THEME 2. YOU:
How do I support and connect with others?

This theme aims to:

- Introduce students to, or review, relevant resources to safely address social and digital challenges, including online and mediated harassment and image-based abuse in Australia.

- Up-skill students to lead, influence, mentor and support peers.

- Invite students to consider how to connect with others to better shape their own digital cultures and communities.

The workshops include:

7. Resources

This invites students to identify and evaluate school, eSafety and community resources to respond to social and digital challenges. The audit may also reveal ways that safety and wellbeing resources could be improved.

8. Influencers and connectors

This explores different ways students can lead and influence. It provides students with opportunities to identify who influences them and how.

9. Mentoring and supporting

This turns to 'quieter' ways of making change through mentoring others and safely supporting peers and their networks, without turning into a counsellor.

THE YES PROJECT
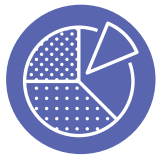
Workshop 7:
Resources

Research tells us that students are often reluctant to seek help or report problems for fear it will make the situation worse. Part of empowering students is to make school policy and procedures clear and accessible for all. The first workshop in this theme invites students to identify and evaluate school, eSafety and community resources to respond to social and digital challenges. The audit may also reveal ways safety and wellbeing resources could be improved.

7.1 Mapping our school   **20 mins**

Learning intention

• To identify and understand the relevant policies, procedures and supports in schools for preventing and responding to social and digital challenges

Resources: Handout, access to devices/internet or copies of the school policies

Procedure

1. Explain to students that part of empowering them to improve their health and wellbeing is to make school policies and procedures clear and accessible for all. This session aims to conduct an audit which identifies school resources, and may reveal ways that those policies and procedures could be improved.

2. Before proceeding, ask students to collectively predict any strengths or gaps in school resources as they relate to social and digital challenges.

3. Ensure that each student, pair or small group has a copy of the eSafety School Audit handout, and access to the school's policies.

4. Provide a brief explanation of how to complete the sections of the audit and their time allocation. The focus is on identifying any gaps and suggesting ideas for improvement.

5. Allow enough time for students to share their findings and reflect on their earlier predictions, asking 'Do your findings reflect earlier predictions?'

6. Explain to students they will now choose one improvement and think about a plan of action, using the Plan of Action table. This can be used as an example of a change project for Theme 3.

Tips and ideas

• It can be useful to split up the audit and allocate small groups to each section. This can save time if students need to research the school's policies or procedures or talk to other staff at the school.

• There is a teacher version of a similar audit available on the Office of the eSafety Commissioner website at esafety.gov.au/educators

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🖥 Uses technology   👥 Cross-age activity   ℹ Requires handouts or signs   📝 Requires scribe materials

🧑 Self-reflection   👥 Group conversation   🥧 Research   ⏱ Activity length

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Mapping your school: eSafety School Audit

Question	Yes, No or I Don't Know	How can we improve this?
Does your school have policies around technology? e.g. Social media/BYOD		
Does your school have policies around online interaction and wellbeing e.g. Anti-bullying/code of conduct/responsible use of technology/student wellbeing?		
Have students been consulted, or involved, in the development of these policies?		
Are students required to sign an acknowledgement that they have read and understood these policies?		
Is it clear how online safety incidences are dealt with at your school?		
Do you know the steps to follow if you encounter cyberbullying or abuse of online technologies at school?		
Does your school celebrate or reference significant days and events. e.g. Safer Internet Day and the National Day of Action against Bullying and Violence?		
Does the school take steps to talk to students about how to handle cyberbullying and other related online safety matters?		

Think about the improvements you suggested above, or a different improvement you are passionate about. This should be for the betterment of your school's approach to online safety. Choosing one improvement, fill out the action plan on the next page:

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THE YES PROJECT

Plan of Action

Suggested improvement	Write your suggested improvement down in detail
What benefits will my school see if this improvement is made?	Make a list of the benefits/advantages of this improvement
Whose support do I need to make this happen? e.g. peers, teachers, counsellor, student council representative	
Who has ultimate responsibility for making this change? e.g. Principal, ICT coordinator	

## 7.2 eSafety resources reporting pathways

20 mins

Learning intention

- To identify the eSafety resources and reporting pathways for getting support for challenging issues including cyberbullying and image-based abuse

Resources: Access to devices/internet

Procedure

1. Explain that knowing how to report or respond to challenges and being able to pass on the right information can help them be effective and supportive friends and leaders.

