Thematic toolkit of Digital Literacy

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EntrepreNEETs concept

EntrepreNEETs is an Erasmus Plus co-funded initiative in the field of youth that aims to empower young female NEETs (or explained – young people Not in Education, Employment, or Training) by providing them with entrepreneurial skills in the fields of social entrepreneurship, intercultural communication, project management and digital, and Information and communications technology skills. Therefore, it aims at combatting the following two aspects: the overrepresentation of women in the NEET category and their underrepresentation as entrepreneurs. The main strategy that is going to be implemented to accomplish this goal is to provide youth workers with tools based on non-formal education. Thus, the project will be the exchange of good practices, aimed at producing a toolkit that can be used across the EU in fostering entrepreneurship. It will do so by employing Entrepreneurship as a Competence framework, working on the 3 competencies it defines: ''ideas and opportunities'', ''resources'' and ''into action''. The EntrepreNEETs aims at inspiring young female NEETs to pursue a career in the entrepreneurial world and by adapting it to their specific local context.

To summarise, the project's objectives are:

1. Development of entrepreneurial skills of female NEETs;

2. Decrease the number of women belonging to the NEET group;

3. Increase the number of female entrepreneurs;

4. Increase the teaching capabilities of youth workers in the field of entrepreneurship.

The long-term end result of EntrepreNEETs is the development of entrepreneurial skills of young women belonging to the NEET group, and, therefore, to increase their social inclusion and their employability. The collection of good practices from the Consortium of partners in initial research will lead to the creation of a toolkit that will be able to be deployed in any youth organization working with a similar target group. The tangible results, which will be developed through a mix of non-formal educational methods will be as follows:

1. A report based on cross-country research regarding the European good practices in regard to teaching entrepreneurship and working with NEET group.

2. Thematic toolkits for entrepreneurial competencies. The group of youth workers will be trained in the usage of the toolkit during a joint staff training, and later they will use it to educate a group of young women during the blended mobility of young people.

EntrepreNEETs ultimate main target group are female NEETs aged 15-29. The needs of this group will be addressed by providing educational tools to youth workers that work with them. Therefore, the youth workers will be the second target group of the project.

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Find out more about the **EntrepreNEETs** project at social media: https://www.facebook.com/entrepreneets

Thematic toolkits for entrepreneurial competences

The present edition is one of the four thematic toolkits, incorporating the best practices identified during the research phase. These toolkits are practically evaluated by youth workers during joint staff training and adapted, based on their recommendations, as well adapted for a do-it-yourself, non-formal approach, allowing them to be utilized by NEETs independently. All toolkits include tools and activities based on non-formal education, as this method is proven to be truly effective in gaining practical skills and knowledge. The topics of the editions are as follows:

Toolkit	Responsible partner
Thematic toolkit of social entrepreneurship	L'ORMA
Thematic toolkit of intercultural communication	ADEL
Thematic toolkit of digital literacy and ICT skills	Nest Berlin
Thematic toolkit of project management	BSDA

Who can benefit from the EntrepreNEETs toolkits?

1. **Youth workers**

A youth worker is a person who helps young people with their personal, social and educational development in an informal setting using educational processes, care and leisure approaches.

2. **Female NEETs**

A female NEET is a young woman who is not currently in education, employment, or training. The term NEET is typically used to refer to individuals who are not actively engaged in any of these activities and may be considered at-risk for social and economic challenges.

The present toolkits are one of the main instruments to achieve the objective of the EntrepreNEETs initiative, since they will be the primary tool for developing the entrepreneurial skills of female NEETs, as well as to provide guideline for the youth workers working with NEETs, to improve the quality of training activities that they conduct.

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EntrepreNEETs State of art

NEET stands for "Not in Education, Employment, or Training. It is a term used to describe young people who are not currently participating in any form of education, employment, or training. This can include high school dropouts, unemployed or underemployed individuals, or those who have left the workforce for an extended period of time. NEETs can be a concern for governments and policymakers, as they may be at risk of social and economic marginalization.

According to the data of Eurostat, young people neither in education, employment, or training (NEETs) in the EU represented 16.4% of the 20-34-year-olds in the European Union in 2019. There are important differences in national averages between the states, with the highest percentage being observed in Italy (27.8%). This youth inactivity, although not a new phenomenon, has important impact on European economies and on the well-being of the individuals. The variable rates of NEETs in the EU-28 can be attributed to cyclical economic factors, but there is also a structural problem, since the labour market discriminates against low-qualified profiles. The crisis in the labour market created due to the COVID-19 pandemic deteriorated the situation even further, leading to the skyrocketing youth unemployment in most European countries (Tamesberger and Bacher, 2020: COVID-19 crisis: how to avoid a 'lost generation'). Additionally, the available education and formation opportunities are not well adjusted to the needs of NEETs or young people in general.

The data regarding the European NEETs suggests that women in particular are at risk of becoming a part of this group. According to Eurostat's data for 2019, in all member states of the European Union, the percentage of women in the age range 20-34 classified as NEET was higher than the percentage of men, with the average being 12.2% for men and 20.8% for women (over 70% higher). In some cases, the difference was significantly higher, for example in Slovakia: 10.4% of men versus 29.5% of women. Eurostat identified a number of factors that may cause this difference, which include social conventions attributing a higher importance of women's roles within families, careers advice directing women into a relatively narrow range of professions, and issues related to the labour market, like employers being more willing to hire young men over young women and the problems with assimilation at work that some women face after childbirth. These factors may prevent European women from realising their professional potential.

