DIGIACT

Contemporary Digital Citizenship

Toolkit for Digital Citizenship and Literacy Education

DISCLAIMER

**Funded by
the European Union**

DIGIACT

This toolkit is the result of the Erasmus+ training course "DigiACT - Contemporary Digital Citizenship", which was held in Daugirdiskes, Lithuania, 18 - 25 November 2024

LOUD & CLEAR

TABLE OF CONTENT

Activity Name	Digital Literacy	Human Rights	Active Citizenship	Online Presence
Jungle of the 21st Century	✅	✅	✅	✅
Challenge Stereotypes	✅	✅		
Fairytales and Propaganda	✅	✅		
Digital Privilege Walk		✅	✅	✅
Cyberbullying Iceberg	✅	✅		✅
Change The Game	✅	✅	✅	
Saying It Worse		✅		
Nomophobia & Digital Detox				✅
Me and Social Media	✅			✅
Digital Forum Theatre	✅	✅	✅	
Spot the Deepfake	✅			✅
Digital Compass Challenge	✅	✅	✅	✅
Who's Behind the Troll?	✅	✅	✅	
Spy Game	✅	✅		
Ethical AI	✅	✅		

THE PROJECT

This toolkit was developed as part of the Erasmus+ training course "DigiACT: Contemporary Digital Citizenship," which was approved by the Lithuanian National Agency, funded by the Erasmus+ program, and coordinated and implemented by VŠĮ "Garsiai ir aiškiai" (Loud&Clear). The training course took place in Lithuania from November 19 to November 26, 2024, and brought together 30 youth workers and educators from six countries: Lithuania, Poland, Italy, the Netherlands, Bulgaria, and Romania.

OBJECTIVES

EQUIP YOUTH WORKERS

Provide a deep understanding of digital citizenship concepts, skills, and competencies to enhance youth workers' effectiveness.

RAISE AWARENESS

Highlight the importance of protecting human rights in the digital era and offer tools to safeguard these rights in online environments.

PROMOTE ACTIVE CITIZENSHIP

Enable youth workers to actively engage young people in democratic participation and responsible online behavior.

FOSTER DIGITAL ETIQUETTE

Help youth workers teach young people how to navigate the digital world safely, raising awareness about digital presence and its potential risks.

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THE TOPICS

The project addressed four main topics, which are of significant relevance to young people today:

DIGITAL LITERACY AND ENGAGEMENT FOR DEMOCRATIC PARTICIPATION	HUMAN RIGHTS IN THE DIGITAL ERA
ACTIVE CITIZENSHIP IN THE ONLINE WORLD	ONLINE PRESENCE (PROFESSIONAL AND PERSONAL) AND ITS DANGERS

This toolkit contains a collection of activities implemented during the training course, as well as activities developed by the project participants. The activities cover key topics such as cyberbullying, active digital citizenship, online safety, digital ethics, and inclusion. Designed for youth workers, the toolkit provides practical tools to support young people in navigating the digital world responsibly. It promotes understanding of digital rights, human dignity, and civic participation, while encouraging safe, ethical, and inclusive online engagement.

At the end of the toolkit, educators will also find practical suggestions on how to integrate digital literacy into other educational activities and practices. The final page of the toolkit includes a link to our Resource Center, where educators can access a wide range of materials related to digital literacy and digital citizenship education.

The Jungle of the 21st Century

up to 30 pax

1.5 hours

16+

2 facilitators

Overview

This is an immersive, storytelling-based activity where participants journey through a metaphorical jungle that mirrors today's digital world. Each team of 5-6 participants represents an explorer group. Along the path, they face challenges that reflect real-world digital issues such as misinformation, online privacy, scams, and exclusion. Decisions have consequences, encouraging reflection and problem-solving.

Objectives

- Deepen participants' understanding of digital citizenship and digital literacy concepts.
- Raise awareness about online misinformation, privacy, scams, and digital exclusion.
- Develop critical thinking, collaboration, and empathy in navigating the digital world.

Materials

Jungle Map Poster or Large Flipchart
- A visual path through 4 jungle zones (Fog, River, Cave, Bridge).
- Use footprints or path markers to show group progress.

Challenge Handouts:
- Fake vs. Real News Articles (Fog of Misinformation)
- Print 3 articles: 1 real, 2 fake (see handout section).
- Social Media Posts (River of Digital Footprints)
- 3-4 printed posts showing risky behaviors (e.g., oversharing, location tagging).
- Phishing & Scam Examples (Cave of Cyber Predators)
- Fake email screenshots or DMs (e.g., "You won a prize!").
- Digital Exclusion Scenario (Bridge of Digital Exclusion)
- Case study of a digitally disadvantaged young person.

Symbolic Token Cards (printed):
- Compass of Critical Thinking – A compass image with a quote: "I question before I click."
- Cloak of Digital Awareness – A cloak icon with: "My privacy is my power."
- Shield of Online Safety – A shield symbol saying: "I protect myself and others."
- Torch of Inclusion – A torch icon labeled: "I light the way for everyone online."

Markers, flipcharts, tape, sticky notes – For brainstorming and reflection stations.

Instructions

1. Introduction – Entering the Jungle (15 minutes)
Welcome the group and introduce the jungle metaphor.
Explain: In this jungle, every step forward requires digital wisdom. Ask:
- What does digital literacy mean to you?
- What challenges do young people face online today?
Then: Divide participants into 5–6 small explorer teams and present them with the Jungle Map.

2. Setting the Scene (5 minutes)
Tell the story: "You are a team of young explorers navigating the Jungle of the 21st Century. You'll face obstacles that reflect digital challenges—your decisions will determine your success. Use your knowledge, teamwork, and instincts."
Give each team a blank path card (to place earned tokens as they advance).

3. Storytelling Journey & Challenges (40 minutes)
Each challenge consists of:
- A scenario read aloud
- A team decision based on handouts.
- A consequence, depending on their choice.

4. Final Reflection & Debrief (25 minutes)
Facilitator leads a guided group discussion:
- How did you feel navigating the jungle?
- What real-world situations do these challenges reflect?
- Why is digital literacy especially important for disadvantaged youth?
- How can you bring these lessons to your community?

Zone 1: The Fog of Misinformation

Scenario: You stumble into a thick fog. News is coming from every direction. Some reports say one path is safe—others say it's dangerous.

Challenge: Review 3 short articles (1 real, 2 fake). Decide which one to trust.

✅ Advance confidently. Receive the **Compass of Critical Thinking token.**

❌ You're misled and take a detour. Solve a task: identify 3 signs of fake news from a provided list before continuing.

Zone 2: The River of Digital Footprints

Scenario: You must cross a river. There are boats marked with your social media data. Which one do you board?

Challenge: Evaluate 3 social media posts for digital risks (oversharing, geolocation, personal info).

✅ You choose the safest route and receive the **Cloak of Digital Awareness.**

❌ You get stuck in privacy weeds. Fix a risky post before moving on.

Zone 4: The Bridge of Digital Exclusion

Scenario: A fellow traveler can't cross the bridge— they lack digital skills. What do you do?

Challenge: Brainstorm 2-3 ways to support people with fewer digital resources or knowledge.

✅ You build an inclusive bridge and earn the **Torch of Inclusion**

❌ The bridge shakes. Add one more concrete action or idea before continuing.

TIP FOR FACILITATORS:
✅ Answer: Spot These 3 Clues
1. **Fake Email Address**
    support@paypall-secure.help → misspelled brand and suspicious domain.
2. **Urgency & Threat Langu**age
"Immediate action is required," "permanent account closure" → classic phishing pressure tactics.
3. **Suspicious Link**
The URL http://paypal.verify-info-login.com is not a real PayPal domain and looks shady.

Zone 3: The Cave of Cyber Predators

Scenario: You hear cries for help from the cave. Do you trust them?

Challenge: Analyze messages to identify scams or threats (phishing, catfishing, bullying).

✅ Participants say the e-mail is fake. You act wisely and protect your team. Receive the **Shield of Online Safety.**

❌ Participants say the email is real. You're momentarily tricked. Solve a short riddle to escape the cave.

A message came from a distant land,
Promising riches, oh so grand.
"Click this link!" it boldly said,
But something felt off — a sense of dread.
The sender seemed familiar, yes,
But look again — can you assess?
Three red flags hide within this text,
Spot them now, or be perplexed!

From: support@paypall-secure.help
Subject: URGENT: Your Account Has Been Suspended!

Dear Customer,
We noticed suspicious activity on your account. Immediate action is required to restore access.
Click the secure link below to verify your information:
    ☞ http://paypal.verify-info-login.com

Failure to act within 24 hours will result in permanent account closure.

Thank you,
PayPal Security Team

Wikileaks website back online after DDoS cyber-attack

🕐 14 August 2012

| The Wikileaks website was slow and unresponsive for more than a week

The whistle-blowing website Wikileaks is back online after being disrupted by a distributed denial of service (DDoS) attack for more than a week.

The website said it had been flooded with 10 gigabits per second of traffic, making it slow and unresponsive.

DDoS attacks work by overwhelming websites, clogging network connections and making servers unavailable.

Wikileaks noted that a group calling itself Anti Leaks had **said it was behind**, external the attack.

Wikileaks' founder Julian Assange is in Ecuador's London embassy, seeking political asylum.

Mr Assange is trying to avoid extradition to Sweden over rape and assault claims, which he denies.

