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INTRODUCTION

This manual was developed alongside the Peer Training Manual on Social Entrepreneurship, as part of the CYBER Change project. The two manuals are complementary and designed to be used together. While this manual focuses on digital skills, responsible technology use and digital tools for social impact, the Social Entrepreneurship Manual develops the knowledge and practical skills needed to turn community needs into sustainable social initiatives. Together, they provide young people and youth workers with practical tools to use digital technologies and entrepreneurship for positive community change.

The Peer Training Manual on Digital Skills for Social Entrepreneurship, developed within the CYBER Change project, is a practical resource for youth workers, peer educators and young leaders supporting young people through non-formal learning.

The manual responds to needs identified in the CYBER Change Needs Assessment, including critical thinking, online safety, responsible AI use, digital collaboration and using technology for community action.

It goes beyond technical skills by helping young people use technology critically, responsibly and creatively, while connecting digital competences with social entrepreneurship and real community challenges.

Sessions are based on learning by doing, teamwork, discussion, reflection and peer learning. The manual is flexible and can be used as a complete programme or adapted by selecting individual modules and sessions according to the needs of each group.

ABOUT CYBER CHANGE

CYBER Change is a regional project involving organisations from Romania, Serbia, Bosnia and Herzegovina, Kosovo* and Montenegro. It supports young people, especially those with fewer opportunities, in developing digital skills, entrepreneurship, resilience and active participation through non-formal and peer learning.

The project also provides youth workers with practical and adaptable learning methods. This manual turns the findings of the CYBER Change Needs Assessment into activities that help young people use technology critically, responsibly and creatively to create positive change in their communities.

WHO IS THIS MANUAL FOR?

This manual is designed for people working with young people aged 15–29 in non-formal and community settings, including youth workers, peer educators, youth centres, NGOs and young leaders.

It provides practical, ready-to-use sessions that can be adapted to different groups, programmes and learning environments. Facilitators do not need to be digital experts and can learn alongside participants.

The manual can be used for single workshops, complete modules or longer programmes, while also helping young people gradually develop confidence as peer educators, facilitators and community leaders.

HOW TO USE THIS MANUAL

This manual can be used independently or together with the Peer Training Manual on Social Entrepreneurship. The two manuals follow a complementary learning journey. This Digital Skills Manual builds the foundation by helping participants navigate the digital world critically and responsibly, use digital and AI tools, understand community needs and explore how technology can support positive change. The Social Entrepreneurship Manual takes the learning further by focusing on how participants can turn identified community needs into concrete social entrepreneurship ideas and actions. Together, the manuals support young people in moving from understanding their digital world and communities to developing and taking action on solutions for social change.

This manual is a practical toolkit, not a strict curriculum. It offers a suggested learning pathway, but youth workers are encouraged to adapt the sessions to the needs, interests and experience of their group.

The modules follow a logical progression, from understanding the digital world and becoming a responsible digital citizen, to exploring AI, developing social entrepreneurship skills and strengthening peer leadership. However, each session can also be used on its own.

Choose the modules that best fit your group and adapt the activities, examples and timing as needed. The most important goal is to create meaningful learning experiences that help young people use digital skills with confidence, responsibility and purpose.

FLEXIBLE USE AND SESSION ADAPTATION

This manual is designed to be flexible. Every group is different, so facilitators should adapt the activities to the participants, the available time and the learning environment.

Some groups may prefer discussion, while others learn better through practical activities. Not everyone will have the same level of digital experience or access to technology, so activities can be adjusted by using different examples, working in pairs or replacing digital tools with simple materials like flipcharts.

The most important thing is to keep the learning objectives the same while adapting the methods to suit the group.

WORKING WITH DIFFERENT AGE GROUPS

This manual is designed for young people aged 15 to 29, so activities should be adapted to the group's age and experience.

For 15–18-year-olds, use simple language, familiar examples and more guidance. For 19–24-year-olds, encourage more independent work, discussion and project-based activities. For 25–29-year-olds, connect the sessions to work, community leadership, mentoring and social impact.

Remember that experience is just as important as age. Observe your group and adapt the activities, pace and level of support to their needs.

INCLUSION CONSIDERATIONS

Inclusion should be part of every session from the start. Young people may have different needs, experiences and levels of digital confidence, so activities should be flexible and accessible.

This common list can be used across all lesson plans:

- Use simple and clear language and explain new or difficult words when needed.
- Give short instructions and explain activities step by step.
- Read important texts or instructions aloud for participants who may have difficulties with reading.
- Use printed materials when internet access is limited or unavailable.
- Make sure activities can be completed without personal smartphones, laptops or other devices by working in pairs or small groups.
- Pair participants with different levels of digital experience so they can help and learn from each other.
- Use visual examples, images, symbols and simplified worksheets when helpful.
- Give participants different ways to participate, for example by speaking, writing, drawing or working with a partner.
- Allow extra time when participants need more support to understand instructions or complete an activity.

- Choose examples that are relevant to participants' everyday lives and local communities and avoid examples that may exclude or stereotype particular groups.
- Make sure the physical space and activities are accessible for participants with disabilities and adapt movement-based activities when needed.
- For mixed-experience groups, avoid assuming that everyone has the same digital knowledge and provide additional support or simple alternatives when necessary.
- Never pressure participants to share personal or sensitive experiences, especially during activities related to wellbeing, discrimination, online harm or safety.

CORE PRINCIPLES

Non-formal Learning

Young people learn best by doing. The sessions use practical activities, discussions, teamwork and reflection instead of long presentations. The facilitator guides the process and encourages participants to explore, share ideas and learn from experience.

Peer Education

Young people learn a lot from each other. The manual includes peer discussions, group work, peer feedback and peer teaching to encourage collaboration, build confidence and develop future peer educators.

Learning by Doing

The best way to build digital skills is through practice. Participants test tools, solve problems, analyse real situations and reflect on their experiences to turn action into learning.

Inclusion and Accessibility

All sessions can be adapted to different needs, experience levels and learning environments. Use simple language, flexible activities and low-resource alternatives to ensure everyone can participate.

Social Entrepreneurship Mindset

Throughout the manual, participants are encouraged to connect digital skills with real community challenges. They explore how technology can support positive social change, active participation and social innovation.

PART I. UNDERSTANDING THE DIGITAL WORLD

The first part of the manual focuses on understanding the environment young people already spend so much time in.

Before using technology for projects, campaigns or community action, it is useful to understand how digital information works, how it can influence us and why some content feels more convincing than others. This is where critical thinking becomes essential.

MODULE 1. DIGITAL SPACE AND CRITICAL THINKING

Module Overview

Every day, young people are exposed to huge amounts of information. News headlines, short videos, influencer content, advertisements, social media posts, group chats, websites and AI-generated answers all compete for their attention.

Finding information is easy. Deciding what is reliable is much harder.

This module helps participants become more aware of the way they receive and use digital information. The aim is not to make them suspicious of everything they see online. Instead, it helps them build a habit of slowing down, checking, comparing and asking questions.

Why this topic matters

Critical thinking was identified as an important need in the CYBER Change Needs Assessment. Young people spend a lot of time online, but this does not always mean they can recognise reliable information or understand how digital content influences them.

Online information can be misleading, emotional or even incorrect, including content created by AI. This is especially important when young people want to develop community or social initiatives, as good solutions need to start with reliable information.

Critical thinking helps young people check information, question assumptions and make better decisions before taking action.

Learning outcomes

By the end of the module, participants should feel more confident when dealing with digital information. They will learn to question sources, recognise bias and emotional manipulation, check facts and understand how algorithms influence what they see online.

Most importantly, participants will practise using these skills to make better and more informed decisions in everyday life.

Session 1. Navigating information in the digital age

1. Session overview

Every day, we are exposed to hundreds of pieces of information without even noticing it. News articles, TikTok videos, Instagram reels, AI-generated answers, memes, YouTube videos and messages from friends all compete for our attention. We often decide what to believe within only a few seconds. This session encourages participants to slow down and become more curious about the information they consume.

2. Duration: 75–90 minutes

3. Recommended group size: 12–25 participants

4. Age adaptation notes: The session can be adapted by selecting examples that are relevant to the daily digital experiences of each age group while maintaining the same learning objectives.

15–18 years: Use examples from TikTok, Instagram, YouTube Shorts and influencers. Keep explanations simple and focus on recognizing obvious persuasive techniques.

19–24 years: Include online news, podcasts, AI-generated content and current social issues. Encourage deeper discussion about how information shapes opinions.

25–29 years: Use examples connected with work, civic participation, entrepreneurship and community projects. Invite participants to reflect on how information influences professional decisions and social initiatives.

5. Learning objectives: By the end of the session, participants will be able to:

- recognise that information is created with a purpose and for a specific audience;
- identify factors that influence why they trust certain sources more than others;
- distinguish between facts, opinions and assumptions in digital content;
- apply simple critical questions before accepting or sharing information online.

6. Materials needed: laptop and projector; internet connection; flipchart or whiteboard; sticky notes (three colours if possible); markers; printed “Information detective” worksheet (one per participant); printed examples of different online posts, headlines and screenshots; masking tape.

7. Facilitator preparation

Before the session, prepare 8–10 examples of digital content from different online sources. Include trustworthy news articles, clickbait headlines, influencer posts, AI-generated answers, memes and sponsored content. Make sure that some examples are intentionally misleading, while others are reliable.

Print one “Information detective” worksheet for each participant and prepare the room with enough space for participants to move around during the first activity. If internet access is available, prepare a Mentimeter word cloud asking: “When you hear the word information, what is the first word that comes to your mind?”

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “One picture – many stories”

Display a photograph without any explanation. Choose an image that can easily be interpreted in different ways, for example, a young person sitting alone on a bench, a crowded street or people cleaning a park.

Ask participants to work in pairs. Each pair has three minutes to invent a story explaining what is happening in the picture. Afterwards, invite four or five pairs to present their stories.

The facilitator then asks: Were all the stories the same? Which story is correct? What information were you missing? Why did different people imagine different situations?

Reveal the real context of the photograph only at the end, or explain that there is no “correct” answer. Finish with the message: “Our brains naturally fill in missing information. Online, we often do exactly the same.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “Who created this?”

Using several screenshots collected beforehand, ask participants to consider: Who created this? Why was it created? Who benefits if people believe it? Who is the intended audience? Examples may include: a newspaper article; a TikTok advertisement; an NGO campaign; a political post; an AI-generated answer; an influencer story.

Instead of explaining the answers immediately, invite participants to justify their opinions. Introduce the idea that every message has: a creator; a purpose; an audience; a message. Finish with a short explanation of confirmation bias. Explain that people often notice and believe information that matches what they already think, while paying less attention to information that challenges their opinions.

Key messages: Not everything online is created to inform; every message has a purpose; strong emotions can influence our judgement; asking questions is more important than finding quick answers.

Part 3 – Main activity 1: 20–25 minutes

Activity: “Information detectives”



Divide participants into groups of four. Each group receives four different examples of online information. Examples should include: a news article; a meme; an Instagram post; an AI-generated answer.

Each group also receives the “Information detective” worksheet, containing five questions: Who created this? / What is the purpose? / Which emotions does it try to create? / What information is missing? / Would you trust or share it? Why?

Each participant is responsible for analysing one example before explaining it to the rest of the group. In this way, every participant becomes the “expert” for one example and teaches the others. After everyone presents, the group compares the four pieces of information and ranks them from the most trustworthy to the least trustworthy.

Part 4 – Main activity 2: 20–25 minutes

Activity: “The information marketplace”

Each group writes one rule they believe can help identify trustworthy information. The rules are written on flipchart paper and displayed around the room. Participants walk around in pairs. Their task is to discuss each rule and place one colored sticky note indicating: very useful; sometimes useful; needs improvement.

Groups return to their original poster and use the peer feedback to improve their rule. Finally, the whole group creates one common CYBER Change critical thinking checklist containing around ten practical questions to ask before believing or sharing information online. Examples may include: Who created this? Can I find another source? Is the headline trying to shock me? Is there evidence? Am I reacting emotionally?

Part 5 – Reflection and debrief: 10–15 minutes

Invite participants to stand in a circle. Throw a soft ball randomly. The person catching the ball answers one question before throwing it to someone else.

Suggested questions: What was your biggest learning? Which question from today’s checklist will you use most often? Imagine your community wants to solve a problem. Why is it important to have correct and trustworthy information before taking action? Finish by asking participants to write one personal commitment beginning with: “Before believing or sharing information online, I will always...”

Facilitator notes

Some participants may become defensive if examples reflect their own beliefs or favourite influencers. Keep the discussion focused on analyzing information rather than judging opinions.

Session 2. Fake news, disinformation and fact-checking

1. Session overview

Every day, young people come across information that is inaccurate, misleading or completely false. Sometimes this happens by mistake, while other times it is done intentionally to influence opinions, attract attention or create confusion. This session helps participants understand the difference between misinformation and disinformation while giving them practical tools for checking information before believing or sharing it.

2. Duration: 75–90 minutes

3. Recommended group size: 12–25 participants

4. Age adaptation notes: The activities can be adapted by selecting examples that reflect participants' everyday digital experiences while gradually increasing the complexity of the fact-checking process.

15–18 years: Use examples from TikTok, Instagram, YouTube Shorts, memes and viral stories. Focus on recognising obvious misleading information and checking simple claims.

19–24 years: Include news articles, AI-generated content, social media debates and current public issues. Encourage participants to compare multiple sources before drawing conclusions.

25–29 years: Use examples connected to work, entrepreneurship, public communication and community initiatives. Discuss how misinformation can influence professional decisions and social projects.

5. Learning objectives: By the end of the session, participants will be able to:

- distinguish between misinformation, disinformation and reliable information;
- apply simple fact-checking techniques before sharing online content;
- identify trustworthy sources and recognise warning signs of misleading information;
- work collaboratively to verify digital information and explain their conclusions.

6. Materials needed: laptop and projector; internet connection; flipchart; sticky notes; printed “Fact-checking investigation” worksheet; printed screenshots of online posts, headlines and images; coloured cards (green, yellow and red).

7. Facilitator preparation

Before the session, prepare several examples of online content that include both reliable and misleading information. Include headlines, social media posts, AI-generated answers and manipulated images. Some examples should be true, some partially true and others completely false.



Prepare a short presentation explaining the difference between misinformation and disinformation, and test any online tools you plan to use. Arrange participants in small groups of four or five.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “The rumour chain”

Ask everyone to stand in a circle. Whisper a short news story into one participant’s ear. The story should contain several details, for example: *“Yesterday afternoon, thirty volunteers from Green Youth planted fifty trees near the river as part of a community project supported by the local municipality.”*

Each participant whispers the message to the next person without repeating it. The last participant says the message aloud. Compare the original version with the final version. Discuss: What changed? Were the changes intentional? Why does information change so easily? Explain that this can also happen online when information is shared without being checked.

Part 2 – Exploring the topic: 10–15 minutes

Activity: “True, false or I need more information?”

Display three statements on the screen. Examples: “Chocolate improves memory”; “A local park will close next month”; “This photo shows today’s weather.”

Ask participants to vote: true; false; I need more information. Instead of revealing the answers immediately, ask: What made you trust it? What evidence would you need? Where would you check?

Introduce the difference between: misinformation - false information shared by mistake; disinformation - false information shared on purpose to trick people. Explain that fact-checking is not about showing that someone is wrong. It is about checking information so we can make better decisions.

Key messages: Not everything that is false online is shared on purpose; trustworthy information can usually be checked using other sources; strong emotions can make us react without thinking; responsible digital users check before they share.

Part 3 – Main activity 1: 20–25 minutes

Activity: “Fact-checking investigation”

Divide participants into groups of four. Each group receives a “case file” containing: one news headline; one social media post; one image; one AI-generated answer.

Some examples are reliable, while others contain misleading information. Each group receives a “Fact-checking investigation” worksheet with the following questions: What is the claim? / Who created it? /

What evidence supports it? / Which sources could help you check it? / Would you share it? Why? Each participant investigates one example before explaining their findings to the rest of the group. Groups then prepare a short explanation of how they reached their conclusions.

Part 4 – Main activity 2: 20–25 minutes**Activity: “Build your own fake news”**

Each group creates a fictional social media post designed to attract attention. The post should include: an eye-catching headline; an image; emotional language; at least three clues that suggest it may not be reliable.

Groups exchange their posts with another group. The second group becomes the “fact-checking team”. Using the checklist from Activity 1, they identify warning signs and explain why they would or would not trust the post.

Groups then discuss: Which techniques made the post convincing? Which clues showed that something might be wrong? Finish by creating a collective list titled “Warning signs of misleading information”. Participants learn from analysing each other’s work rather than only using examples provided by the facilitator.

Part 5 – Reflection and debrief: 10–15 minutes

Ask each participant to complete one sentence: “One thing I will check before sharing information is...”; “Today I realised that...”; “The most useful fact-checking strategy for me is...”.

Continue with a few questions: Why do people sometimes share false information even when they mean well? What would make you stop before sharing something online? How can young people share information that others can trust? What could happen if a community project uses incorrect information?

Finish by reminding participants that checking information helps us make better decisions for ourselves and our communities.

Facilitator notes

Many participants may already believe they are good at recognising fake news. Avoid turning the session into a test of who is “right”. Instead, focus on how information is checked and verified. Some participants may become frustrated if they cannot immediately decide whether something is true or false. Remind them that it is normal not to know immediately and that taking time to check is part of responsible digital behaviour.

Session 4. Think before you click: Making better digital decisions**1. Session overview**

Every day, we make quick digital decisions about what to believe, share, like or click. These choices can influence what we learn and how we interact online.

This session brings together the skills from the module. Participants practise stopping, checking information and making better digital decisions, helping them become more responsible digital citizens.

2. Duration: 75–90 minutes**3. Recommended group size: 12–25 participants**

4. Age adaptation notes: The scenarios used during the activities can be adapted to match participants' age, interests and digital experiences.

15–18 years: Use situations related to school, friendships, social media, influencers and online challenges.

19–24 years: Include situations related to university, volunteering, work opportunities, online campaigns and AI-generated information.

25–29 years: Use examples connected to employment, entrepreneurship, community projects and professional communication.

5. Learning objectives: By the end of the session, participants will be able to:

- use simple critical thinking questions before reacting to online information;
- make more informed decisions about sharing, commenting on or using digital content;
- work together to analyse real-life digital situations;
- recognise how good digital decisions can support positive community action.

6. Materials needed: laptop and projector (optional); flipchart or whiteboard; markers; sticky notes; printed scenario cards; printed “Think before you click” decision checklist; printed decision tree worksheet; tape.

7. Facilitator preparation

Before the session, prepare 8–10 realistic digital situations that young people may face. The situations should reflect everyday experiences, such as receiving suspicious messages, seeing emotional social media posts, finding AI-generated information or joining an online campaign.

Print one decision checklist and one decision tree worksheet for each group. Arrange the room so participants can work comfortably in small teams and move around during the activities.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “Click or not?”

Place two signs on opposite sides of the room: **Click** and **Don’t click**. Tell participants they will hear different situations. After each one, they move to the side that shows what they would probably do.

Examples: A friend sends you a link with the message “Watch this now!”; you see a headline saying “Scientists discover a miracle food”; an influencer recommends a product that looks interesting; someone shares a shocking story without any source; you receive an email saying you have won a prize.

After each situation, ask a few participants: Why did you choose this side? What made you trust or doubt it? Would you react differently after what you have learned in this module?

Part 2 – Exploring the topic: 10–15 minutes

Activity: “Stop – think – check – decide”

Draw four large circles on the flipchart and write: Stop; think; check; decide. Explain each step using simple language: Stop: Before reacting, take a moment. / Think: Ask yourself: Who shared this? Why was it posted? Does it make me feel angry, worried or excited? / Check: Look for another source; ask someone you trust; search for more information. / Decide: Only then decide if you want to believe it, share it, click on it or ignore it.

Invite participants to practise the four steps together using one simple example.

Key messages: We do not have to react immediately; strong emotions can influence our decisions; checking information can help us make better choices; better digital decisions help protect ourselves and others.

Part 3 – Main activity 1: 20–25 minutes

Activity: “The digital decision challenge”

Divide participants into groups of four or five. Each group receives three scenario cards.

Examples: A friend shares a fundraising campaign asking for donations; you see an AI-generated image about a natural disaster; someone posts that a local youth centre is closing; an influencer recommends a “secret” way to earn money quickly; a message says your account will be blocked unless you click a link.

Each group also receives the “Think before you click” decision checklist. For every scenario, participants discuss: What is happening? What could go wrong? What should we check first? What would be the safest decision? Would you share it? Why or why not?

Participants first discuss the scenario in pairs before sharing their ideas with the rest of the group. The group then agrees on one final decision and prepares a short explanation.

Part 4 – Main activity 2: 20–25 minutes**Activity: “Community challenge: What would you do?”**

Tell participants that they are members of a youth group planning a community project. Each group receives one situation. Examples: Social media says that young people in your town are not interested in volunteering; a post claims there is no support for young people with disabilities; a viral video says that nobody cares about protecting local parks; an AI tool suggests a solution for reducing school dropout.

Ask each group: Can we trust this information? What else do we need to know? Who should we talk to? How could we check if the problem is real? What digital tools could help us collect more information?

Groups create a simple action plan and present it to another group. The second group gives one suggestion for improvement. Participants then improve their ideas based on the feedback received.

Part 5 – Reflection and debrief: 10–15 minutes

Give each participant one sticky note and ask them to complete the sentence: “From today, before I click, I will...” Invite volunteers to share their answers.

Continue with a few questions: Which question from the decision checklist will help you most? Why is it important to slow down before reacting? How can better digital decisions help other people? Why should we check information before starting a community project or campaign?

Facilitator notes

This session brings together the learning from Module 1, so avoid introducing new concepts. Encourage participants to use the tools they have already learned and explain how they make their decisions. Use familiar everyday examples and keep discussions focused on the decision-making process. If time allows, participants can create and exchange their own digital scenarios.

MODULE 2. HEALTHY RELATIONSHIP WITH TECHNOLOGY**Module Overview**

Digital technologies are part of young people's everyday lives, supporting communication, learning, entertainment and creativity. At the same time, they can influence habits, emotions, relationships and how time is spent.

This module helps participants reflect on their digital habits and find a healthier balance between online and offline life. The goal is not to use technology less, but to use it more consciously and in ways that support wellbeing, learning and relationships.

Why this topic matters

The CYBER Change Needs Assessment showed that young people use digital technologies regularly, but often for entertainment, information and school tasks. Many also reported that being constantly connected can affect their concentration, motivation and wellbeing.

This module responds to these needs by helping young people understand their digital habits and make healthier and more conscious choices about how they use technology.

Learning Outcomes

By the end of this module, participants will better understand their digital habits and learn how to use technology in a healthier, more balanced and conscious way.

Session 5. My digital habits: Who is in control?**1. Session overview**

Technology is part of our everyday lives. Many of us check our phones as soon as we wake up, use social media during the day and continue using digital devices before going to sleep. Often, we do these things without really thinking about them.

This session helps participants reflect on their digital habits. Instead of telling young people to use their phones less, it encourages them to become more aware of when, why and how they use technology. Participants explore their daily routines and identify small changes that can help them use technology in a healthier and more intentional way.

2. Duration: 75–90 minutes**3. Recommended group size: 12–25 participants****4. Recommended age: 15–29 years**

5. Age adaptation notes: The activities can be adapted by using examples that reflect participants' daily digital experiences.

15–18 years: Focus on social media, gaming, online videos and school-related technology use.

19–24 years: Include examples related to studying, work, AI tools, online communication and productivity.

25–29 years: Connect the discussion to work-life balance, professional communication and managing technology while leading projects or community activities.

6. Learning objectives: By the end of the session, participants will be able to:



- recognise their own daily digital habits;
- identify situations that encourage automatic phone or social media use;
- reflect on how technology affects their attention, relationships and daily routines;
- identify one or two realistic changes that could improve their digital habits.

7. Materials needed: flipchart or whiteboard; sticky notes (different colours); printed “My digital day” worksheet; printed “Habit reflection” worksheet; large sheets of paper; coloured stickers; masking tape.

8. Facilitator preparation

Before the session, print one “My digital day” worksheet and one “Habit reflection” worksheet for each participant. Prepare a flipchart with a simple timeline showing one full day, from waking up until going to bed.

Remember that this session is about raising awareness, not judging technology use. Encourage honest conversations and avoid making participants feel guilty about the amount of time they spend online.

9. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “A day with my phone”

Place a long line on the floor using masking tape, or imagine a timeline across the room. One end represents “I just woke up” and the other represents “I’m going to sleep”. Ask participants to think about a normal weekday. Invite them to walk along the timeline and stop whenever they remember using their phone.

Ask simple questions as they move: What was the first thing you did on your phone today? When do you usually check social media? When do you watch videos? When do you use your phone for school or work? When do you use it just because you are bored?

After everyone finishes, ask: Were you surprised by how many times you used your phone? Which moments were necessary? Which moments happened automatically? Explain: “Today, we’re not trying to use our phones less. We’re trying to understand our habits.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “Why did I pick up my phone?”

Write one question in the middle of the flipchart: “Why do we use our phones?” Give participants sticky notes and ask them to write one reason per note. Examples may include: talking to friends; listening to music; watching videos; studying; checking notifications; feeling bored; avoiding homework; relaxing; looking for information.

Place all the notes on the flipchart and group similar answers together. Then ask: Which reasons help us? Which reasons happen without thinking? Have you ever picked up your phone without knowing why? Explain: “Sometimes we choose to use technology. Sometimes our digital habits influence what we do without us noticing.”

Key messages: Technology is a useful tool; not every habit is a bad habit; being aware of our habits helps us make better choices; small changes can make a big difference.

Part 3 – Main activity 1: 20–25 minutes

Activity: “My digital day”

Give each participant the “My digital day” worksheet. The worksheet shows a timeline from waking up until bedtime. Ask participants to fill in: when they usually use technology; what they use it for; how they feel during those moments, for example, happy, stressed, bored, relaxed, connected or tired.

After 10 minutes, ask participants to work in pairs. Each participant explains their timeline to their partner. Together, they identify: one habit that seems helpful; one habit that could be improved. Finally, invite volunteers to share one thing they discovered. Participants learn from one another by comparing daily routines and different ways of using technology.

Part 4 – Main activity 2: 20–25 minutes

Activity: “Quality screen time”

Place four posters around the room: Helps me learn; helps me connect; helps me relax; wastes my time. Read different digital activities aloud.

Examples: watching YouTube tutorials; chatting with friends; scrolling through TikTok for an hour; doing homework online; playing games; creating videos; reading online news; checking notifications every few minutes.

