

THE DIGIVERSE

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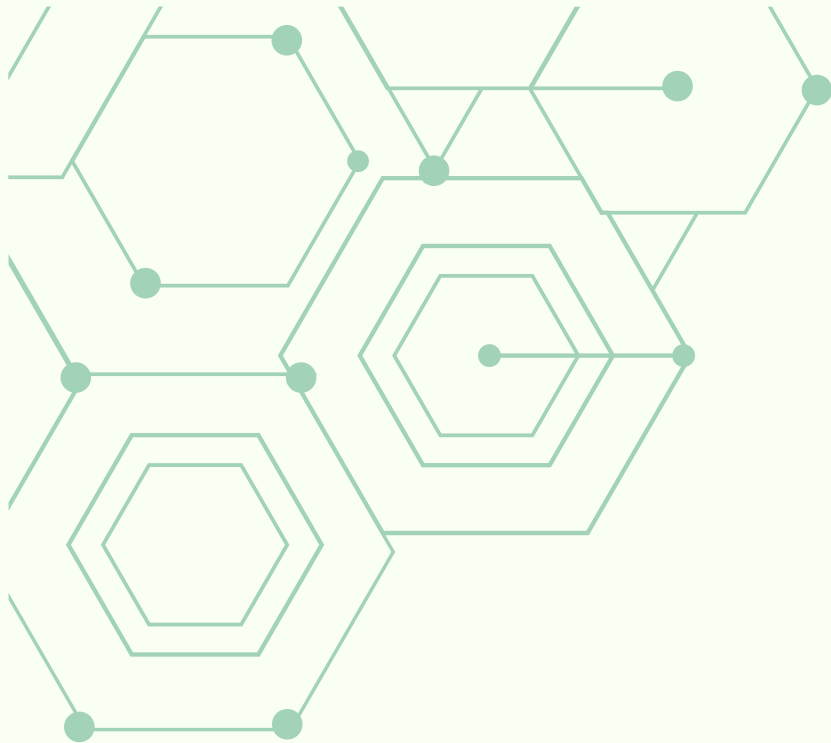
MANUAL FOR DIGITAL CITIZENSHIP, AI & RESPONSIBLE TECHNOLOGY USE

7 REPLICABLE NON-FORMAL EDUCATION WORKSHOPS

DEVELOPED FROM THE TRAINING COURSE & YOUTH EXCHANGE

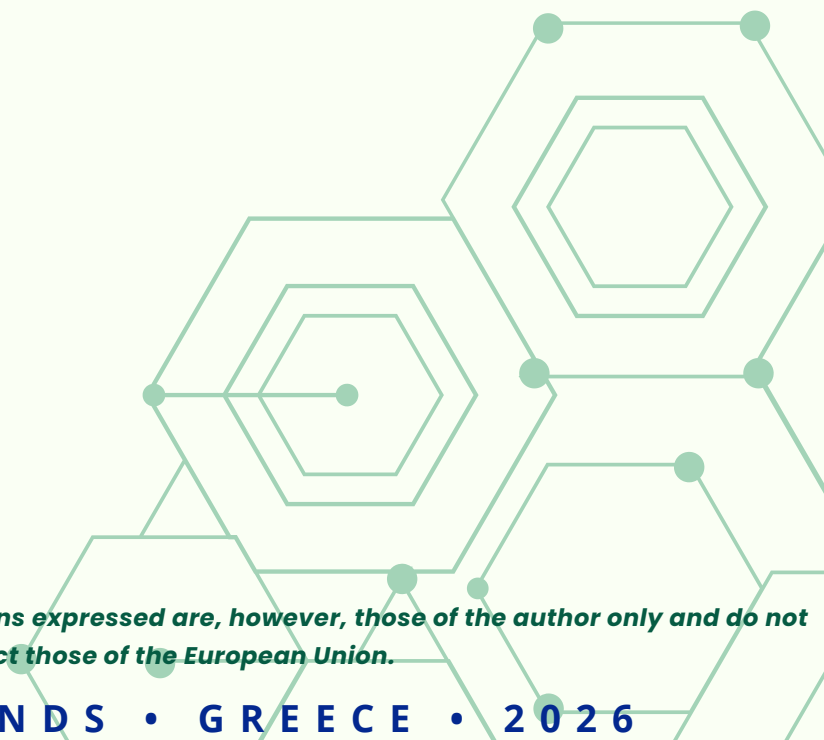
ACTIVITY PROGRAMMES OF THE PROJECT

E.O. SHARP MINDS • GREECE • 2026



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MANUAL DEVELOPMENT NOTE

The seven workshop concepts, scenarios, thematic sequence and intended outputs come from the original THE DIGIVERSE Training Course and Youth Exchange schedules. Where the schedules give a concept rather than a full facilitation protocol, this manual operationalises it through recommended timings, preparation steps, printable cards, facilitator prompts and evaluation tools so that the activity can be replicated independently. These additions are implementation guidance, not a claim that every operational detail appeared verbatim in the original timetable.

INTRODUCTION

“The Digiverse” was designed around a central question: how can young people and youth workers benefit from rapidly developing digital technologies and artificial intelligence without losing critical judgement, human agency, inclusion, privacy, wellbeing and responsibility?

The project combined a Training Course and a Youth Exchange under Erasmus+/YOUTH KA151. The Training Course took place from 30 June to 9 July 2026, while the Youth Exchange took place from 11 to 20 August 2026. Both mobilities were hosted in Kato Alissos, Achaia, Greece, and used non-formal education to explore technology through experience, dialogue, simulation, reflection and collaborative creation.

This manual does not reproduce the complete daily programmes. Instead, it selects seven of the strongest and most transferable workshops and develops them into facilitator-ready formats. The selection deliberately covers the full learning journey of the project: digital rights, responsibilities, human reliance on technology, algorithms, misinformation, ethical decision-making and the transformation of learning into practical tools.

