

Best Interests of the Child in the Digital Environment: Consultation Methodology

Guide for consultations with children aged 10–13

ACKNOWLEDGEMENTS

This consultation methodology was used to consult children as part of the Best Interests in a Digital World project. The methodology was produced by UNICEF Office of Strategy and Evidence – Innocenti. It was developed by Didem Özkul with support from Bella Baghdasaryan and Steven Vosloo.

Consultation with children

Materials needed

At least two recording devices

Name tags

Small ball

Flipcharts or A3 papers

Sticky notes in more than 8 colors

Color papers/markers

Tree of Children's Rights

Slide deck on screen or printed

Camera/phone camera

Duration of the consultations

5 hours 10 minutes

How to use this guide

- ***NOTES IN ITALICS ARE FOR FACILITATORS ONLY as instructions or background. Please do not share them with the children.***
- ***The rest of the text is the actual script (NOT in Italics). THIS IS TO BE SPOKEN TO THE CHILDREN DURING THE WORKSHOPS.***
- ***SLIDES ON GREEN BACKGROUND ARE FOR FACILITATORS ONLY. Please do not show those slides to the children.***
- ***Create a version for children that excludes slides with a green background, to be used during the consultation.***
- ***To help you, before each activity is a brief explanation of its objective, the required materials, and the estimated duration.***

Things to remember, please ...

- *Feel free to suggest any adaptations to the text or visuals as needed to better align with the country context.*
- *The entire consultation should be audio recorded. Ensure you have at least two recording devices, preferably more, as backups to prevent any data loss during transcription.*
- *Keep track of the time to ensure you can complete all the activities.*
- *You can update start times for each activity (in case you don't start at 9am) but durations for the activities should be fixed.*
- **Please take photos of all flipcharts, models, and other visuals created by the children during the consultations after each activity. Mark each photo with the code of the activity (e.g. A1, A8).**

A1: Introduction

Objective

To explain why we are here today, why we are talking to children, what we will be doing during the workshop.

To obtain verbal consent even though all children have already given written consent.

To answer any questions that children may have about the workshop, project, or their contribution.

Materials needed

Slides and projector

Duration of the activity

15 minutes

Table with activities

Notes for facilitator

- *Please print and keep a copy of the table from the next slide for time-keeping.*

TIME	BLOCK/TYPE	ACTIVITY/DETAIL
09:00-10:00	Session I: Introduction, priming	A1: Welcome, video and verbal consent (15 minutes)
		A2: Ice-breaker (Ball bash & name tags) (15 minutes)
		A3: Playground (Story and discussion) (15 minutes)
		A4: Discussion (What is in your B/I or not online) (15 minutes)
10:00-10:10	Break	
10:10-11:10	Session II: Scaffolding, case study, debate	A5: Building tree of children's rights (30 minutes)
		A6: Fundo World (story and discussion) (30 minutes)
11:10-11:20	Break	
11:20-12:00	Session III: Role-playing, case study, debate	A7: Children as decision-makers (40 minutes each group)
12:00-12:40	Lunch	
12:40-13:50	Session IV: Foresight, futures thinking, inquiry	A8: Move-around and vote (20 minutes)
		A9: Modelling digital futures (model building and discussion) (25 + 25 minutes)
13:50-14:10	Session V: Closing	A10: Make a wish (on the tree) (15 minutes) Closing remarks and questions (5 minutes)

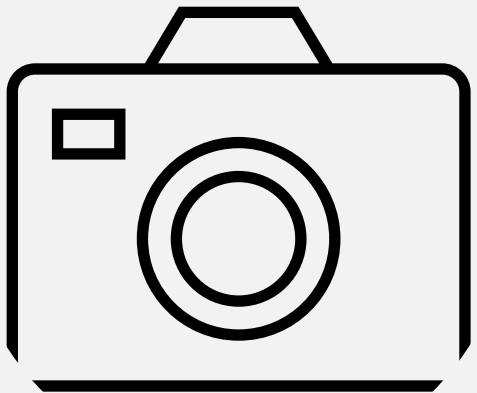
A1

Welcome & Introductions

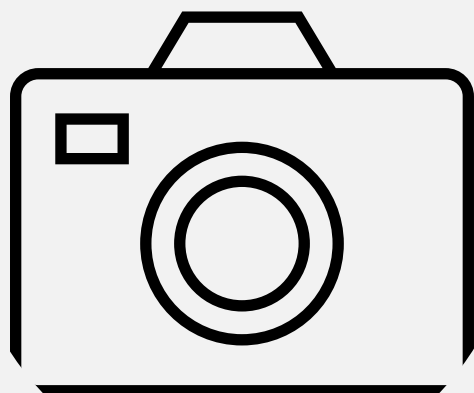
What is today all about?

9:00-9:15 (15 minutes)

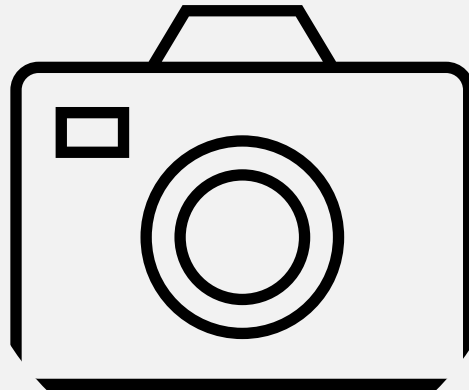
Who are we?



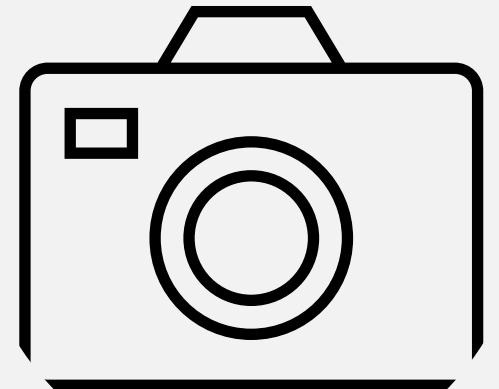
name



name



name



name

A1: Who are we? (slide 3)

- *Notes for facilitator*
- *Change the camera icons to photos of each facilitator and add their names, so the children would know who is who (please also use name tags).*
- *Update depending on the number of facilitators.*
- *Lead facilitator does the introduction.*
- *Read the script on the next slide*

A1: Who are we? (slide 3)

Facilitator Script (For translation and adaptation)

- We all work for UNICEF [*update depending on local partner who is conducting the facilitation in the country*] and we conduct research with children. UNICEF defines a child as anyone under the age of 18. This is the language we use; but, of course, you are also adolescents, tweens, kids, and teenagers. And that is why we are here today. To talk to you about digital technologies, your rights, and your best interests.
- When there are decisions to be made, and when those decisions are likely to affect you, we organize workshops with you to help you understand what those decisions are, and to hear what you think about them.
- These decisions can be about how technology companies should design computer games, mobile phone applications, or online communities for you.
- They can also be about laws, which are special rules that everyone must follow such as traffic rules, or laws that set rules for how certain games or websites should work in favour of you in a supportive and fair way.
- Laws are decided by governments. A government is like the head teacher at a school. Where head teachers only work for their school, and their children's education, safety and wellbeing, governments work for all people in cities like here in [*add city name*] and countries like in [*add country name*].
- Today, we are here to talk about computer games, mobile apps, and websites, and how decisions about them are made. We will talk about and discuss how they should be designed in ways that are good for you, and how the companies who design them, governments who make laws about them, or parents or caregivers who support you can make sure that those technologies are always good for you.
- You are experts at being children while adults from a tech company and those who make decisions are not. So, we need to talk to you about what is good for you when adults design digital technologies, and when they make laws about them.
- The technology needs to work for you. You should be allowed to do things online that support your well-being, you should be protected online and treated fairly, and you should be safe and healthy online.



We deserve to be healthy, happy and full of hope.

A1: You have rights (slide 4)

Notes for facilitator

- *Here is a video about children's rights from UNICEF India <https://www.youtube.com/watch?v=HCYLdtug8sk>*
- *Show children the video until 00:01:43.*
- *If there is a more country specific video, please feel free to show that one. However, please make sure that the country specific video is not longer than 2 minutes.*
- *Explain to children that the rights they saw in the video apply to all digital technologies, and the decisions made about those technologies, including the design and rules about using them.*

Facilitator Script (For translation and adaptation)

Before the video: You have rights and they apply to digital games, apps and websites. let's watch a video to learn more about the rights you have.

After the video: As this video shows, you all have rights. And those rights apply to all digital technologies and the decisions that adults make about those technologies including the design, and the rules about using those technologies.

