



Training module

**Self-care, risk and
disappointment management**

Trainings
module



March 2022

With support from



Federal Ministry
for Economic Cooperation
and Development

Terre des Hommes
International Federation

**kinder
not
hilfe**





Authors

Claire O'Kane
Ornella Barros

A publication by

Kindernothilfe, Germany
Lea Kulakow, lea.kulakow@knh.de
Laura Goldschmitt, laura.goldschmitt@knh.de

Terre des Hommes International Federation
Antje Ruhmann, a.ruhmann@tdh.de
Marieke Erlenstedt, m.erlenstedt@tdh.de

Kindernothilfe is a German children's rights organisation that supports vulnerable and marginalized children and youth to develop their full potential. We partner with local non-governmental organisations in 33 countries and empower children to lead independent, self-fulfilled lives.

Terre des hommes International Federation is a network of ten national organisations committed to realizing children's rights and to promote equitable development without racial, religious, political, cultural or gender-based discrimination.

Citation

Dialogue Works (2022) Training Module: Self-care, risk and disappointment management
Written by: Barros, Ornella; O'Kane, Claire; Published by: Kindernothilfe and Terre des Hommes International Federation, Germany

Design & Concept

dombek-bolay Design Studio, Düsseldorf
www.dom-bo.de

Illustrations

George Popov, Düsseldorf

Photos

All photos provided by Dialogue Works partner organisations

Supported by the

German Federal Ministry for Economic Cooperation and Development



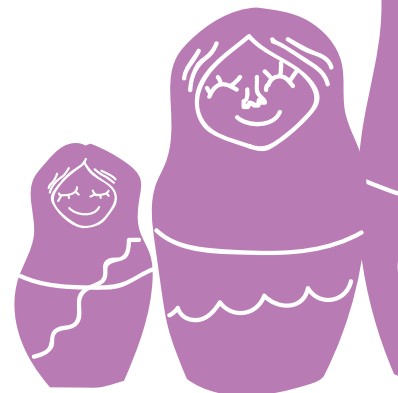
Federal Ministry
for Economic Cooperation
and Development



This publication is part of the global campaign "Dialogue Works". The views expressed in this publication are not necessarily those of the financing bodies.

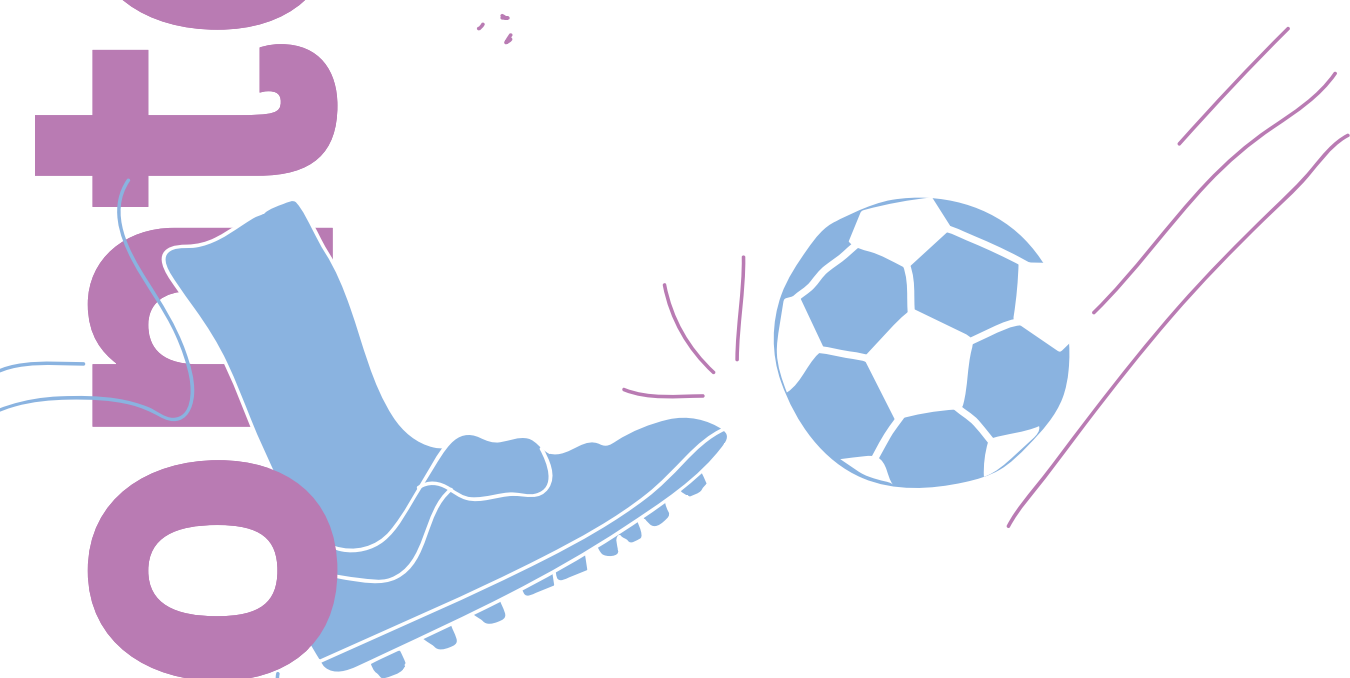
1st edition, February 2022

© All rights reserved.



Terre des Hommes
International Federation





- Introductory guidance** 6
- Training plan** 8
- Detailed training notes for facilitators** 9
 - Activity 1 – Welcome, Introduction and positive agreements** 9
 - Activity 2 – Paper chain game for inclusive and realistic advocacy planning** 10
 - Activity 3 – Assess and mitigate risks and refine the advocacy plan** 11
 - Activity 4 – “Our Protection Shields” Taking care of ourselves** 13
 - Activity 5 – Increase online safety** 14
 - Activity 6 – Target game, learning and trying again** 16
 - Activity 7 – Celebrate success** 16
- Annex Y: Risk assessment matrix** 18
- Annex Z: Blob tree** 20
- References** 22

Introductory guidance

Purpose

To strengthen children and adults individual's skills and collective efforts for children to take care of themselves during participation and advocacy processes, to minimise risks and manage realistic expectations.

Target

CAC members, accompanying facilitators, and potentially parent/caregiver representatives.