CORE LEARNING LOGIC

Experience → Awareness → Critical Analysis → Decision-Making → Practical Application

The sequence is especially visible in the Day 5 architecture of the Training Course: “The Algorithm Knows Me” → “Fact, Fake or Manipulated?” → “Digital Dilemmas” → “Digital Wellbeing Toolkit”. The present manual retains that progression and complements it with three highly experiential activities from earlier days of the Youth Exchange and Training Course.

The workshops can be delivered as a complete learning pathway or selected individually. Each activity includes a clear purpose, learning objectives, preparation, step-by-step implementation, facilitator guidance, reflection questions and a simple evaluation or observation tool.

KEY PROGRAMME INFORMATION

Project Title

THE DIGIVERSE

Framework

Erasmus+/YOUTH - KA151 mobility activities

Project Components

Training Course for youth workers/trainers and Youth Exchange for young people

Training Course

30 June - 9 July 2026 (8 activity days plus travel days)

Youth Exchange

11 - 20 August 2026 (8 activity days plus travel days)

Venue

Kato Alissos, Achaia, Greece - Camping Neropolis

Implementing/Host Organization

Educational Organization Sharp Minds (Greece)

Training Course Partnership

E.O. Sharp Minds (GR), AGSK (TR), EGSK (TR), Elevia Europa (BG)

Youth Exchange Partnership

E.O. Sharp Minds (GR), Union of Bulgarian Mathematicians - U.B.M. (BG), NOVA Kultura Sanat ve Genclik Dernegi - NOVA (TR), Gure Saglikli ve Dogal Yasam Dernegi (TR)

Core Themes

Artificial Intelligence, digital rights, privacy, inclusion, algorithms, media literacy, misinformation, digital ethics, human ingenuity, digital wellbeing and responsible technology use

Manual Purpose

To provide replicable non-formal education workshops for youth work, youth exchanges, training courses, schools, community settings and other learning environment.

EDUCATIONAL OBJECTIVES

- Understand how digital technologies and AI interact with rights such as privacy, access to information, freedom of expression, education, non-discrimination, participation and dignity.
- Recognise how personalised algorithms can shape information environments, perceptions, choices and behaviour.
- Strengthen media and information literacy through source verification, evidence checking and recognition of manipulative or AI-generated content.
- Develop ethical reasoning by analysing responsibilities, consequences and prevention strategies in realistic digital dilemmas.
- Reflect on dependence on digital tools and rediscover human capacities such as cooperation, communication, prioritisation, creativity and problem-solving.
- Promote healthier, safer, more inclusive and more conscious use of technology.
- Encourage peer learning, intercultural cooperation, participation and shared responsibility.
- Transform learning into practical outputs that participants can use in everyday life, youth work and community activities.

METHODOLOGICAL APPROACH

The manual follows a non-formal education approach in which participants learn by doing, discussing, testing, reflecting and creating. The facilitator structures the process but does not turn the workshop into a lecture.

- Experiential learning: movement, simulation, role play and challenge-based tasks.
- Critical dialogue: structured discussion, case analysis, debate and perspective-taking.
- Collaborative learning: international or mixed teams, peer explanation and collective decision-making.
- Creative production: maps, guides, recommendations, verdicts and practical toolkits.
- Reflection and transfer: debriefing questions connect the activity to personal behaviour, youth work practice and future action.
- Inclusion by design: clear language, multiple ways to participate, accessible formats, respect for different levels of digital knowledge and the right to pass.

SAFE-SPACE PRINCIPLES

Respect and non-judgment • Right to pass • Active listening • Consent and privacy • Equality and inclusion • No pressure to disclose personal online experiences • Fictional profiles instead of personal account data

HOW TO USE THIS MANUAL

- For a complete programme, deliver the workshops in the proposed order. The sequence gradually moves from rights and systems to individual judgement and practical action.
- For a standalone session, select the workshop that best fits the group's learning need and retain the debriefing stage; the debrief is where experience becomes learning.
- Use fictional or pre-prepared digital examples whenever possible. Participants should never be required to reveal passwords, private messages, sensitive personal data or information from their real accounts.
- Adapt language and scenario complexity to the group. The same methodology can be used with young people, youth workers, trainers and other adult learners.
- Where internet access is limited, all workshops can be delivered offline using printed cards and facilitator-prepared evidence packs.
- For sensitive topics such as political information, vulnerable groups or discriminatory content, maintain neutrality, avoid targeting participants' identities and bring the discussion back to rights, evidence, impact and responsibility.

OVERVIEW OF THE SEVEN SELECTED WORKSHOPS

Workshop	Main Focus	Primary Method	Main Output
1. Human Web of Rights	Rights, technology, access, privacy, inclusion	Experiential mapping + gallery walk	Collective rights-and-technology map
2. The Court of Technology	Stakeholder responsibility and digital ethics	Role play / simulated trial	Responsibility verdict + safeguards
3. Lost Without Technology	Human ingenuity, dependence and crisis decisions	Simulation + role play	Survival/response plan + reflection
4. The Algorithm Knows Me	Algorithms, filter bubbles, targeting and influence	Profile simulation + critical analysis	Algorithmic feed map
5. Fact, Fake or Manipulated?	Misinformation, AI-generated content and verification	Classification + fact-checking	Verification rationale and checklist
6. Digital Dilemmas	Ethics, responsibility, privacy, AI and digital rights	Case studies + group decision-making	Decision and prevention plan
7. Digital Wellbeing Toolkit / Digital Survival Guide	Transfer of learning into practical action	Collaborative creation + peer learning	10 Principles / 10 Rules

WORKSHOP 1

"HUMAN WEB OF RIGHTS"

ORIGINAL SCHEDULE BASIS

Adapted synthesis of Training Course Day 2 and Youth Exchange Day 2. The Youth Exchange schedule uses a hands-on string activity to visualise links between rights and technology; the Training Course version develops digital domains such as social media, online learning, gaming, AI and digital relationships through benefits/challenges/risks/opportunities and a gallery walk.

