**Facilitator’s Agenda**

*This is an agenda for facilitators offering on-site NYC Digital Safety workshops.*

<table>
<thead>
<tr>
<th>Time Block</th>
<th>Action / Script</th>
<th>Materials</th>
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</table>
| **30 minutes:** Set up | Arrive at least 30 minutes before the workshop is scheduled to start. Tape Module Titles to the wall, or place on a table up front. Write community agreements on flip chart paper and post to the wall:  
• One mic  
• Assume positive intent  
• Use I statements  
• Be open to different ideas  
• Step up/step back  
• Take breaks if you need to  

Prepare worksheets and visual aids. Set copies of the agenda and up to three sticky dots at each place setting.  

As participants enter the room before the workshop begins, ask participants to add a sticky dot to the module they have questions about. | Module Titles, sticky dots, flip chart paper, name tags, markers |
| **10 minutes:** Welcome and Introductions | **[Slide 1: Facilitator name(s) and contact info]**  
“Hello and welcome to NYC Digital Safety workshop! My name is [your name]. I want to start with a brief round of introductions. Let’s go around the room so that everyone can introduce their name, role at the library and describe the first digital activity they do every day.”  

**[Slide 2: Animated GIF of #sunrise on Twitter]**  
“Thank you for sharing the first digital activity you do everyday.  

Take a look at at this animated map of Twitter waking up across the globe. It comes from a VOX article called “40 maps that explain the internet.”  

I thought this was interesting and relevant for a couple reasons. It is showing all the geotagged tweets with the hashtag #sunrise in several different languages. This size of the yellow dot corresponds to the number of tweets from that location. | Computer, projector, slide deck |
This provides an interesting window into digital habits in multiple ways: 1.) It shows where in the world twitter is used most. 2.) It shows thousands of Twitter users send out tweets every day that are geotagged — meaning that they have a very specific geographic location associated with them.

With that information, a designer was able to make this map on a global level but what happens to the information on a micro-level? What happens to the data that we accumulate not just in the morning but throughout the day?"

| **10 minutes:** Workshop Overview | “Before we get started we want to point out space logistics and walk through the agenda. Feel free to step out whenever you need to and if you need to make/receive a phone call kindly step out.

In order to stay on track and make sure everyone is comfortable, let’s review and agree on some community behaviors. I’ve placed a poster on the wall with a list of community agreements that have worked in previous workshops. I will briefly go over each and am happy to add any others that will help us today.

- One mic
- Assume positive intent
- Use I statements
- Be open to different ideas
- Step up/step back
- Take breaks if you need to

Each of you should have an agenda. The workshop begins at [time] and ends at [time]. We have a 10 minute break scheduled at [time]. After doing a short review of the online modules we will do some activities about how information flows across the internet. After the break we will review scenarios and work in groups to conduct digital security risk assessments. Does anyone have any questions?” |
| Community agreements written on flip chart paper |

| **15 minutes:** Online training refresher | **[Slide 3]**

“This slide shows the seven modules from that training.

“By show of hands, Was everyone able to access the online training? Did anyone have difficulty accessing the online training? Okay, great.

“Did you have any takeaways from the online training? If so, what were they? I realize some of you may have reviewed these awhile back so no worries if you cannot recall them right now. What was your overall reflection and general feeling of

| Flip chart paper |
the training? Did any questions arise while taking the training? If so, what were they?”

*Write down the reflections on flip chart paper.*

“This workshop is a follow up to the online training. The activities that follow dig deeper into how the information travels across the internet and how someone’s device, location, settings, browser and other things can shape someone’s digital privacy. They are designed to be fun and will generate some quality discussion. Does anyone have any questions?”

### 15 minutes: Infrastructure Vocab Match-Making

“First, let’s do an activity that will get you up and moving. I’ll hand each of you a card with either a term or a definition of a concept associated with the information flow you see on the slide. Everyone please stand up.

“When I say ‘GO,’ please circulate around the room to see if you can find your match. Once you, please stand together.”

*Once all learners have found their match, ask participants to read their cards out loud. Provide feedback as needed.*

### 15 minutes: Map the Web

“Now that we reviewed terms and definitions, let’s review the basics of how information flows across the internet. I’ll hand out card with an icon on it. Each icon represents a particular step in how information flows across the internet. Place yourselves from beginning to end in the order of what happens when you enter a URL in a browser.

“Does everyone remember seeing this slide from the module 2 of the online training? Let’s walk through this diagram to review what is happening in each of these steps. Where should we begin?”

