



Training module

**Communication and self-expression
for child and youth-led advocacy**

Training module

June 2023

With support from



Federal Ministry
for Economic Cooperation
and Development

Terre des Hommes
International Federation

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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.

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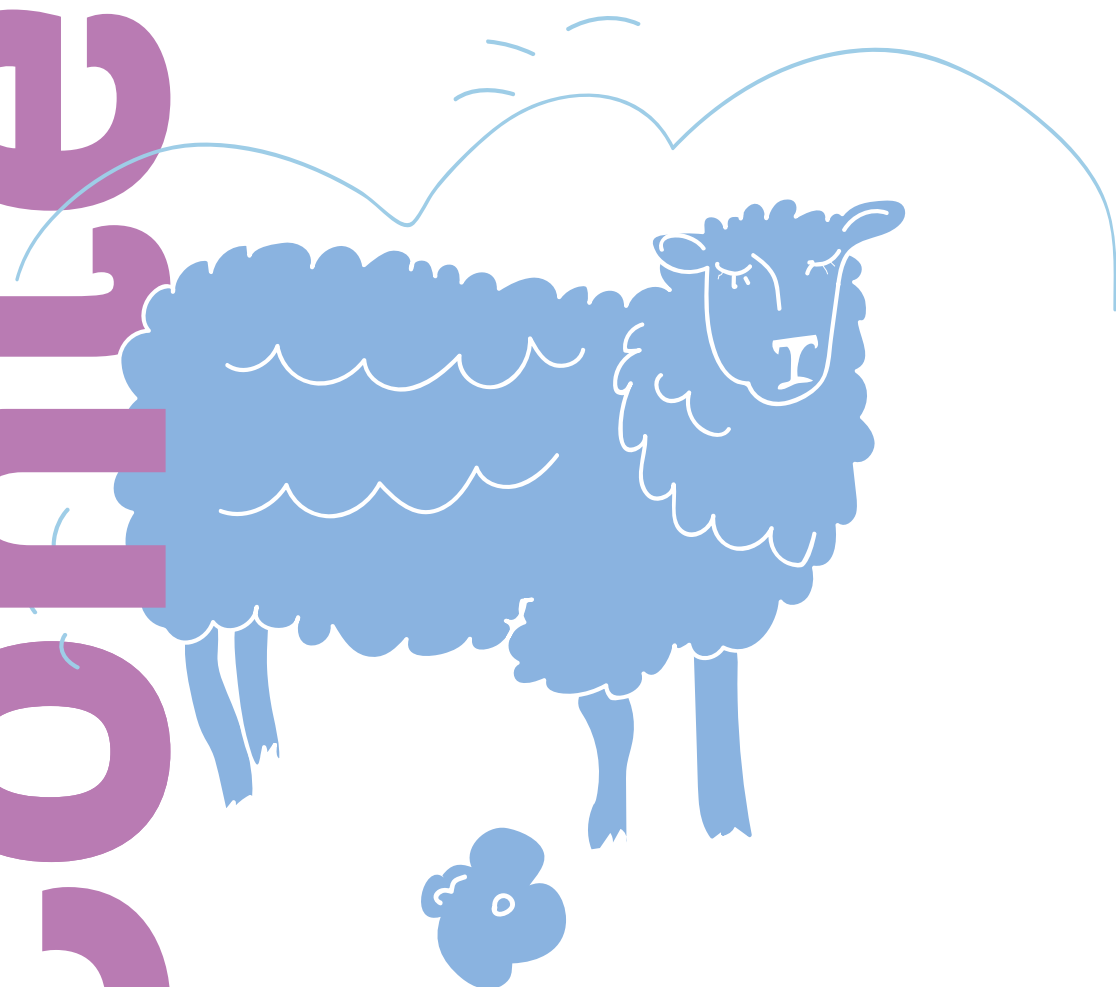
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Purpose

To strengthen children's and young people's knowledge and skills on communication and self-expression to increase the quality of advocacy initiatives and children's meaningful participation in decision-making processes including organisations, institutions, and governance mechanisms (schools, local government, national policy-making forums etc.).