Type / Method	Team-building + experiential mapping + small-group analysis
Recommended duration	60-90 minutes, depending on group size and depth of debriefing
Recommended group size	15-30 participants; adaptable for larger groups through parallel teams
Facilitator role	Guide the process, protect the safe-space rules, challenge assumptions, and lead the debrief without prescribing a single "correct" answer.

Aim

To make the relationship between technology and human rights visible, concrete and discussable, while creating early group cohesion and introducing privacy, access, inclusion and responsibility.

Learning Objectives

- Connect everyday digital environments with specific human rights and social values.
- Identify both benefits and risks of technology instead of treating it as simply “good” or “bad”.
- Understand that one digital situation can affect several rights at the same time.
- Build a shared vocabulary for later workshops on AI, privacy, misinformation and inclusion.
- Promote participation, movement, interaction and early team-building.

Materials

- One ball of yarn or string
- Rights cards: privacy; freedom of expression; access to information; education; non-discrimination; participation; safety/security; dignity
- Digital-domain cards or flipchart headings: Social Media; Online Learning; Gaming; Artificial Intelligence; Digital Relationships
- Flipchart paper, markers, sticky notes, masking tape
- Optional observation sheet for participation and inclusion

Preparation

- Prepare the rights cards and place the digital-domain headings around the room.
- Leave enough open space for participants to stand in one circle and later move between working stations.
- Remind the group that examples may be fictional; nobody has to reveal private experiences or personal account information.
- If the group has limited knowledge of human rights, prepare a one-sentence explanation for each right card.

Step-by-step Implementation

Phase 1 - Create the web (15-20 min)

1. Participants stand in a circle. The facilitator introduces the idea that digital life is connected to rights, opportunities, responsibilities and risks.
2. Give several participants a right card. Give other participants a digital-domain card, or ask them to represent one of the five domains verbally.
3. The first participant holds the end of the yarn, names a connection between a right and a digital domain, and passes the ball to the person or domain they are connecting to. Example: "Privacy is connected to social media because platforms collect and use personal data."
4. The receiver keeps hold of part of the string, adds another connection and passes the yarn again. Continue until a visible web forms across the circle.
5. Pause and ask: Which rights have many connections? Which digital domains affect several rights? What happens to the whole web if one connection is pulled or weakened?

Phase 2 - Explore the five digital domains (20-25 min)

1. Divide participants into small groups. Assign each group one digital domain: Social Media, Online Learning, Gaming, AI or Digital Relationships.
2. Each group creates a four-part analysis: BENEFITS | CHALLENGES | RISKS | OPPORTUNITIES.
3. Groups add the rights they believe are most relevant and note at least one responsibility for users, organisations or institutions.
4. Ask groups to use short phrases and concrete examples rather than abstract statements.

Phase 3 - Gallery walk and synthesis (15-20 min)

1. Post the group flipcharts around the room. Participants rotate, read the work of other groups and add one sticky note with either a question, missing risk, missing benefit or suggested safeguard.
2. Each group returns to its own station, reviews the comments and selects the two most important points to present in plenary.
3. The facilitator closes by linking the activity to later themes: algorithms, AI, misinformation, privacy, digital inclusion and responsible behaviour.

Guide Reflection Questions

- Which right appeared most often? Why?
- Did the same technology create both opportunities and risks?
- Who has responsibility: the user, platform/company, public authorities, educators, or all of them?
- Where did inclusion or exclusion appear in the web?
- What is one digital right or responsibility you want to understand better?

FACILITATOR TIP

Do not turn the web into a “correct answers” exercise. The value comes from participants explaining their reasoning and seeing that rights are interconnected. If one person dominates, ask the next connection to come from someone who has spoken less.

Quick Evaluation / Observation

Participation	Were different voices heard during both the circle and small-group phases?
Rights understanding	Could participants link at least one digital situation to a specific right?
Systems thinking	Did participants recognise that one technological practice can create both benefits and harms?
Transfer	Could participants identify one responsibility or safeguard?

WORKSHOP 2

"THE COURT OF TECHNOLOGY"

ORIGINAL SCHEDULE BASIS

Youth Exchange Day 2: simulation of a "trial" with the roles user, company, policymaker, journalist and activist, focusing on responsibilities and recommendations.

Type / Method	Role play / drama + stakeholder analysis + structured dialogue
Recommended duration	60-90 minutes, depending on group size and depth of debriefing
Recommended group size	15-30 participants; adaptable for larger groups through parallel teams
Facilitator role	Guide the process, protect the safe-space rules, challenge assumptions, and lead the debrief without prescribing a single "correct" answer.

Aim

To help participants examine digital responsibility from multiple perspectives and understand that technology-related harm is rarely caused or solved by one actor alone.

Learning Objectives

- Analyse the interests, powers and responsibilities of different digital stakeholders.
- Practise argumentation, active listening and perspective-taking.
- Distinguish between individual responsibility and structural responsibility.
- Develop realistic recommendations instead of reducing the discussion to blame.

Materials

- One case brief per group
- Role cards: User, Technology Company, Policymaker, Journalist, Activist
- Observer/Jury worksheet
- Name cards or simple role badges
- Flipchart titled “Responsibilities” and “Safeguards”

Suggested Case for Replication

CASE: “THE FEED THAT WENT TOO FAR”

A popular social media platform uses behavioural data and AI recommendations to maximise engagement. A young user begins receiving increasingly sensational and polarising content. Some posts contain misleading information. The user shares one of them, which spreads widely. Questions are raised about privacy, platform design, user responsibility, media literacy and regulation. The “court” is not deciding criminal guilt; it is examining responsibility and what should change.