Purpose

Optional one day, half day or under two hour training plans

Module: Self-care, risk and disappointment management¹

This module provides activities for CAC members, youth and adult co-facilitators to reflect, assess and take actions (individually and collectively) to:

- explore feelings, expectations and risks associated with their participation (offline or online)
- ensure renewed informed consent from parents/ caregivers when key advocacy activities involving children are identified
- mitigate and manage risks and disappointments
- enhance self-care and to celebrate achievements
- strengthen participation that is safe and sensitive to risk

The module builds upon and strengthens risk assessment and mitigation tools in the Time to Talk² [Toolkit II](#) for collaborative and child-led advocacy. It is recommended that activity 3 in this module can be used during CAC Meeting D (Develop our Advocacy Plan), as it provides an updated version of the activity B.15 to refine and further develop their advocacy plan and to ensure risk mitigation. A complementary or alternative option is to use this module (whole or parts of it) during CAC meeting E “Prepare and build our capacity”. Individual activities from this module can also be integrated into other relevant CAC meetings. →

¹ Module developed by Claire O’Kane and Ornella Barros

² "It's Time to Talk! - Children's Views on Children's Work" (2016-2019) was a global campaign and research project that aimed to realise working children's right to be heard in local to global policy dialogues. For this purpose, more than 1.800 working children have been consulted in 36 countries across the globe using a participatory and rights-based approach.

Through this module children and the accompanying facilitators are encouraged to consider children's holistic needs and wellbeing, including their emotional and physical wellbeing. It is increasingly recognised that participation processes can have intended and unintended positive, negative and mixed impact on children and young people's mental health and psychosocial wellbeing.³ There is a growing international evidence base that meaningful participation of children enhances their protection, wellbeing and resilience.⁴ The process of meaningful participation often results in increased connectedness, belonging, more trusting relationships, increased self-confidence and self-esteem, and a greater sense of mastery and control,⁵ each of which enhance children's resilience.⁶

However, participation opportunities that do not ensure sufficient focus on quality processes can have negative impacts on children and young people.⁷ For example, if disadvantaged children and young people are not engaged, participation activities may exacerbate existing inequalities and increase the privileges of the better off individuals.⁸ Insensitive or inadequate responses to children's distress or disclosure during participation processes can also heighten harm and risks to children.⁹ Furthermore, children may be sad, frustrated or angry if their views are not taken seriously.¹⁰ Thus, dedicated efforts to get support from relevant adult stakeholders (such as parents/caregivers, employers, government officials) are necessary to support safe, equitable and accountable participation.¹¹

3 UNICEF et al. (2020). Mental health and psychosocial support for children in humanitarian settings: An updated review of evidence and practice.

4 UNICEF et al. (2020). Mental health and psychosocial support for children in humanitarian settings: An updated review of evidence and practice.

5 Kennan, D., Brady, B. & Forkan, C. (2018). Supporting children's participation in decision-making: A systematic literature review exploring the effectiveness of participatory processes; Lloyd, K., & Emerson, L. (2017). (Re)examining the Relationship Between Children's Subjective Wellbeing and Their Perceptions of Participation Rights. *Child Ind Res* 10, 591–608; Marcus, R. & Cunningham, A. (2016). Young people as agents and advocates of development. ODI; Oliver, K.G., Collin, P., Burns, J. & Nicolas, J. (2006). Building resilience in young people through meaningful participation. *Australian e-Journal for the Advancement of Mental Health (AeJAMH)*, Volume 5, Issue 1, 2006. Vis, S. A., Strandbu, A., Holtan, A. & Thomas, N. (2011). Participation and health – a research review of child participation in planning and decision-making. *Child & Family Social Work*. 16. 325 – 335; TreeAngels UG (2020). It's Time to Talk! Children's views on children's work. Global evaluation of outcomes of the international campaign and research.

6 Oliver, K.G., Collin, P., Burns, J. & Nicolas, J. (2006). Building resilience in young people through meaningful participation. *Australian e-Journal for the Advancement of Mental Health (AeJAMH)*, Volume 5, Issue 1, 2006.

7 Griebler, U., Rojatz, D., Simovska, V. & Forster, R. (2014). Effects of student participation in school health promotion: a systematic review. *Health Promotion International*, 1-12; Marcus, R. & Cunningham, A. (2016). Young people as agents and advocates of development. ODI; O'Kane, C. & Barros, O. (2019). It's Time to Talk!: Children's views on children's work: Lessons learned from a global participatory research project. It's Time to Talk!: Kindernothilfe and Terre des Hommes.

8 Oxfam (2020). Shaking up to move forward: Visions for stronger partnerships between youth movements and social organisations.

9 UNICEF et al. (2020). Mental health and psychosocial support for children in humanitarian settings: An updated review of evidence and practice.

10 Kennan, D., Brady, B. & Forkan, C. (2018). Supporting children's participation in decision-making: A systematic literature review exploring the effectiveness of participatory processes; O'Kane, C. & Barros, O. (2019). It's Time to Talk!: Children's views on children's work: Lessons learned from a global participatory research project. It's Time to Talk!: Kindernothilfe and Terre des Hommes; Vis, S. A., Strandbu, A., Holtan, A. & Thomas, N. (2011). Participation and health – a research review of child participation in planning and decision-making. *Child & Family Social Work*. 16. 325 – 335.

11 UNICEF (2020). Engaged and Heard! Guidelines on adolescent participation and civic engagement; UNICEF et al. (2020). Mental health and psychosocial support for children in humanitarian settings: An updated review of evidence and practice.



Practical considerations

- The primary target group for this module is CAC members and accompanying facilitators. However, it is also relevant to engage parent/ caregiver representatives and if feasible employer representatives to better understand and respond to risks and risk mitigation from their perspective.
- The training materials have been developed considering children's evolving capacities and a range of literacy levels. NGO partners are encouraged to further adapt these activities to their local cultural context and specific needs based on age, disability, or other specific needs.
- To ensure participation that is safe and sensitive to risk, attention to hygiene and sanitation considerations during face-to-face workshops are noted. If the sanitation situation prevents face-to-face workshops, NGOs are encouraged to adapt some of the session plans for use through online meetings with CAC members in small groups. ●

Training Plans

The plan can be used in a flexible way, adapted by each NGO partner to best suit their context.

