



SUPPORTING YOUTH TO MANAGE THEIR DIGITAL & SOCIAL MEDIA PRESENCE

I02 – DIGITAL AND SOCIAL MEDIA IN SERVICE TRAINING PROGRAMME HANDBOOK

Project Name: Supporting youth to manage their digital & social media presence

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INTRODUCTION TO THE TRACES PROJECT

The digital revolution is transforming the way young people play, access information, communicate and learn. Youth today have unprecedented learning opportunities. Digital and social media literacy training is now necessary to ensure that young Europeans can harness the potential of online opportunities to build skills, careers and relationships effectively but also safely.

The main objectives of the TRACES Project are:

- to support the continuous professional development of youth professionals;
- to develop key digital and social media literacy training material for youth with fewer opportunities;
- to create a policy paper to advocate for the promotion of responsible digital citizenship of youth with fewer opportunities.

To achieve this, the three project partners have developed and piloted innovative tools and five main intellectual outputs:

1. Digital and Social Media Literacy Curriculum Resources;
2. In-service Training Programme Handbook;
3. Collaborative online Learning Database;
4. Policy Paper "Policy recommendations on the promotion of digital citizenship for all young people through digital youth work in Cyprus, Finland, Ireland and Romania";
5. Guidelines for Youth Workers working with Digital Media.

OFFICIAL PROJECT WEBSITE

The Official Project Website of the Project TRACES is the following:

<https://www.tracesproject.online/>

FACEBOOK PAGE

<https://www.facebook.com/TracesEU>

INTRODUCTION TO THE IN SERVICE TRAINING PROGRAMME

The capacity of youth professionals to embed the new digital and social media literacy resources into their daily routines is critical to realising the aims of the TRACES project. To support their continuous professional development, an appropriate in-service training resource is provided. The in-service training curriculum for the continuous professional development of youth professionals has been developed in the form of this in-service Training Programme Handbook.

The in-service training introduces 16 new digital and social media literacy resources and the 8 thematic areas they address. The new resources are media-rich and interactive, and the in-service training familiarises the youth workers with the new approaches required to effectively use and integrate the new resources into everyday activities. Working with the local youth workers, partners presented in-service training materials for sampling and validation before including them in the final training programme.

The in-service training handbook places a significant emphasis on working in new online learning environments and explores the different roles of youth professionals in these dynamic environments. The proposed new media-rich and interactive resources bring a wide range of new educational environments into the learning process, especially social media platforms, and partners ensured that all youth service providers would be:

- comfortable working with the new resources in these non-traditional learning environments;
- fully bought into the benefits that online learning can bring;
- fully aware of the risks that pertain in online environments;
- able to safeguard against possible negative online factors.

The emphasis of the in-service training programme is to ensure that youth professionals using the new resources developed are confident in using them to support the digital and social media literacy of the target groups of young people with fewer opportunities. The in-service training programme is available in all partner languages online as a handbook for printing and as a flip-book for online use.

DURATION OF TRAINING

The in-service training for youth workers comprises a total of 50 hours of learning, and includes a three- day, 25-hour training programme focusing on:

- the delivery of digital and social media literacy curriculum;
- working in dynamic online environments using resources such as the e-learning curricula and the Database of resources housed on the TRACES Collaborative online Learning Database.

The training methodology is a combination of:

1. self-driven online learning (from this point onward referred to as “SDL”);
2. non-formal education participatory methods and techniques;
3. face-to-face instruction on the use of specific online tools (from this point onward referred to as “F2F Learning”).

The material is divided into five workshops, as described below:

No. of workshop	Description	Duration
1	Exploring the different roles of youth professionals AND Working with young people with fewer opportunities.	2 hours
1	Proposed new media-rich and interactive resources (Online Learning Database) AND Benefits of online learning.	1.5 hours
1	Introduction to the resources, the teaching methods, and the activities of the Traces Handbook.	1.5 hours
2	MODULE 1: Secure Online Engagement Resource 1 – Online Risks Resource 2 – Privacy Policies	2.5 hours
2	MODULE 2: Real and Virtual Identities Resource 1 – Fear of missing out Resource 2- Real and virtual identities	2.5 hours
3	MODULE 3: Online Communication Resource 1 – Netiquette Resource 2 – Digital Citizenship & Digital Ethics	3 hours
3	MODULE 4: Cyberbullying Resource 1 – How to deal with cyberbullying Resource 2 – When cyberbullying becomes a crime	2 hours
4	MODULE 5: Your Digital Trace Resource 1 – The Risks of Oversharing Resource 2 – Online Privacy	2 hours
4	MODULE 6: Credit and Copyright Resource 1 – Giving credit where it's due Resource 2 – Copyrighting in a digital era	2.5 hours
5	MODULE 7: Media Literacy Resource 1 – Fake News Resource 2 – In a commercial world	3 hours
5	MODULE 8: Online Safety Resource 1 – Online Safety. Social Media Resource 2 – Collaboration tools	2.5 hours

EXPLORING THE DIFFERENT ROLES OF YOUTH PROFESSIONALS AND WORKING WITH YOUNG PEOPLE WITH FEWER OPPORTUNITIES

The Project TRACES explores the pertaining issues surrounding digital and social media literacy comprehensively while being aware of the inherent dangers. The Project seeks to address these issues while also emphasizing the potential of digital and social media platforms to achieve inclusion, help people realise their potential and help them build skill sets that are invaluable in the employment market place. Training youth professionals to help young people with fewer opportunities stay safe but simultaneously realise their potential as digital citizens, represents a significant innovation. The provision of appropriate in-service training contributes to the continuous professional development of youth workers, which can have a long-term positive impact as TRACES addresses an area where Continuous Professional Development (CPD) supports are currently limited.

The in-service training programme is relevant to any person involved in youth development or working to support the digital and social media literacy of any young person in any youth development setting. Digital and social media belongs to the youth of today, and there is widespread digital and social media competence within the ranks of the young population throughout Europe. Digital and social media literacy, however, implies much more than just having the competence to use digital and social media it is about codes of conduct and respect for other users; it is about critical enquiry and having the intelligence to evaluate and interpret; it is about learning in life for life. Being a responsible digital citizen starts with the individual. The impact of TRACES on young people with fewer opportunities will be the building of those key personality traits that are associated with care, empathy and tolerance. The tools and resources developed by TRACES encourage critical reflection and enquiry and help build the strong online personalities that can help marginalised young people maximise the potential and the opportunities that digital and social media offer.

PROPOSED NEW MEDIA RICH AND INTERACTIVE RESOURCES (ONLINE LEARNING DATABASE) AND BENEFITS OF ONLINE LEARNING

The TRACES Collaborative online Learning Database supports the delivery of all online learning components of the Project as well as a range of interactive tools such as forums, social networking applications, and mini-games. Through the e-learning section of the Collaborative online Learning Database, users can access the full range of the online training material developed and to use the interactive and collaborative tools provided fully.

The Database functions as the key information resource for the target groups about the Project and its outputs. It is interlinked to and from the Project Facebook Page, which serves as the social media dissemination channel. It includes a modern and easy to use e-learning environment and supports a wide range of innovative online course-ware.

The developed digital and social media literacy training resources utilise the benefits of online learning, as they help young people with fewer opportunities maximise the potential of online environments for learning and enjoyment, while simultaneously addressing all safety and security concerns. It offers a holistic approach to digital and social media literacy that goes way beyond what previous projects have achieved. Furthermore, the resources developed include up to the minute simulations of how online abuse or dangers present themselves today.

Given the continuing growth of online engagement among young people throughout Europe and the need to support safe and responsible online engagement, the resources developed will have a considerable impact both when developed and in the foreseeable future. Making these resources available free of charge ensures their continuing use and impact. Finally, producing them in media-rich formats in 3 EU languages for online distribution aids their transferability beyond initial partner countries.

The Online Learning Database, which includes the developed online courses in all partner languages, can be accessed via the link below:

<https://www.tracesproject.online/en/learn/>

INTRODUCTION TO THE RESOURCES, THE TEACHING METHODS, AND THE ACTIVITIES OF THE TRACES HANDBOOK

Consortium partners have developed a suite of digital and social media literacy training resources. The suite of resources comprises 2 resources (Introductory & Advanced) addressing each of the following themes:

1. Secure Online Engagement - how to manage online information and keep it safe from online risks like identity theft, phishing, Internet scams. This theme also addresses analysing and understanding privacy policies and what they mean for subscribers.
2. Real & Virtual Identity - how to reconcile online and offline identities, raising awareness of effects on one's sense of self, one's reputation and relationships. This theme helps young people explore their own digital lives.
3. Online Communication - how to use inter-personal and intra-personal skills to build positive online communication and relationships. This theme encourages young people to understand digital citizenship and digital ethics.
4. Cyberbullying - how to deal with a cyberbullying situation. This theme encourages young people to take an active, positive role and be an up-stander helping to create supportive online communities.
5. Your Digital Trace - how to protect your privacy and respect the privacy of others. This theme encourages young people to self-reflect before they self-reveal and consider the impact of what they share online can have today and in the future.
6. Credit & Copyright - reflecting on the rights of content creators and the responsibilities of content users. This theme addresses issues like plagiarism, piracy, copyright and fair use.
7. Information Literacy - how to find, evaluate and use information effectively. This theme helps young people assess the quality, credibility and validity of online information, websites and social media platforms.
8. Online Safety - how to enjoy the collaboration opportunities that the Internet offers without endangering themselves. This theme helps young people distinguish between inappropriate contact and positive connections.

As mentioned above, each Module (M) contains two Resources (R)- an Introductory (R1) and an Advanced Resource (R2)- all of which are available in the three partner languages; English, Greek, and Finnish. Therefore, M1.R1 refers to the first, introductory resource of Module 1, whereas M1.R2 is the reference for the second, advanced resource of the first Module, etc.

The current manual, as well as all aforementioned resources can be found on the official website of the project: <https://tracesproject.online>

OVERVIEW OF MODULES AND TOPICS

Programme Unit	Topics to be Addressed:
<p>Module 1: Secure Online Engagement</p> <p>F2F: 2.5 hours SDL: 2.5 hours</p>	<p>Module 1 revolves around the topic of secure online engagement, and it is split into two resources. This Module provides basic knowledge of online risks and threats, an array of ways to use the Internet safely and avoid victimisation, and an in-depth examination of privacy policies and their hidden aspects.</p> <p>The first, introductory, resource of Module1 has the topic of Online Risks. It examines the terminology and practical meaning associated with the potential risks an internet user may face, such as internet scams, phishing and identity theft. While informing, this resource simultaneously equips the learner with essential knowledge in addressing and combating the aforementioned online risks and threats.</p> <p>The second, advanced, resource of Module 1 has the topic of Privacy Policies. While providing an in-depth reconstruction of the terminology, this resource also provides key knowledge that every internet user should possess in the context of private data. By doing so, it unveils the often "hidden" aspects included in Privacy Policies, which are nonetheless essential to the thorough understanding of personal data distribution by any internet user.</p>
<p>Module 2: Real and Virtual Identities</p> <p>F2F: 2.5 hours SDL: 2.5 hours</p>	<p>In order to get a comprehensive overview of Module 2: Real and Virtual Identities, the content will be divided into two parts: FOMO – Fear of Missing Out Real and Virtual Identities</p> <p>The first section will examine the concept of FOMO or the “Fear of Missing Out”. In this workshop, the participants will get an overview of the concept “Fear of Missing Out” (FOMO), discussing its occurrence and also exploring how to deal with and prevent feelings associated with the “Fear of Missing Out” (FOMO). The accompanying activities will seek to further the youth workers understanding of the psychological impacts of “Fear of Missing Out” (FOMO). The activities will also encourage the participants to complete a social media detox so that they can gain better insight into the effects of social media on their own lives.</p>

	<p>Part two of this module will focus more on the notion of reconciling your real and virtual identities. In the workshop, the participants will discover the impacts of having differing personas online and in real life and will explore the various methods that can be used to match the two. Youth workers will also examine the occurrence and impacts of catfishing and can learn more about this tool of deception in the additional resources provided. The activity associated with this section of the module will ask youth workers to implement some easy steps to make their online lives more reflective of their everyday lives and report their feedback on the process.</p>
<p>Module 3: Online Communication</p> <p>F2F: 3 hours SDL: 3 hours</p>	<p>Module 3 revolves around the topic of Online Communication. This Module provides basic and factual knowledge regarding appropriate online communication and digital etiquette. Simultaneously, it promotes a deeper understanding of how to deal with inappropriate online communication, as well as ways for Netizens to stay safe when communicating with others online.</p> <p>The first, introductory, resource of Module 3 has the topic of Netiquette, also known as Digital Etiquette. It examines the unwritten rules of online conduct, which all Netizens ought to follow.</p> <p>The second, advanced, resource of Module 3 has the topic of Digital Citizenship and Digital Ethics. While providing an in-depth reconstruction of the terminology, this resource also offers vital knowledge in the context of Digital Ethics and what they entail in the everyday lives of Internet and Social Media users.</p>
<p>Module 4: Cyberbullying</p> <p>F2F: 2 hours SDL: 2 hours</p>	<p>In module 4 "cyberbullying" the youth will get to know what cyberbullying is and what consequences it can cause. You can either have a face-to-face lesson or let them work independently in the online learning database. Working online might be a good choice if your group has any kind of bullying background. Face-to-face and online lessons have the same basis, but working face-to-face in groups does add some variations for the exercises.</p> <p>First resource "How to deal with cyberbullying" will tell what cyberbullying is how to prevent it. By going through the material and examples, the youth will understand how harmful cyberbullying can be to the victim and also to the bully.</p> <p>Second resource "When cyberbullying becomes a crime" will</p>

	<p>showcases where bullying has actually become a criminal offence. The youth will learn what different crimes they can commit online and how they could get punished for those. In the lesson, they will also learn how to report about bullying to the authorities. Both of the resources also show how to support a victim of cyberbullying.</p>
<p>Module 5: Your Digital Trace</p> <p>F2F: 2 hours SDL: 2 hours</p>	<p>The thematic of Module 5 is the Digital Trace of an Internet user, and it is split into two resources. This Module offers factual knowledge of what a digital footprint consists of, as well as an in-depth perspective of concepts like oversharing and over-posting.</p> <p>The first, introductory, resource of Module 5 revolves around the thematic of Oversharing, and the risks this behaviour entails. Consequently, it provides the soil where critical thinking can be nourished in terms of what it is appropriate to share online, and what is considered as too much information (TMI).</p> <p>The second, advanced, resource of Module 5 has the topic of Online Privacy. This resource presents the reality of the technological advancements in our daily lives while providing thought-provoking and factual knowledge of how Netizens can protect their online privacy and integrity.</p>
<p>Module 6: Credit and Copyright</p> <p>F2F: 2.5 hours SDL: 2.5 hours</p>	<p>In order to get a comprehensive overview of Module 6: Credit and Copyright, the content will be divided into two parts: Giving Credit Where It's Due Copyrighting in a Digital Era</p> <p>Part one of the module will introduce the concept of Credit and Copyright, looking closely at the idea of giving credit where it's due. In this workshop, the participants will look closely at piracy and plagiarism, defining the terms and gaining an understanding of where both notions come from. To further the development of these topics, the accompanying activities will work to increase youth workers' knowledge of using copyrighted content. These activities will also encourage the participants to dive deeper into the psychology behind plagiarism and piracy and will look at the concept of 'ethical piracy' too.</p> <p>The second section of this module will continue the exploration of credit and copyright but will focus specifically on copyrighting in the digital era. Youth workers will learn about copyright law, and the rights they can expect as a content creator, while also examining the ramifications of breaking copyright law. The activity associated with this section of the module will ask the youth workers to consider two different opinions on the effects and impacts of copyright law on the progress of society and</p>

	<p>creativity and will ask them to reflect on these opinions to form their own opinion about copyright law.</p>
<p>Module 7: Media Literacy</p> <p>F2F: 3 hours SDL: 3 hours</p>	<p>Module 7 contains two lessons, which can be done either in online learning database or face-to-face lesson. Face-to-face lessons are based on group work tasks.</p> <p>The first resource is "Fake news!". It will improve media literacy skills and also basic knowledge about articles – how they work, is everything on the news always reliable, and how does the media affect us? The youth will analyse articles and create their own news as well.</p> <p>The second resource is "In a commercial world", which will lead the students to the world of marketing. Advertising has developed a lot in a short time, and it's not always so easy to recognise ads anymore. What is product placement or influencer marketing? That you will learn by going through the lesson!</p>
<p>Module 8: Online Safety</p> <p>F2F: 2.5 hours SDL: 2.5 hours</p>	<p>The thematic of Module 8 is Online Safety, and it is split into two resources. This Module offers factual knowledge of the risks associated with the use of Social Media and sharing personal information through them. Additionally, it provides an examination of useful digital collaboration tools available for use, while simultaneously exploring their benefits in the professional development of the individual.</p> <p>The first, introductory, resource of Module 8 has the topic of Social Media and the potential online risks their use entails. While providing the necessary tools to recognise risky and potentially criminal behaviour on Social Media, it also encourages the use of specific security practices for protection against online perpetrators.</p> <p>The second, advanced, resource of Module 8 has the topic of Digital Collaboration tools. This resource presents selected examples of tools and combines theoretical knowledge with practical experience. Moreover, it describes the benefits of using digital collaboration tools for professional advancement, while equipping the learner with the skill to identify specific individual needs and subsequently address them appropriately with the most suitable collaboration tool.</p>

THE LEARNING OUTCOMES MATRIX

The learning outcomes to be achieved through the In-Service Training Programme are as follows:

	On successful completion of this resource, youth workers will be able to:		
	Knowledge	Skills	Attitudes
Module 1: Secure Online Engagement	<ul style="list-style-type: none"> • Factual knowledge about what phishing is. • Basic knowledge about why it is important to guard against phishing. • Factual knowledge to identify red flags for online scams. • Factual knowledge about strategies and techniques scammers use to access private information. • Factual knowledge about how to protect yourself from identity theft. 	<ul style="list-style-type: none"> • Define phishing. • Analyse online profiles to identify 'phishing'. • Recognise why it is important to guard against phishing. • Recognise the strategies that scammers use to access private and personal information. • Identify the red flags for online scams. • Define identity theft. • Recognise why it is important to protect yourself from identity theft. • Apply critical thinking skills before sharing information with others online. 	<ul style="list-style-type: none"> • Be more cautious before sharing information with others online. • Be informed about phishing, online scams and identity theft. • Be mindful of the strategies and techniques used by online scammers. • Practice protecting personal information online. • Awareness of the legal and ethical issues related to using technology.

<p>Module 2: Real & Virtual Identities</p>	<ul style="list-style-type: none"> • Factual knowledge about “Fear of Missing Out” (FOMO) and the impact it can have on our sense of self-worth • Factual knowledge about online identity vs real-world identity. • Factual knowledge of how virtual identity can impact on our sense of self. • Basic knowledge of how to safeguard their real identity in online environments. 	<ul style="list-style-type: none"> • Define “Fear of Missing Out” (FOMO). • Analyse the impact of “Fear of Missing Out” (FOMO) on their lives. • Discuss methods to deal with “Fear of Missing Out” (FOMO). • Define online and real-world identity. • Analyse their digital lives. • Analyse if their online profile is in keeping with their real-world self. • Describe how virtual identities can impact on our sense of self. • Discuss how an online persona can undervalue a real-world self. • Discuss the effects of virtual identities on young people 	<ul style="list-style-type: none"> • Appreciate their own sense of self. • Appreciate how self-worth can be gained and/or lost in online environments. • Appreciate the effect that our online persona can have on our sense of self. • Appreciate how our online identity can impact on our perception of our real-world self.
<p>Module 3: Online Communication</p>	<ul style="list-style-type: none"> • Factual knowledge about appropriate online communication. • Factual knowledge about digital etiquette. • Basic knowledge to identify when online communication becomes inappropriate. 	<ul style="list-style-type: none"> • Define digital citizenship. • Define digital ethics. • Analyse their own online behaviour to self-assess if they are a good digital citizen. • Demonstrate good digital etiquette. 	<ul style="list-style-type: none"> • Develop an appreciation of what it takes to be a good digital citizen. • Develop awareness of digital ethics. • Appreciate appropriate online communication.

	<ul style="list-style-type: none"> • Factual knowledge of rules for safe online communication. • Basic knowledge of how to deal with uncomfortable situations when communicating online. • Factual knowledge about what makes a good digital citizen. 	<ul style="list-style-type: none"> • Identify inter-personal and intra-personal skills for online communication. • Demonstrate good interpersonal and intra-personal skills for online communication. • Understand how to deal with inappropriate online communication. • Understand how to stay safe when communicating with others online. 	<ul style="list-style-type: none"> • Be empowered to deal with inappropriate communication online. • Engage in safe and ethical behaviours when using technology.
<p>Module 4: Cyberbullying</p>	<ul style="list-style-type: none"> • Factual knowledge about what cyberbullying is • Factual knowledge about different types of cyberbullying • Basic knowledge about why cyberbullying occurs • Theoretical knowledge about the consequences of cyberbullying • Factual knowledge of how to support a victim of cyberbullying • Basic knowledge about what to do if they become the target of a cyberbully 	<ul style="list-style-type: none"> • Define cyberbullying • Analyse different types of cyberbullying • Self-assess of they have ever been involved in cyberbullying - in any role • Discuss the effects of cyberbullying • Discuss why cyberbullying is so dangerous • Recognise how to protect themselves from cyberbullies • Recognise how to support other online users to fight against cyberbullying • Recognise how to specifically support a victim of cyberbullying 	<ul style="list-style-type: none"> • Develop a positive digital life that does not propagate cyberbullies • Awareness of cyberbullying and how to protect themselves against it • Show fairness and compassion to the other online users • Be empowered to protect themselves against cyberbullies

<p>Module 5: Your Digital Trace</p>	<ul style="list-style-type: none"> • Factual knowledge about our digital footprint. • Factual knowledge about concepts like oversharing, over-posting, trolling, etc. • Factual knowledge of how to protect their online integrity. • Factual knowledge of how to protect their own privacy. • Factual knowledge about the risks of sharing inappropriate information online. • Factual knowledge of how to respect the privacy of others online. 	<ul style="list-style-type: none"> • Define 'digital footprint'. • Define key terms – oversharing, over-posting, trolling, etc. • Discuss how to protect their privacy online. • Analyse their own online behaviour. • Evaluate their own digital footprint. • Demonstrate respect for the privacy of other online users. • Describe how integrity can be maintained online. • Recognise their right to express themselves online in an appropriate manner. • Recognise elements of their digital footprint that they have created vs elements that were created for them by others/platforms, etc. • Think critically about what they post and share about themselves online. 	<ul style="list-style-type: none"> • Become aware of the impact of what they share online now and in the future. • Appreciate the impact of oversharing online. • Maintain a responsible digital footprint. • Be empowered to be responsible digital citizens. • Act appropriately when communicating and collaborating with others online. • Appreciate the long-term effects of online choices.
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<p>Module 6: Credit and Copyright</p>	<ul style="list-style-type: none"> • Factual knowledge about the rights of the content creator. • Factual knowledge about the responsibilities of the content user. • Factual knowledge about copyright and fair use. • Factual knowledge about plagiarism and piracy. • Factual knowledge about how to properly cite sources of information. 	<ul style="list-style-type: none"> • Describe the rights of content creators. • Describe the responsibilities of content users. • Define key terms – copyright, fair use, piracy and plagiarism. • Recognise how these terms apply to information sourced online. • Recognise how to cite sources correctly. • Describe how to attribute credit for images, music, videos, etc. 	<ul style="list-style-type: none"> • Awareness of their own rights as content creators. • Awareness of their responsibility as content users. • Show fairness when using information from online sources. • Willingness to attribute credit and reference to online sources.
<p>Module 7: Media Literacy</p>	<ul style="list-style-type: none"> • Factual knowledge about how to check the source of information online. • Basic knowledge of how to use information ethically. • Theoretical knowledge of how to summarise and synthesise information sourced online. • Factual knowledge of how to assess the quality of information sourced online. • Basic knowledge of how to assess the validity and relevance of information sourced online. 	<ul style="list-style-type: none"> • Define information literacy. • Analyse the source of information online. • Evaluate the source of information. • Apply critical thinking skills when evaluating the credibility of an online source. • Organise information sourced online from different sources and media. • Summarise online research. • Use information ethically. • Assess the validity of information sourced online. 	<ul style="list-style-type: none"> • Develop their information literacy. • Appreciate the value of valid, reliable and quality information. • Appreciate why it's important to assess the quality of information. • Appreciate why it is important to evaluate the source of information online.