Preparation

- Print one case brief and the five role cards for each role-play group, or run one large plenary court with five role teams.
- Explain that participants must argue from the assigned role, even if it differs from their personal opinion.
- Set the rule that claims must be linked to impact, responsibility, rights or practical safeguards – not personal attacks.

Step-by-step Implementation

1. Case briefing - 10 min: Read the case together. Clarify facts but do not discuss solutions yet.
2. Role preparation - 15 min: Role teams identify their interests, what they accept responsibility for, what they reject, and two recommendations they would support.
3. Opening statements - 10 min: Each role has up to two minutes to state its position.
4. Questioning round - 15-20 min: The facilitator or observer/jury asks each role questions. Roles may question one another respectfully.
5. Responsibility map - 10 min: Observers allocate responsibilities across the five actors. They may distribute 100 points or rank responsibility from high to low, but they must justify the result.
6. Safeguards - 10 min: The whole group agrees on at least five measures that could reduce the risk in the case.
7. De-role and debrief - 15 min: Participants explicitly step out of role before reflecting as themselves.

Role Prompts

USER	What choices did the user make? What knowledge or support would help? Where does personal responsibility begin and end?
COMPANY	How does the business model influence design? What should the platform prevent, disclose or change?
POLICYMAKER	What rules are proportionate? How can rights, innovation and protection be balanced?
JOURNALIST	What information should be verified? What is the media's role when sensational content is spreading?
ACTIVIST	Whose rights or interests may be overlooked? What transparency, accountability or public pressure is needed?

Guided Reflection Questions

- Was it easy to defend a role you did not personally agree with?
- Which actor had the most power to prevent harm? Which had the least?
- Did responsibility change when you considered platform design, data collection or algorithms?
- Which safeguard is most realistic? Which would have the greatest impact?
- What does “responsible digital citizenship” mean in a system where companies and institutions also shape choices?

FACILITATOR TIP

Avoid a simplistic “technology company = guilty” outcome. The learning objective is distributed responsibility and practical safeguards. The final product should be a map of responsibilities and recommendations, not a winner/loser verdict.

Evaluation

Perspective-taking	Did participants accurately represent the assigned stakeholder rather than only their own view?
Evidence and reasoning	Were arguments linked to facts, rights, consequences or responsibilities?
Dialogue	Were counterarguments heard and answered respectfully?
Practicality	Did the group produce concrete safeguards?

WORKSHOP 3

"LOST WITHOUT TECHNOLOGY"

ORIGINAL SCHEDULE BASIS

Youth Exchange Day 4: simulation + role play in which participants are lost in an uncharted environment without mobile phones, internet or GPS; groups organise survival, make decisions, prioritise needs and respond to limited resources and challenge cards.

Type / Method	Role play / drama + stakeholder analysis + structured dialogue
Recommended duration	60-90 minutes, depending on group size and depth of debriefing
Recommended group size	15-30 participants; adaptable for larger groups through parallel teams
Facilitator role	Guide the process, protect the safe-space rules, challenge assumptions, and lead the debrief without prescribing a single "correct" answer.

Aim

To make participants experience - rather than merely discuss - what happens when familiar digital tools disappear, and to explore human judgement, cooperation, practical skills and technology dependence under pressure.

Learning Objectives

- Prioritise needs under uncertainty and limited resources.
- Practise teamwork, communication, leadership and conflict management.
- Recognise skills that remain essential when digital systems are unavailable.
- Reflect critically on when technology supports human capacity and when dependence can become a vulnerability.

Materials

- Scenario sheet
- Resource cards or physical objects
- Challenge cards
- Flipchart / paper and markers
- Timer
- Optional observer sheet for teamwork and decision-making

Suggested Resource Set

Give each team the same set, then require them to select only five items for their response plan: drinking water, first-aid kit, rope, blanket, flashlight, whistle, notebook and pencil, paper map, compass, matches, basic food. This set is recommended implementation guidance; facilitators may adapt it to the venue and age group.

Step-by-Step Implementation

1. Scenario briefing - 5 min: "Your group is lost in an unfamiliar environment. Phones do not work. There is no internet and no GPS. You do not know how long it will take before help reaches you."
2. Resource prioritisation - 10 min: Teams select only five resources and justify the order in which they would use them.
3. Response plan - 15 min: Teams decide whether to stay or move, how to communicate, how to organise roles, how to manage water/food, and how to seek help.
4. Challenge Round 1 - 10 min: Give each team one challenge card. They have three minutes to revise the plan.

5. Challenge Round 2 – 10 min: Give a second challenge that creates a trade-off or disagreement.
6. Final briefing – 10 min: Each team presents its plan, the changes it made and the reasoning behind one difficult decision.
7. Debrief – 20 min: Move from survival decisions to the broader theme of human ingenuity and technology dependence.

Suggested Challenge Cards

- A group member twists an ankle and cannot walk quickly.
- Heavy rain begins and visibility becomes poor.
- Two team members strongly disagree about whether to move or stay.
- You realise that one of your assumptions about direction was wrong.
- Nightfall will arrive in one hour.
- A distant light or sound appears, but you cannot tell whether it is safe or relevant.

Guided Reflection Questions

- What did you miss first when you realised there was no phone, internet or GPS?
- Which human skills became more important?
- How did the group decide what was “essential”?
- Did time pressure improve or reduce the quality of decisions?
- Where would technology have genuinely helped, and where might it have made you less attentive or less resourceful?
- What does this activity suggest about digital resilience?

SAFETY AND FRAMING

Keep the scenario symbolic and low-risk. Do not create real physical danger or send participants into isolated areas. The learning comes from simulated uncertainty, limited information and group decisions, not from actual survival exposure.

