

Model for Opinion Leaders (MOLA)

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!

ACTIon is an Erasmus+ educational project that aims to strengthen the digital competences of young people in a range of social contexts and learning environments, and encourages them to become active citizens online. This training programme – the Model for Opinion Leaders Activation (MOLA) – was developed by one of the six project partners, the Bulgarian Health and Social Development Foundation (HESED)¹.

MOLA is based on a community intervention called “Popular Opinion Leaders” (POL), which was developed and used to combat the spread of HIV in high-risk communities. In this method, so-called “Opinion Leaders” – popular and well-liked members of a targeted community – are identified and trained to influence the behaviors and attitudes of other members of their group, thereby shifting the social norms within their community as a whole. MOLA – the intervention programme developed by HESED for ACTIon – is an adaptation of this method: here, Opinion Leaders are identified and trained to influence the health-related behavior and attitudes of their friends and peers online. Through implementing this model, organisations and youth workers can ...

1. first empower popular Opinion Leaders (OLs) to become critically engaged consumers of online information and participate in digital media in wise, safe, and ethical ways,
2. and then, through the OLs’ social networks, change the attitudes and behaviors related to a specific health topic within the targeted community as a whole.

MOLA was designed to be implemented over a period of 5 months. However, both the time frame and the specific content of the programme can be adapted flexibly to a range of different contexts.

The handbook introduces interested organisations, practitioners and youth workers to the theoretical background of MOLA, the process of choosing and assessing the needs of a specific target group, and the content and structure of the five training sessions for the selected Opinion Leaders.

An integral part of the handbook are the PowerPoint presentation and MOLA handbook for the trainees.

We hope that you will find this handbook useful for your work!

The HESED team / Savka Savova, HESED.

¹ A further programme, with a slightly different approach towards training young people’s digital competences, was developed by nexus, a second partner in the ACTIon project. The programme developed by nexus (Germany) can be accessed here: [insert link].



POL – what is the Popular Opinion Leader model?



Figure 1 Poplar opinion leader (POL)

POL is a model that identifies and trains naturally popular and well-liked people in a community to function as educators and role models in their social networks to achieve effective and sustainable (health) behavior change. POL is based on the idea of "social diffusion theory" – the notion that new behavioural trends can be established when enough popular people whose opinions are valued by others are actively seen and heard endorsing a new value. Opinion leaders are people whose opinions and beliefs lead the views of others; they are about 10-15% of any population.

New messages come to community members from people they personally know and like - from their own friends who become role models and change makers.

1.1 Background and evidence on the model

The **POL** methodology was elaborated by the Center for AIDS Intervention Research (CAIR), Medical College of Wisconsin in Milwaukee, Wisconsin, USA. Originally, POL was developed as community-based intervention for HIV prevention. POL is based on an advanced and scientifically proven form of peer education among young MSM (men who have sex with men).

POL has been implemented in different contexts and communities and has proven its effectiveness. The CAIR team reports that this low-cost intervention has been shown to result in behavioral risk reduction among gay men, women, adolescents, and other populations².

The first evaluation of the POL intervention was carried out in the USA with men who visited gay bars in 1989. CAIR reports that there was a 30% reduction in the percentage of men who had any unsafe sex and a 35% increase in condom use. The same pattern was found in a total of seven U.S. cities where the study took place.

The POL programme was further adapted for use with women living in apartments in poor neighborhoods in 18 U.S. cities. Before and one year after the POL intervention was conducted, all women living in all the apartments were surveyed about their sexual behavior. The results show that they became less likely to have unprotected intercourse and more likely to use condoms – condom use increased by 50%. The intervention resulted in improved HIV knowledge, greater perceived risk

² CAIR, POL available online: <http://www.mcw.edu/cair/resources/PopularOpinionLeader.htm>, last visited: 13.12.2021

for AIDS, increased condom keeping, and more discussions on condom use by women with their male partners.

1.2 Core elements of the model

Core elements are intervention components that must be maintained without alteration to ensure a programme's effectiveness.

The core elements of **POL** include:

1. Identifying and enlisting the support of popular and well-liked opinion leaders to take on risk reduction advocacy roles
2. Training cadres of opinion leaders to disseminate risk-reduction endorsement messages within their own social networks
3. Supporting and reinforcing successive waves of opinion leaders to help reshape social norms in their community.

For purpose of clarity detailed description of the POL model: main principles is presented in annex 1. To get to know the model closer read the full annex. Here we will present our experience with the model.

1.5 Our experience with POL

Since POL was transferred to HESED in 2004 in the frame of Global AIDS Intervention Network (GAIN), the Bulgarian partner has implemented POL in two different communities – young MSM and Roma. POL has proved its effectiveness in AIDS prevention in a Bulgarian context in the gay community³ as well as in the Roma community⁴.

³ Amirhanian YA, Kelly JA, Kabakchieva E., at all (2003): Evaluation of a Social Network HIV Prevention Intervention Programme For Young Men Who Have Sex With Men in Russia and Bulgaria. AIDS AIDS EDUC PREV 2003; 15: 205-221.

⁴ Kabakchieva E., Amirkhanian Y., Kelly J., at all (2002): High Levels of Sexual HIV/STD Risk Behaviour Among Roma Men in Bulgaria: Patterns and Predictors of Risk in a representative Community Sample, International Journal of SDT&AIDS, 13, p. 184-191



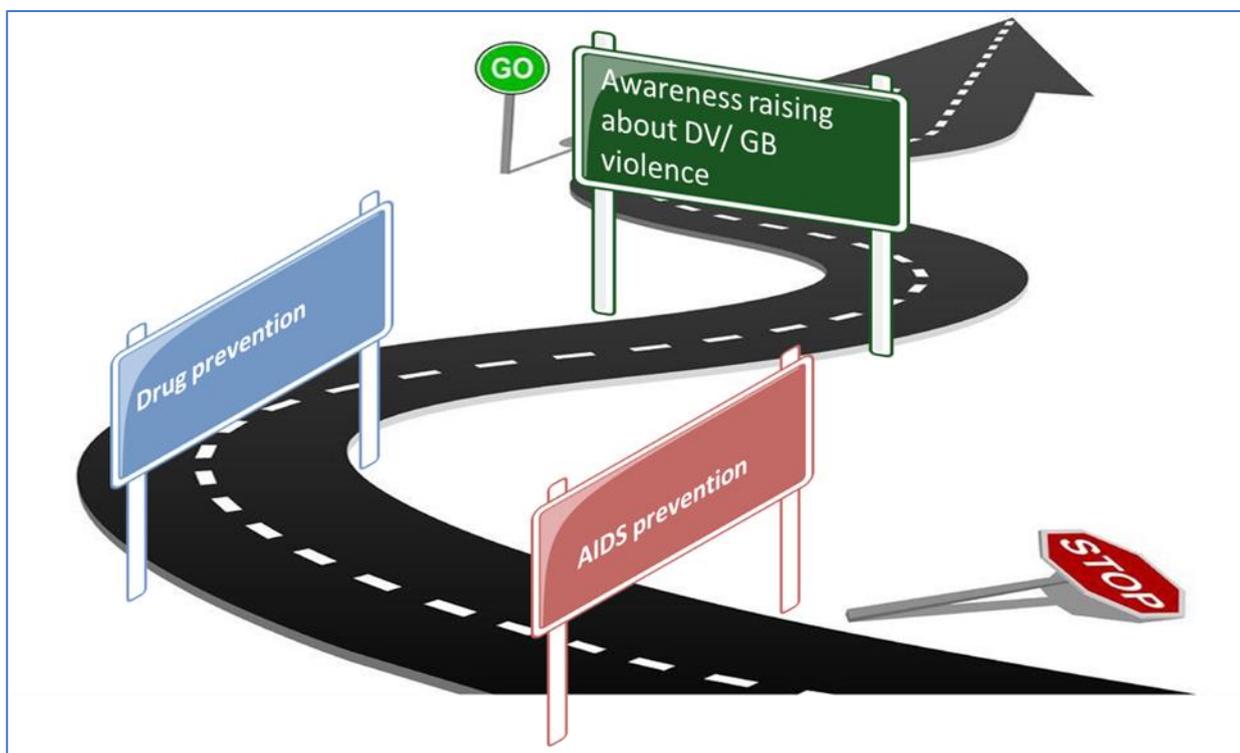


Figure 2 HESED's experience with POL

In the frame of an EU-funded project „WEDworks: women, ethnic minorities, and drugs” (JUST/2011/DPIP/AG 3561), POL was adapted to a new topic which is drug prevention drug prevention message among Roma young people. The results were very encouraging. Within the EU-funded project “Youth MIND Education: yMIND”, HESED also adapted the POL model for the purposes of awareness raising campaigns regarding domestic violence/gender-based violence among the most vulnerable groups in Roma community – pregnant women and young mothers of toddlers.

1. *From Popular Opinion Leader (POL) to Model for Opinion Leaders Activation (MOLA) - why it is necessary*

The advent of new technologies and social media in Roma communities and other disadvantaged groups empower new people to become socially active outside of the traditional communication channels. This positive change comes together with increased vulnerability to disinformation and online propaganda. In this context, the biggest advantage of the community – its ability to support each other, to keep close together, to have very strong mutual contacts in some situations – turns out to be its biggest weakness. Those are situations of big societal crisis such the Covid 19 pandemic, when the biggest challenge is to explain and to motivate people from the communities to take personal responsibility, to keep their own life and health safe as well as other people in the community. This personal responsibility, together with the principle of equality, are the core of the democratic system. Its strongest manifestations are critical thinking and the ability to make informed choices.