2. Direct students individually or in small groups to the Office of the eSafety Commissioner website: esafety.gov.au. If there is time available, give students time to explore the website. Later, direct them to the cyberbullying pages and 'Tell Us Your Story' page where students can answer a quiz about their experiences with harassment or abuse esafety.gov.au/tellusyourstory

3. Ask them to imagine a challenging social media situation that someone their own age might experience. Direct them go through the Tell Us Your Story quiz, step by step, and take notes about their experience.

4. As a group, discuss:

   - What was useful about the quiz and going through each question step by step?

   - What was challenging about the quiz?

   - Who would the quiz be most useful for?

   - Would this encourage you to report a challenging or distressing experience? If not, what other strategies might you use?
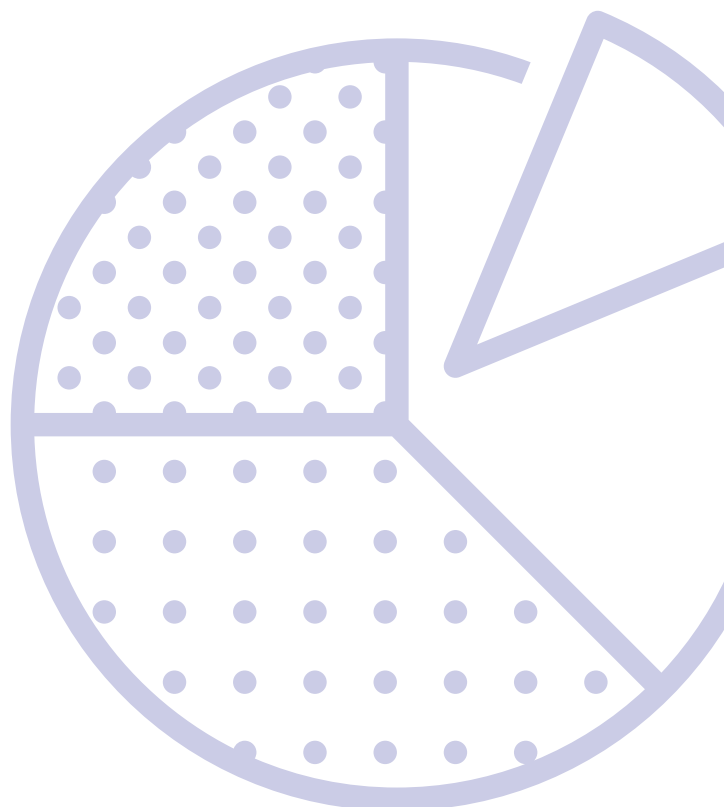
7.3 Social and digital challenges scenarios   20 mins

Learning intention

- To apply and evaluate the use of school, eSafety Office and other community resources to real life scenarios.

- To identify and practice using the procedures and services in place at your school for when a students' social life is affecting their wellbeing and school-life.

- To develop students' capacity to pass on informed and supportive information to friends and other students.

Resources: Digital dilemma handout and teacher background information sheet, Decision making wheel, butchers paper and coloured markers, video (Cyber)bullying: challenging online hate.
Visit: **youtube.com/watch?v=KUwQCeSUdY8**

Procedure

1. Explain to students that this session requires them to apply the procedures, skills and resources already discussed to situations that each of them might experience online.

2. Divide class into small groups. Provide one scenario to each group.

3. Explain the Decision making wheel as a tool to help decide what to do in difficult situations. Use the wheel to consider which resources (including personal strategies and networks, school policies and procedures, and the eSafety Office's reporting pathways) to apply to each situation.

4. Allow time for the groups to report on their scenarios and decisions.

5. Complete the session by watching video (Cyber)bullying: challenging online hate

Tips and ideas

- Try to get students thinking about ways in which they can stand up for their own beliefs, and the welfare of others, through even the smallest of actions.

