

STORYTELLING FOR SOCIAL CHANGE

**A COMMUNICATIONS RESOURCE
FOR YOUNG LEADERS**



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Authors:

Mario Stephano

Maia Woodward

Copyediting:

Micah Branaman

Design & layout:

Carol Homsí

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World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice. Inspired by our Christian values, World Vision is dedicated to working with the world's most vulnerable people. World Vision serves all people regardless of religion, race, ethnicity or gender.

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INTRODUCTION



If you are reading this handbook, it means you are a young person who wants to change your community. Welcome!

This handbook will support you in your journey as a young leader by equipping you with basic storytelling skills to create written or visual stories to help create change in your community. To promote change, we need to know how to be good storytellers. Stories are everywhere. Storytelling is something you engage in every day. It is what you do with your family – like when you tell them what you did at school that day – or when you share with your friends something fun you did. Then there are made up stories – fictional narratives – like what you hear and see in songs or films. Whether it is how to communicate a true story to encourage change or tell a made-up story using your imagination, the basic skills are the same.

Stories have been in our lives and communities since the beginning. They have the power to explain by asking who, what, when, why and how. Have you ever noticed how people who tell the best stories keep your attention longer?

Each chapter will lead you through the basics of storytelling, starting with what makes a good story. You will then learn how to create a story using words and photographs and how to share your story with your target audience. In each chapter there are examples and exercises with a suggested time for each exercise, but, remember, there is no right or wrong. Use more or less time as you need it. When starting the social media chapter, read through the short introduction explaining the most popular social media sites and the guide explaining how to use each one. There is also a list of useful words and definitions that can help when you share your story as there are many words used when we make stories for social media that are not used in everyday conversation (such as tweeting and posting!). After the social media chapter, there is advice on how to keep yourself safe online. Protecting yourself and the people you are writing about is of the utmost importance.

We established the Young Leaders programme to empower and provide spaces and opportunities for children and young people to promote social change in their communities, countries and regions. To make this happen, our primary responsibility is to equip children and young people with the skills, tools and knowledge needed to achieve their optimal development and exercise their rights guaranteed in the Convention on the Rights of the Child.

You can always refer to the handbook if you need further advice or use it as a teaching guide when working with your peers or younger children. Every step is here to ensure your safety, boost your confidence and help you communicate your stories so you can change the world!

All the best!

Mario Stephano

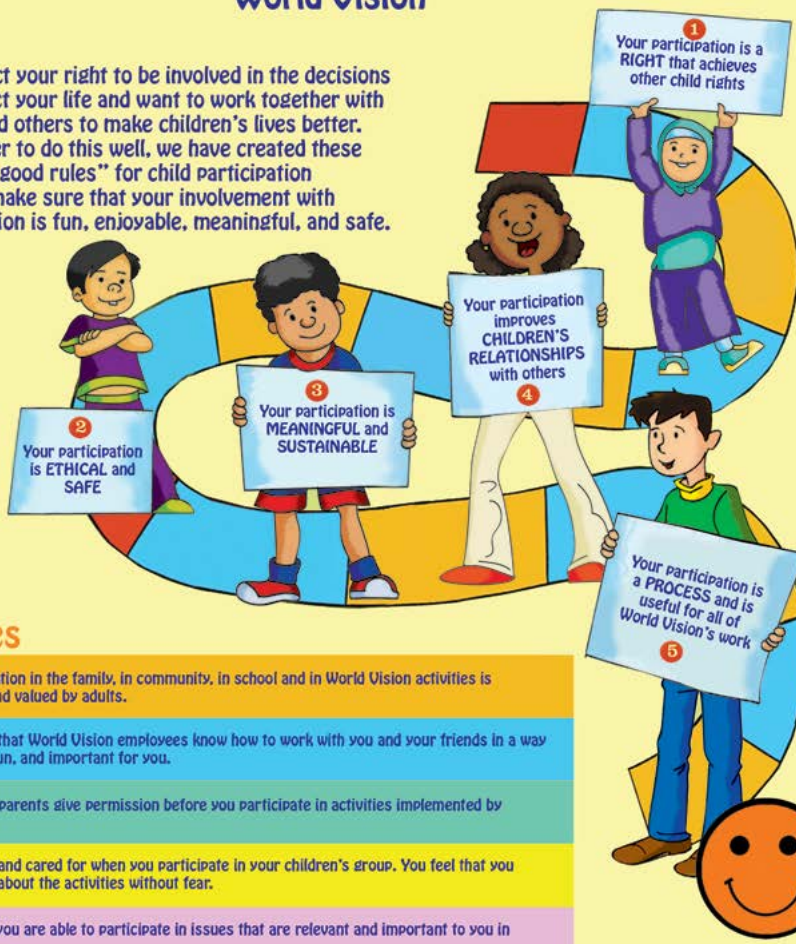
Advisor, Child Participation
Advocacy and External Engagement
World Vision International

KEY CHILD PARTICIPATION PRINCIPLES

OUR GOOD RULES FOR CHILD PARTICIPATION

World Vision

We respect your right to be involved in the decisions that affect your life and want to work together with you and others to make children's lives better. In order to do this well, we have created these "good rules" for child participation to make sure that your involvement with World Vision is fun, enjoyable, meaningful, and safe.



- 1 Your participation is a RIGHT that achieves other child rights
- 2 Your participation is ETHICAL and SAFE
- 3 Your participation is MEANINGFUL and SUSTAINABLE
- 4 Your participation improves CHILDREN'S RELATIONSHIPS with others
- 5 Your participation is a PROCESS and is useful for all of World Vision's work

Guidelines

- 1 Your participation in the family, in communities, in school and in World Vision activities is understood and valued by adults.
- 2 You consider that World Vision employees know how to work with you and your friends in a way that is safe, fun, and important for you.
- 3 You and your parents give permission before you participate in activities implemented by World Vision.
- 4 You feel safe and cared for when you participate in your children's group. You feel that you can complain about the activities without fear.
- 5 You feel that you are able to participate in issues that are relevant and important to you in your daily life.
- 6 You, like all children, have the opportunity to participate without any discrimination, while feeling accepted.
- 7 You feel respected and listened to by other children and adults in your community and in World Vision activities.
- 8 You understand and enjoy the activities you are involved in and these activities are appropriate for your age.
- 9 You feel empowered to make your community a better place for your peers, your family and yourself.
- 10 You feel that World Vision shows the changes your participation produces. They regularly checks in with you about the activities within which you participate.




Figure 1. World Vision's guidelines concerning child participation

- You have the right to participate.
- You have the right to voluntarily enroll in an activity after you have been fully informed.
- You have the right opt out of an activity at any time if you believe it's not relevant to you.
- You have the right to express your opinions, perspectives and personal stories freely and safely.
- You have the right to be actively involved in deciding on how you would like to express your opinions.

Why storytelling?





