EDUCATIONAL PROGRAM:

YOUTH IN VIRTUAL ENVIRONMENT

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1. THEORETICAL INTRODUCTION

Cyberbullying

In the world of advanced technology and the ever-increasing growth of various social applications, the story of cyberbullying is extremely important. Precisely for the reason that with the increase in the use of social networks, the number of cases of cyber violence also increases. Cyberbullying is a phenomenon when someone uses technology, such as the internet or a mobile device, to perpetrate some kind of violence against others. Cyberbullying includes things like sending abusive or provocative messages, excluding others from messaging apps, "hacking" social media profiles, "tagging" people in statuses, or posting inappropriate photos of someone. "Indirect" cyberbullying is a type of bullying when the concrete name of the person being bullied is not mentioned. Still, it is obvious to everyone involved, for example", "You know whose dress is disgusting "ng". Being a victim of cyberbullying can be very upsetting for a young person as messages can be sent anonymously sly, and it is difficult to know who is sending them out. Moreover, the violence does not end when the victim leaves wherever the bully is (e.g. school), and the violence can carry on continuously. When messages and photos are shared online, rather than directly with the person they relate to, there are often many onlookers, and victims can get upset when they realise how quickly a rumour can circulate online.

Consequences of cyberbullying

When young people experience violence online, they can feel like everyone is attacking them, even in their own homes. It can seem like there is no way out. The consequences can last a long time and affect a person in various ways:

Nowadays, cyberbullying is one of the most significant sources of stress for young people. Young people can often try to hide such events from family and teachers.

However, changes in behaviour that indicate a problem can be noticed. Such changes include changes in social behaviour, such as sudden avoidance of friends and social events, then changes that include problems with concentration, falling grades, loss of interest, up to extreme forms, such as abuse of psychoactive substances and alcohol, expression of dark thoughts and suicidal desire.

Such consequences are particularly worrisome when it comes to individuals who have already experienced previous trauma.

The consequences of cyberbullying also include mental health problems, increased stress and anxiety, depression, violent behaviour and low self-esteem. The very fact that something posted on the internet is practically permanent speaks to how persistent the sense of shame and exposure that victims of Internet violence feel.

When we talk about the changes that victims of internet violence go through, apart from mental and behavioural changes, physical consequences are also noticeable. These can include symptoms such as insomnia, eating disorders, and problems in the gastrointestinal tract.

Cyberbullying can affect young people in many ways. But it can be overcome, and a person can regain self-confidence and health.

TYPES OF CYBERBULLYING

Social exclusion

Social exclusion is the act of intentionally leaving someone out. A child might be excluded from a group or party that "everyone" is talking about, included in, or left out of message threads or conversations involving mutual friends.

Harassment

Harassment is a broad category that can apply to many instances of bullying and cyberbullying. However, the PACER Centre, which supports children and young adults who have disabilities and operates the National Bullying Prevention Centre, suggests that there's a difference between bullying and harassment.

While bullying includes actions that hurt or harm another person physically or emotionally, when the victim is part of a protected class, including race, religion, sex, disability, and other characteristics, then the bullying behaviour is harassment.

Outing

Outing, also known as doxing, is the act of revealing sensitive or personal information about someone without their consent to cause them harm or humiliation. In the case of cyberbullying, doxing might entail exposing sensitive photos of a person without their permission or sharing an individual's private messages publicly, such as in an online chat group.

Trickery

Trickery is similar to outing, with an added element of deception. In these situations, the bully will befriend their target and lull them into a false sense of security. Once the bully has gained their target's trust, they abuse it and maliciously share the victim's secrets and private information.

Cyberstalking

The Cyberbullying Research Centre* offers this definition of cyberstalking: "the use of technology (most often, the internet) to make someone else afraid or concerned about their safety." A severe and potentially harmful form of cyberbullying, cyberstalking is a federal crime punishable by prison time and steep fines. Examples of cyberstalking include:

- Making threats via text, instant message, email, or social media
- Using sensitive photos or information to demand sexual favours (aka sextortion)
- Tracking a person's online movements and actions
- Posting harassing or threatening statements about a person on social media

[*] Cyberbullying Research Centre; Cyberstalking, accessed on 20.03.2024;
https://cyberbullying.org/cyberstalking

Fraping

Fraping is a combination of the words "Facebook" and "rape." No longer limited to Facebook alone, fraping occurs when a bully gains control of someone's social media account and posts content intended to humiliate or embarrass the victim.

While fraping is sometimes a harmless joke played on a friend who's unknowingly left their phone or computer open to access, when done with malicious intent, fraping can be particularly harmful to the victim if it threatens their self-identity, harms their reputation, or violates social norms.

Trolling

Trolling is when someone intentionally tries to incite negative reactions by posting inflammatory or attacking comments online, such as in a Reddit thread or a social media group.

Trolling is a form of cyberbullying when it's done with malicious and harmful intent. Trolling bullies tend to be more interested in creating conflict and don't have a personal relationship with their victims.

Prevention and dealing with cyberbullying

Key actors in the prevention of cyberbullying are parents, schools and institutions that have the primary role of preventing different forms of violence (police, counselling, etc.). Active programs and educational activities focused on raising understanding and awareness about cyberbullying are the first and necessary steps in the prevention of cyberbullying.

Youth work and youth workers play a crucial role in developing and implementing educational activities and programs focused on raising awareness about cyberbullying and developing key competencies of youth to recognise when cyberbullying is happening and know how to react to cyberbullying.

In the next sections of this topic, we will try to cover key topics of preventing and reacting to cyberbullying. The advice is developed in line with UNICEF's global guides* on tackling the issue of cyberbullying.

[*] UNICEF; Cyberbullying: What is it and how to stop it; accessed on 20.03.2024;
https://www.unicef.org/end-violence/how-to-stop-cyberbullying.

- *Who should a young person talk to if they are a victim of cyberbullying, and why it's important for cyberbullying victims to reach out*

If a young person sees that they are victims of bullying, their first step is to reach out to a person they can trust to and share what they are going through; i.e., reaching out to parents, relatives, teacher, pedagogues, schools counsellor.

If youngster is not comfortable reaching out to specific individual, there are specialised help lines in each country, which provide professional advice and help.

