AIwareness

Erasmus+ Youth · Small-scale Partnership

E-TOOLKIT

AI Literacy · Online Safety · Cybersecurity ·
Social Engineering · Digital Footprints

Project No. 2024-3-FI01-KA210-YOU-000265204

FINNISH NATIONAL
AGENCY FOR EDUCATION

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PREFACE

Digital spaces are no longer separate from young people's everyday lives. Social media, search engines, messaging platforms, recommendation systems, AI chatbots and AI-generated content influence how young people communicate, learn, create, access information and make decisions.

These technologies bring enormous opportunities. At the same time, they create new challenges. Phishing, scams, manipulation, misuse of personal information, misleading AI-generated content, deepfakes and other forms of social engineering are becoming increasingly difficult to recognise. Young people therefore need more than technical knowledge. They need the confidence to question what they see, recognise potential risks, make informed decisions and know what to do when something does not feel right.

The research carried out within Alwareness confirmed this need. Among 53 young people surveyed in Finland, Germany and North Macedonia, almost half reported that they had never received formal education on online safety. The research also showed significant differences in the ways young people protect themselves online: while some already use more advanced measures, others mainly rely on simply "being careful", and some are unsure how to protect themselves at all.
For youth work, this creates both a responsibility and an opportunity.

Young people do not necessarily need another lecture telling them that the internet can be dangerous. They need spaces where they can experiment, question, discuss, recognise risks, make decisions, test solutions and learn from one another.
This is where non-formal education can make a difference.

The Alwareness e-Toolkit was created to support youth workers, educators, trainers and facilitators in turning topics such as online safety, artificial intelligence, digital footprints and social engineering into practical learning experiences. Instead of focusing only on theory, the activities use learning by doing, role play, project-based learning, gamification, personal learning environments, digital tools, reflection and peer learning. These methodological approaches were foreseen as the basis of the Alwareness methodology and developed to be transferable to different youth-work contexts.

The toolkit is not intended to provide all the answers about a digital world that changes every day. Its purpose is to help young people develop something more sustainable: digital awareness, critical thinking, safer habits and the confidence to keep learning.

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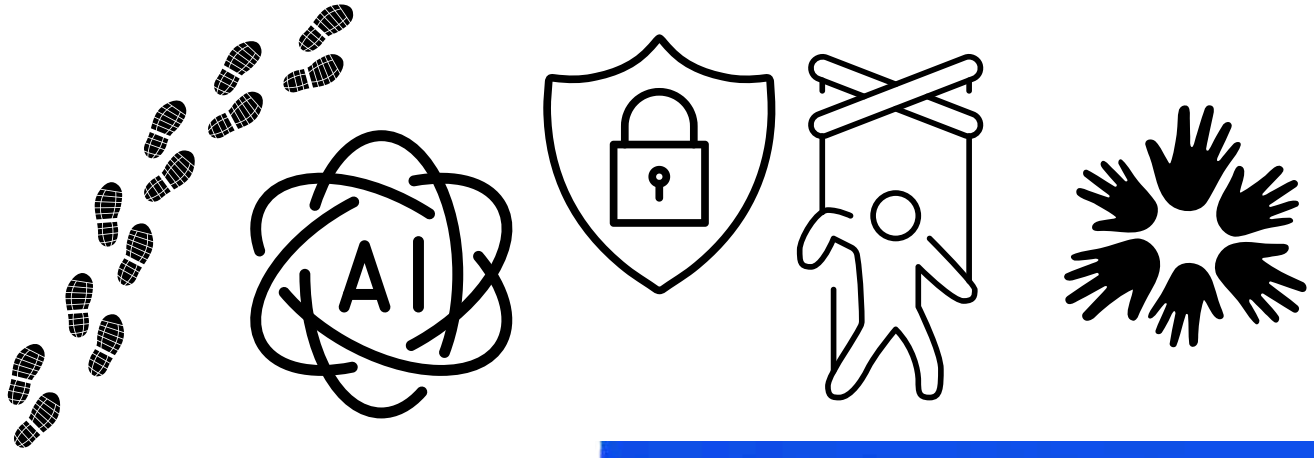
ABOUT THE PROJECT

Alwareness is an Erasmus+ KA210-YOU Small-scale Partnership in Youth implemented from May 2025 to August 2026 by organisations from Finland, North Macedonia and Germany.

The project responds to current challenges related to artificial intelligence, online safety, social engineering, data protection, digital footprints and digital youth work. It focuses on three key priorities: Digital Transformation, Quality and Innovation in Youth Work, and Inclusion and Diversity.

Alwareness aims to strengthen youth workers' knowledge and practical skills while providing them with structured, adaptable non-formal education methods that can be used in workshops, training activities and everyday youth work. The project also supports young people in recognising online risks, manipulation and misleading or AI-generated content, protecting their personal information and making more informed decisions online.

Through its activities and methodology, Alwareness promotes the safe, critical, responsible and ethical use of digital technologies while helping youth workers adapt the methods to young people from different cultural, social and educational backgrounds, including young people with fewer opportunities.



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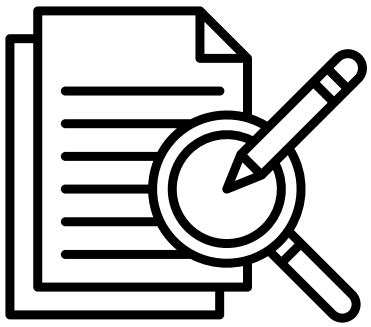
LOCAL CONTEXTS

Digital safety and media literacy are not approached in the same way across Europe. The AIwareness research therefore explored the realities of Finland, Germany and North Macedonia to understand what young people already know, where support is available and where youth workers still experience gaps.

The research combined desk research with field research involving young people, youth workers, educators and other stakeholders. A common online questionnaire was conducted in June and July 2025 and collected 53 responses from the three partner countries: 30.2% from Finland, 28.3% from Germany and 41.5% from North Macedonia. The survey explored online safety, AI use and ethical perspectives.

Across the whole sample, 42 respondents identified data breaches or scams as one of their main concerns when using the internet, followed by the sharing or misuse of personal information and exposure to harmful or disturbing content. At the same time, 25 out of 53 respondents reported that they had never received formal education on online safety.

These findings provide the context in which the AIwareness methods were developed.



Finland

Finland has the most structured approach to media literacy among the three partner countries included in the Alwareness research. Media literacy is supported through national policy and incorporated into the formal education system. The approach includes critical literacy, media ethics, copyright, freedom of speech, responsible creation and sharing of content, as well as understanding how media can influence identity and participation. Online safety is also addressed within the national curricula.

The Alwareness research reflects this stronger institutional foundation. Compared with participants from Germany and North Macedonia, respondents from Finland reported the highest exposure to online safety information and education. Young people receive guidance through several environments, including school, home and youth work, creating different opportunities to develop awareness and safer digital habits.

A strong media-literacy environment does not remove the need for practical youth-work resources. The research found that youth workers do not necessarily have a consistent set of tools and methods that they can rely on when educating young people about online safety. Much of the existing support comes through practical advice and individual guidance rather than through a shared methodology that can easily be transferred between youth-work settings.

What does this mean for youth work?

In the Finnish context, the challenge is therefore not simply introducing digital safety for the first time. Youth work can build on an already relatively strong level of awareness by moving toward practical application, critical analysis and more complex digital situations.

Methods can focus on recognising AI-generated content, evaluating information, understanding social engineering, analysing digital footprints and practising responses to realistic situations. The Alwareness methodology can therefore complement existing media-literacy education by giving youth workers structured activities that encourage young people to apply what they know rather than only receive information.

Germany

Germany approaches media literacy through a more decentralised system. There is no single national programme that independently covers every aspect of media literacy and safe digital-tool use. Different ministries, institutions and federal states address different elements of the topic, reflecting Germany's broader federal education structure.

Within general education, media literacy is generally treated as a cross-curricular competence rather than a separate school subject. Young people are expected to develop skills such as finding and processing information, communicating and collaborating digitally, creating content, solving problems, reflecting critically on information and staying safe in digital environments.

The AIwareness research found that young people in Germany reported receiving online safety information, although at a somewhat lower level than respondents from Finland. The findings also indicate that youth workers tend to address digital safety by providing general information, recommendations and practical advice. This means that digital safety is present in youth work, but it is often handled informally rather than through structured workshops or a common methodology.

What does this mean for youth work?

The German context highlights the value of methods that can be used flexibly across different environments. Youth workers may be working in youth centres, NGOs, community activities, schools or international youth projects, and they may encounter very different levels of digital knowledge within the same group.

Practical non-formal education methods can help transform general advice such as “be careful online” into concrete learning experiences: identifying suspicious links, discussing privacy decisions, recognising manipulation, testing AI-generated content and reflecting on participants' own digital habits and behaviours.

For this reason, the AIwareness methods are designed not as a fixed curriculum but as resources that youth workers can select, combine and adapt according to their group and local setting.

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North Macedonia

The research identifies a more significant structural gap in North Macedonia. Although media literacy has been addressed through different policies, programmes and initiatives, there is currently no single dedicated national strategy that systematically integrates media literacy and the safe use of new media throughout the education system.

Previous initiatives demonstrate that the need has been recognised for many years. For example, efforts were made to introduce media literacy into education, and a handbook for teaching media literacy in primary and secondary education was developed alongside training for more than 1,000 teachers. However, the initiative was not fully institutionalised, and media literacy has continued to remain underrepresented within the education system.

The Alwareness survey also showed that respondents from North Macedonia reported the lowest exposure to online safety education among the three countries studied.

This is particularly relevant for youth work. Youth workers participating in the research reported that they lacked guidance and practical tools for addressing media literacy and online safety with young people. The issue is therefore not only young people's level of awareness but also whether the professionals supporting them have accessible resources that can be used in practice.

What does this mean for youth work?

In this context, non-formal education can play an especially important role in filling gaps that may not yet be systematically addressed through formal education.

Activities should begin with accessible concepts and real situations from young people's everyday digital lives before moving toward more complex skills. Practical exercises involving phishing, privacy, digital footprints, AI-generated content, misinformation and safe navigation can help make abstract digital risks easier to understand.

At the same time, methods need to remain inclusive and adaptable for young people with different educational backgrounds, levels of digital literacy and access to technology.

INTRODUCTION TO THE TOOLKIT

The AIwareness e-Toolkit is a practical resource for youth workers, trainers, facilitators, educators and teachers working with young people on online safety, AI, digital footprints, social engineering and safe online navigation.

It provides ready-to-use non-formal education activities developed through the project's research, methodology and testing process. The methods use active learning approaches such as learning by doing, role play, project-based learning and Personal Learning Environments.

The toolkit promotes a safe, critical and responsible use of digital technologies and is organised into three groups according to participants' needs and experience.

Base Methods

The Base Methods introduce the main AIwareness topics in a simple and accessible way. They focus on online safety, safe navigation, digital footprints and AI usage & recognition, helping participants build essential knowledge and safer digital habits.

Intermediate Methods

The Intermediate Methods build on this foundation and encourage participants to apply their knowledge more independently. Through project work, role play, personalised learning and practical simulations, they strengthen critical thinking, problem-solving and responsible decision-making.

Additional Exercises

The Additional Exercises expand the methodology through more creative and technology-based activities. They include AI tools, quizzes, digital presentations, graphic design, VR, AR, case studies and Forum Theatre, and can be used independently or alongside the other methods.

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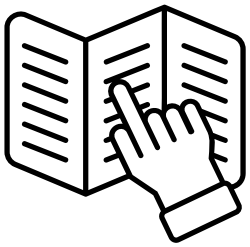

HOW TO USE THE TOOLKIT

This toolkit is designed as a practical working resource that facilitators can consult both when preparing a session and while delivering it. Each method follows a clear and consistent structure, including a short overview, objectives, required resources, timing, working format, step-by-step instructions, reflection questions and facilitator tips. Where additional materials are needed, such as scenarios, templates or activity cards, these are provided or referenced in the relevant section.

Choose According to Your Group

Before selecting a method, consider the needs and characteristics of your participants, including:

- age and level of digital experience;
- previous knowledge of the topic;
- learning objectives;
- available time and group size;
- access to smartphones, laptops, internet or other equipment;
- language and literacy needs;
- accessibility and additional support needs;
- whether the activity will take place face-to-face, online or in a blended format.

All methods can be adapted to different groups, learning environments and local contexts.

HOW TO USE THE TOOLKIT

Facilitate — Do Not Lecture

The methods are based on active participation and non-formal learning. Young people should have space to explore, discuss, question, make decisions and learn from one another.

Whenever possible, encourage participants to explain why they made a particular choice rather than simply telling them whether an answer is right or wrong. Allow different perspectives to emerge, use examples connected to participants' everyday digital lives, and avoid judging or shaming participants for previous online habits or mistakes.

The facilitator's role is to guide and support the learning process, while keeping young people actively involved in discovering their own answers and developing practical skills.

Remember: Digital Tools Change

Some activities in this toolkit refer to specific apps, platforms or digital tools. Digital technologies develop quickly, and features, prices, registration requirements or availability may change over time.

For this reason, facilitators should check the suggested tools before each activity and replace them with suitable alternatives when necessary.
The digital tools and applications included in this toolkit were available and working at the time the toolkit was created.

The most important element is the learning objective and methodology, not the specific platform. If a suggested tool is no longer available, facilitators are encouraged to use another tool that supports the same purpose.

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STEP-BY-STEP EXPLANATION OF THE METHODS

Practical guidance for preparing, facilitating and reflecting on each activity.

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BASE METHODS

The Base Methods provide the first practical step into the main AIwareness topics. Through accessible, participatory activities, participants explore online safety, safe navigation, digital footprints and AI usage & recognition, while developing the basic awareness and habits needed for the more advanced methods that follow.

ONLINE SAFETY BASICS

Duration: 1.5 hours

Summary	A practical awareness-raising workshop that introduces participants to the basic principles of staying safe online. Through movement, discussion, realistic scenarios and personal reflection, participants explore common online risks and reflect on their own digital habits.
Function	• Teambuilding • Raising awareness • Developing digital literacy • Encouraging responsible • Online behaviour
Objectives	• To introduce basic concepts of online safety. • To raise awareness of common online risks related to privacy, scams, passwords and manipulation. • To develop simple strategies for safer digital habits. • To encourage participants to reflect on their own online behaviour.
Resources / Preparation	• Projector / screen • Internet access (optional) • Printed scenario cards • Flipchart and markers • Sticky notes • Timer • Open and supportive space for discussion
Working Format	• Whole group • Small groups • Individual work

ONLINE SAFETY BASICS

Step-by-step explanation	**1. Welcome & Introduction** 10 min | Whole group This opening activity sets a relaxed tone and gets participants thinking about online safety before any formal input begins. A quick physical warm-up and open question invite everyone to contribute from their own experience right from the start. ***Instructions***: 1. Gather participants in a circle, introduce the topic, and open with a warm-up question that gets everyone thinking about their own online habits. 2. Ask participants to stand in a circle. 3. Introduce the topic: "Online Safety Basics." 4. Ask a warm-up question: "What is one thing you do to stay safe online?" 5. Briefly frame the session: today they will explore risks and learn simple strategies. **2. Digital Footprint Walk** 15 min | Whole group / Movement activity Participants move through the room in response to statements about their online habits, creating a visual, embodied experience of how digital footprints are formed. The activity builds self-awareness without judgment and sparks meaningful discussion. ***Instructions***: 1. Read each statement aloud one at a time, giving participants space to physically respond if it applies to them, followed by a brief reflection question before moving to the next.

