Highlights e.V.
MIND, TECH, LIFELONG LEARNING

INFODEMIC
WORKING BOOK

Working book

Digital Balance: Non-Formal Education Methods for Mental Wellness and Digital Literacy

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Highlights e.V.
https://highlights-ev.com

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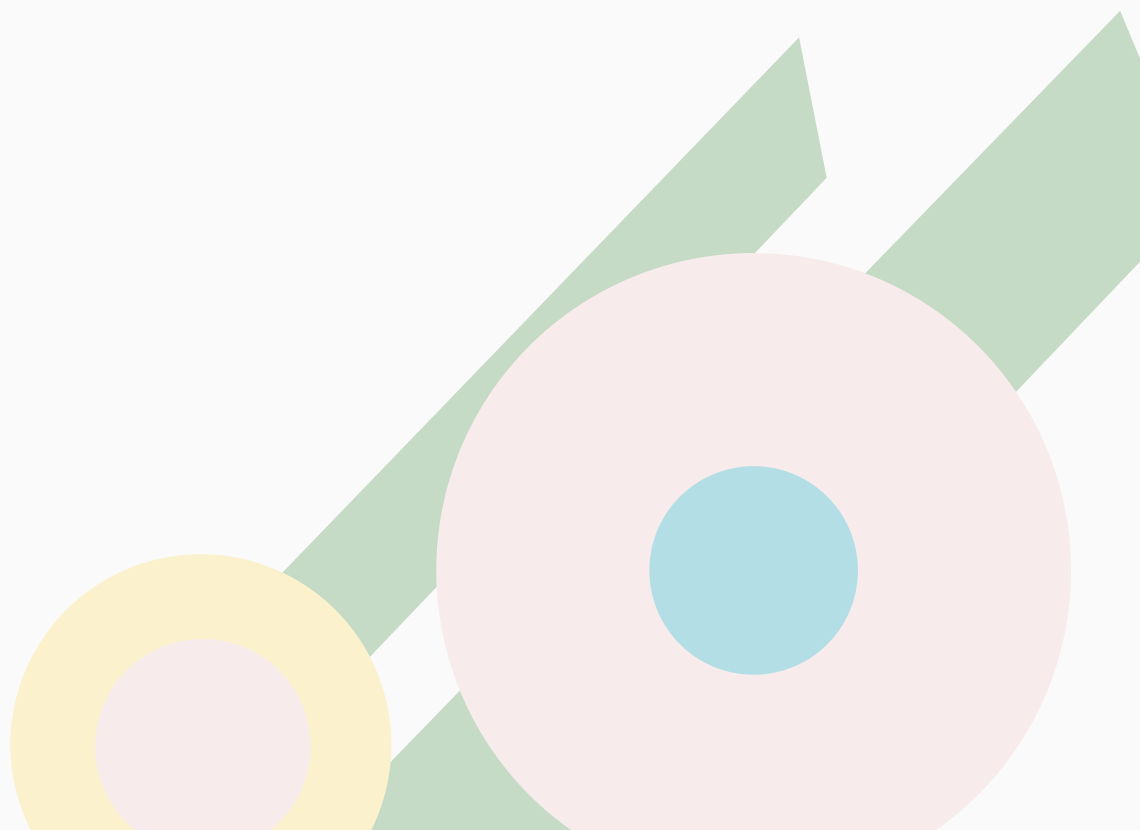
INTRODUCTION

INFODEMIC - PATH2WELLNESS

In an increasingly digital world, the well-being of young people is shaped not only by their offline environments but also by their experiences in online spaces. With the rapid growth of digital platforms, the spread of misinformation, social media pressures, and online fatigue have become significant challenges to youth mental health and civic engagement. Youth workers, educators, and trainers are at the forefront of helping young people navigate this complex digital landscape—and they need the tools and knowledge to do so effectively.

The Infodemic – Path2Wellness project, supported by the Erasmus+ programme, was born from this urgent need. It brought together 24 youth workers, educators, and community leaders from seven countries to explore how we can promote digital literacy, emotional resilience, and ethical digital engagement among young people.

Through two international training courses—in Germany and Portugal—and a local piloting phase, participants worked collaboratively to co-develop and test educational methods that address both digital competences and digital wellness.

This publication is the result of that shared journey. It presents a collection of workshop outlines, session ideas, and non-formal learning activities designed to support other educators and facilitators in delivering meaningful sessions on digital citizenship and mental well-being. Each workshop was developed during the training and piloted locally, ensuring both practical relevance and adaptability to different contexts.

We hope this Working Book will serve as an inspiration and a practical guide for those committed to equipping young people with the skills and awareness they need to thrive in both their online and offline lives. The materials presented here reflect a commitment to empathy, critical thinking, intercultural dialogue, and youth empowerment—values that are at the heart of Erasmus+ and of our collective work as educators.

HOW TO USE THE WORKING BOOK

This Working Book features activities and workshops developed collaboratively by partner organizations and participants for the preparation and implementation of two training courses.
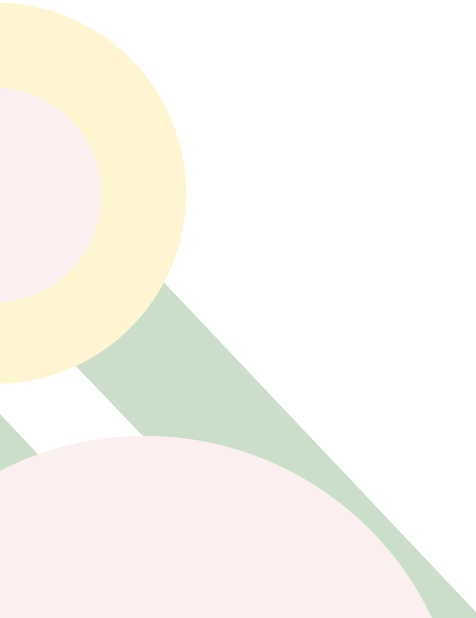
It is designed to support educators, trainers, and facilitators working in diverse learning environments. The Toolkit follows an "open format" approach, making its content adaptable and replicable across various contexts.

While initially implemented in partner countries, its structure allows for easy customization and application in new regions and projects beyond the original partnership.

The Toolkit is designed with flexibility in mind. The activities can be tailored to fit different target groups, cultural settings, and project scopes.

Whether you plan to build a comprehensive training course, organize smaller workshops, or run a standalone activity at an event, the Toolkit offers adaptable content to meet your needs. Before implementing any activity, we recommend assessing the specific needs, backgrounds, and learning profiles of your target group.

This ensures that necessary adjustments are made, fostering an inclusive and impactful learning experience.

SESSION 1
INTRODUCTION TO DIGITAL CITIZENSHIP AND DIGICOMP

Time: 90 Minutes
Aims: To introduce participants to the concept of Digital Citizenship and the DigiComp framework, and to help them reflect on how these apply in real life.

Objectives:
- To define and explain key concepts of Digital Citizenship and DigiComp.
- To explore the interconnection between these two concepts.
- To encourage participants to generate real-life examples of digital citizenship competencies.

Target group: Youth workers, educators, and youth leaders with basic knowledge or interest in digital literacy and education.

Methodology: Non-formal education with a focus on experiential and reflective learning.

Methods:
- Group discussion
- Mini storytelling
- Creative roleplay and scene creation
- Debrief and reflection

**PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)**

Welcome and Icebreaker (10 min)

Input: What is Digital Citizenship and DigiComp? (15 min)
Short presentation of and guided discussion introducing both concepts.

Pair/Group Discussion: How are they connected? (15 min)
Participants work in small groups to identify connections between digital citizenship and DigiComp.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Mini Story Creation: Everyday Practices (20 min)
Participants create short stories from daily life that reflect the competencies of a digital citizen.

Short Scenes and Roleplay (20 min)
Groups perform their stories as short scenes to the rest of the group.

Debrief and Reflection (10 min)
Group discussion on what was learned, what surprised them, and how these concepts affect their work/lives.

DESIRED OUTCOMES
(WHAT COMPETENCIES WE ARE WORKING ON)

A clear understanding of Digital Citizenship and DigiComp.
The ability to identify and describe digital citizenship behaviours in daily contexts.

MATERIALS AND HAND-OUTS NEEDED

- Flipcharts and markers
- Printouts or visuals of DigiComp framework
- Sticky notes
- Pens
- Handout summarizing key concepts (optional)

SESSION 2
PERSONAL DATA PROTECTION: GDPR, DIGITAL HYGIENE & SAFE PASSWORDS

Time: 90 Minutes
Aims: To introduce participants to the principles of personal data protection and to foster awareness of safe and responsible behavior in the digital environment.

Objectives:
- To explain the key principles and rights under the GDPR in an accessible way.
- To explore the importance of digital hygiene and strong password habits.
- To engage participants in evaluating their own digital safety practices.
- To introduce practical tools and methods for improving online security.

Target group: Youth workers, educators, and youth leaders with basic knowledge or interest in digital literacy and education.

Methodology: Non-formal, experience-based learning with active participation

Methods:
- Online interactive games (e.g. GDPR simulations).
- Visual input through presentations.
- Group reflection and discussion.
- Hands-on digital safety activity (e.g. leaked password check).

