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Supporting Opportunities for Children's Rights and AcTive Engagement in Society

SOCRATES Compass Mechanism Toolkit

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Welcome to the SOCRATES Compass Mechanism Toolkit

Practical activities for safe, inclusive and meaningful child participation

What is this Toolkit?

This Toolkit is a practical guide for facilitators, teachers, educators, social workers and organisations who want to support meaningful participation with children aged 6–12.

It translates the SOCRATES Compass Mechanism into concrete activities that can be used in schools, community centres, child-friendly spaces, local initiatives and other educational or social settings.

The Toolkit is not a rigid programme to follow step by step in the same way everywhere. It is a flexible set of activities, tools and printable annexes that can be selected and adapted to different groups, contexts, ages, needs and available time.

Its main purpose is to help adults create safe and inclusive spaces where children can notice what matters to them, explore issues more deeply, communicate their ideas to adults and receive feedback on what happens afterwards.

Toolkit at a glance

Age group
Children aged 6–12

Four Compass phases
NOTICE · EXPLORE · SPEAK · WEIGH

Flexible use
Select, combine and adapt activities.

Practical resources
Step-by-step guidance and printable annexes.

Cross-cutting support
Additional activities to use before or throughout the Compass cycle.

From children's ideas to adult feedback

The Toolkit helps children notice what matters to them, explore issues more deeply, communicate their views and reflect on the responses they receive.



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Who is it for?

This Toolkit is designed for adults who work with children or support children's participation processes, including:

Teachers and educators

Teachers, educators and school staff supporting children's learning and participation.

Facilitators and youth workers

Facilitators, youth workers and community workers leading group activities and participation processes.

Social and community workers

Social workers and other professionals working directly with children in educational, social or community settings.

Organisations and public authorities

Civil society organisations, schools, local authorities and other stakeholders involved in child participation.

The Toolkit can be used with children aged 6–8 and 9–12. Age indications are intended as guidance rather than fixed boundaries. Facilitators should adapt activities according to children's autonomy, communication skills, confidence and support needs.

No technical expertise required

No specific technical expertise is required. Facilitators should be prepared to listen carefully, adapt the tools to the group and take children's contributions seriously.



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The Compass cycle

The Toolkit is structured around four connected phases of the SOCRATES Compass Mechanism. Each phase helps children move from identifying what matters to them, to understanding it more deeply, communicating their views and reflecting on what happens next.

NOTICE

Children observe their everyday environments, experiences and relationships. They identify places, situations or issues that feel important to them. The focus is on noticing and making visible what children experience, without moving immediately towards solutions.

EXPLORE

Children deepen their understanding of one or more issues that emerged during NOTICE. They investigate evidence, possible causes, different perspectives, questions, strengths and ideas. The aim is not to produce perfect solutions, but to understand the issue better and identify the messages or priorities they want to take forward.

SPEAK

Children prepare and communicate their findings, ideas, recommendations or questions to adults and relevant decision-makers. They may use posters, drawings, letters, messages, presentations or other accessible formats. SPEAK should not be a public-speaking test: children should be able to choose ways of communicating that feel appropriate and comfortable to them.

WEIGH

Children reflect on what happened after they communicated their views. They consider adult responses, commitments, explanations and remaining questions, and discuss how much they felt listened to. They identify what changed, what remains open and what they would like to do next.



Choosing your pathway

The Toolkit can be used as a complete Compass journey or as a flexible set of activities within an existing participation process. Facilitators do not need to carry out every activity or follow the same route with every group.

Choosing what the group needs

Each phase includes different activities that support different purposes. Some help children observe and identify issues, others gather information, explore perspectives, prepare messages, communicate with adults or reflect on what happened.

Activities within the same phase may be used as alternatives or combined when this helps the group move forward. The **Activities at a Glance** page at the beginning of each phase can help facilitators choose according to the children's age, the purpose of the session, the available time, the group context and the type of output or next step needed.

Start from where the group is

A new group may begin with NOTICE and follow the full cycle. A group that has already identified an issue may begin with EXPLORE, while children who have already developed ideas or recommendations may be ready for SPEAK.

Whatever the starting point, facilitators should help children understand where they are in the process, what has already happened and what will happen next.

Adapt without losing the purpose

Activities can be shortened, divided across sessions, combined or adapted to the group's language, communication preferences, confidence and support needs. Materials and annexes can also be simplified, enlarged, translated or recreated using locally available resources.

Adaptation should make participation more accessible without changing the main purpose of the activity or deciding children's contributions on their behalf.



Plan what happens afterwards

Even a short participation process should not end when children complete an activity or share their views. Before choosing a pathway, facilitators should consider who will receive children's contributions, how they will be used and when children can expect a response.

Children should be able to understand what happened to their ideas, including when change is not immediate or a proposal cannot be taken forward.

Cross-cutting activities

Cross-cutting activities support the whole Compass cycle. They are not a separate fifth phase and do not need to be used in a fixed order.

Some are especially useful before NOTICE, for example to create shared participation agreements or introduce children's rights. Others can be used during or between phases when the group needs support with shared language, respectful discussion, different perspectives or inclusive decision-making.

Facilitators can select a cross-cutting activity whenever it helps children participate more safely, confidently and meaningfully.

Where to find them: The CROSS-CUTTING section appears after WEIGH in this Toolkit, but its activities can be used before, during or between any Compass phase.



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How the activities are organised

Each activity follows the same structure, making it easier for facilitators to understand its purpose, prepare the session and adapt it to the group.

Objective – explains what the activity aims to support.

Materials – lists what is needed.

How to use it – provides the main facilitation steps.

Facilitation tips – highlights useful points of attention.

Child-led element – shows how children shape the process and make choices.

Inclusion tips – suggests ways to make participation accessible.

Safeguarding note – identifies possible risks and protection responsibilities.

Output – describes what the group produces or records.

Link with the next phases – explains how the activity connects with the wider Compass cycle.

Related annexes – lists the printable or adaptable tools connected to the activity.

Using annexes

Many activities include printable annexes, such as cards, maps, posters, worksheets and reflection sheets. They are practical supports for the activity, not fixed forms that children must complete in one specific way.

Annexes can be printed, translated, enlarged, simplified or recreated using locally available materials. Facilitators should adapt them when needed so that children can take part through writing, drawing, symbols, objects or other accessible forms of expression.

Not every activity requires an annex. Where an annex is included, the activity sheet explains how it supports the process and the intended output.



Before you begin

A meaningful participation process needs some preparation. Before selecting or adapting an activity, facilitators should clarify what children are being invited to contribute to, what can realistically happen afterwards and how the process will remain safe, inclusive and transparent.

Clarify the purpose

Explain why children are being involved, what issue or decision the process relates to and which aspects they may realistically influence. Avoid creating expectations that cannot be met.

Plan who will listen and respond

Identify who will receive children's ideas, questions or recommendations. Agree in advance how their contributions will be shared, considered and followed up, and when children can expect a response.

Prepare an accessible setting

Choose a safe and welcoming space and prepare materials in formats that match the group's age, communication preferences and support needs. Allow enough time for children to understand the activity, think and contribute without pressure.

Check safeguarding, consent and privacy

Before starting, facilitators should know the safeguarding and referral procedures that apply in their organisation or context. They should also clarify any consent and privacy requirements for recording, photographing, displaying, storing or sharing children's work.

Prepare to adapt

Review the activity in advance and consider whether its language, timing, materials or level of complexity need to be adjusted. Adaptations should make participation easier without deciding what children should think, say or prioritise.



Core principles for facilitation

The SCM Toolkit is based on a set of principles that help facilitators support safe, inclusive and meaningful child participation.

Children are active participants

Children are not only recipients of adult decisions. They can observe, interpret, question, propose and make choices. The facilitator's role is to create the conditions for participation without deciding in advance what children should say, which issue should matter most or which solution should emerge.

Participation should be voluntary and meaningful

Children should understand why they are being involved, what they can influence and what will happen to their contributions.

Participation should never be tokenistic: children's ideas must have a real place in the process, even when not every proposal can be implemented. A clear "no" or "not yet" can still be meaningful when it is explained respectfully and in child-friendly language.

Child-led does not mean unsupported

Children should shape the content, priorities and choices within the activity. Facilitators still remain responsible for preparing the setting, explaining the process, supporting the group and making participation safe and accessible.

Different ways of participating are valid

Speaking is only one way to contribute. Children may draw, write, point, choose, move objects, use symbols, gestures or AAC, or ask someone else to record or read their message. No child should be required to speak in front of the group.

Participation can look different

Children do not all participate in the same way or at the same pace. Facilitators should create different opportunities to contribute and allow children to decide how, when and whether they wish to take part.



Inclusion is planned from the start

Activities should be prepared so that children with different ages, abilities, languages, communication preferences, confidence levels and support needs can take part. Facilitators should consider literacy, sensory needs, mobility, emotional safety and group dynamics. Inclusion should not be treated only as an adjustment made afterwards.

Safeguarding remains an adult responsibility

Facilitators must protect children from pressure, ridicule, unwanted disclosure or harm. If a concern or disclosure emerges, they should respond calmly and follow the safeguarding and referral procedures that apply in their organisation or context.

Feedback closes the loop

Participation does not end when children share their views. Adults should respond clearly, explain decisions and commitments, and help children understand what changed, what remains open and what will happen next. The WEIGH phase gives children space to reflect on these responses and decide whether further action is needed.

A note for facilitators

Adults still hold responsibility for the process, the setting and the decisions that follow.

Child-led participation does not remove adult responsibility: it means using adult power carefully, making space for children's choices and being transparent about what children can and cannot influence.

Facilitators should regularly ask themselves whether they are opening space for children's ideas or unintentionally directing the discussion towards adult priorities.



Keeping the Compass moving

The Compass is a flexible cycle, not a fixed sequence that must always be completed in the same way. Activities can be adapted, repeated, combined or divided across different sessions, as long as children continue to understand where they are in the process and what will happen next.

The process does not necessarily end after WEIGH. Some issues may be closed, while others may need more time, further dialogue or another activity. New questions, unresolved concerns, adult commitments or feedback may lead the group back to NOTICE or to another phase of the Compass.

What matters is that children can recognise the journey of their participation: what they noticed, what they explored, how their views were shared, how adults responded, what was agreed and what happened afterwards.

Keeping the Compass moving means creating repeated opportunities for children to observe, ask questions, communicate and reflect. In this way, participation becomes part of everyday educational and community life rather than a one-off consultation.

Final reminder

A flexible process should still remain clear and transparent. Children should know why they are involved, what they can influence and how their ideas will be followed up.



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NOTICE Activities at a Glance

Use this overview to choose the activities that best match the children's age, the context and the type of observation or reflection you would like to encourage.

Observing Everyday Life

Activities that help children recognise meaningful places, moments and experiences from their daily lives.

N.3 – Guided Imagery (6–8 / 9–12)

N.4 – My Community Experience Map (6–8 / 9–12)

N.8 – A Day in My Shoes (6–8 / 9–12)

Investigating Clues & Details

Activities that encourage children to observe their surroundings closely and identify objects, signs, barriers or details that may deserve further attention.

N.2 – Little Detectives' Magnifying Glass (6–8)

N.6 – The Future Archaeologist (6–8 / 9–12)

N.7 – Barrier Detectives (6–8 / 9–12)

N.11 – What's Catching Your Eye? (6–8 / 9–12)

Exploring Different Perspectives

Activities that help children understand how the same places and situations may be experienced differently by different people.

N.5 – If My Environment Could Talk (6–8 / 9–12)

N.9 – Many Eyes, One Community (6–8 / 9–12)

N.10 – Invisible Superheroes (9–12)

Reflecting and Prioritising Issues

Activities that help children bring together their observations, identify recurring concerns and choose what to explore further.

N.1 – Pico's First Day on Earth (6–8)

N.12 – The Curious Reporter (9–12)



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Pico's First Day on Earth

NOTICE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
NOTICE	6-8	45 min	Small groups	N.1.A1-4

Objective

To help children identify and prioritise issues in their daily lives, school or community by reflecting on their everyday experiences through a guided storytelling activity.

Materials

- **Annex N.1.A1 – Pico Character Card**
- **Annex N.1.A2 – Pico's Passport**
- **Annex N.1.A3 – "Dear Pico..." Drawing/Writing Cards**
- **Annex N.1.A4 – Pico's Discovery Map Poster**
- Sticky tack or tape
- Crayons, pencils and markers
- Star stickers or tokens for voting

How to use it

Step 1 – Meet Pico

Introduce Pico to the group as a curious visitor from another planet.

"Pico has travelled from another planet because he wants to learn what it is really like to be a child on Earth. He has read lots of books, but books don't tell him everything. He needs your help!"

Show **Pico's Passport** and explain that the children will help him complete it with their own ideas, drawings and experiences.



Pico's First Day on Earth

NOTICE Phase

Step 2 – A Day Through Children's Eyes

Using **Pico's Passport**, guide children through a few simple moments of a typical day, such as arriving at school, playing outside, spending time in class, going to the canteen or going home.

For each moment, Pico invites children to think about what usually happens, how children may feel, and whether there is anything that makes that moment difficult or special.

Children draw or write one idea for each stage. They do not need to give long explanations: small drawings, symbols or short words are enough.

Step 3 – Dear Pico...

Pico explains that he will soon return to his planet and wants to remember the most important things children have shared.

"I'm going back to my planet tomorrow. I only have room in my notebook for the most important things children want me to remember."

Each child completes one "**Dear Pico...**" **card** with one place, moment, problem or idea they think Pico should remember.

Step 4 – Pico's Discovery Map

Children place their **"Dear Pico..." cards** on **Pico's Discovery Map.** The facilitator helps the group notice similar ideas and gently cluster them, without changing the children's words.

Each child receives two star stickers or tokens and votes for the issues they think are most important to look at more closely. The group identifies one or more priority issues to take into the **EXPLORE** phase.



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Pico's First Day on Earth

NOTICE Phase

Facilitation tips

Introduce Pico as a curious visitor who has never met children before. Avoid presenting him as someone who already knows the answers.

Give children enough thinking time before asking them to respond.

Use open prompts such as **"Can you tell Pico more about that?"** or **"What makes you think that?"**, instead of suggesting possible problems.

Accept drawings, symbols, short words or brief verbal explanations as valid responses.

If children mention sensitive issues, acknowledge them calmly without asking them to disclose personal experiences in front of the group.

Allow children to pass or contribute later if they are not ready to answer.

Child-led element

Children decide which aspects of their daily lives they want to share, identify the issues they believe are most important and collectively prioritise the topics they wish to explore further.

The facilitator supports the discussion and helps organise the children's contributions, but does not suggest, select or rank the issues on their behalf.

Inclusion tips

Make sure that **Pico's Discovery Map** is physically accessible to all children. If needed, children can indicate where they want to place their card and a peer or facilitator can place it for them.



Pico's First Day on Earth

NOTICE Phase

For children with language barriers, use visual prompts and allow responses through drawings, symbols, gestures, keywords or words in their own language.

For children with low confidence, allow them to share their ideas first with Pico, a peer or the facilitator before sharing with the wider group.

For children with different communication preferences, accept responses through speech, writing, drawing, gestures, symbols or AAC. Give children additional thinking time and do not require everyone to speak publicly.

Children can also contribute by placing a card on the map without explaining it aloud.

Safeguarding note

Some children may identify issues that relate to their own experiences, such as bullying, exclusion or feeling unsafe. Make it clear that children can talk about places, situations or ideas without sharing personal experiences if they prefer.

Children should never feel pressured to explain or defend sensitive answers in front of the group. The facilitator should receive all contributions without judgement or criticism and remind the group that everyone's ideas must be treated with respect.

If a child discloses information that raises a safeguarding concern, thank them for sharing, do not ask further questions in front of the group, do not promise confidentiality, and follow the organisation's safeguarding procedures after the activity.



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Pico's First Day on Earth

NOTICE Phase

Output

A child-generated collection of issues affecting children's daily lives, organised into themes and prioritised through group voting.

The facilitator should document the grouped issues by photographing **Pico's Discovery Map**, if allowed, or by transferring them to a summary sheet.

Link with the next phase

The highest-priority issues identified by the children become the starting point for the **EXPLORE** phase.

Children can then investigate the selected topics in greater depth, understand why they occur, who is affected, what information is missing and what ideas could help improve the situation.

Related annexes

Annex N.1.A1 – Pico Character Card
A visual card used to introduce Pico and the activity story.

Annex N.1.A2 – Pico's Passport
A guided worksheet that follows different moments of a child's day.

Annex N.1.A3 – "Dear Pico..." Cards
Individual drawing/writing cards for children's key messages.

Annex N.1.A4 – Pico's Discovery Map
A large poster used to group and prioritise children's ideas.



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Little Detectives' Magnifying Glass

NOTICE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
NOTICE	6-8	30-40 min	Small groups	N.2.A1-3

Objective

To encourage children to become curious observers of their everyday environment by identifying "clues" about places, people and situations that influence their well-being and participation.

The activity helps children notice what makes them feel happy, safe, included or concerned, and identify issues that may need further exploration in the next SCM phase.

Materials

- A real or toy magnifying glass (optional, to introduce the activity)
- **Annex N.2.A1 – Little Detective Notebook**
- **Annex N.2.A2 – Clue Cards**
- **Annex N.2.A3 – Big Clue Board**
- Pencils, coloured pencils or markers
- Optional: stickers

How to use it

Story starter

"Today, every child becomes a Little Detective. Your mission is not to find problems, but to discover clues that help us understand what makes our community a good place for children and what could become even better."

Step 1 – Becoming Little Detectives

Introduce the activity by showing a magnifying glass or a picture of one.



Little Detectives' Magnifying Glass

NOTICE Phase

Explain that Little Detectives do not look for people to blame or things that are "wrong". They observe carefully and collect clues that help understand places, situations and experiences.

Each child receives a **Little Detective Notebook**.

Step 2 – Looking for clues
Take children on a short observation walk around the school, playground or another familiar space.

Invite them to look carefully and notice things that catch their attention. Children can record or draw different types of clues, for example: something that makes children smile; something that helps children feel safe; something that could be improved; something they would like to understand better.

Children can use words, drawings, symbols or stickers to record their observations.

Remind children that different detectives may notice different clues, and that all observations can be valuable.

Step 3 – Sharing discoveries
Back in the classroom, children share some of the clues they collected, if they wish.

The facilitator places the **Big Clue Board** where everyone can see it and invites children to add their Clue Cards.

The group looks at similarities, differences and recurring observations. The facilitator helps organise the ideas without deciding which clues are more important or correct.



Little Detectives' Magnifying Glass

NOTICE Phase

Step 4 – Choosing one mystery

The group reviews the collected clues and identifies one or more topics they would like to understand better.

The facilitator supports the discussion by helping children notice which clues appear often, which ones make them curious and which ones they would like to explore further.

The selected "mystery" becomes a starting point for the **EXPLORE** phase.

The activity closes by reminding children that every important discovery starts with careful observation.

Facilitation tips

Create a playful atmosphere that encourages curiosity rather than searching for "correct" answers.

Avoid interpreting children's observations or suggesting what they should notice. The role of the facilitator is to help children look carefully and give value to different perspectives.

Use open prompts when needed, such as: **"What did you notice?" - "Why did this catch your attention?" - "What makes you curious about this?"**

Allow children to express themselves through drawings, gestures, symbols or simple words, and remind them that every clue can be meaningful.

Give children enough time to observe quietly before inviting them to share their discoveries.



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Little Detectives' Magnifying Glass

NOTICE Phase

Child-led element

Children decide which clues they notice, what they choose to record and which observations they want to share.

Together, they identify the “mystery” they consider most interesting or important to explore further.

Inclusion tips

Ensure that the observation activity is accessible to all children. If a space is not physically accessible, children can participate through photographs, objects, drawings or visual materials brought into the classroom.

Children can contribute in different ways, including observing, pointing, drawing, using symbols, placing stickers or sharing keywords. They should not be required to use full sentences or explain their ideas in a specific way.

For children with language barriers, use **Clue Cards**, images and simple symbols to support communication.

For children who are shy or have low confidence, allow them to observe with a trusted peer or adult and share only the clues they feel comfortable discussing.

Provide additional thinking time and recognise different communication preferences. Speaking, drawing, gestures and symbols are all valid ways of participating.

Safeguarding note

Choose a familiar and safe observation area where children can move comfortably under adult supervision.



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Little Detectives' Magnifying Glass

NOTICE Phase

Remind children that they are observing places, objects and situations, not judging or identifying people. Photos should only be taken when authorised and should not include identifiable individuals without appropriate consent.

Participation should remain voluntary throughout the activity. Children should never feel pressured to share observations that make them uncomfortable.

Output

A completed **Little Detective Notebook** for each child, a shared **Big Clue Board** collecting the group's observations, and a selected "mystery" that represents an issue or situation children would like to understand better.

Link with the next phase

The clues collected during this activity help children identify one issue, situation or experience they would like to explore further. The selected "mystery" becomes a starting point for the **EXPLORE** phase, where children investigate why it happens, who it affects, what they need to understand better and what information can help them move forward.

Related annexes

Annex N.2.A1 – Little Detective Notebook
A child-friendly notebook used to record clues, observations, drawings and ideas during the activity.

Annex N.2.A2 – Clue Cards
Visual cards that help children describe and organise the clues they discover.

Annex N.2.A3 – Big Clue Board
A collective poster used to collect children's clues, identify recurring themes and select the mystery to explore further.



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Guided Imagery

NOTICE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
NOTICE	6-8 / 9-12	30-40 min	Individual	N.3.A1

Objective

To help children slow down, reflect on their everyday experiences and identify places, situations or moments that influence how they feel, participate and experience belonging.

Materials

- A prepared guided imagery script adapted to the chosen topic and children's age group (e.g. climate, inclusion, accessibility, safety, relationships or belonging)
- **Annex N.3.A1 – Reflection Clouds** (small reflection clouds and one larger cloud)
- Pencils, crayons or markers

How to use it

Step 1 – Introduce the activity

Invite children to take part in an imaginary journey through a familiar moment of their everyday life.

Explain that they will use their imagination to notice places, situations, thoughts and feelings. There are no right or wrong answers: everyone may experience the same situation differently.

Step 2 – Create a calm atmosphere

Invite children to sit comfortably and focus on the story. Children can close their eyes if they feel comfortable, but this should never be required. They can also keep their eyes open, look at a fixed point or simply listen quietly.



Guided Imagery

NOTICE Phase

Step 3 – Guide children through the journey
Slowly read a guided story adapted to the chosen topic and age group. The story can follow different moments or situations connected to children's everyday lives, for example:

- Travelling to or arriving at school;
- Spending time in the classroom or playground;
- Experiencing a hot summer day and looking for shade;

During the story, children are invited to notice what they see, hear, feel or imagine.

Step 4 – Encourage observation and reflection
During the journey, include short pauses to help children notice their surroundings and reflect on their experiences.

The facilitator can use simple prompts, such as **"What do you see?" - "What do you hear?" - "How do you feel?"**

Children can also reflect on moments that feel positive, difficult, surprising or that they would like to change.

Step 5 – Capture children's ideas
When children notice something important during the journey, they can record their thoughts using the Reflection Clouds.

Older children can write or draw their ideas independently. Younger children can share their thoughts with the facilitator or another supporting adult, who can help record them.

Children can express their ideas through words, drawings, symbols or colours.



Guided Imagery

NOTICE Phase

Step 6 – Share and collect insights
After the guided journey, children can share what they noticed and how they experienced the journey.

The facilitator collects recurring themes, concerns and positive experiences on the larger **Reflection Cloud**, keeping children's words and meanings as much as possible.

Step 7 – Identify themes for further exploration
The group reviews the collected ideas and identifies topics, experiences or places that children would like to explore further.

These insights become starting points for the next steps of the SCM process.

Facilitation tips

Use a slow pace and allow moments of silence. Pauses give children time to imagine, notice details and reflect on their experiences.

Avoid suggesting answers or directing children towards specific issues. Use open prompts and allow children to decide what feels important to them.

Value all contributions. Encourage children to share both positive experiences and things they would like to change. Different perspectives are equally important and may reveal that the same place or situation can be experienced in different ways.

Child-led element

Children decide what they notice, which moments feel important to them and which experiences they want to share.



Guided Imagery

NOTICE Phase

Their observations and reflections help identify topics and situations that matter from their own perspective. The facilitator supports the process but does not decide in advance what children should focus on.

Inclusion tips

Children do not have to close their eyes if they do not feel comfortable. They can look at a calm point in the room, keep their eyes open or use drawing as an alternative way to participate.

Provide different ways of expressing ideas, including drawing, writing, symbols or speaking.

For younger children, use simpler language, shorter stories and more concrete situations.

Allow additional processing time and avoid rushing children's reflections.

Safeguarding note

The activity should focus on general experiences, places and situations rather than asking children to share personal or sensitive information.

Remind children that they can choose what they want to share and that they do not need to explain or justify their thoughts.

If a child reveals a safeguarding concern, the facilitator should acknowledge it calmly, avoid asking further questions in front of the group and follow the appropriate safeguarding procedures.



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Guided Imagery

NOTICE Phase

Output

A collection of children's reflections, drawings and keywords gathered through the Reflection Clouds.

The collected ideas make visible experiences, places and situations that children find meaningful, positive, difficult or worth exploring further.

The facilitator can use the larger **Reflection Cloud** to identify recurring themes and topics that may become starting points for the next phase.

Link with the next phase

The experiences and situations emerging from the Reflection Clouds become starting points for the **EXPLORE** phase.

Children can investigate selected topics more deeply, exploring why they occur, who is affected and what information or perspectives are needed to better understand the issue.

Related annexes

Annex N.3.A1 – Reflection Clouds
A set of reflection cards/clouds that children can use to record thoughts, feelings, experiences or situations that emerge during the guided imagery activity.



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My Community Experience Map

NOTICE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
NOTICE	6-8 / 9-12	35-45 min	Small groups	N.4.A1-2

Objective

This activity helps children observe and name how they experience familiar places in their school, playground, community centre or neighbourhood.

Through a simple visual map, children identify places that feel positive, welcoming, difficult, confusing, uncomfortable or important to them. The aim is not to solve problems immediately, but to make children's everyday experiences visible and to identify one or more issues that can be explored in the next SCM phase.

Materials

- **Annex N.4.A1 – My Community Map**
- Smaller copies of the same map for individual or pair work
- **Annex N.4.A2 – Experience Markers**
- Markers, pencils and post-its
- Optional: photos of key places, especially for younger children or children who find maps difficult to read

How to use it

Step 1 – Present the map

Show the large map to the group. Help children recognise the main places by naming them together: classroom, entrance, playground, toilets, canteen, corridor, garden, street, park or other relevant spaces.

Step 2 – Explain the markers

Present the coloured stickers or **Experience markers**.



My Community Experience Map

NOTICE Phase

Explain that each marker helps children show how they experience a place. Avoid presenting the markers as fixed emotional labels. Children can choose the marker that feels closest to their experience.

Step 3 – Individual or pair mapping
Give each child, or pair of children, a small copy of the map. Ask them to place markers on the places they know or use. They can also add a word, drawing or symbol to explain their choice, if they want to.

Step 4 – Create the collective map
Invite children to place their markers on the large shared map. If many children choose the same place, help them create a small cluster or line of markers so the map remains clear and readable.

Step 5 – Observe the result together
Look at the collective map with the children. Ask them what they notice. Are there places with many positive markers? Are there places with mixed experiences? Are there places that several children find difficult or important?

Step 6 – Choose what to explore next
Help the group identify one or two places or situations that they would like to understand better in the **EXPLORE** phase. The final choice should come from the children's observations, not from the facilitator's assumptions.

Facilitation tips

Give children time to complete their individual or pair map before sharing with the group. This reduces the risk that children simply copy the choices of more confident peers.

Use neutral language. Instead of asking "Why is this place unsafe?", ask **"What happens here?"** or **"What would you like adults to understand about this place?"**



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My Community Experience Map

NOTICE Phase

Welcome different experiences of the same place. One child may feel good in the playground, while another may feel excluded there. Do not try to decide who is "right". The difference itself is useful for the next phase.

If the map becomes crowded, help children organise the markers visually without changing their meaning.

Do not push children to explain personal or sensitive experiences in front of the group. They can choose to share only a colour, a symbol or a short word.

Child-led element

Children decide which places to mark, what experience they want to show, and how much they want to explain. They also help identify which places or situations should be explored further. The facilitator supports the process but does not decide in advance what the "problem" is.

Inclusion tips

For younger children, use photos of real places instead of, or together with, the map.

For children with language barriers, allow them to use colours, symbols, gestures, drawings or pointing.

For children with visual impairments or fine motor difficulties, use larger markers, tactile symbols, verbal description or pair work.

For children with low confidence, allow them to work with a trusted peer or to place markers privately before the group discussion.



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My Community Experience Map

NOTICE Phase

Safeguarding note

This activity may bring up places or situations where children feel uncomfortable, excluded or unsafe. If a child refers to a personal experience of harm, risk or vulnerability, the facilitator should acknowledge the contribution calmly and should not ask the child to share further details in front of the group.

Output

A collective **Community Experience Map** showing how children experience familiar places in their school, community centre or neighbourhood.

The map highlights places that children associate with positive experiences, but also places that may be difficult, unclear, uncomfortable or important to understand better.

Link with the next phase

The map becomes the starting point for the **EXPLORE** phase. Children can choose one place or situation from the map and investigate it more deeply by asking: "What is happening here? Who is affected? When does it happen? Why might it happen? What else do we need to understand before speaking with adults?"

Related annexes

Annex N.4.A1 – My Community Map

A simple blank map that facilitators and children can adapt by drawing or adding the spaces that are meaningful to them, such as the school, playground, community centre or neighbourhood.

Annex N.4.A2 – Experience Markers

Printable stickers or cards with simple symbols and short child-friendly labels, such as "I feel good", "I feel worried", "I am curious".



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If My Environment Could Talk

NOTICE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
NOTICE	6-8 / 9-12	45-60 min	Small groups	N.5.A1

Objective

To encourage children to observe familiar environments from a different perspective, helping them identify positive aspects, challenges and opportunities for improvement in the places they experience every day.

Materials

- **Annex N.5.A1 – "If I Could Talk…" Cards**
- Large paper
- Markers
- Sticky notes
- Optional: props or photographs of familiar community places

How to use it

Step 1 – Introduce the idea

Introduce the activity by inviting children to imagine that the places around them could speak.

You can say: **"Imagine that places around us could suddenly speak. What would they tell us?"**

Explain that children will give a voice to familiar places and try to understand what those places experience every day.

Step 2 – Choose a place

Children work in small groups and choose or randomly select one place or object from the **"If I Could Talk…" Cards**. Examples may include: playground; classroom; park; bus stop; library; football pitch; school entrance; rubbish bin.



If My Environment Could Talk

NOTICE Phase

Step 3 – Give the place a voice
Each group imagines that the chosen place is speaking and creates its story.

Children can use drawings, words, symbols or short sentences to describe what the place might say.

The facilitator can support reflection with simple prompts, such as: **"What does this place see every day?" - "What makes this place feel good?" - "What would this place like to change?"**

Step 4 – Share the stories
Each group presents its "talking place" to the others.

The facilitator collects recurring ideas, similarities and differences between the stories, keeping children's words and perspectives visible.

Step 5 – Reflect together
The group reviews the different stories and identifies which places, situations or themes seem particularly meaningful.

The facilitator supports the discussion without deciding which issues are more important. The observations collected can become starting points for further exploration.

Facilitation tips

Accept imaginative answers while helping children connect their ideas to real experiences and familiar places.

Avoid judging children's observations or deciding whether their interpretations are correct. Different perspectives can reveal different ways of experiencing the same place.



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If My Environment Could Talk

NOTICE Phase

Use follow-up prompts to encourage deeper reflection, without suggesting problems or answers in advance.

Support quieter children by offering different ways to participate, such as drawing, using symbols, acting or working with a peer.

Child-led element

Children decide which places they want to explore, what their "talking place" would say and which aspects they consider important.

They choose how to represent the voice of the place through words, drawings, symbols or role-play.

The facilitator supports the process but does not define in advance which issues or observations should emerge.

Inclusion tips

Use picture cards, photographs or visual prompts to support children who benefit from concrete references.

Allow children to participate through different forms of expression, including drawing, role-play, gestures, symbols or short words instead of writing.

Children can work with peers or with the support of the facilitator when needed.

For younger children, use simpler prompts and focus on familiar places from their everyday lives.

Safeguarding note

Keep discussions focused on places, environments and situations rather than asking children to share personal experiences.



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If My Environment Could Talk

NOTICE Phase

If sensitive topics emerge naturally, acknowledge them calmly and avoid asking children to disclose more information in front of the group.

Output

A collection of "community voices" showing the positive aspects, challenges and ideas for improvement identified by children.

The output includes children's stories, drawings or reflections about different places and helps make visible recurring themes and issues that matter to the group.

Link with the next phase

The places, situations and themes identified through this activity can become starting points for the **EXPLORE** phase.

Children can investigate selected topics further, exploring why they occur, who is affected and what information is needed to better understand the situation.

Related annexes

Annex N.5.A1 – "If I Could Talk…" Cards

A set of cards representing familiar places and objects, such as benches, trees, classrooms, playgrounds, football pitches, bus stops, libraries, parks, school entrances and rubbish bins.

The cards help children explore different environments from the perspective of the place itself.



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The Future Archaeologist

NOTICE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
NOTICE	6-8 / 9-12	40-45 min	Small groups	N.6.A1

Objective

This activity encourages children to look carefully at everyday objects, traces or details in their school, playground, community centre or neighbourhood.

Children observe "finds" such as a broken object, a piece of litter, a damaged sign, a worn-out bench, or even something that is well cared for. These objects become clues that help children notice how shared spaces are used, cared for or neglected.

The aim is not to blame anyone or solve the issue immediately, but to help children recognise visible signs in their environment and identify questions that can be explored further.

Materials

- **Annex N.6.A1 – Archaeological Find Card**
- Pencils, markers or clipboards
- Optional: magnifying glasses
- Optional: a school or centre device for taking photographs, if authorised and in line with privacy rules
- Optional: gloves, if the facilitator decides that children may safely collect selected objects

How to use it

Step 1 – Set the scene

Explain that the children will work as "future archaeologists". Their task is to observe an agreed area and look for one object, trace or detail that says something about the space.



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The Future Archaeologist

NOTICE Phase

Step 2 – Define the exploration area
Clearly define where children can go, for example the school courtyard, classroom, corridor, gym, playground or community centre. Explain safety rules before starting.

Step 3 – Look for a "find"
In small groups, children search for one "archaeological find". This can be a sign of care, beauty or attention, or a sign that something may need care or improvement. Examples may include a broken object, a piece of litter, a damaged or faded sign, a worn-out bench, a forgotten object, a well-kept corner, a decorated wall, a clean and welcoming space, or an object that children find meaningful.

Step 4 – Document without risk
Children should not touch dirty, sharp, unknown or unsafe objects. They can draw the object, describe it, or, if authorised, take a photo using a school or centre device. Drawing and written documentation should always remain possible.

Step 5 – Complete the Archaeological Find Card
Each group fills in the card with simple information, such as: "What did we find? Where was it? What might it tell us about this place? Is it a sign of care, neglect, use, damage or something else?"

Step 6 – Create a small exhibition
Groups present their cards in a "Museum of Present-Day Finds". The facilitator helps children look at the findings together and notice recurring themes or questions.

Step 7 – Close with shared observations
The facilitator helps the group notice patterns without jumping immediately to solutions. For example: Are there many signs of care? Are there many things that seem forgotten? Are some places used a lot but not well maintained? What questions should we explore next?



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The Future Archaeologist

NOTICE Phase

Facilitation tips

Use the rule **"look, draw or photograph, but do not touch"** if the activity takes place in a public or outdoor space where objects may be dirty or unsafe.

Avoid focusing on individual blame. If children say "this belongs to someone" or "someone did this", redirect the discussion towards the space and the community: "What does this object tell us about how this place is used?"

Encourage children to go beyond the first impression. If they say "this is just rubbish", ask: "Why might it be here?", "Is there a bin nearby?", "Does this place need more care?", "What could we understand better?"

Balance negative and positive observations. Children can also select signs of care, beauty or attention, not only damage or litter.

Child-led element

Children choose which object, trace or detail they want to observe and document. They decide what meaning the "find" may have and what question it raises about the shared space.

The facilitator supports observation and safety, but does not decide in advance which objects matter or what they mean.

Inclusion tips

For younger children, simplify the activity by asking them to look for "signs of care" and "signs that need attention".

Children can contribute through different roles within the group: observer, drawer, writer, presenter, safety checker or photo assistant, where photography is allowed.



The Future Archaeologist

NOTICE Phase

For children with language barriers, use visual symbols on the card, such as an eye, a place marker, a question mark, a heart, a warning sign or a care symbol.

For children with mobility difficulties, the facilitator can adapt the exploration area or provide printed images of different places so the child can participate from one position.

Children who do not want to present orally can let another group member present, or display their card as part of the exhibition.

Safeguarding note

The facilitator must clearly define the physical boundaries of the activity and ensure that children do not enter unsafe, unsupervised or restricted areas.

Children should not touch sharp, dirty, unknown or potentially dangerous objects. If any object suggests a safety or child protection concern, the facilitator should follow the school's or organisation's safeguarding procedures and address the issue separately from the group activity.

Output

A small **Museum of Present-Day Finds**, made of cards, drawings and, where appropriate, authorised photos documenting objects and traces found in the shared space.

The output helps children visualise signs of care, neglect, use, damage, attention or things that may need to be better understood.



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The Future Archaeologist

NOTICE Phase

Link with the next phase

The findings become starting points for the **EXPLORE** phase. Children can choose one recurring object, trace or issue and investigate it further by asking: "What is happening here? Where does it come from? Why might it be here? Who uses or takes care of this space? Is this a one-time situation or something that happens often? What habits, needs or responsibilities should we understand better?"

Related annexes

Annex N.6.A1 – Archaeological Find Card

A simple card for children to document one object, trace or detail they observe during the activity, through a drawing, short description or, where authorised, a photo. The card helps children record what they found, where they found it, what it may tell us about the place, and one question to explore further.



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Barrier Detectives

NOTICE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
NOTICE	6-8 / 9-12	35-45 min	Small groups	N.7.A1

Objective

This activity helps children develop a more critical and empathetic way of looking at their school, community centre or neighbourhood. It encourages them to notice barriers that may make it harder for some people to move around, understand information, take part in activities or feel comfortable in shared spaces.

The aim is not to judge people or test their abilities, but to observe how spaces are organised and whether they are welcoming and accessible for everyone.

Materials

- **Annex N.7.A1 – Barrier Detective Card**
- Pencils, markers and clipboards
- Optional: stickers or symbols to identify spaces that are easy to use, difficult to use or need attention; and flexible measuring tape, if useful and safe

How to use it

Step 1 – Introduce the idea of barriers

Explain that a barrier is something that makes it difficult for someone to use a space, understand information, move around or feel included. Barriers are not only physical. They can also be linked to communication, noise, lack of signs or confusing spaces.

Step 2 – Build the observation focus with children

Before starting the walk, ask children what might make a place easy or difficult to use. Collect their ideas together. For example, they may mention something that is too high, too heavy, too noisy, hard to read, hard to understand, too crowded or missing helpful signs.



Barrier Detectives

NOTICE Phase

Use these ideas to guide the observation, rather than giving children a fully predefined checklist.

Step 3 – Explore the space
In pairs or small groups, children walk through a defined and safe area, such as the classroom, school entrance, playground, canteen, toilets, corridor or community space. They use the **Barrier Detective Card** to note or draw what they observe.

They can record things that are easy to use; things that may be difficult for some people; places or situations that need attention.

Step 4 – Look from different points of view
Invite children to observe carefully from different perspectives. For example, they can crouch down to imagine how a younger child may see the space, or look at a sign from far away to check whether it is easy to understand.

The aim is to sharpen observation, not to simulate disability or create unsafe situations.

Step 5 – Choose one important example
Each pair or group chooses one barrier, or one positive example of accessibility, that they want to share with the rest of the group.

Step 6 – Share and compare
Bring the group back together and invite each pair or group to present what they noticed. Highlight recurring observations and help children compare different points of view.



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Barrier Detectives

NOTICE Phase

Facilitation tips

Help children notice both visible and less visible barriers. They may easily spot stairs or heavy doors, but may need support to notice barriers linked to communication, noise, lack of symbols, unclear instructions or overwhelming environments.

Keep the tone constructive. The goal is not to criticise the space, but to understand it better.

If children begin to focus on who caused a problem, gently bring the discussion back to the space itself: what does this tell us about how this place works, and for whom it may be easier or harder to use?

Child-led element

Children decide what they notice, which examples they consider important, and which barriers or positive features should be shared with the group. The facilitator supports the discussion, but does not decide in advance what children must find.

Inclusion tips

For younger children, keep the activity simple by using only a few broad categories such as easy to use, difficult to use, and needs attention.

Allow children to participate in different ways: observing, drawing, writing, measuring, explaining or presenting.

If children with disabilities or specific access needs are part of the group, they should never be expected to “demonstrate” barriers for others. They may share their perspective if they wish, but this should always remain voluntary.



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Barrier Detectives

NOTICE Phase

For children with language barriers, use visual symbols and allow answers through drawing as well as writing.

Safeguarding note

The activity should focus on the environment, not on individual people's bodies or limitations. Avoid unsafe or inappropriate simulations, such as blindfolding children or asking them to move in risky ways.

Clearly define the observation area in advance and ensure children remain supervised at all times. If the activity reveals a serious safety issue, this should be reported through the appropriate school or organisational procedures.

Output

A simple **Barrier and Access Register** documenting places, objects, signs or situations that children identified as easy to use, difficult to use or in need of improvement.

Link with the next phase

The barriers and positive examples identified in this activity can be explored further in the **EXPLORE** phase. Children may decide to investigate why a barrier exists, who is affected by it, who is responsible for the space, and what could help make it more accessible and inclusive.

Related annexes

Annex N.7.A1 – Barrier Detective Card

A simple observation card that helps children record places or situations that are easy to use, difficult to use, or need attention. It can include space for a drawing, a short note, and one question the group would like to explore further.



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A Day in My Shoes

NOTICE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
NOTICE	6-8 / 9-12	40-45 min	Small groups	N.8.A1

Objective

To help children reflect on their everyday experiences, identify situations that influence their well-being and participation, and notice places or moments that may deserve further attention.

Materials

- **Annex N.8.A1 – "A Day in My Shoes" Timeline Worksheet**
- Pencils, crayons or markers
- Optional: emotion cards, stickers or picture symbols

How to use it

Step 1 – Introduce the timeline

Explain that every child experiences different moments during the day. Some moments can make us feel comfortable, included and happy, while others may make us feel worried, excluded or frustrated.

Introduce the **"A Day in My Shoes" Timeline Worksheet** and explain that children will use it to reflect on moments from their everyday lives.

Step 2 – Map the day through children's experiences

Invite children to look at the different moments of a typical day represented in the timeline.

Children can draw or write one or two moments that they remember or consider important. They can use colours, symbols or emotion cards to show how they felt during each moment.



A Day in My Shoes

NOTICE Phase

Children may focus on places, situations, interactions or experiences that made them feel good, uncomfortable, included or left out.

Step 3 – Choose a meaningful moment
Invite children to identify one moment from their timeline that feels especially important to them.

This can be a positive experience, a difficult moment, something they would like others to understand better, or something they think deserves attention.

Step 4 – Share and collect experiences
In small groups, children can share the moments they feel comfortable discussing.

The facilitator collects common themes, positive experiences and recurring concerns that emerge across the group, keeping children's words and perspectives visible.

Facilitation tips

Help children focus on their own experiences without suggesting which moments are important or which emotions they should feel.

Give children enough time to complete their timeline. Some children may need more time to remember specific moments or decide what they want to share.

Use open prompts when needed, such as **"Can you tell me more about this moment?"** or **"What made this moment important for you?"**, without directing children towards a specific answer.



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A Day in My Shoes

NOTICE Phase

Remind children that different children may experience the same moment in different ways. A situation that feels positive for one child may feel difficult for another.

Respect children's choices about what they want to share. They can talk about a moment, draw it, use symbols or keep some reflections private.

Child-led element

Children decide which experiences they want to record, how they want to represent them and which moments they feel are important to share.

Their reflections help identify the topics, places and situations that matter from their perspective and may become starting points for further exploration.

The facilitator supports the process but does not decide which experiences are more important.

Inclusion tips

Children can participate through different forms of expression, including drawing, symbols, photographs, emotion cards, keywords or by dictating their ideas to a peer or facilitator.

For younger children or children who benefit from a simpler structure, provide a shorter timeline with fewer moments or clearer visual supports.

Allow children to work individually or in smaller groups if they do not feel comfortable sharing personal experiences with the wider group.

Respect different communication styles and allow children to decide how much they want to share.



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A Day in My Shoes

NOTICE Phase

Safeguarding note

Remind children that they can choose what they want to share and that they only need to discuss experiences they feel comfortable talking about.

The activity should focus on everyday experiences and situations rather than asking children to disclose sensitive personal information.

If a child reveals a safeguarding concern, the facilitator should acknowledge it calmly, avoid asking further questions in front of the group and follow the organisation's safeguarding procedures.

Output

Completed **"A Day in My Shoes" Timeline Worksheets** showing children's everyday experiences, meaningful moments, emotions and situations they consider important.

The facilitator may collect recurring themes, positive experiences and concerns emerging from the group to identify topics that may need further exploration.

Link with the next phase

The experiences identified through this activity help children select meaningful topics for the **EXPLORE** phase. Children can investigate these situations further, exploring why they occur, who is affected and what information or perspectives are needed to better understand the issue.

Related annexes

Annex N.8.A1 – A Day in My Shoes Timeline Worksheet

A child-friendly worksheet designed to help children reflect on their everyday experiences, identify meaningful moments and recognise situations that influence their well-being and participation.



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Many Eyes, One Community

NOTICE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
NOTICE	6-8 / 9-12	40-45 min	Small groups	N.9.A1

Objective

To help children recognise that people may experience the same place or situation in different ways, with different needs, perspectives and feelings.

The activity helps children notice how some spaces or situations may work well for some people while creating barriers or difficulties for others.

Materials

- **Annex N.9.A1 – Many Eyes Observation Cards**
- Pencils, crayons or markers
- Optional: photographs of familiar school or community spaces

How to use it

Step 1 – Introduce different perspectives

Introduce the activity by explaining that people can experience the same place in different ways.

A space that feels welcoming and easy to use for one person may feel difficult, uncomfortable or excluding for someone else.

Step 2 – Choose a perspective

Divide children into small groups and give each group one **Observation Card** describing a different person or perspective.

Groups imagine exploring a familiar place, such as the school or community space, through the eyes of the person represented on their card.



Many Eyes, One Community

NOTICE Phase

Step 3 – Explore the perspective
Children reflect on what this person might experience in that place.

