

TRAINING FOR STUDENTS

HEALTHY USE OF SOCIAL MEDIA AND SOCIAL MEDIA CAMPAIGNS



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TABLE OF CONTENTS

INTRODUCTION

TRAINING AIMS

Module 1

DIGITAL WELL-BEING, SELF-ESTEEM, AND BODY IMAGE

07

Module 2

DEVELOPING COMMUNICATION SKILLS – ONLINE AND OFFLINE

30

Module 3

RESEARCHING AND ANALYZING SOCIAL MEDIA CONTENT
WITH CRITICAL THINKING

66

Module 4

RECOGNIZING AND PROMOTING CIVIC VALUES THROUGH
DIGITAL NETWORKING

97

Module 5

CREATING CONTENT FOR SOCIAL MEDIA CAMPAIGNS

118

Module 6

EVALUATING AND PRESENTING SOCIAL MEDIA CAMPAIGNS

148

CONCLUSION

PARTNERS



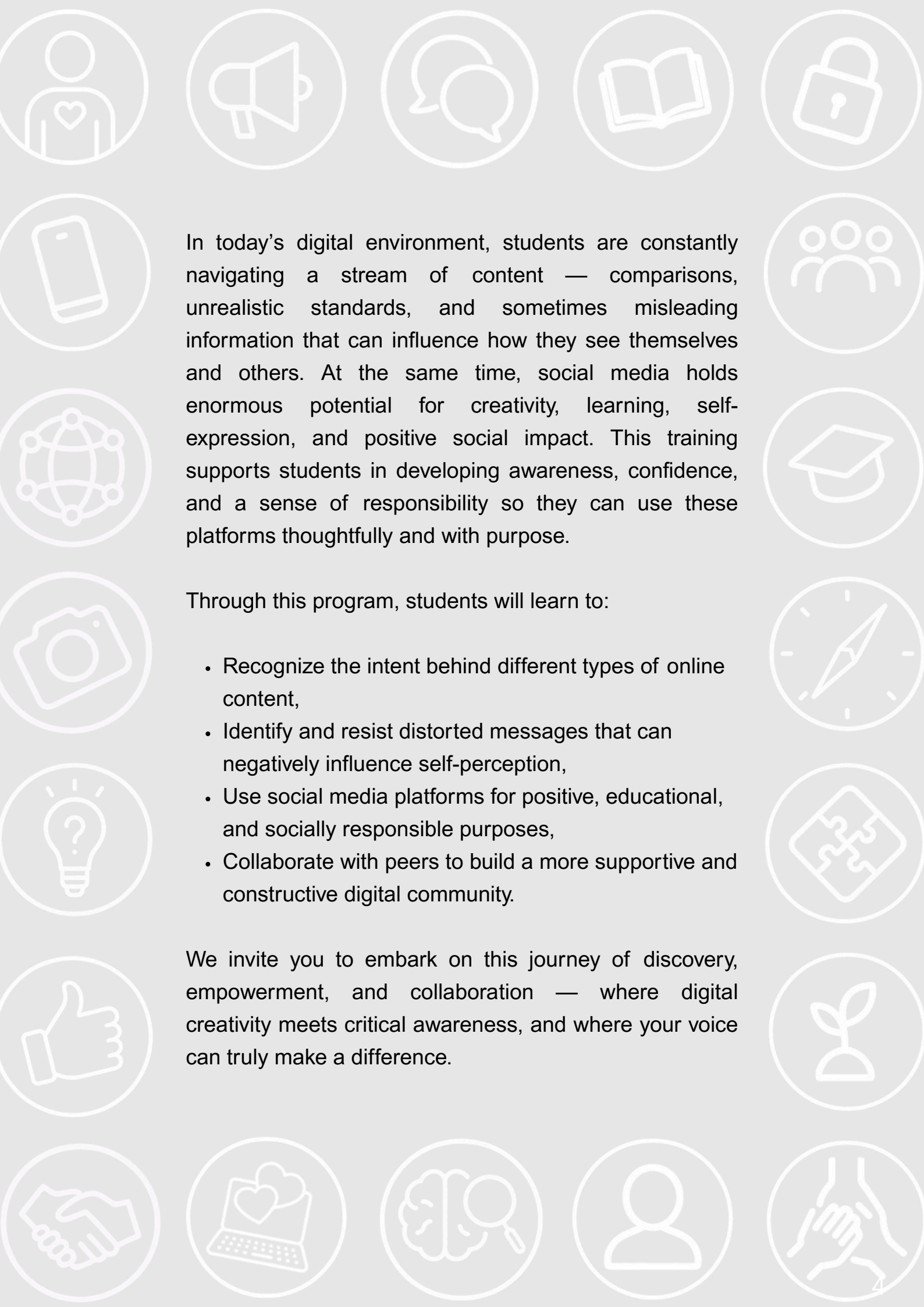
INTRODUCTION

Welcome to the PeerCo Youth Training Program!

We are excited to welcome you to the PeerCo Youth Training Program—an innovative learning experience designed for students aged 15 to 19. This program is part of PeerCo – Empowering Secondary Students Against Social Media-Caused Distortion through Collaboration, a Strategic Partnership in School Education co-funded by the European Union through the Erasmus+ Programme (Project No. 2024-1-ES01-KA220-SCH-000244626).

The PeerCo project brings together a diverse network of schools, NGOs, companies, and training experts from Spain, Italy, Bulgaria, Serbia, Türkiye, and Lithuania. Together, we aim to equip young people with the tools and mindset needed to thrive as responsible digital citizens.

The training program focuses on strengthening media literacy, critical thinking, and the meaningful use of digital tools and social media. It addresses one of today's most pressing challenges: the impact of social media on young people's self-image and social behavior. Rather than letting social media define them, PeerCo encourages students to take an active role in shaping the digital world around them.







In today's digital environment, students are constantly navigating a stream of content — comparisons, unrealistic standards, and sometimes misleading information that can influence how they see themselves and others. At the same time, social media holds enormous potential for creativity, learning, self-expression, and positive social impact. This training supports students in developing awareness, confidence, and a sense of responsibility so they can use these platforms thoughtfully and with purpose.


Through this program, students will learn to:

- Recognize the intent behind different types of online content,
- Identify and resist distorted messages that can negatively influence self-perception,
- Use social media platforms for positive, educational, and socially responsible purposes,