He faces arrest for breaching the terms of his bail if he leaves the embassy.

Trapwire connection

Wikileaks Press, a Wikileaks-endorsed website that publishes news about the organisation, noted that the attack had started shortly after emails were leaked about surveillance by software company Trapwire.

The firm collects data from CCTV cameras and number plate readers in a bid to forecast acts of terrorism.

The emails were obtained after a hack of US-based intelligence company Stratfor.

Wikileaks started **publishing millions of emails from Stratfor** in February. Many were related to US government agencies such as the Department of Homeland Security and the Defense Intelligence Agency.

But the site was hit by a DDoS attack after it leaked documents about Trapwire earlier this month.

"Yes, Wikileaks revealed a whole bunch of documents on #Trapwire, no, you can't read them easily, because of the current DDoS attack," **Wikileaks** tweeted, external.

"Attacks on #Wikileaks are not only intended to prevent secrets from being revealed, but also to maintain a monopoly on influence," said the website in another tweet, external.

10

NEWS

THE MOST IMPORTANT NEWS FROM AROUND THE WORLD

Smartphones Are Secretly Controlling Our Dreams, Experts Say!

| "You think you're dreaming… but you're actually being programmed."

In a story that's shocking the nation, thousands of people have taken to social media to report eerily similar dreams involving advertising slogans, specific brands, and even new product launches before those products have been announced. Is it all just a coincidence?

> "I dreamed I was drinking the new Coca-Cola flavor, and then two days later, it was announced. How is that possible?" asked TikTok user @CrystalAwakens_444 in a now-viral video. "They're clearly accessing our subconscious."

Several influencers have blamed this on what they're calling "background frequency manipulation" — a term for unproven tech that supposedly runs while your phone is charging overnight, affecting your REM sleep cycles and inserting subliminal content. While no scientists have commented on the trend, a YouTube video with 2.3 million views claims this is part of a global mind-control project funded by "certain corporations" (names not listed for legal reasons).

The article also references an unverified study by the International Dream Analysis Foundation (IDAF) — an organization that doesn't appear to exist — which supposedly found that 73% of people who sleep near their phones report "corporate-themed dreams."

> "If you wake up humming a jingle, that's not an accident," the article states.

The evidence, according to the article, is overwhelming:
- Spontaneous dreams about products
- Feelings of loyalty toward brands after sleeping
- People suddenly craving items they've never tried

A recent online petition to "ban dream-data collection" by phone manufacturers has already received over 800,000 signatures, although it's unclear who created the petition or where it originated.

Editor's note: We couldn't reach anyone from Apple or Samsung for comment, but if they stay silent, it only confirms they have something to hide.

Wi-Fi Radiation Is Making People Aggressive, New Study Proves Without Doubt

| Trigger warning: What you're about to read may shock you.

For years, we've been told Wi-Fi is "safe," but new exclusive information shows the truth: Wi-Fi might be responsible for rising anger levels, depression, and even violent behavior, especially in young men. A "scientific paper" shared in a private Telegram group suggests that home routers emit low-frequency energy that can alter your emotional stability. The article was pulled offline "within minutes" of being uploaded, a clear sign that big tech is covering this up.

> "I used to be calm," said Marcus G., a 16-year-old gamer. "But after we upgraded to a high-speed router, I started feeling angry all the time. My mom thinks it's hormones. She's wrong. It's the radiation."

Parents across the UK are now reporting similar symptoms in their children, including:
- Sudden rage and shouting during dinner
- Sleeping less
- Throwing phones and breaking objects

The article quotes a so-called "frequencologist," Dr. Rana Vile, who warns that Wi-Fi devices are "microwaving the brain in tiny bursts." A Google search reveals no academic record for this person, but their X (formerly Twitter) bio says, "I see what THEY won't tell you."

> "You wouldn't microwave your head," she says. "But that's what you're doing by checking emails on your sofa."

The Wi-Fi = Anger Theory is supported by a forum post on "NaturalNews.Global" which has over 800 likes. While not peer-reviewed, the post includes two diagrams (blurry and unlabelled) that seem to show brain waves shifting in people exposed to Wi-Fi.
As one Redditor warned:

> "This is how they control us. First with phones. Then routers. Next is Bluetooth toothpaste. WAKE UP."

We reached out to a local tech store for comment, but the employee said, "This doesn't sound real," and hung up. Suspicious? We think so.

12

HOW TO SPOT A FAKE NEWS: A CHECKLIST

Check the Source
- Is the website reputable (e.g., BBC, Reuters, The Guardian)?
- Is it a known satire site (e.g., The Onion)?
- Does the URL look suspicious or unfamiliar (e.g., ".biz", ".co", misspellings like "bbcnews.co")?

Look for the Author
- Is there a named author or journalist?
- Can you verify their identity or previous work?
- Are they a known expert or anonymous?

Check the Date
- Is the article recent, or is it old news being reshared?
- Has the information been updated or corrected?

Check for Sources and Evidence
- Are there real quotes, data, or references?
- Do the sources link to reputable publications or official data?
- Be suspicious of articles that cite only "a friend," "someone on TikTok," or "experts say" without names.

Watch Out for Emotional Language
- Does the article use sensationalist words like "shocking," "you won't believe," or "they don't want you to know"?
- Does it make you angry or scared without giving facts?
- Does it use ALL CAPS, excessive exclamation marks, or emojis?

Cross-Check with Other Sources
- Can you find the same story on multiple trusted news sites?
- If a claim is real, major outlets will usually cover it too.

Ask: Is It Too Good (or Bad) to Be True?
- Does the story seem unbelievable or too perfect?
- Does it fit too neatly into a personal bias or political opinion?

Check Images and Videos
- Reverse image search to see if a photo is taken out of context.
- Be wary of deepfakes, altered images, or video clips that cut out key context.

Look for Typos and Poor Grammar
- Real news organizations usually proofread their articles.
- Multiple grammar errors or odd formatting can be red flags.

Check Your Own Bias
- Are you more likely to believe this because it matches your views?
- Be open to facts, even if they challenge your perspective.

TOKENS

Compass of Critical Thinking	Cloak of Digital Awareness	Torch of Inclusion	Shield of Online Safety
"I question before I click."	"My privacy is my power."	"I light the way for everyone online."	"I protect myself and others."

SOCIAL MEDIA POSTS

Ricky Mordent

#ProudParent #FamilyMemories

#WorkLifeBalance #SmallWins #NoFilterNeeded
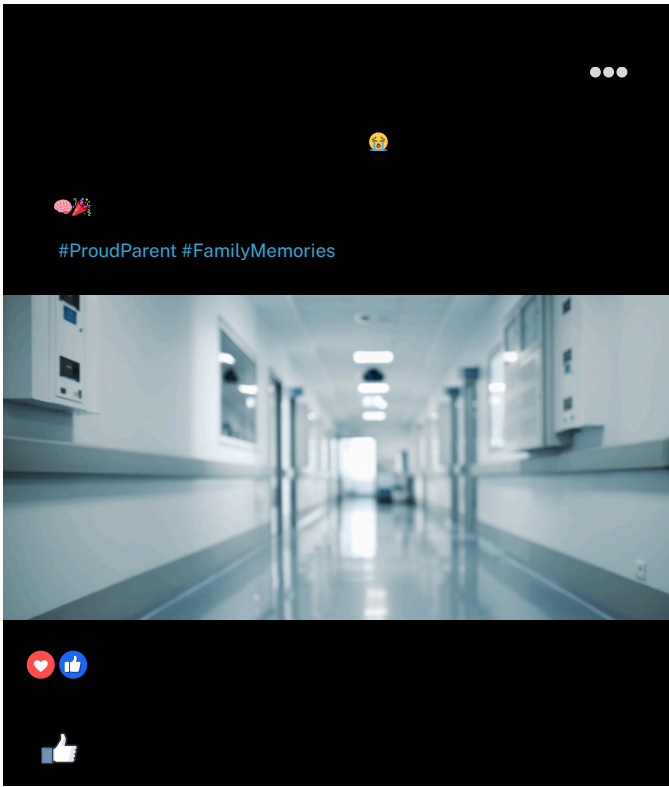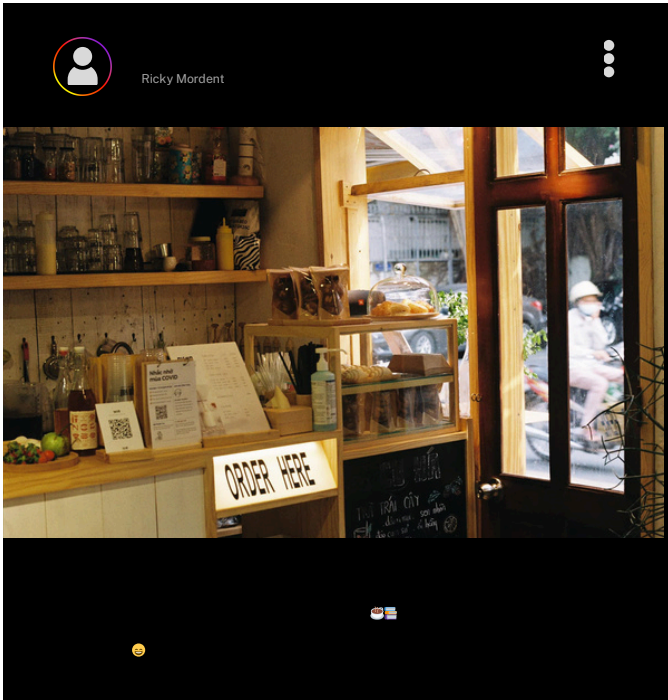
SOLUTION

INSTAGRAM POST
Seems harmless, but...
- Regularly tagging a predictable location
- Implies a pattern of behavior (easy for someone to track)
- Mentions being alone and easily located

TWITTER/X POST
Why it's safe:
- No location, personal contact, or sensitive details
- Positive and authentic without oversharing
- Doesn't expose routines, identity, or private info

FACEBOOK POST
Watch out for...
- Child's full birth date, school, and academic record
- Potentially exposing identity information used in security questions
- Unintended digital footprint for the child

Challenge Stereotypes

👥 up to 30 pax (small groups of 5)

🕐 1.5 hours

Overview

This activity challenges participants to critically analyze stereotypes about marginalized groups and fact-check them using reliable sources. By exploring misinformation and disinformation, participants will understand how false narratives shape public perceptions and learn how to counteract them with verified facts.

