

IN REAL LIFE



TEACHER HANDBOOK

ABOUT IN REAL LIFE (IRL)

HOW TO USE THE HANDBOOK

VIDEOS AND DISCUSSION PROMPTS

TEN DISCUSSION APPROACHES

TEN CLASSROOM ACTIVITIES

IN REAL LIFE TEACHER HANDBOOK

ACKNOWLEDGEMENT OF COUNTRY

PROJECT ROCKIT acknowledges the traditional owners of the land on which we live, work and play, the Wurundjeri people of the Kulin Nation. We also acknowledge the Aboriginal and Torres Strait Islander custodians of Country across all of the places convened as part of this project. We share our deep respect to elders past, present and emerging leaders.

We extend this respect to the Aboriginal and Torres Strait Islander young people who have contributed so generously to this project. We recognise their continuing spiritual and cultural connection to the land and acknowledge that Aboriginal sovereignty has never been ceded.

ACKNOWLEDGEMENT OF LIVED AND LIVING EXPERIENCES

PROJECT ROCKIT acknowledges the individual and collective contributions of those with a lived and living experience of mental ill-health, and those who love, have loved and support them.

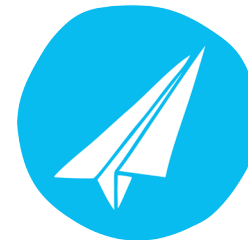
Each person's journey is unique and a valued contribution to the ongoing improvement and evolution of Australia's mental health systems.

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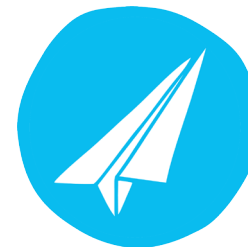
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REQUESTS

For requests, please write to Lucy Thomas, Suite 1, Level 2, 58 – 62 Rupert St, Collingwood VIC 3066 or lucy@projectrockit.com.au



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TABLE OF CONTENTS

04

ABOUT IN REAL LIFE (IRL)

What is IN REAL LIFE? The research and the resource development process.

08

HOW TO USE THIS HANDBOOK

Details on what is in this Handbook and suggestions on how to make the most of it.

10

VIDEOS AND DISCUSSION PROMPTS

All videos organised by topic area with direct links to take you straight to a preview.

21

TEN DISCUSSION APPROACHES

Different ideas for how to engage your class in the viewing, discussing and debating IN REAL LIFE.

34

TEN CLASSROOM ACTIVITIES

A range of creative ways to engage students in the issues and topics raised through IN REAL LIFE.

ABOUT IN REAL LIFE (IRL)



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ONLINE SAFETY, REIMAGINED

IN REAL LIFE

IN REAL LIFE (IRL) is our response to this research. IRL is informed by teachers' and their observations of and needs in the classroom. IRL is based on issues and topics that have been identified by young people aged 12-18 years. IRL is content that has been co-designed and co-created with young people and teachers. The result is this suite of videos and a range of tools and ideas for how you can support students to discuss and explore various issues related to life and safety in the online world.

VIDEOS

This set of video resources has been designed to help you initiate conversation, peer-to-peer learning, and investigation about issues of online safety that are meaningful and relevant to your students.

CONTEXT

In their study Reimagining Online Safety Education Through The Eyes of Young People, The Young and Resilient Research Centre identified the need for addressing gaps in their youth online safety skills and knowledge, particularly around managing difficult experiences online and supporting others through negative experiences.

Online safety education is typically designed by adults for young people. As a consequence, it often reflects adult perspectives and concerns.

While existing education has been somewhat successful in raising young people's awareness about online harms, young Australians report gaps in their online safety skills and knowledge, particularly around managing difficult experiences online and supporting others through negative experiences.

They also describe feeling misunderstood and disempowered by current online safety messaging.



