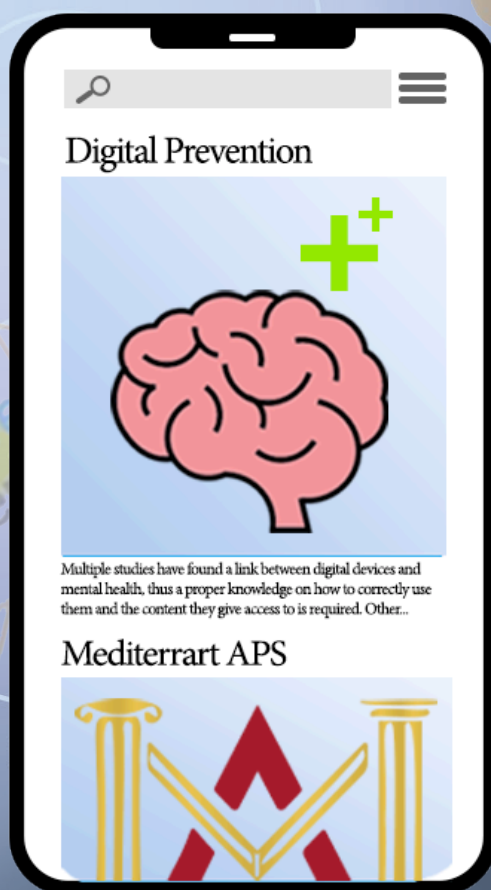


# CYBERMINDFULNESS

## A COMPREHENSIVE TOOLKIT FOR HEALTHY DIGITAL HABITS



# DIGITAL PREVENTION

ERASMUS+ KA2

This tool-kit is published by the DIGITAL PREVENTION consortium, formed by the following organisations:

MediterrArt APS - Italy  
Sunrise Project - France  
Vocea Copiilor Abandonati - Romania  
Creative Center Plovdiv Association - Bulgaria

*Digital Prevention project, funded under the Erasmus+ programme has received funding from the Italian National Agency of Youth under the grant agreement No. 2022-1-IT03-KA210-YOU- 000081984.*

The “Digital Prevention” project aims to address the challenges faced by today’s youth, particularly concerning their **mental health** and well-being in relation to the use of social media.

Recognizing the significant impact of social media on the mental health of young individuals, the consortium has embarked on a mission to develop a tool-kit. This tool-kit will comprise **14 innovative non-formal methods** (though initially we have planned to create 12) designed to assist youngsters in enhancing their mental health and well-being. The primary objective is to **mitigate the negative effects associated with the use of social media.**

The project is supported by **Erasmus+**, and its small-scale partnerships in youth. Erasmus+ plays a vital role in facilitating transnational cooperation, allowing organizations from different European countries to collaborate on projects that address common challenges. In this context, the project aims to tackle the mental health implications of social media use among the youth.



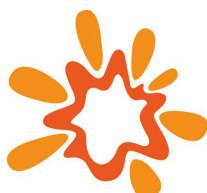
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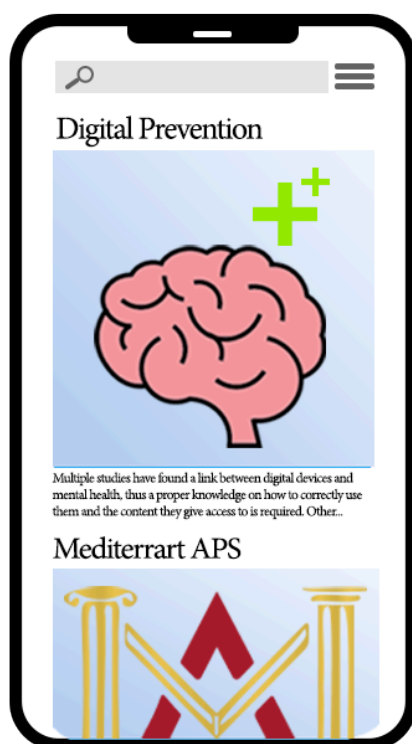
*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*

# MAIN AIM OF THE PROJECT

The primary objective of this initiative is to create a digital toolkit that encompasses 12 innovative methods (in the end we came up with 14 methods) of working with young individuals. These methods, grounded in the principles of non-formal education, aim to be utilized by youth organizations and youth workers to enhance the mental health and overall well-being of the youth in relation to their use of social media.

## Project Objectives:

- *Understand the intricate relationship between young individuals and their digital habits, especially their interactions with social media platforms.*
- *Develop comprehensive methodologies for youth organizations and youth workers to address the challenges posed by the digital age.*
- *Improve the mental health and overall well-being of the youth, ensuring they have a balanced relationship with the digital world.*

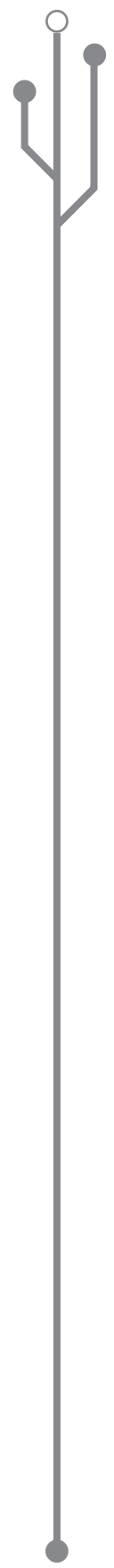


# DIGITAL PREVENTION

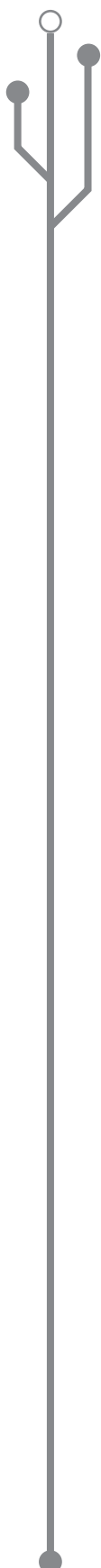
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## INTRODUCTION

In the ever-evolving digital age, our lives are increasingly interwoven with the online world. While this digital immersion brings countless benefits, allowing us to connect, learn, and explore like never before, it also poses unique challenges, especially for the youth who are growing up with screens as an integral part of their daily lives.

### **Purpose of the Toolkit**

“CyberMindfulness: A Comprehensive Toolkit for Healthy Digital Habits” is conceived to address a pressing concern of our times: the impact of digital interactions on the mental wellbeing of young individuals. This toolkit offers youth workers, educators, counselors, facilitators, and all stakeholders involved with youth a comprehensive guide to navigate the complex terrain of digital behaviors and their implications on mental health.

### **Importance of Addressing Youth Mental Health in the Digital Age**

Today's youth are not only digital natives but also pioneers in navigating the vast expanse of the online realm. Social media, online gaming, digital content consumption, and e-learning form a significant chunk of their daily activities. While these platforms offer immense opportunities for personal and intellectual growth, they also expose young minds to issues like cyberbullying, digital peer pressure, screen addiction, and the often distorted portrayal of 'perfect lives', leading to feelings of inadequacy, loneliness, and anxiety.

This toolkit serves as a bridge between the digital world's challenges and the proven strategies of non-formal education, offering methodologies that empower young individuals to foster healthy online habits, build resilience, and maintain a balanced mental state.





## Brief Overview of the 12 Methodologies/Topics

Within this toolkit, readers will find 14 comprehensive educational methods, each dedicated to a unique aspect of digital wellbeing. From understanding the foundational principles of digital literacy to the nuanced art of digital detox, from building online empathy to managing screen time productively, each chapter offers methodologies, activities, and resources curated with precision and care. These methodologies are designed to be adaptable, allowing facilitators to cater to diverse groups or even individual learners. The toolkit emphasizes experiential learning, drawing from real-life scenarios, role-plays, personal stories, and case studies to make the learning process engaging and relatable.



## In Conclusion

As you delve into this toolkit, remember that in this rapidly digitizing world, mental health remains paramount. We hope this resource provides valuable insights, strategies, and tools to foster a healthier digital environment for our youth, ensuring they not only survive but thrive in the age of screens.



## CHAPTER 1

# FOUNDATIONS

## OF DIGITAL WELLBEING

### OVERVIEW OF THE TOOLKIT'S PURPOSE AND OBJECTIVES

The digital age has brought forth both opportunities and challenges for the youth. While the online world offers a platform for expression, learning, and connection, it also presents potential pitfalls, especially concerning mental health and well-being. Recognizing the profound impact of social media on the mental health of young individuals, this project was initiated to address these challenges head-on.

#### *The primary objectives of this toolkit are:*

- **Empowerment of Youth Workers:** equip youth workers and professionals with innovative non-formal education methods, enabling them to effectively guide and support young individuals in navigating the digital landscape.
- **Enhanced Digital Literacy:** provide tools and resources that enhance the digital literacy of professionals, ensuring they understand the nuances of online interactions and the potential mental and emotional implications of digital engagement for the youth they work with.
- **Mitigation Strategies:** Offer methods specifically designed to help professionals counteract the adverse effects of intense social media usage on young individuals, focusing on both mental and physical well-being
- **Collaborative Approach:** foster a collaborative environment where professionals can share experiences, challenges, and best practices related to digital interactions, thereby strengthening their collective approach to addressing digital challenges faced by youth.
- **Continuous Professional Development:** ensure that the toolkit serves as a dynamic resource, allowing youth workers and professionals to stay updated with the latest trends, challenges, and opportunities in the digital realm, ensuring their practices remain relevant and effective.

These objectives aim to ensure that youth workers and other professionals are comprehensively equipped to guide and support young individuals in today's digital age. The tool-kit is focused on an innovative approach: it contains 14 innovative non-formal education methods. These methods are designed to be easily understood and implemented by youth workers in their daily activities with the youth.



## THE IMPORTANCE OF DIGITAL LITERACY AND AWARENESS FOR PROFESSIONALS WORKING WITH YOUTH



The digital age, with its myriad of opportunities and challenges, has reshaped the way young individuals perceive the world, interact with peers, and gather information. For professionals working with youth, understanding this digital paradigm is not just beneficial—it's essential.

Digital literacy for youth workers goes beyond knowing how to send an email or post on social media. It's about comprehending the broader digital ecosystem, recognizing its potential pitfalls, and harnessing its opportunities to benefit the youth. It involves discerning the subtle influences of digital platforms on young minds, understanding the dynamics of online interactions, and being aware of the mental and emotional implications of prolonged digital engagement.

Moreover, as the guardians of the next generation's well-being, youth workers must be equipped to address the challenges that arise from the digital world. This includes cyberbullying, online privacy concerns, and the potential for misinformation. The toolkit emphasizes the importance of proactive engagement, providing youth workers with the resources they need to address these challenges head-on.

In essence, this toolkit serves as a compass for youth workers, guiding them through the digital seas. With its insights and strategies, professionals can ensure that the youth they work with not only navigate the digital world safely but also harness its vast potential for growth, learning, and positive engagement.

## HOW PHONES ARE CHANGING THE MINDS OF YOUTH

Smartphones, while offering unparalleled access to information and connectivity, have also brought about significant changes in the way young minds think, interact, and perceive the world. Recognizing these shifts and understanding their implications is vital for professionals working with youth to provide relevant guidance and support.



- *Instant Gratification: with everything just a tap away, patience levels have decreased, leading to a need for immediate satisfaction.*
- *Decreased Attention Span: constant notifications and the allure of multiple apps have made sustained focus a challenge.*
- *Social Dynamics: the definition of social interaction has shifted, with online friendships and virtual communities becoming as significant, if not more, than real-world interactions.*
- *Mental Health Implications: the constant comparison on social media platforms, cyberbullying, and the pressure to present a 'perfect' life online can lead to anxiety, depression, and other mental health issues.*
- *Learning and Creativity: On the positive side, smartphones offer a plethora of learning apps, creative platforms, and opportunities to explore and express oneself.*

For youth workers, understanding these shifts is crucial. It's not about demonizing technology but about finding a balance and ensuring that young individuals use these tools in ways that enrich their lives rather than diminish their well-being.



## DIGITAL LANDSCAPE FOR TODAY'S YOUTH

The digital world of today is a vast, interconnected ecosystem that has permeated almost every aspect of our daily lives. From the smartphones in our pockets to the smart devices in our homes, the digital revolution has transformed the way we communicate, work, learn, and even entertain ourselves. Social media platforms, online gaming, streaming services, and e-commerce sites are just a few examples of the digital avenues available to users today.

With the rise of the Internet of Things (IoT), even our appliances, vehicles, and cities are becoming 'smart', leading to an unprecedented level of connectivity.

While this digital transformation offers numerous benefits, such as instant communication, access to a wealth of information, and enhanced convenience, it also presents challenges. Issues like data privacy, cyberbullying, and the potential for misinformation have become significant concerns in this digital age.

In the modern era, the digital realm isn't just a part of our lives—it is intricately woven into the very fabric of our daily existence. For the youth, particularly, this online world has become a dominant force shaping their identities, values, relationships, and perceptions.





Platforms like Instagram, TikTok, and Snapchat, once just modes of entertainment, are now pivotal in shaping cultures, driving trends, and forging connections.

Online gaming communities like those on Fortnite or Minecraft aren't just about play; they've become spaces for social interaction, collaboration, and even learning.

But it's not just about fun and games. The youth use digital platforms to express themselves, advocate for social causes, access educational resources, and more. They're both consumers and creators, passive viewers and active influencers.



***“The youth use digital platforms to express themselves, advocate for social causes, access educational resources, and more. They’re both consumers and creators, passive viewers and active influencers.”***

While this seamless integration of the digital realm offers myriad opportunities, it's essential to remember that it also brings unique challenges.

The line between the online and offline world is often blurred, leading to intricate complexities in the realm of identity, self-worth, relationships, and mental health.



# BENEFITS AND CHALLENGES OF DIGITAL TECHNOLOGY ON MENTAL HEALTH



## BENEFITS:

**Connectivity and Community:** digital platforms have shattered geographical barriers, allowing youth to connect, collaborate, and form communities based on shared interests and ideals.

**Self-expression and Creativity:** from blogs to TikToks, the digital realm offers an expansive canvas for the youth to express, innovate, and create.

**Educational Resources:** the internet is a treasure trove of knowledge, offering endless resources, courses, and tools for learning and skill development.

**Empowerment and Advocacy:** social media platforms empower youth to voice their opinions, raise awareness, and advocate for causes close to their hearts.

## CHALLENGES:

**Comparison and Low Self-worth:** constant exposure to 'picture-perfect lives' can lead to feelings of inadequacy, impacting self-esteem and mental health.

**Cyberbullying and Trolling:** the veil of online anonymity can embolden harmful behaviors, with many young individuals being the targets of online harassment.

**Information Overload:** the ceaseless influx of information can lead to anxiety, stress, and decision fatigue.

**Dependency and Addiction:** excessive screen time and dependency on digital validation can result in digital addiction, affecting physical health, sleep patterns, and overall well-being.



## BASIC TERMINOLOGY AND CONCEPTS

**DIGITAL FOOTPRINT:** the trail of data one leaves behind while using the internet. This includes things like social media posts, uploaded documents, and online purchases.

**CYBERBULLYING:** the use of electronic communication to bully a person, typically involving sending messages of an intimidating or threatening nature.

**FOMO (FEAR OF MISSING OUT):** the anxiety that others might be having fulfilling experiences from which one is absent, especially arising from posts seen on social media platforms.

**DIGITAL DETOX:** a period during which an individual refrains from using electronic devices such as smartphones or computers, regarded as an opportunity to reduce stress or focus on real-life social interactions.

**SCREEN TIME:** the amount of time spent using a device such as a computer, television, or games console.

**ECHO CHAMBER:** a situation in which beliefs are amplified or reinforced by communication and repetition inside a closed system, isolating people in online communities that only share their views.



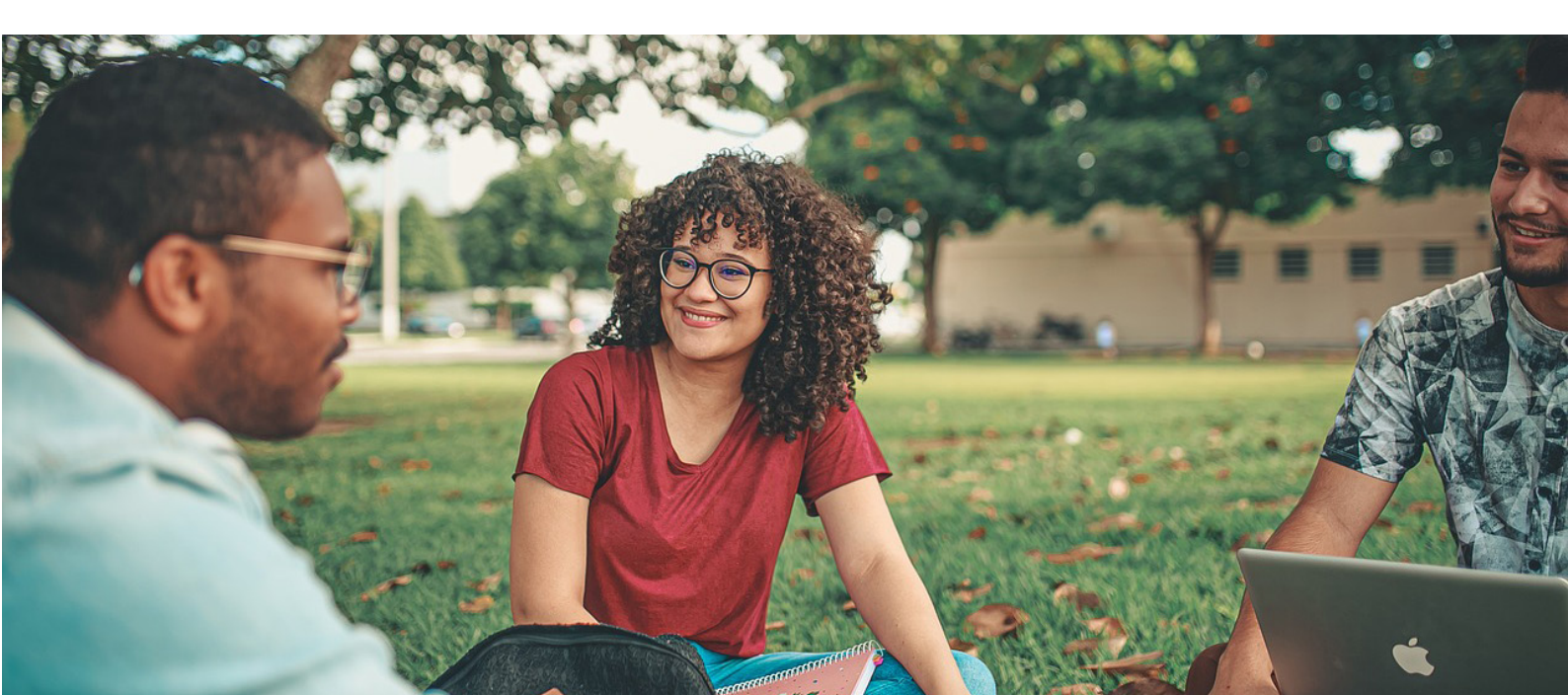
## CHAPTER 2

# METHODS

## INTRODUCTION TO THE METHODS

In the rapidly evolving digital landscape, the youth are at the forefront of embracing new technologies, platforms, and digital communication tools. However, with the myriad of opportunities come challenges, especially concerning mental well-being and the potential negative impacts of excessive digital consumption. Recognizing this, our consortium embarked on a mission to develop comprehensive methodologies to address these challenges.

A method, as defined in our project, is not a mere activity. It is a sequence of activities with well-established learning outcomes. Each method integrates a mix of techniques and may incorporate digital technologies. Thus, a method is a complex sequence composed of various activities. It is designed to be comprehensive, lasting no less than an hour, and can be tailored for individual or group sessions with the youth.





The toolkit you are about to delve into contains 14 innovative non-formal education methods. Each method has been meticulously crafted to address specific challenges faced by the youth in the digital age. These methods were born out of extensive research, brainstorming sessions, and collaborative efforts among all partner organizations. They aim to recalibrate the youth's interaction with social media, mitigate the negative effects of intense digital use, and promote positive mental health.

Each chapter that follows will detail a specific method, providing a clear structure for its implementation. This includes the method's objectives, necessary resources, step-by-step instructions, debriefing suggestions, and possible variations. Some methods will also harness the power of digital devices, offering a blend of offline and online activities.

As you navigate through these chapters, you will gain insights into how each method can be employed by youth workers and other professionals working with youth. These methods serve as tools to foster a balanced and healthy relationship with the digital world, ensuring that the youth can harness its benefits while safeguarding their mental well-being.

The methods are followed by printable handouts, presentation texts or resources.

Facilitators can use these handouts templates, presentation texts or resources as a starting point, customizing them based on their target audience and the specific needs of the participants.





# METHOD 1

## DIGITAL STORYTELLING

### FOR SELF-AWARENESS AND RESILIENCE

#### Objectives of the Method:



- Harness storytelling as a medium for self-reflection and expression about digital experiences.
- Develop a sense of empathy and understanding by sharing and listening to personal narratives.
- Enhance self-awareness and resilience against potential negative impacts of digital experiences.

#### Learning Outcomes:



- Understand the importance and therapeutic value of storytelling in the digital age.
- Transform personal digital experiences into structured narratives.
- Foster empathy and gain diverse perspectives through listening and sharing.
- Engage with digital tools to create visual representations of personal narratives.

#### Materials Needed:



- Digital Story Template (a structured guide for crafting stories).
- Digital tools/platforms like Canva, Padlet, or Storybird for creating digital storyboards.
- Projector or screen (for presentation).
- Writing materials (notebooks/pens) for participants.



### TIME:

Approximately 2 hours

## STEP-BY-STEP INSTRUCTIONS:

### 1. Introduction to Digital Storytelling (15 minutes)

Present the importance of stories in human culture, with emphasis on digital narratives.

### 2. Brainstorming Personal Digital Experiences (20 minutes)

Provide participants with prompts to reflect on their memorable digital experiences.

### 3. Crafting the Story (20 minutes)

Distribute the Digital Story Template. Guide participants in transforming their experiences into narratives, emphasizing emotions, lessons, and growth.

### 4. Peer-sharing in Small Groups (20 minutes)

Divide participants into small groups. Instruct each to share their story, followed by a brief Q&A.

### 5. Group Reflection and Discussion (30 minutes)

Facilitate an open discussion on common themes and insights from the stories shared.

### 6. Constructing a Digital Storyboard (15 minutes)

Introduce participants to the chosen digital tool. Guide them in creating a visual representation of their story.

### 7. Debriefing and Closing (10 minutes)

Reiterate key takeaways from the session. Emphasize the value of storytelling, empathy, and community in the digital age.

### Possible Debriefing:

- Ask participants to reflect on how they felt during the storytelling process: crafting, sharing, and listening.
- Discuss common emotions or themes that emerged from the stories and why they might be prevalent.
- Emphasize the therapeutic value of the storytelling process and the importance of empathy and support in the digital world.
- Encourage participants to think about how they might use the insights gained in their daily digital lives.



# PRESENTATION

A PRESENTATION TEXT ON THE IMPORTANCE  
OF STORIES IN HUMAN CULTURE,  
EMPHASIZING DIGITAL NARRATIVES

## THE POWER OF STORYTELLING IN HUMAN CULTURE & THE DIGITAL AGE



### ***Stories: The Universal Language***

*For millennia, humans have used stories to communicate, share knowledge, and connect emotionally.*

*From ancient cave paintings to epic sagas around campfires, stories have been our primary medium to convey experiences, emotions, and values.*

*Through narratives, we find common ground, fostering empathy and understanding.*

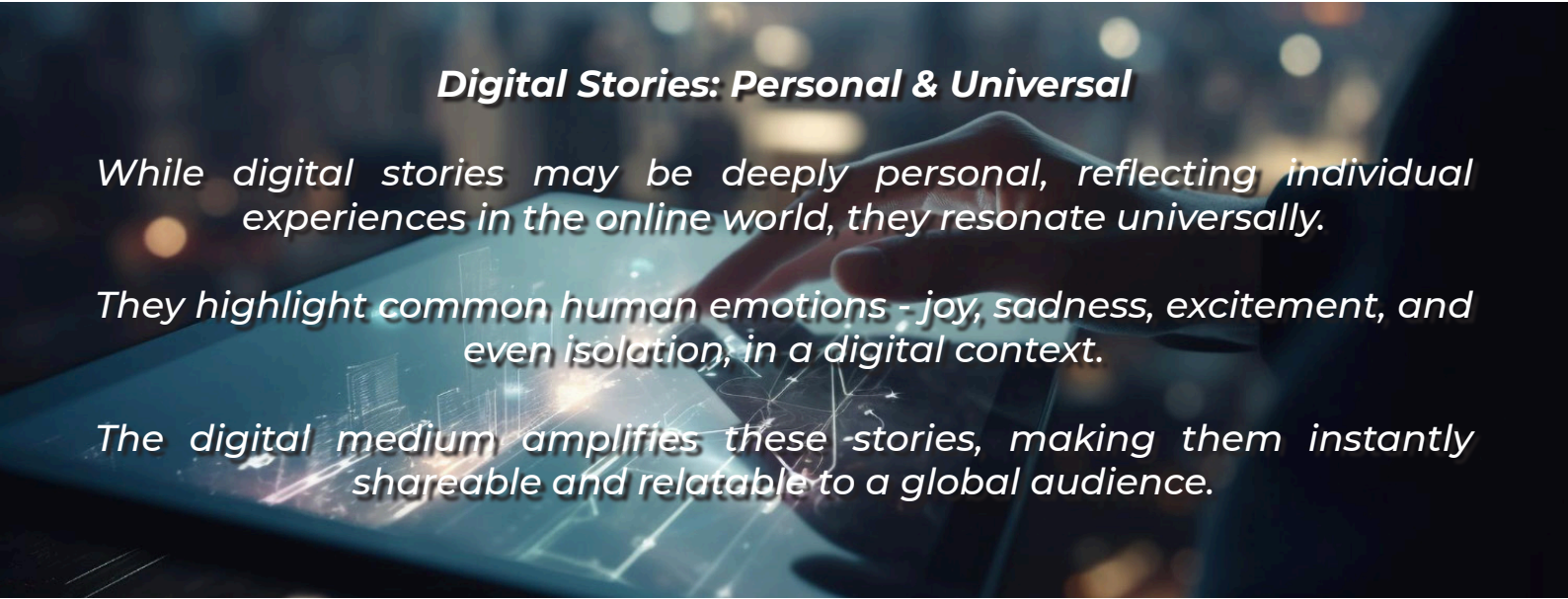



### ***Digital Age: A New Chapter in Storytelling***

*The dawn of the digital era has revolutionized storytelling.*

*Digital narratives go beyond words. They incorporate visuals, sounds, and interactive elements, transcending geographical and cultural boundaries.*

*Platforms like blogs, vlogs, and social media have democratized storytelling, enabling everyone to be a storyteller.*



## ***Digital Stories: Personal & Universal***

*While digital stories may be deeply personal, reflecting individual experiences in the online world, they resonate universally.*

*They highlight common human emotions - joy, sadness, excitement, and even isolation, in a digital context.*

*The digital medium amplifies these stories, making them instantly shareable and relatable to a global audience.*



## ***Why Digital Narratives Matter***

*Digital stories have the power to influence mindsets and behavior. They can inspire, educate, or even instigate change.*

*They provide insights into diverse digital experiences, helping us navigate the complex online world.*

*In a time where screen interactions often outnumber face-to-face interactions, digital narratives keep us grounded, reminding us of our shared humanity.*



## ***Harnessing Digital Stories***

*Embracing digital narratives allows us to reflect on our online journeys.*

*Sharing and listening to these stories fosters a sense of community and mutual support.*

*By understanding and valuing digital stories, we can build a more empathetic, informed, and connected online community.*



# DIGITAL STORY TEMPLATE

## 1. Title:

- A concise and catchy title that encapsulates the essence of the story.