THE YES PROJECT

Decision making wheel

What is the problem?

- What are the options or resources (such as eSafety Office pathways) that you have available?

- What do you think the consequences of these choices will be for you and others who are involved?

- How do you feel about the situation?

- Is there anything else you need to learn about it?

- Do you need to seek help? Who or where will you go for help?

- Are there any barriers to taking action? Can you think of a solution?

PROBLEM

1 Options

2 Consequences of options

3 Feelings associated with situation

4 Do you need any more information?

5 Do you need any help? From who/where?

6 Are there barriers to taking action?

Digital dilemmas

Scenario 1:

Amy (aged 15) broke up with Joe (aged 18). Joe says he is heartbroken. He sends her direct messages via social all the time. He has even included some old nudes of Amy, without a message. Amy is feeling scared: she doesn't want her parents to find out about the relationship, or the nudes. She doesn't want Joe to get in trouble for having under-age nudes, but she is frightened by his constant messaging. Amy has asked Joe to stop but he keeps doing it. What should she do?

Scenario 2:

Your class has been asked to respond to the Prime Minister's apology to the Stolen Generations via a school blog-site for an English assignment.

Your classmates begin to express a range of opinions on the issue. Then, one student writes a series of racist remarks, and continues to blog her opinion repeatedly, commenting on other students'

opinions. Over a few days, more students begin to comment and the discussion turns into a fight with lots of careless, hurtful comments. None of the students complain directly to the teacher, but you feel really uncomfortable. Clearly racist remarks are being spread through the school network.

Scenario 3:

Will has just been sent a link to a page collecting pictures of girls in his school. The site encourages boys to add photos and 'rate' the girls. Some of the photos are nudes. Will wonders if the girls gave their permission for the use of the photos but he thinks it's unlikely. He knows some of the guys putting the site together and he doesn't like their attitude towards girls, but he is pretty reluctant to make enemies with them by saying anything against the site. What should Will do?

Digital dilemmas–Teacher background

Scenario 1:

Amy (aged 15) broke up with Joe (aged 18) and he says he is heart-broken. He is sending her direct messages via social all the time. He has even included some old nudes of her, without a message. She's feeling scared. She doesn't want her parents to find out about the relationship, or the nudes. She doesn't want Joe to get in trouble for having under-age nudes, but she is feeling scared by his constant messaging. She has asked him to stop but he keeps doing it. What should she do?

Background briefing

- Constant messaging, emailing or texting in a way that makes a person feel intimidated or scared, is abusive behaviour. It may constitute stalking, which is illegal.

- Feeling isolated and unable to get help is common for people experiencing harassment or abuse, and one that the abusers often exploit. Amy has told Joe to stop and he hasn't, and she feels scared.

Amy has a few options.

- First, it's important Amy doesn't go through this alone. It's a good idea to talk to a friend, adult or a counsellor. She can call Kids Helpline, Centres Against Sexual Assault (CASA), Domestic Violence Centres. There are also services listed on the eSafety Wellbeing Directory at esafety.gov.au/wellbeing-directory

- If Joe has sent Amy's pics without her permission, she can report it and help to have images or videos removed at esafety.gov.au/image-based-abuse/action/remove-images-video/report-to-us

- If someone is stalking her she can report it to the police. If Joe is threatening to spread rumours or pics about her, she can report it to the police. It's a good idea to save Joe's messages to show the police and get their advice.

- Some good advice for young people is available on lovegoodbadugly.com/stay-safe-after-you-break-up/

Scenario 2:

Your class has been asked to respond to the Prime Minister's apology to the Stolen Generations via a school blog-site for an English assignment. Your classmates begin to express a range of opinions on the issue. Then, one student writes a series of racist remarks, and continues to blog her opinion repeatedly, commenting on other students' opinions. Over a few days, more students begin to comment and the discussion is turning into a fight with lots of careless, hurtful comments being made. None of the students complain directly to the teacher, but you feel really uncomfortable. Clearly racist remarks are being spread through the school network.

