Protecting teenagers from antisocial behaviour on social media

Non-formal educational program

for youth organizations and youth workers

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Erasmus+ Project
Online safety: Protecting teenagers from antisocial behaviour on social media

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Introduction

As young people today increasingly live their lives in digital environments, it is of utmost importance that their freedoms and rights are safeguarded there, as much as they are protected in the physical world. Teenagers move quickly and expertly between various platforms, but this does not always mean that they realise the risks or understand the consequences – consequences that may be far away in the future.

According to the Gallup (2023) survey, teenagers spend an average of 4.8 hours every day on social media. The most popular social media for teenagers are YouTube (2 hours), TikTok (1.1 hours) and Instagram (0.9 hours). The impact of social media on young people's wellbeing is twofold. On the one hand, some studies show the benefits of social media that enable young people to express their thoughts and feelings, and to receive social support (Lenhart et al., 2015). On the other hand, research found strong association between time adolescents spend on social media and their mental health problems, including depression, anxiety and psychological distress (see Keles et al., 2020 for a systematic review).

Digital technologies and social media have become central to adolescent life across Europe—not just for leisure, but as key spaces for identity formation, information, and social connection. Our needs analysis, involving 163 teenagers from the

Netherlands, Sweden, and other EU countries, reveals that WhatsApp (93%), YouTube (90%), Instagram (73%), and TikTok (62%) dominate their daily use, with social media serving as the main news source for 77% of participants—surpassing traditional media like newspapers (40%) and TV (38%) (Galatina, Fenko, & Alexandersson, 2025).

However, this pervasive use comes with psychological risks. Research consistently links heavy social media engagement to rising rates of depression, anxiety, and psychological distress among youth (Keles, McCrae, & Grealish, 2020). Cyberbullying, in particular, has been recognized as a global public health issue (Zhu, Huang, Evans, & Zhang, 2021). As one teen put it:

> *"I get blocked or unfriended every so often... but the worst is when people ignore you in group chats. It stings more than insults."*

This aligns with Nixon's (2014) finding that subtle forms of online exclusion can cause deep harm—sometimes more so than overt forms of aggression.

Needs analysis

To analyze the online risks and educational needs of teenagers, the survey has been designed using online platform Qualtrics and distributed anonymously among the teenagers in the Netherlands and Sweden. Snowball sampling was used as teenagers were asked to share the link with their online friends. Data collection took place in November 2024. In total, 163 participants took part in the survey. After removing the data of participants older than 24 and those who did not finish the survey, the final sample consisted of 125 respondents from 13 to 24. The mean age was 16,8. Gender distribution was the following: 52% were male, 40% were female, 4% were non-binary and 4% preferred not to reveal their gender. The respondent represented the following countries: Netherlands - 45%, Sweden - 30%, other EU countries - 25%, including Austria, Cyprus, Czech Republic, Estonia, Germany, France, Latvia and Lithuania. Besides, there were six participants from Ukraine.

The most popular social media platforms were WhatsApp (93%), YouTube (90%), Instagram (73%), and TikTok (62%); Telegram (42%) and Discord (42%) were also widely used. Social media is a primary news source (77%), surpassing newspapers (40%) and TV (38%). While skeptical of influencers, teenagers trust online experts

and traditional media. Many are familiar with fact-checking methods but rarely use them.

A significant number of teenagers interact with strangers online, with over half regularly communicating with unknown individuals. Shared content includes music and games (60%), news (45%), personal thoughts (42%), and life updates (42%). Alarmingly, 21% share personal photos/videos, 10% share their location, and 25% share details about school or studies—leaving a digital footprint vulnerable to profiling and targeted manipulation (Figure 1).

Most teenagers recognize how easy it is to impersonate someone online, yet many separate their online and offline interactions. While 23% never experienced unwanted online behavior, the majority faced negative incidents: being blocked (52%), receiving hurtful comments (44%), being muted (38%), and experiencing deliberate emotional harm (31%). Bullying and harassment were reported by 17%, while 8% had their photos shared without consent and 6% had personal information exposed (Figure 2).

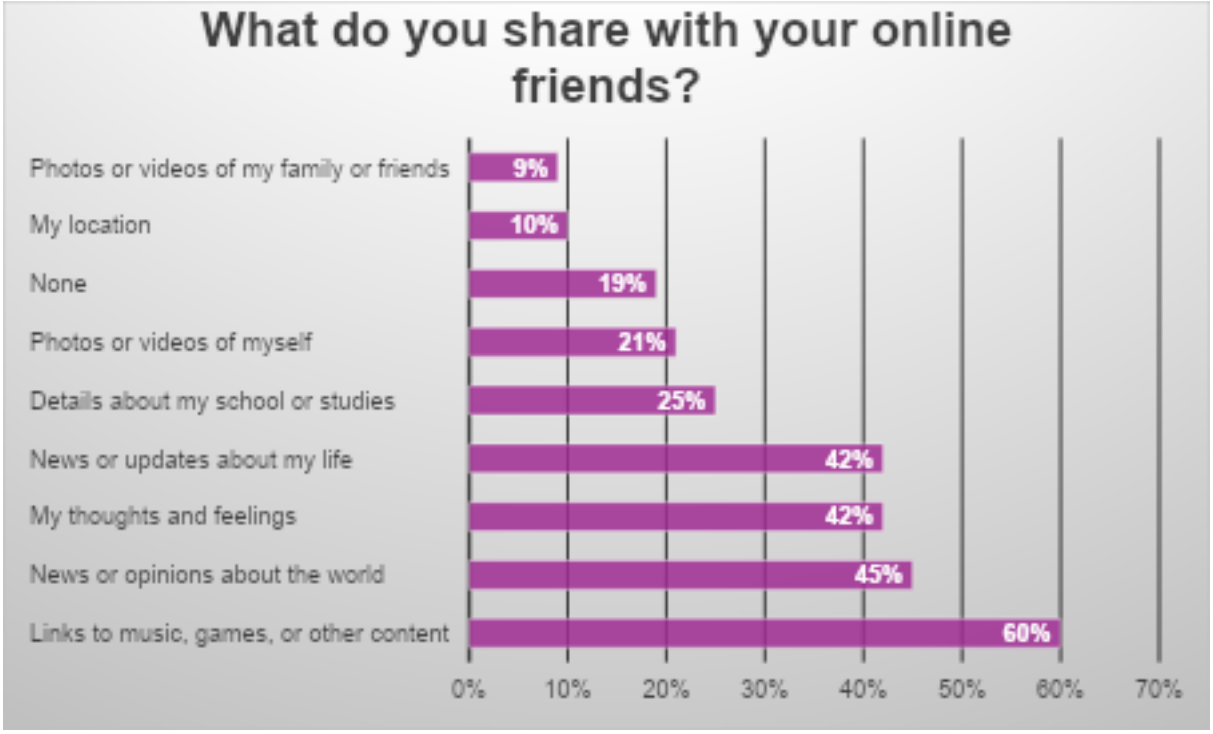


Figure 1. Content shared by teenagers online. Source: Galatina, Fenko, & Alexandersson, 2025.

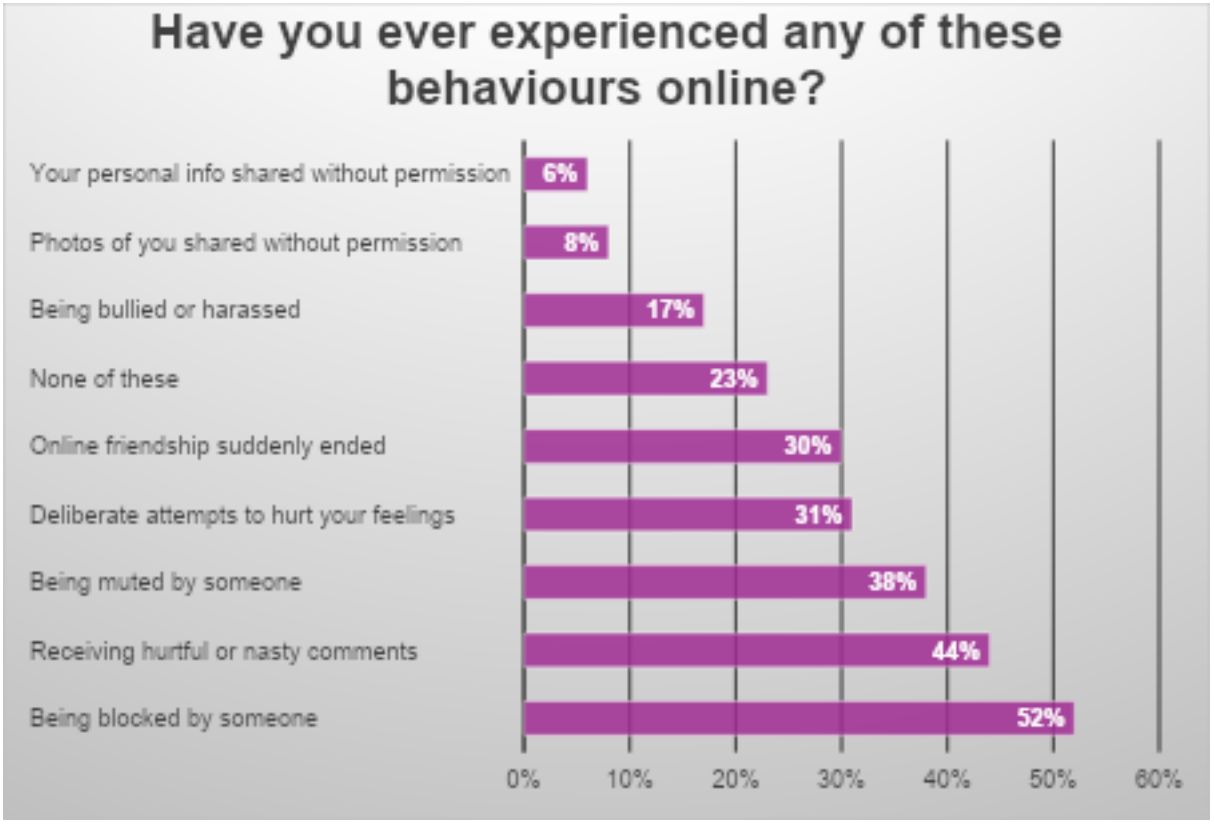


Figure 2. Unwanted behaviour experienced by teenagers (Galatina et al., 2025).

Teenagers consider sharing private information without consent the most harmful online behavior, followed by bullying and group rejection (cancelling). Insults, blocking, and ignoring are perceived as less damaging. These insights highlight their strong emphasis on privacy and social acceptance. One Dutch respondent expressed:

> *"It's worse when the whole group decides to cancel you than when just one person says something nasty. It feels like you lose your place among your friends."*

This mirrors Keles et al. (2020) linking social media usage with adverse mental health, and Zhu et al. (2024) connecting Internet overuse to externalizing behaviors in youth.

Our research highlighted several key insights: the centrality of social media to teen life, underestimation of online risks, and a critical need for emotional regulation and empathy-building in digital contexts (Galatina, Fenko, & Alexandersson, 2025).

Research conducted in other countries confirms these conclusions. For instance, Maranesi (2024) profiled male adolescent cyberbullies, revealing that perpetrators often lacked distinguishing traits, coming from difficult backgrounds and hiding behind anonymous profiles (Maranesi, 2024). Hinduja (2025) conducted a nationally representative study in the U.S., showing a strong association between cyberbullying and PTSD symptoms. Notably, rejection and exclusion were as traumatic as overt threats (Hinduja, 2025). Ong (2024) surveyed over 13,000 U.S. students, finding 47% had been cyberbullied, 81% had encountered hate speech, and that exposure to hate and bullying increased with time spent on social media (Ong, 2024). Muhammed & Samak (2025) examined cyberbullying in Egypt, noting that lower self-esteem correlated with higher vulnerability. The study urged integration of emotional resilience and digital literacy into education (Muhammed & Samak, 2025).

The survey confirms that teenagers spend significant time on social media for socializing, news consumption, and meeting new people. While they recognize online risks and value privacy, they often underestimate the impact of sharing general personal information—such as interests and opinions—which can be used for profiling and targeted manipulation. Many also struggle to bridge their online and offline interactions, reinforcing social media's influence on their perceptions.

Teen Perspectives on Social Media Regulation

Australia passed a law banning children under the age of 16 from using social media, making it the strictest of such laws in the world. The Australian government believes this law will support parents in protecting their children from the potential harms of social media, such as addiction, privacy issues, and exposure to inappropriate content. But what do kids themselves think about this move? In a series of interviews, we asked teenagers around the world about their opinion. Their responses were insightful and nuanced.

For many teens, the ban risks alienating them from a crucial part of their identity, they see social media as an integral part of teen culture. Banning it could isolate young people from global conversations.

> *"Social media is a huge part of teen culture. Banning it would isolate us from the global internet culture and limit how we express*

ourselves. They'll just use VPNs, and the ban will fail to achieve its goal." (Sergei, 16, Estonia)

Teens leaned heavily toward education and support instead of restriction—a stance mirrored in Purnama's (2021) findings on digital literacy, and Zhu, Zhao, and Wang's (2024) evidence linking excessive Internet use to behavioral issues mediated by poor self-regulation and weak social ties.

"It's not a problem of the internet, it's a problem of society. Information will always find a way to get out there." (Peter, 16, UK)
"Kids who engage with social media at a young age can become insecure and develop unrealistic standards." (Sam, 20, Netherlands)
"Children just need to learn how to handle social media properly. Parents, schools, and platforms should work together to teach us the risks and responsibilities."

While opinions vary widely, most teens see social media as both a tool for self-expression and a potential source of harm. Whether it's fostering creativity, connecting with others, or posing risks like addiction and privacy invasion, social media plays a significant role in their lives. Addressing its challenges requires balancing regulation, education, and personal responsibility rather than outright bans.

The Australian government's ban has sparked a global conversation about the role of social media in young people's lives. Overall, it's clear that while the goal of protecting young people from the dangers of social media is important, there's a lot of debate among teenagers about how best to go about it. Many feel that the issue lies more with societal problems, like addiction and privacy, rather than the platforms themselves. As more governments look to follow Australia's example, it seems the conversation about how to balance safety, freedom, and social media use is just getting started.

How different countries regulate teens' social media use

- **USA**: Many social media platforms set the minimum age for creating an account at 13. Platforms like Facebook, Instagram, and Snapchat require users to be at least 13. However, many children still bypass this limit by entering a false birthdate.
- **EU:** In the EU, parental consent is required for the processing of personal data for children under the age of 16, though member states can lower that limit to 13.
- **Sweden:** Sweden permits children aged 13 and above to use social media platforms without parental consent. There is ongoing discussion about strengthening age verification processes to better protect young users.
- **Netherlands:** While the Netherlands permits children aged 13 and above to use social media platforms without parental consent, the effectiveness of enforcing these age restrictions remains a challenge.
- **Norway:** Half of Norway's nine-year-olds use some form of social media. The government have recently proposed raising the age at which children can use social media to 15 years from 13 years currently, although parents would still be permitted to sign off on their behalf if they are under the age limit.
- **France:** In 2023, France passed a law requiring social platforms to obtain parental consent for minors under 15 to create accounts. However, local media say technical challenges mean it has not yet enforced. A panel commissioned by President Emmanuel Macron recommended stricter rules, including banning cellphones for children under 11 and internet-enabled phones for those under 13. It is unclear when new legislation could be adopted.
- **Germany:** Officially, minors between the ages of 13 and 16 are allowed to use social media in Germany only if their parents give consent. There are currently no plans to go further.
- **Belgium:** In 2018, Belgium enacted a law requiring children to be at least 13 years old to create a social media account without parental permission.
- **Italy:** In Italy, children under the age of 14 need parental consent to sign up for social media accounts, while no consent is required from that age upwards.

Program objectives

The project responds to the increasing risks young people face online, aiming to raise awareness about the impact of antisocial behaviors—such as cyberbullying—on mental health. One of the project goals is to address the risks of antisocial behavior on social media, helping teenagers, especially vulnerable groups, develop resilience.

To address these gaps and promote safer online behaviors, our training will equip teenagers with essential digital resilience skills, including:

- Developing critical thinking in digital spaces.
- Fact-checking and verifying information to counter misinformation and manipulation.
- Crafting a positive online profile to enhance digital well-being and reputation.
- Practicing empathetic online communication.
- Identifying and addressing harmful behavior, including hate speech, trolling, and cyberbullying.
- Reporting unsafe behavior and seeking support.

The ensuing sections of this program include:

- Theoretical foundations on why antisocial behaviors emerge online.
- Practical tools: interactive workshops, group discussions, online simulations, and self-assessment materials.
- Core skills: from digital literacy to empathy, non-violent communication, and safe dialogue.
- Reflection tools to support ongoing learning and practice among youth and professionals.