## 2. Introduction:

- Set the context or background.
- Introduce the main character(s) or subject.
- Provide a hook to engage the audience from the beginning.

## 3. Digital Setting:

- Describe the digital environment or platform where the story unfolds (e.g., social media, online forum, virtual reality).
- Highlight any unique features or aspects of this environment relevant to the story.

## 4. Central Conflict/Challenge:

- Present the main issue, challenge, or conflict faced by the character(s).
- This could be a personal challenge, an interaction with someone else, or a broader digital culture issue.

## 5. Journey & Exploration:

- Detail the events, interactions, and experiences as the character(s) navigate the digital space.
- Share emotions, reflections, and insights encountered along the way.

## 6. Turning Point:

- The climax or critical moment where the character(s) faces the central conflict or challenge head-on.
- This section is crucial as it often holds the emotional or moral crux of the story.

## 7. Resolution & Reflection:

- Describe how the conflict or challenge was addressed or resolved.
- Share any changes in the character's perspective, behavior, or the environment.
- Reflect on the lessons learned and how they might apply more broadly in the digital realm.

## 8. Closing Thoughts:

- Sum up the main message or takeaway from the story.
- Leave the audience with something to ponder, be it a thought-provoking question, a call to action, or a poignant quote.

## 9. Visuals/Audio (optional but recommended):

- Suggest or attach any images, videos, or sound clips that complement the narrative. Visuals can significantly enhance the storytelling experience.
- Ensure you have the necessary permissions or rights to use any media.

## 10. Tags/Keywords:

- List relevant keywords or tags related to the digital story. This helps in categorizing and making the story searchable.

*This template serves as a guideline. Depending on the platform or medium where the story will be shared, certain sections can be expanded or condensed. Remember, the beauty of a digital story lies in its authenticity and emotional resonance, so encourage storytellers to inject their unique voice and perspective.*

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Digital Setting:

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Central Conflict/Challenge:

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Journey & Exploration:

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Turning Point:

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Resolution & Reflection:

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Closing Thoughts:

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Visuals/Audio (optional but recommended):

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Tags/Keywords:

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## METHOD 2

### DIGITAL LITERACY AND MENTAL HEALTH

#### Objectives of the Method:



To empower young individuals with the knowledge and understanding of the digital landscape, allowing them to critically assess online content and platforms. Through this methodology, participants will develop the ability to differentiate between curated online personas and real-life complexities, thus reducing the potential negative impacts of digital content on their mental well-being. The approach further seeks to instill in the youth a sense of agency and responsibility, emphasizing the importance of consuming and sharing content conscientiously.

#### Learning Outcomes:



- Understand the concept of digital literacy and its importance.
- Develop critical thinking skills to analyze online content.
- Learn about the potential impact of online platforms on mental health.
- Understand the distorted reality often depicted on social media.
- Learn how to use online platforms healthily and responsibly.

#### Materials Needed:



- Presentation slides or information handouts about digital literacy and mental health.
- Real-life examples of social media posts (ensure they are appropriate and anonymized).
- Access to digital platforms (like Zoom or Teams) for online workshop.
- Virtual whiteboard or flipcharts for brainstorming.
- Pens and paper for individual activities.



#### TIME:

Approximately 1,5 - 2 hours



## STEP-BY-STEP INSTRUCTIONS:

### Step 1: Introduction (10 minutes)

- Begin with a brief introduction about the topic, explaining the concept of digital literacy and its importance.
- Talk about the objectives of the workshop and establish the ground rules for the session.

### Step 2: Discussion - Digital World vs Real World (15 minutes)

- Discuss how social media often portrays a distorted, 'perfect' version of reality that can contribute to feelings of inadequacy or stress.
- Use anonymized real-world examples of posts and ask participants to identify what aspects of these posts might not reflect reality.

### Step 3: Digital Literacy and Critical Thinking (15 minutes)

- Introduce the concept of digital literacy, focusing on critical thinking skills.
- Discuss how these skills can help differentiate between authentic and misleading content online.

### Step 4: Impact of Digital Media on Mental Health (15 minutes)

- Discuss the potential impacts of digital media consumption on mental health.
- Discuss things like social media comparison, cyberbullying, screen time, etc. Encourage participants to share their own experiences and feelings.

### Step 5: Healthy Digital Habits (20 minutes)

- Talk about strategies for developing healthy digital habits, such as mindful consumption, limiting screen time, not comparing oneself to others online, and seeking quality over quantity in digital interactions.

### Step 6: Activity - Crafting a Digital Wellness Plan (25 minutes)

- Ask participants to write down actions they can take to improve their relationship with digital platforms. This can be as simple as designating certain hours as screen-free or committing to not checking social media first thing in the morning.

### Step 7: Sharing and Discussion (15 minutes)

- Invite participants to share their wellness plans and discuss the feasible strategies for maintaining them.
- Encourage group feedback and suggestions.

### Step 8: Reflective Activity and Closing (5 minutes)

- End the session by asking participants to reflect on what they have learned and how they plan to apply this in their digital lives.
- Recap the main points and thank everyone for their participation.

### Debriefing:

The facilitator's role is vital during the debriefing process to ensure participants reflect on their learnings.

- Ask participants how they felt during the session and what they found most insightful.
- Encourage them to share any concerns or questions they may have regarding digital literacy and mental health.
- Discuss how applying critical thinking to digital consumption can empower them to make healthier choices online.
- Finally, remind them that the objective is to use digital platforms healthily and responsibly, not to completely withdraw from them.

*The goal of the workshop is to foster digital literacy skills and promote a better understanding of how online platforms can impact mental health. With these skills, young people can engage with digital media in a more mindful, balanced, and healthy manner.*



## METHOD 3

### ONLINE EMPATHY BUILDING



#### Objective of the Method:

To foster an understanding of the real-world emotional impact behind digital interactions and to develop a compassionate and empathetic approach when communicating or behaving online.



#### Learning Outcomes:

- Understand the concept of empathy and its significance in online communications.
- Recognize the limitations of digital communication in conveying complete emotions.
- Become aware of the real-life implications of their online actions.
- Practice strategies to exhibit and foster empathy in online interactions.

#### Materials Needed:



- Projector for slides/presentations.
- Audio system for video playback.
- Printed cards with conversation scenarios (as provided earlier).
- Paper and pens for each participant.
- “Emotion Wheel” handouts for every participant.



#### TIME:

Approximately 1 hour and 15 minutes



## STEP-BY-STEP INSTRUCTIONS:

### Step 1: Introduction to Empathy (10 minutes)

- Briefly discuss the concept of empathy: understanding and sharing the feelings of another.
- Differentiate between empathy, sympathy, and compassion using real-life examples.

### Step 2: Digital Communication Limitations (10 minutes)

- Highlight how digital platforms often lack the nuance of face-to-face interactions, using examples like misinterpreted texts or emails.
- Show a short video or animation that illustrates misunderstandings in online communication.

### Step 3: Group Activity with Conversation Scenarios (15 minutes)

- Divide participants into small groups.
- Distribute cards with conversation scenarios. Ask each group to discuss the potential feelings or emotions behind the messages and the challenges in understanding them without additional context.

### Step 4: Introducing the Emotion Wheel (10 minutes)

- Hand out the “Emotion Wheel” to each participant.
- Discuss the range of emotions we can feel and how digital communications can sometimes limit our understanding of these nuances.

### Step 5: Role Reversal Exercise (15 minutes)

- Ask participants to think of a time they felt misunderstood online or recall a digital conflict.
- Encourage them to swap stories with a partner and discuss how they might have reacted differently, knowing the full range of emotions from the emotion wheel.

### Step 6: Strategies for Building Online Empathy (10 minutes)

- Share strategies like:
- Asking open-ended questions.
- Avoiding assumptions; instead, seeking clarity.
- Being patient and taking time to respond, considering the other person's feelings.

### Debriefing (10 minutes):

- Reflect on the importance of empathy in all interactions, especially digital ones.
- Encourage participants to be more patient and compassionate in their digital interactions.
- Emphasize the practice of regularly putting themselves in others' shoes before reacting online.
- Collect feedback on what resonated the most and any suggestions for improvement.



# RESOURCES

RESOURCES RELATED TO THE “EMOTION WHEEL” OR  
“FEELINGS WHEEL” THAT CAN BE USED FOR THE WORKSHOP




## THE FEELINGS WHEEL



This website provides a detailed Emotion Wheel and explains how to use it. You can explore the wheel and possibly print it from there.

## THE EMOTION WHEEL: WHAT IT IS AND HOW TO USE IT [+PDF]



This article from Positive Psychology provides an in-depth look at the Emotion Wheel, its benefits, and how to use it. It also includes a printable PDF version of the wheel.

## UNDERSTANDING EMOTIONS WITH THE FEELINGS WHEEL



Therapist Aid offers a direct link to a printable PDF version of the Feelings Wheel.

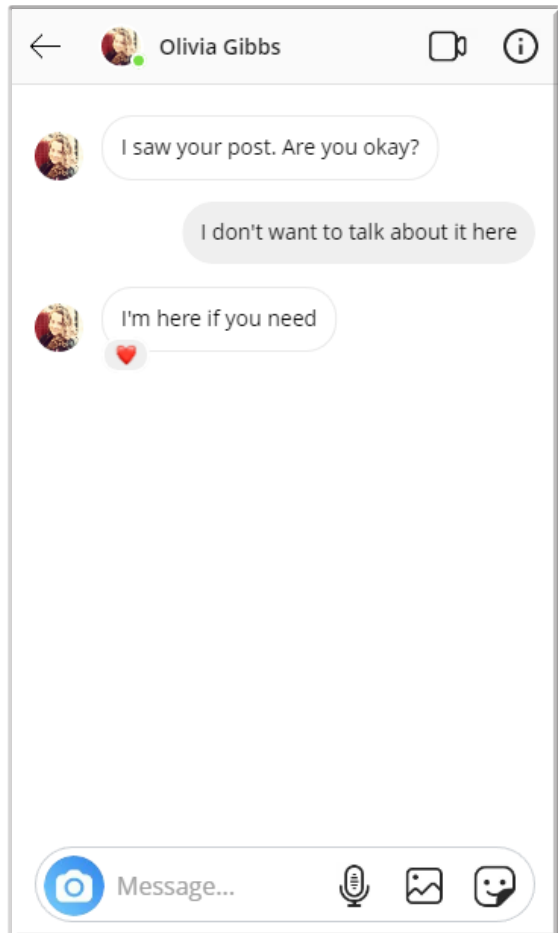
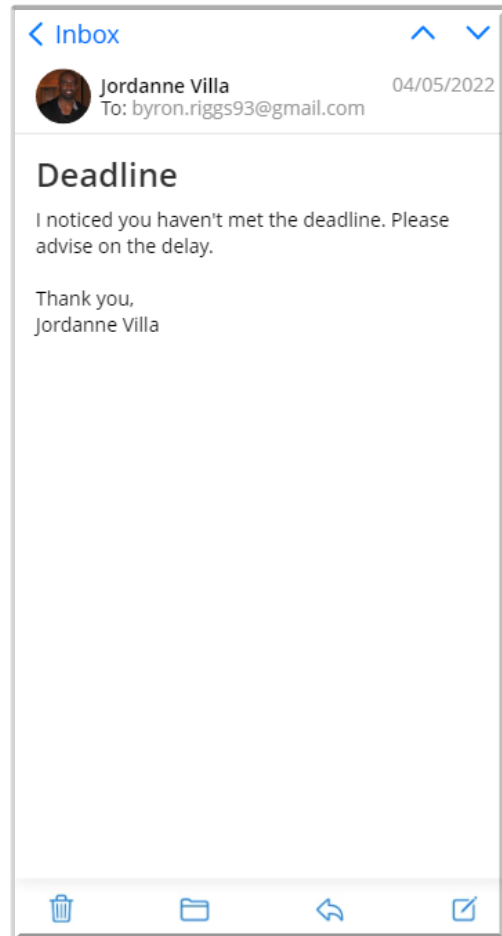
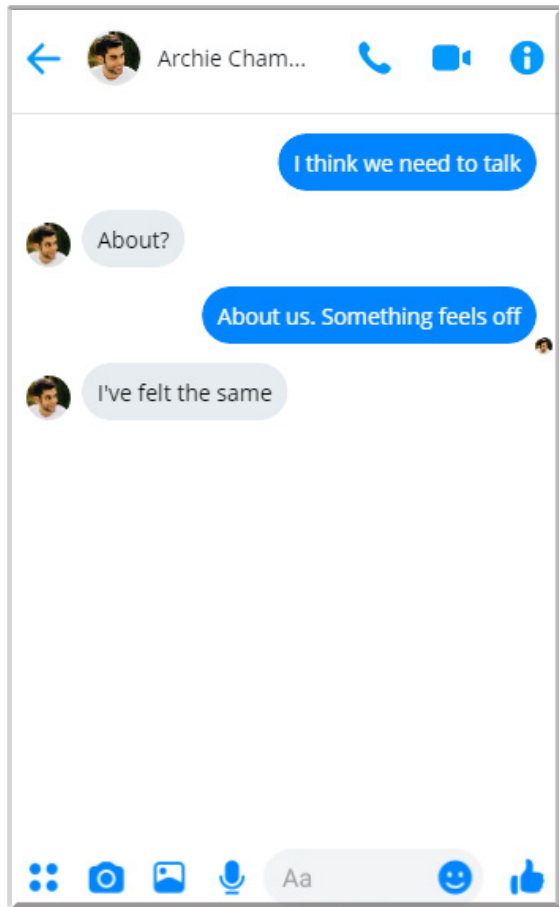


# RESOURCES

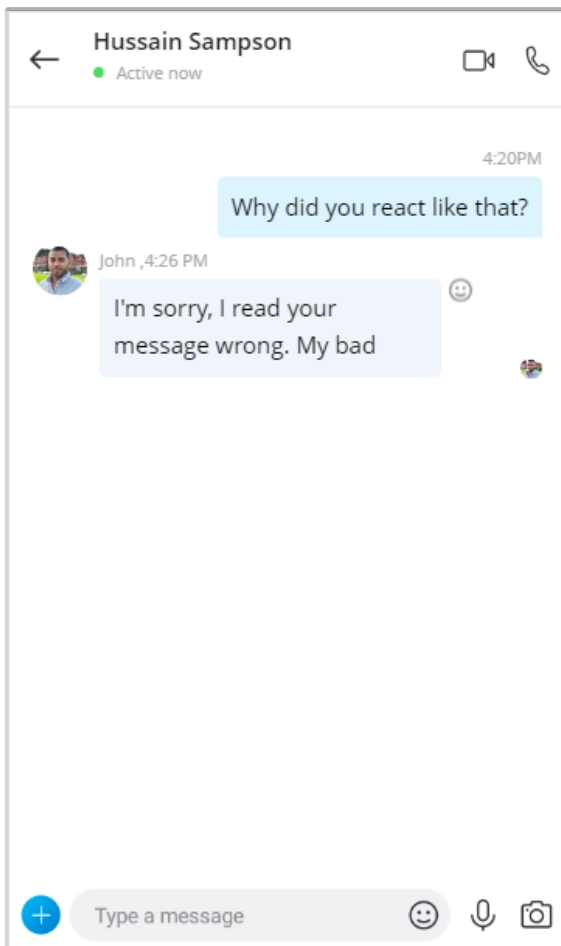
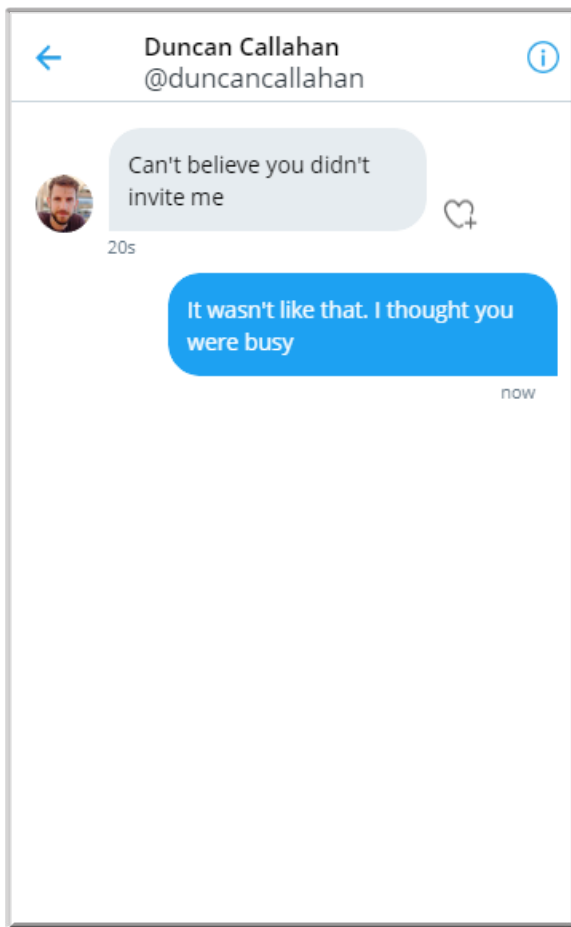
CONVERSATION SCENARIO CARDS DESIGNED TO BE DISCUSSED AND INTERPRETED FOR UNDERSTANDING THE UNDERLYING EMOTIONS AND THE NUANCES OF ONLINE COMMUNICATION



# RESOURCES



# RESOURCES



*These conversation scenarios aim to show a mix of potential misunderstandings, implied feelings, and the challenges that come with deciphering emotion from digital text.*



## METHOD 4

### POSITIVE SCREEN TIME MANAGEMENT



#### Objective of the Method:

To empower young people with knowledge and practical strategies to manage their screen time effectively, balancing online activities with offline engagements and recognizing the implications of excessive screen usage on mental well-being.

#### Learning Outcomes:

By the end of this workshop, participants will be able to:

- Understand the impact of excessive screen time on mental and physical health.
- Differentiate between productive and non-productive screen usage.
- Identify signs of screen addiction in themselves and others.
- Implement practical strategies to manage and reduce unnecessary screen time.
- Balance online and offline activities to promote mental well-being.



#### Materials Needed:

- Projector/screen for presentations.
- Printed screen time logs (a simple table to track daily screen activities).
- Pens and paper.
- Timer or stopwatch.
- Handouts on screen time facts and tips.



#### TIME:

1 hour



## STEP BY STEP INSTRUCTIONS:

### Step 1: Introduction (10 minutes)

- Briefly introduce the topic and its importance.
- Share some general statistics about average screen time among young people.
- Discuss the implications of excessive screen time on mental health, sleep, and physical well-being.

### Step 2: Self-reflection (10 minutes)

- Hand out the printed screen time logs.
- Ask participants to think back over the last 24 hours and record all the times they were in front of a screen (phones, computers, TV, etc.), including the duration and the activity they were engaged in.
- Encourage honesty; this is for their personal benefit.

### Step 3: Group Discussion (10 minutes)

- Facilitate a group discussion. Ask participants to share:
- What they noticed about their screen usage.
- Any surprises or patterns they identified.
- How they felt during long periods of screen time.

### Step 4: Productive vs. Non-Productive Screen Time (10 minutes)

- Discuss the difference between using screens for productivity (e.g., school, work) and non-productivity (e.g., mindless scrolling).
- Highlight that not all non-productive time is negative, but the key is balance and awareness.

### Step 5: Strategies to Manage Screen Time (10 minutes)

- Present strategies to reduce unnecessary screen time:
- Setting specific “no screen” times during the day.
- Using apps or settings that limit screen time or send reminders.
- Physical reminders like setting phones down on a different room.
- Designating tech-free zones in the house.
- Engaging in offline hobbies.

### Step 6: Action Planning (5 minutes)

- Ask each participant to commit to one strategy they’ll try over the next week to manage their screen time better.
- They can write this on a piece of paper or in their phones, to refer back to.

### Step 7: Debriefing (5 minutes)

- Summarize the session’s main points.
- Encourage open feedback: What did they find most useful? Was there anything they disagreed with?
- Remind participants of the importance of balanced screen time for their mental well-being.

### Variations for Individual Work:

For individual sessions, the workshop can delve deeper into personal habits and challenges. The self-reflection step can be extended, and the facilitator can work one-on-one with the individual to create a more detailed and personalized action plan. The discussion becomes more of a personal interview, delving into specific behaviors and their underlying causes.

# HANDOUT

## SCREEN TIME LOG

DATE: \_\_\_\_\_

**Purpose:** This log is designed to help you track your daily screen usage across different devices and activities. By gaining an understanding of your habits, you can make informed decisions about how and when to use screens, promoting a healthy balance between online and offline activities.

**Instructions:** For each time you use a screen (smartphone, computer, tablet, TV, etc.), note down the time you started, the time you ended, the device used, and the primary activity. Be as specific as possible with the activity description (e.g., “watching a movie” instead of just “TV”).

START TIME	END TIME	DURATION	DEVICE USED	ACTIVITY	MOOD/ FEELING

*It's helpful if this log is printed on a clipboard or in a notebook format so participants can easily carry it around and fill it out throughout the day. If more tech-savvy solutions are preferred, this format can be translated into a digital form or app where users can input data on-the-go.*

# HANDOUT

## SCREEN TIME LOG

DATE: \_\_\_\_\_

### Reflection:

After logging for a day or more, take a moment to reflect on your screen usage patterns.

- Were there times where screen usage was particularly high?

---

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- Did you notice any times where you might have used a screen out of habit, boredom, or another emotion?

---

---

---

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- What activities were most common during your screen time?

---

---

---

---

- How did you feel during and after prolonged screen use?

---

---

---

---

- Notes/Additional Observations:

---

---

---

---

# PRESENTATION & RESOURCES

ON SCREEN TIME FACTS, TIPS, AND GENERAL STATISTICS  
ABOUT AVERAGE SCREEN TIME AMONG YOUNG PEOPLE

## SCREEN TIME FACTS AND TIPS:

### 1. Screen Time and Children:

- Advertising targeted at children can be misleading or inaccurate.
- Excessive screen time may lead to sleep problems, lower grades in school, and reduced reading.

• [Source](#)



### 2. Effects of Screen Time:

- Understand the effects of screen time on children's health and well-being.
- Download a comprehensive guide to help your child benefit from their screen time.

• [Source](#)



### 3. Shocking Facts About Screen Time:

- 6 out of 10 kids don't get enough sleep due to excessive screen time.
- Common Sense Media offers social media ground rules for parents.

• [Source](#)



### 4. Screen Time vs. Lean Time:

- Infographic on how much time kids spend in front of a screen.
- Tips for parents to manage and reduce screen time.

• [Source](#)



### 5. Managing Screen Time for Mental Health

- Tips to manage screen time to maintain good mental health.

• [Source](#)





## 6. Tips to Reduce Screen Time

- Talk to your family about the importance of reducing screen time.
- Encourage physical activities and outdoor play.
- [Source](#)



## 7. Children and Excessive Screen Time:

- Tips to make screen time engaging and interactive.
- Plan activities that don't involve screens.
- [Source](#)



## 8. Negative Effects of Screen Time:

- Promote healthy electronic use and encourage other activities.
- Keep bedrooms screen-free to ensure quality sleep.
- [Source](#)



## 9. How Kids Learn From Screen Time:

- Insights into how children learn and interact with screens.
- Addressing parental concerns about screen time.
- [Source](#)



## 10. Reducing Screen Time:

- Screen time includes TV, video games, computers, smartphones, and tablets.
- Tips for cutting back and ensuring a balanced lifestyle.
- [Source](#)






## STATISTICS ABOUT THE AVERAGE SCREEN TIME AMONG YOUNG PEOPLE

*These statistics provide a comprehensive overview of the screen time habits of young people. It's evident that screen time has increased significantly, and it's essential for parents and caregivers to be aware of these trends to ensure a balanced lifestyle for their children.*

### 1. Screen Time vs. Lean Time:

- Kids aged 8-18 spend an average of 7.5 hours daily in front of a screen for entertainment.