<p>Module 8: Online Safety</p>	<ul style="list-style-type: none"> • Factual knowledge about the type of information that is private. • Factual knowledge about the type of information that is appropriate to share online. • Factual knowledge about the type of information that should never be shared online. • Factual knowledge about how to create appropriate usernames. • Factual knowledge about how to protect their private information online. 	<p>Discuss how to protect their personal information online. Identify how to protect their online identity when websites ask for personal information.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of what information they should share online. • Examine the permissions requested by some social media sites and applications, and how to manage these requests for information. • Understand the rules for safeguarding their identity when creating usernames. • Create positive connections with other users online. 	<ul style="list-style-type: none"> • Engage in online environments without jeopardising their personal security. • Show awareness of the hazards of sharing personal information with different websites. • Develop awareness of how to protect their personal information online. • Develop awareness of how to engage with others online while also protecting their personal information.
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MODULE 1 – SECURE ONLINE ENGAGEMENT

THEORETICAL CONTENT

INTRODUCTION

Although the Internet has been used for decades, its relative deregulation and the unlimited voluntary sharing of personal information provide to many perpetrators the opportunity to victimise unsuspecting users. The rapid and uncontrollable spread of internet scams, phishing incidents, and identity theft is currently a severe social and economic challenge (Emigh, 2006· Harnad et al., 2007· Lai, Li & Hsieh, 2012).

Module 1 revolves around the topic of secure online engagement, and it is split into two resources. This Module provides basic knowledge of online risks and threats, an array of ways to use the Internet safely and avoid victimisation, and an in-depth examination of privacy policies and their hidden aspects.

The first, introductory, resource of Module1 has the topic of Online Risks. It examines the terminology and practical meaning associated with the potential risks an internet user may face, such as internet scams, phishing and identity theft. While informing, this resource simultaneously equips the learner with essential knowledge in addressing and combating the aforementioned online risks and threats.

The second, advanced, resource of Module 1 has the topic of Privacy Policies. While providing an in-depth reconstruction of the terminology, this resource also provides key knowledge that every internet user should possess in the context of private data. By doing so, it unveils the often "hidden" aspects included in Privacy Policies, which are nonetheless essential to the thorough understanding of personal data distribution by any internet user.

1.1 ONLINE RISKS

All internet users, which is the vast majority of the global population, are faced with an increasing range of online risks. The perpetrators specifically target users with a lack of technical knowledge and gullibility, with the motive of mischievous monetary gain.

As the online community is challenged by an increasing range of Internet threats and scams, it is essential to be well informed and equipped with the appropriate skills and attitudes. In light of all aforementioned facts, the first resource, "Online Risks" has been created.

More specifically, the resource explores the following online risks:

- Internet scams
- Phishing
- Identity theft

Internet scams involve illegal and illicit activities in which a perpetrator manipulates targets in a variety of ways, for the sole purpose of financial gain (Warf, 2018). However, such activity does not fall under the category of theft since the victim voluntarily provides information or financial assets to the offender (Brenner, 2009).

Phishing or "web spoofing", is a type of method to acquire personal information fraudulently. Phishing is typically attempted through bulk emailing (Brody, Mulig, and Kimball, 2007). The perpetrators prey on the technical and social vulnerabilities of the targets (Jagatic, et al., 2007).

Identity theft for fraudulent financial activity is another growing crime, which occurs when a perpetrator gains access to confidential information that enable entry into financial accounts (Brody, Mulig & Kimball, 2007· Sanchez, 2012· Kahn & Liñares-Zegarra, 2013· Farina, 2015). With the enhanced popularity of internet banking, this type of risk lurks virtually anywhere (Farina, 2015).

Taking into consideration all of the above, it is vital for all internet users to be informed of the online risks and the ways they can protect themselves.

1.2 PRIVACY POLICIES

The term "Privacy Policy" refers to a statement or a legal document that states and informs the ways a party collects and manages a customer's data and personal information. Personal information is not limited to only name or address, but it also includes financial and medical records, marital status, and many more. A privacy policy also discloses whether the aforementioned data and information are kept confidential or sold to third-party firms or enterprises (McCormick, 2011).

In the context of the European Union, the right to privacy is highly regarded, with all member states being signatories of the European Convention on Human Rights (ECHR). As of the 25th of May 2018, the Data Protection Directive by the General Data Protection Regulation (GDPR), is in effect across all EU member states. Included in the directive, is a requirement for privacy policies to be concise and clear regarding the collection and processing of personal information and data. The second resource of the first Module provides an in-depth view of all key-information and knowledge on the topic of Privacy Policies that every internet user should possess.

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MODULE 1 – SECURE ONLINE ENGAGEMENT – RESOURCE 1: ONLINE RISKS

Face-to-Face Content

M1, R1 – LESSON PLAN

Module Title: M1 - Secure Online Engagement / R1 – Online Risks			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> Welcome participants and introduce yourself. Ask them to introduce themselves and what their expectations are for this workshop. On the flip chart, note some expectations participants mention. This activity is functions as a short icebreaker and also gives you an idea of participants' expectations and needs. 	<p><u>10 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities</p>

<p><u>Activity 1: Terminology & Vocabulary</u></p> <ul style="list-style-type: none"> • Introduce essential vocabulary and terminology by reading each item aloud and asking learners to provide potential definitions. When necessary, provide hints. Record their answers on a flipchart. • Before providing any right answers, play the digital resource (M1 – R1) "Online Risks". • Ask participants to reflect on the video and discuss the vocabulary items one by one again with the whole group to assure that everyone understands them. 	<p><u>20 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants.</p> <p>Video: M1_R1_Online Risks</p> <p>Video Projector</p>	<p>Participants will engage in all group activities</p>
<p><u>Activity 2: Protecting Yourself</u></p> <ul style="list-style-type: none"> • Separate the group in pairs and distribute flipchart paper, markers, and magazines/newspapers or other materials for use as illustrations. Ask them to create a poster with ways of protecting yourself from identity theft. They can use ideas from the video and/or come up with their own. Circulate the room to assist with language use and answer any questions. • When all pairs are finished, ask each of them to present their poster to the whole group and discuss answers and ideas. 	<p><u>20 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers for each pair.</p> <p>Magazines/newspapers for all participants.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities</p> <p>Pairs will be asked to present their ideas to the entire group, which will act as a form of assessment for this task.</p>

<p><u>Activity 3: Group Activity – Online safety version of "Who Wants to be a Millionaire?"</u></p> <ul style="list-style-type: none"> • To assimilate all new knowledge and information in a fun way, let the youth workers know that you will be playing the game "Who Wants to be a Millionaire?" on the theme of online safety. • Divide the classroom into groups of 4-5 people. • Read the questions and give the groups a few seconds to discuss. The first group to answer will gain the relevant points. • In order to engage the whole class, activate three lifelines (50-50, Ask a Friend, Ask the Audience). • Follow the questions until you reach the highest tier. Make sure that the number of questions is appropriate to the provided time frame. 	<p><u>25 minutes</u></p>	<p>Training venue with possibility of forming groups in a circle.</p> <p>Pens and note-taking materials for participants.</p> <p>List of questions prepared in advance.</p>	<p>Participants will engage in all group activities</p>
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> • Ask participants to reflect on their understanding of online risks and the ways they can protect themselves. 	<p><u>5 minutes</u></p>	<p>Training venue with chairs arranged in a semi-circle.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities and make use of the additional resources made available with this module.</p>

<ul style="list-style-type: none"> • Ask the participants the changes they will implement for their safety as internet users after acquiring the new knowledge. • Gather written feedback and ask for any closing remarks. • Thank the participants for their attention and close the workshop. 			<p>Feedback will be gathered from all participants in the form of written points.</p>
<p>Total duration of the module</p>		<p>1 hour and 20 minutes</p>	

M1 R1 – ACTIVITY SHEETS FOR FACE-TO-FACE TRAINING

MODULE 1 –ACTIVITY 1

Module Title	M1_R1_Online Risks		
Activity Title	Terminology & Vocabulary	Activity Code	A1.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Upon completion of this activity, participants will get acquainted with essential terminology and vocabulary for this module.
Aim of activity	The aim of this activity is to develop the participants' vocabulary and their understanding of the topic. Additionally, it connects the content with learners' existing knowledge.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Pens and note-taking materials for participants • Video: M1_R1_Online Risks • Video Projector 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 – Introduce essential vocabulary and terminology by reading each item aloud and asking learners to provide potential definitions. When necessary, provide hints. • Step 2 - Record their answers on the flipchart • Step 3 – Play the digital resource (M1 – R1) "Online Risks" • Step 4 - Ask participants to reflect on the video • Step 5 - Discuss the vocabulary items one by one again with the whole group to assure that everyone understands them. 		

MODULE 1 – ACTIVITY 2

Module Title	M1_R1_Online Risks		
Activity Title	Protecting Yourself	Activity Code	A1.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	By completing this activity, youth workers will have a spherical understanding of ways they can protect themselves from online risks.
Aim of activity	The aim of this activity is to increase the participants' practical knowledge of what they can individually do in order to protect themselves while using the Internet.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Magazines/newspapers for all participants. • Flipchart sheets and markers for each group. • Pens and note-taking materials for participants 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 – Separate the group in pairs and distribute flipchart paper, markers, and magazines/newspapers or other materials for use as illustrations. • Step 2 – Ask the pairs to create a poster with ways of protecting yourself from identity theft. They can use ideas from the video and/or come up with their own. Circulate the room to assist with language use and answer any questions. • Step 3 – When all pairs are finished, ask each of them to present their poster to the whole group and discuss answers and ideas. 		

MODULE 1 – ACTIVITY 3

Module Title	M1_R1_Online Risks		
Activity Title		Activity Code	A1.3
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	25 minutes	Learning Outcome	By completing this activity, youth workers will have an all-encompassing view of the workshop's material, i.e. online risks and the ways they can protect themselves practically as internet users.
Aim of activity	The aim of this activity is to bring together all new information and knowledge acquired by this workshop in a fun, engaging manner.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with possibility of forming groups in a circle. • Pens and note-taking materials for participants. • List of questions prepared in advance. 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 – Let the youth workers know that you will be playing the game "Who Wants to be a Millionaire?" on the theme of online safety. • Step 2 – Divide the classroom into groups of 4-5 people. • Step 3 – Read the questions and give the groups a few seconds to discuss. The first group to answer will gain the relevant points. • Step 4 – In order to engage the whole class, activate three lifelines (50-50, Ask a Friend, Ask the Audience). • Step 5 – Follow the questions until you reach the highest tier. Make sure that the number of questions is appropriate to the provided time frame. 		

MODULE 1 – SECURE ONLINE ENGAGEMENT – RESOURCE 2: PRIVACY POLICIES

Face-to-Face Content

M1, R2 – LESSON PLAN

Module Title: M1 - Secure Online Engagement / R2 – Privacy Policies			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> Welcome participants and introduce yourself. Ask them to introduce themselves and what their expectations are for this workshop. On the flip chart, note some expectations participants mention. This activity is functions as a short icebreaker and also gives you an idea of participants' expectations and needs. 	<u>10 minutes</u>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p> <p>Pens and note-taking materials for participants.</p>	Participants will engage in all group activities
<p><u>Activity 1: Group discussion</u></p> <ul style="list-style-type: none"> Begin by writing the three following statements on the board or the flipchart: 	<u>25 minutes</u>	<p>Training venue with IT equipment for all participants.</p>	Participants will engage in all group activities

<ul style="list-style-type: none"> ○ Governments and the European Union should impose strict laws on private data collected online. ○ Governments and the European Union should work with companies in the field of technology to have limited privacy policies. ○ Governments and the European Union should not interfere with the data collected by private companies. ● Ask the participants to rate on a scale of 1 to 5 if they agree with the statements (1 = completely disagree and 5 = completely agree) and then write a short sentence explaining their reasons. ● Ask as many participants as possible to share with the rest of the group their thoughts and explanations for each sentence. ● Discuss each response with the entire group. 		<p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants.</p>	
<p><u>Activity 2: Cookies and More</u></p> <ul style="list-style-type: none"> ● Before watching the video, examine essential vocabulary and terminology regarding privacy policies. Ask participants to provide possible definitions. 	<p><u>25 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers for each pair.</p>	<p>Participants will engage in all group activities</p> <p>Groups will be asked to present their ideas to the entire group, which will act as</p>

<ul style="list-style-type: none"> • Play the video for the participants on Privacy Policies. Ask them to take notes for the aforementioned definitions while watching it. • After the video, repeat the correct terminology and definitions to make sure everyone understands all items. • Create groups of 4-5 people and ask them to draft a short Privacy Policy Law. • When everyone finishes, ask each group to present their outputs briefly. 		<p>Pens and note-taking materials for participants.</p> <p>Video: M1_R2_Privacy Policies</p> <p>Video Projector</p>	<p>a form of assessment for this task.</p>
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> • Ask participants to reflect on their understanding of privacy policies and their hidden aspects. • Ask the participants the changes they will implement as internet users after acquiring the new knowledge. • Gather written feedback and ask for any closing remarks. • Thank the participants for their attention and close the workshop. 	<p><u>10 minutes</u></p>	<p>Training venue with chairs arranged in a semi-circle.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities and make use of the additional resources made available with this module.</p> <p>Feedback will be gathered from all participants in the form of written points.</p>
<p>Total duration of the module</p>		<p>1 hour and 10 minutes</p>	

M1_R2 – ACTIVITY SHEETS FOR FACE-TO-FACE TRAINING

MODULE 1 – ACTIVITY 4

Module Title	M1_R2_Privacy Policies		
Activity Title	Group Discussion	Activity Code	A1.4
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	25 minutes	Learning Outcome	Upon completion of this activity, the participants will be introduced to the thematic unit, which is Privacy Policies via a discussion which will make use of their critical thinking skills.
Aim of activity	The aim of this activity is to develop the participants' understanding of the context of the workshop by using critical thinking. Also, this activity acquaints participants with the legal aspect of Privacy Policies.		
Materials Required for Activity	To complete this activity, you will require the following materials and amenities: <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Pens and note-taking materials for participants. 		
Step-by-step instructions	To complete this activity in the workshop, please carry out the following steps: <ul style="list-style-type: none"> • Step 1 – Begin by writing the three following statements on the board or the flipchart: • Governments and the European Union should impose strict laws on private data collected online. • Governments and the European Union should work with companies in the field of technology to have limited privacy policies. • Governments and the European Union should not interfere with the data collected by private companies. • Ask the participants to rate on a scale of 1 to 5 if they agree with the statements (1 = completely disagree and 5 = completely agree) and then write a short sentence explaining their reasons. 		

MODULE 1 – ACTIVITY 5

Module Title	M1_R2_Privacy Policies		
Activity Title	Cookies and More	Activity Code	A1.5
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	25 minutes	Learning Outcome	By completing this activity, youth workers will have a thorough knowledge of the terminology and vocabulary associated with Privacy Policies.
Aim of activity	The aim of this activity is to aid participants to develop an understanding of Privacy Policies and the context surrounding them, in order to raise their awareness of privacy issues as internet users subsequently.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart sheets and markers for each group. • Pens and note-taking materials for participants. • Video: M1 R2_Privacy Policies • Video Projector 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 – Before watching the video, examine essential vocabulary and terminology regarding privacy policies. Ask participants to provide possible definitions. • Step 2 – Play the video for the participants on Privacy Policies. Ask them to take notes for the aforementioned definitions while watching it. • Step 3 – After the video, repeat the correct terminology and definitions to make sure everyone understands all items. • Step 4 – Create groups of 4-5 people and ask them to draft a short Privacy Policy Law. • Step 5 – When everyone finishes, ask each group to present their outputs briefly. 		

M1 – SELF ASSESSMENT

Following are self-assessment questions to be conducted at the end of the module, in the form of multiple-choice questions with one correct answer. The solutions are provided at the bottom of the self-assessment.

1. While surfing the Internet, a message pops-up on your screen seemingly from your Internet provider, stating that you should submit your login information before your account is frozen. Should you proceed with submitting your information?
 - a. Yes
 - b. No

2. You receive an email that indicates that the sender is your bank asking you to verify your personal information due to a system update procedure. The email address looks like this: bankname@yahoo.com. How should you proceed?
 - a. Forward it to your friends to also let them know
 - b. Report the email as spam and delete it
 - c. Reply to the email and provide your information

3. Which of the following are not recommended to use while using a public Wi-Fi connection?
 - a. Credit card number
 - b. Bank account information
 - c. Password protected websites
 - d. All of the above

4. Websites and companies cannot use or sell your private data without notifying you first.
 - a. Yes
 - b. No

Solutions: 1 – b; 2 – b; 3 – d; 4 – b

M1 – CASE STUDY FOR SELF-DIRECTED LEARNING

Module Title	M1 - Secure Online Engagement		
Case Study Title	Email from the Bank	Case Study Code	Case Study CS1.1
Type of resource	Case study (CS)	Type of learning	Self-direct learning
Duration of Activity (in minutes)	60 minutes	Learning Outcome	The learner will develop the ability to identify a problem and solve it efficiently by drawing on acquired knowledge.
Aim of activity	The aim of this activity is to develop the learner's critical thinking and problem-solution skills		
Introduction	<p>Anthony is a diligent citizen who enjoys using the Internet for professional and personal purposes. He receives the following email, which appears to be sent from his bank:</p> <p><i>Dear Customer,</i> <i>We apologise for the disturbance, but we need to check the details of your credit card due to a system update. This update is needed because of security concerns after detecting fraudulent activity. Some personal information will be lost after the update, so it is necessary for you to provide them immediately. Thank you in advance for your cooperation. Click here to verify the details of your online banking account. (a link is provided)</i> <i>If you do not respond, your account will be frozen.</i> <i>Regards,</i> <i>Head of Fraudulent Activity Department</i></p>		
Challenge	Anthony is now faced with the challenging question of whether he should reply to the email or not. He is sceptical, but he does not want his account to be frozen.		
Assignment	<p>Answer the below questions and reflect:</p> <ul style="list-style-type: none"> • What stands out to you in this email? • What are the red flags you can identify in the wording and structure of the email? • Should Anthony reply and submit his personal information? <ul style="list-style-type: none"> ○ Why / Why not? ○ If not, how should he proceed? • Compose a short paragraph explaining the reasoning underlining your responses. 		

M1 – ACTIVITY SHEET FOR SELF-DIRECTED LEARNING

Module Title	M1 - Secure Online Engagement		
Activity Title	Podcast	Activity Code	A1.6
Type of resource	Activity sheets (AS)	Type of learning	Self-direct learning
Duration of Activity (in minutes)	60 minutes	Learning Outcome	Learners will develop their understanding of the issue of personal information and how it is collected with ways they are not aware of.
Aim of activity	The aim of this activity is to encourage critical thinking and expand the learners' cognitive abilities in regards to Privacy Policies. It also promotes the notion of individual research in order to control where the person's private information is being distributed.		
Materials Required for Activity	<ul style="list-style-type: none"> • A device with access to the Internet. • Access to the podcast in the following link: https://www.nytimes.com/2018/12/10/podcasts/the-daily/location-tracking-apps-privacy.html • Speakers or headphones. 		
Step-by-step instructions	<p>These are the steps to follow in order to complete this activity as part of your self-directed learning:</p> <ul style="list-style-type: none"> • Step 1 – Listen to the podcast and take notes of important points while doing so. • Step 2 – Capture the benefits and risks of location services • Step 3 – Answer the following questions: <ul style="list-style-type: none"> ○ What do you think of this new technology? Do you consider it to be a positive thing? ○ Why or why not? • Step 4 – Write a short paragraph explaining the above. 		

M1 – ADDITIONAL LEARNING RESOURCES

M1 – ADDITIONAL LEARNING RESOURCE 1

Module Title:	M1 - Secure Online Engagement R1 Online Risks
Title of Resource:	Stay Safe from Phishing and Scams
Resource Code:	R1.1
Introduction to the resource:	The current resource is a video produced by Google Education, where secure online engagement is discussed. Specifically, it refers to the illegal activities of phishing and online scams.
What will you get from using this resource?	This resource will help the learners to understand further the different types of online fraud and scams and how to protect themselves by identifying key signs and reporting procedures.
Link to resource:	https://www.youtube.com/watch?v=R12_y2BhKbE

M1 – ADDITIONAL LEARNING RESOURCE 2

Module Title:	M1 - Secure Online Engagement R2 Privacy Policies
Title of Resource:	Europe's New Privacy Law Will Change the Web, and More
Resource Code:	R1.2
Introduction to the resource:	This resource is an online Article which discusses the EU's General Data Protection Regulation which requires that people know, understand, and consent to the data collected about them.
What will you get from using this resource?	This resource provides to the learner an in-depth perspective regarding the issue of Privacy Policies and how they affect each internet user individually. Thus, it emphasises that this issue should concern all people, and highlights the importance of keeping up to date with new developments.
Link to resource:	https://www.wired.com/story/europes-new-privacy-law-will-change-the-web-and-more/

MODULE 2 – REAL & VIRTUAL IDENTITIES

INTRODUCTION

In this, a more digitally centric age, it is now more important than ever that people consider their online presence, paying particular attention to the impact of living their lives online. With this in mind, the digital and social media literacy curriculum aims to inform young people about the many opportunities afforded to them in an online environment, along with the pitfalls of being active online as well.

The aim of the in-service handbook is to help tutors to teach youth workers about their digital and social media literacy, and in doing so, supporting youth workers to address these topics with young people, they work with. This section of the in-service training handbook focuses on the concept of Real and Virtual Identities. The content will be delivered in two sections: the first section will look at the effects of our virtual lives on our emotional and mental well-being, paying attention to the “Fear of Missing Out” (FOMO) phenomenon particularly. The second part of this module will focus on helping people to consolidate their real and virtual identities, enabling them to rid themselves of a dual persona lifestyle. The content will be delivered in 2 face-to-face workshops, with accompanying self-directed learning resources and additional resources to build further knowledge.

THEORETICAL CONTENT

In 2019 it was estimated that on average globally, we spent 144 minutes on social media every day (Clement, 2020). People spend a considerable amount of time curating their virtual identities online. This can result in a situation whereby the virtual identity becomes as important, if not more important, than the person's real-life experiences (Kopp & Sillitoe, 2016). Facebook started off as a means to connect with old, current and new friends. Instagram began as a digital photo album platform, and Twitter was created with a means to communicate with a vast audience. However, as these technologies have advanced, it seems that the focus has shifted somewhat. Social media platforms became the centre of the augmented reality, with users sharing heavily filtered and staged pictures, pictures depicting them “#LivingMyBestLife”, and promoting only the highs they experience in their lives (Basu, 2019). There are a number of issues that arose from this form of online posting, the most prominent being “Fear of Missing Out” (FOMO) and the development of a dual persona society.

2.1 FOMO – “FEAR OF MISSING OUT”

FOMO, an acronym depicting a “Fear of Missing Out”, is not necessarily a new concept. For many years, people have felt adverse to being left out of an activity. While the phrase “Fear

of Missing Out” was coined by a Dr D. Herman in 1996, the emergence of “Fear of Missing Out” (FOMO), a term now recognised in the Oxford English Dictionary, is a phenomenon that has grown as a result of online and social media activity. “Fear of Missing Out” (FOMO) refers to the feeling that others are possibly having a better life than you are, maybe they're having more fun in a particular moment, or have shared a vast array of successes online (Scott, 2020).

The phrase is also used to relay a sense of need to constantly stay inter-connected with people. People are texting when they are driving. They are on their phones even if sitting with a group of friends or family. There is also daily and frequent scrolling through social networking feeds to ensure they do not miss even the smallest fragment of information or chance to communicate with others. Some have gone as far as to call “Fear of Missing Out” (FOMO) the newest form of addiction (Grohol, 2018). Research shows that not only does “Fear of Missing Out” (FOMO) affect your emotional well-being, which may be expected, but it can also have an impact on your mental well-being. These studies show that “Fear of Missing Out” (FOMO) is most often experienced by those who are already suffering from a feeling of loneliness, low self-esteem and inferiority (Vitelli, 2016). That being said, to say you have experienced “Fear of Missing Out” (FOMO) does not necessarily mean that you are generally unhappy with your life. “Fear of Missing Out” (FOMO) has been shown to increase anxieties and reduce mindfulness in people, thus impacting your mental state (Vitelli, 2016).

Based on this research, it is fair to conclude that “Fear of Missing Out” (FOMO) is not an occurrence to be scoffed at or ignored. The content created for this module will address the issues created by “Fear of Missing Out” (FOMO) and teach young people the best ways to combat the feeling.

2.2 REAL AND VIRTUAL IDENTITIES

“Fear of Missing Out” (FOMO) is just one symptom of excessive online activity. Another impact of social media activity relates to your real and virtual identities. Our habits as social beings have changed somewhat. Our reliance on social media and advanced technologies has meant that younger generations now struggle with real face-to-face interactions and find it more difficult to establish lasting real-world relationships (Willis, 2018). While this has resulted from social media use, the implications of these changed habits mean that younger generations now rely on their social media accounts for the majority of their social interaction. But how real are these interactions?

As previously discussed, people have been sharing the polished and more perfect versions of their lives online. We know that this can lead to the development of “Fear of Missing Out” (FOMO) in others. What remains to be seen is the impact this form of posting has on the person sharing the content? How often do you or your friends spend 5 minutes taking a picture of your meal before eating it just to post it on Instagram? Are you a keyboard warrior online, but a shy and passive person in real life? How big is the gap between your real-life and your virtual life? In asking that question, there are concerns that for some young people, their virtual life is more real to them than their non-digital self (Taylor, 2011). It is imperative that young people are given the tools to help them to reconcile their online lives with their real-life ones,

to ensure that they can manage their online presence going forward without losing their sense of self in the process.

