |
| **Operation Child Rights** | Children's rights in the digital age | 30 mins |
| **Operation 1** | Your choice of Operation | 45 mins |
| **Operation 2** | Your choice of Operation | 45 mins |
| **Break** | Lunch and toilet break | 30 mins |
| **Operation 3** | Your choice of Operation | 45 mins |
| **Operation 4** | Your choice of Operation | 45 mins |
| **Operation 5** | Your choice of Operation | 45 mins |
| **Wrap up** | Thank you and next steps | 5 mins |
| | **TOTAL** | **5 HOURS** |
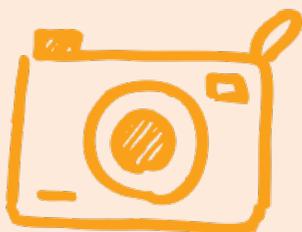
**Please take photos or video footage of the participants at work while the workshop is underway.**
Try to do this without intruding on the activities that are in progress.
Please respect any participants' wish not to be photographed.
Remember to charge any necessary devices prior to the commencement of the workshop.

# OPERATION SUMMARY:

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

| OPERATION | TIME | WORKSHEETS | MATERIALS | DATA COLLECTION |
|---|---|---|---|---|
| **OPERATION CHILD RIGHTS** | 30 mins | Operation Child Rights | Printed copies of worksheets<br>Pens and pencils<br>Board or butcher's paper<br>Chalk or markers<br>Camera | Upload to **Operation Child Rights** folder in your country folder on OneDrive after workshop |
| **OPERATION PRIVACY** | 45 mins | Operation Privacy<br>+ Handout 1 (Privacy) | Printed copies of worksheets<br>Printed copies of Handout 1 (Privacy)<br>Pens and pencils | Upload to **Operation Privacy** folder in your country folder on OneDrive after workshop |
| **OPERATION IDENTITY** | 45 mins | Operation Identity | Printed copies of worksheets<br>Pens and pencils<br>Board or butcher's paper<br>Chalk or markers<br>Camera | Upload to **Operation Identity** folder in your country folder on OneDrive after workshop |
| **OPERATION PROTECTION** | 45 mins | Operation Protection | Printed copies of worksheets<br>Pens and pencils<br>Board or butcher's paper<br>Chalk or markers<br>Camera | Upload to **Operation Protection** folder in your country folder on OneDrive after workshop |
| **OPERATION SCI-FI FUTURES** | 45 mins | Operation Sci-Fi Futures | Printed copies of worksheets<br>Pens and coloured pencils | Upload to **Operation Sci-Fi Futures** folder in your country folder on OneDrive after workshop |

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| **OPERATION GROWN-UPS** | 45 mins | Operation Grown-Ups | Printed copies of worksheets<br>Pens and pencils<br>1-2 news headlines examples (see Operation instructions for more details)<br>Pens and pencils<br>Board or butcher's paper<br>Chalk or markers<br>Camera | Upload to **Operation Grown-Ups** folder in your country folder on OneDrive after workshop |
| **OPERATION FREEDOM** | 55 mins | Operation Freedom | Printed copies of worksheets<br>Pens and pencils | Upload to **Operation Freedom** folder in your country folder on OneDrive after workshop |
| **OPERATION EQUALITY** | 50 mins | Operation Equality | Printed copies of worksheets<br>Pens and pencils<br>Board or butcher's paper<br>Chalk or markers<br>Camera | Upload to **Operation Equality** folder in your country folder on OneDrive after workshop |

# // WORKSHOP AGENDA

## WELCOME TO THE WORKSHOP

**TIME:** 5 MINS

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

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

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

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

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

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

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

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

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

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

# ICE-BREAKER/INTRODUCTIONS

**TIME:** 5 MINS
**AIM:** This activity aims to help the children get to know each other and become more comfortable in the workshop setting.

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

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

# OPERATION CHILD RIGHTS

**TIME:** 30 MINS

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

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| **MISSION 1: RIGHTS VS WANTS**<br>**10 MINS**<br><br>What's the difference between a right and a want?<br><br>On **Operation Child Rights (Mission 1)** worksheet:<br><br>❖ Write your first name only at the top. | **RESOURCES**<br>❖ Printed copies of **Operation Child Rights (Mission 1)** worksheets<br>❖ Pens and pencils<br>❖ Board and markers/chalk or butcher's paper<br>❖ Camera for photographing the whiteboard<br><br>**DATA COLLECTION** |

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| ❖ In groups of 2 or 3, look at the pictures on your worksheet. Underneath each image, write whether they depict a 'right' or a 'want'.<br><br>Once they have finished labelling the pictures, discuss as the findings as a group.<br><br>[In two columns, write what the children agree are rights and wants on the board] | ❖ Collect completed copies of **Operation Child Rights (Mission 1)** worksheets<br>❖ Take a photo of the groups' list of rights and wants on the board<br>❖ After the workshop, scan/photograph the worksheets and upload them with the photo of the board to the **Operation Child Rights** folder inside your country's folder on OneDrive |
| **MISSION 2: IMPACT**<br>**10 MINS**<br><br>The Convention on the Rights of the Child was written in 1989 - the year before the internet was invented. A lot has changed since then.<br><br>As a group, look at the short list of 28 rights from the Convention on the **Operation Child Rights (Mission 2)** worksheet. Which of these rights are impacted - either in a good or a bad way, directly or indirectly - by digital media?<br><br>On **Operation Child Rights (Mission 2)** worksheet:<br><br>1. Write your first name at the top.<br><br>2. As a group, look at each right in turn and take a vote on whether you think each right is impacted by digital technology. Tick the ones that the group thinks are impacted in some way. | **RESOURCES**<br>❖ Printed copies of **Operation Child Rights (Mission 2)** worksheets<br>❖ Pens and pencils<br><br>**DATA COLLECTION**<br>❖ Collect completed copies of **Operation Child Rights (Mission 2)** worksheets<br>❖ After the workshop, scan/photograph them and upload them to: **Operation Child Rights** folder inside your country's folder on OneDrive. |
| **MISSION 3: TOP 3**<br>**10 MINS** | **RESOURCES**<br>❖ Printed copies of **Operation Child Rights (Mission 3)** worksheets |

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

1. Write your first name on the top.

2. From the list of rights in Mission 2, choose which three rights you think are the most important rights for children to have in the digital age.

3. Underneath each right, write why you think it is important.

❖ Pens and pencils

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

# OPERATION PRIVACY

**TIME:** 45 MINS

**AIM:** This activity aims to explore children's understandings of privacy and security.

**MISSION 1: DATA SHARING**

**15 MINS**

We share lots of different types of information about ourselves when we go online. Some of this we share on purpose, and other times we might share without realising it. On the handout are some examples of the types of information we share online.

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

1. Write your first name on the top.

2. For each person or organisation, circle the types of data you would feel comfortable sharing with them. Would you feel comfortable if those people knew those things about you?

**RESOURCES**
- ❖ Printed copies of **Operation Privacy (Mission 1)** worksheets
- ❖ Printed copies of **Handout 1 (Privacy)**
- ❖ Pens and coloured pencils

**DATA COLLECTION**
- ❖ Collect completed copies of **Operation Privacy (Mission 1)** worksheets
- ❖ After the workshop, scan/photograph them and upload them to: **Operation**

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| 3. You can circle as many or as few as you want. Look at your handout for examples of the types of data. | **Privacy** folder inside your country's folder on OneDrive |
| **MISSION 2: ADVICE**<br>**15 MINS**<br><br>On **Operation Privacy (Mission 2)** worksheet:<br><br>1. Write your first name on the top.<br><br>2. Read what other young people have said about their privacy and security online.<br><br>3. In each box, write if you agree with the statement and why or why not. | **RESOURCES**<br>❖ Printed copies of **Operation Privacy (Mission 2)** worksheets**.**<br>❖ Pens and pencils<br><br>**DATA COLLECTION**<br>❖ Collect completed copies **Operation Privacy (Mission 2)** worksheets<br>❖ After the workshop, scan/photograph them and upload them to: **Operation Privacy** folder inside your country's folder on OneDrive. |
| **MISSION 3: ASK THE INTERNET**<br>**15 MINS**<br><br>On **Operation Privacy (Mission 3)** worksheet:<br><br>1. Write your first name on the top.<br><br>2. Imagine you could ask the internet anything you want about your privacy online and how your data is used and stored.<br><br>3. In the thought bubbles on your worksheet, answer:<br>    a. What do you want to know about your privacy online and how your data is used and stored?<br>    b. What would you change about online privacy? | **RESOURCES**<br>❖ Printed copies of **Operation Privacy (Mission 3)** worksheets**.**<br>❖ Pens and pencils<br><br>**DATA COLLECTION**<br>❖ Collect completed copies **Operation Privacy (Mission 3)** worksheets<br>❖ After the workshop, scan/photograph them and upload them to: **Operation Privacy** folder inside your country's folder on OneDrive. |

# OPERATION IDENTITY

**TIME:** 45 MINS

**AIM:** This activity aims to understand how the digital environment enhances and/or impedes children's development of identity and culture.