Outline of today

We will do some fun activities together.

1. Discuss a story about children's best interests
2. Build a tree of children's rights
3. Roleplay and pretend to be decision-makers for games and apps.
4. Imagine and design new digital futures for children

A1: Outline of today (slide 5)

Notes for facilitator

- *Keep the outline very high level*
- *Read through the activities listed on the outline slide.*
- *Please remind children points from the consent forms (read the script on the next slide)*
- *Confirm with the children that they wish to participate in the consultation by obtaining their verbal consent before proceeding.*

A1: Outline of today (slide 5)

Facilitator Script (For translation and adaptation)

- But before we start with our activities we would like to remind you about the rules of the consultation, which were included in your consent forms.
- We will be audio recording what we talk about today. The reason for this is to make sure that we can capture all important information. Additionally, it would be difficult to remember everything that we discuss during the day if they are not recorded. However, these recordings will remain confidential and will not be shared outside the research team.
- We may use some of the discussions we have during the day to help adults understand what children think about their best interests and their rights as they apply to digital technologies. When we use such information, they will be anonymized, ensuring that individual identities are not disclosed. This means that we will not use your real names and identities. Instead, we may refer to what you say like “Child, 10, India”; or “Child, 16, Brazil”.
- If some of you would not like to be recorded, you should inform us now (so that we can take the necessary measures). Your participation is entirely voluntary. You can decide if you do not want to take part in the workshops. If some of you would not like to be participate, you should inform us now.
- During the workshop, you can choose not to answer any question, if you feel uncomfortable. Also, what is shared here stays here – please do not share what others have said outside the room.
- This is a safe space where you can share your thoughts freely. Everything we chat about will be kept between us. Only if there is evidence that you or another child are at serious risk, we are obliged to report it to the authorities; in that case, we will talk to you first and also remind you that you can call the *[update the phone number for each country both in speech and in consent forms]* for support.

Questions ?

A1: Questions (slide 6)

- *Notes for facilitator*

- *Give children a chance to ask questions about the consultation if they have any.*
- *You can also use the question below to start the conversation.*

Facilitator Script (For translation and adaptation)

- Do you have any questions about the workshop?
- Was the information about the workshop clear to you?
- Do you have concerns about the workshop?
- Are you happy to participate in the workshops as explained to you today?
- Are you still happy to participate?

Rules

A1: Rules (slide 7)

Notes for facilitator

- *Please let the children share their suggested rules*
- *Please write down the rules on the flipchart or white/black board as bullet points*

Facilitator Script (For translation and adaptation)

- Before we start, we need to set some rules. *ASK THE CHILDREN THEIR SUGGESTED RULES. WRITE THEM DOWN.*
- *ADD THE FOLLOWING IF NOT ALREADY MENTIONED BY THE CHILDREN.* When we speak, we should respect each others' thoughts and ideas, and we take turns to share our ideas. So, everyone gets the change to speak.

A2

Ice-breaker

Ball bash

09.15-09.30 (15 minutes)

A2: Ice-breaker (slide 8)

Objective

This is an icebreaker, so children get to know each other and the facilitator better. However, we would like to get the children to start thinking about their use of digital technologies while breaking the ice.

Materials needed

Name tags ✓

Small ball ✓

Duration of the activity

15 minute (continue until all children had a chance to speak)

A2:Ice-breaker (slide 8)

Notes for facilitator

Distribute name tags to children. Write down your name and favorite app on your name tag. To “get to know each other” the facilitator will start by passing a ball to their co-facilitator asking them their name and their favorite app/website/online game/technology (ask them to put it on the name tag too), then pass the ball to one of the children and ask them the same question, continue until all children had a chance to speak.

Facilitator Script (For translation and adaptation)

Please write your names and the name of your favorite app, online game, website or technology on your name tag.

AFTER THE ICE-BREAKER: Thank you so much for joining in. We’ve heard about some of the apps and games you like to use, and that’s awesome. Keep these in mind as we talk today about different imaginary apps, games, and websites—your ideas will be super helpful for us. Now, let’s take a seat and get ready for the next activity.

A3 Playground

Story

09.30-09.35 (5 minutes)

A3: Playground (slide 9)

Objective

This is a priming exercise. The Best interests of the children principle (“the Principle”) will be discussed through a playground story, to demonstrate how different stakeholder’s interests can sometimes conflict, and how some of their own interests can have potential tensions. Here, we would like to make sure that the example we give is something that all children can relate to.

Materials needed

Slides on screen or printouts of story with pictures

Duration of the activity

15 minutes

A3: Playground/ Story (slide 9)

Notes for facilitator

- *For telling the story use next seven slides with pictures. You can follow the text on the slides.*



There is a park in your neighborhood.

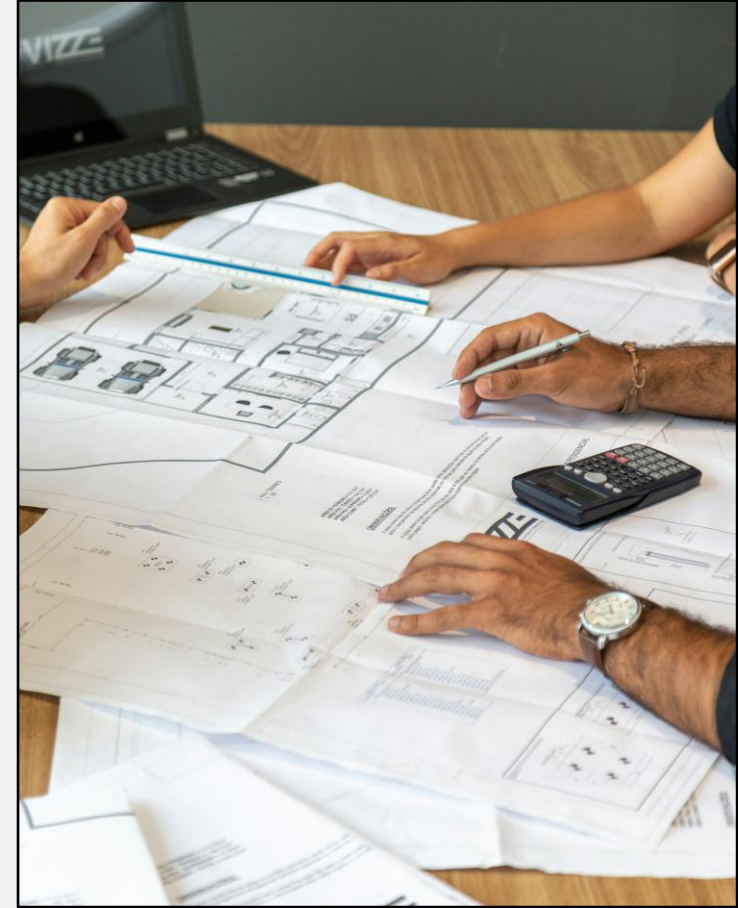


It has a play area for different groups of children to enjoy.



Some of the equipment is old and unsafe.

Chernobyl: Photo by [Viktor Hesse](#) on [Unsplash](#)
Planning: Photo by [Pedro Miranda](#) on [Unsplash](#)

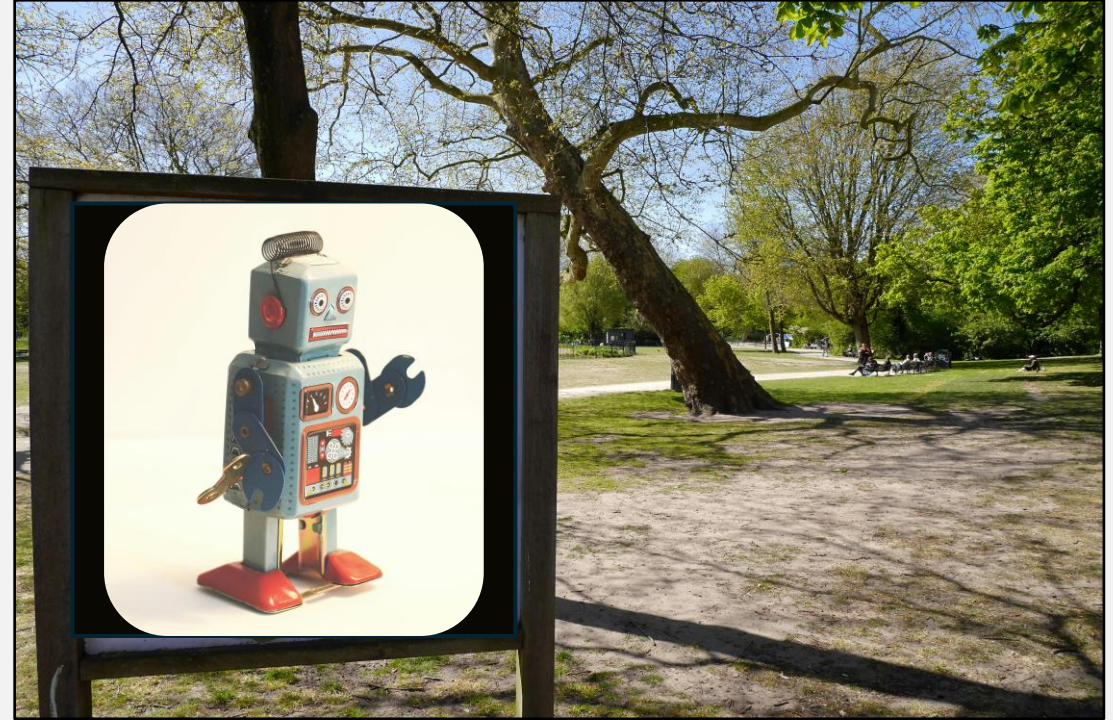


The mayor wants to improve the activity and play area.