Evaluation

Prioritisation	Could the group distinguish urgent needs from useful but non-essential items?
Team process	Did members share information, listen and resolve disagreement?
Adaptation	Did the plan change when new information appeared?
Reflection	Could participants identify both the value of technology and the importance of non-digital capacities?

WORKSHOP 4

"THE ALGORITHM KNOWS ME"

ORIGINAL SCHEDULE BASIS

Training Course Day 5 and Youth Exchange Day 5. Both schedules use fictional youth profiles to explore how personalised recommendation systems can shape online environments through filter bubbles, echo chambers, targeted advertising, manipulation, stereotypes, misinformation and positive personalised content.

Type / Method	Simulation + critical thinking + systems mapping
Recommended duration	60-90 minutes, depending on group size and depth of debriefing
Recommended group size	15-30 participants; adaptable for larger groups through parallel teams
Facilitator role	Guide the process, protect the safe-space rules, challenge assumptions, and lead the debrief without prescribing a single "correct" answer.

Aim

To help participants understand that a personalised feed is not a neutral window onto reality, but an environment shaped by data, behaviour, commercial incentives and algorithmic prediction.

Learning Objectives

- Explain in simple terms how personalised recommendations can respond to searches, clicks, watch time and interactions.
- Recognise possible benefits and risks of personalisation.
- Identify filter bubbles, echo chambers, targeting, manipulation, stereotypes and misinformation.
- Connect algorithms with digital rights, autonomy, information diversity and responsible user behaviour.

Materials

- Five fictional profile cards
- Algorithm Feed Mapping worksheet
- Sticky notes in two or three colours
- Flipchart or large paper
- Optional content-category cards: entertainment, news, politics, health, jobs, advertising, social causes, influencers, gaming, wellbeing

Fictional Profiles from the Original Activity

- A university student interested in fitness.
- An unemployed young person looking for work.
- A teenager interested in gaming.
- A young activist.
- A young person experiencing social isolation.

Step-by-Step Implementation

1. Profile assignment – 5 min: Divide participants into groups and give each group one fictional profile.
2. Initial feed prediction – 10 min: Groups list what the person might search, watch, like or interact with and predict the first wave of recommended content.
3. Algorithm reinforcement – 10 min: Ask groups to imagine the person engages strongly with three items. What would the algorithm recommend next? What might become more extreme, repetitive or narrow?

4. Impact map – 15 min: For each predicted recommendation, groups identify possible benefit, possible risk, and the value/right potentially affected.
5. Concept check – 10 min: The facilitator introduces or consolidates the concepts filter bubble, echo chamber, targeted advertising, manipulation, stereotype, misinformation and positive personalisation.
6. Presentation – 10-15 min: Groups show how the profile's information environment changed over time.
7. Personal control strategies – 10 min: Groups identify practical actions that could diversify the feed or reduce unwanted influence.

Algorithm Feed Mapping Worksheet

Profile	Who is the fictional young person and what are their current interests/needs?
Behaviour signals	What searches, clicks, likes, follows or watch-time signals might the platform detect?
Likely recommendations	What content, accounts, ads or topics could be recommended?
Benefits	What genuinely useful personalisation could occur?
Risks	Could content become narrow, manipulative, stereotyped, misleading or harmful?
Rights / values	Privacy? Access to diverse information? Autonomy? Non-discrimination? Wellbeing?
User strategies	What could the young person do differently?

Guided Reflection Questions

- At what point did personalisation become a “bubble”?
- Can an algorithm influence behaviour even if it never tells the user what to think?
- Which profile was most vulnerable to manipulation or stereotyping? Why?
- What are the benefits of personalised content that we should not ignore?
- What responsibilities belong to the user, platform and public institutions?

FACILITATOR TIP

Use fictional profiles precisely to avoid labelling real participants or making assumptions about their identities. The activity should analyse systems, not diagnose individual social-media habits.

Evaluation

Concept understanding	Can participants distinguish personalisation, filter bubbles and echo chambers?
Balanced analysis	Did groups identify both benefits and risks?
Causal reasoning	Could they explain how behaviour signals may influence later recommendations?
Transfer	Could they name practical strategies for more diverse and conscious information consumption?

WORKSHOP 5

"FACT, FAKE OR MANIPULATED?"

ORIGINAL SCHEDULE BASIS

Training Course Day 5 and Youth Exchange Day 5. Participants classify social-media posts, headlines, AI-generated images, statistics and online claims as TRUSTWORTHY, QUESTIONABLE, MISLEADING or FAKE, and must explain what evidence they would check before trusting, sharing or reacting.

Type / Method	Media and information literacy + classification + verification
Recommended duration	60-90 minutes, depending on group size and depth of debriefing
Recommended group size	15-30 participants; adaptable for larger groups through parallel teams
Facilitator role	Guide the process, protect the safe-space rules, challenge assumptions, and lead the debrief without prescribing a single "correct" answer.

Aim

To shift participants from fast judgement and instinctive sharing toward a repeatable verification process based on source, evidence, context and cross-checking.

Learning Objectives

- Differentiate between trustworthy, questionable, misleading and fake content.
- Apply a structured verification process before reacting or sharing.
- Recognise emotional/manipulative language and weak evidence.
- Consider the additional challenges of AI-generated or manipulated content.
- Explain uncertainty honestly when evidence is insufficient.

Core Verification Checks from the Original Activity

- Source verification
- Check the author or publisher
- Check the publication date
- Look for supporting evidence
- Identify emotional or manipulative language
- Cross-check with other reliable sources
- Recognise AI-generated or manipulated content

Materials

- 8-12 printed content cards or screenshots
- Four category signs: TRUSTWORTHY | QUESTIONABLE | MISLEADING | FAKE
- Verification checklist
- Evidence envelopes or source notes for offline delivery
- Optional internet-connected devices for supervised verification

Step-by-Step Implementation

1. First reaction – 5 min: Show one sample item. Ask participants to choose a category quickly. Do not reveal an answer.
2. Group classification – 15-20 min: Teams review the content cards and place each under one of the four categories.
3. Justification rule – continuous: For every card, the team must write what it would need to check before trusting or sharing it. “It looks fake” is not an acceptable justification.

4. Fact-checking input – 10 min: Introduce the seven verification checks listed above.
5. Re-check – 15 min: Give teams evidence notes, metadata, source details or internet access. They may change categories and must record why.
6. Presentation – 15 min: Each team presents one difficult card, its first judgement, its verification process and final conclusion.
7. Debrief – 10 min: Focus on the process: confidence, uncertainty, emotional reactions and responsible sharing.

Practice Content Cards – Synthetic Training Examples

- “BREAKING: Scientists prove that using a phone for more than two hours permanently reduces intelligence by 30%.” The screenshot has no publisher, date or link.
- A local authority announces a temporary service change and links to an official notice carrying the same date and details.
- An image appears to show a famous landmark completely flooded, but the post gives no location, date or source and the image contains visual inconsistencies.
- “90% of teenagers say AI has replaced teachers” accompanied by a colourful graph with no study title, sample size or source.
- A news headline accurately quotes one sentence from a report but removes the context that changes its meaning.
- A personal post says “This worked for me, so it will work for everyone” and presents the experience as universal evidence.

IMPORTANT

The aim is not to make participants memorise “correct” labels. In real information environments, some items remain uncertain until evidence is checked. Reward good verification reasoning and willingness to revise a judgement.

Guided Reflection Questions

- Which content was easiest to misjudge at first glance?
- What role did emotion play in your first reaction?
- Which verification step changed your mind most often?
- How should we behave when we cannot verify a claim quickly?
- What new difficulty does generative AI introduce – and what remains the same about good verification?

Evaluation

Verification process

Did the group use source, author, date, evidence and cross-checking rather than intuition only?

Uncertainty

Could participants say “not enough evidence” when appropriate?

Revision

Were they willing to change a first judgement after new information?

Responsible action

Could they explain when to check, ignore, report or avoid sharing?

WORKSHOP 6

"DIGITAL DILEMMAS - WHAT WOULD YOU DO?"

ORIGINAL SCHEDULE BASIS

Training Course Day 5 and Youth Exchange Day 5. Both schedules use realistic cases related to AI, consent, political/social information, representation of vulnerable groups and AI-generated fake images. The Training Course adapts several cases to youth-work practice; the Youth Exchange uses everyday youth contexts.

Type / Method	Case studies + group discussion + critical thinking
Recommended duration	60-90 minutes, depending on group size and depth of debriefing
Recommended group size	15-30 participants; adaptable for larger groups through parallel teams
Facilitator role	Guide the process, protect the safe-space rules, challenge assumptions, and lead the debrief without prescribing a single "correct" answer.

Aim

To move participants from knowing concepts to making defensible decisions in realistic situations where rights, responsibilities and practical constraints may conflict.

Learning Objectives

- Apply previous learning about AI, digital rights, privacy, misinformation, inclusion and responsible behaviour.
- Identify who is affected by a digital decision and what risks may follow.
- Distinguish intention from impact.
- Develop proportionate responses and prevention strategies.
- Listen to alternative solutions and revise decisions where appropriate.

The Six Questions – Use for Every Dilemma

ANALYSIS SEQUENCE

What happened? → Who is affected? → What are the risks? → Who is responsible? → What should be done? → How could the situation be prevented?

Scenario Cards

Scenario 1 – AI-generated work

- Youth version: A student uses AI to complete an entire school or university assignment and submits it without checking whether the information is accurate.
- Youth-worker version: A youth worker uses AI to design an entire Erasmus+ activity without checking the accuracy or reliability of the information.

Scenario 2 – Consent and social media

- A participant in an international youth project posts photographs or videos of other participants on social media without asking for permission.

Scenario 3 – One-platform information diet

- A young person receives almost all political and social information through TikTok and rarely checks other sources.

Scenario 4 – AI and vulnerable groups

- Youth version: A young person creates an AI-generated image portraying a vulnerable social group and shares it without explaining that the image is artificial.

- Youth-worker version: A youth organisation uses an AI-generated image to represent disadvantaged young people in communication materials.

Scenario 5 – Believing a fake image

- A young person shares an AI-generated fake image because they genuinely believe it is real.

Step-by-Step Implementation

1. Form groups and assign one scenario – 5 min.
2. Individual first response – 3 min: Each participant privately writes what they would do. This preserves independent judgement before group influence.
3. Group analysis – 20 min: Use the six-question sequence. Require the group to identify at least two people/groups affected and at least two risks.
4. Decision – 10 min: Agree on a response and a prevention measure. If consensus is impossible, record the competing options and why.
5. Presentation and challenge – 20 min: Groups present. Other participants may ask questions, challenge assumptions and suggest alternatives.
6. Reconsideration – 5 min: Groups may revise their decision after hearing other views.
7. Debrief – 10–15 min: Connect the dilemmas across privacy, AI, rights, inclusion, media literacy and responsibility.

Decision Quality Check

Rights-respecting	Does the proposed action respect consent, dignity, privacy and inclusion?
Evidence-aware	Does it recognise the need to verify AI outputs or online information?
Proportionate	Is the response appropriate to the level of risk?
Practical	Could a young person or youth worker realistically do it?
Preventive	Does the solution reduce the chance of the same problem happening again?

Guided Reflection Questions

- Was good intention enough to make an action responsible?
- Which dilemma had the clearest answer? Which was most ambiguous?
- Did responsibility belong to one person or several actors?
- How did consent, verification and transparency appear across different cases?
- What rule would you carry into your own digital behaviour or youth work?

FACILITATOR TIP

Do not rush to tell groups the “correct” decision. Ask questions that expose missing stakeholders, evidence gaps, consequences or rights. The quality of reasoning is more important than uniformity of answers.

Evaluation

Stakeholder awareness	Did the group identify who is affected beyond the obvious main actor?
Risk analysis	Were risks specific rather than generic?
Responsibility	Did the group distinguish personal, organisational and platform/institutional responsibility?
Prevention	Did it propose a credible preventive measure?

WORKSHOP 7

"DIGITAL WELLBEING TOOLKIT - OUR DIGITAL SURVIVAL GUIDE"

ORIGINAL SCHEDULE BASIS

Training Course Day 5: "Digital Wellbeing Toolkit for Youth Workers" leading to "10 Principles for Responsible Digital Youth Work". Youth Exchange Day 5: "Our Digital Survival Guide" leading to "Our 10 Rules for Surviving the Digital World". Both use collaborative creation and peer learning across the same six thematic areas.

Type / Method	Collaborative creation + peer learning + transfer to practice
Recommended duration	60-90 minutes, depending on group size and depth of debriefing
Recommended group size	15-30 participants; adaptable for larger groups through parallel teams
Facilitator role	Guide the process, protect the safe-space rules, challenge assumptions, and lead the debrief without prescribing a single "correct" answer.

Aim

To transform the project's learning into a concise, practical and shareable set of recommendations that participants can actually use after the mobility.

Learning Objectives

- Synthesize learning from digital rights, AI, algorithms, misinformation, inclusion and wellbeing.
- Translate abstract principles into concrete behaviour or youth-work practice.
- Negotiate priorities across groups and select recommendations collectively.
- Produce an output suitable for dissemination and future use.

The Six Thematic Areas from the Original Activity

- Healthy Technology Use
- AI & Critical Thinking
- Privacy & Online Safety
- Misinformation & Fact-Checking
- Digital Inclusion
- Responsible Social Media Use

Choose the Target-Group Version

Youth Exchange version

Young people create 5 practical recommendations per thematic group. The collective output becomes "Our 10 Rules for Surviving the Digital World".

Training Course version

Youth workers create 5 practical recommendations per thematic group. The collective output becomes "10 Principles for Responsible Digital Youth Work".

Step-by-Step Implementation

1. Create six thematic groups – 5 min. If the group is small, combine themes.
2. Review the learning – 10 min. Ask each group to recall which earlier workshop or insight connects most strongly with its theme.
3. Draft five recommendations – 20–25 min. Recommendations must begin with an action verb and be practical, clear, realistic and understandable without additional explanation.
4. Peer review – 10 min. Groups exchange drafts and mark any recommendation that is too vague, repetitive, unrealistic or difficult to understand.
5. Present and cluster – 15 min. All recommendations are displayed. Similar ideas are merged.
6. Collective selection – 15 min. Select the ten strongest recommendations through discussion, dot voting or a simple scoring matrix.
7. Final wording – 10 min. Edit the ten selected items so the tone and format are consistent.
8. Dissemination plan – 10 min. Decide whether the output will become a poster, infographic, social-media carousel, youth-work handout or other material.

Quality Criteria for Recommendations

Clear	A reader understands it immediately.
Actionable	It says what to do, not only what to believe.
Realistic	A young person or youth worker can actually apply it.
Rights-respecting	It protects dignity, privacy, consent, inclusion and access.
Evidence-aware	It encourages checking, context and critical judgement.
Transferable	It can be used beyond this project and in different settings.

Optional Closing – Disconnect to Reconnect

The original Day 5 programmes close with a technology-free reflection. Invite participants to put mobile phones and other devices aside, sit in a circle and complete three sentences:

- **One digital habit I want to change...**
- **One thing I will question more from now on...**
- **Youth Exchange: One thing I will do differently online from now on...**
- **Training Course: One thing I will bring into my youth work...**

Finish with 5–10 minutes of device-free conversation. This puts the day's message into practice: digital responsibility is not rejection of technology, but conscious use and preserved human connection.

Evaluation

Synthesis	Do the final recommendations reflect more than one workshop/theme?
Practicality	Could the audience use them tomorrow?
Ownership	Were participants involved in selecting and wording the final ten?
Dissemination value	Can the output be easily converted into a poster, handout or social-media format?
Transfer	Can youth workers/young people explain how they will use the guide after the programme?

SUPPORTING MATERIALS & ANNEXES

The following templates are designed for direct printing or adaptation. They operationalise the original timetable concepts so another facilitator can run the workshops without the full THE DIGIVERSE schedule.

► Annex A – General Facilitator Checklist

- I have explained the purpose of the activity and the right to pass.
- I am using fictional examples where personal disclosure is unnecessary.
- I have checked that materials are accessible and readable.
- Roles and groups are distributed without stereotyping participants.
- I will reserve enough time for debriefing.
- I will challenge harmful statements without humiliating the speaker.
- I will distinguish facts from assumptions during discussions.
- I will close emotionally intense role plays with a clear de-role step.
- I will collect only evaluation data that is necessary and appropriate.

► Annex B – The Court of Technology: Role Cards

USER

What choices did the user make? What knowledge or support would help? Where does personal responsibility begin and end?

COMPANY

How does the business model influence design? What should the platform prevent, disclose or change?

POLICYMAKER

What rules are proportionate? How can rights, innovation and protection be balanced?

JOURNALIST

What information should be verified? What is the media's role when sensational content is spreading?

ACTIVIST

Whose rights or interests may be overlooked? What transparency, accountability or public pressure is needed?

► Annex C – Lost Without Technology: Challenge Cards

CHALLENGE CARD 1

A group member twists an ankle and cannot move quickly.

CHALLENGE CARD 2

Heavy rain starts and visibility drops.