Target

CAC members

Timing

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

Module: Communication and self-expression for child and youth-led advocacy

This module promotes experiential and creative learning, reflection, and action to strengthen children's and young people's self-expression and communication skills that benefit the power and authenticity of child and youth-led advocacy. Advocacy communication should seek to inform, persuade, and move people to take action. It means that advocacy messages should not only persuade through valid data and sound logic but should also be adequately communicated to describe the action the audience is encouraged to take¹.

Communication and self-expression encompass verbal and non-verbal communication forms that are ultimately part of our social skills. Social skills are about how we relate and interact with people around us. It includes our ability to listen to others, to develop empathy, to use body language, and to express our ideas and feelings². Communication and self-expression happen through writing, speaking, drawing, taking and sharing pictures, or role-playing. Regardless of the form, communication always aims to tell a story.

One of the four principles of the United Nations Convention on the Rights of the Child (UNCRC) is the child's right to be heard. This principle is also part of the UNCRC provisions under Article 12, and together with other rights encompass what we know as children's right to participation. The right to be heard emphasises relationships and respect, with reciprocal information-sharing and dialogue³. Communication and self-expression are pillars of exercising participation rights. They are important means to the realisation of children's rights, as well as a great contribution to children's emotional intelligence, mental, and spiritual well-being.

¹ Cohen, D., Gosling, L. (2007). Advocacy Matters: Helping children change their world – A Save the Children guide to advocacy: Participant's Manual. Save the Children.

² Cuevas-Parra, P., Stephenson, P., Harris, S., Tao, T. (2017). Child-led mobilization: A participatory approach to engage children and young People in mobilising to end violence against children. World Vision International.

³ Tisdall, E.K.M. (2017) Conceptualising children and young people's participation: Examining vulnerability, social accountability and co-production, The International Journal of Human Rights, 21(1), pp59-75.

Practical considerations

- The primary target group for this module is CAC members. However, it is also relevant to engage accompanying facilitators to better understand how children understand communication and self-expression and the support they need for effective and safe communication of their advocacy messages.
- 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.
- As children and young people identify communication and self-expression opportunities moving forward, consider supplementing this module with the module on **Self-care, risk and disappointment management** available [here](#).
- 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. ●

Optional Training Plans

Optional training plans are included. However, the plans can be used in a flexible way, adapted by each NGO partner to best suit their context.

Optional plan for one day training

Time	Activity	Page
15 minutes	1. Welcome, introductions and positive agreements	10
25 minutes	2. "Mirror, mirror, on the floor" – Self-expression starts with me	11
20 minutes	3. Famous pairs – Exploring verbal and non-verbal communication	12
20 minutes	Refreshment break and energizer	
45 – 60 minutes	4. "Once upon a time..." – The power of storytelling	13
45 – 60 minutes	5. The human library – Exchanging, dialoguing, and learning	14
60 minutes	Lunch break and energizer	
45 minutes	6. The elevator pitch – Communicating advocacy messages	16
45 minutes	7. Stories start with an idea	18
20 minutes	Refreshment break and energizer	
45 – 60 minutes	8. "A picture is worth a thousand words" – Photography and self-expression	20
10 minutes	9. Closing – The appreciation tree	22

Optional plan for half day training

Time	Activity	Page
15 minutes	1. Welcome, introductions and positive agreements	10
25 minutes	2. "Mirror, mirror, on the floor" – Self-expression starts with me	11
20 minutes	3. Famous pairs – Exploring verbal and non-verbal communication	12
20 minutes	Refreshment break, and energizer	
45 – 60 minutes	4. "Once upon a time..." – The power of storytelling	13
45 – 60 minutes	5. The human library – Exchanging, dialoguing, and learning	14
	Lunch	

Optional plan for under 2 hour training and action planning

Time	Activity	Page
15 minutes	1. Welcome, introduction and positive agreements	10
25 minutes	2. "Mirror, mirror, on the floor" – Self-expression starts with me	11
20 minutes	3. Famous pairs – Exploring verbal and non-verbal communication	12
45 – 60 minutes	4. "Once upon a time..." – The power of storytelling	13
	Refreshment	

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

15 minutes

Materials needed

Flipchart paper, pens

Practical Steps

1. Welcome everyone. Explain that we will play a game called "Crossover". Ask CAC members to stand in a circle. A caller calls a category. E.g., all those wearing something blue. If this category applies to you – you crossover to another place in the circle. Last to cross becomes the caller.
2. Explain that during this workshop participants will:
 - explore the importance and ways of communication and self-expression;
 - learn about storytelling and how to use storytelling in child and youth-led advocacy;
 - try out verbal and non-verbal communication and self-expression activities

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.
 - Emphasize 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 "Mirror, mirror, on the floor" – Self-expression starts with me!