Participants move to the poster that best matches their opinion. Once they have chosen, ask: Why did you choose this poster? Could someone choose a different one? Does the answer depend on how much time we spend doing the activity?

Explain that the same activity can have different effects depending on how, why and how often we use it. Finish by asking participants to write one digital habit they would like to improve.

Part 5 – Reflection and debrief: 10–15 minutes

Ask participants to complete the sentence: “One thing I noticed about my digital habits today is...”

Continue with a few questions: Which habit would you like to keep? Which habit would you like to change? What small change feels realistic for you? How could healthier digital habits help you in school,

work or everyday life? How can technology help young people work together without becoming overwhelmed?

Finish with the message: “Healthy technology use does not simply mean using technology less. It means using it in a way that supports your goals and wellbeing.”

Facilitator notes

Avoid making participants feel guilty about their technology use. The aim is to increase awareness, not to criticise their habits. Remind participants that healthy technology use looks different for different people. Encourage them to focus on small, realistic changes rather than trying to completely change their routines overnight.

Session 6. Digital wellbeing: Building a healthier online–offline balance**1. Session overview**

Technology helps us learn, communicate and stay connected with others. At the same time, constant connectivity can sometimes make us feel tired, distracted, stressed or under pressure. Social media can encourage comparison with others, while notifications and endless scrolling can make it difficult to focus or relax.

This session helps participants reflect on how technology affects their emotions, relationships and wellbeing, and explore simple ways to create a healthier balance between online and offline life.

2. Duration: 75–90 minutes**3. Recommended group size: 12–25 participants****4. Recommended age: 15–29 years**

5. Age adaptation notes: The activities can be adapted depending on participants’ age and daily experiences with technology.

15–18 years: Use examples from social media, gaming, online friendships and school life.

19–24 years: Include examples related to studying, work, online communication, AI tools and productivity.

25–29 years: Connect the discussion to work-life balance, stress management, volunteering and leadership responsibilities.

6. Learning objectives: By the end of the session, participants will be able to:



- recognise how technology can influence emotions, wellbeing and relationships;
- reflect on the impact of social media, notifications and constant connectivity;
- identify healthy strategies for balancing online and offline life;
- create a simple personal digital wellbeing plan.

7. Materials needed: flipchart or whiteboard; markers; sticky notes; printed “Digital wellbeing wheel” worksheet; printed “My digital wellbeing plan”; scenario cards for role-play; emoji cards.

8. Facilitator preparation

Before the session, prepare role-play cards describing everyday situations involving technology, friendships and communication. Print one “Digital wellbeing wheel” and one “My digital wellbeing plan” for each participant. Prepare emoji cards showing different emotions. Arrange chairs in a circle and make sure there is enough space for pair and group work.

9. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “Emoji check-in”

Place several emoji cards around the room showing different emotions, such as: 😊 happy; 😌 relaxed; 😴 tired; 😟 worried; 😡 frustrated; 🥳 excited; 🤔 curious.

Ask participants: “How do you usually feel after spending a long time on your phone or social media?” Invite them to stand next to the emoji that best represents how they usually feel.

Ask volunteers: Why did you choose this emoji? Does technology always make you feel like this? Can technology make us feel different emotions on different days?

Part 2 – Exploring the topic: 10–15 minutes

Activity: “What does balance look like?”

Draw a simple balance scale on the flipchart. On one side, write “Technology helps me” and on the other, write “Technology makes things harder”. Ask participants to give examples. Technology helps me: Learn new things; stay in touch with friends; find information; be creative; organise my day. / Technology makes things harder: Lose track of time; compare myself with others; sleep less; get distracted; feel stressed.

Explain: “Digital wellbeing does not simply mean using technology less. It means using technology in a way that supports your life and wellbeing.”

Key messages: Technology can have both positive and negative effects; balance looks different for everyone; small habits can improve our wellbeing; looking after ourselves helps us learn, work and support others.

Part 3 – Main activity 1: 20–25 minutes

Activity: “Are we really together?”

Divide participants into groups of three. Each group receives one role-play card. Examples: Three friends are having lunch, but one person keeps checking their phone; two volunteers are planning an activity, but one keeps replying to messages; a family is having dinner while everyone is looking at their own screen; a youth worker is talking to a young person who keeps checking notifications.

Give groups five minutes to prepare a short role-play. After each role-play, ask: How did the people probably feel? Did the phone help or interrupt the conversation? What could have been done differently?

Introduce the word phubbing in simple language: “Phubbing means ignoring someone you are with because you are paying attention to your phone.” Explain that people often do this without noticing. Encourage participants to give respectful feedback and suggest simple alternatives.

Part 4 – Main activity 2: 20–25 minutes

Activity: “My digital wellbeing plan”

Give each participant a “Digital wellbeing wheel”. The wheel includes different areas, such as: sleep; learning; relationships; physical activity; hobbies; social media; relaxation; time outdoors. Participants rate each area from 1 (needs attention) to 5 (going well).

Ask them to reflect: Which area would I like to improve? What small change could I make this week? Who could support me? Participants then complete their “My digital wellbeing plan”.

Examples: Turn off notifications while studying; keep my phone away during meals; spend one evening each week offline; go for a walk before checking social media; use my phone to learn something new instead of only scrolling. Participants work in pairs and share one goal. Their partner offers one realistic suggestion or encouragement.

Part 5 – Reflection and debrief: 10–15 minutes

Invite participants to reflect on a few questions: What is one habit that already supports your wellbeing? Which small change feels realistic for you? How could healthier digital habits help you achieve your goals? Why is personal wellbeing important when working with others? How can healthy digital habits improve teamwork?

Finish with the message: “Technology should support the life we want to live, not control how we live it.”

Facilitator notes

Some participants may feel uncomfortable discussing their emotions or digital habits. Allow everyone to participate at their own pace and never force personal sharing. Avoid presenting technology as something negative. The aim is to help participants find a healthy balance, not to stop using digital tools. If discussions move towards serious mental health concerns, listen respectfully and follow your organisation's safeguarding procedures.

PART II. RESPONSIBLE DIGITAL CITIZENSHIP

The CYBER Change Needs Assessment showed that young people use digital technologies every day but still need support in areas such as online safety, digital rights, responsible online behaviour and active digital participation. These topics were also identified by youth organisations as essential for preparing young people to become confident, responsible and engaged members of both digital and local communities.

Through practical, interactive and peer-learning activities, this part of the manual helps participants better understand their rights and responsibilities online, protect themselves and others, and use digital tools to contribute positively to society. The three modules gradually explore digital rights, civic participation and online safety, creating a strong foundation for the following sections on artificial intelligence and digital social entrepreneurship.

MODULE 3. DIGITAL RIGHTS AND RESPONSIBILITIES**Module Overview**

This module helps young people understand what it means to be a responsible digital citizen. Participants explore their digital rights, including privacy and freedom of expression, while also learning to respect the rights of others.

Through practical activities and real-life situations, they reflect on personal data, digital identity and responsible online behaviour, helping them make safer and more respectful choices online.

Why this topic matters

The CYBER Change Needs Assessment showed that young people use digital technologies every day but still need support with privacy, safe online behaviour, digital identity, consent and responsible sharing.

Developing these skills helps young people understand the impact of their online actions and become safer, more responsible and active digital citizens.

Learning Outcomes

By the end of this module, participants will understand that digital rights and responsibilities go together. They will learn how to protect their personal data, privacy and digital identity. Participants will also understand the importance of consent, respectful communication and responsible sharing. They will be better prepared to make safe and responsible choices in digital spaces.

Session 7. My digital rights: Protecting my privacy and personal data

1. Session overview

Every day, we share information online. Sometimes we choose to share it, for example, by posting a photo or writing a comment. Other times, information is collected without us really noticing, such as when we download an app, visit a website or accept cookies.

This session helps participants understand their rights in digital spaces, including the right to privacy and the protection of personal data. Participants explore what personal data is, why it has value, how it is collected and how they can make better decisions about what they share online.

2. Duration: 75–90 minutes

3. Recommended group size: 12–25 participants

4. Age adaptation notes: The activities can be adapted by using digital platforms and situations that are familiar to each age group.

15–18 years: Use examples from social media, gaming apps and messaging platforms. Focus on understanding what personal information is and why privacy matters.

19–24 years: Include examples related to online shopping, AI tools, job applications and university platforms. Encourage participants to reflect on the information they share online.

25–29 years: Connect the discussion to work, entrepreneurship, online services and community projects. Explore the importance of protecting personal data when working with others.

5. Learning objectives: By the end of the session, participants will be able to:

- recognise different types of personal information and personal data;
- identify what types of personal information should be protected online;
- understand why apps and websites collect personal data;
- make more informed decisions about privacy, consent and sharing information online.

6. Materials needed: flipchart or whiteboard; markers; sticky notes; printed “My data backpack” cards; printed app permission cards; printed “Privacy decision” worksheet.

7. Facilitator preparation

Before the session, prepare one set of “My data backpack” cards for each group. Each card should contain one type of personal information, such as name, email, phone number, photos, location, search history or contacts.

Prepare printed screenshots or simple examples showing permissions requested by different apps, such as access to the camera, microphone, contacts, location or photo gallery.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “Would you share it?”

Ask everyone to stand up. Explain that you will read different pieces of information. If participants would feel comfortable sharing the information online, they take one step forward. If they would rather keep it private, they stay where they are.

Examples: My first name; a photo with my friends; my home address; my favourite music; my phone number; my school or workplace; my holiday location while I am still away; my passwords; my email address; a photo of my family.

After several examples, ask: Why did you move? Why did you stay? Did everyone make the same choice? Finish by saying: “We all make different choices about what we share. Today, we will think about how these choices affect our privacy.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “What is personal data?”

Write three questions on the flipchart: What is personal data? Why would a company want to collect it? What could happen if someone misuses it?

Ask participants to work in pairs for three minutes and write down their ideas. Then collect answers from the whole group. Explain in simple language: “Personal data is information that can identify you or tell others something about you.”

Examples include: your name; birthday; email; phone number; location; photos; search history. Explain that apps and websites may collect information to provide services, personalise content, understand how

people use their services or show advertising. This is why it is important to understand what information we are sharing.

Key messages: Your personal data is connected to you and should be protected; not every app needs access to all your information; you can question permissions that do not seem necessary; protecting privacy is part of responsible digital citizenship.

Part 3 – Main activity 1: 20–25 minutes

Activity: “My data backpack”

Divide participants into groups of four or five. Give each group a set of data cards. Examples: Name; birthday; home address; email; phone number; school or workplace; photos; current location; shopping history; search history; health information; contacts. Place three posters around the room: I would share; it depends; I would keep private.

Each group discusses every card and decides where it belongs. Once all cards have been placed, ask each group to explain two or three of their choices. Discuss: Why did different groups make different decisions? Does it depend on who is asking for the information? Would you share the same information with a friend, a school, a company or a stranger?

Explain that there is not always one correct answer, but it is important to think about who is asking, why they need the information and what could happen after it is shared.

Part 4 – Main activity 2: 20–25 minutes

Activity: “Permission detective”

Tell participants: “Many of us click ‘Accept’ without checking what an app is asking for. Let’s look more closely at app permissions.”

Each group receives several app permission cards. Examples: Photo editing app – requests access to camera, photos, contacts and location; flashlight app – requests access to camera, contacts, microphone and location; weather app – requests access to location and notifications.

Ask groups to discuss: Which permissions make sense? Which permissions seem unnecessary? Would you accept them? What could happen if an app collects more information than it needs? Groups present one example to the whole group. Finish by asking: “Next time you install an app, what will you check before accepting its permissions?”

Part 5 – Reflection and debrief: 10–15 minutes

Ask participants to complete the sentence: “Today, I realised that my personal data...”

Continue with a few questions: Which information will you be more careful about sharing? What will you check before downloading an app? Why should we ask permission before sharing photos or information about another person? Why is it important to respect other people's privacy? Finish by reminding participants that protecting personal data is not only about protecting ourselves; it is also about respecting the privacy and rights of others.

Facilitator notes

Some participants may believe that privacy only matters if someone has "something to hide". Encourage them to see privacy as a basic right that gives people control over their personal information.

If internet access is available, participants can explore the privacy settings and permissions of an app they use. If not, printed permission cards work equally well. Encourage participants to think about privacy not only for themselves but also for friends, family members and people involved in community activities.

Session 8. My digital responsibilities: Ethics and respect online**1. Session overview**

Being online gives us many opportunities to communicate, learn and share ideas. At the same time, every action we take online can affect another person. A comment, photo, message or shared post can make someone feel included and respected, or embarrassed, excluded or hurt. This session encourages participants to reflect on their behaviour in digital spaces. Through everyday situations, they explore respect, consent, communication and responsibility online.

2. Duration: 75–90 minutes**3. Recommended group size: 12–25 participants**

4. Age adaptation notes: The activities can be adapted by using situations that are familiar to each age group.

15–18 years: Use examples related to school, friendships, gaming, group chats and social media.

19–24 years: Include situations involving university, volunteering, online collaboration and social media discussions.

25–29 years: Connect the activities with work, community projects, leadership and professional communication.

5. Learning objectives: By the end of the session, participants will be able to:

- recognise what respectful behaviour looks like in digital spaces;

- understand the importance of consent before sharing content about others;
- identify ethical choices when communicating online;
- contribute to creating safer and more inclusive digital communities.

6. Materials needed: flipchart or whiteboard; markers; sticky notes; printed digital dilemma cards; printed “Respect online” checklist; scenario cards for role-play; large sheets of paper.

7. Facilitator preparation

Before the session, prepare several everyday digital situations that young people may experience. Include examples related to sharing photos without permission, online jokes, copying content, group chats, cyberbullying, rumours and respectful communication. Print two digital dilemma cards for each small group and one “Respect online” checklist for each participant.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “How would you feel?”

Place four signs around the room: 😊 happy; 😐 neutral; 😬 uncomfortable; 😡 hurt.

Read different online messages aloud. Examples: “Nice photo!”; “You look different today 😂”; “Why didn’t you reply?”; “Everyone is laughing at this video”; “I’m sharing this because it’s funny”.

Ask participants to stand next to the emotion they think the message could create. After each message, ask: Why did you choose this emotion? Could someone else understand the message differently? What makes online communication different from talking face to face?

Explain: “When we communicate online, people cannot always hear our tone of voice or see our facial expressions. This is why respect and empathy are especially important.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “Rights and responsibilities”

Draw two large circles on the flipchart. Write: My rights; my responsibilities. Ask participants: “What rights do you think you have online?”

Possible answers: privacy; freedom of expression; safety; access to information. Then ask: “If we have these rights, what responsibilities do we also have?”

Possible answers: respect others; ask before sharing photos; avoid spreading rumours; give credit when using someone else’s work; report harmful behaviour.

Explain: “Good digital citizens do not only ask ‘What can I do?’ They also ask ‘How will my actions affect other people?’”

Key messages: Rights and responsibilities go together; respect online is as important as respect offline; every post, comment and message can affect someone else; small actions help create safer digital communities.

Part 3 – Main activity 1: 20–25 minutes

Activity: “Digital dilemmas”

Divide participants into groups of four. Each group receives two digital dilemma cards.

Examples: Your friend wants to post a photo of you, but you do not like it; someone shares homework answers in the class group; a funny meme makes fun of another student; a friend copies someone else’s artwork without giving credit; a classmate is being mocked in a group chat; someone shares private screenshots without permission.

Ask groups to discuss: What is happening? Who could be affected? What would be the respectful thing to do? What would you do if you were there? Groups agree on their response and prepare a short explanation of their decisions.

Part 4 – Main activity 2: 20–25 minutes

Activity: “Our digital community”

Tell participants: “Imagine you are creating a new online community for young people. You want everyone to feel safe, respected and welcome.”

Divide participants into groups and give each group a large sheet of paper. Their task is to create 10 community rules for respectful online communication. Examples: Ask before sharing someone’s photo; respect different opinions; do not spread rumours; give credit when using someone else’s work; report harmful behaviour; think before posting.

After 15 minutes, groups present their rules. As a whole group, combine the strongest ideas into one CYBER Change digital respect charter. Display the charter on the wall and invite participants to sign it as a symbol of their commitment.

Part 5 – Reflection and debrief: 10–15 minutes

Ask participants to complete the sentence: “Respect online means...”

Continue with a few questions: Which digital dilemma was the most difficult? Did hearing other opinions change your thinking? Which community rule is most important to you? What will you do differently after today's session? How can we help everyone feel respected online?

“Being responsible online means thinking about how our actions affect other people and making choices that respect their rights.”

Facilitator notes

Some participants may have experienced cyberbullying or disrespectful behaviour online. Never pressure participants to share personal experiences. Keep the discussion focused on choices, respect and possible solutions rather than blame.

If disagreements arise, remind participants that listening to different opinions respectfully is itself part of responsible digital citizenship.

MODULE 4. DIGITAL PARTICIPATION AND CIVIC ENGAGEMENT**Module Overview**

This module shows young people how digital tools can help them take part in their communities and create positive change. Participants explore simple ways to make their voices heard, support local causes, volunteer online and join digital campaigns.

Through practical group activities, they learn about responsible digital participation and design simple actions that they could realistically use in their own communities.

Why this topic matters

The CYBER Change Needs Assessment showed that young people are active online but rarely use digital tools for community action, volunteering or civic participation. Many want to contribute to social change but need more confidence, practical experience and guidance.

This module helps young people move from passive digital users to active participants in their communities.

Learning Outcomes

After completing this module, participants will understand what digital participation and active citizenship mean in everyday life. They will discover different ways to contribute to their communities through digital tools, volunteering and civic activities. Participants will practise communicating responsibly and working with others to design simple digital actions. They will also reflect on how their online behaviour can support positive social change.

Session 9. From user to digital citizen: Finding your voice online**1. Session overview**

Every day, young people watch videos, comment on posts, chat with friends, share content and follow people or organisations online. These are all forms of digital participation, but young people may not always realise that the same digital tools can also help improve their communities.

This session introduces participants to digital participation and helps them understand that every young person has a voice. Even small online actions can contribute to positive change.

2. Duration: 75–90 minutes**3. Recommended group size: 12–25 participants**

4. Age adaptation notes: The session can be adapted by using community issues and digital platforms that are relevant to participants' daily lives.

15–18 years: Use examples from school, local youth activities, sports clubs and social media. Encourage participants to think about issues they experience every day.

19–24 years: Include topics related to university life, employment, volunteering, mental health and local community initiatives.

25–29 years: Connect the activities with professional life, community leadership, local development and social entrepreneurship.

5. Learning objectives: By the end of the session, participants will be able to:

- explain what digital participation means in everyday life;
- recognise different ways young people can participate online;
- identify issues that matter in their own community;
- explore how digital tools can help young people make a positive difference.

6. Materials needed: flipchart or whiteboard; markers; sticky notes (three colours); printed community issue cards; printed "Participation ladder" worksheet; large sheets of paper.

7. Facilitator preparation

Before the session, prepare several simple examples of youth-led digital participation, such as social media campaigns, online petitions, volunteering initiatives, community fundraising, awareness campaigns or youth consultations.

Prepare community issue cards with topics young people may recognise, such as bullying, littering, lack of youth activities, unemployment, mental health, discrimination, accessibility or environmental issues.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “What did you do online yesterday?”

Ask participants to stand in a circle. Read different online activities one by one. If they did the activity yesterday, they take one step into the circle.

Examples: I liked a post; I watched a video; I commented on something; I shared a post; I searched for information; I signed up for an event; I supported someone’s work online; I reported inappropriate content; I shared useful information with someone.

Afterwards, ask: Which activities were most common? Which ones surprised you? Were any of these actions helping other people? Explain: “Many things we do online are forms of participation. The question is how we can use these actions to contribute to something positive.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “Participation ladder”

Draw a ladder on the flipchart. Write one activity on each step, from bottom to top: Watching; liking; sharing; commenting; joining; volunteering; organising; leading.

Ask participants: Which step do you use most often? Which step would you like to try? Can different steps be useful in different situations?

Explain: “Digital participation is not about becoming famous online. It is about using digital tools to contribute, help others or improve something in your community.” If possible, show one or two simple examples of youth-led digital initiatives.

Key messages: Every young person has a voice; small actions can make a difference; digital participation can start with one simple idea; communities become stronger when more people participate.

Part 3 – Main activity 1: 20–25 minutes

Activity: “Community voices café”

Divide participants into small groups. Place one community issue card on each table. Examples: There are not enough activities for young people; the local park is full of rubbish; young people feel lonely; bullying is common in schools; public spaces are not accessible; many young people do not know about local opportunities.

Each group discusses: Why is this issue important? Who is affected? How does it affect young people? Does something similar happen in our community? After 10 minutes, groups rotate to another table and continue the discussion. At the end, ask each group to choose one issue they believe is important and briefly explain why.

Part 4 – Main activity 2: 20–25 minutes

Activity: “My voice can make a difference”

Ask each group to choose one community issue from the previous activity. Then ask: “Imagine you have only a phone and free digital tools. What could you do?”

Give each group a large sheet of paper. They create a simple action plan by answering: What is the issue? Who needs to know about it? Which digital tool could help? Who could support us? What is one small action we could take this week?

Examples: Create an Instagram story; record a short awareness video; organise an online discussion; share local opportunities; create a WhatsApp volunteer group; start a simple community survey. Groups present their ideas in two minutes. After each presentation, another group gives one positive comment and one suggestion.

Part 5 – Reflection and debrief: 10–15 minutes

Ask participants to complete the sentence: “Today, I realised that my voice...”

Continue with a few questions: Which community issue matters most to you? Did you discover a new way to participate? What is one problem young people could help address? How could digital tools help you support your community?

“You do not need a large campaign to make a difference. Digital participation can begin with one small action that responds to something you care about.”

Facilitator notes

Some participants may feel that they are too young or that their opinions do not matter. Use simple examples to show that youth participation can begin with small and realistic actions. Keep the focus on local issues that participants can recognise and influence. If participants struggle to identify community challenges, encourage them to think about their school, neighbourhood, youth centre, workplace or online communities.

Session 10. Digital action for change: Campaigns, volunteering and community participation

1. Session overview



Many young people want to improve something in their community but are not sure where to start. They may think that creating change requires a lot of money, experience or a large organisation. In reality, many successful initiatives begin with one simple idea and a small group of motivated people. This session helps participants move from identifying a community issue to planning a simple and realistic digital action.

2. Duration: 75–90 minutes**3. Recommended group size: 12–25 participants**

4. Age adaptation notes: Activities should be adapted to local community issues and participants' experience.

15–18 years: Focus on school, neighbourhood and youth centre activities. Encourage simple actions that can realistically be implemented.

19–24 years: Include examples related to university life, volunteering, youth organisations and local community projects.

25–29 years: Connect the activities to local NGOs, entrepreneurship, community leadership and civic initiatives.

5. Learning objectives: By the end of the session, participants will be able to:

- recognise how digital tools can support community action;
- work together to design a simple digital initiative;
- identify practical steps for involving others in a community issue;
- present and improve an idea through peer feedback.

6. Materials needed: flipchart or whiteboard; markers; sticky notes; large sheets of paper (A3); printed “Community action canvas” worksheet; coloured pens; tape or Blu Tack; timer.

7. Facilitator preparation

Before the session, prepare two or three simple examples of youth-led digital initiatives, such as an awareness campaign, online fundraising activity, community clean-up organised through social media or youth volunteering initiative.

Print one “Community action canvas” for each group. The canvas should include: community issue; target group; goal; digital tools; key message; partners; first steps.

8. Session flow**Part 1 – Welcome and icebreaker: 10–15 minutes**

Activity: “Small actions, big change”

Give each participant three sticky notes. Ask them to write examples of small actions they have seen online that helped someone or improved a community.

Examples: Promoting a blood donation campaign; organising a local clean-up; collecting books or clothes; sharing information about missing pets; promoting mental health support; fundraising for someone in need.

Participants place their notes on the wall and group similar ideas together. Ask: Which actions seem easy to organise? Which actions could have a positive impact? What could make these actions successful? Explain: “Many community projects begin with one simple action. Digital tools can help people connect and work together.”

Part 2 – Exploring the topic: 10–15 minutes**Activity: “What makes people join?”**

Show or describe two or three examples of youth-led digital initiatives. Ask: What was the problem? What did the organisers want to achieve? Why did people join? Which digital tools did they use?

Write participants’ answers on the flipchart. Introduce a simple planning model. Every digital action needs: a problem; a goal; people to involve; a clear message; one or two digital tools; a realistic first step. Explain: “Good community projects start with understanding a problem and taking a realistic first step.”

Key messages: Every young person can contribute to positive change; digital tools help people work together; small actions can grow into bigger initiatives; teamwork makes ideas stronger.

Part 3 – Main activity 1: 20–25 minutes**Activity: “Community action lab”**

Divide participants into groups of four or five. Each group chooses one community issue from Session 9 or receives a community issue card.

Examples: Litter in public spaces; loneliness among young people; bullying; low participation in youth activities; mental health awareness; accessibility for people with disabilities; environmental protection.

Give each group a “Community action canvas”. Groups answer: What is the problem? Who is affected? What change do we want to see? Who could help us? Which digital tools could we use? What is one realistic action we could organise in the next month? Encourage participants to develop actions that are simple, realistic and possible with limited resources.

Part 4 – Main activity 2: 20–25 minutes

Activity: “Campaign marketplace”

Ask each group to display its “Community action canvas” on the wall. Half of the participants stay with their project, while the others walk around the room as visitors.

Each group has three minutes to explain: the problem they chose; the digital action they designed; why people should support it. Visitors leave feedback using sticky notes: ★ one thing they like; 💡 one suggestion for improvement; 🤝 one possible partner or supporter.

Participants then switch roles so everyone has the opportunity to present and visit other projects. Groups return to their canvas, review the feedback and spend five minutes improving their action plan. Finish with short presentations of the final ideas.

Part 5 – Reflection and debrief: 10–15 minutes

Ask participants to complete the sentence: “Today, I realised that creating change...”

Continue with a few questions: Which project inspired you? What was difficult about designing a community action? What did you learn from the feedback? Which issue would you like to improve in your community? Which digital tool could help you bring people together?

“Creating change does not always require a big project. A clear goal, a small action and the right people can be a strong starting point.”

Facilitator notes

Some participants may think their ideas are too small to matter. Remind them that community initiatives often begin with small and realistic actions.

Keep groups focused on projects they could realistically implement with limited resources. Avoid ideas that require large budgets or complex planning. Focus on creativity, collaboration and practical first steps rather than creating perfect project plans.

