



WALKING TOGETHER

A TOOLKIT TO EXPLORE THE DIGITAL SAFETY OF CHILDREN ON THE MOVE



ECPAT International would like to thank all the persons involved in preparing this toolkit.

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INTRODUCTION

This toolkit was developed as part of a participatory research project conducted by ECPAT International in collaboration with [ARSIS - Association for the Social Support of Youth](#) to better understand the digital experiences and safety of children on the move. The study explored how children perceive and use digital technology, the opportunities and risks they encounter online, including technology-facilitated child sexual exploitation and abuse, and the ways in which safer and more inclusive digital environments can be created. The research also examined how intersectional factors, such as gender norms and roles, age, and different backgrounds, shape children's use of technology, as well as their perceptions and experiences of digital risks and safety.

Alongside interviews with frontline service providers in Greece and global key informants working on digital safety and child protection, the research placed children's voices and lived experiences at its centre. Rather than portraying children on the move solely as passive victims, it sought to recognise their agency and diverse identities. Between 2025 and 2026, participatory sessions were conducted with 32 children on the move aged 14–17, including 9 girls and 23 boys living in ARSIS accommodation facilities in Greece.

This toolkit was designed as a methodological resource for the research and implemented throughout the project. Using structured and creative participatory activities, children developed and narrated fictional digital characters (avatars), enabling them to safely explore digital experiences, perceptions of risk, and ideas for safer online environments without requiring personal disclosure. An initial pilot phase generated practical lessons that informed the refinement of the activities, facilitation guidance, and ethical considerations, resulting in the final version presented here.

The toolkit brings together practical exercises, creative methodologies, and ethical guidance to support children in exploring their digital experiences, identifying online opportunities and risks, and developing their own ideas for creating safer digital spaces. Although originally developed for participatory research with children on the move in Greece, the toolkit is designed as a flexible resource that can be adapted to different contexts and groups. It is intended for researchers, practitioners, and facilitators seeking to conduct participatory, ethical, trauma-informed, and child-centred engagement on issues related to digital technology, online safety, and child protection.

PURPOSE OF THE TOOLKIT

This toolkit is a practical facilitation guide that supports researchers and practitioners in delivering a series of six participatory sessions with children and young people. Together, these sessions provide a structured pathway for exploring digital opportunities and risks, imagining safer online environments, and developing advocacy messages grounded in children's perspectives.

The activities are also designed to explore how gender, age, and other intersectional factors influence children's digital experiences, perceptions and experience of risk, as well as pathways to safety and support.

ORGANISATION OF THE TOOLKIT

The toolkit consists of six interconnected sessions, each building on the previous one to progressively explore different dimensions of children's digital experiences.

- » **Session 1: TRUST – Taking the First Steps Together:** Participants build trust, establish group agreements, and create a safe and respectful environment for participation.
- » **Session 2: EXPLORE – Stepping into the Digital World:** Participants use avatars to map how children on the move interact with technology throughout their migration journeys, identifying opportunities, connections, and support networks.
- » **Session 3: UNCOVER – Navigating Digital Risks:** Participants explore online challenges, including misinformation, cyberbullying, exploitation, privacy concerns, and other technology-facilitated harms, while identifying coping strategies and sources of support.
- » **Session 4: CREATE – The Safe Web Ahead:** Participants imagine a safer and more inclusive digital future, using creative methods to develop solutions and identify the responsibilities of different actors in protecting children online.
- » **Session 5: INFLUENCE – Shaping Digital Advocacy:** Participants transform their insights into advocacy messages and creative outputs that promote safer digital environments for children on the move.

- » **Session 6: REFLECT – Our Shared Path and Our Next Steps:** The final session provides an opportunity to celebrate achievements, reflect on learning, consolidate key messages, and consider how participants' ideas can contribute to future action and advocacy.

To create a safe and child-friendly environment, every session follows a consistent structure:

- 1. Welcome, Review & Icebreaker –** Participants reconnect, revisit key messages from the previous session, and engage in an interactive activity that builds trust and prepares them for the session.
- 2. Main Activities –** One or two participatory tools are used to explore key digital themes through avatars, storytelling, games, mapping, creative expression, and collaborative reflection.
- 3. Reflection & Next Steps –** The session concludes with a recap of key learning points, opportunities for participant feedback, and an introduction to the focus of the following session.

This toolkit is accompanied by [Getting Started: A Training Guide for the Walking Together Toolkit](#), which provides facilitators with additional guidance on preparing and delivering the sessions, safeguarding considerations, and practical tips for implementing the Instructions.

SESSION 1

TRUST: TAKING THE FIRST STEPS TOGETHER

Objective	To build trust, identify common experiences, and create a positive environment for the session.
Time	2 hours

Activity name	CROSS THE LINE¹
Type of exercise	Optional Icebreaker #1
Objective	To get to know each other and create a positive environment to start the training.
Time	10 minutes
Resources needed/set up	» Rope or tape to mark a line on the ground, or » an imaginary line between two objects (e.g., chairs).
Instructions	1. Welcome Participants Start by welcoming participants to the session and introducing the activity. 2. Name Game: If participants don't know each other, play a simple name game to break the ice. You can choose from: » Share your name and your favourite food. » Share your name and a word that describes you, starting with the same letter as your name. 3. Explain the Activity a) Tell participants that they will now play a game called "Cross the Line." b) Invite participants to line up behind the designated line. c) Ask a series of questions that identify common experiences or feelings. If a participant responds 'yes', they can take a few steps forward across the line. "Cross the line if..." » <i>You enjoy football/ [or another local sport]</i> » <i>Your favourite music artist or TikTok artist is [a popular local artist] (you can also ask for their favourite song by that artist)</i>

¹ ECPAT International. (2024). [Training Manual: Participatory Action Research with Children](#).

- » You love to eat [common favourite food]
- » You play a musical instrument
- » You have ever used a device (mobile phone, iPad etc.) to chat with friends
- » You have ever used a device (mobile phone, iPad etc.) to make an emergency phone call or to get help
- » You have used other people's devices (or devices at the centre)
- » You have ever wanted to share something personal with someone you trust (your friend, parent, guardian, teacher, etc.) but you felt you couldn't.



TIP: You may also add a time frame to each question, e.g. ever, in the last year, in the last month, etc.

Optional Follow-Up: After each question, you may ask participants to reflect on why a particular response was common or rare. Example questions could include:

- » "Why do you think this is common?"
- » "Should this behaviour be accepted or changed? If so, how?"

Debrief

- » Emphasise that this activity is a way to learn about each other and start the journey of understanding the digital experiences that will be explored in upcoming sessions.
- » Remind participants that they don't need to speak from their personal experience but rather focus on learning from others' perspectives.

Resources/ Tip sheet

Keep the questions general and not too intrusive, respecting that the children and young people are sharing personal experiences.

One facilitator should be in the middle running the activity, while another person takes notes. (noting down numbers, quotes, etc.).

Activity name

WELCOME AND RESEARCH ETHICS

Type of exercise

Introduction

Objective

To introduce the sessions and ensure an understanding of the ethics involved in the research.

Time

15 minutes

Resources needed

Printed icons representing symbols of journeys and a printed cycle of the session overview (Figure 1).

Instructions

1. Welcome the Group:

- a) Welcome participants to the "Walking Together" project.
- b) Let them know that the project involves six sessions, with today focusing on trust, starting the journey, and making a map for the journey ahead.
- c) Show the session overview (Figure 1) and briefly outline the key topics of each session.

