

Quest Guide:

A youth-led participatory action research project empowering young people to create curriculum for child support workers



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The Quest Guide: Table of Contents

Packing Your Bags for the Quest

- Important Definitions
- What is the Quest Guide all About?
- Tips for being a Quest Leader
- Tips for Facilitation
- Tips for Note Taking
- Planning and Preparations
- Your Storytelling Toolkit
- The Well-being Pillars

Quest Level 1: Team-up!

- Activity 1: Quest Agreement & Sharing Well-being Objects
- Activity 2: Team Hero Avatar and Poster
- Activity 3: Wellbeing Backpack
- Activity 4: Introduction to Storytelling: Video Portraits and Quiz

Quest Level 2: Uncover the Treasures

- Activity 5: The Quest Map
- Activity 6: Well-being Multimedia Stories
- Activity 7: Quest Comic Book or News Show: Pillar 1: Feeling Safe

Quest Level 3: Climb-up!

- Activity 8: Climbing the Quest Tree
- Activity 9: Quest Comic Book or News Show: Pillar 2 & 3: Connected and Worhy

Quest Level 4: Zero hour!

- Activity 10: Quest Comic Book or News Show: Pillar 3 & 4: Respected and Hopeful

Quest Level 5: Success!

- Activity 11: Quest River Journey
- Activity 12: Celebratory Screening

Appendices:

- Appendix 1: Tips for Online Facilitation and COVID-19 Safety
- Appendix 2: Wellbeing Pillars in Detail
- Appendix 3: Storytelling Toolkit
- Appendix 4: Note-taking Form

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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, ages 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 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.

<p>Well-being</p>	<p>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 your culture, health care and social support, 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.</p>
<p>Children and Young people</p>	<p>The United Nations defines children as anyone between the ages of 0-18, and young people as anyone between 15 and 24 years old. For the purposes of this Quest Guide we refer to young people throughout.</p>
<p>Child support worker</p>	<p>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. A child support worker is anyone who plays a role in supporting young people as their job.</p>
<p>Avatar</p>	<p>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.</p>
<p>Storytelling</p>	<p>Storytelling isn't just for fun, it's about using your 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 in your own lives and the way child support workers should act to help you. Storytelling is your tool to make your voice heard and to influence decisions that concern you.</p>

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. Child support workers are responsible for running these programs for young people, though young people are not always involved in planning them. Child 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 help! You and your team are going to help both the young people and child 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 the young people who will be participants in this process, when you are explaining the 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 through the Quest, so please read it carefully.

There is also a **Project Support Guide for Adult Allies** to accompany this Guide.

What is this Quest all about?

This project supports you to work with your peers to explore how child 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 child support workers can approach young people, learn new skills and learn the right attitudes towards the young people they work with.

As a Quest leader, 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 the way adults work with children. 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 child support workers. These may be e-learning or other media / training, which aim to help child 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 education content.

In 2021 in South-Eastern Europe the process was conducted in 6 teams from 4 countries with the participation of 80 children and young people. They created a lot of materials, which resulted in the [The Quest: A Children's Guide for Child Support Workers to Better your Professional Practice](#) e-learning course. Check the [introduction video](#) to learn more!

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

The e-modules that we develop will teach child 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 that child support workers commonly have?
2. **Knowledge, Skills and Actions:** What do child 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?

That sounds like a lot, but don't worry the activities in the Quest will guide you through all of it.

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 create 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:

- Organize a space for your team to meet and the materials for each activity.
- Be present at every activity.
- Support you to plan activities and to debrief and prepare your notes afterwards.
- Answer any questions you have about the Quest, brainstorming ideas and troubleshooting together.
- Connect with other adult members, such as the project team.

- Be prepared to support you in other 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 young people who will be part of my team?

Young people, ages 9 to 19, will participate in the project. You will manage a team of 6 to 14 young people.



What is the time commitment?

To complete the Quest, you will work with your team for approximately 17 hours. You will also be asked to do some work to get ready for activities. For the participants, the 17 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. More time is needed for Quest Leaders to prepare for each activity and do debrief and prepare your notes.

Activity	Preparation Duration (for QLS with the AAs)	Implementation Duration (for QLS with participants in the presence of the AAs)	Reflection & Notes Duration (for QLS and AAs)
Quest Level 1: Team-up!			
Activity 1: Quest Agreement & Sharing Well-being Objects	30 minutes	1 hour	30 minutes
Activity 2: Team Hero Avatar and Poster	30 minutes	2 hours	30 minutes
Activity 3: Wellbeing Backpack	30 minutes	1 hour	30 minutes
Activity 4: Introduction to Storytelling: Video Portraits and Quiz	30 minutes	1.5 hours	30 minutes
Quest Level 2: Uncover the Treasures!			

Activity 5: The Quest Map	30 minutes	1.5 hour	30 minutes
Activity 6: Well-being Multimedia Stories	30 minutes	1.5 hour	30 minutes
Activity 7: Quest Comic Book or News Show, Pillar 1: Feeling Safe	30 minutes	1 hour	30 minutes
Quest Level 3: Climb-up!			
Activity 8: Climbing the Quest Tree	30 minutes	1.5 hours	30 minutes
Activity 9: Quest Comic Book or News Show, Pillar 2 & 3: Feeling Connected and Worthy	30 minutes	1 hour	30 minutes
Quest Level 4: Zero hour!			
Activity 10: Quest Comic Book or News Show, Pillar 4 & 5: Feeling Respected and Hopeful	30 minutes	3 hours	30 minutes
Quest Level 5: Success!			
Activity 11: Quest River Journey	30 minutes	1 hour	30 minutes
Activity 12: Celebration Screening	30 minutes	1 hour	30 minutes
Total	6.5 hours	17 hours	6.5 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 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.

The pilot or the first Quest that took place in 4 countries in South Eastern Europe in 2021 with young people who were involved with the child welfare system, either in detention centres, working with child support workers in community centres or coming from vulnerable backgrounds. Young people shared that they enjoyed starting something challenging and completing it, feeling accepted and appreciated by their group, and imagining a better world together and then working towards it. Young people enjoyed the process of having their views listened to and their self-confidence increased throughout the process.

Your work will have a large impact, reaching child support workers in many countries around the world, and helping them learn how to improve in their jobs. At the end, you will get a certificate to honour your role in the project.