But the mayor needs funding to pay for the improvements.

Piggy bank: Photo by [Fabian Blank](#) on [Unsplash](#)
Robot toy: Photo by [Rock'n Roll Monkey](#) on [Unsplash](#)
Park with billboard: Photo by [Fons Heijnsbroek](#) on [Unsplash](#)



A toy company offers to share some of the costs for the improvements.

In exchange, they want to place a board in the play area to advertise their toys.



The mayor accepts the toy company's offer and closes the park temporarily to start the improvements.

Closed: Photo by [Raúl Nájera](#) on [Unsplash](#)
Playground: Photo by [G-R Mottez](#) on [Unsplash](#)



There isn't enough space for the billboard. So, the mayor removes some of the equipment for older children to make space for the toy company's billboard.



She replaces the old equipment with new equipment for younger children such as swings and slides. And she adds the toy company's advertising board.

Sandbox: Photo by [Markus Spiske](#) on [Unsplash](#)
Emojis: Photo by [Zhuo Cheng you](#) on [Unsplash](#)



When the park reopens, children from all ages go to see the new and improved area, which looks amazing. There are new tools that some of the children can enjoy freely, and they look much more fun.



But some of the children are unhappy with the improvements, because they are not suitable for older children.



One child says the new equipment is “way too small for the bigger kids to use”, adding that removing equipment for older children is “annoying”.



Older children realize that when the mayor was planning for the improvements, she did not talk to all children about their thoughts on removing some of the equipment.

The mayor only talked to the younger children and their parents before starting the improvements.

The mayor's office listened to the wishes of younger children and their parents, and she improved the play area accordingly.

A3 Playground

Discussion

09.35-09.45 (10 minutes)

A3: Playground/ Discussion (slide 17)

Notes for facilitator

After finishing the story, ask the children to retell it to ensure they understood. You can have different children recount parts of the story to keep everyone engaged and involved. After that pass to the discussion using questions on the slide.

Facilitator Script (For translation and adaptation)

- Did everyone understand the story? Can you tell me what happened in the story? *[for example, one child starts]...who would like to continue? Thanks for retelling the story.*
- *Continue with the questions on the next slide. If children find it hard to answer to the questions from the slide you can also ask: What do each of these groups want in this story: children, parents, toy company, and the mayor? Do they want the same thing or different things?*

A3 Playground

Discussion (10 minutes)

- Is there anything in the mayor's decision you disagree with? If so, what and why?
- What would you do if you were the mayor?
- What was in the best interests of young children? What was in the best interests of older children?
- How would you decide what is in the best interest of all children in this story?

A3: Playground/ Discussion (slide 18)

Notes for facilitator

Please use below points for concluding remarks after the discussion:

- the conflicts between different stakeholders (different groups of children, children and parents, children and the mayor, and mayor and the toy company, children and the toy company),
- when one thing can be good for one group of children, it may not be good for other group of children,
- different decisions can have positive and/or negative impacts on children's lives.

A4

Discussion

What is in your best interests online?

What is not in your best interests online?

09.45-10.00 (15 minutes)

A4: Best Interest Discussion (slide 19)

Objective

In this exercise, facilitators will build on the previous playground example to help children apply what they learned about the best interests principle. The discussion will guide children in exploring what is their best interests and what is not in the context of the digital world.

Materials needed

2 flipcharts or A3 papers

Sticky notes

Markers/color pens

Duration of the activity

15 minutes

Let's talk about your best interests online

A4: Best Interest Discussion (slide 20)

Notes for facilitator

- *Here is the definition of best interest for facilitators': When adults make decisions, they should think about how their decisions will affect you. All adults should do what is best for you. Governments should make sure you are protected and looked after by your parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after you are doing a good job.*

Facilitator Script (For translation and adaptation)

- *Please refer back to playground example and explain best interest principle: basically, when adults make decisions they need to think about all children's best interests.*
- *Start discussion by asking children to think about the term 'best interest':*
- *What comes to your mind when you think about your best interests? If children find this question difficult to answer, proceed to the next slide for more specific questions.*

What is in your best interests online?

Can you think of times when you felt that adults were thinking of your best interests when you were online?

- Would you like to tell us more about that?
- How did that make you feel?
- Would you change anything about that experience if you can? If yes, what would it be?

A4: Best Interest Discussion (slide 21)

Notes for facilitator

- *Use a flipchart to facilitate a discussion on what is in the best interests of children when it comes to the digital world.*
- *On the top of the flipchart write “IN our best interests”.*
- *Capture children’s responses on sticky notes and organize them on the flipchart under “In our best interests” .*
- *Refer to the questions on the slide to guide the discussion.*
- *Please take a photo of the flipchart after the discussion.*

Facilitator Script (For translation and adaptation)

You can also use following questions to guide the discussion if needed:

- You can think of examples in relation to mobile phones, apps, games, or any other digital technology that you use.
- How would you understand if something is in your best interest in the digital environment?
- Can you think of any other examples?

What is not in your best interests online?

Can you think of times when you felt that adults were thinking of your best interests when you were online?

- Would you like to tell us more about that?
- How did that make you feel?
- Would you change anything about that experience if you can? If yes, what would it be?

Can you think of any examples when you felt something wasn't in your best interest, or someone wasn't thinking of your best interests when you were online?

- **Would you like to tell us more about that?**
- **How did that make you feel?**
- **Would you change anything about that experience if you can? If yes, what would it be?**

A4: Best Interest Discussion (slide 22)

Notes for facilitator

- *Use a flipchart to facilitate a discussion on what is NOT in the best interests of children when it comes to the digital world.*
- *On the top of the flipchart write “NOT in our best interests”.*
- *Capture children’s responses on sticky notes and organize them on the flipchart under “NOT in our best interests” .*
- *Refer to the questions on the slide to guide the discussion.*
- *Please take a photo of both flipcharts after the discussion.*

Let's take a break.

We think that a break is in your best interests

10.00-10.10 (10 minutes)

A5 Tree of children's rights

Build, learn, and discuss

10.10-10.40 (30 minutes)



A5:Tree of children's rights (slide 24)

Objective

The aim of this exercise is to familiarize children with their rights and assessment elements that can be used for determining best interests when a decision needs to be made.