THE IRL PROCESS

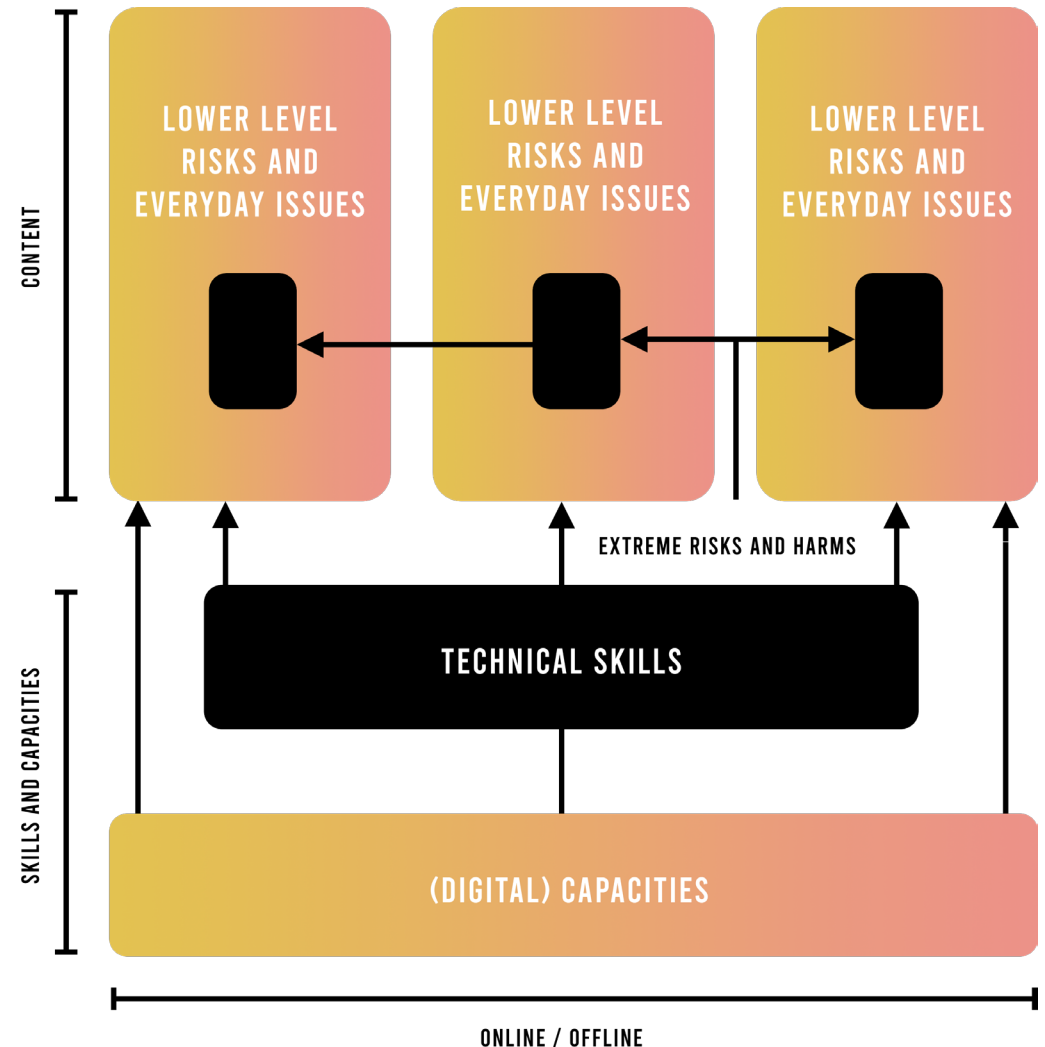
EARLY INTERVENTION AND PREVENTION

Crucial to the development of IRL was the understanding that we need to better support students to meaningfully discuss key issues they face in their daily digital lives, rather than focusing on extreme risks, as well as the acknowledgement that we still need to talk about more extreme dangers and risks, but create more space for everyday experiences.

CENTRING LIVED EXPERIENCES

This approach is new because it has been guided by students and teachers who told us that existing online safety content could be more effective if it focussed less on the extremes of online risks and more on helping students' better manage their daily digital experiences through sharing ideas and understandings with each other.

IRL offers insights into the authentic experiences and considerations of online safety from everyday young people aged 12-18 years. These issues and topics serve as prompts and guides to support your students to establish their own framework for improving their online lives. IRL doesn't have all the answers, but it does have provocations and ideas about the best ways to talk about and deal with online issues. It empowers you and your students to develop shared understandings that can be applied to the varied online experiences your students have each day.



WHAT TEACHERS TOLD US



TEACHERS ARE LEARNING DESIGNERS

Recognise teachers as learning designers with support through the delivery of excellent, quality content.



SUPPORTING STUDENT BEHAVIOUR IS KEY

Understand that teachers are seeking resources or tools that support students to change and manage their own behavior.



TEACHERS NEED MORE FLEXIBILITY

Respect that teachers need less detailed lesson plans, and more authentic content, great questions and ideas for approaches that they can build on and design their own lessons with.



ONLINE SAFETY NEEDS A NEW APPROACH

Understand that simply making the existing online safety content “more engaging” is not enough. Teachers reported that students “switch off” to the conventional online safety messages. They value PROJECT ROCKIT and IN REAL LIFE as they recognise that it offers a different perspective.

With this in mind, we have created IN REAL LIFE (IRL) as a resource bank for you to use in ways that work best for you and your students. We have created something that is more specific, more relatable and backed by evidence and research. We understand that you will know how these videos and resources best fit into your practice.

HOW TO USE THIS HANDBOOK



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HOW TO USE THIS HANDBOOK

Use this handbook as a guide for choosing videos and thinking about the various ways you can engage your class in some deep discussions. The videos can be used anywhere you see fit across a wide range of curriculum areas, including the cross-curricular capabilities. It could be health and well-being discussions, digital technology classes and even for debating or exploring issues in English or other text-based subjects.

Wherever these resources fit best for you and your program, remember that there are no clear cut and simple answers. The provocations included here could make all of us feel a bit uncomfortable as we navigate the sometimes challenging reality of being a young person in today's digital world.



CONNECTING & INTERACTING

The videos in this section deal with issues relating to how young people engage with each other in online communities and spaces.



CONSENT & AGENCY

The videos in this section deal with issues of consent, sharing, control and how young people manage and think about this in their day-to-day lives.



SUPPORTING YOURSELF AND OTHERS

The videos in this section help young people to talk about how they care for themselves, how they help others, and where else they can find support.

VIDEOS AND DISCUSSION PROMPTS



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CONNECTING & INTERACTING

The videos in this section deal with issues relating to how young people engage with each other in online communities and spaces.