MODULE 5. ONLINE SAFETY AND DIGITAL WELLBEING**Module Overview**

Being online is part of everyday life for most young people. They communicate, learn, shop, socialise and participate in communities through digital technologies. While these opportunities bring many benefits, they also expose young people to risks such as scams, phishing, cyberbullying, identity theft, misinformation and privacy breaches. Learning how to recognise these risks and respond appropriately is an essential life skill.

This module combines practical online safety skills with digital wellbeing. Participants learn how to protect their personal information, communicate safely online, recognise suspicious situations and understand the long-term impact of their digital footprint.

Why this topic matters

The CYBER Change Needs Assessment identified online safety and responsible digital behaviour as one of the biggest learning needs among young people. While participants reported using digital technologies every day, many lacked confidence in recognising online risks, protecting their personal information and evaluating whether digital environments were safe and trustworthy.

This module directly responds to these findings by providing practical tools that help young people become safer, more confident and more resilient digital citizens.

Learning Outcomes

By the end of this module, participants will be able to recognise common online risks and protect their personal information and accounts. They will learn to communicate safely and understand how their digital footprint is created. Participants will explore how to respond when something goes wrong online and how to support others. They will also build confidence in making safe and responsible digital decisions.

Session 11. Stay safe online: Cybersecurity, scams and safe communication

1. Session overview

Every day, we receive messages, emails, links and notifications. Most are safe, but some are designed to trick us into sharing personal information, sending money or downloading harmful files.

This session helps participants recognise common online risks, identify warning signs and practise making safer decisions in everyday digital situations.

2. Duration: 75–90 minutes

3. Recommended group size: 12–25 participants

4. Age adaptation notes: Examples and scenarios should reflect participants' everyday digital experiences and the platforms they use most often.

15–18 years: Use examples from gaming, Instagram, TikTok, Snapchat, WhatsApp and school platforms.

19–24 years: Include examples related to online shopping, university platforms, job offers and banking apps.

25–29 years: Use situations connected with work, freelancing, online services, entrepreneurship and professional communication.

5. Learning objectives: By the end of the session, participants will be able to:

- recognise common online scams and cybersecurity risks;
- identify warning signs in suspicious messages, websites and online communication;
- apply simple strategies to protect personal information and online accounts;
- make safer decisions before clicking, sharing or responding online.

6. Materials needed: laptop and projector (optional); internet connection (optional); flipchart; markers; sticky notes; printed scam scenario cards; printed “Spot the red flags” worksheet; printed cyber safety checklist; smartphones (optional); envelopes and challenge cards.

7. Facilitator preparation

Prepare realistic but fictional examples of phishing emails, fake social media messages, suspicious QR codes, online shopping offers and fake competitions.

Print enough scam scenario cards and “Spot the red flags” worksheets for each group. For the escape room activity, prepare one envelope with six challenge cards for each group. Arrange participants in small groups to encourage discussion and peer learning.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “Would you click?”

Display or read aloud a series of short digital messages. For each message, participants move to one side of the room if they would click and to the other side if they would not.

Examples: “Congratulations! You have won a new smartphone. Click here to claim your prize”; “Your parcel could not be delivered. Please confirm your address”; “Hi! I found your lost wallet. Can you send me your address?”; “Your friend tagged you in a photo”. After each example, ask: Why did you trust it? What made you suspicious? What would you check before clicking?

Explain: “Scammers often use curiosity, urgency or attractive offers to make us react quickly.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “Meet the online tricksters”

Write five terms on the flipchart: Phishing; scam; fake website; strong password; two-factor authentication. Ask participants which terms they already know. Explain each one using simple language and everyday examples. Show one or two examples of fake emails or websites.

Ask: What looks normal? What looks suspicious? Which details would make you stop and check?

Key messages: Scammers often create pressure to make people act quickly; strong and unique passwords help protect accounts; personal information has value; when something feels wrong, stop and check; asking someone for advice is a smart safety step.

Part 3 – Main activity 1: 20–25 minutes

Activity: “Spot the red flags”

Divide participants into groups of four. Give each group three different scam scenario cards.

Examples: A fake online shop offering expensive trainers for €10; a WhatsApp message saying a friend urgently needs money; an email asking you to reset your password immediately; a fake competition asking for personal details; a QR code promising free festival tickets.

Give each group the “Spot the red flags” worksheet. For every scenario, they discuss: What makes this suspicious? Which warning signs do you notice? What would you do? Who could you ask for help? After 15 minutes, each group presents one scenario and explains how they would respond.

Part 4 – Main activity 2: 20–25 minutes

Activity: “Cyber safety escape room”

Tell participants: “Your youth organisation has been hacked! Your team has 20 minutes to complete the challenges and improve its online security.” Each group receives an envelope containing six challenge cards.

Examples: Choose the strongest password; decide which email looks safe; choose the safest Wi-Fi option; identify the fake website; decide what to do when someone asks for your password; match cybersecurity tips with the correct situations.

Groups work together to complete the challenges. When they finish, each team creates a “Top five cyber safety tips” poster for other young people. Groups briefly present their posters and compare their advice.

Part 5 – Reflection and debrief: 10–15 minutes

Ask participants to complete the sentence: “The next time I receive a suspicious message online, I will...”

Continue with a few questions: What warning sign will you remember? Which safety habit could you start using today? What would you tell a friend who receives a suspicious message? Why is online trust important? How can safe digital communication help people trust a community project or organisation?

“Being safe online is not about knowing every scam. It is about slowing down, checking carefully and asking for help when something does not feel right.”

Facilitator notes

Some participants may feel embarrassed if they have previously fallen for a scam. Avoid blaming or judging people. Scams can be convincing, and the focus should remain on recognising warning signs and knowing what to do next.

Keep examples practical and relevant to participants’ everyday experiences. Where possible, use familiar types of messages and situations. If participants become particularly interested in one topic, such as phishing or password security, allow more discussion time and shorten another activity.

Session 12. Your digital footprint: Reputation, resilience and recovery

1. Session overview

Everything we do online leaves traces. Photos, comments, likes, searches and messages can all contribute to our digital footprint. Some of these traces can create positive opportunities, while others may affect our reputation or remain online longer than expected.

This session helps participants understand how online actions shape their digital identity and reputation. They explore ways to build a positive online presence, respond to mistakes and support others in creating respectful digital communities.

2. Duration: 75–90 minutes

3. Recommended group size: 12–25 participants

4. Age adaptation notes: The activities can be adapted by using situations and platforms that are familiar to each age group.

15–18 years: Use examples from Instagram, TikTok, Snapchat, gaming communities and school platforms.

19–24 years: Include examples related to university, volunteering, internships, online dating, part-time jobs and social media networking.

25–29 years: Connect the activities to employment, entrepreneurship, professional networking, community leadership and online advocacy.



5. Learning objectives: By the end of the session, participants will be able to:

- explain what a digital footprint is and how it develops over time;
- recognise how online behaviour can influence personal and professional reputation;
- identify positive and negative digital habits;
- identify practical actions for improving their digital presence;
- develop strategies for responding to online mistakes;
- support peers in creating respectful and responsible online communities.

6. Materials needed: flipchart or whiteboard; markers; sticky notes; printed “Digital footprint timeline” template; printed scenario cards; printed action plan worksheet; smartphones (optional).

7. Facilitator preparation

Prepare several realistic but fictional situations involving digital footprints, such as posting an embarrassing photo, sharing personal information publicly, joining online arguments, creating positive content, deleting old posts or being tagged in unwanted photos.

Prepare two fictional online profiles for the “First impressions online” activity. Remember that the session is not about judging participants’ online behaviour. The focus is on understanding that digital identities can be managed and improved.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “What’s left behind?”

Ask participants to think silently about what they did online yesterday. After one minute, ask: Did you send messages? Watch videos? Like posts? Search for something? Buy something? Upload a photo? Join an online discussion?

Write their answers on the flipchart. Then ask: “Which of these activities leave a digital trace?” Explain that many online activities contribute to our digital footprint. Some traces are active, such as things we intentionally post or share, while others are passive, such as information collected automatically by websites and apps.

Part 2 – Exploring the topic: 10–15 minutes

Activity: “First impressions online”

Show participants two fictional online profiles. One profile includes: respectful posts; volunteering activities; hobbies; creative projects. The second includes: offensive comments; public arguments; inappropriate photos; personal oversharing.

Ask participants: What first impression do you have? Would you trust this person? Would you invite them to volunteer? Would you employ them? Discuss how online profiles do not always show the full picture of a person, but they can still influence how others see them.

Explain: “Your digital reputation is the impression people may form about you based on your online presence and behaviour.”

Key messages: Online actions can leave lasting traces; digital footprints can influence how others see us; positive online habits can create opportunities; mistakes can happen, and we can take responsible steps to address them.

Part 3 – Main activity 1: 20–25 minutes

Activity: “My digital footprint timeline”

Give each participant a printed “Digital footprint timeline”.

Ask them to mark important moments in their online life, such as: first email account; first social media account; a positive online experience; something they learned through technology; an online achievement; a mistake that taught them something; one online action they would repeat; one action they would change.

Remind participants that they do not have to share personal information they would prefer to keep private. In groups of four, participants discuss: What patterns did you notice? Which actions can help build a positive reputation? What lessons can online experiences teach us? What positive digital habits are useful? Each group creates a list titled “Five habits for a positive digital footprint”.

Part 4 – Main activity 2: 20–25 minutes

Activity: “Reputation rescue challenge”

Divide participants into small groups. Each group receives one fictional scenario. Examples: Someone posted an offensive joke several years ago that has recently resurfaced; a volunteer accidentally shared a private photo publicly; someone shared incorrect information without checking it; a young entrepreneur receives negative comments after making a mistake in a community project.

Ask groups to discuss: What happened? Who is affected? What should the person do first? How could they repair trust? How could others support them? What can be learned from the situation?

Groups present their solutions. Explain that online mistakes can often be addressed through taking responsibility, correcting the situation, learning from the experience and communicating respectfully.

Part 5 – Reflection and debrief: 10–15 minutes

Ask participants to complete the sentence: “One thing I want my digital footprint to say about me is...”

Continue with a few questions: What positive digital habit do you already have? What could you improve? How can you support a friend after an online mistake? How can we create safer and kinder online communities? How can a positive digital reputation help when working on community projects?

“Your digital footprint develops over time. Every online choice is an opportunity to build the digital presence you want.”

Facilitator notes

Participants may feel uncomfortable discussing previous online mistakes. Keep the focus on reflection, learning and recovery rather than criticism. Never pressure participants to share sensitive or personal experiences.

Encourage practical questions such as “What could you do next?” rather than “Why did you do that?” Remind participants that everyone continues building and managing their digital footprint throughout life.

PART III. AI FOR GOOD

Artificial Intelligence is becoming part of young people's everyday lives, whether they realise it or not. From search engines and recommendation systems to chatbots, translation tools and content creation platforms, AI is changing the way people learn, communicate, work and solve problems. As these technologies become more accessible, it is increasingly important for young people not only to know how to use them, but also to understand how they work, recognise their limitations and make informed decisions about when and how to rely on them.

The CYBER Change Needs Assessment showed that many young people already use AI tools regularly, mainly to support learning, generate ideas or complete everyday tasks. At the same time, the research highlighted important gaps related to AI literacy, critical use of AI-generated content and understanding the ethical implications of these technologies. Both young people and youth organisations identified the need for practical guidance on using AI responsibly and productively.

MODULE 6. UNDERSTANDING ARTIFICIAL INTELLIGENCE**Module Overview**

This module helps participants develop basic AI literacy by exploring common AI applications, challenging popular myths and discussing both the opportunities and the limitations of these technologies. Through interactive activities and everyday examples, young people will build confidence in talking about AI while learning to question, analyse and use these tools more consciously.

Why this topic matters

The CYBER Change Needs Assessment revealed that AI is already widely used by young people, particularly for learning, generating ideas and finding information quickly. However, many participants also reported

uncertainty about how AI works, how reliable its answers are and how to use it responsibly. The research highlighted the need to strengthen AI literacy, critical thinking and ethical awareness, especially as AI becomes increasingly integrated into education, work and everyday decision-making.

Learning Outcomes

By the end of this module, participants will understand what Artificial Intelligence is and where they already use it in everyday life. They will explore how AI can support learning, creativity and problem-solving. Participants will also recognise the limits and risks of AI-generated content and learn to think critically when using AI tools. Finally, they will reflect on how AI may influence their education, work and communities.

Session 13. AI around us: What artificial intelligence really is

1. Session overview

Artificial intelligence is already part of everyday life, even if we do not always notice it. Many digital tools use AI to recommend content, recognise patterns, answer questions or create new content.

This session helps participants discover where AI appears in the tools they already use, understand in simple terms what AI is and explore common myths about what AI can and cannot do.

2. Duration: 75–90 minutes

3. Recommended group size: 12–25 participants

4. Age adaptation notes: Examples should reflect the digital tools participants already use in their everyday lives.

15–18 years: Use examples from TikTok, Instagram, YouTube, Snapchat, gaming and school platforms.

19–24 years: Include examples from university, online learning, translation apps, navigation apps and AI chatbots.

25–29 years: Use examples related to work, job searching, entrepreneurship, productivity tools and digital services.

5. Learning objectives: By the end of the session, participants will be able to:

- explain in simple words what artificial intelligence is;
- identify everyday situations where AI is used;
- distinguish between AI-powered tools and ordinary digital technologies;
- recognise common myths and misunderstandings about AI;

- think more critically about the role of AI in everyday life.

6. Materials needed: laptop and projector; internet connection (optional); flipchart; markers; sticky notes; printed “AI or not?” cards; printed everyday technology cards; printed AI myth cards; smartphones (optional).

7. Facilitator preparation

Prepare pictures or screenshots of familiar digital tools, such as YouTube, TikTok, Spotify, Google Maps, ChatGPT, Netflix, Google Translate, Siri, Alexa, online shopping recommendations and weather apps.

Prepare a set of “AI or not?” cards showing different technologies and digital services. Examples: Calculator; Google Maps; Spotify recommendations; ChatGPT; email spam filter; YouTube recommendations; Bluetooth speaker; Netflix suggestions; face recognition; flashlight app.

The aim is not for participants to know every correct answer immediately, but to encourage curiosity about where AI appears in everyday life.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “AI or human?”

Tell participants: “I’m going to show you different examples. Your job is to guess whether AI, a human or both are involved.”

Show several examples, such as: A personalized playlist; a translation; a chatbot answering a question; a weather forecast; an image created from a text prompt; a customer service chat; a route suggested by a navigation app.

Participants choose between: 🤖 AI; 👤 human; 🤝 both. After each example, ask: Why did you choose that answer? What made you think AI was involved? Did anything surprise you?

Finish by saying: “AI is already part of many tools and services we use every day, often without us noticing it.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “What does AI really mean?”

Write AI on the flipchart and ask: “What words or ideas come to your mind when you hear ‘artificial intelligence’?” Write participants’ answers on the flipchart.

Then explain simply: “Artificial intelligence refers to computer systems that can perform tasks such as recognising patterns, making predictions, answering questions or creating content using information they have been trained on.”

Ask participants where they may already have encountered AI today. Possible examples: YouTube; TikTok; Netflix; Spotify; Google Translate; navigation apps; ChatGPT; search engines. Explain that AI is often difficult to notice because it can work in the background of everyday digital services.

Key messages: AI is already part of everyday life; AI systems are created by people; AI can be useful but can also make mistakes; AI does not understand or think exactly like a human; people remain responsible for how AI is used.

Part 3 – Main activity 1: 20–25 minutes

Activity: “AI detective”

Divide participants into groups of four. Give each group a set of technology cards. Examples: Calculator; ChatGPT; Spotify; TikTok; Google Maps; email spam filter; alarm clock; Netflix; camera face recognition; search engine; QR code; translation app.

Groups sort the cards into three categories: Uses AI; does not use AI; not sure. When groups finish, discuss the cards together.

Ask: Why did you place it there? How could AI be involved? Could this tool work without AI? Emphasise that some technologies may use AI for certain features but not for everything they do. The “not sure” category encourages participants to ask questions instead of guessing.

Part 4 – Main activity 2: 20–25 minutes

Activity: “AI myth buster”

Explain: “There are many ideas about AI that are not always correct. Let’s investigate some of them.” Read one statement at a time. Participants decide whether they think it is true, false or depends.

Statements: AI knows everything; AI always tells the truth; AI can make mistakes; AI learns patterns from data; AI will replace every job; AI can support people with disabilities; AI has feelings; AI can create images, text and music.

After each statement, ask: Why do you think that? Can you give an example? What information would help us decide? Discuss each statement and clarify the main idea before moving to the next one.

Part 5 – Reflection and debrief: 10–15 minutes

Ask participants to complete the sentence: “Today, I discovered that AI...”

Continue with a few questions: Where do you think you encounter AI most often? Did anything change how you think about AI? What questions do you still have? How could AI help organise a community activity? Which community challenges could AI help people understand better?

“AI can be a useful tool, but we still need to think critically about when, why and how we use it.”

Facilitator notes

Participants may arrive with very different ideas about AI. Some may see it as something almost magical, while others may be worried about it. Avoid presenting AI as either completely positive or completely negative.

Use simple language, familiar examples and questions rather than technical explanations. If participants already use AI tools, invite them to share examples without assuming that everyone has the same experience.

Session 14. AI: Opportunities, limits and risks**1. Session overview**

Artificial intelligence can help us learn, generate ideas, save time and solve problems. However, AI is not always correct. It can make mistakes, provide incomplete information or generate answers that sound convincing but are false.

This session helps participants explore both the opportunities and limitations of AI. Participants learn that AI works best when combined with human judgement, critical thinking and responsible decision-making.

2. Duration: 75–90 minutes**3. Recommended group size: 12–25 participants**

4. Age adaptation notes: Activities should use examples that match participants’ daily lives and digital experience.

15–18 years: Focus on homework, social media, gaming, online learning and everyday questions.

19–24 years: Use examples related to university, job searching, content creation and volunteering.

25–29 years: Connect activities to work, entrepreneurship, project management and community initiatives.

5. Learning objectives: By the end of the session, participants will be able to:

- identify situations where AI can be useful;



- recognise the limits and possible risks of AI-generated information;
- understand why AI-generated information should be checked;
- apply critical thinking when using AI tools;
- recognise the importance of human judgement in important decisions.

6. Materials needed: laptop and projector; internet connection (optional); flipchart; markers; sticky notes; printed AI challenge cards; printed “AI or human?” worksheet; printed fact-checking worksheet; smartphones (optional).

7. Facilitator preparation

Prepare several examples of AI-generated content, including some with small mistakes, incomplete information or opinions presented as facts. Examples may include travel advice, recipes, historical facts, biographies or information about community events.

If internet access is available, prepare an AI tool for a live demonstration. If not, print the AI-generated responses beforehand. Prepare enough AI challenge cards and worksheets for each group.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “Could AI help?”

Read different situations aloud. Participants move to one side of the room if they think AI could help and to the other if they think a person is needed. Participants can stand in the middle if they think both are needed.

Examples: Writing a birthday invitation; translating a text; choosing a career; giving medical advice; planning a holiday; solving an argument between friends; creating a poster; writing a poem; deciding who receives financial support.

After each example, ask: Why did you choose that answer? Could AI help without making the final decision? When is human judgement important? Explain: “AI can support many tasks, but people are still needed for judgement, empathy and responsibility.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “Superpowers and weaknesses”

Draw two columns on the flipchart: AI is good at...; AI is not always good at... Ask participants to suggest ideas. AI is good at: Summarising information; translating; generating ideas; organising information; creating drafts; recognising patterns. AI is not always good at: Understanding emotions; knowing what is

true; making ethical decisions; understanding local context; replacing human relationships; taking responsibility. Discuss why it is important to understand both sides.

Key messages: AI can save time; AI can support creativity; AI can make mistakes; AI should not replace critical thinking; people remain responsible for decisions made using AI.

Part 3 – Main activity 1: 20–25 minutes

Activity: “AI detective challenge”

Divide participants into groups of four. Give each group three AI-generated texts. Examples: A travel recommendation; health information; a short biography; information about climate change; tips for organising a community event.

One text is accurate; one contains factual mistakes; one includes opinions presented as facts. Ask groups to investigate each text using the fact-checking worksheet.

They discuss: Which information seems reliable? What makes you trust or question it? What should be checked? Where could you check it? Would you use this information without verifying it? Groups compare their conclusions. Reveal the problems in each example and discuss which clues helped participants recognise them.

Part 4 – Main activity 2: 20–25 minutes

Activity: “AI advice: Would you follow it?”

Give each group several everyday situations. Examples: Choosing a career; resolving a disagreement with a friend; planning a community event; checking whether online information is true; preparing for a job interview; responding to cyberbullying.

For each situation, groups discuss: Could AI help? What could AI do well? What should people decide themselves? What could go wrong if someone relied only on AI?

Groups create a simple table:

AI can help with	People should decide
Finding ideas	Making the final decision

Organising information	Understanding emotions and context
Creating a first draft	Taking responsibility
Suggesting options	Deciding what is fair or appropriate

Each group presents its ideas. Finish by discussing why AI is most useful as a supporting tool rather than a replacement for human judgement.

Part 5 – Reflection and debrief: 10–15 minutes

Ask participants to complete the sentence: “One thing I will always check before trusting AI is...”

Continue with a few questions: Did any AI mistake surprise you? When would you ask a person instead of AI? How can AI help without replacing our own thinking? Why is human judgement important when decisions affect other people? How could responsible AI use support a community project?

“AI can support us, but we are responsible for checking information and making the final decision.”

Facilitator notes

Participants may have very different opinions about AI. Some may trust it too much, while others may distrust it completely. Encourage balanced discussion focused on both opportunities and limitations.

If internet access is available, demonstrate how changing a prompt can produce different AI responses. Remind participants that a confident-sounding answer is not necessarily a correct answer.

MODULE 7. RESPONSIBLE USE OF AI

Module Overview

Artificial Intelligence can be an incredibly useful tool, but it is not always correct, objective or fair. AI systems generate answers based on the information they have been trained on, which means they can make mistakes, reflect existing biases or produce convincing but inaccurate information. Learning how to ask better questions, verify AI outputs and understand the ethical implications of AI has become an important digital competence.

This module introduces practical strategies for interacting with AI more effectively. Participants learn how different prompts influence AI responses, how to fact-check generated information and why critical

thinking should always accompany the use of AI tools. The second session explores broader ethical questions surrounding AI, including bias, transparency, fairness and accountability, helping young people reflect on the role humans should continue to play in decision-making.

Why this topic matters

The CYBER Change Needs Assessment showed that many young people already use AI for learning, writing, finding information and generating ideas, but often struggle to check the quality and accuracy of AI responses. Young people and youth organisations identified critical thinking, responsible use and AI ethics as important learning needs. This module develops practical AI literacy skills that can be used in learning, work, community activities and social entrepreneurship.

Learning Outcomes

By the end of this module, participants will be able to write clear prompts and critically evaluate AI-generated responses. They will learn to check AI information and recognise possible errors and bias. Participants will explore ethical questions related to AI and automated decisions. They will also learn when AI can be useful and when human judgement is more important.

Session 15. Talk to AI: Prompting, testing and checking AI outputs

1. Session overview

Artificial intelligence works best when we give it clear instructions. The quality of an AI response often depends on the prompt we provide.

This session helps participants practise writing better prompts, comparing AI responses and checking AI-generated information before using or sharing it.

2. Duration: 75–90 minutes

3. Recommended group size: 12–25 participants

4. Age adaptation notes: Activities should be adapted to participants' experience with AI tools.

15–18 years: Use prompts related to school, hobbies, sports and everyday questions.

19–24 years: Include prompts connected with university, volunteering, job applications and community activities.

25–29 years: Use examples related to work, entrepreneurship, project planning and communication.

5. Learning objectives: By the end of the session, participants will be able to:



- understand how prompts influence AI responses;
- write clearer and more effective prompts;
- compare and evaluate AI-generated outputs;
- identify inaccurate or incomplete AI responses;
- check AI-generated information before using or sharing it.

6. Materials needed: laptop and projector; internet connection (if available); AI tool, such as ChatGPT or another generative AI platform; flipchart; markers; printed prompt challenge cards; printed prompt improvement worksheet; printed fact-check checklist; sticky notes; smartphones (optional).

7. Facilitator preparation

If internet access is available, prepare an AI chatbot for participants to use. If internet is unavailable, prepare printed examples of AI conversations showing different prompts and responses.

Prepare prompt challenge cards with tasks such as writing an email, planning an event, generating ideas or explaining a concept. Test some prompts beforehand to demonstrate how clearer instructions can improve AI responses.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “Ask me better”

Ask for one volunteer. Tell them: “I’m thinking of an object in this room. Ask me questions to guess what it is.” After several attempts, ask: What kind of questions helped the most? What made some questions more useful than others?

Explain: “AI works in a similar way. Clearer questions and instructions usually lead to more useful answers.” Give participants examples to improve: **Poor prompt:** “Tell me about climate change.” / **Better prompt:** “Explain climate change to a 16-year-old using simple language and give three examples from everyday life.” / **Poor prompt:** “Help me organise an event.” / **Better prompt:** “Help me organise a community clean-up for 20 young people with a budget of €100.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “The recipe for a good prompt”

Draw five boxes on the flipchart. Explain that a useful prompt can include: Task: What do you want AI to do?; context: Why do you need it?; audience: Who is it for?; format: How should the answer be presented?; limits: Are there any special instructions or restrictions?

Demonstrate with an example. Simple prompt: “Write a poster.” / Improved prompt: “Create a friendly poster inviting teenagers aged 15–18 to join a community clean-up. Use simple language and keep the text under 100 words.” Ask: Which prompt is likely to produce a more useful answer? Why?

Key messages: AI cannot automatically know what we want; clear instructions usually produce more useful results; context helps AI understand the task; AI responses should always be reviewed and improved.

Part 3 – Main activity 1: 20–25 minutes

Activity: “Prompt makeover”

Divide participants into groups of three or four. Give each group three prompt challenge cards. Examples: Plan a community event; write an email; explain recycling; prepare interview questions; create a social media post; suggest fundraising ideas.

Groups first write a simple prompt. They then improve it using the five elements: task; context; audience; format; limits. If AI is available, groups test both prompts and compare the responses. If not, use prepared examples of AI responses.

Ask: Which response was more useful? What changed? Which part of the improved prompt made the biggest difference? Finally, each group creates three tips for writing better prompts and shares them with the others.

Part 4 – Main activity 2: 20–25 minutes

Activity: “Fact or fiction?”

