

nexus institute

DigiPAC: Digital Participation and Active Citizenship. A training programme for young role models.

Curriculum Handbook



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ACTIon

Promoting active citizenship through civic education and active online participation of youth role models

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Welcome!

Digital Participation and Active Citizenship (DigiPAC): A training programme for young role models.

Dear Reader,

We are pleased to introduce to you the DigiPAC curriculum handbook! The programme and the handbook were created in the frame of the EU-funded Erasmus+ project ACTIon to help promote civic education, active digital citizenship and the democratic participation of young people in formal and non-formal educational settings.

Why is that important?

Because being online is a way of living for young Europeans.

In 2019, 94% of young people in the EU made daily use of the internet, compared with 77 % of the general population (Eurostat, Being young in Europe today – digital world, 2020). However, young people do not use the full potential of digital technologies to access information on their civic rights and health and education issues, or to participate in decision-making processes in their communities and society at large. The most common online civic activities for people aged 16-29 years old were interacting with public authorities and obtaining information from public authorities' websites. Only 15% of young people posted their opinions on civic or political issues; only 17% took part in online consultations and voted to define civic or political issues. There is a clear gap in the way young people use digital technologies, and this gap is even wider when it comes to disadvantaged youth. ACTIon – promoting active citizenship through civic education and active online participation of youth role models – aims to fill this gap.

This handbook was developed for future instructors – e.g., teachers, social workers, and leaders of youth clubs – and serves as an easy-to-use guideline for implementing the programme. We hope it is helpful and inspires new ideas for empowering young people to act as a digital citizen online!

Have fun and good luck!

The ACTIon project nexus team



Background

The Erasmus+ co-funded project¹ ACTIon brings together six partners from four EU countries and one non-EU country², with the aim of empowering young people, particularly from socially disadvantaged communities, to become active digital citizens. Two of the six project partners – nexus³, a German research institute specializing in citizen participation, and HESED⁴, a Bulgarian organization focused on the social integration of Roma youths – have developed separate digital citizenship training programmes (DigiPAC and MOLA), which will be piloted in both formal and non-formal, community-based education settings in four of the partner countries⁵. The programmes utilise pre-existing offline and online educational tools that were selected and adapted to meet the goals of the ACTIon project.

The following table offers a brief overview of the two different ACTIon programmes – DigiPAC, designed by nexus, and MOLA, by HESED:

Table 1: ACTIon Training Programmes – DigiPAC and MOLA

Programme	DigiPAC: Digital Participation and Active Citizenship	MOLA: Model for Opinion Leaders Activation
Learning environment	Formal: secondary schools	Informal: community-based education
Participants	Children and adolescents, approx. 14-18 years old	Young adults, up to 25 years old
Instructors	Teachers	Community/social workers
Central aims	<ul style="list-style-type: none"> • Training the digital and democratic competences of young people • Enabling them to use the online world to actively participate in their community/broader society 	<ul style="list-style-type: none"> • Training the digital competences of young leaders in disadvantaged communities • Enabling them to use the online world to improve health literacy in their community
ACTIon partner	nexus Institute for Cooperation Management and Interdisciplinary Research, Germany	Health and Social Development Foundation (HESED), Bulgaria

This handbook is intended as an easy-to-use guideline for the implementation of the nexus programme, DigiPAC. The training programme was originally designed as a two-and-a-half-day workshop, and is built up of three separate modules (A, B and C; one Module per day). Readers will receive background information on the DigiPAC's theoretical framework and learning objectives, as well as the tools to implement the training with a group of young people. As noted above, DigiPAC was primarily designed for secondary schools, with teachers as the instructors, and pupils as the recipients of the training. However, it can also be implemented in other formal and non-formal learning environments. Tips for flexibly adapting the time frame, structure, format (online/offline) and content of the training to different social contexts and learning environments are included throughout the handbook.

¹ Further information: <https://www.erasmus-action.eu/>

² EU: *Germany, Greece, Bulgaria, Belgium*; non-EU: North Macedonia.

³ Further information: <https://nexusinstitut.de/>

⁴ Further information: <https://hesed.bg/en/>

⁵ ACTIon's education practices will be piloted in Bulgaria, Germany, Greece and North Macedonia.



Each of DigiPAC's three modules contains activities that span a wide range of topics and convey various digital and democratic skills. The young participants are prompted to discuss basic behaviour rules in the digital world, acquire awareness for and share personal experiences with different forms of discrimination, learn about democratic values and the structure of democratic societies, and are encouraged to think about their own responsibilities for and possibilities of digital and democratic participation. The training programme should enable and empower youths to take up role model positions, spread what they have learned to their peers and thereby positively influence their own social groups.

Structure of the Handbook

The handbook begins with a brief introduction to the **Theoretical Framework** and pedagogical concept underlying the ACTIon project and DigiPAC programme. Prospective instructors are introduced to the concepts of **digital citizenship**, the **digital competences** conveyed and **cognitive domains** targeted by the different activities, and DigiPAC's specific **learning objectives**.

Instructors are then introduced to the **training Curriculum**

itself. This main segment offers a brief overview of each of the three **modules' structure**, followed by a detailed description of their **individual activities**. Readers receive step-by-step instructions, a time plan, information on the materials and preparation needed, and helpful suggestions for their flexible adaption to an online format, a different time frame or to the particular needs of the group. They are also directed to the original sites from which the learning activities were sourced and adapted.

The **materials** (worksheets, videos, questions, images and posters) needed for the implementation of the programme can be accessed in two forms on the ACTIon website⁶. Instructors can download a PDF, which compiles all of the programme's materials into a single file. They can also download a ZIP Folder, in which the separate materials are sorted into subfolders according to their module (A, B or C) and the name and number of their activity.

⁶ The materials can be found on the following page of the ACTIon Website: <https://www.erasmus-action.eu/project-results/>



Theoretical Framework

Digital Citizenship and Digital Competences

A digitalised future needs citizens who know their rights and responsibilities, both offline and online. Practices fundamental to democracy – obtaining information and news, forming and exchanging opinions, and political activism – already take place within in the digital realm, and this trend is only thought to increase. Educational programmes must therefore train young people to act out democracy in the digital world through conveying both **civic education** and **digital competences**. In doing so, they can enable and empower young people to become active **digital citizens**. The following chapter offers a brief definition of these three key terms⁷.

ACTIon relies on the definition of **civic education**, also referred to as democracy or citizen education, provided by the youth organisation Youthpower.org:

“Civic education (also known as citizen education or democracy education) can be broadly defined as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes.”

(Youthpower.org n.d.).

Civic or democracy education can be targeted at any age group, in any country, at any level – international, national or local – and is not bound to one specific form or method. It can be conveyed, for example, through mass media campaigns, experiential learning, or classroom-based learning (cf. Youthpower.org) – and is a central element of the training programmes developed by both HESED⁸ and nexus for ACTIon.

Digital competence is not only a necessary requirement for active online participation: it is an integral part of core civic competences in digitalised societies, and a foundational element of a further, overarching term: **digital citizenship**. The definition for digital citizenship used in ACTIon stems primarily from the Council of Europe’s project “Digital Citizenship Education” (Frau-Meigs et al. 2017):

“Digital Citizenship may be said to refer to the competent and positive engagement with digital technologies and data (creating, publishing, working, sharing, socializing, investigating, playing, communicating and learning); participating actively and responsibly (values, skills, attitudes, knowledge and critical understanding) in communities (local, national, global) at all levels (political, economic, social, cultural and intercultural); being involved in a double process of lifelong learning (in formal, informal, non-formal settings) and continuously defending human dignity and all attendant human rights.”




(Council of Europe 2021a)

⁷ For further details please refer to ACTIon’s theoretical framework (https://www.erasmus-action.eu/wp-content/uploads/2021/09/ACTIon-Theoretical-Framework-and-Analysis_Web_version.pdf).

⁸ The second training programme developed by HESED with the title “MOLA: Model for Opinion Leaders Activation” can be found here: [Project Results – MENU \(erasmus-action.eu\)](https://www.erasmus-action.eu/).

According to the Council of Europe, an individual must acquire **digital competences** in ten distinct domains⁹ to be able to achieve digital citizenship. Six out of these ten domains were pre-selected by ACTIon and are targeted by the activities in this programme. They are grouped into three main categories: **Being online**, **Wellbeing online** and **It is my right!** (see also Council of Europe 2021b).

Table 2: Digital Competence Domains

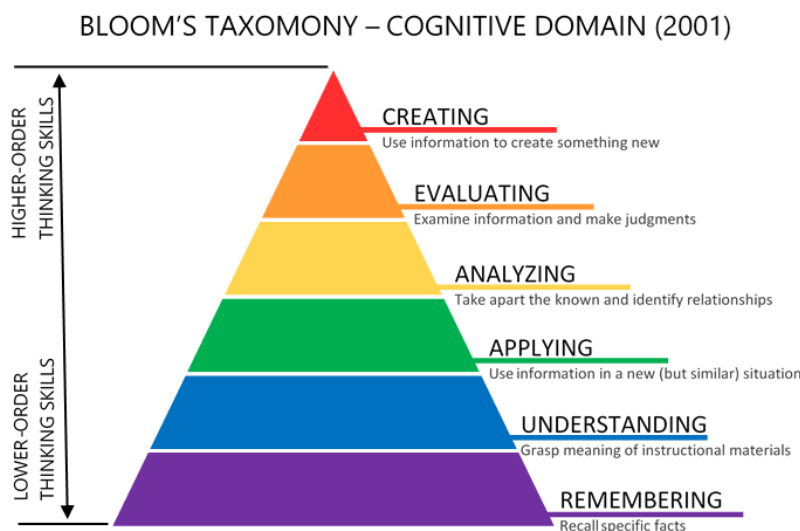
Being Online 	Wellbeing Online 	It is my right! 
<ul style="list-style-type: none"> • Access and Inclusion • Media and Information Literacy 	<ul style="list-style-type: none"> • Ethics and Empathy • Health and Wellbeing 	<ul style="list-style-type: none"> • Active Participation • Rights and Responsibilities

Being Online includes domains that relate to competences needed to access digital society and freely express oneself. **Wellbeing Online** refers to domains that can help the user to feel safe and engage positively in digital society. Lastly, **It is my right!** includes competences related to the rights and responsibilities of citizens in complex, diverse societies in a digital context. The individual activities that have been compiled and adapted by nexus each address one or more of these six competence domains.

Bloom’s Taxonomy: Cognitive Domains

DigiPAC not only targets and aims to strengthen participants' digital competences, but also appeals to a range of lower- and higher-order cognitive skills. Bloom’s taxonomy of **cognitive domains** forms the didactic basis of the **learning objectives** of the programme's activities:

Figure 1: Visualisation of Bloom's Taxonomy



Source: Kurt (2017) based on based on: Bloom, B. S. (1956).

In developing the programme, nexus grouped Bloom’s six domains into the following three categories. Each cognitive level contains a number of more specific skills:

⁹ See “10 Digital Citizenship Domains” of Council of Europe 2021b.

Table 3: Cognitive Domains, based on Bloom's Taxonomy




1: Remember and understand	<ul style="list-style-type: none"> • Raise awareness • Increase understanding • Recognition
2: Apply and analyse	<ul style="list-style-type: none"> • Increase competences • Develop values/attitudes
3: Evaluate and create	<ul style="list-style-type: none"> • Evaluate values • Advocate values • Cultivate values among others • Create content




Level one, **Remember and understand**, focuses on raising awareness, increasing understanding and recognition. Level two, **Apply and analyse**, intends to develop skills and increase competences. Lastly, level three, **Evaluate and create**, subsumes the highest-level thinking skills: evaluating, advocating, and cultivating values among others, and creating own content.

Learning Objectives

The following table gives an overview over the specific **learning objectives** (1a to 9c) formulated by nexus and targeted by DigiPAC's activities. They address both the **digital competence domains** (based on the Council of Europe's digital citizenship model) and the **cognitive domains** (based on Bloom's taxonomy) presented in the previous two paragraphs. Like Bloom's taxonomy, they are structured from lower (1, 2...) to higher (8, 9...) levels of competence. In many cases, they maintain a consistent structure and content across several domains, which is indicated by their alphabetical order (e.g., 1a, 1b, 1c...). Successive learning objectives therefore incorporate both the core objectives of previous learning level as well as further specifications relevant to each of the individual competence domains. The activities in this programme contribute to fulfilling these goals – however, it is important to note that they cannot cover the full range of the listed learning objectives in their entirety.

Table 4: Learning Objectives

	Being online 	Wellbeing online 	It is my right! 
Remember & understand	1	a) To raise awareness and understanding of the concepts of inclusion, respect and tolerance.	b) To raise awareness and understanding of guidelines and tools for interacting with others online in a positive and meaningful way.
	2	a) To increase understanding of the links between and the importance of inclusion, respect and tolerance in digital spaces (e.g., hate speech and	b) To increase understanding of the ethical component of online interactions and relationships.
			c) To raise awareness and understanding of the concepts of democracy education, active participation, and the rights and responsibilities of digital citizenship.
			c) To increase understanding of the links between and the importance of democracy education, active participation and civic

	Being online 	Wellbeing online 	It is my right! 
		respect/tolerance in online communication).	rights and responsibilities in the digital sphere.
	3	a) To recognise stereotyping/discrimination /stigmatisation (e.g., in fake news).	b) To increase understanding of antidiscrimination as a principle guiding online behavior, interaction and communication with others.
Apply & analyse	4	a) To develop social and communication skills , diversity and civic education competence, ability to communicate effectively online on values such as respect and tolerance.	d) To develop attitudes of responsibility in digital participation and collectively participate in creating a respectful and empathetic online environment.
	5	a) To increase critical thinking skills in order to analyse and solve problems in relation to access, inclusion and respect in online communication .	d) To be able to communicate effectively online on values such as democracy education, active participation, and the rights and responsibilities of digital citizenship. e) To analyse and solve problems in relation to democracy education, active participation, and the rights and responsibilities of digital citizenship.
Evaluate & create	6	a) To evaluate the quality and veracity of information online.	
	7	a) To advocate for better access and inclusion online.	c) To advocate for digital participation, digital citizenship, rights and responsibilities.
	8	a) To cultivate values of access and inclusion among peers .	c) To cultivate values of democracy education, active participation, and digital citizenship among peers .
	9	a) To create content related to access, inclusion and respect online (e.g., through storytelling).	c) To create content related to active participation and the rights and responsibilities of digital citizens (e.g., through storytelling).



Curriculum

Structure of the training programme

This following, main segment of the handbook introduces prospective instructors to the content of the DigiPAC training programme. It is split into three segments – one for each module (A, B and C). Each of these sections opens with the following general overview:

1. Short description of the module
2. Scope
3. Learning objectives
4. Overview of activities

After this introductory segment, the individual activities in the module are explained in greater detail. Each activity comes with step-by-step instructions that can be adapted to the composition of the group or the format of the activity (online/offline). Regardless of how the activities are implemented, they should always be interactive! The focus is on the participants and their interactions – instructors should not contribute a substantially larger amount of input than the curriculum suggests.

In this handbook, instructors receive a time plan detailing the two-and-a-half-day version of the DigiPAC programme – one module is taught per day. An overview of this plan can be found in the next section:



Overview of the training programme. Instructors may not always be able to stick to this exact schedule – the total time spent on each module, however, should not exceed 8 hours (including breaks) for offline events. If the programme is conducted online, participants should not work for longer than 2 hours without breaks. Instructors can also deviate from the programme’s original time plan, if this does not fit their learning environment – the modules can be broken down into separate activities and spread out over longer periods of time (e.g., 2-3 consecutive weeks).



Additional tips and suggestions for instructors are indicated by the lightbulb icon.

Optional reflection

Each activity ends with a series of reflection questions that aim to help participants wrap up and link their learnings to their everyday life. The suggested questions are optional and can be adapted by the instructors to suit the needs of the learner group and the time frame of the respective activity. For additional ideas on how to implement a reflection round, instructors can check the „feedback and learnings“ activity that concludes each of the three modules. If instructors choose to break the modules into smaller parts and spread the activities out over a longer period of time, the optional reflection becomes obligatory: each content block should finish with a round of reflection.

Online tools

Any good educational programme must be easily adaptable to an online format – particularly in COVID and post-COVID times. For that reason, each activity of our curriculum can also be delivered digitally. The following table lists a variety of tools that can be used for the programme’s online implementation. In order for a digital version to run smoothly, instructors should take some time in advance to familiarise themselves with their tools of choice.

Table 5: Online Tools

Online tools		
Function	Digital tools	Links
Hosting a <i>digital conference</i> (option for small group work in <i>breakout rooms</i>)	Zoom	www.zoom.us
	Webex	www.webex.com
	Jitsi	https://jitsi.org/
	BigBlueButton	https://bigbluebutton.org
Collaboratively working on a <i>digital whiteboard</i>	Miro	www.miro.com
	Mural	www.mural.com
	Padlet	www.padlet.com
	TaskCards	https://www.taskcards.de
Collaboratively working in a <i>digital notebook</i>	Etherpad	www.etherpad.org
<i>Digital quizzes</i>	Kahoot	www.kahoot.com



<i>Digital questionnaires and polls</i>	Mentimeter	www.mentimeter.com
	Typeform	www.typeform.com
	Dudle	www.dudle.inf.tu-dresden.de
<i>Sharing documents</i>	Dropbox	www.dropbox.com
	Google drive	www.drive.google.com

Instructors will need a video conference tool to host the programme. In order for the group to connect more easily, instructors should advise participants to keep their cameras turned on. Creating a Dropbox or Google drive folder for the participant group should also be helpful – here, important documents and presentations, edited and saved whiteboards, and other learning materials and results can be uploaded and accessed during and after the workshop.



Overview of the training programme

The following section offers a brief overview of the total structure of the programme, the 3 separate modules and the activities they contain.

In Module A, participants will get to know each other and the group, and explore general themes of being and interacting online.

Module A – Interacting online (day one)		
Nr.	Name of Activity	Duration
1.	Introduction and establishing a safe space	30 – 45 min
2.	Dos and Don'ts of the Online World (Netiquette)	45 min
	Break	15 min
3.	Introduction to basic concepts of media literacy	40 – 45 min
4.	Stories... Experiences... Sensitisation...	45 min
	Break	15 min (online) / 1 hour (offline)
5.	Scenario workshop	45 – 60 min
6.	Feedback and learnings	20 min

Module B focuses primarily on civic education. Here, participants will explore what it actually means to live and act in a democratic society: they will get to know a range of principles and processes central to this societal form.

Module B – Living and acting in a democracy (day two)		
Nr.	Name of Activity	Duration
1.	Me and social media	20 min
2.	Introduction to democracy / civic principles	45 min
	Break	15 min
3.	Storytelling exercise	45 min
4.	Fake news	45 min
	Break	15 min (online) / 1 hour (offline)
5a.	Electioneering	60 min
5b.	Making Links	120 min
6.	Feedback and learnings	20 min



Finally, in Module C, the youths learn about and practice ways in which they can become active online themselves as young citizens and thereby positively influence their communities.

Module C – Participating online (day three)		
Nr.	Name of Activity	Duration
1.	On the ladder – introduction to youth participation	120 min
	Break	15 min (online) / 1 hour (offline)
2a.	OPIN – European toolbox for youth eParticipation projects	45 min
2b.	F.I.R.E. – a capacity building tool	45 min
	Break	15 min
3.	Feedback and learnings	20 min
Follow-up session (2-8 weeks later)		
4a.	OPIN – European toolbox for youth Participation projects	1h 30 min
4b.	F.I.R.E. – a capacity building tool	45 min

At the end of the programme, participants should have acquired a theoretical foundation on democratic values and forms of interaction, online and offline – and, finally, with the help of digital tools, learned to transform their knowledge and skills into political and social action. The following chapters will introduce these three modules and the activities they are built up of in greater depth, thereby enabling instructors to implement the programme themselves.

Module A – Interacting online (day one)

Short description

The first module introduces to the topic of digital citizenship. Before diving into the content, the participants get to know each other – or, if they are already acquainted, learn about new facets of each other. They establish a safe space, explore general themes of being and interacting online, and engage with basic concepts of media literacy, hate speech and discrimination online – first theoretically, then through listening to and discussing the stories and experiences of others in the group and in online scenarios.







Scope

This module is filled with 5 short activities that last about 30 to 45 minutes each, a short 15-minute break, and a one-hour lunch break. When delivered as a compact module, it lasts about a whole school day (5 hours and 30 minutes) in total. However, this structure is not obligatory: the module can be adapted flexibly to suit the group and the learning environment. Instructors can implement the activities individually, or spread smaller blocks of two or three activities out over a longer period of time (e.g., 2-3 consecutive weeks).



Learning objectives

The learning objectives of this module target all three digital competence domains and a range of different cognitive skills – particularly those on level one, **remember and understand**.

Table 6: Learning Objectives – Module A (Interacting Online)

Learning objectives ¹⁰	Competence domain
Remember and understand	
1a) To raise awareness and understanding of the concepts of inclusion, respect and tolerance.	
1b) To raise awareness and understanding of guidelines and tools for interacting with others online in a positive and meaningful way.	
1c) To raise awareness and understanding of the concepts of civic / democracy education, active participation, and the rights and responsibilities of digital citizenship.	
2a) To increase understanding of the links between and the importance of inclusion, respect and tolerance in digital spaces (e.g., hate speech and respect / tolerance in online communication).	
2b) To increase understanding of the ethical component of online interactions and relationships.	
Apply and analyse	
5a) To increase critical thinking skills in order to analyse and solve problems in relation to access, inclusion and respect.	

¹⁰ For further details, please refer to ACTION's theoretical framework (https://www.erasmus-action.eu/wp-content/uploads/2021/09/ACTION-Theoretical-Framework-and-Analysis_Web_version.pdf)

Learning objectives ¹⁰	Competence domain
4b) To increase skills of openness and empathy.	
Evaluate and create	
6b) To be able to express views / own perspective.	

Activities

Module A (Interacting Online) is structured as follows:

Table 7: Overview of Activities – Module A (Interacting Online)

Module A – Interacting Online (day one)		
Nr.	Name of Activity	Duration
1.	Introduction and establishing a safe space	30 – 45 min
2.	Dos and Don'ts of the Online World (Netiquette)	45 min
	Break	15 min
3.	Introduction to basic concepts of media literacy	40 – 45 min
4.	Stories... Experiences... Sensitisation...	45 min
	Break	15 min (online) / 1 hour (offline)
5.	Scenario workshop	45 – 60 min
6.	Feedback / learnings	20 min

The following paragraph will introduce instructors to the activities in greater detail, therefore enabling them to implement the module themselves.



1. Introduction and establishing a safe space

Time	30 – 45 minutes
Aims & approach	<ul style="list-style-type: none">• Get to know the other participants• Create and agree upon rules for interaction• Establish a safe space for the duration of the programme
Tools & equipment	<ul style="list-style-type: none">• Flipchart/whiteboard/blackboard• Markers/chalk• Collection of statements (doc 1)
Preparation	Chairs are arranged in a circle for the participants to see and understand each other well.
Online adaption	The activity is hosted with a <i>digital video conference tool</i> . Before step 3 (commonalities and differences), the instructor can ask all students to turn off their cameras. Instead of standing up, students then turn on their cameras, turning them off again before each new statement. Alternatively, they can show emoticons (raising hands etc.). A <i>digital whiteboard</i> can be used for the collaborative part of the activity (making rules). The finished rules should be secured on the whiteboard, in a <i>digital notebook</i> or in another tool that can be drawn up by the instructor and accessed by the participants at any time. The structure of the course itself should also be sent to all participants or made otherwise accessible with a <i>document sharing tool</i> .

Instructions

1. **Introduction of programme (5 min):** The instructor quickly introduces themselves (if necessary) and explains the goal, the content and the procedure of the training, including the starting and finishing times of each module.
2. **Introduction of participants (5-10 min):** The participants introduce themselves and what they expect from this module. If they already know each other, they only introduce their expectations. It is important that everyone feels comfortable and not exposed.
3. **Commonalities and differences (5-10 min):** The instructor reads out loud statements. If a statement applies to a participant, they stand up, sitting down again before the next statement is read. During the activity, only the instructor speaks. Participants and instructor do not comment on anything. A collection of statements can be found in the material file of this handbook, **doc 1**.
4. **Making rules (15-20 min):** Through brainstorming, the participants collaboratively define rules for how to work together in a healthy and safe way over the course of the programme. They think about possible rules and share them with the whole group. Either they or the instructor write(s) down and cluster(s) the suggestions on a flipchart/whiteboard; they should be summarised into a final list of rules. The whole group should agree on all of the rules.



If not, they discuss the rule in question and figure out a solution by themselves. The instructor can encourage all participants to state their opinion – everyone should be included in this process.



Both the programme's structure and the rules created by the participants can be visualised on a poster and remain visible there for the duration of the programme.

Optional reflection

1. How did it feel to take part in this activity?
2. Did I learn something new about the others in the group, and about myself?
3. How did I collaborate with the group?
 - a. Did I feel comfortable sharing my opinions?
 - b. Were my thoughts listened to, respected and integrated?

Sources

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2. Dos and Don'ts of the Online World (Netiquette)

Time	45 minutes
Aims & approach	<ul style="list-style-type: none">• Introduce participants to the concept of a “netiquette”• Collaboratively create a netiquette with the group
Tools & Equipment	<ul style="list-style-type: none">• Flipchart/whiteboard/blackboard• Marker/chalk• Power Point Presentation “Netiquette” (doc 2)• Tools to share the Presentation (e.g., laptop/tablet and projector)
Preparation	Chairs are placed in a u-shape/circle, so that the participants to see and understand each other and the instructor in the front well.
Online adaption	The activity is hosted with a <i>digital video conference tool</i> . If the group is particularly large, instructors may choose to separate the participants into <i>breakout rooms</i> for the discussion segment. A <i>digital whiteboard</i> can be used for the collaborative part of the activity (creating a netiquette).

Instructions

1. **Introduction (5 min):** The instructor introduces the idea of a netiquette (a set of rules on behaviour that is acceptable on the internet), using the Power Point Presentation. The presentation “Netiquette” can be found in the material file of this handbook, **doc 2**.
2. **Discussion (20 min):** The participants actively exchange their ideas and discuss what is important to keep in mind when being online. While discussing they can think about these questions:
 - a. Do interaction/behaviour rules differ offline vs online? If so, how?
 - b. What forms of digital interaction are there? How do they differ?
 - c. What makes good digital interaction?
 - d. What are “no goes” of digital interaction?
3. **Creating a netiquette (10 min):** As a result of the discussion, the participants create a check-list of dos and don'ts. They write down a well-structured list on a flipchart or another (online) tool. Depending on the group, this part can be guided by the instructor **or** be self-lead.
4. **Repetition and reflection (10 min):** The group goes through the check-list step by step and reflects on all points. For each, they remember and repeat why they should not or should behave in the respective manner online and what consequences disregarding this rule would have.

Optional Reflection

1. Do I follow any sort of netiquette in my daily life? What is most important to me?
2. Have I ever violated the rules for acceptable online behaviour? What were the consequences?



3. Introduction to basic concepts related to media literacy

Time	45 minutes
Aims & approach	<ul style="list-style-type: none">• Get to know basic concepts related to media literacy (e.g., hate speech, discrimination, intolerance)• Become sensitised to the concepts of empathy, respect, responsibilities, rights and democracy
Tools & Equipment	<ul style="list-style-type: none">• Worksheet “Concepts and Definitions” (doc 3)• Power Point Presentation “Associations and Definitions” (doc 4)• Tools to share the presentation (e.g., laptop/tablet and projector)• Scissors, glue and blank sheets of paper for each group (optional)• Pens for all participants
Preparation	The participants need chairs and surfaces, on which they can work with their materials. The worksheets should be printed out for everyone.
Online adaption	The activity is hosted with a <i>digital video conference tool</i> . The Power Point Presentation can also be hosted here. For the groupwork part of the activity, participants should be separated into <i>breakout rooms</i> with about 5 members each. Instructors can transfer the worksheet to a <i>digital whiteboard</i> and create a separate version/workspace for each group. The correct answers can be presented by the instructor via Power Point Presentation, or through sharing the screen and therefore the solutions of one of the groups and contrasting their results with those of the other groups and the official solutions.

Instructions

1. **Associations (20 min):** The selected terms (i.e., discrimination, hate speech etc.) are presented through the first part (associations) of the Power Point Presentation “Associations and Definitions”. The participants brainstorm their associations with the presented terms. During this part, there is no right or wrong! The presentation can be found in the material file of this handbook, **doc 4**.
2. **Linking concepts and definitions (15 min):** The participants are separated into groups of around five members. Each participant receives a printed-out worksheet and a pair of scissors. Together with their group members, they connect each media literacy term with its definition – either by drawing lines between the matching boxes, or by cutting out all of the boxes and placing the terms next to their matching definitions. If instructors choose this second option, the groups also receive scissors. The worksheet can be found in the material file of this handbook, **doc 3**.
3. **Discussion of solutions (10 min):** The instructor unifies the whole group. In the plenary, the participants compare and discuss their solutions. The instructor then uses the Power Point Presentation to present the concepts’ official definitions, actively engaging the participants and correcting their ideas if necessary. If option 2 (cutting out and arranging the terms/definitions) was chosen for step 2, the participants now receive glue sticks and a separate piece of paper, onto which they glue the final answers.



The definitions should be updated to still be relevant for youths. Instructors can also include examples of previous events related to the concepts: these can be written down on small pieces of paper or post-its and handed out to each group, who then link them to the fitting concept and definition. Alternatively, instructors can include examples orally in the group discussion.

Optional reflection

1. What impressions did I take away from this activity?
2. Have I or anyone I know ever spread hate speech, intolerance and discrimination online?
3. How can I change my behaviour to avoid spreading hate speech, intolerance and discrimination online?

Sources

Erasmus+ Project DETECT (2020) (Ed.): Detect: Enhancing digital citizenship – method manual for teachers. Exercise 1. Available online at <https://www.detect-erasmus.eu/de/resultate/begleitmaterial-fuer-detect-studios-o2/>, checked on 10/29/2021.

Dictionary.com (2021). Online: <https://www.dictionary.com/>, checked on 12/14/2021.

Merriam Webster (2021). Online: <https://www.merriam-webster.com/>, checked on 12/14/2021.

4. Stories... Experiences... Sensitisation...

Time	45 minutes
Aims & approach	<ul style="list-style-type: none"> • Connect the concepts of discrimination, hate speech and intolerance, which were discussed in Activity 3, to real-life situations online • Reflect on and discuss personal stories and stories that could be realistically encountered online • Build social communication skills (through empathetic listening)
Tools & equipment	<ul style="list-style-type: none"> • Flipchart/whiteboard/blackboard • Marker/chalk • Pen and Paper for each participant
Preparation	Chairs should be arranged in a circle, so that the participants can see and understand each other well. There should be enough pens/pencils and paper for each participant.
Online adaption	The activity is hosted with a <i>digital video conference tool</i> . Participants can anonymously post their stories in a <i>digital notebook</i> . For the discussions in smaller groups, the participants should be separated into <i>breakout rooms</i> .

Instructions

- 1. Introduction (3 min):** The instructor refers to the previous activity and gives a short recap of the concepts of discrimination, intolerance and hate speech.
- 2. Personal stories (7 min):** Each participant takes some time for themselves and writes down a personal experience, or that of a friend, with online discrimination, hate speech or intolerance. Participants should be able to decide whether to write their names or leave their story anonymous. The stories are then collected by the instructor.
- 3. Sharing and discussion (30 min):**
 - a. The instructor reads a personal story out loud (without naming the story's author if not desired).
 - b. The participants discuss whether or not the experience constitutes discrimination, hate speech or intolerance, as well as share whether they have had similar experiences and what their reactions were or would be.
 - c. The participants are then separated into small groups to discuss possible ways to intervene in or prevent these kinds of situations.
 - d. These ideas are then shared with the whole group.

If there is enough time, this process can be repeated for one or two further stories.



Participants will be sharing personal and possibly painful stories – it is therefore particularly important for instructors to provide and create a safe space. A reference to the rules of interaction collected in the beginning of the programme (**1. Introduction and establishing a safe space**) might be a good idea.



Optional reflection

1. How did listening to the other stories make me feel? Did I feel connected to others?
2. Will I be able to recognize hate speech, intolerance and discrimination online in the future – and possibly act to prevent it/intervene?

Sources

Bulgarian safer internet centre applied research and communications fund (Ed.): Methodology of the Cyberscout Training Programme, Bulgarian safer internet centre. Module 3. Available online at <https://eucpn.org/document/cyberscout-programme>, checked on 10/29/2021.



5. Scenario Workshop

Time	60 minutes
Aims & approach	<ul style="list-style-type: none">• Deepen understanding of discrimination, hate speech and intolerance• Evaluate the seriousness of real-life situations that include discrimination, hate speech and intolerance• Question one's own opinion about these terms• Understand the complexity of situations and diversity of people experiencing hate speech, intolerance and discrimination online.
Tools & equipment	<ul style="list-style-type: none">• Flipchart/poster/whiteboard/blackboard• Markers/chalk• Power Point Presentation "Scenarios Online" (doc 5)• Tools for sharing the presentation (e.g., laptop/tablet and projector)• Printed-out version of each scenario (in image or written form)
Preparation	The instructor chooses up to five scenarios from the Power Point Presentation; the slides with other scenarios and exemplary situations are hidden. For each scenario, they write a number on the flipchart/poster/whiteboard (1-5). The chosen scenarios should also be copied out of the presentation; each one should be printed out on a separate sheet of paper. Chairs are arranged in a U-shape so that the participants can see other, the instructor and the presentation.
Online adaption	The activity is hosted with a <i>digital video conference tool</i> . The Power Point Presentation can also be shared here. For the evaluation of the situations, instructors can create a <i>digital poll</i> or use the poll function on a <i>digital whiteboard</i> .

Instructions

1. Evaluation of situation (25 min):

- Presentation and evaluation (2-3 min):** The instructor presents a selected scenario, using the Power Point Presentation. The participants are asked to evaluate the seriousness of the scenario – as "not serious", "kind of serious", "okay", "serious" or "very serious". The instructor can collect the group's answers orally, or in written form on the flipchart/poster/whiteboard that remains visible for the rest of the activity.
- Reasoning (2-3 min):** The instructor then asks 1-2 participants to briefly explain the reasons for their evaluation.

This process is repeated for all situations (1-5). The presentation with the scenarios can be found in the material file of this handbook, **doc 5**.



2. **Forming groups (5 min):** The instructor splits the participants into smaller groups by counting through from one to five. The people with the same number form a group; each should consist of 3-4 participants. Each group receives a printed-out version of the scenario image/text shown in the presentation. The number of groups (and scenarios) should be adjusted to the overall number of participants.
3. **Group work (15 min):**
 - a. **Discussion (5 min):** The participants discuss the position of their situation within the seriousness ranking, and share their thoughts and impressions. During this stage, there are no wrong answers.
 - b. **What if... (10 min):** The participants should start to think about how changes to the scenario would influence their evaluation of its seriousness. The instructor can introduce one or more of the following modifications:
 - You know someone personally who would be hurt by the comment/situation.
 - Lots of people read/heard/saw the comment/situation.
 - The speaker/commenter didn't mean any harm.
 - The speaker/commenter has more power than the injured person.
4. **Presentation (20 min):** Each group receives a couple of minutes to briefly present the results of their discussion in the plenary.



The presented scenarios can be adapted and personalised. It would make sense to work on situations that the participants can relate to. If instructors choose to create or include new situations, they can present them as short stories, pictures or videos. They can also let the participants create their own scenarios and present them to the group as a role play.

Optional Reflection

1. What did I take away from this activity?
2. Did I notice my opinion changing during this activity?
3. How did I feel during this activity?
4. What do I think about discrimination, hate speech and lack of tolerance online now?

Sources

This activity was developed based on the idea of: Anne Frank House; Anne Frank Zentrum; Eagerly Internet; Erinnern.at; International School Amsterdam; MART et al.: Stories that Move – Toolbox against discrimination. OK, or not OK? Available online at <https://olt.storiesthatmove.org/en/path/facing-discrimination/is-this-serious/five-situations/five-situations/>, checked on 10/29/2021.¹¹

¹¹ This source can only be accessed after a free online registration on the Stories that Move website.

6. Feedback and learnings

Time	20 minutes
Aims & approach	<ul style="list-style-type: none">Participants reflect on what they have learnt within the module, in reference to the module's learning objectives
Tools & equipment	<ul style="list-style-type: none">For option c: Worksheet "Feedback and Learnings" (doc 6a or 6b)
Preparation	Chairs are arranged in a U-shape/circle so that the participants can see and understand each other well.
Online adaption	For option c, instructors can make a digital version of the worksheet accessible to the group through a <i>document sharing tool</i> . Alternatively, the questions can be transferred to a <i>digital notebook</i> or <i>digital whiteboard</i> : all participants can answer anonymously while simultaneously seeing what other participants felt, thought and learned during the module.

Instructions

The instructor begins with a very brief recap of what has been done and learned during the day. They select 3 learning objectives (one from each digital competence domain, for example: **Being online, Wellbeing online** and **It is my right!**) that were targeted by the module and which they feel are most strongly related to the day's learnings, and briefly explain them to the group. This should make the participants actively aware of what the module aimed to achieve, and can serve as the basis of their own self-reflection. The instructor can then choose between or combine the following options:

1. **"Flashlight" feedback round:** Each participant quickly says between one word and one sentence about their experience with the module.
2. **Answering Questions:** Each participant answers the questions:
 - What was your highlight?
 - What would you like to talk about next?
 - What is your take home message?
3. **Worksheet:** Each participant receives a worksheet with a reflection exercise. Instructors can choose between two different versions. They should base their choice on their group's skills and the time they have for the exercise.
 - a. Option a is more complex: the participants connect what they have learned to various parts of their online and offline social life. It can be found in the material file of this handbook, **doc 6a**.
 - b. Option b is simpler: the participants reflect on what they have learned, what they liked, and what they would change about the module. It can be found in the material file of this handbook, **doc 6b**.



Reflection is important and helps one understand and remember the topics of the module. If there is enough time, more than one option should be implemented.

Module B – Living in a democracy (Day two)

Short description

The second module aims to deepen the participants' understanding of digital citizenship and enable them to apply it to their own everyday lives. The participants are invited to reflect on their own self-presentation online, reflect on democracy and core civic principles and engage with the structure of a democracy.









Scope

The total length of this module depends on which route instructors choose: If instructors choose to implement 5a, the module lasts 5 hours and 10 minutes; with 5b, the duration is 6 hours and 25 minutes.












Learning objectives

The learning objectives of this module target all three digital competence domains and mainly address the second cognitive domain level, **apply and analyse**.

Table 8: Learning Objectives – Module B (Living in a democracy)

Learning objectives ¹²	Competence domain
Remember and understand	
1b) To raise awareness and understanding of guidelines and tools for interacting with others online in a positive and meaningful way	
1c) To raise awareness and understanding of the concepts of democracy education, active participation, and the rights and responsibilities of digital citizenship	
2b) To increase understanding of the ethical component of online interactions and relationships	
2c) To increase understanding of the links between and the importance of these conceptual areas in the digital sphere	
Apply and analyse	
3a) To recognise stereotyping / discrimination / stigmatisation (e.g., in form of fake news)	
4a) To develop social and communication skills, diversity and civic education competence, and the ability to communicate effectively online on values such as respect and tolerance	
4b) To increase skills of openness and empathy	
4c) To strengthen attitudes and skills of respect, civic-mindedness, tolerance of ambiguity and individual responsibility	

¹² For further details please refer to ACTION's theoretical framework (https://www.erasmus-action.eu/wp-content/uploads/2021/09/ACTION-Theoretical-Framework-and-Analysis_Web_version.pdf)

<i>Learning objectives¹²</i>	<i>Competence domain</i>
5a) To increase critical thinking skills in order to analyse and solve problems in relation to access, inclusion and respect in digital / online communication	
5b) To strengthen / build social and communication skills, and civic education competences	
5c) To be able to identify discrimination, intolerance and exclusion where it occurs in digital / online communication	
5d) To be able to communicate effectively online on values such as democracy education, active participation, and the rights and responsibilities of digital citizenship	
5e) To analyse and solve problems in relation to democracy education, active participation, and the rights and responsibilities of digital citizenship	
Evaluate and create	
6a) To empower young people to evaluate the quality and veracity of information online	
6b) To be able to express views/own perspective	
8c) To cultivate values of democracy education, active participation, and digital citizenship among their peers	
9a) To enable young people to create content related to inclusion, respect and tolerance (e.g., storytelling, etc.)	
9b) To create content related to these subjects (e.g., storytelling, etc.)	
9c) To create content related to these subjects (e.g., storytelling, etc.)	



Activities

Module B (Living in a Democracy) is structured as follows:

Table 9: Overview of Activities - Module B

Module B – Living in a Democracy (day two)		
Nr.	Name of Activity	Duration
1.	Me and social media	20 min
2.	Introduction to democracy / civic principles	45 min
	Break	15 min
3.	Storytelling exercise	45 min
4.	Fake news	45 min
	Break	15 min (online) / 1 hour (offline)
5a.	Electioneering	60 min
5b.	Making Links	120 min
6.	Feedback and learnings	20 min

The following paragraph will introduce instructors to the activities in greater detail, and enable them to implement the module themselves.



1. Me and social media

Time	20 minutes
Aims & approach	<ul style="list-style-type: none">• Get to know benefits and drawbacks of presenting one's self differently to others online through watching short video• Explore how participants present themselves online through reconnection with personal experiences
Tools & equipment	<ul style="list-style-type: none">• Pens and paper for all participants• Video "Teen Voices: Presenting Yourself Online" (doc 7)• Tools for presenting the video (e.g., laptop/tablet and projector)
Preparation	Chairs should be arranged in a circle so that the participants can see and understand each other well. The worksheet should be printed out for each participant.
Online adaption	The video can be shown via a <i>digital conference tool</i> . Instructors can upload a digitalized version of the worksheet to a <i>document sharing tool</i> .

Instructions

1. **Introduction and video (5 min):** The instructor briefly introduces the topic of the activity and shows the video "Teen Voices: Presenting yourself online" to the group. The link to the video can be found in the material file of this handbook, **doc 7**.
2. **Reflection on online self-presentation (15 min):** The participants now reflect and discuss the ways in which they and others present themselves online, and the effects this has on young people. The instructor asks the following questions:
 - a. Do you present yourself differently online vs. offline? If so, how?
 - b. What are drawbacks of presenting yourself differently online?
 - c. Have you ever felt pressured by the way people present themselves online (through images/videos etc.)? If so, how and why?
 - d. What could be possible solutions to the problematic aspects of self-presentation on social media?

Optional reflection

1. What did you take away from this activity?
2. Did the activity make you think differently about the way you and others present yourselves on social media? If so, how?

Sources

Common sense education (Ed.): Who are you online - video discussion. Teen Voices: Presenting Yourself Online. Available online at <https://docs.google.com/document/d/1fxkpqrHNUJjZ9vzVxsYW-tN5LTXYp0DZwAkuvo77nSM/edit>, checked on 10/29/2021.

2. Playing with pictures

Time	30 minutes
Aims & approach	<ul style="list-style-type: none"> • Get to know several important human rights, especially articles 1, 2 and 19. • Raise awareness on the relevance of human rights for daily life.
Tools & equipment	<ul style="list-style-type: none"> • Presentation “What are human rights” (doc 8) • Presentation “Human rights articles and pictures” (doc 9) • Optional: “Human rights wallpaper” (doc 10) • Tools for sharing the presentation (e.g., laptop/tablet and projector)
Preparation	Chairs should be arranged in a u-form, so that the participants can see and understand each other, the instructor and the presentation well. If the instructor wishes to use the human rights wallpaper, this is printed out in advance (doc 10).
Online adaption	The activity is hosted with a <i>digital video conference tool</i> . Both presentations can also be shown here. The participants can indicate their choice of picture by raising their hand/showing emoticons.

Instructions

1. **Introduction to human rights (5 min):** The instructor briefly explains the idea and the origin of human rights. Then the task is explained. For the introduction to human rights, instructors can use the Power Point Presentation that can be found in the material file of this handbook, **doc 8**.
2. **Pictures and articles (25 min):** The following procedure is repeated for each of the three articles, 1, 2 and 19. Instructors use the Power Point Presentation “Articles and pictures”, which can be found in the material file of this handbook, **doc 9**.
 - a. **Presenting the article (1 min):** The human rights article, presented on one of the slides of the presentation, is read out loud.
 - b. **Choosing a picture (2-3 min):** The next slide shows a collection of pictures. Participants choose the picture that best fits to their associations with the presented human right article.
 - c. **Sharing thoughts (5 min):** Participants now have the space to share their thoughts and reasons for choosing a particular picture for the article.



To adapt to the knowledge, needs and experience of the group, the instructor can include other articles and pictures into this activity.



After the activity, the instructor can choose to hang a printed-out version of the “Human rights wallpaper” – which presents the discussed articles – on the wall of the classroom. The wallpaper can be found in the material file of this handbook, **doc 10**.



Optional reflection

1. Where do these human rights articles play a role in my daily life?
2. Have I, any person or institution/organisation I know ever violated these human rights?

Sources

Council of Europe (Ed.): Compass: Manual for Human Rights Education with Young People. playing with pictures. Available online at <https://www.coe.int/en/web/compass/playing-with-pictures>, checked on 10/29/2021.



3. Storytelling exercise

Time	45 minutes
Aims & approach	<ul style="list-style-type: none">• Engage young people in sharing stories related to the concepts explored in the previous exercises (human rights, democratic and civic principles).• Allow young people to engage in empathetic listening and share personal stories with each other.
Tools & equipment	Some pens and paper
Preparation	Chairs are arranged in a circle, so that the participants can see and understand each other well. The participants should all be able to see and understand the instructor in the front.
Online adaption	The activity is hosted with a <i>digital video conference tool</i> . For the work in smaller groups, the participants should be separated into <i>breakout rooms</i> .

Instructions

1. **Introduction (2 min):** The instructor briefly explains the task: here, the participants will be connecting the concepts of human rights and civic principles to their personal experiences.
2. **Self-reflection (8 min):** Each participant receives some time to think about a personal experience (negative or positive, online or offline) related to human rights, or democratic and civic principles in general. If they want to, they can take notes with the pens and paper provided by the instructor.
3. **Sharing stories (30 min):** The participants are now separated into smaller groups. Each person shares their personal story with the group. The other members of the group listen empathetically and actively, asking questions only to help the speaker further develop the story they are sharing.
4. **Debriefing (5 Min):** In order to round off the activity, the whole group is reunited. The trainer begins a debriefing/reflection round – this is particularly important for emotionally sensitive activities, and can strengthen the safe space created for and by the group. Instructors can use the following questions:
 - a. How did sharing my experiences with others make me feel? Which emotions came up, and did I feel connected to or separate from the group?
 - b. How did listening to the others make me feel?
 - c. Did this activity change my perspective on the way different people experience our society? If so, how? If not, why?



There is no „optional reflection“ here, as debriefing/reflection is an obligatory part of this activity.



Sources

Erasmus+ (Ed.): Me and Your story. Storytelling. Available online at <https://rixwiki.org/mys/home/mys-storytelling>, checked on 10/29/2021.



4. Fake News

Time	45 minutes
Aims & approach	<ul style="list-style-type: none">• Learn to recognize and classify fake news• Reflect on and discuss own experiences with fake news• Find out how to take action against fake news
Tools & equipment	<ul style="list-style-type: none">• Video “Fact Checking” (doc 11)• Handout “Fact Checking” (doc 12)• Optional: printed-out example(s) of fake news (doc 13)• Pens for all participants• Flipchart/whiteboard/blackboard• Markers/chalk• Tools to share the video (e.g., laptop/tablet and projector)
Preparation	The worksheet should be printed out for all participants. If the instructor wants to include an example of fake news and/or the poster, these materials should also be printed out in advance, and attached to a wall/whiteboard etc. at the front of the class before or during the activity. Chairs are arranged in a circle, so that the participants can see and understand each other well. The participants should all be able to see and understand the instructor in the front.
Online adaption	The activity is hosted with a <i>digital conference</i> tool. The video can also be shared and the poll conducted here – or on a tool created specifically for <i>digital polls and questionnaires</i> . For the small group discussions, participants should be separated into <i>breakout rooms</i> . A digitalised version of the “Fact Checking” handout can be made accessible to the participants through a <i>file sharing tool</i> , and the participants’ suggestions can be collected on a <i>digital whiteboard</i> . If instructors wish to include examples of fake news or a digitalised version of the “Fake News” poster, these can also be presented on the <i>digital whiteboard</i> .

Instructions

1. **Introduction (5 min):** The instructor briefly introduces the topic of the activity to the participants and shows the video „Fact Checking“ by Metro TV. The link to the video can be found in the material file of this handbook, **doc 11**.
2. **Poll (1 min):** The instructor creates an informal poll by asking those participants who have encountered fake news to raise their hands.
3. **Small group discussions (10 min):** The instructor separates the participants into small groups (max. 5 people), in which they discuss their experiences with fake news. At least one of the participants who raised their hands during the poll should be in each group. If there is enough time, they should also think and discuss about why people spread fake news, and who benefits from this.



4. **Worksheet (15 min):** The instructor hands out the worksheet, which can be found in the material file of this handbook, **doc 12**.
 - a. **Introduction (5 min):** Before starting with the exercises, the instructor goes through the characteristics of fake news with the group.
 - b. **Worksheet (10 min):** The students complete the worksheet individually.
5. **Collecting and comparing (15 min):** The participants present their suggestions for trustworthy information sources and dealing with fake news noted on their worksheets. The instructor collects the participants' suggestions on the whiteboard.



Instructors can introduce a range of additional materials to make the class more visually engaging. If instructors want to illustrate the characteristics of fake news more clearly, they can print out and present an example to the group. The characteristics can then be highlighted on the example itself. Some examples of Fake News can be found in the material file of this handbook, **doc 13**.

Optional reflection

1. What did you take away from this activity?
2. Do you think you will be collecting and sharing information online differently from now on?
3. Do you think you will take action against fake news if you recognize it in the future? If so, how?

Sources

ZDF; Klicksafe (Eds.): App+on - Sicher, kritisch und fair im Netz: Digitale Medienkompetenz für Schülerinnen und Schüler. Projekt 5: Schluss mit lustig – Wie erkennst du Fake News? Available online at <https://www.klicksafe.de/service/schule-und-unterricht/videoreihe-app-und-on/>, checked on 10/29/2021.



5. Living and acting in democratic societies

For this activity, instructors can choose between two different options. 5a (Electioneering) allows participants to engage with and experience the process of democratic discussion. 5b (Making links) focuses on the main actors involved in (ideal) democratic societies, and allows participants to playfully explore not only their individual functions, but also the ways in which they are connected.

5a. Electioneering

Time 60 minutes

Aims & approach

- Discuss controversial statements
- Consider some of the controversial aspects of a democratic society
- Practise and develop skills of listening, discussion and persuasion
- Encourage co-operation and open-mindedness

Tools & equipment

- An open space/long wall and 2 chairs
- Card (A4) and coloured pens to make the signs
- Sticky tape
- Small cards and pens for making notes (optional)
- Document with statements to discuss: "Electioneering – Statements" (**doc 14**)

Preparation Two signs, "agree" and "disagree", should be prepared and taped at either end of a long wall/or on the floor. There should be enough space along the wall for people to form a straight line. Two chairs should be placed in the centre of the room, about 50cms apart, and with space around them for people to move about. The instructor should select one statement from the suggestions below, or use their own statements formulate beforehand.

Online adaption The activity is hosted on a *digital video conference tool*. The electioneering process can be implemented on a *digital whiteboard*: for the "agree" and "disagree" signs, the instructor can create two digital "post-its" and place them at either end of a line on the whiteboard. Participants can represent themselves and their positions through digital post-its or small icons with their names on them. For the group discussions, the participants should be placed into *breakout rooms*.

Instructions

1. **Introduction (1 min):** The instructor points out the two signs at either end of the wall and explains that they are going to read out a statement, with which participants may agree to a greater or lesser extent. Examples of statements that can be used for the activity can be found in the material file of this handbook, **doc 14**.
2. **Evaluation of statements (2 min):** The instructor reads out the selected statement. Participants are instructed to position themselves along the wall between the two signs according to "how much" they agree or disagree: if they agree or disagree completely, they



should stand at one of the ends; otherwise, they should stand somewhere between the two points.

3. **Separating sides (3 min):** When people have positioned themselves along the line, the instructor invites the two at the furthest extremes to occupy the two chairs in the centre of the room. Everyone else should now gather around the chairs, positioning themselves behind the person whose view they agree with "most"; or occupying a position in the centre if they are undecided.
4. **Taking sides (5 min):** The instructor gives each of the people sitting in the chairs one minute to state their reasons for agreeing or disagreeing with the original statement. No one should interrupt or assist them. Everyone should listen in silence. At the end of the minute, the instructor asks the others in the group to move behind one or the other of the speakers (they cannot remain undecided), so that there is one group of people "for" the statement under discussion, and one group "against".
5. **Collecting arguments (15 min):** The instructor allows the two groups fifteen minutes apart from one another to prepare arguments supporting their position and to select a different speaker to present these arguments.
6. **Presentation of arguments (7 min):** At the end of the fifteen minutes, the instructor calls the groups back and invites the two new speakers to occupy the two chairs with their "supporters" around them. These speakers are given three minutes each to deliver their arguments. At the end of this time, supporters for one or the other side may change position and move to the opposite group if the opposite side's arguments have been convincing.
7. **Refining arguments (10 min):** The instructor gives the groups a further five minutes apart to work on their arguments and select a third speaker.
8. **Presentation of arguments (7 min):** Once again, the groups present their arguments, this time with the third speaker. Again, after the speeches, participants can change position if they wish to.
9. **Debriefing (10 min):** The instructor brings everyone together to reflect on the process and purpose of discussion as a form of interaction, and on the reasons for valuing a pluralist society. The instructor should try and prevent the group from getting drawn back into a discussion of the issue itself. Specific debriefing questions can be found in the optional reflection part below.

Optional reflection

1. What did I take away from this activity?
2. How was the collaboration with the group? Did I feel respected and included?
3. Is there anything I would change about the way the discussions unfolded?

Sources

Council of Europe (Ed.): Compass: Manual for Human Rights Education with Young People. Electioneering. Available online at <https://www.coe.int/en/web/compass/electioneering>, checked on 10/29/2021.



5b. Making links

Time	45 – 60 minutes
Aims & approach	<ul style="list-style-type: none">• Develop an understanding of the link between rights and responsibilities• Develop discussion and co-operation skills• Promote civic responsibility
Tools & equipment	<ul style="list-style-type: none">• A sheet of A4 paper and pencil for each group for making notes• 4 large sheets of paper (A3) or flipchart paper (one for each group's "record sheet")• 3 markers, (one red, one green and one blue) for each group• 4 balls of string or wool (a different colour yarn for each group)• A roll of sticky tape for each group• Scissors• Handout “Rules of Play” (doc 15)
Preparation	Instructors should cut 6 lengths (1.5m long) of string or wool from each ball (24 strands in all; 6 of each colour, one colour per group), and print out handouts for all participants.
Online adaption	The activity is hosted with a <i>digital video conference tool</i> . For the groupwork, the participants should be separated into <i>breakout rooms</i> . Instructors can make a digitalised version of the “Rules of Play” handout accessible through a <i>file sharing tool</i> , or transfer them to a <i>digital whiteboard</i> . The record sheets and the map can also be created and documented on a <i>digital whiteboard</i> .

Instructions

1. **Introduction (1 min):** The instructor explains that the purpose of the activity is to draw a "map" of the relationships between four "actors" within (an ideal) democratic society.
2. **Group preparation (2 min):** Divide the participants into four equal-sized groups to represent four "actors" in a democracy: the government, the NGO sector, the media and citizens.
3. **Roles of actors (10 min):** Give each group a sheet of A4 paper and a pencil to use for making notes and ask them to spend ten minutes brainstorming the role that their "actor" plays in a democratic society, that is, what their main functions are. At the end of the time, they should agree on the five most important functions.
4. **Record sheets (2 min):** Next, the groups will prepare their "record sheets". Hand each group a large sheet of paper (A3 or flip chart paper) and a red marker pen, and ask them to write down the "actor" they represent at the top and underneath, their five most important functions.
5. **Presentation and discussion of record sheets (5 min):** Bring the groups together to present their "record sheets". Let the groups share their reactions. Ask them if they agree about the main functions of these four "actors". If they wish to, the groups may amend their lists in the light of the feedback.



6. **Connection between actors (15 min):** Now separate the four groups again and hand out the green pens. Give them fifteen minutes to brainstorm what they require from each other, in order to carry out their own functions. When the time is almost up, ask the groups to prioritise the two most important demands they make of each of the other "actors" and to list these under separate headings using the green marker pen.
7. **Introduction to "Rules of play" (5 min):** Hand out the copies of the "Rules of play", go through them and make sure everyone understands what they have to do. The handout can be found in the material file of this handbook, **doc 15**.
8. **Preparing the map (5 min):** Ask the groups to bring their "record sheets" into the middle of the room and to lay them in a square about 1m apart (see diagram). Ask members of each group to position themselves near their "corner". Hand each group their 6 strands of wool, a roll of tape and a blue pen.
9. **Negotiation and creating the map (30 min):** The three rounds of negotiation (10min each) now begin. The instructor reminds the participants that the aim is to map out relationships between the different "actors" and that when a demand is accepted one piece of wool should be taped between the two papers to signify acceptance of responsibility. At the end of this part, the participants should have created a map of the actors and their connected functions.
10. **Debriefing and reflection (15 min):** While the participants are sitting around the map, the instructor asks them to reflect on and discuss the results of the activity. A list of debriefing questions can be found in the "optional reflection" part below.

Optional reflection

1. What did you take away from this activity?
2. Did your knowledge and understanding of the way democratic society (ideally) works change after playing the game?
3. If so, how?

Sources

Council of Europe (Ed.): Compass: Manual for Human Rights Education with Young People. Making links. Available online at <https://www.coe.int/en/web/compass/making-links>, checked on 10/29/2021.



6. Feedback and learnings

Time	20 minutes
Aims & approach	<ul style="list-style-type: none">• Participants reflect on what they have learnt within the module
Tools & equipment	<ul style="list-style-type: none">• For option c: Worksheet “Feedback and Learnings” (doc 16a or 16b)
Preparation	Chairs are arranged in a U-shape so that the participants can see and understand each other well.
Online adaption	The activity is hosted with a <i>digital video conference tool</i> . For option c, instructors can make a digital version of the worksheet accessible to the group through a <i>document sharing tool</i> . Alternatively, the questions can be transferred to a <i>digital notebook</i> or <i>digital whiteboard</i> : all participants can answer anonymously while simultaneously seeing what other participants felt, thought and learned during the module.

Instructions

The instructor begins with a very brief recap of what has been done and learned during the day. They select 3 learning objectives (one from each digital competence domain, for example: **Being online, Wellbeing online** and **It is my right!**) that were targeted by the module and which they feel are most strongly related to the day’s learnings, and briefly explain them to the group. This should make the participants actively aware of what the module aimed to achieve, and can serve as the basis of their own self-reflection. The instructor can then choose between or combine the following options:

1. **“Flashlight” feedback round:** Each participant quickly says between one word and one sentence about their experience with the module.
2. **Answering Questions:** Each participant answers the questions:
 - What was your highlight?
 - What would you like to talk about next?
 - What is your take home message?
3. **Worksheet:** Each participant receives a worksheet with a reflection exercise. Instructors can choose between two different versions. They should base their choice on their knowledge of their group’s skills, and potentially on the time they have for the exercise.
 - a. Option a is more complex: it encourages the participants to connect what they have learned various parts of their online and offline social life. It can be found in the material file of this handbook, **doc 16a**.
 - b. Option b is a little easier: it encourages the participants to reflect on what they have learned, what they liked, and what they would change about the module. It can be found in the material file of this handbook, **doc 16b**.



Reflection is important and helps to understand and remember the topics of the module. If there is enough time, more than one option should be implemented.

Module C – Participating online (Day three)

Short description

The third module introduces the participants to the theme of digital youth participation, presents tools and actual possibilities for active self-organised peer participation online. The participants will deal with the concept of civic participation and reflect on their own participative behaviour, while getting to know tools for online participation.









Scope

This module consists of three activities – one rather long and one rather short activity, in which instructors can choose between two options (2a / 2b), and a final “feedback and learning” segment. When including one short 15 minutes break and one long lunch break, the module lasts 4 hours and 30 minutes.

Learning objectives

This module addresses the third competence domain, **It is my right!**, and a variety of learning objectives, especially at the second and third levels based on Bloom’s taxonomy – **apply and analyse** and **evaluate and create**.

Table 10: Learning Objectives - Module C (Participating online)

Learning objectives ¹³	Competence domain
Remember and understand	
1c) To raise awareness and understanding of the concepts of democracy education, active participation, and the rights and responsibilities of digital citizenship	
2c) To increase understanding of the links between and the importance of these conceptual areas in the digital sphere	
Apply and analyse	
4d) To develop attitudes of responsibility in digital participation and collective participation in creating a respectful and empathetic online environment	
5d) To be able to communicate effectively online on values such as democracy education, active participation, and the rights and responsibilities of digital citizenship	
5e) To analyse and solve problems in relation to democracy education, active participation, and the rights and responsibilities of digital citizenship	
Evaluate and create	
7c) To advocate for digital participation, digital citizenship, rights and responsibilities	
8c) To cultivate values of democracy education, active participation, and digital citizenship among their peers	
9c) To create content related to these subjects (e.g., storytelling, etc.)	

¹³ For further details please refer to ACTIon’s theoretical framework (insert link to the document)

Activities

Module C (Participating Online) is structured as follows:

Table 11: Learning Objectives – Module C

Module C – Participating Online (day three)		
Nr.	Name of Activity	Duration
1.	On the ladder – introduction to youth participation	120 min
	Break	15 min (online) / 1 hour (offline)
2a.	OPIN – European toolbox for youth eParticipation projects	45 min
2b.	F.I.R.E. – a capacity building tool	45 min
	Break	15 min
3.	Feedback / learnings	20 min
Follow-up session (2-8 weeks later)		
4a.	OPIN – European toolbox for youth eParticipation projects	1h 30 min
4b.	F.I.R.E. – a capacity building tool	45 min

The following paragraph will introduce instructors to the activities in greater detail, and enable them to implement the module themselves.



1. On the ladder – introduction to youth participation

Time	120 minutes
Aims & approach	<ul style="list-style-type: none">• Reflect on the meaning of youth participation• Discuss ways of increasing one's own participation in the local community• Cultivate a sense of responsibility for one's own actions
Tools & equipment	<ul style="list-style-type: none">• Handout "The Ladder of Participation" (doc 17)• Large sheet of paper• Markers, pens and a pair of scissors; possibly also sticky tape• "Post-its" or small pieces of paper that can be taped to a wall• A wall
Preparation	Instructors should print out a copy of the worksheet for all participants. They also create 6 signs with the headings "obstacles" (1x), "enabling factors" (1x), "I have control" (2x) and "I have no control" (2x). Chairs and tables are arranged so that the participants can work well in small groups.
Online adaption	The activity is hosted with a <i>digital video conference tool</i> . A digitalised version of the worksheet can be made accessible through a <i>file sharing tool</i> . For the small group work, participants should be separated into <i>breakout rooms</i> . As participants will not be in the same room, the role play should be created as a script that is read out by the individual actors. The ideas can be written down and collected on a <i>digital whiteboard</i> .

Instructions

1. What is the ladder of participation? (45 min)

- Association (5 min):** The participants brainstorm what the term "youth participation" means to them.
- Introduction to the ladder of participation (5 min):** The participants receive the worksheet "The ladder of participation", which is explained to them as one model for thinking about different ways of participating. This model is discussed briefly. The worksheet can be found in the material file in this handbook, **doc 17**.
- Preparing role play (15 min):** The participants are separated into 8 small groups, which are each allocated one level of participation. Each group instructed to prepare a short 2–3-minute role play to illustrate their level. In order to do so, the groups should consist of at least 2 participants – if the group as a whole is too small for this, instructors may also leave out one or more steps.
- Presenting role play (20 min):** As soon as the small groups are ready, they take turns in presenting their role plays to the rest of the group. The spectators can ask questions or comment on the different role plays if they want to and if there is enough time.

2. How can we participate? (75 min)

- a. **Examples from own lives (5 min):** The participants try to find examples in their own lives for as many of the 8 levels as they can. The instructor can encourage them to think about all aspects of their lives: home, school, clubs, work and time with family and friends.
- b. **Obstacles and enabling factors (20 min):** The participants are separated into small groups of 4 or 5 people. They share their examples with their group. While discussing the examples, the participants come up with ideas for obstacles (things that stop them from moving up the ladder) and enabling factors (things that help them to move up the ladder). These obstacles and enabling factors can be of a physical, psychological or structural nature. Ideas are written down on separate "post-its". During this step, the instructors attach the prepared signs "obstacles" and "enabling factors" on the wall, with about 2m of space between them.
- c. **Collecting obstacles and enabling factors (20 min):** The groups come back together into the plenary. They stick their papers/"post-its" on the wall under the correct headings. The two resulting lists of obstacles and enabling factors are then reviewed in the whole group. Any misunderstandings, disagreements and obscurities about the positioning of the statements are discussed and collectively resolved.
- d. **Controllable or uncontrollable? (20 min):** The instructor now hangs the prepared signs "control" and "no control" under each of the headings (obstacles/enabling factors). The participants now re-sort each list of factors into two sub-lists: factors over which the participants believe they have (or could have) agency are sorted under the heading "control"; external factors over which they believe they have no power are placed in the category "no control".
- e. **Review (10 min):** The participants step back, review and discuss the positions of the final four lists.



When introducing the ladder of participation, instructors should emphasize that the "highest" level is not always the "best": in different situations – depending on people's expertise, time availability or level of interest – it may be most appropriate to participate on a lower rung, e.g., as a consultant or as a representative. There is nothing inherently "wrong" with being merely consulted (or even being merely informed) in certain situations. However, the bottom three rungs of manipulation, decoration and tokenism can never be considered "participation", because involvement and contribution are minimal or non-existent. Instructors should really stress this point and be sure that no-one is in any doubt about it.



When the group tries to think about enabling factors and obstacles, they should be encouraged to recognize the range of different ways in which they can exert agency and influence situations. Instructors should help them to find creative and varied ways around things that appear to be obstacles: for example, if they suggest that "an authority (teachers or board of governors in a club or college) won't let us", instructors could ask "Have you tried doing _____?". The goal is to convince participants of their own ability to create and drive change, and also strengthen their creative problem solving skills.



Optional reflection

1. Did the activity help me think more clearly about the ways I participate in different areas of my life? What surprised me most?
2. Does it matter whether young people participate actively or not? Why?
3. Would participants in the group like to be able to participate at a higher or lower "rung" than they do at the moment? If so, in which areas? What are the reasons for doing so, and what are the reasons against?
4. How many people feel they could participate more than they do at present, and how many feel that they will do so? If so, how and when?

Sources

Council of Europe (Ed.): Compass: Manual for Human Rights Education with Young People. On the ladder. Available online at <https://www.coe.int/en/web/compass/on-the-ladder>, checked on 10/29/2021.

2. Introduction to digital tools for active youth participation

For this part of the module, instructors can choose between two different options. In activity 2a, the group works with the website OPIN – a platform that helps young people to develop and implement their own participation project, using digital tools. Working with this site is possible with all groups – however, it is important that the participants can keep working together on their own projects during the following 6-8 weeks. In activity 2b, the group works with F.I.R.E. (From Idea to Reality and Execution) – an app that was originally developed for NGOs. Here, users can develop their own competences in the areas *communication*, *leadership* and *project management* through self-learning. This activity is better suited to groups that already work together on specific projects (e.g., school clubs, political/activist groups etc.). Their group processes can then be optimized through the application of the app’s content.



Before deciding between activity 2a (OPIN) or 2b (F.I.R.E.), instructors should explore both tools and reflect on which one would be more helpful and interesting for their group.

2a. OPIN – European platform for youth eParticipation projects

Time	45 minutes
Aims & approach	<ul style="list-style-type: none"> • Get to know possibilities for digital participation (eParticipation) • Get to know the platform OPIN • Develop an own participation project with other participants, using OPIN • Strengthen creative and collaborative skills
Tools & equipment	<ul style="list-style-type: none"> • Worksheet “OPIN” (doc 18) • Computer, tablets or phones with WIFI access • Tools (e.g., tablet/laptop and projector) for the instructor’s demonstration of the website (step 1)
Preparation	<p>In order to develop projects on the website, all participants must pre-register their organisation (e.g., their school or youth group) on the OPIN website. Instructors should send the participants an email with the link to the website before the activity begins: the participants should register and send their account details (name and email address used) to the instructor, ideally a week before the session. The instructor then sends an email to info@opin.me with the details (name and mail address) of their own account, the accounts of all participants and the details of their organisation – this should happen at least 48 hours before the session¹⁴.</p> <p>The participants initially sit in a U-form, so that they can see each other, the instructor and the presentation of the website at the front. All participants have access to a phone or computer with WIFI. Phones or computers are either provided, or the participants are informed to bring their devices. If there is absolutely no possibility to use digital tools for the workshop, instructors can</p>

¹⁴ Further details on the how to register to use the website can be found on the OPIN website: <https://opin.me/en/help/user-manual/>. For instructors preparing the workshop, the section „guide for initiators“ is particularly important.

also leave out step 3 (discovering OPIN) and let the participants work only with the worksheet in step 4 (developing a project). The participants can then explore the website and transfer the information of their project there at home. The worksheet “OPIN” (**doc 18**) should also be printed out for all participants.

Online adaption

The activity is hosted with a *digital video conference tool*. A digitalised version of the worksheet can be made accessible through a *document sharing tool*. alternatively, the contents of the worksheet can be transferred to a *digital whiteboard*. For the small group work, participants should be separated into *breakout rooms*. If instructors wish to document the results of the brainstorming phase, they can do so on a *digital whiteboard*.

Instructions

1. **Introduction to OPIN (7 min):** The instructor briefly introduces the website OPIN: they connect their own laptop/tablet to the projector and demonstrate the website’s main functions to the participants (e.g., searching for projects, creating projects etc.).
2. **Forming project groups (3 Min):** The participants form small groups (approx. 5 persons per group): together, in this session and the following 6-8 weeks, they will be developing and implementing their own participation project. Depending on the group, the group-forming can either be led by the instructor or self-lead by the participants.
3. **Discovering OPIN (10 min):** The small groups sit together and collectively explore OPIN. They research an existing project on the platform that they are interested in, in order to understand how the website works and what a participation project can look like.
4. **Developing a project (20 min):** The participants continue working in their small groups. Based on their research, they brainstorm ideas for projects they can conduct themselves. They decide on one project that they want to implement, using OPIN, during the next 6-8 weeks. During this phase, the participants fill out the questions on the worksheet, which includes helpful tips for coming up with a project idea. The worksheet can be found in the material file of this handbook, **doc 18**. Key for the development of the project over the next weeks is also the creation of a time plan: the groups should make a version of this accessible to the instructor.
5. **Sharing ideas (5 min):** Each group briefly presents their project idea in the plenary.



In order to continue developing and implement their project, the members of the small groups need to stay in touch for the following weeks. If this is not already the case, instructors should encourage the participants to exchange contact details (e.g., phone numbers) and possibly create a messenger group for further collaboration. It would also be helpful for the instructor to remain in contact with the group in the following weeks: they could possibly send reminders or ask for updates on the projects per email (based on the participants’ time plans), and emphasize that participants can contact them for help and support with their projects.



6-8 weeks after this activity, a follow-up session will take place: here, the participants will present their implemented/running project to the rest of the group, and exchange their experiences with OPIN. For these project updates, they should prepare short presentations (5-10 minutes; using Power Point/a project poster/photos/videos). Information about the



follow-up session and the tasks until then can also be found on the worksheet “OPIN” (doc 18).

Optional reflection

1. What are possible challenges of the upcoming project work?
2. What are my hopes in regards to the project?
3. What am I looking forward to in regards to the project?
4. What is my impression of OPIN?

Sources

Liquid Democracy e.V.; nexus – Institut für Kooperationsmanagement und interdisziplinäre Forschung GmbH: OPIN. Edited by Euth – Tools and Tips for Digital and Mobile Youth Participation in and across Europe. Available online at <https://opin.me/en/>, checked on 10/29/2021.



2b. F.I.R.E. – A capacity building tool

Time	45 minutes
Aims & approach	<ul style="list-style-type: none">• Get to know the concept of digital self-education tools• Get to know the app F.I.R.E.• Identify and reflect on areas of life in which participants can develop their skills with the app
Tools & equipment	<ul style="list-style-type: none">• Power Point Presentation for F.I.R.E. (doc 19)• Phones or tablets with the app F.I.R.E. for each participant• Tools to show the presentation (e.g., laptop/tablet and projector)
Preparation	The instructor prepares by informing themselves about the idea behind the app and exploring its functions. The participants are asked to download the app to a mobile phone (or other device), which they should bring to the activity. For this, the instructor should make known where the app itself can be found (e.g., through sending a link to the app store to the group via email). If participants do not have an own digital device, phones/tablets with the app should be provided. The participants sit in a u-shape, so that they can see each other, the instructor and the presentation in the front. All participants have access to a phone with the app F.I.R.E.
Online adaption	The activity is hosted with a <i>digital video conference tool</i> . The Power Point Presentation can also be shown on this tool.

Instructions

1. **Introduction to F.I.R.E. (8 min):** The instructor briefly introduces the app F.I.R.E. with the prepared Power Point Presentation. The presentation can be found in the material file of this handbook, **doc 19**.
2. **Exploring F.I.R.E. (20 min):** The participants practice using F.I.R.E. on their own. They can check out all the functions and start to study the modules and topics provided by the app.
3. **Sharing experiences (10 min):** The participants share the content they have learned from the app and discuss their experiences using it with the group.
4. **Setting goals (10 min):**
 - a. **Choosing a module (1-2 min):** The participants think about which of the three modules (*communication, project management or leadership*) is most interesting to them and relevant to their lives, and why they would like to improve in this area. Based on these thoughts, they choose one of the three areas – in the 2 weeks after this session, they should finish studying that module and practice applying its content to their daily lives.
 - b. **Flashlight round (8-9 min):** In a circle, each participant states the module they have chosen to focus on, and why (in 1-2 sentences).



5. **Outlook (2 min):** The instructor ends the activity with an outlook on the following weeks: 2 weeks after this session, the group will meet again for a follow-up session and exchange their experiences with F.I.R.E.. Until this session, the participants should at have completed at least the module they have chosen. In order to truly build competences, they should also have practiced applying its contents to their daily lives.

Optional reflection

1. What is my impression of F.I.R.E. so far?
2. Which potential/chances/challenges do I see in regards to the use of apps such as this for improving youth participation?

Sources

Open Space Foundation (Ed.): F.I.R.E. From Idea to Reality & Execution. Available online at <https://www.openspacebg.com/f-i-r-e-from-idea-to-reality-execution-2/>, checked on 10/29/2021.

3. Feedback and learnings

Time	20 minutes
Aims & approach	<ul style="list-style-type: none">• Participants reflect on what they have learnt within the module.
Tools & equipment	<ul style="list-style-type: none">• For option c: Worksheet “Feedback and Learnings” (doc 20a or 20b)
Preparation	Chairs are arranged in a U-shape so that the participants can see and understand each other well.
Online adaption	For option c, instructors can make a digital version of the worksheet accessible to the group through a <i>document sharing tool</i> . Alternatively, the questions can be transferred to a <i>digital notebook</i> or <i>digital whiteboard</i> : all participants can answer anonymously while simultaneously seeing what other participants felt, thought and learned during the module.

Instructions

The instructor begins with a very brief recap of what has been done and learned during the day. They select 3 learning objectives (one from each digital competence domain, for example: **Being online, Wellbeing online** and **It is my right!**) that were targeted by the module and which they feel are most strongly related to the day’s learnings, and briefly explain them to the group. This should make the participants actively aware of what the module aimed to achieve, and can serve as the basis of their own self-reflection. The instructor can then choose between or combine the following options:

1. **“Flashlight” feedback round:** Each participant quickly says between one word and one sentence about their experience with the module.
2. **Answering Questions:** Each participant answers the questions:
 - a. What was your highlight?
 - b. What would you like to have talked about additionally/in greater depth?
 - c. What is your take home message from the whole workshop?
3. **Worksheet:** Each participant receives a worksheet with a reflection exercise. Instructors can choose between two different versions. They should base their choice on their knowledge of their group’s skills, and potentially on the time they have for the exercise.
 - a. Option a is more complex: it encourages the participants to connect what they have learned various parts of their online and offline social life. It can be found in the material file of this handbook, **doc 20a**.
 - b. Option b is a little easier: it encourages the participants to reflect on what they have learned, what they liked, and what they would change about the module. It can be found in the material file of this handbook, **doc 20b**.



Reflection is important and helps to understand and remember the topics of the module. If there is enough time, more than one option should be implemented.



4. Follow-up: Experiences with active youth participation

Several weeks after introducing the participants to one of the tools for active youth participation (OPIN/F.I.R.E.), facilitators should conduct a short follow-up session: here, participants are invited to exchange and reflect on their experiences of using OPIN or F.I.R.E.. The time at which the follow-up session takes place depends on which of the options (2a/2b) was chosen by the instructor. In order to develop and implement projects with OPIN (2a), the participants need more time. This follow-up session (4a) therefore takes place 6-8 weeks after the original activity. Participants should need less time to train with the app F.I.R.E. (2b) – this follow-up session (4b) thus takes place 2 weeks after the original activity.

4a. OPIN – European platform for youth eParticipation projects

Time	1 hour 30 minutes
Aims & approach	<ul style="list-style-type: none">• Discovery of a variety of possibilities for digital youth participation (through presentation of the implemented projects)• Exchange of experiences with the own project and with the use of OPIN• Reflection of successes and challenges in the collaborative development and implementation of participation projects
Tools & equipment	<ul style="list-style-type: none">• Pens• Worksheet “Experiences with OPIN” (doc 21)• Tools to show the project documentations (presentations/pictures/videos) of the participants (e.g., laptop/tablet and projector)
Preparation	The instructor introduced participants to OPIN 6-8 weeks before this follow-up session. In this time, participants should have designed and implemented a project on the OPIN website, and thereby gained experience with online participation. The participants sit in a circle/u-form, so that they can see and understand each other, the instructor and the presentations at the front. The worksheet is printed out for each participant. If the participants want to show presentations/videos/pictures of their project, they should discuss this with the instructor beforehand, so that the necessary digital tools can be prepared. For this, instructors can send a reminder email to the participants before the session.
Online adaption	The session is be hosted by the instructor with a <i>digital conference tool</i> . A digitalised version of the worksheet can be made accessible through a <i>document sharing tool</i> . For the small group work, participants should be separated into <i>breakout rooms</i> . If instructors wish to document the results of the feedback discussion (step 3c.), they can do so on a <i>digital whiteboard</i> .



Instructions

1. **Introduction (2 min):** The instructor gives a short recap of the last session on OPIN and the task participants had to complete using OPIN (implementing an own participation project in small groups).
2. **Presentation of the projects (45 min):**
 - a. **Presentations (5-10 min):** Each project group briefly presents their project to the group. Here, they can also talk about the challenges and the highlights of the development and implementation process. If they have brought digital materials (e.g., pictures/videos/a presentation), they should use the tools prepared by the instructor (e.g., laptop/tablet and beamer) to present them. Alternatively, the groups can hang up a project poster. The projects do not need to be completely finished by this point – the participants can also present their progress and the remaining tasks so far. However, it is important that they have begun with the implementation.
 - b. **Questions/impressions (3-5 min):** After every presentation, the rest of the group has a few minutes to ask questions, give feedback and share their impressions of the project.

This process is repeated for all project groups. The instructor should divide the time for the presentation and the questions equally among all groups.

3. **Feedback and reflection – OPIN and youth participation (30 min):**
 - a. **Worksheet (10 min):** The participants work alone and answer a short questionnaire on their experiences with developing the project using OPIN. The worksheet “Experiences with OPIN” can be found in the material collection of this handbook, **doc 21**. What was my favourite part of using OPIN?
 - b. **Discussion in small groups (10 min):** The participants are now separated into small groups (approx. 5 members). They share their experiences with the platform and concentrate in particular on the following questions:
 - i. What did I like about OPIN?
 - ii. What did I find difficult/not so good about OPIN?
 - iii. Does OPIN really help young people to actively participate?
4. **Exchange in the plenary (10 min):** The instructor brings the group back together again. Participants present the results of their small group discussions and exchange their experiences in the plenary.
5. **Final reflection – end of the workshop (10 min):** The instructor starts a “Flashlight” feedback round. Each participant answers the following question in one or two sentences: “How did I find the workshop (DigiPAC) as a whole, and what has changed for me through taking part?”



Sources

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4b. F.I.R.E. – A capacity building tool

Time	45 minutes
Aims & approach	<ul style="list-style-type: none">• Exchange of experience among participants
Tools & equipment	<ul style="list-style-type: none">• Pens• Worksheet “Experiences with F.I.R.E.” (doc 22)
Preparation	The instructor introduced participants to the F.I.R.E app two weeks before this follow-up session. In this time, participants should have gained experience training with the app, and completed at least one module. For the session, the participants sit in small groups, so that they can see and understand each other well. The worksheet is printed out for each participant.
Online adaption	The session is hosted by the instructor with a <i>digital conference tool</i> . A digitalised version of the worksheet can be made accessible through a <i>document sharing tool</i> . For the small group work, participants should be separated into <i>breakout rooms</i> . If instructors wish to document the results of the brainstorming phase, they can do so on a <i>digital whiteboard</i> .

Instructions

1. **Introduction (10 min):** The instructor gives a short recap of the last session on F.I.R.E and the task participants had to complete using F.I.R.E. (training with the app; finishing at least one module and applying it to their daily life).
2. **Evaluation by participants (10 min):** The participants work on their own and answer the short questionnaire on their experiences with F.I.R.E.. The worksheet “Experiences with F.I.R.E.” can be found in the material section of this handbook, **doc 22**.
3. **Group discussion (10 min):** The participants are separated into small groups (around 5 participants each) and exchange their experiences with F.I.R.E.. Here, they focus on the following questions:
 - a. Was I able to connect the content of the modules to my daily life? If so, where and how?
 - b. What did I find good about F.I.R.E., and what did I find difficult/not so good?
 - c. Is F.I.R.E. a helpful tool in the context of youth participation?
4. **Exchange in the plenary (10 min):** The instructor brings the group back together again. The participants present the results of their smaller discussions and exchange their experiences in the plenary.
5. **Final reflection – end of the workshop (5 min):** The instructor starts a “Flashlight” feedback round. Each participant answers the following question in one or two sentences: “How did I find the workshop (DigiPAC) as a whole, and what has changed for me through taking part?”



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ACTion

*Promoting active citizenship
through civic education and
active online participation
of youth role models*

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