Objective

To reflect on children's relationship with themselves by affirming what makes them unique and what connects them to others.

Time needed

25 minutes

Use with

CAC members

Materials needed

Small or medium size mirror, and calm background music if possible.

Facilitators notes

Some children may feel shy to use the mirror. Try your best to create a safe environment for everyone to understand that they can choose when and if they would like to use the mirror. As children engage in the activity, others may realise how enriching it is to take a few minutes to cherish themselves.

Adaptations to this activity include asking children to bring a cuddle toy with them and use the toy instead or use the toy for a first round, and if children are comfortable, there could be a second round where they could do it themselves. Children could also be given the option to write their answers down.

Practical Steps

1. Ask children and young people⁴ to sit in a circle and place the mirror in the centre of the circle (if possible, play calm background music throughout the activity). Explain that self-expression starts by

⁴ Throughout the rest of the guidance the term "children" is used to refer to "children and young people"



self-awareness. This exercise is going to help us connecting with ourselves and appreciating what brings us together.

2. Explain that they will take turns to use the mirror on the floor. Children can choose when and if they want to take the mirror.
3. For each turn, children are asked to take a few seconds to look themselves in the mirror and say something they:
 - like about themselves
 - are proud of
 - dream of

Once they finish, they return the mirror to the centre of the circle for the next child to take it.

After the group finishes using the mirror on the floor, ask them to look at the person next to them and use a facial expression to show how they are feeling today.

Give children the opportunity to share their views about the activity. Finish the exercise explaining that building positive relations and communication with others start by establishing a kind and loving relationship with ourselves. Understanding our emotions, strengths, and motivations is the beginning of effective communication of our ideas and feelings. ●

Activity A3

Famous pairs – Exploring verbal and non-verbal communication

Objective

To explore communication through its verbal and non-verbal forms and use children’s creativity and curiosity as a means of self-expression.

Time needed

20 minutes

Materials needed

post-it-notes, pens, and a list of famous pairs/duos.



CAC members expressing themselves through body language, © Jakob Studnar

Facilitators notes

Create a list of well-known famous pairs prior to the session. For instance, SpongeBob and Patrick, Shrek and Donkey, Tom and Jerry, Mario and Luigi, Batman and Robin, Romeo and Juliet, etc. Adaptations of the list could be done with food (for example, burger and fries) or any local famous pairs children may be familiar with.

Consider supplementing this activity with an introductory **creative expression workshop** or a theater workshop to further explore verbal and non-verbal forms of communication and self-expression ([see Website](#)).

Practical Steps

1. Explain to the children that this activity is all about creativity and curiosity. Tell them that each participant will receive a post-it-note with one half of a famous pair on their back.
2. The group will have 10 minutes to move around the room to find their famous pair. But first, children need to figure out who the person is on their back. Children can only use the following options to figure out their identity:

- Use their voice to ask one question that could give them clues about their identity to **two different children**; and,
 - Use their **body language** to receive or give clues about their identity.
3. Once the child has discovered who they are, they need to find their partner. If the other partner has not figured out his/her identity, children must not reveal themselves until the other child finds the answer.
 4. After everyone finds their partner ask the group to sit in circle and share in plenary:
 - Was it easy to figure out their identity?
 - Did they use both options to look for clues?
 - Was it more comfortable to use words or body language?
 5. Discuss verbal (including conversation, speech, presentation, etc.), and non-verbal (including written, body language, eye contact, touch, etc.) forms of communication with the group. ●

Activity A4

“Once upon a time...” – The power of storytelling

Objective

To increase knowledge and understanding about storytelling, and how to use it in child and youth-led advocacy as a communication and self-expression tool.

Time needed

45 – 60 minutes

Materials needed

A4 paper, and pens.

