

Quest Guide

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Quest Guide: Overarching Information for the Facilitator Team

Overarching Concept: Children and young people are about to go on a quest! As a first step they will create their own avatar, who will move through the journey, gathering lessons they have learned to help teach adults how to work with children and young people. Throughout the quest children and young people will undergo different challenges, finding their own solutions and helping to reach the final goal- the creation of multimedia teaching materials- developed by children and young people- to train adults on the attitudes, behaviours, skills, and actions they need to treat children and young people the way they want to be treated. Using avatars will help children and young people tap into their own knowledge and experience and use their imagination and creativity to share their experiences, while creating a healthy distance from real life experiences.

Purpose:

- Impact the attitudes, behaviours, skills, and actions of adult support workers.
- Co-design multimedia e-module courses with adult allies, using art, writing, video and other multimedia.

Outcomes for participants:

- Build intergenerational partnerships with other adults and peers in different countries as they share common lived experiences
- Co-create multimedia e-modules that will support other young people around the world, by strengthening the practice of adult support workers
- Build skills in leadership, participatory research, art and multimedia

Research Questions:

- How do adult support workers (e.g. social workers, young people workers, child protection workers, detention workers, etc.) in young people's lives support their well-being, resilience and empowerment?
- What attitudes, behaviours, skills, and actions do adults support workers need to support child well-being, resilience and empowerment?
- What recommendations do young people have for adults to improve their attitudes, behaviours, skills and actions? What have young people seen done well?

Questions for the Facilitators from Country groups:

- Is there a regional legend or myth we can build on, if we are looking at the idea of a Quest?
- What could be the name of the imaginary place that the young people would complete the Quest in?



Packing Your Bags for the Quest

Important Definitions

The following words are used throughout the Quest Guide and so we have included the definitions here for you to refer to.

Children's Rights	The <i>United Nations Convention on the Rights of the Child (UNCRC)</i> lists the rights that children need to live, be safe and develop their full potential. Children, age 0-18, are human beings, each with his or her own rights.
Inclusive communities	Communities that include people of different gender, race, ethnicity, religion, age and abilities; where living in harmony is encouraged and everyone can be an active member of the community.
Participatory Action Research	Participatory action research (PAR) is a process where the researchers (the Quest Leaders) and the participants (the young people participants) work together to understand the strengths and challenges in their communities, and then plan and lead projects that build on strengths and address challenges to promote positive social change. After they lead projects they can then reflect on what they have learned to make projects even better in the future.

Well-being	Well-being is when you feel well in mind, body, spirit, and heart. Everyone has different things that make them feel well. Some things that contribute to well-being are strong relationships with friends and family, a supportive community, activities you enjoy doing that make you feel happy, having access to cultural, health and social care, and having a role to play in your family or community. The 5 Pillars of Well-being include feeling: safe, connected, worthy, respected and hopeful. (Please see below for a breakdown of the 5 Well-being Pillars.)
Children and Young people	The United Nations defines children as anyone between the ages of 0-18 and youth as anyone between 15 and 24 years old. For the purposes of this Quest Guide we refer to children and young people throughout.
Adult support worker	Adults who work for a government or non-governmental organization and work with children and young people. This might include social workers, child protection workers, detention workers, counsellors, psychologists, psychosocial support workers, social animators, etc.
Avatar	In the world of technology, an avatar is a picture or graphic of a character. An avatar normally has a name, a look or image and personality that are used online.
Storytelling	Storytelling isn't just for fun, it's about exercising your fundamental right to be heard and to participate (United Nations Convention on the Rights of the Child). When you tell your story in your own way, you have control over the way you are seen by other people. For this project, you are the experts on your own lives and the way support workers help you, not the other way around. Storytelling is your tool to make your voice heard and to influence decisions that concern you.

What is the Quest Guide all about?

The young people of Atlantis are in trouble and they need your help! Atlantis has multiple programs designed for young peoples' well-being, some are working well and some are not. Adult support workers are responsible for implementing these programs for young people, though young people are not always involved in the planning. Support workers are not sure what the attitudes, behaviours, skills, and actions are most important for helping the young people of Atlantis, and they need your assistance! You and your team are going to help both the young people and support workers in Atlantis by completing 5 levels of the Quest.

The following section is an introduction to the Quest Guide and your role as a Quest Leader. Be sure to walk through this with your Adult Ally. You can also use this as a basis of what to present to young people participants when you are explaining Quest.

Who is this Quest Guide for?

You! Any young person between the age of 9 to 19 years old who is a Quest Leader and is excited about having a positive impact for their peers, family, and community through creative and digital arts. Your Adult Allies can also read this Quest Guide to learn more about the project and how they can best support young people.

The Quest Guide is your main resource for leading young people participants through the Quest, so please read it carefully.

What is this Quest all about?

This project supports you to work with your peers to explore how support workers can better help young people using multimedia storytelling. You will be working with other young people to develop a team avatar, and go on a quest to help identify the different ways support workers can approach young people, learn new skills and adopt the right attitudes towards the young people they work with. You will guide young people to use digital storytelling to have their voices heard about what matters to them and to share messages and advice to influence professional practice. The multimedia stories produced will be developed into e-learning modules for support workers.

What is the goal of the Quest?

To engage young people in co-creating **content** for e-learning modules for support workers. These e-learning modules aim to help support workers understand the key behaviors, attitudes, skills and actions that they need to consider when working with children and young people.

Through the activities in this Guide you and your team will create the material and content that will be used in creating the e-modules. These e-modules will be shared with adult support workers on the childhub and other platforms online.

What are the behaviours, attitudes, skills and actions of adult support workers that we want to explore?

The e-modules will teach adult support workers how to work with children and young people, to make sure they feel safe, connected, worthy, respected and hopeful. We are interested in learning more about:

1. **Behaviours and Attitudes:** How do support workers behave towards or treat children and young people? What do they think about children and young people and their work with children and young people? Are there specific attitudes, ways of thinking and values support workers commonly have?
2. **Knowledge, Skills and Actions:** What do support workers need to know about children and young people to work together with them? What skills or abilities do adults have or need to have when they are working with children and young people? What do adults do or need to do when they are working with children and young people?

What is my role as a Quest Leader?

- Participate in 1 training workshop to learn about facilitating, leadership, and note-taking, and the exciting activities in this Quest Guide.
- Act as a Quest Leader guiding your team through the activities in the Quest Guide.
- Help your team implement a final multimedia project.
- Coordinate with the Adult Ally and project team.
- Have fun :)

Who is on my team?

Each team will have 2 Quest Leaders. Each Quest Leader will take turns acting as facilitator and note-taker during Quest activities. You will also have an Adult Ally, or adult staff person, who will be there to support you along the way. You may also have others like a Psychosocial Support Worker. Ask your Adult Ally to confirm who is part of your team.

What can I ask from my Adult Ally?

Your Adult Ally is your main support person for the Quest. Your Adult Ally can support you by:

- Organizing a space for your young people group to meet and materials for the session.
- Being present at every activity.
- Supporting you to plan activities and to debrief and prepare your notes afterwards.
- Answering any questions you have about the Quest, brainstorming ideas and troubleshooting together.
- Connecting with other adult members, such as the project team.
- Being prepared to support you in other project related areas that you need.
- Ensure that all children and young people have signed the consent forms along with their guardian and address or refer to any safeguarding or protection concerns that might arise.

Who are the children and young people who will be part of my team?

Children and young people, age 9-19, will participate in the project. You will manage a team of 6 to 14 children and young people.

What is the time commitment?

To complete the Quest, you will work with your team for approximately 16 hours during February-March 2021. You will also be asked to do some work to get ready for activities. For the young participants, the 16 hours will also include some additional time for activities and on their own, and any extra work they want to do as a group for the final multimedia project.

Activity	Preparation Duration (for QLs with the AAs)	Implementation Duration (for QLs with young participants in the presence of the AAs)	Reflection & Notes Duration (for QLs and AAs)
<i>Quest Level 1: Team-up!</i>			
Activity 1: Quest Agreement & Sharing Wellbeing Objects	30 minutes	1 hour	30 minutes
Activity 2: Team Hero Avatar and Poster	30 minutes	2 hours	30 minutes
Activity 3: Introduction to storytelling: Video Portraits and Quiz	30 minutes	1 hour	30 minutes
<i>Quest Level 2: Uncover the Treasures!</i>			
Activity 4: The Quest Map	30 minutes	1.5 hour	30 minutes
Activity 5: Well-being Multimedia Stories	30 minutes	1.5 hour	30 minutes
Activity 6: Quest Comic Book or Quest News Show	30 minutes	1 hour	30 minutes
<i>Quest Level 3: Climb-up!</i>			
Activity 7: Climbing the Quest Tree	30 minutes	1.5 hours	30 minutes

Activity 8: Quest Comic Book or Quest News Show	30 minutes	1 hour	30 minutes
Quest Level 4: Zero hour!			
Activity 9: Quest Comic Book or Quest News Show	30 minutes	3 hours	30 minutes
Quest Level 5: Success!			
Activity 10: Quest River Journey	30 minutes	1 hour	30 minutes
Activity 11: Celebration Screening	30 minutes	1 hour	30 minutes
Total	6 hours	15.5 hours	6 hours

This work can be done after school and on weekends, to fit into your busy lives, you will find the meeting times that work well for you and your young people group. As a Quest Leader it is important you are there to lead the entire process.

What are the benefits of participating in the Quest?

We hope you will join to have lots of fun, meet new friends, reflect on your experiences, contribute to your community, and gain valuable project management skills, artistic and multimedia storytelling skills, action research skills, and leadership skills. This project will have a large impact, reaching adult support workers in many countries around the world. At the end, you will get a certificate to honour your role in the project.

What is in this Quest Guide?

The Quest guide supports you to plan, implement, and evaluate young people-led multimedia projects. The activities in this guide will assist you to lead your peers to explore how support workers can better support young people, build on their strengths and resources, and design multimedia projects envisioning how adults can best support young people.

You can use this guide for planning and leading activities. The guide will also provide you with tips and tricks for supporting your work.

Can I design my own activities and/or make changes?

Yes! Please be as creative as you like. Remember to keep the main purpose of the activities you would like to adapt and follow the vision set by the young people in your group, but feel free to revise the activities to make them more relevant to you and your community.

Is this a research project?

The Quest is a Participatory Action Research (PAR) process. That means that you will be acting as researchers and working alongside young people participants in research in Albania, Moldova, Romania, Serbia and eventually other countries as well. As we mentioned in the definition of PAR, this is a process that will help you explore how adult support workers can better support young people, and then plan and implement multimedia projects together to create a particular message that you would like adults to learn through the e-modules you are going to develop.

What role does multimedia play in the Quest?

Each of the activities in the Quest will draw on a specific type of multimedia, such as video recording, storytelling and script writing. Through the Quest, you and your team will have the opportunity to further develop your multimedia skills.

What are the Levels of the Quest?

The following graphic provides an overview of the 5 Levels you will move through in the Quest:



*Gear up superheroes! We've got some adventuring to do!*¹

Tips for being a Quest Leader

As a Quest Leader there are 2 important roles you will play:

- **Facilitator**
- **Note-taker**

The most important tip for being a Quest Leader is to work as a team with your co-facilitator (the other Quest Leader). Each group will have two Quest Leaders, one that will facilitate and one person that will take notes and jump in for support where needed. You may want to take turns playing each role, as both are very important and will help you gain new skills.

1. **Practice strong leadership and facilitation:** The facilitator is a listener and guide. It is your job to help children and young people feel comfortable to participate in all the activities. Focus on building the team spirit of your team, making sure all children and young people feel respected and included.
2. **Support diversity and inclusivity:** Work to support children and young people of different ages, genders and abilities to participate. Depending on your group, this may require that you make some adaptations to the activities. It may also require you to spend extra time supporting and encouraging participation from the whole group.
3. **Practice thorough Note-taking:** The note-taker collects and records detailed ideas from the young people (through written notes or an audio recorder with the child and young participants consent).
4. **Share Feedback:** You will be leading with a co-facilitator (sharing facilitation and note-taking roles). At the end of each activity, ask each other to provide constructive feedback to improve performance. Sit down with each other and share what worked well and *why*. Then take time to discuss what could be improved going forward and *how*. This means feedback that is *reinforcing* (supports them to see their positive behaviours and how they contribute to success) and *corrective* (supports them to see behaviours they can modify to learn and grow). Focus on the behaviour not the person in your feedback. Be specific to support growth! For example (positive feedback): “you used strong eye contact and nodded as you listened to participants, the impact was that participants leaned in to listen and felt heard when they spoke, going forward you can continue to use supportive body language in your facilitation.” For example, (constructive feedback): “I noticed that during

¹ This section was adapted from Currie, V. Lee, L. and Wright L. (2019) YouCreate Artkit: Participatory Action Research for Young Change Makers. Terre des hommes and IICRD.

the activity, you turned your back to the participants a few times and spoke quietly. The impact was that participants mentioned they could not hear you and some began to fidget and talk amongst one another. Going forward you may consider facing the participants and ensuring your voice and great facilitation techniques can be heard.

5. **Recognize Successes!** Take time to value your own strengths and the young people's strengths. Find ways to make people feel special and valued.

Tips for Facilitation

Supporting the meaningful participation of other young people is as much about the process as the end result. Here are some tips on how to build relationships and work with your peers:

To be a good facilitator you need to:

Build Relationships

- **Use a positive approach:** Stay positive and energetic.
- **Be a role model:** Act in positive ways. Share healthy values that other young people can learn from. Guide young people, but do not direct them or assert your opinion.
- **Build relationships:** Help young people feel valued and respected. Create spaces of trust by using activities like the "Opening Circle Object Sharing" (see Activity 1). Be sensitive and sincere.
- **Be patient and flexible:** Things don't always go as planned!
- **Be prepared with back up ideas and activities:** "Plans mean nothing, planning is everything". Be ready for things not to go as perfectly as you planned. If an activity goes off track, gently try to bring it back – don't forget your sense of humour and that it is important to listen to what the young people are telling you!

Listen and Speak with young people

- **Actively Listen:** Take time and listen carefully to young people and their stories. Make sure you are fully listening and not just waiting to speak. Listen as much to what young people say, as to what they do not say. There is much information in their silence and body language.
- **Treat young people with respect:** Sit with young people while they are doing activities, ask questions and learn how they see things, and what roles they play in their families/communities.
- **Pay attention to body language:** Watch body language (e.g. fidgeting, being noisy or aggressive or being very shy or quiet). Look for clues about how young people are feeling during activities.
- **Reflect on your own attitudes:** We all have ideas of how things are and why they are like that based on our own life experiences and culture. Remember that your own experience will affect your understanding of others' stories.