The gender gap is visible not only in the professional inactivity, but also in the area of entrepreneurship. According to the report "Statistical Data on Women Entrepreneurs in Europe" prepared by the European Commission, in 2012 in 28 member states of the EU, women composed 31% of entrepreneurs. Their entrepreneurship rate, which is the percentage of entrepreneurs in total active labour force, was 10% compared to 19% for men. Considering that the sum of experiences unique to each individual can lead to innovative business ideas, this difference can be understood as a significant unfulfilled potential.

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The inequalities described above were the main reason why this project has been created. Project team aims to contribute to the well-being of European women by providing them with skills and tools that will allow them to thrive and use their creative potential in its fullest.

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EntrepreNEETS educational portfolio

Digital literacy means having the skills you need to live, learn, and work in a society where communication and access to information is increasingly through digital technologies like internet platforms, social media, and mobile devices.

Communication is also a key aspect of digital literacy. When communicating in virtual environments, the ability to clearly express your ideas, ask relevant questions, maintain respect, and build trust is just as important as when communicating in person.

You'll also need **practical skills** in using technology to access, manage, manipulate, and create information in an ethical and sustainable way. It's a continual learning process because of constant new apps and updates, but your future self will thank you if you keep your digital life in order!

Digital literacy is important now, while you're a university student. It'll also be important in the future when you enter the **professional** world. In your workplace you'll be required to interact with people in digital environments, use information in appropriate ways, and create new ideas and products collaboratively. Above all, you'll need to maintain your digital identity and wellbeing as the digital landscape continues to change at a fast pace.

An example of digital literacy is knowing how to use social media in a safe and effective way. That means knowing not to post sensitive information, being aware of cyberbullies and scams and being careful not to post identifying information.

What are the principles of digital literacy?
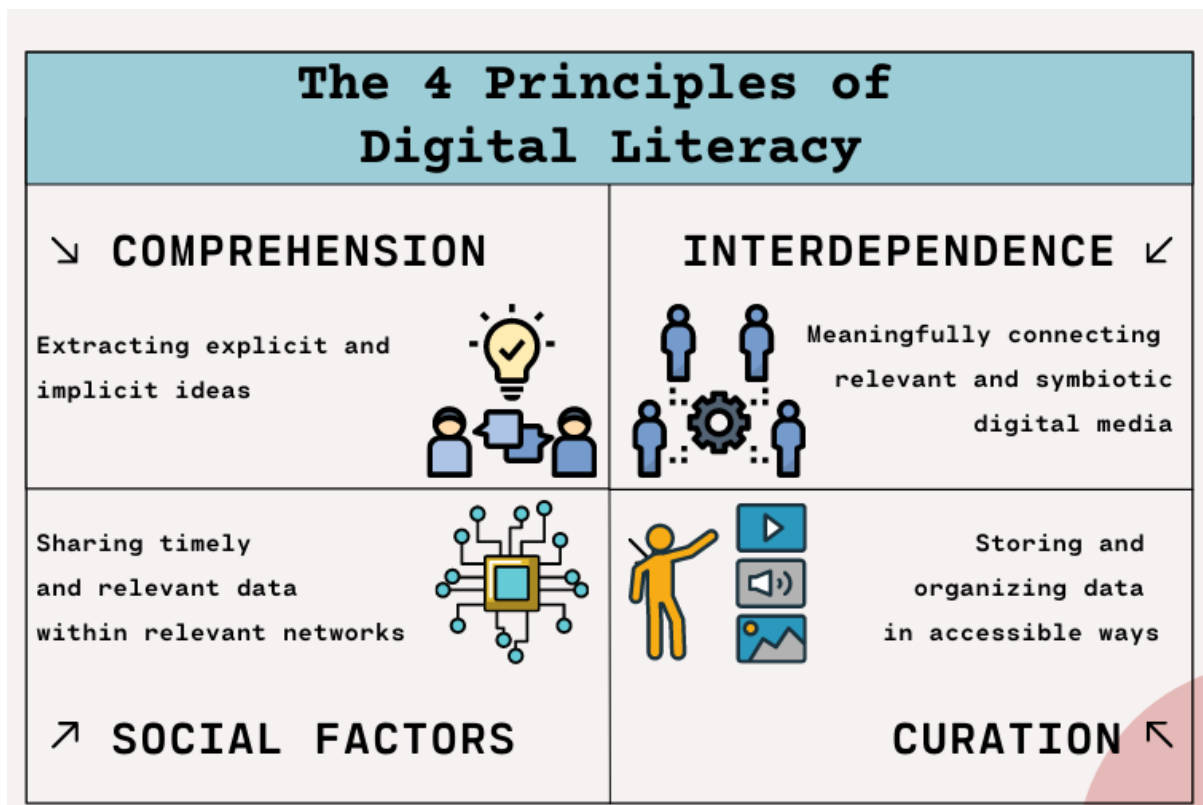
Literacy: is the ability to make sense of something, often generalized as the ability to read and write. In many ways, reading is reading, media is media, but in the same way a play places unique comprehension demands on a reader compared to a poem or a letter, so do digital media compared to classic media forms. In the 21st century, new literacies are emerging and digital media forms allow communication to be more nuanced than ever before.

Digital Literacy: is about being able to make sense of digital media. This occurs through meaningful and sustainable consumption and curation patterns that improve an individuals potential to contribute to an authentic community. This includes the ability to

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analyze, prioritize, and act upon the countless digital media 21st century citizens encounter on a daily basis.

4 Principles of digital literacy

1. Comprehension

The first principle of digital literacy is simply comprehension–the ability to extract implicit and explicit ideas from a media.