TOPIC	TITLE	TYPE	TIME
Body Image	<u>What can we do about body shaming?</u>	Issues	4.48
Value of the Internet	<u>We are online creatures</u>	Perspectives	1.43
Representation Online	<u>How different are you online compared to offline?</u>	Conversations	2.03
Dealing with prejudice	<u>Standing up to your mates</u>	Issues	4.18
Online Relationships	<u>Where is the line between bullying and banter?</u>	Conversations	2.26
Abuse & Trolling	<u>Why do people choose to troll?</u>	Perspectives	1.53
Abuse & Bullying	<u>Is cyberbullying different to bullying?</u>	Issues	2.17
Balance attention	<u>How to find a better online balance</u>	Hacks	2.54
Inclusion	<u>How to be more inclusive</u>	Hacks	1.49
Abuse & Trolling	<u>The Drowning Theory</u>	Perspectives	1.39
Video Games	<u>Gaming is a positive part of my life</u>	Perspectives	1.31
Technology Use	<u>The internet is very much a personal thing</u>	Perspectives	1.51
Social media	<u>Showing vulnerability online</u>	Perspectives	0.50
Dealing with abuse	<u>I don't have to educate you</u>	Perspectives	1.37
Online Relationships	<u>The difference between and online & offline friend</u>	Perspectives	1.12
Online Relationships	<u>Starting a conversation online</u>	Perspectives	1.28

CONNECTING & INTERACTING



WHAT CAN WE DO ABOUT BODY SHAMING?

A discussion about body image, online representation and how to manage its impact.



WE ARE ONLINE CREATURES

Theo offers their perspective on the reality of young people's life online.



HOW DIFFERENT ARE YOU ONLINE VS OFFLINE?

Marlene and Lolah chat about their approach to posting images online



STANDING UP TO YOUR MATES

The challenges, approaches and impact of calling people in or out when they express prejudice, hate or abuse online.



THE LINE BETWEEN BULLYING AND BANTER

Michael & Reanna discuss how to understand the nuance of online banter and jokes.



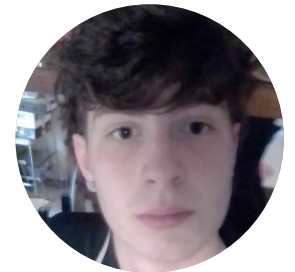
WHY DO PEOPLE CHOOSE TO TROLL?

Michael reflects on trolling, online abuse and understanding what motivates those who perpetrate it.



IS CYBERBULLYING DIFFERENT TO BULLYING?

Young people offer a deeper perspective on the nuances of bullying and abuse.



HOW TO FIND A BETTER ONLINE BALANCE

Hacks and strategies for creating more balanced and positive experiences with technology.

CONNECTING & INTERACTING



HOW TO BE MORE INCLUSIVE

Tips and hacks for being inclusive of everyone online.



THE DROWNING THEORY

Noa offers her way of thinking and making sense of cyberbullying and online abuse.



GAMING IS A POSITIVE PART OF MY LIFE

Jacob talks about the value, joy and positive role online gaming has in his life



THE INTERNET IS VERY MUCH A PERSONAL THING

Yuka gives her perspective on how to make your online experiences positive.



SHOWING VULNERABILITY ONLINE

Tharuki talks about the value of seeing people being vulnerable and authentic online.



I DON'T HAVE TO EDUCATE YOU

Yuka argues why people who are offended or abused don't have to explain themselves to the perpetrator.



THE DIFFERENCE BETWEEN ONLINE & OFFLINE FRIENDS

Lolah offers her thoughts on the differences between online & offline relationships.



HOW TO START AN ONLINE CONVERSATION

Jacob's advice (based on experience) about managing the anxiety of online conversation.

CONNECTING & INTERACTING

We have developed a range of questions that are aligned to certain videos or collections that might be useful in your design and planning of possible lessons.

QUESTIONS FOR DISCUSSION

Is social media good or bad?

Where is the line between bullying and banter?

How do we communicate differently on technology, than off it?

What are the best things about communicating online?

What is hardest about communicating online?

SOLUTION-FOCUSED QUESTIONS

How can we be more authentic online?

Why do people ghost others and what can we do about it?

What can we do to make communicating through technology better?

What can we do about body shaming?

How can we tell others when they are being rude or abusive?

CONVERSATION-STARTERS

"When I think of 'online friends,' to me that means..."

"For me, communicating online is easier than offline because..."

"For me, communicating online is harder than offline because..."

"A story I hear people tell about being online that isn't true for me is..."

"Something about being online I wish we talked about more at school is..."

CONSENT & AGENCY

The videos in this section deal with issues of consent, sharing, control and how young people manage and think about this in their day-to-day lives. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut sit amet massa id ligula tempor laoreet. Maecenas vitae leo vel augue congue ultrices ut eget est.

TOPIC	TITLE	TYPE	TIME
Social media	<u>Is social media good or bad?</u>	Issues	3.48
Dealing with abuse	<u>Victim Blaming is gross</u>	Conversations	2.45
Consent	<u>What does consent mean?</u>	Issues	2.27
Data & Agency	<u>Who owns the internet?</u>	Issues	1.56
Online Relationships	<u>Spotting the red and green flags</u>	Conversations	2.35
Dealing with abuse	<u>Dealing with unwanted approaches</u>	Perspectives	2.34
Consent	<u>The greyness of consent</u>	Perspectives	1.06
Media Literacy	<u>Media literacy skills</u>	Conversations	2.14

CONSENT & AGENCY



IS SOCIAL MEDIA GOOD OR BAD?

Insights and provocations around the role of social media in young people's lives.



VICTIM BLAMING IS GROSS

Aimee & Jacob discuss the problems with victim blaming in traditional online safety education.



WHAT DOES CONSENT MEAN?

Young people offering clarity and ensuring we value the importance of consent



SPOTTING THE RED AND GREEN FLAGS

Yuka & Sunaina give us a rundown of what to be alert for when meeting people or making friends online.