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Welcome and introduction (10 min) – Overview of the session's importance and goals.
GDPR awareness games (20 min) – Participants explore real-life scenarios through online GDPR games.
Theory input (15 min) – Brief explanation of GDPR principles and data subject rights.
Practical activity (10 min) – Use of haveibeenpwned.com to check for personal data breaches.

PROGRAMME
(STEP-BY-STEP EXPLANATION – INCLUDING TIMING)

Presentation on digital hygiene (15 min) – Best practices for password security and online behavior.
Group discussion (15 min) – Participants reflect on personal habits and share ideas for improvement.
Debrief and Reflection (10 min)
Group discussion on what was learned, what surprised them, and how these concepts affect their work/lives.

MATERIALS AND HAND-OUTS NEEDED

Flipchart or whiteboard for notes and discussions

Pens and notepads

Links used in the session:

- **Data Protection Game:**
 https://www.dataprotectiongame.com/game.html

- **GDPR Hero Game (Skillcast):**
https://www.skillcast.com/gdpr-hero

- **Guardey GDPR Training Games:**
 https://www.guardey.com/gdpr-training-games/

- **GDPR Overview – What is GDPR?:**
 https://gdpr.eu/what-is-gdpr/

- **Password Leak Check – Have I Been Pwned:**
 https://haveibeenpwned.com/

RESULTS   Participants actively engaged in the learning process through games and discussions. They demonstrated increased awareness of their digital footprint and expressed intentions to implement safer online practices in their personal and professional lives.

SESSION 3
DIGITAL FOOTPRINT AND DIGITAL IDENTITY

Time: 90 Minutes
Aims: To increase awareness of digital identity and the impact of our online behavior by exploring the concept of digital footprints.

Objectives:
- To define and differentiate between active and passive digital footprints.
- To help participants reflect on their visible and hidden digital traces.
- To foster critical thinking about online privacy and digital identity.
- To introduce basic OSINT (Open-Source Intelligence) methods for digital self-reflection.

Target group: Youth workers, educators, and youth leaders with an interest in digital literacy, online privacy, and critical thinking skills in digital environments.

Methodology: Non-formal education with peer learning and experiential activities

Methods:
- Pair work and observation.
- Peer inquiry and digital exploration.
- Guided group reflection and debrief.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Pair activity: App observation (15 min) – In trusted pairs, participants look at each other's phones (with consent) and try to analyze what can be said about the other person based on apps and their arrangement (without opening them)

Pair activity: OSINT-style search (25 min) – In the same pairs, participants use publicly available online tools to find digital traces of each other (e.g., social media, search engines)

PROGRAMME
(STEP-BY-STEP EXPLANATION – INCLUDING TIMING)

Group discussion (10 min) – Sharing surprises, insights, and ethical questions that came up

Input: Active vs Passive digital footprint (10 min) – Short theoretical input using visuals from the PDF

Reflection & debrief 20 min) – Participants reflect on their personal exposure online and discuss ways to manage their digital identity

DESIRED OUTCOMES
(WHAT COMPETENCIES WE ARE WORKING ON)

Participants will:
- Understand the concept of digital footprints and identity.
- Distinguish between types of online data and how they are created.
- Reflect on their own digital presence and habits.
- Become more mindful of digital privacy and online behaviour.

MATERIALS AND HAND-OUTS NEEDED

- Projector and laptop
- Internet access (for OSINT exercise)
- Phones (used voluntarily by participants)
- Pens and notepads

RESULTS

Participants became more aware of how much personal information is visible online and how digital identity can be interpreted by others. The session sparked reflection and concern about privacy, as well as motivation to manage personal data more intentionally.

SESSION 4
INFORMATION LITERACY, FAKE NEWS & FACT CHECKING

Time: 90 Minutes

Aims: To develop critical thinking skills and promote responsible information consumption by exploring fake news and practicing fact-checking techniques.

Objectives:
- To explain why fake news is created and how it spreads.
- To introduce practical steps for verifying information.
- To engage participants in real-world fact-checking exercises.
- To raise awareness of reliable fact-checking tools and organizations.

Target group: Youth workers, educators, and youth leaders with an interest in digital literacy, online privacy, and critical thinking skills in digital environments.

Methodology: Non-formal education based on critical thinking and hands-on practice

Methods:
- Interactive presentation.
- Pair work and analysis.
- Group discussion and collective reflection.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Introduction & presentation (20 min) – Visual explanation of fake news, its risks, and the basics of fact-checking

Pair activity: Fact-checking exercise (30 min) – Each pair receives a different news article or social media post; task is to verify its truthfulness using online tools and fact-checking principles

Group feedback (15 min) – Pairs present their findings: Was the news true or false? How did they check? What was challenging?

PROGRAMME
(STEP-BY-STEP EXPLANATION – INCLUDING TIMING)

Input: Fact-checking tools (15 min) – Overview of trustworthy organizations and websites (e.g., Snopes, FactCheck.org, EU vs Disinfo, etc.)

Discussion & reflection (10 min) – What strategies can we use to spot fake news in everyday life?

DESIRED OUTCOMES
(WHAT COMPETENCIES WE ARE WORKING ON)

Participants will:
- Understand the concept of fake news and its consequences.
- Learn practical fact-checking strategies.
- Use online tools to verify real-world information.
- Be better equipped to recognize and resist misinformation.

MATERIALS AND HAND-OUTS NEEDED

- Laptop, projector, internet access.
- Fact-checking presentation.
- Pre-prepared news examples for each pair (real and fake).
- Teamwork
- List of reliable fact-checking organizations
- Links fact-checking websites:
- Pens and paper for notes.

RESULTS

Participants practiced identifying misinformation and gained awareness of the importance of source evaluation. The session encouraged a skeptical but informed approach to digital content and provided tools for promoting information literacy in their own communities.

SESSION 5
COGNITIVE BIASES AND LOGICAL FALLACIES

Time: 90 Minutes
Aims: To help participants recognize common thinking traps and errors in reasoning that affect how they perceive and judge information.

Objectives:
- To define and distinguish between cognitive biases and logical fallacies.
- To explore real-life examples of biased thinking and flawed arguments.
- To encourage critical thinking and improve decision-making skills.
- To reflect on how these concepts influence digital communication and information consumption

Target group: Youth workers, educators, and youth leaders interested in promoting critical thinking, argument analysis, and media literacy in digital settings.

Methodology: Non-formal, discussion-based learning with analytical and reflective components
Methods:
- Interactive presentation.
- Group analysis of examples.
- Case-based discussion.
- Personal reflection and peer exchange

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

IIntroduction and icebreaker (10 min) – What do we think is "rational thinking"? Quick brainstorm
Presentation (20 min) – Clear explanation of the difference between cognitive biases and logical fallacies, with definitions and examples from the document
Group activity (25 min) – Small groups receive example scenarios (e.g. confirmation bias, straw man fallacy) and identify which bias or fallacy is present

PROGRAMME
(STEP-BY-STEP EXPLANATION – INCLUDING TIMING)

Debrief (10 min) – Discussion: Why do we fall into these traps? How can we avoid them?
Real-life application (15 min) – Linking biases and fallacies to how we consume digital content (e.g., news, social media)
Wrap-up and reflection (10 min) – How has this changed your awareness of your own thinking patterns?

DESIRED OUTCOMES
(WHAT COMPETENCIES WE ARE WORKING ON)

Participants will:
- Be able to distinguish between cognitive bias and logical fallacy.
- Identify common examples in media, debates, and daily life.
- Understand the influence of thinking errors on digital communication and decision-making.
- Feel more equipped to recognize and challenge flawed reasoning.

MATERIALS AND HAND-OUTS NEEDED

- Projector and computer.
- Printed list of cognitive biases and fallacies for group work.
- Cognitive Bia and Logical Fallacies
- Scenario cards or handouts for analysis.
- Flipchart/whiteboard for discussion notes.

RESULTS

Participants gained awareness of unconscious thought patterns and logical missteps. The session helped them better understand how biases and fallacies influence discussions, decision-making, and digital information processing.

SESSION 6

DIGITAL MENTAL HEALTH AND WELLBEING (OUTDOORS)

Time: 180 Minutes
Aims: To offer participants a reflective, nature-based experience that fosters mindfulness and awareness of their digital habits and mental well-being.

Objectives:
- To disconnect from digital devices and reconnect with the natural environment.
- To explore personal thoughts and feelings without technological distraction.
- To reflect on the effects of constant digital exposure on attention, time perception, and self-awareness.
- To promote healthier digital habits through experiential learning and open dialogue.