Facilitators notes

All communication forms have in common a storyline. Communication and self-expression build upon ideas, feelings, and stories we want to share with others. Storytelling is all about interconnectedness. It allows us to empathize with others and connect to their emotions, experiences, and purpose.

When it comes to advocacy, facts and information are as important as the relatability to the change we want to bring about. Participation spaces for children to share their stories make a significant difference in decision-making and policy-making processes. Stories explain, give meaning, and prompt actions that facts and legal texts may not be able to reach alone.

Practical Steps

1. Ask children to sit in a circle. Explain that this activity is about active listening and collective creation.
2. Ask the group for three to four volunteers to be **observers**. Provide each observer with a blank sheet of paper and a pen. Explain that their role is to take note of what catches their attention from the story they will hear from their peers.

3. Those who are not observers will take on the role of **storytellers**. Explain that you will start the story with a sentence, and each of them will add to the story based on what the previous child has added.
4. Start the activity with a very **descriptive sentence about the topic** before giving space for children to add to the story. For example, “Once upon a time, a tiny grey cat...”
5. Once the storytellers finish with the story, ask the observers to share about what elements of the story caught their attention and why. Make sure to write them down on a flipchart.
6. In plenary, discuss similarities and differences across the elements identified by the observers. Encourage children to share their views about what makes a story good and powerful. Consider using some of the following guiding questions:
 - Is it a story you, your friends, or family could relate to?
 - Does it remind you of anything you or people you know went through?
 - Does the story make you feel any emotions? If so, what it made you feel?
7. Build on their answers and explain that a good story is usually authentic, honest, and very easy to understand, and:
 - Allows someone to personally **relate to it**
 - Provides detailed description of **emotions, feelings, and senses**
 - Introduces relatable **characters**
 - Presents **diverse perspectives** of a same issue
8. Finish the activity by encouraging children to reflect on the story they co-created and think of ways to make it even more inspiring and powerful. ●

Activity A5

The Human Library – Exchanging, dialoguing, and learning

Objective

To learn how to use personal storytelling as an intercultural learning platform to raise awareness, increase dialogue, and challenge common prejudices and stereotypes.

Time needed

45 – 60 minutes

Materials needed

A4 paper, pens, [Kigali Declaration](#) (available in different languages), [Let our Voices be Heard paper](#)

Facilitators notes

Use the session to introduce the Human Library methodology and work on the catalogue and books' content. Explain that the Human Library could be organised as an advocacy session where children could invite readers. Depending on the catalogue children would like their library to cover, consider inviting key stakeholders to a follow-up session to be readers (including children and young people, parents/caregivers, policymakers, community leaders/elders, etc.).

The session with readers could last between 30-60 minutes so that readers can visit and discuss at least one or two books. For more information about the Human Library methodology click [here](#).

Meanwhile, make sure this session focuses on developing the books' content as a practical exercise about how to use storytelling to address issues that transcend personal experiences. An adaptation of the Human Library includes written stories that could be read before being discussed in the library format.

Practical Steps

1. Explain that the human library works just like a normal library: visitors can browse the catalogue, choose the book they want to read, and borrow it. After reading, they return the book to the library and, if they want, they can borrow another. The only difference is that in the Human Library, books are people, and reading consists of listening and engaging in dialogue.

Explain that the Human Library is a structured story shared through verbal communication – of course you can use pictures, drawings or other visual material to tell your story. Some features of the Human Library stories include:

- Books are honest and share their stories from their own experiences and views.
- It is a space of exchange and learning. The duration may vary. However, 30-40 minutes is a good time for books to present and readers to engage in dialogue.
- The golden rule is respect for each other's views. If anyone feels disrespected, they have the right to withdraw the discussion.
- Readers may be interested in content that books have not presented. However, books are not obliged to answer all questions. If questions become too intimate, books have the right to avoid answering them.



Example of a Human Library from CAC members from Nepal (CWISH), © Jakob Studnar

2. Provide children with paper and pens to start working on their books. You could use the [Kigali Declaration](#) (available in different languages) and the [Let our Voices be Heard](#) paper as reference documents for children to choose aspect(s) they would like to further develop through their personal stories.