- Collaborate with peers to build a more supportive and constructive digital community.

We invite you to embark on this journey of discovery, empowerment, and collaboration — where digital creativity meets critical awareness, and where your voice can truly make a difference.





About the Training Course




Course title: Healthy use of social media and social media campaigns ("Strong Online, Strong Inside" - training course)

Number of modules: 6



Target learners: Youth aged 15–19





TRAINING AIMS





1. To develop communication skills for both online and offline contexts, including expressing emotions, active listening, and respectful dialogue.








2. To promote digital well-being through healthy screen habits, self-reflection, and emotional awareness in digital environments.



3. To support positive self-esteem and body image, encouraging critical reflection on unrealistic standards and celebrating diversity.



4. To build media literacy and critical thinking, enabling students to analyze, question, and verify online content and sources.





5. To foster purposeful and meaningful use of social media, shifting from passive consumption to intentional, creative, and educational engagement.



6. To encourage civic participation and digital responsibility, by helping students identify social issues and values they care about.



7. To develop skills in campaign creation, including content planning, storytelling, visual design, and message clarity across various media formats.



9. To empower students to monitor and evaluate the impact of their digital actions, understanding both reach and the quality of engagement.



10. To strengthen students' confidence in presenting and sharing their work, fostering public speaking, collaboration, and community connection.





Digital Well-being, Self-Esteem, and Body Image



This module introduces students to the concept of digital well-being and its connection to self-esteem and body image. It encourages healthy digital habits, digital detox practices, and awareness of how online life affects mental and emotional health.

Module 1:

Digital Well-being, Self-Esteem, and Body Image

Keywords: Digital habits, online self-image, screen time, body diversity, social media, – digital detox, emotional health, confidence, self-worth

Scope

The module provides a basic understanding of digital well-being for teenagers, with an emphasis on balanced screen use, emotional awareness, and media influence. It covers personal strategies for healthy habits but does not explore clinical mental health issues or deep psychological interventions. The approach is practical, reflective, and age-appropriate.