If the bullying – cyberbullying is happening on a specific social media network, then the victim can block and report the bully. When making the report, it is good to have and attach print screens of the messages and other content showing the cyberbullying.
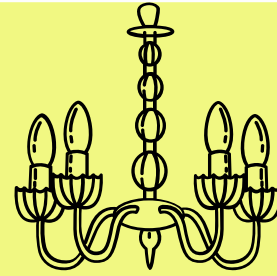
- *Who should a young person talk to if they are a victim of cyberbullying, and why it's important for cyberbullying victims to reach out*

If a youngster is a victim of cyberbullying, coming out and reporting the violence to the adult they can trust is important in order to prevent the future violence of happening. This is easy to define, but youngsters do not feel comfortable coming out with the problems, most of the time.

Youth workers have the role of empowering the youngsters to know how to share the problem and find the solution, with help of the adults they can trust to. In order to share the problem, there are few key factors that youth workers can prepare youngsters to deal with:

- Finding the good moment for talking about issue like being victim of cyberbullying it is important to find a good moment in which the youngster will have full support and attention of an adult or a parent.

- Explaining how serious the issue is sometimes adults may not understand the severity of the cyberbullying. Thus, the youngsters should be ready to explain to the adults the platforms they are using and how the cyberbullying is happening.
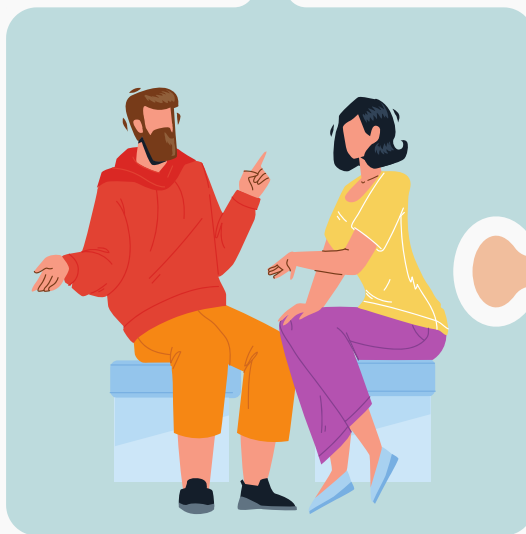
- If talking with parent or guardian doesn't seem like a good solution – in this case youngsters are advised to talk with adult they can trust to.

School psychologist or youth workers can be a good address where the problem will be addressed.

- *Helping peers to report cyberbullying*

Everyone can be a victim of cyberbullying, and being a victim doesn't mean that the person is less good or has less value. If youngsters know their peers are victims of cyberbullying, they should approach them and help them in reporting the violence. Youth workers can advise youngsters on how to help their friends and peers to report and prevent cyberbullying.

Some key questions that youngsters should ask their peers are: how do they feel, how did the cyberbullying happened, did it happen once or it's occurring. When addressing the topic youngsters need to remember to be polite, talk together about the situation and how and whom to report it.
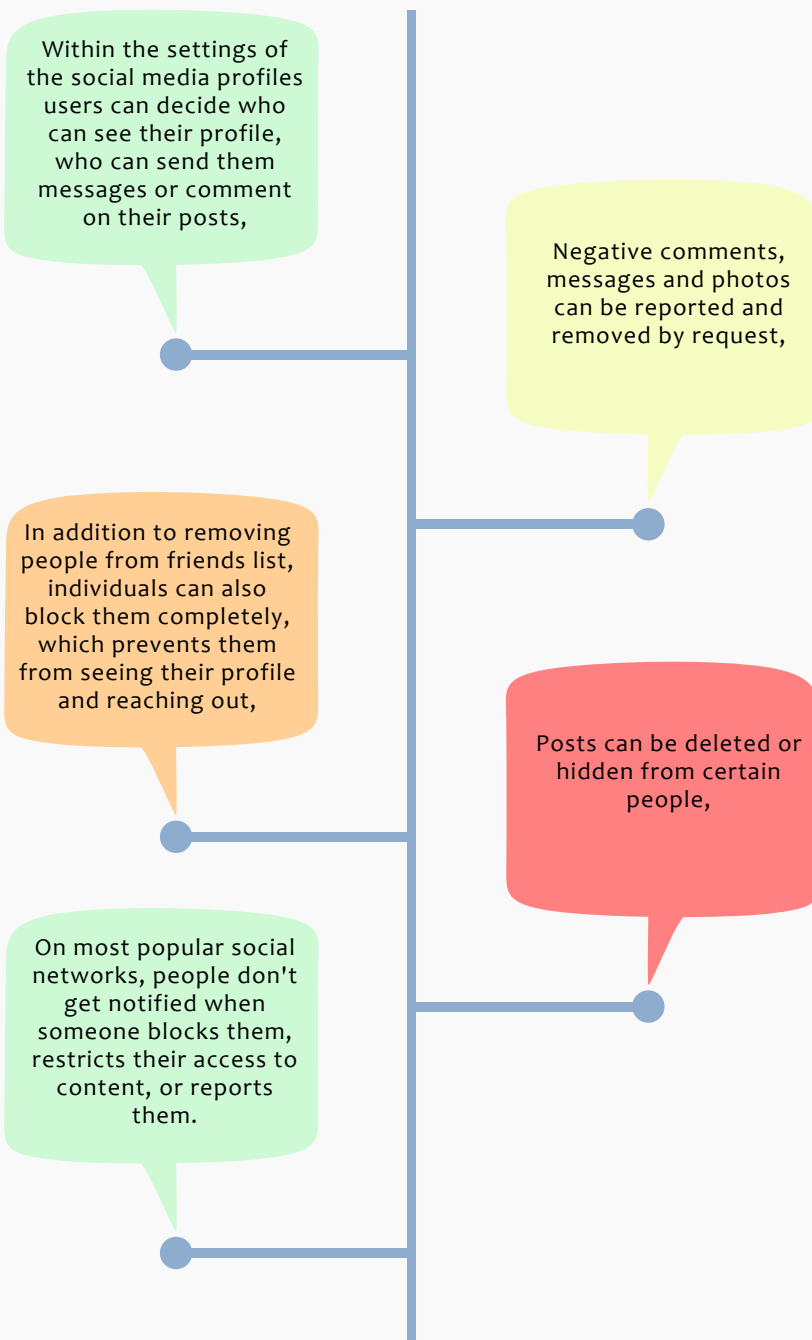