Example: Summary of a book about **Protecting children from labour exploitation and/or allowing suitable dignified work during Dialogue Work's Global Gathering:**

Collective actions and advocacy by organised working children (UNATSBO) in Bolivia to request the authorities implement laws to protect and respect the work of working children and youth. As a result of the march, the Ministry of Justice and Labour, Ministry of Education, Planning and others, elaborated a programme of prevention and social protection for working children and adolescents under 14 years of age in a labour situation. But improvements in the programmes are needed.

3. Give time for children to brainstorm about their book theme. Consider using the following guiding questions to support children in the development of their book content, and ask them to take note of their answers as they brainstorm (remind children to describe as much feeling, emotion, and senses as possible):
 - What is your story about? And what would you like the world to know about you?
 - Where does the story take place? And how does the place look like?
 - Who is involved in your story? And what role(s) do they play?
 - What feelings and emotions are present in your story?
 - What is your ask? What change is needed? Or what actions could be taken for your story to have a happy ending?
4. Ask children to prepare a short book summary of their story (e.g. one paragraph) to include in the catalogue. Plan together the Human Library session and who to invite as readers. In preparation for it, encourage children to bring drawings or pictures to support their storytelling. ●

Activity A6
The elevator pitch – Communicating advocacy messages

Objective

To practice how to share advocacy messages to key stakeholders in a limited period of time, without compromising children’s credibility or relevance of their messages.

Time needed

45 minutes

Materials needed

Flipchart paper, pens, theatre accessories, Kigali Declaration (available in different languages).

Facilitators notes

This activity can be very fun, practical, and interesting if children are encouraged to take on their roles seriously. For this purpose, make available theatre accessories, and whenever possible, a home-made banner simulating an elevator or a projected image of an elevator for children to feel the situation as real as possible. In case children are not familiar with what an elevator is, take a few minutes to show a picture and explain its functionality which usually takes us up or down within a minute.

Make sure every group and stakeholder have time to prepare their pitch, 60 seconds (1 minute) to present, and time to feedback in plenary.