The development of new technologies brings new opportunities for community development. Being online is a way of living for young people: they communicate with their peers online, they form their opinions through social media, even if this is not their initial intention. Online activation of opinion leaders on important community issues is considered to be a strong tool to influence the attitudes within the communities, especially the isolated ones.

MOLA is model for popular opinion leaders' online activation. It is based on the main principle of the social diffusion theory but has new specific characters.

2.1 Thematic extension

POL as a model is providing ready answers to young people – why it is important to regularly test for HIV, why it is important to use condoms or to not use drugs. POL is like a mailbox, where the young people are receiving the message and must transmit it through their communication channels to the community they belong to.

MOLA adds another perspective. The main outcome of the model is to change the habits of the young people – to encourage them to search information online, on topics which are important for them, but also to provide them with useful tools and algorithms to recognize content that is unreliable, misleading, or even dangerous. MOLA aims to activate the young online users to become critically engaged consumers but also to activate them to participate in digital media in wise, safe, and ethical ways.

The aim of the model is to empower the young opinion leaders to become critically engaged consumers of online media information - to create the attitude to use internet not only for entertainment, but also to access topic related information and services, to be able to search for information online, to know and use practices for catching and combatting online disinformation – messages in social media, false news, propaganda - to critically assess information on different



issues and understand the broad consequences of distributing false information. To understand the personal responsibility of the users online and the consequences of disinformation and fake news, to respect online ethics and to communicate online with empathy. As a model built on the principles of social diffusion theory, MOLA also relies on natural networks to diffuse information online. This requires the young opinion leaders to improve their skills in producing online content, and to be more active in creating self-produced, socially engaged content.

2.2 Content of the training sessions

MOLA is adapted to be used in community based educational setting. It enhances digital citizenship of young people from disadvantaged groups by improving their digital literacy and critical thinking, empowering their active participation, and improving their access to information, services and rights.

The content of the training sessions can be easily adapted to the needs of the community of intervention. The proposed content of the sessions is exemplary and allows the facilitators the freedom to adapt it depending on the learning objectives and the needs of the trainees. The sessions consist of a theoretical part, which aims to increase the knowledge of the participants, and a practical part aiming at skills development for active participation with the help of digital technologies. In order to adapt the content of the training to a new topic related to civic education and digital citizenship, it is necessary to select appropriate content for the practical activities and demonstrations in the sessions depending on the chosen topic.

2.3 Communication Channels

POL has proved its potential for informal education and changing behavioral trends within closed communities. The biggest advantage of the model is that it provides algorithms to enter into hard-to-reach communities and enables members to use their own potential – natural communication channels - to achieve the desired result. The main tool used by the popular opinion leaders is face to face conversations with their friends.

MOLA is intended to use the power of online communication. The young leaders will be supported to start to share information online on issues that are important for the community, but also to create self-produced content in order to influence the opinion of their online followers and friends. This approach has big advantages but also serious disadvantages.

The biggest advantage is that the scope of the message will be extended and will reach much more people than in the face-to-face communication. Offline communication requires more time and efforts from the opinion leaders, because they need to speak with each one of their friends individually. This analogue way of communication allows the opinion leader to influence 5 to 10 friends, during the intervention. The online communication channels and communication networks make it possible to spread the message and to reach 50, 100, 400 and even more people (depending of the numbers of the social network of the user) at the same time. This makes the scope of the message very expanded, compared to the traditional way. This also brings the risk that people who are not targeted by the scope of the intervention are also included.

At the expense of the scope, the depth of the intervention is limited, given the lack of direct communication with the communicator. As we mentioned before – POL works with the attitudes in the communities, because the opinion leaders are actively convincing their peers to change specific behavior. Online communication doesn't possess this powerful energy; it works on the level of awareness raising and providing information. MOLA compensates this deficit by activating the opinion leader to share one message per week related to the topic of intervention, which will allow their friends and followers to be regularly updated with new information and reflections on the issue.

2.4 Focus on a specific target group

Young people are at the age of forming values, attitudes, and skills. They are open to new experiences and challenges and are thus a suitable target group for informal education intervention. MOLA seeks to attract young people with leadership potential within a socially disadvantaged community, to foster their digital competences through interactive offline training and to activate them as online influencers (role models).

Nevertheless, every education centre/practitioner team can define the target group for their intervention – depending on the specific goal they want to achieve – and adapt the model to their particular needs.

2.5 Time frame

The training is composed of 5 independent training sessions, each with 120 min of duration, provided in a non-formal educational setting in 5 consequent weeks. The main training is followed up by three follow up meetings in the consecutive three months after the training. During the follow up meetings, the young opinion leaders will produce guided content on health issues – educational or informational videos.

The implementation of MOLA requires 5 months in total. If for some reasons the practitioners/ youth workers find the time frame to be very extensive, it is possible the implementation plan of the intervention to be limited to two months too. The model permits flexible planning of the intervention – for example, two days training for improving the digital competence of the opinion leaders and 5 consequent weeks of online activities.

2.6 Individual meeting for planning the activities

In order to activate the opinion leaders and to keep their motivation high, MOLA is updated with a planning element: one or more individual meetings for planning the individual online activities of each one of the opinion leaders.

During the individual meeting, the facilitator should help the opinion leader to plan the activities week by week, to define the message of each one of the planned digital contents, and to plan what kind of kind of digital content – video, picture, online information, or article – will be shared.

2.7 Evaluation of the intervention

Initially intended for reshaping the risky sexual behaviors in community setting, the evaluation of the effectiveness of the intervention should be modified according to the new application of the method.

A special tool is elaborated for the purposes of the planning and the evaluation. Each opinion leader is expected to share 12 publications during the online activation phase. Numbers of likes and comments for each publication are also considered. Each of the opinion leaders is expected also to speak with some of his/her friends and to present them the core messages from each one of the training sessions. The tool is available at Handout book for the participants, **Handout 7. Planning the online activities**).

2.8 Model of opinion leaders' activation. What MOLA looks like?

The Model for opinion leaders' activation, like its predecessor, has four phases of implementation.

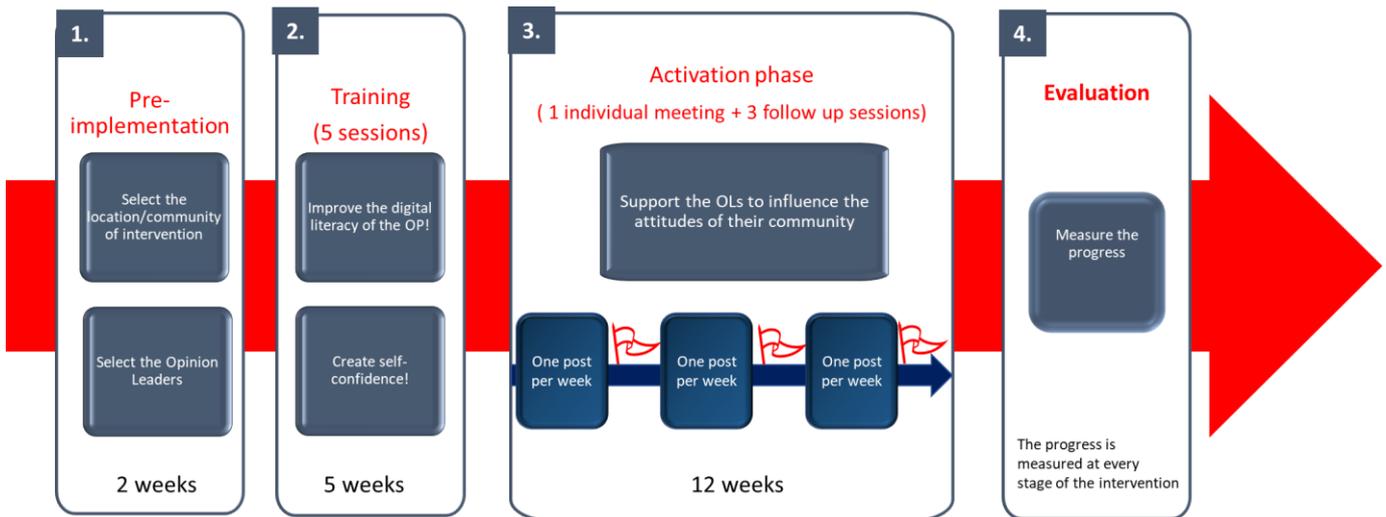


Figure 3 MOLA. Phases of the intervention

The first phase has two main tasks: The first is to identify the community of intervention. This also includes defining the target group according to their social profile, online activity, and specific needs.

Once the target group is defined, the potential opinion leaders should be identified and motivated to participate in the training. This phase starts before the phases of implementation and can take a few weeks.

The second phase of the intervention – training -also has to accomplish two tasks. The training aims to improve the digital literacy of the opinion leaders. It is designed to improve the skills for searching and evaluating information, critical thinking, developing digital identity, and empathy and storytelling skills. The second task of this phase is to empower the opinion leaders and to create the self-confidence that they can make positive change and influence the attitudes in their communities in a



positive way. As a result of the training, the opinion leaders should become **“critically engaged consumers but also active independent users who participate in digital media in wise, safe and ethical ways”**.

The activation phase is the most time-consuming part of the intervention. Unlike POL, where the training was the most intensive phase of the intervention, followed by three follow up supporting sessions, MOLA’s main intervention phase comes after the training. The activation phase starts with individual meetings with each one of the opinion leaders to plan their online activities. Each one of the opinion leaders is expected to create one piece of digital content per week in the next three months. All of the messages need to be united around the same topic. In other words – during the activation phase, we are expecting each one of the participants to perform individual online campaigns.