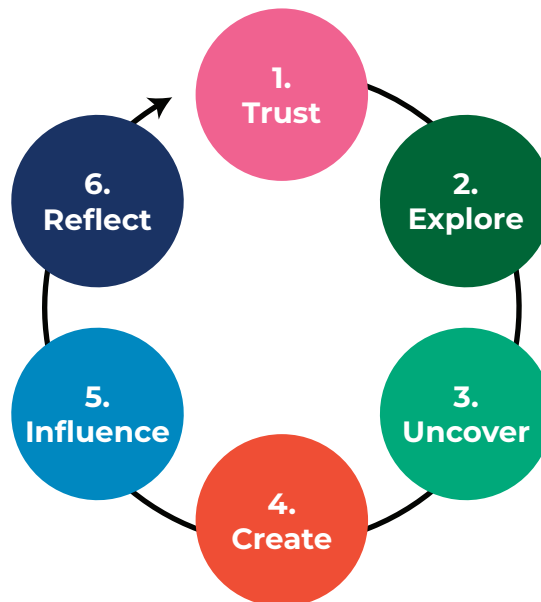


Figure 1. Walking Together Session Overview

2. Symbols of the Journey:

- a. Ask the group: “When you think of the journey ‘Walking Together,’ what symbols come to mind?”
- b. Introduce the symbols below- crossroads, pathways, bridges, and road signs. Briefly discuss what each symbol represents to the group.
- c. **Optional:** Ask participants to research online or brainstorm additional symbols related to journeys.



3. Explain Ethics

- a. Emphasise the importance of consent: “You have all consented to participate. What does that mean?”
- b. Share key points on participation:
 - » **Voluntary Participation:** You can stop at any time and don’t need to give a reason.
 - » **Anonymity:** Your personal details will not be recorded.
 - » **Control Over What is Shared:** You decide what you feel comfortable sharing.
 - » **Support Available:** There will always be a safeguarding focal point for assistance.

IF TIME ALLOWS, you can use the toothpaste exercise on safeguarding:

Materials:

- » A tube of toothpaste
- » A paper plate or piece of paper
- » A toothpick or small spoon (optional)

Steps:

- a. Ask a participant to squeeze out the entire tube of toothpaste onto the plate.

This represents sharing sensitive or confidential information — once it's out, it's out.

b. Then, ask them to try putting the toothpaste back into the tube.

They'll probably laugh, struggle, and eventually conclude it's impossible. If they try using a toothpick or tool, they might get some of it back in — but never all.

c. Facilitate the reflection:

Just like the toothpaste, **once you break someone's confidentiality or trust, you can't fully undo it.** Even if you apologize or try to fix it, the damage may linger.

Safeguarding means respecting people's privacy, especially when they disclose sensitive information. Sharing it — even casually — can lead to harm, embarrassment, or worse.

4. Research Purpose:

- a. Explain that this project aims to make the online world safer for children and young people on the move in Greece. It will focus on understanding digital experiences, risks, and opportunities in online spaces.
- b. Encourage participants to share their insights to help create safer digital environments.

Key Research Questions:

- » What is online life like for children and young people on the move?
- » How do things like their gender or background shape what they see as risks or chances to learn and connect?
- » What dangers, like sexual exploitation or abuse, might they face online? How can technology help keep them safe, or sometimes make things worse?
- » How do things like gender and social expectations affect whether rules and programs really protect them from online harm?
- » How can different groups and organizations team up to make the internet a safer place for children and young people on the move?

5. Wrap-Up.

Let participants know that their voices will be crucial in shaping how technology is used to benefit young people like them.

**Resources/
Tip sheet**

When you describe the ethics procedure and seek consent from participants *before* the session, ensure there is time for discussion and questions, so that this session is only a review. Consider using the toothpaste activity at this earlier meeting to allow more time for the discussion around the symbols.

Activity name

SETTING OUR COMPASS

Objective

To reach a common understanding of how to conduct the training

Time

20 minutes

**Resources
needed/set up**

- » Flipchart
- » Markers

Instructions

1. Discuss Expectations:

- a. Explain that working together closely requires trust and respect.
- b. Ask: *"Before we begin, let's discuss how we're going to work together."*

2. Define Consent:

- a. Recap key points of consent:
 - » Participation is voluntary.
 - » You can withdraw anytime.
 - » Your participation is anonymous.
 - » You control what you share.
 - » There is always support available.

3. "Yes or No" Quiz:

- a. Ask participants to stand at opposite sides of the room, one side for "Yes" and the other for "No."
- b. Read the following statements, and participants should move to the appropriate side based on their response:
 - » **"Once I give consent to participate, I cannot change my mind."** (*False – You can withdraw at any time!*)
 - » **"My name and personal details will be recorded during this training."** (*False – Participation is anonymous! We will use pseudonyms*)
 - » **"If I don't feel comfortable with an activity, I can choose not to take part."** (*True – Participation is voluntary!*)
 - » **"If I decide to leave, I must give a reason for withdrawing."** (*False – You do not have to explain your decision!*)
 - » **"There is a person I can talk to if I feel uncomfortable during the session."** (*True – A safeguarding focal point/reference person is available!*)
 - » **"I can take pictures of the group and share them online without asking for permission."** (*False – You must respect privacy and ask for permission first!*)
 - » **"I have control over what I share during the training."** (*True – You decide what information you share!*)
 - » **"If someone breaks the group agreement, we have a plan to address it."** (*True – We will set up our 'Compass' as a guide for our work together!*)

4. Creating a Safe and Comfortable Space

- a. Explain that now, you're going to think about something important:
"What do you need to feel comfortable in this space and be able to speak freely?"
Let's discuss this as a group! Based on your ideas, we will create an agreement together."

5. Our Compass: How We Will Work Together

- a. Explain that you will write down their agreement on a flipchart and post it for the duration of these sessions. Here are some ideas to get us started:
 - » Do not interrupt each other
 - » Do not make fun of each other
 - » Be sensitive about personal information and feelings
 - » Be on time

- » Do not take photos of others or the materials without permission (to protect shared information)
- » Use mobile phones only for activities
- b. Ask if participants would like to add anything else.

6. Choosing pseudonyms

Ask participants to choose a pseudonym to use throughout the sessions. Remind them that the note-taker will record discussions using these pseudonyms instead of real names. Give everyone a moment to select a pseudonym that feels meaningful and comfortable.



TIP: You can also make agreements about timekeeping or about what should be done if someone breaks the Compass.

Explain that once we've finalised it, our Compass will guide us throughout the training!



TIP: You can assign this activity to children. Ask for a volunteer to lead the discussion and another to record the rules that are suggested.

10-MINUTE BREAK

Activity name	CREATING A DIGITAL EXPLORER
Type of exercise	Group activity and/or individual reflection
Objective	To help children and young people visualise their interactions with digital technology
Time	40 minutes
Resources needed	» Flip chart paper, pens / markers, plain paper » Digital tools for avatar creation e.g. CANVA
Instructions	1. Introduce the Activity: a. Explain to participants that children on the move's journey with digital technology is unique. This activity will help them map out the experiences, interactions, and support systems of children just like them. b. Encourage them to think of themselves as a character on a journey—one that includes both opportunities and challenges. 2. Create the Avatar: a. Working in pairs or in groups of three (or as individuals if they prefer), ask participants to create a fictional character of a child on the move. Their avatar should represent a 'typical' child on the move that they feel could represent them or their peers. b. Explain that <i>"We will use these characters over the next few sessions to explore the digital experiences of children and young people on the move."</i>

- c. They can either draw their own avatar or create one digitally using a digital tool.



TIP: If writing is a challenge, facilitators can print avatars, display them in the room, and have participants verbally share their thoughts while facilitators help document them.

- d. As they design their avatar, ask each group to consider the characteristics experiences of the avatar, including:
 - » Name, age and gender (Note: the group may choose the gender of the avatar that they are most comfortable with)
 - » Their country of origin, and reasons for being on the move.
 - » How their avatar feels about their situation (are they happy or anxious, etc.?)
 - » What they like doing (e.g. playing sport, listening to music, reading a book etc.)
 - » Which digital devices they own, and which are their favourite social media app, etc.

