



STUDENT INFORMATION PACK

VICTORIAN YOUNG LEADERS:
GLOBAL YOUTH FORUMS



Document Version 2.0
Date: 02/03/2023
Authors: Chris Higgins, Dr Bo Hu,
Ada Wang, Richard Simson,
Hafsa Wazeer, Samantha Caddaye,
Junbing Li, Xuejun Ding,
Graphic Designer: Joy Sha



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INTRODUCTION

I. Introduction

Thank you for joining the Victorian Young Leaders: Global Youth Forum. This is an initiative funded by the Victorian Department of Education and delivered by Asia Education Foundation. The forum is a three-part learning program designed to deepen your understanding of what it means to be a global citizen and provide opportunities to develop your leadership skills. Throughout the forum you will hear from experts, meet with peers across Victoria and the Asia-Pacific, critically examine concepts such as globalisation and global citizenship, and discuss with peers local issues in the current global context.

Learning Outcomes

As a result of your participation, you will:

- appreciate and understand what it means to be a global citizen;
- critically interact with the concept of globalisation;
- explore and compare diverse perspectives and experiences;
- identify ways globalisation influences your life and the lives of others;
- deepen understanding of the impacts of globalisation on local, regional and global communities;
- identify key local issues that are globally connected;
- identify influences that shape your worldview, and your role in shaping global citizenship;
- develop awareness of factors that can create harmful divisions and how to create inclusive communities;
- identify the role you can play in making your vision for the local and global community a reality.

Key Dates and Times

Student Briefing: 3.00 pm - 4.00 pm (AEDT), Thursday 9 March

Day 1 (Pre-forum): 9.00 am – 3.00 pm (AEDT), Tuesday 28 March

Day 2 (Main forum): 9.00 am – 3.00 pm (AEDT), **choice of 3 dates** of which to attend: Your teacher will tell you which one of the following you will attend.

Option 1: Wednesday 29 March

Option 2: Thursday 30 March

Option 3: Friday 31 March

Day 3 (Post-forum): 9.00 am – 3.00 pm (AEDT), Monday 3 April

All sessions will use the same Zoom Link:

<https://unimelb.zoom.us/j/82800553890?pwd=WE0zQmxBcDJnYmdWOGlwd29qdFc0dz09>

Password: 643634

Optional Focus Groups

These are an opportunity to debrief on the experiences and provide feedback to shape and co-design future iterations of the program. Your teacher will let you know if you are attending one of these.

Option 1: Online via Zoom – Wednesday 5 April 12.00 - 3.00 pm (AEDT)

<https://unimelb.zoom.us/j/82800553890?pwd=WE0zQmxBcDJnYmdWOGlwd29qdFc0dz09>

Password: 643634

Option 2: Face-to-face at the University of Melbourne – Thursday 6 April 10.00 am - 2.00 pm (AEDT)

II. Your Teacher's Role

Your teacher should be with you on Zoom and in the physical classroom for each of the events. Your teacher should also ask you to make sure you have completed the pre-forum activities before attending and ensure that you complete the post-forum Global Citizen Student Perception Survey.

Your teacher will put you into teams/groups and allocate you a team/group number for the forum. You should attend the forum in this group on one computer and change your Zoom name to be your school's name and group number e.g., MELBHIGH_GRP_1. Your teacher will also ask you to wear a name badge or sticky label with your first name written clearly on it so people can use your name in conversations.

III. Preparation – What you need to do before the forum

Activity 1: Student Handbook

The first thing that all students are asked to do is thoroughly read this student information pack. This provides you with all the information about the event and it is important you understand what the event is about and the learning. You should bring this pack to the forum as it contains the learning activities and links for the days – either a digital or printed copy.



Student Resources

There is a 'one stop' place for all resources at our micro website here - <https://sites.google.com/view/vyl-global-youth-forum-2/introduction?authuser=0>

Activity 2: Code of Conduct and Media Release

In this link - https://melbourneuni.au1.qualtrics.com/jfe/form/SV_28ZarAW4TjYD9Oe there is a Code of Conduct and a Media Release to be read and signed. The Code of Conduct is for all students to read and sign. This is to acknowledge you have read and agreed the behaviours we expect when you are in the forum. This is about how we all agree to behave while we are engaged in the forum. It is important you read, understand, and agree to this code of conduct.



There is also a digital Media Release form for review by parent(s)/guardian(s) and signature to provide permission for media release. If parent(s)/guardian(s) do not provide media release that is ok, there is an option to decline media release but to still participate in the forums.

In Appendix 1 is a copy of both, although please remember this should be completed online.

Activity 3: Pre- and Post-forum Global Citizen Student Perception Survey

There are two surveys that need to be completed. One before you come to forum that tells us what you know before you engage in the forums, and then another one to do after the forum which tells us what you learned by being involved in the forum.

Completion of the pre-forum (and post-forum) self-perception Global Citizen Student Perception Surveys also helps teachers to gauge whether the forum has made positive impacts to student learning. This also helps the AEF with our own evaluation and reporting, ensuring we know how to improve the experience of students participating in the forums in 2023 and beyond.

Global Citizen Student Perception Survey Pre-Forum

Approximately a week before the forum complete the following - <https://www.surveymonkey.com/r/GYFPreCohort6>



Global Citizen Student Perception Survey Post-Forum

There will be raffle of several \$30 Spotify vouchers for students who complete and submit the post-forum Global Citizen Student Perception Survey -

<https://www.surveymonkey.com/r/GYFPostCohort6>



Activity 4: Preparation for Zoom Breakout Room Conversations

Students will have Zoom Breakout room conversations with students from another school. You will have several breakout room conversations throughout the forum. One of the conversations you will have with other students from other schools will be about education. Students are asked to think about and prepare notes on the following questions, in preparation for this conversation.

QUESTION**YOUR NOTES**

What was a normal school day for you like before the pandemic? E.g., what time did you wake up, how did you get to school, what time did school start, how many classes in a day, how long is one class in time, what types of activities do you do in class, what technology did you use, what time did school finish, what did you do after school?

What happened when the COVID-19 pandemic started? What was school like then? Did school close? Were classes delivered online? How were they delivered? What activities did you do? What was it like? How long were schools closed?

Were there positives to your education during the pandemic?

What did you like about school/education during the pandemic?

Were there negatives to your education during the pandemic?

What did you NOT like about school/education during the pandemic?

What do you think are the big challenges globally in education we need to overcome to achieve the United Nation's Sustainable Development Goal 4 of quality inclusive and equitable education for all?

What challenges do you see locally or in your own school for making education more inclusive or equitable for all?

Do you have any ideas on how we can overcome these challenges and try to make it more inclusive and equitable?

Activity 5: Guest Speakers

There will be several guest speakers throughout the forums. Students are asked to read their biographies in this student handbook (see next page) and consider what questions they might want to ask the guests. These can also be accessed from <https://sites.google.com/view/vyl-global-youth-forum-2/guest-speakers?authuser=0>

Following each guest's presentation, there will be an opportunity for students to ask questions. A good question is an open-ended question. By open-ended we mean a question that cannot just be answered by yes/no or a very short answer. It is an open-ended question when someone would have to give a detailed response and cannot answer it in just a few words.

Some good question starters to use might be:

- How did you know that...
- What is the most interesting/challenging/surprising/valuable...
- What are your thoughts on...
- How do you think...
- What are some of the ways...
- Do you think...
- Can you provide a comment on...
- What motivates you to...
- What inspires you to...
- What were the reasons...
- What is a piece of advice you would give on...
- Why did you decide to...

Guest Speaker 1 - Jahin Tanvir

Jahin Tanvir is a 21-year-old policy adviser, speaker, writer, and multicultural youth advocate. As a young media spokesperson trained by the Economic Media Centre, Jahin is a regular contributor providing media comments on multicultural people's experiences in Australian communities.

Jahin possesses a strong background in youth leadership and advocacy in leading youth-led organisations such as Oaktree, World Vision, Red Cross and the United Nations to name a few. Being a first-generation migrant hailing from Bangladesh, Jahin works to elevate the voices of young migrants.

He has represented Australia on the global stage and in various conferences and forums with highlights including guest speaker at the Australasian Aid conference at the Australian National University and as an Australian delegate at the Global Model United Nations in Rome.

As a result of his work in youth leadership, Jahin was awarded the 'New and Emerging Community Leader' scholarship, 'Service to Others' award by the Parliament of Australia, 'Young Changemaker Award' and in 2021 Jahin was awarded Young Canberra Citizen of the Year in Individual Community Service.

**Guest Speaker 2 - Darcy McGauley-Bartlett**

Proud Gunai Kurnai man Darcy McGauley-Bartlett is passionate about supporting his community and has overcome significant challenges in his youth to emerge as a role model and advocate for Aboriginal and Torres Strait Islander people.

In his previous role as an Aboriginal Community Liaison Officer for Victoria Police, Darcy was instrumental in changing policy to ensure fewer Indigenous people entered the justice system and did not stay there if they did. He implemented Victoria's first Aboriginal Youth Cautioning Program to ensure all young Indigenous people are eligible for a caution when coming into contact with the justice system for the first time.

Now working within Justice Health for Department of Justice and Community Safety, Darcy has helped establish the State's first Aboriginal Custodial Health team and the first Aboriginal Primary Health Strategy to improve health outcomes for Indigenous prisoners.

Darcy was pivotal in supporting health care for Aboriginal prisoners throughout the COVID-19 pandemic, including working to increase uptake of the vaccine, and ensuring their voice has been heard through quality improvement activity being undertaken to improve health care in Victoria's prison system.



IV. Conversations with Peers

During the forums we will be connecting with each other through Zoom. There will be students from across Victoria and internationally from schools in Cambodia, China, India, Indonesia, Japan, Malaysia, Thailand, the Philippines, and Vietnam. We will have a discussion during the forum about ways to communicate effectively in a Zoom breakout room with peers from different geographical locations and cultures. Some key tips are:

- Mute when not speaking;
- Have video on – seeing someone talk can help with understanding;
- Speak slowly and clearly;
- Use some body language and simple hand gestures when talking;
- Speak in short sentences and bursts – try not to talk for a long time on one point;
- Consider using the chat feature to write a short summary of your point;
- Summarise back to someone what you think you heard/understand – 'So what I am understanding you say is...is that correct?'
- If you are unsure, ask clarifying questions;
- Remember that English may not be everyone's first language and it's a great opportunity to explore the varieties of the English language used across Asia-Pacific;
- Remember that tone, gestures, and cultural norms can influence how we communicate and we may communicate differently

The forum is about leadership skills as well as how to be a global citizen. As such, we want students to take ownership of the conversations and lead the conversations, not teachers. Teachers should be there to supervise. You may also have a University of Melbourne student mentor in your room. They are there to help supervise and potentially assist with translation if needed.

Some potentially useful phrases are contained at Appendix 2. It is recommended that you have a printed version of these handy during your online interactions.