Who can participate in the Quest and how can we adapt activities to support everyone?

In short, everyone aged 9-19 should be able to participate in the Quest. Depending on the needs of the group, here are some adaptations you might consider for different age groups, genders and abilities.

- **Age:** The activities are designed for ages 9-19, but some adaptations might be needed if you are working with younger or older children. Ideally your group is of a similar age, for example ages 9-11 or ages 14-18, to help make things easier. For younger children, make sure that words and concepts are clear, give more breaks for free play, and provide additional structure and guidance when required. For older children, give more opportunities for discussion, sharing and debrief.
- **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. Ideally young people can self-select which gender group they would like to join, to ensure no one feels forced.
- **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.). You can modify activities for various abilities, such as focusing on verbal storytelling rather than drawing or breaking activities into smaller sections.

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 child support workers can better support young people, and build on their strengths and resources. You will design multimedia projects to help show how adults can 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 and follow the vision set by the young people in your group. Feel free to revise or adapt 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. As we mentioned in the definition of PAR, this is a process that will help you explore how child 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 young people feel comfortable to participate in all the activities. Focus on building the team spirit of your group or team, making sure all young people feel respected and included.
2. **Support diversity and inclusivity:** Support 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 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 your 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*

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.

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 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 making sure 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. 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 *'Are girls treated differently by child support workers than boys?'* An open-ended question would be *'How do child support workers support girls and boys differently?'*
- **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 *'Do you think that your friends are the biggest support people in your life?'* A non-leading question would be, *'Who are some of the biggest support people in your life?'*
- **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 way?'* *'You mentioned you love storytelling, what is it 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 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. 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 uncomfortable or confused. Recognize this and take short 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, 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 difficult issues. Clearly share this information. Be honest and clear about the support you can and cannot provide to young people.

Working with Other Young People on Sensitive Subjects

This project explores how adults can better support young people's well-being and leadership. Exploring can help us open up conversations about what does and 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. You can try some of these strategies to help:

- Ask questions that **use pretend situations** and explore young peoples' understanding of **common experiences in their communities**. For example, *'What ways can child support workers make young people feel well and eager to participate in your community?'*
- Watch young people's non-verbal cues, like their body language, 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 and numbers 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 partner, the other Quest Leader, and your 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 include any differences you heard. For example, if many young people tell you that it is important that adults listen to their

opinions, record how many times you are hearing this and perhaps any differences related to how they like to be listened to.

- **Repetition:** Note key words or phrases that are repeated.
- **Capture any key questions that are 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 learn what cues exist in your own community, and/or in the culture participants are coming from.

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 4: 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 works well for the young 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 make sure you have all the supplies.
5. **Prepare your space:** Make the room/space feel fun, safe, quiet, and supportive, being sure to meet 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 make your peers 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 young people to wash hands as they enter and regularly throughout the session (before a snack, before holding pens/pencils, or other materials), etc.
 - ii. Ask young people to stay 6 feet apart (listen to local guidelines for distance) from each other during activities. Where possible, use masking tape to mark spots for young people to sit 6 feet from one another.
 - iii. Adults please wear masks. Follow local guidelines for mask-wearing for young people.
 - iv. If providing snacks and drinks, make sure these are individually wrapped for each young person (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 post it for everyone to see, during every activity.
8. **Mentally prepare yourself:** Be present and available to engage with young people and listen well.

During Activities:

1. **Arrive early:** Arrive before the 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 young people on a multimedia project that builds on their knowledge and skills to teach child support workers how to better support children and young people. Explain the specific activity you will be facilitating on that day.
3. **Facilitate Introductions:** If 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 guide them with some 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 and/or stop and 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. Think about any barriers that may

impact people because of their gender, age, ability, or other factors. Try to remove barriers to make the space accessible for everyone.

7. **Discuss next steps:** Always be ready to share the next steps in the Quest journey and answer any questions young people have.

Your Storytelling Toolkit

Your Storytelling Toolkit is a set of printable checklists and templates designed to help Quest Leaders and participants produce multimedia stories safely. (Please see Appendix 3: Storytelling Toolkit).

Under the 'Materials' section of each activity, you will see the words 'Checklist' or 'Template' which you can read more about in Appendix 3.

- **Checklists:** These include tips, tools and suggestions (eg. video and audio recording skills) for choosing and filming a story like a pro!
- **Templates:** The Quest Comic Book, shot list and other templates can be used with some of the activities. Please print as many copies as you need from the Appendix 3.

Before starting each activity, please go over the relevant checklist or template with the group as a reminder.

What kind of multimedia will we create?

Together you will create multimedia at every session, such as: 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 2-3 multimedia pieces. This will help make sure each country group has a voice in the e-learning module.

What will happen with what we create?

The videos and multimedia produced by young people will be used as part of the e-learning module and will be available on the ChildHub platform for adults to learn from.

Do we have an option of what kind of multimedia we develop?

Your team avatar's mission is to help child support workers be the best they can at protecting the 5 pillars of well-being. 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:

1. Quest Comic Book Club or
2. Quest News Channel.

Depending on your age and interests, you can choose to work on one project only or take part in and help with both.

Quest Comic Book Club

To develop a Quest comic book and video about the journey of a child support worker, the Comic Book Club will need to:

- Develop a child 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 child support worker. Think about how they interact with your team avatar and/ or other young people, what challenges might they face, and what can they improve?
- Write and record the voices for your comic book characters to go along with your illustrations.

Output: A comic book illustrated and designed. This might include voice overs, through audio recording. See as an example the ["Birds in a Cage" - Comic Book by Youth for "Child Support Workers"](#) created in Romania in 2021.

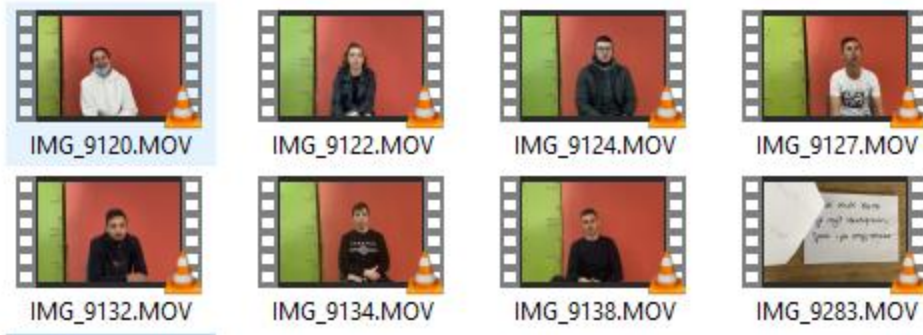


The Quest News Channel

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

- Plan and record interviews with other young people and child 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.