Explain: “AI can sound confident even when the information it gives is incorrect or incomplete.” Give each group an AI-generated text. Some examples should contain incorrect facts, outdated information, invented details or missing information.

Using the fact-check checklist, groups discuss: Which claims should be checked? What makes you question the answer? Which reliable sources could verify it? Would you use or share this answer immediately?

If internet access is available, participants check the information using reliable sources. If not, provide printed fact sheets. Groups present one problem they identified and explain how they checked it. Finish by asking: “What could happen if someone used an AI answer without checking it?”

Part 5 – Reflection and debrief: 10–15 minutes

Ask participants to complete the sentence: “One thing I will do differently when using AI is...”

Continue with questions: What made some prompts more effective? Why is checking AI-generated information important? How could better prompting help you in everyday life? How could AI support a community activity? Which decisions should still depend on people?

“AI is most useful when we give clear instructions, check its answers and use our own judgement.”

Facilitator notes

Participants may expect AI to automatically understand what they want. Encourage them to see prompting as an iterative conversation: ask; review; clarify; improve; check.

Focus on experimentation rather than memorising complicated prompting rules. There is no single “perfect” prompt. The goal is to help participants become more confident at improving their instructions and critically reviewing the answers they receive.

Session 16. Can we trust AI? Bias, ethics and responsible decisions**1. Session overview**

Artificial intelligence can help us make decisions, generate ideas and solve problems, but it is not always fair or correct. Because AI learns from information created by people, it can sometimes repeat stereotypes, miss important perspectives or produce unfair results. This session helps participants understand AI bias, explore ethical questions and recognise why AI should support human decision-making rather than replace it.

2. Duration: 75–90 minutes**3. Recommended group size: 12–25 participants**

4. Age adaptation notes: Activities should use situations that participants can easily relate to.

15–18 years: Use examples from school, social media, gaming and everyday online life.

19–24 years: Include situations related to university, volunteering, accommodation and job applications.

25–29 years: Use examples connected to employment, entrepreneurship, public services and community organisations.

5. Learning objectives: By the end of the session, participants will be able to:

- explain in simple terms what AI bias means;
- recognise that AI does not always produce fair or neutral results;
- identify situations where human judgement is more important than AI;

- discuss ethical questions related to AI;
- make more responsible decisions when using AI tools.

6. Materials needed: flipchart; markers; sticky notes; printed AI scenario cards; printed “Should AI decide?” cards; printed ethical decision worksheet; laptop and projector (optional); internet connection (optional).

7. Facilitator preparation

Prepare several short and realistic scenarios where AI supports decisions. Examples: Selecting which CVs are reviewed first; recommending social media content; deciding which posts appear in a news feed; helping doctors identify possible illnesses; translating information for refugees; supporting loan assessments; helping teachers prepare learning materials.

The aim is not to present AI as dangerous, but to encourage participants to consider when AI can help and when people should remain responsible for decisions.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “Who should decide?”

Read different situations aloud. Participants choose between three positions: AI should decide; AI can help, but a person should decide; a person should decide. Examples: Choosing your next song; translating a message; deciding who receives a scholarship; diagnosing a serious illness; choosing the fastest route home; deciding who gets a job; suggesting a film; deciding whether someone receives social support.

After each situation, ask: Why did you choose this position? Could AI help without making the final decision? What information or context might AI miss? Finish by explaining: “AI can support many decisions, but not every decision should be left to technology.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “Why can AI be unfair?”

Give participants a simple example: Example 1: An AI system is trained mostly using photos of adults. What could happen when it tries to recognise children? / Example 2: An AI writing tool has mainly learned from information available in one language. Could some cultures or communities be less represented?

Explain simply: “AI learns patterns from data. If the information it learns from is incomplete, unbalanced or contains unfair patterns, its results may also be unfair.” Write three words on the flipchart: Data; bias; decisions. Explain each using simple examples.

Key messages: AI learns from existing information; information can be incomplete or unfair; AI can reproduce bias; people remain responsible for important decisions; different perspectives can help us make fairer choices.

Part 3 – Main activity 1: 20–25 minutes**Activity: “AI decision lab”**

Divide participants into groups of four. Give each group one AI scenario card. Examples: A school uses AI to identify students who may need extra support; an employer uses AI to help select job applicants; a social media platform uses AI to decide which news people see; a hospital uses AI to help doctors identify illnesses; a youth centre uses an AI chatbot to answer young people’s questions.

Groups discuss: How could AI help? What could go wrong? Who could be affected? What information or perspectives might be missing? Should a person check the decision? How could the process be made fairer? Groups write their ideas on a flipchart and briefly present their conclusions.

Part 4 – Main activity 2: 20–25 minutes**Activity: “Build the fair AI checklist”**

Tell participants: “Imagine your youth centre wants to start using AI. What rules should everyone follow?” Divide participants into small groups. Each group creates a checklist titled “Using AI responsibly.”

Encourage them to consider: Should we check AI-generated information? Should people know when AI has been used? When should a person make the final decision? How should personal information be protected? How can we check for unfair results? What should happen when AI makes a mistake? Groups present their checklists. Combine the strongest ideas into one CYBER Change Responsible AI Charter and display it in the room.

Part 5 – Reflection and debrief: 10–15 minutes

Ask participants to complete the sentence: “After today’s session, I think AI should...”

Continue with questions: When can AI help people? When should people make the final decision? What should we always check when using AI? Why is fairness important when decisions affect communities? What responsibility do we have when using AI?

“AI can support decisions, but people remain responsible for checking results, considering fairness and making responsible choices.”

Facilitator notes

Avoid presenting AI as either “good” or “bad.” The aim is to help participants understand that its impact depends on how it is designed, used and checked.

Ethical questions may not always have one correct answer. Encourage participants to explain their reasoning, listen to different perspectives and consider who could be affected by a decision. Use familiar examples and simple language. Keep the focus on practical questions: Who benefits? Who could be affected? What might be missing? Who should make the final decision?

MODULE 8. AI FOR SOCIAL IMPACT

Module Overview

Artificial Intelligence can help young people and organisations understand community needs, generate ideas, improve communication and plan social initiatives. However, AI cannot replace human empathy, creativity and judgement. This module helps participants use AI critically and responsibly to support community projects and social entrepreneurship.

Why this topic matters

The CYBER Change Needs Assessment showed that young people already use AI, but mainly for learning, ideas and individual tasks rather than community action or social projects. Many need practical tools and support to turn social ideas into realistic actions. This module shows how AI can support community understanding, social innovation and project development while keeping human judgement and critical thinking at the centre.

Learning Outcomes

By the end of this module, participants will be able to: Use AI tools to better understand community needs; organise information, generate ideas and support project planning; improve accessibility and inclusion using AI; create communication materials and awareness campaigns; critically evaluate AI-generated solutions; recognise the opportunities and limitations of AI in social entrepreneurship and community development.

Session 17. AI for community understanding: Mapping needs and improving accessibility

1. Session overview

Good community projects start by understanding what people really need. AI can help organise information, summarise feedback, identify common themes and make information easier for different people to access. In this session, participants experiment with practical ways to use AI for understanding community needs and improving accessibility. They also learn that AI cannot speak for a community. Real conversations, local knowledge and human judgement must always come first.

2. Duration: 75–90 minutes

3. Recommended group size: 12–25 participants



4. Age adaptation notes: Activities should use community situations that participants can easily recognise.

15–18 years: Use examples related to school, youth activities, public spaces, bullying, transport and environmental issues.

19–24 years: Include examples related to education, employment, mental health, volunteering, housing and opportunities for young people.

25–29 years: Use examples connected to employment, accessibility, community services, entrepreneurship and local development.

5. Learning objectives: By the end of the session, participants will be able to:

- use AI to organise and summarise information about community needs;
- create useful questions for collecting community feedback;
- identify patterns in community feedback with AI support;
- use digital tools to make information more accessible and inclusive;
- check AI-generated conclusions against real community experiences.

6. Materials needed: laptop and projector; internet connection (if available); AI tool, such as ChatGPT or another generative AI platform; flipchart; markers; sticky notes; printed community feedback cards; printed community challenge cards; printed “Community AI Detective” worksheet; accessibility challenge cards; smartphones (optional).

7. Facilitator preparation

Prepare one simple fictional community situation that participants can explore. For example: “A youth centre wants to understand why fewer young people are joining its activities.”

Prepare 15–20 short fictional comments from community members, such as: “Activities happen when I am at school”; “I never know what activities are available”; “The youth centre is too far from my village”; “I would like more sports activities”; “The information is only available in one language”; “I cannot understand some of the information on the website.”

Prepare the comments in printed form. If AI is available, participants will also enter the comments into an AI tool to organise and summarise them. Prepare accessibility challenge cards with tasks such as: simplify a difficult text; translate a short announcement; create captions for a video; rewrite information for a younger audience; describe an image for someone who cannot see it.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “What does our community need?”



Place a large sheet of paper on the wall with the question: “What could make life better for young people in our community?”

Give each participant three sticky notes. Ask them to write one idea on each note. Examples: More youth activities; better transport; safer public spaces; more job opportunities; mental health support; cleaner parks; accessible information. Participants place their notes on the wall. Now ask them to work together to organise similar ideas into groups.

Ask: Which ideas belong together? Which problems appeared more than once? Was it easy to organise all the information? What could happen if we had 500 answers instead of 30? Explain: “When communities collect lots of information, digital tools and AI can help organise it. But people still need to decide what the information really means.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “AI community assistant”

Tell participants: “Imagine that our youth centre received 200 comments from young people. How could AI help us understand them?” Write their ideas on the flipchart. Introduce four simple ways AI can help:

Organise: Put similar comments into groups; summarise: Turn many comments into a shorter overview; find patterns: Identify ideas that appear frequently; prepare questions: Suggest questions for interviews or surveys. Give a simple example.

Community comment: “I would like to attend activities, but the last bus home leaves at 6 p.m.” Ask: What is the problem? What might we assume? What would we still need to ask this person? Then ask AI, or show a prepared AI response, to suggest three follow-up questions. Discuss: Are the questions useful? Is anything missing? Which questions would you change?

Key messages: AI can help organise large amounts of information; AI can help us notice patterns; AI-generated summaries may miss important details; community members are the best source for understanding their own experiences; AI should support community research, not replace it.

Part 3 – Main activity 1: 20–25 minutes

Activity: “Community AI detective”

Divide participants into groups of four. Give each group the same set of fictional community feedback cards. Tell them: “Your youth organisation wants to understand why young people are not participating in local activities. Your team needs to investigate.”

Round 1 – Human analysis: Without AI, groups organise the comments into categories. For example: Transport; communication; timing; accessibility; types of activities; cost. Groups identify the three needs that appear most often.

Round 2 – AI analysis: If AI is available, participants enter the same comments into the AI tool using a prompt such as: “Organise these comments into common themes. Give each theme a simple title and explain the main problem in one sentence.” If internet access is unavailable, give groups a prepared AI-generated analysis.

Groups compare their work with the AI analysis. Ask: What did AI notice? What did your group notice that AI missed? Did AI make any assumptions? Did AI misunderstand anything? Would you trust the AI summary without reading the original comments?

Each group then creates three follow-up questions they would ask real community members before planning a solution. Finish by emphasising: “AI can help us understand information faster, but it cannot replace talking and listening to people.”

Part 4 – Main activity 2: 20–25 minutes

Activity: “Accessibility makeover challenge”

Explain: “Understanding a community also means making sure different people can access and understand information.” Divide participants into small groups. Give each group one accessibility challenge card.

Examples: **Challenge 1:** A youth centre announcement uses long and difficult language. Use AI to rewrite it in simple language. / **Challenge 2:** A community event announcement needs to reach people who speak another language. Use AI to create a draft translation, then identify what should be checked by a fluent speaker. / **Challenge 3:** A youth organisation has created a video. Use AI to prepare a short transcript or captions. / **Challenge 4:** A social media post contains an important image. Use AI to draft a simple image description for someone using a screen reader. / **Challenge 5:** Information about a community project is two pages long. Use AI to create a short, easy-to-read version with the five most important points.

Groups complete their challenge and compare the original version with the AI-supported version. Ask: Is the new version easier to understand? Who could benefit from it? Did AI change or remove any important information? What should a person check before publishing it? Each group presents its improved version and explains which digital skill or AI function they used.

Finish by creating a simple class rule: “Use AI to improve access, but always check meaning, accuracy and respect.”

Part 5 – Reflection and debrief: 10–15 minutes

Ask participants to complete the sentence: “One way AI could help me understand my community is...”

Continue with questions: Which AI task was most useful today? What did AI do faster than people? What did people understand better than AI? How could AI make community information more accessible? Why should we talk to real people before deciding what a community needs?

Finish with the message: “AI can help us organise information, ask better questions and make communication more accessible. But communities are understood by listening to people, not only by analysing data.”

Facilitator notes

Keep the session practical. Participants should spend more time sorting, prompting, comparing, checking and improving than listening to explanations.

Do not focus on complicated AI terminology. The main digital skills are using AI to organise information, summarise feedback, generate questions, identify patterns and improve accessibility. Remind participants that frequent comments do not automatically represent the most important needs. Some people or groups may be missing from the information collected. Encourage participants to ask: “Whose voice is missing?”

Session 18. AI for good: Creating ideas, campaigns and social solutions**1. Session overview**

Artificial intelligence can help young people turn community needs into ideas and actions. It can support brainstorming, planning, communication and content creation, but AI-generated ideas still need to be checked and improved by people.

This session gives participants a practical social-impact challenge. Working in teams, they use AI to develop a solution, create communication materials and plan realistic first steps. The focus is on using AI as a creative and practical tool while keeping human needs, ethics and judgement at the centre.

2. Duration: 75–90 minutes**3. Recommended group size: 12–25 participants**

4. Age adaptation notes: Activities should use community challenges that are relevant to participants’ experiences and interests.

15–18 years: Use issues related to school, bullying, youth activities, public spaces, environmental protection and inclusion.

19–24 years: Include challenges related to education, employment, mental health, volunteering, housing and youth participation.

25–29 years: Use examples connected to employment, entrepreneurship, accessibility, community services, local development and social innovation.

5. Learning objectives: By the end of the session, participants will be able to:

- use AI to generate and improve ideas for community challenges;
- use AI tools to support simple project and campaign planning;
- create digital communication materials for a social initiative;
- critically evaluate and improve AI-generated ideas;
- combine AI support with creativity, teamwork and human judgement.

6. Materials needed: laptop and projector; internet connection (if available); AI tool, such as ChatGPT or another generative AI platform; flipchart; markers; sticky notes; printed social impact challenge cards; printed “AI for Good Challenge” worksheet; large sheets of paper; smartphones (optional).

7. Facilitator preparation

Prepare several social impact challenge cards based on realistic community issues.

Examples: Young people do not know about local volunteering opportunities; a local park has a litter problem; young people feel lonely or isolated; community events are not accessible to everyone; a youth centre struggles to attract new participants; young people need more information about employment opportunities. If AI is available, make sure groups can access an AI tool. If internet access is unavailable, prepare printed AI-generated ideas and responses that groups can analyse and improve.

Prepare one “AI for Good Challenge” worksheet for each group with sections for: community problem; people affected; AI-generated ideas; our chosen solution; digital tools; communication message; possible risks; first steps.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “One problem, many solutions”

Write one simple community problem on the flipchart. For example: “Young people do not participate in activities at the local youth centre.”

Give participants two minutes to think of as many possible solutions as they can. Ask them to write each idea on a sticky note and place it on the wall. Examples: Create an Instagram page; ask young people what activities they want; organise an open day; create a WhatsApp group; invite young people to design activities; make short promotional videos.

Now show participants several additional ideas generated by AI, or ask an AI tool to suggest ideas. Compare the two groups of ideas.

Ask: Which ideas came from people? Which came from AI? Did AI suggest something we missed? Did people suggest something more connected to the local community? Which ideas seem realistic? Explain: “AI can help us generate more possibilities, but people need to decide which ideas actually make sense for their community.”

Part 2 – Exploring the topic: 10–15 minutes**Activity: “From AI idea to good idea”**

Give participants a simple community challenge: “Many young people do not know about volunteering opportunities in their community.” Show an AI-generated solution, for example: “Create a social media campaign encouraging young people to volunteer.”

Ask participants: Is this enough? What information is missing? Who is the campaign for? Which platform should we use? What should the message say? How will we know if it works?

Explain that AI often gives a starting point, but people need to add local knowledge and practical details. Introduce a simple process: Ask: Use AI to generate possibilities; choose: Decide which ideas fit the real community need; improve: Add human experience and creativity; check: Look for problems, risks or missing perspectives; act: Turn the idea into realistic first steps.

Key messages: AI can support creativity and brainstorming; AI can help organise and develop ideas; not every AI suggestion is realistic or appropriate; people understand their communities better than AI; human judgement remains responsible for the final decision.

Part 3 – Main activity 1: 20–25 minutes**Activity: “AI for Good Challenge”**

Divide participants into groups of four or five. Give each group one social impact challenge card.

Examples: A local park is full of rubbish; young people feel isolated; youth activities are poorly attended; young people cannot easily find job opportunities; community information is difficult to understand; some young people cannot access local activities.

Tell groups: “You are a small social innovation team. Your challenge is to use AI to help develop a realistic solution.”

First, groups discuss the problem themselves: Who is affected? What might be causing the problem? What do we already know? What information is still missing? Groups then ask AI to generate possible solutions.

For example: “Suggest five simple and low-cost ideas that a youth group could use to address [community problem]. The ideas should be realistic for a small youth organisation.”

Groups review the AI suggestions and mark each one: Keep; improve; reject. For every idea, ask: Does this respond to the real problem? Is it realistic? Is it inclusive? Could it create any problems? What would we change?

Groups choose one idea and improve it using their own knowledge and creativity. Finish by asking each group to explain one AI suggestion they rejected and why. Emphasise: “Using AI well also means knowing when not to use its suggestions.”

Part 4 – Main activity 2: 20–25 minutes

Activity: “Build the campaign”

Groups now turn their chosen solution into a simple digital action or awareness campaign. Using AI, they can choose two or three practical tasks:

Create a campaign name or slogan; draft a social media post; create a short video script; prepare an event announcement; develop five survey questions; write an email to a possible partner; create a simple action plan; simplify or translate their message for another audience. Groups should not simply copy the AI output. After each AI response, they use three questions: Is it accurate?; is it appropriate for our community?; how can we make it better?

Groups then prepare a simple campaign poster or project canvas containing: The problem; our solution; who we want to reach; our main message; digital tools we will use; how AI helped us; what people changed or improved; our first action.

Each group gives a two-minute pitch. After each presentation, another group gives two pieces of feedback: One thing that works well; one thing that could be improved. Groups make one final improvement based on the feedback.

Part 5 – Reflection and debrief: 10–15 minutes

Ask participants to complete the sentence: “Today, AI helped my team...”

Continue with questions: Which AI task was most useful? Which AI suggestion did your team change or reject? What did people contribute that AI could not? How could AI save time when developing a community project? What should always be checked before using AI-generated content? How could you use these digital skills in a real community initiative?

Finish with the message: “AI can help us explore ideas, create content and plan actions, but positive social change comes from people understanding their communities, working together and taking responsibility for their decisions.”

Facilitator notes

Keep this session strongly experiential and practical. Participants should spend most of their time prompting, comparing, creating, checking and improving rather than listening to explanations.

Encourage participants to use the digital skills developed throughout the AI modules: writing clear prompts, checking AI outputs, identifying bias, improving accessibility, organising information and creating digital content. Do not allow AI to define the community problem for participants. The problem should come from community information, previous activities or real experiences. AI can help explore possible solutions only after participants understand the need.

PART IV. DIGITAL SKILLS FOR SOCIAL ENTREPRENEURSHIP

Social entrepreneurship starts with people, not with ideas. Before trying to solve a problem, it is important to understand what the problem really is, who is affected by it and why it exists. Many projects fail because they are built on assumptions instead of listening to the community.

This part of the manual introduces the first steps of social entrepreneurship. Participants learn how to observe their communities, listen to different perspectives, collect information, use digital tools to support research and make informed decisions before designing a solution. These competences provide the foundation for developing meaningful projects that respond to real community needs rather than assumed ones.

MODULE 9. UNDERSTANDING SOCIAL PROBLEMS**Module Overview**

Every community faces different social, environmental or economic challenges. Some are easy to notice, while others remain hidden because the people affected are rarely heard. Social entrepreneurs begin by asking questions, listening carefully and trying to understand the real experiences of others before proposing solutions.

This module helps participants develop these essential skills. They explore what makes an issue a social problem, practise empathy by looking at challenges from different perspectives and learn simple methods for researching community needs. Participants also discover how digital tools can support community mapping, information gathering and stakeholder identification.

Why this topic matters

The CYBER Change Needs Assessment revealed that many young people are interested in social entrepreneurship and community initiatives but often feel unsure about where to begin. While participants showed creativity and motivation, they also reported difficulties in transforming ideas into

practical projects. Many lacked experience in analysing community needs, conducting research or defining problems before developing solutions.

Youth organisations confirmed these findings, emphasising that young people need more opportunities to learn through practical activities that develop observation, critical thinking, empathy and project planning skills. The research also highlighted the importance of connecting digital competences with real community challenges rather than treating technology as an end in itself.

Learning Outcomes

Participants will learn to recognise social problems by understanding their causes and effects, while exploring community challenges from different perspectives. They will use observation and empathy to better understand people's experiences and needs. Through simple research methods, they will gather information and identify the key stakeholders connected to a problem. Finally, they will use this evidence to create a clear problem statement as the starting point for a social entrepreneurship project.

Session 19. Look around you: Mapping community needs with empathy

1. Session overview

Social entrepreneurship starts by understanding people and the challenges they experience. Sometimes a problem is easy to see, but its causes and effects may be more difficult to understand.

This session takes participants through a practical community exploration. They create a community map, experience the same challenge from different perspectives and practise using empathy to separate what they **know** from what they **assume**. By the end, participants understand that good social solutions begin with listening, observing and asking questions.

2. Duration: 75–90 minutes

3. Recommended group size: 12–25 participants

4. Age adaptation notes: Activities should focus on communities and situations that participants know well.

15–18 years: Use examples from school, neighbourhoods, youth centres, sports clubs and public spaces.

19–24 years: Include issues related to education, employment, transport, housing, mental health, volunteering and youth opportunities.

25–29 years: Connect activities to employment, accessibility, community services, local development and social entrepreneurship.

5. Learning objectives: By the end of the session, participants will be able to:

- identify social, environmental and economic challenges in their communities;
- distinguish between what they observe and what they assume about a problem;
- explore the same community challenge from different perspectives;
- use empathy to better understand the experiences and needs of others;
- use simple digital tools to map community needs and observations.

6. Materials needed: large sheets of paper; flipchart; markers; sticky notes in different colours; printed community character cards; printed “Community Explorer” worksheet; printed empathy map worksheet; coloured stickers; smartphones (optional); laptop and projector (optional); internet connection (optional); digital map or collaborative mapping tool (optional).

7. Facilitator preparation

Prepare several community character cards representing different people who may experience the same community differently.

Examples: A 16-year-old student; a young person looking for work; a young person with a disability; a parent with a small child; an older person living alone; a young person living in a rural area; a volunteer; a local shop owner.

Prepare a simple example of a community map showing places such as a school, youth centre, park, bus stop, health centre, sports area, shops and public spaces. If possible, identify a safe area around the training venue where participants can complete a short observation walk. If this is not possible, use photographs, printed maps or a fictional community.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “See it differently”

Place a simple object in the middle of the room, such as a chair, backpack or water bottle. Ask participants to stand in different places around it. Give them 30 seconds to observe the object without moving. Then ask each participant to describe what they can see. Someone standing in front may see something that a person standing behind cannot see.

Ask participants to change positions and look again. Ask: What changed? Was the object different, or did your perspective change? Could one person see everything? Connect the experience to communities: “A community problem can also look different depending on where we stand and who we are. To understand it better, we need more than one perspective.”

Part 2 – Exploring the topic: 10–15 minutes**Activity: “Problem, cause or effect?”**

Place three signs around the room: Problem; cause; effect. Read short statements connected to one community situation. For example: “Young people rarely attend activities at the youth centre.” / “The last bus leaves before activities finish.” / “Young people feel isolated.” / “Information about activities does not reach rural villages.” / “Some young people stop participating.”

Participants move to the sign that best represents each statement. After each choice, ask participants to briefly explain their reasoning. Show how the ideas can be connected: Cause → problem → effect

For example: Poor transport → young people cannot attend activities → fewer opportunities to meet others.

Explain that the first problem we notice may only be an effect of something deeper.

Key messages: Community problems can have different causes and effects; the first thing we notice may not be the real problem; different people experience the same community differently; observation helps us notice problems, while listening helps us understand them; social entrepreneurs investigate before creating solutions.

Part 3 – Main activity 1: 20–25 minutes**Activity: “Community explorer”**

Divide participants into groups of three or four. Give each group a “Community Explorer” worksheet. If possible, take groups on a 10-minute observation walk around the training venue or neighbourhood.

Their task is to observe the community like researchers. They look for: Places where people meet; places young people use; services available; transport; accessibility; information signs; unused or neglected spaces; environmental problems; positive community resources.

Participants can write notes, mark locations on a printed map or use their smartphones to record observations without photographing identifiable people. If an observation walk is not possible, give groups a large community map or photographs of different community spaces.

When groups return, they create a Community Needs Map. Use three categories: Green: Something that works well; yellow: something that could be improved; red: a possible community problem.

Groups place their observations on the map. Then ask them to choose one red or yellow issue. Before continuing, introduce an important distinction: “We saw...” = observation. / “We think...” = assumption. For example: Observation: “There is no ramp at the entrance.” / Assumption: “People with disabilities cannot participate.”

Ask groups to identify which of their statements are observations and which are assumptions. Finish by asking: “What would we need to investigate before saying that our assumption is true?”

Part 4 – Main activity 2: 20–25 minutes**Activity: “Walk in their shoes”**

Each group keeps the community issue identified in the previous activity. Give every participant a different community character card. For example, if the issue is poor public transport, participants might receive: A student travelling to school; a young person with a disability; a young person working evening shifts; a parent with a small child. Participants now physically move around their community map while imagining the experience of their character.

At different locations, ask them to stop and consider: What might I be trying to do?; what difficulty might I experience?; how might I feel?; what would I need?; what do we still need to ask me?

Groups then complete a simple empathy map for one character: They may see...; they may think or feel...; they may experience...; they may need...; we still need to ask...

Ask groups to mark anything they are not sure about with a question mark. Explain: “Empathy does not mean guessing what another person thinks. It helps us identify what we need to ask them.”

