

2019



Cyber Safe Generation: Digital education by design

Participatory Design Model Design Kit & step-by- step user guide

A RESOURCE FOR YOUNG PEOPLE, TEACHERS AND PARENTS



Co-funded by the
Erasmus+ Programme
of the European Union



Project Overview

CyGen is a co-funded Erasmus+ Key Action 2 strategic Partnership. The project engaged directly with children (aged 8-13), teachers and parents in four European countries (United Kingdom, Belgium, Denmark and Greece) to:

1. Explore the digital opportunities and challenges as these are experienced by these groups;
2. Develop a novel participatory design methodology and methods in order to work collaboratively with children and young people;
3. Co-design a culturally, linguistically and age appropriate open-access multimedia education programme, a 'web app' with children in the four member states. Designed by children, for children, the web app recognises and builds on children and young people's knowledge and experience to support their safe, informed use of the Internet;
4. Produce online open-access guidance encompassing lesson plans and pedagogical resources to support teachers and educators in primary and secondary schools in diverse European education settings to support children's online safety

The CyGen project was created to understand the opportunities and challenges faced by children when they go online. The project worked with children, young people, teachers, parents and academics to map these opportunities and challenges and, with children, to design educational resources to support children's safety online. The project was unique in that children helped the project team to develop and evaluate an evidence-based digital educational programme to promote young peoples' online citizenship and safety across the four participating European countries (UK, Denmark, Belgium and Greece).

The outputs created for this project are:

-  IO1: Scoping and needs analysis
-  IO2: Participatory Design Model
-  IO3: Design workshops
-  IO4: Co-designed digital education programme
-  IO5: Evaluation

Further information regarding the evidence-based digital educational programme can be viewed via our website <http://cygen.eu/resources/>



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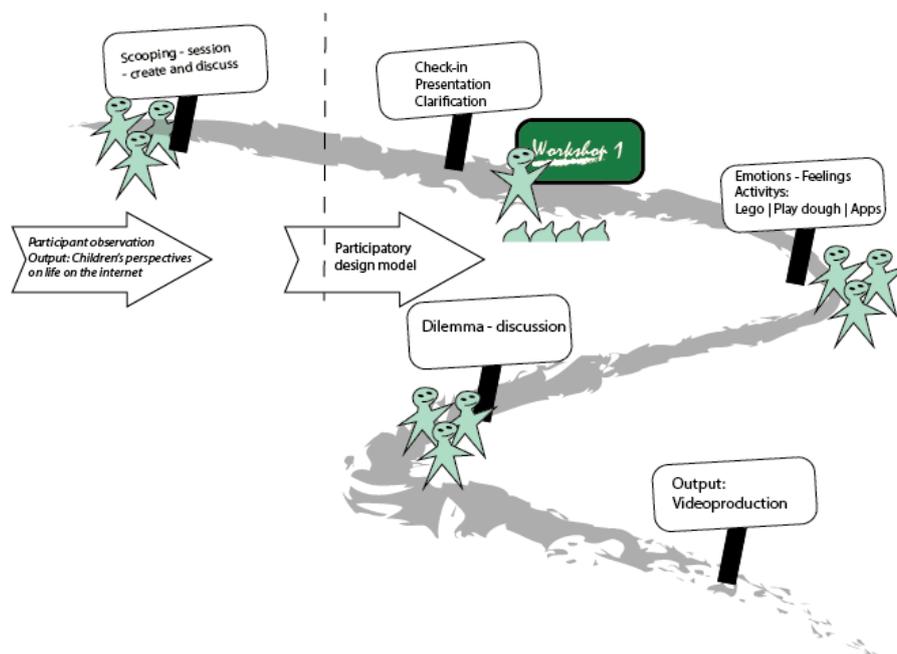


CyGen Design Kit

This report presents the participatory design model developed for use in the CyGen-project. The aim of CyGen is to develop a digital educational package which can be used by teachers and academics in schools and other settings to support children's involvement and the presence of their voice and perspectives in design processes for educational and community-based digital projects. In this project, the design kit and methodology used to create an educational package on the topic of safe internet behaviour and good practice in on line and social media.

The report contains the design kit developed in the project consisting mixed materials used in the design activities, a description of the contents of the kit and step-by step user guides for the design cycle.

The Participatory design model



“The process aims to be a process of investigating, understanding, reflecting upon, establishing, developing, and supporting mutual learning between multiple participants...”

(Simonsen & Robertson, 2012 p. 2)



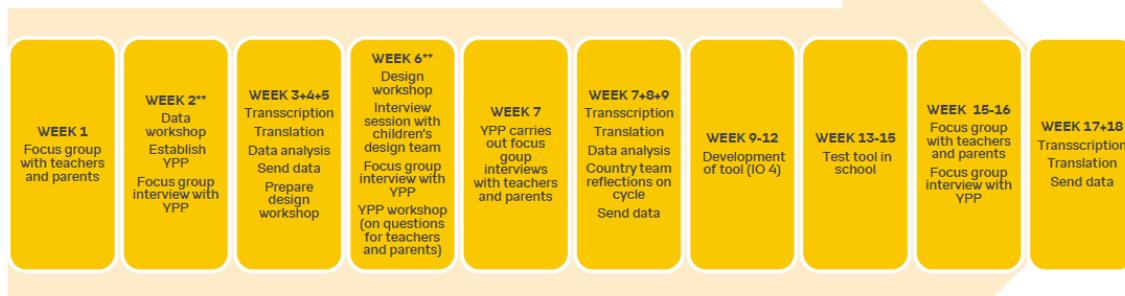
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Design cycle* (5-6 months)



* Guides are provided for all activities

**All activities are carried out on the same day



In the following description you can read into the design process's different processes, guides and sub-elements.



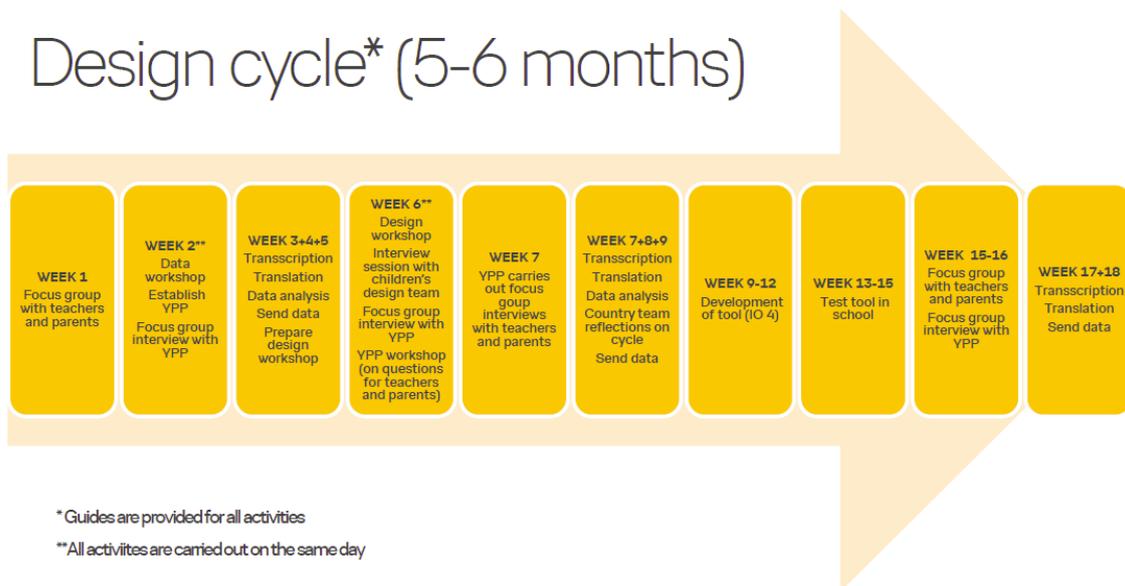
Week 1

Focus group interview with teachers and parents

- 🌐 Get Permission for photography and data collection from parents



Design cycle* (5-6 months)



Focus group schedule – parents

Instructions for research team

- 🌐 The focus group is scheduled for up to one hour and will include approx. five parents.
- 🌐 The focus groups will explore parents' experiences of supporting children to use the Internet.
- 🌐 The aim is to facilitate a discussion in which all participants are encouraged to have a say. The discussion will be used to support the design of the programme, ensuring that it meets the needs of teachers, children and parents.
- 🌐 The following headings will be used as prompts to generate group discussion:



1. How does your child go online?
 - I. What devices does s/he access?
 - II. What does s/he use the Internet for?
 - III. Where do they tend to do this? (prompt re bedroom, out playing etc.)
 - IV. How does s/he use? eg for:
 - a. Entertainment?
 - b. Connecting with friends
 - c. Learning?

Note to facilitator: This question aims to establish how children are accessing the internet and on what devices. Prompt re entertainment, connecting with friends, educational and other learning (to do homework, find out how to do something);

2. Do you share online activities with your child?
 - I. What
 - II. On what devices

Note to facilitator: This question aims to explore what online activities parents actively use with children and what devices they use with them). Prompt for specific examples – e.g. You Tube, Lego building sites etc.

3. What skills do you see your child developing through engagement with the Internet?

Note to facilitator: This question aims to explore parents' perceptions of how going online can support children's creativity, problem solving, criticality and other skills

4. What do you see as the major challenges for supporting your child and children more generally to stay safe online:
 - I. What most worries you (if anything)
 - II. What helps children

5. How do you support your child to stay safe online?
 - I. What resources are most helpful?
 - II. What approach is most helpful (prompt re parental strategies – e.g. banning certain sites, talking to their child, privacy settings)



Focus group schedule – teachers, pedagogues and support staff

Instructions for research team

- 🌐 The focus group is scheduled for up to one hour and will include approx. five teachers, pedagogues and support staff.
- 🌐 The focus groups will explore participants' experiences of supporting children to use the Internet.
- 🌐 The aim is to facilitate a discussion in which all participants are encouraged to have a say.
- 🌐 The discussion will be used to support the design of the programme, ensuring that it meets the needs of teachers, children and parents.
- 🌐 The following headings will be used as prompts to generate group discussion:

2. How do you make use of the Internet in your classroom?

- I. What platforms
- II. What elements of the curriculum does this support
- III. What Internet enabled devices are used within their classroom

Note to facilitator: This question aims to establish the perceived usefulness of digital resources in teaching and how well resourced the classroom to support this.

