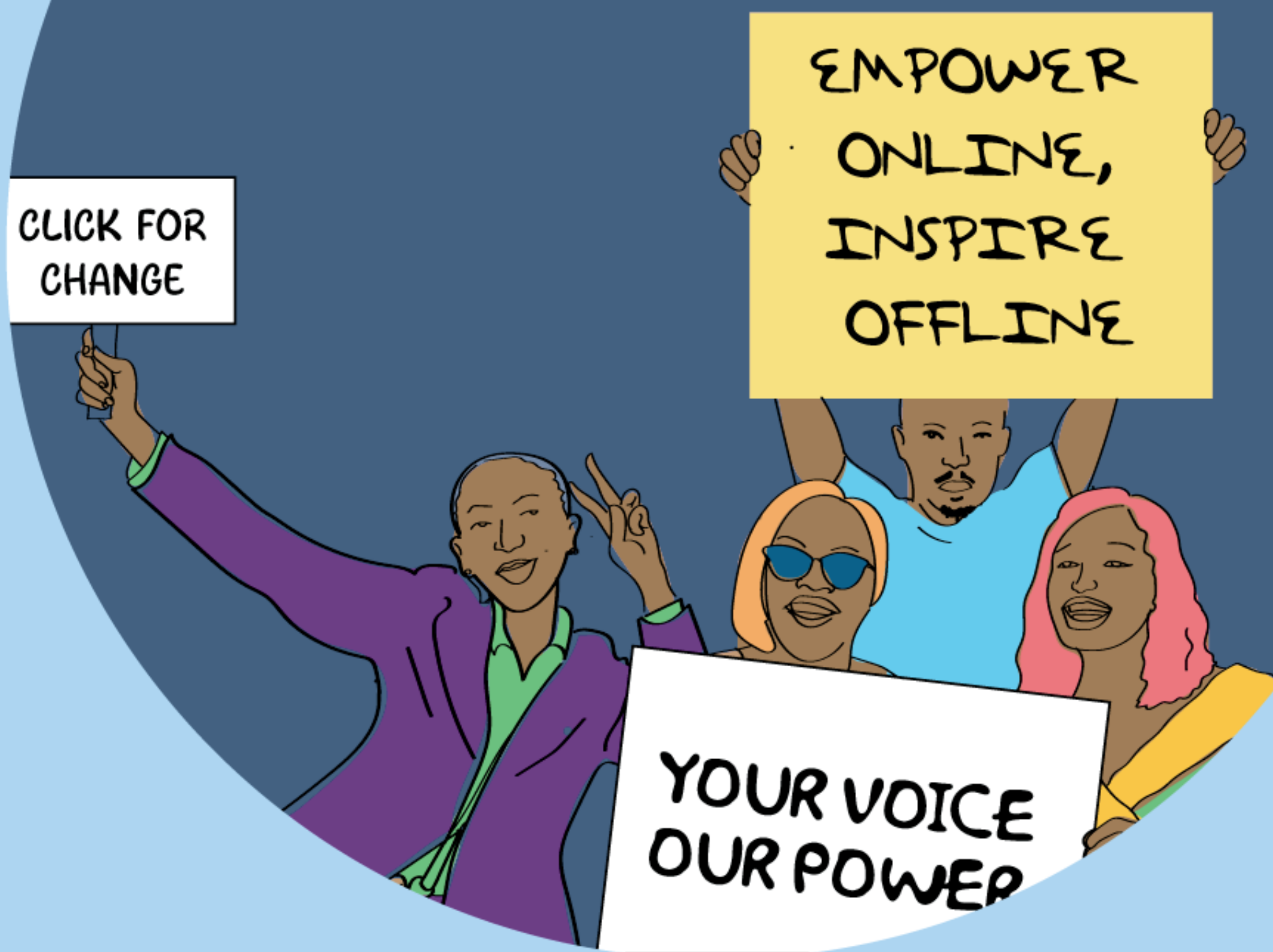


Digitalise Youth

Toolkit



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Digital Democracy
Initiative

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This document is intended for National scout Organizations (NSOs) and National Scout Association (NSA) and other Youth Organisations in general

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Module 1

Introduction to the Digital World

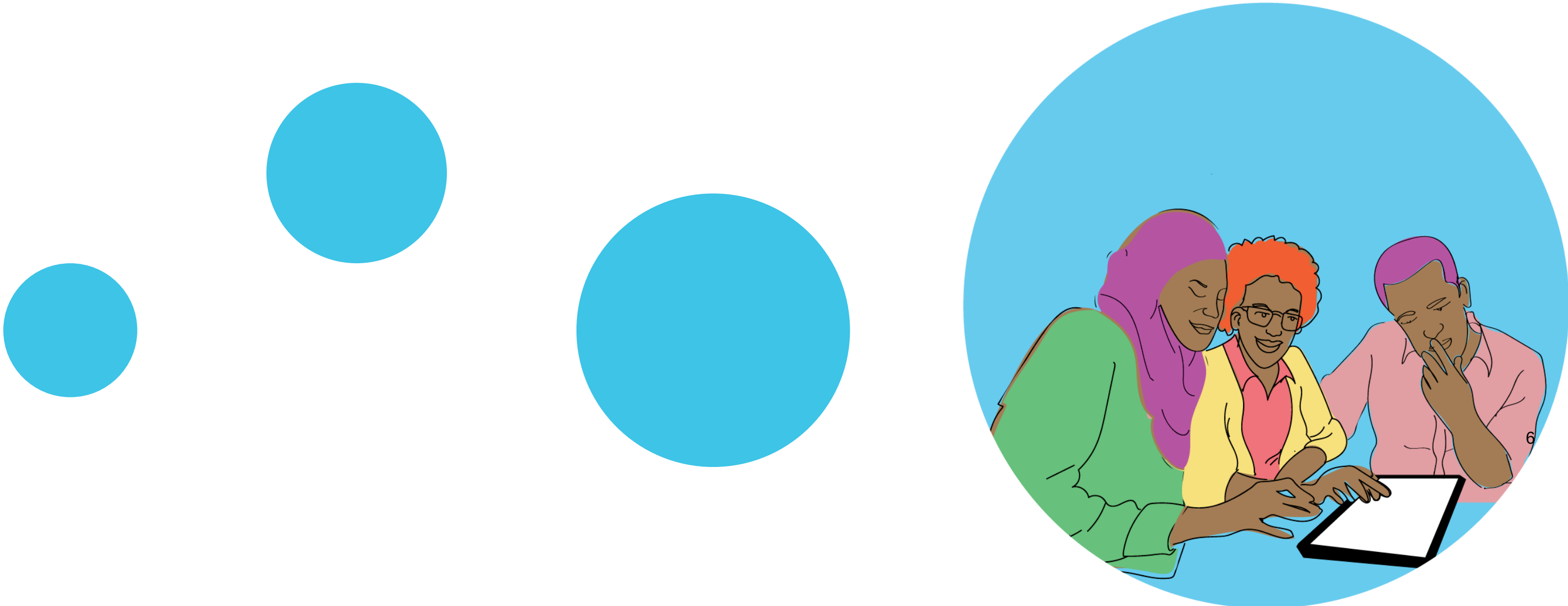


Activity 1	Digital Detox Challenge
Materials needed	Pen, paper, stopwatch/timer (optional)
Duration	40 minutes
Activity Development	1. Introduction (5 min): Discuss the impact of excessive screen time on mental health and productivity. 2. Challenge (25 min): Ask participants to go a day(or less depending on setting of activity implementation) without using their smartphone (or limit its use to essential purposes). Then, invite them to share their experience and the emotions they feel. This will make them aware of the impact of digital technology on their daily lives and identify the positive and negative aspects. They can engage in an alternative activity (e.g., journaling, drawing, mindfulness exercises). 3. Reflection (10 min): Participants share their experience, emotions, and any difficulties they faced. Follow up, the young person to move this to 1 hour, to 2 hours through the week, share their feedback to the Adult leader.
Facilitator notes	Mindfulness is the practice of being fully present in the moment, aware of thoughts, emotions, and surroundings without judgment. In the context of digital well-being, mindfulness helps individuals develop a healthier relationship with technology by: 1. Becoming Aware of Digital Habits – Recognizing when and why they reach for their devices, whether out of necessity or habit. 2. Reducing Digital Overload – Learning to pause and engage in non-digital activities that promote relaxation and focus. 3. Enhancing Focus and Presence – Training the mind to concentrate on one task at a time, reducing distractions caused by constant notifications. 4. Managing Emotional Responses – Observing how social media or screen time affects emotions (e.g., stress, comparison, anxiety) and making mindful choices about usage. 5. Encouraging Intentional Use – Using technology with purpose rather than as an automatic reaction to boredom or discomfort. During the Digital Detox Challenge, participants experience mindfulness by consciously disconnecting from devices and immersing themselves in an alternative activity like journaling or deep breathing. This helps them observe their thoughts and emotions without external digital distractions, fostering self-awareness and intentionality in their digital habits.
Evaluation	• How did the participants feel during the detox? • What challenges did they experience? • Will they incorporate more offline time into their routine?

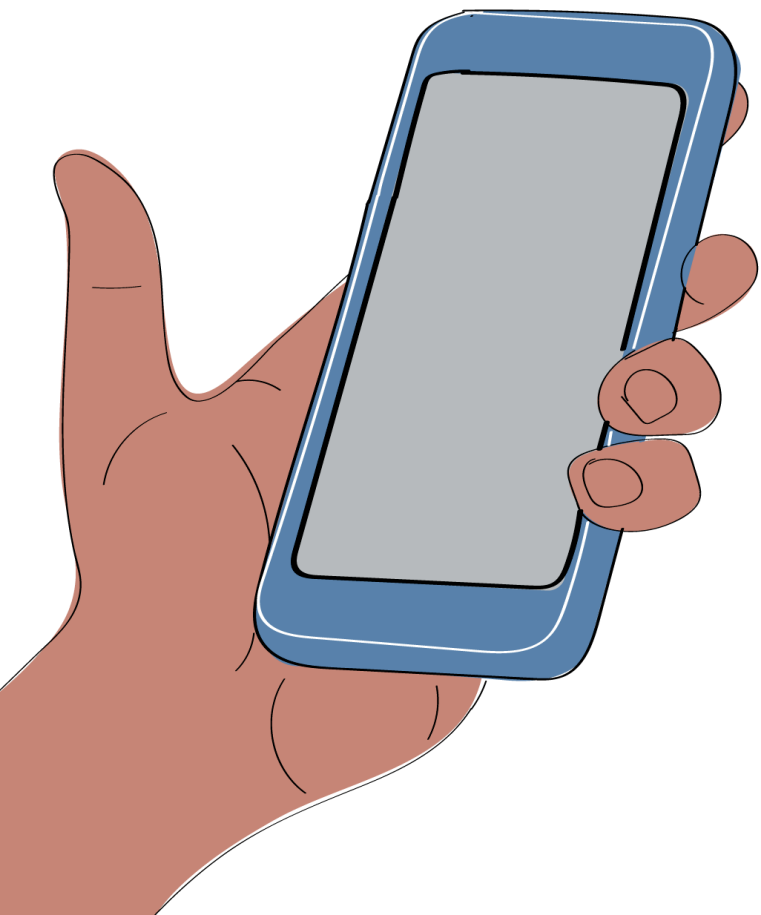
Activity 2	The Unfiltered Battle of Perspectives
Materials needed	Pen, paper, stopwatch/timer (optional)
Duration	60-90 minutes
Activity Development	1.Introduction (10 minutes) ◦ Facilitator explains the debate rules and format. ◦ Participants agree on a select topic from a bowl or are assigned a specific topic. ◦ Each team is assigned a stance: FOR (pro-social media) or AGAINST (anti-social media). 2.Team Preparation (15 minutes) ◦ Teams brainstorm 3-5 key arguments to support their stance. ◦ They assign speakers: ▪ Opening Speaker (introduces the main argument). ▪ Supporting Speakers (give detailed points). ▪ Closing Speaker (summarizes & refutes opposition). ◦ Participants research supporting data (if allowed). 3.Debate Session (25 minutes, depending on number of teams) ◦ Opening Statements – Each team presents their main argument. ◦ Supporting Arguments– Teams expand on their arguments with examples and statistics. ◦ Rebuttals– Each team responds to the opposition’s claims. ◦ Audience Q&A– The audience asks challenging questions for teams to answer. ◦ Closing Statements– Teams summarize their stance and reinforce key points. 4.Judging and Feedback (10 minutes) ◦ A panel of judges (or audience vote) decides the winning team based on clarity, evidence, and persuasiveness. ◦ The facilitator gives constructive feedback on argument quality, delivery, and teamwork.



Facilitator notes	• Encourage Balanced Discussion – Remind participants that the goal is not just to win but to critically analyze both sides of the argument. Encourage respectful discourse. • Manage Time Effectively – Ensure teams stick to their time limits during speeches and rebuttals. Use a stopwatch or timer to keep the debate structured. • Clarify Debate Rules – Before starting, make sure participants understand the format, speaking order, and criteria for evaluation. • Promote Fact-Based Arguments – Encourage teams to use credible sources, statistics, and logical reasoning rather than relying on emotions or personal opinions. • Handle Heated Discussions Diplomatically – Social media topics can be polarizing. If emotions run high, remind participants to remain respectful and focus on constructive arguments. • Provide Constructive Feedback – After the debate, highlight strengths and areas for improvement in argument structure, delivery, and teamwork. • Prepare for Common Pitfalls – Participants may focus too much on one aspect (e.g., privacy issues) and ignore other important angles (e.g., mental health, misinformation). Guide them toward a well-rounded discussion. • Useful links ◦ Pew Research on Social Media ◦ TED Talk: How Social Media Affects Our Brains Debate Topic Examples: 1. Social Media is More Beneficial Than Harmful to Society. 2. Social Media Has a Negative Impact on Mental Health. 3. Governments should have authority over and regulation of Social Media platforms. 4. Cancel Culture on Social Media is Justified. 5. Social Media Does More to Divide Than Unite Society.
Evaluation	• Are participants able to analyze the benefits and drawbacks of using social media? • Do they have an understand the impact of social media on mental health, privacy, and social interactions? • Are they able to present arguments persuasively and respectfully in a debate setting?



Activity 3	The Digital Scavenger Hunt
Materials needed	• Smartphones, tablets, or computers (with internet access). • Printed or digital list of scavenger hunt tasks. • Timer. • A scoreboard (physical or digital). • A shared folder or chat group for participants to submit findings.
Duration	45-60 minutes
Activity Development	Step 1: Introduction (10 minutes) • Facilitator explains the activity and how digital technology is integrated into everyday life (e.g., communication, learning, entertainment, security, work, etc.). • Briefly introduce scavenger hunt rules: ◦ Participants work in teams. ◦ Each team receives a list of digital items or tasks to find/complete. ◦ Teams must provide proof (e.g., screenshot, photo, answer to a question). ◦ The first team to complete the list OR the team with the most points wins. Step 2: Scavenger Hunt (20 minutes) • Teams race against the clock to find and complete as many digital challenges as possible. • They submit findings in a group presentation or shared drive (e.g., Google Drive, WhatsApp). • Facilitator monitors progress, offering hints or additional challenges if needed. Step 3: Wrap-up & Discussion (15 minutes) • Teams present their most interesting findings to the group. • Facilitator summarizes key lessons, emphasizing how digital technology affects: ◦ Communication (e.g., social media, messaging apps). ◦ Security (e.g., passwords, cybersecurity). ◦ Work & Productivity (e.g., online jobs, cloud storage). ◦ Entertainment & Learning (e.g., AR, AI, e-learning).



Facilitator notes	Examples of Digital Scavenger Hunt Tasks Basic Digital Tools & Apps • Find QR code scanner apps. Create an example of this and how it can be used for interaction • Take a screenshot of an e-learning platform (e.g., Coursera, Khan Academy). Explain what the course is about to other participants • Find AI chatbot sites and ask it a fun question (e.g., "What's the future of technology?"). Share some intriguing answers Cybersecurity & Online Safety • Show a screenshot of a two-factor authentication (2FA) setup. Briefly explain the process to your team. • Identify a phishing email example and explain why it's suspicious. • Find and share a website that helps check if your email was breached (e.g., Have I Been Pwned). Digital Communication & Social Media • Take a picture of a video call interface (Zoom, Google Meet, Teams). and explain some features of the platform and its use • Create a GIF or meme related to digital technology. • Find the official logos of an encrypted messaging apps or other digital platforms (e.g., Signal, Telegram). Create a fun Bingo game that participants can play Digital Economy & Productivity • Find a freelance job posting on platforms like Fiverr, Upwork, or LinkedIn. Explore and share what are some cross-cutting KEY Requirements and Skills for such jobs • Find and list three popular e-commerce websites in your country. Explore and share the benefits and risks of using these. • Download and install a task management app (e.g., Trello, Asana). Explore and share how these can be used in our everyday life. Emerging Technologies • Find an example of augmented reality (AR) in action (e.g., Pokémon Go, IKEA Place app). • Find and share a recent article about artificial intelligence (AI). Summarise the findings of the article to share with the group • Locate a 3D printing design available online for free. Try out a simple design to share with the group • Useful references: ◦ Google Digital Garage – Free online digital skills courses. ◦ Have I Been Pwned – Check if your email has been compromised. ◦ AI & Emerging Tech News – Stay updated on AI developments.
Evaluation	• Are participants able to list the various digital tools and technologies that exist? • Are they able to recognize the role of digital technology in their daily life?



Module 2

Introduction to Digital Civic Engagement

Activity 1	The Civic Space Map: Internet Shutdowns & Digital Rights
Materials needed	• A large printed/digital map of Africa • Stickers or colored markers • Internet-enabled devices for quick research
Duration	60 minutes
Activity Development	1. Mapping Digital Rights (30 min) ◦ Participants research and identify countries where governments have restricted internet access (Wakanada, Gondwana, etc) ◦ They mark affected countries on a map and discuss how these shutdowns impacted elections, protests, or civic engagement. 2. Discussion (30 min) ◦ What are the reasons governments give for shutting down the internet? ◦ What tools can citizens use to stay connected during shutdowns (e.g., VPNs, mesh networks)? ◦ How can young people advocate for open digital spaces?
Evaluation	Can participants understand the impact of internet censorship, it's different forms and how they impacts human rights

Activity 2	Obstacle Mapping: Group Discussion on Barriers to Digital Engagement
Materials needed	• Large sheets of paper • Markers • Internet-enabled devices for research
Duration	60 minutes
Activity Development	1. Barrier Identification (20 min) In groups, participants brainstorm challenges that prevent youth from engaging digitally. For example: Common barriers: Limited internet access in rural areas, Government censorship & online surveillance and Misinformation & digital literacy gaps 2. Solution Mapping (30 min) ◦ Each group picks one barrier and brainstorms possible solutions. ◦ Example: If the barrier is "internet shutdowns," solutions could include VPN education, offline civic tools, and SMS-based activism. 3. Presentation & Discussion (10 min) ◦ Groups share their ideas. ◦ Facilitator guides a discussion on how digital engagement can be made more inclusive
Evaluation	Participants can identify the common barriers and possible solutions to digital engagement

Activity 3	Creating an Ethical Meme
Materials needed	• Smartphones, tablets, or laptops with internet access • Meme creation apps or websites (e.g., Canva, Imgflip, Adobe Spark) • Projector or screen (optional, for group sharing) • A list of ethical digital behavior topics (printed or digital)
Duration	45 minutes
Activity Development	1. Introduction (10 min) Objective: Explain the goal of the activity, which is to create a humorous yet educational meme that addresses important ethical issues in the digital environment. Discuss some common ethical issues in the African digital landscape: • Privacy and Data Protection: Importance of keeping personal information safe and private. • Countering Misinformation: The spread of fake news, particularly during elections or health crises (e.g., COVID-19 misinformation). • Promoting Diversity and Inclusivity: The need for respectful communication, combating online hate speech, and fostering positive interactions. Show examples of ethical memes (either global or African-based) to inspire participants. You can highlight memes that counter misinformation or advocate for online safety and privacy. 2. Meme Creation (20 min) • Divide participants into small groups (3–5 people). Each group selects or is assigned one of the following topics: ◦ Data privacy and security: a meme highlighting the importance of protecting data privacy. ◦ Combating disinformation: a meme exploring how disinformation can harm individuals or communities. ◦ Promoting diversity and inclusion: a meme celebrating respect, inclusion and kindness online. • Using meme creation tools (e.g., Canva, Imgflip, Adobe Spark), each group designs a meme that creatively promotes ethical behavior around their assigned topic. Encourage participants to use humor, images, and text that are culturally relevant to the African context. Ensure the meme is lighthearted but impactful — humor can make serious issues more relatable and memorable digital behavior across the African continent. • How can memes challenge misinformation, promote privacy, and encourage respectful online interaction? • Are there any risks to using humor in promoting serious ethical issues? • How can memes spread more effectively in African communities (through social media platforms, word of mouth, etc.)?

	3.Sharing and Reflection (15 min) After the meme creation session, each group presents its meme to the rest of the participants. Guiding Questions for Presentation: • What ethical issue does the meme address? • Why did you choose this topic and message? • How does your meme reflect African digital culture and values? As a group, reflect on the power of humor in spreading awareness about digital ethics. Discuss the impact of memes as a form of digital activism in Africa. 4.Group Discussion & Evaluation (10 min) • Discuss how memes can raise awareness and promote positive digital behavior across the African continent. • How can memes challenge misinformation, promote privacy, and encourage respectful online interaction? • Are there any risks to using humor in promoting serious ethical issues? • How can memes spread more effectively in African communities (through social media platforms, word of mouth, etc.)?
Facilitator notes	These may be useful in guiding participants on the kind of Meme Ideas to come up with. 1.Privacy and Data Security Meme idea: A humorous comparison of someone carefully locking their doors at home while recklessly sharing personal information online (e.g., phone number, email). Example text: “Don’t leave your data wide open like your front door! #ProtectYourPrivacy” 1.Countering Misinformation Meme idea: A viral image of an excited person sharing fake news, with a fact-checking superhero coming to stop them. Example text: “Before you share, check your facts! #StopTheSpread #FactCheckFirst” 1.Promoting Diversity and Inclusion Meme idea: A group of people of different backgrounds laughing together over an online conversation, with a text saying, “When we respect each other online, we make the web a better place! #DigitalRespect”
Evaluation	Creativity: Was the meme visually engaging and clear in its message? Cultural Relevance: Did the meme resonate with African digital culture and values? Message Effectiveness: How well did the meme address the ethical issue it focused on? Engagement: Was the meme humorous and likely to engage others in discussions about digital ethics?

Activity 4	Digital Activism Case Study: Citizen Mobilisation in Africa
Materials needed	• Case study printouts/digital slides • Internet access for research • Whiteboard for group discussion
Duration	60 minutes
Activity Development	1. Case Study Exploration (30 min) • Participants review different African digital activism movements, such as: ▪ <u>#BringBackOurGirls</u> (Nigeria) – Raising awareness about kidnapped schoolgirls. ▪ <u>#ShutItAllDown</u> (Namibia) – Protesting gender-based violence. ▪ Africtivistes (West Africa) – A network of cyber activists promoting democracy. 2. Role-Playing Debate (30 min) ◦ Assign each group a case study. ◦ One half of the group defends the movement's strategy. ◦ The other half critiques its effectiveness. 3. Debrief & Takeaways (15 min) ◦ What made each movement successful? ◦ What digital strategies can be improved for future activism?
Evaluation	How can young people sustain digital activism beyond social media trends?

Activity 5	Brainstorming Digital Engagement Actions: "The Idea Wall"
Materials needed	• Flip charts or whiteboard • Markers • Sticky notes
Duration	45 minutes
Activity Development	Introduction (10 min): Discuss what digital civic engagement means (e.g., petitions, social media campaigns, digital volunteering). Share real-life examples from Africa Idea Generation (20 min) • Divide participants into small groups. • Each group writes at least five digital actions youth can take to engage in civic issues. Examples: Hosting Twitter Spaces on youth unemployment, Organising an Instagram challenge to promote voting awareness, Creating TikTok videos on climate change Sharing & Discussion (15 min) • Groups present their ideas and place sticky notes on the Idea Wall
Evaluation	Discuss which ideas are most feasible and impactful.

Activité 6	Designing Online Civic Engagement Projects: "Pitch Your Digital Action Plan"
Materials needed	• Flip charts or Google Docs for drafting project ideas • Markers and sticky notes • Internet-enabled devices
Duration	90 minutes
Activity Development	1. Brainstorming (20 min) Ask participants: What civic issues do you care about?, Examples: corruption, education access, youth employment, mental health. 2. Project Design (40 min) In teams, participants develop a digital project with: • A clear goal (e.g., increase voter registration in their community) • Target audience (e.g., youth, marginalised groups) • Digital tools used (e.g., Twitter campaigns, WhatsApp awareness messages, online petitions) • Action steps & timeline 3. Pitch & Feedback (30 min) • Each group pitches their project in 2 minutes. • Peers and facilitators provide feedback on feasibility and impact.
Evaluation	• Do participants have a clear understanding of the different civic issues? • Can participants develop a digital project with a clear goal, appropriate target audiences, digital tools and actions?



Module 3 - Digital Literacy and Online Safety



Activity 1	Hack the Lies
Materials needed	◦ Printed scenario cards (or digital copies) with African context ◦ Flipchart or whiteboard for discussion notes ◦ Timer for group discussions
Duration	60 minutes
Activity Development	1. Introduction (10 min) • Highlight how misinformation and cyberbullying are global issues, but with specific regional challenges in Africa, such as: ◦ The spread of fake news around elections, health issues (e.g., COVID-19), or politics. ◦ Cyberbullying linked to cultural sensitivities, social media behavior, and online harassment. a. Discuss the impact of misinformation on social, economic, and political stability of different contexts • Explain how participants will be divided into groups to analyze scenarios based on African examples. 2. Role-Play Scenarios (30 min total) Instructions: ◦ Divide participants into small groups (3–5 people). ◦ Each group receives one scenario based on African context and online threats. ◦ They have 10 minutes to discuss and decide how they would react, drawing from their understanding of the African digital landscape. ◦ Groups present their decisions, and the facilitator provides feedback with an emphasis on local digital challenges and resources.
Scenarios	Scenario 1: Election Misinformation in Wakanda During the lead-up to a national election in Wakanda, a viral WhatsApp message claims that a particular candidate has been involved in election rigging, backed by fake photos and videos. People are sharing it without verifying. Discussion Questions: How would you verify the credibility of this claim? • What tools or resources would you use to fact-check? • What is the impact of spreading such misinformation in a politically sensitive context like elections? • If someone close to you shares the message, how do you respond? Best Practices: Use local fact-checking organizations like Africa Check or FactCheck.org to verify claims. Report suspicious posts to platform moderators. Encourage people to get their information from trusted news outlets like BBC Africa, The Guardian Nigeria, or Al Jazeera Africa.

Scenario	Scenario 2 : Cyberbullying in Tokmees A high school student in Tokmees is being harassed on Instagram by classmates who have shared an embarrassing photo of them. The student is distressed, and the bullying continues despite attempts to report it. Discussion Questions: • What is the first step in dealing with cyberbullying in Tokmees? • How can you support the victim, and should you intervene directly with the bully? • What are the risks of ignoring this issue, and how can you involve the community or authorities? • What digital safety measures could be put in place to prevent cyberbullying in schools? Best Practices: • Use existing/available Cyberbullying Reports as a resource to understand legal steps. • Encourage students and parents to report bullying to Instagram or local law enforcement. Scenario 3: Phishing Scam in Timau A resident in Timau receives a text message from a bank claiming that they need to verify their account details due to "unusual activity" and asks them to click on a link to log in. Discussion Questions: • What red flags indicate this message is a phishing attempt? • How would you verify whether the message is legitimate or a scam? • What advice would you give someone who may fall for such scams? • What steps can banks and mobile networks take to prevent phishing scams in Kenya? Best Practices: • Never click on suspicious links. • Contact the bank directly using their official customer service numbers. • Use 2FA (Two-Factor Authentication) to protect financial accounts. • Educate the community using existing campaigns from existing National Computer and Cyber Crime Coordination Committee work in different contexts.
Reflection et discussions (20 mins)	Open discussion: • How can we encourage digital safety awareness in local communities? • How can these scenarios inform real-life digital behavior and ethical responses? Evaluation Criteria: • Did participants apply critical thinking to identify digital threats in the scenarios? • Were they able to use relevant African resources (e.g., fact-checking sites, local organizations)? • Did they engage in thoughtful discussions and propose solutions applicable to their communities? • How confident do they feel in handling online threats within their own digital environments.

Activity 2	My Apps Security Audit
Materials needed	◦ Smartphone or computer with internet access ◦ Access to personal social media accounts (e.g., Facebook, Instagram, Twitter/X, Tiktok, Snapchat) ◦ Security audit checklist (printed or digital)
Duration	60 minutes
Activity Development	1. Introduction (20 min) ◦ Discuss the importance of online security and privacy. ◦ Share real-world cases of privacy breaches and identity theft. ◦ Explain the key aspects of a security audit: ▪ Privacy settings ▪ Personal data exposure ▪ Two-factor authentication (2FA) ▪ Password strength 2. Security Audit (20 min) ◦ Participants review their own social media accounts using the security audit checklist: ◦ Check and update privacy settings (who can see posts, profile details) ◦ Remove sensitive information from bio, posts, or past activity ◦ Enable two-factor authentication (2FA) ◦ Change weak passwords and avoid password reuse ◦ Review and remove third-party apps with access to the account 3. Reflection & Discussion (20 min) ◦ Participants share what surprised them the most. ◦ Discuss challenges faced in improving security settings. ◦ Share best practices for maintaining digital safety long-term.
Facilitator notes	Refresh participant’s knowledge on what 2FA is.
Evaluation	Were participants able to update their security settings? Did they remove or change any personal information? How likely are they to maintain these practices in the future? What security concerns remain, and how can they be addressed?



Activity 3	My Digital Footprint
Materials needed	Internet access, Smartphone, laptop or tablet
Duration	30 minutes
Activity Development	Introduction Explain what a digital footprint is and its impact. Activity: • Participants search their names online and note the results. For this, they will log into any web browser (Google, Firefox, Chrome e.t.c and type their names. • Try as many variations of your names (e.g all 3 names, first two names e.t.c) The idea is to see how much information each of the searches gives you about yourself Reflection: • Share findings (without exposing personal details) and discuss how information persists online. • Tips & Action Plan: Share ways to manage digital footprints.
Facilitator notes	• Emphasize how even deleted content can be archived. • Share real-world examples of digital footprints affecting careers. • Useful references : https://lifelock.norton.com/learn/internet-security/ways-to-help-protect-your-personal-information-online
Evaluation	• Do the participants have an understanding on the concept of a digital footprint? • Do participants understand ways personal data is collected online? • Have they learnt how to minimize exposure of personal sensitive information?



Activity 4	The Hacker’s Playbook
Materials needed	Whiteboard and Markers
Duration	45 minutes
Activity Development	1. Introduction: Divide participants into small groups. Each group receives a card with a real-world hacking scenario Scenario 1: You receive an urgent email from what appears to be your bank, stating that your account has been compromised. The email urges you to click a link and log in to "secure your account." The link takes you to a website that looks exactly like your bank’s login page. Discussion Questions: • What red flags should you look for in the email? • How can you verify if the email is legitimate? • What should you do if you’ve already entered your credentials? • What steps can you take to avoid falling for phishing attacks in the future? Scenario 2 Prince signed up for an online gaming site five years ago using his email and password. That site was later hacked, and all login details were leaked on the dark web. Recently, he got an alert that someone tried to log in to his email from a different country. He’s confused because he never shared his email password with anyone. Discussion Questions: • How did hackers likely gain access to Jake’s email? • What is credential stuffing, and why is password reuse dangerous? • What should Jake do immediately to secure his accounts? • What tools or habits can help prevent this from happening in the future? Scenario 3 Sara’s phone rings, and the caller claims to be from her mobile network provider. The caller informs her of “suspicious activity” on her account and asks her to confirm her identity by providing her phone number and last four digits of her national ID. A few minutes later, she receives a message saying her SIM card has been deactivated. Discussion Questions: • What mistakes did Sara make in this situation? • Why is social engineering an effective hacking technique? • What should she do now to regain access to her account and protect herself in the future? • What are the best ways to verify a caller’s identity before sharing sensitive information?

	Activity: Each group presents their findings in 2-3 minutes. Through discussion, introduce best practices: • Using strong, unique passwords with a password manager. • Enabling Multi-Factor Authentication (MFA). • Regularly checking for data breaches (e.g., using Have I been Pwned). Conduct a quick demo of a password manager and MFA setup. Challenge participants to create a strong password using three unrelated words + numbers and symbols. Reflection & Takeaway (15 minutes) • Have participants write one key takeaway and one action they will implement immediately. • Share resources for further reading on cybersecurity best practices
Facilitator Notes	Hackers use various techniques to steal account credentials, including social engineering, phishing, credential stuffing, and dictionary attacks. Social engineering tricks individuals into revealing personal data by impersonating trusted entities, while phishing spreads fraudulent emails, texts, or calls to deceive users. Credential stuffing exploits leaked passwords from past data breaches, as many people reuse credentials across multiple accounts. Dictionary attacks involve cracking hashed passwords using common words or previously leaked credentials. These methods allow cybercriminals to gain unauthorized access to accounts, leading to potential data breaches. • To protect against these threats, individuals should use strong, unique passwords for every account, which can be managed through a password manager. • Enabling multi-factor authentication (MFA) adds an extra security layer by requiring a second authentication factor beyond just a password. • Security tools like Watchtower monitor potential threats by identifying weak or compromised credentials and suggesting security improvements. • Staying vigilant and proactive with these measures significantly reduces the risk of personal information being exposed online.
Evaluation	• Have participants understood common hacking techniques used to steal personal information? • Have they identified ways through which they can protect themselves against cyber threats? • Have they learnt the importance of using a password manager for online security?

Activity 5	Real or Fake News?
Duration	45 minutes
Materials needed	- Printed or digital examples of real and fake news headlines "Drinking boiled neem leaves prevents COVID-19 infection, says WHO." "Kenya Supreme Court upholds presidential election results after opposition challenge." "Nigeria to replace the Naira with Bitcoin as its official currency by 2025." - Uganda introduces coding as a compulsory subject in primary and secondary schools." "African Union bans women from holding top political positions to 'preserve culture'." - Internet-enabled devices (smartphones, tablets, or computers). - Access to fact-checking websites: (Google Fact Check Explorer, Snopes, Reuters, Fact Check, AFP Fact Check) - Projector/flipchart (optional) for group discussions.
Activity Development	Step 1: Assign one fake headline per group. Step 2: Each group researches their headline using fact-checking tools like Snopes or Google Fact Check Explorer. Step 3: Groups present: - Whether the news was real or fake. - How they verified the information. - What sources helped them find the truth. Step 4: Groups present their choices, and the facilitator reveals which headlines were real or fake. Discussion Guide based on the scenarios: 1. Health Fake News: "Drinking boiled neem leaves prevents COVID-19 infection, says WHO." Reality: The World Health Organization (WHO) has never endorsed neem leaves as a cure or preventive measure for COVID-19. This misinformation spread widely on social media during the pandemic, leading to false hope and risky health practices. 2. Governance & Elections Real News: "Kenya Supreme Court upholds presidential election results after opposition challenge." Reality: This happened in September 2022, when the Kenyan Supreme Court dismissed petitions challenging William Ruto's election victory, confirming him as the validly elected president.

	3.Economic Shifts Fake News:"Nigeria to replace the Naira with Bitcoin as its official currency by 2025." Reality: While Nigeria has explored cryptocurrency regulation and launched the eNaira (a digital currency), it has not announced Bitcoin as an official national currency. This rumor spread due to Nigeria's increasing interest in digital financial solutions 4. Education Real News:"Uganda introduces coding as a compulsory subject in primary and secondary schools." Reality: In 2022, Uganda's government announced the integration of coding into school curriculums to boost digital literacy among young students, aligning with global education trends. 5. Gender Equality Fake News:"African Union bans women from holding top political positions to 'preserve culture'." Reality: The African Union has actively promoted gender equality and has policies encouraging women's leadership in governance. This false claim misrepresents AU's stance and creates unnecessary fear around women's rights progress. • Questions for reflection: • What strategies can we use to identify fake news? • How does fake news impact society? • Why do people fall for misinformation? • How can we educate others about media literacy? • Share additional resources participants can use to fact-check news in the future
Facilitator notes	• Encourage debate: Let participants discuss why certain headlines seem true or false. • Keep it engaging: The topic can be serious, but using humor (e.g., absurd fake news examples) helps keep participants interested. • Make it practical: Teach participants quick fact-checking techniques, such as searching for original sources, looking at URLs, and analyzing author credibility.
Evaluation	• Do participants know how to differentiate real news from misinformation. • Do they have awareness on the tools available to verify news and social media posts?



Activity 6	Too Long A Terms and Conditions
Materials needed	Terms and Conditions excerpts, flip charts and marker pens for discussion
Duration	45 minutes
Activity Development	Opening Discussion (10 min) • Ask participants: "How many of you read the Terms & Conditions before accepting?" (Most will say no!) • Explain that many apps hide surprising or even unfair terms that affect privacy and consent. Speed Challenge: Find the Loopholes! (10 min) Divide participants into small groups. Give each group excerpts from real Terms & Conditions (listed below). • Instagram (Data Ownership & Permissions) Clause: "We may collect information about the device you use to access the platform, including your IP address, device identifiers, browsing history, and keystroke patterns." • Facebook (Facial Recognition) Clause: "If you turn on Face Recognition, we will analyze photos and videos that you're in to suggest tags for you and others." • Zoom (AI Data Usage Agreement) Clause: "Zoom has the right to access, store, and use customer data for machine learning and AI training." • LinkedIn (User Tracking & Ad Targeting) Clause: "We collect information about your contacts, location, and engagement to personalize advertisements." Task: They must find and highlight problematic clauses within 10 minutes. After time's up, each group presents the most shocking clause they found. (10 minutes) Discussion Guide based on the Excerpt 1. Case 1: Instagram can modify and distribute your photos and videos without paying you—even if you delete them! 2. Case 2: TikTok can track what you type—even on other apps! 3. Case 3: Facebook can scan your face in photos you didn't post, potentially violating biometric privacy laws. 4. Case 4: Your video calls and chats may be used to train AI models! 5. Case 5: Even if your profile is private, LinkedIn tracks who you interact with. 6. Debrief & Discussion (15 min) • Did any of these clauses surprise you? Why or why not? • How do these terms impact your privacy and security? • What are some ways to protect your digital consent and online rights? • Have you ever had an experience where an app misused your personal data?

Facilitator notes	Tips for Protecting Yourself: • Use tools like <u>Terms of Service; Didn't Read(TOSDR)</u> to summarize and rate T&Cs. • Adjust your privacy settings on apps and websites. • Use strong, unique passwords and enable multi-factor authentication. • Avoid granting unnecessary permissions (e.g., location tracking, microphone access). • Read at least the key sections of any Terms & Conditions before agreeing.
Final takeaway	• Being informed about Terms & Conditions empowers you to make safer choices online and take control of your digital privacy. Choose wisely! • Optional: Conclude by showing a short video on digital consent and data privacy (e.g., TED Talks or Privacy Awareness Campaigns).
Evaluation	• Do participants now recognize the importance of reading user agreements before accepting? • Have they understood the impact of blindly accepting terms? • Have they harnessed their skills in identifying problematic or surprising clauses in popular apps' Terms of Service (ToS)?



Activity 7	Healthy Digital Relationships
Materials needed	Printed case scenarios and Green and Red Cards
Duration	45 minutes
Activity Development	1.Red Flag/Green Flag Game(15 Minutes) : In this game, participants will hear different scenarios related to digital consent and online dating. They will raise a GREEN card if they think the situation is healthy and a RED card if they think it is problematic. After each scenario, the facilitator will lead a short discussion on why the behavior is acceptable or a red flag: • Sharing Passwords "I trust you, so I think we should share passwords to our social media and email accounts. It'll help us stay closer!" Red Flag – Sharing passwords can be a form of control and violates personal privacy. Healthy relationships respect digital boundaries. • Checking In Without Pressure "Hey, I know you're out with friends. Just checking in to see how your day is going. No pressure to reply!" Green Flag – This shows consideration without control. They respect your space and aren't demanding constant updates. • Pressuring for Photos "If you really care about me, you'll send me a cute picture. Don't you trust me?" Red Flag – This is a form of emotional manipulation. Consent should always be freely given without pressure. • Respecting Boundaries "You said you weren't comfortable with video calls at night, so I won't call unless you tell me you're okay with it." Green Flag – Respecting someone's stated boundaries is a key part of healthy digital relationships. • Unexpected Location Requests "Where are you right now? Share your location so I know you're safe." Red Flag – While safety can be a concern, demanding real-time location can be a sign of control or digital stalking. • Publicly Posting Private Conversations *"Haha, look what [Name] said to me last night!" (posts screenshot of private messages in a group chat) Red Flag – Sharing private conversations without consent is a major privacy violation. • Asking for Permission Before Tagging "Hey, I took some cool pictures of us at the café today. Mind if I tag you when I post them?" Green Flag – Asking before posting ensures digital consent and respects privacy.

	• Ignoring a 'No' "I know you said you don't like sending selfies, but can you make an exception just this once?" Red Flag – If someone ignores a boundary once, they are likely to do it again. Consent is ongoing and must be respected. • Blocking After a Breakup "I don't want to stay in contact after our breakup, so I'm blocking them to protect my peace." Green Flag – Setting digital boundaries after a breakup is healthy and can be an act of self-care. • Guilt-Tripping About Responses "Why are you taking so long to reply? I see you're online but not answering me. Do you even care about me?" Red Flag – Demanding instant replies is a sign of controlling behavior. Healthy relationships respect personal time. Scenario Discussion (20 min): Divide participants into small groups and assign each a real-life scenario related to digital consent. Groups discuss how they would respond and then share their thoughts. Scenario 1: Screenshots Without Consent You confide in someone you met online about a personal issue. Later, you find out they shared screenshots of your chat in a group chat without your permission. What do you do? How do you address this breach of trust? Scenario 2: Location Sharing Pressure You've been talking to someone for a few weeks, and they keep asking you to share your real-time location whenever you go out. You don't feel comfortable, but they insist it's for safety reasons. How do you handle this situation? Scenario 3: Fake Profiles & Catfishing You've been talking to someone online for a few months, and they avoid video calls or meeting in person. You reverse-search their profile pictures and find out they belong to someone else. What should you do next? Scenario 4: Inappropriate Messages After Saying No You've clearly told someone that you're uncomfortable with certain kinds of messages (flirty, sexual, aggressive), but they continue sending them. How should you respond? When is it appropriate to report or block them? Scenario 5: Deepfake & Edited Images You receive an edited picture of yourself that someone has altered to make it look compromising. They say it's just a joke, but you feel uncomfortable. They are now threatening to share this if you do not comply with their demands. What approach would you take? Scenario 6: Unexpected Video Calls You're texting someone online, and they start video calling you randomly without warning. You don't feel comfortable with this, but they get upset when you don't answer. How do you assert your boundaries? Scenario 7: Revenge & Threats After an argument, someone you trusted online threatens to leak your personal messages or photos to your family or employer. How do you deal with this situation, and what steps can you take to stay safe?
Facilitator Notes:	Discuss how digital consent applies beyond romantic relationships (e.g., friendships, family, professional settings).
Evaluation:	• Do participants understand what healthy digital relationships are and how to set clear boundaries during online engagements? • Are participants able to recognize red flags during digital interactions. • Are they more aware of how consent applies to digital dating ?

Module 4 - Digital Advocacy and Youth-Led Campaigns



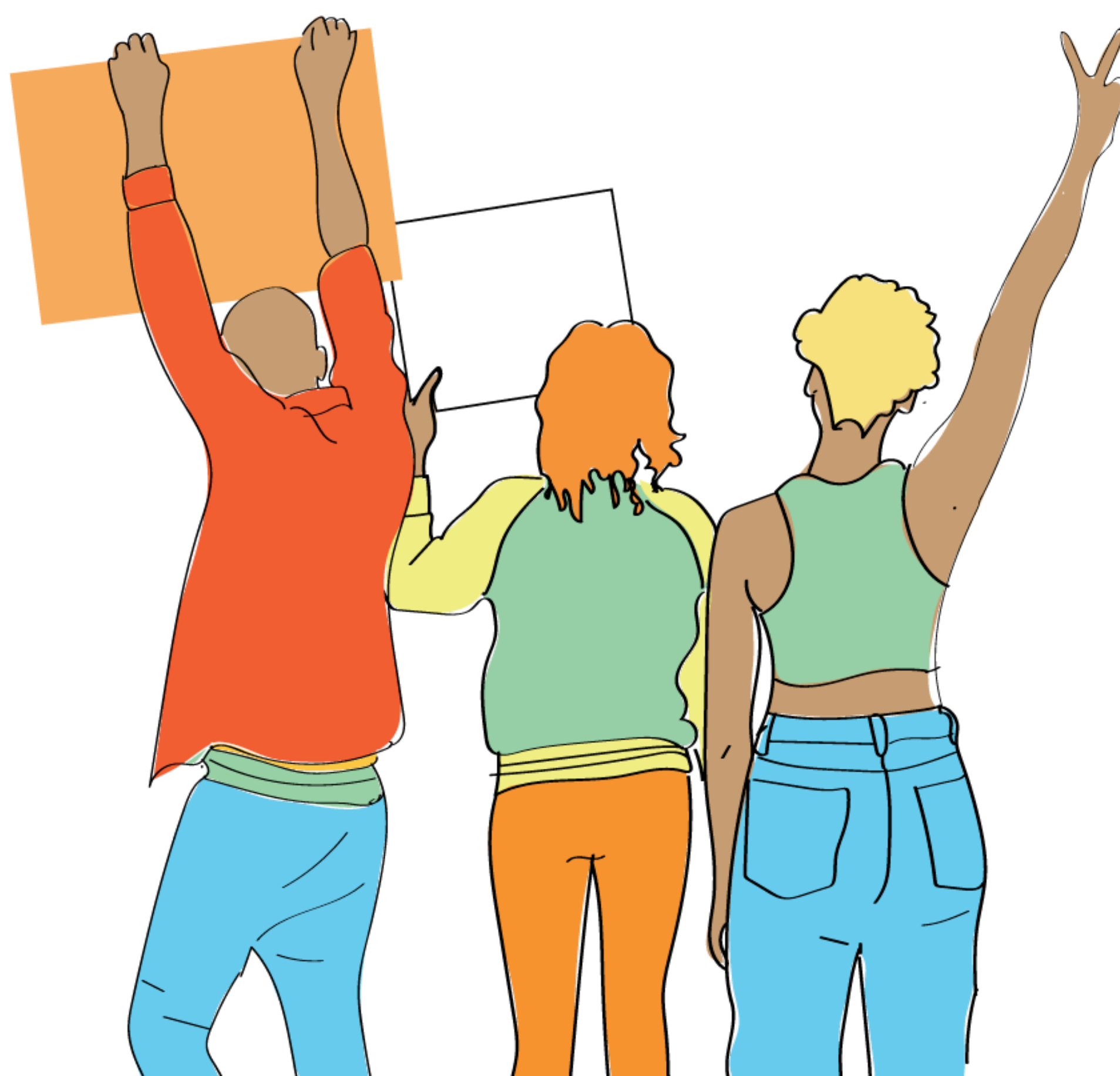
Activité 1	Amplify Youth Voices
Materials needed	Flipchart and pen, google docs, canva, dropbox paper (any tool available can be used)
Duration	60 minutes
Activity Development	In your patrol, follow the steps below to develop an advocacy campaign • Identify a problem you want to change in your community concerning digital rights challenges and amplify the voices of youth actors • Narrow down on the specific digital right challenge you are passionate about, in relation to the problem • Set the campaign goal and objectives • Identify the stakeholders you want to influence with your campaign • Developing the key messages to support your campaign • Select advocacy activities to help achieve your goal and objectives • Identify individuals, organisation and policymakers you will approach for partnership and coalition building • Identify metrics you will use to measure and evaluate the success of your campaign Share with the rest of the team in plenary for feedback to help you improve.
Facilitator notes	Other advocacy campaign areas to explore are: • Open digital spaces: facilitating and promoting an inclusive and safe digital space, by protecting it against cyber-attacks and discouraging government-imposed internet shutdowns, with a special consideration for marginalised groups. • Access to information: Strengthening policies to uphold the right to access information online, transparency and integration into democratic governance through the targeting of accessibility and open data. • Tackling disinformation: Supporting the development and implementation of targeted measures to counter disinformation campaigns and strengthen digital resilience. • Civic innovation for improved public participation: Advocating for an enabling environment that welcomes digital innovation from civil society that is aimed at demystifying governance issues and expanding public participation. • Ethical and Inclusive AI Governance: Advocating for policies that promote the responsible and transparent use of AI and big data to enhance civic engagement, protect human rights, and address societal challenges while ensuring these technologies do not reinforce biases or undermine democratic processes.
Evaluation	• Was there a clear understanding of digital rights challenges before designing the campaign? Were key advocacy messages well-defined and tailored for different audiences? • Were the chosen digital platforms appropriate for reaching the target audience? Did the team effectively integrate multimedia elements (videos, social media graphics, blogs)? • Do you think this campaign was feasible and achievable? Why or why not? How was it developing this campaign? What challenges did you face?

Activity 2	Digital Advocacy in action
Materials needed	Internet access, Smartphone, laptop or tablet
Duration	30 minutes
Activity Development	1. Introduction: Explain what a digital footprint is and its impact. 2. Activity: Participants search their names online and note the results. For this, they will log into any web browser (Google, Firefox, Chrome e.t.c and type their names. - Try as many variations of your names (e.g all 3 names, first two names e.t.c) The idea is to see how much information each of the searches gives you about yourself 3. Reflection: Share findings (without exposing personal details) and discuss how information persists online. - Tips & Action Plan: Share ways to manage digital footprints.
Facilitator notes	- Emphasize how even deleted content can be archived. - Share real-world examples of digital footprints affecting careers. - Useful references : https://lifelock.norton.com/learn/internet-security/ways-to-help-protect-your-personal-information-online
Evaluation	- Do the participants have an understanding on the concept of a digital footprint? - Do participants understand ways personal data is collected online? - Have they learnt how to minimize exposure of personal sensitive information?



Activity 3	Movement Building
Materials needed	Flip charts or large sheets of paper, Markers or pens, Sticky notes (optional), Printed handouts with guiding questions (optional)
Duration	45 minutes
Activity Development	1. Introduction & Context (5 mins): Explain the importance of movement building in social change, focusing on digital rights advocacy (e.g., freedom of expression, privacy, internet access). Highlight real-world examples of digital movements (e.g., #SaveTheInternet, #MeToo, #BlackLivesMatter). Briefly introduce the three key tasks: - Identifying movement-building steps - Listing barriers to movement building - Differentiating movements from campaigns 2. Group Work (25 mins) Participants in their patrols, complete the following tasks:
Groups task	Write each step on a flipchart and give an example related to digital rights. Task 1: Identify and Describe the Movement-Building Steps (10 mins) Each group outlines the key stages of movement building, such as: • Laying foundation: Awareness & Issue Identification – Recognizing the problem, identifying stakeholders. • Mobilization & Community Building – Bringing people together, defining shared values. • Launch digital action: Strategy & Goal Setting – Developing clear objectives, defining tactics. • Sustain momentum: Action & Advocacy – Implementing plans (e.g., protests, online petitions, campaigns). • Celebrate and Reflect Sustainability & Growth – Keeping momentum, engaging new members, long-term impact. Task 2: Identify Barriers to Movement Building (7 mins) Groups brainstorm challenges that make it difficult to start and sustain movements. Possible barriers include: • Censorship & Online Repression (Governments blocking or surveilling activists) • Disinformation & Misinformation (False narratives weakening the cause) • Resource Constraints (Lack of funding, skills, or digital access) • Activist Burnout & Low Engagement (Difficulties in maintaining momentum) Group Task: List at least 5 barriers and propose possible solutions for 2 of them.

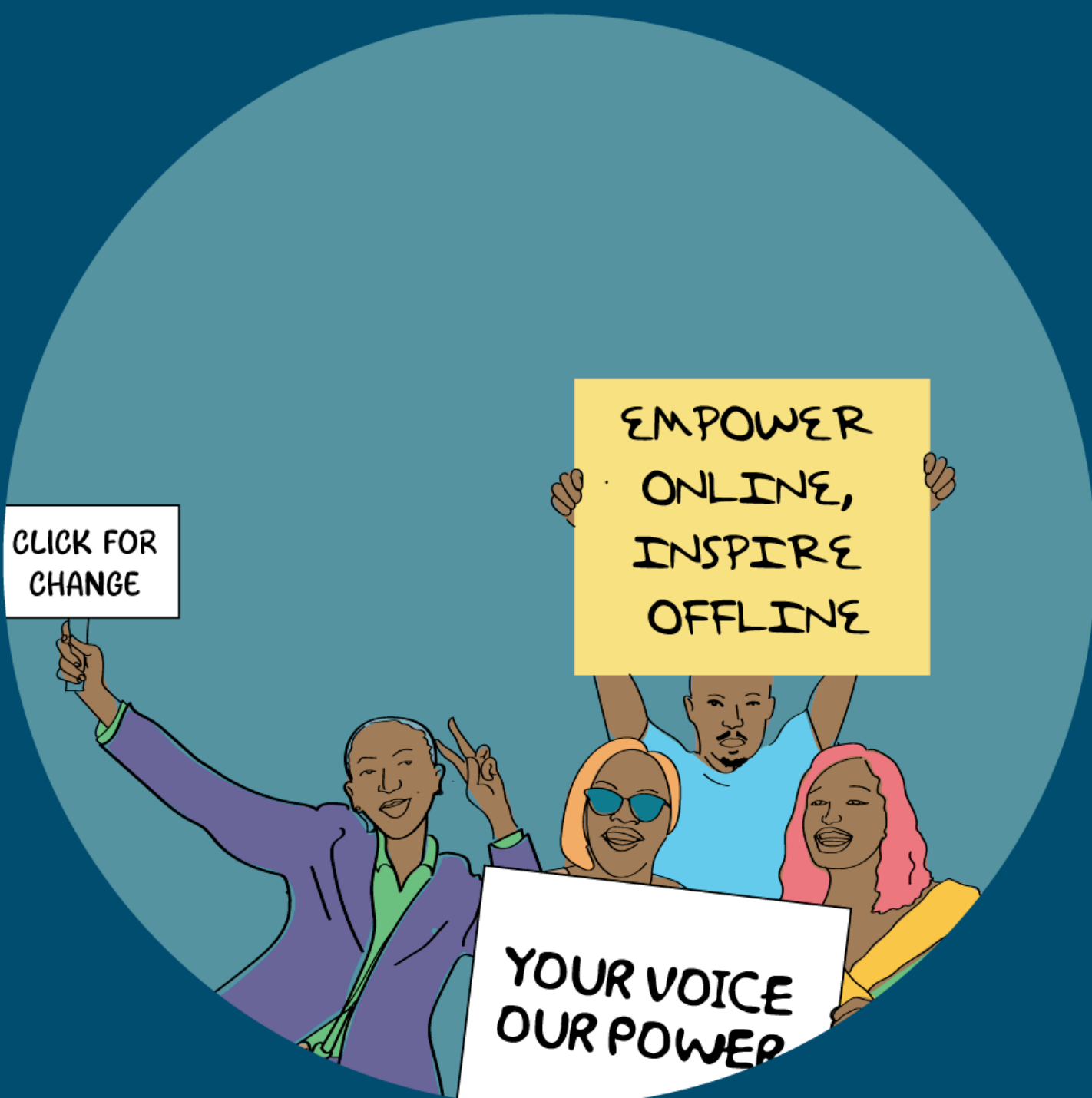
	Task 3: Differentiate Between Movements and Campaigns (8 mins) Groups define both terms and identify key differences: ◦ Movements: Long-term, broad in scope, grassroots-led (e.g., Internet Freedom Movement). ◦ Campaigns: Short-term, specific goals, organized efforts within a movement (e.g., a petition to pass an internet privacy law). Groups provide one real or hypothetical example of each. Present a quick comparison chart on flipchart paper. 3: Group Presentations & Discussion (10 mins): • Each group presents their key takeaways in 2 minutes. • The facilitator leads a short discussion on how these insights apply to real-world digital advocacy. • Possible discussion prompts: ◦ How can digital tools help overcome barriers? ◦ What makes movements successful in the long term? ◦
Evaluation & Reflection	Each participant writes down a key learning takeaway from the session.
Feedback discussion	Ask 2-3 participants: ◦ What was the most surprising thing you learned? ◦ Do you feel more confident in understanding movement building? ◦ How would you apply these lessons in real-life advocacy?
Alternative evaluation	Use a quick emoji or hand signal scale (e.g., thumbs up/down) to gauge understanding.



Activity 4	Organising Virtual Town Halls
Materials needed	Internet access, Smartphone, laptop or tablet
Duration	45 minutes (Equip participants with the skills to create and promote online petitions while advocating for digital rights, enabling them to effectively engage stakeholders and gather public support.)
Activity Development	• In your patrol, identify a digital rights issue affecting your community (e.g., online privacy, internet access, cyberbullying, digital literacy, data protection). • Select a suitable video conferencing platform and create a virtual town hall plan. • Develop a structured agenda (e.g., introduction, issue presentation, stakeholder feedback, action steps). • Craft three to five key advocacy messages that highlight the digital rights issue and propose solutions. • Define a clear policy call to action (e.g., urging authorities to enact digital protection laws, launching a campaign for online safety awareness, or signing a petition for affordable internet access). • Assign roles: moderator, speakers, community representatives, policymakers, and note-takers in the patrol • Identify key stakeholders (e.g., policymakers, educators, digital rights activists, tech companies, youth leaders), assign each members of your troop the various roles. • Simulate a digital rights discussion, facilitating stakeholder engagement. • Encourage interactive participation by gathering diverse viewpoints and feedback. • Discuss challenges encountered in organising and moderating the town hall. • Share key takeaways on what worked well and areas for improvement.
Evaluation	Reflect on how virtual town halls can be leveraged for real-world digital rights advocacy.



Module 5 - Digital Storytelling and Content Creation



Activity 1	Voices Amplified
Materials needed	Smartphones or laptops with internet access, Social media accounts (TikTok, Instagram, Twitter, WhatsApp) and Canva or any graphic design tool (for creating visuals)
Duration	45 minutes
Activity Development	1. Introduction & Context Setting (10 minutes) • The facilitator briefly explains the importance of digital advocacy and how social media can influence policy change. • Discuss examples of successful online campaigns that have influenced government policies. • Introduce the platforms (TikTok, Instagram, Twitter, and WhatsApp) and their unique strengths for advocacy. 2. Group Task – Content Creation (25 minutes) Participants are divided into four groups, each assigned one platform. Their task is to create campaign content based on the following: TikTok • Content Type: Short-form video • What to Share: ◦ A 30-60 second explainer video on the unfair tax rise, using simple language and engaging visuals. ◦ A challenge or hashtag campaign (e.g., <u>#TaxJusticeNow</u>) where users share how the tax rise affects them. • How to Do It: ◦ Record a short video explaining the issue in an engaging way. ◦ Add subtitles and key messages using TikTok editing tools. ◦ Use trending sounds to boost engagement. ◦ End with a strong call to action (e.g., "Share this video and tag your representatives!"). Instagram • Content Type: Infographics & Stories • What to Share: ◦ Carousel posts explaining the tax rise in 3-5 slides. ◦ Instagram Stories with interactive elements (polls, Q&A, quizzes) to engage followers. ◦ A short Instagram Reel with key facts and statistics. • How to Do It: ◦ Use Canva to design clear and visually appealing infographics. ◦ Write concise captions with hashtags ◦ Post on Instagram Stories and encourage followers to engage and reshare.

	Twitter (X) • Content Type: Tweet thread & Engagement Campaign • What to Share: ◦ A Twitter thread explaining the tax issue, using facts, statistics, and a personal story. ◦ A trending hashtag campaign (e.g., #StopUnfairTaxes) to rally support. ◦ Tag policymakers and influencers to amplify the message. • How to Do It: ◦ Write a compelling opening tweet ◦ Follow up with 4-5 tweets breaking down the issue. ◦ Include a call to action, such as signing an online petition or attending a protest. WhatsApp • Content Type: Broadcast Messages & Group Discussions • What to Share: ◦ A short but impactful message explaining the tax rise, with a link to
Facitator notes	• Encourage participants to think about their target audience and tailor messages accordingly. • Discuss digital safety and how to avoid misinformation when advocating online. Remind participants to fact-check all claims before posting to maintain credibility. • Highlight the importance of consistency in social media advocacy—one post is not enough! • Useful references : ◦ Social Media for Social Change – Best practices for digital activism ◦ How to Use Hashtags for Advocacy
Evaluation	• Have participants understood how different digital platforms can be used for civic engagement and advocacy? • Have they learnt how to create effective, platform-specific content to raise awareness on different social/economic/civic issues? • Do they have an understanding on how to develop a strategic cross-platform social media campaign that maximizes reach and impact?



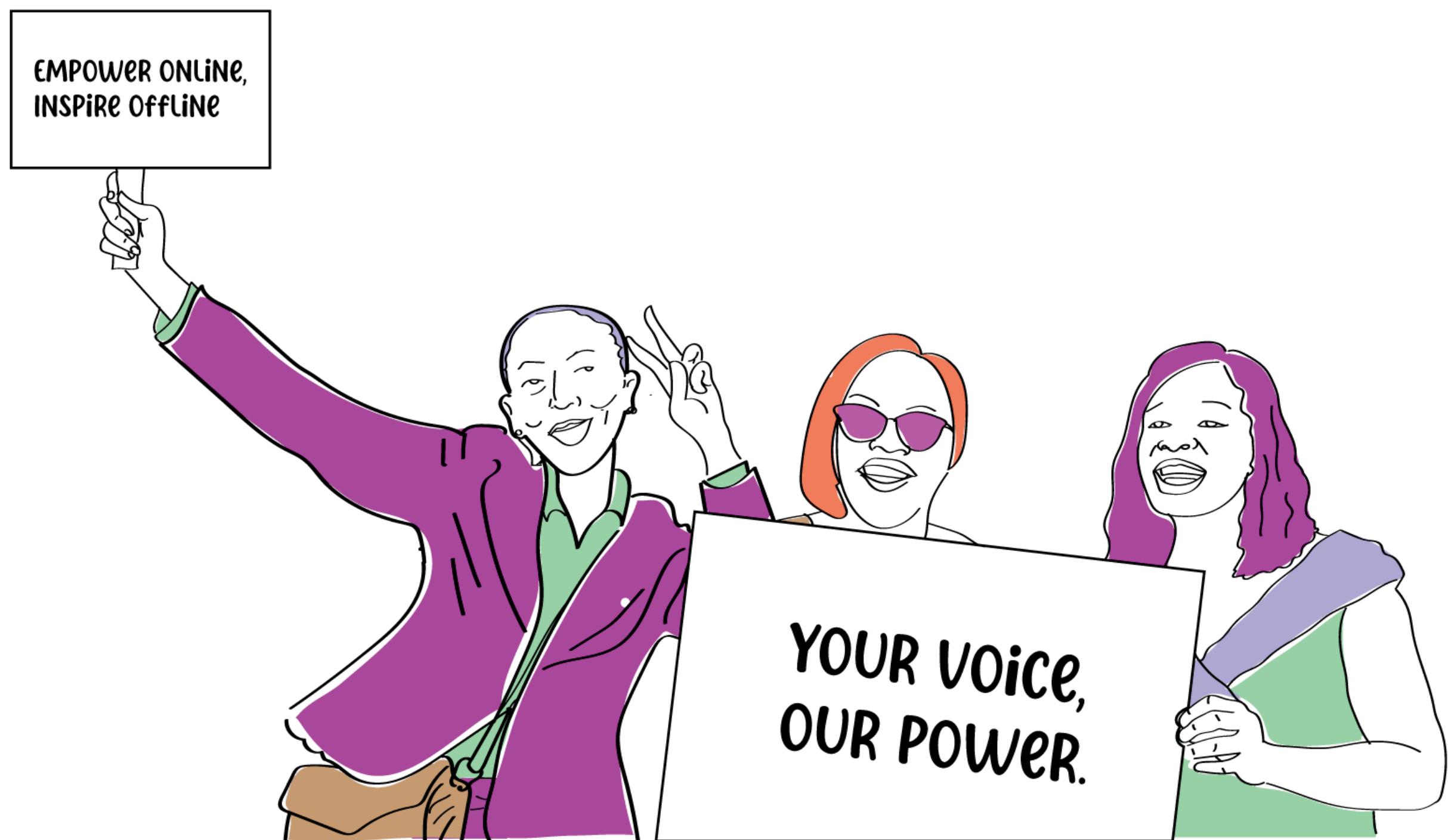
Activity 2	Digital Canvas
Materials needed	• Laptops, tablets, or smartphones with internet access • Canva account (www.canva.com) • Examples of effective advocacy posters (for inspiration) • Pre-prepared list of hashtags
Duration	60 minutes
Activity Development	1. Introduction & Issue Selection (10 minutes) Start with a brief discussion: • Why is it important to speak up about social and economic issues? • How can digital campaigns create real impact? • Show examples of effective digital advocacy posters and discuss their elements: ◦ A clear & compelling message ◦ Strong visuals that evoke emotion ◦ A personal connection ◦ A call to action ◦ A hashtag for wider social media reach Group Task: A. Each group selects a pressing issue in their community, such as: • Social Issues – Gender equality, youth unemployment, access to education • Economic Issues – High cost of living, unfair taxation, local business struggles • Poor Service Delivery – Unreliable transport, lack of clean water, healthcare challenges B. Crafting the Campaign Message (10 minutes) • Define the Problem – What’s happening? Why is it an issue? • Make it Personal – Share a real-life example, story, or quote. • Create a Call to Action – What do you want people to do? • Develop a Hashtag – Keep it short, relevant, and catchy C. Designing the Poster on Canva (20 minutes) Participants open Canva (www.canva.com) and select a poster template. Add: • Powerful headline • Brief description of the issue • Impactful visuals (photos, icons, or graphics) • Call to action • Hashtag Keep text minimal but impactful – posters should be visually appealing and easy to read. Presentation & Feedback (10 minutes) • Each group presents their poster, explaining: • Why they chose the issue • Who they want to reach • How their campaign will create impact • Facilitator provides feedback on clarity, design, and engagement potential.

	4. Next Steps & Digital Outreach (10 minutes) Discuss how to share the campaign effectively: Social Media – Instagram, Twitter, Facebook (tag influencers & local leaders) Community Groups – WhatsApp, Telegram, or local forums Public Spaces – Print posters for schools, churches, or local centers Encourage participants to track engagement (likes, shares, comments) to measure impact.
Facilitator notes	• Encourage participants to use real stories to make their campaigns authentic. • Ensure messages remain solution-focused rather than just complaints. • Remind groups that digital activism can lead to real-world change (e.g., petitions, policy discussions). • Discuss ethical considerations – avoid misinformation and be mindful of privacy. • Useful reference : Digital Activism Best Practices: www.globalcitizen.org
Evaluation	• Have participants Understood the power of visual storytelling in raising awareness about community issues. • Have they Learnt how to craft persuasive messaging for advocacy campaigns. • Can participants effectively use Canva or other digital tools to design impactful posters for campaigns? Does participants understand how campaign poster, a clear call to action can evoke emotions on their publics?



Activity 3	Echoes of Change (Level 3)
Materials needed	• Laptops, tablets, or smartphones (for online research) • Flipcharts & markers (for brainstorming and presenting findings)
Duration	60 minutes
Activity Development	Introduction & Discussion (10 minutes) • Facilitator asks participants: ◦ What is a civic campaign? ◦ What are some campaigns or movements they know that have made an impact? ◦ What makes a civic campaign successful? (Possible answers: clear message, strong leadership, community involvement, media coverage, policy change, etc.) • Share 1-2 examples of globally or locally recognized civic movements, such as: ◦ <u>#FridaysForFuture</u> (climate activism) ◦ Black Lives Matter (social justice movement) ◦ Road Safety Awareness in Kenya (example of a local grassroots initiative) 2. Research & Identification of Civic Stories (20 minutes) • Participants work in small groups to identify one successful civic campaign from their community, using either: ◦ Personal knowledge ◦ Social media research ◦ News articles ◦ Interviews with community members (if time allows) • Each group answers these key questions: a. What was the campaign about? b. Who initiated it? c. What strategies did they use? (e.g., protests, online petitions, media engagement) d. Why was it successful? (community support, strong messaging, government involvement, etc.) e. What challenges did implementers face? 3. Group Presentations & Analysis (20 minutes) • Each group presents their chosen campaign and explains why they believe it was successful. • Facilitator leads a group discussion: ◦ What do the successful campaigns have in common? ◦ Which strategies were most effective? ◦ What lessons can be applied to future civic initiatives?

	4. Wrap-Up & Key Takeaways (10 minutes) • Participants reflect on how they can use these insights to create impactful civic campaigns in their own communities. • Facilitator summarizes 5 key ingredients of a successful civic movement, such as: ◦ A clear and compelling message ◦ A strong leader or collective movement ◦ Community involvement ◦ Strategic use of digital tools and media ◦ Persistence and resilience
Facilitator notes	• Guide participants to look beyond social media movements and include on-the-ground initiatives, such as youth advocacy groups, environmental clean-ups, or policy change efforts. • Encourage discussion on both small and large campaigns to showcase different levels of impact. • If time allows, ask participants how they would improve the campaigns they researched. Useful links : ◦ UNICEF Guide on Youth-Led Civic Engagement: www.unicef.org/civic-engagement ◦ The Role of Digital Media in Civic Activism: www.socialmediatoday.com ◦ Case Studies of Successful Civic Movements: www.globalcitizen.org
Evaluation	• Have participants understood the key factors that make civic campaigns successful? • Have they Learnt how to analyse and assess the impact of their advocacy efforts? • Can the participants Identify best practices that can be adopted and applied to their own civic initiatives?

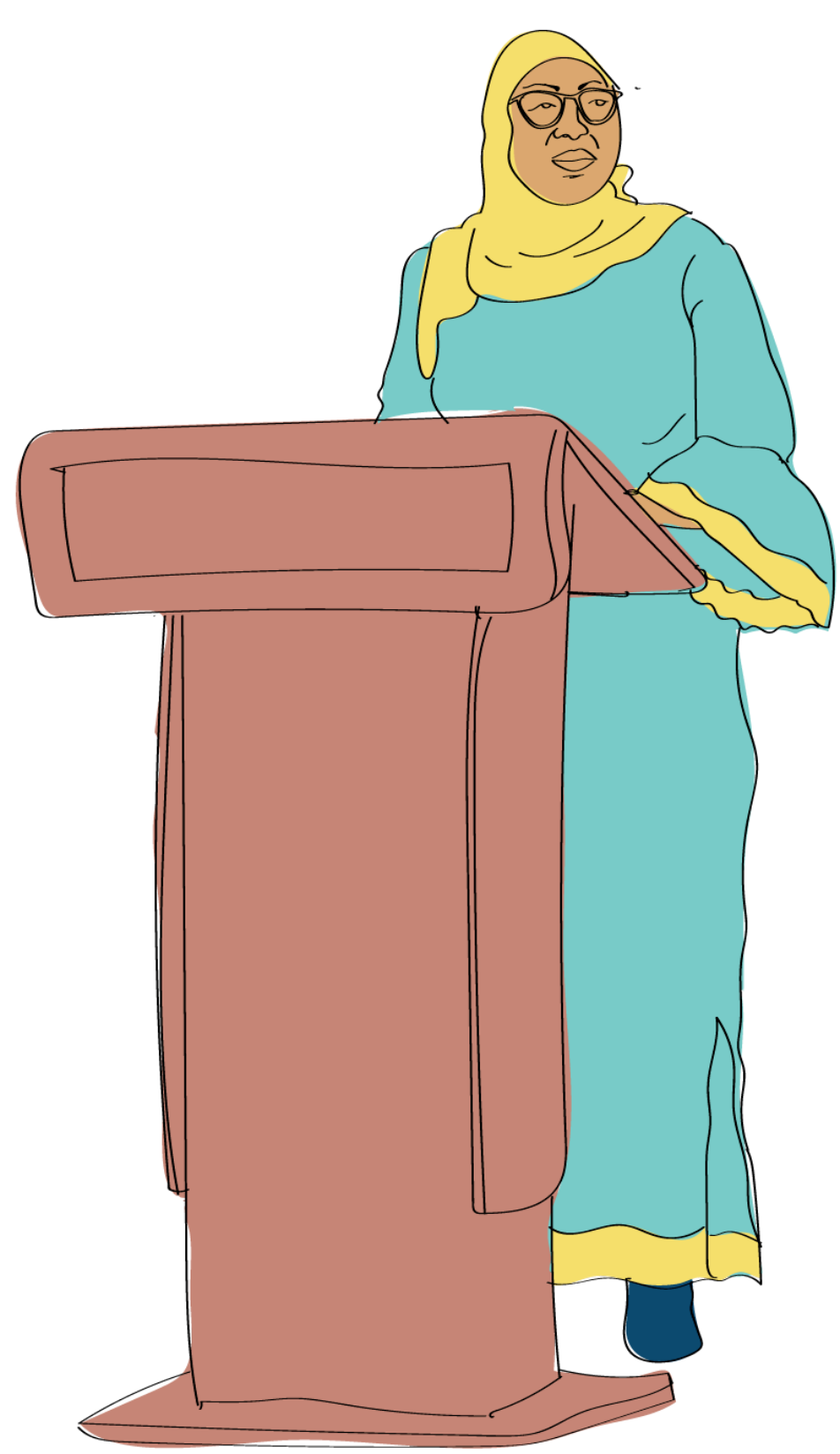


Activity 4	Advocact
Materials needed	• Laptops, tablets, or smartphones (for research and content creation) • Internet access (for exploring examples and fact-checking) • Paper, markers, sticky notes (for brainstorming and storyboarding) • Multimedia tools (Canva, PowerPoint, Google Slides, or any video editing app like InShot, CapCut, or Adobe Spark)
Duration	60 minutes
Activity Development	1. Introduction to Digital Civic Storytelling (10 minutes) • Facilitator explains why storytelling is important in advocacy and civic engagement. • Show examples of each storytelling type: ◦ Personal Narrative: A first-person account of someone impacted by the issue. (Example: A refugee sharing their experience on TikTok.) ◦ Data-Driven Story: Uses statistics, graphs, and reports to illustrate the problem. (Example: An infographic showing youth unemployment trends.) ◦ Solution-Focused Story: Highlights positive actions and solutions to the issue. (Example: A mini-documentary on a community clean-up initiative.) • Discuss the strengths and weaknesses of each format. 2. Choosing a Civic Issue and Story Type (15 minutes) • Participants work in small groups (3–5 people). • Each group selects an advocacy issue relevant to their community, such as: ◦ Climate change ◦ Digital rights and privacy ◦ Service delivery ◦ Gender equality ◦ Education access ◦ Healthcare challenges • Groups decide which of the three storytelling formats best suits their issue. 3. Story Development & Content Creation (30 minutes) • Groups start crafting their digital story. Step-by-Step Guide: • Step 1: Outline the main message (What do you want people to take away?) • Step 2: Choose the right storytelling tools (video, infographic, blog post, social media post, etc.). • Step 3: Create the story structure: ◦ Personal Narrative: Begin with a real-life experience, highlight struggles, and end with a call to action. ◦ Data-Driven Story: Introduce the issue, present key statistics visually, and explain what the numbers mean. ◦ Solution-Focused Story: Describe the issue, showcase a successful initiative, and invite others to take action. ◦ Step 4: Use digital tools to design visuals, edit videos, or create a script.

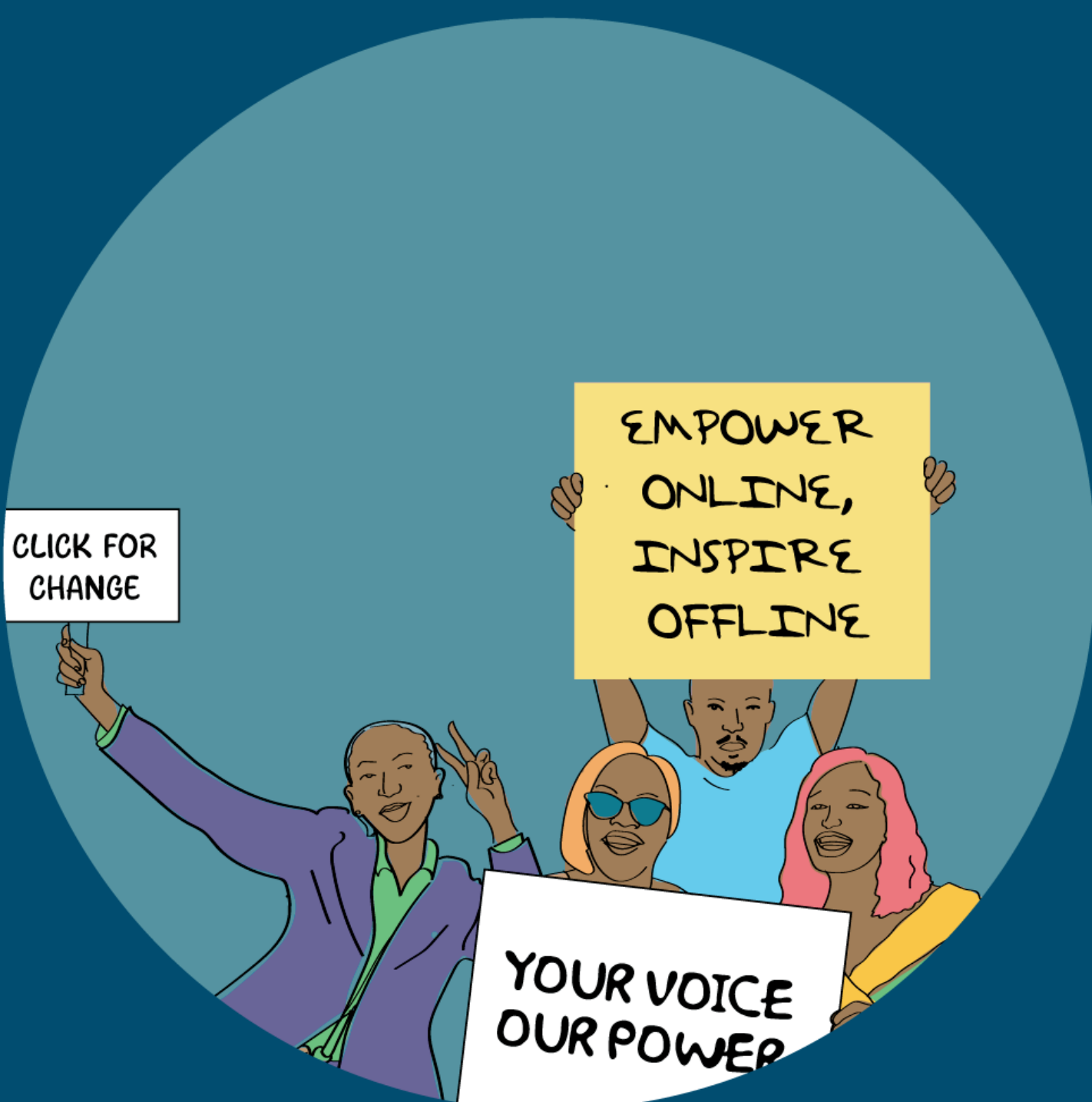
	Group Presentations & Feedback (15 minutes) • Each group presents their digital story (mock-up or complete). • Facilitator and peers provide constructive feedback on: ◦ Clarity & impact of the message ◦ Creativity & storytelling techniques ◦ Effectiveness in engaging an audience 5. Wrap-Up & Key Takeaways (5 minutes) • Facilitator summarizes key points: ◦ The power of digital storytelling in civic engagement ◦ How different story types shape public perception ◦ Tips for making stories more engaging and shareable • Encourage participants to share their content on social media or refine it further for real-world advocacy.
Facilitator note	• Guide participants on fact-checking and credible sources when using data-driven storytelling. • Remind them to include calls to action (e.g., petitions, donation links, or social media hashtags). • Useful references : Storytelling for Advocacy Guide: <u>60 minutes</u> , Data Storytelling Toolkit: <u>60 minutes</u>
Evaluation	• Have participants understood different types of civic digital storytelling? (personal narrative, data-driven, and solution-focused). • Do they have an understanding on the factors to consider when choosing the best storytelling format for their advocacy issue? • Have they learnt how to develop a compelling civic digital story using multimedia tools?

Activity 5	Speak, Share, Inspire
Materials needed	• Flip charts and marker pens for discussion • Tablet/Phone
Duration	60 minutes
Activity Development	1. Introduction to Storytelling for Advocacy (10 minutes) • Facilitator explains the power of storytelling in civic engagement. • Discuss the 5 key elements of compelling storytelling: ◦ Hook: A strong opening that grabs attention. (Example: A shocking statistic, a thought-provoking question, or a powerful quote.) ◦ Characters: Who is involved? ◦ Conflict: What is the problem or challenge? ◦ Solution: What actions are being taken or need to be taken? ◦ Emotion: How does the story make people feel? • Show examples of compelling civic stories in different formats. 2. Choosing a Community Issue and Story Format (10 minutes) • Participants work individually or in pairs. • They brainstorm local issues they feel strongly about, such as: ◦ Climate change ◦ Shrinking Civic Space ◦ Poor infrastructure ◦ Gender inequality ◦ Youth unemployment • They choose a storytelling format: ◦ Video: A short documentary or Instagram Reel. ◦ Blog Post: A compelling written narrative. ◦ Infographic: A visually engaging summary of the issue. ◦ Podcast: A voice-recorded discussion or personal reflection. ◦ Social Media Thread: A Twitter/X or Instagram carousel post highlighting the issue. 3. Story Development & Content Creation (20 minutes) Step-by-Step Guide: • Step 1: Define the message – What should people understand or feel after engaging with your story? • Step 2: Outline your story using the 5 storytelling elements (Hook, Characters, Conflict, Solution, Emotion). • Step 3: Choose the best medium and begin drafting or creating. • Step 4: Use relevant tools to enhance storytelling: ◦ Canva for infographics and posters ◦ InShot or CapCut for video creation ◦ Google Docs for drafting blog posts • Step 5: Add a Call to Action – How should the audience respond? (Sign a petition, volunteer, share the story, etc.)

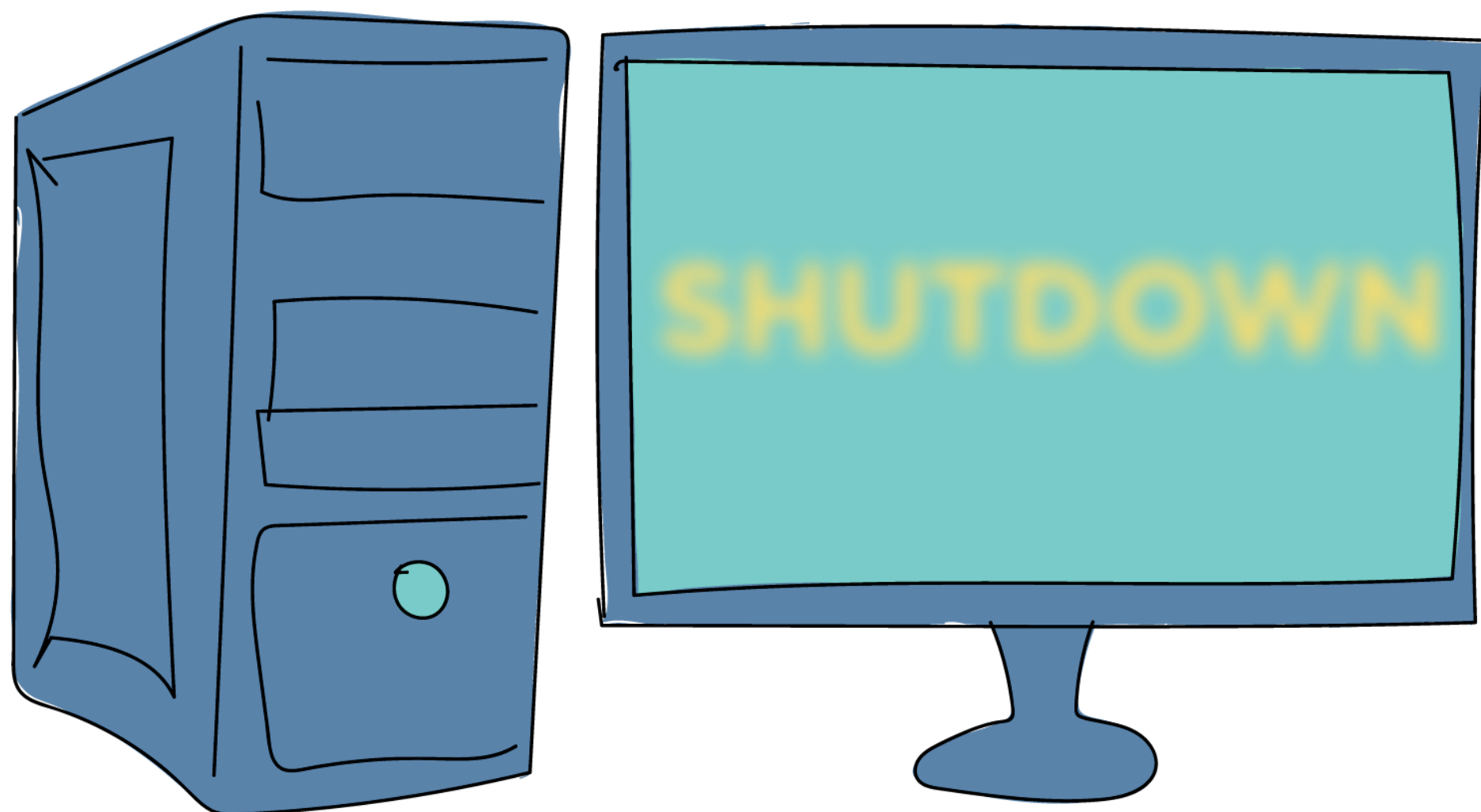
	4. Group Presentations & Feedback (15 minutes) • Participants present their stories in small groups. • Feedback focus areas: ◦ Does the story capture attention? ◦ Is the conflict clearly defined? ◦ Does it evoke emotion and engagement? ◦ Is the Call to Action clear and actionable? 5. Wrap-Up & Key Takeaways (5 minutes) • Facilitator summarizes: ◦ The importance of real-life storytelling in civic participation. ◦ How stories can drive action and policy change. ◦ Ways to improve storytelling for digital audiences. • Encourage participants to refine and share their stories online.
Facilitator note	• Encourage authentic and diverse perspectives. • Guide participants in fact-checking and ethical storytelling. • Emphasize audience engagement—How will they make the story relatable? • Offer storytelling templates for those struggling to start. • Useful links : ◦ The Art of Storytelling in Advocacy: https://www.theengineerroom.org ◦ How to Make an Impactful Digital Story: https://storycenter.org/
Evaluation	• Do participants understand what the key elements of compelling storytelling are? • Have they learnt how to structure a civic story that captures attention and inspires action? • Do they know how to develop a story using a format of their choice (video, blog post, social media thread, infographic, podcast, etc.)?



Module 6 - Artificial Intelligence and Emerging Digital Technologies



Activity 1	The AI Sandbox
Materials needed	Computers with internet, Projector + screen, Whiteboard/or Flipcharts + markers, Notebooks and pens, AI sandbox access, sample datasets, Instruction handouts
Duration	60 minutes
Activity Development	Introduction (25 mins): Adult leader provides a brief overview of digital rights and AI and demonstrates a quick navigation of AI sandbox highlighting key features Challenge (25 mins) Participants use the AI sandbox to explore digital rights with the support of the adult leader as needed. Reflection: (10 mins) Participants share their experiences, challenges faced and discuss the implications of using AI sandbox
Facilitator notes	• Ensure all participants have access to the necessary materials and tools before the session begins. • Be prepared to offer technical support during the hands-on session. • Encourage active participation and collaboration among participants/team members. • Be mindful of different skill levels and provide additional assistance to those who may need it. • Keep the discussion focused on the practical applications of AI tools for digital rights
Evaluation	• Ask participants to rate their understanding of the AI sandbox tools and their relevance to digital rights. • Collect qualitative feedback on what participants found most useful and any suggestions for improvement. • Use the feedback to refine future sessions and address any identified gaps.



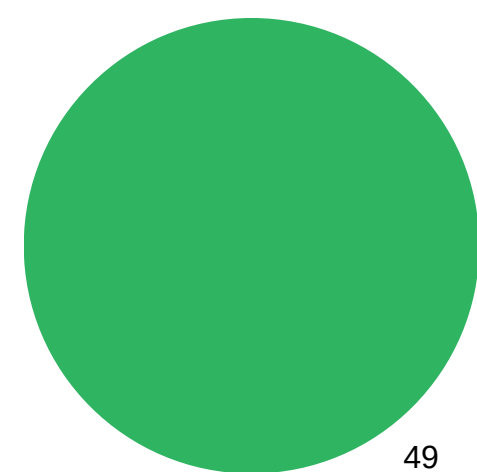
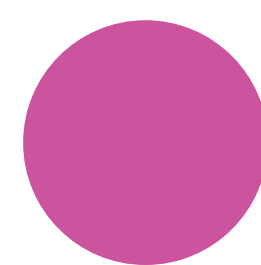
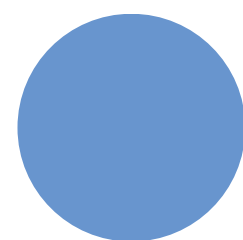
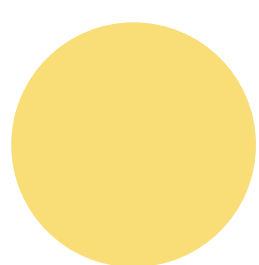
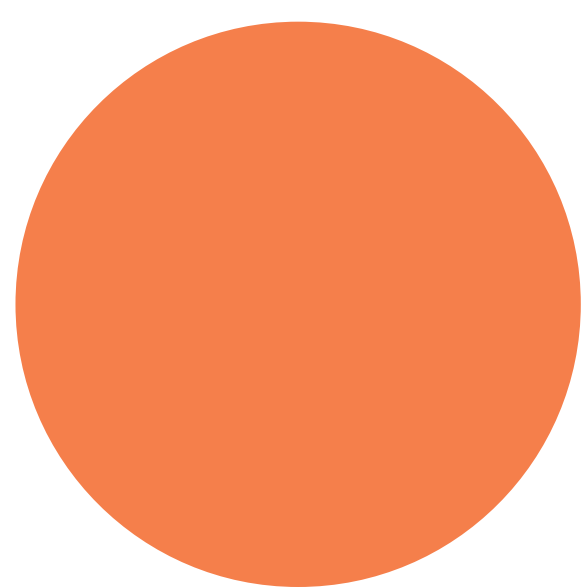
Activity 2	AI in activism
Materials needed	Materials needed: stick notes, flipcharts, market pens, digital devices
Duration	60 minutes
Activity Development	Introduction (10 mins) : Reflection on how AI can be used for digital activism Challenge (40 mins) : Participants use AI to develop digital activism campaigns of their choice and present to the Adult Leader highlighting some of the ethical considerations in devevoping the campaigns. Alternatively, participants could be encouraged to design posters depicting the Ethical use of AI in digital activism and present to the adult leader Reflection: (10 mins) Participants share their experiences, challenges faced and areas they would need support to develop better campaigns.
Facilitator notes	Adult leader needs to help define what it means by ethical considerations and highlight some of the demerits of unethical use of AI in digital activism
Evaluation	• How did the participants feel during the activity development? • What role did collaboration play in the activity? • What were some of the take home messages from the activity?



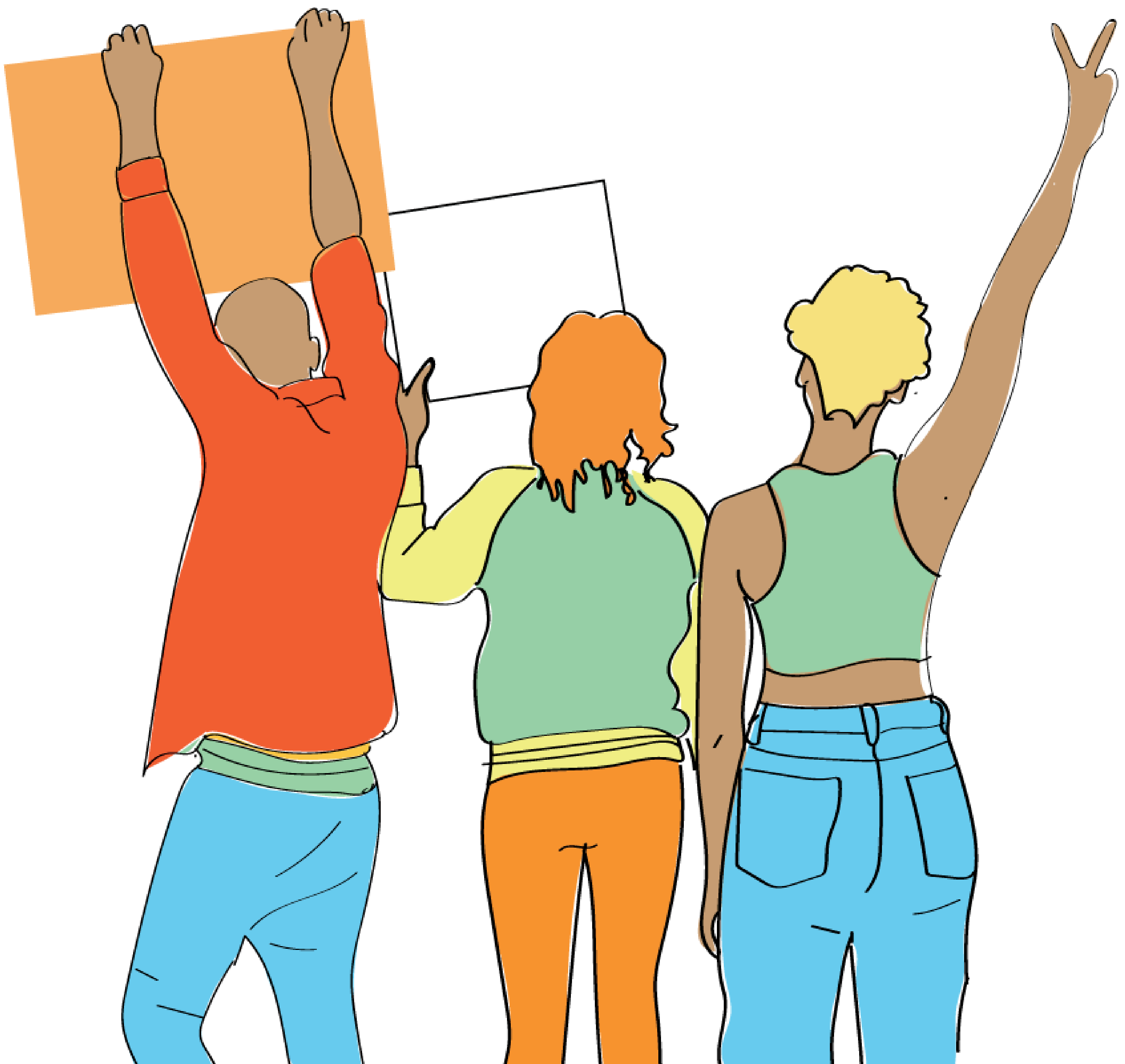
Activity 3	AI for advocacy
Materials needed	digital devices, stick notes, flipcharts, marker pens, list of advocacy groups/stakeholders
Duration	60 minutes
Activity Development	Introduction (5 mins) : Reflection on how AI can be used to develop advocacy messages Challenge (40 mins) : Participant select one of the advocacy groups or stakeholders from the list provided and use AI to develop an advocacy message for the group and present it to their adult leader as creatively as possible. Reflection (10 mins) : Participants share their experiences and challenges faced in the development of the advocacy messages
Facilitator notes	Adult leader needs to develop and provide to the participants the list of advocacy groups/stakeholders for the activity.
Evaluation	• How did the participants feel during the activity development? • What inspired them to select the advocacy group/stakeholder? • What are some of the challenges of using AI for digital advocacy?



Activity 4	What is SCAMI ?
Materials needed	Computers with internet access, Projector and/or screen, Whiteboard and markers, Access to email and social media platforms for demonstration, printed handouts with case study details and key concepts, feedback forms.
Duration	60 minutes
Activity Development	Introduction (10 mins): The adult leader gives a brief overview of common online scams and their impact on security and privacy. The adult leader then explains the objective of the case study activity. Challenge (45 mins) : • The adult leader presents the “Real Email, Fake Facebook” scam case study and highlights key elements such as how the scam works, its impact, and warning signs. • Participants are divided into small groups. (4-5 members) • Each group is assigned specific questions to analyze the case study (e.g., identifying vulnerabilities, suggesting preventive measures). • The adult leader provides guidance and support as participants work through their analysis. • The groups share their findings. • The adult leader facilitates a discussion on the implications of the scam and strategies to prevent similar incidents and summarises key points
Facilitator notes	• Ensure all participants have access to the necessary materials and tools. • Be prepared to offer technical support during the group analysis • Encourage active participation and collaboration among participants. • Be mindful of different skill levels and provide additional assistance as needed. • Keep the discussion focused on practical applications of security and privacy measures
Evaluation	• Distribute a feedback form to participants at the end of the session. • Ask participants to rate their understanding of the case study and its implications. • Collect qualitative feedback on what participants found most useful and any suggestions for improvement. • Provide additional resources for further learning.



Activity 5	The Sentiment Developer
Materials needed	Computer or equivalent with internet access for participants, Projector + screen, Whiteboard and/or flipcharts + markers, Access to AI sentiment analysis tools (e.g.Sprout social ...), Sample datasets or access to social media platforms, Instruction handouts.
Duration	60 minutes
Activity Development	Introduction (20 mins): The adult leader gives a brief overview of sentiment analysis and its importance and explains the objective of the activity. The adult leader then shows how to use AI sentiment analysis tools and analyses a sample dataset to demonstrate the process. Challenge (30 mins) : • Participants are divided into small groups. (4-5 members) • Each group is assigned specific issues to analyze • The adult leader provides guidance and support as participants as they use AI tools to assess sentiment. • The groups share their findings. • The adult leader facilitates a discussion on the implications of sentiment analysis and guides participants in developing strategies based on their findings
Facilitator notes	• Ensure all participants have access to the necessary materials and tools. • Be prepared to offer technical support during the group analysis • Encourage active participation and collaboration among participants. • Be mindful of different skill levels and provide additional assistance as needed. • Keep the discussion focused on practical applications of sentiment analysis.
Evaluation	The adult leader summarises key points, thanks participants for their engagement and provides additional resources for further reading. The adult leader then collect qualitative feedback on what participants found most useful and any suggestions for improvement. They use the feedback to refine future sessions and address any identified gaps.





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