Materials needed

Tree of children's right (see examples on next slide)

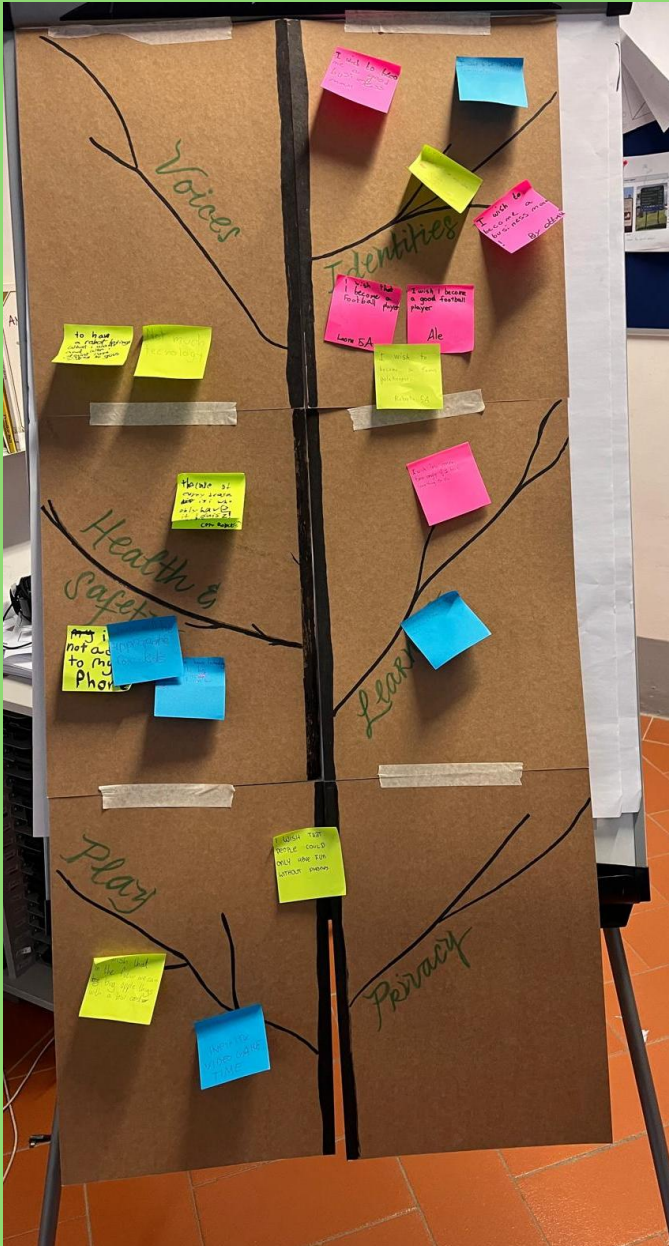
Sticky notes in six colors

Markers/color pens

Duration of the activity

30 minutes

Tree options (slide 24)



Tree options (slide 24)

Notes for facilitator

- *On the previous slide are examples of trees you can create, the first one is what we used during our testing, it's 6 brown A3 papers put together.*
- *The tree should have six branches, as described below. The facilitator will introduce the branches one by one. For each they will give a short explanation and then ask the children for examples of how the digital world supports that branch or doesn't. The facilitator needs to write the name of each branch on the tree.*
- *If using a tree like the first one, the facilitator can hold up each branch while explaining it, then attach it to the wall or board.*
- *Facilitators may also invite the children to assist in assembling the tree and placing the branches (or, writing the names of the branches).*
- *As you go through the explanations of the branches, please do not spend more than 5 minutes on each one.*

A5:Tree of children's rights (slide 24)

Facilitator Notes

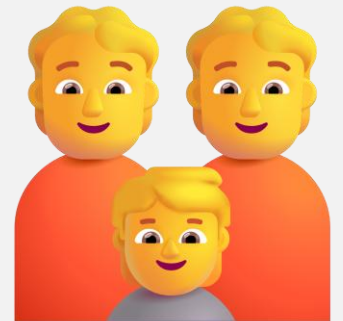
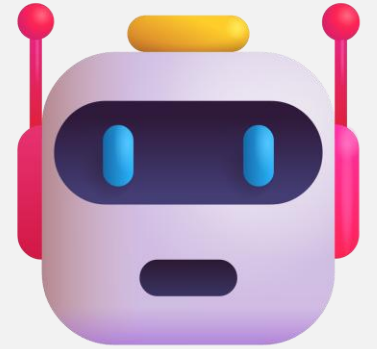
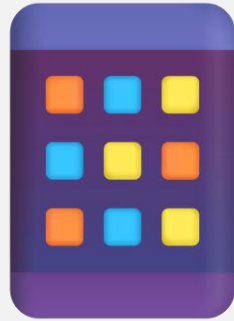
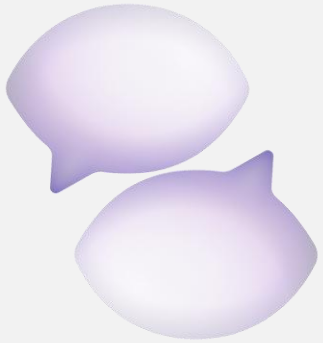
- *When children come up with examples, please write them on sticky notes and attach them to the appropriate branches of the tree.*
- *Please make sure that the sticky notes for the same branch are the same colour. For example, you might use blue sticky notes for the first branch, yellow sticky notes for the second branch, orange sticky notes for the third branch, and so on.*
- *Please do not spend more than 5 minutes on each branch/slide.*
- *Please replace the images with more locally relevant examples, if needed.*

A5:Tree of children's rights (slide 24)

Facilitator Script (For translation and adaptation)

- One of the fun activities we'll do today is to create a tree of your rights that will show how your rights are related to each other, how they're all equally important, and how they also relate to the digital technologies in your lives.
- Our tree has six branches, each representing different child rights. We'll discuss examples of how digital technologies can support your rights, and sometimes how they may not be that helpful in supporting your rights.
- For each branch, we'll use sticky notes and take notes about the things we discuss and add them to each branch like leaves. At the end of the day, we will have a great, colourful tree, that will be your creation as a group, and which will help us and other adults to understand how you think about your best interests.
- Please remember we'll give general examples – you may have rules about how you can use technology at home or school that are slightly different and those should be respected.

Branch 1: Voices



A5. Branch 1: Voices (slide 25)

Facilitator Script (For translation and adaptation)

For our first branch, let's think of how digital technologies can support your right to be heard and your right to participate by allowing you to share your opinions, thoughts and ideas freely. And others should listen to and respect what you say like we do in this workshop today. For the purposes of this workshop today, we will group these rights under the branch 'VOICES'.

There are many examples where digital technologies help and support you to share your opinions and ideas freely.

- *ASK CHILDREN*: Can you think of any examples?

Give these examples if children can't think of anything and ask children again after examples (if they didn't come up with any the first time):

- You can share your favourite video on a social media app, or you can share it with your friends as a message in a group chat.
- You might create a cool drawing and post it online for others to see, or you could join an online group to chat with other children who love the same video game as you.

A5. Branch 1: Voices (slide 25)

Facilitator Script (For translation and adaptation)

But sometimes, things can happen online that might make it hard for you to share your voice.

- *ASK CHILDREN:* Can you think of any examples? *Once again, write down the children's examples on sticky notes and attach them to the tree.*
- *Give these example if children can't think of anything:*
 - maybe someone can be mean to you and that may discourage you from sharing your thoughts.

So, adults (parents, technology companies, and governments) should think of your best interests when they are making decisions about how you can use digital technologies in ways that support your right to be heard and participate.

Branch 2: Identities



A5. Branch 2: Identities (slide 26)

Facilitator Script (For translation and adaptation)

Our second branch is about identities. Digital technologies can help you express who you are and what you like. We all can express who we are in multiple ways. Our names, where we are from, what kinds of things we believe in or do not believe in, what we like or dislike ... all these unique characteristics make us who we are now. Our identities includes our cultures, languages, and heritage.

Sometimes we have common things such as where we come from, our ages, or things we like. Sometimes we have differences. And it is great to have differences about who we are. We can learn new things, we can explore new hobbies, and we can meet new people. The key is to respect those differences and accept everyone as how they express who they are. Nobody should be treated unfairly for any reason.

There can be multiple ways through which we identify who we are and express them online.

- *ASK CHILDREN:* Can you think of any examples?

Give these examples if children can't think of anything and ask children again after examples (if they didn't come up with any the first time):

- you can pick cool usernames and avatars, share your favorite things, and even make your own videos.
- you can search for and join online groups where you can meet other children who are into the same hobbies as you, or meet children with different interests and learn new things from them.

A5. Branch 2: Identities (slide 26)

Facilitator Script (For translation and adaptation)

But sometimes, things online can make it difficult to be who you are and to express who you are.