Antisocial behaviour online: Causes and consequences

The rapid expansion of digital technologies and social media has transformed the way adolescents communicate, socialize, and construct their identities. These online spaces provide opportunities for learning, creativity, and belonging, but they also introduce risks: cyberbullying, privacy violations, manipulation through digital design, and profiling of personal data. The complex interplay between technology design, adolescent development, and social dynamics can create conditions in which antisocial behavior flourishes.

This chapter explores the **causes and consequences of antisocial behavior online**, with particular attention to the **challenges of new technologies** and the **risks for teenagers' online safety**. It synthesizes empirical evidence, psychological research, and pedagogical perspectives to provide a knowledge base for youth workers and educators.

Defining Antisocial Behaviour Online

Antisocial behavior online refers to actions that deliberately harm, exclude, manipulate, or distress others in digital spaces. These include:

- **Cyberbullying** (insults, threats, rumor-spreading, exclusion).
- **Harassment and trolling** (deliberate provocation and intimidation).
- **Privacy violations** (sharing personal data or images without consent).
- **Group rejection and cancellation** (collective exclusion, muting, blocking).
- **Manipulative behaviors** (catfishing, impersonation, disinformation).

Research shows that adolescents who experience cyberbullying are at significantly increased risk of depression, anxiety, suicidal ideation, and psychosomatic complaints (Kowalski et al., 2014; Hinduja, 2025). The psychosocial harm is often magnified because online attacks are **persistent**, **public**, and **hard to escape**.

Causes of Antisocial Behaviour Online

Developmental Vulnerabilities of Adolescents

Adolescence is characterized by heightened sensitivity to peer approval, underdeveloped impulse control, and ongoing maturation of executive brain functions. These factors increase susceptibility to online risks. Crone and Konijn (2018) emphasize that adolescent brains are particularly attuned to **social reward**, which can make risky or aggressive online behaviors more appealing.

Example from interviews:

> *"Sometimes people are just joking, but it feels serious. They don't think how it lands because online it's easy to forget there's a person behind the screen."*

Social and Peer Dynamics

Peer pressure and group norms strongly shape online conduct. Studies show that group exclusion ("cancelling") can feel more harmful than individual insults because it undermines adolescents' fundamental need for belonging (Nixon, 2014). The online environment amplifies these dynamics: a single post can rapidly escalate into collective rejection.

Anonymity and Disinhibition

The **online disinhibition effect** (Suler, 2004) explains why anonymity and physical distance lower empathy and increase aggressive behaviors. Teenagers report knowing how easy it is to impersonate others online (Galatina, Fenko, & Alexandersson, 2025), yet still often trust strangers or semi-anonymous contacts.

Technological Affordances

The design of digital platforms themselves facilitates antisocial behavior. Features like instant sharing, viral algorithms, and anonymous commenting systems can encourage impulsivity and escalation. Maranesi (2024) showed that many adolescent cyberbullies exploit anonymity to conceal their identities, making accountability difficult.

Challenges of New Technologies

Profiling and Data Exploitation

Profiling is a central challenge for online safety. According to the EU's GDPR, profiling involves the automated processing of personal data to predict personal preferences, behavior, or movements. For teenagers, this is particularly dangerous, as their digital footprints can be exploited for:

- **Targeted advertising** based on vulnerabilities (e.g., body image, mental health).
- **Political manipulation,** especially during crises.
- **Predatory practices** by strangers identifying minors through shared interests or locations.

Teenagers in our surveys often underestimated the consequences of sharing "general" data like hobbies or opinions, not realizing these also contribute to profiling (Galatina, Fenko, & Alexandersson, 2025).

Digital Nudging

Digital nudging refers to subtle design cues that steer users' choices. For instance, platforms may design consent screens with a large green "Yes" button and a small grey "No" option, encouraging consent to data processing. While seemingly benign, nudging restricts genuine free choice, particularly for adolescents with underdeveloped self-regulation.

Research by Acquisti et al. (2017) shows that nudging in privacy contexts often leads to consent that users would not otherwise give. For teenagers, who are especially susceptible to peer and design influence, nudging can significantly increase unsafe data-sharing practices.

Algorithmic Amplification of Harm

Algorithms optimized for engagement often prioritize extreme, emotional, or conflictual content. This can escalate antisocial behaviors, as posts designed to ridicule, exclude, or provoke gain disproportionate visibility (Ong, 2024).

Risks for Teenagers' Online Safety

Privacy Violations

Unauthorized sharing of photos, videos, or personal details was reported by 8–10% of teenagers in our survey (Galatina, Fenko, & Alexandersson, 2025). Adolescents identified this as the **most harmful form of online behavior**, highlighting their acute awareness of privacy risks.

Cyberbullying and Harassment

International studies indicate that up to 40% of adolescents report experiencing cyberbullying (Kowalski et al., 2014). Hinduja (2025) emphasizes that the trauma of cyberbullying can mirror post-traumatic stress symptoms, including hypervigilance and intrusive memories.

Group Rejection and Cancellation

Cancellation—where groups collectively exclude or shame a peer—is a growing risk. Teenagers in our interviews noted that exclusion "by the whole group" was far worse than individual insults. Research confirms that peer rejection during adolescence is linked to long-term mental health challenges (Crone & Konijn, 2018).

Manipulation and Disinformation

Teenagers rely heavily on social media for news. While they report some knowledge of fact-checking, they do not consistently apply it (Galatina, Fenko, & Alexandersson, 2025). This makes them vulnerable to misinformation campaigns, especially when aligned with their interests.

Exposure to Hate Speech

Ong (2024) found that 81% of U.S. students had encountered hate speech online, with exposure increasing in line with screen time. This constant exposure normalizes aggressive behavior and reduces empathy.

Consequences of Antisocial Behaviour Online

Antisocial behaviour in digital spaces has far-reaching consequences for adolescents, affecting their **psychological well-being**, their **social relationships**, and their **educational outcomes**.

From a psychological perspective, repeated exposure to online harassment, exclusion, or privacy violations is strongly associated with heightened levels of **depression and anxiety**. Keles et al. (2020) showed that teenagers who spend significant time on social media and encounter negative interactions are more likely to report symptoms of psychological distress. Similarly, research in Egypt indicates that adolescents who experience online bullying often struggle with **lower self-esteem**, making them more vulnerable to further victimization and isolation (Muhammed & Samak, 2025). In severe cases, the psychological toll resembles that of trauma. Hinduja (2025) demonstrated that the stress of cyberbullying can produce **post-traumatic stress disorder (PTSD) symptoms**, including intrusive memories, hypervigilance, and avoidance behaviors. For some adolescents, the constant exposure to curated images and peer comparison online also contributes to **eating disorders and self-harm**, particularly when they internalize unrealistic beauty standards or feel excluded from peer groups.

The social consequences are equally significant. Teenagers who are cancelled by peers or excluded from online groups often experience a deep sense of **social isolation**. Unlike conflicts in the offline world, online rejection is amplified by the visibility and permanence of digital traces. Adolescents may find their **peer relationships damaged**, not only with the aggressors but also with bystanders who fail to intervene. Over time, these experiences can lead to a growing **distrust in digital communication**, as young people come to view online interactions as unsafe or inauthentic. This erosion of trust undermines the positive potential of social media as a space for connection and support.

Educational outcomes are also negatively affected by antisocial behaviour online. Zhu, Zhao, and Wang (2024) found that adolescents who spend large amounts of time online and encounter conflict or bullying often report **lower academic motivation**. The stress of online victimization interferes with **concentration**, making it harder for students to focus on school tasks or retain information. In

some cases, the anxiety generated by online harassment leads to **school absenteeism**, as teenagers avoid classroom settings where peers may confront or further exclude them.

Taken together, these consequences illustrate that antisocial behaviour online cannot be dismissed as trivial or "just part of growing up." For many adolescents, the psychological distress, social disconnection, and academic struggles represent real and lasting harm that extends far beyond the screen.

Pedagogical Responses

Research and practice suggest that educational interventions can mitigate these risks. Effective approaches include:

- **Digital literacy education**: Fact-checking, privacy awareness, and recognizing nudges.
- **Emotional regulation training**: Mindfulness and coping strategies for online aggression.
- **Empathy-building exercises**: Non-violent communication, role-play, perspective-taking.
- **Parental mediation**: Supporting families in guiding teens' digital practices (Purnama, 2021).

Our Erasmus+ program integrates these strategies into workshops, online games, and self-assessment tools designed for youth workers.

Coping strategies and safe online dialogue

From digital literacy to digital competencies

Over the past two decades, the concept of digital literacy has evolved considerably. Initially defined as the ability to use digital tools and access online information, it has expanded into a multidimensional set of skills, attitudes, and values often referred to as **digital competences** (Carretero, Vuorikari, & Punie, 2017). According to the European Commission's **DigComp framework**, digital competences encompass not only the capacity to search, evaluate, and create digital content but also the ability to engage safely, ethically, and critically with online environments.

For teenagers, this shift is highly relevant. While most young people are fluent in operating digital devices and navigating social media platforms, they often lack the deeper competences required to recognize manipulation, protect their privacy, and sustain constructive online dialogue. Digital competences therefore include

dimensions such as **critical thinking**, **data awareness**, **problem-solving**, and the capacity to participate responsibly in digital communities (Vuorikari et al., 2022).

In practice, developing digital competences among teenagers means moving beyond technical skills. It requires pedagogical approaches that foster an awareness of online risks, such as profiling and digital nudging, while simultaneously equipping young people with strategies to maintain autonomy and well-being. Without these broader competences, adolescents remain vulnerable to antisocial online behaviors, including harassment, exclusion, and the spread of harmful misinformation.

The integration of digital competences into non-formal education can empower young people not only to avoid risks but also to engage positively with their peers. As Helsper and van Deursen (2017) argue, digital inequality increasingly manifests not in access to technology but in differences in skills, confidence, and agency. This underscores the need for targeted educational programs that strengthen the competences most directly related to safe and empathetic online interaction.

Practicing non-violent communication

An essential component of coping strategies for online safety is the cultivation of constructive communication practices. One of the most influential models in this field is **Nonviolent Communication (NVC)**, developed by Marshall Rosenberg. Rosenberg described NVC as a "language of compassion" that enables individuals to express themselves authentically while listening empathetically to others (Rosenberg & Chopra, 2015). NVC is not merely a set of techniques but a shift in consciousness, focusing on needs, feelings, and respectful dialogue.

NVC follows four interconnected steps: **observations, feelings, needs, and requests**. First, participants are encouraged to describe situations without judgment, focusing only on what can be observed. Second, they identify their feelings in response to these observations, distinguishing between the stimulus and the internal cause of their emotions. Third, NVC highlights the universal human needs underlying these feelings. Finally, participants are invited to formulate clear, non-demanding requests that can enrich mutual understanding and cooperation.

This approach is particularly relevant for adolescents navigating social media interactions. Online communication is prone to misinterpretation, escalation, and dehumanization, especially when mediated by text, emojis, or memes rather than face-to-face cues. Teaching young people to separate **observations from**

judgments, to articulate their **feelings and needs**, and to make **requests instead of demands** provides them with concrete tools to defuse conflict and avoid aggressive exchanges.

The application of NVC in the context of bullying has shown that it can address not only the needs of victims but also those of perpetrators. Behind acts of aggression often lie unprocessed emotions, unmet needs, or a lack of healthier coping strategies. By reframing bullying as a "tragic expression of unmet needs," NVC fosters a restorative rather than punitive response, creating opportunities for dialogue, reconciliation, and growth.

Building empathy to prevent online aggression

At the heart of both digital competences and NVC lies the concept of **empathy**. Empathy is commonly defined as the ability to understand and share the feelings of another person (Davis, 1983). In psychological research, empathy is often distinguished between **cognitive empathy** (the ability to recognize and understand others' perspectives) and **affective empathy** (the capacity to share emotional experiences). Both are essential for prosocial behavior and for reducing the likelihood of aggression.

Research shows that higher levels of empathy are negatively correlated with bullying and antisocial online behavior. A recent meta-analysis by van Noorden et al. (2015) found that adolescents with strong empathic skills were less likely to engage in cyberbullying and more likely to intervene as bystanders. This suggests that empathy not only reduces direct aggression but also mobilizes teenagers to protect and support their peers.

However, empathy is not an automatic byproduct of social interaction; it must be nurtured. Online environments often obscure cues such as tone of voice, body language, or facial expression, making it more difficult for teenagers to recognize the emotions of others. This "empathy gap" is compounded by the anonymity and speed of online exchanges, which can encourage disinhibition and dehumanization (Suler, 2004). Educational interventions therefore play a critical role in bridging this gap, helping adolescents practice perspective-taking and compassionate dialogue even in text-based environments.

NVC offers one pathway for cultivating empathy. By encouraging individuals to listen actively to the feelings and needs behind others' words—even when those words are hostile—teenagers can learn to respond with compassion rather than

retaliation. Complementary strategies, such as role-playing online scenarios or using digital storytelling, can further reinforce empathic skills.

Coping strategies for safe online dialogue require an integrated approach. Strengthening teenagers' **digital competences** ensures they are equipped to navigate technological risks and manipulative design. Introducing **non-violent communication** provides them with concrete techniques to express themselves and resolve conflicts constructively. Finally, fostering **empathy** helps prevent online aggression and builds the foundation for supportive digital communities.

Youth workers and educators are uniquely positioned to guide adolescents through this process. By combining critical digital literacy, compassionate communication practices, and empathy training, they can help young people not only to withstand online risks but also to transform digital spaces into environments of safety, respect, and inclusion.

Methodological toolkit for youth workers

Having explored the global challenges, risks, and educational needs connected to teenagers' online safety, we now present a structured program built around three interactive parts.

The program is divided into three workshops to ensure maximum productivity while taking into account the cognitive characteristics of the participants' age group.

Across these three workshops, young people explore how to respond to online aggression with respect, how to use empathy as a strength, and how to make safer, more intentional choices about their online identity and digital footprint. The overall aim is to strengthen self-respect, emotional awareness, and concrete communication skills so that teenagers can navigate digital spaces more safely, confidently, and authentically.

This manual provides clear guidance for each of the three workshops, including a selection of exercises with examples to support trainers in facilitating them.

Interactive workshops "Strong Online: Communication, Empathy & Identity in the Digital World"

Target audience: adolescents and young people aged approximately 12–19, including those in vulnerable circumstances such as socially or economically disadvantaged youth, adolescents lacking stable family support, migrants or refugees, and those with health or psychological challenges.

The workshops are recommended to be conducted in age-homogeneous groups and in one language. It is advisable to avoid mixing highly vulnerable participants (e.g. with trauma background, strong social anxiety, or special educational needs) with groups of peers who do not share these challenges, unless trainers are specifically trained to manage such dynamics.

The most effective group size is between 8 and 10 participants as this supports optimal group dynamics while still giving everyone the chance to contribute. The no-show rate should also be taken into account when forming future groups, which can be up to 20%. Nevertheless, the workshops can also be effective with both smaller and larger groups.

The optimal duration of each workshop is 90–120 minutes, not including coffee and/or lunch breaks. Breaks are recommended at least every 45 minutes.

The recommended venue is approximately 75 m² to allow teenagers to perform exercises that require physical movement around the room. Catering is also essential, as food helps maintain energy levels, supports concentration, and creates a welcoming atmosphere that encourages participation and informal interaction among the group

It may be useful to have silent fidget tools along with pens and paper available for participants. Whether to use fidgets should be decided in advance, based on the expected group profile, or on the spot depending on how the session develops. While not essential, such tools can help some teenagers, especially those with ADHD, to concentrate, reduce stress, and keep their hands occupied.

Each workshop is facilitated by two trainers.

Trainers should have knowledge in all three areas covered by the workshops. A formal background in pedagogy or psychology is not required, but it is certainly an advantage. Experience in conducting workshops and trainings is necessary to manage group dynamics and to encourage active participation from all members

while ensuring the overall effectiveness of the workshop. In addition, trainers should have experience working with vulnerable groups.

Both trainers agree in advance on how to divide the workshop content between them. A common way to divide tasks is for one trainer to focus on the theoretical part, while the other facilitates the practical exercises. Both may complement each other's work throughout the session.

Special attention should be given to presenting all social constructs (such as empathy or social media bubbles) in a clear and accessible way.

The sequence of topics in the manual is based on prior experience, but trainers are welcome to adjust the order to best fit their group. Similarly, they should decide which topics require more or less time depending on participant needs. However, all topics should be included over the course of the three workshops, as each one addresses an essential aspect of online safety for teenagers and has been shown to be important.

Materials and equipment: a projector with a screen for displaying PowerPoint presentations from a computer with internet access, handouts for assignments, task sheets, pens, markers and paper, a flip chart and, optionally, silent fidget tools. Each participant should also have a smartphone to be able to take part in surveys. It is also recommended to have accounts on platforms such as Kahoot or Blooket and to prepare questionnaires in advance, or alternatively to prepare materials for conducting quizzes using paper, pens, and colored cards.

