

Act2gether for Child Rights & Well-being

CHILD-LED SOCIAL ACTION TOOLKIT



**ACT
2GET:ER**



**EDUCATION
FOR LIFE**

LEARNING FOR WELL-BEING FOUNDATION

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INTRODUCTION

The toolkit has been co-created by the Youth Advisory Group (YAG) of the project “Act2gether for Child Rights and Well-being”, implemented in Israel by Education for Life (EFL) and the Learning for Well-Being Foundation, with the valued contribution of Fondation Botnar.

The **Act2gether for Child Rights and Well-being project**, of which this toolkit is one of its results, focused on supporting collaborative participation of children and young people in social actions that can realise children’s rights and improve their well-being within local communities.

This toolkit is anchored on the premise that children and young people are competent partners in social change. They bring unique, and relevant, perspectives that lead to meaningful change, especially when both children and adult’s innate abilities like listening, observing and inquiring (core capacities) are nurtured and mobilised to create stronger connections with their sense of purpose, others and their environments.

The toolkit is designed to equip adults to meaningfully collaborate with children through child-led social action while cultivating intergenerational partnerships and agency. The toolkit practices and exercises are grounded in practical field experience from the project’s implementation in Israel.

At the heart of this toolkit lies a simple invitation, to advance social change with and for children.



WHO WE ARE

Youth Advisory Group (YAG)

The **Youth Advisory Group** comprised of young people aged 15-18 from the National Student and the Youth Councils in Israel, who were core partners in shaping the Act2gether for Child Rights and Well-Being project. They provided insights to guide, strengthen and co-create interventions that promoted children's rights and well-being within the scope of the project. They also championed child-led social actions, supported by participatory grant-making, and co-created the tools in this toolkit.

Education for Life (EFL)

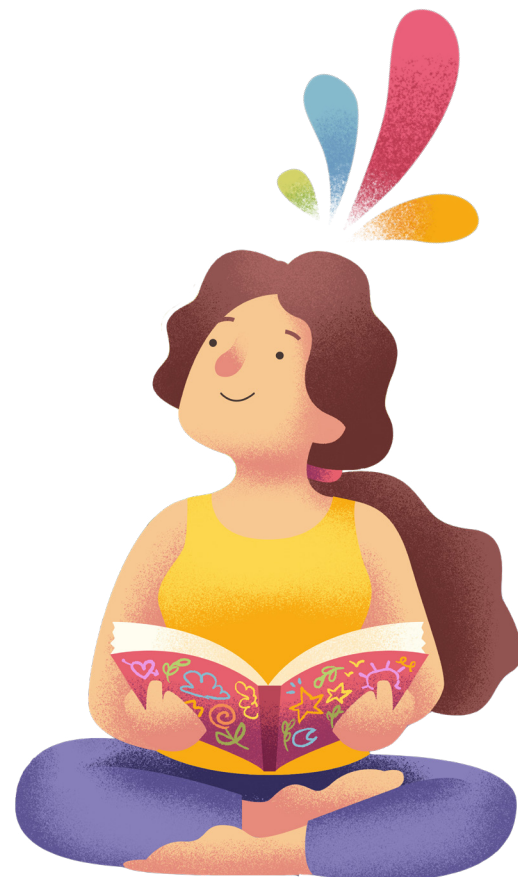
Education for Life (EFL) leads initiatives dedicated to nurturing well-being within the Israeli education system, as well as municipal and business communities. EFL was founded in 2001 with a vision to improve interpersonal communication and to promote well-being in Israeli education.

As partners of the Learning for Well-Being Foundation, our initiatives are deeply rooted in cultivating supportive and inclusive societies where everyone can fulfil their unique potential.

Learning for Well-Being Foundation (L4WB)

The **Learning for Well-being Foundation** is a non-profit organisation established in The Netherlands since 2004. It implements projects worldwide that promote holistic well-being and school reform, embedding a transversal element of intergenerational collaboration throughout.

The L4WB Foundation envisions a world where every child can realise their unique potential. The foundation's work focuses on combining human and social development, implementing programmes that explore inner diversity and cultivate core capacities that enable social change.



WHO IS THIS TOOLKIT FOR?

The toolkit is intended for adults who work with, or intend to collaborate with, children and young people on child-led social action that promotes children's rights and well-being.

These adults could include, but are not limited to, teachers, youth workers, childhood professionals working in schools, NGOs, community-based organisations.

HOW TO USE THIS TOOLKIT?

This toolkit is designed to cater for different contexts and needs. Here's how you can use the toolkit, depending on your role:

You are planning a group activity in which children lead social action.

The toolkit is a resource to use for child-led group activities that foster social change. These can include student and youth clubs/councils' activities in schools, municipalities, or community centres.

The practice and exercises in the toolkit are designed to support adults to meaningfully engage as mentors and adult.

You are planning a training or workshop on child-led social action.

The activities provided are diverse, practical, and child-centred, allowing you to choose the most appropriate exercises to meet your respective workshop goals on child-led social action. The toolkit also describes a replicable model of social action that involves educational activities, field research, community building and grant-making that can be shared in a workshop format.

As a facilitator of a workshop, remind participants that these activities are part of a learning and collaborative process. Encourage participants to be open to learning how to begin to support child-led action in a manner that respects children and young people's agency and promotes their well-being and rights.

Need more ideas or support?

If you would like help figuring out how to get started, reach out to:

Einat Pereg at office@efl.org.il

Vicky Aridi at info@learningforwellbeing.org

We're happy to help!

THE LEARNING FOR WELL-BEING APPROACH

THE DNA OF ACT2GETHER

Children's participation rights in the United Nations Convention on the Rights of the Child (UNCRC) are often unrealised. Act2gether is the intergenerational partnerships programme of the Learning for Well-Being Foundation which aims to enhance child participation locally and globally, to realise children's rights.

It acts as a catalyst that enables actors dedicated to children to move from acting FOR children to acting WITH children.

Through Act2gether, children and adults build community, capacity and connection as ingredients to support social action. The way these are used depend on need, context and opportunity.

WHO?

Children, adults and child-serving organisations act together, collaboratively

Act2gether activities strive for collaborative and child-led participation along the whole cycle of social action – from design to evaluation.