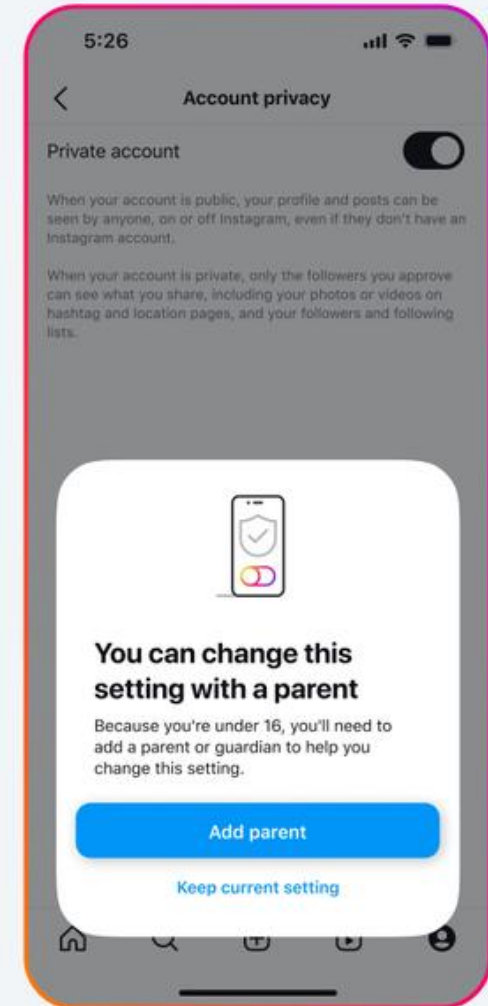
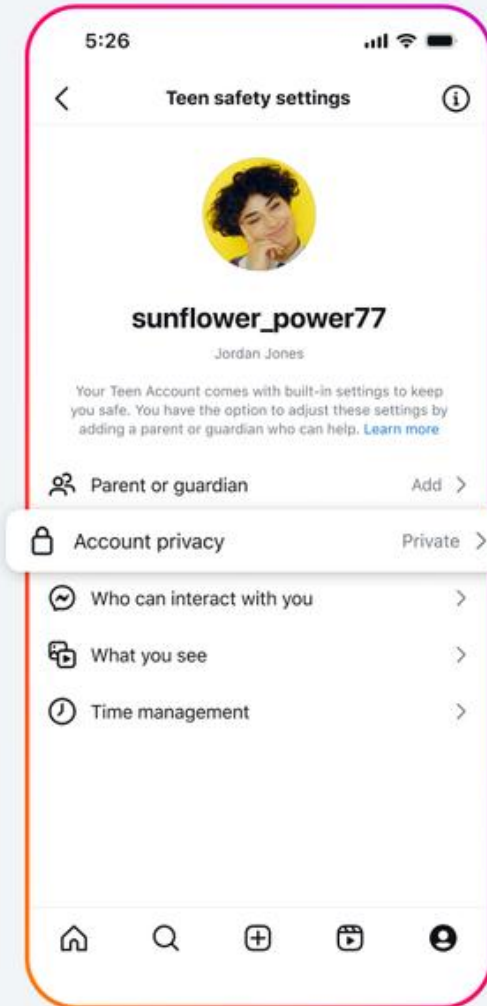
ASK CHILDREN: Can you think of any examples? *Write down the children's examples on sticky notes and attach them to the tree.*

Give these examples if children can't think of anything:

- someone may delete a comment you made because they did not like the way you expressed who you are, or where you are from.
- to protect you from those difficulties, sometimes, adults like your parents, teachers, or people working at the government may put limits on your access to certain websites, apps, or information.

That's why it's important for both you and adults like the people who create those technologies, parents, and governments to think about how to make sure you can be yourself online and access information that you need when you are learning about who you are and things you like and don't like.

Branch 3: Privacy



A5. Branch 3: Privacy (slide 27)

Facilitator Script (For translation and adaptation)

Imagine that you have a special box with your favourite things inside – maybe a secret diary, a cool drawing, or a funny note from a friend. Privacy is like having control over that box. You get to decide who sees what's inside and who doesn't. You have a right to privacy.

Our third branch is about your privacy and how digital technologies may affect your privacy. Digital technologies can help protect your right to privacy by making sure that your personal information, like your name, photos, and messages, are kept safe.

- *ASK CHILDREN:* Can you think of any examples? *Give these examples if children can't think of anything and ask children again after examples:*
 - when you sign up for a game, you may need to give some information about yourself, but it's important that only the people you trust can see or use that information,
 - you should have the right to control who gets to see what you share online, just like you can choose who you share secrets or stories amongst your family or friends.

A5. Branch 3: Privacy (slide 27)

Facilitator Script (For translation and adaptation)

However, sometimes there are things that may make it harder to protect your privacy online.

- *ASK CHILDREN:* Can you think of any examples? *Write down the children's examples on sticky notes and attach them to the tree.*
- *Give these examples if children can't think of anything:*
 - a website may ask for more information about you than it really needs, or it may share information with other companies you didn't expect,
 - you may accidentally share something personal without realizing how many people can see it,
 - you may want to access information about your interests or for learning a new thing, and to access that website, you may be asked to share some private information about yourself.

Branch 4: Learning



A5. Branch 4: Learning (slide 28)

Facilitator Script (For translation and adaptation)

You all have the right to go to school and learn new things. Learning new things mean listening, watching, writing, or thinking about new information. Digital technologies can play a role in your education and learning both at school and at home. For that reason, our fourth branch is 'LEARNING'.

Digital technologies can support your right to education and help you learn. Digital technologies can also support your right to information, helping you learn about the world around you and discover new ideas.

- *ASK CHILDREN:* Can you think of any examples? *Give these examples if children can't think of anything and ask children again after examples:*
 - watch educational videos,
 - play games for learning,
 - use the internet to find information about your interests
 - look up fun facts for a school project.

A5. Branch 4: Learning (slide 28)

Facilitator Script (For translation and adaptation)

However, sometimes there are things that might get in the way of your right to access accurate information online, or your right to education, and learning.

ASK CHILDREN: Can you think of any examples? *Write down the children's examples on sticky notes and attach them to the tree. Give these examples if children can't think of anything:*

- there is a lot of information online, and not all of it is true or reliable. Sometimes it can be tricky to find the right information online.
- your internet connection can be slow, or you may not have a computer for your own use at school or at home.
- in some cases, because of your age you may need permission from your parents to access that information.

Branch 5: Play



A5. Branch 5: Play (slide 29)

Facilitator Script (For translation and adaptation)

Our next branch is Play, because you have the right to rest, relax, play and to take part in cultural and creative activities.

Digital technologies can help support your right to play and rest, just like the way you have the right to take breaks and have fun at school or at home.

- *ASK CHILDREN:* Can you think of any examples?

Give these examples if children can't think of anything and ask children again after examples :

- play online games with your friends,
- explore virtual worlds,
- relax by watching your favorite videos or listening to music.

A5. Branch 5: Play (slide 29)

Facilitator Script (For translation and adaptation)

However, sometimes digital technologies can make it harder for you to fully enjoy your right to play and rest.

ASK CHILDREN: Can you think of any examples? *Write down the children's examples on sticky notes and attach them to the tree.*

Give these examples if children can't think of anything:

- some apps or games may be so much fun that you may forget to take a break, which can be important for your physical and mental health,
- you may feel a pressure to stay online because you would not want to miss out on an important event, news, or a new feature of a game or an app.

Branch 6: Health and safety



A5. Branch 6: Health and safety (slide 30)

Facilitator Script (For translation and adaptation)

Just like your body needs healthy food and exercise, your mind needs care online, too. You also have the right to feel happy and safe online.

This means accessing accurate and trusted information, meeting and chatting with kind people, and sharing your ideas freely. For that reason, we would like to name our third branch ‘HEALTH AND SAFETY’.

- *ASK CHILDREN:* Can you think of any examples where digital technologies support your health and safety?
- *Give these examples if children can't think of anything and ask children again after examples:*
 - You can find information online that is useful to help you play a game and exercise.
 - Digital technologies can help you contact the people you trust if and when you need them.

A5. Branch 6: Health and safety (slide 30)

Facilitator Script (For translation and adaptation)

But sometimes, digital technologies may not be good for your health and safety.

- *ASK CHILDREN:* Can you think of any examples? *Write down the children's examples on sticky notes and attach them to the tree.*
- *Give these examples if children can't think of anything:*
 - You shouldn't have to worry about people who may be mean to you, strangers asking to send you direct messages, or seeing photos or videos that may upset you.
 - You also have the right to not to be exploited or taken advantage of by anyone online. This means that no one should ask you for your personal information or things you're not comfortable sharing.

Your health and safety matters and it's always a good idea to focus on the positive things that digital technologies have to offer you.

ASK CHILDREN: Do you have any questions about the tree?