2. Interdependence

The second principle of digital literacy is interdependence–how one media form connects with another, whether potentially, metaphorically, ideally, or literally. Little media is created with the purpose of isolation, and publishing is easier than ever before. Due to the sheer abundance of media, it is necessary that media forms not simply co-exist, but supplement one another.

3. Social Factors

Sharing is no longer just a method of personal identity or distribution, but rather can create messages of its own. Who shares what to whom through what channels can not only determine the long-term success of the media, but can create organic ecosystems of sourcing, sharing, storing, and ultimately repackaging media.

4. Curation

Speaking of storing, overt storage of favoured content through platforms such as **Pinterest**, pearltrees, pocket and others is one method of "save to read later." But more subtly, when a video is collected in a YouTube channel, a poem ends up in a blog post, or an infographic is pinned to Pinterest or stored on a leanest board, *that* is also a kind of literacy as well–the ability to understand the value of information, and keep it in a way that makes it accessible and useful long-term.

Self-learning activities are a great way to improve your skills and knowledge in project management. Some examples of self-learning activities include reading books and articles, taking online courses, participating in webinars and workshops, and working on personal or professional projects. By actively engaging in these activities, you can gain a deeper understanding of project management concepts, tools, and best practices, and apply them to your own work. Additionally, self-learning activities can help you stay current with the latest industry trends and developments and enhance your career prospects.

Name of the educational activity	**Simulation Game** Participants will take the role of journalists, who must prepare the front page of their newspaper. The front-page should aim to promote the idea of digital citizenship and explain the profile of digital citizens.
Aim of the educational activity	• Learn about digital citizenship. • Understand the concepts of digital citizenship and digital citizens; • Learn and be able to identify the job of journalist and how to create their news; • Improve their communication skills both online and offline; • Enhance their critical thinking skills.
Time of the educational activity	90 min
Methods used in the educational activity	• Lecture: To introduce the topic and provide an overview of project planning • Discussion: To facilitate group participation and engagement • Role Play: To give participants an opportunity to work in teams and apply what they have learned and immitate a level of role play • Interactive exercises: To reinforce learning and keep participants engaged

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Materials	- Laptops (one per group) with access to Microsoft word - Enough space and tables for a group of up to 24 people - Pictures in online format (in the annex) - If access to laptops is not possible or you prefer to do the activity offline, using printed images, flipchart, etc., you will need: - Printed set of 25 pictures related to digital citizenship, printed on sizes A5, A6, and A7 (in the annex) - Large sheets (A3) or flipcharts - Notebooks for taking notes - Pens and markers - Scissors and glue
Instructions about the educational activity	- To deliver this activity you will need to: - Prepare all required materials; - Ensure space and tables for all the groups; 4 Active Citizens - Digital Citizens - Print the set of pictures following the number of the groups (if laptops are not available); - Set the tables according to the groups and leave on each of the tables the required material for the implementation of the activity; - Invite the participants and divide them into groups of 4-5 people; - Introduce the activities and start implementing the activity **Description:** - Step 1: Preparation The first step towards the implementation of this activity is to follow the preparation instructions, read all the available materials and get ready for realising the activity. - Step 2: Introduction After you have prepared the space, distributed the necessary materials and divided the groups, you will need to proceed with a brief introduction to the activity. Explain to the participants that they have to imagine they are journalists working for the local newspaper. Each group of participants will be working for a different newspaper and all of them will need to develop a front page focused on digital citizenship and digital citizens. Show the participants all of the available material and encourage them to collaborate as much as possible whilst working as a journalistic/editorial team. - Step 3: Theoretical overview Using the additional resources attached to this activity, provide a brief theoretical overview of the concept of digital citizenship. During this session, participants should take notes which will then be used for the creation of their front page.

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	- Step 4: Implementation of the activity Participants will have 30 minutes at their disposal to develop their digital citizenship front pages using the pictures, notes, and all materials provided. Before finalising the front page, they should agree on a name for their newspaper and divide roles and responsibilities among the group members in preparation for the next step, the presentation.
	- Step 5: Presentation Each group will present their work to the other participants, explaining the process of development and the main ideas. Give around 5 min. to each team.
	- Step 6: Debriefing session Following the debriefing questions use the remaining 20 minutes of the activity as an open discussion. This will provide the opportunity to answer any doubts or questions that may arise.
Learning outcome	• Work on critical thinking enhancement • To be able to develop a new method of communication online and offline • Raising awareness about digital citizenship • To be able to discuss with your peers and trainer the topic of digital citizenship
Verification and evaluation	• How did each group organise their work? • How were the responsibilities and roles divided? How did they choose which person will occupy each role assigned? • Did the group have a leader or did everyone participate equally in the decision-making process? • Did the groups explain completely the concept of digital citizenship on their front page? • Do the groups feel that they have added all the information on their front pages or is anything missing? If something is missing, what is it? • Did the groups include information from the theoretical session? • Do the front pages differ widely from one another? If yes, in what way?
Materials used in this educational activity (manuals, guides, website, etc.)	https://www.youtube.com/watch?v=yfZN4_gP5kQ https://www.youtube.com/watch?v=mbbuLFUSd0A
EQF classification level	**Levels 3 - 5**

European Entrepreneurship Competence Framework (EntreComp)	● Area: Into Action
	  o Competence: Taking the initiative
	  o Competence: coping with ambiguity, uncertainty and risk

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- Area: ideas and opportunities
  - Competence: Spotting opportunities