Fragmentation in child rights, education and development sectors is one of the causes of the lack of advancement of children's rights and well-being. Act2gether is a co-created space of partnership that recognises the strength of multiple partners working together across sectors as a means for systemic change.



HOW?

It applies a holistic and relational approach to gathering, equipping and connecting children and adults.

By 'holistic' we mean...

- engaging physical, emotional, mental and spiritual aspects of children and adults (wholeness)
- using and developing core capacities such as listening, observing, empathising, relaxing, reflecting
- supporting engaged participation by cultivating deeper purpose and meaning (unique potential)
- respecting and appreciating every child and adult's unique way of participating (inner diversity)

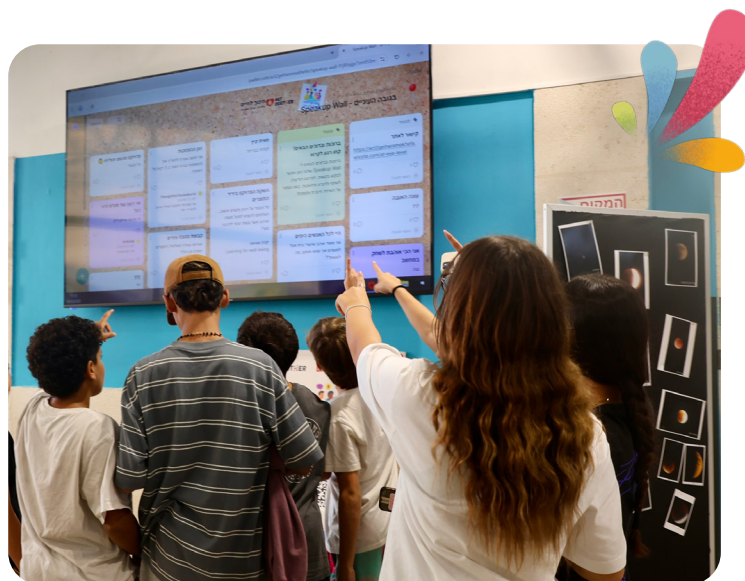
By 'relational' we mean...

- supporting collaborative child participation, where children and adults share decision-making over planning, implementing and evaluating action
- nurturing the quality of relationships between children and adults, encouraging mutual learning

WHY?

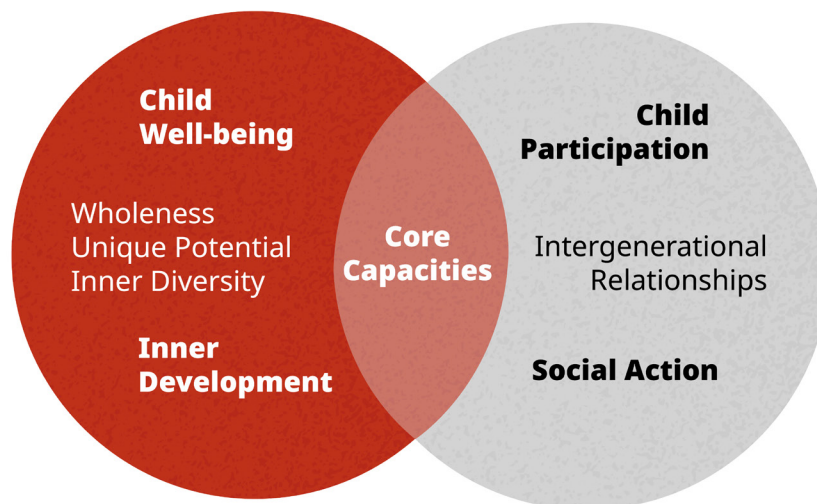
To realise children's rights and well-being in communities

Participation is a right and critical component of individual and collective well-being. Act2gether activities address key issues in the lives of children and adults that matter to them through intergenerational partnership, realising their rights, and ultimately promoting their well-being.



A Holistic and Relational Approach

What distinguishes Act2gether is not only what it does, but how it does it



The programme integrates:

- Child Rights (power, participation, accountability).
- Well-being (inner strengths, purpose, self-awareness).
- Intergenerational partnership (shared decision-making).
- Core capacities (listening, observing, reflecting, empathising, relaxing, discerning patterns, etc).

Participation is both a right and a developmental process.

Social action contributes to external change in communities and personal growth of individuals.

Children are recognised as rights-holders and competent partners for social action.

Adults are recognised as partners whose role is to support, not control.

ACT2GETHER FOR CHILD RIGHTS AND WELL-BEING

Act2gether for Child Rights and Well-being project implemented in Israel is the local implementation of the global Act2gether programme led by the Learning for Well-being Foundation (L4WB), strengthening the implementation of children's rights through child-led social action grounded in intergenerational partnership.

At its core, the project was built on a simple but transformative shift: moving from acting for children to acting with children.

Rather than viewing children as beneficiaries of adult-designed initiatives, Act2gether positioned them as rights-holders and capable partners in shaping change. At the same time, it recognised that meaningful participation requires adults to evolve as well. The project therefore combined child rights education, well-being practices, mentoring, shared governance, and participatory grant-making into one coherent leadership process that built the capacities of both children and adults to collaborate responsibly and creatively.

(1) Shared Governance: The Youth Advisory Group

At the heart of the project's implementation was the Youth Advisory Group (YAG), composed of young people aged 15–18 from national student and youth councils. The YAG was not symbolic or consultative. It was a living structure of shared governance.

Members of the YAG were involved in shaping curriculum, defining priorities, designing and selecting micro-grant criteria, contributing to evaluation processes, and co-creating tools - including this toolkit. They provided accountability to the project and ensured that children's perspectives were not added at the end but integrated from the beginning.

Through this structure, participation became practice, not rhetoric. Decision-making was shared. Responsibility was real.

(2) Leadership Programme: A Developmental Journey of Head, Heart and Hand

The Leadership Programme was the backbone of Act2gether. While it included three in-person gatherings, it was much more than a series of events. It was a structured developmental journey that unfolded over time through preparation, lived experience, field research, mentoring, implementation, reflection, and community dialogue.