3. How do you currently teach about Internet use in your classroom?

- IV. What helps with this (i.e. what digital and non-digital resources are useful and how are they useful)
- V. What is less useful?

Note to facilitator: This question aims to explore what pedagogical design features support teaching and learning how to use the Internet and what should be avoided. NB this is about general skills (explain to participants that they will be asked specifically about safety later in the focus group).

4. What skills do you see children developing through engagement with the Internet in the classroom?

- I. Do you see any similarities and differences in children's engagement? What are these?



- II. How could the development of 'soft skills' – e.g. creativity, problem solving, criticality be encouraged – for all children - in the classroom
- III. What other positive opportunities does the Internet provide children in the classroom

Note to facilitator: This question aims to explore teachers perception of how digitally enabled educational resources can support children's creativity, problem solving, criticality and other 21st century skills

5 What do you see as the major challenges for supporting children to stay safe online:

IV. At school

V. At home (including outside home i.e. on mobile devices)

6. How do you support children to help children stay safe at school, at home and elsewhere?

III. What resources are most helpful?

IV. How do these resources support the overall approach to online safety in school?

V. How are parents involved?



Permission for photography and data collection



Dear parents in x class

In the next period, a research team will conduct a series of workshops and interviews in your child's class. The workshops are part of a project investigating issues related to the behaviour of children and young people's online behaviour. The goal is to develop an evidence-based digital education package to promote children's safe online participation in diverse European countries for children aged 10-13 years.

During the completion of the workshops, we would like to capture the experiences and attitudes exchanged in the dialogues between the children involved. We therefore ask your permission to make photographs and possibly audio and video recordings of your child, as she/he works with the assignments in the workshop.

We will use a closed system for collecting these data, where only the research group registered on the project has access. The materials will be used for analysis and dissemination of project results. Should we use pictures with children for dissemination purposes, the faces of the children will be masked in order to protect the identity of the children. The data material will be deleted at the end of the project (August 2019).

With my signature, I authorize the project Cyber Safe Generation (CyGen) to take pictures, audio and video of my child for use in the CyGen project.

Name (child)

.....

Name (parent / guardian)

.....

Signature (parent / guardian)

.....

Date.....



About the project

The CyGen project investigates issues related to the behaviour of children and adolescents on the Internet for the purpose of designing and testing an online tool that involves the target group in consideration and discussion of what is good and safe internet behaviour. The project uses user-involving design methods, and is based on anthropologically-inspired field studies among the project's target group, which are children aged 10-14 and adults who have professional or family relations with members of the target group. In the project, a digital tool will be designed and tested, which will be made available for other schools at the end of the project.



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2^ο ΟΛΟΗΜΕΡΟ ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΚΑΛΑΜΑΤΑΣ

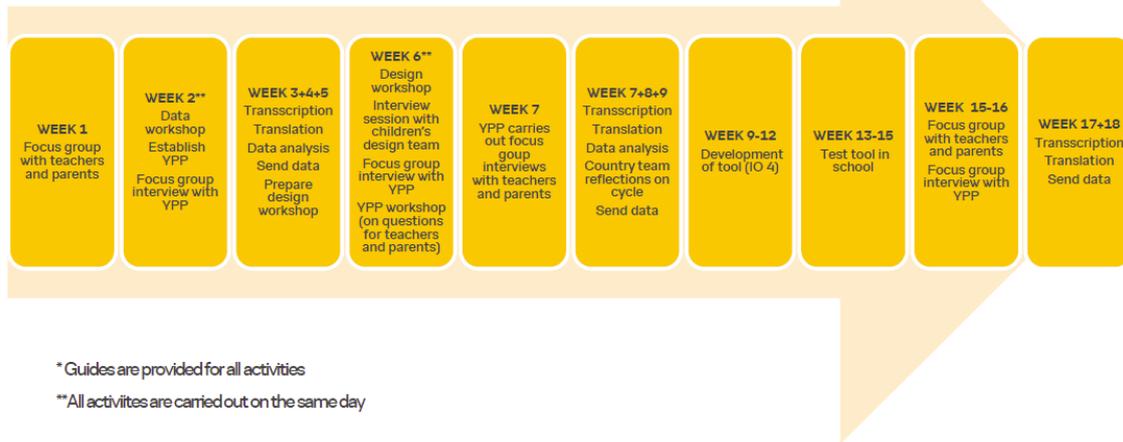
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Week 2



Design cycle* (5-6 months)



- Data workshop
- Establish YPP
- Focus group interview with YPP

Data workshop: Facilitator's guide

The following guide is the framework for data workshops in the CyGen project. CyGen investigates issues related to children and young people's online behaviour with the aim of designing and testing an online tool which will involve the target group in discussions about what good and safe Internet behaviour is. The project uses user-involving design methods, and is based on anthropologically-inspired field studies among the project's target group,



which is children aged 10-14 and adults who have professional or family relations with members of the target group. In the project, a digital tool will be designed and tested, and will be made available to other schools at the end of the project.

- 🌐 **Content:** This data workshop is part of IO 1, and frames a process where children and young people can share experiences about their behaviour on the Internet. After the data workshop, an interview session "Young People's Panel" (YPP) will be conducted.
- 🌐 **Purpose:** The purpose of the workshop is to establish a dialogue between children and young people, where they can exchange experiences related to their internet behaviour. During the workshop, the experiences exchanged in the dialogue between the participating children and young people will be captured. This data is collected through participatory observation, photos and video observation.
- 🌐 This data workshop will also generate content for Dilemma Cards *, which will be used in Step 3 at the following Design Workshop. The CyGen team should ensure that posters from the last exercise in the workshop are collected. It is also important to record the poster presentations in a way so all information about students' selected dilemmas is recorded. The data collection will be used to refine and elaborate the dilemmas before they are transformed into dilemma cards for the Design Workshop. It is expected that between 3 and 6 dilemmas are generated for this purpose. See page 40.

* A dilemma card is a brief description of a dilemma which children can experience when they are on line. Workshop participants will work with these cards in the next workshop, where the dilemmas will be refined and ultimately used to generate content for the digital learning material.

Approx. 25-30 pupils in groups with 5-6 pupils in each.

Target group 10 – 14 years

Duration 115 min. session with all participants. At the end of the workshop, the workshop groups select a representative, who will then participate in the YPP interview session, which lasts about 2 hours. This representative will also assist in collecting data from the following design workshop.

Preparation: The teacher divides the students into groups (4-5 students in each group). Place the groups around tables in the class room (be aware that the participants should sit in a suitable distance so that they can interact with each other). Each group works with one CyGen box throughout the workshop.



The teacher ensures that there is a room available for the 2 hour session with the Young People's panel. This room should accommodate about 10 people and be equipped with chairs for everyone and at least one table.

The data workshop and YPP will be filmed/photographed/audio recorded. Therefore, signed permissions from the parents must be obtained (see page 24).

Before the workshop, the teacher, facilitators and researchers have a meeting to prepare the workshop and the workshop step by step guide is reviewed by the CyGen team. Duration 30 minutes.

Toolbox

The CyGen team brings the following:

2 x CyGen Lego boxes

The box contains:

-  Lego blocks in different shapes and colours as well as Lego figures.
-  1 dilemma card - blue card
-  4 follow-up questions - green cards
-  10 sheets of A4 size paper and 5 markers

2 x CyGen Modelling boxes

The box contains:

-  6 buckets of play dough in different colours
-  1 dilemma card - blue card
-  4 follow-up questions - green cards
-  10 sheets of A4 size paper and 5 markers

2 x CyGen Drawing boxes

The box contains:

-  About 20 - 30 thin markers in different colours
-  About 50 sheets of white A4 size paper
-  1 dilemma card - blue card
-  4 follow-up questions - green cards
-  7 sheets of white A2/A3 size paper



Each table gets one box. The students will work with only one box in the workshop.

Remember: Projector, cameras / racks, microphones, stopwatch.

Facilitator - Step by step guide

Step 1: 5 min. Introduction to the workshop:

The workshop begins with a brief presentation of the CyGen project and its participants. Ensure that the groups are seated and that the participants can talk at the tables.

Step 2: 10 min. Common brainstorm

The activity starts by the facilitator reading the questions below for the students, and then lasts for 8 min. The facilitator notes the words on the board from the themes described by the children.

During this phase, the students' knowledge about the theme will be activated, and this serves also as a warm up-exercise as the children exchange some of their latest experiences on line.

The facilitator must be aware that statements should not be discussed, but merely presented and condensed to keywords., The facilitator will write these keywords on the blackboard.

Question to the class:

"Think back on some of the experiences you've had lately when you've been on the Internet - If your experiences can be described in one or a few words, what would it be?"

TAKE TIME 8 MINUTES

Step 3: 45 min. Build and tell – the children's share their experiences.

During this phase, students will work with the material in the CyGen box they have been given, and relate to questions about their internet behaviour.

The facilitator reads the following questions one at a time:

Assignment 1)

When you are on the internet in your spare time, what do you mostly use it for?



You now have 10 minutes to build or draw a thing that tells something about what you're using the Internet for. Each participant will make their own individual contribution.