Background briefing

The school has a responsibility to respond to the issue. They could:

- Remove content from the website and make sure it is properly moderated in future.

- Address the root causes of racist comments through (broader education with other teachers and parents).

Implement a school anti-racism policy that includes cyber-racism.

Digital dilemmas–Teacher background

Scenario 3:

Will has just been sent a link to a page collecting pictures of girls in his school. The site encourages boys to add photos and 'rate' the girls. Some of the photos are nudes. He wonders if the girls gave their permission for the use of the photos but he thinks it's unlikely. He knows some of the guys putting the site together and he doesn't like their attitude towards girls, but he is pretty reluctant to make enemies with them by saying anything against the site.

Background briefing

Will has had the right ethical impulse and legal savvy to question whether the girls have given permission for their pics to be shared, and to think about the possible impact of this treatment (crime) on girls. He is probably aware of the legal implications of owning and sharing nude images of people under 18, and of sharing images without permission. So, what should he do next?

It's important to acknowledge that belonging to the tribe and NOT becoming a target may be what is most important to Will, which is a reasonable and understandable response. He may not see himself as a central player in this story—after all, he was sent a link. He didn't choose or ask to be part of it. And, perhaps, nor did some of the girls in the pictures. So now he has to make some choices.

What is legal? What is right?

Will's options include:

* Don't share the link.

* Delete the link.

* Talk to his friends about it and check that they are doing the same.

* Report it (even anonymously).

There's another level that Will can aspire to.

* If Will knows anyone whose image is being exploited, he should let them know (sensitively and privately) about it. He may also mention to the relevant girl, that she may want to lodge a report via the eSafety Office's Image-based abuse portal. Visit: esafety.gov.au/image-based-abuse/action/remove-images-video/report-to-us

* Even if he does not know any of the girls, he may be witness to non-consensual pic-taking/sharing, or of photoshopped images. That is a crime. Will could make a big difference by letting someone in authority, such as the Office of eSafety Commissioner know of the site's existence. When someone's image has been exploited, they can feel ashamed and vulnerable. If Will recognises that someone else has been hurt, and stands up to say 'this is not OK', it can be a real comfort. Staying silent contributes to the problem.

If Will is still unsure about what to do and just wants to talk to someone about it (anonymously), he can call or email:

* The Office of the eSafety Commissioner Visit: esafety.gov.au

* Kids Helpline (also offers webchat). Visit: kidshelpline.com.au Tel: 1800 551 800

[N.B. Workshop 8.3 Systems triangle game (p52), explores how small actions can have big impacts. You could further explore the impact of Will's choices using this game.]

esafety.gov.au

THE YES PROJECT

Workshop 8:
Influencers and connectors

This workshop explores the different ways students can lead and influence. It provides students with opportunities to identify who influences them and how.

8.1 Video analysis   15 mins

Learning intention
• To develop media analysis skills to understand how media content may influence our ideas, thoughts and actions in different ways

Resources: YeS Project video, projector

Procedure
1. Re-introduce The YeS Project video from Workshop 1. Ask students what they recall about the video and note this on the whiteboard or in a group document.

2. As a group, watch the video again.

3. Brainstorm, and capture on a whiteboard, the themes and issues raised about online life in the video. Some examples include:
   • respecting privacy and intimacy
   • mass marketing and the beauty myth
   • prejudice, abuse and power
   • bias and echo chambers
   • ideology versus reality
   • revolution, action and change
   • the power of the viral hashtag
   • instafame versus personal achievement
   • challenging the status quo and standing up for what's right.

Uses technology	Cross-age activity	Requires handouts or signs	Requires scribe materials
Self-reflection	Group conversation	Research	Activity length

4. Together, make a list of some of the dialogue from the video and discuss its meaning. Some examples include:

- 'When we recognise the danger of a single story.'

- 'Do we act under the influence of the thousands of messages we get every day?'

- 'It's too easy to take these messages, to believe them and become them.'

- 'Those messages transform our community into a competition.'

- 'We see relationships traded for 15 seconds of fame.'

- 'But if we know it's happening we can stop it happening.'