They can record their ideas through drawings, symbols or short notes, considering aspects such as: what this person might notice; what could make them feel welcome, safe or included; what difficulties or barriers they might experience; what could help them participate more easily.

Step 4 – Share different "eyes"
Each group presents its perspective to the others.

The facilitator helps the group notice similarities and differences between experiences, highlighting that the same place can be lived differently by different people.

The ideas collected can help identify situations or spaces that children would like to explore further.

Facilitation tips

Encourage children to explore different perspectives rather than looking for a single "correct" answer. Remind them that the same place can be experienced differently by different people.

Use open prompts that help children imagine and reflect without suggesting answers, such as **"What might this person notice?"** or **"What could make this place easier or more difficult to experience?"**

Give children enough time to discuss and think before sharing their ideas.

Practise active listening by acknowledging each contribution without judging or immediately interpreting it.



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Many Eyes, One Community

NOTICE Phase

Encourage different forms of expression, including speaking, drawing, writing, symbols or gestures.

Allow children to pause, pass or contribute in another way if they prefer.

Reinforce that different observations are valuable and that the aim is not to guess the "right" perspective, but to understand that people may experience the same place differently.

Child-led element

Children interpret the perspectives represented in their own way, decide which observations they consider important and contribute their own ideas during the discussion.

Their reflections help the group identify experiences, situations or spaces that may deserve further exploration.

The facilitator supports the exchange of ideas but does not decide which perspectives or observations are more relevant.

Inclusion tips

Use picture-based **Observation Cards** or visual supports for younger children and children who benefit from reduced literacy demands.

Carefully select the perspectives represented in the activity to reflect diversity without reducing people to a single characteristic or reinforcing stereotypes.

Encourage respectful dialogue and ensure that all children have the opportunity to contribute, regardless of their communication style, confidence or background.



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Many Eyes, One Community

NOTICE Phase

Safeguarding note

Present the activity as an exercise to understand different experiences and perspectives, not to make assumptions about specific individuals or groups.

Avoid asking children to speak on behalf of their own identity, personal circumstances or experiences if they do not wish to do so.

Encourage respectful language and remind children that different perspectives can coexist and that no one should be judged or excluded because of their experiences.

Output

Completed a collective record of the different perspectives, observations and common themes identified by the groups.

The output helps children recognise how the same place or situation can be experienced differently by different people and highlights perspectives or situations that may deserve further exploration.

Link with the next phase

The different perspectives identified through this activity support the **EXPLORE** phase by helping children investigate whose experiences are considered, whose voices may be missing and what information is needed to better understand the issues they have noticed.

Related annexes

Annex N.9.A1 – Many Eyes, One Community Observation Cards

A set of cards that helps children explore familiar places from different perspectives and reflect on how people may experience the same environment in different ways.



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Invisible Superheroes

NOTICE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
NOTICE	9-12	40-45 min	Small groups	N.10.A1

Objective

To help children recognise the many people who contribute to community life and reflect on whose voices, needs or experiences may not always be visible or considered.

The activity encourages children to look at their community from different perspectives and notice how different people may experience the same places in different ways.

Materials

- **Annex N.10.A1 – Community Character Cards**
- Sticky notes
- Coloured stickers and markers

How to use it

Step 1 – Introduce the challenge

Introduce the activity by inviting children to think about the people who contribute to their community every day. You can say: **"Who helps make our community work every day?"**

Children brainstorm different people they know or notice in their everyday lives, including people who are often recognised and people whose contributions may receive less attention.

Step 2 – Build the community map

Children work in small groups and place the **Community Character Cards** on a shared map or poster representing their community.



Invisible Superheroes

NOTICE Phase

They can add people they know, places where they meet them and roles they play in making the community function.

Step 3 – Explore different experiences
Groups choose some of the characters and reflect on their everyday experiences.

They consider what this person might need, what helps them participate in community life, what difficulties they might face and whether their voice is usually heard.

The facilitator supports reflection without suggesting answers or defining which groups are more or less included.

Step 4 – Notice whose voices are less visible
Children use coloured stickers to show how they think different people are included in community life: green for voices that are usually heard - yellow for voices that are sometimes heard - red for voices that may need more attention

The purpose is not to judge people or places, but to help children notice whose experiences may be less visible.

Step 5 – Reflect together
Children share what surprised them and which perspectives they had not considered before.

The facilitator helps the group identify recurring themes and observations about participation, inclusion and belonging.

These reflections can become starting points for further exploration.



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Invisible Superheroes

NOTICE Phase

Facilitation tips

Encourage children to think beyond the most visible roles in the community and recognise the contributions of different people.

Use open prompts that help children explore different experiences without suggesting answers.

Support children in recognising that communities are made of diverse people with different needs, perspectives and ways of participating.

Avoid defining in advance who is “visible” or “invisible”. Let children identify which voices they think are more or less heard based on their own experiences.

Child-led element

Children decide which members of the community they consider important, whose contributions they want to highlight and which voices they think may receive less attention.

Their reflections help the group identify different experiences and perspectives within the community.

Inclusion tips

Use photographs, illustrations or symbols alongside words to support children who benefit from visual information.

Allow children to contribute through discussion, drawings, symbols or other forms of expression.

Leave space for children to add community members who are not included in the initial cards.



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Invisible Superheroes

NOTICE Phase

Encourage multiple ways of sharing ideas and ensure that different communication styles are valued.

Safeguarding note

Avoid focusing on specific individuals or personal situations within the school or community.

The activity should focus on community roles, contributions and different perspectives rather than asking children to identify or judge real people.

If children mention sensitive situations or concerns, the facilitator should acknowledge them calmly and follow the appropriate safeguarding procedures.

Output

A **Community Heroes Map** showing the different people, roles and perspectives that contribute to community life. The output helps children recognise whose contributions are visible, whose experiences may receive less attention and which topics may deserve further exploration.

Link with the next phase

The perspectives and observations emerging from this activity can support the **EXPLORE** phase. Children can choose topics or experiences they would like to understand better, exploring who is involved, whose voices may be missing and what information is needed.

Related annexes

Annex N.10.A1 – Community Character Cards

A set of cards representing different people and roles within community life, such as teachers, cleaners, bus drivers, parents, children, older people, newcomers, shopkeepers, coaches and other community members.



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What's Catching your Eyes?

NOTICE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
NOTICE	6-8 / 9-12	40-45 min	Small groups	None

Objective

To encourage children to observe their environment carefully and identify places, situations or details that feel important to them.

The activity helps children recognise that different children may notice different aspects of the same environment and generates child-led observations that can be explored further in the next SCM phase.

Materials

- Camera or tablet for taking photographs (shared between children or groups)
- Permission to access the selected observation area
- A safe and agreed method for collecting or sharing photographs
- Computer and projector for the follow-up discussion, if available
- Printed photographs, if digital tools are not available

How to use it

Step 1 – Introduce the activity

Introduce the activity by explaining that children will become **community photographers**.

Their task is to observe their surroundings and capture things that feel important to them: places, objects or situations that they appreciate, find interesting, feel could be improved or would like others to notice.

Step 2 – Agree on photography rules

Before starting, agree on simple rules for taking photographs.



What's Catching your Eyes?

NOTICE Phase

Remind children that they should photograph places, objects or situations, not people's faces. Discuss privacy, safety and respectful behaviour while taking photographs.

Step 3 – Photo walk
Children explore the agreed location individually or in small groups and take photographs of things that catch their attention. They can photograph as many observations as they wish and choose what they consider meaningful from their own perspective.

Step 4 – Share the photographs
At the end of the walk, children share their photographs with the facilitator using the agreed method.

The facilitator collects the images and prepares them for the following discussion.

Step 5 – Prepare the photo collection
Between sessions, the facilitator organises the photographs into a presentation or prints them.

Similar images or recurring themes can be grouped together, while avoiding interpreting the meaning of the photographs or deciding which observations are more important.

Step 6 – Explore the photographs together
During the follow-up session, children look at the photographs together and discuss what they notice, identifying similarities and differences between the observations, exploring why different children may have chosen different images and identifying topics or situations they would like to understand better.



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What's Catching your Eyes?

NOTICE Phase

Facilitation tips

Avoid leading children's observations. Use open prompts such as **"What caught your attention?"** or **"What made you decide to photograph this?"** rather than suggesting what they should notice.

Encourage variety. If children focus only on things that do not work well, invite them to also capture places, objects or situations that they appreciate or that make them feel welcome, safe or included. This helps create a more balanced picture of their environment.

Value every perspective. Remind children that there are no right or wrong photographs. Different children may notice different things, and these differences can lead to meaningful discussions about different experiences and priorities.

Focus on understanding before solving. During the follow-up discussion, encourage children to describe what they observe and why it matters before moving towards possible solutions. This helps strengthen observation and prepares the group for the **EXPLORE** phase.

Child-led element

Children decide what they photograph, what they consider meaningful and which observations they want to share.

Their photographs and reflections help the group identify situations, places and topics that may deserve further exploration.

The facilitator supports the process but does not decide which observations are more important.



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What's Catching your Eyes?

NOTICE Phase

Inclusion tips

Ensure that participation does not depend on having access to a device. Children can work in pairs or small groups, or describe what they notice while a peer or facilitator takes the photograph.

Children who find photography difficult can contribute through spoken descriptions, keywords, drawings or symbols.

Choose an accessible observation route and adapt the activity according to children's mobility, communication needs and comfort.

Safeguarding note

Before the photo walk, agree clear boundaries and safety rules with children.

Remind children that the focus is on places, objects and situations, not on identifiable people. Photographs of people should only be taken when appropriate permissions have been obtained.

Ensure appropriate adult supervision throughout the activity.

Output

A collection of child-generated photographs showing places, objects and situations that children consider meaningful.

A shared photo collection organised around recurring themes, positive examples and situations that children would like to understand better.

A group reflection identifying topics that may become starting points for further exploration.



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What's Catching your Eyes?

NOTICE Phase

Link with the next phase

The photographs provide a visual record of what children notice in their environment.

By comparing images, recognising recurring themes and discussing why certain observations matter, children identify topics or situations they would like to explore further during the **EXPLORE** phase.

Related annexes

No annexes required.



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Curious Reporter

NOTICE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
NOTICE	9-12	40-45 min	Small groups	N.12.A1-2

Objective

To support children in identifying and prioritising topics that affect their peers, school or community by exploring different experiences and recognising shared concerns.

The activity helps children collect different perspectives, identify recurring themes and select topics that may deserve further exploration in the next SCM phase.

Materials

- **Annex N.12.A1 – Interview Cards**
- **Annex N.12.A2 – News Headlines Board**
- Markers
- Sticky notes
- Voting dots or stickers

How to use it

Step 1 – Breaking news!

Introduce the activity by explaining that children will become **young reporters** for a special newspaper edition called **"Life Through Children's Eyes"**.

You can say: **"A children's newspaper wants to understand what life is really like for children. They need your help to discover the stories, experiences and situations that matter most."**

Explain that their role is to listen, observe and collect perspectives from children's everyday lives.



Curious Reporter

NOTICE Phase

Step 2 – Collecting Stories
Children work individually and complete the **Interview Cards** using their own experiences and observations.

The prompts invite children to reflect on what matters to them, for example: "Something children really enjoy is…"; "Something adults might not notice is…"

Children can respond through words, drawings or short notes.

Step 3 – Newsroom Meeting
Children share their ideas in small groups and compare their observations.

The facilitator supports the discussion by helping children notice recurring themes, similarities and differences between experiences.

The group organises similar ideas together and identifies topics that appear meaningful to several children.

Step 4 – Write tomorrow's headlines
Each group chooses one or two topics they believe deserve attention and transforms them into simple newspaper headlines.

Groups share their **Headlines** with the class. Through voting or another agreed method, children identify the topics they would like to explore further in the **EXPLORE** phase.

Facilitation tips

Encourage children to look beyond their own experiences and consider whether other children may experience similar or different situations.



Curious Reporter

NOTICE Phase

Use open prompts when needed, such as: **“Do you think other children might feel the same?” - “Have you noticed something similar?”**

Avoid suggesting topics, correcting children’s opinions or deciding which experiences are more important.

Encourage children to share examples, observations and personal experiences while respecting different perspectives.

Ensure that quieter children have different opportunities to contribute and that all voices are considered during the discussion.

Child-led element

Children decide which stories and experiences deserve attention, identify recurring themes, create the newspaper headlines and collectively choose the topics they would like to explore further.

The facilitator supports the discussion and helps organise children’s ideas, but does not select or rank the topics on their behalf.

Inclusion tips

Ensure that all materials and activities are accessible to all children. Provide support with recording, organising or presenting ideas when needed.

For children with language barriers or who benefit from additional communication support, use sentence starters and allow contributions through keywords, drawings, symbols or other visual supports.

For children with low confidence, allow pair discussions or small-group work before sharing ideas with the wider group.



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Curious Reporter

NOTICE Phase

Accept different forms of participation, including written, visual and oral contributions, and provide additional thinking time when needed.

Safeguarding note

Children may mention sensitive situations affecting themselves or others. Encourage them to focus on situations, experiences and places rather than naming individuals or sharing personal details.

The activity should remain a space for identifying themes and experiences, not for investigating individual cases in front of the group.

If a child raises a safeguarding concern, the facilitator should acknowledge it calmly, avoid exploring it during the group discussion and follow the organisation's safeguarding procedures.

Output

A collection of child-generated newspaper headlines representing the experiences, situations and topics that children consider important.

The headlines are grouped around recurring themes and prioritised by the children to identify topics they would like to explore further.

The selected headlines can be documented and displayed as a starting point for the next phase.

Link with the next phase

The selected headlines become starting points for the **EXPLORE** phase. Children can investigate these topics further by gathering information, exploring different perspectives and understanding why these situations occur before moving towards possible ideas for change.



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Curious Reporter

NOTICE Phase

Related annexes

Annex N.12.A1 – Interview Cards

Cards with prompts that help children reflect on experiences, observations and situations that matter to them.

Annex N.12.A2 – News Headlines Board

A shared board used to collect children's headlines, group recurring themes and identify topics for further exploration.



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EXPLORE Activities at a Glance

Use this overview to choose the activities that best match the children's age, the context and the type of observation or reflection you would like to encourage.

Field Investigation and Evidence Gathering

Activities that help children observe, collect information from different sources and identify evidence connected to the issue.

E.4 – Community Investigation Lab (6–8 / 9–12)

E.7 – Evidence Hunt (6–8 / 9–12)

E.12 – Silent Walk, Loud Thoughts (9–12)

Organising Information and Perspectives

Activities that help children bring together what they know, identify missing information and consider different points of view.

E.3 – Detective Dot's Mystery Case (6–8)

E.5 – Puzzle of the Problem (9–12)

E.8 – Issue Explorer Map (6–8 / 9–12)

Digging Deeper: Causes and Consequences

Activities that help children explore why an issue happens, what it leads to and how it affects different people.

E.6 – Problem Tree (6–8 / 9–12)

E.9 – The "Why?" Traffic Light (9–12)

E.11 – Why Ladder (6–8)

Changing Perspective: Creative and Safe Approaches

Activities that help children explore an issue in new ways, imagine alternatives and identify positive or realistic ways forward.

E.1 – The Extremes (6–8 / 9–12)

E.2 – Scene of the Problem (6–8 / 9–12)

E.10 – Good Practice Detectives (6–8 / 9–12)



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The Extremes

EXPLORE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
EXPLORE	6-8 / 9-12	30-40 min	Large group	None

Objective

To help children think critically about a selected topic by exploring extreme possibilities - the worst-case and best-case scenarios - and using these ideas to identify realistic and balanced ways to improve the situation.

Materials

- Three large posters (A2): Poster 1: *The Worst Case*; Poster 2: *The Best Case* - Poster 3: *What Could Really Happen?*
- Pencils, crayons or markers
- Paper
- Scissors
- Glue

How to use it

Step 1 – Introduce the topic

Remind children of one of the topics they identified during the **NOTICE** phase, such as playground conflicts, feeling left out or making school more enjoyable.

Step 2 – Present the activity

Invite children to sit around the three posters. Explain that they will imagine the worst possible situation, the best possible situation and a more realistic version of the chosen topic.

Step 3 – Create the "Worst Case" poster

Ask children to imagine the worst possible situation. Encourage them to draw, write or create small scene cards that can be glued onto the poster. Children decide how they want to represent their ideas.





The Extremes

EXPLORE Phase

Step 4 – Create the "Best Case" poster
Repeat the process for the best possible, dream-like situation. Children add drawings, words or scene cards to the poster.

Step 5 – Create the "Realistic" poster
Introduce the third poster and explain that real life is usually somewhere between the two extremes.

Ask children which positive ideas could realistically happen, which problems could be prevented and what fair solutions they would suggest. They add their ideas by drawing, writing or gluing new scene cards onto the poster.

Step 6 – Share and reflect
Invite children to explain their drawings, written ideas or scene cards, if they wish.

Discuss which realistic ideas they think would make the biggest positive difference and why.

Facilitation tips

Encourage creativity and welcome imaginative, funny or exaggerated ideas when children explore the "worst" and "best" scenarios.

Offer different ways to contribute. Children can draw, write, use symbols or create scene cards to add to the posters.

When working on the third poster, help children move from imaginative ideas towards practical and achievable actions, without choosing the solutions for them.





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The Extremes

EXPLORE Phase

Child-led element

Children generate the ideas for both extreme scenarios and decide which realistic solutions should be included on the final poster.

Their discussion and choices shape the priorities to be taken forward into the next phase.

Inclusion tips

Children can participate by speaking, drawing, writing, using symbols or creating scene cards. Make it clear that all forms of contribution are equally valid.

Encourage every child to take part, while allowing them to pass or contribute later if they do not wish to speak.

Younger children may benefit from simple prompts or examples to help them imagine different possibilities.

Ensure that all children have opportunities to participate, regardless of their communication preferences, literacy level or confidence.

Safeguarding note

Keep the discussion focused on general situations rather than personal experiences.

If a child shares a sensitive or distressing experience, acknowledge their contribution calmly without asking for further details in front of the group. Do not promise confidentiality, and follow the organisation's safeguarding procedures after the activity where appropriate.

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The Extremes

EXPLORE Phase

Output

Three completed posters documenting children's collective thinking:

- The imagined worst-case scenario;
- The imagined best-case scenario;
- A shared set of realistic and achievable solutions.

The activity also produces a shared understanding of the issue, a clearer definition of children's priorities and a collective view of what they believe should change or improve.

The posters provide evidence of children's reasoning and help identify the key messages they wish to communicate.

Link with the next phase

The realistic solutions and shared priorities identified during the activity provide the foundation for the **SPEAK** phase.

Children can use the agreed ideas to develop key messages, explain their perspectives and communicate their recommendations to relevant audiences, such as classmates, teachers, school leaders or other decision-makers.

Related annexes

No annexes required.

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Scene of the Problem

EXPLORE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
EXPLORE	6-8 / 9-12	60-90 min	Small group	E.2.A1-2

Objective

To help children understand a problem by analysing a fictional situation, exploring different perspectives, identifying possible causes and generating ideas for positive change.

The activity supports critical thinking, collaboration and communication, while preparing children for the **SPEAK** phase.

Materials

- Fictional case files
- Character figures, tokens or movable objects
- **Annex E.2.A1 – Example Sheet**
- A3 paper
- Markers and colouring materials
- **Annex E.2.A2 – Documentation Sheet, one per group**
- Camera, tablet or smartphone

How to use it

Step 1 – Introduce the activity

Explain that children will investigate a fictional but realistic situation to understand what happened, why it happened and how it could be improved.

Emphasise that there are no right or wrong answers and encourage respectful discussion.

Step 2 – Present the case

Read or distribute the fictional case file and divide children into groups of three to five.





Scene of the Problem

EXPLORE Phase

Make sure that everyone understands the situation before beginning.

Step 3 – Recreate the situation
Groups use drawings, figures or objects to recreate the scene described in the case file.

They discuss what they notice, who is involved and what they think is happening.

Step 4 – Reflect and document
Groups photograph their scene and complete the **Documentation Sheet**, recording the main actions, relationships and possible causes of the problem.

Step 5 – Improve the scene
Children change the scene to show how the situation could be improved. They may adjust actions, add support or change relationships between the characters.

Encourage them to explain why these changes could make a positive difference.

Step 6 – Record the changes
Groups photograph the improved scene and briefly describe what they changed and why.

Step 7 – Share ideas (optional)
Groups present both scenes, compare their interpretations and discuss common themes and possible solutions that could be developed further in the **SPEAK** phase.

Facilitation tips

Check that children understand the case before they begin. Ask them to retell what happened in their own words.





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Scene of the Problem

EXPLORE Phase

Make sure every child has an opportunity to contribute. Children can take different roles, such as building, drawing, documenting or explaining the scene.

Encourage children to show changes visually. Ask them to explain what they moved, added or changed in the improved scene and why they think it would help.

Child-led element

Children decide how to interpret the case, represent the situation, identify possible causes and suggest improvements.

Their ideas help shape the recommendations to be taken forward into the next phase.

Inclusion tips

Children can use drawings, figures, LEGO® or other visual materials to build the scene.

Children with different communication needs can explain their ideas verbally while a peer or facilitator records them.

Adapt the complexity of the case and provide visual supports where needed.

Safeguarding note

Use fictional scenarios rather than asking children to discuss personal experiences.

Encourage respectful discussion throughout the activity. If a child discloses a real concern, acknowledge it calmly without asking for further details in front of the group, and follow the organisation's safeguarding procedures.

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Scene of the Problem

EXPLORE Phase

Output

An initial scene representing the fictional situation and an improved version showing how the situation could change.

The facilitator should document both versions through photographs, if allowed, and collect the completed **Documentation Sheets** containing children's observations, identified causes and recommendations.

Link with the next phase

The activity helps children move from analysing a problem to identifying possible improvements.

The scenes, observations and recommendations developed by the groups provide evidence and ideas that can be used in the **SPEAK** phase.

Related annexes

Annex E.2.A1 – Example Sheet

An example showing how a fictional case, scene set-up and supporting materials, such as character tokens, can be prepared. It provides guidance for facilitators, while children interpret and explore the scenario themselves.

Annex E.2.A2 – Documentation Sheet

A template used by children to record their observations, the different perspectives identified, possible causes of the problem and ideas for improving the situation.

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Detective Dot's Mystery Case

EXPLORE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
EXPLORE	6-8	45 min	Small group	E.3.A1-4

Objective

To help children investigate a selected issue by collecting information about where it happens, when it happens, who is affected and what they still need to discover before thinking about solutions.

Materials

- **Annex E.3.A1 – Detective Dot Character Card**
- **Annex E.3.A2 – Detective Case File**
- **Annex E.3.A3 – Clue Cards**
- **Annex E.3.A4 – Evidence Board**
- Magnifying glass cut-outs (optional)
- Markers, pencils and crayons
- Sticky notes

How to use it

Step 1 – Detective Dot Needs Help

Introduce Detective Dot.

"Detective Dot has received a mystery case. She knows what the problem is because children identified it during the **NOTICE** phase, but she does not have enough clues to understand it. She needs a team of junior detectives!"

Show the Detective Case File.

Step 2 – Open the Case File

Write or place the selected issue from the **NOTICE** phase at the top of the **Detective Case File**.





Detective Dot's Mystery Case

EXPLORE Phase

"Good detectives do not guess. They collect clues."

Step 3 – Collect the Clues
Children investigate the issue by completing the different sections of the Detective Case File: **Where does it happen? - When does it happen? - Who is affected? - What do we still need to find out?**

Children record their ideas on the **Clue Cards** using words, drawings or symbols.

Step 4 – Build the Evidence Board
Children place their Clue Cards on the Evidence Board and organise them under the relevant questions.

The facilitator briefly summarises what the group has discovered: "We still do not have all the answers, but now we understand the problem much better."

Facilitation tips

Encourage children to act like detectives by asking questions rather than trying to solve the problem immediately.

Avoid confirming or rejecting children's ideas. Instead, use follow-up questions such as: "How do we know?", "Does this always happen?" or "Could it be different for someone else?"

Accept drawings, symbols, keywords and short explanations as valid contributions.

Help children distinguish between what they know, what they think and what they still need to find out.

Keep the focus on understanding the issue rather than suggesting solutions.





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Detective Dot's Mystery Case

EXPLORE Phase

Child-led element

Children decide which clues are important, what information should be included in the **Detective Case File** and which questions still need to be answered.

The facilitator supports the investigation without interpreting children's ideas or directing their conclusions.

Inclusion tips

Make sure that the **Evidence Board** and all materials are physically accessible. If needed, a peer or facilitator can help children handle or place the **Clue Cards**.

For children with language barriers, use picture-based **Clue Cards** and allow responses through drawings, symbols, gestures or keywords.

For children with low confidence, allow them to collect and present clues with a partner or in a small group.

For children with different communication preferences, accept visual, written or verbal contributions, provide additional thinking time and do not require everyone to speak publicly.

Safeguarding note

Children may refer to situations involving conflict, exclusion or feeling unsafe. Encourage them to describe the issue in general terms rather than identifying or blaming individual children or adults.

If a safeguarding concern emerges, acknowledge it calmly without asking for further details in front of the group, and follow the organisation's safeguarding procedures after the activity.



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Detective Dot's Mystery Case

EXPLORE Phase

Output

A completed **Detective Case File** and **Evidence Board** showing children's shared understanding of the selected issue, including where and when it happens, who is affected and what information they still need to find out.

The facilitator should document the completed **Evidence Board** by taking a photograph, if allowed, or by transferring the main findings to a summary sheet for future reference.

Link with the next phase

The completed **Detective Case File** and **Evidence Board** provide the evidence children can use in the **SPEAK** phase to explain the issue clearly, support their message with examples and communicate informed requests to relevant decision-makers.

Related annexes

Annex E.3.A1 – Detective Dot Character Card
A visual card used to introduce Detective Dot and the investigation mission.

Annex E.3.A2 – Detective Case File
A worksheet used by children to record the clues collected during the investigation.

Annex E.3.A3 – Clue Cards
Cards used to record observations, information and questions.

Annex E.3.A4 – Evidence Board
A large poster used to organise and review the group's findings.

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Community Investigation Lab

EXPLORE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
EXPLORE	6-8 / 9-12	45-60 min	Small group	E.4.A1-2

Objective

To help children explore a community issue by collecting and organising information from different sources, encouraging curiosity, critical thinking and evidence-based discussion before considering possible solutions.

Materials

- **Annex E.4.A1 – Investigation Worksheet**
- **Annex E.4.A2 – Evidence Board**
- Sticky notes
- Markers

How to use it

Step 1 – Revisit the selected issue

Remind children of the issue selected during the **NOTICE** phase. Explain that, before thinking about possible solutions, they need to understand the issue more clearly.

Step 2 – Investigate the issue

Divide children into small groups and give each group an **Investigation Worksheet**.

Invite them to collect information by discussing questions such as: **What do we already know about this issue? - What may be causing this issue?**

Children record their ideas using words, drawings, symbols or short notes.

Step 3 – Build the Evidence Board

Children organise the information collected on the **Evidence Board**, separating the facts they know from the questions they still need to answer.

Invite each group to identify what they believe are the main causes of the issue and add them to the board.

Step 4 – Share and compare

Each group presents its conclusions to the wider group. Together, children compare the different findings, possible causes and remaining questions.

Facilitation tips

Encourage children to distinguish between facts, opinions and assumptions.

Support curiosity by welcoming questions rather than focusing only on finding immediate answers.

Avoid correcting children's ideas straight away. Instead, use follow-up questions such as: "How do we know?", "Could there be another explanation?" or "What information are we still missing?"

Help children organise the information they collect without influencing their interpretation of the issue.

Child-led element

Children decide what information to collect, which questions to ask and what conclusions to draw from the evidence gathered.

The facilitator supports the investigation and helps organise the information without directing children's conclusions.

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Community Investigation Lab

EXPLORE Phase

Inclusion tips

Allow children to record ideas through drawings, symbols, keywords or short written notes.

Where appropriate, allow children to work in pairs when asking questions or collecting information.

Read questions aloud for children who are still developing their reading skills.

Provide visual supports, additional thinking time and simplified language where needed.

Safeguarding note

Any interviews or conversations should take place only with trusted adults involved in the activity and within a safe, supervised setting.

Children should never feel pressured to ask questions that make them uncomfortable or to share personal experiences. If a safeguarding concern emerges, acknowledge it calmly without asking for further details in front of the group and follow the organisation's safeguarding procedures.

Output

Completed **Investigation Worksheets** and a shared **Evidence Board** showing the information collected by children, the main causes they identified and the questions that still need to be answered.

The facilitator should document the completed board by taking a photograph, if allowed, or by transferring the main findings to a summary sheet.





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Community Investigation Lab

EXPLORE Phase

Link with the next phase

The information collected helps children develop informed, realistic and evidence-based proposals during the **SPEAK** phase.

Related annexes

Annex E.4.A1 – Investigation Worksheet

A worksheet used by children to collect information, record observations and identify questions about the selected issue.

Annex E.4.A2 – Evidence Board

A large poster used to organise the information collected, distinguish known facts from remaining questions and identify possible causes of the issue.

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Puzzle of the Problem

EXPLORE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
EXPLORE	9-12	45 min	Small group	E.5.A1-3

Objective

To support children in investigating a selected issue by gathering information, exploring different perspectives and identifying what they know, what they do not yet know and what they still need to find out before considering possible solutions.

Materials

- **Annex E.5.A1 – Puzzle Board**
- **Annex E.5.A2 – Investigation Puzzle Pieces**
- **Annex E.5.A3 – Blank Puzzle Pieces**
- Sticky notes
- Markers and pens
- Blu Tack or magnets

How to use it

Step 1 – Introduce the missing puzzle

Place the Puzzle Board in the middle of the table or on the floor and write the selected issue in the centre.

Explain: “Imagine this issue is a puzzle. We cannot understand it until we find all the pieces.”

Step 2 – Collect the puzzle pieces

Give each group a set of **Investigation Puzzle Pieces** with different prompts, such as where the issue happens and who is affected.

Puzzle of the Problem

EXPLORE Phase

Children discuss each prompt and write or draw their ideas on the puzzle pieces before placing them around the central issue.

If children have different views, they can add more than one puzzle piece.

Step 3 – Look for the missing pieces
Once the puzzle is complete, invite children to step back and look at the whole picture.

Ask which puzzle pieces were easy to complete and which were more difficult. Invite children to use the **Blank Puzzle Pieces** to add any information, questions or perspectives they think are still missing.

Step 4 – Summarise the investigation
Each group presents its completed puzzle.

Together, children identify three important things they have learned about the issue and two questions they still want to answer.

Explain that understanding the issue clearly will help them communicate it more effectively during the **SPEAK** phase.

Facilitation tips

Encourage children to explore the issue with curiosity rather than trying to solve it immediately.

Use open prompts such as “How do you know?”, “Could someone experience this differently?” or “What information is still missing?”

Help children distinguish between facts, opinions and assumptions.





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Puzzle of the Problem

EXPLORE Phase

Remind children that they do not need to have all the answers. Identifying missing information is an important part of the investigation.

Encourage every child to contribute at least one puzzle piece, while allowing them to share their idea in the way they feel most comfortable.

Child-led element

Children decide what information belongs on each puzzle piece, identify different perspectives, recognise gaps in their understanding and determine which questions still need to be answered.

The facilitator supports the discussion without interpreting children's ideas or directing their conclusions.

Inclusion tips

Make sure that the **Puzzle Board** and puzzle pieces are physically accessible. If needed, a peer or facilitator can help children place their pieces on the board.

For children with language barriers, use puzzle pieces with icons or sentence starters and allow responses through keywords, drawings or symbols.

For children with low confidence, allow them to discuss their ideas with a partner before sharing them with the wider group.

For children with different communication preferences, accept contributions through speech, writing, drawing, gestures or AAC, and provide additional thinking time where needed.

Safeguarding note

Encourage children to discuss situations and issues in general terms rather than identifying or blaming specific individuals.

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Puzzle of the Problem

EXPLORE Phase

If sensitive experiences arise, remind children that they do not need to share personal details. If a safeguarding concern emerges, acknowledge it calmly without asking for further information in front of the group and follow the organisation's safeguarding procedures after the activity.

Output

A completed **Puzzle Board** showing children's shared understanding of the selected issue, including what they know, the different perspectives identified, the questions that remain and the information still missing.

The facilitator should document the completed board by taking a photograph, if allowed, or by transferring the main findings to a summary sheet for use in the following phase.

Link with the next phase

The completed Puzzle Board provides the evidence, examples and key messages children can use to prepare informed and well-supported communication materials during the **SPEAK** phase.

Related annexes

Annex E.5.A1 – Puzzle Board

A large board with a central space for the selected issue and surrounding areas for organising children's findings.

Annex E.5.A2 – Investigation Puzzle Pieces

Prompt cards used to explore different aspects of the selected issue.

Annex E.5.A3 – Blank Puzzle Pieces

Additional pieces used by children to add their own questions, ideas or missing information.

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Problem Tree

EXPLORE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
EXPLORE	6-8 / 9-12	45 - 60 min	Small group	E.6.A1

Objective

To help children analyse a community issue by identifying its causes, consequences and the people affected, and begin exploring possible solutions that address the root causes of the problem.

Materials

- **Annex E.6.A1 – Problem Tree Worksheet**
- Flipchart paper
- Sticky notes
- Markers

How to use it

Step 1 – Introduce the activity

Remind children of the issue selected during the **NOTICE** phase. Explain that, before thinking about possible solutions, it is important to understand why the problem happens and how it affects different people.

Invite children to begin reflecting on why the issue occurs and who may be affected.

Step 2 – Build the trunk

Write the selected community issue on the trunk of the **Problem Tree Worksheet**.

For example: “The park is often dirty.” - “Some children feel left out during sports.” - “There are not enough safe places to play.”

Make sure that the group agrees on the wording before continuing.





Problem Tree

EXPLORE Phase

Step 3 – Explore the roots
Invite children to think about the possible causes of the problem.

Each idea is written or drawn on a sticky note and placed on the roots of the tree. Encourage children to consider whether there may be more than one cause.

Step 4 – Grow the branches
Ask children to explore what happens because of the problem.

They write or draw each consequence on a sticky note and place it on the branches. Encourage them to think about how the issue affects children and what may happen if nothing changes.

Step 5 – Identify the people affected
Around the tree, children draw or place pictures representing the people affected by the issue.

Invite them to consider how different people may feel, what challenges they may experience and whether everyone is affected in the same way.

Step 6 – Grow the solution leaves
Give children green sticky notes and invite them to suggest ideas that could improve the situation.

Encourage them to think about what children, schools, families or local authorities could do. Children place their solution leaves on the branches or around the canopy of the tree.

Facilitation tips

Help children distinguish between causes and consequences.

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Problem Tree

EXPLORE Phase

Encourage discussion rather than looking for one “correct” answer.

When children suggest solutions, encourage them to link each idea to one or more causes, rather than focusing only on the consequences of the problem.

Child-led element

Children decide which causes and consequences they consider most important and generate their own ideas for addressing the problem.

The facilitator supports the discussion and helps organise children’s contributions without selecting or prioritising ideas on their behalf.

Inclusion tips

Allow children to draw instead of writing.

Use picture cards or other visual supports where needed.

Allow children to work in pairs or small groups.

Accept oral contributions and allow a peer or facilitator to write down children’s ideas where needed.

Safeguarding note

Keep the discussion focused on the issue in general rather than asking children to share personal experiences that may cause distress.

If a child refers to a sensitive experience or a safeguarding concern emerges, acknowledge it calmly without asking for further details in front of the group and follow the organisation’s safeguarding procedures after the activity.

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Problem Tree

EXPLORE Phase

Output

A completed **Problem Tree** showing the causes and consequences identified by children, together with an initial collection of possible solutions linked to the root causes of the problem.

The facilitator should document the completed tree by taking a photograph, if allowed, or by transferring the main findings to a summary sheet.

Link with the next phase

The causes identified and the initial solution ideas provide the foundation for developing realistic proposals and deciding how children wish to communicate them during the **SPEAK** phase.

Related annexes

Annex E.6.A1 – Problem Tree Worksheet
A visual worksheet used to organise the selected issue, its possible causes and consequences, the people affected and children's initial ideas for addressing the problem.

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Evidence Hunt

EXPLORE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
EXPLORE	6-8 / 9-12	45 min	Small group	E.7.A1-2

Objective

To help children investigate an issue by collecting evidence from different sources, comparing information and distinguishing between observations, opinions and facts.

Materials

- **Annex E.7.A1 – Evidence Hunt Observation Cards**
- **Annex E.7.A2 – Evidence Hunt Record Sheet**
- Pencils, markers and clipboards
- Optional: photographs, school maps, newsletters, school policies, children's rights cards, and internet or library resources
- Optional: large poster or flipchart paper for a shared **Evidence Board**

How to use it

Step 1 – Revisit the selected issue

Remind children of the issue selected during the **NOTICE** phase and the questions they would like to investigate further.

Explain that good investigators collect information from different sources before drawing conclusions.

Step 2 – Introduce different types of evidence

Present the **Evidence Hunt Observation Cards** and explain that evidence can come from different sources, such as observations, photographs, interviews, documents, maps, drawings, counts or simple measurements.

Make sure children understand that different sources may provide different types of information.





Evidence Hunt

EXPLORE Phase

Step 3 – Collect the evidence
Divide children into small groups and give each group an **Evidence Hunt Record Sheet**.

Invite them to look for evidence that helps answer one or more of their investigation questions.

For each piece of evidence, children record what they found, where they found it, whether it helps answer one of their questions and any new questions that emerged.

Step 4 – Compare the findings
Bring the groups together to share and compare the evidence they collected.

Help children notice whether different pieces of evidence support the same conclusion, show different perspectives or raise new questions that still need to be explored.

If useful, invite the groups to organise their main findings on a shared **Evidence Board**, showing the different sources, key evidence and remaining questions.

Facilitation tips

Encourage children to collect evidence from different sources, such as observations, interviews, photographs or documents.

Use open prompts such as “What makes you think that?” or “What else could we find out?” to support the investigation without directing children’s answers.

Help children distinguish between observations, opinions and evidence.

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Evidence Hunt

EXPLORE Phase

Encourage children to record their findings in different ways, including drawing, writing or using symbols.

Value curiosity by reminding children that new questions are an important part of the investigation.

Child-led element

Children decide which evidence they want to collect, choose the sources they consider useful and identify the information they believe is most reliable and relevant to their investigation.

The facilitator supports the process without selecting the sources or interpreting the evidence on children's behalf.

Inclusion tips

Children can collect evidence through drawing, taking photographs where permitted, counting objects, using symbols or dictating observations.

Mixed-ability groups can allow children to contribute according to their strengths, for example by observing, recording, interviewing or presenting.

Provide picture-supported **Evidence Hunt Observation Cards** and simplified recording formats where needed.

Safeguarding note

Make sure that children collect evidence only in safe and supervised areas.

If photographs are used, remind children not to photograph identifiable individuals without permission.

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Evidence Hunt

EXPLORE Phase

Encourage respectful behaviour and avoid collecting personal or sensitive information.

Output

Completed **Evidence Hunt Record Sheets** containing the evidence collected by children.

If the groups create a shared **Evidence Board**, it can be used to display the different sources, main findings and questions that still need to be explored.

The facilitator should document the completed materials by taking photographs, if allowed, or by transferring the main findings to a summary sheet.

Link with the next phase

The evidence collected provides a shared basis for the **SPEAK** phase.

Children can use their findings to develop informed messages, identify priorities and explain their ideas using evidence rather than assumptions.

Related annexes

Annex E.7.A1 – Evidence Hunt Observation Cards

Cards used to guide children in observing different aspects of the selected issue and identifying possible clues.

Annex E.7.A2 – Evidence Hunt Record Sheet

A worksheet used to record clues and organise information about children's lives in the community.





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Issue Explorer Map

EXPLORE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
EXPLORE	6-8 / 9-12	45 min	Small group	E.8.A1

Objective

To help children investigate an issue identified during the **NOTICE** phase by organising what they already know, identifying what they still need to find out and recognising the people and rights connected to the issue.

Materials

- **Annex E.8.A1 – Issue Explorer Map Worksheet**
- Sticky notes
- Pencils and markers
- Outputs from the NOTICE phase, such as Observation Sheets or Timeline Worksheets
- Optional: children's rights cards, photographs, school maps, and internet or library resources

How to use it

Step 1 – Revisit the NOTICE phase

Review the observations and questions collected during the **NOTICE** phase.

Invite children to choose one issue they would like to investigate further.

Step 2 – Introduce the Issue Explorer Map

Divide children into small groups and give each group an Issue Explorer Map Worksheet.

Ask them to write or draw the selected issue in the centre of the map.

Issue Explorer Map

EXPLORE Phase

Step 3 – Explore the issue
Guide children through the different sections of the map.

Invite them to think about what they already know, what they still want to find out, who is affected, who could help them understand the issue better and which children's rights may be connected to it.

Children can record their ideas using words, drawings, symbols or short notes.

Step 4 – Identify ways to find out more
Encourage children to think of different ways to answer their questions, such as observing again, interviewing people, reading information or taking photographs where permitted.

Step 5 – Share and compare
Invite each group to present its map.

Together, compare similarities and differences between the issues, questions, people and rights identified by the groups.

Facilitation tips

Encourage children to ask questions before looking for answers, and remind them that it is fine not to know everything yet.

Use open prompts such as "What do we already know?" and "What else do we need to find out?" to guide the discussion without directing children's answers.

Help children consider different perspectives by asking who may be affected and whose voices may be missing.

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Issue Explorer Map

EXPLORE Phase

Support children in organising their ideas through drawings, keywords, symbols or short notes, according to their preferred way of communicating.

Keep the focus on understanding the issue rather than moving too quickly towards solutions. This prepares children for the following steps of the SCM process.

Child-led element

Children decide which issue to investigate, identify the questions they want to answer and choose how they will gather information.

They also determine which perspectives and sources they consider important.

The facilitator supports the process without selecting the issue, questions or sources on children's behalf.

Inclusion tips

Children can draw instead of writing, use picture symbols or children's rights cards, contribute ideas orally or work with a peer.

For younger children, simplify the **Issue Explorer Map Worksheet** by reducing the number of sections.

Older children can explore different perspectives or compare information from more than one source.

Safeguarding note

Encourage children to investigate community issues rather than personal situations.

Issue Explorer Map

EXPLORE Phase

If interviews or observations involve other people, remind children to respect privacy, ask permission where appropriate and avoid collecting personal or sensitive information.

If a safeguarding concern emerges, acknowledge it calmly without asking for further details in front of the group and follow the organisation's safeguarding procedures after the activity.

Output

Completed **Issue Explorer Maps** showing the selected issue, what children already know, what they still want to find out, the people affected, possible sources of information and the children's rights connected to the issue.

The facilitator should collect or photograph the completed maps, if allowed, for use in the following phase.

Link with the next phase

The completed maps provide a shared evidence base for the **SPEAK** phase.

Children can use the information gathered to decide which messages they want to communicate, whom they want to address and what changes they would like to propose.

Related annexes

Annex E.8.A1 – Issue Explorer Map Worksheet

A worksheet used to explore community issues from children's perspectives and organise what they know, what they still need to find out, the people affected and the rights connected to the issue.

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The "Why?" Traffic Light

EXPLORE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
EXPLORE	9-12	30-35 min	Large group	E.9.A1

Objective

To help children explore a problem or concern identified during the **NOTICE** phase by using a simple traffic light structure.

Children identify what is blocking the situation, why it may be happening, what they still need to understand and which ideas could help move the situation forward.

The activity helps children organise their thinking, connect causes with possible ideas and prepare clearer messages for the **SPEAK** phase, without requiring them to find a final solution immediately.

Materials

- **Annex E.9.A1 – The "Why?" Traffic Light Sheet**
- Red, yellow and green sticky notes or paper circles
- Markers or pencils
- Optional: symbols to accompany each colour, for example: Red = Stop / The problem; Yellow = Think / Questions and causes; Green = Go / Possible ideas.

How to use it

Step 1 – Choose the issue

Start from an issue, place, barrier or concern identified by children during the **NOTICE** phase.

Write or draw it clearly at the centre of the **"Why?" Traffic Light Sheet.**



The "Why?" Traffic Light

EXPLORE Phase

For example: "The playground feels boring" or "Some children cannot use this space easily".

Step 2 – Explore what is blocking the situation
In the red section, invite children to describe the problem or obstacle.

Use simple prompts to help them reflect on what is difficult, what is not working well or what may prevent children from enjoying or using the space.

Children can write, draw or dictate their ideas.

Step 3 – Explore possible causes and questions
In the yellow section, invite children to think about why the situation may be happening and what they still need to understand.

Encourage them to consider what information may be missing and who could help them understand the issue better.

Children can write, draw or dictate their ideas.

Step 4 – Identify possible ways forward
In the green section, invite children to suggest ideas that could improve the situation.

Encourage them to think about what could help, what could change and which ideas they may want to discuss with adults or decision-makers.

Step 5 – Connect causes and ideas
Help children consider whether each green idea responds to one of the causes or questions identified in the yellow section.



The "Why?" Traffic Light

EXPLORE Phase

If the connection is not clear, invite them to think about whether information is missing or whether the idea needs to be developed further.

Step 6 – Choose the key points
Invite children to select the green ideas and yellow questions they consider most important.

These key points can be taken forward into the **SPEAK** phase.

Facilitation tips

Keep the activity exploratory. The green section should not be treated as a list of final solutions, but as a space for possible ideas that children can test, discuss or present to adults.

Help children move beyond general statements such as "because it is bad" or "because adults do not care".

Use gentle follow-up prompts, for example: "What makes you think that?", "Could there be another explanation?" or "Who might know more about this?"

Encourage children to connect each green idea to one or more causes or questions identified in the yellow section.

For example, if the issue is that the playground feels boring, possible ideas should respond to the reasons identified, such as a lack of games, broken equipment or unequal use of the space.

Avoid allowing the discussion to be dominated by the most confident children. Give children time to reflect individually or in small groups, and allow them to contribute through sticky notes, drawings or oral discussion before sharing with the wider group.

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The "Why?" Traffic Light

EXPLORE Phase

Child-led element

Children choose the issue to analyse, identify possible causes and questions, and propose their own ideas for change.

The facilitator supports the structure of the discussion but does not decide in advance what the causes or possible ideas should be.

Inclusion tips

Use colour together with words and symbols, so that the activity does not rely only on colour recognition.

Children can participate by writing, drawing, placing symbols, speaking aloud or asking another child or adult to write for them. For younger children, simplify the questions: Red = What is the problem? Yellow = Why does it happen? Green = What could help?

For children with language barriers, use drawings, icons or examples from the previous **NOTICE** activity.

Safeguarding note

Use the traffic light to explore shared situations, spaces or community issues rather than to assess or judge individual children's behaviour, abilities or personal experiences.

Encourage children to speak in general terms and avoid naming or blaming specific individuals.