Optional plan for one day training and action planning

Time	Activity	Page
20 minutes	1. Welcome, introductions and positive agreements	12
40 minutes	2. Paper chain game for inclusive and realistic advocacy planning	13
20 minutes	Refreshment break and energizer	
60 - 90 minutes	3. Assess and mitigate risks and refine the advocacy plan	15
45 – 60 minutes	4. “Our Protection Shields” Taking care of ourselves	18
60 minutes	Lunch break and energizer	
45 minutes	5. Increase online safety	20
20 minutes	Refreshment break and energizer	
20 minutes	6. Target game, learning and trying again	21
45 – 60 minutes	7. Celebrate success	23

Optional plan for half day training and action planning

Time	Activity	Page
20 minutes	1. Welcome, introductions and positive agreements	12
40 minutes	2. Paper chain game for inclusive and realistic advocacy planning	13
20 minutes	Refreshment break and energizer	
60 - 90 minutes	3. Assess and mitigate risks and refine the advocacy plan	15
45 – 60 minutes	4. “Our Protection Shields” Taking care of ourselves	18

Optional plan for under 2 hour training and action planning

Time	Activity	Page
15 minutes	1. Welcome, introduction and positive agreements	12
60 – 90 minutes	2. Assess and mitigate risks and refine the advocacy plan	15

Detailed training notes for facilitators

Activity 1 Welcome, introduction and positive agreements

Objective

To introduce the purpose of the module and to establish positive agreements, including respect for different views.

Time needed

20 minutes

Use with

CAC members and accompanying facilitators

Materials needed

Flipchart paper, pens

Practical Steps

1. Welcome everyone. Bring everyone together in a circle (with 1.5 metres between each participant if COVID-19 sanitation measures need to be applied). Explain that we will play a game called "When the wind blows". Ask CAC members to move across to the other side of the circle when the statement applies to them. For example, if the facilitator says "When the wind blows all those wearing red", then anyone wearing something red is blown by the wind and has to move across to the other side of the circle without touching anyone on route. Examples "When the wind blows".....
 - All children who have a younger sibling
 - All children who like singing
 - All children who like dancing
 - All children with black hair
 - Add your own examples

2. Explain that during this workshop participants will:
 - explore feelings, expectations and risks associated with their participation
 - discuss ways to reduce and manage risks and disappointments to increase participation that is safe and sensitive to risk
 - identify ways to look after themselves and each other
3. Encourage participants to think about previous meetings where they made "positive agreements" to help everyone work together in ways that allow each individual to freely share their views and ideas.
 - What positive agreements have they had in previous meetings? Note suggestions on a flipchart.
 - Does anyone want to suggest any additional positive agreements? Add these suggestions.
 - Emphasise the importance of listening to one another and respecting different points of view.
 - Check that everyone agrees with the positive agreements. For example, ask the participants to give a "thumbs up" if they agree with the proposed positive agreements. ●

Activity 2 Paper chain game for inclusive and realistic advocacy planning ¹²

Objective

To enable reflection on teamwork, planning, communication, cooperation and inclusion. The game also encourages reflection on realistic planning and ways to work together to overcome challenges.

Time needed

40 minutes

Use with

CAC members and accompanying facilitators

Materials needed

Old newspapers; glue; cloth/scarves to use as blindfolds (two for each team); flipchart; and pens, hand-gel or access to water and soap, face masks.



Boys preparing a paper chain, Afghanistan

Facilitators notes

This game is usually very useful for exploring issues of team work, realistic planning, communication, inclusion, decision making etc.)

If there are high risks of coronavirus this game is not appropriate. If there are very low risks of coronavirus this paper chain game could be played while ensuring that all team members wear masks, and that participants wash their hands immediately before and after playing the game, and they avoid touching their faces.

If any of the participants have played this game before see if they are willing to take on the role of a facilitator or a team observer.

¹² Adapted from Save the Children Norway (2008). A Kit of Tools for participatory research and evaluation with children, young people and adults. Written by Clare Feinstein and Claire O’Kane.

If no-one has played this game before, seeing if some of the facilitators can be team observers. If necessary an observer could observe two teams, rather than one.

Practical Steps

1. Divide all participants into equal teams of five to seven people. Allocate one observer to each team.
2. Tell the teams that they are going to play a 'paper chain game'. Each team has to make paper chains (see figure 1). After the activity there will be opportunities to reflect on how it relates to advocacy planning.
3. Explain that each team will be given an equal number of old newspapers and glue (show them how much newspaper paper they will be given). Give the teams five minutes to discuss to i) identify a name for their team, ii) to estimate how many paper chains they think they can make within an eight-minute period, and iii) to plan their strategy. →

4. Record the team names and targets on the flip-chart for all to see.

Team Name	Target (how many paper chains they will make in 8 minutes)	Reality (how many paper chains they made in 8 minutes)
1.		
2.		
3.		

5. Start the game. Ask the observer in each group to observe how team members work together.
6. After three minutes, explain that there has been an unexpected accident. The observer in each team will blindfold one of the members in the team. Observe whether and how the team members respond, whether and how they carry on making their paper chains.
7. After another three minutes, explain that there has been another unexpected accident. The observer in each team will tie one team member's arm gently behind their back and inform them that they are unable to use this arm. Observe whether and how the team members respond, whether and how they carry on making their paper chains.
8. At the end of eight minutes ask all teams to stop their work. Start counting the links in the chain and see if the teams have met their target.
9. Gather all the participants together and briefly seek the views and experiences of the team members who lost either the use of their hands or their eyes during the game:
- How did they feel? How did they cope with their disability?
 - How did their team members include or exclude them from the ongoing work?
 - What kind of support/encouragement was given/not given?