Target group: Youth workers, educators, and youth leaders

Methodology: Experiential and reflective learning in nature

Methods:
- Silent walking and mindfulness.
- Individual reflection using guiding questions.
- Group discussion and facilitated sharing.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Introduction & instructions (10 min) – Explanation of goals, structure, and request to leave all electronic devices behind
Nature Walk: First Phase (10 min) – Group walking to transition away from digital habits
Silent Walking: Second Phase (45 min) – Quiet, mindful walk with focus on inner thoughts and surroundings
Reflection Walk: Third Phase (15 min) – Participants receive individual reflection questions to contemplate while continuing the silent walk

PROGRAMME
(STEP-BY-STEP EXPLANATION – INCLUDING TIMING)

Break and transition (5 min) – Time to rest and prepare for group session
Time perception activity (5 min) – Participants estimate how much time has passed without digital reference
Group sharing & discussion (25 min) – Participants share their assigned questions and reflections
Mini-lecture on digital stress & nomophobia (10 min) – Explanation of concepts and practical strategies to reduce digital overload
Closing circle and takeaways (10 min) – Final thoughts, thanks, and encouragement to integrate digital detox moments in daily life
Return to camp (55 min) – Walk back together in silence or soft conversation, reflecting on the experience

DESIRED OUTCOMES
(WHAT COMPETENCIES WE ARE WORKING ON)

Participants will:
- Experience the benefits of disconnecting from digital devices.
- Reflect on how technology affects their time, attention, and well-being.
- Identify personal strategies for maintaining digital balance.
- Increase awareness of nomophobia and signs of digital stress.

MATERIALS AND HAND-OUTS NEEDED

- Printed reflection questions (on cards or small sheets)
- Questions
- Comfortable outdoor clothing and walking shoes.
- Water, if necessary

RESULTS

Participants reported increased calmness and deeper awareness of their tech habits. The silent walk and individual questions encouraged mindfulness and honest reflection. Many expressed interest in continuing digital detox practices in their daily lives and using similar tools with their youth groups.

SESSION 7

BUILDING A BETTER DIGITAL FUTURE WITH LEGO

Time: 90 Minutes
Aims: To engage educators and youth workers in creative, hands-on exploration of how they envision the digital future of schools and learning environments.

Objectives:
- Stimulate imaginative thinking about the future of digital education.
- Help participants articulate and reflect on innovations, challenges, and opportunities for digital transformation in youth work and education.

Target group: Educators, youth workers, teachers, and facilitators working in youth engagement, digital transformation, and educational innovation.

Methodology: Non-formal education using experiential and creative methods, focused on reflection, collaboration, and meaning-making through visual construction.

Methods:
- Lego Serious Play
- Group work and storytelling
- Guided reflection and discussion

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

10 min: Welcome and introduction to the session; explain Lego Serious Play principles (e.g., if a block represents something, it cannot represent something else).
10 min: Warm-up imagination exercise: participants build small models (e.g., "build a tower that represents digital transformation in your understanding.).
30 min: Main activity: participants, divided into four small groups, build their vision of "Schools in Europe 2045" using Lego blocks. They are encouraged to incorporate innovation, digital tools, and address educational challenges.

PROGRAMME
(STEP-BY-STEP EXPLANATION – INCLUDING TIMING)

20 min: Group sharing: each group presents their Lego model, explaining the key elements, innovations, and stories they embedded.

15 min: Connecting the models: groups link their builds together to create a shared vision or ecosystem, discussing overlaps, gaps, or tensions between their ideas.

5 min: Final reflection and takeaway: facilitators highlight key patterns and invite participants to reflect on how these ideas can inspire their real-world practice.

DESIRED OUTCOMES
(WHAT COMPETENCIES WE ARE WORKING ON)

Participants will:
- Creative thinking and innovation in educational design
- Critical reflection on the future of digital transformation in youth education

MATERIALS AND HAND-OUTS NEEDED

- Lego sets (one per group)
- Large tables or floor space for building
- Flipchart or whiteboard for capturing key discussion points
- Markers and post-its (optional, for labeling or notes)

RESULTS

Participants were highly engaged, showing enthusiasm and creativity. They expressed excitement about the hands-on, playful method and appreciated the opportunity to explore future-focused ideas in a nontraditional, collaborative setting. The exercise sparked rich discussions and provided insights that participants planned to bring back into their own educational practices.

SESSION 8
OUR DIGITAL RIGHTS AND RESPONSIBILITIES

Time: 90 Minutes
Aims: To help educators and youth workers understand, reflect on, and apply the concept of digital rights and responsibilities through an interactive, case-based exercise.

Objectives:
- Introduce key concepts of digital rights and responsibilities.
- Strengthen participants' ability to identify real-world situations where digital rights are respected or violated.
- Foster critical thinking and collaborative problem-solving through group storytelling and analysis.

Target group: Educators, youth workers, teachers, and facilitators working on topics related to digital citizenship, media literacy, and youth empowerment.

Methodology: Non-formal education combining knowledge input with interactive, experiential learning.

Methods:
- Presentation and input session
- Group storytelling and case creation
- Peer guessing game and guided reflection

**PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)**

15 min: Introduction: present the key concepts of digital rights and responsibilities using printed handouts. Participants briefly read through and familiarize themselves with each right (privacy, freedom of expression, access to information, etc.).
10 min: Explanation of the exercise: in groups, participants will invent a fictional short story (a digital "case") where one or more digital rights are violated or one or more responsibilities are at stake.

PROGRAMME
(STEP-BY-STEP EXPLANATION – INCLUDING TIMING)

30 min: Group work: each group creates and prepares their case story (they can write it out, plan a short role-play, or prepare to tell it verbally).

20 min: Presentation and guessing: groups take turns presenting their cases to the full group. The rest of the participants guess which digital rights were violated and what responsibilities apply, discussing the reasoning behind their answers.

10 min: Group reflection: facilitators highlight key learning points, surprising findings, or common misunderstandings, connecting the exercise back to participants' real-life educational contexts.

5 min: Wrap-up and takeaways.

DESIRED OUTCOMES
(WHAT COMPETENCIES WE ARE WORKING ON)

Participants will:
- Understanding of digital rights and responsibilities
- Analytical and critical thinking skills
- Creative problem-solving
- Communication and collaboration in groups
- Practical application of abstract concepts

MATERIALS AND HAND-OUTS NEEDED

- Printed handouts summarizing digital rights and responsibilities
- Flipchart or whiteboard for collecting key points
- Paper and pens for group notes (optional)

RESULTS

Participants were enthusiastic and engaged, enjoying the challenge of creating fictional cases and testing their peers' understanding. They reported gaining clearer insights into how digital rights appear in everyday life and felt better equipped to explain these topics in their own educational work. The exercise sparked lively discussion and helped demystify complex legal and ethical topics.

SESSION 9
SOCIAL MEDIAMETER

Time: 50 Minutes
Aims: By the end of the workshop, participants will be aware of the social media regulations existing in different countries.

Target group: Youth workers 18+

Methodology: Non-formal education combining knowledge input with interactive, experiential learning.

Methods:
- Barometer
- Discussion

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Energizer (15 min), Statements to discuss on (30 min), Examples of the real life regulations (5 min)

DESIRED OUTCOMES
(WHAT COMPETENCIES WE ARE WORKING ON)

Participants will:
- Ability to carry on an effective discussion on the chosen topic.
- Awareness of social media regulations in different countries.

MATERIALS AND HAND-OUTS NEEDED

Tape and colors make the lines on the floor. Projector and a presentation with the examples.

Sources for the presentation:

https://www.aljazeera.com/news/2024/9/19/australias-social-media-ban-for-minors-has-this-worked-elsewhere

https://www.google.com/amp/s/www.perfil.com/noticias/amp/internacio

nal/utah-restringe-el-acceso-a-tiktok-a-menores-autorizacion-parental-de-dia-y-veda-total-de-2230-a-630.phtml

https://institutohermes.org/2019/11/25/corea-del-sur-estudia-poner-fin-al-anonimato-en-internet/

https://www.npr.org/2024/05/20/1251819597/why-you-should-think-twice-before-posting-that-cute-photo-of-your-kid-online

https://www.cato.org/briefing-paper/shining-light-censorship-how-transparency-can-curtail-government-social-media

https://it.euronews.com/my-europe/2023/08/25/entra-in-vigore-il-digital-services-act-la-stretta-online-sui-contenuti-dannosi-in-europa

RESULTS

Participants are aware of existing social media regulations in different countries around the whole world. They are also able to change their opinions by hearing other's arguments.

SESSION 10
CROSS-CONNECT

Time: 50 Minutes

Aims: To enhance participants' awareness of non-verbal and multicultural communication styles and to develop their skills in navigating communication challenges, especially in diverse and digitally-mediated contexts.

Objectives:
- Build Interpersonal Connections
- Understand Non-Verbal Communication
- Explore Cultural Differences in Communication
- Recognize Challenges in Digital Communication
- Practice Adapting Communication Strategies
- Foster Reflection on Communication Styles

Target group: Youth workers and participants from diverse cultural backgrounds.

Methodology: Experiential learning, interactive exercises, and group reflection.

Methods:
- Icebreaker game for building group dynamics.
- Exercises on cultural perceptions of phrases and communication styles.
- Blindfolded teamwork task to enhance trust and problem-solving.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Icebreaker Activity: "Changing Chairs" (5 min)
- Participants form a circle with their chairs.
- One person stands in the middle while others are seated.
- Participants make eye contact and switch places without speaking.
- The person in the middle tries to take one of the empty seats.
- Whoever is left standing moves to the middle, and the game continues

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Multi-cultural perception (20 min)
Discussion about non-verbal communication (5 min):
1. Ask participants to share examples what is non-verbal communication (e.g. tone and speed of voice, mimics, gestures, pose, emotions, etc)
2. Share opinions what part of information we receive non-verbally (up to 90%)
3. Underline the fact that with digital communications (e.g. text messages) this 90% is missing and it opens a wide field for mis-interpretation.