- [Source](#) 

### 2. Screen Time and Children:

- Children aged 8-12 in the U.S. spend between 4-6 hours a day using screens.
- Teens can spend up to 9 hours a day on screens.

- [Source](#) 

### 3. Screen Time Statistics (2023):

- American teenagers from lower-income households spend 9 hours and 19 minutes on screens daily.

- [Source](#) 

### 4. Daily Screen Time in the U.S. (2021):

- Female teens aged 13-18 had an average daily entertainment screen time of eight hours and two minutes in 2021.

- [Source](#) 

### 5. Average Screen Time for Teens (2023):

- Teenagers spend an average of 7 hours 22 minutes per day in front of screens.

- [Source](#) 

### 6. Teen & Kids Screen Time Statistics (2023):

- The average screen time for teens is around 7.5 hours every day.

- [Source](#) 

### 7. Screen Time Recommendations:

- Recommendations are around 2 hours for kids aged 6-17.
- Adults aged 18 and over are recommended 2-4 hours a day outside of work.

- [Source](#) 

### 8. Screen Time for Young People (2019):

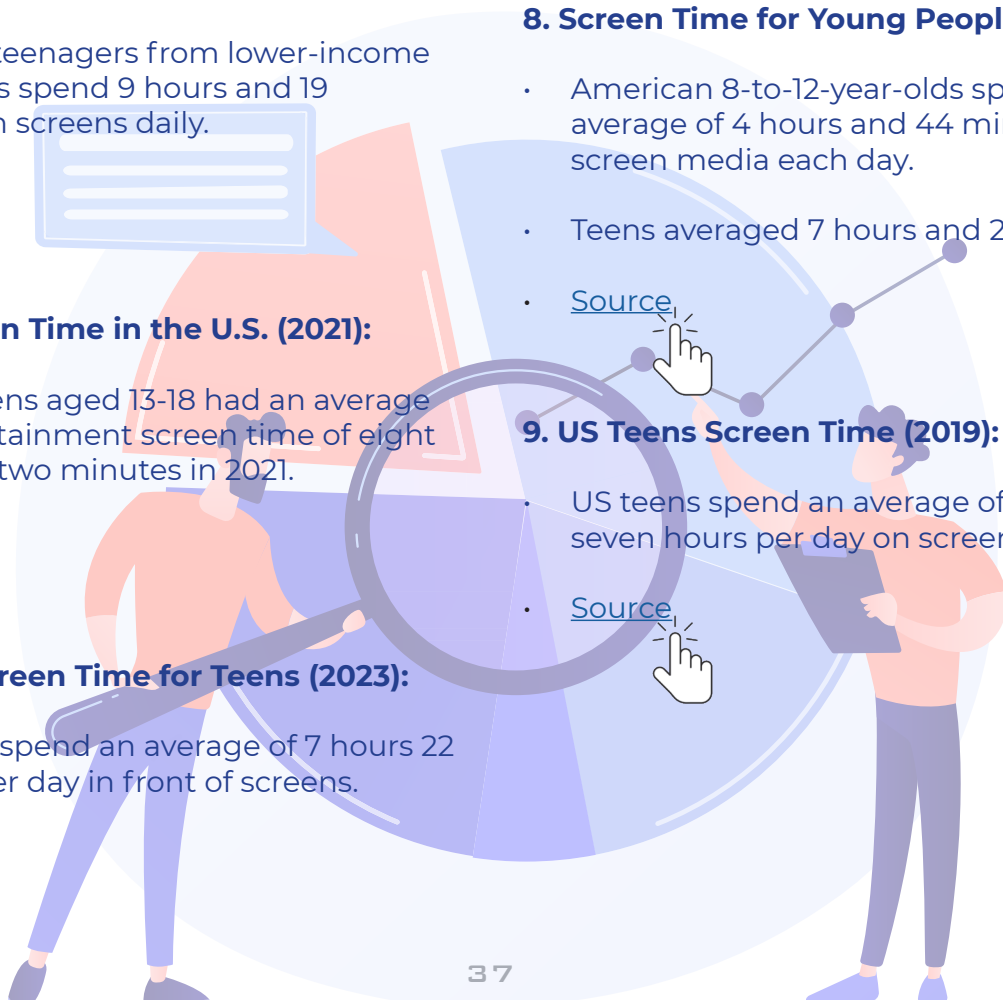
- American 8-to-12-year-olds spent an average of 4 hours and 44 minutes on screen media each day.
- Teens averaged 7 hours and 22 minutes.

- [Source](#) 

### 9. US Teens Screen Time (2019):

- US teens spend an average of more than seven hours per day on screen media.

- [Source](#) 





## METHOD 5

### THE ART OF DIGITAL DETOX

#### Objective of the Method:



To empower young individuals to understand the importance of taking regular breaks from digital devices, recognize signs of digital fatigue, and implement digital detox strategies to enhance their mental well-being. Through exploring various digital detox strategies and sharing personal experiences, participants will be encouraged to develop a balanced approach to technology usage.

#### Learning Outcomes:



- Recognize the signs and impacts of excessive digital use on their mental and physical well-being.
- Understand the concept and benefits of a digital detox.
- Develop personalized digital detox strategies and routines.
- Experience a brief digital detox session and reflect on its effects.
- Explore different digital detox strategies to promote mental well-being.
- Share personal experiences related to digital detox to learn from one another.

#### Materials Needed:



- Flip chart and markers.
- Printed “Digital Fatigue Symptoms” handouts.
- Printed “Digital Detox Strategies” handouts.
- Pens and paper for participants.
- Relaxing background music (optional).
- A timer or stopwatch.



#### TIME:

2 hours



## STEP BY STEP INSTRUCTIONS:

### Step 1: Introduction to Digital Fatigue (10 minutes)

- Begin by discussing the pervasive nature of digital devices in our daily lives.
- Ask participants to share how many hours they think they spend on digital devices daily.
- Distribute the “Digital Fatigue Symptoms” handouts. Discuss and reflect on the listed symptoms, asking participants if they have experienced any of them.

### Step 2: Understanding Digital Detox (10 minutes)

- Introduce the concept of a digital detox.
- Discuss the benefits of regular digital detox sessions for mental health, creativity, and overall well-being.
- Encourage participants to share any personal experiences with digital detox, if any.

### Step 3: Discussion Scenarios (20 minutes)

- Divide participants into small groups and assign them discussion scenarios related to excessive technology exposure. For instance, a scenario might involve a teenager spending too many hours on social media or a professional being unable to disconnect from their smartphone during breaks. Ask groups to discuss the potential consequences of such behaviors and suggest digital detox strategies.

### Step 4: Sharing Experiences and Strategies (25 minutes)

- Gather participants and allow them to share the outcomes of their group discussions. Each group can present the proposed digital detox strategies and personal experiences related to managing technology usage. Encourage open sharing and active listening among participants.

### Step 5: Identifying Personal Digital Detox Strategies (15 minutes)

- Distribute the “Digital Detox Strategies” handouts.
- In groups or individually, ask participants to discuss or reflect on which strategies might work best for them.
- Encourage them to consider factors like their daily routine, hobbies, and personal preferences.

### Step 6: Brief Digital Detox Session (10 minutes)

- Ask participants to turn off or put away all their digital devices.
- If possible, play some relaxing background music.
- Encourage participants to close their eyes, take deep breaths, and focus on their surroundings, feelings, and thoughts.
- After 10 minutes, gently bring their attention back to the room.

### Step 7: Reflection and Debriefing (10 minutes)

- Ask participants how they felt during the digital detox session.
- Encourage them to share any changes in feelings, thoughts, or physical sensations.
- Discuss potential challenges in implementing digital detox routines and brainstorm solutions together.

### Step 8: Closing and Takeaways (5 minutes)

- Summarize the session’s key takeaways.
- Encourage participants to commit to trying at least one digital detox strategy in the upcoming week.
- Thank participants for their engagement and remind them of the importance of regular breaks from digital screens for their well-being.



### Debriefing - The facilitator should make a note of participants’ feedback regarding:

- Their experiences during the digital detox session.
- Which digital detox strategies they find most feasible and why.
- The challenges they foresee in implementing regular digital detoxes and the solutions discussed.
- Any personal anecdotes or experiences shared related to digital fatigue or detox.



# RESOURCES

Several discussion scenarios related to excessive technology exposure



## 1. Late-Night Scrolling

**Description:** Alice has a habit of checking her phone right before bed. She often finds herself scrolling through her social media feeds or watching videos until the early hours of the morning, even when she has to wake up early for school the next day.



## 2. Gaming Marathon

**Description:** Rahul, an avid gamer, often plays with friends online until sunrise during weekends. He skips meals, ignores family commitments, and avoids going out because he's engrossed in his gaming sessions.



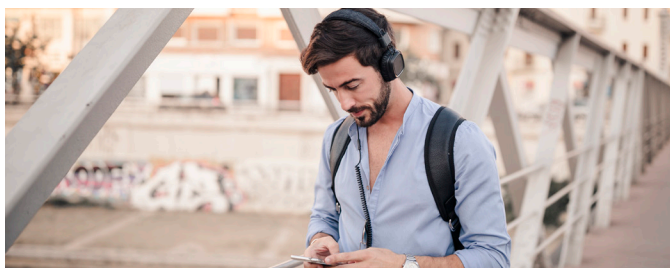
## 3. Virtual Work Burnout

**Description:** David is working from home and feels compelled to check his emails and Slack messages every few minutes, even after official work hours. He feels that he can't fully disconnect from work, leading to a feeling of constant fatigue and stress.



## 4. The Social Media Influencer

**Description:** Maria is a budding social media influencer. She constantly feels the need to capture every moment of her day and share it with her followers. She often gets anxious if she hasn't posted anything new within a day, fearing she might lose followers or become irrelevant.



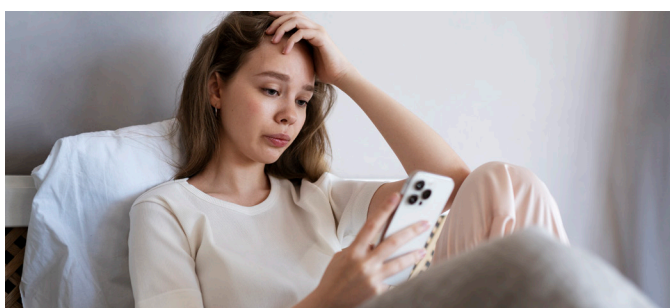
## 5. The “Phantom Vibration” Syndrome

**Description:** Ethan believes he frequently feels his phone vibrating in his pocket, signaling a new message or notification. However, when he checks, there’s nothing new. This sensation distracts him from his daily activities and conversations.



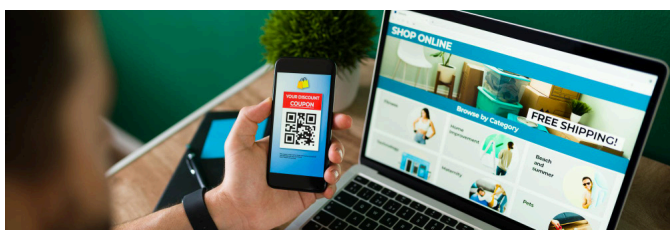
## 6. The Family Disconnect

**Description:** The Wilson family often sits together in the living room, but everyone is engrossed in their own devices – from tablets to smartphones to laptops. Even during meals, devices are present, leading to a lack of genuine family conversation.



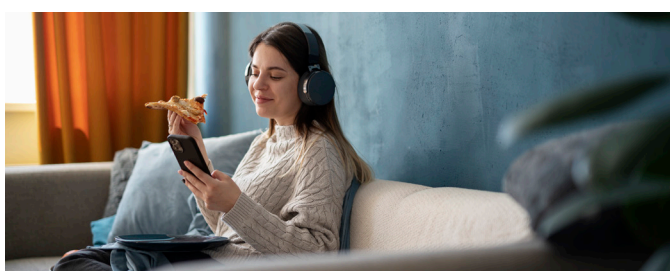
## 7. Fear of Missing Out (FOMO)

**Description:** Sarah, a university student, constantly checks her friends’ stories and posts on social media. Seeing them hang out or attend parties without her makes her feel left out and anxious. She compulsively checks updates to ensure she’s not missing anything.



## 8. Online Shopping Addiction

**Description:** After discovering the ease of online shopping apps, Jake finds himself buying unnecessary items daily. His need to hunt for deals and buy items, even if he doesn’t need them, is increasing his debt.



## 9. Podcast Overload

**Description:** Lina is addicted to self-improvement podcasts. She listens to multiple episodes daily, believing that she’s missing out on vital information if she skips any. This habit has started to interfere with her ability to focus on tasks.



## 10. Fitness Tracking Obsession

**Description:** Amir got a new fitness tracker and has become obsessed with hitting his daily goals, to the point where he sometimes walks up and down his hallway late at night to hit his step count, sacrificing sleep.

*These scenarios can help participants delve deeper into the various manifestations of technology overuse and its effects on mental and emotional well-being.*

## Physical Symptoms:

- 1. **Eye Strain:** Feeling like your eyes are tired, itching, or burning after prolonged screen usage.
- 2. **Headaches:** Consistent pain in the front or sides of your head.
- 3. **Sleep Disruption:** Difficulty falling asleep, staying asleep, or feeling rested after sleep.
- 4. **Neck and Back Pain:** Stiffness or discomfort due to maintaining a single posture for long periods.



## Mental/Emotional Symptoms:

- 5. **Decreased Concentration:** Difficulty focusing on tasks, or being easily distracted.
- 6. **Increased Irritability:** Feeling agitated or quickly angered.
- 7. **Mood Swings:** Rapid changes in mood without a clear reason.
- 8. **Overwhelm:** Feeling stressed or anxious when receiving too many digital notifications or when multitasking between digital tasks.



## Behavioral Symptoms:

- 9. **Reduced Personal Interaction:** Preferring digital communication over face-to-face interaction.
- 10. **Compulsive Device Checking:** Frequently checking your device, even without notifications.
- 11. **Lack of Interest in Offline Activities:** Avoiding or showing decreased interest in activities that don't involve screens.





**1. Scheduled Breaks:** Set a timer to take a 5-10 minute break every hour when using screens. Use this time to stretch, hydrate, or do a quick offline activity.



**2. Screen-Free Zones:** Designate certain areas of your home, like the bedroom or dining room, as places where screens are not allowed.



**3. Offline Hobbies:** Rekindle or discover offline hobbies such as reading physical books, gardening, painting, or playing a musical instrument.



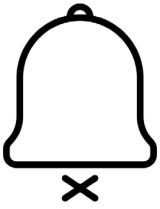
**4. Nature Time:** Spend time outdoors regularly. Whether it's a walk in the park or a weekend hike, nature can provide a refreshing break.



**5. Night Mode:** Use 'night mode' or 'blue light filter' settings on devices during evenings to reduce blue light exposure, which can interfere with sleep.



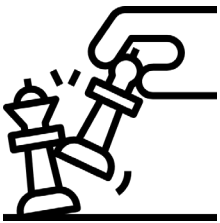
**6. Digital Sabbath:** Dedicate one day a week or a few hours in a day where you go completely offline.



**7. Declutter Notifications:** Limit or mute non-essential app notifications. Prioritize alerts only from vital apps.



**8. Mindful Scrolling:** Before picking up your device, ask yourself the purpose. Are you looking for something specific or just scrolling out of habit?



**9. Tech-Free Activities:** Engage in activities that don't require technology, such as board games, puzzles, or journaling.



**10. Set Boundaries:** Allocate specific times for checking emails or social media. Avoid screens at least an hour before bedtime.



**11. Physical Exercise:** Regular physical activity can help counteract some of the effects of prolonged screen time.



**12. Connect in Person:** Prioritize face-to-face connections and conversations over digital ones when possible.



## METHOD 6

### MINDFULNESS IN THE DIGITAL AGE



#### Objective of the Method:

Equip participants with mindfulness techniques to combat digital distractions, foster self-awareness in the digital space, and encourage conscious use of technology.



#### Learning Outcomes:

- Participants will recognize the influence of digital distractions on mental well-being.
- Participants will acquire skills to practice mindfulness in digital contexts.
- Participants will develop a more conscious and controlled approach to digital device usage.



#### Materials Needed:

- Comfortable seating arrangements (chairs, floor mats, or cushions)
- Timer or stopwatch
- Projector and screen (for presenting video content)
- Printed “Digital Mindfulness Journal” templates
- Pens/pencils for each participant
- Audio system to play guided meditation or calming music
- Printed “Digital Distraction Reflection” handouts



#### TIME:

Approximately 1 hour 15 minutes



## STEP-BY-STEP INSTRUCTIONS:

### Step 1: Introduction to Digital Distractions (10 minutes)

- Begin by asking participants how often they check their phones or get sidetracked by digital notifications.
- Briefly present some statistics or facts about digital distractions and their impact on productivity and mental well-being.

### Step 2: Guided Meditation (10 minutes)

- Have participants find a comfortable sitting position. Turn off or silence all digital devices.
- Play a guided meditation focused on being present. This helps set the mood and allows participants to experience mindfulness firsthand. Guided mindfulness meditation audio or video are available on various platforms like YouTube or mindfulness apps.

### Step 3: Discussion on Mindfulness and its Role (15 minutes)

- Ask participants about their meditation experience. How did it feel to be disconnected even for a short period?
- Introduce the concept of mindfulness – being present and fully engaged in the moment without judgment.
- Discuss how mindfulness can serve as a tool against digital overwhelm.

### Step 4: Digital Distraction Reflection Activity (15 minutes)

- Hand out the “Digital Distraction Reflection” sheets.
- Ask participants to reflect on their personal experiences: When do they feel most distracted by digital devices? What tasks or moments are most often interrupted?
- Allow participants to share their reflections if they feel comfortable.

### Step 5: Mindful Tech Usage Techniques (10 minutes)

- Introduce techniques such as:
  1. Setting specific times to check emails or social media.
  2. Using tech tools that block distracting sites during work periods.
  3. Designating tech-free zones or periods at home.
- Discuss the benefits of each technique in fostering mindfulness in digital interactions.

### Step 6: Digital Mindfulness Journaling (10 minutes)


- Distribute the “Digital Mindfulness Journal” templates.
- Explain the importance of journaling as a tool for self-reflection.
- Instruct participants to write down ways they plan to integrate mindfulness techniques into their daily digital routine.

### Step 7: Debriefing and Group Reflection (5 minutes)

- Encourage participants to share one thing they learned and plan to apply in their digital lives.
- Reiterate the importance of being intentional with technology use.
- Conclude by reminding participants that technology, when used mindfully, can be a tool that enhances rather than hinders well-being.

### Step 8: Closing and Takeaways (5 minutes)

- Summarize the session’s key takeaways.
- Encourage participants to commit to trying at least one digital detox strategy in the upcoming week.
- Thank participants for their engagement and remind them of the importance of regular breaks from digital screens for their well-being.



*This methodology, grounded in active participation and self-reflection, offers a comprehensive approach to address the intersection of mindfulness and the digital age. It fosters a space for participants to critically analyze their digital habits and introduces strategies to cultivate a more balanced relationship with technology.*



# PRESENTATION

SOME STATISTICS AND FACTS ABOUT DIGITAL DISTRACTIONS  
AND THEIR IMPACT ON PRODUCTIVITY AND MENTAL WELL-BEING

## 1. Lost Art of Concentration:

- People check their phones every 12 minutes, often right after waking up.
- Constant “always-on” behavior can be harmful to long-term mental health.

- [Source](#)

## 2. Negatives of Digital Life:

- Being online all the time can be stressful and distracting, impacting overall well-being.

- [Source](#)

## 3. Conquering Digital Distraction:

- Digital distractions reduce productivity and engagement in both professional and personal settings.
- The Information Overload Research Group highlights the business costs of digital distractions.

- [Source](#)

## 4. Digital Distractions at Work:

- Digital distractions not only hurt worker productivity but also negatively impact worker well-being.

- [Source](#)

## 5. Digital Wellbeing:

- The constant use of technology in today’s world has led to the consequences of digital addiction and its effects on mental health.

- [Source](#)

## 6. Mindful Work and Technology:

- Digital distraction and interruption have broad effects, impacting both productivity and personal well-being.

- [Source](#)

## 7. Cell Phone Distraction At Work (2023):

- Workplace relationships, which significantly impact collaboration, productivity, and overall well-being, are influenced by the distractions of cell phones.

- [Source](#)

## 8. Managing Distractions in a Digital Age:

- Distractions, especially digital ones, have a profound impact on productivity, focus, and mental health.
- Engaging positively with others is crucial for mental well-being.

- [Source](#)

*These insights highlight the pervasive nature of digital distractions in our daily lives and underscore the importance of managing and mitigating their effects for better productivity and mental well-being.*

DATE: \_\_\_\_\_

## 1. Moments of Digital Distraction:

*List times today when you felt particularly distracted by digital devices or notifications.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 2. Mindful Responses:

*Reflect on how you responded mindfully (or could have responded) to these distractions.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 3. Digital Gratitude:

*Identify one positive experience or connection you had online today.*

- \_\_\_\_\_
- \_\_\_\_\_

## 4. Tomorrow's Mindful Tech Goal:

*Set one specific goal for how you will use technology more mindfully tomorrow.*

- \_\_\_\_\_
- \_\_\_\_\_

## 5. Reflections:

*Jot down any additional thoughts or reflections on your digital interactions today.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## UNDERSTANDING YOUR DIGITAL DISTRACTIONS

### 1. Digital Distractions Log:

Think back to your day. List times when you were sidetracked by a digital distraction (e.g., checking social media when working, browsing aimlessly, reacting to every notification).

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 2. Consequences of Distractions:

For each distraction listed, describe what you were doing at the time and how the distraction affected your focus or well-being.

- **Activity 1:** \_\_\_\_\_
- Consequence: \_\_\_\_\_
- **Activity 2:** \_\_\_\_\_
- Consequence: \_\_\_\_\_
- **Activity 3:** \_\_\_\_\_
- Consequence: \_\_\_\_\_

### 3. Reflection:

Reflect on the emotional and practical effects of these distractions. How did they make you feel? What did they prevent you from accomplishing?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 4. Strategies for Tomorrow:

Based on your reflections, list two strategies you'll try to reduce or manage digital distractions tomorrow.

- \_\_\_\_\_
- \_\_\_\_\_

These templates aim to facilitate introspection and mindfulness about one's relationship with technology. By actively recognizing and reflecting on digital distractions, individuals are better equipped to manage their interactions with technology and cultivate more present, meaningful digital experiences.



## METHOD 7

### BUILDING A POSITIVE DIGITAL IDENTITY



#### Objective of the Method:

Equip young people with the knowledge and skills to curate and manage a positive online persona that accurately represents their values, interests, and aspirations while ensuring online safety.

#### Learning Outcomes:

By the end of this workshop, participants will be able to:



- Understand the importance and implications of a digital identity
- Identify the elements that constitute a digital identity
- Recognize the pros and cons associated with online personas
- Curate and manage their online presence to reflect their true selves in a positive and secure manner

#### Materials Needed:



- Projector and screen.
- Computers or tablets with internet access.
- Printed “Digital Identity Worksheet”.
- Flipcharts and markers.
- Printed case studies of online personas (both positive and negative examples).



#### TIME:

1 hour 30 minutes



## STEP-BY-STEP INSTRUCTIONS:

### Step 1: Introduction (10 minutes)

- Begin with a brief icebreaker. Ask participants to share one thing they posted online recently and explain why they shared it.
- Introduce the concept of “Digital Identity” and its importance in today’s digital age.

### Step 2: Elements of Digital Identity (15 minutes)

- Project a few profiles from various platforms (with personal information obscured) as examples.
- Facilitate a discussion around what elements create someone’s digital identity (e.g., profile pictures, posts, likes, comments, groups joined).
- Highlight how these elements contribute to the perception others have of them online.

### Step 3: Positive vs. Negative Digital Identities (15 minutes)

- Present case studies of online personas (ensure anonymity and confidentiality). Include both positive examples (e.g., professional LinkedIn profiles, inspirational Instagram accounts) and negative ones (e.g., trolling Twitter accounts, controversial Facebook posts).
- Discuss with participants the implications of each case study, such as opportunities and setbacks in personal and professional spheres.

### Step 4: Hands-on Activity – Curating Your Digital Identity (25 minutes)


- Distribute the “Digital Identity Worksheet” to participants. The worksheet should have prompts for them to reflect on their online persona, such as:
  - List social media accounts;
  - Recent posts that they’re proud of;
  - Posts or actions they regret or wouldn’t repeat;
  - What values or interests they’d like to portray more;
  - Steps to curate a better online persona.
- Give participants 15 minutes to fill out the worksheet individually.
- Allow participants to discuss their reflections in pairs or small groups.

### Step 5: Digital Identity Safety (10 minutes)

- Brief participants on the importance of online safety while curating their digital identity.
- Share quick tips: strong passwords, two-factor authentication, being cautious with sharing personal details, and adjusting privacy settings.

### Step 6: Debriefing (15 minutes)

- Facilitate an open discussion, allowing participants to share their insights from the workshop.
- Discuss the challenges they anticipate while curating their digital identity and brainstorm solutions.
- Emphasize the importance of authenticity and integrity online.