Each group presents its issue from two different perspectives. Ask: Did the problem look different depending on the person? Which assumptions did you discover? Whose perspective might still be missing?

Part 5 – Reflection and debrief: 10–15 minutes

Give participants three sticky notes and ask them to complete: I noticed... / I assumed... / I need to ask... Participants place their notes on the community map.

Continue with questions: What did you notice that you had not considered before? How did changing perspective change your understanding of the problem? Why can assumptions be risky when designing community projects? How could a digital map, online survey or shared document help us collect more community information?

Finish with the message: “Social entrepreneurs do not begin by saying, ‘I know the solution.’ They begin by observing, listening and asking, ‘Do I really understand the problem?’”

Facilitator notes

Be careful with the empathy activity. Participants should not pretend that they fully understand another person’s experience simply because they received a character card. Use the activity to generate questions and curiosity, not conclusions about particular groups.

Encourage participants to separate evidence from assumptions throughout the session. Frequently ask: “How do we know this?”; “Did we observe it?”; “Did someone tell us?”; “Are we assuming it?”; “Who should we ask?”

Include digital skills naturally. Participants can use digital maps to mark locations, shared documents to organise observations or smartphones to record notes. Technology should support community research rather than replace direct observation and communication.

Session 20. From observation to evidence: Research, stakeholders and problem definition

1. Session overview

Noticing a community problem is only the beginning. Before developing a solution, we need evidence to understand what is happening, why it is happening and who is affected.

This session helps participants move from assumptions to evidence. Through practical research activities, they collect and organise information, identify important stakeholders and create a clear problem statement that can become the starting point for a social entrepreneurship project.

2. Duration: 75–90 minutes

3. Recommended group size: 12–25 participants

4. Age adaptation notes: Activities should use community issues that participants know or identified during Session 19.

15–18 years: Use issues related to school, youth activities, public spaces, transport, bullying and the environment.

19–24 years: Include challenges related to education, employment, housing, mental health, volunteering and youth opportunities.

25–29 years: Connect activities to employment, accessibility, community services, local development and social entrepreneurship.

5. Learning objectives: By the end of the session, participants will be able to:

- distinguish between assumptions, opinions and evidence;
- use simple research methods to investigate community needs;
- identify and organise stakeholders connected to a social problem;
- organise information using simple digital tools;
- create a clear, evidence-based problem statement.

6. Materials needed: flipchart; markers; sticky notes in different colours; large sheets of paper; printed community research cards; printed stakeholder map worksheet; printed “Problem Investigator” worksheet; printed problem statement template; smartphones (optional); laptop and projector (optional); internet connection (optional); online survey or shared document tool (optional).

7. Facilitator preparation

Use some of the community issues identified during Session 19 or prepare several simple community challenge cards. Examples: Young people cannot easily access local activities; a public park is poorly maintained; young people struggle to find employment information; community events are not accessible to everyone; young people do not know about volunteering opportunities.

Prepare a small set of fictional research materials for each issue. These can include short interview quotes, survey results, observations or simple statistics.

For example, for low participation in youth activities: “12 out of 20 young people said they did not know when activities happened”; “8 participants said transport was difficult”; “the youth centre mainly promotes activities through Facebook”; “several young people suggested evening or weekend activities.”

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “Fact, opinion or assumption?”

Place three signs around the room: Evidence; opinion; assumption. Read different statements aloud.

Examples: “Young people do not care about volunteering”; “15 out of 20 young people surveyed said they had never heard about local volunteering opportunities”; “I think young people prefer online activities”; “The youth centre organised four activities last month”; “Young people probably do not attend because they are lazy”; “Three participants said the bus schedule prevents them from attending.”

Participants move to the sign that best describes each statement. After each example, ask: Why did you choose this category? How could we check this statement? What evidence would we need? Explain: “Social entrepreneurs should not build solutions only on what they think is happening. They collect evidence to understand what is really happening.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “Become a community researcher”

Create four stations around the room: Observation; interviews; surveys; existing information. Give participants a simple question: “Why are young people not attending activities at the local youth centre?”

Participants move between the four stations. At each station, they have two minutes to decide how that research method could help. For example: Observation: Visit activities and observe attendance. / Interview: Ask young people why they participate or do not participate. / Survey: Collect answers from a larger number of young people. / Existing information: Check attendance records, transport schedules or previous surveys.

After rotating through all stations, ask: Which method gives us numbers? Which helps us understand people's experiences? Why might we need more than one method? Explain that combining different sources can give us a clearer picture.

Key messages: Observation is a starting point, not proof; evidence can come from different sources; asking people directly helps us understand their experiences; one source rarely tells the whole story; digital tools can help collect and organise information; good solutions begin with good research.

Part 3 – Main activity 1: 20–25 minutes

Activity: “Community research sprint”

Divide participants into groups of four or five. Each group chooses one community problem identified during Session 19 or receives a community challenge card. Tell participants: “You are now a community research team. Your job is not to solve the problem. Your job is to understand it better.”

Groups first write three things they think they know about the problem. They then turn each statement into a research question.

For example: Assumption: “Young people do not participate because activities are boring.” / Research question: “What types of activities would young people like to attend?”

Each group then creates a simple research plan containing: What do we need to know? Who should we ask? Which research method could we use? Which digital tool could help us?

Groups then complete a short research sprint. Depending on the setting, participants can interview members of another group, create a five-question digital survey, analyse prepared community feedback or organise fictional research data provided by the facilitator.

Encourage participants to use simple digital tools where possible: An online form for surveys; a spreadsheet for organising answers; a shared document for interview notes; a digital map for location-based information.

After collecting information, groups identify: Three things the evidence tells us; one thing that surprised us; one thing we still do not know. Emphasise: “Research does not always confirm what we believed at the beginning.”

Part 4 – Main activity 2: 20–25 minutes**Activity: “Stakeholder web and problem statement challenge”**

Give each group a large sheet of paper. Ask them to write their community problem in the centre. Explain that a stakeholder is simply a person, group or organisation connected to the problem or affected by it.

Groups identify possible stakeholders and write each one on a sticky note. For example: Young people; parents; schools; youth organisations; municipality; local businesses; transport providers; NGOs; community leaders.

Groups place the stakeholders around the problem. Close to the centre: Directly affected or strongly involved. / Further away: Less directly involved but still connected.

Then give each participant three coloured stickers.

Ask them to mark: Who is most affected?; who knows something important about the problem?; who could help create change?

Groups examine their stakeholder maps and ask: Whose voice have we already heard? Whose voice is missing? Who should we speak to before designing a solution?

Now groups use their research evidence and stakeholder map to create a problem statement. Provide this simple structure:

“[Who] experiences [what problem] because [main causes or barriers], which leads to [main effects]. Our evidence shows that [key evidence].”

For example: “Young people in rural areas have difficulty participating in youth activities because transport is limited and information about activities does not always reach them. This reduces their opportunities to participate and connect with others. Our survey and interviews showed that transport and communication were the most common barriers.”

Groups write their statement on a large sheet of paper. Another group reviews it using three questions: Is the problem clear?; is it supported by evidence?; does it avoid jumping to a solution? Groups use the feedback to improve their final statement.

Part 5 – Reflection and debrief: 10–15 minutes

Give participants three sentence starters: “At first, we thought...” / “The evidence showed...” / “Before creating a solution, we still need to know...” Ask groups to complete the sentences based on their investigation and share one example.

Continue with questions: Did the evidence change any of your assumptions? Which research method was most useful? Whose perspective was missing? How did digital tools help you collect or organise information? Why is it important to define the problem before creating a solution?

“A strong social project does not start with ‘I have a great idea.’ It starts with ‘I understand the problem, I have listened to people and I have evidence.’”

Facilitator notes

Keep the session focused on doing research rather than talking about research. Participants should move between research stations, create questions, collect information, organise evidence, map stakeholders and build a problem statement.

Encourage participants to use digital tools for a clear purpose: online forms to collect information; spreadsheets to organise answers; shared documents to collaborate; digital maps to identify locations and patterns. Technology should make research easier, not replace conversations with people. Frequently ask participants: “How do you know?”; “What evidence supports this?”; “Who told us this?”; “Whose voice is missing?”

Pay particular attention to the final problem statement. Participants may immediately start suggesting solutions. Remind them that this session is about understanding and defining the problem. Solutions will come later.

MODULE 10. DIGITAL TOOLS FOR SOCIAL IMPACT**Module Overview**

Every successful social initiative relies on good organisation, effective communication and teamwork. Digital tools can help young people work together more efficiently, organise tasks, share ideas, manage documents, communicate with different audiences and promote their projects. Whether planning a local campaign, organising volunteers or creating awareness materials, choosing appropriate digital tools can save time and improve collaboration.

This module presents digital technologies as practical resources rather than technical objectives. Participants explore commonly used collaboration platforms, cloud-based tools and simple project management applications that support teamwork. They also learn how visual communication, storytelling and accessible content can help social initiatives reach more people and inspire community engagement.

Why this topic matters

The CYBER Change Needs Assessment found that young people are confident using digital technologies for communication and everyday tasks but have fewer opportunities to develop practical digital

competences for project development and community action. Many participants reported limited experience with digital collaboration tools, project management platforms and digital communication for social initiatives.

Learning Outcomes

By the end of this module, participants will be able to identify and select digital tools that support teamwork, project planning and different stages of a social initiative. They will use simple online platforms to organise tasks, share information and collaborate effectively. Participants will create and adapt digital communication materials for different audiences and purposes. Finally, they will use digital technologies to strengthen participation, teamwork and community engagement.

Session 21. Working together digitally: Collaboration and project management tools

1. Session overview

A good social initiative needs more than a good idea. Team members need to know what they are doing, when tasks should be completed and where important information can be found. Digital tools can make this easier.

This session gives participants practical experience of organising a small community project using digital collaboration tools. Through a hands-on project challenge, they practise sharing information, assigning responsibilities, planning deadlines and choosing appropriate tools for different teamwork needs.

2. Duration: 75–90 minutes

3. Recommended group size: 12–25 participants

4. Age adaptation notes: Activities should use simple tools and projects that match participants' digital experience.

15–18 years: Use familiar examples such as organising a school event, youth activity, sports tournament or community clean-up. Keep digital tools simple and focus on basic teamwork.

19–24 years: Include volunteering activities, awareness campaigns, university projects and youth initiatives. Encourage participants to experiment with different collaboration tools.

25–29 years: Connect activities to NGO projects, social entrepreneurship, community initiatives, volunteer coordination and professional teamwork.

5. Learning objectives: By the end of the session, participants will be able to:

- identify digital tools that can support different teamwork tasks;

- use simple digital tools to organise tasks, responsibilities and deadlines;
- collaborate on shared information and documents;
- select appropriate digital tools for different project needs;
- recognise how good digital organisation can strengthen a social initiative.

6. Materials needed: laptop and projector; internet connection (if available); smartphones or laptops (optional); flipchart; markers; sticky notes; printed digital tool cards; printed community project challenge cards; printed project planning worksheet; task cards; timer.

7. Facilitator preparation

Choose two or three simple digital collaboration tools that participants can explore. Depending on availability, these could include shared documents, cloud storage, digital calendars or simple task-management platforms.

Prepare fictional Community Project Challenge Cards. Examples: Organise a neighbourhood clean-up; organise a youth sports day; create a mental health awareness event; collect books for children; organise a volunteering day; run an environmental awareness campaign.

If internet access is available, prepare one shared document and one simple digital project board before the session. If participants cannot use digital tools directly, prepare printed versions that copy the basic structure of a shared document, calendar and task board. Avoid introducing too many platforms. The purpose is to understand what different tools can help teams do, rather than learning every feature of a particular application.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “The messy project”

Divide participants into groups of four or five. Tell them: “Your team is organising a community clean-up this Saturday. You have five minutes to prepare.”

Give each participant a different piece of information on a small card. Examples: “20 volunteers have registered”; “gloves need to be purchased”; “Maria will contact the municipality”; “the event starts at 10:00”; “someone needs to create a social media post”; “the meeting point has not been confirmed”; “the weather forecast should be checked”; “volunteers need to receive instructions.”

Participants cannot show their cards to each other. They can only speak. After five minutes, stop the activity and ask the group to explain its plan. Then ask: Was any information lost? Did everyone know what they were responsible for? Was it easy to remember everything? What would make this teamwork easier?

Now allow groups to place all their information on one large sheet of paper and organise it together. Ask: “What changed when everyone could see the same information?” Explain that digital collaboration tools do something similar: they help teams keep information, tasks and responsibilities in one shared place.

Part 2 – Exploring the topic: 10–15 minutes**Activity: “Which tool would you choose?”**

Create four stations around the room: Communicate; create together; organise tasks; organise time.

Give participants Digital Tool Cards showing tools or functions such as: Group chat; shared document; shared folder; video meeting; digital calendar; task board; online form; presentation. Participants work in pairs and place each card at the station where they think it is most useful.

Some cards may fit more than one category. Discuss the choices together. For example: Shared document: Write and edit together. / Shared folder: Keep files in one place. / Calendar: Organise meetings and deadlines. / Task board: See what needs to be done and who is responsible. / Group chat: Communicate quickly.

Ask: Could one tool do everything? What happens when a team uses too many tools? Which tools have you already used?

Key messages: Digital tools should make teamwork easier, not more complicated; different tools support different tasks; everyone should know where information is stored; tasks need clear responsibilities and deadlines; simple tools used well are often better than many complicated tools.

Part 3 – Main activity 1: 20–25 minutes**Activity: “Digital project sprint”**

Divide participants into teams of four or five. Each team receives one Community Project Challenge Card.

For example: “Your youth group wants to organise a community clean-up in three weeks. You expect 30 volunteers and want to promote the event online.”

Each participant receives a project role, such as: Coordinator; communication person; volunteer coordinator; logistics person; digital organiser.

Tell teams: “You have 20 minutes to turn this idea into an organised project.”

If devices and the internet are available, teams create a simple digital workspace using available collaboration tools. If not, they use printed templates representing the same tools. Teams must create: A shared project space: Write the project goal and important information in one shared document. / A task board: Create at least six tasks and organise them under **To do; doing; done**.

Examples: Contact municipality; recruit volunteers; create posters; buy materials; confirm meeting point; prepare volunteer instructions. Each task must have one responsible person and one deadline.

A shared calendar: Add at least three important dates, such as a planning meeting, promotion deadline and event date. / A shared folder: Decide which project files should be stored there and how they should be named.

Halfway through the activity, announce: “Project update! The municipality needs your final participant number two days earlier than expected.”

Teams must update their project plan. After the sprint, ask: What did you change? Where did you record the new information? How did everyone know what needed to happen? Explain that real projects change, so digital organisation helps teams respond without losing important information.

Part 4 – Main activity 2: 20–25 minutes

Activity: “Project management relay”

Teams exchange projects. Each team now becomes a new project team taking over someone else's project. Give them five minutes to explore the other team's project board, calendar, documents and task organisation.

They are not allowed to ask the original team questions during these five minutes. Their challenge is to find: What is the project goal?; what needs to happen next?; who is responsible for each task?; what is the next deadline?; where would they find important information?

Then introduce one unexpected situation. Examples: “The person responsible for communication cannot continue.” / “Ten more volunteers want to participate.” / “The event must move to another location.” / “The team has one week less to prepare.”

The new team has five minutes to update the project. Afterwards, the original team returns and checks what happened. Ask: Was your project easy for another team to understand? What information was unclear? Were responsibilities and deadlines visible? What could you organise better?

Give teams five minutes to improve their original project based on what they learned. This activity demonstrates that good digital project management is not only about the person who creates the plan. Information should be clear enough for the whole team to understand and use.

Part 5 – Reflection and debrief: 10–15 minutes

Place four signs around the room: Communication; documents; tasks; deadlines.

Ask participants to stand beside the area they think is most important for successful digital teamwork. In their groups, ask them to complete: “A digital tool is useful when...” / “Digital teamwork becomes difficult when...” / “In my next group project, I will...”

Continue with questions: Which tool or function was most useful today? What happened when responsibilities were unclear? Why are deadlines important? How can shared digital spaces make teamwork more inclusive? What should a team consider when some members have limited internet access or digital experience?

Facilitator notes

Keep the session practical. Participants should spend most of their time using, testing and organising information with digital tools, rather than listening to explanations about platforms. Do not try to teach many applications in one session. Focus on four basic digital functions: communicating, working on shared documents, managing tasks and organising deadlines. The same skills can later be transferred to different platforms.

If participants use specific platforms, demonstrate only the basic functions needed for the activity. Avoid spending too much time creating accounts or explaining advanced features.

Encourage teams to use clear task names, realistic deadlines and shared responsibility. If one participant is more digitally experienced, rotate roles so that this person does not complete the entire activity for the group.

Session 22. Communicating for impact: Digital content, Canva and online communication

1. Session overview

A strong social initiative needs people to understand why it matters and how they can get involved. A good message can attract volunteers, raise awareness, explain a community problem or encourage people to take action.

This session helps participants practise creating clear, engaging and accessible digital communication for social impact. Through hands-on activities, they identify audiences, improve weak messages and use Canva or similar tools to create simple campaign content. The focus is not only on making content attractive, but on making it **clear, ethical, inclusive and useful**.

2. Duration: 75–90 minutes

3. Recommended group size: 12–25 participants

4. Age adaptation notes: Activities should use communication channels and community topics that are familiar to participants.

15–18 years: Use examples from Instagram, TikTok, school activities, youth clubs and local campaigns. Focus on short and simple messages.

19–24 years: Include volunteering campaigns, university initiatives, community events and youth organisations. Encourage participants to adapt messages for different audiences.

25–29 years: Connect activities to NGOs, social entrepreneurship, community projects, professional communication and public campaigns.

5. Learning objectives: By the end of the session, participants will be able to:

- identify the audience, purpose and main message of digital communication;
- create clear and engaging content for a social initiative;
- use simple digital design tools to create campaign materials;
- adapt messages and visuals for different audiences and platforms;
- apply basic accessibility and ethical communication principles.

6. Materials needed: laptop and projector; internet connection (if available); smartphones, tablets or laptops (optional); Canva or another simple design tool (optional); flipchart; markers; sticky notes; printed campaign examples; printed audience cards; printed communication challenge cards; printed “Message Builder” worksheet; printed accessibility checklist; paper and coloured pens.

7. Facilitator preparation

Prepare several examples of simple digital communication materials, such as social media posts, posters, event invitations or awareness messages. Include examples that are clear and effective, as well as some that are confusing, overloaded or difficult to read.

Prepare Audience Cards representing different groups, for example: Teenagers; parents; volunteers; local businesses; community members; young people with limited language skills; local organisations.

Prepare several Communication Challenge Cards connected to realistic social initiatives.

Examples: Recruit volunteers for a community clean-up; promote a free youth workshop; raise awareness about food waste; invite young people to a community consultation; collect books for children; promote an accessible community event.

If internet access is available, make sure participants can access Canva or another available design tool. If not, participants can complete the same activities using paper templates.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “Three-second message”

Display different posters or social media posts one at a time. Show each example for only three seconds. After each example, hide it and ask participants to write on a sticky note: What was the message? / What do you remember? / What were you supposed to do?

Compare answers.

Participants will probably remember some messages clearly while others will be confusing.

Ask: What made a message easy to understand? What made it difficult? Did the image help? Was there too much information? Was the action clear?

Explain: “People often see digital content very quickly. Good communication helps them understand what matters and what they can do.”

Part 2 – Exploring the topic: 10–15 minutes**Activity: “Same project, different people”**

Divide participants into small groups. Give every group the same situation: “A youth centre is organising a community clean-up on Saturday and needs more volunteers.”

Now give each group a different Audience Card. For example: Teenagers; parents; local businesses; existing volunteers; local community members.

Groups have three minutes to create a short invitation for their audience. Invite groups to read their messages. Compare them. Ask: Did everyone use the same language? What information was important for teenagers? What might be important for a local business? Why should communication change depending on the audience?

Introduce four simple questions: Who? Who are we communicating with? / Why? What do we want them to understand? / What? What is the main message? / Action? What should they do next?

Key messages: Good communication starts with knowing the audience; simple messages are often stronger than complicated ones; visuals should support the message, not distract from it; accessible content helps more people participate; social-impact communication should inform and motivate without manipulating people.

Part 3 – Main activity 1: 20–25 minutes**Activity: “Message makeover challenge”**

Divide participants into teams of three or four. Give each team a Communication Challenge Card and a deliberately weak message.

For example: “Hello everyone. We are organising another activity related to environmental issues and community participation and would really appreciate it if people could possibly come and help us because environmental protection is very important. Contact us for more information.”

Tell participants: “Your job is to rescue this message.” Using the Message Builder Worksheet, teams identify: Audience: Who needs to see this? / Purpose: Why are we communicating? / Main message: What is the one thing people should remember? / Action: What should people do? / Tone: How should the message sound?

Teams rewrite the message. Then give them a second Audience Card. For example, their first audience may be young volunteers, while the second is local businesses. They must adapt the same message for the new audience.

Groups exchange their messages with another team. The second team has ten seconds to read each one and answer: What is happening?; why does it matter?; what should I do? If they cannot answer quickly, the original team improves its message.

Part 4 – Main activity 2: 20–25 minutes

Activity: “Create for impact”

Teams now turn their improved message into a real communication product. Using Canva or another simple digital design tool, they create one poster, social media post or digital invitation for their community initiative. If devices are unavailable, participants create the design on paper. Give teams a simple design challenge:

Their content must include: One clear main message; one relevant visual; essential information; one clear call to action; readable text; accessible and respectful language. Halfway through the activity, introduce the Accessibility Challenge. Give each team one additional card: “Someone viewing your content has difficulty reading small text.” / “Someone cannot clearly distinguish some colours.” / “Someone does not speak the language fluently.” / “Someone will hear your social media video but may not see it.” / “Someone will see your video but may not hear it.”

Teams have to adapt their content. Possible improvements include: Making text larger; using strong contrast; simplifying language; adding captions; adding alternative text or image descriptions; avoiding text-heavy designs; making important information available in more than one format.

Teams display their final materials around the room. Give participants sticky notes and organise a short Campaign Gallery Walk.

Participants leave feedback using: Clear: I understand the message. / Engaging: It makes me interested. / Accessible: Different people can understand it. / Action: I know what to do next. Teams review the feedback and make one final improvement.

Part 5 – Reflection and debrief: 10–15 minutes

Ask each team to show the first version of its message and the final version. Ask participants to identify what changed. Then invite them to complete: “Good digital communication should...” / “Before publishing content, I will check...” / “One thing I will do differently when creating digital content is...”

Continue with questions: What made your message clearer? What was more difficult: writing the message or designing it? How did your audience influence your choices? What accessibility change improved your content? How can communication encourage people to participate in a community initiative? When can emotional communication become manipulative?

“Communication for social impact is not about getting the most likes. It is about helping the right people understand, participate and take action.”

Facilitator notes

Keep the session **hands-on**. Participants should spend most of their time creating, testing, adapting and improving communication rather than listening to explanations about design.

Do not focus too much on advanced Canva functions. Participants only need basic digital skills such as choosing a template, adding and editing text, inserting visuals, organising information and exporting or sharing a design. The objective is **effective communication**, not professional graphic design.

Encourage participants to create their own content rather than copying existing campaigns. Remind them to use images and other materials responsibly and to consider permission, copyright and privacy when including photos of other people.

Remind participants that social-impact communication should be ethical. Avoid exaggerated claims, stereotypes, shocking images or messages that present community members only as helpless people. Communication should respect the dignity and voices of the people represented.

MODULE 11. FROM IDEA TO ACTION**Module Overview**

Many young people have ideas for improving their communities but need support turning them into practical projects. This module guides participants through a simple project design process, helping them transform a community challenge into a realistic social initiative. They practise setting SMART objectives, planning activities, assigning roles, identifying resources and choosing useful digital tools. The module concludes with a short project pitch and peer feedback, strengthening teamwork, creativity and the understanding that social entrepreneurship is an ongoing learning process.

Why this topic matters

The CYBER Change Needs Assessment showed that young people are interested in social entrepreneurship and community initiatives but often lack the confidence and practical knowledge needed to transform ideas into action. Participants reported difficulties with project planning, identifying resources, accessing funding and understanding the practical steps involved in implementing an initiative.

Learning Outcomes

By the end of this module, participants will be able to transform a community problem into a realistic project idea with clear SMART objectives. They will plan activities, responsibilities and resources while identifying digital tools that can support implementation. Participants will practise presenting their project ideas clearly and exchanging constructive peer feedback. Finally, they will identify realistic next steps for turning their ideas into community action.

Session 23. From social problem to action plan

1. Session overview

A community problem becomes the starting point for change only when people can turn their ideas into realistic actions. This requires clear objectives, organised tasks, shared responsibilities and the right resources.

This session helps participants transform a community problem into a simple social initiative. Through a practical project challenge, they create SMART objectives, organise activities and responsibilities and use digital tools to build a basic action plan. The focus is on developing practical digital skills for planning, organising, collaborating, managing information and making project decisions.

2. Duration: 75–90 minutes

3. Recommended group size: 12–25 participants

4. Age adaptation notes: Activities should use community problems that are relevant to participants and match their level of project experience.

15–18 years: Use simple initiatives related to school, youth centres, sports, the environment or neighbourhood activities. Focus on small projects that can be completed with limited resources.

19–24 years: Include volunteering, awareness campaigns, employment, mental health, environmental issues and youth participation. Encourage participants to use several digital tools during planning.

25–29 years: Connect activities to social entrepreneurship, NGOs, community services, local development and more structured project planning.

5. Learning objectives: By the end of the session, participants will be able to:

- transform a community problem into a realistic project idea;
- create clear SMART objectives using simple digital planning tools;
- organise project activities, responsibilities, deadlines and resources;
- select appropriate digital tools for different stages of a project;
- create and update a simple digital action plan as a team.

6. Materials needed: laptop and projector; internet connection (if available); smartphones, tablets or laptops (optional); flipchart; markers; sticky notes; printed community problem cards; printed SMART objective cards; printed “From Problem to Project” worksheet; printed Action Plan Canvas; digital calendar or spreadsheet (optional); shared document or task-management platform (optional); timer.

7. Facilitator preparation

Prepare several community problems or allow participants to continue working with problems identified in Sessions 19 and 20. Examples: Young people have limited access to volunteering opportunities; a local park is poorly maintained; young people lack information about employment opportunities; community activities are not accessible to everyone; young people feel isolated; local environmental problems receive little attention.

Prepare one simple digital project-planning space that participants can explore. This could include a shared document for the project idea, a spreadsheet for activities and resources, a digital calendar for deadlines and a task board for responsibilities.