Discussion about multi-cultural communication (3 min):
1. Discuss that even those 10% of information that is staying we percept differently in different cultures
2. Give example of some phrase (e.g. "Well done!"), discuss that perception can vary in US, Germany and other countries.

Group exercise on multicultural communication (5 min):
1. Split people in the groups of 3 mixed with different cultures.
2. Write phrases e.g. "I'll do my best", "You are not quite right"
3. Suggest to discuss the cultural difference in the perception of each phrase and then share the observations inside the groups.

Group exercise on non-verbal communication (3 min):
1. In the same groups suggest the participants to pronounce one of the previous phrases adding non-verbal information
2. Share the observations inside the groups.

Reflection (4 min):
1. Altogether share the observations and discuss the following questions:
   a. Did you notice any difference in the cultural perception of the phrases?
   b. Did you notice any difference in perception of these phrases after non-verbal information was added?
   c. What have you learned from this experience?

Blindfolded Airplane Challenge (25 min)
Introduction to the Activity (5 min):
1. Split participants into teams of three.
2. Each team selects a leader who will be blindfolded.
3. The leader's task is to fold a paper airplane.

Rules for the Task:
1. Only the leader can touch the paper.
2. The two team members with open eyes cannot speak out loud.
3. All instructions must be given through a digital tool (e.g., text-to-speech app).
4. The team members cannot tell the leader what they are making but may say it's an origami project.
5. If the leader struggles to understand, instructions can be translated using the digital tool.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Strategic Discussion: The two team members have 1 minute to step away and plan their strategy before starting.

Task Execution (10 min): Teams work on guiding their blindfolded leader to fold the airplane within the 10-minute time limit.

Reflection in Mini Groups (10 min): Participants discuss how they felt during the activity:

- How did the leader feel relying entirely on the team without knowing the final result?
- How did the team adapt to the responsibility of guiding the leader?
- What challenges did they face in communicating through a digital tool?
- What would they do differently if they could repeat the task?

DESIRED OUTCOMES
(WHAT COMPETENCIES WE ARE WORKING ON)

Growing the following competencies:
- Intercultural Communication Competency
- Non-Verbal Communication Skills
- Digital Communication Skills
- Team Collaboration and Coordination
- Adaptability and Problem-Solving
- Self-Reflection and Feedback Integration

MATERIALS AND HAND-OUTS NEEDED

For the Icebreaker Activity:
- Chairs (one per participant, forming a circle).

For the Multi-Cultural Perception Session:
- Printed or digital hand-outs with phrases for the perception exercise.
- A whiteboard or flipchart for noting key points during the discussion (optional).

For the Blindfolded Airplane Challenge:
- Sheets of paper for folding airplanes (1-2 per team).
- Blindfolds (1 per team).
- Digital devices with text-to-speech and translation apps installed (1 per team).

General Session Needs:
- Timer or stopwatch to manage activity timing.
- Markers, pens, and paper for note-taking during group reflections.

RESULTS

Multi-Cultural Perception
Participants:
- Learned how much meaning we get from non-verbal communication and how much is lost in texts.
- Noticed that people from different cultures can understand the same phrase in completely different ways.
- Saw how adding tone and gestures changes the way a phrase feels and is understood.
- Reflected on how misunderstandings happen and how knowing more about cultural differences can help avoid them.

Blindfolded Airplane Challenge
Participants:
- **Didn't manage to complete the airplane** on time because giving clear instructions was harder than expected.
- Struggled with the digital tool—sometimes the text-to-speech didn't say what they meant, or the translation was off.
- **Blindfolded leaders felt lost and unsure**, not knowing if they were doing things right or what the final goal looked like.
- Everyone felt the **pressure of the time limit**, which made it harder to stay calm and give clear instructions.
- Learned that working under pressure and relying on technology requires patience and flexibility.
- Saw how important it is to trust your team, even when things don't go smoothly.

Overall Takeaways
- Participants experienced how tricky it can be to communicate clearly without face-to-face interaction.
- They felt how stressful time limits and tech issues can make teamwork harder.
- Despite the challenges, they realized the value of trust, adaptability, and teamwork in difficult situations.

SESSION 11

REAL VS DIGITAL: EXPLORING PERCEPTION WITH THE FIVE SENSES

Time: 50 Minutes
Aims: By the end of the workshop, participants will be able to contrast real experience from digital experience, using their five senses

Target group: Young people and adults

Methodology:
- Experiential learning: Engaging participants directly with objects in their environment and reflecting on their sensory experiences.
- Group discussion: Facilitating conversations to deepen understanding and personal connection to the topic.

Methods:
- Hands-on sensory exploration of objects found outdoors.
- Reflection and group discussion on sensory engagement.
- Comparison activity between real-world interaction and digital
- representation.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Introduction (5 minutes):
Briefly introduce the topic and aim of the workshop. Explain how participants will explore their sensory perception through real vs. digital experiences.
Task 1 – Sensory Exploration (15 minutes):
- Instruct participants to go outside and choose an object they find interesting.
- Ask them to engage with it using at least four senses (sight, touch, smell, and hearing, if possible).
- Encourage them to touch the object with at least four different body parts for a varied tactile experience.
Reflection on Task 1 (8 minutes):
Return to the group and discuss initial questions:
• Why did you choose this object?
• Which sense did you find most engaging?
• How often do you use multiple senses at once in daily life?
• Did you feel an urge to take a picture?

**PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)**

Task 2 – Real vs. Digital Interaction (12 minutes):
-Participants go out again in pairs. Each participant shows their object to their partner, describing how they engaged with it.
-Take a picture of the object, then return to the group.
Reflection on Task 2 and Comparison (10 minutes):
Form a circle and discuss:
-How did interacting with the object in real life compare to viewing its photo?
-Which experience felt richer or more satisfying?
-Reflect on how digital experiences shape our perception in contrast to real-world interactions.

**DESIRED OUTCOMES (WHAT COMPETENCIES
WE ARE WORKING ON)**

- Enhanced sensory awareness and engagement.
- Ability to compare real vs. digital sensory experiences critically. Insight into the role of technology in shaping our sensory experiences and daily perceptions.

MATERIALS AND HAND-OUTS NEEDED

Phones for participants to take photos during Task 2

RESULTS

Participants felt a stronger connection with nature and experienced a sense of relaxation by using all their senses, which contrasted with their usual habit of multitasking. Many enjoyed the creative exploration of touching objects with different body parts and appreciated the second part of the activity, where they shared their experiences with a partner.

This sharing fostered a sense of connection with each other and allowed them to deepen their understanding of their chosen objects. Comparing the real and digital experiences highlighted the richness of direct engagement, as viewing objects on a screen felt less immersive. The workshop effectively enhanced participants' awareness of sensory engagement and the benefits of real-life interactions.

SESSION 12
CONSCIOUS CONNECTION

Time: 50 Minutes
Aims: Make people more aware of their time on social media

Objectives:
- Create a new social awareness and teach how to recognize the symptoms of social media addiction.

Target group: Youth workers and participants from diverse cultural backgrounds.

Methodology: Experiential learning, interactive exercises, and group reflection.

Methods:
- Questionnaires, role play, slides.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

1. Introduction Mentimeter: "Please, write any activities/hobbies/sports you always dreamed about but you never had time". The answers appear in the screen.
2. Questionnaire on time usage: sleeping time, work/studies, hobbies/sport, scrolling.
3. Theoretical part on social media addiction.
4. Role game: participants leave their phones in a box, divide into groups, and try to convince the facilitators that they are addicted in order to get their phones back.
5. Display customized charts with data from the previous questionnaire.
6. Display Mentimeter responses and reflection on time.

MATERIALS AND HAND-OUTS NEEDED

Phones and projector

SESSION 13
THE STORY OF ABIGALE

Time: 50 Minutes
Aims: To improve participants' information regarding Digital Citizenship Principles.

Objectives:
- Active storytelling method to engage participants with the principles.

Target group: 13+ Anybody with!

Methodology: Interactive and involving activity that increases digital citizenship principles.

Methods:
- Creative storytelling and open space for using the imagination.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

1. Prepare the room dark and cosy.
2. Turn on the thriller music.
3. Very short entrance about the session.
4. The Story of Abigale on the big screen.
5. The moderator observes the participants' reactions, reads the slights, and gives more passion.
6. Participants are given 10 minutes to find Digital Citizenship principles in the story.
7. 5 groups of participants share found principles with the group.
8. 5-minute presentation regarding the Digital Citizenship Principles.
9. 5 groups of participants requested to rewrite the story from the beginning and this time they should be more careful with digital citizenship principles and finish the story using their imagination.
10. Group presentations.
11. Wrap-Up

MATERIALS AND HAND-OUTS NEEDED

Computer, projector

SESSION 14
BACK2THEFUTURE: REFLECTIONS ON LOCAL PILOTING

Time: 90 Minutes
Aims: To reflect on the outcomes of the local piloting phase through creative expression and peer sharing, while exploring innovative digital tools.

Objectives:
- To provide space for participants to share and celebrate their piloting experiences.
- To foster creativity and collective reflection through music-making.
- To introduce and experiment with a new AI-based creative tool (Suno AI).
- To identify common themes, challenges, and lessons from the piloting process.