2. Share with the Group:

Gather everyone in a circle and have each group or individual present their avatar, explaining its characteristics and how it represents the experiences of children and young people on the move.

SESSION 2

EXPLORE: STEPPING INTO THE DIGITAL WORLD

Objective	Understand how participants use technology and identify patterns of use.
Time	2 hours

Activity name	WELCOME & ICE-BREAKER: HIGH HOPES
Objective	To welcome everyone into the space and have fun.
Time	15 min
Resources needed/set up	» Balloons (6-8) » Marker pens
Instructions	1. Recap: Start with a brief recap on the key concepts from the previous session, including consent, safeguarding, and any feedback gathered from the feedback activity. 2. Introduction: Welcome everyone to the session, and explain that the icebreaker is a fun way to start thinking about our hopes for the session. <i>"Today, we'll be focusing on teamwork, so let's begin by thinking about what we hope to achieve together!"</i> 3. Activity Preparation: a) Blow up one balloon per participant. b) Ask each participant to think of a hope or expectation for the session and write it down in a short word or phrase on a balloon. Example hopes: » Laugh » Play » Learn » Be respectful » Be kind 4. Start the Activity: a) Once all the balloons are ready, explain: <i>"Now, we have a set of balloons with our hopes written on them. Our challenge is to keep them all in the air!"</i>

- b. Ask each participant to choose two balloons—those that are most important to them—before beginning the activity.

5. Group Challenge:

- a) For one minute, participants work together to keep the balloons in the air. The facilitator should start adding the other balloons slowly, increasing the challenge as the group tries to keep them from falling.
- b) The goal is for the group to stay engaged, working together, and thinking about how they can support each other.

6. Activity Variations:

Variation 1: Try to keep the balloons in the air without using hands and arms. If needed, allow hands and arms to be reintroduced if it becomes too challenging.

Variation 2: Begin with one or two people in the centre of the group, trying to keep multiple balloons up. Gradually add other participants to help and notice how the teamwork makes the task easier.

Debrief

After the activity, gather the group for a brief discussion:

- » “What did we learn from keeping the balloons in the air together?”

Emphasise the importance of teamwork and collective effort to achieve shared goals.

- » Remind participants that just like in today’s activity, we need to work together to realise our hopes as a group throughout this session.

Activity name

THE JOURNEY PATH GAME: YOUR AVATAR’S STORY

Objective

To help participants use an avatar to visualise their interactions with digital technology.

Time

35 minutes

Resources needed/set-up

- » Rope or chalk (to create a journey path on the ground)
- » Flipchart paper
- » Markers
- » Stickers
- » Printed avatar templates (or use digital tools for avatar creation)
- » Symbols/icons for digital platforms and emotions
- » Optional: Digital tools (Canva, Miro, Jamboard, Padlet)

Instructions

1. Introduce the Activity:

- a) Explain that they will complete this activity in the same groups as before or individually, using the avatar they created in Session 1.
- b) Ask them to regroup as they did previously and retrieve their avatar image.
- c) Remind them that their avatar will represent the experience of children and young people on the move. They can create their journey based on the experience of children and young people they know (but they don’t have to say who). Remind them that we define children and young people as under 18 years.

2. Walking the Digital Journey as Avatars:

- a) Lay out a rope, chalk-drawn path, or printed signs representing different stages of the journey:

Home Country →

Transit (Sea, Land, Borders) →

New Place (Arrival & Settling In)



- b) Say to participants:

"Imagine you are your avatar. Let's think about how your avatar uses the internet, their phone, or other digital tools at different times in their journey. As we move along this path, think about how your avatar's digital world changes."

- c) Ask children to physically move along the path, thinking from their avatar's perspective:

- » **Before leaving** (How did the avatar use technology? For school, fun, staying in touch? When their avatar was planning the journey, how did they use technology?)
- » **During the journey** (Did their avatar use a phone for maps, messages, safety?)
- » **After arriving** (How does their avatar use digital tools to settle in, make friends, or learn new things?)

- d) Encourage participants to make it playful:

- » Use props (e.g., printed phones, emoji cards, app logos) to represent different digital experiences.
- » Ask them to pick an emoji face at each stage that represents how their avatar feels.

3. Drawing the Avatar's Digital Map

- a) Tell participants that they are going to create a "Digital Journey Map" from their avatar's perspective.

- b) Explain how to Make the Map:

- » Draw a path (like a river, road, or footprints) representing their avatar's journey.
- » Add symbols for digital tools their avatar used at different points (WhatsApp, TikTok, GPS, language apps).
- » Use stickers or emojis to show how their avatar felt at each stage:
 - › 😊 Happy faces for things their avatar enjoyed.
 - › ★ Stars for digital spaces that helped their avatar feel safe.
 - › ⚠ Warning signs for challenges (bad internet, online risks, misinformation).



TIP: Instead of drawing, participants can use pre-made stickers of digital symbols, emotions, and journey markers if they prefer.

Guiding Questions (respond for your avatar):

- » Which online spaces does their avatar use most often? When and why?
- » In what ways does their avatar use digital platforms? (Probe: Is it helpful for any social connections - with family, friends, or support networks?)
- » Which platforms help their avatar learn new things or feel safe?
- » Have their avatars ever come across false or confusing information? How do they decide what information to trust?

- » Do some online spaces make their avatar feel included or excluded? In what ways?
- » What else does your avatar do on the internet?
- » How is the use of technology different for their avatar now that they are on the move, compared with before, when they were home?

4. Sharing the Avatar's Story

- a) Each participant (or group) shares their avatar's digital journey map, telling the story of their avatar's experience.
- b) Facilitator guides with questions:
 - » Which digital tools does your avatar use most? Why?
 - » *Did they use the internet differently at different stages of their avatar's journey?*

Short Break

5 minutes (if needed)

Instructions

5. Mapping our 'Safe Haven' map (mapping our support networks):

- a) Take the panel from the 'mobile school' and place it in the centre of the group.
- b) Place each avatar at the centre of a flipchart. Around their character, ask the group to consider - who are the people and groups that support their avatar in their online journey?
 - » **Family** (parents, siblings, extended family)
 - » **Friends** (school friends, online friends, community peers)
 - » **School/College** (teachers, counsellors, mentors)
 - » **Community Leaders** (faith leaders, youth mentors)
 - » **Support Services** (counselling centres, helplines, NGOs)
 - » **Other Institutions** (sports clubs, youth organisations, groups or communities online)
- c) Ask participants to describe the profile of their avatar's support network:
 - » *Is this person older or younger than their avatar?*
 - » *Are they a boy, a girl, or another gender identity?*
 - » *How often does their avatar interact with them (daily, weekly, occasionally)?*
 - » *Where does their avatar interact with them (home, school, online, community spaces)?*
 - » *How do they provide support (listening, giving advice, practical help, emotional support)?*
 - » *Do they have experience with digital challenges, or are they learning alongside you?*
- d) Reflect on challenges and risks in the Digital Journey map and discuss how their support networks help the avatar in difficult times. Provide examples:
 - » **Me:** they listen to music, read, play games, watch funny videos to cope, etc.
 - » **Family:** they talk to their mother and sister.
 - » **Friends:** they hang out with them or share experiences for advice.
 - » **Support services:** They can advise them on managing difficult people and situations or things they don't understand.

- e) Next, ask each group to share their Safe Haven Map and include examples of ways that people/groups support them (coping strategies).
- f) As all groups present, write down some common support/coping strategies on a flipchart.

If the group is hesitant, facilitators can share a personal example (e.g., “My coping mechanism is listening to music, playing sports, and cooking”).

Debrief

- » Reinforce that there will be high and low points during the project, but they all have support networks and coping mechanisms.
- » Remind participants that if they ever feel overwhelmed, facilitators and their safeguarding focal points are there to support them.