Children should not feel pressured to share personal information or experiences that make them uncomfortable.





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The "Why?" Traffic Light

EXPLORE Phase

Output

A completed "Why?" Traffic Light showing:

Red: the problem or block identified by children;
Yellow: possible causes, questions and information still needed;
Green: possible ideas or ways forward proposed by children.

This output helps the group visualise the path from problem to understanding and possible change.

Link with the next phase

The green ideas and yellow questions become the basis for the **SPEAK** phase.

Children can use them to prepare posters, letters, presentations or messages for adults and stakeholders. Instead of simply saying "this does not work", they can explain the problem they noticed, the possible reasons and questions they explored, and the ideas they would like to discuss.

Related annexes

Annex E.9.A1 – The "Why?" Traffic Light Sheet
A simple worksheet or poster template with three traffic light sections: red for the problem or block, yellow for causes and questions, and green for possible ideas or ways forward. The sheet helps children organise their analysis.

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Good Practice Detectives

EXPLORE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
EXPLORE	6-8 / 9-12	40-45 min	Small group	E.10.A1

Objective

To help children explore existing strengths, positive experiences and good practices in their school, playground, community centre or neighbourhood.

Children investigate moments when a place, activity or relationship worked well, identify what made the positive experience possible and consider whether these elements could inspire ideas for the issue they are exploring.

The activity helps children recognise that their community may already have useful resources, habits, people or examples that can support positive change.

Materials

- **Annex E.10.A1 – Good Practice Detective Notebook**
- Pencils, markers and clipboards
- Optional: sticky notes or cards to collect keywords from the interviews
- Optional: a large poster titled “What Already Works Well?” to collect common findings

How to use it

Step 1 – Start from an issue identified in NOTICE

Choose one issue, place or concern that children identified during the **NOTICE** phase.

Step 2 – Look for moments that worked well

Invite children to look at the issue from a different angle.

Instead of focusing only on what is difficult or missing, ask them to think about moments when the place, activity or situation worked better.



Good Practice Detectives

EXPLORE Phase

For example, if the group is exploring a playground that feels boring or excluding, children can remember a day when the playground felt fun, welcoming or easier to use.

Step 3 – Collect positive stories

In pairs or small groups, children share short stories about these positive moments. They can speak, draw, write keywords or use symbols in the Good **Practice Detective Notebook**.

Older children may also interview school or community staff, if this is appropriate and organised in advance.

Step 4 – Identify success factors

Children look at the stories collected and identify what helped the positive experience happen. These factors may include people, spaces, materials, rules, time, cooperation, communication, creativity or the way children helped each other.

Step 5 – Connect good practices to the current issue

Children discuss whether any of these positive elements could help with the issue they are exploring now. For example: if a school party worked well because everyone had a role, could shared roles help make the playground more inclusive?

Step 6 – Create a shared list

Groups share their findings and create a **Good Practice Manifesto** listing the strengths, success factors and practices that could inspire future proposals.

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Good Practice Detectives

EXPLORE Phase

Facilitation tips

Keep the activity connected to the issue selected from **NOTICE**. The aim is not to collect random positive memories, but to understand what already works and what could be useful for the current concern.

Help children move from “it was nice” to “what made it work?”.

Avoid forced positivity. Children should not feel that problems are being ignored. Explain that looking for strengths can help the group find more realistic and creative ideas for change.

For younger children, use drawing and storytelling instead of formal interviews.

Child-led element

Children choose the positive examples or stories they want to investigate. They decide which elements made those experiences work and which good practices could inspire the group’s next steps.

The facilitator supports the process but does not decide which examples are important.

Inclusion tips

For younger children, simplify the task by asking them to draw or describe “a time when this place felt good”.

Children can participate in different roles: storyteller, listener, drawer, note-taker, interviewer or presenter.

For children with language barriers, allow drawing, gestures, symbols or peer support.





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Good Practice Detectives

EXPLORE Phase

For children who may find interviewing difficult, use pair conversations or small group storytelling instead of formal questions.

Safeguarding note

Positive stories should not be used to dismiss or minimise children's concerns. If a sensitive issue emerges, the facilitator should acknowledge it calmly and follow the appropriate safeguarding or child protection procedure.

Children should not be pressured to share personal experiences. They may speak about a place, an activity, a general situation or an imagined example instead.

Output

A **Good Practice Manifesto** listing positive examples, strengths and success factors already present in the school or community.

The output helps children identify resources that could inspire realistic and child-led ideas for change.

Link with the next phase

The good practices identified in this activity can support the **SPEAK** phase. Children can use them to present not only what needs to change, but also what already works and could be strengthened, repeated or expanded.

Related annexes

Annex E.10.A1 – Good Practice Detective Notebook

A simple interview and reflection sheet that helps children collect positive examples, identify what made them work, and connect these strengths to the issue they are exploring.





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Why Ladder

EXPLORE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
EXPLORE	6-8	45 - 60 min	Small group	E.11.A1-3

Objective

To help children investigate a community issue identified during the **NOTICE** phase by asking simple "why" questions, exploring possible causes and recognising that problems often have more than one reason.

Materials

- **Annex E.11.A1 – Why Ladder Worksheet, one per group**
- **Annex E.11.A2 – Thinking Cards**
- **Annex E.11.A3 – Investigation Summary Poster**
- Markers
- Sticky notes
- Optional: picture cards
- Optional: children's rights cards

How to use it

Step 1 – Revisit the selected clue

Display the **Big Clue Board** or another relevant output created during the **NOTICE** phase and invite children to look again at the selected clue.

Ask what they noticed, why they chose that clue and what they still want to understand.

Explain that they will now become community explorers and try to understand why the situation exists.

Why Ladder

EXPLORE Phase

Step 2 – Build the first rung
Write the selected issue at the bottom of the **Why Ladder Worksheet**.

For example: "There is rubbish near the playground."

Invite children to suggest why the situation may be happening. Accept different ideas without evaluating them.

Step 3 – Keep climbing
Choose one of the children's ideas and invite the group to think about what may be causing it.

Repeat the process for three or four levels.

Help children notice that more than one explanation may be possible and that there is not always a single correct answer.

Step 4 – Look for clues
Invite children to think about what supports their ideas.

Use the **Thinking Cards** to help them reflect on what they have seen, what they have heard and what makes them think their explanation may be accurate.

Step 5 – Create the Investigation Summary
Give each group an **Investigation Summary Poster** and invite children to organise what they have discovered.

They record the issue explored, the main findings, the people affected, the questions that remain and what they would like to ask adults.

Encourage children to decide together which ideas are most important to include.





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Why Ladder

EXPLORE Phase

Explain that the poster represents the group's investigation and will help them prepare their message for adults during the **SPEAK** phase.

Facilitation tips

Encourage curiosity rather than focusing on correct answers.

Use open prompts such as "What makes you think that?" or "Could there be another reason?" to support reflection without directing children's responses.

Accept different explanations without deciding too quickly which one is right.

Give children enough thinking time and encourage them to build on one another's ideas.

Allow children to express their ideas through speech, drawings, gestures or picture cards.

If children become stuck, offer simple prompts without suggesting answers.

It is not necessary to answer every question during the activity. Some questions can remain open and be explored further with adults during the **SPEAK** phase.

Child-led element

Children generate the questions, suggest possible explanations, decide which ideas should be explored further and choose the key question they want to take into the **SPEAK** phase.

The facilitator supports the discussion without selecting or prioritising ideas on children's behalf.

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Why Ladder

EXPLORE Phase

Inclusion tips

Make sure that all materials are physically accessible. If needed, a peer or facilitator can help children place cards on the ladder or poster.

For children with language barriers, use pictures, symbols and visual prompts. Allow responses through drawings, pointing or keywords.

For children with low confidence, allow them to share ideas first with a partner or directly with the facilitator before contributing to the wider group.

For children with different communication preferences, accept responses through speech, drawing, gestures or AAC. Provide additional thinking time and do not require every child to speak aloud.

Safeguarding note

Keep the discussion focused on community situations rather than children's personal experiences.

Remind children that there are no right or wrong answers and that participation is voluntary.

If a child becomes uncomfortable, allow them to pause or withdraw from the activity. If a safeguarding concern emerges, acknowledge it calmly without asking for further details in front of the group and follow the organisation's safeguarding procedures.

Output

Completed **Why Ladder Worksheets** and an **Investigation Summary Poster** showing the group's understanding of the selected issue, the possible causes identified, the people affected and the questions that remain.





Why Ladder

EXPLORE Phase

The activity also produces one or more key questions selected by children to guide the **SPEAK** phase.

The facilitator should document the completed materials by taking photographs, if allowed, or by transferring the main findings to a summary sheet.

Link with the next phase

The **Investigation Summary Poster** becomes the starting point for the **Special Delivery** activity.

Children use the evidence, ideas and questions collected to prepare a clear and meaningful message for adults who may be able to support positive change in their community.

Related annexes

Annex E.11.A1 – Why Ladder Worksheet
A worksheet used to explore the possible causes of the selected issue through a sequence of simple "why" questions.

Annex E.11.A2 – Thinking Cards
Visual prompt cards used to help children reflect on evidence, possible explanations and questions that still need to be explored.

Annex E.11.A3 – Investigation Summary Poster
A shared poster used to organise the group's findings, the people affected, remaining questions and the key messages to take into the **SPEAK** phase.

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Silent Walk, Loud Thoughts

EXPLORE Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
EXPLORE	9-12	45 - 60 min	Small group	E.12.A1-3

Objective

To help children move beyond their initial observations by exploring possible causes, perspectives and consequences related to the community issue selected during the **NOTICE** phase.

The activity encourages careful observation, collaborative investigation and evidence-based thinking before children begin developing proposals for action.

Materials

- **Annex E.12.A1 – Silent Walk Investigation Sheet, one per child or pair**
- **Annex E.12.A2 – Story Builder Canvas, one per group**
- **Annex E.12.A3 – Investigation Wall, one per class**
- Pencils
- Clipboards or other hard writing surfaces, optional for outdoor observation
- Optional: sticky notes
- Markers
- Camera or tablet, where possible

How to use it

Step 1 – Revisit the story

Display the headlines created during the NOTICE phase.

Invite each group to select the story they would like to investigate further.

Explain: "Journalists do not stop after finding a story. They investigate it to understand why it happens and how it affects people."

Silent Walk, Loud Thoughts

EXPLORE Phase

Step 2 – Take a silent observation walk
Children revisit the selected place or situation and carefully observe what is happening around them.

Using the **Silent Walk Investigation Sheet**, they record new details, information that supports or challenges their first impressions, questions that come to mind and anything else that helps them understand the situation more clearly.

Step 3 – Share observations
Back in the classroom, invite children to compare what they observed.

Use open prompts to help them reflect on what surprised them, whether everyone noticed the same things, what could explain their observations and who may be affected.

Children identify recurring patterns and organise their ideas on the Investigation Wall.

Step 4 – Build the story
Give each group a **Story Builder Canvas** and invite them to organise their findings around four areas: what they discovered - the evidence supporting their ideas - who is affected - what they still need to find out.

Remind children that journalists do not always have all the answers and that good questions can be just as valuable as conclusions.

Step 5 – Prepare the key message
Each group identifies what it considers the most important discovery from the investigation and prepares one key message they want adults to hear during the **SPEAK** phase.

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Silent Walk, Loud Thoughts

EXPLORE Phase

Facilitation tips

Allow silence to be part of the investigation rather than something that needs to be filled with conversation.

Encourage children to observe carefully before interpreting what they see.

Use open prompts such as **"What makes you think that?"**, **"What evidence supports this idea?"** or **"Could there be another explanation?"** to stimulate curiosity without directing children's answers.

Avoid confirming or rejecting children's interpretations too quickly. Instead, help them distinguish between observations, assumptions and opinions.

Give every child enough time to think individually before beginning the group discussion.

Child-led element

Children decide which observations are significant, develop their own explanations, formulate investigation questions and choose which findings should be shared with others.

The facilitator supports the investigation without interpreting the evidence or directing children's conclusions.

Inclusion tips

Make sure that the observation route is physically accessible. If access is limited, use photographs, videos or virtual observations instead. Children can also contribute by analysing evidence collected by peers or helping document the group discussion.



Silent Walk, Loud Thoughts

EXPLORE Phase

For children with language barriers, provide visual **Silent Walk Investigation Sheets** with icons or sentence starters. Allow them to express ideas through drawings, symbols, keywords or photographs before discussing them with the group.

For children with low confidence, allow time for individual reflection before group discussion. They can share observations first with a trusted peer or the facilitator and should not be required to speak in front of the whole group.

For children with different communication preferences, accept responses through speech, writing, drawing, gestures or photographs. Provide additional thinking time and allow children to choose the communication method that feels most comfortable.

Safeguarding note

Choose observation areas that are safe, familiar and appropriately supervised.

Remind children that they should observe places and situations rather than focus on specific individuals. They should not photograph or record identifiable people without appropriate permission.

Children should never feel pressured to discuss personal experiences or sensitive situations.

Output

A completed **Silent Walk Investigation Sheet**, **Story Builder Canvas** and **Investigation Wall** showing children's observations, possible causes, the people affected and the questions that still need to be explored.

The facilitator should document the completed materials by taking photographs, if allowed, or by transferring the main findings to a summary sheet.





Silent Walk, Loud Thoughts

EXPLORE Phase

Link with the next phase

The findings produced during the activity provide an evidence base for the SPEAK phase.

Children can use their observations, possible explanations and identified perspectives to develop clear, credible and solution-oriented messages for decision-makers.

Related annexes

Annex E.12.A1 – Silent Walk Investigation Sheet
A worksheet used by children to record observations, possible explanations and questions during the silent walk.

Annex E.12.A2 – Story Builder Canvas
A group worksheet used to organise the main findings, supporting evidence, people affected and remaining questions.

Annex E.12.A3 – Investigation Wall
A shared poster used to collect, compare and organise the groups' observations and recurring patterns.

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SPEAK Activities at a Glance

Use this overview to choose the activities that best match the children's age, the context and the type of observation or reflection you would like to encourage.

Shaping the Message: From Evidence to Requests

Activities that help children select key findings, organise their ideas and turn evidence into clear messages, recommendations and requests.

S.2 – The Balloon Challenge (6–8)

S.3 – Tree of Change (9–12)

S.6 – Special Delivery (6–8)

S.7 – Our Voices, Our Message (9–12)

S.9 – Children's Community Forum (9–12)

Preparing for the Meeting: Empathy and Emotional Safety

Activities that help children understand their audience, reflect on expectations and concerns, and prepare for the meeting with greater confidence.

S.1 – Know Your Audience (6–8 / 9–12)

S.5 – What Might Happen (9–12)

Choosing the Format: Planning and Creativity

Activities that help children choose how to communicate, organise roles and prepare an accessible, creative or structured presentation.

S.4 – Choosing Our Voice (6–8 / 9–12)

S.8 – Pitch Your Change! (9–12)

S.12 – Children's Media Briefing (9–12)

Meeting Adults: Intergenerational Dialogue Formats

Activities that create opportunities for children to share their ideas directly with adults, ask questions and receive a response.

S.10 – Talking Poster Gallery (6–8 / 9–12)

S.11 – Rights Mailbox (6–8 / 9–12)



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Know Your Audience

SPEAK Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
SPEAK	6-8 / 9-12	40-50 min	Small group	None

Objective

To help children understand who they are speaking to and prepare how to communicate their ideas effectively.

By exploring information about decision-makers, children identify what may be important to their audience and consider how to present their ideas clearly and respectfully.

Materials

- Child-friendly information sources about the selected audience, such as biographies, websites, short articles, videos or interviews
- Photographs, speeches or other examples of public communication
- Pens, markers and sticky notes
- Computer with internet access
- Projector or screen

How to use it

Step 1 – Choose the audience

Together, identify who the children want to speak to, such as a school principal, mayor, local councillor or park manager.

Explain that learning about their audience can help them communicate their ideas more clearly and effectively.

Step 2 – Explore the audience

Provide child-friendly information about the selected person or organisation.



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Know Your Audience

SPEAK Phase

In small groups, children explore videos, photographs, texts, interviews or other appropriate sources and discuss: **Who is this person or organisation? - What is their role? - What decisions can they make? - What seems important to them? - How do they communicate with others?**

Step 3 – Share discoveries
Groups present what they found.

Together, discuss: What did we notice? - How does this person or organisation communicate? - What might be important to them? - How can we explain our ideas so that they understand and listen? - What questions might they ask us?

Step 4 – Prepare the message
Children decide how they want to introduce themselves, explain their ideas and present their recommendations.

They identify useful examples, information or evidence from the **EXPLORE** phase that can support their message.

Step 5 – Reflect on communication
Discuss how understanding the audience can help children feel more confident and communicate clearly and respectfully during the upcoming conversation.

Facilitation tips

Adapt the activity for younger children by using photographs, emojis or simple thumbs-up and thumbs-down responses to help them express their impressions. Watch short videos or look at photographs together and ask questions such as: “What did you notice?” or “How does this person explain their ideas?”



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Know Your Audience

SPEAK Phase

Use clear guiding questions to help children focus on the decision-maker's role, communication style and the most respectful and effective way to approach them.

Encourage observation rather than judgement. Remind children that the purpose of the activity is to understand how the person or organisation communicates and what decisions they are able to make, not to evaluate or criticise them.

Provide information in different formats, such as videos, photographs, audio clips and short, accessible texts, so that all children can take part and contribute their observations.

Help children connect what they discover about the audience with the evidence, ideas and recommendations developed during the **EXPLORE** phase, without deciding how they should adapt their message.

Child-led element

Children decide which information they consider relevant, what they notice about the selected decision-maker or organisation and how they want to adapt their message.

They choose which examples, evidence and recommendations from the **EXPLORE** phase they want to communicate and how they wish to prepare for the conversation.

Inclusion tips

Allow children to work individually, in pairs or in small groups, depending on their confidence, communication preferences and support needs.



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Know Your Audience

SPEAK Phase

Provide information in different formats, including videos, photographs, audio clips and short, accessible texts. Encourage children to discuss, observe and compare information rather than relying only on reading.

For children with language barriers or different communication needs, use visual materials, simple prompts and keywords. Allow responses through speech, writing, drawing, symbols or gestures.

Adults or peers can support children by reading information aloud, explaining unfamiliar terms or recording their observations, without interpreting their ideas or deciding what is important on their behalf.

Safeguarding note

Use only publicly available and age-appropriate information about the selected decision-maker or organisation.

Remind children that the purpose of the activity is to understand the person's role, responsibilities and communication style, not to judge or criticise them personally.

Encourage respectful discussion throughout the activity and avoid sharing private, sensitive or unverified information.

If children identify information that appears inappropriate, upsetting or unclear, the facilitator should help them move to a safer and more reliable source.

Output

A shared audience profile showing children's observations about the selected decision-maker or organisation, including their role, responsibilities, communication style and the decisions they may be able to influence.



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Know Your Audience

SPEAK Phase

Children also identify initial ideas for adapting their message, selecting relevant evidence and communicating clearly and respectfully with the chosen audience.

The facilitator should document the main observations and communication ideas on a summary sheet or shared poster for use in the following **SPEAK** activities.

Link with the next phase

The audience profile developed during this activity helps children prepare for direct communication with decision-makers.

Children can use what they have learned to adapt their message, select relevant evidence, prepare meaningful questions and decide how to present their ideas clearly and respectfully during meetings, presentations or other communication activities.

The observations collected can also be revisited during the **WEIGH** phase to reflect on how the decision-maker responded and whether the chosen communication approach was effective.

Related annexes

No annex required.



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The Balloon Challenge

SPEAK Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
SPEAK	6-8	45 min	Small group	S.2.A1-3

Objective

To support children in developing a clear, collective message by identifying the most important ideas they want to communicate to decision-makers and agreeing on how they would like to share them.

Materials

- **Annex S.2.A1 – Hot-Air Balloon Poster**
- **Annex S.2.A2 – Balloon Message Cards**
- **Annex S.2.A3 – Balloon Basket Template**
- Markers, pencils and crayons
- Sticky tack or tape
- Optional: voting stickers

How to use it

Step 1 – The Balloon Is Ready
Display the **Hot-Air Balloon Poster** and introduce the activity.

"This balloon is travelling to the people who can help make things better for children. But the balloon cannot carry every message. It only has room for the messages that children think are most important."

Step 2 – Fill the Balloon
Give each child two or three **Balloon Message Cards**.

Invite them to write or draw: something adults should know; something adults should understand; something children would like to change.



The Balloon Challenge

SPEAK Phase

Children share their ideas with the group and place their cards beside the balloon.

Step 3 – Choose What Will Fly
Children work together to identify and group similar messages.

As a group, they decide which messages should be placed in the balloon. The selected messages are attached inside the balloon.

Step 4 – Decide How the Balloon Will Deliver the Message
Ask the group: "When the balloon reaches the adults, how would you like them to receive your message?"

Children choose the communication format they feel best represents their voice.

The group records the selected format in the basket of the balloon.

Facilitation tips

Remind children that every idea is valuable before inviting the group to decide which messages are most important.

Encourage children to explain why they think a message should be included in the balloon.

Help children identify and combine similar ideas without changing their meaning.

Allow children to contribute through drawing, writing or speaking.

Support the group in reaching a shared decision without selecting or prioritising messages on the children's behalf.



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The Balloon Challenge

SPEAK Phase

Child-led element

Children decide which messages are most important, how similar ideas should be grouped and how they wish to communicate them.

The facilitator supports the discussion and group decision-making process without influencing the content or prioritisation of the children's messages.

Inclusion tips

Make sure that the **Hot-Air Balloon Poster** is positioned at an accessible height. If needed, a peer or facilitator can support children in handling or attaching the **Balloon Message Cards**.

For children with language barriers, use picture prompts and allow them to express their messages through drawings, symbols or keywords.

For children with low confidence, allow them to write or draw their message before deciding whether they wish to share it aloud.

For children with different communication preferences, accept contributions through speech, writing, drawing, gestures or AAC.

Safeguarding note

Children may express concerns about issues that affect them personally. Encourage them to focus on the message they want adults to hear without feeling obliged to share personal experiences.

Output

A completed **Hot-Air Balloon Poster** showing the key messages prioritised by the children and the communication format selected by the group.



The Balloon Challenge

SPEAK Phase

The facilitator should document the completed poster by taking a photograph, if allowed, or by transferring the selected messages and communication format to a summary sheet.

The prioritised messages provide the basis for preparing the group's communication with decision-makers.

Link with the next phase

The agreed messages provide the basis for children's communication with decision-makers.

During the **WEIGH** phase, children can reflect on their communication experience, the responses they received and any changes or commitments that followed.

Related annexes

Annex S.2.A1 – Hot-Air Balloon Poster
A large visual poster used to collect and display the group's final messages.

Annex S.2.A2 – Balloon Message Cards
Cards used by children to write or draw the ideas they want to communicate.

Annex S.2.A3 – Balloon Basket Template
A space used to record the communication format selected by the group.



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Tree of Change

SPEAK Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
SPEAK	9-12	45 min	Small group	S.3.A1-4

Objective

To support children in co-creating a clear, evidence-based message by organising the findings, ideas and recommendations developed during the **EXPLORE** phase into a shared communication for decision-makers.

Children identify the evidence that supports their message, agree on their key messages and requests for action, and decide how they want to communicate them.

Materials

- **Annex S.3.A1 – Tree of Change Poster**
- **Annex S.3.A2 – Root Cards**
- **Annex S.3.A3 – Branch Cards**
- **Annex S.3.A4 – Fruit Cards**
- Markers
- Sticky tack or tape

How to use it

Step 1 – Plant the Tree

Display the **Tree of Change Poster** and introduce the activity, saying for example: "Every strong tree begins with good roots. Every clear message begins with strong ideas. Today, we are going to grow a tree that will help decision-makers understand what children want to change."

Explain that each part of the tree will represent a different part of the group's message.



Tree of Change

SPEAK Phase

Step 2 – Grow the Roots
Invite children to use the **Root Cards** to record the evidence collected during the EXPLORE phase.

They can write or draw: facts they know; observations they made; experiences or perspectives they collected; examples showing why the issue matters.

Children place the completed **Root Cards** at the bottom of the tree.

Step 3 – Build the Trunk and Branches
Write the selected issue on the trunk of the tree, using wording agreed by the group.

Children then use the **Branch Cards** to record the key messages they want decision-makers to remember.

The facilitator supports children in identifying similar ideas and grouping related messages, without changing their meaning or deciding which messages are most important.

Step 4 – Grow the Fruit
Invite children to use the **Fruit Cards** to record the actions or responses they would like decision-makers to take.

Each card should contain one clear request. Children add the completed Fruit Cards to the tree.

Step 5 – Decide How to Share the Message
Invite the group to discuss how they would like to communicate the **Tree of Change** to decision-makers.



Tree of Change

SPEAK Phase

Use a prompt such as: “How would we like adults to see, hear or understand our message?”

Children decide how they want to transform the tree into a communication product, such as a presentation, poster, letter, exhibition, podcast or video.

Record the selected format beside the tree.

Facilitation tips

Encourage children to develop one shared message rather than a collection of separate individual messages.

Help children identify and group similar ideas without changing their meaning or deciding which contributions are more important.

Use open prompts such as: “What is the most important thing decision-makers should understand?” or “Which evidence helps explain why this issue matters?”

Encourage all children to contribute to the different parts of the tree, while allowing them to participate in the way they feel most comfortable.

Remind children that there is no single correct way to communicate their ideas and that the final format should reflect the group’s preferences.

Child-led element

Children decide which evidence and observations should form the roots, which key messages should become the branches, which requests for action should become the fruit and how they wish to communicate the completed **Tree of Change.**



Tree of Change

SPEAK Phase

The facilitator supports the discussion, helps organise the children's contributions and ensures that different voices are included, without shaping the content of the group's message.

Inclusion tips

Make sure that the **Tree of Change Poster** and all materials are physically accessible to every child. If needed, a peer or facilitator can support children in handling or placing the cards.

For children with language barriers, use visual examples and allow contributions through keywords, drawings, symbols, gestures or words in their own language.

For children with low confidence, offer different roles, such as writer, illustrator, organiser or presenter, so that they can contribute in ways they find comfortable.

For children with different communication preferences, accept written, visual, verbal or AAC-based contributions, provide additional thinking time and do not require everyone to speak publicly.

Safeguarding note

Children may discuss issues that are important to them or their peers. Encourage them to focus on the issue in general rather than identifying individuals or sharing personal experiences in detail.

Children should not feel pressured to explain or defend sensitive contributions in front of the group.

If a safeguarding concern emerges, acknowledge it calmly, do not ask for further details in front of the group and follow the organisation's safeguarding procedures after the activity.



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Tree of Change

SPEAK Phase

Output

A completed **Tree of Change** showing the selected issue, the evidence and observations collected during the **EXPLORE** phase, the group's key messages and the actions children would like decision-makers to take.

Link with the next phase

The completed **Tree of Change** provides the basis for children's communication with decision-makers.

After the message has been shared, children can revisit the tree during the **WEIGH** phase to reflect on how their ideas were received, what response was given and whether any action or commitment followed.

Related annexes

Annex S.3.A1 – Tree of Change Poster

A large visual poster used to organise the selected issue, supporting evidence, key messages and requests for action.

Annex S.3.A2 – Root Cards

Cards used by children to record evidence, observations, experiences and examples showing why the issue matters.

Annex S.3.A3 – Branch Cards

Cards used to develop and organise the key messages children want decision-makers to remember.

Annex S.3.A4 – Fruit Cards

Cards used to record the actions or responses children would like decision-makers to take.



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Choosing Our Voice

SPEAK Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
SPEAK	6-8 / 9-12	60 min	Small group	S.4.A1

Objective

To support children in choosing how they wish to present their ideas to adults and preparing together for a respectful and confident dialogue with decision-makers.

Materials

- **Annex S.4.A1 – Our Communication Plan**
- Pictures or examples of different communication formats
- Flipchart paper
- Art materials
- Optional: recording device, such as a tablet or phone

How to use it

Step 1 – Revisit the recommendations
Briefly review the recommendations developed during the **EXPLORE** phase.

Ask children to identify the messages they consider most important and agree on what they would like adults to remember.

Record the group's key messages on a flipchart.

Step 2 – Explore different ways of communicating
Explain that there is no single correct way to present ideas.

Show children different communication possibilities, such as speaking together, sharing responsibilities between several children, preparing posters or drawings, recording a short video, or writing a letter or collective statement.



Choosing Our Voice

SPEAK Phase

Invite children to discuss which options feel most appropriate for their group.

Step 3 – Decide together
Children choose the communication format they want to use.

They decide whether one or several children will speak and identify how everyone can contribute, including children who do not wish to speak publicly.

Record the group's decisions on the **Our Communication Plan**.

Step 4 – Prepare the presentation
Children begin preparing the selected communication format.

Together, they decide what each person will do, the order of the presentation, which recommendations they want to highlight and what materials they need.

Step 5 – Practise together
Where appropriate, invite children to rehearse their presentation.

Encourage peers to provide supportive feedback by identifying what was clear and what worked well.

Remind children that they do not need to memorise everything or speak perfectly. The purpose is to communicate their ideas clearly and in a way that feels comfortable for the group.

Facilitation tips

Allow children to choose the communication format rather than selecting it on their behalf.



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Choosing Our Voice

SPEAK Phase

Encourage shared responsibility so that the presentation does not depend only on the most confident child.

Help children simplify or organise their messages without changing their meaning.

Reduce performance pressure by reminding children that adults are there to listen and that different forms of participation are equally valuable.

Child-led element

Children decide how they wish to communicate their recommendations, who will participate in the presentation and how responsibilities will be shared.

They choose the messages they want to highlight and the roles they feel comfortable taking.

The facilitator supports the preparation process without determining the format, assigning roles or selecting spokespersons on the children's behalf.

Inclusion tips

Offer different ways to contribute, including drawing, writing, filming, acting, organising materials or speaking.

Allow children to participate individually, in pairs or in small groups, depending on their confidence and communication preferences.

Use visual examples and simple prompts to support children in comparing different communication formats.

Make sure that quieter children and those who do not wish to speak publicly can take on meaningful roles that contribute to the group's presentation.



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Choosing Our Voice

SPEAK Phase

Safeguarding note

Children should never be pressured to speak publicly or represent the group if they do not feel comfortable.

Participation in the presentation should remain voluntary, and children should be able to change roles or withdraw from a speaking role at any time.

The facilitator should ensure that all forms of participation are treated as equally valuable and that no child is criticised for choosing a less visible role.

Output

A completed **Communication Plan** showing the presentation format selected by the children, the messages they wish to communicate and the roles and responsibilities agreed by the group.

The group also prepares the materials needed for the meeting or communication activity with decision-makers.

The facilitator should document the agreed plan and collect or photograph the prepared materials, if allowed.

Link with the next phase

The completed **Our Communication Plan** and prepared materials support children in sharing their proposals with adults or decision-makers.

During the **WEIGH** phase, children can reflect on how the communication took place, how their roles worked, how adults responded and whether they felt their views were heard and taken seriously.



Related annexes

Annex S.4.A1 – Our Communication Plan

A planning worksheet used by children to record the selected communication format, the key messages they want to present and the roles and responsibilities agreed by the group.





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What Might Happen

SPEAK Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
SPEAK	9-12	60 min	Small group	None

Objective

To help children reflect on their expectations, feelings and concerns before speaking with decision-makers and prepare for different possible outcomes of the conversation.

The activity gives children a safe space to express what they hope will happen, what they are worried about and what they think is more or less likely, helping the group prepare for the meeting with greater awareness and confidence.

Materials

- Large poster or board divided into three sections: Very likely to happen - Likely to happen - Not likely to happen
- Small paper slips or sticky notes
- Pens, pencils or markers
- Tape, magnets or pins that allow the notes to be removed later

How to use it

Step 1 – Introduce the activity

Explain that the children are preparing for a conversation with decision-makers, authorities or other adults who may be able to respond to their ideas.

Remind them that it is normal to have different hopes, questions, feelings and worries before an important meeting.

Step 2 – Reflect individually

Give each child several small pieces of paper or sticky notes.



What Might Happen

SPEAK Phase

Invite them to write or draw their thoughts about the upcoming conversation. They may reflect on what they are looking forward to, what they are worried about, what they expect, what might surprise them and what would make the meeting feel successful.

Ask children not to write their names on the notes.

Step 3 – Share anonymously
Collect all the notes and place them together.

Invite children to take turns selecting one note and reading it aloud. If a child prefers, the facilitator can read the note for them.

Remind the group to listen respectfully and recognise that all contributions are valuable.

Step 4 – Sort the expectations
Together, place each note on the poster under one of the three categories: Very likely to happen, Likely to happen or Not likely to happen.

Encourage children to discuss where each note should be placed and reach a shared decision.

Step 5 – Discuss and prepare
Review the completed poster with the group.

Help children identify common hopes and worries, discuss what they may need to prepare for and reflect on which aspects of the meeting they may be able to influence through their actions and communication.



What Might Happen

SPEAK Phase

Step 6 – Document the results

Take a photograph of the completed poster, if allowed, so that it can be revisited after the meeting.

Facilitation tips

Normalise different feelings by reminding children that it is acceptable to feel excited, nervous, curious or unsure before an important conversation.

Keep contributions anonymous to allow children to express their thoughts honestly without feeling exposed.

Create a respectful atmosphere in which all ideas are welcomed and no one is judged or laughed at.

Keep the discussion focused on preparation. Help children distinguish between what they cannot control and what they may be able to influence through clear communication, teamwork and preparation.

Child-led element

Children decide what they expect, worry about or hope for before the conversation with decision-makers.

Their ideas shape the group's preparation and help identify what support, information or reassurance they may need before the meeting.

The facilitator supports the discussion without deciding which expectations are reasonable or important on the children's behalf.



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What Might Happen

SPEAK Phase

Inclusion tips

Allow children to express their thoughts through writing, drawing, symbols or keywords.

If needed, children can share their ideas verbally with a facilitator or peer who records them without changing their meaning.

Allow children to contribute anonymously and do not require anyone to explain a personal concern publicly.

Provide additional thinking time and make sure that children can participate in the way they find most comfortable.

Safeguarding note

Create a safe and respectful environment where children can express worries without fear of judgement.

Do not dismiss concerns, even when they appear unlikely, and do not ask children to explain personal fears in front of the group.

If a child expresses a concern related to personal safety or another serious safeguarding issue, acknowledge it calmly, do not ask for further details in front of the group and follow the organisation's safeguarding procedures after the activity.

Output

A completed **What Might Happen Poster** showing children's hopes, worries and predictions before meeting with decision-makers.



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What Might Happen

SPEAK Phase

The poster provides an overview of children's confidence and concerns, identifies topics that may require further preparation and creates a reference point for reflecting on the experience afterwards.

The facilitator should document the completed poster by taking a photograph, if allowed, or by transferring the main expectations to a summary sheet.

Link with the next phase

The completed **What Might Happen Poster** can be revisited during the **WEIGH** phase, particularly during **W.1 – What Happened?**

Children compare their expectations with what actually happened, reflect on the conversation with decision-makers and identify what they learned for future participation activities.

Related annexes

No annexes required.



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Special Delivery

SPEAK Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
SPEAK	6-8	45 min	Small group	S.6.A1-2

Objective

To support children in transforming the findings from their investigation into a clear, respectful and meaningful message for adults who are able to respond to community issues and support positive change.

Children use the evidence collected during the **EXPLORE** phase to identify their most important message, prepare a shared letter and decide how they would like to communicate it to relevant adults.

Materials

- Investigation Summary Poster completed during the **EXPLORE** phase
- **Annex S.6.A1 – Special Delivery Letter**
- **Annex S.6.A2 – Community Messages Board**
- Markers
- Coloured pencils

How to use it

Step 1 – Look Back at the Investigation
Invite children to revisit their Investigation Summary Poster.

Together, review what they discovered, why the issue is important, who is affected and which questions remain unanswered.

Explain that they are now ready to share their ideas with adults who may be able to respond to the issue and support positive change.



Special Delivery

SPEAK Phase

Step 2 – Choose the Key Message
Invite each group to discuss the most important message they would like adults to hear.

Children agree on one important issue, one key idea, one question they would like to ask and one change they hope to see.

Remind them that clear and respectful communication can help others understand their ideas.

Step 3 – Create the Special Delivery
Each group completes a Special Delivery Letter.

Children can write, draw or combine words and pictures. Where support is needed, the facilitator can help record their ideas while preserving the children's original meaning and language.

Step 4 – Share the Messages
Invite each group to present its letter, if children wish to do so.

Display all completed letters on the **Community Messages Board.** Encourage children to compare the different ideas, identify common messages and discuss whether they would like to develop one shared class message.

Step 5 – Prepare for the Community Conversation
Review the messages displayed on the **Community Messages Board**.

Support children in agreeing on how they want to share their ideas. Together, decide which adults should receive the messages, how they should be delivered, whether the class wishes to present one shared message, several group messages or both, and who would like to help present them.



Special Delivery

SPEAK Phase

Record these decisions in a simple Delivery Plan.

Explain that the class is preparing for a real conversation with adults who may be able to support positive change in the community.

Facilitation tips

Encourage children to base their messages on the evidence collected during the **EXPLORE** phase rather than on assumptions or opinions alone.

Use open prompts such as: “What makes this your most important message?”, “Which observations support your recommendation?” or “What would you like adults to understand?”

Support children in expressing their own ideas without rewriting their message or suggesting solutions on their behalf.

Encourage every child to contribute in a way that feels comfortable. Value different communication styles, including writing, drawing, speaking and shared presentations.

Help children distinguish between describing a problem and opening a constructive dialogue about possible change.

Remind the group that meaningful participation does not depend on confident public speaking, but on children being able to express their views in an authentic and respectful way.

Child-led element

Children decide which issue they want to communicate, which evidence and ideas they wish to include and how they want to express their message.



Special Delivery

SPEAK Phase

They also decide which adults should receive the message, how it should be shared and how the class will be represented.

The facilitator supports the process without rewriting children's ideas, selecting the audience or assigning presentation roles on their behalf.

Inclusion tips

For children with language barriers, allow contributions through drawings, symbols, keywords or supported oral explanations.

For children with different communication preferences, accept speech, writing, gestures or collaborative presentations.

For children with low confidence, allow them to present together with peers or ask the facilitator to read their message aloud.

Make sure that all materials are physically accessible. Where needed, provide alternative ways of creating, displaying and presenting the messages.

Safeguarding note

Encourage children to focus their messages on community issues rather than including personal, identifying or sensitive information.

Children should not feel obliged to disclose personal experiences in order to explain why an issue matters.

Participation in presentations should remain voluntary, and children should be supported to communicate in ways that feel safe and comfortable.



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Special Delivery

SPEAK Phase

Output

Completed **Special Delivery Letters** presenting each group's key message, question and proposed change.

A completed **Community Messages Board** displaying the different group messages and any shared class message agreed by the children.

A **Delivery Plan** identifying the adults who should receive the messages, the selected communication method and the roles children have chosen to take.

The completed materials prepare children for a real dialogue with community decision-makers.

Link with the next phase

Whenever possible, the agreed messages are shared with the identified adults during a real community dialogue.

During the **WEIGH** phase, particularly through **Tiny Steps, Big Changes**, children can reflect on what happened, how their voices were received and what actions may continue to support positive change.

Related annexes

Annex S.6.A1 – Special Delivery Letter
A template used by children to communicate an important issue, their key message, a question and the change they would like to see.

Annex S.6.A2 – Community Messages Board
A shared display used to present the groups' letters, compare their ideas and identify common or collective messages.



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Our Voices, Our Message

SPEAK Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
SPEAK	9-12	45 min	Small group	S.7.A1-2

Objective

To help children communicate their ideas, opinions and recommendations by using the evidence collected during the **EXPLORE** phase to develop clear, informed and meaningful messages about an issue that matters to them.

Materials

- **Annex S.7.A1 – Our Voices, Our Message Cards**
- **Annex S.7.A2 – Our Voices, Our Message Planning Sheet**
- Evidence collected during the **EXPLORE** phase, such as photographs, drawings, observation notes or interview findings
- Large paper or poster paper
- Pencils, markers and colouring materials
- Optional: tablets or audio recorders for digital presentations

How to use it

Step 1 – Review the evidence

Invite children to revisit the evidence collected during the **EXPLORE** phase and briefly review what they discovered about the selected issue.

Step 2 – Explain the purpose of the message

Explain that evidence becomes more powerful when it is used to communicate ideas that can help improve a situation.

Step 3 – Identify the key ideas

Invite each group to identify: the most important thing they learned; why they think it matters; what they would like other people to understand; what they think could improve the situation.



Our Voices, Our Message

SPEAK Phase

Step 4 – Complete the Planning Sheet
Give each group an **Our Voices, Our Message Planning Sheet**.

Groups reveal the **Our Voices, Our Message Cards** one at a time, discuss each prompt and record their ideas on the Planning Sheet.

Step 5 – Organise the message
Ask children to organise their ideas by completing the **Planning Sheet** before preparing their final message.

Step 6 – Choose the communication format
Invite each group to decide how they would like to communicate their message.

They may create a short presentation, poster, drawing with captions, role-play, comic strip, news report, digital slideshow or audio recording.

Step 7 – Share the messages
Allow each group to share its message with the class.

Encourage listeners to focus on understanding the ideas rather than evaluating presentation skills.

Step 8 – Identify common themes
Conclude with a class discussion about the different messages presented.

Support children in identifying common themes, shared concerns and similar recommendations.

Facilitation tips

Support children in developing messages based on the evidence they collected rather than on assumptions or what they think adults want to hear.



Our Voices, Our Message

SPEAK Phase

Encourage them to explain why they believe their message is important by referring to their observations, interviews or other findings.

Offer different communication options and allow children to choose the format that best suits their strengths and preferences. Remind them that effective participation does not depend on confidence in public speaking. Drawings, posters, role-play, storytelling and digital media can communicate equally meaningful ideas.

Use open prompts such as: “What makes this your most important message?”, “What evidence helped you reach this idea?” or “What would you like other people to understand?”

Avoid suggesting answers or reshaping children’s messages from an adult perspective.

Encourage all group members to contribute during planning and presentation while respecting each child’s preferred level of participation. Some children may choose to present, while others may prefer creating visual materials or supporting the group in another role.

Create a supportive atmosphere where different opinions are welcomed. Encourage respectful listening and remind children that the purpose is to communicate their ideas clearly, not to produce a perfect presentation.

Child-led element

Children decide which evidence and findings they consider most important, what message they want to communicate and how they wish to present it.

They choose the communication format and the roles they feel comfortable taking during the preparation and presentation.



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Our Voices, Our Message

SPEAK Phase

The facilitator supports the process without suggesting answers, changing the children's message or deciding how it should be presented.

Inclusion tips

Offer different ways for children to express their ideas, including speaking, drawing, writing, acting, building models or using digital media.

Allow children to work individually, with a partner or in small groups.

Provide sentence starters, visual supports or communication symbols where needed, and encourage children to choose the method that feels most comfortable for them.

Safeguarding note

Participation should always remain voluntary.

Children should never feel pressured to speak in front of the group or share personal experiences.

Respect children's choices about how they communicate and ensure that all contributions are acknowledged respectfully, without criticism or judgement.

Output

Completed **Our Voices, Our Message Planning Sheets**, together with children's presentations, posters or other communication products expressing their evidence-based ideas and recommendations.

Link with the next phase

The messages and recommendations developed during this activity provide a starting point for the **WEIGH** phase.



Our Voices, Our Message

SPEAK Phase

Children can then reflect collectively on the different ideas, consider priorities, evaluate possible actions and decide which recommendations should be taken forward.

Related annexes

Annex S.7.A1 – Our Voices, Our Message Cards

Prompt cards revealed one at a time to guide group discussion before children record their ideas on the **Planning Sheet.**

Annex S.7.A2 – Our Voices, Our Message Planning Sheet

A worksheet used to help children organise evidence and transform it into a clear, informed message.



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Pitch Your Change!

SPEAK Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
SPEAK	9-12	45-60 min	Small group	S.8.A1-3

Objective

To help children communicate their ideas in creative and engaging ways, building confidence, teamwork and communication skills while advocating for positive change in their community.

Materials

- **Annex S.8.A1 – Change Maker Cards**
- **Annex S.8.A2 – Pitch Planning Canvas**
- **Annex S.8.A3 – Creative Props Cards**
- Markers and coloured pencils
- Large paper or poster board
- Optional: craft materials, such as stickers, coloured paper, scissors and glue

How to use it

Step 1 – Community Change Makers

Explain that every group is now a team of **Community Change Makers**. Their mission is to convince others that their idea can make the community a better place.

Each group reviews the community issue they explored and selects one proposal they would like to promote.



Pitch Your Change!

SPEAK Phase

Step 2 – Creative Props Card

Give children a blank **Change Maker Card** and ask them to draw or write their preferred way of communicating their message. They might imagine presenting their idea through a poster, a role-play, a TV advert, a superhero story, a short video...

If groups struggle to come up with ideas, provide them with **Creative Props Cards** showing different presentation formats. Children can choose one of these ideas, combine several of them, or use them as inspiration to invent their own.

Step 3 – Pitch Planning Canva

Give each group a Pitch Planning worksheet to help them organise their presentation before they perform it.

Give groups time to complete the canvas and prepare their presentation (you can find the prompts in the Annex).

Once ready, each group presents its pitch to the rest of the participants. After each presentation, invite the audience to give positive and constructive feedback by discussing questions such as:

- What did you like about this presentation?
- Was the message clear?
- Would this idea help improve our community?

Facilitation tips

Emphasise creativity rather than performance.

Encourage every child to participate in a way that feels comfortable.



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Pitch Your Change!

SPEAK Phase

Child-led element

Children decide how they want to communicate their proposal, which key messages they want others to remember and how roles should be divided within the group.

The facilitator supports the planning and preparation process without choosing the format, assigning roles or shaping the children's message.

Inclusion tips

Offer different presentation formats so that children can choose one that reflects their strengths and preferences.

Allow children to contribute through drawing, writing, creating props, speaking, acting or supporting the presentation in another way.

Encourage teamwork so that every child has a meaningful role.

Provide visual supports and simple instructions where needed.

Safeguarding note

Participation should always remain voluntary.

Children should never feel pressured to perform or speak in front of others. They can choose less visible roles, such as drawing posters, preparing materials or supporting the group behind the scenes.



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Pitch Your Change!

SPEAK Phase

Output

Creative presentations of children's proposals, such as posters, role-plays, slogans or campaign materials.

Facilitator notes summarising the key messages communicated by the children.

Link with the next phase

The selected proposals can be presented to local decision-makers.

The creative pitches provide a record of children's ideas and messages, which can be revisited during the **WEIGH** phase to reflect on what they communicated, how their ideas were received and what impact they may have had.

Related annexes

Annex S.8.A1 – Change Maker Card
One blank card used by children to draw or write how they would like to present their idea.

Annex S.8.A2 – Pitch Planning worksheet
A planning worksheet used by groups to organise their message, presentation format and roles.