REPORT

- *List of steps to prevent misuse of private information*
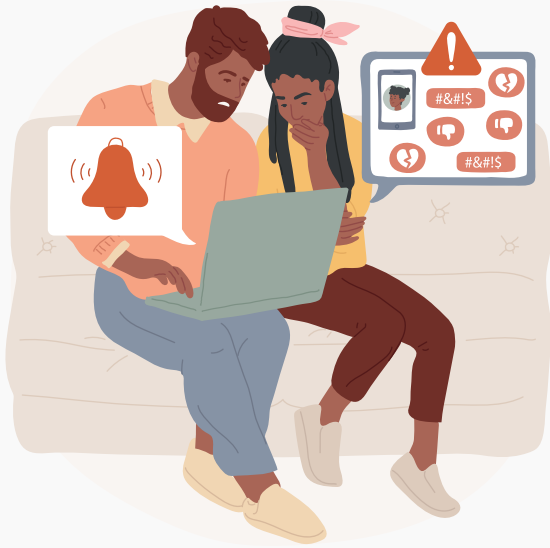
First and foremost is that youngsters and in general anyone using the social media should think twice before sharing or publishing something on social media profiles.

Personal information should never be publicly available. Below is list of steps that can be taken on most of social media networks as a prevention of misuse of private information (advices in line UNICEF's general guides*:

(*)UNICEF; Cyberbullying: What is it and how to stop it; accessed on 20.03.2024; **https://www.unicef.org/end-violence/how-to-stop-cyberbullying**

Within the settings of the social media profiles users can decide who can see their profile, who can send them messages or comment on their posts,

Negative comments, messages and photos can be reported and removed by request,

Each social network offers different tools that can help protect privacy and report violence. Many of them include simple steps youngsters can take to block or report cyberbullying.

During the sessions dedicated to the topic of cyberbullying, youth workers should cover the major social networks and their tools for reporting cyberbullying.

Social networks also have educational tools and guides for children, parents and teachers that provide information on how to stay safe online

In addition to removing people from friends list, individuals can also block them completely, which prevents them from seeing their profile and reaching out,

Posts can be deleted or hidden from certain people,

On most popular social networks, people don't get notified when someone blocks them, restricts their access to content, or reports them.

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Media literacy

There is no universally accepted definition of media literacy. There are numerous definitions of media literacy, and the basic definition of media literacy implies "the ability of individuals to access, analyse and produce information with concrete effects". Media literacy promotes critical thinking skills that enable people to make independent choices on which media content they will consume and how they will interpret the information received through the media channels.

The central topic of interest of media literacy is the mastery of critical and creative skills, i.e. knowledge that helps to connect complex ideas, to constantly ask questions, recognise the right answers, and identify misconceptions, which are the foundations of intellectual freedom.

This definition is focused on the concept of media literacy, which starts from the media as a positive source of information and entertainment, for which many different knowledge and skills need to be acquired or made conscious.

More developed societies do not leave it to individuals to take care of themselves and unsystematically manage the acquisition of this knowledge, but encourage different social media literacy strategies, following positive international examples and recommendations.

The media has changed the way we think about the world, each other and ourselves. Media content conveys messages that shape, reflect, and reinforce the attitudes, values, behaviour, preoccupations, and myths that define a culture.

What impact the media content will have on individuals depends on multiple factors:

1. Communicator; the one who produces media content,

2. Function or purpose for which media content is created,

3. Type of media and individual characteristics of different types of media, and

4. Target audience.

The most important dimension of media literacy is the ability to think critically when interpreting media content, from informative to artistic and entertaining content. The ability to read media messages and their meaning - which is not always self-explanatory and obvious at first glance - is of key importance for understanding the world around us, which in the modern age we learn most from the media.

Media literacy at a time of increasingly strong influence of digital media implies a certain level of IT literacy for all those who consume media content via the internet. As with any new mass communication channel, online media have their own ways of shaping messages and information that require the development of new knowledge that constitutes media literacy.

Media and Information Literacy (MIL) is extremely important for us today: it makes critical thinking possible.

A media and information – literate individual is able to distinguish between reliable sources of information, determine the role of media in culture and be responsible for his/her understanding of the influence of mass communication, while switching between different media platforms.(*)
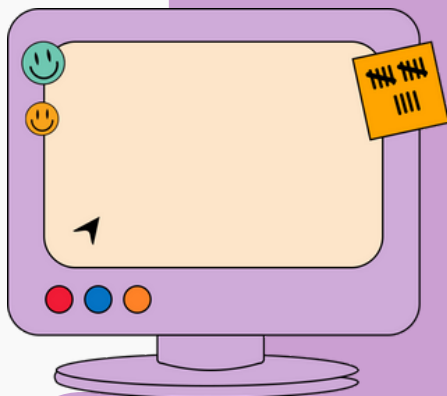
Media and Information Literacy is a multidisciplinary concept which is coming from two fields:

- Media Literacy (originated within media and civic studies) and

- Information Literacy (emerged from library and information science).

(*) SALTO Participation pool; Media & Information Literacy; accessed on 20.03.2024;
https://participationpool.eu/resource-category/information-critical-thinking/media-information-literacy/

As any literacy, MIL is considered to be a set of competencies and skills, which in MIL case stand close to the concepts of online and offline media, critical thinking, media use, information and source awareness, digital citizenship and active participation, among others. MIL skills in particular are the ones that are promoted to tackle social challenges such as mis- and disinformation, extremism, cyberbullying and hate speech online, cybercrime of various kinds (sextortion, data theft, violation of human rights etc.).*

[*] SALTO Participation pool; Media & Information Literacy; accessed on 20.03.2024; **https://participationpool.eu/resource-category/information-critical-thinking/media-information-literacy/**

Internet addiction and prevention of internet addiction

The internet has become a part of our everyday life and we all gladly use its benefits, from searching for information, browsing social networks to watching various content. We have complete control over our behaviour and the time we devote to the virtual world if using the internet has a clear goal and purpose and we can leave at any time.