WHO OWNS THE INTERNET?

A discussion exploring young people's agency and ownership over their online experience.



DEALING WITH UNWANTED APPROACHES

Sunaina shares the ways she deals with random DMs and unwanted approaches.



THE GREYNESS OF CONSENT

Mac wants us to think about how we teach young people to respect their boundaries and limits.



MEDIA LITERACY SKILLS

A rundown of how to identify bias, misinformation and ensure you fact check and use credible sources.

CONSENT & AGENCY

We have developed a range of questions that are aligned to certain videos or collections that might be useful in your design and planning of possible lessons.

QUESTIONS FOR DISCUSSION

What are ways you take control of your online life and experience?

What does consent mean to us as a class/group?

When do we not want to give away our private data?

Who owns the internet?

What ways can we take greater ownership of our digital lives?

SOLUTION-FOCUSED QUESTIONS

How can we share images with each other ethically?

How can we use the algorithm to our advantage?

What can we do to hold perpetrators of abuse accountable online?

How do you deal with unwanted approaches?

How can young people better understand other views of digital life?

CONVERSATION-STARTERS

“The thing I wish people understood about [X] is...”

“The thing I wish people asked for my consent online is...”

“What I want to tell people about consent is...”

“The one thing I won’t give my personal information away for...”

“Misinformation is a problem because...”

SUPPORTING YOURSELF & OTHERS

The videos in this section help young people to talk about how they care for themselves, how they help others, and where else they can find support. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut sit amet massa id ligula tempor laoreet. Maecenas vitae leo vel augue congue ultrices ut eget

TOPIC	TITLE	TYPE	TIME
Value of the Internet	<u>What is your best internet?</u>	Perspectives	1.29
Value of the Internet	<u>Are rabbit holes more than procrastination?</u>	Issues	2.49
Boundaries	<u>How do you know your own boundaries?</u>	Perspectives	1.28
Image & Filters	<u>Are filters harmful?</u>	Issues	2.59
YP Perspectives	<u>What Adults need to better understand</u>	Issues	2.59
Dealing with abuse	<u>How to deal with online hate</u>	Hacks	1.49
Judgment	<u>How do you deal with online judgment</u>	Perspectives	3.54
Technology Use	<u>I failed to live without tech</u>	Perspectives	2.45
Dealing with abuse	<u>The long term impact of abuse</u>	Perspectives	1.40
Online Relationships	<u>Why you should find your online community</u>	Perspectives	1.57
Technology Use	<u>How do you reduce phone use?</u>	Perspectives	1.29
Body Image	<u>The daily battle with body image</u>	Perspectives	1.24

SUPPORTING YOURSELF & OTHERS



WHAT IS YOUR BEST INTERNET?

Lee shares how to get most out of the internet for your health and well-being.



ARE RABBIT HOLES MORE THAN PROCRASTINATION?

Young people reframe the experience of scrolling and spending time on screens.



HOW DO YOU KNOW YOUR OWN BOUNDARIES?

Mac wants us to think about how we teach young people to respect their boundaries and limits.



ARE FILTERS HARMFUL?

Provocations around the impact and use of filters on social media



WHAT ADULTS NEED TO BETTER UNDERSTAND

Young people ask for nuanced approach to discussing and learning about online safety and well-being.



HOW TO DEAL WITH ONLINE HATE

Strategies for managing and dealing with online hate and prejudice online.



HOW DO YOU DEAL WITH ONLINE JUDGEMENT

A discussion about difference and the strategies for managing the impact of judgement online.



I FAILED TO LIVE WITHOUT TECH

Reanna unpacks how hard it is to go tech-free and what it feels like to not be tethered to your phone.

SUPPORTING YOURSELF & OTHERS



THE LONG TERM IMPACT OF ABUSE

Sunaina opens up about the experience of online abuse, its impact and how to manage that.



WHY YOU SHOULD FIND YOUR ONLINE COMMUNITY

Jess speaks to the value of connectedness and importance of finding online communities to belong to.



HOW DO YOU REDUCE PHONE USE?

Yuka shares some of her strategies for managing her phone use, especially relating to sleep and study.



THE DAILY BATTLE WITH BODY IMAGE

Reanna impacting asks us to understand the impact of social media on young people's body image and self esteem.

SUPPORTING YOURSELF & OTHERS

We have developed a range of questions that are aligned to certain videos or collections that might be useful in your design and planning of possible lessons.

QUESTIONS FOR DISCUSSION

What is it that makes our technology so important to us?

What self-boundaries do you need to put when relating to the online world?

What is actually unsafe about gaming and gaming communities?

Where are the best places online to get support?

What are the different things you need support for and with when it comes to the internet?

SOLUTION-FOCUSED QUESTIONS

How can we support ourselves and others who are not happy with how they are using their phone?

How do you like to receive support when you need it?

How can you deal with judgment and expectations online?

How can you support each other when it comes to body image online?

How do you deal with online hate?

CONVERSATION-STARTERS

“The internet is at its best when...”

“A rabbit hole that has been really awesome for me is...”

“If adults understood this they could better support young people...”

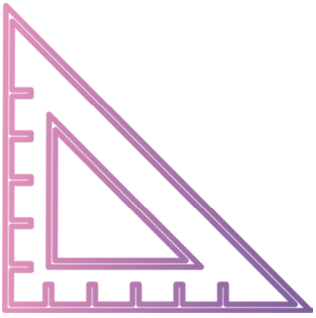
“One thing I do to better manage my phone use is...”

