

Co-design with and for minors user journeys that respect privacy

Conduct
co-creation workshops

Introduction

This kit provides a method for running co-design workshops with minors on user journeys and interfaces that respect their data and privacy. It enables you to :

- Prepare workshops to ensure that their rights are respected;
- Encourage participants to express themselves orally and articulate their views through narrative and interactive activities;
- Ensure participants are representative in terms of age and inclusion;
- Take into account minors' experiences, practices and needs by collaboratively designing the interfaces they use;

This kit is the result of a series of workshops developed as part of the CNIL's recommendations on children's digital rights published in 2020-2021. The method was used with minors and their legal guardians to produce three examples of interfaces tailored to minors, available on the Data & Design website (<https://design.cnil.fr/en/case-studies/>).

It consists of four documents:

1. Recruit participants
2. Conduct preliminary research
3. **Conduct co-creation workshops**
4. Conduct user tests

This entire document is licensed under the Creative Commons Attribution (CC BY) licence. You may reuse it, modify it and adapt it to your own specific needs, provided you cite the original work. To this end, this PDF document can be edited using desktop publishing software such as Adobe InDesign or Scribus.

Prepare and conduct workshops

Once the participants have been recruited and the preliminary research has been completed, you can prepare and run the co-design workshops. Sample materials are provided to support the preparation process. The typical stages of workshop facilitation are then described.

Contents

1. Prepare materials

In this section, you can draw on quantitative research to identify minors' digital practices. For example, you can use a questionnaire distributed to minors to identify different usage profiles and create personas.

2. Animation

Once the materials are ready, the workshops can begin. They provide an opportunity for participants to work creatively and collaboratively to design interfaces with and for minors. The goal is to ensure that minors' rights are respected and that they are protected in their use of digital technologies.

Practical tools and templates

- | Persona template (p.6)
- | Mission card template (p.9)
- | Interaction cards (p.11)

1 • Prepare materials

Based on the information collected and analysed during the research phase, you will be able to develop the tools needed to facilitate the co-design workshops. These tools include personas, mission cards, and interaction cards to support discussions among participants.

Materials description

Persona

Analysing the information collected during the research phase (see Part 2 of the toolkit) will help you identify major trends in digital practices among the minors you work with, as well as weak signals (that is, less common behaviours or practices that nevertheless have significant implications for privacy and personal data protection).

The personas you create should be based on these findings, allowing you to develop credible characters with whom minors can identify.

Create at least three profiles that reflect different digital practices. You can use the template on page 6 to create your personas, or simply use it as inspiration and adapt it as you see fit.

THE DATA & DESIGN PERSPECTIVE

During the Data & Design workshops, we presented the following persona to the participants:

GENERAL INFORMATION

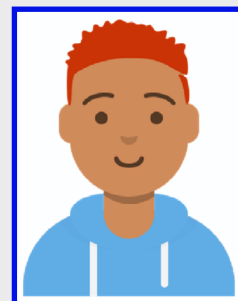
Lucas - 9 years old

“I feel that parents worry too much.”

Family: “My dad’s a mechanic and my mum’s a technician.

I have a big sister and a little sister.”

Place of residence: lives in city



© Blush Design

ONLINE ACTIVITIES

- doesn't use social networks and doesn't have a smartphone;
- plays online games with his friends or cousin on the family computer;
- never plays alone;
- has its own tablet;
- devotes one to two hours a week to online activities

FEELINGS

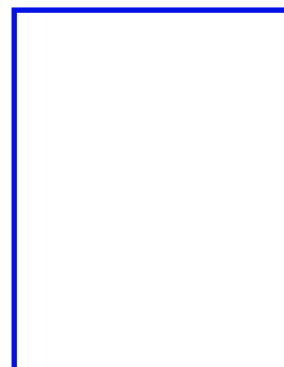
- don't need to go on the internet to feel close to his friends;
- is not afraid of the Internet;
- doesn't like having to create an account to play, considers it a waste of time ;
- hates receiving advertisements;
- feels that his parents worry too much about him

KNOWLEDGE

- uses a pseudonym to play online (Kinglu11);
- never talk to strangers;
- finds the internet difficult to use: “There’s always some complicated stuff popping up, so it’s best - not to touch it too much”;
- do not touch the security settings;
- doesn't know the difference between a private and a public profile;
- when he doesn't understand something, Lucas asks his parents

Persona

GENERAL INFORMATION



ONLINE ACTIVITIES

FEELINGS

KNOWLEDGE

Missions

The mission cards highlight problems or situations that need to be resolved. They are based on one or more of the three pillars of data protection: information, consent and the exercise of rights. These cards should be based primarily on your context, the challenges you have identified, and the information collected during the preliminary research phase.