Training Aims

- To raise awareness about the impact of digital use on well-being, self-esteem, and body image.
- To help students reflect on their own digital habits and emotional responses.
- To promote balanced routines that include screen-free moments and healthy offline activities.
- To foster critical thinking about online content and its influence on self-image.

Theoretical Background

Over the past 20 years, digital technology has changed the way young people connect, learn, and see themselves. Research shows that high screen time and social media use can affect mental health. Teenagers often compare themselves to idealized images online. This can lower self-esteem and create body dissatisfaction. Studies in digital well-being highlight the importance of balance, self-awareness, and media literacy. Young people need tools to manage their screen time, recognize unrealistic online portrayals, and protect their emotional health. Using active learning, group reflection, and creative tasks can help students develop empathy and self-confidence. Giving students voice and choice builds self-awareness. Peer learning also plays a strong role in building emotional intelligence.

Topics / Units	Learning Outcomes
1. Understanding Digital Well-being	<ul style="list-style-type: none">- Students can define digital well-being and identify how screen use affects mood, sleep and focus.- Students can recognize the signs of digital overload (e.g., irritability, distraction, fatigue).- Students can name at least two potential risks of unbalanced digital use.
2. Developing and Practicing Healthy Digital Routines	<ul style="list-style-type: none">- Students are able to reflect on their own digital habits, identify dominant online and offline activities, and identify personal goals for improving their digital routines.- Students are able to apply simple techniques to maintain digital well-being, such as digital detox, screen-free moments, or mindfulness practices.

Topics / Units	Learning Outcomes
	<ul style="list-style-type: none"> - Students can describe the difference between passive and active screen time. - Students are able to identify meaningful and interest-based content that supports purposeful digital engagement.
3. Self-Esteem in the Digital Age	<ul style="list-style-type: none"> - Students understand how online content (e.g. images, filters, trends) can affect their self-image and confidence. - Students are familiar with strategies they can use to protect their mental well-being when encountering idealized or unrealistic body standards. - Students have recognized that body diversity and self-worth are not defined by online appearance norms.
4. Body Image and Digital Influence	<ul style="list-style-type: none"> - Students are able to critically reflect on body ideals in digital media and recognize harmful stereotypes or edited content. - Students developed the ability to question and challenge harmful stereotypes or edited content.
<p>Conclusion: Digital well-being means more than just less screen time. It means being aware of how digital life makes us feel and act. By understanding how online content influences self-image, students can build better habits and stronger self-esteem. They can also learn to support one another in this process.</p>	



Unit No 1

Understanding Digital Well-being



Outcomes

- Students can define digital well-being and identify how screen use affects mood, sleep and focus.
- Students can recognize the signs of digital overload (e.g., irritability, distraction, fatigue).
- Students can name at least two potential risks of unbalanced digital use.

Short Theoretical Description

This two-lesson unit draws on social-emotional learning, experiential learning, and media literacy theories to foster students' awareness of their digital wellbeing. In My Screen-Time Mood Tracker, students engage in metacognitive reflection by observing the emotional impact of their own digital habits. Visual storytelling enhances self-expression and accessibility. In Digital Overload Role Play, students use embodied learning and perspective-taking to identify signs of digital imbalance in others and practice supportive responses. Role-play fosters empathy, while group dialogue builds social awareness and critical thinking. Together, the activities empower students to develop self-regulation, recognize unhealthy digital patterns, and take first steps toward balanced media use.

Activity 1

MY SCREEN-TIME MOOD TRACKER

Suggested activity duration: 45 minutes

Individual/Group: Individual + Small Group

Activity Description

Students track how they feel before and after using their favorite digital platforms for 2 days. They create a simple comic or infographic showing their findings. In groups, they discuss trends and surprises.

Procedure:

1. Begin with a short class discussion: 'How does screen time affect how you feel?' (10 min)
2. Distribute a mood tracker template: students log their digital habits and associated moods over 3 days. (10-15 min.)
3. In class, students reflect on patterns and share in small groups (if comfortable). (10 min.)
4. As a class, list common patterns on the board and discuss ideas for change (10 min).