10. Ask the observers to share their observation about how the team members worked together, and how they supported their team members who could not see or use their arm.
11. Give each team a piece of flipchart paper and a pen, and ask them to discuss and record their answers to the following questions:
- Did you meet your target? Why or why not?
 - What did you learn from this game?
 - How can you apply some of these lessons to inform inclusive team work and realistic advocacy planning?
12. Enable feedback from each team and briefly discuss how they can apply these lessons to their CAC and realistic planning for their advocacy dialogue. Emphasise the importance of:
- Teamwork, communication and inclusion
 - Realistic planning, it can be better to have a realistic target of something they are likely to achieve, compared to having too ambitious targets that may be difficult to reach resulting in feelings of sadness and frustration
 - Working together to overcome challenges faced

Refreshment break and energizers ●

Activity A3
Assess and mitigate risks and refine the advocacy plan

Objective
To assess and mitigate risks associated with the advocacy actions and dialogue(s) and to refine the advocacy plan to ensure participation that is safe and sensitive to risks

Time needed
60 - 90 minutes

Use with
NGO staff, volunteers and CAC members

Materials needed
Gallery display of the Dialogue Works advocacy cycle, draft advocacy plan (e.g. visual of 'hot-air balloon' activity); flipchart paper; cards/post-it notes/paper and pens; coloured stickers in red, yellow, and green; chalk; string or tape

Facilitators notes

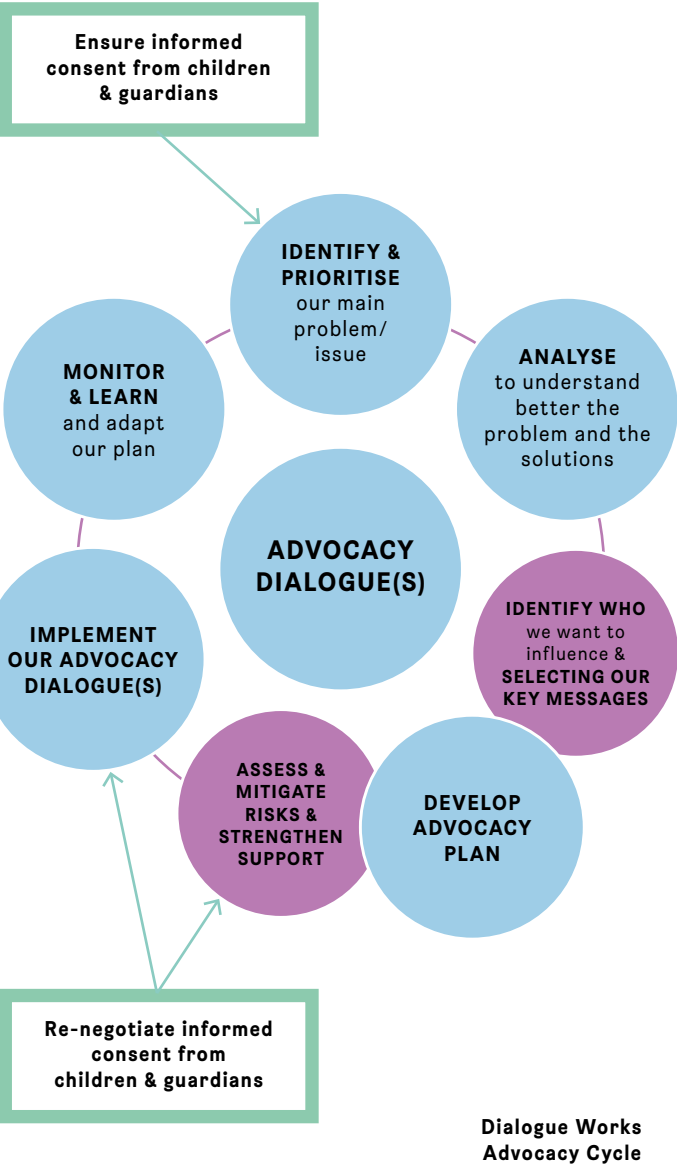
This activity builds upon and adapts activity B.15 "The missing pieces and traffic lights" to refine and further develop their advocacy plan and to ensure risk mitigation from Time to Talk! Toolkit II. This activity encompasses a child-friendly approach to applying the risk assessment matrix (see Annex Y).

In different socio-political contexts, advocacy with and by working children can incur risks to children and/or potentially to their families. Thus, when children and young people are involved in planning and implementing advocacy work, it is very important that they, along with their adult supporters, identify any potential risks. This will allow children and adults to reduce those risks and/or plan alternative safer activities.

It would also be helpful for the Dialogue Works coordinator to chat with and to engage parent/ caregiver representatives and if feasible employer representatives to better understand and respond to risks and risk mitigation from their perspective.

Practical Steps

1. Look at the Dialogue Works "Advocacy Cycle" (that builds upon activities in Time to Talk! Toolkit II) →



2.Explain that this activity will support children, girls, boys, and adult supporters to identify risks that they may face as a result of their participation in advocacy activities and dialogue with influential adults. The activity will also support them to identify practical actions to reduce risks and to strengthen support that is available to them. They can then use their action ideas to refine their advocacy plan to ensure participation that is safe and sensitive to risks.

If children have already used the 'hot-air balloon' activity (Activity B.12, Time to Talk! [Toolkit II](#)) to develop their advocacy plan, they should have already identified some potential risks (in the clouds) and considered different ways to protect children and reduce risks (in the rainbow). These initial suggestions can be built upon in this activity.

- 3.Working individually or in same gender/age pairs ask children to think about and to create a list of potential risks or harms they may face if they participate and implement their advocacy plan. Explain that:
- The risks may be physical or emotional, encompassing situations in the group or in the external environment that make them feel uncomfortable, frustrated, or less confident when they participate.
 - The risks/harm that may arise due to their participation and advocacy plans may be faced during their interactions with different people, such as their parents/caregivers, employers, teachers, police, government officials, peers or others. Thus, it is important to think about the different groups of people they may need support from to successfully undertake their advocacy dialogues.
 - If any of the participation opportunities include online participation or use of social media, they should also think about risks they may face online
 - *The risks can include risks they included in the "clouds" by their hot air balloon, as well as any other risks identified.*

4. Form gender-based groups and encourage girls/ boys to share the risks/harms they have identified and to group similar risks together – placing the main type of risk/harm on cards/post-it notes.

5. Ask each gender group to briefly present the main types of risks/harms discussing differences and similarities. Similar risks can be placed together as one card.

6. It is important to keep in mind that risk does not always lead to harm. In plenary discuss the likelihood of these risks. Use coloured stickers or pens to identify if these risks/harms are:
- highly likely to happen (= **red** sticker or **red star*** with a red marker pen);
 - somewhat likely to happen (= **yellow** sticker or **yellow star*** with a yellow marker pen);
 - unlikely to happen (= **green** sticker or **green star*** with a green marker pen).

7. Once the main risks are labelled with red/yellow/ green, use a movement activity to consider the impact – the level of harm caused to children. *Use chalk (or string and tape) to create three big circles on the floor and give each of them the labels and images shown below:*



8. Read out loud one risk/harm at a time, and ask individuals to move to the circle that represents whether they think this risk would have a high, medium, or low levels of harm on children. Individuals should move to the circle that represents their view and encourage volunteers to share their point of view and their feelings about how this risk/harm may harm them or their peers? The facilitator should note the results and the views shared.
9. For this identified risk/harm, ask children for their ideas to reduce the identified risk/harm and record these suggestions on the flipchart ("Action ideas to reduce risks"). Consider if there are any activities that should be stopped or changed, especially if the identified risk is highly likely to happen (red) or somewhat likely to happen (yellow).