Annex S.8.A3 – Creative Props Cards
Optional prompt cards presenting creative communication formats, such as a television advert, superhero story, mascot, news report or short role-play.



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Children's Community Forum

SPEAK Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
SPEAK	9-12	45-60 min	Small group	S.9.A1-2

Objective

To help children communicate their views respectfully, build on one another's ideas and collaboratively develop recommendations based on the evidence gathered during the **EXPLORE** phase.

Materials

- **Annex S.9.A1 – Community Forum Discussion Sheet**
- **Annex S.9.A2 – The "Traffic Light" Recommendation Cards**
- Evidence gathered during the **EXPLORE** phase
- Talking object, such as a soft ball or speaking stick
- Sticky notes
- Large paper or whiteboard
- Pencils and markers

How to use it

Step 1 – Introduce the Community Forum

Arrange children in a circle and explain that they will take part in a **Community Forum** where everyone has the opportunity to share ideas and listen to others.

Step 2 – Agree on the discussion guidelines

Review the discussion guidelines with the group. These may include listening without interrupting, respecting different opinions, speaking one at a time, disagreeing with ideas rather than people, and recognising everyone's right to participate or pass.

Step 3 – Prepare the recommendations

Give each child or group a **Recommendation Card**.



Children's Community Forum

SPEAK Phase

Invite them to write or draw one recommendation based on the evidence collected during the **EXPLORE** phase.

Step 4 – Present the recommendations
Using the talking object, invite children to present their recommendation and explain what they are proposing, which evidence supports the idea, who could benefit and why they believe it is important.

Step 5 – Respond and build on ideas
After each contribution, encourage classmates to ask respectful questions, connect the recommendation with previous ideas or suggest additional evidence that supports or challenges it.

Step 6 – Organise the recommendations
Record the recommendations on a large class chart.

Support children in grouping together ideas that address similar issues or propose similar solutions.

Step 7 – Discuss the priorities
Invite the class to discuss which recommendations appear most important, achievable or likely to make a positive difference.

Step 8 – Agree on shared recommendations
Conclude by identifying a small number of shared recommendations that the class would like to carry forward into the next phase.

Facilitation tips

Create a respectful and inclusive discussion environment where children feel that their ideas are valued.



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Children's Community Forum

SPEAK Phase

Begin by agreeing on simple discussion rules together, such as listening without interrupting, respecting different opinions and allowing everyone to contribute.

Encourage children to explain their reasoning rather than simply stating their opinions.

Act as a facilitator rather than a discussion leader. Avoid evaluating children's ideas or directing the conversation towards adult-preferred solutions.

Help children make connections between different contributions and encourage them to respond respectfully to one another.

Pay attention to participation patterns. Invite quieter children to contribute without putting them under pressure, and support more confident speakers in making space for others.

Recognise that participation may take different forms, including speaking, writing, drawing or asking another person to share an idea.

Conclude by summarising the range of ideas discussed and highlighting how respectful dialogue can help groups develop stronger shared recommendations, even when children do not fully agree.

Child-led element

Children decide which recommendations they wish to present, explain the evidence supporting their ideas and respond to questions from their peers.

They work together to identify the recommendations they consider most meaningful and relevant.



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Children's Community Forum

SPEAK Phase

The facilitator supports the discussion without selecting, evaluating or prioritising recommendations on the children's behalf.

Inclusion tips

Provide different ways for children to contribute, including speaking, drawing, writing, using symbols or asking an adult or peer to read their ideas aloud.

Allow additional thinking time before speaking and encourage discussion in pairs before sharing with the whole group.

Make sure that quieter children and those using alternative communication methods have equal opportunities to participate.

Safeguarding note

Create a respectful and supportive discussion environment where all ideas are treated with care.

Participation should remain voluntary, and children should never be required to defend personal experiences or opinions.

The facilitator should ensure that every contribution is treated respectfully and that no child dominates or is excluded from the discussion.

Output

Completed **Community Forum Discussion Sheets**, a class display of children's recommendations and a shared list of priority recommendations supported by children's evidence and reasoning.



Children's Community Forum

SPEAK Phase

Link with the next phase

The agreed recommendations provide the focus for the **WEIGH** phase.

Children can then examine possible actions, consider different options, evaluate their potential impact and decide how their ideas can be taken forward to influence real decisions or improvements.

Related annexes

Annex S.9.A1 – Community Forum Discussion Sheet
A worksheet used to help children listen to and compare different ideas, reflect on the discussion and work towards shared recommendations.

Annex S.9.A2 – The "Traffic Light" Recommendation Cards
They help children justify, prioritise and communicate recommendations that are grounded in the evidence they collected during the Explore phase.





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Talking Poster Gallery

SPEAK Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
SPEAK	6-8 / 9-12	45 min	Small group	S.10.A1

Objective

This activity helps children communicate the proposals developed during the **EXPLORE** phase in a visual, accessible and collective way.

Instead of giving a formal speech, children prepare posters and use them to start short conversations with adults, decision-makers, teachers, parents or other community members.

The aim is to create a safe and structured space where children's views are heard, adults respond to them, and the group collects feedback that can be used in the **WEIGH** phase.

Materials

- Large posters prepared by children showing the selected issue, their ideas or proposals for change
- Markers, drawings, photographs, symbols or sticky notes from previous phases
- **Annex S.10.A1 – Adult Response / Commitment Cards**
- Tape or pins for displaying the posters
- Optional: name tags for children and adult visitors

How to use it

Step 1 – Prepare the posters

Children work in small groups to create posters based on the ideas developed in the **EXPLORE** phase. Each poster should show the issue, what children understood, and one or more proposals or questions for adults.



Talking Poster Gallery

SPEAK Phase

Step 2 – Set up the gallery
Display the posters in a classroom, corridor, community centre or other familiar space. When possible, invite adults and local stakeholders to visit the children's space, rather than asking children to present in an unfamiliar institutional setting.

Step 3 – Assign roles
Each group decides how they want to present their poster. Some children may speak, others may point to drawings, read a short sentence, answer questions, or simply stand with the group.

Step 4 – Welcome the visitors
Adults, teachers, parents, peers or local stakeholders walk through the gallery and stop at each poster. Children briefly explain their idea and what they would like adults to understand.

Step 5 – Collect adult responses
Visitors are invited to leave a short written response using the **Adult Response / Commitment Cards**. The response should be clear and understandable for children. The cards may include three possible types of response:

I can act soon - For actions that can be done quickly or with simple resources.

I can plan this - For actions that need time, coordination or further discussion.

This needs more study / not possible for now - Adults must explain why in a child-friendly way.

Step 6 – Close the gallery
At the end, the group collects all adult comments and commitment cards. The facilitator explains that these responses will be used in the WEIGH phase to reflect on what happened after children spoke



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Talking Poster Gallery

SPEAK Phase

Facilitation tips

Prepare adults before the activity. They should understand that their role is not only to praise the posters, but to listen seriously and provide a clear response.

Avoid turning the gallery into a performance test. Not every child has to speak publicly. Visual communication, group presentation and written messages are equally valid.

Support children in preparing one short sentence for their poster, for example: “We noticed…”, “We explored…”, “We propose…”, or “We would like adults to…”.

Encourage adults to ask respectful and open questions, not to dismiss children’s ideas immediately.

Make sure each poster receives at least one adult response, so that no group is left without feedback.

Prepare children for the possibility of receiving a **“no”** or **“not yet”** from adults. Help them understand that this does not mean their participation was useless. A clear negative answer can still be useful if it explains why something cannot happen now and helps the group think about what to do differently or better next time.

Child-led element

Children decide how to represent their proposal visually, how to organise their poster, and how they want to present it to visitors.

They also decide which message is most important and what kind of response they would like from adults.



Talking Poster Gallery

SPEAK Phase

The facilitator supports preparation and safety but does not speak on behalf of children unless they ask for support.

Inclusion tips

Children can participate in different ways: drawing, writing, presenting, welcoming visitors, placing post-its, reading a short message or answering questions.

For younger children, posters can rely mainly on drawings, symbols and short phrases.

For children with language barriers, allow visual communication, peer support or pre-prepared sentences.

For children who feel uncomfortable speaking, another child or the facilitator can read the group message, while the child still contributes through the poster.

Make sure the space is physically accessible and not too noisy or overwhelming.

Safeguarding note

The activity should take place in a supervised and child-friendly environment. Adults should be briefed to interact respectfully and avoid challenging, judging or exposing individual children.

Children should not be pressured to share personal experiences or speak about sensitive issues in front of visitors.

Photos of children, posters or the event should only be taken and shared if consent and project communication rules allow it.



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Talking Poster Gallery

SPEAK Phase

Output

An interactive **Talking Poster Gallery** presenting children's issues, ideas and proposals.

The activity also produces a set of written adult responses or commitment cards, which provide concrete feedback for the next phase.

Link with the next phase

The written responses collected during the gallery become key material for the **WEIGH** phase.

Children can review what adults said, whether they received clear commitments, what still needs clarification, and how they feel about the response.

This helps close the feedback loop and prevents children's participation from ending with a generic promise.

Related annexes

Annex S.10.A1 – Adult Response / Commitment Cards
A set of simple cards or post-its for adults visiting the gallery. The cards help adults give a clear, written response to children's proposals, indicating whether they can act soon, plan an action, or need more time or explanation.



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Rights Mailbox

SPEAK Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
SPEAK	6-8 / 9-12	30 min	Small group	S.11.A1-2

Objective

This activity helps children communicate their ideas and proposals to adults or decision-makers in a clear, structured and low-pressure way.

Instead of presenting everything orally, children place their messages, drawings or proposals inside an official envelope and deliver them through a symbolic **Rights Mailbox**.

The aim is to make sure that each group's message is delivered, acknowledged and followed by a clear response that can be discussed in the **WEIGH** phase.

Materials

- **Annex S.11.A1 – Official Proposal Envelope**
- Drawings, proposal sheets or other materials prepared during the **EXPLORE** phase
- Markers, stickers or labels for decorating the envelopes
- A decorated cardboard box to be used as the Rights Mailbox
- **Annex S.11.A2 – Acknowledgement Receipt**

How to use it

Step 1 – Prepare the message

Each child or group chooses the idea, drawing, question or proposal they want to deliver. This can come from the **EXPLORE** phase, such as a traffic light sheet, a drawing, a poster, a short written proposal or a group message.

Step 2 – Prepare the envelope

Children place their material inside a coloured envelope. On the outside, they can write the name of their group, draw a symbol, or add a title for their proposal.



Rights Mailbox

SPEAK Phase

The facilitator should clarify whether the envelope represents a group message or an individual message.

Step 3 – Set up the mailbox
Place the Rights Mailbox in the centre of the room or in a visible space. The mailbox can be decorated by children with words such as Our ideas, Children's proposals, or Messages for our community.

Step 4 – Invite the adult or stakeholder
Invite the adult, teacher, school representative, local authority or community stakeholder to receive the envelopes. When possible, the adult should come to the children's familiar space, such as the classroom, school or community centre.

Step 5 – Deliver the envelopes
One child or representative from each group places the envelope into the mailbox. Children do not have to give a speech unless they want to. They may simply deliver the envelope, say one short sentence, or ask the facilitator to support them.

Step 6 – Open and acknowledge the proposals
The adult opens the envelopes and acknowledges each proposal. If children agree and the content is not sensitive, the proposal can be read aloud. Otherwise, the adult can read it silently and respond in general terms.

For each envelope, the adult completes an **Acknowledgement Receipt**, confirming that the proposal has been received and explaining what will happen next.

Step 7 – Collect the receipts
The facilitator collects the receipts and explains that they will be used in the **WEIGH** phase to reflect on the response received.



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Rights Mailbox

SPEAK Phase

Facilitation tips

Prepare the adult or stakeholder before the activity. They should understand that receiving the envelopes is not only symbolic: they are expected to provide a clear, respectful and child-friendly response.

Keep the activity simple and ceremonial, but not intimidating. The mailbox should make the moment feel important without creating pressure on children to perform.

Do not require every child to speak. The main act of participation is delivering the message.

Support children in preparing one short sentence if they want to say something, for example: “This is our idea for the school”, “We would like you to read this”, or “Please tell us what can happen next.”

Prepare children for different kinds of adult responses, including **“yes”**, **“not yet”**, or **“not possible for now”**. Explain that even a negative answer can be useful if it is clear, respectful and helps the group understand what could be done differently next time.

Child-led element

Children choose what to place inside the envelope and how to represent their proposal. They decide whether to write, draw, use symbols, include materials from previous activities, or prepare a short group message. They also choose how much they want to say during the delivery moment.

Inclusion tips

This activity reduces the pressure of public speaking and allows children to participate through written, visual or symbolic communication.



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Rights Mailbox

SPEAK Phase

Children with language barriers can use drawings, symbols, photos, stickers or simple keywords.

Children who do not want to speak can still take an active role by preparing the envelope, decorating the mailbox, delivering the message or helping collect the receipts.

For younger children, the facilitator can support the writing while keeping the children's words and ideas as much as possible.

Safeguarding note

The envelope format can protect children from being personally exposed, especially when proposals relate to sensitive experiences or discomforts. The focus should remain on the group's message, not on identifying or questioning individual children.

Before reading any content aloud, the facilitator should check whether this is appropriate and whether children agree. Sensitive or personal information should not be shared publicly.

If a proposal reveals a safeguarding concern, the facilitator should follow the school's or organisation's child protection procedure separately from the group activity.

Output

A **Rights Mailbox** containing children's proposals, drawings or messages formally delivered to an adult or stakeholder.

The activity also produces **Acknowledgement Receipts**, which provide written evidence that the proposals were received and indicate what kind of follow-up can be expected.





Rights Mailbox

SPEAK Phase

Link with the next phase

The receipts and adult responses become key material for the **WEIGH** phase.

Children can reflect on whether their messages were understood, whether the response was clear, and what next steps were promised or still need to be clarified.

This helps transform the act of sending a proposal into a real feedback loop.

Related annexes

Annex S.11.A1 – Official Proposal Envelope
A printable envelope label or template that children can use to package their group proposal, drawing or message in a clear and recognisable way.

Annex S.11.A2 – Acknowledgement Receipt
A short response form completed by the adult or stakeholder receiving the proposal. It confirms that the message has been received and asks the adult to explain what can happen next, in child-friendly language.



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Children's Media Briefing

SPEAK Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
SPEAK	9-12	45-60 min	Small group	S.12.A1-2

Objective

To help children transform the evidence collected during the **EXPLORE** phase into clear, well-structured and meaningful messages that communicate their ideas, concerns and recommendations.

The activity supports children in preparing evidence-based communication products that can later be shared with decision-makers and other community stakeholders.

Materials

- Evidence collected during the **EXPLORE** phase, such as Observation Sheets, photographs, drawings, notes, interviews or maps
- **Annex S.12.A1 – Children's Media Briefing Cards**
- **Annex S.12.A2 – Children's Media Briefing Planning Sheet**
- Optional: large paper or poster paper for organising ideas
- Markers and colouring materials
- Optional: tablets or audio recorders for digital presentations

How to use it

Step 1 – Revisit the investigation

Invite children to revisit the Investigation Wall or another relevant output from the EXPLORE phase and use it as the evidence base for preparing their media briefing.

Encourage them to review their **Observation Sheets**, photographs, drawings, interview notes and other materials collected during the investigation.



Children's Media Briefing

SPEAK Phase

Explain that good journalists do more than collect information: they organise evidence into clear messages that help others understand why an issue matters and what could improve it.

Step 2 – Identify the core message
Invite each group to discuss and identify: the most important finding from their investigation; why the issue matters to children; what they would like decision-makers to understand; one realistic recommendation they would like to propose.

Encourage children to justify their ideas using evidence rather than assumptions.

Step 3 – Plan the media briefing
Give each group a **Children's Media Briefing Planning Sheet**.

Invite children to organise their ideas by completing the four sections: **Our evidence - Our key message - Our recommendation - Questions we expect from decision-makers**

Children work collaboratively and make sure that everyone's ideas are considered before finalising the message.

Step 4 – Choose the communication format
Invite groups to decide how they would like to communicate their message.

They may prepare a short press conference presentation, news report, poster, photo story, role-play, digital slideshow or recorded video or audio message.

Children also decide who will take each role during the presentation.

Step 5 – Simulate the media briefing
Allow groups time to rehearse their presentation.



Children's Media Briefing

SPEAK Phase

Encourage children to speak clearly, explain their evidence and support one another during the rehearsal.

Remind them that the purpose is not to memorise a speech, but to communicate their ideas confidently and authentically.

Step 6 – Share the media briefing
Invite each group to present its communication product in a simulated press conference.

Classmates and facilitators may ask respectful questions, helping children clarify and strengthen their messages before presenting them to community representatives or decision-makers during the implementation of the SCM.

Encourage listeners to focus on understanding the key message, identifying the supporting evidence and recognising the proposed recommendation.

Conclude with a short whole-group discussion about common concerns and shared recommendations that could later be presented to community representatives or decision-makers.

Facilitation tips

Encourage children to base their messages on the evidence collected during the **EXPLORE** phase rather than on assumptions or opinions alone.

Use open prompts such as: "What makes this your most important message?", "Which observations support your recommendation?" or "What would you like adults to understand?"

Avoid rewriting children's ideas or suggesting solutions on their behalf.



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Children's Media Briefing

SPEAK Phase

Offer different communication formats and allow children to choose roles that match their strengths and preferences.

Remind the group that meaningful participation is demonstrated through authentic expression rather than confidence in public speaking.

Child-led element

Children decide which findings are most important, how they want to communicate them and which recommendations they wish to put forward.

They choose the communication format, organise the presentation and decide how responsibilities are shared within the group.

Inclusion tips

Make sure that presentation materials and workspaces are physically accessible. Allow children with physical or motor disabilities to contribute through planning, visual design, digital media or other roles that match their preferences.

For children with language barriers, provide sentence starters, visual planning templates and key vocabulary. Encourage communication through drawings, photographs, symbols, keywords or multimedia alongside spoken language.

For children with low confidence, allow rehearsal in pairs or small groups before presenting. Encourage shared presentation roles so that no child feels responsible for speaking alone.

For children with different communication preferences, accept presentations through speech, writing, drawings, recorded messages or gestures. Provide additional thinking time and allow children to use the communication method that best suits their needs.



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Children's Media Briefing

SPEAK Phase

Safeguarding note

Participation should remain voluntary throughout the activity.

Children should never feel pressured to present publicly or share personal experiences.

Make sure that all contributions are treated respectfully and that group discussions focus on community issues rather than identifying or blaming individuals.

Create a supportive atmosphere where every child feels safe to express their ideas in the way that feels most comfortable.

Output

Completed **Children's Media Briefing Planning Sheets**, together with children's communication products, such as presentations, posters, news reports, videos or other creative formats, expressing evidence-based messages and recommendations.

Link with the next phase

The communication products developed during this activity can be shared with community representatives, local authorities or other relevant stakeholders as part of the implementation of the SOCRATES Compass Mechanism.

The responses, feedback and commitments received during these dialogue opportunities provide the basis for reflection, evaluation and follow-up during the **WEIGH** phase.



Children's Media Briefing

SPEAK Phase

Related annexes

Annex S.12.A1 – Children's Media Briefing Cards
Cards used to support children in identifying and organising the main elements of their press conference.

Annex S.12.A2 – Children's Media Briefing Planning Sheet
A worksheet used by groups to organise their evidence, key message, recommendation and anticipated questions from decision-makers.



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WEIGH Activities at a Glance

Use this overview to choose the activities that best match the children's age, the context and the type of observation or reflection you would like to encourage.

Analysing Feedback and Measuring Listening

Activities that help children reflect on what happened, interpret the responses received and consider how much they felt heard.

W.1 – What Happened (6–8 / 9–12)

W.2 – My Change Thermometer (6–8 / 9–12)

W.6 – The Story Continues (9–12)

Deciding the Next Steps: What Happens Now?

Activities that help children recognise signs of change, compare possible options and decide how they would like to continue.

W.3 – What Happens Next? (6–8 / 9–12)

W.4 – My Choice, Our Choice (6–8 / 9–12)

W.5 – Tiny Steps, Big Changes (6–8)

W.9 – Future Action Boxes (6–8 / 9–12)

Reflecting on the Whole Journey: Evaluation and Celebration

Activities that help children revisit the entire participation journey, recognise achievements and reflect on learning and challenges.

W.7 – Our Journey So Far (9–12)

W.8 – Reflection and Future Compass (6–8 / 9–12)

W.12 – Our Participation Museum (6–8 / 9–12)

Leaving a Legacy: Recommendations for the Future

Activities that help children share what they learned and prepare advice or recommendations for future participants.

W.10 – The Suitcase for the Next Adventure (6–8)

W.11 – If We Did It Again… (9–12)



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What Happened

WEIGH Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
WEIGH	6-8 / 9-12	35-45 min	Individual	None

Objective

To help children reflect on their conversation with decision-makers by revisiting their previous expectations, comparing them with what actually happened and identifying new insights.

The activity supports children in recognising successes, challenges, surprises and learning points, while understanding how expectations may change through experience.

Materials

- **Completed What Might Happen Poster from S.5 – What Might Happen**
- Sticky notes or small paper slips for new reflections
- Pens, pencils or markers
- Tape, magnets or pins for moving and adding notes
- Additional space on the poster for new ideas and reflections

How to use it

Step 1 – Revisit previous expectations

Bring back the completed **What Might Happen Poster created during S.5 – What Might Happen,** before the conversation with decision-makers.

Remind children that they made predictions about what they thought might happen. Explain that they will now compare those expectations with their real experience.



What Happened

WEIGH Phase

Step 2 – Update the poster
Invite children to look at each note and decide where it belongs after the conversation.

They can move existing notes, add new ones or change their previous ideas. Organise the reflections using the following categories:

Happened – things children expected and that happened;
Did not happen – things children expected but that did not happen;
Happened differently – things that happened in a different way than expected;
New things we learned – things children discovered during the conversation.

Step 3 – Add personal reflections
Invite children to add new notes, drawings or symbols about their experience.

Use prompts such as: What happened during the conversation? - What surprised us? - What went well? - What was difficult? - Did we feel listened to? - What did we learn?

Step 4 – Discuss the changes
Look together at how the poster changed from before to after the conversation.

Discuss which expectations were confirmed, which changed, what surprised the children and what they might do differently next time.

Step 5 – Save the reflection
Document the updated poster by taking a photograph, if allowed, or by transferring the main reflections to a summary sheet.

This record can be used to preserve children's experiences, learning and ideas for future participation activities.



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What Happened

WEIGH Phase

Facilitation tips

Create a safe and supportive space for reflection. Remind children that all experiences are valid and encourage them to share both positive and negative feelings about the conversation.

Offer different ways to contribute. Children can write, draw, use symbols, move notes or explain their ideas verbally.

Keep the focus on learning rather than judging whether the conversation was successful or unsuccessful. Help children compare expectations with reality and reflect on what they learned from the experience.

Allow children to decide which ideas should be moved, changed or added, and encourage them to explain their choices if they wish.

Child-led element

Children decide which expectations were confirmed, changed or challenged by their experience.

They control how their previous predictions are updated and identify what they learned from the conversation with decision-makers.

Inclusion tips

Allow children to move notes, draw symbols, add pictures or explain their ideas verbally. The activity does not require children to write long texts.

Provide sufficient thinking time before beginning the group discussion.

Allow children to contribute anonymously or ask a peer or facilitator to record their ideas, without changing their meaning.



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What Happened

WEIGH Phase

Safeguarding note

Create a supportive environment where children can share positive and negative experiences without judgement.

Children should not feel pressured to describe experiences they do not wish to discuss or to justify their feelings in front of the group.

If children express disappointment, worry or concerns about how they were treated during the conversation, acknowledge their experiences calmly. If the information raises a safeguarding concern, follow the organisation's safeguarding procedures.

Output

An updated **What Might Happen Poster** showing the relationship between children's expectations before the conversation and their reflections afterwards.

The poster provides a visual record of: children's experiences and feelings after speaking with decision-makers; expectations that were confirmed, changed or not met; successes, challenges and learning points; children's evaluation of the participation experience.

Link with the next phase

The updated poster can help children identify possible next steps.

Children can use their reflections to decide what they would like to continue, change or improve in future participation activities and whether any new issue should be taken forward into a new **NOTICE** phase.

Related annexes

No annexes required.



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My Change Thermometer

WEIGH Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
WEIGH	6-8 / 9-12	35-45 min	Individual	W.2.A1

Objective

This activity helps children reflect on the participation process and identify what changed for them, for the group or for the place they worked on.

Children think about the whole journey, from noticing an issue to speaking with adults, and express how much they felt listened to. The aim is not to "score" the project or judge adults, but to help children recognise what happened, what was meaningful, and what may still need to be improved.

Materials

- **Annex W.2.A1 – My Change Thermometer Sheet**, one copy per child
- Pencils, markers or coloured pencils
- Optional: outputs from previous SCM phases, such as maps, posters, traffic lights, commitment cards, envelopes or acknowledgement receipts

How to use it

Step 1 – Look back at the journey

The facilitator briefly reminds children of the main steps of the process: what they noticed, what they explored, what they shared with adults, and what response they received.

If available, use posters, maps, drawings or adult response cards to help children remember the process.

Step 2 – Individual reflection

Each child receives a My Change Thermometer Sheet. They are invited to think about what changed during the process.



My Change Thermometer

WEIGH Phase

This change can be small or big. It can be about the place, the group, the way adults listened, or the way the child felt during the process.

Step 3 – Colour the thermometer
Children colour the thermometer to show how much they felt listened to. The scale should be simple and non-judgemental, for example: **Not yet - A little - Quite a lot - A lot.**

Step 4 – Add a drawing or short sentence
Children complete the sheet by drawing or writing the most important change they noticed.

For example: “Now adults know what we think”, “We understood why the space is difficult to use”, “We worked better as a group”, or “Nothing has changed yet, but now we know what to ask next.”

Step 5 – Sharing circle
Children who want to share can present their reflection to the group. Sharing should always be voluntary. Children can also choose to show only their drawing or keep their sheet private.

Step 6 – Identify what remains open
The facilitator helps the group notice whether there are unresolved issues, unclear answers or new concerns. These can become starting points for a new **NOTICE** phase.

Facilitation tips

Use the adult responses collected during **SPEAK** as real material for reflection. Children should not reflect only on assumptions, but also on what adults actually said, promised or explained.



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My Change Thermometer

WEIGH Phase

Use the adult responses collected during **SPEAK** as real material for reflection. Children should not reflect only on assumptions, but also on what adults actually said, promised or explained.

Prepare children to reflect on different types of responses, including **"yes"**, **"not yet"**, or **"not possible for now"**. A negative or partial answer should not be treated as a failure, if it helps the group understand constraints, missing information or possible next steps.

Avoid turning the thermometer into a "grade" for adults or for the project. The focus should be on children's experience of being listened to and on what can be learned from the process.

Leave space for disappointment. If children feel that nothing changed, this is still an important result to acknowledge and discuss respectfully.

For younger children, use icons or faces next to the thermometer levels.

Child-led element

Children decide what change is most important for them and how they want to express it. They also decide whether they want to share their reflection with the group.

Their perceptions guide the final discussion and help decide whether the group should close the cycle or start again from a new **NOTICE** phase.

Inclusion tips

Children can express their reflection through colouring, drawing, symbols, short words or oral sharing.



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My Change Thermometer

WEIGH Phase

For children with language barriers, use visual scales, icons and peer or facilitator support.

For children who do not want to speak in the circle, allow private completion of the sheet or non-verbal sharing.

For younger children, simplify the reflection to: What changed? and Did adults listen?

Safeguarding note

If a child expresses frustration, sadness or disappointment because they did not feel listened to, the facilitator should validate the feeling and avoid dismissing it.

The facilitator can explain that participation sometimes takes time, and that even an unclear or negative response can help the group understand what to do next.

Output

A set of individual **Change Thermometer Sheets** showing children's perceptions of change and listening.

The facilitator may collect common themes into a simple **Group Change Reflection,** without exposing individual children's personal responses.

Link with the next phase

This activity closes the feedback loop and helps the group decide what should happen next.

If children identify unresolved issues, unclear answers or new concerns, these can become the starting point for a new **NOTICE** phase, restarting the Compass cycle.



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My Change Thermometer

WEIGH Phase

Related annexes

Annex W.2.A1 – My Change Thermometer Sheet

A simple reflection sheet with a thermometer scale and space for children to draw or write the most important change they noticed and how much they felt listened to.





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What Happens Next?

WEIGH Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
WEIGH	6-8 / 9-12	45 min	Small groups	W.3.A1

Objective

To help children reflect on what may happen after sharing their ideas with decision-makers by exploring possible short- and long-term developments, recognising progress and challenges, and identifying possible next steps.

The activity supports children in understanding how their participation may lead to change, what challenges may arise and how they can continue to follow up on their ideas.

Materials

- **Annex W.3.A1 – Consequence Pathway Worksheet**
- Notes or cards showing the ideas, recommendations or responses from the **SPEAK** phase
- Pens
- Sticky notes

How to use it

Step 1 – Revisit children's ideas and the response received

Introduce one idea or recommendation that children shared during the **SPEAK** phase.

Remind children what they asked for, who they shared it with and what response they received from decision-makers.

Explain that they will now explore what might happen next and how they can understand whether change is taking place.



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What Happens Next?

WEIGH Phase

Step 2 – Explore possible developments
Children use the **Consequence Pathway Worksheet** to explore possible developments after the participation experience.

They reflect on what could happen in the short term and what changes they might notice. They then continue the pathway by considering possible longer-term developments.

Children can explore questions such as: “What could happen next?”; “Who might notice a change?”; “What could make progress easier or more difficult?”

Step 3 – Identify signs of change
Children discuss how they would recognise whether their ideas are being considered or whether a change is happening.

They identify possible signs of progress, such as actions being taken, updates being provided or changes becoming visible in their environment.

Step 4 – Discuss possible next steps
Children compare the different developments identified and discuss what could help them continue following the issue.

They identify possible actions, such as waiting for an update, asking further questions, collecting more information or bringing the topic into a future participation cycle.

Step 5 – Complete the pathway
Children review the completed **Consequence Pathway** and reflect on how their participation may continue beyond the initial conversation with decision-makers



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What Happens Next?

WEIGH Phase

Facilitation tips

Encourage children to explore different possible developments and recognise that there may be more than one possible outcome.

Use open questions to support reflection, such as “What might happen next?”, “How would we know if something is changing?” or “What could we do if progress does not happen?”.

Help children distinguish between what has already happened, what they know and what they imagine could happen in the future.

Support children in identifying realistic possibilities without deciding outcomes on their behalf.

Child-led element

Children decide which possible developments, signs of change and next steps are important to consider.

They shape the **Consequence Pathway** through their own reflections on what may happen after their participation experience.

Inclusion tips

Children can contribute through drawings, symbols, written notes or verbal explanations.

For children who need additional support, provide visual examples, sentence starters or allow ideas to be recorded by a peer or facilitator without changing their meaning.

Encourage different forms of participation and allow children time to reflect before sharing their ideas with the group.



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What Happens Next?

WEIGH Phase

Safeguarding note

Focus discussions on the participation process and possible changes in the community rather than asking children to share personal experiences.

If children express disappointment, frustration or concerns about the response received from adults, acknowledge their experiences and follow appropriate safeguarding procedures where needed.

Output

A completed **Consequence Pathway** showing children's reflections on possible developments, signs of change, challenges and possible next steps after the participation process.

The activity provides a visual record of children's understanding of how change may happen, what progress could look like and how they would like to continue engaging with the issue.

Link with the next phase

The reflections collected through the **Consequence Pathway** help children identify what they would like to continue, change or monitor in future participation activities.

The activity can also support the beginning of a new **NOTICE** phase by highlighting issues that remain important to children.

Related annexes

Annex W.3.A1 – Consequence Pathway Worksheet
A visual worksheet used by children to explore possible developments, signs of change, challenges and next steps after the participation process.



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My Choice, Our Choice

WEIGH Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
WEIGH	6-8 / 9-12	45 min	Small groups	W.4.A1-2

Objective

To help children reflect on the responses received after sharing their ideas and collectively identify possible next steps.

The activity supports children in comparing different options for continuing the participation process, considering advantages and challenges, and agreeing on actions they believe could help move their ideas forward.

Materials

- **Annex W.4.A1 – My Choice, Our Choice Option Cards**
- **Annex W.4.A2 – Decision Mat**
- Sticky notes
- Coloured stickers
- Pens

How to use it

Step 1 – Revisit the participation experience

Review the ideas and recommendations shared by children during the **SPEAK** phase and the responses received from decision-makers.

Explain that children will now reflect on what they would like to do next and consider different possible ways to continue the process.

Step 2 – Explore possible next steps

Present the different options using the **My Choice, Our Choice Option Cards**.



My Choice, Our Choice

WEIGH Phase

Children discuss each option and place the cards on the **Decision Mat** according to criteria such as: How could this help children's ideas move forward? - Is this possible in our situation? - Who could be involved? - What could happen if we choose this option?

Step 3 – Discuss different perspectives
Children compare their views and explain why they consider some options more useful or realistic than others.

The facilitator supports the discussion by helping children listen to different opinions and identify common priorities.

Step 4 – Agree on next steps
The group identifies one or more preferred actions and explains the reasons behind their choice.

Children record their decision and any ideas they want to keep in mind for future participation activities.

Facilitation tips

Encourage children to explain why they prefer an option rather than simply selecting one.

Give equal value to different viewpoints and support children in considering different perspectives.

Allow children to change their minds during the discussion as they listen to others' ideas.

Avoid evaluating options as "right" or "wrong" and support children in considering what may work best in their context.



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My Choice, Our Choice

WEIGH Phase

Invite children to contribute in different ways, including speaking, voting, drawing or using symbols.

Child-led element

Children decide which criteria are important when comparing possible next steps and collectively identify the actions they consider most meaningful after the participation experience.

Inclusion tips

Use symbols and pictures alongside text to support understanding.

Allow children to express preferences through stickers, objects, drawings or other visual methods.

Encourage verbal, visual or gesture-based participation.

Pair children who are confident readers with children who may need additional support when using written materials.

Safeguarding note

Participation should remain voluntary.

Children should discuss possible actions and ideas rather than judge other children's suggestions.

Facilitators should ensure that all opinions are treated respectfully and that children feel comfortable expressing different views.



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My Choice, Our Choice

WEIGH Phase

Output

A completed **Decision Mat** showing the group's preferred next steps and the reasons behind their choices.

The activity provides a shared understanding of how children would like to continue engaging with the issue after the participation process.

Link with the next phase

The identified next steps help children decide what they would like to continue, change or develop in future participation activities.

The outcomes can support a new participation cycle by highlighting priorities that children may wish to explore further.

Related annexes

Annex W.4.A1 – My Choice, Our Choice Option Cards
A set of cards presenting possible next steps that children can discuss and compare.

Annex W.4.A2 – Decision Mat
A visual tool used by children to compare options according to child-friendly criteria and identify shared priorities.



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Tiny Steps, Big Changes

WEIGH Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
WEIGH	6-8	40-45 min	Small groups	W.5.A1-2

Objective

To help children reflect on their participation, recognise the value of sharing their ideas with adults, celebrate small achievements and identify simple actions they can continue taking to contribute to their community.

The activity supports children in recognising that participation can create different types of change, including being listened to, sharing ideas, working together and taking small actions over time.

Materials

- **Annex W.5.A1 – Tiny Steps Reflection Cards**
- **Annex W.5.A2 – Tiny Steps Poster**
- **SPEAK** phase products (letters, drawings, messages or other communication materials created by children)
- Photographs or notes from the conversation with adults, if available
- Markers, sticky notes and colouring materials
- Stickers or small paper footprints (optional)

How to use it

Step 1 – Remembering our journey

Invite children to revisit the letters, drawings, messages or other materials created during the **SPEAK** phase.

Children reflect on their experience and discuss questions such as: “What did we share with adults?” - “Who listened to our ideas?” - “How did it feel to share our message?”



Tiny Steps, Big Changes

WEIGH Phase

The facilitator supports children in remembering the different stages of their participation journey.

Step 2 – Looking for tiny changes
Invite children to reflect on what happened after they shared their ideas.

Where feedback or responses from adults are available, children discuss what they noticed. Where no direct response has been received yet, children can reflect on what they learned from the experience of sharing their message.

Children explore questions such as: “Did anything change?” - “Did someone listen to us?” - “Did we learn something new?”

The facilitator reminds children that change may happen in different ways and that not all changes are immediately visible.

Step 3 – Tiny Steps reflection
Provide children with the **Tiny Steps Reflection Cards** and invite them to discuss their participation experience.

Children reflect on questions such as: “What made us smile?” - “What are we proud of?” - “What did we learn?” - “What would we like to keep doing?” - “What small change did we notice?”

Children are encouraged to explain their ideas through examples, drawings or short messages.

Step 4 – Our next tiny step
Display the **Tiny Steps Poster** and invite children to identify one small action they would like to continue taking after the activity.



Children may suggest actions connected to their community, school or daily environment and add their ideas to the poster.

The facilitator supports children in identifying realistic actions without deciding the priorities on their behalf.

Step 5 – Celebrating our journey

Gather children around the completed poster and invite them to share some of the ideas they identified.

Conclude by recognising children's participation and reflecting on how individual contributions can support positive changes within their community.

Facilitation tips

Celebrate children's participation regardless of whether immediate changes have occurred.

Encourage children to recognise both visible changes and less visible outcomes, such as being listened to, expressing ideas, asking questions or working together.

Use simple language and concrete examples to support reflection.

Remind children that positive change can happen gradually and that participation is also about learning, dialogue and cooperation.

Avoid presenting participation as successful only when a problem has been completely solved.



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Tiny Steps, Big Changes

WEIGH Phase

Child-led element

Children reflect on their participation experience, identify what they learned and decide which small actions they would like to continue taking to contribute to their community.

Inclusion tips

Ensure that all reflection materials are accessible and provide support with writing, handling materials or placing ideas on the poster when needed.

Use visual prompts, photographs and simple sentence starters to support children with language barriers. Allow children to contribute through drawings, symbols, keywords or short phrases.

For children with low confidence, allow reflection individually or with a trusted peer before sharing ideas with the wider group.

Accept contributions through speech, drawings, gestures, symbols or digital media, and provide additional thinking time where needed.

Safeguarding note

Reflection activities may bring up feelings of disappointment, frustration or uncertainty, particularly when children's ideas have not yet resulted in visible change.

Create a supportive environment where children can express different emotions without judgement.

Reinforce that meaningful participation is not measured only by immediate outcomes, but also by being listened to, sharing ideas and learning to work together.



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Tiny Steps, Big Changes

WEIGH Phase

Children should not feel responsible for creating change alone. Ensure that every contribution is acknowledged and valued.

Output

A completed **Tiny Steps Poster** displaying children's agreed next actions for their community.

The activity also provides shared reflections on what children learned, what made them proud and how they would like to continue contributing to positive change.

Link with the next phase

The reflections and next steps identified during this activity can support a new cycle of the SOCRATES Compass Mechanism.

Children may choose to continue working on the same issue, explore new aspects of the topic or identify a different community concern, reinforcing the SCM as a continuous cycle of observation, participation, dialogue and action.

Related annexes

Annex W.5.A1 – Tiny Steps Reflection Cards
A set of reflection cards used to support children in discussing their participation experience, learning points and small actions for the future.

Annex W.5.A2 – Tiny Steps Poster
A visual poster used by children to collect and display the small actions they would like to continue taking after the participation activity.



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The Story Continues

WEIGH Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
WEIGH	9-12	40-45 min	Small groups	W.6.A1-2

Objective

To help children reflect on the responses received after sharing their ideas and collectively identify possible next steps.

The activity supports children in understanding the value of dialogue, feedback and reflection, while recognising how participation can continue beyond the initial communication with adults.

Materials

- **Annex W.6.A1 – The Story Continues Reflection Sheet**
- **Annex W.6.A2 – The Story Continues Reflection Cards**
- SPEAK phase products (photos, posters, presentations, news reports or other materials created during the **SPEAK** phase)
- Feedback or responses received from decision-makers or community representatives, if available
- Markers, sticky notes and large paper

How to use it

Step 1 – Looking back at our story

Invite children to revisit the communication products created during the **SPEAK** phase.

Children reflect on: What message did we share? - Who was our audience? - What did we hope would happen?

The facilitator supports children in remembering the purpose of their communication and the ideas they wanted to bring forward.



The Story Continues

WEIGH Phase

Step 2 – Listening to the responses

Present any feedback, comments or responses received from decision-makers, community representatives or other audiences.

If an external meeting has not yet taken place, children can reflect on feedback received from classmates, teachers or facilitators during a simulated presentation or internal discussion.

Children identify what they noticed from the responses received, including ideas that were supported, questions that were raised, suggestions that were offered or possible actions that were discussed.

Step 3 – Reflecting together

Provide children with **The Story Continues Reflection Sheet** and the **Reflection Cards**. Children use the prompts to record and discuss their experiences, learning points and possible improvements.

Children reflect on questions such as: What made us feel proud? - What surprised us? - What did we learn? - What could we improve next time? - What happened after we shared our message?

Children support their reflections with examples from their participation experience.

Step 4 – Identifying the next chapter

Invite children to consider how they would like to continue their participation journey.

Children discuss: What could happen next? - Who could help move this idea forward? - Is there anything we would like to explore further? - Should we continue working on this issue or begin exploring a new one?



The Story Continues

Groups share possible next steps with the wider group.

Step 5 – Closing the circle
Conclude with a whole-group reflection on the participation journey.

Remind children that participation is an ongoing process and that sharing ideas, listening to others, receiving feedback and reflecting on experiences are all important parts of meaningful participation.

Facilitation tips

Encourage honest reflection by valuing both positive experiences and challenges.

Use open questions to support discussion, such as: “What changed because of our work?” - “What did we learn about communicating with adults?” - “What would we do differently next time?”

Avoid presenting participation as successful only when immediate change happens. Support children in recognising that meaningful participation also includes dialogue, feedback, learning and continued engagement.

Allow sufficient thinking time and encourage children to contribute in ways that feel comfortable for them.

Child-led element

Children evaluate their participation experience, interpret the feedback they received and decide which outcomes, learning points and possible next steps are meaningful to them.

They identify how they would like to continue engaging with the issue or their community.



The Story Continues

WEIGH Phase

Inclusion tips

Provide different ways for children to reflect, including drawings, keywords, photographs, symbols, oral explanations or written responses.

For children with language barriers, use visual reflection prompts, sentence starters and accessible materials.

For children with low confidence, allow individual reflection or discussion with a trusted peer before sharing ideas with the wider group.

For children with different communication preferences, accept contributions through speech, writing, drawing, gestures or digital media, and provide additional thinking time where needed.

Ensure that all reflection materials are physically accessible and provide support with handling materials or recording ideas when required.

Safeguarding note

Create a supportive environment where children can reflect on both positive and challenging experiences.

Emphasise that participation is a learning process and that children's contributions remain valuable even when immediate changes do not occur.

Keep discussions respectful and avoid asking children to share personal experiences unless they choose to do so voluntarily.

If children express concerns about how their ideas were received or how they were treated during the participation process, acknowledge their experiences and follow appropriate safeguarding procedures where needed.



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The Story Continues

WEIGH Phase

Output

Completed **The Story Continues Reflection Sheets** documenting children's reflections, perceived outcomes, learning points and possible next steps.

The activity provides a record of children's experiences after sharing their ideas and supports the identification of themes, recommendations and possible follow-up actions.

Link with the next phase

The reflections and next steps identified during this activity can support a new cycle of the SOCRATES Compass Mechanism.

Children may choose to continue working on the same issue, explore new aspects of the topic or identify a different community concern, reinforcing the SCM as a continuous cycle of observation, participation, dialogue and action.

Related annexes

Annex W.6.A1 – The Story Continues Reflection Sheet
A template used by children to record their reflections on the participation experience, feedback received, learning points and possible next steps.

Annex W.6.A2 – The Story Continues Reflection Cards
A set of reflection cards used to support children in discussing their participation experience, learning points and possible next steps.



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Our Journey So Far

WEIGH Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
WEIGH	9-12	40-45 min	Small groups	W.7.A1

Objective

To help children reflect on their participation journey by revisiting the **NOTICE**, **EXPLORE** and **SPEAK** phases.

The activity supports children in reconstructing the process, recognising meaningful moments, celebrating achievements, reflecting on challenges and identifying ideas for future action. It also reinforces that participation is a continuous process: the reflections gathered during **WEIGH** can become the starting point for a new **NOTICE** phase within the Compass Mechanism.

Materials

- **Annex W.7.A1 – Our Journey Timeline Icons**
- One long piece of string or rope (approximately 4–6 metres, depending on the room size)
- Clothes pegs
- Arrow sign or materials to shape the end of the timeline into an arrow
- Photographs from previous sessions, if available
- Markers, crayons or coloured pencils
- Camera for documenting the completed timeline

How to use it

Step 1 – Prepare the timeline

Before the activity, place a long piece of string or rope across the room and attach the phase signs in order:

NOTICE → EXPLORE → SPEAK → WHAT'S NEXT?



Our Journey So Far

Leave the end shaped like an arrow to show that the participation journey continues.

Place the timeline icons, photographs and reflection materials nearby for children to use during the activity.

Step 2 – Introduce the journey
Explain that the timeline represents the group's participation journey.

Invite children to look back at what they did during the **NOTICE**, **EXPLORE** and **SPEAK** phases, reflect on their experiences, recognise achievements and challenges, and think about what could happen next.

Step 3 – Rebuild the timeline
Invite children to place activity icons, photographs or other materials along the timeline in the correct order using clothes pegs.

Encourage children to remember the different stages of their journey through questions such as: "What happened first?" - "What did we do during this activity?" - "What happened next?" - "Are we missing anything?"

Step 4 – Reflect on each activity
Walk along the completed timeline together.

Children choose emoticon cards or symbols that represent their experience of each activity and attach them next to the relevant step.

Encourage children to recognise that different people may have different feelings and perspectives about the same activity.



Our Journey So Far

Step 5 – Add personal reflections
Invite children to add their own thoughts, drawings or messages to the timeline.

They can share what they enjoyed, what was challenging, what they learned or what they would like to improve in future participation activities.

Step 6 – Think about what's next
At the end of the timeline, invite children to add ideas under "What's Next?"

Children discuss how their reflections can guide future participation activities and identify ideas they would like to continue exploring.

Step 7 – Close the journey
Celebrate the group's achievements and review the completed timeline together.

Connect the arrow at the end back to the beginning to show that participation is a continuous cycle.

Facilitation tips

Support children's memory and storytelling by using photographs, icons and examples from previous activities.

Value different perspectives and encourage children to share their own experiences. Remind them that different feelings about the same activity are valid.

Offer different ways to participate. Children can draw, use symbols, move cards or explain their ideas verbally instead of writing.

Focus on both celebration and learning by recognising children's achievements, contributions and challenges, while also discussing possible improvements.



