



FACILITATION HANDBOOK



CHILDREN'S GENERAL
ASSEMBLY

CAPITAL OF CHILDREN

FACILITATION HANDBOOK

Children's General Assembly

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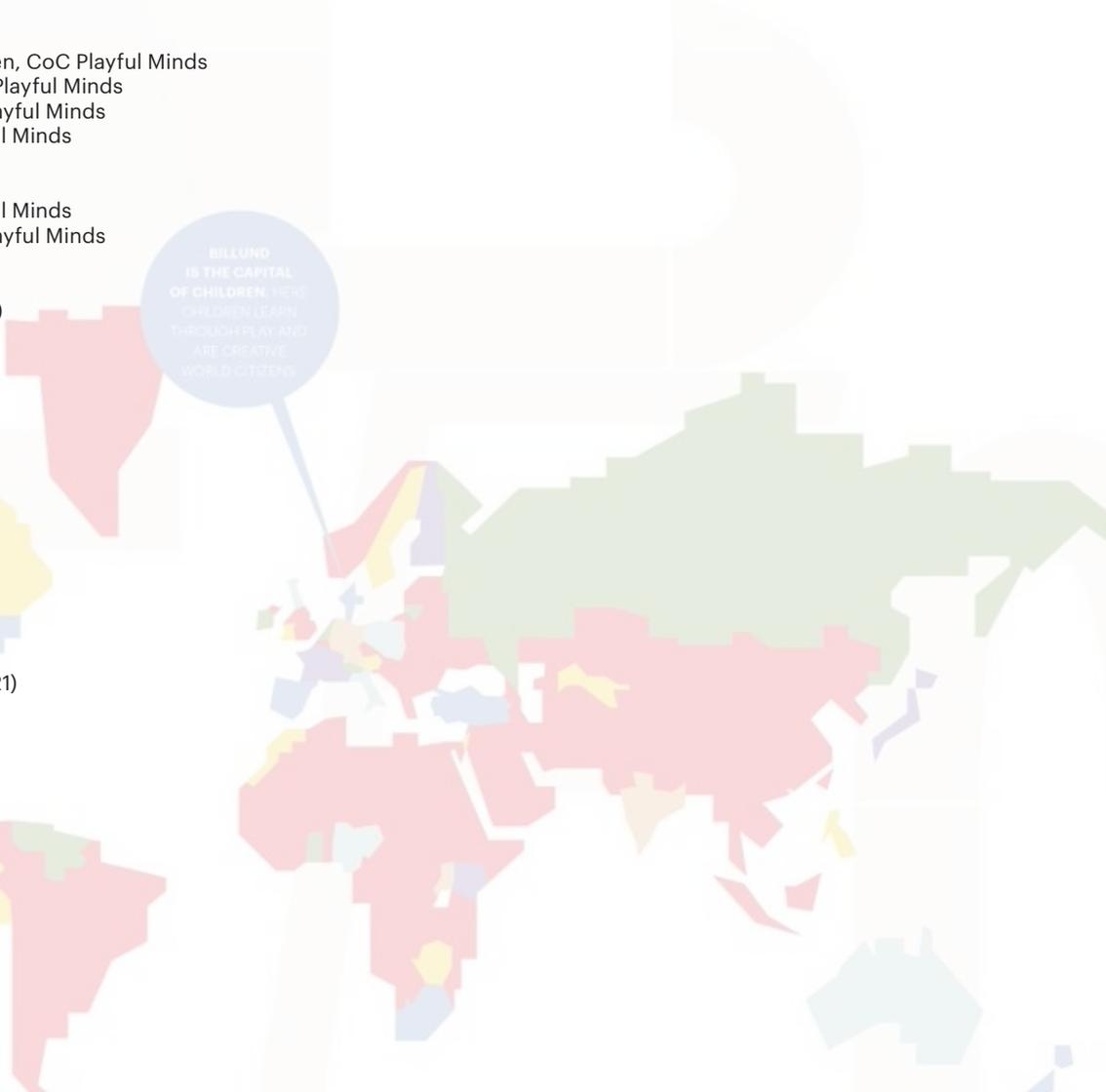
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BILLUND
IS THE CAPITAL
OF CHILDREN. HERE
CHILDREN LEARN
THROUGH PLAY AND
ARE CREATIVE
WORLD CITIZENS.

The Capital of Children supports the Children's General Assembly in promoting Billund as the Children's Capital, where children can learn through play and become creative world citizens.

**BILLUND IS
THE CAPITAL
OF CHILDREN.
HERE CHILDREN
LEARN THROUGH
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ARE CREATIVE
WORLD CITIZENS**

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THE HANDBOOK

This is the Facilitation Handbook.

In this, you find the material that supports the facilitator teams in the facilitation of the workshops, the safeguarding, and the evaluation conducted after every workshop.

To support facilitators and the participants in the workshop process, the partners have co-designed a range of official support materials, including:

The Facilitation Handbook

- Participant Guide
- Safeguarding Guide
- Online Facilitation Guide
- Notebook Guide
- Evaluation Guide
- Workshop Guide
 - Workshop flow
 - Scripts for the specific workshops
- Co-creation tools

The Children's General Assembly Handbook

- Introduction
- The children's general assembly
- The capital of children partnership
- The view of the child
- The timeline
- The participants
- The children's general assembly september summit
- Workshop guide
- Workshop flow
- The pedagogical foundation
- Facilitation
- The facilitator group
- Evaluation

In addition to the Facilitation Handbook and the Children's General Assembly Handbook, even more materials and training support are created, including

- 5 full days of Facilitator Training
- Workshop presentations
- Co-creation tools
- Evaluation tools
- Safeguarding tools
- Facilitation props
- Participant kit

The Facilitation Handbook is an initiative by the Capital of Children Partnership and is co-created by The LEGO Foundation, The Drive Foundation, LEGO House, International School of Billund, and CoC Playful Minds.





PARTICIPANTS



Invitation



Recruitment



Safeguarding Meetings



All Children in the age of **10-17** from all over **the World** can apply



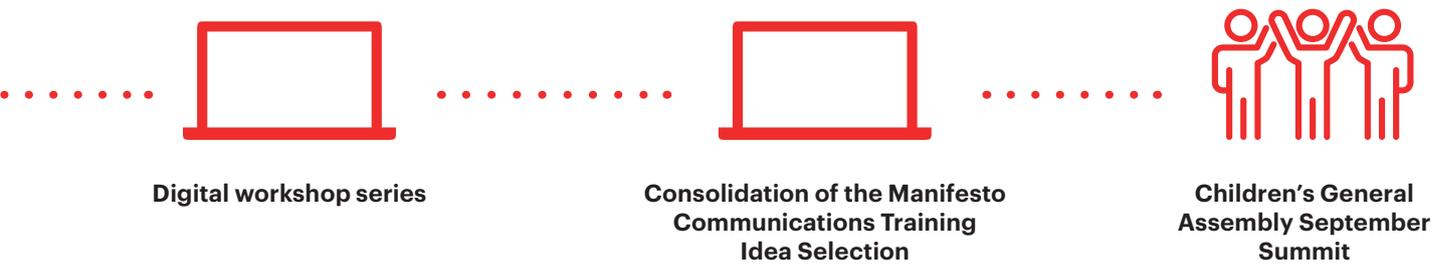
x 80

80 children are selected to participate – **8 groups** of **8-12 participants** will be formed

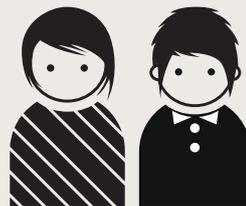


Individual Safeguarding Meetings with **all participants**





5 workshops with
8 groups are
conducted



Representatives
from each group
will be selected for
Idea Selection and
Manifesto process



**Children and
parents/caregiver**
are invited to the
Summit in the
Capital of Children,
Billund, Denmark



PARTICIPANT GUIDE

Process for selection

The workshop group will select the children through a thorough process based on the application and the KPI's set by the partnership group.

Process for grouping

1. Groups are composed primarily by taking the children's interests into account as a first priority
2. Secondly, it is taken into account what would give the greatest possible diversity (gender, age, nationality)
3. Thirdly, country of residence and time zones are considered too

In addition, children are selected according to:

- Country of residence
- Time zones

Selection of representatives

The selection of the representatives for the manifesto process and the idea selection process will be transparent from the beginning and the process will be as follows:

1. Parents are informed about the selection process in connection with Introduction Meetings
2. The children have been nominated in connection with Safeguarding and Assessment Meetings
3. The facilitators will nominate 1-3 children from their own group based on:
 - ability to bring in the group's perspectives
 - ability to work well together with the other representatives
 - ability to present and communicate
4. The final selection of the representatives will be made by the Workshop- and Evaluation Groups based on
 - Number of nominations
 - Diversity criteria (Age, Nationality, Country of residence, Developed/Developing countries, Gender)
 - Timezones
5. Invitation sent out to parents first then representatives
6. Confirmation from children and parents
7. Introduction and safeguarding meeting – representatives and parents

SAFEGUARDING GUIDE

The purpose of the safeguarding is to make sure that all the children feel safe, secure, and well. This ensures that the children have a positive experience of the workshops and of being a part of the Children's General Assembly.

The first meeting will take place before the individual child meets the other children and young people in their group. The meeting is scheduled to 30 minutes, and attendees will either be one child or two children (and maybe a parent or caretaker) and the facilitator. Firstly, the purpose is to get to know each other. Secondly, the purpose is to make sure that the child feels safe about participation, and that the child gets an overview of the process. Lastly, in the safeguarding meeting, the facilitator will assess if the individual child meets the overall criteria for taking part in the process.

There are three steps of each safeguarding meeting which are

- 1) Presentation of the facilitators
- 2) Presentation through YOURSELF IN A DRAWING
- 3) Assessment based on the ASSESSMENT TOOL

During the workshop process, other safeguarding meetings take place. These meetings are conducted in a low-key informal manner with the purpose of giving the opportunity to talk individually with each child about the workshops, the group, the learnings, and making sure that all of the children's wellbeing is in focus.



ONLINE FACILITATION GUIDE

In the online workshop the same ideals apply as in the physical workshop and one must thus still make sure to invite everyone to participate and support the interaction between the participants. However, there are some things we would encourage you to be aware of before you get started. Online workshops require a different kind of organisation than physical workshops. Among other things, this requires some common agreements for how to communicate online and what to do if technical challenges arise. The facilitator does not have the physical space and must therefore put the digital space in progress. Use breakout rooms and different platforms where participants can write and think together. It is an advantage to support the participants' learning process by using a common platform for showing and collecting data found and produced during the workshop. Always make sure that everybody knows the rules.

Camera on

Everyone should keep their webcam turned on throughout the workshop so that everyone can see each other at all times. Ask the children to set to a display format where all the images are displayed at once. In this way the children experience each other's reactions and non-verbal activity to a greater extent.

Microphone on

Instruct the children to keep their microphone on when there are only two or three people present, but to switch it off, if there are more.

Markings

Agree with the children how to mark if you want to say something. It can work both with the "raise hand" button and by physically raising the hand so that it can be seen on the screen.

Breakout rooms

When using breakout rooms, remember to give the children a little more time than you would in the physical room. It is a good idea to "go out" and visit all the groups in the breakout rooms. When in breakout rooms, use the chat for the participants to orient themselves in the task given and to call for the facilitator's assistance. Use the chat to help keep track of time in the breakout rooms and notify the participants when they will be shut down.

Write in chat

You can also use the chat to ensure that all the children know what the task is. The chat can also be used to notify the children how much time they have left in the breakout rooms. It is a good idea to let the children divide different roles among them for example, one to keep track of time, one to read out the task, and one to take notes.

Props

You can easily use props when facilitating an online workshop. Just make sure that what you refer to is shown on the screen.

Patience

It is important to be patient and give children time to think. Also, remember that in the digital workshop, errors and delays can occur due to technical problems.

NOTEBOOK GUIDE

One of the main tools for the facilitators is their notebooks. The children will also be encouraged to use a personal notebook during the workshops.

Notetaking is a form of journaling – a combination of journaling and scrapbooking – and a tool for writing notes. Like journaling, notebooks, and the practice of them, can be traced back to e.g., Leonardo da Vinci, who used it to catalogue his artistic pursuits, and the 3rd President of the United States Thomas Jefferson, who wrote down his scientific discoveries.