V. University of Melbourne (UoM) Volunteer Mentors

In the forums we will have University of Melbourne (UoM) students in attendance who will be there in a mentor role for students. The mentors will be responsible for running some activities and for assisting students and teachers if required. The aim of the mentor role is to help coordinate the online forum activities, support and mentor students and to potentially assist with language (translation) barriers.

VI. Activities for Students after the Forum

Even though the forum is over, it does not mean the journey ends there. On the contrary, we encourage you to build on the knowledge, skills and understanding you have developed through this experience. We have provided a list of follow-up actions you could undertake below but don't let these limit you.

Sharing forum outcomes. There are many ways students can share the forum outcomes with the wider school and local communities. For example, you may wish to:

- Write a reflective piece to include in your school's newsletter;
- Create a video or podcast to share on your school's website and social media;
- Create a video based on their ideas for Videos for Change - <https://australia.videosforchange.org/?locale=en>
- Present to a school assembly about your forum experiences;
- **Write a blog post.** We would love students to write a short opinion piece or blog post that we can publish in several places, including AEF website, multiple AEF social media platforms, and with some of our other partner organisations such as the VicSRC Blog and newsletter and ABC Education.

Continue the conversation with overseas partners. If your school has a partnership with a school overseas, their fellow students would no doubt be interested to hear about your team's experience and the forum outcomes. The AEF can help link schools with other participating schools if requested. For example, you could:

- Arrange a video conference to talk to fellow students;
- Share one or more of your creations as suggested above;
- Decide on a collaborative project to implement from the Big Ideas you developed at the forum.

Implement a local initiative. At the forum, students designed several Big Ideas to help achieve the Global Goals which we invite you to review and, where possible, implement or pursue with your class or school.

Additional Resources for Students:

170 Daily Actions to Transform Our World

Get inspired by 170 Daily Actions to Transform Our World. This book contains 10 daily suggestions for each SDG on how you can make a difference in the world around you. A great tool for parents, teacher and children of all ages.

<https://drive.google.com/file/d/1iMdE6DLLuCqwq3K9U-DaTUWB6KyMa8QG/view>



VII. The Victorian Department of Education

This forum is possible thanks to the kind support and funding provided by the Victorian Department of Education. The AEF thanks the Victorian Department of Education for their support and for the opportunity provided to our students both domestically and internationally.



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Postal address:

Asia Education Foundation
The University of Melbourne VIC 3010

T: (+61) 3 8344 3590

F: (+61) 3 9347 1768

E: aef-support@asialink.unimelb.edu.au

W: www.asiaeducation.edu.au

VIII. Resources

VYL Global Youth Forum Website

<https://sites.google.com/view/vyl-global-youth-forum-2/introduction?authuser=0>

Mural Sites

<https://app.mural.co/t/unimelb2745/m/unimelb2745/1676508713379/abc8f065b7d8de08b63d832b904701b75d31ff10?sender=u79b2f1b343c79fd822025777>

<https://app.mural.co/t/x5717/m/x-5717/1676254599066/9b18b7e1b221e10be4c77f460e73b535ae02772a?invited=true&sender=u79b2f1b343c79fd822025777>

<https://app.mural.co/t/x5717/m/x-5717/1678073076186/3b801f0c1db9482f259022b0970659538626c767?sender=u79b2f1b343c79fd822025777>

<https://app.mural.co/t/x5717/m/x-5717/1678073076186/3b801f0c1db9482f259022b0970659538626c767?sender=u79b2f1b343c79fd822025777>

<https://app.mural.co/t/x5717/m/x-5717/1678073076186/3b801f0c1db9482f259022b0970659538626c767?sender=u79b2f1b343c79fd822025777>

Padlets

<https://padlet.com/aefsupport/1-2-sdgs-review-vgcouaxfewkm3i7m>

<https://padlet.com/aefsupport/1-3-sdg-online-sharing-activity-cxpamo68e4qmagv0>

<https://padlet.com/aefsupport/2-3-guest-speaker-4rgbpmgjsytqmmtr>

<https://padlet.com/aefsupport/3-5-grouping-and-reflection-44k4plt0umpfkbni>

<https://padlet.com/aefsupport/4-2-build-shared-group-norms-aoerzvv8bbi4dzrm>

<https://padlet.com/aefsupport/5-2-develop-a-problem-statement-uic4dzmw1lzqe4qj>

<https://padlet.com/aefsupport/5-6-wrap-up-d4a48vpp5bierzav>

<https://padlet.com/aefsupport/6-1-globalisation-1a743ftolbrs4jau>

<https://padlet.com/aefsupport/6-3-the-impacts-of-globalisation-city90d6tkdenii0>

<https://padlet.com/aefsupport/6-5-what-is-a-global-citizen-n9q8xh0yuvmak711>

<https://padlet.com/aefsupport/7-1-what-is-identity-26ad174y3hgjpa5t>

<https://padlet.com/aefsupport/11-2-reflection-on-darcy-s-presentation-x1k0zqcqbue4u54p>

Zoom Breakout Room Roles

Each time students are placed into a Zoom breakout room to engage in activity, either in your own group, or with a group from another school, we will ask you to take a role.

Speaker – at the end of the breakout room activity, the speaker will report back a summary of the groups' discussion in the Zoom main session if we have time to do so.

Recorder – takes notes of the discussion and adds them to a recording place such as a Padlet, Mural, Google doc as instructed.

Encourager – ensures that each person in the Zoom room has taken a turn to speak and encourages everyone to take a turn. They might say phrases such as, 'Person X, what were your thoughts on'. 'Person X, I noticed you haven't had a chance to say anything yet, what do you think...'

Facilitator – ensures that the group knows and understands what the task is. They will start everyone off by providing a short recap of what the task is. They might also ensure everyone has taken a role and who is taking what roles.

Time-keeper – ensures that they are monitoring the time for the activity and how long each person speaks. They may politely ask someone to pass to someone else.

DAY 1 PRE-FORUM

Tuesday 28 March 2023

<https://unimelb.zoom.us/j/82800553890?pwd=WE0zQmxBcDJnYmdWOGlwd29qdFc0dz09>
Password for above zoom link: 643634

ACTIVITY	TIME (AEDT)	EVENT	FORMAT	LEAD COORDINATOR
0.1	9.00-9.15am	Welcome, Introduction, and Welcome to Country	Main Session	AEF facilitators
1.1	9.15-9.30am	SDGs introduction	Main Session	AEF facilitators
1.2	9.30-9.50am	SDGs review	In your school group	UoM mentors
1.3	9.50-10.10am	Share SDGs	Breakouts - VIC	UoM mentors
2.1	10.10-10.15am	Introduction to public speaking	Main Session	AEF facilitators
2.2	10.15-10.30am	Confident speaking strategies	In your school group	UoM mentors
2.3	10.30-10.50am	Icebreakers and preparation for international schools	Breakouts - VIC	UoM mentors
	10.50-11.00am	Break		
3.1	11.00-11.20am	Guest speaker - Jahin Tavir	Main Session	AEF facilitators
3.2	11.20-11.25am	Icebreaker instructions	Main Session	AEF facilitators
3.3	11.25-11.30am	Icebreaker preparation	Main Session	AEF facilitators

■ NB: AEF facilitators will always provide instructions before sending students to breakout rooms.

3.4	11.30-11.55am	International icebreakers	Breakouts - International	UoM mentors
3.5	11.55am-12.05pm	Written reflection on icebreaker activity	Main Session	AEF facilitators
4.1	12.05-12.10pm	Introduction on effective collaboration	Main Session	AEF facilitators
4.2	12.10-12.45pm	Discussion on group norms	Breakouts - International	UoM mentors
4.3	12.45-12.55pm	Group spokesperson reports	Main Session	AEF facilitators
12.55-1.40pm		Break		
5.1	1.40-1.45pm	Introduction to Design Thinking	Main Session	AEF facilitators
5.2	1.45-2.10pm	Develop a problem statement	In your school group	UoM mentors
5.3	2.10-2.15pm	Experts introduction	Main Session	AEF facilitators
5.4	2.15-2.45pm	Talk with the experts	Breakouts - International	UoM mentors
5.5	2.45-2.55pm	Student problem presentation	Main Session	AEF facilitators
5.6	2.55-3.00pm	Padlet reflection	Main Session	AEF facilitators

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
01	Welcome, introduction, and "Welcome to Country"	Main Session	AEF facilitators	15 minutes

You will be introduced to Victorian Young Leaders (VYL)/ Global Youth Forum (GYF) program at very beginning. This is an online experience, with participating students from countries to date, including Cambodia, China, India, Indonesia, Japan, the Philippines, Thailand, Vietnam and etc.

This forum will benefit you in following terms

- Have a global vision through the exploration of United Nation's sustainable development goal
- Understand global/local issues that affect us
- Collaborate with peers globally and guest experts of your chosen SDG by seeking advice, providing and receiving constructive feedback
- Develop *macro* skills: global citizenship and leadership skills
- Develop *macro* skills: self-awareness, problem-solving, public speaking, critical thinking and intercultural understanding

Reminder:

- Remember to rename yourself (abbreviated school name and group number) and click CC to get subtitles if you need
- Use chat function to comment, ask questions or message staff for support

Then, you will listen to Bill Nicholson who would make a "Welcome to Country".

MODULE 1: INTRODUCTION TO THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SDGs)

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
1.1	SDGs Introduction	Main Session	AEF facilitators	15 minutes

In this session, you will be briefly introduced to the Sustainable Development Goals (SDGs). The Global Goal imagery has been set as Virtual Background for Zoom meeting room.



While watching the following two videos, you can write a list of the things that stand out to you or make you think [individual work]. Record your thoughts on Mural.

Head: What is one thing you're thinking?

Heart: What is one thing you're feeling?

Hands: What is one action that could be taken?

Video 1: UN Sustainable Development Goals - Overview

- Transition: Goal 17 Partnerships for the goals – that's why all of you are here today from across the globe to prepare ourselves for actions.

Video 2: Red Alert - How to meet the Sustainable Development Goals together

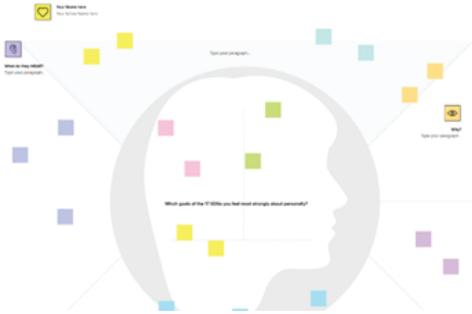
- Key facts from the video to stimulate thought:
- "For decades we have successfully fought poverty, now it's on the rise again."
(Resource: [Key facts on poverty](#))
- "one out of ten suffer from hunger"



You can organise your notes on Mural. You need to write down your name and school name following your responses, for example, "<your responses> [Student name, XX school]"

Mural:

<https://app.mural.co/t/unimelb2745/m/unimelb2745/1676508713379/abc8f065b7d8de08b63d832b904701b75d31ff10?sender=u79b2f1b343c79fd822025777>



Note that you might need to download the Mural app to be able to scan the above QR code.