Use the materials that are in the box.

TAKE TIME 10 MINUTES

Assignment 2)

Tell each other about the things you've built and how it shows what you're using the internet for. You have 5 min. for the assignment. Time starts now.

TAKE TIME 5 MINUTES

Assignment 3)

Now build or draw some of the situations that can be difficult, fun, exciting, nice, dangerous or where you have felt insecure when using the internet? You have 10 minutes, and time starts now.

TAKE TIME 10 MINUTES

Assignment 4)

Now build or draw what you think safe internet behaviour is. You have 10 minutes, and time starts now.

TAKE TIME 10 MINUTES

Assignment 5)

Tell the class about what you have talked about and built in the groups

TAKE TIME 10 MINUTES

The groups take turns in presenting one of their items.

15 min. break

Step 4: 30 min. Create a poster (group activity)

Assignment 6)

Look back at your conversations in the previous exercises. Are there any challenges or dilemmas you can point out?



Describe in words and drawings today's biggest dilemma on a poster:

What is the dilemma/problem?

Who has the problem?

Why is it a problem?

You now have 30 min. to produce a poster where you describe the dilemma. The poster should also contain the most important advice and recommendations you have for other children using the internet. Remember to describe why you find them important.

TAKE TIME 30 MINUTES

Assignment 7)

Present your poster to the class: What dilemmas have you found and what good advice and recommendations would you give to other children?

TAKE TIME 10 MINUTES

Step 5 Evaluation of the day

The facilitator informs about the further process of YPP and the upcoming design workshop and thank the children for their contribution.

Distribution of lollipops.

CyGen team take pictures of all the posters and ensure that all the necessary data to understand the dilemma is collected.

CyGen team collect the materials in the boxes.

TAKE TIME 10 MINUTES

Step 6: Young Peoples Panel (YPP) - Focus group interview

The workshop groups select one representative, who will go on to participate in the YPP interview session. This representative will assist in collecting data from at the next workshop.

YPP is scheduled for 2 hours and described in a separate guide.



Observation Guide - Data Workshop

In CyGen we seek a structured and systematic observation approach regarding data collection. The observations at this stage of the project serve two purposes:

- 1) To capture data to inform our evaluation of CyGen (IO5).
- 2) To generate themes from children's discussions and activities. These themes will be used for the design workshop.

Observations are to be conducted by two researchers who participate in the workshop, and the YPP.

Role and Position of the Observer

-  Start by introducing yourself and your role as an observer. Explain why you are present and that your role is to observe and make notes. Be clear about your role and explain that you will not participate directly in the workshop but stand aside and observe, but also that you occasionally may ask questions. Emphasize that you are curious about what they are doing and will not be judging whether they are doing things 'right' or 'wrong'. In the introduction, it is important to explain that the observations will be used as a tool to get insights into their world and experiences when they go online. It is very important to emphasise that no names will be used in the project write up and that the children are allowed to ask questions about you and your role.
-  Check the observation table (see below) for your role and position. You will either act as a non-participant observer (allowing you to have an overview of the children and the situation), or to take a position as participant-observer. During the workshop, you have to be flexible about how much you participate at different times. During the workshop, please be aware, that you are not the facilitator but the observer.
-  During participant observation, place yourself next to a selected group (agree which group with the other observer before the session). This will allow you to observe the interactions and enable you to ask questions. Make sure all questions are open ended and are neither leading nor judging. Be careful not to interfere or play an active part in the activities as this may impact on them. Be careful that any questions you ask do not take up too much of the children's time.



-  Log your notes in the observation table during the process. In the observation table, you note an 'initial' or 'clean' observation without any personal interpretation or opinion. If you quote directly, the quotation is written in "...". Only register what you see or hear. During the process, it is possible to give your initial interpretation and reflections and to identify key themes for the design workshop.

-  When the workshop finishes, the observation notes must, as soon as possible i.e. within 2-3 few days, be transcribed into a 'new version' i.e. the notes become detailed sentences that are meaningful to the rest of the country and international team. The new document with the transcribed, coherent text is then sent for translation (so that all data is in English). Both the original observation notes and the transcriptions must be uploaded in both the original language and English. This is done to the secure shared area for CyGen within 14 days of the workshop.

Observation Table

The observation table is divided into four sections. Please use them as follows:

-  **Section 1:** Pre-populated section: Contains the description of the central foci in relation to the observations.
-  **Section 2:** For noting your initial observations. Your notes should be a concise record of what you observe and hear.
-  **Section 3:** For your own interpretation of the observations.
-  **Section 4:** Here you can note the key themes, which you identify during the process and on reflection immediately after.

When completing the table, be aware of the role of the observer at different stages during the session (detailed in the second column header).

Section 1: Description	Section 2: Observation notes (initial observations)	Section 3: Initial interpretation and reflections	Section 4: Key themes
Pre-meeting with teacher	Non-participant observation		
Observation foci: The teacher's statements on children's and young			



<p>people's use of the internet.</p> <p>The teacher's role in relation to the children's and young people's behaviour on the internet.</p> <p>Other relevant statements.</p>			
Step 1: Introduction	Non-participant observation	Initial interpretation and reflections	Key themes
<p>Observation foci:</p> <p>Division into groups.</p> <p>The children's comments and reactions during the introduction.</p>			
Step 2: Brainstorm	Non-participant observation	Initial interpretation and reflections	Key themes
<p>The children's comments and reactions during the brainstorming.</p>			
Step 3: Build and tell	Participant observation	Initial interpretation and reflections	Key themes
<p>Assignment 1: Children's use of the internet</p> <p>What children say, built and draw</p>			
<p>Assignment 2: Presentation</p> <p>What children say and do</p>			



<p>Assignment 3: Situations that may be difficult, fun, exciting, nice or dangerous etc. when using the internet</p> <p>What children say and do</p>			
<p>Assignment 4: Safe internet behaviour</p> <p>What children say, built and draw</p>			
<p>Assignment 5: Presentations</p> <p>Children’s comments and reactions.</p> <p>The teacher’s comments and reactions.</p>			
<p>Step 4: Create a poster</p>	<p>Participant observation</p>	<p>Initial interpretation and reflections</p>	<p>Key themes</p>
<p>Assignment 6:</p> <p>What children say and do</p> <p>Their recommendations and arguments</p>			
<p>Assignment 7: Presentations</p> <p>Children’s comments and reactions.</p>			



The teacher's comments and reactions.			
Step 5: Evaluation	Participant observation	Initial interpretation and reflections	Key themes
Children's comments and reactions. The teacher's comments and reactions.			
Step 6: Establishing the Young People's Panel (YPP)	Non-participant observation	Initial interpretation and reflections	Key themes
The groups' discussions on who they choose as their YPP representative Criteria defined as important of the chosen representatives			



Guide to Young People's Panel - Focus Group after Data Workshop (2 hours)

For CyGen we are using a structured, systematic approach to gathering the views of children and young people. As part of this, we are carrying out focus groups, i.e. a group interview in which all members of the Young People's Panel (YPP) are present at the same time and have the opportunity to express their views and discuss their ideas.

The focus group is like a semi-structured interview, i.e. the interview guide is used but the order of the questions may be adapted in response to the pupils' answers and the emerging discussion. During the focus group, the primary questions must be covered. However, it is important to ensure sure that the sub-questions are also discussed. These are marked A, B, C etc.

The project will use focus groups at several points in the project. The first two focus groups are carried out immediately after the data workshop and design workshop. The third focus group will evaluate the tool and is carried out at the end of the design cycle.

The purpose of this focus groups is:

- 1) To ensure that children's voices are at the heart of our research;
- 2) To capture data to inform our scoping (IO1) and evaluation of CyGen (IO5);
- 3) To generate themes from pupils' discussions and activities. These themes will be used for the design workshop.

Look at the Global Kids Online guidance on sampling and how to ensure that all children, including marginalised children are included and heard. This can be accessed here <http://blogs.lse.ac.uk/gko/wp-content/uploads/2016/04/Qualitative-toolkit-guide-final-26-Oct-16.pdf>.

Focus Group: Guidance and Steps

For your focus group, please follow the above guidance and the steps as follows:

-  **Preparing for the focus groups:** The focus group should take place in an undisturbed room. Before the interview, the equipment should be prepared and tested. The focus group must be recorded with a digital recorder (voice only) and a video camera. Please note that the recording starts as soon as the pupils enter the room. Consent to record the session must have been confirmed by parents in advance using the project consent form. You will need at least one researcher



to manage the focus group and should aim to include 6-7 pupils from your YPP (if your YPP is larger than that). The focus group should be carried out in the native language.

- 🌍 **Getting started:** When the pupils are seated, the interviewer introduces himself/herself and explains what the focus group will involve. In the introduction, please mention that the focus group will last up to 2 hours and include a break. Also remind pupils that that the focus group is being video-taped, and that all data will be anonymised. The presentation must include the purpose of the focus group. That is, that the aim is to learn from their opinions and experiences about the opportunities and challenges - when going online. It is also very important to stress that there are no “right” or “wrong” answers. Everyone must respect each other, and it is okay to disagree with a viewpoint.
- 🌍 **Conducting the focus group:** It is important to create a safe atmosphere and to ensure that the pupils feel that they are being heard and that their input is respected. The questions have been designed to be open-ended, so that they engage pupils and support their active participation. When you use the interview guide, please ensure that you ask, and give opportunity, for all participants to have their say. Use prompts to do this e.g. ‘what do you think name of child’ and regularly summarise what has been said and ask ‘is that right from your perspective?’
- 🌍 **At the end of the focus group:** When the focus group finishes, thank all the children for their participation and remind them that there will be two more YPP-focus groups. The next focus group will involve generating questions for parents and teachers. Remind pupils, that, in the upcoming design workshop, they will help with the data collection by filming their group. Let them know that you will arrange with their teachers to meet with them 15 minutes before the design workshop to explain their role for the day and that you will support them during this process.
- 🌍 **After the focus group:** Preparing the data: The focus group must be transcribed and translated and your notes, recordings, transcriptions and the translations uploaded onto the secure shared area for CyGen within 14 days of the workshop.



