



Phrases like “good afternoon boys and girls” or “welcome ladies” are very gendered and may also exclude people who don’t fit into binary male/female gender categories. We recommend great alternatives like “good afternoon everyone.”

Several people who work for PROJECT ROCKIT are non-binary or gender-diverse. When introducing our presenters, please make an effort to refer to them as “the PROJECT ROCKIT team” or “the presenters” rather than “the boys,” or “the girls” or “the ladies.”

We know that changing language habits takes practice and can be tricky when you don’t know a person well, but it is valued by gender-diverse people when others make an effort to respect their identity.



We know that some students mostly speak languages other than English at home and have designed workshops to deliver and reinforce messages in different ways to make our content easier to understand.

Some parts of the workshop may involve reading out loud, so feel free to notify us of low literacy and we’ll adapt accordingly,

We will also make every effort to include consideration of extended kinship and family structures that maybe present, especially for students of various socio-economic and culturally diverse backgrounds. We do avoid assuming that adults collecting young people at the end of the school day are ‘parents,’ as they may also be older siblings, cousins, aunts, uncles, guardians, etc.



Our approach utilises a mix of verbal, visual and kinaesthetic learning to improve accessibility.

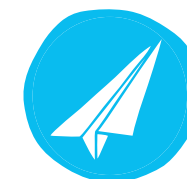
PROJECT ROCKIT workshops involve a bit of chaos and noise, so we recommend that students who are sensitive to audio-visual stimuli are seated away from the speakers and are given the option to step out or to the back of the room if they need a break.

We will take care to be clear and direct in giving instructions to ensure ease of comprehension, in contrast to the more casual parts of our workshop. We will endeavour to be as inclusive as possible for students with disabilities by following the lead of the students themselves as to the most comfortable way to participate.



It is always empowering for students to look to the person holding a microphone and see themselves represented. We endeavour to provide diverse representation amongst our presenters across personality, culture, faith, metro vs. regional upbringing, gender, sexuality and identity.

As outsiders to the school, our presenters are stepping into the unique culture of each school and encourage strong teacher supervision to navigate the dynamics of the group, especially for the purpose of ensuring the safety and wellbeing of both students and presenters during in the workshop.



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