QUESTIONS	YOUR RESPONSES
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Which goals of the 17 SDGs you feel most strongly about personally?



And why?



ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
1.2	SDGs Review	In your school group	UoM mentors Teachers	20 minutes

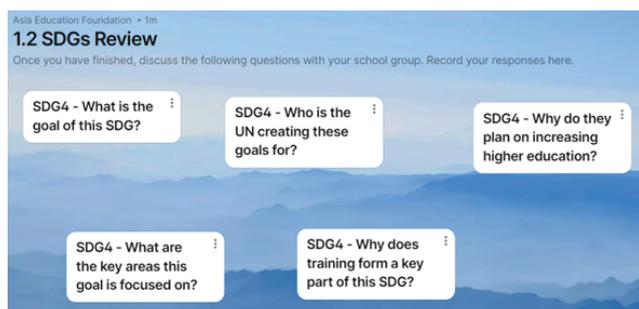
In a moment, please ensure that you are muted. In your school classroom groups, divide into two or three smaller discussion groups and pick one of the four SDGs from the followings:

- SDG4: Quality education
- SDG5: Gender equality
- SDG10: Reduced inequalities
- SDG14: Life below water

Once you have selected your SDG, look at the relevant videos and comics provided. Record key notes while studying the materials.

Once you have finished, discuss the following questions with your school group. Record your responses on Padlet.

Padlet: <https://padlet.com/aeftsupport/1-2-sdgs-review-vgcouaxfewkm3i7m>



Viewing materials:

Video [2 minutes 30 seconds]: [United Nations SDG4 Explained!](#)

Video [3 minutes]: [Understand Goal 5: Gender Equality \(Secondary\)](#)

Video [2 minutes 30 seconds]: [Understand Goal 10: Reduced Inequalities \(Secondary\)](#)

Video [2 minutes 30 seconds]: [Sustainability Goal #14: Life Below Water](#)

Reading materials:

One-page comics Page 4, 5, 10 and 14.

<https://www.yumpu.com/xx/document/view/55730350/1-page-goals-comics-full-set-pdf>

SDG 4 Discussion questions

QUESTIONS

DISCUSSION RESULTS

What is the goal of this SDG?

Who is the UN creating these goals for?

What are the key areas this goal is focused on?

Why do they plan on increasing higher education?

Why does training form a key part of this SDG?

SDG 5 Discussion questions

QUESTIONS

DISCUSSION RESULTS

What is the goal of this SDG?

Who is the UN creating these goals for?

What happens when girls have the same opportunities?

Who controls what women and girls can do?

SDG 10 Discussion questions

QUESTIONS

DISCUSSION RESULTS

Why is equality a focus for the UN?

What roles do we have to play?

Where does inequality exist?

How long has inequality existed?

What other kinds of inequality can you think of?

SDG 14 Discussion questions

QUESTIONS	DISCUSSION RESULTS
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What are six steps that can be taken to assist this SDG?

What does life below water support?

Why is this an UN SDG?

What has threatened life below water?

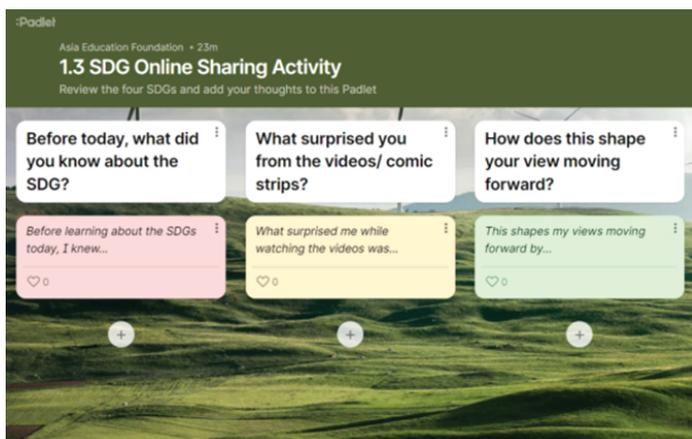
ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
1.3	Share SDGs	Breakouts - VIC	UoM mentors	20 minutes

You will go into a Zoom Breakout Room with another Victorian school for the first time, to go through the four different SDGs. Then, consider the questions below and why the UN has created these goals. Behaviours expected in Breakout Room, please refer to part "IV. Conversations with Peers" and "VIII. Resources: Zoom Breakout Room Roles" in this Handbook for Zoom roles.

Once you have decided who will take which role, there will be 20 minutes for groups to share their thoughts and notes on the presentation. This 20 minutes will be shared with other schools in your breakout room, so think about how much time your school will have available, and how you can best communicate what you want to in that time.

The student acting as facilitator should manage how this is done and make sure everyone knows what they need to do. The encourager should ensure everyone speaks. The timekeeper should keep an eye on the time and tell people if they need to be quick or move on to the next person. **The recorder should take down notes and share them on Padlet.**

Padlet: <https://padlet.com/aefsupport/1-3-sdg-online-sharing-activity-cxpamo68e4qmavg0>



QUESTIONS	DISCUSSION RESULTS
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What did you know before about the SDG?

What surprised you from the videos?

How does this shape your view moving forward?

Is there anything else you would have added to the videos/comic strip?

MODULE 2: PUBLIC SPEAKING

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
2.1	Introduction to public speaking	Main Session	AEF facilitators	5 minutes

You will hear a 5 minutes speech by guest speaker Jahin Tanvir. He will provide you with tips on effective communication strategies. And you will be asked to use these to practice and discuss SDGs.

Take notes in the table below on anything he says that you find interesting, that surprises you, challenges you, confuses you, raises a question for you, gives you new information, makes you curious, and summarise the big topics or ideas the speaker spoke about.

Use your notes to think about some questions you might have for the speaker. We will ask students to put up their 'electronic hand' on Zoom to ask a question, or to type it into the Zoom chat box. You can ask about something that confused you and you would like clarification. Or you might ask about something you found interesting and would like to know more about.

GUEST SPEAKER NOTES

I find interesting:	Surprised me:	Challenged me:	Confused me:	Learned/New information:	Big ideas/themes/ topics:	Want to know more:

Questions I have now...

Some good question starters to use might be:

- How did you know that...
- What is the most interesting/challenging/surprising/valuable...
- What are your thoughts on...
- How do you think...
- What are some of the ways...
- Do you think...
- Can you provide a comment on...
- What motivates you to...
- What inspires you to...
- What were the reasons...
- What is a piece of advice you would give on...
- Why did you decide to...

Remember a good question is an open-ended question. By open-ended we mean a question that cannot just be answered by yes/no or a very short answer. It is an open-ended question when someone would have to give a detailed response and cannot answer it in just a few words.

QUESTIONS FOR JAHIN:

You will have an opportunity to ask Jahin questions once he has finished his presentation. To ask Jahin a question you can raise your electronic hand on Zoom or you can type it in the chat box. Please remember our Code of Conduct and

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
2.2	Confident speaking strategies	In your school group	UoM mentors Teachers	15 minutes

In this activity, discuss the speaking strategies introduced by Jahin and practice them amongst yourselves. Think about how you might use these strategies in your conversations with other schools, including international schools.

Take some notes on strategies your school group may try and adopt to present opinions that are easily understood and persuasive. You will practice these in the next activity where you will join in a breakout room with another Victorian schools.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
2.3	Icebreakers and preparation for international schools	Breakouts - VIC	UoM mentors	20 minutes

Together with students from other Victorian schools in your breakout room, to share what you have learned using the communication and icebreaker strategies you have discussed, and brainstorm protocols for respectful and supportive communication with international peers (and post on Padlet).

Once you have all had a turn to share some of your thoughts and notes, you should create a group post to Padlet. Your post to Padlet should be a summary of what your group discussed.

Padlet: <https://padlet.com/aeftsupport/2-3-guest-speaker-4rgbpmgjsytqmmtr>



Double click anywhere on the screen to add your post. A box will appear in the bottom right corner that you can add your text to. Enter your text in the box and then press the 'publish' button.

Remember your Zoom breakout room etiquette on how to politely make a point, politely agree, or politely disagree.

Once we return to the Zoom main session, if we have time, some of the group 'spokespersons' will be asked to share some thoughts and ideas from their group conversation.

MODULE 3: SUSTAINABLE DEVELOPMENT GOALS

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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3.1	Guest Speaker – Jahin Tavir	Main Session	AEF facilitators	20 minutes
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Once the international students join in the Zoom meeting at 11:00, the guest speaker Jahin Tavir will welcome them and recap his previous interaction with Victorian students. He will also share his experience of being a youth leader, and the importance of public speaking and effective communication.

Jahin will discuss his work as CEO of Australian Social Entrepreneurs and workshops they give on confident public speaking. In doing so he will draw on Victorian students' responses during module 2 on protocols for respectful and supportive communication with international peers and encourage international students to consider some protocols themselves.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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3.2	Icebreaker instructions	Main Session	AEF facilitators	5 minutes
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You will receive instructions to carry out the activity, including what will happen in the next Zoom breakout room where you will meet students from other countries, discuss the questions in Activity 3.4, and share your responses.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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3.3	Icebreaker preparation	Main Session	AEF facilitators	5 minutes
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And then you will have 5 minutes to prepare based on instructions you have just listened to. You can note down your thoughts and ideas.

You will receive instructions to carry out the activity, including what will happen in the next Zoom breakout room where you will meet students from other countries, discuss the questions in Activity 3.4, and share your responses.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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3.4	International icebreakers	Breakouts - International	UoM mentors	25 minutes
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And then you will have 5 minutes to prepare based on instructions you have just listened to. You can note down your thoughts and ideas.

You can use the following topics to structure discussion:

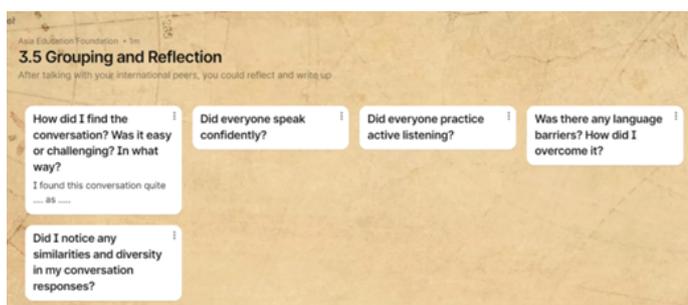
DISCUSSION TOPICS

- Self-introduction
-
- Through your experience or observation, do you notice any social inequality issues (SDGs 4, 5 and 10) in your country? What are they?
-
- The most pressing issue regarding 'life below water' in your country (SDG 14) and why it's the most pressing issue?
-

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
3.5	Written reflection on icebreaker activity	Main Session	AEF facilitators	10 minutes

You have 10 minutes to write self-reflections on Padlet, with reference to the following questions as instruction.