ONLINE SAFETY BASICS

Step-by-step explanation	2. Facilitator instructs participants to walk slowly around the room while statements are read aloud, such as: • "I have used the same password for more than one account." • "I have clicked a link without checking it." • "I have shared personal information online." • "I have seen a 'You've won a prize!' pop-up and clicked on it." • "I have used public Wi-Fi to log into an account (bank, email, social media)." • "I have shared my phone number or email address to access a free service." • "I have posted my location or check-in online." • "I have filled out an online form without reading the privacy policy." • "I have tagged someone else in a photo without asking them first." 3. Read each statement slowly and clearly, and give participants 10-15 seconds to move or pose if they relate to it. 4. After each statement, ask a quick reflection question before moving on: "What might be the risk here?" 5. Return to the circle and debrief the experience as a group once all statements are complete. **3. Input: Online Safety Basics** 15 min | Whole group This short input session gives participants the vocabulary and core concepts they'll need for the scenario work that follows, without turning into a lecture. Keeping it interactive means the group builds the content together rather than just receiving it.

ONLINE SAFETY BASICS

Step-by-step explanation	***Instructions***: Using a flipchart, walk participants through the four key areas of online safety, pausing to ask for real examples from the group after each one. Using a flipchart, explain four key areas: • Strong passwords • Privacy settings & personal data • Scams, phishing & suspicious links • Respectful and responsible behaviour online Keep explanations short and interactive, asking for examples from the group. **4. Scenario Work** 25 min | Small groups of 3-5 Working through realistic scenarios in small groups lets participants apply what they've just learned to situations they might actually encounter. Presenting back to the whole group reinforces the material and exposes everyone to a wider range of risks than they'd cover alone. ***Instructions:*** 1. Divide participants into small groups (3-5 people). 2. Assign each small group a real-life online safety scenario to discuss, then have them present the risk, response, and relevant rule to the full group in under two minutes. 3. Give each group a card with a real-life online-safety scenario, such as: • Receiving a suspicious message claiming to be from a bank • A friend sharing an embarrassing photo of someone • Being asked to sign into a website through an unknown link

Step-by-step explanation	Groups discuss: • What is the risk? • What should the person do? • What rule of online safety applies here? Each group presents their scenario and solution in 1-2 minutes. See page 20: Scenarios for Online Safety for full scenario cards. **5. Personal Action Plan** 10 min | Individual Participants identify their own behaviours, reflect on areas for improvement, and commit to realistic changes they can implement immediately. The activity also promotes self-awareness, personal responsibility, and behaviour change, helping participants develop safer and more mindful online practices—empowering them to become active participants in protecting their own digital wellbeing rather than passive recipients of information. *Instructions*: Give each participant three sticky notes to record one strength, one risk, and one new habit, then have them post these on the wall and discuss common themes as a group. 1. Give each participant 3 sticky notes. Ask them to write: • One thing they already do well • One risk they want to reduce • One new habit they will start this week 2. Participants place their notes on the wall and discuss common themes.

ONLINE SAFETY BASICS

Step-by-step explanation	**6. Closing & Reflection** 5 min | Whole group 1. Summarize key takeaways. 2. Invite questions. 3. Thank participants and encourage them to apply their new safety habits. **7. Questions for Debriefing** • What was the most surprising thing you learned about your own online behaviour? • Which risks feel the most relevant for you today? • How confident do you feel applying the strategies discussed? • What new habit will you start after this workshop? **8. Tips for the Facilitator** • Keep explanations simple and avoid technical jargon—this is a beginner-level workshop. • Present real-life examples to make the abstract risks easy to understand. • Ensure participants feel safe to share their experiences without judgement. • Adapt scenarios depending on age, background, and online experience of the group. • Encourage participants to question online content, not fear it.

Online Safety Scenario Cards

- PRINTABLE MATERIAL-

1. Suspicious Bank Email

Scenario:

Maria receives an email that looks like it came from her bank. The message says her account will be blocked unless she clicks a link and updates her login details within 24 hours. The email creates a sense of urgency and asks for personal information.

2. Sharing an Embarrassing Photo

Scenario:

Alex receives a funny but embarrassing photo of a classmate in a group chat. One friend encourages everyone to share it on social media because "everyone will laugh," while another says it could hurt the person's feelings.

3. Unknown Sign-in Link

Scenario:

Sara gets a message saying she has been invited to join a new online platform for an Erasmus+ project. The message includes a link and asks her to sign in with her Google account. She doesn't recognize the website and isn't sure who sent the invitation.

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SAFE NAVIGATION IN THE ONLINE ENVIRONMENT

Duration: 1.5 hours

Summary	A practical workshop that helps young people understand how to navigate online environments more safely. Participants explore common risks, practise decision-making and reflect on the platforms and digital spaces they use in everyday life.
Function	• Raising awareness • Developing digital literacy • Supporting responsible online behaviour • Building critical thinking
Objectives	• To introduce basic concepts of safe online navigation. • To help participants identify common online risks and tricky situations. • To strengthen decision-making skills when interacting with online content. • To promote healthy digital habits and personal responsibility.
Resources / Preparation	• Projector / screen • Internet access (optional) • Sticky notes • Flipchart + markers • Timer • Space for movement-based activities
Working Format	• Whole group • Small groups • Individual work

SAFE NAVIGATION IN THE ONLINE ENVIRONMENT

Step-by-step explanation

1. Welcome & Introduction

10 min | Whole group

This activity opens the session by getting participants comfortable sharing and thinking about the platforms they use most, setting the stage for a focused discussion on staying safe while using them.

Instructions:

1. Ask participants to gather in a circle to begin the session.
2. Introduce the session's focus: "Safely Navigating the Online Environment."
3. Ask participants: "What app or site do you use the most, and why?" - Invite a few voices to share before moving on.
4. Explain that today's session will focus on how to stay safe while using the tools and platforms participants just mentioned.

2. Risk or No Risk?

15 min | Whole group | Movement activity

This activity gets participants moving while surfacing common online behaviours that can carry hidden risks, setting up the group for a deeper discussion on digital safety.

Instructions:

1. Ask participants to spread out and begin walking slowly around the room.
2. Explain the rule: when a statement applies to them, they stop walking and stay still until invited to continue. Read out prompts one at a time, pausing between each for participants to react:

- "I have joined a new online group recently."
- "I have clicked a link from someone I don't know."
- "I have filled in a form online."
- "I have accepted a friend request without checking the profile."

SAFE NAVIGATION IN THE ONLINE ENVIRONMENT

Step-by-step explanation	3. After each statement, ask those who stopped: "Why could this be risky?" Say "continue" to let the group resume walking before the next statement. Once all statements have been read, gather everyone back into a circle. 4. Close with a brief group debrief, reflecting on the patterns and risks that came up across the different prompts. **3. Input: Key Principles of Safe Navigation** 15 min | Whole group This activity gives participants a clear, practical framework for navigating the online world safely, covering the key habits and awareness needed to stay safe day to day. *Instructions:* Using the flipchart, introduce the following four concepts. After each one, encourage participants to share examples from their own daily experiences to ground the ideas in real situations. 1. Check the source - Explain the importance of checking websites, profiles, and links before trusting or engaging with them. 2. Privacy awareness - Explain the value of sharing carefully and using privacy settings wisely. 3. Understanding online interactions - Explain how to recognise risky interactions, such as strangers, fake profiles, and manipulation tactics. 4. Digital balance - Explain the importance of healthy screen time and emotional wellbeing in relation to online use. Encourage examples from participants' daily experiences.

SAFE NAVIGATION IN THE ONLINE ENVIRONMENT

Step-by-step explanation	**4. What Would You Do?** 25 min | Small groups of 3-5 | Scenario work This activity helps participants apply their digital safety knowledge to realistic situations, practicing how to recognise risks and respond appropriately. ***Instructions***: 1. Divide participants into small groups of 3-5 people and give each group a scenario to discuss: • receiving a message claiming "You won a prize," • being asked for personal information on a new platform, • seeing harmful or shocking content unexpectedly, • or being pressured to share personal pictures. 2. Ask each group to discuss: • What is happening in their scenario? • What risks are involved? • What is the safest decision? 3. Once groups have had time to discuss, invite each group to present their scenario and proposed solution to the rest of the participants in 1-2 minutes. ***5. Online Navigation Map*** 10 min | Individual This activity gives participants a visual way to reflect on their personal online landscape, helping them recognise where they feel confident and where they might want to set stronger boundaries.

Step-by-step explanation

Instructions:

1. Give each participant a sheet with the outline of a simple "map" and ask them to fill it in with:

- The apps/websites they use regularly
- Where do they feel most safe?
- Where do they feel uncertain?
- What boundaries could they set to increase their safety?

2. Once participants have completed their maps, invite volunteers to share a few insights with the group. Then ask everyone to post their maps around the room, and take a moment together to look around and identify any shared patterns across the group.

See page 27: Online navigation map

6. Safety Checklist Creation

5 min | Whole group

This activity brings the session's key takeaways together into a simple, memorable checklist participants can rely on going forward.

Instructions:

As a whole group, co-create a simple "Safe Navigation Checklist," drawing on the ideas and lessons that came up throughout the session – for example:

- Pausing before clicking,
- Double-checking sources,
- Protecting personal information,
- Talking to someone when unsure.

Write the agreed list on a flipchart and keep it visible for the rest of the session. Encourage participants to take a photo of the checklist on their phones so they can refer back to it after the session ends.

SAFE NAVIGATION IN THE ONLINE ENVIRONMENT

Step-by-step explanation	**7. Closing & Reflection** 5 min | Whole group Summarise the main ideas and invite final questions. Remind participants that making safer choices online is about developing awareness and confidence rather than being afraid of digital spaces. **8. Questions for Debriefing** • Which risky online situation surprised you today? • How confident do you feel recognising unsafe online interactions? • What is one new strategy you want to try this week? • Who can you talk to when you feel unsure online? **9. Tips for the Facilitator** • Use real-life examples that match the age and experiences of young participants. • Encourage open discussion without judging online behaviour. • Maintain a supportive atmosphere—some scenarios may feel personal. • Keep instructions simple and practical to match the basic level. • Reinforce that asking for help is a strength, not a weakness.

My Digital Safety Map

- PRINTABLE MATERIAL-

1. Apps & Websites I Use Regularly
List the platforms, apps or websites that are part of your everyday routine.

2. Where I Feel Most Safe
Which app, website or online space do you trust the most, and why?

3. Where I Feel Uncertain
Which app, website or online space makes you feel unsure, exposed or uncomfortable, and why?

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4. Boundaries I Could Set
What is one change, habit or boundary you could set to feel safer online?

DIGITAL FOOTPRINTS

Duration: 1.5 hours

Summary	An introductory workshop exploring how online actions create digital traces and how these traces contribute to a person's digital identity. Participants examine how digital footprints can influence privacy, reputation and future opportunities and reflect on how they manage their own online presence.
Function	• Raising awareness • Developing digital literacy • Encouraging responsible online habits • Understanding long-term consequences of digital actions
Objectives	• To explain what a digital footprint is and how it is formed. • To explore positive and negative digital traces. • To help participants evaluate how their online activity shapes their digital identity. • To promote responsible behaviour and mindful sharing online.
Resources / Preparation	• Projector / screen • Internet access (optional) • Printed cards with real-life digital footprint scenarios • Flipchart + markers • Timer • Space for movement-based activities
Working Format	• Whole group • Small groups • Pairs • Individual work

DIGITAL FOOTPRINTS

Step-by-step explanation

1. Welcome & Introduction

10 min | Whole group

This opening activity gets participants physically engaged and thinking personally about their own online activity before the session moves into deeper content. A simple warm-up question makes the abstract idea of a "digital footprint" concrete right away.

Instructions: Gather participants in a circle, introduce the topic, and open with a warm-up question before briefly explaining what a digital footprint is and why it matters.

1. Have participants stand in a circle.
2. Introduce the topic: Digital Footprints.
3. Ask a warm-up question: "What is one thing you posted online this week?"
4. Briefly explain that every online action leaves a trace–sometimes visible, sometimes hidden. Whether we post on social media, comment on a video, search for information, or simply visit a website, we create a digital footprint that can shape how others perceive us. These digital traces can influence friendships, education, employment opportunities, and even our online safety.

2. Leave a Trace

15 min | Whole group | Movement activity

Participants physically stop or keep moving in response to statements about their own online habits, turning an abstract concept into a shared, visible experience. Pausing for brief reflection after each statement helps the group notice which traces feel obvious and which feel invisible, without turning it into a lengthy discussion.

Step-by-step explanation

Instructions: Read each statement aloud one at a time, asking participants to stop moving if it applies to them, then invite one or two brief reflections before saying "continue" and moving to the next statement.

1. The facilitator invites participants to the center of the room and gives the instructions for the activity.
2. The facilitator reads statements such as:

- "I have liked a post today."
- "I have commented on social media this week."
- "I have searched for something I wouldn't want others to see."
- "I have downloaded an app without reading the terms."

3. After each statement, invite a brief reflection from those who stopped (1-2 voices, not a full discussion): "What trace did this leave?"
4. Say "continue" to let the group resume walking before the next statement.
5. Once all statements have been read, gather everyone back into a circle to summarise.
6. Close with a short group reflection, e.g.: "Looking back, what surprised you about the traces we leave?" or "Which trace felt the most invisible until just now?"

3. Input: Understanding Digital Footprints

15 min | Whole group

This activity introduces participants to the building blocks of a digital footprint by breaking it down into two distinct types of traces – the ones we leave on purpose and the ones collected without our noticing. Understanding this distinction sets up the final concept: how these traces combine, often silently, into a digital identity that can shape how we're perceived by others and by algorithms alike.

DIGITAL FOOTPRINTS

Step-by-step explanation	***Instructions***: Using a flipchart, walk participants through the following key concepts, allowing time for questions and examples after each one. 1. Active footprints- Explain that active footprints are traces we leave deliberately and knowingly – posts, comments, uploads, and likes. These are the digital actions we choose to make visible to others. 2. Passive footprints- Explain that passive footprints are traces collected automatically, often without our direct awareness – location data, device information, and browsing history. Unlike active footprints, these are gathered in the background as we use apps and websites. 3. Digital identity- Explain that, together, active and passive footprints combine over time to form a digital identity – an online portrait built from the traces we leave, whether intentional or not. This portrait may not fully reflect who we are, but it's often how others (and algorithms) perceive us. 4. Implications- Explain that this digital identity has real consequences, including: • Privacy - who can access our information and how it might be used • Future opportunities - how digital traces can influence school admissions, job applications, or other opportunities • Reputation - how our online portrait shapes how others see us • Advertising - how our data is used to target us with content and products Throughout the explanation, pause regularly to encourage participants to share their own examples – a post they remember, an app that surprised them by knowing their location, or a time they thought about how something they shared online might be seen by others. This helps ground the concepts in participants' lived experience rather than keeping them abstract.

