Delivering the *Resilience through DigitalSmarts* workshops:

A GUIDE FOR FACILITATORS

MediaSmarts

MediaSmarts is a Canadian not-for-profit charitable organization for digital media literacy. Our vision is that everyone is empowered to engage with all forms of media confidently and critically. To achieve this goal, we conduct and disseminate original research that contributes to the development of our resources as well as informs public policy on issues related to digital media; develop internationally recognized educational programs for teachers, parents, general audiences, and others; and conduct awareness-raising activities to further digital media literacy in Canada. MediaSmarts has been developing digital media literacy programs and resources since 1996. Through our work, we help people develop the critical thinking and digital media literacy skills they need to benefit from the digital economy and society, and derive new opportunities for employment, citizenship, innovation, creative expression, and social inclusion.

Website:

mediasmarts.ca

Land Acknowledgement:

MediaSmarts acknowledges that it is based on the traditional unceded and occupied lands of the Algonquin Anishinaabeg. With gratitude, we acknowledge the territory to reaffirm our commitment and responsibility to building positive relationships with Inuit, First Nations, and Métis peoples from coast to coast to coast.

We strive to ground our work in care and reciprocity, and this includes being in a constant state of learning – especially when it comes to understanding the digital well-being and experiences of Indigenous peoples and communities across Canada. We commit to creating and maintaining respectful processes and relationships that recognize and seek to address power imbalances across the digital media literacy landscape.

About this Guide:

This guide has been developed by MediaSmarts to support facilitators who are delivering the *Resilience through DigitalSmarts* workshops. In it you will find information about the workshops, advice on preparing for and presenting the workshops, and Frequently Asked Questions.

Contents

The Workshops

There are six workshops in the program. Each of the workshops has the following components in addition to this Facilitator's Guide:

- A slideshow and script (found in the slideshow notes) to introduce important concepts and provide modeling and direct instruction in digital skills;

- Two hands-on activities that allow participants to practice some of the skills covered in the workshop (some of which are accompanied by worksheets);

- Two (or more) quizzes designed to highlight the most important information in the workshop; and

- An accompanying video and practice sheet for participants to complete a short time after the workshop to reinforce their learning.

Three of the workshops, *Introducing Online Basics, Introducing Online Safety*, and *Introducing Online Privacy and Security* are intended for participants with minimal digital skills. These focus on the most fundamental skills and address the concerns that have been identified as most often preventing participants from adopting digital technology. Since many participants will only complete one or two of these workshops, some essential material is repeated more than once.

Introducing Online Basics

This workshop focuses on navigating websites, signing up for accounts, filling out forms online, finding essential services and shopping online safely.

The hands-on activities in this workshop are *searching within a website, finding government information online* and *finding the rules for returning something you bought online in your province or territory*.

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Introducing Online Safety

This workshop is designed to reassure beginning internet users that they can protect themselves and their privacy while using digital technology. The main topics are creating and managing passwords, safely downloading new mobile apps, and recognizing and avoiding online scams.

The hands-on activities in this workshop are *making a strong password* and *finding useful and reliable apps*.

Introducing Online Privacy and Security

This workshop addresses concerns about managing privacy and audiences online. Participants are introduced to simple steps they can take to protect their privacy, methods of controlling who sees what they post online and considerations for making good decisions about their privacy when using digital technology.

The hands-on activities in this workshop are *selecting a specific audience for a social network post* and *analyzing a social network's privacy features*.

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Advancing Your Online Privacy and Security

This covers the same topics as the three above but is designed for participants who are active internet users, and are concerned about or experiencing new challenges because of their broader range of activities. Participants who have completed one of the three introductory workshops may be encouraged to attend this one once they have gained confidence in their digital skills.

This workshop addresses concerns about securing accounts and devices as a factor in their personal safety, especially in relation to former and current partners, and limiting exposure to malware and spyware.

The hands-on activity in this workshop is *making a device more secure*.