The programme is organised in different content modules, spread across three 3-day residential gatherings and two field work moments, lasting 3 to 4 months.

GATHERING I – HEART

The process began with a first gathering focused on rights, self-awareness, and research. Children were introduced to children’s rights not only as legal concepts, but as lived realities. They explored their inner strengths and sense of purpose, developing a deeper understanding of what motivates them to act. At the same time, they built research skills that enabled them to investigate issues affecting children’s rights and well-being in their own communities.

Adults participated alongside them, reflecting on their own beliefs about children and strengthening their facilitation skills. Both children and adults practised core capacities such as listening, observing, reflecting, empathising, and discerning patterns - capacities that form the foundation for meaningful collaboration.

RESEARCH (AFTER GATHERING I)

Following the gathering, children conducted child-led research in their communities. This stage was essential. Social action did not begin with ideas imported from outside; it emerged from children’s lived realities and evidence they gathered themselves.



GATHERING II – HAND

The second gathering focused on transforming research into action. Children developed practical skills for social action, including intergenerational communication, project planning, and basic financial literacy. Adults strengthened their ability to act as partners and mentors rather than directors. Together, they formed task groups and began designing initiatives grounded in their research findings.

SOCIAL ACTION (AFTER GATHERING II)

Through the task groups, children designed and implemented social action initiatives to promote well-being and children's rights in their communities. The social action initiatives were funded through a child-led participatory micro-grant model.

Some of the social action initiatives implemented include:

Katzrin-Community Coffee Cart.

A community coffee cart operated twice a week by youth. The project hosted coffee nights through the community coffee cart where youth could engage in activities i.e. board games, local performances, open mics, yoga activities, drink coffee, and connect. This served as a safe space for young people to interact, build peer relationships and promote their well-being.



Hadassah Neurim- In Our Hands Project.

The In Our Hands projects is a social and educational space established in a boarding school in Hadassah Neurim Youth village. Through this space, a weekly mentorship programme, peer building activities and a card game were developed to encourage open intergenerational conversations between teachers and students.



Emek Hefer: At Eye Level project.

Through the eye level project, three creative children's voice platforms were established. They include a digital wall for sharing thoughts and ideas on children's rights and well-being, youth podcast and a website with materials on children's rights.



GATHERING III – HEAD

The third gathering created space for evaluation, advocacy, and sustainability. Projects were presented, reflected upon, and assessed collectively. Children developed self-advocacy and evaluation skills, while adults strengthened their capacity to champion children's participation beyond the life of the programme. Reflection was as important as achievement; learning was valued alongside measurable outcomes.

Throughout the entire cycle, the programme emphasised that leadership is relational. Growth happened not only through action, but through dialogue, reflection, and partnership.



(3) Ongoing Mentoring: Partnership in Practice

Between gatherings, each group was accompanied by an adult mentor. The role of the mentor was not to lead the initiative, but to walk alongside the young people.

Mentors supported planning, asked reflective questions, helped navigate challenges, and encouraged accountability. This ensured that capacity-building was continuous and relational rather than limited to intensive events. Children remained the decision-makers, while adults provided stability, perspective, and encouragement.

This mentoring relationship embodied the deeper philosophy of Act2gether: partnership between generations is cultivated intentionally.

(4) Participatory Micro-Grants: Power Sharing

One of the most innovative elements of Act2gether for Child Rights and Well-being project was its child-led participatory micro-grant model.

Children designed initiatives, developed budgets, presented proposals, and participated in intergenerational grant committees. Evaluation criteria were co-created and focused not only on feasibility, but on clarity of purpose, meaningful participation, and shared responsibility within teams.

The grant committee itself was intergenerational and child-led. Funding decisions were discussed collectively, and feedback was offered constructively to strengthen each initiative.

Through this process, children developed financial literacy, accountability, leadership skills, and confidence in decision-making. Just as importantly, adults experienced what it means to share power responsibly.

(5) Documentary: Sharing the Journey

Children produced a documentary film to capture the project's journey. The documentary highlighted children's and adult mentors' experiences and perspectives across the gatherings, mentorship sessions, the social action initiatives and the child-led participatory micro-grant model. Alongside this documentary, children produced their own podcast entitled "Shomim Rega?" which served as a platform for children's voices to be heard.

The documentary and the podcast, created by children for children, aimed to amplify their insights, drive child-led conversations on children's rights and well-being and highlight how children are competent partners for social action.

IMPACT IN ISRAEL

Act2gether for Child Rights and Well-being strengthened youth leadership structures and created genuine intergenerational spaces of shared decision-making in Israel. It supported child-led initiatives that addressed real challenges in schools and communities, while building adults' capacity to serve as allies rather than authority figures. The project demonstrated that participation, when structured with care, depth, and shared responsibility, can generate both social impact and personal transformation.

The impact of the programme is perhaps best understood through the voices of those who experienced it.



As Maya, a Grade 12 participant, reflected:

"Looking back, I realised that this project and the tools in the project have taught me far more than how to launch an initiative. It taught me that even in challenging realities we have the right to dream, to survive, to grow - and to succeed. What stays with me is knowing that even as teens we can change reality and make the world better."



For Rina, a mentor, the transformation was equally profound:

"Being a mentor was a huge privilege. Guiding motivated teens who want real change based on learning and understanding their rights gave me deep meaning. The project and tools are unique because they bring out strengths often hidden in teens: believing in their capacities; turning dreams into action; learning not only for knowledge but for change and impact."

These reflections illustrate what Act2gether seeks to cultivate: young people who recognise their agency, and adults who recognise their role in supporting it.

The toolkit you are now reading emerges from this lived experience. It reflects a tested approach to child-led social action grounded in partnership, well-being, and rights - not as abstract ideals, but as daily practice.

The journey of child-led social action begins with listening. It grows through trust. It deepens when adults and young people recognise one another as competent partners. And it becomes transformative when they stand side by side, sharing responsibility to realise children's rights and strengthen well-being in their communities.

TOOLS FOR CHILD-LED SOCIAL ACTION

The toolkit exercises were used in the different phases of the project described before. They are anchored on the [Learning for Well-Being Framework](#), particularly the three aspects of development: mental, emotional and physical and the 9 core capacities, both described below.