In order to assure the active participation of the opinion leaders, it is recommended to provide them with additional facilities – such as individual consultations, a private chat for the members of the group, etc. Every month, one group meeting also takes place – to discuss the experience, to review the activities, to see the reactions of the audience of the produced digital content of the group. The three follow up meetings are strongly connected with the last evaluation phase of the intervention.



2. *Adaptation of the model for improvement of digital citizenship of disadvantaged young people, with a focus on health*

2.1 Analytical desk research

The first step of the adaptation process was preliminary desk research, which intended on establishing the theoretical framework for the key terms and definitions that form the foundation of the work carried out in ACTIon. The preliminary research identified four key terms, namely **digital citizenship, civic education, media literacy and health literacy**.

The second component of the primary research was to identify the learning objectives, and thereby the digital citizenship domains and core competences, that will be addressed through ACTIon's setting-based educational interventions and community-based integrated education practices.

The main findings of the desk review are presented in the Theoretical Framework and Analysis desk research report.

The main conclusions regarding the adaptation of the Popular Opinion Leader model for online activation of opinion leaders are:

- Social media plays a crucial role in forming the political opinion of the online users: Facebook and Twitter are used for activism and organizing political movements around the world, transmitting ideological messages and gaining supporters for different causes – including radicalism⁵. We want to use this power in a positive way.
- Social media platforms are also widely used to promote information and advice on health issues and wellness, such as nutrition, physical activity, vaccination issues, etc. It's increasingly important for young people to be able to use (online) media critically and be prepared, and to approach media information as engaged *digital citizens* who use information on different issues critically, but also are able to contribute to their communities in a positive way.
- To do so, they need the full range of skills associated with media *and* digital literacy: these skills will enable them to know and exercise the rights they hold as consumers and users of services (educational, health, social), as members of online communities, as citizens of a state and as human beings.

⁵ MediaSmarts (n.d.): Digital Literacy Fundamentals. Online verfügbar unter <https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/digital-literacy-fundamentals>, zuletzt geprüft am 14.06.2021.

- Although digital and media literacy both draw on the same core skill of critical thinking, the fact that most digital media are *networked* and *interactive* raises additional issues and requires additional habits and skills:
 - Media literacy generally focuses on teaching youth to be critically engaged *consumers* of media.
 - Digital literacy is more about enabling youth to *participate* in digital media in wise, safe and ethical ways⁶.

Digital literacy and digital health literacy are closely related to digital citizenship through the idea of active participation, access to information and services and access to rights. The core skill identified as crucial for media and health literacy is **critical thinking**.

Basic digital skills are required to access, use, understand and create content online using different social media, platforms and applications, but they are not enough for competent decision making on health issues based on information gained online.

Digital citizenship is closely aligned to civics in a traditional sense, where understanding digital media and being able to use it is becoming a vital part of active citizenship.

Our understanding is that simple algorithms regarding key media competences - access, use, understand and create – can be applied to different issues, including health, active youth participation, and civic education.

2.2 Community of intervention

Below we present the particular characteristics of the chosen community for the MOLA intervention in the frame of ACTIon in Bulgaria. This is an example that can provide references and ideas to practitioners for how to identify their community of intervention.

Faculteta neighborhood is the second biggest Roma neighborhood in Bulgaria. The community is very big – officially 25 000, unofficially 40 000 people live there. This is the youngest neighborhood in Sofia, with the biggest concentration of young families with small children.

At the end of 2019, HESED conducted a field survey⁷ among 206 mothers in the Faculteta and Filipovtsi neighborhoods in Sofia, Bulgaria.

The results of the study confirm our long-term observations that a large proportion of mothers in the communities we work in do not breastfeed their babies, or breastfeed for less than three months.

⁶ Ibid.

⁷ project "Caring for food and nutrition", funded by TSA



Feeding usually begins between the third and sixth month, and young mothers believe that it is useful to feed the baby as early as possible. One in three mothers believes that the baby should be fed after the third month, and often the children are fed with foods that are not suitable for their age.

The main source of information regarding the breastfeeding and nutrition of children in the community is older women, which leads to the reproduction of wrong patterns and to high health claims for the children, who suffer from iron deficiency, anemia and malnutrition.

Raising mothers' health literacy and awareness is key to improving the health of children in the community, but this result cannot be achieved through non-formal learning.

The aim of MOLA within the Action project is to activate opinion leaders to raise the awareness of young mothers in the community regarding the improvement of children's health and nutrition.

2.3 Definition of the target group

For the purposes of the adaptation, we choose to work with young mothers from Faculteta. The training programme can be delivered also to other groups of young people.

There are three main reasons why we settled on this target group.

1. The young mothers are very active online, they have well developed social networks, they are in close contacts with other young people with the same social profile, and they are open to search information on health issues regarding their children. They can be easily recognized as role models by their peers.
2. This specific group of young people is very vulnerable because of their socio-demographic characteristics. They are economically dependent on the men in the family; they are not engaged in any formal social activities because they are taking care of their children. They are very exposed to online content on social media, and they do not have health literacy and critical thinking for competent decision making on health issues based on information gained online.
3. The young mothers are also easy to attract to participating in the non-formal training and the successive activities because of their natural interest for the health topic – they already search online for information on issues regarding their children's nutrition and other health issues.

For these reasons and because of our extensive experience with the group, it is our deep understanding and conviction that young mothers have big potential for online activation.

2.4 Needs assessment of the target group

To assess the needs of the target group, we performed three focus groups with young mothers from isolated Roma communities in Sofia. The total number of participants in the needs assessment is 22.

The goal of the focus groups was to understand more about their access to internet, and their online experiences and online well-being. The questions we posed to the participants were grouped into 4 main areas: access, activities, search for information, and emotional well-being.

Table 1. Questions for the target group

Area	Question
Access to internet	Do you have Internet access? How much time do you spend on the Internet (in hours)? Where do you use the Internet - on the phone / computer?
Online activities	What do you do on the Internet? Which sites do you visit? For which social media do you have an account?
Search for information	3. Do you search for information on the web? On what topics? How do you look for information?
Emotional well-being	4. How do you feel when you use different social media / applications / websites? 5. Can you give examples of bad behavior online? 6. Can you give examples of good things that are done with the help of social media / websites, etc.?

In the annex the results of needs assessment are presented. The needs assessment created the foundation for the content topics of the training sessions.

3. Curriculum: general information

The main objective of the training is to improve the digital citizenship of disadvantaged young people, by improving their digital literacy, their access to information and services, and their access to rights,

Table 2: Digital Competence Domains

Category	Being Online 	Wellbeing Online 	It is my right! 
Digital Competence Domains	<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

with a focus to health, and empowering them to actively participate online. The learning objectives are based on theoretical framework and the taxonomy of Bloom. They are presented in detail in the theoretical framework (<https://bit.ly/36FZPpx>). Here they are shortly presented with didactical purpose.

POL's adaptation for online activation, presented here, is targeted at young mothers with

leadership potential from disadvantaged groups with basic digital skills.

Structure of the training programme

Each of the sessions opens with a general overview:

1. Short description of the session
2. Definition of the Learning objectives, with reference to the Digital Competence Domains (tabl. 2) and the Cognitive domains, based on Bloom's taxonomy (tabl.3):

Tabl.3 Cognitive domains based on Bloom's taxonomy

Level 1: Remember & understand	<ul style="list-style-type: none"> Raising awareness Increasing understanding Recognition
Level 2: Apply & analyse	<ul style="list-style-type: none"> Develop skills Increase competences
Level 3: Evaluate & create	<ul style="list-style-type: none"> Evaluate values Advocate values Cultivate values among others Create content

3. Exemplary programme for the session – sequence of the activities and timing.

Table 4: Example for sessions` programme

Session 1		Session 2		Session 3		Session 4		Session 5	
10 min	Welcome and introduction of the training	10 min	A1. Welcome and short review of the previous session	10 min	A1. Welcome and short review of the previous session	10 min	A1. Welcome and short review of the previous session	10 min	A1. Welcome and short review of the previous session
10 min	A1. Why we are here? Group contract	30 min.	A2. Introduction game: True or false	30 min.	A2. Introduction game: Digital identity	20 min.	A2. Digital storytelling: how to create stories online.	20 min.	A2. Introduction game: My rights as a patient
20 min	A2. Introduction game: My personal coat of arms	30 min.	A3: Facts vs opinion.	10 min.	A3: Opinion Leader; what is the role?	70 min.	A3. Digital storytelling	50 min.	A3 How to improve access to services through technologies?
20 min	A3. Caught in the net: safe browsing	30 min.	A4.: Fake news.	40 min.	A4. My image as an Opinion Leader	10 min.	A4. Mediatheque	20 min.	A4. What is about to come? – Online activation
40 min	A 4. Online search on child nutrition	20 min.	A5: Closing the session	30 min	A5. THINK before you post!	10 min.	A5. Closing the session	20 min.	A5. Closing the training
20 min	A5. Closing the session: main messages.			10 min.	A6. Closing the session				

- Detailed description of the Activities: including timeframe, aims and approach, tools and equipment and preparation for the session. Step-by-step description of the proposed activities is also available, together with some ideas and recommendations for adaptation of the activities.
- The educational set of tools for the training includes: curriculum with instructions for the facilitators, PowerPoint presentation with theoretical information and visual materials for exercises, a handbook with exercises for the participants.