The mission cards described here include the following information:

- **Context:** a short description of the situation on which participants are going to work;
- **Mission:** the problem that participants will have to solve in relation to the situation described in the context ;
- **Data protection focus:** the data protection aspect(s) on which participants should concentrate. To find out more, visit <https://design.cnil.fr/en/concepts/>. You can use the GDPR cards available to download from this page: <https://design.cnil.fr/en/resources/workshop-kit-thinking-gdpr-ux/> to guide participants;
- **Useful information:** additional information that sheds light on certain elements or explains specific terms. This information is there to help participants understand the problem and respond appropriately.

During the preliminary research phase, it emerged that minors play a lot of games on their mobile phones. One of the tasks addressed in this way, and one of the most important for the protection of minors' data, was to obtain their consent for the monitoring of their online browsing for various purposes.

YOUR MISSION

Data protection focus

Context

When Lucas reaches the home page of his online game, he must accept, refuse or configure the cookies.

Mission

Before making his choice and clicking on accept, refuse or configure, Lucas needs to understand what these cookies are used for. To do this, you need to create one or more interfaces to help him make his choice.

Useful information

A cookie is a small file stored on a terminal (computer, telephone, etc.). They make it possible to collect browsing data and identify a person when they visit a website, play an online game, etc. They may be necessary, in which case there is no need to accept them. In the case of your mission, the cookies concerned enable data to be stored and a detailed profile to be created, for targeted advertising for example. You are free to accept them or not once you have understood what they are about.

YOUR MISSION

data protection focus

Context

Mission

Useful information

Define combinations of missions and personas

Each group will be asked to work on one or more combinations of persona and mission cards during the workshop. It's best to check the possible combinations beforehand to make sure they all work. It is possible that some combinations are not coherent. These should be discarded.

There are a number of ways of putting together combinations:

- Suggest treating **1 mission card through the prism of several personas**. This approach makes it possible to construct several solutions to the same problem, with each solution offering a response specific to each persona profile;
- Suggest dealing with **several mission cards for 1 persona**. This approach enables several problem situations to be tackled through a single prism and enables responses to be devised through a single type of use and experience;
- Propose **several combinations of a mission card and a persona card**. This approach multiplies the ways of understanding and resolving problematic situations through multiple user experiences;
- **Draw combinations at the time of the workshop**. This approach requires less preparation before the workshop and is possible if all the combinations are consistent.

During the workshop, groups can work on the same or different combinations.

Types of interaction

To facilitate the workshop and encourage participants to express themselves, you can provide interaction cards to help structure discussions and make them more engaging. The cards on the following page are intended for use during the presentation and discussion phases. Participants can use them to express:

- an idea they get from listening to another person;
- the fact that they approve of what someone says;
- a question in response to what has been presented.

Interaction cards

Using these cards allows participants to signal that they would like to speak without interrupting the current speaker. The speaker can respond to these signals whenever they wish. The cards shown here are provided as examples and can be adapted to suit the needs of your workshop.



2 • Animation

During the workshop, minors will design user interfaces and user journeys that address the situations described in the mission cards (pp. 7–9). Working in groups, they will develop proposals that reflect their expectations and are tailored to their digital practices.

Steps & info

Every workshop is different, and the guidance below is provided for reference only, particularly regarding the time allocated to each activity. The pace of the workshop will depend primarily on the number and age of the participants. Younger children generally have shorter attention spans, so activities should be shorter and breaks more frequent.

THE DATA & DESIGN EXPERIENCE

The co-design workshops we conducted lasted around 2 and a half hours. They were structured as follows:

1. Welcome and introduction (10mn) ;
2. Icebreaker activity (5-10mn) ;
3. Narrative activity (20 mn) ;
4. Break (10mn) ;
5. Route and interface design (50-60mn) ;
6. Discussion (40 mn) ;
7. Closing remark (5 mn)

Welcome and introduction

PRACTICAL INFORMATION

- **Time:** 10 minutes
- **Material:** Presentation (slides)
- **Objectives:** Remind participants of the workshop context and objectives, and introduce them to one another for the rest of the workshop.
- When welcoming the participants (minors and legal guardians), it is advisable to place them directly at their group table, so that they can get to know each other and the group facilitator who will be accompanying them throughout the workshop. Groups should be made up of 4-5 people, with a minimum of 3 and a maximum of 6. If the legal guardians are present, they do not have to be in the same group as the minor they are accompanying.