“The online community I have found to be great for me is...”

TEN DISCUSSION FACILITATORS



TEN DISCUSSION APPROACHES



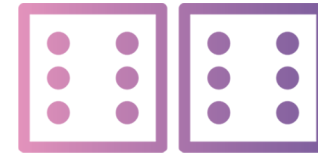
NUMBER LINE



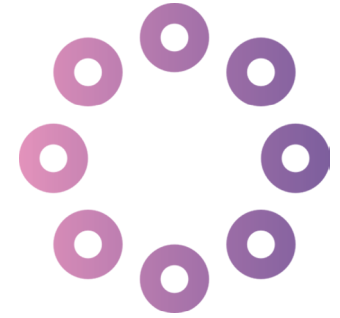
BUZZ GROUPS



EXPENSE ACCOUNT



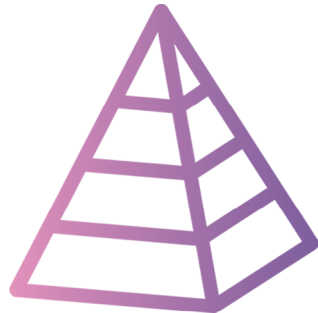
THINK-PAIR-SHARE



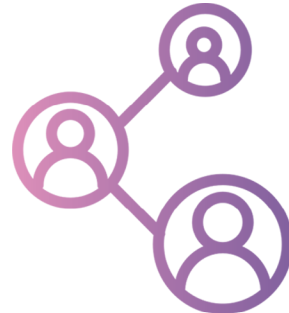
CIRCLE OF VOICES



FISHBOWL



PYRAMIDS



ROTATING TRIOS



BRAINSTORMING

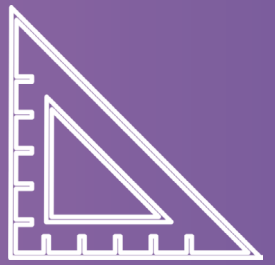


AFFINITY MAP

TEN DISCUSSION APPROACHES

NAME	DESCRIPTION	CLASS SIZE	TIME FRAME
Number Line	A quick and fun way for you to organise students into groups.	15-30	10
Buzz Groups	Involve students in short, informal discussions in response to a question.	Any	3-10
Expense Account	Use tokens to make sure everyone gets a say.	12-30	20-60
Think-Pair-Share	A way to bring shared ideas to a large group.	Any	5-15
Circle of Voices	Take turns and democratise sharing	Any	10-20
Fishbowl	One group observing another group have a conversation	10-50	15+
Pyramids	Progressive doubling: students work alone, then in pairs, in fours, and so on	12 - 30	20-40
Rotating Trios	Sharing your ideas and thoughts with many people in turn	15-30	10+
Brainstorming	Collect ideas and strategies together	10-20	20-30
Affinity Map	Share and organise ideas in response to IN REAL LIFE videos	18-30	10-15

NUMBER LINE



DESCRIPTION

This discussion method is great for classes that benefit from getting up and moving around. It is a way to quickly organize students into groups for a discussion that is a bit more engaging than direct allocation of groups and has a fairness to it that will give you a diverse student mix.

15-30

CLASS SIZE

10 minutes

TIME FRAME

A fair bit of space, seats/ desks to the side.

SETTING

Introduce students to many of their peers, establish share positions on issues.

PURPOSE

STEP 1

Ask students to identify themselves by a number (i.e. most years spent online, number of computer devices at home, number of social media accounts)

STEP 2

Ask students to sort themselves into a number line from lowest to highest.

STEP 3

Once they are agreed as to their order, divide the total number of students by 4 (or however many students you want in each group). That will give you the number of small groups you will have.

STEP 4

Then have the students (still lined up) count off by that number (ex. 1, 2, 3, 4, 5, etc.) and assign spots in the room to each group to go to and go to that point to start their discussion.

COMMENT

This is an excellent way to set the tone for a discussion about digital technology, get students interested and allows you to select groups that will give a mix of students.

BUZZ GROUPS



DESCRIPTION

This group style involves students engaging in short, informal discussions, often in response to a particular sentence starter or question.

Any

CLASS SIZE

3-10 minutes

TIME FRAME

No limitations

SETTING

Generate ideas/answers, re-stimulate student interest, gauge student understanding.

PURPOSE

STEP 1

Choose an IRL video or series of videos to share.

STEP 2

Have students turn to 1-3 students next to them to discuss a question in relation to the video:

What is the most important thing you heard in that video?

What isn't a reality for you in that video?

What would you suggest is a way to improve or fix the issue discussed?

STEP 3

Reconvene as a class and have a general discussion in which students share ideas or questions that arose within their subgroups.

STEP 4

This could then be repeated in 10 minute intervals for a whole class.

COMMENT

This method is very flexible: it is easy to implement in any size of class and in most classrooms, even the most formally arranged lecture hall. As always, you need to consider how to regain the attention of a large group. One teacher has told us that turning the lights off and on is one simple yet effective method they use.



EXPENSE ACCOUNT

DESCRIPTION

Use tokens to make sure everyone gets a say. This is a way to have a general discussion about videos, especially the IRL Perspectives videos.

CLASS SIZE

Groups of 6, 12-30 students.

TIME FRAME

20-60 minutes

SETTING

Space for several small groups, preferably around a table

PURPOSE

Create space for equal contributions to group discussion.

STEP 1

Give each student 3 tokens (playing cards are easy to use).