Objectives

- Understand how misinformation/disinformation influences stereotypes.
- Learn how to identify and use reliable sources for fact-checking.
- Develop critical thinking skills in evaluating information.

Materials

- Printed or digital access to a list of reliable sources (e.g., fact-checking websites, government reports, academic articles, reputable news sites).
- Prepared stereotype prompts related to different marginalized groups.
- Laptops, tablets, or smartphones (if digital research is used).
- Flipcharts and markers for group work.
- Printed examples of misinformation/disinformation related to marginalized groups.

Instructions

Introduction (15 minutes)
- Explain the objectives of the activity:
  - Understanding how misinformation/disinformation influences stereotypes.
  - Learning how to identify and use reliable sources for fact-checking.
  - Developing critical thinking skills in evaluating information.
- Discuss the difference between misinformation (false information shared without intent to harm) and disinformation (false information deliberately spread to deceive).
- Ask participants:
  - Can you think of a stereotype you have heard about a group of people?
  - Where do these stereotypes come from?

Identifying Stereotypes (20 minutes)
- Divide participants into small groups of 5.
- Assign each group a marginalized group (e.g., immigrants, refugees, LGBTQ+ individuals, people with disabilities, specific ethnic or religious groups).
- Ask groups to brainstorm and write down as many stereotypes as they can about their assigned group. Encourage them to think of common statements they have heard in society or media.

Fact-Checking the Stereotypes (35 minutes)
- Provide participants with fact-checking resources and guidelines on how to identify credible sources.
- Each group selects 2-3 stereotypes from their list and researches factual information to counter them.
- Participants must use at least two reliable sources for each stereotype.
- Groups write down their findings in a structured format:
  - **Stereotype**: (What is the common false belief?)
  - **Fact**: (What is the truth, supported by evidence?)
  - **Source(s)**: (Where did the information come from?)
- Encourage groups to analyze why misinformation about their assigned group exists and how it spreads.

Presentation & Discussion (20 minutes)
- Each group presents their findings, explaining:
  - The stereotypes they examined.
  - The factual information they found.
  - How misinformation/disinformation played a role in shaping these stereotypes.
- After all presentations, facilitate a group discussion:
  - How did it feel to challenge stereotypes with facts?
  - Were you surprised by any of the information you found?
  - How can we, as youth workers, help young people develop fact-checking skills?

Fairytales and Propaganda

👥 up to 30 pax (small groups of 5)

🕐 1.5 hours

Overview

This engaging video creation exercise challenges participants to rewrite and record a well-known fairytale by incorporating propaganda techniques. The goal is to illustrate how propaganda can manipulate narratives and influence public perception. In the process, participants will also enhance their digital content creation skills.

Objectives

- Understand how misinformation/disinformation influences stereotypes.
- Learn how to identify and use reliable sources for fact-checking.
- Develop critical thinking skills in evaluating information.

Materials

- Laptops, tablets, or smartphones with video recording and editing apps.
- Printed or digital summaries of well-known fairytales.
- A short introduction to propaganda techniques (handout or presentation).
- Props or costumes (optional, for more engaging storytelling).
- Internet access (if using online editing tools).

Instructions

1. Introduction to Propaganda (20 minutes)
Start with a short discussion:
- What comes to mind when you hear the word "propaganda"?
- Where do we see propaganda in today's world?

Introduce common propaganda techniques, such as:
- Bandwagon – "Everyone is doing it, so should you!"
- Fear appeal – Using fear to manipulate behavior.
- Glittering generalities – Using vague but emotionally appealing phrases.

Show 1-2 short examples of real-world propaganda (e.g., historical, political, commercial). Explain that their task will be to retell a fairytale by incorporating propaganda elements.

2. Group Work – Story Adaptation (20 minutes)
Divide participants into small groups (5 per group). Assign or let them choose a well-known fairytale (e.g., Cinderella, Snow White, The Three Little Pigs). Each group identifies the main message of the original fairytale. They must then rewrite the story using at least two propaganda techniques to twist the message. Groups prepare a short script for their video.

3. Video Creation & Recording (30 minutes)
Each group records a 2-3 minute video acting out or narrating their propaganda version of the fairytale. Encourage creative approaches: Acting it out with props/Using digital tools to add effects, text, or music/Creating stop-motion animation with drawings or objects.
They must include a short section (either within the video or as a final scene) where they explain what propaganda techniques they used and how they changed the narrative.

4. Presentations & Discussion (15 minutes)
Each group presents their video to the rest of the participants. After each video, ask the audience:
- What was the original message of the fairytale?
- How did propaganda change the meaning?
- What techniques did you notice?

Facilitate a short discussion on how propaganda shapes real-world narratives:
- Where do we see similar tactics used today?
- How does digital media amplify propaganda?

Digital Privilege Walk – Your Own Digital Rights

up to 30 pax

1.5 hours

Materials

- A large open space where participants can move forward.
- A printed or projected summary of the EU Declaration on Digital Rights and Principles.
- A list of personal experience-based digital rights statements (see below).
- A reflection guide for debriefing.

Overview

This activity is an adaptation of the Privilege Walk, focusing on participants' own digital experiences rather than assigned roles. As they respond to statements about digital rights, they will physically see the differences in their digital privileges and reflect on how safe, free, or violated they feel online.

Objectives

- To help participants reflect on their own experiences with digital rights and violations.
- To raise awareness of the EU Declaration on Digital Rights and Principles and how it applies to individuals.
- To discuss digital inequalities and how different people experience the online world.

Instructions

Introduction (15 minutes)
Begin by introducing the **EU Declaration on Digital Rights and Principles** and its relevance. Explain that it covers:
- Freedom and security in the digital world (privacy, protection from online harm).
- Equal access to digital opportunities (education, participation).
- Protection from online exploitation, misinformation, and discrimination.

Ask participants:
- Have you ever felt unsafe or unfairly treated online?
- Do you think everyone experiences digital spaces the same way?
- Explain that this activity will help them see where they stand in terms of digital rights and violations

The Digital Walk – Your Digital Experience (30 minutes)
- Ask participants to stand in a straight line across the room.
- Read the statements below one by one (find in the annex section).
- If a statement is true for them, they take a step forward. If it is false or they have experienced the opposite, they stay in place.

Reflection & Discussion (30 minutes)
Ask participants to observe where they stand:
- Who is ahead? Who is left behind?
- How does it feel to see this visual representation of digital rights?

Discussion Questions:
- Were you surprised by where you ended up?
- What were the most common violations in the group?
- What emotions did this activity bring up?
- What steps can individuals take to protect themselves online?
- What should governments, platforms, or educators do to improve digital rights protection?

Personal Experience-Based Digital Rights Statements

1. I have never had personal photos or private messages shared without my consent.
2. I have never received threats, harassment, or hate messages online.
3. I can express my political opinions online without fear of negative consequences.
4. I have full control over my digital identity (what appears about me online).
5. My personal data has never been misused or sold without my knowledge.
6. I have never been scammed, hacked, or had my account compromised.
7. I know how to report digital rights violations and trust the system to protect me.
8. I can access all online content and social media platforms without restrictions.
9. I have never been targeted with misinformation that manipulated my views.
10. I feel safe and confident when using digital spaces.
11. I have never been discriminated against online because of my gender, ethnicity, or background.
12. I have never experienced financial fraud or unauthorized payments online.
13. I know how to manage my privacy settings on social media and other digital platforms.
14. My digital well-being is respected (I don't feel addicted, overwhelmed, or exploited by tech companies).

Cyberbullying Iceberg

👥 up to 30 pax

🕐 1.5 hours

Materials

- Large flipcharts or whiteboards for drawing the Iceberg Model.
- Markers, sticky notes, or printed cyberbullying examples.
- Printed or projected definitions of cyberbullying types (e.g., harassment, doxxing, exclusion, impersonation).
- Phones/laptops with a recording function (if participants want to record their podcast).
- A small stage setup or microphone for role-play and podcast-style discussions.

Overview

This interactive session explores cyberbullying through three interconnected activities:
- Theoretical Introduction – Understanding types of cyberbullying.
- Iceberg Model Analysis – Identifying visible and hidden elements of cyberbullying.
- Podcast Presentation – Presenting insights in an engaging, discussion-based format.

Participants work in groups to analyze real-life cyberbullying cases, present findings in a podcast setting, and discuss strategies for building digital resilience.