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MODULE 2 – REAL AND VIRTUAL IDENTITIES – RESOURCE 1: “FEAR OF MISSING OUT”

M2 R1 – LESSON PLAN

Module Title: R1 – “Fear of Missing Out” (“Fear of Missing Out” (FOMO))			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> • Begin this session by introducing the topic of 'real and virtual identities', asking participants what their understanding of both terms are, and if they feel there is a difference between their own real and virtual identities. • Use the flipchart to outline common terms and ideas for each identity type. • Explain to youth workers that this module will examine how young people deal with their real-life and online personas. • Follow-up by asking participants if they think young people have difficulty reconciling both identities 	<p><u>15 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p> <p>Pens and note-taking materials for participants</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the discussion.</p> <p>Youth workers are invited to take notes to support their learning.</p>

<p><u>Activity 1: Discussion</u></p> <ul style="list-style-type: none"> • Play the video "Stardust Memories – Opening Scene" [3 minutes]. • Ask participants to reflect on the video and consider what are the main feelings presented by this video. • Introduce the topic of “Fear of Missing Out” (FOMO) by asking youth workers if they understand the meaning of the acronym. • Play the digital resource (M2 – R1) ““Fear of Missing Out” (FOMO) – “Fear of Missing Out”” [3 minutes] • Discuss the video with the participants by asking them to outline the points of note in the video. Illicit answers relating to “Fear of Missing Out” (FOMO), self-worth, and the setting impossible standards. Is “Fear of Missing Out” (FOMO) a new phenomenon? • Ask participants to reflect on the video and consider other variations of “Fear of Missing Out” (FOMO) that do not stem from online activity. Can they think of any examples? Record their answers on a flipchart. 	<p><u>25 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants</p> <p>Video: M2_R1_”“FEAR OF MISSING OUT”” (FOMO) – “Fear of Missing Out”</p> <p>Video: "Stardust Memories – Opening Scene" https://www.youtube.com/watch?time_continue=96&v=MJ-iGXkMkR8&feature=emb_lo go</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the discussion and their engagement with the digital resource.</p> <p>Youth workers are invited to take notes to support their learning.</p>
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<p><u>Activity 2: Small Group Activity</u></p> <ul style="list-style-type: none"> • Divide the group of youth workers into smaller groups of 4 people. • Explain to them that as a group, they are going to discuss the various topics in relation to “Fear of Missing Out” (FOMO): <ul style="list-style-type: none"> ○ What are the impacts of “Fear of Missing Out” (FOMO) on your emotional well-being? ○ What are the effects of “Fear of Missing Out” (FOMO) on your mental health? ○ Is there an age cohort that is better able to deal with these issues? ○ Name 5 ways to overcome or deal with “Fear of Missing Out” (FOMO) • Allow each group 15-20 minutes to discuss these questions and display their findings on a flipchart. • Each group must briefly discuss their findings, and the facilitator should note any common themes on their flipchart. 	<p><u>35 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants.</p> <p>Flipchart sheets and markers for each group.</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the discussion and their engagement in the group activities.</p> <p>All groups will be asked to present their answers to the larger group, which will act as a form of assessment for this task.</p>
<p><u>Workshop Closing</u></p>	<p><u>5 minutes</u></p>	<p>Training venue with chairs arranged in a semi-circle.</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the</p>

<ul style="list-style-type: none"> • To close the workshop, ask participants to reflect on their understanding of “Fear of Missing Out” (FOMO) and how they can best overcome it. • Ask the participants to comment on how their understanding of the topic of “Fear of Missing Out” (FOMO) has changed based on this workshop. Has it improved/stayed the same? • Lead a short feedback session, listening to reflections and opinions. • Thank the youth workers for their active participation in the session and close the learning session. 		<p>Pens and note-taking materials for participants.</p>	<p>discussion and their utilisation of the additional resources made available with this module.</p> <p>Ask all participants to note down 3 things they learned from this workshop and 3 things that they will transfer to young learners they work with. The tutor should collect these notes as a form of evaluation and assessment of this session.</p>
<p>Total duration of the module</p>		<p>1 hour 20 mins</p>	

M2 R1 – ACTIVITY SHEETS FOR FACE-TO-FACE TRAINING

MODULE 2 – ACTIVITY 1

Module Title	M2_R1_“FEAR OF MISSING OUT” (FOMO) – “Fear of Missing Out”		
Activity Title	Group Discussion	Activity Code	A2.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	25 minutes	Learning Outcome	After completing this activity, participants will have increased awareness of the effects of our online identities on our real-world lives. Participants will also have a greater understanding of the “Fear of Missing Out” (FOMO) phenomenon and be aware of how “Fear of Missing Out” (FOMO) occurs.
Aim of activity	The aim of this activity is to develop the participants understanding of the concept of “Fear of Missing Out” (FOMO), in addition to engaging them in a discussion about “Fear of Missing Out” (FOMO) in relation to self-worth and examining where “Fear of Missing Out” (FOMO) comes from.		
Materials Required for Activity	To complete this activity, you will require the following materials and amenities: <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Pens and note-taking materials for participants • Video: M2_R1_“FEAR OF MISSING OUT” (FOMO) – “Fear of Missing Out” • Video: "Stardust Memories – Opening Scene" [LINK]: https://www.youtube.com/watch?time_continue=96&v=MJ-jGXkMkR8&feature=emb_logo 		

<p>Step-by-step instructions</p>	<p>To complete this activity in the workshop, please carry out the following steps:</p> <p>Step 1 – Play the video "Stardust Memories – Opening Scene" [3 minutes]</p> <p>Step 2 – Ask participants to reflect on the video and consider the main feelings presented by this video.</p> <p>Step 3 – Introduce the topic of “Fear of Missing Out” (FOMO) – ask youth workers if they understand the meaning of the acronym.</p> <p>Step 4 – Play the digital resource (M2 – R1) ““Fear of Missing Out” (FOMO) – “Fear of Missing Out”” [3 minutes]</p> <p>Step 5 – Discuss the video with the participants, asking them to outline the points of note in the video. Illicit answers relating to “Fear of Missing Out” (FOMO), self-worth, and the setting impossible standards. Is “Fear of Missing Out” (FOMO) a new phenomenon?</p> <p>Step 6 – Ask participants to reflect on the video and consider other variations of “Fear of Missing Out” (FOMO) that do not stem from online activity. Can they think of any examples?</p>
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MODULE 2 – ACTIVITY 2

Module Title	M2_R1_“FEAR OF MISSING OUT” (FOMO) – “Fear of Missing Out”		
Activity Title	Small Group Activity	Activity Code	A2.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	35 minutes	Learning Outcome	Upon completion of this activity, youth workers will have a more developed understanding of the effects of “Fear of Missing Out” (FOMO) on their lives. They will also be more aware of the steps to control “Fear of Missing Out” (FOMO) better and consolidate their online and real identities.
Aim of activity	The aim of this activity is to increase the participants' awareness of the impacts of our online identities on our real-world lives, with a particular focus on “Fear of Missing Out” (FOMO). Youth workers will also identify various methods that will help people to deal with “Fear of Missing Out” (FOMO).		
Materials Required for Activity	To complete this activity, you will require the following materials and amenities: <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Flipchart sheets and markers for each group. • Pens and note-taking materials for participants 		
Step-by-step instructions	To complete this activity in the workshop, please carry out the following steps: Step 1 – Divide the group of youth workers into smaller groups of 4 people. Explain to them that as a group, they are going to discuss various topics in relation to “Fear of Missing Out” (FOMO): <ul style="list-style-type: none"> ○ What are the impacts of “Fear of Missing Out” (FOMO) on your emotional well-being? ○ What are the effects of “Fear of Missing Out” (FOMO) on your mental health? ○ Is there an age cohort that is better able to deal with these issues? 		

	<ul style="list-style-type: none"> ○ Name 5 ways to overcome or deal with “Fear of Missing Out” (FOMO) <p>Step 2 – Allow each group 15-20 minutes to discuss these questions and display their findings on a sheet of flipchart paper.</p> <p>Step 3 – Each group must briefly discuss their findings, and the facilitator should note any common themes on their flipchart</p>
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M2 R1 – ACTIVITY SHEETS FOR SELF-DIRECTED LEARNING

MODULE 2 – ACTIVITY 1

Module Title	M2_R1_”FEAR OF MISSING OUT” (FOMO) – “Fear of Missing Out”		
Activity Title	“Fear of Missing Out” (FOMO) - the “Fear of Missing Out”: Bobby Mook at TEDxUNC	Activity Code	SDLR2.1
Type of resource	Self-directed Learning Resource (SDLR)	Type of learning	Self-directed learning
Duration of Activity (in minutes)	60 minutes	Learning Outcome	After watching this video, you will have increased awareness of “Fear of Missing Out” (FOMO), and the ways in which “Fear of Missing Out” (FOMO) can materialise. This will increase your understanding of the impact social media and the need for instant connection has on people.
Aim of activity	The aim of this resource is to develop your knowledge of “Fear of Missing Out” (FOMO), outlining the ways in which “Fear of Missing Out” (FOMO) can present itself to people. This video also explores where the concept of “Fear of Missing Out” (FOMO) comes from and discusses the need for constant connection with our peers.		

<p>Materials Required for Activity</p>	<ul style="list-style-type: none"> • Computer, laptop or mobile phone, with Internet access. • "“Fear of Missing Out” (FOMO) - the “Fear of Missing Out”: Bobby Mook at TEDxUNC" [LINK]: https://www.youtube.com/watch?time_continue=229&v=1mZAQC9djPE&feature=emb_logo
<p>Step-by-step instructions</p>	<p>To complete this activity, please carry out the following steps:</p> <p>Step 1 – Click the link above</p> <p>Step 2 – Watch the video: "“Fear of Missing Out” (FOMO) - the “Fear of Missing Out”: Bobby Mook at TEDxUNC".</p> <p>Step 3 – Spend time reflecting on the content and take account of the information that is most relevant to you.</p> <p>Step 4 – De-briefing questions:</p> <ul style="list-style-type: none"> ○ Have you ever felt “Fear of Missing Out” (FOMO) from social media? ○ Have you felt “Fear of Missing Out” (FOMO) from something else? ○ How does “Fear of Missing Out” (FOMO) affect you? Does it give you anxiety? ○ Do you see others around you being affected by “Fear of Missing Out” (FOMO)? ○ Have you ever reacted to “Fear of Missing Out” (FOMO) and went to join your friends/family? How did this make you feel? ○ What is your relationship with your technology? How much do you depend on your phone and social media? ○ Have you ever used technology as a coping mechanism? ○ Are you concerned about leaving your mark on the world through social media? ○ How do you deal with “Fear of Missing Out” (FOMO)? Do you understand where your fears come from? Can you resolve them? <p>Step 5 – Design an activity for how you could use this video to discuss “Fear of Missing Out” (FOMO) with young people in your group.</p>

MODULE 2 – ACTIVITY 2

Module Title	M2_R1_“FEAR OF MISSING OUT” (FOMO) – “Fear of Missing Out”		
Activity Title	8 Steps for Doing a Digital Detox Without “Fear of Missing Out” (FOMO)	Activity Code	SDLR2.2
Type of resource	Self-directed Learning Resource (SDLR)	Type of learning	Self-directed learning
Duration of Activity (in minutes)	90 minutes	Learning Outcome	Upon completion of this activity, you will have a greater understanding of the importance of doing a digital detox, with an added appreciation for face-to-face communication. You will also develop the skills to deal with “Fear of Missing Out” (FOMO) while detoxing from social media.
Aim of activity	The aim of this activity is to encourage you to reduce your social media activity for 1 week and combat the feeling of “Fear of Missing Out” (FOMO). To achieve this, you will complete a digital detox in 8 simple steps and record your experience in a personal journal. This will allow you to assess the impact of reducing your social media activity has on your lifestyle. By completing this detox, you will also be better placed to support young people to complete a social media detox to combat “Fear of Missing Out” (FOMO), as you have been through the process yourself		
Materials Required for Activity	<ul style="list-style-type: none"> • Computer, laptop or mobile phone, with Internet access. • Notebook or place to journal your experience. "8 Steps for Doing a Digital Detox Without “Fear of Missing Out” (FOMO)" [LINK]: https://www.shape.com/lifestyle/mind-and-body/8-steps-doing-digital-detox-without-“Fear of Missing Out” (FOMO) 		
Step-by-step instructions	<p>To complete this activity, please carry out the following steps:</p> <p>Step 1 – Read the blog titled "8 Steps for Doing a Digital Detox Without “Fear of Missing Out” (FOMO)".</p> <p>Step 2 – Spend time reflecting on the content and take account of the information that is most relevant to you</p> <p>Step 3 – Implement the 8 steps to reduce your social media activity. Journal or write about your experience without social media for one week. Did you feel any “Fear of Missing Out” (FOMO)? How did you deal with it?</p>		

	Step 4 – At the end of the week, analyse your journal. Did you feel better or worse throughout the week without social media? Are there steps you would take to further your social media detox?
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M2 R1 – ADDITIONAL LEARNING RESOURCE

MODULE 2 – RESOURCE 3

Module Title:	M2_R1_""FEAR OF MISSING OUT"" (FOMO) – “Fear of Missing Out”
Title of Resource:	"How to Deal with “Fear of Missing Out” (FOMO) in Your Life: The Origin of “Fear of Missing Out” (FOMO) and How It Affects Our Health"
Resource Code:	R2.3
Introduction to the resource:	This article gives the reader a full overview of the “Fear of Missing Out” (FOMO) phenomenon. It begins with a discussion on where the ““Fear of Missing Out”” feeling comes from and looks at what are the best methods for overcoming it. The article also presents some research about those most affected by “Fear of Missing Out” (FOMO).
What will you get from using this resource?	<p>The aim of this resource is to inform you, the reader, about “Fear of Missing Out” (FOMO). It outlines the ways in which people can experience ““Fear of Missing Out””, while also identifying some key changes that you can make to reduce or prevent the occurrence of “Fear of Missing Out” (FOMO). After reading this article, you will become more aware of who is affected by “Fear of Missing Out” (FOMO) and will have a further understanding of the best ways to combat it.</p> <p>Having read this article, you will know more about “Fear of Missing Out” (FOMO), and you will be able to design activities to deliver with your youth group to mitigate the impact that “Fear of Missing Out” (FOMO) has on the health and well-being of young people.</p>
Link to resource:	"How to Deal with “Fear of Missing Out” (FOMO) in Your Life" [LINK]: <a "fear="" (fomo)-4174664"="" href="https://www.verywellmind.com/how-to-cope-with-" missing="" of="" out""="">https://www.verywellmind.com/how-to-cope-with-""Fear of Missing Out"" (FOMO)-4174664

MODULE 2 – RESOURCE 4

Module Title:	M2_R1_“FEAR OF MISSING OUT” (FOMO) – “Fear of Missing Out”
Title of Resource:	"The “Fear of Missing Out” (FOMO) Health Factor"
Resource Code:	R2.4
Introduction to the resource:	While social media is a powerful tool, there are a number of ways that regular social media use can impact on our health. Research has shown that “Fear of Missing Out” (FOMO) is one of the effects of social media use. Not only is the “Fear of Missing Out” potentially damaging to your emotional health, but it is also known to impact people's sense of mental well-being. This article discusses the impact of “Fear of Missing Out” (FOMO) on your mental health.
What will you get from using this resource?	<p>Upon reading this article, you will gain a greater insight into the impact of “Fear of Missing Out” (FOMO) on the mental health of individuals. In addition to having increased knowledge about the effects of “Fear of Missing Out” (FOMO), you will also understand the importance of reducing the occurrence of the “Fear of Missing Out” in order to protect their emotional and mental well-being.</p> <p>Having read this article, design an activity that you can use with young people in your group to discuss the impact that “Fear of Missing Out” (FOMO) can have on our mental well-being; encouraging young people to take steps to overcome this phenomenon.</p>
Link to resource:	"The “Fear of Missing Out” (FOMO) Health Factor" [LINK]: https://www.psychologytoday.com/us/blog/media-spotlight/201611/the-“Fear-of-Missing-Out”-(FOMO)-health-factor

MODULE 2 – RESOURCE 5

Module Title:	M2_R1_“FEAR OF MISSING OUT” (FOMO) – “Fear of Missing Out”
Title of Resource:	What I Learned From a 30-Day Social Media Detox
Resource Code:	R2.5
Introduction to the resource:	How would you feel about completing a 30-day detox? This blog was written as a daily account of how one individual dealt with a 30 detox from all social media. Their account details the many benefits they felt while conducting their detox; from the sense of freedom they had from being away from social media to the increased productivity with their time.
What will you get from using this resource?	<p>The aim of this resource is to inform you about the highs and lows of detoxing from all forms of social media. This blog outlines the various feelings expected when conducting a reduction in a social media interaction, and in some cases provides good examples of how to overcome them.</p> <p>This resource will be particularly useful for you as a reference, for if you or young people in your group undertake a social media detox.</p>
Link to resource:	"What I Learned From a 30-Day Social Media Detox" [LINK]: https://wanderingaimfully.com/social-media-detox-recap/

MODULE 2 – REAL AND VIRTUAL IDENTITIES – RESOURCE 2: REAL AND VIRTUAL IDENTITIES

M2 R2 – LESSON PLAN

Module Title: R2 – Real and Virtual Identities			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> • Begin the session by welcoming all participants and reflecting on the explanations of real and virtual identities that were offered in the previous workshop. • Explain to participants that in this workshop we are going to examine how we can match our online personas with our real lives. • Introduce a short game to identify where real and virtual identities may differ: <ul style="list-style-type: none"> ○ <u>Ask all participants to stand for this activity.</u> ○ Begin by asking all participants if their everyday life is accurately reflected in their posts online – they must move to the left side of the room if they think yes and the right side of the room if they admit no. ○ Ask all participants to take out their phones and look at their last 5 social media posts online. Ask them the question again – do they 	<p><u>15 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p> <p>Pens and note-taking materials for participants</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the activities.</p> <p>Youth workers are invited to take notes to support their learning.</p>

<p>think their real and virtual lives are the same? Ask them to move accordingly.</p> <ul style="list-style-type: none"> Discuss with them the difficulty in managing their online presence. Are there pressures that influence them to post unrealistic posts? Record all answers and feedback on a flipchart. 			
<p><u>Activity 1: Discussion</u></p> <ul style="list-style-type: none"> Play the digital resource (M2 – R2) "Real and Virtual Identities" [3 minutes] Discuss the video with the participants by asking them to outline the points of note in the video. Illicit answers relating to real and online identities and catfishing. Play the video "Are You Living an Insta Lie? Social Media Vs. Reality" [3 minutes] Ask participants to reflect on the video and consider what the key issue in this video is. Discuss with participants the issue of comparing real and virtual identities. Does this just occur online, or are there other examples of this? Ask the group if they can identify the characteristics and traits of people who are most at risk of having differing personas (online and offline). 	<p><u>25 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants</p> <p>Video: M2_R2_Real and Virtual Identities</p> <p>Video: "Are You Living an Insta Lie? Social Media Vs. Reality" https://www.youtube.com/watch?v=0EFHbruKEmw</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the discussion and their engagement with the digital resource.</p> <p>Youth workers are invited to take notes to support their learning.</p>
<p><u>Activity 2: Small Group Activity</u></p> <ul style="list-style-type: none"> To begin this activity, remind participants about the mention of catfishing in the video - M2_R2. 	<p><u>25 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the</p>

<ul style="list-style-type: none"> • Ask participants to define catfishing and give some basic examples of the concept. • Ask the group how catfishing relates to real and virtual identities and collect their answers on a flipchart • Divide the group of youth workers into smaller groups of 4 people. • Explain to them that as a group, they are going to discuss the various topics in relation to real and virtual identities <ul style="list-style-type: none"> ○ What are the impacts of having different personas – online vs in real life? ○ How can a social media user make sure their persona online matches their real life? Identify 3-5 ways someone can do this. ○ Is there an age cohort that is better able to deal with these issues? • Allow each group 10-15 minutes to discuss these questions and display their findings on a flipchart sheet. • Each group must briefly discuss their findings, and the facilitator should note any common themes on their flipchart. 		<p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants.</p> <p>Flipchart sheets and markers for each group.</p>	<p>discussion and their engagement in the group activities.</p> <p>All groups will be asked to present their answers to the larger group, which will act as a form of assessment for this task.</p>
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> • To close the workshop, ask participants to reflect on their understanding of real and virtual identities, focusing on the best way to consolidate the two. • Ask the participants to comment on how their understanding of the topic of real and virtual identities 	<p><u>5 minutes</u></p>	<p>Training room with chairs arranged in a semi-circle.</p> <p>Pens and note-taking materials for all participants.</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the discussion and their utilisation of the additional</p>

<p>has changed based on this workshop. Has it improved/stayed the same?</p> <ul style="list-style-type: none"> • Lead a short feedback session, listening to reflections and opinions. • Thank the youth workers for their active participation in the workshop and close the learning session. 			<p>resources made available with this module.</p> <p>Ask all participants to note down 3 things they learned from this workshop and 3 things that they will transfer to young learners they work with. The tutor should collect these notes as a form of evaluation and assessment of this session.</p>
<p>Total duration of the module</p>		<p>1 hour 10 mins</p>	

M2 R2 – ACTIVITY SHEETS FOR FACE-TO-FACE TRAINING

MODULE 2 – ACTIVITY 3

Module Title	M2_R2_Real and Virtual Identities		
Activity Title	Group Discussion	Activity Code	A2.3
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	25 minutes	Learning Outcome	Upon completion of this activity, participants will have greater knowledge of real and virtual identities, with a focus on why it is challenging to consolidate the two. Participants will also have an openness to examine their own online identities.
Aim of activity	The aim of this activity is to develop the participants understanding of the difficulties people face by having an online persona and trying to reconcile it with their real lives.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Pens and note-taking materials for participants • Video: M2_R2_Real and Virtual Identities • Video: "Are You Living an Insta Lie? Social Media Vs. Reality" [LINK]: https://www.youtube.com/watch?v=0EFHbruKEmw 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <p>Step 1 – Play the digital resource (M2 – R2) "Real and Virtual Identities" [3 minutes]</p> <p>Step 2 – Discuss the video with the participants by asking them to outline the points of note in the video. Illicit answers relating to real and online identities and catfishing.</p>		

	<p>Step 3 – Play the video "Are You Living an Insta Lie? Social Media Vs. Reality" [3 minutes]</p> <p>Step 4 – Ask participants to reflect on the video and consider what the key issue in this video is.</p> <p>Step 5 – Discuss with participants the issue of comparing real and virtual identities. Does this just occur online, or are there other examples of this? Ask the group if they can identify the personality traits and characteristics of individuals who are most at risk of having differing personas (online and offline). Record all answers on a flipchart.</p>
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MODULE 2 – ACTIVITY 4

Module Title	M2_R2_Real and Virtual Identities		
Activity Title	Small Group Activity	Activity Code	A2.4
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	25 minutes	Learning Outcome	Upon completion of this activity, youth workers will be able to identify the issues surrounding their online person. They will develop the skills to consolidate their real and virtual identities and will also have increased awareness of online scams like catfishing.
Aim of activity	The aim of this activity is to help the participants to understand the various ways in which they can work to match their real and virtual identities. It will also increase their awareness of the impacts of differing online personas and how this can be used to deceive people, like, for example, with catfishing.		