Focus Group Themes: Interview Guide

The interview guide is divided into themes with associated questions. During the interview, please use the template to write comments, observations, and your own initial interpretations and reflections.

Please ensure that each question is covered during the focus group.

Presentation and warm up	Instructions	Comments
<p>Explain the focus group</p> <p>Warm up activity: Let the children stand in a circle with you. Put a ball into play between you.</p> <p>Nametags</p>	<p>See above.</p> <p>Every time you catch the ball, say your own name.</p> <p>Every time you catch the ball, say your name and why you believe you were chosen to be part of the YPP (for researchers; why you are part of the project).</p> <p>Every time you catch the ball, say the name of an online activity. You should repeat what has been said so far and add yours [game finishes when it becomes impossible to remember]</p> <p>Please write your name on the post-it (or nametag) and attach it to yourself.</p>	
PART 1 (approx. 50 min.)		
About the workshop	Questions	Comments
<p>Each question is asked to the whole group, one at a time</p> <p>Opportunities</p> <p>Risks</p>	<p>Reflecting on the workshop you participated in <i>earlier/ yesterday/ this morning</i>:</p> <p>1. What were the good things that the group expressed about going online? - Prompt re: - education/ homework/ hobbies - social - fun/ entertainment - other</p> <p>2. Tell me more about the things that you usually do online (prompts: games, videos, music, chat, messaging, photos, creating a profile, searching for information, uploading/downloading things, reading, buying things, discussing social problems, getting involved in a campaign)</p>	



	<p>3. What were the challenging or unpleasant things that the group expressed about going online?</p> <p>4. Tell me more about the things that you find challenging or unpleasant online.</p>	
Children's own attitude to online behaviour and safety	Questions	Comments
Skills and practices	<p>1. What kind of online activities are usually the easiest for you? Why?</p> <p>2. What kind of online activities are usually difficult for you? Why?</p> <p>3. What do you do to solve such problems? Can you think of an example? Anything you want to do better? Why?</p> <p>4. Have you ever done anything to make you safer online (prompts: privacy settings, passwords, blocking people, blocking content like ads or junk mail, deactivate function showing location, changing content sharing options)?</p> <p>5. What is online safety?</p> <p>6. Which skills do you need in order to navigate safely online? What is your responsibility? What is the responsibility of others?</p>	
Roles and participation of parents and teachers	Questions	Comments
<p>Well-being and resilience</p> <p>Mediation</p>	<p>1. Sometimes children experience things that are not okay on the internet. Do you know such situations? What happened? How would you say you (or they) felt about it? What did you (or they) do about it?</p> <p>2. Is there any help available when things like that happen? Where can children get help? Have you been asked for help by others?</p> <p>3. What do parents and teachers need to know about online safety in regard to children's and young people's use of the internet?</p> <p>A. Do they talk to you about online safety? What do they say?</p> <p>B. Are there any restrictions for your use of the internet? Why?</p> <p>C. Is there a difference between the restrictions in your leisure time/at home/at school?</p>	



	<p>4. What would you like adults to do in regards to children's and young people's online safety? A. What are the adults' responsibilities?</p> <p>5. Can adults – teachers and parents - learn anything from you younger people in regards to online behaviour? What? Why? How?</p> <p>6. In what way should adults participate/take interest in your use of the internet? A. How are the adults participating now? B. What would you like to do together with adults? C. To what extend should adults interfere?</p>	
BREAK (approx. 10 min.)		
PART 2 (approx. 55 min.)		
Co-analysis	Questions	Comments
<p>This part is executed in a process:</p> <p>Each child writes words or sentences on post-it labels (5 minutes for each of the four thematic areas)</p> <p>All Post-it notes are put on the black board and the children are allowed to view and group the post-its.</p>	<p>In this part of the workshop we are going to have a go at doing some co-analysis with you as peer-researchers. This will tell us what is important to you and help us understand the challenges and opportunities from your perspectives. These understandings will help us identify the design themes for the next workshop.</p> <p>Here, we'd like to reflect on your experiences of working in your group and the discussion we have been having in the YPP (i.e. in part 1 of this focus group) to identify the key or most important messages that your peers need to know about going online.</p> <p>Thematic areas:</p> <ol style="list-style-type: none"> 1. What do your peers need to know...what are the good things about going online? (Opportunities) 2. What do your peers need to know... what are the challenges about going online? (Risks) 3. What do your peers need to know... about navigating safely online? (skills and practices/well-being and resilience) 4. What do your peers need to know... about where to go for information and help regarding issues online? (Mediation) <p>Let us altogether group your post-its.</p>	



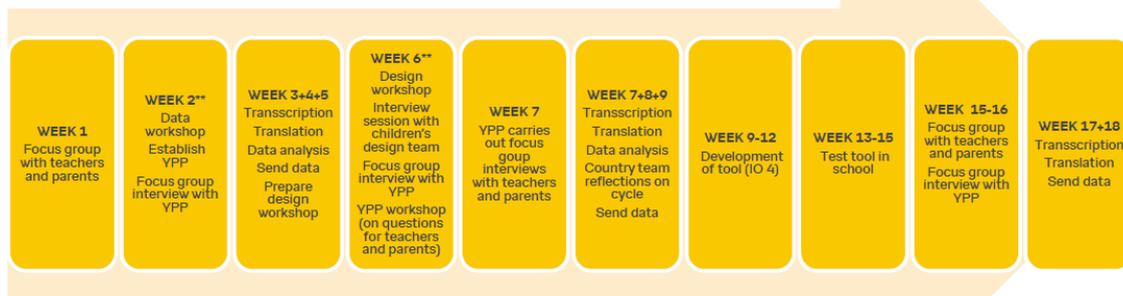
<p>The children suggest headings for the post-it groups.</p> <p>Find the 5 most important themes with the children</p>	<p>What headings do we give the groups/themes?</p> <p>Which are the most important themes?</p>	
Evaluation	Questions	Comments
	<p>This is your opportunity to help us to develop the project, so we do it effectively and are able to hear what everyone have to say. We need to make sure we are doing that. So, thinking about the workshop yesterday/ this morning, please tell us:</p> <ol style="list-style-type: none"> 1. What worked well? 2. What could we do differently that would make the workshop/focus group better? Prompt: <ol style="list-style-type: none"> A. In your view did everyone, who wanted, get the opportunity to take part? B. Was there anything, you didn't have time to discuss in relation to the subjects/themes in the workshop/focus group? What other important subjects/themes could have been discussed during the workshop/focus group? C. Was anything difficult to discuss? What? D. Suggestions? 	



Week 3, 4 and 5



Design cycle* (5-6 months)



* Guides are provided for all activities

** All activities are carried out on the same day



- Transcription of data
- Translation
- Data analysis
- Send data
- Prepare design workshop – make dilemma cards/narratives based on the culturally specific themes generated from data workshop



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Template dilemma cards for design workshop

Print on blue paper



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DILEMMA

DESCRIBE ONE OF THE DILEMMAS IDENTIFIED IN THE
DATA WORKSHOP

Make 4 – 5 dilemmas/narratives



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Green cards for design workshop



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Card 1

What kind of problems can you find in this dilemma?

Helping questions

Who is it a problem for?

Who is involved in the problem?

Why is that a problem?

Do you know someone who has had the problem?

Build or draw what you see is the biggest problem in the dilemma.



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Card 2

Who do you think can do something to help solve the problem?

Make a brainstorm about all those who will be able to help with the problem.

Insert the various people who can help on the list on the table with the persons,
Who can do most at the top.

Write short about how each person can help.



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Card 3

What can you do if your friend is in a dilemma like this?

Together: Build or draw a thing that shows something about how to be a good friend in this situation.



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Card 4

What can you do yourself if you are in such a dilemma?

Agree on 3 good advice to the one or those who has got the dilemma.
Write the 3 tips on a paper from the suitcase.



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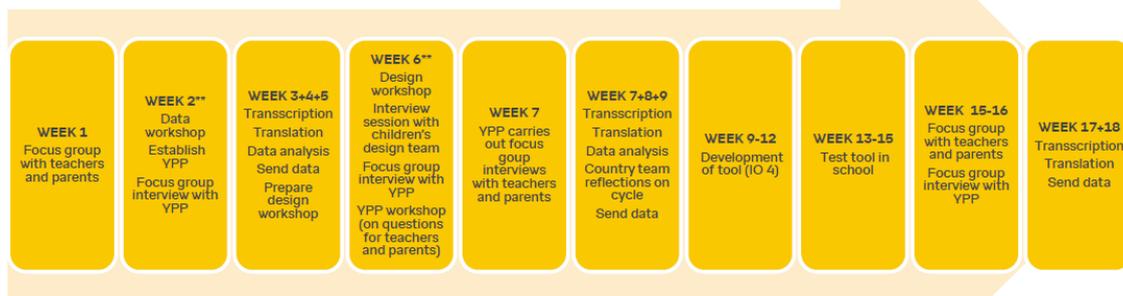
2^ο ΘΛΟΗΜΕΡΟ ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ ΚΑΛΑΜΑΤΑΣ

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Week 6

Design cycle* (5-6 months)



* Guides are provided for all activities

**All activities are carried out on the same day



- Design workshop
- Interview session with the children's design team
- Focus group interview with YPP
- YPP workshop (on questions for teachers and parents)

Design workshop – IO 2 – Facilitator's guide

The following guide is the framework for design workshops in the CyGen project. CyGen investigates issues related to children and young people's online behaviour with the aim of designing and testing an online tool which will involve the target group in discussions about what good and safe Internet behaviour is. The project uses user-involving design methods, and is based on anthropologically-inspired field studies among the project's target group, which is children aged 10-14 and adults who have professional or family



relations with members of the target group. In the project, a digital tool will be designed and tested, and will be made available to other schools at the end of the project.