Padlet: <https://padlet.com/aeftsupport/3-5-grouping-and-reflection-44k4plt0umpfkbni>



Guiding Questions for reflection

- How did you find the conversation? Was it easy or challenging? In what way?

- Did everyone speak confidently?

- Did everyone practice active listening?

- Were there any language barriers? How did you overcome it?

- Did you notice any similarities and diversities in your conversation responses?

MODULE 4: EFFECTIVE COLLABORATION

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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4.1	Introduction on effective collaboration	Main Session	AEF facilitators	5 minutes
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You will listen to the instructions before engaging in breakout room discussion.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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4.2	Discussion on group norms	Breakouts - International	UoM mentors	35 minutes
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The Grouping activity will allow you to use the following prompts to engage in discussion:

Questions	Your Thoughts
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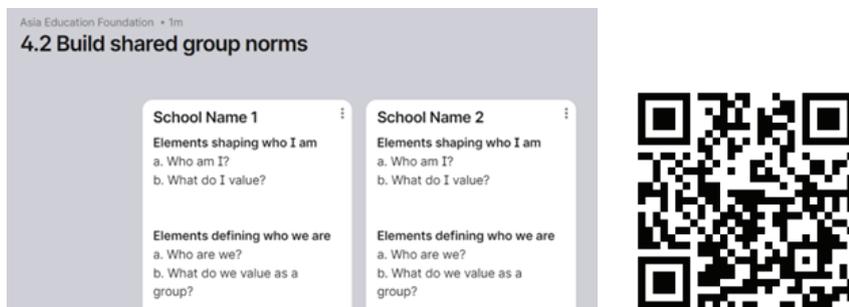
Look in (who am I, what do I value)

Look out (who are we, what we value as group);

Look out (who are we, what we value as group);

Reminder: The recorder records discussion outcomes on Padlet during the activity 4.2.

Padlet: <https://padlet.com/aefsupport/4-2-build-shared-group-norms-aoerz8bbi4dzrm>



ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
4.3	Group spokesperson reports	Main Session	AEF facilitators	10 minutes

By the end of this activity, the spokesperson of each group reports back in the Zoom main session.

MODULE 5: DEFINING PROBLEMS

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
5.1	Introduction to Design Thinking	Main Session	AEF facilitators	5 minutes

AEF facilitators will introduce you to ‘Global Youth Action Plan’ before you learn what is “Design Thinking”.

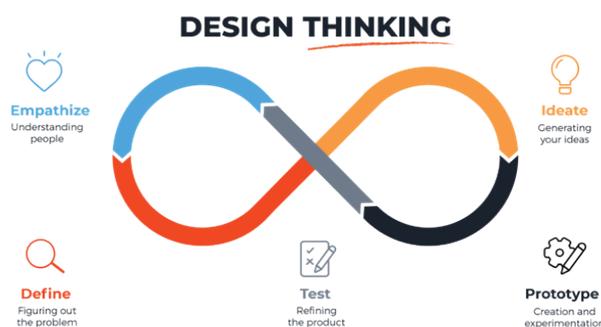
Introduction to Design Thinking

During the next few days, we’re going to try and develop some potential solutions for several big problems in a Global Youth Action Plan. To help us come up with these solutions, we’re going to use some problem-solving methods such as design thinking.

Design thinking is a planning method that helps us think carefully through a problem to help us come up with creative solutions, to really test those solutions, and then refine them. We’ll work through the “design thinking” steps together over the next few days, including sharing our ideas with one another to try and get critical feedback so we can improve them.

You can see the steps below. For now, we’re going to start by defining the problems we’re trying to solve. That may seem simple, but you’ll need to think critically about exactly what aspects of the problem are most significant, requiring you to really empathise with those affected by your problem and think hard about what the true root causes are.

By doing that you’ll have made a good start to then build some solutions that can be included in your Global Youth Action Plans in two days time.



One of the key learning outcomes of this Forum is for you to practice active citizenship, and collaboratively develop an action plan to tackle a local issue related to the global challenge such as social inequality including education inequality (SDGs 4, 5, 10) or ‘life below water’ (SDG 14). We will use a ‘design thinking approach’ to consider some challenges and problem solve to generate some ways to take action (i.e., empathise, define, ideate, prototype/action plan & test).

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
5.2	Develop a problem statement	In your school group	UoM mentors Teachers	25 minutes

Now, let us apply what we have learned about “Design Thinking” into practice.

Develop an initial problem statement – Define the problem

You will work in school groups, which will also be your Action Plan development group and brainstorm a pressing local issue related to SDG 4, 5, 10 or 14 (social inequality or ‘life below water’) – we will provide examples on screen - that you think actions must be taken. Don’t jump to finding solutions yet. Let’s find the problem first. Then, develop a clear problem statement (draft) with the help of the following guiding questions [150-200 words].

The recorder writes the problem statement draft on Padlet.

Padlet: <https://padlet.com/aefsupport/5-2-develop-a-problem-statement-uic4dzmw1lzqe4qj>

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5.2 Develop a problem statement

Develop an initial problem statement – Define the problem

What is the issue?

Issue

Statistical or factual information about the issue.

Are there any assumptions or stereotypes related to this issue?

What different perspectives might exist towards this issue?

How does the issue impact them?

What are the experiences of those who are affected by the issue like?



A clear problem statement should address:

Notes

- What is the issue? Any statistics or factual information around the issue? (What do we know about the issue? What do we need to find out more about the issue?) Who is the issue mostly for? Who else does it impact?
- How does the issue impact them?
- What are the experiences of those who are affected by the issue like?
- Why is it important to tackle?
- What are the goals that your actions would like to achieve?
- What different perspectives might exist towards this issue?
- Are there any assumptions or stereotypes related to this issue?

You can use the following template to craft problem statement:

E.g., Our team decides to research the issue of [what] in [where]. The issue affects [whom]. We need to act on the issue because [reasons]. If we don't act on the issue, [consequences]. Through our action, we want to [goals].

Here is a "tree of issue" metaphor. The issue is compared to a tree. On top are the symptoms, which are the observable aspects of an issue, for example, "who is impacted?" "statistics" (facts around the issue), the impact, and people's experiences around the issue. In order to find solutions to address the issue, the root causes need to be properly understood.



Helpful Tips

During above process, you need to **empathise** with the affected groups of people meanwhile minimising your assumption. A good problem statement should be: (1) human-centred, (2) broad enough so there's room for creative and innovative thinking, (3) narrow enough for a solution to be manageable (4) evidence-based, not assumed or based on stereotypical understandings of the people or community affected by the identified issue.

We will learn more about empathy and alternative perspectives in Module 7 in Day 2.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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5.3	Experts introduction	Main Session	AEF facilitators	5 minutes
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The next activity will be several short discussions with experts about your chosen SDG and problem statement. The AEF facilitators will explain how this process will work.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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5.4	Talk with the experts	Breakouts - International	UoM mentors	30 minutes
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Here you will meet one of 10 experts in breakout rooms. The experts are the specialists in the areas related to your SDGs. 10 Breakout rooms will be set up with the name of the organisation they represent and the SDG alignment such as – Great Barrier Reef Marine Park Authority (SDG 14 – life below water).

Once in the breakout rooms, school groups will receive a quick introduction from the expert and the take turns to ask any questions related to their SDG and problem statement. You will present the initial problem statement to guest experts, discuss 'root causes' (bottom part of the issue tree) with experts, receive feedback. Based on these conversations you will refine your problem statement on Padlet.

You have 30 minutes discussion over root causes and receive feedback. Each school will have 3 minutes talking with the expert in the breakout room.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
5.5	Student problem presentation	Main Session	AEF facilitators	10 minutes

Volunteers among each group will report back on their coaching with experts and how the interaction with the experts helped you understand the issue better and laid the foundation for potentially finding a solution and designing an action plan. AEF will explain what the next step is. And you can ask more questions with the experts on Day 3 of the forum.

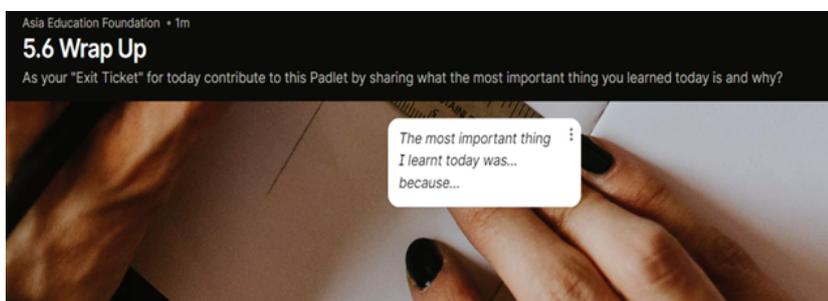
ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
5.6	Padlet reflection	Main Session	AEF facilitators	5 minutes

Now, you have almost completed your Day 1, congratulations! But, before you go, you need to reflect on Padlet as Exit Ticket.

Question for Exit Ticket	Your Thoughts
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- What is the most important thing you learned today and why?

Padlet: <https://padlet.com/aefsupport/5-6-wrap-up-d4a48vpp5bierzav>



DAY 2 MAIN FORUM

Wed 29/Thurs 30/Fri 31 March 2023

<https://unimelb.zoom.us/j/82800553890?pwd=WE0zQmxBcDJnYmdWOGlwd29qdFc0dz09>
 Password for above zoom link: 643634

ACTIVITY	TIME (AEDT)	EVENT	FORMAT	LEAD COORDINATOR
0.2	9.00-9.05am	Welcome and acknowledgement of country	Main Session	AEF facilitators
6.1	9.05-9.25am	Global mapping	Main Session	AEF facilitators
6.2	9.25-9.40am	Globalisation discussion	Breakouts - VIC	AEF facilitators + UoM mentors
6.3	9.40-9.55am	Globalisation impacts	Breakouts - VIC	AEF facilitators + UoM mentors
9.55-10.05am		Break		
6.4	10.05-10.25am	Scenario analysis	Breakouts - VIC	AEF facilitators + UoM mentors
6.5	10.25-10.50am	Global citizenship	Breakouts - VIC	AEF facilitators + UoM mentors
10.50-11.10am		Break		
7.1	11.25-11.45am	Identity discussion	In your school group	AEF facilitators + UoM mentors
7.2	11.45-12.05Pm	Identity mapping	In your school group	AEF facilitators + UoM mentors
7.3	12.05-12.20am	Identity influences	In your school group	AEF facilitators + UoM mentors

■ NB: AEF facilitators will always provide instructions before sending students to breakout rooms.