Output: A news show that can include a written story read out loud and/or an interview recorded on video or "radio". Check the ["Youth Voice: The Quest News Feeling Connected"](#) created in 2021.



How do we collect and share our multi-media?

Collect the materials after each session and add to Dropbox: Collect all the drawings, images, videos produced in the activity. You will need to take a photo or scan drawings and images produced by hand. You can either connect to wifi and upload the videos, photos, images and sound recordings directly from the phone OR transfer them over onto a computer into a folder and upload to Dropbox from there so the video editor can edit and post-produce the e-learning pieces. You can ask your Adult Ally with assistance using the equipment.

Note: Please keep all the participants' drawings in case they forgot to take photographs of them or the photos are blurry.

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 understand how human beings feel well, or have "well-being." To be well is something that everyone wants, but it can be hard to understand all the things that we need to "feel well". The well-being pillars give us 5 areas we can think about when we are exploring our well-being:

Pillar 1: Feeling Safe: Feeling safe physically and emotionally.

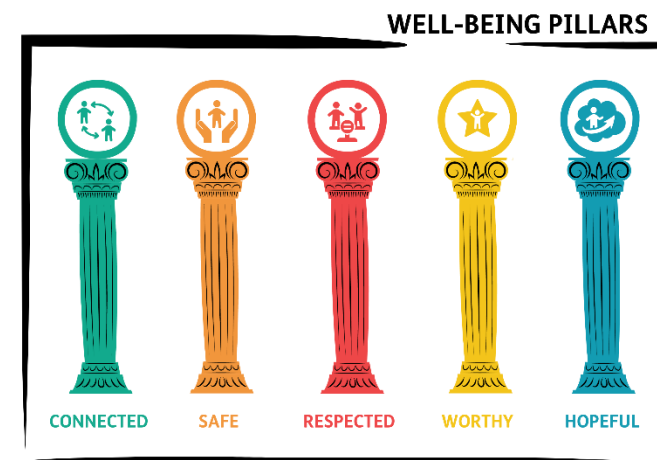
Pillar 2: Feeling Connected: Feeling connected to supportive people and groups.

Pillar 3: Feeling Worthy: Feeling worthy or that we matter, and with roles and responsibilities, like understanding who we are, where we come from and what we do or we would like to do.

Pillar 4: Feeling Respected: Feeling respected, like our opinions and ideas matter, and that we can address injustices or things we feel are not right.

Pillar 5: Feeling hopeful: Feeling hopeful about the future and having a zest for life.

It's helpful to understand what we need to feel well, especially during difficult times, when we are trying to find ways to support ourselves and/or people who are close to us. Researchers decided on 5 well-being pillars to describe the things we need to feel well. These will look a bit different for everyone, but they help us understand all the different things we need to feel well.



Here is a bit more about the pillars in more detail:



Feeling connected to supportive people and groups in your community. For example, having relationship with family members and trusted mentors and friends.



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 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.



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 hopeful about the future with a zest for life. For example people hope comes from thinking about things like an education or a home, while for others hope is rooted inspirational or religious beliefs.

For more information please see Appendix 1: Wellbeing Pillars.

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 pack your wellbeing backpack with all the things you need for the journey. You will then create a poster to share your Avatar, showcasing its special superpowers and abilities.

Activity 1: Quest Agreement & Sharing Well-being Objects

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

Output: A Quest team Agreement that you can hang on the wall, and refer back to throughout the whole Quest journey.

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.

Time required: 1 hour

Steps: In person (respecting COVID-19 guidelines)

Part 1

1. Welcome all participants to the Quest Journey!
2. Explain: *Over the next few weeks or months, we will be working together as a team to complete a Quest. On this journey we will be exploring and sharing ways that adults, or child support workers- the people whose job it is to support young people-can improve their work. As young people we are the experts in what we need, and this is our chance to share our ideas with adults. Together we will be working on a multi-media production that will be used to teach adults. Very cool!*
3. 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 or their well-being. Participants could also pick images from a magazine or draw an object. Encourage participants to be creative!
4. Invite all participants to come back together in a circle (sitting at physical distance).
5. 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.
6. 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 the stories shared?*
 - 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 share their ideas during the Quest.
3. If young people are struggling for ideas, share a few examples (e.g. *we all have valuable ideas to share, really listen to what others are saying, 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). You can hang this on the wall and refer back to it during other activities.
6. Please fill in Appendix 4: Note-taking Form.



Activity 2: Packing your Well-being Backpack for the Journey

Purpose: To explore what well-being looks like to you and your peers.

Output: A drawing of a backpack, with different ideas written or drawn on about what makes young people feel well.

Materials: Flip chart paper, coloured markers, sticky-notes.

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

Time required: 1 hour

Steps: In person (respecting COVID-19 guidelines)

1. Explain to young people that today you will be talking more about wellness or well-being and together you will create a “well-being backpack” that includes all of the things that support your well-being.
2. Working individually or in small groups, ask the young people to draw a large back-pack on a flip chart paper, they can colour and decorate it as they like.
3. After 5-10 minutes, hand out sticky notes, and ask young people to think of a young person that they know and ask: “*What do you think makes this person feel good, well, or content? Write or draw your answers on sticky notes and put these on the backpack.*”
4. After 5 minutes, ask young people some follow-up questions to get them thinking more deeply about the 5 pillars of wellbeing. Explain that these 5 pillars were developed to help us think through all the things we need to feel well. It's different for everyone, but the pillars help us to think it through. As you go through each pillar, give young people time to think, talk, brainstorm and draw.
 - a. **Pillar 1: Feeling Safe:** *What helps young people to feel safe, physically and emotionally?*
 - b. **Pillar 2: Feeling Connected:** *What helps young people feel connected to supportive people and groups?*
 - c. **Pillar 3: Feeling Worthy:** *What helps young people feel worthy or that they matter?*
 - d. **Pillar 4: Feeling Respected:** *What helps young people feel respected and able to address injustices or things they feel are not right?*
 - e. **Pillar 5: Feeling Hopeful:** *What helps young people feel hopeful about the future and have a zest for life?*
5. Allow young people a few more minutes to add anything else to their well-being backpacks. When they are finished invite anyone who would like to share to present their backpack to the whole group.
6. Ask the group to reflect on what they heard today, including any similarities or differences between the backpacks. If young people would like they can tape their backpacks to the wall or take them home with them.
7. Please fill in Appendix 4: Note-taking Form



Activity 3: Team Hero Avatar and Poster

Purpose: To co-design a team avatar who will move through the Quest. Give your avatar superpowers that help them better support the young people they work with. You can also design a poster (digital or paper poster), that displays your avatar and where they are from.