<p>Materials Required for Activity</p>	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Pens and note-taking materials for participants. • Flipchart sheets and markers for all groups.
<p>Step-by-step instructions</p>	<p>To complete this activity in the workshop, please carry out the following steps:</p> <p>Step 1 – Begin by reminding participants about the mention of catfishing in the video. Ask them to define it and give some basic examples of the concept. Ask the group how catfishing relates to real and virtual identities.</p> <p>Step 2 – Divide the group of youth workers into smaller groups of 4 people. Explain to them that as a group, they are going to discuss the various topics in relation to real and virtual identities</p> <ul style="list-style-type: none"> ○ What are the impacts of having different personas – online vs in real life? ○ How can a social media user make sure their persona online matches their real life? Identify 3-5 ways someone can do this. ○ Is there an age cohort that is better able to deal with these issues? <p>Step 3 – Allow each group 10-15 minutes to discuss these questions and display their findings on a flipchart sheet.</p> <p>Step 4 – Each group must briefly discuss their findings, and the facilitator should note any common themes on their flipchart.</p>

M2 R2 – ACTIVITY SHEETS FOR SELF-DIRECTED LEARNING

MODULE 2 – ACTIVITY 3

Module Title	M2_R2_Real and Virtual Identities		
Activity Title	Evaluate Your Real and Virtual Identities	Activity Code	SDLR2.3
Type of resource	Self-directed Learning Resource (SDLR)	Type of learning	Self-directed learning
Duration of Activity (in minutes)	60 minutes	Learning Outcome	After completing this activity, you will have developed new skills in consolidating your real and virtual identities. You will be more aware of the pitfalls of virtual identity and will have a greater ability to be more "real" in your online life.
Aim of activity	The aim of this activity is to increase your awareness of your online activity, with a focus on identifying what is real and what is fake on your profiles. You will also have an increased willingness to assess your current online practices, with an openness to be more honest in your social media posting.		
Materials Required for Activity	<ul style="list-style-type: none"> • Computer, laptop or mobile phone, with Internet access. • Blog: "Is your online life more satisfying than your real life?" [LINK]https://www.thedrum.com/opinion/2018/11/29/your-online-life-more-satisfying-your-real-life • Blog: "5 Ways to be more Authentic on Social Media" [LINK]: https://www.psychologytoday.com/us/blog/in-practice/201504/5-ways-be-more-authentic-social-media 		
Step-by-step instructions	<p>To complete this activity, please carry out the following steps:</p> <p>Step 1 – Read the blog post: "Is your online life more satisfying than your real life?" Spend time reflecting on the content and take account of the information that is most relevant to you.</p> <p>Step 2 – Read the blog post: "5 Ways to be more Authentic on Social Media". Again, spend some time reflecting on your own social media activity.</p>		

	<p>Step 3 – Analyse your social media persona. Are your real and virtual identities the same? Using the "Real and Virtual Identities" template available in Annex 1, outline the similarities and differences between your online and offline personas. Try to implement some of the 5 steps outlined in the second blog post and record your personal feedback on being more "real" online.</p> <p>Step 4 – Follow-up this activity by designing an 'authentic posting' project that you can deliver with young people in your group over the course of a week; and assess what outcomes you expect to achieve from this activity.</p>
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M2 R2 – ADDITIONAL LEARNING RESOURCES

MODULE 2 – RESOURCE 6

Module Title:	M2_R2_Real and Virtual Identities
Title of Resource:	"Finding the me in social media"
Resource Code:	R2.6
Introduction to the resource:	This TED talk discusses the issue of finding your sense of self when using social media. It has become increasingly difficult to live in a world of social media and not get swept along by the need for likes and approval from others. The presenter of this TED talk suggests techniques that we can use in our fight against the need to be "liked".
What will you get from using this resource?	<p>The aim of this resource is to increase your awareness of the value put on approval from others through our social media profiles. This resource will also encourage you to think about your own sense of self-worth and will enable you to develop your skills in self-appreciation.</p> <p>Having watched this video, design an activity that you can use with young people in your group to help them to 'find themselves' in their online lives – with a particular focus on the platforms of Instagram and Snapchat – highlighting how posting about their lives on these platforms, actually influences the decisions they make in everyday life.</p>
Link to resource:	"Finding the me in social media Jana Webb TEDx Kelowna" [LINK]: https://www.youtube.com/watch?v=BmQy_svJGNw

MODULE 2 – RESOURCE 7

Module Title:	M2_R2_Real and Virtual Identities
Title of Resource:	"In 2019 it became cool to be "real" online"
Resource Code:	R2.7
Introduction to the resource:	As social media has become more prominent in our lives, it has become a platform for the promotion of products, lifestyles and YOLO ideals. However, in the past two years, there has been a bigger move towards keeping it "real" online, with more emphasis on filter-free selfies and a more real depiction of life. This article examines why this change has occurred.
What will you get from using this resource?	After reading this article, you will gain more insight into the change from the augmented reality to a more realistic one on social media sites. You will also become aware of the pitfalls of "false realness" and develop an understanding of the many ways people can be more "real" on their online posts. Having read this blog, consider developing a short-term project with young people in your group, where you only post 'real' content on your group's social media pages for one week.
Link to resource:	"In 2019 it became cool to be "real" online" [LINK]: https://www.technologyreview.com/2019/12/28/131066/in-2019-it-became-cool-to-be-real-online-instagram-tiktok/

MODULE 2 – RESOURCE 8

Module Title:	M2_R2_Real and Virtual Identities
Title of Resource:	"Catfishing: The Truth About Deception Online"
Resource Code:	R2.8
Introduction to the resource:	Catfishing has become a big issue, particularly in relation to dating online. This blog post outlines the reasons why people use catfishing to deceive others while also describing the various methods used to do so.
What will you get from using this resource?	Upon reading this article, you will develop an understanding of what catfishing is, and also have better insight into the various methods used to deceive people online. You will have a greater awareness of online scams, especially catfishing.
Link to resource:	"Catfishing: The Truth About Deception Online" [LINK]: https://blogs.scientificamerican.com/anthropology-in-practice/catfishing-the-truth-about-deception-online/

ANNEXE 1 – YOUR REAL AND VIRTUAL IDENTITIES

EVALUATE YOUR ONLINE AND OFFLINE PERSONAS

List the differences between your online and offline personas:

List the similarities between your online and offline personas:

IMPLEMENT THE TIPS FOR BEING MORE AUTHENTIC ONLINE

Step 1: _____

Feedback: _____

Step 2: _____

Feedback: _____

Step 3: _____

Feedback: _____

Step 4: _____

Feedback: _____

Step 5: _____

Feedback: _____

REFLECTIONS ON CONSOLIDATING YOUR REAL AND VIRTUAL IDENTITIES

MODULE 3 – ONLINE COMMUNICATION

THEORETICAL CONTENT

INTRODUCTION

Module 3 revolves around the topic of Online Communication. This Module provides basic and factual knowledge regarding appropriate online communication and digital etiquette. Simultaneously, it promotes a deeper understanding of how to deal with inappropriate online communication, as well as ways for Netizens to stay safe when communicating with others online.

The first, introductory, resource of Module 3 has the topic of Netiquette, also known as Digital Etiquette. It examines the unwritten rules of online conduct, which all Netizens ought to follow.

The second, advanced, resource of Module 3 has the topic of Digital Citizenship and Digital Ethics. While providing an in-depth reconstruction of the terminology, this resource also provides critical knowledge in the context of Digital Ethics and what they entail in the everyday lives of Internet and Social Media users.

3.1 NETIQUETTE

As online interactions have become equally as crucial as that conducted face-to-face, the management of online behaviour and relationship holds a significant role in modern society. The term Netiquette derives from the combination of the words network and etiquette. It defines the rules that apply for acceptable online behaviour.

According to Virginia Shea (1994), author of *The Core Rules of Netiquette*, there are ten principles Netizens ought to follow:

- Rule 1: Remember the human
- Rule 2: Adhere to the same standards of behaviour online that you follow in real life
- Rule 3: Know where you are in cyberspace
- Rule 4: Respect other people's time and bandwidth
- Rule 5: Make yourself look good online
- Rule 6: Share expert knowledge
- Rule 7: Help keep flame wars under control
- Rule 8: Respect other people's privacy
- Rule 9: Don't abuse your power
- Rule 10: Be forgiving of other people's mistakes

3.2 DIGITAL CITIZENSHIP & DIGITAL ETHICS

Similar to the notions mentioned above, Digital Citizenship refers to how a Netizen should behave while being online, otherwise referred to as the "the ability to participate in society online" (Mossberger, 2008).

As an integrated part of Digital Citizenship, the principle of Digital Ethics focuses on the acceptable, appropriate, and ethical use of different resources in an online and digital context.

It is essential for all Internet users to be aware of all aspects of Digital Citizenship, and maintain a comprehensive grasp on the various ordinances it entails, such as Digital Ethics and Digital Empathy. By doing so, responsible Netizens are being cultivated, making digital environments safe.

REFERENCES

Mossberger, Karen, "Toward digital citizenship", in *Routledge Handbook of Internet Politics* ed. Andrew Chadwick and Philip N. Howard (Abingdon: Routledge, 14 Aug 2008), accessed 02 Jun 2020, Routledge Handbooks Online.

Shea, V. (1994). Core Rules of Netiquette. *Educom Review*, 29(5), 58-62.

MODULE 3 – ONLINE COMMUNICATION – RESOURCE 1: NETIQUETTE

Face-to-Face Content

M3 R1 – LESSON PLAN

Module Title: M3 – Online Communication / R1 – Netiquette			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> • Welcome participants and introduce yourself. Ask them to introduce themselves and what their expectations are for this workshop. • On the flip chart, note some expectations participants mention. This activity is functions as a short icebreaker and also gives you an idea of participants' expectations and needs. 	<p><u>10 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities</p>

<p><u>Activity 1: Terminology & Vocabulary</u></p> <ul style="list-style-type: none"> • Introduce essential vocabulary and terminology by reading each item aloud and asking learners to provide potential definitions. When necessary, provide hints. Record their answers on a flipchart. • Before providing any right answers, play the digital resource (M3 – R1) "Netiquette". • Ask participants to reflect on the video and discuss the vocabulary items one by one again with the whole group to assure that everyone understands them. 	<p><u>20 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants.</p> <p>Video: M3_R1_Netiquette</p> <p>Video Projector</p>	<p>Participants will engage in all group activities</p>
<p><u>Activity 2: What Would you Do? Netiquette Edition</u></p> <ul style="list-style-type: none"> • For this activity, you will need a list of scenarios regarding online behaviour, which should be prepared beforehand. • Divide the classroom into pairs and hand out a list of scenarios to each pair. • Ask them to discuss each scenario and what their actions would be if they were involved in a similar situation. • Advise them to write down their answers. 	<p><u>20 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers for each pair.</p> <p>Pens and note-taking materials for participants.</p> <p>List of scenarios to be distributed to each pair.</p>	<p>Participants will engage in all group activities</p> <p>Pairs will be asked to present their ideas to the entire group, which will act as a form of assessment for this task.</p>

<ul style="list-style-type: none"> • After all, pairs have worked on all scenarios, go through each scenario with the entire class and discuss what they would do. • Allow contradicting points of view to be expressed, as this promotes dialogue and critical thinking. 			
<p><u>Activity 3: The Rules of Netiquette</u></p> <ul style="list-style-type: none"> • To assimilate all new knowledge and information, let the youth workers know that they will be creating their lists of ten core rules of Netiquette. • Divide the classroom into groups of 4-5 people. • Ask each group to briefly create a list of ten rules they believe every Netizen should follow, placing the most important at the top of the list. • Provide sufficient time to the groups to create their lists, while you circle the classroom and help along the way. • When the lists are completed, ask each group to present their lists and note the rules on the flipchart, until you have a list of ten comprehensive rules derived from all groups' ideas. 	<p><u>30 minutes</u></p>	<p>Training venue with possibility of forming groups in a circle.</p> <p>Pens and note-taking materials for participants.</p> <p>Flipchart and markers.</p>	<p>Participants will engage in all group activities</p>

<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> • Ask participants to reflect on their understanding of what Netiquette is and how they should conduct themselves while using the Internet. • Ask the participants the changes they will implement as internet users after acquiring the new knowledge. • Gather written feedback and ask for any closing remarks. • Thank the participants for their attention and close the workshop. 	<p><u>10 minutes</u></p>	<p>Training venue with chairs arranged in a semi-circle.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities and make use of the additional resources made available with this Module.</p> <p>Feedback will be gathered from all participants in the form of written points.</p>
<p>Total duration of the Module</p>		<p>1 hour and 30 minutes</p>	

M3 R1 – ACTIVITY SHEETS FOR FACE-TO-FACE TRAINING

MODULE 3 – ACTIVITY 1

Module Title	M3 – Online Communication / R1 – Netiquette		
Activity Title	Terminology & Vocabulary	Activity Code	A3.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Upon completion of this activity, participants will get acquainted with essential terminology and vocabulary for this Module.
Aim of activity	This activity aims to develop the participants' understanding of the different terminology used in the context of Netiquette, as well as to introduce them to the topic in a comprehensive manner.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Pens and note-taking materials for participants • Video: M3_R1_Netiquette • Video Projector 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 – Introduce essential vocabulary and terminology by reading each item aloud and asking learners to provide potential definitions. When necessary, provide hints. • Step 2 – Write down answers on a flipchart. • Step 3 – Before providing any right answers, play the digital resource (M3 – R1) "Netiquette". • Step 4 – Ask participants to reflect on the video • Step 5 – Discuss the vocabulary items one by one again with the whole group to assure that everyone understands them. 		

MODULE 3 – ACTIVITY 2

Module Title	M3 – Online Communication / R1 – Netiquette		
Activity Title	What Would you Do? Netiquette Edition	Activity Code	A3.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	By completing this activity, youth workers will have a spherical understanding of appropriate Netiquette and general online behaviour.
Aim of activity	This activity aims to increase the participants' practical knowledge of possible scenarios they could face as netizens while advancing their critical thinking in the context of this topic.		
Materials Required for Activity	To complete this activity, you will require the following materials and amenities: <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart sheets and markers for each group. • Pens and note-taking materials for participants 		
Step-by-step instructions	To complete this activity in the workshop, please carry out the following steps: <ul style="list-style-type: none"> • Step 1 – For this activity, you will need a list of scenarios regarding online behaviour, which should be prepared beforehand. • Step 2 – Divide the classroom into pairs and hand out a list of scenarios to each pair. • Step 3 – Ask them to discuss each scenario and what their actions would be if they were involved in a similar situation. • Step 4 – Advise them to write down their answers. • Step 5 – After all pairs have worked on all scenarios, go through each scenario with the entire class and discuss what they would do. • Step 6 – Allow contradicting points of view to be expressed, as this promotes dialogue and critical thinking. 		

MODULE 3 – ACTIVITY 3

Module Title	M3 – Online Communication / R1 – Netiquette		
Activity Title	The Rules of Netiquette	Activity Code	A3.3
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	30 minutes	Learning Outcome	By completing this activity, youth workers will have an all-encompassing view of the workshop's material, i.e. Netiquette and the ways they should conduct themselves as netizens.
Aim of activity	This activity aims to bring together all new information and knowledge acquired by this workshop in a fun, engaging manner.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with possibility of forming groups in a circle. • Pens and note-taking materials for participants. • Flipchart and markers. 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 – To assimilate all new knowledge and information, let the youth workers know that they will be creating their lists of ten core rules of Netiquette. • Step 2 – Divide the classroom into groups of 4-5 people. • Step 3 – Ask each group to briefly create a list of ten rules they believe every Netizen should follow, placing the most important at the top of the list. • Step 4 – Provide sufficient time to the groups to create their lists, while you circle the classroom and help along the way. • Step 5 – When the lists are completed, ask each group to present their lists and note the rules on the flipchart, until you have a list of ten comprehensive rules derived from all groups' ideas. 		

MODULE 3 – ONLINE COMMUNICATION – RESOURCE 2: DIGITAL CITIZENSHIP & DIGITAL ETHICS

Face-to-Face Content.

M3 R2 – LESSON PLAN

Module Title: M3 – Online Communication / R2 – Digital Citizenship & Digital Ethics			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> Welcome participants and introduce yourself. Ask them to introduce themselves and what their expectations are for this workshop. On the flip chart, note some expectations participants mention. This activity is functions as a short icebreaker and also gives you an idea of participants' expectations and needs. 	<u>15 minutes</u>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p> <p>Pens and note-taking materials for participants.</p>	Participants will engage in all group activities
<p><u>Activity 1: Group discussion</u></p> <ul style="list-style-type: none"> Begin by writing the three following statements on the board or the flipchart: 	<u>30 minutes</u>	<p>Training venue with IT equipment for all participants.</p>	Participants will engage in all group activities

<ul style="list-style-type: none"> ○ I can copy the work of any creator/author if it is available to me online, duplicate it, credit it as my own and financially benefit from it. ○ If an internet user does not know any better and overshares on social media, I can use that information for my benefit. ○ It is my right to free speech to comment negatively on videos, posts or photos I do not like. ● Ask the participants to rate on a scale of 1 to 5 if they agree with the statements (1 = completely disagree and 5 = completely agree) and then write a short sentence explaining their reasons. ● Ask as many participants as possible to share with the rest of the group their thoughts and explanations for each sentence. ● Discuss each response with the entire group. 		<p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants.</p>	
<p><u>Activity 2: We are responsible Netizens</u></p> <ul style="list-style-type: none"> ● Before watching the video, examine essential vocabulary and terminology regarding digital 	<p><u>30 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers for each pair.</p>	<p>Participants will engage in all group activities</p> <p>Groups will be asked to present their ideas to the entire group, which will act as</p>

<p>citizenship and more specifically, digital ethics. Ask participants to provide possible definitions.</p> <ul style="list-style-type: none"> • Play the video for the participants on Digital Citizenship & Digital Ethics. Ask them to take notes for the definitions mentioned above while watching it. • After the video, repeat the correct terminology and definitions to make sure everyone understands them. • Create groups of 4-5 people and ask them to draft a short list of an ethical code of conduct which netizens ought to maintain. • When everyone finishes, ask each group to present their outputs briefly. 		<p>Pens and note-taking materials for participants.</p> <p>Video: M3_R2_Digital Citizenship & Digital Ethics</p> <p>Video Projector</p>	<p>a form of assessment for this task.</p>
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> • Ask participants to reflect on their understanding of digital citizenship and the digital ethics it entails. • Ask the participants the changes they will implement as internet users after acquiring the new knowledge. • Gather written feedback and ask for any closing remarks. • Thank the participants for their attention and close. 	<p><u>15 minutes</u></p>	<p>Training venue with chairs arranged in a semi-circle.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities and make use of the additional resources made available with this Module.</p> <p>Feedback will be gathered from all participants in the form of written points.</p>
<p>Total duration of the Module</p>		<p>1 hour and 30 minutes</p>	

M3 R2 – ACTIVITY SHEETS FOR FACE-TO-FACE TRAINING

MODULE 3 – ACTIVITY 4

Module Title	M3 – Online Communication / R2 – Digital Citizenship & Digital Ethics		
Activity Title	Group Discussion	Activity Code	A3.4
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	30 minutes	Learning Outcome	Upon completion of this activity, the participants will be introduced to the thematic unit, which is Digital Citizenship and Digital Ethics, via a discussion which will make use of their critical thinking skills.
Aim of activity	This activity aims to develop the participants' understanding of the context of the workshop by using critical thinking. Also, this activity acquaints participants with the practical aspect of Digital Ethics.		
Materials Required for Activity	To complete this activity, you will require the following materials and amenities: <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Pens and note-taking materials for participants. 		
Step-by-step instructions	To complete this activity in the workshop, please carry out the following steps: <ul style="list-style-type: none"> • Step 1 – Begin by writing the three following statements on the board or the flipchart: 		

- I can copy the work of any creator/author if it is available to me online, duplicate it, credit it as my own and financially benefit from it.
- If an internet user does not know any better and overshares on social media, I can use that information for my benefit.
- It is my right to free speech to comment negatively on videos, posts or photos I do not like.
- Step 2 – Ask the participants to rate on a scale of 1 to 5 if they agree with the statements (1 = completely disagree and 5 = completely agree) and then write a short sentence explaining their reasons.
- Step 3 – Ask as many participants as possible to share with the rest of the group their thoughts and explanations for each sentence.
- Step 4 – Discuss each response with the entire group.

MODULE 3 – ACTIVITY 5

Module Title	M3 – Online Communication / R2 – Digital Citizenship & Digital Ethics		
Activity Title	We are Responsible Netizens	Activity Code	A3.5
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	30 minutes	Learning Outcome	By completing this activity, youth workers will have a thorough knowledge of the terminology and vocabulary associated with Digital Citizenship and more specifically, Digital Ethics.
Aim of activity	This activity aims to aid participants to develop an understanding of Digital Ethics and the context surrounding them, to raise their awareness of their behaviour as Netizens subsequently		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart sheets and markers for each group. • Pens and note-taking materials for participants. • Video: M3 R2_ Digital Citizenship & Digital Ethics • Video Projector 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 – Before watching the video, examine essential vocabulary and terminology regarding digital citizenship and more specifically, digital ethics. Ask participants to provide possible definitions. • Step 2 – Play the video for the participants on Digital Citizenship & Digital Ethics. Ask them to take notes for the definitions mentioned above while watching it. • Step 3 – After the video, repeat the correct terminology and definitions to make sure everyone understands them. • Step 4 – Create groups of 4-5 people and ask them to draft a shortlist of an ethical code of conduct which netizens ought to maintain. • Step 5 – When everyone finishes, ask each group to present their outputs briefly. 		

M3 – ACTIVITY SHEET FOR SELF-DIRECTED LEARNING

Module Title	M3 – Online Communication		
Activity Title	Ethics & Empathy in the Digital Era	Activity Code	A3.6
Type of resource	Activity sheets (AS)	Type of learning	Self-direct learning
Duration of Activity (in minutes)	60 minutes	Learning Outcome	Learners will develop their understanding of the issue of ethics and empathy in digital environments, and how it affects society in ways they are not aware of.
Aim of activity	This activity aims to further expand the learner's insight on the issue of Digital Ethics & Empathy, especially in people of young age. It also promotes the notion of the individual's responsibility towards society about his/her online habits and behaviour.		
Materials Required for Activity	<ul style="list-style-type: none"> • A device with access to the Internet. • Access to the video in the following link: https://www.youtube.com/watch?v=5deL74GPxUk • Speakers or headphones. 		
Step-by-step instructions	<p>These are the steps to follow to complete this activity as part of your self-directed learning:</p> <ul style="list-style-type: none"> • Step 1 – Listen to the video and take notes of important points while doing so. • Step 2 – Reflect on the issues you might have faced while navigating the Web. • Write a short paragraph describing the above and providing advice to users that might be facing the same challenges. 		

M3 – ACTIVITY SHEET FOR SELF-DIRECTED LEARNING

Module Title	M3 – Online Communication		
Activity Title	The do's and don'ts of digital citizenship	Activity Code	A3.7
Type of resource	Activity sheets (AS)	Type of learning	Self-direct learning
Duration of Activity (in minutes)	60 minutes	Learning Outcome	Learners will develop their understanding of their responsibilities as Netizens and combine theoretical knowledge with practical examples.
Aim of activity	This activity aims to encourage critical thinking and expand the learners' cognitive abilities in regards to Digital Citizenship. It also promotes the notion of individual research to control a person's online behaviour.		
Materials Required for Activity	<ul style="list-style-type: none"> • A device with access to the Internet. • Access to the video in the following link: https://www.youtube.com/watch?v=iwKTYHBG5kk • Speakers or headphones. 		
Step-by-step instructions	<p>These are the steps to follow to complete this activity as part of your self-directed learning:</p> <ul style="list-style-type: none"> • Step 1 – Listen to the video and take notes of important points while doing so. • Step 2 – Capture the do's about digital citizenship. • Step 3 – Think about what you can do as a digital citizen to contribute to the following: <ul style="list-style-type: none"> ○ Your community ○ Promotion of respectful debate ○ Public policy • Write a short paragraph explaining the above. 		

M3 – ADDITIONAL LEARNING RESOURCES

M3 – ADDITIONAL LEARNING RESOURCE 1

Module Title:	M3 – Online Communication / R1 – Netiquette
Title of Resource:	Digital Age Etiquette: Evan Selinger at TEDxFlourCity
Resource Code:	R3.1
Introduction to the resource:	The current resource is a TED talk by Evan Selinger, who discusses how information and communication technology impacts etiquette.
What will you get from using this resource?	This resource will help the learners to understand further how to conscientiously navigate through everyday situations that may leave them confused about whether to embrace new practices or cling to old standards.
Link to resource:	https://www.youtube.com/watch?v=LR1TroBTlwA

M3 – ADDITIONAL LEARNING RESOURCE 2

Module Title:	M3 – Online Communication / R2 – Digital Citizenship & Digital Ethics
Title of Resource:	Digital ethics and the future of humans in a connected world
Resource Code:	R3.2
Introduction to the resource:	This resource is a TED talk by one of the world's leading experts on topics such as the future of humanity, big data and privacy, the networked society and social media, Gerd Leonhard.
What will you get from using this resource?	This resource provides the learner with an in-depth perspective on Digital Ethics and the future of the technological world while being thought-provoking about the ethics and implications of Digital Citizenship.
Link to resource:	https://www.youtube.com/watch?v=bZn0lfOb61U

MODULE 4 – CYBERBULLYING

THEORETICAL CONTENT

INTRODUCTION

Technology has transformed our culture and values in the last decades. According to Techjury's article (Petrov, 2019), 80% of children have a mobile phone and uses multiple social media accounts. Even though smartphones, social media and access to the internet every time we like, are now part of our daily routines, there's also a darker side in the development of technology. Cyberbullying statistics worldwide reveal alarming facts about its wideness and different shapes it can take. (Petrov, 2019).

There are no easy ways to end cyberbullying. It is a long run starting from the very young age by raising the children to be kind to each other. What we can do is to educate the children and youth about the topic and how cyberbullying affects the life of the victim and even the bully themselves. When the youth develop their empathy skills towards each other, the willingness to hurt others may disappear.

In this chapter and by going through the exercises, the youth will learn the basics about cyberbullying, what different forms and types it has, and how it can develop to a criminal act. They will also learn how to prevent cyberbullying, how to report about it and learn to recognise the situations where they themselves might easily be involved in bullying.