Content: This design workshop is part of IO 2, and frames a process in which children and young people contribute to the design of learning content which can provide the basis for children and young people's reflections and articulations about safe internet behaviour.

Purpose: The purpose of the workshop is to generate data for designing input for an online tool (IO4). During the completion of the workshop, the generated data will provide input on the following:

-  Learning objectives and potential of the tasks and assignments
-  Task descriptions and clarifications thereof
-  The significance of materials used on the outcome of the process
-  Participants' feedback on both the process, content and materials
-  Country-specific themes of relevance to the project

Data will be collected through observation studies, photo and video observation. YYP participants also contribute to data collection in the design workshop. They are provided with a tablet and asked to follow their group and ask questions about the processes. It is therefore important that the children work in the same groups as in the Data workshop.

Target group: Children aged 10-14 years

Approx.: 25-30 pupils in groups with 5-6 pupils in each.

Duration: 90 min. session

Preparation: The students will sit in the same groups as they did in the Data workshop. Place the groups around tables in the class room (be aware that the participants should sit in a suitable distance so that they can interact with each other).

Roles in the workshop:

The **teacher** should be present in the room and contribute with his/her knowledge about the individual children and the class.

The **facilitator** (one from the CyGen team) introduces, initiates and leads the workshop.



Time keeper and **observer** (one or two from the CyGen team) keep track of time, observe the process in the groups and support the facilitator. A signal should be given when there is 1 minute left of the time given for each assignment.

The design workshop will be filmed, photographed and be recorded by sound. Therefore, signed permissions to collect data must be obtained from the parents (see page 24).

Toolbox

The CyGen team brings the following:

2 x CyGen Lego box

The box contains:

-  Lego blocks in different shapes and colours as well as Lego figures.
-  1 dilemma card - blue card
-  4 follow-up questions - the green cards
-  10 sheets of A4 and 5 markers

2 x CyGen Modelling boxes

The box contains:

-  6 buckets of plastic wax in different colours
-  1 dilemma card - blue card
-  4 follow-up questions - the green cards
-  10 sheets of A4 and 5 markers

2 x CyGen Drawing boxes

The box contains:

-  About 20 - 30 thin markers in different colours
-  About 50 sheets of white A4 size paper.
-  1 dilemma card - blue card
-  4 follow-up questions - green cards
-  7 tablets with a video editor App (or 7 sheets of white A2/A3 size paper)



Each table gets one box. The students will work with only one box in the workshop.

Remember: Projector, cameras / racks, microphones, stopwatch.

Note: Dilemma cards. Distribute the various dilemmas that were generated in the data workshop between the groups.

Step by step guide

Step 1: 5 min. Introduction to the workshop

The workshop begins with a brief presentation of the day's purpose and processes (max 5 minutes). Ensure that the groups are seated and that the participants can talk and collaborate at the tables.

Step 2: 50 min. Dilemma Task

Assignment 1):

Take a blue dilemma card from the box.

Read the text on the blue card and talk together about the dilemma.

The facilitator walks around and ensures that all groups have understood the dilemma.

TAKE TIME 5 MINUTES

Assignment 2 – 10 min.):

Take the green card No. 1 from the box and solve the task in it.

Green Card No. 1



What kind of problems can you find in this dilemma?

Build or draw what you see as the biggest problem in the dilemma.

Helping questions

Who is it a problem for?

Who is involved in the problem?

Why is that a problem?

Do you know someone who has had the problem?

TAKE TIME 10 MINUTES

Assignment 3):

Take the green card No. 2 from the box and solve the task in it.

Green Card No. 2

Who do you think can do something to help solve the problem?

Make a brainstorm about all those who will be able to help with the problem.

Make a list of the various people who can help.

Write briefly about how each person can help.

TAKE TIME 10 MINUTES

Assignment 4):

Take the green card No. 3 from the box and solve the task in it.

Green Card No. 3

What can you do if your friend is in a dilemma like this?

Together: Build or draw what an illustration of how to be a good friend in this situation.



TAKE TIME 10 MINUTES

Assignment 5):

Take the green card No. 4 from the box and solve the task in it.

Green Card No. 4

What can you do yourself if you are in such a dilemma?

Agree on 3 pieces of good advice to a person who is experiencing this dilemma. Write the 3 tips on a sheet of paper from the box.

TAKE TIME 10 MINUTES

10 min. Energizer break

Step 3: 40 min. Video production of dilemmas

Assignment 6

Make a short video of max. 3 minutes where you present your dilemma and what advice and recommendations you would give to other children.

How can you avoid getting into the dilemma and what can you do if you get into it?

You have 40 minutes to solve this task.

If the class do not have access to tablets, make posters (please ensure access to A3 paper for the pupils)

TAKE TIME 40 MINUTES



Step 4: 15 - 25 min. Video presentation

Each group present their video or poster to the class and the CyGen team

TAKE TIME 3 MINUTES FOR EACH GROUP

Step 5. 15 min. Evaluation of the design process

To conclude the workshop, the groups share their experience of the processes (questions/tasks) and materials.

If you were to have a digital education package about good behaviour and security on the Internet, what should it contain and what kind of tasks is interesting for you to work with?

Observation Guide – Design Workshop

In CyGen we seek a structured and systematic observation approach regarding data collection. The observations at this stage of the project serve two purposes:

-  To capture data to inform our evaluation of CyGen (IO5).
-  To generate data for the safe generations tool (IO4).

Observations are to be conducted by two researchers who participate in the workshop, and the YPP.

Role and Position of the Observer

-  Before the session, meet with the YPP. Hand over tablets to each member and ensure that they know how to operate the tablet for filming. Summarize the task to be carried out by YYP so that everybody feels confident with filming his or her peers.
-  Start by introducing yourself and your role as an observer. Explain why you are present and that your role is to observe and make notes. Be clear about your role and explain that you will not participate directly in the workshop but stand aside and observe, but also that you occasionally may ask questions. Emphasize



that you are curious about what they are doing and will not be judging whether they are doing things 'right' or 'wrong'. In the introduction, it is important to explain that the observations will be used as a tool to get insights into their world and experiences when they go online. It is very important to emphasise that no names will be used in the project write up and that the pupils are allowed to ask questions about you and your role.

-  Check the observation table (see below) for your role and position. You will either act as a non-participant observer (allowing you to have an overview of the pupils and the situation), or to take a position as participant-observer. During the workshop, you have to be flexible about how much you participate at different times. During the workshop, please be aware, that you are not the facilitator but the observer.

-  During participant observation, place yourself next to a selected group (agree which group with the other observer before the session). This will allow you to observe the interactions and enable you to ask questions. Make sure all questions are open ended and are neither leading nor judging. Be careful not to interfere or play an active part in the activities as this may impact on them. Be careful that any questions you ask do not take up too much of the pupils' time.

-  Log your notes in the observation table during the process. In the observation table, you note an 'initial' or 'clean' observation without any personal interpretation or opinion. If you quote directly, the quotation is written in "...". Only register what you see or hear. During the process, it is possible to give your initial interpretation and reflections and to identify key themes for the design workshop.

-  When the workshop finishes, the observation notes must, as soon as possible i.e. within 2-3 few days, be transcribed into a 'new version' i.e. the notes become detailed sentences that are meaningful to the rest of the country and international team. The new document with the transcribed, coherent text is then sent for translation (so that all data is in English). Both the original observation notes and the transcriptions must be uploaded in both the original language and English. This is done to the secure shared area for CyGen within 14 days of the workshop.



Observation Table

The observation table is divided into four sections. Please use them as follows:

- 🌍 Section 1: Pre-populated section: Contains the description of the central foci in relation to the observations.
- 🌍 Section 2: For noting your initial observations. Your notes should be a concise record of what you observe and hear.
- 🌍 Section 3: For your own interpretation of the observations.
- 🌍 Section 4: Here you can note the key themes, which you identify during the process and on reflection immediately after.

When completing the table, be aware of the role of the observer at different stages during the session (detailed in the second column header).

Section 1: Description	Section 2: Observations notes (initial observations)	Section 4: Initial interpretation and reflections	Section 4: Key themes
Pre-meeting with teacher	Non-participant observation		
Observation foci: The teacher's statements on children's and young people's use of the internet. The teacher's role in relation to the children's and young people's behaviour on the internet. Other relevant statements.			
Step 1: Introduction	Non-participant observation	Initial interpretation and reflections	Key themes
Observation foci: The children's comments and reactions during the introduction.			



Step 2: Dilemma task	Participant observation	Initial interpretation and reflections	Key themes
Assignment 1: Blue dilemma card What children say and do YPP participation			
Assignment 2: Green card no. 1 What children say, built and draw YPP participation			
Assignment 3: Green card no. 2 What children say and do What children write YPP participation			
Assignment 4: Green card no. 3 What children say, built and draw YPP participation			
Assignment 5: Green card no. 4 What children say and do The advice that they give YPP participation			
Step 3: Video production of dilemmas	Participant observation	Initial interpretations and reflections	Key themes
Assignment 6: Video What children say and do			



YPP participation			
Step 4: Video presentations	Participant observation	Initial interpretation and reflections	Key themes
Children’s comments and reactions. The teacher’s comments and reactions.			
Step 5: Evaluation of the design process	Participant observation	Initial interpretation and reflections	Key themes
Children’s comments and reactions. The teacher’s comments and reactions			

Design workshop – interview session – semi-structured interview guide

Children as participants in the development of a digital education package
This is a semi-structured interview guide for interviewing participants in the design workshop about design issues related to the digital education package. CyGen investigates issues related to children and young people's online behaviour with the aim of designing and testing an online tool which will involve the target group in discussions about what good and safe Internet behaviour is. The project uses user-involving design methods, and is based on anthropologically-inspired field studies among the project's target group, which is children aged 10-14 and adults who have professional or family relations with members of the target group. In the project, a digital tool will be designed and tested, and will be made available to other schools at the end of the project.