*Note: Adjustments may be needed based on the age and proficiency of participants. Always ensure that discussions are respectful, understanding that everyone’s journey with their digital identity is unique.*

## DIGITAL IDENTITY SELF-REFLECTION

### 1. My Digital Footprint:

List all the social media and online platforms you're active on:

- \_\_\_\_\_
- \_\_\_\_\_

### 2. Positive Digital Impressions:

List 2-3 posts or interactions you've made online that you're proud of or feel represent you well:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 3. Room for Improvement:

Are there any posts, comments, or interactions you regret or wouldn't want someone important (like an employer or a family member) to see? List 1-2 without going into specific details:

- \_\_\_\_\_
- \_\_\_\_\_

### 4. My Digital Aspirations:

What values, hobbies, or interests would you like to portray more online?

- \_\_\_\_\_
- \_\_\_\_\_

### 5. Action Steps:

List 2-3 steps you plan to take to curate a more positive and genuine online persona:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 6. Digital Safety Check:

- Do you regularly update and diversify your passwords? ☐ Yes ☐ No
- Have you set up two-factor authentication on your main accounts? ☐ Yes ☐ No

# RESOURCES

## CASE STUDIES OF ONLINE PERSONAS

### Case Study 1: Positive Digital Identity

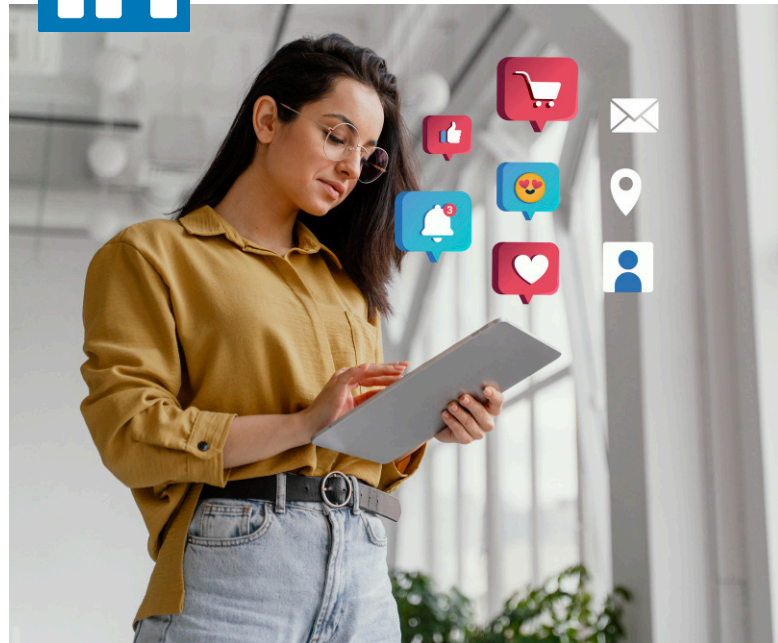
**Name:** Emily (Name changed for privacy)

**Platform:** LinkedIn

#### Profile Overview:

- Professional headshot as profile picture.
- Detailed description of her current job role and responsibilities.
- Regular posts sharing industry insights and personal achievements.
- Engages with other industry professionals by leaving thoughtful comments.

**Outcome:** Emily was approached by a top company in her field for a job role that was a step up from her current position.



### Case Study 2: Negative Digital Identity

**Name:** Alex (Name changed for privacy)

**Platform:** Twitter

#### Profile Overview:

- Uses an anonymous profile picture and username.
- Frequently posts aggressive and confrontational comments on polarizing topics.
- Has been reported multiple times for harassment.

**Outcome:** Alex's identity was discovered by his colleagues, leading to strained professional relationships and a warning from HR.



# RESOURCES

## CASE STUDIES OF ONLINE PERSONAS

### Case Study 3: Positive Digital Identity

**Name:** Aisha (Name changed for privacy)

**Platform:** Instagram

**Profile Overview:**

- Shares her art and projects with a supportive community.
- Posts stories discussing her creative process.
- Engages with followers by asking for feedback and conducting polls.

**Outcome:** Aisha gained attention from art galleries and had her work featured in several exhibitions.



### Case Study 4: Negative Digital Identity

**Name:** Jordan (Name changed for privacy)

**Platform:** Facebook

**Profile Overview:**

- Shares personal details indiscriminately.
- Posts frequently about partying and skipping work.
- Uses inappropriate language in comments and posts.

**Outcome:** Jordan was overlooked for a job promotion when management came across his profile during a casual search.





## METHOD 8

### ROLE-PLAYING FOR CONFLICT RESOLUTION



#### Objective of the Method:

The aim of this methodology is to empower young individuals with effective conflict resolution skills in the online environment by using role-playing scenarios. Through interactive role-playing exercises, participants will learn how to handle potential conflicts and toxic situations online, while also discussing the impact on mental health.



#### Learning Outcomes:

- Understand the implications of conflict and toxicity in online environments.
- Learn how to respond effectively and assertively to online conflict situations.
- Develop empathy and understanding for others' perspectives in conflict situations.
- Gain knowledge of resources and strategies for conflict resolution and support in online spaces.



#### Materials Needed:

- Pre-prepared role-play scenarios.
- Digital platform (like Zoom or Teams) for conducting the workshop (if not in person).
- Virtual whiteboard for brainstorming and sharing ideas.
- Handouts with online resources and support networks for conflict resolution.
- Pen and paper for participants.



#### TIME:

1,5 - 2 hours



## STEP-BY-STEP INSTRUCTIONS - PT. 1

### Step 1: Introduction (15 minutes)

Begin with an icebreaker activity to create a comfortable and safe environment. Discuss the objectives and ground rules for the session.

### Step 2: Understanding Conflict and Toxicity Online (15 minutes)

Facilitate a group discussion on understanding online conflicts, cyberbullying, and toxicity. Discuss their experiences, if they feel comfortable sharing, and the effects on mental health.

### Step 3: Introduction to Role-Play Scenarios (10 minutes)

Introduce the concept of role-playing as a tool for empathy building and conflict resolution. Describe the scenarios, making sure they're relevant to young people's experiences online.

### Step 4: Role-Playing (30 minutes)

Divide the participants into small groups (or pairs). Each group will receive a scenario involving a potential online conflict. One person will play the person in conflict, and the other(s) will respond. Ensure everyone has a chance to play both roles.

### Step 5: Group Discussion and Debriefing (20 minutes)

After the role-play, gather everyone and discuss each scenario. Ask participants to share their experiences, feelings, and what strategies they used or could have used. As a facilitator, provide feedback and guide the discussion to help them gain insights.

### Step 6: Conflict Resolution Strategies (20 minutes)

Introduce and discuss various strategies and resources to handle online conflicts effectively, such as blocking, reporting, seeking help, etc. Make sure to distribute the handouts with resources and support networks. This stage of the workshop focuses on teaching participants how to handle online conflicts and toxic situations effectively. Here's a step-by-step breakdown:

#### 6.1 Introduction to Conflict Resolution (5 minutes):

Begin this part by explaining what conflict resolution is and its importance in digital spaces. Discuss how online conflict can affect mental health and well-being, making conflict resolution skills crucial.

#### 6.2 Strategies and Resources (10 minutes):

Next, introduce various strategies and resources for resolving conflicts and handling toxicity online. Below are a few examples:

**Blocking/Muting:** Explain the process of blocking or muting individuals who are causing discomfort. Discuss when and why this may be necessary and the pros and cons of doing so.

**Reporting:** Discuss how and when to report abusive behavior to the platform administrators. Explain the process and what they can expect after reporting.

**Privacy Settings:** Discuss the importance of setting appropriate privacy levels on social media accounts to prevent unwanted interactions.

**Self-Care:** Discuss the importance of taking a step back from the situation to maintain mental health, such as taking breaks from social media or turning to a hobby.



## STEP-BY-STEP INSTRUCTIONS - PT.2

**Support Systems:** Discuss the importance of talking to a trusted adult or friend about what they're experiencing, and how to reach out for help when needed.

**Assertiveness:** Teach the basics of assertive communication, explaining how to express oneself respectfully and stand up against online bullying.

**Digital Citizenship:** Encourage responsible online behavior, promoting respect, kindness, and understanding in digital spaces.

### 6.3 Role-playing Conflict Resolution (5 minutes):

Choose a few scenarios from the role-play stage. For each one, ask participants to suggest which strategy might be effective and why.

### 6.4 Handouts and Resources (5 minutes):

Finally, provide handouts or share digital resources with participants. These should include support networks and resources for further learning on conflict resolution and dealing with online toxicity. Explain what each resource is for and encourage participants to use them when needed. Remember, the goal of this step is not only to teach young people about conflict resolution strategies but also to encourage a more respectful and understanding use of digital spaces, leading to a healthier online environment.

### Step 7: Reflection and Closing (10 minutes)

Wrap up the session with a reflection activity. Ask each participant to share one thing they learned or will take away from the session. Thank them for their participation and courage to engage in such a sensitive topic.

### Debriefing

The debriefing session is an essential part of the role-playing process as it helps participants to reflect on their experiences and the lessons learned. Facilitator's role in this is to guide the conversation and ensure it remains positive and constructive.

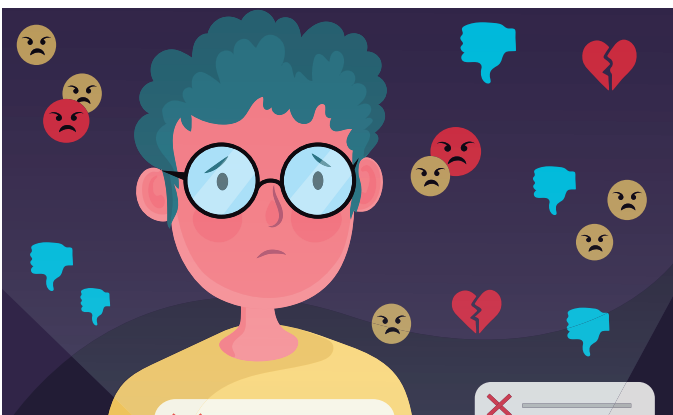
- Start by asking open-ended questions about their overall experience and feelings during the role-play.
- Ask about the strategies they used and their effectiveness.
- Discuss alternative approaches they could have used.
- Reflect on how the knowledge gained can be applied in their real-life digital interactions.
- Finally, remind them of the support networks and resources available, and encourage them to reach out when necessary.

*Remember, the goal is not just to simulate conflict but to equip participants with tools and strategies to navigate real-life online conflicts, thus reducing the negative impacts on their mental health.*

# RESOURCES

Below are potential role-playing scenarios (facilitator can adapt them to the context and the group they are working with):

- 1. Inappropriate Comment:** User A posts a picture on social media. User B leaves an inappropriate comment on the picture that makes User A feel uncomfortable.
- 2. Cyberbullying:** User A is a part of a group chat where other members start making fun of A's appearance based on a shared picture.
- 3. Spreading Rumors:** User A finds out that User B has been spreading false rumors about them in an online community.
- 4. Social Exclusion:** User A realizes they have been deliberately excluded from a group chat by their friends who have created a separate group without them.
- 5. Online Stalking:** User A feels uncomfortable because User B is persistently trying to engage with them on different platforms, crossing boundaries.
- 6. Identity Theft:** User A's profile has been duplicated by an unknown User B, who's pretending to be User A and posting offensive content.



- 7. Trolling:** User A shares a personal story online. User B starts trolling A, making fun of their experience or belittling them.
- 8. Non-consensual Sharing:** User A discovers that a private conversation between them and User B has been shared publicly by B without A's consent.
- 9. Body Shaming:** User A posts a new photo and receives a comment from User B that body shames them.
- 10. Invasion of Privacy:** User A finds out that User B has been sharing A's personal information online without permission.
- 11. Hate Speech:** User A is targeted with hate speech by User B based on A's race, religion, gender, or other protected characteristic.
- 12. Gaming Conflicts:** User A and User B are part of an online multiplayer game where B constantly undermines or harasses A during the game.

Each scenario should be handled with sensitivity, taking into account the potentially serious impact of these situations on the young people involved. It's important to guide the role-play in a way that participants can discuss these situations openly and come up with constructive ways to address such conflicts.



## METHOD 9

### THE POWER OF PERSPECTIVE: REAL VS. ONLINE LIFE



#### Objective of the Method:

To enable young individuals to critically analyze and differentiate between the portrayals of life on online platforms and the multifaceted nature of real life. Through interactive activities and reflections, participants will be empowered to foster a balanced perspective, reducing the potential negative mental health impacts of constant exposure to idealized online portrayals.



#### Learning Outcomes:

- Understand the difference between online portrayals and real life.
- Develop perspective-taking skills to discern the reality behind online content.
- Gain strategies to prevent comparison and maintain a healthy perspective when using social media.



#### Suggested Number of Participants:

- Group Variation: 6-12 participants
- Individual variation: 1-on-1 sessions



#### Materials Needed:

- Presentation slides or handouts on the concept of online portrayals vs. real life.
- Case studies or examples of online posts (both truthful and misleading).
- Pens and paper for individual reflections and activities.
- Online meeting platform for the online workshop (like Zoom or Teams).



#### Time:

Approximately 1 hour 15 minutes



## STEP-BY-STEP INSTRUCTIONS:

### FOR GROUP WORK

#### Step 1: Introduction (15 minutes)

Begin by introducing the topic, explaining the potential discrepancies between online portrayals and real life. Discuss how these discrepancies can lead to negative comparisons.

#### Step 2: Case Studies Discussion (30 minutes)

Present case studies or examples of online posts that show only the highlights or are potentially misleading. Discuss as a group what might not be shown or what the realities behind these posts could be.

#### Step 3: Group Activity: Reality Check (20 minutes)

Divide participants into smaller groups and provide each group with a hypothetical online scenario (e.g., a post showing someone's extravagant vacation or perfect body). Each group should discuss what might be the realities behind these posts and present their thoughts to the larger group.

#### Step 4: Strategy Building (30 minutes)

Facilitate a group discussion to brainstorm strategies for maintaining a healthy perspective when using social media. This might include setting time limits, practicing gratitude, or cultivating offline hobbies and relationships.

#### Step 5: Reflection and Commitment (15 minutes)

Encourage participants to reflect on their learning and commit to one or two strategies they'll try to implement in their own lives. Participants can share their commitments if they feel comfortable doing so.

### FOR INDIVIDUAL WORK

#### Step 1: Introduction (15 minutes)

Introduce the topic, explaining the potential discrepancies between online portrayals and real life. Discuss how these discrepancies can lead to negative comparisons.

#### Step 2: Case Studies Discussion (30 minutes)

Present case studies or examples of online posts that show only the highlights or are potentially misleading. Discuss together what might not be shown or what the realities behind these posts could be.

#### Step 3: Activity: Reality Check (20 minutes)

Provide a hypothetical online scenario (e.g., a post showing someone's extravagant vacation or perfect body). Ask the participant to think about what might be the realities behind this post and discuss their thoughts.

#### Step 4: Strategy Building (30 minutes)


Discuss strategies for maintaining a healthy perspective when using social media. This might include setting time limits, practicing gratitude, or cultivating offline hobbies and relationships. Have the participant choose one or two strategies they'd like to implement.

#### Step 5: Reflection and Commitment (15 minutes)

Encourage the participant to reflect on their learning and commit to the strategies they'll try to implement in their own lives.

#### Debriefing:

- Discuss the key insights participants gained from the workshop.
- Reflect on the realities behind online portrayals.
- Encourage participants to regularly practice perspective-taking when using social media.
- Reinforce the importance of maintaining a healthy perspective to prevent harmful comparisons.



*This workshop aims to help young people understand the difference between real life and online portrayals, fostering perspective-taking skills and providing them with strategies to prevent comparison and maintain a healthy perspective when using social media.*



# PRESENTATION

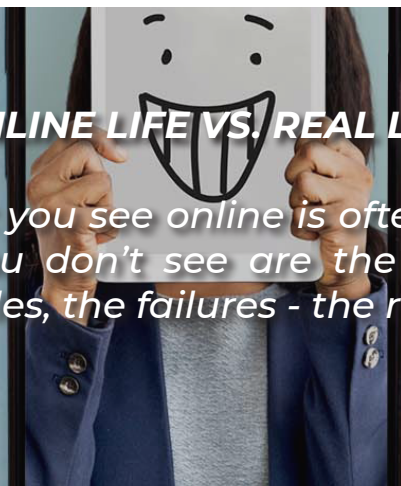
## THE INTERNET AND PERCEPTION

*“The Internet, and specifically social media, has an enormous power to shape our perception of reality. It’s a platform where people often showcase their best moments, leading to a distorted view of their lives.”*



## ONLINE LIFE VS. REAL LIFE

*“Always remember, what you see online is often the ‘highlight reel’ - the best moments. What you don’t see are the mundane moments, the struggles, the failures - the real life.”*



## THE POWER OF PERSPECTIVE

*“Maintaining perspective when browsing social media is vital. Remember to differentiate between someone’s online portrayal and their real life.”*

*Each slide aims to educate young people about the distinction between online portrayals and real life, encouraging them to maintain perspective and avoid harmful comparisons.*



## **COMPARISON IS THE THIEF OF JOY**

*"It's easy to fall into the trap of comparing ourselves to others based on what we see online. Remember, everyone has ups and downs, but not everyone shares them. Focus on your own journey."*



## **STRATEGIES FOR HEALTHY PERSPECTIVE**

- Limit your time on social media.
- Follow accounts that inspire and uplift you, rather than cause you to compare or feel bad about yourself.
- Remember the difference between online portrayals and real life.
- Practice gratitude for the positive aspects of your own life.
- Cultivate offline hobbies and relationships."



## **TAKE ACTION**

*"Challenge yourself to apply these strategies in your life. Be mindful of your social media usage and take steps to maintain a healthy perspective. Remember, your worth is not determined by what you see or post online."*

*Each slide aims to educate young people about the distinction between online portrayals and real life, encouraging them to maintain perspective and avoid harmful comparisons.*

# RESOURCES

Examples of online posts, three of which are misleading and three are more truthful. Please note that all these examples are hypothetical and names used are fictional.

## MISLEADING POSTS

### Post by Jake:

- A photo of Jake standing next to a high-end sports car with the caption, "Just another day in the life #blessed". In reality, Jake doesn't own the car, it was parked in his neighborhood and he took a photo with it.



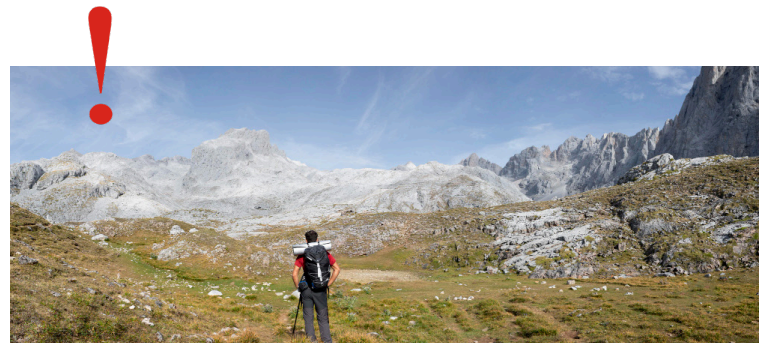
### Post by Emily:

- A perfectly arranged picture of healthy meals captioned "Home-cooked meals every day. Health is wealth!" Despite this post, Emily usually orders takeout and rarely has time to cook meals from scratch.



### Post by Brian:

- A picture of Brian on a mountain top with the caption, "Hiking every morning keeps me fit and fresh". Brian doesn't hike daily; the picture was taken during a vacation last year.



# RESOURCES

*Examples of online posts, three of which are misleading and three are more truthful. Please note that all these examples are hypothetical and names used are fictional.*

## TRUTHFUL POSTS

### Post by Sara:

- A picture of Sara studying with books spread around, captioned “Midterm week! Reality isn’t always glamorous, but hard work pays off.”



### Post by Tom:

- A photo of Tom cooking dinner with a caption “First attempt at making pasta! Not perfect, but proud I tried something new.”



### Post by Lisa:

- A photo of Lisa with a face mask on, sitting in her pajamas, with the caption “Self-care Saturday. Remember, it’s okay to have days where you do nothing and just take care of yourself.”



*These case studies can be used to discuss the difference between what is often portrayed online and the reality behind those posts.*



## METHOD 10

### HEALTHY SOCIAL MEDIA HABITS FOR MENTAL WELLBEING



#### Objective of the Method:

To equip young individuals with the knowledge, awareness, and strategies to cultivate healthier habits when interacting with social media, leading to improved mental well-being.



#### Learning Outcomes:

- Understand the potential positive and negative impacts of social media on mental health.
- Recognize personal triggers or behaviors that might indicate excessive or harmful social media use.
- Develop strategies for establishing healthier social media habits.
- Gain skills in setting digital boundaries and incorporating regular digital detoxes.



#### Materials Needed:

- Projector or screen for slides/video
- Printed handouts of “Social Media Self-Assessment”
- Printed handouts of “Healthy Social Media Habits Checklist”
- Markers, flip charts, or whiteboards
- Sticky notes



#### Time:

1,5 hour



## STEP-BY-STEP INSTRUCTIONS:

### Step 1: Introduction (10 minutes)

- Initiate a discussion on how often participants use social media and their favorite platforms.
- Briefly discuss the pros and cons of social media. Elicit responses from the participants about what they love and dislike about these platforms.

### Step 2: Video Screening (10 minutes)

- Play a short video on the effects of social media on mental health. This could be a documentary snippet, a personal story, or an expert's perspective.
- Briefly discuss the reactions to the video.

### Step 3: Social Media Self-Assessment (15 minutes)

- Distribute the “Social Media Self-Assessment” handout. Allow participants 10 minutes to complete it.
- Discuss the results in pairs or small groups, focusing on feelings, surprises, or insights.

### Step 4: Group Discussion on Social Media's Impact (15 minutes)

- Divide participants into small groups. Assign each group a topic related to social media's impact on mental health (e.g., comparison, cyberbullying, information overload).
- Each group should discuss and then list the potential dangers and benefits of their topic on a flip chart or whiteboard.
- After discussion, groups share their findings with the entire group.

### Step 5: Strategies for Healthy Social Media Habits (20 minutes)

- Distribute the “Healthy Social Media Habits Checklist” handout.
- In pairs, participants discuss strategies they already use or ones they would like to try. Encourage sharing of personal experiences and success stories.
- Facilitator gathers feedback and writes down key strategies on a whiteboard or flip chart.

### Step 6: Setting Digital Boundaries Activity (10 minutes)

- Ask participants to write down one boundary they'd like to set regarding their social media usage on a sticky note.
- Participants then place their sticky notes on a board, creating a “Digital Boundaries Wall.”
- Facilitator reviews some of the boundaries and encourages group discussion.

### Step 7: Debriefing (10 minutes)

- Reflect on the activities and discussions.
- Ask participants to share one thing they've learned and one action they'll take moving forward.
- Emphasize the importance of personal responsibility in digital habits.



*This methodology provides a comprehensive approach to understanding and addressing social media's impacts on mental health. By fostering self-awareness and equipping participants with practical strategies, it aims to promote healthier digital habits among young individuals.*



# RESOURCES

Some links to videos and documentaries that discuss the effects of social media on mental health:

**PLUGGED IN:  
THE TRUE TOXICITY OF  
SOCIAL MEDIA REVEALED  
(MENTAL HEALTH DOCUMENTARY)**




This is a YouTube video that delves into the harmful effects of social media on mental well-being.

**HOW SOCIAL MEDIA IS  
AFFECTING OUR MENTAL  
HEALTH, ACCORDING TO  
TOP EXPERTS**



An article from Vogue discussing the impacts of social media, referencing the Netflix docudrama “The Social Dilemma.”

**WHY SOCIAL MEDIA IS  
TOXIC FOR TEEN MENTAL  
HEALTH  
FAULT LINES DOCUMENTARY**



A YouTube video by Fault Lines examining the impact of social media on the mental health of teenagers.

**THE SOCIAL DILEMMA**



An official website for the documentary “The Social Dilemma,” which blends documentary investigation and narrative drama to discuss the disruptive nature of social media.



# RESOURCES

## **6 SOCIAL MEDIA DOCUMENTARIES YOU MUST WATCH**



A LinkedIn article listing several documentaries on social media, including its impact on mental health.

## **THESE MOVIES REVEAL THE DISGUSTING TOXICITY OF SOCIAL MEDIA AND THE INTERNET**



An article from MovieWeb discussing various movies that highlight the harmful effects of social media.

## **A TOXIC FEED: SOCIAL MEDIA AND TEEN MENTAL HEALTH SOCIAL MEDIA AND TEEN MENTAL HEALTH**



An Al Jazeera documentary investigating whether social media exacerbates America's youth mental health crisis.

## **THE SOCIAL DILEMMA WIKIPEDIA**



A Wikipedia page for the 2020 American docudrama film "The Social Dilemma," which examines social media's effect on mental health.

*Please note that while these links provide valuable insights into the topic, it's essential to approach each source with a critical mindset and consider multiple perspectives.*

**Instructions:** Reflect on your current social media habits and answer the following questions as honestly as possible.

**1. How many hours do you spend on social media daily?**

- ☐ Less than 1 hour
- ☐ 1-2 hours
- ☐ 2-4 hours
- ☐ More than 4 hours

**2. Which social media platform do you spend the most time on?**

- ☐ Facebook
- ☐ Instagram
- ☐ Twitter
- ☐ Snapchat
- ☐ TikTok
- ☐ Others: \_\_\_\_\_

**3. How often do you compare yourself to others on social media?**

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

**4. Do you ever feel anxious or upset if you can't check your social media?**

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

**5. Have you ever felt the need to take a break from social media?**

- ☐ Yes, often
- ☐ Yes, a few times
- ☐ No

**6. How often do you check your phone for social media updates first thing in the morning?**

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

**7. Do you feel that social media negatively impacts your sleep?**

- ☐ Yes
- ☐ No
- ☐ Unsure

**8. On a scale of 1 to 10, how would you rate your overall satisfaction with your current social media habits? (1 being very dissatisfied, 10 being very satisfied)**

\_\_\_\_\_

# HEALTHY SOCIAL MEDIA HABITS CHECKLIST

## HANDOUT

Use this checklist to guide your social media use towards a healthier path.  
**Check off** the strategies you already use and **circle** those you'd like to try.