5. Finally, list some filmic devices (footage, music, juxtapositioning etc.) that give meaning to the themes, issues and dialogue you have identified. Some examples include:

- montage of hashtags

- swiping left and right

- footage of diverse people—mixed ability, multicultural, cross-age etc.

- retro technology being viewed through a millennial laptop

- symbols of validation in social media spaces.

6. Finally, in pairs or small groups, reflect on the points you have curated and choose up to three topics to focus on. Rework these points into positively framed statements that can be added to a 'manifesto for your generation—where you influence and inspire the digital culture you want'.

7. Share your statements with the broader group.

Tips and ideas

- Supporting young people to develop strong media literacy skills helps reposition them from solely users of media to positive creators of media. It helps shift them from the passive to the active, from recipient to participant and from consumer to citizen.

8.2 My influencers 15 mins

Learning intention

- To define and analyse the concepts of influencers and leaders and consider how different people influence in different ways

Resources: Handouts cut into separate sentence starters

Procedure

1. Give each student 1-2 sentence starters.

2. Ask students to finish the sentences by writing the first ideas that come to mind. It can be useful to allow approximately 3 minutes for students to work alone. Remind students that any response to this activity is the 'correct' response.

3. When students have finished their sentences, invite them to move around the room and find another student or students who have the same sentences.

4. In these pairs or small groups, ask students to share their responses and what influenced what they wrote.

5. As a group, welcome students to share their ideas about influence and leadership. Some discussion questions may include:

   - What do we mean by 'an influencer'?

   - What is the difference between an influencer and a leader?

   - What do leaders or influencers do?

   - How might people quietly or anonymously be leaders, influencers or connect people to support or shape new ideas?

   - If someone is anonymous can they still be a good influencer? How?

   - Why might people want to be loud, visible or popular when they promote ideas, products, attitudes or practices on social media?

   - How does someone's personality influence how they influence or lead others?

   - What are qualities of an effective influencer, leader or mentor?

Tips and ideas

- Some students will focus on influencers as types of social media micro-celebrities who share ideas or promote products. Some examples include entrepreneurs, beauty, travel or fitness bloggers, models, musicians, noting that the popularity of different social media influences can change rapidly.

- It is not important to establish one clear definition of influencers or leaders. Focus on exploring different ways that different people influence others beyond the idea of a 'social media influencer'. These points can be taken up in other activities in this workshop.

THE YES PROJECT

Sentence starters ✂

When I think about the word 'influencer', I immediately think of...

The biggest influence on me three years ago was...

Some people say that influencers on social media just want to make money.
My opinion is...

People who lead or influence in my communities are...

A supportive or inspirational leader in one of my communities is someone who...

Sometimes influencers quietly connect people to new ideas. I believe that this is...

My definition of someone who influences others is someone who...

A good leader or influencer is someone who fits in with the crowd. My opinion is that...

8.3 Systems triangle game   30 mins

Adapted from the Active Citizens Facilitator's Toolkit, pg. 131 (The British Council, 2014).
Visit: britishcouncil.org/active-citizens/how-active-citizens-works/toolkit

Learning intention

• To identify and understand the impact of influencers and connectors and consider 'leverage points' to plan action

Resources:

• Prepare a chart with a circle and numbers around the circle based on the number of students in the group i.e. if there are 25 students, write 1 to 25 around the circle.

• Prepare a set of Post-it notes numbered 1 to 25.

Procedure

1. Tell the students this session is to explore the concept of 'systems thinking'. Systems thinking is looking at things as a whole rather than a jumble of parts. That is, it's a way of thinking about a complex situation to see where the links are and how to make change. This is to demonstrate how systems work now.

2. Ask the students to form one large circle. Give each student a Post-it with one number on it (from 1 to 25 for a group of 25).

3. Ask everyone to secretly choose two people (not the teacher) in the circle and remember the numbers of these people. These people will be their 'reference points'.

4. Explain that you are going to ask the students to move so that they are an equal distance from their two reference points (this means being the same distance away from each of the students you secretly chose). They must do this without talking or giving away who their reference points are.