The program also has two stand-alone workshops:

Online Relationship Safety

This contains selected content from the other workshops, as well as some additional material focused specifically on how to safely navigate relationships and personal information online: keeping digital devices private and secure, limiting who can access devices' location, managing who can see content posted online, keeping personal lives secure online, and finding and deleting spyware.

Because of the larger amount of content in this workshop, and the need for more frequent check-ins due to the potentially upsetting nature of the content, there are no hands-on activities. However, it does have quizzes that can be used as knowledge checks and printable support materials.

Digital Storytelling

This workshop teaches participants how to make "digital stories" (videos that incorporate still images, narration, and music) and provides training in MediaSmarts' Digital Story tool. The workshop focuses on building participants' skills and confidence in making digital stories, encouraging them to make their own afterwards as part of their healing and empowerment.

The hands-on activities in this workshop are *making a simple digital story* and *choosing a platform to share your digital story.*

Conducting the Workshops

PREPARATION

Before conducting each workshop for the first time, take some time to go through the slideshow to familiarize yourself with the content.

Print off the script and study it until you feel comfortable with the information.

- Participants will get more from the workshop if you are familiar and comfortable with the material.

- Some slides have animation on them that is triggered by a mouse click. Watch for those in the script.

Pay special attention to the hands-on activities. We recommend that you do each one yourself at least once before presenting the workshop, so you will be confident when helping participants.

If facilitating the workshop in person, we recommend visiting the space beforehand to find out what technologies are available.

- If possible, make sure the venue offers WiFi and check that participants have been told to bring internet-connected devices such as tablets and smartphones.

- Find out if there are additional devices available for participants who may not have their own.

As you go through the presentation, **envision how you will present it to your audience**. Imagine any questions that might arise and review the Frequently Asked Questions section of this guide to prepare your answers.

Print copies of the practice sheets that accompany the workshop and make sure participants pick them up on their way in or out.

ROLE OF THE FACILITATOR

The most important qualities of a facilitator are that they are *observant* of participants' needs and strengths, that they are *respectful* of participants as adult learners, and that they are *responsive* to participants' needs.
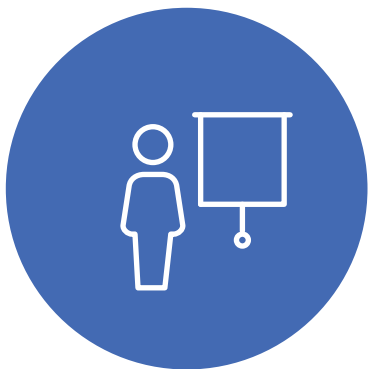
- Participants in our [focus groups](#) felt strongly that they did not want to feel 'belittled' or 'dumb' for not already knowing certain things about technology. They expressed a level of embarrassment with not being more technologically fluent and wanted to engage with someone who would treat them as adult learners and help boost their confidence.

  - One way you can put this into practice is to present the quizzes as an opportunity for participants to reinforce what they have learned, not a "test" they need to get right.

Since each workshop has both direct instruction and hands-on elements, your role will be different depending on which part of the workshop you are delivering.

When delivering the slide content, focus on speaking clearly, proceeding at an appropriate pace for the participants, being open to questions, and gauging if participants have understood the content. Be particularly alert for English language learners or participants with hearing difficulties; do not, however, use another participant as an "interpreter" unless specifically asked to do so.

During the hands-on activities, if you are facilitating in-person you should follow the "busy bee" model: moving as quickly as possible between participants, providing "just-in-time" instruction and moving on as soon as you have either confirmed that they are doing the task with no difficulty or after you have resolved any immediate problems or questions. Encourage participants' independence by only stepping in to help if you are sure you're needed.

- Make sure participants know they aren't necessarily expected to do everything right the first time. One purpose of these workshops is to provide a safe place to practice as well as learn digital skills, so let them know that trying more than once to do an activity is not only allowed but encouraged.

- It can also be valuable to present yourself as a fellow learner. Use any technical problems that may arise as a teachable moment in which you can model troubleshooting behaviour; during the hands-on activities, you can relate similar challenges you've encountered in the past. If you are asked a question you are not able to answer, model help-seeking by discussing how you might find the answer.