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “From problem to possibility”

Place Community Problem Cards around the room. Examples: “Young people do not know about local volunteering opportunities.” / “The local park is often full of rubbish.” / “Some young people cannot easily participate in community events.” / “Young people have few places where they can meet.”

Participants walk around and stand beside the problem they would most like to improve. Create small teams based on their choices. Give each team five sticky notes and ask: “What could we realistically do about this problem?”

Teams have three minutes to generate as many ideas as possible, with one idea per sticky note. Then introduce three filters: Useful: Does it respond to the real problem? / Possible: Could young people realistically do it? / Digital: Could technology help us make it happen?

Teams choose one idea that passes all three filters. Explain: “A good social project does not need to solve the whole problem. It needs to make one realistic contribution to change.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “Make it SMART”

Display a weak objective: “We want more young people to care about recycling.”

Ask participants: “Could we know when we have achieved this?”

Introducing SMART in simple language: Specific: What exactly do we want to do? / Measurable: How will we know it happened? / Achievable: Can we realistically do it? / Relevant: Does it respond to the problem? / Time-bound: When will it happen?

Give teams several weak objectives. Examples: “Help young people.” / “Improve the environment.” / “Get more volunteers.” / “Raise awareness about mental health.”

Teams use a shared document or worksheet to rewrite one objective. For example: “Recruit 20 young volunteers to participate in two community clean-up activities during the next two months.” Teams exchange objectives and use the five SMART questions to check each other’s work.

Key messages: Good projects start with a clearly understood problem; objectives should describe realistic change; digital tools can make planning and teamwork easier; tasks need responsibilities and deadlines; project plans should be updated when circumstances change.

Part 3 – Main activity 1: 20–25 minutes

Activity: “Build the project digitally”

Tell participants: “Your idea has been accepted. Your team now has one month to prepare the project.” Each team creates a simple digital project workspace. Depending on available technology, this can be created using a shared document, spreadsheet, digital task board or similar tools.

Teams organise their project into six sections: Problem: What problem are we addressing? / Objective: What do we want to achieve? / Activities: What needs to happen? / People: Who will do each task? / Resources: What do we need? / Deadlines: When should each task be completed?

Ask teams to create at least five practical tasks. For example, for a community clean-up: Research possible locations; contact the municipality; recruit volunteers; create digital promotional materials; prepare equipment; organise participant registration; document the activity. Participants then assign each task to a team member and add a deadline.

Next, ask: “Which digital tool would make each task easier?” Teams add a digital tool or function beside relevant tasks. For example: Online form: Volunteer registration. / Shared document: Writing the activity

plan. / Spreadsheet: Budget and participant list. / Digital calendar: Meetings and deadlines. / Task board: Responsibilities and progress. / Design tool: Promotional materials. / Cloud folder: Shared project files.

Emphasise that participants should choose tools because they solve a specific project need, not simply because they are popular.

Part 4 – Main activity 2: 20–25 minutes

Activity: “Project reality check”

Teams exchange their action plans. Each team becomes the review team for another project. They receive a simple checklist: Is the problem clear? / Is the objective SMART? / Are the activities realistic? / Does every important task have a responsible person? / Are the deadlines clear? / Are the digital tools useful for the tasks? / Is anything important missing?

The review team leaves comments directly in the shared document or uses digital sticky notes/comments where possible. Then announce a Project Surprise to each team.

Examples: “Your project has one week less than expected.” / “Your budget has been reduced.” / “Twice as many young people want to participate.” / “One team member can no longer help.” / “The location is no longer available.” / “Some participants cannot register online.”

Teams have five minutes to update their digital action plan. They may need to change deadlines, reassign responsibilities, modify activities or choose another digital tool. Ask: What did you change? Was it easy to update the plan? Which digital tool helped most? Did everyone immediately see the changes? Explain that project plans are working documents. Digital tools make it easier for teams to adapt when circumstances change.

Part 5 – Reflection and debrief: 10–15 minutes

Ask teams to open or display their final action plans. Invite participants to complete three phrases: “Our project can create change by...” / “The digital tool that would help us most is...” / “Our first realistic step is...”

Continue with questions: Which part of project planning was easiest? Which was most difficult? How did SMART objectives improve your idea? Which digital tool helped organise your project most effectively? How did shared documents or digital feedback improve teamwork? What could happen if a team does not clearly assign responsibilities? What is one action your team could realistically take after this session?

Finish with the message: “An idea becomes a project when we give it a clear objective, practical actions, responsibilities and a realistic plan. Digital tools help us organise the journey, but people create the change.”

Facilitator notes

Keep the session strongly experiential and digitally focused. Participants should spend most of their time creating, organising, editing and improving an actual project plan rather than listening to explanations about project management. Encourage participants to practise specific digital competences: creating and editing shared documents; organising information in spreadsheets or tables; assigning digital tasks; setting deadlines; using calendars; sharing files; adding comments and feedback; and updating information collaboratively.

Encourage all team members to participate digitally. Avoid situations where the most digitally confident participant controls the device while everyone else watches. Rotate responsibilities so different participants practise entering information, organising tasks, adding deadlines and giving digital feedback.

Session 24. Pitch your change: Present, improve and take the next step**1. Session overview**

A good project idea becomes stronger when it can be explained clearly, tested with others and improved through feedback. Presenting an idea also helps teams identify what is clear, what is missing and what needs more work.

In this final session, participants turn their action plans into short digital pitches. They practise presenting a community problem, their proposed solution, expected impact and the digital tools that will support their project. Through a practical pitch event and structured peer feedback, teams improve their ideas and identify realistic next steps towards community action.

2. Duration: 75–90 minutes**3. Recommended group size: 12–25 participants**

4. Age adaptation notes: The complexity of the pitch and project expectations should reflect participants' age and experience.

15–18 years: Keep pitches short and visual. Focus on clearly explaining the problem, idea and first action.

19–24 years: Include expected impact, target groups, project activities and digital communication. Encourage participants to create simple digital presentations.

25–29 years: Include stakeholders, resources, implementation steps, expected impact and potential partnerships. Encourage more structured digital presentations.

5. Learning objectives: By the end of the session, participants will be able to:

- organise project information into a clear and convincing pitch;
- use simple digital tools to create and present project ideas;
- communicate a social problem, proposed solution and expected impact clearly;
- provide and receive constructive feedback using digital or printed tools;
- improve a project based on feedback and identify realistic next steps.

6. Materials needed: laptop and projector; internet connection (if available); smartphones, tablets or laptops (optional); presentation or design tool (optional); flipchart; markers; sticky notes; printed “Pitch Builder” worksheet; printed peer feedback cards; printed “Next Step” worksheet; timer; voting stickers.

7. Facilitator preparation

Ask teams to continue working with the social initiatives developed in Session 23. If participants do not have an existing project, prepare simple project cards they can use. Prepare a simple pitch structure: Problem; people affected; solution; expected impact; main activities; digital tools; first step.

If devices are available, participants can create two or three simple digital slides using a presentation or design tool. Avoid requiring complicated presentations. The digital content should support the speaker rather than replace them. Prepare peer feedback cards using three simple categories: **Strong:** What works well? / **Question:** What is still unclear? / **Improve:** What could make the project stronger?

8. Session flow

Part 1 – Welcome and icebreaker: 10–15 minutes

Activity: “Sell me this idea in 30 seconds”

Divide participants into pairs. Give each pair a simple everyday object, either physically or on a card. Examples: Water bottle; notebook; bicycle; reusable bag; umbrella; headphones. One participant has 30 seconds to convince their partner that the object is useful.

Then switch roles. For the second round, introduce a challenge: “This time, you need to know your audience.” Give participants an Audience Card, for example: A student; a parent; a volunteer; an environmental organisation; a local business.

Participants repeat their pitch but adapt it to the audience. Ask: What changed? What made the second pitch stronger? Did you change the information or only the way you presented it?

Explain: “A good pitch is not about saying everything. It is about helping people quickly understand why your idea matters.”

Part 2 – Exploring the topic: 10–15 minutes

Activity: “Build the pitch”



Give each team seven cards: Problem; people; solution; activities; impact; digital tools; next step. Ask teams to organise the cards in the order they think would create the clearest project story. Compare the different sequences.

Introduce a simple pitch structure: The problem: What is happening? / The people: Who is affected? / Our idea: What do we want to do? / Our action: How will it happen? / The impact: What change do we hope to create? / Digital support: How will digital tools help? / The next step: What do we need to do first?

Show a very short example: “Many young people in our area do not know about local volunteering opportunities. We want to create a simple digital information campaign connecting young people with local organisations. We will use social media, an online form and a shared project board to promote opportunities and coordinate volunteers. Our first step will be to contact five local organisations and collect available opportunities.”

Key messages: A pitch should be simple and focused; start with a real community need; explain the solution without unnecessary details; visuals should support the message; show how digital tools have a practical purpose; a good pitch ends with a clear next step.

Part 3 – Main activity 1: 20–25 minutes

Activity: “Create your digital pitch”

Teams return to the action plans created in Session 23. Give each team a Pitch Builder Worksheet. Their challenge is to create a three-minute pitch answering seven questions: What problem are we addressing? / Who is affected? / What is our solution? / What will we actually do? / What change do we hope to create? / Which digital tools will help us? / What is our first realistic step?

Teams then create a simple digital presentation of no more than three slides. For example: Slide 1 – The problem: Community need, target group and one important piece of evidence. / Slide 2 – Our idea: Solution, main activities and expected impact. / Slide 3 – From idea to action: Digital tools, responsibilities and first step.

Encourage participants to apply skills from previous sessions: Use short text; choose relevant visuals; organise information clearly; use readable fonts; avoid overcrowded slides; check accessibility; use respectful images and language. Every team member should contribute to preparing or presenting the pitch. After preparing the slides, teams practise once.

One participant becomes the timekeeper and another becomes the clarity checker. The clarity checker answers: Did I understand the problem?; did I understand the solution?; do I know what happens next? Teams make final changes before presenting.

Part 4 – Main activity 2: 20–25 minutes

Activity: “Community pitch lab”



Create a small pitch event. Each team has: Three minutes to pitch; two minutes to receive questions and feedback. While listening, the other participants act as a Community Feedback Panel. Each participant receives feedback cards or uses a simple shared digital form.

They provide three pieces of feedback: Strong: One part of the project that works well. / Question: One thing they would like to understand better. / Improve: One suggestion that could strengthen the project.

Encourage feedback to be specific. Instead of: “Good presentation.” Use: “Your problem was clear because you explained who is affected.” / Instead of: “The project needs work.” Use: “I would explain more clearly how you will recruit volunteers.”

After all pitches, teams receive their feedback. Tell them: “Feedback does not mean you have to change everything. Your job is to decide which feedback makes your project stronger.”

Teams sort the feedback into: Use now; consider later; not relevant. They then choose two improvements and update their digital pitch or action plan. This reinforces an important digital project skill: using feedback to revise and improve shared digital content.

Part 5 – Reflection and debrief: 10–15 minutes

Activity: “The first 48 hours”

Tell participants: “Imagine this is no longer a training activity. Tomorrow you decide to start your project. What would you actually do first?” Teams open their action plans and identify one action they could realistically complete within 48 hours.

Examples: Contact a youth organisation; create a shared project folder; send an online survey; speak with potential participants; create a social media page; contact a possible partner; organise the first team meeting.

Teams complete three sentences: “Our first step is...” / “The person responsible is...” / “The digital tool that will help us is...”

Invite each team to share its next step. Finish with individual reflection: “One digital skill I developed during this programme is...” / “One thing I feel more confident doing is...” / “One way I could use these skills in my community is...”

“Social change does not begin with a perfect project. It begins when people understand a problem, develop an idea, test it, improve it and take the first realistic step.”

Facilitator notes

Treat this session as a practical project experience rather than a presentation competition. The purpose is to practise communicating, testing and improving ideas, not to identify a “winning” project. Keep the

digital skills visible throughout the session. Participants should practise organising information digitally, creating simple presentations, communicating visually, sharing files, presenting digital content, collecting feedback and editing their work based on feedback.

Encourage simple presentations. Participants do not need advanced animations or complicated designs. A clear three-slide presentation is more useful than an attractive presentation that does not explain the project. Encourage constructive feedback focused on the project rather than the person. Participants should explain what works, what is unclear and what could realistically be improved.

End the session with action rather than only reflection. Even if participants will not immediately implement their projects, identifying one realistic next step helps them understand how a social initiative can move from an idea towards real community action.

REFERENCES

The development of this Manual was informed by and drew on a range of existing frameworks, training materials, methodologies and practical resources in the fields of digital competences, digital citizenship, online safety, artificial intelligence, digital youth work and non-formal education. Particular attention was given to resources that support young people in using digital technologies critically, safely, responsibly and creatively, as well as using digital tools for participation and positive community change.

The key resources consulted during the development of the Manual are listed below.

- CYBER Change – Competent Youth Builders: Entrepreneurship, Resilience and Digital Skills for Change. (2026). *CYBER Change Needs Assessment Report*. Internal project document.
- Digital Life Skills – DLS. (2023–2025). *Digital Life Skills Course, Methodology and E-learning Resources*. Erasmus+ project No. 2023-1-RO01-KA220-YOU-000150903. The project develops resources on digital citizenship, cyber safety, critical thinking, healthy interaction with technology, digital participation and responsible online behaviour.

[Digital Life Skills project and resources](#)

- European Commission, Joint Research Centre. (2022). *DigComp 2.2: The Digital Competence Framework for Citizens – With new examples of knowledge, skills and attitudes*. Publications Office of the European Union. The framework was used as an important reference for identifying digital competence areas addressed throughout the Manual.

[DigComp 2.2 – Digital Competence Framework for Citizens](#)

- Council of Europe. (2022). *Digital Citizenship Education Handbook: Being Online, Well-being Online, Rights Online*. Council of Europe Publishing. The handbook provides a framework and practical guidance related to digital citizenship, media and information literacy, ethics and empathy, online well-being, participation, rights and responsibilities, privacy and security.

[Digital Citizenship Education Handbook](#)

- Council of Europe. (2020). *Digital Citizenship Education – Trainers' Pack*. Council of Europe Publishing. The resource provides training activities and methods for developing digital citizenship competences through participatory education.

[Digital Citizenship Education – Trainers' Pack](#)

- UNESCO. (2023). *Guidance for Generative AI in Education and Research*. UNESCO. The guidance informed the Manual's approach to human-centred, critical, safe and responsible use of generative artificial intelligence.

[UNESCO Guidance for Generative AI in Education and Research](#)



- FEW4Youth – Filling the Gaps in Youth Work. (2023–2025). *Resources and practices for digital youth work*. Erasmus+ project No. 2023-1-CY02-KA210-YOU-000154746. The project, involving Innovation Education Lab, explored digital youth work, digital inclusion and practical tools that youth workers can use to improve their work with young people.

[FEW4Youth project](#)

- e-Mployed. (2022–2023). *Learning resources and Manual for Youth Workers*. Erasmus+ project No. 2021-1-RO01-KA220-YOU-000028913. Coordinated by Innovation Education Lab, the project developed non-formal and experiential learning resources for young people, including activities related to digital skills, problem solving, teamwork, creativity and organisation.

[e-Mployed project and resources](#)

- Skill Up. (2022–2023). *Skill Up Guide*. Erasmus+ project No. 2021-2-BG01-KA210-ADU-000050345. The project developed practical approaches to digital, transversal, entrepreneurial and sustainability competences and provided resources for educators supporting skills development.

[Skill Up project and resources](#)

- SIDE. (2022–2024). *Social Innovation, Project Design and Personal and Professional Development Resources*. Erasmus+ project. The project developed training approaches and tools related to social innovation, project design and management, youth empowerment and active participation.

[SIDE project](#)

- EntrepRURAL Socially. *Project resources and handbooks on social entrepreneurship, storytelling and digital opportunities*. Erasmus+ Youth in Action Strategic Partnership. The project, involving Friends of Romanian Children, promoted social entrepreneurship and non-formal learning among young people from rural areas and explored the use of digital tools in social entrepreneurship.

[EntrepRURAL Socially project](#)

ANNEXES:

Session 1

INFORMATION DETECTIVE WORKSHEET

Look at the information you received. Be a detective and ask questions before you trust or share it.

What are you looking at?

- ☐ News article
- ☐ Social media post
- ☐ Meme
- ☐ AI-generated answer
- ☐ Other: _____

1. WHO CREATED THIS?

Who made or shared this information?

Do you know who they are?

- ☐ Yes ☐ No ☐ Not sure

2. WHY WAS IT CREATED?

What do you think the creator wants to do?

- ☐ Inform us
- ☐ Entertain us
- ☐ Sell something
- ☐ Change our opinion
- ☐ Get likes, clicks or shares
- ☐ Other: _____
- ☐ I am not sure

3. HOW DOES IT MAKE YOU FEEL?

Choose one or more:



- ☐ Happy ☐ Angry ☐ Worried ☐ Surprised
☐ Excited ☐ Afraid ☐ Curious ☐ Nothing

Do you think the creator wants you to feel this way? Why?

4. WHAT INFORMATION IS MISSING?

Is there something you would like to know before you believe this information?

What could you check?

- ☐ The author or creator
☐ The date
☐ The original source
☐ Another website or source
☐ The facts or evidence
☐ The image or video
☐ Other: _____

5. WOULD YOU TRUST OR SHARE IT?

- ☐ Yes
☐ No
☐ I am not sure yet
☐ I would check it first

Why?

MY DETECTIVE DECISION

After checking the information, choose one:

- ☒ **I trust it.**
☐ **I need more information.**
☐ **I don't trust it.**

Session 2

FACT-CHECKING INVESTIGATION CHECKLIST

Stop. Check. Then decide.

Use this checklist before you believe or share information online.

What are you checking?

- ☐ News headline
- ☐ Social media post
- ☐ Photo or video
- ☐ AI-generated answer
- ☐ Other: _____

1. WHAT IS THE CLAIM?

What is the main message?

2. WHO CREATED IT?

Can you see who created or shared the information?

- ☐ Yes
- ☐ No
- ☐ I am not sure

Who is the source?

3. IS THERE EVIDENCE?

Does the post give facts, links, sources or other evidence?

- ☐ Yes
- ☐ No
- ☐ I am not sure

What evidence can you find?

4. CAN YOU CHECK IT SOMEWHERE ELSE?

Can you find the same information from another trustworthy source?

- ☐ Yes
- ☐ No
- ☐ I need more time to check

Where did you check?

Source 1: _____

Source 2: _____

5. ARE THERE ANY WARNING SIGNS?

Tick anything you notice:

- ☐ Very shocking headline
- ☐ Strong emotional language
- ☐ No author or source
- ☐ No evidence
- ☐ Strange website or account
- ☐ Old information presented as new
- ☐ Photo or video without clear context
- ☐ Asking you to share quickly
- ☐ Something else: _____

6. WHAT DO YOU THINK?

After checking, choose one:

- ☒ **I think it is reliable.**
- ☐ **I am not sure. I need more information.**
- ☐ **I think it is misleading or false.**

Why?

Session 3

BREAKING MY DIGITAL BUBBLE**1. WHAT DO I USUALLY SEE?**

Think about your social media feed.

What do you see most often?

- ☐ Music
- ☐ Sports
- ☐ Gaming
- ☐ Fashion
- ☐ News
- ☐ Celebrities
- ☐ Funny videos
- ☐ Jobs or education
- ☐ Community issues
- ☐ Other: _____

Why do you think you see this content?

- ☐ I search for it.
- ☐ I follow similar accounts.
- ☐ I like or share this content.
- ☐ I watch these videos for a long time.
- ☐ The app recommends it to me.
- ☐ I don't know.

2. WHAT MIGHT I BE MISSING?

Think about information that does **not** often appear on your feed.

I rarely see information about:

One topic I would like to know more about:

3. DO I HEAR DIFFERENT OPINIONS?

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When I see an important topic online:

- ☐ I mostly see people who agree with me.
- ☐ I see different opinions.
- ☐ I don't really notice.

4. HOW CAN I STEP OUTSIDE MY BUBBLE?

Choose **two things** you could try:

- ☐ Follow a new organisation or NGO.
- ☐ Read information from a different website.
- ☐ Look for another source before making a decision.
- ☐ Listen to someone with a different opinion.
- ☐ Search for information instead of only using my feed.
- ☐ Ask people outside my usual group what they think.
- ☐ Other: _____

5. MY COMMUNITY

Think of one problem in your community.

The problem is:

Who should you listen to before trying to solve it?

- ☐ Young people
- ☐ Parents
- ☐ Teachers
- ☐ Local organisations
- ☐ Local businesses
- ☐ Municipality
- ☐ People with disabilities

☐ Older people

☐ Other: _____

Session 4

DIGITAL DECISION CHALLENGE

Scenario Cards: **Cut out the cards and give 3 cards to each group.**

SCENARIO CARD 1 — THE FUNDRAISER

Your friend shares a post asking for money for a young person who needs medical treatment.

The story is very emotional and says:

"Please donate today! Every euro can save a life!"

You want to help, but you do not know who created the fundraising page.

What would you do?

SCENARIO CARD 2 — YOUR ACCOUNT WILL BE BLOCKED!

You receive a message:

"Your account will be blocked in 24 hours. Click here now to confirm your password."

The message looks official and includes the logo of the social media platform.

What would you do?

SCENARIO CARD 3 — AI-GENERATED DISASTER IMAGE

You see a shocking photo online showing a large flood in a nearby town.

The post says:

"BREAKING! This is happening right now!"



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People are sharing the image, but someone comments that it may have been created with AI.

What would you do?**SCENARIO CARD 4 — THE YOUTH CENTRE IS CLOSING**

Someone posts:

"The local youth centre is closing next month! The municipality doesn't care about young people!"

Many young people are angry and start sharing the post.

There is no source or official information.

What would you do?**SCENARIO CARD 5 — EASY MONEY**

An influencer says:

"I found a secret way to make €500 every week from your phone! Anyone can do it. Click the link in my profile."

The video has thousands of likes and positive comments.

What would you do?**SCENARIO CARD 6 — THE AMAZING PRODUCT**

Your favourite influencer recommends a product.

They say:

"This changed my life! Everyone should buy it!"

They do not say whether the company paid them to promote it.

What would you do?**SCENARIO CARD 7 — THE SHOCKING HEADLINE**

You see a headline:

"Scientists discover a food that can make you smarter in just seven days!"

The headline sounds exciting, but you do not recognise the website.

Your friend wants to share it. **What would you do?**

SCENARIO CARD 8 — AI SAYS IT IS TRUE

You ask an AI chatbot a question for a school or youth project.

The answer sounds clear and professional. It even gives some numbers and facts.

But you do not know where the information came from.

What would you do before using the information?

SCENARIO CARD 9 — THE ANGRY POST

Someone posts a very angry message about a local organisation.

The person says the organisation treats young people badly.

You know some people who already dislike this organisation, and they are sharing the post.

You only know one side of the story.

What would you do?

SCENARIO CARD 10 — SHARE IT NOW!

You receive a message in a group chat:

"IMPORTANT! Send this to everyone you know before they delete it!"

The message contains a warning about something happening in your community, but it does not say where the information came from.

What would you do?

THINK BEFORE YOU CLICK**Decision Checklist**

Before you click, share, comment or believe something online, take a moment.

 1. STOP

Don't react immediately.

Ask yourself:

- ☐ Do I need to click or share this now?
- ☐ Is this message trying to make me react quickly?
- ☐ Does it make me feel very angry, worried, excited or afraid?

Take a moment before you act.

 2. THINK

Look at the information carefully.

- ☐ Who created or shared it?
- ☐ Do I know and trust the source?
- ☐ Why was it posted?
- ☐ Is it trying to inform me, sell something or change my opinion?
- ☐ Is anything strange or unclear?

 3. CHECK

Don't trust something only because it looks real.

- ☐ Can I find the same information somewhere else?
- ☐ Is there a trustworthy source?
- ☐ Can I check the author, date or website?
- ☐ Is there evidence?
- ☐ Could the photo, video or text be edited or AI-generated?
- ☐ Can I ask someone I trust?

 4. DECIDE

Now decide what to do.

- ☐ I can trust it.
- ☐ I need more information.
- ☐ I will not click.
- ☐ I will not share it.
- ☐ I will check it first.
- ☐ I will ask someone for help.

Why did you make this decision?

★ REMEMBER

STOP → THINK → CHECK → DECIDE

You don't have to react immediately.

If you are not sure, check before you click or share.

Session 5

MY DIGITAL DAY

Think about a **normal day**. When do you use your phone, computer, tablet, TV or other digital tools?

There are **no right or wrong answers**. The goal is simply to notice your habits.

1. MY DIGITAL DAY

Time of Day	What do I use technology for?	How do I usually feel?
 When I wake up	_____	_____
 Morning	_____	_____
 Lunch time	_____	_____
 Afternoon	_____	_____
 Evening	_____	_____
 Before going to sleep	_____	_____

Feelings you can use:

 Happy
  Relaxed
  Connected
  Bored
  Stressed
  Tired
  Distracted
 

Other

2. WHY DO I USE TECHNOLOGY?

Think about your digital day. I mostly use technology to:

- ☐ Talk to friends or family
- ☐ Study or work
- ☐ Find information
- ☐ Watch videos
- ☐ Play games
- ☐ Listen to music



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- ☐ Use social media
- ☐ Create something
- ☐ Relax
- ☐ Because I am bored
- ☐ Because I get a notification
- ☐ Without really thinking about it
- ☐ Other: _____

3. WHAT DO I NOTICE?

One digital habit that helps me:

One digital habit that sometimes wastes my time or distracts me:

When do I use my phone without really thinking about it?

4. TALK WITH A PARTNER

Share your digital day with a partner.

Together, find:

● **One helpful habit:**

● **One habit that could be improved:**

Did your partner have a different digital habit that surprised you?

5. MY SMALL DIGITAL CHANGE

Choose **one small thing** you would like to try.

- ☐ Turn off some notifications.
- ☐ Put my phone away while studying or working.
- ☐ Have some phone-free time.
- ☐ Avoid checking my phone during meals.
- ☐ Spend less time scrolling without a purpose.
- ☐ Use technology for something creative or useful.
- ☐ Other: _____

This week, I will try to:

★ REMEMBER

Technology is a tool.

The goal is not to stop using it, but to **notice our habits and make choices that work better for us.**

HABIT REFLECTION

Think about how you use technology during a normal day. There are **no good or bad answers**. This worksheet is about noticing your habits and deciding what works well for you.

1. A DIGITAL HABIT I HAVE

Choose one habit you do often.