Ask Good Questions

- **Ask open-ended questions:** Open-ended questions do not have ‘yes’ or ‘no’ answers. An example of a close-ended question is *‘Do girls have less opportunity for creative activities than boys?’* An open-ended question would be *‘How does girls’ involvement in multimedia creative activities differ from boys?’*
- **Avoid leading questions:** Leading questions contain the answer in the question, and do not give young people a choice in their answer. An example of a leading question would be *‘When you have free time, is playing sports more important to you than doing creative activities?’* A non-leading question would be, *‘What type of activities do you like to do in your spare time?’*
- **Reinforce that there is no right or wrong answer:** Encourage young people to express their opinions and feelings freely without judgment.
- **Use Probing:** Probing is when you gently ask questions to learn more detail based upon your first question. This is useful when you want to find out more about what a participant is thinking. Helpful probes are *‘Can you tell me more about that?’* *‘Why do you feel that is?’* *‘You mentioned you love storytelling, what about storytelling that you love?’*
- **Use Prompts:** Prompts are expressions or words that encourage a participant in their story. Sounds such as ‘uh huh’ show that you are interested and actively listening and encourage a participant to keep going. Make sure not to use words/phrases, such as, ‘right’, ‘perfect’, ‘well done’, or ‘that’s an awful idea’, that suggest you have an opinion about their answer. Your role is to facilitate a process for them to **share without your judgement**. Find the common prompts in the community/culture you will be working in.
- **Use Repetition:** By repeating a participant’s last word or phrase you can reinforce that you are listening and encourage them to say more.
- **Avoid Editing and Expressing Opinion:** Avoid adding comments or questions that show your thoughts or opinions on the subject.
- **Ask basic questions:** Basic questions can help you explore a subject more deeply. They help you put aside any ideas or judgments of your own and learn from the young people. In this sense you are seeing the participant as the ‘expert’ in the subject. For example: *What do you think about that? How does that make you feel? Would you like to say more about that?*

Supporting Diverse Behaviours

- **Be patient:** Show patience and empathy with young people.
- **Show respect:** Show respect for young people’s perspectives, even if you disagree.
- **Provide young people with special opportunities:** If a young person is restless, or acting out, give them a special job such as writing on the flipchart, so that they feel recognized and valued.
- **Explore their concerns:** Give room for young people to voice their concerns, including about the project, as you could gain valuable information.
- **If a participant is resistant or unresponsive:** Allow them to sit in their own space and reflect. Create a comfortable space for them to feel that they can join the activity anytime. If it feels comfortable, ask them a couple questions about their lives or another topic to help them relax, then return to the activity.

- If you find yourself in a very challenging situation, remember that **you can ask your Adult Ally for support and guidance.**

Support the Group

- **Engage young people of all ages:** Depending on the age-range in your group, you may need to make little changes to activities so that they meet everyone's needs. For example, you may use different words and ideas to explain something to a 9 year old than to a 19 year old. Be sure you are engaging everyone.
- **Be inclusive:** Find ways to adjust your facilitation so that all young people present can participate. Pay specific attention to young people with diverse physical or mental abilities. Never force someone to participate. Inclusivity starts by making sure the space is accessible for everyone, and everyone can participate in the activities.
- **Hold people responsible:** Do not be afraid to hold people accountable (responsible) for their behaviour. Set shared ground rules in a Quest Agreement at the beginning (Activity 1) that you can all commit to and refer back to (see the How to Stay Safe on the Quest section for more details). Be firm but respectful and create an opportunity outside the group to talk through any issues.
- **Privacy is important:** Make it clear that you believe young people's privacy is extremely important. The insights shared through all activities will be confidential, young people's names will not be shared with anyone. It is important that the group of young people respect one another's privacy and not share what they have heard with others outside of the group. Tell young people that although most things are confidential, if they tell you something or you suspect something is happening to them that puts them at risk, then you will work with them to find someone who can provide support.
- **Encourage critical thinking:** This is an opportunity for young people to think differently about their lives, raise questions and explore possibilities in a non-threatening way.
- **Be comfortable with being uncomfortable:** Change can often include feelings of discomfort and confusion. Recognize and pause during these moments.
- **Learn from mistakes:** We all make mistakes. Try to think of mistakes as opportunities to learn. You can be honest with young people in your group when you make mistakes, as a way to role-model how we learn from what doesn't go well.
- **Be aware of power dynamics:** Be aware that by age, position, class, culture, religion, gender, sexual orientation, ability, ethnicity, race, or other factors you may be in a position of power, and this can impact how young people respond.
- **Identify external support:** Check with your Adult Ally to find out whom the support people are (e.g. counsellors, health workers) for young people who may need help working through issues in more depth. Be honest and clear about the support you can and cannot provide to young people and make them aware of other support people who can be of help.

Tips for Online Facilitation

Setting up online sessions

- Do a test trial first
- Share the link to your meeting only with participants.
- Set up somewhere quiet where you can have privacy and focus on the session.
- Use video so the participants can see you.
- Wear earphones or headphones if you can, it helps with clear sound.

Technical tips

- If you are using Zoom, let everyone wait in the 'waiting room' until all participants are there. Make sure to check they are on your register list.
- Ask participants if they are familiar with Zoom. If not explain the main functions, for example, muting/unmuting microphones, switching on video, emojis, direct messaging.
- Ask participants to type up their responses in the chat room if they do not want to talk.
- Ask participants to mute their microphones while not talking to avoid background noise.
- Tell participants to message you privately if they are having any issues or are feeling uncomfortable.
- Ask participants to agree a meaning for each icon with your group.
- Share your screen to display the Quest materials for participants (Checklists, templates).
- Keep track of the chat room because participants may share questions or comments without you noticing. You can ask your colleague to keep an eye on it and say the comment out loud on behalf of the young person.
- Use breakout rooms when you have more than 5 participants who need to work in teams. Make sure you have one facilitator to monitor each breakout room.
- If you feel participants are not engaging enough, offer breakout rooms sooner so they can share more comfortably and build connections.
- Breakout rooms are created through assigning and inviting individual participants to different rooms. For any issues check the Zoom help centre:
<https://support.zoom.us/hc/en-us>

Facilitating online sessions

- Introduce housekeeping rules (direct messaging, chat room, icons etc).
- Introduce the Quest Agreement (see Activity 1 for more details).
- Make sure participants are aware of safeguarding and confidentiality rules, with your Adult Ally to support this (see Appendix 2 for more details).
- Speak loud and clear.
- Check up on everyone regularly by asking direct questions and encourage discussion to keep participants engaged and make the learning more active.
- When monitoring breakout rooms, especially during group project planning sessions, take a step back, turn off your video and audio and only take part if needed.

Recording video content

- Only record sessions when necessary, for example to capture a video that is planned.
- Warn everyone beforehand so participants who don't want to be filmed or have their name shared they can turn off their video and change their name on zoom.
- Ask the person being filmed to be loud and clear and help them set up somewhere better if the light or background can be improved.
- Ask everyone else to put microphones on mute and not to comment in the chat room or using icons to avoid distractions.

Online icebreakers

Image/Me: Find three images to describe yourself, your interests, hobbies, personality (give participants 5 minutes to find images - whether online, stored on their device, or from their physical space). Participants take turns sharing these with group and describing how they represent an aspect of who they are.

Video/ Me: Find a short video or video extract that inspires you and share the link for your facilitator to screen. Explain why this video inspires you.

Zoom Snap: Ask participants a question that can be answered in one word or a short phrase. Each participant writes on paper their response and holds it up to the camera. Participants with matching answers are eliminated. Keep going until only one person is left. Example questions might be: What was the last thing you had to drink/eat? What city are you in? What is your favourite animal? What is your favourite subject at school? etc.

Musical Guess-who: Participants send a private message to you with the name of a song of their choice. Once done, you play a 20-30 second clip from a song (from e.g. youtube) and the group must guess who picked that song.

"Remember when..." circle: Start by making a virtual circle. You draw a circle and place participants on it so that everyone knows who they're sitting next to. You start the story by saying "Remember when..." and then finish the sentence with a fake shared memory. (e.g. "Remember when we all went to the beach..". And then the next person picks up the story saying, "And then we..." (e.g. We ate ice cream/ went surfing/caught a fish).

Working with Other young people on Sensitive Subjects

This project explores how adults can better support young people's well-being and leadership. Exploring helps us feel well, and helps us open up conversations about what does not support our well-being. We never want young people to feel that we are asking direct questions about their lives, or asking them to share something they are not comfortable with.

- Ask questions that use pretend situations and explore young peoples' understanding of common experiences in their communities. For example, what

types of skills, behaviors and attitudes when exhibited by adults make young people feel well and encouraged to participate in your community?

- Watch people's non-verbal cues and stop the discussion if a participant becomes upset.
- Sit with someone who is upset and listen attentively and with compassion.
- Work with your co-facilitator and the Adult Ally to follow up with a young person who shows signs of distress during an activity.
- Remember to connect young people to the additional support people, such as counsellors or psychosocial support workers. You may want to put the support workers' names on a flip chart paper (or in the chat box of your online meeting platform) in case young people want to self-refer, or you may need to contact this person yourself and help connect them with a young person.
- Talk with your Adult Ally to make sure you have read and understand Terre des hommes *Child Safeguarding Policy* and your responsibilities for keeping young people safe.

Tips for Note Taking

Before Activities

Review the day's schedule and the activity objectives with your co-young Quest Leader and Adult Ally. Discuss any modifications you might need to make. You will need to tailor your notes to the objectives of the day.

During Activities

Take detailed and accurate notes in your notebook. Pay attention to what is important to the group.

How do I know what is important?

- **Record main points:** When a young person responds to a question, record the key points.
- **Record memorable words, phrases or quotes:** Record phrases and quotes that are really important that relate to the objectives of the activity and phrases used by young people.
- **Gather stories or examples:** Stories and examples provide insight into how your peers see their world.
- **Listen for recurring themes:** If more than one person says the same thing, be sure to note down how many times you heard it, and be sure to include any minor differences you heard. For example, if many young people tell you that it is important for them that adults ask and listen to their opinions, record how many times you are hearing this and perhaps any differences related to the types of activities they like to do with their friends.
- **Repetition:** Note key words or phrases that are repeated.
- **Capture key questions asked.**
- **Note body- language or verbal cues:** These non-verbal cues may tell you something about what the participant is thinking/feeling. For example, if someone is hunched over they may be feeling uncomfortable. It is important to know what cues exist in your own cultural setting.

There are 3 types of note-taking that you can use in your notebook to help speed up the process:

- **Running notes:** A close to word-for-word record of what is said.
- **Jotting:** Notes of key words and phrases that will jog your memory when you write out the stories in full later (remember to read your notes each night and add further pieces if you are using this approach).
- **Categories:** Include main points, related points and examples.

Important Tip: The sooner you write out your notes, the easier it will be to remember the details. It may feel hard to do it at the end of an activity, but it will be much easier than trying to do it in a few days.

Please see **Appendix 1: Note-taking Form**

Planning & Preparation

You have an important role as a Quest Leader. Here are some handy tips to support you to feel comfortable and confident to plan, lead, and follow-up on activities.

Before Your Activities: Plan and Prepare

1. **Your team:** Talk with your Adult Ally about the young people who have been invited to be part of your young people group.
2. **Select a time, date, and location** for your activity with your Adult Ally that meets the needs of the people you are inviting. This may be in-person or online.
3. **Develop a Schedule:** Using the activities in the Quest Guide and any other pieces you want to add in to develop your schedule. Include the time that the activity will start and finish. You may want to set a regular meeting time, so it's easy for everyone to remember.
4. **Meet with your team (2 Quest Leaders + Adult Ally):** Review the activity, discuss roles and responsibilities, decide on games or other energizers to keep up the energy, and ensure you have supplies.
5. **Prepare your venue:** Make the room/space feel fun, safe, quiet, and supportive, ensuring you are meeting COVID-19 safety guidelines (see below). You may want to put up a welcome sign, print pictures out of your community, or add in other pieces that support your peers to feel welcome. Talk with your Adult Ally to see if it is possible to have refreshments if your activity will be more than a couple of hours. This respects the time of young people and supports community building.
 - a. **Child Friendly Safety Tips during COVID-19:**
 - i. Provide hand sanitizer and/or hand washing station. Instruct children to wash hands as they enter and regularly throughout the session (before a snack, before holding toys, pens/pencils, or other stationary), etc.
 - ii. Ask children to stay 6 feet apart (adhere to local guidelines for distance) from each other during activities. Where possible, use masking tape to mark spots for children to sit 6 feet from one another.

- iii. Adults please wear masks. Follow local guidelines for mask-wearing of children.
 - iv. If providing snacks and drinks, make sure these are individually wrapped for each child (not shareable food) and that you hand out the snacks, after washing and sanitizing your hands, in a safe way 6 feet apart.
 - v. If you are feeling sick, please stay home! You can share your ideas at a later time.
6. **Make a Checklist:** Make a checklist of the materials you will need to bring and the things you will need to do before the activity. Talk with your Adult Ally who is responsible for gathering materials beforehand.
 7. **Identify a support person for the young people:** Ask your Adult Ally who will be available to support members of the young people group, should anyone need extra emotional support. This person may be a counsellor or psychosocial support person at a school or a staff member at a centre, but they must not be directly involved in facilitating the activity. Have the contact information available for this person and display it during every activity.
 8. **Mentally prepare yourself:** Be emotionally present and available to engage with young people and listen well.

During Activities:

1. **Arrive early:** Arrive before the children and young people so that you can organize the space and complete any last minute details.
2. **Welcome everyone:** Thank everyone for coming. Introduce yourself and explain that you are there to work with children and young people on a multimedia project that builds on their knowledge and skills to support and teach adult support workers to provide stronger support for children and young people. Explain the specific activity you will be facilitating on that day.
3. **Facilitate Introductions:** If children and young people are meeting as a group for the first time, take time for introductions. You can use any fun creative way to support introductions.
4. **Establish a Quest Agreement:** Work with children and young people to develop their own agreement, to set guidelines for how everyone wants to work together. You may need to prompt and guide with additional ideas. Be sure to write it down where everyone can see it and ask everyone to sign it. (See Activity 1 for more details.)
5. **Be aware of the mood in the room/space:** Discussing challenges or becoming more aware of challenges young people are facing in their daily lives can be depressing and overwhelming. You may need to remind young people to think about good things with the people they love in their community and/or stop to play a game to unwind.
6. **Diversity and creativity are welcome here:** Support and respect differences in the room and create a safe space for everyone to share. Reflect on any barriers that may impact people based on gender, age, ability, diversity and other power factors. Seek to remove barriers to make the space accessible for all participants.
7. **Discuss next steps:** Always be ready to share the next steps in the Quest journey and answer any questions young people might have.

Your Storytelling Toolkit

Your Storytelling Toolkit is a set of user-friendly printable checklists and templates destined primarily to the use of Quest Leaders and participants to guide them to produce multimedia stories safely.

Under the 'Materials' section of each activity, you will see the mention of 'Checklist' or 'Template' which the participants will need to refer to. Before starting each activity, please go over the relevant Checklists with the group as a reminder.

- **Checklists:** These include technical guidance (eg. video and audio recording skills) but also tips for choosing and filming a story like a pro!
- **Templates:** The Quest Comic Book, Shot list and other templates are used as part of the activities. Please print as many copies as you need.

Multimedia creation

Participants will create multimedia at every session: recording video and audio, drawing and /or taking photographs. There is no maximum number of videos you can make but each group should at least complete the Well-Being Pillars Multimedia Stories and the Zero Hour production session to make sure each country group has a voice in the e-learning module.

Destination

The videos and multimedia produced by the children and young people will be used as part of the e-learning module and will be used on the ChildHub platform. There is currently no plan to use these on social media.

Introduction to the two multimedia options offered to participants:

Your team avatar's mission is to help support workers be the best they can at protecting the 5 pillars of wellbeing. To share your knowledge, messages and advice with them, you will produce multimedia pieces and videos using art, storytelling and interviews with young people and professionals.