Output: A team avatar and poster.

Time: 2 hours (Part 1, 1 hour; Part 2, 1 hour)

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

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

Steps:

Part 1: Avatar and Poser

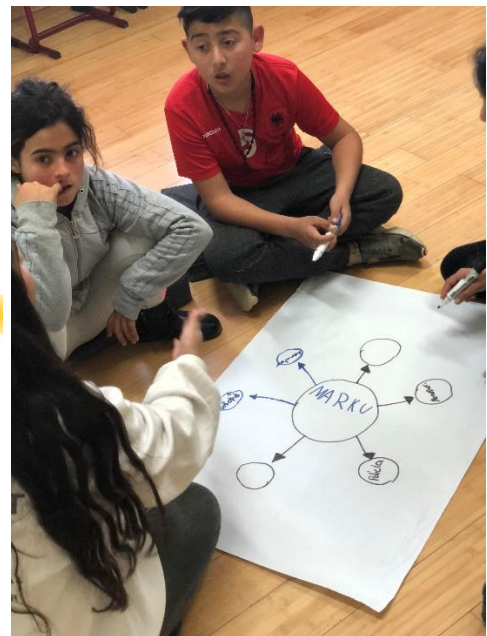
1. Invite participants to stand in a large circle, at a safe physical distance apart.
2. Explain that you will be working together to develop an Avatar that represents your team. The Avatar is the character who will move through the Quest.
3. Hang a flip chart on the wall or hand out individual papers 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 young people of Atlantis facing that your Avatar might help with?*
 - *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, so think about all of the cool things they can do, and how they might act or treat young people.

Please note: Your Adult Ally will upload your completed Avatar poster to the Dropbox).



Part 2: Who are child support workers?

1. Invite children and young people to stand in a circle at a safe physical distance.
2. Explain that: *"In Atlantis young people want their child support workers to provide support for their well-being and help them to be leaders."*
3. Invite young people to look at their poster and reflect on the challenges children in Atlantis face and the superpower's their Avatar has.
4. Explain what a child 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).
5. Ask children and young people: *"Imagine you are in Atlantis, who are the child support workers that provide support for children and young people?"*
6. Place a few large pieces of flipchart on the ground or wall.
7. Ask a volunteer to draw or write the name of their Avatar in the centre of the page with a circle around it.
8. Invite young people to draw lines out from the circle (drawing a mind map). Then ask them to write or draw child support workers in circles at the end of their lines.



9. Ask: *"Who are the child support workers you know? (Encourage young people to NOT share personal stories, just jobs or roles of support workers (e.g. child protection worker at the community centre, the person who works at the detention centre and helps with schooling). Are there other child support workers they have heard of, even if they don't know them? Note: If young people are having a difficult time thinking of child support workers, provide a couple of examples (e.g. psychosocial support worker, teacher, psychologist etc).*
10. Once young people have shared all of their ideas, invite them to stand back and look at their image.
11. Tell them that throughout this Quest we will be looking at how our avatar's superpowers can help child support workers improve the way they support children and young people of Atlantis.

12. Encourage children and young people to pick 1 or 2 types of child support workers they want to work on throughout the Quest. During later activities we will be working with these child support worker "characters" as part of the Quest.
13. Please fill in Appendix 4: Note-taking Form.

Activity 4: Introduction to Storytelling: Video Portraits and Quiz

Purpose: To learn about storytelling, practice taking videos and select if you want to do a comic book or news story to explain how child support workers can support young people to feel safe.

Output: Practice videos and choose Comic book or news story for your project.

Time: 1.5 hours, (30 minutes for Part 1 and 30 minutes for Part 2 and 30 minutes for Part 3)

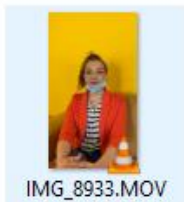
Materials: Your Quest Comic Book template, pen, smartphone, selfie stick (if available), microphone (if available). Checklists 1, 2, 3, 4, 5: Storytelling Keys, Storytelling Safety, Video and Audio, Framing, links to example videos.

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

Steps: In person respecting physical distancing

Part 1: Practicing Video Portraits:

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. For example, a centre office or garden.
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 take turns to film each other introducing yourselves: your name and one thing you love to do.
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.



Part 2: Storytelling Quiz

1. Go through each point of Checklist 1: Storytelling Keys with the entire group.

2. Break the group into 2 teams, and explain that you will be doing a quiz- for fun- and the team who gives the right answer first wins. 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.

Question 1: Name one way of finding a story?

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

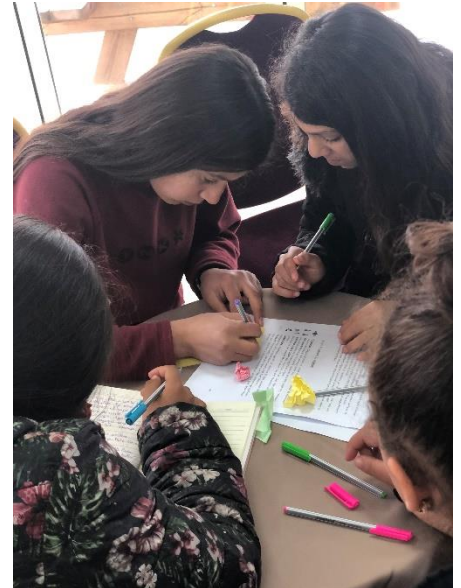
Question 3: What are the 3 chapters to your story?

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 4: What is a personal detail?

Question 5: Name one danger you might face when filming.