4.1. WHAT IS CYBERBULLYING

Cyberbullying is a form of bullying that happens online, usually on social media. In Finnish research funded by Elisa, it appears that the most common types of cyberbullying are leaving out of a group, spreading negative rumours, harassment and leaving mean comments (YLE.fi, 2018).

Online bullying stats from EU reveals that the most common age to experience cyberbullying is 13-15. It seems that women, people with non-traditional sexual orientation or natural disabilities are more likely to be cyberbullied (Petrov, 2019).

The harmfulness of the cyberbullying is its wideness – it does not stop once you get home and away from the bullies. It is always present through your smartphone or other devices. When the last thing a young person sees before falling asleep that is a message, that tells how ugly they are, it will easily cause anxiety.

Cyberbullying is a real threat to mental health and self-esteem of young people. Usually, the bully is someone who the victim also knows in real life, but anonymity on the internet makes bullying easier. Just sharing rumours or harmful pictures is a way to become a bully – think carefully before sharing!

4.2 WHEN CYBERBULLYING BECOMES A CRIME

Many types of cyberbullying can be counted as crimes as well – spreading false information, harassment, making threats, sharing child pornography and committing hate crimes are all real criminal forms that can be committed online. (Flavin, 2017)

Usually, bullying cases between young people are settled by fines and talking, but cyberbullying can also cause you some time in prison. Even if you are not sure about the criminal offence of the bullying case, it might be a good idea to ask the police to come and educate the youth about cyberbullying. Having authority from outside might help them to see how serious matter cyberbullying is and understand the consequences.

I AM BEING CYBERBULLIED

If a young person tells you about being cyberbullied, you should always react to it. If you know there is cyberbullying in the group you are teaching, it might be a good idea to educate the students with the group lesson material.

If you know a young person who is being bullied, help them by:

- Helping to tell about bullying to teacher, parents or even police;
- Showing them how to take screenshots and notes about the messages the bully sends to them;
- Showing how to ban the bully's account from contacting them;
- Not blaming the app or internet about they being bullied and trying to stop them using social media;

After going through the material, inspire the group to create together rules against bullying!

<ul style="list-style-type: none"> Discuss the topic in your groups: what is cyberbullying? The participants can share their own thoughts about the topic. 			
<p><u>Activity 2: Cyberbullying</u></p> <ul style="list-style-type: none"> Go through slide " why is cyberbullying so harmful" with the students. Let them answer the question first before revealing the bullets. Do the task "is this cyberbullying" as a group exercise. Go through the answers with the group. 	<p><u>15 minutes</u></p>	<p>Training venue with computer and projector;</p> <p>How to deal with cyberbullying -powerpoint;</p> <p>Printed cases for the exercise "is this cyberbullying";</p> <p>Pen and paper for each group;</p>	<p>Deeper understanding of the topic and why is cyberbullying so harmful</p> <p>Participants will engage in all group activities</p>
<p><u>Activity 3: How to support a victim of cyberbullying?</u></p> <ul style="list-style-type: none"> In the groups discuss and write down how to support a victim of cyberbullying Collect the answers on the wall with post-its Use the next slide to go through the exercise with the group, let the youth answer first by themselves 	<p><u>15 minutes</u></p>	<p>Training venue with computer and projector;</p> <p>How to deal with cyberbullying -powerpoint;</p> <p>Pen and post-its for each group;</p>	<p>Participants will engage in all group activities</p> <p>Understanding what to do if you or someone you know is cyberbullied</p>

<p><u>Activity 4: Support Jennifer!</u></p> <ul style="list-style-type: none"> • Watch the video about Jennifer with the group (you can choose some other video too if you have one!) • In each group create content to support Jennifer. Watch them through with the class. 	<p><u>15 minutes</u></p>	<p>Training venue with IT equipment for all participants;</p> <p>How to deal with cyberbullying -powerpoint;</p> <p>Pen and paper for every group;</p> <p>Smartphones, computers or tablets for each group (optional);</p>	<p>Development of group working skills;</p> <p>Understanding the consequences of bullying;</p>
<p><u>Workshop Closing</u></p> <p>As a closure each group thank everyone for participating and wish that cyberbullying will never happen in the group or elsewhere</p>	<p><u>2 minutes</u></p>	<p>Training venue with computer and projector;</p>	
<p>Total duration of the module</p>		<p>1 hour</p>	

M4 R1 – ACTIVITY SHEET FOR FACE-TO-FACE TRAINING

MODULE 4 – ACTIVITY 1

Module Title	M4 R1 How to deal with cyberbullying?		
Activity Title	Discussion	Activity Code	A1.4.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	10 minutes	Learning Outcome	Understanding what cyberbullying is.
Aim of activity	<i>The participants will understand how cyberbullying affects the victim and why it can be more harmful than bullying during the school day.</i>		
Materials Required for Activity	<i>How to deal with cyberbullying -powerpoint Computer Projector Additional: post-its and pens</i>		
Step-by-step instructions	<p>Step 1: Split the students into groups of 3-5 person. You will need 5 groups.</p> <p>Step 2: Discuss the topic in your groups: what is cyberbullying? Write down your results on post-its</p> <p>Step 3: Collect the post-its on the wall and read them with the students. Discuss the topic and fill in if they forgot something.</p> <p>Step 4: Ask the students: did something surprise them? Is something missing?</p>		

MODULE 4 – ACTIVITY 2

Module Title	M4 R1 How to deal with cyberbullying?		
Activity Title	Discussion	Activity Code	A2.4.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	15 minutes	Learning Outcome	Understanding what cyberbullying is.
Aim of activity	<i>To get participants to engage the subject and understand the topic of the day. They will also see how different people can feel differently about the same thing – what is bullying to one, might not seem like bullying to others.</i>		
Materials Required for Activity	<i>How to deal with cyberbullying -powerpoint Computer Projector Printed cases for the exercise "is this cyberbullying"; Pen and post-its for each group;</i>		
Step-by-step instructions	<p>Step 1: Ask the groups: Why is cyberbullying so harmful? Do not reveal the answers before they have thought and answered the question first!</p> <p>Ster 2: Have a discussion about the topic with the students.</p> <p>Step 3: Give each group one of the cyberbullying cases you have printed out. See the instructions from the slide "Do you think this is cyberbullying?"</p> <p>Step 4: After the group discussions ask the groups to share their thoughts with the rest of the class.</p>		

MODULE 4 – ACTIVITY 3

Module Title	M4 R1 How to deal with cyberbullying?		
Activity Title	How to support a victim of cyberbullying?	Activity Code	A3.4.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	15 minutes	Learning Outcome	Understanding how to support a person being bullied
Aim of activity	<i>To make participants think about their own online behaviour and see if they have any kind of harmful habits.</i>		
Materials Required for Activity	<i>How to deal with cyberbullying- PowerPoint Computer Projector Pen and post-its for each group;</i>		
Step-by-step instructions	<p>Step 1: Give each group some post-it -notes</p> <p>Step 2: Ask them to have a discussion about "how to support a victim of cyberbullying" and writing down their suggestions.</p> <p>Step 3: Ask each group to stick their post-its on the wall.</p> <p>Step 4: See the results with all students. Is there something missing? Anything new or surprising? You can use the next slide to check if you have mentioned everything.</p>		

MODULE 4 – ACTIVITY 4

Module Title	M4 R1 How to deal with cyberbullying?		
Activity Title	Support Jennifer	Activity Code	A4.4.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	15 minutes	Learning Outcome	Understanding how to support a person being bullied
Aim of activity	<i>To make participants think about their own online behaviour and see if they have any kind of harmful habits.</i>		
Materials Required for Activity	<i>How to deal with cyberbullying -powerpoint Computer Projector Smartphones, tablets or pen and paper for each group;</i>		
Step-by-step instructions	<p>Step 1: Watch video about Jennifer together</p> <p>Ster 2: Each group will create supportive content for Jennifer together. They can use their electronic devices for that.</p> <p>Step 3: Collect their creations together. Email or google drive folder might be good ways for that.</p> <p>Step 4: Watch together what they have created. After this thank everyone for participating!</p>		

<p><u>Activity 3: Is this a crime?</u></p> <ul style="list-style-type: none"> All of the groups will study one cyberbullying case by themselves and decide if it's a crime or not. 	<p><u>15 minutes</u></p>	<p>Training venue with computer and projector;</p> <p>Printed cases of cyberbullying, one for each group</p>	<p>Participants will engage in all group activities</p> <p>Understanding what to do if you or someone you know is cyberbullied</p>
<p><u>Activity 4: Real-life case</u></p> <ul style="list-style-type: none"> Each group will search for a real-life bullying story and study it through. They will present their cases to the other groups. 	<p><u>20 minutes</u></p>	<p>Training venue with IT equipment for all participants;</p> <p>Pen and paper for every group;</p> <p>Smartphones, computers or tablets for each group;</p>	<p>Development of group working skills;</p> <p>Deeper understanding consequences of bullying and why not to do so;</p>
<p><u>Workshop Closing</u></p> <p>As a closure check the last slide and thank everyone for participating and wish that cyberbullying will never happen in the group or elsewhere</p>	<p><u>2 minutes</u></p>	<p>Training venue with computer and projector;</p>	
<p>Total duration of the module</p>		<p>1 hour</p>	

M4 R2 – ACTIVITY SHEET FOR FACE-TO-FACE TRAINING

Module Title	M4 R2 When cyberbullying becomes a crime		
Activity Title	Discussion	Activity Code	A1.4.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	13 minutes	Learning Outcome	Understanding what crimes you can commit online
Aim of activity	<i>Understanding the topic of the day and getting into groups.</i>		
Materials Required for Activity	Training venue with computer and projector; When cyberbullying becomes a crime-powerpoint Additional: Post-it notes and pens for each group		
Step-by-step instructions	<p>Step 1: Split the class into smaller groups, 3-5 persons.</p> <p>Step 2: Discuss the topic in your groups: what crimes can you commit by cyberbullying?</p> <p>Step 3: Ask the groups to tell their results. You can have a group discussion with the class, or if they're not very talkative, you can ask them to write down their results on post-its</p>		

M4 – ACTIVITY SHEET FOR FACE-TO-FACE TRAINING

Module Title	M4 R2 When cyberbullying becomes a crime		
Activity Title	What to do if you are bullied?	Activity Code	A2.4.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	10 minutes	Learning Outcome	Understanding how to act if you or someone else gets cyberbullied
Aim of activity	<i>Developing discussion skills and understanding how to report about cyberbullying. Also sharing different experiences about cyberbullying.</i>		
Materials Required for Activity	Training venue with computer and projector; When cyberbullying becomes a crime-powerpoint;		
Step-by-step instructions	<p>Step 1: Ask the groups to discuss the topic "what to do if you are cyberbullied".</p> <p>Step 2: Have a group discussion with all of the students. Do they have similar options about how to act? Is something missing? When do they think the police could help? Does reporting to admin really help?</p>		

Module Title	M4 R2 When cyberbullying becomes a crime		
Activity Title	Is this a crime?	Activity Code	A3.4.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	15 minutes	Learning Outcome	Deeper understanding of what can be counted as a crime
Aim of activity	<i>The participants will see real examples of cyberbullying and think by themselves if something is a crime or not.</i>		
Materials Required for Activity	Training venue with computer and projector; When cyberbullying becomes a crime-powerpoint; Printed cases of cyberbullying for each group		
Step-by-step instructions	<p>Step 1: Give each group one cyberbullying case. They will read it and decide if it's a crime or not.</p> <p>Step 2: Each group will present their case and tell the results to the rest of the class.</p> <p>Step 3: Discuss with the class what they think about the cases.</p>		

Module Title	M4 R2 When cyberbullying becomes a crime		
Activity Title	Real-life case	Activity Code	A4.4.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Seeing how bullying has affected real people
Aim of activity	<i>Developing emphatic thinking towards victims of bullying. Developing group working skills and understanding the harmfulness of cyberbullying.</i>		
Materials Required for Activity	Training venue with computer and projector; When cyberbullying becomes a crime-powerpoint; Pen and paper for every group; Smartphones, computers or tablets for each group;		
Step-by-step instructions	<ul style="list-style-type: none"> Step 1: In the groups, ask the students to search for a real-life case online. They can use their electronic devices for that. For example, YouTube is a great source for this kind of content. <p>Every group will answer the questions: How was the person bullied? Does the bullying fulfil the classification of some sort of criminal offence? What would that be and why? What should the bullied person do?</p> <p>Step 2: Each group will present their case and tell the results to the rest of the class.</p> <p>Step 3: End of the workshop; thank you!</p>		

M4 – ACTIVITY SHEET FOR SELF-DIRECTED LEARNING

Module Title	M4: Cyberbullying		
Activity Title	Online session: How to deal with cyberbullying	Activity Code	A1.4.
Type of resource	Activity sheets (AS)	Type of learning	Self-directed-learning
Duration of Activity (in minutes)	60 minutes	Learning Outcome	<i>Learn what is cyberbullying, how to prevent it and also how to support the victim of cyberbullying.</i>
Aim of activity	<p><i>Anyone can become a target of cyberbullying and also be a bully without even noticing doing so.</i></p> <p><i>Go through the material to learn how to deal with bullies and develop your empathy skills.</i></p> <p><i>Use this resource as an alternative for f-2-f learning content.</i></p>		
Materials Required for Activity	<p><i>Computer or tablet;</i></p> <p><i>Traces online-course: How to deal with cyberbullies</i></p>		
Step-by-step instructions	<p><i>Step 1 Go to the website https://tracesproject.online/</i></p> <p><i>Step 2 Register to the website</i></p> <p><i>Step 3 Go to the page "Learn" and choose the course you want to complete</i></p> <p><i>Step 4: Follow the course and master the skills!</i></p>		

Module Title	M4: Cyberbullying		
Activity Title	Online session: When cyberbullying becomes a crime	Activity Code	A2.4.
Type of resource	Activity sheets (AS)	Type of learning	Self-directed-learning
Duration of Activity (in minutes)	60 minutes	Learning Outcome	<i>Learn how not to commit crimes by cyberbullying - and how to defend yourself if you're getting cyberbullied.</i>
Aim of activity	<p><i>Breaking law online is super easy and can happen without even noticing it. Go through the material to learn about cybercrimes and recognise them if needed. Please complete the course "How to deal with cyberbullying?" before this lesson!</i></p> <p><i>Use this resource as an alternative for f-2-f learning content.</i></p>		
Materials Required for Activity	<p><i>Computer or tablet;</i> <i>Traces online-course: When cyberbullying becomes a crime</i></p>		
Step-by-step instructions	<p><i>Step 1 Go to the website https://tracesproject.online/</i> <i>Step 2 Register to the website</i> <i>Step 3 Go to the page "Learn" and choose the course you want to complete</i> <i>Step 4: Follow the course and master the skills!</i></p>		

M4 – ADDITIONAL LEARNING RESOURCES

M4 – ADDITIONAL LEARNING RESOURCE 1

Module Title:	Cyberbullying
Title of Resource:	The explorers of the media map
Resource Code:	R1.4.
Introduction to the resource:	<i>The material helps the learner to recognise what kind of feelings is media causing them. Why are some scenes in the movies funny to others and hurtful to others? How to create content that does not hurt anyone feelings?</i>
What will you get from using this resource?	<i>The material will develop the ability to recognise feelings and manage them. The resource contains many exercises and instructions for completing them. There is a different kind of exercises available depending on how old the youth are.</i>
Link to resource:	https://www.mediataitokoulu.fi/index.php?option=com_content&view=article&id=597&Itemid=442&lang=fi Website is in Finnish, but you can download material in English.

M4 – ADDITIONAL LEARNING RESOURCE 2

Module Title:	Cyberbullying
Title of Resource:	Netiquette comics
Resource Code:	R1.4.
Introduction to the resource:	<i>The material helps to create netiquette – guidelines on how to behave online. It contains short comics which help to start a conversation about behaving online.</i>
What will you get from using this resource?	<i>The material contains easy exercises that you can do with your group. The learner will learn about human rights, discussing with others and bullying along with the exercises.</i>
Link to resource:	<p>https://www.mediataitokoulu.fi/index.php?option=com_content&view=article&id=597&Itemid=442&lang=fi</p> <p>Website is in Finnish, but you can download material in English.</p>

MODULE 5 – YOUR DIGITAL TRACE

THEORETICAL CONTENT

INTRODUCTION

The thematic of Module 5 is the Digital Trace of an Internet user, and it is split into two resources. This Module offers factual knowledge of what a digital footprint consists of, as well as an in-depth perspective of concepts like oversharing and over-posting.

The first, introductory, resource of Module 5 revolves around the thematic of Oversharing, and the risks this behaviour entails. Consequently, it provides the soil where critical thinking can be nourished in terms of what it is appropriate to share online, and what is considered as too much information (TMI).

The second, advanced, resource of Module 5 has the topic of Online Privacy. This resource presents the reality of the technological advancements in our daily lives while providing thought-provoking and factual knowledge of how Netizens can protect their online privacy and integrity.

5.1 OVERSHARING

Even though social media can be a useful tool in online communication, it can also be a source of potential security and reputation threats to any user. The urge to share is a natural behaviour which reflects on the inherent human desire for connection with others. In this era, it is easier to do so, with the rise of Social Media.

However, there is a limit as to what is appropriate to share – both offline and online. A rising phenomenon in the realm of Social Media use is Oversharing. As the word itself suggests, this term defines the behaviour of providing inappropriate or excessive information or known as "TMI" (Too Much Information).

Agger (2015), argues that people tend to overshare on Social Media more than they do offline, a fact that is understandable given the accessibility and array of features of the various platforms available to users. The rise of Social Media not only "blurs" the line between what is appropriate or not to share, but also shifts the boundaries between private and public life (Replogle, 2014).

5.2 ONLINE PRIVACY

Concerning the above, Online Privacy is another important topic, explored by the second resource of Module 5. As many users are oblivious to the potential risks of sharing personal information online, it is clear that education in this field is required, particularly in relation to maintaining one's integrity. Also, respecting the privacy of others is a topic which needs to be taken into consideration by any responsible Netizen.

Several "rules" exist, which every Netizen should follow and apply, in order to ensure their Online Privacy. These rules form a code of conduct while navigating online environments, and are as follows:

- Ask yourself would you say it in real life
- Do not brag
- Avoid TMI (Too Much Information)
- Be considerate of the reader
- Keep relationship details private
- Avoid cryptic messages
- Do not complain
- Curate your photos
- Change your privacy settings on all platforms
- Post smart

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MODULE 5 – YOUR DIGITAL TRACE – RESOURCE 1: THE RISKS OF OVERSHARING

Face-to-Face Content

M5 R1 – LESSON PLAN

Module Title: M5 - Your Digital Trace / R1 - The Risks of Oversharing			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> Welcome participants and introduce yourself. Ask them to introduce themselves and what their expectations are for this workshop. On the flip chart, note some expectations participants mention. This activity is functions as a short icebreaker and also gives you an idea of participants' expectations and needs. 	<u>10 minutes</u>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p> <p>Pens and note-taking materials for participants.</p>	Participants will engage in all group activities
<u>Activity 1: Group Discussion</u>	<u>20 minutes</u>	Training venue with IT equipment for all participants.	Participants will engage in all group activities

<ul style="list-style-type: none"> • Watch the video M5_R1 The Risks of Oversharing with the whole group. • Upon viewing the video, ask the following questions to the whole group: <ul style="list-style-type: none"> ○ What kind of pictures should you avoid posting online, and why? ○ What information do you consider as "TMI"? Is there a difference between TMI offline and online? ○ Have you ever overshared anything online that you regret? How would you handle it differently? • Discuss the answers to the above questions and make notes on the flipchart. 		<p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants.</p> <p>Video: M5_R1 The Risks of Oversharing</p> <p>Video Projector</p>	
<p><u>Activity 2: Think before you post</u></p> <ul style="list-style-type: none"> • Begin this activity by explaining that it is not always clear when the line is crossed during online conduct for what is considered oversharing. • Create groups of 4-5 people and ask them to create a poster of what a netizen should think before posting. 	<p><u>20 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers for all participants.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities</p> <p>Groups will be asked to present their ideas to the entire group, which will act as a form of assessment for this task.</p>

<ul style="list-style-type: none"> • After working in their groups, have the whole class present their posters. Allocate a spokesperson for each group to facilitate this step. • On the flipchart, note key answers to have a comprehensive list by the end of the presentations of each group. • Allow some time, in the end, to answer potential questions or listen to further comments. 			
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> • Ask participants to reflect on their understanding of oversharing in Social Media and the ways they can avoid doing so. • Ask the participants the changes they will implement as Social Media users after acquiring the new knowledge. • Gather written feedback and ask for any closing remarks. • Thank the participants for their attention and close the workshop. 	<p><u>10 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities and make use of the additional resources made available with this Module.</p> <p>Feedback will be gathered from all participants in the form of written points.</p>
<p>Total duration of the Module</p>		<p>1 hour</p>	

M5 R1 – ACTIVITY SHEETS FOR FACE-TO-FACE TRAINING

MODULE 5 – ACTIVITY 1

Module Title	M5_Your Digital Trace R1_The Risks of Oversharing		
Activity Title	Group Discussion	Activity Code	A5.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Upon completion of this activity, participants will get acquainted with the theme of the workshop and connect pre-existing knowledge and experience on the issue with new information and facts.
Aim of activity	This activity aims to develop the participants' awareness of the real risks involved in the use of social media and oversharing personal information.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Pens and note-taking materials for participants • Video: M5_R1 The Risks of Oversharing • Video Projector 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 - Watch the video M5_R1 The Risks of Oversharing with the whole group. • Step 2 – Upon viewing the video, ask the following questions to the whole group: <ul style="list-style-type: none"> ○ What kind of pictures should you avoid posting online, and why? ○ What information do you consider as "TMI"? Is there a difference between TMI offline and online? ○ Have you ever overshared anything online that you regret? How would you handle it differently? • Step 3 – Discuss the answers to the above questions and make notes on the flipchart. 		

MODULE 5 – ACTIVITY 2

Module Title	M5_Your Digital Trace R1_The Risks of Oversharing		
Activity Title	Think before you post	Activity Code	A5.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	By completing this activity, youth workers will have a deeper understanding of the line between sharing and oversharing.
Aim of activity	This activity aims to increase the participants' awareness of how easy it is to overshare online and on social media, thus producing mindful, ethical and informed netizens.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers for all participants. • Pens and note-taking materials for participants. 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 – Begin this activity by explaining that it is not always clear when the line is crossed during online conduct for what is considered oversharing. • Step 2 – Create groups of 4-5 people and ask them to create a poster of what a netizen should think before posting. • Step 3 – After working in their groups, have the whole class present their posters. Allocate a spokesperson for each group to facilitate this step. • Step 4 – On the flipchart, note key answers to have a comprehensive list by the end of the presentations of each group. • Step 5 – Allow some time, in the end, to answer potential questions or listen to further comments. 		

MODULE 5 – YOUR DIGITAL TRACE – RESOURCE 2: ONLINE PRIVACY

Face-to-Face Content

M5 R2 – LESSON PLAN

Module Title: M5 – Your Digital Trace / R2 – Online Privacy			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> Welcome participants and introduce yourself. Ask them to introduce themselves and what their expectations are for this workshop. On the flip chart, note some expectations participants mention. This activity is functions as a short icebreaker and also gives you an idea of participants' expectations and needs. 	<p><u>10 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities</p>

<p><u>Activity 1: Group Discussion</u></p> <ul style="list-style-type: none"> • Introduce the theme of the session by explaining to participants that their digital traces are partially in their control. Provide more details, by analysing the fact that although they can control what others post about them. Conclude that it is essential for them to manage their digital traces and footprints appropriately. • After the brief introduction mentioned above, watch the video M5_R2 Online Privacy with the entire group. • Discuss the new information and knowledge and respond to any questions that may arise. 	<p><u>20 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants.</p> <p>Video: M5_R2 Online Privacy</p> <p>Video Projector</p>	<p>Participants will engage in all group activities</p>
<p><u>Activity 2: Protect your Privacy</u></p> <ul style="list-style-type: none"> • Separate the classroom in groups of 4-5 people. • Provide flipchart paper and markers to each group. • Ask them to discuss and provide examples of how a Netizen can protect his/her Online Privacy. • After the groups complete their discussion, ask each group to present their findings to the whole class, while sharing their own experiences with each point where applicable. 	<p><u>20 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers for each pair.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities</p> <p>Groups will be asked to present their ideas to the entire group, which will act as a form of assessment for this task.</p>

<ul style="list-style-type: none"> • Finish with an overview of all solutions that were discussed and ask the participants for any questions or comments. 				
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> • Ask participants to reflect on their understanding of online privacy and the hidden dangers related to the use of the Internet. • Ask the participants what changes they will implement as Internet and Social Media users after acquiring the new knowledge. • Gather written feedback and ask for any closing remarks. • Thank the participants for their attention and close the workshop. 	<p><u>10 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities and make use of the additional resources made available with this Module.</p> <p>Feedback will be gathered from all participants in the form of written points.</p>	
<p>Total duration of the Module</p>		<p>1 hour</p>		

M5 R2 – ACTIVITY SHEETS FOR FACE-TO-FACE TRAINING

MODULE 5 – ACTIVITY 4

Module Title	M5 – Your Digital Trace / R2 – Online Privacy		
Activity Title	Group Discussion	Activity Code	A5.3
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Upon completion of this activity, the participants will be introduced to the workshop's theme.
Aim of activity	This activity aims to acquaint participants with the theme of Digital Traces and Footprints, in the context of their everyday lives as Netizens.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Pens and note-taking materials for participants. • Video: M5_R2 Online Privacy • Video Projector 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 – Introduce the theme of the session by explaining to participants that their digital traces are partially in their control. Provide more details, by analysing the fact that although they can control what others post about them. Conclude that it is essential for them to manage their digital traces and footprints appropriately. • Step 2 – After the brief introduction mentioned above, watch the video M5_R2 Online Privacy with the entire group. • Step 3 – Discuss the new information and knowledge and respond to any questions that may arise. 		