A6

Fundo World

Story and discussion

10.40-11.10 (30 minutes)

Background read:4Cs (slide 31)

Please familiarize yourself and keep in mind the below elements, activities and contexts of the digital environment in which the best interests are upheld or undermined:

- **Content:** *Children can access information that they may otherwise not have access to. Children can engage with beneficial content that helps them learn and develop. However, the child can engage with or is exposed to potentially harmful content, such as hateful or age-inappropriate content. There can also be content produced by other users that is not factually correct. In all these situations, children may consume or generate the content themselves.*
- **Contact:** *Online contact can be both positive and negative. It is positive when children socialize and meet new people online. This can help them learn new things, discover new interests and encounter different communities. It can be negative when the child experiences or is targeted by unwanted contact -- from strangers or those known to the child -- in a potentially harmful way, such as for bullying or harassment, including sexual harassment.*
- **Conduct:** *Children can support each other, develop friendships and participate in positive communities. They can share useful information with each other. These are positive aspects of children's online conduct. On the other hand, conduct can also be negative where a child can witness, participate in or is a victim of potentially harmful conduct such as bullying, pressures or from harmful user communities (e.g., self-harm or eating disorders).*
- **Contract:** *When children are online, they are party to contractual and/or commercial agreements. Contracts can be protective and inform children of their rights. For example, privacy policies, terms of service and community guidelines can help uphold children's rights. However, the very same/similar contracts would also make children consumers of digital products and services where they may be vulnerable to potential commercial exploitation. The child can be party to and/or exploited by potentially harmful contract or commercial interests, such as gambling, or age-inappropriate marketing, or insecure digital services that leave the child open to identity theft, fraud or scams.*

A6: Fundo World (slide 31)

Objective

Drawing on the 4Cs: To get the children to start thinking about the ways children use digital technologies and reflect on the scenarios. Their experiences can be positive or not so positive, depending on a few factors. To help them think about their digital experiences, and help the questions you ask, these include:

- the content they come across, share or create (e.g., games, social media, generative AI, messages, data)
- interactions with other users (e.g., for collaboration, belonging to communities, exchanges - these can be with known people or strangers)
- children's conduct online (e.g., friendships they make, support they give, or unpleasant experiences)
- the rules of the tech they use (e.g., how their data is shared, privacy policies, advertising, marketing, community guidelines, etc.).

Materials needed

Slides or printed questions for discussion

Flipcharts for each group

Sticky notes for each group

Duration of the activity

30 minutes

A6

Fundo World

Story

10.40-10.50 (10 minutes)

A6: Fundo World (slide 32)

Facilitator Script (For translation and adaptation)

- Now that we have talked about your rights and how digital technologies can support them, or sometimes how they may not support them, we can discuss how adults should make decisions that should be in your best interests.
- Let's imagine that a technology company wants to build an online world called Fundo World for children your age.
- In Fundo World one can do lots of fun things like *[examples can be localized]*:
 - making and playing games with others
 - creating, sharing and watching funny videos
 - chatting with other people
 - creating characters that represent themselves [avatars]
 - taking virtual field trips to different cities and countries, and even different planets

The technology company wants to make sure that children can enjoy Fundo World freely and safely. So, they introduced the following features:



Age assurance



Parental supervision



Content filters



Recommendations tools

A6: Fundo World (slide 33)

Facilitator Script (For translation and adaptation)

The technology company wants to make sure that children can enjoy Fundo World freely and safely. So, they introduced the following features *[see next slide]: Use the explanations provided below for each feature to ensure that children understand them clearly. You can also ask the children if they know what these features do and encourage them to explain in their own words.*

- **Age assurance:** The tech company believes that Fundo World should be only for children your age to enjoy. To determine if a person is a child or not, Fundo World checks the age of everyone by asking them to enter their date of birth on the registration page (like the entrance gate in a playground). The people who say that they are between the ages of 10 and 13 are allowed to create an account and enter Fundo World. The people who say that they are below 10 or above 13 years of age are not allowed to create an account.
- **Parental supervision:** For children to sign up and create an account, Fundo World asks for permission from their parents. If a parent gives permission for their child to sign up to Fundo World, they get to access the parental control and supervision center. This allows the parents to see their children's interactions, and to control what their children can and can't do in Fundo World. This includes information about when their children are online and offline, who their children chat to, what kinds of videos their children watch, and what kinds of information their children can access or share.
- **Content filters:** To make sure that all games, messages, and posts are fun and enjoyable, Fundo World uses an automated tool that filters anything that its program flags as 'negative' or harmful. If something is flagged as 'negative', the system automatically removes that content.
- **Recommendation tools:** To help children find what they like in Fundo World, the developers build an automated tool that suggests games that other children have developed or played, videos that other children have posted and shared, and other children's accounts. These tools also help Fundo World keep running by suggesting other digital products the company sells.

A6

Fundo World

Large group discussion

10.50-10.55 (5 minutes)

What do you think about Fundo World?

What would you add or change to make it even better?

A6: Fundo World. Large group discussion (slide 34)

Facilitator Notes

- *After finishing the story please facilitate a brief discussion using the questions on the slide above to give children the opportunity to share how they feel about FundoWorld and the features introduced.*
- *Give children a chance to share their ideas—on what could make Fundo World fun and safe place for children like them!*
- *Keep it short—maximum 5 minutes.*
- *After discussion divided children into two groups for the next activity.*
- *Assign a facilitator for each group.*

A6

Fundo World

Small group discussion

10.55-11.10 (15 minutes)

A6: Fundo World. Small group discussion (slide 35)

Facilitator Notes

- *Split the children into **two groups**.*
- *Explain that **each group** will discuss **two of the special features** of Fundo World and share their thoughts.*
- *Give each group a few minutes to read and think about their features (you can display or hand out summaries of the features).*
- *Ask them to discuss and answer the questions on the slide for their features:*

A6: Fundo World

Group 1

Features: Age Assurance
Parental Supervision

- Do you think these features are in children's best interest or not? Why?
- Which branches of your tree would be impacted by these features? How?

A6: Fundo World. Group 1 (slide 36)

Facilitator Notes

- *Remind children what these features do if needed. If you see they find it complicated to discuss it simultaneously, you can introduce features one by one.*
- *Use questions on the slide to guide the discussion.*
- *Put children's answers on sticky notes on the flipchart*
- *Later (when in large group) move relevant stickies to the tree (e.g. answers to Which branches of your tree would be impacted by these features?)*

Facilitator Script (For translation and adaptation)

IF CHILDREN CAN'T THINK OF ANYTHING. INTRODUCE THE EXAMPLE OF PARENTAL CONSULTATIONS:

The tech company holds workshops with parents to ask them about these features to decide what would be in children's best interests while designing Fundo World.

Parent 1: We should have features that would allow us to control what our child can and can't do in Fundo World, because I would like to make sure that there isn't anything that would upset my child while they are in Fundo World.

Parent 2: My children wouldn't need me to control their interactions once I give them permission to create an account.

Parent 3: I'm not sure if our children need such a digital world. I think the government should ban these types of platforms for children under the age of 13 because they can be harmful.

A6: Fundo World Discussion

Are there other features or tools that would support children's best interests?

A6: Fundo World. Small group discussion.G1 (slide 37)

Facilitator Notes

- *Continue discussion*
- *ASK Children question on the next slide.*
- *To guide the discussion you can also ask: Are there any new ideas we could add to Fundo World based on the group discussions?*

A6: Fundo World

Group 2

Features: Content Filters
 Recommendation Tools

- Do you think these features are in children's best interest or not? Why?
- Which branches of your tree would be impacted by these features? How?

A6: Fundo World. Group 2 (slide 38)

Facilitator Notes

- *Remind children what these features do if needed. If you see they find it complicated to discuss it simultaneously, you can introduce features one by one.*
- *Use questions on the slide to guide the discussion.*
- *Put children's answers on sticky notes on the flipchart*
- *Later (when in large group) move relevant stickies to the tree (e.g. answers to Which branches of your tree would be impacted by these features?)*

Facilitator Script (For translation and adaptation)

IF CHILDREN CAN'T THINK OF ANYTHING. INTRODUCE THE FOLLOWING:

The tech company meets with children to ask them about these automated features.

- Casey: Such a filter can limit what I can do; because automated systems are not always perfect. They may flag a video, comment, or a game as negative when they are actually helpful to me.
- Morgan: The recommendation tool is useful. I can find relevant and fun things to do easily.
- Sky: It can also cause me to spend more time than I am supposed. It could be so engaging that I may not know when to stop.

A6: Fundo World Discussion

Are there other features or tools that would support children's best interests?

A6: Fundo World. Small group discussion: G2 (Slide 39)

Facilitator Notes

- *Continue discussion*
- *ASK Children question on the next slide.*
- *To guide the discussion you can also ask: Are there any new ideas we could add to Fundo World based on the group discussions?*

Let's take a break

We think that a break is in your best interest

11.10-11.20 (10 minutes)

A7

Children as decision-makers

Role-playing and discussion

11.20-12.00 (40 minutes)

A7: Children as decision-makers (slide 41)

Objective

To explore how children understand what is best for them in relation/as opposed to the interests of others (parents, technology companies, other children), to understand how they think about their own interests when they face potential conflicts of interests. How do they think and feel about decisions that may/not prioritize their best interests. How can they weigh different implications of digital technologies to uphold their rights.