- ☐ **Set Specific Times for Social Media:**  
allocate dedicated times during the day for checking social media, rather than sporadic checks.
- ☐ **Limit Notifications:**  
Turn off non-essential notifications to reduce constant disturbances.
- ☐ **Unfollow/Unfriend:**  
Regularly review and curate your friend and follow lists. Unfollow accounts or unfriend individuals that don't positively contribute to your well-being.
- ☐ **Digital Detox:**  
Dedicate one day a week or a few hours daily where you completely unplug from social media.
- ☐ **Mindful Scrolling:**  
Be present and intentional when you're on social media. Avoid mindless scrolling.
- ☐ **Limit Social Media Before Bed:**  
Reduce screen time at least an hour before sleep to improve sleep quality.
- ☐ **Educate Yourself:**  
Stay updated about the platforms you use, their algorithms, and the type of content they push to your feed. This awareness can help in understanding the psychology behind content recommendations.
- ☐ **Comparison Check:**  
Remind yourself that social media showcases highlight reels, not the entire story. Avoid falling into the comparison trap.
- ☐ **Use Well-being Features:**  
Utilize the well-being tools provided by many platforms, like screen time monitors or break reminders.
- ☐ **Physical Activity:**  
Take regular breaks to stretch, walk, or engage in any physical activity. This can be a good distraction and promotes overall well-being.

*Please note that while these links provide valuable insights into the topic, it's essential to approach each source with a critical mindset and consider multiple perspectives.*



## METHOD 1 1

### NAVIGATING ONLINE RELATIONSHIPS AND COMMUNICATION

#### Learning Outcomes:



- Understand the intrinsic differences between online communication and face-to-face interactions.
- Recognize the effects of online communication on mental well-being and relationships.
- Acquire strategies and guidelines for maintaining and fostering healthy online relationships.
- Reflect on personal online communication habits and identify areas for improvement.

#### Suggested Number of Participants:



- Group Variation: 8-16 participants for effective group discussions and pair activities.
- Individual Variation: 1-on-1 session between facilitator and participant.

#### Materials Needed:



- Projector or large screen (for group) / Computer or tablet (for individual sessions).
- Pre-prepared video clips showcasing different online interactions.
- Printed cards with conversation scenarios.
- Pens and notepads for participants.
- Sticky notes & markers.
- Stopwatch or timer.



#### Time:

1,5 hour



## STEP-BY-STEP INSTRUCTIONS:

### GROUP VARIATION

#### Step 1: Introduction & Ice-breaker (10 minutes)

- Quick poll: “How many of you have misunderstood or been misunderstood in an online conversation?”
- Share an anecdote about a miscommunication that happened online.

#### Step 2: Comparative Analysis (15 minutes)

- Show pre-prepared video clips: one depicting a face-to-face interaction and the other showcasing the same interaction online.
- Engage the group in discussing the differences and the potential issues with the online interaction.

#### Step 3: Activity: Role Reversal (20 minutes)

- Participants are divided into pairs and given cards with online conversation scenarios.
- One acts as the sender and the other as the receiver. The receiver has to interpret the sender’s message without any vocal tone or facial cues.
- Swap roles and repeat with a different scenario.
- Discuss challenges faced in interpreting messages.

#### Step 4: Strategies Presentation (10 minutes)

- Present guidelines and strategies for effective and healthy online communication (e.g., the importance of clarity, avoiding multitasking, being empathetic).

#### Step 5: Activity: Rewrite & Reflect (10 minutes)

- Participants are given printed versions of “problematic” online messages and are tasked with rewriting them using the strategies learned.

#### Step 6: Debriefing & Commitment Pledge (10 minutes)

- Reflect on the activities and discussions.
- Encourage participants to pledge one positive change they’ll make in their online communication habits, writing it on a sticky note as a takeaway reminder.

### INDIVIDUAL VARIATION

#### Step 1: Introduction & Ice-breaker (10 minutes)

- Facilitator and participant discuss personal experiences with online communication, focusing on any challenges faced.

#### Step 2: Comparative Analysis (15 minutes)

- Show the video clips and discuss perceptions, feelings, and challenges related to online interactions.

#### Step 3: Interpretation Challenge (20 minutes)

- Facilitator sends participant various written messages, from which the participant has to guess the emotion or intent behind them.
- Discuss the challenges of interpreting without vocal or visual cues.

#### Step 4: Strategies Presentation (10 minutes)

- Discuss guidelines and strategies for effective online communication.

#### Step 5: Activity: Rewrite & Reflect (10 minutes)

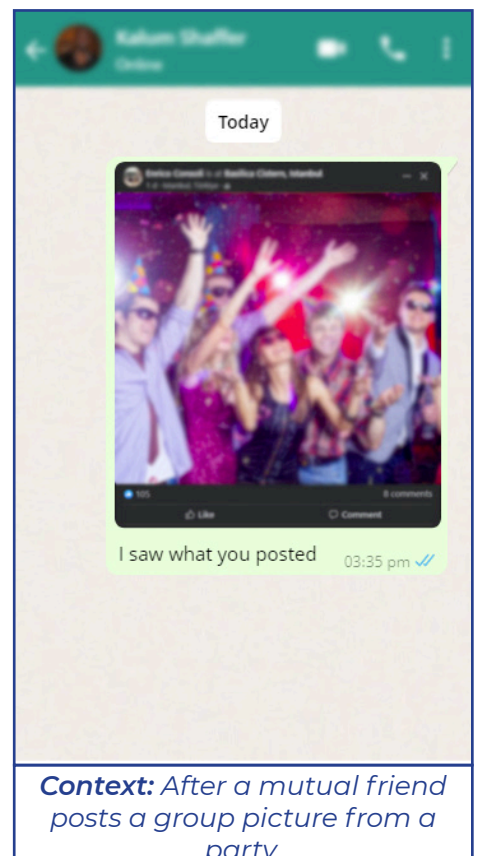
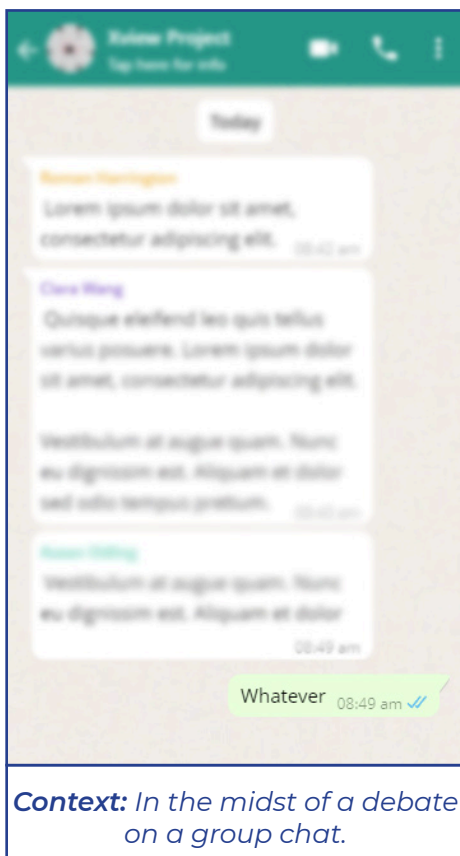
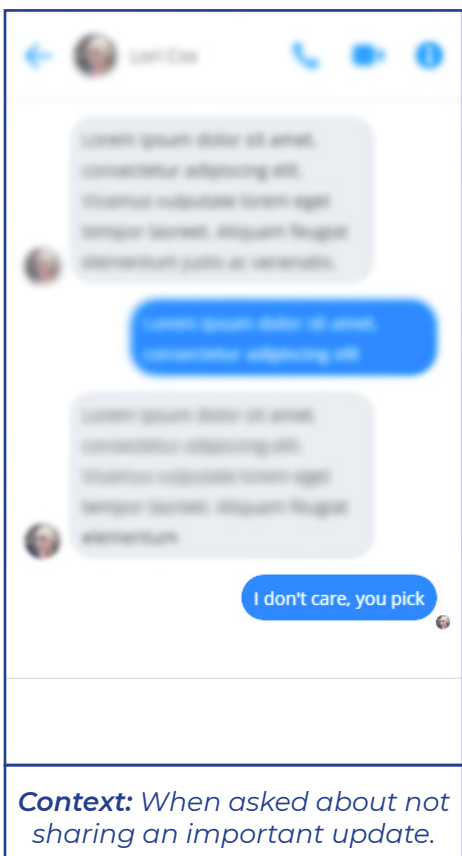
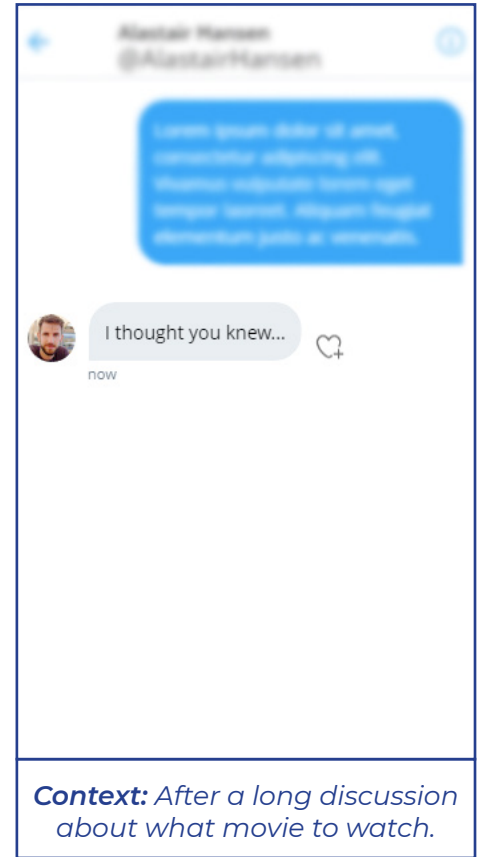
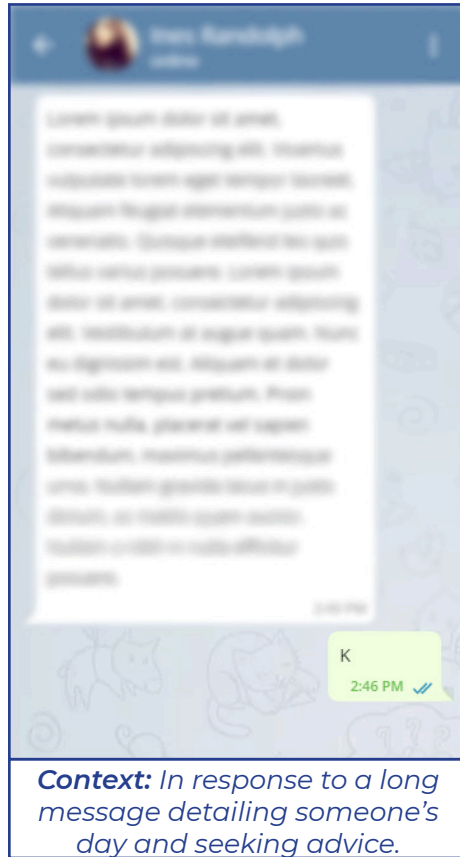
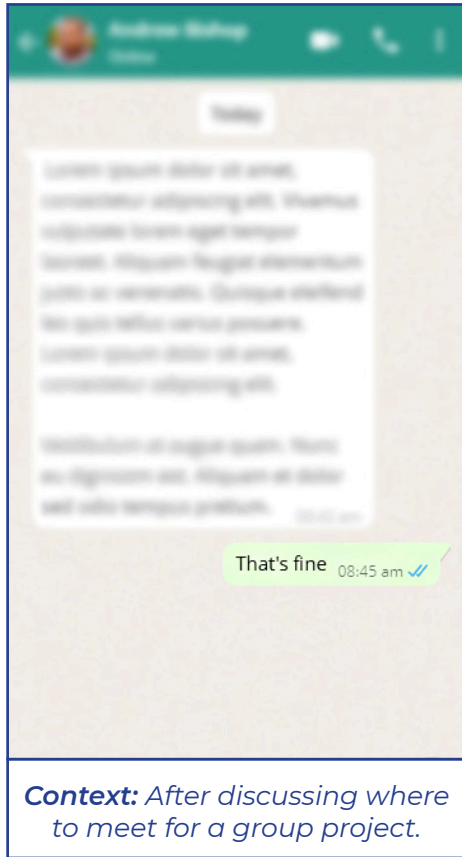
- Participant is shown “problematic” online messages and is tasked with rewriting them using the strategies learned.

#### Step 6: Debriefing & Reflection (10 minutes)

- Reflect on the activities and the learning.
- Discuss and note down commitments or changes the participant wishes to make in their online communication habits.

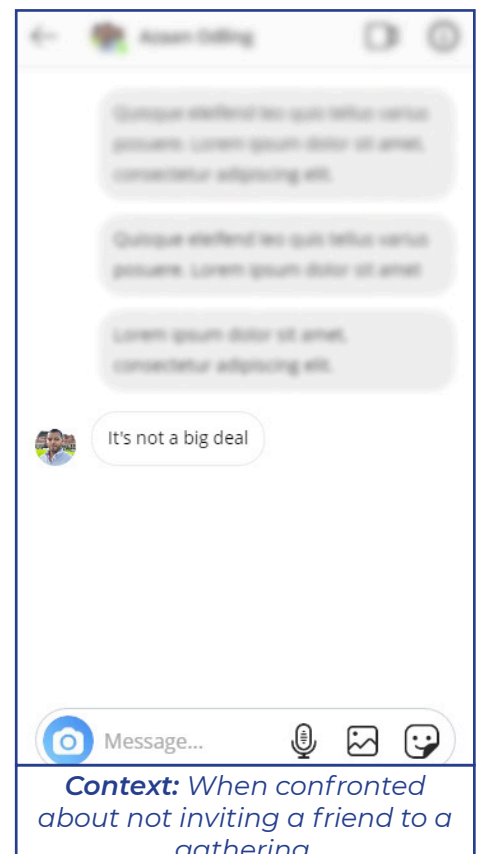
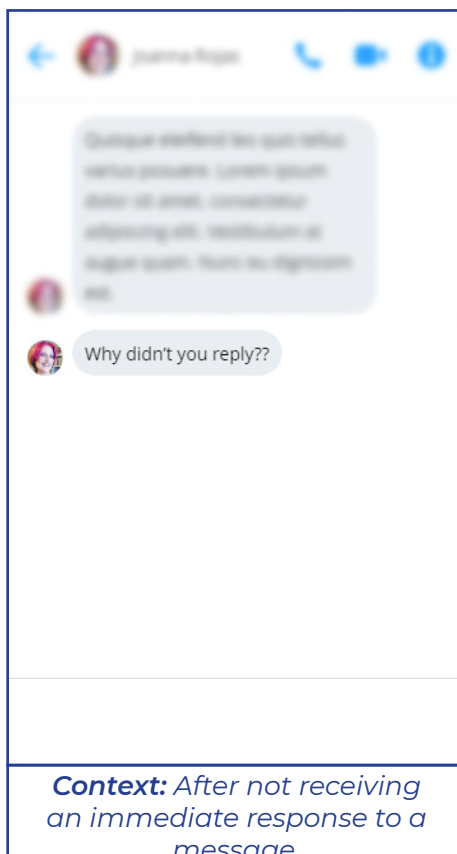
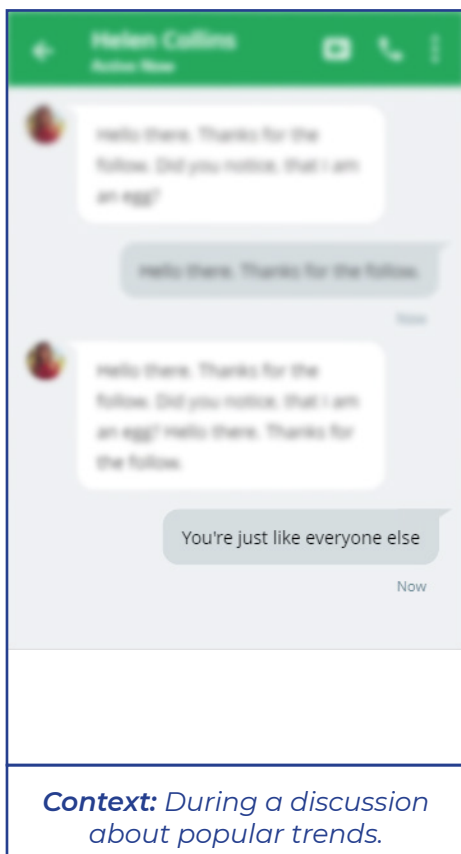
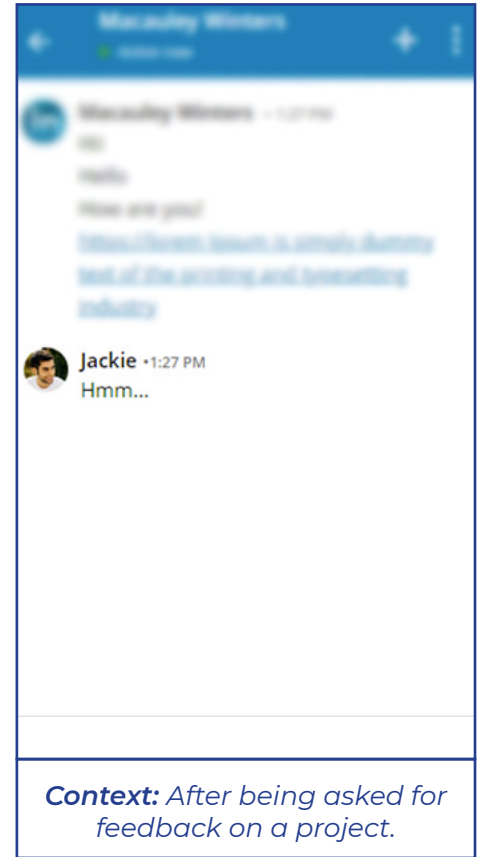
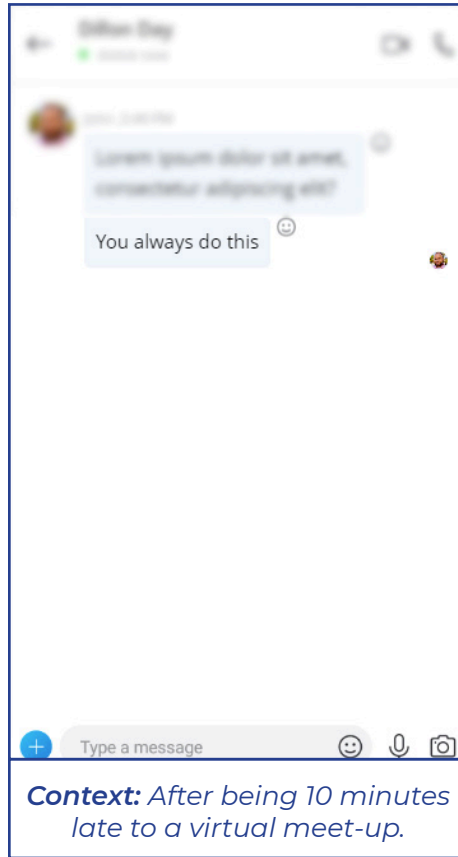
# RESOURCES

Example texts for the printed cards with conversation scenarios. These are designed to highlight the potential ambiguity and pitfalls of online communication:



# RESOURCES

Example texts for the printed cards with conversation scenarios. These are designed to highlight the potential ambiguity and pitfalls of online communication:





# RESOURCES

*Some direct video links that showcase different online interactions:*

## ONLINE COMMUNICATION VS. FACE-TO-FACE INTERACTION



This video compares online communication with face-to-face interactions, highlighting the differences and challenges.

## MISCOMMUNICATION IN ONLINE CONVERSATIONS



A video that delves into the common misunderstandings that can arise in online chats and how to navigate them.

## THE ART OF ONLINE COMMUNICATION



This video offers insights into effective online communication, emphasizing clarity, empathy, and understanding.

## ONLINE INTERACTION: DO'S AND DON'TS



A guide that provides tips on what to do and what to avoid during online interactions to maintain healthy communication.

## THE CHALLENGES OF ONLINE COMMUNICATION



This video discusses the potential pitfalls of online communication and how to overcome them.

## ONLINE COMMUNICATION SKILLS



A video that offers strategies and skills for effective online communication.

*These videos should provide a range of perspectives and examples related to online interactions and communication.*



## METHOD 1 2

### SAFEGUARDING MENTAL HEALTH ONLINE




#### Objective of the Method:


To empower young individuals with the knowledge and tools to safeguard their mental health while navigating the online world.

#### Learning Outcomes:

By the end of this session, participants will be able to:

- 
- A black graduation cap with a yellow tassel.
- Identify potential online triggers that could adversely affect their mental health.
  - Demonstrate an understanding of methods to protect their mental health while online.
  - Create a personalized action plan for online mental wellbeing.
  - Understand where to seek support and resources if they or someone they know is affected.

#### Materials Needed:

- 
- An icon of a screwdriver and a wrench crossed.
- Projector and screen for presentations.
  - Printed handouts on common online triggers and strategies for safeguarding mental health.
  - Sticky notes and markers.
  - “Digital Mental Health First Aid Kit” templates.
  - Laptops or tablets (optional for research activities).



#### Time:

1 hour 30 minutes



## STEP-BY-STEP INSTRUCTIONS:

### Step 1: Introduction (10 minutes)

- Begin by sharing some general statistics and facts about mental health challenges that arise from online interactions.
- Highlight the importance of being proactive in safeguarding mental health while being digitally connected.

### Step 2: Identifying Triggers (15 minutes)

- Present common online triggers that might affect mental health (e.g., cyberbullying, comparison, misinformation).
- Ask participants to reflect on any personal experiences or triggers they've come across. They can jot these down on sticky notes anonymously.
- Create a "Wall of Triggers" by sticking these notes on a board.

### Step 3: Strategies for Protection (20 minutes)

- Present and discuss various strategies to protect mental health online.
- Discuss the concept of a "Digital Mental Health First Aid Kit." Explain its components like having supportive contacts, uplifting content, and mental health apps/resources.
- Distribute the "Digital Mental Health First Aid Kit" templates for participants to start creating their own.

### Step 4: Group Discussion and Sharing (15 minutes)

- If in a group setting: Split participants into smaller groups and let them discuss their personal strategies and tools they use for online mental wellbeing. They can then share with the larger group.
- If individually: Allow for a period of self-reflection where they can note down personal strategies they've found effective.

### Step 5: Research Activity (Optional) (10 minutes)

- If devices are available, allow participants some time to research and find online resources or apps that focus on mental wellbeing. They can add these to their "First Aid Kits."

### Step 6: Personalized Action Plan (10 minutes)

- Ask participants to outline a brief action plan on steps they'll take to ensure their mental health is protected while online.

### Step 7: Debriefing (10 minutes)

- Reflect on the learning outcomes.
- Discuss feelings, new insights, and ask for feedback on the session.
- Emphasize the importance of continuous learning and adaptation, as the digital landscape constantly evolves.



*Note: This methodology can be adapted to suit various settings and age groups. The approach encourages active participation and self-reflection, essential elements in non-formal education.*

## COMMON ONLINE TRIGGERS & STRATEGIES FOR SAFEGUARDING MENTAL HEALTH

### COMMON ONLINE TRIGGERS AFFECTING MENTAL HEALTH

- **1. Cyberbullying and Harassment:** Malicious actions taken against someone online, which may include threats, spreading rumors, or other forms of intimidation.
- **2. Comparison Trap:** Continuously comparing oneself to others based on what's portrayed online, leading to feelings of inadequacy.
- **3. Information Overload:** The overwhelming amount of data and information accessible can lead to stress and decision paralysis.
- **4. Doomscrolling:** Continuously scrolling through negative and distressing news or updates.
- **5. FOMO (Fear of Missing Out):** Anxiety that arises from missing out on events, news, or important status updates.
- **6. Digital Fatigue:** Mental and physical exhaustion from overuse of digital devices without breaks.
- **7. Impersonation and Privacy Invasion:** Unauthorized access or pretending to be someone you're not, leading to trust issues.

### STRATEGIES FOR SAFEGUARDING MENTAL HEALTH ONLINE

- **1. Set Boundaries:** Allocate specific times for online activities, ensuring you also have offline moments.
- **2. Curate Your Feed:** Follow uplifting and positive accounts, unfollow or mute any account that makes you feel stressed or inadequate.
- **3. Digital Detox:** Dedicate specific days or times where you stay completely offline.
- **4. Protect Personal Information:** Use strong, unique passwords, and avoid sharing personal details openly.
- **5. Educate Yourself:** Recognize and report cyberbullying. Learn about privacy settings.
- **6. Reach Out:** If something online affects you, talk to someone you trust or seek professional help.
- **7. Practice Mindfulness:** Engage in activities that ground you in the present, like meditation or deep breathing exercises.

## YOUR DIGITAL MENTAL HEALTH FIRST-AID KIT

### 1. Supportive Contacts

List friends, family, or professionals you can talk to

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 4. Personal Affirmations

Write uplifting and personal affirmations to remind yourself of your worth

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 2. Uplifting Content

List positive accounts, websites, or channels you can visit

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 5. Offline Activities

List hobbies or activities you can engage in away from screens

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 3. Mental Wellbeing Apps/Resources

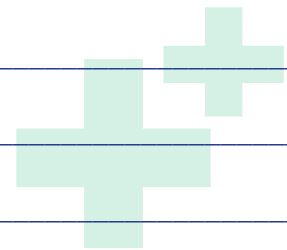
List apps you find useful, like meditation apps or mental health forums

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 6. Emergency Contacts

List local helplines or services

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**REMEMBER:** It's okay to seek help when you need it. Prioritize your mental wellbeing.