If a person spends most of their time on the internet constantly checking social networks and online content and often, instead of going out, chooses to stay at home and live their life through social networks, addiction develops.

When talking about addiction, the first thing that usually comes to mind is addiction to psychoactive substances.

However, addiction can also develop without introducing psychoactive or other chemical substances into the body, i.e. it can develop from activities or behaviours that turn from habit into repetitive and compulsive, i.e. into addictive behaviour (e.g. pathological gambling, playing computer games, online betting, checking social networks...).
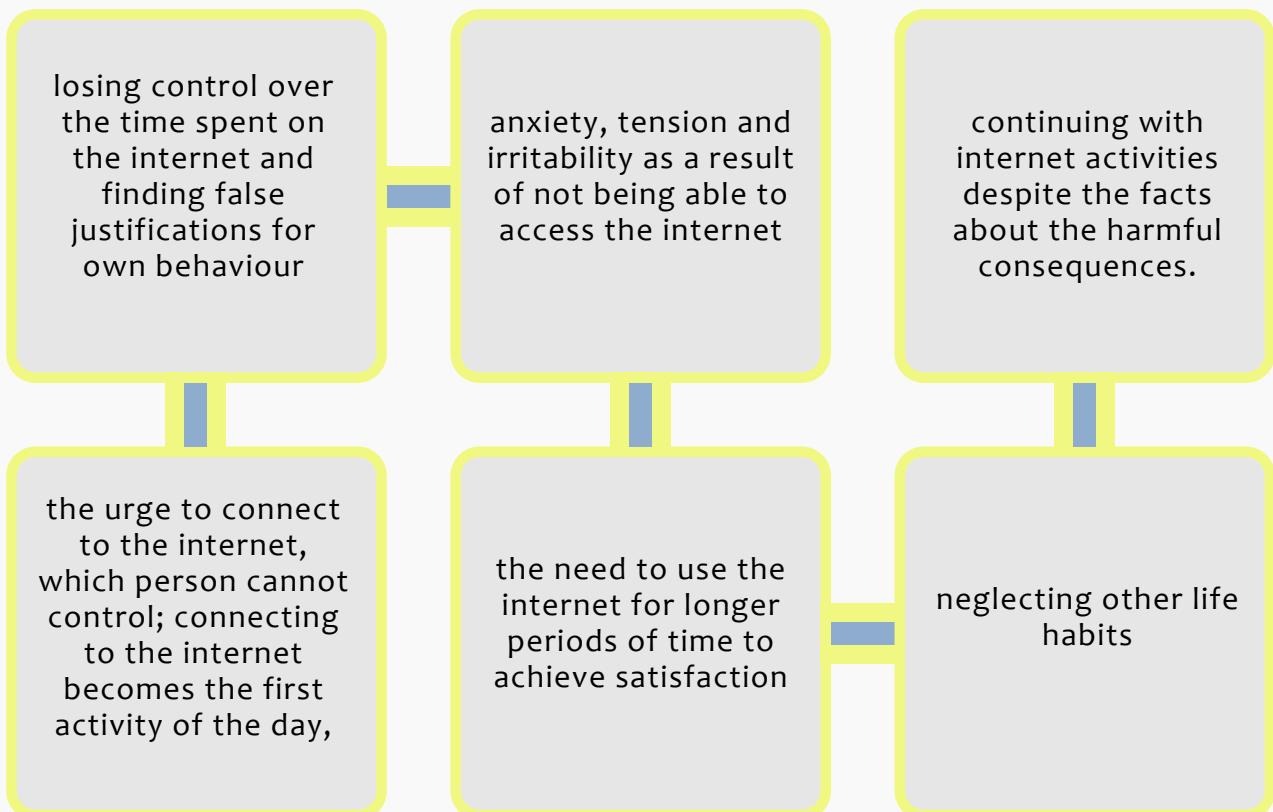
Signs that individual is addicted to internet

With longer use of the internet, individuals become socially isolated, physically and mentally exhausted, which of course affects their family, social, school or work functioning, and in the end can result in complete psychological decompensation. Individuals who have difficulty controlling their own behaviour and are insecure, withdrawn and lonely, are certainly at greater risk for developing an addiction to the internet.

Today, more and more teenagers and young people develop an addiction to the internet, without either them or their parents being aware of it, which becomes a serious problem for their successful and productive life and adversely affects the dynamics and relationships in the family.

These are some of the general signs that an individual is internet addicted:

losing control over the time spent on the internet and finding false justifications for own behaviour	anxiety, tension and irritability as a result of not being able to access the internet	continuing with internet activities despite the facts about the harmful consequences.
the urge to connect to the internet, which person cannot control; connecting to the internet becomes the first activity of the day,	the need to use the internet for longer periods of time to achieve satisfaction	neglecting other life habits

Types of internet addiction:

- Addiction to social networks - Facebook, Twitter and other networks that enable meeting new people, communicating with friends, easier sharing of pictures and other news,

- Addiction to online games,

- Online gambling addiction,

- Addiction to online shopping,

- Addiction on the constant search for new information and knowledge on the internet.

- Cybersex addiction, which involves searching and viewing pornographic materials.

HELP!

Prevention of internet addiction

Below we are presenting you with some practical tips and advices that youth workers should share with participants of educational workshops, when the topic of the internet addiction is introduced or covered by the educational activities.

Useful tips for preventing over-use of the internet and for preventing internet addiction:

Keep the computer in the living room (not in the bedroom),

Try to turn off the internet for a while and devote yourself to family and friends,

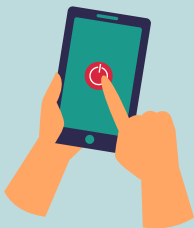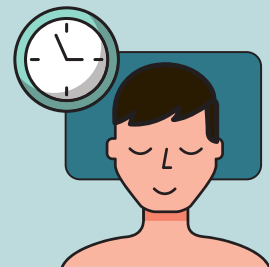Break the behaviour pattern and don't make a habit of using the internet every day at the same time),

Inform yourself about healthy ways of using the internet,

Find a hobby or activity that does not involve the Internet, video games, TV, cell phones or computers,

Go to sleep on time,

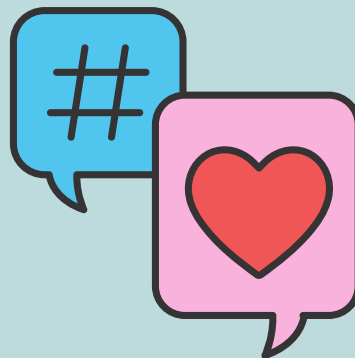Use an alarm or a stopwatch to limit the time spent on the internet,

Install an application with which you can program the shutdown of the computer after a certain time (Google search: "shutdown time", "cold turkey")

Don't eat at the computer,

Ask your parents and friends to warn you if they think you are on the computer/mobile phone for a long time,

Turn off social network notifications.