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| **GROUP DISCUSSION**<br>**5 MINS**<br><br>As a group, have a discussion about what 'identity' means. What is identity? What makes up your identity? Some things to consider:<br><br>❖ How you act, think and what you believe<br>❖ How you present yourself to the world<br>❖ Self-expression<br>❖ What makes you, you<br>❖ Ever-changing and evolving<br>❖ Is your real life identity different to your online identity?<br><br>[Capture the conversation on the board or butcher's paper.] | **RESOURCES**<br>❖ Board or butcher's paper and chalk/markers<br>❖ Camera for photographing the whiteboard<br><br>**DATA COLLECTION**<br>❖ Take a photo of the board or butcher's paper<br>❖ After the workshop, upload the photo of the board to: **Operation Identity** folder inside your country's folder on OneDrive. |
| **MISSION 1: ONLINE SELF**<br>**10 MINS**<br><br>Who you are in real life can sometimes be different to you we are online – we might act differently, speak differently, have different social groups or express ourselves in different ways.<br><br>On **Operation Identity (Mission 1)** worksheet**:** | **RESOURCES**<br>❖ Printed copies of **Operation Identity (Mission 1)** worksheets<br>❖ Pens and pencils<br><br>**DATA COLLECTION**<br>❖ Collect completed copies of **Operation Identity (Mission 1)** worksheets |

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| 1. Write your first name on the top.<br><br>2. In the box on the left, write or draw a picture that describes who you are in real life. In the box on the right, write or draw a picture of how you portray yourself online.<br><br>3. Label your picture!<br><br>4. What do you notice about the similarities and differences between your real and online identities? Write some of these in the boxes provided. | ❖ After the workshop, scan/photograph them and upload them to: **Operation Identity** folder inside your country's folder on OneDrive. |

## MISSION 2: GENERATIONS
**15 MINS**

On your worksheet, you will see a timeline showing when different types of technology were invented. Does anything on this timeline surprise you?

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

1. Write your first name on the top.

2. On the timeline, draw a picture of a person in the time period you were born. Label it 'me'.

3. Draw another person in the time period that your parent was born, and another when your grandparent was born. Label who these people are (you don't need to give their real names!).

[Have a brief two-minute discussion about what they notice about the technology they have grown up with, compared to their parents and grandparents.]

4. Older generations might use digital technology differently to younger

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

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

generations. What are some of the ways that you, your parents and grandparents use digital technology? This might be things like playing games, reading the news or watching videos. Write some of your answers in the boxes.

5.  Are there some pieces of technology that are the same across generations (i.e. that you all use)? Or are there some that only you, or your parent, or your grandparent use?

6.  Do you think that digital technology plays a different role in who you are, compared to your parent or grandparent? How or why?

## MISSION 3: CULTURE
**15 MINS**

Culture is all the things that make up a way of life of a group of people – it includes things like beliefs and values, religion, language, customs, food, music, dance and stories. Your cultural identity is the way these things shape *who you are.*

**Group Activity:** Brainstorm some examples of things that make up someone's cultural identity on the board.

[Make sure everyone in the group understands what is meant by 'cultural identity' before moving onto the worksheet activities]

On **Operation Identity (Mission 3)** worksheet**:**

1.  Write your first name on the top.

2.  In the boxes provided, answer:
    a.  What are some of the things that make up *your* cultural identity?
    b.  Do you think digital technology strengthens your cultural identity? How?

**RESOURCES**
  ❖ Printed copies of **Operation Identity (Mission 3)**
  ❖ Pens and pencils

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

| c.  Do you think weakens your cultural identity? How? | |
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# OPERATION PROTECTION

**TIME:** 45 MINS

**AIM:** This activity aims to understand how children's protection from violence, exploitation and other hams can be maximised.

> **NOTE: This activity has the potential to be triggering for some children. Children should NOT be asked to explicitly reflect on their own experiences of harm. All of the activities have been developed in a way that asks children to make general observations about a hypothetical "young person". Please ensure you reflect this when communicating the instructions for the activities. When conducting this activity, please pay close attention to children's responses and be ready to support any who may experience challenging emotions. Tell children at the beginning of the Operation that if they feel uncomfortable at any point, they can stop taking part at any time, and remind them that the contact details for a local support organisation are available on their tables if they feel they need them.**

### MISSION 1: MEAN-ING

**10 MINS**

Governments, businesses, NGOs, teachers and parents are all concerned with protecting children like you from violence online.

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

1.  Write your first name on the top.

2.  On the page, write what you think violence online is.

**RESOURCES**

- ❖ Printed copies of **Operation Protection (Mission 1)** worksheets
- ❖ Pens and pencils
- ❖ Board or butcher's paper
- ❖ Chalk or markers
- ❖ Camera for taking a photo of the board

**DATA COLLECTION**

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

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| 3. As a group, brainstorm some examples of the kinds of violence that a young person might face online. [Write these on the board, and ask children to write them on their worksheets as well. Be aware that children may express concern about what you might see as very 'everyday' things like being upset by things other children say. This is legitimate and should be recorded. We really want to understand children's ideas about online violence here] | ❖ Take a photo of the board<br>❖ After the workshop, scan/photograph the worksheets and upload them with the photo of the board to: **Operation Protection** folder inside your country's folder on OneDrive |
| **MISSION 2: LISTEN UP!**<br>**20 MINS**<br><br>On **Operation Protection (Mission 2)** worksheet:<br><br>4. Write your first name on the top.<br><br>5. In groups of 2 or 3, imagine you are going to create an advertisement to show on TV. Your advertisement will tell adults, from a young person's perspective, what kids need to make sure they are protected from harm online.<br><br>6. Draw or write a storyboard for the advertisement on the worksheet. Make sure you include:<br>   a. Which harm will your advertisement address?<br>   b. Which group of adults will you target?<br>   c. How will you introduce your advertisement?<br>   d. What are your three key messages you want adults to know about what kids need to be safe online?<br>   e. What is the slogan for your advertisement? (A slogan is a sentence that will help your audience remember your message.)<br>   f. How will you end your advertisement? | **RESOURCES**<br>❖ Printed copies of **Operation Protection (Mission 2)** worksheets**.**<br>❖ Pens and pencils<br><br>**DATA COLLECTION**<br>❖ Collect completed copies of **Operation Protection (Mission 2)** worksheets<br>❖ After the workshop, scan/photograph them and upload them to: **Operation Protection** folder inside your country's folder on OneDrive. |
| **MISSION 3: UNCOOL** | **RESOURCES** |

On **Operation Protection (Mission 3)** worksheet:

1. Write your first name on the top.

2. Read the stories about Jamila, Gino, Zahra and Max.

3. Underneath each box answer the questions next to the right number:
   a. What is the risk of harm being described in each story?
   b. Is there a difference between how boys and girls would experience this risk of harm?
   c. How well prepared to deal with this harm would you feel?
   d. How can you be best prepared to deal with this risk of harm?

❖ Printed copies of **Operation Protection (Mission 3)** worksheets.
❖ Pens and pencils

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

# WORKSHOP BREAK

**TIME:** 30 MINS

During the break, collect any remaining completed worksheets from the tables the children have been working on. Then, make sure that you have all of the materials prepared for the second half of the workshop.
**Please note the break can take place at any stage during the workshops. We recommend that you have a break at the half-way point in the workshop.**

# OPERATION SCI-FI FUTURES

**TIME:** 45 MINS

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

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| **MISSION 1: NEW TECH**<br><br>**15 MINS**<br><br>On **Operation Sci-Fi Futures (Mission 1)** worksheet**:**<br><br>1. Write your first name on the top.<br><br>2. In groups of 2 or 3, read the words on the sheet. Do you recognise some of these words?<br><br>3. Put a tick next to the ones you have heard of.<br><br>4. Circle the ones you have used before.<br><br>5. On the next page, choose up to three technologies from the last activity and, if you think you know what they are, write a description for each in your own words. | **RESOURCES**<br>❖ Printed copies of **Operation Sci-Fi Futures (Mission 1)** worksheets<br>❖ Pens and coloured pencils<br><br>**DATA COLLECTION**<br>❖ Collect completed copies of **Operation Sci-Fi Futures (Mission 1)** worksheets<br>❖ After the workshop, scan/photograph them and upload them to: **Operation Sci-Fi Futures** folder inside your country's folder on OneDrive |
| **MISSION 2: FUTURISTIC**<br><br>**15 MINS**<br><br>On **Operation Sci-Fi Futures (Mission 2)** worksheet:<br><br>1. Write your first name on the top.<br><br>2. In five minutes, draw a picture, or write about how you would use one of the technologies from Mission 1 in the future. Label your picture! | **RESOURCES**<br>❖ Printed copies of **Operation Sci-Fi Futures (Mission 2)** worksheets**.**<br>❖ Pens and pencils<br><br>**DATA COLLECTION**<br>❖ Collect completed copies **Operation Sci-Fi Futures (Mission 2)** worksheets |

3. Around the outside, write:
   a. What everyday activities will you use the technology for?
   b. How often will you use it?
   c. Will you use it with others or on your own?
   d. Will it be useful?