Objectives

- To identify and understand the different types of cyberbullying.
- To analyze the hidden causes and effects of cyberbullying using the Iceberg Model.
- To reflect on the emotional and psychological toll cyberbullying takes on individuals.
- To develop strategies for resistance and digital well-being.
- To foster public speaking and critical thinking through a podcast-style presentation.

Instructions

Introduction & Theoretical Framework (20 minutes)

Start by asking:
- Have you or someone you know ever experienced cyberbullying?
- What comes to mind when you think of cyberbullying?

Present different types of cyberbullying, including:
- **Harassment** (constant offensive messages, threats).
- **Doxxing** (revealing private information).
- **Impersonation** (fake profiles to spread rumors).
- **Exclusion** (deliberately leaving someone out of an online group).
- **Trolling** (provoking negative reactions for fun).
- *Outing* (publicly exposing someone's secrets or personal details).

Introduce the Iceberg Model:
- The tip of the iceberg = visible signs of cyberbullying (public insults, aggressive posts).
- Below the surface = hidden impacts (anxiety, self-isolation, academic struggles).
- Even deeper = root causes (anonymity online, lack of accountability, social pressure).

Iceberg Model Analysis – Group Work (30 minutes)

Divide participants into 5-6 small groups. Assign each group a specific type of cyberbullying
Each group draws an Iceberg Model on a flipchart and fills it out:
- Tip of the iceberg – Visible behaviors of this type of cyberbullying.
- Below the surface – Hidden emotional, social, or long-term effects.
- Deep causes – What societal or technological factors allow this to happen?

Groups then prepare their insights in a podcast-style discussion format.

Podcast Presentation & Role-Playing (30 minutes)

Set up a "recording studio" or stage area. Each group presents their findings in an engaging podcast discussion, ensuring:
- One person is the host, guiding the discussion.
- Some participants act as experts, explaining findings.
- Others act as victims or cyberbullies, sharing perspectives through role-play.

Encourage creativity: Dramatic storytelling, humor, or sound effects can be used. Option: Record the podcasts and share them in a safe space for reflection.

Reflection & Debriefing (20 minutes)

Facilitate a group discussion using these questions:
- What surprised you the most in your discussions?
- How does cyberbullying affect victims in ways we don't always see?
- What are the biggest enablers of cyberbullying today?
- How can young people protect themselves and support others?
- What role do social media platforms and governments play in tackling this issue?

Change The Game – Campaigning Against Sexist Online Abuse

👥 up to 30 pax

🕐 1.5 hours

Materials

- Flipchart paper and markers
- Handouts or slides showing examples of sexist online abuse (from the ORIGINAL TOOLKIT or adapted to the group's context)
- Printed or digital copies of instruction cards for each target group
- Devices (optional) for researching campaigns or tools online

Overview

This workshop explores hate speech and sexism in the digital world, focusing on the gaming community, as a case study. Through reflection and campaign creation, participants will better understand how sexist online abuse operates, and they'll design targeted mini-campaigns to counter it. Each group tackles a specific stakeholder (e.g., gamers, content providers, or policymakers), crafting tailored messages and tools to "change the game."

Objectives

- To explore the problem of sexist abuse in online environments, particularly gaming.
- To raise awareness that hate speech online is a human rights violation.
- To foster participants' online campaigning and digital literacy skills.
- To empower young people to become active digital citizens and advocates for equality.

Instructions

Introduction & Trigger Discussion (15 minutes)
Begin by showing a few examples of sexist abuse targeting women gamers. These can be from the Bookmarks manual or real examples (moderated for the group's comfort).
Ask participants:
- How do you think it feels to receive a message like this?
- Is this kind of abuse common in online gaming?
- How would it feel to join a game and see this directed at others?

Facilitate a brief conversation about gendered online hate and whether anyone has witnessed or experienced it.

Framing the Problem (10 minutes)
- Explain that online abuse is not just harmful — it's a violation of human rights.
- Share that this activity will simulate an online campaign development process.
- Introduce the idea that targeting different audiences with tailored strategies makes a campaign more effective.

Group Work – Designing Mini Campaigns (30 minutes)
Split participants into 6 small groups and assign each a target audience:
- *Women gamers*
- *Abusers (or potential abusers)*
- *Bystanders (non-abusive gamers)*
- *Policy makers*
- *Online service/content providers*
- *General public*

Give each group a handout with guiding questions related to their audience. Ask them to:
- Define their key messages.
- Identify the most effective digital tools or formats (videos, memes, infographics, hashtags, etc.).
- Suggest online actions their audience can take (e.g., reporting tools, pledges, community guidelines).

Encourage creativity: visuals, slogans, hashtags, reels, etc.

Group Presentations (15–20 minutes)
Each group presents their mini-campaign.
Other participants are encouraged to offer constructive feedback (something positive, then suggestions for improvement).
Discuss which campaigns felt most impactful and why.

Reflection & Debriefing (15 minutes)
On Campaigning & Strategy:
- How easy was it to think of online actions?
- What are the pros and cons of digital campaigning?
- Did you feel confident in your strategy? Why/why not?
- Could your campaign benefit from offline components?

On Sexism & Online Abuse:
- Is it important to address sexism in online gaming?
- How does this tie into wider human rights issues?
- Do you feel more motivated or equipped to speak up against online abuse now?
- Did this activity change or deepen your understanding in any way?

Saying It Worse

👥 up to 30 pax

🕐 45 minutes

Materials

- Printed "Saying It Worse" hate speech example cards (11 per group) - p. 112
- Tables or floor space for group work
- Flipchart paper or large sheets (optional for visual display of results)

Overview

This activity serves as an entry point to exploring online hate speech, with a specific focus on homophobia. Participants work in small groups to analyze real-life examples of anti-gay hate speech, and rank them based on the perceived level of harm using a diamond-ranking method. Through this reflective process, they develop an understanding of the spectrum of hate speech, its impact, and begin to consider appropriate responses.

Objectives

- To understand and analyze different forms of online hate speech, specifically homophobic content.
- To assess the potential harm and impact of hate speech.
- To reflect on anti-gay stereotypes and underlying prejudices.
- To explore appropriate responses to various levels of hate speech online.

Instructions

Preparation

Print and cut out the hate speech example cards (select 11 of the 12 available cards for each group).
Prepare an open space or tables for groups to arrange their diamond rankings.
Familiarize yourself with the concepts of hate speech, human rights online (e.g., Guide to Human Rights for Internet Users), and LGBTQIA+ inclusion to support debriefing.

Introduction (5–10 min)

Open with a group discussion:
- What is hate speech online?
- Have you encountered hate speech targeting specific groups (e.g., LGBTQIA+, women, racial minorities)?
- How do people feel when they see such content? How might the victims feel?

Conceptual Clarification
- Explain that hate speech goes beyond spoken words—it can include images, memes, music, or videos.
- Not all hate speech is the same: some examples are subtle, while others are overtly threatening. All, however, violate human rights.

Introduction to Ranking Method (5 min)
- Explain the diamond ranking structure:

```
      1
    2   2
  3   3   3
    4   4
      5
```

Participants should arrange the cards based on which examples they perceive as least bad (bottom) to worst (top) in terms of harmfulness and impact.

Small Group Work (20 min)
- Divide participants into small groups (4–5 people).
- Distribute one set of 11 example cards to each group.
- Groups read, discuss, and arrange their cards into a diamond shape.

Gallery Walk or Group Share (5–10 min)
- Participants view other groups' rankings.
- Encourage open reflection: What surprised them? Were there differences?

Debriefing Discussion (10–15 min)

On Hate Speech Responses:
- Should all these types of posts be allowed online?
- Should some expressions be banned? If so, which ones—and why?
- What are the risks and benefits of regulating hate speech online?
- How can individuals respond constructively when they encounter hate speech?

On Homophobia:
- Why is the LGBTQIA+ community frequently targeted online?
- What personal or community actions can help challenge these stereotypes?
- Does understanding the harm of such speech change your perspective?

Nomophobia & Digital Detox

👥 up to 30 pax

🕐 1 hour

Materials

- Flipchart paper and markers
- Envelopes or boxes to collect phones
- Sticky notes or index cards
- A quiet space for reflection and group discussion

Overview

An immersive activity exploring the psychological effects of nomophobia (the fear of being without a mobile device), followed by a collaborative discussion and exchange of strategies for implementing digital detox practices in everyday life. The activity provides participants with a chance to reflect on their personal digital habits and critically evaluate their dependency on smartphones.

Objectives

- To raise awareness of the concept of nomophobia
- To explore the emotional and psychological impact of excessive phone usage
- To help participants identify personal patterns of phone dependency
- To develop practical and realistic digital detox strategies

Instructions

Phone Collection (Silent Start)
As participants enter the room, inform them that their phones will be collected for a part of the session. Do not provide a clear timeframe for when they will be returned. Collect the devices in envelopes or boxes, label them if needed, and set them aside out of sight.

Digital Detox Prompt
Begin the session by talking briefly about the idea of digital detox and ask participants to sit with their current thoughts. Avoid mentioning nomophobia at this point. Facilitate the discussion about the digital detox and everyday practices participants are using themselves. Note them down on the flipchart.

Emotional Mapping
After around 10–15 minutes, ask the group:
- How are you feeling right now?
- What's going through your mind?
- Is it difficult to focus or be present?
- Capture each emotion or reaction on a flipchart. Encourage honesty and let the group hear that others may be feeling similarly (e.g. anxious, frustrated, bored, restless, disconnected).