Every workshop begins with a discussion of the ground rules, such as respect for others and their opinions and confidentiality, followed by a short warming-up activity and a brief theoretical input with a group discussion designed to actively engage all participants. The workshops also include group tasks, reflection and discussion of the tasks and their outcomes, as well as quizzes and questionnaires to further support learning.

Legal requirements: all participants under the age of 18 must provide consent forms completed by their parents or guardians, covering both participation in the workshops and permission for photo or video recording.

Required supporting documents (see Annex):

- Parental consent form
- Travel cost reimbursement form
- Workshop participation form
- Participant Certificate

- Evaluation form

Insights from piloting the workshops: Based on a pilot session with teenagers, a number of important insights emerged:

- For many teenagers, it is difficult to formulate responses that would actually work and not provoke ridicule or laughter. This indicates that empathy-based communication requires practice, confidence, and emotional self-regulation all of which are essential for de-escalating aggression.
- Some teenagers already intuitively use elements of the Nonviolent Communication (NVC) formula in their daily interactions, even if they do not name it as such.
- It is crucial to understand which communication strategies are appropriate for different types of interlocutors. For example, unknown trolling aggressors are often best ignored, while in close friendships it may be worth investing effort to improve the communication climate.

Workshop 1. Stop the Aggression: Responding with Respect

Objectives:

- Get to know each other, discover what we have in common
- Create a safe and supportive atmosphere for open discussion
- Learn how to de-escalate online aggression using Nonviolent Communication (NVC) and how to stay in control when someone is rude online
- Practice turning aggression into calm, respectful responses
- Practice expressing own needs, boost self-respect and earn respect from others

Methods: Presentation and theoretical input, group discussion, brainstorming, storytelling/case studies, small group task, role play, reflection in circle

Total duration: 115 minutes: 90 min of program activities + 25 min of breaks

Content:

- Introduction of trainers and setting ground rules - 5 min

- Sharing expectations and getting to know each other - 15 min
    - Share the workshop agenda, outline the goals,
    - Exercise “Two truths and a lie about yourself”,
    - Exercise “Similarities and differences”,
    - Exercise “Pros and cons of online life”,
- Introduction to the theme “Responding to aggression with Nonviolent Communication (NVC)” - 5 min
- Exercise “What triggers conflicts online” (group discussion with examples) - 10 min
- Presentation Nonviolent Communication (NVC) with an example - 10 min
- Short break – 10 min
- Exercise in small groups “Rewriting responses”, presentation of outcomes - 20 min
- Reflections (in circle or in small groups) - 10 min
- Round up by trainers - 5 min
- Break – 15 min
- Q&A and Evaluation - 10 min

Activities

Introduction of trainers and setting ground rules - 5 min

Share the workshop agenda, outline the goals - 1 min

Exercise 1. Two truths and a lie about yourself

Objectives:

- Help participants get to know each other in a fun and engaging way.
- Build trust, openness, and a relaxed atmosphere within the group.
- Encourage active listening and interaction.

Materials:

- Pens and paper or smartphones if participants prefer to write down their statements first.

Duration: 5 minutes

Step-by-Step Instructions:

- Introduction by trainers: trainers explain the rules of the game: each participant will share three statements about themselves: two of them true and one false. The group's task is to guess which statement is the lie.
- Preparation (optional): give participants 1–2 minutes to think of their three statements. Encourage them to make the lie believable and the truths surprising, to make the game more engaging.
- Sharing in turn: each participant shares their three statements aloud. The rest of the group briefly discusses and then votes or guesses which one is the lie.
- Revealing the answer: the participant reveals the lie. Trainers may highlight interesting facts that emerge and encourage follow-up questions if appropriate.
- Debrief (optional): trainers can ask participants:
    - What surprised you most during this exercise?
    - How did it feel to share something personal in this format?
    - What did you learn about others in the group?

Exercise 2. Similarities and differences

Objectives:

- Create awareness of shared experiences and diverse perspectives within the group.
- Encourage self-reflection on personal habits and values related to social media use.
- Foster openness and empathy among participants.

Materials:

- A spacious room where participants can form a wide circle (approx. 9 small steps in radius).
- A prepared list of statements for the trainer to read aloud.

Duration: 5 minutes

Step-by-Step Instructions:

- Explaining the rules: trainers ask participants to stand in a wide circle, leaving enough space for everyone to step forward comfortably. The trainer then reads the statements one by one. After each statement is read, those who agree take one step forward and remain in place. Trainers give participants a

moment to look around and notice who stepped forward. There are no right or wrong answers—this is about exploring similarities and differences within the group

- Example statements:
  - I use TikTok every day.
  - I watch Reels/Shorts/TikTok more than I read books.
  - I'm subscribed to people I actually dislike.
  - I've compared myself to a blogger—and felt worse.
  - It's important to me how I look online.
  - I sometimes feel like I spend too much time on my phone.
  - I pretend not seeing a message, even though I did.
  - I saw people getting bullied in the comments—and didn't know how to react.
  - I unfollowed or removed someone because they were toxic.
- Trainers thank participants for their openness and emphasize that the exercise shows both commonalities and differences, which are both valuable.
- Debrief: trainers ask participants:
  - What did you notice when looking around the circle?
  - How did it feel to step forward (or stay back) for certain statements?
  - Did anything surprise you about the group's responses?
  - What insights did this give you about how social media affects us?

Exercise 3. Pros and cons of online life

Objectives:

- Encourage participants to reflect critically on both the positive and negative aspects of online life.
- Stimulate discussion, comparison of perspectives.
- Identify shared experiences as well as unique insights.

Materials:

- Post-it notes (enough for all groups).
- Markers or pens.
- Wall space or flipchart to collect responses.
- A prepared list of possible benefits and risks for trainers to compare with participant answers.

Duration: 5 minutes

Step-by-Step Instructions:

- Explaining the rules: trainers divide participants into small groups of 2–3 people. Each group is given 1–2 minutes to write down their answers to the following two questions:
    - What are the benefits of online life? (minimum 5)
    - What are the risks of online life? (minimum 5)

  For each benefit and risk, groups write one idea per post-it note.

- Sharing result: Groups place their post-it notes on the wall or flipchart. Trainers cluster similar answers together to identify common themes.
- Comparison with prepared list: trainers present a pre-prepared list of potential benefits and risks. The group compares it with their own answers, noticing overlaps and differences.Any differences serve as prompts for further discussion.
- Debrief (optional). Trainers can ask participants:
    - Which benefits or risks were easiest to agree on?
    - Were there any surprising differences between the group's answers and the prepared list?
    - How do these insights reflect your own experience of online life?

Introduction to Nonviolent Communication (NVC)

Objectives:

- Introduce the concept of Nonviolent Communication (NVC) as a tool for responding to online aggression and antisocial behaviour.
- Create awareness of the different types of negative online experiences teenagers face.

Materials:

- Survey results on teenagers' experiences of online behaviour (see Annex).
- Slide "Have you ever experienced any of these behaviours online?"

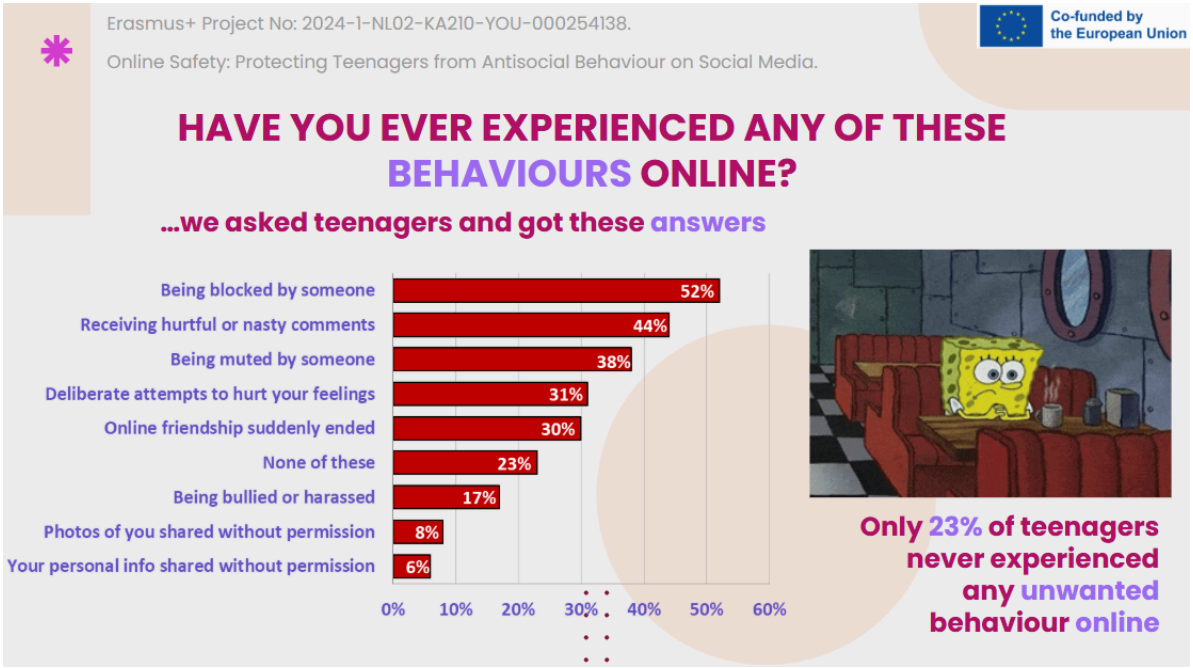
Duration: 5 minutes

Step-by-Step Instructions:

- Present the slide: trainers show the chart with answers from teenagers about unwanted online behaviours.
- Facilitate discussion: trainers ask participants to reflect on the results:
    - What stands out most to you in these numbers?

- Were you surprised by the percentage of teenagers who experienced blocking, negative comments, or harassment?
- How do you think such experiences can affect someone's feelings and behaviour online?

- Transition to NVC: trainers highlight that aggression and harmful behaviours online are widespread.



Exercise 4. What triggers conflicts online

Objectives:

- Explore common triggers that lead to online conflicts.
- Encourage participants to share personal experiences and reflect on their reactions.
- Build awareness of how identity-related issues can intensify conflicts.

Materials: Flipchart or whiteboard to note down key points (optional).

Duration: 10 minutes

Step-by-Step Instructions:

- Trainers start the discussion and ask the following questions:
  - Have you ever seen a full-blown comment war start from just a couple of messages?
  - Can anyone share an example?

    - What kind of phrases trigger intense reactions?
    - What hurts us the most?
- Trainers explain that online conflicts often arise from comments that touch something very personal. *"What hurts us the most? Usually, it's something that touches our identity, the way we see ourselves".*
- The trainer leads a group discussion about the different types of triggers that can cause online conflicts. Together with participants, they identify which areas people tend to react to most strongly. Present examples of groups of triggers:
    - Intelligence and ability
    - Appearance
    - Group identity (gender, nationality, orientation, religion, politics, etc.)
    - Health, mental state, neurodiversity
    - Lifestyle, taste, hobbies, social media habits.
- The trainer asks a group: Which category does this quote belong to and gives examples:
    - "Typical woman — always overreacting"
    - 'You must be one of those brainwashed [party name] supporters".
    - "You don't look autistic — you seem pretty normal to me".
- Group discussion. Trainers invite participants to share their experiences. Guiding questions:
    - How do people usually respond to such comments?
    - Have you ever replied harshly and later regretted it?
    - Were there times when a strong response actually helped?
    - In what situations might a firm response be appropriate?
    - What triggers you? What is the most offensive?
- Debrief: trainers summarize the discussion and highlight that understanding triggers is the first step to choosing more constructive responses online.

Presentation "How Nonviolent Communication helps to stop agression"

Objectives:

- Introduce participants to the concept of Nonviolent Communication (NVC).
- Show how NVC can help respond to online aggression in a constructive way.
- Demonstrate the difference between aggressive, usual, and NVC responses.

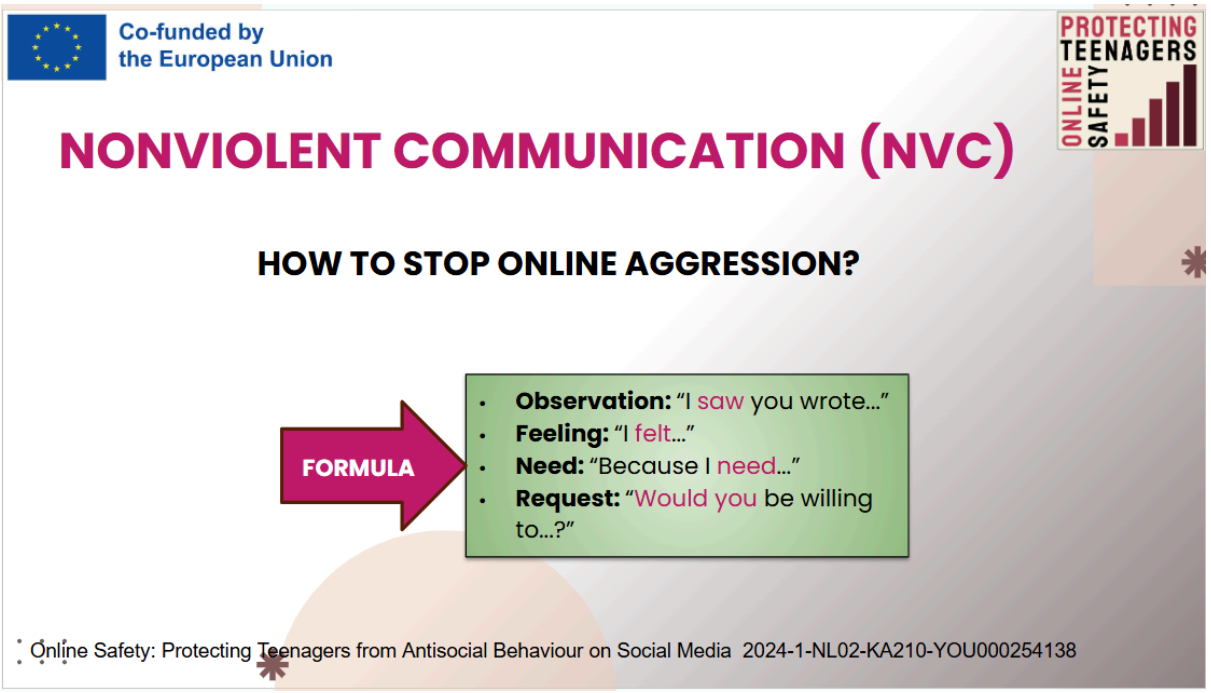
Materials:

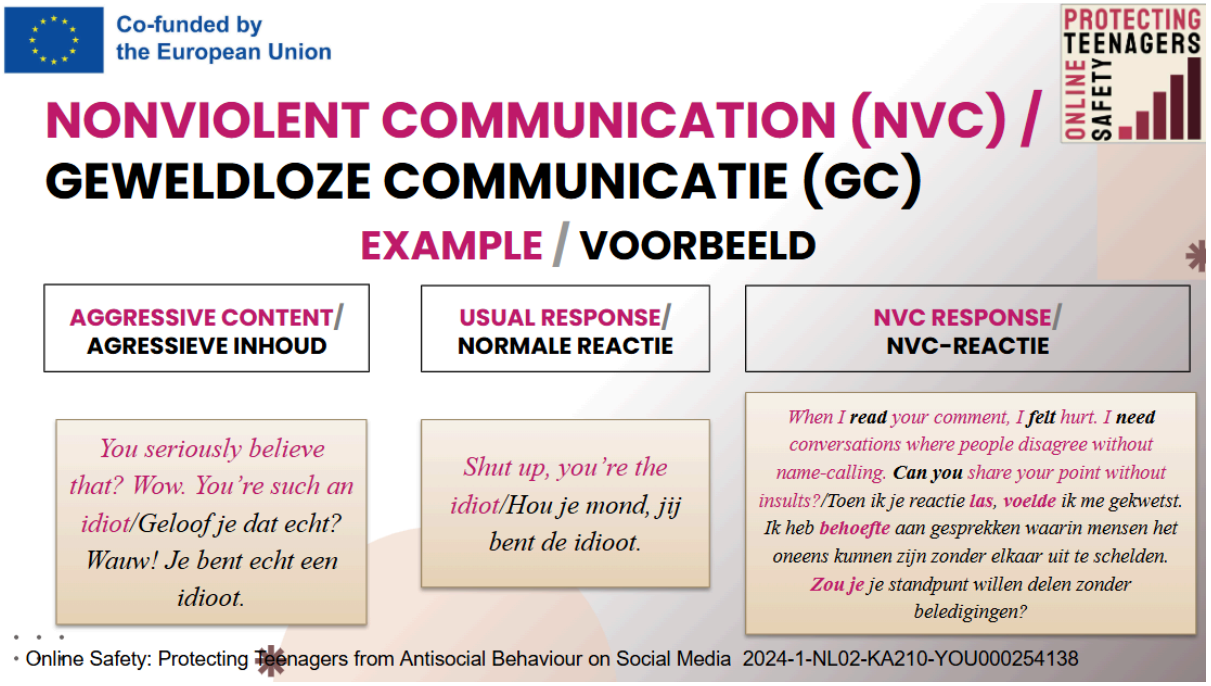
- Slides: NVC Formula and Example of Responses: aggressive content → usual response → NVC response .
- Flipchart or board (optional) to note key points.