CHALLENGE CARD 3

Two members strongly disagree about the route or whether to move at all.

CHALLENGE CARD 4

One resource you considered essential is lost or damaged.

CHALLENGE CARD 5

Nightfall will arrive in one hour.

CHALLENGE CARD 6

You hear a distant sound but cannot confirm whether it is a road, people, machinery or something else.

► Annex D – The Algorithm Knows Me: Profile Cards

PROFILE 1

A university student interested in fitness.

PROFILE 2

An unemployed young person looking for work.

PROFILE 3

A teenager interested in gaming.

PROFILE 4

A young activist.

PROFILE 5

A young person experiencing social isolation.

► Annex E – Fact-Checking Quick Sheet

SOURCE	Who published it? Is the source identifiable and credible for this type of claim?
AUTHOR	Is an author or responsible organisation named?
DATE	Is the information current? Is an old event being presented as new?
EVIDENCE	What evidence supports the claim? Can the original study, document, data or statement be found?
LANGUAGE	Does the wording try to trigger fear, anger, urgency or shock instead of providing evidence?
CROSS-CHECK	Do other reliable and independent sources confirm the core claim?
AI / MANIPULATION	Are there signs that an image, audio, video or text may be synthetic, altered or taken out of context?
DECISION	Trust? Question? Ignore? Check further? Report? Do not share?

► Annex F – Digital Dilemmas Worksheet

What happened?	Describe the situation without adding assumptions.
Who is affected?	List direct and indirect stakeholders.
What are the risks?	Rights, safety, misinformation, discrimination, reputation, wellbeing, trust, etc.
Who is responsible?	Individual? Organisation? Platform? Institution? Shared responsibility?
What should be done?	Immediate response.
How could it be prevented?	Rule, habit, training, design change, consent process, verification process, etc.

► Annex G – Toolkit / Survival Guide Recommendation Canvas

Theme	Healthy Technology Use / AI & Critical Thinking / Privacy & Online Safety / Misinformation & Fact-Checking / Digital Inclusion / Responsible Social Media Use
Problem we want to address	What behaviour, risk or gap are we responding to?
Our recommendation	Start with an action verb.
Why it matters	Which right, value, risk or learning point supports it?

► Annex H – One-Page Workshop Evaluation

Rate each statement from 1 (strongly disagree) to 5 (strongly agree):

- I understood the main issue explored in the workshop.
- The activity helped me think critically rather than only receive information.
- I heard perspectives different from my own.
- I felt respected and able to participate.
- I can identify at least one practical action I can use after this workshop.

Open questions:

- What was the strongest learning moment?
- What was unclear or difficult?
- What would you change in the activity?
- What is one action you will take after this workshop?

EPILOGUE

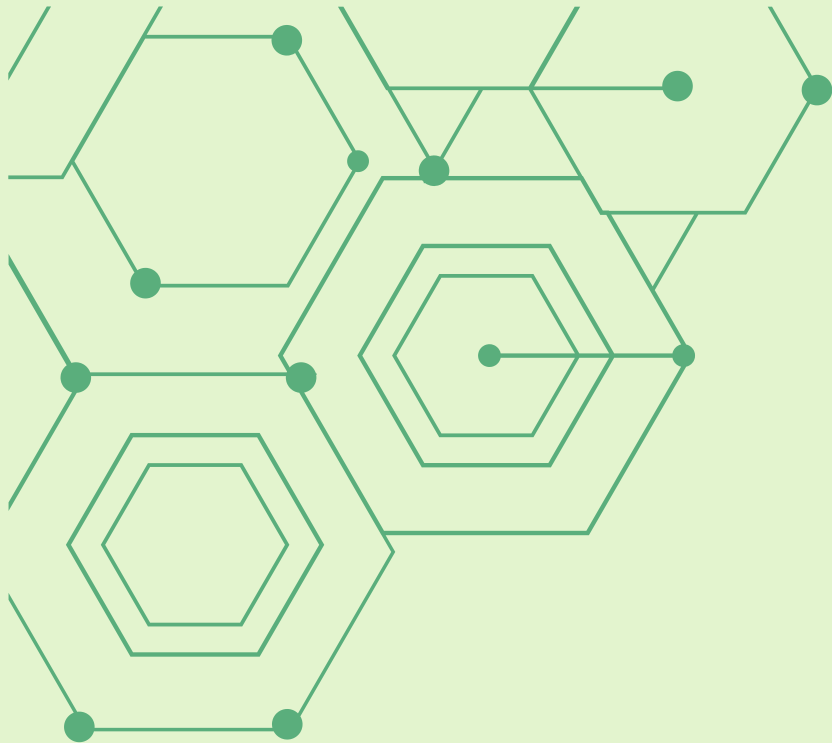
The seven workshops in this manual represent only part of the learning journey designed and implemented through “The Digiverse”. Their common purpose is not to promote fear of technology or uncritical enthusiasm for it. Instead, they place human judgement, rights, evidence, inclusion, responsibility and wellbeing at the centre of digital transformation.

The Training Course and Youth Exchange approached the same digital environment from complementary perspectives. Youth workers were encouraged to translate learning into professional youth-work practice, while young participants were supported to develop practical rules for their own digital lives and peer communities. The two pathways meet in the same objective: more conscious, critical, inclusive and responsible participation in the digital world.

E.O. Sharp Minds shares this manual as a practical contribution to non-formal education and Erasmus+/YOUTH practice. Facilitators are encouraged to adapt language, examples, group size and output formats while preserving the essential learning cycle: experience, reflection, critical analysis, responsible decision-making and transfer to action.

FINAL MESSAGE

Technology should expand human possibility without replacing human responsibility.



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ΝΕΟΛΑΙΑΣ
ΚΑΙ ΔΙΑ ΒΙΟΥ
ΜΑΘΗΣΗΣ