Identified risk	Likelihood of risk (high = red, medium = yellow, low = green)	Severity of harm (high, medium, low)	Action ideas to reduce risk(s) (including possibility of changing the activity to be less risky):

10. Repeat this activity, exploring each of the risks that are categorised as highly likely to happen (red) or somewhat likely to happen (yellow).
11. At the end of the activity, ensure that the advocacy plan is updated to include action suggestions from children and supportive adults to minimise risks and to ensure that decision making is guided by children's best interests.

Refined plan for advocacy dialogue(s):

Advocacy Activities (balloon)	What?	When?	Where?	Who?	With what resources?	How are risks minimised?

12. When refining and updating the advocacy plan to strengthen participation that is safe and sensitive to risks, ensure that:
- Children know who to report to if they feel uncomfortable or at risk during any of the CAC participation activities
 - Children are reminded that their participation is voluntary
 - Plans are in place to share updated information about the advocacy actions/ dialogue with pa-

rents/guardians to renew informed consent for children's participation

- A child protection focal point will be available during main activities, and that this person has knowledge about referral pathways in case children need any specific support
- Follow up with influential adults (including employers) is planned to increase follow up and accountability from adults to working children. ●

Activity A4
"Our Protection Shields" Taking care of ourselves

Objective

To increase discussion on ways that children can take care of themselves when they are actively participating in CAC meetings, advocacy dialogues and other activities.

Time needed

45 – 60 minutes

Use with

CAC members and accompanying facilitators

Materials needed

Flipchart paper, pens, large sheets of paper cut into the shape of a protection shield (enough shields for each CAC member and youth/adult facilitators), crayons, paper, scissors, Annex Z Blob Tree image.

Facilitators notes

Prepare cut out shapes of the individual protection shield for each participant (each one at least A4 size) before the workshop; and photocopy the Blob tree sheet for each participant. If children are not confident to write, they can be encouraged to draw and the facilitator can support them to write any words to briefly explain what their drawings mean.

Practical Steps

1. Play "When the wind blows" again. Ask CAC members to move across to the other side of the circle when the statement applies to them, without touching anyone on route. "When the wind blows".....

- All children who study
- All children who help their families with household or agricultural work

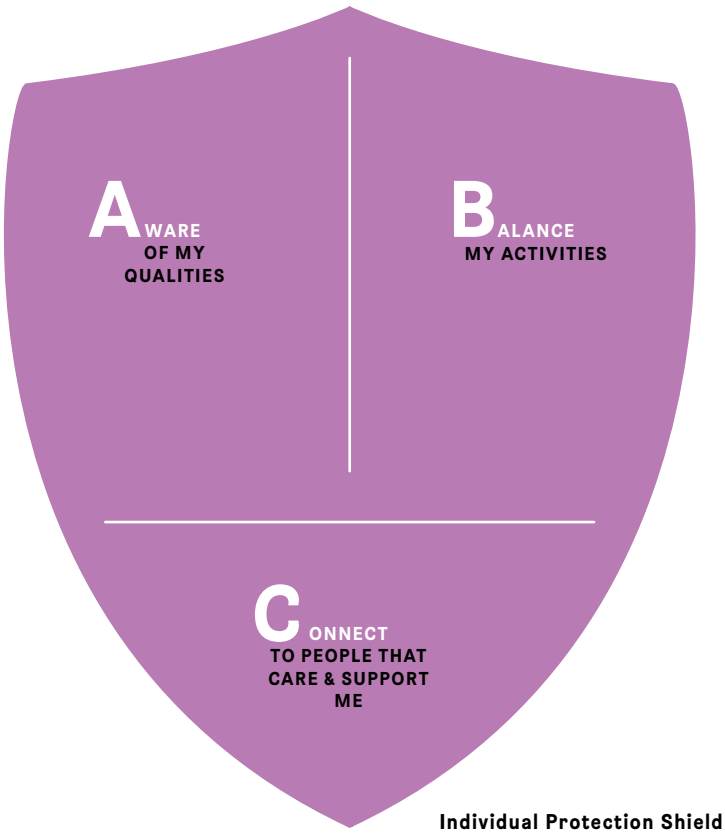
- All children who do other tasks to earn a living
- All children who like to meet and play with their friends
- All children who enjoy CAC activities
- All children who regularly do homework
- All children who enjoy watching TV
- All children who like to rest
- All children who like to have a good night's sleep

As we can see from this game many CAC members are busy juggling school, work, household or other tasks, and CAC activities. Children also need time to play, rest and sleep well for healthy development. Explain that this session will focus on different ways that we can take care of ourselves.

2. Give each CAC member an individual protection shield (see Figure 3), and a few coloured crayons (due to coronavirus restrictions avoid sharing crayons).¹³
3. Explain that each child is going to design and develop their own Individual Protection Shield with drawings and words that will help them identify ways to take care of themselves. In the protection shield there are three areas, A B C to complete¹²:

- **Aware:** Be aware of how you are feeling at different times and be aware of your positive qualities.
- **Balance:** Seek balance among work, school, rest, play and participation activities. Listen to your body. Try to make sure that you have enough time to do activities that you enjoy and that allow you to refresh yourselves.
- **Connect** with people (friends, family, facilitators) who trust, respect, care about and support you, including supporting your participation activities.

4. Let us start with Aware. Part i) Give each child a copy of the Blob tree (see figure 4). It is important to be aware of how you are feeling right now. Colour in one of the figures in the blob tree that represents how you are feeling today. Get together in pairs and explain to the other person which figure best represents you and how you are feeling.



1. **Aware.** Part ii) Be aware of your positive qualities. Think about your personal qualities. In your protection shield draw and/or write three of your personal qualities (e.g. I am a kind, I am a good singer etc.)

2. **Balance:** Start with a breathing activity. Explain to the participants that when we breathe well it helps us to be calm and to make good decisions. Encourage everyone to stand up and to stretch their bodies. Then take a deep breath in, counting 1,2,3,4 in our heads. Then hold your breath counting 1,2,3,4 in our heads, then let the breath out, counting 1,2,3,4 in our heads. Repeat the breathing exercise two more times. Explain to the participants that if they are ever feeling stressed or worried, they can try using this breathing activity to help them feel calm.