Content: This interview session aims to involve children and young people in evaluation of the methods used in the design workshop. Throughout the interview session, children and young people reflect and develop further the design and content of the digital education package. The interview is a semi-structured interview. Thus, the questions in the interview guide are inspirational questions to support the flow of the



conversation. They should not necessarily be followed chronologically throughout the interview. This form allows the interviewer to ask follow-up questions in order to cover all relevant perspectives. During the interview, the interviewer may choose to make drawings with the children to see what they suggest for the learning processes and content in the digital education package.

Purpose: To involve children as participatory designers to create input for the design of scenarios for O4, as well as for uncovering critical issues to be pursued in future iterations of IO1 and IO3.

The interview intends to generate data about:

-  Learning content and potential in the individual assignments
-  Task descriptions and clarifications
-  The potentials of the materials used for the process
-  Participants' feedback on process, content and materials
-  Country-specific themes

Data is collected using video observation

Target group: 5 children from the class - 10-14 years old

Time: About 45 minutes

Preparation: Review the interview guide, ensure reservation of a room for the interview session. Ensure that there is sheets of paper and pens in the room for drawing.

Roles: Researcher (CyGen participant) introduces, initiates and conducts the interview. 'Technology manager' (CyGen participant) ensures that the interview session is filmed and supports if something occur during the session.

The interview session will be filmed. Therefore, written permission from the parents must be obtained (see Facilitator's guides for workshops).



Interview guide

Step 1: 5 min. Introduction

The interview begins with a brief presentation of all participants (name and age) and the purpose of the interview.

The reason we are here today is to involve you in making the best educational package about online security for young people like you. Instead of just make one ourselves, we would like to invite you to be part of the design process because we think you are the experts.

We will now interview you about this. We would like to hear about your experiences today in the workshop, what was good, what was not so good? Could some of the assignments be used in a on line tool? In addition to this, we would also like to hear about your experience with good assignments in general.

We are not looking for specific answers, but your thoughts and suggestions.

Step 2: 35 min. Interview

Keywords	Questions
Summary of the workshop	Can you tell me a little about how you experienced the workshop today? What went well? What did not go well? Why?
Reflections on learning and teaching methods	What is good teaching for you/how would you like to be taught? Can you tell me a little about what you consider to be a good work procedure in school? What do you think about working with other children about tasks? Do you need any support to succeed in working in groups at school? If yes, what kind of support?
Reflections on the process and elements	Today, you have worked with play dough, Lego and drawing as tools for exercises. How was your experience working with these materials? What advantages and disadvantages did you experience by working with these materials? Why? Are there any parts of the processes from today you would recommend for the educational package?
Reflections about the good teaching	What kind of teaching materials do you use the most in school? If you were to create tasks for other children about internet security, what would you recommend?



	material/educational package	In our work on the digital teaching material, what would you recommend to make it a good relevant and exciting teaching material? Are there any of the tasks or ways you have worked with the tasks today which you recommend being used in the educational work package?	
safety	What is good to learn about internet safety	What do you think is important to learn about internet safety? If you think about the exercises you've tried today, have you learned anything new become of new things regarding online safety? If yes - what? If no - why?	
		Is there anything else you would like to say or recommend we do in our further work on design of the educational package?	
<p>Step 3: 5 min. End of interview</p> <p>Collect drawings and/or models developed during the interview.</p>			

Guide to Young People's Panel - Focus Group and Workshop after Design Workshop (2 hours)

For CyGen we are using a structured, systematic approach to gathering the views of children and young people. As part of this, we are carrying out focus groups, i.e. a group interview in which all members of the Young People's Panel (YPP) are present at the same time and have the opportunity to express their views and discuss their ideas.

The focus group is like a semi-structured interview, i.e. the interview guide is used but the order of the questions may be adapted in response to the pupils' answers and the emerging discussion. During the focus group, the primary questions must be covered. However, it is important to ensure sure that the sub-questions are also discussed. These are marked A, B, C etc.



The project will use focus groups at several points in the project. The first two focus groups are carried out immediately after the data workshop and design workshop. The third focus group will evaluate the tool and is carried out at the end of the design cycle. The purpose of this focus groups is:

- 1) To ensure that children's voices are at the heart of our research;
- 2) To capture data to inform our scoping (IO1) and evaluation of CyGen (IO5);

Look at the Global Kids Online guidance on sampling and how to ensure that all children, including marginalised children are included and heard. This can be accessed here <http://blogs.lse.ac.uk/gko/wp-content/uploads/2016/04/Qualitative-toolkit-guide-final-26-Oct-16.pdf>.

Focus Group: Guidance and Steps

For your focus group, please follow the above guidance and the steps as follows:

- 🌐 Preparing for the focus groups: The focus group should take place in an undisturbed room. Before the interview, the equipment should be prepared and tested. The focus group must be recorded with a digital recorder (voice only) and a video camera. Please note that the recording starts as soon as the pupils enter the room. Consent to record the session must have been confirmed by parents in advance using the project consent forms. You will need at least one researcher to manage the focus group and should aim to include 6-7 pupils from your YPP (if your YPP is larger than that). The focus group should be carried out in the native language.
- 🌐 Getting started: When the pupils are seated, the interviewer introduces himself/herself and explains what the focus group will involve. In the introduction, please mention that the focus group will last 2 hours and include a session where they themselves will make questions for teachers and parents. Also remind pupils that that the focus group is being video-taped, and that all data will be anonymised. The presentation must include the purpose of the focus group. That is, that the aim is to learn from their opinions and experiences about the opportunities and challenges - when going online. It is also very important to stress that there are no "right" or "wrong" answers. Everyone must respect each other, and it is okay to disagree with a viewpoint.



- 🌍 Conducting the focus group: It is important to create a safe atmosphere and to ensure that the pupils feel that they are being heard and that their input is respected. The questions have been designed to be open-ended, so that they engage pupils and support their active participation. When you use the interview guide, please ensure that you ask, and give opportunity, for all participants to have their say. Use prompts to do this e.g. 'what do you think name of child' and regularly summarise what has been said and ask, 'is that right from your perspective?'
- 🌍 At the end of the focus group: When the focus group finishes, thank all the children for their participation and remind them that there will be one more YPP-focus group after they have tried the tool. However, the next session will be their interview with teachers and parents. . Let them know that you will arrange with their teachers to meet with them 15 minutes before the interview with parents and teachers and that you will support them during this process.
- 🌍 After the focus group: Preparing the data: The focus group must be transcribed and translated and your notes, recordings, transcriptions and the translations uploaded onto the secure shared area for CyGen within 14 days of the workshop.

Interview and Workshop Guide

The interview guide focuses on evaluating the design workshop and on creating the foundation for the YPP's work in the workshop.

During the interview, it is possible to write comments, observations, and your own interpretations. Every question must be asked during the interview.

The workshop guide aims at pupils' questions for parents and teachers. Work is carried out through one single process, however, there may be questions suitable for either parents or teachers only. Therefore, it is important to go carefully through the questions with the pupils and help them adjust the interview guides. Also, make sure that there is a guide for both, one for parents and one for teachers. Date and time for the focus groups should be made clear for both the school/teachers, parents and pupils.



Warm-up	Questions	Comments
Questions for the whole group.	Have you thought about the themes we talked about last time? Which themes? What did you think about them? Why do you think you thought about these the most?	
About the workshop	Questions	Comments
(Each question is asked to the whole group, one at a time)	<p>Reflecting on the workshop you participated in <i>earlier/ yesterday/ this morning</i>:</p> <ol style="list-style-type: none"> 1. What were the good things that the group expressed about going online? <ul style="list-style-type: none"> - Prompt re: - education/ homework/ hobbies - social - fun/ entertainment - other 2. Tell me more about the things that you usually do online (prompts: games, videos, music, chat, messaging, photos, creating a profile, searching for information, uploading/downloading things, reading, buying things, discussing social problems, getting involved in a campaign) 3. What were the challenging or unpleasant things that the group expressed about going online? 4. Tell me more about the things that you find challenging or unpleasant online. 5. How was it to film/ document during the design workshop? What did you learn? 	
	WORKSHOP	
This part is executed in a	1. Present the workshop process and purpose (see above).	



workshop process.	<ol style="list-style-type: none">2. Present and summarize the 5 themes (from YPP data workshop/themes used in design workshop) by visualizing these on paper/black board.3. Ask every pupil to reflect on each theme by thinking of questions to ask teachers and parents. Independent reflection for 10 minutes. Notes on post-its.4. Every pupil presents his or her post-its and argues why this is an important question.5. After presentations, the YPP discusses and selects 2-3 key questions for each theme.6. The questions are put in the right order and written down onto a computer and shared within the group.7. Present focus group interview format and make a rehearsal session, where they practice the questions with each other.	
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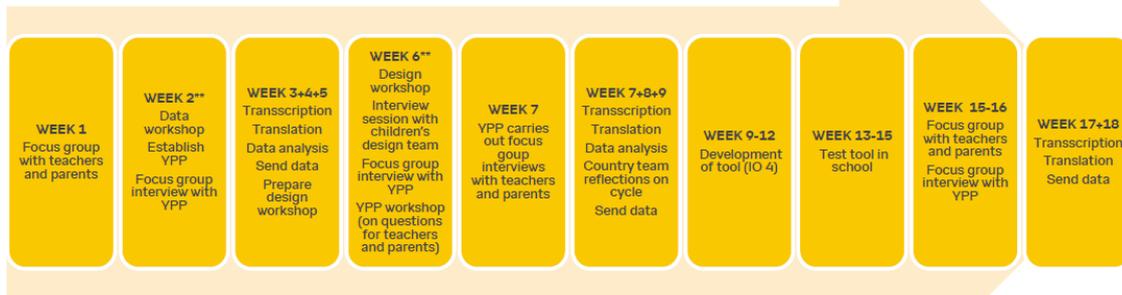
Week 7