Introducing the Concept
Once a variety of responses are gathered, introduce the term *nomophobia*. Provide a short definition and highlight some of the common symptoms and its recognition as a modern psychological phenomenon. Link the emotional mapping with the definition.

Reflection Pairs
Ask participants to pair up and discuss:
- When do you feel most attached to your phone?
- Have you ever tried to reduce screen time? What happened?
- What apps or habits contribute the most to your digital dependency?

Detox Design Lab
In small groups, challenge participants to co-create a **Digital Detox Plan**. Ask them to design a 3–5 day mini detox experiment with realistic rules they could implement in their daily lives (e.g., no phone before breakfast, social media-free evenings, app blockers, digital-free Sunday. They can use the examples collected during the discussion about the digital detox).

Gallery Walk
Groups present their detox strategies on flipcharts or posters. Walk around the room to explore all approaches. Encourage participants to take notes or photos of detox plans they find inspiring.

Closing Circle
Return the phones. Debrief together with a round of reflections:
- How do you feel now that your phone is back?
- Has your view of your digital habits shifted?
- What's one small change you're willing to try after this session?

Me and Social Media

👥 can be adapted to different group sizes

🕐 1.5 hours

Materials

- Internet access (smartphones/laptops)
- Notebooks or digital note-taking tools
- Flipchart and markers

Overview

A deep-dive simulation designed to help participants explore their own digital footprints by stepping into the shoes of an "online detective." Through researching their peers' digital presence, they will uncover the extent of public information available online and critically evaluate the boundaries between personal and professional digital identities. The activity raises awareness about the risks of oversharing and equips participants with tools for safer online behavior.

Objectives

- To encourage participants to reflect on and critically assess their own digital presence
- To raise awareness about the accessibility of personal information online
- To explore the blurred line between personal and professional digital identities
- To identify practical strategies for maintaining a safer and more intentional online presence

Instructions

Introduction & Pairing

Begin with a short discussion:
- What comes to mind when you hear the words digital presence?
- How do you think others perceive you online?

Ask participants to find a pair that they do not follow or are not connected with on social media. If that's not possible, ask them to choose someone they don't know very well.

Digital Footprint Simulation (15–20 minutes)

Each participant is now a "social media investigator." They have to dig up as much publicly available information as possible about their partner using only open sources:
- Social media platforms (Facebook, Instagram, TikTok, LinkedIn, etc.)
- Google search (include image search, blog mentions, news, past event listings)
- Any linked public content (e.g., event participation, tagged posts, comments)
- Digital breadcrumbs like usernames, locations, and mutual connections

Encourage them to look for more intriguing or subtle data points, such as:

Favorite cafés or places they visit often | Their political or social opinions (visible in posts, likes, shares)

Patterns in their weekly schedule | Information about their friends, partners, or family | Past workplaces or current employer | Clues about passwords or personal security answers

Investigation Report & Presentation

Each participant presents their findings about their partner to the group. Focus on what was surprisingly easy to find. Allow moments of reflection, discomfort, or surprise — this is part of the learning. You may hear reactions like "I didn't realize I had that post still public" or "Wow, that was too easy."

Debrief: Group Discussion
- How did it feel to be investigated?
- Were you surprised by what was found — or not found?
- What parts of your digital presence do you wish were more private?
- How do personal and professional digital identities differ — or overlap?
- Have you ever regretted something you posted online?

Input: Understanding Personal vs. Professional Digital Presence

Offer a brief theoretical input on digital identity management. Cover:
- What does it mean to have a personal digital presence vs. a professional one
- Risks of digital oversharing (employability, online harassment, social profiling)
- Concepts like digital permanence and "context collapse"
- The role of privacy settings, platform algorithms, and public tagging

Action Plan: Digital Presence Audit

Each participant creates a Digital Presence Action Plan. Ask them to reflect on:
- What should I delete or archive?
- What do I want to keep but make private?
- How can I separate professional and personal content more clearly?
- What kind of digital presence do I want to project moving forward?

23

Digital Forum Theatre

👥 up to 30 pax

🕐 2.5 - 3 hours

Materials

- Open space for performance
- Flipcharts and markers
- Printed handouts (optional: active digital citizenship framework)
- Props or costume elements (optional, to support storytelling)

Overview

A participatory theatre-based activity designed to empower participants to reflect on civic engagement and its digital dimension. By dramatizing real-life situations where passivity or ignorance led to negative outcomes, participants gain insights into the responsibilities of a digital citizen and explore how alternative actions can influence outcomes in both physical and digital communities.

Objectives

- To analyze real-world situations where lack of participation caused negative social or community outcomes
- To explore the principles and practices of active digital citizenship
- To identify the knowledge, skills, and attitudes necessary for digital civic engagement
- To creatively experiment with alternate actions through Forum Theatre methodology

Instructions

Preparation for Facilitators:
Familiarize yourself with the principles of Forum Theatre (explained below), and be prepared to moderate emotional or sensitive content. Ensure a safe, non-judgmental space.

Introduction & Warm-Up (20 min)
- Start with a short group brainstorm: "What does *active citizenship* mean to you?"
- Then transition: "How do you think this applies to the *digital world*?"
- Guide them toward the idea of digital participation: speaking up, organizing, reporting harm, fact-checking, civic engagement, etc.

Create a quick visual map together on the board with keywords: *Digital voice, Advocacy, Solidarity, Counter speech, Digital campaigns, Reporting abuse, Privacy activism, etc.*

2. Real-Life Story Sharing (20–30 min)
In small groups, participants share real-life situations they have witnessed or experienced, where **lack of participation or indifference** (online or offline) contributed to a **negative outcome**. Examples might include:
- A hate speech campaign online that went unchecked
- A disinformation post that spread because no one corrected it
- A community issue ignored by local citizens
- Cyberbullying where no one intervened
- An online petition or action ignored despite its relevance

Each group selects **one scenario** to develop further.

3. Scene Building & Rehearsal (30–40 min)
Each group scripts and rehearses a short **2–5 minute theatrical play** representing their chosen situation. Important:
- The protagonist tries to act but is discouraged or passive
- Injustice or harm results
- Key moments of potential intervention are present but missed

The play should have a clear conflict and turning point but end on a note that shows the consequences of inaction. Encourage the use of symbolic gestures, repetition, or visual metaphors.

4. Forum Theatre Presentation (60 min)

Introduce Forum Theatre:

Forum Theatre is a tool that allows us to pause a dramatic performance at a moment of tension or injustice. The audience is invited to suggest — or act out — interventions that might change the course of events. The goal is not to find the "right" answer, but to explore what's possible when we choose to act.

Instructions for running Forum Theatre:
- One group performs their play while others watch.
- After the first run-through, the facilitator becomes the "Joker" — the neutral moderator.
- Ask the audience: "What moments in this scene could have gone differently? When could someone have stepped in?"
- Replay the scene. At any chosen moment, audience members can call "STOP", come on stage, replace a character, and try a different action to change the outcome.
- Multiple interventions can be tested for the same scene.

Repeat this process for each group.

5. Reflection & Debrief (30 min)

A. Reflecting on the performances:
- Which interventions had the strongest impact?
- Were there moments where it felt impossible to act? Why?
- What skills or knowledge did the "upstander" need in the scene?

B. Connecting to the digital world:
- Can you think of similar situations that happen online?
- What prevents people from speaking up online or taking action?
- What are the digital equivalents of these interventions?

C. From theatre to reality:
- What knowledge or tools would help us be more active online citizens?
- How do we balance freedom of expression with responsible action?
- Where do we personally draw the line between staying silent and speaking up?

Spot the Deepfake

👥 up to 30 pax

🕐 45 - 60 min

Materials

- Laptop + Projector + Speakers
- Internet or downloaded video clips
- Flipchart or whiteboard
- Pens & notepads for participants
- Optional: Printed "Spot the Fake" Tips handout

Overview

A media literacy-focused activity that sharpens participants' ability to critically assess digital content in an age of AI-generated media. Through interactive video analysis and group discussion, participants learn how to detect deepfakes by identifying visual, audio, and contextual red flags. The activity fosters awareness of the ethical and societal risks of misinformation and encourages responsible digital behavior through critical reflection and collaborative investigation.

Objectives

- Enhance critical thinking and media literacy in the digital age
- Understand what deepfakes are, how they are made, and why they matter
- Practice identifying fake vs real content based on key visual, contextual, and technical clues
- Reflect on the ethical, social, and personal risks associated with the misuse of deepfakes

Instructions

Warm-Up & Introduction (10 min)
Facilitator introduces:
- The rapid growth of AI-generated media and its impact
- The concept of deepfakes – What are they? Where do we see them?
- Show 1–2 brief visual examples: one harmless/funny, one potentially harmful
  - Funny: https://www.youtube.com/shorts/K2z_Q07hlog
  - Serious: https://www.youtube.com/watch?v=IvY-Abd2FfM

Facilitator asks:
- "What are your first thoughts when you see these? Could they mislead someone?"
- "Have you ever seen a deepfake on your social feed or in the news?"