3. **Balance:** Encourage the participants to think about how they can listen to their body and priori-

¹³ Adapted from ABC framework developed by Headington Institute (2012) <https://www.headington-institute.org/resource/what-to-do-about-burnout-identifying-your-sources/>

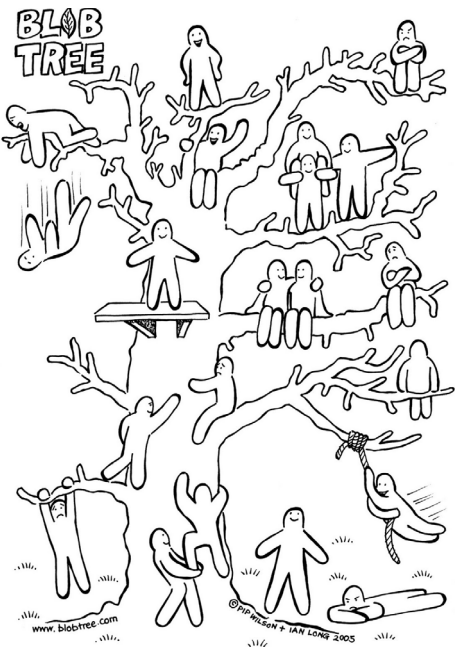
tise ways to have enough rest and a good balance of activities. Think about activities that you enjoy and that allow you to refresh yourselves. In your protection shield draw and/or write three things you can do to better balance your work, school, rest, play and participation activities, ensuring time for activities that refresh you.

4. **Connect:** Explain that if we spend time with people who believe in us, who are kind to us and who support us it makes us feel stronger. Think about and draw and/or write the names of three people (friends, family, or facilitators) who trust, respect, care about and support you, including supporting your participation activities.

5. Invite CAC members to get together in a pair with another CAC member and give them a few minutes to share examples of what they have shared in their Individual Protection Shield.

6. In plenary emphasise that it is really important to take care of ourselves, to always try to put into practice the A, B, Cs on our Protection Shield. By connecting and being kind and supportive to one another we can also care for each other.

Lunch break and energizers ●



Blob tree (Copyright Pip Wilson & Ian Long, 2005)

Activity A5
Increase online safety

Objective

To increase children’s knowledge and skills to protect themselves online

Time needed

45 minutes

Use with

CAC members and accompanying facilitators

Materials needed

Flipchart paper, pens, Flipchart of top tips for online safety.

Facilitators notes

In advance of the workshop prepare the flipchart on top tips for online safety - see content in step 4. If CAC members do not have any online participation as part of their CAC activities then this activity may not be needed.

Practical Steps

1. Explain to children that in this session we are going to discuss and share information on how to better protect themselves when they are participating online. From the earlier activity identifying and mitigating risks, ask children to recall the risks they face when they participate online. The facilitator should write these risks on a flipchart.
2. Divide children into separate gender groups and wherever possible assign a facilitator to each group. Give each group 10 minutes to consider the risks they face when they participate online and to discuss and share action ideas to prevent and protect themselves online. Encourage the group members (or the facilitator) to record their main action ideas.
3. Ask each group to present their main action ideas to prevent and protect themselves online. Appreciate and thank the children for their ideas.

Risks faced when we participate online

Action ideas to prevent and protect ourselves online

4. Show the flipchart with top tips for online safety, which should reinforce the children’s suggestions. Top tips for online safety when you are participating online ¹⁴:
 - Try not to spend too much time online.
 - Be critical and selective about the things you watch and read online. Think about whether the information is fake news, factual, or people’s personal opinions.
 - Restrict what personal information you share. If you are part of an online meeting only share your first name and country. Do not share your full name or address with people you meet online, unless there is a good reason and you have your guardian’s permission.
 - Think about what you post. Do not share provocative photos or intimate details online, even in private emails, as it can cause you problems in current and later life.
 - Make sure that information about online participation opportunities is shared with your parents/guardian to also get their informed consent,
 - If you feel uncomfortable or unsafe report your fears to an adult you trust.
 - Be cautious when communicating with people you don’t know in person, especially if the conversation starts to be about sex or other sensitive topics.
 - Keep your password(s) private.
 - Do not upload photos or tag your peers in photos unless they and their guardians have provided informed consent.
 - Ask for help to change the privacy settings on your social media platforms to help you control who can and cannot see your information, photos and videos

Refreshment break and energizers ●

¹⁴ Adapted from UNICEF (2021) Tip sheet for adolescents on online safety; and lessons learned from UNICEF Global social media and youth teams, Voices of Youth, Connect Safely, and Act2gether

Activity A6
Target game, learning and trying again

Objective

To explore the importance of monitoring and learning in order to improve the effectiveness of our advocacy.

Time needed

20 minutes

Use with

CAC members and accompanying facilitators

Materials needed

Orygen handout on learning and trying again.

Facilitators notes

This is an adaption of activity B.13 in Time to Talk! Toolkit II. Step 4 draws upon guidance from Orygen (2020. A global youth mental health advocacy toolkit.

Practical Steps

1. Play a short ‘target game’ so that children can reflect on the importance of having clear idea of what they want to change through their advocacy work, and the importance of supporting one another and learning to reach their goal, if even challenges are faced on the way.
2. Ask the participants to stretch their left index finger out in front of them. This represents the advocacy goal (what they are trying to achieve through their advocacy activities and dialogue). But, they may currently be quite far from achieving their goal. Ask the participants to stretch out their right index finger behind them. Now instruct them to move their right index finger to touch their left index finger. It may seem easy, but we also realise that life can be complex, and barriers can get in the way. Thus, ask the participants to close their eyes and to try again to bring their



Target Game

- right index finger from behind them to touch their left one (see figures above).
3. Mention that if they do not reach their target the first time, they should keep on trying until they succeed. Children and adults need to be courageous to keep on trying, to support one another, and to learn from their CAC strengths and weaknesses in order to keep moving forwards to advocate for their goal. →

4. Now ask participants to open their eyes. Explain (guidance from Orygen, 2020, p.37),¹⁵ that it is important to understand that often our advocacy efforts do not go to plan, and we don't get the results we want. It can make you feel disappointed and less motivated to keep doing advocacy. But it shouldn't! All successful advocates will have times when they do not achieve their goals – what makes them successful is that they learn why things didn't go as planned, come up with a plan to do better next time, and try again. This is what we call resilience, and it is one of the most important things in advocacy. If you get to the end of your advocacy project and you are feeling a bit down about not achieving your goals, below are a few things you can do to learn from your work, help get your motivation back, and try again.