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Our Journey So Far

WEIGH Phase

Child-led element

Children reconstruct their own participation journey, decide which activities and moments were meaningful, choose how they want to reflect on their experiences and generate ideas for future action.

Their reflections contribute to the evaluation of the process and help shape future participation activities.

Inclusion tips

Use photographs and activity icons to support children's memory and understanding of the different phases.

Allow children to draw instead of writing and provide different ways to express their reflections.

Offer opportunities to work individually, in pairs or as a group.

Children may place emoticon cards or symbols without explaining their choices if they prefer.

Safeguarding note

Ensure that every child has the opportunity to participate while making clear that sharing reflections is always voluntary.

Keep discussions focused on the participation process rather than personal experiences children may not wish to discuss.





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Our Journey So Far

WEIGH Phase

Output

A visual timeline of the group's participation journey, showing the activities completed during the **NOTICE**, **EXPLORE** and **SPEAK** phases, children's reflections on their experiences and ideas for future action.

The timeline provides a shared record of what children learned, what worked well, what could be improved and how their participation journey can continue through future cycles.

Link with the next phase

This activity concludes the **WEIGH** phase by helping children reflect on their participation journey and recognise how their experiences can inform future participation.

The reflections and ideas collected during the activity can become the starting point for a new **NOTICE** phase within the Compass Mechanism, encouraging children to continue noticing, exploring, speaking and reflecting.

Related annexes

Annex W.7.A1 – Our Journey Timeline Icons
A collection of visual materials, including timeline icons, emoticon cards and reflection cards, used to support children in reconstructing and reflecting on their participation journey.



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Reflection and Future Compass

WEIGH Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
WEIGH	6-8 / 9-12	45-60 min	Whole group	W.8.A1-3

Objective

To help children reflect on each phase of the SOCRATES Compass, celebrate their participation, evaluate their experience and identify ideas for future participation.

The activity supports children in recognising their learning, reflecting on what happened throughout the participation process and identifying priorities that may become the starting point for a new participation cycle.

Materials

- **Annex W.8.A1 – Reflection and Future Compass Poster**
- **Annex W.8.A2 – Reflection Cards**
- **Annex W.8.A3 – Emotion Cards**
- Markers and coloured pencils
- Photos or children's previous work, if available

How to use it

Step 1 – Revisit the Compass journey

Gather children around the **Reflection and Future Compass Poster** and briefly revisit each phase of the SOCRATES Compass:

NOTICE → EXPLORE → SPEAK → WEIGH

Use photographs, drawings or materials from previous activities to help children remember their participation journey.

Step 2 – Reflect at each Compass point

Invite children to move around the four Compass points.



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Reflection and Future Compass

WEIGH Phase

At each phase, children use the **Reflection Cards** to write, draw or represent their reflections through symbols before placing them on the corresponding section of the Compass.

The facilitator can support reflection through questions such as:

NOTICE: What issue did we notice? What surprised you?

EXPLORE: What did you learn? What helped you understand the issue?

SPEAK: How did you feel when sharing your ideas? What are you most proud of?

WEIGH: What happened after we shared our ideas? Did adults listen? What worked well that we should keep? What should we improve next time? What new issue would you like to explore in the future?

Step 3 – Review the completed Compass
Invite children to look at the completed **Reflection and Future Compass** together.

Children share the reflections they consider most important and discuss what they learned throughout the participation journey.

Step 4 – Celebrate and close
Invite children to share one reflection or achievement they are proud of.

Conclude by summarising what the group achieved, what they learned, how their ideas were received and which priorities they identified for future participation.

Facilitation tips

Allow children to express themselves through words, drawings or symbols.



Reflection and Future Compass

WEIGH Phase

Emphasise that there are no right or wrong answers and that different children may have different experiences of the same activity.

Encourage quieter children to contribute in ways that feel comfortable.

Use previous activities and outputs to support children's memories and reflections.

Child-led element

Children decide which experiences they wish to reflect on, which achievements they want to celebrate and which future issues they believe deserve attention.

Their reflections and priorities contribute to shaping the next participation cycle.

Inclusion tips

Allow drawing or symbols instead of writing.

Read reflection questions aloud if needed.

Use **Emotion Cards** and visual prompts to support children's expression.

Allow children to work with a peer or respond verbally according to their communication preferences.

Safeguarding note

Participation should remain voluntary.

Respect children's decisions not to share personal reflections with the group and ensure that discussions remain respectful and supportive.



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Reflection and Future Compass

WEIGH Phase

Output

A completed **Reflection and Future Compass** showing children's reflections on each phase of the SOCRATES Compass, their learning and the priorities they identify for future participation.

The activity provides a shared record of children's experiences, feedback and ideas for continuing the participation journey.

Link with the next phase

The **Reflection and Future Compass** closes one participation cycle while supporting the beginning of the next.

The priorities identified by children can become potential starting points for a new **NOTICE** phase within the Compass Mechanism.

Related annexes

Annex W.8.A1 – Reflection and Future Compass Poster
A visual tool used by children to collect reflections on each phase of the SOCRATES Compass and identify priorities for future participation.

Annex W.8.A2 – Reflection Cards
Cards used by children to express their reflections through words, drawings or symbols.

Annex W.8.A3 – Emotion Cards
Visual cards used to support children in expressing feelings related to their participation experience.



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Future Action Boxes

WEIGH Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
WEIGH	6-8 / 9-12	30 min	Individual	W.9.A1

Objective

This activity helps children transform their reflections into concrete suggestions for the future.

Children identify what worked well, what should be changed, and what new ideas should be considered in the next cycle. The aim is to make children's feedback visible and useful for facilitators, adults and stakeholders.

Materials

- Three boxes, envelopes or containers, preferably in different colours, labelled Keep, Change and New Ideas
- **Annex W.9.A1 – Future Action Cards**
- Pens, pencils or markers
- Optional: outputs from previous phases and feedback or responses received from adults during the **SPEAK** phase

How to use it

Step 1 – Introduce the three boxes
The facilitator presents the three boxes:

Keep – things that worked well and should be repeated.
Change – things that did not work well or should be improved.
New ideas – new suggestions for the next cycle.

Step 2 – Individual reflection
Each child receives one or more cards. They can write or draw their feedback and place it in the relevant box.



Future Action Boxes

WEIGH Phase

This individual step is important because children may have different opinions and should not feel pressured to follow the group.

Step 3 – Place the cards in the boxes
Children place their cards in the boxes. This can be done anonymously if useful, especially when feedback concerns the process, adults or group dynamics.

Step 4 – Open the boxes
A small group of children, with the support of the facilitator, opens the boxes and reads or groups the cards.

The facilitator helps summarise the feedback without changing children's meaning.

Step 5 – Create a shared summary
The group creates a short summary of what should be kept, what should change, and what new ideas should be considered.

This summary can be shared with facilitators, teachers, adults or stakeholders, or used to plan the next Compass cycle.

Facilitation tips

Make clear that all three boxes are important. "Change" is not a negative box: it helps improve the next process.

Allow anonymous contributions when children may feel uncomfortable giving feedback openly.

Do not force the group to agree on one single view. Different opinions can be included in the final summary.



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Future Action Boxes

WEIGH Phase

Use the adult feedback from **SPEAK** to support reflection. For example, children can think about whether the response was clear, useful, disappointing, promising or still incomplete.

If children mention that adults did not respond clearly, record this as important feedback for improving the next cycle.

Child-led element

Children decide what feedback they want to give and whether they want to write, draw or share it anonymously.

They also help organise the final summary and identify which suggestions should guide the next steps.

Inclusion tips

Children can contribute through drawings, symbols, keywords, dictated sentences or written notes.

For younger children, use simple icons: **Keep** = star or heart - **Change** = tool or arrow - **New ideas** = lightbulb.

For children with language barriers, allow drawing or support from a peer or facilitator.

For children who find writing difficult, the facilitator can write down the child's words.

Safeguarding note

Feedback should be handled respectfully, especially if children express criticism, frustration or disappointment.



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Future Action Boxes

WEIGH Phase

The facilitator should avoid asking children to blame individuals. The discussion should focus on what can be improved in the process, the communication, the space or the follow-up.

Output

A **Future Action Summary** created from children's feedback.

The summary identifies what should be kept, what should be changed, and what new ideas should inform the next participation cycle.

Link with the next phase

The Future Action Summary can become the basis for a new **NOTICE** phase.

What children want to change or explore further can help the group identify new issues, questions or priorities, keeping the Compass cycle active and meaningful.

Related annexes

Annex W.9.A1 – Future Action Cards
A simple set of cards children can use to write or draw what they want to keep, what they want to change, and what new ideas they want to bring into the next cycle.



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The Suitcase for the Next Adventure

WEIGH Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
WEIGH	6-8	45-60 min	Small groups	W.10.A1-3

Objective

To help children reflect on their participation journey by identifying what supported them, what they learned and what they would like to share with the next group of children taking part in the SOCRATES Compass Mechanism.

The activity supports children in recognising meaningful experiences, collecting advice and transferring their learning to future participants.

Materials

- **Annex W.10.A1 – Suitcase Poster**
- **Annex W.10.A2 – Packing Cards**
- **Annex W.10.A3 – Luggage Tags**
- Markers, pencils and crayons
- Sticky tack or tape
- Stickers, if available

How to use it

Step 1 – A new adventure begins

Introduce the **Suitcase Poster** and explain that a new group of children is about to begin their own SOCRATES Compass journey.

Invite children to think about what experiences, ideas and advice could help future participants feel prepared and confident during their participation journey.

Step 2 – Identify what to pack

Provide children with the **Packing Cards** and invite them to reflect on their own participation experience.



The Suitcase for the Next Adventure

WEIGH Phase

Children identify what supported them during the journey, what they learned, what helped them work together and what they would like future participants to know.

Children record their ideas through drawings, words or symbols.

Step 3 – Pack the suitcase
Invite children to share their **Packing Cards** and place them inside the **Suitcase Poster**.

Children discuss which ideas are particularly important and decide whether similar contributions should be grouped together.

The facilitator can support reflection through questions such as: “Why is this important?” - “How could this help another group?” - “Is there anything we forgot to include?”

Step 4 – Leave a travel note
Provide each child with a **Luggage Tag** and invite them to complete it with a message for future participants.

Children can write or draw a piece of advice beginning with: “Dear future explorers…”

The **Luggage Tags** are attached to the suitcase as a collection of messages for the next group.

Step 5 – Review the suitcase
Invite children to look at the completed suitcase together.



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The Suitcase for the Next Adventure

WEIGH Phase

Discuss how the collected ideas represent what children learned from their participation journey and how they can support future groups.

Facilitation tips

Keep the discussion focused on children's experiences throughout the SOCRATES Compass journey rather than on individual activities only.

Encourage children to explain why they consider each item important for the next group.

Accept drawings, symbols and words as equally valid ways of contributing.

Remind children that different participants may have learned different things and that every contribution can provide useful guidance for future groups.

Allow children sufficient time to reflect before sharing their ideas.

Child-led element

Children decide what should be included in the suitcase, explain why each item is important and create advice for future participants.

The contents of the suitcase are determined by children's own experiences, reflections and ideas.

Inclusion tips

Ensure that the **Suitcase Poster** and materials are physically accessible to all children. Provide support with attaching cards or tags when needed.

Use picture cards and visual prompts to support children with language barriers and allow contributions through drawings, symbols or keywords.



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The Suitcase for the Next Adventure

WEIGH Phase

For children with low confidence, allow them to prepare their ideas individually before sharing them with the group.

Accept responses through speech, writing, drawing, gestures or AAC.

Safeguarding note

Children may have different reflections on their participation experience.

Create a supportive environment where children can share positive experiences and challenges without judgement.

Avoid comparing children's contributions or asking them to justify their reflections.

If a safeguarding concern is disclosed during the activity, follow the organisation's safeguarding procedures.

Output

A completed **Suitcase for the Next Adventure** containing children's reflections, learning points and advice for future participants.

The **Suitcase and Luggage Tags** provide a collective record of children's participation journey and can be documented through photographs or displayed, if appropriate.

Link with the next phase

The completed suitcase can be shared with future groups beginning the SOCRATES Compass Mechanism.



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The Suitcase for the Next Adventure

WEIGH Phase

By transferring children's experiences, ideas and recommendations, the activity supports continuity between participation cycles and helps future participants build on previous learning.

Related annexes

Annex W.10.A1 – Suitcase Poster
A large visual poster used to collect and display the ideas children want to pass on to future participants.

Annex W.10.A2 – Packing Cards
Cards used by children to record what they believe future participants should bring with them on their participation journey.

Annex W.10.A3 – Luggage Tags
Individual cards used by children to write or draw advice for future participants.



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If We Did it Again...

WEIGH Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
WEIGH	9-12	45 min	Small groups	W.11.A1-3

Objective

To support children in evaluating their participation journey by reflecting on what worked well, what they learned, what challenges they experienced and what recommendations they would make to improve future participation processes.

The activity supports children in identifying lessons learned and transforming their experiences into advice for future participants.

Materials

- **Annex W.11.A1 – Guide for Future Changemakers Template**
- **Annex W.11.A2 – Reflection Cards**
- **Annex W.11.A3 – Lessons Learned Cards**
- Markers and pens
- Sticky notes
- Flipchart or whiteboard

How to use it

Step 1 – Introduce the guide

Introduce the **Guide for Future Changemakers** and explain that another group of children is about to begin the SOCRATES Compass journey.

Invite children to think about what advice and recommendations could help future participants have a meaningful participation experience.

Step 2 – Look back at the journey

Provide children with the **Reflection Cards** and invite them to reflect individually on their participation experience.



If We Did it Again...

WEIGH Phase

Children identify what worked well, what surprised them, what challenges they experienced, what they learned and what they would do differently in the future.

Children first reflect individually and then share their ideas with the group.

Step 3 – Writing the guide
Children work together to decide which reflections and lessons should be included in the **Guide for Future Changemakers**.

The guide can include sections such as: Don't forget to... - We are proud that... - One challenge to be ready for... - Adults listened best when... - Our top tip for future children...

Children discuss their ideas, combine similar contributions and agree on the final recommendations.

Step 4 – Passing it on
Children share the recommendations they consider most important for future participants.

The completed guide represents the experiences, lessons learned and advice that children want to pass on to the next groups taking part in the SOCRATES Compass Mechanism.

Facilitation tips

Encourage honest reflection by reminding children that there are no right or wrong answers.

Invite children to discuss both positive experiences and challenges while focusing on situations rather than individual people.



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If We Did it Again...

WEIGH Phase

Encourage constructive suggestions for improvement rather than criticism.

Ensure that every child has the opportunity to contribute before the group agrees on final recommendations.

Support children in recognising the skills and knowledge they developed throughout the participation process.

Child-led element

Children determine the content of the guide, identify the lessons they consider most valuable and agree on the recommendations they want to share with future participants.

The facilitator supports the discussion without influencing children's reflections or conclusions.

Inclusion tips

Ensure that reflection materials are accessible and provide support with recording ideas when required.

Provide sentence starters and allow children to respond through keywords, drawings or symbols.

For children with low confidence, allow reflection individually or in pairs before contributing to the group guide.

Accept written, visual or verbal reflections and provide additional thinking time where needed.



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If We Did it Again...

WEIGH Phase

Safeguarding note

Reflection may lead children to discuss moments when they felt unheard, excluded or disappointed.

Encourage respectful discussion focused on experiences rather than individuals and avoid asking children to disclose personal or sensitive information.

Output

A completed **Guide for Future Changemakers** containing children's reflections, lessons learned and recommendations for future participants.

The guide provides a record of children's experiences and can be shared with future groups implementing the SOCRATES Compass Mechanism.

Link with the next phase

The recommendations collected through the guide can support facilitators and future groups in strengthening subsequent SCM cycles and improving children's participation processes.

Related annexes

Annex W.11.A1 – Guide for Future Changemakers Template
A template used by children to collect reflections, lessons learned and recommendations for future participants.

Annex W.11.A2 – Reflection Cards
Cards containing prompts to support children's individual reflection on their participation experience.

Annex W.11.A3 – Lessons Learned Cards
Cards used by children to record key insights and recommendations for future participation processes.



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Our Participation Museum

WEIGH Phase

SCM Phase	Age Group	Duration	Group	Linked Annex
WEIGH	6-8 / 9-12	45 min	Small groups	W.12.A1-2

Objective

To help children celebrate their participation journey, recognise the value of their contributions and reflect on how their ideas, experiences and learning can continue to inspire positive changes.

Materials

- **Annex W.12.A1 – Museum Display Cards**
- **Annex W.12.A2 – Future Wishes Cards**
- Sticky notes
- Markers
- Materials for creating exhibits, such as drawings, photos, symbols, if available

How to use it

Step 1 – Introduce the Participation Museum

Introduce the **Participation Museum** as a space where children can collect and display meaningful moments, ideas and achievements from their SOCRATES journey.

Explain that the museum will represent what children experienced, learned and contributed throughout the participation process.

Step 2 – Create the museum exhibits

Divide children into small groups and invite each group to create a museum exhibit using drawings, words, photos, symbols or objects.

Children decide what to represent, including activities they enjoyed, ideas shared, challenges overcome, new learning and hopes for the future.



Our Participation Museum

WEIGH Phase

Step 3 – Set up the museum
Invite children to arrange their completed exhibits around the room to create the **Participation Museum**.

Each group presents their exhibit and explains why they chose to include it.

Step 4 – Visit the museum
Invite children to walk around the museum and explore each exhibit.

Children share reflections on the different displays and listen to the experiences and perspectives of others.

Step 5 – Imagine the future
Provide children with the **Future Wishes Cards** and invite them to reflect on future participation experiences.

Children complete the sentence: "The next time children participate, I hope..."

The cards are collected and displayed as the final part of the museum.

Step 6 – Celebrate the journey
Conclude the activity by reviewing the completed **Participation Museum**.

Recognise children's contributions throughout the SOCRATES Compass journey and reflect on how their ideas and experiences can support future participation.

Facilitation tips

Focus on celebrating every contribution, not only visible outcomes or changes achieved.



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Our Participation Museum

WEIGH Phase

Encourage creativity and storytelling and allow children to decide how they want to represent their experiences.

Use positive language that recognises effort, collaboration and learning.

Support children in recognising that different experiences and perspectives are valuable.

Child-led element

Children choose what to display, how to present it and which memories, achievements and experiences they consider most meaningful.

They also identify their hopes and ideas for future participation.

Inclusion tips

Encourage different forms of expression, including drawings, collage, symbols or verbal storytelling.

Allow children to contribute according to their abilities and preferences.

Pair children or provide additional support when needed.

Provide visual examples if helpful, without influencing the content of children's exhibits.

Safeguarding note

Ensure that every child's contribution is treated with equal respect.

Avoid comparisons between children's work or presenting some contributions as more important than others.



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Our Participation Museum

WEIGH Phase

If children share difficult experiences related to their participation journey, acknowledge them respectfully and follow appropriate safeguarding procedures where needed.

Output

A completed **Participation Museum** displaying children's reflections, contributions and experiences throughout the SOCRATES Compass journey.

The **Museum** and the **Future Wishes Cards** provide a shared record of children's learning, feedback and ideas for future participation.

Link with the next phase

The Participation Museum and the Future Wishes Cards provide insights for future participation activities and can inspire a new SOCRATES Compass cycle.

The activity reinforces the idea that participation is an ongoing process where children's experiences and reflections contribute to future action.

Related annexes

Annex W.12.A1 – Museum Display Cards
Cards used by children to create and organise the exhibits of the Participation Museum.

Annex W.12.A2 – Future Wishes Cards
Cards used by children to express hopes and ideas for future participation experiences.



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CROSS-CUTTING Activities at a Glance

These cross-cutting activities can be used before, during or between different SCM phases. They help facilitators strengthen the conditions, knowledge and skills children need to participate safely, confidently and meaningfully throughout the Compass cycle.

C.1 – Our Participation Charter (6-8 / 9-12)

Helps children create shared agreements for safe, respectful and inclusive participation throughout the Compass cycle.

C.2 – Know Your Rights (6-8 / 9-12)

Helps children understand key rights in their own words and use a rights lens when observing, exploring, speaking and reflecting.

C.3 – Triple Guess: Describe it. Say it. Act it. (6-8 / 9-12)

Helps children build shared civic and community vocabulary through explanation, association and different forms of expression.

C.4 – Agree, Disagree, Different Ideas! (6-8 / 9-12)

Helps children express agreement, disagreement and additional ideas respectfully during group discussions.

C.5 – Through Different Eyes (6-8 / 9-12)

Helps children observe their environment carefully and recognise similarities and differences across perspectives.

C.6 – Many Ideas, Shared Decision (6-8 / 9-12)

Helps children compare different options, consider everyone's ideas and reach an inclusive shared decision.



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Our Participation Charter

Cross-cutting

SCM Phase	Age Group	Duration	Group	Linked Annex
ALL	6-8 / 9-12	25-35 min	Whole group	C.1.A1

Objective

To help children co-create a safe, respectful and inclusive environment for participation throughout the SOCRATES Compass.

The activity introduces key participation values such as listening, respect, kindness, inclusion, privacy, taking turns and respecting different opinions. It helps children understand that everyone has the right to participate in ways that feel comfortable to them.

Materials

- **Annex C.1.A1 – Participation Charter Poster**
- Large sheet of paper or flipchart
- Markers
- Picture cards representing participation values (listening ears, helping hands, speech bubbles, heart, smile, etc.)

How to use it

Step 1 – Introduce the activity

Explain that, before beginning the SOCRATES activities, the group will create its own **Participation Charter**: a shared agreement about how children want to communicate, listen and work together.

Invite children to reflect on what helps people feel safe, respected and able to participate during group activities.

Step 2 – Collect children's ideas

Invite children to reflect individually before sharing their ideas with the group.



Our Participation Charter

Cross-cutting

Collect their suggestions through words, drawings or symbols, helping the group identify the values and behaviours they consider important for working together.

The discussion can explore aspects such as respect, listening, expressing different opinions and finding ways to participate together.

Step 3 – Create the Participation Charter
Invite the group to transform children's ideas into a shared agreement.

Together, children decide which statements best represent how they want to participate throughout the SOCRATES Compass.

Possible agreements may include: We listen without interrupting – Everyone has the right to speak or not to speak – We respect different opinions – We use kind words – We ask questions respectfully – We take care of our materials and shared space – We all have something valuable to contribute.

Invite children to personalise the charter through drawings, symbols, handprints or stickers.

Step 4 – Agree on the shared charter
Read the agreements together and invite children to check whether everyone feels represented.

If needed, allow children to modify the wording until the charter reflects their ideas.

Each child can contribute to the final charter by writing their name, drawing a symbol, adding a fingerprint or placing a sticker.



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Our Participation Charter

Cross-cutting

Step 5 – Revisit the Participation Charter

Keep the **Participation Charter** visible throughout the SOCRATES Compass activities.

At different moments of the process, invite children to return to the charter and reflect on whether the agreements are still working or whether something should be changed or added.

Allow children to update the charter as the project develops.

Facilitation tips

Create a supportive environment where children feel comfortable sharing their ideas and opinions.

Allow sufficient thinking time before discussions and encourage different ways of participating.

Support children in creating their own agreements rather than introducing rules on their behalf.

Model respectful listening throughout the activity and help the group reflect on how their agreements support participation.

Child-led element

Children decide which values and behaviours are important for their group.

They create the **Participation Charter** themselves and can revise it throughout the SOCRATES Compass according to their experiences and needs.

The facilitator supports the process but does not impose the group rules.



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Our Participation Charter

Cross-cutting

Inclusion tips

Use pictures, symbols or emojis alongside written text.

Allow children to contribute through drawings, gestures or short words instead of writing.

Provide communication cards or peer support for children who need additional communication support.

Allow children to express agreement non-verbally.

Ensure that quieter children have opportunities to contribute without pressure.

Adapt examples and language according to children's age and cultural context.

Safeguarding note

Participation should always remain voluntary.

Children should feel free to express themselves in different ways or choose not to answer.

The facilitator should ensure that no child is criticised, excluded or laughed at because of their opinions, ideas or communication style. If disagreements emerge, they should be addressed as opportunities to practise respectful dialogue.

Output

A co-created **Participation Charter** displayed throughout the SOCRATES Compass activities.

The charter provides a shared reference for children and facilitators and can be updated with new agreements introduced by children during the project.



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Our Participation Charter

Cross-cutting

Link with the SCM phases

This activity can be used throughout the Compass cycle.

Before **NOTICE**, it helps children create a shared understanding of how they want to participate, communicate and work together during the process.

During **EXPLORE**, it supports respectful discussion, active listening and the inclusion of different perspectives.

Before **SPEAK**, it helps children reflect on how they can contribute and ensure that everyone feels comfortable sharing their ideas.

During **WEIGH**, it supports children in reflecting on the participation process and whether the group agreements helped create a respectful and inclusive environment.

Related annexes

Annex C.1.A1 – Participation Charter Poster
A visual template used by children to record the participation agreements they create together and revisit throughout the SOCRATES Compass cycle.

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Know Your Rights

Cross-cutting

SCM Phase	Age Group	Duration	Group	Linked Annex
ALL	6-8 / 9-12	25-35 min	Small group	C.2.A1-2

Objective

This activity helps children discover and discuss some key children's rights in a simple and concrete way.

Children are not asked to memorise adult definitions. Instead, they use rights cards, images, examples and their own words to explain what each right means in everyday life.

The aim is to help children build a "rights lens" that can be used throughout the Compass cycle: when they notice issues, explore causes, speak with adults and reflect on what changed.

Materials

- **Annex C.2.A1 – Rights Cards**
- **Annex C.2.A2 – Rights in Our Words Sheet**
- Markers, pencils, post-its or symbols
- Optional: a large poster or wall space for the "Our Rights Wall"

How to use it

Step 1 – Introduce the activity

Explain that children have rights and that rights are important things every child needs to grow, feel well, be safe, learn, play, be included and be listened to.

Keep the introduction short. Present the activity not as a lesson on rights, but as a way to understand what rights mean in children's everyday lives.



Know Your Rights

Cross-cutting

Step 2 – Choose or receive a Rights Card
Give each small group one **Rights Card**, or allow children to choose one. Each card includes only the name of the right and a simple image, rather than a full definition.

Suggested rights may include: Right to play – Right to be listened to – Right to express your opinion – Right to learn – Right to be safe – Right to health and well-being – Right to be included – Right to be protected – Right to be treated equally.

Step 3 – Define the right in children's words
Invite children to begin with concrete examples, memories, places or situations they know.

They can explain the right through words, drawings, symbols or short examples.

Support the discussion without giving the definition first. If needed, use one light prompt: "What does this right mean in real life?"

Step 4 – Connect the right to everyday life
Invite groups to think about where they see this right in their school, community centre, playground, family, neighbourhood or group activities.

Children identify situations where the right is present and situations where it may be fragile, limited or missing.

They can write, draw or use symbols on the **Rights in Our Words Sheet**.

Step 5 – Create the Rights Wall
Invite each group to share its card and interpretation with the others.



Sharing can be oral, visual or supported by the facilitator. Children are not required to speak publicly: they may show a drawing, point to a symbol, ask a peer to speak or ask the facilitator to read their words.

Place the cards and children's explanations on a shared **Rights Wall**.

Keep the wall visible so that it can be revisited during the following activities.

Step 6 – Use the Rights Wall during the Compass cycle
Explain that the **Rights Wall** is not only the output of this activity, but a tool that can be used again throughout the Compass cycle.

When children notice an issue, explore a problem, prepare a message for adults or reflect on what changed, invite the group to return to the wall and identify which rights are connected to their observations, ideas or proposals.

Facilitation tips

Begin with children's examples, words and experiences rather than legal definitions.

Avoid correcting children too quickly. If a child gives an unexpected interpretation, first ask what they mean or where their example comes from.

Do not present rights as rewards for good behaviour. Every child has rights. Responsibilities can be discussed, but they should not be used to suggest that children must "earn" their rights.

Keep the number of rights limited. For younger children, use four to six cards. For older children, use six to nine cards.

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Know Your Rights

Cross-cutting

Revisit the **Rights Wall** during later phases, particularly before **SPEAK**, when children prepare messages for adults.

Child-led element

Children define the rights in their own words and connect them to their everyday experiences.

The facilitator supports the discussion and may gently reformulate, but does not impose ready-made definitions.

Inclusion tips

Use images, symbols and simple words on each Rights Card.

Children can participate by drawing, pointing, choosing examples, using gestures, writing keywords or speaking.

For younger children, focus on concrete examples: playing safely, being helped, being listened to, going to school, feeling included.

For children with language barriers, allow words in their own language, drawings or peer support.

For children who do not want to speak, allow them to contribute through the group sheet or by placing a symbol on the Rights Wall.

Safeguarding note

Some rights may bring up sensitive experiences, such as not feeling safe, not being listened to, exclusion or violence.



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Know Your Rights

Cross-cutting

The facilitator should not ask children to disclose personal stories in front of the group. If a child shares a sensitive concern, the facilitator should acknowledge it calmly and follow the appropriate safeguarding or child protection procedure.

Output

An Our Rights Wall made of **Rights Cards** and children's own definitions, examples, drawings or symbols.

This output becomes a shared reference for the rest of the Compass cycle.

Link with the SCM phases

This activity can be used at different moments of the process.

Before **NOTICE**, it helps children observe places through a rights lens.

During **EXPLORE**, it helps connect issues to rights, needs and well-being.

Before **SPEAK**, it helps children explain why their proposal matters.

During **WEIGH**, it helps children reflect on whether their right to be heard was respected.

Related annexes

Annex C.2.A1 – Rights Cards

A set of simple child-friendly cards with the name of a right and an image. The cards are used to start discussion without giving children adult-made definitions.

Annex C.2.A2 – Rights in Our Words Sheet

A worksheet where children define one right in their own words and connect it to everyday examples: what the right means, where they see it, and when it may be missing.



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Triple Guess: Describe it. Say it. Act it.

Cross-cutting

SCM Phase	Age Group	Duration	Group	Linked Annex
ALL	6-8 / 9-12	40-45 min	Small groups	None

Objective

To help children develop a shared understanding of political and community-related terms through a playful guessing game that encourages explanation, association and different ways of expressing ideas.

The activity supports children in building civic vocabulary and understanding concepts that can be used throughout the SOCRATES Compass.

Materials

- Prepared terms related to politics, democracy and community life (e.g. mayor, police department, election, parliament, council)
- Blank paper slips for children to add their own terms
- A bowl, box or bag for collecting terms
- Timer
- Paper or board for recording points

How to use it

Step 1 – Introduce the key terms

Introduce selected political and community-related terms and support children in exploring what each one means.

Invite children to discuss the roles, institutions or concepts behind the words and connect them with examples from their everyday lives.

The aim is not to memorise definitions, but to understand the terms through children's own words and experiences.



Triple Guess: Describe it. Say it. Act it.

Cross-cutting

Step 2 – Add children's own terms
Invite children to suggest additional terms to include in the game.

These may be related to the topic or may include familiar words connected to their interests and everyday experiences.

Use their suggestions to adapt the activity to the age and interests of the group.

Step 3 – Prepare the game
Write the selected terms on separate slips of paper and place them in a bowl or container.

Explain the three rounds and model one example turn to make sure children understand how to describe a term, give a one-word clue and act it out.

Step 4 – Play Round 1 "Describe it"
Children describe a term without saying the word itself.

Their teammates try to guess the correct term using the explanation provided.

Step 5 – Play Round 2 "Say one word"
Using the same terms, children play a second round in which they can give only one word as a clue.

The team tries to guess the term from the association provided.

Step 6 – Play Round 3 "Act it"
Using the same terms again, children communicate only through gestures and movements.

No speaking is allowed during this round.



Triple Guess: Describe it. Say it. Act it.

Cross-cutting

Step 7 – Reflect on the activity

At the end of the game, invite children to reflect on which terms they remembered most easily, which concepts they found more challenging and what helped them understand new words.

Support children in clarifying any remaining questions and reinforce that understanding the concepts is more important than giving perfect definitions.

Facilitation tips

Introduce the terms using simple explanations and examples connected to children's everyday experiences.

Support children in developing their own explanations rather than correcting them immediately when their definition differs from an adult explanation.

Encourage teamwork and make sure that confident speakers do not dominate the activity.

Allow children to participate in different ways, including describing, guessing, acting or supporting their team.

Keep the focus on understanding roles, institutions and community concepts rather than memorising information.

Child-led element

Children contribute to the activity by suggesting terms, creating associations and explaining concepts in their own words.



Triple Guess: Describe it. Say it. Act it.

Cross-cutting

Their questions, examples and interpretations help shape the group's understanding of political and community-related concepts.

The facilitator supports the discussion and clarifies information when needed, without replacing children's own reflections.

Inclusion tips

Use simple explanations and examples connected to children's everyday experiences.

Younger children may need additional support before playing, including more concrete examples of roles and institutions.

Allow children to participate through different roles, such as explaining, guessing, acting or supporting their team.

Encourage all children to contribute and provide opportunities for children who may feel less confident to participate gradually.

Safeguarding note

Keep discussions focused on understanding roles, institutions and decision-making processes rather than personal opinions about political parties or individual politicians.

Create an environment where children feel comfortable asking questions and sharing ideas without judgement.

Output

A shared collection of political and community-related terms developed through children's explanations and examples.



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Triple Guess: Describe it. Say it. Act it.

Cross-cutting

The final list of terms, including those suggested by children, can be documented and used as a reference during later activities where children discuss, explore and communicate their ideas.

Link with the SCM phases

This activity can be used at different moments of the process.

Before **NOTICE**, it helps children develop a shared vocabulary to describe people, places and institutions connected to their community.

During **EXPLORE**, it supports children in understanding concepts, roles and structures related to the issues they are investigating.

Before **SPEAK**, it helps children use clearer language when preparing messages and communicating their ideas.

During **WEIGH**, it supports children in reflecting on responses, decisions and the role of different actors involved in the participation process.

Related annexes

No annexes required.



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Agree, Disagree, Different Ideas!

Cross-cutting

SCM Phase	Age Group	Duration	Group	Linked Annex
ALL	6-8 / 9-12	30-45 min	Small groups	C.4.A1-4

Objective

To help children communicate respectfully during group discussions by expressing agreement, disagreement and alternative ideas in a constructive way.

The activity ensures that all voices can contribute throughout the SCM process and supports children in building a shared understanding of ideas in the group.

Materials

- **Annex C.4.A1 – Response Cards**
- **Annex C.4.A2 – Discussion Scenario Cards**
- **Annex C.4.A3 – Conversation Sentence Starters**
- **Annex C.4.A4 – Our Discussion Agreements Poster**
- Flipchart or whiteboard
- Markers

How to use it

Step 1 – Introduce respectful communication

Explain that, during group discussions, children can agree, disagree or propose different ideas in ways that respect everyone's contribution.

Invite children to reflect on how it feels when someone listens to their ideas and how they can respond when another person's idea is different from their own.

Step 2 – Explore discussion scenarios

Present a set of discussion scenarios, either real or imagined, and model how children might express agreement, disagreement or a different idea constructively.



Agree, Disagree, Different Ideas!

Cross-cutting

Invite children to practise each type of response with guidance, noticing how tone, words and gestures affect communication.

Step 3 – Practise different responses
Invite children to use the **Response Cards** to respond to each scenario.

Encourage the group to take turns, listen carefully and express their ideas without dismissing or dominating the contributions of others.

After each scenario, invite children to reflect on how the different responses influenced the discussion.

Step 4 – Reflect and consolidate
Invite children to reflect on which strategies helped the conversations remain constructive and inclusive. Record these on the **Our Discussion Agreements Poster**.

Discuss how these approaches can be used during other SCM activities to make sure that everyone's ideas are heard and valued.

Facilitation tips

Present the activity as an opportunity to practise respectful communication and explain that children can agree, disagree or offer different ideas constructively.

For younger children, provide additional support in understanding the cards and discussion scenarios. Use simple examples, visual cues and concrete situations from everyday life to illustrate agreement, disagreement and alternative ideas.

Encourage children to take turns, listen to one another and contribute in ways that suit them.



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Agree, Disagree, Different Ideas!

Cross-cutting

Remind older children to check that everyone is included and to use constructive language.

Observe interactions and gently support children who may find it difficult to participate, without taking over their responses.

Reinforce that disagreement is normal and can be expressed respectfully.

Use visual prompts, symbols, sentence starters or peer support for children with different communication needs.

Allow children to respond through speech, writing, drawings, symbols, gestures or the **Response Cards**, so that participation remains flexible and inclusive.

Child-led element

Children decide how to respond to each scenario using the cards and their own words.

They practise choosing whether to agree, disagree, or offer a different idea and reflect on how their choices affect the group discussion.

The facilitator observes and supports without directing the children's responses or imposing preferred behaviours.

Inclusion tips

Children can participate verbally, visually, or using gestures.

Sentence starters, symbols and cards support children with different communication needs.



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Agree, Disagree, Different Ideas!

Cross-cutting

The facilitator ensures that confident speakers do not dominate the discussion and that every child can contribute in ways that suit them.

Adjust language and examples according to age, cultural context and different abilities.

Safeguarding note

Focus discussions on ideas and scenarios rather than personal opinions about peers or real-life adults.

Encourage children to participate voluntarily and ensure that no child is criticised or excluded for their contributions.

Output

A completed **Our Discussion Agreements Poster**, together with a shared set of responses to the discussion scenarios, showing how children can express agreement, disagreement and alternative ideas respectfully and contribute constructively to group discussions.

Link with the SCM phases

This activity can be used at different moments of the Compass cycle.

Before **NOTICE**, it helps children express observations and respond to peers' ideas constructively.

During **EXPLORE**, it supports children in discussing causes, solutions and perspectives respectfully.

Before **SPEAK**, it helps children communicate their ideas clearly and respond to others in an inclusive way.



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Agree, Disagree, Different Ideas!

Cross-cutting

During **WEIGH**, it supports children in reflecting on how group discussion was conducted and whether everyone's voice was heard.

Related annexes

Annex C.4.A1 – Response Cards

A set of three cards that children use to express agreement, a different perspective or an additional idea during group discussions.

Annex C.4.A2 – Discussion Scenario Cards

A set of simple scenarios used to practise respectful discussion and different ways of responding to others' ideas.

Annex C.4.A3 – Conversation Sentence Starters

A set of child-friendly sentence starters linked to the three response options, supporting children in expressing their views constructively.

Annex C.4.A4 – Our Discussion Agreements Poster

A template poster used to record the group's shared agreements for respectful and inclusive discussion during future SCM activities.

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Through Different Eyes

Cross-cutting

SCM Phase	Age Group	Duration	Group	Linked Annex
ALL	6-8 / 9-12	30-40 min	Whole group	C.5.A1

Objective

To help children observe their everyday environment carefully, identify what they notice, and recognise different perspectives before exploring community issues in greater depth.

This activity supports children in developing curiosity, attention to detail, and empathy by noticing differences and similarities in how people experience their environment.

Materials

- **Annex C.5.A1 – Observation Cards**
- Clipboard or hard writing surface
- Pencils, coloured pencils or crayons
- Sticky notes
- Camera or tablet (optional, if permitted)
- Large poster or board for collecting observations

How to use it

Step 1 – Introduce the activity

Explain that people may notice different things even when they are in the same environment, and that every observation is valid.

Invite children to explore the selected space quietly, using all their senses. Avoid telling them what they should look for or notice.



Through Different Eyes

Cross-cutting

Step 2 – Observe and record

Give each child an **Observation Card** and invite them to spend several minutes observing the selected area.

Ask them to record anything that catches their attention. They can write, draw or use symbols to represent their observations.

Step 3 – Share observations

Return to the classroom or meeting area and invite children to share their observations, if they wish.

Help the group place similar observations together. Encourage children to notice similarities and differences between their contributions without judging or interpreting what they observed.

Step 4 – Discuss priorities

Invite the group to discuss which observations they find most interesting or important and which they would like to explore further.

Allow children's choices to guide the following activities, ensuring that their perspectives and interests shape how the process develops.

Step 5 – Document the observations

Photograph the completed **Observation Board**, if appropriate and allowed, for documentation purposes.

Use the board primarily as a tool for collective reflection and discussion, following the interests and priorities identified by the children.



Through Different Eyes

Cross-cutting

Facilitation tips

Create a calm and supportive environment where children can explore at their own pace and decide what they want to notice and record.

Allow sufficient time for quiet observation and reflection. Support children in using drawings, symbols or words to record what they notice, without interpreting their observations on their behalf.

Encourage children to share voluntarily and remind the group that there are no right or wrong answers.

If a child is unsure how to begin, use gentle prompts to support their observation, while avoiding directing their attention towards specific objects, places or situations.

Child-led element

Children decide what to observe, how to record their observations and what they wish to share with the group.

They identify which observations they consider most interesting or important, helping shape the topics to be explored in future learning and investigation.

The facilitator supports observation, reflection and sharing without deciding what children should notice or prioritise.

Inclusion tips

Allow children to record their observations through drawings, photographs, symbols, short words or spoken descriptions.

Children can observe individually, in pairs or in small groups, depending on their preferences and support needs.



Through Different Eyes

Cross-cutting

Use visual prompts and simple language where helpful. Provide adapted recording sheets, larger print or additional support for children who need it.

Encourage children to explore through different senses and allow flexibility in the time and ways they participate.

Make sure that the selected observation areas and materials are physically accessible to all children wherever possible.

Safeguarding note

Participation should remain voluntary at all times.

Children should not photograph, record or identify other people without their permission.

Avoid directing children towards situations or areas that may be distressing or unsafe. Make sure that all observation activities take place in safe and appropriately supervised spaces.

Respect privacy and confidentiality when children share their observations. If an observation raises a safeguarding concern, respond calmly and follow the organisation's safeguarding procedures.

Output

A collection of completed **Observation Cards** documenting what children noticed in the selected environment.

The cards are grouped on a shared **Observation Board** to highlight recurring themes, differences and patterns across children's perspectives.



Through Different Eyes

Cross-cutting

The facilitator should document the completed board by taking a photograph, if allowed, and retain the **Observation Cards** as evidence of children's participation and contributions.

Link with the SCM phases

This activity can be used at different moments of the Compass cycle.

Before **NOTICE**, it helps children practise careful observation and recognise that people may experience and interpret the same environment differently.

During **EXPLORE**, it supports children in identifying patterns, asking questions and examining possible causes and different perspectives.

Before **SPEAK**, it helps children select the observations they consider most important and prepare to communicate their ideas clearly.

During **WEIGH**, it supports children in reflecting on the diversity of observations, reviewing priorities and deciding which findings may require further attention or action.

Related annexes

Annex C.5.A1 – Observation Cards
A set of cards with prompts and spaces that children can use to record what they notice through words, drawings or symbols and reflect on different perspectives.

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Many Ideas, Shared Decision

Cross-cutting

SCM Phase	Age Group	Duration	Group	Linked Annex
ALL	6-8 / 9-12	35-45 min	Whole group	C.6.A1-2

Objective

To help children listen to different viewpoints, discuss ideas respectfully, compare options, and reach a shared decision through dialogue and collaboration.

This activity develops children's ability to synthesise multiple perspectives, prioritise ideas, and practise inclusive decision-making that can be applied throughout the SCM process.

Materials

- **Annex C.6.A1 – Decision Cards**
- **Annex C.6.A2 – Decision Mat**
- Optional: Scenario cards
- Sticky notes
- Markers
- Optional: Coloured voting dots

How to use it

Step 1 – Present the challenge
Introduce a decision-making challenge connected to the current SCM activity.

Explain that the aim is to discuss different options and reach a shared decision, rather than find one "correct" answer.

Use an example relevant to the current activity, such as deciding which issue to investigate, which evidence to prioritise or which action to take next.



Many Ideas, Shared Decision

Cross-cutting

Step 2 – Collect many ideas
Give each child a **Decision Card** and invite them to record or draw one idea.

Make sure that all ideas are accepted and included. Encourage different perspectives and give every child an opportunity to contribute.

Step 3 – Discuss together
Place all the **Decision Cards** on the **Decision Mat**.

Invite children to discuss each option and explain why they consider it important, what might happen if it is chosen and whether some options could be combined.

Support children who may need additional guidance to participate, without directing or influencing the final decision.

Step 4 – Make one shared decision
Invite the group to work towards one shared decision, encouraging consensus whenever possible.

If consensus cannot be reached, support children in choosing a fair method to finalise the decision, such as voting.

Record the final decision in the centre of the **Decision Mat**, together with the main reasons identified by the group.

Step 5 – Reflect on the process
Invite children to reflect on how the decision was made.

Discuss whether everyone had an opportunity to contribute, what worked well and what could be improved.



Many Ideas, Shared Decision

Cross-cutting

Encourage children to consider what they might do differently next time and how they could use these decision-making skills in future SCM activities.

Facilitation tips

Present the activity as a collaborative decision-making process rather than a search for the “right” answer.

Support children in explaining their ideas, listening respectfully and considering different perspectives.

Allow sufficient time for discussion and negotiation, adapting the complexity and pace of the activity according to children’s age and needs.

Encourage children who are less confident or need additional support to contribute in ways that feel comfortable to them.

Monitor the discussion to ensure that no child dominates the conversation and that all contributions are considered.

Reinforce that disagreement can be constructive and that the focus is on explaining ideas and reaching a shared decision, rather than winning.

Child-led element

Children generate the ideas, explain their reasoning, compare the different options and decide together which choice best represents the group.

They contribute to both the decision-making process and the final outcome.

The facilitator supports discussion and reflection without influencing which option the group selects.



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Many Ideas, Shared Decision

Cross-cutting

Inclusion tips

Allow children with language or communication barriers to contribute through drawings, symbols, keywords, gestures or partner support rather than complete written sentences.

Children with low confidence can discuss their ideas in pairs before sharing them with the wider group.

Make sure that the **Decision Cards**, **Decision Mat** and other materials are physically accessible to all children.

Allow flexible forms of participation, including verbal, visual and non-verbal contributions.

Provide sufficient thinking time and additional support where needed, while ensuring that all children have an opportunity to contribute.

Safeguarding note

Some children may feel disappointed if their preferred idea is not selected.

Make sure that every opinion is acknowledged and valued, and encourage respectful disagreement throughout the activity.

No child should be criticised, excluded or pressured to change their view.

Monitor group dynamics and intervene when necessary to ensure equitable and respectful participation.

Output

A completed **Decision Mat** showing the ideas considered, the group's shared decision and the main reasons behind it.



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Many Ideas, Shared Decision

Cross-cutting

Through the activity, children practise inclusive and collaborative decision-making skills.

The completed mat can be retained and used as a reference during future SCM activities.

Link with the SCM phases

This activity can be used whenever children need to make a collective decision during the SCM process.

Before **NOTICE**, it can support children in prioritising which issue or clue they want to investigate.

During **EXPLORE**, it helps children select the evidence, causes or questions they consider most relevant.

Before **SPEAK**, it helps the group agree on the key messages, supporting evidence or proposed solutions they want to communicate.