Stories have been used in lives, communities and countries across the world to give explanations. These explanations have always been shared by people asking key questions like ‘why do things happen’, ‘when did they happen’, ‘what actually happened’ and ‘how did they happen’.

As young leaders, it’s important to tell your story of your world from your point of view. The story of your life, your community, other children’s lives and your peers’ lives. By painting a picture of your lives – through words and pictures, others can understand who you are, what you experience and why your stories matter. From then on, you can achieve all kinds of things, such as connecting with others – making new friends – and building networks – making a bigger community of peers and adults to engage with your work and who can work with you to make a change.

Before you decide on your story and who you want to share it with, you must know what makes a good story. Everyone has to start with the basics, but once you have mastered them, then you can apply these skills to telling stories on blogs, Facebook, Twitter or any other platform where you can create and share your story with your friends, community, school, government or the world!

Take a moment to think about the last time you heard a story and how you heard it.

- Was it in a conversation?
- Was it in a book?
- Was it on the radio?
- Was it on the TV?
- Was it through a song?

Here is the first practical exercise to get you thinking about what makes a good story.

Exercise 1: Think of one great story

Alone or with friends, choose a story that you know very well and always enjoy hearing. It can be a story from your own life or it could be something you heard or read about.

Think about why you remember it – what makes it special?

List the words that come to you as you think about the story. For example:

- Experience ... memories ... trust ... happiness ... history ... people ... places ...

If you are working alone, then write these words down. If you are with friends, you could share a story that you all know well and write down the words you each come up with together.

Think about the story.

- Is it a story to which you or your friends can relate?
- Is it relevant to your life today? Or does it remind you of your younger childhood – to your family – to your community?
- Do you feel any emotions when you hear the story? Are any emotions part of the story?
- When you read or hear the story do you find that you are totally focused on it? Does it hold your attention?

A good story is something that can be easily understood by the audience. It's usually something someone can personally relate to, that builds an emotional connection and holds a person's attention by using strong descriptions, like emotions and senses that engage the listener or reader.

STORYTELLING IN THE TIME OF COVID-19

As you are aware, countries all over the world have been affected by COVID-19. Would you like to tell a story about COVID-19 in your country? We are confident that people will be interested in hearing your perspective.

You can use the same words – 'experience ... memories ... trust ... happiness ... history ... people ... places ...' from the exercise – to capture your thoughts about the coronavirus pandemic and what messages you want to convey to other people. If you don't want to talk about yourself, you could write about your community or friends.

 **TOOLS:**
pencil or pen, paper

 **OBJECTIVE:**
to explore the components that make a good story

 **TIME:** 20 minutes

Telling your story with words



What is your story?

As a young leader and changemaker, you no doubt spend much of your time talking about your life and everything that makes up your world – the world that you want to change for the positive. You are the best person to tell your story as you live it every day. You know first-hand what can be improved, what needs to be changed and what works well already!

Let's take a look at your world.

Exercise 2: Explore your world




On your own or with your friends, draw or write some examples of the things that surround you in your life. Some examples could be:

- family
- food
- home
- playtime (doing things that you love to do)
- transport (like walking, bicycling, taking the bus)
- friends
- duties or chores.

My world chart: Take a few moments to picture your world. There is no right or wrong answer, just think about a typical day in your life. Really think about the details. What are the places, people and things you encounter daily? What do you eat and drink each day and when? When do you wake up and when do you go to sleep? Who are the people you spend time with?

Figure 2: My world chart



-  **TOOLS:** pencil or pen, paper
-  **OBJECTIVE:** to look at what people and places are in your life each and every day as these are subjects to talk about in your stories but they are also your potential audience that you can share your messages and movements for change
-  **TIME:** 20 minutes

Build a good story

Now you have **identified** your world, you need to be able to **describe** it to help others connect to it. Remember, making strong stories needs descriptions to make them relatable, relevant, emotional and engaging.

It's important to remember that what looks ordinary to you, may be interesting to others. Also, many people will have never travelled to your country so you also need to explain **what** life is like there, **why** it's like that, **who** is in your world with you, **when** things happen in your life and other children's and **how** it all happens. Using emotions and senses help you write deeper descriptions that can connect others with your story.

If you find that you are not sure what to write about, you can always use this storytelling toolbox to help you describe your world.

STORYTELLING TOOLBOX: USE THE TOOLS TO BUILD YOUR STORY

USE KEY QUESTIONS	who?
	what?
	when?
	why?
	how?
USE YOUR SENSES: WHAT CAN YOU...	see?
	smell?
	taste?
	hear?
	touch?
USE EMOTIONS: ARE YOU OR THE PEOPLE IN YOUR STORY FEELING...	happy?
	excited?
	surprised?
	fear?
	sad?
	anger?
	disgust?

EXPLORING YOUR WORLD IN THE TIME OF COVID-19

Now that the whole world is facing the COVID-19 pandemic, you can use the same exercise from above to describe your experiences to others so they can connect to your world. Remember, strong stories need descriptions to make them relatable, relevant, emotional, and engaging.

Using the same tools in the storytelling toolbox above, you can explain what life is like in your country, why it's like that, who is in your world, when things happen to you and other children and young people, and how this all happens.

To make it easier, ask yourself, "What do I see (for example, in the news or around me)? What do I hear from the news, my parents, neighbours, relatives, friends?"

Lastly, using emotions and senses helps you write deeper descriptions that can connect others to your story. For instance, ask yourself how you felt when you saw or heard about the pandemic and how people were affected by it ... were you sad, angry, depressed, or anxious?

Exercise 3: Your journey to...

Using your 'my world' chart:

- Write a short paragraph about a journey that you take every day – such as a journey to school, work, home, a friend's house, a relative's house or even just to do some family chores. You decide!
- Use the who, what, when, why and how questions to help you remember to include all the essential information in your story.
- Use as many of your senses and emotions as you can to paint the picture.



TOOLS:

pencil or pen
your 'my world' chart



OBJECTIVE:

to explore your
world using senses
and emotions



TIME: 30 minutes

EXAMPLE: SAM'S SCHOOL DAY

My name is Sam. I am nine years old, and I live with my father, mother, brother and three sisters in a small house on the edge of our village. We have a goat, and I drink a glass of fresh milk every morning when I wake up. There is no bus, so I walk to school. The weather is always hot, but sometimes it rains a lot too. I like it best when it rains, as everything smells so fresh, even if I get wet! I walk along a long dirt road, which is brown and bumpy, and I have to cross over a bridge so I can get across the river where my mother washes our clothes. I always see people I know there gathering water or washing clothes. When I arrive at school, I greet my friends and my teacher, who asks me if I did my homework. I share my desk with my friend Michael, and I am already hungry from the walk. I feel very happy when my friend gives me a nice apple to eat. My teacher is so pleased with my homework and gives me a special star on my book. I feel excited and can't wait to show my mother and father; they will be so proud of me. This makes me feel good and encouraged to keep working hard at my studies.