- **Acknowledge your feelings.** It's ok to feel a little disappointed. Sometimes it's helpful to take a day or two and give yourself a chance to reflect on why you're feeling like that. You shouldn't do so for too long though – if you're still feeling a bit low after a couple of days, take some time to do something that makes you happy or spend some time with people you care about.
- **Appreciate the small wins.** You may not have achieved your goals, but you did achieve some other great things. Take some time to think about the smaller things you achieved and experienced.

- **Remember why you started.** Sometimes we get really busy and stressed and we forget about what inspired us to start doing advocacy in the first place. Reminding yourself about this can help you to find your motivation again!
- **Reframe your thoughts.** Don't think about your efforts as failure. Think about them as an opportunity to learn. Take time to consider why your efforts didn't go as planned, then start coming up with solutions.
- **Talk to others about your experiences.** Not only will they help you feel better, but they will also help you think about solutions.
- **When you're ready, try again!** Sometimes when we are feeling low, we can look at the challenges we faced in our advocacy and think they are too big to overcome. But once you get started, you will realise that they aren't so big and scary. Start with some small steps and soon you will be feeling better about your abilities and ready to overcome those challenges. ●

¹⁵ Guidance from Orygen (2020). A global youth mental health advocacy toolkit p.37

Activity A7

Celebrate success

Objective

To encourage CAC members to celebrate successes along the way and to support each other to move forwards

Time needed

45 - 60 minutes

Use with

CAC members and accompanying facilitators

Materials needed

Flipchart paper, pens, different colour crayons. If possible provide copies of photos of CAC advocacy activities, video camera or access to a mobile phone that can record videos.

Facilitators notes

If the COVID-19 sanitation measures make it difficult to work collectively to create a celebratory poster/ collage/ drama or song, individual CAC members could develop individual contributions (e.g. draw and write or poems of CAC successes), then a collage could be prepared by one person sticking all the contributions on a large poster.

Practical Steps

1. Explain that when doing advocacy work, it is really important to celebrate successes and to appreciate all the hard work done by children and supportive adults.
2. Encourage children and supportive adults to form small groups of 4-6 members. Give each group a flipchart paper. Encourage each group to spend 5 - 7 minutes discussing and listing the strengths and successes of their CAC advocacy activities and their dialogue(s) with influential adults.

3. Provide children with access to more flipchart paper, coloured crayons, and if possible access to photos of CAC advocacy activities. Encourage each group to spend 15 - 20 minutes to develop a creative presentation to share 1-3 key successes of their CAC activities. For example, the children could develop a poster, a collage, a poem, a rap, a song, a small drama or another creative expression of their choice to showcase their successes.

4. After 20 minutes bring the groups together. Ask participants if they give permission to video record the presentations, as it will be nice to share their successes with the Dialogue Works global team and with CACs in other countries.

5. Give each group 5-10 minutes to present their creative expression on their CAC successes.

6. In plenary reflect on and discuss the main successes, and share ideas to build on these successes to move forward with their advocacy dialogues to inform and influence better practices and policies to improve the lives of working children. ●

Appendix I:

Risk assessment matrix¹⁶

The matrix supports discussion and documentation of systematic efforts to identify potential risks, the nature of the risks, and suggestions for risk mitigation. Risk assessment helps to inform planning and decision-making in the best interests of the child.

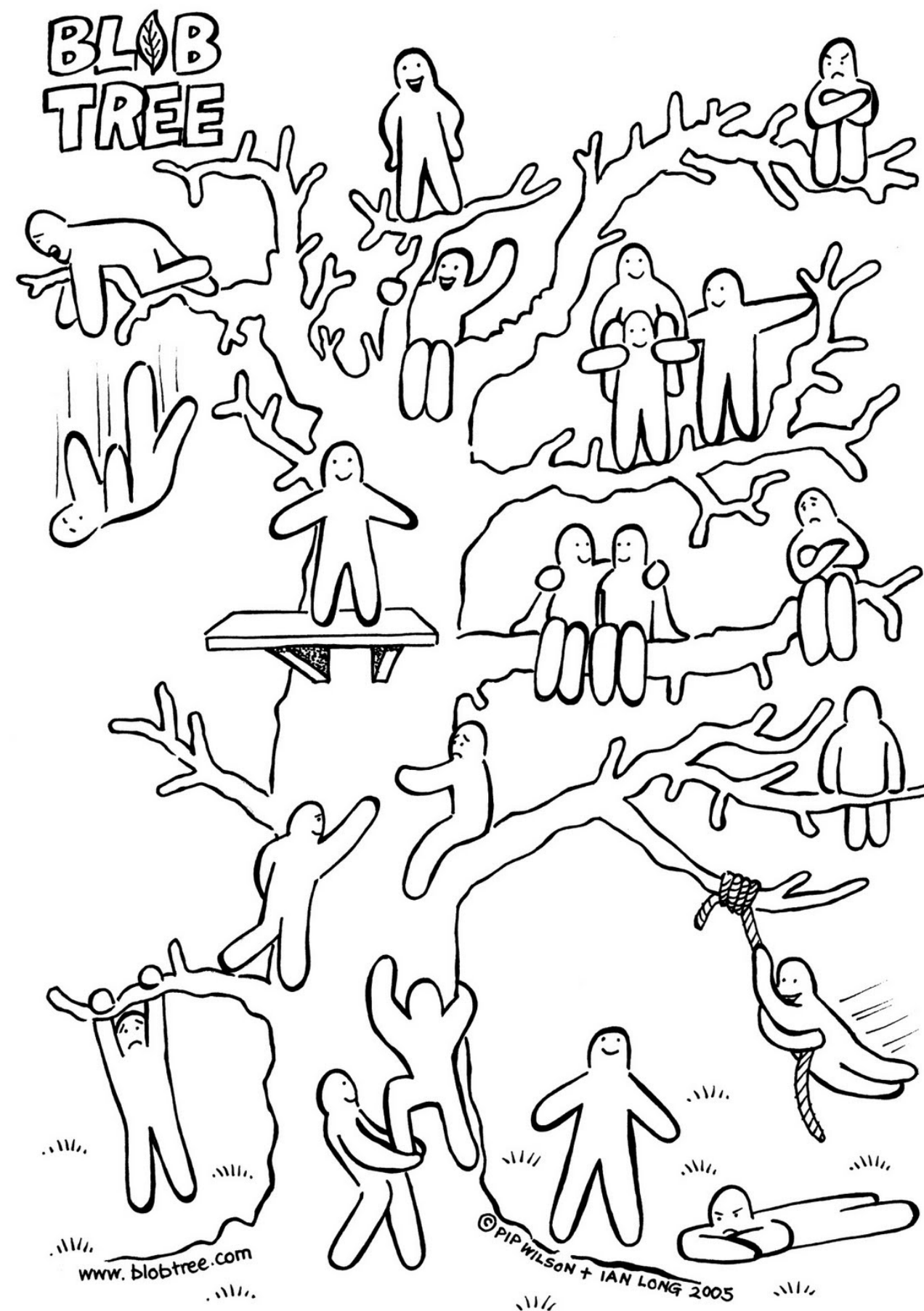
Proposed activity	Identified risks/threats to girls/boys, caregivers/parents, staff, partners, or organisations	Likelihood of risk (high, medium, low)	Severity of risk (high, medium, low)	Risk mitigation – what actions have been taken to reduce the risks?	Further action needed to ensure decisions in the best interests of the child
1.					
2.					
3.					