## METHOD 13

### UNDERSTANDING AND OVERCOMING FOMO (FEAR OF MISSING OUT)



#### Objective of the Method:

To help participants identify and understand their feelings of FOMO, its potential impacts on their mental health, and to equip them with strategies to overcome and manage such feelings in the digital age.



#### Learning Outcomes:

- Recognize and articulate personal feelings of FOMO.
- Understand the psychological mechanisms behind FOMO.
- Develop personal strategies to counteract FOMO and cultivate a healthier relationship with social media.



#### Materials Needed:

- Projector or screen for multimedia presentations.
- Printed “FOMO Reflection Worksheet”.
- Pens/pencils.
- Sticky notes.
- Whiteboard & markers.



#### Time:

1 hour 15 minutes



## STEP-BY-STEP INSTRUCTIONS:

### Step 1: Introduction to FOMO (15 minutes)

- Begin with a short multimedia presentation or video about FOMO, showcasing how it's often perpetuated by social media.
- Facilitator briefly shares a personal story or example of FOMO (if comfortable).

### Step 2: Group Discussion (10 minutes)

- Ask participants to discuss in pairs: Have they ever experienced FOMO? What triggered it? How did they respond?
- A couple of pairs share their stories with the larger group.

### Step 3: FOMO Reflection Worksheet (15 minutes)

- Distribute the “FOMO Reflection Worksheet” to participants.
- Participants spend 10 minutes individually filling out the worksheet.
- Facilitator then asks for volunteers to share insights from their reflection.

### Step 4: Understanding the Psychological Mechanics of FOMO (10 minutes)

- Facilitator provides a brief talk or presentation on why our brains are susceptible to FOMO, touching on aspects of social comparison, self-esteem, and dopamine hits from social media notifications.

### Step 5: Strategies to Overcome FOMO (15 minutes)

- Brainstorming session: Participants are asked to write down on sticky notes strategies or activities that might help reduce FOMO.
- Sticky notes are placed on a board. The facilitator groups similar strategies together.
- Facilitator highlights and elaborates on a few of the most commonly mentioned strategies.

### Step 6: Personal Commitment (5 minutes)

- Participants are asked to choose one strategy or action they will commit to over the next week to combat their own feelings of FOMO.

### Step 7: Debriefing (5 minutes)

- Participants share how they felt during the workshop.
- Discuss potential challenges in implementing chosen strategies and ways to overcome them.

### VARIATION FOR INDIVIDUAL WORK:

For a one-on-one setting, the methodology can remain largely the same but be more discussion-focused. The facilitator can have a more in-depth conversation with the individual about their personal experiences with FOMO, and together they can co-create strategies tailored to the individual's unique challenges and experiences. The “FOMO Reflection Worksheet” can be used as a guided discussion tool in this setting.



# PRESENTATION

MULTIMEDIA PRESENTATION ON FOMO:  
UNDERSTANDING AND OVERCOMING  
THE FEAR OF MISSING OUT



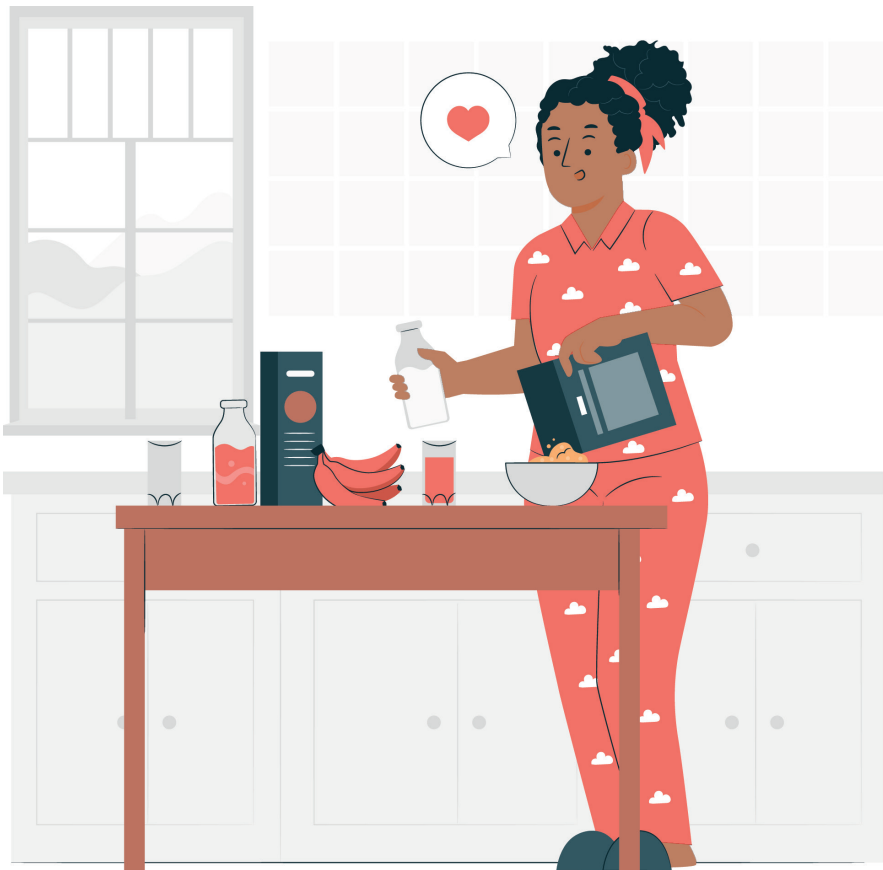
**FOMO:**

THE FEAR OF MISSING OUT  
IN THE DIGITAL AGE



## What is FOMO?

The uneasy and sometimes all-consuming feeling that you're missing out – that your peers are doing, in the know about, or in possession of more or something better than you.



## REAL LIFE

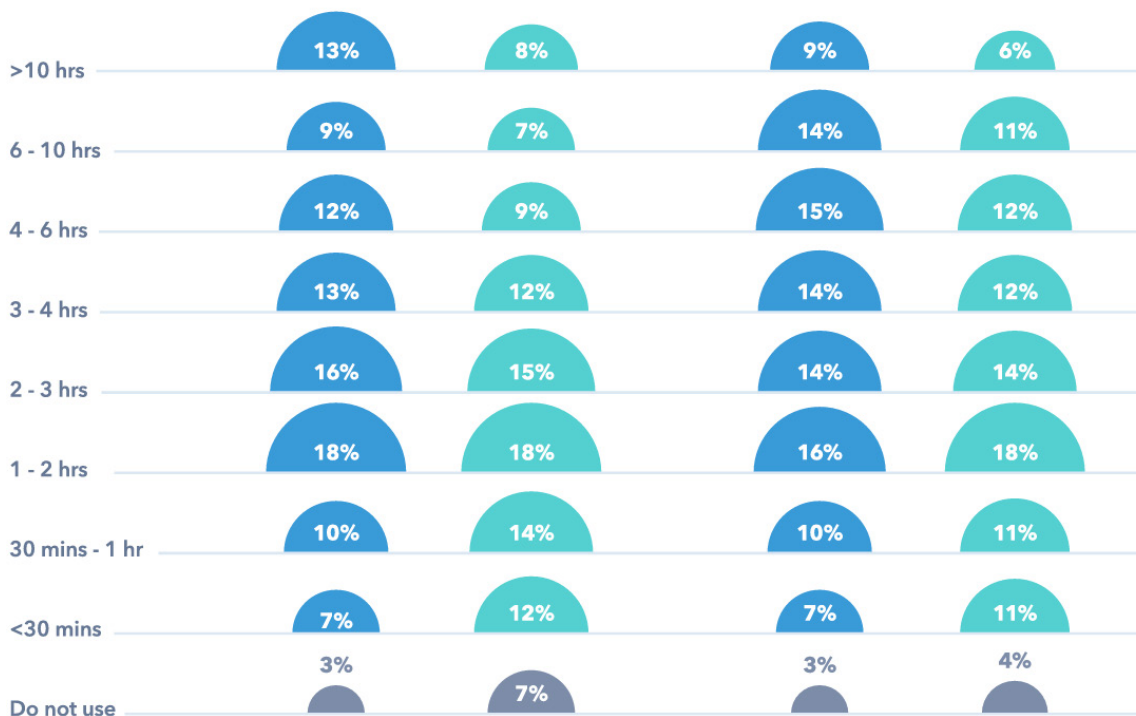
**Social media platforms** often amplify the FOMO phenomenon. Daily, we are exposed to a curated reality where only the best moments are shared.

## SOCIAL MEDIA



## FOMO and Non-FOMO average time spent online

● FOMO  
● Non-FOMO

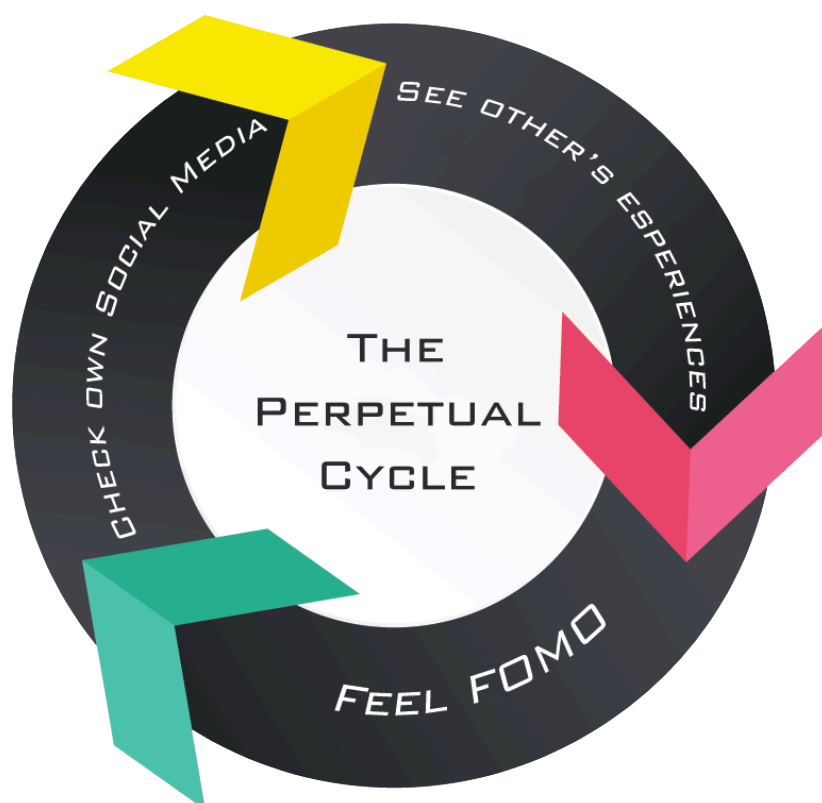


[www.gwi.com](http://www.gwi.com)

**FOMO** isn't just about wanting to be at every party. It can lead to feelings of inadequacy, anxiety, and depression.

**FOMO** drives us to check our phones and social media more often, creating a cycle:

The more we look, the more we fear we're missing out.





**Recognizing FOMO** is the first step. Consider taking digital detoxes, setting phone-free times, and connecting in real life.



Remember, **social media is a highlight reel**. Everyone has challenges and ordinary moments – they just might not share them.





This week, try to be present in your moments rather than capturing them.  
Experience life for yourself, not for your audience.



Embrace your journey, cherish real connections, and remember:  
It's okay to miss out online when you're engaged in real life.



OFFLINE AND IN THE MOMENT

*Throughout the presentation, it would be effective to include short video clips or animations to enhance the viewer's engagement and understanding of the topic. This could include clips from social media influencers discussing their curated online image vs. real life, or animations showcasing the cycle of FOMO.*

**Fear of Missing Out (FOMO):**

FOMO is the uneasy and sometimes all-consuming feeling that you're missing out – that your peers are doing, in the know about, or in possession of more or something better than you.

**PART A: PERSONAL REFLECTION****1. Describe a recent situation where you felt FOMO.**

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. How did this feeling impact your mood or actions? Did you end up doing something you wouldn't usually do because of it?**

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. List some common triggers that enhance your FOMO feelings when using digital platforms or social media.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**4. How does FOMO affect your overall well-being? (e.g., sleep, mental health, productivity)**

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## PART B: MANAGING FOMO

1. You see friends posting about a party you weren't invited to.

Counteraction:

• \_\_\_\_\_

2. Everyone seems to be talking about a new app or game, but you don't have it.

Counteraction:

• \_\_\_\_\_

3. A new trend is going viral, but you don't have the means or interest to participate.

Counteraction:

• \_\_\_\_\_

4. Your friends are traveling to a destination you've always wanted to visit, but you're stuck at home. Counteraction:

• \_\_\_\_\_

## PART C: FOMO TO JOMO (JOY OF MISSING OUT)

**JOMO** represents the satisfaction or contentment one feels when prioritizing one's own needs and well-being over societal pressures or the fear of missing out.

**List three activities or experiences where you genuinely feel the Joy of Missing Out. What makes these situations enjoyable for you?**

1. \_\_\_\_\_

Why it brings me joy:

\_\_\_\_\_

2. \_\_\_\_\_

Why it brings me joy:

\_\_\_\_\_

3. \_\_\_\_\_

Why it brings me joy:

\_\_\_\_\_

*Remember: It's okay to disconnect. It's okay to prioritize yourself. Embrace the moments of JOMO as they come, and recognize the balance between the online and offline world.*



# PRESENTATION

UNDERSTANDING THE PSYCHOLOGICAL  
MECHANICS OF FOMO



THE PSYCHOLOGY  
BEHIND FOMO

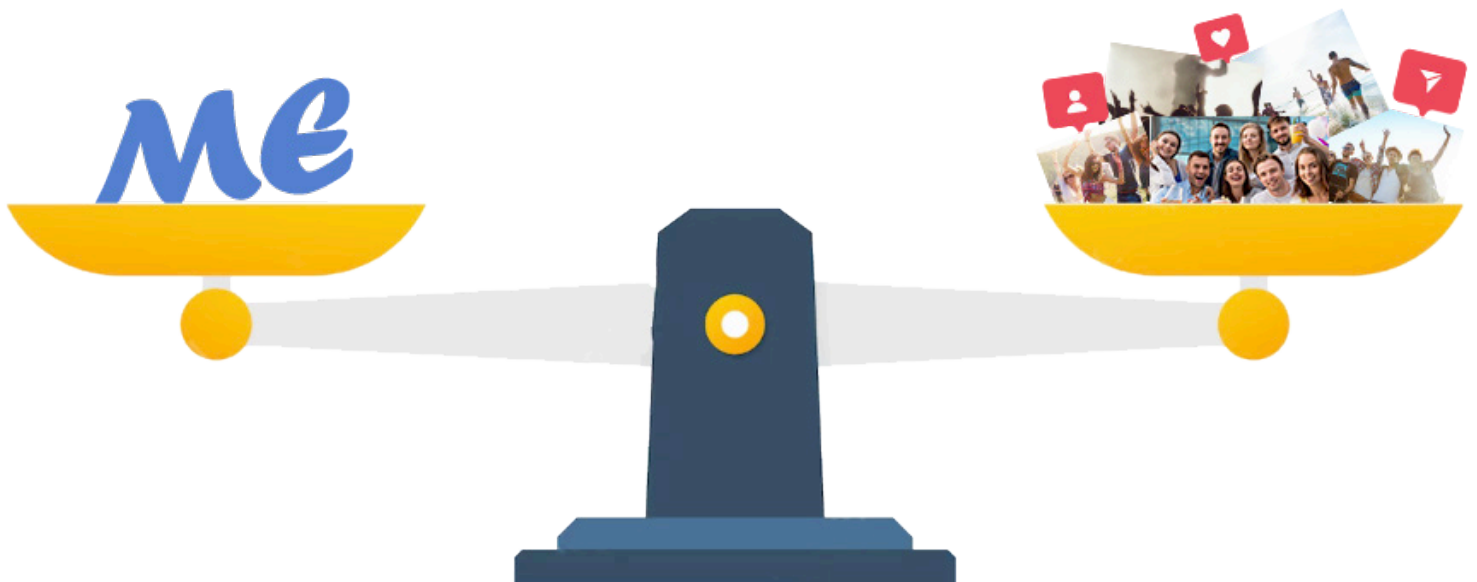
# EVOLUTIONARY ROOTS



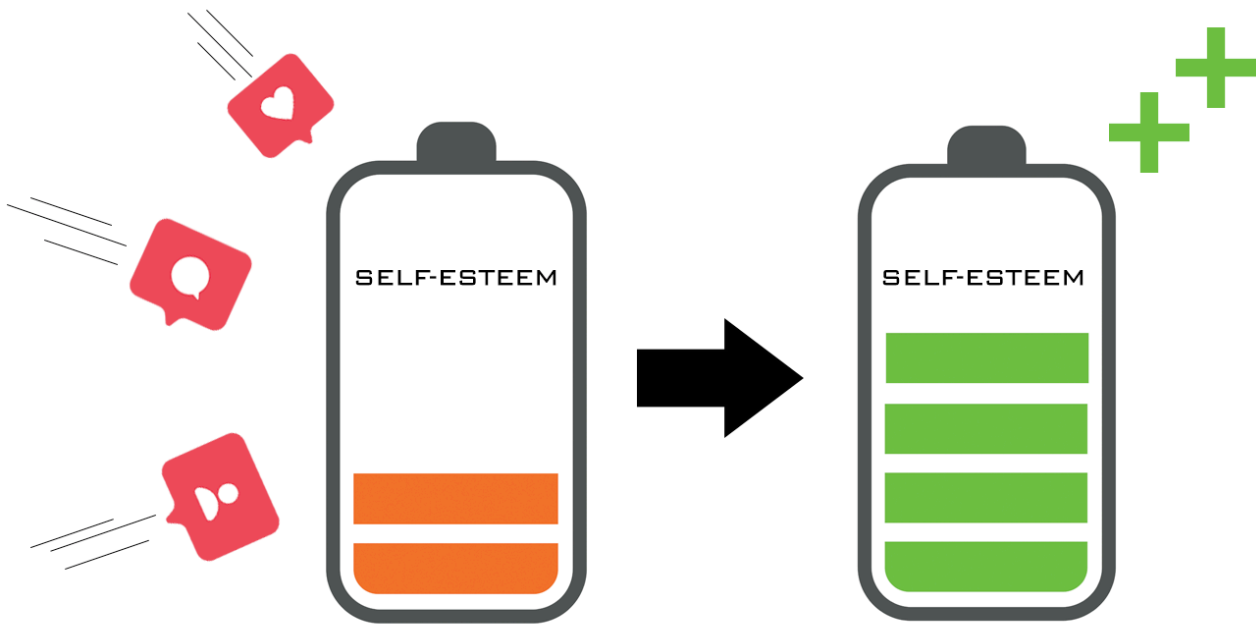
Humans have always been social creatures. In primitive times, being out of the loop might mean missing out on vital information for survival.

## SOCIAL COMPARISON

Social comparison theory posits that we determine our worth based on how we stack up against others. Social media amplifies this by constantly showing us others' "best lives."

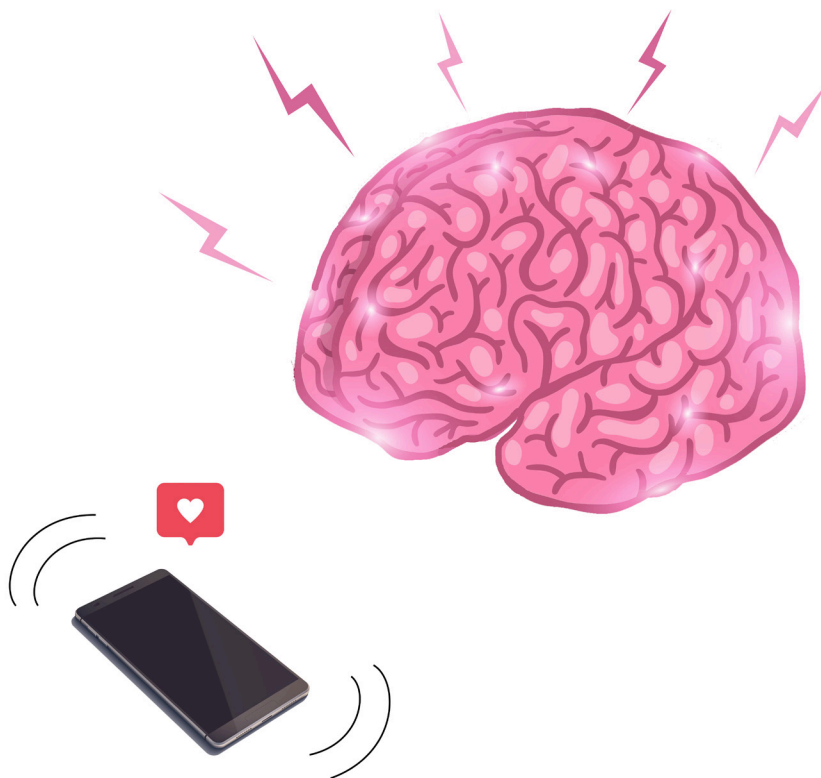


## SELF-ESTEEM & VALIDATION



Our online presence and the feedback it receives can directly impact our self-worth. Likes, comments, and shares become a measure of social validation.

## THE DOPAMINE EFFECT



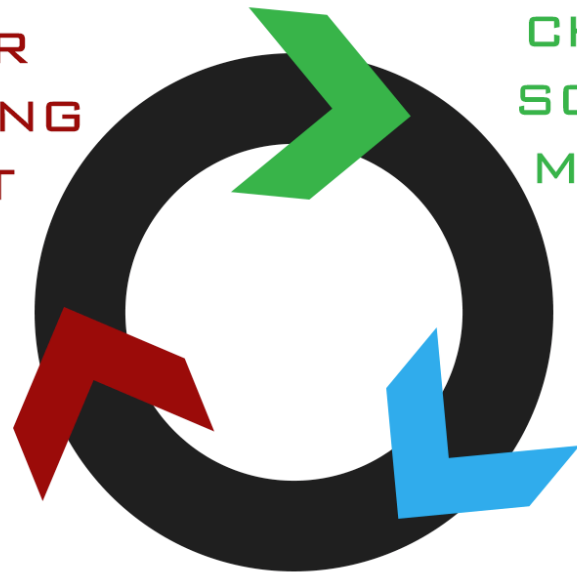
Social media and app developers have designed notifications to release dopamine—a “feel good” neurotransmitter. This makes us crave more of these notifications, keeping us hooked.

# THE CYCLE OF FOMO

The more we engage with social media, the more we feed our FOMO. It's a reinforcing loop of seeking validation and fearing what we might miss.

FEAR  
MISSING  
OUT

CHECK  
SOCIAL  
MEDIA



GET  
VALIDATION

# THE REAL-WORLD IMPACT



Beyond just a fear, FOMO can lead to anxiety, distractions from important tasks, and decreased real-world social interactions.



## CONCLUSION & REFLECTION

While it's natural to seek social validation, it's essential to be aware of our FOMO triggers and find balance in our digital and offline lives.





## INSTRUCTIONS FOR FACILITATOR:

### 1. Introduce the Topic:

Begin by explaining how our brains have evolved but some of our primal instincts and tendencies still influence our behaviors today.

### 2. Engage with Questions:

Ask participants if they've ever felt better or worse about themselves based on social media feedback. This helps make the content relatable.

### 3. Go Through the Slides:

Take your time with each slide, ensuring you discuss each point in detail and invite questions or comments.

### 4. Use Real-Life Examples:

Share anecdotes or news stories that highlight the psychological effects of FOMO (e.g., stories of people who took extreme measures for social media validation).

### 5. Encourage Mindfulness:

Stress the importance of self-awareness. Encourage participants to notice when they're checking their phones out of habit or genuine need.

### 6. End with a Reflection:

Ask participants to think about a time they felt strong FOMO and what triggered it. Encourage them to think about ways to mitigate these feelings in the future.

*Note: Be sensitive to the fact that for some participants, the discussion can evoke strong feelings. Ensure that everyone feels safe sharing and that there's no judgment.*



## METHOD 14

### UNDERSTANDING CYBERBULLYING AND ONLINE HARASSMENT METHODOLOGY



#### Objective of the Method:

To provide participants with a clear understanding of what constitutes cyberbullying and online harassment, its impacts, and strategies to handle and prevent such behaviors.

#### Learning Outcomes:

By the end of this workshop, participants should be able to:

- Define cyberbullying and differentiate it from traditional bullying.
- Recognize the various forms of online harassment and its psychological effects.
- Understand the importance of empathy and active bystander behavior online.
- Identify strategies to protect oneself and support peers facing online harassment.



#### Materials Needed:

- Projector and screen for presentations.
- Printed handouts of real-life cyberbullying examples (with names and identifying details removed).
- Printed “Online Empathy” and “Bystander Behavior” worksheets.
- Pens, markers, and flip charts.
- Computer with internet access for potential video or interactive module.



#### Time:

1 hour 30 minutes



## STEP-BY-STEP INSTRUCTIONS:

### Step 1: Introduction to Cyberbullying (10 minutes)

- Begin with a brief presentation defining cyberbullying and how it differs from traditional bullying.
- Highlight the role of anonymity on the internet and its potential to amplify bullying behaviors.

### Step 2: Real-life Examples (15 minutes)

- Distribute handouts containing real-life cyberbullying examples (ensure anonymity).
- Ask participants to read and discuss their feelings and initial reactions in pairs.

### Step 3: Forms and Impacts of Online Harassment (15 minutes)

- Project a presentation detailing the various forms of online harassment: doxxing, trolling, hate messages, etc.
- Discuss the psychological impacts, including anxiety, depression, self-isolation, and more.

### Step 4: Empathy Online Activity (15 minutes)

- Distribute the “Online Empathy” worksheet.
- Ask participants to read through online scenarios and write down how they would feel if they were in the victim’s position.
- Facilitate a group discussion around the importance of empathy in digital spaces.