You will have a choice of two projects: the Quest Comic Book Club (QCBC) and the Quest News Channel (QNC) will take place at every session. Depending on your age and interests, you can choose to work on one project only or take part in and help with both.

The Quest Comic Book Club (QCBC)

To develop a Quest comic book and video about the journey of a support worker, the QCBC of artists will need to:

- Develop a support worker character: what is their name, what do they look like and how do they help children and young people?
- Draw scenes to illustrate a day in the life of a support worker: think of how they interact with your team avatar and/ or other children, what challenges might they face, and what can they improve?
- Write and record a voice over for your comic book or record the voices for the characters.
- Choose to role-play and film some of the scenes in your comic book.

- Film real places that correspond to your stories.

Skills: comic book design, voice over writing, audio recording, video recording skills, and critical thinking.

The Quest News Channel (QNC)

To produce shows and video reports for the Quest News Channel, the QNC team of reporters will need to:

- Plan and record interviews with other young people and support workers on site, outside or online.
- Record themselves speaking to the camera like a news presenter or write and record a voice over about the story.
- Film places and actions that correspond to your stories.
- Design and set up a newsroom.

Skills: journalism, interviewing, voice over writing, video and audio recording skills, communication and critical thinking.

Collecting the multimedia content and videos

Dropbox: You will need to upload the multimedia materials onto dropbox so the video editor can edit and post-produce the e-learning pieces.

Collect the materials: Please try to do this **after each session** so you don't lose track and so the rest of the team can see the progress. To do this, take all the phones used in the session: you can either connect to wifi and upload the videos, photos and sound recordings directly from the phone OR transfer them over onto a computer into a folder and upload to Dropbox from there.

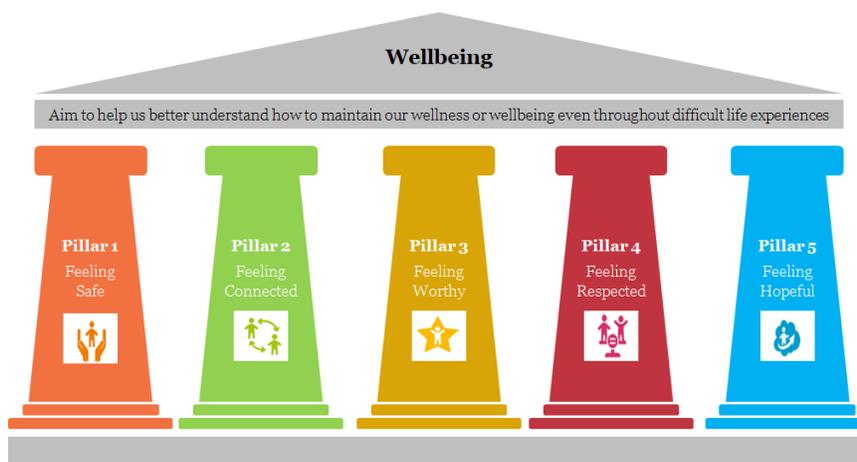
Drawings: All drawings need to be given to the video editor. Please keep hold of all the participants' drawings in case they forgot to take photographs of them or the photos are blurry. You can take photos or scan them at the end of the process and upload them to the Dropbox.

The Quest starts with you and your well-being!

So what's well-being anyway?

The Well-being Pillars

The Well-being Pillars were developed to better understand how humans maintain their well-being even throughout difficult life experiences. Researchers decided on 5 well-being pillars:



Feeling safe both physically and emotionally. For example, feeling safe to express our views and ideas as well as feeling physically safe in our surroundings.



Feeling connected to supportive people and groups in your community. For example, having relationships with family members and trusted mentors and friends. Examples from the broader community include connecting with different people (i.e., neighbors, peers, community leaders) and groups (religious groups, school clubs, NGOs).



Feeling worthy, and with roles, responsibilities and identities that reflect who we are, where we come from and what we do or we would like to do. For example, as a young woman, you may have a role as a daughter, sister, a friend, an employee, a student and/or a youth group member.



Feeling respected, with the ability to address injustice in our lives and access to our rights. For example, acknowledging child rights that are written in the United Nations Convention on the Rights of the Child (UNCRC). These rights include the freedom to be protected, to participate in community life, to education, to play and to rest, and to access help and fair treatment in justice and medical systems.



Feeling hopeful about the future with a zest for life. For some people hope comes from thinking about things like an education or a home, while for others hope is rooted inspirational or religious beliefs. Everyone has their own things that make them feel hopeful and find meaning during difficult times.

Let the Quest begin!

Quest Level 1: Team-up!

Welcome to Level 1: Team Up! You have just landed on Atlantis to answer the call for help. To pass the first level of the Quest, you are asked to meet with your team, and begin to get to know one another. You need the special skills and abilities of everyone on your team to be able to complete the Quest successfully. To start, together with your team, you will create an Avatar for your group. This Avatar will be the character who moves throughout the Quest, faces challenges and completes activities. You will create a poster to share your Avatar, showcasing its special superpowers and abilities..

Activity 1: Quest Agreement & Sharing Wellbeing Objects

Purpose: The objective of this activity is to build trust as a group

Materials: Play and nature objects, audio recorder, camera (for pictures of objects not people), flipchart, markers

COVID-19 Materials: Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

Ages: 9 to 19

Gender: All genders can participate; where there are gender specific issues to explore, gender based risks, or it is socially required, consider inviting young people to break into gender groups.

Disability: All young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through music, etc.).

Time required: 1 hour

Method 1: In person (respecting COVID-19 guidelines)

Part 1

1. Welcome all participants to the Quest Journey!
2. Invite participants to go on a walk in their surrounding area (if it is safe to do so), find an object that represents something that supports them to feel well. Participants could also pick images from a magazine or draw an object. Encourage participants to be creative!
3. Invite all participants to come back together in a circle (sitting at physical distance).
4. Invite each participant to briefly share the story of the object or image they chose with the whole group. They can take a picture of the object to submit too.
5. After participants have shared, lead a circle using the following questions as a guide:
 - a. How did it feel to find a play/nature object that connected with your well-being?
 - b. Was it easy? Difficult? Why?

- c. What were some of the themes that came out from our individual and collective stories?
- d. What are some ideas that we have to support each other's well-being during our time together?

Part 2

1. Invite participants to come together in a large circle, at an appropriate physical distance
2. Invite participants to share important agreements for their group to feel safe, supported, and able to engage and share their ideas during the Quest together.
3. If young people are struggling for ideas, share a few examples (e.g. we all have valuable ideas to share, active listening, respect each other's time and ideas, have fun!)
4. Write down their ideas on a flipchart pager with coloured markers.
5. If all participants are in agreement invite participants to take turns signing the agreement (each using their own sanitised marker).

Method 2: Remote Options

If you cannot bring a small group of young people together safely while physically distancing, consider the following options:

Online Video-Conferencing: This activity can be facilitated via group video-conferencing. The facilitator can work with a co-facilitator who supports technology issues (e.g. young people getting online, comments in the chat box, speakers and volume, and recording if consent given). Follow the in person instructions for the online process.

Online circles: If you are facilitating online, create a virtual circle to recreate a physical space in a virtual meet-up and to foster and give rhythm to participation. Share a document with all participants on your shared screen that has an image of a circle with each participant's name on it to see who each person is "sitting" next to.² Facilitate opening circles or other circle based activities using the visual.

WhatsApp/Phone Calls: If children and young people do not have access to online video, consider WhatsApp or voice group calls and/or individual calls to share object stories and build Quest Agreements You can chat through experiences and stories. Make sure you understand the software before you host the activity. Children and young people can be asked to take a picture of their object and send it via whatsapp. You can invite children and young people to share more details about their objects in whatsapp chat or on a group phone call.

No internet and unable to meet in person: Co-create an activity overview pack activity with Quest Leaders and adults (if permitted) that can be mailed to/dropped off (safely) at young people's homes (with postage for them to send back or a convenient drop off location). Ask them to take a picture or make a drawing of their object and write a note about it on the page. This can then be picked up or mailed back to the adult ally.

² Equitas

Activity 2: Team Hero Avatar and Poster

Purpose: To come together as a team, and co-design a team avatar who will move through the Quest, including the avatar's superpowers building on your teams' skills, knowledge and abilities. In other words, the team avatar can have the skills and abilities of your whole group as well as any other superpowers the group would like. Your avatar will support your group to identify the different ways to strengthen skills, knowledge, behaviour and attitudes of your support workers and address any challenges You may also want to design a poster (digital or actual paper poster) or a setting to introduce your avatar.

Time: 2 hours (Activity 2.1 1 hour; Activity 2.2 1 hour)

Materials: Coloured markers, crayons, paper, flipchart, and a smartphone or computer.

COVID-19 safety materials: Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

Age: Ages 9 to 19 years

Gender: All genders can participate; where there are gender specific issues to explore, gender based risks, or it is socially required, consider inviting young people to break into gender groups.

Disability: All young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through Music, sign language, etc.).

Activity 2.1

Time: 1 hour

Method 1: In person respecting physical distancing

Steps:

1. Invite participants to stand in a large circle, at a safe physical distance apart.
2. Explain that you will be working together to develop an Avatar that represents your team. The Avatar is the character who will move through the Quest.
3. Hang a flip chart on the wall or hand out individual papers and markers, brainstorm or draw the following points:
 - What images or colours come to mind when you think about what you as a team are capable of doing? What are some of the things your group loves to do and is really good at?
 - What is the story of your Avatar? What led up to them being here in the Quest? What does the Avatar think of Atlantis?
 - What types of challenges are the children and young people of Atlantis facing that your Avatar might be helping to address?

- What are your team Avatar's 2-3 main superpowers? What makes them special and ready for the Quest?
 - What is your Avatar's name? What do they look like?
4. Now that you have brainstormed some ideas, work together to design the look of your Avatar and the poster to showcase it! Remember your Avatar's superpowers will be used in future activities in the Quest.
 5. Your adult ally will upload your completed Avatar poster to the required platform (TBC).
 6. Please fill in the Activity Documentation form in Appendix 1.

Method 2: Remote Options

Online Video-Conferencing: This activity can be facilitated via group video-conferencing. The facilitator can work with a co-facilitator who supports technology issues (e.g. young people getting online, comments in the chat box, speakers and volume, and recording if consent given). You may want to use platforms like [Jamboard](#) to create visuals as a group. Follow the in person instructions for the online process.

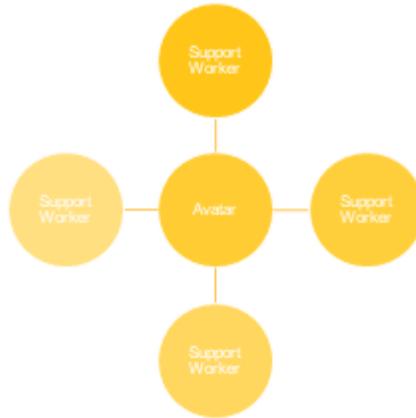
Activity 2.2.

Time: 1 hour

Method 1: In person respecting physical distancing

Steps:

- Invite children and young people to stand in a circle at a safe physical distance.
- Explain that: At Atlantis children and young people might want/need support workers to provide support for their well-being and leadership.
- Invite the children and young people to look at their poster and reflect on the challenges children in Atlantis may face and the superpower's their Avatar has.
- Explain what an adult support worker is- someone who provides care and support for children and young people as their job, for example a social worker, a detention centre worker or a social animator (Please see Definition section for more details).
- Ask children and young people: Imagine you are in Atlantis, who are the adult support workers that provide support for children and young people?
- Place a few large pieces of flipchart on the ground or wall.
- Ask a volunteer to draw or write the name of their Avatar in the centre of the page with a circle around it.
- Invite children and young people to draw lines out from the circle (drawing a mind map). Then ask them to write titles or draw support workers in circles at the end of their lines.



- What are the titles of support workers they know of in their communities? (Encourage children and young people to NOT share personal stories, just titles of support workers (e.g. child protection worker, social worker). Who are support workers they have heard exist or have seen or heard of in the media or via social platforms?
 - *Note: If children and young people are having a difficult time thinking of titles, provide a couple of examples (e.g. psychosocial support worker, youth worker, etc).*
- Once children and young people have shared all of their ideas invite them to stand back and look at their image.
- Tell them that throughout this Quest we will be looking at how our avatar’s superpowers can help support workers improve the way they support children and young people of Atlantis.
- Encourage children and young people to pick 1 or 2 types of support workers they want to work on throughout the Quest. During later activities we will be working with these adult support worker “characters” as part of the Quest.

Method 2: Remote Options

Online Video-Conferencing: This activity can be facilitated via group video-conferencing. The facilitator can work with a co-facilitator who supports technology issues (e.g. young people getting online, comments in the chat box, speakers and volume, and recording if consent given). You may want to use platforms like a shared google document or [Jamboard](#) to create visuals as a group. Follow the in person instructions for the online process.

Activity 3: Introduction to Storytelling: Video Portraits and Quiz

Purpose: To develop a comic book or news story about how support workers can support you to feel safe.

Time: 1 hour

Materials: Your Quest Comic Book template, pen, smartphone, selfie stick (if available), microphone (if available). Checklists 1, 2, 3, 4, 5 : Storytelling Keys, Storytelling Safety, Video and Audio, Framing, links to example videos.

COVID-19 safety materials: Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

Age: Ages 9 to 19 years

Gender: All genders can participate; where there are gender specific issues to explore, gender based risks, or it is socially required, consider inviting young people to break into gender groups.

Disability: All young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through music, sign language, etc.).

Method 1: In person respecting physical distancing

Video Portraits (20-30 minutes):

1. Go through each point of Checklists 3, 4 and 5: Video, Audio and Framing with the entire group.
2. In your teams, find a place in your centre that ticks all the boxes on the checklists: quiet, with good light, a nice background etc. This can be a centre office or garden for example.
3. Tell the group that the videos are just practice and will not be used so they don't need to worry about being filmed.
4. Connect your microphone, earphones if you have them, and think carefully of your framing.
5. Now each take turns to film each other introducing yourselves: your name and one thing people don't usually know about you.
6. Make sure to practice being steady, and standing at a safe distance from the person you are filming.
7. Once everyone has finished, ask each team to share one video portrait with the entire group and to comment on what they did well and what they can improve.

Storytelling Quiz (the two teams will compete to win the Quiz, you can decide if there is a prize for the winners!) 20-30 minutes

Steps:

1. **Go through each point of Checklist 1: Storytelling Keys** with the entire group.
2. **Ask everyone to put away the checklists** so they cannot look at them.
3. **Ask the team to choose a noise** that can work as a quiz buzzer (ex. clapping once, make a funny sound with your mouth).
4. **The two teams now compete** to answer the first part of the Quiz (the fastest wins).

Question 1: Name one way of finding a story?

Question 2: Name at least one key story element and what it means.

Question 3: What are the 3 chapters to your story?

5. **Go through each point of Checklist 2: Storytelling Safety** with the entire group.
6. **Ask everyone to put away the checklists** so they cannot look at them.
7. **The two teams now compete** to answer the second part of the Quiz.

Question 1: What is a personal detail?

Question 2: Name one danger you might face when filming.

Question 3: What should you do with other people's films?

Introduction to the multimedia project options (10 minutes):

1. **Explain to the group:** from tomorrow they will be working on their multimedia projects.
2. **Explain the use and purpose of the videos:** The videos and multimedia produced will be used as part of the e-learning module and will be used on the ChildHub platform. There is currently no plan to use these on social media.
3. **Watch the video examples** for each option and read the following descriptions and tell them to think of which one they want to do.