4. Choose the same or a different piece of technology from Mission 1. Write it in the left hand column.

5. In the other columns, write some ways you think you, the government and tech companies, like Instagram or Google, might use these technologies.

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

## MISSION 3: DANGER?
**15 MINS**

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

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

1. Write your first name on the top.

2. In groups of 2 or 3, choose one technology from Mission 1 and write it at the top.

3. In your group, think about what some of the possible harms and benefits of this technology might be. Write them in the appropriate columns on the worksheet.

4. In the last box, write some things that you or adults could do keep you safe from some of the possible harms you listed.

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

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

# OPERATION GROWN-UPS

**TIME:** 45 MINS

**AIM:** This activity aims to explore children's perceptions of mainstream media and adult attitudes towards their engagement with digital technology.

> **NOTE: Prior to the workshop, find 1-2 examples of news headlines about children and digital technology. Preferably, these will be from your country.**

## MISSION 1: NEWSFLASH

**25 MINS**

**Group Discussion:** [Read out 1-2 examples of news headlines about children and digital technology that you found in the news.] As a group, discuss:

- ❖ What issues about children and digital technology are covered by the news in your country? For example, do you see stories about cyberbullying, identity theft, sexting, addiction, or something else in the news?
- ❖ What kinds of headlines about children and digital technology are common in your country? Are they usually good or bad?

[Capture the discussion on the board or a piece of butcher's paper.]

On **Operation Grown-Ups (Mission 1)** worksheet:

1. Write your first name at the top.

2. In groups of 2 or 3, brainstorm some news headlines about children and technology that you might see in the media. For each one, write:
   a) What is the headline?
   b) Who is the expert interviewed in the story? Experts are the professional people who are quoted to make the story more believable.

## RESOURCES

- ❖ Printed copies of **Operation Grown-Ups (Mission 1)** worksheets
- ❖ 1-2 examples of news headlines about children and digital technology from your country
- ❖ Pens and pencils
- ❖ Board or butcher's paper
- ❖ Chalk or markers
- ❖ Camera for photographing the board

## DATA COLLECTION

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

c) What kinds of pictures or photos would you see?

3. Now imagine that kids wrote the news. Write some headlines about children and technology from your perspective. What would you like to read in the news? Write the experts and photos you would include.

4. Are there differences between the news stories that adults and children write about children and technology?

## MISSION 2: GROWING UP
**20 MINS**

The way adults help you use digital technology, or the rules they have about how you can use it, sometimes change as you get older.

On **Operation Grown-Ups (Mission 2)** worksheet:

1. Write your first name at the top.

2. On the left hand side of the timeline, write how old you were five years ago. On the right hand side, write how old you are now.

3. Now answer the questions about you five years ago on the left, and from your perspective today on the right:
   a. How did/do you use digital technology then and now? (Think about your favourite platforms or websites, and your favourite things to do online.)
   b. What rules about how you could use digital technology did you have then and now?
   c. How did your parents support you to use digital technology then and now?

4. Finally, write a letter to your parents and tell them three things they need to know

**RESOURCES**
- ❖ Printed copies of **Operation Grown-Ups (Mission 2)** worksheets
- ❖ Pens and pencils

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

| to support your technology use as you get older. Think about: | |
|---|---|
| a. What can they do to make it easier for you? | |
| b. How can they help you use it in better ways? | |
| c. What rules need to change as you get older? | |

# OPERATION FREEDOM

**TIME:** 55 MINS

**AIM:** This activity aims to understand how the digital environment facilitates and/or hinders children's rights to freedom of expression.

| **MISSION 1: EXPRESS YOURSELF!** | **RESOURCES** |
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| **15 MINS** | ❖ Printed copies of **Operation Freedom (Mission 1)** worksheets |
| | ❖ Pens and pencils |
| Article 13 in the United Nations Convention on the Rights of the Child says that you have the right to share what you think with others and express yourself, by talking, drawing, writing or in any other way unless it harms or offends other people. There are lots of different ways you can do this, both online and offline! | **DATA COLLECTION** |
| | ❖ Collect completed copies **Operation Freedom (Mission 1)** worksheets |
| On **Operation Freedom (Mission 1)** worksheet: | ❖ After the workshop, scan/photograph them and upload them to: **Operation Freedom** folder inside your country's folder on OneDrive. |
| 1. Write your first name on the top. | |
| 2. Circle the activities you use to express yourself. If there is something missing, write or draw it on the worksheet. | |
| 3. Do any of the ways you express yourself use digital technology? Choose up to three ways you use digital technology to express yourself, and write these in the first column. If you never use digital technology to express yourself, you can | |

choose some other activities.

4. For each one write what emotions, ideas, views or things about yourself you express through this activity, and why you express it in this way.

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| **MISSION 2: REACTIONS**<br>**20 MINS**<br><br>On **Operation Freedom (Mission 2)** worksheet:<br><br>1. Write your first name on the top.<br><br>2. Think about an emotion, idea, view or something about yourself that you have expressed online, or that you would like to express online. Write what this is in the status update box on your worksheet.<br><br>3. For each audience – a friend, sibling, parent, teacher, or politician – imagine what their reaction and response would be to what you express:<br>   a. Circle the reaction you think you would get from that person.<br>   b. Write a comment from them in response to what you shared.<br><br>4. Who had the most positive reaction and comment to what you shared? Why do you think they did?<br><br>5. Who had a bad reaction or made a bad comment about what you shared? Why did they react in this way?<br><br>6. Do the adults in your life (parents, teachers, etc.) support you to express yourself with digital technology? If so, how? Or why not? | **RESOURCES**<br> ❖ Printed copies of **Operation Freedom (Mission 2)** worksheets<br> ❖ Pens and pencils<br><br>**DATA COLLECTION**<br> ❖ Collect completed copies **Operation Freedom (Mission 2)** worksheets<br> ❖ After the workshop, scan/photograph them and upload them to: **Operation Freedom** folder inside your country's folder on OneDrive. |

| | |
|---|---|
| **MISSION 3: LIMITS**<br>**10 MINS**<br><br>On **Operation Freedom (Mission 3)** worksheet:<br><br>1. Write your first name on the top.<br><br>2. On your worksheet, answer:<br>    a. What things do you need to keep in mind or think about when you are expressing yourself online?<br>    b. When or how is it appropriate for adults (e.g. your parents or the government) to put restrictions on your ability to express yourself with digital technology? Why? | **RESOURCES**<br>  ❖ Printed copies of **Operation Freedom (Mission 3)** worksheets<br>  ❖ Pens and pencils<br><br>**DATA COLLECTION**<br>  ❖ Collect completed copies **Operation Freedom (Mission 3)** worksheets<br>  ❖ After the workshop, scan/photograph them and upload them to: **Operation Freedom** folder inside your country's folder on OneDrive. |
| **MISSION 4: WHAT IF?**<br>**10 MINS**<br><br>On **Operation Freedom (Mission 3)** worksheet:<br><br>3. Write your first name on the top.<br><br>4. Read the statements about ways you can use digital technology to express yourself, and give yourself a rating out of five based on how much you do it. 0 means you never do it, and 5 means you do it all the time.<br><br>5. When you're finished, add up your score and find out which type of online personality are using the descriptions at the bottom of the page.<br><br>6. Now, imagine there were no restrictions on using digital technology to express yourself. Give yourself a score out of five for each sentence based on how much | **RESOURCES**<br>  ❖ Printed copies of **Operation Freedom (Mission 4)** worksheets<br>  ❖ Pens and pencils<br><br>**DATA COLLECTION**<br>  ❖ Collect completed copies **Operation Freedom (Mission 4)** worksheets<br>  ❖ After the workshop, scan/photograph them and upload them to: **Operation Freedom** folder inside your country's folder on OneDrive. |

| | |
|---|---|
| you *would like* to do these things.<br><br>7. Is there a different between how you express yourself and how you would like to express yourself? If so, why? Write your answer in the box. | |

# OPERATION EQUALITY

**TIME:** 50 MINS

**AIM:** This activity explores how children's views on how access to and participation in the digital environment is shaped by social, economic and cultural inequities.