Target group: Participants who implemented local pilot activities between the two training mobilities.

Methodology: Creative reflection, peer learning, and digital tool exploration

Methods:
- Group songwriting using AI.
- Storytelling through project presentations.
- Interactive discussion and collective listening.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Opening (5 min) – Framing the session: creative reflection and digital exploration
Intro to Suno AI (5 min) – Brief explanation of the AI tool and how it will be used
Collaborative songwriting (30 min) – Participants write lyrics based on piloting experiences and generate a song using Suno AI
Song premiere (10 min) – Collective listening to the created track
Piloting sharing (30 min) – Presentations by individuals or national teams with visuals and highlights
Closing circle (10 min) – Reflections on what was learned, felt, and created

DESIRED OUTCOMES
(WHAT COMPETENCIES WE ARE WORKING ON)

Participants will:

- Share and celebrate their local piloting efforts.
- Reflect creatively on their learning journey.
- Learn to use a new AI-based creative tool (Suno AI).
- Recognize common insights and inspirations across the group.

MATERIALS AND HAND-OUTS NEEDED

- Laptop with internet access.
- Suno AI account or access.
- Speakers or projector to play the song.
- Photos/videos/slides from local events.
- Paper for lyric brainstorming.

RESULTS

Participants shared diverse and meaningful stories from their piloting experiences. The use of Suno AI introduced them to an innovative way of creating and expressing content. The resulting song captured collective energy, and the session concluded with a strong sense of connection, creativity, and digital curiosity.

SESSION 15

TOXIC CONTENT: AWARENESS AND PROTECTION IN THE DIGITAL SPACE

Time: 90 Minutes

Aims: To raise awareness about the emotional and psychological impact of toxic digital content and empower participants with strategies to manage their digital environment.

Objectives:
- To identify common types of toxic content across different platforms.
- To help participants reflect on their personal exposure and emotional responses.
- To introduce practical tools for minimizing harm and promoting dital well-being.
- To encourage open discussion about digital boundaries and emotional resilience.

Target group: Youth workers, educators, and youth leaders who support young people navigating online environments and content.

Methodology: Participatory and reflective learning

Methods:
- Self-assessment questionnaire.
- Personal mapping exercise.
- Visual data analysis.
- Group discussion and strategy building.

**PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)**

Intro & warm-up (5 min) – Define "toxic content" and give quick examples

Self-assessment survey (15 min) – Paper or online form to identify individual exposure to toxic content (e.g. bullying, fake news, unrealistic standards)

Toxic Content Map (15 min) – Each participant completes a personal reflection sheet: platforms used, types of toxic content, emotional impact, possible actions

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Group visualization (10 min) – Combine and visualize findings (e.g. most toxic platforms, top negative triggers)
Group discussion (15 min) – What surprised them? What content affects them most?
Tips and tools (20 min) – Share and discuss practical strategies (based on "10 Tips to Avoid Toxic Digital Content")
Wrap-up & takeaways (10 min) – Key learnings and action steps

DESIRED OUTCOMES
(WHAT COMPETENCIES WE ARE WORKING ON)

Participants will:
- Recognize toxic content patterns and their psychological effects.
- Understand how different platforms contribute to digital stress.
- Learn concrete ways to curate healthier digital experiences.
- Feel more equipped to support young people in building digital resilience.

MATERIALS AND HAND-OUTS NEEDED

Self-assessment form (paper or digital)
"Toxic Content Map" template (platforms, emotions, actions)

List of toxic content types (from provided document)
List of Toxic Digital Content

10 Practical Tips to Avoid Toxic Digital Content (printed or projected)
10 Practical Tips to Avoid Toxic Digital Content

Flipchart/markers for group visualization

RESULTS

Participants gained greater clarity about their digital consumption patterns and how online content affects their well-being. The mapping and discussion created space for vulnerability and practical exchange. Many left with clear strategies for setting boundaries and helping others do the same.

SESSION 16

ALGORITHMS AND CYCLE-LOOPS: HOW SOCIAL MEDIA SHAPES WHAT WE SEE

Time: 90 Minutes
Aims: To raise awareness about the emotional and psychological impact of toxic digital To raise awareness of how social media algorithms influence user behavior, create filter bubbles, and reinforce repetitive content cycles.

Objectives:
- To explain the basic logic of social media algorithms.
- To explore how personalization leads to echo chambers and filter bubbles.
- To help participants reflect on their own content cycles and digital routines.
- To discuss ways to break free from algorithm-driven repetition.

Target group: Youth workers, educators, and youth leaders who engage with digital content and aim to promote critical media awareness.

Methodology: Non-formal, participatory digital literacy education

Methods:
- Interactive presentation.
- Group simulation exercise.
- Small group analysis.
- Reflective discussion.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Introduction to the session (10 min) – Overview of algorithms: What are they? Why do they exist on social platforms?
Presentation (15 min) – Explanation of how content gets filtered, personalized, and looped (echo chambers, filter bubbles, attention economy)
Simulation game: "The Algorithm Trap" (25 min) – Groups act as algorithm "users" and "feed designers"; simulate how likes, views, and searches affect what content appears

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Small group reflection (15 min) – Discuss how their own feeds reflect algorithm bias; how often do they see opposing viewpoints?

Strategies to break the loop (15 min) – Practical methods to diversify content (e.g. following different sources, clearing history, using incognito, intentional searching)

Wrap-up and Reflections (10 min) – Key insights and ways to take control of your digital bubble

DESIRED OUTCOMES
(WHAT COMPETENCIES WE ARE WORKING ON)

- Understand how algorithms curate and repeat digital content.
- Recognize the existence and danger of filter bubbles and echo chambers.
- Reflect critically on their own content habits.
- Learn how to actively disrupt content loops and seek diversity.

MATERIALS AND HAND-OUTS NEEDED

- Projector and laptop.
- Visual slides explaining algorithms, bubbles, and cycles.
- Flipchart or whiteboard for debrief.
- Paper and pens for group notes.

RESULTS

Participants left with a clearer understanding of how invisible systems shape their digital experience. The simulation made algorithm logic tangible, and group discussions encouraged personal accountability in content consumption. Most expressed surprise at how narrow their feeds had become and interest in applying new strategies.

SESSION 17

HIKE IN MADEIRA

Time: 210 Minutes

Aims: To connect with the natural and cultural heritage of Madeira through mindful hiking and sensory awareness practices.

Objectives:
- To explore the local environment and history of the island.
- To practice silent walking as a form of inner reflection and grounding.
- To engage the senses (touch, smell, hearing) in mindful connection with the surroundings.
- To reflect on the relationship between nature, identity, and presence.

Target group: Participants interested in nature-based reflection, mindfulness, and cultural learning.

Methodology: Experiential learning and nature-based mindfulness

Methods:
- Guided silent hike.
- Sensory exercises (touching, smelling, and feeling natural objects).
- Observation and reflection.
- Historical storytelling during the walk.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Introduction before hike (10 min) – Set intention: mindful presence, no digital distractions, focus on history, self, and senses

Guided silent hike – Part 1 (60 min) – Walking in silence through Madeira's natural trails, focusing on body awareness and surroundings

Sensory encounters along the way (30 min) – Periodic stops to feel textures, smell plants, listen to natural sounds; focus on "What do I notice?"

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Story moments (20 min) – Short stops where a facilitator shares pieces of Madeira's history, myths, or cultural facts
Silent reflection walk – Part 2 (45 min) – Participants continue walking in silence, processing sensations and stories internally
Return and optional sharing (45 min) – Light sharing of experiences, emotions, or insights (verbal or written)

DESIRED OUTCOMES
(WHAT COMPETENCIES WE ARE WORKING ON)

Participants will:
- Deepen their sensory awareness and present-moment attention.
- Connect emotionally with Madeira's landscape and culture.
- Reflect on the power of silence in personal and group experience.
- Leave with a renewed sense of grounding and openness.

MATERIALS AND HAND-OUTS NEEDED

- Comfortable clothing and shoes
- Water
- Printed sensory questions (optional, e.g. "What do I feel when I touch this?")
- Optional notebook for reflection

RESULTS

The hike provided participants with a meaningful connection to the island and themselves. The silent moments allowed for deep introspection, and the sensory exercises enhanced appreciation of the natural world. Many described it as emotionally grounding and spiritually calming.

SESSION 18

A LARP ON THE FUTURE OF HUMAN WORK IN THE AGE OF AI

Time: 250 Minutes
Aims: To provide a participatory and reflective space for educators, youth workers, and adult learners to explore the ethical, social, and emotional impact of AI on the future of human labor.

Objectives:
- To raise awareness of the ongoing transformation in the job market due to AI.
- To explore diverse perspectives on automation and human value in work.
- To foster empathy, critical thinking, and collaborative decision-making.
- To introduce LARP as an educational tool for digital and mental health reflection.

Target group: Youth workers, educators, facilitators, adult learners (aged 25–45), including individuals with experience in education, mental health, and digital fields.

Methodology: Live Action Role Play (LARP)

Methods:
- Group negotiation and structured debate
- Gamified decision-making
- Thematic simulation (news flashes, AI Oracle, voting system)
- Final group reflection and debrief

**PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)**

0:00–0:20 — Introduction
Facilitator welcomes participants and reads the Opening Speech.
Game mechanics, voting system, and AI Oracle rules are explained.
Character cards are distributed, roles assigned.