Duration: 10 minutes

Step-by-Step Instructions:

- Trainers explain that NVC (Nonviolent Communication) is a method for expressing oneself clearly and empathetically without aggression.
- Trainers present the NVC formula:
  - Observation: "*I saw you wrote…*"
  - Feeling: *"I felt…"*
  - Need: *"Because I need…"*
  - Request: *"Would you be willing to…?"*
- Presentation of the example: trainers show the slide with three types of responses to the same aggressive comment:
  - Aggressive content: *"You seriously believe that? Wow. You're such an idiot."*
  - Usual response: *"Shut up, you're the idiot."*
  - NVC response: *"When I read your comment, I felt hurt. I need conversations where people disagree without name-calling. Can you share your point without insults?"*
- Discuss with participants how the tone, emotion, and outcome change in each example.
- Reflection and discussion. Trainers ask:
  - What differences do you notice between the three types of responses?
  - How does the NVC response change the tone of the interaction?
  - Can you imagine using this approach in your own online communication?
- Debrief: trainers summarize that NVC helps people express their feelings and needs calmly and respectfully, reducing conflict and promoting understanding online.





Exercise 5. Rewriting responses

Objectives:

- To help participants learn how to de-escalate online aggression using Nonviolent Communication (NVC).

- To practice expressing their feelings and needs in a respectful and constructive way.
- To boost self-respect and confidence when responding to online negativity.
- To foster empathy and understanding, earning respect from others through mindful communication.
- To develop awareness of how language choice can transform the tone and outcome of digital interactions.

Materials:

- Slides with examples of aggressive, usual, and NVC-style responses.
- Paper, pens, or digital notes for writing.
- Printed NVC cheat sheets “observation–feeling–need–request”
- Printed or projected online conflict scenarios.
- Optional: printed mini “Comeback Cards”. A one-page handout “Real Responses to Online Hate: instead of reacting with hate, try one of these cool-down comebacks”.

NVC cheat sheets (observation–feeling–need–request)

- **Observation → Don't always say it, just reference it ("That comment", "What you wrote", etc.)**
- **Feeling → Use one simple feeling word ("hurt", "disrespected", "dismissed")**
- **Need → State a short value ("respect", "kindness", "space to be real")**
- **Request → Can super short ("Can we talk, not fight?", "Don’t come at me like that", or none at all)**

Duration: 20 minutes

Step-by-Step Instructions:

- Trainers explain: "Instead of reacting with more aggression, we’re going to learn how to respond with strength and empathy. That’s what Nonviolent Communication is all about. It’s not about being ‘soft’, it’s about being smart, staying in control, and standing up for yourself while breaking the cycle of hate."
- Trainers remind participants of the NVC formula
    - Observation: “I saw you wrote…”

  - Feeling: “I felt…”
  - Need: “Because I need…”
  - Request: “Would you be willing to…?”
- Trainers present the idea of a short NVC-style response: a brief and simple version that can be used in quick online interactions.
  - Observation: don't always say it, just reference it ("That comment", "What you wrote", etc.)
  - Feeling: use one simple feeling word ("hurt", "disrespected", "dismissed")
  - Need: state a short value ("respect", "kindness", "space to be real")
  - Request: can be implied or super short ("Can we talk, not fight?", "Don’t come at me like that", or none at all)
- Example for reference:
  - Aggressive comment: *“You seriously believe that? Wow. You’re such an idiot.”*
  - Longer NVC-style version: *“When I read your comment, I felt disrespected. I want to have open discussions, but with respect. Could you say what you mean without calling names?”*
  - Short NVC-style options:
    - *“That hit hard. I’d rather talk without name-calling.”*
    - *“I want to hear your view, but not like that.”*
    - *“I’m open to debate, not insults.”*
- Small group work. The trainer divides participants into small groups (2–3 people each) and gives each group an online conflict scenario (see examples attached) with a toxic/aggressive comment to work with.
  - The task:
    - Read the comment carefully and discuss its possible emotional impact.
    - Write the *typical reactive* response on the given comment.
    - Rewrite it as a respectful NVC-style response, applying the formula discussed earlier.
    - Write a short NVC-style response.
    - From all the responses the group creates, choose one example of the longer and a short NVC-response to present later in the plenary discussion.
    - Choose the person to read the chosen NVC responses aloud.
  - Tips for participants:
    - Use real, natural language, just keep it respectful.
- Group sharing:

    - Each small group shares their rewritten responses by reading it aloud.
    - Trainers highlight particularly effective examples and comment on tone, empathy and clarity
- Trainers make a note of any group that makes especially strong or creative responses and praise them publicly to reinforce respect and self-esteem.
- Outcome goals recap:
    - Aggression won't spread further, they break the fight cycle
    - They express their needs clearly using the NVC structure
    - Self-respect increases. They learn to respond with calm strength
    - Others respect them more. Their message stands out with maturity and control

Conflict scenarios

Scenario 1:

"You seriously believe that? Wow. You're such an idiot."

Short NVC-style response options:

"That hit hard. I'd rather talk without name-calling."
"I want to hear your view, but not like that."
"I'm open to debate, not insults."

Longer version (for practice):

"When I read your comment, I felt disrespected. I want to have open discussions, but with respect. Could you say what you mean without calling names?"

Scenario 2:

"Only losers post stuff like this. Go cry somewhere else."

Short NVC-style responses:

"Not cool. I share things that matter to me."
"You don't have to agree, but mocking isn't helping anyone."
"I post real stuff. If that bothers you, scroll on."

Longer version:

"When I saw that comment, I felt hurt. I'm trying to be real here. I'd appreciate it if you could keep it respectful."

Scenario 3:

"Your opinion is trash. Just stop talking."

Short NVC-style responses:

"Everyone gets to have a voice—even me."
"You don't have to agree, but silencing others isn't it."
"Let's disagree without shutting people down."

Longer version:

"I felt dismissed by that comment. I need space to express myself, even if we see things differently."

Scenario 4:

"LMAO you're such a try-hard. Embarrassing."

Short NVC-style responses:

"Trying isn't embarrassing. Hating is."
"Better a try-hard than a tear-down."
"If being proud of something is cringe, I'm good with that."

Longer version:

"That comment felt belittling. I put effort into this and I need encouragement, not shame."

Scenario 5:

"Wow. You're so ugly, why would you post this?"

Short NVC-style responses:

"That's not okay. I'm proud of how I look."
"If putting others down helps you feel better, I hope you find something kinder."
"Bullying isn't a flex."

Longer version:

"That comment hurt. I need to feel safe sharing things online without being judged for how I look."

Reflections

Objectives:

- Encourage participants to reflect on their experience of using NVC-style responses.
- Help participants evaluate how realistic and applicable these methods feel in real online situations.
- Explore whether the approach needs adaptation for different contexts or types of interlocutors.
- Support the development of personal insight about how responding calmly affects self-perception and how others may perceive them.
- Strengthen confidence in applying respectful communication strategies beyond the workshop.

Materials: No special materials required (optional: flipchart to note recurring insights).

Duration: 10 minutes

Step-by-Step Instructions:

- Form the reflection circle or small groups. Trainers invite participants to sit in a circle or gather in groups of 3–4, depending on group size and room layout.
- Trainers guide reflection with the following questions (and should select a limited number of them (5-7) in advance, depending on the available time and group engagement):
    - How did it actually feel to answer like that?
    - What if you posted something like this for real, how would it go?
    - Could this make things worse or better?
    - Do you think people would see you differently?
    - Would you see yourself differently?

    - Do you think the method needs adaptation for certain people or platforms? If yes, how would you modify it?
    - Did using this style make you feel more in control or more vulnerable?
    - Did any part of this approach make you feel stronger or calmer?
    - Can you think of a recent conflict where this method might have helped?
    - How would you adapt this approach when responding to a friend, a stranger, or a troll?
    - With which types of people do you think this method would work best?
    - How do you decide when empathy is worth trying and when it's better to stop engaging?
    - What might stop you from using it and how could you overcome that?
    - What is one thing you want to remember from this workshop when you face online aggression again?
- Optional: create a mini "Comeback Card". Trainers can give teens a one-page handout like "Real Responses to Online Hate (The Respectful Comeback Card): instead of reacting with hate, try one of these cool-down comebacks": This list can also be expanded with participants' own examples or responses they liked from other groups during the workshop.
    - "That was uncalled for. Can we keep this civil?"
    - "I'm here for real convos, not attacks."
    - "Mocking someone doesn't make your point stronger."
    - "Let's disagree without tearing each other down."
    - "Trying to shame me says more about you than me."
    - "Nah, I'm staying kind. Try it sometime."
    - "Respect goes both ways. You in?"

- **Comeback Card**
- Real Responses to Online Hate (The Respectful Comeback Card): instead of reacting with hate, try one of these cool-down comebacks:
- *"That was uncalled for. Can we keep this civil?"*
- *"I'm here for real convos, not attacks."*
- *"Mocking someone doesn't make your point stronger."*
- *"Let's disagree without tearing each other down."*
- *"Trying to shame me says more about you than me."*
- *"Nah, I'm staying kind. Try it sometime."*
- *"Respect goes both ways. You in?"*

Round up by trainers

Objectives:

- Summarize the main insights from the workshop:
  - What online aggression looks like and what triggers it.
  - How NVC helps de-escalate conflict and express needs clearly.
  - The difference between reactive, aggressive replies and respectful, constructive responses.
  - The value of staying calm, confident, and respectful online.

Materials: No special materials required (optional: flipchart to note recurring insights).

Duration: 5 minutes

Step-by-Step Instructions:

- Trainers highlight progress made during the exercises:
  - participants successfully transformed aggressive comments into NVC-style responses;
  - they practiced expressing needs and setting boundaries calmly;
  - they demonstrated empathy, clarity, and emotional awareness in group work.
- Trainers encourage participants to reflect on which categories of online interlocutors these strategies might work well with (e.g., peers, family, classmates, open-minded people) and with whom they might not be effective (e.g., trolls, people seeking conflict).
- Trainers emphasize that the goal is not to "fix" aggressive people but to keep control over one's own tone, dignity, and wellbeing.
- Trainers thank participants for their openness, contributions, and respectful attitude throughout the workshop.

Q&A and Evaluation

Objectives:

- Provide participants with an opportunity to clarify remaining questions about NVC, triggers, or workshop content.

- Ensure participants leave with a clear understanding of the key concepts and tools.
- Collect structured feedback to improve future workshops and adapt content to participants' needs.
- Allow participants to reflect on their learning experience and evaluate the workshop in a safe, anonymous format.

Materials: Evaluation questionnaires; flipchart to note recurring insights (optional).

Duration: 10 minutes

Step-by-Step Instructions:

- Trainers invite participants to ask final questions about NVC, triggers, emotional regulation, or any workshop activity.
- Trainers offer short, practical clarifications and additional examples where needed.
- Trainers distribute the evaluation questionnaire. Participants fill in the form individually.
- Trainers explain that anonymous feedback is important for improving the program and tailoring future workshops.
- Completed questionnaires are collected before participants leave.
- Note: the evaluation questionnaire is included in Annex: Training Materials.

Workshop 2. Empathy: Your Secret Power

Objectives:

- Maintain a respectful group atmosphere
- Learning what empathy is and how it differs from agreement
- Understand what's really going on behind people's mean comments
- Build awareness of common misunderstandings and false assumptions in online communication. Improve recognition of how easily online messages can be misread or misinterpreted.
- Learn the Empathic Communication Formula and how to respond to aggression with empathy without agreeing or backing down
- Learn to recognize others' feelings and needs through group exercises
- Practice writing short, constructive replies that de-escalate tension
- Learn how to stay calm and professional—even in heated situations

Methods: Presentation and theoretical input, group discussion, brainstorming, storytelling/case studies, small group task, role play, reflection in circle, quiz

Total duration: 115 minutes: 90 min of program activities + 25 min of breaks

Content:

- Greeting, recap, ground rules revision - 5 min
- Warming-up activity - 5 min
- Introduction of the theme “What is empathy anyway?” and exercise (group discussion with examples) - 15 min
- Quiz “Voel jij het?” - 10 min
- Presentation Empathic Communication Formula and Empathic response to aggression with examples - 10 min
- Short break – 10 min
- Exercise “Guessing the emotion & need” in pairs, presentation of outcomes - 20 min
- Reflections (in circle or in small groups) - 10 min
- Round up by trainers - 5 min
- Break – 15 min
- Q&A and Evaluation - 10 min

Activities:

Greeting, recap, ground rules revision - 5 min

Exercise 1. Emoji Misunderstanding

Objectives:

- Warm up the group and activate participants at the start of the session
- Demonstrate how easily online messages can be misread or interpreted differently.
- Build awareness that tone is often unclear in digital communication.
- Prepare participants for the theme of empathy by showing that people may react differently to the same signal.

Materials:

- Slide or printed cards with emojis that can be interpreted in multiple ways. Example of emojis: 🙂 😐 🙃 😏 😬 🙄 😩
- Optional: projector or a large sheet of paper.
- Pens and paper or smartphones if participants prefer to write down their statements digitally.

Duration: 5 minutes

Step-by-Step Instructions:

- Show the emojis on the screen. Trainers display 6–8 emojis that commonly cause mixed interpretations. Suggested set: 🙂 😐 🙃 😏 😬 🙄 😩
- Quick poll:
    - Trainers ask the group:
        - "Which of these emojis looks friendly?"
        - "Which looks annoyed?"
        - "Which one can be both positive and negative?"
    - Participants raise hands or point at the screen.
    - Trainers briefly explain 2–3 typical examples of misunderstandings:
        - Example 1: 🙂
            - Some see it as a friendly smile.
            - Others read it as passive-aggressive or "fake polite."
        - Example 2: 🙃
            - Some interpret it as playful.
            - Others as sarcastic or annoyed.
        - Example 3: 😏
            - Some read it as flirty or confident.
            - Others see it as arrogant or mocking.
    - Trainers ask for 3–4 quick voices from the room. Participants raise hands and share in one sentence each.
        - "Which emoji do you think is most confusing?"
        - "Has anyone had a message misunderstood because of an emoji?"
- Mini-reflection. Trainers conclude:
    - "This is why empathy is important: online we often don't fully know how someone feels."
    - "Today we'll learn how to look behind the message and understand the emotion."

Introduction of the theme "What is empathy?"

Objectives:

- Introduce participants to the concept of empathy as a practical, learnable skill.
- Highlight the difference between empathy and sympathy or agreement.

- Build awareness that empathy reduces aggression by shifting focus from the message to what lies behind it.

Materials:

- Slide: "What is empathy anyway?"
- Flipchart or board (optional) for noting key ideas.

Duration: 15 minutes

Step-by-Step Instructions:

- Trainers open the discussion by asking the following questions and invite participants to reflect. Trainers encourage 2–3 short responses without going too deep yet.
    - What do you think empathy is?
    - Do you think you can understand someone without agreeing with them?
    - Why might empathy feel risky when someone is being rude to you?
- Introducing the concept of empathy. Empathy = trying to understand what someone feels or needs, not saying they're right.
    - Trainers emphasize: empathy is a skill, not just a personality trait.
    - A skill can be trained, practiced, improved, exactly what this workshop will do.
    - Trainers highlight: empathy is a tool for surviving in the social world, both online and offline. It helps us stay calm, professional and emotionally intelligent in conflict situations.
- Why empathy is harder online. Trainers explain:
    - Online communication removes nonverbal cues (tone, facial expression, body language), which normally help us interpret meaning. This makes misunderstandings more frequent — sarcasm may feel like aggression, neutral comments may sound cold, etc.
    - Because of this, empathy online requires slowing down and actively trying to understand what's behind the message.
- Why empathy reduces aggression:
    - Empathy slows down the "attack–defend" cycle.
    - It focuses attention on the emotion or need behind the rude comment, not the insult itself.
    - When people receive an unexpected empathetic response, it often disarms them and opens space for real conversation.

- Mini discussion to connect insights to personal experience. Trainers ask en collect 3–4 short comments:
    - How might understanding the feeling behind a rude comment change your reaction?
    - Why do you think many people expect a fight (and not empathy) online?
    - Can you remember a moment when someone showed you empathy instead of arguing?
- Debrief. Trainers summarize:
    - Empathy is a trainable skill that helps reduce aggression and prevent escalation.
    - It does not mean agreeing, giving up, or excusing rude behaviour.
    - It means understanding what lies behind the message, which is often emotion, stress or unmet needs.
    - This understanding forms the foundation for the rest of the workshop's practices.