| | |
|---|---|
| **GROUP DISCUSSION**<br>**5 MINS**<br><br>As a group, discuss the following questions:<br><br>1. Do all children around the world have the same access to digital technology? Why or why not?<br>2. Should all children have the same access to digital technology? Why or why not?<br><br>[Capture the discussion on the board or a piece of butcher's paper.] | **RESOURCES**<br>❖ Board or butcher's paper<br>❖ Chalk or markers<br>❖ Camera to photogprah the board<br><br>**DATA COLLECTION**<br>❖ Take a photo of the board after the discussion<br>❖ After the workshop, scan/photograph them and upload them to: **Operation Equality** folder inside your country's folder on OneDrive |
| **MISSION 1: ACCESS**<br>**10 MINS**<br><br>On **Equality Freedom (Mission 1)** worksheet: | **RESOURCES**<br>❖ Printed copies of **Operation Equality (Mission 1)** worksheets<br>❖ Pens and pencils |

| | |
|---|---|
| 1. Write your first name on the top.<br><br>2. In a group of 2 or 3, brainstorm some of the factors that affect if, and how, children around the world can access digital technology. Write these around the laptop on your worksheet.<br><br>3. Tip: think about different countries and contexts, a person's gender or how much money their family has.<br><br>4. How do these factors impact children's opportunities to grow, develop and live a good life? Are these impacts positive or negative? Write your answers in the box provided. | **DATA COLLECTION**<br>❖ Collect completed copies of **Operation Equality (Mission 1)** worksheets<br>❖ After the workshop, scan/photograph them and upload them to: **Operation Equality** folder inside your country's folder on OneDrive |
| **MISSION 2: IMPACT**<br>**15 MINS**<br><br>On **Equality Freedom (Mission 2)** worksheet:<br><br>1. Write your first name on the top.<br><br>2. Read each of the three scenarios carefully. When you are reading them, think about how digital technology impacts the lives of these three young people.<br><br>3. Once you are finished reading, answer:<br>    a. How is the child's life and experience in each scenario impacted by digital technology?<br>    b. Are these impacts positive or negative? Why? | **RESOURCES**<br>❖ Printed copies of **Operation Equality (Mission 2)** worksheets**.**<br>❖ Pens and pencils<br><br>**DATA COLLECTION**<br>❖ Collect completed copies **Operation Equality (Mission 2)** worksheets<br>❖ After the workshop, scan/photograph them and upload them to: **Operation Equality** folder inside your country's folder on OneDrive. |
| **MISSION 3: SOLUTIONS** | **RESOURCES** |

**20 MINS**

On **Equality Freedom (Mission 3)** worksheet:

1. Write your first name on the top.

2. In pairs, choose one of the young people from the scenarios in Mission 2, and design a solution that uses digital technology to change their life for the better.

3. Your solution might be something like a campaign, a program to improve chidlren's access to technology, resources to be made available online, or something else entirely! Just make sure that it uses digital technology.

4. Your solution should cover:
   a. What is the problem your solution is tackling?
   b. Which children will benefit?
   c. How does your solution use digital technology to solve the problem?
   d. Why is this a good solution?

❖ Printed copies of **Operation Equality (Mission 3)** worksheets
❖ Pens and pencils

**DATA COLLECTION**
❖ Collect completed folded copies of the **Operation Equality (Mission 3)** worksheets
❖ After the workshop, unfold the worksheets and scan/photograph them. Upload them to: **Operation Equality** folder inside your country's folder on OneDrive.

# THANK YOU AND NEXT STEPS

**TIME:** 5 MINS

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

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

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

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

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

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

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

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

# OPERATION WORKSHEETS

# //OPERATION CHILD RIGHTS

**Your name:**

## Mission 1: Rights vs Wants

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

**Your own bedroom**

**Fast Food**

**Protection from discrimination**
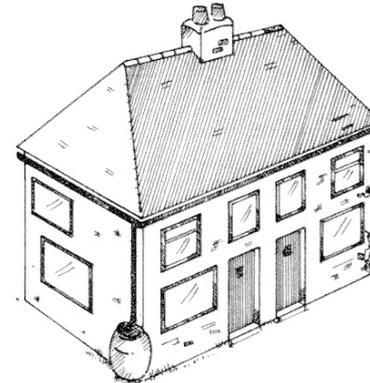
**Money to spend as you like**

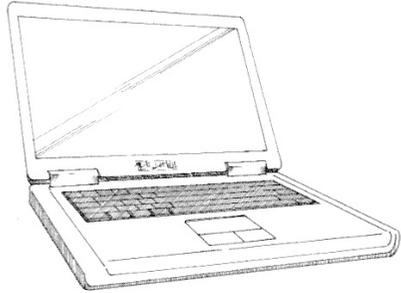**Education**

**Holiday trips**

**A mobile phone**

**Play**

**A decent shelter**

**Freedom to practise your own culture, language and beliefs**

**RErights**

**5Rights**

**YR YOUNG & RESILIENT RESEARCH CENTRE**

**LSE Media and Communications**

# //OPERATION CHILD RIGHTS
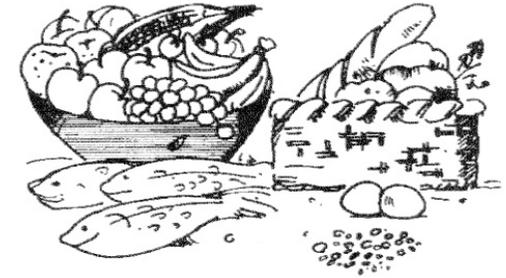
Your name:



Using a laptop computer
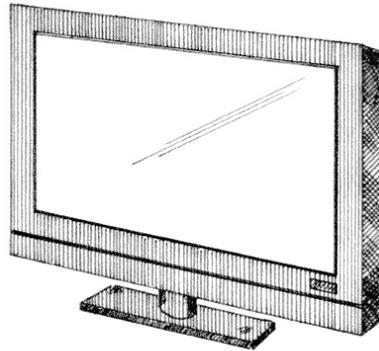


The latest fashion



Clean air



Nutritious food



Protection from abuse and neglect



Watching television



Medical care when you need it



The opportunity to express your opinion and be listened to

# //OPERATION CHILD RIGHTS

Your name:

## Mission 2: Impact

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

### Convention on the Rights of the Child (1989)

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

Right to parental guidance (Art. 5)

Right to survival and development (Art. 6)

Right to an identity (Art. 7, 8)

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

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

Right to access information (Art. 17)

Right to privacy (Art. 16)

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

Right to health (Art. 24, 25)

Right to social security (Art. 26)

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

Right to education (Art. 28, 29)

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

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

Right to a juvenile justice system (Art. 40)

Freedom of expression (Art. 13)

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

Freedom of association (Art. 15)

Protection from all forms of violence (Art. 19)

Protection from kidnapping (Art. 11)

Protection from child labour (Art. 32)

Protection from drug abuse (Art. 33)

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

Protection from harmful detention and punishment (Art. 37)

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

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

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

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# //OPERATION CHILD RIGHTS

**Your name:**

## Mission 3: Top 3

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

**Right:**

**Why?**

**Right:**

**Why?**

**Right:**

**Why?**

# //OPERATION PRIVACY

**Your name:**

## Mission 1: Data Sharing

Circle the types of data you would feel comfortable sharing with these people or organisations. Would you feel comfortable if these people knew these things about you? Look at the handout to see examples of these types of data!

**Online Contacts**

| Personal Information | Identity Information | Preferences |
| Personal Habits | Biometric Data | Financial Data |
| Health Records | Sensitive Information | School Records |
| Web Browsing | Internet Searches | Location |

**Your School**

| Personal Information | Identity Information | Preferences |
| Personal Habits | Biometric Data | Financial Data |
| Health Records | Sensitive Information | School Records |
| Web Browsing | Internet Searches | Location |

**Your Doctor**

| Personal Information | Identity Information | Preferences |
| Personal Habits | Biometric Data | Financial Data |
| Health Records | Sensitive Information | School Records |
| Web Browsing | Internet Searches | Location |

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# //OPERATION PRIVACY

Your name:



**Future Employer**

| Personal Information | Identity Information | Preferences |
| Personal Habits | Biometric Data | Financial Data |
| Health Records | Sensitive Information | School Records |
| Web Browsing | Internet Searches | Location |



**Companies**

| Personal Information | Identity Information | Preferences |
| Personal Habits | Biometric Data | Financial Data |
| Health Records | Sensitive Information | School Records |
| Web Browsing | Internet Searches | Location |



**No one**

| Personal Information | Identity Information | Preferences |
| Personal Habits | Biometric Data | Financial Data |
| Health Records | Sensitive Information | School Records |
| Web Browsing | Internet Searches | Location |

# //OPERATION PRIVACY

**Your name:**

## Mission 2: Advice

Read what other young people had to say about their privacy and security online. Do you agree with these statements? Why/why not? Write your answers in the boxes below.

"I have all my privacy and security settings on so I'm not really worried about my data"

"Social media platforms let me use them for free so I'm not really worried about what they do with my data. It's a fair trade"

# //OPERATION PRIVACY

"I'm really worried about hackers who can break into data storage systems and use my data"

"I don't care if social media platforms own my images when I share them with my friends. Who would want to use my images anyway?"

# //OPERATION PRIVACY

Your name:

## Mission 3: Ask the Internet

Imagine you could ask the internet anything you want about your privacy online and how your data is used and stored. What would you want to find out? Would you change anything about your online privacy?

What do you want to know about your privacy online and how your data is used and stored?

What would you change about online privacy?