0:20–0:40 — Role Familiarization & Alliance Building
Participants read their character sheets and reflect on their role's stance.
Time to meet allies, form small strategy groups, and prepare opening arguments.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

0:40–1:40 — Grand Assembly Debate
Open floor debate begins, moderated loosely by the facilitator.
Participants speak, negotiate, and try to influence undecided citizens.
Facilitator introduces 2–3 unexpected events (news flashes, ethical dilemmas).
1:40–1:50 — Recess / Strategic Group Meetings
Participants take a short break to strategize in groups or 1:1.
Final persuasion efforts before the vote.
1:50–2:10 — General Vote
All participants vote for one of three societal models:
Total Automation
Human-First Society
Hybrid Model (shared AI/human control)
==
Results announced and explained.
2:10–2:40 — Profession-by-Profession Vote *(only if Hybrid Model wins)*
10 professions are debated one by one.
AI Advocates and Opponents state arguments.
Elders vote (majority needed for each job to stay human-run or become automated).
2:40–3:00 — Closure of the Assembly
Results are shared. Final reflections in character if desired.
Facilitator closes the roleplay part of the session.
3:00–3:40 — Debriefing & Reflection
Participants de-role and gather in a circle.

Structured reflection led by the facilitator:

How did the role feel?
What were your personal insights?
What does this say about our real-life relationship with AI?
How can we use this tool in education and youth work?

DESIRED OUTCOMES
(WHAT COMPETENCIES WILL PARTICIPANTS IMPROVE)

Participants will improve:
- Critical thinking and ethical reasoning on technology and society
- Empathy by exploring perspectives different from their own
- Communication, negotiation, and persuasive argumentation skills
- Ability to facilitate LARP or gamified educational sessions themselves
- Awareness of how AI is transforming human identity and work

MATERIALS AND HAND-OUTS NEEDED

- Printed character cards (roles with backstories and voting power)
- Role badges or name tags
- Voting slips (or digital polling tool)
- AI Oracle script (free vs. pro answers)
- News flash event cards
- Timer / bell for transitions
- Flipchart / board for noting votes and results
- Chairs arranged for Assembly + breakout corners
- Detailed description of the activity and the roles can be found here:
- LARP: Nova Isla & The AI Dilemma

SESSION 19

THE ART OF DOING NOTHING

Time: 90 Minutes
Aims: To provide an experiential reflection on the challenge of stillness and presence in a hyperconnected, always-busy world.

Objectives:
- Raise participants' awareness of their own reactions to digital disconnection and unstructured time.
- Explore the psychological discomfort and insights that come from "doing nothing."
- Encourage reflection on the importance of mindful pauses for digital well-being.

Target group: Educators, youth workers, teachers, and facilitators interested in mental well-being, mindfulness, and digital detox practices.

Methodology: Experiential learning followed by guided reflection.

Methods:
- Silent experiential activity
- Facilitator observation
- Plenary reflection and group discussion

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

10 min: Introduction of the session and rules:
1. No phone use during the next 30 minutes.
2. Stay inside the working room (unless urgently needed).

Remain silent for the full duration.

Facilitators explain that the purpose is to experience "doing nothing" and observe what arises internally.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

30 min: Silent experiential activity: participants sit quietly in the room; no tasks, no interaction, no instructions. Facilitators remain silent, observing and making notes.

40 min: Plenary reflection and debrief:
Facilitators invite participants to share their experiences — what was easy or difficult, what they noticed about themselves, what strategies they used, and what surprised them. Differences between participants' reactions (some feeling relaxed, others restless or frustrated) are highlighted, leading to a group conversation about our modern discomfort with stillness and the value of slowing down.

DESIRED OUTCOMES
(WHAT COMPETENCIES WILL PARTICIPANTS IMPROVE)

- Self-awareness and emotional literacy
- Reflection on personal digital habits and restlessness
- Understanding the value of mindful pauses and non-productivity for mental well-being
- Ability to facilitate similar exercises with young people

MATERIALS AND HAND-OUTS NEEDED

- Timer or clock
- Chairs or cushions for participants to sit comfortably
- Flipchart or whiteboard for noting key reflection points (optional)

RESULTS

Participants reported mixed reactions: some found the experience calming and unexpectedly pleasant, appreciating the rare opportunity to slow down; others felt anxious, restless, or frustrated, realizing how difficult it is to disengage from constant stimulation. The reflection discussion was rich, with participants acknowledging the importance of intentional pauses and exploring how they might integrate "doing nothing" moments into their personal and professional lives.

SESSION 20

SOCIAL MEDIA AND MENTAL HEALTH: BUILDING RESILIENCE

Time: 60-75 Minutes

Aims & objectives: To help participants understand the impact of social media on their mental well-being and provide them with practical tools for building resilience, reconnecting with their values, and managing their technology use more intentionally.

Target group: 13+

Methodology: Workshop with reflection exercises

Methods:
- Interactive discussion with writing elements

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

1. Welcome & Overview (10 min)
- Greet participants, introduce topic and goals.
- **Icebreaker**: Share in pairs—"One way social media impacts me."

2. Emotional Rollercoaster of Content (5 min)
- Explain emotional overload from rapid content shifts.

3. Reflection: Recent Scroll Experience (10 min)
- Write down emotions from a recent session.
- Share in pairs or small groups.

4. Motivation Drain & Identity Disconnect (5 min)
- Explain how passive content simulates achievement, reducing real-life drive.

5. Values & Real-Life Goals (10 min)
- Reflect and write 2–3 meaningful, offline goals.
- Share with a partner.

**PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)**

6. Focus Fragmentation & Rebuilding Attention (5 min)
- Brief explanation of attention loss due to fast media.
- Mindfulness helps rebuild.

7. The Cost of Scrolling (5 min)
- Explain opportunity cost—what are we giving up?

8. Self-Binding Part 1: Geographical (10 min)
- Define and brainstorm tech-free spaces/times.
- Share ideas in pairs.

9. Self-Binding Part 2: Categorical + Circle Tool (15 min)
- Identify a digital habit to change.
- List triggers + healthy alternatives.
- Create a **Plan B** for 2–3 common triggers.

10. Wrap-Up & Commitment (10 min)
- Recap key tools learned.
- Choose **1 takeaway action** to commit to this week.
- Optional: Share one goal or insight with the group.

**DESIRED OUTCOMES
(WHAT COMPETENCIES WILL PARTICIPANTS IMPROVE)**

- Emotional awareness, mindfulness, reflection on screen time, actionable mini steps to reduce negative impact

MATERIALS AND HAND-OUTS NEEDED

Flipchart, box for phones, notebook and pens

RESULTS

Increased awareness about psychological impact of social media consumption and 1-2 ready to go strategies to tackle it

SESSION 21

BEHIND THE 😂: UNDERSTANDING EMOTIONS IN DIGITAL TALK

Time: 45 Minutes

Aims: To help young people understand how they use emojis to show or hide emotions in digital conversations, and how this can affect their relationships and emotional well-being.

Objectives:
1. Learn how emoji use changes depending on who they are talking to (close friends vs. others).
2. Understand how the social situation (private vs. public) affects which emojis they choose.
3. Explore how people sometimes hide real feelings with emojis — especially negative ones.
4. Discuss how using emojis can help or hurt emotional well-being.
5. Compare how emoji meaning can change between cultures and devices.
6. Reflect on their own emoji habits and how honestly they express their feelings online.

Target group: youth, young adults, youth workers

Methodology & Methods:

This workshop uses an interactive, discussion-based approach. Participants learn through a mix of personal reflection, group work, and real-life examples. The methods include:

- **Visual expression:** Drawing their current emotion as an emoji on a sticky note.
- **Mini-lecture:** A short talk on how emojis reflect or hide emotions in digital communication.
- **Group activity:** Analyzing identical messages with different emojis to explore emotional meaning.
- **Small group discussion:** Working in teams to decode rare or unclear emoji messages.
- **Personal reflection:** Comparing their own emotional state before and after the session using emoji drawings.

The session is designed to encourage emotional awareness, critical thinking, and open dialogue.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

Emoji Mood Check-In (5 min)
Activity: Participants draw an emoji that represents how they feel right now on a sticky note and place it on their clothing.
Goal: Quick emotional self-check and visual expression.

Mini Talk (10-15 minutes): Emojis, Emotions & Well-Being
Let's look at how we use emojis — and what it can tell us about our emotions, relationships, and even our mental health. A recent study explored this, and here are the key things they found:
👫 **1. We share more emotions with people we're close to.** People use more expressive emojis (like 😂 or 🥺) when texting close friends — especially same-sex friends. With distant people (like teachers or bosses), they tend to use neutral or polite emojis.
➡️ Just like in real life, we adjust how much emotion we show depending on who we're talking to.

🏠 **vs** 🌍 **2. More emotions in private than in public.** In private chats, people express more feelings with emojis. In public spaces like group chats or social media, they often hold back or use less intense emojis.
➡️ We often manage how we appear depending on the setting.

😅 **3. We hide negative emotions with positive emojis.** Even when we feel sad or stressed, we might use 😂 or 🙂 to look okay. This is called **emotional masking**, and it's often done to follow social norms.