Step-by-step explanation	**4. What Does This Trace Reveal?** 25 min	Small groups of 3-5	Scenario Work This group activity helps participants apply digital footprint concepts to real-life situations, moving from theory into practical judgment. Working through concrete scenarios in small groups encourages participants to weigh both the risks and the opportunities of digital traces, rather than treating footprints as purely negative. ***Instructions***: 1. Assign each small group a real-life scenario to discuss using the guiding questions, then have them present their key insight to the full group in under two minutes. 2. Split participants into small groups of 3-5 people. 3. Give each group one scenario to discuss: • A series of old posts resurfaced years later. • A photo shared publicly without consent. • A search history leak. • A job recruiter checks online profiles. 4. Ask each group to discuss their scenario using the following guiding questions: • What digital footprints are visible or invisible in this scenario? • What risks or opportunities exist? • What could have been done differently? 5. Invite each group to present their findings to the rest of the participants in 1-2 minutes, focusing on their key insight rather than retelling the full scenario. See page 36: Digital footprint scenarios.

DIGITAL FOOTPRINTS

Step-by-step explanation	**5. Personal Footprint Mapping Activity** 15 min | Individual → Pairs → Whole group This "footprint" reflection activity gives participants a tangible, private way to process what they've learned about their own online traces before opening up to the group. *Instructions:* 1. Give each participant a "footprint"-shaped piece of paper. (Optional: have participants cut out their own footprint shape as part of the activity.) 2. Ask participants to write on their footprint: • What traces they create online daily. • A trace they are proud of. • One trace they want to reduce or remove. 3. Invite participants to share their reflections with a partner, if they feel comfortable doing so. Make clear that sharing is optional, and participants should only share what they're comfortable disclosing. 4. Ask participants to stick their footprints on the wall. Once all footprints are up, invite the group to take a moment to look around and notice any common patterns or themes that emerge across the group. **6. Safety Checklist Creation** 5 min | Whole group This closing activity brings together everything the group has explored so far into one shared, practical takeaway. Co-creating the rules as a group—rather than handing them a ready-made list—gives participants ownership over the guidelines and makes them more likely to actually follow them.

DIGITAL FOOTPRINTS

Step-by-step explanation	Instruction: 1. Guide the group in drafting 5-7 "golden rules" for safer digital behaviour based on the session's insights, then record and preserve them as a lasting reference. As a group, work together to create a list of 5-7 "golden rules" for safer digital behaviour, drawing on the insights and reflections from the activities so far. 2. Write the agreed rules on the flipchart and keep it visible for the remainder of the session as a shared reference point. Encourage participants to take a photo of the rules on their phones so they can refer back to them after the session ends. 7. Closing & Reflection 5 min | Whole group Summarise the key messages and invite final questions. Encourage participants to think about how small everyday online choices contribute to their longer-term digital presence. 8. Questions for Debriefing • Which digital traces surprised you the most today? • Was it easy to reflect on your own digital habits? • What risks–and benefits–do you see in having a digital footprint? • What is one new habit you want to practice after this workshop?

DIGITAL FOOTPRINTS

Step-by-step explanation	9. Tips for the Facilitator • Avoid judging participants' online behaviour—focus on learning and awareness. • Use examples that are relevant to the age and digital habits of the group. • Keep explanations simple and practical. • Emphasise the long-term nature of digital footprints. • Encourage participants to think critically before sharing information online.

Digital Footprint Scenario Cards

- PRINTABLE MATERIAL-

OLD POSTS RESURFACING

Years after finishing school, Sofia applies for a new job. While searching her name online, she discovers that some old social media posts she made as a teenager are still public and are being shared by others.

PHOTO SHARED WITHOUT CONSENT

During a volunteer event, Leo's friend uploads several photos to social media. One of the photos shows Leo in an awkward moment. He never agreed to have the photo posted and only finds out after others start commenting on it.

SEARCH HISTORY LEAK

Daniel uses the family laptop to search for information about anxiety and stress because he has been feeling overwhelmed. He forgets to log out, and later his younger brother opens the browser and sees all of Daniel's recent searches.

AIwareness

JOB RECRUITER CHECKS ONLINE PROFILES

Jelena applies for a part-time job at a café. Before inviting her for an interview, the manager looks at her public Instagram and TikTok accounts. They notice several recent posts showing her making offensive jokes and arguing aggressively with strangers online.

AI USAGE & RECOGNITION

Duration: 1.5 hours

Summary	A practical introductory workshop that helps participants understand what Artificial Intelligence (AI) is, where it appears in everyday digital life and how AI may influence or generate online content. Participants explore both the opportunities and risks of AI while developing a more critical approach to digital information.
Function	• Raising awareness • Developing digital literacy • Encouraging critical thinking • Understanding everyday technology
Objectives	• To introduce basic concepts of Artificial Intelligence. • To explore where AI appears in daily digital environments (social media, search engines, filters, suggestions). • To give participants the ability to recognise AI-generated content. • To promote critical and responsible use of AI tools.
Resources / Preparation	• Projector / screen • Internet access (optional) • Printed cards with AI-related scenarios • Examples of real vs. AI-generated images or texts • Flipchart + markers • Sticky notes • Timer
Working Format	• Whole group • Small groups • Individual work

AI USAGE & RECOGNITION

Step-by-step explanation	**1. Welcome & Introduction** 10 min | Whole group This opening activity gets participants noticing how often AI already shows up in their daily lives, well before the session names it explicitly. Starting with a warm-up question rather than a definition helps participants realise AI isn't an abstract, distant technology but something they already interact with constantly. *Instructions*: Gather participants in a circle, open with a warm-up question about where they've encountered AI today, and briefly introduce the topic before framing both its everyday presence and its challenges. 1. Ask participants to stand in a circle. 2. Ask a warm-up question: "Where do you think you've seen AI today?" Develop a short discussion and briefly state that AI is increasingly part of everyday tools, often without us noticing. 3. Introduce the topic: "AI Usage & Recognition." Artificial Intelligence (AI) has become part of our everyday lives, often without us even noticing it—personalised recommendations on social media and streaming platforms, chatbots, virtual assistants, and photo filters are all in fact AI. It heavily influences how we communicate, learn, and make decisions. While AI offers many opportunities, it also presents challenges, such as misinformation, deepfakes, and AI-generated content that can be difficult to distinguish from reality. **2. AI Around You** 15 min | Whole group | Movement activity *Instructions:* 1. Ask participants to spread out and begin walking slowly around the room. 2. Explain the rule: when a statement applies to them, they stop walking and stay still until invited to continue.

Step-by-step explanation	3. Read out short statements one at a time, pausing between each for participants to react: • "My phone suggests words as I type." • "I have used a face filter on social media." • "I have watched recommended videos on YouTube or TikTok." • "I have seen a picture and wondered if it was real." 4. After each statement, pause briefly and invite a short reflection on how AI was involved in that example. Say "continue" to let the group resume walking before the next statement. 5. Once all statements have been read, gather everyone back into a circle. Close with a short group summary, reflecting on the range of ways AI showed up in participants' everyday experiences. **3. Input: Basic AI Concepts** 15 min | Whole group This short input session gives participants a shared vocabulary and framework for AI before they move into hands-on evaluation. Inviting participants to suggest their own answers first keeps the session collaborative rather than lecture-style, and surfaces what the group already knows. Using a flipchart, introduce four basic ideas: • What is AI - systems that learn patterns from data. (Participants can suggest other possible answers) • Where is AI used - recommendations, chatbots, translation, smart devices.(Participants can suggest other possible answers) • What is AI-generated content - text, images, videos created by models.(Participants can suggest other possible answers) • Why recognition matters - misinformation, trust, transparency. (Participants can suggest other possible answers) Encourage participants to share examples they have encountered.

Step-by-step explanation	4. Real or AI? 25 min | Small groups of 3-5 This group activity raises awareness of how AI shows up in everyday content and helps participants build confidence in distinguishing real from AI-generated material. Comparing group judgments afterward highlights which clues actually hold up and which ones are less reliable than participants might assume. *Instructions*: 1. Split participants into small groups of 3-5 people. 2. Give each group a set of mixed examples to examine: • AI-generated images vs. real photographs • AI-written short texts vs. human-written texts • AI-edited photos vs. unedited photos 3. Ask each group to discuss the examples using the following guiding questions: • What clues suggest AI involvement? • How confident are they in their judgement? 4. Invite each group to present their conclusions to the rest of the participants, explaining which examples they believe were AI-generated and why. Once all groups have presented, reveal which examples were real and which were AI-generated. 5. Take a moment to discuss any surprises, particularly examples that fooled most groups or clues that turned out to be unreliable indicators. See Appendix - page 43: Real or face pics and text

AI USAGE & RECOGNITION

Step-by-step explanation	**5. Responsible AI Use** 25 min | Small groups of 3-5 | Scenario Work This activity invites participants to explore the everyday benefits and risks of using AI tools, and to reflect on what responsible AI use looks like in practice. Working through concrete, relatable scenarios helps participants move from recognising AI to making thoughtful decisions about how they use it themselves. ***Instructions:*** 1. Split participants into small groups and assign each group one of the following scenarios: • Using AI to do homework. • Trusting AI answers. • Sharing AI-edited images. 2. Ask each group to discuss their scenario using the following guiding questions: • What is the benefit? • What is the risk? • What responsible behaviour should be applied? 3. Invite each group to share one key insight from their discussion with the whole room. **6. Personal Action Plan** 5 min | Individual → Whole group This activity offers participants a moment of personal reflection on their relationship with AI, helping them identify positive habits to carry forward.

AI USAGE & RECOGNITION

Step-by-step explanation	***Instructions:*** 1. Give each participant 2-3 sticky notes.Ask participants to write one idea per sticky note: • One way AI helps them. • One thing they want to be more careful about. • One habit they will start (e.g., checking sources, asking questions). 1. Ask participants to stick their notes on the wall. 2. Once all notes are up, invite the group to review them together and notice any common themes that emerge. **7. Closing & Reflection** 5 min | Whole group Summarise the main learning points, invite final questions and encourage participants to remain curious, critical and responsible when interacting with AI. **8. Questions for Debriefing** • What new thing about AI surprised you today? • How easy or difficult was it to recognise AI-generated content? • Which examples of AI use felt most relevant to your daily life? • What responsible habit will you apply after this workshop?

AI USAGE & RECOGNITION

Step-by-step explanation	9. Tips for the Facilitator • Use simple explanations and avoid technical language– this is a basic-level workshop. • Choose examples that are visually clear and relevant to participants' age and interests. • Encourage curiosity rather than fear; AI is a tool, not a threat. • Ensure a balanced discussion: benefits AND risks matter. • Highlight that AI-generated content is not always obvious, so critical thinking is essential.
Appendix	Real or fake pics and text https://drive.google.com/drive/u/1/folders/1tkqQPC1EllsEWZ93-enAlsHzQcnyMbzd

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INTERMEDIATE METHODS

The Intermediate Methods build on the knowledge and awareness developed through the Base Methods. They encourage participants to work more independently through project work, role play, personalised learning and practical simulations, strengthening critical thinking, problem-solving and responsible decision-making in digital environments.

Personal Learning Environment (PLE) for online safety

Duration: 1.5 hours

Summary	An intermediate-level workshop that helps young people develop a Personal Learning Environment focused on online safety. Participants explore their own digital habits, identify knowledge gaps, collect trusted resources, and create a personalised system to guide safe online behaviour.
Function	• Personal learning environment • Developing digital literacy • Encouraging reflective online behaviour • Strengthening independent learning skills
Objectives	• To help participants evaluate their current online safety knowledge and habits. • To support them in creating an individual Personal Learning Environment (PLE) for safer digital behaviour. • To provide tools and resources for continuous improvement of online safety skills. • To promote independent, self-guided learning in the digital world.
Resources / Preparation	• Projector / screen • Internet access • Phones or laptops • Printed PLE templates (A4 or A3) • Resource cards (trusted websites, tips, tools) • Flipchart/board/flinga + (markers) • Sticky notes • Timer • Quiet space for individual reflection and planning
Working Format	• Whole group • Small groups • Pairs • Individual work

Personal Learning Environment (PLE) for online safety

Step-by-step explanation

1. Welcome & Introduction

10 min | Whole group

This activity introduces participants to the workshop and gets them thinking about their existing online safety habits before building a more structured approach.

Instructions:

1. Ask participants to gather in a circle to begin the session.
2. Explain the purpose of the session: "Today you will build your own Personal Learning Environment for online safety."
3. Ask participants a warm-up question: "What do you already do to stay safe online?"
4. Invite a few voices to share before moving on.
5. Explain that this approach focuses on self-directed learning and personalised resources, allowing each participant to build a learning environment adjusted to their own needs and interests.

2. Where Am I Now?

10 min | Individual → Pairs | Self-Assessment

This activity helps participants understand their current online safety habits, setting a clear starting point before exploring how to strengthen them.

Instructions:

1. Give each participant this checklist (optionally adding current examples):

- Password habits
- Privacy settings
- Link checking
- Source evaluation
- Emotional safety online

Step-by-step explanation

2. Ask participants to score themselves on each item and identify their strengths and areas for improvement.
3. Invite participants to pair up and briefly compare results with a partner (optional but encouraged).

3. Input: Intermediate Online Safety Skills

10 min | Whole group

This activity gives participants a concise overview of the core building blocks of online safety, providing the foundation they need to start shaping their own Personal Learning Environment.

Instructions: Using a flipchart, briefly summarise the following four areas. Keep input short and high-level – the goal is to spark ideas, not deliver a full lecture, so participants have room to explore and develop their own Personal Learning Environment.

1. Risk awareness - Recognising subtle scams, manipulative design, and misleading content.
2. Tool literacy - Using practical tools such as password managers, two-factor authentication (2FA), and privacy checkups.
3. Trust evaluation - Assessing the credibility of platforms and sources.
4. Digital wellbeing - Controlling exposure, managing stress, and maintaining healthy boundaries online.

Keep the input short. Its purpose is to provide inspiration for the PLE rather than deliver a long theoretical presentation

4. Building the Personal Learning Environment

30 min | Individual work

This activity gives participants the opportunity to build a personalised, practical map of how they will stay safe online, tailored to their own habits, needs, and goals.

Personal Learning Environment (PLE) for online safety

Step-by-step explanation	***Instructions***: 1. Give each participant a Personal Learning Environment (PLE) template divided into the following sections: • My trusted tools (e.g., security tools, browser features) • My safe habits (daily and weekly digital practices) • My go-to learning resources (websites, channels, guides) • My warning signs (personal red flags online) • My improvement goals 2. Ask participants to explore online safety resources (links, info cards, short videos). 3. Participants choose the resources that best match their own needs and add them to the relevant sections of their PLE template. 4. Encourage participants to personalise their template further with their own notes and strategies. 5. The facilitator should move around the room during this time, answering questions and guiding participants' exploration as needed. See page 45: Personal Learning Environment (PLE) **5. Show Me Your PLE** 10 min | Pairs This activity gives participants the chance to share their Personal Learning Environment with a peer, gaining fresh ideas and feedback to strengthen their plan. ***Instructions***: Ask participants to pair up and exchange their PLEs with their partner. 1. Ask each participant to walk their partner through their PLE, covering: • What tools did they choose?