Question 6: What should you do with other people's films?



Part 3: Multimedia project options, let's decide!

1. Explain to the group that from tomorrow they will be working on their multimedia projects for the Quest.
2. Explain that: *"Your team avatar's mission is to help support workers be the best they can at protecting the 5 pillars of well-being. To share your knowledge, messages and advice with them, you will produce multimedia pieces 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."*
3. Explain that: *"You will have a choice of two projects: the Quest Comic Book Club or the Quest News Channel. You will work on these during our time together. Today we will select what type of project we want to do together"*
4. Watch the video examples for each option below, read the descriptions and ask young people to think of which one they want to do.

Option 1: The Quest Comic Book Club

Example: Comic Book: [Birds in a Cage](#) and **Animated comic video:** [Avengers](#)

To develop a Quest Comic book or Comic video, the Comic Book Club 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?
- If you are doing a video, write and record a voice over for your comic book or record the voices for the characters. If you are doing a drawn version, work on your script.
- If video: role-play and film some of the scenes in your comic book. Film real places that correspond to your stories.
- If drawing: develop out the scene frames, drawings and word bubbles.

Option 2: The Quest News Channel

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

To produce video reports for the Quest News Channel, the 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.

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 young people of Atlantis feel safe, connected, respected, worthy and hopeful. (Note: You can go back to the section on the Well-being Pillars at the beginning of this Guide for more information.)

Activity 5: 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.

Output: A map of young people's ideal community.

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.

Steps: In person respecting physical distancing

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 and how it supports young people to feel well and take leadership. 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 ask them to: *"Imagine a great Atlantis where children and young people are very happy and adults are very supportive. Atlantis makes you feel so excited, safe and happy. 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 Atlantis that they saw 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 20 minutes to create a map of the imaginary community of Atlantis where adults 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 child 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. *What is happening to support the 5 pillars of Well-being: Safe, Connected, Worthy, Respected and Hopeful?*
 - e. *Who supports children and young people? What are child support workers doing to support young people?*
 - f. *Where do children and young people have opportunities to take leadership?*
9. After 20 minutes, ask groups to draw hearts beside the areas where they think the young people 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. Using paints or markers, take 5 minutes to “connect” the maps together.
13. 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?*
14. Please fill in Appendix 4: Note-taking Form.

Activity 6: 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.

Output: Develop a well-being infographic or video for child support workers to use in the e-learning modules.

Time: 1.5 hours

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

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

Steps: In person respecting physical distancing

1. Explain that today we will be working together to explore the well-being pillars a bit more, and develop either a video or an infographic to teach child support workers more about what young people need.
2. Working as a team, decide which option you would like to work on:
 - Option 1, Message to Camera: Film each other speaking directly to the camera to make a short impactful video clip.
 - Option 2, Infographic or Cue Card: Write and record a voice over, designing graphics and text.
3. Once you have decided on your option, watch the video examples, and discuss. Ask young people: *What do you think of the video? How did the children make it? Do you think it was powerful?*

Option 1: Message to camera

Example to watch as a group: [Children’s Rights by Children](#)

1. Post the 5 well-being pillars on the walls around the room.
2. Ask each person to prepare a one sentence message for child support workers. Young people can pick one pillar or work on more than one, it's up to them. Use the following statements as a guide:

- a. In Atlantis, support workers make young people feel Safe when....
 - b. In Atlantis, support workers make young people feel Connected when....
 - c. In Atlantis, support workers make young people feel Worthy when....
 - d. In Atlantis, support workers make young people feel Respected when....
 - e. In Atlantis, support workers make young people feel Hopeful when.....
3. Ask each young person to find a partner and rehearse saying it out loud.
 4. 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](#)) and filming somewhere quiet with a nice background.
 5. Please fill in Appendix 4: Note-taking Form.

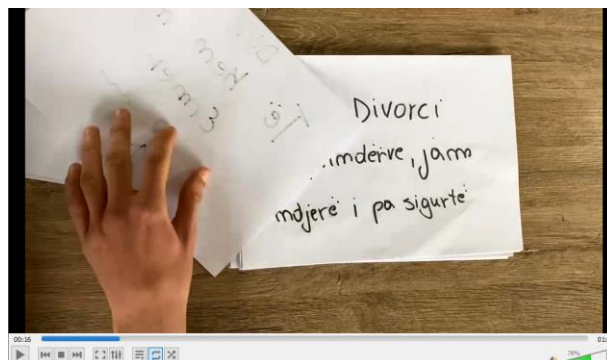
Option 2: Infographic or Cue card video

Examples to watch as a group: [Children Deprived of Liberty](#); [Recipe for happiness](#); [Come Forward](#); [This is us as well](#)

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

1. Post the 5 well-being pillars on the walls around the room.
2. Ask each person to write a short story with a message for child support workers. Young people can pick one pillar or work on more than one, it's up to them. Use the following statements as a guide:
 - a. In Atlantis, support workers make young people feel Safe when....
 - b. In Atlantis, support workers make young people feel Connected when....
 - c. In Atlantis, support workers make young people feel Worthy when....
 - d. In Atlantis, support workers make young people feel Respected when....
 - e. In Atlantis, support workers make young people feel Hopeful when.....
3. For an infographic, young people can draw or design their message. Participants can draw or design icons to go along with the story and photograph them.
4. For the cue card video, set up a recording station and take turns to record each other using audio only. Alternatively produce cue cards with your written messages and photograph.
5. Please fill in Appendix 4: Note-taking Form.

**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.*



Activity 7: Quest Comic Book or News Show, Pillar 1: Feeling safe

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

Output: Comic book or News show on Pillar 1: Feeling 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.

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

Steps: In person respecting physical distancing

Option 1: Quest Comic Book

- Example Comic Book Video: Animated comic book [Avengers](#); personal story + animation [Transition to adult Health care](#)
1. For the first page in your comic book, think of how child support workers can make young people in Atlantis feel safe. For each question below, draw and write in at least one comic book box. You can do this alone or work together with your team:
 - a. *Imagine a time when a young person in Atlantis doesn't feel safe in their lives. Why could that be?*
 - b. *Choose a child support worker character and introduce them: what is their name? What is their job with children and young people?*
 - c. *What does their support worker say and do to help them feel more safe? Make sure to give details about how they do this.*
 2. Take photos and videos of your drawings.
 3. If you have time, record the dialogue using audio or if you feel confident try role-playing the scene and filming it.
 4. Please fill in Appendix 4: Note-taking Form.