Quiz "Can you feel it?"

Objectives:

- Help participants test their understanding of empathy, online behaviour, and common misinterpretations.
- Raise awareness about typical myths and false assumptions in digital communication.
- Encourage participants to think critically about emotional cues online.
- Prepare the group for deeper work on empathic responses.

Materials:

- Smartphones for all participants.
- Online quiz platforms such as Kahoot, Quizlet, Blooket, or Mentimeter.
- Prepared quiz questions.
- Projector or shared screen for displaying the quiz.

Duration: 10 minutes

Step-by-Step Instructions:

- Set-up
    - Trainers ask all participants to take out their smartphones.

    - Participants join the quiz session via Kahoot/Quizlet/Blooket using the displayed game code.
    - Trainers remind the group that the quiz is anonymous and meant for fun and learning.
- Run the quiz with the following questions. The quiz platform automatically displays who got the most answers correct (if gamified).
    - The more followers you have, the safer you feel online.
      Correct answer: False
    - Sarcasm and jokes in chats can be perceived as aggression.
      Correct answer: True
    - If someone insults others in an online game, it's just emotions, not bullying.
      Correct answer: False
    - If someone doesn't reply to you immediately, it means they're ignoring you.
      Correct answer: False
    - The more likes you get, the higher your self-esteem.
      Correct answer: False
    - Empathy means being able to put yourself in someone else's shoes, even if you don't agree with them.
      Correct answer: True
    - Saying "Why are you reacting like this?" helps calm the other person down.
      Correct answer: False
    - If a friend texts you "I feel bad," even without details, it's worth replying.
      Correct answer: True
    - When someone is rude or mean, it often means they're having a hard time—not that you did something wrong.
      Correct answer: True
    - If someone is rude in chat, it means they're just a toxic person.
      Correct answer: False
- Short debrief. Trainers highlight key insights revealed by the quiz:
    - Many rude messages online come from stress, insecurity, or emotional overload, not from "toxic personalities."
    - Empathy does not mean agreement.
    - Misinterpretations (sarcasm, silence, frustration in games) are extremely common online.

- Responding to emotional cues ("I feel bad") matters more than having all the details. Empathy means responding to someone's feelings rather than their full story: you don't need to know who's at fault or what exactly happened, what matters is acknowledging their pain.

Presentation: "Empathic Communication Formula"

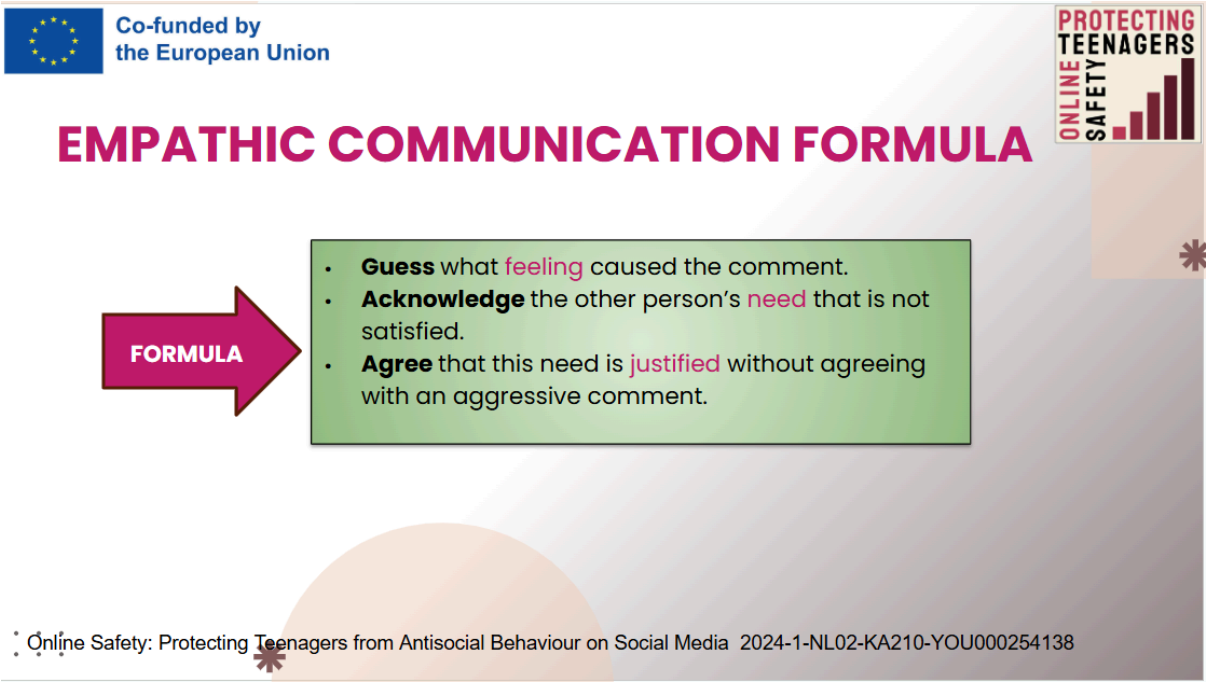
Objectives:

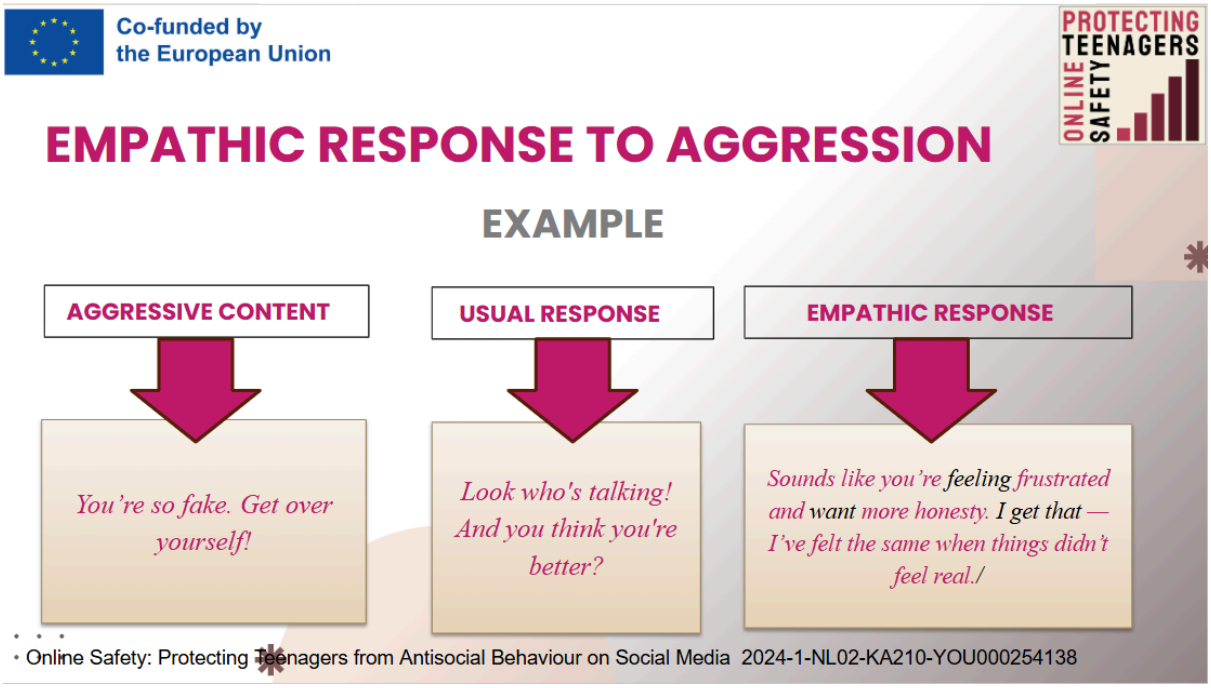
- Introduce the Empathic Communication Formula and practice "empathic guessing" (identifying feelings and needs behind aggression).
- Increase awareness that empathy is a learnable, trainable skill.
- Explain how empathic responses reduce aggression by focusing on underlying feelings and needs.
- Demonstrate the difference between aggressive, usual, and empathic responses through examples.
- Highlight that empathy is harder (and more essential) in online communication without nonverbal cues.
- Build confidence in using calm, insight, and empathy as forms of personal power.

Materials:

- Slides: Empathic Communication Formula + Empathic Response Example.
- Flipchart or board (optional) for key points.

Duration: 10 minutes





Step-by-Step Instructions:

- Introduce the idea of empathic communication: trainers explain:
  - Empathy is a practical skill, not something you're simply born with.

    - Skills can be trained, improved, used deliberately and applied effectively, especially during conflict.
    - Online communication makes empathy harder due to the absence of nonverbal cues, because we don't see tone, face, or body language, and therefore even more important.
    - Empathic responses reduce aggression because they focus on what lies behind the message, not on the insult itself which most people do not expect. Empathic responses shift the focus from the words to the feeling and need behind them.
- Present the Empathic Communication Formula (slide) as a tool for responding to online aggression. Trainers show the formula and explain each step.
    - Guess what **feeling** might have caused the comment.
    - Acknowledge the other person's **need** that is not being satisfied.
    - Agree that the need is understandable/**justified** without (!) agreeing with the aggressive comment or rude behaviour.
- Trainers emphasize:
    - Empathy ≠ agreement.
    - Empathy ≠ giving up your position. It simply shows that you understand the emotion behind the behaviour.
- Present the slide with an example and demonstrate the difference between aggressive, usual, and empathic responses through concrete examples. Trainers show the three responses:
    - Aggressive content: "*You're so fake. Get over yourself!*"
    - Usual response: "*Look who's talking! And you think you're better?*"
    - Empathic response: "*Sounds like you're feeling frustrated and want more honesty. I get that, I've felt the same when things didn't feel real.*"
    - Trainers highlight the shift From attack ⇒to counterattack ⇒to empathic recognition of feelings and needs
- Group reflection and discussion. Trainers ask (encourage several short answers.):
    - What differences do you notice between the three responses?
    - How does the empathic response change the tone of the interaction.
    - Why do you think empathy is disarming in conflict?
    - Can you imagine using this approach in your own online communication?
- Debrief: trainers summarize:

- Empathic communication helps de-escalate aggression by focusing on feelings and unmet needs instead of reacting to the insult.
- You can understand someone without agreeing with them.
- Most aggressive comments hide frustration, insecurity, stress, or disappointment - not actual hatred.
- Empathy is a powerful tool not only because it shifts the focus from the insult to the underlying feeling but and also because people simply don't expect it online.
- This formula will be practiced in the next exercises.

Exercise 2. Guessing the emotion & need

Objectives:

- Teach participants to identify the possible emotion behind an aggressive online comment ("What might they be feeling?").
- Teach participants to identify the possible need that is not satisfied ("What might they want or long for?").
- Practice crafting short empathic replies that show understanding—not agreement.
- Strengthen the skill of "empathic guessing" as a practical tool for de-escalating online aggression.
- Build awareness that aggression often masks frustration, insecurity, or unmet needs.
- Increase confidence in using empathy as an alternative to reactive or defensive responses.

Materials:

- Empathy cheat sheet (emotions + needs list)
- Printed or projected online offensive comments
- Paper, pens, or digital notes for writing
- Printed or projected slides with examples of aggressive, usual and empathic responses.

Duration: 20 minutes

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GUESSING THE EMOTION & NEED

What to do

1. Guess what the *aggressor* might be feeling (anger, insecurity, etc.)
2. Guess what they *might need* (respect, recognition, belonging, etc.)
3. Craft a short response that shows empathy— not agreement—but understanding

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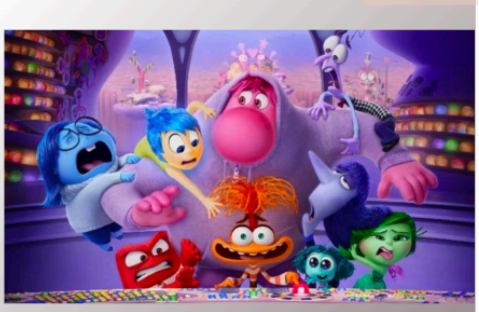
GUESSING THE EMOTION & NEED

Example 1

"No one asked for your opinion. Just stop talking."

- **Guess**: They might feel annoyed, want control or to be heard themselves
- **Response**: "Sounds like you're frustrated—maybe you feel like your voice doesn't get space?"



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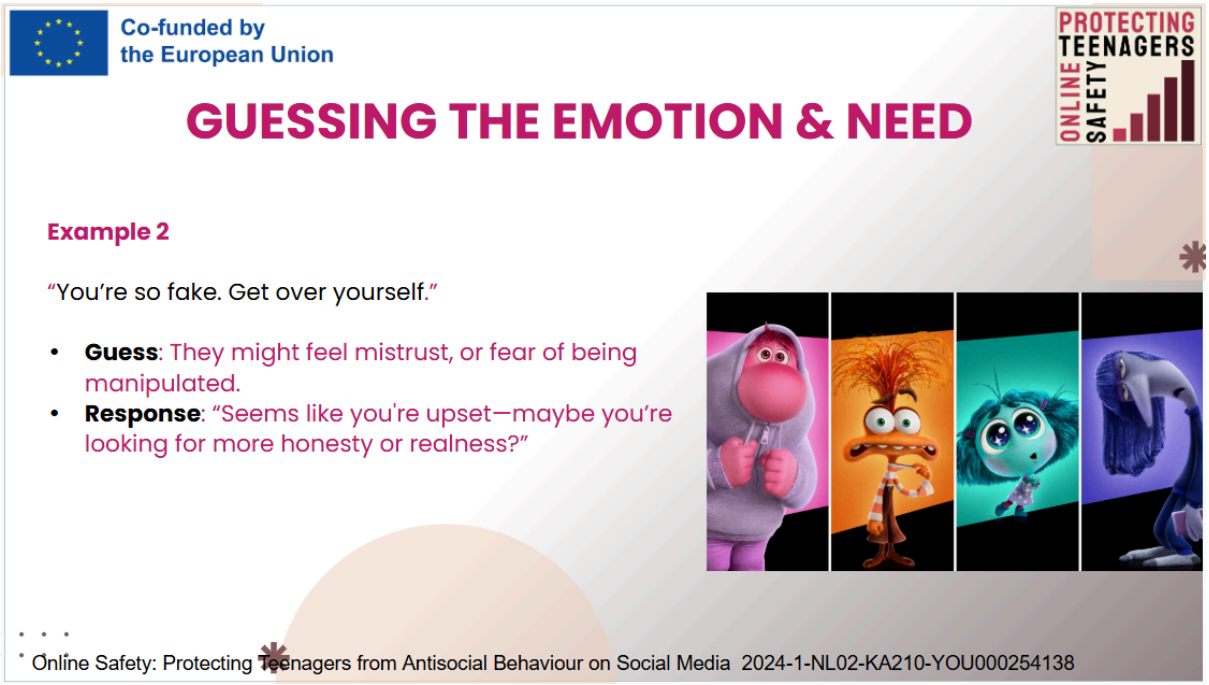


Step-by-Step Instructions:

- Trainers introduce the key idea:"Before reacting to aggression, try to guess what emotion and need might be behind the comment. Empathy doesn't mean agreeing, it means understanding what could be going on underneath."
- Trainers remind the simple formula from the slide:
  - Guess the feeling (anger, frustration, insecurity, disappointment, etc.)
  - Guess the need (respect, honesty, recognition, belonging, control, space, etc.)
  - Craft a short empathic response showing understanding, not approval.
- Trainers briefly show the examples from the slides so participants understand the structure:
  - Example N1 for reference:
    - Aggressive comment: "No one asked for your opinion!o Just stop talking",
    - Guessed feeling: They might feel annoyed, frustrated, or overwhelmed or want more control or space to express themselves.
    - Guessed need: A need to be heard, to feel respected, or to have their voice acknowledged.