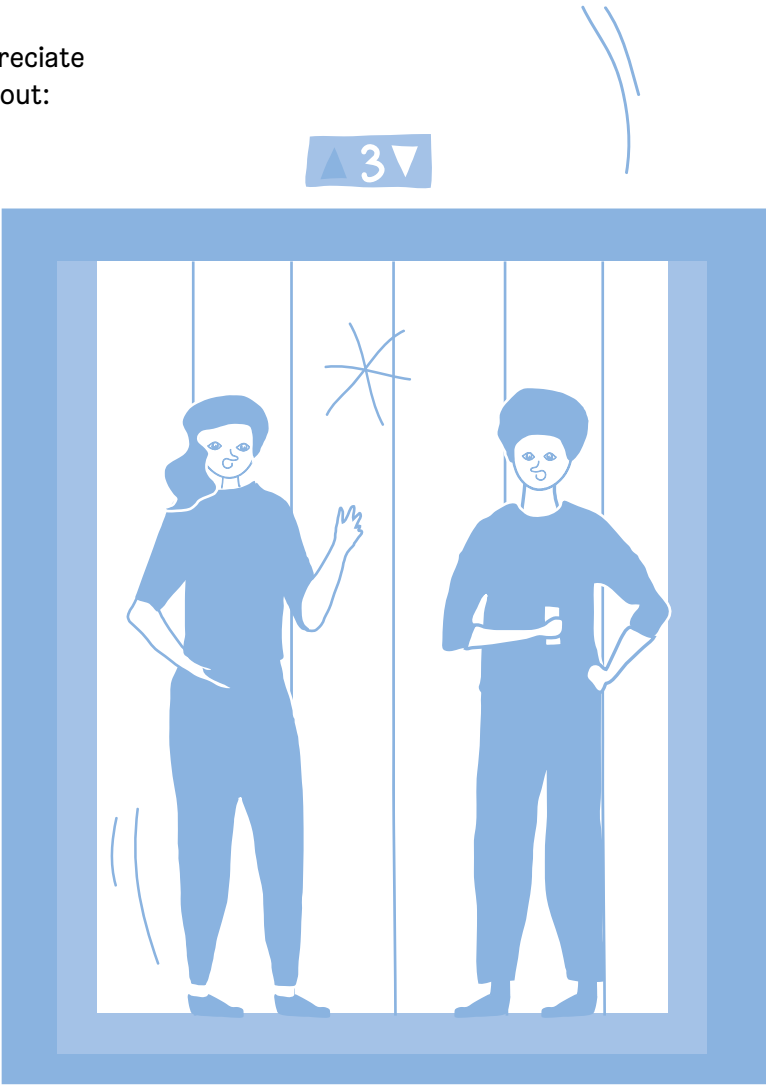
Practical Steps

1. Introduce the elevator pitch as a methodology to practice how to communicate advocacy messages in a short time without losing credibility or relevance of their messages.
2. Ask the group for three volunteers to take on the role of key stakeholder(s) children would like to influence. Ask the group what roles they would like these volunteers to play (e.g., Minister of Labour, ombudsperson, teacher, parliamentarian, media, social media influencer, etc.).
3. Once the roles are assigned, split the rest of the group into three smaller groups. Assign one stakeholder per group and give them 15 minutes to prepare a **60 seconds (1 minute)** pitch using one key message from the Kigali Declaration (available in different languages).

Tips for preparing the pitch:

- Use the first seconds to introduce yourself and your CAC.
- Make sure it is followed by your goal (the change you want to bring about).
- Address how you plan to do it and what you need from your stakeholder (the ‘ask’).
- Close it with a sentence that will leave your audience wanting to know more.
- Write down notes/use moderator cards/record yourself with a phone to practice speaking in front of others.

4. While the groups prepare their pitch (make the theatre accessories available to prepare their characters), meet the three volunteers and explore with them:
 - What do their roles think about children’s work? (e.g., they are completely open to listen to children; or they do not know or do not like to talk about the issue, etc.)
 - What would make their roles interested in what children will say? (e.g., that they look confident, have evidence-based arguments, etc.)
 - What would their roles expect from the pitch? (e.g., nothing, just that the elevator opens so that they get out of the situation; or solutions to increase children’s protection from exploitation, etc.)
5. Once the groups are ready, ask each group and the stakeholders to take on the stage and start their pitch. Use a phone to set an alarm to indicate when their time is over.
6. After all groups present, take time to appreciate everyone’s role and open the discussion about:
 - What went well?
 - Was the message successfully delivered?
 - Did we manage time?
 - How could we improve our pitch? ●



Activity A7
Stories start with an idea

Objective

To deepen children’s understanding about the meaning of an ‘idea’, how it makes up our world’s view, and its potential to influence other people’s actions and views about the world.

Time needed

45 minutes

Materials needed

Projector, speakers, flipchart paper, post-it notes, pens.

Facilitators notes

This activity is based on the TED talk methodology for public speaking.⁵ Whenever possible, consider a follow-up session for children to present their ideas to other children or community members before introducing them during the advocacy dialogues.

Practical Steps

1. Ask children their thoughts about public speaking (e.g., what is public speaking about? What keeps our attention when people speak in public? etc.). Use a flipchart to record their answers.
2. Project the video [A warrior’s cry against child marriage](#) by Memory Banda and explore with the children the elements of her speech that caught their attention (e.g., the structure of her speech, the topic, the message, the examples/stories she uses, etc.).

⁵ The TED conference (which stands for technology, entertainment, design) began life in 1984 as a conference where industry leaders and creative types gathered to exchange ideas and innovation. But fast forward more than 30 years, TED has become an institution, spawning countless local “TEDx” events, opening up a platform for innovation and ideas-sharing at all levels, and changing the way we all think about public speaking. Click here for inspiring TED talks by children and young people.

3. Explain that stories build on ‘ideas.’ These are thoughts that bring up a sort of purpose because they are meaningful to us. Ideas often also give a course to action. They can shape behaviour and transform the way we see the world. When it comes to public speaking, the way we share our ideas is crucial for the audience to understand our message but also to spread it. Here are four elements to support child-led storytelling for public speaking:
 - **Focus on one major idea** – and explain it properly by giving context, sharing examples, and making it the through-line of your talk. An idea could build on common-sense (e.g., ‘every child needs a champion’); on your own experience (e.g., ‘I am a child who learns math at work’); on interest to motivate people to action (e.g., ‘We need to talk about an injustice’); or on counter-intuitive perceptions (e.g., ‘All children should work’).
 - **Give people a reason to care** – by stirring your audience’s curiosity through questions that may reach a knowledge gap you could build on (e.g.,



A CAC member speaks in public during an Advocacy Dialogue (VIGYAN, India).© Sheikh Musharraf

did you ever work as a child? What comes to mind when you see a child helping parents with their family business?)