*Ensure participants understand where that the information flow begins with the patron at their computer. Move through the information flow in logical order. Chime in with responses if people are having difficulty remembering what happens in each step.*

Bridge Conversation: “What are the places in this diagram where someone may encounter vulnerabilities or apply digital security tactics?”

### 15 minutes: Spectrogram

“The next activity we are doing is called a spectogram. Has anyone done this before or heard of it? I will read prompts...
out loud and ask how much everyone either disagrees or agrees to the statement. There is an imaginary scale with 100% agree on one side and 100% disagree on the other. You will physically move across the scale depending on how much you agree/disagree to the statement. Any questions?”

**Use the following prompts to engage in a discussion with your participants:**

- I think it's important to close my curtains when eating dinner at home in the evening
- I think it's helpful for advertisements to reflect my activity online
- I think it's useful that Google remembers my search history to optimise my next search
- I believe the library has a responsibility to protect patron data under all circumstances
- I think data privacy is an individual responsibility

“Thanks everyone. That was a great discussion. I think this demonstrates that everyone has different experiences and feelings about digital security. That is an important factor to take into consideration when advising people. How was that activity for you? We are going to take a short break now. Please be back in 10 minutes.”

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<tr>
<th>10 minutes: Break</th>
<th>[Place a Risk Assessment worksheet and a copy of the Ayana persona at each seat.]</th>
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<tr>
<th>15 minutes: Personae Introduction</th>
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“Thank you for coming back from the break on time. Does everyone have a persona worksheet? Has anyone seen one of these before? If so, where?

“These scenarios can help us plan to assist our patrons in recommending best practices for online privacy and data security.

“To start, we will be using scenarios in our next activity. Let’s look at the profile for Ayana. Take a minute to read it to yourself.

“How do you think Ayan’s goals and characteristics may impact the way they engage in the information flow we reviewed previously? You will have a chance to explore these scenarios in more depth in the next activity.”

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<tr>
<th>45 minutes: Risk Assessment</th>
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“Does anyone recall what a digital security risk assessment is? You may have seen it in module 3.”

“disagree” printed on them

Risk Assessment worksheets, one copy of Ayana profile for each learner
“A risk assessment is a process with which we can evaluate the threats people may face in their online lives depending on their unique context and priorities. Let’s review the process using these questions on the slide...

- What do I want to protect?
- Who do I want to protect it from?
- How bad are the consequences if I fail?
- How likely is it that I will need to protect it?
- How much trouble am I willing to go through to try to prevent potential consequences?

“Has anyone has done a digital security risk assessment before and/or seen one done? If so, what was your experience? Does anyone have any questions about this process?

“Now we are going to split up into small groups for the next activity. Let’s count off by 4 and then find our groups.”

[Hand worksheet personas out to each group. Each group should have copies of the same persona worksheet.]

“Each group will use a template to complete a digital security risk assessment for one of the profiles. We are available to help if needed. Once everyone is done we will share back with the larger group.”

[Give a two-minute warning.]

“How was that? Who wants to share the assessment they did? What was difficult, what was straightforward? What are some scenarios that you been in when patrons have asked about data privacy?”

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<tr>
<th>15 minutes: Best Practices Cheat Sheet</th>
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<tbody>
<tr>
<td>“Thanks everyone. Please come back together into a large group.”</td>
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<tr>
<td>[Hand out Best Practices Cheat Sheet.]</td>
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<tr>
<td>“Now that we have an assessment of these individuals do you think there are any best practices we could recommended in each of their cases? If so, what are they? As I write these on the board, please add them to your cheat sheets in the category in which they belong.”</td>
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<tr>
<td>[Note responses on a piece of flipchart paper]</td>
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<tr>
<td>“At the end of the discussion we point out that everyone can think about the list of ideas as a best practices cheat sheet that they can take with them, reference and build on.”</td>
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</table>
| **15 minutes: Wrap up** | “Thank you for your time and attention today. Today we covered the ins and outs of the internet as an ecosystem, shared our personal thoughts and reflections on digital privacy, and got some good practice in with our personas activity. “Thinking back, what is one thing you are likely to take back to your work?... Thanks for your thoughts. I’m going to hand out an assessment sheet now. Please take your time to answer the questions there. I’m available after this session with any final questions you have. Thank you again for your attention.”

*Hand out assessment questionnaire.* |

**WORKSHOP ENDS**