¹⁶ Adapted from risk assessment matrix in Save the Children (2013) 'Pushing the Boundaries: A guide to increasing the realisation of children's civil rights and freedoms.' Child Rights Governance.

Appendix II: Blob Tree¹⁷

Appendix

¹⁷ Wilson, P. & Long, I. (2005), Blob Tree www.blobtree.com



Links to relevant resources:

- [Article 15 resource kit](#) materials (available in English and Spanish) to strengthen CACs as effective child-led organisations, especially module 8 “How we protect ourselves through our group”
- Plan International [“Sticks and Stones”](#): A training manual for facilitators on how to increase the involvement of children in their own protection
- Orygen (2020) [A global youth mental health advocacy toolkit](#).

References

ⁱ UNICEF et al. (2020). Mental health and psychosocial support for children in humanitarian settings: An updated review of evidence and practice.

ⁱⁱ UNICEF et al. (2020). Mental health and psychosocial support for children in humanitarian settings: An updated review of evidence and practice.

ⁱⁱⁱ Kennan, D., Brady, B. & Forkan, C. (2018). Supporting children's participation in decision-making: A systematic literature review exploring the effectiveness of participatory processes; Lloyd, K., & Emerson, L. (2017). (Re)examining the Relationship Between Children's Subjective Wellbeing and Their Perceptions of Participation Rights. Child Ind Res 10, 591–608; Marcus, R. & Cunningham, A. (2016). Young people as agents and advocates of development. ODI; Oliver, K.G., Collin, P., Burns, J. & Nicolas, J. (2006). Building resilience in young people through meaningful participation. Australian e-Journal for the Advancement of Mental Health (AeJAMH), Volume 5, Issue 1, 2006. Vis, S. A., Strandbu, A., Holtan, A. & Thomas, N. (2011). Participation and health – a research review of child participation in planning and decision-making. Child & Family Social Work. 16. 325 - 335; TreeAngels UG (2020). It's Time to Talk! Children's views on children's work. Global evaluation of outcomes of the international campaign and research.

^{iv} Oliver, K.G., Collin, P., Burns, J. & Nicolas, J. (2006). Building resilience in young people through meaningful participation. Australian e-Journal for the Advancement of Mental Health (AeJAMH), Volume 5, Issue 1, 2006.

^v Griebler, U., Rojatz, D., Simovska, V. & Forster, R. (2014). Effects of student participation in school health promotion: a systematic review. Health Promotion International, 1-12; Marcus, R. & Cunningham, A. (2016). Young people as agents and advocates of development. ODI; O’Kane, C. & Barros, O. (2019). It's Time to Talk!: Children's views on children's work: Lessons learned from a global participatory research project. It's Time to Talk: Kindernothilfe and Terre des Hommes.

^{vi} Oxfam (2020). Shaking up to move forward: Visions for stronger partnerships between youth movements and social organisations.

^{vii} UNICEF et al. (2020). Mental health and psychosocial support for children in humanitarian settings: An updated review of evidence and practice.

^{vi} Kennan, D., Brady, B. & Forkan, C. (2018). Supporting children's participation in decision-making: A systematic literature review exploring the effectiveness of participatory processes; O’Kane, C. & Barros, O. (2019). It's Time to Talk!: Children's views on children's work: Lessons learned from a global participatory research project. It's Time to Talk: Kindernothilfe and Terre des Hommes; Vis, S. A., Strandbu, A., Holtan, A. & Thomas, N. (2011). Participation and health – a research review of child participation in planning and decision-making. Child & Family Social Work. 16. 325 - 335.

^{ix} UNICEF (2020). Engaged and Heard! Guidelines on adolescent participation and civic engagement; UNICEF et al. (2020). Mental health and psychosocial support for children in humanitarian settings: An updated review of evidence and practice.

^x Adapted from Save the Children Norway (2008). A Kit of Tools for participatory research and evaluation with children, young people and adults. Written by Clare Feinstein and Claire O’Kane.

^{xi} Adapted from ABC framework developed by Headington Institute (2012) <https://www.headington-institute.org/resource/what-to-doabout-burnout-identifying-your-sources/>

^{xii} Adapted from UNICEF (2021) [Tip sheet](#) for adolescents on online safety; and lessons learned from UNICEF Global social media and youth teams, [Voices of Youth](#), [Connect Safely](#), and [Act 2gether](#)

^{xiii} Guidance from Orygen (2020). [A global youth mental health advocacy toolkit](#) p.37

^{xiv} Adapted from risk assessment matrix in Save the Children (2013) ‘Pushing the Boundaries: A guide to increasing the realisation of children's civil rights and freedoms.’ Child Rights Governance.

^{xv} Wilson, P. & Long, I. (2005), Blob Tree www.blobtree.com



Trainings module

dialogue-works.com



With support from



Federal Ministry
for Economic Cooperation
and Development

Terre des Hommes
International Federation

kinder
not
hilfe