Name of the educational activity	**Posters Creation** Participants will discuss and develop a flyer or poster which will be used to detail what participants know about being a responsible digital citizen.
Aim of the educational activity	• Learn about digital citizenship; • Understand the responsibilities of a digital citizen; • Widen awareness regarding what someone needs to know to be a responsible digital citizen; • Improve their communication and teamwork skills; • Enhance their critical thinking skills.
Time of the educational activity	90 min
Methods used in the educational activity	• Lecture: To introduce the topic and provide an overview of project execution • Simulation: To give participants an opportunity to practice executing a flyer creation • Role-playing: To simulate real-life scenarios and encourage critical thinking • Brainstorming: To encourage creative problem-solving • Interactive exercises: To reinforce learning and keep participants engaged
Materials	• Poster sample • Flyer sample • Laptops (one for each group) with access to the internet If laptops are not available: • Paper • Large sheets (A3) or flipcharts • Pens & Pencils • Markers, crayons, paints • Scissors • Glue • Stapler • paperclips
Instructions about the educational activity	• To deliver this activity you will need to: • Purchase all required materials; • Print the poster & flyer samples; • Ensure space and tables for all the groups;

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- Set the tables according to the groups and leave on each of the tables the required material for the implementation of the activity;
- Invite the participants and divide them into groups of 4-5 people;
- Introduce the activities and start implementing the activity

Description:

- Step 1: Preparation The first step towards the implementation of this activity is to follow the preparation instructions, read all the available materials, and get ready for realising the activity.
- Step 2: Introduction After you have prepared the space, distributed the necessary materials and divided the groups, you will need to proceed with a brief introduction to the activity. Explain to the participants that the task of each group will be to develop a poster or a flyer using Canva (https://www.canva.com/) (or if laptops are not available, the materials found on the table). The posters / flyers should raise awareness regarding digital citizenship; specifically, what it takes to become a responsible digital citizen.
- Step 3: Theoretical overview Using the additional resources attached to this activity, provide a brief theoretical overview of the concept of digital citizenship. During this session, participants should take notes which can be used for their posters/flyers. Indicative time: 15 min.
- Step 4: Implementation of the activity The groups will have 30 minutes at their disposal to develop the posters/flyers using the notes taken during the theoretical overview and the material provided.
- Step 5: Presentation Each group will present their poster/flyer to the rest of the participants. They should also explain the process they have followed to reach the result. Give around 5 min, per group for the presentation.

Step 6: Debriefing session Following the debriefing questions use the remaining 15 minutes of the activity as an open discussion. This will provide the opportunity to answer any doubts or questions that may arise.

Learning outcome	- Learning about digital citizenship - Participants will be able to showcase the critical thinking methods - Participants are expected to know about the responsabilities of digital citizenship - To grow their ideas about artistic mthods and little journalism
Verification and evaluation	- How was the activity for you? Did you enjoy the process? - What do you take from this activity, what are the learning points for you from it? - In your opinion, what is most important to being a responsible digital citizen? - Can you describe the profile of a responsible digital citizen? - How else can we raise awareness for digital citizenship?

Materials used in this educational activity (manuals, guides, website, etc.)	https://www.edutopia.org/blog/digital-citizenship-need-to-know-vicki -davis https://www.prodigygame.com/main-en/blog/digital-citizenship/ https://www.youtube.com/watch?v=tZeNr1q5QTU https://gr.pinterest.com/Yugeswarishnan/poster-sample/ (poster sample) https://www.canva.com/flyers/templates/ (flyer sample) https://www.youtube.com/watch?v=fOjN3MWc3Ho (canva tutorial for poster) https://www.youtube.com/watch?v=wrthaLRdw4Y (canva tutorial for flyer) Authors and Contact Author: A
EQF classification level	**Levels 3 - 5**
European Entrepreneurship Competence Framework (EntreComp)	● Area: Into Action o Competence: Learning through experience o Competence: Taking the initiative o Competence: Working with others ● Area: ideas and opportunities o Competence: Valuaing ideas o Competence: Vision

Name of the educational activity	"**Rewrite Your Story**" Case Studies on Cyberbullying
Aim of the educational activity	• To raise awareness about the different types of cyberbullying; • To make participants understand the impact of cyberbullying and think about different solutions to cases of cyberbullying; • To tackle the topic of ethical online behaviour and promote it among the participants
Time of the educational activity	90 min
Methods used in the educational activity	• Lecture: To introduce the topic and provide an overview of successful project completion/closure • Group discussion: To encourage participation and exchange of ideas • Interactive exercises: To give participants an opportunity to practice closing a project effectively
Materials	• Printed case studies (in the annex) • Papers • Pens
Instructions about the educational activity	• To deliver this activity you will need to: • Ensure space and tables for the participants to work in small groups; • Print the case studies in the annex below – 1 case per small group;

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- Set the tables according to the groups and leave on each of the tables the printed case study, together with the questions related to it, pens and papers for the group to write;
- Divide the participants into groups of 4-5 people;
- Introduce the activity following the steps below.

Description:

- Before delivering the session, go through the theoretical background of cyberbullying provided in the resources below, and go through the 5 case studies by yourself.
- You can start the session with a quick brainstorming on what cyberbullying is and what types of cyberbullying exist, so the participants get familiar with the topic, share some insights, etc..
- After the brainstorming, divide the participants in 4 or 5 small groups, so that you have 4-5 people in each group. Give the participants around 30 minutes to go through the case studies and the questions for each case study, and ask them to write down the key points of their discussion, following the guiding questions provided, and adding any relevant insights.
- After 30 minutes, ask the groups to come together and present one by one the results of the discussion.
- As a facilitator, your role will be to give the floor to each small group to present what they discussed and what they think about the concrete case. You will also organise the discussion after the cases are presented and you can give some input from your side, using the information you have about the types of cyberbullying, its impact, the ways in which we can tackle cyberbullying situations, etc.