MODULE 5 – ACTIVITY 5

Module Title	M5 – Your Digital Trace / R2 – Online Privacy		
Activity Title	Protect your Privacy	Activity Code	A5.4
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	By completing this activity, youth workers will grasp a thorough insight regarding the protection of their online privacy efficiently.
Aim of activity	This activity aims to aid participants to make choices that will protect their online privacy, and subsequently generate positive digital traces and footprints.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart sheets and markers for each group. • Pens and note-taking materials for participants. 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 – Separate the classroom in groups of 4-5 people. • Step 2 – Provide flipchart paper and markers to each group. • Step 3 – Ask them to discuss and provide examples of how a Netizen can protect his/her Online Privacy. • Step 4 – After the groups complete their discussion, ask each group to present their findings to the whole class, while sharing their own experiences with each point where applicable. • Step 5 – Finish with an overview of all solutions that were discussed and ask the participants for any questions or comments. 		

MODULE 5 – CASE STUDY FOR SELF-DIRECTED LEARNING

Module Title	M5 Your Digital Trace		
Case Study Title	Oversharing Scenarios	Case Study Code	Case Study CS5.1
Type of resource	Case study (CS)	Type of learning	Self-direct learning
Duration of Activity (in minutes)	60 minutes	Learning Outcome	The learner will connect pre-existing and newly acquired knowledge and practice problem-solution skills by examining this case study.
Aim of activity	This activity aims to provide further insight and development of critical thinking skills by the examination of potential scenarios.		
Introduction	Usually, the information you share online is harmless. However, read through the following scenarios and consider whether they are a case of oversharing, as well as the potential detriment to the person that shares these posts.		
Challenge	<p>Read through each of these scenarios:</p> <ul style="list-style-type: none"> • Sarah, 17, posted this on her Facebook profile "OMG, my dad has been diagnosed with cancer." • Blake, a university student, twitted this to his classmate: "Thx, you saved me with that essay that we submitted today." • Michael, a 25-year-old unemployed man, posted this on his Instagram story: "We got so drunk last night, I don't even know how I drove home". • Melissa, 18, shares with her Facebook friends sad songs, writing "I hate my life". 		

Assignment

Following is a set of questions for reflection:

- Identify the issue with each of these scenarios.
- Write down a list of possible threats to every person mentioned after posting on their Social Media, both to their reputations but also to their safety, where applicable.
- Compose a list with the precautions that all Netizens, as mentioned above, should follow to avoid the same mistakes and maintain their online reputations, future opportunities and safety.
- In a short essay, explain the reasoning behind each precaution.

MODULE 5 – ACTIVITY SHEET FOR SELF-DIRECTED LEARNING

Module Title	M5 Your Digital Trace		
Activity Title	Reflecting on Your Posts	Activity Code	A5.5
Type of resource	Activity sheets (AS)	Type of learning	Self-direct learning
Duration of Activity (in minutes)	60 minutes	Learning Outcome	The learner will connect and consolidate theoretical knowledge with practical solutions in the context of real-life experiences of themselves and others.
Aim of activity	The activity aims to present real-life scenarios of young Social Media users and promote the learner's critical thinking and reflective skills.		
Materials Required for Activity	<ul style="list-style-type: none"> • Any device with the ability to play a video • Access to an internet connection • Speakers / Headphones • Video: Teen Voices: Oversharing and Your Digital Footprint from the link below: https://www.youtube.com/watch?v=ottnH427Fr8 		
Step-by-step instructions	<p>These are the steps to follow to complete this activity as part of your self-directed learning.</p> <p>Step 1 – Watch the video from the link provided.</p> <p>Step 2 – While watching, take notes of anything you find interesting.</p> <p>Step 3 – Compose an essay combining ideas from the video and your own experiences, coming up with solutions to the issues presented.</p> <p>Step 4 – Create a post on your Social Media profiles, where you provide useful information regarding Oversharing and the rules that every user should follow.</p>		

MODULE 5 – ADDITIONAL LEARNING RESOURCES

Module Title:	M5 Your Digital Trace – R1 The Risks of Oversharing
Title of Resource:	The Science of Sharing (and Oversharing)
Resource Code:	R5.1
Introduction to the resource:	This resource is a podcast on Harvard Business Review, with an interview with Jonah Berger, a professor and author.
What will you get from using this resource?	This resource will provide to the learner an in-depth analysis and all-encompassing understanding of the behavioural phenomenon of oversharing, by diving into the science that underlines it.
Link to resource:	https://hbr.org/podcast/2013/05/the-science-of-sharing-and-ove

Module Title:	M5 Your Digital Trace – R2 Online Privacy
Title of Resource:	The Power of Privacy
Resource Code:	R5.2
Introduction to the resource:	This resource is a documentary film that demonstrates the challenges our digital life entails in the 21st century.
What will you get from using this resource?	The learner will acquire more detailed information and knowledge from real-life situations and scenarios.
Link to resource:	https://www.youtube.com/watch?v=KGX-c5BJNFk

MODULE 6 – CREDIT AND COPYRIGHT

INTRODUCTION

The aim of this in-service handbook is to support tutors to teach youth workers about the importance of credit and copyright as part of this digital and social media literacy course. To achieve this, this module will examine the importance of giving credit where it's due through the exploration of plagiarism and piracy. Following on from this, the module will look at copyright law and the rights of a content creator. Through these workshops and activities, the aim is that youth workers will be better equipped to approach these topics with young people in their groups.

THEORETICAL CONTENT

We have been in the age of information for many years now and have become very accustomed to feeding our love of information with the simple click of the button. Search engines like Google, Bing and Yahoo have long since replaced encyclopedias, shared knowledge from family members or neighbours, and the information shared from figures of authority like religious orders and governments. And it's not just information we can access: the online world and advanced technologies have allowed us to gain access to a variety of content, such as pictures, videos, movies, tv-series, blogs, news articles, books, academic articles and so on. While the content may be offered to us on the proverbial "silver platter", this does not mean that this content is free to use as we wish. The notion of "what is on the internet is free to take" is not always the case, and it is vitally important that we are aware of credit and copyright laws that are in play, even online. The most prominent issues that arise around credit and copyright in online environments are plagiarism, piracy and copyright infringement.

6.1 GIVING CREDIT WHERE IT'S DUE

You may wonder why plagiarism and copyright infringement are being dealt with separately in this module, as the two concepts have often been linked together in the past. However, research has shown these concepts are not the same. So, what is the difference between plagiarism and copyright infringement? Bailey (2013) explains the differences very simply; plagiarism is a question of ethics – a form of cheating to pass off content as your own – while copyright infringement is a legal issue – as the user is potentially breaking the law from their use of another person's content. Bailey (2013) also explained that the two ideas are mutually exclusive, you can have situations where there is plagiarism but not copyright infringement – in a case where permission to use the content was granted. There are also a number of situations where there is an issue of infringement but not plagiarism.

On the other hand, piracy is a form of copyright infringement, in that it is the unlawful copying of another person's work. Today, piracy is used to make "pirate" or stolen copies of movies,

TV series, computer games, and software (FACT, c2020). Digital piracy grew in prominence in the late 90s and early 00s when people were using peer-to-peer sharing methods to download mass amounts of media content. However, with the emergence of online streaming providers like Spotify and Apple for music, and Netflix and Amazon for movies and TV, there was a steady decline in digital piracy in Europe from 2017 to 2019 (Foster, 2019). People were accessing a variety of content through paid streaming services for low monthly costs. That being said, as the competition for companies like Netflix has become greater, there has been an increase in the volume of online piracy again (Johnson, 2020 and Stokel-Walker, 2019).

6.2 COPYRIGHTING IN A DIGITAL ERA

Copyright law is a form of intellectual property law, which protects the person who has created a certain piece of work. The types of work protected by copyright law include but are not limited to the following: artistic creations, scientific works, musical compositions, written works, films and tv productions, software and commercial materials (European IPR Helpdesk, 2017). Copyright protections are covered under the copyright policies of your national government. However, there are further protections offered by the European Union too, to ensure that all EU citizens are afforded the same rights under copyright law. The World Intellectual Property Organisation (WIPO) also provides copyright protection to the citizens of its 193 member states. The United Nations run organisation ensures that content can be shared across borders and maintains a benchmark for the use of intellectual property (WIPO, 2016).

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MODULE 6 – RESOURCE 1: GIVING CREDIT WHERE IT’S DUE

M6 R1 – LESSON PLAN

Module Title: R1 – Giving Credit Where It’s Due			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> Begin this session by introducing the topic of ‘credit and copyright’. Ask participants what their understanding of the terms credit and copyright are? Do they think that credit and copyright are important concepts? What are they used for? Note the common themes and terms on a flipchart. Brainstorm some common terms that are related to credit and copyright, eliciting terms such as fair usage, plagiarism, piracy, etc. 	<u>10 minutes</u>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the discussion.</p> <p>Youth workers are invited to take notes to support their learning.</p>
<p><u>Activity 1: Discussion</u></p> <ul style="list-style-type: none"> Ask participants to define the concepts of plagiarism and piracy? Note the common terms on a flipchart. Ask the participants if anyone in the group has ever committed an act of piracy or plagiarism? If examples 	<u>30 minutes</u>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the discussion and their</p>

<p>are offered, as them under what circumstances they committed piracy or plagiarism, and what might the implications of this have been?</p> <ul style="list-style-type: none"> • Play the digital resource (M6 – R1) “Giving Credit Where It’s Due” [3 minutes] • Discuss the video with the participants by asking them to outline the points of note in the video – namely plagiarism and piracy. Has their understanding of plagiarism and piracy improved having watched the video? • Play the first 5 minutes of the Video “What Acts of Piracy Can Tell Us About Us” [5 minutes] • After watching the video, discuss the occurrence of piracy, under the following questions: <ul style="list-style-type: none"> ○ Where has the concept of piracy come from? ○ What are the penalties for piracy, and who enforces piracy laws? ○ Do you think piracy is a creative practice or just opportunistic? • Take note of the group’s answers to these questions on a flipchart. 		<p>Pens and note-taking materials for participants</p> <p>Video: M6_R1_Giving Credit Where It’s Due</p> <p>Video: “What Acts of Piracy Can Tell Us About Us” [Link]: https://www.ted.com/talks/james_arvanitakis_what_acts_of_piracy_can_tell_us_about_us</p>	<p>engagement with the digital resource.</p> <p>Youth workers are invited to take notes to support their learning.</p>
<p><u>Activity 2: Small Group Activity</u></p> <ul style="list-style-type: none"> • Introduce this activity by reminding participants about the other issue raised in the digital resource – this being plagiarism. • Play the video “The punishable perils of plagiarism” [4 minutes]. 	<p><u>35 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants.</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the discussion and their engagement in the group activities.</p>

<ul style="list-style-type: none"> • Divide the group of youth workers into smaller groups of 4 people. Explain to them that as a group, they are going to discuss plagiarism under the following topics: <ul style="list-style-type: none"> ○ Define plagiarism. ○ What are the various types of plagiarism? ○ Is plagiarism always intentional? ○ List 5 tips for avoiding plagiarism. ○ Find 3 online tools that can help determine if a written piece is plagiarised or not • Allow each group 15-20 minutes to discuss these questions and display their findings on a flipchart sheet. • Each group must briefly discuss their findings, and the facilitator should note any common themes on their flipchart. • To finish this activity, ask the group as a whole: what are the main differences between piracy and plagiarism? Take note of their answers on a flipchart. 		<p>Flipchart sheets and markers for all groups.</p> <p>Video: “The Punishable Perils of Plagiarism” [LINK]: https://www.youtube.com/watch?v=SrjoalxajI</p>	<p>All groups will be asked to present their answers to the larger group, which will act as a form of assessment for this task.</p>
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> • To close the workshop, ask participants to reflect on their understanding of piracy and plagiarism and how they can best avoid falling into either pitfall of credit or copyright law. • Ask the participants to comment on how their understanding of the topic of piracy and plagiarism 	<p><u>5 minutes</u></p>	<p>Training venue with chairs arranged in a semi-circle.</p> <p>Pens and note-taking materials for participants.</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the discussion and their utilisation of the additional resources made available with this module.</p>

<p>has changed based on this workshop. Has it improved/stayed the same?</p> <ul style="list-style-type: none"> • Lead a short feedback session, listening to reflections and opinions. • Thank the youth workers for this active participation in the workshop and close the learning session. 			<p>Ask all participants to note down 3 things they learned from this workshop and 3 things that they will transfer to young learners they work with. The tutor should collect these notes as a form of evaluation and assessment of this session.</p>
<p>Total duration of the module</p>		<p>1 hour 20 mins</p>	

M6_R1 – ACTIVITY SHEETS FOR FACE-TO-FACE TRAINING

MODULE 6 – ACTIVITY 1

Module Title	M6_R1_Giving Credit Where It's Due		
Activity Title	Group Discussion	Activity Code	A6.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	30 minutes	Learning Outcome	After completing this activity, participants will have a further understanding of credit and copyright laws, with a greater awareness of the occurrence of piracy and the issues surrounding it.
Aim of activity	The aim of this activity is to develop the participants' understanding of the issues that can occur surrounding credit and copyright laws, namely piracy and plagiarism. This activity will focus first on piracy, examining where piracy comes from and how piracy has adapted over the years.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Pens and note-taking materials for participants • Video: M6_R1_Giving Credit Where It's Due • Video: "What Acts of Piracy Can Tell Us About Us" [Link]: https://www.ted.com/talks/james_arvanitakis_what_acts_of_piracy_can_tell_us_about_us 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <p>Step 1 – Ask participants what the concepts of plagiarism and piracy are? Note the common terms on the flipchart. Ask the participants if anyone in the group has ever committed an act of piracy or plagiarism? If examples are offered, ask them under what</p>		

	<p>circumstances they committed piracy or plagiarism, and what might the implications of this have been? Step 2 – Play the digital resource (M6 – R1) “Giving Credit Where It’s Due” [3 minutes]</p> <p>Step 3 – Discuss the video with the participants by asking them to outline the points of note in the video – namely plagiarism and piracy. Has their understanding of plagiarism and piracy improved having watched the video?</p> <p>Step 4 – Play the first 5 minutes of the Video “What Acts of Piracy Can Tell Us About Us” [5 minutes]</p> <p>Step 5 – After watching the video, discuss the occurrence of piracy, under the following questions:</p> <ul style="list-style-type: none"> ○ Where has the concept of piracy come from? ○ What are the penalties for piracy, and who enforces piracy laws? ○ Do you think piracy is a creative practice or just opportunistic? Take note of the group’s answers to these questions on a flipchart.
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MODULE 6 – ACTIVITY 2

Module Title	M6_R1_Giving Credit Where It’s Due		
Activity Title	Small Group Activity	Activity Code	A6.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	35 minutes	Learning Outcome	Upon completion of this activity, youth workers will further their knowledge of credit and copyright, focusing this time on plagiarism. The participants will have greater insight into the many ways plagiarism can occur and will have the skills required to identify and prevent it.

<p>Aim of activity</p>	<p>The aim of this activity is to increase the participants' awareness of plagiarism and the many forms it can take. Participants will further develop their skills to write content without plagiarising in the process and discover a range of online tools that can be used to help prevent the occurrence of plagiarism.</p>
<p>Materials Required for Activity</p>	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Flipchart sheets and markers for all groups. • Pens and note-taking materials for participants • Video: “The Punishable Perils of Plagiarism” [LINK]: https://www.youtube.com/watch?v=SrjoaalxaJI
<p>Step-by-step instructions</p>	<p>To complete this activity in the workshop, please carry out the following steps:</p> <p>Step 1 – Begin by reminding participants about the other issue raised in the digital resource – this being plagiarism.</p> <p>Step 2 – Play the video “The punishable perils of plagiarism” [4 minutes].</p> <p>Step 3 – Divide the group of youth workers into smaller groups of 4 people. Explain to them that as a group, they are going to discuss plagiarism under the following topics:</p> <ul style="list-style-type: none"> ○ Define plagiarism. ○ What are the various types of plagiarism? ○ Is plagiarism always intentional? ○ List 5 tips for avoiding plagiarism ○ Find 3 online tools that can help determine if a written piece is plagiarised or not <p>Step 4 – Allow each group 15-20 minutes to discuss these questions and display their findings on a flipchart sheet.</p> <p>Step 5 – Each group must briefly discuss their findings, and the facilitator should note any common themes on their flipchart.</p> <p>Step 6 – To finish this activity, ask the group as a whole: what are the main differences between piracy and plagiarism? Note down their answers on the flipchart.</p>

M6 R1 – ACTIVITY SHEETS FOR SELF-DIRECTED LEARNING

MODULE 6 – ACTIVITY 1

Module Title	M6_R1_Giving Credit Where It's Due		
Activity Title	Copyright Basics	Activity Code	SDLR6.1
Type of resource	Self-directed Learning Resource (SDLR)	Type of learning	Self-directed learning
Duration of Activity (in minutes)	10 minutes	Learning Outcome	After watching this video, you will have further knowledge on the various types of copyright law, and become more aware of your use of content.
Aim of activity	The aim of this resource is to develop your knowledge of copyright law and inform you about the various type of content use limitations, namely: copyright law, public domain, and creative commons. You will have a greater appreciation for copyright laws and be more mindful of the source and uses of your content.		
Materials Required for Activity	<ul style="list-style-type: none"> • Computer, laptop, or mobile phone with Internet Access. • “Copyright Basics for Teachers” [LINK]: https://www.youtube.com/watch?v=-9H6Ksp36q0&feature=emb_rel_err 		
Step-by-step instructions	<p>To complete this activity, please carry out the following steps:</p> <p>Step 1 – Click the link above</p> <p>Step 2 – Watch the video: “Copyright Basics for Teachers”.</p> <p>Step 3 – Spend time reflecting on the content and take account of the information that is most relevant to you.</p> <p>Step 4 – Evaluate the implications of this video on your own teaching practice; have you used copyrighted materials in your group work in the past?</p>		

MODULE 6 – ACTIVITY 2

Module Title	M6_R1_Giving Credit Where It's Due		
Activity Title	Why we think it's OK to cheat and steal (sometimes)	Activity Code	SDLR6.2
Type of resource	Self-directed Learning Resource (SDLR)	Type of learning	Self-directed learning
Duration of Activity (in minutes)	45 minutes	Learning Outcome	Upon completion of this activity, you will have a better understanding of the psychology of the choice to plagiarise or pirate content. You will also have a greater appreciation for how our moral compasses can be altered, given a simple situation.
Aim of activity	This video explores the concept of it being “ok to cheat a little”, in certain situations, which is based on each individual’s moral boundaries. The aim of this activity is to encourage you to consider the psychology behind cheating and stealing (in certain situations) and try to apply it to the concepts of plagiarism and piracy.		
Materials Required for Activity	<ul style="list-style-type: none"> • Computer, laptop, or mobile phone, with Internet Access. • Worksheet in Annex 1 – “Plagiarism and Piracy – Selective Stealing” <p>“Why we think it's OK to cheat and steal (sometimes) Dan Ariely” [LINK]:https://www.youtube.com/watch?v=nUdsTizSxSI</p>		
Step-by-step instructions	<p>To complete this activity, please carry out the following steps:</p> <p>Step 1 – Click the link above</p> <p>Step 2 – Watch the video: “Why we think it's OK to cheat and steal (sometimes) Dan Ariely”.</p> <p>Step 3 – Spend time reflecting on the content and taking account of the information that is most relevant to you.</p> <p>Step 4 – Having reflected on the content of the video, now determine if there are any connections between this idea of “selective cheating and stealing” with the concepts of plagiarism and piracy.</p> <p>Step 5 - Complete the questions below in Annex 1 “Plagiarism and Piracy – Selective Stealing”.</p>		

MODULE 6 – ACTIVITY 3

Module Title	M6_R1_Giving Credit Where It's Due		
Activity Title	Why Pirate Films?	Activity Code	SDLR6.3
Type of resource	Self-directed Learning Resource (SDLR)	Type of learning	Self-directed learning
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Upon completion of this activity, you will gain a better understanding of the concept of piracy and have a greater insight into how piracy fits into the world today with so many options for streaming. You will become more aware of Ethical Piracy as well.
Aim of activity	The aim of this activity is to inform you about the concept of piracy and examines why people pirate or illegally download content online. The video provides a recent history of piracy in terms of music and video content and discusses the rationale behind the consumer's choice in downloading vs paid streaming services. You will also learn about the concept of "Ethical Piracy".		
Materials Required for Activity	<ul style="list-style-type: none"> Computer, laptop, or mobile phone, with Internet access. "Why I "Pirate" Films Richard Misek TEDxUniversityofKent" [LINK]: https://www.youtube.com/watch?v=ijYYiJenK_8 		
Step-by-step instructions	<p>To complete this activity, please carry out the following steps:</p> <p>Step 1 – Click the link above</p> <p>Step 2 – Watch the video: "Why I "Pirate" Films Richard Misek TEDxUniversityofKent".</p> <p>Step 3 – Spend time reflecting on the content and taking account of the information that is most relevant to you.</p>		

M6 R1 – ADDITIONAL LEARNING RESOURCE

MODULE 6 – RESOURCE 3

Module Title:	M6_R1_ Giving Credit Where It's Due
Title of Resource:	“NEW YouTube Copyright Policy Explained - What They're Not Telling Us About FAIR USE!!”
Resource Code:	R6.3
Introduction to the resource:	This video outlines the new copyright policy of one of the world’s biggest websites, YouTube. The video presents some tips on how to get the most out of the fair usage policies that are part of the privacy and copyright policies established on YouTube.
What will you get from using this resource?	<p>The aim of this resource is to help you, the viewer, to better understand copyright laws, and to help you to develop their skills in getting the most out of the fair usage policies on these sites. The video will increase your awareness of the pitfalls in copyright laws.</p> <p>This resource is particularly useful for you, as a youth worker, who may regularly use clips from YouTube in your work.</p>
Link to resource:	<p>“NEW YouTube Copyright Policy Explained - What They're Not Telling Us About FAIR USE!!” [LINK]:</p> <p>https://www.youtube.com/watch?v=dz_vRw7BymI</p>

MODULE 6 – RESOURCE 4

Module Title:	M6_R1_ Giving Credit Where It's Due
Title of Resource:	“Plagiarism Video for Schools”
Resource Code:	R6.4
Introduction to the resource:	Plagiarism is the use of another person’s content without giving credit to that person and using correct referencing. Plagiarism can occur accidentally, of course, but often occurs when a written text is not correctly citing the sources, or when a person is trying to pass the idea off as their own. This resource will help you, the viewer, to understand the many ways plagiarism occurs and will aid you in developing the skills of proper referencing.
What will you get from using this resource?	Upon watching this video, you will have a clear understanding of what plagiarism is and how plagiarism can occur both intentionally and inadvertently. You will gain a greater insight into the various forms of citation and referencing required, developing a greater appreciation for properly cited work.
Link to resource:	“Plagiarism Video for Schools” [LINK]: https://www.youtube.com/watch?v=-JwFWbPotBA

MODULE 6 RESOURCE 2 – COPYRIGHTING IN A DIGITAL ERA

M6 R2 – LESSON PLAN

Module Title: R2 – Copyrighting in a Digital Era			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> • Begin this session by reminding participants about the issues with giving credit where its due, specifically in the case of plagiarism and piracy. • Explain to them that in this workshop, we are going to examine copyrighting in more detail, with a focus on copyrighting in this, a more digital, era. • Introduce the following game to the participants: <ul style="list-style-type: none"> ○ Ask all participants to stand in the middle of the room. ○ Explain to them that you are going to play a game of copyright true or false. The left side of the room is true, and the right side of the room is false. ○ Call out one of the statements below and ask the group if it is true or false -The participants must then move to the corresponding side of the room: 	<p><u>15 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the activity and discussion.</p> <p>This is a simple activity that youth workers can replicate with young people in their groups to teach them about these topics. Following this activity, all participants should create a short activity plan that will allow them to use this activity with young people in their groups.</p>