Session 1. Caught in the net: safe browsing

Short description

The session aims to introduce the participants to each other and to create a safe space for them to learn and to share, providing them with group rules and group contract (Activity 1 and 2). The theoretical part of the session introduces some tips regarding effective searching for information, additional information about search engines, tips on how to select the information and how to protect their privacy online (Activity 3). The practical part of the session consists of a demonstration and guided search on key words (Activity 4). To adapt the session to another topic, it is enough to change the key words of the search activity.

Learning objectives

The objective of the first session is to improve the Opinion Leaders' access to online information and to improve their skills as independent online users. After the session, the participants should have the attitude to use internet not only for entertainment, but also to access topic related information and services, to be able to search health topic related information online, to know and use the main browsers and search engines, and to be aware of safe browsing and privacy protection.

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

Table 5 Contribution to ACTlons' Learning Objectives

Apply and analyse	
5a) To increase critical thinking skills in order to analyse and solve problems in relation to access, inclusion and respect in digital/online communication.	

Activities

This session is structured as follows:

Table 6 Session 1. Caught in the net: safe browsing. Example for session programme

Timing	Plan of the session 1
10 min	Welcome and introduction of the training
10 min.	Activity 1. Why we are here?
	Group contract
20 min. (5min.+ 15 min.)	Activity 2. Introduction game: My personal coat of arms (Individual work)
20 min.	Activity 3. Caught in the net: safe browsing (PPP)
40 min.	Activity 4. Online search on child nutrition (demonstration)
20 min.	Activity 5. Closing the session: main messages.

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

Activity 1. Why we are here? Group contract

Time	10 min.
Aims and approach	To introduce the aims of the training To introduce and agree upon the rules of interaction To create a safe and confident atmosphere for the participants to share and to experiment with new ideas
Tools and equipment	<ul style="list-style-type: none">• Flipchart• Marker• Rules of the group:<ul style="list-style-type: none">• To respect the opinion of the others, without judging them.• To come on time for the sessions.• To use the GSM only for educational activities during the training sessions• To keep the confidentiality of the group.
Preparation	The chairs are arranged in circle in order the participants to have eye contact and to be able to hear each other well

Step by step:

Step 1. Explain the aim of the training

Step 2. Write on the flipchart the rules of the group

Step 3. Ask each one of the group members if they agree with them or if they have something to add to the rules.



Due to the shortage of time, it is proposed the rules to be written in advance on the flipchart. It is optional to propose to the group the create their own rules and to sign them as a real contract. If you choose this version of the activity, consider that it takes more time (40 minutes).

Besides the traditional rules listed above – it is recommended to add a rule that the participant is expected to use his/her own GSM during the educational sessions for the purposes of the training.



Activity 2. Introduction game: My personal coat of arms

(Individual work)

Time	20 min.
Aims and approach	To get to know the other participants To reflect on personal preferences and the social image we create To introduce the topic of social media and how popular the participants are
Tools and equipment	Handout: Introduction game. My personal coat of arms.
Preparation	The chairs are arranged in circle in order the participants to have eye contact and to be able to hear each other well

Step by step:

Step 1. Introduce the activity – present Handout: Introduction game. My personal coat of arms

Step 2. Ask each one of the participants to work individually for 5 minutes and to answer the questions

Step 3. Ask the participants to introduce their coat of arms to the group



This activity could be replaced by any introduction activity that could meet the same aims, but it is important to invest time the participants to introduce each other and feel comfortable in the group.

Source:

Training practice of HESED



Activity 3. Caught in the net: safe browsing (ppp)

Time	20 min.
Aims and approach	<p>To introduce new information about search engines and their usage to attain new information</p> <p>To introduce important rules how to use the results of the search to select relevant information</p> <p>To increase the awareness how geo-location and cookies from previous searches could influence the search results</p> <p>To provide some tips how to browse safely</p>
Tools and equipment	<p>Power point presentation “Caught in the net: safe browsing”</p> <p>Tools to share PPP</p>
Preparation	<p>To prepare this activity carefully read the presentation together with the notes under the slides</p> <p>Prepare some examples to illustrate the content</p>

Step by step:

- Step 1. Introduce why it is important to use a search engine properly
- Step 2. Ask the group to share experience with search engines
- Step 3. Present the tips for safe browsing
- Step 4. Reflection: Invite the group to make a short discussion on the topic.

Source:

Adapted from: Internet literacy handbook, Supporting users in the online world (www.coe.int/children)



Activity 4. Online search on child nutrition (demonstration)

Time	40 min.
Aims and approach	To demonstrate different approaches to use search engines effectively To demonstrate how the engines could be used for attaining information on health topics To exercise different ways for using the search engines: voice search, image search
Tools and equipment	Tools to share online search (laptop + projector or interactive screen) Each participant should participate with his/her own GSM Internet
Preparation	Check if the participants have access to internet Provide wi-fi if the access of the participant to internet is limited (write the user name and the password on the flipchart)

Step by step

Demonstrate how to search for information online using the most popular engine:

Step 1: Search on key word.

Step 2. Demonstrate advanced search options.

Step 3. Ask the participants to use their phones and to make advanced search with key words: nutrition + child + healthy

Step 4. Discuss in the plenary the results of the search:

- What kind of information jumped out?
- What are the advantages and the risks related to the information coming from the net?
- Which information is trustworthy for you and why?

Source:

Adapted from HESED training practice



Activity 5. Closing the session: main messages

Time	20 min.
Aims and approach	To close the session To resume the main messages To share the experience with the group from the first session
Tools and equipment	<ul style="list-style-type: none">• Flipchart• Marker
Preparation	The chairs are arranged in circle in order the participants to have eye contact and to be able to hear each other well

Step by step

Step 1. Make a short resume of the training session:

1. Learning how to use a search engine properly is the most important skill one should develop
2. Maintain a healthy skepticism about material you find.
3. Take the time to manage/clear your cookies and your browsing history.
4. Always try several search terms, advanced search techniques and various search engines to get the most out of your search and find a diversity of sources for your query.
5. Bookmark useful sites or portals so you do not have to search for them again.
6. If you find useful material, print, take a screenshot or save it. You may not find it again or it may be taken offline without warning.

Step 2. Ask each of the participants to answer the following questions:

- Did you learn something useful today?
- How would you explain to your best friend what you learned today?



This activity could be replaced by any closing activity that could evaluate the day and to measure the satisfaction of the participants.

Source:

Adapted from HESED training practice



Session 2. True or false

Short description

The sessions' main topics are fake news, disinformation and how to recognize them. At the end of the session, each participant should be able to know and use practices for catching and combatting online disinformation (messages on social media, false news, propaganda) and to critically assess information on different issues. The participants should also be able to understand the personal responsibility of the users online, and the consequences of disinformation and fake news.

The session starts with an activity for distinguishing true from false statements. The participants should reveal their own strategies for recognizing misinformation in their everyday life (Activity 2). The next part of the session introduces the difference between facts and opinions (Activities 3), and how to distinguish between them in communication. The fake news and disinformation topic is introduced with a short educational video (Activity 4). At the end of the session, the participants are invited to discuss how to spot fake news with the help of the visual material presented in power point presentation (Session 2. True or false, Exercises).

To adapt the activities to another topic, instructors can change the visual materials of the session.

Learning objectives

Goal of the session: To guide the Opinion Leaders to become critically engaged consumers of online media information on different issues (with focus on health). The learning objectives of this module target all three digital competence domains.

Table 7 Contribution to ACTions' Learning Objectives

Remember and understand	
1 b) To raise awareness and understanding of guidelines and tools for interacting with others online in a positive and meaningful way	
2b) To increase understanding of the ethical component of online interactions and relationships	
Apply and analyze	
4b) To increase skills of openness and empathy	
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	

Activities

This session is structured as follows

Table 8 Session 2. True or false. Example for session programme

Timing	Plan of the Session 2.
10 min	Activity 1. Welcome and short review of the previous session
30 min.	Activity 2. Introduction game: True or false
30 min.	Activity 3: Facts vs opinion. (Information block and interactive game)
30 min.	Activity 4.: Fake news. Educational video and interactive discussion.
20 min.	Activity 5: Closing the session

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

Activity 1. Welcome and short review of the previous session

Time	10 min.
Aims and approach	To warm up the participants for the next activities To make a bridge between the new topic and the previous one To consolidate the knowledge from the previous session
Tools and equipment	<ul style="list-style-type: none">• Flipchart• Marker
Preparation	The chairs are arranged in circle in order the participants to have eye contact and to be able to hear each other well. Make sure you have the group contract on the wall

Step by step

Step 1. Welcome the participants:

Step 2. Repeat the main messages from the previous session:

1. Maintain a healthy skepticism about material you find.
2. Take the time to manage/clear your cookies and your browsing history.
3. Always try several search terms, advanced search techniques and various search engines to get the most out of your search and find a diversity of sources for your query.
4. Bookmark useful sites or portals so you do not have to search for them again.
5. If you find useful material, print, take a screenshot or save it. You may not find it again or it may be taken offline without warning.

Step 3. Introduce the new topic for the day: **True or false**



It might be a good idea to invite the participants to recall what they have learnt the previous session and write again the keywords on a flipchart.