2. Deepfake Detective – Individual Challenge (10 min)

Show 3 short clips back-to-back:
- A funny deepfake
- A serious deepfake
- A real video that *seems* fake
Example:
- Real video that feels fake: https://youtube.com/shorts/zIjZ1Sf29TY

Task:
Participants observe quietly and write down:
- Any elements that felt "off" or suspicious
- What type of impact the clip could have if someone believed it without questioning
- Their guess: Deepfake or real?

3. Learn the Clues (5–7 min)
Distribute or present a visual slide with **Tips to Spot a Deepfake** (quick summary):
- **Facial glitches**: Inconsistent blinking, odd expressions, blurry facial borders
- **Audio mismatch**: Unnatural voice tone or lip sync issues
- **Lighting & shadows**: Inconsistencies with real-world lighting
- **Background errors**: Warping, blurring, flickering
- **Context mismatch**: Statements or behavior that don't fit the speaker's public profile
- **Emotion baiting**: Extreme emotion = red flag
- **Check the source**: Who uploaded it? When? What's their motive?

4. Group Challenge – Analyze the Fake (15–20 min)

Split into 3–4 small groups. Each receives a different short clip (real or fake). You can reuse the earlier ones or prepare additional samples.
Group Task:
- Determine: *Is it real or fake?*
- Identify specific visual/audio/contextual clues
- Discuss:
  - If people believed this clip, what could happen?
  - What damage could this cause (reputation, misinformation, political, social)?
Each group fills out a small analysis chart:
- Is it Fake?
- Why do you think so?
- Potential Impact if Believed?

5. Presentation & Discussion (10 min)
Each group briefly presents:
- Their verdict (real/fake)
- 2–3 key reasons
- The potential social harm

The facilitator encourages discussion after each presentation:
- Were there disagreements in the group?
- What clues were most convincing?
- Which clip was hardest to judge? Why?

6. Reflection & Takeaways (10–15 min)
Open floor or circle-style debrief using these reflection questions:
- What surprised you most today?
- Why is it important to double-check what we see online?
- How confident do you feel in spotting a deepfake now?
- Do you think deepfakes can ever be *positive*? When?
- What should platforms or users do when they detect a deepfake?

27

Digital Compass Challenge

👥 up to 30 pax

🕐 1.5 hours

Overview

A group-based activity where participants use the Digital Compass to explore real-life online dilemmas. Through discussion and reflection, they apply core values like empathy, ethics, and responsibility to make thoughtful decisions in complex digital situations.

Objectives

To deepen understanding of digital citizenship concepts by applying the Digital Compass (a tool for reflecting on core digital values like empathy, critical thinking, responsibility, etc.) to complex real-life online scenarios

Materials

- Printed Scenario Cards
- A printed Digital Compass Sheet for each group (explained below)
- Sticky notes, markers, flipcharts

Instructions

The Digital Compass
Each point of the compass represents a core digital citizenship value. This becomes both a reflection tool and a lens for group decision-making. You can adjust names slightly if preferred.

Compass Point	Focus
🔍 Critical Thinking	Can we verify what's true or fair?
❤️ Empathy	Who might be affected? How do they feel?
⚖️ Ethics	Is this the right thing to do?
🧠 Digital Literacy	Do we understand the tools/platforms?
🧍 Inclusion	Who is left out? How do we bring them in?
🗣️ Communication	Are we being clear, kind, and respectful?
🔐 Privacy & Safety	Is anyone's safety, data, or dignity at risk?
✊ Responsibility	What role should we take in solving this?

This sheet can be a **simple wheel or compass with short definitions**, where groups place sticky notes or answer questions around each direction.

Introduction (10 minutes)
Facilitator briefly introduces:
- The purpose of the Digital Compass (a guide for reflecting on digital behaviors)
- An overview of the 8 points and what they represent
- Show a visual of the compass and give each group a printed version.

Scenario Challenge (45 minutes)
Groups receive one Scenario Card.
Instructions for the Groups:
- Read the scenario together.
- Discuss the situation using the Digital Compass Sheet. For each point on the compass, answer:
- What does this scenario raise about this value?
- What decisions or actions reflect this value — or go against it?
- Decide on **a** group response or plan of action — grounded in at least 3 compass points.
- Write key points on sticky notes and place them around their compass.

Group Presentations (15–20 minutes)
Each group shares:
- A short summary of their scenario
- 2–3 compass points that sparked debate
- The most difficult decision they faced

Encourage a couple of cross-group questions: "Would anyone have made a different decision based on another compass point?"

Debrief & Takeaways (10–15 minutes)
Facilitator prompts:
- Which compass points were hardest to apply?
- How can these values help us when we face online conflicts or grey areas?
- How would your online behavior change after seeing things through this lens?

When Advocacy Meets Misinformation

Theme: Misinformation, youth activism
Time Estimate: 25 minutes

You're members of a local youth-run **eco-activism club** that creates educational content for Instagram and TikTok.
Recently, one of your members posted a **viral infographic** claiming that a large brand is **illegally dumping waste into a local river**. The post quickly gains **over 3,000 shares** and triggers public calls to boycott the brand.
However, after a few days, a **local journalist** publicly debunks the claim — it was based on **outdated reports and inaccurate data**.
Now your team faces a dilemma:
- **Some members** want to delete the post quietly and move on.
- **Others** think you should issue a public apology.
- A few want to double down and shift the narrative to broader environmental issues.

Discussion Questions (for Compass Reflection)

Truth & Responsibility
What **ethical responsibility** do you have as digital citizens when spreading information, even if it's tied to a good cause?

Credibility & Integrity
Should you **delete, revise, or clarify** the post? How can you balance **transparency** with the desire to preserve your **activism's momentum**?

Trust & Community Engagement
How can you rebuild trust with your followers and audience? What role does **honesty** play in long-term credibility?

Digital Tools & Solutions
What digital tools or actions (e.g., story updates, disclaimers, community Q&As, pinned corrections) could help you **respond ethically and regain clarity**?

The Invisible Student

Theme: Digital exclusion, accessibility
Time Estimate: 25 minutes

You are volunteers in a youth-led online tutoring program helping students who have fallen behind due to COVID-19.
One of your students, Sara (16), rarely turns on her camera or microphone and often responds with one-word messages.
Some tutors have started calling her "the ghost" because of how quiet and hard to reach she is. Recently, one tutor privately learned that Sara:
- Shares a single mobile phone with her siblings
- Has an unstable internet connection
- Feels self-conscious about her accent and speaking in front of others

Your group must find ways to make your sessions more inclusive and supportive for students like Sara — but without drawing unwanted attention to her personal situation.

Discussion Questions (for Compass Reflection)

Assumptions & Empathy
What are the risks of making assumptions about someone's silence or lack of engagement online? How can empathy guide your interpretation?

Accessibility & Inclusion
What are some practical ways to redesign sessions to be low-bandwidth and less reliant on video or speech?

Support & Sensitivity
How can tutors offer support or check in with students like Sara without putting them on the spot or making them feel exposed?

Shared Responsibility
What digital community guidelines could you co-create with students that respect different communication styles and challenges?

The Group Chat Blow-Up

Theme: Conflict escalation, empathy, moderation
Time Estimate: 25 minutes

You're members of a WhatsApp group called Young Creators Hub, where people share digital art, TikToks, and community news. Recently, one member, Riko, shared several AI-generated artworks. Another member, Dana, criticized them publicly in the chat, calling AI art "lazy and unethical."
In response, Riko posted a meme that mocked Dana's art style. Other group members quickly took sides. Some tried to defend AI art, others accused Riko of bullying. The chat turned hostile.
Then, someone posted a GIF that seemed to mock a disability — though it's unclear if it was intentional. The message wasn't deleted, and the situation escalated further. Some members are asking if moderators should step in, while others worry about "free speech." Emotions are high, and the group feels fractured.

Discussion Questions (for Compass Reflection)

Empathy & Inclusion:
Who may have felt excluded, hurt, or silenced in this situation — and why? What could have been done earlier to make the group feel safer for everyone?

Digital Responsibility & Moderation:
What is the responsibility of group members (not just moderators) in situations like this? When should someone speak up, and how?

Communication & Conflict:
What digital behaviors (language, tone, tools) contributed to the conflict? How could this disagreement have been expressed more constructively?

Ethics & Free Expression:
How can the group balance freedom of expression with the need for respectful interaction? Where would you draw the line between disagreement and harm?

The Town Hall Live Chat

Theme: Inclusion, online tone, activism
Time Estimate: 25 minutes

A youth council is hosting a livestream Q&A to present new gender-inclusive policies at a local youth center. The chat is open to all viewers to ask questions or comment.
Soon after the event begins, the chat fills with a mix of genuine questions and borderline-offensive jokes, many disguised as "just asking questions." Some viewers express discomfort and ask moderators to remove certain users or comments. The moderators hesitate, fearing backlash about freedom of speech or being perceived as biased.
As members of the digital communications team, your job is to moderate the chat and support a healthy, inclusive conversation. However, your team is unsure where the line is between controversial opinions and harmful behavior — and how to act without escalating the situation.

Discussion Questions (for Compass Reflection)

Inclusion & Safety
How can a digital space stay open to diverse opinions without becoming unsafe or exclusionary for marginalized participants?

Moderation & Responsibility
What are the responsibilities of digital moderators in live, public discussions? When is it appropriate to remove content or users?

Ethics & Tone
How can we distinguish between a challenging question and one that's intended to provoke, mock, or harm? What role does tone and context play online?

Free Expression vs. Harm
Where would you draw the line between protecting free speech and stopping hate or discrimination? Who gets to decide — and how?