Outcomes:

- Reflect on digital habits.
- Identify emotional reactions to screen time.
- Apply self-awareness to create personal goals.

Setting and materials

Paper, colored pens or digital drawing tool; mood tracker template.

Pedagogical approach used

Visual storytelling, reflective journaling, peer discussion.

Technology requirements:

Optional: tablets or laptops for digital comics or infographics.

Adaptability for diverse participants:

Use emojis and icons for students with literacy difficulties; offer oral or visual options for reflection.

Activity 2

DIGITAL OVERLOAD ROLE PLAY

Suggested activity duration: 40 minutes

Individual/Group: Small Groups

Activity Description

Students are given characters who show signs of digital overload. They act out scenarios and identify the warning signs. Then they brainstorm helpful responses.



Unit No 1

Understanding Digital Well-being

Procedure

1. Introduce signs of digital overload (5 min).
2. Groups receive a scenario involving digital overload (e.g., social media stress, gaming fatigue). (5 min)
3. Students create short skits showing the problem and possible solutions. (15 min.)
4. Groups perform for the class followed by a debriefing discussion on real-life relevance (15 min).

Outcomes

- Recognize signs of digital overload.
- Identify risks of unbalanced digital use.
- Practice empathy and awareness.

Setting and materials

Role cards, printed handouts, classroom space

Pedagogical approach used

Role-play, simulation, group problem solving

Technology requirements

None

Adaptability for diverse participants:

Simplified scripts for language learners; mixed-ability groups



Unit Conclusion

Students gain awareness of how digital platforms affect their emotions and behaviors. Through mood tracking and role-play, they reflect on personal habits, recognize signs of digital overload, and learn to support both themselves and peers. The unit fosters empathy, emotional awareness, and the ability to take practical steps toward healthier digital use.





Unit No 2

Developing and Practicing Healthy Digital Routines



Outcomes

- Students are able to reflect on their own digital habits, identify dominant online and offline activities, and identify personal goals for improving their digital routines.
- Students are able to apply simple techniques to maintain digital well-being, such as digital detox, screen-free moments, or mindfulness practices.
- Students can describe the difference between passive and active screen time.
- Students are able to identify meaningful and interest-based content that supports purposeful digital engagement.

Short Theoretical Description

This unit is grounded in metacognitive learning, self-regulation theory, and mindfulness-based education. It encourages students to reflect critically on their daily digital routines and to actively redesign them for greater wellbeing and purpose. In My Digital Day Poster, students engage in visual self-mapping to analyze their screen use and identify moments of passive versus active engagement. This supports cognitive awareness and goal setting. In the Mindfulness Challenge, students apply experiential learning to test out simple unplugged activities, fostering emotional regulation and present-moment focus. Together, these activities promote autonomy, intentionality, and positive behavior change in digital habits, aligning with digital wellness and SEL frameworks.

Activity 1

MY DIGITAL DAY POSTER

Suggested activity duration: 45 minutes

Individual/Group: Individual + Pair Work

Activity Description

Students map out a typical weekday on a poster, showing time spent online and offline. Then they suggest ways to improve balance with more meaningful screen-free activities.

Procedure:

1. Students brainstorm and draw a visual timeline of a typical digital day.(15 min.)
2. Use colored symbols to show passive vs active screen time. (10 min.)
3. Students reflect: Where could I unplug? What are my priorities?(10 min.)
4. Optionally, students pair up to share and discuss posters.(5 min.)
5. Posters can be shared/ displayed in class for awareness. (5-10 min.)

Outcomes:

- Reflect on personal digital habits.
- Set goals for healthier digital routines.
- Distinguish between passive and active screen time.

Unit No 2

Developing and Practicing Healthy Digital Routines

Setting and materials

Paper, markers, poster template

Pedagogical approach used

Hands-on creation, reflection, peer feedback

Technology requirements:

Optional: tablets for digital poster design

Adaptability for diverse participants:

Graphic templates for visual learners; sentence starters for ELL students

Activity 2

MINDFUL MINUTES CHALLENGE

Suggested activity duration: Homework + 30 minutes

Individual/Group: Individual

Activity Description

Students try short daily mindfulness activities (breathing, walking, journaling) for 3–5 minutes a day over one week. They report back using a simple reflection sheet.