Comic Book Video: Animated comic book [Avengers](#)

Quest News Channel : [Selfie Reporting Peace for Bosnia](#) (this mixes reporting to camera and an interview).

Your team avatar's mission is to help support workers be the best they can at protecting the 5 pillars of wellbeing. To share your knowledge, messages and advice with them, you will produce multimedia pieces and videos using art, storytelling and interviews with young people and professionals. Support workers taking the e-learning course will then be able to learn from your comic book and news reports.

You will have a choice of two projects: the Quest Comic Book Club (QCBC) and the Quest News Channel (QNC) will take place at every session. Depending on your age and interests, you can choose to work on one project only or take part in and help with both.

The Quest Comic Book Club (QCBC)

To develop a Quest comic book and video, the QCBC of artists will:

- Develop a support worker character: what is their name, what do they look like and how do they help children and young people?
- Draw scenes to illustrate a day in the life of a support worker: think of how they interact with your team avatar and/ or other children, what challenges might they face, and what can they improve?
- Write and record a voice over for your comic book or record the voices for the characters.
- Choose to role-play and film some of the scenes in your comic book.
- Film real places that correspond to your stories.

Skills: comic book design, voice over writing, audio and video recording, and critical thinking.

The Quest News Channel (QNC)

To produce video reports for the Quest News Channel, the QNC team of reporters will:

- Plan and record interviews with young people and support workers on site, outside or online.

- Record themselves speaking to the camera like a news presenter or write and record a voice over about the story.
- Film places and actions that correspond to your stories.
- Design and set up a newsroom.

Skills: journalism, interviewing, voice over writing, video and audio recording, communication and critical thinking.

Method 2: Remote Options: With access to smartphone, computer with internet, phone without data, or mail/package drop off

Video-Conferencing: Share your screen to go through the different checklists. Children and young people can take part in the storytelling quiz online using icons or making a sound of their team's choice. For the video portraits activity, participants can make selfie introduction videos at home following the same instructions.

Smartphone via a secure social media platform: Send children and young people a text with the instructions to the activity. Share the checklists with the group and ask them to go through them. Then set a time for your quiz and ask the questions via WhatsApp. The first to type up their response or send a voice message wins! For video portraits, ask the participants to record a video selfie at home following the same instructions and to send it to the group. Make sure to tell everyone that these are not for sharing. If using WhatsApp for communicating with children and young people, ensure that you are following safety protocols.

Remote Drop Off: Mail or Drop off papers and markers to each child's home/place they live. The storytelling quiz can be done at home individually.

Quest Level 2: Uncover the Treasures!

Welcome to Level 2: Uncover the Treasures. In this level you and your team will explore Atlantis' surroundings, and begin to uncover the treasures. To start we want to map the world around your Avatar in Atlantis. What is the world around your Avatar like? You will also explore the idea of 'well-being' or what makes the kids of Atlantis feel safe, connected, respected, worthy and hopeful. You can refer back to the section on the well-being Pillars at the beginning of this Guide.

Activity 4: The Quest Map

Purpose: To explore the group's vision, and build the map of an ideal community in Atlantis where adults support young people to feel safe, connected, respected, worthy, and hopeful.

Time: 1.5 hours

Materials: Smart phone, colored markers/paints/materials and paper.

COVID-19 safety materials: Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

Age: Ages 9 to 19 years

Gender: All genders can participate; where there are gender specific issues to explore, gender based risks, or it is socially required, consider inviting young people to break into gender groups.

Disability: All young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through music, sign language, etc.).

Method 1: In person respecting physical distancing

Steps:

1. Invite young people to stand together in a circle at a safe distance apart.
2. Say to the young people “Let’s explore what the imaginary world of Atlantis looks like for children and children and young people to be able to take leadership and to support their well-being. Let’s build a map for adults to understand what children and young people need to feel safe, connected, respected, worthy, and hopeful. ”
3. Invite participants to close their eyes (if they feel comfortable doing so) and to imagine a great Atlantis where children and young people are very happy and adults are very supportive. This great image of Atlantis makes you feel so excited by all you see and hear about. You take time to wander through Atlantis. What do you see? What do you hear? What are children and young people doing? What does it feel like?
4. Invite participants to open their eyes.
5. Ask them to sit down, with appropriate physical distance, in groups of 2-4 talk about what they see as the most important parts of the community they have seen in their visions.
6. Give each group a piece of flipchart paper with coloured markers/paints for each individual for health and safety reasons.
7. Explain that each group will have twenty minutes to create a map of the imaginary community of Atlantis where adults support workers to support young people to feel safe, connected, respected, worthy, and hopeful. Groups can add text around their map to explain what is going on if they wish.
8. Write the following on a flipchart page and post or ask the questions out loud:
 - a. What does Atlantis look like? How does it feel to be there?
 - b. What are children and young people doing?
 - c. Who are the adult support workers? What are they doing? How do they treat young people? How do they support young people? Is this different for different genders, ages, abilities, and diversity?
 - d. Who supports children and young people? What does that support look like?
 - e. Where do children and young people have opportunities to take leadership?
9. After twenty minutes, ask groups to draw hearts beside the areas where they think the kids of Atlantis are already receiving support from adults, stars (*) beside the spots where they feel this could improve, and X’s where they feel this is not happening yet.
10. Invite a person from each group to post their map on the wall and explain their vision in one minute.
11. Invite all groups to add any additional ideas and/or ask questions.
12. Ask the group to arrange the flip chart papers onto the wall in a way that makes sense to them, and connects their vision.
13. Using paints or markers, take 5 minutes to “connect” the maps together.
14. Lead a discussion using the questions below as a guide.
 - a. What are the common elements in our maps?

- b. What are the differences?
 - c. What is already happening that is positive in Atlantis on how adults are acting?
 - d. What is not happening that you would like to see?
15. Please fill in the Activity Documentation form in Appendix 1.

Method 2: Remote Options: With access to smartphone, computer with internet, phone without data, or mail/package drop off

Video-Conferencing: This activity can be facilitated online, if children and young people are informed in advance what materials they will need to use. Break-out rooms on applications such as Zoom can be used in place of small group work. Ensure you have enough facilitators to monitor and support break-out rooms.

Smartphone via a secure social media platform: Send children and young people a text with the instructions to the activity. Ask them to prepare a map on their own time and send a photo of it to a group chat e.g. WhatsApp. As a facilitator of the chat, ask children and young people to post their thoughts and ideas about their maps. Ask probing questions and encourage young people to build their maps. If using WhatsApp for communicating with children and young people, ensure that you are following safety protocols.

Remote Drop Off: Mail or Drop off papers and markers to each child's home/place they live. Include instructions on how to complete the activity. Ask them to draw their map and write notes about it that they can share back. Coordinate a time where you can come pick it up from them.

Activity 5: Well-being Multimedia Stories

Purpose: To explore the 5 well-being pillars: **feeling safe, connected, respected, worthy, and hopeful** using multimedia to identify stories and/or examples for each pillar. To develop a well-being pillars infographic or video for support workers to use in the e-learning modules.

Time: 1.5 hours

Materials: Coloured markers, paper or card and smartphone, selfie stick (if available), microphone (if available). Checklists 3,4 and 5: Video and Audio, Framing.

Example videos to watch as a group:

Message to camera: [Children's Rights by Children](#)

Cue card video: [Children Deprived of Liberty](#) ; [Recipe for happiness](#) ; [Come Forward](#) ; [This is us as well](#)

COVID-19 safety materials: Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

Age: Ages 9 to 19 years

Gender: All genders can participate; where there are gender specific issues to explore, gender based risks, or it is socially required, consider inviting children and young people to break into gender groups.

Disability: All children and young people can participate. For cue card videos, if the young person has difficulties writing ask them to draw their idea instead. If the young person has difficulties expressing themselves, make sure to build their confidence through rehearsing.

Method 1: In person respecting physical distancing

Steps:

1. **Explain the two recording options:** for Option 1 you will film each other speaking directly to the camera to make a short impactful clip. For Option 2, you will write and record a voice over as well as design graphics and text. Choose the one you think your team will enjoy the most.
2. **Watch the video examples:** either all together as a group or in teams. Discussion points for each video: What do you think of the video? How did the children make it? Do you think it was powerful?
3. **Make teams** according to which type of video they want to make.

Option 1: Message to camera

1. Post the 5 well-being pillar titles on the walls around the room.
2. Ask each person to choose one of the pillars they want to work on.
3. Ask each person to prepare a one sentence message thinking of a real life example.
 - a. My support worker made me feel Safe when....
 - b. My support worker made me feel Connected when....
 - c. My support worker made me feel Worthy when....
 - d. My support worker made me feel Respected when....
 - e. My support worker made me feel Hopeful when.....
4. Ask each young person to find a partner and rehearse saying it out loud.
5. In pairs or groups, team members film each other saying their message looking directly at the camera (use Checklists 3, 4 and 5 for Video, Audio and Framing in Your Storytelling Toolkit).
6. Tell the group to film somewhere quiet with a nice background.
7. Please fill in the Activity Documentation form in Appendix 1.

Option 2: Infographic or Cue card video

Record a voice over story and imagine your own icons to make an infographic.

1. Ask participants to work as a team and think of a real life example for each pillar: When did your support workers make you feel this way? What did they do?
2. Ask participants to write a short story describing their example starting with the sentence:
 - a. A support worker made me feel safe when....
 - b. A support worker made me feel Connected when....
 - c. A support worker made me feel Worthy when....
 - d. A support worker made me feel Respected when....
 - e. A support worker made me feel Hopeful when.....
3. Each group can set up a recording station (on opposite sides of the room or in a different room) and take it in turns to record each other using audio only.
4. Ask participants to make a drawing or icons to go along with each story and photograph them, they can also make a body map of the ideal support worker.
5. Alternatively produce cue cards with your written message and photograph.
6. Please fill in the Activity Documentation form in Appendix 1.

**As a Quest Leader, reflect on whether answers are different for different genders of the participants? Include these details in your notes after the session.*

Method 2: Remote Options: With access to smartphone, computer with internet, phone without data, or mail/package drop off

Video-Conferencing: Children and young people can record their audio or video messages to camera or cue card videos at home on their phones and upload the clips to the project dropbox. Alternatively, the facilitator can record the activity online: ask the participants who do not wish to be filmed to turn off their video and record young people completing their sentence one after the other. If more than five participants are attending, create two break-out rooms, ensuring you have enough facilitators to monitor and support each break-out room.

Smartphone via a secure social media platform: Send children and young people a text with the instructions to the activity. Ask them to prepare their sentence in writing and film themselves saying it in selfie mode or audio only. Once filmed they can send it to the group chat e.g. WhatsApp or upload it on the project dropbox. If using WhatsApp for communicating with children and young people, ensure that you are following safety protocols.

Remote Drop Off: Mail or Drop off papers and markers to each child's home/place they live. Include instructions on how to complete the activity. Ask them to prepare their sentence in writing and film themselves saying it in selfie mode or audio only. Once filmed they can save it onto their phone until you can support them to upload/transfer the video using your laptop or internet connection.

Activity 6: Quest Comic Book or Quest News Show. Pillar 1: Feeling safe

Purpose: Develop a comic book or news story about how support workers can help you feel safe.

Time: 1 hour

Materials: For the Quest Comic Book: Comic Book template (printed), pen, checklists 6,7 and 8: Text, Drawing, Photography, smartphone, selfie stick (if available), microphone (if available). For the Quest News Channel: smartphone, selfie stick (if available), microphone (if available), checklists 3,4,5 and 9: Video, Audio, Video Reporting, Video Shot List template.

Example videos:

Comic Book Video: [Animated comic book Avengers](#); [personal story + animation Transition to adult Health care](#)

News Reports: [Selfie on Education For Roma Girls](#); [Selfie Reporting Peace for Bosnia](#); [News Report Athens Democracy Forum](#); [Remote interviews Speak Up \(00:30-00:50\)](#)

[One Minute Jr videos Albania](#)

COVID-19 safety materials: Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

Age: Ages 9 to 19 years

Gender: All genders can participate; where there are gender specific issues to explore, gender based risks, or it is socially required, consider inviting children and young people to break into gender groups.

Disability: All children and young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through music, sign language, etc.).

Method 1: In person respecting physical distancing

Quest Comic Book

For the first page in your comic book, think of how support workers can make young people in Atlantis feel safe. For each question, draw and write in at least one comic book box. You can do this alone or talk about the story with your team and each draw the different scenes.

1. Imagine a time a young person in Atlantis doesn't feel safe in their lives. Why could that be?
2. Choose a support worker character and introduce them: what is their name? What is their job with children and young people?
3. What does their support worker say and do to help them feel more safe? Make sure to give details about how they do this in a dialogue.
4. Take photos and videos of your drawings.
5. If you have time, record the dialogue using audio or if you feel confident try role-playing the scene and filming it.

Quest News Channel

Setting up

1. **Name your news show and set up** with a desk, chairs for the presenter and your guests!
2. **Share roles** (you can change at each session): news presenter, camera person, sound person, news director, researcher and guest (the person you interview).
3. **Read through Checklist 9 on Video Reporting** with the group and ask if there are any questions. On a big piece of paper, Map the 5 W's in the Checklist: What, Who, How, Where, When.
 - a. **What:** Research and discuss the main points you want to talk about in your videos.
 - b. **Who:** Make a list of guests to interview* on your news channel: children and young people from within or outside your team, and support workers. Ask your ally/facilitator to help you find and ask people to be interviewed.
 - c. **How:** Using the questions below, prepare your interview, what you will ask, how you will sit, how you will film and record sound.
 - d. **Where:** Decide where you will interview each guest, it's good to change places. You can interview them:
 - i. in your news room.
 - ii. where your guests live or work (arrange transport with your facilitator - walking distance is better).
 - iii. Online using zoom.

4. **Use your Video Shot List template** to start thinking of all the cutaways and videos you will need. It's better to have too much video than not enough!

**If your guest does not want their face to be filmed, that's okay. Film their shadow, parts of their body such as hands and get plenty of cutaways indoors and outdoors to add to the video.*

5. **Set up your recording** using your Video and Audio Checklist.

Video reporting with a young person (guiding questions)

1. Tell them you will ask them questions about experiences of support workers and that they can choose not to answer a question if they don't feel okay about it.
2. Ask them about the different kinds of support workers they know about, what do they do?
3. Ask them what they advise a support worker not to do or say because it would make them feel unsafe emotionally or physically?
4. Ask them the best support workers can do and say to help them feel safe.
5. Ask them any other question you have planned or thought of.
6. Make sure they sign your consent form.

Video reporting with a support worker (guiding questions)

1. Ask them at least 1 question about what helps a young person feel safe emotionally and physically? Does this change from person to person, boy to girl or background?
2. Ask them how support workers can help young people feel safe: what skills and knowledge do they need?
3. Ask them any other question you have planned or thought of.
4. Make sure they sign your consent form.

Method 2: Remote Options: With access to smartphone, computer with internet, phone without data, or mail/package drop off

Video-Conferencing: Children and young people can work on their comic book or news channel at home using their phones or Zoom's recording function. Separate the News Channel group and Comic Book Club into two breakout rooms so each team can plan their projects. The Comic Book Club can divide tasks, capture their drawings at home using their phones and record voice overs or roleplay directly on Zoom. The News Channel can conduct and record interviews directly on Zoom. Ensure you have enough facilitators to monitor and support each break-out room as co-hosts (note that you can only record if you are made a host).