Try to be conscious of the personal reasons why participants may have chosen to sign up for a workshop, and the reasons why they may find some parts or activities challenging or frustrating. Some participants may be very apprehensive about using digital devices, while others may be skeptical about their value or about their own ability to learn how to use them. As well, some may already rely on their digital devices but may worry about the safety and security risks they pose.

- Most adult learners follow a three-step path in their progress towards digital literacy:
  1. I'm not going to break it!
  2. I can do it!
  3. This is important to me!

Knowing which step they are working on can be very useful in understanding how to help them.

Finally, try to reinforce with participants that each workshop is only the *beginning* of their learning. Encourage them to watch the videos and complete the practice sheets on their own after the workshop for reinforcement.

DURING THE WORKSHOP

At the beginning of the workshop, if you are presenting in-person, ask participants how many internet-connected devices they can use in the hands-on activities. If you have them available, provide devices to any participants who do not have their own. Encourage any participants who do not have access to devices to partner with another who does.

- Each workshop begins with a slide on the learning objectives of the workshop to help participants understand what topics will be covered and the digital skills they will work on.

While there are specific points during each workshop where you will ask participants for feedback, they are also encouraged to ask questions at any point. Be prepared for this so that it doesn't throw you off.

- The Frequently Asked Questions section covers those questions that have been asked most often in previous workshops we have developed. If you're asked a question that isn't covered there, you're welcome to send it after the workshop to info@mediasmarts.ca.

The hands-on activities are the most essential part of the workshop and are also likely to be the most time-consuming, so make sure you give adequate time for them.

- Watch for participants who have difficulty with the hands-on activities and invite the more confident participants to help those who are less confident.

- See "Role of the Facilitator" above for more advice on delivering this part of the workshop.

- Some participants may feel anxious or stressed by the quizzes. Make sure that they understand that these are not "tests" and that their purpose is not to judge or evaluate participants but to underline and reinforce/help them remember the most important information in each section of the workshop.

POST-WORKSHOP ACTIVITIES

Each workshop has an associated practice sheet and video. Encourage participants to watch the video and complete the practice sheet within a week following the workshop to help reinforce their learning. Both these resources can also serve as reminders of the workshop content that they can return to at any time.

Frequently Asked Questions

FACILITATORS' QUESTIONS

Q. How many people should be in one workshop?

A. There isn't a minimum number. Unless you have more than one facilitator, it will be challenging to do any of the workshops with more than 15 people.

Q. How much do I need to know about technology before I can facilitate a workshop?

A. Although it's useful to be familiar with basic online tools and platforms, you don't need to be an expert to be a facilitator. In fact, it can be useful to position yourself as a learner like the participants and to relate the material to challenges with digital technology that you've experienced.

PARTICIPANTS' QUESTIONS

Q. Do I have to do all the workshops?
A. No. Each of the workshops is designed to be independent from the others. However, in some cases we will mention that a topic covered briefly in one workshop is covered more thoroughly in another.

Q. What do I need to participate? Do I need a device? What kind?
A. You are encouraged to bring your own device of any kind (phone, tablet, laptop).

Q. How do I know which workshop I should take?
A. If you aren't confident about your ability to use digital devices, we recommend starting with one of the *Introducing* workshops.

If you have already taken one of those and feel ready to learn more advanced skills, or you already feel confident in your digital ability but would like to learn more about protecting your privacy and security, take the *Advancing Your Online Privacy and Security* workshop.

The *Online Relationship Safety* workshop is aimed at participants who already have basic digital skills.

The *Digital Storytelling* workshop is appropriate for participants at any skill level.

Q. Can I get a handout of the presentations to take home?
A. There is not a handout version of the presentations, but you will receive a practice sheet with a link to a video that will cover the key points of the workshop. Some workshops also contain other handouts you can bring home.

Workshop presentations (PowerPoint slide decks) are also available on the MediaSmarts website for your review at any time.