

Training Course - How to communicate digital related threats

TOOLKIT



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This document aims to share some of the activities implemented during the training. This publication is aimed at youth workers, social workers, teachers, and anyone interested in approaching the topic of digital safety and well-being with young people.

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Training Course - How to communicate digital related threats

Palermo, Italy | 24th – 29th November 2024 | 29 participants from 15 Countries

The project “How to communicate digital related threats and provide tools to young people” was a cross-cultural training course involving 29 participants from 15 European countries. The goal was to raise awareness of potential risks related to the digital world, to increase participants' basic skills in using digital tools safely for themselves and others, and to reflect together on the most appropriate ways to carry out activities on the topic of digital safety and well-being that could be engaging and not boring for young people.

The activities were structured with a seminar approach for sharing specific content on the topics covered, flanked by nonformal moments to put the topics into practice in a more participatory and replicable context. It was also possible to reflect and provide feedback on the replicability of the proposed activities in different contexts, such as schools and community centers, and with different age groups. Youth workers, educators and journalists took part in the training.

Aims of the project:

- Raise awareness of potential risks associated with the digital world
- Increase basic skills to use digital tools safely
- Use gamification to carry out activities on the topic of digital safety and well-being

	25/11	26/11	27/11	28/11
		Daily Evaluation	Daily Evaluation	
AM	Get to know and Team building Agenda, Expectations, Contributions ETS competences model for youth workers	Protecting personal data and privacy	Protecting Health and Well-being	Protecting the Environment
	Introduction to DigComp 2.2	What the Machine Thinks of You	The fly in the toilet	The 4 Rs of Technology
PM	The Secret Life of a Password	Pixel, Heat Maps, and Other Devilry	From the slot machine to screen controlling	Networking and future cooperation
	Cryptography	Tips and Tricks	Tips and Tricks	Final Evaluation YouthPass
	Organisation Fair	Organisation Fair		
Evening	“Digital Apocalypse” Escape Game	“Digital Apocalypse” Escape Game		

Cryptogame

By Monica Valenti (InformaGiovani)

Duration: 70 minutes

Source: A personal idea and game adaptation.

Aim of the activity

Introduce cryptography while having fun

Materials needed for the activity

- A sentence to encrypt
- Envelop with Azerty keyboard + outline with the 1st part of the encrypted word
- Envelop with Caesar's cipher + outline with the 2nd part of the encrypted word
- Envelop with Morse alphabet + outline with the 3rd part of the encrypted word
- Envelop with Ascii code + outline with the 4th part of the encrypted word
- Question cards

Preparation needed for the implementation of the activity (preparation of the environment/space, or personal preparation, if any)

Identify the phrase you want to encrypt and create the material accordingly. Print the material in advance and cut it out, print one copy per group, have one table per group.

Instructions (described step by step)

Divide the participants into four or five groups of no more than four or five people each.

Each group should then draw a question card. If they answer correctly, they will receive Envelope No. 1, which contains all the materials needed to solve the first part of the puzzle. Once the puzzle has been solved, a group representative asks the game master to check the answer. If the answer is correct, the group must draw a new card. If they answer this correctly, they will receive Envelope No. 2 and can proceed to solve the second puzzle. After the game master has verified the answer, the group can draw a new card and repeat the process until they reach the final envelope.

Questions for debriefing

1. What did you think of the game?
2. Did you discover anything new that you didn't know before?
3. Do you think cryptography is important? Why?
4. In what way is the game related to online security?

Extra materials

These materials are intended solely to explain the activity and cannot be used, as the encrypted word forms part of the project title. However, you can draw inspiration from the game and replicate it by adapting the materials to your needs.

- [Outlines and encrypted word – materials for the envelop](#)

“Protect & Detect”: Protecting privacy and datas

By Giorgia Casalvecchio (InformaGiovani)

Duration: 60-80 minutes

Source: A personal idea for a puzzle adaptation.

Aim of the activity

The aim of this workshop is to raise participants' awareness of the importance of personal data protection and online privacy, while encouraging the acquisition of practical skills through puzzle-solving activities and team games.

Materials needed for the activity

Materials for themed envelopes

- 12 paper envelopes + extra
- Printed puzzles: Pages of difference games, crosswords, paper puzzles and other quizzes.

Materials for each group table

- Paper and pencils
- Coloured markers
- Scotch tape: To stick the sheets together or to fix the paper puzzles when finished.
- Small rigid supports (cardboard or boards): Useful for supporting prints and puzzles, especially if there are no sturdy tables.

Preparation needed for the implementation of the activity (preparation of the environment/space, or personal preparation, if any)

- prepare the envelopes beforehand

Instructions (described step by step)

The participants are divided into 4 different groups of 6-7 people each.