<ul style="list-style-type: none"> ▪ If there is no copyright notice, then it is not copyrighted (FALSE) ▪ You do not need to formally register your copyright in Europe (TRUE) ▪ If there is no charge for using the content, then I can use it freely (FALSE) ▪ The copyright sign © and the year means the content is copyrighted (TRUE) ▪ The creator has given me permission to use the content for the purpose I stated; there is no copyright infringement (TRUE) <ul style="list-style-type: none"> ○ For each question, once the participants have chosen True or False, give them the correct answer. <ul style="list-style-type: none"> • At the end of this game, complete a short group discussion where participants are asked to give feedback on what they have learned through this game. 			
<p><u>Activity 1: Discussion</u></p> <ul style="list-style-type: none"> • Play the digital resource (M6 – R2) “Copyrighting in a Digital Era” [3 minutes] • Discuss the video with the participants by asking them to outline the points of note in the video – namely copyright law and the rights you have as a 	<p><u>20 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the discussion and their engagement with the digital resource.</p>

<p>content creator. Has their understanding of copyrighting improved having watched the video?</p> <ul style="list-style-type: none"> • What are the economic and moral rights that are protected under copyright law? • Discuss how copyright laws are protected by the World Intellectual Property Organisation (WIPO), EU Law and National Laws • Ask the participants if they feel copyright law of tangible materials should be any different from that of online content? • Note down the answers to these discussion points on a flipchart. • 		<p>Pens and note-taking materials for participants</p> <p>Video: M6_R2_Copyrighting in a Digital Era</p>	<p>Youth workers are invited to take notes to support their learning.</p>
<p><u>Activity 2: Small Group Activity</u></p> <ul style="list-style-type: none"> • Divide the group of youth workers into smaller groups of 4 people. Explain to them that as a group, they are going to discuss the best ways to avoid committing copyright infringement. • Allow each group 10-15 minutes to discuss and identify the best strategies for avoiding copyright infringement and display their findings on a flipchart sheet. • Each group must briefly discuss their findings, and the facilitator should note any common themes on the flipchart. • To close this activity, outline the 4 best practices to avoid breaking copyright law, and discuss the pros and cons of each action. <ul style="list-style-type: none"> ○ Get creative 	<p><u>30 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants.</p> <p>Flipchart sheets and markers for all groups.</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the discussion and their engagement in the group activities.</p> <p>Youth workers are invited to take notes to support their learning.</p>

<ul style="list-style-type: none"> ○ Be wary of “fair use” policies ○ Practice caution when writing something based on another person’s work ○ Items on the internet are almost all copyrighted by default, so be careful about taking content from online sources 			
<p>Workshop Closing</p> <ul style="list-style-type: none"> ● To close the workshop, ask participants to reflect on their understanding of copyrighting in a digital era, and how they can best avoid copyright infringement with their online activities. ● Ask the participants to comment on how their understanding of the topic of copyrighting in the digital era has changed based on this workshop. Has it improved/stayed the same? ● Lead a short feedback session, listening to reflections and opinions. ● Thank the youth workers for their active participation in the session and close the learning session. 	<p><u>5 minutes</u></p>	<p>Training venue with chairs arranged in a semi-circle.</p> <p>Pens and note-taking materials for participants.</p>	<p>The facilitator evaluates the success of the session based on the participation of all youth workers in the discussion and their utilisation of the additional resources made available with this module.</p> <p>Ask all participants to note down 3 things they learned from this workshop and 3 things that they will transfer to young learners they work with. The tutor should collect these notes as a form of evaluation and assessment of this session.</p>
<p>Total duration of the module</p>	<p>1 hour 15 mins</p>		

M6 R2 – ACTIVITY SHEETS FOR FACE-TO-FACE TRAINING

MODULE 6 – ACTIVITY 3

Module Title	M6_R2_Copyrighting in a Digital Era		
Activity Title	Group Discussion	Activity Code	A6.3
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Upon completion of this activity, participants will have greater knowledge of copyright laws, with increased understanding of their economic and moral rights as content creators. They will also become more aware of the international and national bodies that protect our intellectual property.
Aim of activity	The aim of this activity is to develop an in-depth understanding of copyright law, with particular attention paid to the rights of a content creator. The participants will also identify the organisations and government bodies that are responsible for protecting their rights under copyright law.		
Materials Required for Activity	To complete this activity, you will require the following materials and amenities: <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Pens and note-taking materials for participants • Video: M6_R2_Copyrighting in a Digital Era 		
Step-by-step instructions	To complete this activity in the workshop, please carry out the following steps: <p>Step 1 – Play the digital resource (M2 – R2) “Copyrighting in a Digital Era” [3 minutes]</p> <p>Step 2 – Discuss the video with the participants by asking them to outline the points of note in the video – namely copyright law and the rights you have as a content creator. Has their understanding of</p>		

	<p>copyrighting improved having watched the video? What are the economic and moral rights that are protected under copyright law?</p> <p>Step 3 – Discuss how copyright laws are protected by The World Intellectual Property Organisation (WIPO), EU Law and National Laws</p> <p>Step 4 – Ask the participants if they feel copyright law of tangible materials should be any different to that of online content? Take note of these answers on a flipchart.</p>
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MODULE 6 – ACTIVITY 4

Module Title	M6_R2_Copyrighting in a Digital Era		
Activity Title	Small Group Activity	Activity Code	A6.4
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	30 minutes	Learning Outcome	Upon completion of this activity, youth workers will have a greater understanding of copyright infringement and will be more aware of how it can occur. The participants will also develop skills to avoid copyright infringement.
Aim of activity	The aim of this activity is to teach the participants about the implications of breaking copyright law and to support them to discover the consequences that follow from copyright infringement. The participants will explore a variety of methods that they can employ to avoid breaking copyright laws.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Flipchart sheets and markers for all groups. • Pens and note-taking materials for participants 		

Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <p>Step 1 – Divide the group of youth workers into smaller groups of 4 people. Explain to them that as a group, they are going to discuss the best ways to avoid committing copyright infringement.</p> <p>Step 2 – Allow each group 10-15 minutes to discuss and identify the best strategies for avoiding copyright infringement and display their findings on a flipchart sheet.</p> <p>Step 3 – Each group must briefly discuss their findings, and the facilitator should note any common themes on their flipchart.</p> <p>Step 4 – To close this activity, outline the 4 best practices to avoid breaking copyright law, and discuss the pros and cons of each action.</p> <ol style="list-style-type: none"> 1. Get creative 2. Be wary of “fair use” policies 3. Practice caution when writing something based on another person’s work 4. Items on the internet are almost all copyrighted by default, so be careful about taking content from online sources
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M6 R2 – ACTIVITY SHEETS FOR SELF-DIRECTED LEARNING

MODULE 6 – ACTIVITY 3

Module Title	M6_R2_Copyrighting in a Digital Era		
Activity Title	How do you feel about copyright law?	Activity Code	SDLR6.3
Type of resource	Self-directed Learning Resource (SDLR)	Type of learning	Self-directed learning
Duration of Activity (in minutes)	75 minutes	Learning Outcome	After completing this activity, you will have a better understanding of copyright law, and how it can impact on the creativity or progress of industries, both online and offline. You will also expand your knowledge in relation to

			copyright laws and identify what type of copyright law you have a preference for.
Aim of activity	This activity will provide you with two perspectives on the impact of copyright law. In providing differing opinions, the purpose of the activity is to encourage you to create your own opinions of copyright laws, and to identify the areas in which it may be helpful to you, or the cases where it may hinder your work.		
Materials Required for Activity	<ul style="list-style-type: none"> • Computer, laptop, or mobile phone, with Internet access. • Worksheet in Annex 2 – “Your Reflections on Intellectual Property” • Video 1: “How the Internet and Copyright Fuel Creativity Casey Fiesler TEDxCU” [LINK]: https://www.youtube.com/watch?v=vEH9I-29PYk • Video 2: “Copyright is Brain Damage Nina Paley TEDxMaastricht” [LINK]: https://www.youtube.com/watch?v=XO9FKQAxWZc 		
Step-by-step instructions	<p>To complete this activity, please carry out the following steps:</p> <p>Step 1 – Click the link for video 1 and watch the video: “How the Internet and Copyright Fuel Creativity Casey Fiesler TEDxCU”. Spend time reflecting on the content and take account of the information that is most relevant to you.</p> <p>Step 2 – Click the link for video 2 and watch the video: “Copyright is Brain Damage Nina Paley TEDxMaastricht”. Again, spend time reflecting on the content and take account of the information that is most relevant to you.</p> <p>Step 3 – Think about the different opinions shared by these videos. What form of copyright law suits your needs? How do you feel about intellectual property and copyright law?</p> <p>Step 4 - Reflect on your feelings about both videos and complete the worksheet in Annex 2 – “Your Reflections on Intellectual Property”.</p>		

M6 R2 – ADDITIONAL LEARNING RESOURCES

MODULE 6 – RESOURCE 5

Module Title:	M6_R2_Copyrighting in a Digital Era
Title of Resource:	“Intellectual Property and Social Media”
Resource Code:	R6.5
Introduction to the resource:	So much of what we create, from pictures to designs to funny memes, is shared on social media. What does that mean for the copyright laws and the intellectual property rights of the creator? Do the social media site’s own copyright laws trump yours? Read this article to find out more and discover what happens to the content you share online.
What will you get from using this resource?	<p>After reading this article, you will have awareness knowledge of your intellectual property rights as a creator who shares your content online. As a result, you will find yourself taking more consideration before sharing your own content online and have increased awareness of what your content can be used for.</p> <p>Having read this article, design an activity that you can use with young people in your group to share with them what you have learned about their rights as content creators on social media.</p>
Link to resource:	<p>“Intellectual Property and Social Media” [LINK]: http://www.iprhelpdesk.eu/blog/intellectual-property-and-social-media</p>

ANNEXE 1 – PLAGIARISM AND PIRACY – SELECTIVE STEALING

*Do you believe Plagiarism is wrong?
Why/why not?*

*Do you believe Piracy is wrong?
Why/why not?*

*Identify the similarities and
differences between cheating and
plagiarism:*

*Identify the similarities and
differences between stealing and
piracy:*

REFLECTIONS ON PLAGIARISM AND PIRACY AS A FORM OF SELECTIVE STEALING

ANNEXE 2 – YOUR REFLECTIONS ON INTELLECTUAL PROPERTY

DOES COPYRIGHT LAW PREVENT CREATIVITY AND THE PROGRESS OF INDUSTRIES OR DOES IT HELP IT?

Watch the first video “How the Internet and Copyright Fuel Creativity”. How do you feel about copyright law after watching this video?

Watch the second video “Copyright is Brain Damage”. How do you feel about copyright law after watching this video? Has your opinion changed, or has your position strengthened?

What are the benefits of copyright law outlined in each video?

What are the disadvantages of copyright law outlined in each video?

REFLECTIONS ON COPYRIGHT LAW

You have developed a creative piece of work (a song, a novel, a design or piece of art, a video, etc). Imagine you are in an ideal world where you can pick and choose the type of copyright laws that affect your work, identify the key features of copyright law you would chose to protect your work. Would you use any? Give reasons for your answer: _____

MODULE 7 – MEDIA LITERACY

INTRODUCTION

Media literacy means the ability to read, but also the ability to identify different kinds of media and understand the messages they're sending. It is a very important skill in our everyday life – we get information from many different sources, so how can you know which one is reliable? Young people do use tons of different kinds of media every day, most of them far beyond traditional media like newspapers, television and radio. Source of information can be a viral video, meme or post on social media app instead of an article created by trustworthy journalists. (Common sense media, 2019).

All media, however, has one thing in common: someone created it. Understanding the reason *why* was that certain piece created is the basis of media literacy. Every author has their own point of view – understanding that and learning to recognise different ways to see the world helps the youth appreciate different perspectives (Common sense media, 2019). It's also important to remember that everything found on the internet is not true.

With the developed material, young people will learn to think critically about the content they see. They will learn to consider their acts in social media and how to create media responsibly by themselves.

7.1 HOW TO DEVELOP CRITICAL THINKING

Even when scrolling through memes, videos, or Instagram stories seems fun and entertaining, reading or watching the news is also important. Knowing what is going on around the world is a part of our basic knowledge. Discussing daily news is also a great way to develop the way you and people you interact with see the world!

There are some questions to help evaluate if the content is a reliable source of information.

- Who created it?
- Why was it created?
- Who is the message for?
- What details are left out?
- How do you feel about it, and why?

Learning by our online courses "Fake news" and "In a commercial world" you can easily develop your media literacy skills.

7.2 MEDIA AFFECTS THE WAY WE THINK

We are affected by tons of different kind of media every day. The things we see or read from magazines, the internet, television or posters on the street affect our behaviour and the way we see each other even if we don't recognise it. The pictures of people in the magazines, movies and ads can easily make you feel like the image media is presenting us is the way we should look and what kind of products we should own. That is why it is important to know when someone is trying to affect our behaviour and know how to resist that power.

Media also has the power to choose what kind of information it delivers to us and how. That way, it moulds the way we see the world and how we feel about things happening around us. Good media reading skills help us to recognise disinformation and hate speech. It also helps us to cover us from threats like that. (OKM 2019)

Going through the developed material, you will have a better understanding of media literacy and how to evaluate the articles and news.

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MODULE 7 – RESOURCE 1: FAKE NEWS

Face-to-Face Content

M7 R1 – LESSON PLAN

Module Title: Information literacy – Fake news!			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> Welcome, today, we will discuss media literacy and news. We will group in small groups of 3-5 persons. <p><u>Activity 1: Discussion</u></p> <p>Have a short discussion about how often and from what sources are participants reading the news.</p>	<p><u>5 minutes</u></p> <p><u>10 minutes</u></p>	<p>Training venue with computer and projector;</p> <p>Sign-in sheet;</p>	<p>Participants will engage in all group activities</p>
<p><u>Activity 2: Can you trust the source?</u></p> <ul style="list-style-type: none"> Split the class into smaller groups. In the groups, all participants will evaluate if the news article they got is a reliable source of information. 	<p><u>30 minutes</u></p>	<p>Training venue with computer and projector;</p> <p>Selected news for each group – find different kind of articles from different sources;</p> <p>Pen and paper for every group;</p> <p>Smartphones or something to explore the internet with;</p>	<p>Development of information reading skills</p> <p>Development of group working skills</p>

<p><u>Activity 3: Click here!</u></p> <ul style="list-style-type: none"> Discuss in groups about clickbaits and good headlines. What is the difference between a clickbait and a good headline? 	<p><u>15minutes</u></p>	<p>Training venue with computer and projector;</p>	<p>Participants will engage in all group activities</p> <p>Understanding the concept of clickbait headlines</p>
<p><u>Activity 4: Create your own story!</u></p> <ul style="list-style-type: none"> Groups will create their own news article based on a photo they choose. The article should have a headline, a photo and a story. 	<p><u>20 minutes</u></p>	<p>Training venue with IT equipment for all participants;</p> <p>Selected photos to be used as the base for the article;</p> <p>Pen and paper for every group;</p>	<p>Development of group working skills;</p> <p>Writing skills;</p> <p>Understanding the different parts of the article;</p>
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> What did you learn today? Ask every student to write down what they learned on a post-it and stick it on a wall 	<p><u>10 minutes</u></p>	<p>Training venue with computer and projector;</p>	
<p>Total duration of the module</p>		<p>2 hours</p>	

Module Title	M7 R1 Fake news!		
Activity Title	Discussion	Activity Code	A1.7.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	10 minutes	Learning Outcome	Getting to know the subject of the day
Aim of activity	<i>Warm-up for the rest of the activities. Getting into groups.</i>		
Materials Required for Activity	Training venue with computer and projector; Fake news! -PowerPoint		
Step-by-step instructions	<p>Step 1: Say the opening words and welcome everyone.</p> <p>Step 2: Have a discussion with the whole class: From where do you read or see the news? Do you discuss the news and phenomenons with your friends? How often do you read the news? What topics have you seen in the news lately?</p> <p>Anyone can share their thoughts.</p> <p>Step 3: Split the class into groups of 3-5 persons. You will need 5 groups (or as many as you have the articles printed for the activity 2).</p>		

Module Title	M7 R1 Fake news!		
Activity Title	Can you trust the source?	Activity Code	A2.7.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	30 minutes	Learning Outcome	Learning how to evaluate the quality of information.
Aim of activity	<p><i>To learn how to find out if the information is reliable or not. Understanding how media affects our thinking.</i></p> <p>This activity is based on the information reading guide by International Federation of Library Associations and Institutions.</p>		
Materials Required for Activity	<p>Training venue with computer and projector; Selected news for each group – find different kind of articles from different sources; Fake news-powerpoint material; Pen and paper for every group; Smartphones or something to explore the internet with;</p>		
Step-by-step instructions	<p>Step 1: Give each group one article you have chosen. Find articles from different sources. Articles can be for example; out of date, April fool's prank, misleading information, propaganda, clickbait from a tabloid and so on.</p> <p>Step 2: After reading the article, each group will write down answers for the following questions. They can use the internet for research if needed.</p> <ol style="list-style-type: none"> 1. Check out the background <i>Who published the article? What kind of media is it? Who is the main editor? Where do they publish it?</i> 2. Does the headline fit the story well, or is it just a clickbait? <i>Read the whole story, not just headline!</i> 3. Who wrote/created the article? Is the writer reliable? <i>Search for information about writer and persons they have interviewed for the story</i> 4. When was the story published? <i>Check out the date - is it current anymore?</i> 		

5. Is it a prank?

A weird story can also be a prank.

6. Check out your attitude!

Does your own prejudice affect the way you see the news?

7. Check out other sources.

Can you find similar information in other sources? Did any other newspaper publish an article about it? Write down what you found.

Module Title	M7 R1 Fake news!		
Activity Title	Click here!	Activity Code	A3.7.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	15 minutes	Learning Outcome	Learning about media literacy
Aim of activity	<p><i>Learning how to evaluate if the article is reliable or not.</i></p> <p><i>Learning group working skills.</i></p>		
Materials Required for Activity	<p>Training venue with computer and projector;</p> <p>Fake news! -PowerPoint</p>		
Step-by-step instructions	<p>Step 1: Every group will have a group discussion:</p> <p>How would you describe a good headline?</p> <p>What are clickbait headlines?</p> <p>Why are they used?</p> <p>Where have you seen a clickbait headline?</p> <p>Also, pictures are used to catch your eye besides the headlines.</p> <p>Can a picture be misleading?</p> <p>Step 2: Go through the answers with the class.</p>		

Module Title	M7 R1 Fake news!		
Activity Title	Create your own story	Activity Code	A4.7.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Understanding how articles work and create something by yourself
Aim of activity	<i>Learning what parts does an article include: Headline, photo and the text Creating a story together with the group</i>		
Materials Required for Activity	Training venue with computer and projector; Fake news! -PowerPoint Printed pictures to be used as inspiration and base of the story Pen and paper for each group		
Step-by-step instructions	<p>Step 1: Let each group choose one of the photos selected for this task. The photo will be the base for their articles.</p> <p>Step 2: Each group writes an article based on the picture they chose.</p> <ol style="list-style-type: none"> 1. Choose a picture from the attached options 2. What do you think is happening in the picture? Where is it taken from? 3. What kind of story would you like to tell the reader? 4. What kind of headline should your news have? 5. Write down both: the headline and the article. <p>Step 3: Go through the articles with the rest of the class.</p>		

MODULE 7 RESOURCE 2 – IN A COMMERCIAL WORLD

Face-to-Face Content

M7 R2 – LESSON PLAN

Module Title: Information literacy – In a commercial world			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> • Today's goal is to learn about how we are exposed to commercials in our everyday life. This time we will focus on advertising in social media. • We will be working also in groups today. Split the class into groups of 3-5 person. <p><u>Activity 1: Discussion</u></p> <p>Discuss in groups about given topics. This is a warm-up exercise for the subject of the day.</p>	<p><u>5 minutes</u></p> <p><u>10 minutes</u></p>	<p>Training venue with computer and projector;</p> <p>Sign-in sheet;</p>	<p>Participants will engage in all group activities</p>
<p><u>Activity 2: Influencer marketing</u></p> <ul style="list-style-type: none"> • In the groups, learners will search for information about influencer marketing to see how many different ways they are affected by this kind of advertising. 	<p><u>15minutes</u></p>	<p>Training venue with computer and projector;</p> <p>Smartphones;</p> <p>Pen and paper for each group;</p>	<p>Participants will engage in all group activities</p> <p>Understanding the meaning of influencer marketing</p>

<p><u>Activity 3: Advertising analysis</u></p> <ul style="list-style-type: none"> Each group searches for an influencer marketing case online. They study the ad of their choice and present the case for the rest of the class. 	<p><u>20 minutes</u></p>	<p>Training venue with IT equipment for all participants;</p> <p>Smartphones or tablets;</p> <p>Pen and paper for every group;</p>	<p>Development of group working skills;</p> <p>Understanding the concept of influencer marketing;</p>
<p><u>Workshop Closing</u></p> <p>As a closure, each group creates an ad based on the things they learned today about marketing. Watch the ads together with the rest of the class.</p>	<p><u>15 minutes</u></p>	<p>Training venue with computer and projector;</p> <p>Smartphones;</p> <p>Pen and paper for every group;</p>	
<p>Total duration of the module</p>	<p>1 hour 5 minutes</p>		

Module Title	M7 R2 In a commercial world		
Activity Title	Discussion	Activity Code	A1.7.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	10 minutes	Learning Outcome	Getting to know the subject of the day
Aim of activity	<i>Getting ready for the lesson and understanding what is the subject of the day. Understanding the concept of different marketing strategies they face every day.</i>		
Materials Required for Activity	Training venue with computer and projector; In a commercial world- PowerPoint		
Step-by-step instructions	<p>Step 1: Welcome the class and tell them the subject of the day. Split them into groups of 3-5 persons. If you want, you can also have this discussion with the whole class and split the students into groups after that.</p> <p>Step 2: In groups, discuss the topics: Where have you seen ads lately? What kind of social media platforms do you use? What kind of content do you enjoy?</p> <p>Step 3: Let each group answer the questions after they have discussed in groups. Did something surprise you? If they're not too excited to share their thoughts, you can always put up a hand vote.</p> <p>Step 4: Take the next slide "not all ads are obvious". In groups, discuss the topics: What is product placement? Where have you seen product placement lately? Why is it used in marketing?</p>		

Module Title	M7 R2 In a commercial world		
Activity Title	Influencer marketing	Activity Code	A2.7.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	15 minutes	Learning Outcome	Group working skills and deeper understanding of the concept of influencer marketing
Aim of activity	<i>To get the youth to discuss the topic and understand the concept of different kind of marketing strategies.</i>		
Materials Required for Activity	Training venue with computer and projector; In a commercial world- PowerPoint; Smartphones or tablets; Pen and paper for each group;		
Step-by-step instructions	<p>Step 1: Have a short discussion in groups about the following topics: Where have you seen influencer marketing?</p> <p>Step 2: Go through some examples with the class.</p> <p>Step 3: Group task: How are commercial collaborations imposed in the consumer protection strategy?</p> <p>Search for the information together. Write the rules of influencer marketing down.</p> <p>This is the part where the groups can use their smartphones or tablets to search for the information.</p> <ul style="list-style-type: none"> • Go through the answers with the class 		

Module Title	M7 R2 In a commercial world		
Activity Title	Advertisement analysis	Activity Code	A3.7.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Deeper understanding of how influencer marketing works
Aim of activity	<i>Develop group working skills, understand where they can be affected to marketing and how to present your work to the rest of the class.</i>		
Materials Required for Activity	Training venue with computer and projector; In a commercial world- PowerPoint Smartphones or tablets Pen and paper		
Step-by-step instructions	<p>Step 1: Each group searches for an influencer marketing case online. Search the case, for example, from blogs, YouTube or Instagram. They study the ad of their choice and write down answers for the following questions.</p> <p>What kind of product or service is the ad about? Who is the target group? What kind of ways are used to get the consumer to buy the product or service? How is commercial collaboration announced in this case?</p> <p>Step 2: Go the cases through together with the class</p>		

Module Title	M7 R2 In a commercial world		
Activity Title	Workshop closure	Activity Code	A4.7.
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	15 minutes	Learning Outcome	Understanding of what they learned today
Aim of activity	<i>Develop group working skills, have fun with creating something by themselves.</i>		
Materials Required for Activity	Training venue with computer and projector; In a commercial world- PowerPoint Smartphones or tablets Pen and paper		
Step-by-step instructions	<p>Step 1: Each group will create an advertisement for a product of their choice. They can draw it, film it or record a voiceover or whatever they like.</p> <p>Step 2: Go the ads through together with the class</p>		

M7 – ACTIVITY SHEET FOR SELF-DIRECTED LEARNING

Module Title	M7: Media literacy		
Activity Title	Online session: Fake news!	Activity Code	A1.7.
Type of resource	Activity sheets (AS)	Type of learning	Self-directed-learning
Duration of Activity (in minutes)	120 minutes	Learning Outcome	<i>Learn how to read different kind of media and evaluate if the article is reliable.</i>
Aim of activity	<p><i>Get to know how to analyse media, write your own articles and how media uses headlines and pictures to raise interest in the article.</i></p> <p><i>Go through the material to learn media skills and also writing skills.</i></p> <p><i>Use this resource as an alternative for f-2-f learning content.</i></p>		
Materials Required for Activity	<p><i>Computer or tablet;</i></p> <p><i>Traces online-course: Fake news!;</i></p>		
Step-by-step instructions	<p><i>Step 1 Go to the website https://tracesproject.online/</i></p> <p><i>Step 2 Register to the website</i></p> <p><i>Step 3 Go to the page "Learn" and choose the course you want to complete</i></p> <p><i>Step 4: Follow the course and master the skills!</i></p>		

Module Title	M7: Media literacy		
Activity Title	Online session: In a commercial world	Activity Code	A2.7.
Type of resource	Activity sheets (AS)	Type of learning	Self-directed-learning
Duration of Activity (in minutes)	60 minutes	Learning Outcome	<i>Learn about marketing in social media. Explore the world of influencer marketing and get to know how we are exposed to marketing in our everyday life.</i>
Aim of activity	<p><i>Learn about the rules of marketing online and how to recognise when brands are trying to affect you as a customer. Go through the material to learn media skills and to create your own content. This lesson will also develop information searching skills.</i></p> <p><i>Use this resource as an alternative for f-2-f learning content.</i></p>		
Materials Required for Activity	<p><i>Computer or tablet;</i> <i>Traces online-course: In a commercial world</i></p>		
Step-by-step instructions	<p><i>Step 1 Go to the website https://tracesproject.online/</i> <i>Step 2 Register to the website</i> <i>Step 3 Go to the page "Learn" and choose the course you want to complete</i> <i>Step 4: Follow the course and master the skills!</i></p>		

MODULE 7 – ADDITIONAL LEARNING RESOURCES

Module Title:	Media literacy
Title of Resource:	Did you take the clickbait?
Resource Code:	R1.7.
Introduction to the resource:	<i>Material to recognise what clickbait-headlines are, why they are used and where. In this resource, you will compare printed magazine to online tabloids and learn how they separate from each other.</i>
What will you get from using this resource?	<i>The material will develop media literacy skills and the ability to understand if the source of information is reliable. Material is easy to follow and contains many good examples of exercises.</i>
Link to resource:	<p>https://mediataitokoulu.fi/index.php?option=com_content&view=article&id=539:organisaation-nimi&catid=11:tehtavat&Itemid=355&lang=fi</p> <p>Website is in Finnish, but you can download material in English.</p>

Module Title:	Media literacy
Title of Resource:	Populism bingo
Resource Code:	R1.7.
Introduction to the resource:	<i>Populism Bingo is a way to examine political speech as text with various goals. The text can be TV shows, videos, radio interviews or internet articles that deal with political issues. All you need is political speech as well as the bingo card.</i>
What will you get from using this resource?	<i>Great way to start a conversation about political speeches – which politician are populists? Are all politicians cut from the same cloth? Is populism always bad?</i>
Link to resource:	<i>http://populismibingo.fi/en</i> Website is in Finnish, but you can download the material in English.