10-MINUTE BREAK

Activity name

DIGITAL PATHWAYS VISION MURALS²

Objective

To explore the group's vision for healthy digital pathways for youth and their communities, supporting young people in using technology in safe, positive and empowering ways.

Resources needed/set-up

- » White wall
- » Large sheet of paper, or flip chart paper taped together
- » Paints or coloured markers,
- » Tape

Optional:

- » magazines/newspaper, scissors, glue (for collage)

Time

35 minutes

Instructions

1. Introduce the Activity:

- a) Invite participants to stand together in a circle.
- b) Tell participants that everyone's going to take some time to think and talk about how technology is part of our lives and communities. Remind participants that technology, like phones, computers, and the internet, can help us learn, connect, and create. But it's not always easy to access or use, especially when we're moving from place to place.
- c) Explain that they are going to create a MURAL to show their vision of how children and young people on the move can use digital technology in helpful and good ways. They will start by thinking about this vision silently together.

² Adapted from YouCreate Art-Kit, p.44.

2. Visioning:

a) Say to participants that:

"You're going on a journey—an adventure of your own. If you feel comfortable, gently close your eyes. Imagine you're soaring safely through the sky, riding on a magic carpet, a bird's back, or in a quiet airplane. You're high above the ground, looking down at the world below. You can see many places—big cities, small villages, tents, shelters, forests, and winding roads. You see people moving, travelling, resting. Maybe some are walking with bags, holding hands, or waiting in new places. You see families sticking together, children playing, and people helping each other.

Up here, you are safe. The wind is gentle. You have time to look around. Now, look a little closer. You see other young people like you—some on the move, some settling into new places. They might be finding ways to stay in touch with friends, using phones or talking face-to-face. Others are drawing, learning new things, or building something creative with what they have.

Let's imagine together: What could they be doing? What stories might they share? What hopes do they carry with them, just like you?"

b) Ask:

- » *What are girls on the move doing with technology that feels helpful or fun?*
- » *And what about boys on the move?*
- » *Where do children and young people on the move they go to use things like computers or Wi-Fi when they need to learn, find jobs, or handle important stuff?*
- » *What cool things have they created or learned using technology? How has it helped them reach their goals or solve problems?*
- » *How are they using technology to stay connected with friends, family, or their community in a positive way?*
- » *What are some of the most helpful apps, websites, or digital tools that children and young people on the move use in daily life? Do girls and boys use the same apps, websites and digital tools?*

3. Ask participants to take a moment to imagine what would make it easier for these children and young people on the move to use technology in safe and positive ways. What could make it better or more fun for them?

4. Invite participants to open their eyes.

3. Reflecting:

a) Ask everyone to get into small groups of 2-3 people.

b) Tell them that together, they are going to talk about what they think are the *most important things* that help young people have a positive relationship with technology. Think about things like:

- » *Where do children and young people go to use technology, like computers, tablets, or Wi-Fi?*
- » *What helps children and young people learn, connect, or create with technology?*
- » *Who supports children and young people in using technology wisely?*
- » *How do children and young people use technology to reach their goals or stay connected?*

» *How can technology be easier or better for children and young people in the future?*

- c) After they've talked in their groups, tell them that they can decide on the key ideas that they would like to show on their mural. These can be about places, people, or anything else that stood out to them.

4. Making the Mural:

- a) Explain that each group will have 20 minutes to create a mural or collage of its vision for healthy digital pathways -children and young people on the move using technology in helpful and good ways.
- b) Give each group a piece of flipchart paper with paints or coloured markers.
- c) Provide the magazines or newspapers, scissors and glue (if using) so that participants can cut out shapes and use it as a collage if they want to.
- d) Groups can also add text around their drawing to explain what is going on, if they wish.
- e) Next, ask groups to draw:
- ♥ beside the areas where they feel this is already happening,
 - ✗ where they feel this is not happening yet.

5. Visioning with murals:

- a) Post the murals on the wall and invite a person from each group to present and explain their vision to the large group.
- b) Invite all groups to add any additional ideas and/or ask questions.
- c) Ask the group to arrange the flip chart papers onto the wall in a way that makes sense to them and connects their vision. Using paints or markers, take 5 minutes to "connect" the visions together.
- d) Lead a discussion using the questions below as a guide.
- » *What are the common elements in our visions?*
 - » *What are the differences?*
 - » *What is not happening that you would like to see? (e.g. what kinds of opportunities would you like youth to have to engage positively with technology? How can access to technology be increased?)*
 - » *What would a safe and positive online world look like for children and young people on the move? Would this look different for boys and girls? If so, how?*

Activity name	CLOSING REFLECTION & NEXT STEPS
Objective	To recap the session and to hear participants' views of the session, what they liked and what can be improved. To provide a brief overview of the next session and what to expect.
Time	5 minutes
Resources needed/set-up	Whiteboard or flipchart, markers, and a QR code for an online feedback survey or a hard-copy version of the survey.

Instructions

1. Prepare and Introduce the Activity

2. Anonymous Feedback:

Participants submit questions/suggestions via an online tool or using a whiteboard or flipchart

- a) Introduce the activity and its purpose, emphasising that all feedback is valued and will be used for improvement.
- b) Open each question one at a time.
 - i) **Liked** – What worked well? What did you enjoy?
 - ii) **Disliked** – What could have been better? What didn't work?
 - iii) **Suggestions for Future** – How can we improve next time? What ideas do you have?
- d) This method is helpful for those who find writing challenging.

Debrief

Finally, facilitators summarise key takeaways and explain next steps for the following session.

Remind the participants about the support available and that they can talk to the safeguarding focal point/reference person about any concerns or questions.

SESSION 3

UNCOVER: NAVIGATING DIGITAL RISKS

Objective	Participants explore the risks associated with digital technology (privacy, exploitation, misinformation, cyberbullying).
Time	2 hours

Activity name	WELCOME & ICE-BREAKER: EMOJI STORIES
Objective	To welcome everyone into the space and have fun.
Time	10 minutes
Resources needed/set-up	Paper, pen or pencil
Instructions	1. Introduce the Session: Short recap on consent, safeguarding, and feedback from the previous session. 2. Icebreaker: Emoji Stories a) In pairs or small groups, participants discuss different online challenges their avatars might face. b) They identify and write down or shout out situations that can be tricky, confusing, or challenging online. c) Each participant draws three emojis that represent how their avatar might feel in response to one of the online situations they discussed. d) They share their emoji choices and explain what situations they connect with. e) Highlight common themes and resilience strategies participants already use to navigate online challenges. f) Depending on how participants feel, guide participants to available safeguarding and support options if necessary.

Activity name	ONLINE ADVENTURES: MY AVATAR'S JOURNEY THROUGH ONLINE CHALLENGES
Objective	To explore and understand the challenges and risks children and young people face in digital spaces through the perspective of their avatars and build on the Digital Journey Map created in the previous session by identifying digital challenges and discussing coping strategies.