Each group is initially assigned one of the 4 different themes and is given the first of three envelopes relating to that theme.

Each envelope contains a different riddle/quiz/puzzle to be solved. Each time the group thinks they have found the answer, they must bring it in or call one of the facilitators who will only give the next envelope if the answer is correct. The last of the three envelopes will contain a comment, a suggestion or a sentence related to the topic, which will then be used to reflect in the plenary debriefing phase and for further discussion in the theoretical moments of the day's programme.

If a group finishes its task before time runs out, it will be given a new envelope.

Envelopes A – Personal information

1. The first envelope contains 2 pairs of screenshots of the same Instagram and Facebook account. The group has to find and circle the 5 differences between the two pairs of photos.
2. In the second envelope, the group has to solve a crossword puzzle, the final answer of which is '*personal information*'.
3. In the third envelope, the participants have to reconstruct a paper puzzle (with thematic symbols) with the sentence "*Protecting personal data on social media means safeguarding not just your information. but also your identity, privacy, and digital freedom.*"

Envelopes B - Cookies

1. In the first envelope, we put the description of cookies and the definitions of the different types cut out. Participants must follow the instructions on the first sheet and match the definitions with the corresponding type of cookie.
2. In the second envelope, we put a “cookie maze” that participants must solve and return.
3. In the third envelope, we put a numerical encrypted phrase that participants must solve.

!! Multiple puzzles are printed in the same envelope so everyone can work together and see clearly.

Questions for debriefing

1. Which activity did you find most impressive?
2. Which puzzle or activity was most interesting to you and why?
3. Under the topic ‘Protection of Personal Data’, what were the main risks you identified?
4. What does ‘consent’ mean when it comes to publishing photos or information of other people?
5. In the topic of ‘Cookies’, how can we protect our privacy while surfing the Internet?
6. How do you think privacy and data protection can influence our daily lives?
7. If you had to explain to a friend, family member or young person what ‘privacy protection’ means, how would you do it?
8. How often have you encountered the situation described in the envelope?
9. How can we prepare young people (and adults) to prevent from risks? / or to defend from those risks?

Extra materials and Cut's out

- [Folder with cut's out](#)

Media disruptors

Duration: 40-50 minutes

Source: Adapted from a similar activity implemented during the TC “Birds and bees sexual education training course”

Aim of the activity

- Encourage participants to consider the influence of the media on their everyday actions and personal wellbeing

Materials needed for the activity

- Select a medium-length poem in the English language.
- Chairs
- Roles/categories

Preparation needed for the implementation of the activity (preparation of the environment/space, or personal preparation, if any)

Arrange the chairs in the middle of the room and leave enough space between them to allow participants to move around.

Instructions (described step by step)

Ask three participants to sit in the middle of the room for five-seven minutes. Their task is to memorise a poem that they will read from their mobile phones. The remaining participants are divided into four groups, each representing one of the categories listed below. Their task is to disturb the people in the middle, acting out the category they represent. If the group is too big, some participants can be just the audience. Tasks for the *disturbers* are given to them in secret, since the readers don't need to know what will happen. Only one disturber per category can act at a time. They can change every so often.

Categories:

- Music videos
- Advertisements
- Instant messaging notifications
- Emails
- News

Questions for debriefing

1. What did the readers think of the experience? Did you manage to memorise the poem? What were your feelings?
2. What was the experience like for the disruptors? Describe your approach. What were your feelings?
3. What was the experience like for the audience? What did you observe? How did you feel?
4. Did the experience reflect any real-life situations?

Environmental Backpack

By Pietro Galluccio (InformaGiovani)

Duration: 40 minutes

Source: A personal idea

Aim of the activity

- Encourage participants to consider the environmental impact of the materials used in electronic devices.

Materials needed for the activity

- non-functioning electronic devices like laptop, smartphones
- mini-screwdriver
- stones
- shopping bags or backpacks

Preparation needed for the implementation of the activity (preparation of the environment/space, or personal preparation, if any)

Arrange the materials in two different places in the room or outdoor space: stones and shopping bags or backpacks on one side and non-functioning electronic devices on the other.

Instructions (described step by step)

Ask the participants to form groups of four to five people. Then ask each group: How much does the material needed to make a smartphone weigh? What about a laptop? Participants should use stones to represent the weight. Next, they will look inside a computer to find out how many types of electronic material it contains. This exercise introduces the topic of 'protecting the environment', which is explored in greater depth in a more detailed presentation in the relevant section "Diving into Safety competencies" (below).

Questions for debriefing

1. What new things have you discovered?
2. Has your view on consuming devices changed?
3. How can we raise awareness of device repair and reduce the trend of buying the latest version?

Diving into Safety competencies
By Pietro Galluccio (InformaGiovani)



[Link to the presentation that has been transferred into videos.](#)

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