Option 2: Quest News Channel

- Example 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](#)
1. Name your news show and set up with a desk, chairs for the presenter and your guests.

2. Share the following roles: 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:** Discuss the main points you want to talk about in your video.
 - b. **Who:** Make a list of guests to interview* on your news channel: young people from within or outside your team, and support workers. Ask your Adult Ally to help you find people to be interviewed, and make sure you have their consent.
 - c. **How:** 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 in your news room, where your guests live or work (arrange transport with your Adult Ally -walking distance is better) or 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!
5. Set up your recording using your Video and Audio Checklist.
6. Please fill in Appendix 4: Note-taking Form.

**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.*

Guiding Questions for Video Reporting with a Young Person*

1. Explain that you will ask them questions about adults who work with children as child support workers. Ask them not to share personal stories, but to share things that are common experiences of young people they know. They can choose not to answer a question if they don't feel okay about it.
2. Ask them about the different kinds of child support workers they know about, what do they do?
3. Ask them what they think a child support worker should not do or say because it would make them feel unsafe (emotionally or physically)?
4. Ask them what child support workers can do and say to help them feel safe.
5. Ask any other questions.

*Please remember to work with your Adult Ally to ensure you have the young person's consent to participate, and their guardians, as is required.

Guiding Questions for Video Reporting with a Child Support Worker*

1. Explain that you will ask them questions about adults who work with children as child support workers. Ask them not to share personal stories, but to share things that are common experiences of young people they know. They can choose not to answer a question if they don't feel okay about it.
2. Ask them what they think helps a young person feel safe, both emotionally and physically? Does this change from person to person, boy to girl or based on a young person's background?

3. Ask them how they think child support workers can help young people feel safe. What actions can they take? What should they say? How should they behave?
4. Ask any other questions y.

*Please remember to work with your Adult Ally to ensure you have the person's consent to participate, as is required.

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 young people feel safe. At this level you will start to imagine what are the core things your team avatar wants to teach child support workers in Atlantis about working with children and young people.

Activity 8: Climbing the Quest Tree

Purpose: Using the idea of a tree, develop messages about how child support workers can improve their attitudes, behaviours, skills, and actions when working with children and young people.

Output: A drawing of a tree that shares important ideas and messages for child support workers.

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.

Steps: In person respecting physical distancing

1. Invite participants to break into groups of 3 to 4 and to stay at a safe physical distance.
2. Ask young people, *"What message do we want to give to help child support workers so that they can improve their attitudes, behaviours, skills, and actions when they are working with young people?"*
3. 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).
4. On the **tree trunk**, invite groups to write an overarching message for child support workers (e.g. Support workers need to care for young people and support their future.)
5. On the **roots**, ask participants to write out some of the issues or challenges they identified that make life challenging for young people in Atlantis.

6. On the **tree branches** invite groups to write their ideas for how child support workers can do a better job of supporting children and young people. (e.g. plan job training with youth, e.g. provide counselling support to help work through problems)
7. On the **leaves** invite groups to think about more specific things they want support workers to know about. For example:
 - *How should child support workers talk to and treat children and young people?*
 - *Are there skills child support workers need to learn?*
 - *How should child support workers behave with children and young people?*
 - *What skills do child support workers need to support young people from different ages, gender, abilities and backgrounds?*
8. 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.
9. Invite participants to walk around the flipcharts, to read what their peers wrote.
10. Invite participants to ask any questions to the other groups. Lead a discussion using the following questions as a guide:
 - *What were the most important messages shared on the trees? Why?*
 - *Of the ideas you wrote on the leaves, what are some of your favourite ones? Why?*
11. Please fill in Appendix 4: Note-taking Form.



Activity 9: Quest Comic Book or News Show. Pillars 2 & 3: Feeling Connected and Worthy

Purpose: To develop a comic book or news story about how support workers can help young people feel connected and worthy.

Output: Comic book or News show on Pillar 2 & 3: Feeling 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.

Steps: In person respecting physical distancing

Option 1: Quest Comic Book

1. Today we will build on the comic book we started in Activity 7. Think of how child support workers can make young people in Atlantis feel connected and worthy. For each question below, draw and write in at least one comic book box. You can do this alone or work together with your team:
 - a. *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?*
 - b. *What does their child support worker say and do to help them feel connected again?*
2. Make sure to give details about how they do this in a dialogue.
3. Take photos and videos of your drawings.
4. If you have time, record the dialogue using audio or if you feel confident try role-playing the scene and filming it.
5. Repeat the same process about feeling worthy, using these questions:
 - a. *Imagine a time a young person in Atlantis is feeling that they are not worthy or not good enough. Why would they feel that way?*
 - b. *What does their child support worker say and do to help them feel like they are important and have an important role to play?*
6. Please fill in Appendix 4: Note-taking Form.

Option 2: Quest News Channel

1. Today we will build on the news channel we started in Activity 7. Think of how child support workers can make young people in Atlantis feel connected and worthy.
2. Set up your recording using your video and audio checklists.
3. Get everything ready for your interviews or videos for the news channel.

Guiding Questions for Video Reporting with a Young Person

1. Set up your recording using your video and audio checklist.
2. Ask them at least 1 question about what can make 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 child support workers can help young people feel connected again: what can they say and do?
5. Repeat the same questions about feeling worthy.
6. Ask them any other question you have planned or thought of.
7. Make sure they sign the consent form.



Guiding Questions for Video Reporting with a Child Support Worker

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 should adults do or say to help young people feel connected?
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 the consent form.
6. Please fill in Appendix 4: Note-taking Form.

Quest Level 4: Zero hour!

Welcome to Level 4: Zerohour! It is time to finish your team project, by completing the final multimedia pieces to teach adults about what young people need. You are doing amazing and we are almost there! Time to put the final touches on everything.

Activity 10: Quest Comic Book or News Show. Pillar 4 & 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. Complete their team multimedia projects.

Output: Comic book or News show on Pillar 4 & 5: Feeling respected and hopeful and completion of the project (comic book or news show).

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.