For the debriefing at the end of the activity, you can refer to the questions below.

Learning outcome	- Participants will be able to identify cyberbulling and it's different types - Participants will show case some cases and the outcomes of cyberbullying on people - think about different solutions to cases of cyberbullying; - participants will be able to expose it from an ethical POV and how to tackle it digitally.
Verification and evaluation	- How was the process for you, the discussion of the case study? - Was the topic something familiar to you? Was it a realistic situation? - What do you think about cyberbullying as an issue, does it have an important social impact, especially on youth? - If yes, how do you think we can minimise this impact? How can we prevent it?

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	What could we do in case of cyberbullying against a person we know? What if we are the victims, how could we react to cyberbullying?
Materials used in this educational activity (manuals, guides, website, etc.)	https://www.esafety.gov.au/young-people/cyberbullying https://socialmediavictims.org/cyberbullying/types/ https://www.stopbullying.gov/cyberbullying/what-is-it https://www.unicef.org/end-violence/how-to-stop-cyberbullying
EQF classification level	**Levels 3 - 5**

European Entrepreneurship Competence Framework (EntreComp)	● Area: Into Action
	  ○ Competence: Learning through experience
	● Area: ideas and opportunities
	  ○ Competence: Ethical and sustainble thinking

Name of the educational activity	**Meditation** Participants will follow a step-by-step meditation process and start exploring mindfulness techniques.
Aim of the educational activity	• Learn about mindfulness; • Learn about the different techniques and methods of practising mindfulness; • Learn about meditation and its importance; • Know how to meditate and control their thoughts; • Be able to show to other people the steps for meditating
Time of the educational activity	100 min
Methods used in the educational activity	• Instructions: To introduce the topic and provide an overview of project monitoring and control • Theoritical: Introduce different materials and content • Group discussion: To encourage participation and exchange of ideas • Interactive exercises: To give participants an opportunity to practice monitoring and controlling a project
Materials	• Enough space for a group of up to 30 people • Pillows or comfortable chairs • Relaxing (meditation) music playing in the background
Instructions about the educational activity	• To deliver this activity you will need to: • Prepare the space and create a relaxing atmosphere; • Play relaxing music in the background;

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- Invite the participants and divide them into pairs;
- Instruct each member of each pair to sit in front of each other;
- Introduce the theoretical part on mindfulness;
- Review the steps that participants need to undertake in order to meditate;
- Start the meditation

Description:

- Step 1: Preparation The first step towards the implementation of this activity is to follow the preparation instructions, read all the available materials, and get ready for realising the activity.
- Step 2: Introduction & Theoretical Overview (30 min) After you have prepared the space, and divided the pairs you will need to proceed with a brief introduction to the activity. Using the additional resources attached to this activity, make a brief theoretical overview of the concept of mindfulness. Then review the different steps of meditation.
- Step 3: Implementation of the activity (60 min) Participants will follow the steps below to start meditating: 1. Focus on your breathing. The most important step of this activity is to relax through your breathing. The most effective technique is the one known as the 4-7-8 breathing technique. Breath in for 4 seconds, hold your breath for 7 seconds, and breath out for 8 seconds. Repeat 3 times. 2. Focus on something specific around you. Think of something that surrounds you or something you touch. It can be a flower, the sun, or a warm cup of coffee on your hands. Feel the energy and think of the feelings that this sensation generates, thank your body for being able to feel it. 3. Reflect on the person you have contacted online. Focus on the person you last contacted online, try to recall the moments you have shared with this person, try to recall how you were feeling when talking online to this person. 4. Reflect on a specific online moment. Think of a specific situation that happened online that made you feel uncomfortable. Reflect on how you managed to get over it and thank yourself for being strong. 5. Think of someone or something who helped you overcome this situation. Reflect on a situation, a person, etc. that made you feel good and overcome the bad experience online. Focus on that moment and appreciate accepting this help. 6. How to be mindful online. In groups of 3-4 persons discuss and write down ways and behaviours that help us to be mindful while using social media. Discuss it with the group,

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	• Step 4: Debriefing session (20 min) Following the debriefing questions, discuss with the participants and answer any doubts or questions that may arise.
Learning outcome	• Participants will know more about meditation and its importance; • Participants will practice how to meditate and control their thoughts; • Praticipants will Be able to show to other people the steps for meditating
Verification and evaluation	Observe interactive exercises and group discussions to ensure that participants have understood the key components of the exercise. Ask participants the following questions to ensure the outcome reaching: • Did you manage to concentrate on your breathing and relax? • Was it easy to focus on specific things and feelings? • What kind of feelings did you have during the meditation process? • How did you feel after the meditation was completed? • Do you think that meditation can help us control and understand our thoughts? Please, explain your answer.
Materials used in this educational activity (manuals, guides, website, etc.)	https://news.harvard.edu/gazette/story/2018/04/less-stress-clearer -thoughts-with-mindfulness-meditation/ https://www.medicalnewstoday.com/articles/324417 https://www.happierhuman.com/mindfulness-exercises-groups/ https://mindfulnessexercises.com/8-mindfulness-exercises-for-beginners/ https://www.youtube.com/watch?v=7-1Y6IbAxdM https://www.youtube.com/watch?v=4Ma0oMofy8U
EQF classification level	**Levels 3 - 5**