7.4	12.05-12.20pm	Influence discussion	Breakouts - International	AEF facilitators + UoM mentors
7.5	12.20am-12.30pm	Cultural iceberg	Breakouts - International	AEF facilitators + UoM mentors
7.6	12.30-12.40pm	Share cultural iceberg	Breakouts - International	AEF facilitators + UoM mentors
12.40-1.25pm		Lunch break		
7.7	1.25-1.30pm	Student reflections on culture	Main Session	AEF facilitators
7.8	1.30-1.45pm	Discussion on stereotypes, assumptions & generalisations	Breakouts - International	AEF facilitators + UoM mentors
7.9	1.45-2.00pm	Stereotypes - fact or fiction	Breakouts - International	AEF facilitators + UoM mentors
2.00-2.05pm		Break		
8.1	2.05-2.30pm	Action plan development	In your school group	AEF facilitators + UoM mentors
8.2	2.30-2.55pm	Sharing action plans	Breakouts - International	AEF facilitators + UoM mentors
8.3	2.55-3.00pm	Wrap up	Main Session	AEF facilitators

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
0.2	Welcome and acknowledgement of country	Main Session	AEF facilitators	5 minutes

GOAL SETTING

Like Day 1, we will begin the day by setting some goals for ourselves.

Create a SMART goal for each of the following

Critical Thinking:

examining own thinking and others thinking, providing reasons, seeking examples, analysing and investigating.

Creative Thinking:

asking questions, considering possibilities, other perspectives and new ideas/ways of doing things.

Collaboration:

how I and others contribute to tasks.

Care:

valuing thoughts, ideas and beliefs of others, acting in ways sensitive to others.

Content:

What we are learning about: identity, culture, quality education, global citizenship, leadership, - what it means to be a global citizen and a leader, what is identity and belonging and how are these formed, what is culture and how do we respect and understand other cultures, how can we make education more inclusive and equitable.

MODULE 6: GLOBALISATION

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
6.1	Global mapping	Main Session	AEF facilitators Teachers	20 minutes

There is a world map on the Padlet. In school groups, choose one of the following questions to respond by adding the location, or dragging and dropping the pin on the map. You can also note down your response to the questions below:

QUESTIONS

DISCUSSION RESULTS

Where was the last song you listened to made/ from?

Where is the artist from?

Where was the last movie you watched made/ from?

Where was the last TV show you watched made/ from?

Where were some of your clothes made (check a label on something you aren't wearing)

Where was your phone made?

Where was your phone designed?

Where in the world was the last news story you read about/ watched?

Where was the last overseas holiday you went on?

What countries have you been on holiday to?

Padlet: <https://padlet.com/aeftsupport/6-1-globalisation-1a743ftolbrs4jau>



Consider the following as you look at the map on the Padlet or your responses to the questions above:

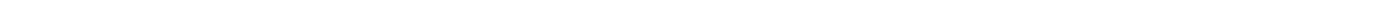
QUESTIONS

YOUR NOTES

What do you see?



What do you notice?



What does this make you think?



What does this have to do with 'Globalisation'?



What makes you wonder?



Watch the video, Understanding Globalisation with a Smartphone
<https://www.youtube.com/watch?v=DESE8x3p8Z0>



While you are watching the video, think about whether you can relate to the phenomenon described? If so, how? Smartphone is simply an example of globalisation, look around in your home or school, try to identify other objects that result from globalisation.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
6.2	Globalisation discussion	Breakouts - VIC	AEF facilitators +UoM mentors	15 minutes

Work with other Victorian schools in breakout rooms and go through the following definitions of globalisation.

SOURCE	DEFINITION
BBC	<p>Globalisation is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange. Globalisation has increased the production of goods and services. The biggest companies are no longer national firms but transnational or multinational corporations with branches in many countries.</p> <p>Globalisation has been taking place for hundreds of years but has sped up enormously over the last half-century.</p>
OECD	<p>The term globalisation is generally used to describe an increasingly internationalisation of markets for goods and services, the means of production, financial systems, competition, corporations, technology and industries.</p> <p>Amongst other things this gives rise to increased mobility of capital, faster propagation of technological innovations and an increasing interdependency and uniformity of national markets.</p>
National Geographic	<p>Globalization is a term used to describe how trade and technology have made the world into a more connected and interdependent place. Globalization also captures in its scope the economic and social changes that have come about as a result. It may be pictured as the threads of an immense spider web formed over millennia, with the number and reach of these threads increasing over time. People, money, material goods, ideas, and even disease and devastation have travelled these silken strands and have done so in greater numbers and with greater speed than ever in the present age.</p>
Cambridge University	<p>The increase of trade around the world, especially by large companies producing and trading goods in many different countries. A situation in which available goods and services, or social and cultural influences, gradually become similar in all parts of the world.</p>
AEF	<p>There are many different definitions of globalisation, but most acknowledge economic integration – namely, the increase in international trade and investment - which has driven the movement of people, goods, capital and ideas across borders. While there has always been a sharing of goods, services, knowledge and cultures between people and countries, improved technologies and the removal of trade restrictions have meant that the speed of exchange is much cheaper and faster, particularly in the last half century with the introduction of new technologies and transport methods that have rapidly increased effectiveness in communication, travel and trade.</p>

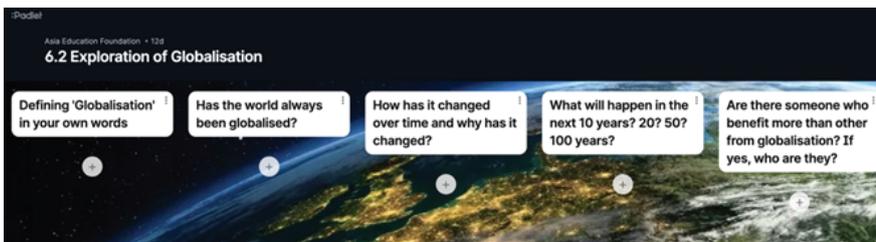
IMF

“Globalisation” is a historical process, the result of human innovation and technological progress. It refers to the increasing integration of economies around the world, particularly through the movement of goods, services and capital across borders. The term sometimes also refers to the movement of people (labour) and knowledge (technology) across international borders. There are also broader cultural, political and environmental dimensions of globalisation.

The term "globalization" began to be used more commonly in the 1980s, reflecting technological advances that made it easier and quicker to complete international transactions—both trade and financial flows. It refers to an extension beyond national borders of the same market forces that have operated for centuries at all levels of human economic activity—village markets, urban industries, or financial centres.

Now consider the following question and record your responses on Padlet.

Padlet: <https://padlet.com/aeftsupport/6-2-exploration-of-globalisation-xt3lo649a4ga8zf1>



QUESTIONS

YOUR NOTES

In your own words, what is globalisation?

Has the world always been globalised?

How has it changed over time and why has it changed?

What will happen in the next 10 years? 20? 50? 100 years?

Are there someone who benefit more than other from globalisation? If yes, who are they?

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
6.3	Globalisation impacts	Breakouts - VIC	AEF facilitators +UoM mentors	15 minutes

Watch this video What are the impacts of Globalisation? – <https://www.youtube.com/watch?v=zfn0XHCFDHA>



The following table shows some positives and negatives effects of globalisation. Read over these.

POSITIVES	NEGATIVES
Can bring new sources of business to countries or areas.	Most places that benefit from globalisation are countries that are already the wealthiest.
Improved health and longer lives due to better medicines and access to those medicines.	People live longer using more resources and polluting more.
Improved environmental awareness and increased use of less polluting technologies.	As industries continue to grow and expand so does the demand for more resources and the space to produce resources such as agricultural space to farm
Improved technologies reduce cost and the difficulty in connecting with people in other places and changes the way we work, learn, trade and do business.	This allows for easier importation of cheaper goods and can lead to the increase in local business failure and rising unemployment.
Availability of information on the internet and social media allows for easier access to information.	The rise and ease of circulating 'fake news'.
International movement can lead to greater recognition of diversity and respect for different cultural identities, which improves democracy and access to human rights.	Indigenous cultures and languages can be eroded or lost because of globalisation and modernisation.

Going back into your same breakout rooms, think about the content of the video and the texts above. Discuss the following questions and create a group post on Padlet. Be ready to come back and share with others.

Post your group responses to the Padlet.

Padlet: <https://padlet.com/aefsupport/6-3-the-impacts-of-globalisation-city90d6tkdenii0>



QUESTIONS

YOUR THOUGHTS

How does globalisation benefit you?



How does it benefit others in the world?



How does it negatively impact you?



How does it negatively impact others in the world?



If you could change one thing, what would it be and what do you think would happen?



ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
6.4	Scenario analysis	Breakouts - VIC	AEF facilitators +UoM mentors	20 minutes

Below are eight scenarios involving globalisation and the impacts of globalisation. In breakout rooms discuss what you think may be the positives and negatives of each scenario.

Scenarios	Positives	Negatives
1: In your local area the main source of jobs is a large office. They have decided to close the office and move the jobs (outsource) to another country where it is cheaper to pay people.		
2: You met another student the same age as you from a school in Indonesia while on holiday in Singapore. You now keep in touch through Snapchat.		
3: You and some friends start a TikTok channel, and you now have hundreds of thousands of views. Your videos are most popular in Chile, China, Ghana, Finland, New Zealand and Poland.		
4: There is a brand-new pair of Nikes that you really want. They are \$50 more expensive on an Australian shopping website than a shopping website in Japan. You buy them from the site in Japan and have them shipped.		
5: During a class on Zoom/VooV meeting, you hear from a representative from the charity World Wildlife Fund who is in the UK. They talk to you about helping to donate money and save orangutans in Borneo.		
6: The company your parent/ guardian works for has just been bought by a large multinational/ global company. They are closing the local office that your parent/guardian works in but have offered a promotion with more money if they are willing to move to the head office in Dubai.		

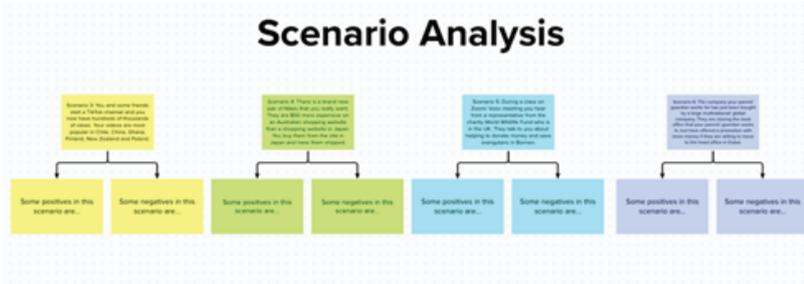
7: Your favourite clothing company has always produced their clothes locally and has promoted their clothes as 'locally designed and made'. They have a new CEO who has decided to move production to Cambodia to save money.

8: Your favourite TV show from South Korea has just released a new series on Netflix. You can watch the whole series over the weekend on your laptop from your sofa.

Remember to share your ideas on Mural.

[https://app.mural.co/invitation/mural/x-](https://app.mural.co/invitation/mural/x-5717/1676254599066?sender=u9e06dd574edbc2965fac3332&key=c731fff1f-ec2c-4923-92ac-488ab2ace617)

[5717/1676254599066?sender=u9e06dd574edbc2965fac3332&key=c731fff1f-ec2c-4923-92ac-488ab2ace617](https://app.mural.co/invitation/mural/x-5717/1676254599066?sender=u9e06dd574edbc2965fac3332&key=c731fff1f-ec2c-4923-92ac-488ab2ace617)



ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
6.5	Global citizenship	Breakouts - VIC	AEF facilitators +UoM mentors	25 minutes

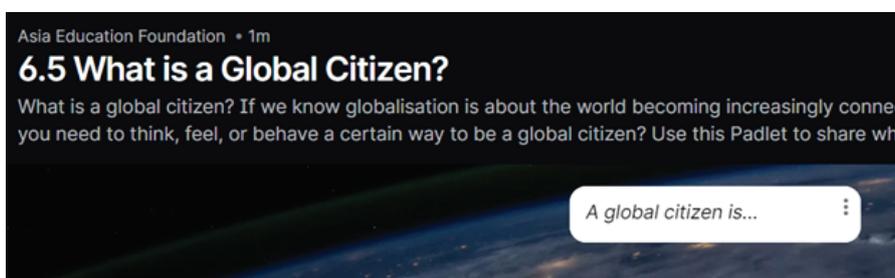
What is a Global Citizen? If we know that globalisation is about the world becoming increasingly connected, what does that mean for a global citizen? Do you need to think, feel, or behave in a certain way to be a global citizen?

What this video, Global citizenship is... – <https://www.youtube.com/watch?v=XVSgbU6WVSk>



Share your thoughts on “What is a global citizen?” on this Padlet.

Padlet: <https://padlet.com/aefsupport/6-5-what-is-a-global-citizen-n9q8xh0yuvmak711>



Watch this video, *Global Citizen* – https://www.youtube.com/watch?v=_yio6kQrLYQ



Now consider the following questions and discuss in your breakout rooms.

QUESTIONS

YOUR THOUGHTS

How do you become a Global citizen?

What is it that makes someone able to be a global citizen?

What do you need to know, think, value, have and do to be a global citizen?

What do you think being a global citizen has to do with identity and culture?

MODULE 7: EMPATHISING – IDENTITY AND CULTURE

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
7.1	Identity discussion	In your school group	AEF facilitators +UoM mentors Teachers	15 minutes

What is your identity? Do you think this is something unique to each person or are we all the same? What makes our identity?

In your school groups, discuss what you think 'identity' is (*identity is...*), what makes up our identity (*identity consists of...*), and how does someone develop their 'identity' (*identity is developed and influenced by...*).

Share your thoughts on Padlet.

Padlet: <https://padlet.com/aefsupport/7-1-what-is-identity-26ad174y3hgjpa5t>



ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
7.2	Identity mapping	In your school group	AEF facilitators +UoM mentors Teachers	20 minutes

In this next activity we will be reflecting on the different aspects of identity through a creative process called "Identity Mapping". An identity map is a snapshot of how you see yourself right now. An identity map may help you to think about all the aspects of your identity that make you who you are by drawing them diagrammatically.

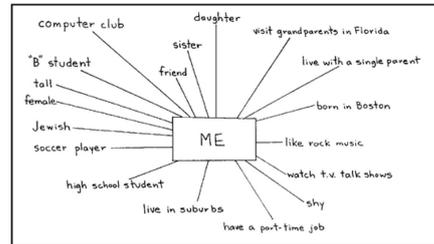
Identity maps can include an almost limitless number of aspects, including:

- Family – I am a sister, brother, son, daughter, etc.
- Values – religion, principles, what is important to you
- Hobbies – sport, music, etc.
- Place of origin/ancestor – Australian, Sudanese, Indian, Victorian, etc.
- Life Events – natural disaster, summer camp, graduation, scholarship, etc.
- Additional aspects could include hopes and dreams, ethnicity, age, etc.

Below are some examples of Identity Maps:

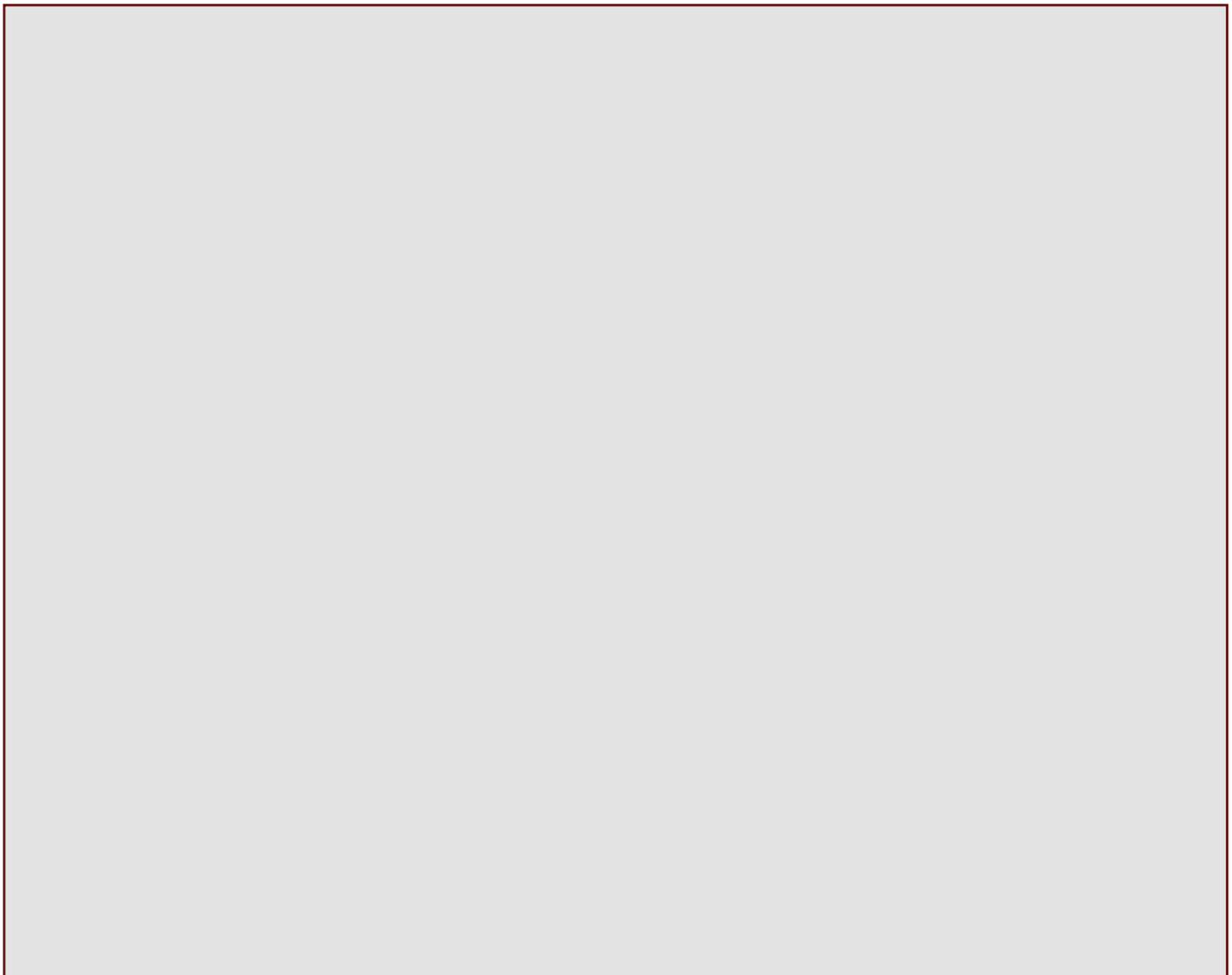


<https://www.bulbapp.com/u/identity-mind-map~12>



<https://pin.it/78BpW3W>

Using the space below or a separate piece of paper draw out your Identity Map and be ready to share with others. Only put information on here that you are happy to share with others.



ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
7.3	Identity influences	In your school group	AEF facilitators +UoM mentors Teachers	20 minutes

Watch this video, *All of Us* – <https://www.youtube.com/watch?v=Z9I4jWLEPzg>



As you watch, listen carefully for the different aspects you think might influence the identity of someone in this video, including their hopes, dreams, family, life events, jobs, etc. Note down what you think has influenced their identity. Refer to your identity map, and think about what are some of the things that might have influenced your identity?

Discuss: Are these influences easy to see?

Create a list using the table below of all the different aspects of your 'identity', this might include, hobbies, values, beliefs, experiences, age, likes, dislikes, personality traits. What are the things that have made you who you are?

Factors that Influence our Identity			

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
7.5	Cultural iceberg	Breakouts - International	AEF facilitators +UoM mentors	10 minutes

Identity is very personal. Identities are formed within larger cultures of many people. Culture plays an important role in shaping our identities. What is culture?



Discuss what you think some of the observable and unobservable elements are of your international peer's culture (e.g. Australian students to map out Indonesian culture, and vice versa). Draw your understanding of **your international peer's cultural iceberg** on Mural in your school group using the below example to help you.

Mural:

<https://app.mural.co/t/x5717/m/x-5717/1678073076186/3b801f0c1db9482f259022b0970659538626c767?sender=u79b2f1b343c79fd822025777>

i **Example:** We are from (your school name)
 We create the cultural iceberg of (country of your international peers):



ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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7.6	Share cultural iceberg	Breakouts - International	AEF facilitators +UoM mentors	10 minutes
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Share your visual representation of your international peers' iceberg and get feedback from them.

Consider the following and be ready to share your thoughts.

Question	Your Thoughts
----------	---------------

Was my interpretation of my international peers' culture accurate? Why or why not?

If we focus on just the observable aspects of people such as foods, flags, festivals, fashion, etc., what can be the positives and challenges?

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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7.7	Student reflections on culture	Main Session	AEF facilitators	5 minutes
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In Zoom main session, two students share if their initial understandings of their international peers' culture were accurate during the cultural iceberg activity. And why?

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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7.8	Discussion on stereotypes, assumptions & generalisations	Breakouts - International	AEF facilitators +UoM mentors	15 minutes
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Watch the video here: <https://www.youtube.com/watch?v=XQJhRDbsDzl>



When we discuss how culture would shape people’s identity, we should be very aware of cultural stereotypes. Similar concepts are ‘assumptions’ and ‘generalisations’. What do they mean? Why are they important to understand in order for us to have respectful and meaningful connections with other people, not only internationally but also locally?

Research and discuss as group the following.

Question	Record you Findings and Thoughts
----------	----------------------------------

What is an assumption?



What is a stereotype?



Is there a difference between an assumption and stereotype?



What are some examples of stereotypes?

Stereotypes			
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School			
Young People			
Adults			

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
7.9	Stereotypes - fact or fiction	Breakouts - International	AEF facilitators +UoM mentors	15 minutes

In breakout rooms with your international peers, discuss the following.

Question	Thoughts and Discussions
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How can we distinguish fact from fiction and identify when we or others might be making assumptions or stereotyping?

What questions could you ask yourself to identify and notice assumptions/ stereotypes?

What skills, knowledge or routines could we use?

How can we take action to overcome stereotypes?

What do you think when you hear the following?

Statement	Your Thoughts
-----------	---------------

Germans are very serious people

Australians like to drink a lot of alcohol

Boys are good mechanics

MODULE 8: DEVELOPING IDEAS

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
8.1	Action plan development	In your school group	AEF facilitators +UoM mentors Teachers	25 minutes

At the end of Day 1, you developed a problem statement addressing a clearly identified local 'issue'. Within your classrooms, brainstorm ideas of solutions to the identified issue.

Here are some guidelines for brainstorming during the ideate stage:

- Defer judgement – no idea is a bad idea
- Encourage 'wild ideas' – these can spark or generate the ideas of others
- Stay focused – keep on topic and refer all ideas back to your problem statement
- Go for quantity – develop as many ideas as possible
- Be visual – feel free to draw ideas as well as write them down

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
8.2	Sharing action plans	Breakouts - International	AEF facilitators +UoM mentors	25 minutes

In breakout rooms, you will be paired up with another school who has chosen the same SDG goal. You will share your action plans with each other and provide feedback on the solutions.

When providing feedback, you will be using the two stars and a wish reflection technique. The stars represent the highlights, and the wishes represent recommendations. You will need to write your feedback down and present them to your partner.

Symbol	Suggestions	Feedback
	<ul style="list-style-type: none"> · I enjoyed how... · I really liked the way you.... · My favourite part was... · You grabbed my attention when... 	
		
	<ul style="list-style-type: none"> · Have you thought about... · What would happen if... · An idea I had was... · I think it would be clearer if... 	

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
8.3	Wrap up	Main Session	AEF facilitators	5 minutes

The host will ask you to come up with some SMART goals before you re-join on Day 3. You can do this individually over the weekend, or as class groups before you dial back in.

Create a SMART goal for each of the following

Critical Thinking:

examining own thinking and others thinking, providing reasons, seeking examples, analysing and investigating.

Creative Thinking:

asking questions, considering possibilities, other perspectives and new ideas/ways of doing things.

Collaboration:

how I and others contribute to tasks.

Care:

valuing thoughts, ideas and beliefs of others, acting in ways sensitive to others.

Content:

What we are learning about: identity, culture, quality education, global citizenship, leadership, - what it means to be a global citizen and a leader, what is identity and belonging and how are these formed, what is culture and how do we respect and understand other cultures, how can we make education more inclusive and equitable.

DAY 3 POST-FORUM

Monday 3 April 2023

<https://unimelb.zoom.us/j/82800553890?pwd=WE0zQmxBcDJnYmdWOGlwd29qdFc0dz09>
 Password for above zoom link: 643634

ACTIVITY	TIME (AEDT)	EVENT	FORMAT	LEAD COORDINATOR
0.3	9.00-9.05am	Welcome and acknowledgement of country	Main Session	AEF facilitators
8.4	9.05-9.10am	Introducing action plans	Main Session	AEF facilitators
8.5	9.10-9.20am	Student ideas discussion	In your school group	UoM mentors
8.6	9.20-9.30am	Idea sharing	Main Session	AEF facilitators
9.1	9.30-9.40am	Introduction to presentation skills	Main Session	AEF facilitators
9.2	9.40-9.50am	Introduction to presenting	In your school group	AEF facilitators + UoM mentors
9.3	9.50-10.20am	Engaging opening section	In your school group	UoM mentors
9.4	10.20-10.40am	Presentation practice	Breakouts - VIC	UoM mentors
10.40-11.00am		Break		
10.1	11.00-12.00pm	Speed date with your international peers	Breakouts - International	AEF facilitators + UoM mentors
10.2	12.00-12.30pm	Revise action plans	In your school group	AEF facilitators + UoM mentors

■ NB: AEF facilitators will always provide instructions before sending students to breakout rooms.

11.1	12.30-12.45pm	Guest speaker - Darcy McGauley-Bartlett	Main Session	AEF facilitators
11.2	12.45-1.00pm	Problem reflections	Main Session	AEF facilitators
1.00-1.40pm		Lunch break		
12.1	1.40-2.50pm	Present to the experts	Breakouts - International	AEF facilitators + UoM mentors
12.2	2.50-3.00pm	Student & teacher surveys	Main Session	AEF facilitators

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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0.3	Welcome, introduction, and acknowledgement of country	Main Session	AEF facilitators	5 minutes
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Like Day 1 and 2, we will begin the day by setting some goals for ourselves.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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8.4	Introducing action plans	Main Session	AEF facilitators	5 minutes
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The host will ask for two Victorian schools to volunteer to share their initial ideas on how their problems might be solved. These will be quick, around 2 minutes each, so remember your public speaking skills from Module 2.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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8.5	Student ideas discussion	In your school group	UoM mentors Teachers	10 minutes
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Discuss your ideas and develop them further. Reflect on the examples you just heard. Make sure you think again about your problem and take time to try again to empathise to make sure you are solving the right problem, for the right people, in the right way. Go back and check your notes from modules

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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8.6	Idea sharing	Main Session	AEF facilitators	10 minutes
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The AEF facilitators will invite two to three schools to share their ideas again. These will be quick, around 3-5 minutes each, so remember your public speaking skills from Module 2.

MODULE 9: PRESENTATION SKILLS

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
9.1	Introduction to presentation skills	Main Session	AEF facilitators	10 minutes

Here you'll get a quick introduction to the next module from the AEF facilitators.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
9.2	Introduction to presenting	In your school group	AEF facilitators + UoM mentors Teachers	5 minutes

It's important to get your audience interested in the first three minutes of your presentation if you want it to go well. You need to get people's attention and make them care about what you have to say. There are many good ways to start a presentation. Within your classroom practice these follow openings, then see if you can come up with other interesting ideas.

- 1) Basic layout
 - Welcoming and greeting the audience
 - Hello, everyone. I'd like, first of all, to thank you..*
 - Good morning everyone. First of all, let me thank you all for coming here today.*
 - Introducing yourself (name, school)
 - Saying what your topic is... (which SDG goals and what local issue)
 - What I'd like to present to you today is...*
 - As you can see on the screen, our topic today is...*
 - Explaining why your topic is relevant for your audience (related to the problem statement)
 - This topic is of particular interest to...*
 - Our presentation is particularly relevant to...*
 - Presenting the outline/organization/structure of your presentation
 - Our presentation has three main parts.*
 - We thought it would be useful to divide our talk into three main sections.*
- 2) Give people something to think about.
 - How many of you have ever had thought about...?*
- 3) Tell them some interesting/important facts.
 - Did you know in the UK twice as many women as men rely on welfare payments?*
- 4) Tell them a story or something from your own life.
 - I travelled to the Great Barrier Reef with my parents a few years ago, and I saw...*

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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9.3	Engaging opening section	In your school group	UoM mentors Teachers	30 minutes
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In school group, develop an engaging opening section for your presentation using one of the tips in activity 9.2 above. You will be asked to present in the Zoom main session as a practice.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
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9.4	Presentation practice	Breakouts - VIC	UoM mentors Teachers	20 minutes
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In breakout rooms, you will be grouped up with other schools. You will share your opening remarks with each other and provide feedback. Each school will have two minutes to present your idea to the other school groups and two minutes to receive feedback.

As in Day 2, when providing feedback, you will be using the two stars and a wish reflection technique.

Symbol	Suggestions	Feedback
	<ul style="list-style-type: none"> · I enjoyed how... · I really liked the way you.... · My favourite part was... · You grabbed my attention when... 	
		
	<ul style="list-style-type: none"> · Have you thought about... · What would happen if... · An idea I had was... · I think it would be clearer if... 	

MODULE 10: TESTING AND REFINING IDEAS

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
10.1	Speed date with your international peers	Breakouts - International	AEF facilitators + UoM mentors	60 minutes

You will rotate with through breakout rooms to present your ideas to other schools working on the same SDGs.

For the first 30 minutes you will be in a breakout room with two other schools. Each school will have 5 minutes to present their idea, and then 5 minutes for feedback from the other schools. Listen to and reflect on each other's ideas using the table below.

For the second 30 minutes, you will move to be a new breakout room with new schools and do the same again. Make sure you listen to all the other schools' presentations and think about ways in which your idea might be improved.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
10.2	Revise action plans	In your school group	AEF facilitators + UoM mentors Teachers	30 minutes

Using the feedback and suggestions you have collated, work with your group to revise your action plan. Make sure you go all the way back to considering your initial problem statement and empathising to make sure you're still on track.

Question	Your Thoughts
What is your focused SDG?	
What is the local issue that you would like to address? e.g., problem statement	
What are the major causes of the issue?	
What is the key feedback that you received from your peers of another school in Day 2?	
What questions do you have for our guest speakers later today?	

MODULE 11: PROBLEM REFRAMING

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
11.1	Guest speaker - Darcy McGauley-Bartlett	Main Session	AEF facilitators	15 minutes

Guest speaker, Darcy McGauley-Bartlett, Young Victorian of the Year 2023, will present his thoughts on identity, culture and being an active global citizen. Think about whether this changes the way you define your problem.

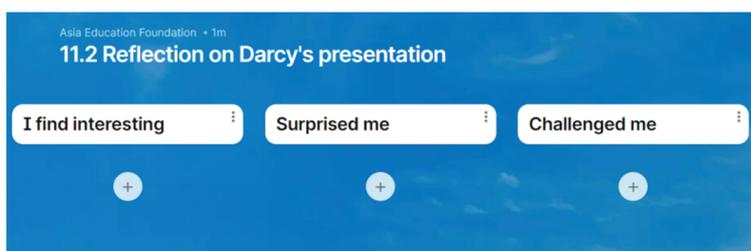
You may also ask the speaker questions at the end of his presentation.

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
11.2	Problem reflections	Main Session	AEF facilitators	15 minutes

Discuss in your groups what you have learned from the guest speaker using the space below to take notes. Think about whether this changes the way you define your problem.

Your group should post a reflection on Darcy's presentation to Padlet -

Padlet: <https://padlet.com/aefsupport/11-2-reflection-on-darcy-s-presentation-x1k0zqcqybue4u54p>



Guest Speaker Notes

I find interesting

Surprised me

Challenged me

Confused me

Learned/ New Information

Big Ideas/ Themes/

Want to know more

Questions I have now

MODULE 12: PRESENTATIONS

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
12.1	Present to the experts	Breakouts - International	AEF facilitators + UoM mentors	70 minutes

In breakout rooms, each group will have the opportunity to present their action plan to one of 10 guest experts.

10 Experts on social inequality, including education inequality (SDGs 4, 5, 10) or 'life below water' (SDG 14), are invited to listen to students' presentations in small breakouts in the forum.

10 breakout rooms will be set up with the name of the organisation they represent and the SDG alignment, such as – Great Barrier Reef Marine Park Authority (SDG 14 – life below water)

You will be placed in the breakout room that aligns with your SDG with other 8-10 groups. Each group will have 5 minutes to present, and 2 minutes feedback from the expert. Good luck!

ACTIVITY	TITLE	FORMAT	COORDINATOR	DURATION
12.2	Surveys	Main Session	AEF facilitators	10 minutes

Through this 3-days forum, we hope you have gained a deeper understanding of what it means to be a global citizen and the ways in which we can all play a role in shaping a better future for ourselves and for others around the world. Your enthusiasm and thoughtful contributions have undoubtedly contributed to the success of this forum, and we are confident that you will carry this knowledge and awareness with you in your future endeavors.

Once again, thank you for your invaluable participation and for demonstrating a commitment to global citizenship. We wish you all the best in your academic and personal pursuits, and look forward to seeing the positive impact you will undoubtedly make in the world.

Appendix 1: Media Release and Code of Conduct

Media Release

Please ensure the section below is read, acknowledge, and signed by the student's PARENT(s) or GUARDIAN(s) if they give permission.

For your child to participate in this workshop permission and consent is required from a parent/guardian. Please read and acknowledge the information below. This workshop is for Year 9 students in Victorian schools to discuss Global Citizenship and will include some sessions to talk with students in other countries. Teachers from each participating Victorian school and staff from Asia Education Foundation will be present, all have criminal record checks and/or working with children checks. As this workshop will be held via Zoom (and it is likely students will connect with the session from their home), AEF would request that a parent/guardian is in the vicinity for supervision purposes and that the student is supervised, though each school will also have a teacher attending.

Parts of this event may be recorded by the host (Asia Education Foundation, Asialink at the University of Melbourne) or the Victorian Department of Education and Training. Therefore media release consent information is provided below. Acknowledgement and consent of media release is sought from the parent/guardian.

Also, a Code of Conduct is provided below for students to sign and agree to some standards of behaviour for working together online.

Audio/Video/Photograph Release

You agree that:

The University of Melbourne, through Asialink (a semi-autonomous body of the University of Melbourne founded with support of The Myer Foundation and the University of Melbourne), may: (i) make an audio or video recording of Your image or voice; or (ii) take a photograph of You; or (iii) make any digital record of Your image or voice relating to the Shoot, (Recording);

- the University may use Your name or any other personal reference in relation to the Recording;
- the University may use, copy, publish, make available, distribute, transmit, perform, display, edit or modify the Recording anywhere in the world, and permit third parties to do so, for any purposes associated with promoting Asialink including commercial purposes (Permitted Purposes); and
- You are not entitled to any royalties, fees or other compensation in return for any utilisation of the Recording permitted by this Release.

You:

a) acknowledge that:

- the University has existing arrangements with certain third parties for the use, copying, publication, distribution, transmission, performance, display, editing or modifying of content (such as the Recording), without limitation as well as various social media platforms including Facebook, Linked In, Twitter, Pinterest and Instagram.
- the University may, from time to time, enter into agreements with other third parties for the use, copying, publication, distribution or transmission, performance, display, editing or modifying of content such as the Recording; and
- some of the third parties referred to in this Release are located overseas and/or make content (such as Recordings) publicly available online to third parties via their own website or other websites; and

b) agree that any such third parties may utilise the Recording for the Permitted Purposes, including in the manner contemplated in paragraph (a).

STUDENT CODE OF CONDUCT

Please ensure this section is read and completed by the STUDENT.

Asia Education Foundation, part of Asialink, The University of Melbourne is facilitating online forums on behalf of the Victorian Government Department of Education and Training.

You have been invited to participate in this forum, as such, it is a requirement that you read and agree to the following Code of Conduct in order to participate in this forum. In doing so you agree to abide by this Code of Conduct during the forums. Asia Education Foundation reserves the right to eject a student from the online forum if they do not abide by the following Code of Conduct to protect other students.

Throughout the forums, you will connect with other students, teachers, participants, Asia Education Foundation staff and invited expert guests in an online environment. All members at the forum have been invited by the Asia Education Foundation and are expected to behave in ways that promote a safe, respectful, supportive, inclusive and effective learning environment.

Asia Education Foundation is committed to ensuring a safe, respectful environment for all participants and ensure that an environment for productive learning is fostered. Asia Education Foundation takes the safety of all participants seriously and does not tolerate any behaviour that is disrespectful towards others, discriminates, bullies or harasses. We reserve the right, at any time, to mute and/or remove any participant to ensure the safety and/or wellbeing of others.

The safety and wellbeing of participants in the forum is the responsibility of all of us and it is Asia Education Foundation's expectation that all participants will conduct themselves in a manner that is respectful, empathetic, open-minded and compassionate. It is the responsibility of all participants to create a learning environment that is positive, supportive and safe.

Asia Education Foundation also encourages you to familiarise yourself with the eSafety Commissioner's advice for young people to stay safe online - <https://www.esafety.gov.au/kids/i-want-help-with/being-safe-online>

You should attend online workshops and behave as you would expect in a physical school/classroom setting.

This means:

- Dress in your normal school uniform/as you would when attending a formal school event as a representative of your school.
- Use a headset with headphones and a microphone - These help to improve audio quality for you and your classmates and prevent audio feedback and disruptions to others in your environment.
- Mute yourself when not speaking and use the 'hands-up' or 'reaction' buttons when you wish to contribute. Once you use the 'hands up' or 'reaction' button to speak, then wait until you are invited to speak by the host/teacher.
- You may at times be asked to use the chat function to write responses, please only do so when asked and only respond to the specific question. Do not use the chat box for general conversation or comment.
- Think about your actions on-camera and try to remain as still and attentive as possible to avoid distracting other participants.
- You must under no circumstances share Zoom meeting invites, IDs or passwords with anyone else, even other participants. All participants will be sent the necessary information - if for some reason this is not received or misplaced, they should contact aef-support@asialink.unimelb.edu.au
- You must not record any element of the sessions that involves others, do not record video or audio, copy any text, take screenshots or pictures of any of the forum or any other participants forum.
- You must not share any login details for any online component of the forum with any other person.
- You must not upload any file that contains any malicious content, virus or malware.
- You must not post any material that could be offensive, upsetting or disrespectful to other members.
- You must keep all information shared private and confidential.
- You must not share any private, sensitive or confidential information about yourself or others.

Online Discussions

At various stages of the forums, you and other school members will be asked to contribute to interactive discussion boards, breakout rooms and conversations. Below are some ways to ensure that everyone can get the most benefit from discussion and maintain standards of behaviour:

- Firstly, remember that everything you say or write is public. Keep all communications respectful, open-minded and confidential - e.g. do not use names of real people if you are telling a story.
- Use complete and grammatically correct sentences and paragraphs, and avoid abbreviations, acronyms, and other internet slang. Refrain from using all-caps (as this can signify yelling at others). Similarly avoid using exclamation marks.
- Try to restrict posts to one single idea. Do not write and post multiple short posts in one go. This will allow threads to be created and keep posts as short as possible. You should edit your post so that it is clear and concise. Avoid creating many small posts (e.g., just posting 'thank you' or 'I agree').
- When creating a post or typing an answer, think about how you can create and add value. (e.g., I agree with...I wonder if...).
- Try to express your ideas clearly and give others the benefit of the doubt.
- Remember tone is difficult to judge in text, so avoid statements that could be read as sarcastic or where there is a danger they may offend if misunderstood.
- In conversations, ensure that you actively listen to others and wait until the person speaking is finished speaking before responding.
- Take turns to ensure everyone has an opportunity to contribute.
- Allow others space and time to react to the discussion and try not to dominate discussions.
- Respect the views of others in the same way as you would in a physical classroom.
- If you are unsure about something someone else has said, ask them to rephrase it for you.

General Acceptable and Expected Behaviour

Whilst at times you may disagree with the opinions of others, it is essential that you always demonstrate respectful language and behaviour when participating in this online workshop. All participants at all times must:

- Treat one another with respect and dignity especially when there may be disagreement
- Be courteous and polite at all times
- Be active and engaged participants in the learning programs
- Obey directions from teachers and staff

Unacceptable Behaviour

All participants must not:

- Engage in bullying, harassing, intimidating or aggressive behaviour
- Create a disturbance which interrupts or disquiets the learning environment
- Engage in any behaviour that would be considered as harmful to the wellbeing of others
- Misrepresent an identity or assume the identity of another person by using login credentials other than those specifically assigned.

Reporting Inappropriate Behaviour

If you feel that another participant's behaviour is inappropriate you can alert your supervisory teacher who will be in the session with you, or a member of the Asia Education Foundation staff.

In Zoom, in the participants list you can choose the drop down menu at the bottom of the list to see all participants and choose an individual participant to message. You can then privately message a member of staff. Ensure and double-check that you have selected the correct individual staff member before sending your message and be sure not to send the message publicly.

Appendix 2: Useful Online Phrases

To agree with a statement:

I agree with...
I agree with the idea that...
I can understand that...
It does seem evident that...
There is evidence of this here...when...

To make a point:

I think an important idea to discuss here is...because...
I think the key question we need to discuss is...
I think it is important to make the point that...

To clarify or understand more about what someone else said:

Can you explain a little bit more about...
Can you tell us more about...
Can you clarify for me what you meant by...
Can you help me understand a little more about...
Can you help me to understand what was meant by...by providing some examples or further information
I am not sure if I understood when you said...could you clarify for me what you meant by...
What I am understanding by that is... (summarise what you think you understood)...is that correct?
I wonder if...

To politely disagree:

I think I understood what is meant by...I have a different perspective of that, which is...
I am not sure if I agree with that statement, because...(and then provide reasons and examples)
I think the example of...may not be the best example of this...because...and we should also consider...
While it can be said that...on the other hand it can also be said...
Although it is true that...it can also be argued that...
It should also be considered...
While I agree that...I disagree that...because...
I think it is also important that we consider...and look at the example of...
This also makes me think about...

If you think you disagree, disagree with the idea, ensure you discuss the idea/pint/reason/example. Do not make things personal. Try to avoid using 'you' statements such as 'you said this and I don't agree' and rather turn them into 'I' statements such as 'I think I understood what was meant by the point about...but I am not sure if I agree with that point...because...'

(The above guide was adopted and modified in March 2022 from 'Good practices and appropriate behaviours on the virtual campus', by The University of Melbourne, 2020)

Further Information:

Chris Higgins
Director - Education, Asia Education Foundation
Email: chris.higgins@unimelb.edu.au

Michelle Connell
Team Leader - International Education Division
Department of Education
Email: Michelle.Connell@education.vic.gov.au

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Enquires:

T: (+61) 3 8344 3590
F: (+61) 3 9347 1768
E: aef-support@asialink.unimelb.edu.au
W: www.asiaeducation.edu.au

Postal address:

Asia Education Foundation
The University of Melbourne VIC 3010

The AEF is located at:

272-278 Faraday Street Carlton
VIC 3053
Australia