STEP 2

Organise students into groups (possible use Number Line as a way to do this).

STEP 3

Each time someone speaks, they put a token/card in the centre of the table. If you don't have any tokens left, you can't say anymore.

STEP 4

When everyone is out of tokens, everyone can retrieve their tokens and start the process over.

COMMENT

This method gives everyone a chance to speak, but in a less structured way than using a talking stick methodology. It is an excellent way to manage and guide conversation that doesn't require people raising their hands, taking turns or being given a set order in which to speak. It offers a chance to practice the art of group conversation where the students have more agency in how they participate.

THINK-PAIR-SHARE



DESCRIPTION A way to bring shared ideas to a large group.

CLASS SIZE Any

TIME FRAME 5-15 minutes

SETTING No limitations

PURPOSE Generate ideas, increase students' confidence in their answers, encourage broad participation in plenary session.

STEP 1 After watching an IRL video, give students the opportunity to think about a particular question or scenario by themselves. You could have them write a stream-of-consciousness response, or brainstorm their thoughts onto sticky notes to display on the wall, or have them add their comments into a shared online spreadsheet with a row for each student name.

STEP 2 Next, students are paired up to share their ideas together. For engagement, try to keep this time brief and naming that you'll call on various people to share their partner's response with the class.

STEP 3 Bring the whole class together and have students share their bold ideas with the group.

COMMENT Think-pair-share encourages all students to attempt an initial response to the question, which they can then clarify and expand as they collaborate. It also gives them a chance to validate their ideas in a small group before discussing them with the large group, which may help shy students feel more confident participating.

CIRCLE OF VOICES



DESCRIPTION	This method involves students taking turns to speak and democratise sharing.
CLASS SIZE	Any
TIME FRAME	10-20 minutes
SETTING	Moveable chairs preferable
PURPOSE	Generate ideas, develop listening skills, have all students participate, equalize learning environment.

STEP 1	Students form circles of four or five.
STEP 2	Create a set length of time that suits your class of uninterrupted time to speak.
STEP 3	Have students watch an IRL video, or two, and allow them a few minutes to organize their thoughts about what they have seen.
STEP 4	Then the discussion begins, with each student having 1-3 minutes to speak (during this time, no one else is allowed to say anything.)
STEP 5	After everyone has spoken once, open the floor within the subgroup for general discussion. Specify that students should only build on what someone else has said, not on their own ideas; also, at this point, they should not introduce new ideas.
COMMENT	Some shy students might feel uncomfortable having to speak. Lessen their fear by making the topic specific and relevant or by giving each person a relevant quote to speak about. A variation to this method, which encourages students to listen more carefully to each other, involves requiring each person to begin by paraphrasing the comments of the previous student or by showing how his or her remarks relate to those of the previous student. For this variation, students will need less preparation time before the “circle” begins, but they may need more time between speakers.

FISHBOWL



DESCRIPTION	This method involves one group observing another group have a conversation.	STEP 1	After watching an IRL video, create two groups. The first group forms a circle and has a discussion about the video or topic area. The second group forms a circle around the inner group.
CLASS SIZE	10-50	STEP 2	The inner group has a discussion about the video(s) and the outer group can listen, but don't speak. Their job is to look for themes, patterns, soundness of argument, etc., in the inner group's discussion, analyze the inner group's functioning as a group, or simply watch and take notes on what is being said.
TIME FRAME	15 or more minutes	STEP 3	Debrief with both groups at the end in a whole group discussion to capture their experiences. It is often best to have the outer group share back what they heard, what resonated with them and interesting things that the inner group may not have observed.
SETTING	Moveable seating and a lot of space preferable; if necessary, have inner group stand/sit at front and the outer group sit in seats.	COMMENT	Be aware that the outer group members can become bored if their task is not challenging enough. You could have groups switch places and roles to help with this. Also note that the inner group could feel inhibited by the observers. You could mitigate this concern by asking for volunteers to participate in the inner circle or by specifying that each student will have a chance to be both inner and outer group members. Although this method is easiest to implement in small classes, you could also expand it so that multiple "fishbowls" are occurring at once.
PURPOSE	Observe group interaction, provide real illustrations for concepts, provide opportunity for analysis.		

PYRAMIDS



DESCRIPTION Progressive doubling: students first work alone, in pairs, in fours, and so on. In most cases, after working in fours, students come together for a whole group session in which their conclusions or solutions are pooled.

CLASS SIZE 12 - 30

TIME FRAME 20-40 minutes, depending on how many times the groups “snowball”

SETTING Moveable seating often required

PURPOSE Generate well-vetted ideas, narrow a topic, develop decision-making skills

STEP 1 Select a series of videos from a topic area in IRL.

STEP 2 Have students watch separate videos as individuals and record a few questions that relate to the topic.

STEP 3 Have students pair up and try to answer one another’s questions.

STEP 4 Then have pairs join together to make fours and identify, depending on the topic, either unanswered questions or areas of controversy or possible strategies or ways of managing their digital lives based on their previous discussions.

STEP 5 Bring everyone back in the large class group, one representative from each group reports the group’s conclusions.

COMMENT This method takes time to unfold, so should be used only when the concepts under discussion warrant the time. Also, depending on the amount of time allotted, students may feel that certain nuances of their discussions are lost. This can be an excellent way to find different online experiences and expectations and to explore those and work towards models of consensus.