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of the European Union



Design cycle* (5-6 months)



* Guides are provided for all activities

**All activities are carried out on the same day



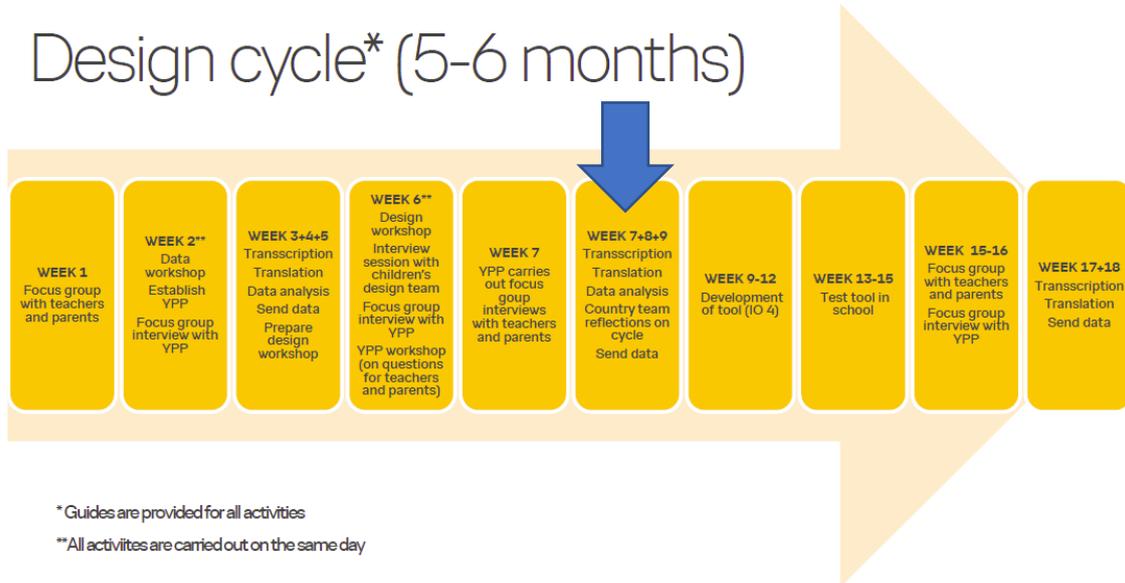
YYP carries out focus group interviews with teachers and parents



Week 7, 8 and 9



Design cycle* (5-6 months)



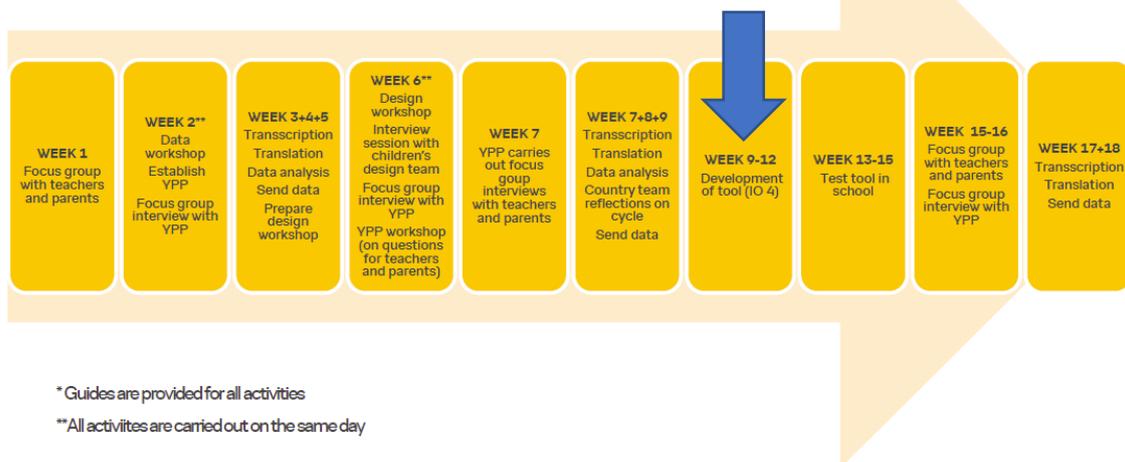
- Transcription
- Translation
- Data analysis
- Country team reflections on cycle



Week 9 – 12



Design cycle* (5-6 months)



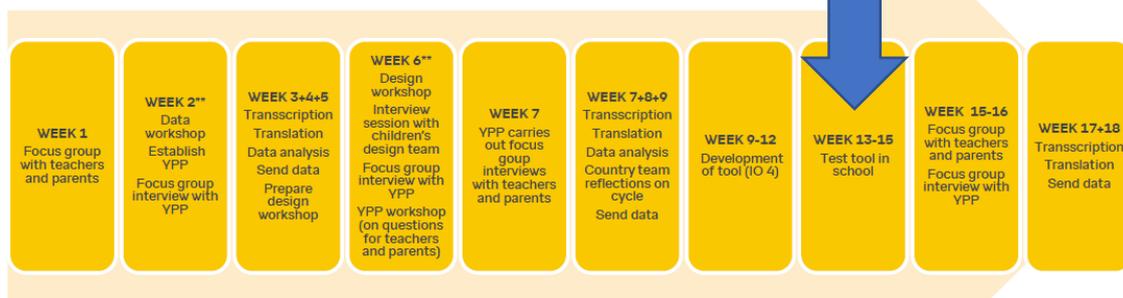
- Develop tool (IO 4) in collaboration with the Belgian team based on the country specific themes summarized from the analysed data.



Week 13-15



Design cycle* (5-6 months)



*Guides are provided for all activities

**All activities are carried out on the same day



- 🌐 Test first draft tool in school
- 🌐 Send test data to Belgian – re- and final design

Guide tool test

Duration time: 1 hour

Participants: the whole class. The students are divided into 5 to 6 groups. Each group tests small elements of the tool

Who test who? You can choose that the students test the tool on other students. And you can choose to test the tool yourself at the students.



If the students test the tool on other students, they must allocate the following assignments: Who takes time on the individual tasks in the tool? who asks the following questions? who takes notes?

The tester must take notes in the following interview guide. The test is based upon the themes:

-  Difficulty
-  Topicality
-  Flow
-  Lay out and navigation

Open the Webapp	Open the Webapp
<p>8 to 11 year olds CyGen – Webapp – Ελλάδα CyGen – Webapp – United Kingdom CyGen – Webapp – België</p>	<p>12 to 13 year olds CyGen – Webapp – Danmark</p>
<p>Log in details Username: cygen Password: safe</p>	<p>Log in details Username: dk_student1 Password: 123456</p>

Interview guide

Difficulty	<p>Do you experience the tasks as:</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2">Tick</td> </tr> <tr> <td style="width: 20px;"><input type="checkbox"/></td> <td>To difficult</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Easy enough</td> </tr> <tr> <td><input type="checkbox"/></td> <td>To easy</td> </tr> </table> <p>Can you point out anything you find difficult in the tools tasks?</p> <p>What?</p>	Tick		<input type="checkbox"/>	To difficult	<input type="checkbox"/>	Easy enough	<input type="checkbox"/>	To easy
Tick									
<input type="checkbox"/>	To difficult								
<input type="checkbox"/>	Easy enough								
<input type="checkbox"/>	To easy								



Topicality	<p>Do you experience the tasks as:</p> <table border="1"> <tr> <td colspan="2">Tick</td> </tr> <tr> <td><input type="checkbox"/></td> <td>As very relevant and topical</td> </tr> <tr> <td><input type="checkbox"/></td> <td>As ok relevant and topical</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Not relevant and topical</td> </tr> </table> <p>Was there anything more relevant than others?</p> <p>What?</p> <p>What did not work?</p>	Tick		<input type="checkbox"/>	As very relevant and topical	<input type="checkbox"/>	As ok relevant and topical	<input type="checkbox"/>	Not relevant and topical
Tick									
<input type="checkbox"/>	As very relevant and topical								
<input type="checkbox"/>	As ok relevant and topical								
<input type="checkbox"/>	Not relevant and topical								
Flow	<p>Do you experience the tasks as:</p> <table border="1"> <tr> <td colspan="2">Tick</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Very exciting</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Ok exciting</td> </tr> <tr> <td><input type="checkbox"/></td> <td>boring</td> </tr> </table> <p>Was there anything extra exciting than others?</p> <p>What?</p> <p>What did not work?</p>	Tick		<input type="checkbox"/>	Very exciting	<input type="checkbox"/>	Ok exciting	<input type="checkbox"/>	boring
Tick									
<input type="checkbox"/>	Very exciting								
<input type="checkbox"/>	Ok exciting								
<input type="checkbox"/>	boring								

LAYOUT and navigation

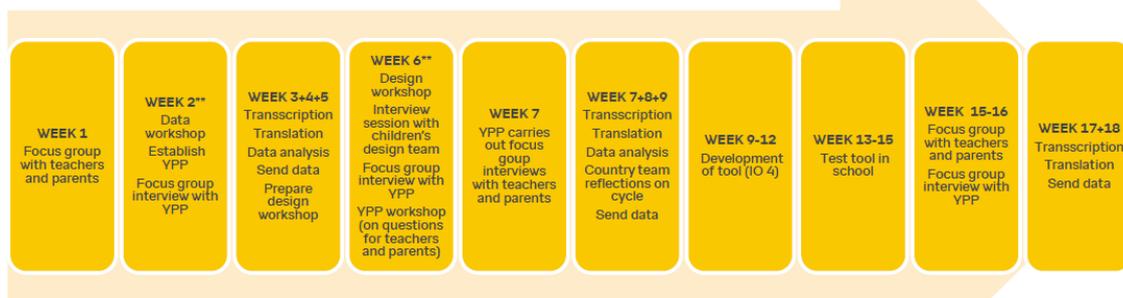
- What do you think about the game layout?
- What is good?
- What is bad / less good?
- Do you have a good advice to the further work with the game?