Materials needed

Flipcharts

Sticky notes

Colorful pens and markers

Duration of the activity

40 minutes

A7: Children as decision-makers (slide 41)

Facilitator Notes

- *This is a role-playing exercise.*
- *Split the children into **two groups**. Please do not use same groups from the previous exercise, so different children get a chance to work with each other.*
- *Explain that **each group** will discuss **different scenarios** and share their thoughts.*
- *Assign a facilitator for each group.*

Facilitator Script (For translation and adaptation)

- Our next activity is a role-playing exercise.
- In this game, you won't be children anymore—you'll pretend to be adults making important decisions that affect children.
- We're super curious to see the choices you make and how you'd decide things as if you were part of a government or a tech company.
- Let's split into two groups and get started

A7

Group 1: Gaming app

A7: Group 1: Gaming app (slide 42)

Facilitator Script (For translation and adaptation)

- As children you have taken over a gaming company, and you would like to develop an app for children of your age.
- Your design team wants to develop a game that children will find entertaining and fun. They think that all games should be free for all children.
- Your bosses in the company want to earn money from this gaming app.
- Your team is asked to find potential ways to make the app free for all children while helping the company to earn money from the app.
- As the business team you need to make decisions about what would be in children's best interests.

A7: Group 1: Gaming app (slide 42)

Facilitator Script (For translation and adaptation)

- Many games show ads and make money in that way. But your team thinks there might be a different approach. One idea in order not to show **ads** in the game is ...
 - To add extra levels which can be unlocked only with the paid version.
- So, everyone will have access to the free game, however the paid version will have some more bonus levels.
- You decided to ask children what they think.
- Some say that they do not want advertisements. Instead, they suggest paying to access extra levels of the game. One child mentions: “No ads, please! I’m ready to pay for extra levels”.
- Another group of children say that they parents won’t agree to pay for an app or in-app purchases. One child mentions: “Our parents won’t pay for extra levels, but I want to be able to play these too”.
- This would cause them to miss out on the extra levels. They think that it would be unfair.

Group 1: Gaming app

- What do you think about these solutions?
- What would you do?
- For ads, which branches of your tree would be impacted?
 - Are they positive or negative impacts? Why?
 - Is it in the best interests of all children? Are any not served by this solution?
- For paid levels, which branches of your tree would be impacted?
 - Are they positive or negative impacts? Why?
 - Is it in the best interests of all children? Are any not served by this solution?

A7: Group 1: Gaming app. Discussion (slide 43)

Facilitator notes

- *Facilitate the discussion using the two usual approaches of ads or paid levels.*
- *Follow questions on the slide.*
- *Write down answers provided by children on sticky notes and put them on the flipchart. Please see example from the pilot on the next two slides.*

On each sticky note put:

- *the solution/approach on the top,*
- *then the name of the branch would be impacted with a “+” or “-” to indicate positive or negative impacts,*
- *And any notes on which children might not be served by this.*

8

- BRANCHES:

~~9~~ = 7 because
9 of black mail

HEALTHY
&
SAFETY

Learning

all the
me:
because use not food
the state around
it views the
world the way
diversity

Q

(Diden)

VID STORM

Face scan (10/12)

AI no access photos

Permission
to use
photo

Banned
auto
(badder)
comm

Banned
for mean
videos

Different experience for different age.

Tell people change is inevitable

Warning

H85
(-)

Play (+)

Delete game

only friends
view
videos

take away phone

Delicate Kids
PC

Talk to child about what he

Learning (+)

Voices
(-)

Privacy
(-)

identity
(-)

$$\frac{-10}{12}$$

Learning

modify
privacy

Filter
videos
(-12)

Privacy
play
H&S.
Identities

Monitor
me on
people

Tell to
bad
people

Parents
tell the
age of
their chi

Modif
Monitor
filter
warning

Deftte
bad
Comer
(Filter)

Ads

Privacy (-)

This only applies to
children who can't afford
the paid level

Ads

Play (+)

Group 1: Gaming app

- Are there any alternative ways to pay for the cost of building this app?
- What would you do to make the app in the interests of all children? You can suggest any ideas or decisions.
- For each solution/decision, which branches of your tree would be impacted?
 - Are they positive or negative impacts? Why?
 - Is it in the best interests of all children? Are any not served by this solution?

A7: Group 1: Gaming app. Discussion (slide 44)

Facilitator notes

- *While the previous discussion focused on the usual fixes presented in the scenario, in this discussion we invite the children to think freely and come up with their own solutions and ideas.*
- *Use questions on the slide to guide the discussion.*
- *Please capture the answers on sticky notes, as before.*

A7

Group 2: Video app with AI tool

A7: Group 2: Video app with AI tool (slide 45)

Facilitator Script (For translation and adaptation)

- As children you have taken over the government, and you want to keep children safe and empowered online.
- You have been hearing a lot about a video-sharing app, VidStorm, that is very popular.
- VidStorm has some unique features that help children discover their skills in making short videos. There are also free video editing tools and 'how to' videos that teaches children how modify the videos they make, including an automated AI tool that can help children create short cartoons by inserting any face from any photo on their phones.
- However, you as members of the government received reports of children under the age of 16 feeling anxious about how they look after watching some videos on VidStorm. You also notice that some children make rude comments under other children's videos. There are also children who are worried that their friends may use their photos to create videos without first asking them.
- As the government, it's your duty to make sure VidStorm is safe for all children.

A7: Group 2: Video app with AI tool (slide 45)

Facilitator Script (For translation and adaptation)

- You, as the government, ask children what they think about VidStorm.
- Some of the children say that VidStorm helped them with expressing themselves creatively. They also add that they discover new interests, learn new skills, and also have relaxing time when they are watching others' videos on VidStorm.
- However, some of the children explain that their experience of the app is completely opposite. They said that they feel unsafe and anxious.
- Parents play a role in keeping their children safe. So, you decide to have another consultation and this time invite parents of children who use VidStorm.
- Some of the parents say that the app helps their children learn new skills, have fun, and socialize.
- But other parents call for banning VidStorm for all children under the age of 16.

Group 2: Video app with AI tool

- What do you think - would you ban VidStorm for children under the age of 16, as some parents suggested?
- If VidStorm was banned, which branches of your tree would be impacted?
 - Are they positive or negative impacts? Why?
 - Is it in the best interests of all children? Are any not served by this solution?

A7: Group 2: Video app with AI tool.

Discussion (slide 46)

Facilitator notes

- *Facilitate the discussion using the questions on the slide.*
- *Write down answers provided by children on sticky notes and put them on the flipchart. Please see example from the pilot on the next two slides.*

On each sticky note put:

- *the solution/approach on the top,*
- *then the name of the branch would be impacted with a “+” or “-” to indicate positive or negative impacts,*
- *And any notes on which children might not be served by this.*

Ban VidStorm

Voices (-)

Ban VidStorm

Health and Safety (+)

Especially for children, who mentioned they feel anxious and unsafe using the app.

8

— BRANCHES:

~~Q~~ = ~~Q~~
because
of the null

HEALTHY
&
SAFETY

Learning

Handwritten notes on a yellow sticky note:

kids who prefer texture.

kids who prefer sensory input

Steffany

This is happening due to
multi-cultural differences
and non-english speakers
would trouble to understand
But for the people getting
better marks are on the
other side

Report E77
let us re-imagine

the power
? What if
the AI loses Batteries?



OK

Wider Variety
of Sources

(Diden)

VID STORM

Face
scan
(10/12)

AI no
access
photos

Permission
to use
photo

Banned
auto
(back
com

Banned
for mean
videos

Tell people change

Warni

H85
(-)

Play (+)

Delet
gam

Learn
(+)

Voices
(-)

Private

iden
(-)

Parents tell the age of their

Modif
Monitor
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warning

Tell the
bad
pe

Monitor
mean
people

mod

Talk
child

Delicious
Kids

Filter
video

Private
play
H&S

H&S:
Identity

Group 2: Video app with AI tool

- Let's look at some other approaches often taken to protect children ...
- *Parental control tools*
- *Content filters*
- *Educational videos*
- For these, which branches of your tree would be impacted?
 - Are they positive or negative impacts? Why?
 - Is it in the best interests of all children? Are any not served by this solution?

A7: Group 2: Video app with AI tool.