LEARNING FOR WELL-BEING INGREDIENTS

Wholeness: Head, Heart and Hand

Across our exercises, we have embedded the Head-Hand-Heart which entails engaging each of following three aspects of learning and developing:

HEAD (MENTAL)

Helps you connect with your values and gain a sense of direction.



HEART (EMOTIONAL)

Helps you connect with yourself and others and expressing different ideas and feelings.



HAND (PHYSICAL)

Helps you connect with your community and the environment and bring your ideas to reality through action.



By engaging with these three aspects, this model allows children to engage in social action as their whole selves, promoting their well-being and engaging more meaningfully.

9 Core Capacities

The 9 core capacities are fundamental human abilities we are born with. These core capacities are innate to everyone, by virtue of being human. For child-led social action, the core capacities help children and adults to deepen their relationship and collaboration with themselves, others and their environments.

At the beginning of each exercise, the core capacity which the exercise is anchored on is highlighted. All the core capacities connect the head, hand, and heart.

RELAXING

Capacity to ease tensions in thoughts, feelings and body opening to physical, emotional and mental ease.

OBSERVING

Capacity to place attention, wide and closely; keen, engaged and consistent noticing.

LISTENING

Capacity to tune in to what surrounds, connecting to words, sounds, and spaces in oneself, others and the environment.

SUBTLE SENSING

Capacity to engage with what is not visible, acknowledging and expanding non-cognitive forms of knowing like intuition or imagination.

REFLECTING

Capacity to revisit thoughts, feelings, or experiences to gain insight and coherence. It includes both internal reframing and the relational act of offering perspectives or feedback - like holding up a mirror with care.

BODY SENSING

Capacity to attune to the body's internal signals such as pressure, movement, temperature, or sensations and use this awareness as a source of insight, regulation, and orientation.

INQUIRING

Capacity to seek deeper understanding, uncover meaning, or opening possibilities by asking questions - both inwardly and outwardly.

EMPATHISING

Capacity to emotionally connect with and understand the experience of another - feeling with, not just for, someone.

DISCERNING PATTERNS

Capacity to perceive and work with patterns of interconnection - recognising how parts relate to wholes, identifying cycles, sequences, or structures across time and space.

THE TOOLS

The tools are inspired by experience and insights advancing child-led social action and child participation under Act2gether.

This section begins by delving into the tools to lay the foundation for child-led social action, drawing from tools from the leadership programme of the Act2gether for Child Rights and Well-being project implementation in Israel. It then moves to highlight the tools to prepare adults for their role as adult allies for child-led social action.

It then unpacks the tools to prepare children to engage in child-led social action and provides the tools to implement child-led social action. The child-led social action tools particularly on participatory micro-grants and ongoing mentoring are anchored on the Act2gether activities implemented in Israel.

A. Laying the Foundations of Partnership

TOOL 1: WHY YOU ARE HERE

PURPOSE

Provide an introduction and overview of the leadership programme for child-led social action.

CORE CAPACITY

Listening and Inquiring

TIME

60 minutes

MATERIALS

Flipchart paper, sticky notes and markers

Steps:

1. Begin with an icebreaker for participants to introduce themselves.
2. The project team, then presents the history of the project, overview of the leadership programme for child-led social action and its purpose with a reference to children's rights and the Learning for Well-Being Approach.
3. After understanding the project, children will be asked what success looks like for this project. This information will be used to adapt evaluation indicators for the project.

TOOL 2: FINDING MY PURPOSE AND OUR PURPOSE

| | |
|---|--|
| PURPOSE | |
| Define individual and collective purpose for engaging in child-led social action. | |
| CORE CAPACITY | MATERIALS |
| Listening and Inquiring | |
| TIME | Magazine clippings/photos representing their "why" for engaging in child-led social action, flipchart paper, glue, and cardboard |
| 90 minutes | |

Steps:

1. Provide each participant with flipchart paper.
2. Invite participants to stick their magazine clipping/photo representing their "why" for engaging in child-led social action on flipchart paper.
3. Group Sharing: Each participant introduces themselves, shares their photo and purpose for engaging in social action.
4. Participants then collect all the photos to create a shared vision board that represents their collective purpose for engaging in social action.

TOOL 3: GROUND RULES (GROUP CODE OF CONDUCT)

PURPOSE

Develop a group code of conduct for creating a safe and brave space for child-led social action.

CORE CAPACITY

Listening

TIME

30 minutes

MATERIALS

Flipchart paper,
markers

Steps:

1. On the flipchart, write the following questions:
 - Using one word, what values should we uphold during this programme?
 - What do we need to make this program work?
2. Invite participants to share their responses to the questions and note them down on the flipchart paper.
3. Discuss contributions as they are written up. To guide this discussion, use the following prompts:
 - Is the rule/value realistic?
 - Is the rule/value said in a positive way?
4. If participants come up with negative rules and values i.e. Don't do this then ask: "what do we want instead?".
 - The rules/values said should be positive i.e.
 - Don't talk over another participant - Listen to participants when they speak.
 - Don't share confidential information - Keep information confidential.

5. Review the rules and values with the group to see if there is anything missing. Other things you may want to have rules about if not mentioned by the group include:
 - The purpose of the group. Being clear about what the group is trying to achieve together.
 - Timeliness, lateness and letting people know about delays.
 - Open mindedness/respect for the ideas and opinions of others. – A respectful way to disagree with each other that does not hurt people but still addresses the topic / issue.
 - A system for making sure everyone has a fair voice in the group e.g. hands up, passing an object to speak, turn taking, signals for interruptions/follow ups.
 - Being present, giving attention, managing phones and interruptions.
 - Confidentiality – keeping personal issues/details/stories inside the group.
 - Social media, photographs and permissions to share certain things.
 - Use of mobile phones i.e. for note taking.
6. Upon completion, invite participants to review the rules and values, sign them and then put it on the wall. These rules and values will form the group's code of conduct for creating a brave and safe space for child-led social action. The code of conduct can be reviewed at the start of each session.