Step-by-step explanation

- What habits do they want to improve?
- What resources will they use to keep learning?

2. Invite partners to suggest additional resources or strategies that could strengthen each other's PLEs.

6. Scenario Integration: Test Your PLE

15 min | Individual → Small groups

This activity puts participants' Personal Learning Environments to the test, helping them see how their chosen tools and habits would hold up in real online situations.

Instructions:

1. Divide participants into small groups and provide each group with a set of intermediate scenarios (e.g., phishing, privacy dilemmas, misinformation, online pressure).
2. Ask each participant to work through the scenarios individually using their own PLE to:

- Identify which tool or habit applies
- Decide how to respond safely

3. Bring the group back together to compare how different PLEs guided each person's choices, and discuss any differences or gaps that came up.

See page 52-55: Intermediate Scenarios.

7. Personal Action Plan

5 min | Individual

This activity brings the session to a close by helping participants turn what they've learned into a clear, personal action plan they can take with them and revisit going forward.

Personal Learning Environment (PLE) for online safety

Step-by-step explanation	***Instructions***: 1. Ask participants to add in the final section to their PLE, their answers on: • Three habits they will practice • Two resources they will check regularly • One new tool they will try 2. Encourage participants to keep their completed PLE as a long-term guide, something they can return to and update as their habits and needs evolve. **8. Closing & Reflection** 5 min | Whole group Summarise how a Personal Learning Environment can support safer and more independent digital behaviour. Invite final reflections. **9. Questions for Debriefing** • What part of building your PLE was most useful for you? • Which tools or habits are you planning to start using immediately? • How did the scenarios test your new learning environment? • How will your PLE support your long-term online safety?

Personal Learning Environment (PLE) for online safety

Step-by-step explanation	10. Tips for the Facilitator • Provide a wide variety of trustworthy resources—participants choose for themselves. • Avoid prescribing solutions; the method emphasises personalisation. • Encourage sharing, but respect that some participants may keep parts private. • Support learners in identifying their own needs and learning goals. • Emphasise that a PLE is flexible and evolves over time.

My trusted tools (e.g. security tools, browser features)	My safe habits (daily and weekly digital practices)	My go-to learning resources (websites, channels, guides)	My warning signs (personal red flags online)	My improvement goals

Personal learning plan (continues on page two):

- Three habits they will practice
- Two resources they will check regularly
- One new tool they will try
- They take their PLE home as a long-term guide

AIwareness

AIwareness

1. Phishing

Scenario:
You receive an email that appears to be from your bank saying your account has been temporarily restricted due to suspicious activity. It asks you to verify your identity within 24 hours by clicking a link. The email uses the bank's logo and looks professional, but you weren't expecting this message.

Discussion prompt:
- What signs would you check before taking action?
- Which tools or habits would help you decide if the email is legitimate?
- What would your next step be?

2. Privacy Dilemmas

Scenario:
A fitness app you've been using for months asks you to enable location tracking "all the time" to unlock new features. You like the app, but you're unsure whether sharing your location continuously is necessary.

Discussion prompt:
- What information would you look for before deciding?
- Which privacy settings or habits would you use?
- How would you balance convenience with privacy?

3. Misinformation

Scenario:
A friend shares a social media post claiming that a new health recommendation has been issued by experts. The post has thousands of shares and many supportive comments, but it doesn't link to any official source.

Discussion prompt:

- What would you do before sharing or believing the post?
- Which tools or habits could help verify the information?
- How would you respond to your friend?

4. Online Pressure

Scenario:
Your classmates are encouraging everyone to post a screenshot of their test score in a group chat. Some people who haven't shared yet are being teased for "having something to hide".

Discussion prompt:

- What factors would you consider before deciding?
- Which personal boundaries or digital habits could help you respond?
- How could you handle the social pressure while protecting your privacy?

AIwareness

THE DIGITAL NAVIGATOR

Duration: 1.5 hours

Summary	A practical, action-oriented workshop using learning by doing to strengthen participants' ability to identify online risks, evaluate digital information and make safe and informed decisions through realistic online tasks and simulations.
Function	• Learning by doing • Enhancing digital literacy • Strengthening risk assessment skills • Building informed and responsible online behaviour
Objectives	• To enable participants to practice safe navigation strategies in real digital tasks. • To improve identification of complex online risks (scams, fake accounts, harmful content). • To strengthen critical evaluation of digital information and interactions. • To support confident and independent decision-making in online environments.
Resources / Preparation	• Projector / screen • Internet connection • Phones or laptops (participants or provided) • 6-8 printed complex online scenarios • Fake profiles, screenshots, or simulated messages • Flipchart + markers • Sticky notes • Timer • Clear space for movement and group work
Working Format	• Whole group • Small groups • Pairs • Individual work

Step-by-step explanation

1. Welcome & Introduction

10 min | Whole group

This activity opens the session by grounding participants in a real, recent experience of online uncertainty, setting the tone for a hands-on, practice-focused workshop.

Instructions:

1. Ask participants to stand in a circle
2. Introduce the workshop by explaining: "Today we will learn safe online navigation by doing real tasks".
3. Ask the warm-up question: "What online situation recently made you feel unsure?"
4. Invite a few voices to share before moving on.
5. Explain that the session focuses on hands-on practice rather than theory.

2. Live Challenge: Spot the Risk

15 min | Whole group / Movement

This activity gets participants actively making judgements about realistic online situations, helping them start identifying risk indicators before the more in-depth input that follows.

Instructions:

1. Display screenshots of or read aloud realistic online situations such as messages, ads, friend requests, or links.
2. Ask participants to move to a corner of the room labelled "Safe," "Unsure," or "Risky" based on their assessment of each example.
3. After each one, ask: "Why did you choose this corner?" and "What details did you notice?", encourage participants to explain the clues they picked up, and close with a brief summary of the key indicators of risk. See appendices for example materials.

See page 61-62: Spot the Risk

Step-by-step explanation

3. Input: Intermediate Safe Navigation Skills

10 min | Whole group

This activity gives participants a concise framework for recognising and responding to online risks, providing the language and concepts they'll apply in the simulation that follows.

Instructions: Using the flipchart, briefly explain the following concepts:

- Analysing patterns - signs of manipulation, urgency, threats.
- Evaluating reliability - accounts, sources, platforms.
- Understanding algorithm influence - why certain content appears.
- Emotional awareness - how feelings can influence unsafe decisions.

Keep the explanations short, as the main learning happens through the activities

4. Core Task: Online Navigation Simulation

30 min | Small groups

This is the central activity of the session, giving participants the chance to work through realistic multi-step online challenges and practise making safe decisions together.

Instructions:

1. Divide participants into small groups of 3-4 and give each group a multi-step scenario involving challenges such as:

- Identifying a suspicious link.
- Navigating conflicting information.
- Responding to a manipulative message.
- Choosing safe actions in a social media situation.

Step-by-step explanation	2. Ask groups to use their phones or provided devices to simulate real actions, such as checking URLs, inspecting accounts, searching for verification, and checking privacy settings. 3. As they work through their scenario, ask groups to document each decision on sticky notes, noting what they chose, why, and what they want to check or confirm. Once groups have finished, invite each group to present their "safe navigation path" in 2 minutes. See page : Scenarios for Online Navigation **5. Show Me How** 10 min | Peer Teaching Activity This activity reinforces participants' skills by asking them to teach each other, turning individual knowledge into shared practice. ***Instructions***: 1. Ask participants to pair up and take turns demonstrating a skill on a device, such as checking a suspicious email, verifying an account, adjusting privacy settings, or blocking and reporting. 2. After each demonstration, pairs give each other feedback on clarity, safety, and decision quality. **6. Personal Navigation Plan** 10 min | Individual → Whole group This activity closes the session with a focused moment of personal reflection, helping participants leave with a clear and realistic plan for navigating online spaces more safely.

Step-by-step explanation	***Instructions***: 1. Give each participant a small sheet of paper and ask them to write down three risks they want to pay more attention to, one safe habit they already practice well, and one new advanced strategy they will start using. 2. Invite volunteers to share their reflections, then ask everyone to display their plans on the wall to identify any recurring patterns across the group. **7. Closing & Reflection** 5 min | Whole group Summarise the most important practical lessons and ask participants how their thinking changed during the session. **8. Questions for Debriefing** • What new skills did you discover you already have? • How confident do you feel making decisions in tricky online situations now? • What strategy will you use first in your daily online life? **10. Tips for the Facilitator** • Choose scenarios that reflect real intermediate-level risks faced by young people. • Encourage participants to justify each decision—they learn most by explaining. • Focus on practice over theory; let participants explore tools themselves. • Support a non-judgmental atmosphere for sharing personal experiences. • Encourage collaborative learning—young people often learn best from peers.

#	Situation	Expected Category
1	Text message: "Your package couldn't be delivered. Pay €2.15 to reschedule: track-delivery-now.com"	UNSAFE
2	WhatsApp message from your friend: "Hey! Is this you in this video? 😂" followed by a shortened link.	RISKY
3	Email from your school/work sent from the official domain announcing tomorrow's schedule change.	SAFE
4	Instagram DM: "Congratulations! You won a brand-new iPhone. Click here within 30 minutes."	UNSAFE
5	Friend request from someone with no profile picture, 2 friends, and no posts claiming they know you from school.	RISKY
6	Pop-up ad: "Your phone has 17 viruses! Download this cleaner immediately!"	UNSAFE
7	Website showing a padlock (HTTPS) but asking you to enter your bank password after clicking a social media ad.	RISKY
8	Message from your bank's official app asking you to review recent transactions.	SAFE
9	QR code posted on a café table saying "Scan for today's menu."	RISKY
10	Email from "Netflix Support" asking you to update payment information, but the sender address is netflix-help123@gmail.com.	UNSAFE

#	Situation	Expected Category
11	Google search result that says "Sponsored" for your bank's login page.	RISKY
12	Video call request from someone you don't know on a social media platform.	RISKY
13	Official app update downloaded through the Apple App Store or Google Play Store.	SAFE
14	Discord message: "I'm giving away free game skins. Just log in with your gaming account here."	UNSAFE
15	Friend request from a cousin you recognize, with mutual friends and recent family photos.	SAFE
16	Email attachment named "Invoice.pdf.exe".	UNSAFE
17	SMS from your mobile provider saying your monthly bill is ready and asking you to open the provider's official app.	SAFE
18	Facebook Marketplace buyer asks to continue the conversation only on Telegram and wants your verification code.	UNSAFE
19	Advertisement from a well-known online store offering 20% off during a seasonal sale on its official website.	SAFE
20	Email from your boss asking you to urgently buy gift cards and send the codes, even though they've never asked before.	UNSAFE

ROLE PLAY FOR DIGITAL FOOTPRINTS

Duration: 1.5 hours

Summary	A role-play-based workshop where young people explore how their online traces shape perceptions, opportunities, and risks. Through acting out scenarios, participants step into different perspectives and understand the real impact of digital footprints.
Function	• Role play • Raising awareness • Developing digital literacy • Encouraging responsible online behavior
Objectives	• To demonstrate how digital footprints influence reputation and opportunities. • To allow participants to experience different viewpoints (poster, viewer, employer, friend). • To help young people better understand the long-term visibility of online actions. • To encourage mindful posting and responsible digital identity management.
Resources / Preparation	• Projector or printed sample profiles • Scenario envelopes (3-4 situations per group) • Flipchart + markers • Sticky notes • Timer • Chairs arranged for quick group formation
Working Format	• Whole group • Small groups • Individual work

ROLE PLAY FOR DIGITAL FOOTPRINTS

Step-by-step explanation

1. Welcome & Introduction

10 min | Whole group

This activity opens the workshop and gets participants thinking about how they want to be perceived online before diving into the role-play exercises ahead.

Instructions:

1. Ask participants to stand together in a circle
2. Introduce the workshop by explaining: "Today we will explore digital footprints through role play."
3. Ask the warm-up question: "If someone looked at your online profile, what three words would you hope they think of you?"
4. Invite a few voices to share before moving on.
5. Explain that participants will act out situations throughout the session to understand the real consequences of digital footprints.

2. Role Warm-Up Activity

10 min | Whole group | Movement

This activity warms participants up for the role-play work ahead, helping them start stepping into different perspectives in a light, physical way.

Instructions:

1. Ask participants to spread out and begin walking around the room.
2. Explain that the facilitator will call out different roles, such as a teen, an influencer, a worried parent, a future employer, or a best friend, and that participants should freeze and act out how that role might react to seeing an unexpected online post.
3. After a few rounds, bring the group back together for a short reflection: "How did your perspective change with each role?"

ROLE PLAY FOR DIGITAL FOOTPRINTS

Step-by-step explanation

3. Input: Understanding Digital Footprints

10 min | Whole group

This activity gives participants the core concepts they'll need before the main role-play activity, kept brief to leave plenty of time for hands-on practice.

Instructions: Using the flipchart, briefly explain the concepts of:

- Active footprints, such as likes, posts, comments, and uploads.
- Passive footprints, such as location data, browsing activity, and app tracking.
- The role of the audience, including how different people interpret the same post differently.
- The long-term impact digital footprints can have on school, friendships, jobs, and future opportunities.

Keep the explanation short to leave more time for the role play that follows.

4. Main Activity: Digital Footprint Role Play

35 min | Small groups

This is the central activity of the workshop, giving participants the chance to act out realistic digital footprint scenarios and explore how different people experience the same online event.

Instructions:

1. Divide participants into groups of 4-5 and give each group a set of instructions containing a list of characters, such as a teen, parent, recruiter, friend, and stranger, along with a digital footprint scenario. such as:

- A photo from a party resurfacing at the wrong time.
- A controversial comment spreading unexpectedly.
- A private message being screenshotted and shared.
- An old profile being discovered by a future recruiter.

ROLE PLAY FOR DIGITAL FOOTPRINTS

Step-by-step explanation	2. Ask each group to read their scenario and prepare a 3-4 minute role-play showing what happened, how each character interprets the digital footprint, what consequences emerge, and how the situation could be resolved or prevented. 3. Invite each group to perform for the whole room, and after each performance, ask the audience: "Whose perspective was the most affected?" and "What could the poster have done differently?" **5. Role Reversal Exercise** 10 min | Small groups This activity builds on the role play by inviting participants to revisit the same scenarios from a different angle, deepening their understanding of empathy and perspective. ***Instructions***: 1. Ask participants to switch roles with another group's characters and, without changing the scenario, act it out again from the opposite viewpoint. 2. Explain that this exercise is designed to help them explore empathy and consider alternative interpretations of the same situation. 3. Close with a quick share: "What changed when you switched roles?" **6. Personal Reflection - My Future Footprint** 10 min | Individual → Whole group This activity closes the workshop with a quiet moment of personal reflection, helping participants turn what they've explored through role play into concrete intentions for their own digital identity.

ROLE PLAY FOR DIGITAL FOOTPRINTS

Step-by-step explanation

Instructions:

1. Give each participant sticky notes
2. Ask them to write down one type of footprint they want to create more intentionally, one type they want to avoid leaving, and one action they will take to improve their digital identity.
3. Ask participants to post their sticky notes on a wall, and take a moment together to observe any common themes that emerge.

7. Closing & Reflection

5 min | Whole group

Summarise the key messages from the role plays and highlight the importance of perspective-taking and responsible online behavior.

8. Questions for Debriefing

- Which role was the easiest for you to play? The hardest? Why?
- How did perspectives differ between characters?
- What surprised you about how others interpreted the same online action?
- How will this experience change the way you post or react online?

10. Tips for the Facilitator

- Encourage participants to exaggerate slightly—role play becomes clearer and more fun.
- Avoid blaming or shaming; focus on learning and understanding.
- Ensure that scenarios reflect real situations young people face today.
- Support participants who feel shy by offering smaller roles or co-acting.
- Keep the atmosphere safe—avoid identifying real-life people or accounts.

MY AI KNOWLEDGE PROJECT

Duration: 1.5 hours

Summary	A hands-on project-based workshop where participants apply their knowledge of AI by developing a mini-project about AI usage and recognition. Through creating, analysing and presenting their own output, participants strengthen digital literacy, teamwork and critical thinking.
Function	• Project-based learning • Developing digital and AI literacy • Encouraging critical thinking • Strengthening practical problem-solving
Objectives	• To deepen understanding of AI-generated content and AI-driven systems. • To apply recognition skills through building a small AI-themed project. • To strengthen participants' ability to evaluate the reliability, accuracy, and risks of AI tools. • To promote teamwork, creativity, and responsible use of AI technologies.
Resources / Preparation	• Projector / screen • Internet access • Phones or laptops • Examples of AI-generated texts, images, or videos (facilitator chooses) • Flipchart + markers • Sticky notes • Timer • Clear workspace for group project development
Working Format	• Whole group • Small groups • Individual work

Step-by-step explanation

1. Welcome & Introduction

10 min | Whole group

This activity opens the workshop and helps participants start noticing how often AI already shows up in their everyday lives, setting the tone for the hands-on project work ahead.

Instructions:

1. Ask participants to gather in a circle to begin the session.
2. Introduce the workshop by explaining: "Today you will create a project that shows your understanding of AI usage and recognition."
3. Ask the warm-up question: "Where did you encounter AI today without realising it?" and invite a few voices to share before moving on.
4. Explain that today's approach is project-based – learning through creating rather than through lecture.

2. Input: Intermediate AI Concepts

10 min | Whole group

This activity gives participants the core concepts they'll need before diving into their project work, kept deliberately brief so most of the learning happens through hands-on practice.

Instructions: Using the flipchart, provide a short input covering how AI systems generate content:

- Including patterns, training data, and limitations;
- Recognition skills, such as looking for inconsistencies, metadata, and unrealistic details;
- The strengths and weaknesses of AI tools, including speed and creativity versus accuracy, bias, and misinformation;
- Ethical and responsible use, covering privacy, transparency, and fairness.

Keep the explanation brief, since most learning will occur during the project work that follows.

Step-by-step explanation	**3. Project Briefing: Build Your AI Recognition Guide** 10 min | Small groups This activity launches the group project, giving participants a clear, practical brief for building something that will help other young people recognise AI-generated content and use AI responsibly. *Instructions*: 1. Divide participants into groups of 3-4 2. Give each group the following project task: create a short, practical guide to help other young people recognise AI-generated content and understand safe usage of AI. 3. Explain that the project must include: • A real or simulated example of AI-generated content (text, image, or message). • An explanation of how to identify that AI was involved. • A risk analysis addressing what could go wrong. • A set of safety recommendations. 4. Ask each group to choose a format for their guide, such as a poster, mini-presentation, digital storyboard, or mock social-media guide. **4. Project Work Phase** 30 min | Small groups This activity gives groups dedicated time to build their project, moving from research and analysis through to a finished, presentable guide. *Instructions*: 1. Divide participants into groups of 3-4 2. Ask groups to begin building their project by working through the following steps: • Collect examples: Find or generate AI-created content and compare it with real or human-created content.

Step-by-step explanation

- Analyse the examples: Identify possible signs of AI involvement and highlight unusual patterns, inconsistencies, mistakes or other relevant clues.
- Assess the risks: Discuss possible harms or misunderstandings and consider issues such as accuracy, bias, misinformation or manipulation.
- Create the final output: Organise the findings clearly and prepare the final visual or digital guide.

The facilitator should walk around supporting groups without leading them directly toward solutions.

5. Project Presentations

15 min | Small groups → Whole group

This activity gives each group the chance to share their finished guide and receive feedback from their peers, reinforcing what they've learned through both presenting and listening.

Instructions:

1. Ask each group to present their project to the rest of the participants in 2-3 minutes.
2. After each presentation, invite the audience to give feedback using guiding questions such as:

- What did they explain clearly?
- Which recognition strategy was most useful?
- What could be added?

This reinforces peer learning and evaluation.

6. Gallery Walk & Reflection

10 min | Whole group | Movement

This activity lets participants engage with every group's work up close, encouraging reflection and appreciation of the range of approaches taken.

Step-by-step explanation

7. Personal Takeaways
5 min | Individual

This activity closes the workshop with a moment of personal reflection, helping participants leave with concrete takeaways they can carry forward.

Instructions:

1. Ask each participant to write on a sticky note one AI recognition skill they trust most now, one risk they will pay more attention to, and one responsible behavior they will practice.
2. Invite volunteers to share their insights with the group before closing the session.

8. Closing & Reflection
5 min | Whole group

Summarise the main lessons from the projects and emphasise the importance of active and critical engagement with AI technologies.

9. Questions for Debriefing

- Which part of the project was the most challenging?
- What new AI recognition skill did you develop today?
- How did working in a project team influence your understanding of AI?
- What responsible behaviour will you apply when using AI tools?

10. Tips for the Facilitator

- Encourage creativity—projects can be visual, written, digital, or interactive.
- Avoid giving ready-made answers; let learners discover through doing.
- Offer examples but allow groups to guide their own exploration.
- Keep groups focused on real-life, practical recognition skills.
- Ensure responsible use of AI tools—avoid generating harmful or sensitive content.

ADDITIONAL METHODS

The Additional Methods expand the AIwareness methodology with more creative, digital and technology-based activities. They allow participants to explore the topics through AI tools, quizzes, presentations, graphic design, VR, AR, case studies and interactive exercises, and can be used either independently or alongside the Base and Intermediate Methods.

AI RECOGNITION USING ONLINE QUIZZES

Duration: 1.5 hours

Summary	A practical workshop where participants use interactive online quizzes to test and strengthen their ability to recognise AI-generated content, compare real and synthetic examples, and critically evaluate digital information.
Function	• Interactive online quizzes • Raising awareness • Developing digital and AI literacy • Strengthening critical evaluation skills
Objectives	• To improve participants' ability to recognise AI-generated images, texts, and messages. • To use online quiz tools to practice identifying AI patterns. • To develop critical thinking when evaluating digital content. • To encourage teamwork and collaborative analysis of quiz results.
Resources / Preparation	• Laptops, tablets, or smartphones • Internet access • Online quiz platforms such as: • Kahoot, Quizizz, Mentimeter, Blooket, ClassPoint, Genially quiz mode • Prepared quiz sets, created by the facilitator, with "AI vs. human-generated"examples • Projector / screen • Flipchart + markers • Sticky notes • Timer
Working Format	• Whole group • Small groups

AI RECOGNITION USING ONLINE QUIZZES

Step-by-step explanation

1. Welcome & Introduction

10 min | Whole group

This activity opens the session by getting participants thinking about where AI-generated content already challenges them, setting up a quiz-based workshop focused on sharpening recognition skills.

Instructions:

1. Ask participants to gather in a circle
2. Introduce the topic: "Today we practice recognising AI-generated content using online quizzes."
3. Ask the warm-up question: "What type of AI-generated content is hardest for you to recognise?"
4. Invite a few voices to share before moving on.
5. Explain that quizzes will be used throughout the session to test and strengthen recognition skills.

2. Input: How AI-Generated Content Looks

10 min | Whole group

This activity gives participants a quick but practical set of clues to look out for across different types of AI-generated content, providing the foundation they'll apply in the quizzes ahead.

Instructions: Using the flipchart, briefly outline the following recognition clues:

1. Text clues - repetition, vague statements, unnatural facts, overly polished tone.
2. Image clues - extra fingers, strange textures, inconsistent lighting, distorted backgrounds.
3. Message clues - robotic phrasing, mismatched tone, incorrect details.
4. Video & audio clues - lip-sync mistakes, unnatural pauses, monotone delivery.

Keep the explanation brief, since most learning will occur during the project work that follows.

AI RECOGNITION USING ONLINE QUIZZES

Step-by-step explanation

3. Team Formation & Quiz Setup

5 min | Small groups

This activity gets teams organised and set up on their devices so the quiz rounds can run smoothly and without interruption.

Instructions:

1. Divide participants into small groups of 2-4 people
2. Ask each team to log into the quiz platform on one shared device.
3. Explain that teams should discuss their answers together before selecting a response, making this a collaborative rather than individual exercise.

4. Online Quiz Round 1: AI or Not?

15 min | Small groups

This activity puts participants' recognition skills to the test for the first time, using a mix of content types to surface which clues are easiest and hardest to spot.

Instructions:

1. Launch a pre-made quiz containing AI versus real images, AI versus human-written messages, and AI-modified faces or objects.
2. After each item, pause for a brief whole-group discussion asking: “What clue helped you choose your answer?" and "What made it difficult?"
3. Display team scores between rounds to add a sense of friendly competition.

5. Group Analysis: What Did We Learn?

10 min | Small groups → Whole group

This activity gives teams a moment to step back from the quiz and reflect on what the results revealed about their recognition strengths and blind spots.

AI RECOGNITION USING ONLINE QUIZZES

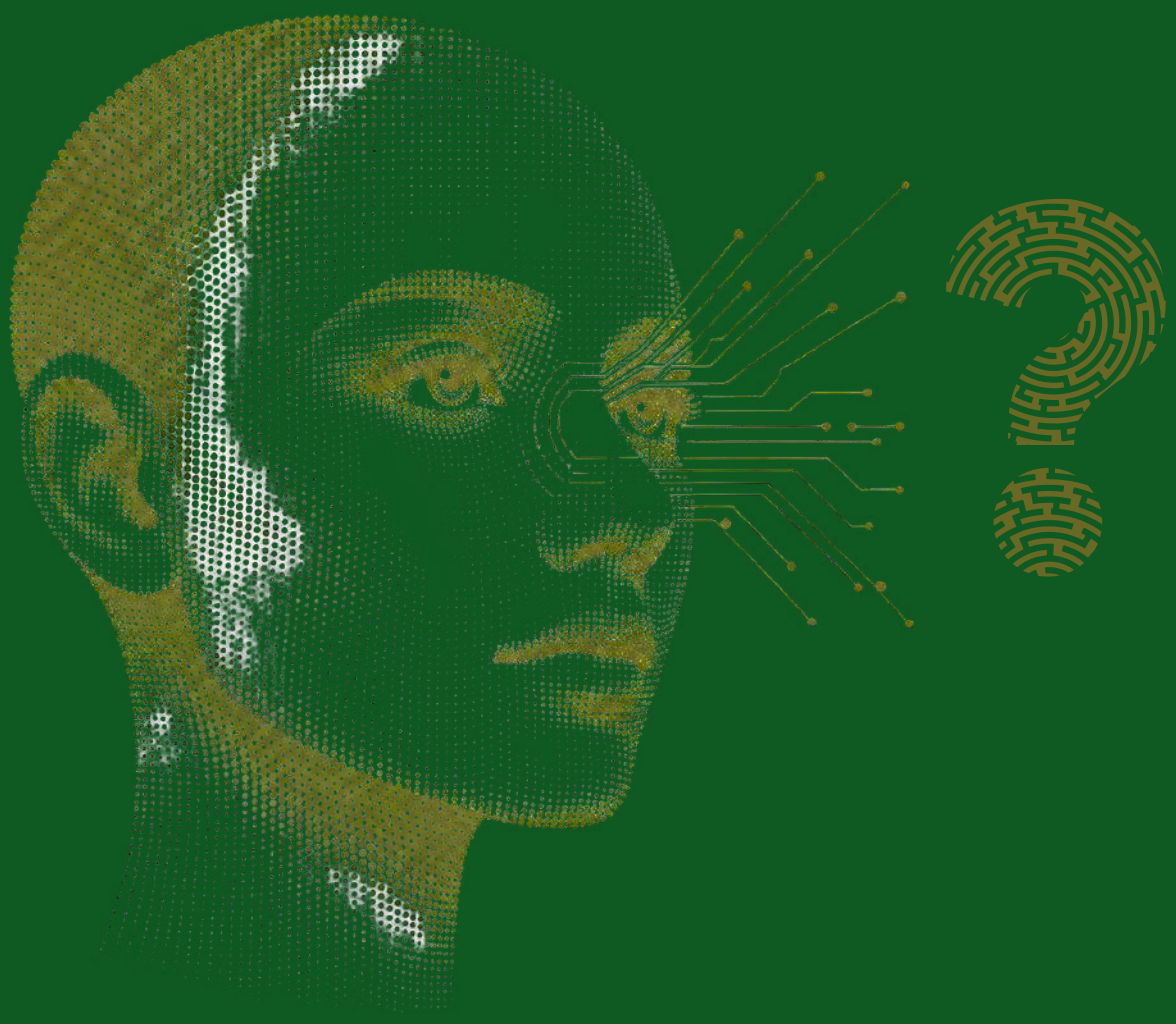
Step-by-step explanation	***Instructions***: 1. Ask teams to discuss their quiz performance by considering which items were easiest, which clues were hardest to spot, and what patterns appear in AI-generated content. 2. Once teams have had time to discuss, ask each team to choose one insight to share with the whole group. **6. Online Quiz Round 2: Advanced Recognition Challenge** 15 min | Small groups This activity raises the difficulty level, challenging participants to apply what they've learned so far to more realistic and nuanced examples of AI-generated content. ***Instructions:*** 1. Create or launch a second, more difficult quiz including more realistic AI images, longer text excerpts, subtly edited AI photos, and AI voice clips compared with human audio. 2. Participants answer in teams as before. 3. At the end of the round, summarise the top tricky items to build awareness of where AI content is hardest to detect. **7. Mini-Workshop: Build Your Own AI Quiz** 15 min | Small groups This activity shifts participants from answering quizzes to creating them, deepening their understanding by asking them to think like a quiz designer and select and explain examples themselves. ***Instructions:*** 1. Ask each team to choose 5-6 content examples, mixing real and AI-generated material, and use them to create a short quiz on a platform such as Mentimeter, Genially, Kahoot, or Quizizz.

AI RECOGNITION USING ONLINE QUIZZES

Step-by-step explanation	2. Explain that each quiz must include at least three AI-generated items, at least three real items, and clear explanation slides or hints. 3. Teams should prepare to present their quiz in the following step. **8. Quiz Swap & Play** 10 min | Small groups This activity closes the session with a fun and revealing exchange, letting participants experience each other's quizzes and reflect on which examples proved most challenging. Instructions: 1. Ask teams to swap their quiz with another group and play through it, attempting to identify the AI-generated content. 2. Close with a quick whole-group discussion: "Which question from the other team fooled you?" **9. Closing & Reflection** 5 min | Whole group Emphasise that AI changes quickly and there is no single perfect detection method. Critical evaluation and verification remain essential. **10. Questions for Debriefing** • Which type of AI-generated content was the hardest for you to identify? • What clue will you pay more attention to in the future? • How did teamwork improve your recognition skills? • What surprised you about how AI content looks or behaves?

AI RECOGNITION USING ONLINE QUIZZES

Step-by-step explanation	11. <u>Tips for the Facilitator</u> • Start with easier quizzes and gradually introduce more challenging examples. • Encourage teams to justify their choices—discussion improves recognition skills. • Ensure quiz examples are up to date, as AI improves quickly. • Highlight that no method is perfect—critical thinking is always essential. • Motivate learners to keep practising outside the workshop.



EVALUATION & SELF-REFLECTION WITH AI-GENERATED IMAGES

Duration: 30 minutes

Summary	A short, but impactful workshop where young people generate AI images based on reflective prompts (e.g., "an image that represents how I feel now"). Using free AI generation tools, participants evaluate their emotions, learning, and personal development through visual expression.
Function	• Self-reflection • Quick evaluation • Creative expression • Digital literacy
Objectives	• To introduce young people to creative, safe use of free AI image generators. • To support quick emotional and learning self-reflection through visual metaphors. • To encourage participants to evaluate their current state using symbolic images. • To promote safe, responsible digital creation without registration or data sharing.
Resources / Preparation	1. Smartphones, tablets, or laptops 2. Internet access 3. No-registration AI image tools, such as: • Gemini Images • Chatgpt Images • Craiyon (https://www.craiyon.com/) • Adobe Firefly free demo (no account mode available for some regions) • Pixlr Image Generator (https://pixlr.com/image-generator/)

EVALUATION & SELF-REFLECTION WITH AI-GENERATED IMAGES

Duration: 30 minutes

Resources / Preparation	• Freepik AI image generator (no login required) • Perchance platform (https://perchance.org/ur-imagine-ai) • Or any platform available at the moment of the session taking place 4. Sticky notes 5. Timer 6. Quiet space for reflection
Working Format	• Whole group • Individual work • Pairs

EVALUATION & SELF-REFLECTION WITH AI-GENERATED IMAGES

Step-by-step explanation	**1. Welcome & Framing** 3 min | Whole group This activity opens the session by introducing a creative and reflective way of using AI, inviting participants to see it as a tool for self-expression rather than just content generation. ***Instructions***: 1. Gather participants in a small circle 2. Introduce the session: "We will use AI images as a mirror for how we feel and what we've learned today." 3. Explain that this is not about generating self-portraits but about symbolic self-reflection – using AI imagery to represent thoughts, emotions, and experiences. **2. Input: AI as a Reflection Tool** 3 min | Whole group This activity gives participants a brief but important framing before they begin generating images, helping them approach the task thoughtfully and with confidence. ***Instructions***: Using 2-3 sentences on a flipchart, explain that: 1. AI images can visualise emotions, learning, and thoughts. 2. Metaphors help express things we cannot easily put into words; 3. No personal photos will be uploaded – only imagination is needed. **3. Task 1: Generate Your Reflective Image** 10 min | Individual This activity invites participants to use a free AI image generator to create a personal, metaphorical image that reflects how they feel or where they are in their learning journey.

EVALUATION & SELF-REFLECTION WITH AI-GENERATED IMAGES

Step-by-step explanation	***Instructions***: 1. Ask participants to open a free AI image generator and create an image using a prompt of their choice, such as: • An image that represents how I feel right now • A metaphor for my current learning journey • A creature that shows my level of confidence today • A place that symbolises my mindset 2. Ask participants to generate 1-2 images, then save or screenshot their favourite result. 3. The facilitator should step in only if technical issues arise – the emphasis is on participants doing this independently. **4. Pair Sharing: What Does It Mean?** 7 min | Pairs This activity gives participants the chance to share and make sense of their generated image with a partner, turning a personal reflection into a brief but meaningful conversation. ***Instructions***: 1. Ask participants to pair up and share their image, explaining what it represents, why they chose their prompt, what emotion or learning it reflects, and what surprised them about the result. 2. Ask partners to respond with one supportive comment after each share. **5. Personal Reflection & Micro-Evaluation** 5 min | Individual This activity closes the session with a quiet moment of personal reflection, helping participants distil what their image revealed into a few clear and honest takeaways.

EVALUATION & SELF-REFLECTION WITH AI-GENERATED IMAGES

Step-by-step explanation	***Instructions***: 1. Ask participants to write on a sticky note one thing their image revealed about their mood or learning, one thing they want to improve or change, and one strength they discovered in themselves. 2. Depending on the group's comfort level, participants can either post their notes on a wall to share with others or keep them privately. **6. Closing** 2 min | Whole group Highlight the value of visual metaphors for reflection and encourage creative, responsible AI use. **7. Questions for Debriefing** • What did your AI-generated image help you express? • Was it easier or harder to reflect visually rather than in words? • What surprised you in the image generation process? • How can AI creativity support your future self-reflection? **8. Tips for the Facilitator** • Choose AI tools that do NOT require login to protect privacy and save time. • Emphasise symbolic images, not personal likeness or identity recreation. • Keep the session emotionally safe – sharing is optional. • Ensure time discipline – this is a short, focused activity. • Encourage participants to see AI as a creative partner, not a judge.

EXPLORATION & CORRECT USAGE OF CHATBOTS

Duration: 1.5 hours

Summary	A learning-by-doing workshop where participants explore different AI chatbots, compare their outputs and practise using them critically and responsibly for learning, creativity and problem-solving.
Function	• Learning by doing • Developing digital and AI literacy • Strengthening critical evaluation skills • Encouraging responsible and pragmatic AI usage
Objectives	• To introduce young people to the functionalities of ChatGPT, Perplexity, Gemini, and Grok. • To help participants understand correct, ethical, and pragmatic ways of using chatbots. • To practice real tasks to compare quality, accuracy, and reliability across chatbots. • To promote independent and critical digital decision-making.
Resources / Preparation	• Smartphones, laptops, or tablets • Internet access • Access to at least two chatbots per group (ChatGPT, Perplexity, Gemini, Grok) • Printed task cards • Flipchart + markers • Sticky notes • Timer • Prepared comparison templates (accuracy, clarity, usefulness, risk)
Working Format	• Whole group • Small groups • Individual reflection

EXPLORATION & CORRECT USAGE OF CHATBOTS

Step-by-step explanation	**1. Welcome & Introduction** 10 min | Whole group This activity opens the session by finding out what participants already know and have experienced with AI chatbots, setting the stage for a hands-on exploration and comparison workshop. ***Instructions***: 1. Gather participants in a circle 2. Introduce the workshop: "Today you will explore how to correctly and pragmatically use AI chatbots." 3. Ask the warm-up question: "Which chatbot have you used before, and for what?" 4. Invite a few voices to share before moving on. 5. Explain that the session focuses on hands-on exploration and comparison rather than theory. **2. Input: What Chatbots Can & Cannot Do** 10 min | Whole group This activity gives participants a clear and honest picture of what AI chatbots are and are not capable of, establishing the critical mindset they'll need throughout the hands-on tasks ahead. ***Instructions***: Using the flipchart, outline what chatbots can do, such as explain concepts, summarise information, generate ideas and drafts, and assist with planning, writing, and problem-solving, alongside what they cannot do, such as guarantee accuracy, replace critical thinking, substitute expert knowledge, or always detect their own mistakes. Close with the key rule participants should carry through the session: AI helps thinking – it does not replace thinking.

EXPLORATION & CORRECT USAGE OF CHATBOTS

Step-by-step explanation

3. Team Formation & Setup

5 min | Small groups

This activity gets teams organised and set up so the exploration tasks can run smoothly and without interruption.

Instructions:

1. Divide participants into small teams of 3-4 people
2. Ask each team to open 2-4 chatbot tabs on a shared device.
3. Give each team a comparison template to fill in as they work through the activities.

4. Exploration Task 1: Ask the Same Question Everywhere

15 min | Small groups

This activity helps participants discover how different chatbots respond to the same prompt, developing their ability to evaluate and compare AI outputs critically.

Instructions:

1. Distribute task cards with prompts such as "Explain climate change in simple terms," "Write a polite message to a teacher," "Compare two European countries," or "Help me revise for a test."
2. Ask teams to submit the same prompt to at least two chatbots and compare the answers based on clarity, accuracy, depth, practicality, and missing information.
3. Teams should write down the differences and any surprising results they notice.

5. Exploration Task 2: Spot the Mistake

15 min | Small groups

This activity introduces participants to the phenomenon of AI hallucination, helping them understand how and why chatbots can produce confidently wrong answers.

EXPLORATION & CORRECT USAGE OF CHATBOTS

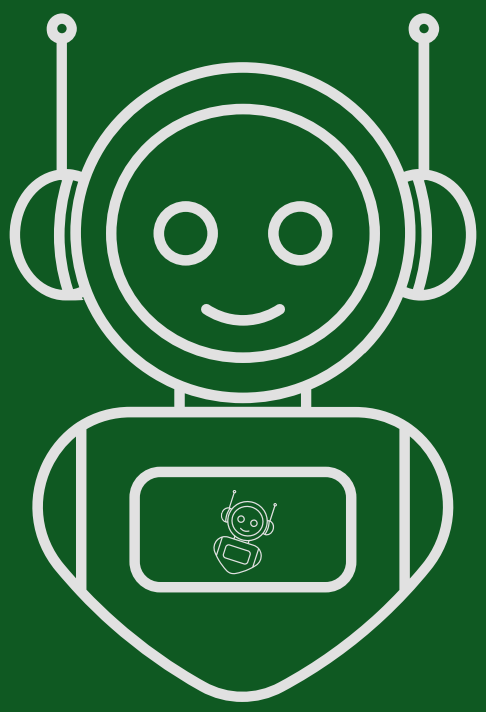
Step-by-step explanation	***Instructions***: 1. Provide task cards with questions where chatbots often make mistakes or produce false information, such as "Summarise a book with a vague or invented title," "Give the biography of a made-up person," or "Explain false historical facts." 2. Ask teams to check how each chatbot responds and identify which chatbot made mistakes, what those mistakes looked like, and how they verified the facts. 3. Close with a group discussion: "How can we reduce the risk of being misled?" **6. Exploration Task 3: Do It Better** 20 min | Small groups This activity teaches participants how to write stronger, more effective prompts, showing them that the quality of a chatbot's answer often depends on the quality of the question asked. ***Instructions:*** 1. Give each team a set of improvement tasks where they must refine prompts to get better results, such as turning a weak question into a strong one, improving wording to get more accurate information, asking for citations or step-by-step reasoning, or turning a general prompt into a contextualised one. 2. Each team should produce a "bad prompt," an "improved prompt," and a clear example of how the chatbot's answer improved as a result. 3. Invite each team to present one successful example to the group. **7. Team Mini-Challenge: Which Chatbot Wins?** 10 min | Small groups This activity brings a spirit of friendly competition to the session, letting teams put everything they've learned into one final head-to-head comparison.

EXPLORATION & CORRECT USAGE OF CHATBOTS

Step-by-step explanation	***Instructions:*** 1. Ask each team to choose a final challenge question, whether creative, factual, or practical, and test all available chatbots against it, scoring each one on their comparison sheet. 2. Teams then pick a winner for their challenge and explain their reasoning to the group. **8. Personal Reflection** 5 min | Individual This activity closes the session with a focused moment of personal reflection, helping participants leave with clear intentions for how they'll use AI chatbots more thoughtfully going forward. ***Instructions:*** 1. Ask participants to write on a sticky note one way they will use chatbots more effectively, one mistake they will avoid, and one skill they want to improve. 2. Ask everyone to stick their notes on the "AI learning wall" to close the session. **9. Closing & Reflection** 5 min | Whole group Highlight that responsible chatbot use requires both good prompting and verification. **10. Questions for Debriefing** • Which chatbot surprised you the most, and why? • What mistakes or hallucinations did you notice today? • What does “correct and pragmatic use” mean to you now? • Which skills will you apply in future conversations with AI tools?

EXPLORATION & CORRECT USAGE OF CHATBOTS

Step-by-step explanation	**11. Tips for the Facilitator** • Encourage independent discovery – do not reveal answers before groups test them. • Emphasise critical thinking and fact-checking. • Make sure teams try more than one chatbot for comparison. • Guide participants away from sensitive or unsafe queries. • Celebrate improvements in prompts – that is where learning happens most.



EXPLORATION & PRACTICAL USAGE OF OPEN-SOURCE GRAPHIC SOFTWARE

Duration: 1.5 hours

Summary	A hands-on digital creativity workshop where participants explore graphic-design tools, evaluate how intuitive they are and create a collaborative poster using free digital resources.
Function	• Learning by doing • Developing digital creativity • Team-based exploration • Practical graphic design skills
Objectives	• To introduce participants to free and open-source graphic design tools. • To help them evaluate how intuitive each tool is based on firsthand usage. • To practice sourcing legal, free graphic resources safely and responsibly. • To create a visually appealing poster in small teams.
Resources / Preparation	• Laptops (1 per team, ideally) • Internet access • Installed tools or web versions: • GIMP • Inkscape • Krita • Canva (free)
Working Format	• Whole group • Small groups

EXPLORATION & PRACTICAL USAGE OF OPEN-SOURCE GRAPHIC SOFTWARE

Step-by-step explanation

1. Welcome & Introduction

10 min | Whole group

This activity opens the session by finding out what participants already know about graphic design tools, setting the stage for a hands-on exploration and creation workshop.

Instructions:

1. Gather participants in a circle
2. Introduce the session: "Today we explore open-source graphic tools and create posters using free graphic resources."
3. Ask the warm-up question: "Which graphic tool have you used before, if any?"
4. Invite a few voices to share before moving on.
5. Explain the flow of the session: tool exploration, resource gathering, and poster creation.

2. Input: Overview of Tools & Resources

10 min | Whole group

This activity gives participants a quick overview of the tools and free resources available to them, giving them enough context to make informed choices before the hands-on work begins.

Instructions: Using the flipchart, introduce the following graphic tools:

- GIMP for raster editing (similar to Photoshop).
- Inkscape for vector design.
- Krita for digital drawing and illustration.
- Canva for easy drag-and-drop design.

Also introduce the following free resource libraries:

- For photos: Pixabay, Pexels, Stockpic, and Freepik.
- For icons: The Noun Project and Flaticon.

Close with a short reminder that participants should always check licenses and choose resources that are free to use with no attribution required where possible.

Step-by-step explanation

3. Team Formation & Tool Assignment

5 min | Small groups

This activity gets teams organised and matched with a tool so the exploration round can begin without delay.

Instructions:

1. Divide participants into small teams of 3-4 people
2. Ask each team to choose or be assigned one graphic tool to explore.
3. Give each team a short task card describing what to try in the following step.

4. Exploration Round: How Intuitive Is This Tool?

15 min | Small groups

This activity gives participants time to get hands-on with their assigned tool through simple, structured tasks, helping them form a quick and honest assessment of how easy it is to use.

Instructions:

1. Ask teams to explore their assigned software by completing small tasks such as importing an image, adding text, changing colours, inserting shapes or icons, and exporting a file.
2. Once done, teams record their observations on sticky notes answering: "What was easy?", "What was confusing?", and "Would we use this tool again?"
3. Ask teams to place their sticky notes on a shared "Exploration Wall."

5. Poster Creation Challenge

35 min | Small groups

This is the central activity of the session, giving teams the chance to put their tool knowledge and free resources together to create a finished poster on a topic that matters to them.

Step-by-step explanation

Instructions:

1. Ask each team to create a simple poster using their chosen tool and free graphics from the resource sites. Theme options include anti-cyberbullying, mental health awareness, youth work promotion, environmental protection, or a freestyle topic of their choice.
2. Guide teams through the following steps: choosing a theme, gathering resources such as photos, icons, and textures, designing a layout with a title, visuals, and a clear message, assembling and editing in their chosen tool, and exporting the final poster.
3. The facilitator should be available for technical questions, but teams should drive the creative process themselves.

6. Gallery Walk: Poster Exhibition

10 min | Whole group | Movement

This activity gives participants the chance to see and appreciate each other's work, sharing quick and positive feedback in a relaxed, gallery-style format.

Instructions:

1. Ask teams to display their posters on screens or as printed versions.
2. Invite participants to walk around and view all the designs, leaving quick peer feedback on sticky notes, such as:

- Nice composition
- Great choice of visuals
- Clever use of icons

7. Reflection: Which Tool Was Best?

10 min | Small groups → Whole group

This activity closes the session by asking teams to step back and evaluate their experience, turning hands-on practice into useful insight they can apply to future projects.

EXPLORATION & PRACTICAL USAGE OF OPEN-SOURCE GRAPHIC SOFTWARE

Step-by-step explanation	***Instructions:*** 1. Ask teams to discuss which tool felt most intuitive, what feature was most useful, what they would improve next time, and how they could use these tools for school or youth projects. 2. Invite each team to share one insight with the whole group to close the session. **8. Closing** 5 min | Whole group Encourage participants to continue practising digital creativity independently. **9. Questions for Debriefing** • Which tool did your team explore, and how intuitive did it feel? • What did you learn about working with free graphic resources? • What was the most satisfying part of creating the poster? • Which tool would you choose to use again, and why? **10. Tips for the Facilitator** • Encourage experimentation – no need for polished designs. • Offer help but avoid directing creativity. • Provide a balanced mix of vector and raster tools for exploration. • Remind participants about copyright and safe resource usage. • Celebrate every poster – design is subjective and creative.

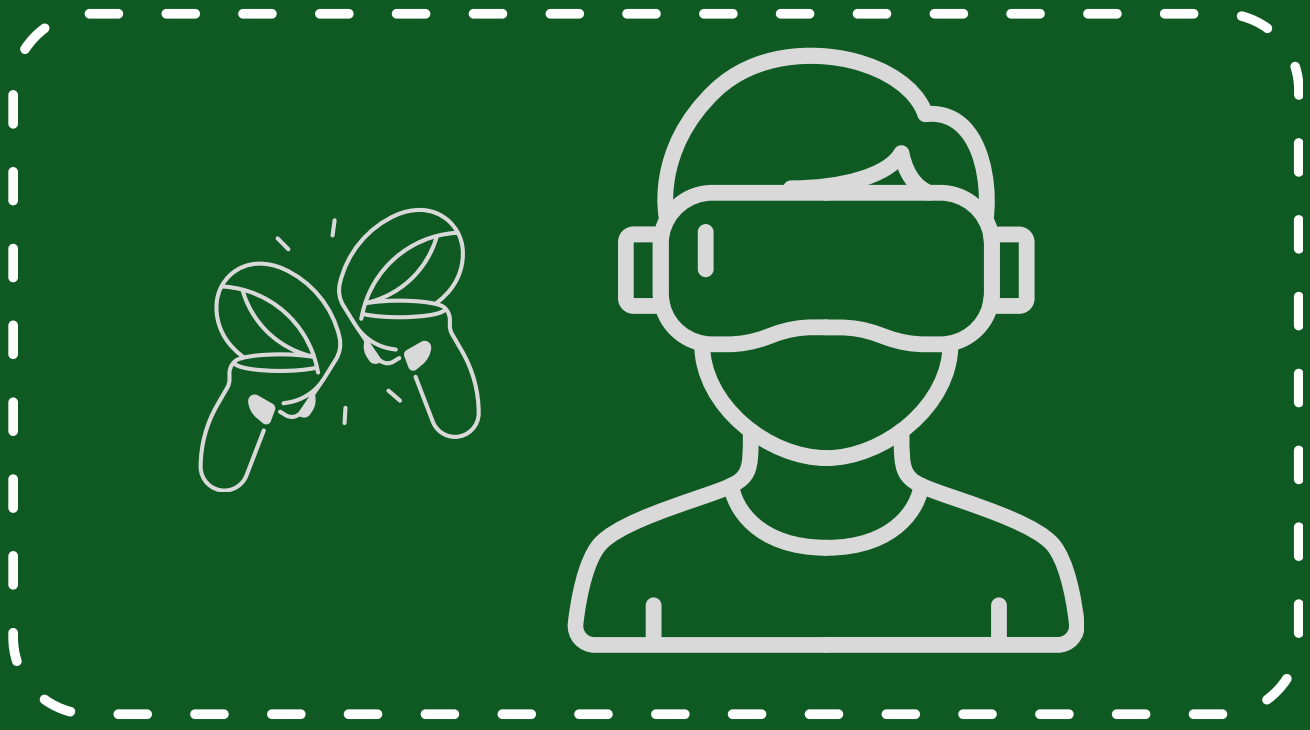
EXPLORING VR & USING IT TO BE IN SOMEBODY ELSE'S SHOES

Duration: 1.5 hours

Summary	An interactive workshop designed to help young people explore Virtual Reality as a tool for empathy building. Through VR experiences, reflection, and group activities, participants learn how VR can help them understand different viewpoints and develop emotional and social skills.
Function	• VR exploration • Empathy-building • Raising awareness • Developing emotional intelligence and digital literacy
Objectives	• To introduce VR as a creative tool for understanding different perspectives. • To help participants experience real-life scenarios from another person's point of view. • To strengthen empathy, emotional awareness, and reflective thinking. • To promote responsible and mindful use of immersive technologies.
Resources / Preparation	• VR headsets (Oculus, VR lens, Cardboard and goggles with smartphones) • Pre-downloaded empathy-themed VR experiences such as: - Clouds Over Sidra (refugee perspective) - Notes on Blindness (visual impairment experience) - Anne Frank House VR - We Live Here • https://www.youtube.com/watch?v=9Kf1U6dCqsE • https://www.youtube.com/watch?v=NINMBsOk_hw • https://www.youtube.com/watch?v=t4dpGd9ayDA • 360° social-emotional learning videos • Sanitizing wipes for VR equipment • Headphones (optional for immersive sound)

EXPLORING VR & USING IT TO BE IN SOMEBODY ELSE'S SHOES

Resources / Preparation	• Timer • Printed scenario cards • Flipchart + markers • Comfortable space for safe VR use
Working Format	• Whole group • Small groups • Individual reflection



EXPLORATION & PRACTICAL USAGE OF VIRTUAL REALITY

Step-by-step explanation

1. Welcome & Introduction

10 min | Whole group

This activity opens the session by sparking participants' curiosity about other people's lived experiences, setting the tone for a workshop centred on empathy and perspective-taking through VR.

Instructions:

1. Gather participants in a circle
2. Introduce the workshop: "Today we explore VR and use it to step into somebody else's shoes."
3. Ask the warm-up question: "If you could live one day in someone else's life, who would you choose?"
4. Invite a few voices to share before moving on.
5. Explain that VR can help people experience the world from perspectives very different from their own.

2. Input: VR as an Empathy Tool

10 min | Whole group

This activity gives participants a brief but grounding overview of how VR works as an empathy tool and what to expect before they put on the headsets.

Instructions:

1. Using the flipchart, summarise:
   - what VR does by creating immersive 360° environments,
   - why VR boosts empathy through its strong emotional impact, sense of presence, and ability to simulate lived experiences,
   - where VR is currently used, including education, psychology, health, human rights, and diversity training.
2. Close with a few safety tips, covering motion sickness awareness, device hygiene, and the importance of taking breaks between stations.

Step-by-step explanation

3. Team Rotation: VR Experience Stations

25 min | Small groups

This is the central activity of the session, giving participants direct immersive experiences across a range of perspectives, from refugees to people living with disabilities or social anxiety.

Instructions:

1. Set up 3-4 VR stations, each offering a different "step into their shoes" experience, such as a day in the life of a refugee, being visually impaired, experiencing discrimination or exclusion, seeing through the eyes of a younger child, or understanding social anxiety.
2. Divide participants into small teams of 3-4
3. Rotate each team between stations, spending 5-7 minutes per station. At each station, one participant uses the VR headset while teammates observe and take notes on the emotions, environment, and perspective gained.
4. Participants swap roles at each station so everyone has a chance to use the headset

4. Reflection Circles: What Did You Feel?

10 min | Small groups

This activity gives participants a safe and structured space to process the emotions and insights that arose during the VR experiences before moving into the role-play.

Instructions:

1. Bring participants together in small groups
2. Invite them to discuss what stood out to them, how they felt during the experience, what surprised them, and whether their understanding of the situation changed.
3. Encourage open emotional sharing and respectful listening throughout the discussion.

Step-by-step explanation	**5. Role Play: Translating VR into Real Life** 15 min | Small groups This activity helps participants move from passive experience to active understanding, translating what they felt in VR into a real-life scenario that demonstrates empathy in practice. *Instructions*: 1. Give each team a scenario card based on a VR topic such as exclusion, disability, or conflict. 2. Ask teams to act out a short role-play showing the challenge the person faced, a supportive response someone else could offer, and how the VR perspective-taking helped them understand the situation better. 3. Invite each group to perform their role-play for the whole room. **6. Creative Output: What I Learned Through Their Eyes** 10 min | Individual | Creative work This activity invites participants to express what the VR experiences meant to them in a personal and creative way, turning emotional responses into something tangible and shareable. *Instructions:* 1. Ask participants to create a short output expressing what they learned, choosing from options such as: • A short diary entry. • A three-word emotion summary. • A symbolic drawing. • A short spoken message. • Tagline describing the empathy they gained. 2. Display all outputs on a wall to create a collective gallery for the group to reflect on together.

Step-by-step explanation

7. Personal Action Plan

5 min | Individual

This activity closes the session with a focused and personal commitment, helping participants carry the empathy they experienced in VR into their everyday lives.

Instructions:

1. Ask participants to write on a sticky note:
   - One behaviour they want to change.
   - One person they want to understand better.
   - One empathy habit they will practice this week.
2. Invite everyone to stick their notes on the "empathy wall" to close the session.

8. Closing & Reflection

5 min | Whole group

Emphasise that VR can provide a perspective-taking experience and help participants develop empathy.

9. Questions for Debriefing

- Which VR experience affected you the most? Why?
- How did VR change the way you understood the situation?
- What emotions did you experience while “being in someone else’s shoes”?
- How can you apply this empathy in everyday life?

10. Tips for the Facilitator

- Choose VR content appropriate to the age and emotional maturity of participants.
- Ensure safety when using VR—participants should be seated or supervised.
- Encourage emotional openness and create a safe space for sharing.
- Monitor participants for discomfort or motion sickness.
- Guide discussions gently—some VR topics can activate strong feelings.

ONLINE SAFETY THROUGH AI PRESENTATIONS

Duration: 1.5 hours

Summary	A collaborative workshop where participants create an interactive mini-lesson about online safety using digital presentation and content-creation tools.
Function	• Interactive digital lesson creation • Working in small teams • Developing digital literacy • Encouraging critical thinking and creativity
Objectives	• To enable participants to explain online safety concepts through interactive presentations. • To teach them to use digital creation tools effectively and responsibly. • To strengthen teamwork, collaboration, and communication skills. • To deepen understanding of online risks and safe navigation strategies.
Resources / Preparation	• Laptops /tablets / smartphones for each team • Internet access • Accounts or free access to: • Gamma, Book Creator, Slidesmania, Piktochart, Canva, Genially • Example templates (optional) • Flipchart + markers • Prepared list of online safety subtopics (optional) • Timer • Space for teams to work together comfortably
Working Format	• Whole group • Small groups • Individual reflection

ONLINE SAFETY THROUGH AI PRESENTATIONS

Step-by-step explanation	**1. Welcome & Introduction** 10 min | Whole group This activity opens the session by tapping into participants' existing experience with digital tools, setting the stage for a collaborative and hands-on workshop where they will create their own interactive learning content. *Instructions*: 1. Gather participants in a circle 2. Introduce the workshop: "Today you will create an interactive mini-lesson on online safety in small teams." 3. Ask the warm-up question: "Which digital tool do you enjoy using the most, and why?" 4. Invite a few voices to share before moving on. 5. Explain that they will produce interactive learning content that is practical, visual, and collaborative. **2. Input: Online Safety Topics Overview** 10 min | Whole group This activity gives participants a quick overview of the online safety landscape, helping them choose a topic they feel connected to and can bring to life in their mini-lesson. *Instructions*: Using the flipchart, briefly introduce the following topics: • Privacy and personal data. • Phishing and suspicious links. • Online manipulation and misinformation. • Safe communication and healthy boundaries. • Digital wellbeing and screen balance. After each topic, invite participants to relate it to a real-life example before moving on

Step-by-step explanation

3. Team Formation & Topic Assignment

5 min | Small groups

This activity gets teams organised and matched with a topic so they can move straight into planning and creating without delay.

Instructions:

1. Divide participants into small teams of 3-4 people
2. Ask each team to either receive an assigned online safety subtopic or choose one from the list.
3. Explain that they will use this topic as the basis for their interactive mini-lesson in the project work phase.

4. Tool Demonstration

5 min | Whole group

This activity gives participants a brief but practical overview of the available tools so they can make an informed choice before diving into their project.

Instructions: Give a brief explanation of the available tools:

- Gamma for AI-assisted presentations.
- Book Creator for interactive digital books.
- Slidesmania for dynamic slide templates.
- Piktochart for infographic and visual storytelling.
- Canva for versatile design, and Genially for interactive presentations and gamified content.

Ask participants to choose the tool that best fits their team's style, or assign one if preferred.

5. Team Project Work: Create an Interactive Lesson

35 min | Small groups

This activity helps participants move from understanding online safety concepts to creating an interactive learning experience that communicates practical safety strategies.

ONLINE SAFETY THROUGH AI PRESENTATIONS

Step-by-step explanation	***Instructions***: Ask teams to work through the following steps: • First, research and brainstorm by identifying the key message of their topic and choosing examples, risks, tips, and visuals; • Next, plan the structure of their lesson, covering an introduction, an explanation of the safety issue, real-life examples, and at least one interactive element such as a quiz, hotspot, animation, or clickable information; • Then build the interactive presentation or lesson using their chosen tool, with each team member taking a role such as researcher, designer, editor, or presenter; • And finally, prepare a short explanation covering what they created, why they chose that structure, and what learning outcome the user should gain. The facilitator should be available to support teams when needed without leading the process directly. **6. Team Presentations** 15 min | Small groups → Whole group This activity gives each team the chance to share their finished mini-lesson with the group and receive feedback, reinforcing learning through both presenting and engaging with each other's work. ***Instructions:*** 1. Ask each team to present their interactive mini-lesson in 2-3 minutes while the audience clicks through the slides or books. 2. After each presentation, ask the group: "What did this team explain clearly?" and "What interactive element helped you understand the topic?"