Duration: 10 minutes/day for 5 days + 30 min class wrap-up

Group Type: Individual, shared group reflection

Unit No 2

Developing and Practicing Healthy Digital Routines

Procedure

1. Introduce mindfulness and digital detox.
2. Students choose one moment per day to unplug (e.g., before bed, during meals).
3. They keep a short reflection journal for 5 days.
4. End-of-week class discussion: What was hard? What did you gain?
5. Compile class insights into a shared poster or digital board.

Outcomes

- Apply techniques to maintain digital wellbeing.
- Experience benefits of mindfulness practices.
- Reflect on emotional responses.

Setting and materials

Mindfulness menu handout, reflection worksheet

Pedagogical approach used

Experiential learning, self-assessment

Technology requirements

None

Adaptability for diverse participants:

Visual instructions; flexible activity types for neurodivergent learners

Unit No 2

Developing and Practicing Healthy Digital Routines

Unit Conclusion

Students develop a clearer understanding of their digital routines and how to improve them. They distinguish between passive and active screen time, set personal goals, and experiment with simple mindfulness practices. The unit encourages balanced habits, self-reflection, and intentional, meaningful digital engagement.





Unit No 3

Self-Esteem in the Digital Age



Outcomes

- Students understand how online content (e.g. images, filters, trends) can affect their self-image and confidence.
- Students are familiar with strategies they can use to protect their mental well-being when encountering idealized or unrealistic body standards.
- Students have recognized that body diversity and self-worth are not defined by online appearance norms.

Short Theoretical Description

This unit combines media literacy, positive psychology, and self-concept theory to help students critically examine digital influences on self-esteem. The first activity fosters analytical thinking by inviting students to recognize digitally altered images and their emotional effects, supporting the development of protective strategies against online appearance pressures. The second activity, rooted in strengths-based education, guides students in identifying and affirming non-appearance-based qualities through creative expression. Together, the lessons build critical awareness of unrealistic online norms while fostering internal self-worth and resilience. Group sharing and visual reflection enhance empathy, confidence, and identity development in the digital age.

Activity 1

EDITED OR REAL? HOW ONLINE IMAGES AFFECT US

Suggested activity duration: 40 minutes

Individual/Group: Small groups

Activity Description

Students look at a mix of real and edited photos or posts. They identify signs of digital editing and discuss how such images impact self-esteem.

Procedure:

1. Present images from social media (real vs filtered/edited) and discuss (10 min).
2. Pairs sort printed images into 'likely real' vs 'likely edited'. (10 min.)
3. Debrief with a discussion on how filters affect self-esteem. (10 min.)
4. Students create a simple digital collage: 'I am more than my image'. (10 min.)
5. Optional exit ticket: Write one message to your future self about online confidence.

Outcomes:

- Understand the influence of idealized online content.
- Learn strategies to protect self-image.
- Recognize unrealistic appearance norms.

Setting and materials

Printed or digital image sets, discussion prompts

Pedagogical approach used

Media literacy, critical thinking, group discussion

Technology requirements:

Laptop/tablet for image sets (optional)

Adaptability for diverse participants:

Visual comparisons; group work helps with understanding for all ability levels

Activity 2

SELF-WORTH TREE

Suggested activity duration: Homework + 30 minutes

Individual/Group: Individual + Group

Activity Description

Each student draws a tree representing their strengths and qualities unrelated to appearance (e.g., roots = values, trunk = talents, leaves = achievements).



Procedure

1. Students draw a tree: roots = values, trunk = strengths/ talents, leaves = achievements/things they enjoy. (15 min.)
2. Discussion prompt: What defines you outside your image? (5 min.)
3. In pairs, students share one strength or value. (5-7 min.)
4. Option to decorate and display trees to create a 'Forest of Self-Worth'. (8-10 min.)
5. Wrap-up: Quick journaling – 'One thing I'm proud of today'. (5 min.)

Outcomes

- Reinforce internal sources of self-worth.
- Challenge appearance-based self-esteem.
- Promote positive self-expression.