European Entrepreneurship Competence Framework (EntreComp)	● Area: Resources
	  ○ Competence: Self-awareness and self-efficiency
	  ○ Competence: Motivation and self-perseverance
	● Area: ideas and opportunities
	  ○ Competence: Ethical and sustainable thinking

Name of the educational activity	Using the internet

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Aim of the educational activity	• basics of searching the Internet; • using Internet resources; • communicate by Internet • Organizing activities with pupils, in which they use Internet resources; • how to use the Internet in intercultural education.
Time of the educational activity	60 min
Methods used in the educational activity	• Lecture: To introduce the topic and provide an overview of project monitoring and control • Group discussion: To encourage participation and exchange of ideas • Interactive exercises (World Cafe) : To give participants an opportunity to practice monitoring and controlling a project
Materials	• Laptop or mobile device with Internet connection
Instructions about the educational activity	Preparation: 1. discussion about the advantages and disadvantages of the Internet 2. theoretical background – searching the Internet 3. practical activity on searching the Internet 4. theoretical background on photos and videos on the Internet 5. practical activities on creating photo albums and on putting videos on the Internet 6. practical activity on using the Internet resources in intercultural education 7. theoretical background on communication via Internet 8. practical activity on designing an activity with pupils, and putting it in practice. **Description:** - Step 1: Preparation The first step towards the implementation of this activity is to follow the preparation instructions, read all the available materials, and get ready for implementing the activity. - Step 2: Introduction & Theoretical Overview (30 min) After you have prepared the space, you will need to proceed with a brief introduction to the activity. Using the additional resources attached to this activity, make a brief theoretical overview of the concept of mindfulness. - Step 3: Implementation of the activity (30 min) Participants should be sited in a circle. The facilitator should pick a person to start the activity. This person will need to think of either a person, an animal or an object starting from the letter "A", once he/she has a word, the person sitting on his/her right continues, by saying the name of a

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	person, animal or object beginning with the last letter of the word that the previous person gave, for example: the first person says 'Apple,' the next person says 'elephant' and the next person says 'table' and so on; until a word cannot be found. - Step 4: Debriefing session (20 min) Following the debriefing questions use the last 20 minutes of the activity to discuss with the participants and answer any doubts or questions that may arise
Learning outcome	By the end of the session, participants should be able to: • What are the pros and cons of the internet, social surviallance, social media, etc. • identify the issues related to communication issues and how to develop a safe space for opinions sharing.
Verification and evaluation	Facilitate a short discussion about the activities using some of the following questions: • What do you think about the activities and the usage of the internet in the classroom? • Have you faced issues related to the ones described in it? • What would you do in order to improve the quality of teaching using digital tools?
Materials used in this educational activity (manuals, guides, website, etc.)	n/a
EQF classification level	**Levels 3 - 5**
European Entrepreneurship Competence Framework (EntreComp)	● Area: Resources ○ Competence: Self-awareness and self-efficiency ● Area: ideas and opportunities ○ Competence: Ethical and sustainable thinking

Name of the educational activity	**Attention Game** An activity implemented by all participants together, which will help them train their minds and their memory.

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Aim of the educational activity	• Learn about mindfulness; • Know how to be an active and mindful member of society; • Know how to respect when others are speaking; • Be able to show to other people how to communicate mindfully.
Time of the educational activity	110 min
Methods used in the educational activity	• Lecture: To introduce the topic and provide an overview of project monitoring and control • Group discussion: To encourage participation and exchange of ideas • Interactive exercises: To give participants an opportunity to practice monitoring and controlling a project
Materials	• Enough space for a group of up to 24 people • Pillows or comfortable chairs
Instructions about the educational activity	• To deliver this activity you will need to: • Prepare the space and create a relaxing atmosphere; • Invite the participants to sit in a circle; • Introduce the theoretical part on mindfulness; • Start the activity. **Description:** - Step 1: Preparation The first step towards the implementation of this activity is to follow the preparation instructions, read all the available materials, and get ready for implementing the activity. - Step 2: Introduction & Theoretical Overview (30 min) After you have prepared the space, you will need to proceed with a brief introduction to the activity. Using the additional resources attached to this activity, make a brief theoretical overview of the concept of mindfulness. - Step 3: Implementation of the activity (30 min) Participants should be sited in a circle. The facilitator should pick a person to start the activity. This person will need to think of either a person, an animal or an object starting from the letter "A", once he/she has a word, the person sitting on his/her right continues, by saying the name of a person, animal or object beginning with the last letter of the word that the previous person gave, for example: the first person says 'Apple,' the next person says 'elephant' and the next person says 'table' and so on; until a word cannot be found. - Step 4: Debriefing session (20 min) Following the debriefing questions use the last 20 minutes of the activity to discuss with the participants and answer any doubts or questions that may arise
Learning outcome	By the end of the session, participants should be able to:

	• How to give a space and time to a fellow worker or individual • identify the issues related to communication issues and how to develop a safe space for opinions sharing • showcase what is mindfulness and how to be able to communicate with a mindful attitude
Verification and evaluation	Ask the participants the following question to validate the outcomes and see what will be the impact of the result • Did you manage to concentrate during the activity? • Was it easy to think fast? • What kind of feelings did you have during the activity implementation?
Materials used in this educational activity (manuals, guides, website, etc.)	https://news.harvard.edu/gazette/story/2018/04/less-stress-clearer -thoughts-with-mindfulness-meditation/ https://www.medicalnewstoday.com/articles/324417 https://www.happierhuman.com/mindfulness-exercises-groups/ https://mindfulnessexercises.com/8-mindfulness-exercises-for-begin ners/ https://www.youtube.com/watch?v=7-1Y6IbAxdM https://www.youtube.com/watch?v=4Ma0oMofy8U
EQF classification level	**Levels 3 - 5**