5. After 2 minutes, ask the group to stop where they are (unless it has already settled down, which is unlikely). Now, choose one student to move and leave the group to rearrange and settle for a second time. If there is time, repeat this two more times by moving someone different each time, asking students to observe what happens to the whole system of students each time you move someone.

6. Debrief with the group. Invite the students to gather around the circular numbered chart. On the chart, ask students to draw two lines. A line from their own number on the chart to each of their reference point numbers. The circular chart should now look like the figure to the right.
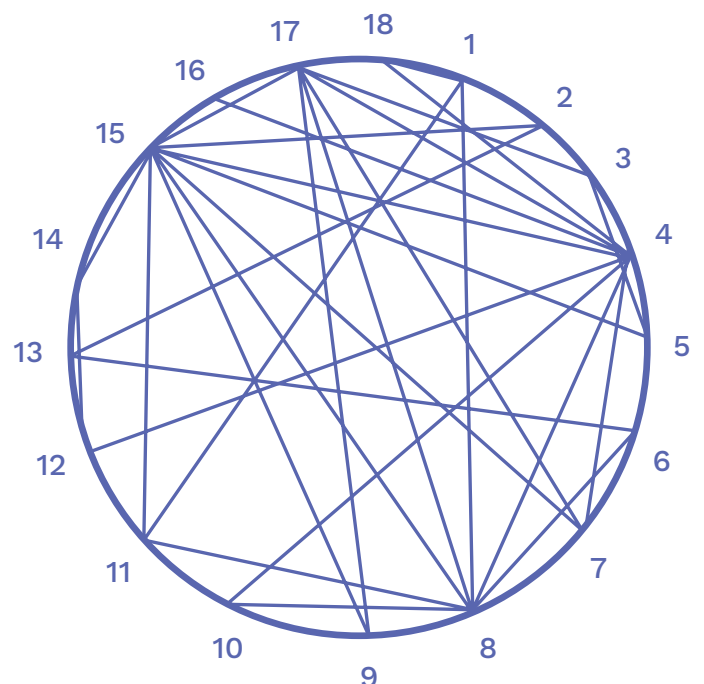
7. Discuss:

   • Which person had the most influence/greatest leverage over the action of the system? (It will be the person with the most connections to other people in the group).

   • Are there people in the system who have fewer connections but could have a lot of influence? How would this happen? (When some people move, only minor or even no changes happen, when other people move, huge changes of the whole system follow soon after).

8. Explain to the students that this game is a metaphor for how social systems, political systems, ecosystems, and even staff rooms work. When one part of a system changes, it affects other parts of the system. To plan social action, we can use this way of thinking to see how everything is interconnected.

9. Ask the group, if you want to have an influence on, or plan for social action, what is the importance of finding the leverage points? The answer could be that all people in a group could potentially be the leverage points in their own systems.

10. To conclude, emphasise that by thinking about the systems, you may be able to identify one small intervention that makes a large difference rather than 20 with little impact. We don't have to design big social action campaigns to make a difference, strategic 'tweaks' can be just as effective.

Tips and ideas

• We will return to this concept of making small changes and identifying leverage points in Theme 3. WE: How can we make change?

• If time allows, you may like to extend this to look at what leverage points the group can identify in their social media communities. How can this link to the digital web created in Workshop 2?

THE YES PROJECT

Workshop 9:
Mentoring and supporting

The last workshop for this theme turns to the 'quieter' ways of making change: mentoring others and safely supporting peers and their networks, without turning into a counsellor.

9.1 Social and digital empathy   15 mins

Learning intention
- To create a digital toolkit for expressing empathy when others are struggling.

Resources: Access to devices/internet

Procedure
1. Ask students to describe what empathy means to them.

2. Explain that empathy means the 'ability to share and understand the emotions of others' (Molenberghs, 2017). Another definition of empathy is 'the state of having curiosity about, and nonjudgmental engagement with, someone else's emotional world' (McCombs, 2015).

3. In small groups, encourage students to brainstorm ways that they demonstrate empathy to others and challenge them to list actions that don't involve sending messages. For example, they might want to consider using images, memes, videos, music or other content. Ask students to list links to their ideas, e.g. links to YouTube videos, memes etc.