Source: Learning for Well-Being Foundation & Eurochild (n.d.) We Are Here: A Child Participation Toolbox. Tool (adapted), p. 55.

TOOL 4: STRENGTH MAPPING

PURPOSE

Identify individual strengths/talents and recognise other's strengths/talents for child-led social action.

CORE CAPACITY

Discerning Patterns

TIME

60 minutes

MATERIALS

A3 sheets, colored markers, flipchart paper, stickers.

Steps:

1. Form pairs.
2. In pairs, take turns to name one strength you bring to any group you are part of and one thing that gives you energy when working with a group.

Note: The strengths and things that give them energy should be qualities that remain consistent over time. Examples of strengths include Bringing humor/ structure to whichever group they're in i.e. in school, families and communities. The strengths should not be qualities they have acquired through experience. Examples of things that give you energy could include working together in groups, using art and crafts, having discussions in pairs, and time for individual reflection.

3. In pairs, reflect and share on how these strengths can be used in child-led social action.
4. In pairs, draw on the individual A3 sheets an image that represents your individual strengths and things that give you energy. This will serve as your individual strengths map.
5. Group Sharing: Form a circle and each pair shares their strengths map and how these strengths can be used in child-led social action.
6. As participants are sharing their strength maps, note the strengths they are sharing on a flipchart paper.
7. Following the group sharing, stick the strength maps from all the pairs on the wall alongside the flipchart paper with the strengths listed.
8. Invite participants to do a gallery walk to look at the strength maps and list of strengths which represent their collective strengths for child-led social action.

TOOL 5: FINDING YOUR GROUND

PURPOSE

Understand my ways of learning and planning and recognise other's ways of learning and planning.

CORE CAPACITY

Discerning Patterns and Listening

TIME

90 minutes

MATERIALS

Masking tape, Cutouts of the characteristics associated with each of the three aspects (mental, physical and emotional) and their key words, flipchart, markers, pens.

Steps:

Finding your Ground

1. Create a large isosceles triangle on the floor (big enough for the whole group to move within it) - Optional: Create a circle around it to symbolise the Spiritual aspect.
2. Using different colour paper, introduce participants associated with the different Mental, Emotional, Physical "lands". Do it in a storytelling mode.
 - a. Head (Mental): Thinking, Envisioning, Focusing.
 - b. Heart (Emotional): Feeling, Connecting, Expressing.
 - c. Hand (Physical): Doing, producing; Collecting.
 - d. Spirit (Spiritual): Connectedness with all; Awe; Inspiration.
3. Ask people to explore the space, and the qualities they evoke.
4. Use the framework to explore questions related to well-being, learning and development. Examples:
 - a. Where is your "home", your natural place of well-being?
 - b. In which land do you feel safe?
 - c. Which land is most foreign to you?
 - d. Which land is a cause of stress for you?

Finding Common Ground

1. When you want to explore the topic, ask “neighbours” (clusters of people within the triangle) to get together and share what it means for them to “inhabit” that land.
2. Create small groups of 3-4 people who are standing near one another. Beware that those who are in the centre may be mixing people who see themselves in the middle. Clarify with them why they stand in the middle to decide which group to join. Invite each small group to have a conversation about similarities in the way they learn, communicate and relate to others.
3. After a few minutes of discussion, invite them to share something they may have discovered about what they have in common.
4. Ask everyone to go back to their ‘natural’ position on the triangle. Ask the group whether they would like to make any adjustment after the discussion in small groups.

Debriefing

Bring the small groups together, and facilitate a discussion using ORID method: Observations, Reactions, Interpretations, Decisions.

1. How was the experience of being in groups?
2. What do you notice when you look at the triangle with everyone’s position represented?
3. How is the experience of thinking about oneself in terms of having different perspectives?
4. How can this awareness influence the way one learns, works, relates with others?

Note: As a facilitator, be dynamic in the way you guide participants movements on the wheel. When people must stand and listen to each other for a long time, they start fidgeting and search for ways to rest which gets them distracted. You can balance this by keeping the movement going or ask questions to different people, to engage them in the conversation.

Keep encouraging them to use the signals from their bodies, in the first place, and then to try to express examples of how they see their positions on the wheel play out in their daily lives.

TOOL 6: CHILDREN'S RIGHTS IN ACTION

PURPOSE

Understand and explore the basic principles of children's rights and how they apply to child-led social action.

CORE CAPACITY

Listening and Inquiring

TIME

60 minutes

MATERIALS

Printed Children's Rights Cards, Sticky Notes and Discussion Board.

Steps:

1. Setting the scene on Children's Rights: As a facilitator explain:
 - What are children's rights and why they apply to children (ages 0-18 years).
 - Where are children's rights enshrined: They are enshrined in international, regional, and national laws. At the international level, the rights are contained in the United Nations Convention on the Rights of the Child (CRC). The Convention has been accepted by most countries in the world.
 - These children's rights must be respected and protected by everyone across the various spaces where children live and learn, i.e. schools, families, communities.
 - Engage participants to hear if they know any of the children's rights that may be enshrined in the Convention on the Rights of the Child.
2. Form small groups of 4-5.
3. In small groups display printed children's rights cards.

Note: Use all the cards or just a select few, depending on the age group, session/activity aim and participant support needs.

4. Each group chooses one card from the selection of cards and shares real life examples on how the right they have selected is promoted/respected in practice.
5. The group then discusses what can be done to ensure that the right they have selected is always respected for child-led social action.
6. At the end of the group work, participants can write down on sticky notes what they have learnt from the discussion, what activities they will undertake to advocate for children's rights in social action and any additional reflections they would like to share. These sticky notes can be stuck on discussion boards for the group to discuss.

TOOL 7: HEAD-HAND-HEART

PURPOSE

Gain a basic understanding of engaging your “whole self” in child-led social action.

CORE CAPACITY

Inquiring and Listening

TIME

90 minutes

MATERIALS

Head/Hand/Heart/Soul cards, paper tape, large wall board.