Educational Sessions

Name of the session	1.1 „ Cyberbullying 101 "
Objectives	• To introduce the concept of cyberbullying, its definition, and its various forms to ensure that participants clearly understand what constitutes cyberbullying behaviour. • To encourage participants to delve deeper into various types of cyberbullying through interactive activities • To provide a space for participants to creatively express their understanding of different cyberbullying types by designing educational posters
Duration (in minutes)	90 minutes
Min and Max number of participants	10 -40
Resources/materials/ equipment needed	- A4 papers - Pens and pencils - Markers - Blanket
Rules and description step-by-step (content elements, methods)	**1.) Introduction and definition of cyberbullying (15 minutes)** The workshop starts with a welcome by the responsible educator and a short introduction to the topic, the key aspects to be covered during the work and the agenda. Participants are invited to work individually and think about how they define cyberbullying. After 5 minutes, they should go around the working room, find a pair, share their definitions, and discuss what they wrote (what are similarities, what are differences, and what are similar). After all participants got a chance to share, trainers defined cyberbullying:

Cyberbullying is the use of digital communication tools (such as the internet and mobile phones) to make another person feel angry, sad, or scared, usually again and again.

Examples of cyberbullying include sending hurtful texts or instant messages, posting embarrassing photos or videos on social media, and spreading mean rumours online or with mobile phones and other devices.

2.) Types of cyberbullying – creation of educational posters (60 minutes)

Participants are divided into 10 pairs or smaller groups (depending on the group size). Each group is preparing a prepared handout about one type of cyberbullying. Their task is to read and analyse handouts and then create educational A4 posters that will be put together with posters created by the other groups. At the end of the exercise, we should see 10 educational posters about 10 types of cyberbullying. Educational posters should be created creatively with practical examples, enabling the rest of the group to learn and remember about the specific type of cyberbullying quickly. Participants have 25 minutes to prepare educational posters, and each group has up to 3 minutes for the presentation.

1.) Social exclusion - A cyberbully can intentionally leave someone else out of an online group or message thread. This can leave a victim feeling isolated and depressed.
2.) Harassment - Harassment occurs when a cyberbully sends persistent and hurtful online messages to a victim. These messages can contain threats
3.) Cyberstalking - With cyberstalking, a cyberbully monitors a victim's online presence closely. The bully can also make false accusations and threats against the victim and their loved ones. Additionally, cyberstalking can extend to the real world, becoming quite serious and dangerous for the victim and potentially their loved ones. Cyberstalking and offline stalking are both considered criminal offences. In either instance, a victim can file a restraining order against the perpetrator. Furthermore, the perpetrator can face probation and jail time.
4.) Outing - Outing someone on social media occurs when a cyberbully openly reveals a person's gender identity or sexual orientation without their consent. The bully does so in the hopes of embarrassing or humiliating the victim.
5.) Doxxing - Doxxing, or doc-dropping, is when a cyberbully maliciously shares personal data about an individual online that wouldn't normally be publicly known to harass or intimidate a victim. This includes personal information such as someone's address, the school they attend, or their social security number.

Rules and description step-by-step (content elements, methods)	**6.)** **Fraping** - Fraping occurs when a cyberbully uses a victim's social media accounts to post inappropriate content with the victim's name attached to it. In this scenario, the victim is tied to online content that can damage their reputation. **7.)** **Trolling** - Not all trolling is considered cyberbullying, but cyberbullies can troll victims by posting derogatory comments about them online in the hopes of hurting these individuals. **8.)** **Dissing** - A cyberbully disses a victim by spreading cruel information about them. The bully does so via public posts or private messages, intending to damage the victim's reputation or relationships with others. **9.)** **Flaming** - Flaming consists of posting about or sending insults and profanity to a victim. A cyberbully flames a victim. I'm hoping to get this individual to engage in an online fight. **10.)** **Catfishing** - With catfishing, a cyberbully exploits a victim's emotions. A cyberbully attempting to catfish a victim creates a fake online identity and pretends to be someone else. The bully can then engage with a victim using this false identity and build an online romance. Over time, the victim may trust the online user and share sensitive information with the individual. Then, the cyberbully can use this information to embarrass the victim and damage their reputation or expose them. **_3.) Debriefing (15 minutes)_** Wrap up with debriefing in plenary.
Questions for Evaluation/Debriefing	*Here are some suggested questions for debriefing. You can add yours or use only some of these (depending on your time limits, group size, etc.)* 1. *What did you learn during the session? What information did you already know from before?* 2. *How was it to create your definitions of cyberbullying?* 3. *What were your learning highlights from this session?* 4. *How can you transfer that to your regular daily life and online time?*

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Modifications for virtual environment	- Use Zoom, Google Meet, and Microsoft Teams for communication, Microsoft PowerPoint to present theoretical outputs, and Padlet to upload all abstract drawings. - Educational posters can be developed in Canva, even when organising the session in a live/face-to-face environment.
Tips for trainers/facilitators	- Trainers should be familiar with all the terms that participants will be presenting and be ready to explain them further with some practical examples if needed - It is very important to keep track of time and to be sure that each group is not taking too much time for presenting and discussion (especially if working with more than 10 groups) - Participants should be encouraged to look for more information online (if available) apart from the given handouts
Expected outcomes	- Participants will gain a deeper understanding of cyberbullying - Participants will be able to recognise various forms of cyberbullying, tactics, and the impact it can have on individuals' emotional well-being and safety in online spaces. - Participants will develop a better understanding of specific cyberbullying behaviours - Participants will be empowered with knowledge and strategies to prevent cyberbullying. - Participants will be motivated and inspired to take an active role in advocating for a safe and inclusive online environment
Other comments	N/A