- **Build your idea with familiar concepts** – by using language that your audience can relate to like everyday life examples or situations.
- **Make your idea beneficial to you and others** – which means that your idea should influence changes that benefit the needs presented by the speaker but also someone else’s perspective and reality for the better.

4. Ask children to sit in a circle and place a flipchart paper at the centre and draw a light bulb to symbolize an idea. Take a few minutes to reflect on the CAC’s advocacy efforts and the people they have tried to influence. Who are they? Have they listened? What is their worldview? And what could we tell them to make them re-consider the way they see children?

5. Make post-it notes available for children to share on the light bulb **what idea do they think represents the change they want to bring about through their CACs?**

6. Introduce a second flipchart paper at the centre to record **what questions could connect the audience with your idea?**

7. Introduce a third flipchart paper at the centre to record **what is the message they want to introduce and what needs to be done (actions) to bring about the desired change?**

8. Introduce a fourth flipchart paper at the centre to record **how the desired change benefits the child who presents and many other children around the world?**

9. Build on children’s answers and encourage them to use their inputs to further reflect on the idea(s) they would like to share during their advocacy dialogues. If time allows, use a follow-up session for children to practice preparing a 10-minutes speech that comprises the four elements of using ideas for storytelling in public speaking. ●

Activity A8
"A picture is worth a thousand words" –
Photography and self-expression

Objective

To explore visual communication and self-expression through photography, and the basics of visual documentation and storytelling.

Time needed

45 – 60 minutes

Materials needed

Smartphones or cameras

Facilitators notes

Smartphones or cameras are needed for this activity. Children could work in groups or take turns in case there are not enough devices available to work individually. Consider introducing basic knowledge about how to make a video with a smartphone by watching this [short tutorial](#). This video is also available with English subtitles.

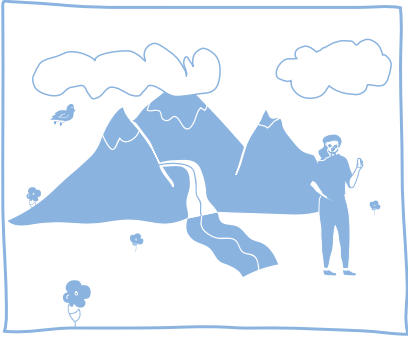
Carefully read the practical steps before introducing the activity. Whenever possible, consider inviting a photographer as a guest facilitator to provide in-person technical advice.

Practical Steps

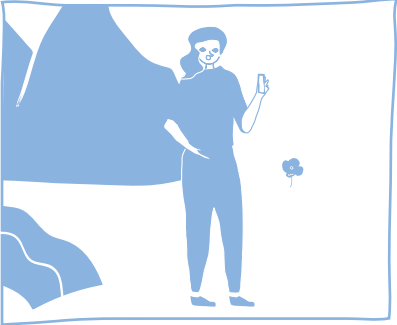
1. Explain that one of the non-verbal ways of communicating our ideas are pictures. Explore with the group their thoughts about the saying "A picture is worth a thousand words" and write down their answers on a flipchart.
2. Build on children's answers to explain that even though there may be different pictures of a same subject, each picture is a story in its own. The reason is that in photography, as in other forms of communication, storytelling is a matter of perspective. Perspective is the way the person taking the picture sees the world. It is about the different

angles of a story (in this case the subject). Therefore, when taking pictures or videos it is important to know what angle of that story we would like to capture and communicate to others.