Steps:

- Hand-out three different colored sticky notes per table. Each colored sticky note will represent one of the following: Head, Heart, or Hand. The sticky notes should be read as follows:
 - Head- What I thought, understood, or learned.
 - Heart- What I felt or how I connected emotionally.
 - Hand- What I would have done, practiced or acted upon.
- Guide participants through a structured reflection activity. The reflection activity entails the facilitator sharing a story. The story should be one that would not cause discomfort/emotional collapse for participants.
- Following the story, each participant reflects on the story shared and individually responds to the prompts in writing via the three sticky notes.
- Facilitator to then introduce the Head-Hand-Heart and Soul Model:

The exercise you have done points to the Head-Hand-Heart and Soul Model.

The Head-Hand-Heart and Soul model entails engaging each of these four aspects for yourself:

- Head (Mental): Thinks, quiets your thoughts and helps you get other perspectives.
- Hand (Physical): Helps you create, act and bring your ideas to reality by doing.
- Heart (Emotional): Helps you connect with yourself and others.
- Soul (Spiritual): Connects with your values and aspirations, i.e. kindness.

By engaging with these four aspects, this model allows each of us to engage as our whole selves in social action, promoting our well-being.

B. Adult Partnership Preparation

TOOL 1: REFRAMING THE ADULT ROLE—FROM LEADER TO SUPPORTIVE ALLY

PURPOSE

Reframe the perception of the role of adults in child-led social action towards one of a supportive ally.

CORE CAPACITY

Relaxing, Listening,
and Reflecting.

TIME

120 minutes

MATERIALS

Dilemma cards, open-question practice sheets, flipcharts, markers, “pause moment” cue cards, personal reflection journal.

Steps:

I. The Pause Principle (15 minutes):

1. Raise the “pause moment” cue cards and take a moment and pause.
2. Close your eyes if it feels safe. Take a few slow breaths and notice your body settling into the space you are in.
3. Connect to your breath. Notice the natural rhythm of your inhale and exhale. Let the breath move freely. Use it as an anchor to the present moment.
4. Allow thoughts to arise naturally, like passing clouds. Notice them without trying to chase them away or hold them. Thoughts may include planning, work tasks, chores, and conversations. They are not facts and do not need to be acted upon. If your attention shifts, return to breathing in and out.
5. Open your eyes if you have them closed and take a moment to notice what happened in your mind. Observe how your thoughts moved, what captured your attention, and what relaxed naturally. Explore this silently for yourself.
6. Bring attention back to your body and breath. Notice how you feel in the present moment.

7. The Facilitator then shares:

- The pause principle that we have just experienced allows us as adults to relax and quiet our minds.
- It is a helpful tool especially when engaging in child-led social action, including during misunderstandings. This is because it helps us to ground and calm ourselves. Thus, instead of being reactive, we move towards understanding.

II. The 3 Questions (40 minutes):

1. Form one group.
2. In the group, select a note taker and a facilitator.
3. Facilitate a group discussion on the 3 Questions:
 - What can I learn from collaborating with children?
 - In my perception, what roles/responsibilities can children take up when we are collaborating on social action?
 - How can I serve as an adult ally/partner to children when they are leading social action?
4. **Journalling:** Using your personal reflection journal individually reflect on:
 - Did anything surprise you from the list?
 - Which questions were easier to answer?
 - How do your perceptions influence how you collaborate with children on social action?
5. The Facilitator can then explain:
 - In child-led social action, it is fundamental to be cognisant of the mindsets we have when collaborating with children.
 - The things we can learn from children point to our perceived strengths/value that they can bring to social action.
 - We must remember that beyond these perceived strengths/qualities, just like us, they have constant unique strengths/qualities that they bring to collaboration. These are strengths/qualities that they bring consistently to any group they are in, i.e. bring humor/structure and are not tied to experience.

III. Scenario Simulations (20 minutes):

1. Form pairs.
2. In pairs, one participant will play the role of an adult, and the other will play the role of a child.

3. In pairs, use the dilemma cards to role play a common misunderstanding scenario between children and adults during collaboration for social action.
4. Based on the scenario you have role-played take turns to resolve the misunderstanding using the steps below:
 - **Pause-** Take a moment to relax.
 - **Listen-** Understand what happened.
 - **Empathise-** How do you feel?
 - **Ask (Inquire)-** What do you need?
 - **Act.**
5. **Group sharing:** Invite 2-3 groups to share their experience and whether this exercise has made them begin to think differently on how to navigate conflict/misunderstandings in intergenerational collaboration for social action.

IV. Listening to all Voices (30 minutes):

1. Read these quotes:
 - Adults ask questions but already know the answers.
 - Adults only engage me as a child to tick a box.
 - They don't listen to me.
 - In meetings with adults, I find them boring because I don't get to talk.
2. Listen silently as the quotes are being read.
3. **Journalling:** In your personal reflection journal, reflect on:
 - What assumptions did I make while listening?
 - Where did I feel the urge to explain, fix, or defend?
 - Which quote made me uncomfortable - and why?
4. **Group sharing:** In the large group, invite participants to share on what the reflections made them acknowledge and feel about how they listen to children and how they can listen to children as allies/partners.

TOOL 2: INTERGENERATIONAL LISTENING CIRCLE

PURPOSE

Build trust and facilitate intergenerational dialogue between adults and children.

CORE CAPACITY

Listening and Empathising

TIME

60 minutes

MATERIALS

Talking piece and Circle seating.

Steps:

1. Form an intergenerational circle with adults and children.
2. Explain that this is an intergenerational circle and will provide a space for an open dialogue on trust.
3. To ensure structured engagement during the circle, there will be a talking piece. If someone would like to speak, they must use the talking piece - only the holder speaks: others listen.
4. The facilitator will then develop and use guiding questions to facilitate the intergenerational circle. The questions could include:
 - What does trust mean to you?
 - How can we build trust when working with your peers and across generations on children's rights?
 - How can children and adults work as partners for social action?
5. Each participant shares an insight or moment.
6. Close the circle by inviting participants to share their reflections and anything else they would like to add that may not have been mentioned.

C. Child Partnership Preparation

TOOL 1: “MY STORY” – RECOGNISING A PERSONAL MOMENT OF IMPACT

PURPOSE

Enable children and young people to recognise lived experiences where they influenced/initiated change - affirming their agency.