For example: checking notifications, scrolling social media, watching videos before bed, gaming, chatting with friends or using your phone while studying.

My habit is:

2. WHEN DOES IT HAPPEN?

I usually do this:

- ☐ When I wake up
- ☐ While studying or working
- ☐ When I am bored
- ☐ When I am with friends or family
- ☐ During meals
- ☐ When I feel stressed
- ☐ Before going to sleep
- ☐ When I receive a notification
- ☐ Other: _____

3. WHY DO I DO IT?

- ☐ It helps me.
- ☐ It is fun.
- ☐ It helps me relax.
- ☐ I want to connect with others.
- ☐ I am bored.
- ☐ It has become automatic.
- ☐ I don't really know.
- ☐ Other: _____

4. HOW DOES THIS HABIT MAKE ME FEEL?

Before:

☐ Happy ☐ Relaxed ☐ Bored ☐ Stressed ☐ Tired ☐ Other: _____

After:

☐ Happy ☐ Relaxed ☐ Bored ☐ Stressed ☐ Tired ☐ Distracted ☐ Other: _____

5. DOES THIS HABIT HELP ME?

Think about the effect it has on your day.

This habit...	Yes	Sometimes	No
Helps me learn or work	☐	☐	☐
Helps me relax	☐	☐	☐
Helps me connect with people	☐	☐	☐
Distracts me	☐	☐	☐
Takes more time than I want	☐	☐	☐
Affects my sleep or rest	☐	☐	☐

6. KEEP, CHANGE OR STOP?

What would you like to do with this habit?

 **KEEP IT** – It works well for me.

 **CHANGE IT** – It is useful, but I want to manage it better.

 **STOP OR REDUCE IT** – It is not helping me.

My choice: _____

Why?

7. MY SMALL CHANGE

I don't need to change everything at once.

One small thing I can try is:

When will I try it?

Who could support me?

TALK WITH A PARTNER

If you feel comfortable, share your idea with a partner.

Ask each other:

Is the change small and realistic?

What could make it easier?

How can we remind or support each other?

Session 6

My digital wellbeing wheel

Think about how technology affects different parts of your life.

For each area, give yourself a score from **1 to 5**:

1 = Needs a lot of attention

2 = Could be better

3 = Okay

4 = Going well

5 = Going very well

Area	My score 1– 5	Think about...
Sleep	_____	Does technology affect when or how well I sleep?
Learning/work	_____	Does technology help me focus, or does it distract me?
Relationships	_____	Am I present when spending time with other people?
Physical activity	_____	Do I have enough time to move and be active?
Hobbies	_____	Do I make time for activities I enjoy away from screens?
Social media	_____	Does social media usually make me feel good, stressed, pressured or distracted?
Relaxation	_____	Can I relax without constantly checking my phone?
Time outdoors	_____	Do I spend enough time outside and away from screens?

Look at your wheel

Which areas are going well?



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Which area would you most like to improve?

What is one small change you could make?

My digital wellbeing plan

You do not need to change everything at once. Choose **one small and realistic change** that could make your relationship with technology healthier.

1. One digital habit I would like to improve:

2. Why is this important to me?

3. My small goal for this week is:

4. What will I do?

For example: turn off unnecessary notifications; keep my phone away during meals; take regular screen breaks; avoid scrolling before sleep; spend more time outdoors.

5. When will I do it?

6. What could make this difficult?

7. What could help me?

8. Who could support or encourage me?

My one-week challenge

This week, I will:



Session 7

My data backpack cards

Cut out the cards and give one set to each group. Participants place each card under “**I would share**”, “**It depends**” or “**I would keep private**”.

Personal data	Personal data	Personal data
First name	Birthday	Home address
Email address	Phone number	School or workplace
Photos	Current location	Password
Search history	Shopping history	Contacts
Health information	Bank information	ID/passport details

Think before you share

Before sharing personal data, ask:

Who is asking for it?

Why do they need it?

What will they do with it?

Is it necessary to share it?

Could I remove or change it later?

Privacy decision worksheet

Stop. Check. Decide.

Use this worksheet when an app, website or person asks for your personal information.

1. What information or permission is being requested?

2. Who is asking for it?

3. Why do they need it?

4. Is it necessary?

- ☐ Yes
- ☐ No
- ☐ I am not sure

5. What could happen if I share or allow it?

My decision

- ☐ **Accept** – The request makes sense and I am comfortable with it.
- ☐ **Check first** – I need more information before deciding.
- ☐ **Decline** – The information or permission does not seem necessary.

Session 8

Annex. Digital dilemma cards

Cut out the cards and give two cards to each small group.

Card 1. The unwanted photo

Your friend takes a photo of you and wants to post it on social media. You ask them not to, but they say: "It's just a photo. Everyone will like it."

Think about: Who is affected? Is there consent? What would be the respectful choice?

Card 2. The group chat joke

Someone in your group chat shares a meme making fun of another young person. Several people react with laughing emojis.

Think about: Could the joke cause harm? What could you do if you were in the group?

Card 3. The private screenshot

A friend sends you a private message. Another friend asks you to send them a screenshot of the conversation.

Think about: Is a private message yours to share? What could happen if you share it?

Card 4. The copied artwork

Someone finds an illustration online and uses it for a youth campaign without mentioning who created it.

Think about: Is this fair to the creator? What should they do instead?

Card 5. The online rumour

Someone posts a negative story about a young person in your community. You do not know whether the story is true, but people are sharing it.

Think about: What could happen if you share it? What would be the responsible choice?

Card 6. The homework answers

Someone posts all the answers to an assignment in a class group and encourages everyone to copy them.

Think about: Is helping always the same as giving someone the answer? What could you do instead?

Card 7. The hurtful comment

Someone leaves a rude comment under another person's post because they disagree with their opinion.

Think about: Can we disagree respectfully? How could the comment be written differently?

Card 8. The embarrassing video

A funny video of a friend is being shared online. Your friend asks people to stop sharing it.

Think about: What should you do? How could you support the person?

Card 9. Excluded from the group

A group creates a private chat for a community activity but intentionally leaves one participant out because they find them "annoying".

Think about: Is this respectful and inclusive? What could the group do differently?

Card 10. Sharing someone else's story

A young person tells you about a difficult personal experience. You think their story could help your online awareness campaign.

Think about: Can you share their story because the purpose is positive? What permission would you need?

Annex. Respect online checklist

Before I post, comment or share, I check:

- ☐ **Respect:** Could my words or actions hurt, embarrass or exclude someone?
- ☐ **Consent:** Do I have permission to share this photo, message or information?
- ☐ **Privacy:** Am I sharing someone else's private information?
- ☐ **Truth:** Do I know that the information is accurate before sharing it?
- ☐ **Credit:** Have I acknowledged the person who created the content?
- ☐ **Empathy:** How might the other person feel when they see this?
- ☐ **Inclusion:** Is my communication respectful towards different people and opinions?
- ☐ **Action:** If I see harmful behaviour, can I support the person, report it or ask for help?

My digital responsibility

One thing I will think about more carefully before posting or sharing online:

Session 9

Annex. Community issue cards

Cut out the cards and place one on each table. You can also add issues that are relevant to the participants' local community.

Card 1. Not enough activities for young people

Young people in the community say there are few interesting activities or safe places where they can meet.

Think about: Who is affected? What could young people do online to make their needs heard?

Card 2. Rubbish in public spaces

A local park or public area is often full of rubbish and is becoming less pleasant to use.

Think about: Who needs to know? How could digital participation help?

Card 3. Young people feel lonely

Some young people feel isolated and find it difficult to meet others or participate in community activities.

Think about: How could digital tools help people connect and participate?

Card 4. Bullying

Bullying affects young people at school, in the community or online.

Think about: How could young people raise awareness or help create a safer environment?

Card 5. Public spaces are not accessible

Some community spaces or activities are difficult to access for young people with disabilities.

Think about: How could young people make this problem more visible and encourage change?

Card 6. Young people do not know about opportunities

Training, volunteering, jobs and community activities exist, but many young people do not know where to find information about them.

Think about: How could digital tools make these opportunities easier to find?

Card 7. Youth unemployment

Young people find it difficult to access information about jobs, training or opportunities to develop useful skills.

Think about: What information could be shared? Who could help?

Card 8. Mental health awareness

Some young people experience stress or emotional difficulties but do not know where to find reliable information or support.

Think about: How could young people raise awareness while sharing information responsibly?

Card 9. Discrimination

Some young people experience exclusion or unfair treatment because of who they are or their background.

Think about: How could digital participation promote respect, inclusion and equal opportunities?

Card 10. Environmental problems

Young people are concerned about pollution, waste or other environmental problems in their community.

Think about: How could they use their digital voice to encourage community action?

Annex. Participation ladder worksheet

From user to digital citizen

Digital participation can happen in different ways. There is no single “best” step. Different situations need different forms of participation.

Step	What does it mean?	Example
8. Leading	Taking responsibility and helping others participate	Leading a youth digital campaign
7. Organising	Creating an activity or action	Organising an online community event
6. Volunteering	Giving your time and skills	Joining a digital volunteering initiative
5. Joining	Becoming part of an activity	Joining an online youth consultation
4. Commenting	Sharing your opinion	Commenting on a community proposal
3. Sharing	Helping information reach others	Sharing a volunteering opportunity
2. Liking	Showing support	Liking a community campaign
1. Watching	Learning about an issue	Watching a video about a local problem

Where am I on the ladder?

The steps I use most often are:.....

One step I would like to try more often is:.....

One community issue I care about is:.....



One digital action I could take is:.....

Session 10

Annex. Community action canvas

Work with your group to design a **simple and realistic community action**. Keep your idea focused on something young people could realistically start.

1. Community issue

What problem do we want to address?

Who is affected?

2. Our goal

What positive change do we want to see?

3. Our action

What could we realistically organise in the next month?

4. People we want to involve

Who do we want to reach or encourage to participate?

5. Our key message

What do we want people to understand or do?

6. Digital tools

Which digital tools could help us? Choose only what is useful.



- ☐ Social media
- ☐ Messaging apps
- ☐ Online survey or form
- ☐ Video or design tools
- ☐ Shared documents
- ☐ Online meeting tools
- ☐ Other: _____

How will we use them?

7. Partners and supporters

Who could help us?

8. Our first three steps

Step 1: _____**Step 2:** _____**Step 3:** _____

Quick reality check

Before presenting your idea, ask:

- ☐ Does our action respond to a real community need?
- ☐ Is our goal clear?
- ☐ Can we realistically do this with the time and resources available?
- ☐ Are the digital tools useful for our action?
- ☐ Do we know what our first step is?

Session 11

Annex. Scam scenario cards

Cut out the cards and give three different scenarios to each group.

Card 1. Too good to be true

You see an online shop selling trainers that normally cost €150 for only €10. The offer says: **“TODAY ONLY! Buy now before they sell out!”**

Think about: What looks suspicious? What would you check before buying?

Card 2. Urgent message from a friend

You receive a message: **“Hi, I need €50 urgently. My phone is broken, so I’m using another number. Please send it now.”**

Think about: How could you check if this is really your friend?

Card 3. Password warning

You receive an email: **“Your account will be closed in 30 minutes. Click here immediately to confirm your password.”**

Think about: What warning signs do you notice? What should you do instead of clicking?

Card 4. You are the winner!

A social media message says you have won a new smartphone. To receive it, you need to provide your full name, address, phone number and bank details.

Think about: Did you enter the competition? Why do they need this information?

Card 5. Free festival tickets

You see a QR code saying: **“Scan now for two FREE festival tickets!”** You do not know who created or shared the code.

Think about: Would you scan it? What could you check first?

Card 6. Amazing job offer

You receive a message offering an online job with very high pay and no experience required. Before starting, you must pay a €50 “registration fee”.

Think about: What makes this offer suspicious? What would you check?

Card 7. Fake delivery

You receive a text: **“Your parcel could not be delivered. Pay €1.50 to arrange another delivery.”** It includes a link.

Think about: Are you expecting a parcel? How could you check the message safely?

Card 8. Someone needs your code

Someone claiming to be from a service you use asks you to send the verification code that just arrived on your phone.

Think about: Should you share the code? What might they be trying to do?

Annex. Spot the red flags worksheet

Choose one scenario and investigate it with your group.

1. What is happening?

2. Which red flags can you find?

- ☐ Urgent or threatening language
- ☐ Offer seems too good to be true
- ☐ Unexpected message
- ☐ Suspicious link, website or QR code
- ☐ Request for money
- ☐ Request for password or verification code
- ☐ Request for personal or financial information
- ☐ Strange spelling, address or account
- ☐ Unknown sender
- ☐ Other: _____

3. What would you check before responding?

4. What is the safest action?

- ☐ Stop and do not click
- ☐ Check the sender
- ☐ Visit the official website directly
- ☐ Contact the person or organisation another way
- ☐ Block or report the message
- ☐ Ask someone I trust
- ☐ Other: _____

5. Our decision:

Annex. Cyber safety checklist

Stop – check – protect

Before clicking, sharing information or responding online, ask:

- ☐ **Sender:** Do I know who sent this?
- ☐ **Message:** Is it trying to make me act quickly or feel afraid?
- ☐ **Offer:** Does it seem too good to be true?
- ☐ **Link:** Do I know where the link or QR code will take me?
- ☐ **Information:** Is someone asking for personal, financial or login information?
- ☐ **Password:** Am I using a strong and unique password?
- ☐ **Two-factor authentication:** Can I add an extra layer of protection to my account?
- ☐ **Website:** Am I using the real website or app?
- ☐ **Connection:** Am I careful when using public Wi-Fi for sensitive activities?
- ☐ **Help:** If I am unsure, can I stop and ask someone I trust?

If something looks suspicious

Do not: Click quickly; send money; share passwords or verification codes; give personal information because someone pressures you.

Do: Stop; check the sender or website; contact the person or organisation through a trusted channel; block or report suspicious accounts when appropriate; ask for help.

My cyber safety habit

One thing I will do differently to protect myself online:

Session 12

Annex. Digital footprint timeline

Think about how your digital life has developed over time. Add only experiences you feel comfortable including.

1. My first digital memory

Examples: First device, email account, game or social media account.

2. Something positive technology helped me do

Examples: Learn something, make friends, create content, volunteer or find an opportunity.

3. An online achievement I am proud of

4. An online experience that taught me something

5. One online action I would repeat

6. One online action I would do differently today

7. What I want my future digital footprint to show about me

Annex. Reputation rescue scenario cards

Cut out the cards and give one to each small group.

Card 1. The old post

Several years ago, Alex posted an offensive joke. Someone finds the post and shares it again.

Think about: What should Alex do first? How could Alex take responsibility and rebuild trust?

Card 2. The private photo

Mia volunteers with a youth organisation. She accidentally posts a photo from an activity that includes someone who did not agree to have their photo shared.

Think about: Who is affected? What should Mia do?

Card 3. The false information

Mark shares information about a community problem without checking it. Later, he discovers that the information is incorrect, but other people have already shared his post.

Think about: How should Mark correct the situation? What could he do differently next time?

Card 4. The online argument

Sara becomes angry during an online discussion and posts several disrespectful comments. The comments are still publicly visible.

Think about: What could Sara do now? How could she handle a similar disagreement differently?

Card 5. The unwanted tag

Daniel discovers that friends have tagged him in embarrassing photos that are publicly visible.

Think about: What could Daniel do? How should his friends respond?

Card 6. The project mistake

A young entrepreneur makes a mistake during a community project and receives negative comments online. Some criticism is fair, while some comments are insulting.

Think about: How should they respond? Which comments deserve a response and which may not?

Annex. My digital footprint action plan

Choose simple actions that can help you create the digital presence you want.

1. Check**One part of my digital presence I would like to review:**

- ☐ Social media profiles
- ☐ Privacy settings
- ☐ Old posts or comments
- ☐ Photos and tags
- ☐ Public personal information
- ☐ Other: _____

2. Improve**One thing I could change or improve:**

3. Build**One positive thing I would like to show more online:**

- ☐ Skills
- ☐ Interests and hobbies
- ☐ Creative work
- ☐ Volunteering
- ☐ Community activities
- ☐ Professional experience
- ☐ Other: _____

4. My next action**One action I will take:**

When will I do it?

Session 13**Annex. AI or not? cards**

Cut out the cards. Participants decide whether each example involves **AI, a human or both**.

Card 1. Personalised playlist

A music app creates a playlist based on the songs you usually listen to.

Card 2. Online translation

A translation app translates a message from English into Romanian.

Card 3. Chatbot answer

You ask an AI chatbot for ideas for a youth activity, and it generates a response.

Card 4. Social media recommendations

A social media platform recommends videos based on content you previously watched.

Card 5. AI-generated image

Someone writes a text prompt, and a digital tool creates an image.

Card 6. Navigation

A navigation app analyses information and recommends a route to your destination.

Card 7. Customer service chatbot

You contact a company online and receive an automatic response from a chatbot.

Card 8. Social media post

A young person writes a post themselves but uses AI to improve the text.

Annex. Everyday technology cards

Sort the cards into:

USES AI | DOES NOT USE AI | NOT SURE

Technology	Possible AI use
Calculator	Basic calculations normally follow fixed instructions
ChatGPT	Generates responses using AI
Spotify	AI can support personalised recommendations
TikTok	AI can help recommend and organise content
Google Maps	AI can support route and traffic predictions
Email spam filter	AI can help recognise unwanted or suspicious emails
Alarm clock	A basic alarm normally does not need AI
Netflix	AI can help recommend content
Face recognition	AI can help recognise or compare faces
Search engine	AI can support search and ranking features
QR code	A basic QR code itself does not require AI
Translation app	AI can support automatic translation
Bluetooth speaker	A basic speaker does not need AI
Voice assistant	AI can recognise speech and respond to requests
Flashlight app	A basic flashlight function does not need AI

Online shop

AI can recommend products based on user behaviour

Annex. AI myth cards

Cut out the statements. Participants decide: **TRUE, FALSE** or **IT DEPENDS**.

Card 1

“AI knows everything.”

AI has limits and does not have access to all knowledge or information.

Card 2

“AI always tells the truth.”

AI can produce incorrect, incomplete or invented information.

Card 3

“AI can make mistakes.”

AI outputs should be checked, especially when the information is important.

Card 4

“AI learns patterns from data.”

Many AI systems are trained using large amounts of data to recognise patterns.

Card 5

“AI will replace every job.”

AI may change some jobs and tasks, but this does not mean every job will disappear.

Card 6

“AI can support people with disabilities.”

AI can support accessibility through tools such as captions, speech recognition, text simplification and other assistive features.

Card 7

“AI has feelings like a person.”

AI can produce language that sounds emotional, but this does not mean it experiences human feelings.

Card 8

“AI can create text, images and music.”

Generative AI can produce different types of digital content based on instructions or prompts.

Card 9

“If an AI answer sounds confident, it must be correct.”

A confident-sounding answer can still contain mistakes.

Card 10

“People are responsible for how they use AI.”

People still need to make decisions, check outputs and consider the possible effects on others.

Session 14

Annex. AI challenge cards

Give each group three cards. Participants use the **AI fact-checking worksheet** to investigate the responses.

Card 1. Community event

Question to AI: “What are some good ways to promote a community clean-up?”

AI answer: “You could create social media posts, contact local youth organisations, invite volunteers through messaging groups and put posters in community spaces. Make sure people know the date, location, purpose and how to participate.”

Your challenge: What information is useful? What would still need to be adapted or checked?

Card 2. Local information

Question to AI: “What free activities are available for young people in my town this weekend?”

AI answer: “There is a free youth festival in the central park on Saturday at 18:00, with music, workshops and sports activities.”

Your challenge: The answer sounds confident, but no source is provided. Would you trust it? How could you check it?

Card 3. Biography

Question to AI: “Write a short biography of a local community leader.”

AI answer: The response includes a university degree, previous jobs and awards, but you cannot find these details in reliable sources.

Your challenge: What could be wrong? What information should be checked before using the biography?

Card 4. The best career

Question to AI: “What is the best career for a young person?”

AI answer: “Technology is the best career choice because it offers better opportunities than other professions.”

Your challenge: Is this a fact or an opinion? What information about the person is missing?

Card 5. Health advice

Question to AI: “I have been feeling unwell for several days. What should I do?”

AI answer: The AI suggests a possible cause and recommends a specific treatment.

Your challenge: Should someone rely only on this answer? Who could provide appropriate professional advice?

Card 6. Community decision

Question to AI: “Which young people should receive the five available places in our free training programme?”

AI answer: The AI selects five people based on information provided about the applicants.

Your challenge: Should AI make the final decision? What issues of fairness, context and responsibility should people consider?

Annex. AI or human? worksheet

Who should do what?

For each situation, decide whether **AI could help**, **a person should decide**, or **both should be involved**.

Situation	AI	Human	Both
Generate ideas for a community event	☐	☐	☐
Translate a simple text	☐	☐	☐
Decide which career you should choose	☐	☐	☐
Create a first draft of a social media post	☐	☐	☐
Resolve an argument between friends	☐	☐	☐
Organise information from a project	☐	☐	☐
Decide who should receive financial support	☐	☐	☐
Suggest questions for a community survey	☐	☐	☐
Make an important health decision	☐	☐	☐
Prepare ideas for a job interview	☐	☐	☐

Think about it

One task where AI could save time:

One decision where human judgement is especially important:

Annex. AI fact-checking worksheet

Use these questions before trusting or sharing information generated by AI.

1. What does the AI claim?

2. What needs to be checked?

- ☐ Facts and numbers
- ☐ Names and dates
- ☐ Sources
- ☐ Places or events
- ☐ Opinions presented as facts
- ☐ Other: _____

3. Does the AI provide a reliable source?

- ☐ Yes
- ☐ No
- ☐ Not sure

4. Where could you check the information?

- ☐ Official website
- ☐ Trusted organisation
- ☐ Reliable news source
- ☐ Expert or professional
- ☐ More than one reliable source
- ☐ Other: _____

5. What did you discover?

- ☐ The information appears correct
- ☐ Some information is incorrect
- ☐ Some information is missing
- ☐ It contains an opinion presented as fact
- ☐ I still cannot confirm it

Session 15

Annex. Prompt challenge cards

Cut out the cards and give three cards to each group. For each card, participants first write a **simple prompt**, then improve it using the five elements: **task, context, audience, format and limits**.

Card 1. Plan a community event

You want AI to help you plan a community clean-up involving 20 young people.

Your challenge: Write a prompt that asks AI for a simple activity plan.

Card 2. Write an email

You want to invite a local organisation to support a youth volunteering activity.

Your challenge: Write a prompt asking AI to create a short and friendly email.

Card 3. Explain recycling

You need to explain recycling to young people aged 15–18.

Your challenge: Ask AI to explain the topic using simple language and practical examples.

Card 4. Prepare interview questions

Your group wants to ask young people about the lack of activities in their community.

Your challenge: Ask AI to suggest five simple interview questions.

Card 5. Create a social media post

Your youth group is organising a free workshop and wants more young people to participate.

Your challenge: Ask AI to create a short social media post with a clear call to action.

Card 6. Generate fundraising ideas

Your group needs €300 for a small community activity.

Your challenge: Ask AI for realistic and low-cost fundraising ideas suitable for young people.

Annex. Prompt improvement worksheet

Build a better prompt

Start with your first idea:

My simple prompt:

Now improve it.

1. Task – What do I want AI to do?

2. Context – Why do I need it? What does AI need to know?

3. Audience – Who is the answer for?

4. Format – How should the answer be presented?

☐ Short text

☐ List

☐ Table

☐ Email

☐ Social media post

☐ Step-by-step plan

☐ Other: _____

5. Limits – What instructions should AI follow?

Examples: Use simple language; maximum 100 words; suggest only free tools; give three examples.

My improved prompt

Test and compare



Annex. AI fact-check checklist

Before you trust an AI answer

Use this checklist when reviewing AI-generated information.

- ☐ **Facts:** Does the answer contain facts, names, dates, numbers or statistics that should be checked?
- ☐ **Sources:** Does it provide reliable sources, and can I verify them?
- ☐ **Accuracy:** Can I confirm the important information using a trusted source?
- ☐ **Missing information:** Is important context or another perspective missing?
- ☐ **Current information:** Could the information be outdated?
- ☐ **Invented information:** Are there details, sources or examples that may have been made up?
- ☐ **Fact or opinion:** Does the AI present an opinion as if it were a fact?
- ☐ **Context:** Does the answer fit my situation and local context?

My decision

- ☐ **Use it** – I checked the important information.
- ☐ **Improve it** – The answer needs corrections or more information.
- ☐ **Check more** – I am not yet sure it is reliable.
- ☐ **Do not use it** – I found important problems with the answer.

One thing I need to check:

Where will I check it?

Session 16

Annex. AI scenario cards

Card 1. AI and job applications

A company uses AI to help decide which CVs should be reviewed first.

Think about: How could AI help? What could go wrong? Could some applicants be treated unfairly? Who should make the final decision?

Card 2. AI at school

A school uses AI to identify students who may need extra learning support.

Think about: What information might AI use? What could it misunderstand or miss? How should teachers use the result?

Card 3. AI and social media

A social media platform uses AI to decide which news and posts appear in your feed.

Think about: How could this be useful? Could important perspectives be missing? How might this influence what people believe?

Card 4. AI in healthcare

A hospital uses AI to help identify possible illnesses from medical information.

Think about: How could AI support doctors? What could happen if it makes a mistake? Who should make the final decision?

Card 5. AI youth centre chatbot

A youth centre uses an AI chatbot to answer questions about education, employment and local opportunities.

Think about: How could it help young people? What if the information is incorrect or outdated? When should a youth worker become involved?

Card 6. AI and social support

An organisation uses AI to help decide which families should receive financial support.

Think about: Could the data be incomplete? Who could be treated unfairly? Should AI make the final decision?

Card 7. AI translation

A community organisation uses AI to translate important information for refugees and migrants.

Think about: How could this improve access? What could happen if the translation is wrong? How could the organisation check important information?

Card 8. AI and community projects

A youth organisation asks AI to evaluate project applications and recommend which projects should receive funding.

Think about: What could AI help with? What local knowledge might it miss? How could people make the process fairer?

Annex. Should AI decide? cards

Place three signs in different parts of the room. Read the situation cards one at a time and ask participants to move to the position that represents their opinion.

Position cards

 **AI SHOULD DECIDE** /  **AI CAN HELP, BUT A PERSON SHOULD DECIDE** /  **A PERSON SHOULD DECIDE**

Situation cards

1. Choosing the next song in your playlist.
2. Suggesting the fastest route home.
3. Translating a simple message.
4. Recommending a film.
5. Deciding who receives a scholarship.
6. Deciding who gets a job.
7. Helping a doctor identify a possible illness.
8. Deciding whether someone receives social support.
9. Suggesting activities for a youth project.
10. Deciding which community project receives funding.
11. Identifying potentially harmful content on social media.
12. Deciding whether a student needs additional learning support.