# //OPERATION IDENTITY

## Mission 1: Online Self

In the box on the left, write or draw a picture that describes who you are in real life. On the right, write or draw a picture of how you portray yourself online. *(Tip: label your picture!)*
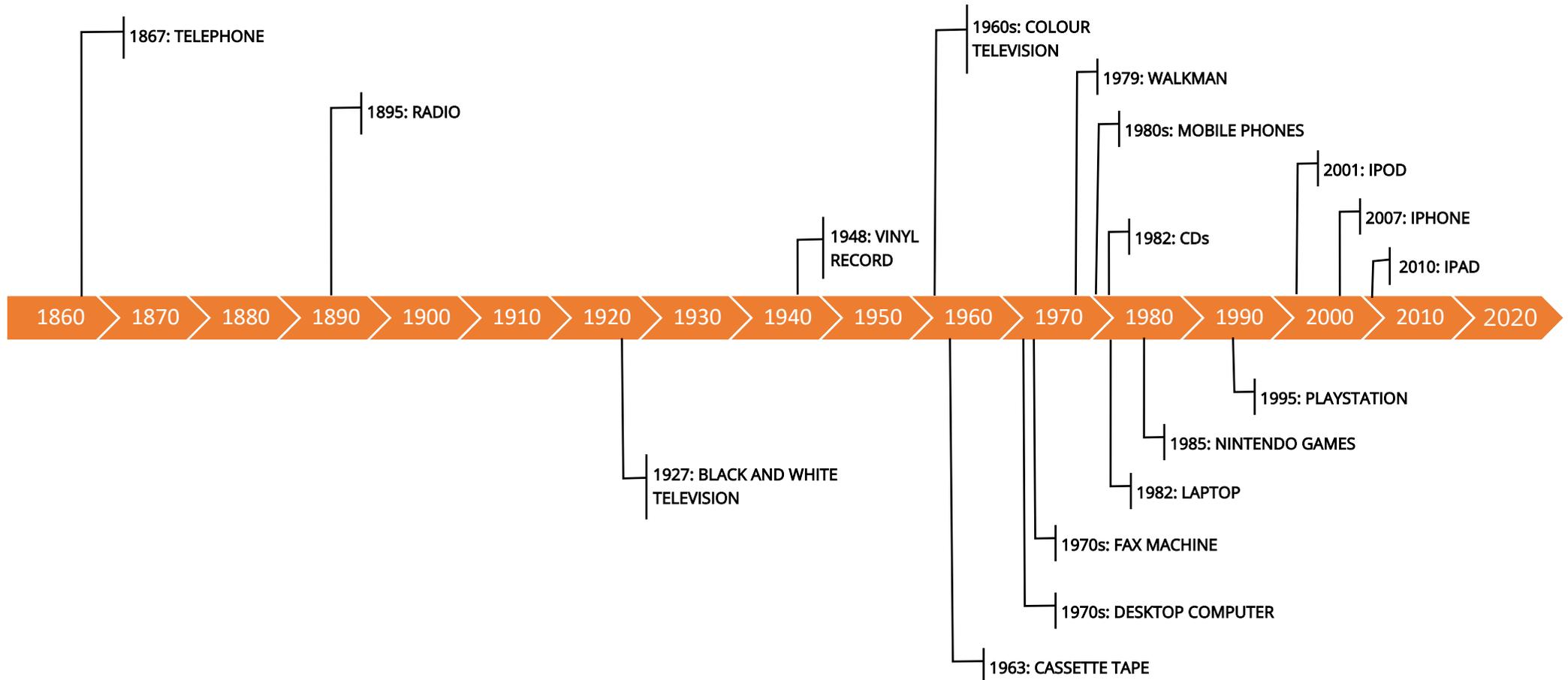
| You | Your Online Self |
| --- | --- |
|  |  |

# //OPERATION IDENTITY

**Your name:**

What are the differences and similarities between your real and online identities?

| Similarities | Differences |
| --- | --- |
|  |  |

# //OPERATION IDENTITY

Your name:

## Mission 2: Generations

1867: TELEPHONE

1895: RADIO

1927: BLACK AND WHITE TELEVISION

1948: VINYL RECORD

1960s: COLOUR TELEVISION

1979: WALKMAN

1980s: MOBILE PHONES

1982: CDs

2001: IPOD

2007: IPHONE

2010: IPAD

1995: PLAYSTATION

1985: NINTENDO GAMES

1982: LAPTOP

1970s: FAX MACHINE

1970s: DESKTOP COMPUTER

1963: CASSETTE TAPE

1860  1870  1880  1890  1900  1910  1920  1930  1940  1950  1960  1970  1980  1990  2000  2010  2020

# //OPERATION IDENTITY

**Your name:**

What are some of the ways (e.g. playing games, reading the news, watching videos) that you, your parents and grandparents use digital technology?

| Grandparent | Parent | You |
|---|---|---|
|  |  |  |

**What technology is the same across generations? What is different?**

**Does digital technology play a different role in who you are, compared to your parent or grandparent? How/why?**

# //OPERATION IDENTITY

**Your name:**

## Mission 3: Culture

Culture is all the things that make up a way of life of a group of people – it includes things like beliefs and values, religion, language, customs, food, music, dance, and stories. Your cultural identity is the way these things shape who you are.

**What are some of the things that make up *your* cultural identity?**

**Does digital media strengthen your cultural identity? How?**

**Does digital media undermine your cultural identity? How?**

# //OPERATION PROTECTION

Your name:

## Mission 1: Mean-ing

Governments, businesses, NGOs, teachers and parents are concerned with protecting children like you from violence online. What is violence online? What are some examples of the kinds of violence that a young person might face online?

# //OPERATION PROTECTION

Group names:

## Mission 2: Listen up!

Create a storyboard for an advertisement to show on TV that will tell adults, from a young person's perspective, what kids need to make sure they are protected from harms online.

| Which harm will your advertisement address? |
| --- |

| Which group of adults will you target? |
| --- |

| INTRODUCTION | KEY MESSAGE 1 | KEY MESSAGE 2 |
| --- | --- | --- |
| | | |

| KEY MESSAGE 3 | SLOGAN | ENDING |
| --- | --- | --- |
| | | |

# //OPERATION PROTECTION

Your name:

## Mission 3: Uncool

Read the stories below and answer the following questions for each story:

1. What is the risk of harm?
2. Is there a difference between how boys and girls would experience this risk of harm?
3. How well prepared to deal with this risk of harm would you feel?
4. How can you be best prepared to deal with this risk of harm?

> Jamila is in year 8 at school. For the last month, she has been receiving anonymous messages which say mean things about her clothes and hairstyle. One day, one of her friends tells her that a fake Instagram account with her name has been set up and is sending people rude pictures. Jamila is scared to go to school in case she is teased about it.

1. _____

2. _____

3. _____

4. _____

   _____

   _____

> Gino is 15 years old. He loves playing online games and will often play late into the night. Each day, he spends at least 10 hours playing on the computer. At first it was just for fun, but Gino has started skipping school to play games and doesn't want to take part in activities with his friends or family any more. He is becoming more socially isolated and his family are worried about his mental health.

1. _____

2. _____

3. _____

4. _____

   _____

   _____

# //OPERATION PROTECTION

Your name:

Zahra accepts a new friend request on Facebook from an older man she doesn't know. She starts chatting with him and realises they have a lot in common. Zahra feels like she can't talk to her parents about some of her experiences at school, but her new friend seems to understand and she feels comfortable confiding in him. One day, he asks if she wants to meet face to face. Zahra is unsure whether to go and meet her new friend.

1. _____

2. _____

3. _____

4. _____

_____

_____

Max is 16 years old. His mother posts a photo on her social media account of Max when he was 3 without his permission. In the photo, Max is playing naked on the beach with some friends. His mother loves the photo and wants to share it with her friends and family who she is connected with on Facebook, but Max doesn't feel comfortable with it being online.
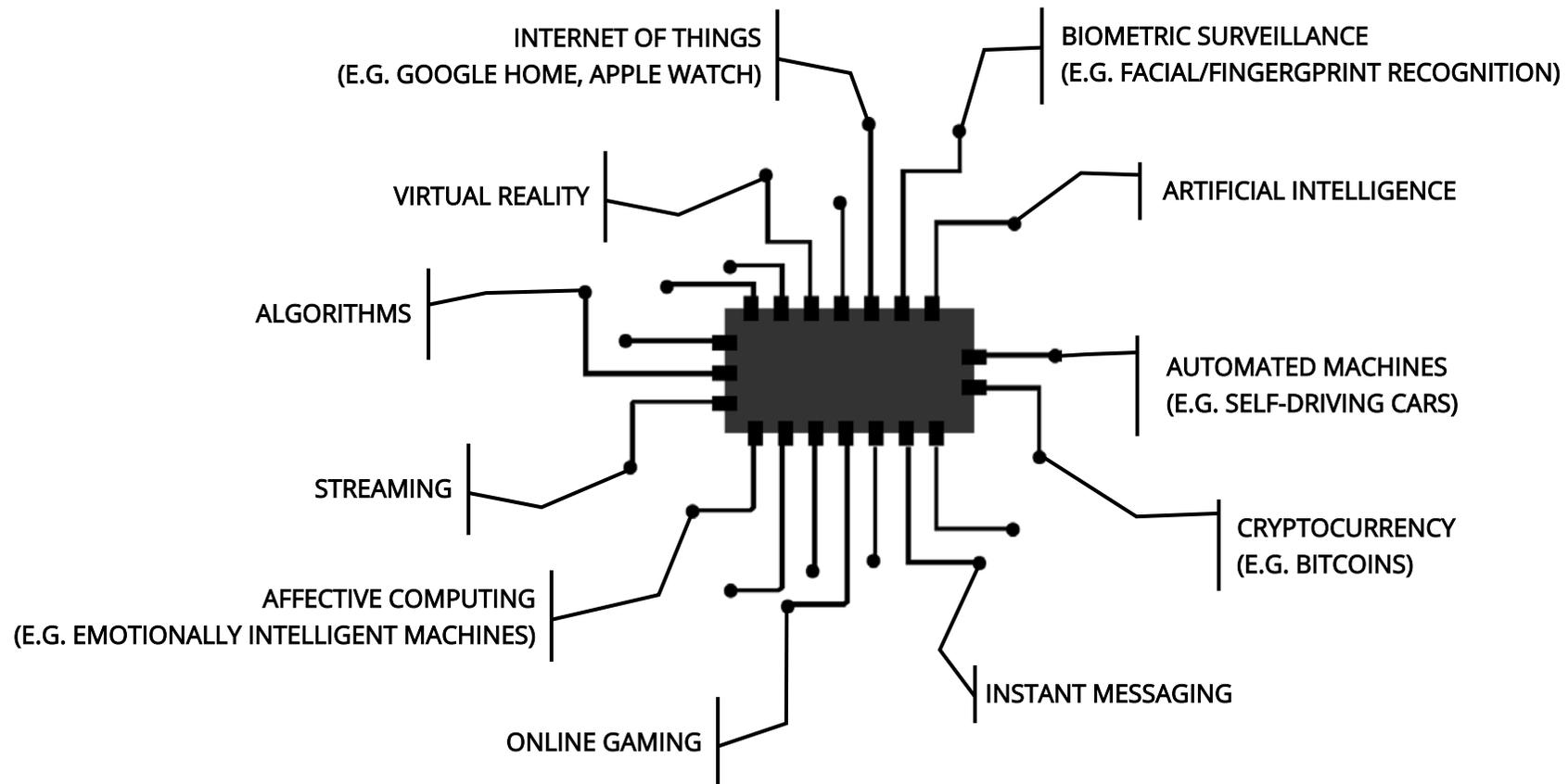
1. _____

2. _____

3. _____

4. _____

_____

_____

# //OPERATION SCIFI FUTURES

Group names:

## Mission 1: New Tech

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



INTERNET OF THINGS
(E.G. GOOGLE HOME, APPLE WATCH)

BIOMETRIC SURVEILLANCE
(E.G. FACIAL/FINGERGPRINT RECOGNITION)

VIRTUAL REALITY

ARTIFICIAL INTELLIGENCE

ALGORITHMS

AUTOMATED MACHINES
(E.G. SELF-DRIVING CARS)

STREAMING

CRYPTOCURRENCY
(E.G. BITCOINS)

AFFECTIVE COMPUTING
(E.G. EMOTIONALLY INTELLIGENT MACHINES)

INSTANT MESSAGING

ONLINE GAMING

# //OPERATION SCIFI FUTURES

**Group names:**

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

| Technology | Description |
| --- | --- |
|  |  |
|  |  |
|  |  |

# //OPERATION SCIFI FUTURES

**Your name:**

## Mission 2: Futuristic

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

# //OPERATION SCIFI FUTURES

**Your name:**

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

| Technology | You | Government | Companies (e.g. Instagram) |
|---|---|---|---|
|  |  |  |  |

# //OPERATION SCIFI FUTURES

Group names:

## Mission 3: Danger?

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

**Technology:**

| Harms | Benefits |
|---|---|
|  |  |

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

# //OPERATION GROWN-UPS

Group names:

## Mission 1: Newsflash

In groups of 2-3, brainstorm some news headlines about children and technology that you might see in the media. For each headline, tell us:
1. Who is the expert interviewed in the story? (Tip: experts are the professional people quoted in a news story to make a story more believable)
2. What kind of pictures (e.g. photos) would you see?

| Headline | Expert | Photos |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

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# //OPERATION GROWN-UPS

**Group names:**

Now, imagine kids wrote the news. Write some headlines about children and technology from your perspective. What would you like to read about?

| Headline | Expert | Photos |
|----------|--------|--------|
|          |        |        |
|          |        |        |
|          |        |        |

**What are the differences between these stories?**

# //OPERATION GROWN-UPS

**Your name:**

## Mission 2: Growing-Up

The way adults help you to use digital technology, or the rules they have about how you can use it, sometimes changes as you get older.

On the left end of the timeline answer the questions about you five years ago. On the right, answer the questions from your perspective now:

1. How did/do you use digital technology then and now? (What platforms did you use? What were your favourite things to do online?)
2. What rules did you have then and now?
3. How did you parents support you to use digital technology then? And now?

**Age:**

**How did you use technology?**

**Age:**

**How do you use technology?**

2014 > 2015 > 2016 > 2017 > 2018 > 2019

**Rules:**

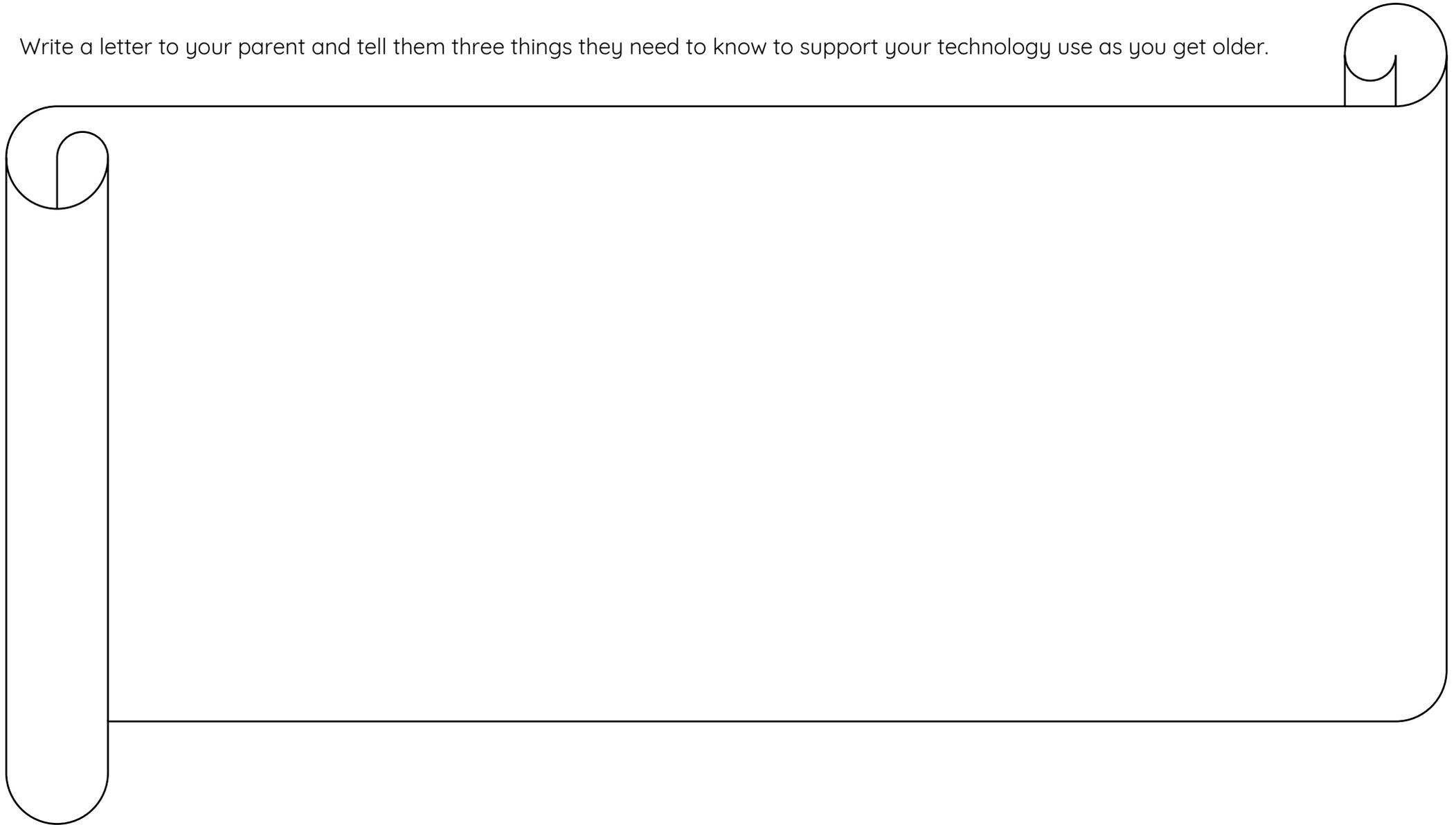**Parents' support:**

**Rules:**

**Parents' support:**

# //OPERATION GROWN-UPS

**Your name:**

Write a letter to your parent and tell them three things they need to know to support your technology use as you get older.

# //OPERATION FREEDOM

## Mission 1: Express Yourself!

There are lots of different ways to express yourself, both online and offline. Circle the activities you use to express yourself. Add your own if there's something missing!

**Painting**

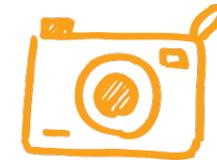**Writing Letters**
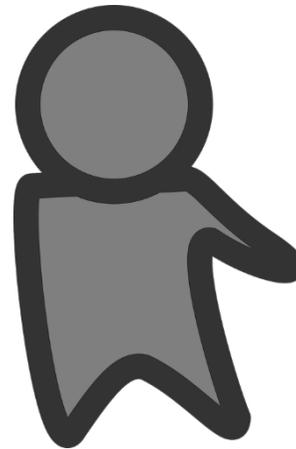
**Blogging**

**Going to Protests**

**Drawing**

**Posting on Social Media**

**Creating Digital Content (e.g. YouTube videos)**

**Taking Photos**

# //OPERATION FREEDOM

**Your name:**

Do any of the ways you like to express yourself use digital technology? Choose up to three ways you use digital technology to express yourself, and for each one, explain what emotions, ideas, views or things about yourself you express through this activity, and why you express it in this way. *(Tip: If none of the ways you choose to express yourself use digital media, you can choose some of the other activities!)*

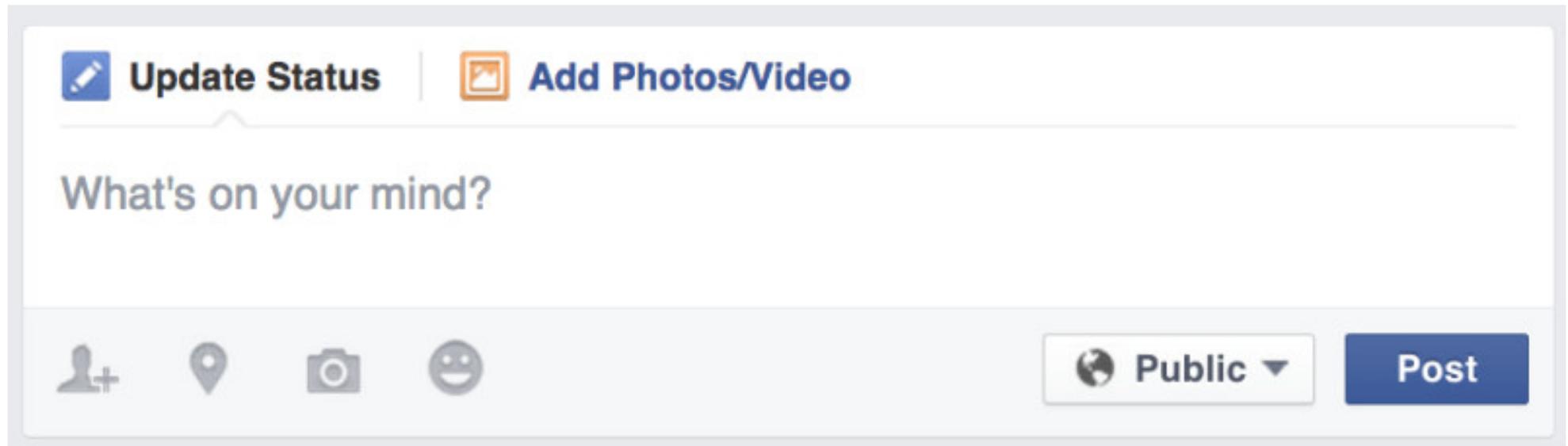| Activity | What do you express through this activity? | Why do you express it in this way? |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

# //OPERATION FREEDOM

**Your name:**

## Mission 2: Reactions

Think about an emotion, idea, view or something about yourself you have expressed online, and how different people might respond.
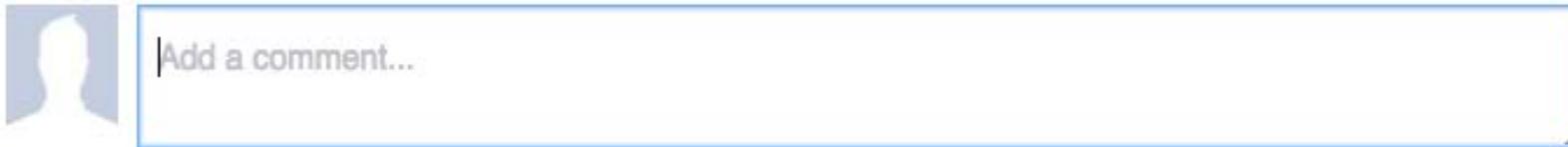
Write what you expressed in your status update:



For each audience, circle which reaction they might have and write their comment in response to what you expressed.

**A friend:**



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Your name:

**Your sibling:**

[emoji reactions]

Add a comment...

**A parent:**

[emoji reactions]

Add a comment...

**A teacher:**

[emoji reactions]

Add a comment...

**A politician:**

[emoji reactions]

Add a comment...

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# //OPERATION FREEDOM

Your name:

Who had the most positive reaction and comment to what you shared? Why do you think they did?

Who had a bad reaction or made a bad comment about what you shared? Why did they react in this way?

Do the different adults in your life - parents, teachers and so on - support you to express yourself with digital technology? If so, how? If not, why not?

# //OPERATION FREEDOM

Your name:

## Mission 3: Limits

What things do you need to keep in mind or think about when you are expressing yourself online?

When or how is it appropriate for adults (e.g. your parent or the government) to put restrictions on your ability to express yourself with digital technology? Why?

# //OPERATION FREEDOM

Your name:

## Mission 4: What if?

For each statement, give yourself a rating out of 5 based on how much you do it. When you're finished, add up your score and find out which type of online personality you are!

**(0 = I never do this, 1 = I hardly ever do this, 2 = I do this sometimes, 3 = I do this regularly, 4 = I do this a lot, 5 = I do this all the time)**

| Expression | Score |
|---|---|
| I use digital technology to express my emotions, ideas and views | /5 |
| I use digital technology to listen to others express themselves | /5 |
| I use digital technology to help me weigh up different points of view | /5 |
| I use digital technology to take action on things that matter to me | /5 |
| I use digital technology to positively impact the world | /5 |
| **Total** | /25 |

### Online Expert (21-25)

You are a master of expressing yourself online! You regularly use digital media to show the world who you are, and see your online self as an extension of your real life self. The digital world is more than just about you, though. You also go online to listen to what others have to share, and support the causes you are most passionate about. In your eyes, technology is a tool for creating a better world.

### Tech-Savvy (16-20)

You don't always use digital technology to express yourself, but you think it's an important way to share your creative ideas, thoughts and feelings with the world when you want to, and to listen to others do the same. Sometimes you might sign a petition online or raise money for a charity, but digital technology is only one of the tools you use to impact the world.

### Digital Dabbler (11-15)

You're lukewarm on digital technology as a means of expressing yourself - you can take it or leave it. You're just as happy painting a picture for a friend or keeping a journal, as you are with posting your latest Instagram photo online. In fact, you'd usually prefer the painting. As for social causes - you see the benefits but you don't often support things online - you're more interested in real world strategies!

### Private-i (10 and under)

You prefer to keep to yourself online. While you might follow the latest stories or memes, you don't post about what you made for dinner or get involved in heated online debates. You don't feel that your online presence is essential to expressing who you, or others, are in the world, and you'd prefer to dance around in your own bedroom than post that video of you singing along to your favourite song.

# //OPERATION FREEDOM

Now, give yourself a rating out of 5 based on how much would you *like* to do these things:

**(0 = I never do this, 1 = I hardly ever do this, 2 = I do this sometimes, 3 = I do this regularly, 4 = I do this a lot, 5 = I do this all the time)**

| Expression | Score |
|---|---|
| I use digital technology to express my emotions, ideas and views | /5 |
| I use digital technology to listen to others express themselves | /5 |
| I use digital technology to help me weigh up different points of view | /5 |
| I use digital technology to take action on things that matter to me | /5 |
| I use digital technology to positively impact the world | /5 |
| **Total** | /25 |

**Is there a difference between how you express yourself and how you *would like to* express yourself online? Why?**

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# //OPERATION EQUALITY

**Your name:**

## Mission 1: Access

Do all children have the same access to digital technologies around the world? In a small group, brainstorm some factors that affect if, and how, children can access digital technologies. Write them around the laptop in the middle. *(Tip: You might think about different countries and contexts. You might also think about how things like a person's gender or how much money their family earns impacts their access to technology.)*



How do these things impact their opportunities to grow, develop and live a good life? Are these impacts positive or negative?

# //OPERATION EQUALITY

**Your name:**

---

## Mission 2: Impact

Read the following scenarios about some young people around the world and answer the questions about how their lives are impacted by digital technology.

## Scenario 1.

Anoushka (age 16) is deaf and communicates using sign language and lip-reading. Her family members – her mum, dad, and three brothers – all know how to sign very well. But, even though the children at school are kind to her, they can't communicate well in sign language. Anoushka doesn't have any close friends at school and she sometimes feels very sad about that. Anoushka's family was recently given a laptop computer for her to use which connected to the internet. This is the first time her family has owned a computer. Anoushka's mother is very worried that Anoushka will have bad experiences online, but Anoushka is keen to use the computer. She hopes that she will find ways to learn more, and her teacher says that she might be able to find other young people like herself online.

**How is this child's life and experience impacted by digital technology?**

**Are these impacts positive or negative? Why?**

# //OPERATION EQUALITY

## Scenario 2.

Elaf (age 17) is the youngest in a family of six children. Her three older brothers have all finished high school and one of them even won a scholarship to go to university. Her two older sisters finished high school at age 12 and now work with their mother, who runs a sewing business. Elaf is a clever and curious girl who is good at mathematics. She has been using the computer at school to learn how to code, and to design games. She would love to have a career doing these things. But her father doesn't think girls should grow up and have careers, and he doesn't think girls are good at science. Regina's older brother recently gave her his old smartphone. Regina would like to use it but, to do this, she will have to get a job so that she can pay for the phone bills. She is torn about whether to stay at school and pursue her dream or to leave school and get a job.

**How is this child's life and experience impacted by digital technology?**

**Are these impacts positive or negative? Why?**

# //OPERATION EQUALITY

## Scenario 3.

Ilias (age 14) lives in a small village on a remote Greek island. His family owns a small garden where they grow fruit and vegetables to sell at market. Ilias' father is not very well and is struggling to maintain the garden and make enough money to feed the family. Sometimes, when his father is too tired to work, Ilias must skip school to help in the garden and to take the fruit and vegetables to market. His teacher is worried about Ilias. She knows he is a very bright boy but he is skipping quite a lot of school. She organises to get Ilias a smartphone with a large screen to help him catch up on school work that he misses. Ilias is very excited about this, until he realises that the phone signal where his family lives is very unreliable. When he logs on, it takes a very long time for things to load, and sometimes they don't load at all. He feels like giving up. And he worries that his family has to pay for the mobile phone data.

**How is this child's life and experience impacted by digital technology?**

**Are these impacts positive or negative? Why?**

# //OPERATION EQUALITY

Your name:

## Mission 3: Solutions

Design a solution that uses digital technology to change the lives of one of the young people in Mission 2 for the better. Your solution might be a campaign, a program to improve children's access to technology, resources to be made available online, or something else!

**What's the problem your solution is tackling?**

**Which children will benefit?**

**Why is this a good solution?**

**How does your solution use technology to solve the problem?**
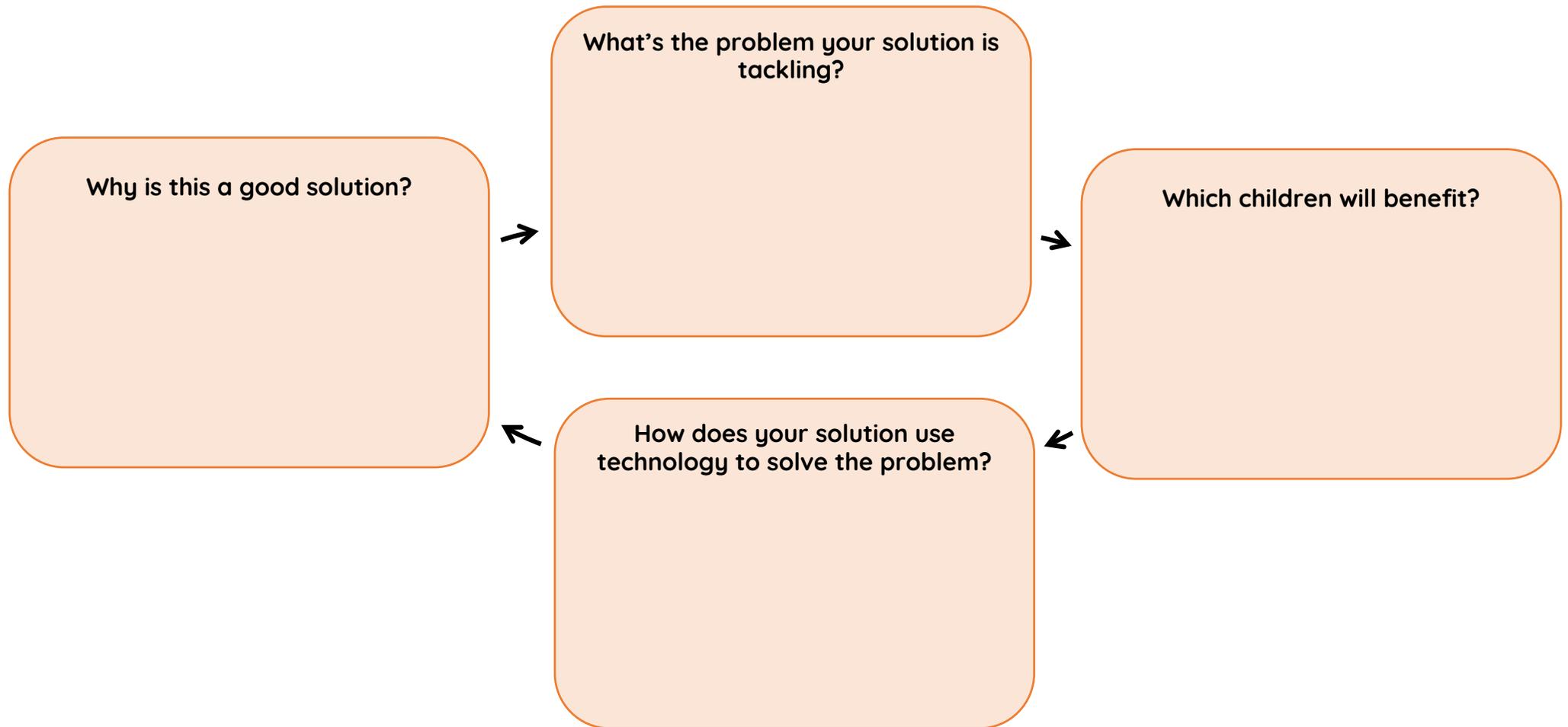
# OPERATION HANDOUTS

# //HANDOUT 1 (OPERATION PRIVACY)

## PERSONAL INFORMATION

Home address

Telephone number

Email address

## IDENTITY INFORMATION

Date of birth

Full name

Gender

## PREFERENCES

Films and music you like

Food you eat

Things you like to buy

## PERSONAL HABITS

Places you visit

Activities you do

People you meet

## BIOMETRIC DATA

Face recognition

Fingerprint

Voice recognition

## FINANCIAL DATA

Family income

Card details

How much you spend

## HEALTH RECORDS

GP/doctor's records

Dental records

Immunisation records

## SENSITIVE INFORMATION

Religious or spiritual activities

Body weight

Your mental health

## SCHOOL RECORDS

School grades

Attendance records

Detentions

## WEB BROWSING

Sites I visited

Frequency of visits

Adverts clicked

## INTERNET SEARCHES

Search terms

Downloaded files and apps

Clicked links

## LOCATION

Mobile phone GPS

Check-in to places

Smart travel card

# //WORKSHOP PARTICIPANT LIST

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

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

I, _____ (facilitator name), have collected signed consent and parental consent forms from all

children listed above and agree to store the information in a safe and secure location for a minimum of twelve months.

Signed: _____

Date: ___/___/2019

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# INFORMATION (PARENT/GUARDIAN)

## Project Summary

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

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

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

## How is the study being paid for?

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

## What will my child be asked to do?

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

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

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

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

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

## How do you intend to publish or disseminate the results?

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

## Can my child withdraw from the project?

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

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

## Where can I get more information?

For more information, please contact:

_____

_____

_____

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# CONSENT FORM (PARENT/GUARDIAN)

*Please complete this form and return to the workshop organiser.*

I, _____ (name), **consent for my child**

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

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

**the following location:** _____ (location).

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

**I acknowledge that:**

- I have discussed participation in the project with my child and my child agrees to their participation in the project.

- I have read the participant information sheet and have been given the opportunity to discuss the information and my child's involvement in the project with the researcher/s

- The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

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

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

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

**Name:** _____

**Signed:** _____

**Date:** _____/_____/2019

# INFORMATION (CHILDREN)

## Project Summary

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

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

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

## How is the study being paid for?

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

## What will I be asked to do?

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

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

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

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

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

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

## How do you intend to publish or disseminate the results?

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

## Can I withdraw from the project?

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

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

## Where can I get more information?

For more information, please contact:

_____

_____

_____

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# CONSENT FORM (CHILDREN)

*Please complete this form and return to your workshop organiser.*

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

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

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

**I acknowledge that:**

- I have read the participant information sheet (or had it read to me) and have been given the chance to talk about the project and my participation in the project with the workshop organisers.

- I have been explained what the project involves and the time it will take, and I am happy with answers given to any questions I have about the project.

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

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

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

**Name:** _____

**Signed:** _____

**Date:** _____/_____/2019