European Entrepreneurship Competence Framework (EntreComp)	• Area: Resources
	   ○ Competence: Self-awareness and self-efficiency
	• Area: ideas and opportunities
	   ○ Competence: Ethical and sustainable thinking

Best Practices

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Name of the practice	Digital Classrooms
Country of origin	Germany
Brief description	During the pandemic-related school closures in Germany in spring 2020 and in early 2021, the relevance of the family home for student success has come under renewed scrutiny. According to the study "School at a Distance" (Schule auf Distanz), more than half of all teachers surveyed – in particular nearly two thirds of elementary school teachers – feared that the impact of family situations on students' academic performance had grown as a result of shifting instruction to the home, which could potentially exacerbate social inequalities. "German School Barometer Special on the Coronavirus Crisis" (Deutsches Schulbarometer Spezial zur Corona-Krise) said that the effects of social inequality would increase due to differences in support parents could provide. Nevertheless, only 36% – a good third – thought school closures could lead to significant learning delays overall.
Target group(s)	Young People
Key components of project management involved	This project and experiment was self-driven by (Heinrich boell Stiftung) where the main drive to implement such a project was to close link between social background and digital inclusion
Figures, outputs and outcome	This project was aiming to ensure the digital equity in education as it is known now that digital availability of hardware is sufficient. However, digital literacy is the tool for exclusion and marginalization. The outcome is dedicated to five dimensions of digital equity in education 1. Infrastructure: Access to hardware, software and the internet 2. Content: Access to meaningful, high-quality and culturally relevant content 3. Processing: Access to the creation, distribution and exchange of digital content 4. Support: Access to educators who know how to use digital tools and resources 5. Research: Access to high-quality research on how to use digital technologies to improve learning

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	The following are some current views on how to achieve educational inclusion and equity in a digitalized world in Germany, against the backdrop of this model
Key success factors of the initiative	- Effective communication and collaboration: Clear communication and collaboration among teachers, students, and parents were essential for successful remote learning. - Adaptation and flexibility in instructional methods: Successful teachers adapted their teaching methods to the remote learning environment, utilizing online tools and creative strategies to engage students.
Additional information (links, sources)	none
References	https://deutsches-schulportal.de/deutsches-schulbarometer/

Name of the practice	**Stadt-Land-Datenfluss APP**
Country of origin	Germany
Brief description	Our lives are becoming more and more digital - especially in times of the corona pandemic. It is all the more important to know how personal data can be better protected or consciously shared. The new app "Stadt-Land-DatenFluss" provides practical answers to questions about data and digitization
Target group(s)	The app is aimed at anyone who wants to find out more about data and learn more about data usage.
Key components of project management involved	The aim of the app is to strengthen the data competence of users so that they can move safely in a digital world. The application explains fundamentally how new data-supported technologies work and answers the question of how one can consciously share or protect one's data. The German Adult Education Associationdeveloped the app "Stadt-Land-DatenFluss" - funded by the Federal Ministry of Education.
Figures, outputs and outcome	The aim of the app is to strengthen the data competence of users so that they can move safely in a digital world. The application explains fundamentally how new data-supported technologies work and answers the question of how one can consciously share or protect one's data.
Key success factors of the initiative	The main key is the availability of the app usage for all the users whether the none so experienced with digital skill or the very high end developers

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	who know the core of the designing of such apps which gives an inclusion aspect to all the target group and encourage them to be more entangled with updates of such a path.
Additional information (links, sources)	https://youtu.be/hEPLXOJ8oHE
References	https://stadt-land-datenfluss.de/

Name of the practice	**Women and digitalization, Love at a second sight?**
Country of origin	Germany
Brief description	In a male-dominated world of IT and engineering disciplines, women are a minority, and the design of digitalisation remains a male domain. This is due both to the still too low number of female graduates of MINT courses and the lack of women in leading positions in Industry 4.0 sectors. According to the Global Gender Gap Report of the World Economic Forum 2019, for example, only just under a quarter of those employed in the AI sector are women, in Germany even only 16 percent. And women are even rarer in decision-making positions where decisions are made about digitization strategies and concrete applications.
Target group(s)	Women
Key components of project management involved	The idea and study was managed by hochschulforum digitalisierung
Figures, outputs and outcome	Reducing the digital gender gap Access to the internet is become increasingly more available globally, however disproportionately represented in this are low and middle-income countries, as well as older adults, indigenous groups and women. However, as of 2015, it was estimated that 200 million fewer women— some 14% globally — than men owned mobile phones. According to the Bridging the Gender Digital Gap report, the existing gender gaps in digital inclusion "are likely to lead to gender inequalities in many other

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areas, including inequalities in labour markets and less financial inclusion of women."

Opinions on whether men or women are more likely to benefit or suffer from digitisation are divided and contradictory, as there is little research evidence on the subject. Are male or female professions more likely to be threatened by automation and algorithms? Will the compatibility of family and career be improved by making it more flexible or will it tend to deteriorate due to constant accessibility? Which gender is more in need of learning digital literacy, which will soon be required in all professions?