4. Use responses from previous workshops where students have explored problems or challenging feelings. Ask them to consider how they could support other people who are struggling with a small act of empathy.

5. Return to a class group and invite students to share some items from their list. Facilitate a group discussion that focuses on:

   - When would you show empathy to others in this way? When might it not be helpful to someone else?

   - What differences can you notice in the lists?

   - What platforms allow you to be empathetic to others?

   - How else do you show care or empathy to other people when gaming, using technology or other social media platforms?

Uses technology   Cross-age activity   Requires handouts or signs   Requires scribe materials

Self-reflection   Group conversation   Research   Activity length

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- How do you feel when other people demonstrate that they understand how you feel?

- Does demonstrating empathy to someone else enhance or take away their sense of power or control? Why?

Tips and ideas

- Students might want to create a playlist of music to share with others when their friends are feeling sad, angry, frustrated or lonely. A compilation of memes can also help by offering some funny relief.

9.2 Powerful conversations   30 mins

Learning intention

- To identify communication skills for listening and supporting friends when they share a problem or disclose a personal experience.

- To consider:

  - power, control and supporting friends, without being a counsellor

  - knowing your boundaries and

  - being able to give your friends the information about services available

Resources: Handouts cut into conversation cards (one set of cards per group), access to video recording device e.g. smartphone, tablet etc.

Procedure

1. Explain that one way we can support others is to learn skills for listening to, and supporting, them when they disclose a problem/something they are struggling with.

2. Organise students into small groups. Give each group a set of conversation cards. Explain that each card has a quality/characteristic of a listener.

3. Instruct students to go through each conversation card and imagine they are telling someone else about a problem or really difficult situation they're facing. An example could be someone sending them abusive messages online or threatening to share 'edited' images of them doing something private or criminal. Ask the groups to decide if the quality on the card is something they would want their listener to do, then ask them to put the cards into piles: YES, MAYBE, or NO.

4. When the groups have finished, ask them to compare their card piles with the group next to them. They might like to discuss which cards are in the same, or different, piles and why.

5. Returning to the class group, discuss:

   - How do you feel when you are telling someone something important or difficult and they respond by (choose one of the cards)?

   - Why might someone tell you about their problem or situation, if they don't want you to tell them what to do? How can you find out what will be supportive for them? For example, someone to just listen to them, validation, to feel less alone, to get help making sense of what is happening, to get advice, to work out who else can help or to feel less scared.

   - Which conversation card qualities might be helpful when you first disclose your problem? Which qualities might be helpful in another conversation later on?

   - Which of these qualities would be the same or different if you were talking to someone on a messaging app or by text message?

- What is the difference between listening and supporting a friend, and trying to counsel them? (See the teacher notes below).

- Why might it be unhelpful to try to solve someone's problem after they first tell you about it?

- Clarify any misconceptions about supportive listening. There are teacher notes on the handout. Remind students that these are starting points for thinking about how to be a supportive listener and share powerful conversations with friends. Of course, the context, and their relationship with the person, will also influence what is the best way to listen.

- What differences can you notice in the lists?

- What platforms allow you to be empathetic to others?

- How else do you show care?

Tips and ideas

- If the class has time, ask each group to choose a few cards and use these to make short videos to demonstrate 'powerful conversation skills', showing what to do and what not to do when a friend discloses a difficult or sensitive situation. It can be helpful to use Snapchat or similar as the videos have a very short life and students who may not want to be filmed can use filters or other functions to disguise their image or sound. Students can download the videos from the app, then collate the videos to a shared drive and review them as a class group. Students can share their short videos with a younger class.

THE**YES**PROJECT

Cards ✂

Telling you about similar things they have been through.	Helping you make a list of different ways you could respond.	Reminding you that it is OK to feel the way you do.	Asking lots of questions about what you have told them.
Quietly listening to what you're saying.	Saying that the problem isn't a big deal.	Keeping everything you've said a secret, no matter what.	Suggesting some people or places that might be able to help.
Not believing you and asking you to prove the problem is real.	Blaming you for the problem.	Encouraging you to tell an adult.	Validating you by saying something like 'that is really tough.'
Nodding while listening to you.	Telling you exactly what you should do next.	Acting like a counsellor or therapist.	