### Step 5: Bystander Behavior\* (15 minutes)

\* More on page ...

- Discuss the concept of the “bystander effect” and how it translates into digital spaces.
- Distribute the “Bystander Behavior” worksheet, which contains scenarios where someone witnesses online harassment.
- Ask participants to work in small groups to discuss what an active bystander could do in these situations.

### Step 6: Prevention and Self-Protection (10 minutes)

- Present strategies for protecting oneself online: adjusting privacy settings, being cautious with sharing personal information, blocking/reporting harassers, etc.
- Emphasize the importance of seeking help when facing persistent online harassment.

### Step 7: Debriefing (10 minutes)

- Ask participants to reflect on what they’ve learned and how their perspective on cyberbullying has changed.
- Discuss the importance of creating supportive online communities and taking a stand against online harassment.
- Encourage participants to share personal stories (if comfortable) and provide strategies or advice for peers.

*This methodology offers a comprehensive approach to understanding cyberbullying and online harassment, fostering a safer online environment for all participants.*



# PRESENTATION

CYBERBULLYING VS  
TRADITIONAL BULLYING

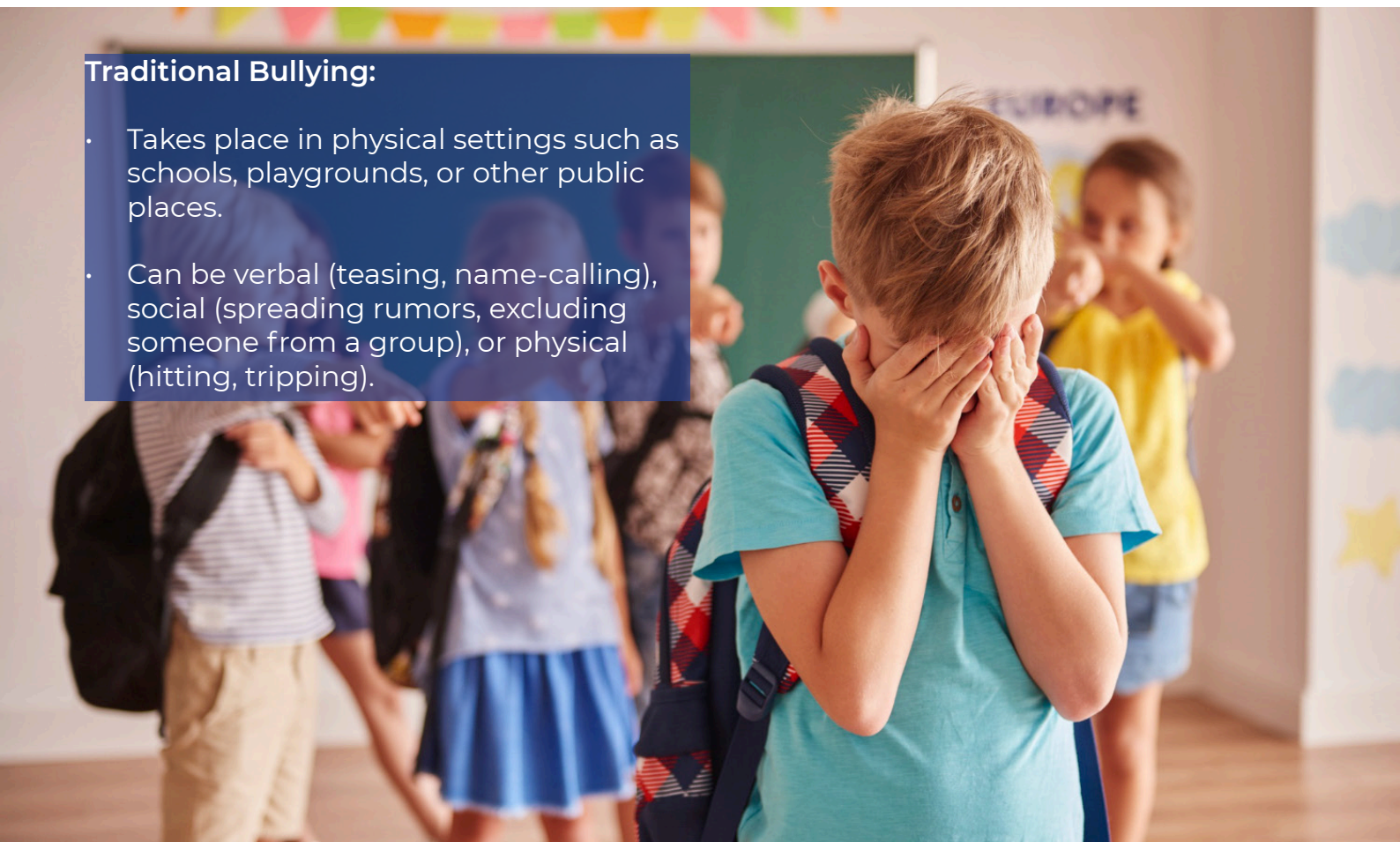
## UNDERSTANDING CYBERBULLYING AND ONLINE HARASSMENT





### What is Bullying?

- Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance.
- Repeated, or has the potential to be repeated, over time.



### Traditional Bullying:

- Takes place in physical settings such as schools, playgrounds, or other public places.
- Can be verbal (teasing, name-calling), social (spreading rumors, excluding someone from a group), or physical (hitting, tripping).



## What is Cyberbullying?

- Bullying that takes place over digital devices like cell phones, computers, and tablets.
- Can happen through SMS, text, apps, or online in social media, forums, or gaming environments.



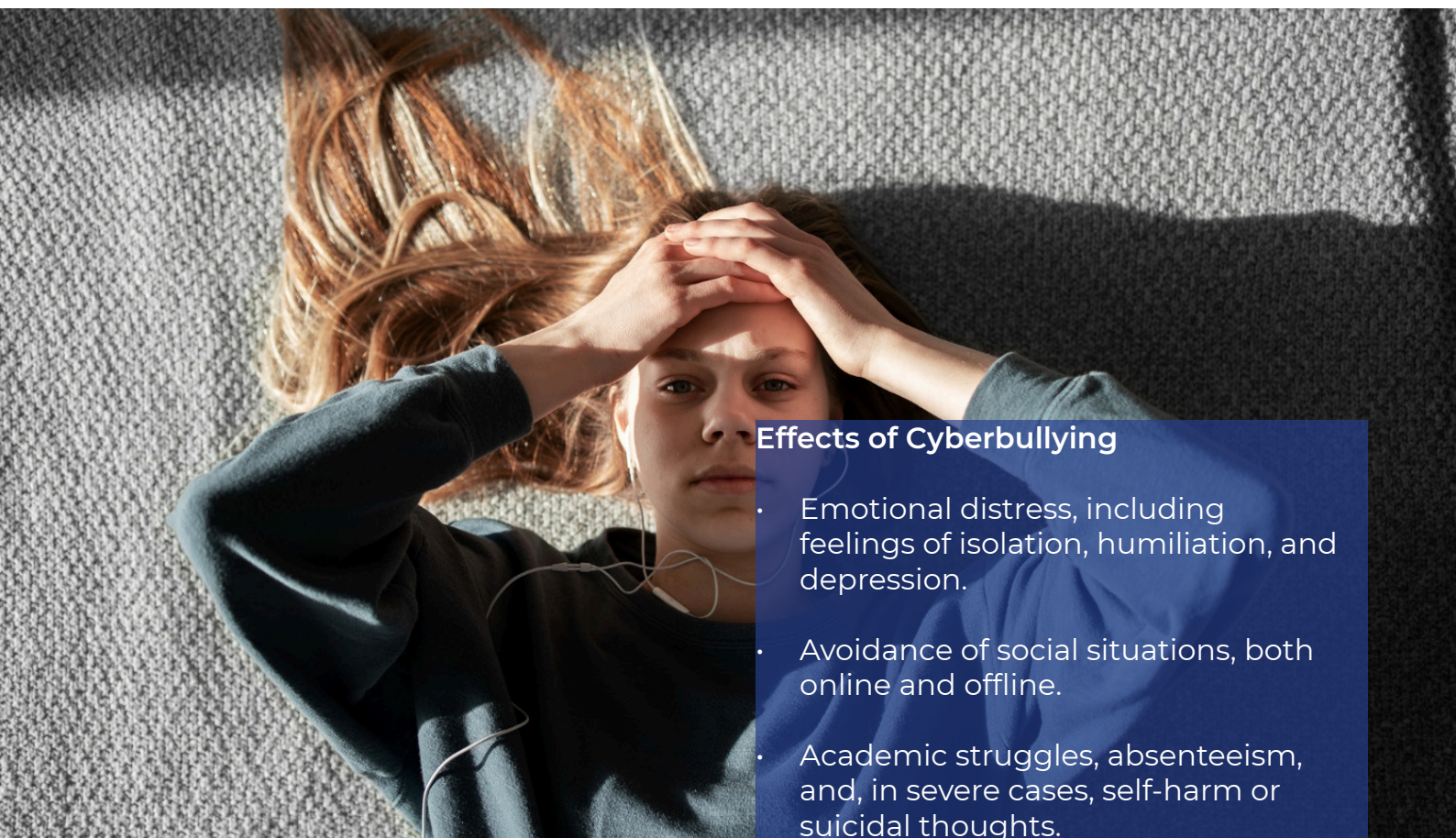
## Characteristics of Cyberbullying:

- **Anonymity:** Bullies can hide behind fake profiles or usernames.
- **Persistent:** Digital devices allow bullying 24/7.
- **Permanent:** Harmful texts, posts, or pictures can be distributed widely and remain online indefinitely.
- **Hard to Escape:** It can happen any time, anywhere, and to anyone online.



## Differences between Traditional and Cyberbullying

- **Reach:** Cyberbullying can have a broader audience due to sharing capabilities.
- **Duration:** while traditional bullying might stop after school, cyberbullying can be continuous.
- **Anonymity:** traditional bullies are usually known to the victim, whereas cyberbullies might be anonymous.



## Effects of Cyberbullying

- Emotional distress, including feelings of isolation, humiliation, and depression.
- Avoidance of social situations, both online and offline.
- Academic struggles, absenteeism, and, in severe cases, self-harm or suicidal thoughts.



## Prevention and Reporting

- Recognize the signs: Changes in mood, behavior, and online activity.
- Encourage open communication about online interactions.
- Report abusive content to platforms and local authorities if necessary.



## CONCLUSION

While both traditional bullying and cyberbullying are harmful and disruptive, their impacts can differ. The digital nature of cyberbullying allows it to spread faster and wider, making it essential to address it promptly and support those affected.



# PRESENTATION

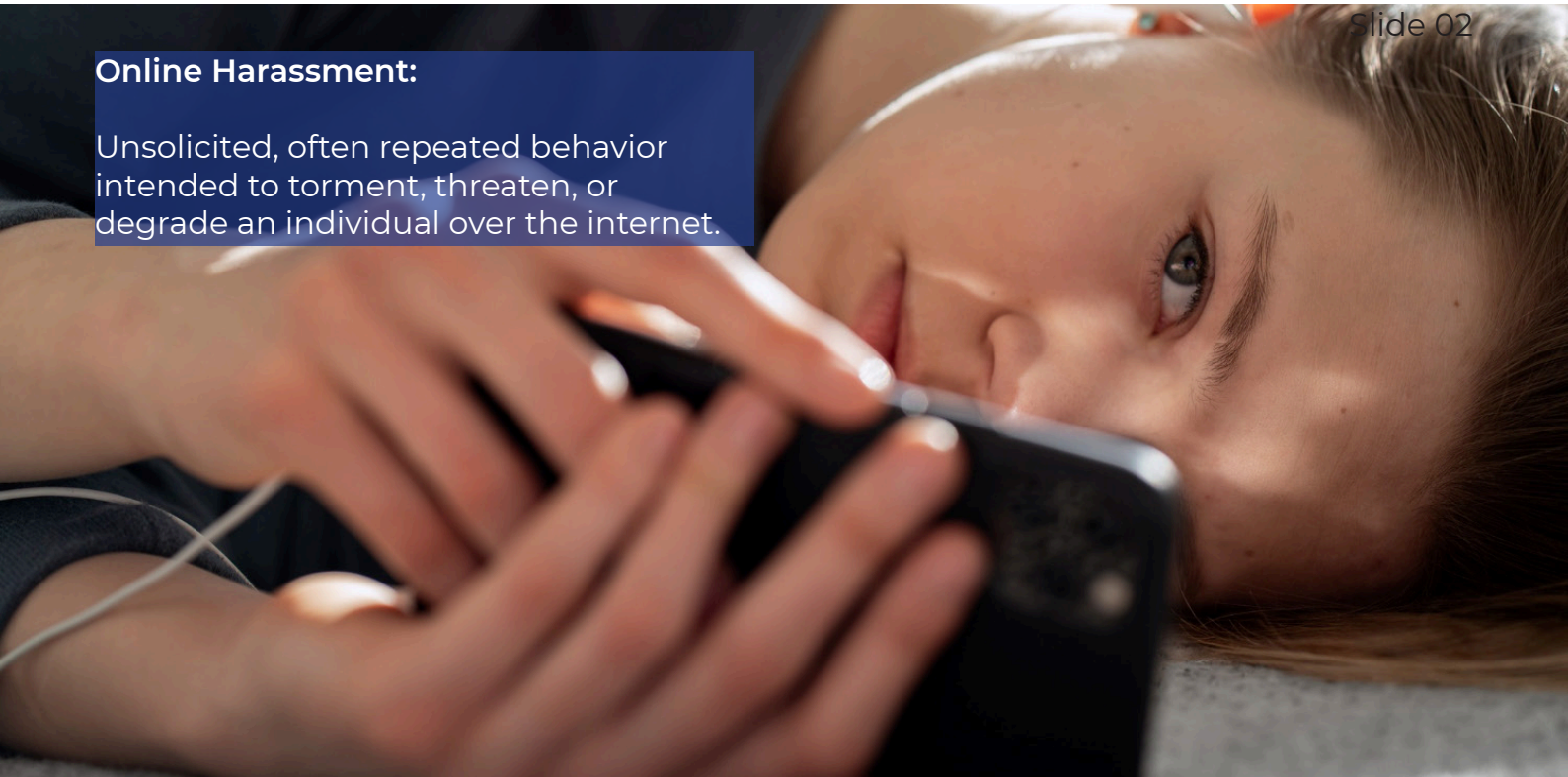
## FORMS AND IMPACTS OF ONLINE HARASSMENT

Slide 01

### Online Harassment:

Unsolicited, often repeated behavior intended to torment, threaten, or degrade an individual over the internet.

Slide 02



## TYPES OF ONLINE HARASSMENT

Slide 03



### 1. Doxxing

Revealing private information about someone online without their consent, such as addresses, phone numbers, or workplace.



Slide 04

## 2. Trolling

Purposefully inciting anger, annoyance, or arguments in online communities. Often characterized by off-topic or controversial comments.



**TROLL**

Slide 05



## 3. Hate Messages

Sending messages that discriminate based on race, gender, religion, sexual orientation, or other personal attributes.



Slide 06

#### 4. Cyberstalking

Repeatedly sending threats or malicious communications, tracking an individual's online activity, or making false accusations online.



Slide 07

#### 5. Flame

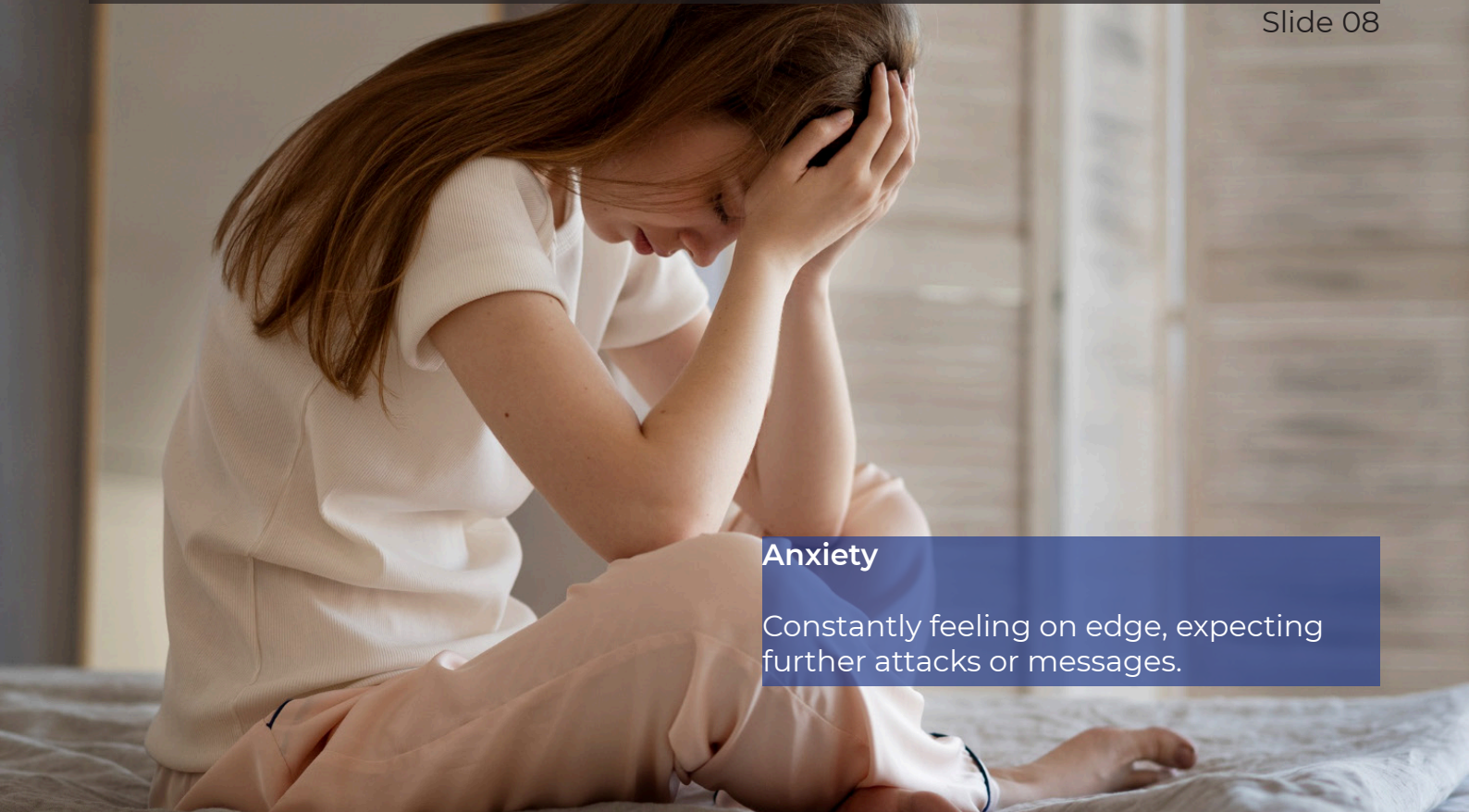
Posting inflammatory comments to provoke or insult other users or the platform's community.





## PSYCHOLOGICAL IMPACTS OF ONLINE HARASSMENT

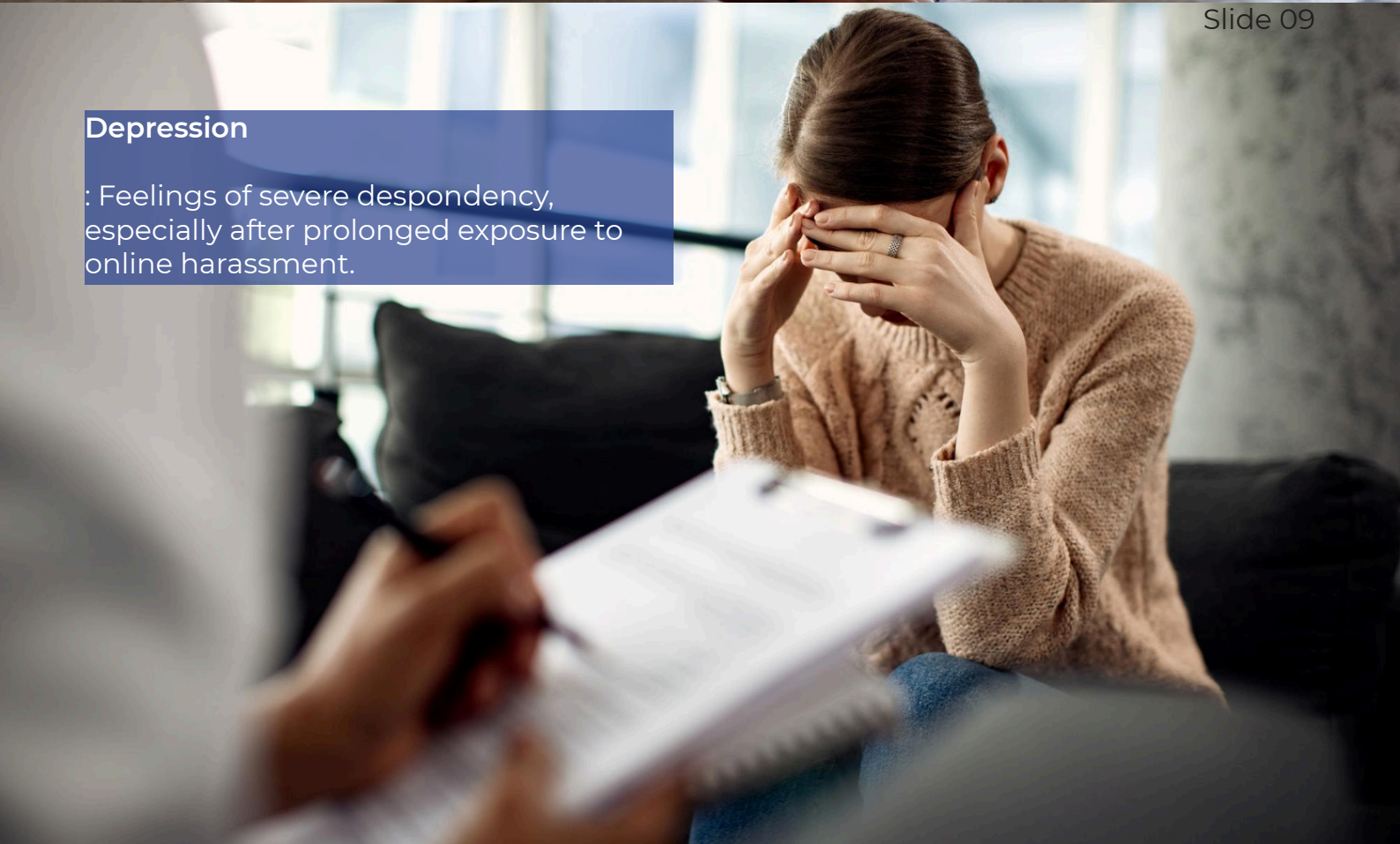
Slide 08



### Anxiety

Constantly feeling on edge, expecting further attacks or messages.

Slide 09

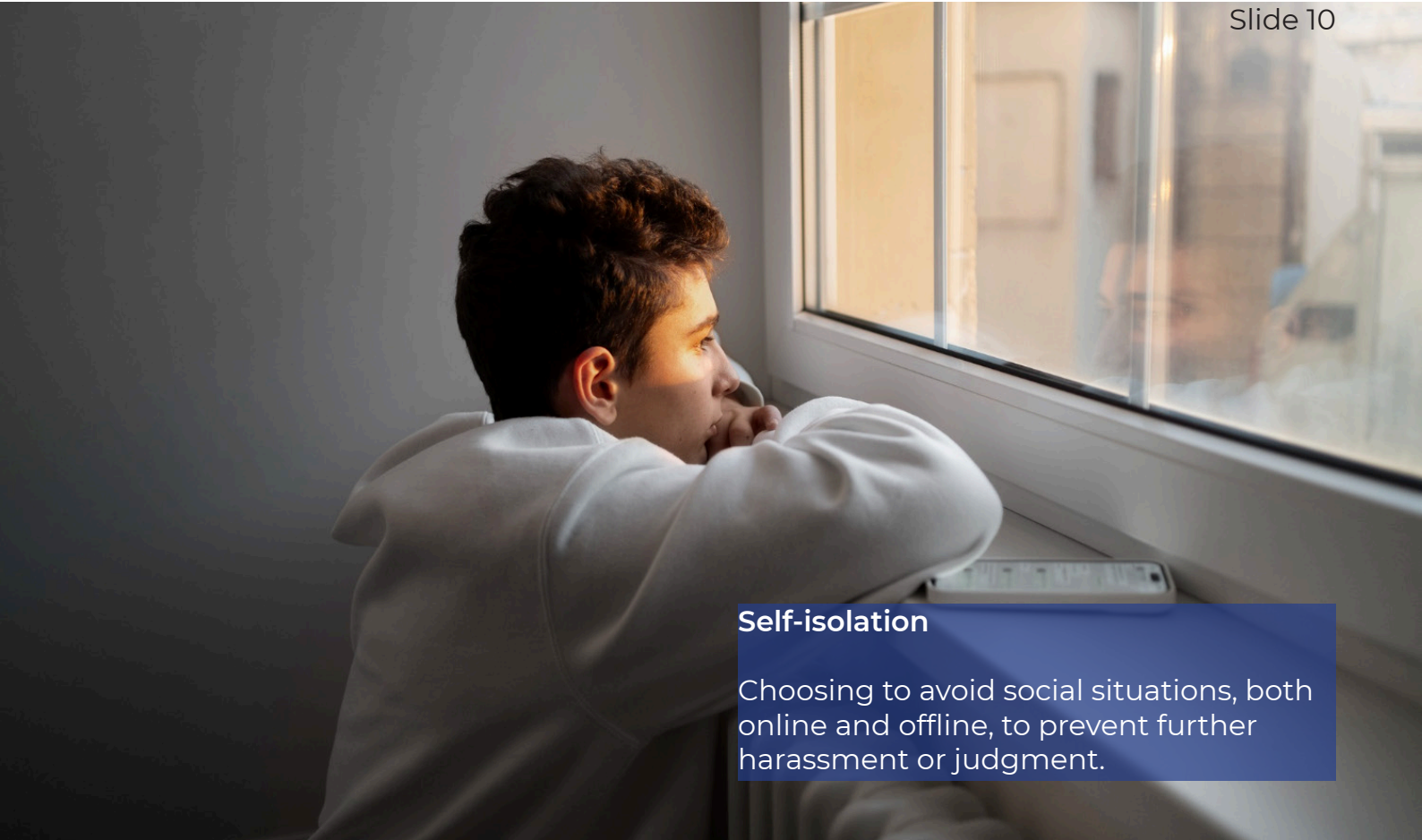


### Depression

: Feelings of severe despondency, especially after prolonged exposure to online harassment.