Setting and materials

Drawing paper, markers, template

Pedagogical approach used

Creative self-reflection, peer affirmation

Technology requirements

None

Adaptability for diverse participants:

Sentence starters or peer scribes for students with writing difficulties



Unit Conclusion

Students critically examine how online content, filters, and trends influence self-image. They identify unrealistic beauty standards and explore their own strengths beyond appearance. The unit fosters self-worth, media literacy, and resilience by encouraging positive identity-building and supportive peer connections.





Unit No 4

Body Image and Digital Influence



Outcomes

- Students are able to critically reflect on body ideals in digital media and recognize harmful stereotypes or edited content.
- Students developed the ability to question and challenge harmful stereotypes or edited content.

Short Theoretical Description

This unit blends media literacy, critical pedagogy, and social-emotional learning to help students navigate body image pressures in digital spaces. In Ad Busting Poster, students deconstruct media messages and reconstruct them with inclusive, empowering alternatives—promoting critical consciousness and creative agency. The second activity emphasizes communication skills and empathy by simulating peer interactions around body negativity. Through role-play and reflection, students learn to respond supportively and challenge harmful talk. These activities develop critical thinking, promote body positivity, and encourage active resistance to digital stereotypes, fostering a healthier online culture and greater self-confidence.

Activity 1

AD BUSTING POSTER

Suggested activity duration: 50 minutes

Individual/Group: Pairs or Small Groups

Activity Description

Students select a beauty product or fashion ad and analyze the hidden messages. Then they redesign the ad to promote body positivity and inclusivity.

Procedure:

1. Show 2–3 beauty ads and ask: What's being sold besides the product? (8 min.)
2. Groups select an ad and 'bust' it by rewriting it to show realistic or positive messaging. (10 min.)
3. Students redesign the ad using collage, drawing, or digital tools. (20 min.)
4. Class gallery walk and feedback session. (10 min.)

Outcomes:

- Critically reflect on body ideals in the media.
- Challenge harmful stereotypes and norms.
- Promote inclusive representation.

Setting and materials

Printed ads, scissors, glue, poster materials

Pedagogical approach used

Visual storytelling, media critique, creative redesign

Technology requirements:

Optional: digital design tools

Adaptability for diverse participants:

Offer example ads and body-positive templates

Activity 2

WHAT WOULD YOU SAY?

Suggested activity duration: 30 minutes

Individual/Group: Small Groups

Activity Description

Students are given situations where a friend posts something negative about their body. They brainstorm supportive responses and discuss the effects of online words.



Unit No 4

Body Image and Digital Influence

Procedure

1. Present real-life inspired situations (e.g., a friend says they feel ugly after scrolling). (5 min.)
2. Pairs role-play supportive responses, then switch roles. (10 min.:2–3 minutes per round, plus time to reset or discuss roles.)
3. Debrief as a class: What's hard to say? What feels empowering? (7 min.)
4. Students write 2 kind comments they'd say to a friend and 1 they'd say to themselves. (5 min.)
5. Optional: Add them to a class wall of kindness. (3 min.)

Outcomes

- Promote empathy and supportive communication.
- Reflect on the emotional effects of online comments.
- Develop confidence in standing up against harmful talk.

Setting and materials

Scenario cards, discussion sheet

Pedagogical approach used

Simulation, communication skills, emotional reflection

Technology requirements

None

Adaptability for diverse participants:

Model responses for lower-level learners; support respectful dialogue

Unit Conclusion

Students learn to decode and challenge harmful body ideals in digital media. By redesigning ads and practicing supportive communication, they build critical thinking and empathy. The unit empowers them to promote body positivity, resist stereotypes, and use their voices to support a healthier, more inclusive digital environment.





Developing Communication Skills – Online and Offline



This module focuses on building students' communication competencies across both digital and in-person contexts. It emphasizes emotional expression, active listening, respectful dialogue, constructive feedback, and safe online interaction.

Module 2:

Developing Communication Skills – Online and Offline

Keywords: Communication Skills, Emotional Intelligence, Active Listening, Respectful Dialogue, Online Interaction, Digital Empathy, Cyber Communication, Conflict Resolution, Feedback Culture, Digital Safety

Scope

The module covers foundational communication skills for teenagers in both virtual and physical settings. It includes practical activities, peer discussion, and self-reflection tasks. While it introduces key issues like cyberbullying and online safety, it does not cover legal or highly technical aspects of digital communication.

Training Aims

- To enhance students' ability to express themselves clearly and empathetically.
- To build skills for active listening and respectful interaction in diverse settings.
- To equip students with strategies for handling online conflicts and negative feedback.
- To foster awareness and resilience in digital communication spaces.

Theoretical Background

Teenagers today live in two worlds at once: the face-to-face world of school, friends, and family, and the constantly connected world of messages, videos, and posts online. Learning to communicate well in both spaces is not just helpful - it's really important for their future development. Good communication supports healthy relationships, emotional balance, and the ability to speak up for yourself and others. Adolescence, especially between the ages of 15 to 19, is a time of huge personal growth. Young people are figuring out who they are, how they feel, and how they fit in with others. That makes it the perfect time to help them build communication habits that will support them for life - whether that's expressing their feelings, resolving conflict, or giving and receiving feedback.

One big piece of the puzzle is emotional intelligence - being aware of emotions, how to manage them, and express them in ways that help (not harm) relationships. This is even more important online, where tone of voice, body language, or facial expression are often missing. According to recent studies (Domoff et al., 2020), helping teens learn how to name what they feel, take a pause before reacting, or calm themselves down can make a big difference in how they handle online conflict and stress.

Active listening is another key skill. When teens really listen - not just wait to respond - it helps build stronger connections and more trust, both online and off. Research shows that even a little practice in intentional listening can reduce misunderstandings and strengthen peer relationships (Reeves et al., 2021). Feedback is a complicated thing for many young people - especially giving it, and sometimes even receiving it. But when feedback is respectful, clear, and constructive, it becomes a tool for growth instead of a trigger for conflict. The OECD (2021) found that students trained in how to give feedback using sentence starters and positive framing reported more confidence and fewer online arguments. It's about learning how to say something in a helpful, respectful way.

Of course, we can't talk about communication without addressing online safety. Social media comes with pressure, judgment, and unfortunately, sometimes hate. Many teens still struggle to handle things like sarcasm, exclusion, or cyberbullying. The EU Kids Online study (Smahel et al., 2020) found that while teens are online constantly, they often don't have the skills to deal with negativity in digital spaces. That's why it's really important to help them understand the tone of messages, privacy, boundaries, and responsibility when they're communicating online. In short, this module is all about giving young people the skills to express themselves, listen to others, handle digital pressure, and create space for respectful conversations - on screen and off. The goal isn't just to show them how to communicate - it's to teach them how to connect.

Topics / Units	Learning Outcomes
1. Expressing understanding and managing Emotions	<ul style="list-style-type: none"> - Students can express their emotions appropriately in both digital and in-person settings. Students can identify and name their own emotional states in different situations, including online interactions. - Students can apply basic self-regulation strategies to manage emotional reactions in challenging or stressful situations, including online conflicts.
2. Expressing Personal Opinions and Respectful Dialogue Across Differences	<ul style="list-style-type: none"> - Students can engage in respectful dialogue by expressing disagreement constructively and acknowledging different points of view. - Students recognize the value of diverse opinions and practice respectful disagreement. - Students use appropriate vocabulary and sentence structures to express their opinions clearly and respectfully.

Topics / Units	Learning Outcomes
3. Active Listening and Empathy	<ul style="list-style-type: none"> - Students are able to actively listen and respond constructively in conversations. - Students can recognize non-verbal cues and respond empathetically.
4. Constructive Feedback and Criticism	<ul style="list-style-type: none"> - Students can understand the difference between constructive and destructive criticism. - Students can give and receive feedback using positive communication techniques.
5. Safe and Responsible Online Communication	<ul style="list-style-type: none"> - Students know how to recognize and respond appropriately to common online communication challenges such as cyberbullying, exclusion, sarcasm, hate speech, miscommunication, and peer pressure. - Students have awareness of tone, privacy, and responsibility in digital spaces.