This first part of the workshop provides an opportunity to introduce the session and describe the context and objectives of the workshop. It also provides an opportunity to recall a number of concepts that will be useful for the rest of the workshop, such as those relating to data protection. It is also an opportunity to create a dynamic, positive and trusting atmosphere in which minors feel comfortable expressing themselves. The facilitator takes the opportunity to answer any initial questions.

Icebreaker activity

PRACTICAL INFORMATION

- **Time:** 5-10mn
- **Material:** depending on the activity
- **Objective:** to create a group dynamic.
- This activity, which should last no more than 10 minutes, allows participants to get to know each other through a simple, fun activity. Many techniques are available and can easily be found online, so you can choose the one that best suits your needs.

THE DATA & DESIGN EXPERIENCE

The icebreaker used in our workshops was an exquisite corpse exercise based on the prompt “For me, privacy is...”. Each participant took turns writing their answer, folding the sheet to hide what they had written, and passing it to the person next to them. Once each participant had written their sentence, the last participant unfolded the sheet. Each participant then read out their sentence, giving everyone an opportunity to react and discuss.

Storytelling activity

PRACTICAL INFORMATION

- **Time:** 20 minutes
- **Material:** A3 sheets, pencils, felt pens, tape or Patafix
- **Objective:** create a group dynamic.
- The storytelling activity introduces issues relating to personal data and its use by drawing an analogy with contexts that are familiar to minors. This helps connect sometimes abstract concepts with concrete situations, which is particularly important for younger children.

THE DATA & DESIGN PERSPECTIVE

During this activity, participants were projected into an amusement park divided into 4 universes. As they enter the park, participants are analysed by a computer which identifies their tastes and habits and decides which part of the park to send them to. It is then impossible for participants to change universe. Faced with this situation, which illustrates the practices of online profiling and associated recommendations, the participants are invited to express their views: what do they think of this situation? Do they have a problem with it? Would they like to go into other universes? What are they missing out on by not being able to go there? etc..

User journey and interface design

PRACTICAL INFORMATION

- **Time:** 50 – 60 minutesn per group
- **Material:** Post-it notes, paper, pencils, persona, mission cards, UI kit.
- **Deliverables:** A user journey or user interface designed to address the challenge described in the mission cards.
- **Objective:** Ensure that the challenges presented in the mission cards are addressed by minors in line with their expectations and needs.
- To begin this design activity, the facilitator ensures that all participants clearly understand the different materials. They take the time to answer any questions the minors may have and make sure that all elements are properly understood, for example by explaining any specific terms used.

Once this has been done, the facilitator guides participants in creating a user journey and interfaces that respond to the mission described in the mission card, based on the selected persona. The facilitator can help minors draw or express their ideas by asking questions or rephrasing their suggestions, while taking care not to introduce their own ideas or biases. To represent the interfaces, participants can use the user interface elements provided in the UI kit.

An iterative approach is recommended during this design phase, starting with a wide range of ideas and gradually refining them. Depending on the group dynamics, it may be useful to begin with individual brainstorming, followed by a discussion to share ideas and select those preferred by the group as a whole. The facilitator should ensure that every participant has an opportunity to contribute and is involved in the interface design process.

Discussion

PRACTICAL INFORMATION

- **Time:** Depending on the number of groups. Allow between 10 and 15 minutes per group;
 - **Material:** Post-it notes, pencils, reaction cards.
 - **Livrables:** Commented and revised user journeys or interfaces
 - **Objective:** Review and improve the interfaces co-designed during the previous activity.
-
- Once they have developed their solutions, each group presents the different ideas they generated during the design phase, followed by the approach they took. It is preferable for minors to lead the presentation, with the facilitator stepping in to clarify any points if needed. Other participants are encouraged to share their feedback using the interaction cards.

The facilitators take note of these comments and add them to the existing interface. If you use Post-it notes, you can assign a colour to each type of suggestion or reaction. For example, use yellow for improvement suggestions and blue for points requiring attention.