CORE CAPACITY

Listening and Discerning Patterns.

TIME

45 minutes

MATERIALS

Poster paper or writing sheets, coloured markers, prompt cards, soft background music.

Steps:

1. **Inspiration:** Facilitator shares a brief personal story of a time they took a small but meaningful action.
2. Individual writing of “my story of influence”. A story of influence is a personal story of a time you took a small but meaningful action.
3. Form small groups of 3 and share your individual stories of influence.
4. As each person shares, the rest of the group should listen attentively. Listen to the core message and the emotions invoked when the person is sharing the story.
5. When each story ends, the listeners can share what they sensed/felt emotionally using “I” statements i.e. I felt joy, and what they heard as the main message.
6. The storyteller can then affirm/clarify the reflections shared.
7. Once all stories have been shared, the group can reflect together on what it was like to be listened to in this way and how their stories of influence have influenced how they engage in social action.

TOOL 2: CIRCLE OF INFLUENCE

PURPOSE

Map and understand my spheres of influence.

CORE CAPACITY

Inquiring

TIME

60 minutes

MATERIALS

Printed three-ring template, markers.

Steps:

1. Place the printed three-ring template in the centre of the room. The three-ring template represents the various spaces where children live and learn, i.e. schools, families, and communities.
2. Using the three-ring template think and reflect on the various spaces where you live and learn, i.e. schools, families and communities.
3. Share via an open dialogue on where you have influence, i.e. in schools, families and communities.
4. **Individual map:** Following the dialogue, map out on a piece of paper, the various spaces where you feel you have the following.
 - Direct influence.
 - Indirect influence.

As you map out your spheres of influence, reflect on:

- What aspects of these spaces make you feel like you have direct/indirect influence, i.e., my voice is heard, I am given leadership positions, I can influence decisions up to a certain point/degree, I can share my suggestions freely.
5. Form pairs and share your individual map.

6. In the pairs, share on the following:

- What do I want to influence more?
- Where do I feel heard?
- Where do I feel decisions are made by others?
- What changes would I like to see in how others engage with me in this space?

The responses shared should be based on the individual map.

7. Following the pair sharing, each pair will share insights and takeaways with the larger group.

D. Child-Led Social Action

This is the implementation phase where groups begin to design and implement initiatives for social action. In this phase, adults play a role as adult allies and mentors, while children lead. As part of this phase, a participatory micro-grant model was used where children took the lead in determining the micro-grant allocation and selection of ideas/projects that would receive funding for implementation.

TOOL 1: CHILD-LED PARTICIPATORY MICRO-GRANT MODEL

The child-led participatory micro-grant model is not a one-off activity but rather a participatory process with several activities with children to design social action initiatives, determine the micro-grant allocation and selection of initiatives, and implement selected initiatives.

PURPOSE

Enable children and young people to implement the child-led participatory micro-grant model.

CORE CAPACITY

Listening, Inquiring, and Reflecting.

TIME

5-6 months

MATERIALS

Flipchart paper, sticky notes, colored stickers, markers, note-pads.

Steps:

A. Identification of a Community Challenge.

1. In small groups of 8, brainstorm ideas to address a need in your community/context. To brainstorm ideas, you can use the following prompts:
 - What are the issues affecting children in my community?
 - What do I care about deeply?
2. Nominate a note taker to note down the ideas on a flipchart and a facilitator to facilitate the discussion.
3. As each participant shares, the group listens attentively to their contributions.
4. Once all ideas have been shared, the group looks at the flipchart and discusses on:
 - What are the common themes emerging from these ideas?
 - What might still be missing from the ideas shared?
 - What are the 1-2 main ideas we would like to focus on?

To narrow down the main ideas, you can invite participants to use the coloured stickers to put a sticker on the idea they would like to focus on.

5. The idea selected by the group will be built to advance child-led social action.

B. Design the solution/initiative for social action.

1. Based on the idea selected, begin to design a potential solution for social action.
2. To design the solution, respond to the prompts outlined below to discuss and design the concept. These prompts are encompassed in a plan template document which includes a money request form for sharing the financial resources required for the solution.

a. Problem Statement

- What challenge do we intend to solve?
- Is there a need for this challenge to be solved?
- What children's right are we addressing?

b. Target Audience

- Who is the target audience for our initiative?

c. Goals/Aims

- What goals/aims does our initiative intend to achieve?

d. Activities

- What activities do we wish to undertake?

e. Roles and Responsibilities

- What are the different roles/responsibilities our team needs to implement our solution? These roles could include project lead, finance officer in charge of budgets and administration, communications lead, and project coordinator.

For the roles and responsibilities, consider the different strengths/talents each team member brings to the group.

f. Resources

- What resources do we need to implement this initiative?

Consider the financial resources needed and draw up a preliminary budget. For this, the group will have to do some initial research on the financial resources they may need.

g. Stakeholders

- Which stakeholders, i.e., in schools, families, and communities do I need to engage with and consider working with for our solution to thrive?

h. Impact

- What impact will our solution have?
- How will our solution be sustainable?

C. Micro-grant Selection and Allocation.**Micro-Grants Tools & Committee**

1. Develop the money moving protocol. This is a protocol that guides children's groups on how to receive, manage and report grant funding for child-led social action projects.
2. Develop the evaluation framework for the money moving protocol. The evaluation framework should define the assessment approach i.e. who evaluates, the criteria used and guides gathering of insights and learnings from micro-grant selection, allocation and implementation of the micro-grant.
3. Develop the micro-grants selection committee. This committee should be an intergenerational committee of about 6 people. The committee should be child-led, and its members should comprise 3 children's representatives and 3 adult representatives. For the adult representatives, one representative should be a project representative, a representative from the municipality/government, and a representative from the private sector/an investor.