During **WEIGH**, it supports children in deciding on realistic next steps or future actions and reflecting on how the group's reasoning influenced the final outcome.

Related annexes

Annex C.6.A1 – Decision Cards
Individual cards that children use to record or draw one idea before the group discussion.

Annex C.6.A2 – Decision Mat
A collaborative board used to compare ideas, consider different options and record one shared decision.



Annexes

Printable and adaptable resources for the SOCRATES Compass activities

This section contains the printable annexes linked to the activities in the SCM Toolkit. They include cards, posters, maps, worksheets, planning tools and reflection sheets designed to support children's participation throughout the Compass process.

The annexes are organised by phase — **NOTICE, EXPLORE, SPEAK, WEIGH and CROSS-CUTTING** — and follow the order of the activities within each section.



How to use annexes

Annexes are practical supports, not fixed forms that must always be used in the same way. They can be printed, translated, enlarged, simplified or recreated using locally available materials.

Facilitators should adapt them when needed so that children can contribute through writing, drawing, symbols, objects or other accessible forms of expression.



How to read an annex

Each annex page shows the annex title and, directly underneath, the code of the related activity, the Toolkit phase and the age group.

Pico Character Card
N.1.A1 | NOTICE Phase | Ages 6–8

In this example, **N.1.A1** identifies the first annex linked to activity **N.1** in the NOTICE section.

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Pico Character Card

N.1.A1 | NOTICE Phase | Ages 6-8

Meet Pico!

Hello! My name is Pico. I have travelled from Planet Lumina because I want to learn what it is really like to be a child on Earth. Will you help me discover your world?



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Pico's Passport

N.1.A2 | NOTICE Phase | Ages 6-8



✈️

🏠 Home

What happens here?

🚶 Journey

What happens here?

🏫 School

🌍

What happens here?

⚽ Play

What happens here?

🌙 End of the Day

What happens here?

Is there anything Pico thinks could be better?

⭐

🚀

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“Dear Pico...” Cards

N.1.A3 | NOTICE Phase | Ages 6-8



Dear Pico...

If you could change ONE thing for children, what would you tell Pico?

From: _____



Dear Pico...

If you could change ONE thing for children, what would you tell Pico?

From: _____



Dear Pico...

If you could change ONE thing for children, what would you tell Pico?

From: _____



Dear Pico...

If you could change ONE thing for children, what would you tell Pico?

From: _____



Dear Pico...

If you could change ONE thing for children, what would you tell Pico?

From: _____



Dear Pico...

If you could change ONE thing for children, what would you tell Pico?

From: _____

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Pico's Discovery Map

N.1.A4 | NOTICE Phase | Ages 6-8

⭐ Things children enjoy

🤔 Things that could be better

💡 Children's ideas

❤️ What matters most

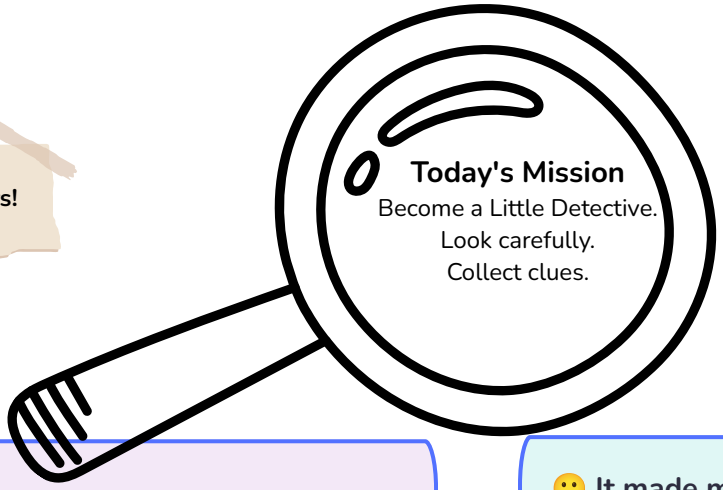
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Little Detective Notebook

N.2.A1 | NOTICE Phase | Ages 6-8

Collect your clues and discover what matters to children.

Every clue matters!



💙 **Remember...**
There are no right or wrong answers.

👀 I noticed...
Draw or write something that caught your attention.

🙂 It made me feel...
Circle or colour the feeling that matches your clue.

😊 Happy
😌 Calm
😟 Worried
😠 Angry
😲 Surprised
🤔 Curious
❤️ Other: _____

📍 Where did I find this clue?
- ☐ 🏫 Classroom
- ☐ 🛝 Playground
- ☐ 🚪 Hallway
- ☐ 🌳 School yard
- ☐ 🚶 Way to school
- ☐ Somewhere else:_____

❓ I wonder...
What makes you curious? Why do you think this happens?

_____
_____
_____
_____
_____
_____

⭐ The clue I want to share
If you could tell your friends about ONE clue, which one would you choose? Draw it or write one sentence.

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Clue Cards

N.2.A2 | NOTICE Phase | Ages 6-8

Draw or write what you discovered.

Draw or describe your story.

Your space to express

📍 Where did you find it?_____

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Big Blue Board

N.2.A3 | NOTICE Phase | Ages 6-8

Let's collect our clues and discover what matters to children.

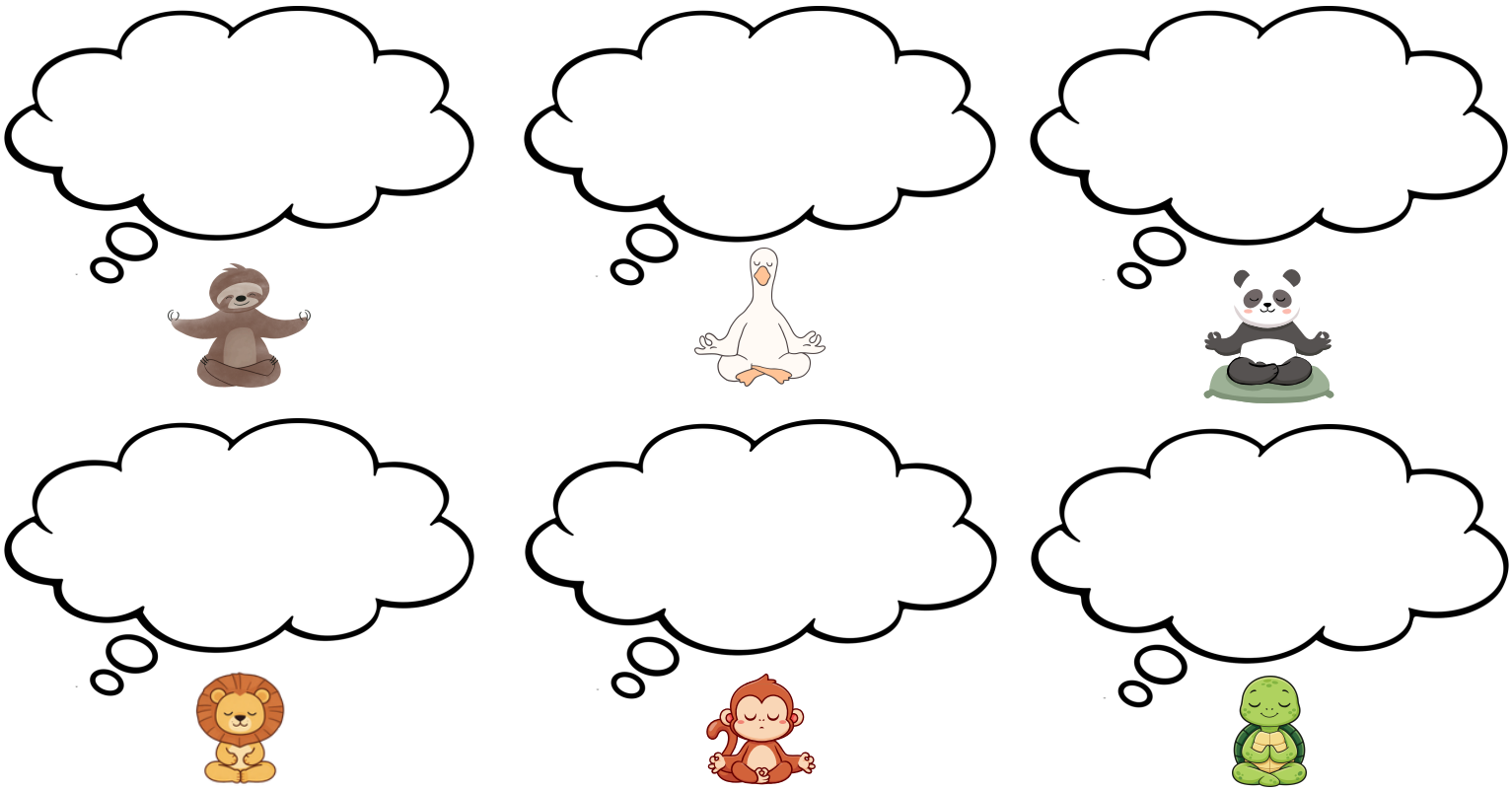
We discovered that many clues are about...

Which clue shall we explore first?

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Reflection Clouds

N.3.A1 | NOTICE Phase | Ages 6-8 / 9-12





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Reflection Clouds

N.3.A1 | NOTICE Phase | Ages 6-8 / 9-12



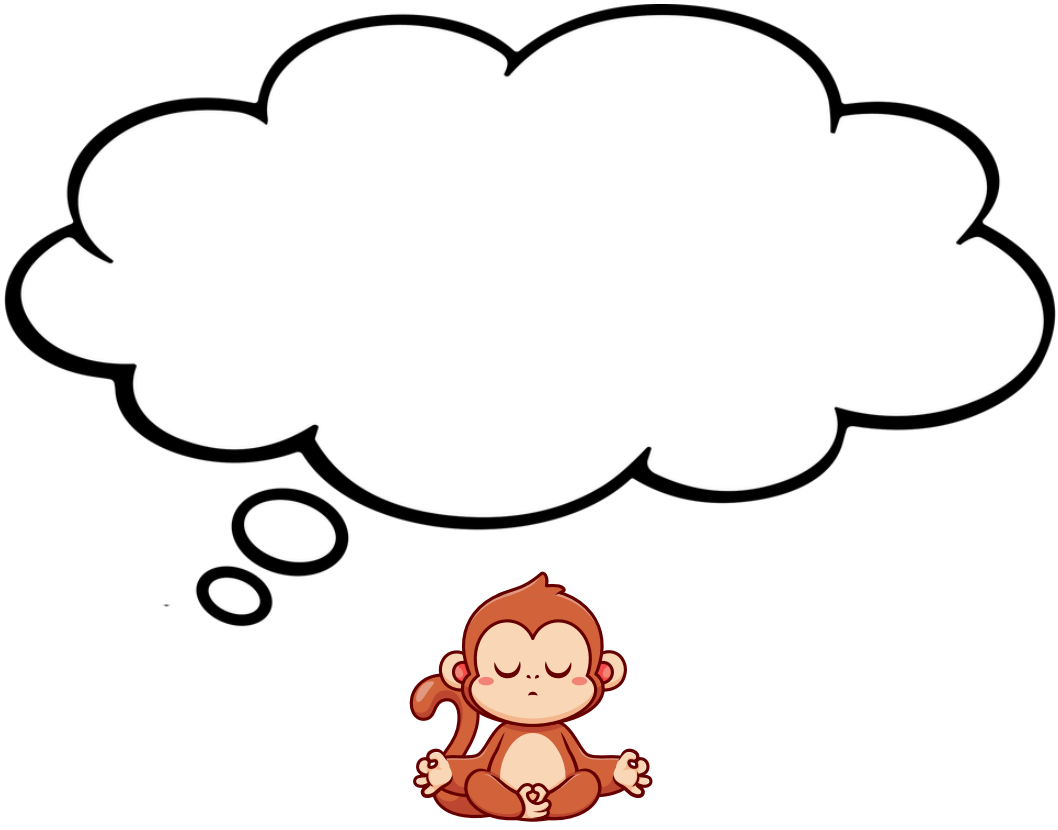


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Reflection Clouds

N.3.A1 | NOTICE Phase | Ages 6-8 / 9-12





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Reflection Clouds

N.3.A1 | NOTICE Phase | Ages 6-8 / 9-12





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Reflection Clouds

N.3.A1 | NOTICE Phase | Ages 6-8 / 9-12



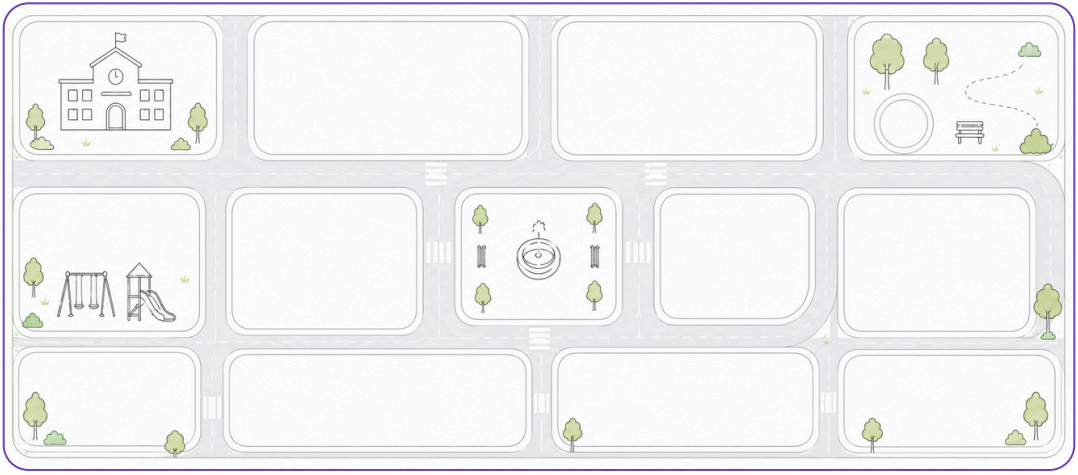
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My Community Map

N.4.A1 | NOTICE Phase | Ages 6-8 / 9-12

Draw or label the places you know. Use the markers to show how you experience them.



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If my environment could talk

N.5.A1 | NOTICE Phase | Ages 6-12



Park

"What do you think this place needs the most?"



Trees

What do you think this place needs the most?"



Playgorund

What do you think this place needs the most?"



Classroom

What do you think this place needs the most?"



Football Pitch

What do you think this place needs the most?"



Bus Stop

What do you think this place needs the most?"



Library

What do you think this place needs the most?"



Bike Path

What do you think this place needs the most?"



Rubbish Bin

What do you think this place needs the most?"



Side walk

What do you think this place needs the most?"



Canteen

What do you think this place needs the most?"



Dog Park

What do you think this place needs the most?"

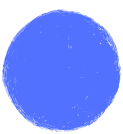
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Experience Markers

N.4.A2 | NOTICE Phase | Ages 6-8 / 9-12

Cut along the dotted lines. Use these cards to name what you noticed.

	I feel good / safe	I feel sad / bored	I feel worried	I am curious
Colours				
Faces				
Symbols				

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My Archaeological Find

N.6.A1 | NOTICE Phase | Ages 6-8 / 9-12

Name of the find

Where did we find it?

Draw or describe your find here

What do we notice?


broken


dirty


forgotten


well cared for


useful


unusual


interesting


not sure yet

What might it tell us about this place?

One question we want to explore

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Barrier Detective Card

N.7.A1 | NOTICE Phase | Ages 6-8 / 9-12

Look carefully at the space around you. What is easy to use? What may be difficult for someone?

Where are we observing?

Group / names

Draw or describe what you noticed here

This place, object or sign is...

1. 

easy to use
2. 
difficult to use
3. 
hard to understand
4. 
too high / too low
5. 
too narrow / crowded
6. 
too noisy
7. 
missing signs / symbols
8. 
needs attention
9. 
a good example
10. 
not sure yet

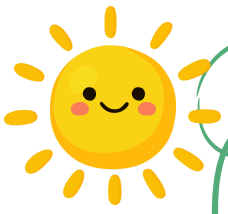
Who might find this difficult or helpful?

One question we want to explore

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A Day in My Shoes Timeline Worksheet

N.8.A1 | NOTICE Phase | Ages 6-8 / 9-12



Let's think about a normal day...

- Every day is full of different moments.
- Some moments make us feel happy and included.
- Some make us feel worried, lonely or frustrated.
- Today you are the expert about your own day.
- Draw, write, use symbols or stickers to show what your day is like.
- There are no right or wrong answers.
- Share only what you feel comfortable sharing.

My Day Timeline

Part of my day	What happened? (Draw or write)	How did I feel? 😊😐😟😠😃	Was this an important moment?
🌞 Arriving at school			☐ Yes ☐ No
📚 During lessons			☐ Yes ☐ No
⚽ Break time			☐ Yes ☐ No
🍎 Lunch / Snack			☐ Yes ☐ No
🎨 Activities / Afternoon			☐ Yes ☐ No
🏡 Going home			☐ Yes ☐ No

Choose ONE important moment:
This is the moment I want people to know about.

_____

_____

_____

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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

Who am I today?

Today I am a new student.



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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

It is my first day here.
Everything is new.

My Mission
Find three things that would help me feel welcome.

🤔 Think about...

- Would I know where to go?
- Would someone invite me to play?
- Would I understand the classroom rules?
- What would make me feel that I belong?

✏️ **My Important Observation**
The most important thing I noticed is...

(or draw)

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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

Who am I today?

Today I use a wheelchair



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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

I want to take part in everything

My Mission
Find places that are easy—or difficult—for me to use.

🤔 Think about...

- Can I move around easily?
- Can I join games and activities?
- Is there anything blocking my way?
- What would help me participate?

✏️ **My Important Observation....**
The most important thing I noticed is...

(or draw)

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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

Who am I today?

Today I speak
a different language



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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

I have just arrived in this community

My Mission

Find things that would help me understand and feel included.

🤔 Think about...

- Would I know where to go?
- Could I understand signs or instructions?
- Would someone try to help me?
- What would make me feel welcome?

✏️ **My Important Observation.....**

The most important thing I noticed is...

(or draw)

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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

Who am I today?

Today I am an older person



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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

I have come to visit the school

My Mission
Notice what makes this place comfortable and accessible.

🤔 Think about...

- Is it easy to walk around?
- Is there somewhere to sit and rest?
- Can I easily find my way?
- What would make me feel welcome?

✏️ **My Important Observation.....**
The most important thing I noticed is...

(or draw)

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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

Who am I today?

Today I am a younger child



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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

Everything feels bigger than me

My Mission

Find things that help me feel safe and confident.

🤔 Think about...

- Can I reach what I need?
- Do I know where to ask for help?
- Are there safe places to play?
- What could make me feel happier?

✏️ **My Important Observation.....**

The most important thing I noticed is...

(or draw)

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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

Who am I today?

Today I am a teacher



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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

I want every child to learn and participate

My Mission
Notice what helps children learn together.

🤔 Think about...

- Can everyone join the activities?
- Does the classroom feel welcoming?
- Is anyone left out?
- What helps children work together?

✏️ **My Important Observation.....**
The most important thing I noticed is...

(or draw)

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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

Who am I today?

Today I am a parent or carer



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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

I want my child to feel safe and happy

My Mission
Notice what would make me trust this place.

🤔 Think about...

- Does the school feel welcoming?
- Would I know who to ask for help?
- Does the environment feel safe?
- What would make me feel confident leaving my child here?

✏️ **My Important Observation.....**
The most important thing I noticed is...

(or draw)

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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

Who am I today?

Today I am visiting this place for the first time



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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

Everything is unfamiliar

My Mission
Notice what would help me find my way

🤔 Think about...

- Is it easy to know where to go?
- Are there clear signs?
- Would someone offer to help?
- What would make me feel comfortable?

✏️ **My Important Observation.....**
The most important thing I noticed is...

(or draw)

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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

Who am I today?

Today I am a child who is feeling shy



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Many Eyes Observation Card

N.9.A1 | NOTICE Phase | Ages 6-8 / 9-12

I don't always speak first.

My Mission
Notice what helps me participate comfortably.

🤔 Think about...

- Are there quiet places if I need a break?
- Are instructions easy to understand?
- Can I take part in activities in different ways?
- What helps everyone feel included?

✏️ **My Important Observation.....**
The most important thing I noticed is...

(or draw)

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Community Character Cards

N.10.A1 | NOTICE Phase | Ages 6-8 / 9-12



School Cleaner

"What would I like to change in my community?"



Teacher

"What would I like to change in my community?"



Parent

"What would I like to change in my community?"



Grandparent

"What would I like to change in my community?"



Garbage collector

"What would I like to change in my community?"



Sports Coach

"What would I like to change in my community?"



Neighbour

"What would I like to change in my community?"



Shopkeeper

"What would I like to change in my community?"



Firefighter

"What would I like to change in my community?"



Bus Driver

"What would I like to change in my community?"



Canteen's Cook

"What would I like to change in my community?"



Doctor

"What would I like to change in my community?"

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Interview Cards

N.12.A1 | NOTICE Phase | Ages 9-12



Child

"What might this person say about our issue?"



Teacher

"What might this person say about our issue?"



Parent

"What might this person say about our issue?"



Grandparent

"What might this person say about our issue?"



School Principal

"What might this person say about our issue?"



Sports Coach

"What might this person say about our issue?"



Neighbour

"What might this person say about our issue?"



Shopkeeper

"What might this person say about our issue?"



Librarian

"What might this person say about our issue?"



Bus Driver

"What might this person say about our issue?"



Local Councillor

"What might this person say about our issue?"



School Caretaker

"What might this person say about our issue?"

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News Headlines Board

N.12.A2 | NOTICE Phase | Ages 9-12

The classroom newspaper written by us, for us!

HEADLINE:

Why does this matter?

HEADLINE:

Why does this matter?

HEADLINE:

Why does this matter?

HEADLINE:

Why does this matter?

HEADLINE:

Why does this matter?

HEADLINE:

Why does this matter?

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Example Sheet

E.2.A1 | EXPLORE Phase | Ages 6-8 / 9-12

This example sheet provides a sample fictional case file and a set of example character and object tokens. These materials are intended as a starting point only and should be adapted, expanded, or modified to fit the chosen topic, age group, and context. Blank token templates are included so children can create additional characters, objects, or ideas that are relevant to their own scenario. This ensures that children's perspectives are not limited by the examples provided.

Case Number 1: "Leo, 12, and the Playground Game"

Leo is 12 years old and in Grade 6.

During break time, he often wants to join a football game in the schoolyard.

But something keeps happening:

- When Leo comes closer, the other children stop talking.
- Sometimes they say, "We already have enough players."
- When teams are chosen, Leo is usually picked last or not at all.
- A few children laugh when he misses the ball.

Leo often ends up sitting alone on a bench.

➔ Be mindful when using bullying-related cases, as some children may have experienced similar situations and could be affected by the discussion.

Case Number 2: "Noah, 9, and the Hot Walk Home"

Noah is 9 years old and in Grade 4.

It is a very hot summer day, and after school Noah walks home with other children.

Along the way, Noah notices several challenges:

- The sun is very strong, and there is very little shade.
- Noah becomes thirsty, but there is no drinking fountain nearby.
- The few shaded places are crowded, so the children cannot all rest there.
- By the time Noah gets home, he feels tired and overheated.

Noah wonders what could make the walk home safer and more comfortable on very hot days.

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Documentation Sheet

E.2.A2 | EXPLORE Phase | Ages 6-8 / 9-12















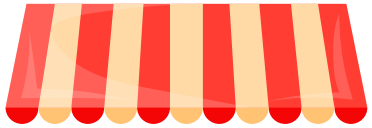

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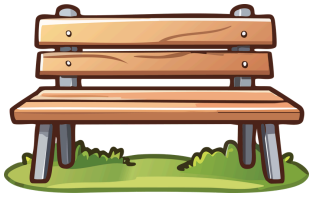
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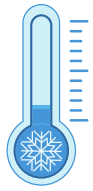
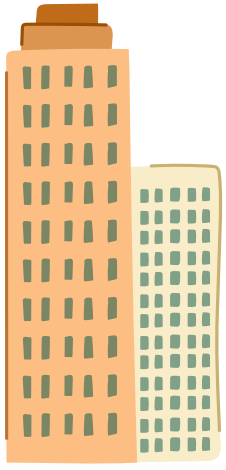
E.2.A2 | EXPLORE Phase | Ages 6-8 / 9-12



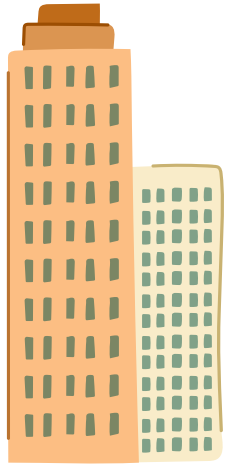






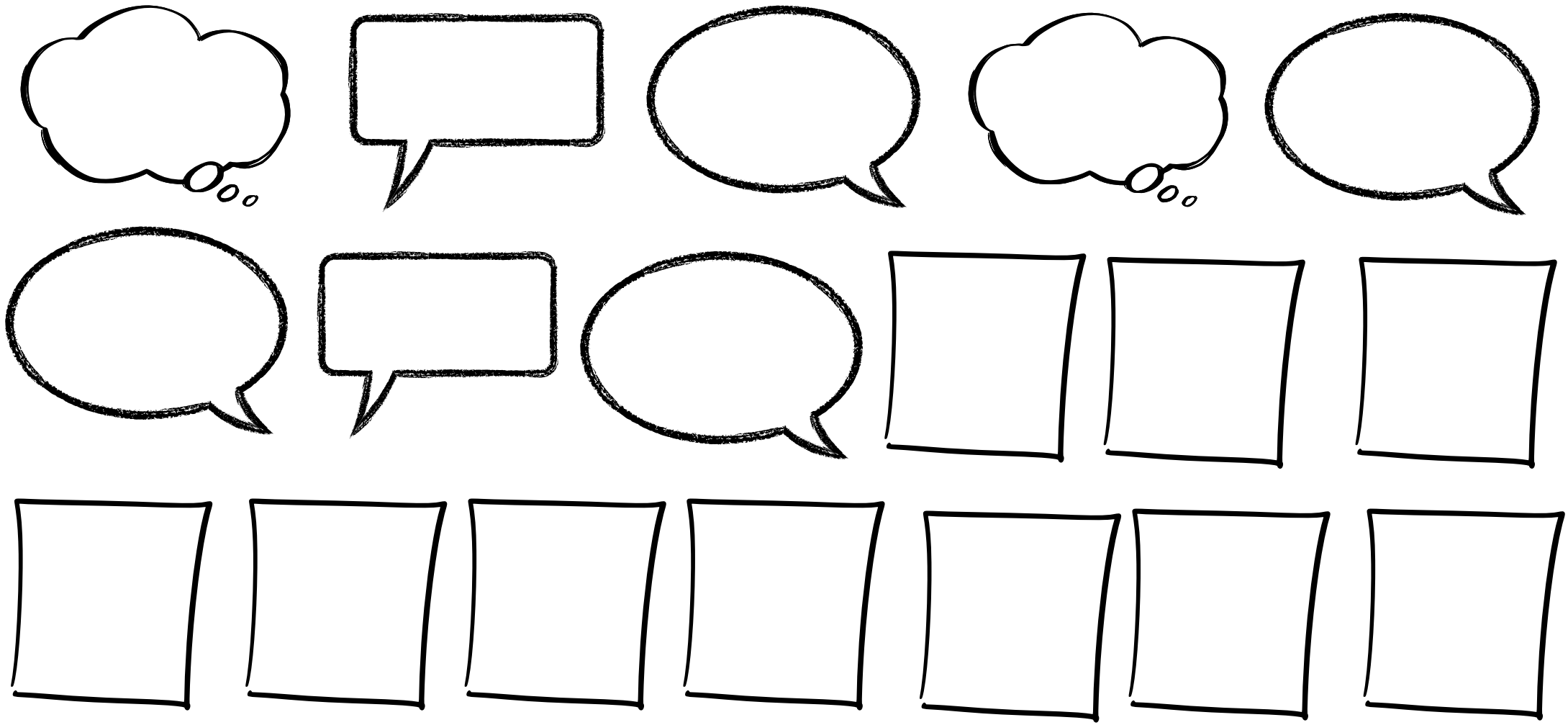



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Documentation Sheet

E.2.A2 | EXPLORE Phase | Ages 6-8 / 9-12



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Detective Dot Character Card

E.3.A1 | EXPLORE Phase | Ages 6-8

Meet Detective Dot!



"Hello! I'm Detective Dot. I know what the problem is, but I don't have enough clues to understand it. Can you help me solve the mystery?"

About Detective Dot

Detective Dot is your guide through the EXPLORE phase. She helps you look carefully at the world around you, spot clues about problems, and collect evidence. She always carries her magnifying glass and notebook so she never misses a detail!

Your Mission

Help Detective Dot gather clues! Look around your school, your neighbourhood, or your home. What do you notice? What could be better? Write or draw your observations in your detective notebook.

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Detective Dot's Case File

E.3.A2 | EXPLORE Phase | Ages 6-8

Case Name: _____

📍 Where does it happen?

🕑 When does it happen?

👥 Who is affected?

❓ What do we still need to find out?

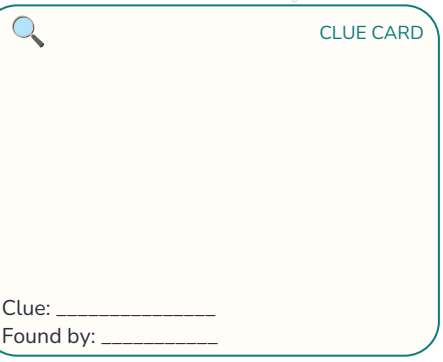


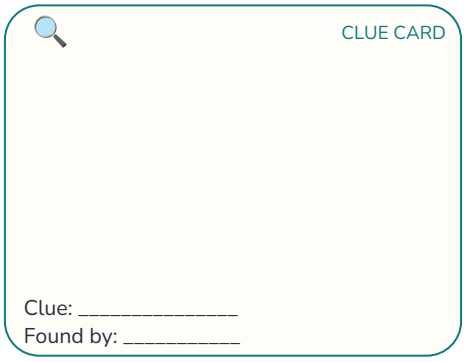
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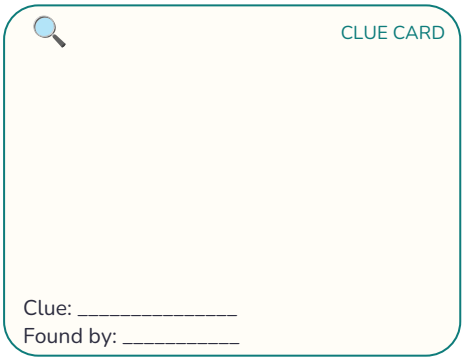
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Clue Cards

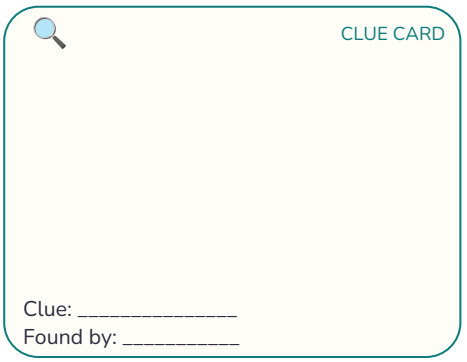
E.3.A3 | EXPLORE Phase | Ages 6-8

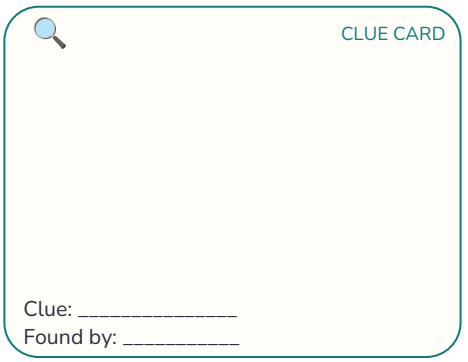


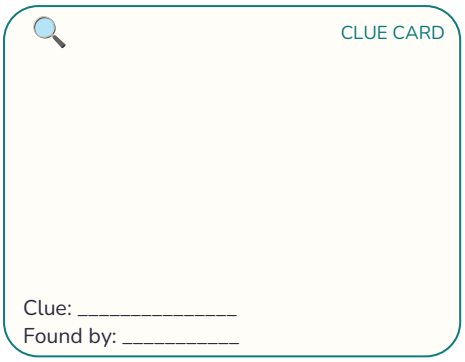


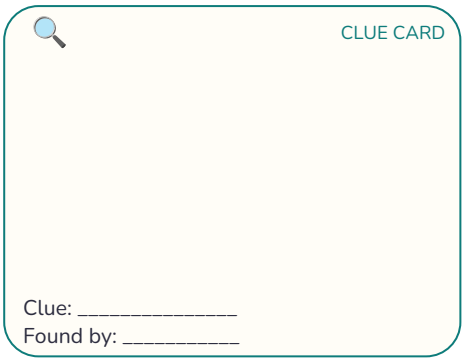


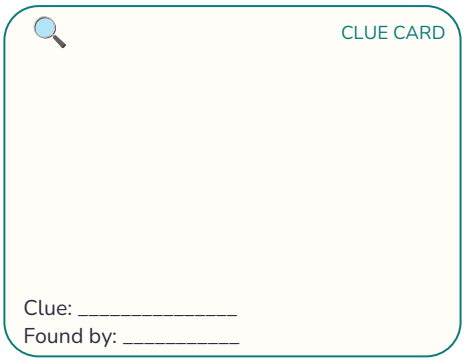


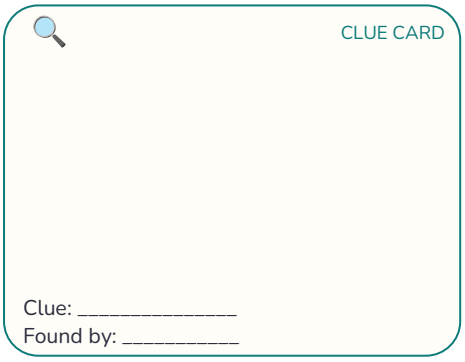


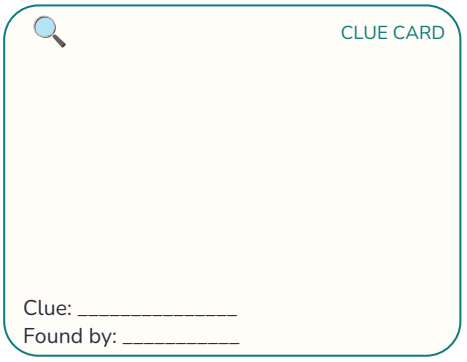


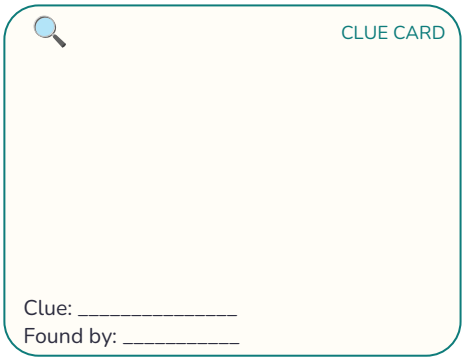












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Evidence Board

E.3.A2 | EXPLORE Phase | Ages 6-8

Where?

When?

Who?

Questions We Still Have

EVIDENCE

CASE NOTES

TOP SECRET

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Investigation Worksheet

E.4.A1 | EXPLORE Phase | Ages 6-8 / 9-12

Collect and write down evidence about the issue.

Help your team collect clues!

👀 What do we already know?

Draw Here

🏡 What have we seen?

Draw Here

What creates this issue?

Draw Here

Who is affected by this issue?

Draw Here

Name of the group: _____

Date: _____

How I expressed this: ✏️ Drawing ✍️ Writing 👆 Pointing 🗣️ Speaking 🎭 Symbols Other: _____

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Evidence Board

E.4.A2 | EXPLORE Phase | Ages 6-8 / 9-12

Based on what we learned, what could help improve this situation?

Which solution do you think would have the biggest positive impact?

Which ideas could children help make happen?

Who could help finding a solution to the problem?

Which ideas would require support from adults, schools or the local community?

How I expressed this: ✏️ Drawing ✍️ Writing 👆 Pointing 🗣️ Speaking 🎭 Symbols Other: _____

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Puzzle Board

E.5.A1 | EXPLORE Phase | Ages 9-12

Our Issue

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Investigation Puzzle Pieces

E.5.A2 | EXPLORE Phase | Ages 9-12

🧩 Where does it happen?

(draw or write here)

🧩 When does it happen?

(draw or write here)

🧩 Who is affected?

(draw or write here)

🧩 How does it affect children?

(draw or write here)

🧩 What do we already know?

(draw or write here)

🧩 What do we still need to find out?

(draw or write here)

🧩 Who could help us understand this better?

(draw or write here)

🧩 Why is this important?

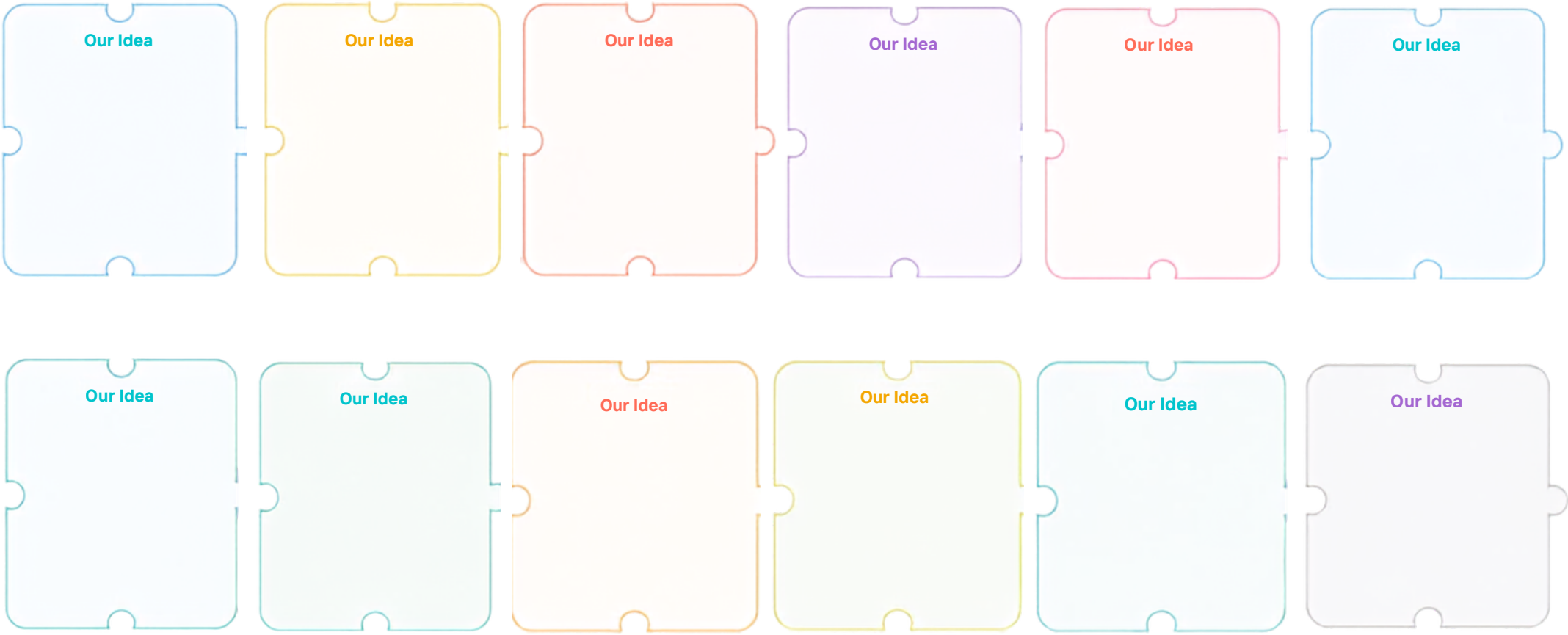
(draw or write here)

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Blank Puzzle Pieces

E.5.A3 | EXPLORE Phase | Ages 9-12



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Problem Tree

E.6.A1 | EXPLORE Phase | Ages 6-8 / 9-12

What are the roots of the issue? Who are affected by it?



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Evidence Hunt Observation Card

E.7.A1 | EXPLORE Phase | Ages 6-8 / 9-12



Evidence Card 1 – Observation

Look Carefully

My Mission

Observe the place closely and notice details that relate to our investigation.



Think about…

What do you see? .....

What is happening? .....

Does anything surprise you? .....

Is this something you see often? .....

What did we find?

_____

_____

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Evidence Hunt Observation Card

E.7.A1 | EXPLORE Phase | Ages 6-8 / 9-12



Evidence Card 2 – Count it!

Count and Compare

My Mission

Collect simple numbers that help us understand the issue.



Think about…

How many people use this place? .....

How many bins, benches or signs can you find? .....

How often does something happen? .....

Do the numbers surprise you? .....

What did we find?

_____

_____

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Evidence Hunt Observation Card

E.7.A1 | EXPLORE Phase | Ages 6-8 / 9-12



Evidence Card 3 – Ask Someone!

Listen to others

My Mission

Find out what another person thinks.



Think about…

What did they tell us?

Did they agree or disagree?

What was interesting?

What would we like to ask next?

What did we find?

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Evidence Hunt Observation Card

E.7.A1 | EXPLORE Phase | Ages 6-8 / 9-12



Evidence Card 4 – Find the Clues!



Look for Visual Evidence

My Mission

Collect clues by looking at photographs, drawings, maps or signs.



Think about...

What do the pictures show? .....

What details can you notice? .....

Is anything missing? .....

What questions do the images raise? .....

What did we find?

_____

_____

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Evidence Hunt Observation Card

E.7.A1 | EXPLORE Phase | Ages 6-8 / 9-12



Evidence Card 5 – Read and Discover!



Use Information

My Mission

Read or explore information from books, posters, school rules or websites.



Think about...

What new information did we learn? .....

Does it answer one of our questions? .....

Is the information easy to understand? .....

What else would we like to know? .....

What did we find?

_____

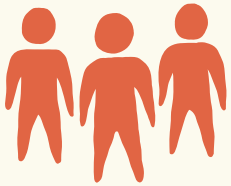
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Evidence Hunt Observation Card

E.7.A1 | EXPLORE Phase | Ages 6-8 / 9-12



Evidence Card 6 – Compare Different Ideas!

Compare Perspective



My Mission

Compare what different people think.



Think about...

What new information did we learn? .....

Does it answer one of our questions? .....

Is the information easy to understand? .....

What else would we like to know? .....

What did we find?

_____

_____

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Evidence Hunt Observation Card

E.7.A1 | EXPLORE Phase | Ages 6-8 / 9-12



Evidence Card 7 – Children's Rights Connetion

Rights Detective



My Mission

Look for children's rights connected to our issue.



Think about...

Which right might be involved? .....

Is this right being respected? .....

Could something be improved? .....

Why is this right important? .....

What did we find?

_____

_____

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Evidence Hunt Observation Card

E.7.A1 | EXPLORE Phase | Ages 6-8 / 9-12



Evidence Card 8 – Our Best Evidence!

Choose the Strongest Evidence



My Mission

Decide which piece of evidence helps answer our question best.



Think about...

Why is this evidence useful? .....

Can we trust it? .....

Does it answer our question? .....

What evidence do we still need? .....

What did we find?

_____

_____

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Evidence Hunt Record Sheet

E.7.A2 | EXPLORE Phase | Ages 6-8 / 9-12

What are we trying to find out?

What evidence did we find? (draw or write)

Where did we find it?

- ☐ Observation
- ☐ Interview
- ☐ Photograph
- ☐ School document
- ☐ Map
- ☐ Book
- ☐ Internet

What does this tell us?
(explain what you learned)

What questions do we still have?

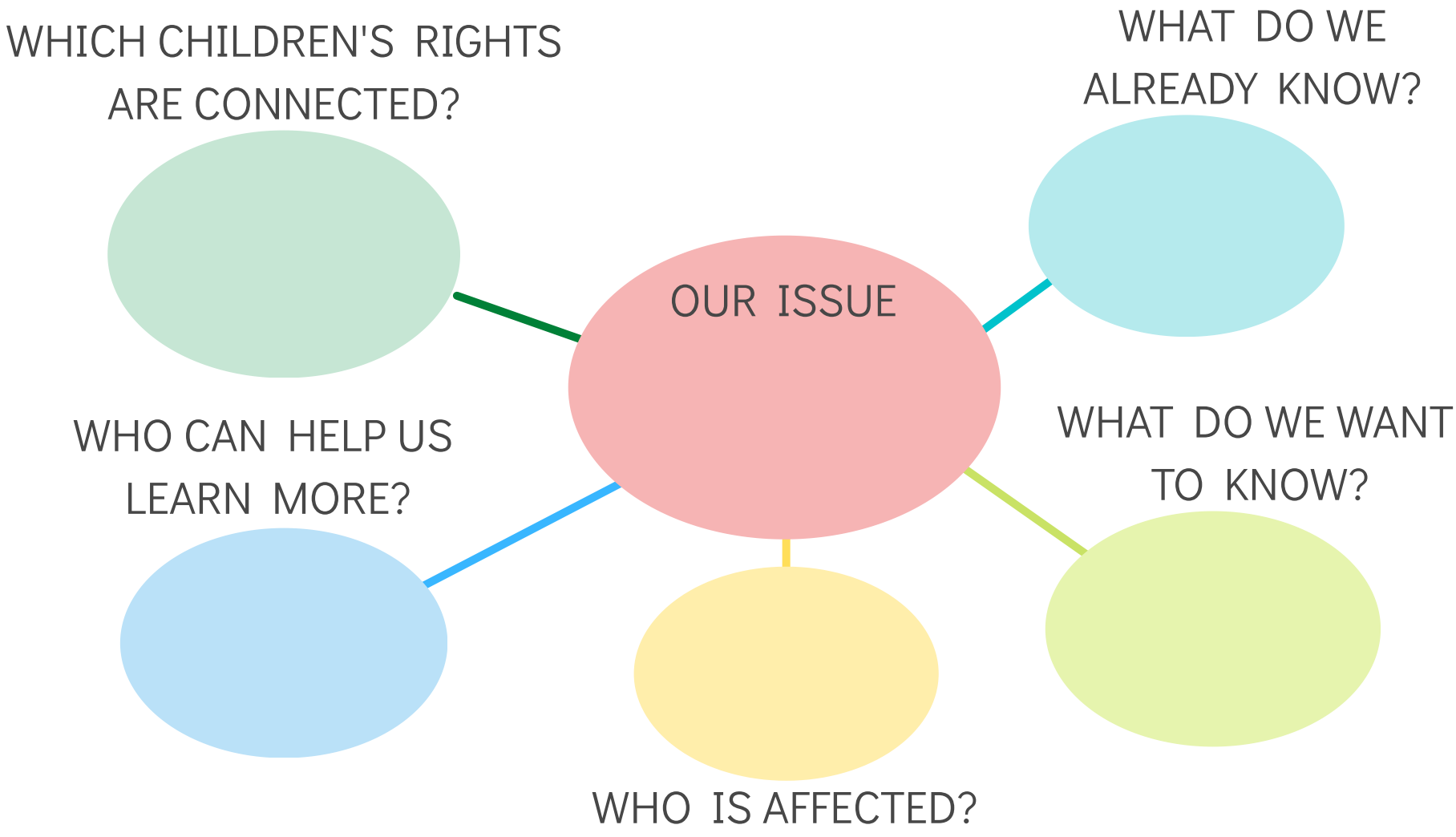
Most Useful Evidence

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Issue Explorer Map Worksheet

E.8.A1 | EXPLORE Phase | Ages 6-8 / 9-12



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The ‘Why?’ Traffic Light Sheet

E.9.A1 | EXPLORE Phase | Ages 9-12

Use the traffic light to explore one issue: what blocks the situation, why it might happen, and what could help.