Discussion (slide 47)

Facilitator notes

- *Please also discuss some of the usual fixes and alternative solutions to guide the discussion with children:*
 - *Parental control tools: These are tools that help your parents set rules for what you can do online to keep you safe.*
 - *Content filters: These block harmful or unsafe websites and videos so you only see things suitable for children.*
 - *Educational videos for children about how to be safe online: These are videos that teach children how to stay safe and make good choices while using the internet.*
- *Use the same questions for each solution one by one:*
- *Capture answers on sticky notes.*

Group 2: Video app with AI tool

- What would you do to make the app in the interests of all children? You can suggest any alternative ideas or decisions.
- For each solution/decision, which branches of your tree would be impacted?
 - Are they positive or negative impacts? Why?
 - Is it in the best interests of all children? Are any not served by this solution?

A7: Group 2: Video app with AI tool.

Discussion (slide 48)

Facilitator notes

- *While the previous discussion focused on the usual fixes presented in the scenario, in this discussion we invite the children to think freely and come up with their own solutions and ideas.*
- *Use questions on the slide to guide the discussion.*
- *Please capture the answers on sticky notes, as before.*
- *You can also ask: Is there anything else that the government can do to make sure that VidStorm is safe for all children?*

Lunch Break

12:00-12:40 (40 minutes)

A8

Do you think current digital technologies are in your best interest?

12:40-13:00 (20 minutes)

A8: Do you think current digital technologies are in your best interest? (slide 50)

Objective

The aim of this exercise is to explore how children feel about current digital technologies and whether they believe these align with their best interests. It also serves as a priming exercise to encourage children to start thinking about future scenarios and what steps should be taken to ensure that future digital technologies serve the best interests of all children.

Materials needed

Flipchart or A3 paper

Camera

Duration of the activity

20 minutes

Discussion (20 minutes)

Do you think that the current digital technologies are in your best interests?

A8: Discussion (slide 51)

Facilitator notes

- *Bring both groups together for a large group discussion.*
- *Ask the Question: “Do you think current digital technologies are in your best interest?”*

Movement Activity:

- *If children think digital technologies are in their best interest, they move to the right side of the room.*
- *If they think technologies are not in their best interest, they stand on the left side.*
- *If they believe it depends (sometimes yes, sometimes no), they can stand in the middle of the room.*
- *This activity will help to visualize where children stand on the issue.*
- *Please take a photo from the back of the room of how the children stand (from the back, don't include faces in the photo)*

A8: Discussion (slide 51)

Facilitator Script (For translation and adaptation)

- *Once children have chosen their positions, ask:*
 - “Why do you think digital technologies are in your best interest?”
 - “Why do you think they are not in your best interest?”
 - “Why are you standing in the middle?”
- *Ask children who are not on the right side (both children standing in the middle and on the left):*
 - What should be done for you to move to the right side?
 - Who can help? Or who can do it?

Facilitator notes

- *Encourage children to share their thoughts and explain their reasoning.*
- *Please put answers to “What should be done and Who can help” questions on the flipchart or a big A3 paper)*
- *Please take a photo from the back of the room again after children move around and change their positions (if they do)*

A9

Imagining digital futures

13:00-13:45 (45 minutes)

A9: Imagining digital futures (slide 52)

Objective

To understand how children think of the future in relation to their best interests.

Materials needed

LEGO bricks or pipe cleaners

Camera

Flipcharts for each group

Sticky notes

Colorful pens and markers

Duration of the activity

45 minutes

A9

Building our futures

13:00-13:25 (25 minutes)

A9: 3D models

STEP 1 Thinking (5 minutes)

- Let's meditate!
- Think about a challenge or problem you face with technology today.
What would need to change to make this better in the future?
- Please think of a future where all digital technologies are designed for children and their best interests - what would it look like? Think of how it would make you feel to be in such a future.

A9: Imagining digital futures. Thinking (slide 54)

Facilitator notes

Split children into two groups.

For this exercise you can use Lego bricks or pipe cleaners, please make the decision based on what might work better in the country context.

In the beginning ask children to close their eyes and ask them to think of a future where all digital technologies are designed for children and their best interests.

Give them 5 minutes to think about their model.

A9: 3D models

STEP 2 Building (5 minutes)

- Please randomly grab a handful of Lego bricks or pipe cleaners from the box.
- Build a model that represents the digital future you just imagined.
- You have 5 minutes.

A9: Imagining digital futures. Building (slide 55)

Facilitator notes

- *Every child creates a model.*
- *They have 5 minutes to build a model.*

Facilitator Script (For translation and adaptation)

- Before building our models let's better understand what the models are. Models help us learn how things work. By looking at a model of the solar system, we can understand how the planets move around the sun.
- Sometimes, we build models to test things out. Engineers might build a model of a bridge to see if it's strong enough before they build the real one.

You can explain what a model is and how they can represent things using some of the following examples:

- **Globe:** "A globe is a model of the Earth. It shows us where the continents and oceans are."
- **Toy models:** "You know how you have toy cars or airplanes? Those are models. They're smaller versions of the real thing, but they still look and sometimes even work like the real ones."
- **IF CHILDREN NEED MORE PRIMING:** Sometimes, we build models to think about the future in different, alternative ways. You can use your imagination and be as creative as you want. Focus on what a future where all children's best interests are supported would look or feel like? Think of some of its characteristics. Maybe it is like an animal that can run fast and can help you connect with people? Maybe it is like a tree that produces different fruits on each branch just like an app that has different features? Maybe it is like a place, like your school, where you can learn things that are useful?

A9: 3D models

STEP 3 Show and tell (15 minutes)

- Show your model to your group and explain what you've created and why? How do you think it is in children's best interests?
- What would you call your creation? Or what's a fun headline that describes your model?
- Discuss in your groups.
- We have 15 minutes

A9: Imagining digital futures. Show and tell (slide 56)

Facilitator notes

- *Each child will show their model and present it to the group.*
- *Please take photos of all models.*
- *Ensure every child has a chance to present their model.*
- *You have 15 minutes for this activity.*

A9

Discussion

13:25-13:50

**What should be done to make
those futures happen?
Who should do it?**

A9: Imagining digital futures. Discussion (slide 58)

Facilitator notes

- *For this activity please give children 5 min to think, 5 min to place sticky notes and 15 min to discuss*
- *Facilitators will place A3 paper on the wall which has “What should be done to make those futures happen?” question on the top.*
- *Ask children to think about the question.*
- *Ask them what should be done and put their answers on sticky notes, if answers relate to a particular stakeholder group put it on the sticky note too (e.g. Governments, companies, parents, children, all).*
- *Put all the stickies on the A3 paper under the question.*

A9: Imagining digital futures. Discussion (slide 58)

Facilitator Script (For translation and adaptation)

- Now let's discuss What should be done to make those futures happen?
- And Who should do it?

Please also use following questions to guide the discussion:

- Action can help make this future come true. So, what do we need to do now to make those futures happen?
- This could be a feature, a new business model, a whole new way of thinking.
- If you think someone is responsible, like the government, companies, parents, or other children, then include that too.

Closing

13:50-14:10



Make a wish... for your digital
future... let's put it on the tree where it fits best.

Make a wish (slide 60)

Facilitator notes

- *Provide children with sticky notes (1-2 not too many).*
- *Ensure the sticky notes are a different color from the ones used earlier (e.g. do not use the same color you used for tree branches or role-play activities). This will help make their responses easier to distinguish during data analysis.*
- *Give them 2 minutes to write an answer to the following question: Make a wish, what digital future features/changes you'd like?*
- *Ask them to place those notes on the Tree where it fits best (so if it's closer to one of the branches of the tree ask them to put it on that branch).*

Thank you

- Thanks so much for being part of the workshop.
- We have had some really great conversations and we've enjoyed working with you very much.
- Does anyone have any final reflections about the workshops that they would like to share?
- Please let us know if you think there could be parts of the workshop that could change to make it more fun and the activities easier to understand at the same time.

IMPORTANT DISCLAIMER

This methodology was used in UNICEF consultations held in 2025 to consult children and adolescents on their best interest in relation to digital environment. We have chosen to share it in the hope that it will be useful to others wanting to conduct similar consultations. If you do use this manual, or parts of it, please note that you cannot claim to have implemented a UNICEF methodology or that UNICEF has endorsed your work. UNICEF does not have the capacity to monitor if this manual was implemented according to safe and ethical standards and therefore does not endorse the results of externally conducted consultations.

If you do find the manual useful, please let us know. We encourage you to share the results so that others may learn and be inspired to include children and adolescents in digital policies and development.