Module Title:	Media literacy
Title of Resource:	Sex in media
Resource Code:	R2.7.
Introduction to the resource:	<i>Populism Bingo is a way to examine political speech as text with various goals. The text can be TV shows, videos, radio interviews or internet articles that deal with political issues. All you need is political speech as well as the bingo card.</i>
What will you get from using this resource?	<i>Great way to start a conversation about political speeches – which politician are populists? Are all politicians cut from the same cloth? Is populism always bad?</i>
Link to resource:	<i>http://populismibingo.fi/en Website is in Finnish, but you can download material in English.</i>

MODULE 8 – ONLINE SAFETY

THEORETICAL CONTENT

INTRODUCTION

The thematic of Module 8 is Online Safety, and it is split into two resources. This Module offers factual knowledge of the risks associated with the use of Social Media and sharing personal information through them. Additionally, it provides an examination of useful digital collaboration tools available for use, while simultaneously exploring their benefits in the professional development of the individual.

The first, introductory, resource of Module 8 has the topic of Social Media and the potential online risks their use entails. While providing the necessary tools to recognise risky and potentially criminal behaviour on Social Media, it also encourages the use of specific security practices for protection against online perpetrators.

The second, advanced, resource of Module 8 has the topic of Digital Collaboration tools. This resource presents selected examples of tools and combines theoretical knowledge with practical experience. Moreover, it describes the benefits of using digital collaboration tools for professional advancement, while equipping the learner with the skill to identify specific individual needs and subsequently address them appropriately with the most suitable collaboration tool.

8.1 SOCIAL MEDIA

Social Media have been growing exponentially, and the various platforms have undeniably become an imperative part of modern life. Outstandingly, 4.57 billion people have used the Internet actively as of April 2020, a figure which amounts to 59 per cent of the global population (Statista, 2020). As they have penetrated every facet of human life, both personal and professional (Qualman, 2012), it is essential for responsible users to be informed and updated on the possibilities they offer, but also on the online safety risks associated with them,

The potential risks of social media, such as cyberbullying and unwanted exposure, is a fact which is often overlooked by a mass percentage of users (Brewer & Wallis, 2015). In this light, the first resource of Module 8 addresses the potential online safety risks that can emerge from the use of Social Media, and it provides useful and practical solutions and tips for implementation to ensure the safety of the user.

8.2 DIGITAL COLLABORATION TOOLS

The term "digital collaboration" refers to the use of digital technologies for collaboration purposes (Tapscott & Williams, 2008). The tools produced to achieve digital collaboration facilitate a variety of activities, such as online meetings, webinars, sharing and co-authoring documents, planning meetings and sharing calendars, tracking and dividing tasks, and more.

In the modern era we live in, these tools have become essential, as they help teams and companies globally to achieve professional development and reach their goals efficiently. In this light, the second resource of Module 8 provides an overview of the most well-known and popular digital collaboration tools, in order to encourage the learner to explore and use them.

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MODULE 8 – ONLINE SAFETY – RESOURCE 1: SOCIAL MEDIA

Face-to-Face Content

M8 R1 – LESSON PLAN

Module Title: M8 – Online Safety / R1 – Social Media			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> Welcome participants and introduce yourself. Ask them to introduce themselves and what their expectations are for this workshop. On the flip chart, note some expectations participants mention. This activity is functions as a short icebreaker and also gives you an idea of participants' expectations and needs. 	<u>10 minutes</u>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p> <p>Pens and note-taking materials for participants.</p>	Participants will engage in all group activities
<p><u>Activity 1: Group Discussion</u></p> <ul style="list-style-type: none"> Begin by asking participants whether they would engage in conversation with a stranger in the street 	<u>20 minutes</u>	<p>Training venue with IT equipment for all participants.</p>	Participants will engage in all group activities

<p>and the potential dangers of such behaviour. Then, ask them how this situation is different when communicating with a stranger online and if the risks are similar. On the flipchart, note some of their responses.</p> <ul style="list-style-type: none"> • Watch the video M8_R1 Social Media with the whole group. • Explain that potential dangers and risks lurk even when communicating with strangers online and sharing personal information. • Ask participants whether they have any personal stories regarding this issue they feel comfortable sharing. 		<p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants.</p> <p>Video: M8_R1 Social Media</p> <p>Video Projector</p>	
<p><u>Activity 2: Crossing the Line</u></p> <ul style="list-style-type: none"> • Begin this activity by explaining that it is not always clear when the line is crossed during online conduct for what is considered dangerous or criminal behaviour. • Create groups of 4-5 people and distribute handouts with scenarios regarding Social Media. • Explain that the handouts present a number of scenarios that they will discuss in their groups and decide whether they cross the line in reference to online safety in social media. Specifically, they will be marked as follows: <ul style="list-style-type: none"> ○ On the line: There might be a potential danger to one or more individuals involved in the scenario, but it does not depict any clear 	<p><u>25 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers for all participants.</p> <p>Handout with scenarios for each group.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities</p> <p>Groups will be asked to present their ideas to the entire group, which will act as a form of assessment for this task.</p>

<p>dangerous or illegal activity. For this category, prompt the groups to provide some elements which would classify it as dangerous if they were added.</p> <ul style="list-style-type: none"> ○ Crossing the line: The scenario depicts activity which is risky and potentially illegal/criminal. ● After working in their groups, have the whole class discuss their findings for each scenario. Allocate a spokesperson for each group to facilitate this step. ● Allow some time in the end, to answer potential questions and/or listen to further comments. 			
<p><u>Activity 3: Seeking Help</u></p> <ul style="list-style-type: none"> ● During this activity, the participants remain in their groups and utilise the scenarios from the previous activity. ● Ask them to pick one scenario from the scenarios they previously identified as crossing the line. ● In their groups, ask them to write down the issue that the scenario depicts at the top of a flipchart paper. ● Then, still in their groups, ask them to prepare a list of possible solutions for those involved in the depicted issue of the scenario they chose to analyse. ● After each group creates their list, initiate a discussion for the solutions for each scenario. Write them on the flipchart or a whiteboard. ● At the end of this discussion, a list of resources for help and solutions in situations of social media dangers will be produced. Encourage participants to use the resources and solutions in case they are 	<p><u>20 minutes</u></p>	<p>Training venue with possibility of forming groups in a circle.</p> <p>Pens and note-taking materials for participants.</p> <p>Flipchart paper and markers for each group.</p>	<p>Participants will engage in all group activities</p>

dealing with online safety issues, or to forward them to someone in need.			
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> • Ask participants to reflect on their understanding of online safety in Social Media and the ways they can protect themselves from potential risks or even criminal activity. • Ask the participants the changes they will implement for their safety as Social Media users after acquiring the new knowledge. • Gather written feedback and ask for any closing remarks. • Thank the participants for their attention and close the workshop. 	<u>5 minutes</u>	<p>Training venue with IT equipment for all participants.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities and make use of the additional resources made available with this module.</p> <p>Feedback will be gathered from all participants in the form of written points.</p>
Total duration of the module	1 hour and 20 minutes		

M8 R1 – ACTIVITY SHEETS FOR FACE-TO-FACE TRAINING

MODULE 8 – ACTIVITY 1

Module Title	M8_R1_Social Media		
Activity Title	Group Discussion	Activity Code	A8.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	Upon completion of this activity, participants will get acquainted with the theme of the workshop and connect pre-existing knowledge and experience on the issue with new information and facts.
Aim of activity	The aim of this activity is to develop the participants' awareness of the real risks involved in the use of social media and sharing personal information.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Pens and note-taking materials for participants • Video: M8_R1_Social Media • Video Projector 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 - Begin by asking participants whether they would engage in conversation with a stranger in the street and the potential dangers of such behaviour. • Step 2 – Then, ask them how this situation is different when communicating with a stranger online and if the risks are similar. • Step 3 – On the flipchart, note some of their responses. 		

- Step 4 – Watch the video M8_R1 Social Media with the whole group.
- Step 5 – Explain that potential dangers and risks lurk even when communicating with strangers online and sharing personal information.
- Step 6 – Ask participants whether they have any personal stories regarding this issue they feel comfortable sharing.

MODULE 8 – ACTIVITY 2

Module Title	M8_R1_Social Media		
Activity Title	Crossing the Line	Activity Code	A8.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	25 minutes	Learning Outcome	By completing this activity, youth workers will have a deeper understanding of the factors that classify an online activity as safe, dangerous, or illegal.
Aim of activity	The aim of this activity is to increase the participants' awareness of the different types of social media activity and the red flags associated with dangerous behaviour, thus producing mindful, ethical and informed social media users.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers for all participants. • Handouts with scenarios for each group (prepared in advance). • Pens and note-taking materials for participants. 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 – Begin this activity by explaining that it is not always clear when the line is crossed during online conduct for what is considered dangerous or criminal behaviour. • Step 2 – Create groups of 4-5 people and distribute handouts with scenarios regarding Social Media. An example of a scenario is the following: <ul style="list-style-type: none"> ○ "Maria enjoys uploading videos of herself singing online and her classmate Michael often leaves mean comments on these videos. During computer class, Maria finds a computer which is logged into Michael's social media account. Apparently, he had forgotten to log out. This means she can post anything, so she impersonates Michael and posts a series of insulting comments on other 		

people's photographs and then changes Michael's password, so he does not have access to his account."

- Step 3 – Explain that the handouts present a number of scenarios that they will discuss in their groups and decide whether they cross the line in reference to online safety in social media. Specifically, they will be marked as follows:
 - On the line: There might be a potential danger to one or more individuals involved in the scenario, but it does not depict any clear dangerous or illegal activity. For this category, prompt the groups to provide some elements which would classify it as dangerous if they were added.
 - Crossing the line: The scenario depicts activity which is risky and potentially illegal/criminal.
- Step 4 – After working in their groups, have the whole class discuss their findings for each scenario. Allocate a spokesperson for each group to facilitate this step.
- Step 5 – Allow some time in the end to answer potential questions and/or listen to further comments.

MODULE 8 – ACTIVITY 3

Module Title	M8_R1_Social Media		
Activity Title	Seeking Help	Activity Code	A8.3
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	By completing this activity, youth workers will get a comprehensive perspective on the issue and get acquainted with available solutions and resources.
Aim of activity	The aim of this activity is to encourage the safe use of Social Media via the exploration of the solutions and the resources that are available to all users. In this manner, responsible Social Media use is promoted for the participants, who themselves are Social Media users, as well as for the young people they will later transfer the knowledge to.		
Materials Required for Activity	To complete this activity, you will require the following materials and amenities: <ul style="list-style-type: none"> • Training venue with possibility of forming groups in a circle. • Pens and note-taking materials for participants. • List of questions prepared in advance. 		
Step-by-step instructions	To complete this activity in the workshop, please carry out the following steps: <ul style="list-style-type: none"> • Step 1 – During this activity, the participants remain in their groups and utilise the scenarios from the previous activity. • Step 2 – Ask them to pick one scenario from the scenarios they previously identified as crossing the line. • Step 3 – In their groups, ask them to write down the issue that the scenario depicts at the top of a flipchart paper. • Step 4 – Then, still in their groups, ask them to prepare a list of possible solutions for those involved in the depicted issue of the scenario they chose to analyse. • Step 5 – After each group creates their list, initiate a discussion for the solutions for each scenario. Write them on the flipchart or a whiteboard. 		

- Step 6 – At the end of this discussion, a list of resources for help and solutions in situations of social media dangers will be produced.
- Step 7 – Encourage participants to use the resources and solutions in case they are dealing with online safety issues or to forward them to someone in need.

MODULE 8 – ONLINE SAFETY – RESOURCE 2: COLLABORATION TOOLS

Face-to-Face Content

M8 R2 – LESSON PLAN

Module Title: M8 – Online Safety / R2 – Digital Collaboration Tools			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> Welcome participants and introduce yourself. Ask them to introduce themselves and what their expectations are for this workshop. On the flip chart, note some expectations participants mention. This activity is functions as a short icebreaker and also gives you an idea of participants' expectations and needs. 	<u>10 minutes</u>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p> <p>Pens and note-taking materials for participants.</p>	Participants will engage in all group activities
<p><u>Activity 1: Group Discussion</u></p>	<u>25 minutes</u>	<p>Training venue with IT equipment for all participants.</p>	Participants will engage in all group activities

<ul style="list-style-type: none"> • Introduce the theme of the session by asking participants which digital collaboration tools they use in their daily lives. Note their responses on the flipchart or whiteboard. • After collecting a number of responses, ask them why they chose to use the specific tools and how they benefit them in their professional capacity. • Watch the video M8_R2 Digital Collaboration Tools with the entire group. • Discuss each tool individually and make sure everyone understands their specific use and unique features. 		<p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants.</p> <p>Video: M8_R2 Digital Collaboration Tools</p> <p>Video Projector</p>	
<p><u>Activity 2: Pros and Cons</u></p> <ul style="list-style-type: none"> • Separate the classroom in groups of 4-5 people. • Provide flipchart paper and markers to each group. • Allocate one of the aforementioned digital collaboration tools to each group. • Ask them to discuss the pros and cons of the use of the digital collaboration tool they were allocated and create a table on the flipchart paper. • After the groups complete their discussion, ask each group to present their findings to the whole class, while sharing their own experiences with each tool where applicable. 	<p><u>25 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers for each pair.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities</p> <p>Groups will be asked to present their ideas to the entire group, which will act as a form of assessment for this task.</p>

<ul style="list-style-type: none"> • Finish with an overview of all tools that were discussed and ask the participants for any questions or comments. 			
<p><u>Workshop Closing</u></p> <ul style="list-style-type: none"> • Ask participants to reflect on their understanding of digital collaboration tools and the benefits of their use. • Ask the participants which collaboration tools they will implement in their daily work routine after acquiring the new knowledge. • Gather written feedback and ask for any closing remarks. • Thank the participants for their attention and close the workshop. 	<p><u>10 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Pens and note-taking materials for participants.</p>	<p>Participants will engage in all group activities and make use of the additional resources made available with this module.</p> <p>Feedback will be gathered from all participants in the form of written points.</p>
<p>Total duration of the module</p>		<p>1 hour and 10 minutes</p>	

M8 R2 – ACTIVITY SHEETS FOR FACE-TO-FACE TRAINING

MODULE 8 – ACTIVITY 4

Module Title	M8_R2_Digital Collaboration Tools		
Activity Title	Group Discussion	Activity Code	A8.4
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	25 minutes	Learning Outcome	Upon completion of this activity, the participants will be informed of the various digital collaboration tools available for use.
Aim of activity	The aim of this activity is to acquaint participants with digital collaboration tools in the context of their professional daily life, in order to encourage the incorporation of these tools in their work to facilitate productivity.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart and markers. • Pens and note-taking materials for participants. • Video: M8_R2 Digital Collaboration Tools • Video Projector 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 – Introduce the theme of the session by asking participants which digital collaboration tools they use in their daily lives. • Step 2 – Note their responses on the flipchart or whiteboard. • Step 3 – After collecting a number of responses, ask them why they chose to use the specific tools and how they benefit them in their professional capacity. • Step 4 – Watch the video M8_R2 Digital Collaboration Tools with the entire group. • Step 5 – Discuss each tool individually and make sure everyone understands their specific use and unique features. 		

MODULE 8 – ACTIVITY 5

Module Title	M8_R2_Digital Collaboration Tools		
Activity Title	Pros and Cons	Activity Code	A8.5
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	25 minutes	Learning Outcome	By completing this activity, youth workers will grasp a thorough insight regarding the pros and cons of different collaboration tools in a practical manner.
Aim of activity	The aim of this activity is to aid participants to make choices that will boost their productivity and efficiency in their work lives, and subsequently generate more successful results.		
Materials Required for Activity	<p>To complete this activity, you will require the following materials and amenities:</p> <ul style="list-style-type: none"> • Training venue with IT equipment for all participants. • Flipchart sheets and markers for each group. • Pens and note-taking materials for participants. 		
Step-by-step instructions	<p>To complete this activity in the workshop, please carry out the following steps:</p> <ul style="list-style-type: none"> • Step 1 – Separate the classroom in groups of 4-5 people. • Step 2 – Provide flipchart paper and markers to each group. • Step 3 – Allocate one of the aforementioned digital collaboration tools to each group. • Step 4 – Ask them to discuss the pros and cons of the use of the digital collaboration tool they were allocated and create a table on the flipchart paper. • Step 5 – After the groups complete their discussion, ask each group to present their findings to the whole class, while sharing their own experiences with each tool where applicable. • Step 6 – Finish with an overview of all tools that were discussed and ask the participants for any questions or comments. 		

MODULE 8 – SELF ASSESSMENT

Following are self-assessment questions to be conducted at the end of the module, in the form of multiple-choice questions with one correct answer. The solutions are provided at the bottom of the last page of self-assessment.

1. What should you do when someone sends you inappropriate messages via Social Media?
 - a. Reply to them.
 - b. Delete the message.
 - c. Get in an argument with them.
 - d. Report their account to the site administrator and block them.

2. Which digital collaboration tools allow you to schedule meetings and appointments efficiently with your co-workers?
 - a. Calendly
 - b. Dropbox
 - c. Google Drive
 - d. Gmail

3. What information is safe to share in Social Media?
 - a. Your address.
 - b. Photos of your children and your family.
 - c. Songs of your favourite band.
 - d. Your credit card information.

4. Which of the following is a good way of securing your Social Media accounts?
 - a. Two-factor authentication.
 - b. A strong password.
 - c. Email and message notifications of login activity.
 - d. All of the above.

Solutions: 1 – d; 2 – a; 3 – c; 4 – d

MODULE 8 – CASE STUDY FOR SELF-DIRECTED LEARNING

Module Title	M8 Online Safety		
Case Study Title	Marianna's Experience	Case Study Code	Case Study CS8.1
Type of resource	Case study (CS)	Type of learning	Self-direct learning
Duration of Activity (in minutes)	60 minutes	Learning Outcome	The learner will connect pre-existing and newly acquired knowledge and practice problem-solution skills by examining this case study.
Aim of activity	The aim of this activity is to provide further insight and development of critical thinking skills by the examination of potential scenarios.		
Introduction	Marianna, a 17-year-old student, is a frequent user of Social Media and particularly online chat rooms. She is registered under the alias MariannaKiss17. Someone by the alias ThomasDude2000 contacted her, and they have been talking for a while. Marianna enjoys their discussions and feels connected to him, even though she has never met him in person.		
Challenge	Marianna has asked him to video call, but he keeps finding excuses not to. She has shared a few personal photos with him because she has grown to trust him.		
Assignment	<p>Following is a set of questions for reflection</p> <ul style="list-style-type: none"> • Question 1 – What are the potential dangers that Marianna might encounter in the course of this contact? • Question 2 – What are some of the positive things and what are some of the negative things about connecting with people online? • Question 3 – In what online situations should you get a "gut feeling" that tells you that you may be at risk? • Question 4 – What are some rules for staying safe when talking and messaging online? 		

MODULE 8 – ACTIVITY SHEET FOR SELF-DIRECTED LEARNING

Module Title	M8 Online Safety		
Activity Title	Video testimonials	Activity Code	A8.6
Type of resource	Activity sheets (AS)	Type of learning	Self-direct learning
Duration of Activity (in minutes)	60 minutes	Learning Outcome	The learner will connect and consolidate theoretical knowledge with practical solutions in the context of real-life experiences of themselves and others.
Aim of activity	The aim of the activity is to present real-life scenarios of young Social Media users and promote the learner's critical thinking and reflective skills.		
Materials Required for Activity	<ul style="list-style-type: none"> • Any device with the ability to play a video • Access to an internet connection • Speakers / Headphones • Video: Perspectives on Chatting Safely Online from the link below: https://www.youtube.com/watch?v=MmfiHdQ4Wfs 		
Step-by-step instructions	<p>These are the steps to follow in order to complete this activity as part of your self-directed learning.</p> <p>Step 1 – Watch the video from the link provided.</p> <p>Step 2 – Note any points you consider important for each testimonial.</p> <p>Step 3 – Read the following questions and write down your response to each one.</p> <ul style="list-style-type: none"> • Aseal reveals that he connects to strangers during online gaming. Have you ever done this yourself? How do you make sure that you are safe while connecting with other users? • In the video, there is a reference to awkward experiences that made them uncomfortable online. How would you deal with a similar situation? • Aseal mentions that you should never reveal private information like phone number or address. Do you agree? What other information should you never provide to strangers? <p>Step 4 – Upon completion of answering the questions above, reflect on your responses and compose a short essay with simple but effective ways a Social Media user can protect themselves, combining your pre-existing and newly acquired knowledge.</p>		

MODULE 8 – ADDITIONAL LEARNING RESOURCES

Module Title:	M8 Online Safety – R1 Social Media
Title of Resource:	Being Safe Online
Resource Code:	R8.1
Introduction to the resource:	The current resource is a video which demonstrates the safe use of Social Media in a fun way and gains the learner's attention while providing essential and useful information.
What will you get from using this resource?	This video provides further insight into the knowledge the learner has already acquired during the course of this Module.
Link to resource:	https://www.youtube.com/watch?v=MB5VDIebMd8

Module Title:	M8 Online Safety – R2 Digital Collaboration Tools
Title of Resource:	The Next Generation of Collaboration Tools
Resource Code:	R8.2
Introduction to the resource:	This resource is a video discussion with the topic of the new generation of tools that exceed the realm of chat and co-editing to facilitate real-time collaboration for group planning, learning and designing.
What will you get from using this resource?	The learner will acquire more detailed information and knowledge from experts regarding the use of digital collaboration tools. In this manner, the use of such tools in the professional life of the individual will be promoted.
Link to resource:	https://www.youtube.com/watch?v=PQKljOZvJdA



SUPPORTING YOUTH TO MANAGE THEIR DIGITAL & SOCIAL MEDIA PRESENCE

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