ROTATING TRIOS

DESCRIPTION	This strategy involves students discussing issues with many of their fellow classmates in turn.	STEP 1	Before you begin, show one or more IRL videos in class (or have students watch them as homework) and have students prepare discussion questions (students could do this as a set task).
CLASS SIZE	15-30	STEP 2	Students form trios, with the groups arranged in a large circle or square formation.
TIME FRAME	10 or more minutes	STEP 3	Collect students' questions and then give the students a question and suggest that each person take a turn answering.
SETTING	A fair bit of space, moveable seating helpful (they could stand)	STEP 4	After a suitable time period, ask the trios to assign a 0, 1, or 2 to each of its members. Then direct the #1s to rotate one trio clockwise, the #2s to rotate two trios clockwise, and the #0s to remain in the same place; the result will be completely new trios.
PURPOSE	Introduce students to many of their peers, generate ideas		Now introduce a new, slightly more difficult question.
		STEP 5	Rotate trios and introduce new questions as many times as you would like.
		STEP 6	
		COMMENT	This type of group can be arranged with pairs or fours and works well with most subject matter, it could be built around a specific IRL video you choose, or several. This could be difficult to implement across a whole year level, and works best with a class size of cohort of 18 - 24.



BRAINSTORMING

DESCRIPTION

Collect ideas and strategies together. This process is intended to stimulate the generation of ideas in a small group by reducing the level of risk involved with creativity.

10-20

CLASS SIZE

20-30 minutes

TIME FRAME

SETTING

A fair bit of space, moveable seating helpful (they could stand)

PURPOSE

Practice supporting.

STEP 1

Ask students to watch an IRL video and come up with some issues and questions relating to young people's digital lives.

STEP 2

Instruct one student to write down all ideas generated on a blackboard, whiteboard, or a Word document projected digitally against a wall.

STEP 3

The members of the group are then instructed to shout out issues and questions that are then written down. Try and make this impromptu and when students "pop", rather than hands up and waiting your turn. No one is allowed to criticize or comment upon any of the ideas, because the emphasis is on creativity and generating a lot of ideas first.

STEP 4

As with most exercises stressing creativity, there needs to be a lot of trust already developed in the group for unusual issues or deeper questions to emerge.

STEP 5

After the group determines that enough topics and questions are up on the wall, or after an allotted period of time, participants are instructed to answer these in small groups. You can use another small group activity in this collection to help reduce group size and

COMMENT

Electronic brainstorming is an online version of this brainstorming activity and has the advantage that the online environment tends to reduce the fear of criticism by participants. You could also do this in class using an online collaboration tool with students at their computers, or also set up a situation where students write and share post-it notes that they stick on a wall.



AFFINITY MAP

DESCRIPTION

Share and organise ideas in response to IN REAL LIFE videos. This activity works best when begun with an open-ended question that you pose after watching one or more IRL videos. This provides many points of entry for deepening a conversation.

CLASS SIZE

18-30

TIME FRAME

10-15 minutes, plus 5-10 minutes of reporting out

SETTING

Classroom with space on the walls for post-its and working

PURPOSE

To deepen thinking and explore a question of topic more fully.

STEP 1

Preparation: Hang pieces of chart paper on a wall in the room so that small groups can gather around. Hand out to every participant 5-10 of post-it notes.

STEP 2

Writing: Watch videos and ask students the question. Request they write one idea in response per post-it note. Instruct them to work silently on their own.

STEP 3

Posting: Split into groups (4-8). In silence, put all post-it notes on the paper.

STEP 4

Organising: Reminding students to remain silent, have them organise ideas into categories. Directions might sound like “Which ideas go together? Staying silent, move any post-it note to any place - yours and others. Do not be offended if someone moves yours to a place that you think it does not belong, just move it to where you think it does belong.”

STEP 5

Naming: Once groups have settled on categories, ask them to converse about the categories and come up with a name for each one.

STEP 6

Reporting: Have the groups pick a “spokesperson” to report their ideas to the larger group. Gather that data, and have an open discussion using open-ended questions such as: What do you notice? Were there any surprises? What do you not see that you think is missing? Were there any surprises?

COMMENT

In a virtual classroom environment the perfect place to do this would be combining the video chat and breakout rooms in something like Zoom, with a Miroboard or similar shared space that allows for posting of sticky notes and moving them around.

TEN CLASSROOM ACTIVITIES



*PROJECT
ROCKET*



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TEN CLASSROOM ACTIVITIES



PASSION SPEECHES



SLIDESHOW



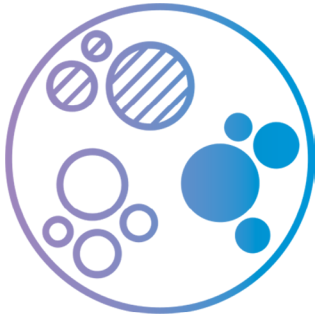
**HOW DID WE GET
HERE?**



**CLASSROOM SOCIAL
NETWORKING**



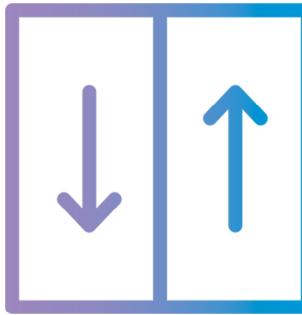
VENN DIAGRAMS



OPINION CLUSTERS



WHY? WHY? WHY?



ELEVATOR PITCH



VOX POPS



TIMED JOURNAL

TEN CLASSROOM ACTIVITIES

Beyond discussion Here are some possible classroom activities that support students to build on the provocations and perspectives presented in the IRL videos.