Issue we are exploring



What is blocking us?

What is the problem? What is not working well?



Why might this happen?

What are the possible causes? What do we still need to understand?



What could help?

What ideas could move the situation forward?



Key idea to bring to SPEAK

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Good Practice Detective Notebook

E.10.A1 | EXPLORE Phase | Ages 6-8 / 9-12

Look for something that worked well. What can we learn from it?



The issue we are exploring



A good moment or example we remember

Draw or describe it here.



What made it work well?

- ☐ people helped
- ☐ children worked together
- ☐ everyone had a role
- ☐ clear rules
- ☐ enough space
- ☐ good materials
- ☐ adults listened
- ☐ it was fun
- ☐ it felt safe
- ☐ other _____



What can we learn from this?

_____

_____

_____



Key idea to bring to SPEAK

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Why Ladder Worksheet

E.11.A1 | EXPLORE Phase | Ages 6-8

Let's climb step by step to understand our community.

Start with the clue your class chose.
Ask "Why?" again and again.
There may be more than one answer.
Write or draw your ideas on each step.

⭐What do we understand now?

_____

_____

🤔 WHY?

_____

_____

🤔 WHY?

_____

_____

🤔 WHY?

_____

_____

🤔 WHY?

_____

_____

Our chosen clue

_____

_____

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Thinking Cards

E.11.A2 | EXPLORE Phase | Ages 6-8

Cut along the dotted lines.

👀 **What did we actually see?**
Look carefully.
What did we notice with our own eyes?

🤔 **Why do you think this happens?**
Can you think of one possible reason?

🔍 **What makes you think that?**
Did you see something that helps explain your idea?

❤️ **Who is affected?**
Who might feel happy, worried or uncomfortable because of this?

🌱 **Could there be another reason?**
Can you think of a different explanation?

🏡 **Who could help?**
Who in our school or community could make a difference?

💬 **What would make this better?**
What small change could improve this situation?

❓ **What do we still wonder?**
What question would you like to ask about this issue?

📢 **What should adults know?**
What is the most important thing you want adults to understand?

✂️ Cut along the card edges ✂️

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Investigation Summary Poster

E.11.A3 | EXPLORE Phase | Ages 6-8

Work together as a team.
Look at your Why Ladder and think about your discussion.
Agree on the most important ideas and complete your Investigation Summary.

📍 The issue we explored

❤️ Who is affected?

💡 Our Biggest Discovery

❓ What do we still wonder?

📣 What would we like to ask adults?

🌟 Our group's key message

_____

_____

_____

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Silent Walk Investigation Sheet

E.12.A1 | EXPLORE Phase | Ages 9-12

Today's Investigation

Our focus today is:

_____

_____

_____

Observation Log

I noticed...	Where?	Why might this matter?

⭐ Which observation do you think is the most important?

❓ One question I would like to explore further

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Story Builder Canvas

E.12.A2 | EXPLORE Phase | Ages 9-12

Connect the clues. Build the story.

Our community issue

What evidence did we collect?

What patterns do we notice?

Possible causes

How does this affect children?

One sentence that tells the story

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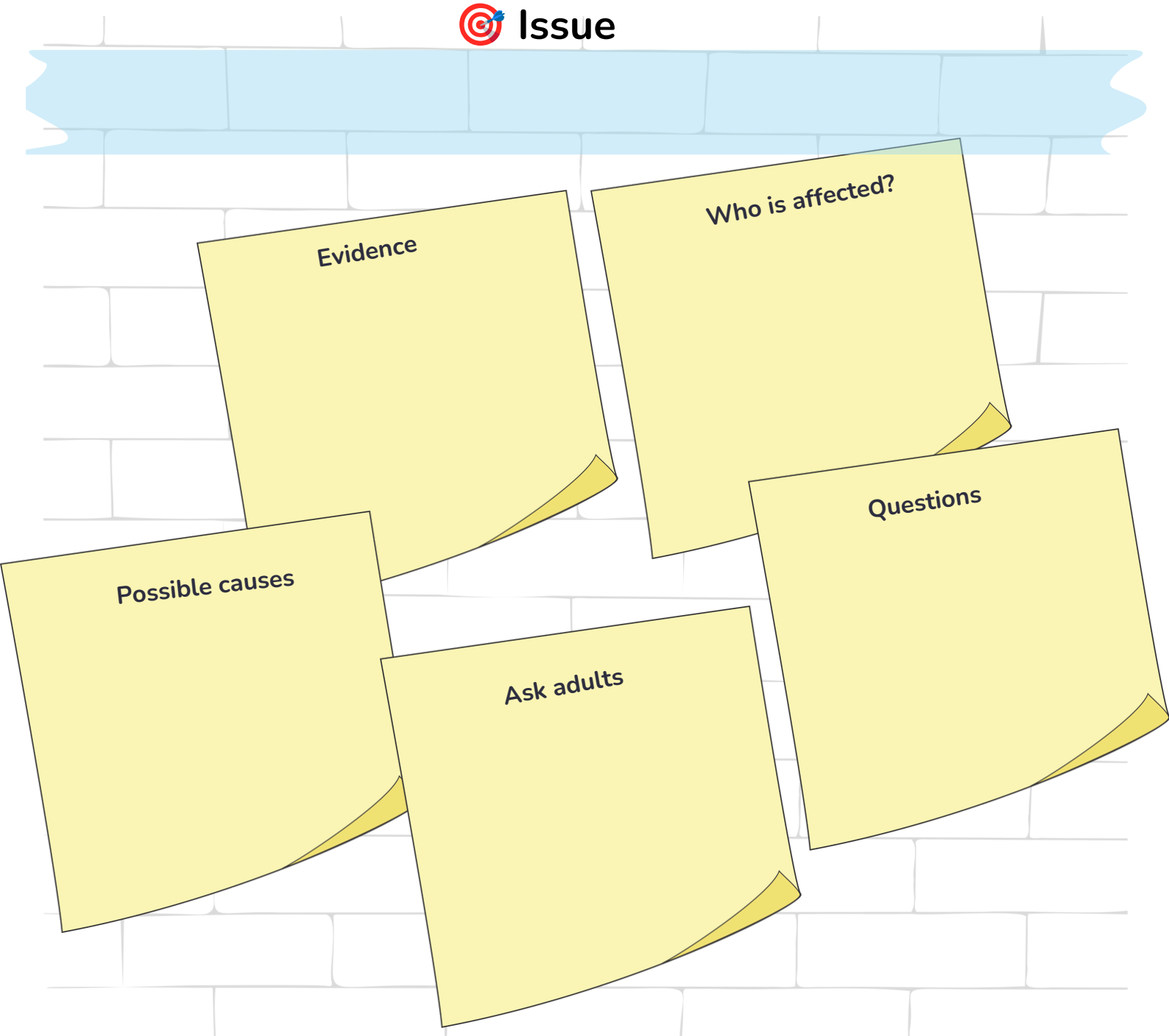
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Investigation Wall

E.12.A3 | EXPLORE Phase | Ages 9-12

Build your investigation wall by adding your group's ideas to each category.

🎯 Issue



⭐ OUR SHARED CONCLUSION

_____

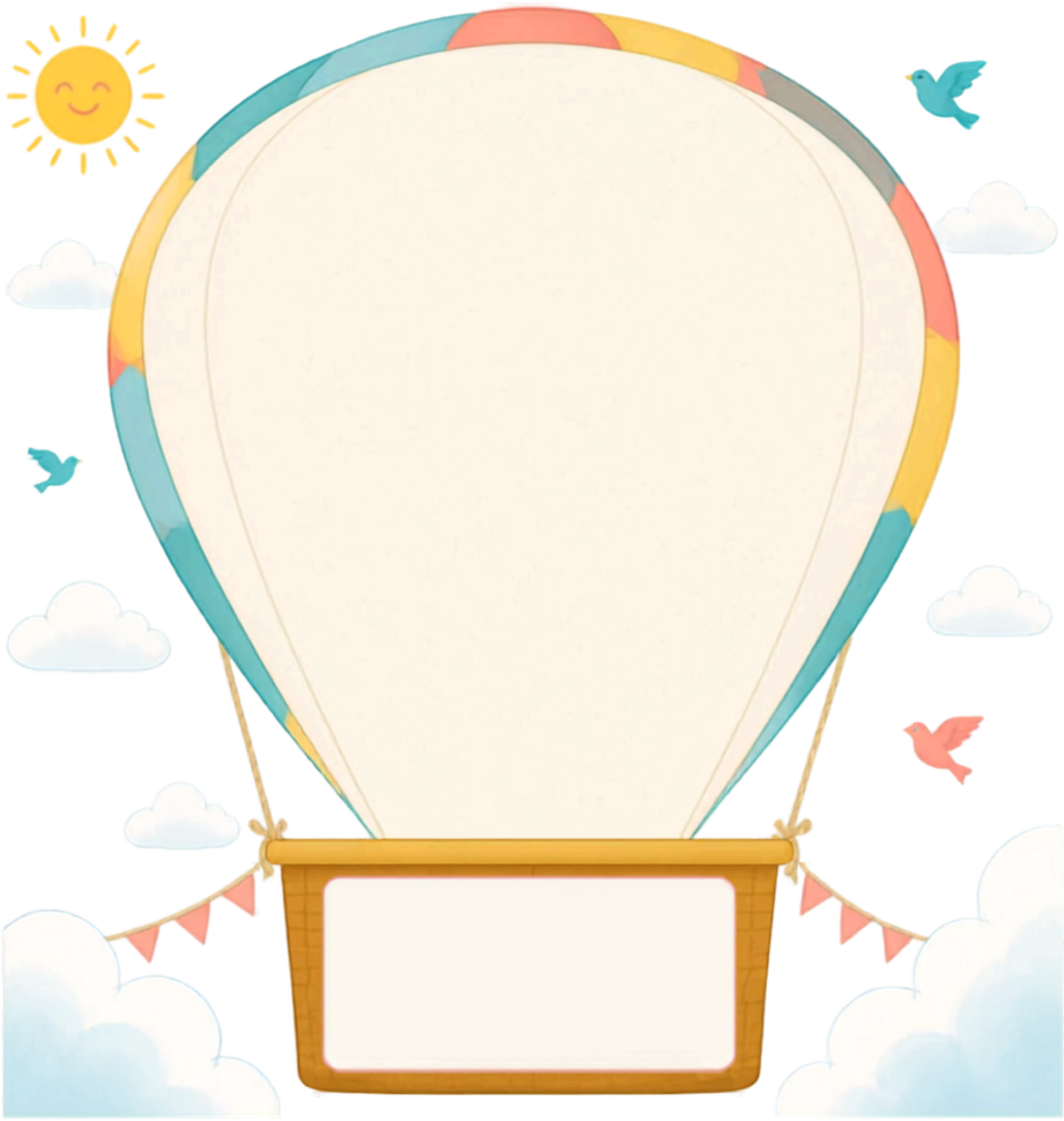
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Hot-Air Balloon Poster

S.2.A1 | SPEAK Phase | Ages 6-8



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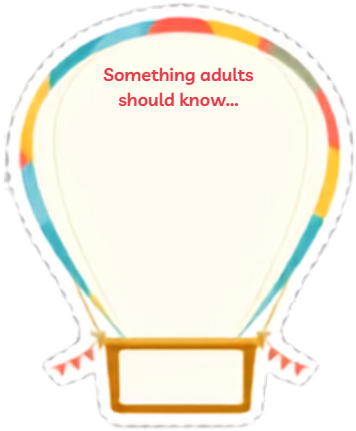
Balloon Message Cards

S.2.A2 | SPEAK Phase | Ages 6-8

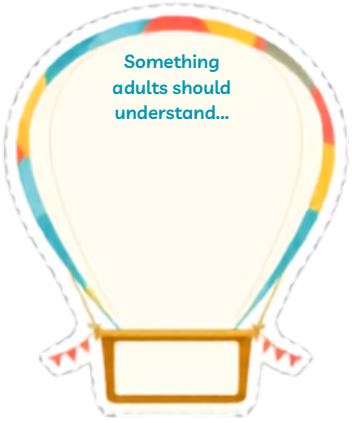


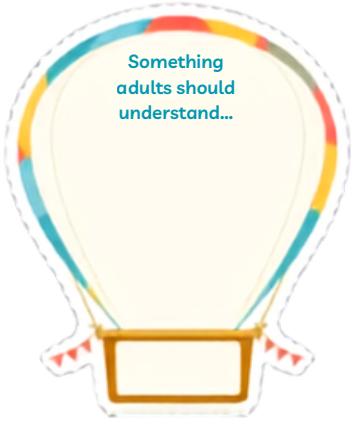


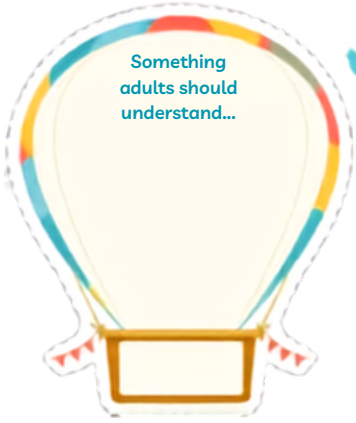




















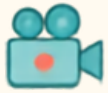
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Balloon Basket Template

S.2.A3 | SPEAK Phase | Ages 6-8

How will we share our message?

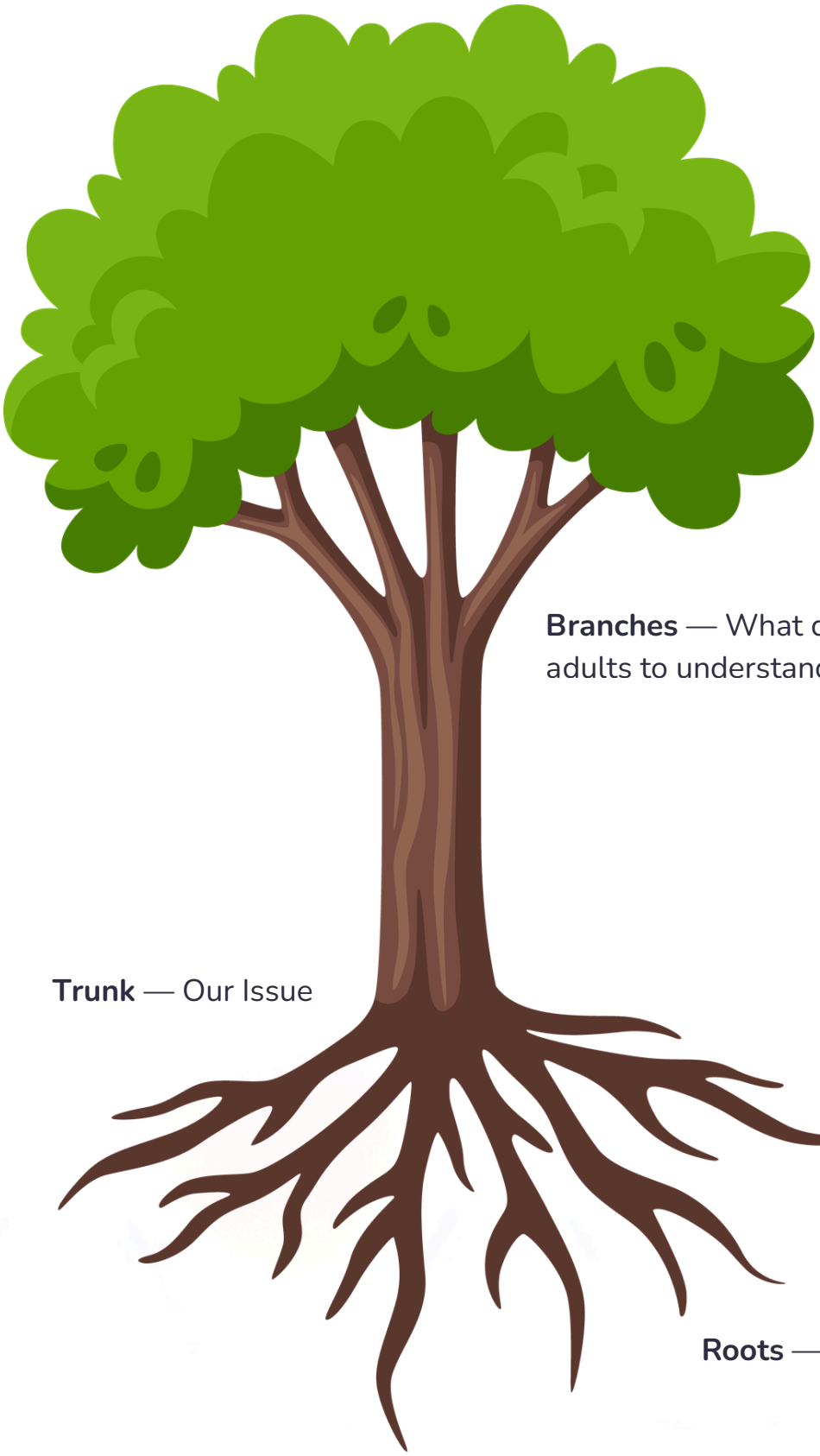
- ☐  Meeting
- ☐  Poster
- ☐  Letter
- ☐  Video
- ☐  Presentation
- ☐ Other _____

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Tree of Change Poster

S.3.A1 | SPEAK Phase | Ages 9-12

Fruit — What do we want adults to do?



Branches — What do we want adults to understand?

Trunk — Our Issue

Roots — Why does this matter?

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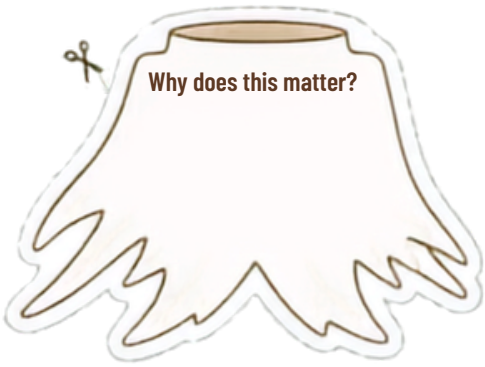
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Root Cards

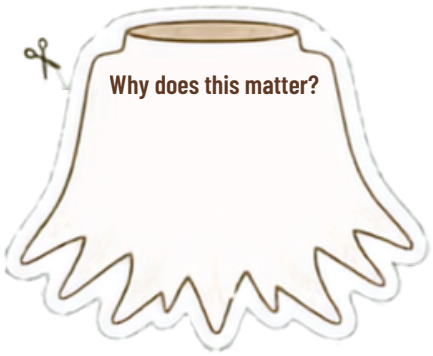
S.3.A2 | SPEAK Phase | Ages 9-12

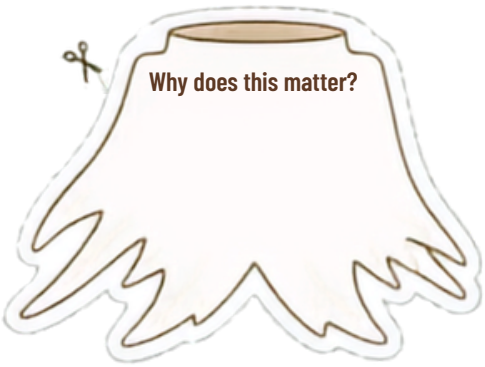




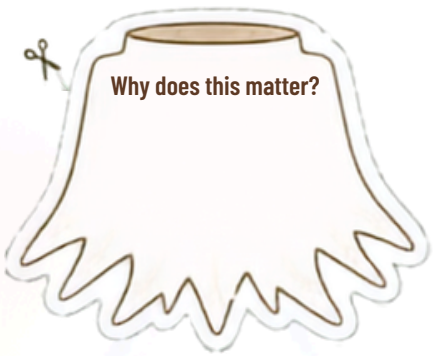


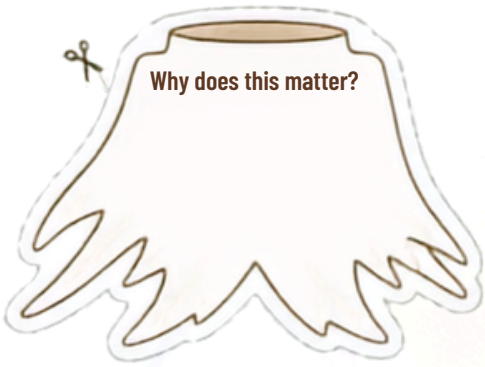










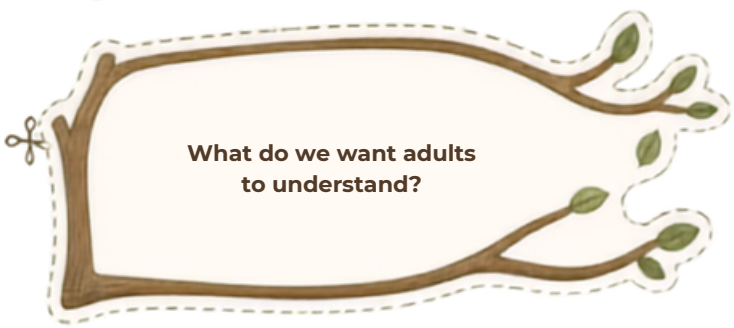


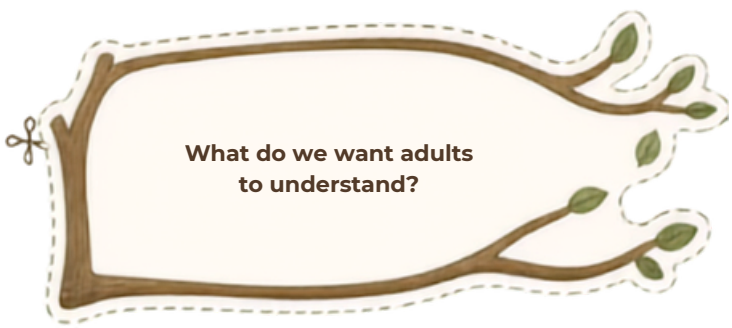
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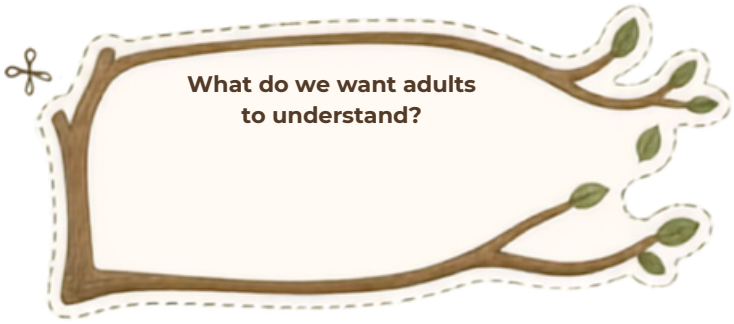
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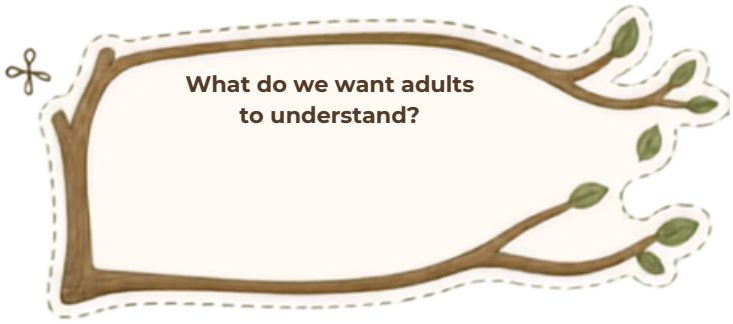
Branch Cards

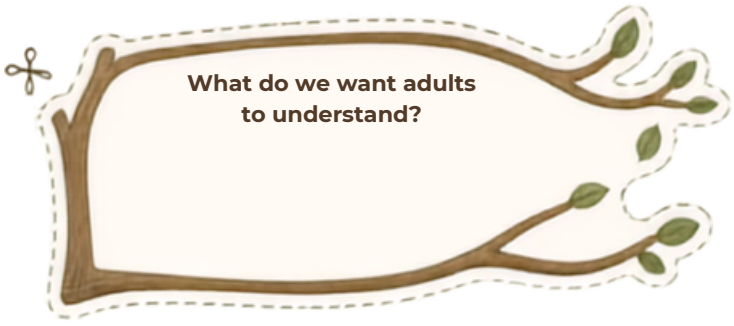
S.3.A3 | SPEAK Phase | Ages 9-12

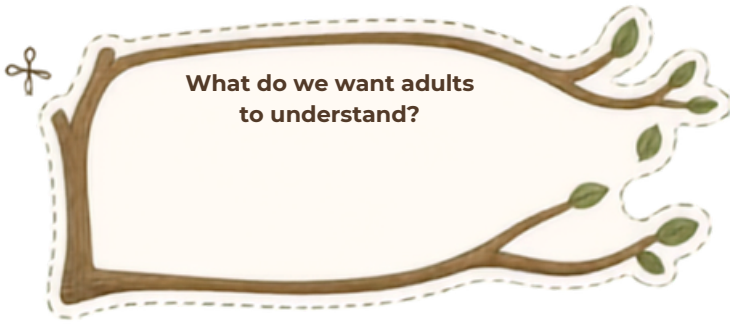


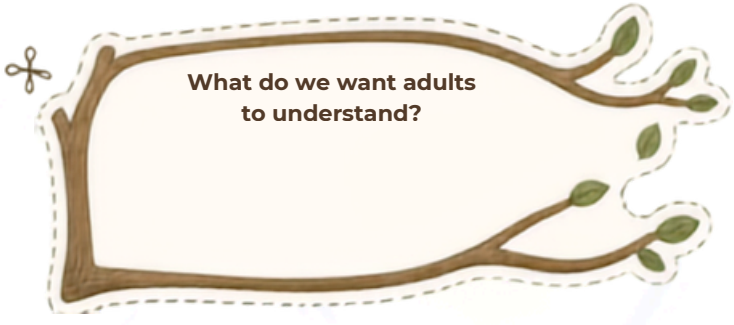


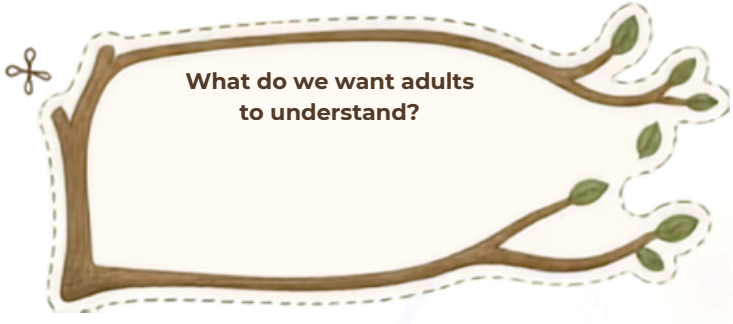












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Fruit Cards

S.3.A4 | SPEAK Phase | Ages 9-12













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Our Communication Plan

S.4.A1 | SPEAK Phase | Ages 6-8 / 9-12

OUR MAIN MESSAGE: what do we want do say?

HOW DO WE WANT TO COMMUNICATE?


Speak together


Letter to the authority


One spokesperson


Video


Role-play


Poster

Other ideas:

WHAT IS MY ROLE?

- ☐ 🎤 Speaker
- ☐ 🎨 Artist
- ☐ ✍️ Writer
- ☐ 🎭 Actor
- ☐ 📹 Video helper
- ☐ 💡 Idea helper
- ☐ 😊 Supporter
- ☐ ⭐ Other

Name of the group: _____

Date: _____ Age group: _____

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Special Delivery Letter

S.6.A1 | SPEAK Phase | Ages 6-8

A message from children to adults

Work together. Write, draw or do both!

📬 **Our message for:.....**

🔍 **We noticed.....**

💡 **We discovered.....**

🌱 **We hope.....**

🎨 **Draw the change you hope to see**

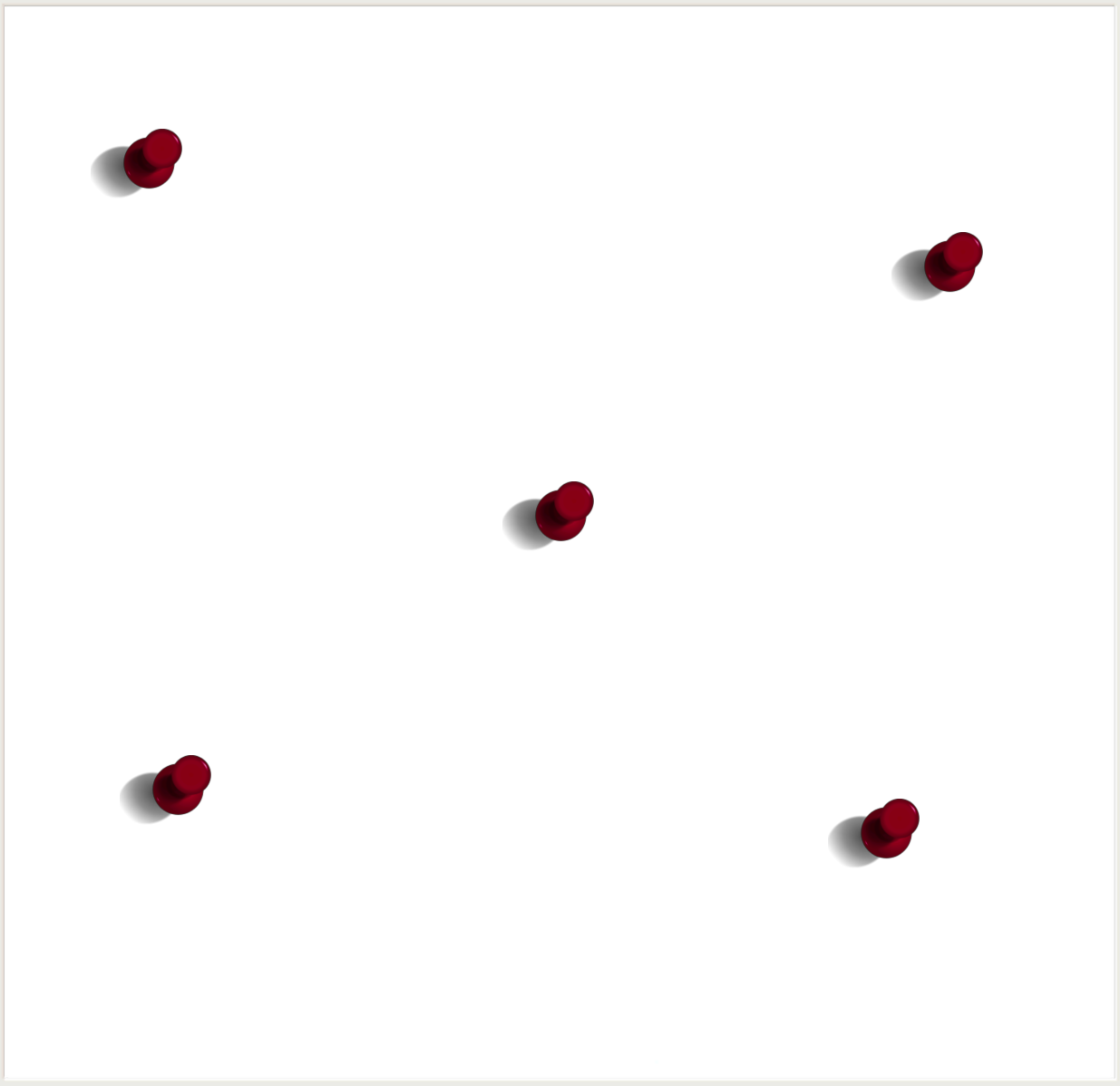
❤️ **From: Our group**

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Community Messages Board

S.6.A2 | SPEAK Phase | Ages 6-8

Let's discover the ideas we share.



💙 We all agree that...

⭐ Our class message

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Our Voices, Our Message Cards

S.7.A1 | SPEAK Phase | Ages 9-12

Cut along the dotted lines.

Groups reveal the cards one at a time and discuss each before recording their ideas on the Our Voices, Our Message Planning Sheet.

Card 1 – Our Issue

What issue are we talking about?

- What did we notice?
- What did we explore?
- Can you describe the issue in one sentence?

Card 2 – Our Evidence

What evidence do we have?

Think about:

- Observations
- Interviews
- Photographs
- Drawings
- Counts
- Documents

Card 3 – Why Does It Matter?

Why is this important?

- Who is affected?
- How does this issue make a difference?
- Why should people care?

Card 4 – Our Main Message

What do we want people to know?

Finish the sentence:
We want people to know that...

Card 5 – Our Recommendation

What would we like to happen?

Finish the sentence:
We think it would help if...

Card 6 – Our Audience

Who are we talking to?
Who would you like to hear your message?

- ☐ Classmates
- ☐ Teachers
- ☐ Families
- ☐ School leaders
- ☐ Community members
- ☐ Local decision-makers
- ☐ Everyone

Card 7 – How Will We Share Our Message?

How would you like to communicate?

Choose one:

- 🎤 Speak
- 🎨 Draw
- 🎭 Act
- 📰 News report
- 📖 Story
- 💻 Digital presentation
- 🎬 Video
- 🎵 Song
- 🧱 Build a model
- 🗨️ Other

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Our Voices, Our Message Planning Sheet

S.7.A2 | SPEAK Phase | Ages 9-12

1. What issue did we explore?

✏️ Draw it or write about it.



2. What did we discover?

What evidence helped us understand the issue?

- ☐ We observed...
- ☐ We interviewed...
- ☐ We counted...
- ☐ We looked at photographs or documents...
- ☐ Something else...

Write or draw your evidence.

3. Why is this important?

How does this issue affect people?

Who is affected?

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Our Voices, Our Message Planning Sheet

S.7.A2 | SPEAK Phase | Ages 9-12

4. What is the most important message we want others to understand?

Complete the sentence.
We want people to know that...

5. What would we like to happen?

Our recommendation is...

6. How would we like to share our message?

Choose one or more.

- ☐ Poster
- ☐ Drawing
- ☐ Speech
- ☐ Role-play
- ☐ Comic strip
- ☐ Story
- ☐ News report
- ☐ Audio recording
- ☐ Digital presentation
- ☐ Model
- ☐ Other: _____

7. Who will do what?

Team Member

My job is.....

My job is.....

My job is.....

My job is.....

My job is.....

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Our Voices, Our Message Planning Sheet

S.7.A2 | SPEAK Phase | Ages 9-12

8. Before we present...

✔️ Does our message explain the issue?

□ Yes

□ Not yet

✔️ Did we use evidence to support our ideas?

□ Yes

□ Not yet

✔️ Is everyone able to participate in a way that suits them?

□ Yes

□ Not yet

✔️ Are we ready to share our message?

□ Yes

□ Almost!



🌟 Our Team Motto

Finish the sentence.

Our voice matters because...

Name: _____

Date: _____ Age group: _____

How I expressed this: ✏️ Drawing ✍️ Writing 👆 Pointing 🗣️ Speaking 🎭 Symbols Other: _____

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Change Maker Card

S.8.A1 | SPEAK Phase | Ages 9-12

Draw or Write how you would like to present your idea

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Pitch Planning Canvas

S.8.A2 | SPEAK Phase | Ages 9-12

OUR COMMUNITY ISSUE
What problem are we talking about?

draw or write here

SOLUTION
What change would we like to see?

draw or write here

AUDIENCE
Who are we speaking to?

draw or write here

OUR KEY MESSAGE
If people remember only one thing, what should it be?

draw or write here

HOW WILL WE PRESENT OUR IDEA?

draw or write here

OUR TEAM ROLES

draw or write here

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Creative Props Cards

S.8.A3 | SPEAK Phase | Ages 9-12

🦸 SUPERHERO MISSION

Invent a superhero whose special mission is to solve your community problem.

📰 BREAKING NEWS

You are TV reporters covering an exciting story about a new idea that could improve your community.

🎭 ROLE-PLAY

Create a short scene that shows the problem first... and then your amazing solution!

🎨 CAMPAIGN POSTER

Use pictures, colours and a powerful slogan to encourage people to support your idea.

🎙️ INTERVIEW

Role-play: being interviewed about your idea.

🎤 PRESS CONFERENCE

One team member is the spokesperson, while the others are journalists asking questions.

💌 LETTER TO THE MAYOR

Write and read a short letter explaining why your idea matters and how it could improve your community.

🎥 TV COMMERCIAL

Create a short TV advert to convince everyone that your idea can make your community a better place.

✂️ Cut along the card edges ✂️

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Community Forum Discussion Sheet

S.9.A1 | SPEAK Phase | Ages 9-12

What recommendation did your group share?

✏️ Write or draw your group's main recommendation.

What recommendations did you hear from other groups?

Write or draw one or two ideas you found interesting.

Group 1

Group 2

Group 3

What evidence supports this recommendation?

What makes you think it is a good idea?

- □ Observations
- □ Interviews
- □ Photographs
- □ Drawings
- □ Counts
- □ Documents
- □ Other

Write or draw the evidence.

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Community Forum Discussion Sheet

S.9.A1 | SPEAK Phase | Ages 9-12

Who could help make this happen?

- ☐ Children
- ☐ Teachers
- ☐ Families
- ☐ School leaders
- ☐ Community members
- ☐ Local authorities
- ☐ Everyone together
- ☐ Someone else

What could be our first step?

Complete the sentence.
We could start by...

_____

_____

_____

_____

Our Class Priorities

Place a ⭐ beside the ideas you think should move forward.

⭐
_____
⭐
_____
⭐
_____

Looking Back Today I...

- ☐ **shared my ideas**
- ☐ **listened to others**
- ☐ **learned something new**
- ☐ **changed my mind**
- ☐ **respected different opinions**

One thing I will remember is...

_____

🌟 Our Community Promise

Complete the sentence.
Our class can make a difference by...

_____

_____

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The "Traffic Light" Recommendation Cards

S.9.A2 | SPEAK Phase | Ages 9-12

🟢 GREEN CARD

START

Something we think should begin.

We think our school/community should start...

_____

_____

_____



Why?
What evidence supports this?
Who could help?
Expected positive result

_____

_____

_____

🟡 YELLOW CARD

IMPROVE

Something that already exists but could be better.

We think it would be better if...

_____

_____

_____



Why?
What evidence supports this?
Who could help?
Expected positive result

_____

_____

_____

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The “Traffic Light” Recommendation Cards

S.9.A2 | SPEAK Phase | Ages 9-12

🔴 RED CARD

CHANGE

Something that isn't working well.

We think this should change because...

_____

_____

_____



Why?
What evidence supports this?
Who could help?
Expected positive result

_____

_____

_____

🔵 BLUE CARD

KEEP

Something that works well and should continue.

We think we should keep...



_____

_____

_____

Why?
What evidence supports this?
Who could help?
Expected positive result

_____

_____

_____

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Adult Response / Commitment Cards

S.10.A1 | SPEAK Phase | Ages 6-8 / 9-12



I can act soon

What can I do? .....

.....

When? .....

My name / role .....



I can plan this

What needs to happen next? .....

.....

Who should be involved? .....

Possible timeframe .....

My name / role .....



This is not possible for now

Why? Please explain clearly for children. .....

.....

What could be checked or discussed again? .....

.....

My name / role .....

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Official Proposal Envelope

S.11.A1 | SPEAK Phase | Ages 6-8 / 9-12

Use this label for your group proposal.
Put your drawing, message or idea inside the envelope.

To:

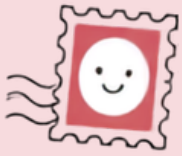
From:

Our proposal is about:

Inside this envelope you will find:

- [ ] A drawing 
- [ ] A written message 
- [ ] A poster idea 
- [ ] "Why" Traffic Light sheet 
- [ ] Another material 

Our message in few sentences:



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Acknowledgement Receipt

S.11.A2 | SPEAK Phase | Ages 6-8 / 9-12

Dear adult, please complete this receipt after receiving the children's proposal.
Your response will help them understand what can happen next.

Proposal received from:

Proposal about:

I received this proposal on:

My name and role:

My first response is:

- ☐ I can act soon
- ☐ I can plan this
- ☐ This needs more study
- ☐ This is not possible for now

Please explain your answer in child-friendly words.

NEXT

What will happen next?

When can children expect an update?

Signature .....

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Children's Media Briefing Cards

S.12.A1 | SPEAK Phase | Ages 9-12

🎤

Opening

My notes

⭐ Speak clearly. Listen respectfully.

📸

Evidence

My notes

⭐ Speak clearly. Listen respectfully.

❓

Question

My notes

⭐ Speak clearly. Listen respectfully.

💡

Closing / Suggested Change

My notes

⭐ Speak clearly. Listen respectfully.

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Children's Media Briefing Planning Sheet

S.12.A2 | SPEAK Phase | Ages 9-12

Plan your group's presentation before meeting the adults.

Use your Investigation Wall to prepare your group's presentation.
Decide together what you want adults to understand and how you will communicate your message.

🎯 1. Our key message

What is the ONE idea we want adults to remember?

_____

_____

📸 2. Our strongest evidence

Choose the most convincing evidence from your Investigation Wall.

□ Observation
□ Photograph
□ Drawing
□ Interview
□ Map
□ Other _____

Why did we choose it?

_____

_____

👥 3. Our presentation roles

Speaker	Role
Speaker 1	Opening
Speaker 2	Evidence
Speaker 3	Question
Speaker 4	Closing

(Groups may adapt the roles depending on the number of children.)

❓ 4. Our question for the decision-maker

_____

_____

💡 5. Our suggested change

What action would we like to see?

_____

_____

_____

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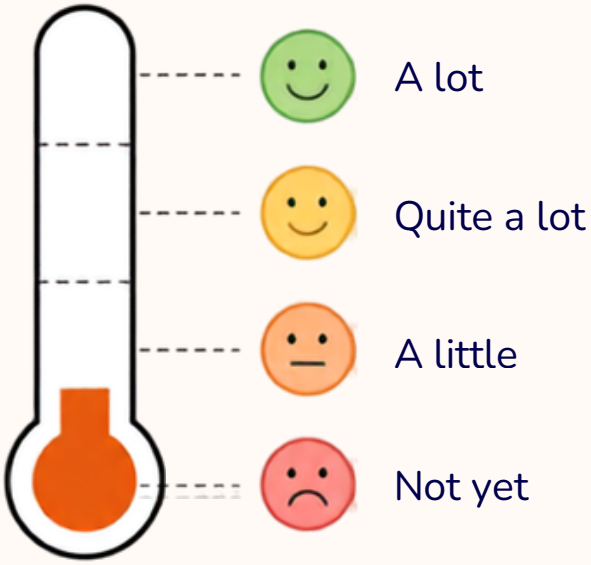
My Change Thermometer Sheet

W.2.A1 | WEIGH Phase | Ages 6-8 / 9-12

Think about the whole journey.
What changed? How much did you feel listened to?

The most important change I noticed was...

How much did you feel listened to?



Something that is still open or needs attention...

One thing I would like to do next...

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Consequence Pathway Worksheet

W.3.A1 | WEIGH Phase | Ages 6-8 / 9-12

What could happen next?

Group name: _____

Date: _____

The idea we shared: _____

✏️ Write or draw the idea or message we shared during the SPEAK phase.

What happened after we shared our idea?

✏️ Draw or write.

💬 Who would notice this first?

What might happen next? (A few days or weeks later)

✏️ Draw or write.

💬 Who might notice a change?

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Consequence Pathway Worksheet

W.3.A1 | WEIGH Phase | Ages 6-8 / 9-12

Think about everyone

😊 Who could be affected?

🤔 Could anyone find it difficult?

What could help this idea move forward?

Our next step

- □ We would like to ask for an update
- □ We would like to collect more information
- □ We would like to continue working on this issue
- □ We would like to explore a new issue

Why?

We agree on this next step because...

Each group member can sign or draw their symbol.

👤 _____
👤 _____
👤 _____
👤 _____
👤 _____

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My Choice, Our Choice Option Cards

W.4.A1 | WEIGH Phase | Ages 6-8 / 9-12

Cut along the dotted lines. Use these cards to discuss possible next steps.

Card 1 - Learn Together



Our next step

We can continue sharing what we learned and help others understand the issue.

Think About:

- Who could be involved?
- How could this help?
- Would people be interested?

Card 2 - Change the Rules

Our next step

We can ask adults to review or improve a rule based on our ideas.

Think About:

- Who needs to be involved?
- What response did we receive?
- What could happen next?



✂️ Cut along the card edges ✂️

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My Choice, Our Choice Option Cards

W.4.A1 | WEIGH Phase | Ages 6-8 / 9-12

Cut along the dotted lines. Use these cards to discuss possible next steps.

Card 3 - Work Together



Our next step

People can continue working together to move the idea forward.

Think About:

- Who needs to be involved?
- What could we do together?
- How could this help?

Card 4 - Ask for Help

Our next step

Children can ask trusted adults or community representatives for support or follow-up.

Think About:

- Who could help?
- What would we ask for?
- What could happen next?



✂ Cut along the card edges ✂

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My Choice, Our Choice Option Cards

W.4.A1 | WEIGH Phase | Ages 6-8 / 9-12

Cut along the dotted lines. Use these cards to discuss possible next steps.

Card 5 - Create Something



Our next step

We could create something to keep sharing our message or show what has changed.

Think About:

- Who could see it?
- What would we like people to understand?
- Could it support future action?

Card 6 - Improve the Space

Our next step

We can continue working with others to improve our school or community.

Think About:

- What change would we like to see?
- Who could support it?
- How would we know if something changed?



✂️ Cut along the card edges ✂️

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My Choice, Our Choice Option Cards

W.4.A1 | WEIGH Phase | Ages 6-8 / 9-12

Cut along the dotted lines. Use these cards to discuss possible next steps.