Source:

Adapted from HESED training practice



Activity 2. Introduction game: True or false

Time	30 min.
Aims and approach	To introduce the topic about disinformation To demonstrate what are the main signs that help us understand if one statement is true or false To demonstrate that sometimes it is very difficult to make a difference between true and false statement and it is necessary to look for additional information (or expert opinion)
Tools and equipment	<ul style="list-style-type: none">• Flipchart• Marker
Preparation	Prepare a short, interesting story to open the game.

Step by step

Step 1. Share a short story with the group- it could be real or not.

Step 2. Ask the group to guess if the story is true or false.

Step 3. Ask other participants to tell a short story.

Step 4. Guess with the group if it's true or false.

Step 5. Discuss with the group how we can recognize whether a statement is true or false, and what could the consequences be if we do not recognize that it is false.

Step 6. Write the main remarks of the group on the flipchart.



The game is often used by Tik Tok and YouTube influencers in their channels to entertain their followers. The young people could be encouraged to develop short games with educational purpose at later stages of the training.

Source:

Adapted from HESED training practice



Activity 3. Facts vs opinion.

Time	30 min.
Aims and approach	To provide useful tips how to distinguish facts against opinion To demonstrate how to differentiate facts from opinions To stimulate critical thinking and communication skills To demonstrate how to check the information.
Tools and equipment	Power point presentation “Facts vs Opinion” Tools to share PPP Handout “Facts vs Opinion”
Preparation	The chairs are arranged in circle in order the participants to have eye contact and to be able to hear each other well. To prepare this part of the session, PPP “True or false – facts vs opinion – definitions”.

Step by step

Step 1. Present the information

Step 2. Introduce the exercise Facts vs Opinion to the group (**Handout 2. Facts vs Opinion**).

Step 3. Read each one of the statements and discuss with the group whether it is a fact or someone’s opinion.

Step 4. Ask the participants to note whether the statement is a fact or opinion.

Step 5. Discuss with the group, whether it is easy to make difference between facts and opinions and write on the flipchart the main conclusions you came out with.



The statements presented in the activity could be adapted to any other topic in order to correspond with the objectives of the training, since in this exercise they are related with health literacy.

Source:

Adapted from HESED training practice



Activity 4. Fake news.

Time	30 min.
Aims and approach	To provide useful tips how to recognize fake news To stimulate critical thinking and communication skills
Tools and equipment	A short educational video for fake news PPP “True or false” (exercises) Tools to share the video and the presentation
Preparation	To prepare this part of the session, find an appropriate educational video regarding fake news and their impact on public opinion in your language

Step by step

Step 1. Show the video

Step 2. Discuss with the group:

1. What fake news are and how they impact the everyday life of the people?
2. Resume the content of the movie

Step 3 Present to the group the examples presented in PPP “True or false” (exercises”).

Step 4. Discuss with the group how to spot fake news.

Step 5. To resume the discussion present to the group the model “How to spot the fake news” (presented in the PPP)



Fake news is a very explored topic. There are a lot of materials that could be used to demonstrate the power of this social phenomenon in our everyday lives. Using a short educational video is a timesaver and improves the interactivity of the training.

However, it is necessary to use an appropriate video on the national language. For this purpose in the preparation phase the facilitators should invest time to search an appropriate educational movie.

Short movies on fake news and disinformation in Bulgarian:

1. <https://www.youtube.com/watch?v=TR757uadmt8>
2. https://www.youtube.com/watch?v=xS-k_uX_Y-Y

Short video on fake news and disinformation in English:

<https://www.youtube.com/watch?v=D0Cd9-eJ-No>

<https://www.youtube.com/watch?v=oBpoj98Tclg>

Source:

Adapted from HESED training practice



Activity 5: Closing the session

Time	20 min.
Aims and approach	To resume the main messages To share the experience with the group from the second session
Tools and equipment	<ul style="list-style-type: none">• Flipchart• Marker
Preparation	The chairs are arranged in circle in order the participants to have eye contact and to be able to hear each other well

Step by step

Step 1. Make a short review of the training session

Step 2. Ask each of the participants to answer the following questions:

- Did you learn something useful today?
- How would you explain to your best friend what you learned today?

Step 3. Write on the flipchart the main messages of the session:

1. Not every information on the Internet is reliable
2. It is recommended to fact-check the information, especially if you want to share it or to repost it.
3. If a friend of yours is sharing disinformation online, you should not ignore it. Speak to him/her.



This activity could be replaced by any closing activity that could evaluate the day and to measure the satisfaction of the participants.

Source:

Adapted from HESED training practice



Session 3. *THINK you are an opinion leader!*

Short description

The session introduces the topics for the role of the Opinion Leader as an online influencer. At the end of the session, each participant should be able to critically understand the role of the Opinion Leader on social media. During the session, the participants should realize what their image online is, and plan what digital image they would like to develop as Opinion Leaders and role models for their communities.

The session starts with an activity that explores the digital identity of the participants and the messages coming from their Facebook profiles (Activity 2). The theoretical information introduces the role of the Opinion Leader and points out the main tasks they need to accomplish in order to be successful (Activity 3). The next activity offers an opportunity for self-reflection and self-presentation in the role of Opinion Leader and as a role model (activity 4). At the end of the session, the participants will be acquainted and will practice applying (Activity 5) a simple algorithm that will help them critically assess online content before deciding to share it in their social networks. To adapt the activities to another topic, instructors can change the visual material of the session.

Learning objectives

The objective of the session is to empower the Opinion Leaders to use social media to positively influence the opinions of their social networks and friends.

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

Table 9 Contribution to Actions' Learning Objectives

Apply and analyze	
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	
5 e) To analyse and solve problems in relation to democracy education, active participation, and the rights and responsibilities of digital citizenship	
Evaluate and create	
6 b) To be able to express views/own perspective	
7 b) To advocate for more respect, access and inclusion online	
9b) To create content related to these subjects (e.g., storytelling, etc.)	

Activities

This session is structured as follows

Table 10 Session 3. THINK you are an opinion leader! Example for session programme

Timing	Plan of the session
10 min	Activity 1. Welcome and short review of the previous session
30 min.	Activity 2. Introduction game: Digital identity
10 min.	Activity 3. Information block: Opinion Leader; what is the role: to connect; to inform; to share opinions.
40 min.	Activity 4. My image as an Opinion Leader (work in couples)
30 min	Activity 5. THINK before you post!
10 min.	Activity 6. Closing the session

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

Activity 1. Welcome and short review of the previous session

Time	10 min.
Aims and approach	To warm up the participants for the next activities To make a bridge between the new topic and the previous one To consolidate the knowledge from the previous session
Tools and equipment	<ul style="list-style-type: none">• Flipchart• Marker
Preparation	The chairs are arranged in circle in order the participants to have eye contact and to be able to hear each other well. Make sure you have the group contract on the wall

Step by step

Step 1. Welcome the participants:

Step 2. Repeat the main messages from the previous session:

1. Not every information on the Internet is reliable
2. It is recommended to fact-check the information, especially if you want to share it or to repost it.
3. If a friend of yours is sharing disinformation online, you should not ignore it. Speak to him/her.

Step 3. Introduce the new topic for the day: **THINK you are an opinion leader**



It might be a good idea to invite the participants to recall what they have learnt the previous session and write again the keywords on a flipchart.

Source:

Adapted from HESED training practice



Activity 2. Introduction game: Digital identity

Time	30 min.
Aims and approach	To make the participants know each other better To introduce the topic of online image and identity To reflect on online image and identity and how to use it to influence positively public opinion
Tools and equipment	<ul style="list-style-type: none">• Flipchart• Marker• Handout “Digital Identity”• Each participant should participate with his/her GSM• Wi-fi
Preparation	Before the beginning of the session make sure that each one of the participants are connected to wi-fi and have access to Facebook Write the questions in advance on the flipchart: <ol style="list-style-type: none">1. What did you learn about them?2. What do they like to do?3. What are the things that interest them?

Step by step

Step 1. Divide the group into couples. Ask each participant to find his/her partner in Facebook

Step 2. Ask the participants to open Handout 3. Digital Identity

Step 3. Instruct the participants: “Take 5 minutes to look at the Facebook profile of your partner in the couple and then answer the questions. Then share with your partner what you have learnt about them.

Step 4. Discuss with the group:

- Do you agree with the conclusions about you and your life that your partner came to?
- Would you change something in order to optimize your Facebook image? What?

Step 5: Present to your partner the conclusions you came out with.



This activity could be replaced by educational video regarding digital identity. In this case the time frame of the activity should be reconsidered as well as the discussion questions.

Here are some suggestions of videos in English that could be used to introduce digital identity:

<https://www.youtube.com/watch?v=uJzuDcyR0WM>

<https://www.youtube.com/watch?v=u0RryRbJza0>

Source:

Adapted from HESED training practice



Activity 3. Information block: Opinion Leader; what is the role: to connect; to inform; to share opinions.

Time	10 min.
Aims and approach	To introduce the role of the opinion leader To make the participants realize that they could be role models/opinion leaders of their peers in the social networks
Tools and equipment	Power point presentation <i>“THINK you are an opinion leader!”</i> - the role of the influencer Tools to share the video and the presentation
Preparation	The chairs are arranged in circle in order the participants to be able to see the presentation

Step by step

Step 1. Define the term influencer (Opinion Leader) - A good Opinion Leader combines knowledge, life experience and a willingness to help others.

Step 2. Discuss with the group who could be an opinion leader? Ask them to name opinion leaders they know and follow.