Group Project Presentation & Feedback

4. The micro-grants selection committee then engages in a design process to co-design the evaluation criteria for the micro-grants.
5. The micro-grants evaluation criteria use a Likert scale (ranking of 1-5) and could include some of the following prompts:
 - Does the solution contribute to advancing one or more children's rights as espoused in the UN Convention on the Rights of the Child (UNCRC)?
 - Are the stated objectives measurable and achievable within the proposed period?
 - How feasible is the project, and will it have a tangible impact at the local level?
 - Does the division of roles and responsibilities recognise the individual strengths that group members bring to the group?
 - Is the division of roles and responsibilities clear and is the project child-led?
 - Is the problem statement clear?
 - Has the proposed solution integrated sustainability considerations?
 - Was it evident that all group members took part in the project design and contributed to the presentation?
 - Are the activities that the project intends to take clearly defined and contribute to the project's aims?
 - Has the project identified the core stakeholders required for collaboration?

6. The various groups present and share their ideas/initiatives. After each group presents, the committee offers preliminary feedback/insights and can ask questions to help the groups refine their project concepts and execution plan.
7. The micro-grants selection committee then evaluates the ideas presented and provides feedback. The feedback is particularly integral for the group to consider refining their initiative.
8. Following the micro-grants committee feedback, each group works on refining and preparing their final project plan, incorporating the committee's feedback.

Micro-Grant Selection and Allocation.

9. Each group presents their final project plan to the micro-grants' selection committee.
10. The committee through a facilitated group process led by children, using feedback from the evaluation, discusses each idea and offers recommendations for the size of the micro-grant.
11. The size of the micro-grant assigned is defined collectively with children and accounts for the scope, needs required for each solution and considers the amount proposed by each group for their solution.
12. Decisions made on the micro-grant selection and allocation are documented, and feedback shared with the various groups.
13. The groups are then shared with a money moving agreement which will guide their implementation process.

D. Managing the Micro-Grant.

D.I Capacity Strengthening Sessions.

1. Design capacity strengthening sessions to support the child-led groups on managing and implementing their micro-grant for social action.
2. These sessions should be focused on: refining their project ideas, basic project and idea planning and implementation, financial management, i.e. budgeting, tracking, project management, communication and partnerships building.
3. Complement these sessions with a session focused on well-being for the child-led groups implementing social action.

D.II Intergenerational Mentorship.

1. Each group is assigned an adult mentor. The role of this adult mentor is to act as a supportive ally rather than a decision-maker.
2. Throughout the micro-grant process, the mentor has weekly meetings with the group.

3. These weekly meetings offer guidance for the group for the various stages, i.e. refining the project idea, project planning, launching, and implementation.
4. Below are 12 guiding questions that the mentor can use for the mentorship sessions as needed:

Mentoring Session Questions

1. What did you hope to achieve since we last gathered?
2. What do you hope to have completed by our next session?
3. Who should be involved? Who are the stakeholders in these activities?
4. How will you involve those who need to be involved?
5. What spiritual, mental, physical, emotional or financial resources are required for you to complete the task?
6. How can you best get these resources? What are the best processes for this part of the project?
7. By when is the work required to be completed? When should it start?
8. What might prevent you from achieving the tasks you have set?
9. What support do you need?

In a follow up mentorship session i.e. 2nd mentoring session, these 2 questions should be asked:

10. Did the answers to the questions in our previous session lead to the successful completion you hoped for? Was this celebrated? How?
11. Is your task making an impact in your community? What impact has it made on the individuals engaged and various stakeholders?

End every mentorship session with:

12. When and where can we meet next? How do you feel now? Is there anything else you need to add?

D.III Feedback Circles

At each stage of the micro-grant process, from inception to planning to implementation, includes a feedback process. This process allows children to share any feedback and reflections they may have on each stage.

1. Invite children to share feedback via their preferred expression means i.e. word, drawing, symbol, movement.

2. The feedback can focus on:
 - How am I feeling after this phase?
 - What have I learned from this phase?
 - What have I achieved from this phase?
 - What do I hope to do differently in the next phase?
3. The feedback can be shared through a group circle. As each participant shares, the rest of the group listens and observes attentively without commenting. Note the feedback on a flipchart.
4. **Closing reflection:** Following the feedback, invite each participant to share how they feel as they leave each feedback session.

TOOL 2: REFLECTING ON OUR JOURNEY

PURPOSE

Share reflections on experiences and learnings from the project's journey.

CORE CAPACITY

Inquiring

TIME

30 minutes

MATERIALS

Paper, Pens, Timer, Flipchart and Boxes.

Steps:

1. Invite each participant on a piece of paper to draw a table with three columns.
2. The columns will be divided as follows:
 - The 1st column- What did you enjoy?
 - The 2nd column- What could be improved?
 - The 3rd column- What did you learn about taking action for children's rights?
3. Fill in your responses for each column based on your experience throughout the project.
4. Invite participants to roll their paper into a ball.
5. Divide the participants into two groups.
6. Put the two boxes on opposite ends of the room.
7. Each group will have a box and will try to throw as many feedback balls from the centre of the room into their box within five minutes.
8. Once the time is up, the group with the most feedback balls in the box wins.
9. Any feedback balls that did not get into the box are then put in each group's box.
10. At the end of the game, the group's exchange their feedback boxes.
11. Each participant then picks a feedback ball from the box and reads the feedback aloud.
12. As feedback is being shared, note the main feedback onto a flipchart.
13. Provide a short feedback summary at the end of the session.

TOOL 3: PASSING THE BATON

PURPOSE

Sustain child-led social action post project funding.

CORE CAPACITY

Listening and Inquiring

TIME

90 minutes

MATERIALS

Symbolic Object i.e. a baton, Message Cards.

Steps:

1. Host a child-led intergenerational and multi-stakeholder dialogue on the initiative's future. This reflective dialogue will focus on the following prompts:
 - What is one achievement from this process that feels meaningful to you, and why?
 - What was a challenge you faced, and what did you learn from it?
 - What tangible actions can we take to build upon and sustain the efforts/initiatives started to advance children's rights?
 - How would you like to use what you learned here in a future initiative or in your community?

Note: This dialogue should be hosted in a circle format. When a person would like to speak, they would need to have the baton. Once they finish speaking, they pass the baton to the next person.

2. Document and share the key messages, stakeholders to be engaged and action points from the dialogue.

Note: A community document can be developed following the dialogue. This document outlines next steps, stakeholders to be engaged, resources required and timelines to sustain child-led social action post project funding.