● Time	35 minutes
● Resources needed/set-up	» Digital Journey Maps from the previous session » Avatars (printed and/or digital) » Large sheets of paper or digital whiteboard (Canva, etc.) » Markers, stickers, coloured sticky notes (red for risks, other colours for additional notes) » Printed icons representing digital tools (social media, messaging apps, GPS, video/music apps, etc.) » Rope or chalk path to create a physical journey experience
● Instructions	1. Connect to the Digital Journey: a) Ask participants to take out their Digital Journey Maps from the previous session. b) Remind them that: <i>“Last time, we mapped out how your avatar uses technology at different stages of their journey. Today, we’re going to focus on the challenges and risks they might face along the way.”</i> c) Prompt a discussion: » <i>Look at your map—where do you think your avatar might face difficulties online?</i> » <i>Are there specific moments in their journey where digital risks might be bigger? And if so, why?</i> » <i>Do you think these risks are the same for all children? Or are there differences depending on whether a child is a girl or a boy, a younger or older child, or from specific countries?</i> d) Ask participants to circle or mark areas on their existing maps where their avatar might have struggled, felt unsafe, or faced digital challenges. 2. Start the Journey: Online Challenges & Risks: a) Using a rope or chalk-drawn path, create a physical representation of the digital journey. b) Participants move along the path with their avatars, stopping at key points where digital tools are used. c) Ask participants: <i>“Where and when does your avatar use digital technology?”</i> » At school? » On the move (bus, shelter, crossing borders)? » In a new place? Participants can adapt their maps as needed to reflect their avatar’s digital journey more accurately. d) Ask participants to identify challenges and risks their avatar might face online. Examples might include: » ⚠ Lack of internet access » ⚠ Scams & misinformation (false news, fake job offers, phishing) » ⚠ Privacy & safety concerns (tracking, sharing personal info) » ⚠ Online bullying & discrimination (negative messages, exclusion) » ⚠ Inappropriate or unsafe content (harmful videos, strangers online) » ⚠ Limited access to trusted information (language barriers, blocked sites)

- e) Participants write each risk on a red sticky note and place it in the relevant part of the Digital Journey Map where it might happen.

3. Group Reflection & Discussion:

- a) Each group presents their avatar's journey, focusing on:
 - » What digital risks were the most challenging?
 - » How did the avatar feel when facing these issues? (They can add emojis to represent feelings)
 - » What could help them navigate these risks more safely?
- b) Facilitator alerts participants to immediate safeguarding and support options if necessary.
- c) Final Thought:

"Technology can be helpful, but it's important to know the risks and where to find support. In our next session, we'll explore strategies to stay safer online."

10-MINUTE BREAK

Activity name	NAVIGATING THE DIGITAL WORLD TOGETHER	
Purpose	Participants use their avatars to narrate in-depth stories of online challenges and how they overcame them.	
Time	35 minutes	
Resources needed/set-up	» Pre-created avatars (printed copies or digital files) » Digital storytelling tools (e.g., Canva, Storyboard That, Google Slides, Comic Strip Creator) And/or » Art supplies (for drawing/writing) » Flipchart paper and markers	
Instructions	1. Introducing support mechanisms: Linking to the previous exercise, the facilitator introduces real-world support options: » Who can their avatars turn to if they experience these risks? (trusted adults, teachers, local support groups) » Where can they find reliable digital safety tips? » What steps can they take to reduce the risk of harm online? 2. Introduce Avatar-Based Storytelling: a) Remind participants about their avatars and explain: <i>"Now your avatars will tell a story about an online challenge and how they navigated it."</i> <i>"This could be something your avatar has actually faced, or a situation inspired by real experiences."</i> b) Showcase different storytelling formats they can use: » Comic strip (visual narration) » Digital poster/storyboard	

- » Short written story or dialogue
- » Audio or video recording (optional, for groups with tech access)

3. Create the Stories:

Participants work individually or in pairs using their avatars to illustrate a digital resilience story. Prompts to guide them:

- » *“What are the 3-5 main challenges your avatar faced online when on the move?”*
- » *“Did they speak to anyone about these challenges? If yes, with whom?”*
- » *“What else did their avatar do to overcome these challenges?”*
- » *“What advice would their avatar give to others in a similar situation?”*

Option 1 (Digital): Participants use Storyboard That, Canva, or Google Slides to create a visual narrative with their avatar.

Option 2 (Offline): Participants draw their avatar’s journey on paper or write a short first-person narrative from their avatar’s perspective.

4. Sharing & Group Reflection:

Participants present their stories in small groups or pairs. Facilitators guide reflection:

- » *“What common online challenges do we see?”*
- » *“What strategies worked best?”*

Activity name

CLOSING REFLECTION & NEXT STEPS

Purpose

To recap the session and to hear participants view of the session – what they liked and what can be improved and provide a brief overview of the next session and what to expect.

Time

5 minutes

Resources needed/set-up

- Whiteboard or flipchart, markers
- » Whiteboard or flipchart, markers
 - » QR code for online feedback survey or a hard-copy version of the survey.

Instructions

1. Prepare and Introduce the Activity

2. Anonymous Feedback:

- a) Participants submit questions/suggestions via an online tool or using a whiteboard or flipchart
- b) Introduce the activity and its purpose, emphasising that all feedback is valued and will be used for improvement.
- c) Open each question one at a time.
 - » **Liked** – What worked well? What did you enjoy?
 - » **Disliked** – What could have been better? What didn't work?
 - » **Suggestions for Future** – How can we improve next time? What ideas do you have?
- d) This method is helpful for those who find writing challenging.

Debrief

- » Finally, facilitators summarise key takeaways and explain next steps for the following session.
- » Remind the participants about support available and that they can talk to the safeguarding focal point / reference person about any concerns or questions.

SESSION 4

CREATE: THE SAFE WEB AHEAD – MAPPING FUTURES THROUGH DIGITAL STORIES

Objective	Participants create digital stories envisioning a future where the online world actively protects and supports children and young people on the move.
Time	2 hours

Activity name	WELCOME & ICE-BREAKER DIGITAL IDENTITY SNAPSHOTS
Purpose	To welcome participants and introduce the theme of digital identity in a fun and interactive way.
Time	10 minutes
Resources needed/set-up	» Index cards or sticky notes » Markers » And/or » Digital whiteboard (eg. Canva) for online sessions
Instructions	1. Introduce the Session: a) Short recap on consent, safeguarding, and feedback from the previous session. b) Explain that today, participants will be diving deeper into digital storytelling by exploring their avatars' experiences in digital spaces. 2. Icebreaker: a) Ask each participant to write down or draw a quick "snapshot" of their avatar's digital identity in just three words or images on a sticky note or index card. The words or images should represent how their avatar navigates online spaces, such as: » "Curious, Explorer, Helper" » "Private, Watchful, Creative" » "Likes Memes, Cautious, Gamer" b) Participants quickly share their three words with a partner or in a small group. c) Facilitator highlights some interesting themes that emerge and connects them to the session's focus: How their avatar's experience of being on the move shapes their online experiences.

Activity name

PLOTTING OUR PATH: DIGITAL STEPPING STONES



Objective

Support participants to quickly define essential digital safety strategies and identify key protectors responsible for keeping children and young people on the move safe online.

Time

35 min

Resources needed/set-up

- » Copies of online risks identified in previous sessions
- » Large sheets of paper or digital whiteboard (Miro, etc.)
- » Markers, stickers, coloured sticky notes
- » Printed icons representing digital skills & strategies
- » Magazines for collage-making (optional)

Instructions

1. Introduce the Activity:

- a) The facilitator quickly reminds participants of the digital risks their avatars face.
- b) Emphasise today's focus: creating safety strategies and identifying people who are responsible for keeping their avatars safe online.
- c) Discuss with participants:
 - » **Who are the protectors online?** Caregivers, teachers, tech companies, owners of social media platforms such as TikTok, governments, NGOs, and peer groups.
 - » **What do they do?** Provide guidance, enforce safety measures, develop secure platforms, teach digital literacy, and offer legal protections.
 - » **How do they protect their avatar?** By building safe online spaces, setting up reporting systems, advocating for policies, and educating children about online risks and opportunities.

2. Creating Stepping Stones to a Digital Protection World:

- a) Ask participants to draw a path or build a collage. with 'stepping stones' representing strategies that protect their avatar while they use the internet.
- b) Ask participants to add symbols, captions, and short descriptions to explain how each group supports the avatar's safety and well-being.

Option 1 (Digital): Participants use Canva, Google Slides, or a digital whiteboard.

Option 2 (Offline): Participants create a collage or draw on paper.