Step-by-step explanation	**7. Gallery Walk: Explore All Projects** 10 min | Whole group | Movement This activity gives participants the chance to explore every team's digital product at their own pace, leaving feedback and discovering approaches and ideas beyond their own group's work. *Instructions:* 1. Display all devices or QR codes around the room 2. Invite participants to walk around and explore each team's digital product. 3. Ask them to leave sticky-note feedback on each project, such as "Great interaction!", "Clear explanation," or "Interesting example." **8. Personal Reflection: My Online Safety Toolkit** 15 min | Individual This activity closes the session with a brief personal reflection, helping participants identify what they've gained and what they want to carry forward into their digital lives. *Instructions:* Ask participants to write down: • One tool they enjoyed using • One safety skill they want to improve • One idea they will apply in their digital life. **9. Closing & Reflection** 5 min | Whole group Highlight teamwork, creativity and online-safety awareness.

Step-by-step explanation	**10. Questions for Debriefing** • What was the most rewarding part of creating an interactive lesson? • Which tool did your team find most effective, and why? • How did teamwork support your understanding of online safety? • What new safe behaviour or habit will you adopt after today? **11. Tips for the Facilitator** • Offer light guidance with the tools—let participants explore independently. • Encourage teams to divide tasks based on strengths. • Provide sample templates for groups needing extra support. • Ensure that all teams build at least one interactive element. • Celebrate creativity—there is no single correct solution.

RAISING MOTIVATION FOR LEARNING WITH AR (EXPLORATION & BASIC CREATION)

Duration: 1.5 hours

Summary	A hands-on workshop where participants explore Augmented Reality (AR) and create a simple AR-enhanced learning experience.
Function	• Exploring AR tools • Creating basic AR content • Raising motivation for learning • Developing creativity and digital literacy
Objectives	• To introduce AR as a motivating, interactive learning tool for young people. • To help participants explore user-friendly AR platforms. • To guide them in creating simple AR-enhanced learning pieces. • To promote teamwork, creativity, and engagement through hands-on digital production.
Resources / Preparation	• Smartphones or tablets • Internet access • Accounts (for free) for: - Artivive - Layar - Aumentaty - Vuforia • Printed images or objects for AR triggers • Example AR demos • Flipchart + markers • Sticky notes • Timer • Clear workspace for small-team collaboration
Working Format	• Whole group • Small groups

RAISING MOTIVATION FOR LEARNING WITH AR (EXPLORATION & BASIC CREATION)

Step-by-step explanation

1. Welcome & Introduction

10 min | Whole group

This activity opens the session by connecting participants' existing experiences with AR to the workshop ahead, sparking curiosity about how AR can make learning more engaging and interactive.

Instructions:

1. Gather participants in a circle
2. Introduce the workshop: "Today we explore how AR can motivate learning – and create our own AR content."
3. Ask the warm-up question: "When have you seen or used AR before?"
4. Invite a few voices to share before moving on.
5. Explain that AR makes learning more engaging by adding interactive layers to the real world.

2. Input: AR in Learning

10 min | Whole group

This activity gives participants a concise overview of what AR is and how it is already being used in learning contexts, building the conceptual foundation they'll need before creating their own AR content.

Instructions: Using the flipchart, summarise

- What AR is by explaining that it adds digital information to real-world visuals.
- Why it motivates learning through being interactive, visual, playful, and memorable.
- Where it is used, including museums, textbooks, exhibitions, youth work, and marketing.

Share a few examples of AR-triggered learning experiences such as historical overlays, vocabulary pop-ups, 3D science models, and storytelling animations.
Show 1-2 quick demos to spark curiosity before moving on.

RAISING MOTIVATION FOR LEARNING WITH AR (EXPLORATION & BASIC CREATION)

Step-by-step explanation	**3. Team Formation & Tool Introduction** 10 min | Small groups This activity gets teams organised and familiar with their chosen AR tool, giving them just enough guidance to begin exploring and creating with confidence. ***Instructions***: 1. Divide participants into small teams of 3-4 people 2. Ask each team to choose one AR tool to work with such as: • Artivive for images and animations. • Layar for posters and print materials. • Aumentaty for simple 3D model interactions. • Vuforia for image-target AR. 3. Give each team a short guided tour of the main functions of their chosen tool, covering how to upload triggers, how to attach content and how to preview AR layers. **4. Exploration Phase: Trigger and Discover** 10 min | Small groups This activity lets participants experience AR as learners before they create as designers, helping them understand what makes an AR experience engaging and educational. ***Instructions***: 1. Ask teams to scan several pre-prepared AR triggers placed around the room, each showing a different AR experience such as a 3D model, animation, information layer, or audio. 2. After scanning, teams discuss: "What made this AR experience motivating?" and "How could this be used in education?" This exploration helps participants understand what's possible before they begin building their own content.

Step-by-step explanation

5. Creation Phase: Build Your Basic AR Learning Piece

30 min | Small groups

This is the central activity of the session, giving teams dedicated time to design and build their own AR-enhanced learning experience from scratch.

Instructions: Ask each team to create a simple AR-enhanced learning activity by working through the following steps:

1. Choosing a learning topic such as language, environment, history, science, arts, careers, or wellbeing.
2. Selecting a trigger such as a printed image, drawing, book page, or object.
3. Creating AR content such as a short animation, voice explanation, quiz question, short video, 3D model, or information overlay.
4. Building and testing the experience using their chosen platform by uploading the trigger, attaching digital content, and previewing the result.
5. Preparing a short team summary covering what they built, why it motivates learning, and what students or users could learn from it.

The facilitator should support teams with technical difficulties where needed without leading the creative process directly.

6. AR Showcase: Scan & Explore

10 min | Whole group | Movement

This activity turns the room into a creative exhibition, giving participants the chance to experience and celebrate each other's AR creations.

Instructions:

1. Ask teams to display their AR triggers around the room and invite participants to walk around scanning each other's projects.
2. Ask them to leave sticky-note feedback on each project, such as "Motivating!", "Cool idea!", or "Love this interaction."

Step-by-step explanation

7. Reflection: How AR Boosts Motivation

10 min | Small groups → Whole group

This activity closes the session by asking participants to step back and think critically about what made the AR experiences engaging, connecting their hands-on practice to broader insights about learning and motivation.

Instructions:

1. Ask teams to discuss which AR elements increased engagement, how AR changed the way they understood the topic, and how AR could support young learners in the future.
2. Invite each team to share one key insight with the whole group to close the session.

8. Closing & Reflection

5 min | Whole group

Summarise the connection between creativity, digital skills and interactive learning.

10. Questions for Debriefing

- What was the most rewarding part of creating an interactive lesson?
- Which tool did your team find most effective, and why?
- How did AR make the learning experience more engaging?
- Which AR element helped you understand the topic best?

11. Tips for the Facilitator

- Offer light guidance with the tools—let participants explore independently.
- Encourage teams to divide tasks based on strengths.
- Provide sample templates for groups needing extra support.
- Ensure that all teams build at least one interactive element.
- Celebrate creativity—there is no single correct solution.

WE ARE NOT SURE HOW WE CAN PROTECT OURSELVES ONLINE AND FROM AI

Duration: 1.5 hours

Summary	A practical workshop combining case studies, Forum Theatre and collective brainstorming. Participants explore online and AI-related risks and practise developing concrete strategies for protection.
Function	• Raising awareness • Case-based learning • Forum theatre • Brainstorming for practical solutions
Objectives	• To explore uncertainties and fears related to online safety and AI risks. • To provide young people with real examples of online challenges. • To learn protective strategies through forum theatre and active problem solving. • To encourage collective brainstorming and peer-supported learning.
Resources / Preparation	• Printed case study cards • Simple props for forum theatre (optional) • Flipchart + markers • Sticky notes • Timer • Enough space for movement and acting
Working Format	• Whole group • Small groups • Individual reflection

WE ARE NOT SURE HOW WE CAN PROTECT OURSELVES ONLINE AND FROM AI

Step-by-step explanation

1. Welcome & Introduction

10 min | Whole group

This activity opens the session by grounding participants in a real, recent moment of online or AI-related uncertainty, creating a personal connection to the protective skills they will develop throughout the workshop.

Instructions:

1. Gather participants in a circle
2. Introduce the session: "Today we explore how we can protect ourselves online and from AI risks – even when we are unsure where to start."
3. Ask the warm-up question: "What online or AI situation recently made you feel uncertain?"
4. Invite a few voices to share before moving on.
5. Explain that they will learn by analysing real cases and acting out solutions.

2. Input: Common Online & AI Risks

10 min | Whole group

This activity gives participants a concise but clear map of the risks they may encounter online and through AI, establishing the key protective habits they will put into practice throughout the session.

Instructions:

1. Using the flipchart, briefly outline online risks such as: phishing, scams, fake profiles, data theft, and oversharing, alongside AI risks such as deepfakes, misinformation, false answers, impersonation, and data misuse.
2. Introduce the key protective habits participants should keep in mind: verification, privacy settings, critical questioning, and safe sharing.
3. Keep the theory short and focused, as the main learning happens through practical exploration.

Step-by-step explanation

3. Case Study Rotation

20 min | Small groups

This activity helps participants analyse realistic online and AI risk scenarios in small groups, building their ability to identify what is happening, why it is dangerous, and what protective steps should be taken.

Instructions:

1. Divide participants into small groups of 3-4
2. Give each group a case study card covering a scenario such as
   - A fake friend request from an AI-generated profile.
   - A deepfake used to misrepresent a classmate.
   - A misleading AI answer used in homework or
   - A phishing email disguised with AI-written text.
3. Ask each group to discuss what is happening in their scenario, why it is risky, and what protections should be used.
4. After 7-8 minutes, ask groups to rotate and analyse a new case.

See page 118-121: Case study materials

4. Forum Theatre: Act the Problem, Change the Ending

25 min | Small groups → Whole group

This activity brings the case studies to life through performance, allowing participants to explore multiple responses to the same risky situation and discover safer alternatives in real time.

Instructions:

1. Ask each group to choose one case they want to dramatise and prepare a short 1-2 minute scene showing the problem and the unsafe reaction.
2. Once each group has performed their scene, introduce the forum theatre rule: the audience can shout "STOP!" at any point, step in to replace a character, and try a safer action instead.
3. The group then replays the scene with the new decision.

This method allows multiple solutions to be explored and tested in real time by the whole group.

WE ARE NOT SURE HOW WE CAN PROTECT OURSELVES ONLINE AND FROM AI

Step-by-step explanation	**5. Collective Brainstorm: Our Protection Toolkit** 10 min | Whole group This activity brings together the strategies and insights that emerged from the case studies and performances, turning individual learning into a shared and visible protection toolkit. *Instructions*: On a flipchart, draw three columns labelled: • "Online protection" covering passwords, settings and awareness. • "AI protection" covering verification, spotting deepfakes, and questioning outputs. • "Community protection" covering support, reporting, and talking to trusted adults. 1. Ask participants to add sticky notes with strategies they learned from the scenes and case studies. 2. Close by circling the most powerful ideas as a group. **6. Personal Reflection** 5 min | Individual This activity closes the session with a quiet and personal moment of reflection, helping participants translate what they've learned into one clear intention and one trusted source of support. *Instructions:* 1. Ask participants to write individually on a sticky note one online or AI risk they understand better now, one action they will take to protect themselves, and one person they can ask for support if unsure. 2. Let participants choose whether to share their notes or keep them private.

WE ARE NOT SURE HOW WE CAN PROTECT OURSELVES ONLINE AND FROM AI

Step-by-step explanation

7. Closing & Reflection

5 min | Whole group

Highlight how analysis, discussion and practical action can build greater confidence when facing uncertain digital situations.

8. Questions for Debriefing

- Which case study felt most realistic or worrying?
- How did forum theatre change your understanding of safer decisions?
- What was the most helpful protection strategy you learned?
- How confident do you feel navigating online/AI risks now?

9. Tips for the Facilitator

- Choose relatable, up-to-date, and age-appropriate scenarios.
- Keep forum theatre safe and supportive – no shaming.
- Encourage multiple solutions, not "perfect" answers.
- Guide participants toward practical, realistic strategies.
- Ensure emotional safety when discussing sensitive cases.

Case studies

Case Study 1: A Fake Friend Request from a Manipulated AI-Generated Profile

Scenario:

Emma receives a friend request on social media from someone claiming to be a student who recently transferred to her school. The profile includes realistic AI-generated photos, several posts, and mutual friends. After accepting the request, the new "friend" begins asking personal questions about Emma, her school schedule, and her family.

The Problem:

The profile was entirely fabricated using AI-generated images and text to appear trustworthy. The attacker collected personal information that could be used for scams or identity theft.

Consequences:

- Loss of personal privacy
- Increased risk of identity theft
- Possible targeting of friends and family

Lessons Learned:

- Verify unknown profiles before accepting requests.
- Be cautious when sharing personal information online.
- Report suspicious accounts to the platform.

AIwareness

Case studies

Case Study 2: A Deepfake Used to Misrepresent a Classmate

Scenario:
A realistic AI-generated video begins circulating among students. The video appears to show Alex making offensive comments during a school event. The clip spreads quickly on social media, and many students believe it is genuine.

The Problem:
The video is a deepfake created using AI. Although completely fabricated, it damages Alex's reputation before the truth is discovered.

Consequences:
- Emotional distress for the victim
- Damage to reputation
- Disciplinary investigations based on false evidence
- Loss of trust within the school community

Lessons Learned:
- Do not assume videos are authentic.
- Verify content before sharing it.
- Report manipulated media to teachers or platform moderators.

Case studies

Case Study 3: A Misleading AI Answer Used in Homework

Scenario:
Jordan uses an AI chatbot to answer a history assignment without checking the information. The AI confidently provides incorrect dates and invents sources that do not exist. Jordan submits the work believing it is accurate.

The Problem:
The teacher identifies several factual errors and fake citations. Jordan receives a poor grade and realizes the information should have been verified.

Consequences:
- Lower academic performance
- Loss of credibility
- Missed learning opportunities

Lessons Learned:
- Use AI as a learning aid, not the only source.
- Verify facts using reliable textbooks and trusted websites.
- Check all references before submitting assignments.

Case studies

Case Study 4: A Phishing Email Disguised with AI-Written Text

Scenario:
Taylor receives an email that appears to come from the school's IT department. The message is professionally written, free of spelling mistakes, and urgently requests that students "verify their accounts" by clicking a link and entering their passwords.

The Problem:
The email was generated with AI to sound convincing. The link directs users to a fake login page designed to steal usernames and passwords.

Consequences:
- Stolen login credentials
- Unauthorized access to school accounts
- Potential exposure of personal information

Lessons Learned:
- Be cautious of urgent requests asking for passwords.
- Check the sender's email address and website URL carefully.
- Access school services by typing the official website directly instead of clicking email links.
- Report suspicious emails to the school's IT department.

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