Week 15-16



Design cycle* (5-6 months)



*Guides are provided for all activities

**All activities are carried out on the same day



- Focus group with teachers and parents
- Focus group interview with YPP

After focus group interviews – teachers, pedagogues and support staff

Instructions for research team

- The focus group is scheduled for up to one hour and will include approx. five teachers, pedagogues and support staff.
- The focus groups will explore participants' experiences of supporting children to use the Internet.
- The aim is to facilitate a discussion in which all participants are encouraged to have a say.
- The discussion will be used to support the design of the programme, ensuring that it meets the needs of teachers, children and parents.



 The following headings will be used as prompts to generate group discussion:

1. How has it been to participate in the project?
2. How has it been in the interview session held by the YPP panel?
3. After being engaged in the project and workshops – can you see any change in the children´s online behaviour?
4. Have you made any change I your way of using the Internet in the classroom after participating in the project? Or in your own way of being online as an adult?
 - If yes – how and why?
 - If no – why?
 - Do you have any plans for the future in this context?
5. What skills do you see the children have developed through the engagement in the project according to being online?
 - Similarities and differences in children’s engagement?
 - Soft skills’ – e.g. creativity, problem solving, critical thinking in the classroom
6. What do you still see as the major challenges for supporting children more generally to stay safe online?
 - Papay eye talk (papegøje snakken) - what to do?
 - Involvement – how much?
 - Responsibility – parents or/and teachers? – at school or/and home?
7. What do you wish or hope for in a tool for supporting your child to stay safe online?
 - What resources are most helpful?
 - What approach is most helpful?



After focus group interviews – parents

Instructions for research team

- 🌐 The focus group is scheduled for up to one hour and will include approx. five parents.
- 🌐 The focus groups will explore parents' experiences of supporting children to use the Internet.
- 🌐 The aim is to facilitate a discussion in which all participants are encouraged to have a say. The discussion will be used to support the design of the programme, ensuring that it meets the needs of teachers, children and parents.
- 🌐 The following headings will be used as prompts to generate group discussion:

1. How has it been to participate in the project?
2. How has it been in the interview session held by the YPP panel?
3. After the workshops and participating in the project – can you see any change in your child's online behaviour?
 - a. Entertainment?
 - b. Connecting with friends?
 - c. Learning?
4. Have you made any change in your way of being online with your child? Or in your own way of being online as an adult/parent?
 - a. If yes – how and why?
 - b. If no – why?
 - c. Do you have any plans for the future in this context?
5. What skills do you see your child have developed through the engagement in the project according to being online?
6. What do you still see as the major challenges for supporting your child and children more generally to stay safe online?
 - a. Papay eye talk (papegøje snakken) - what to do?
 - b. Involvement – how much?
 - c. Responsibility – parents or school?



7. What do you wish or hope for in a tool for supporting your child to stay safe online?
 - a. What resources are most helpful?
 - b. What approach is most helpful (parental strategies – e.g. banning certain sites, talking to their child, privacy settings)

Guide to Young People’s Panel - Focus Group after Test of Tool (2 hours)

For CyGen we are using a structured, systematic approach to gathering the views of children and young people. As part of this, we are carrying out focus groups, i.e. a group interview in which all members of the Young People’s Panel (YPP) are present at the same time and have the opportunity to express their views and discuss their ideas. The focus group is like a semi-structured interview, i.e. the interview guide is used but the order of the questions may be adapted in response to the children’s answers and the emerging discussion. During the focus group, the primary questions must be covered. However, it is important to ensure sure that the sub-questions are also discussed. These are marked A, B, C etc.

The project will use focus groups at several points in the project. The first two focus groups are carried out immediately after the data workshop and design workshop. The third focus group will evaluate the tool and is carried out at the end of the design cycle. The purpose of this focus groups is:

- 1) To ensure that children’s voices are at the heart of our research;
- 2) To capture data to inform our scoping (IO1) and evaluation of CyGen (IO5);

Look at the Global Kids Online guidance on sampling and how to ensure that all children, including marginalised children are included and heard. This can be accessed here <http://blogs.lse.ac.uk/gko/wp-content/uploads/2016/04/Qualitative-toolkit-guide-final-26-Oct-16.pdf>.



Focus Group: Guidance and Steps

For your focus group, please follow the above guidance and the steps as follows:

- 🌐 **Preparing for the focus groups:** The focus group should take place in an undisturbed room. Before the interview, the equipment should be prepared and tested. The focus group must be recorded with a digital recorder (voice only) and a video camera. Please note that the recording starts as soon as the children enter the room. Consent to record the session must have been confirmed by parents in advance using the project consent form. You will need at least one researcher to manage the focus group and should aim to include 6-7 children from your YPP (if your YPP is larger than that). The focus group should be carried out in the native language.
- 🌐 **Getting started:** When the children are seated, the interviewer introduces himself/herself and explains what the focus group will involve. In the introduction, please mention that the focus group will last up to 2 hours and include a break. Also remind the children that the focus group is being video-taped, and that all data will be anonymised. The presentation must include the purpose of the focus group. That is, that the aim is to learn from their opinions and experiences about the opportunities and challenges - when going online. It is also very important to stress that there are no "right" or "wrong" answers. Everyone must respect each other, and it is okay to disagree with a viewpoint.
- 🌐 **Conducting the focus group:** It is important to create a safe atmosphere and to ensure that the children feel that they are being heard and that their input is respected. The questions have been designed to be open-ended, so that they engage children and support their active participation. When you use the interview guide, please ensure that you ask, and give opportunity, for all participants to have their say. Use prompts to do this e.g. 'what do you think name of child' and regularly summarise what has been said and ask 'is that right from your perspective?'
- 🌐 **At the end of the focus group:** When the focus group finishes, thank all the children for their participation and remind them that this is the final YPP- focus group.
- 🌐 **After the focus group: Preparing the data:** The focus group must be transcribed and translated and your notes, recordings, transcriptions and the translations



uploaded onto the secure shared area for CyGen within 14 days of the workshop.

Focus Group Themes: Interview Guide

The interview guide is divided into themes with associated questions. During the interview, please use the template to write comments, observations, and your own initial interpretations and reflections.

Please ensure that each question is covered during the focus group. However, many of the questions may be naturally discussed during the “Show and tell” session.

Since last time...	Questions	Comments
(Each question is asked to the whole group, one at a time)	1. Since last time we met, what have you thought about online behaviour and relations ? <ul style="list-style-type: none"> A. Is there anything you have paid particular attention to? B. Have you done anything differently in regards to online behaviour and relations since we first met? C. Have your parents and teachers done anything differently in regards to online behaviour and relations since we first met? 2. Since last time we met, what are your experiences with online safety ? <ul style="list-style-type: none"> A. Is there anything you have paid particular attention to? B. Have you done anything differently in regards to online safety since we first met? C. Have your parents and teachers done anything differently in regards to online behaviour and relations since we first met? 	
About the process	Questions	Comments
(Each question is asked to the whole group, one at a time)	1. What was the main purpose of the process in the project workshops/ learning process? 2. How did it influence you as an individual and/or as a class?	



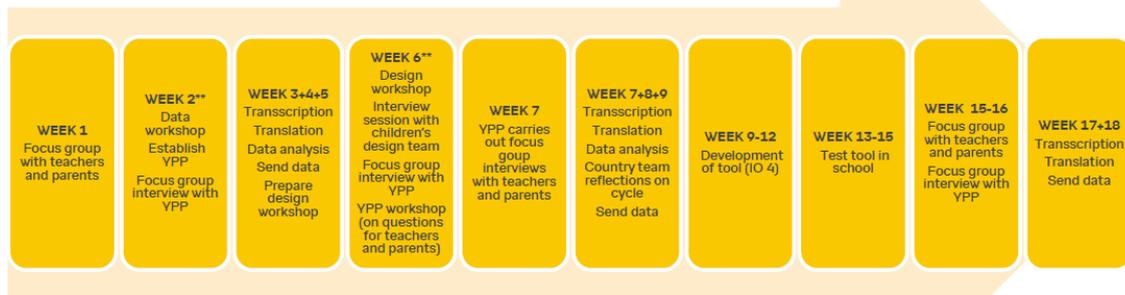
	<p>3. Did the workshops affect your teacher's knowledge/influence of your use of the internet? Or your parents knowledge/influence?</p> <p>4. Would you use a tool about online safety in the future? With your teachers? With your parents? Why? Why not?</p>	
Evaluation	Questions	Comments
<p>(Each question is asked to the whole group, one at a time)</p>	<p>1. What has it been like to part of CyGen? E.g. interview sessions.</p> <p>2. What have you learned from being a member of YPP?</p> <p>3. What will be good advice for the next group of YPP and CyGen? What would you tell them about the project?</p>	



Week 17-18



Design cycle* (5-6 months)



*Guides are provided for all activities

**All activities are carried out on the same day



- Transcription
- Translation
- Send data



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The Partnership



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