Slide 10



### Self-isolation

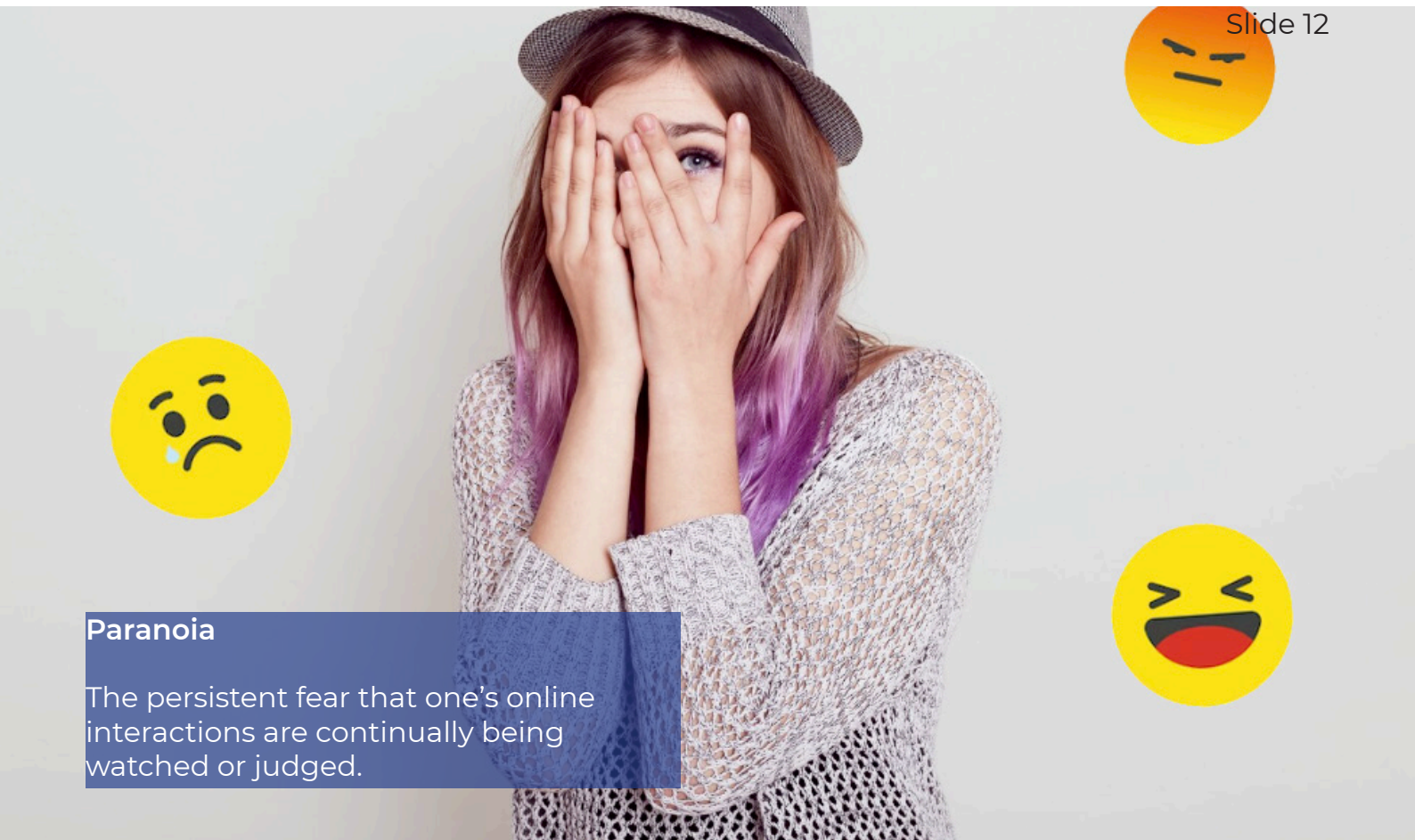
Choosing to avoid social situations, both online and offline, to prevent further harassment or judgment.

Slide 11

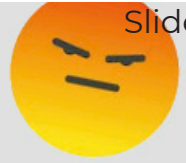


### Decreased Self-Esteem

Continually questioning one's worth or value due to negative comments and messages.



Slide 12



### Paranoia

The persistent fear that one's online interactions are continually being watched or judged.



## COMBATING THE IMPACTS

Slide 13



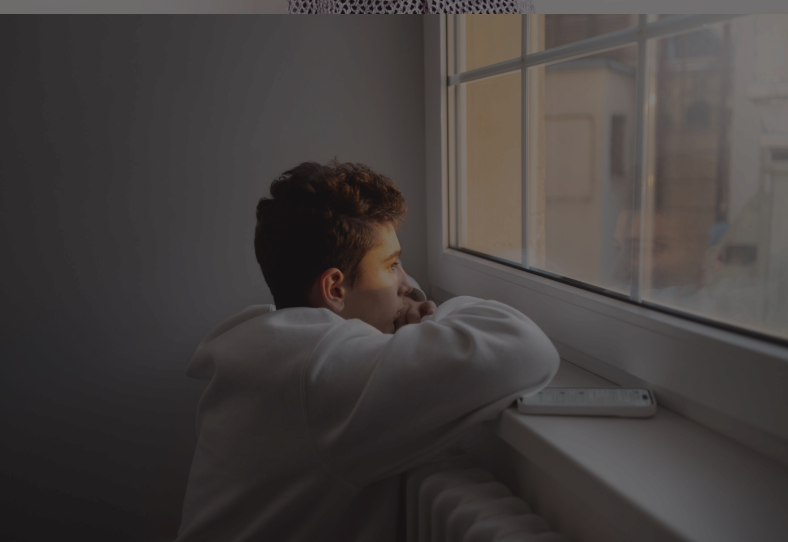
- **Seek Support:** Reach out to friends, family, or professionals.
- **Limit Exposure:** Set boundaries and take regular breaks from social media or online platforms.
- **Report:** Always report harassment to the appropriate authorities or platform administrators.



## CONCLUSION



*Online harassment has very real and tangible effects on mental and emotional well-being. It's vital to recognize the signs and take protective measures.*



# RESOURCES

List of helplines, websites, and resources for victims of online harassment and their caregivers.

*This Slide can be adapted depending on the region/country. Below are some resources.*

## WORLDWIDE

### Sextortion: What Kids and Caregivers Need to Know:

- The FBI provides resources to help caregivers and young individuals understand sextortion and its implications.
- [FBI Sextortion Resources](#)

### Elder Abuse:

- Information on elder abuse and how to protect the elderly from scams using the telephone, internet, or email.
- [National Institute on Aging](#)

### Parents, Caregivers, and Teachers: Protecting Your Kids:

- The FBI offers insights into crimes against children that often begin online.
- [FBI Child Protection Resources](#)

### How to Talk to Your Children About Bullying:

- UNICEF provides guidance for parents on addressing and preventing bullying.
- [UNICEF Bullying Resources](#)

### Current Perspectives: Impact of Cyberbullying:

- A study on the effects of cyberbullying on adolescent health.
- [NCBI Cyberbullying Study](#)

### Adult Protective Services:

- Services for elders or dependent adults believed to be victims of abuse, neglect, or exploitation.
- [California Department of Social Services](#)

### Child Abuse Resource Center:

- Resources for understanding and addressing child abuse.
- [AACAP Child Abuse Resources](#)

### My Child is Being Bullied:

- Resources for parents to address and prevent bullying.
- [STOMP Out Bullying](#)

### Related Resources: Elder Fraud & Abuse:

- Directory to help crime victims and service providers find resources related to elder fraud and abuse.
- [Office for Victims of Crime](#)

### Fast Facts: Preventing Elder Abuse:

- CDC's guidelines on understanding and preventing elder abuse.
- [CDC Elder Abuse Prevention](#)

*These resources provide valuable information and support for victims of online harassment and their caregivers.*

# RESOURCES

## EUROPE

### Abuse of Older People:

- WHO provides insights into the risk factors and prevention strategies for elder abuse.
- [World Health Organization](#)

### Cyberbullying:

- Wikipedia's comprehensive overview of cyberbullying, its forms, and its implications.
- [Wikipedia](#)

### Current Perspectives: Impact of Cyberbullying:

- A study on the effects of cyberbullying on adolescent health in a European context.
- [NCBI Cyberbullying Study](#)

### The EU and Irish Women:

- An overview of the rights of Irish women in the context of the EU, including challenges related to online harassment.
- [European Commission Representation in Ireland](#)

### Child Maltreatment:

- WHO's fact sheet on child maltreatment, its implications, and prevention measures.
- [World Health Organization](#)

### Violence Against Children:

- UNICEF's insights into the various forms of violence children are exposed to, including online harassment.
- [UNICEF](#)

EUROPE



# PRESENTATION

Here's a list of resources for victims of online harassment and their caregivers for each of the countries of the NGOs involved in this project:

## ROMANIA

### **Comments by Romania on the draft General Comment on children's rights in relation to the digital environment:**

- Measures to protect children from cyberbullying, online sexual abuse, and exploitation.
- [OHCHR Romania](#)

### **Tips for schools on how to strengthen communication with parents/caregivers:**

- Communication strategies between schools, parents/caregivers, and students.
- [UNICEF Romania](#)

### **How to talk to your children about bullying:**

- Resources for parents to address and prevent bullying.
- [UNICEF Romania](#)

## ITALY

### **The Use of Social Media in Children and Adolescents: Scoping Review on the Potential Risks**

- Overview of adolescents' use of the Internet and the challenges they face, including online harassment.
- NCBI

## BULGARIA

### **Convention on the Rights of the Child - General comment No. 25:**

- Access to the Internet and the rights of children in the digital environment.
- [UNICEF Bulgaria](#)

### **Bullying helplines in Bulgaria:**

- Helplines for victims of bullying.
- [Find a Helpline](#)

## FRANCE

### **Standing up for children's rights in the digital environment:**

- Commitment to the rights of the child and their promotion in the digital environment.
- [Élysée](#)

### **Cyberbullying - Wikipedia:**

- An overview of cyberbullying and its implications.
- [Wikipedia](#)

*These resources provide valuable information and support mechanisms for victims of online harassment and their caregivers in the respective countries.*



## INSTRUCTIONS FOR FACILITATOR:

1. **Slide 1:** Start by introducing the topic and expressing its relevance in today's digital age.
2. **Slides 2-7:** Highlight each form of online harassment. Open the floor briefly after each form for participants to share or ask questions, ensuring you maintain a safe space for sharing.
3. **Slides 8-12:** Discuss the psychological impacts. Ask if anyone feels comfortable sharing their personal experiences or if they know someone who went through such experiences. Remind participants that everything shared stays within the room and emphasize the importance of a judgment-free zone.
4. **Slide 13:** Share strategies to combat the impacts of online harassment. Open the floor for participants to suggest additional strategies.
5. **Slides 14-15:** Conclude by emphasizing the importance of mutual respect and understanding online. Encourage participants to use the resources provided if they ever face online harassment or know someone who does.

Remember to be sensitive to the participants' feelings and responses throughout the presentation, and ensure that you provide a supportive environment.



## DETAILED INSTRUCTIONS FOR STEP 5: BYSTANDER BEHAVIOR



### Objective of the Method:

To understand the phenomenon of the “bystander effect” in online environments and explore the responsibility and potential actions of bystanders during instances of cyberbullying or online harassment.



### Materials Needed:

- Projector/screen for a brief presentation.
- Printed handouts of “Online Empathy” and “Bystander Behavior” worksheets (provided earlier).
- Pens or pencils.

## INSTRUCTIONS FOR FACILITATOR

### 1. Introduction to Bystander Effect:

- Begin by asking participants if they have ever witnessed an instance of bullying or harassment online but chose not to intervene. Emphasize that responses should not involve sharing specific details, and participants can choose to keep their experiences private.
- Introduce the term “bystander effect” as a social psychological phenomenon where individuals do not offer help in an emergency situation when other people are present. The more bystanders there are, the less likely any one of them will help.

### 2. Bystander Effect in Digital Spaces:

- Explain that the bystander effect is not limited to physical spaces. In the digital realm, it can be even more pronounced due to the veil of anonymity and the lack of direct human connection.
- Share that seeing others ignore or not respond to harmful behavior online can reinforce inaction by individual bystanders.



### 3. The Role of the Bystander:

- Emphasize that bystanders have power. They can choose to ignore, to intervene, or to report. Their actions (or inactions) can either perpetuate the cycle of bullying or help to stop it.
- Discuss how intervening might look different online: sending a private message of support to the victim, reporting the bully to the platform, or, in severe cases, reporting to authorities.

### 4. Worksheet Activity:

- Distribute the “Online Empathy” and “Bystander Behavior” worksheets to participants.
- Ask participants to spend about 7 minutes reflecting on and filling out the worksheets, considering their own behavior online and how they might change their reactions in the future.

### 5. Group Discussion:

- After the worksheet activity, bring the group back together. Invite participants to share their reflections, insights, or any commitments they might have made regarding their future online behavior.
- Encourage a discussion on the challenges of intervening online and the importance of supporting victims.

### 6. Concluding Notes:

- Stress the importance of collective responsibility in online spaces. Remind participants that their actions, even if seemingly small, can make a significant difference in the lives of those affected by online harassment.
- Encourage participants to be more than passive bystanders and to stand against cyberbullying actively.

*Note: This session can bring up strong emotions for some participants, so always ensure the discussion remains respectful and sensitive to all attendees.*

## REAL-LIFE CYBERBULLYING EXAMPLES

## HANDOUT

*(Names and identifying details have been removed)*

1. **Photo Manipulation:** A student's face was photoshopped onto an inappropriate image and shared across social media platforms with derogatory comments.
2. **Rumor Spreading:** An anonymous account spread false rumors about a young individual's personal life, leading to widespread gossip and exclusion from peer groups.
3. **Harassment via Direct Messages:** Multiple accounts sent hate-filled messages to a user, criticizing their appearance and threatening harm.
4. **Impersonation:** A fake profile was created impersonating a teenager, posting offensive content and messaging their friends to ruin relationships.
5. **Exclusion:** A group of friends deliberately excluded another member by creating a group chat without them, sending screenshots to make them feel left out.

**Instructions:** Read through the online scenarios below and write down how you would feel if you were in the victim's position. Discuss your feelings with a partner.

**Scenario 1:** You discover that a group of peers created a meme making fun of a video you uploaded on a social media platform.

**Your Feelings:** \_\_\_\_\_  
\_\_\_\_\_

**Scenario 2:** An anonymous account consistently comments negatively on your posts, criticizing everything from your ideas to your appearance.

**Your Feelings:** \_\_\_\_\_  
\_\_\_\_\_

**Scenario 3:** Someone from your school leaks a private conversation you had, making it public without your knowledge or consent.

**Your Feelings:** \_\_\_\_\_  
\_\_\_\_\_

**Scenario 4:** You find out about a webpage dedicated to mocking and trolling you, with regular updates and a growing audience.

**Your Feelings:** \_\_\_\_\_  
\_\_\_\_\_

## WORKSHEET: BYSTANDER BEHAVIOR

## HANDOUT

**Instructions:** Review the scenarios below, where someone witnesses online harassment. Discuss with your group what an active bystander could do in these situations and note down potential actions.

**Scenario 1:** In a group chat, several members are making fun of another member's recent post, using derogatory terms and creating hurtful memes.

**Bystander Actions:** \_\_\_\_\_  
\_\_\_\_\_

**Scenario 2:** On a gaming platform, one player is consistently being targeted by others, making the game experience unbearable for them.

**Bystander Actions:** \_\_\_\_\_  
\_\_\_\_\_

**Scenario 3:** In an online forum dedicated to discussing hobbies, a newcomer is mocked and belittled by senior members for asking "basic" questions.

**Bystander Actions:** \_\_\_\_\_  
\_\_\_\_\_

**Scenario 4:** On a social media platform, a user shares a personal story, and several comments are invalidating and mocking their experience.

**Bystander Actions:** \_\_\_\_\_  
\_\_\_\_\_

*Using these materials, participants can reflect on the consequences of cyberbullying, the importance of empathy in online spaces, and the vital role of bystanders in shaping online culture.*



## CHAPTER 3

# FACILITATION GUIDE

## INTRODUCTION

Facilitation is an art—a blend of keen observation, effective communication, and active listening. Delivering topics related to digital well-being requires a deep understanding of the content, the dynamics of the group, and the potential challenges one might face. This guide offers tips, techniques, and strategies to ensure a fruitful and engaging workshop experience.



## TIPS AND TECHNIQUES FOR EFFECTIVE FACILITATION

### 1. Know Your Content:

Before facilitating any session, be familiar with the content, the objectives, and the desired outcomes. Review any presentations, handouts, or activity materials in advance.

### 2. Set Clear Ground Rules:

Begin each session by setting ground rules, which can include respecting opinions, avoiding interruptions, and maintaining confidentiality.

### 3. Use Open-ended Questions:

Questions that can't be answered with 'yes' or 'no' provoke thought and can spur deeper discussions.

### 4. Encourage Participation:

Use techniques such as "think-pair-share" to ensure even those less likely to speak up in large groups have a voice.



### 5. Be Adaptable:

Sometimes, discussions can take an unexpected turn. While it's essential to steer back to the topic, allow space for pertinent discussions if they add value.

### 6. Utilize Breakout Sessions:

For larger groups, breaking out into smaller teams can encourage more intimate discussions and can be especially useful for more sensitive topics like FOMO or cyberbullying.



## HANDLING CHALLENGING SITUATIONS

- 1. Managing Dominant Voices:** While enthusiasm is great, ensure that no single participant overshadows others. Politely acknowledge their input and steer the conversation to ensure everyone has an equal opportunity to speak.
- 2. Addressing Disengagement:** Look for signs of disinterest or distraction. These can be cues to change the pace, introduce an activity, or ask direct questions to re-engage the participant.
- 3. Navigating Sensitive Topics:** Topics like online harassment can trigger strong emotions. If someone becomes overly emotional, ensure they feel supported, provide a break if needed, or offer resources for further assistance.
- 4. Respecting Privacy:** While it's crucial to encourage open discussions, never pressurize anyone to share personal stories or experiences. Respect the boundaries participants set.





## ENSURING PARTICIPANT ENGAGEMENT

**1. Use Multimedia:** Incorporate videos, infographics, and music wherever relevant to make sessions more dynamic and cater to different learning styles.

**2. Include Real-life Examples:** Personal stories or current events can make topics more relatable.

**3. Regular Breaks:** For longer sessions, ensure participants have regular breaks to relax, reflect, and recharge.



**4. Feedback Loops:** End each session with a feedback round. Understand what resonated, what could be improved, and any areas participants would like to explore further.

**5. Incorporate Interactive Tools:** Tools like online polls, quizzes, or even simple hand raises can keep the energy levels up and ensure active participation.

**6. Stay Updated:** The digital landscape evolves rapidly. Regularly update your content, and stay informed about recent trends, issues, or technological changes that can be incorporated into discussions.

## CONCLUSION

Being a facilitator in the realm of digital well-being is both a privilege and a responsibility.

As technology continues to shape our lives, equipping young people with the tools to navigate this space mindfully is imperative.

Remember, it's not about having all the answers but about guiding participants to find their own.

Best of luck, and may your workshops be impactful and enlightening!



## CHAPTER 4

# ASSESSMENT AND EVALUATION TOOLS

### INTRODUCTION

Understanding the impact of your workshop and gauging the effectiveness of your facilitation is crucial. This section delves into tools that can help facilitators assess participants' knowledge, gather feedback on the session's effectiveness, and maintain a self-evaluation through observation forms.

#### PRE AND POST-ASSESSMENT TOOLS

##### 1. Pre-session Questionnaire:

**Objective:** To understand participants' existing knowledge and perceptions regarding the session's topic.

##### Sample Questions:

- On a scale of 1-10, how would you rate your understanding of [topic]?
- List three things you associate with [topic].
- What do you hope to learn from today's session?

##### 2. Post-session Questionnaire:

**Objective:** To gauge the change in participants' understanding and to measure the learning outcomes.

##### Sample Questions:

- On a scale of 1-10, how would you rate your understanding of [topic] now?
- List three new things you've learned about [topic].
- What would you like to explore further regarding [topic]?

#### EVALUATION TOOLS

##### 1. Session Feedback Form:

**Objective:** To understand participants' experience and gather feedback on session content and facilitation.

##### Sample Questions:

- On a scale of 1-10, how engaging was the session?
- What aspects of the session did you find most valuable?
- Were there any topics or discussions you found irrelevant or unnecessary?
- Any suggestions for improvement?

##### 2. Interactive Tools:

**Objective:** To collect real-time feedback.

##### Suggestions:

- Use platforms like Mentimeter or Poll Everywhere during sessions to gauge participant understanding or satisfaction.
- Include "temperature checks" by asking participants to rate their energy or understanding level at different intervals.



## OBSERVATION FORMS FOR FACILITATORS

### 1. Participant Engagement Log:

**Objective:** to observe and note participant engagement levels.

**Columns/Fields:**

- Participant Name
- Engagement Level (High/Medium/Low)
- Participation in Discussions (Yes/No)
- Queries Raised

### 2. Facilitator Self-assessment Form:

**Objective:** To self-reflect on facilitation techniques and areas of improvement.

**Sample Questions:**

- Were there moments during the session where you felt the engagement dropped? If yes, identify the potential reasons.
- Were the session objectives met?
- Were there challenging situations, and how were they handled?
- List areas of improvement for future sessions.

## CONCLUSION

*Assessment and evaluation are not merely administrative tasks but are foundational in enhancing the quality and impact of your workshops. Regular feedback and self-reflection ensure that the sessions remain relevant, engaging, and genuinely beneficial for the participants.*

*Always remember: **An effective educator is not one who knows all, but one who continually seeks to improve and adapt.***



## CHAPTER 5

# ADDITIONAL RESOURCES AND REFERENCES

### 1. Recommended Readings:

- *Digital Minimalism: Choosing a Focused Life in a Noisy World* by Cal Newport: This book delves into the philosophy of digital minimalism and offers practical advice on how to reduce digital distractions and improve overall well-being. Newport offers actionable advice on how to use technology in a way that aligns with personal values, rather than letting it dictate our lives. It's a guide to decluttering our digital lives and focusing on what truly matters.
- *The Shallows: What the Internet Is Doing to Our Brains* by Nicholas Carr: Carr explores how the internet affects our cognitive functions and the way we think.
- *Deep Medicine: How Artificial Intelligence Can Make Healthcare Human Again* by Eric Topol: Topol's book explores how artificial intelligence can revolutionize healthcare and make it more personalized.
- *iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy--and Completely Unprepared for Adulthood--and What That Means for the Rest of Us* by Jean M. Twenge: This book provides insights into the unique challenges and opportunities of the generation born after 1995. It delves into their mental health, their relationship with social media, and how they navigate the digital world.

### 2. Recommended Websites:

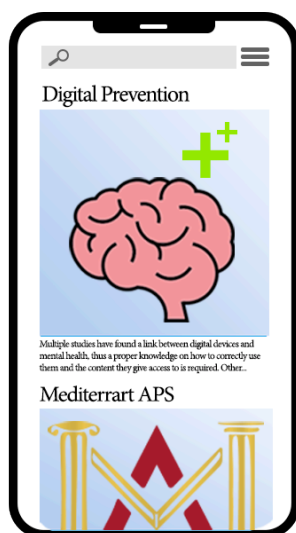
- [Digital Wellbeing by Google](#): Google's initiative to help users find a balance with technology.
- [Common Sense Media](#): A resource for parents, educators, and young people to navigate the world of media and technology.
- [Center for Humane Technology](#): An organization dedicated to realigning technology with humanity's best interests.

### 3. Recommended Applications:

- **Forest:** An app that helps users stay focused by planting virtual trees that grow when they don't use their phones.
- **Moment:** Tracks your device usage and provides insights into how much time you're spending on your phone and which apps you're using the most.
- **Headspace:** A meditation app that offers guided sessions to help users relax and reduce stress.

### 4. References for Statistics, Studies, and Methodologies:

- *Twenge, J. M., & Campbell, W. K. (2018).* Increases in screen time linked to increases in unhappiness among young people. *Journal of Abnormal Psychology, 127*(2), 141-147.
- *Orben, A., & Przybylski, A. K. (2019).* The association between adolescent well-being and digital technology use. *Nature Human Behaviour, 3*(2), 173-182.
- *Lin, L. Y., Sidani, J. E., Shensa, A., Radovic, A., Miller, E., Colditz, J. B., ... & Primack, B. A. (2016).* Association between social media use and depression among US young adults. *Depressive and Anxiety Disorders, 33*(4), 323-331.



## DIGITAL PREVENTION

ERASMUS+ KA2



Mediterrart Aps



Sunrise Project



Vocea Copiilor  
Abandonati



Creative  
Center