Smartphone via a secure social media platform: Send children and young people a text with the instructions to the activity. Ask the group about their preference to make two teams, one Comic Book Club and one News Channel, and create two chats so they can plan their project. Ask them to prepare their comic book drawings and dialogue individually at home and to photograph or video them. They can decide how to record audio or visuals for it, for example, each recording a section at home or helping each other record it using WhatsApp voice messages. For the News Channel, interviews can be prepared, conducted and recorded on WhatsApp either via live calls recorded directly on the phone or using voice messages. If using WhatsApp for communicating with children and young people, ensure that you are following safety protocols.

Remote Drop Off: Mail or Drop off papers and markers to each child's home/place they live. Include instructions on how to complete the activity. Ask them to prepare their Comic Book drawings (and recordings where possible) at home. For the News Channel, If the young person does not have access to a smartphone, ask them to interview people and to take written notes as well as to answer some of the questions themselves. Based on this ask them to develop a written piece, which can be recorded at a later date in person or over the phone.

Quest Level 3: Climb-up!

Welcome to Level 3: Climb-up! In this level you will be using your team Avatar superpowers to identify the attitudes, behaviours, skills, and actions that adults in Atlantis need to acquire in order to make kids feel safe while dealing with adults. At this level you will start to imagine what are the core things your team avatar wants to teach adult support workers in Atlantis about working with children and young people.

Activity 7: Climbing the Quest Tree

Purpose: To use the metaphor of a tree and its many branches to plan out the key themes you see as important for adult support workers to improve their attitudes, behaviours, skills, and actions when working with children and young people.

Time: 1.5 hours

Materials: Coloured markers, paper and smartphone or animation program and computer.

COVID-19 safety materials: Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

Age: Ages 9 to 19 years

Gender: All genders can participate; where there are gender specific issues to explore, gender based risks, or it is socially required, consider inviting children and young people to break into gender groups.

Disability: All children and young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through music, sign language, etc.).

Method 1: In person respecting physical distancing

Steps:

1. Invite participants to break into groups of 3 to 4 people and to stay at a safe physical distance.
2. Tell participants that we will have the exciting opportunity to begin to help support the kids of Atlantis through developing key messages to adults.

3. What message do we want to develop to help orient adults to transform their attitudes, behaviours, skills, and actions?
4. Invite participants to draw a giant tree with roots, a tree trunk, large branches, leaves, and fruit. Ensure that only one participant is drawing at a time and that each participant has their own marker/pen and are not sharing (for COVID-19 health reasons).
5. On the **tree trunk**, invite groups to write an overarching message for support workers (e.g. Support workers provide real support; e.g. Support workers care for me and want to support my future.)
6. On the **roots**, ask participants to write out some of the issues or challenges they identified that are preventing the tree to grow to its fullest during the previous activities..
7. On the **tree branches** invite groups to write their ideas for how support workers can better support children and young people in Atlantis. Come up with some key themes from your discussion and write these on the branches.
8. On the **Leaves** invite groups to think more deeply about each theme, what specifically do they want support workers to know about how they should talk to and treat children and young people? Are there skills support workers need to learn? How should support workers behave with children and young people? What are the most important things adults need to hear? Do adults need different skills to support diversity, different ages, gender, and abilities? If so, what are some of these special skills they may need?
9. After each group has gone through all parts of the tree, invite groups to place their flipcharts in the centre of the room in a circle at a physically safe distance from one another.
10. Invite participants to walk around the flipcharts, at a physically safe distance, to read what their peers wrote.
11. Invite participants to ask any questions to the other groups.
12. Lead a discussion using the following questions as a guide:
 - a. What were the core issues the groups wanted to address? Why? How might issues be different across gender, age, ability, and diversity?
 - b. What were some of the main themes that you discussed?
 - c. Of the ideas you wrote on the Leaves, what are some of your favourite ones? Why?
 - d. Do you have any more ideas of how we could all work together to design training for adults to support them to better work with children and young people?
13. Please fill in the Activity Documentation form in Appendix 1.

Method 2: Remote Options: With access to smartphone, computer with internet, phone without data, or mail/package drop off

Video-Conferencing: This activity can be facilitated online, if children and young people are informed in advance what materials they will need to use. Break-out rooms on applications such as Zoom can be used in place of small group work. Ensure you have enough facilitators to monitor and support break-out rooms.

Smartphone via a secure social media platform: Send children and young people a text with the instructions to the activity. Ask them to prepare a tree drawing on their own time and send a photo of it to a group chat e.g. WhatsApp. As a facilitator of the chat, ask children and young people to post their thoughts and ideas about their visions. Ask probing questions and encourage children and young people to build out the trees. If using WhatsApp for communicating with children and young people, ensure that you are following safety protocols.

Remote Drop Off: Mail or Drop off papers and markers to each child's home/place they live. Include instructions on how to complete the activity. Ask them to draw their trees and write notes about it that they can share back. Coordinate a time where you can come pick it up from them.

Activity 8: Quest Comic Book or Quest News Show. Pillars 2 and 3: Feeling Connected and Worthy

Purpose: Develop a comic book or news story about how support workers can help you feel connected and worthy.

Time: 1 hour

Materials: For the Quest Comic Book: Comic Book template (printed), pen, checklists 6,7 and 8: Text, Drawing, Photography, smartphone, selfie stick (if available), microphone (if available). For the Quest News Channel: smartphone, selfie stick (if available), microphone (if available), checklists 3,4,5 and 9: Video, Audio, Video Reporting, Video Shot List template.

COVID-19 safety materials: Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

Age: Ages 9 to 19 years

Gender: All genders can participate; where there are gender specific issues to explore, gender based risks, or it is socially required, consider inviting children and young people to break into gender groups.

Disability: All children and young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through music, sign language, etc.).

Method 1: In person respecting physical distancing

Quest Comic Book

1. Imagine a time a young person in Atlantis is feeling isolated, disconnected from people around them and their community. Why would they feel that way?
2. What does their support worker say and do to help them feel connected again?
3. Make sure to give details about how they do this in a dialogue.
4. Take photos and videos of your drawings.
5. If you have time, record the dialogue using audio (one person or more can have their voices in the film) and / or film this scene using role-play or Quest News Show.
6. Repeat the same process about feeling worthy.

Quest News Channel

1. Set up your recording using your video and audio checklists.

Video reporting with a young person (guiding questions)

1. Set up your recording using your video and audio checklist.
2. Ask them at least 1 question about what can make them and other young people feel isolated/ not connected to people or their community?
3. Ask them what they advise a support worker not to do or say to make sure young people don't feel isolated or like they are treated differently from others.
4. Ask them how support workers can help them feel connected again: what can they say and do?
5. Ask them any other question you have planned or thought of.
6. Make sure they sign your consent form.

Video reporting with a support worker (guiding questions)

1. Ask them at least 1 question about what makes a young person feel connected?
2. Ask them how support workers can help young people feel connected: what skills and knowledge do they need?
3. Repeat the same questions about feeling worthy.
4. Ask them any other question you have planned or thought of.
5. Make sure they sign your consent form.

Method 2: Remote Options: With access to smartphone, computer with internet, phone without data, or mail/package drop off

Video-Conferencing: Children and young people can work on their comic book or news channel at home using their phones or Zoom's recording function. Separate the News Channel group and Comic Book Club into two breakout rooms so each team can plan their projects. The Comic Book Club can divide tasks, capture their drawings at home using their phones and record voice overs or roleplay directly on Zoom. The News Channel can conduct and record interviews directly on Zoom. Ensure you have enough facilitators to monitor and support each break-out room as co-hosts (note that you can only record if you are made a host).

Smartphone via a secure social media platform: Send children and young people a text with the instructions to the activity. Ask the group about their preference to make two teams, one Comic Book Club and one News Channel, and create two chats so they can plan their project. Ask them to prepare their comic book drawings and dialogue individually at home and to photograph or video them. They can decide how to record audio or visuals for it, for example, each recording a section at home or helping each other record it using WhatsApp voice messages. For the News Channel, interviews can be prepared, conducted and recorded on WhatsApp either via live calls recorded directly on the phone or using voice messages. If using WhatsApp for communicating with children and young people, ensure that you are following safety protocols.

Remote Drop Off: Mail or Drop off papers and markers to each child's home/place they live. Include instructions on how to complete the activity. Ask them to prepare their Comic Book drawings (and recordings where possible) at home. For the News Channel, If the young person does not have access to a smartphone, ask them to interview people and to take written notes as well as to answer some of the questions themselves. Based on this ask them to develop a written piece, which can be recorded at a later date in person or over the phone.

Quest Level 4: Zero hour!

Welcome to Level 4: Zerohour! It is time to develop your team project.

Activity 9: Quest Comic Book or Quest News Show.

Pillar 4 and 5: Feeling respected and hopeful

Purpose: Develop a comic book video or news story about how support workers can help you feel respected and hopeful. To film in different locations indoors and outdoors and complete their team multimedia projects.

Time: 3 hours

Materials: For the Quest Comic Book: Comic Book template (printed), pen, Checklists 6,7 and 8: Text, Drawing, Photography, smartphone, selfie stick (if available), microphone (if available). For the Quest News Channel: smartphone, selfie stick (if available), microphone (if available), checklists 3,4,5 and 9: Video, Audio, Video Reporting, Video Shot List template.

COVID-19 Materials: Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

Age: Ages 9 to 19 years

Gender: All genders can participate; where there are gender specific issues to explore, gender based risks, or it is socially required, consider inviting children and young people to break into gender groups.

Disability: All children and young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through music, sign language, etc.).

Method 1: In person respecting physical distancing

Quest Comic Book

1. Imagine a time a young person in Atlantis doesn't feel their rights are being respected. Why? What happens to them?
2. What are the rights young people have that support workers should know about?
3. What does their support worker say and do to help them to change unfair situations in their lives and feel respected? Make sure to give details about how they do this in a dialogue.
4. Take photos and videos of your drawings.

It's time to create an end to your Quest comic book: Feeling hopeful

1. **Look through all the comic book scenes you produced:** take any photos and videos you haven't already.

2. **Record a voice over telling the stories:** Imagine you were turning your comic book into a film or a podcast. Describe what's happening in each of the scenes.
3. **Select and film some scenes using role-play.**
4. **Take photos and videos of places** that are relevant to your comic book story (for example an office for your support worker scene). Try to go out to film outdoors in the local area.
5. **Record a final message or call to action about feeling hopeful** : what do you hope all support workers can be like?

Quest News Channel

1. Set up your recording using your video and audio checklists.

Video reporting with a young person (guiding questions)

2. Ask at least 1 question about what rights young people have that support workers need to know about? Does this change if you are a boy or a girl? Or if you have a different background?
3. Ask them if they feel they have access to these rights in their lives?
4. Do they feel they have the power to change unfair situations in their lives?
5. Ask them if a support worker has ever made them feel like their rights are not respected? What did they say and do?
6. Do they think support workers treat different young people equally?
7. Ask them how support workers can help them feel respected?
8. Ask them how support workers can help them change unfair situations in their lives?
9. Make sure they sign your consent form.

It's time to air the last show on the Quest News Channel: Feeling Hopeful

1. **Think of all the interviews recorded so far** and if there is anything or anyone missing.
2. **Record any videos and shots of places, actions or people** you haven't already. Try to go out to film outdoors in the local area.
3. **Record a voice over about the stories:** 'This is the story of' or 'we made this film because..'. You can do this with a presenter speaking to the camera like a reporter or just record audio.
4. **Record a final message or call to action about feeling hopeful** : what do you hope all support workers can be like?

Optional news panel:

Invite guests from different professions and young people to be interviewed on your news show and film the discussion.

Method 2: Remote Options: With access to smartphone, computer with internet, phone without data, or mail/package drop off

Video-Conferencing: Children and young people can work on their comic book or news channel at home using their phones or Zoom's recording function. Separate the News Channel group and

Comic Book Club into two breakout rooms so each team can plan their projects. The Comic Book Club can divide tasks, capture their drawings at home using their phones and record voice overs or roleplay directly on Zoom. The News Channel can conduct and record interviews directly on Zoom. Ensure you have enough facilitators to monitor and support each break-out room as co-hosts (note that you can only record if you are made a host).

Smartphone via a secure social media platform: Send children and young people a text with the instructions to the activity. Ask the group about their preference to make two teams, one Comic Book Club and one News Channel, and create two chats so they can plan their project. Ask them to prepare their comic book drawings and dialogue individually at home and to photograph or video them. They can decide how to record audio or visuals for it, for example, each recording a section at home or helping each other record it using WhatsApp voice messages. For the News Channel, interviews can be prepared, conducted and recorded on WhatsApp either via live calls recorded directly on the phone or using voice messages. If using WhatsApp for communicating with children and young people, ensure that you are following safety protocols.

Remote Drop Off: Mail or Drop off papers and markers to each child's home/place they live. Include instructions on how to complete the activity. Ask them to prepare their Comic Book drawings (and recordings where possible) at home. For the News Channel, If the young person does not have access to a smartphone, ask them to interview people and to take written notes as well as to answer some of the questions themselves. Based on this ask them to develop a written piece, which can be recorded at a later date in person or over the phone.

Quest Level 5: Success!

Welcome to Quest Level 5: Success, here you will have a chance to sit with your team to reflect on what happened over the course of the Quest and share your ideas and experiences with adults and other children and young people.

Activity 10: Quest River Journey

Purpose: To reflect on the strengths, challenges, and lessons learned in your Quest Experience from start to the future.

Time: 1 hour

Materials: Flipchart, Paints, coloured/markers, collage material.

COVID-19 Materials: Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

Age: Ages 9 to 19 years

Gender: All genders can participate; where there are gender specific issues to explore, gender based risks, or it is socially required, consider inviting children and young people to break into gender groups.

Disability: All children and young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through music, sign language, etc.).

Method 1: In person respecting physical distancing

Steps:

1. Place a long piece of paper on the floor or wall.
2. Invite a participant to write start, middle, and future in intervals across the top.
3. If you are able to meet in small groups, you can structure this activity so that you meet with 3-5 children and young people at a time with safe physical distance, asking each group to add to the work of the previous group.
4. *If you are unable to meet with children and young people directly, you might select a wall or area they pass by on a regular basis in the community and hang the mural of the Quest River Journey on the wall, with simple instructions. Call or text children and young people to let them know when they can visit the Quest River Journey, staggering visiting times, to add their piece. Come back to the mural to check progress and provide hints.*
5. Invite participants to sit and reflect quietly.
6. Ask participants to envision a beautiful river, flowing from the Start (the first day they started Quest) to the middle (half way through the quest) and into their future (What do they hope will happen next?).
7. Ask participants to draw what their experience was like when they started. What was it like in the middle and now looking into the future?

8. Ask participants what some of the strengths, challenges, and lessons learned have been at each level?
9. What were some of the most important changes in each of these phases (past, present, future)? These changes can be personal, in the family, or in the community.
10. Together (by taking turns at physical distance) populate the river with their individual and collective stories (in writing and/or drawing). *Ensure each participant has their own separate colours to work with for hygiene safety.*
11. Once complete, ask participants to draw, write or share any significant 'stories' that reflect the changes that they experienced as a result of being in the Quest.
12. Lead a discussion using the following questions as a guide:
 - a. What were the most significant learnings that were revealed in your Quest Journey? Why are these significant?
 - b. What have you learned that you will take forward into a) future activities you plan, and b) into your lives?
 - c. Is there one story or learning that stands out to you as a group?
13. Please fill in the Activity Documentation form in Appendix 1.