For each "Stepping Stone" (strategy), participants should:

- » Name the Strategy (e.g., "Think Before You Click")
- » List the Protector(s) (e.g., Children, Caregivers, Tech Companies)
- » Ask participants to add symbols, captions, and short descriptions to explain how they protect (one sentence or phrase)



You could use this template to help:

- » "Stepping Stone:" [Name]
- » "Who helps?" [Protector(s)]
- » "How do they help?" [Action/Role]

Example Stepping Stones, who helps and how:

Stepping Stone	Who Helps?	How Do They Help?
Think Before You Click	Children, Caregivers, Tech Companies	Learn about scams, teach spotting scams, block scam websites
use Strong Password	Children, Tech Companies, Caregivers	use strong passwords, provide password tools. teach password safety
Ask For Help	Children, Caregivers, Teachers, NGOs	Encourage speaking out, offer safe support spaces
Limit Sharing Personal Info	Children, Platforms, Caregivers	Teach privacy skills, provide strong privacy settings
Verify Before Trusting	Children, Teachers, Tech Companies	Teach fact-checking, flag false information

3. Encourage Creativity:

- Participants draw, cut out images, or use stickers to illustrate each step.
- Facilitators guide them to link each stone to their previous activity—how does this skill help their avatar overcome a challenge from the Digital Adventure map?
- Groups add speech bubbles or action points on their path to show how different people (children, caregivers, teachers, tech companies, policymakers) play a crucial role in creating a safer online experience.



- » Keep participants moving quickly.
- » Focus on short phrases or symbols rather than full sentences. Encourage them to use simple drawings, stickers, or magazine cutouts to decorate and illustrate the protectors and actions.

4. Presenting & Group Reflection (10 min):

- Each group briefly shares:
 - » One or two key Stepping Stones they created.
 - » Who the Protectors are and how they help.
 - » How these protect their avatar and help others.
- Facilitate discussion:
 - » “Which stepping stone is the most important?”
 - » “Who is essential in making children safe online?”
 - » “What’s one piece of advice for another child?”

10-MINUTE BREAK

Activity name	NAVIGATING TO A SAFER DIGITAL WORLD
Purpose	Participants envision a future where the digital world has evolved to protect and empower children and young people on the move. Through storytelling, they explore how online challenges can be overcome and what changes need to happen.
Time	35 minutes
Resources needed/set-up	» Pre-created avatars (printed copies or digital files) » Digital storytelling tools (e.g., Canva, Storyboard That, Google Slides, Comic Strip Creator) And/or » Art supplies (for drawing/writing) » Flipchart paper and markers
Methodology	1. Introduce Journey to a Safer Digital World: a. Remind participants about their avatars and explain: <i>“Today, your avatars will tell a story about an online problem they faced and how they got through it. But instead of using today’s internet, imagine a future where the online world has changed to keep children and young people on the move safe. What does that safer, kinder internet look like?”</i> <i>“Your avatars will explore this new, improved online world. They’ll show how it’s different from today and how new ideas and tools are helping protect children like them.”</i> b. Showcase different storytelling formats they can use: » Digital poster/storyboard (Canva) » Comic strip (visual narration) » Short written story or dialogue » Audio or video recording (optional, for groups with tech access) 2. Create the Visionary Stories: a) Participants work individually or in pairs to develop their stories. b) Prompts to guide them: » “What online challenge did your avatar face in today’s world?” » “How has the digital world changed in the future to solve this challenge?” » “What new protections, laws, or technology exist to keep children and young people on the move safe?” » “How does your avatar move through this safer online world?” » “What advice would their avatar give to others about shaping this future?” Option 1 (Digital): Participants use Storyboard That, Canva, or Google Slides to create a visual narrative with their avatar in the improved online world. Option 2 (Offline): Participants draw their avatar’s journey on paper or write a short first-person narrative from their avatar’s perspective in this better future. 3. Imagining the Changes: What’s Different? » Stronger Privacy Protections: Social media automatically protects children’s data. » Universal Digital Education: Every child has access to online safety education. » Safer Social Media Spaces: Platforms enforce stricter moderation policies.

- » **Child-Friendly Internet Zones:** Special digital spaces support displaced children.
- » **Global Support Networks:** Governments, NGOs, and tech companies collaborate to ensure protection.

4. Sharing & Group Reflection:

- a) Participants present their stories in small groups or pairs.
- b) Facilitators guide reflection:
 - » “What common online challenges did your avatars face in today’s world?”
 - » “What changes made the biggest difference in the future internet?”
 - » “What strategies worked best for keeping children and young people on the move safe?”
 - » “How did imagining a better online world help us think about what needs to change today?”
- c) Facilitators document key themes, capturing participants’ ideas on how the internet should evolve to protect and empower children and young people on the move.
- d) At the end of the session, leave children handouts on reporting.

Activity name	CLOSING REFLECTION & NEXT STEPS
Purpose	To recap the session and to hear participants’ view of the session – what they liked and what can be improved. To provide a brief overview of the next session and what to expect.
Time	10 minutes
Resources needed/set-up	» Whiteboard or flipchart, markers » QR code for online feedback survey or a hard-copy version of the survey
Instructions	1. Prepare and introduce the activity 2. Anonymous Feedback 3. Participants submit questions/suggestions via an online tool or using a whiteboard or flipchart a) Introduce the activity and its purpose, emphasising that all feedback is valued and will be used for improvement. b) Open each question one at a time. » Liked – What worked well? What did you enjoy? » Disliked – What could have been better? What didn’t work? » Suggestions for Future – How can we improve next time? What ideas do you have?
Debrief	Finally, facilitators summarise key takeaways and explain next steps for the following session. Remind the participants about the support available and that they can talk to the safeguarding focal point / reference person about any concerns or questions.

SESSION 5

INFLUENCE: SHAPING DIGITAL ADVOCACY

Objective	Participants develop clear, specific, and actionable advocacy messages that can drive real change in digital safety for children and young people on the move. They refine their messages and transform them into digital advocacy materials.
Time	2 hours

● Activity name

WELCOME & ICE-BREAKER: OUR VOICES ON THE MOVE

● Purpose

To set the stage for focused advocacy by having participants think critically about their messages.

● Time

10 minutes

● Resources needed/set-up

» Sticky notes
» Markers
» And/or
» Digital whiteboard (eg. Canva)

● Instructions

- Recap on consent, safeguarding, and feedback.**
 - Facilitator asks: *“If your avatar had one message to a policymaker about making the digital world safer for children and young people on the move, what would it be?”*
 - Participants write their responses on sticky notes or a digital whiteboard (e.g., Canva).
 - Pair & Share: Each participant discusses their message with a partner.
 - Group Sharing: Volunteers read their messages aloud, and facilitators highlight key themes.

● Activity name

BUILDING BRIDGES - ADVOCACY ROADMAPS FOR CHANGE

● Purpose

Participants use their avatars to design an advocacy roadmap, outlining key online risks, needed changes, and strategic messaging to influence decision-makers. The roadmap structure represents how to bridge gaps between risks and opportunities in the digital world.



Time	40 minutes
Resources needed/set-up	» Large sheets of paper - And/or » Digital whiteboard (eg. Canva) » Markers, sticky notes (different colours) » Printed summary of identified risks, opportunities, and key digital challenges developed in Session 3.
Instructions	1. Introduce the Session » Emphasise that the purpose of this research is to explore issues around their avatars' experiences with the digital world as children and young people on the move. » Remind participants that they have been reflecting on their avatar's digital experiences, considering both opportunities and risks. They have also been encouraged to think about how their voices can shape advocacy efforts for safer digital spaces. 2. Define the Core Message » Participants work in groups to role-play as their avatars, discussing and brainstorming advocacy messages. » Using the printed summary, ask groups to identify and prioritize 3-5 key risks their avatars face online. » They then draft solutions and action points that their avatars would propose to decision-makers. » Ask groups to specify who needs to say what to whom for the protection of children and young people on the move online. Example: » What is the problem? (e.g., "Many children and young people on the move lack access to safe internet.") » What needs to happen? (e.g., "Governments should fund free, secure Wi-Fi in shelters.") » Who should take action? (e.g., "Ministry of Communications, telecom companies.") » When should action be taken? (e.g., "By the next national budget cycle.") e) Avatars "vote" on the most important messages by placing stickers or marks next to them. 3. Strengthen the Message a) Each group presents their messages explaining how their avatar would advocate for change. b) Facilitators guide a discussion to refine messages, ensuring they are clear, actionable, and persuasive. c) Each group creates 1-3 advocacy messages that are clear, actionable, and direct, specifying who should take action and what change is needed. d) Example: <i>"Governments must provide free, secure Wi-Fi in shelters by 2025 to ensure children and young people on the move can safely access education and support."</i> e) Groups collaborate to select the top 3-5 final advocacy messages,

Reflection Questions:

- » How can advocacy help change digital policies for better safety?
- » What role do different stakeholders play in improving online experiences?
- » Who do we want to take action, and what do we want them to do?
- » How can our avatars' voices be amplified in the real world?