After each situation, ask:

Why did you choose this position?

What could AI help with?

What could AI miss?

Who should be responsible for the final decision?

Annex. Ethical decision worksheet

Use the questions to investigate your scenario.

1. What is AI being used for? / 2. How could AI help? / 3. What could go wrong? / 4. Who could be affected by the decision? / 5. What might be missing?

- ☐ Important information
- ☐ Human experience
- ☐ Local context
- ☐ Different perspectives
- ☐ Cultural differences
- ☐ Accessibility needs
- ☐ Other: _____

6. Could the result be unfair to some people? Why?

7. Should a person check the AI result?

- ☐ Yes
- ☐ No
- ☐ It depends

8. Who should make the final decision?

- ☐ AI
- ☐ A person
- ☐ AI can support, but a person should decide

9. How could we make the process safer and fairer?

Responsible AI check

Before using AI, ask:

- ☐ Is the information accurate?
- ☐ Could the data or result be biased?
- ☐ Are different people and perspectives considered?
- ☐ Is personal information protected?
- ☐ Do people know when AI is being used?
- ☐ Can someone question or correct the result?
- ☐ Is a person responsible for the final decision when it affects others?

Session 17**Annex. Community feedback cards**

Community situation: A youth centre wants to understand why fewer young people are joining its activities.

Card 1 “The activities usually happen when I am still at school.”

Card 2 “I often find out about activities after they have already happened.”

Card 3 “The youth centre is too far from my village.”

Card 4 “The last bus home leaves too early.”

Card 5 “I would like more sports and outdoor activities.”

Card 6 “I don’t know anyone there, so I feel uncomfortable going alone.”

Card 7 “Some activities are too expensive for me.”

Card 8 “I would like workshops that could help me find a job.”

Card 9 “The information is only available in one language.”

Card 10 “I find some information on the website difficult to understand.”

Card 11 “The building is difficult to access with a wheelchair.”

Card 12 “I would join if activities were also organised at weekends.”

Card 13 “I follow the youth centre online, but the posts do not always explain how to participate.”

Card 14 “I would like young people to have more influence over which activities are organised.”

Card 15 “I enjoy the activities, but I wish more people knew about them.”

Card 16 “Online activities would sometimes be easier for me to join.”

Possible themes: Transport; timing; communication; accessibility; cost; types of activities; participation; social barriers.

Annex. Community challenge cards**Card 1. Youth activities**

A youth centre notices that fewer young people are attending its activities.

Your challenge: What information would you collect? Who should you ask? How could AI help organise the answers?

Card 2. Youth unemployment

Many young people in the community are having difficulty finding work.

Your challenge: What would you need to understand before suggesting a solution? Which voices should be included?

Card 3. Public transport

Young people from nearby villages say that transport makes it difficult to join activities in town.

Your challenge: What information could you collect? How could AI help identify common problems?

Card 4. Mental health support

Young people say they need better information about available mental health support.

Your challenge: Who should you talk to? How could AI help organise information without replacing professional advice?

Card 5. Accessible community spaces

Some young people cannot easily access local activities or public spaces.

Your challenge: What accessibility barriers should you investigate? Whose experiences are especially important?

Card 6. Missing opportunities

Young people say they often do not know about volunteering, training or community opportunities.

Your challenge: Why might information not be reaching them? How could digital tools and AI help?

Annex. Community AI Detective worksheet

Community issue:.....

1. Human analysis

Organise the feedback into common themes.

Theme 1: _____

Theme 2: _____

Theme 3: _____

Other: _____

Three needs we noticed most often:

1. _____
2. _____
3. _____

2. AI analysis

Ask AI to organise the same comments into themes.

What did AI notice?

What did we notice that AI missed?

Did AI make any assumptions or misunderstand something?

3. Check the conclusion

- ☐ We checked the AI summary against the original comments.
- ☐ We separated what people said from what AI assumed.
- ☐ We considered less frequent but important needs.
- ☐ We asked whose voice might be missing.

4. Ask real people

Three follow-up questions we would ask community members:.....

Annex. Accessibility challenge cards

Cut out the cards and give one challenge to each group.

Challenge 1. Make it easier to understand

A youth centre announcement uses long sentences and difficult words.

Your task: Use AI to rewrite it using short sentences and simple language.

Check: Is the meaning still correct? Was any important information removed?

Challenge 2. Reach another language group

A community event announcement needs to reach people who speak another language.

Your task: Use AI to create a draft translation.

Check: Which words, names, dates or local expressions should a fluent speaker check?

Challenge 3. Make a video easier to access

A youth organisation has created a short video about a volunteering opportunity.

Your task: Use AI to help prepare a transcript or captions.

Check: Are names, numbers and important details correct?

Challenge 4. Describe an image

A social media post contains an important image about a community event.

Your task: Use AI to draft a short image description for someone using a screen reader.

Check: Does the description communicate the important information clearly?

Challenge 5. Shorten important information

A community project description is two pages long.

Your task: Ask AI to create an easy-to-read version with the five most important points.

Check: Did AI remove anything people need to know?

Challenge 6. Adapt for a younger audience

A local organisation has written information using formal and complicated language.

Your task: Use AI to rewrite it for young people aged 15–18.

Check: Is it clear without becoming inaccurate or childish?

Challenge 7. Make an event invitation more inclusive

An event invitation does not explain accessibility, transport or how participants can ask for support.

Your task: Use AI to suggest a clearer and more inclusive version.

Check: Has AI invented any accessibility arrangements that the organisers have not actually confirmed?

Final accessibility check

Before publishing AI-supported content, ask:

- ☐ Is it clear?
- ☐ Is it accurate?
- ☐ Is important information still included?
- ☐ Is the language respectful?
- ☐ Is it accessible to the intended audience?
- ☐ Has a person checked the final version?

Session 18

Annex. Social impact challenge cards

Card 1. Volunteering opportunities

Many young people would like to volunteer, but they do not know where to find opportunities.

Your challenge: How could you make volunteering opportunities easier to find and more attractive to young people?

Card 2. Rubbish in the park

A local park is regularly full of rubbish. Young people use the park, but few participate in keeping it clean.

Your challenge: How could young people help improve the park and encourage others to take care of it?

Card 3. Young people feel isolated

Some young people say they feel lonely and have few opportunities to meet others.

Your challenge: What could help young people connect and participate in community life?

Card 4. Low participation

The local youth centre organises activities, but few young people participate.

Your challenge: How could the youth centre better understand and reach young people?

Card 5. Finding job opportunities

Young people say that information about jobs, internships and training opportunities is difficult to find.

Your challenge: How could you make useful opportunities easier to find and understand?

Card 6. Difficult community information

Important information about local services and activities uses complicated language and long texts.

Your challenge: How could you make this information clearer and more accessible?

Card 7. Activities are not accessible

Some young people face barriers when trying to participate in local events and activities.

Your challenge: How could activities become more inclusive and accessible?

Card 8. Young people are not heard

Young people feel that local organisations make decisions without asking for their opinions.

Your challenge: How could digital tools help young people share their ideas and participate in decisions?

Card 9. Food waste

Local shops, cafés and households throw away food that could still be used.

Your challenge: What small community initiative could help reduce food waste?

Card 10. Lack of environmental awareness

Young people are concerned about environmental problems but do not know what practical actions they can take.

Your challenge: How could you turn their interest into a simple community action?

Annex. AI for Good Challenge worksheet

1. Understand the problem

Our community challenge:

Who is affected?

What do we already know?

What do we still need to find out?

2. Ask AI for ideas

Our prompt:

AI-generated ideas:

1.

2.

3.

4.

5.

3. Keep, improve or reject

Review the AI suggestions.

AI idea Keep Improve Reject

Idea 1 ☐ ☐ ☐

Idea 2 ☐ ☐ ☐

Idea 3 ☐ ☐ ☐

Idea 4 ☐ ☐ ☐

Idea 5 ☐ ☐ ☐

One idea we rejected and why:

4. Our solution

Our chosen idea:

How will we improve the AI suggestion using our own knowledge?

Who do we want to reach?

5. Build the digital action

Choose two or three:

- ☐ Create a campaign name or slogan
- ☐ Draft a social media post
- ☐ Create a short video script
- ☐ Prepare an event announcement
- ☐ Develop survey questions
- ☐ Write an email to a partner
- ☐ Create a simple action plan

- ☐ Simplify information
- ☐ Translate a message

Digital tools we will use:

Our main message:

6. Check before using

- ☐ Does the idea respond to a real community need?
- ☐ Is it realistic?
- ☐ Is it inclusive and accessible?
- ☐ Is the information accurate?
- ☐ Did AI make any assumptions?
- ☐ Is personal information protected?
- ☐ Did people review and improve the AI output?

7. From idea to action

Our first action:

Who will do it?

How did AI help us?

What did people add, change or improve?

Session 19

Annex. Community Explorer worksheet

Explore the community like a researcher. Record what you **actually observe** before deciding what it means.

Area or place explored:

1. What do we notice?

- ☐ Places where people meet
- ☐ Places young people use
- ☐ Youth, health or community services
- ☐ Public transport
- ☐ Accessibility
- ☐ Information signs
- ☐ Parks and public spaces
- ☐ Unused or neglected spaces
- ☐ Environmental problems
- ☐ Positive community resources
- ☐ Other: _____

2. Create your community needs map

Mark your observations:

● **Green** – Something that works well / ● **Yellow** – Something that could be improved / ● **Red** – A possible community problem

One positive community resource we noticed:

One issue we want to explore further:

3. Observation or assumption?

We saw...

We think this might mean...

What evidence do we have?

What do we still need to investigate? / Who could we ask?



Annex. Empathy map worksheet**Community issue:****Person or character:**

They may see...

What might they notice around them?

They may think or feel...

What might they think or feel about the situation?

They may experience...

What barriers or difficulties might they experience?

They may need...

What could make the situation easier or better?

We still need to ask...

What do we not know about their real experience?

1.

2.

3.

Session 20

Annex. Community research cards

Card 1. Observation

Look at what is happening.

You can observe places, activities, behaviour, accessibility or participation.

Example: Visit a youth activity and observe how many young people attend.

Ask yourself: What can we see? What can we record? What can observation not tell us?

Card 2. Interviews

Talk directly to people.

Ask open questions to understand experiences, opinions and needs.

Example: Ask young people why they participate or do not participate in youth activities.

Ask yourself: Who should we interview? What do we want to understand?

Card 3. Surveys

Collect answers from several people.

Use short questions to identify common experiences, needs or patterns.

Example: Ask 30 young people how they hear about local activities.

Ask yourself: What questions should we ask? Who needs to answer?

Card 4. Existing information

Check information that already exists.

This could include reports, statistics, attendance records, transport schedules or previous surveys.

Example: Check youth centre attendance records and local bus schedules.

Ask yourself: Is the information reliable? Is it recent? What does it tell us?

Remember: One research method rarely tells the whole story. Combine different sources when possible.

Annex. Stakeholder map worksheet

Write the **community problem** in the centre.

COMMUNITY PROBLEM

Now identify people, groups and organisations connected to it.

Close to the problem

Who is directly affected or strongly involved?

Connected to the problem

Who is less directly affected but still involved?

Look at your stakeholder map

Mark or circle:

★ **Who is most affected?**

🔍 **Who knows something important about the problem?**

🤝 **Who could help create change?**

Then ask:

Whose voice have we already heard?

Whose voice is missing?

Who should we speak to before creating a solution?

Annex. Problem Investigator worksheet



Community problem we are investigating:

1. What do we think we know?

Assumption 1: _____

Assumption 2: _____

Assumption 3: _____

2. Turn assumptions into questions

Research question 1: _____

Research question 2: _____

Research question 3: _____

3. Plan the research

What do we need to know?

Who should we ask?

Which methods could we use?

- ☐ Observation
- ☐ Interviews
- ☐ Survey
- ☐ Existing information
- ☐ Other: _____

Which digital tool could help?

- ☐ Online form
- ☐ Spreadsheet
- ☐ Shared document

☐ Digital map

☐ Other: _____

4. What did the evidence tell us?

Three things we learned:

1. _____
2. _____
3. _____

One thing that surprised us:

One thing we still do not know:

Remember: Ask “How do we know?” before treating an assumption as a fact.

Annex. Problem statement template

Define the problem before creating the solution

Use your research evidence and stakeholder map to complete the statement.

[Who] experiences [what problem] because [main causes or barriers], which leads to [main effects]. Our evidence shows that [key evidence].

Build your statement

Who is affected?

What problem do they experience?

What are the main causes or barriers?

What are the main effects?

What evidence supports this?

Our problem statement

Peer check

- ☐ Is it clear who is affected?
- ☐ Is the problem clearly explained?
- ☐ Are causes or barriers identified?
- ☐ Is it supported by evidence?
- ☐ Does it avoid assumptions?
- ☐ Does it avoid jumping directly to a solution?

Session 21



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Annex. Digital tool cards

Card 1. Group chat

Useful for: Quick messages, updates and questions.

Think about: Is important project information easy to find later?

Card 2. Shared document

Useful for: Writing, editing and commenting together.

Think about: Who needs access? How will you organise the information?

Card 3. Shared folder

Useful for: Keeping project files in one place.

Think about: How will you name files so everyone can find them?

Card 4. Video meeting

Useful for: Meeting and discussing when team members are in different places.

Think about: Does everyone have suitable internet access?

Card 5. Digital calendar

Useful for: Planning meetings, deadlines and important dates.

Think about: Who needs reminders?

Card 6. Task board

Useful for: Seeing what needs to be done, who is responsible and what is completed.

Think about: Are responsibilities and deadlines clear?

Card 7. Online form

Useful for: Collecting registrations, feedback or survey answers.

Think about: What information do you really need to collect?

Annex. Community project challenge cards**Card 1. Community clean-up**

Your youth group wants to organise a neighbourhood clean-up in three weeks. You expect around 30 volunteers and want to promote the event online.

Your challenge: Organise the team, tasks, materials, promotion and deadlines.

Card 2. Youth sports day

Your group wants to organise a free sports day for 40 young people next month.

Your challenge: Plan the activities, location, equipment, registrations, communication and responsibilities.

Card 3. Mental health awareness event

Your youth organisation wants to organise a small awareness event with a guest speaker and practical activities.

Your challenge: Organise the programme, promotion, venue, communication and participant registration.

Card 4. Book collection

Your group wants to collect books for children and create a community donation point.

Your challenge: Organise promotion, collection locations, volunteers, sorting and delivery.

Card 5. Volunteering day

Your organisation wants to connect 25 young people with local volunteering activities.

Your challenge: Coordinate volunteers, partner organisations, registrations, schedules and communication.

Card 6. Environmental campaign

Your team wants to run a two-week digital campaign encouraging young people to reduce waste.

Your challenge: Plan content, responsibilities, publishing dates and community participation.

Annex. Project planning worksheet
Project title:
Our goal:
1. Our team

Role	Person
Coordinator	_____
Communication	_____
Volunteers/participants	_____
Logistics	_____
Digital organisation	_____

2. Our task board

Create at least six tasks.

Task	Responsible person	Deadline	Status
_____	_____	_____	To do / Doing / Done
_____	_____	_____	To do / Doing / Done

_____	_____	_____	To do / Doing / Done
_____	_____	_____	To do / Doing / Done
_____	_____	_____	To do / Doing / Done
_____	_____	_____	To do / Doing / Done

3. Important dates

Planning meeting: _____

Important deadline: _____

Project/event date: _____

4. Our shared project space

Where will we communicate?

Where will we work on shared information?

Where will we manage tasks?

Where will we organise deadlines?

5. Our shared folder

Files we need to store:

How will we name and organise them?

6. Project update

What changed?

Which tasks or deadlines need to change? / Who needs to know?

Session 22

Annex. Campaign examples

Example 1. Clear message

COMMUNITY CLEAN-UP

Saturday, 10:00

Central Park

Join us and help create a cleaner community.

Register by Friday.**Discuss:** What is happening? When and where? What should you do?

Example 2. Too much information

IMPORTANT COMMUNITY ENVIRONMENTAL ACTIVITY

Our organization is pleased to announce that we are organizing an activity as part of our ongoing work related to environmental awareness, participation, volunteering and community development. We hope that many people will participate because environmental protection is very important for everyone.

Discuss: What is the main message? What information could be removed?

Example 3. Missing action

FREE YOUTH WORKSHOP

Learn digital skills. Meet new people. Develop your ideas.

Tuesday, 17:00.

Discuss: What information is missing? How do you join? Where is it?

Example 4. Clear but not accessible

VOLUNTEERS NEEDED!

Imagine this message uses very small text, difficult words and poor contrast between the text and background. **Discuss:** Who might find this difficult to use? How could you improve it?

Example 5. Manipulative message

“If you really care about your community, you MUST join our campaign!”**Discuss:** How might this make people feel? How could we motivate people without pressuring them?

Annex. Audience cards

Card 1. Teenagers

Young people aged 15–18.

Consider: Simple language; short messages; relevant visuals; clear reason to participate.

Card 2. Parents

Parents and caregivers in the local community.

Consider: Practical information; safety; purpose; benefits; timing.

Card 3. Young volunteers

Young people interested in helping their community.

Consider: What will they do? Why does their contribution matter? How can they join?

Card 4. Local businesses

Businesses that could provide materials, funding, space or other support.

Consider: What are you asking for? What difference could their support make?

Card 5. Community members

People of different ages and backgrounds living locally.

Consider: Clear information; inclusive language; simple ways to participate.

Card 6. Young people with limited language skills

People who may find long or complicated text difficult to understand.

Consider: Short sentences; familiar words; clear visuals; essential information.

Card 7. Local organisations

Youth centres, NGOs, schools, community groups or public services.

Consider: Purpose; possible partnership; expected contribution; contact information.

Annex. Communication challenge cards**Card 1. Recruit volunteers**

Your group is organising a community clean-up and needs 20 volunteers.

Your task: Create a message that encourages people to register.

Card 2. Promote a youth workshop

Your youth centre is organising a free digital skills workshop.

Your task: Create a message that clearly explains the opportunity and how to join.

Card 3. Reduce food waste

Your community project wants to encourage people to waste less food.

Your task: Create a simple awareness message with one practical action.

Card 4. Community consultation

A local organisation wants young people to share their opinions about future youth activities.

Your task: Invite young people to participate and explain why their opinions matter.

Card 5. Book collection

Your group is collecting books for children in the community.

Your task: Explain what people can donate, where and by when.

Card 6. Accessible community event

Your organisation is planning an accessible community event.

Your task: Create an inclusive invitation explaining how people can participate and request support.

Card 7. Volunteering campaign

Young people in your area do not know about local volunteering opportunities.

Your task: Create a social media message encouraging them to discover available opportunities.

Annex. Message Builder worksheet

Build a message that works

Our initiative:

1. Who?

Who is our audience?

2. Why?

Why are we communicating with them?

3. What?

What is the one main message they should remember?

4. Action

What should they do next?

5. Tone

How should our message sound?

- ☐ Friendly
- ☐ Informative
- ☐ Motivating
- ☐ Professional
- ☐ Positive
- ☐ Other: _____

Our message

Ten-second test

Ask another group to read your message and answer:

- ☐ What is happening?
- ☐ Why does it matter?
- ☐ What should I do?



Annex. Accessibility checklist

Clear

- ☐ Is the main message easy to find?
- ☐ Is the language simple and clear?
- ☐ Have we removed unnecessary information?

Easy to read

- ☐ Is the text large enough?
- ☐ Is there good contrast between text and background?
- ☐ Is the design organised and not overcrowded?

Accessible

- ☐ Do videos have captions when needed?
- ☐ Do important images have a useful description or alternative text when needed?
- ☐ Can important information be understood without relying only on colour?
- ☐ Could information be provided in another language or format if needed?

Respectful and ethical

- ☐ Do we have permission to use photos of people?
- ☐ Are images and other content used responsibly?
- ☐ Does the message avoid stereotypes?
- ☐ Does it respect the dignity of the people represented?
- ☐ Does it inform and motivate without pressure or manipulation?

Action

- ☐ Is it clear what people should do next?
- ☐ Are important details such as date, place and contact information included?

One improvement we need to make:

Session 23

Annex. Community problem cards

Card 1. Volunteering opportunities

Many young people would like to volunteer, but they do not know where to find local opportunities.

Challenge: What realistic initiative could make volunteering opportunities easier to find?

Card 2. Rubbish in the park

A local park is often full of rubbish and some areas are poorly maintained.

Challenge: What could young people realistically do to improve the situation?

Card 3. Employment information

Young people find it difficult to access clear information about jobs, internships and training opportunities.

Challenge: How could useful employment information become easier to find and understand?

Card 4. Accessible activities

Some young people face barriers when trying to participate in community events and activities.

Challenge: What could make participation more accessible and inclusive?

Card 5. Social isolation

Some young people feel isolated and have few opportunities to meet others or participate in community life.

Challenge: What small initiative could help young people connect?

Card 6. Few places to meet

Young people have limited safe and affordable places where they can meet and organise activities.

Challenge: What realistic action could improve opportunities for young people to meet?

Annex. SMART objective cards

Card 1

Weak objective: Help young people.

Make it:

Specific – What exactly will you do?

Measurable – How much or how many?

Achievable – Can you realistically do it?

Relevant – Does it respond to the problem?

Time-bound – By when?

Card 2

Weak objective: Improve the environment.

Rewrite it as a SMART objective.

Card 3

Weak objective: Get more volunteers.

Rewrite it as a SMART objective.

Card 4

Weak objective: Raise awareness about mental health.

Rewrite it as a SMART objective.

Card 5

Weak objective: Help young people find jobs.

Rewrite it as a SMART objective.

Card 6

Weak objective: Make community activities more accessible.

Rewrite it as a SMART objective.

Card 7

Weak objective: Encourage young people to participate.

Rewrite it as a SMART objective.

Card 8

Weak objective: Reduce waste in our community.

Rewrite it as a SMART objective.

Quick SMART check

Before accepting an objective, ask:

- ☐ Is it specific?
- ☐ Can we measure it?
- ☐ Is it achievable?
- ☐ Does it respond to the problem?
- ☐ Does it have a deadline?

Example: “Recruit 20 young volunteers to participate in two community clean-up activities during the next two months.”

Annex. From Problem to Project worksheet

Turn a community problem into a realistic idea

1. Our community problem

What problem are we addressing?

Who is affected?

What evidence tells us this problem exists?

2. From problem to possibility

Write possible actions:

1. _____
2. _____
3. _____
4. _____
5. _____

3. Choose your idea

Check your ideas using three filters:

Useful: Does it respond to the real problem?

Possible: Could we realistically do it?

Digital: Could technology help us?

Our chosen idea:

4. Make it SMART

Specific – What exactly will we do?

Measurable – How will we know it happened?

Achievable – Can we realistically do it?

Relevant – How does it respond to the problem?

Time-bound – When will we do it?

Our SMART objective:

Annex. Action Plan Canvas

From idea to action

Project title:

1. Problem

What community problem are we addressing?

2. Objective

What is our SMART objective?

3. Action plan

Activity or task	Responsible person	Deadline	Resources needed	Digital tool
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

4. Resources

People we need:

Materials or equipment:

Money or other support:

5. Digital project tools



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For communication: _____

For shared information: _____

For tasks and responsibilities: _____

For deadlines: _____

For files: _____

6. Project reality check

- ☐ The problem is clear.
- ☐ Our objective is SMART.
- ☐ Our activities are realistic.
- ☐ Every important task has a responsible person.
- ☐ Deadlines are clear.
- ☐ We know what resources we need.
- ☐ Our digital tools have a clear purpose.
- ☐ Everyone can access and use the tools.

7. When something changes

What changed?

What do we need to update?

Who needs to know?

8. Our first realistic step

What will we do first?

Who will do it? _____ **By when?** _____

Remember: Clear objective → practical activities → responsibilities → deadlines → action. Digital tools help organise the project, but people make the change.

Session 24

Annex. Pitch Builder worksheet**Project title:**

1. The problem

What community problem are we addressing?**What evidence shows that this problem exists?**

2. The people

Who is affected?

3. Our solution

What is our project idea?

4. Our action

What will we actually do?

1. _____
2. _____
3. _____

5. Expected impact

What positive change do we hope to create?

6. Digital support

Which digital tools will we use and why?

7. Our next step

What is the first realistic action we need to take?

Build your three slides

Slide 1 – The problem: Community need; people affected; one important piece of evidence.**Slide 2 – Our idea:** Solution; main activities; expected impact.

Slide 3 – From idea to action: Digital tools; responsibilities; first step.

Final pitch check

- ☐ Our problem is clear.
- ☐ We explain who is affected.
- ☐ Our solution responds to the problem.
- ☐ Our activities are realistic.
- ☐ Our expected impact is clear.
- ☐ Digital tools have a useful purpose.
- ☐ Our slides are simple and readable.
- ☐ We have a clear next step.
- ☐ We can present our pitch in three minutes.

Annex. Peer feedback cards**STRONG****What works well?**

One part of the project or pitch that is clear, realistic or convincing:

Be specific: What worked well and why?

QUESTION**What is still unclear?**

One question that would help you understand the project better:

Be curious: Ask for information rather than making assumptions.

IMPROVE**What could make the project stronger?**

One realistic suggestion:

Be constructive: Focus on the project, not the person presenting it.

For the project team

After receiving feedback, sort it into:

- ☐ **Use now** – This will improve our project now.
- ☐ **Consider later** – Useful, but not necessary now.
- ☐ **Not relevant** – Does not fit our project.

Two improvements we will make:

1. _____
2. _____

Annex. Next Step worksheet

Imagine your project is starting tomorrow. Choose **one small and realistic action** you can complete within the next 48 hours.

Our project:

Our first step is...

The person responsible is...

We will do it by...

The digital tool that will help us is...

How will the digital tool help?

- ☐ Communicate with the team
- ☐ Contact participants or partners
- ☐ Collect information
- ☐ Organise tasks
- ☐ Set a deadline or meeting
- ☐ Create digital content
- ☐ Share or store files
- ☐ Other: _____

Before we start

- ☐ The action is realistic.
- ☐ Someone is responsible.
- ☐ We know when it should happen.
- ☐ We know which digital tool can help.
- ☐ Everyone who needs the information can access it.

My final reflection

One digital skill I developed during this programme is:

One thing I feel more confident doing is:

One way I could use these skills in my community is: