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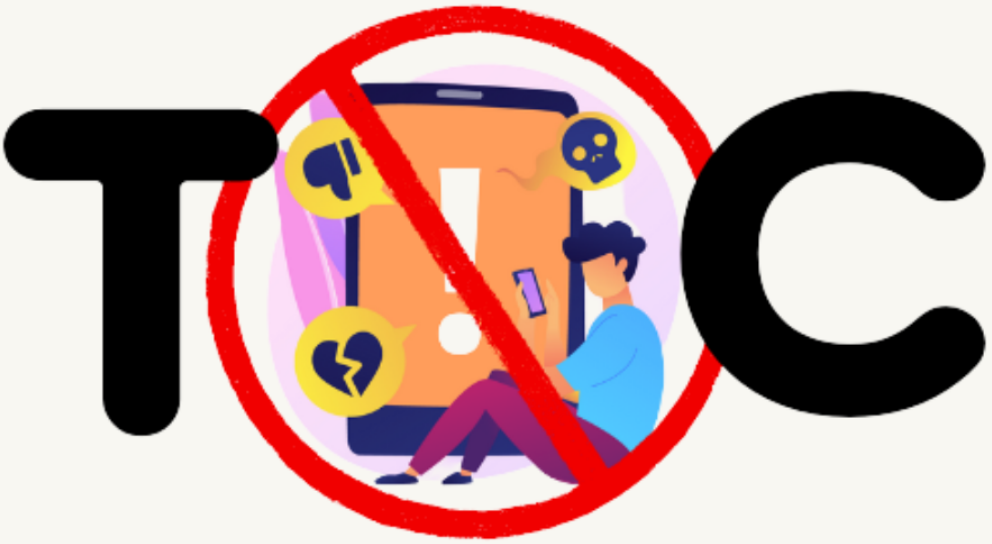
ERASMUS+

COOPERATION PARTNERSHIPS IN YOUTH

TOGETHER FOR TACKLING CYBERBULLYING "TOC"



TOOLKIT

PROJECT N°2021-1-IT03-KA220-YOU-000029227

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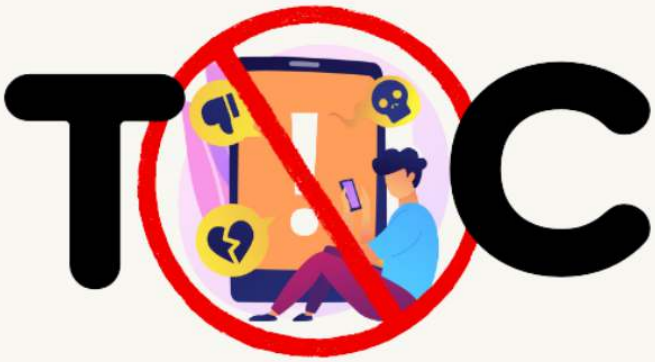

Co-funded by the European Union

The booklet was edited and published in the Frame of the Erasmus+ Cooperation Partnerships In Youth TOC. 2021-1-IT03-KA220-YOU-000029227.

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TABLE OF THE CONTENTS

1. PROJECT PRESENTATION **4**

2. CHALLENGES OF CYBERBULLYING PHENOMENON **5**

3. DIGITAL SKILLS, CRITICAL THINKING AND DIGITAL STORYTELLING AS A TOOL AS PREVENTING CYBERBULLYING **7**

4. WORKSHOPS **10**

4.1. WORKSHOP ACTIVITIES 'CRITICAL THINKING **11**

4.2. WORKSHOP ACTIVITIES - DIGITAL SKILLS **25**

4.3. WORKSHOP ACTIVITIES 'DIGITAL STORYTELLING' **31**

1. PROJECT PRESENTATION

Together for Tackling Cyberbullying (TOC) is a 24-month Strategic Partnership in the field of Youth aiming at raising awareness about Cyberbullying as well as at preventing violence among young people. According to UNICEF “Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behavior, aimed at scaring, angering, or shaming those who are targeted… Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse.”

The innovation of the TOC project is directly attributable to the following elements: CONSORTIUM All partners involved in the Consortium have experienced in implementing project at local and International level. TOC partners are actively engaged in combating the social exclusion of young people and raising awareness in the community regarding the issues of Cyberbullying among young people.

APPROACH Preventing cyberbullying among young people is a challenging process. In fact, there can be no healthy society without attitudes of awareness and tolerance and critical thinking skills.

TOC involves both the direct target groups of youth workers and young people. It is certainly important to improve the quality of youth work on the topic of Cyberbullying. In addition, it is important to actively involve young people as learners and as real protagonists of social change by fighting against Cyberbullying.

According to the study “Cyberbullying among young people” published in 2016 by Policy Department C: Citizens' Rights and Constitutional Affairs shows that bullying online is becoming an issue affecting more and more young people. After being bullied, young people who no longer feel safe begin to exclude themselves from the surrounding community, increasingly starting not to go to school until they drop out altogether. social exclusion appears to be one of the effects of this phenomenon.

Through the implementation of the project, the consortium intends to play an active role in the reintegration of young victims. The Blended Mobility of Young People will be the first step on this path. Moreover, through the App, participants will be able to interact with other young people and act as "Guardian Angels", this will allow the target group to feel confident again. SECTORIAL Together for tackling Cyberbullying (TOC) aims at promoting an innovative approach for tackling Cyberbullying amongst young people. The innovative approach will consist of a combination of methodologies that will help youth workers deal with young people who are/were victims of this phenomenon. More specifically, the following methodologies will be used for creating an innovative approach:

- Digital Storytelling - Digital Skills - Critical thinking TOC would encourage the target group to acquire an innovative approach.

The latter will be used appropriately with marginalized people, in this case with young victims of cyberbullying.

2. CHALLENGES OF CYBERBULLYING PHENOMENON

What has become clear in recent years is how comprehensive the new information has been in the last decade and how communication technologies (ICTs) are intertwined with our daily lives. Benefits of new technology are undeniable, but besides the advantages technology also has the potential to be misused. Cyberbullying is one of the negative by-products of the digital age.

Cyberbullying has proven difficult to define. To date, a universal definition has not been agreed upon. A literal approach to interpreting the meaning may be to consider the words ‘‘cyber’’ and ‘‘bullying’’ quite separately, attaching ordinary, natural meaning to the words and then merging the two meanings to create a singular meaning.

Additionally, where traditional bullying was limited to face-to-face interactions, cyberbullying follows children wherever they have access to the internet. According to UNICEF, teenagers suffer from cyberbullying more significantly than adults because they have larger access to digital technologies and spend much more time online. Children can be bullied while they are in their own homes. To make matters worse, where face-to-face bullying is limited to a certain number of witnesses, cyberbullying can happen in front of millions of people in seconds. The damage to a child therefore may be just as harmful, or potentially worse, as compared to traditional forms of bullying.

Following this approach, ‘‘cyber’’ may be quite simply described as ‘‘generated by technology.’’ Defining ‘‘bullying’’ presents a more challenging task. Semantic differences may explain the varying conceptualizations of bullying, considering linguistic differences that exist across disciplines and cultures. In general, national and international consensus exists that bullying is a subset of aggression defined as being a ‘‘specific type of aggressive behavior that is intended to cause harm, through repeated actions carried out over time, targeted at an individual who is not in a position to defend him/herself. It can be physical or nonphysical in form.

Cyberbullying is the intentional use of the Internet and other social media to degrade, demean, or belittle another person who usually has less power than the perpetrator. It can be conveyed through words, pictures, videos or sounds. Means to perpetrate cyberbullying include, but are not limited to apps, blogs, instant messaging, chat rooms, social media – Facebook, Instagram, Snapchat, texts or emails. According to a 2015 survey conducted by the Center for Disease Control and Prevention (CDC), cyberbullying affects 16 percent of high school students in the United States.

Elements of repetition (as opposed to a pattern of behavior to a single event); power imbalance (one person's the perpetrator's demonstration of power over the target); intent (behavior must be intentional, not accidental); and aggression (behavior involves malicious intent on the part of the person offensive) is generally recognized as necessary. Direct bullying can include physical bullying. (e.g. hitting and kicking), damaging personal belongings or verbally bullying victims (e.g, name-calling). Indirect bullying in the traditional sense can include. It includes behaviors such as spreading false rumors about the victim behind their back.

Cyberbullying can occur through a variety of technological media, such as computers, mobile phones (smart phones), or any other ICTs. Cyberbullying is bullying transposed on a technological platform. Direct cyberbullying occurs where the cyberbully ‘‘directs the electronic communications directly at the victim. It encompasses a cyberbully’s use of instant messaging, text or multimedia messaging, or email intended to have a direct, immediate effect on the victim.’’ Direct cyberbullying is limited to the context where the cyberbully directs communications to the victim only, as opposed to communications that are posted to more public areas of cyberspace. Direct cyberbullying occurs in the private domain.

Indirect cyberbullying occurs where the cyberbully ‘‘does not direct the electronic communication that constitutes the bullying at his/her victim directly. Instead, the bully posts them on MySpace, Facebook, a specially created Website or blog, or some other reasonably public area of cyberspace. Public forums such as social media sites, blogs, Web pages, and video-sharing Web sites are obvious examples of platforms that fall within the public cyberspace arena.

Repetition is firmly established as being a key criterion in cyberbullying.9,10 Without the presence of this element, conduct may arguably be described as mere face-to-face joking or jovial teasing in the traditional sense, or cyberjoking or playful cyberteasing in the virtual world. Teasing is specifically referred to as playful or jovial in nature. Olweus comments that some forms of ‘‘repeated teasing of a degrading and offensive character continued in spite of clear signs of distress or opposition on the part of the target qualifies as bullying.’’11 Repetition is an important criterion to allow for differentiation between a joke or jovial teasing and an intentional attack.12 The presence of repetition demonstrates systematic conduct.

Power imbalance (power differential) is another element considered by many researchers as an essential criterion to the cyberbullying definition. In the traditional bullying context, a power imbalance relates to the ‘‘demonstration or interpretation of power by the offender over the target.’’7 The meaning is not altered in the cyber context. Although a power imbalance may be achieved in various new ways in cyberspace, this does not alter the fact that, in order for conduct to qualify as cyberbullying, the conduct must place the victim in a position where he/she cannot easily defend him/ herself.

In the physical world, a person’s characteristics such as popularity, height, intelligence, physical strength, age, sex, and socioeconomic status can give a perpetrator perceived or actual power over a victim. It is not uncommon to hear of instances where a larger student bullies a smaller student. The power imbalance between the two students is likely to result from the smaller student feeling defenseless against the physically much larger student. Additionally, factors such as low social integration, low self-esteem, a problematic parent– child relationship, or school-related behavioral problems have been established as determinants of school victimization. In the physical world, it is not uncommon to hear of situations where a bully targets a victim who displays signs of low social integration. This aspect makes the target a perceived easy target for the bully.

Bullying and cyberbullying have significant short- and long-term behavioral and mental health consequences for victims and perpetrators that are pronounced, endure over time, and linked to a variety of problems. Victims are more likely to socially withdraw [20], perform poorly in school and have higher school dropout rates. Victims are also more likely to report anxiety, depressive symptoms and suicidal ideation or attempts. In addition to psychological problems, victims are also more likely to report physical symptoms including head and stomach aches, and sleeping problems. Students who report frequently bullying others (perpetrators) are at increased risk of substance misuse, violence later in adolescence and adulthood, and suicide-related behavior [22]. For youth who both bully others and are bullied themselves, mental health problems are pervasive. The negative effects of bullying are often persistent and can last into adulthood, contributing to a variety of problems including alcohol and drug dependence [30], violence, and offending later in life.

3. DIGITAL SKILLS, CRITICAL THINKING AND DIGITAL STORYTELLING AS A TOOL AS PREVENTING CYBERBULLYING

In the United States (US), preventing bullying has been recognized as an urgent priority for governmental action. Over the last decade, all 50 states and the District of Columbia have adopted or revised laws to address bullying. A landmark 2016 report by the National Academies of Science (NAS) indicated that bullying is a public health crisis and recommended that rather than "adopting a different program to combat each new problem that emerges," schools should integrate prevention efforts by using programs and services that address multiple skills to enhance resilience, promote positive behaviors, and prevent multiple risk behaviors with shared determinants. The NAS report also indicated bullying prevention programs that promote punitive, zero-tolerance school policies (e.g., suspension or expulsion) are least effective, while those that promote social and emotional skill building produce more substantial reductions in bullying. Primary prevention research suggests that because bullying shares a common set of etiologic determinants with violence, substance use, and other externalizing behaviors, comprehensive school-based preventive interventions that address multiple problem behaviors within a social and emotional learning or positive youth development framework may be most efficient.

Several preventive interventions have been identified as promising or effective in reducing bullying behavior. A comprehensive meta-analysis examining 103 independent effect sizes of school-based anti-bullying programs reported reductions by approximately 20% for bullying perpetration and 16% for victimization, but that effect sizes varied widely across studies. Programs with the most substantial reductions were multicomponent interventions that targeted in-person bullying and cyberbullying, addressed various bullying roles, included active bystander intervention training, and provided relevant information and resources to parents. Other promising and widely disseminated school-based bullying prevention programs include Positive Action, Steps to Respect, the Hazelden Cyberbullying program, and the Olweus Bullying Prevention Program. Although these programs show effectiveness in preventing bullying among teens, they were not designed to comprehensively address multiple related risk behaviors—substance use, violence, and bullying—via a positive youth development framework that promotes resilience and addresses the shared risk and protective factors that are common across these outcomes.

How to protect yourself:

- **Make the most of privacy settings**.

  Investigate what measures you can take to keep content private on the websites you use. On Facebook and other social networking sites, you can adjust your settings so that only the people you select are able to see your personal information and posts. It's important to check these privacy settings frequently, because sites sometimes change their policies.

- **Think before you post.**

  Never forget that the internet is public. What you put out there can never be erased. If you wouldn't say something in a room full of strangers, don't say it via internet. Even letting someone know sensitive or embarrassing information about you via email can have unforeseen consequences.

- **Keep personal information personal**.

  Don't reveal identifying details about yourself—address, phone number, school, credit card number, etc.—online. Passwords exist for a reason; sharing them with friends is like passing out copies of your house key to friends and strangers alike. If anyone besides you knows your passwords, it should be your parents and your parents only.

How to join the wider fight to prevent cyberbullying:

- **Educate yourself**

  Check out other fact sheets and resource lists on the internet to get more information about how cyberbullying works and how to stop it.

- **Educate others**

  Does your school already have a policy against cyber-bullying? If you're worried that your school administration isn't doing enough to fight this problem, you could try speaking to school officials about your concerns and offering to help develop policies. If your school is already addressing the issue, see if you can help get the word out.

- **Speak out**

  If your friends are cyberbullies, call them on it and explain to them how hurtful their actions are. If a friend is being cyberbullied, don't stand by and do nothing. Talk to them about it and seek help from an adult. Your support may be just what the victim needs to overcome the problem.

In the last years new digital technologies developed and simultaneously new smart methods to counter cyberbullying gradually gained importance. One of these developments was the emergence of Artificial Intelligence (AI) and can be seen as a potential solution that can effectively respond to the challenge of Internet safety. Many families already use AI-based solutions, such as parental control applications and online content moderation tools, to protect the underaged from cyberviolence and cyber harms. Here are 3 key advantages of AI as a tool to combat cyberbullying:

1. *AI opens up a lot of possibilities to detect cyberbullying*.

   Machine Learning and Deep Learning algorithms detect cyberbullying at its early signs, which constitutes a tremendous leap forward for the in-time prevention of serious cyberbullying consequences.

2. *AI prevents cyberbullying from further spreading.*

   Algorithms determine precisely who the bully, the victim, and the bystanders are in each situation, which helps a 'human moderator' to prevent toxic language and hate speech from spreading.

3. *AI makes it possible to propose a personalized post-cyberbullying treatment to victims*. –

   Algorithms can identify the concrete source of the problem and propose a customized action plan adapted to the particular needs of cyberbullying victims and their families.

All in all, the further spread of technology-driven ways to stop cyberbullying is inevitable. However, the European community still needs to undergo a substantial, all-embracing digital transformation. Indeed, the EU currently faces digital disruption on all fronts, with almost 4 million unique Internet users and an Internet penetration rate of 89%. Contrary to IT proficiency, which stands for the knowledge of computer systems, digital literacy requires awareness of the necessary behavioral rules and patterns expected in online environments and an understanding of the common social issues created by digital technologies.

Even though the overwhelming majority of European children and youth connect daily to the Internet, still not everybody has comprehensive digital literacy skills. Here are the top 6 digital literacy skills that every young Internet user should develop in order to be able to fight cyberbullying effectively and meaningfully:

1. **Collaboration**.

   Ability to work in a group with two or more people to complete a shared task or achieve a common goal.

2. **Creativity**

   Ability to generate innovative ideas, take non-standard decisions and weigh up new and existing opportunities.

3. **Critical thinking**

   Ability to analyze facts, evaluate arguments, and think clearly about what you do and what you believe.

4. **Self-Improvement**

   Ability to pursue your personal growth while consciously improving yourself in various aspects through lifelong learning.

5. **Online ethics**

   Ability to choose correct behavioral patterns when connected to the Internet, both by law and personal philosophy.

6. **Personal information management**

   Ability to manage and control your online identity through organizing and maintaining your personal data in an accurate manner.

To conclude, the constant technological developments comes together with a fear of an increase in cyberbullying instances, but the very solution to this problem could be technology itself and the possibilities it offers through.

4. WORKSHOPS

This section presents a curated collection of workshops that aim to combat the pervasive problem of cyberbullying and equip participants with essential skills and knowledge. These workshops focus on three key subjects:

1. Critical Thinking,
2. Digital Skills,
3. Digital Storytelling,

all of which play a vital role in fostering a safe and inclusive online environment.

In today's digital age, cyberbullying has emerged as a significant concern affecting individuals of all ages and backgrounds. It is imperative to raise awareness and provide practical solutions to effectively address this issue. Through these workshops, participants will be empowered with the necessary tools and strategies to understand, prevent, and respond to cyberbullying incidents.

Each workshop within this section has been meticulously crafted to engage participants through interactive discussions, group activities, and hands-on exercises. By promoting collaboration and encouraging critical thinking, these workshops seek to cultivate empathy, enhance digital literacy, and foster responsible online behavior among participants.

The following section comprises a diverse range of sample workshop ideas tailored specifically for the Together for Tackling Cyberbullying (TOC) toolkit. Each workshop focuses on different aspects of cyberbullying prevention and intervention, equipping participants with practical skills, knowledge, and resources to make a positive impact in their communities.

For each workshop, you will find detailed information regarding the objectives, target audience, required materials, suggested duration, and anticipated learning outcomes. These workshops serve as a foundation that can be customized and adapted to suit the unique needs of your audience or setting. Feel free to modify the activities, adjust the duration, and incorporate your own ideas to maximize the effectiveness and relevance of the workshops for your participants.

Creating a safe and inclusive online environment requires collective efforts, and workshops play a pivotal role in educating, empowering, and mobilizing individuals. By developing critical thinking skills, enhancing digital literacy, and harnessing the power of digital storytelling, participants will be better equipped to tackle cyberbullying head-on and promote positive online interactions.

The Together for Tackling Cyberbullying (TOC) toolkit, along with the workshop activities provided, serves as a valuable resource in your journey to address cyberbullying and cultivate a culture of respect, empathy, and digital citizenship.

4.1. WORKSHOP ACTIVITIES 'CRITICAL THINKING'

Workshop's title	**Building Self-Acceptance through Critical Thinking - Look at yourself**
Learning Outcomes	Learn to identify personal characteristics of a different spectrum. Develop critical thinking skills, self-confidence, and empathy for others.
Group Size	4+ ppl
Duration	60 – 90 min
Materials and Preparation	A4 papers, pens, markers
Session Description	1. The facilitator asks participants to cut or tear a piece of paper into 2 sections and on the top of one piece, write "NEGATIVE" and on the other "POSITIVE". Next, ask participants to spend 5-7 minutes thinking about all the negative statements they tell themselves, then write these statements on the "NEGATIVE" paper (e.g., I'm hopeless at math, I can't make friends easily). 2. Explain that things people tell themselves can make them feel bad or good and it's important for people to examine these things to see if they are true and to work toward telling themselves positive things so they can feel good more often. 3. The facilitator asks participants to spend another 5-7 minutes thinking about all the positive sentences they tell themselves or that they could tell themselves and to write them on the page headed "POSITIVE" (e.g., I'm nice, I'm a good friend). 4. Go around the group and have each participant read at least one positive statement he or she wrote about him or herself. If a participant has difficulty thinking of a positive statement, have another person from the group suggest one. 5. After asking the participants to examine the assumptions in the statements they wrote for both the NEGATIVE and POSITIVE papers. Is there a difference in the assumptions? For example, are their more "provable beliefs" in the positive or negative statements? Does the negative thought seem as real when it is written out as when they heard it in their head?

	6. Next step for the facilitator is to explain to the group that there are some personal characteristics that a person can change and others that he or she can't. Ask participants to raise their hand if they believe that they can change the following: ● Height ● Weight ● Color of skin ● How we express our feelings ● The year we were born ● How we handle anxiety ● The size of our families ● The color of our eyes 7. To finish, ask participants to crumple up the NEGATIVE paper and place it in the rubbish bin and have them place the POSITIVE statements in the front of a much-used file/diary to remind them of these statements.
Debriefing	At the end of the exercise, ask the participants to sit in complete silence for 1 minute and think about what happened. After that, you can conduct a final debriefing with the group. Questions that can be proposed for discussion: How are you feeling? How did you feel when you highlighted positive characteristics? How did you feel when you highlighted the negative characteristics? What emotions did you experience throughout the exercise?

Workshop's title	**The masks**
Learning Outcomes	Develop self-knowledge, reveal yourself to others. Better to know each other. The method allows you to realize that a person's mask is never closed and complete. In addition, the method allows you to observe the masks of others and, hiding behind your own mask, express hidden qualities. Group work masks can be used in a variety of ways. Only a few of them are presented here.
Group Size	4+ ppl
Duration	Optional: 90 min + (can be all day)
Materials and Preparation	Any possible means for creative work: paper, cardboard, scissors, watercolors, gouache, crayons, markers, pencils, magazines, glue, multi-colored threads.
Session Description	The exercise consists of 3 parts (2 and 3 are optional, can be done with enough time) To achieve the goals of the exercise, we recommend facilitators to implement at least 2 parts of the exercise. **Part 1. Create your own mask** **Step I (**30 min)**:** Each participant makes a mask out of cardboard and paper. The facilitator structures the work, gives an orientation in accordance with the learning objectives. For example: • reflect yourself in a mask; • emphasize different character traits; • highlight in the mask what you like about yourself; • highlight in the mask what you don't like about yourself; • reflect the features that you would like to have, etc. • If classes have been going on for more than the first day, masks can be used for reflection, for example: what mask did I wear in this group yesterday? how has my mask changed today/now? **Step II (** 30-40 min)**:** Everyone presents his mask in the general circle.

Part 2. Create a mask for a partner (in pairs)

Step I (40 minutes):

Partners sit in front of each other for a long time and look

on their faces. Task: create masks for each other.

Step II (1 hour):

Masks are discussed in a general circle:

a) The author of the mask puts on the mask, and his partner comments on everything that he can read in this mask.

If the mask becomes a "reflection", then the person shares this with the group. Commenting on what he sees in the mask, in fact, he is talking about himself.

b) The author remains in the mask, and the other members of the group comment on what they see in this mask.

c) The author of the mask shares his thoughts:

• Why did he make his partner such a mask?

• What did he want to represent with the mask?

Identification with one's mask is an immersion to a deeper emotional level. The mask performs a dual function: it covers the face, as if hiding what the person does not want to show, but at the same time, the mask reveals very important elements of the person's emotional state.

Part 3. Group representation in masks

This is an opportunity, hiding behind your mask, to test your qualities, suppressed inside, which cannot be expressed in other situations.

Step I (1 hour):

The group creates different masks expressing different characters. Each member of the group comes up with a character that they would like to try, and in accordance with it chooses one of the masks.

Step II (20 minutes):

Group representation in masks.

Reflection (1 hour):

• Why did I choose this particular mask?

• How did I feel in the overall group performance?

• Could I communicate with other characters?

• What was my relationship with them like?

• Who could I not communicate with? Why?

Debriefing	The essence of the method is that when a person puts on a mask, he shows his real face. The method allows you to realize that people live with different masks. They can vary and their purpose can be very different. This method develops the understanding that a mask can protect a person, but a mask can also block the way to contact with other people, communication and personal growth. Reflection can be carried out after each stage of the exercise. Question options for stage 1: • How did you feel with the creation of a mask? • Do you like the end result? • How did you feel when others shared their results? Question options for stage 2: ● How did you feel when creating a mask for another person? ● Do you like the end result? ● How did you feel when you put on a mask created by your partner? Question options for stage 3: • Why did I choose this particular mask? • How did I feel in the overall group performance? • Could I communicate with other characters? • What was my relationship with them like? ● Who could I not communicate with? Why?

Title of the activity	**Fake News or Real News**
Step-by-step description:	1. Divide the youngsters into groups of two to four. 2. Provide each group with a list of news articles and ask them to read each article carefully. 3. After reading each article, ask the groups to discuss and analyze the article to determine if it's real or fake news. 4. Encourage the groups to use digital tools to fact-check the article, such as using online fact-checking sites like Snopes, PolitiFact, or FactCheck.org. 5. Once the groups have evaluated each article, ask them to share their findings with the rest of the participants. 6. As a group, discuss the various strategies the groups used to determine the authenticity of the news articles. 7. Encourage the youngsters to reflect on their own biases and assumptions and how they can learn to identify and evaluate fake news in the future.
Materials needed:	● Access to the internet or a digital device such as a laptop or tablet. ● A list of news articles, both real and fake, that have been circulating online.
Duration:	35 minutes
Preparation:	To ensure a smooth and effective training session, the trainer should take the following steps: 1. Check and ensure the internet connection in the room is stable and reliable. 2. Provide printed copies of news articles, both fake and real, for the participants to read and evaluate. 3. Prior to starting the session, provide clear and concise guidelines on how to use the fact-checking platforms of his/her choice, such as Snopes, Polifact, or FactChecking.org.
Learning Outcomes:	1. Improved critical thinking skills: Participants will learn to evaluate news sources and separate factual information from misinformation or propaganda. 2. Increased media literacy: Participants will gain a better understanding of how the media works and how to identify reliable sources of news and information. 3. Heightened awareness of the impact of fake news: Participants will become more aware of the impact of fake news on individuals and society, including the spread of misinformation, polarization, and division. 4. Strengthened digital skills: Participants will develop digital skills such as online research, fact-checking, and using digital tools to verify information.

Evaluation/ Learn Check:	1. Pre- and post-activity surveys: Conduct a survey before and after the activity to assess participants' knowledge, attitudes, and beliefs about fake news and media literacy. This will help the trainer determine the extent to which the activity has influenced participants' understanding and perspective. 2. Group discussion and feedback: After the activity, encourage participants to discuss their experience and provide feedback on what they found helpful, challenging, or informative. This will help the trainer identify areas for improvement and adjust the activity accordingly. 3. Observation and reflection: The trainer could observe the participants during the activity and reflect on their engagement, participation, and learning outcomes. This could include taking notes on participants' behavior, responses, and feedback, which can inform future iterations of the activity.
Tools and how to use them	https://www.snopes.com/ - To use Snopes for fact-checking, simply search for the keyword or phrase on their website, review the search results, read the article and evidence, and verify the rating and publication date. It's important to verify information from multiple sources and critically evaluate evidence and sources cited by fact-checking websites like Snopes. https://www.politifact.com/ To use PolitiFact for fact-checking, search for the name or statement you want to fact-check on their website, review the search results, and select the article that matches your topic. Read the article and evaluate the rating and explanation provided by PolitiFact to determine the accuracy of the statement. http://factchecking.org/ FactChecking.org is a website that provides fact-checking articles and analysis on a variety of topics. To use FactChecking.org, simply search for the topic you want to fact-check on their website and review the articles and analysis provided to evaluate the accuracy of the information.
Background/references/ Sources:	-

Title of the activity	**Collaborative Digital Art**
Step-by-step description:	1. Divide participants into small groups of 3-5 people. 2. Assign each group a theme or prompt for their collaborative art project. 3. Instruct each group to use digital art tools to create a collaborative artwork, where each member of the group contributes a part to the overall design. 4. Provide guidelines for collaboration, such as allowing each person to contribute equally, or assigning specific roles within the group (e.g. one person responsible for background, one for characters, etc.). 5. Once the groups have completed their artwork, have each group present their project to the rest of the participants. 6. Encourage discussion and feedback on the collaborative art projects, such as what worked well in their group and what challenges they faced, and how they overcame them. 7. Display the completed collaborative art projects in a shared digital space, such as a Google Doc or Google Slides presentation.
Materials needed:	Digital devices with internet access, digital art tools such as Canva or Pixlr, and a shared digital space such as Google Docs or Google Slides.
Duration:	50 minutes
Preparation:	1. Choose appropriate themes or prompts for the artwork that are relevant and interesting to the participants. 2. Decide on the digital art tools and platform to be used, and ensure that all participants have access to them. 3. Create a shared digital space for each group to collaborate on their artwork, such as a Google Doc or Google Slides presentation. 4. Provide guidelines or instructions for collaboration, such as assigning roles or establishing rules for contribution. 5. Set a timeline for the activity, including a deadline for completion of the artwork and a presentation date. 6. Create a rubric or evaluation criteria for the collaborative art projects, which can include aspects such as creativity, communication, and collaboration.
Learning Outcomes:	1. Participants learn how to work together effectively in a group, communicate ideas and feedback, and respect each other's contributions. 2. Participants are encouraged to express their creativity and imagination using digital art tools, while also learning how to work within the parameters of the assigned theme or prompt.

	3. Participants develop their digital literacy skills by using digital art tools and working in a shared digital space. 4. Participants practice presenting their artwork to the rest of the group, which can improve their public speaking and presentation skills. 5. Participants may need to problem-solve and think critically when working on the collaborative art project, such as deciding on which parts to include, how to make the artwork cohesive, and how to incorporate feedback from other group members.
Evaluation/ Learn Check:	1. Peer evaluation: Group members can evaluate each other based on their contributions to the artwork, collaboration skills, and adherence to the guidelines and timeline. 2. Self-reflection: Participants can reflect on their own learning and growth during the activity, and identify areas for improvement or future development. 3. Rubric assessment: The rubric or evaluation criteria created during the preparation stage can be used to assess the collaborative art projects, with each criterion being given a rating or score. 4. Presentation feedback: Participants can provide feedback to each other after the artwork is presented, focusing on strengths, weaknesses, and areas for improvement.
Tools and how to use them	Canva - Canva is an easy-to-use graphic design platform that allows users to create a wide variety of designs, such as social media posts, flyers, and presentations. Users can choose from a wide range of templates, graphics, and fonts to customize their designs, and can export them as images or PDFs. Pixlr - Pixlr is a free online photo editor that offers a range of tools and features for editing and enhancing images. Users can upload their own images or use stock photos, and can then apply filters, adjust color and brightness, add text and borders, and more to create unique and visually appealing images.
Background/references/ Sources:	-

Workshop's title	**Group reactions**
Learning Outcomes	Realize the benefits and importance of feedback, Learn to cope with different emotions from outside, Realize the influence of surrounding emotions on yourself. Understand for yourself what kind of feedback is the most useful.
Group Size	12-21 ppl
Duration	20-30 minutes (execution) + 20 minutes (debriefing)
Materials and Preparation	None
Session Description	The facilitator tells the group that 4 volunteers are needed. They will have to walk out the door one at a time. The group will come up with a task for each that each "volunteer" will have to do. Participants can't talk during the mission. Volunteers will have to guess what exactly they need to do, **guided only by the reaction of the group.** The **first** volunteer comes out: The group comes up with a **simple task**, such as open a window, write their name on paper or on a blackboard, sit on someone's place/knees, etc. The acceptable reaction of the group should be only POSITIVE. This means that when a volunteer does something in the right direction, the rest of the participants clap their hands. The closer he is to completing the task, the harder the group claps (as in the children's game "hot - cold"). The volunteer does not know what the reaction of the group will be; his task is to understand this and check it with his own actions. **Volunteer 2**: The principle is the same - the group must again come up with a simple task. As he walks out the door, the facilitator tells the group that now the reaction will only be NEGATIVE. This means that if he does something wrong, the group will stomp their feet. No other reaction! This requires the concentration of the group members, because you can't talk, you have to carefully monitor the actions of the volunteer. The wrong reaction is too disorienting for him. **Volunteer 3:** The rules are the same, only now there will be both POSITIVE and NEGATIVE reactions. When he does something right, the group clap, when he does something wrong, he taps his feet.

	Volunteer 4: All the same, but this time NO REACTION! Here you have to be very sensitive so that the game does not turn into a mockery. Usually participants realize that it is almost impossible to cope with such a task, so they come up with a very simple task, for example, sit in a circle in their place or on an empty chair set aside. If the volunteer cannot even do this, then after 2-3 minutes the task is stopped, the participants are invited to discuss the experience gained.
Debriefing	Discussion structure: 1. Only 4 volunteers take turns sharing their emotions and impressions - how they felt, - what seemed easy to them, and - what was difficult and why. 2. Everyone else can share their experiences, reactions, thoughts. 3. Conclusions and recommendations on - which feedback helps the most, - which does not help, - which is the most effective. - what can people agree on when communicating, - how is this related to online communication?

Workshop's title	**4 corners**
Learning Outcomes	Find a common solution regarding the topic, develop critical thinking, discuss different sides of the issue. Learn to work in harmony.
Group Size	8+ ppl
Duration	20-40 min (execution) + 15 min (results + debriefing)
Materials and Preparation	Flipchart paper, markers
Session Description	In the four corners of the room there are 4 flipcharts with 4 different questions on each of the flipcharts: -What is the use and danger of the Internet? - What is the personal responsibility of a young person on the Internet? - How to increase inclusion and diversity on the Internet? - How to protect yourself from cyberbullying? The group is divided into 4 equal subgroups. Participants in subgroups are divided between 4 corners/flipcharts to discuss the topic/question written on paper. Thoughts and ideas are written down on paper. First round - each group decides who will become the "owner" of the corner and what information he should pass on to the next groups. His job is to observe and record the discussion of each group visiting the corner. After 5-10 minutes, the facilitator asks the participants to move to other corners. Near the flipcharts, only the "owner" remains. Every time you have a new question, you need to listen to the owner, and then you can express your opinion about the topic of the corner. The main ideas are written down on paper. The action is repeated until everyone has visited all corners. At the end, the owners of the corners present to everyone else the final versions of flipcharts with the main conclusions of all groups.
Debriefing	Discussion of the received information. Summarizing Getting feedback. Questions for debriefing: - What do you feel now? - What thoughts did you have when you listened to the message of others? - Was there anything new for you?

4.2. WORKSHOP ACTIVITIES - DIGITAL SKILLS

Title of the activity	**How can I identify a case of cyberbullying?**
Step-by-step description:	Introduction and discussion (10 min) Search for information and Canvas (20 min) Explanation to other students (15 min) Questionnaire (15 min)
Materials needed:	Which materials will the trainer need to implement this activity/session? - Cards: https://www.canva.com/design/DAFbeT6OtpQ/UV8-heJh6a9pa36aGnFe4g/edit?utm_content=DAFbeT6OtpQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton - Questionnaire: https://wordwall.net/resource/53065887 - Explanation of the questions' responses: https://docs.google.com/document/d/1OxIHrc9kMHLVU8WySJJmB8QWpx1eF-2P_RG74zzKCUY/edit?usp=sharing - Computers or phones for the participants - Internet access
Duration:	1 hour
Preparation:	- Cards - Questionnaire
Learning Outcomes:	Here goes a detailed description of the activity/session. Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic. First, the trainer will explain that the session is about the different types of cyberbullying. The next step will be a discussion about the thoughts of the participants. After this, the class will be organized in groups and the trainer will hand out cards with some common types of cyberbullying. The next activity will be searching for information of each type of cyberbullying in groups and, then, they will do a quick Canvas where they portray the type they have been subjected to. They have to do a presentation to explain it later.

	Once the participants have finished the presentation, they will move around the class explaining to the other groups the type of cyberbullying they have been subjected to. Finally, to end the session, the trainer will distribute a questionnaire about myths about cyberbullying to the participants and then, they have to conclude with the explanation of each response. In case they do not know how to explain it, the trainer will help them.
Evaluation/ Learn Check:	How will the trainer check the learning achievements of the participants? The trainer will check the learning achievements through the questionnaire.
Tools and how to use them	Does the activity/session require any particular tool? What is it? How is it used? Wordwall: https://wordwall.net/resource/20371998/example-on-how-to-use-wordwall Canvas: https://community.canvaslms.com/t5/Video-Guide/Canvas-Overview-Students/ta-p/383771
Background/references/ Sources:	Further readings on the activity/session and/or references to other activities/sessions that inspired the present one. https://online.adelphi.edu/articles/social-workers-guide-to-cyberbullying-awareness-prevention/ https://www.accreditedschoolsonline.org/resources/cyberbullying-prevention-and-support/ https://www.umgc.edu/news/archives/2021/10/cyberbullying-five-common-misconceptions

Workshop's title	**Improving Digital Skills focusing on the social media to use them in a positive way**
Learning Outcomes	- Cyberbullying and how to define a situation as a cyberbullying action. - the risks of the internet for children. - The major risks of the internet. - The censorship on the internet to protect our kids from cyberbullying.
Group Size	15-22 young people with age 18+
Duration	60-90 minutes
Materials and Preparation	
Session Description	- Cyberbullying definition Being bullied online comes fourth, followed by receiving unwanted sexual comments. - addressing potential risks associated with mass media and digital media. - How to differentiate between jokes and bullying, in which situation we said it is cyberbullying - How to judge the credibility of online content over social media (Facebook, TikTok, YouTube, twitter…), as we risk being taken in by sources and arguments that are more complicated or conflicted than we realize. - How to use the social media in a positive way **1. Social stopwatch:** Use a timer or app tracker to help moderate use. This may be helpful for mental health as research has shown that limiting social media use to no more than 30 minutes per day can reduce feelings of loneliness and depression. This can be as simple as setting a reminder to close social media, or choosing an app tracker such as Forest or Space, where setting preferences can assist with monitoring or limiting social media use. Setting boundaries around the consumption of social media can improve productivity as well — social media use can be a distraction to daily life, work and academic tasks. **2. Social activity:** Remember to take breaks to disconnect from the screen. One way to support this is by following the adage "out of sight, out of mind." Modifying settings and turning off app notifications, hiding apps in folders away from the home screen, or taking it one step further and deleting apps to further reduce temptation. Incorporate screen-free time by engaging in regular physical activity, which curtails the chances of developing a dependence on social media. Indeed, swapping the use of apps with increased physical activity to meet the Canadian Sedentary Behaviour Guidelines and spending active time outdoors may also help to reduce stress and depression.

	3. Social snacking: We are not talking about snacking while scrolling through social media! Instead, similar to how we think of some foods as nutrient-dense which nourish our body (like apples and carrots), and others as nutrient-poor and less useful for our body (like chocolate cake and candy), social media can be thought of in the same way: engagement that makes us feel good or leaves us feeling unwell. Aim to use social media in ways that feel good or have a purpose. Examples of productive, positive social media use include connecting with supportive friends and family, or using it to source useful information. Before you engage on social media, be aware not to overshare or post when stressed or anxious as this can result in a negative social media experience. **4. Social accountability:** Be accountable to yourself and others regarding your social media use. This could mean reaching out to trusted family, friends and co-workers to ask them to gently remind you when they catch you checking your phone during face-to-face engagement. Or, you can take advantage of built-in social media monitoring applications on your phone to set social media use goals and use the apps to track your progress! It's helpful to think of social media as a tool that needs some training to use properly. By finding the strategies that work for us to help manage our social media use, we can welcome a positive and healthy relationship with social media. How to stop this cyberbullying that we, our family, and children can be exposed to. - Online Campaigns.
Debriefing	

Title of the activity	**Consequences of using social media and cyberbullying.**
Step-by-step description:	*How long will the activity/session be?* Presentation and brainstorming (10 min) Video and discussion (10 min) Individual activity (10 min) Group discussion (10 min) Discussion with the trainer (20 min)
Materials needed:	*Which materials will the trainer need to implement this activity/session?* - A computer for the trainer - Computers or phones' participants - A projector - Internet access - A board
Duration:	*How long will be the activity/session?* 1 hour
Preparation:	*What will the trainer need to prepare to implement this activity/session?* - A Mentimeter presentation: https://www.menti.com/al58tb61d8xy - Two different videos about cyberbullying: > Words Hurt, a Cyberbully Short Film: https://www.youtube.com/watch?v=Y9D2PFD7nTI

Learning Outcomes:	*Here goes a detailed description of the activity/session.* *Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic.* The trainer invites all of the participants to join the brainstorm about its consequences. To do the brainstorm, the trainer will explain the guidelines about the use of the app that they are going to use, Mentimeter, so they are able to access the app. Once all the participants have logged in, they can respond to the question presented. After the participants have done the brainstorm and after viewing the answers, the next step will be the visualization of the video about cyberbullying and then, the participants will give their opinions about it. Once they have watched the videos, the trainer will hand out different scenarios where a person experiences cyberbullying and each participant will have to write different ways to manage the situation and solve it. After this, groups will be created to discuss and find a general solution. In order to do this, they will need the app called Padlet. Once the padlet is done, the participants and the trainer will discuss the different solutions in order to come to a general conclusion.
Evaluation/ Learn Check:	*How will the trainer check the learning achievements of the participants?* The trainer will check the learning achievements through the papers handed out to the participants and the different solutions to the scenarios.
Tools and how to use them	*Does the activity/session require any particular tool? What is it? How is it used?* The Mentimeter app will be used. This app allows you to create presentations and meetings. https://fetliu.net/teaching-technologies/mentimeter-polling/#:~:text=Mentimeter%20is%20all%20online%20and,are%20displayed%20in%20real%20time. https://www.youtube.com/watch?v=J6eaEfaxH70 The Padlet app will be used. https://www.google.com/search?q=how+to+use+padlet&rlz=1C5GCEA_enES901ES901&oq=how+to+use+padlet&aqs=chrome..69i57j0i22i30l9.3613j0j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:028cdbe9,vid:KmJY4j_F8Xc,st:140 https://teachers.tech/how-to-use-padlet/?utm_content=cmp-true
Background/references/ Sources:	*Further readings on the activity/session and/or references to other activities/sessions that inspired the present one.* https://thelawdictionary.org/article/what-are-the-consequences-of-cyberbullying/ https://socialmediavictims.org/cyberbullying/effects/