10-MINUTE BREAK

● Activity name	CHARTING THE COURSE – ADVOCACY MESSAGES FOR ACTION
● Objective	Participants transform their avatar's focused messages into compelling digital advocacy content.
● Time	35 minutes
● Resources needed/set-up	» Laptops, tablets, or smartphones » Canva, or Storyboard if they have used this for previous activities).
● Instructions	1. Choose a Format: a) Facilitator explains: <i>"Now, we'll turn our avatars into powerful advocates by putting them into digital posters or short videos that deliver our advocacy messages to the world."</i> b) Participants choose their format: Option 1: Digital Posters – A visually striking image with the advocacy message and a call to action. Option 2: Short Advocacy Videos – A 30-60 second clip where avatars present their message. 2. Create the Advocacy Content Option 1: Digital Posters: Include the avatar's image, advocacy message, strong headline, short message, and call to action. Use relevant images (avatars, icons, or key statistics). <i>Example: A post featuring an avatar saying, "We demand safer digital spaces for displaced children—social media companies must enforce stricter moderation now!"</i> Option 2: Short Videos: Format: The avatar as the main character, giving a speech, or acting out a digital risk and solution. <i>Example: An avatar explaining how to protect personal data online or calling for better child-friendly digital policies.</i> Voices can be pre-recorded or typed into captions, making this accessible for all participants.

3. Refine messages:

Ask participants to make positive suggestions to other groups about how they can refine their digital content to ensure the messages are strong, clear, and actionable.

4. Present Messages:

Each group presents their digital posters or videos. They explain:

- » What their avatar's message is
- » Who the message is directed at
- » How it will create change

5. Group Discussion:

Facilitators guide a discussion:

- » *"How does it feel to let your avatar be the voice of change?"*
- » *Are these messages realistic and impactful?*
- » *What strategies can we use to make sure these messages reach the right people?*
- » *Where should these messages be shared? (Social media, advocacy campaigns, direct engagement with decision-makers?)*

Activity name	THE ROAD AHEAD
Objective	To conclude the session with action-oriented reflection.
Time	5 minutes
Resources needed/set-up	Avatars from previous activity
Instructions	» Each participant writes a final takeaway "from their avatar" (e.g., "My avatar wants stricter privacy laws for young people online."). » Facilitator outlines next steps: › Messages will be included in an advocacy report. › Discussion of opportunities for youth-led digital advocacy campaigns. › Encouragement to continue using avatars for advocacy.

Activity name	CLOSING REFLECTION & NEXT STEPS
Objective	To recap the session and to hear participants' views of the session – what they liked and what can be improved. To provide a brief overview of the next session and what to expect.
Time	10 minutes
Resources needed/set-up	» Whiteboard or flipchart, markers » QR code for online feedback survey or a hard-copy version of the survey
Instructions	Prepare and introduce the activity Anonymous Feedback: Participants submit questions/suggestions via an online tool or using a whiteboard or flipchart

Debrief

- a) Introduce the activity and its purpose, emphasising that all feedback is valued and will be used for improvement.
- b) Open each question one at a time.
 - i) **Liked** – What worked well? What did you enjoy?
 - ii) **Disliked** – What could have been better? What didn't work?
 - iii) **Suggestions for Future** – How can we improve next time? What ideas do you have?

Finally, facilitators summarise key takeaways and explain next steps for the following session.

Remind the participants about the support available and that they can talk to the safeguarding focal point / reference person about any concerns or questions.

SESSION 6

REFLECT: OUR SHARED PATH AND OUR NEXT STEPS

Objective	Reflect on learnings, consolidate findings, and prepare for broader dissemination.
Time	2 hours

Activity name	WELCOME & ICE-BREAKER: MAPPING OUR JOURNEY
Objective	To energise participants, reflect on their experiences in a fun and interactive way, and set the stage for the session's deeper reflection activities.
Time	10 minutes
Resources needed/set-up	» Sticky notes or small index cards » Markers » A large flipchart or a blank wall space » Printed or drawn «journey map» template (optional)
Instructions	1. Introduce the Session » Welcome participants and set a positive, reflective tone. Briefly recap key aspects of consent, safeguarding, and feedback. » Explain that today's session is about looking back on the journey we have taken together and thinking about what comes next. 2. Reflecting on the project » Ask participants to think about one key moment from the Walking Together project that stood out to them—something they learned, felt inspired by, or found challenging. » On a sticky note or card, ask participants to write or draw this memorable moment from the journey. Note whether this is a personal or group experience, or for certain groups such as girls or boys. » If the group prefers a movement-based activity, place the flipchart on the wall and draw a large “winding path” to symbolise the Walking Together journey. Participants place their sticky note on the path where they feel it fits—closer to the beginning, middle, or near the “future” section. 3. Sharing key moments » Invite a few volunteers to share their moment with the group. » Encourage them to explain why that moment was important for them. » As responses are shared, the facilitator can identify common themes (e.g., personal growth, friendships, learning digital safety skills, overcoming challenges).

- » Acknowledge the diversity of experiences and how everyone has contributed to the collective journey.
- » Connect this reflection to the next activity, River Journey Mural, by explaining:
“Just like this activity, the next one will help us explore the changes we have experienced and where we see ourselves going next.”

Activity name

SHARING OUR KEY MESSAGES

Objective

Make a plan of who to share key messages with, when and in what ways.

Time

25 minutes

Resources needed/set-up

- » Safe Haven map (Session 2).

Instructions

- 1. Introduce the Activity:** Remind participants that in Session 5, they created key messages to share through digital posters and videos. Explain that in this session, they will develop a plan to share these within their shelter or youth support centre.
- 2. Review the Safe Haven Map:**
 - » Look at the people and groups already identified as sources of support in the Safe Haven Map they made in Session 2.
 - » Are there any missing groups or individuals who should hear these key messages? Add them to the map.
 - » Consider:
 - › Who would benefit from learning about this?
 - › Who needs this information for future decision-making?
 - › Who should be involved in determining next steps?
- 3. Prioritise Key Audiences:**
 - a) As a group, select three key people or groups to target.
 - b) Use a flipchart to create the following table:
 - c) On a flipchart, create the following table.

WHO	WHAT will we share?	HOW will we share?	WHEN will we share
a. Shelter leader	Digital posters	We will bring 10 printed copies of the poster for her to post in the community	At our meeting next week
b.			
c.			

Plan Next Steps: If applicable, decide when to meet next.

Considerations

- » If sharing posters and videos, consider the following:
 - › **Where?** Where would be a convenient place to hold sharing events?
 - › **When?** What is a good time and date?
 - › **What?** What materials are needed for the presentation?
 - › **Support?** Can snacks and water be provided for community members?
 - › **How?** What method will be used to present the key messages?
 - › **Existing Opportunities?** Are there community meetings or online forums where the messages can be shared?
 - › **Timeline?** Who will lead each step?
 - › **Best Timing & Location?** When and where will the messages be shared to reach the right people and plan next steps effectively?