Who's Behind the Troll?

👥 up to 30 pax

🕐 2.5 - 3 hours

Materials

- Printed Scenario Cards
- A printed Digital Compass Sheet for each group (explained below)
- Sticky notes, markers, flipcharts

Overview

A scenario-based activity that helps participants recognize different types of online trolling and explore the human motivations behind them. Through group work and empathy exercises, participants learn how trolling affects individuals and communities, and how to respond with resilience, empathy, and responsibility.

Objectives

- Participants will understand different trolling behaviors and develop effective, empathetic responses by exploring the motivation behind the troll's behavior and the impact on both the troll and the target.
- By analyzing both the trolling scenario and troll type, participants can gain insight into why trolling happens, how to de-escalate it, and how to respond constructively.

Instructions

Introduction to Trolling (5 minutes)
Facilitator explains the concept of trolling and how it varies. The key point here is that trolling is not just "mean comments" — it's behavior designed to provoke, upset, or manipulate people online.
The goal is not to simply *identify* trolling but to also understand why it happens (motivation) and how it impacts everyone involved (the troll, the target, and the community).

Troll Matching: Scenarios + Troll Types (20 minutes)
Step 1: Scenario Card Group Work (10 minutes)
Purpose: Identify the trolling behavior in context.
Participants break into small groups and are given a scenario card that describes a specific trolling incident, and the troll types cards (see handout).
Each group will answer the following:

- What kind of trolling is happening here? (Is it Rage-Baiting, Edgelording, Clout-Chasing, etc.? You could ask them to match the behavior with a troll type based on the description.)
- How does this trolling impact the target? (This helps participants understand the emotional or psychological toll that trolling can have on the person being targeted.)
- What could be the motivation behind the troll's actions? (This is where participants link the behavior with intent — Is the troll seeking attention, provocation, or just to get views? This connects directly to the troll types.)
- What are the consequences of this trolling on the broader community? (This question ties into understanding how trolling affects group dynamics and overall online safety.)

Trolling Labels & Discussion (10 minutes)
Purpose: Apply troll types to the scenarios, and connect responses to empathy and critical thinking.
After completing their analysis of the scenarios, groups must label the troll type and provide an explanation for their choice.
Troll types in the context of the scenario:

- Rage-Baiter: Trying to provoke outrage (e.g., "Isn't this too extreme?")
- Edgelord: Uses offensive humor to push boundaries (e.g., "This is all a joke, don't take it seriously.")
- Clout-Chaser: Posts inflammatory content to gain followers (e.g., "I made this video to stir the pot, it'll get views.")
- Concern Troll: Pretends to be helpful but undermines others (e.g., "You're all just too sensitive about this.")

Understanding the Human Behind the Trolling (15 minutes)
Step 1: Persona Reflection
Each group is given a persona card. The persona represents a real person behind the troll, target, or person witnessing this situation.
Empathy Exercise: Groups will reflect on the scenario from the perspective of the persona they received. For example, if they're analyzing a Rage-Baiting situation, they might get the persona of a troll or a target, or person that witnessing the situation.
Questions for Reflection:
- How does this person feel in the situation?
- How might they be motivated to act this way? Is there a deeper emotional or social context?
- How can understanding their perspective help us respond more effectively?

Group Discussion
Each group shares:
- The persona they were assigned.
- How would this persona respond to the trolling situation, based on their own experience and feelings.
- What response would be most empathetic, considering the motivations behind the trolling behavior.

Scenario-Based Responses (15 minutes)
Solution Brainstorming (10 minutes)
Purpose: Explore appropriate and constructive ways to respond to trolling, focusing on empathy, respect, and community safety.
Each group revisits their scenario card and brainstorms the best response to the trolling incident.

Key Question: How can we respond without further escalating the situation, while promoting safety, inclusion, and empathy for all parties involved?
Possible responses could include:
- Ignoring the troll (when safe, it denies them the attention they seek).
- Reporting (if the behavior is harmful or violates platform rules).
- Responding with empathy (e.g., calling out harmful behavior while acknowledging the troll's perspective, if appropriate).

Group Share (5 minutes)
Groups share the responses they came up with.
Facilitator facilitates a discussion of the pros and cons of different strategies. The goal is to help participants identify when it's best to:
- Engage with empathy
- Disengage or report
- Educate or intervene

Closing Discussion: Understanding the Bigger Picture (5 minutes)
Facilitators bring the group together for a wrap-up discussion:
Questions to guide the conversation:
- How did the troll types influence your approach to the scenario?
- What did you learn about how trolling can affect people differently?
- How can empathy change the way we handle conflicts online?
- Why is it important to understand both the behavior and the motivations behind trolling?

Scenario 1: "Not Real Art"

A student posts their digital drawing on an art forum. Another user comments:
"AI could do this better in 5 seconds. Keep trying though."
The poster responds with a sad emoji, while others start mocking the drawing too.

Scenario 2: "Just a Joke?"

During an online livestream, someone comments:
"This gender stuff is hilarious. What next, people identifying as trees?"
Other users laugh or post emojis. The moderator hesitates to intervene.

Scenario 3: "Clout Chaser"

A teen shares a TikTok calling out another influencer for spreading "fake feminism."
It's funny but harsh, with split-screen commentary and mocking expressions.
The video goes viral. The targeted person later posts that they're taking a break due to online hate.

Scenario 4: "Private Attack, Public Shame"

A class group chat screenshot gets shared on Instagram, showing someone venting about a teacher. Another student adds a snarky caption and tags the teacher's account.
It explodes in the comments.

Scenario 5: "Fake Concern"

Under a mental health awareness post, someone comments:
"Maybe if people went outside instead of crying online, they'd feel better."
They later claim they were "just being honest" and that "people are too sensitive."

EMPATHY PERSONA CARDS

"Amina" – The Quiet One

- 16 years old
- Often feels socially anxious online
- Avoids voice or video, prefers text
- Recently experienced bullying in school

Impact of trolling: Might withdraw completely and stop engaging in digital spaces. May not feel safe enough to speak up or report.

"Leo" – The Open Gamer

- 17 years old
- Active in online gaming spaces
- Identifies as nonbinary
- Used to trolling, but jokes often turn personal

Impact of trolling: May appear tough on the surface, but identity-based attacks can hit hard. Has developed a "don't feed the troll" mentality, but wonders when to step in.

"Mira" – The Overthinker

- 15 years old
- Worries a lot about saying the wrong thing
- Sees digital spaces as both exciting and intimidating
- Fears being humiliated online

Impact of trolling: May blame themselves, even when targeted unfairly. Might not tell anyone. Unsure whether to ignore, react, or leave the platform.

"Raj" – The Advocate

- 18 years old
- Passionate about social justice issues
- Frequently speaks up against injustice online
- Sometimes accused of "being too sensitive"

Impact of trolling: Easily triggered by injustice but doesn't want to fuel toxic arguments. Struggles to balance emotional health with online advocacy.

"Ella" – The Neurodivergent User

- 16 years old
- Has ADHD and sometimes misreads tone online
- Finds it hard to keep up in fast-paced group chats
- Once unintentionally posted something others found offensive

Impact of trolling: Might feel overwhelmed or misunderstood. Needs patience and clarity from others, and fears being "cancelled" for missteps.

TROLL TYPES

The Rage-Baiter

Posts inflammatory comments purely to provoke outrage or fights (e.g., "X group ruins everything").

- Goal: Attention or chaos
- Best response: Ignore or report

The Edgelord

Uses offensive humor or "jokes" under the excuse of "free speech." Often denies harm.

- Goal: Push boundaries, get laughs or clout
- Best response: Call out or educate, if safe; otherwise, report

The Clout-Chaser

Targets people or trends to gain views, follows, or likes — even at others' expense.

- Goal: Popularity
- Best response: Don't amplify; encourage ethical content culture

The Dog-Piler

Joins a crowd attacking someone — even if they weren't involved originally.

- Goal: Blend in, feel powerful
- Best response: De-escalate, ask for reflection, protect targets

The Concern Troll

Pretends to offer advice or concern but subtly undermines or gaslights (e.g., "Are you sure you're not overreacting?").

- Goal: Discredit or shame while seeming "reasonable"
- Best response: Name the manipulation, support the target

Spy Game: How Misinformation Mutates

👥 groups of 4

🕐 60 - 75 min

Materials

- 4 progressively complex images (one per round; printed)
- Blank paper and pens/pencils for drawing
- Timer
- Wall for final image comparison

Overview

To simulate how information changes as it travels across people and communication methods — and to draw parallels with how misinformation spreads online.

Objectives

- Understand how digital misinformation can evolve unintentionally.
- Explore the importance of clarity, context, and verification when sharing information.
- Reflect on how communication limitations (like emojis, reposts, or comments) can distort meaning online.

Instructions

Participants rotate through four roles in each round:
- Watcher (can not speak) – sees the original image, redraws it from memory.
- Spy (can not speak) – sees the Watcher's drawing, memorizes it.
- Communicator (Can ask questions.)– receives *non-verbal* cues from Spy, interprets them.
- Receiver – hears verbal explanation from Communicator and draws final version.

Important: Roles rotate every round so each person experiences every step.
The original image and final drawing are revealed only after all four rounds.