Source:

Adapted from : <https://www.manobyte.com/growth-strategy/the-role-of-social-media-influencers>



Activity 4. My image as an Opinion Leader

Time	40 min.
Aims and approach	To empower the participants to consider their role as opinion leaders of their social networks To create an attitude in the participants to become a role model for their peers
Tools and equipment	Flipchart Marker
Preparation	Before the session write on the flipchart the questions: <ul style="list-style-type: none">• How would you feel as Opinion Leaders on healthy child nutrition? What does it mean to connect, to inform and to shape the opinions of other mothers from your community on the topic?• Would you feel comfortable in this role?• Is there anything that bothers you in this role?

Step by step

Step 1. Divide the group into couples.

Step 2. Each participant should discuss with his/her partner the questions written on the flipchart.

Step 3. Ask the couples to share the results of their group in the plenary.

Step 4. Discuss with the group what they find attractive and what they find uncomfortable or difficult about the role of Opinion Leader.

Step 5. Encourage the Opinion Leaders and give a concrete answer to every single objection they express about the role.



The questions should be adapted with the main topic of the training.

It is preferable the couples to be different from the previous activity.

Source:

Adapted from HESED training practice



Activity 5. THINK before you post!

Time	30 min.
Aims and approach	To improve critical thinking To provide simple and easy to use algorithm to analyze digital content To create digital empathy
Tools and equipment	Power point presentation “THINK before you post”
Preparation	The chairs are arranged in circle in order the participants to be able to see the presentation

Step by step

Step 1. Present the THINK model

Step 2 One by one, show the group the examples of Facebook publications from Visual materials for exercises, power point presentation “THINK before you post! Exercises”.

Step 3. Ask the group to answer these questions for each one of the cases:

Is it True?

Is it Helpful?

Is it Inspiring?

Is it Necessary?

Is it Kind?

Step 4. For each one of the cases, answer the question: “Would I share it on my Facebook wall? Why?”

Step 5. Make a summary of the exercise



The examples provided in the presentation could be replaced with any other visual materials from social media in order to analyze the content.

Source:

Adapted from: <https://www.callcentrehelper.com/contact-centre-coaching-models-144743.htm>



Activity 6: Closing the session

Time	20 min.
Aims and approach	To resume the main messages To share the experience with the group from the second session
Tools and equipment	<ul style="list-style-type: none">• Flipchart• Marker
Preparation	The chairs are arranged in circle in order the participants to have eye contact and to be able to hear each other well

Step by step

Step 1. Make a short summary of the training session

Step 2. Write on the flipchart the main messages of the session:

- THINK before you share!
- The role of the Opinion Leader is to connect, to inform, to shape opinions.
- A good Opinion Leader combines knowledge, life experience and a willingness to help others.

Step 3. Ask each of the participants to answer the following questions:

- Did you learn something useful today?
- How would you explain to your best friend what you learned today?



This activity could be replaced by any closing activity that could evaluate the day and to measure the satisfaction of the participants.

Source:

Adapted from HESED training practice



Session 4. Digital storytelling

Short description

The session aims to empower the opinion leaders as health promoters online. At the end of the session the participants should be able to recognize the opportunities of online information campaigns on different topics (health topics) and understand how they can contribute to the development of their community. They should be able to share self-produced digital content (videos, pictures) on issues related to digital citizenship, including health.

At the beginning of the session, the basic steps for creating digital content are introduced to the participants (Activity 2). The practical part, in which they will produce short videos, requires them to apply all of the skills gained so far in the training (Activity 3). At the end of the session, three short videos will be ready to be shared on Facebook. To adapt the session to another topic, instructors must change the initial online publications about which the videos are produced.

Learning objectives

The learning objective of this session is to increase the capacity of the Opinion Leaders to create positive and responsible self-produced digital content.

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

Table 11 Contribution to Actions' Learning Objectives

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	
Evaluate and create	
6 b) To be able to express views/own perspective	
7 b) To advocate for more respect, access and inclusion online	
9b) To create content related to these subjects (e.g., storytelling, etc.)	
Evaluate and create	
6a) To empower young people to evaluate the quality and veracity of information online	
8a) To enable young people to cultivate values of access and inclusion among their peers	
9a) To enable young people to create content related to inclusion, respect and tolerance (e.g., storytelling, etc.)	

Activities

The session Digital storytelling is structured as follows:

Table 12 Session 4. Digital storytelling. Example for session programme

timing	Plan of the session
10 min	Activity 1. Welcome and short review of the previous session
20 min.	Activity 2. Information block: digital storytelling: how to create stories online.
70 min.	Activity 3. Digital storytelling
10 min.	Activity 4. Mediatheque
10 min.	Activity 5. Closing the session

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

Activity 1. Welcome and short review of the previous session

Time	10 min.
Aims and approach	To warm up the participants for the next activities To make a bridge between the new topic and the previous one To consolidate the knowledge from the previous session
Tools and equipment	<ul style="list-style-type: none">• Flipchart• Marker
Preparation	The chairs are arranged in circle in order the participants to have eye contact and to be able to hear each other well. Make sure you have the group contract on the wall

Step by step

Step 1. Welcome the participants:

Step 2. Repeat the main messages from the previous session:

- THINK before you share!
- The role of the Opinion Leader is to connect, to inform, to shape opinions.
- A good Opinion Leader combines knowledge, life experience and a willingness to help others.

Step 3. Introduce the new topic for the day: [Digital storytelling](#)



It might be a good idea to invite the participants to recall what they have learnt the previous session and write again the keywords on a flipchart.

Source:

Adapted from HESED training practice



Activity 2. Information block: digital storytelling: how to create stories online

Time	20 min.
Aims and approach	To increase the awareness on how to prepare an interesting digital content
Tools and equipment	Power point presentation “Digital story telling – 8 steps to follow to create interesting information content” Tools to share the PPP
Preparation	The chairs are arranged in circle in order the participants to be able to see the presentation

Step by step

Step 1. Before presenting the presentation make a short discussion with the group what kind of content they create online.

Step 2. Explain to the group the main presumption of this training:

- To share a story online, it is not necessary to have a lot of skills or special knowledge.
- Each user of Facebook has experiences with sharing visual content with their audience. Sharing information and content online has never been so easy: all you need is your smart phone and access to the Internet, an idea and desire to serve your community.
- Always use THINK model when you create content, or you repost content in social media

Step 3. Present the 8 steps towards creating interesting information content using the PPP:

- 1: Develop an idea
- 2: Develop a plan
- 3: Outline/Script
- 4: Storyboarding
- 5: Film and Record
- 6: Finish
- 7: Publish and Share
- 8: Review

Source:

adapted from: https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tacs/samhsa-storytelling-guide.pdf



Activity 3. Digital storytelling

Time	70 min.
Aims and approach	<p>To improve the skills to create interesting topic- related digital content</p> <p>To improve communication skills</p> <p>To improve analytical skills</p> <p>To provoke the partisans to use all the skills acquired so far in the training</p>
Tools and equipment	<ul style="list-style-type: none"> • Flipchart • Marker • Handout 4 “Shoot a video” • Each participant should participate with his/her GSM • Wi-fi
Preparation	Before the beginning of the session make sure that each one of the participants is connected to wi-fi and have access to Facebook

Step by step:

Step 1. Inform the group that they are about to create a digital story.

Step 2. Divide the group into three smaller groups.

Step 3. Provide each group with the handout 4: Digital storytelling (group1-3).

Step 4. Instruct the groups follow the instructions from the handout. Explain that if they have any questions – you are available to answer.

Step 5. Note that each group needs to choose a volunteer as presenter and an operator to shoot a short video and to record the main messages from the article.

Step 6. Ask the groups to show their videos to the others.

Step 7. Discussion:

1. Do the videos correspond with THINK model?
2. If they do, ask the groups if they would like to share the videos with their online networks

Step 8. If the participants agree, ask them to share the videos with their Facebook networks.

Step 9. Explore and discuss the first reactions of the audience.



The materials proposed for this activity in the handout are in Bulgarian and they are related to the main topic of the training. To adapt the activity the materials should be replaced with relevant ones.



Activity 4. Mediatheque

Time	10 min.
Aims and approach	To provide online resources with reliable information that could be used by the opinion leaders in order to plan the online activities
Tools and equipment	Each participant should participate with his/her GSM Wi-fi
Preparation	Before the beginning of the session make sure that each one of the participants is connected to wi-fi and have access to Facebook Make sure you have a list with resources ready for forwarding

Step by step:

- Step 1. Inform the opinion leaders that it is very important to use reliable sources of information when they create online content
- Step 2. Present the Opinion Leaders with some ideas where they can find inspiring information on the topic (handout 5. Ideas for posting).
- Step 3. Send the ideas for online publications through Messenger:



The list should be adapted according to the topic of the training and also the national language.

Source:

Adapted from HESED training practice



Activity 5: Closing the session

Time	20 min.
Aims and approach	To resume the main messages To share the experience with the group from the second session
Tools and equipment	<ul style="list-style-type: none">• Flipchart• Marker
Preparation	The chairs are arranged in circle in order the participants to have eye contact and to be able to hear each other well

Step by step

Step 1. Make a short resume of the training session

Step 2. Write on the flipchart the main messages of the session:

- To share a story online, it is not necessary to have a lot of skills or special knowledge.
- Each user of Facebook has experiences with sharing visual content with their audience. Sharing information and content online has never been so easy: all you need is your smart phone and access to the Internet.
- Always use THINK model when you create content, or you repost content in social media.

Step 3. Ask each of the participants to answer the following questions:

- Did you learn something useful today?
- How would you explain to your best friend what you learned today?



This activity could be replaced by any closing activity that could evaluate the day and to measure the satisfaction of the participants.