10-MINUTE BREAK

Facilitator Note: Please select ONE of the following tools: River Journey Mural OR Rose, Bud Thorn Activity

Note: The Rose, Bud, Thorn Activity could be used in any situation with any group as an evaluation tool. The River Journey Mural is a good choice if the group has worked together or shared a common experience in the past.

Activity name

RIVER JOURNEY MURAL³

Purpose

To explore the most significant changes that have taken place over the walking together journey.

Resources needed/set-up

- » Flip chart paper (4-5 pasted together)
- » Paints/crayons/other colours
- » Tape

Time

45 minutes

Instructions

1. Prepare the Space:

- a) Place a long piece of paper on the floor or wall.
- b) Write "Past," "Present," and "Future" in intervals across the top of the paper.

2. Visualization and reflection:

- a) Ask participants to close their eyes and envision a beautiful river, flowing from their past (before they started the sessions) to the present (recently completed sessions and activities) and into their future (what they hope will happen next).
- b) Guide participants to think about their lives in the past before they started Walking Together.

³ Adapted from [YouCreate Art-Kit](#), p.77.

- c) Ask what their lives are like now, having completed the Walking Together project. What has been significant to them?
- d) Encourage them to imagine what they hope to achieve in the future.

3. Identifying Key Changes:

- a) Ask participants to share some of the most important changes between these time periods (past, present, future).
- b) These changes can be personal, between friends or in the community.

4. Creating the River Mural:

- a) Ask participants to draw a river on the paper using two lines.
- b) Invite participants to populate the river with their individual stories using writing and/or drawings.
- c) They may also include significant activities or events that led to these changes.

5. Depicting Significant Stories:

- a) Once the river is complete, ask participants to add significant 'stories' that reflect the changes they have experienced as a result of Walking Together.
- b) Encourage them to include key activities or events that contributed to these changes through drawings or written reflections.

6. Guided Discussion:

- a) Lead a discussion using the following guiding questions:
 - » What were the most significant changes that were revealed in your River Journey? Why are these significant?
 - » Were the changes experienced by all participants? How was this different for some people, i.e. for girls, boys, people from different countries? Please explain.
 - » What have you learned that you will take forward into:
 - i) Future activities you plan?
 - ii) Your personal lives?

OR

Activity name	ROSE, BUD & THORN
Purpose	To celebrate success and plan how to share participants' learning with the community, and to think through any follow-up steps. This activity will help participants: » Determine the impact of the Walking Together project » Help people to understand the successes, challenges and learning involved in the project » Guide decision-making of youth and community regarding next steps
Resources needed/set-up	» Flip chart paper » Markers » 3 colours of sticky notes (Alternative - different coloured markers)

Time

35 minutes

Instructions

1. Preparing the rose

- a) Before the activity starts, draw a large rose on a flipchart. Make sure to include a few thorns and buds as well as a large flower. Prepare sticky notes of three different colours for each topic (rose, thorn, bud).



2. Introduce the Session:

- a) Explain to the group that they will be exploring 3 categories through the metaphor of a rose - successes (roses), challenges (thorns) and opportunities/ key learnings (buds).

3. Reflect on the Journey

- a) Next go through each category and have the participants brainstorm their 'roses', 'thorns' and 'buds', using the prompting questions below.

Option 1: participants write or draw their responses on the sticky notes and post it on the rose flipchart near the correct part.

Option 2: participants brainstorm out loud as a group their responses to each part of the rose and the facilitator (or a volunteer) write these on the rose flipchart.

Questions to guide each category are the following:

Rose:

- » What was the highlight of the project?
- » What did you feel went well? What did you enjoy?
- » What efforts blossomed?
- » Who benefitted from these efforts?
- » What are you most proud of about the project?
- » What positive results were surprising to you?

Thorn:

- » What was challenging about the project?
- » Did some children benefit less than others? If so, why?
- » Did anything negative happen that surprised you?
- » What could be improved?
- » What would you do differently and how would you do it differently?

Bud:

- » What opportunities could follow from the project?
- » What possibilities need growth and nurturing?
- » What is a budding idea you would like to take forward with this project?
- » What ideas do you have to improve your 'thorns', or avoid these in the future?

b) Thank the group and document the responses.

Activity name	QUALITY OF PARTICIPATION TOOL
Objective	To ensure participating children have the opportunity to share their feedback at the end of the project.
Time	5 minutes
Resources needed/set-up	» Online survey platform or hard-copy version of the survey
Instructions	Apply the Quality of Participation Tool Remind participants that a survey was conducted during the first session, and that they are asked to fill in the same survey to help us gather additional feedback. Emphasise the following key points: » This quiz is not a test. It is an opportunity for participants to reflect on their experiences in the project and provide valuable feedback. » Responses remain confidential. Participants should use their pseudonym instead of their real names. If they are unsure of their pseudonym, they should ask a facilitator before starting. » Answers should be individual. Each participant should select responses based on their personal views and should not share their answers with peers. » This is the endline quiz. » Complaints and feedback mechanisms remain available. Facilitators should remind participants how they can access these mechanisms throughout the project and how the organisation will respond to concerns raised. » Annex A provides an example of a Quality of Participation Tool that can be adapted to different contexts.

Activity name	ACKNOWLEDGEMENT OF THE JOURNEY
Objective	To celebrate everyone's collective success and strengths as individuals & to close Walking Together as a team

● Time	15 minutes
● Resources/ set-up	» Certificates for each child participant
● Instructions	a) Invite participants to stand in a circle (at a safe physical distance) b) Invite each participant to share one thing they are proud of and one thing they plan to do going forward. c) Offer certificates to each participant. d) Close the circle by thanking everyone for their sharing.
● Debrief	Remind the participants about the support available and that they can talk to the safeguarding focal point about any concerns or questions.

ANNEX A. EXAMPLE OF A QUALITY OF PARTICIPATION TOOL

Before You Start – Please Read This Carefully

- » This quiz is not a test. It's just a chance for you to think about your experience in the project and help us understand what worked well and what could be better.
- » Your answers will stay private. Please use your made-up name (pseudonym), not your real name. If you don't remember your pseudonym, please ask a facilitator before you begin.
- » Answer the questions by yourself. Try not to copy or share answers with others – we want to hear *your* thoughts.
- » If you want to share a concern or make a complaint, you still can. The facilitators can remind you how to do this and how ARSIS will respond to anything you raise.

	Strongly agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Strongly disagree
Understanding and Information					
I received clear and easy-to-understand information about this project before deciding whether to take part.					
I understood that if I shared something that raised concerns about my safety, it might need to be reported to someone who could help					
Choice and consent					
I feel that taking part in this project was completely my choice					
I had enough time and information to decide whether I wanted to participate.					
If I wanted to stop participating, I knew that I could do so at any time.					
If I took a break or missed a session, I felt supported to rejoin if I chose to.					
Respect and Well-being					
I felt safe discussing difficult topics with the facilitators. They made me feel like I could say anything without fear of criticism and could ask for help if I needed to.					

The facilitators tried to see things from my perspective and understand me emotionally.					
The facilitators value what I say and me as a person. They make me feel that I am worth listening to.					
The topics we discussed were important and meaningful to my life.					
A Child-Friendly Approach					
I feel that the activities were comfortable and engaging for me.					
I felt that the adults involved in the project made sure that all children felt included.					
Training and Support					
The adults involved in the project had the right skills to support children safely and respectfully.					
I knew who to talk to if I needed help or support during the project.					
Safety and Risk Awareness					
I felt safe when taking part in this project					
I was consulted about any risks, and steps were taken to keep me safe.					
Accountability and Feedback					
I feel that my views and ideas were taken seriously					
I knew how to give feedback or raise concerns if needed.					

Thank you so much for completing this questionnaire. We really appreciate your feedback.



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