Steps: In person respecting physical distancing

Option 1: Quest Comic Book

1. Today we will be finishing the comic book we have been working on. Think of how child support workers can make young people in Atlantis feel respected and hopeful. For each question below, draw and write in at least one comic book box. You can do this alone or work together with your team:
 - a. *Imagine a time a young person in Atlantis doesn't feel respected. Why? What happens to them?*
 - b. *What are the human rights young people have that child support workers should know about? What can they do to support young people to feel respected in their families, communities and/or schools?*
 - c. *What does their child 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.*
2. Take photos and videos of your drawings.
3. It's time to create an end to your Quest comic book: Feeling hopeful.

4. Look through all the comic book scenes you produced: take any photos and videos you haven't already.
5. 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.
6. Select and film some scenes using role-play.
7. 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.
8. Record a final message or call to action about feeling hopeful: what do you hope all child support workers can do to support young people?
9. Please fill in Appendix 4: Note-taking Form.

Option 2: Quest News Channel

1. Today we will build on the news channel we have been working on. Think of how child support workers can make young people in Atlantis feel respected and hopeful.
2. Set up your recording using your video and audio checklists.

Guiding Questions for Video Reporting with a Young Person

1. 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?
2. Ask them if they feel they have access to these rights in their lives?
3. Do they feel they have the power to change unfair situations in their lives?
4. Ask them if support worker ever make young people feel like their rights are not respected? What can they do differently?
5. Ask them how support workers can help young people feel respected?
6. Ask them how support workers can help young people change unfair situations in their lives?
7. 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. Optional news panel: Invite guests from different professions and young people to be interviewed on your news show and film the discussion.
5. Record a final message or call to action about feeling hopeful: what do you hope all child support workers can do to support young people?

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 11: Quest River Journey

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

Output: Drawing of a river that charts the strengths, challenges and lessons learned throughout the Quest.

Time: 1 hour

Materials: Flipchart or long/large white paper, Paints, coloured/markers, collage material.

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



Steps: In person respecting physical distancing

1. If you are working as a large group, place a long piece of paper on the floor or wall. Draw a river across the full page. If you are working in small groups, hand out flip-chart paper and invite young people to draw a river on their page.
2. Invite a participant to write "start", "middle", and "future" in intervals across the top.
3. 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?).
4. 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?
5. Ask participants:
 - a. *What are some of the strengths, challenges, and lessons learned at each phase (start, middle, future)?*
 - b. *What were some of the most important changes in each of these phases (start, middle, future)?*
6. Together, draw or write stories across the river. (Ensure a safe distance between participants and that each participant has their own separate colours to work with for hygiene safety.)
7. 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.
8. Lead a discussion using the following questions as a guide:
 - a. *What were the most significant things you learned 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?*
9. Please fill in Appendix 4: Note-taking Form.

Activity 12: Celebration Screening

Purpose: To celebrate your achievements and showcase some of the things you produced together.

Output: Celebration of all the hard work and certificates for each person.

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.



Steps: In person respecting physical distancing

1. Ask young people to select a few videos or audio recordings or drawings that they would like to share; this can be done in advance if you are presenting to family members or the community or during the activity, if it's just your group.
2. Set up chairs, turn the lights off and make it a fun exciting celebration! Consider decorating the room and having celebratory snacks.
3. Before each screening or presentation, ask a member of the team to come and introduce the piece and why they chose it.
4. Conclude the activity by inviting participants to stand in a circle (at a safe physical distance).
5. Invite each participant to share one thing they are proud of and one thing they plan to do going forward.
6. Offer certificates to each participant, congratulating them for their specific contributions and skills.
7. Close the circle by thanking everyone for all of their hard work. Explain the next steps for the content they produced and when they can hear back from you.
8. Please fill in Appendix 4: Note-taking Form

Appendix 1: Tips for Online Facilitation and other COVID-19 Safety Measures

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).

Adaptation and Remote Options for Activities

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

Online Video-Conferencing: Activities 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 is 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 ideas and work through the activity. You can chat through experiences and stories. Make sure you understand the software before you host the activity. Young people can be asked to take a picture of what they create and send it via whatsapp. You can invite young people to share more details about their creations in a 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 that relates to the activity. This can then be picked up or mailed back to the Adult Ally.

Appendix 2: Well-being Pillars in Detail³

Pillar 1: Feeling Safe

What does it mean to feel safe? How is this part of young people's well-being?

Feeling safe, secure and stable are very important to young people's well-being as well as to recovering from difficult experiences. This can mean both *emotional safety*, for example, safe to express your views and ideas as well as *physically safe*, for example, feeling safe in your surroundings. When you feel safe and secure you can assess current or future challenges.

It can be hard to feel safe and secure if you have gone through hard things, if you have experienced a lot of difficult times in your life or are living in an insecure environment, so it is important to connect with people and activities that help you to feel safe and secure. For example, if you don't feel safe in your home or community, work to create a safe and supportive space with your peers where you can share your feelings and be relaxed.

Pillar 2: Feeling Connected

What does it mean to feel connected? How is this part of young people's well-being?

² Adapted from Equitas.

³ Adapted from Currie, V., Lee, L. and Wright L. (2019) *YouCreate Art-kit: Participatory Action Research for Young Change-makers*. International Institute for Child Rights and Development and Terre des Hommes.

Connections with family, friends and community members are important for young people's well-being. Young people's close relationships, such as with family members and trusted mentors and friends, are very important in helping them deal with life's challenges. In the broader community, different people (i.e. neighbours, peers, community leaders) and groups (religious groups, school clubs, NGOs) also play an important role in supporting young people in difficult times, or as they adjust to new environments. Connecting with supportive individuals and groups, such as through arts and culture, is important for staying strong.

Pillar 3: Feeling Worthy

What does it mean to feel worthy? How is this part of young people's well-being?

Feeling worthy is closely linked to the meaningful roles we are able to play in daily life, that help us feel productive and well. Having roles and responsibilities that are linked to who you are, your identity, are also very important. Each of us also has a role to play as a member of society, a citizen, or social actor, playing a meaningful part in shaping the world around us. For example, as a young woman, you may have a role as a daughter, sister, a friend, an employee, a student and/or a young people group member. Each of these roles has responsibilities attached to it. Responsibilities are important for young people, particularly when they can have a positive impact both for ourselves and others.