Method 2: Remote options

If you cannot bring a small group of children and young people together safely while physically distancing, consider the following options:

Online Video-Conferencing: This activity can be facilitated via group video-conferencing. The facilitator can work with a co-facilitator who supports technology issues (e.g. children and young people getting online, comments in the chat box, speakers and volume, and recording if consent given). Encourage each child to reflect on their experiences within the program, draw an individual River, and share with the group. Invite children and young people to show their picture (if on camera) if they would like to explain their drawing and share some of their key stories. Close with discussion questions from the in-person instructions above

WhatsApp/Phone Calls: If children and young people do not have access to online video, consider WhatsApp or voice group calls and/or individual calls. You can chat through experiences and stories. Online via JamBoard, Miro or other visual collaboration software: Visual collaboration software allows groups to collectively create a visual board with text, drawings, images, and sticky notes. Make sure you understand the opportunities and constraints of the software before you host the activity with children and young people. children and young people can be asked to collectively draw a river journey. You can invite children and young people to share more details about stories on their river journey through writing songs, sharing photostories (without images of people), or through a poem or online skit. If sharing, ensure child-centred safeguarding practice is in place.

No internet and unable to meet in person: Co-create activity packages with Quest Leaders and adults (if permitted) that can be mailed to/dropped off (safely) at children and young people's homes (with postage for them to send back or a convenient drop off location). This way they can safely complete the activity on their own and share back.

Activity 11: Celebration Screening

Purpose: To celebrate the participants' achievements and showcase some of the multimedia content produced.

Time: 1 hour

Materials: Selection of materials to screen in advance (one adult ally, facilitator or Quest Leader to compile the selected pieces), video projector or TV screen, computer to connect to.

COVID-19 Materials: Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

Age: Ages 9 to 19 years

Gender: All genders can participate; where there are gender specific issues to explore, gender based risks, or it is socially required, consider inviting children and young people to break into gender groups.

Disability: All children and young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through music, sign language, etc.).

Method 1: In person respecting physical distancing

Steps:

1. Ask the teams to each select a video or audio recording which they produced that they would like to share.
2. Adult ally, facilitator or Quest Leader can compile selected pieces and set up the screening during activity 10 or break *.
3. Set up chairs, turn the lights off and make it a fun exciting celebration! Consider decorating the room and having celebratory snacks.
4. Before each screening, ask a member of the team to come and introduce the piece and why they chose it.
5. Conclude the activity by inviting participants to stand in a circle (at a safe physical distance)
6. Invite each participant to share one thing they are proud of and one thing they plan to do going forward.
7. Offer certificates to each participant.
8. Close the circle by thanking everyone for their sharing.

YOUR STORYTELLING TOOLKIT - CONTENT

A set of printable checklists and templates for use by children, young people, youth leaders and facilitators.



YOUR MULTIMEDIA TOOLS

1. **VIDEO RECORDING:** when you use video and audio to film a selfie/ interview, a place or an action for a cutaway.
2. **AUDIO RECORDING** (with no video): when you record sound only for a voice over.
3. **PHOTOGRAPHY:** when you take photos to add to your audio or multimedia story.
4. **DRAWING:** when you draw characters, places or concepts to be used in your multimedia story for example in an animated story or an infographic.
5. **TEXT:** when you write short pieces of text which can be used in a multimedia story or an infographic.

YOUR CHECKLISTS

1. Storytelling Keys
2. Storytelling Safety
3. Video
4. Audio
5. Framing
6. Writing Text
7. Drawing
8. Photography
9. Video reporting
10. Your Storytelling Dictionary
11. Storytelling Safeguarding and Safety Tools (for youth leaders)

YOUR TEMPLATES

1. Your Quest Comic Book
2. Your Video Shot List



CHECKLIST 1: STORYTELLING KEYS

Your mission is to help support workers be the best they can at protecting the 5 pillars of wellbeing. Use multimedia storytelling to share your knowledge, messages and advice with them.

FINDING YOUR STORY



PEOPLE: Think of the support workers in your life. Who makes you feel safe? Who do you go to for support?



PLACES: Think of places you feel safe, respected or hopeful. Make a map or use your Quest map to help you think of stories.



FEELINGS: What makes you feel happy and supported?



CHANGE: Think of the changes support workers could make to become the best they can.

KEY STORY ELEMENTS

CHARACTER: Be clear on who your key characters are, their names, backstory or background (where they come from, about their lives).

PLACE: Find places to film that are relevant to your story, this will make your film more 'real'.

ACTION: What is happening to the characters in the scene? What is the event? The challenges faced? The action?

YOUR 3 CHAPTER STORY



WHAT'S THE PROBLEM? Introduce your character(s), their backstory. Ex. Does your support worker always protect the wellbeing pillars?



WHAT'S THE SOLUTION? How can your support worker be helped? What can they do and say to protect each well-being pillar?



WHAT'S YOUR ADVICE? What would you say to support workers directly if you were talking to them?



CHECKLIST 2: STORYTELLING SAFETY



SHARING YOUR STORY

CHECK IN: Are you okay? Tell your facilitator if you are not comfortable about something.

PERSONAL DETAILS: If you choose to share your story or someone else's, leave out any personal details like names, address.

FACES: It's your choice and your right to your image to agree to be on camera. If you are not sure whether you are putting yourself at risk, discuss it with your facilitator.

FILMING YOUR STORY



ETIQUETTE: Be ready to introduce yourself and explain what and why you are filming to people and officials ('I'm filming for ...').



CONSENT: When you film someone, ask for their consent first and use the form* so that we can share your films with the world.



COVID 19: Wear your protective gear and respect distancing at all times when filming people indoors or outdoors. Follow local guidance and stay up to date with safety recommendations in your area.



DANGER: Don't go to places where there might be danger: nature (floods?), people (high crime area?) or the law (private property?).

SHARING YOUR FILMS



CONSENT: Do not share your films until you have consent from people in your video (checklist on consent to be developed).



OTHER PEOPLE'S FILMS: Do not share other people's films, photos or stories outside of sessions (showing friends or online).



PLATFORMS: Do not share or upload your content on platforms other than the one decided by your facilitator.



CHECKLIST 3: VIDEO



MODE: Use the landscape mode on your phone to film and take photos, NOT portrait.



STEADINESS: To avoid shaky shots, use a selfie stick/ tripod, or hold your phone with both hands with your arms alongside your body.



LIGHT: Make sure the light is shining onto your subject, not behind. Use a lamp if it is too dark.



BACKGROUND: Choose a nice background for your video selfies, interviews or actions you are filming. Make sure no one is standing there!



TIMING: Always film for an extra 10 seconds before and after the end of the action you are filming.



CHECKLIST 4: AUDIO



NOISE: Listen for background noise (cars, TV, people talking) and choose somewhere quiet for your recording.



DISTANCE: Keep at a safe distance from each other (1 to 2 metres) but don't stand too far when recording others.



VOICE OVER: When you record a voice over, sit somewhere quiet with the phone on a table. Take your time and repeat it if you need to.



INTERVIEWS: Plan the questions you want to ask the person and don't interrupt them. Make them feel comfortable so they want to talk.



KIT: Use earphones, a microphone if you have one and download a free sound recording app on the phone you are using (ex. Smart Voice Recorder).



CHECKLIST 5: FRAMING

There are different ways to ‘frame’ videos, photographs and drawings to make our stories more interesting and have an impact on our audience.



CLOSE UP: When you are close or zoom into your subject.



POINT OF VIEW: When you film to show what your character sees.



MEDIUM SHOT: When you shoot your subject from their waist up.



HIGH ANGLE: When you film your subject from above.



WIDE SHOT: When you can see the entire scene and full bodies.



LOW ANGLE: When you film your

subject from below.



CHECKLIST 6: WRITING TEXT



SIMPLE: Use simple language everyone can understand.



DESCRIPTIVE: Share small details about your story, for example, colours, people, what places look like.



FEELINGS: Make sure to talk about your characters' feelings so the audience can connect with your story.



CHECKLIST 7: DRAWING



I CAN'T DRAW! It doesn't matter if drawing is not your strength.

It's key for you to put your ideas on paper. Use stickmen, symbols and basic shapes to put your idea across visually.



COLOURS: Use strong colours and lots of them!



PHOTOGRAPH: Always take photos of your drawings when done.



CHECKLIST 8: PHOTOGRAPHY



FRAME: A lot of rules for photography are like video so think of the photo composition. Refer back to the framing checklist.



FOCUS: Make sure your photo isn't blurry, especially pictures you take of your drawings.



SIZE/ DISTANCE: Stand close to your subject for photography. If a drawing is too big, break it up into multiple photos.



CHECKLIST 9: VIDEO REPORTING

Journalism uses 5 W's to explore a topic. We will use them here to think about your news report on adult support workers.

Working with your team, map the 5 W's on a big piece of paper.



WHAT?

What is your report about and what questions will it explore?

RESEARCH: Research online and discuss as a team. What are the different perspectives on it? For example, the young person, the adult support worker, the young person's family?



WHO?

Who can you interview about this? Think of at least 3 people you know or ask your adult ally to help you find people. You can also arrange interviews remotely online.



HOW?

WRITE QUESTIONS: First you need to write 3-5 questions per person.

1. Open questions, not closed ones you can answer by yes or no.
2. Neutral questions to encourage speaking, not questions that provoke, for example, 'why do support workers do this -negative thing?'
3. In clear and polite language that is easy to understand.

INTERVIEW TIPS:

1. Introduce yourself and where the interview will be used.
2. Tell them they can stop at any time if they don't feel ok.
3. Don't interrupt and show you are listening with body language (eye contact, nodding).
4. Don't rush in and out of interviews, give people time to answer questions and ask extra questions if you can (follow up questions).



WHERE?

Plan where to film your interviews. You can either go to the person, for example, their office, a library or they can come to you. Wherever you go, choose somewhere quiet!



WHEN? Arrange your interviews with the people you selected, give them a time and a place to meet and let them know how long it will take.

YOUR STORYTELLING DICTIONARY



Animated story: when you combine a voice over story you've recorded with drawings, text and photos to create animations.

Anonymity: When you or the person you are filming does not want their faces to be seen in a video.

Audience: The key people who will watch your pieces and who you need to address directly. In the Quest, our stories are mainly for adult support workers.

Characters: The main people in your video, whether they are real or fictional characters you created or drew.

Call for action: Your message of hope and change. What should people do?

Consent: Everyone appearing in your photos, audio and videos have agreed (in word or written) to be a part of these and understand where these will be shared.

Concepts: Ideas you may need to describe or explain to your audience, for example 'what does 'safety' mean to you?'

Cutaway: Still or video images of a place or an action that will help your audience feel your story. Cutaways are used with a voice over or an interview.

Infographic: Using drawings (graphics) and text to clearly explain a key concept.

Interview: Asking someone questions you wrote about the topic you want to explore.

Message: Your main idea or advice for adults - usually fits in one sentence.

Places: Filming the place(s) where your story happens will help your audience feel your story.

Selfie: Filming yourself talking/ doing something.

Voice over: Recording your voice only to be used with video, photos and drawings.

Multimedia Storytelling Safeguarding

'Your Storytelling Safety' Checklist 2 helps storytellers think about their own safety and wellbeing. But storytelling comes with risks to look out for. We need to work together to ensure participants are safe and supported.

STORYTELLING DANGERS

Memories that are negative for the storyteller AND the participants.

Tips: An activity to express emotions: Strike a pose ('sculpture') expressing how you feel right now, option to share in a 'pair'; Remind the group they are in a safe space to share or remain quiet; Follow up after the session (youth leaders/facilitators call or check in).



Negative messages, language, stereotypes from the storyteller.

Tips: try to 'pause' the activity if possible; Remind the group we must be respectful through the language and ideas we share; Take the storyteller aside when you can to talk about your concerns one on one.



Personal details (ex. names) shared by the storyteller.

Tips: Regularly remind storytellers to keep personal details out; Ensure that content is edited if names have been shared in a script for example.



Lack of support for the storyteller because they have a learning disability or are not speaking in their first language.

Tips: Make sure to know the needs of participants and that they have support; Set up the space so everyone feels safe and included.



STORYTELLING SAFETY TOOLS

WARNING: A reminder before the start of the session: 'Because we might share some sensitive stories, tell me (or the designated adult) if you are not okay and be respectful of other people's stories'.



CHECK IN: A regular check in at the start, end of sessions, and at transition points. 'Is everyone feeling okay? Does anyone want to share how they feel about the activities and stories? You can speak with me or the designated adult. We also have a list of support services you can reach out to'.



SUPPORT: Make sure to ask if anyone needs extra support especially.





TECH CHECK: At the end of sessions, remind everyone to return the equipment and that their materials are not for sharing yet.

YOUR QUEST COMIC BOOK

This is the template you can use for the Comic Book creation. On the next page you will find a printable version, please print as many as you need.

Each box corresponds to a scene in your story.
Draw + write in the boxes using these symbols:



Dialogue



Thinking



Noises

Use the small box to describe the scene that is happening.

	<div data-bbox="704 648 1463 783" style="border: 1px solid black; border-radius: 15px; width: 100%; height: 30px;"></div>
	<div data-bbox="976 1220 1430 1354" style="border: 1px solid black; border-radius: 15px; width: 100%; height: 30px;"></div>
	<div data-bbox="696 1795 1451 1929" style="border: 1px solid black; border-radius: 15px; width: 100%; height: 30px;"></div>

YOUR VIDEO SHOT LIST (please print as many as you need).

FRAME (checklist 5)	Who and what's in the shot?	Location	Duration
A wide shot	John is running in the park	In central park near the station	20 seconds

Appendix 1: Activity Documentation Form

Please use this form to record your notes for all Activities in the Guide.

Activity Documentation Form	
Name of Community:	
Date and Time:	
Name of Note-taker:	
Name of Facilitator:	
Name of Adult Ally:	
Number of Participants: (include gender and age range)	
Reflections on the Activity <i>Please be sure to capture the quotes, words or stories used by participants wherever possible.</i>	
Name and Number of Activity:	

Highlights

What was the most important thing that happened today for the group?

Please describe any key points you think should be noted about attitudes, behaviours, skills and actions of adult support workers that are relevant to include in the e-modules.

If there is anything specific about age, gender, ability or diversity please note this.

Additional Comments, Lessons Learned or areas for follow-up?

Appendix 2: How to Stay Safe on the Quest Ahead - Safeguarding Considerations for Adult Allies and Adult Facilitators Working with children and young people

Note: This has been adapted from Moving Towards young people as Partners in Child Protection in COVID-19 Guide: From Participation to Partnerships, [Module 3 Ethics and Safeguarding during COVID-19](#)

Safeguarding Policy

Please follow this link and review the [Tdh Child Safeguarding Policy](#). If you have not already, please fill out Appendix 1 (Code of Conduct).

Three things we can do to ensure children and young people's safety and well-being during the Quest.