        - Short empathic response: “Sounds like you’re frustrated6 maybe you feel like your voice doesn’t get space?”
    - Example N2 for reference:
        - Aggressive comment: “You’re so fake. Get over yourself.”,
        - Guessed feeling: They might feel mistrust, irritation, or fear of being manipulated.
        - Guessed need: A need for honesty, realness, transparency, or authenticity..
        - Short empathic response: “Seems like you’re upset—maybe you’re looking for more honesty or realness?”
- Small group work. The trainer divides participants into small groups (2–3 people each) and gives each group a list with a 2 toxic/aggressive comment to work with (see examples attached) with an example.
    - The task:
        - Read the comment carefully and discuss its possible emotional impact.
        - Guess the emotion behind it (write down 1–2 possible feelings)
        - Guess the need behind it (write down 1–2 possible needs).
        - Craft an empathic response, using the guesses.
        - From all the responses the group creates, choose one example of the empathic response to present later in the plenary discussion.
        - Choose the person to read the chosen response aloud.
    - Tips for participants:
        - Use real, natural language, just keep it respectful.
        - Not apologizing.
        - Not agreeing.
        - Brief understanding (“Seems like…”, “Sounds like you want…”)
- Sample Offensive Comments for Group Work:
    - People like you are ruining everything.
    - Don’t talk like this to me EVER AGAIN!
    - This is why no one takes you seriously.
    - Why does everything have to be done in the dumbest way possible?
    - Stop acting like you're the boss. No one cares.
    - Try again when you learn how to not embarrass yourself.
    - This is the dumbest thing I’ve seen all day.
    - Nobody wants you here
    - Just shut up already.
    - You're such a failure

- Group sharing:
    - Each small group shares their written responses by reading it aloud.
    - Trainers highlight particularly effective examples and comment on tone, empathy and clarity. Responses that show calmness, clarity, or surprising empathy, creativity and thoughtful phrasing
    - Trainers positively reinforce attempts and explain that the goal is the process, not perfection

Reflections

Objectives:

- Encourage participants to reflect on their experience of using the "emotion & need" empathy method.
- Help participants evaluate whether empathic guessing feels realistic and applicable in real online conversations.
- Explore what adjustments may be needed for different platforms, contexts, or types of people.
- Support participants in understanding how calm, empathic responses affect their self-perception and how others may perceive them.
- Strengthen confidence in using empathy-based communication beyond the training room.
- Invite participants to identify personal takeaways they want to use in future online conflicts.

Materials: No special materials required (optional: flipchart to note recurring insights).

Duration: 10 minutes

Step-by-Step Instructions:

- Form the reflection circle or small groups. Trainers invite participants to sit in a circle or gather in groups of 3–4, depending on group size and room layout.
- Trainers guide reflection with the following questions (and should select a limited number of them (5-7) in advance, depending on the available time and group engagement). Trainers encourage brief, honest sharing—no need for long stories:
    - Reflect on the difference between an NVC response and an empathic response, and when each approach is more useful.

        - NVC response: focuses on my feelings, my needs, and my boundary or request.
        - Empathic response: focuses on their possible feelings and their unmet needs behind the aggression.
    - How did it actually feel to answer like that?
    - What if you posted something like this for real, how would it go?
    - Could this make things worse or better?
    - Did it feel weird to 'understand' someone who was being rude?
    - What changes when you respond with empathy instead of getting angry?
    - Do you think people would see you differently?
    - Do you think the method needs adaptation for certain people or platforms? If yes, how would you modify it?
    - Did using this style make you feel more in control or more vulnerable?
    - Did any part of this approach make you feel stronger or calmer?
    - Can you think of a recent conflict where this method might have helped?
    - How would you adapt this approach when responding to a friend, a stranger, or a troll?
    - With which types of people do you think this method would work best?
    - How do you decide when empathy is worth trying and when it's better to stop engaging?
    - What might stop you from using it and how could you overcome that?
    - What is one thing you want to remember from this workshop when you face online aggression again?
- Optional: Create a mini "Comeback Card". Participants may write down one empathic line they personally like and would use in real life. This list may also be expanded with examples from other groups.

Round up by trainers

Objectives:

- Summarize the main insights from the workshop:
    - What empathy is and how it differs from sympathy or agreement.
    - Why online misunderstandings happen easily and how empathy helps reduce them.
    - How the Empathic Communication Formula works in real conversations.

- How empathic responses de-escalate aggression by focusing on feelings and unmet needs.
- The value of staying calm, grounded, and insightful during online conflict.

Materials: No special materials required (optional: flipchart to note recurring insights).

Duration: 5 minutes

Step-by-Step Instructions:

- Trainers highlight progress made during the exercises:
  - participants learned to "look behind the message" and identify possible feelings and needs,
  - they practiced crafting empathic responses that show understanding without agreeing,
  - they demonstrated emotional awareness, perspective-taking, and calm reasoning in group work.
- Trainers emphasize the strength of empathy. Trainer says:
  "When someone says something mean, it's natural to feel attacked and to want to hit back. But empathy isn't weakness. It's actually one of the strongest responses you can give because it keeps you in control. You don't lose your cool, you don't lose your dignity, and you don't close the door to real talk."
- Trainers reinforce why empathy is powerful. Empathy slows down aggression and opens space for real conversation. "Now I've changed the conversation. I'm not a target anymore, they have to think."
- Trainers add a final message about leadership:
  "When you respond with empathy, you're not saying the behaviour is okay, you're showing that you choose clarity over chaos. That's leadership."
- Trainers encourage participants to reflect on where empathic responses might work well (e.g., peers, friends, family, open-minded people) and where they may not be effective (e.g., trolls, people seeking conflict).
- Trainers highlight that the goal is not to "fix" aggressive individuals but to keep control over one's own tone, dignity, and wellbeing. Empathy is a form of personal power.
- Trainers thank participants for their openness, engagement, and respectful attitude throughout the workshop.

Q&A and Evaluation

Objectives:

- Provide participants with an opportunity to clarify remaining questions about empathy, online misunderstandings, the Empathic Communication Formula, or any workshop activity.
- Ensure participants leave with a clear understanding of how to apply empathic responses in real online situations.
- Collect structured feedback to improve future workshops and adapt the content to participants' needs and experiences.
- Give participants space to reflect on their learning experience and evaluate the workshop in a safe and anonymous format.

Materials: Evaluation questionnaires; flipchart to note recurring insights (optional).

Duration: 10 minutes

Step-by-Step Instructions:

- Trainers invite participants to ask any final questions about empathy, online communication, emotional cues, or any exercises practiced during the workshopy.
- Trainers offer short, practical clarifications and additional examples where needed.
- Trainers distribute the evaluation questionnaire. Participants fill in the form individually.
- Trainers explain that anonymous feedback is essential for improving the program and shaping future workshops to better fit participants' needs.
- Completed questionnaires are collected before participants leave.
- Note: the evaluation questionnaire is included in the "Evaluation and Assessment" section.

Workshop 3. My Online Self: What I Share, What I Hide

Objectives:

- Maintain a respectful group atmosphere
- Explore personal online styles and self-presentation, discussing safe vs. risky choices
- Reflect on their own safe and unsafe online practices
- Discuss how usernames and avatars shape online identity
- Understand the meaning and risks of a digital footprint
- Craft a positive online profile to enhance digital well-being and reputation

Methods: Presentation and theoretical input, group discussion, brainstorming, storytelling/case studies, small group task, reflection in circle, quiz

Total duration: 120 minutes: 95 min of program activities + 25 min of breaks

Content:

- Greeting, ground rules revision - 5 min

- Introduction of the theme and exercise "What's your online style?" (group discussion with examples) - 20 min
- Quiz "Are you playing it safe online?" - 10 min
- Exercise in small groups "Online me vs offline me", discussion of outcomes - 30 min
- Short break – 10 min
- Exercise 'Usernames & avatars — let's talk identity', group discussion - 10 min
- Reflections in circle: creating a personal "online identity guide" and sharing strategies for privacy and authenticity – 10 min
- Round up by trainers, Q&A and evaluation - 10 min
- Closing coffee - 15 min with possible extension

Activities

Greeting, ground rules revision - 5 min

Introduction to the theme "What's your online style?"

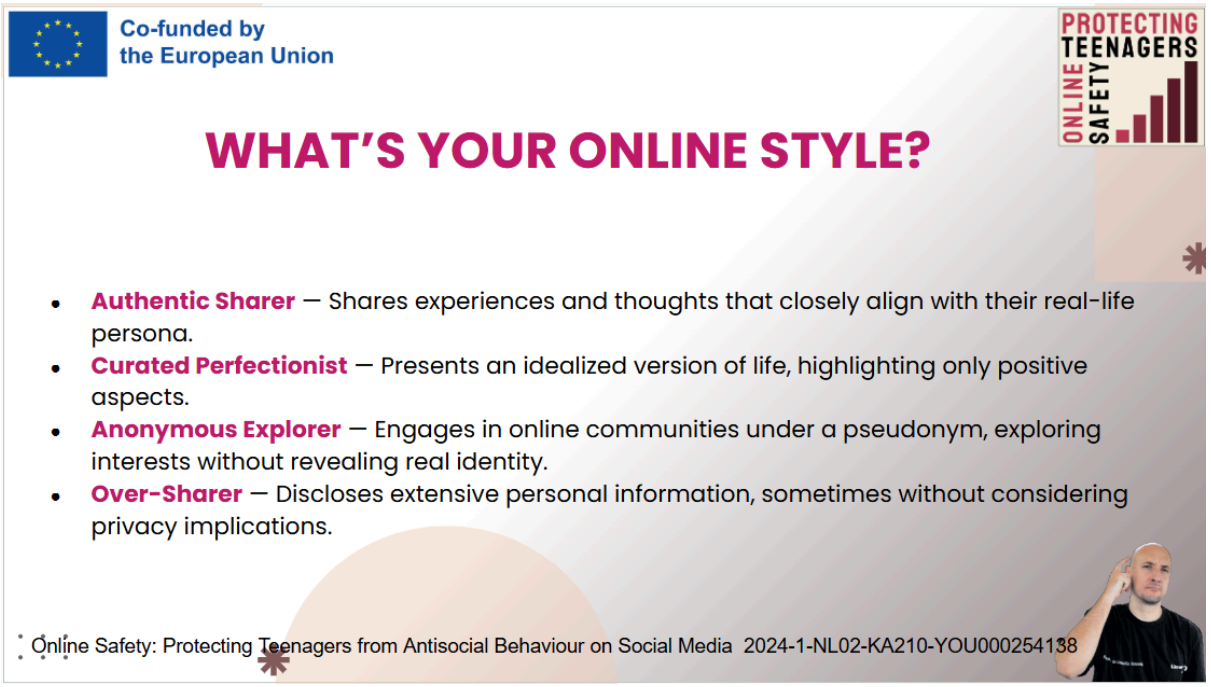
Objectives:

- Introduce participants to the idea of online self-presentation and how people create different digital personas.
- Help participants explore what they share online, why they share it, and how it shapes their online identity.
- Raise awareness of safer vs. riskier sharing habits using real data (teen survey results).
- Encourage reflection on their own online style through relatable character examples.
- Foster critical thinking about online self-presentation and equip teenagers with the tools to navigate the digital world safely and authentically.
- Build understanding that online identity is a mix of choices, habits, and strategies: sometimes conscious, sometimes not.

Materials:

- Slides: "What do teenagers share online?", "What's your online style?" and character examples (Emma, Lars, Sanne, Daan, Alaa).
- Flipchart or board (optional) to note key patterns.
- Markers or sticky notes (optional).

Duration: 20 minutes



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WHAT'S YOUR ONLINE STYLE?

Lars only posts carefully selected photos — gym, fashion, travel. His captions are inspirational quotes. Everything looks flawless, like a magazine

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WHAT'S YOUR ONLINE STYLE?

Under the nickname FoxMind, Sanne is active on a Discord server about anime and neurodiversity. No one there knows who she is in real life

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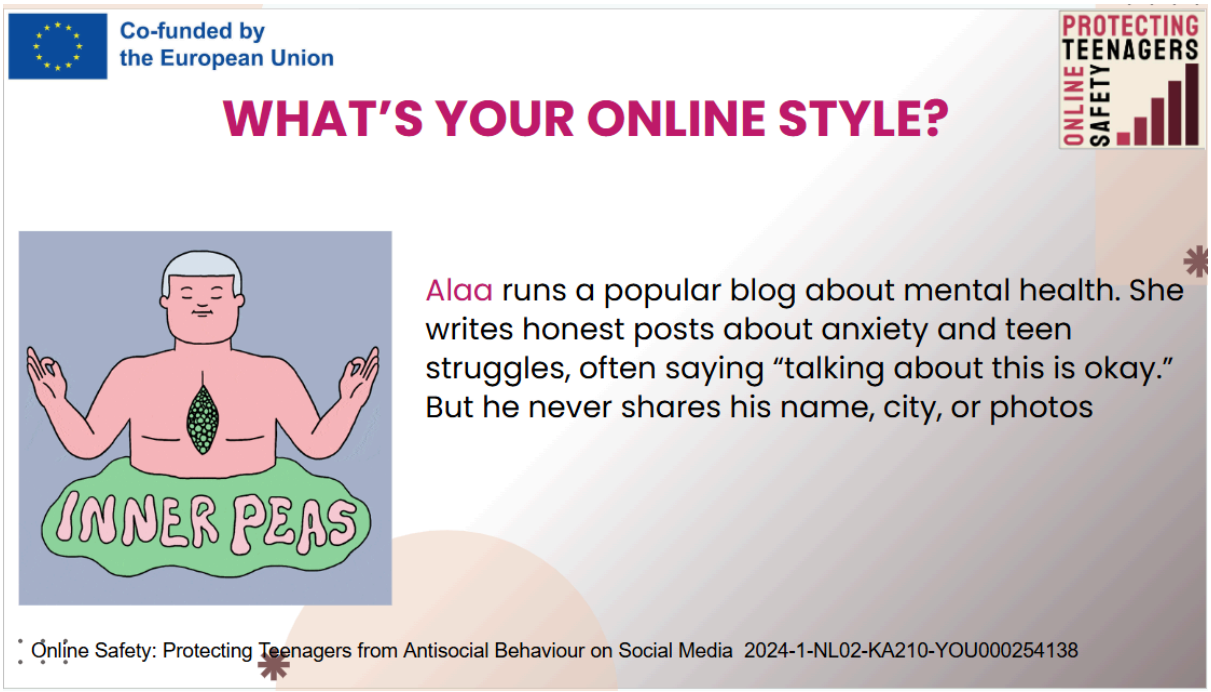


Step-by-Step Instructions:

- Introduce the theme. Trainers begin by explaining that online identity is not fixed, it is shaped by choices: what we post, what we hide, how we present ourselves, and what others assume about us. Trainers say: "Today we're

going to look at the different ways people show themselves online and what we can learn from these patterns."

- Present the survey slide: "What do teenagers share online?"
    - Trainers show the bar chart and invite quick reactions:
        - "What do you personally share most often from this list?"
        - "Do these numbers surprise you?"
        - "Which categories feel safe to share, and which could be risky?"
    - Highlight key insight from the slide: even though most teens know the risks, they still leave a digital trace that can be used for profiling, targeting, or misunderstanding.
- Introduce the concept of "online styles". Trainers show the slide "What's Your Online Style?" and briefly explain the four categories. Emphasize: "There is no 'right' or 'wrong' style, each comes with its strengths and vulnerabilities."
    - **Authentic Sharer** – open, honest, shows real life
    - **Curated Perfectionist** – shares best moments, polished image
    - **Anonymous Explorer** – active online but prefers privacy
    - **Over-Sharer** – posts intensely, sometimes without considering risks
- Present and discuss the five character slides (Emma, Lars, Sanne, Daan, Alaa). For each slide: trainers read the short profile aloud and ask 1–3 quick questions. Encourage short, spontaneous answers, not long discussions.
    - **Emma** regularly shares her feelings, unfiltered photos, and details about her day - both the good and the bad. She isn't afraid to be herself, even if not everyone understands her.
        - Trainers ask the following questions:
            - "Which online style do you think this profile fits best?"
            - "What do you like about Emma's style?"
            - "What risks might she not see?"
        - The trainers announce the correct answer: Emma is an Authentic Sharer
    - **Lars** only posts carefully selected photos - gym, fashion, travel. His captions are inspirational quotes. Everything looks flawless, like a magazine:
        - Trainers ask the following questions:
            - "Which online style do you think this profile fits best?"
            - "Why do you think Lars posts only perfect moments?"
            - "How might people misinterpret his profile?"
        - The trainers announce the correct answer: Lars is a Curated Perfectionist

- **Sanne**. Under the nickname FoxMind, Sanne is active on a Discord server about anime and neurodiversity. No one there knows who she is in real life
  - Trainers ask the following questions:
    - "Which online style do you think this profile fits best?"
    - "What are the advantages of being anonymous?"
    - "Can anonymity also create challenges?"
  - The trainers announce the correct answer: Sanne is an Anonymous Explorer
- **Daan**. Daan posts almost every step in his Stories — what he ate, who he hung out with, who upset him. Sometimes he shares screenshots of chats or family arguments.
  - Trainers ask the following questions questions:
    - "Which online style do you think this profile fits best?"
    - "What might motivate someone to share that much?"
    - "Could this affect friendships or safety?"
  - Trainers announce the correct answer: Daan is an Over-Sharer
- **Alaa** runs a popular blog about mental health. She writes honest posts about anxiety and teen struggles, often saying 'talking about this is okay.' But he never shares his name, city, or photos.
  - Trainers ask the following questions questions:
    - "Which online style do you think this profile fits best?"
    - "Alaa is open about struggles but still protects privacy. What do you think about that balance?"
    - "Do you know someone who posts in a similar way?"
- The trainers point out that this example is intentionally ambiguous: Alaa could be seen as an **Authentic Sharer** (because of the honest posts about mental health) *and* as an **Anonymous Explorer** (because their real identity is hidden). Trainers invite participants to choose a category and **justify their choice**, explaining what makes Alaa closer to one style or the other. The focus is not on finding the "correct" answer, but on practising argumentation and noticing how one person can fit into more than one online style.

- Group reflection: trainers invite a quick show of hands and ask participants:
  - "Who relates most to Emma? Lars? Sanne? Daan? Alaa?"
  - "Who thinks they are a mix of several styles?"
  - Trainers highlight that most people combine 2–3 styles depending on:
    - the platform (Instagram vs. Discord),
    - the audience (close friends vs. public),

        - their mood, goals, and comfort level.
    - "Do you think your online style matches who you are offline?"
    - "Do you choose your style on purpose, or does it just happen?"
    - "Which style feels safest for your privacy and mental well-being?"
- Debrief and transition. Trainers summarize:
    - Everyone has an online style, often without realizing it.
    - The way we present ourselves online shapes how others see us and how we feel about ourselves.
    - Different styles involve different risks and advantages.
    - Understanding your online style helps you make safer, smarter choices.
- Trainers conclude: "In the next activities, we'll explore how your online identity compares to your offline identity and what you want your digital footprint to say about you."

Quiz "Are you playing it safe online?"

Objectives:

- Help participants test their understanding of online safety, privacy, digital identity, and risky behaviours.
- Raise awareness about common myths regarding privacy, disappearing content, private profiles, and online behaviour.
- Encourage critical thinking about what is safe vs. unsafe to post online.

Materials:

- Smartphones for all participants.
- Online quiz platforms such as Kahoot, Quizlet, Blooket, or Mentimeter.
- Prepared quiz questions.
- Projector or shared screen for displaying the quiz.

Duration: 10 minutes

Step-by-Step Instructions:

- Set-up
    - Trainers ask all participants to take out their smartphones.
    - Participants join the quiz session via Kahoot/Quizlet/Blooket using the game code shown on the screen.

    - Trainers remind the group that the quiz is anonymous, fun, and designed to help everyone reflect on their online habits.
- Run the quiz with the following questions. The quiz platform automatically displays who got the most answers correct (if gamified).
    - If you delete a post, no one will ever see it again.
      Correct answer: False
    - You can lose a study or job opportunity because of what you post at age 15.
      Correct answer: True
    - If your profile is private, no one can see what you post.
      Correct answer: False
    - Stories disappear after 24 hours, so you can post anything.
      Correct answer: False
    - Online you can be whoever you want - and that's totally safe.
      Correct answer: False
    - Influencers are always just like they are in real life.
      Correct answer: False
    - In online games, you can say whatever you want — it's not social media.
      Correct answer: False
    - If someone sends you something mean in DMs, there's nothing you can do.
      Correct answer: False
    - Deleting a mean comment solves the problem.
      Correct answer: False
    - If someone DMs you "are you dumb?", what is that?
        - An opinion
        - Aggression
        - A reason to panic
        - A fact

      Correct answer: Aggression
- Debrief. Trainers highlight key insights revealed by the quiz:
    - Deleting is not the same as disappearing: screenshots, caches, and forwardings can keep content alive forever.
    - A private profile is not fully private: friends, followers, screenshots, and reposts still exist.
    - Stories are not temporary, they can be saved, recorded, forwarded.
    - Online identity is flexible but not always safe, anonymity can create risks, not just freedom.

- Influencers curate their image: what you see is not the whole reality.
- Online games are still social spaces: messages there can also be harmful or reportable.
- There are always actions you can take in response to harassment: blocking, reporting, muting, talking to adults, saving proof.
- Deleting a mean comment doesn't solve the underlying issue if the conflict or pattern continues.
- Aggression online is common and recognizable. Learning to identify it helps you set boundaries.
- Online safety requires awareness, boundaries, and intentional choices, not just privacy settings.

Exercise 1. Online vs offline me

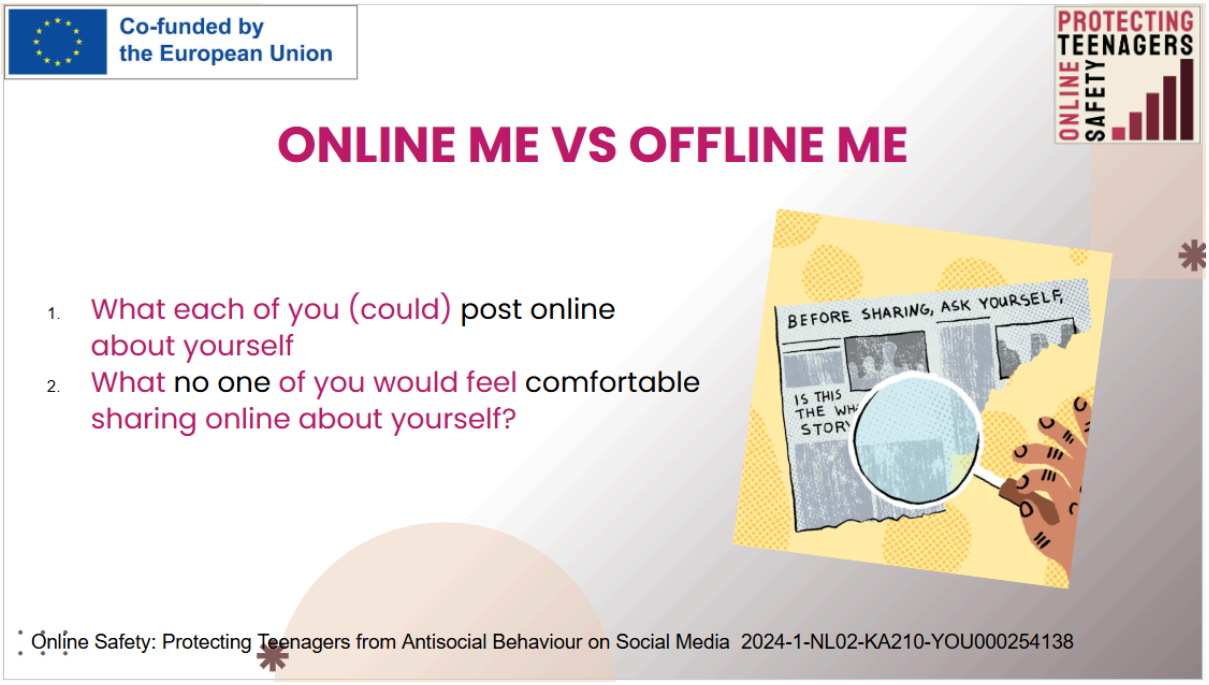
Objectives:

- Encourage participants to reflect on what they share (or could share) online versus what they keep private in offline life.
- Build awareness of personal boundaries, privacy, and comfort levels when presenting themselves online. Discuss both: benefits and risks of online self-presentation.
- Highlight the differences between one's real-life identity and curated online identity.
- Open discussion about motives for sharing or hiding information online (privacy, image, safety, judgment, habit, etc.).
- Support participants in developing healthier, more intentional online self-presentation.

Materials:

- Slide "Online me vs offline me."
- Paper, pens, or digital notes for writing
- Flipchart to collect patterns and insights (optional).
- Printed list of types of content that can be shared online
- Post-it notes

Duration: 30 minutes



N	EN: What do you share online
1	Travel or event photos
2	Filtered selfies
3	Achievements: competitions, grades, hobbies
4	My art or music
5	Food
6	Memes that reflect my mood
7	Humor
8	Opinions on events or news
9	Bad grades or mistakes
10	Feeling down or anxious
11	Stress, anxiety, loneliness
12	Photos without filters
13	Family members
14	Family problems
15	Emotions: fear, jealousy, anger
16	Personal struggles
17	Bikini photo

Step-by-Step Instructions

- Introduce the exercise. Trainers explain: “Each of us shows different parts of ourselves online and offline. Some things we happily share, others feel too personal or too risky. In this activity, we explore those differences not to judge them, but to understand why they exist”. Trainers briefly present the two guiding questions from the slide:
    - What each of you (could) post online about yourself?
    - What none of you would feel comfortable sharing online about yourself?
- Trainers hand out a printed list of types of content that can be shared online to support discussion and give concrete examples.
- Small group work:
    - Participants split into groups of 2–3 people.
    - Trainers emphasize: No one is required to share anything sensitive.
    - Each group member receives post-it notes and the printed list of online content types. Individually, each participant writes two sets of post-its:
        - “What I would share online” — one idea per post-it
        - “What I would not share online” — also one idea per post-it
    - Participants can speak in general categories (e.g., “I post hobbies but not personal conflicts”). The idea is to reflect on patterns, not private details.
    - Participants place their post-its in two columns on the table (or on a sheet).
    - The group compares their individual lists and notices similarities, differences, and any surprising choices. Group discusses what reasons do they have for sharing or not sharing certain content?
    - Are there patterns (e.g., everyone avoids family issues; everyone shares humor)?
    - Each group chooses 2–3 interesting insights/patterns (a surprising difference, a strong common pattern, or a debate point) to quickly share what they observed (not personal details) in the plenary session.
- Plenary sharing
    - Groups briefly present their findings to the whole room:
        - Shared pattern (s)
        - Difference(s) within the group
        - Other insight(s) about online identity or privacy
    - Trainers highlight themes that appear across groups (e.g., boundaries, safety, self-presentation, image management).
- Trainers guide reflection using questions from the slides:

    - Should there be a boundary between your “real-life” self and your online self?
    - Do you think your peers are real online?
    - Why do people choose to show or hide certain things online?
        - Privacy?
        - Fear of judgment?
        - Wanting to look good?
        - Safety?
        - Pressure to fit in?
    - What are the risks of presenting your true self or of presenting an overly curated self?
    - Is anything becoming a habit just because “everyone does it”?
- Trainers collect key themes on the flipchart:
  privacy, control, image, safety, reputation, embarrassment, comfort, boundaries.
- Debrief. Trainers summarize:
    - We all manage two identities: online and offline and both are real, but not always the same.
    - Different levels of sharing reflect comfort, safety, maturity, and personal boundaries.
    - Being thoughtful about what you share protects your privacy, emotional well-being, and future opportunities.
    - There is no “right” online style but being intentional is key.

Exercise 2. Usernames & avatars

Objectives:

- Raise awareness that usernames and avatars are part of one's online identity.
- Help participants reflect on how they choose names and images for different platforms.
- Discuss what makes usernames/avatars safe, risky, or misleading.
- Strengthen understanding of privacy, self-expression, and future consequences.
- Encourage more intentional, thoughtful choices for online presentation.

Materials:

- Flipchart for collecting examples

- Paper, pens, or digital notes for writing

Duration: 10 minutes

Step-by-Step Instructions:

- Introduce the theme. Trainers start the activity: "Your username and avatar are part of your online identity. They can express who you are or accidentally reveal too much. Today we'll look at what makes a name or avatar safe, smart, or risky."
- Trainers ask for a quick show of hands:
  - "Who uses the same username everywhere?"
  - "Who uses different ones depending on the app?"
- Trainers briefly ask (no one is pressured to share personal usernames, only if they want):
  - "Why did you choose your current nickname?"
  - "Do you feel like your username shows something about you? Why"
- Small-group discussion: What makes a good username/avatar?
  - Participants form groups of 2–3. Trainers ask them to discuss the following questions (shown on the slide) and write down the answers. Groups are encouraged to think of examples they've seen (without naming real people):
    - What makes a username or avatar "good"? (privacy, creativity, self-expression, style, safety)
    - Should you use different usernames on different platforms (because of safety, privacy, "I'm a different version of me on each platform")? Why or why not?
    - What kinds of usernames or avatars feel uncomfortable, unsafe, or inappropriate?
  - Examples trainers may mention if needed:
    - Good/neutral usernames (represent hobbies or interests; do not reveal personal info; creative but safe): PixelPainter, SkateboardSky, PuzzleWolf, EchoTrail, CodeNinja.
    - Risky/inappropriate usernames:
      - Aggressive or violent: KillYou, HateQueen, Nazi420
      - Revealing real identity: full name + birth year, school name
      - Sexist, racist or rude words
      - Copying influencers or toxic meme characters

        - Avatars with provocative poses, stolen images, or anything that could embarrass them later
- Plenary discussion. Each group shares one insight they found interesting or a point where their opinions differed.
    - Examples:
        - "Many of us choose usernames based on hobbies — but didn't realise how much they reveal."
        - "We all agreed it's safer to use different usernames for gaming vs Instagram."
        - "Several people mentioned seeing avatars that were funny now but might look bad in the future."
    - Trainers highlight:
        - Usernames and avatars create impressions, even if you don't notice.
        - They can help you express yourself but can also accidentally reveal too much.
        - Choosing safer, neutral, or creative names is part of protecting your digital identity.
    - Trainer's closing remark: "Your username is like your digital outfit, people see it before they meet you. It can say 'this is me,' but it should never put you at risk."

Reflections

Objectives:

- Help participants synthesize everything learned in the workshop about online identity, self-presentation, privacy, usernames, avatars, and digital footprints.
- Encourage teenagers to translate insights into personal, practical guidelines they can use in daily online life.
- Promote mindful, intentional online behavior that balances authenticity, safety, and well-being.
- Provide space for sharing strategies that support safer, healthier online engagement.
- Strengthen group reflection and create a positive, supportive closing atmosphere.

Materials:

- Small cards or half-sheets of paper for creating a mini "Online Identity Guide"
- Pens or markers
- Optional: flipchart for collecting shared strategies

Duration: 10 minutes

Step-by-Step Instructions:

- Set the scene. Trainers invite everyone to sit in a circle. They explain: "Throughout this workshop, we explored what you share online, how you present yourself, what usernames and avatars say about you, and what kind of digital footprint you leave behind. Now it's time to turn this into something practical - your personal Online Identity Guide."
- Trainers emphasize: "You only write things YOU are comfortable with. No one will read your guide unless you choose to share."
- Create your personal "Online Identity Guide".
    - Trainers hand out small cards or half-sheets.
    - Participants are invited to write 3–5 personal rules they want to follow when being online.
    - Trainers offer guiding prompts (shown on a slide or verbally):
        - What information am I comfortable sharing publicly? (e.g. hobbies, art, memes, achievements)
        - What information do I prefer to keep private? (location, family issues, personal struggles, unfiltered emotions, private photos)
        - How do I want to present myself through usernames and avatars? (creative, safe, non-revealing)
        - How can I respect other people's privacy? (not posting photos of friends without asking; avoiding screenshots of private chats)
        - What is one habit I want to stop? And one I want to continue? (e.g., stop impulsive posting; continue using different usernames per platform)
        - What boundary helps me protect my mental well-being online? (not answering messages when overwhelmed; not reading comments at night)
    - Trainers may give 2–3 examples to inspire participants:
        - "I share hobbies and achievements, but not personal conflicts."

        - "I use different usernames for different platforms to protect privacy."
        - "I avoid posting when I'm angry or upset."
        - "I always check if others are okay with being in my photos."
        - "I don't post anything that could embarrass me later."
- Sharing strategies in the circle. Participants are invited (voluntarily) to share one guideline or one strategy they think is useful for others. Trainers keep the atmosphere light, encouraging short statements.
    - Guiding questions:
        - "What's one rule you wrote that feels important to you?"
        - "What strategy helps you stay safe online?"
        - "Which insight from today will change how you behave online?"
        - Trainers note recurring ideas on the flipchart (privacy, boundaries, emotional safety, online reputation, intention vs. impulse, balancing authenticity and protection etc.)
- Debrief and transition:
    - Trainers summarize: "Your online identity is something you build through choices, habits, usernames, photos, and the things you share or don't share. Your guide is a way to stay intentional, authentic, and safe."
    - "Online identity should express *who you are*, but never put you at risk. These small personal rules can help you stay in control of your digital footprint."
    - Trainers invite participants to keep their guide (in their notebook, wallet or phone) as a quick reminder before posting.

Round up by trainers, Q&A and evaluation

Objectives:

- Summarize the main insights from the workshop:
    - The different online styles and how they shape digital identity.
    - Why people choose certain usernames, avatars, and posting habits.
    - The difference between safe and risky online self-presentation.
    - How online and offline identities differ and why that matters.
    - How digital footprints work and why they are important.
- Reinforce the value of intentional, thoughtful online behaviour.
- Ensure participants leave with clear, practical takeaways for privacy, authenticity, and digital well-being.
- Provide space for questions, clarifications, and anonymous evaluation.

Duration: 10 minutes

Materials: Evaluation questionnaires; flipchart to note recurring insights (optional).

Step-by-Step Instructions:

- Trainers highlight progress made during the workshop
- Trainers briefly recap the skills and insights the group developed:
    - Participants explored how different online styles (Authentic Sharer, Curated Perfectionist, Anonymous Explorer, Over-Sharer) influence identity and perception.
    - They analyzed what they share online and why certain choices feel safe, risky, or comfortable.
    - They reflected on differences between online and offline selves, discovering personal boundaries and motivations.
    - They discussed how usernames and avatars can reveal, hide, or shape identity.
    - They created a personal Online Identity Guide to support safer, more intentional posting habits.
- Trainers emphasize: “Today, you didn’t just learn what you post, you learned why you post, and how these choices shape your digital footprint.”
- Trainers reinforce the importance of intentional online identity and says:
    - Online identity isn’t an accident. It’s built from hundreds of small choices: what you post, what you hide, how you present yourself, which username you choose. Every choice sends a message.
    - Being thoughtful online doesn’t take away your freedom, it protects it. When you know what you're comfortable sharing and what you want to keep private, you stay in control of your digital life.
    - Your online identity can show the best of you! Your creativity, your humour, your talent, but it should never put you at risk.
    - Your digital footprint lasts longer than the moment you post. Future opportunities, friendships, and your own well-being can be shaped by what you share now.
    - Choosing what to post is not about fear — it’s about freedom with awareness.
    - Being intentional online is a form of self-respect.
- Q&A
    - Trainers open the floor for final questions: “Anything still unclear about online identity, safety, usernames, digital footprints, or anything we covered today?”

    - Trainers provide short, practical clarifications and real-life examples.
- Evaluation
    - Trainers distribute the evaluation questionnaire. Participants fill it in individually and anonymously.
    - Trainers explain that anonymous feedback is essential for improving the program and shaping future workshops to better fit participants' needs.
    - Trainers collect completed forms before participants leave.
    - Note: the evaluation questionnaire is included in Annex: Training Materials.
- Closing tone. Trainers thank participants for their openness, their reflections, their respectful engagement, their willingness to explore personal online habits thoughtfully.
- Final remark: "Your online identity is your choice — every post, every username, every click. Make those choices work for you, not against you."

Evaluation and assessment

The evaluation and assessment framework for this program was designed to reflect the principles of non-formal education and to capture not only knowledge acquisition, but also changes in attitudes, reflection processes, and the practical applicability of skills in everyday digital life. Given the sensitive nature of online behaviour and peer interactions, assessment focused on formative, reflective, and participatory methods rather than summative testing.

The evaluation combined **three complementary types of assessment**: formative assessment during workshops, self-assessment by participants and qualitative feedback collected at the end of each workshop cycle. This mixed approach allowed trainers to monitor learning processes in real time while also capturing participants' own interpretations and experiences.

Formative assessment during workshops

Throughout the workshops, trainers continuously assessed learning through observation, group discussions, role-play exercises, and reflection circles. Particular attention was paid to how participants applied concepts such as nonviolent communication, empathic guessing, and boundary-setting in practical exercises. Trainers noted whether participants were able to distinguish between aggressive, reactive, empathic, and nonviolent responses, and how confidently they experimented with alternative communication strategies.

This ongoing assessment also helped identify misunderstandings and unexpected interpretations. For example, during the empathy workshop, some participants creatively reinterpreted empathic responses as a form of ironic or "soft" online trolling. While unintended, this insight was valuable for trainers, as it revealed the need to more explicitly discuss ethical intent and the difference between genuine empathy and strategic provocation.

Self-assessment and reflection

Self-assessment was a central component of the program. At the end of each workshop, participants were invited to reflect on what they had learned, how comfortable they felt using the tools, and whether they could imagine applying them in real online situations. Reflection questions focused on emotional awareness ("How did it feel to respond this way?"), perceived usefulness ("Would this work in real life?"), and personal relevance ("When could I use this?").

Many participants reported a strong sense of relevance and transferability to everyday life. As one participant noted:

> *"It was actually fun, and not boring like school. Everything we learned feels like something I can use every day online."*

Another reflected on increased self-control:

> *"I realised I don't always have to answer fast. I can choose how I respond, or not respond at all."*

At the same time, self-assessments revealed ambivalence and critical thinking. Some participants questioned whether empathic responses would always be effective, especially with anonymous trolls, indicating a nuanced understanding rather than blind acceptance of the methods.

Qualitative feedback and participant quotes

At the end of the program, participants completed anonymous evaluation forms combining scaled questions with open-ended prompts. Overall feedback highlighted high engagement, perceived relevance, and appreciation for the interactive and respectful learning environment. The majority described the workshops as enjoyable, practical, and different from traditional classroom learning.

Typical feedback included statements such as:

> *"It felt more like talking with people than being taught. That made it easier to be honest."*

> *"I liked that we practiced real comments, not fake examples. That's how it actually is online."*

Importantly, the evaluations also captured critical and unexpected interpretations. One participant commented:

> *"The empathy thing is interesting, but you could also use it to mess with people and make them uncomfortable in a smarter way."*

Rather than being treated as failure, such feedback was analysed as evidence of active engagement and reinterpretation. It demonstrated that teenagers do not passively absorb concepts but actively test their social meaning within their peer culture. These insights informed recommendations to youth workers to explicitly address ethical use, intention, and responsibility when teaching empathic and nonviolent communication skills.

Overall assessment outcomes

The evaluation indicates that the program successfully increased participants' awareness of online antisocial behaviour, expanded their repertoire of possible responses, and encouraged reflection on personal responsibility and emotional regulation in digital spaces. While not all participants embraced every method uncritically, most reported gaining tools they could adapt to their own contexts.

'It is always good to have a manuscript for each session, but improvisation and feeling the needs of the group is equally important'.
Sara, Sweden.

In line with non-formal education principles, success was not defined by uniform outcomes, but by meaningful engagement, reflection, and the ability to make informed choices. The assessment results confirm that the workshops created a space where teenagers could both learn and challenge ideas—an essential condition for developing authentic, responsible online behaviour.

'One needs to adapt the material to each and every group taking into account the size of the group (a bigger group may take longer time for certain sessions e.g. discussions and reflections)'.
Ulla, Sweden.

Evaluation form

To what extent do you agree with the following statemens (from 1 - not at all to 5 - agree completely)

N	Statement	1	2	3	4	5
1	The content of this workshop was interesting / De inhoud van deze workshop was interessant	☐	☐	☐	☐	☐
2	The topic of the workshop was relevant for me / Het onderwerp van de workshop was relevant voor mij	☐	☐	☐	☐	☐
3	The excersises were engaging / De oefeningen waren boeiend	☐	☐	☐	☐	☐
4	I gained new knowledge during this workshop / Ik heb nieuwe kennis opgedaan tijdens deze workshop	☐	☐	☐	☐	☐
5	I gained new practical skills during this workshop / Ik heb nieuwe praktische vaardigheden geleerd	☐	☐	☐	☐	☐
6	The trainers provided clear instructions / De trainers gaven duidelijke instructies	☐	☐	☐	☐	☐
7	I was able to freely express my opinion / Ik kon vrij mijn mening uiten	☐	☐	☐	☐	☐
8	Participants freely exchaged their thoughts / De deelnemers wisselden vrijelijk hun gedachten uit	☐	☐	☐	☐	☐
9	The facility of the workshop was pleasant /De locatie van de workshop was aangenaam	☐	☐	☐	☐	☐
10	The food during the workshop was tasteful / Het eten tijdens de workshop was smakelijk	☐	☐	☐	☐	☐
11	There were enough coffee breaks / Er waren genoeg koffiepauzes	☐	☐	☐	☐	☐
12	I would recommend this workshop to my friends and peers / Ik zou deze workshop aanbevelen aan mijn vrienden en kennissen	☐	☐	☐	☐	☐

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Annex

Required supporting documents

Workshop participation form

PROTECTING TEENAGERS ONLINE SAFETY

Co-funded by the European Union

WORKSHOP
STRONG ONLINE: COMMUNICATION, EMPATHY & IDENTITY IN THE DIGITAL WORLD

For whom: Teenagers (Ages 12–19)
Duration: 4 hours (free lunch included). **Spoken language**: NL & EN
Participation: Free | Parent permission required for those under 18
Where: Vosselmanstraat 299 | 7311 CL | Apeldoorn | NL
When: June 1, 2025 11:00 - 15:00

What's this workshop about?

In today's world, teenagers spend a lot of time online—chatting, posting, gaming, and scrolling. But the digital world can be full of pressure, conflicts and confusion. How to deal with it? We believe we can figure out the answers together! During the workshop we will be discussing how to:

- Respond to online hate or aggression without losing your cool
- Use empathy as a superpower to deal with tough or rude people and conversations
- Understand and manage how you present yourself online (and why it matters)

It'll be fun and engaging, we will share real tools you can use the very next time you are online.

This workshop helps to build:

- Confidence to speak up online without attacking
- Clarity on who you are and what you want to share
- Emotional intelligence to keep online spaces safer for yourself and others

What are you going to do during the workshop?

- Learn how to stay in control online
- Rewrite toxic comments into strong, nonviolent comebacks using real scenarios
- Understand what's really going on behind people's mean comments
- Learn to guess others' feelings/needs and write short, powerful replies that de-escalate tension
- Discuss real vs. curated identities and who sees what
- Explore types of online personas: which are safe, and which are risky
- ...and much more (the flyer is too small to fit all the cool stuff in :)

Don't forget to choose your free lunch — check out page 2

Erasmus+ project "Online safety: Protecting teenagers from antisocial behaviour on social media". No. 2024-1-NL02-KA210-YOU-000254138

PAGE 2:

THE MENU

Just pick what you want for lunch and send us the numbers of the dishes (yep, more than one is fine!). Be kind to the planet — only order what you'll actually eat. And don't forget to mention any allergies!

Fuel Up Stuff:

1. **Vegetarian Panini**
   With grilled vegetables, sun-dried tomato, mozzarella, and pesto
   Served with olive and pesto mayo
2. **Panini Jakarta**
   Our favorite! With pulled chicken, red onion, cheese, and sambal
   Served with chili sauce
3. **Panini Mexico**
   With pulled chicken, cheese, homemade chipotle sauce.
   Served with "salsa on the side"
4. **Deluxe Healthy Coda**
   Whole grain sandwich with cheese, tomato, cucumber, egg, raw veggies, olive, and pickle
5. **Avocado/Egg Sandwich**
   Whole grain sandwich with avocado, boiled egg, capers, sun-dried tomato, and pea sprouts
6. **Focaccia Brie Sandwich**
   Brie with honey, arugula, and walnuts
7. **Croquettes on Bread (veggie option available)**
   On white sourdough bread
8. **Special of the Day**
   Always a unique sandwich. Let yourself be surprised
9. **Soup of the Day**
   A homemade surprise soup served with bread and a spread.

Sweet Stuff:

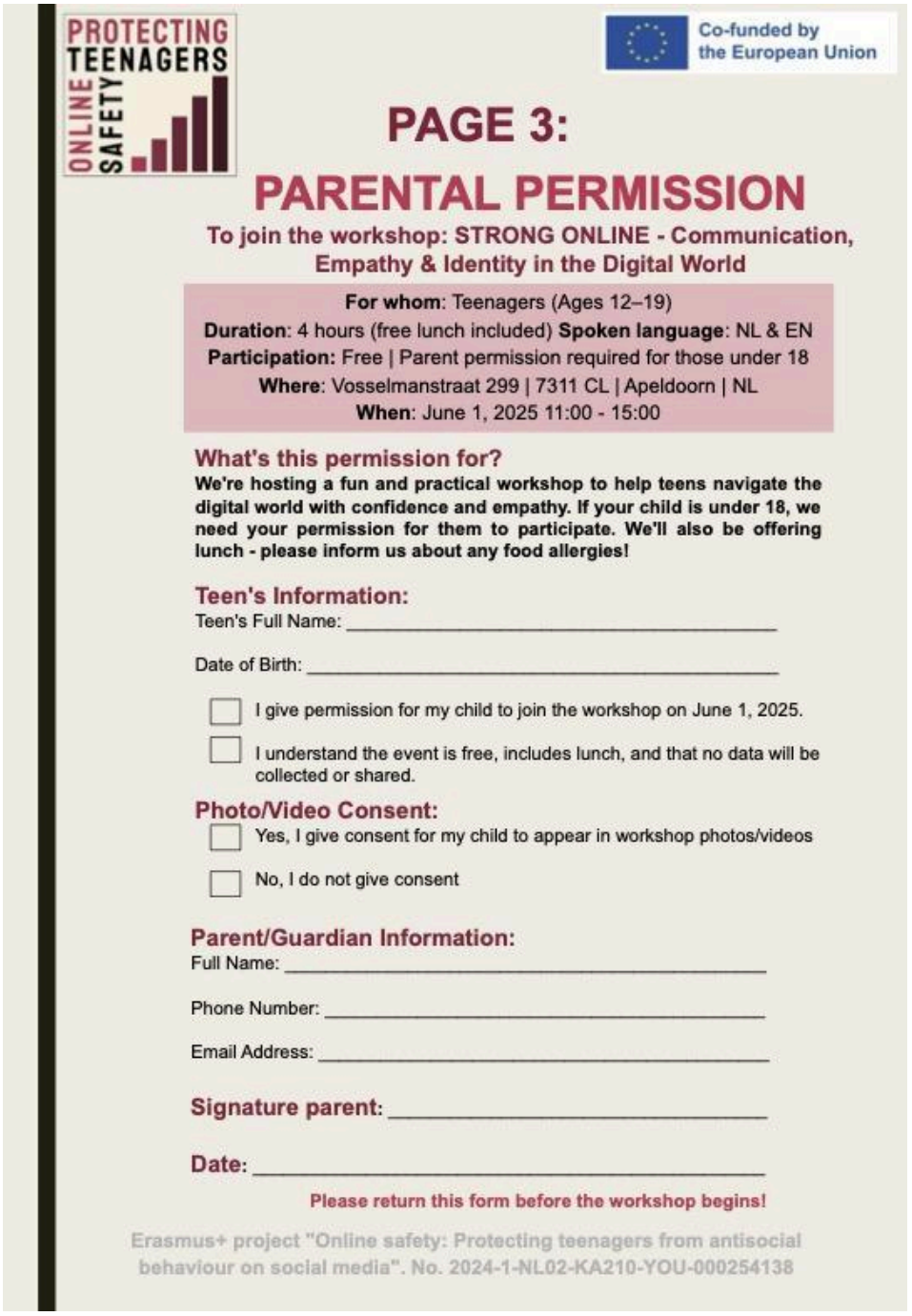
10. Apple Pie
11. Cheesecake
12. Brownie
13. Carrot Cake
14. Muffin
15. Mini Petit Four
16. Petit Four
17. Mini Muffin
18. Vegan Cake

Coffee, tea, and soft drinks are unlimited
No ordering needed, just enjoy!

Under 18? Make sure your parent signs the permission form on page 3!
Not to be allowed to eat (don't worry), just to be able to join the workshop!

Erasmus+ project "Online safety: Protecting teenagers from antisocial behaviour on social media". No. 2024-1-NL02-KA210-YOU-000254138

Parental consent form



PROTECTING TEENAGERS ONLINE SAFETY

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PAGE 3:

PARENTAL PERMISSION

To join the workshop: STRONG ONLINE - Communication, Empathy & Identity in the Digital World

For whom: Teenagers (Ages 12–19)
Duration: 4 hours (free lunch included) **Spoken language**: NL & EN
Participation: Free | Parent permission required for those under 18
Where: Vosselmanstraat 299 | 7311 CL | Apeldoorn | NL
When: June 1, 2025 11:00 - 15:00

What's this permission for?

We're hosting a fun and practical workshop to help teens navigate the digital world with confidence and empathy. If your child is under 18, we need your permission for them to participate. We'll also be offering lunch - please inform us about any food allergies!

Teen's Information:

Teen's Full Name: _____

Date of Birth: _____

☐ I give permission for my child to join the workshop on June 1, 2025.

☐ I understand the event is free, includes lunch, and that no data will be collected or shared.

Photo/Video Consent:

☐ Yes, I give consent for my child to appear in workshop photos/videos

☐ No, I do not give consent

Parent/Guardian Information:

Full Name: _____

Phone Number: _____

Email Address: _____

Signature parent: _____

Date: _____

Please return this form before the workshop begins!

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Travel cost reimbursement form

PROTECTING TEENAGERS ONLINE SAFETY

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PAGE 4:

WHAT NOW?

Just let us know if you're in and would like to participate!

1. **Send us the feedback-form or just email us at liza@mysociety.nl with the following: your name, age, the numbers of the lunch dishes you'd like + any allergies we should know about**
2. **Mark the date in your agenda!**
3. **Bring the signed permission form from one of your parents to the workshop or send it to liza@mysociety.nl**

Voilà — you're all set! We'll take care of the rest!

Travel costs? Don't worry — we'll reimburse those too!
Just make sure to save a document or ticket that shows your transport costs.

https://online-safety.org
https://mysociety.nl

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Participant Certificate

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CERTIFICATE

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FENAN Consulting

Erasmus+ project "Online safety: Protecting teenagers from antisocial behaviour on social media" No. 2024-1-NL02-KA210-YOU-000254138