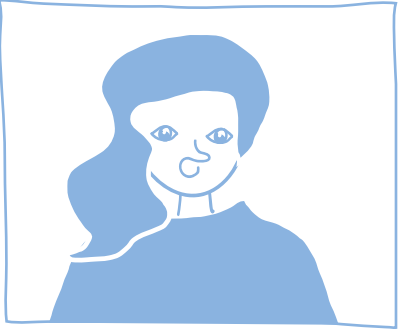
3. Ask CAC members to think of the messages and ideas they have identified through other activities of this module and to answer the following questions:
 - What message/idea do you want to convey through a photo or video?
 - Who do you want to convey the message to?
 - Where do you want to show/publish your picture or video?
4. Explain that similarly to other forms of communication, photos and videos need a storyline. A storyline means the sequence in which the message they want to convey is going to be presented. An easy and fun way to develop their storyline for photos and videos is through a storyboard. A storyboard works like a comic strip, in which we have sketches of the story/message/idea we would like to share. Show the image above as an example of how a storyboard for photos and video could look like. Provide children with paper and pencils/



Wide Shot
Shows Location of person



Long Shot
Shows person



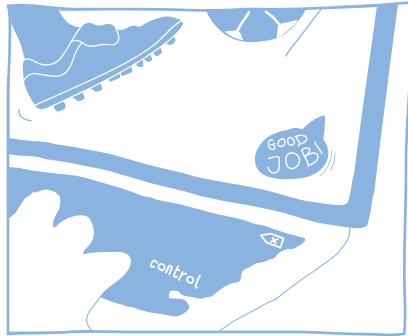
Medium Shot
Shows person's face and shoulders



Over Shoulder Shot
Shows what person is doing or holding



Point of View Shot
Shows what person sees



Close-Up Shot
Shows details of what person is looking at

crayons/markers and give them time to draw the storyboard of the photos or video they would like to work on.

5. Use the same image to explain the different types of angles from which they could shot their photos or videos while asking them which one is best for the message/idea they would like to capture through their photo or video.
6. Depending on the number of smartphones available, group the children and give them time to try out different shots based on their storyboard.
7. If time allows, encourage children to present their photo(s) or video(s) to their CACs. If the CAC members agree, they could use the photos and videos for their next advocacy dialogue, as well as share it on social media and relevant platforms. ●

IMPORTANT!

Before suggesting children to publish their photos and videos, make sure to discuss the safeguarding standards of your organisation with them, particularly with regards to publication of photos or videos of children. Take some minutes to brainstorm with children about how their photos and videos remain respectful of the people who appear in there, and remind them about the importance of getting their consent before publishing the photos or videos on social media platforms.

For more information, have a look at the [UN-CRC \(United Nations Convention on the Rights of Child\) General Comment No. 25 on children's rights in relation to the digital environment](#).

Activity A9
Closing – Appreciation tree

Objective

To increase children’s self-awareness about the power of communication and self-expression in transforming children’s lives and environments.

Time needed

15 minutes

Materials needed

Flipchart paper, markers, pens, and calm background music.

Facilitators notes

If possible, prepare the room with calm background music.

Practical Steps

1. Ask children to sit in a circle and think of a moment in their life in which they felt listened to. Encourage children to go back to that moment and recall who listened to them and how they felt about it.
2. Introduce the tree and ask the group what trees represent to them. Build on their answers and explain that trees have a rich history of symbolism and spiritual meaning in cultures across the world. They are a symbol of life, protection, resilience, strength, unity, and nature.
3. Ask the group to use the flipchart paper and markers/pens to collectively draw their very own tree. One that symbolizes the appreciation for a safe space where they can come together to be themselves, to feel listened to, and to support each other. One where they can express their ideas freely, where they can collaborate, and flourish.
4. Close the session by encouraging children to take a few seconds to observe and appreciate everything that was expressed through their drawing. ●



Links to relevant resources

- Anderson, C. (2017). TED's secret to great public speaking. Available at: <https://www.youtube.com/watch?v=-FOCpMAww28>

References

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- ⁱⁱⁱ **Little, N., Nemutlu, G., Magic, J., Molnar, B.** (2011). Don't judge a book by its cover! The living library organiser's guide 2011. Youth Department of the Council of Europe & European Youth Centre Budapest.
- ^{iv} **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. Kindernothilfe and Terre des Hommes.
- ^v **Stephano, M., Woodward, M.** (2020). Storytelling for social change: A communications resource for young leaders. World Vision International.
- ^{vi} **Tisdall, E.K.M.** (2017). Conceptualising children and young people's participation: Examining vulnerability, social accountability and co-production, The International Journal of Human Rights, 21(1), pp59-75.



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