1. Build relational safety

- Much of the focus on safety during a health pandemic is on the immediate goal of ensuring children and young people's physical safety (such as washing hands and physical distancing) to stop the spread of disease. For participatory work during the pandemic, building relational safety is particularly important; providing a warm, trusting, positive and stable relationship for children and young people with a key adult who applies boundaries consistently, communicates sensitively to the child and expresses their care for and understanding of the child's perspective. While ensuring children and young people's physical safety during the pandemic, building relational safety for children and young people helps unlock positive long-term outcomes such as young people's re-engagement in education or in decision-making that affects their lives; increasing their self esteem and their long-term psychological safety.
- Build relational safety by having regular 'safety' check-ins with children and young people at the beginning or end of sessions where a key worker listens carefully and responds sensitively to the children and young people.

2. Ensure provision of mental health and psychosocial support

In the Quest, regular opportunities, including art and play-based methods, for children and young people to reflect on and enhance their psychosocial well-being during activities are incorporated. This supports space to reflect without words. Other ways to ensure support are:

- Establish a point person that children and young people can speak to if they are experiencing difficulties and need support. This might be a community elder or counsellor, or someone on your staff who is trained to support young people's mental health needs.
- Ensure referral pathways are up to date, including the existence of any child helplines and taking account of the changes to service provision during COVID-19.
- Review referral pathways with children and young people to identify any additional sources of support that adult service providers may be unaware of.

- Work with referral sources to encourage them to follow up with children and young people who are making calls or visiting them for support.

3. Engage children and young people in assessing strengths and risks and safety planning

Although it is common practice for staff to undertake a risk assessment of a project before it begins, it is particularly useful to [involve young people in assessing strengths and risks](#):³ a) during a pandemic with restrictions on movement of people; and b) while using different multimedia methods. Children and young people may be more aware of the risks in their communities than project staff are. Involving children and young people in assessing strengths and risks:

- Helps to identify risks and protective factors that project staff may not be aware of;
- Enables risk registers or safety plans to respond to the changing environment;
- Builds trust between adults and children and young people through active listening and a collaborative planning process.

Safeguarding, Technology and COVID-19: Key considerations to ensure children and young people’s safety during the Quest

Safe behaviour and multimedia

Multimedia art is the use of more than one ‘medium’ of expression or communication. In the quest, we use video, still images, photography, and technology throughout our journey. Several key considerations about this are:

- Your consent process (see below) needs to reflect what will be asked of the children and young people, for example, if audio or visual will be recorded.
- As children and young people are encouraged to show themselves on the videos, it is important that adult allies working closely with the children and young people help to support children and young people in their decision regarding being a part of the visual content. If children and young people prefer not to appear in the videos, they can use other creative options including Avatars that may be a helpful way to protect the identity of the children and young people.

Safe behaviour online

Though groups will be meeting in safe ways in person during this project, adults or children and young people may engage in online spaces for some elements of the process. Consider a few key points about safe behaviour online:

- Ensure questions are not asked about children and young people’s home lives or immediate surroundings. It is recommended to NOT ask questions that directly ask about violence against children and young people during lockdown.⁴
- All websites, phone lines, and platforms where children and young people are commenting or sharing information, photos, and stories are regularly moderated by staff

³ See [Tool 3.3: Involving young people in Assessing and Responding to Risks and Resources for how to undertake a participatory strength and risk assessment with young people](#).

⁴ See this Discussion Paper for further guidance: Berman, G. 2020. [Ethical Considerations for Evidence Generation Involving young people on the COVID-19 Pandemic](#). UNICEF - Office of Research Innocenti Discussion Paper. April 2020.

(i.e. staff check that content and behaviour online adheres to all guidelines) to maximise safety and privacy and minimise risks. All interactions are on official, auditable channels. Where concerns of harm or abuse are identified, reporting procedures are followed.

- Robust and clear procedures for reporting and responding to harm or abuse exist for each digital platform or product. These take into account local laws, cultural norms, and the availability of protection services.
- Build relational safety by having regular ‘safety’ check-ins with children and young people at the beginning or end of virtual sessions where a key worker listens carefully and responds sensitively to the child.
- Make use of chat or comment box facilities when organising group activities with children and young people, asking children and young people to use the chat box to indicate any kind of safeguarding concern or question (i.e. if they are becoming upset or are triggered by the activity). Inform them how to message the host or whole group. An adult facilitator will need to monitor the chat box and respond directly to children and young people raising concerns.
- Appropriate and accessible guidelines are developed for users of digital platforms and products. These explain: the purpose, content, and intended users of the platform/ product; expectations regarding posting, speaking, commenting on the site or platform and consequences for misuse; and how to enable or use safety and privacy features. The sufficiency of these guidelines should be reassessed for the project.

Secure and ethical collection, management and use of children and young people’s data

- A written agreement is in place to appropriately control and authorise the release of information on children and young people (data, images) to partner organisations, the Internet, the public domain or any third party.
- All digital or electronic information is password protected.
- Data is only stored or hosted using cloud-based services that meet the highest industry security standards, including restricted, password protected access, and encryption.
- Authorised access is only given to staff that require the data in order to perform their duties.
- children and young people’s data is only transferred by secure and authorised means (e.g. VPN12, SSL13). Data is de-identified or anonymised and encrypted before transmission.
- When sharing data, such as the e-modules, ensure anonymity of the children and young people and avoid identifiable information such as exact locations of the research.

Responding to disclosures and allegations of child abuse during COVID-19

- If a case of abuse is reported or disclosed when physical distancing restrictions are in place and during participation activities, those cases must be referred to trained case workers, who will follow up on the processes below. Those engaged in child participation activities should follow established child protection and gender-based violence referral mechanisms and protocols (see example) to safely and carefully refer children and young people who report an incident/ problem. The most likely and preferred focal point for referrals would be a child protection case worker.
- Seek the views of the child victim/survivor (where it is possible to establish safe, direct contact) on their situation that will inform a risk assessment for responding to the report of

abuse. It may be useful to connect to child helplines to identify services that might support the child victim/survivor.

- Refer to the following resources for more information on Handling Disclosures:
 - [Technical Note: Adaptation of Child Protection Case Management to the COVID-19 Pandemic - Version 2](#): provides considerations for adapting child protection case management interventions to the COVID-19 pandemic, building on existing response action from several countries and case management task force agencies.
 - [How to support survivors of gender based violence when a GBV actor is not available in your area: A step-by-step pocket guide for humanitarian practitioners with a section on supporting children and young people under 18 years](#).

Voluntary Informed Consent

When and how to obtain consent for the Quest:

- When: As each local context during COVID-19 may change rapidly both for children and young people and project staff, it is recommended that voluntary informed consent is addressed regularly (at each point of change, i.e. COVID-19 public health policies restrict gathering). It is useful to think of consent as an ongoing conversation that you have with children and young people (and their parents/carers). Consent should be sought from participants before all activities begin, in person or online, and reconfirm again at the beginning of the activity.
- You can document consent by asking children and young people and their parents/carers to sign consent forms and you can digitally record their verbal consent if physical distancing is required or children and young people and/or their parents/carers have low levels of literacy. Signed consent forms or recordings of consent should be kept securely.

Key considerations for the Quest consent process:

- Children and young people using multimedia platforms must be given the opportunity to understand and agree to a specified use of their personal data. This consent should not be assumed based on their consent for other activities (e.g. for their photo to be used in media activities). Likewise, children and young people's use of a commercial platform does not imply they understand the risks associated with all new activities on the platform.
- Consent conversations with children and young people should include an assessment of the need/benefit of sharing information that is balanced against potential risks, before consent is given by children and young people for use of their data.
- Active consent must be captured in a way so that consent is not the default option.

Appendix 3: Consent Forms

Please refer to the information in the Informed Consent and Children section below, and distribute/ have the 'Parental Consent' and 'Use of Personal Data' forms signed as appropriate.

Informed Consent and Children

Tdh Q Data Protection Working Group - October 2017

Informed consent and children

A balance between child participation principle and best interest principle:

The **child participation** principles, which outlines the importance of giving children and adolescents the opportunity to express their view “**must be balanced with protecting their best interest, safety and wellbeing**”. We must always safeguard from potential harm which can occur from involving them in any data collection process.

As for the adults, seeking consent from children and youth involve a series of principles, “consent”:

- Involves an explicit act
- must be informed
- must be given voluntarily
- must be renegotiable (including possibility to withdraw it at any time)

Informed consent of parents and caregivers and the child

If children are under the legal age of consent, **permission is required from their parents or legal guardians**, we mean the person who is responsible for the child (immediate family, legal representative, or other familiar third party or close relative). In this instance, it is advisable to find out what the national legislation foresees about **adulthood age** is (e.g. in some contexts, individuals are considered adults, and therefore responsible, at the age of 15 or 16);

Since the data collection planning stage, **Parents and or caregivers must be informed, and probably reassured**, in order to overcome resistances. This does not mean that the child/participant is excluded from negotiations. **We must also look for the informed consent of the children**. Children must also be given explanations about the **objective** of the study, the **methods and processes**, the **topics**, what the data will be **used** for and how it will be managed, the **importance of their participation** and about **confidentiality** measures, in terms **easily understandable** by them.

Informed consent procedures should be adapted to the emotional and cognitive situation of the child:

Children’s **emotional and cognitive maturity**, “capacity to **make and understand decisions develops as they grow up**. They must have the opportunity to express views and make choices **in a way that is appropriate to their understanding**” (...) They must be able to make an independent decision **without any pressure**⁵. When working with children, do not use scientific or formal jargon, and try to translate your ideas into very simple

⁵ Horizons Population Council. IMPACT Family Health International. (2005). *Ethical Approaches to Gathering Information from Children and Adolescents in International Settings. Guidelines and Resources. page 3-4*

terms. Do not hesitate to rely on innovative methods of informing children (photographs, drawings). it helps to **ask them to repeat back to you, in their own words**, what you have told them, to ensure that they have understood. They must understand that, as for the adults it is possible for them to **withdraw from the research at any time**. “In this last respect 'informed consent' might be better termed 'informed dissent'. No participant should be cajoled, persuaded or intimidated into giving consent. NO means NO! “⁶ Be very careful: “the nature of power relations between adults’ and children means that it can be difficult to ascertain that children’s consent is given freely... Children may potentially feel constrained or empowered by their parents’ consent or lack thereof.”⁷

The procedure could be as follow⁸:

- Introduce **yourself as a person rather than as a status**, a role or a function;
- Explain the **purpose** of the study;
- Inform children about the **importance/relevance** of the study;
- Inform children **how they will be involved**, how much of their **time** will be required, and how **confidentiality** will be ensured;
- Inform children what **kind of information** would be collected, **how** it will be collected, and how it will be **used**;
- Make sure children really do **understand** what you have told them by asking them to **repeat back** what you have told them;
- Give children **time to ask questions or raise concerns**;
- **Listen** to children;
- Make sure children **know that they can stop** taking part in the research at any time;
- Make sure children understand that you are making **no promises** about improving their conditions of life;

It is important for children to understand why you want to interview them and the expectations that accompany being an interview participant.

From an ethical perspective: children must be allowed to make their own decision about participation regardless of parental consent and they must understand that they can withdraw from the study anytime.

From a methodological perspective, helping children understand the purpose of the data collection exercise will contribute to decrease the power differential between them and the moderator or interviewer, build trust and reduce bias (Gibson, 2007)

Special situations and challenges:

It is fundamental to maintain these ethical standards in situations where we work with **unaccompanied children and adolescents**, who are without a parent or a caregiver, or those who are **not protected by an effective legal system** because they are on the move, have a refugee status or are marginalized socially. When a child or an adolescent does not have a legally responsible adult to look after their interest, when they are

⁶ Regional Working Group on Child Labour. (2002). *Handbook for action-oriented research on the worst forms of child labour including trafficking in children*, p.30

⁷ Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. (2013). *Ethical Research Involving Children*. Florence: UNICEF Office of Research – Innocenti, page 58

⁸ Regional Working Group on Child Labour. (2002) *Handbook for action-oriented research on the worst forms of child labour including trafficking in children*. See 'Traffic light' technique for seeking the informed consent of children, page 117, 118.

living in circumstances of armed conflicts, severe poverty, famine, “they face **increased risks with no guarantee of safety**. In such circumstances, investigation teams must be **extremely sensitive to the nature of their activities and question** whether it is appropriate to contact children⁹. It is critically important that the primary factor in deciding children’s participation in research is the **best interests of the individual child**¹⁰. Do not forget: seeking informed consent is a matter of **ethics, legality and rights**.

Questions:

- How do you proceed generally when collecting data from children in **detention centers** ? Who is the **legal guardian**: the parents or the authority in charge of the detention centers management ?
- How have you proceeded the last time that you interviewed **unaccompanied children**?
- How do you feel about asking youth / children to **sign formally** an informed consent **written form**? Couldn’t it raise suspicion? break trust? Should we always ask respondents to sign a form? Please do consider the following **criteria/circumstances** to be considered in the light of your working environment:
 - Bureaucratic repressive political environment
 - level of literacy of participants
 - Persistence of oral culture - processes and mistrust for written process
 - Legal framework
 - ...

Do not hesitate to raise your question to Tdh CPIE specialist, transversal protection, Protection special programme focal point, to Tdh Q&A unit or to the Risk unit.

EXAMPLE OF PROTOCOL

Ethical Approaches to Gathering Information from Children and Adolescents in International Settings 73

BASELINE SURVEY: Questions for youth aged 10-14

INTRODUCTION: Hello! My name is I’m here for a study on behalf of XXXX, who are providing services here in [*insert name of community*] like [*insert name of local services*].

PURPOSE: We’re talking with adults and children here to get information about their lives and how XXXX can provide them with support, especially in difficult times. The information we obtain will be used to assess how the services are going, and how XXXX can improve them.

IDENTITY AND INVOLVEMENT: I have already been talking to your parent/guardian about these things, and now we would like to try to understand what you think. So, I would like to know if you are [*insert selected child’s name*]? Have you been interviewed in the past two weeks for this study?
Proceed only if identity is correct and no previous involvement.

FUNDING SOURCE: *Consider if it’s appropriate to mention:* These services are being provided by XXXX, whose local partners are [*insert name of local partners*].

PROCEDURES INVOLVED: We would like to ask you some questions, in an interview which will take about XXX minutes. I would like to talk to you alone, but if you like, you can ask for a parent or guardian to be present at any time.

⁹ Horizons Population Council. IMPACT Family Health International. (2005). *Ethical Approaches to Gathering Information from Children and Adolescents in International Settings. Guidelines and Resources*, page 73.

¹⁰ Horizons Population Council. IMPACT Family Health International. (2005). *Ethical Approaches to Gathering Information from Children and Adolescents in International Settings. Guidelines and Resources*, page 66.

RISKS: Some of these questions might talk about things that some people find quite personal or may be difficult to answer. If any of the questions make you feel uncomfortable or you don't want to answer them, you do not have to.

ABILITY TO SAY NO: Remember, you do not have to talk about anything you don't want to. This will not affect your ability to receive services now or in future. However, I would really appreciate it if you would answer the questions honestly and openly, so that we can find out what young people here in [insert name of community] really think. Your answers will be very important to us. We would really appreciate any help you can give us in finding out about children here. Do you have any questions about any of the things I have just said?

WHAT WILL HAPPEN WITH THE INFORMATION: We'll be asking children from different places all over the country the same questions. When the survey is finished, we will collect all the responses we have received here in [insert name of community] and keep them safe. Someone in the office will add them together. You will be able to find out about the results by contacting our partners here, like [name local partners, and make sure individual knows how to contact them if they want to].