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Teacher notes

Learning intention

Adapted from Victorian Department of Education and Training & Ollis, D. (2016). Building respectful relationships: Stepping out against gender-based violence (p.74) Visit: fuse.education.vic.gov.au/ ResourcePackage/ByPin?pin=H9WQYK

The cards show different types of listening and responses. These are detailed below:

- **'Quietly listening to what you're saying.' 'Nodding while listening to you.'**
  Active listening means showing someone you're paying attention to what they're saying. Hear what they say and try not to interrupt. Nodding can be helpful as this shows you are listening. Eye contact can do that too, but only if the other person is also looking at you. Sometimes being quiet and not jumping in to talk can also show someone you care and are paying attention. This can be important if the other person needs time to think, take a breath and then speak. Your body language is important; face the other person if you are both comfortable. You might want to suggest going somewhere quiet if you are in a noisy location, or ask them where they'd like to talk.

- **'Reminding you that it is OK to feel the way you do.'**
  Validating you by saying something like 'that is really tough.' Tell your friend that what they're feeling is all right. Let them know you think their feelings are real and normal, by repeating the feeling word they've used e.g. 'it's OK that you feel scared'. Acknowledge that you have feelings about it too, but try to keep the focus on your friend.

- **'Asking lots of questions about what you have told them.' 'Saying that the problem isn't a big deal.' 'Not believing you and asking you to prove the problem is real.'**
  Try not to overdo the questions, as this can make it seem like you doubt their story. It's important that your friend sees you're on their side and you support them. Once you've listened, you might ask how they'd like you to help them.

- **'Blaming you for the problem.'**
  In our society, it's common for victims to be blamed for their experience of violence or other harms, like exclusion or violence. Try to avoid questions such as 'Why did you add them as a friend in the first place?' or 'Why couldn't you have just quit using the app?' because they might make your friend think they're responsible for what happened. A person experiencing violence or abuse is never to blame. It is important that your questions don't feel interrogating.

- **'Encouraging you to tell an adult.' 'Keeping everything you've said a secret, no matter what.'**
  Keeping someone's personal experiences private is important. It's important that your friend trusts you and feels like they're in control of the story. If you think someone else needs to know—like a teacher or another trusted adult—tell your friend first. You can think together about who can be trusted, but don't tell them until your friend is OK with it. The handout from Workshop 1 about support services might be useful here too.

THE **YES** PROJECT

Teacher notes continued:

- **'Helping you make a list of different ways you could respond.' 'Suggesting some people or places that might be able to help.' 'Telling you exactly what you should do next.'**
  If you feel a bit helpless, ask your friend what sort of help they'd like from you. They're not expecting you to solve the problem, and you've already done a lot just by listening. Asking will also help your friend think about what to do next.

- **'Acting like a counsellor or therapist.' 'Telling you about similar things they have been through.'**
  Counselling means advising but it's often better to just listen. Unwanted advice (especially if it is un-doable) can stop a person from confiding in you, even make them feel frustrated or unheard. A good friend is supportive but does not 'take on' other people's problems. Telling them about your own experiences may not be helpful when they first share their own experiences.

9.3 Rewrite your story

10 mins

Learning intention

- To apply skills and ideas for supporting friends and peers learned in previous activities to scenarios students may face.

Resources: Rewrite Your Story videos, projector

Procedure

1. Choose at least two of the Rewrite Your Story videos to watch.

2. Ask students to individually and quietly write notes about how they would support the main character for each video.

3. Either in small groups or as a class, review the students' responses. It can be useful to refer to the previous activity and ask how they would support the character, not just what they would do.

4. As a group, ask:

   - What information about the situation was provided in the video?

   - How did this influence what you would do?

   - What are some of the challenges of supporting friends and peers?

   - How might we know when we need to ask for support for ourselves? Who could we talk to about this?