Your identity is related to who you are as an individual and also to your culture, community and country. Developing a clear idea of who you are, your identity, is an important part of growing up. However, when your environment changes, these roles, responsibilities and identities sometimes shift and adjustments to daily life need to be made. Our roles, responsibilities and identities help to shape our understanding of ourselves, help us feel empowered, connected, meaningful and worthy.

Pillar 4: Feeling Respected

What does it mean to feel respected? How is this part of young people's well-being?

Feeling respected by those around us, including our family, community, and country as well as on social media and across borders, is important for our well-being. An important part of feeling respected is having our human rights acknowledged. Human rights are the basic things that all people should have or be able to do. They are freedoms that belong to all people, like the freedom to express yourself and have opinions, to have sufficient food and shelter, to have economic opportunities, and to live free from violence. Children and young people all around the world have special rights that belong to them such as the freedom to be protected from violence, to participate in community life, to education, to play and to rest, and to access help and fair treatment in justice and medical systems. These child rights are written in the United Nations Convention on the Rights of the Child (UNCRC).

When our rights and freedoms are not met it is normal to feel upset and angry. It is important to realize that this is often due to the bigger systems, such as politics and our region's history, that impact our lives, and less to do with what is happening on a personal or family level. However, it is helpful to acknowledge these challenges and to come together as young people to see how you can make positive changes in your lives and the lives of others in your community.

When thinking about the major challenges to freely living out your rights, it can be helpful for young people to: a) to explore what justice and rights might mean to you; b) to explore the causes of some of these major challenges; and c) to find ways to safely participate in activities that promote the rights of children and young people.

Pillar 5: Feeling Hopeful

What does it mean to feel hopeful? How is this part of young people's well-being?

Hope is an important part of young people's well-being. Hope is when you are thinking about the future for yourself, your family, friends and community, and you can feel a sense of positivity or 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 in inspirational or religious beliefs. Everyone has their own things that make them feel hopeful and find meaning during difficult times. Creative arts and movement can be used to help find meaning in your daily life and to grow your hope.

Appendix 3: STORYTELLING TOOLKIT

A set of printable checklists and templates for young people and Quest leaders.



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 young people leaders)

YOUR TEMPLATES

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

CHECKLIST 1: STORYTELLING KEYS

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

FINDING YOUR STORY



PEOPLE: Think of the child support workers that support young people around you. Who makes young people feel safe? Who do young people go to for support?



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



FEELINGS: What makes young people feel happy and supported?



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

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.

E.g. Does your support worker always protect the well-being 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 child 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: It's best to share fictional stories that point to things that are common for young people you know. 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 Adult Ally.

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 ask your Adult Ally to use the consent 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.



OTHER PEOPLE'S FILMS: Do not share other people's films, photos or stories outside of activities (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!

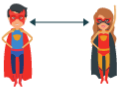


TIMING: Always film for an extra 10 seconds before and after the end of the action you are filming.

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 child 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 child 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 child 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 helps storytellers think about their own safety and well-being. 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 (Quest leaders/Adult Allies or counsellors 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

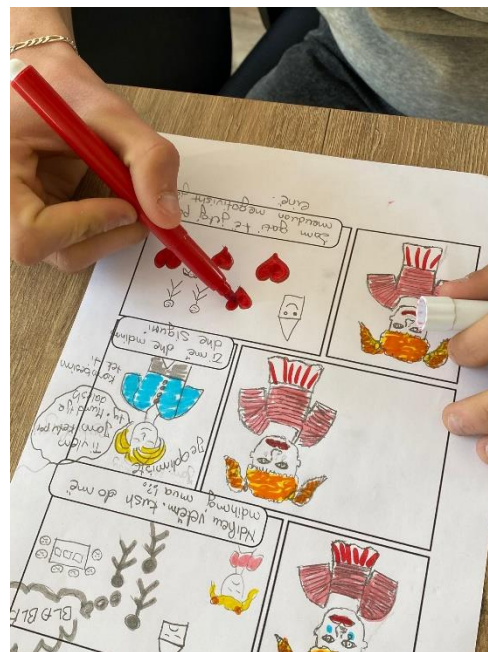
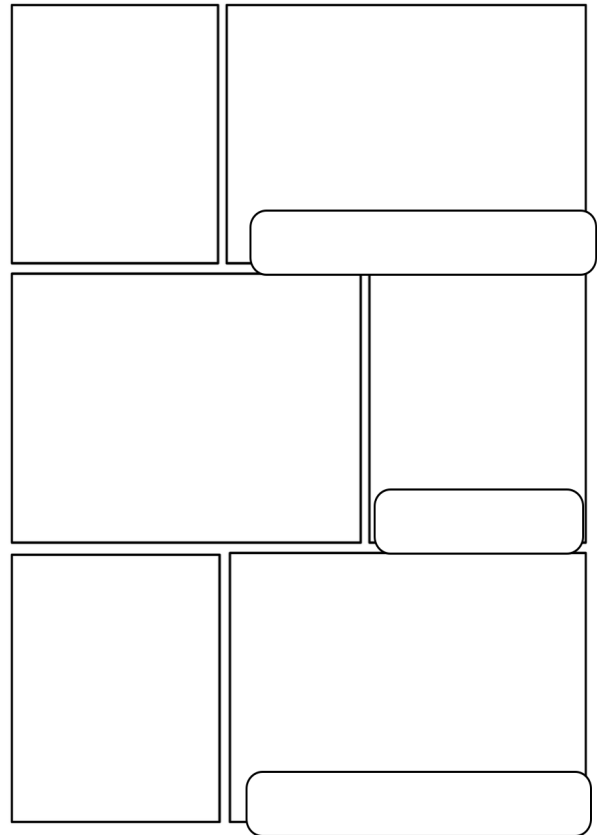


Thinking



Noises

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



	<div data-bbox="704 648 1463 781" style="border: 1px solid black; border-radius: 15px; height: 63px;"></div>
	<div data-bbox="976 1220 1430 1352" style="border: 1px solid black; border-radius: 15px; height: 63px;"></div>
	<div data-bbox="696 1795 1451 1927" style="border: 1px solid black; border-radius: 15px; height: 63px;"></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 4: Note-taking Form

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

Note-taking 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 y:	

Highlights

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

Please describe any key points about attitudes, behaviours, skills and actions of child support workers that are important 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?**