Related to psychology and pedagogy, theorists such as Lev Vygotsky and Olga Dyste argue that meaning is created through dialogue. Using a notebook is like having a conversation with yourself, and it's through conversations, we perceive. Intellectuals and innovators of the world have throughout time filled their shelves with notebooks with their thoughts and reflections.

The purpose of having a notebook is to write individual reflections on how you experience and sense the facilitation. It can be related to the children's engagement, motivation, learnings, and participation.



EVALUATION GUIDE

The purpose of the evaluation is:

1. A formative purpose on learning to support the process and to adjust along with the workshops, ensuring the best processes for the children and facilitators
2. A summative and strategic purpose to evaluate the participants' overall experiences of the process and summit and to evaluate the general goals of the Children's General Assembly

The formative evaluation

More methods are used in this formative evaluation. First, there is a safeguarding meeting where the individual child (and maybe a parent or caregiver) meets the facilitator. The purpose is to introduce to the process and reciprocally presenting each other, getting a sense of motivation, concerns, etc. The facilitator also has a list of questions to ask the child as a kind of assessment of the child's motivation, skills, conditions, and maturity. Secondly, there is a constant focus on the dynamics in the group and how every child participates. This is reflected in the facilitation methods as well as in the ethical approach, which the facilitators are obliged to be aware of. Lastly, a survey will be conducted through a questionnaire with the children. After each workshop, the children will be asked to answer a questionnaire about their experiences of participation, wellbeing in the group, and their motivation for being part of the process.

The facilitators will assess each workshop focusing on the facilitation and the output of each workshop through an individual reflection log which will be shared and discussed at joint knowledge sharing meetings, facilitated by CoC Playful Minds. At these meetings, the facilitators will also consider the children's evaluation on participation, wellbeing, and motivation. All this to adjust along in the workshop process.

The summative evaluation

The summative evaluation has two main focuses; the first is focused on the children's and facilitators' overall experiences, learnings, and outcomes of the whole workshop process. This will be conducted as an end survey by the evaluation team at CoC Playful Minds.

The second focus is on the children's and their parents/caregivers' experiences at the summit in Billund in September. Included in this is also if the children are satisfied with their Manifesto and maybe other products, and if or how they experience to have impact as voices in and of the world. Together these two focuses will reflect the goals and keys of the Children's General Assembly.

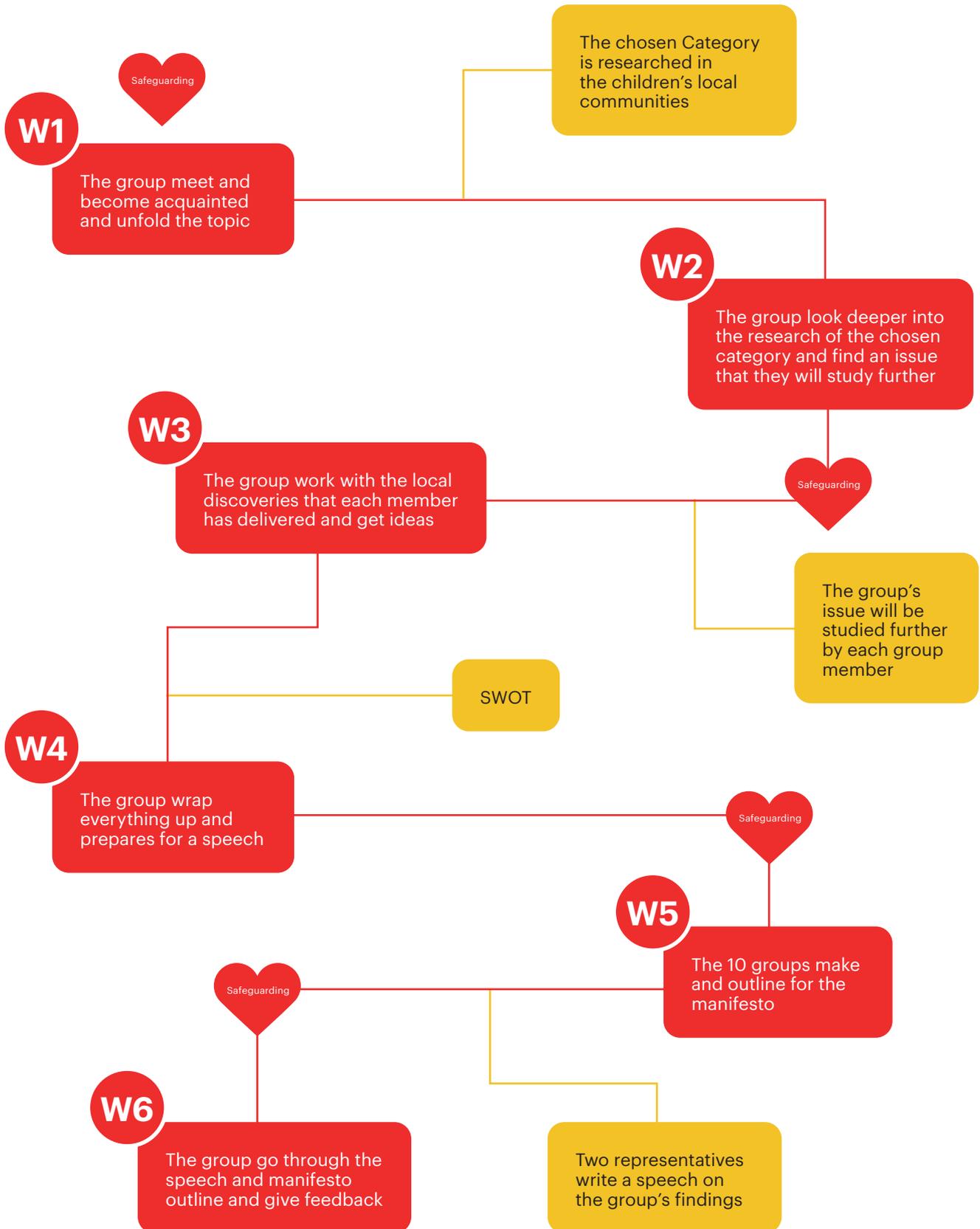
The survey parts of the evaluation will be conducted by an evaluation team at the CoC Playful Minds. The results will be represented in a report and will be used for learnings and recommendations for future process and organisation; communication and decision-making at a strategic level.



WORKSHOP GUIDE



WORKSHOP FLOW



WORKSHOP

PURPOSE

The group will meet and get acquainted. The group will make a Group Contract and unfold the group topic.

AGENDA

- Check in
- Communication agreements/Group Contract
- Unfold the topic and agree on a theme
- Check out

PREPARATION

Invite the children to the workshop in Teams. Ask the children to bring props from their Workshop Toolbox + YOURSELF IN A DRAWING.

1

DURATION

4 hrs.

TOOLS

- CHECK IN
- NOTEBOOK
- WALL OF KNOWLEDGE
- BUILD TO EXPRESS
- BRAINSTORM
- CATEGORISATION
- GROUP CONTRACT
- YOURSELF IN A DRAWING
- OBSERVATION (homework)
- INTERVIEW (homework)
- DESK RESEARCH (homework)
- I USED TO THINK... NOW I THINK...
- ONE LAST WORD
- CHECK OUT

PROPS

- WALL OF KNOWLEDGE
- YOURSELF IN A DRAWING
- NOTEBOOK
- PICK A CARD
- BUILD TO EXPRESS
- Pen and paper
- VIDEO guide
- POSTER guide



1
Check in
Duration 40 minutes

WHEN	WHAT	HOW
15 min.	Welcome and presentation of the programme, purpose, and digital workshop agreements.	<p>Welcome everyone and go through the overall process briefly.</p> <p>Present the programme and the workshop's aim along with the digital participation agreements.</p> <p>Let the children play with the digital functions to get familiar with them e.g., create a game such as 'Simon says'.</p>
25 min.	Presentation of the individual group members from YOURSELF IN A DRAWING .	<p>Let the children present themselves.</p> <p>Moderate the presentations and thank the children for their presentations without praising.</p> <p>Invite the children to send an acknowledging emoji after each presentation and make room for them to ask each other questions.</p> <p>Ask the children to upload their drawings to Teams if they haven't done it already.</p>

Communication agreement / Group Contract

Duration 75 minutes

WHEN	WHAT	HOW
10 min.	The children's expectations for the process.	<p>The children present their expectations to the group and write them in their NOTEBOOK (can be found in Workshop Toolbox) for later use.</p> <p>The children also choose a picture from PICK A CARD.</p>
30 min.	Joint rules for how the group can include everyone's perspectives in the discussions and choices during the following processes.	<p>BUILD TO EXPRESS.</p> <p>Let the children think: what does good group work look like?</p> <p>Share in pairs/breakout rooms and take notes.</p> <p>Let the children remember: a situation of good group work.</p> <p>Share in pairs/breakout rooms and take notes.</p> <p>Let the children imagine: How the situation would look like if they could change it to be even better.</p> <p>Share in pairs/breakout rooms and take notes.</p>

WHY	WHO	NOTES
<p>To meet and form a good relationship.</p> <p>To agree on form, content, and purpose of the overall process and the specific workshop, and to clear up misunderstandings.</p> <p>To understand and comply with today's mindset which is exploratory, curious, and analytical.</p>	<p>The children work individually.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator does technology checks and helps the children in case of issues.</p>	
<p>To get to know each other.</p> <p>To create a positive relationship and understanding among the children.</p>	<p>The children present individually to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the shared WALL OF KNOWLEDGE e.g., uploads the children's drawings to the WALL OF KNOWLEDGE.</p>	

WHY	WHO	NOTES
<p>To be aware of each other's expectations for the workshop and to be able to help fulfil them.</p>	<p>The children present individually to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the shared WALL OF KNOWLEDGE e.g., writes the children's expectations on the WALL OF KNOWLEDGE or makes room for the children to do so.</p>	
<p>To create a common understanding of good group work.</p> <p>To create common rules for the following process.</p> <p>To be playful and equal.</p>	<p>The children work individually and in pairs in three rounds.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator makes sure that each pair has a page on the WALL OF KNOWLEDGE for their notes.</p>	

WHEN	WHAT	HOW
20 min.	Group Contract.	Share notes in the group and find ideas/examples of good group work. Let the children agree on some rules.
15 min.	Break.	

Unfold the Group Category

Duration 85 minutes

WHEN	WHAT	HOW
10 min.	Brainstorm on themes and subtopics in the group's category.	Let the children brainstorm individually by writing/drawing/building ideas on themes and sub-topics in the group's category. Let the children have their camera on/mic off during the idea generation.
15 min.	Share in small groups.	Use breakout rooms and let the children share their ideas in small groups/pairs. While one child is presenting her/his ideas, the other one writes them down. Use the WALL OF KNOWLEDGE (in Jamboard) and use the sticky notes for the separate ideas.
20 min.	Make categories.	Place the children's inputs so that everyone in the group can see them on the Jamboard. Present a playful categorisation where the children take turns in moving the material and finding patterns using a specific structure, e.g., girls, if using glasses, have blue eyes, having siblings, and so on. Let the children do the categorisation quietly to underline the different perspectives and understandings.
15 min.	Find headings.	Let the children make headings for the new categories. Work in small groups/pairs in breakout rooms and come up with heading ideas for each category.
10 min.	Agree on headings.	Let the small groups/pairs present their suggestions for headings and let the group vote/agree on a heading for each new category. Make sure to hear everyone and include minority votes. It is important that the children create a joint ownership - remind the children of their communication rules/contract. Let the children discuss if all perspectives have been included before final agreement.
15 min.	Break.	