Workshop's title	**Digital Storytelling as a tool to educate and sensitize young people about Cyberbullying**
Learning Outcomes	The importance of digital storytelling skills method. How and Who can use Storytelling. Why do we need to learn Storytelling? The advantages and disadvantages of Digital Storytelling.
Group Size	15-22 young people with age 18+
Duration	60-90 minutes
Materials and Preparation	-
Session Description	The importance of digital storytelling skills method. - fun way of learning for students - diversity of learning and teaching tools - expressing through different kinds of online sources - creating and sharing content on the subject - increases creativity - ability to connect with others - they allow us to communicate on a different level - it can be done by teachers and students - it helps acquiring new competencies which are essential for safe online activities How and Who can use Storytelling. - Clear aim - Detailed briefing - Sharing the knowledge with others - Collaboration on digital tools, not each man for himself - Using digital tools - Using creativity - Teamwork - Connecting experiences in real life with the digital ones - Short breaks to take a break from the screen - Talking about the things everyone is working on

	- Sharing experiences that happen online in person Why do we need to learn Storytelling? - to educate - to connect offline and online; life experiences with digital experiences - it helps in students' development using tools which they are very familiar with - students will be freer to share their experiences in a creative way using more innovative methods. The advantages and disadvantages of Digital Storytelling. - strengthening and empowering teachers and students - creating varied learning experience through them - you can learn through them in your own schedule - interactivity - digital inclusion - reduces human contact
Debriefing	

Title of the activity	SPEAK UP
Step-by-step description:	How long will the activity/session be? Introduction (10 min) Slogan and solution (15 min) Canva (20 min) Video (10 min)
Materials needed:	Which materials will the trainer need to implement this activity/session? - A board - Internet access - Phones or computers for students - Projector - Computer for trainer
Duration:	How long will the activity/session be? 1 hour
Preparation:	What will the trainer need to prepare to implement this activity/session? - A Youtube video: https://www.youtube.com/watch?v=tJsGGsPNakw&t=254s
Learning Outcomes:	Here goes a detailed description of the activity/session. Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic. The trainer will invite the participants to say words related to cyberbullying and she/he will write them on the board. Once done this, the class will be organized in different groups and each group will choose a word written on the board. Then, they will create a positive slogan out of that word, they can use their phones to look for inspiration. Once they have done the slogan, they will find a way to solve this problem (e.g. Someone takes photos of a person without them knowing. The solution: talk to the principal about it). After the participants have done the slogan, the participants and the trainer will make a Canva with the different slogans with the colors of the project. To end the class, the students will see a short film about the importance of checking if a person is okay.
Evaluation/ Learn Check:	How will the trainer check the learning achievements of the participants? The trainer will check the learning achievements with the slogan and the solution they propose. The evaluation will be group-based.

Tools and how to use them	Does the activity/session require any particular tool? What is it? How is it used? Canvas: https://community.canvaslms.com/t5/Video-Guide/Canvas-Overview-Students/ta-p/383771
Background/references/ Sources:	Further readings on the activity/session and/or references to other activities/sessions that inspired the present one. https://www.unicef.org/end-violence/how-to-stop-cyberbullying https://www.endcyberbullying.net/preventing-cyberbullying https://sloganshub.org/cyber-bullying-slogans/

4.3. WORKSHOP ACTIVITIES 'DIGITAL STORYTELLING'

Title of the activity	**Digital Storytelling Challenge**
Step-by-step description:	1. Introduce the concept of digital storytelling and provide examples of digital stories (e.g. short films, interactive maps, photo essays) to inspire and motivate participants. 2. Divide participants into small groups and assign each group a topic or theme (e.g. social justice, environmental issues, personal experiences). 3. Instruct each group to use digital storytelling software or apps to create a multimedia story that incorporates images, videos, and/or audio. 4. Encourage participants to be creative and experiment with different tools and techniques to enhance their digital stories. 5. Once the stories are completed, have each group present their digital story to the rest of the participants. 6. After all groups have presented, hold a discussion on the different storytelling techniques used and the impact of digital storytelling in today's society.
Materials needed:	● Computers or mobile devices with internet access ● Digital storytelling software or apps (e.g. Adobe Spark, StoryMapJS, Animoto) ● Access to digital media (e.g. images, videos, audio)
Duration:	60-120 minutes
Preparation:	1. Select appropriate digital storytelling software or apps: Research and select digital storytelling software or apps that are age-appropriate and accessible to participants. Test the software or apps in advance to ensure that they are user-friendly and compatible with the devices participants will be using. 2. Gather multimedia resources: Collect a variety of multimedia resources (e.g. images, videos, audio) related to the assigned topics. Ensure that these resources are appropriate for the age group and align with the learning objectives of the activity. 3. Assign topics or themes to participants in advance of the activity to ensure that they have adequate time to research and gather resources. 4. Provide clear instructions: Provide clear instructions on the objectives of the activity, the assigned topics or themes, and the expectations for the digital stories. Provide resources and tutorials on how to use the selected digital storytelling software or apps. 5. Ensure technical requirements: Ensure that all technical requirements are met in advance of the activity, including access to computers or mobile devices with internet access, and adequate bandwidth and storage space for the digital stories

Learning Outcomes:	1. Participants will develop their creativity and learn to express themselves through different media. 2. Participants will gain experience using digital storytelling software and tools, and learn to incorporate multimedia elements into their storytelling. 3. Participants will practice their communication skills by presenting their digital stories to others, and receive feedback from their peers. 4. Participants will work in small groups and learn to collaborate effectively to create a cohesive digital story. 5. Participants will be exposed to different social and environmental issues through their assigned topics, and will learn to express their perspectives on these issues through their digital stories.
Evaluation/ Learn Check:	1. Peer feedback: Encourage participants to provide feedback to each other on their digital stories. This can help promote collaboration and communication skills, while also providing an opportunity for participants to reflect on their own work and improve their storytelling techniques. 2. Self-reflection: Provide participants with a self-reflection questionnaire or prompt to assess their own learning and engagement during the activity. This can help the trainer gain insight into participants' individual experiences and identify areas for improvement. 3. Observation and note-taking: Observe participants during the activity and take notes on their engagement, participation, and learning outcomes. This can help the trainer identify areas of success and areas for improvement.
Tools and how to use them	Adobe Spark - Adobe Spark is a digital storytelling platform that allows users to create visual stories using a variety of multimedia elements, including images, videos, and text. Users can choose from various templates and design tools to create professional-looking content for social media, websites, and presentations. Story Map JS - StoryMapJS is a free digital tool that allows users to create interactive maps that tell a story. Users can add text, images, and videos to each point on the map to create a multimedia-rich story. To use StoryMapJS, users can create an account, choose a template, add locations, and customize their story with multimedia elements. Animoto - Animoto is a cloud-based video creation platform that enables users to create professional-looking videos using photos, video clips, and music. To use Animoto, users can choose a template, upload their media files, and customize their video with text, captions, and music using the platform's intuitive drag-and-drop interface.
Background/references/ Sources:	-