Name of the session	1.2 "Cyberbullying and standing up for the others."
Objectives	- To ensure that participants have a basic understanding of the key terms associated with bullying and cyberbullying - To enable participants to distinguish between the roles of upstanders and bystanders in bullying situations - To encourage participants to reflect on their understanding of different bullying scenarios - To enrich participants' mindset towards becoming proactive upstanders by engaging them in discussions about the importance of standing up against bullying and exploring real-life scenarios to understand varied reactions
Duration (in minutes)	90 minutes
Min and Max number of participants	6 - 40
Resources/materials/ equipment needed	- Pens and pencils - Printed handouts - A4 papers
Rules and description step-by-step (content elements, methods)	*1.) Introduction to the topic and theoretical inputs (15 minutes)* Trainers provide theoretical input about the topics that will be discussed. In the beginning, it is important to define the following terms: **Bully:** The person doing the bullying **Target:** The target of bullying **Bully-Target:** A person who both bullies others and is bullied **Bystander:** Someone who observes bullying happening to others. **Not involved:** Someone who does not experience or witness bullying. **Upstander:** The person who stands up when they see bullying happening.

| Rules and description step-by-step (content elements, methods) | **2.)   Upstander vs Bystander – practical exercise (25 minutes)**

Participants are given a handout of 5 different stories/examples of bullying. Their task was to read these stories and decide if the person involved was an upstander or bystander. This task is performed in pairs.

Stories can be found at the following link: **https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Handout%202%20-%20Bystander%20vs%20upstander_1.pdf**

3.)   From bystander to upstander (30 minutes)

Everyone joins the plenary for a short discussion on their answers. The trainer invites each pair to share how they categorised these answers and why they have done so. After 15 15-minute discussion on the answers, the trainer continues the session by asking the following questions:
1.) Why did we do this activity? How do you understand it?
2.) How would you react in any of these situations?
3.) Why is it important to stand up for others – be an upstander?
4.) Can someone share a bullying situation they encountered? How did you react? Were you a bystander or upstander?

4.)   Debreifing (20 minutes)

At the end of the discussion, the trainer closes the session by highlighting the importance of having upstanders in the community and schools/universities/clubs and the need for marginalised youngsters to be supported on this issue. |

| **Questions for Evaluation/Debriefing** | Here are some suggested questions for debriefing. You can add yours or use only some of these (dependingon your time limits, group size, etc.)
1. What happened during this session? What did you experience?
2. How did you feel? Were the tasks complex for you? Were they easy?
3. What did you learn?
4. How can you transfer that to your daily life? |

Modifications for virtual environment	- Use Zoom / Google Meet / Microsoft Teams for communication and Padlet for the photos prepared in advance and for the results. - Handouts can be provided digitally for participants, even when organising the activity in a live/face-to-face environment.
Tips for trainers/facilitators	- If you are not able to provide good quality internet connection for participants or if they have their smart devices, then handouts, from example, should be printed and hard copies distributed to the participants - Trainers should take into consideration that the stories might trigger some of the participants to share and should not, in any case, force or encourage participants to share stories that could be visibly disturbing for them or others
Expected outcomes	- Participants will have a clear understanding of the different roles associated with bullying situations - Participants will develop critical thinking skills in analysing and categorising responses as upstander or bystander in given scenarios - Participants will actively engage in discussions and share personal experiences and insights regarding their reactions to bullying scenarios
Other comments	N/A

Name of the session	1.3 "Impact of (social) media on young people."
Objectives	• To encourage participants to analyse the impact of media on young people • To explore and identify positive and negative aspects of media influence on youth • To enable participants to understand and apply the CRAPP model to evaluate online information sources for reliability and accuracy critically
Duration (in minutes)	90 minutes
Min and Max number of participants	8 - 40
Resources/materials/ equipment needed	• Pens and pencils • Mobile devices or laptops • Printed handouts with CRAPP model
Rules and description step-by-step (content elements, methods)	**1.) Walk and talk exercise (40 minutes)** Participants are asked to create pairs. They will walk around the room with the pair and discuss the questions trainers give. After 10 minutes, the trainer will give a sign to the group, and each participant will create a new pair and get a new question to discuss. The discussion questions are the following: 1.) Can you recall instances where you've observed media significantly impacting the actions or opinions of young people in your community or society? 2.) Consider the positive aspects of media influence on youth. What could it be? 3.) What practical steps can individuals, parents, educators, and communities take to help young people navigate the media landscape more effectively? 4.) What advice or recommendations would you offer to someone, especially a young person, who wants to become a more discerning and active media consumer and participant in societal issues? After participants finish working in pairs, trainers will ask the same questions in the plenary and let participants share the most interesting outcomes for them in discussions they had with other participants.

| Rules and description step-by-step (content elements, methods) | **2.) CRAPP model - theoretical introduction (15 minutes):**

Trainers provide theoretical input about the CRAPP model. Before using any information found or consumed online, it is important to determine if it is accurate and reliable. The CRAAP Test is a list of questions to help young people determine if their information is reliable. It is important to remember that the following list of questions is not static or complete, and different criteria will be more or less important depending on your situation or need.

Currency: The timeliness of the information.

When was the information published or posted?
Has the information been revised or updated?
Is the information current or out-of-date for your topic?
Are the links functional?

Relevance: The importance of the information for your needs.

Does the information relate to your topic or answer your question?
Who is the intended audience?
Is the information appropriate (i.e. not too elementary or advanced for your needs)?
Would you be comfortable using this source for a research paper?

Authority: The source of the information.

Who is the author/publisher/source/sponsor?
Are the author's credentials or organisational affiliations given?
What are the author's qualifications for writing on the topic?
Is there contact information, such as a publisher or email address?
Does the URL reveal anything about the author or source? (examples: .com .edu .gov .org .net)

Accuracy: The reliability, truthfulness, and correctness of the informational content.