WHY	WHO	NOTES
<p>To let every child contribute with their perspective.</p> <p>To formulate and share perspectives.</p> <p>To create a Group Contract.</p>	<p>The Moderating Facilitator leads the dialogue.</p> <p>The Technical Facilitator will e.g., do screen sharing when the group share their notes and e.g., underline what the children see as their common rules.</p>	

WHY	WHO	NOTES
<p>To give the children time and space to find different perspectives.</p>	<p>The children work individually. The Moderating Facilitator guides the process.</p>	
<p>To formulate and share perspectives.</p>	<p>The Moderating Facilitator guides the process. The Technical Facilitator makes room on the WALL OF KNOWLEDGE for the children's ideas, e.g., suggests sticky notes with different colours for each pair.</p>	<p>Think about using the same page on the Jamboard. It will then be easier to share and find patterns later.</p>
<p>To hear/include everyone's perspectives. To create joint ownership.</p>	<p>The Moderating Facilitator guides the process. The Technical Facilitator takes notes and shares the WALL OF KNOWLEDGE.</p>	
<p>To hear everyone's perspectives. To create joint ownership.</p>	<p>The Moderating Facilitator guides the process. The Technical Facilitator may e.g., suggest different colour sticky notes for each pair's headings.</p>	
<p>To hear everyone's perspectives. To create joint ownership. To find agreement.</p>	<p>The Moderating Facilitator guides the process. The Technical Facilitator takes notes and shares the WALL OF KNOWLEDGE.</p>	

Check out

Duration 40 minutes

WHEN	WHAT	HOW
15 min.	Next step	<p>Let the children agree on what, how, and where they can study the chosen category in their local environment.</p> <p>When conducting their research, they should use three different methods e.g., INTERVIEW, OBSERVATION, DESK RESEARCH, etc.</p> <p>Ask the children to prepare:</p> <ol style="list-style-type: none"> 1) a small video (2-3 min.) about their discoveries (ask them to follow the VIDEO guide) 2) a poster with their findings.
10 min.	I USED TO THINK... NOW I THINK...	<p>Let the children make an I USED TO THINK... NOW I THINK... Let them write what they thought about the category before the workshop and what they think about it now.</p> <p>Let them present it to the group.</p>
5 min.	ONE LAST WORD	<p>Let the children give one word on the common agreements which they have made together.</p>
10 min.	Survey	<p>Share the link in the chat and let the children enter the survey.</p> <p>Let the children fill in the survey and stay present for questions.</p>
0 min.	Smiley check out	<p>Let the children send a smiley in the chat that reflects their present state of mind.</p>

WHY	WHO	NOTES
<p>To take it to the next step. To share perspectives.</p>	<p>The Moderating Facilitator guides the process. The Technical Facilitator shows methods/ framework in Teams + where and how the children upload their research in Teams.</p>	
<p>To focus on the children's learning process. To share and build relationships.</p>	<p>The children work individually and present it to the group. The Moderating Facilitator guides the process. The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE.</p>	
<p>To close the consolidation and become aware of the children's perspectives.</p>	<p>The Moderating Facilitator guides the process. The Technical Facilitator takes notes to the shared WALL OF KNOWLEDGE.</p>	
<p>To guide and help the children. To evaluate.</p>	<p>The Moderating Facilitator guides the process. The Technical Facilitator shares the link in the chat and helps in case of problems.</p>	
<p>To become aware of the children's feelings and experience with the workshop.</p>	<p>The Moderating Facilitator guides the process.</p>	<p>Follow up on emojis showing a bad mood.</p>

WORKSHOP

PURPOSE

The group will look deeper into the chosen topic and find different issues. The group will decide on a common issue which they will study further.

AGENDA

- Check in
- Research presentation
- Finding issues
- Check out

PREPARATION

Invite the children to the workshop in Teams. Ask the children to bring materials from their Workshop Toolbox.

The children have studied the chosen category in their local environments and produced a video (2-3 min.) and a poster with their research process.

2

DURATION

4 hrs.

TOOLS

- CHECK IN
- NOTEBOOK
- WALL OF KNOWLEDGE
- GOOD MORNING
- SEE, THINK, ME, WE
- OBSERVATION (homework)
- INTERVIEW (homework)
- DESK RESEARCH (homework)
- I USED TO THINK... NOW I THINK...
- CHECK OUT

PROPS

- WALL OF KNOWLEDGE
- NOTEBOOK
- PICK A CARD
- Pen and paper
- VIDEO guide
- POSTER guide



2

Check in

Duration 40 minutes

WHEN	WHAT	HOW
10 min.	Welcome and presentation of the programme and digital workshop agreements. Show the common video.	Welcome everyone and go through the overall process briefly. Present the programme and the workshop's aim along with the digital participation agreements.
15 min.	Check in game.	My day (a hack of GOOD MORNING). Let each child use 1 min. to present their day until now – let them tell as many details as the time allows.
10 min.	The children's expectations for the workshop.	Let the children present their expectations to the group and write them in their NOTEBOOK for later use. Let the children e.g., chose a picture from PICK A CARD for their presentation.
5 min.	Break.	

Research presentation

Duration 85 minutes

WHEN	WHAT	HOW
20 min.	Present research.	Let the children show their videos and posters and draw out main points in small groups/pairs. While one is presenting, the other one takes notes and they both agree on main points.
30 min.	Share notes and consolidate.	Each pair presents their videos and main points to the group.

WHY	WHO	NOTES
<p>To meet and get started.</p> <p>To agree on form, content, and purpose of the overall process and this specific workshop.</p> <p>To understand and to be open for today's workshop.</p>	<p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator does technology checks and helps the children in case of issues.</p>	
<p>To be present.</p> <p>To share.</p> <p>To build relationships.</p>	<p>The Moderating Facilitator guides the process.</p>	
<p>To be aware of each other's expectations for the workshop, and to be able to help fulfil them.</p>	<p>The children present individually to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the shared WALL OF KNOWLEDGE e.g., writes down the children's expectations.</p>	

WHY	WHO	NOTES
<p>To share knowledge and perspectives.</p>	<p>Group/pair work.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by giving each group space for their notes.</p>	<p>Remind the children to upload their materials in TEAMS.</p>
<p>To share knowledge and perspectives.</p>	<p>The children present in pairs to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages/shares the WALL OF KNOWLEDGE</p>	

WHEN	WHAT	HOW
10 min.	Connections.	Let the children look at the main points and use SEE, THINK, ME, WE. Let the children work individually with their camera on/mic off.
10 min.	Share thoughts.	Let the children share their thoughts in turns.
15 min.	Break.	

Finding Issues

Duration 75 minutes

WHEN	WHAT	HOW
15 min.	Find issues.	Let the children work in small groups/pairs and review the group's main points. Let them use PICK A CARD, where they take turns in showing a picture and finding an issues. While one finds issues, the other one writes it down without assessing whether it's a good or bad suggestion (use Jamboard and sticky notes).
25 min.	Share.	Let the pairs present their different issues one pair at a time. Fuse similar issues.
20 min.	Assess the issues found.	Let the group assess the issues by using the following criteria: <ol style="list-style-type: none"> concerning you concerning the group concerning the world Make three circles and let the group sort the issues. Make sure everyone is heard and include minority votes. It is important that the children form a joint ownership. Remind the children to include all perspectives on the assessment terms. Agree on a common issue to work with.
15 min.	Break.	

WHY	WHO	NOTES
<p>To connect all the group members to the research.</p>	<p>The children work individually.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and shows the method/frame.</p>	
<p>To share.</p> <p>To be able to include all perspectives.</p>	<p>The children present individually to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator manages/shares the WALL OF KNOWLEDGE e.g., by taking notes.</p>	

WHY	WHO	NOTES
<p>To involve the children and their perspectives.</p> <p>To be playful and to create a joint ownership.</p>	<p>Pair work.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator makes room on the WALL OF KNOWLEDGE for the children's ideas e.g., suggests different colour sticky notes for each pair.</p>	
<p>To share.</p> <p>To involve everyone.</p>	<p>The children present in pairs to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and shares the WALL OF KNOWLEDGE.</p>	
<p>To hear everyone's perspectives.</p> <p>To create a joint ownership.</p> <p>To find agreement.</p>	<p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes, manages the WALL OF KNOWLEDGE, and underlines the issues which the children vote for.</p>	

Check out

Duration 40 minutes

WHEN	WHAT	HOW
15 min.	Next step.	<p>Let the children agree on what, how, and where they can study the chosen issue in their local environment.</p> <p>When conducting their research, they should use three different methods e.g., INTERVIEW, OBSERVATION, DESK RESEARCH, etc.</p> <p>Ask the children to prepare:</p> <ol style="list-style-type: none"> 1) a small video (2-3 min.) about their discoveries (ask them to follow the VIDEO guide) 2) a poster with their findings.
10 min.	I USED TO THINK... NOW I THINK...	<p>Let the children make an I USED TO THINK... NOW I THINK... Let them write what they thought about the category before the workshop and what they think about it now.</p> <p>Let them present it to the group.</p>
10 min.	Expectation's review.	<p>Let the children review their expectations and reflect on the extent to which their expectations have been met during the workshop.</p> <p>Let the children write this down in their NOTEBOOK and present it in the group by e.g., choosing a picture from PICK A CARD.</p>
2 min.	Smiley check out.	<p>Let the children send a smiley in the chat that reflects their present state of mind.</p>
3 min.	Survey.	<p>Share the link in the chat and let the children fill it in on their own.</p>

WHY	WHO	NOTES
<p>To take it to the next step.</p> <p>To share perspectives</p>	<p>Group dialogue.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator shows methods/ framework in Teams + where and how the children upload their research in Teams.</p>	
<p>To focus on the children's learning process.</p> <p>To share and build relationships.</p>	<p>The children work individually and present it to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE.</p>	
<p>To focus on the children's learning process.</p> <p>To share and build relationships.</p>	<p>The children work individually and present it to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by taking screenshots of the children showing their chosen PICK A CARD.</p>	
<p>To be aware of the children's feelings and experience with the workshop.</p>	<p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by taking screenshots of the chat and uploading this to the WALL OF KNOWLEDGE.</p>	<p>Follow up on emojis showing a bad mood.</p>
<p>To guide the children and to help them.</p> <p>To evaluate.</p>	<p>The children fill in the survey individually.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator shares the link in the chat.</p>	

WORKSHOP

PURPOSE

The group will work with the local discoveries of each child and find ideas for solutions on their common issue.

AGENDA

- Check in
- Follow up on each child's research
- Idea generation
- Check out

PREPARATION

Invite the children to the workshop in Teams. Ask the children to bring materials from their Workshop Toolbox.

The children have studied the chosen issue in their local environments and produced a video (2-3 min.) along with a poster showing their research process.

3

DURATION

4 hrs.

TOOLS

- CHECK IN
- NOTEBOOK
- WALL OF KNOWLEDGE
- ASSOCIATION GAME
- GIFTS
- SEE, THINK, ME, WE
- HOW MIGHT WE
- IDEA CLOUDING
- IDEA FUSION
- IDEA ASSESSMENT
- SWOT (homework)
- I USED TO THINK... NOW I THINK
- CHECK OUT

PROPS

- WALL OF KNOWLEDGE
- PICK A CARD
- BUILD TO EXPRESS
- Pen and paper
- NOTEBOOK



3

Check in

Duration 40 minutes

WHEN	WHAT	HOW
10 min.	Welcome – presentation of the programme and digital workshop agreements. Show the common video.	Welcome everyone and go through the overall process briefly. Present the programme and the workshop's aim along with the digital participation agreements.
10 min.	Check in game.	Association game.
10 min.	The children's expectations for the workshop.	Let the children present their expectations to the group and write them in their NOTEBOOK for later use. Let the children e.g., chose a picture from PICK A CARD for their presentation.
10 min.	Break.	

Research presentation

Duration 70 minutes

WHEN	WHAT	HOW
15 min.	Research presentations.	Let the children show their videos and posters and draw out main points in small groups/pairs. While one is presenting, the other one takes notes and they both agree on main points.
20 min.	Share notes and consolidate.	Each pair presents their videos and main points to the group.

WHY	WHO	NOTES
<p>To meet and get started.</p> <p>To agree on the form, content, and purpose of the overall process and this specific workshop.</p> <p>To understand and to be open for today's workshop.</p>	<p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator does technology checks and helps the children in case of issues.</p>	
<p>To be present.</p> <p>To share.</p> <p>To build relationships.</p> <p>To play.</p>	<p>The Moderating Facilitator guides the process.</p>	
<p>To be aware of each other's expectations for the workshop and to be able to help fulfil them.</p>	<p>The children present individually to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the shared WALL OF KNOWLEDGE e.g., writes down the children's expectations.</p>	

WHY	WHO	NOTES
<p>To share knowledge and perspectives.</p>	<p>Group/pair work.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by giving each group space for their notes.</p>	<p>Remind the children to upload their materials in TEAMS.</p>
<p>To share knowledge and perspectives.</p>	<p>The children present in pairs to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages/shares the WALL OF KNOWLEDGE.</p>	

WHEN	WHAT	HOW
10 min.	Connections.	Let the children look at the main points and use SEE, THINK, ME, WE. Let the children work individually with their camera on/mic off.
10 min.	Share thoughts.	Let the children share their thoughts in turns and consolidate in the following HOW MIGHT WE.
15 min.	Break.	

Idea generation

Duration 90 minutes

WHEN	WHAT	HOW
10 min.	HOW MIGHT WE.	Create a HOW MIGHT WE together with the children.
10 min.	Playful game - GIFTS.	The children give imaginary gifts to each other. When receiving a gift, each child should play along and thank for the gift by saying: "thank you for this ... very beautiful blue elephant" or just "thank you".
20 min.	Idea clouding.	Use the IDEA CLOUDING method. Let each child create one or two ideas for the first idea cloud. Fuse similar ideas and end with six ideas. Use PICK A CARD for a playful idea generation, e.g., by showing one picture at a time, and let the children create ideas from that.
20 min.	Fuse ideas.	Let the children vote individually for the ideas that best fulfil the criteria: <ul style="list-style-type: none"> • Concerning you • Concerning the group • Concerning the world Let the children choose between the nominated ideas and select one idea each. Let the children identify the best parts of each idea. Let them go into smaller groups/pairs to create 2-3 new ideas which includes the best parts from each original idea.

WHY	WHO	NOTES
<p>To connect all the group members to the research.</p>	<p>The children work individually.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and shows the method/frame.</p>	
<p>To share.</p> <p>To be able to include all perspectives.</p>	<p>The children present individually to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator manages/shares the WALL OF KNOWLEDGE e.g., by taking notes.</p>	

WHY	WHO	NOTES
<p>To frame the following idea generation.</p>	<p>Group Work.</p> <p>The moderating facilitator guides the process.</p>	
<p>To foster reflection, connection, and creativity.</p> <p>To activate both left and right brain hemisphere before an idea generation.</p>	<p>Group work.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator manages the WALL OF KNOWLEDGE e.g., by taking screenshots of the children giving and receiving gifts.</p>	
<p>To structure the ideas immediately.</p> <p>To include different perspectives and generate multiple ideas.</p> <p>To be creative, open, and playful.</p>	<p>Group work.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by preparing space/templates on the WALL OF KNOWLEDGE.</p>	
<p>To quickly assess the best ideas and afterwards fuse the best aspects of the ideas together.</p> <p>To give feedback and involve more perspectives.</p>	<p>The children work first individually, and then in groups.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator manages the WALL OF KNOWLEDGE e.g., by preparing space/templates on the WALL OF KNOWLEDGE for the children.</p>	

WHEN	WHAT	HOW
20 min.	Idea assessment.	Go through each of the group's fused ideas and discuss the ideas' value versus effort. Agree on an idea.
10 min.	Break.	

Check out

Duration 40 minutes

WHEN	WHAT	HOW
15 min.	Next step.	Let the children bring their chosen idea home to take it through internal strengths and weaknesses and external opportunities and threats (use the method SWOT).
10 min.	I USED TO THINK... NOW I THINK...	Let the children make an I USED TO THINK... NOW I THINK... Let them write what they thought about the category before the workshop and what they think about it now. Let them present it to the group.
10 min.	Expectation's review.	Let the children review their expectations and reflect on the extent to which their expectations have been met during the workshop. Let the children write this down in their NOTEBOOK, and let them present it to the group e.g., by choosing a picture from PICK A CARD.
2 min.	Smiley check out.	Let the children send a smiley in the chat that reflects their present state of mind.
3 min.	Survey.	Share the survey link in the chat, and let the children fill it in on their own.

WHY	WHO	NOTES
<p>To assess and to choose which ideas are more suitable within a certain framework i.e., what will bring the most value in proportion to the effort.</p>	<p>Group work.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL of KNOWLEDGE e.g., by preparing space/templates on the WALL OF KNOWLEDGE for the children.</p>	

WHY	WHO	NOTES
<p>To take it to the next step.</p> <p>To qualify the idea.</p> <p>To involve more perspectives.</p>	<p>The children work individually.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator shows methods/framework in Teams + where and how the children upload their research in Teams.</p>	
<p>To focus on the children's learning process.</p> <p>To share and build relationships.</p>	<p>The children work individually and present it to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE.</p>	
<p>To focus on the children's learning process.</p> <p>To share and build relationships.</p>	<p>The children work individually and present it to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by taking screenshots of the children showing their chosen PICK A CARD.</p>	
<p>To be aware of the children's feelings and experience with the workshop.</p>	<p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by taking screenshots of the chat and uploading this to the WALL OF KNOWLEDGE.</p>	<p>Follow up on emojis showing a bad mood.</p>
<p>To guide and to help the children.</p> <p>To evaluate.</p>	<p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator shares the link in the chat.</p>	

WORKSHOP

PURPOSE

The group will qualify the idea and co-create an outline for the speech.

AGENDA

- Check in
- Follow up on each child's research
- Outline
- Check out

PREPARATION

Invite the children to the workshop in Teams. Ask the children to bring materials from their Workshop Toolbox.

The children have studied the idea further and made a SWOT in their local environment.

4

DURATION

4 hrs.

TOOLS

- CHECK IN
- NOTEBOOK
- WALL OF KNOWLEDGE
- CO-21
- CO-TELL
- CO-ROLE
- WORDS GO ROUND
- I USED TO THINK... NOW I THINK...
- CHECK OUT

PROPS

- WALL OF KNOWLEDGE
- PICK A CARD
- Pen and paper
- NOTEBOOK
- HOW TO WRITE A SPEECH GUIDE

4

Check in

Duration 40 minutes

WHEN	WHAT	HOW
10 min.	Welcome – presentation of the programme and digital workshop agreements. Show the common video.	Welcome everyone and go through the overall process briefly. Present the programme and the workshop's aim along with the digital participation agreements.
10 min.	Check in game.	CO-21.
10 min.	The children's expectations for the workshop.	Let the children present their expectations to the group and write them in their NOTEBOOK for later use. Let the children e.g., chose a picture from PICK A CARD for their presentation.
10 min.	Break.	

Follow up on the children's research

Duration 75 minutes

WHEN	WHAT	HOW
30 min.	Presentation of research.	Let the children present their SWOT model in groups of 3-4. When one has presented, the others will give feedback. During the feedback round, it is important that the group members keep adding something new to the feedback – use the method CO-TELL.
10 min.	Share notes.	The groups present their main points to the rest of the group.

WHY	WHO	NOTES
<p>To meet and get started.</p> <p>To agree on form, content, and purpose of the overall process and this specific workshop.</p> <p>To understand and to be open for today's workshop.</p>	<p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator does technology checks and helps the children in case of issues.</p>	
<p>To be present.</p> <p>To share.</p> <p>To build relationships.</p> <p>To play.</p>	<p>The Moderating Facilitator guides the process.</p>	
<p>To be aware of each other's expectations for the workshop and to be able to help fulfil them.</p>	<p>The children present individually to the group. The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the shared WALL OF KNOWLEDGE e.g., writes down the children's expectations.</p>	

WHY	WHO	NOTES
<p>To share knowledge and perspectives.</p> <p>To give feedback.</p>	<p>Group/pair work.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by giving each group space for their notes.</p>	<p>Remind the children to upload their materials in TEAMS.</p>
<p>To share knowledge and perspectives.</p>	<p>Group work.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator manages/shares the WALL OF KNOWLEDGE.</p>	

WHEN	WHAT	HOW
20 min.	Connections.	Let the children discuss the different main points in a role play using the method CO-ROLE.
15 min.	Break.	

Outline for the speech

Duration 85 minutes

WHEN	WHAT	HOW
15 min.	Outline Sketch.	<p>Let the children make an outline for a speech based on the previous process.</p> <p>Let them work in pairs or smaller groups (use breakout rooms).</p> <p>Let the pairs sketch a draft for a speech.</p>
10 min.	Present the outlines.	Let the pairs present their outlines to the rest of the group.
25 min.	Feedback.	<p>Let the children use the WORDS GO ROUND method when preparing their feedback.</p> <p>The children present their feedback to the group.</p>
20 min.	Consolidation.	<p>From the sketched outlines, feedback, and notes, the group work together on forming an outline where all perspectives are included.</p> <p>Present a playful categorisation where the children take turns in moving the material and finding patterns using a specific structure e.g., girls, if using glasses, have blue eyes, have siblings, and so on. Let the children do the categorisation quietly to underline the different perspectives and understandings.</p>
15 min.	Break.	

WHY	WHO	NOTES
<p>To connect all the group members to the research.</p>	<p>Group work.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator Shows the method.</p>	

WHY	WHO	NOTES
<p>To include all perspectives in a speech which will be the group's contribution to the joint manifesto at the consolidation workshop.</p>	<p>Pair work.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by preparing space/templates on the WALL OF KNOWLEDGE for the children.</p>	
<p>To involve and include all perspectives.</p>	<p>The children present in pairs to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator manages the WALL OF KNOWLEDGE e.g., by taking notes.</p>	
<p>To involve and include all perspectives.</p>	<p>The children work individually and present it to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator manages the WALL OF KNOWLEDGE e.g., by taking notes.</p>	
<p>To hear/include everyone's perspectives.</p> <p>To create joint ownership.</p>	<p>Group work.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator shares/manages the WALL OF KNOWLEDGE e.g., by showing the HOW TO MAKE A SPEECH GUIDE / TEMPLATE</p>	

Check out

Duration 40 minutes

WHEN	WHAT	HOW
10 min.	Next step.	The representative will write the first draft of the speech and upload it on Teams where the group will give feedback before workshop 5.
15 min.	I USED TO THINK... NOW I THINK...	Let the children make an I USED TO THINK... NOW I THINK... Let them write what they thought about the category before the workshop and what they think about it now. Let them present it to the group.
10 min.	Expectation's review.	Let the children review their expectations and reflect on the extent to which their expectations have been met during the workshop. Let the children write this down in their NOTEBOOK and present it to the group e.g., by choosing a picture from PICK A CARD.
2 min.	Smiley check out.	Let the children send a smiley in the chat that reflects their present state of mind.
3 min.	Survey.	Share the survey link in the chat, and let the children fill it in on their own.

WHY	WHO	NOTES
<p>To take it to the next step. To share perspectives.</p>	<p>The Moderating Facilitator guides the process. The Technical Facilitator shows methods/ framework in Teams + where and how the children upload their research in Teams.</p>	
<p>To focus on the children’s learning process. To share and build relationships.</p>	<p>The children work individually and present it to the group. The Moderating Facilitator guides the process. The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE.</p>	
<p>To focus on the children’s learning process. To share and build relationships.</p>	<p>The children work individually and present it to the group. The Moderating Facilitator guides the process. The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by taking screenshots of the children showing their chosen PICK A CARD.</p>	
<p>To be aware of the children’s feelings and experience with the workshop.</p>	<p>The Moderating Facilitator guides the process. The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by taking screenshots of the chat and uploading this to the WALL OF KNOWLEDGE.</p>	<p>Follow up on emojis showing a bad mood.</p>
<p>To guide and to help the children. To evaluate.</p>	<p>The Moderating Facilitator guides the process. The Technical Facilitator shares the link in the chat.</p>	

WORKSHOP

SHOP

Consolidation of the manifesto

At this workshop, the representatives work together to consolidate the ideas and perspectives from all groups into one shared manifesto.

5



WORKSHOP

PURPOSE

The manifesto and evaluation

AGENDA

- Check in
- Recap on the process
- The manifesto
- Evaluation
- Check out

PREPARATION

Invite the children to the workshop in Teams. Ask the children to bring materials from their Workshop Toolbox.

The speech and the manifesto have been made and the children have followed and feedbacked the process.

6

DURATION

4 hrs.

TOOLS

- CHECK IN
- NOTEBOOK
- WALL OF KNOWLEDGE
- SEE, THINK, ME, WE
- HEADLINES
- DONE, LEARNED, AND WISE TO DO
- I USED TO THINK... NOW I THINK...
- CHECK OUT

PROPS

- WALL OF KNOWLEDGE
- PICK A CARD
- Pen and paper
- NOTEBOOK

6

Check in

Duration 40 minutes

WHEN	WHAT	HOW
10 min.	Welcome and presentation of the programme and digital workshop agreements. Show the common video.	Welcome everyone and go through the overall process briefly. Present the programme and the workshop's aim along with the digital participation agreements.
10 min.	Check in game 'Our weather'.	Let each child use 1 min. to say their name, where they live, what time it is, how the local weather is – and maybe what they had for breakfast or a fun thing, they have experienced today.
10 min.	The children's expectations for the workshop.	Let the children present their expectations to the group and write them in their NOTEBOOK for later use. Let the children e.g., chose a picture from PICK A CARD for their presentation.
10 min.	Break.	

Recap on the process

Duration 60 minutes

WHEN	WHAT	HOW
15 min.	Remember the shared topic and matter of concerns.	Show the WALL OF KNOWLEDGE or process and let the children remember the process. Use the method HEADLINES and let the children write headlines for the most fun, silly, biggest impression, and hardest parts of the process.
15 min.	Reflection.	Make breakout rooms and let the children have a dialogue on how each headline has changed during the process - How does it differ from what they would have written e.g., yesterday or at the second workshop?

WHY	WHO	NOTES
<p>To meet and get started.</p> <p>To agree on the form, content, and purpose of the overall process and this specific workshop.</p> <p>To understand and to be open for today's workshop.</p>	<p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator does technology checks and helps the children in case of issues.</p>	
<p>To be present.</p> <p>To share.</p> <p>To build relationships.</p> <p>To play.</p>	<p>The Moderating Facilitator guides the process.</p>	
<p>To be aware of each other's expectations for the workshop and to be able to help fulfil them.</p>	<p>The children present individually to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the shared WALL OF KNOWLEDGE e.g., writes down the children's expectations.</p>	

WHY	WHO	NOTES
<p>To reunite and to acknowledge everyone's participation.</p> <p>To pay attention to each other.</p> <p>To land and feel confident.</p>	<p>The children work individually.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and shows the WALL OF KNOWLEDGE.</p>	
<p>To see, understand, and remember the process and the development through the process.</p> <p>To gain a sense of belonging and contributing to something that matters.</p>	<p>Pair work.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator shares the WALL OF KNOWLEDGE in the chat.</p>	

WHEN	WHAT	HOW
15 min.	Share.	The children share their thoughts with the group.
15 min.	Break.	

The Manifesto

Duration 80 minutes

WHEN	WHAT	HOW
15 min.	<p>Insights into a manifesto.</p> <p>What is it and what is it used for?</p> <p>Who will read/see and act upon it?</p>	<p>Let the children write notes in their NOTEBOOKs; They should write the three most important things that they would like the manifesto to contain.</p> <p>Use the method I USED TO THINK... NOW I THINK... and reflect upon what a manifesto is and what purpose it serves.</p>
25 min.	<p><u>The manifesto</u></p> <p>Reflections on the content, format, and recognition of this group's solutions and perspectives.</p>	<p>Let the delegates who joined workshop 5 present the manifesto to the group.</p> <p>For example, they may show pictures of the manifesto and/or talk about the process and where the group can find their contribution in the manifesto.</p> <p>Let the children reflect on the manifesto with the method SEE, THINK, ME, WE.</p>
30 min.	Discussion and feedback.	<p>Divide the group into smaller groups of 2-3. Let the groups work with SEE, THINK, ME, WE (use breakout rooms)</p> <p>Gather the group and let them share feedback, advice, and tips to the delegates on content, form, and communication.</p>
10 min.	Break.	

WHY	WHO	NOTES
	<p>The children present in pairs to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator manages the WALL OF KNOWLEDGE e.g., by taking notes.</p>	

WHY	WHO	NOTES
<p>To see and understand</p> <ol style="list-style-type: none"> 1) a manifesto 2) the purpose of a manifesto 3) the context and target group of a manifesto 4) the implication and impact / actions of a manifesto. 	<p>The children work individually.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by making room or a template for the children to work with.</p>	
<p>To gain insight into the manifesto.</p> <p>To recognise themselves and the contribution from this group.</p> <p>To reflect and wonder and give feedback/improvements from their own perspective along with the group's perspectives.</p>	<p>The delegates present the manifesto. The children reflect individually.</p> <p>The Moderating Facilitator takes notes and guides the process.</p> <p>The Technical Facilitator manages the WALL OF KNOWLEDGE e.g., by making room or a template for the children to work with.</p>	
<p>To place the manifesto in the context of the UN and the children/youth of the world.</p> <p>To meta-reflect on the manifesto and respectfully qualify the content and form/ presentation by giving useful feedback, advice, and tips to the delegates.</p> <p>To secure intercultural differences, and to make sure that the children's voices are heard – that the messages are clear, deep, reliable, and actionable.</p>	<p>Group work.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and shares the model in the chat or makes room for it on the WALL OF KNOWLEDGE.</p>	

Evaluation

Duration 30 minutes

WHEN	WHAT	HOW
30 min.	Evaluation of: The product / output The process The group – the community The children’s learnings: social, about the topic, actions, changes The children’s personal take-aways Hope for the future and the impact of the project	Use the method DONE, LEARNED AND WISE TO DO Focus especially on LEARNED, action/hope, and connection to the process. Let the children silently fill out the template on a shared Jamboard. Let the children shortly share their thoughts, ask questions, or highlight something.

Check out

Duration 30 minutes

WHEN	WHAT	HOW
5 min.	Next step.	Present the further process.
10 min.	I USED TO THINK... NOW I THINK...	Let the children make an I USED TO THINK... NOW I THINK... Let them write what they thought about the group category before the workshop and what they think about it now. Let them present it to the group.
10 min.	Expectation’s review.	Let the children review their expectations and reflect on the extent to which their expectations have been met during the workshop. Let the children write this down in their NOTEBOOK and present it to the group e.g., by choosing a picture from PICK A CARD.
2 min.	Smiley check out.	Let the children send a smiley in the chat that reflects their present state of mind.
3 min.	Survey.	Share the survey link in the chat, and let the children fill it in on their own.

WHY	WHO	NOTES
<p>To reflect upon and share learnings from the process.</p>	<p>The children work individually.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by making room or a template for the children to work with.</p>	

WHY	WHO	NOTES
<p>To understand the purpose of the manifesto and what will happen next.</p>	<p>The Moderating Facilitator guides the process.</p>	
<p>To focus on the children's learning process.</p> <p>To share and build relationships.</p>	<p>The children work individually and present it to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE.</p>	
<p>To focus on the children's learning process.</p> <p>To share and build relationships.</p>	<p>The children work individually and present it to the group.</p> <p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by taking screenshots of the children showing their chosen PICK A CARD.</p>	
<p>To be aware of the children's feelings and experience with the workshop.</p>	<p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator takes notes and manages the WALL OF KNOWLEDGE e.g., by taking screenshots of the chat and uploading this to the WALL OF KNOWLEDGE.</p>	<p>Follow up on emojis showing a bad mood.</p>
<p>To guide and to help the children.</p> <p>To evaluate.</p>	<p>The Moderating Facilitator guides the process.</p> <p>The Technical Facilitator shares the link in the chat.</p>	

**The Capital of
Children is a city.
It is Billund.
It is good to live
in the Capital of
Children because
children are being
heard and taken
seriously.**

- Mille Søgaard, 12-year-old from Billund.

CO-CREATION TOOLS

Process

- CHECK IN & OUT
- NOTEBOOK
- WALL OF KNOWLEDGE
- GROUP CONTRACT

Idea generation

- RULES FOR IDEA GENERATION
- HOW MIGHT WE
- BRAINSTORM
- IDEA CLOUDING
- IDEA FUSION
- IDEA ASSESSMENT
- SWOT

Presentation

- YOURSELF IN A DRAWING

Evaluation

- I USED TO THINK... NOW I THINK...^{***}
- ONE LAST WORD
- DONE, LEARNED AND WISE TO DO

Games

- CO-21
- GOOD MORNING
- ASSOCIATION GAME
- GIFTS

Reflection

- CO-TELL
- CO-ROLE
- WORDS GO ROUND
- SEE, THINK, ME, WE^{*}
- HEADLINES^{**}

Research

- CATEGORISATION
- OBSERVATION
- INTERVIEW
- DESK RESEARCH

* Is to be found: <https://pz.harvard.edu/resources/see-think-me-we>

** Is to be found: <https://pz.harvard.edu/resources/headlines>

*** Is to be found: <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>

Øvrige metoder er udviklet af CoC Playful Minds <https://www.cocplayfulminds.org/>

CHECK IN AND CHECK OUT

PURPOSE

The purpose of check in & out is to create and encapsulate a trusting and creative room where the participants become close to one another and create community.

WHEN AND WHERE TO USE

Check in and out every time you meet. Whether it is a process that runs over multiple days or a few hours, it is important to create this shared room together.

EXAMPLE

A sports club has gone on a development weekend where there have also been scheduled breaks to play ball. Every time the participants meet to develop together, they check in and out to indicate when they are in the development room.

STEP BY STEP

1. There are many ways to Check in or out. Often the group stands in a circle and does an icebreaker or answers a series of questions e.g., about expectations, feelings in the moment, or experiences
2. At check out, you also end with a shared game, evaluation, recap, or something similar. You can possibly use methods such as CO-KNOW

NEXT STEP

The process is continued or concluded.

NOTEBOOK

PURPOSE

The purpose having a notebook is to write individual reflections on how you experience and sense the facilitation. It can be related to the children's engagement, motivation, learnings and participation.

WHEN AND WHERE TO USE

The NOTEBOOK is a tool to gather and organize written thoughts, opinions, discoveries, and experiences of you as an individual. In your notebook with a headline, e.g. Workshop 1 and the topic of that workshop together with the date. Take notes during the workshop. When you have thoughts or reflections, use the notebook to remember. Draw, scribble, insert a post-it or whatever makes the notebook useful for you. Make it your own. The notebook archives these things in a written and visual way. Visuals can be sketches, photographs, magazine clippings or any other aids illustrating or supplementing the written part

EXAMPLE

Throughout the workshops when you want to remember a thought or reflection. You can also scribble any questions, you want to remember, in your notebook, or wonderings, you might have. At Knowledge Sharing Sessions between workshops, you can use the notebook to remember the reflections or questions you had related.

Between workshops as a round-up on the previous workshop and preparation for the next. E.g., if you want to remember something others said and want to follow up on the next time you meet.



WALL OF KNOWLEDGE

PURPOSE

The purpose of the WALL OF KNOWLEDGE is to create a dynamic and visual overview of the knowledge that is collected, created, and developed in the process

WHEN AND WHERE TO USE

The WALL OF KNOWLEDGE is a tool used for documentation. It supports the participants' knowledge process and creates a visible and shared overview throughout the entire process.

EXAMPLE

A group of students use WALL OF KNOWLEDGE as their shared documentation tool. It enables them to collect, evaluate, present, and ask questions of wonder and curiosity.

STEP BY STEP

1. The participants use the template for WALL OF KNOWLEDGE or find a wall, a door, or a large piece of blank paper, a blackboard, or something similar. It is important that WALL OF KNOWLEDGE is visible and easy to access. Optionally, you could divide WALL OF KNOWLEDGE into the 3 phases – Exploring, Idea developing and Creating.
2. The participants use WALL OF KNOWLEDGE by displaying their knowledge, discoveries, sketches, and pictures on it. It is important for the co-creation that all the participants use WALL OF KNOWLEDGE on equal terms to ensure that all participants will feel ownership of it.
3. WALL OF KNOWLEDGE will quickly be filled with material, and the participants will on multiple occasions need to "tidy up" the wall. This is a part of creating a flow in the process. If something is removed from WALL OF KNOWLEDGE it is a good idea to save it, as it may be used later in the process

NEXT STEP

Be sure to use WALL OF KNOWLEDGE throughout the process.



GROUP CONTRACT

PURPOSE

The purpose of GROUP CONTRACT is to create an increased focus and an awareness about a good collaboration and about the prerequisites for working together and co-creating. The GROUP CONTRACT creates a shared awareness about the group's strengths and wishes for a good collaboration and shared agreements.

WHEN AND WHERE TO USE

The method is used at the beginning of a group work process when there is a wish for a focus on collaboration, participatory democracy, and community. Or if a group in a co-creational process needs to strengthen their shared understanding of collaboration and co-creation.

EXAMPLE

A group of students must for a period of time co-create knowledge and solutions to a shared dilemma in their student council. To ensure equal group work and decision-making, the students make a GROUP CONTRACT where they talk about their different expectations for the group, the collaboration, and the shared product. This is gathered in a shared contract which afterwards can be used as the group's shared agreement for a good process.

STEP BY STEP

1. Start by sharing expectations for the course e.g., connected with a picture from PICK A CARD. Decide on a plan for who and how to take notes during the method's different steps.
2. Everyone individually builds or draws 3 models inspired by the progress for BuildToExpress (LEGO Group): Think, remember, imagine. Between each model, you share your thoughts and take notes to inspire each other.
 - a. Think: Build or draw what you think good group work is
 - b. Remember: Build or draw a situation where you experienced good group work
 - c. Imagine: Build or draw how the situation would look like if you could change it to be even better
3. Gather the keywords and categorise them
4. Start producing ideas for the shared group contract, you could possibly use the method BRAINSTORM. The group contract could for instance contain agreements on 1) Communication: how do we make sure that everyone is heard? 2) Work effort: what is expected of the individual? 3) Conflicts: what are we doing to avoid and/or handle possible conflicts? 4) Strengths: What are the different strengths, competencies, and knowledge we have in the group? Is there something that we are less good at and could possibly need to search for elsewhere?
5. You gather all the inputs in a shared group contract which is revised throughout the process

NEXT STEP

Ad hoc or daily evaluation of the use and relevance of the GROUP CONTRACT. contract which afterwards functions as the group's shared agreements on a good group work process.

YOURSELF IN A DRAWING

PURPOSE

The purpose is to get to know each other and, to make sure you feel safe about your role, participation and, that you get an overview of the process.

WHEN AND WHERE TO USE

At the first safeguarding meeting and at the first workshop you will be asked to present your drawing and explain a bit more about who you are and what you think and feel about participating in this project.

The first meeting will take place before you meet the other children and young people in your group. The meeting is scheduled to 30 minutes and, attendees will either be only you (and maybe a parent or other person with you – your decision) and the facilitator team.

STEP BY STEP

1. Make a drawing of something that matters to you and consider how this might express you; something of value to you; your life, interests or concerns. It could be a drawing of for example:
 - Where you live
 - How you see the world
 - What you like the best (maybe about the place you live or something else)
 - What matters the most to you
 - Why or how you think the topic matters to you? To people around you? To the world?
 - You decide. Feel free to draw creatively as you like and add words, sentences, or other things.
 - Present yourself based on the drawing you have made and how the different parts of the drawing represents you



CO-21

PURPOSE

The purpose of CO-21 is to focus on the community, to become aware of oneself and the others as equal parts of the community, and thereby to pay attention to and accept each other.

WHEN AND WHERE TO USE

The method is often used as an energizer. In the game, the participants need to sense, see, and be aware of each other, as well as the importance of accepting each other and the choices that are made.

EXAMPLE

A group of children and adults are moving from one task to another. The group gets a little restless and, therefore plays CO-21. In the game, the participants stand close to one another and are aware of each other as well as what is happening. The participants are concentrated, and they are happy when they finally master the game.

STEP BY STEP

1. The participants stand in a circle or sit behind the screen
2. They alternately say a number, and in that way, they count all the way up to 21, in unison. There is no certain order in which they should count. The participants just need to enter the middle of the circle when they feel that there is space for it
3. There are no rules about how many times a participant may say a number, however, a participant may only say one number at a time. Furthermore, there must only be one participant in the middle of the circle at a time. If two participants enter the circle at the same time, the group needs to start over counting
4. The game can be developed further by adding the letters of the alphabet simultaneously with the participants counting to 21. In this instance, the individual decides whether they would like to say a number or a letter

GOOD MORNING

PURPOSE

The purpose of GOOD MORNING is to get a bit of personal information about each other to ensure a focus on differences and similarities and thereby, reduce the occurrence of common and imagined hierarchies.

WHEN AND WHERE TO USE

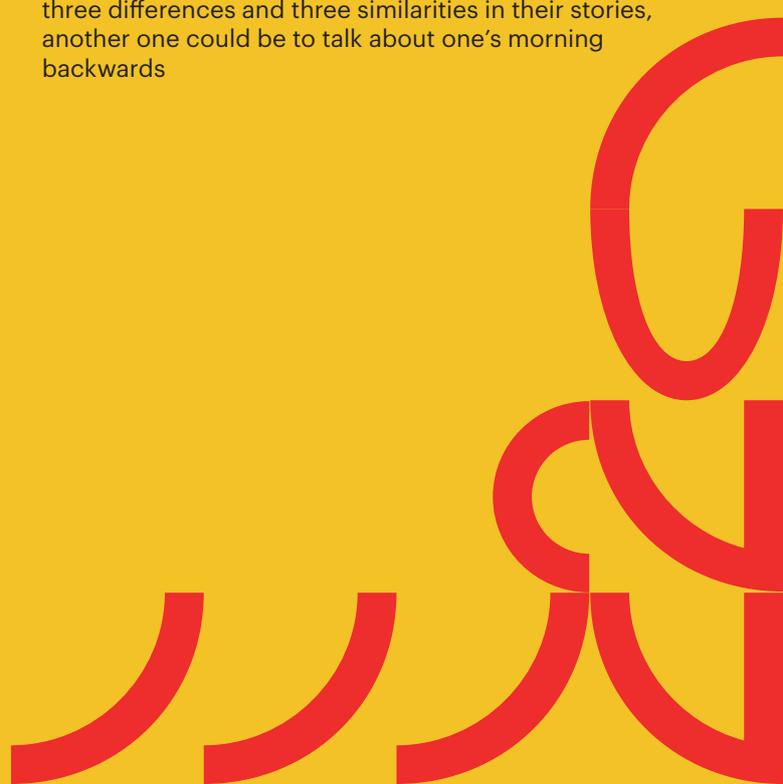
GOOD MORNING is used as a start to a process or day where the participants need to get better acquainted with each other. The method is a way to train the ability to focus, which can be important to do before a demanding task. The most optimal time to use the method is in the morning.

EXAMPLE

A group is working across different areas of expertise. They start their day by using GOOD MORNING. During the game, the participants discover new things about themselves as well as each other. They find out that they may not be as different from each other as they first believed.

STEP BY STEP

1. The participants pair up and stand face to face. It is a good idea to make eye contact with the counterpart as eye contact signals focus and interest in each other
2. The participants alternately tell their partner about their morning and what they have done up until their meeting. It is important that the participants try to include as many details as possible for example how they woke up, what they had for breakfast etc.
3. Afterwards, the participants switch roles, and it is now the other participant's turn to talk about their morning
4. The game can be developed further in many ways. However, it is not necessary. But a development to the game could be to ask the participants to find three differences and three similarities in their stories, another one could be to talk about one's morning backwards



ASSOCIATION GAME

PURPOSE

The game is about the participants practicing associating words with each other.

STEP BY STEP

1. All participants stand in front of their seats. The game involves the participants saying one word at a time, which can be associated with the previous word that the person in question has just said (eg "cat", "witch", "diet", "dirt", etc.).
2. If one or more participants cannot see the connection between the two words, they can raise their hand and say "CHALLENGE".
3. The participant who has last said a word must explain how his or her words can be associated with the words of the peer. If the participant cannot explain it, the word is rejected and a new one must be found

NOTE

If a participant cannot come up with an associated word, he or she can accept suggestions from the others (and then choose to accept or reject). The starting point is that it is the meaning of the words that must be associated, but the facilitator can decide that, for example, the start letter of the words, the ending rhyme of the words, etc. can also be accepted.

DIS-ASSOCIATION GAME

PURPOSE

The game is about the participants practicing disassociating.

STEP BY STEP

1. All participants stand in front of their seats. The game involves the participants saying one word at a time that cannot be associated with the previous word that the person in question has just said.
2. If one or more participants think that there is still a connection between the two words, they can raise their hand and say "CHALLENGE", and then the participant who challenges must explain how the two words can be connected. If the participant succeeds, the person who said the last word is out of the game and must sit down.
3. If, on the other hand, the participant does not succeed in explaining how the two words are connected, it is he/she who is out of the game and has to sit down

NOTE

It is important to remember that two words can be associated in many ways, e.g., in relation to meaning, the start letter of the words, the ending rhyme of the words etc.

GIFTS

PURPOSE

The purpose of GIFTS is to kickstart creativity by making up something crazy, playing along, and acknowledging each other.

WHEN AND WHERE TO USE

The method is often used before a shared idea generation where the participants must be open with one another and generate several ideas. It works well when you need to get in the right mindset before a creative process.

EXAMPLE

A group is going to find solutions to a shared issue. Before they start, they play GIFTS. In the game, the participants walk amongst one another and give away fictitious gifts. At the beginning, it is a bit difficult and feels slightly odd. However, it does not take long before the participants give wild and funny gifts to each other.

STEP BY STEP

1. The participants walk around amongst one another
2. Now, it is time for them to give gifts to the other participants. The gifts are fictitious, but the participants pretend and mime that they are not. A gift is given to another participant without telling the recipient what it is. E.g., the participant mimes that he/she is dragging a very big gift towards the recipient. It is important to state to all participants that they should give gifts to the other participants they meet on their way, and that they should not favour one or more participants. It is also possible to structure the game in such a manner that the participants stand in a circle and give a gift to the participant to their right
3. The recipient thanks the giver for the gift and tells the giver what they have received in their gift. E.g., "Thank you for the huge and beautiful elephant, it is something I have always wanted". It is important that the recipient acknowledges the gift that he/she has received, and that he/she plays along with the fact that he/she has just gotten a gift. If the recipient does not feel like saying what he/she has received, he/she is allowed to just say thank you and continue playing the game. The recipient mimes giving a new gift to the participant to their right or a random participant

RULES FOR IDEA GENERATION

PURPOSE

The purpose of RULES FOR IDEA GENERATION is to jointly create the room to generate many ideas, be open, get inspiration, and recognise others' ideas as well as find potential in the many ideas.

WHEN AND WHERE TO USE

The rules are introduced before the idea generation to ensure an open mind that can create as many ideas as possible.

EXAMPLE

A 7th grade is going to work with the theme Development and opens the theme with an idea generation. To ensure that the students start off well with the idea generation, the rules for idea generation are examined.

STEP BY STEP

1. Postpone evaluating the ideas. We do not know what kind of inspiration our ideas will give and there will be time to evaluate them later
2. Think wild. Even if the idea seems unrealistic it can bring something usable with it
3. Use others' ideas as inspiration. Do use the principle: "Yes and..."
4. Keep your focus on the subject
5. Listen to each other and recognise each other's ideas
6. Draw or sketch the ideas – pictures often say more than 1000 words
7. It takes many ideas to have one that is usable. So, create A LOT of ideas

NEXT STEP

Idea Generation e.g., use the method IDEA CLOUDS.

HOW MIGHT WE

PURPOSE

The purpose of HOW MIGHT WE is to jointly and through the participants' different perspectives frame the challenges and set the course for the joint idea generation.

WHEN AND WHERE TO USE

The method is often used before an idea generation where the participants need to find innovative solutions to an issue.

EXAMPLE

A group is working with the development of the telephone. They have through different methods gained a lot of knowledge about the

development of the telephone and have found some insights. Based on these insights the group formulates a HOW MIGHT WE that frames the following idea generation.

STEP BY STEP

1. The participants choose one or more insights from their research that they would like to continue working with. In this process, it is important that the participants ask about the different perspectives in the different insights. Doing this ensures a fair and equal foundation
2. On the template, the group formulates its HOW MIGHT WE. The framing is phrased as a question starting with, "How might we...?". It must contain the following elements: the purpose, the target group, and the context. For example, "How might we redesign the cellphone (context), while ensuring that it will still have all the advantages, but without it being a device that young people (target group) must carry around with them at all times (purpose)?"
3. More framing can be made to include more insights and perspectives. It is important that the question is not too narrow as this could limit the participants in their idea generation



BRAINSTORM

PURPOSE

The purpose of BRAINSTORM is to efficiently get many ideas in a short amount of time – and to involve everybody.

WHEN AND WHERE TO USE

The method can be used throughout the entire process but is often used in the beginning to open a theme or to come up with ideas for a certain issue. BRAINSTORM is used with the method HOW MIGHT WE which sets the framework for the brainstorm with a specific target group, purpose, and context.

EXAMPLPE

A group of children must find ideas for how to concretely work with the UN's 6th Global Goal – Clean water and sanitation. They use BRAINSTORM to open the theme.

STEP BY STEP

1. Review the RULES FOR IDEA GENERATION which focus on an open and non-judgemental mindset
2. Afterwards, everybody individually notes ideas on post-its and places them, so they are visible to the group to inspire the others. One idea on one post-it. It can be an advantage to let the BRAINSTORM be silent, so you do not disturb each other. It is also possible to idea generate based on pictures or materials/items. To play music during the BRAINSTORM can support a mood and create a sound framework in the room which can help aid the process and the participation
3. End BRAINSTORM when the agreed upon time limit has been reached

NEXT STEP

Work with the ideas by using the methods CATEGORISATION and IDEA EVALUATION.

IDEA CLOUDING

PURPOSE

The purpose of IDEA CLOUDING is that the participants in unison and by including their different perspectives open a shared issue, theme, or problem and generate subtopics, categories, or ideas.

WHEN AND WHERE TO USE

The method is used as idea generating or to open a larger category. It makes it possible to structure ideas, themes, or subtopics instantly. The method can be used for 1) when a topic commences; 2) when an overall theme must be divided into smaller categories: and/or 3) as idea generation.

EXAMPLE

A group of students dives into the concept of 'Development' and discovers the possibilities for going into further detail with the concept. They use IDEA CLOUDING to structure their brainstorm and quickly get an overview of their shared subtopics and theme.

STEP BY STEP

1. The shared theme or the shared issue is put in the middle of an idea cloud
2. Around the theme/issue in the idea cloud, the participants generate ideas together. It can be subthemes, target groups, issues, solutions, or something similar. The ideas can be drawn/sketched, written, built in LEGO, or another material. It is also possible to use photos such as PICK a CARD (CoC Playful Minds' picture cards)
3. When the first ideas have been created and put in the idea cloud around the theme/issue, the participants reduce the number of ideas to 6 headings by using the method CATEGORISATION
4. The 6 headings are moved into new idea clouds. Every heading must be placed in a new idea cloud
5. Now, the participants brainstorm on the headings in the new idea clouds. The participants do not have to generate the same amounts or in a certain order. Instead, use a timeframe and let the participants' inspiration set the pace and the amounts of ideas
6. As an end to the method, the participants discuss whether there has been generated enough ideas or if another round of idea generation is needed

NEXT STEP

Qualify the ideas and choose the best idea/ideas by using the method IDEA FUSION

IDEA FUSION

PURPOSE

The purpose of IDEA FUSION is to quickly and by involving everyone's perspectives assess the best ideas generated and afterwards fuse the best aspects of the ideas.

WHEN AND WHERE TO USE

The method is often used after IDEA CLOUDING where a new shared theme has been discussed, or ideas have been generated based on an issue/ problem. The method is used to focus on the best aspects of the generated ideas and to create a shared ownership of the ideas by fusing them together.

EXAMPLE

A class have found subthemes, target groups, and issues in the theme 'Development'. Now, they must choose one or more of the ideas generated by the brainstorm and create shared ownership by fusing the ideas together.

STEP BY STEP

1. The participants review the ideas from the idea clouds together. Here it is important that the participants ask curious questions about the different subthemes and issues and acknowledge all inputs. If there are similar ideas, they are fused together
2. One or more criteria for assessment of the ideas are agreed upon. For example, "What do you like the best? What are the most fun ideas?"
3. The participants use a marker or stickers to vote. A good suggestion would be to give three votes. To vote the participants mark the ideas from the idea clouds which best fulfil the criteria by either putting a sticker on it or making a line with their marker. The participants vote silently to avoid influencing each other
4. The participants split up into pairs and try to fuse together two or three of the chosen ideas to ensure that the best of each idea is brought along to form a new idea
5. The new ideas are presented to the group and brought along for further processing

NEXT STEP

Assess the ideas by using the method IDEA ASSESSMENT

IDEA ASSESSMENT

PURPOSE

The purpose of IDEA ASSESSMENT is to close the phase, assess, and choose which ideas are most suitable within a certain framework. For example, what will bring the most value in proportion to the effort?

WHEN AND WHERE TO USE

The method is used when a group needs to qualify their ideas. It is often at this stage the most unrealistic ideas are dropped and the more realistic ones are brought along for further processing.

EXAMPLE

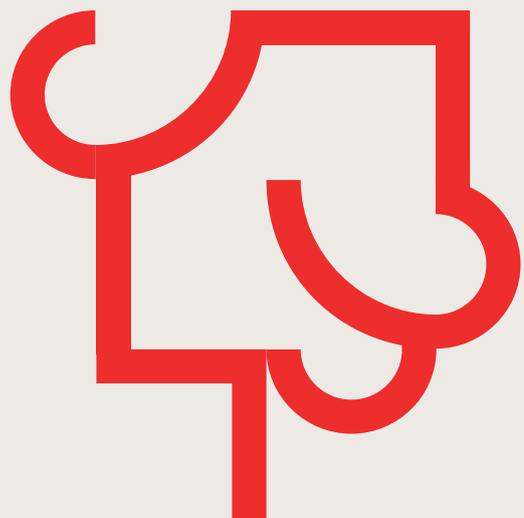
A group of students have processed different ideas from a shared idea generation on the concept 'Development'. They now need the ideas to be assessed and reduced before the group can continue the process and therefore, use IDEA ASSESSMENT.

STEP BY STEP

1. The participants use the template or make a co-ordinate system on the wall for example from masking tape. The co-ordinate system needs to be large enough to fit the ideas. On the y-axis and x-axis one can read the assessment requirements for example value and effort
2. The participants carefully discuss the ideas focusing on the assessment requirements. In the discussions, it is important that all inputs are equally as important and that the participants try to include everyone's perspectives – use for example CO-ROLE as position marker in the dialogue. Let the participants' different areas of expertise come into play to nuance and create a good discussion
3. After the discussions, the participants place their ideas in the co-ordinate system where they feel they fit best
4. Lastly, the participants discuss and choose the idea or ideas which make the most sense to keep working with

NEXT STEP

Become more concrete e.g., with the method IDEA SKETCH



SWOT

PURPOSE

The purpose of the SWOT analysis is to understand an idea's full potential through a discussion and examination of the idea's Strengths, Weaknesses, Opportunities, and Threats.

WHEN AND WHERE TO USE

The method is used at the beginning of the creation phase where the participants evaluate and analyse their idea to qualify it.

EXAMPLE

A group has chosen a concrete idea that they would like to keep working with. Before their prototype, they examine the idea's strengths, weaknesses, opportunities, and threats to accommodate to them.

STEP BY STEP

1. **The are placed somewhere everyone can see it.** Afterwards, the participants brainstorm on the 4 main points together. Strengths and weaknesses are internal views e.g., inhouse values and economy. Opportunities and threats are external views e.g., general trends and market prices. Let the brainstorm be silent to give all the participants a quiet space to think
2. After the brainstorm, the participants categorise the inputs, see the method CATEGORISATION in the explore phase
3. After the categorisation, the participants carefully discuss how the inputs can be met to qualify the idea. It can be necessary to prioritise the inputs, but the participants must use the analysis to qualify their idea

NEXT STEP

Continue additional work on the solution – see the method PROTOTYPES.



CO-TELL

PURPOSE

The purpose of CO-TELL is that an idea, a subject, an issue, or an evaluation is treated by everyone in the group to ensure that everyone's perspectives on the shared case are included, and thus get closer to the core and a shared understanding.

WHEN AND WHERE TO USE

CO-TELL is used when the participants together must reach the core of an issue, or when they need to ask clarifying questions about a subject, an evaluation, etc.

EXAMPLE

A group has been working with a specific idea. Now, they need each other's perspectives on the idea to create a shared understanding of what the core of the idea is.

STEP BY STEP

1. Everyone prepares a question or dilemma concerning what they are working with – a subject or an issue. The question/dilemma is written down, so it is remembered
2. Decide on a succession e.g., the one with the longest hair gets to start and so on
3. The one chosen asks his/her question or dilemma to the group, who one by one answers the question. It is crucial that no one in the group uses the same answer to the same question, which means that the last participants are forced to get closer to the core
4. Afterwards, the next in line asks their question, that is also answered by everyone
5. Together you collect new understandings and new knowledge by asking, "What do you know now, that you did not know before?"

NEXT STEP

The new knowledge is added to THE WALL OF KNOWLEDGE.

CO-ROLE

PURPOSE

The purpose of CO-ROLE is that the participants develop, discuss, and try out different roles to be able to see and try out new perspectives on the matter. It is a way to work with empathy, and to create more collaborative spirit on a systematic and safe level during the process.

WHEN AND WHERE TO USE

CO-ROLE functions as the participants' role marker. CO-ROLE must be negotiable throughout the entire process to avoid that the participants are locked in a certain role. It is important that all participants can see themselves in a specific role and that they try out the different roles. It is also important to acknowledge the others in the different roles and to gain awareness of the need for diversity in a group.

EXAMPLE

A group of young people meet to develop a music festival. Before the process begins, the group starts out by discussing the different roles and their strengths in CO-ROLE. Afterwards, the group tries out the different roles in the following dialogues and methods.

STEP BY STEP

1. The participants discuss the template's roles. It is important that the participants explain their own understanding of what qualities and characteristics the different roles include as well as when and where the different roles come into play. These should be noted in the template for the participants to expand and develop the different roles during the process. They may also develop further as the participants play with the different roles
2. The participants use the template as a tool to discuss who, where, when, and how long the different roles are put into play in the process for example as a dialogue tool for idea qualification. It is important that the participants get to try out different roles during the process and therefore, CO-ROLE is a dynamic tool where the participants must be able to switch roles

NEXT STEP

The new insights and understandings are brought along in the process by for example, putting it up on the WALL OF KNOWLEDGE – see the method WALL OF KNOWLEDGE during the process



WORDS GO ROUND

PURPOSE

The purpose of WORDS GO ROUND is that an idea, a topic, or an issue will be treated and processed by everyone in the group to include everyone's perspective on shared cases.

WHEN AND WHERE TO USE

The method can be used whenever a group needs to involve everyone's perspective in order to expand the understanding about a case without affecting each other's perspectives.

EXAMPLE

A group of students have been working with UN's 4th Sustainable Development Goal – Quality Education. To find, qualify, and expand their perspectives on Quality Education, in a world where humans have so many ways of living and different circumstances influencing access to education, the students use WORDS GO ROUND to get a shared understanding before they continue working with the issue.

STEP BY STEP

1. The participants all get a piece of paper, some LEGO bricks, or another building material
2. Afterwards, every participant draws, writes, or builds his or her thoughts, ideas, or notions about the shared subject, issue, or idea
3. Every participant presents his or her thoughts to the group. A presentation should be around 1 or 2 minutes. The listeners note key words on a post-it during the presentation
4. When everyone has presented their answers or thoughts, the group discusses the new perspectives, and find likenesses and differences in the statements. These should be written down and used for further processing for example by using the method BEFORE & AFTER

NEXT STEP

Every time new knowledge and understanding is collected, it will be brought along by for example, putting it up on the WALL OF KNOWLEDGE.



LEADERS OF THE WORLD

ONE LAST WORD

PURPOSE

The purpose is to let the participants sum up what is important to them before they leave a process. The method focuses on community, recognition, mood, and experiences in the process.

WHEN AND WHERE TO

ONE LAST WORD is often used to end a day or a process. It is used when a group in retrospect must share their thoughts, feelings/mood, perspectives, experiences, and output from a process.

EXAMPLE

A group has been working with a long and different process. To give the group a chance to share their takeaways and experiences from the day, all participants one by one tell the others what feeling they are leaving the process with e.g., motivation, happiness, security, frustration, etc.

STEP BY STEP

1. An idea for a structure could be to stand in a circle and have everyone step into the circle one by one to state a word or a short sentence that describes the feeling they are having at that moment. It can also be the best takeaways from the process. One word can easily recur from more of you. It is not important to find new words but to pick the one that says the most about the feeling/experience/takeaway
2. Agree on a structure on whether you should step back out of the circle after stating your word, leave the circle entirely, or keep standing inside the circle
3. Make sure that everyone leaves the circle with a positive experience or a feeling of respect and recognition. This means that there might be a need to elaborate on some experiences either in the group or two and two

NEXT STEP

The participants' words can either be written down and used as documentation in an overall evaluation or the method can be used as a stand-alone without any additional processing.

DONE, LEARNED AND WISE TO DO

PURPOSE

The purpose of DONE, LEARNED AND WISE TO DO is to evaluate and reflect on what has been done, what has been learned and based on this, examine what would be wise to do looking forward.

WHEN AND WHERE TO USE

The method is a way of evaluating a case or a process and focuses on what the next step should be, or what should be done differently in a similar case/process. The method is simple, manageable timewise and can be used often. It is a good tool in the transition between the different phases in a co-creation process; Exploring; Idea developing; Creating.

EXAMPLE

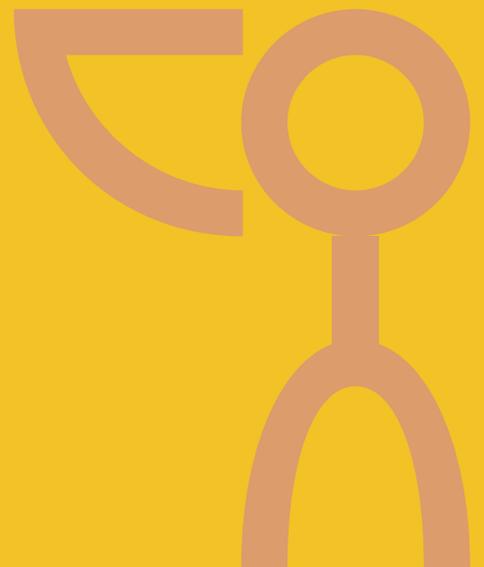
A group is working with optimising food production. Every day, they use DONE, LEARNED AND WISE TO DO to summarise and evaluate the day. It helps them end the day and start again the next day. The insight is new, and the group will use the method BEFORE & AFTER, to visualise their learning.

STEP BY STEP

1. The participants work in groups or individually with DONE, LEARNED AND WISE TO DO. They use a template or draw the model on a piece of paper
2. The participants reflect and start by writing in the first box called DONE. In this box, they write the concrete things/actions that have been done. In the next box, LEARNED, the participants write what they have learned from the things/actions they have done. In the last box, WISE to do, they write what they think would be wise to do moving forward and possibly what would be wise to do another time

NEXT STEP

The participants can now better decide what they would like to do moving forward. DONE, LEARNED AND WISE TO DO could possibly be used as a logbook and a supplement to WALL OF KNOWLEDGE



CATEGORISATION

PURPOSE

The purpose of CATEGORISATION is to create order in the data collected during the process, and through the categorisation process understand the new knowledge together.

WHEN AND WHERE TO USE

The method is used to map and process knowledge. The method builds on discussions and inclusion of different perspectives on an equal footing.

EXAMPLE

A 4th grade class has gathered a lot of material about games in the old days. The material is put on the class' shared WALL OF KNOWLEDGE. Now, the children must categorise their material and afterwards make headings that describe their categorisation of the material.

STEP BY STEP

1. Pictures and notes are put on the WALL OF KNOWLEDGE and the material is categorised. The categorisation is done by finding different patterns and moving around the material to make it fit together in categories. A topic might for example be 'being alone' showing a pattern in the material with similar or related topics. This would then be the shared categorisation
2. It can be a good idea to start with a silent categorisation. It takes practice to be silent, but it also emphasises the different understandings and perspectives on the gathered material. It is equally important to discuss the gathered material and include the participants different areas of expertise and perspectives. This can be done by the participants asking curious questions about each other's categorisations
3. When all the material is categorised, each category is given a heading. In these discussions it can be necessary to continue moving around the material. It is important that all the material is categorised

NEXT STEP

Find insights to the material with the method INSIGHTS

OBSERVATION

PURPOSE

The purpose of OBSERVATION is to, jointly and with an open mind, explore and try to understand different interactions for instance between people, places, or objects.

WHEN AND WHERE TO USE

The method is often used when trying to understand people and their (inter)actions in different contexts. The method gathers specific knowledge that you cannot search for online or in books and you were not previously aware of. Through observation, you can get insights that are based on real actions rather than assumptions.

EXAMPLE

A 5th grade is working to develop a water collection system. They make observations about the rainwater, from when it lands on the roof of the school, and then how it runs through the gutters. All of this is to understand the movements of the water.

STEP BY STEP

1. Decide what, when, and where you want to observe e.g., interactions between materials, systems, or what happens on the playground. The more specific you have defined your observation, the easier it is to observe
2. Decide how you want to document your observations e.g., by taking pictures, notes, or sketching what you see. Notes and sketches are made on post-its or paper. It is often easier to remember what you have seen when there is a picture or a sketch of it. It is also important to put words on the pictures/sketches. Use the template which illustrates a timeline for the different actions
3. It is important that you do not interpret or evaluate your observations. There is time to do this in the analysis afterwards. Note only what you see or hear
4. After the observation, the pictures and sketches should be printed and hung together with the notes on the wall of knowledge in a chronological order

NEXT STEP

Continue working with and analysing the material by using the methods CATEGORISATION and INSIGHTS.



INTERVIEW

PURPOSE

The purpose of INTERVIEW is to search for specific knowledge as well as a bigger and deeper understanding of an issue, a situation, or a certain target group/person.

WHEN AND WHERE TO USE

The method is used in the explore phase and preferably together with the method OBSERVATION. INTERVIEW is used to understand an issue or a case from a certain angle or to uncover needs and wishes from one's target group.

EXAMPLE

A group of youngsters want to create a youth house where the town's young people can meet. To uncover the youngsters' wishes for such a house, several interviews are conducted with different groups of young people.

STEP BY STEP

1. Start by contemplating what type of interviews should be used e.g., a) Structured interviews with fixed questions, b) Semi-structured with guiding questions divided into themes, c) Informal conversations as a type of ad hoc occurred interview (is good while going for a walk together), d) Focus group interviews

2. Plan the interview after having considered the following: a) Where the interview must take place e.g., over the phone, in person, in a specific place, etc. b) What type of interview e.g., is the interviewee an expert in a certain field, or a personal experience of a sort? c) How should the interview be documented e.g., by recording it, filming, or taking notes (remember to get permission/consent)
3. Prepare the questions you want answers to by making an interview guide
4. At the interview, it is important to inform the interviewee what the interview is used for and why. Seek depth in the specific knowledge: experiences, moods, opinions, by asking open-ended questions: "Please describe", "Please tell me about". With children, it can be an advantage to start with a closed question, as it is easier to answer yes/no and then follow up with a why or how question. It is also an advantage to use a visual element. You could possibly ask questions that cover the time before, during, and after a given situation and be curious by asking follow-up questions about it, if the interviewee shows particular involvement. It can be an advantage to have two people interviewing to supplement each other or share the roles: one asks the questions, one documents the answers

NEXT STEP

Review the collected data by using the methods CATEGORISATION and INSIGHTS.

CLARIFICATION AND PURPOSE

Purpose	We wish to get specific knowledge about the children's use of the common room and uncover their need and wish for said common room.			
Interview type	Place	Knowledge	Documentation	Props
a. Structured interview with fixed questions b. Semi-structured with guiding questions c. Informal conversations d. Focus group interview	a. Phone interview b. In person interview c. A specific place d. Neutral place	a. Expert knowledge b. An experience/mood	a. Notes b. Video c. Sound	Visual support
	In person meeting at the school – preferably in the common room as it is the centre of the interview	Knowledge about use and need	Recording sound on the phone and taking a couple of pictures*	Different things, which can inspire

* Remember consent form for recording both audio and visual as well as taking pictures

INTERVIEW GUIDE

Theme	Current use	The good common room	Previous experience of the good common room	Wishes for the future
Question	Do you like being in the common room? – how/ what do you do here? Can you show me?	Can you imagine a good common room? – how does it look, and why is it good?	Have you experienced a good common room? – how was it? What did you do?	Do you have any wishes for the new common room? – how does it look?

DESK RESEARCH

PURPOSE

The purpose is to jointly collect existing knowledge about the subject/issue.

WHEN AND WHERE TO USE

The method is often used when searching for existing knowledge about a subject or for finding knowledge gaps.

EXAMPLE

An 8th grade is working with the subject Civil Rights in their English class. The students use the internet and read books and articles to find the already existing knowledge about the subject, or to find knowledge gaps.

STEP BY STEP

1. First, you agree on what information you should search for. It can be an advantage to divide the search between the participants but remember to update each other so you will create a shared knowledge base
2. Do research in books, articles, or on the Internet for information on the subject/topic/challenge. It is important that you do not evaluate or sort the search. There is time for working with analysing the material afterwards
3. While you explore the subject, it is important to make notes, find pictures, make sketches, and highlight the main points which can represent the new knowledge found
4. The collected knowledge is hung on the wall of knowledge, so the material is visible to everyone. Make a short presentation to one another about the knowledge you have collected
5. It is important to note that you cannot understand the world from only reading about it. Therefore, it is crucial that you also do fieldwork for instance by using the method OBSERVATION

NEXT STEP

Work with and analyse the material with the methods CATEGORISATION and INSIGHTS.



Dedicated organisations in the Capital of Children

Read more on www.capitalofchildren.com

The LEGO Foundation

The **LEGO Foundation** wants to support an agenda where learning is naturally linked to a playful approach. Children have the best opportunities for learning and developing if they are allowed to create, be curious, and play. It is essential to growing these skills in a world characterized by rapid change, for the individual child as well as for society as a whole.



A key focus in **KIRKBI**'s real estate projects in Billund is to create vibrant places with a playful nerve, where children and adults can meet up to spend some good times together and get fun-filled experiences – just as the City Vision depicts. One example of this is the 'Playline', a creative path that interconnects the town, which KIRKBI contributes to.



Equal co-creation with children is the heart of the development organization **CoC Playful Minds**. CoC stands for Capital of Children, which is the vision to make Billund the Capital of Children - not just in Denmark, but for the entire world. CoC Playful Minds co-create with children new products, new forms of learning, and child-friendly urban spaces. Also, CoC Playful Minds brings together entrepreneurs, companies, and researcher in Playful Hub - an innovation environment for companies and start-ups within play and learning.



All children learn better when they are motivated, content - and having fun. However, life isn't always easy, stress-free, and playful for children with special needs. At **Drive**, we have a series of programs and projects for children with special needs. Some children suffer from school refusal others lack motivation or experience frustration at school or home. Through our programs, we offer guidance and support, develop problem-solving skills, and provide children with coping strategies to tackle their challenges.



Billund Airport provides easy access to and from the world with direct routes to over 90 destinations. We want Billund Airport to be an experience.



At **Lalandia**, children can explore a world of activities and play. There is a wide range of activities featuring everything from a waterpark, playland, and bowling to a climbing tower. But there are also quiet oases, such as in the goat pen with the cute petting goats. All experiences appeal to the children's senses and motor skills in different ways.



Play is the goal, in and of itself. In play, we grow and learn, and at **WOW PARK**, we celebrate play to stimulate creativity, curiosity, and community. We also value physical play and imaginative adventure in the great outdoors – ensuring that we never lose our childhood joy and passion. We wish to build and share a stronger connection with nature and to invite both children and adults to play together in the forest.



In **LEGOLAND**® we make a big deal out of playing all the time. And without limiting the play, the children can explore even the most crazy and silly ideas. We motivate them to be creative and we give them plenty of space to be so. No matter their stories, we are ready to help make their fantasies come to life. We truly believe that this creativity and drive, which we spark in the children, is an important lesson that the children will also benefit from in their adult lives.



Play supports children’s creative, social, cognitive, and emotional development. And with free, uninterrupted time for play, the effects of play continue into adulthood. Therefore, **LEGO**® House has a focus on precisely these learning skills, where children learn best.



The focus of the **LEGO Group** is to create fun, exciting, and creative play experiences for children around the world. Play is essential for children’s development. LEGO® products contribute to developing children’s creative, motor, and social competencies and many other skills. It also applies, of course, to children in Billund.



AVdesign is a production company based in Billund. Their agenda is to inspire creativity and learning through the visual arts and live streaming events. They specialize in content for children of all ages, from early learning to teacher training, creative play, fun and entertainment. They facilitate and celebrate creativity, along with the powers of children, helping creatives and teachers bring their visions to life.



At **ISB**, students work creatively, independently, and with a great deal of reflection on both the local community and their global responsibility.



Billund Municipality work with many different programs and projects that involve and collaborate with children. The urban development program Playline is one of them.



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