NAME	DESCRIPTION
Passion Speeches	An impromptu one minute speech.
Slideshow	Research and prepare slides for an IN REAL LIFE topic.
How did we get here?	An open-ended question to spark thinking.
Classroom Social Networking	It is like Instagram, but in your classroom.
Venn Diagrams	An activity to get to the nuance and greyness of an issue.
Opinion Clusters	Get up and about and find out the views of the class.
Why? Why? Why?	Encourage students to be provocativer and back up their statements.
Elevator Pitch	Time to sell our solutions to IN REAL LIFE issues.
Vox Pops	Capure or record the persepectives of others to build your own video resource.
Timed Journal	Create a quiet moment for students to reflect on IN REAL LIFE content.

TEN CLASSROOM ACTIVITIES



PASSION SPEECHES

If a particular video sparks a strong response in a student, they can self-nominate to give a passion speech - a 1-minute in front of the class to stand up and share their view.

Encourage them to be persuasive and entertaining. Many of the videos are full of young people giving their passionate perspectives and there is scope for you to harness that and support your students to do the same.



SLIDESHOW

Partner students up in pairs and have those pairs select an IRL video to watch. Each pair then puts together a set of 5 slides representing their views on the topic and prepares to present for one minute per slide.

Join two groups of pairs to present their ideas to each other, then ring the whole class together and call for volunteers to present to the whole group.



HOW DID WE GET HERE?

After playing a video about a particular behaviour or topic, pose the question to your students: 'How did we get here?' In your opinion, what history of *[insert issue - consent, human relationships, body image, etc]* has led us to where we are today?

Use the Affinity map or a Brainstorming method in the "facilitate a discussion" section to collect as many factors and forces as you can think of as a group that have shaped the way we see this issue today.

TEN CLASSROOM ACTIVITIES



CLASSROOM SOCIAL NETWORKING

After showing one of the videos, hand out a piece of A5 card or index cards to each student. Ask them to draw their profile picture or avatar on their card and write down their response to the video in 5 words or less.

Next, ask them to find other people who shared a similar response. They can't change the words on their card, but are seeking people who are similar. The goal is to make the biggest group they can.

Alternatively you can stick the cards up on a wall and hear from various students to explain their ideas, drawing the 'social network' in coloured wool between people who share similar views.

Or offer more cards on which students can leave 5 word "comments" on others initial comments.



VENN DIAGRAMS

Many of the IRL videos have clear dichotomies. Yet, in our research for this project teachers and students told us that what is missing from (online) safety discussions is the grey and less clear parts of issues and topics.

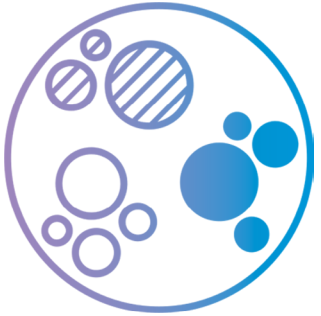
You could create sets of Venn diagrams on a board or on handouts and have students fill them out in response to videos that present issues in this way. Such as:

What are some of the characteristics of purely offline friends?

What are some characteristics of purely online friends?

What do they have in common?

TEN CLASSROOM ACTIVITIES



OPINION CLUSTERS

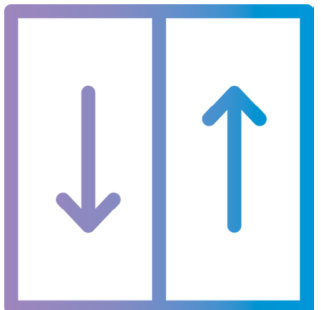
After watching an IRL video, hand out three sticky notes to students and ask them to write down three opinions that they have about the topic discussed in the video. Have students hand in the sticky notes (so you can filter out the trolling responses!) and stick up the notes on the wall, clustering shared opinions into groups. Once the wall has been filled, break into groups (or discuss as a whole class) some of the most prevalent opinions in the room and why this is the case. Have students also explore some of the less common opinions and how these have come about.



WHY? WHY? WHY?

In response to one or more videos, have students draw out, or come up with, their own bold statements to write up on the board. Once you have these statements, students can work in small groups or individually to interrogate each response with the question, why?

This can be asked over and over again. Sometimes this approach can reveal some really interesting unexplored perspectives.



ELEVATOR PITCH

Break students into small groups and have each group come up with a 2-minute elevator pitch for a new awareness campaign targeting the issue discussed in the video they've just watched. They can present it together or nominate a spokesperson, present in character as a particular expert, influencer, or ambassador. At the end, have the class vote on the campaign they chose. You could then have different classes present their campaigns to each other.

TEN CLASSROOM ACTIVITIES



VOX POPS

After watching one or more videos you can set some homework for students to vox pop (short, informal interview) 5 different people in their life on the issue explored in the video.

They can use their personal devices to film or audio record these (with permission from those involved), or write down a couple of sentences for each person they interview. Bring the class together to share their findings and discuss what they learned.



TIMED JOURNAL

After the video clip has been played, set a timer for a short period (2–4 minutes, max) and have students write down any thoughts that come to mind about what they've seen.

They can then share this using one of the facilitation methods mentioned in this Handbook

Note: Some of these resources have been adapted and remixed under Creative Commons Licence from Group Work in the Classroom: Types of Small Groups. Centre for Teaching Excellence, University of Waterloo and Small Group Discussion Protocols, Dakin Burdick, Center for Teaching Excellence, Endicott College, 2011