🌍 **4. Culture plays a role.** The study was done in Japan, where emotional control is very common. In some cultures, hiding emotions is seen as respectful — in others, being open is encouraged.

😊💬 **5. Expressing emotions with emojis = better mental health.** People who use emojis to show real emotions often feel better overall. But those who constantly hide their true feelings may feel more stressed or down.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

👵👶 **6. Age matters.** Older people use emojis more often to express emotions, and they tend to be more open. Younger people may manage or hide their emotions more in messages.

🔍 **So what does this mean for us?**
- Emojis aren't just cute — they're a language of emotion.
-
- Who we're talking to and where we're chatting changes how we use them.
-
- Being more aware of *why* we use certain emojis can help us understand our real feelings — and each other — better.

Emoji Decode Game (10-15 min)
Activity:
Participants are divided into small groups. They receive 4 messages with the **same text but different emojis** and discuss how the meaning changes.
Goal: Show how emojis change the emotional tone of a message.

📝 **Base Dialogue (identical text in all versions)**
Mom: Hey, how did it go today?
Son: I got the result — it's a B.
Mom: A B? After everything you studied?
Son: Yeah... I was hoping for more.
Mom: Did you do your best?
Son: I think so. It was harder than I expected.
Mom: Alright. We'll talk more at home.
Son: Okay.

💬 **1. Supportive / Caring Version**
Mom: Hey, how did it go today? 🤗💬
Son: I got the result — it's a B. 🙂
Mom: A B? After everything you studied? 🤔
Son: Yeah... I was hoping for more. 🙁
Mom: Did you do your best? ❤️
Son: I think so. It was harder than I expected. 😔📚
Mom: Alright. We'll talk more at home. 🏡💛
Son: Okay. 😊

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

💬 **2. Disappointed / Cold Version**
Mom: Hey, how did it go today? 😐
Son: I got the result — it's a B. 👀
Mom: A B? After everything you studied? 😒
Son: Yeah… I was hoping for more. 😔
Mom: Did you do your best? 🤨
Son: I think so. It was harder than I expected. 😧
Mom: Alright. We'll talk more at home. 🧊
Son: Okay. 😞

💬 **3. Passive-Aggressive / Pressuring Version**
Mom: Hey, how did it go today? 🙃👀
Son: I got the result — it's a B. 😬
Mom: A B? After everything you studied? 😏📉
Son: Yeah… I was hoping for more. 😩
Mom: Did you do your best? 🧐
Son: I think so. It was harder than I expected. 😥
Mom: Alright. We'll talk more at home. 📄🧕
Son: Okay. 😐

💬 **4. Light / Playful Version**
Mom: Hey, how did it go today? 👀😄
Son: I got the result — it's a B. 🙍♂️
Mom: A B? After everything you studied? 😂
Son: Yeah… I was hoping for more. 😅
Mom: Did you do your best? 🎯
Son: I think so. It was harder than I expected. 🧠💣
Mom: Alright. We'll talk more at home. 🍕💬
Son: Okay. 😎

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

💬 **Reflection Questions – Emoji Dialogue Exercise (10 min)**
🔍 **Interpretation & Impact**
- How did the same words feel different depending on the emojis used?
- Which version felt most honest or believable to you — and why?
- Was there a version where the emojis completely changed the meaning of the message?

🎭 **Perception & Emotion**
- How do emojis influence the *tone* of digital conversations?
- Have you ever misunderstood someone's message because of the emojis they used (or didn't use)?
- Have you ever used an emoji to soften, hide, or exaggerate your real feelings?

🌐 **Cultural & Personal Differences**
- Do you think everyone interprets emojis the same way? Why or why not?
- Have you noticed generational or cultural differences in how emojis are used or understood?

Sticker Emoji – Round Two (5 min)
Activity: Participants draw a new emoji on a second sticky note to show how they feel *now*, after all the discussions.
They can compare it with their first emoji and keep both.

DESIRED OUTCOMES
(WHAT COMPETENCIES WILL PARTICIPANTS IMPROVE)

By the end of the workshop, participants will improve the following competencies:
💬 **1. Emotional Awareness in Digital Communication**
Participants will better recognize their own emotions and understand how they express or hide them through emojis.
👁 **2. Interpretation Skills**
Participants will improve their ability to read between the lines in digital messages — noticing how emojis can change the tone or meaning.
🧠 **3. Critical Thinking**
Participants will learn to question how and why they use certain emojis, especially in different social or cultural contexts.

DESIRED OUTCOMES
(WHAT COMPETENCIES WILL PARTICIPANTS IMPROVE)

🌐 **4. Cultural Sensitivity**
Participants will become more aware that emojis may be interpreted differently across cultures, platforms, and age groups.

🗣️ **5. Communication Skills**
Participants will improve their digital communication by becoming more intentional, clear, and emotionally honest when using emojis in conversations.

MATERIALS AND HAND-OUTS NEEDED

- Sticky notes (at least 2 per participant – for Emoji Mood Check-In before and after)
- Markers or pens (1 per participant, preferably in different colors)
- Printed Emoji Message Cards (sets of identical messages with different emojis for group work)
- Flipchart or whiteboard (optional – for summarizing group findings)

FEEDBACK RECEIVED

During the workshop, many participants shared that they had experienced situations where emojis led to misunderstandings — especially when chatting with people of different ages, cultures, or communication styles. Several mentioned that the way they write messages and choose emojis depends a lot on the relationship: with close friends, they use more expressive or playful emojis, while with others, they might hold back or be more formal.

The topic of cross-cultural differences also came up. Some participants noticed that certain emojis are interpreted very differently depending on a person's cultural or national background. What seems playful in one culture might feel disrespectful or confusing in another — and this often leads to miscommunication, especially in international group chats or online communities.

One participant shared a funny but awkward story: her mom once thought that the "😂" emoji — the one with tears of laughter — meant someone was crying or sad. So she used it in serious situations, like when something bad happened. That mix-up caused a few confusing and not-so-great moments in their chats.

Participants especially enjoyed the activity with identical text messages and different emoji sets — it sparked honest, sometimes funny conversations about how tone and meaning can completely shift depending on the emojis we use. Many said it made them reflect on how they express themselves online, and how often they use "safe" emojis like 🙂 or 😂 to hide what they're really feeling.

Overall, the workshop was described as relatable, engaging, and surprisingly eye-opening.

SESSION 22

PLANNING MINDFULLY?

Time: 45 Minutes
Aims:
- To help participants understand the role of planning in daily life.
- To demonstrate the balance between structure and flexibility in routines.
- To encourage teamwork, adaptability, and problem-solving through an interactive activity.
- To provide a fun and engaging way to reflect on the importance of organization.

Objectives:
1. **Engage participants in a structured planning exercise** by having them collaboratively create a daily routine.
2. **Demonstrate the impact of disruptions and unpredictability** by reshuffling one team.
3. **Encourage reflection and discussion** on how planning affects efficiency and spontaneity.
4. **Enhance communication and collaboration skills** as participants work together to build and adapt their plans.
5. **Foster adaptability and problem-solving** by requiring teams to adjust to unexpected changes.
6. **Highlight key takeaways** about balancing planning with flexibility for a more effective and enjoyable daily routine.

Target group: youth, young adults, youth workers

Methodology & Methods:
Group Collaboration – Teams work together to build a sequential plan for the day.
Experiential Learning – Participants experience the difference between structured and chaotic planning firsthand.

Methodology & Methods:

Observation & Reflection – The final discussion allows participants to analyze their experiences and draw conclusions.

Gamification – The shuffling and disruption introduce humor and unpredictability, making the learning process engaging.

Tornado - What do you find challenging when planning your day? If you don't plan, why don't you do this? - discussion

**PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)**

Introduction - 10 min
- We will ask a question: Do you think that planning the day is important?

Game - 20 min - 2 parts

First part - ball passing:
1. We divide people into 2 teams.
2. They have to stand in a circle.
3. We give every team a ball.
4. Team "1" passes the ball from left to right, team "2" passes the ball from left to right but they have to remember whom did they get the ball from and whom did they pass it to.
5. Team "2" shuffles and they have to pass the ball in the same order (whom did they get it and whom did they pass it to).
6. Groups have to pass the ball at the same time and do this as fast as possible. We observe which group does it faster and we can compare both groups to each other.

Second Part - day plan:
1. People stay in the same teams no 1 and 2.
2. They have to stand in a circle and as a group come up with a plan for the day.
3. Each person in a sequence can say only 1 point of the day's routine from the morning until the night (I brush my teeth, I eat lunch). The words must be a continuation of the previous person's words (to create a full day plan).
4. They have 3 minutes to do it.
5. When they are ready to tell the plan one group stays the same and we mix the other team several times (every round they shuffle more and at one point we can take one person out of the circle/line and the rest stays the same).
6. When the mixed group tells the plan it will be chaotic, strange but funny.

PROGRAMME
(STEP-BY-STEP EXPLANATION—INCLUDING TIMING)

7. Summary - We ask what they observe? Do we need to plan? When do you think planning is important? What do we need to do to use it mindfully?