Regardless of how these questions are answered, it is important that women are more involved in researching and shaping digitisation in order to participate in decision-making. The digitised world of work is a design issue, and the impact on people depends on practical implementation, not on technology alone

Key success factors of the initiative	Gender 4.0
	In an online survey of 400 young professionals from Germany (mainly from NRW), it was found that young women are just as open to digital technology as men of the same age. The willingness to use technologies and the positive expectation regarding the advantages of digitalization are strongly pronounced among female young professionals. However, young women have a lot of catching up to do in terms of digital competence - they are less interested in how technology works and are less likely than men to be able to program apps. On the other hand, women use digital technology more intensively than men - young women communicate more often and use digital media for learning. One surprising result of the study is the persistent prejudices regarding women's digital skills that were expressed by men. While young women rate their digital literacy skills as roughly the same as young men, men are much more sceptical about women's skills. Obviously, gender stereotypes are still alive.
Additional information (links, sources)	https://hochschulforumdigitalisierung.de/en/blog/women-and-digitalisation
	https://plan-international.org/quality-education/bridging-the-digital-divide/
	https://www.youtube.com/watch?v=VAqSzEoQeFY&ab_channel=PlanInternational
References	Svetlana Franken (https://hochschulforumdigitalisierung.de/en/gastblog/swetlana-franken)

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- https://www.youtube.com/watch?v=4Ma0oMofy8U
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- https://www.happierhuman.com/mindfulness-exercises-groups/
- https://mindfulnessexercises.com/8-mindfulness-exercises-for-begin ners/
- https://www.youtube.com/watch?v=7-1Y6IbAxdM
- https://www.youtube.com/watch?v=4Ma0oMofy8U
- https://www.esafety.gov.au/young-people/cyberbullying
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- https://www.youtube.com/watch?v=wrthaLRdw4Y (canva tutorial for flyer) Authors and Contact Author: A
- https://www.youtube.com/watch?v=yfZN4_gP5kQ
- https://www.youtube.com/watch?v=mbbuLFUSd0A

ANNEXX

Case Studies on Cyberbullying

| CASE 1 | Michael is a gentle, artistic and creative young boy aged 16. His friends are mostly girls and he does not fit in with the guys at school. |

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He is into photography and doesn't like playing sports, but he likes taking pictures of people doing sports. After he creates an art project with photos of people playing sports, a few of his classmates create a fake profile on social media and start spreading lies about the photos he's taken, making mean comments about him. It makes Michael feel like he does not want to exist anymore.

Questions related to case 1:

1. What type of cyberbullying behaviour does Michael experience?
2. What is the impact of cyberbullying on Michael?
3. If you were a friend of Michael, how could you help him?
4. What steps could Michael take to have the fake profile removed?
5. What could Michael have done differently, to 'rewrite' his story?

CASE 2	Emma is a very good student at school and she does not want to let others cheat on exams with her help, so she is not sharing the right answers to the tests teachers give with others. This makes some of her classmates angry at her and they decide to hack her profile on social media. After they manage to do that, they start sending messages to Emma's contacts that contain false information, mean or sexual comments. Emma doesn't know about that but when she finds out, she doesn't know what to do and she feels horrible. **Questions related to case 2:** 1. What type of cyberbullying behaviour does Emma experience? 2. What is the impact of cyberbullying on Emma? 3. If you were a friend of Emma, how could you help her? 4. What steps could Emma take to solve the situation with her hacked account? 5. What could Emma have done differently, to 'rewrite' her story?
CASE 3	Ivan likes playing online games. When he plays, he is also chatting with the other gamers. He plays well, so several other players team up against him and start sending him threats through the chat, saying that they will find him in real life and will have their revenge. Ivan feels scared and frustrated, he doesn't know how to react. **Questions related to case 3:** 1. What type of cyberbullying behaviour does Ivan experience? 2. What is the impact of cyberbullying on Ivan? 3. If you were a friend of Ivan, how could you help him? 4. What steps could Ivan take to overcome this situation? 5. What could Ivan have done differently, to 'rewrite' his story?

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CASE 4	Andrey, 16 years old, was contacted by someone claiming to be Samantha, 18 years old, on Instagram. She asked him to go to Snapchat so they could exchange sexual pictures of themselves. Andrey sent some nude photos and then was told they'd be sent to all of his contacts unless he paid Samantha 200 EUR. Andrey was shocked by this blackmailing and was not sure what he could do, in order not to have his pictures sent out or posted somewhere online. **Questions related to case 4:** 1. What type of cyberbullying behaviour does Andrey experience? 2. What is the impact of cyberbullying on Andrey? 3. If you were a friend of Andrey, how could you help him? 4. What steps could Andrey take to overcome this situation? 5. What could Andrey have done differently, to 'rewrite' his story?
CASE 5	Mary has a birthday and her friends are asking if she is going to celebrate it. She is fine not to make a party but they insist, she asks her parents and they say she can only invite 10 friends, not more. In the end she invites only 10 people and the rest of her friends and classmates are jealous, since they see posts on social media about the event. Two of her classmates then decide to create memes using her pictures and post offensive comments. Mary doesn't know what to do, gets frustrated, doesn't want to go to school or outside and blames her parents for their decision to invite only a few people. **Questions related to case 5:** 1. What type of cyberbullying behaviour does Mary experience? 2. What is the impact of cyberbullying on Mary? 3. If you were a friend of Mary, how could you help her? 4. What steps could Mary take to solve the situation? 5. What could Mary have done differently, to 'rewrite' her story?

Disclaimer and authors

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For any comment on this document, please contact NGO Nest: office@ngonest.de

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