YOUR JOURNEY IN THE TIME OF COVID-19

Using your 'My World' chart

As most children and young people are isolated and staying home a lot of the time because of movement restrictions put in place by governments to stop the spread of the pandemic, it would be interesting for you to write a short paragraph describing what your day looks like now.

Use the 'who, what, where, when, why, and how' questions to help you remember to include all the essential information in your story.

Use as many of your senses and emotions as you can to paint the picture and describe your daily life in the time of COVID-19.

Exercise 4: Compare Sam's story with your own

Read the story about Sam's school day again.

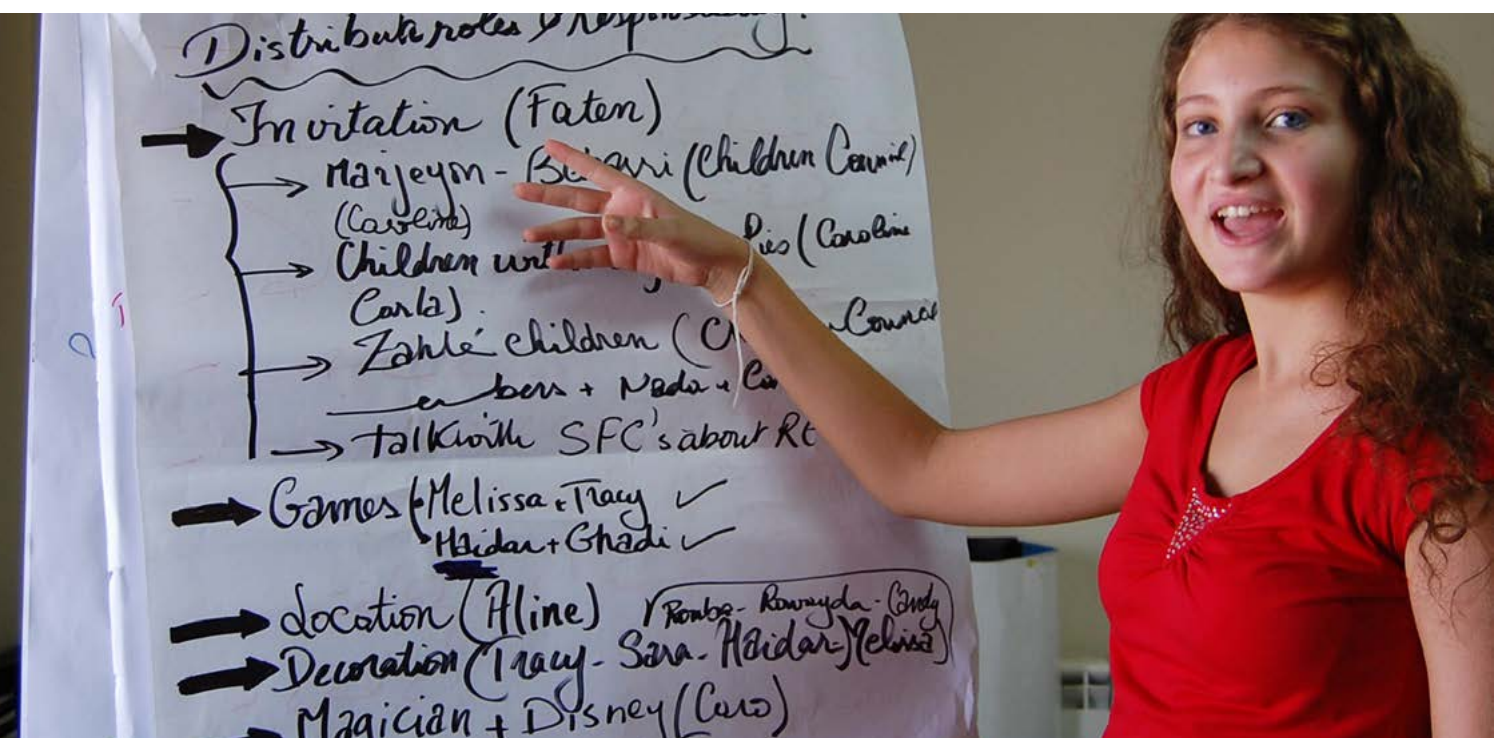
- Can you see how and where Sam has used the who, what, when, why, and how questions in his story?
- How many times did he use senses and emotions to describe what he sees and feels?

Read your story.

- Can you see lots of differences?
- Did you use the essential questions and your senses and emotions to tell your story?
- If you are working with a friend, you can exchange stories and tell each other what you think – did you have any questions when reading their story? What else could they add to their story?

All of you are either aiming to or already writing, blogging or using Facebook to communicate with your community, peers and other stakeholders you want to influence. To bring them into your world, you need to create an image for them using words or pictures. In the next chapter you will learn how to use the same storytelling tools to tell strong stories with photographs.

-  **TOOLS:**
Sam's school day story
your 'my world' chart
-  **OBJECTIVE:**
to see if you used all
the tools from the
storytelling toolbox to
tell your story
-  **TIME:** 20 minutes



Telling your story in pictures



Most stories today, even if they are written stories, usually include a photograph to illustrate or to tell a bigger story. Just look at a newspaper – either a traditional paper or an online news site – they always have many photographs that capture the strongest meaning of the story they are writing about.

The good news is that all the essentials you have learned so far about good storytelling:

- using your emotions and senses
- answering key questions: who, what, when, why and how
- can all be used to help take photographs too – to tell your story in visual images.

When you talk about your lives in photographs, you need to show the details – the people, the places, the foods, the transport – just as you do when you write them down with words.

So, if you want to do a story about your friends, you need photos of those friends. If you write a story about school, you need to take a photograph of your school.

However, to take a photograph, you first need to understand how to frame the subject. How you take a photograph can tell very different stories. It's all about perspective.

What is perspective? It's how you look at your world.



Photo: Child reporters from Latin America covering a regional conference

Exercise 5: Frame and focus – framing your world

Using a frames made by your hands, a paper cut out like a frame or your camera phone, go stand in front of your home or school.

- Make sure the frame fits around it.
- Now walk backwards so you can see your home or school within the larger context – are there trees, playgrounds or roads?
- Can you see that by adding or removing things from the frame tells a different story?
- Do you need to fit more background in? Try turning the frame around so it gives a portrait versus a landscape frame. The portrait style means the picture is taller – is this what you need, or do you need to use landscape to make the picture wider?
- Do you need to get closer to your subject? Try walking closer.



TOOLS:

your hands or paper and scissors or camera or a phone



OBJECTIVE:

to demonstrate how framing and perspective can tell different stories



TIME: 30 minutes

Landscape

Portrait

Figure 3.
Example of a portrait
versus a landscape photo



Photo A.
A portrait of a girl



Photo B.
A photo of a girl in a conference



Photo C.
A photo of children



Photo D.
A group of young friends working together

Exercise 6: Which photograph is best for which story

If you are working alone, then try answering both questions. If you are working with friends, choose one of the options below and discuss.

- You have been asked to write a story about how girls in your community need more opportunities in sports. You want to help change the community's ideas about how girls can engage in sporting activities. You find a young woman who has set up her own netball team. Which photograph would you use and why?
- A group of friends has asked you to help them advocate for more health education in their community. Their idea is to promote handwashing as a way to keep children healthy. Which photograph would you use and why?
- Now it's your turn to get practical taking photographs.



TOOLS:

photographs A, B, C and D from the previous exercise



OBJECTIVE:

to match the best photograph to the story you want to tell



TIME: 30 minutes



Exercise 7: Frame and focus

Experiment with holding the camera in a different way – remember – one makes the picture wider (landscape) and one makes it taller (portrait).

- Take the same picture from two different angles.
- Take two pictures where the background is more important. Which is the best angle for photographing backgrounds?
- Take two pictures that focus on one of the senses – what can you hear in your community – what can you see, etc.
- Take two photographs that look at movement and allow everyone to experiment – running, jumping, playing a game, dancing, whatever they feel like doing. Practice capturing their joy and keeping them



TOOLS:

camera or a phone



OBJECTIVE:

to take photographs confidently – from different angles and in focus



TIME: 30 minutes

Before you start taking more photographs, have a look at this checklist below. Did you do any of these things?

HELPFUL TIPS: DO'S AND DON'TS

DO

DON'T

Get permission to take the photo – if it's a young person, always ask their carer or parent for permission as well – if it's a building, like someone else's house, make sure it's ok.

Take a photo of anyone without permission – it can really get you into trouble.

Get creative! If people don't want to show their face, photograph the back of them or a part of their body, like their hand or holding their favourite object (e.g. a close-up of a toy they are holding).

Forget to charge your equipment before you go out and take photos or videos.

Consider the light – different times of day bring a different feeling to the picture. Imagine what your village looks like at sunrise, midday and sunset. It's always better to photograph outside if you can.

Include the school or children's club name or logo or any identifying information on clothing so someone could identify where the children are located.

Show the photographs to your subject so they can see how you are portraying them.

Photograph someone's face if they don't want to be identified.

Keep it real – never stage photographs (like of a situation that wouldn't usually happen).

Photograph anyone without his or her dignity. Make sure children are fully clothed, etc.

Do always charge your equipment so it's ready whenever you want to go and capture photos.

Worry about making mistakes. It's all a part of learning!

Have fun!

Yes, mistakes happen. It's how you learn! The most common mistakes are:

- having fingers, hair or phone/camera straps caught in the photograph
- a shaky camera – hold the camera/phone firmly and still
- taking pictures from too far away – remember to take a step closer, if needed
- cropping or cutting heads or something important to the picture, when you don't mean to – remember, what you see in the frame is what will show in the photo
- blurry, out of focus shots – this usually happens when the subject of your photo is moving – ask them to hold the pose; just for a second, till you can snap the photo.

Don't worry too much about right or wrong when you are learning. The most important thing to learn, apart from the technical part, is the importance of protecting your subjects as your photos may be shared with lots of other people.

PROTECTION, PROTECTION, PROTECTION

Get creative to protect people's identities and locations. Here is a great example of a photograph taken by Ahmed, a young advocate from Albania, highlights how children should be at school, not working to clean shoes, without identifying his subject. It's about getting creative, not stopping the story being told.

Photo A.
A child working in a mechanic place



Remember, it's not just the photograph that can reveal a child's identity. It's very important to remove any 'locators' such as real names, school or area programme names when sharing stories online. If you are not sure if information should be shared, always ask someone from World Vision to help you identify sensitive information.

FRAME AND FOCUS ON COVID-19

Let's do this same exercise, but think of a photograph that could explain to people the best way to maintain good hygiene and stay safe from COVID-19.

For example, think about taking a photograph that shows people how to wash their hands to prevent infections. You could take several photographs to demonstrate step-by-step the best way to wash one's hands or you could do it with one picture. You decide your strategy!

Exercise 8: Photographing people

Take different photographs.

- take a person's portrait – get in close and photograph their head and shoulders
- pose a shot – take a group photo
- capture a natural shot – watch your friends and click a moment that makes shows their characters
- shoot a photo from above, looking down
- angle your photo from below, looking up



TOOLS:

camera or a phone



OBJECTIVE:

to get creative and encourage experimentation with different ways of capturing images of people



TIME: 30 minutes

EXAMPLE:

Here are some different results when you think of creative ways to take photos.



Photo A.
Children in an interview



Photo B.
Children creating a symbol with their hands

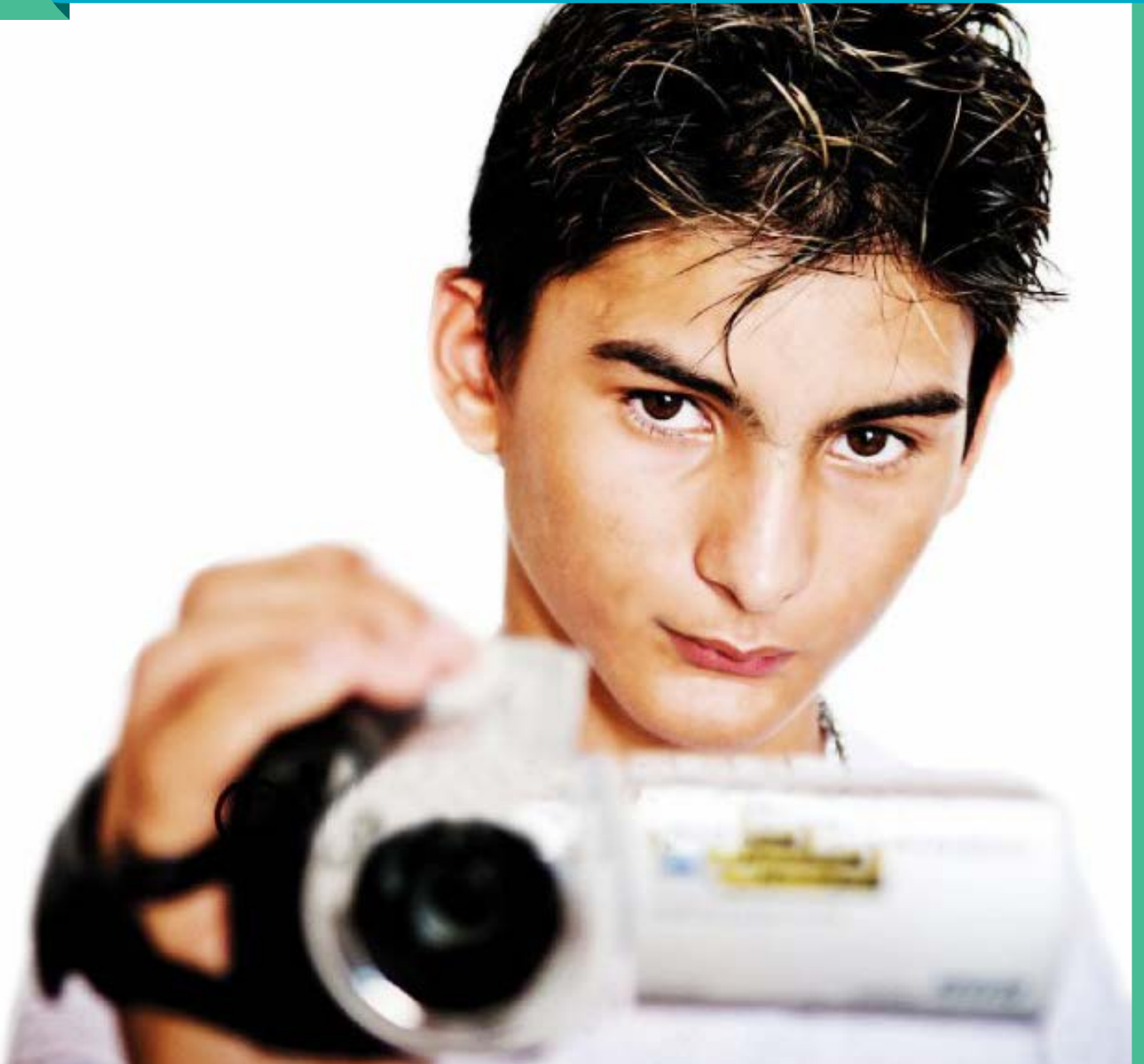


Photo C.
Child in a press conference



Photo D.
Girls smiling

IT'S TIME TO PUT YOUR STORY TOGETHER WITH WORDS AND PHOTOS NOW.



PHOTOGRAPHING PEOPLE FROM THE PERSPECTIVE OF COVID-19

As we are facing a health crisis due to COVID-19, let's do the same exercise with people practicing good hygiene or wearing masks or gloves to prevent the spread of the coronavirus.

Take different photographs to capture this. You can:

- Take a person's portrait – get in close and photograph them washing their hands or wearing a mask.
- Pose a shot – for example, a group photo.
- Capture a candid shot – watch your friends and wait to click a moment that shows them naturally putting gloves on their hands or covering their faces with masks.
- Shoot a photo from above, looking down.
- Angle a photo from below, looking up.

Exercise 9: Planning your story

As a young leader, there is no doubt that you will want to celebrate some things in your community and change others. For example, is there a special day you want to share with the world – like a festival or day your community celebrates or something you do to commemorate an annual day celebrated globally (like Universal Children’s Day on 20th November)? Or is there something you are working on that you want to change, such as needing more provisions in your schools (like books or a school bus so all children can attend school)? Whatever your story is, it’s useful to plot it out so that you can be clear on all the things you need to include.

Just five or six boxes can help remind you of all the things you want to include in your story.



Figure 4.
A storyboard showing Sofu the Owl’s journey to school

Use this layout as a template to plan your story. The blank boxes represent photographs and the lines indicate where your story should be written.

Figure 5.
A layout template for story planning

1	2	3	4
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



PLANNING YOUR STORY ABOUT COVID-19

In this difficult time of COVID-19, is there something that you are working on that you want to change or improve in your community? Do you think that some people are not very aware about the best practices to take to keep themselves safe? Do you feel the need to raise awareness amongst people on how they can stay protected? What are the recommendations that you want to share with them?

Whatever your story is, it's useful to plot it out so that you can be clear on all the things you need to include. Just five or six boxes can help remind you of all the things you want to include in your story.

Use Figure 2, 'A storyboard showing Sofu the Owl's journey to school', and Figure 3 as templates to plan your story. The blank boxes represent photographs and the lines indicate where your story should be written.

Telling your story by writing and delivering speeches



Currently, there are more opportunities than ever before for children and young people to speak in public and make their voices heard. However, sometimes it's hard to organise your ideas on a piece of paper, as you may be more used to delivering them by speaking than writing. Many children and young people have said that their preferred preparation method when needing to express their ideas and views at a public event is by writing the speech down beforehand as this gives them more confidence.

In the following section, you will learn how to write a speech. You can use these tips and recommendations when the situation arises. It's important to prepare an exciting, focused and well-written speech to grab the audience's attention. A robust speech will strengthen your voice and call to action so you can reach more people and find the support you need to accomplish this mission.

Writing a speech

One of the main challenges of speech preparation is balancing the genuine expression of your ideas with a structured format so people understand and take you seriously. Remember, this is your speech; you don't have to follow the style of adults' speeches. The most important thing is to keep your own identity as child or young person throughout the speech.

To start, you will explore the elements that a speech needs to make it effective and attractive to people:

- a clear main topic
- two or three specific messages you want to convey
- supporting information to strengthen your message
- recommendations or calls to action
- your personal style that shows who you are.

To make this easy, it is recommended that you use the following structure for your speech.

<p>Part 1: Title</p>	<ul style="list-style-type: none"> • The title helps convey the sense of your speech in a short and catchy way. • The title needs to be connected to the topic. • Avoid long titles – the title should only have four or six words.
<p>Part 2: Introduction</p>	<ul style="list-style-type: none"> • This is where you introduce yourself, explain the topic and why you chose it. • You should provide any general information you consider to be a main point. • The introduction should be brief – about one paragraph.
<p>Part 3: Body of the speech</p>	<ul style="list-style-type: none"> • The body of the speech is the most crucial part of your speech. • Here is where you communicate your key messages, describe the issue and talk about why it's important to you and other children and young people. • This is divided into three parts: <ul style="list-style-type: none"> • main topic • sub-topics • supporting information and key facts.
<p>Part 4: Recommendations</p>	<ul style="list-style-type: none"> • Recommendations are the conclusion of your speech where you summarise your viewpoints and make recommendations of how you think things can be improved. • Your calls to action should be realistic and achievable so that people can get involved in your recommended solutions.

Visualise the speech structure, so it's easy for you to picture the different elements and the sequence of your story. Your speech needs to tell a story and build up to the main message in the centre, so people can easily follow your train of thought. The most important moment of your speech is when you explain your main message, so it needs to be clear for the audience that this is your key idea that you are sharing. After this crucial moment, you should start providing some supporting documentation and information. In the last part of your speech, you can conclude with some recommendations or ideas for solutions. Close your speech with an emotional or strong sentence.

Figure 6:

A visual example of how to structure a speech



As you notice from the example above, the most important part of the speech is the key message. So, to write a speech, you need to know what it is you want to say. To help you decide what your main message is, think of ideas you want to communicate and write them down. You can write down many ideas or simply words, then you can prioritise these and pick the ones that are the most important to you.



Exercise 10: Using photographs to find and write the story you want to share in your speech

After you decide on a topic for your speech, you can use photographs or other visual elements to help you build the story. Select five or six photographs that relate to your issue from magazines, newspapers or print them from the Internet. Place the photos in an order that helps you build the story. Now, write descriptions about the photos and relate them to the topic on which you want to speak.

Present these photos and ideas to your friends and explain your idea to them. This will help you put your thoughts in order and make sure that the ideas make sense.



TOOLS:

magazines or newspapers and scissors
or: printer, paper, Internet
and pencil or pen and paper



OBJECTIVE:

to build a story using photographs



TIME: 20 minutes






Exercise 11: Looking for information about the story you want to tell

Use the Internet to research for data and other points that can strengthen your argument and show evidence that supports your main point and sub-points.

Write down the facts to use when writing your speech.

Make sure you write down where you got the information so you can cite the source when providing the fact.

-  **TOOLS:**
pencil or pen
paper
Internet
-  **OBJECTIVE:**
to collect data that
will make your point
stronger
-  **TIME:** 20 minutes



Exercise 12: Writing your speech with the story you want to share

Either alone or with friends:

- make sure you have a well-defined topic and sub-points that you want to talk about
- use the photographs to help you visualise your story structure
- use the research you gathered to provide supporting data
- write the final speech



TOOLS:

pencil or pen
paper
photographs and
descriptions from
Exercise 1
research from
Exercise 2



OBJECTIVE:

to prepare your ideas
as a speech



TIME: 60 minutes

WRITING YOUR SPEECH WITH STORY YOU WANT TO SHARE ABOUT COVID-19

Using the same steps you used to write the previous speech, now think about a story you want to share with the audience about your life during the pandemic. Some ideas could include:

- You could talk about your daily life, like how you are spending your time while isolated from the rest of the world and not able to go out, see your friends, or go to the school and how you are coping with this new situation in your life.
- You could then talk about the things that you learnt to keep yourself and the people around you safe.
- You could give some ideas and recommendations on how other children and young people can spend their time during quarantine in order to stay physically and emotionally safe.



EXAMPLE OF STORYTELLING BY WRITING AND DELIVERING A SPEECH

Photo: Meghla from Bangladesh speaking at the European Development Days 2018

YOUNG LEADER'S SPEECH FROM THE EUROPEAN DEVELOPMENT DAYS 2018

Hello!

I am Meghla from Bangladesh. I am a member of the Child and Youth Forum of World Vision Bangladesh. I am very committed to advocating for an end to child marriage, particularly for the girls who are the victims of child marriage in my community.

In the area where I live, we have conducted a child-led research and found that there are 40 per cent of girls aged between 10 and 16 years old who get married before they are 18. This is becoming a big concern of child rights in our society.

The Child and Youth Forum is a big platform for us where we can express our views and problems and raise our voice against sexual abuse and violence against children. We advocate for change with the community people through awareness-raising campaigns to protect children from child marriage. We are united by a committee which includes teachers, children and people from the community. We also have a good collaboration with the police station.

I joined the Child Forum when I was 13 years old. I have participated in many training sessions and workshops that helped me to be aware of the negative impact of child marriage, and I am now very committed to stopping it. Based on the things I have learned, I conduct awareness-raising [events] with my community people to spread our messages.

In the last 18 months, we, the members of the child forum, stopped 13 child marriage cases. I myself stopped seven child marriages by telling the families not to force their daughters to get married. This is one of our big achievements that we are very proud of.

In my personal case, I am happy that I was able to stop my own marriage. When I was 13, my mother forced me to get married to a man aged 30 who was living abroad. I didn't know the man and not even my mother [knew him]. I did not want to get married, and I was interested in continuing my education. Despite this, my mother fixed the date for the wedding without my consent. I tried to convince my mother to stop it, but I could not manage to convince her. Finally, on the day of my wedding, I ran away from my house and took shelter in one of my friend's houses. I came back home later, and my mother stopped talking to me. This situation lasted three months than she realised that she was not right, and we restored our relationship.

The approach we do to stop marriage in our Child Forum is to talk to the parents to convince them that child marriage is bad for the girls. If it doesn't work, then we go to police station with the help of the community people. But sometimes this work is not easy for us. We get threats from the parents and community people.

As an example, one of my friends was going to be the victim of child marriage. We got this information just two hours before her marriage. I, with other Child Forum members, rushed to the police station as we didn't have much time to convince the family. And finally, after many attempts, we were able to stop her marriage with the help of the police officers.

I am here today to raise the voice of the children who suffer from violence and especially for the girls who are victims of child abuse and early marriage. I call the EU [European Union] to help the children all over the world, and for this reason I have some recommendations:

- make strong policies to ban child marriage and ensure a proper implementation that every child will go to school
- invest more in awareness raising to change traditional thoughts and reduce gender discrimination
- ensure vocational trainings and life skills-based education for school drop-out children
- ensure social safety for every girl that she will feel safe to go to school and she will not be abused or a victim of any form of violence.

This is the time to pay attention to girls' education, to make community people aware and to protect children from sexual abuse and violence.

We would like to enjoy our childhood.

We would like to see our society where no girls will be the victim of any abuses and child marriage.

We want to live our lives with freedom.

Exercise 13: Comparing Meghla's speech with your own

Read the Meghla's speech again.

- Did you think Meghla had a clear main topic?
- Can you see how and where Meghla has used the who, what, when, why, and how questions in her speech?
- Did she include two or three specific messages and supporting information?
- What were her recommendations or calls to action?

Re-read your speech.

- Can you see lots of differences?
- Did you use the essential questions and your senses and emotions in your speech?
- Did you include all your messages and back up your points with data?
- If you are working with a friend, you can exchange speeches and tell each other what you think – did you have any questions when reading their speech? What else could they add?

IMPORTANT TIPS

BE PRECISE: Ensure that the information and content you use are appropriate to the context, especially if you use any specific technical terms. It's important to use appropriate words that everyone will understand.

BE SAFE: Ask the appropriate organisational staff member to help you conduct a quick risk assessment to identify any potential threats based on possible sensitivities related to your speech topic. In most cases, there should not be any problem, but it's good to take precautions.

BE YOURSELF: Write the speech in your own voice, the way you would speak to others, but make sure that you write it in a balanced way and don't make any judgments without evidence.

USE FACTS
Where possible cite facts, evidence and any other supporting information to demonstrate your key points. The more facts you can include the stronger your message will come across to your audience, but, remember, an essential element of your speech are your ideas.



TOOLS:

- Meghla's speech
- your speech



OBJECTIVE:

to see if you included all the elements in your speech



TIME: 20 minutes

USE SOCIAL MEDIA TO GAIN VISIBILITY

You are growing up in a world where social media, mobile technology and online communities are a part of everyday life. Millions of people around the world use some form of social media, such as Facebook, Instagram, Twitter or Pinterest, and children and young people are no exception. These communications channels have transformed the way that you learn and interact with other children and young people. Many young leaders use these social media platforms to promote their social justice messages and make a change. You can do the same to promote the messages you want to communicate.

- Write a blog about your speech and participation in the event. You can ask a staff member of the partner organisation to post it on their website.
- Use Facebook, Instagram or Twitter to post your key messages and calls for action. Ask your friends to comment on the posts and support your key messages.
- Use Facebook Live and let people know ahead of time to watch you. Coordinate with the organisation's staff member to invite as many people as possible.
- Record short videos with a cell phone and upload them to YouTube and other social media.

USE PHOTOGRAPHS TO DELIVER YOUR MESSAGES

Photography is a powerful tool to support your message as you can use them to engage the audience and help people visualise your ideas. You can accompany your speech with appealing photos projected on a screen, if the format is allowed. It's important to use photos that are meaningful and related to your topic. Remember to make sure you have authorisation to use the images, if they are not yours.





SHARING YOUR STORY ONLINE

Almost everyone with access to the Internet has become a storyteller. You can share your stories to keep friends and family updated with what is happening in your life, and you can also use them to build online communities and network with others to bring change. Using different online platforms will give you a different audience and share your voice with different people.

HERE SOME KEY TERMS:

Social media

Social media is the broad term for websites and applications that help people create and share content, such as text or photo stories, or network with others online.

Blog

A blog is a story, sometimes informational, published on the Internet. It's personal, written from the author's point of view and usually written in a conversational tone about a topic that interests them. It's like a shared diary.

Vlog

A vlog is a video blog published on the Internet. It's also presented from a personal viewpoint and in an informal tone about a topic that interests the vlogger.

Post/social media posting

A social media post is the content that you physically put on the Internet. It could be a photo, a few words, a blog or a vlog. For example, someone may say, 'Look at Michael's latest post', and they would mean, 'check out the last thing Michael put up on any social media site'.

Tweet

A tweet is the name given to a post on Twitter.

The key to using social media is to ask yourself three questions before you begin:

1. Who do I want to connect with and why?
2. Which social media platform can help me achieve this purpose?
3. Have I kept the people in my story (in words or photographs) safe online?

WHO AND WHY?

Outside of your family and friends, television and radio networks, political leaders, and international and local organisations are all groups with which you may want to connect. Nearly all of them use a combination of online social media sites. They want to hear from their supporters and viewers/listeners as much as you want to let them know what is happening.

PLATFORMS

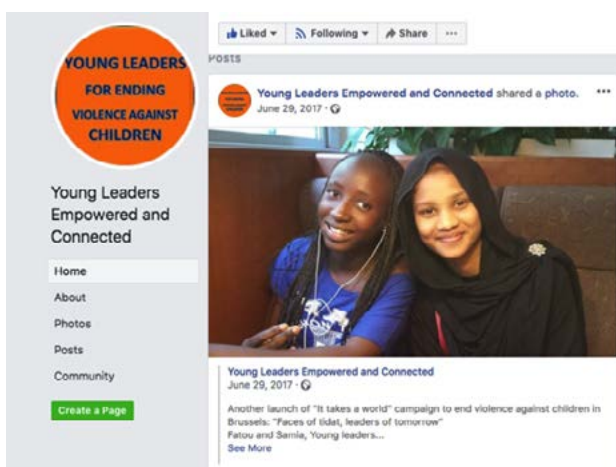
Let's explore the most popular sites to help you decide which is the best platform for you.



This is the most widely used social media platform – everyone from young changemakers to local government leaders who want to project a more personal profile use it. Many people use Facebook to connect with friends, family, peers or other informal contacts and share news or events through written posts and/or photographs.

Many radio stations and TV networks also have their own Facebook pages to connect with their viewers/listeners. It's a great place to let them know what you are doing. Many people check their Facebook page regularly, so it's possible to have conversations and get feedback from the people with whom you are connecting.

Figure 6. Facebook post



This site is used mostly for sharing images. If you want to focus on sharing photos about your life or passions, this is a great place to build an online community.



Twitter is used to talk about news stories and share updates from different events. For example, if you are going to be speaking at an important event or doing something in your community, then you could use Twitter to invite the media to see what's happening. Reactions on Twitter posts are instantaneous and can be shared widely whilst events are in session.

Figure 7. Twitter tweet



Notice how both of these social media posts included all of the storytelling essentials (who, what, when, why and how) within the posts.

USEFUL SOCIAL MEDIA TERMS AND LANGUAGE

Social media has its own terminology which different sites use to highlight the who, what, when, why and how, some of these words include 'tagging' or 'hashtag' or an '@'. By using these tools, it's easy to tell a story in just a few words, and more importantly, it allows you to make your story more visible and share it directly with specific people, organisations or social media sites who may be interested in hearing the story as they may be working on the same issue.

Here is a list of the most popular words used connected to social media and a short description of what they mean.



By using the @ (at) sign, you can invite a person or organisation into the conversation. For example, @WorldVision.

TAG

Tagging is to mark on a photo or post to indicate that you are with a person or group.

HASHTAG

A word or phrase that has a # (hash) symbol in front of it, is used to add a keyword that relates to the topic or photo so others who are interested in that particular topic can find it in a search. Whenever a user adds a hashtag to their post, the post becomes searchable/discoverable by other users.



Exercise 14: Writing and posting a message in social media

You would like to share the work you have done with other young leaders – perhaps to inspire them or to plan an event together. How would you share your story?

- Which platforms could you use?
 - Facebook
 - Twitter
 - Instagram
- Would you use text or a photograph in your post or both? Why?
- Write briefly about why you chose this/these site(s).
- Are there any protection issues you might want to consider?
- Create a Facebook post for the Young Leaders' Facebook page.
- Reread your post. Have you considered all the protection issues? For example:
 - Are there photographs of other children you are sharing?
 - Have you written place names or other locators?
- Discuss your work together as a group.
 - Which sites did they choose?
 - Which protection issues came up?
 - Did any of you use tags or hashtags in your posts?



TOOLS:

pencil or pen and paper

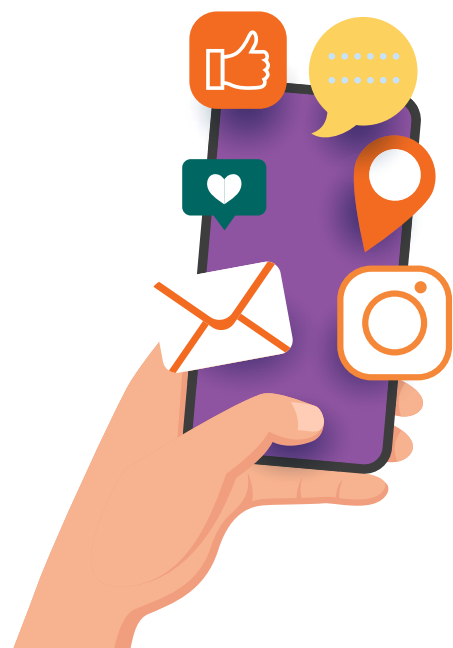


OBJECTIVE:

to see whether you have understood how to connect online with your peers in a safe and positive way



TIME: 45 minutes



SUGGESTED SOCIAL MEDIA MESSAGES: IDEAS TAKEN FROM “MOBILISING AGAINST COVID-19” TOOLKIT

When using your individual social media pages to raise COVID-19 awareness, it is advised that you always use the same hashtags when promoting your activities. Some common hashtags used by World Vision, WHO, and others include: #stayathome, #staysafe, #staypositive, #coronavirus, #COVID19, and #hiddenhero.

Your content’s messaging could include:

- useful, practical information about how to stay healthy and reduce the spread of infection, based on information shared by health and response authorities in your country
- sharing how your groups and communities are responding to the situation
- engaging with peers, answering questions, and correcting rumours and misinformation
- referring vulnerable children and young people and adults to local and national helplines, World Vision resources, or other NGOs who can support them.

Involve your audience by initiating social media challenges. Challenges typically involve someone doing something and then challenging friends to do the same. If they don’t want to participate, then they donate to a cause. You can ask your followers to donate to an NGO working to support your community during COVID-19. Some ideas for challenges:

- Draw a poster creatively detailing COVID-19 prevention measures and share on social media.
- Challenge others draw their own posters and then challenge their friends.
- Take a selfie video of you washing your hands while dancing or singing, share it online, and challenge others to do the same.
- Share clips of your activities during physical distancing, and encourage others to also do this.

You can also engage with your peers by sharing a daily journal about your activities in a blog, vlog, or social media posts.



Storytelling by public speaking

Photo: A girl from Indonesia speaking at a UN side-event in New York



You have finished your speech and you have shared it on social media. It's time to rehearse it so you are ready to speak at the conference or event.

Some children and young people find it easy to speak in front of other people because they have had the opportunity to do so at school or in their communities. However, this is often the most challenging part for many people, both adults and children, who might feel less confident because they never had the chance to speak to a large audience. You can have a successful and rewarding public speaking experience if you prepare yourself and rehearse your speech.

Some young leaders who have participated in public events gave these recommendations on how to deliver a speech well:

- Prepare the things you want to say and the key messages you want to highlight in advance.
- Introduce yourself. Include your name, age and your topic.
- Be clear and concise.
- Give your speech in order and make sure to include an introduction, main topic and conclusion.
- Motivate and charm the audience.
- Use positive body language, such as eye contact, smiling and gestures.
- Leave time for questions from the audience.
- Speak loudly, clearly and enunciate so everyone can hear and understand you.
- Speak slowly but with energy and enthusiasm.
- If you make a mistake, don't worry. People will understand that you are a young person, and they will not pay attention to the errors, but they will value the messages you are conveying.
- One of the most important tips they had is to rehearse, rehearse, rehearse. Rehearse as many times as possible with or without an audience, until you feel like you are in control of what you are going to say. This will give you more confidence and you will feel ready to speak in public.

EVENT SETTINGS

Depending on the type of event where you are going to speak, sometimes you will present from a podium, or sitting with other speakers at the front of a room or speaking from a radio station. Unfortunately, sometimes you can't always choose the way you would prefer to deliver the speech due to the format of the event, but you can always speak with the organisers and propose some ideas that would make you feel more comfortable when presenting. It is up to you, however, whether you want to read your speech or memorise it. Both are fine options.

Exercise 15: needs title

If you want to motivate the audience and you want to make an impact, you need to prepare your speech and rehearse it many times until you feel confident. Follow the eight steps suggested below. You can practice in front of a mirror or record your speech using your mobile. You can also ask your friends to be your audience and give you feedback.



TOOLS:

- your speech
- public speaking tips tool



OBJECTIVE:

to see if you included all the elements in your speech



TIME: 20 minutes

Public speaking tips

- Prepare in advance the things you want to say
- Select the key messages you want to highlight
- Introduce yourself: name age, and topic you are going to speak about
- Motivate and charm the audience
- Be clear and concise in your speech
- Give your speech in order: introduction, main topic and conclusion
- Use positive body language: eye contact, smiling and gestures
- Give space for questions



MORE IDEAS FOR ACTIVITIES

Things that children and young people can do to participate*

Support fundraising initiatives: Select a charity or a non-governmental organisation (NGO) that you want to help (e.g. NGO working with street children) and organise an event (e.g. bingo, fashion show) to raise money to support their activities.

Express your viewpoints at school: Organise a group of students and select a topic that everybody is interested in (e.g. environmental protection). Read books and research the theme on the internet. Talk to your teacher and ask his/her permission to present your findings during the classes.

Conduct an awareness campaign in your community, club, church or school: Contact an organisation working on child rights (e.g. World Vision) and ask them if they can support you in conducting a campaign to raise awareness in your school or church about some issue that you are concerned about (e.g. child marriage, climate change, etc.).

Organise a children rights movie night: Select a topic that you consider relevant (e.g. child labour) and find a movie that reflects the issue (e.g. Slumdog Millionaire). Invite your friends and after showing the movie, open a discussion about the theme and how young people can change unjust structures. Consider making an action plan of what you will do based on the ideas.

Voluntary activities: Volunteering your free time and energy to charities or community-based organisations that require extra pairs of hands to implement their projects. Select organisations that are connected to your interests and abilities (e.g. volunteer to take care of elders).

Join a club: Search in your neighbourhood for some clubs that you can join (e.g. creative writing club) and register yourself as a member. If you do not find any interesting club, you can organise your own club and invite some instructors who want to volunteer and give free lessons for you and your friends.

Radio programme: Explore with local radio stations in your community or city if they are interested to hold one-hour radio programme with children. You and your friends can be very active young journalists and research on the issues that are relevant for you and to conduct interviews with people from your community.

Hold a reflection day: Identify a national or United Nations international day (e.g. World Refugee Day, June 20) and organise a cultural event in your community or school to celebrate the significant progress made and to highlight the challenges that require attention.

*Ideas taken from 'Children Make their Voices Heard, Children's Council: Manual for Practitioners'

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INTERNATIONAL OFFICES

Executive Office

Waterview House
1 Roundwood Avenue
Stockley Park
Uxbridge
Middlesex UB11 1FG
UK
+44.207.758.2900

New York and United Nations Liaison Office

2nd Floor
919 2nd Avenue New York
NY 10017
USA
+1.212.355.1779

WVI Geneva and United Nations Liaison Office

Geneva Nations 6th floor
Rue du Pré-de-la-Bichette 1
1202 Geneva, Switzerland
+41 22 592 1500

WV Brussels & EU Representation ivzw

18, Square de Meeûs
1st floor, Box 2
B-1050 Brussels
Belgium
+32.2.230.1621