Source:

Adapted from HESED training practice



Session 5. E-health shortcut to rights and services

Short description

The session introduces the topic of eHealth and the opportunities that it opens for reducing inequalities and improving the access of vulnerable groups to health services. At the end of the session, the participants should be able to use e-platforms and online applications for health services and critically understand the rights of the users and patients. They should also be able to encourage their peers to use e-health services and e-health platforms (this can be adapted for each national context).

The session begins with an introduction activity on the rights of patients. The participants are invited to reflect on the list of rights and to share their own experiences with them (Activity 2). The next activity introduces the opportunities provided by digital platforms for improving access to health services. The practical part includes the demonstration of a platform for making appointments with medical specialists online (Activity 3). In order to adapt the session to another topic or country context, instructors should choose and present a digital tool that fits the purposes of the training.

The session ends with a presentation of the activities of the next phase of the intervention and a closing exercise.

Learning objectives

Goal of the session: To improve the access of the OLs to e-services (e-platforms, applications) and to empower them to help their peers use those resources.

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

Table 13. Contribution to Actions' Learning Objectives

Evaluate & create	
7c) To advocate for digital participation, digital citizenship, rights and responsibilities	

Activities

The session *E-health shortcut to rights and services* is structured as follows:

Table 14. Session 5. E-health shortcut to rights and services. Example for session programme

Timing	Plan of the session
10 min	Activity 1. Welcome and short review of the previous session
20 min.	Activity 2. Introduction game: My rights as a patient
50 min.	Activity 3 How to improve access to services through technologies- Superdoc
20 min.	Activity 4. What is about to come?– Online activation
20 min.	Activity 5. Closing the training

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

Activity 1. Welcome and short review of the previous session

Time	10 min.
Aims and approach	To warm up the participants for the next activities To make a bridge between the new topic and the previous one To consolidate the knowledge from the previous session
Tools and equipment	<ul style="list-style-type: none">• Flipchart• Marker
Preparation	The chairs are arranged in circle in order the participants to have eye contact and to be able to hear each other well. Make sure you have the group contract on the wall

Step by step

Step 1. Welcome the participants:

Step 2. Repeat the main messages from the previous session:

- To share a story online, it is not necessary to have a lot of skills or special knowledge.
- Each user of Facebook has experiences with sharing visual content with their audience.
- Sharing information and content online has never been so easy: all you need is your smart phone and access to the Internet, an idea and desire to serve your community.
- Always use THINK model when you create your own content, or when you repost content in social media.

Step 3. Introduce the new topic for the day: *E-health shortcut to rights and services*



It might be a good idea to invite the participants to share if they talked with their friends about what they did the previous session and to share their reactions.

Source:

Adapted from HESED training practice



Activity 2. Introduction game: My rights as a patient

Time	20 min.
Aims and approach	To provide information about the rights as patients To reflect on civil rights
Tools and equipment	<ul style="list-style-type: none">• Flipchart• Marker• Handout 6 “My rights us a patient”.
Preparation	The chairs are arranged in circle in order the participants to have eye contact and to be able to hear each other well. Make sure you have the group contract on the wall

Step by step

- Step 1. Ask the participants to work with handout 6 “My rights us a patient”.
- Step 2. Read aloud the statements one by one.
- Step 3. Discuss with the group each of the rights and find out which one is fake



The activity could be provided as work in couples.

Source:

Adapted from HESED training practice



Activity 3 How to improve access to services through technologies - [Superdoc](#)

Time	50 min.
Aims and approach	To demonstrate how technologies could improve access to medical services To increase the skills in using online services
Tools and equipment	<ul style="list-style-type: none">• PPP “<i>E-health shortcut to rights and services</i>”• Tools to share the PPP• Access to internet
Preparation	The chairs are arranged in circle in order the participants to be able to see the presentation Be aware that most of the platforms require a username and password. Creating an account for the online platform should be a part of the demonstration. For this reason, an e-mail address should be used. Think about the e-mail you will use during the demonstration.

Step by step:

Step 1. Provide information about how e-services could improve the access to rights and services of the young people from disadvantaged groups using the presentation ***E-health shortcut to rights and services***

Step 2. Provide information about [Superdoc](#).

Step 3. Demonstrate how to make an appointment with a medical specialist through the platform.

Step 4. Discuss with the group:

- Do you believe that using the e-health platform could be useful you and your peers?
- Will you use the platform?
- Will you tell your friends about the platform? Will you recommend it?

Source:

Adapted from HESED training practice



Activity 4. What is about to come? – Online activation

Time	20 min.
Aims and approach	To inform the participants about the next stage of the program To help the Opinion Leaders plan their online activities
Tools and equipment	Handout 7. Planning the online activities PPP “E-health shortcut to rights and services” – online activation
Preparation	The chairs are arranged in circle in order the participants to be able to see the presentation

Step by step:

Step 1. Inform the group that the first stage of the program is about to be over, but the second, and more excited part is about to start!

Step 2. Explain to the group what is about to come next using the presentation **Online activation**

- One individual meeting to plan the online activities
- Three group meetings to review the online activities and to plan the activities for the next month
- A group chat to support each other and share ideas
- 12 online publications for each one of the opinion leaders in the social media

Step 3. Explain to the group the tool for planning the online activities as well as your role as a mentor and supervisor during the process



In order to be sure that the opinion leaders will be active, you should provide them with some support facilities to help them stay active online and keep their motivation high:

1. Make an individual meeting with each one of the opinion leaders and make a posting plan for each week:
2. Organize a group chat in which the Opinion Leaders can share ideas for digital content and receive feedback from you and their fellow leaders. Remind the opinion leaders that they have to post content every week.
3. Be available for questions and support at any time.
4. Follow the Opinion Leaders on all of their social networks.
5. Provide feedback for every piece of content that the Opinion Leaders post online.



Activity 5. Closing the training

Time	20 min.
Aims and approach	To close the training To resume the experience of each one of the participants To evaluate the training
Tools and equipment	Flipchart Marker
Preparation	The chairs are arranged in circle in order the participants to have eye contact and to be able to hear each other well

Step by step:

Step 1. Announce the end of the training

Step 2. Ask each one of the participants to answer the question: What am I taking away from this training? And if I could give a name to this group, I would name it....

Step 3. Together with the group choose one of the proposed names

Step 4. Express your gratitude for the participation, share your own feelings if appropriate.

Step 5. Make an arrangement about the next meeting – next month.

Step 6. Holding hands make a circle and say out loud the name of the group.

Source:

Adapted from HESED training practice



Appendix 1. POL description and main principles

1. Main principles of the POL model

- Intervention is directed to an identifiable target population in well-defined community venues and where the population's size can be estimated.
- Ethnographic techniques are systematically used to identify segments of the target population and to identify those persons who are most popular, well-liked, and trusted by others in each population segment.
- During the programme, 15% of the target population found in intervention venues is trained as POLs.
- The programme teaches POLs skills for initiating HIV risk-reduction messages to friends and acquaintances during everyday conversations.
- The training programme teaches POLs characteristics of effective behavior change communication messages targeting risk reduction attitudes, norms, intentions, and self-efficacy.
- Groups of POLs meet weekly in sessions that use instruction, facilitator modeling, and extensive role play exercises to help POLs refine their skills and gain confidence in delivering effective HIV prevention messages to others.
- Groups are small enough to provide extensive practice opportunities for all POLs to shape their communication skills and create comfort in delivering conversational messages.
- POLs set goals to engage in risk-reduction conversations with friends and acquaintances in the targeted population between weekly sessions.
- POLs' conversational outcomes are reviewed, discussed, and reinforced at subsequent training sessions.
- Logos, symbols, or other devices are used as "conversation starters" between the POLs and others.

2. Phases of the intervention

The model's implementation has four phases. Each of them is crucial for the success of the intervention.



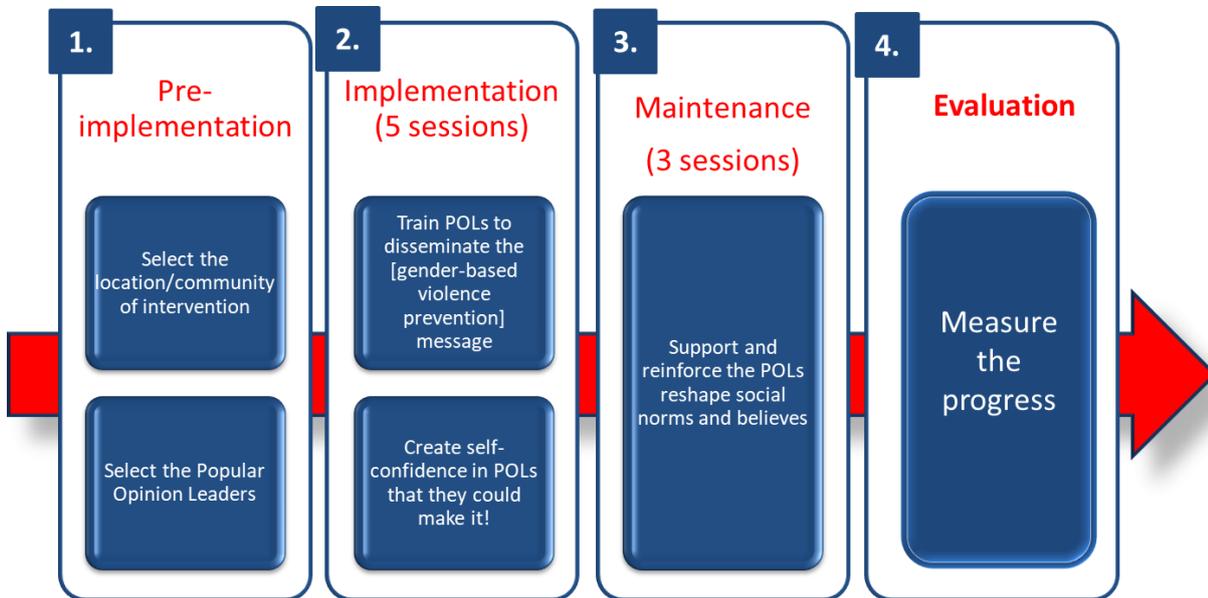


Figure 4 POL. Phases of the intervention

2.1 Pre-implementation

The background rationale of POL is to use the resources of well-structured communities. An important facilitating factor for its implementation is identifying the community's structure, communication channels, and its key gatekeepers. POL will then build on and integrate the ongoing approaches of community work and outreach, mediators, peers.