Title of the activity	**What do you see?**
Step-by-step description:	The participants will be divided into 6 groups or less according to the starting number. Three videos will be randomly assigned to the groups (1 video per 2 groups). Each group will be tasked with evaluating the video that means describing the events in the video, what could have been the trigger for the events/problems in the video, how those problems can be prevented and in what other ways can these problems be represented. One facilitator will be distributed to two groups in case of questions about the work or the topic itself. The groups will be given papers, pens, flipchart sheets, markers and 25 minutes of time to fulfill the task. The flipchart can be used to creatively respond to the task of presenting the final result, but the presentation can be verbal as well. After the presentations of all groups, the facilitators should open a discussion with the whole group and ask questions to evaluate the group work, the workshop itself and overall get a sense of the group's dynamic.
Materials needed:	projector, videos (Videos), papers, pens, markers, flipchart
Duration:	45-60 minutes (5+25*+15*=explanation of task + working on task + presentations of work and discussions) *additional time possible for prolonged discussions about presentations and for finishing the work within groups
Preparation:	The facilitator will need to find appropriate video clips for his desired topic and revise on the knowledge regarding his topic as well as on assertive skills for cooperation with participants
Learning Outcomes:	• The facilitators will get a sense of the group dynamic while interacting with the participants during the working time of the session. Using the feedback from the participants they will also know how to improve on the workshop and for their role in it in the future. • The participants will get a sense of the existence of different perspectives regarding one universal thing as one video on two groups provides an open possibility for different perspectives and problem solutions. • The learning outcome for participants and facilitators will be the opportunity for a prosperous team building experience, especially in international training. • The participants will understand more about the topic that was given but also about digital storytelling in a sense of an approach to a problem.

Evaluation/ Learn Check:	After this activity the facilitators will start a discussion about the activity, where they will ask the participants what they thought about the session and how it affected them. At the end of the discussion the facilitators will invite the participants to a debriefing session, where they will get further feedback from the participants (the debriefing can be done in any way that the facilitator sees fit. It can be done in a creative way, on a flipchart or by using a simple quiz).
Tools and how to use them	Communication skills and openness to sharing knowledge as main tools of a youth worker should be implemented both from the participants and the facilitators.
Background/references/ Sources:	*Further readings on the activity/session and/or references to other activities/sessions that inspired the present one.*

Title of the activity	**Perspective Box**
Step-by-step description:	The facilitator will start the session by bringing out a box/flipchart, sticky notes and pencils. Each participant should get 2 sticky notes and a pencil. Then the facilitator will ask the participants to write one word that comes to their mind, that describes the topic that was selected, in a way that the participants understand the topic. (topic should be connected with the stories that the facilitator created) After that the participants will put the sticky notes in/on a box/flipchart, when everybody has put the sticky notes in/on the box/flipchart the trainers will start reading the notes one by one and discuss with the participants if that word coincides with the topic. Following the discussion, the facilitator will explain the topic using the precise definition and give the participants papers with that definition as a handout to be used in the rest of the workshop. (this part of the activity should last 30 minutes) This start up session should be used as a way to bring the topic closer to the participants. Facilitator should use the first part of the session to introduce them to the second part of the session. The second part of the session starts with the facilitator putting participants in two groups (5 minutes). Both groups will receive a story. The stories will be from two perspectives of peer violence, one from the bully's side and the other one from the victim's side. When both groups receive the story, the facilitator will give further explanation of the task. Both groups should come up with a way to make their story true. (For example, when it comes to the story of the bully the group should try to explain that it's not his fault and act like they are the bullies' lawyer and the same goes for the victim's story) (25 minutes). After both groups come up with a way to defend their side of the story the debate starts (30 minutes). Both groups would have 10 minutes to explain and defend their side of the story, after which there would be a period of 5 minutes where the opposing sides would get an opportunity to answer some of the questions/arguments that the other group made. After that there is a period of 5 minutes where the facilitator will open a group wide discussion regarding the existence of different perspectives and how that can be beneficial. At the end of the working day, the debriefing session starts.
Materials needed:	Pencil, sticky notes, handouts (paper with different perspectives on the same story/text), box/flipchart and markers.
Duration:	90 minutes
Preparation:	The facilitator should come up with a story with two different perspectives that can be used in the exercise. The stories can be interchangeable for every session (it can be an online or offline story). Besides that, the facilitator should study the topic that they decided to use for the session (facilitator should know the topic better than the participants).

Learning Outcomes:	The facilitators will get a sense of the group dynamic while interacting with the participants during the working time of the session. Using the feedback from the participants they will also know how to improve on the workshop and for their role in it in the future. The participants will get a sense of the existence of different perspectives regarding one universal thing as one story on two groups provides an open possibility for different perspectives The learning outcome for participants and facilitators will be the opportunity for a prosperous team building experience, especially in international training. The participants will understand more about the topic that was given but also about digital storytelling in a sense of an approach to a problem.
Evaluation/ Learn Check:	After this activity the trainers will start a discussion about the activity, where they will ask the participants what they thought about the session and how it affected them. At the end of the discussion the trainers will invite the participants to a debriefing session, where they will get further feedback from the participants (the debriefing can be done in any way that the facilitator sees fit. It can be done in a creative way on a flipchart or by using a simple quiz).
Tools and how to use them	Communication skills and openness to sharing knowledge as main tools of a youth worker should be implemented both from the participants and the facilitators. Story (Story)
Background/references/ Sources:	

Title of the activity	**Your feelings - Your story**
Step-by-step description:	The facilitator will divide (via desired method) the participants in the three different groups (the size of the groups are decided by the number of the participants at the start of the session). Each of the groups receives an stance, before getting the text (stances are: positive, negative and neutral)(this part should last a maximum of 10 minutes). After receiving the text each group should think of a way to represent and explain the text using their opinions. The facilitator should check in on all of the groups and offer help if needed (working in groups should last up to 30 minutes). After that the facilitator will invite all of the groups to present their story and the way they saw it based on their given stance (this part should last 15 minutes, 5 minutes per group). At the end the facilitator should use the last 5 minutes of the session to ask some questions that participants are supposed to answer based on their own personal opinions (the questions should be simple, precise and directly connected to the topic).
Materials needed:	handout (positive,negative and neutral) pens, markers, flipchart.
Duration:	60 minutes
Preparation:	The facilitator should find or create a story that can be viewed in 3 different ways (positive, negative and neutral). They should also be informed about the topic they choose more then the participants (so they can give some insight on the topic)
Learning Outcomes:	• The facilitators will get a sense of the group dynamic while interacting with the participants during the working time of the session. Using the feedback from the participants they will also know how to improve on the workshop and for their role in it in the future. • The participants will get a sense of the existence of different perspectives regarding one universal thing as one story on two groups provides an open possibility for different perspectives • The learning outcome for participants and facilitators will be the opportunity for a prosperous team building experience, especially in international training. • The participants will understand more about the topic that was given but also about digital storytelling in a sense of an approach to a problem.
Evaluation/ Learn Check:	After this activity the facilitators will start a discussion about the activity, where they will ask the participants what they thought about the session and how it affected them. At the end of the discussion the facilitators will invite the participants to a

	debriefing session, where they will get further feedback from the participants (the debriefing can be done in any way that the facilitator sees fit. It can be done in a creative way, on a flipchart or by using a simple quiz).
Tools and how to use them	Communication skills and openness to sharing knowledge as main tools of a youth worker should be implemented both from the participants and the facilitators.
Background/references/ Sources:	*Further readings on the activity/session and/or references to other activities/sessions that inspired the present one.*

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