



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS

ADVOCACY

FOR GENERATION DIGITAL



A4GD

OUR DIGITAL SUPERHEROES

A SURF SMART PROGRAMME

SUITABLE FOR AGES: 7+ – 16+

CONTENTS



WELCOME & INTRODUCTION	4
Welcome to Advocacy for Generation Digital (A4GD):	
Our Digital Superheroes!	4
Our Aim	4
Learning Outcomes	5
Who is this pack for?	5
HOW DOES THE RESOURCE WORK?	6
SESSION 1: See the Change	6
SESSION 2: Plan the Change	6
SESSION 3: Lead the Change	7
SESSION 4: Share the Change	7
How to get your badge?	7
Learning Journey	8
WHAT IS ADVOCACY?	10
Who are the decision makers?	10
How can you reach out to decision makers?	11
Why Advocacy? For Several Reasons	11
Sustainable Development Goals	12
Who can be an Advocate?	12
Digital Superheroes Changing the World	13
Ghana	13
Uganda	13
Madagascar	13
Nepal	13
FACILITATOR GUIDE	14
HOW TO ENSURE ADVOCACY IS GIRL-LED?	16
TIME TO BE R.E.A.L.	17
UTILISING THE LEADERSHIP MINDSETS	18
GROWING AND LEARNING (GAL) FRAMEWORK	19
PRE-SURVEYS	20

SESSIONS OUTLINE & GUIDE	26
SESSION OVERVIEW AND INTRODUCTION	31
SESSION 1: SEE THE CHANGE	32
1. Understanding the Problem	32
2. The World We Want to See	34
3a. Understanding Advocacy: Taking a Stand	36
3b. Understanding Advocacy: Forum Theatre	39
4a. Think Tank: Research to the Rescue	42
4b. Research Your Way To Change	44
SESSION 2: PLAN THE CHANGE	46
5. Digital Superheroes: Advocating for a Safer Internet	46
6. The Problem Tree	51
7. Power-Mapping (Know Your Decision Makers)	56
8. Advocacy Project Name, Goals & Objectives	58
SESSION 3: LEAD THE CHANGE	64
9a. Effective Communication (Younger)	64
9b. Effective Communication (Middle & Older)	66
10. All Kinds of Advocacy	70
11. It's time for action (Plan)	74
12. Adventures in Advocacy	77
SESSION 4: SHARE THE CHANGE	78
13. Your Impact Report	78
14a. Press Share! (Younger)	81
14b. Press Share! (Middle & Older)	83
15. Creating Sustainable Change	86
GLOSSARY	87
POST-SURVEYS	88
ACKNOWLEDGEMENTS	100

WELCOME & INTRODUCTION

WELCOME TO ADVOCACY FOR GENERATION DIGITAL (A4GD): OUR DIGITAL SUPERHEROES!

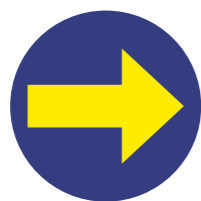
This resource was created by the **World Association of Girl Guides and Girl Scouts (WAGGGS)** and supported by **Norton**. This activity pack aims to give you and your group the opportunity to become Digital Superheroes learning the skills to create and advocate for a more equal world in which everyone feels safe and happy both online and offline.

The internet is making the world and our movement closer than ever before, giving Girl Guides and Girl Scouts the tools to connect, share and advocate for issues affecting them but with this interconnectivity, there are new risks to children and young people online.

The rise of misinformation, fake news and conspiracy theories, the increase in online abuse and violence towards women and children, cyberbullying, and censorship, further exacerbated by Artificial Intelligence (AI) has resulted in more exposure to online harm and threats. There are continually more challenges for girls and women who have less access to the internet than men, with many lacking the appropriate devices, adequate digital skills and literacy. The expanding digital divide, combined exacerbating unequal digital literacy rates and internet access, with growing risk of technologically facilitated gender-based violence, many unable to access and use internet safely.



It is more important than ever before that we provide children and young people with the tools to identify and challenge these existing problems by developing their skills, awareness and confidence to engage with the relevant decision makers, thus creating a safer and equal digital space for all.



OUR AIM:

To equip a generation of children and young people to lead change, speak out and take action to create a safer, and more inclusive internet for everyone.

LEARNING OUTCOMES

We want to support and encourage you as a leader and the young people in your group to become empowered digital citizens, in line with our Growing and Learning (GAL) framework.

By the end of this pack, we hope every Girl Guide and Girl Scout can proudly say:

Now I can...

- Identify key decision makers in my community and beyond, understanding how to engage with them through effective communication
- Feel confident using advocacy as a tool to challenge digital inequalities and promote access and inclusion for all
- Design and lead advocacy projects that aim to influence policies, laws and social attitudes related to internet safety
- Develop my skills to track and evaluate the impact of my advocacy project, learning what works and what can be done to improve it
- Contribute to creating safer and more inclusive communities both online and offline

The Surf Smart non-formal education curriculum has been developed in partnership with Norton and it has reached over **850,000 young people across 5 continents**. With **84.5% of girls** feeling more confident to use the internet safely to take action and create social change. You can hear directly from the young people who have completed the pack here: [Surf Smart 2.0](#).



"When enough people come together, change will come, and we can achieve almost anything. So instead of looking for hope, start creating it."

Greta Thunberg

WHO IS THIS PACK FOR?

This pack is suitable for facilitators and leaders of Girl Guide and Girl Scout groups **aged 7+ years** who have completed Surf Smart programme and want to carry out an advocacy project related to online safety and digital inclusion.

This pack is separated into three suggested age-ranges which offer additional guidance and optional activities, these are:

- ★ **Younger Years (7 - 10 years):**
Simple activities centred around learning the key steps needed to advocate for change
- ★ **Middle Years (11 - 15 years):**
Activities that develop these topics further
- ★ **Older Years (16+ years):**
Activities that focus on creating systemic change and address more complex topics.

We advise you to check the age stated on each activity to ensure it is suitable for your group. These are only suggested ages, and we encourage you to use this as guidance and select the most relevant activities for your group.

HOW DOES THE RESOURCE WORK?

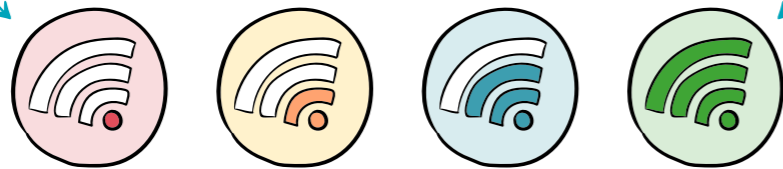
Complete the four *Digital Superhero* sessions (each last around 1 hour 30 minutes) to plan a Surf Smart advocacy project. You can follow your learning journey through the Wi-Fi icons linked to each section of the programme to help guide your group through the programme.

During the sessions you will gain skills and knowledge to plan an effective and meaningful advocacy project.

You are aiming to develop your advocacy project, so you feel at your strongest and your signal for change is at full capacity!

For each activity, there is an option to 'Take It Online'. This is a suggested adaptation for those who will be completing the activity pack on an online forum, you do not need to use this if you are running the activities in person.

You can follow this journey using the icons (which represent key themes in each activity).



SESSION 1: SEE THE CHANGE

1. Understand and select a specific problem you want to address
2. Imagine a world where everyone is safe and happy to use the internet
3. Understand what advocacy is and how you can utilise it
4. Learn how to research effectively



SESSION 2: PLAN THE CHANGE

5. Learn about stories of other digital advocates
6. Explore your specific problem in more detail
7. Recognise key decision makers
8. Create key objectives and goals



SESSION 3: LEAD THE CHANGE

9. Build skills in effective communication
10. Learn about different advocacy types
11. Create an action plan
12. Run your advocacy project



SESSION 4: SHARE THE CHANGE

13. Evaluate and assess your project
14. Share the work you did as part of your advocacy project
15. Explore next steps



HOW TO GET YOUR BADGE?

When you have finished all four sessions and completed your project, you have earned your Surf Smart Programme Advocacy Badge.



TO ORDER YOUR BADGE, CONTACT:

- Your local unit / Member Organisation's National Headquarters
- [Surf Smart Global Team](#)
- [WAGGGS Online Shop](#)

LEARNING JOURNEY

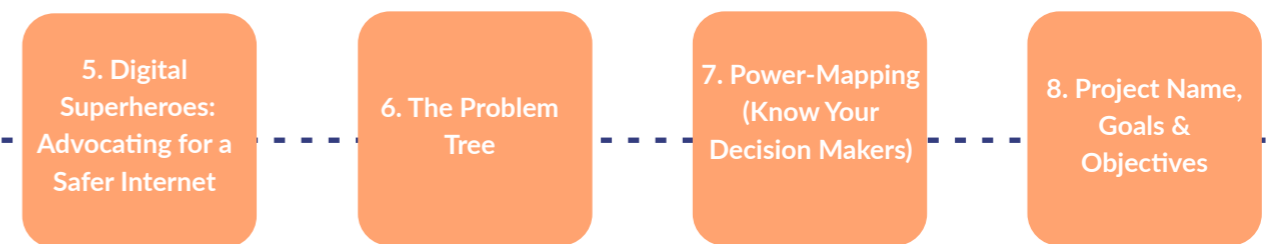
Below is a visualisation of the learning journey that you and your group will go on when they complete this resource. You can follow this map to understand the learning journey in more detail:



SESSION 1: SEE THE CHANGE



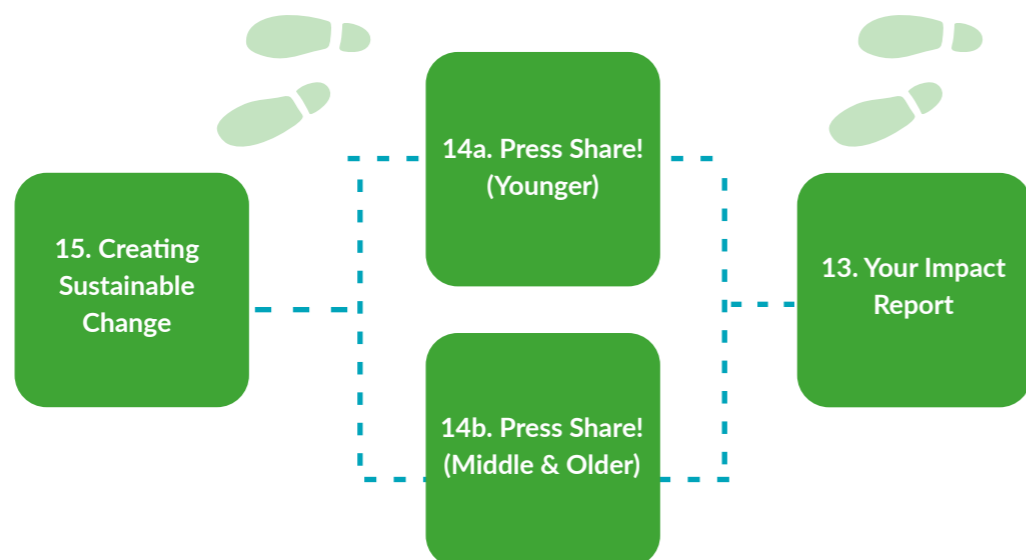
SESSION 2: PLAN THE CHANGE



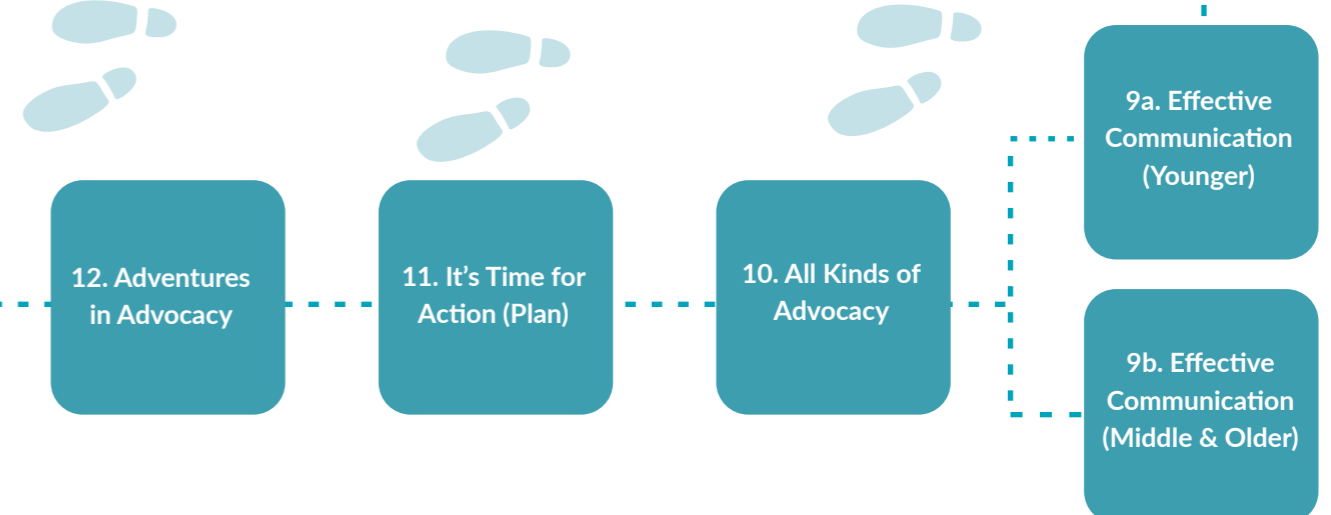
SESSION 4: SHARE THE CHANGE



YOU HAVE COMPLETED THE RESOURCE!



SESSION 3: LEAD THE CHANGE



WHAT IS ADVOCACY?

WAGGGS defines advocacy as influencing people to make decisions that will improve our lives and the lives of others. In the Surf Smart Programme, people are referred to as decision-makers who have control or power over decisions in our lives.

WAGGGS also believes that advocacy is about creating systemic change. This means challenging the root causes of society's problems. When advocating for change related to the online world, we are challenging the underlying causes of risks associated with digital spaces and existing inequalities. This is why the activities for the older years (16+) are adapted to focus on creating this systemic change.

It is important to recognise the clear difference between advocacy and awareness raising so that your actions are advocacy focused.

Advocacy is aimed at mobilising collective action, promoting policy, practice or legislative change. It is always targeted at those decision makers who are in position of power.

Awareness Raising is aimed at changing knowledge and behaviour at an individual level.



... WHO ARE THE DECISION MAKERS?

For the younger age groups, the decision makers you are targeting when advocating for change will be those in your close circle (e.g. parents, teachers, school principals, or community leaders). While for the middle and older age groups, the decision-makers that your advocacy will focus on will be those in your extended circle (e.g. parents, school principals, community leaders, journalists, CEOs of businesses, mayors or politicians).

Your advocacy, whether it is big or small, can have a huge impact. Even just successfully being able to speak to a key decision maker about your problem and sharing the impact it has had on your community has a ripple effect. You should be proud of yourself for even the small changes!

... HOW CAN YOU REACH OUT TO DECISION MAKERS?

There are many ways you can do this. Below are some examples of how you can engage with key decision makers as part of your advocacy:

- ☆ Writing a letter or email to your local politician urging to expand access to digital literacy and digital skills training for youth.
- ☆ Organising a meeting with your school headteacher asking them to teach students about digital literacy and safe online practices.
- ☆ Sending a message or speaking with your community leader asking them to implement policies regarding online safety.

Sometimes when you are reaching out to these decision makers, it may take some time to just get your foot in the door and connect with the people who have power to create change. It is important to identify your key decision maker, then research the organisational structure to make sure you know the best people to reach out to and tackle your chosen problem. You could connect with the decision maker directly or through a gatekeeper typically an assistant or associate), then you should request a meeting (in person, online or over the phone).



"I raise up my voice, not so that I can shout, but so that those without a voice can be heard."
Malala Yousafzai.

WHY ADVOCACY? FOR SEVERAL REASONS

- As young people, you have the right to be involved in decisions that affect your lives.
- Advocacy gives you the opportunity to be part of something bigger and help to make the world a better place. As members of society, we all have the power and right to influence decisions that affect us. Advocacy can grow from small beginnings. Even if we start small with a simple idea, the results of your local actions may lead to unimaginable changes for your community and the wider world.

We must all work together to ensure advocacy is inclusive and intersectional. It is vital that the voices of marginalised communities are represented in conversations about online safety. These voices have often been excluded, and that needs to change. That means listening to, amplifying and standing alongside those most impacted, so that the solutions we build truly represent and serve everyone.

You can think of doing advocacy like adding a cup of water to a bucket. If it is just you, it might take a long time. However, people all over the world are working towards creating a better world and by adding their cup of water to the bucket, that bucket will fill up quickly, representing the importance of everyone working together to encourage collective change, a great way to advocate for change is by linking your actions to the Sustainable Development Goals (SDGs). Governments have a duty to create and sustain a safe internet for all, and embedding the SDGs in your advocacy can be a powerful way to drive change. You can learn more about this below. Through advocacy you can influence decision-makers to create a more equal world. It is a powerful way to make a positive difference in your life and the lives of others.

THE SUSTAINABLE DEVELOPMENT GOALS



These are a series of commitments made by the governments of 193 countries. These goals are what we need to do to make sure the future is healthy and happy for the planet and everything on it. You can find out more information [here](#).

There are 17 Sustainable Development Goals that these nations agreed to achieve between 2015 and 2030.


These goals are the objectives we need to achieve to ensure a sustainable future for the planet and everything on it. As *Digital Superheroes*, we focus on **SDGs 4 (Quality Education), 5 (Gender Equality), 9 (Industry, Innovation and Infrastructure), 10 (Reduced Inequalities), 16 (Peace, Justice and Strong Institutions) and 17 (Strengthen Global Partnerships for Sustainable Development)**. Achieving these goals is not the job of just one country or one organisation, but the responsibility of every single one of us. Progress has been made, but there's still plenty to do and this is where you come in!

At WAGGGS, we understand that there are three routes to social change: community action, advocacy and social entrepreneurship. All these routes involve creating a project that will improve your community, society or the wider world. You can learn more about this through the [Be the Change 2030](#) toolkit to know how your advocacy project can focus specifically on achieving the Sustainable Development Goals.



WHO CAN BE AN ADVOCATE?

Anyone can become an advocate. No matter their age, everyone has important things to say and helpful ideas about how we can improve the world. It is highly recommended that you complete the [Surf Smart 2.0](#) programme, before starting the Digital Superhero sessions so that you have a deeper understanding of how to stay safe online and create a happier and healthier world digitally.

 "I am no longer accepting the things I cannot change. I am changing the things I cannot accept."
Angela Davis

DIGITAL SUPERHEROES CHANGING THE WORLD

Many Girl Guides and Girl Scouts around the world have already implemented projects to advocate for safe, inclusive and empowering online spaces. It is important to note that advocacy results take time (sometimes years, or even decades) but even small adjustments can create change.



Below are some examples of projects that have occurred as part of the Surf Smart programme, and they will hopefully inspire you showcasing some of the amazing things you can do to advocate for change:



GHANA

As part of their campaign, "Not Cool, Not Funny", the Girl Guides of Ghana met with a wide range of key decision makers including the Headteacher of a senior secondary school, and government officials from the National Cybercrime Unit. They advocated for comprehensive awareness programmes that protect young people from online risks and harmful practises. These discussions helped to encourage the introduction of school handbooks for safer internet behaviour and stricter regulations for those who perpetuate online harm to others.



MADAGASCAR

The Girl Guides from Fanilon'i Madagasikara asked the Ministry of Communication and Ministry of Youth to prioritise digital literacy by setting up computer labs in schools ensuring equitable access to digital technology.



UGANDA

The Girl Guides of Uganda proudly represented WAGGGS at the United Nations Civil Society Conference (UNCSC), calling on governments and civil society to foster youth participation in internet safety through meaningful intergenerational dialogue.



NEPAL

Advocacy Champions of Nepal Scouts hosted panel discussions with authorities from Nepal Police (Cyber Cell), journalists and representatives from Nepal Scouts and asked for actionable solutions to tackle misinformation and fake news through adequate media and information literacy. Their impact got attention from major technology channels such as ICT frame leading to a national commitment by Nepal Scouts to formally integrate internet safety awareness in its formal curriculum.

You will have the chance to learn even more about these amazing Digital Superheroes and their advocacy projects in Session 2, Activity 5!

FACILITATOR GUIDE

We encourage leaders to:

- ✔ Choose activities collaboratively with participants.
- ✔ Work in small groups where appropriate.
- ✔ Build in time for reflection during and after activities.
- ✔ Support group members to take the lead in planning and facilitating sessions.
- ✔ Adapt activities to meet the unique needs and interests of their group.



We ask leaders to intentionally create engaging youth-focused, brave spaces. These are places where participants are safe enough to take risks, try new things, and speak up.

A brave space is:

- 😊 **Inclusive** – everyone can meaningfully participate and feels they belong
- 😊 **Empowering** – everyone feels confident to be themselves
- 😊 **Safe** – everyone is respected and free from discrimination and harm

Your responsibilities as a facilitator include ensuring you are aware and embedding safeguarding policies and conducting risk assessments to mitigate any potential risks (online and offline) such as harm to a participant or the public, breaches of law, and reputational risks to the Movement. Please refer to [WAGGGS Safeguarding Policy](#) for more information.

How to facilitate a brave space?

- ☆ Co-create clear group guidelines (and state how you will uphold them)
- ☆ Vocally state that your space is for everyone who wishes to participate
- ☆ Stay mindful of local and global events that may impact participants
- ☆ Adapt to context and lived experience
- ☆ Avoid generalisations
- ☆ Offer safe and confidential routes to seek support
- ☆ Emphasise confidentiality

Online safety

Below are some tips to support your facilitation and ensure you get the best possible experience to allow you and your group to safely advocate for change online.



You should follow your Member Organisation's (MO) policies and procedures for activities taking place outside your regular meetings, including your MO's child protection policies.

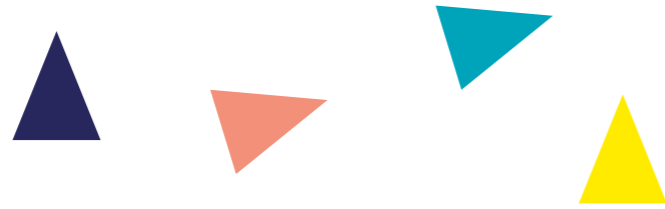
When advocating online:

- Adhere to age restrictions on social media.
- You should create and use a dedicated and monitored account for online activities.
- Always review your pictures, videos, or posts before sharing. Make sure they match your association's values, code of conduct, and local laws. Ensure you have consent from anyone featured in the content.
- It is important that there is adult supervision especially for activities that involve children aged 7-10 years. At minimum, ensure there are at least two responsible adults (find out your MO's guidelines for the required Adult to Child Ratio).
- If you see an offensive or alarming comment, do not respond. Take a screenshot or record it and share it with a trusted adult or your safeguarding focal point, who can then help you report it to the social media platform.
- If you are posting in a public space, decide whether you want comments turned on, and choose the platform that works best.
- Double-check your hashtags before using them. If they are already used for inappropriate content, don't use them because by using a hashtag, you are also promoting it.
- Be aware of the risks of using Artificial Intelligence (AI), which could increase the risk of false information, digital bias and surveillance tools.



HOW TO ENSURE ADVOCACY IS GIRL-LED

Throughout the journey of developing your advocacy journey, we encourage you to embed and amplify the following tips in your role as a leader and facilitator, allowing the girls and young people in your group to take the lead:



- Identify the issues that the girls and young people care about by directly consulting your group to identify the problem they care to advocate about.
- Encourage flexibility for local adaptation, letting girls and young people shape the activities based on their context.
- Involve the girls in the decision-making process by encouraging them to share their stories and experiences related to Internet use. This can be done anonymously, and you should create a brave and safe space.
- Support girls and young people, especially those from a diverse range of backgrounds, to feel empowered with knowledge to speak up and influence change, they can be the change they want to see.

The *She Surfs Freedom* report is a great example of girl-led advocacy because young women developed it and presented their call to action to the United Nations Commission on the Status of Women in 2022.



TIME TO BE R.E.A.L

To ensure that every girl grows and thrives through this programme, this resource is designed to offer **REAL** learning experiences.

What this means	Your role as a facilitator:	What it looks like in this pack
R – RELEVANT The activity connects to the lived experience, age, context, and interests of the participants.	<ul style="list-style-type: none"> • Link each activity to real-life scenarios • Encourage personal reflection and storytelling • Adapt examples to local context and community challenges 	<ul style="list-style-type: none"> • In <i>Understanding the Problem</i>, participants explore their own experiences of digital inequalities • In <i>Power-Mapping (Know your Decision Makers)</i>, participants visualise who holds power in their community and recognise key decision makers in their community to contact as part of their advocacy project.
E – EXCITING The activity feels fun, creative, and sparks curiosity. It includes different types of learning: movement, discussion, hands-on making, and reflection.	<ul style="list-style-type: none"> • Use music, movement, art, and storytelling to bring energy • Encourage creativity, role-play, and experimentation • Celebrate imagination and creativity, there are no wrong answers! 	<ul style="list-style-type: none"> • In <i>Understanding Advocacy (3a & 3b)</i>, participants learn about the role of advocacy through interactive role-play and drama • In <i>the World We Want to See</i>, participants use creative forms of expression to imagine an equal world with a safe internet for all and explore the role of craftivism to create change • In <i>The Problem Tree</i>, participants are creative when breaking down and evaluating the problem they are addressing as part of their advocacy project.
A – ACCESSIBLE Every learner feels included, supported, and able to participate fully. Activities are designed to be adaptable to different learning needs and local resources.	<ul style="list-style-type: none"> • Offer flexible formats (digital/physical, group/individual) • Adjust pacing or simplify language where needed • Make time for everyone's voice and contribution 	<ul style="list-style-type: none"> • In <i>Your Impact Report</i>, everyone is given the opportunity to share and evaluate their advocacy project in detail. • In <i>Digital Superheroes: Advocates for a Safer Internet</i>, you get the chance to hear from diverse groups to learn about all the different ways you can advocate for change. • Every activity has been adapted to be relevant to different contexts and can be adapted to be run online (just check the online tips for each activity)
L – LEARNER-LED Participants are not just recipients of information - they shape the learning experience through choice, leadership, and action.	<ul style="list-style-type: none"> • Let participants take the lead in decision-making and planning • Encourage peer learning, group reflection, and co-facilitation • Support action projects that reflect their passions and ideas 	<ul style="list-style-type: none"> • In <i>Understanding the Problem</i>, participants are given the chance to vote and select on the problem they want to tackle in their advocacy project. • In <i>Problem Name, Goals and Objectives</i>, participants work together to embed and design the key aspects of the advocacy project. • In <i>Adventures in Advocacy</i>, participants will now lead and facilitate their advocacy project that they have designed and developed.

You can access additional information about the Surf Smart Curriculum here: [Surf Smart 2.0](#)



UTILISING THE LEADERSHIP MINDSETS

In WAGGGS, leadership is a shared journey empowering us to work collaboratively, encouraging positive change for ourselves, our communities, and the wider world.

Being a good leader means actively developing your understanding of different contexts, bringing together different knowledge, and utilising this to collaborate with others to make a difference. So, if you can reflect and embed the following 6 leadership mindsets in all you do, that is one step you can take to become a better leader; for yourself and the participants you will be supporting in the activities.



Reflective

Explore and reflect on your experiences and their impact, develop your values, analyse mistakes and recognise successes to instigate change.



Worldly

Champion diversity and inclusion by understanding and accommodating other peoples' needs and concerns, demonstrate empathy, avoid using stereotypes and adapt activities to the environment.



Collaborative

Bring together different perspectives and inspire a shared, collective vision.



Creative and Critical

Feel empowered to innovate and explore individual growth through creativity and openness.



Gender Equality

Challenge gender stereotypes and reflect on the impact on inequalities individually, for your local group and globally. Feel empowered to overcome barriers and actively seek gender equality for all.



Responsible Action

Inspire and mobilise others to be responsible citizens, advocating and supporting action for change.

You can learn more about the leadership mindsets [here](#).



Think about and reflect on your leadership journey so far, how often do you use each mindset? How important is it to utilise the leadership mindsets when advocating for change?

GROWING AND LEARNING (GAL) FRAMEWORK

To help girls and young people navigate this world, at WAGGGS, we embrace **lifelong and life wide learning** that happens throughout life and in every aspect of life. This lies at the heart of our [Compass 2032](#) vision: an **equal world where all girls can thrive** with GAL helping us achieve this.

This prism below helps us visualise how Girl Guiding and Girl Scouting transforms the shared light of purpose into a spectrum of growth outcomes. The different elements of our approach, like our method, leadership model, and the space we create, interact like the structure of a prism, shaping the learner's journey in unique and meaningful ways.

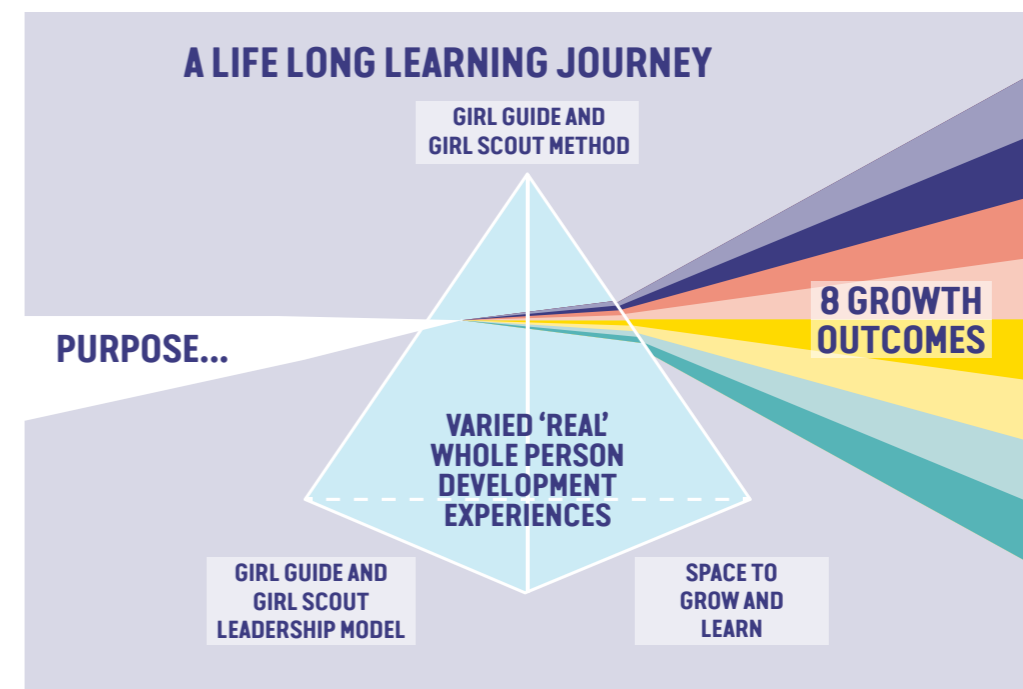
CONNECTED BY A SHARED PURPOSE

WE USE THE GIRL GUIDE AND GIRL SCOUT APPROACH

TO CREATE SPACE TO GROW AND LEARN

AND OFFER R.E.A.L. LEARNING EXPERIENCES

SO LEARNERS CAN REACH THEIR FULLEST POTENTIAL



The eight growth outcomes, aim to represent how within Girl Guiding and Girl Scouting we support any and every member to:

1. Be confident to be herself
2. Have integrity and make choices rooted in her values
3. Be curious and creative
4. Be prepared to adapt to change
5. Respect and feel part of nature
6. Be able to form meaningful connections with all
7. Care about the world and know she can make a difference
8. Feel connected with something bigger than herself.

You can find out more about GAL [here](#): [Growing and Learning](#)





Advocacy for Generation Digital: Pre-Survey (Age 7-10) ★

www.surveymonkey.com/r/32KK82S



Mission: "Superhero Check-In"



WELCOME, YOUNG DIGITAL SUPERHEROES!

Before you begin your Advocacy for Generation Digital adventure, Mission Control needs to know what powers you already have.

There are no right or wrong answers – just share what you think and feel.

Ready? Let's unlock your first superhero powers!



PART 1 - Superhero Log in

Q1. What is your *Superhero Name*? (Choose a fun nickname! Don't use your real name.)

.....

Q2. Country (of your Organisation):

.....

Q3. Your age (in years)

.....

Q4. Gender

- Boy Girl Prefer not to say



PART 2 - Mission Checkpoints



Checkpoint 1: What Is Advocacy?

Q5. Have you ever heard the word "advocacy" before? (Select one)

- Yes, many times Maybe once or twice No, never

Q6. What do you think advocacy means? (Select one)

- Speaking up for something important Arguing with people online
 Helping others be safe online I'm not sure yet



Checkpoint 2: What Can a Digital Superhero Do?

Q7. Which ways can you help make the internet a safer place? (Select up to 3)

- Remind friends to be kind online Share my password with friends so they can help me
 Tell an adult if someone is unkind online Use AI or apps to share positive messages
 Create a poster or story about being safe online



Checkpoint 3: Confidence Power-Up

Q8. How confident do you feel about these super skills?

(Rate each 1 = Not Confident at All to 5 = Very Confident)

Super Skill	1	2	3	4	5
I can help others stay safe online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk about issues that are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can share my ideas with my friends and leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can help make my community better online and offline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Mission Log Complete!

Your Digital Superhero Profile is now activated!

Mission Control thanks you for sharing your powers. Get ready to learn new skills and lead change in your community – your advocacy journey begins now!



Advocacy for Generation Digital: Pre-Survey (Age 11-15) ★

www.surveymonkey.com/r/32V9SPC



Mission: Your Digital Superhero Origin Story



WELCOME, DIGITAL SUPERHERO IN TRAINING!

You're about to begin your journey as part of the Advocacy for Generation Digital (A4GD) mission – where young people like you learn how to **speak up, take action, and make the internet safer and fairer for everyone.**

Before you start building your powers, Mission Control wants to know a bit about your current knowledge and confidence – so we can track your superhero growth later!

Instructions

- Choose a Superhero Name (like "PixelProtector", "JusticeCoder", "SmartStar").
- Answer each question honestly – there are no right or wrong answers!
- Your responses help us understand what you already know and where we can help you grow.



PART 1 - Hero Identity

Q1. What is your *Superhero Name*? (Make up a name you'll remember. Use it again at the end!)

.....

Q2. Country (of your Organisation):

.....

Q3. Your age (in years)

.....

Q4. Gender

- Male Female Prefer not to say

Q5. Have you completed the Surf Smart 2.0 Programme?

- Yes No



PART 2 - Your Advocacy Awareness

Q6. What does "advocacy" mean to you? (Select one)

- Speaking up for something you believe in Arguing with people online
- Asking decision-makers to make changes I'm not sure yet
- Helping others understand online safety

Q7. What do you think advocacy can help achieve? (Select up to 3)

- Make the internet safer for everyone Promote inclusion and equal access online
- Raise awareness about online issues Get likes and followers on social media
- Influence leaders and decision makers I'm not sure



PART 3 - Your Confidence to Act

Q8. How confident do you feel about each of the following?

(Rate each statement from 1 = Not at all confident to 5 = Very confident)

Statement	1	2	3	4	5
I can identify online safety and digital inclusion issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can plan and lead an advocacy activity or campaign.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk to adults or decision-makers about online issues that affect youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can work with others to create positive digital change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use digital tools safely and responsibly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



PART 4 - Your Voice Matters

Q9. In your own words, what kind of change would you like to see online or in your community?

(Write your thoughts below.)

.....



Mission Log Complete!

Your Digital Superhero profile has been registered with Mission Control.

You're now ready to begin your A4GD journey – learning, leading, and taking action for a safer digital world.

REMEMBER: Every superhero starts with one step and your next one begins in Session 1: See the Change!



Advocacy for Generation Digital: Pre-Survey (Age 16+) ★

www.surveymonkey.com/r/327BD7Y



Mission: Your Digital Superhero Origin Story



WELCOME, DIGITAL SUPERHERO-IN-TRAINING!

You're about to begin your *Advocacy for Generation Digital mission* – a journey to become a digital superhero who uses their voice and actions to make the online world safer and fairer for everyone.

Before we start, we'd love to understand your current knowledge and confidence about advocacy and online safety.

There are no right or wrong answers – just share your honest thoughts.

Instructions

- Choose a Superhero Name (like "PixelProtector", "JusticeCoder", "SmartStar").
- Answer each question honestly – there are no right or wrong answers!
- Your responses help us understand what you already know and where we can help you grow.



PART 1 - About You

Q1. What is your Explorer Name or Initials? (Use the same name at the end of the programme so we can match your responses!)

.....

Q2. Country (of your Organisation):

.....

Q3. Your age (in years)

.....

Q4. Gender

- Male Female Prefer not to say



PART 2 - Understanding Advocacy

Q5. Have you ever taken part in any advocacy activity before? (Select one)

- Yes, several times Not yet
 Once or twice

Q6. What does advocacy mean to you? (Select one)

- Speaking up for something you believe in Arguing with people online
 Asking decision-makers to make changes Get likes and followers on social media
 Helping others understand online safety I'm not sure yet

Q7. Which of these are examples of advocacy? (Select all that apply)

- Talking to community leaders about online safety Posting negative comments about issues
 Creating campaigns or projects to raise awareness Encouraging others to take positive action
 Sharing factual information online



PART 3 - Digital Citizenship & Online Safety

Q8. How confident are you in each of the following?

(Rate each statement from 1 = Not at all confident to 5 = Very confident)

Statement	1	2	3	4	5
I can identify online safety and digital inclusion issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can plan and lead an advocacy activity or campaign.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk to adults or decision-makers about online issues that affect youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can work with others to create positive digital change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use digital tools safely and responsibly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



PART 4 - Your Voice Matters

Q9. In your own words, what kind of change would you like to see online or in your community?

(Write your thoughts below.)

.....

















Mission Log Complete!

Your Digital Superhero profile is now activated!











You're ready to begin your A4GD adventure – learning, leading, and speaking out for a safer, kinder, and more equal digital world.














SESSIONS OUTLINE & GUIDE:

 SESSION 1: SEE THE CHANGE					
Activity Name	Objectives	Age Group	Time	SDGs	Growth Outcomes
1. UNDERSTANDING THE PROBLEM	<ul style="list-style-type: none"> Reflect on what you have learnt from the Surf Smart resources. Understand and reflect on the problems associated to an unsafe internet safety and digital literacy. Brainstorm these issues and select a problem you want to address related to online safety to tackle as part of your advocacy project. 	ALL   	15 Mins	4	1
				5	2
				10	3
				16	4
2. THE WORLD WE WANT TO SEE	<ul style="list-style-type: none"> Reflect on how the world would look if everyone felt safe and happy to use the internet Explore creative forms of expression and craftivism 	ALL   	20 Mins	10	3
				16	7
3A. UNDERSTANDING ADVOCACY: TAKING A STAND	<ul style="list-style-type: none"> Introduce the concept of advocacy to participants in accessible terminology Understand the difference between advocacy and awareness raising Learn about the importance of advocacy and taking action to make positive changes about a problem they are passionate and care about. 	YOUNGER 	20 Mins	10	7
				16	8

 SESSION 1: SEE THE CHANGE					
Activity Name	Objectives	Age Group	Time	SDGs	Growth Outcomes
3B. UNDERSTANDING ADVOCACY: FORUM THEATRE	<ul style="list-style-type: none"> Learn and develop understanding of advocacy through drama Understand the difference between advocacy and awareness raising Explore the importance of advocacy as a tool to speak up and create positive change 	MIDDLE & OLDER  	30-45 Mins	10	3
				16	7
					8
4A.THINK TANK: RESEARCH TO THE RESCUE	<ul style="list-style-type: none"> To learn and understand the importance of research as a tool in advocacy To discover key facts about your community and learn about the groups impacted by your selected 'problem' to deepen your understanding of your advocacy project 	YOUNGER 	30-60 Mins	4	2
				9	3
				10	6
				16	7
					8
4B. RESEARCH YOUR WAY TO CHANGE	<ul style="list-style-type: none"> To learn and understand the importance of research as a tool in advocacy To discover key facts about your community and learn about the groups impacted by your selected 'problem' to deepen your understanding of your advocacy project 	MIDDLE & OLDER  	30-60 Mins	4	2
				9	3
				10	6
				16	7
					8

SESSIONS OUTLINE & GUIDE:

 SESSION 2: PLAN THE CHANGE					
Activity Name	Objectives	Age Group	Time	SDGs	Growth Outcomes
5. DIGITAL SUPERHEROES: ADVOCATING FOR A SAFER INTERNET	<ul style="list-style-type: none"> Explore and learn about the stories of advocates who have made a difference through different forms of advocacy 	ALL	20 Mins	10	1
				16	3
				7	
				8	
6. THE PROBLEM TREE	<ul style="list-style-type: none"> To understand and break down the problem participants are addressing in more detail, exploring the root causes and effects to contextualise it 	ALL	25 Mins	4	2
				10	3
				16	7
					
7. POWER-MAPPING (KNOW YOUR DECISION MAKERS)	<ul style="list-style-type: none"> To discuss and visualise who holds power in your community To recognise key decision makers in your community that you can contact to create change and tackle your problem 	ALL	20 Mins	10	1
				16	2
					3
					6
8. PROJECT NAME, GOALS & OBJECTIVES	<ul style="list-style-type: none"> To create key objectives and goals for your advocacy project 	ALL	20 Mins	4	1
				5	2
				9	3
				10	4
				16	7
					8

 SESSION 3: LEAD THE CHANGE					
Activity Name	Objectives	Age Group	Time	SDGs	Growth Outcomes
9A. EFFECTIVE COMMUNICATION	<ul style="list-style-type: none"> To understand the importance of good communication by supporting participants to feel they can express themselves clearly, listen effectively and state their advocacy objectives clearly 	YOUNGER	15 Mins	4	1
				10	3
				16	6
9B. EFFECTIVE COMMUNICATION	<ul style="list-style-type: none"> To understand the importance of good communication by supporting participants to feel they can express themselves clearly, listen effectively and state their advocacy objectives clearly 	MIDDLE & OLDER	30 Mins	4	1
				10	3
				16	6
10. ALL KINDS OF ADVOCACY	<ul style="list-style-type: none"> Learn about all the amazing forms of advocacy that you can use as part of your project 	ALL	20 Mins	4	1
				10	2
				16	3
					7
					8
11. IT'S TIME FOR ACTION (PLAN)	<ul style="list-style-type: none"> To plan and create your action plan for your advocacy project 	ALL	20 Mins	4	1
				5	2
				9	3
				10	7
				16	8
12. ADVENTURES IN ADVOCACY	<ul style="list-style-type: none"> Run your advocacy project! 	ALL	30+ Mins	4	1
				5	2
				9	3
				10	4
				16	5
					6
					7

SESSIONS OUTLINE & GUIDE:

 SESSION 4: SHARE THE CHANGE					
Activity Name	Objectives	Age Group	Time	SDGs	Growth Outcomes
13. YOUR IMPACT REPORT	<ul style="list-style-type: none"> Assess and evaluate the progress and impact of the work of your advocacy project Learn from your experiences by exploring what worked well, what did not work well and what could be improved 	ALL   	20 Mins	4	2
				5	3
				9	4
				10	7
14A. PRESS SHARE!	<ul style="list-style-type: none"> Share the work you did during your advocacy project Inspire others in your community or around the world to take action 	YOUNGER 	25 Mins	4	1
				5	3
				9	6
				10	8
14B. PRESS SHARE!	<ul style="list-style-type: none"> Share the work you did during your advocacy project Inspire others around the world or in your community 	MIDDLE & OLDER  	25 Mins	4	1
				5	3
				9	6
				10	8
15. CREATING SUSTAINABLE CHANGE	<ul style="list-style-type: none"> Think about the next steps and what will happen next. Put in place a plan about ensuring that the changes you made to tackle your problem during your advocacy project are sustainable. 	ALL   	15 Mins	4	2
				5	3
				9	4
				10	7
				16	8

Session Overview & Introduction



These sessions are designed to explore, understand, and take action on issues related to online safety, digital wellbeing, and fair access to the digital world. Through reflection, discussion, creativity, and practical tools, you will be guided to identify a problem you care about and develop an advocacy project to create positive change in your community and beyond.

Across the four sessions — See the Change, Plan the Change, Lead the Change, and Share the Change, you will build key skills in critical thinking, research, communication, collaboration, and leadership. You will explore what a safer and more inclusive digital world could look like, learn the difference between awareness raising and advocacy, and discover how to use your voices to influence decision makers and systems.



The activities are designed to be flexible and age-appropriate, offering multiple ways for you to engage through discussion, drama, creative expression, and action planning. By the end of the sessions, you will not only have a clearer understanding of digital safety and rights but will also have the confidence, tools, and motivation to advocate for meaningful and sustainable change, online and offline.

SESSION 1: SEE THE CHANGE



This section will help you understand the concept of advocacy. You will identify the communities that you are part of and research the issues you are passionate about.

At this stage, you will decide your route to advocacy and begin to build your vision for change.

1. UNDERSTANDING THE PROBLEM



➔ OUTCOME

- Understand and reflect on the problems associated with unsafe internet and limited digital literacy
- Understand the difference between advocacy and awareness raising
- Brainstorm these issues and select a problem you want to address related to online safety to tackle as part of your advocacy project

PREPARATION

- Previous learning from Surf Smart 2.0
- Large Paper
- Pens/Pencils
- Post-it Notes
- Statements (Advocacy vs Awareness Raising)

▶▶ WHAT HAPPENS

1. Begin by giving your group a brief recap on the Surf-Smart resource, explaining that they will be developing this even further by learning the skills needed to become an advocate for change. They will be tackling some of the problems they previously learnt about related to internet safety.
2. Encourage the participants to think about the importance of staying safe online and why it matters. Now you learnt about what online safety means to them and the different dangers that can impact girls and young people around the world. **This is a problem.**
3. Encourage them to write down as many problems as they can think of related to online safety and digital inclusion using the pens, paper and post it notes in front of them.
E.g. Cyberbullying, misinformation, fake news, online abuse and violence towards girls and women, censorship, rise of AI related risks, exposure to harmful content, the digital divide.



4. Now they should identify which problem they want to address. Reflect and look at the problems they have brainstormed. Collectively, they should choose their top three problems.
5. Once they have selected three problems, they should vote on the problem they want to address. This will be the problem their advocacy project will tackle.

TAKE IT FURTHER



Ask participants to share examples where these problems have impacted themselves or other people in their life. Discuss why it is important to tackle these problems.

OLDER YEARS (16+)



Explore and reflect on the different problems stated and break them down even further. Discuss what you think the systemic causes of these problems are? How can you challenge these problems by encouraging and creating systemic change?

TIP

You can make the voting process more fun by using ballot forms and add these to a box or hat.



TAKE IT ONLINE

Instead of moving around your space, you can get people to vote online on whether they think the statements are advocacy or awareness raising.

You can utilise online whiteboard tools such as *Miro* or alternatively *Zoom* whiteboard app, to brainstorm the different problems related to internet safety and digital access. Try to keep the problems relevant to your group and their experiences to make it more accessible for them. When voting you can use an online poll for this.



SESSION 1: SEE THE CHANGE



2. THE WORLD WE WANT TO SEE



➔ OUTCOME

- Reflect on how the world would look if everyone felt happy and safe to use the internet as a space for all
- Explore the steps that can be taken to create a more equal world
- Get creative using art as a form of expression and activism

PREPARATION

- Coloured/Plain Paper
- Pens/Pencils
- Sticky Notes
- Magazines or Pictures
- Stickers



▶▶ WHAT HAPPENS

1. Read the following statement aloud to your participants:
Now that you have learnt about the problems related to the digital world, take time to imagine how different the world would look if these problems did not exist! As advocates we want everyone to do the things they love freely, speak up and enjoy their time online without worrying about their safety.
2. Discuss as a group, what a 'safe internet' looks like?
3. Individually, give each person a piece of paper and a pen or pencil. Get creative and ask them to draw a picture of what they think their school, community, town or the world would look like if the internet was an inclusive space where no one feels unsafe online or does not have access to digital devices.
4. Once everyone has finished their drawings, you should put these pictures around the room to create an art gallery. Give everyone a chance to look around and see the amazing artworks! You could even share these images on social media: #

▶▶ WHAT HAPPENS

5. Reflect on the different artworks:
 - What does this say about the importance of online safety and digital inclusion?
 - What does each piece tell us about how the world would be different in a society with no digital inequality?
6. Discuss your thoughts and ideas as a group, what steps can you take to create a world where this is reality? Taking action through advocacy is a great way to put this in motion.

TAKE IT FURTHER



Discuss the following question in more detail: What does being part of a digitally inclusive and safe world mean to you?

This is a form of craftivism, do some research about different forms!



TAKE IT ONLINE

Begin your session by discussing with your group what a 'safe internet' looks like. Using an online whiteboard like [Miro](#) or Zoom's Whiteboard feature, create a vision board together that represents what a safe internet looks like. They can use words, images or icons to visualise this. You could also create a digital artwork using platforms like [Sketchpad](#).

YOUNGER YEARS (7-10 YEARS) ★

Keep this activity simple, ask them to draw or paint a world where everyone feels free to be themselves and safely use the internet. Once everyone has done their drawing or painting, place them around the space and discuss what they represent and whether there are any similar ideas or concepts that reappear.



OLDER YEARS (16+) ★

Bring together everyone's art and create a Zine collectively. A Zine is a small booklet or magazine (often hand-made or digital), they are often made independently and tend to look DIY. Often Zines cover a variety of topics and ideas from personal stories, poetry and art. They are often a type of media to create community, share perspectives and speak out about social issues. Using your art, add some stories or other written media to speak up and vocalise what your problem is, why it matters and why change is necessary.

TIP

Think about what everyday life would be like? How do you visualise freedom from [your problem]?

SESSION 1: SEE THE CHANGE



3A. UNDERSTANDING ADVOCACY: TAKING A STAND (YOUNGER YEARS)



15 mins



OUTCOME

- Introduce the concept of advocacy to participants in simple, accessible language
- Recognise why advocacy matters and how young people can take action to make positive change on issues they are passionate and care about.

PREPARATION

- “Problem Brainstorm” list from Activity 1 (Understanding the Problem)
- Advocacy vs Awareness Raising Statements (Resource)
- Scenario Cards (Resource)
- Open Space where participants can move around



WHAT HAPPENS

1. Ask the group to remember and name some of the problems previously discussed and mentioned in Activity 1 (e.g. cyberbullying).
2. Ask if anyone has ever heard the term ‘advocacy’ before. Introduce another key word: ‘awareness raising’. Ask if anyone recognises it. Sometimes advocacy can get mixed up with ‘awareness raising’.



FACILITATOR NOTE:

Please check out and read aloud the definitions of advocacy and awareness raising from the “What is Advocacy?” section on page 10 to the participants.

3. Using *Statements Resource (Activity 3a)* explain that you will be playing a game called ‘advocacy’ or ‘awareness raising’ to help explain the difference between the two concepts. One side of your space represents ‘advocacy’, and the other side represents ‘awareness raising’.



WHAT HAPPENS

4. Read aloud each statement from the *Statements Resource*. After each statement, participants should move to the side of the room that matches their choice: Advocacy, Awareness Raising, or Maybe. Once they have chosen, ask a few volunteers to explain why they stood where they did.
5. Emphasise that advocacy means **taking action to influence change** (for example, asking a decision maker to do something differently) Awareness raising means **sharing information so people understand an issue** but not necessarily asking for change to happen.
6. Reiterate to everyone that both advocacy and awareness raising contribute to create positive changes in society. Since we are focusing on this activity pack largely on advocacy, it is important to understand the difference between these two terms.



TAKE IT FURTHER

Use the Scenario Cards (Activity 3a) to go deeper. Read each scenario aloud and ask: Does this need advocacy, awareness raising or neither?

After participants move to their chosen spot; ask them:

- Why did you choose that?
- What could be done to help in this situation?
- Who could help us fix unfair problem or push for change?



TAKE IT ONLINE

Additionally, your group can move the scenario cards around a digital space like Miro, placing them next to ‘Advocacy’, ‘Not Advocacy’ and ‘Maybe’. Work in small groups in break-out rooms to place these scenarios with their relevant answers. Once this is done, then discuss with each group their reasoning for their answers..

TIP

This video has a helpful explanation of what advocacy is and explains it in an accessible way: [What Does ‘Advocacy’ Actually Mean and Why Is It Important?](#)

To learn more about the steps you can take to safely speak out, try this activity on page 121 from [Voices Against Violence \(Older\)](#). This activity is more suitable for middle and older years.

VOICES AGAINST VIOLENCE



SESSION 1: SEE THE CHANGE



ACTIVITY 3A: STATEMENTS (RESOURCE)

Read aloud the following statements and decide whether they are advocacy or awareness raising.

ADVOCACY

Holding a meeting with community leaders and elders about why there needs to be better internet access in your local area to create more job opportunities, explaining the necessary steps needed to make this happen.

AWARENESS RAISING

Presenting the findings of the survey on cyberbullying at a school assembly.

ADVOCACY

Holding a public rally to call for the integration of education of digital inclusion and human rights in school. curriculum

ADVOCACY

Writing a letter to the headteacher demanding that there are classes introduced that teach young people how to stay safe online.

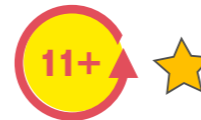
AWARENESS RAISING

Distributing fliers to the public with with information on new legislation to protect girls and young women online

SESSION 1: SEE THE CHANGE



3B. UNDERSTANDING ADVOCACY: FORUM THEATRE (MIDDLE & OLDER YEARS)



OUTCOME

- To introduce the concept of advocacy to participants and explain what this means in accessible terms
- Learn about the importance of speaking up and taking action to make positive changes about a problem they are passionate and care about through drama (Augusto Boal's Forum Theatre, sometimes known as Theatre of the Oppressed).

PREPARATION

- Problem Brainstorm from Activity 1
- Scenario Cards
- Open Space to move around

TIP

Ensure that you create a brave space for this activity.

WHAT HAPPENS

- Ask the group to name some of the 'problems' they previously discussed and mentioned in Activity 1 (Understanding the Problem). E.g. cyberbullying.
- Ask if anyone has ever heard of 'Advocacy'? **Advocacy** aims to mobilise collective action, promote policy, practice or legislative change. It is always targeted at those decisions makers who are in position of power.
- Explain to the group that as members of society, we all have the power and right to influence decisions that affect us. Advocacy can grow from small beginnings. Even if we start small with a simple idea, the results of your local actions may lead to unimaginable changes for your community. Anyone can be an advocate!
- Introduce the concept of Forum Theatre. This is when the audi-ence is involved in the play, not just as passive viewers but as active participants who can intervene in the performance to ex-plore solutions to social issues. Through this activity, they will have the opportunity to explore different ways you can take action and stand up against digital inequality through **drama**.
- Get into small groups of up to four people. Each group should create a two-minute scene that shows a situation where digital inequality exists (You can use the prompt cards to support).



3B. UNDERSTANDING ADVOCACY: FORUM THEATRE (MIDDLE & OLDER YEARS) (CONTD)

▶▶ WHAT HAPPENS

In each scene, there should be:

- one person who is affected by digital inequality
- one person whose actions or decisions create the unfair situation
- one bystander
- one narrator, whose role is to encourage the audience to take part during the performance



6. Once each group has prepared their two-minute drama, they should perform their scene for the larger group. After each performance, the narrator should encourage the audience to intervene by shouting 'STOP'. The scene is then paused.

At this point, anyone from the audience may step into the performance by replacing a character (the person affected by the situation, the person contributing to it, or a bystander) and try out different actions or words to change what happens next. The aim of each intervention is to challenge the unfair situation, support the person affected, or change the circumstances so that the digital inequality does not continue.

7. After each intervention, take time to reflect on what changed. You can use the following questions to guide the discussion:

- Was the intervention effective?
- How did the situation change after the intervention?
- Did the person impacted gain any control or support over the situation?
- Did the person contributing to the situation recognise the impact of their actions?
- Did the bystander help to improve the situation or prevent it from escalating?
- What did it feel like stepping in from the audience and take action?
- Was the situation resolved or does more need to change?

8. Continue the process of performing the scenario, inviting audience intervention, and reflecting until every group has shared their scenario and participated.

9. After all the scenarios have been performed by each group and interventions have been explored, discuss with the larger group what they have learned through participating in this activity. Discuss how these approaches could be used in real-life situations and how people can build their confidence to intervene and call out behaviour that enables digital inequalities. It is important to recognise that even small interventions can have a big impact when people feel empowered to act. *This is an example of advocacy.*



TAKE IT ONLINE

Read aloud the scenarios and discuss the different ways in which they would respond and intervene. You can still act online so you could get into small groups and run the same activities but with each person acting as their role in dialogue.



TAKE IT FURTHER

Design your own scenario, related to your selected 'problem' you are tackling.

OLDER YEARS (16+)



As a group, discuss what you would do to prevent the problems in the scenario cards from ever happening: What systemic changes need to happen?

ACTIVITY 3B: SCENARIO CARDS (RESOURCE)



FACILITATOR'S PROMPT:

Always remind participants that when situations involve violence, harassment, or harm, safeguarding comes first. Immediate safety and protection are the priority before moving into advocacy.

Malia is being repeatedly harassed online by classmates. It is impacting her school grades and her mental health.

Yes – advocacy is needed. Many young people face online bullying, so parents and youth can speak up to schools by asking for stronger anti-bullying rules, and classes that teach kindness and safe online behavior.

Taylor has been contacted by an adult online inappropriately.

Yes – advocacy is needed. Safeguarding must come first to protect Taylor. Many young people face similar problems, so parents and schools can call on policymakers to create youth-friendly, simple reporting and complaint mechanisms.

Rumi is from a low-income family and she can only access the internet from unsafe environments (e.g. unsecured networks)

Yes - advocacy is needed. Everyone should have safe and fair internet access. You can call on the government to close the digital divide by making internet more affordable, safer, and available for all families.

Freya's school does not have online safety included in the curriculum.

Yes - advocacy is needed. It is important that there is an updated curriculum that addresses internet safety and digital literacy.

Megan clicks on a phishing link despite clear warnings.

No - advocacy is not needed. This was an individual mistake. Awareness should be raised for her case, but wider advocacy is only needed if phishing were a widespread issue affecting many people.

Juni is playing a videogame online and another player says, "Ha I won!" and laughs after beating her in the game.

No - advocacy is not needed. This might be friendly teasing. Supporting her in managing online interactions is more important than formal advocacy.

Everyone else in Lara's school class has started using this cool new app that costs money, but she can't access it.

No - advocacy is not needed (yet). It is okay to want things but not having a fun app is not unfair unless it is required for learning.

SESSION 1: SEE THE CHANGE



4A. THINK TANK: RESEARCH TO THE RESCUE

7-10



25 mins

➔ OUTCOME

- To learn and understand the importance of research as a tool in advocacy.
- Discover key community facts and learn about the groups impacted by your selected issue.
- Understand the problem that they are focusing on for their advocacy project in deeper detail.

PREPARATION

- Paper
- Pens/Pencils
- Access to Online Materials
- Understanding of Local Community and relevant groups
- Pre-existing research about selected issue

▶▶ WHAT HAPPENS

1. Read aloud the following to your group:
Doing research is a very important part of advocacy and you often need proof that the problem you have selected is a genuine issue that needs to be addressed, to do this you must collect information through research.
2. For this activity, they will be acting as researchers. Their job is to explore, ask questions and collect information to help them become an expert on the problem, so that as advocates they are knowledgeable and can speak up to help fix the problem.
3. Have a quick discussion about the problem they choose to focus on in Activity 1. Use the following questions to support this discussion:
 - What is the problem?
 - Who is impacted by this problem?
 - Why is this problem important?
 - Who should we talk to or try to convince (which decision makers)?
 - What information do we not know yet?



▶▶ WHAT HAPPENS

4. Organise participants into pairs or small groups. Assign each group one of the questions from point 3. Each group creates a poster or infographic that responds to their assigned question. There are many different ways you can do research, check out our tips for further guidance on this!
5. They come back together as a group and share the research they have found together. Ask, was it easy or hard to find the information?

↑ TAKE IT FURTHER



Take time to interview community members, school staff and other organisations. Run a short survey or ask some questions that focus on your selected problem.



TAKE IT ONLINE

This activity can be done entirely online, participants can do the work individually or in small groups.

TIP

You could do your research by:

- Asking an expert (interviewing adults like their guide/scout leader, teacher, parent, or IT staff)
- Read books or child-friendly articles
- Watch educational videos from child-safe platforms like YouTube kids.
- Online Educational Games like [Play Interland - Be Internet Awesome](#)



SESSION 1: SEE THE CHANGE



4B. RESEARCH YOUR WAY TO CHANGE

11+ 25 mins

OUTCOME

To learn and understand the importance of research as a tool in advocacy and discover key community facts and learn about the groups impacted by the issue, through understanding the problem that they are focusing on for this advocacy project in deeper detail.

PREPARATION

- Paper
- Pens/Pencil
- Access to online materials
- Understanding of local community and groups
- Pre-existing research

WHAT HAPPENS

1. Explain to the group: research is an integral part of advocacy and the success of your project can depend on whether the information you collect is reliable and accurate. You need to prove that the problem you have selected is a genuine concern that needs to be addressed and to do that you will need to do research.
2. Have a quick discussion about the problem they voted on in the previous activity. Encourage them to briefly answer the following questions (they will be focusing on these in more detail later on in the activity):
 - What are the causes?
 - Who is affected (and how)?
 - What has already been done to tackle this problem? (e.g. are there any policies or legislation)
 - What could help fix the problem?
 - What do different people think about this problem?
3. Organise them into into five different groups and each group should be assigned one of the above questions, their task is to research and find out the key information that answers their assigned questions and explore the problem in greater detail.
4. Now, get the smaller groups to share their research they have found with the wider group. Guide them to create a big infographic which answers all the questions and directly addresses why their problem is something that needs to be fixed.



TAKE IT FURTHER

Take time to interview community members, school staff or local organisations. Run a short survey or social media poll to gather your qualitative and quantitative research.

Instead of focusing on researching your problem, shift your perspective and aim to research for change. Reflect on what you want to do with what you have learnt? What decisions could this research influence? Who needs to hear about this?

TIP

Make sure you include where you got your research from and confirm it is correct (utilise various different sources).

- You could do your research by:
- Asking an expert (interviewing a teacher, parent or IT staff)
- Reading books or online articles
- Watching educational videos

OLDER YEARS (16+)



It is important to develop your research even further through critical thinking, real world analysis and looking through the lens of systemic change. You can try this by:

- Discussing which systems or structures are creating or sustaining your problem (e.g. education systems, social norms, economic inequalities, government policies). How do these systems exclude or harm certain groups?
- Exploring the intersectional impact of digital inequalities and how they relate to your problem. Discuss who controls digital platforms and who gets excluded? Discuss how digital inequalities affect different groups in different ways? (e.g. a refugee vs someone middle class in the same city)
- Find a case study where your problem (or digital inequality) has been tackled in an innovative or systemic way.
- Reflect on who has power or influence over your problem (e.g. governments, technological companies). What voices are missing in the discussion, how can we create space for them?
- Consider the policies or laws that exist around your problem; are they fair and how are they enforced?



TAKE IT ONLINE

This activity can be done entirely online; participants can do the work individually or in small groups.

WELL DONE!

You have completed Session 1. Take time to reflect, discuss and summarise the key elements of this section.

Congratulations, you have now fuelled up the first bar of the Wi-Fi with your hard work and reflection!



SESSION 2: PLAN THE CHANGE



In this section, you will identify the issue you plan to tackle, involve others in your project and plan the steps you need to take.

You will decide your vision, objectives and plan of action.

5. DIGITAL SUPERHEROES: ADVOCATING FOR A SAFER INTERNET



20 mins



OUTCOME

Explore the different stories from advocates who have made an impact and helped to create a safer internet for all.

PREPARATION

- Advocate Profiles (Check Activity 5: Advocacy Profiles Resources)



WHAT HAPPENS

1. Begin by reiterating that ANYONE can be an advocate and they can be the change they want to see. Explain that you will be sharing and discussing different group of people who have made a difference in their own community and globally to make the internet a safe space for all.
2. Separate everyone into 6 separate groups. Each group will be assigned a different country, representing different advocacy projects that have happened around the world:

- | | |
|----------|--------------|
| • Chile | • Nepal |
| • Ghana | • Uganda |
| • Poland | • Madagascar |

Give each group their relevant advocacy profile.

3. In their groups, they should create a 1-minute presentation (this could be a song, a short drama or just spoken presentation). Their task is to tell the story of the advocates in their selected country, explaining how they created change through advocacy to make the internet a safer place.
4. Give groups 10-15 mins to prepare and encourage them to answer the following questions as part of their presentation:



WHAT HAPPENS

- What was the problem they were tackling? (e.g. cyberbullying)
 - Which decision-makers did they target?
 - What did they do as part of their advocacy project (action)?
 - What was the outcome/what change did they make?
5. Now it is time to share the amazing advocacy stories from around the world. Get each group to share their country's advocacy story!
 6. Finish up the session by highlighting all the different ways you can advocate for change and that anyone can be an advocate! Change is important, whether it is big or small! Discuss how advocacy works, emphasising that anyone can be an advocate in different ways.



#BeTheChangeOnline

TAKE IT FURTHER



Do you feel inspired? Take time to think about how you will be an advocate in your own community - think about the problem you are tackling, the decision maker you want to direct your advocacy at and the action you will take.



TAKE IT ONLINE

In small groups, take time to research different digital advocates who have spoken out and made a difference in their community to tackle problems in digital inclusion. You can use the advocate cards (appendix) as examples of people within Girl Guides and Girl Scouting who have made a difference alongside the examples from some other amazing women who have helped to create a safer internet. Here are some examples:

- **Nighat Dad:** Pakistani lawyer and founder of the Digital Rights Foundation who advocates for women's online safety in Pakistan and globally, tackling issues like revenge porn, cyber harassment laws and data protection.
- **Caroline Criado Perez:** Activist that explores gender bias in technology, highlighting the role of systemic exclusion and how it can create unsafe and biased experiences online. She advocates for technology institutions to create designs with everyone in mind.
- **Frances Haugen:** Whistleblower and advocate for transparency in technology. She leaked thousands of internal documents known as the facebook files to journalists, calling for better regulations of social media platforms by advocating for better transparency, safety by design and laws to hold tech companies accountable.

OLDER YEARS (16+)



You have had time to learn about advocates within the Girl Guiding and Girl Scouting community but there are some amazing women who have helped to create a safer internet. Think about the advocates in Guiding and these other women who have advocated for change in the wider world:

- What inspired you?
- What type of change did you see?
- Systemic or individual action?



TIP

There is a blank template, if you want to add your own advocates you can!

SESSION 2: PLAN THE CHANGE

ACTIVITY 5: ADVOCACY PROFILES (RESOURCE)

ADVOCATES IN CHILE

PROBLEM: Cyberbullying

DECISION MAKER: General Public

ACTION:

- Created an online digital platform to raise awareness and share practical tips to combat their problem
- Completed a survey exploring the impact of their problem within their local community

RESULT:

Educated people in their community providing them with the tools to identify, prevent and act against cyberbullying and know where to seek support if necessary.



ADVOCATES IN POLAND

PROBLEM: Increase Digital Literacy

DECISION MAKER: Teachers, Parents

ACTION:

- Online Surveys about digital literacy rates
- Webinars
- Panel Discussion
- Interactive workshops in schools with experts

RESULT:

Develop digital literacy rates in their local community to tackle the Digital Divide, create more opportunities and safer online spaces.



ADVOCATES IN GHANA

PROBLEM: Role of technology, online addictions and its impact on mental health

DECISION MAKER: Teachers, Local Community Leaders, other Young People

ACTION:

- Used online spaces (like X) to create a safe space for young people to share challenges and dilemmas,
- Ran 3 days of workshops in local schools
- Roundtable discussions with staff
- Internet Safety Conference and spoke on National TV
- Introduced a cyberbullying clause in school handbooks

RESULT:

Encouraged stricter regulations and introduced a cyberbullying clause in school handbooks

ADVOCATES IN NEPAL

PROBLEM: Online Gender-Based Violence

DECISION MAKER: Local government officials (Deputy Mayor), parents, school-teachers

ACTION:

- Street drama
- Round-table discussion with local government officials
- School workshops with scouts, non-scouts and parents

RESULT:

Lead to a national commitment to integrate the Surf Smart Curriculum in scouting.



SESSION 2: PLAN THE CHANGE

ACTIVITY 5: ADVOCACY PROFILES (RESOURCE)

ADVOCATES IN UGANDA

PROBLEM: Cyberbullying & Using the Internet for Good

DECISION MAKER: Teachers, Government Officials, Media

ACTION:

- Digital Literacy Workshops
- TV & Radio Appearances
- Discussions with Government Officials

RESULT:

Encouraged Government Officials to implement better internet safety regulations.



ADVOCATES IN MADAGASCAR

PROBLEM: Online Harassment and Sexual Exploitation and Gender-Based

DECISION MAKER: Teachers, Local Government Officials

ACTION:

- Workshops
- Roundtable Discussions
- Online Campaigns
- Training

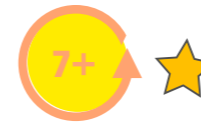
RESULT:

Teachers and other staff were trained on preventative measures and actions to take to support survivors of Online Gender Based Violence.



SESSION 2: PLAN THE CHANGE

ACTIVITY 6: THE PROBLEM TREE



OUTCOME

To understand and break down the problem participants are addressing through their advocacy in more detail; exploring the root causes and effects of this problem to contextualise the problem.

PREPARATION

- Research from the first session
- Access to online materials

▶▶ WHAT HAPPENS

1. Now that you have selected the problem you want to address, let's break it down. Discuss the following questions:
 - Is it currently affecting you and your community? How?
 - Do you believe you can make a difference about it?
 - Does everyone feel motivated to work on it?
2. One way to map and break down the problem visually is by using the 'Problem Tree'. This is a visual tool you can use to identify the root causes and effects of the problem. By seeing the bigger picture and understanding the context of the issue, you will be able to decide how to direct your project efforts in the right direction.
3. Using your selected problem and the research you have done, take time to fill in the 'Problem Tree', take time to analyse your problem and share your thoughts together. Answering the following questions on the relevant parts of the tree:

TRUNK: What is your problem? (State this in one sentence and try to add the context of your community)

LEAVES: What effects is the problem creating? (What are the consequences of this problem? What further issues does it cause? Write these effects in the leaves)

ROOTS: What are the root causes of this problem? (What are the economic, social, political or technological factors behind your problem).

You have a completed problem tree; you can use this as support when you are planning and rolling out your advocacy project!

SESSION 2: PLAN THE CHANGE

ACTIVITY 6: THE PROBLEM TREE (CONTD)

TAKE IT FURTHER



Think about other parts of the tree and begin to brainstorm how you can create buds (solutions) from the tree. What will you do to create change and tackle this problem in your own community?



TAKE IT ONLINE

You can create your own problem tree online using this template on [Mural](#).



MIDDLE YEARS (11-15 YEARS)



Once you have completed your problem tree. Take time to focus on how you can make it research-driven, utilising the research you have done previously. You could even add some new research! Try to back up each point on the root or branch with evidence (e.g. statistics, interview quotes).

TIP

You can share an example of a completed problem tree (appendix) as an additional tool for support.

You do not need to use the template; you can just draw your own tree (just make sure it has roots and leaves!)

OLDER YEARS (16+)



Level up your problem tree, reflect and add the following:

- **Soil** = the broader social, political and cultural environment. e.g. systemic inequality, media influence
- **Pests** = barriers or resistance to change e.g. corruption, limited funding

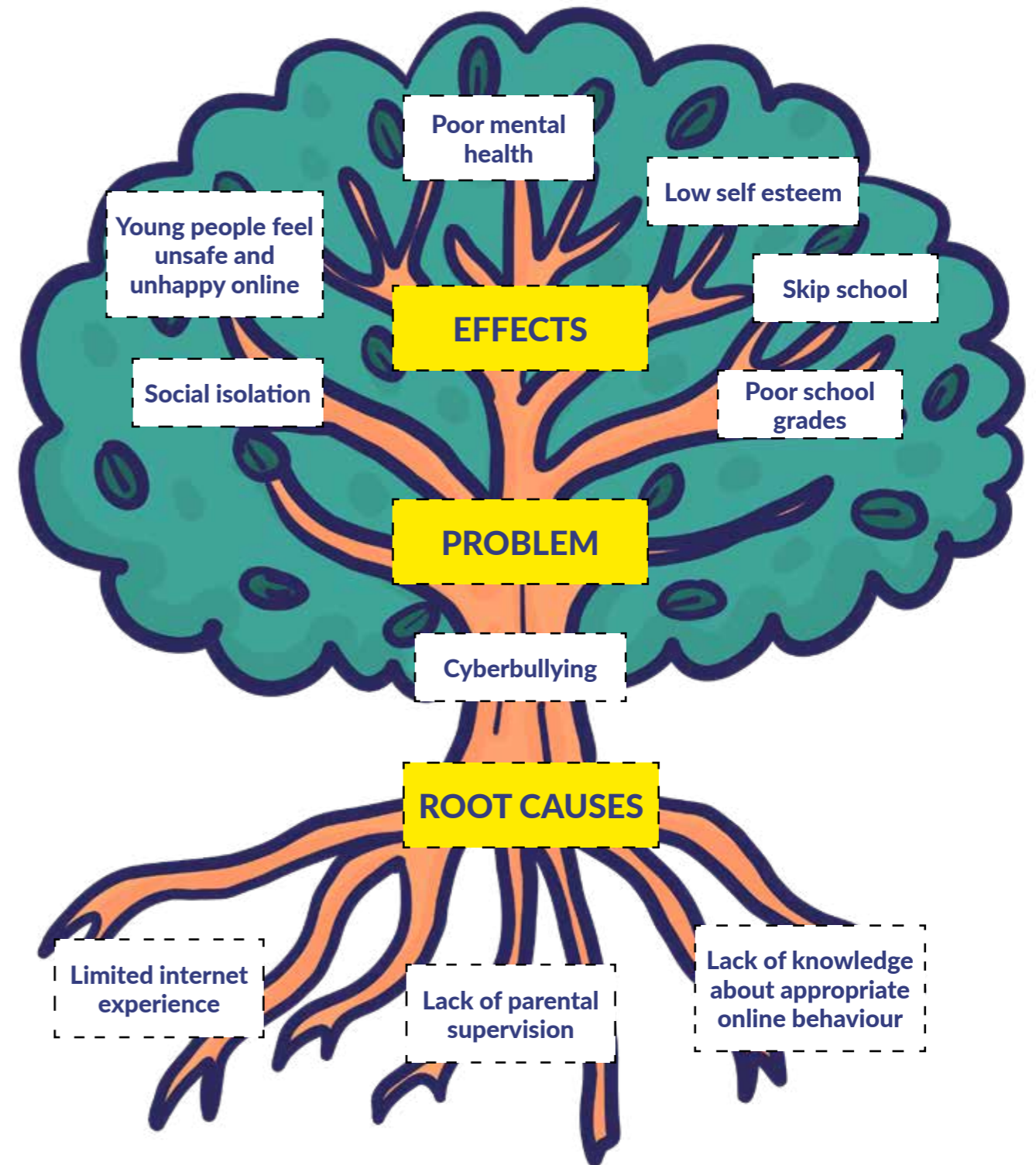
Now you have created your problem tree. Switch it around and envision positive change by creating your own solution tree (what is the solution to your problem?). This flips things around slightly so that the:

- **Roots** = Resources & conditions that will allow the solution to occur (e.g. new laws, education)
- **Trunk** = Your solution
- **Branches** = Positive Outcomes
- **Fruits** = Long term benefits

SESSION 2: PLAN THE CHANGE

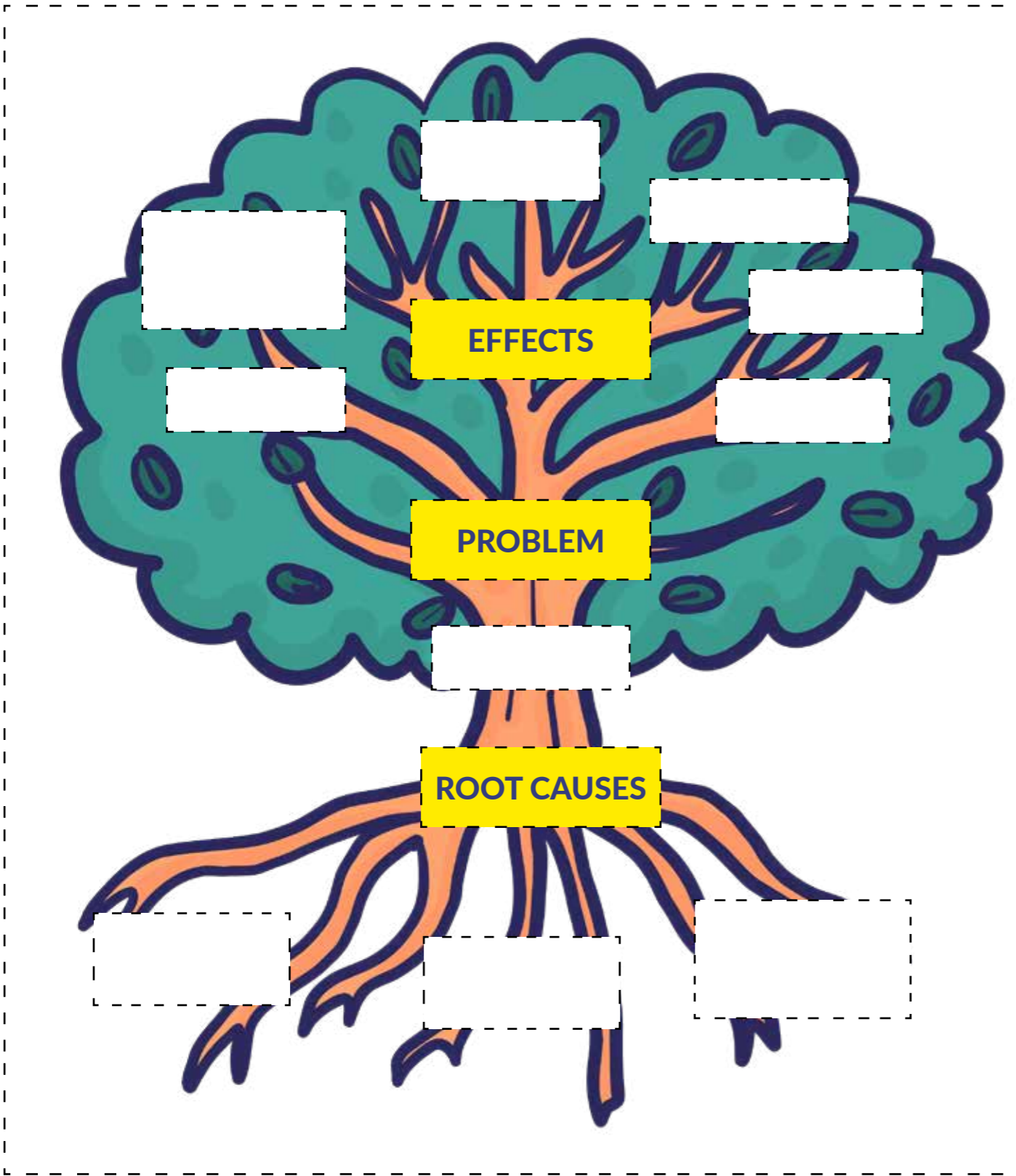
ACTIVITY 6: PROBLEM TREE (RESOURCE)

EXAMPLE:



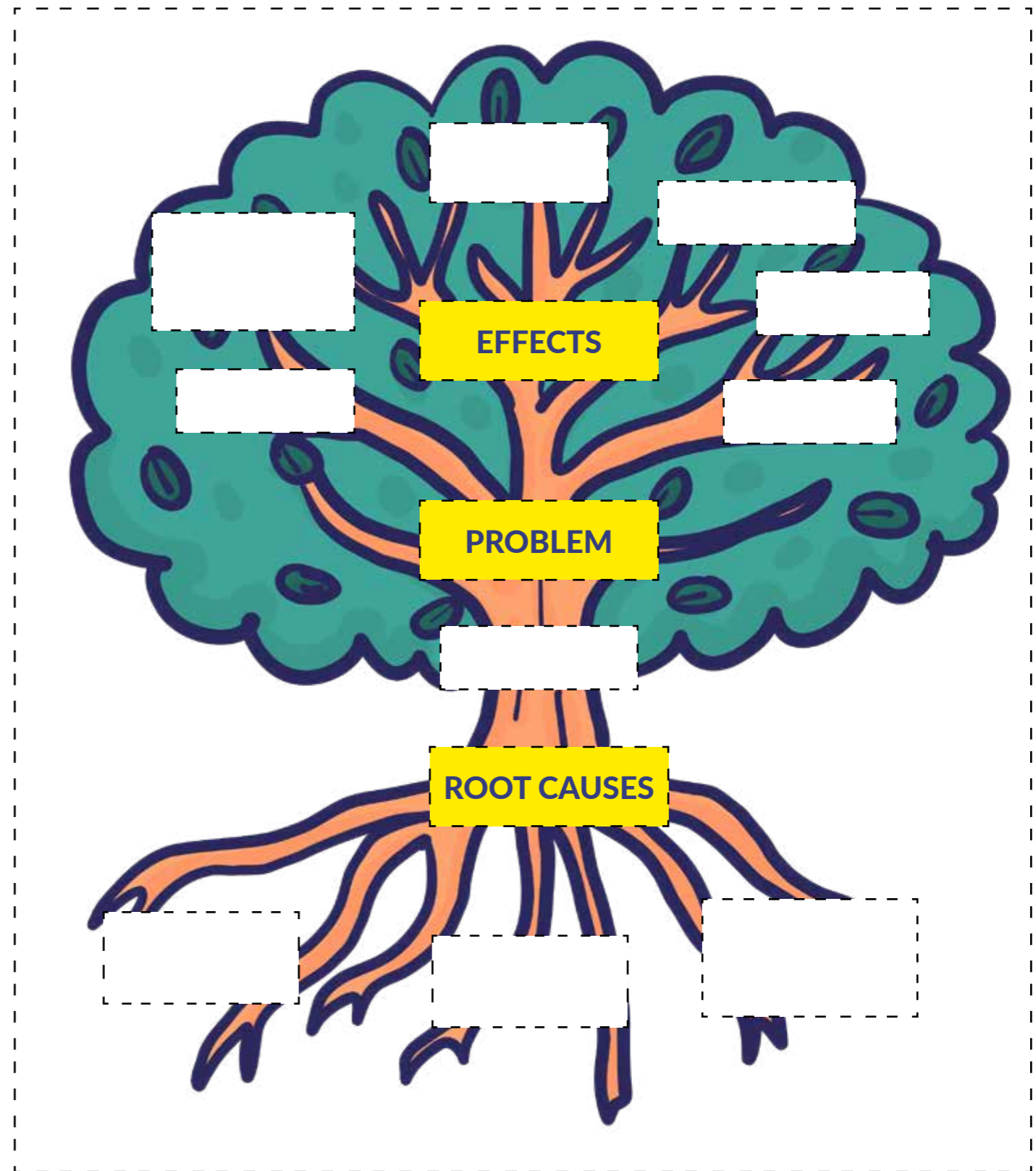
SESSION 2: PLAN THE CHANGE

PROBLEM TREE TEMPLATE:



SESSION 2: PLAN THE CHANGE

PROBLEM TREE TEMPLATE:



SESSION 2: PLAN THE CHANGE

7. POWER-MAPPING (KNOW YOUR DECISION MAKERS)



OUTCOME

- Discuss and visualise who holds power in your community
- Recognise key decision makers in your community that you can contact to create change and tackle your problem

PREPARATION

- Flipchart paper or large pieces of paper
- Pens, coloured pens
- Post-it notes

WHAT HAPPENS

1. Explain to your group that an important part of advocacy is being able to target the right people and encourage people with power or influence to support your project. So for this activity, they will be creating power-maps' to help them know and understand the key people they should speak to about their problem as they are decision makers.
2. **Get them into small groups of up to 3 people** and distribute paper and pens to them so that they can create their 'power-map' together.
3. In their groups, they should draw a map of their audience group. They should include:

- **People in positions of power** (e.g. parents, teachers, community leaders)
- **Organisations or Institutions** (e.g. school, local government)

Their task is to map out and create 'power-maps' to showcase the potential decision-makers and audience that their advocacy project is going to reach. *Using post-it notes, you can add names, titles to make it more contextually relevant to your group.*

4. Come back together as a larger group and get each small group to share their 'Power Maps' to the larger group, explaining:

- Who do they identify as 'powerful'?
- Why do they think this happens?
- Were there any surprising findings or discussions that emerged?



WHAT HAPPENS

5. **Discuss as a group** the different ways in which the maps were presented and work together to answer the following questions:
 - How can you contact the different audiences? (you can add this to your map in another colour)
 - How can these decision makers support you and your advocacy project? (e.g. investing in resources, raising awareness, introducing new policies or laws)
 - What challenges might arise in interacting with the different decision makers?

TAKE IT FURTHER



Reflect on your level of access you have as a group to the decision-makers (e.g. none, low, medium, high)? How can you change this?

OLDER YEARS (16+)



Now you have written down and mapped out the relevant decision-maker, explore how they are interconnected to one another. Reflect on the following questions:

- Who influences them?
- Who do they listen to?
- Who funds/appoints them?
- Who do they fear upsetting?

e.g. The school headteacher is the central decision-maker but they are also influenced by parents, local government, and the student council.

You could make the line thicker for those with a stronger and more influential relationship. E.g. the headteacher will have a stronger relationship with the local government than the parents.

You can add colour coding or arrows to explore this in more detail.



TAKE IT ONLINE

You can use the Zoom Whiteboard feature or Miro to create your power map online.



TIP

The map does not have to be literal; you can be as creative as you like and add adaptations to this.

SESSION 2: PLAN THE CHANGE

8. ADVOCACY PROJECT NAME, GOALS & OBJECTIVES



→ OUTCOME

- Create an engaging advocacy project name that represents your goals and objectives
- Establish key objectives and goals for your advocacy project

PREPARATION

- Pens/Pencils
- Access to the Advocacy Project Name, Goal & Objective Template (Choose the relevant template depending on the age of your group)

▶▶ WHAT HAPPENS

1. Now you have identified the problem, recognised the causes and effects and researched your local area and noted key decision-makers. The next step is to create some clear goals and objectives to achieve the change you want to see, then name your advocacy project.
2. It is important to understand the difference between goals and objectives. Explain the following information to your participants:
GOAL: The goal of your project is the long-term change you want to see
E.g. Establish better policies to protect children and young people's digital rights
OBJECTIVE: An objective is a specific, short-term result that is achieved during your project and contributes to your goal. *E.g. educate children and young people about their digital rights, empowering them to stand up for the rights of themselves and others*
Your objective should be bold enough to make a difference to people's lives and to inspire others to act.
3. As a group, work together to fill in the key goal and objectives template. Once this is complete, place it somewhere you can see and easily access as this will be a reference point throughout your advocacy work.
4. Now that you have confirmed your advocacy goal and key objectives, it is time to think about your project name. It should ideally be short, easy to remember and pronounce while reflecting the objective of your project. Work together to decide on something that fits with your advocacy vision.

▶▶ WHAT HAPPENS

Here are some examples from other Surf Smart advocacy projects:

- ☆ The Internet Beyond Likes
 - ☆ Break the Silence: Advocating against online sexual exploitation
 - ☆ Protect our Girls: Enforce laws against online harassment
 - ☆ Our Solution for Information Pollution
 - ☆ Share Smart
 - ☆ Cyber Hero
5. Well done !! You now have a brilliant project name, goal and key objectives. Get ready to spread the word and prepare your action plan next!

↑ TAKE IT FURTHER



Once you have written your goal and objectives, think about the list of people you will need to involve and the specific action or strategy you need to achieve this.

Think about potential challenges and obstacles that might prevent you from achieving your goal and objectives, brainstorm the ways in which you can overcome it and prevent it impacting your advocacy project.



TAKE IT ONLINE

Work together to create a vision board that represents their goal and objectives for this advocacy project. Discuss this and then break it down into some simple words and sentences to clearly describe and present your ideas.

TIP

There are a variety of templates you can use, depending on your age-group: **Younger, Middle and Older.**
Your objectives do not need to be complex or big, any goal is important and change can happen in small ways.

★ OLDER YEARS (16+)

Once you have decided your goal and objectives utilising the 16+ template, create a short pitch or project poster that clearly explains your goal, key objectives and why it matters.

★ MIDDLE YEARS (11-15 YEARS)

Take time to learn and breakdown your objectives using the SMART method as this is one way to develop your objectives further:

S - Specific: A Clear description of what needs to be achieved. *What exactly do we want to do for our advocacy project?*

M - Measurable: A way to track your progress, the more precise the better. *How will we know if we have reached our goals? Can we count or track it?*

A - Achievable: Consider your context and existing resources, *is it possible to achieve your goal? Is it something we can actually do?*

R - Relevant: The objective should fit your vision and respond to the needs of your project. *Does it help solve our problem?*

T - Time: Establishes deadlines and a timeline of when to achieve certain tasks or objectives. *When do we need to finish this project?*

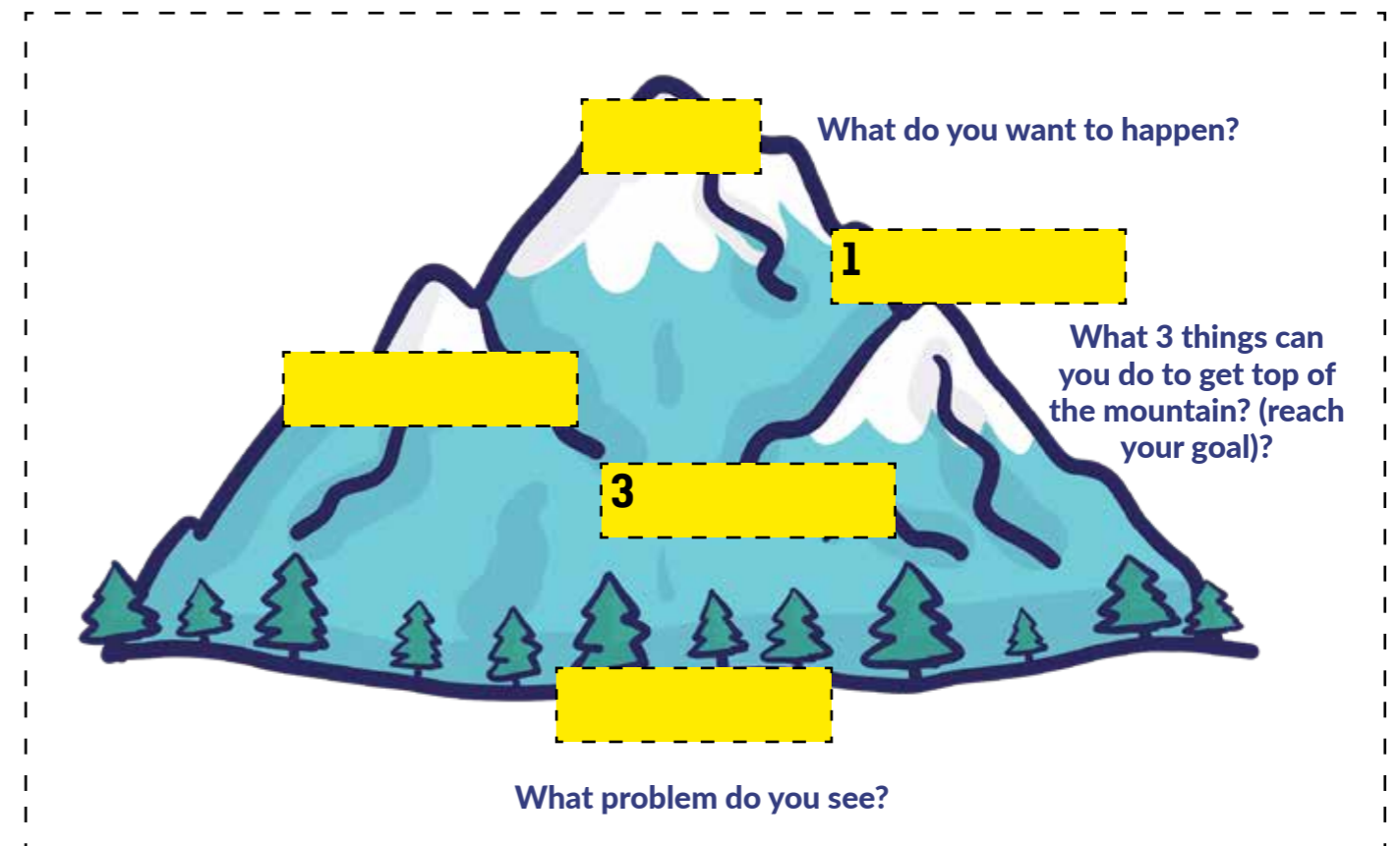
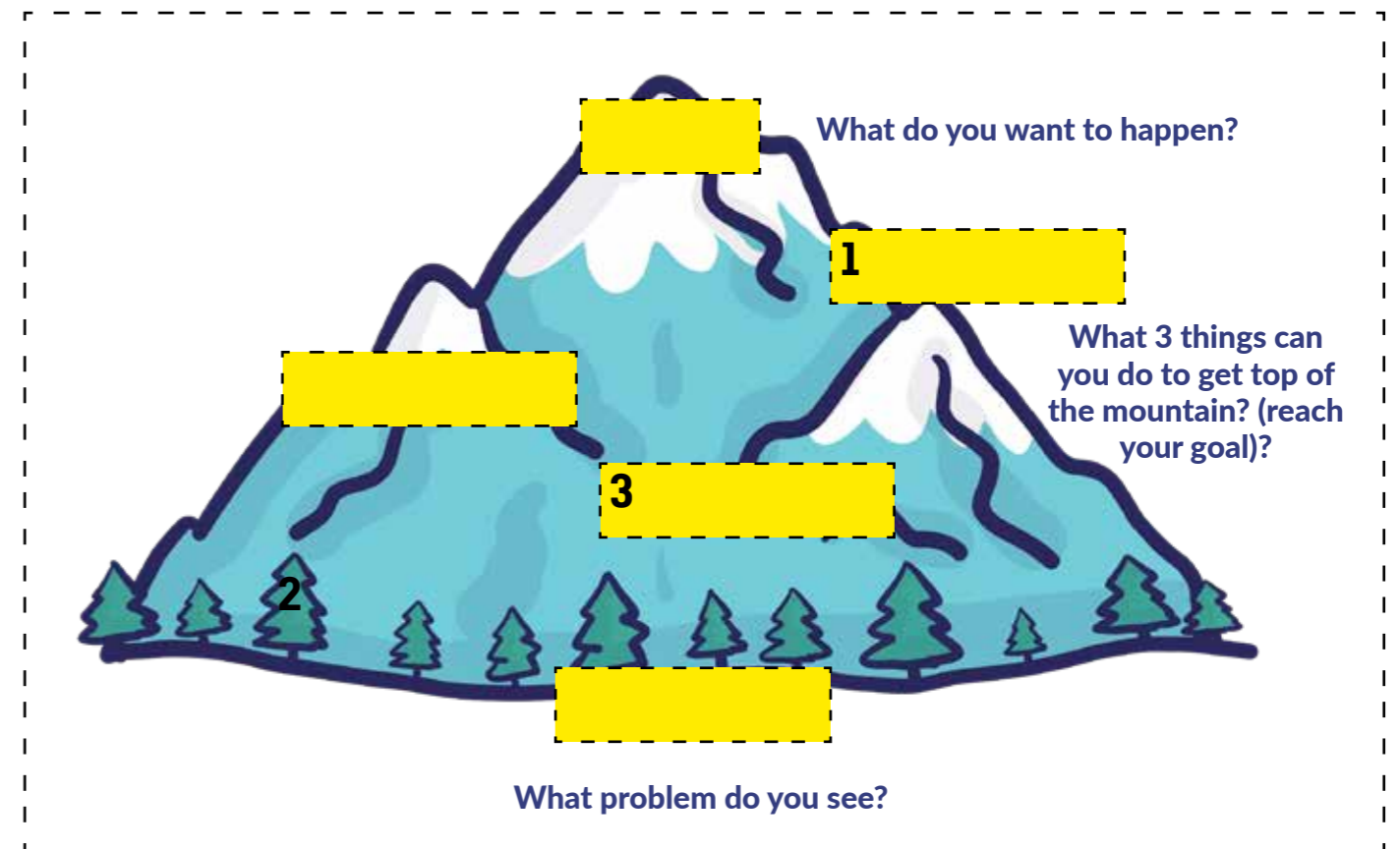
SESSION 2: PLAN THE CHANGE

ACTIVITY 8: GOAL TEMPLATES (RESOURCE)

7-10 years old



TEMPLATE



SESSION 2: PLAN THE CHANGE

ACTIVITY 8: GOAL TEMPLATES (RESOURCE)

11-15 YEARS

KEY GOALS:

Advocacy Project Name: _____

Our Problem is _____

S Specific: This project aims to:

M Measurable: We will know we completed our project when: (e.g., "we have 100 signatures," "we have spoken to 5 decision makers.")

A Achievable: Yes, we can do this by (reflecting on time, resources etc):

R Relevant: This goal is important because

T Time: We will try to finish by

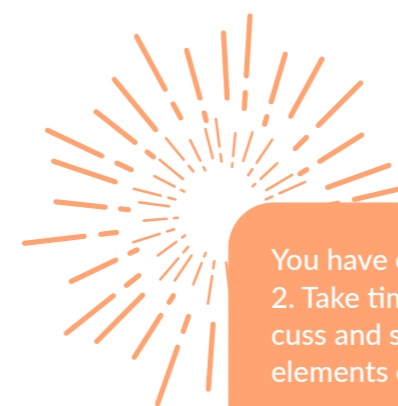
16+ YEARS

Advocacy Project Name: _____

Step 1	The Problem	
Step 2	The Evidence (Research)	
Step 3	Goal	
	SMART Objectives	
Step 4	Target Audience	
Step 5	Key Messages	

Step 6	How?	Advocacy Methods	When?	By who?
	Objective 1			
	Objective 2			
	Objective 3			

Step 7	Media Engagement
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WELL DONE!

You have completed Session 2. Take time to reflect, discuss and summarise the key elements of this section.

Congratulations, you have now fuelled up the second bar of the Wi-Fi with your hard work and reflection.



SESSION 3: LEAD THE CHANGE



This section is about putting your plan into action, deciding and running your activities.

You will learn how to monitor progress, keep the momentum and react to any changes along the way.

9A. EFFECTIVE COMMUNICATION (YOUNGER)



OUTCOME

Understand the importance of good communication by supporting participants to feel they can express themselves clearly, listen effectively and state their advocacy objectives clearly

PREPARATION

- Paper
- Pens/Pencils

WHAT HAPPENS

1. Discuss what communication means to them and when they use communication (e.g. talking to friends, asking for help, telling a story).
2. Individually or in groups, they should write short letters to their decision-maker to tell them about their problem, why it is important and what they want to see change.
3. If any of them would like to share what they have written with the group, they can read it aloud. Encourage them to be specific, use a clear voice and make eye contact with those they are speaking too!



TAKE IT FURTHER

Get participants into pairs where they will do some role-playing. One person will act as an advocate using their voice to ask for change and the other person as the decision-maker. They can then switch roles.



TAKE IT ONLINE

Individually present and speak during your video-call for 1-2 minutes about the collective goal and objectives of your advocacy project. Give constructive feedback to one another and share how you can make your public speeches even better.

TIP

If they are struggling to write their ideas down, they can act it out, speak it aloud instead or even draw their ideas to showcase why it is important that their problem is tackled.



SESSION 3: LEAD THE CHANGE

9B. EFFECTIVE COMMUNICATION (MIDDLE & OLDER)

11-15   30 mins

➔ OUTCOME

- Understand the importance of good communication by supporting participants to feel they can express themselves clearly, listen effectively and state their advocacy objectives clearly
- Learn skills that will help them to express their thoughts and ideas clearly and concisely

PREPARATION

- Paper
- Pens
- Scenarios



▶▶ WHAT HAPPENS

1. Ask participants what they think communication means and when do they use communication? (e.g. taking to friends, asking for help, telling a story).
2. Organise participants into small groups of five and provide each group with a different scenario card. Explain that their task is to debate their selected scenario. There should be:
 - Two people arguing FOR
 - Two people arguing AGAINST
 - One person as the key stakeholder (who the others are presenting their argument and trying to persuade)
3. Explain that their task is to persuade the key stakeholder to listen to their ideas, understand their goals and objectives and why it is important that they are listened to. Encourage them to be specific, use a clear voice and make eye contact with the person they are speaking to.
4. They can spend around 5 minutes, preparing, practising and communicating their ideas before they present their ideas to the key stakeholder and the rest of the group. As a leader, make sure to check in with each group as they are working on their scenarios.

▶▶ WHAT HAPPENS

5. Bring everyone back together and give each group 2 minutes to debate their scenario in front of the other groups. At the end of the 2 minutes, the key stakeholder should say who they have chosen to align with and why.
 - What was challenging about addressing different people?
 - How did your communication change depending on who you were speaking to?
 - How do advocates stay true to their message while adapting their communication to speak to other stakeholders?

TIP

Here are some helpful tips that will help you become effective communicators:

- Make sure you know and understand the key message behind your advocacy project, be specific and have a clear purpose.
- Be active listeners, listen to your audience as they can help you find common ground and build trust.
- Speak with authenticity, people connect with real stories rather than rehearsed speeches. It does not need to be perfect to be powerful.
- Understand your audience. Reflect on who they are, what they care about and what is the appropriate tone/language to use.
- Respect different opinions, advocacy is not about shouting the loudest but opening people's perspectives. If someone disagrees with you, remain respectful and curious, ask questions to understand their thoughts in more detail.
- Use more than words. Communication is intertwined with emotions and body language. Your facial expression, tone and even clothing matter.

OLDER YEARS (16+)



Work together in small groups to create a 1-2 minute video focusing on your problem and advocating for change. You should include:

- Clear Explanation of the problem
- Why this problem matters and changes need to happen
- Your Project goal & objectives
- A call to action

Present the video to the larger group or post online (as part of your advocacy!)

TAKE IT FURTHER



You could get participants into pairs where they will do some role-playing with one person as an advocate using their voice to ask for change and the other person as the decision-maker. They can then switch roles.



SESSION 3: LEAD THE CHANGE

ACTIVITY 9B. SCENARIO CARDS (RESOURCE)

A local school is deciding whether they should integrate online safety and digital literacy into their curriculum.

FOR: Essential life skill, protects students from cyberbullying and other online threats, gets students ready for the future.

AGAINST: Expensive, hard to introduce in schools, other subjects take priority.

A technology company is using an artificial intelligence (AI) tool that will mean people with an online presence and strong digital footprint are more likely to be hired.

FOR: Quick process as AI can scan hundreds of applications, helps companies to find someone who fits their values, filters out those who post irresponsible or harmful content online.

AGAINST: Potential for bias based on the algorithm, invasion of privacy and unfair for those without online presence.

You live in a rural area so your community has low broadband access so there is a noticeable Digital Divide.

FOR: Economic growth for the community, better access to essential services, digital literacy rates increase.

AGAINST: Expensive to implement, alternative community priorities.

A high school student has been the target of a deep fake photo shared among classmates. The incident has escalated online but the school claims it is not their responsibility.

FOR: Schools have a duty of care, Impact on learning for student and others who have been affected, and schools are a great place to implement and encourage prevention.

AGAINST: Lack of resources to investigate, and limited authority to act further.

10. ALL KINDS OF ADVOCACY



OUTCOME

Learn about all the amazing forms of advocacy that you can use as part of your project

PREPARATION

- Access to advocacy explanations (printed or just able to read explanations to participants)
- Lobbying Ranking Paper
- Name labels saying Advocate and Other Organisation Representative (if needed)
- Paper & Coloured Pens (if needed)
- Space to set up activities around your space

WHAT HAPPENS

1. There are so many different ways to advocate for change. For this activity you will have the opportunity to learn about a few of these methods. From lobbying, campaigning, to building alliances and campaigning digitally.

The choice of method depends on the problem you have identified, the target audience and resources available. One method might suit your project, or you might decide to use a combination of methods.

You are going to have a whistle stop tour of different forms of advocacy through different activities.

2. Set up your space so there are different stations for the 4 advocacy methods we will be exploring. You can allow the participants to freely roam around the space and try the different activities related to each advocacy method.

ADVOCACY METHOD STATION ACTIVITIES:

STATION 1: LOBBYING

Explanation: Lobbying, or the direct attempt to influence decision makers is typically done when working with governments to change policies, laws, actions or practises in favour of your advocacy project.

It is all about timing, connection with the right people, persuasion and holding leaders accountable. It can be done at a local, national or international level.

To lobby decision-makers you need to find a way to access them.

Lobbying Activity:

1. Using your prior research (about policies and laws relevant to your project), your task is to role play as lobbyists trying to persuade the local government (leaders/facilitators) to implement your suggested changes using fact-based arguments.

SESSION 3: LEAD THE CHANGE

10. ALL KINDS OF ADVOCACY (CONTD)



WHAT HAPPENS

Now you have done this activity take time to reflect and discuss the following questions:

- Did you find it easy to persuade the local government?
- What tools did you use to try and persuade them?
- How did you find it using fact-based arguments?
- Did your research support your arguments? Is there any additional research you need to back up your ideas? If so, what is it?

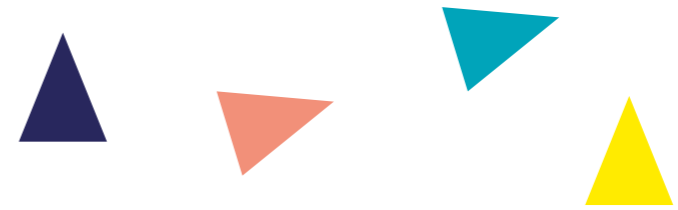
STATION 2: CAMPAIGNING

Explanation: Campaigning, sometimes called mobilising, is the advocacy method that aims to persuade the public to put pressure on decision-makers. If decision-makers see that your campaign is supported by a large number of people, they are more likely to bring about the change you want to see.

Campaigning activities can be small initiatives or large events. They must include a clear message and simple action for the general public to participate in. These activities should provide an opportunity for your supporters to engage in your campaign and feel part of the change.

These could be:

- **Debates and public meetings** with different stakeholders from your community to discuss your goals and the problem you are tackling.
- **Rallies or marches.** You might need to get permission from local authorities to organise this and you will need to do a risk assessment and have first-aiders on hand to make sure everyone stays safe.
- **Petitions.** This is a document signed by a large number of people demanding certain action from the decision maker. The more signatures you collect, the more clear the support from the general public.
- **Concerts, film festivals and theatre productions.** Art often offers a safe space to explore sensitive and challenging topics. Whether it is through poetry, music, paintings, theatre or dance - art is often a great way to engage people and communities in dialogues and build understanding and support for issues. Events like these are great opportunities to fundraise too.
- **Community Gatherings.** This allows members of a community to talk about a topic and find solutions together (e.g. school assemblies)
- **Outdoor Campaigns.** Posters, flyers, billboards are a very effective and visual way to get your message out to the public. Make sure you have a distribution plan.
- **Letter Writings.** Encouraging lots of people to send letters to decision-makers to put pressure on them.



WHAT HAPPENS

Campaigning Activity:

1. Write a draft letter to decision-makers which can be adapted and changed depending on the context and audience.
OR
2. Create a campaign poster showing the impact of your problem. Make them colourful, eye-catching and help visualise the change you want to see!

Now you have done this activity take time to reflect and discuss the following questions:

- *Was it easy to create a clear message about your resource?*
- *Why did you choose the action you selected? Do you think it managed to persuade the general public to get involved in your advocacy project?*

STATION 3: BUILDING ALLIANCES

Explanation: Advocacy is often more effective when you work together with other organisations or networks who are concerned about the same issues. Partnerships help you accomplish goals that would be harder to accomplish alone.

Building Alliances Activity

1. Practise networking. Everyone writes down 3 things about themselves (their favourite food, their favourite animal, their favourite song) on a piece of paper or post it note. They should keep this.
2. Now, they must move around the space and use their networking skills to connect with as many people as possible to form groups of connection (e.g. A group whose favourite animal is a lion). Anyone who doesn't find something in common needs to be persuaded by those in groups to develop a connection (their favourite song could change once they hear the persuasive argument of another groups' favourite song).
3. The goal of this activity is to decide how they will work effectively together, helping you understand the importance of collaborating with diverse groups to create a stronger foundation for your advocacy.

Now you have done this activity take time to reflect and discuss the following questions:

- Have you networked before? How did you find this process?
- Was it easy to work collaboratively together as different stakeholders and advocates?
- Do you think this activity has strengthened your understanding of the importance of collaboration?
- Why is it important that we collaborate with a diverse range of groups?

SESSION 3: LEAD THE CHANGE

10. ALL KINDS OF ADVOCACY (CONTD)

▶▶ WHAT HAPPENS

STATION 4: DIGITAL CAMPAIGNING

Explanation: Digital Campaigning is a great way to exercise our right to speak out through informed and active audiences. It is all about mobilising audiences using web-based tools, like social-media, video-sharing, online petitions, live chats and social messaging platforms. The #MeToo campaign is a good example of this, as within just days the hashtag became a rallying cry against sexual harassment by millions of women.

Like any conversation it is important to manage whatever

Digital Campaigning Activity:

1. Get creative and create a quick 20-30 second video that would be suitable to share on social media that addresses your problem quickly. *This does not actually need to be shared on social media (if you do, please follow our online safeguarding guidance) but it is just an example of how to campaign digitally.*

Now you have done this activity take time to reflect and discuss the following questions:

- Was it easy to create a short video together?
- What were the key messages you included?
- Why did you choose the action you selected? Do you think it would persuade the general public to get involved in your advocacy project?



TAKE IT FURTHER

After completing all of the different advocacy methods, get the participants to vote on their favourite methods. Discuss which method would work best to tackle the problem they want to address.



TAKE IT ONLINE

Get into small groups and assign each group one of the 4 (main) types of advocacy; lobbying, campaigning, building alliances and campaigning digitally. Research and work together in their groups to create a clear explanation to the other groups about what their type of advocacy means. Come back together as a group and create an online gallery about all the different types of advocacy. Decide and vote on which is most suitable for your group.

OLDER YEARS (16+)



Host an advocacy Hackathon! In small groups, your task is to focus on the selected problem and develop your advocacy plan, incorporating lobbying, campaigning, building alliances and digital campaigning. Take time to research your problem and look at how you can strengthen your advocacy project even further.

YOUNGER YEARS (7-10 YEARS)



You do not need to do every single activity, pick the most relevant and accessible for your group's age and abilities and focus on this.

TIP

You can choose to focus on one activity specifically rather than setting up different stations to move around.



SESSION 3: LEAD THE CHANGE

11. IT'S TIME FOR ACTION (PLAN)

7+ ★ 20 mins



OUTCOME

Plan and create your advocacy action plan.



PREPARATION

- Problem Tree (from Activity 6)
- Power Map (from Activity 7)
- Name, Goal & Key Objectives (from Activity 8)
- Action Plan Template
- Pens/Pencils
- Post-it Notes

▶▶ WHAT HAPPENS

1. You have worked hard in the previous activities to define the problem, the causes and its effects alongside identifying the key decision makers and audience you will be addressing for your advocacy project. Now it is time to create an action plan bringing together everything you have worked on so far, establishing the steps you need to take to roll out your advocacy project.
2. As a group, fill in the template ensuring you work collaboratively to align your thoughts and ideas. This is an important project planning tool that will bring together all the steps you will take to formulate your campaign.



TAKE IT FURTHER

You can use this template or you could create an alternative action plan. Just make sure it includes: your problem, evidence (research), goal, objectives, target audience, key messages, and the advocacy methods you will use.

Run a pilot advocacy activity! If feasible, test one small part of your action plan (e.g. a survey or Instagram poll). Reflect on what worked, what didn't and how you can implement this for a proper rollout.



TAKE IT ONLINE

Work together to create your action plan on Miro and brainstorm the different steps you need to take to make it happen. You can utilise the action plan to support this.

TIP

You could make this as simple or complex as you would like. Think about how to make sure everyone fully understands the resource.

MIDDLE YEARS (11-15 YEARS) ★

Develop your action plan even further and share exactly what forms of advocacy you will be using.

Create a risk assessment and make a contingency plan. It is important to identify what could go wrong and create a Plan B (or C) by focusing on your adaptability.

OLDER YEARS (16+) ★

You have now written and explained your action plan as a group, now it is time to pitch your project! You have 3-5 minutes to confidently explain the key aspects of your advocacy project to your leaders (and the rest of the group).

Arrange an interview with someone in your local community (or someone who has already done the Surf Smart Advocacy project) who has been involved in advocacy. Prepare questions about the challenges, successes and if they have any advice. Reflect on how this influences your action plan.



SESSION 3: LEAD THE CHANGE

ACTIVITY 11. ACTION PLAN TEMPLATE (RESOURCE)

PROJECT NAME:	
404: Problem Found!! Name the problem your advocacy project is aiming to change	
Search Results: Evidence <i>What research shows that this problem needs fixing?</i>	
System Reboot (Your Goal)	
Loading ... (Objectives) <i>3 Actions you will take to create change</i>	1. 2. 3.
Wifi Users (Target Audience) <i>Who are the decision makers you are engaging with?</i>	
Type it Out (Key Messages) <i>What do you want people to understand?</i>	

Press Send (Advocacy Methods)	How?	Advocacy Methods	When?	By who?
	Objective 1			
	Objective 2			
	Objective 3			

12. ADVENTURES IN ADVOCACY



→ OUTCOME

- Now you have gained all the skills to plan your advocacy project and tackle your project, it is now your chance to create that change.
- Run your advocacy project!

PREPARATION

- Resources needed to run your selected advocacy project
- Action Plan

▶▶ WHAT HAPPENS

- Now you have planned and done all the preparation, it is time to run your advocacy project! You are a digital superhero; you can do this.

TIP

Make sure to document your advocacy project with photos, interviews, stories so that you can share your amazing work and help with the evaluation when you review your projects afterwards!

WELL DONE!

You have completed Session 3 and run your advocacy project. Take time to reflect, discuss and summarise the key elements of this section.

Congratulations, you have now fuelled up the third bar of the Wi-Fi with your hard work and reflection.



SESSION 4: SHARE THE CHANGE



Now you have achieved your goal, there is still more you can do!! This section focuses on ensuring your campaign continues to grow and impact your community.

You will learn how to report your achievements and share your success with others.

13. YOUR IMPACT REPORT

7-15 20 mins

OUTCOME

- Assess and evaluate the progress and impact of your work.
- Take time to learn from your advocacy experience by exploring what worked well, what did not work well and what could be improved.

PREPARATION

- Problem Tree
- Evaluation Template (Appendix)
- 3 different colours of post-it notes
- Pens

WHAT HAPPENS

- It is important to reflect on whether your advocacy project has been successful through evaluation so that you can learn and improve for any future advocacy projects. Begin by revisiting your Problem Tree. Discuss whether you think you tackled your selected problem and whether you were able to create any changes (big or small)?
- As a group, briefly discuss the following questions:
 - What worked well?
 - What did not work well?
 - What could be improved?

Explain that they will be adding their individual thoughts and ideas to the evaluation template following this discussion.

- Place the evaluation template in the centre of your space and hand out three different coloured post it notes and a pen to each person. Explain that using different coloured post it notes, participants will be evaluating their advocacy project by answering three different questions.

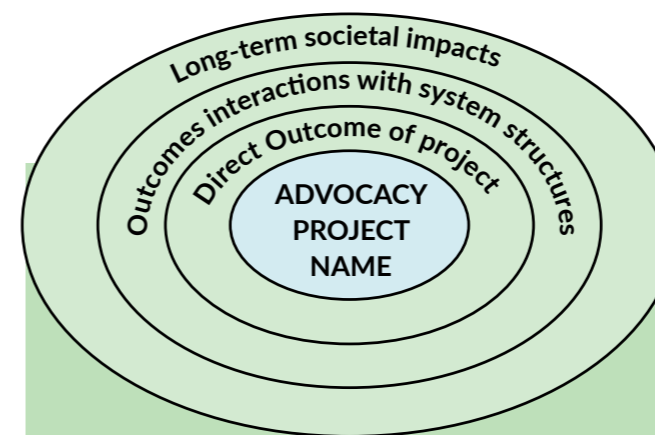
WHAT HAPPENS

- Ask them to write down one thing they think went well on Colour 1 Post it note. Get them to add this to the sun.
- Using Colour 2 post-it notes, get them to write down one thing they think did not go well. Add this to the raincloud.
- Finally add what they think could have been improved to the Colour 3 post it notes. Get them to add this to the rainbow.
- Bring everyone back together and discuss about their thoughts. Ask participants to expand upon any points you may have questions about to get more clarity.
- Take a moment to celebrate the successes of your project as well as highlight all the potential opportunities to develop your advocacy project even further.

OLDER YEARS (16+)

Ripple Effects:

Using a large piece of paper, write the name of your advocacy project in the middle. Then brainstorm together the 'ripple effects' of your project. These can be positive and negative, intended and unintended. Try to link these to other systemic factors. Use the following key to help visualise it:



- Inner Ring:** Direct Outcome of project
- Middle Ring:** Outcomes interactions with system structures
- Outer Ring:** Long-term societal impacts and the disruption of systemic issues

You can use post it notes to add your ideas



When creating this, you can use the following questions as prompts:

- What immediately happened as a result of your advocacy project (direct outcomes)?
- How did these outcomes interact with systemic structures? E.g. increased public awareness leads to a demand for policy change but this policy change is limited by key government officials.
- Reflect on the long-term impact of your project, what do you think has and will occur in response to your actions?
- Do you think it is easy to create a ripple effect?

SESSION 4: SHARE THE CHANGE

13. YOUR IMPACT REPORT (CONTD)

TAKE IT FURTHER



Reflect on specific events and the building blocks that were used to create your advocacy project. Discuss the following questions: *Did you... find it easy or difficult to complete your project? What would you do differently if you were to do it again?*



TAKE IT ONLINE

Discuss collectively what went well, what did not go well and what could be improved. You could use the same sun, raincloud and rainbow icons on Miro or Zoom's whiteboard feature to discuss and visualise your evaluation together.

TIP

If participants want to add more than one idea (encourage them, the more ideas and feedback, the more in-depth your evaluation!)

It is important to remember that change can take years and advocacy is a process in motion, take time to learn from your mistakes and be patient. Remember to celebrate and appreciate everyone's determination and teamwork.



What went well?



What did not go well?



What could be improved?

14A. PRESS SHARE! (YOUNGER)



25 mins



OUTCOME

- Share and showcase your achievements during your advocacy project.
- Review and share photos, stories and data you have collected.
- Inspire others in your community or around the world to take action.

PREPARATION

- Qualitative or Quantitative data collected (from surveys, interviews or other research methods)
- Photographs
- Consent (from participants and others involved in project)
- Story Template (Appendix)



WHAT HAPPENS

1. Now that you have completed your project and done some evaluation. It is important to take time to share and showcase all of the hard work you put in to create change, whether it was big or small.
2. Using the story template, share your story of what you did as a group of Digital Superheroes advocating for change.
3. Take time to share the pictures, stories and statistics you have collected, you could do this through a digital post or even an in-person display (potentially even creating a gallery around your space!)
4. Take time to celebrate all your hard work and achievements as a team.

TAKE IT FURTHER



This could be a small event with just your group or you could extend it to the wider community, even inviting the decision makers along to showcase the change you have seen.

TIP

You are part of a world-wide community of Girl Guides and Girl Scouts and many of them are Surf Smart Advocates like you!

Share your advocacy stories even further to inspire and encourage even more voices for change! You could visit another Guide or Scout group to tell them your story, share your story with [WAGGGS](#) or ask your facilitator to share it via social media using [#AdvocacyForGenerationDigital](#) [#A4GD](#) [#SurfSmart2.0](#)

SESSION 4: SHARE THE CHANGE

ACTIVITY 14A. PRESS SHARE! STORY TEMPLATE (RESOURCE)

BEGINNING:	We are a group of Digital Superheroes - Girl Guides and Girl Scouts - who want a world where:
MIDDLE	The internet safety problem we really care about is:
	This hurts people because:
	We decided to do something about it, so we asked : To:
END	What happened was:

14B. PRESS SHARE! (MIDDLE & OLDER)



OUTCOME

- Share and showcase your achievements during your advocacy project.
- Review and share photos, stories and data you have collected.
- Inspire others in your community or around the world to take action.

PREPARATION

- Qualitative or Quantitative Data collected (from surveys, interviews or other research methods)
- Photographs
- Consent (from participants and others involved in project)
- Story Template

WHAT HAPPENS

1. Now that you have completed your project and done some evaluation. It is important to take time to share and showcase all of the hard work you put in to create change, whether it was big or small.
2. You can decide how you want to showcase and share the hard work you have done during your advocacy project. You should detail your project's journey, the challenges and successes you faced. You could do this through:
 - Sharing case studies
 - Writing a story
 - Creating a short video
 - Interviewing key stakeholders (who were directly involved in your advocacy)
 - Digital Scrapbook
 - Community Presentation
 - Exhibition or display of your work
 - 'Meet the Advocates' session with other girl guide or girl scout groups, giving project members a chance to share their experience and inspire others to do similar projects
 - A written report (produce a formal report detailing the projects findings, impact and recommendations)
 - Press Release (write and distribute to local or national media outlets)



SESSION 4: SHARE THE CHANGE

14B. PRESS SHARE! (MIDDLE & OLDER)

▶▶ WHAT HAPPENS

3. Take time to share the pictures, stories and statistics you have collected, you could do this through a digital post or even an in-person display (potentially even creating a gallery around your space!)
4. Take time to celebrate all your hard work and achievements as a team.

TAKE IT FURTHER



This could be a small event with just your group or you could extend it to the wider community, even inviting the decision makers along to showcase the change you have seen.



TAKE IT ONLINE

You can do an online presentation and showcase to celebrate and share your advocacy project!



TIP

Knowing your audience is important so consider this when selecting how you will share your project's story.

Tell a story, people often connect with narratives so try to frame your project's journey, challenges and successes to tell a compelling story.

Where possible, provide data and statistics to demonstrate your projects effectiveness and use visuals (e.g. photos, videos, infographics) to showcase your impact.

You are part of a world-wide community of Girl Guides and Girl Scouts and many of them are Surf Smart Advocates like you! Share your advocacy story with them!

15. CREATING SUSTAINABLE CHANGE



20 mins



OUTCOME

- Think about the next steps and how you will move forward.
- Put in place a plan about ensuring that the changes you made to tackle your problem during your advocacy project are sustainable.

PREPARATION

- Pens
- Paper



WHAT HAPPENS

1. Introduce the idea of sustainability to your group through this story: *A group of children plant a tree to raise awareness about the environment. Years later, that tree became a forest because they shared their mission with others and other people planted trees too. Sustainability means keeping the good work going to make sure the change lasts.*
2. Your project might have ended but that doesn't mean it is completely over yet! It is important to think about how we can maintain the changes that you and your advocacy project introduced.
3. Discuss as a group what they want to do to make sure the project and its legacy continues, brainstorm together and create a plan on a piece of paper. Think about when and how you will take these steps (e.g. you set up a yearly internet safety conference in your local area)
4. Think about the long-term vision of your project (and the changes that have occurred). Try to envision what success looks like 1, 5 or even 10 years down the line.
5. Discuss how you can empower others (e.g. individuals, organisation) to continue the work you have put in motion? If possible, you could invite someone who has experience in long-term social change to share their insights.

SESSION 4: SHARE THE CHANGE

15. CREATING SUSTAINABLE CHANGE (CONTD)



TAKE IT FURTHER

Identify community partners, decision-makers and allies that will help to support your project to continue in the long-term

TIP

You could set up a future event or check-in to see what has changed since the project and evaluate this further.

OLDER YEARS (16+)



Create a detailed timeline with specific and measurable milestones. For each milestone, define what an indicator of success would be, how will you know you have achieved this?



WELL DONE!

Take time to reflect and discuss your journey as an advocate completing this Surf Smart resource! You have now fuelled up the entire bar of the Wi-Fi with your hard work and strengthened your knowledge about advocacy to create a safer and more inclusive internet for all!

This means you have completed the Digital Superhero Advocacy Activity Pack.

CONGRATULATIONS!

Congratulations, you have now fuelled up the Fourth and final bar of the Wi-Fi with your hard work and reflection.



GLOSSARY

Below are some definitions that explain some key terminology in this resource:

Advocacy	When we influence people to make decisions that will improve our lives and the lives of others
Advocate	A person who influences others to create positive change
Cyberbullying	The use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to cause harm to others.
Digital Divide	This is the gap between those who have access to computers, the internet and other online resources and those who do not.
Digital Footprint	The sum of the information trail people leave online
Digital Inclusion	This is the equitable access to and effective use of online and communication technologies (e.g. everyone can access the internet)
Digital Literacy	The knowledge and ability to use the internet and other digital technologies competently
Discrimination	This is the unfair treatment towards someone because of their gender, sex, ethnicity, race, religion, disability or another identifying trait.
Equality	This is the state in which everyone (no matter their gender, sex, ethnicity, race, religion or disability) are all treated fairly and have the same opportunities. This means everyone is given the same resources or opportunities.
Equity	This recognises that each individual has different circumstances and allocates the necessary resources and opportunities needed to reach an equal outcome.
Inclusion	The act of creating spaces or environments where any individual or group feels welcomed, respected, supported and valued to participate fully.
Intersectional	This is the interconnected nature of different social categorisations (e.g. race, gender, class) which overlap and acknowledges the importance of considering this when tackling inequalities.



Advocacy for Generation Digital: Post-Survey (Age 7-10)★

www.surveymonkey.com/r/32KK82S



Mission: “Superhero Debrief”



WELCOME BACK, DIGITAL SUPERHERO!

You’ve completed your *Advocacy for Generation Digital* adventure – wow!

Now it’s time to send your final report to Mission Control.

Let us know how your powers have grown and what you enjoyed most.

There are no right or wrong answers – just be honest and proud of what you’ve achieved!



PART 1 - Superhero Log in

Q1. What is your *Superhero Name*? (Use the same nickname you used before so Mission Control can match your answers.)

.....

Q2. Country (of your Organisation):

.....

Q3. Your age (in years)

.....

Q4. Gender

- Boy Girl Prefer not to say

Q5. How long ago did you start your A4GD mission?

- Less than a month 4-6 months
 1-3 months More than 6 months



PART 2 - Mission Checkpoints



Checkpoint 1: What Is Advocacy?

Q6. Have you ever heard the word “advocacy” before? (Select one)

- Yes, many times Maybe once or twice No, never

Q7. What do you think advocacy means? (Select one)

- Speaking up for something important Arguing with people online
 Helping others be safe online I’m not sure yet



Checkpoint 2: What Can a Digital Superhero Do?

Q8. Which ways can you help make the internet a safer place? (Select up to 3)

- Remind friends to be kind online Share my password with friends so they can help me
 Tell an adult if someone is unkind online Use AI or apps to share positive messages
 Create a poster or story about being safe online



Checkpoint 3: Confidence Power-Up

Q9. How confident do you feel about these super skills?

(Rate each 1 = Not Confident at All to 5 = Very Confident)

Super Skill	1	2	3	4	5
I can help others stay safe online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk about issues that are important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can share my ideas with my friends and leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can help make my community better online and offline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more confident to speak up or take action for online safety in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Advocacy for Generation Digital: Post-Survey (Age 7-10) (Contd)



PART 3 - Reflection & Debrief

Q10. The Advocacy for Generation Digital activities helped me understand how I can make the internet safer and kinder.

(1 = Strongly Disagree 5 = Strongly Agree)

- Strongly Disagree 😞
- Disagree 😞
- Neutral 😐
- Agree 😊
- Strongly Agree 😄

Q11. Overall, how much did you enjoy being part of Advocacy for Generation Digital?

- Not at all
- A little
- Quite a lot
- Very much!



Mission Complete!

Congratulations, Digital Superhero — you've finished your A4GD mission!

You've learned how to use your voice, your creativity, and your heart to make the digital world safer and kinder for everyone.

Your Digital Superhero Badge is waiting — keep sharing your powers wherever you go!



Advocacy for Generation Digital: Post-Survey (Age 11-15) ★

www.surveymonkey.com/r/32YH9S3



Digital Superhero Debrief — Reflecting on Your Journey!



WELCOME BACK, DIGITAL SUPERHERO!

You've completed your *Advocacy for Generation Digital* mission — congratulations!

Mission Control now wants to hear how your advocacy powers have grown.

There are no right or wrong answers — just share your honest reflections.

Your feedback will help us make this mission even stronger for future Digital Superheroes like you!



PART 1 - About You

Q1. What is your *Superhero Name*? (Use the same nickname you used before so Mission Control can match your answers.)

.....

Q2. Country (of your Organisation):

.....

Q3. Your age (in years)

.....

Q4. Gender

- Male
- Female
- Prefer not to say

Q5. Have you completed all four sections of A4GD, including creating your advocacy project plan? (Select one)

- Yes
- Some of them
- Not yet



PART 2 - Your Advocacy Awareness

Q6. What do you think advocacy means? (Select one)

- Speaking up for something you believe in
- Asking decision-makers to make changes
- Helping others understand online safety
- Arguing with people online
- I'm not sure yet

Q7. What do you think advocacy can help achieve? (Select up to 3)

- Make the internet safer for everyone
- Raise awareness about online issues
- Influence leaders and decision makers
- Promote inclusion and equal access online
- Get likes and followers on social media
- I'm not sure yet



PART 3 - Your Confidence to Act

Q8. How confident do you feel about each of the following?

(Rate each statement from 1 = Not at all confident to 5 = Very confident)

Statement	1	2	3	4	5
I can identify online safety and digital inclusion issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can plan and lead an advocacy activity or campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk to adults or decision-makers about online issues that affect youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can work with others to create positive digital change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use digital tools safely and responsibly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How confident do you now feel to take action on online safety within your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



PART 4 - Advocacy in Action

Q9. As part of A4GD, did you take any advocacy action? (Select one)

- Yes – individually
- Yes – as part of a group
- Not yet
- Not sure

Q10. What type of action did you take? (Select all that apply)

- Shared information or safety tips online
- Spoke to decision makers (school, local leaders, officials)
- Organised or joined an awareness event or campaign
- Created digital art, stories, or media to raise awareness
- Encouraged friends/family to stay safe online
- Other: _____

Q11. Who did you reach through your advocacy action? (Select all that apply)

- Friends / classmates
- Family / neighbours
- Community members
- Decision makers (teachers, leaders, officials)
- Online audiences
- I'm not sure



PART 5 - Reflection & Feedback

Q12. The A4GD curriculum helped me learn how to advocate for online safety/better digital world.
(1 = Strongly Disagree 5 = Strongly Agree)

- Strongly Disagree 😞 Agree 😊
- Disagree 😞 Strongly Agree 😊
- Neutral 😐

Q13. Overall, how satisfied are you with the A4GD Advocacy Curriculum?

- Very Dissatisfied Satisfied
- Dissatisfied Very Satisfied
- Neutral

Q14. In your own words, what was the most important thing you learned or did during your A4GD journey?

Q15. Would you recommend this programme to other young people or leaders? (Rate each from 1 = Not recommended at all to 5 = Highly recommended)

1	2	3	4	5
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Q16. What would you like to see improved or added to future A4GD programmes?



Mission Debrief Complete!

Well done, Digital Superhero!

You've completed your A4GD mission and sent in your final report to Mission Control.

Your voice matters and your actions are shaping a safer, kinder, and more inclusive digital world.

Keep leading change wherever you are because heroes don't just surf smart...
they speak up for others too!



Advocacy for Generation Digital: Post-Survey (Age 16+) ★

www.surveymonkey.com/r/8VY7NKS



WELCOME BACK, DIGITAL SUPERHERO!

You've completed your *Advocacy for Generation Digital* journey – leading, learning, and inspiring others to make the digital world safer and fairer for everyone.

Now it's time for your final mission debrief!

Please share your reflections honestly – your voice helps us make the programme even stronger for future superheroes like you.



PART 1 - About You

Q1. What is your Explorer Name or Initials? (Use the same name you used at the start so we can match your results!)

.....

Q2. Country (of your Organisation):

.....

Q3. Your age (in years)

.....

Q4. Gender

- Male Female Prefer not to say



PART 2 - Understanding Advocacy

Q5. Have you ever taken part in any advocacy activity before? (Select one)

- Yes, several times
- Once or twice
- Not yet



Advocacy for Generation Digital: Post-Survey (Age 16+) (Contd)

Q6. What do you think advocacy means? (Select one)

- Speaking up for something you believe in
- Asking decision-makers to make changes
- Helping others understand online safety
- Arguing with people online
- I'm not sure yet

Q7. Which of these are examples of advocacy? (Select all that apply)

- Talking to community leaders about online safety
- Creating campaigns or projects to raise awareness
- Sharing factual information online
- Posting negative comments about issues
- Encouraging others to take positive action



PART 3 - Digital Citizenship & Online Safety

Q8. How confident are you in each of the following?

(Rate each statement from 1 = Not at all confident to 5 = Very confident)

Statement	1	2	3	4	5
I can identify online safety and digital inclusion issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can plan and lead an advocacy activity or campaign.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk to adults or decision-makers about online issues that affect youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can work with others to create positive digital change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use digital tools safely and responsibly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How confident do you now feel to take action on online safety within your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



PART 4 - Reflections on Learning

Q9. What is one new thing you learned about advocacy and online safety through A4GD? *Open text*

Q10. Have you taken part or planned any advocacy actions as part of A4GD journey? (Select one)

- Yes - individually
- Yes, with a group
- Not yet, but I plan to
- Not at all

Q11. What type of action did you take? (Select all that apply)

- Shared information or safety tips online
- Spoke to decision makers (school, local leaders, officials)
- Organised or joined an awareness event or campaign
- Created digital art, stories, or media to raise awareness
- Encouraged friends/family to stay safe online
- Other:



Advocacy for Generation Digital: Post-Survey (Age 16+) (Contd)



PART 5 -Satisfaction & Feedback

Q12. The A4GD curriculum helped me learn how to advocate for online safety and a better digital world. (Select one)

- Strongly Disagree 😞
- Disagree 😞
- Neutral 😐
- Agree 😊
- Strongly Agree 😄

Q13. Overall, how satisfied are you with the A4GD Advocacy Curriculum?

- Very Dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very Satisfied

Q14. In your own words, what was the most important thing you learned or did during your A4GD journey?

Q15. Would you recommend this programme to other young people or leaders? Rate each from 1 = Not recommended at all to 5 = Highly recommended)

1	2	3	4	5
---	---	---	---	---

Q16. What would you like to see improved or added to future A4GD programmes?



Mission Debrief Complete!

Congratulations – you’ve officially completed your Advocacy for Generation Digital journey!

You’ve grown your confidence, built your advocacy superpowers, and helped make the internet a safer, kinder, and smarter place for all.

Keep using your voice – your advocacy matters.

Stay smart. Stay safe. Stay bold.

Mission Control signing off – until our next adventure, Digital Superhero!

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Girl Guiding and Girl Scouting is the largest voluntary Movement dedicated to girls and young women in the world. Our diverse Movement represents over 11 million girls and women of all ages across 153 countries and territories. For more than 100 years Girl Guiding and Girl Scouting has transformed the lives of girls and young women worldwide, to develop their full potential and become responsible global citizens.

The World Association of Girl Guides and Girl Scouts supports its Member Organisations with the tools, connections and the global voice they need to thrive.

For global updates and opportunities
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