8. Later we explain that this game draws parallels to the two sides of planning - importance of planning your day - shows that we are more efficient when we plan but also that planning makes your life boring (and a little predictable). It shows that it is good to plan some part of your day but the rest should be kept flexible because of the uncertainties that exist in life. We can control some parts of the day, but it's impractical to think that we can control everything.

Tornado - 20 min
1. We give everyone sheets of paper (sticky notes) and pens.
2. Then ask them to write down some difficult moments (challenges) in planning the day.
3. After writing on a piece of paper, we ask them to leave it where they are sitting and move to any other place.
4. After everyone has moved, we ask in order to read what is written on the post-it note and explain what the person thinks about it, and stick it on the board, we also ask if anyone has similar challenges to save time.

Plan - 10 min
1. We give them a little time to try to write a plan with the knowledge they have gained, thereby consolidating the material in their heads.

Summary

MATERIALS AND HAND-OUTS NEEDED

Sticky notes, pens, paper, ball

FEEDBACK RECEIVED

1. Useful for young people, volunteers.
2. Add the methodes of prioritizing.
3. Add part of something what would help people detach from their daily routine.
4. Can be even more developed.
5. Almost everyone liked everything, a lot of people said that they would use this workshop.

SESSION 23

THE GOLDEN ME

Time: 60 Minutes
Aims: To support adults in reconnecting with their inner sense of peace and balance using the mandala as a reflective and creative tool.

Objectives:
- Introduce mandala as a tool for mindfulness and self-awareness
- Provide participants with a calming space to explore personal balance
- Encourage self-expression through nature-based or drawn mandalas
- Facilitate group reflection and sharing

Target group: Adults (18+) who are experiencing stress, overwhelm, or simply seeking deeper connection with themselves and the world around them. No prior artistic experience needed.

Methodology : Experiential learning in a calm and supportive environment that encourages mindfulness, creativity, and self-reflection.

Methods:
- Nature immersion (Plan A) or drawing (Plan B)
- Guided visualization
- Quiet creative time
- Group sharing and feedback

PROGRAMME
(STEP-BY-STEP EXPLANATION – INCLUDING TIMING)

Total Duration: 60 Minutes
1. Welcome & Introduction (5 min)
- Brief intro to the theme: chaos vs. balance
- What is a mandala? (2–3 word definition: sacred circle, meditative symbol)
- Overview of session
2. Grounding Activity (5 min)
- Short guided breathing or visualization exercise to center participants

MATERIALS AND HAND-OUTS NEEDED

3. Creating Mandalas (25 min)
- **Plan A (Nature-based):**
- Participants go into the natural environment to collect leaves, stones, flowers, etc., and create their mandalas on the ground.
- -OR-
  - **Plan B (Drawing):**
  - Participants sit in a calm space and draw their personal mandala using pencils, pens, or colored markers.

4. Reflection and Sharing (10 min)
- Quiet reflection on the process
- Group sharing (optional)

5. Feedback & Closing Circle (15 min)
- Verbal or written feedback
- Final thoughts and thank you

**DESIRED OUTCOMES
(WHAT COMPETENCIES WILL PARTICIPANTS IMPROVE)**

- Participants feel more grounded and centered
- Enhanced awareness of one's inner state
- Experience of peaceful creativity
- Connection to nature or to personal expression
- Simple tool (mandala) to take home for future use

MATERIALS AND HAND-OUTS NEEDED

Plan A – Nature Mandalas:
No materials needed (optional: baskets/bags for collecting items, mats to sit on)

Plan B – Drawing Mandalas:
Paper (preferably square)
Pencils, pens, colored markers or crayons
Clipboards or hard surfaces to draw on
Example mandalas for inspiration (optional)

SESSION 24

FLYING TO MINDFULNESS

Time: 45 Minutes
Aims: To find ways to be grounded and calm during chaotic and unpredictable situations.

Objectives:
1. Equip participants with simple, effective strategies to stay grounded in unpredictable or high-stress situations.
2. Help participants recognize their natural reactions to chaos and learn how to shift from panic to presence, building long-term emotional stability.

Target group: Adults and teenagers

Methodology : experiential learning

Methods:
1. real-life stress scenarios
2. Present moment of awareness

 PROGRAMME
(STEP-BY-STEP EXPLANATION – INCLUDING TIMING)

2 minutes Boarding part: participants will show their boarding passes that we sent on the WhatsApp group

2 minutes Presentation of the pilot and crew: "Ladies and gentlemen, this is your captain Nicholas speaking. Welcome aboard mindful Airline flight with service to Madeira. We're currently taxiing for departure and expect a smooth ride today, with a flight time of approximately 45 minutes. Please ensure your seatbelts are fastened, tray tables are stowed, and electronic devices are set to airplane mode. Our flight crew of Anja, Antonella and Fatima is here to ensure your safety and comfort, so please follow their instructions at all times. Thank you for choosing Mindful Airlines, and we look forward to taking you to your destination."

PROGRAMME
(STEP-BY-STEP EXPLANATION – INCLUDING TIMING)

3. 30 seconds Putting the phones in flight mode
4. 2 minutes of silence for the departure in order to create proper mood
5. 10 minutes Getting to know your neighbour through these questions: What's your funniest or most embarrassing travel story? If you were a pilot, what would your signature catchphrase be before takeoff?
6. 15 minutes Turbulence experience: 3 minutes of mid turbulence, during which people can overcome the fear by themselves;

12 minutes of severe turbulence, guided meditation to overcome the panic "Suddenly, the plane begins to shake. A slight bump... then another. The seatbelt sign turns on." "Your breath may change. Maybe your muscles tense slightly. Your mind might start asking questions: *Is this okay? Is it safe? When will it stop? "Just like turbulence in the sky, thoughts and emotions can feel unpredictable. Anxiety can show up like sudden bumps in the air.""You might notice a desire to resist—wanting the turbulence to stop. But what if, instead of fighting it, you simply allowed it to be?" "Take a deep breath in... and as you exhale, imagine softening into the movement. Letting go of resistance." "Yes, the turbulence is still there. But you are not the turbulence. You are the one observing it.

The steady center within it." "Now, bring your awareness back to your breath. Inhale... feel the air fill your lungs. Exhale... release any tension." "Even though the plane still moves, your breath remains steady. Your presence remains untouched. You are grounded within." "With every breath, imagine your body growing lighter. The turbulence begins to ease. The plane steadies." "And even if it shakes again, you now know: you can breathe through it. You can find your calm within the storm." "In this moment, you are safe. You are exactly where you need to be.

**PROGRAMME
(STEP-BY-STEP EXPLANATION – INCLUDING TIMING)**

7. 1 minute Landing:The plane begins its descent. The journey is coming to a close." "Take one more deep, steady breath in… and a slow exhale out." "Feel your body in the seat. The ground beneath you. The breath within you.""When you're ready, gently wiggle your fingers and toes. Slowly bring awareness back to the room. And whenever it feels right, open your eyes."
8. 7/10 minutes of reflection about turbulence through these questions: 1. How did you feel during this experience? 2.What thoughts went through your mind during the mid turbulence experience? Were you able to overcome them by yourself? Which technique did you use? 3. What did you notice when we entered severe turbulence? Did the meditation help you to stay calm, or did they amplify stress? 4. How can you apply what you learned today to everyday stressful situations (e.g., work, relationships, uncertainty)?

**DESIRED OUTCOMES
(WHAT COMPETENCIES WILL PARTICIPANTS IMPROVE)**

- By reflecting on their reactions to the turbulence activity, participants will gain insight into their personal triggers and stress responses.
- They will learn how to manage stressful moments in real life

MATERIALS AND HAND-OUTS NEEDED

couches, chairs, laptop, speaker for the sounds of the plane

FEEDBACK RECEIVED

Overall the feedback was positive, most of the participants liked the metaphor of turbulence in an airplane with the stressful moments of real life. Some participants suggested for a longer guided meditation during the turbulence and others suggested to leave the sound of the turbulence on while doing the meditation.

CONCLUSION

This Working Book is not just the result of a project; it is the trace of the many hands, hearts, and minds that came together to shape Infodemic – Path2Wellness.

As the co-authors, trainers, and organizers, we look back with deep appreciation for the shared journey — one filled with laughter, unexpected insights, long discussions, silent pauses, and bold experiments. We came together from different countries, backgrounds, and roles, but what united us was a shared belief: that digital education today must go beyond tools and techniques; it must touch people's mental well-being, emotional resilience, and sense of connection to each other.

Throughout the two training courses and the local practice phase, we saw participants stretch themselves — not only to learn new facilitation methods, but to reflect honestly on their own digital habits,

their struggles with online overload, and their hopes for a more mindful, ethical, and human-centered digital future. What you find in this book are not just session outlines, but lived experiences: they carry the fingerprints of every workshop room, every spontaneous idea, every team that sat late into the evening debating what mattered most.

This Working Book is an invitation. It invites you — the reader, the educator, the facilitator, the youth worker — to take what we have co-created, make it your own, and keep evolving it. The methods inside are not perfect scripts; they are living tools, designed to grow with the needs of your community, your learners, and your context.

Above all, this book is a reminder that in the face of digital complexity, we need spaces of reflection, connection, and care — and that together, we can build them.

ACKNOWLEDGEMENT

INFODEMIC
PATH2WELLNESS

Let's Grow Together