Where does the information come from?
Does evidence support the information?
Has the information been reviewed or refereed?
Can you verify any of the information from another source or personal knowledge?
Does the language or tone seem biased, or is it free of emotion?
Are there spelling, grammar, or other typographical errors? |

Rules and description step-by-step (content elements, methods)	Purpose: The reason the information exists. What is the purpose of the information? To inform? Teach? Sell? Entertain? Persuade? Do the authors/sponsors make their intentions or purpose clear? Is the information fact? Opinion? Propaganda? Does the point of view appear objective and impartial? Are there political, ideological, cultural, religious, institutional, or personal biases? ***3.) CRAPP model – practical exercise (25 minutes)*** After theoretical input about the CRAPP model and specific questions used, participants will individually practice using the CRAPP model on the following website: ***https://zapatopi.net/treeoctopus/faq.html*** ***4.)Round up for debriefing (10 minutes)***
Questions for Evaluation/Debriefing	Here are some suggested questions for debriefing. You can add yours or use only some of these (dependingon your time limits, group size, etc.) 1. What happened during this session? What did you experience? 2. How did you feel? Were the tasks difficult for you? Were they easy? What did you feel reading the given website? 3. Do you think the provided website can be used as a reliable source? 4. What did you learn? How can you transfer that to your daily life and consume information from online sources?
Modification for virtual environment	- Use Zoom, Google Meet, and Microsoft Teams for communication, and use PADLET or a similar tool to share stories and final works.
Tips for trainers/facilitators	- Walk and talk exercises could be done outdoors if possible. If not, it would be good to use other areas apart from the regular meeting room, such as other hotel facilities, other rooms in the youth association/youth centre, corridors, etc. - If participants do not have smart devices to fulfil their CRAPP model examples, trainers should have prepared and printed models on A4 papers that participants could use

Expected outcomes	• Participants will have a better understanding of how media impacts young people's actions and opinions within their communities • Participants will understand and practice the CRAPP model by evaluating online information sources using the criteria of currency, relevance, authority, accuracy, and purpose • Participants will recognise positive aspects of media influence on youth, recognising its potential to contribute to societal issues and individual growth • Participants will discuss ways to implement the CRAPP model in their daily lives when consuming online information
Other comments	N/A

Name of the session	1.4 Media literacy – basic concepts and understanding
Objectives	• o discuss and define definitions of the terms connected to media literacy; • To develop skills on how to research the meaning of these concepts and find reliable sources; • Discuss whether participants' understanding of the concepts differs from the definitions found. • o critically reflect on our personal media consumption as a source of information.
Duration (in minutes)	75 minutes
Min and Max number of participants	10 - 40
Resources/materials/ equipment needed	- Pens and pencils - A3 papers and A4 papers - Projector and stable internet connection - Flipchart papers - Post-it notes
Rules and description step-by-step (content elements, methods)	**1.) _Let's define the concepts (20 minutes)_** At the beginning of this step, participants are given instructions that they should not use their smartphones during the exercise until they need them. Each participant receives one concept/term. They are given 5 minutes to define this concept/term individually, think about everything they know about the concept they got, and write it down on paper. After 5 minutes, participants must find participants with the same term/concept. Then, they sit in pairs or groups, share the individual definitions and understanding, and work jointly on developing a presentation for the rest of the group. Participants can use their smartphones to enrich their presentations further with relevant information for this step. 20 minutes is given for this step.

At the end of the exercise, each group presents their educational poster on the given term/concept. Up to 2-3 minutes per group is given for this step.

List of terms/concepts:
· media;
· media literacy;
· political participation;
· political literacy;
· critical thinking;
· fake news;
· disinformation;
· cognitive bias;
· cognitive dissonance;
· click-bait.

2.) _Additional inputs from trainers after the presentation (10 minutes)_

Media literacy implies the ability of citizens/audiences for quality access, analysis, evaluation, creation and participation in society based on messages in different forms - from printed and video to online. Media literacy makes it possible to understand the role of the media in society and gives citizens basic skills for questioning messages but also for self-expression through them. Important keywords in this context are education (which implies that media literacy is learned), understanding media (which implies their social role and the need for understanding ways in which they are integrated into society), questioning (which means a critical attitude of users) and self-expression (which implies the participation of citizens in the communication community, not just their passive role in receiving media messages).

Media literacy is, in fact, an upgrade of general literacy, as the concept of media mastery (traditional media and new media, i.e. the Internet) was "introduced" into the definition of literacy. Therefore, we would conclude that literacy in the 21st century is multidimensional and is organised on several levels:

-      first – traditional level, which includes general reading skills and writing;
-      second – media level, which implies the skills of a successful critic media use;
-      third – new media level, which means the skills of successful critical use of new media, primarily the internet.

Rules and description step-by-step (content elements, methods)

**Rules and description step-by-step
(content elements, methods)**

3.) *Defining media literacy and other terms (15 minutes)*

The trainer puts the following video on the projector:
Why Do Our Brains Love Fake News? (6:40 min)

https://www.youtube.com/watch?v=dNmwvntMF5A

Discussing the video and wrapping up the discussion on definitions:
-       What do you think about the video?
-        Which terms and topics were familiar to you, and which were new?
-       Do you think these topics are part of media literacy?
-        What other terms/concepts do you see around yourself that media literacy education should address?

4.) *What applications and media sources do we use? (20 minutes)*

On the ground, there are 2 flipcharts with titles: media I am using as a source of information and media I am not using as a source of information.

Individual exercise, brainstorming, reflection for participants: Look at your smartphone and see all apps you were using in the last month: write down on post-is which you were using as a source of information and which you were using for other purposes (for example fun, entertainment, etc.)
After participants had written down all the apps they had used last month and put the Post-its on one of the flipcharts, they read them aloud. Participants reflected on which apps they paid for and which were free.
-       What do they think is why they are free?
-       How do they make money?

Participants also reflect on their time on their smartphones and the applications they mainly use.

5.)   *Debriefing (10 minutes)*

The trainer uses the following questions:
1.)   What terms concerning media literacy and media in general were familiar to us? What did we learn new?
2.)   What are the new terms we discovered during this session?
3.)   How do we decide which sources of information are legit for us?
4.)   Why is media literacy important? How is it connected to youth work?
5.)What can we use from this session to follow up this training course?