CONFIDENTIALITY: If you agree to take part in this interview, the things you tell me will be confidential. That means they will be private between you and me. I am not going to write down your name. If you agree, you can indicate your agreement by making a mark here. If you share anything that puts yourself or others at risk I will need to tell someone who can provide support. I will tell you what I am doing so that you can be a part of the follow up. Alternatively, I can sign here to say that I have witnessed your agreement.

SEEKING COMPREHENSION: Do you have any questions about any of the things I have just said?

SEEKING VOLUNTARY AGREEMENT: Are you willing to participate in this interview? Do you want a parent or guardian to stay with us while we are talking?

**In case of any queries contact:
Local Principal Investigator XXXX, Tel: XXXX or
Chairperson, Local Research Ethics Committee, Tel: XXXX**

Youth/child agreement ! Adult present?
(Specify who)

Witness Date

'Traffic light' technique for seeking the informed consent of children

Researchers should observe the following rules when seeking informed consent from children:

- *Introduce yourself as a person rather than as a status;*
- *Explain the purpose of the research;*
- *Inform children about the importance of the research;*
- *Inform children how they will be involved, how much of their time will be required, and how confidentiality will be ensured;*
- *Inform children what kind of information would be collected, how it will be collected, and how it will be used;*
- *Make sure children really do understand what you have told them by asking them to repeat back what you have told them;*
- *Give children time to ask questions or raise concerns;*
- *Listen to children;*
- *Make sure children know that they can stop taking part in the research at any time;*
- *Make sure children understand that you are making no promises about improving their conditions of life;*

● *When children have made drawings or written materials for researchers they must be told how these might be used in research dissemination and asked afterwards if they wish to be identified as artist/author. The original idea was to obtain children's consent by giving them a picture of a traffic light and ask them to tick next to one of the three colours after reminding them that traffic lights in the street tell cars when to stop (red), pause (yellow), and go (green), and explaining that in this case the cards mean something very similar:*

Red means 'No, I do not want to participate'

Yellow means 'I need more information'

Green means 'Yes, I do want to participate'

All the children who place a tick on the red light will not be included in the research, as they expressed their wish not to participate; all the children who tick on the yellow light will be given the extra information they need to make a decision; and all the children who tick on the green light will be included in the research.

If less than the number required for the research tool agree to participate, repeat the technique with others until there are sufficient children in the sample. Keep the forms that have green lights ticked clipped to the standard observation sheet, in order to check the number of consents against the number of participants. Shortly before going to the field the research team realised that they would have to adapt this method because they had access to neither colour printers nor colour photocopying. It was decided to stick to the use of the traffic light colours but substitute red, yellow and green cards. Once the research itself had been explained to the children, cards in all three colours were given to each child, while a large picture of a traffic light was shown to them (drawn on a sheet of flipchart paper). The researchers discussed with children what each colour in traffic lights represents (stop, slow down, go). It was explained that the cards they had been given represented similar ideas:

Red card 'No I do not want to participate'

Yellow card 'I need more information'

Green card 'Yes, I do want to participate'

Children were then asked to hold up the card that represented their views about taking part in the research. All children who held up a red card were not included in the research; children who held up a yellow card were given more information to help them make a final decision; children who held up a green card were included in the research. In each data collection session the number of consents was recorded on a standard observation sheet.

Parental/Guardian Consent Form.

Parent/Guardian and student consent for participation in activities within

.....
 Terre des hommes is an organization that aims to provide support to children, their families and communities in emergency relief and development contexts. We are organizing/supporting activities.....

..... involving and including participation of your child.
 Therefore, before starting this collaboration, we need your consent, and also some important information from you to ensure that your child can participate safely and his/her welfare can be ensured. All information will be kept confidential and only shared with adults who need to know to make sure that your child is properly cared for.

For the purposes of activities subject to this consent, **a child is defined as anyone who is under 18 years of age.** Our organization's guiding principles dictates that in all situations **the best interests of the child is of the utmost importance.** This means that in all actions and decisions we must consider the needs and rights of the child as the critical issue.

Full name of the student/child		School/Municipality	
Gender		Grade	
Ethnicity		Teaching Assistant	
Full name of the parent		Activity	
ID number		Activity Date:	
Contact number		Activity time schedule	

This document, signed by the parents/guardians, aims to give the consent regarding his/her participation in the activities organized within
 implemented/supported by Terre des hommes in Kosovo in the / location /.....

This harmonized cooperation has a positive impact on the child's performance (learning / achievement) and has a significant impact on improving the quality of academic performance, psycho-social wellbeing, knowledge and social inclusion of children in intercultural diversity in society and in school.

Activity Consent (Please tick as appropriate) :

I/we give my/our consent for my/our child (name of child) to travel to and participate in

Tdh activities.

I/we authorize Tdh to be responsible for my/our child during these activities and authorise them to make decisions concerning any emergency medical treatment for my/our child which may be required during this trip.

I/we affirm that I/we have full authority to give the consent provided for in this document.

- ✓ Informing parents/guardians on activities organized withinthe activities aiming to improve the quality of academic performance, psycho-social well-being, knowledge and social inclusion of children in intercultural diversity in society,in school, personal and emotional social development of the child.
- ✓ Informing the child about activities organized within the aiming to improve the quality of academic performance, psycho-social well-being, knowledge and social inclusion of children in intercultural diversity in society and in school, personal and emotional social development of the child.
- ✓ I/we understand that by signing this document, I/we give permission for my/our daughter/son to take part in this activity and at the same time release Tdh from liability in case of an accident and/or illness if this has occurred outside of Tdh's control, during her/his participation in this activity.

Media Consent *(Please tick as appropriate)* :

- I/we give my/our consent for my/our child to take part in media activities which may include photographs, films, videotapes, audiotapes, or other forms of recording and which may appear in print (such as newspapers) or online.
- I/we DO NOT give my/our consent for my/our child to take part in media activities.

Emergency Situation

In the event of any emergency situation, parents/guardian of the child MUST be contacted immediately, or as soon as possible.

Medical Emergency

In the event of a medical emergency, immediate medical help should be sought.

Thus, this consent is considered valid with the signature of this document. **Ensuring that children/parents have emergency** phone numbers all times during activities, including the name and number of the Terre des hommes Child Safeguarding Focal Point, Police: 192, Health: 194, Child Safeguarding Focal Point,Naim Bilalli, tel-045 20 14 31

I/we confirm that I/we have read and understood the Parental Form, and agree to abide by its contents. Name of the child

Date at

Name and Signature *(names of parent(s)/carer(s))*
.....

Consent on the Use of Personal Data

The Terre des hommes Foundation (Tdh – Helping Children Worldwide) guarantees the respect and rights of people ensuring that their data is treated confidentially, securely and only for the purpose mentioned below.

- 1. What** – Explain the overall purpose of the project or program
- 2. Why** – Context of the implementation of the project
- 3. Who** – list the actors (name / address of the headquarters) involved (partners, donors, etc.) while mentioning the controller (the one who decides on the purpose and means of the processing of personal data)
- 4. How** – Explain how the data is to be processed: 'Your data will be collected via System X, etc.' and what data (name, age, family ties, origin, etc.)
- 5. When** – Indicate when the data is to be processed (most likely during the project)
- 6. Data transmission** – Indicate all actors (partners, software providers, countries etc.) who will receive the data

Try to avoid servers based in the US or make sure there are contractual clauses allowing for the secure transfer of data and guarantees that Tdh is the owner of the data.

- 7. Archiving** – Indicate how long the data will be stored in accordance with legal requirements and those of the donors (for auditing purposes). Mention that the data will be deleted after a defined period (in days/weeks/months).

It is essential to ensure that procedures involve the deletion of the data after the deadline specified.

- 8. Rights of the subject**– the person concerned has the right to access or correct any data about him/her at any time. The person concerned can also decide to refuse consent to the use of his/her data at any time or request it to be deleted. Nevertheless, the last two rights will be in force according to the obligations of Tdh and of the requirements of the person concerned.
All requests may be sent to: delegation address or email, etc.

In addition, the person concerned may at any time lodge a complaint to the data protection officer from his/her country for unlawful processing of his/her data.

PLEASE FILL OUT, DATE AND SIGN THE DECLARATION BELOW



Declaration

I (First name....., Family name.....) certify to have read and understood the information contained in this document, Consent on the Use of Personal Data.

I confirm that I have received and understood all required explanations.

By signing, I agree that my data, collected in the context of the project/program, will be processed for the purposes mentioned above.

Date :

Signature :

Appendix 4: Sessions to Explore Well-being Pillars from MOVE ON & ENGAGE methodology (Curriculum)

1. Exploring Well-being

Overall objective

To engage participants in the identification and categorisation of the main elements that contribute to their own wellbeing, and to identify the characteristics of a community environment that would support it.

What participants will learn

Participants will explore what psychosocial wellbeing means for them, and the characteristics of a community environment that can support psychosocial wellbeing. Participants will learn that while they may share a similar definition of wellbeing, they may also have more “personal” opinions on what “feeling well” means to them.

Overview of the session

Activity Number	Title & Short description	Materials / Resources	Duration (90 min)
3.1	Warm up activity and Intro to the Engage part of the curriculum		10-15 min
3.2	“Wellbeing free listing”	Sticky notes, coloured markers, flip chart	30 min
3.3	“Visioning our world”	Flip chart paper, paints, coloured markers, tape	40 min
3.4	wrap up activity	Refer to Annex 2	5-10 min

Activity 3.1 Warm up activity – 10-15 min

Objectives

To recap briefly what has been done previously and introduce the session.

Instructions

1. Welcome the participants and facilitate a short warm up/ energiser from the list of activities in Annex 1.
2. Ask a volunteer to recap what activities were done last time and what they learned and experienced in the last session. Ask if some participants want to share how they applied this learning in the last few days.
3. Explain to the participants that we have “achieved” together the first part of our journey, which is to explore and strengthen some of the key skills that will help us work together to bring change. Ask the youth to recall the 5 key skills explored so far- cooperation/collaboration, communication self-knowledge and management of emotions, problem-solving, creative thinking, and responsibility.

4. We will now embark on the second part of our journey, where we will identify what is important to us and how we can collectively act to make changes. To do this, we will apply the 5 Engage skills.
5. Explain the overall objective of the second part of your collective journey to the participants: To practice and use the “Engage” skills in the development of concrete actions/ initiatives to address one of the challenges to their wellbeing. Over 7 sessions, we will build an action plan together to Engage and act on one of our wellbeing challenges. After that, we will be ready to implement our ENGAGE collective action in our environment.

Activity 3.2 Wellbeing free listing – 30 min

Objective

To explore the meaning of wellbeing and the elements that contribute to it.

Instructions

1. Explain to the participants that we will be discussing what wellness and wellbeing is. What does emotional, social, and physical health mean to them?
2. Begin with a ‘free listing activity’ by handing out 4-6 sticky notes to each young person. Ask them to think of a young person (themselves or a person they know) and ask them What do you think makes this person feel good, well, content? and ask them to answer by writing/colouring one word, phrase, or picture on each piece of paper. This explains their view of wellbeing. (5-10 min)
3. Invite participants who are willing to do so to share orally with the rest of the group what they have captured on their sticky notes.
4. Collect all the sticky notes.
5. Split the participants into 2 or 3 groups and give each group an equal quantity of the sticky notes collected. Ask each group to read all the sticky notes and if they find similarities, to group them into different categories. After grouping them, they can try to put a label on each group. If there are sticky notes that do not fit under any of the categories, they can put them in an ‘unknown’ category. (5-10 min)
6. Bring the groups together and ask them to present the categories they found. List all the categories on a flip chart and again group the similarities to come up with a final categorisation of the different elements that contribute to wellbeing. Review the sticky notes in the ‘unknown’ category as a group and decide collaboratively if any new wellbeing pillars should be added. (5 min)

Feedback (5- 10 min)

- What did it feel like to categorise elements that contribute to your wellbeing?
- Do these align with your previous thoughts on wellbeing? What was surprising for you from the outcome of this exercise?
- Are there additional things you feel should be added? What? Why?

Elements to highlight from the activity and feedback

- It is important to ensure that everyone in the group feels satisfied with the categories chosen. Make sure that the categories make sense to them, and if they need to add a category that did not come from the exercise, make sure it is added.
- Advice for facilitators / recommendations
- Your role as a facilitator is to assist and encourage the process of categorizing the elements collected. It is important that you let the participants decide the categories themselves. Be careful to not guide or influence their choices too much.

- At the end of the session, keep the flip chart of the wellbeing categories as it will be used again in subsequent sessions.

Activity 3.3 Imagining our world – 40 min

Objective

To explore the group's vision on an environment for young people and their communities that supports their wellbeing.

Instructions

1. Invite participants to stand together in a circle.
2. Say to the participants, "Now that we have talked about what wellbeing means for you, let's explore what an ideal positive environment would be for young people to support their wellbeing."
3. Invite participants to close their eyes (if they feel comfortable doing so) and invite them to imagine they are just returning from a magic carpet ride. "When you arrive, you are so excited by all you see and hear around you. The strengths/positive elements that were there before are still here, but you also see many improvements. You take time to wander through the community. What do you see? What do you hear? What are youth doing? What does it feel like?" (5 min)
4. Invite the participants to open their eyes.
5. Ask them to sit down and in groups of 2-4 and talk about what they see as the most important elements of the community they have seen in their vision.
6. Give each group a piece of flipchart paper and paints and coloured markers.
7. Explain that each group will have 15 minutes to create a drawing of its vision for their ideal community. They can add text around their drawing to explain what is going on if they wish.
8. Write the following on a flip chart page or ask the questions aloud:
 - What does your community look like?
 - How does it feel to be there?
 - What are the youth doing? What are the adults doing?
 - Where do the youth have opportunities to be involved/ participate in their community life?
 - Who supports the youth and youth participation?
9. After 15 minutes, ask the groups to draw a heart beside the areas where they feel this is already happening, stars (*) beside the spots where they feel this could improve, and X's where they feel this is not happening yet.
10. Invite a person from each group to post their drawing on the wall and explain their vision in one minute.
11. Invite everyone to add any additional ideas and/or ask questions.
12. Ask the groups to arrange the flip chart papers next to each other. Then, using paints or markers, ask for a volunteer to "connect" the visions together in five minutes by linking similar aspects of the visions on the charts.

Feedback

1. Lead a discussion using the below questions below as a guide.
 - What are the common elements in our visions?
 - What are the differences?
 - What is already happening that is positive in your community?
 - What is not happening that you would like to see?
 - How do you feel about that?
 - Are there any links between this exercise and the previous one? What are they?

Elements to highlight from the activity and feedback

Links between individual perceptions of wellbeing and an “ideal” community which supports the wellbeing of youth shows the correlation between the two. By working to improve community supports, we improve our own wellbeing.

The discussion on the similarities and differences identified in what is “wellbeing” (activity 1.1) and what a positive environment means, what could change to improve their wellbeing, and what resources already exist is an important one. The discussion can help the youth to foster a sense of common vision and mission to act collectively to change things in their environment.

Activity 3.4 Wrap up activity – 5-10 min

Objective

To summarise the session and close the session with a fun activity.

Instructions

1. Explain to the participants that you have now reached the end of today’s session and together you will briefly summarise what you have done.
2. Choose and adapt one activity from the Closure Activity list (Annex 2).
3. Finally, close the session with a short game/energiser of your choice.