Card 7 - Organise an Event

Our next step

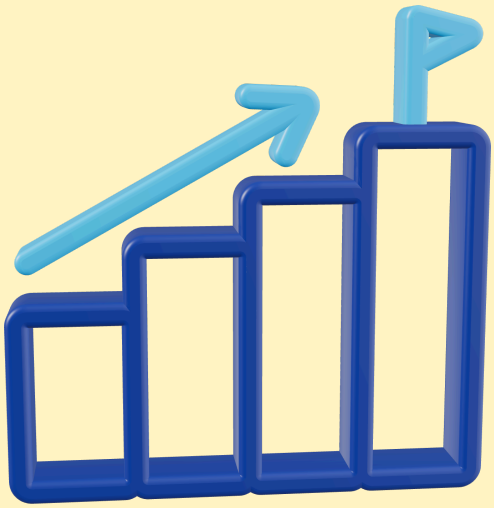
Organise an activity to continue the conversation or share updates with others.



Think About:

- Who could join?
- What would we like to share?
- How could this help?

Card 8 - Start Small



Our next step

Continue with one small action that children and others can take together.

Think About:

- Is it possible to start now?
- Who could join?
- How could it grow?

✂️ Cut along the card edges ✂️

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My Choice, Our Choice Option Cards

W.4.A1 | WEIGH Phase | Ages 6-8 / 9-12

Cut along the dotted lines. Use these cards to discuss possible next steps.

Card 9 - My Own Idea

Our next step

Write or draw another solution your group has created.

Think About:

- Why is this important?
- Who could help?
- What might happen next?



✂️ Cut along the card edges ✂️

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Decision Mat

W.4.A2 | WEIGH Phase | Ages 6-8 / 9-12

Look at each Option Card. Discuss together the possible next steps and compare how each option could help continue the participation process.

Options	😊 **Supports children's ideas**	👍 **Possible to do**	🌍 **Helps move forward**	⭐ **Our group decision**
Option 1	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	⭐⭐⭐⭐⭐
Option 2	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	⭐⭐⭐⭐⭐
Option 3	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	⭐⭐⭐⭐⭐
Option 4	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	⭐⭐⭐⭐⭐
Option 5	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	⭐⭐⭐⭐⭐
Option 6	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	⭐⭐⭐⭐⭐
Option 7	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	⭐⭐⭐⭐⭐
Option 8	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	⭐⭐⭐⭐⭐
Our Own Idea	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	□ ✔️ □ ➖ □ ✘	⭐⭐⭐⭐⭐

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Decision Mat

W.4.A2 | WEIGH Phase | Ages 6-8 / 9-12

Think about what happened after sharing your ideas with adults.

Which option could help us move forward?

Why do you think this next step could be helpful?

Could we combine two next steps?

☐ Yes
☐ No

If yes, which ones? What could be the first step?

Group name: _____

Date: _____

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Decision Mat

W.4.A2 | WEIGH Phase | Ages 6-8 / 9-12

Adaptation for Ages 6–8

Instead of ticks, children can colour one face for each criterion:

 Yes

 Maybe

 Not yet

After discussing all the cards, each child places one large ⭐ sticker on the next step they think would help the group move forward.

GROUP name: _____

Date: _____

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Tiny Steps Reflection Cards

W.5.A1 | WEIGH Phase | Ages 6-8

😊 Card 1
What made you smile today?

draw or write here

💚 Every small step matters.

🌟 Card 2
What are you proud of?

draw or write here

💚 Every small step matters.

💡 Card 3
What did you learn?

draw or write here

💚 Every small step matters.

👂 Card 4
Who listened to our ideas?

draw or write here

💚 Every small step matters.

🌱 Card 5
What small change did you notice?

draw or write here

💚 Every small step matters.

👣 Card 6
What is one small thing we can keep doing?

draw or write here

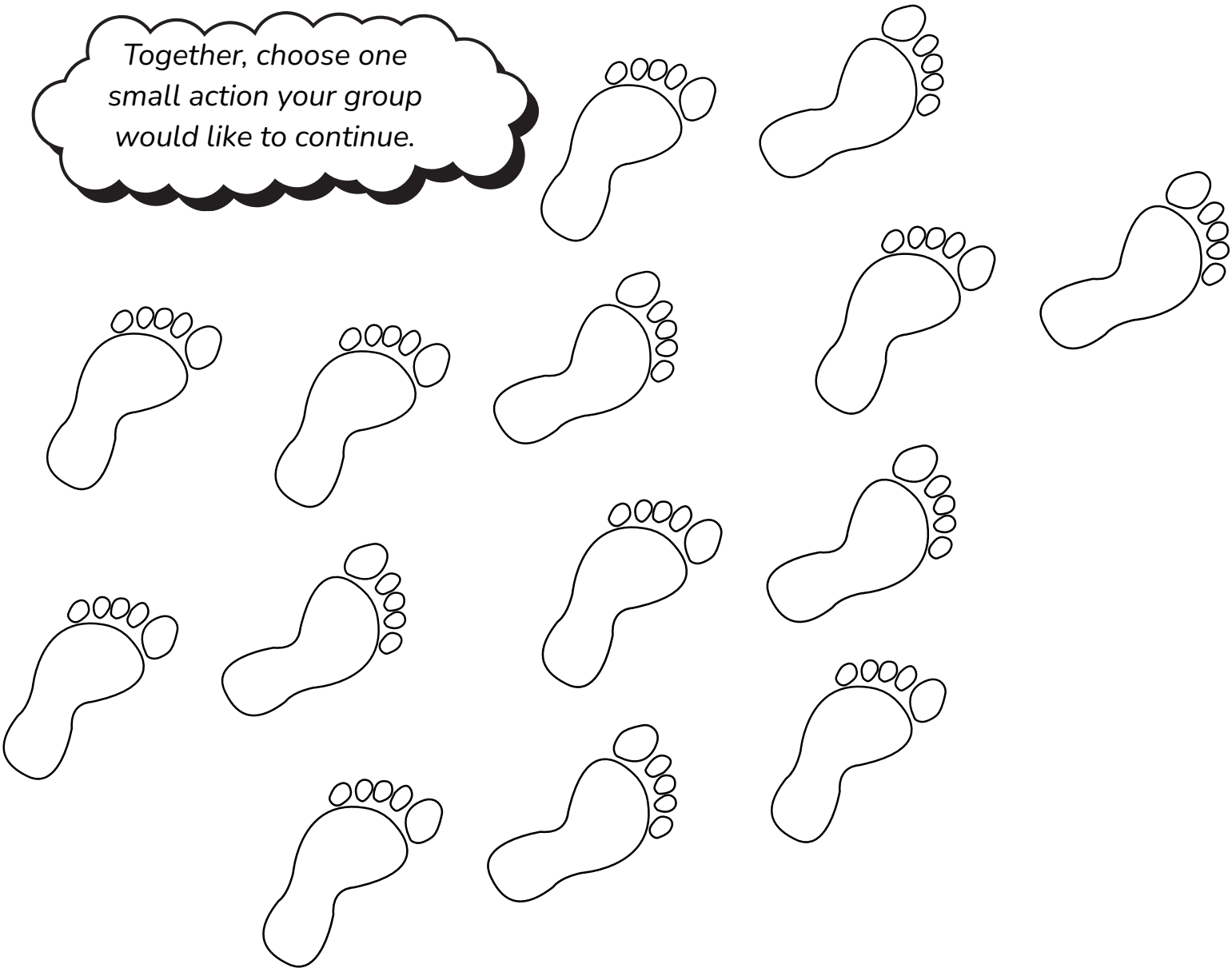
💚 Every small step matters.

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Tiny Steps Poster

W.5.A2 | WEIGH Phase | Ages 6-8

Every small action helps our community grow.



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The Story Continues Reflection Sheet

W.6.A1 | WEIGH Phase | Ages 6-8

Our Story So Far

What message did we share?

What happened after we shared our message?

What response did we receive?

What we learned

What are we most proud of?

What surprised us?

What surprised us?

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The Story Continues Reflection Sheet

W.6.A1 | WEIGH Phase | Ages 6-8

What changed?

What change did we notice?

What worked well?

What could we improve next time?

The story continues...

What should happen next?

What would we like to explore or continue in the future?

Our group reflection

One important thing we want to remember:

⭐ _____

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The Story Continues Reflection Cards

W.6.A2 | WEIGH Phase | Ages 6-8

💬 Card 1
What are we most proud of?

draw or write here

📖 Every story can continue.

👂 Card 2
How did adults respond to our message?

draw or write here

📖 Every story can continue.

💡 Card 3
What did we learn about speaking up?

draw or write here

📖 Every story can continue.

🤔 Card 4
What would we do differently next time?

draw or write here

📖 Every story can continue.

🌍 Card 5
What change did we notice?

draw or write here

📖 Every story can continue.

🚀 Card 6
What should happen next?

draw or write here

📖 Every story can continue.

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Our Journey Timeline Icons

W.7.A1 | WEIGH Phase | Ages 9-12

NOTICE

EXPLORE

SPEAK

WEIGH

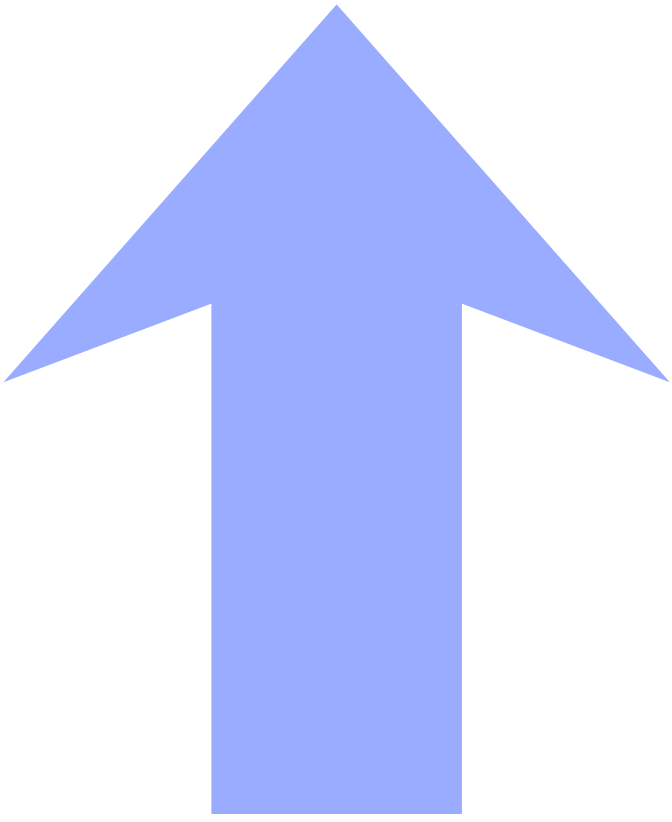
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Our Journey Timeline Icons

W.7.A1 | WEIGH Phase | Ages 9-12

WHAT'S NEXT?





I ENJOYED THIS.



THIS WAS IMPORTANT.



I LEARNED SOMETHING NEW.



WE WORKED WELL TOGETHER.



THIS WAS DIFFICULT.



I WILL REMEMBER THIS.

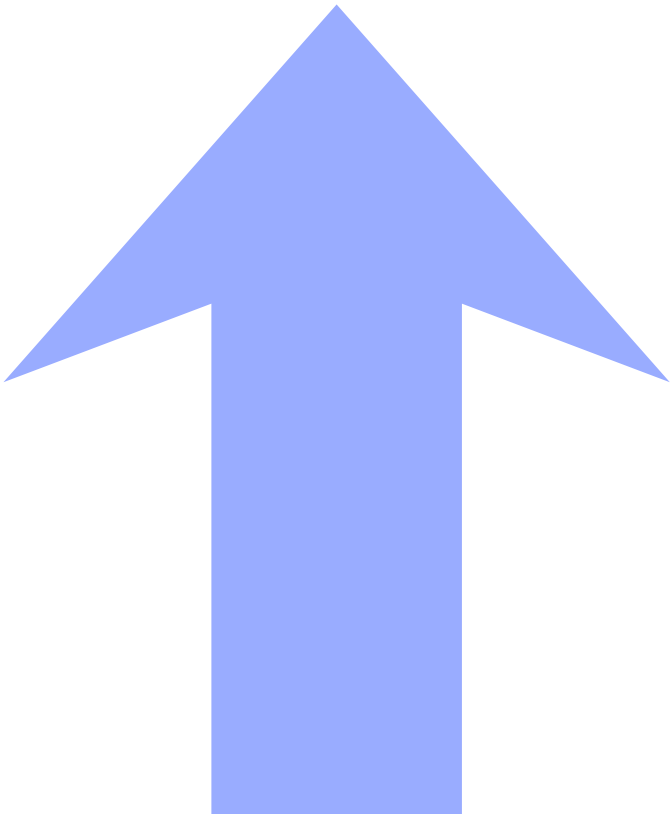
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Our Journey Timeline Icons

W.7.A1 | WEIGH Phase | Ages 9-12

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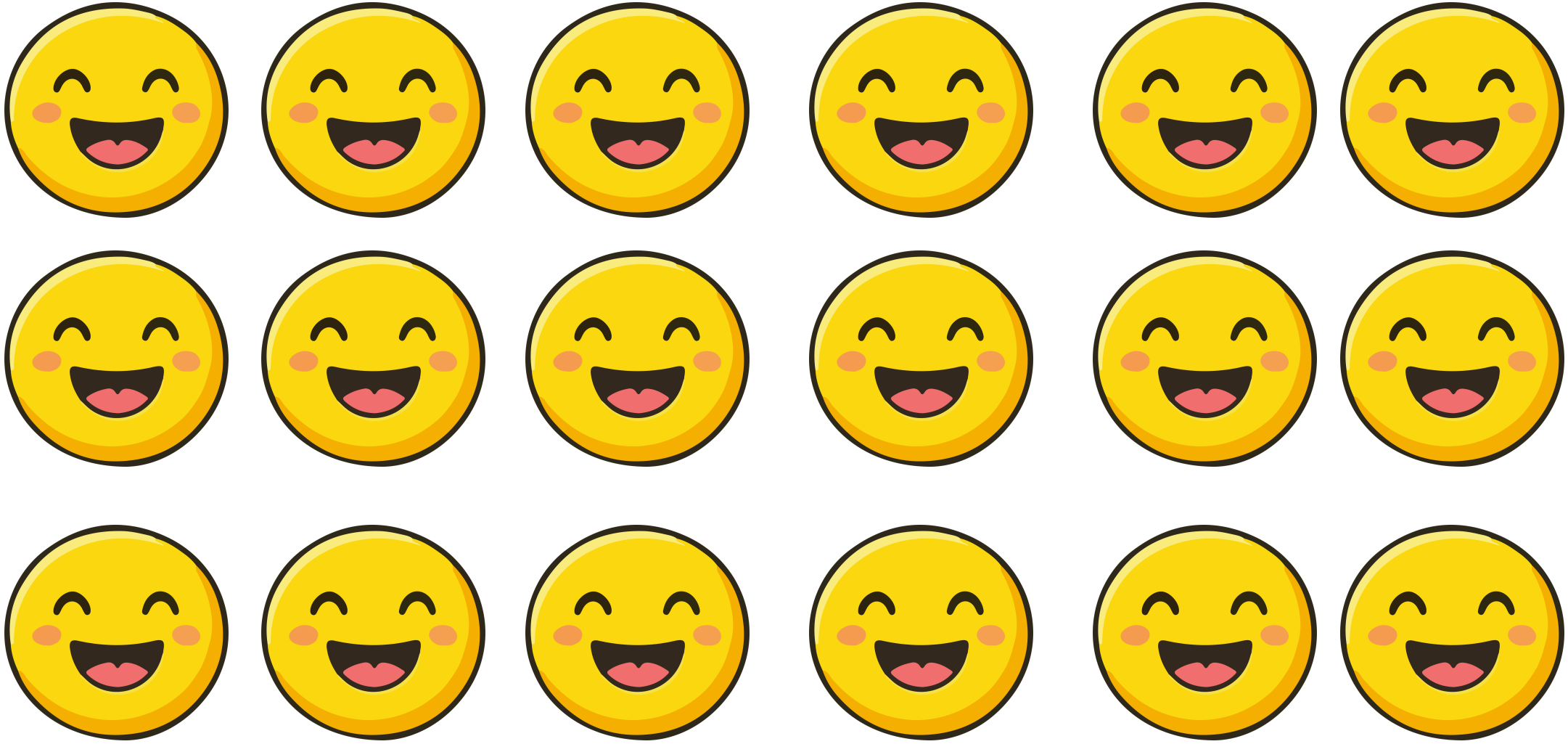
I WILL REMEMBER THIS.

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Our Journey Timeline Icons

W.7.A1 | WEIGH Phase | Ages 9-12



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W.7.A1 | WEIGH Phase | Ages 9-12

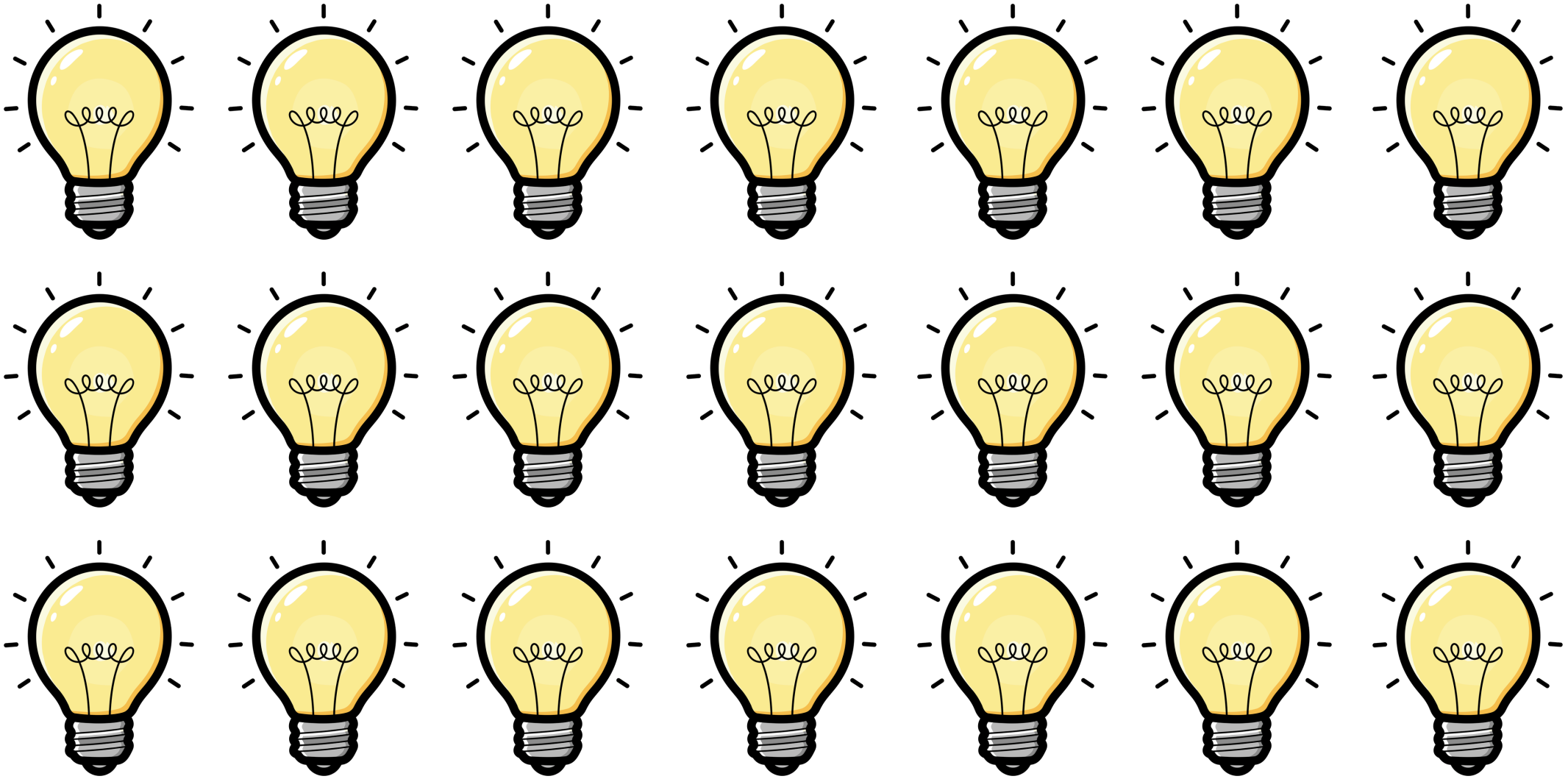


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Our Journey Timeline Icons

W.7.A1 | WEIGH Phase | Ages 9-12



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Our Journey Timeline Icons

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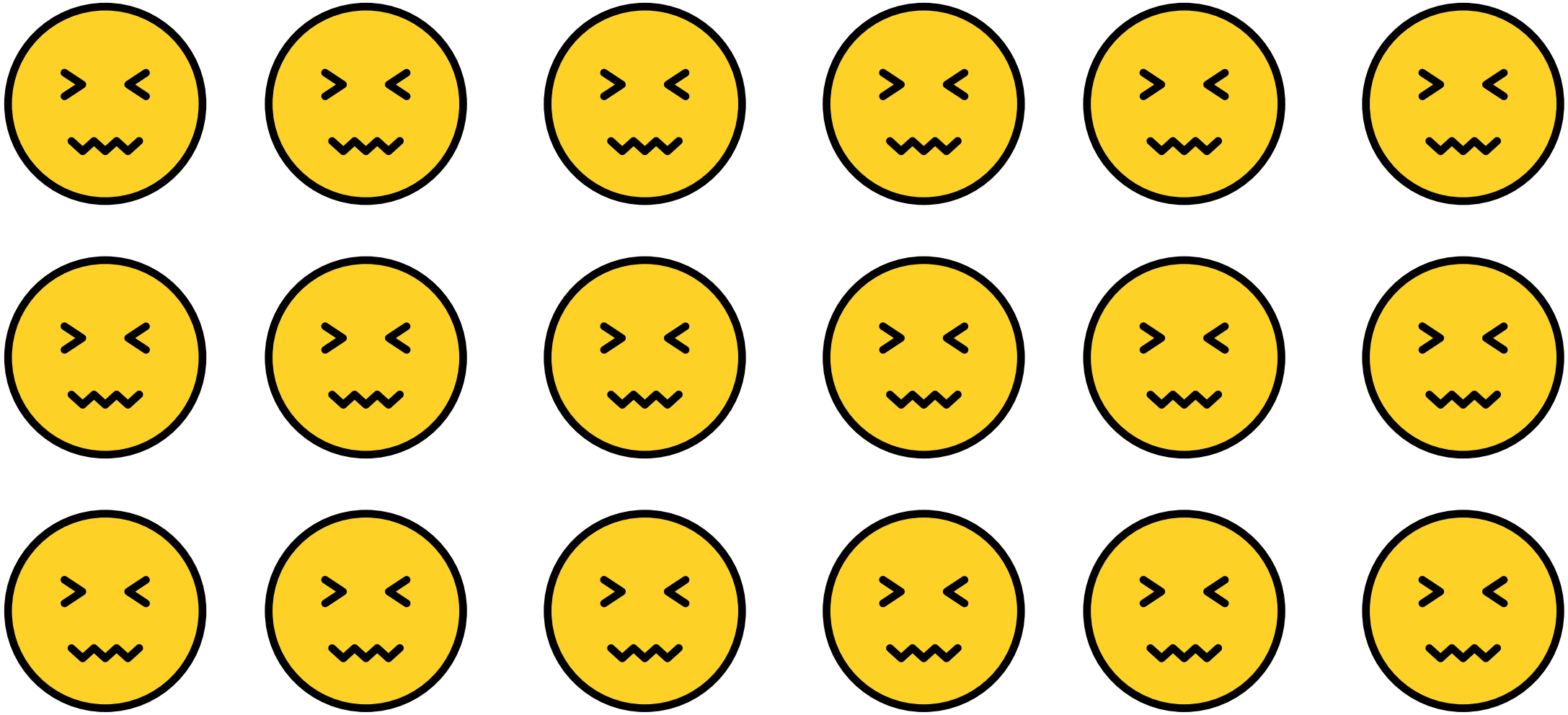


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Our Journey Timeline Icons

W.7.A1 | WEIGH Phase | Ages 9-12

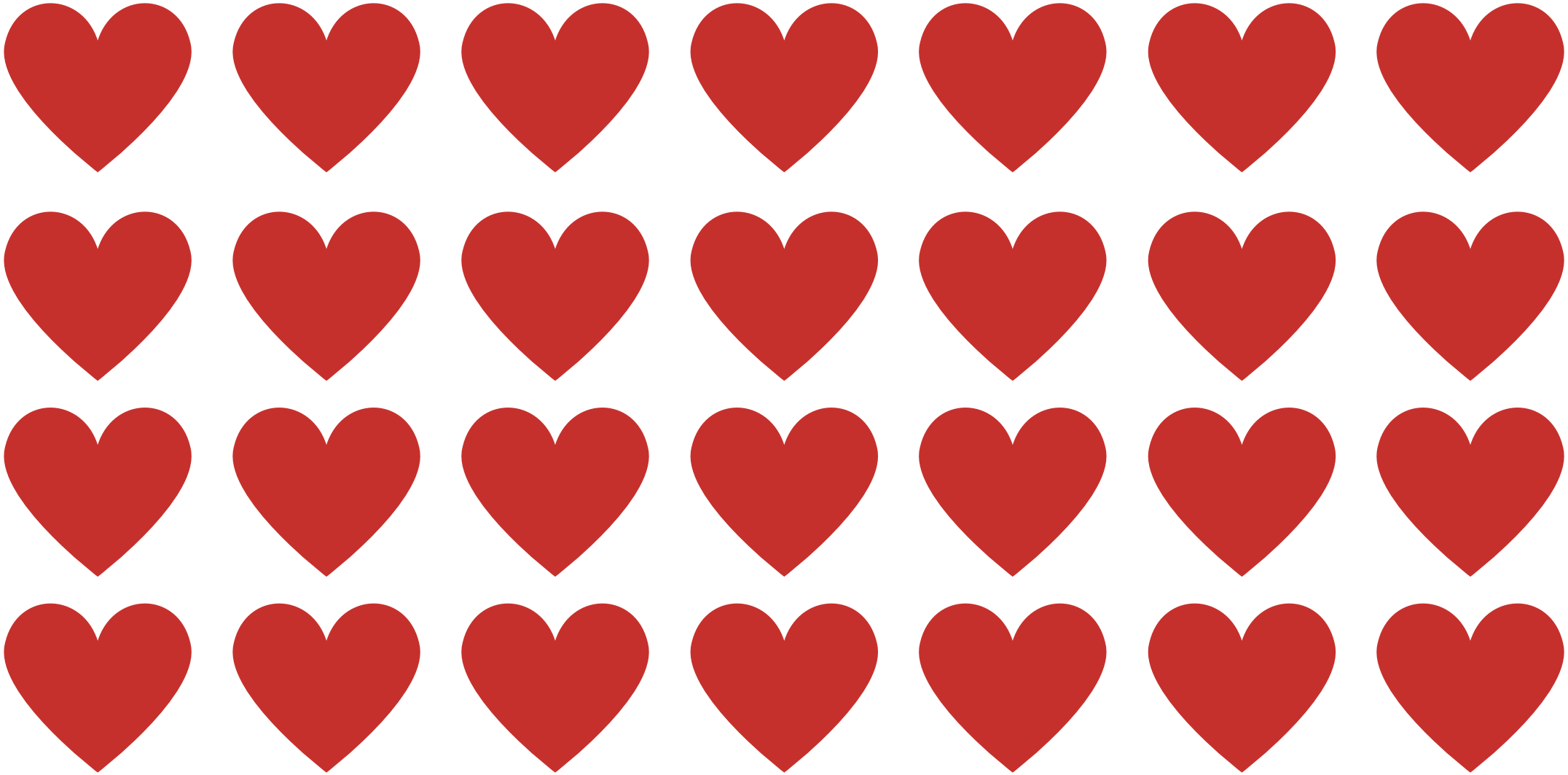


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Our Journey Timeline Icons

W.7.A1 | WEIGH Phase | Ages 9-12



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Our Journey Timeline Icons

W.7.A1 | WEIGH Phase | Ages 9-12

Reflection Cards

My favourite activity was...

I learned...

I am proud that...

Something surprised me...

Something was difficult because...

I wish we had...

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Our Journey Timeline Icons

W.7.A1 | WEIGH Phase | Ages 9-12

Reflection Cards

Next time I would like...

One thing I would change is...

What's next?

Now I think we should...

Adults should...

Children could...

I would like to...

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Our Journey Timeline Icons

W.7.A1 | WEIGH Phase | Ages 9-12

What's next?

We will know things have improved when...

My message for the future is...

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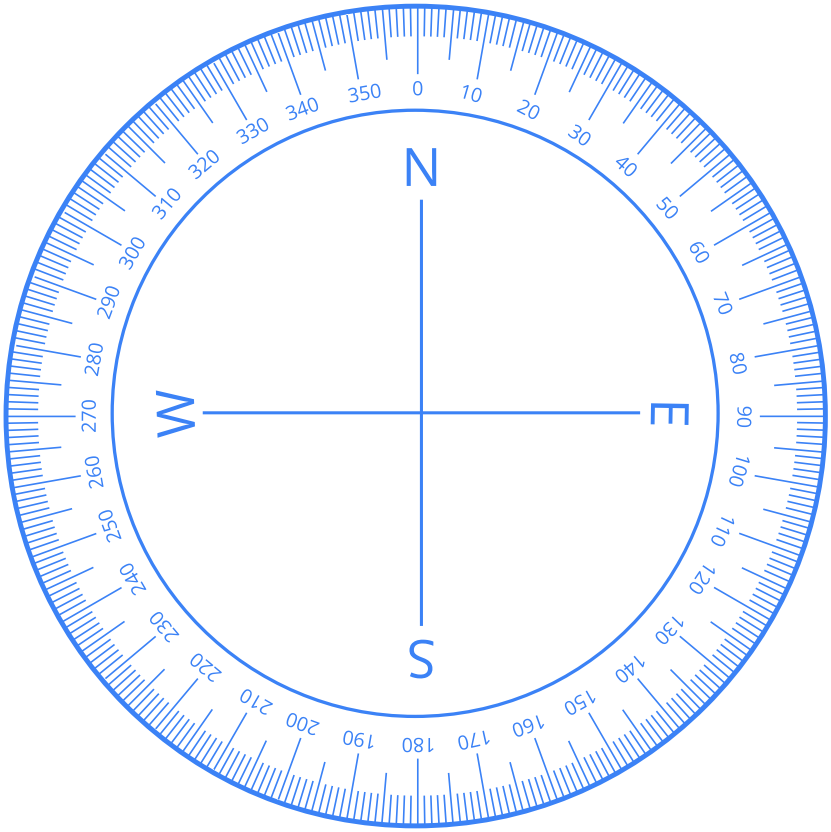
Reflection and Future Compass Poster

W.8.A1 | WEIGH Phase | Ages 6-8 / 9-12

What have we learned throughout the experience?



Notice



☺ ☑
😐 ☐
☹ ☐

Weigh



Explore



Speak

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Reflection Cards

W.8.A2 | WEIGH Phase | Ages 6-8 / 9-12

Cut along the dotted lines. Draw or write about the moments, ideas and achievements that matter most to you.

👀 What issue did we notice?

draw or write here

😲 What surprised you?

draw or write here

📖 What did you learn?

draw or write here

🤔 What helped you understand the issue?

draw or write here

🥹 How did you feel when sharing your ideas?

draw or write here

🏅 What are you most proud of?

draw or write here

💭 What happened after we shared our ideas?

draw or write here

👂 Did adults listen?

draw or write here

⏳ What would you do differently next time?

draw or write here

✂️ Cut along the card edges ✂️

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Emotion Cards

W.8.A3 | WEIGH Phase | Ages 6-8 / 9-12

EMOTIONS

How did you feel throughout the process?

Blue


sad


tired


bored

Green


relaxed


loving


mellow

Red


angry


furious


irritated

Yellow


silly


energized


proud

OTHER? _____

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Future Action Cards

W.9.A1 | WEIGH Phase | Ages 6-8 / 9-12

Use these cards to say what we should keep, what we should change, and what new ideas we should try next.

KEEP

Something that worked well and should continue

I want to keep...

Why?

CHANGE

Something that should be improved

I want to change...

Why?

NEW IDEAS

Something new we could try next time

My new ideas is...

Why?

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Suitcase Poster

W.10.A1 | WEIGH Phase | Ages 6-8



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Packing Cards

W.10.A2 | WEIGH Phase | Ages 6-8

What should we pack for the next group?



What should we pack for the next group?



What should we pack for the next group?



What should we pack for the next group?



What should we pack for the next group?



What should we pack for the next group?



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Luggage Tags

W.10.A3 | WEIGH Phase | Ages 6-8

Dear Future Explorers...



Dear Future Explorers...



Dear Future Explorers...



Dear Future Explorers...



Dear Future Explorers...



Dear Future Explorers...



Dear Future Explorers...



Dear Future Explorers...



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Guide for Future Changemakers Template

W.11.A1 | WEIGH Phase | Ages 9-12

Don't forget to...

We're proud that...

One challenge we faced...

Adults listened best when...

Our top tip for future children...

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Reflection Cards

W.11.A2 | WEIGH Phase | Ages 9-12

1 Something that worked really well...

2 Something that surprised me...

3 One challenge we faced...

4 One thing future children should know..

5 Something I would do differently next time...

6 One moment I felt heard...

7 One moment I helped someone else...

8 One thing I would improve...

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Lessons Learnt Cards

W.11.A3 | WEIGH Phase | Ages 9-12

1 

Lesson Learned 1

We learned that...

2 

Lesson Learned 2

We learned that...

3 

Lesson Learned 3

We learned that...

4 

Lesson Learned 4

We learned that...

5 

Lesson Learned 5

We learned that...

6

Lesson Learned 6

We learned that...

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Museum Display Cards

W.12.A1 | WEIGH Phase | Ages 6-8 / 9-12

Cut along the dotted lines. Draw or write about the moments, ideas and achievements that matter most to you.

😊 A moment I enjoyed

draw or write here

💡 An idea I shared

draw or write here

🏆 Something I am proud of

draw or write here

🧗 A challenge I overcame

draw or write here

📚 Something new I learned

draw or write here

🗳️ A decision I helped make

draw or write here

🌱 A change we created

draw or write here

🤝 Our best teamwork moment

draw or write here

🛠️ A creative solution

draw or write here

✂️ Cut along the card edges ✂️

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Museum Display Cards

W.12.A1 | WEIGH Phase | Ages 6-8 / 9-12

Cut along the dotted lines. Draw or write about the moments, ideas and achievements that matter most to you.

🦁 Something brave I did

draw or write here

🎁 Something that surprised me

draw or write here

🌈 When everyone was included

draw or write here

❓ An important question

draw or write here

🔁 Something I want to do again

draw or write here

📸 My favourite memory

draw or write here

⭐ The most important moment

draw or write here

🙌 A moment I helped someone

draw or write here

🪞 What participation means to me

draw or write here

✂️ Cut along the card edges ✂️

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Future Wishes Cards

W.12.A2 | WEIGH Phase | Ages 6-8 / 9-12

Cut along the dotted lines. Complete each wish by drawing or writing.

🚀 Next time, I hope children can...

draw or write here

✨ I hope children's ideas will...

draw or write here

⚖️ I hope children help decide...

draw or write here

➕ I hope there will be more...

draw or write here

✅ I hope adults take seriously...

draw or write here

🎨 I hope children can choose...

draw or write here

🚫 I hope no child feels...

draw or write here

⏳ I hope children have more time to...

draw or write here

🌠 My wish for the future is...

draw or write here

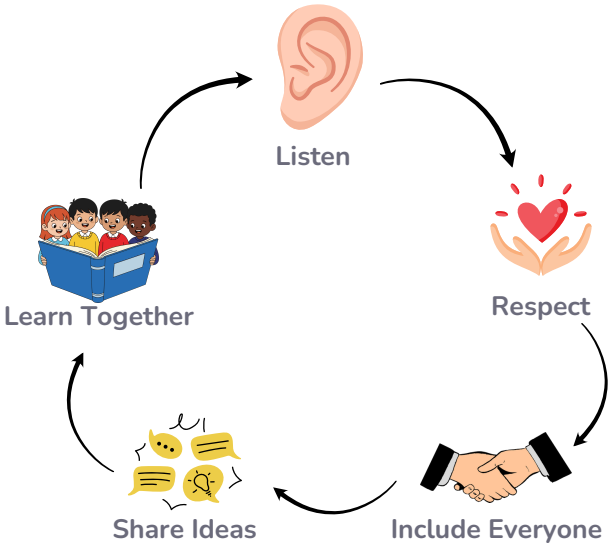
✂️ Cut along the card edges ✂️

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Participation Charter Poster

C.1.A1 | Cross-cutting | Ages 6-8 / 9-12

Together we agree to make our group safe, respectful and welcoming for everyone.



TOGETHER WE DECIDE TO:

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Rights Cards

C.2.A1 | Cross-cutting | Ages 6-8 / 9-12

A set of child-friendly cards with the name of a right and an image. Use the cards to start discussion without giving children adult-made definitions.

Right to play



Right to be listened to



Right to express your opinion



Right to learn



Right to be safe



Right to health and well-being



Right to be included



Right to be protected



Right to be treated equally



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Rights in Our Words Sheet

C.2.A2 | Cross-cutting | Ages 6-8 / 9-12

Choose one Rights Card. What does this right mean in real life? Use words, drawings or symbols.

Our right is...

Write the name of the right or attach your Rights Card here.



This right means...



We can see this right when...



This right may be missing when...



One place where this right matters is...



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Response Cards

C.4.A1 | Cross-cutting | Ages 6-8 / 9-12

I Agree...

I Agree...

I Agree...

I See It Differently...

I See It Differently...

I See It Differently...

I'd Like to Add Another Idea...

I'd Like to Add Another Idea...

I'd Like to Add Another Idea...

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Discussion Scenario Cards

C.4.A2 | Cross-cutting | Ages 6-8 / 9-12

1 

The school can only improve one area of the playground. What should it choose?

2 

The class wants to organise a special event. What should it be?

3 

Students have different ideas about how to make the school more welcoming.

4 

Should mobile phones be allowed during break time?

5 

What makes a school a good place for children?

6 

What is the best way to reduce litter in the community?

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Conversation Sentence Starters

C.4.A3 | Cross-cutting | Ages 6-8 / 9-12



I Agree...

- I agree because... _____
- I had the same idea because... _____
- I think that's important because... _____





I See It Differently...

- I see it differently because... _____
- Another way to think about it is... _____
- I understand your idea, but... _____





I'd Like to Add Another Idea...

- I'd like to add... _____
- What if we also... _____

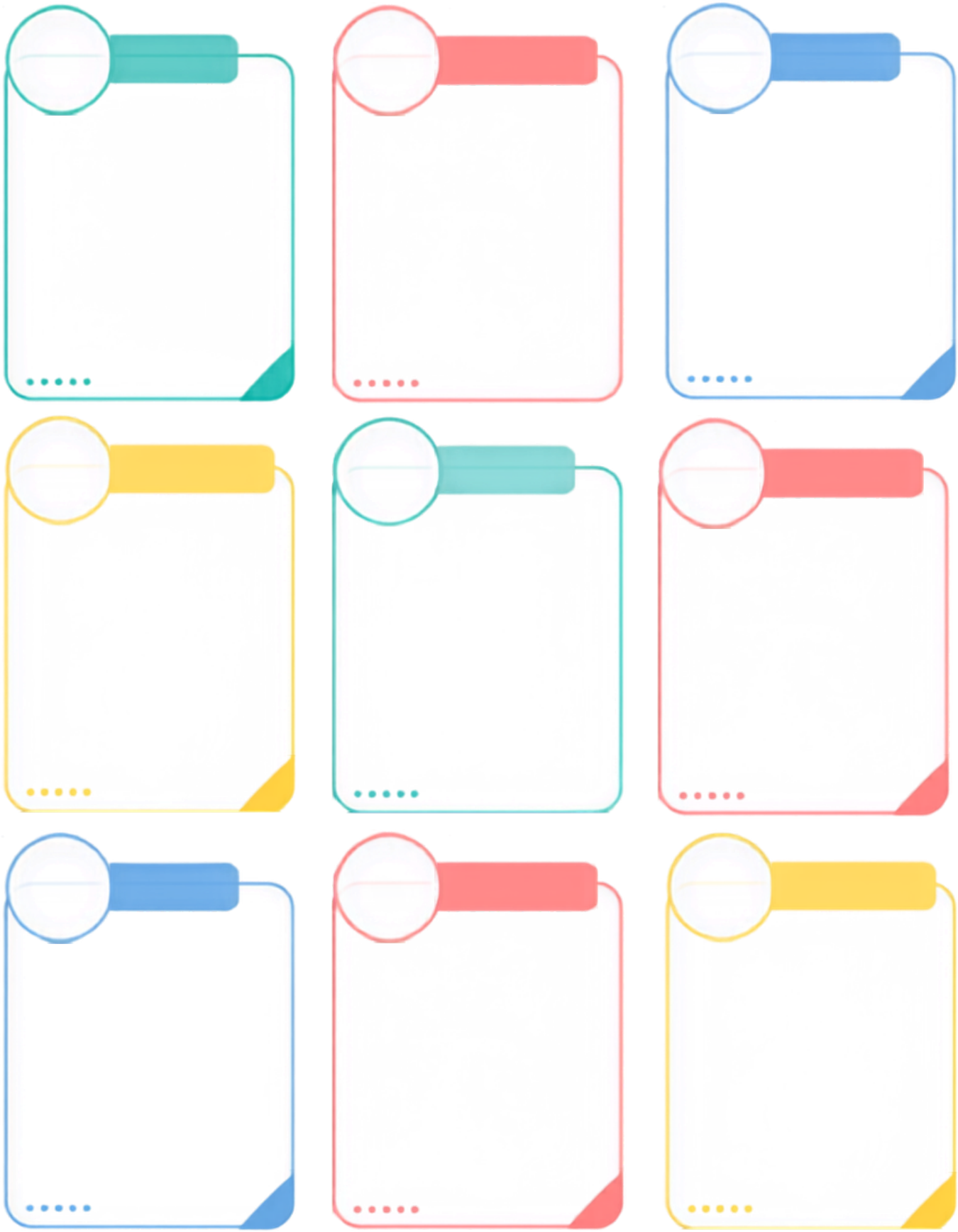
Another possibility could be...

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Our Discussion Agreement Poster

C.4.A4 | Cross-cutting | Ages 6-8 / 9-12



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Observation Cards

C.5.A1 | Cross-cutting | Ages 6-8 / 9-12

1 What do I notice?

Look carefully at the place around you.

What catches your attention?

Draw or write:

2 Seeing through different eyes

People may experience the same place in different ways.

How might another child see this place?

Draw or write:

3 Different experiences

Think about the people who use this place.

How might they experience it differently?

Draw or write:

4 What could make it better?

What could change to help more people feel included?

Draw or write:

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Decision Cards

C.6.A1 | Cross-cutting | Ages 6-8 / 9-12

My idea

Draw or write here

Why do I think this is a good idea?

Draw or write here

Every idea deserves to be heard.

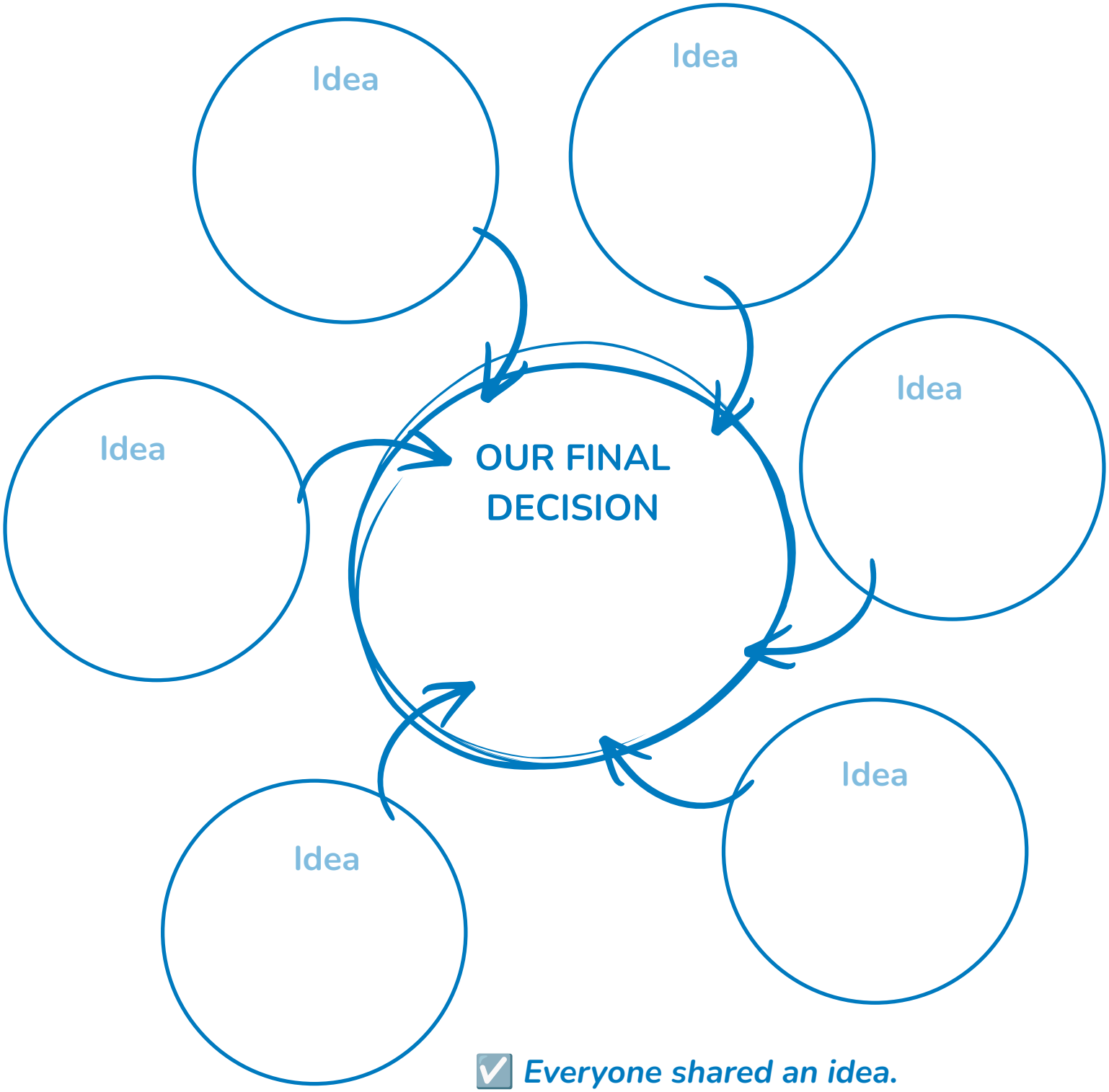
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Decision Mat

C.6.A2 | Cross-cutting | Ages 6-8 / 9-12

Let's listen, discuss and decide together.



☑️ *Everyone shared an idea.*
☑️ *We listened respectfully.*
☑️ *We made our decision together.*

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