The main purpose of the pre-implementation phase is to identify a sub-group within the community that can be involved in the intervention and to select the POPs who can be empowered to influence the change.

Identification of sub-group within the community

Planning for this stage is very important, especially for teams and organizations with no experience in the community in which the intervention is planned to take place. In this case, the preliminary exploration of the situation is crucial to the successful planning of the intervention.

Reliable information can be collected through focus groups and/or key informant interviews. Depending on the level of knowledge about the concrete community, one or both of these methods can be applied.

Selection of the Popular Opinion Leaders

The second key task crucial to the successful implementation of POL model is the selection of the natural popular opinion leaders. Five approaches can be used for the purposes of the selection:

1. Recommendations of the community leaders or gatekeepers.
2. Observations made in the venues.
3. Information based on prior programmes youth organizations have conducted in the community.
4. Advice or surveys of target population members to identify the most popular persons.
5. Key informants' interviews.
- 6.

1.2. Implementation (5 sessions)

POL is a group training model that is built up of 5 main steps. Each one of them is very important for the intervention: they form the frame by setting the main goals that need to be achieved in order to change individual behavior and community norms. The intervention is built on changing the attitudes of the young opinion leaders/role models, motivating them to influence the attitudes and thus the behavior of their natural social networks, and forming their communication skills in order for them to implement the role of a change catalyst.

The most important task of the intervention is to change the attitudes of the popular opinion leaders. The attitudes refer to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence on behavior. While attitudes are enduring, they can also be changed by influencing the three levels of which they are composed: the **cognitive component** (thoughts and beliefs about the subject), the **affective component** (how the object, person, issue, or event makes us feel), and the **behavioral component** (how attitudes influence our behavior).

1. The first of the five steps aims to provide information on the issue. Raising awareness of the problem is the first and very important step towards winning young people's collaboration for the implementation of the community intervention. This step answers the question: "WHAT is the problem?".
2. The second step is to understand the individual perception of the issue. At this stage, it is important to explore the young person's personal experience related to the issue, and the social norms and roles that formed those perceptions. The question that needs to be answered here is: "HOW does it make me feel?".
3. The third step aims at building the intention. It is important for the young person, at this stage, to have already achieved the understanding that there is a gap between the real situation and the desired one, and to build an intention to change it. The question addressed by this level of the intervention is: "WHAT should be done?".
4. The fourth step is to plan the change. Usually, this is the time when the young opinion leaders plan the conversations they need to perform, make the lists of friends they will talk with, and create the main message they want to transmit. The main question at this stage is: "HOW to do it?".



5. The last step is building the self-confidence the opinion leaders need to make the change. Usually, confidence is built through role plays and realistic scenarios that help the young opinion leaders to answer the possible objections of their friends and to be ready to provide reasonable and reliable information to support the desired behavior. The main question here is: “HOW to convince others to adapt the new behavior?”.

1.3. Maintenance

This phase of the intervention contains a few supporting sessions with main tasks to support and reinforce the POLs in reshaping social norms and beliefs.

The supporting sessions take place every month after the end of the main training. They provide a safe place for the young opinion leaders to share their experiences and the challenges they met when talking with their peers about the topic.

The structure of the sessions is very similar to the sessions from the implementation phase but **focuses only** on the reporting of the conversations conducted with the friends from the social network, the main challenges and estimated achievements of each of the POLs during the period, and suggestions on how to improve the conversations in order to optimize the effect of the intervention.

1.4 Evaluation

The main task of the evaluation phase is to measure the progress. The effectiveness of POL is measured by qualitative and quantitative methods.

The quantitative evaluation comprehends the scope and the intensity of the intervention. During the implementation period, the participants are required to talk with their friends on the topics of intervention. The quantitative indicator for successful implementation is the number of the conversations with the members of the social networks during the period.

Qualitative evaluation regards the change in two components:

- Behavior change: during the intervention the leaders report the conversations they have had with their friends regarding the change of the behavior, which is indicative about the change in the networks. They report how many conversations they have performed, what kind of rejections they had to deal with etc.
- Group dynamics: during intervention and supervision sessions, a professional analysis is done for the progress of the group as a whole and for each of the participants individually.
- “Trainer logs“: the group facilitator is obliged to fill out a training log, reflecting the main development of the group’s process and dynamic.

Appendix 2. What did the young people tell us?

Access to Internet

Most of the participants shared that they do have access to internet, and that they use it mainly through their phones. Some of them stated that they have a computer / laptop, but rarely use it. During the conversation it became clear that everyone uses the Internet and TV. It was difficult for the young people to point how much time they spent on the Internet. There were answers such as: "Whenever I have free time", "Every day is different" and "If I count the (SMART) TV, then 12 hours a day". Part of the difficulty in determining time comes from the fact that mothers with young children use the Internet to engage their child's attention, making its use almost non-stop during the day. Another difficulty came from the fact that respondents use social media in between their other activities and find it difficult to set aside time for the Internet and other activities. But in general, all respondents answered that they use internet every day for at least one hour.

Online Activities

Facebook was mentioned by all participants both as the main media platform on which they maintain a personal profile, and as the platform that they mainly and most often use on the Internet. Other sites that were listed were:

- Ticket
- Viber
- Youtube
- Messenger
- Google
- Instagram
- WhatsApp

They use google mainly to search information about games, movies (Turkish sitcoms), and TV series (also Turkish). Another use they pointed out is for shopping, mostly of clothes and shoes. 3 of the 5 participants shared that they had booked a holiday online last year.

Most of the respondents pointed that they use internet to be in contact with their relatives and friends who are abroad.

Young mothers use internet for shopping – cloths and shoes for the children and the family. But they also like to buy accessories for beauty (cosmetics) and home – carpets, curtains, plates.

Seven from the participants pointed out that they are believers and watch videos and content related to their Christian beliefs – prayers, songs, and sermons.



Search for information

Besides the use of social media, participants search for information on Google. Here are the main topics they listed:

- Translation of words
- Search for routes
- Reservation of hotels for rest
- Movies, TV series, leisure entertainment
- Search for phone numbers
- Recipes
- For treatment
- Diets
- Recipes for beautification

Only one young person pointed out that she searches for jobs through the internet.

When asked if they search for information about raising children, most the participants stated that they did not look for such information on the Internet. Only one participant shared that she follows groups of mothers on Facebook, and that she finds the information shared there useful. Regarding the pandemic, vaccines and other topical issues, they did not appear to actively search the Internet, but said that information "came out" of social media.

Emotional wellbeing:

Most of the participants share that they feel confident online. One of the participants' spontaneous reactions to this question was, "I can tell how I feel when I'm not using the Internet - it's like I'm isolated from the world." All the other participants agreed with her and described their experiences as addictive. Here are a few more remarks in response to the question:

- "If I'm not online, I constantly feel like I'm missing something"
- "The Internet is like a drug"
- "I can't do without the Internet"
- "It's worse than cigarettes"
- "We are gossips and love to watch others do what they do."

The examples for bad behavior pointed out by the young people:

- Malicious comments under photos and profiles:
- Internet harassment by creating a fake victim profile and posting nude photos or other embarrassing material
- Another form of harassment through a fake profile is the creation of a profile of a couple with foreign partners (for example, a profile of someone's husband with another woman)

- Mocking videos
- "Hacking" profiles on social networks and using them to obtain information about bank accounts, etc.
- Sending viruses

Most of them shared that they had experiences with bad behavior online.

Some of the mothers pointed out some popular examples for bad behavior that became popular through Tik-Tok and endanger people's lives, such as children swallowing magnet pellets (this was an issue that was widely discussed in the recent weeks because some children were treated in hospital after they swallowed magnet pellets). Another similar example is a video with children laying down on footpaths in traffic.

Most examples of good things that are done with the help of social media / websites, etc. were related to donation campaigns and charity for various causes. Only one of the participants pointed out the opportunities for communication and finding useful information as an example of good things that can be done online.

Some of the young people shared that they feel frustrated that they cannot use some of the online platforms because they find the access difficult. As an example, they pointed out the platform for registering children for kindergartens in Sofia.

Conclusions

The results of the focus groups confirmed our assumption that the young mothers are consumers of digital content and that the main purpose of their internet use is entertainment and social contacts.

They are very exposed to disinformation and fake news and lack health literacy and critical thinking for competent decision making on health issues based on information gained online.

The young mothers are exposed to negative experiences online and need to improve their digital skills to improve their online wellbeing.

The main social media platform they use is Facebook, and this is the main communication channel that could be used for their online activation.