Detailed Steps for Each Round (Repeat x4)
Step 1 – Watcher (1 min + 1 min)
- The Watcher views the original image for 1 minute.
- Then, they have 1 minute to redraw it from memory (no talking).
Step 2 – Spy (1 min)
- The Spy comes in, views the Watcher's drawing for 1 minute, memorizing as much detail as possible (no notes, no speaking).
Step 3 – Communicator (1 min)
- The Communicator enters and may ask the Spy questions.
- The Spy must respond only with body language and gestures.
- The Communicator must interpret the visual message.
Step 4 – Receiver (1 min)
- The Communicator verbally explains everything they understood to the Receiver.
- The Receiver draws the image based on that explanation.

Then, teams rotate roles and move on to the next (harder) image.

Reveal & Comparison (After All Rounds)
- After 4 rounds, the facilitator shows all four original images side by side with the final Receiver drawings from each team.
- Let participants react and laugh, noticing how far the drawings have drifted from the originals.

Debrief: From Game to Digital Life (Duration: 20–25 minutes)
The facilitator leads a reflective discussion linking the game to digital literacy, communication, and misinformation online.
- Where in the process was the most information lost or changed? Why do you think that happened?
- How does this resemble how rumors or misinformation spread on social media?
- What challenges did you face interpreting or expressing information, especially when limited in how you could communicate?
- In digital spaces, how do we "pass on" info without verifying it first, and what risks does that pose?
- How could we build better habits around clarity and fact-checking when sharing content online?
- What tools or behaviors help us prevent misinformation from spiraling, both in games and real life?

Ethical AI

up to 30 pax

2.5 - 3 hours

Materials

- Digital devices (laptops, tablets, or smartphones) for The Moral Singularity Game (participants can use their own devices)
- Handouts summarizing key AI ethics principles
- Flip charts, markers, sticky notes for brainstorming
- Projector or screen to display scenarios or cartoons
- Small prizes for interactive activities

Overview

To build an understanding of ethical AI concepts through interactive games, fostering critical thinking, teamwork, and practical applications.

Objectives

- Understand core ethical AI principles such as fairness, bias, and transparency.
- Explore real-world AI scenarios and identify ethical dilemmas.
- Work collaboratively to develop creative solutions to AI-related ethical challenges.
- Confidently discuss AI ethics with both technical and non-technical audiences.

Instructions

Introduction "Run to the Future" (Warm-Up) - (15 minutes)
- Set up 4 corners of the room, each labeled with an AI-related topic:
  - Bias in AI
  - Privacy and Surveillance
  - Job Automation
  - AI in Media and Content Moderation

- The facilitator reads a statement aloud (e.g., "AI algorithms can predict your behavior based on past purchases" or "AI-generated influencers are replacing real people in advertising campaigns").
- Participants run to the corner they think is most impacted by the statement.
- In each corner, participants briefly discuss why they chose that area.
- After a few rounds, transition into the workshop's focus on ethical AI dilemmas.

TIPS for FACILITATOR
Check "**The Moral Singularity**" to have more ideas about ethical statements → LINK

The Human Algorithm Chase (30 minutes)

Simulation Rounds
This activity aims to replicate the functioning of AI algorithm and its ethical implications while replicating the acceptance procedures in the airport (e.g. collecting the data of the passengers, processing the data in the border control and accepting tourists with a potential bias.)

Firstly, the participants will be divided into three groups (Data Gatherers, Algorithm Processors, Ethics Committee).
Each team prepares independently:
A. Data Gatherers
- Create 10–15 fictional citizen profiles with attributes such as: Name, Age, Gender, Nationality, Job, Education, Marital Status, Income Level, Criminal Record, etc.
- Decide **how you collect or create data**. Are you biased toward certain profiles? Why?
B. Algorithm Group
- Create a fictional country through ChatGPT (or maybe set up the country taking one country as an example, e.g., Italy, USA, Germany, etc.) → ask ChatGPT to make research on acceptance policies (e.g., tourism, migration, etc.) in a specific country.
- Insert data into ChatGPT, and ask if profiles are eligible to pass the border control
- Use a table or form to record each input and your decision (approve/reject/score).
C. Ethics Committee
- Create an Ethical Charter of 4–5 principles.
  - Examples: "No group should be excluded based on race." "All ages must be represented." "Privacy must be respected."
- Do not read out loud your Ethical Charter
- Be ready to audit decisions based on this charter.
- Decide how you will report violation**s** (feedback form, oral feedback, scorecard, etc.).
- **Tips for the Facilitator**: you can propose the participants to take inspiration from the Universal Declaration of Human Rights

Team	Role	Objective
A. Data Gatherers	Create and collect data (citizen profiles)	Build datasets for the algorithm to process
B. Algorithm Processors	Insert, sort, and make decisions based on data	Apply logic or a decision rule to approve/reject
C. Ethics Committee	Develop ethical guidelines and evaluate outcomes	Judge if decisions align with fairness, justice, equity

Simulation

The Data Gatherers bring the fictional characters to the Algorithm processor to ask if they can enter the Country.

The Algorithm processor needs to input the data in the created Chatgpt algorithm (e.g. using the parameters and guidelines used while creating the regulation system).

Finally, after receiving the response from ChatGPT, the Algorithm processor need to deliver the results to the Ethic Committee that will need to evaluate if the ethical principles established in the Ethical Charter were followed or there is any bias in the acceptance/rejection of specific groups of people.

Debriefing

- How much the bias of one person can influence the definition of an Algorithm to accept/reject people at a border?
- Do you think AI machine can work without the support and ethical controls from Human being's intervention?
- How much do you think Human interference is accepted in the work of AI?
- Are you satisfied with the results of the process? Do you think there was any bias in the process, and/or decision regarding acceptance/rejection of some people?

Integrating Digital Literacy into Everyday Youth Work

Digital life is not a separate part of young people's world — it is their world. They form identities, build relationships, take action, consume news, and shape culture in digital spaces.

But most youth work still treats digital literacy as a separate "workshop" topic, instead of what it is: a critical lens that can (and should) be woven into all areas of youth work — from arts to mental health to activism.

This chapter offers practical ways for youth workers, educators, and organizations to embed digital literacy and active digital citizenship into existing activities, social media use, and organizational culture — even in small but meaningful ways.

Small Shifts, Big Impact

You don't need to be a tech expert or redesign your whole program. Start with what you already do — and look for moments to bring in:

REFLECTION

How is this issue shaped online?

SKILL-BUILDING

What digital choices are involved here?

AWARENESS

What digital habits are we reinforcing?

EMPOWERMENT

How can young people lead in this space?

Practical Strategies to Incorporate Digital Literacy

Integrate Digital Reflection into Any Topic

Almost any youth workshop — whether it's about identity, emotions, relationships, environment, or leadership — can include a digital layer. For example:

Topic	Add a Digital Literacy Angle
Mental Health	How do social media platforms impact your self-image or mood? What's the effect of online comparison?
Relationships	What's "healthy" online communication? How does ghosting or screenshotting shape trust?
Environmental Action	How do youth-led digital campaigns succeed or fail online? What's the role of digital misinformation?
Diversity & Inclusion	How are bias, representation, or hate speech experienced in digital spaces? Who gets visibility online?

Use Your Organization's Own Social Media for Learning

Youth organizations already use social media to promote events, but you can also use it as a space for bite-sized learning and youth engagement.

Ideas:
- Share myth-busting posts on digital misinformation
- Post "what would you do?" polls or dilemmas in Instagram stories
- Feature youth-created content on digital rights, trolling, or activism
- Use humor, memes, or challenges to start deeper conversations
- Share behind-the-scenes on how you protect youth privacy digitally

Add Digital Elements into Existing Non-Digital Activities

You don't need to design full tech workshops — just add digital angles into what you already run. Examples:
- **Art workshops**: Add an option to turn their art into social media posts or GIFs about online kindness.
- **Debates or discussions**: Include an online version of the topic (e.g., "What's ethical influence on TikTok?").
- **Leadership training**: Include a module on managing online reputation or leading through digital channels.
- **Drama/roleplay**: Reenact an online conflict from a group chat or DMs, and unpack it.

Outdoor/physical games: Add digital challenges (e.g., QR-code hunt with facts about media bias or data privacy).

Build "Stealth Digital Skills" into Daily Routines

Many young people don't know how to:
- Manage online conflict
- Report hate content
- Use privacy tools
- Recognize subtle bias
- Spot manipulation in influencer culture

We can normalize these skills through:
- Posters in your space ("Think Before You Share" or "How to Spot a Misleading Post")
- Pre-session check-ins: "What's one weird thing you saw online this week?"
- Offering workshops disguised as something fun, like:
  - "How to Win an Argument Online"
  - "Make Your Own Meme Campaign"
  - "TikTok Detectives: Is This Real?"

Use Community Moments to Build Awareness

Integrate digital themes into:
- Campaign weeks (e.g., Digital Rights Day, Safer Internet Month)
- Civic holidays (e.g., link digital activism to Human Rights Day)
- Exhibitions/showcases (e.g., an art wall of "screenshots that made us think")

You don't need to run a new project — just layer digital thinking into what's already happening.

**Curious for More?
Check our Online
Resource Center!**

Enjoy the journey!

Questions? Email loudnclear.eu@gmail.com

PROJECT COORDINATOR

Loud & Clear - LT

PARTNERS

MoMenTor - BG

Utrecht Youth Network - NL

Trevessu - IT

Volun.Dar - RO

Young Spirits of Poland - PL