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Modification for virtual environment	• Use Zoom, Google Meet, and Microsoft Teams for communication, and use PADLET or a similar tool to share the print screens of the results. • The whole session can be organised in a virtual environment by using the Gather Town platform: *https://www.gather.town/*
Tips for trainers/facilitators	• Trainers should be sure to have a good quality internet connection and projector in the working room to play a video
Expected outcomes	• Participants will have a clearer understanding of various concepts related to media, political participation, critical thinking, and disinformation • Participants will develop critical thinking about media consumption and the spread of misinformation • Participants will reflect on their media usage habits • Participants will develop the knowledge and skills to navigate today's media landscape critically and responsibly.
Other comments	N/A

Name of the session	1.5 "Internet addiction – what is it and prevention of internet addiction."
Objectives	• To introduce participants to the topic of internet addiction and initiate self-awareness regarding their digital habits • To provide participants with a theoretical understanding of internet addiction • To explore real-life scenarios of internet addiction through case studies and engage participants in role-playing activities • To provide participants with actionable steps to address internet addiction
Duration (in minutes)	90 minutes
Min and Max number of participants	8-40
Resources/materials/ equipment needed	• Pens and pencils • A4 papers • Handouts with case studies
Rules and description step-by-step (content elements, methods)	*1.) Introduction and checking how much time we spend online (15 minutes)* Trainers start the activity with a short introduction about the topic. Then, all participants are invited to take their smartphones and check how much time they spent on average during the last week and the previous month using smart devices, and what applications they were visiting the most. Trainers encourage interactive discussion with participants while sharing their results, emphasising the importance of discussing internet addiction in today's digital age.

| Rules and description step-by-step (content elements, methods) | **2.)   _Understanding internet addiction - theoretical inputs (25 minutes)_** |

2.)   _Understanding internet addiction - theoretical inputs (25 minutes)_

a.) Defining internet addiction

Trainers begin by defining internet addiction as a behavioural addiction characterised by excessive, compulsive internet use, which interferes with daily life activities, relationships, and responsibilities. It is also important that trainers share that internet addiction is not officially recognised as a mental health disorder in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). Still, it is widely acknowledged as a significant concern by mental health professionals.

b.) Characteristics of internet addiction

Trainers explain and share the key characteristics of internet addiction, such as:
-       Excessive time spent online, often to the detriment of other activities.
-       Failed attempts to control or reduce internet use.
-       Preoccupation with the internet leads to neglect of personal hygiene, sleep, or social interactions.
-       Withdrawal symptoms when unable to access the internet, such as irritability, restlessness, or anxiety.
-       Continued use of the internet despite negative consequences, such as academic or work problems, relationship difficulties, or health issues

Trainers should encourage participants to share their observations or experiences related to different characteristics of internet addiction or share examples from their lives.

c.) Discussion

Trainers lead interactive discussion in the group through the following guiding questions:

-       How much time do you spend online daily, and how does it compare to other activities in your life?
-       Have you ever felt anxious or agitated when unable to access the internet?
-       Do you neglect essential responsibilities or relationships because of your internet use?

Rules and description
step-by-step
(content elements,
methods)

3.) Case studies and role play exercise (40 minutes)

Participants are given several case studies and have a task to create role-playing scenarios based on them, depicting everyday situations where internet addiction impacts individuals' lives. Participants are assigned roles, and trainers ask them to act out the scenarios, portraying the individuals' thoughts, emotions, and behaviours in the case studies.
After each scenario, trainers should facilitate a discussion where participants reflect on the challenges faced by the individuals and brainstorm potential solutions.

Case Study 1:

John is a 17-year-old high school student who spends 8-10 hours playing online games daily. He often stays up late into the night gaming and struggles to focus on schoolwork during the day. Despite his parents' concerns and multiple attempts to limit screen time, John prioritises gaming over his responsibilities and social life. As a result, his grades are suffering, and he has become increasingly withdrawn from family and friends.

Case Study 2:

Sarah is a 25-year-old professional who works in a demanding corporate job. She constantly checks her smartphone for emails, messages, and social media updates, even during meetings and social gatherings. Sarah's excessive screen time has led to increased stress and anxiety, as she feels pressure always to be connected and responsive. Despite recognising the negative impact of her digital habits on her mental health and relationships, Sarah struggles to disconnect and establish boundaries between her work and personal life.

Case Study 3:

David is a 30-year-old freelance graphic designer who relies heavily on social media platforms for networking and promoting his work. He spends hours daily scrolling through his social media feeds, seeking validation through likes and comments on his posts. David's online presence has become central to his sense of self-worth, leading to feelings of inadequacy and comparison when his posts don't receive the desired attention. Despite recognising the toll that social media has taken on his mental health, David finds it difficult to break free from the cycle of validation-seeking behaviour.

Rules and description step-by-step (content elements, methods)	*Case Study 4:* Emily is a 14-year-old high school student who struggles with depression and social anxiety. She spends most of her free time online, seeking refuge from real-world interactions that make her uncomfortable. Emily's online activities include watching videos, chatting with friends, and participating in online forums where she feels accepted and understood. While the internet provides temporary relief from her mental health challenges, Emily's excessive screen time has contributed to a lack of motivation, sleep disturbances, and further isolation from offline activities and relationships. **_4.) Debriefing and conclusions (10 minutes)_** Trainers will provide participants with a list of actionable steps to address internet addiction and maintain a healthy balance between online and offline activities. Examples of actionable steps include setting screen time limits, scheduling regular digital detoxes, prioritising face-to-face interactions, and seeking support from friends, family, or professionals if needed.
Modification for virtual environment	*- Use Zoom / Google Meet / Microsoft Teams for communication and PADLET or a similar tool for sharing the print screens of the results* *- Case studies can be prepared by using digital software such as Microsoft Word or PDF and shared through the link to the participants instead of printing* *- The whole session can be organised in a virtual environment by using the Gather Town platform:* **_https://www.gather.town/_**
Tips for trainers/facilitators	*Case studies could be modified or simplified based on the target group, their age, their needs and their understanding of the topic.*

Expected outcomes	- Participants will reflect on their recent digital usage patterns and recognise the significance of discussing internet addiction in the context of the digital era - Participants will gain insight into the nature of internet addiction and its impact on various aspects of life - Participants will analyse and empathise with individuals experiencing internet addiction in different contexts, identify challenges faced by these individuals, and brainstorm potential solutions. - Participants will leave the workshop with a clear understanding of internet addiction
Other comments	N/A

Impressum

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