Topics / Units	Learning Outcomes
Conclusion	
<p>This module gives young people more than just communication tips - it gives them tools for life. By exploring how to express emotions, listen deeply, handle conflict, and navigate digital spaces with empathy and respect, students develop stronger relationships, clearer voices, and greater self-awareness.</p>	
<p>Whether they're having a face-to-face conversation or sending a message online, they'll be better equipped to think before they speak, respond instead of react, and support others while staying true to themselves. And in a world where so much communication happens behind screens, these human-centered skills are more important than ever.</p>	
<p>The module encourages youth workers to help students become intentional, thoughtful communicators - the kind who can shape not just their own digital habits, but also help build more respectful, inclusive spaces for everyone around them.</p>	



Unit No 1

Expressing understanding and managing Emotions

Learning Outcomes

- Students can express their emotions appropriately in both digital and in-person settings.
- Students can identify and name their own emotional states in different situations, including online interactions.
- Students can apply basic self-regulation strategies to manage emotional reactions in challenging or stressful situations, including online conflicts.

Short Theoretical Description

Teenagers often feel strong emotions as they deal with both real-life and online situations. Learning how to notice, name, and manage these emotions helps them understand themselves better and build healthy relationships. Online, emotions can feel even stronger because we miss things like tone of voice or body language. This can lead to quick, emotional reactions or misunderstandings. In this unit, students learn how to spot what they're feeling and respond in calmer, more helpful ways. By practicing emotional vocabulary, self-control strategies, and mindful reactions, they gain tools to handle tough moments - especially online.

Activity 1

MOODTOK CHALLENGE

Suggested activity duration: 45-55 minutes

Individual/Group: In small groups (3-4 students)

Activity Description

1. Intro & Icebreaker (10 minutes)

Start with a short discussion: “How do you show feelings online? Through emojis? Memes? GIFs? Posts?”

Show 3 examples of viral TikToks or memes that represent moods (use safe and youth-appropriate ones).

1. MoodTok Creation (15 minutes)

In small groups, students pick a real or imagined emotional scenario (like being left out of a group chat, getting lots of likes, receiving criticism online).

Each group creates a short “MoodTok” or meme storyboard showing:

- The emotion
- The reaction
- A better or mindful way to respond
- Can be acted out live, drawn on paper, or scripted with emojis and text.

3. Show & Reflect (15 minutes)

Groups present their MoodToks/storyboards.

Discussion:

- What was the feeling?
- Was the response helpful or harmful?
- What else could someone do in that situation?

Unit No 1

Expressing understanding and managing Emotions

4. Build-a-Strategy Game (10 minutes)

Each group picks 3 emotions and invents a “strategy card” for each with calming or self-regulation tips. Share cards across the class and collect them into a “Mood Toolkit” wall or digital doc.

Outcomes:

- Students can express their emotions appropriately in both digital and in-person settings.
- Students can apply basic self-regulation strategies to manage emotional reactions in stressful situations, including online conflicts.

Setting and materials

- paper,
- markers,
- phones/tablets (if allowed), or printable storyboard templates.
- projector or board for sharing examples.

Pedagogical approach used

Creative expression, experiential learning, peer collaboration, and digital storytelling. Uses humor and pop culture to connect with real emotional challenges.

Unit No 1

Expressing understanding and managing Emotions

Technology requirements:

Optional use of phones/tablets (for creating short videos or memes). The other version uses drawing/storyboarding.

Adaptability for diverse participants:

Supports varied learning styles - visual, verbal, social. Groups can act, draw, or describe scenarios. Emoji and storyboard templates assist with clarity. Safe space created for all emotional expressions.

Activity 2

REAL TALK: REACT OR RESPOND?

Suggested activity duration: 45-55 minutes

Individual/Group: Small groups (4-5 students)

Activity Description

Intro: Quick Poll (5-10 minutes)

Ask: “What do you usually do when someone..... ignores your message? Or makes fun of your photo? Interrupts you?”

Create a quick poll with the question and students anonymously vote using slips of paper or an app (you could use Mentimeter - Word Cloud)

Reveal and discuss common reactions - which are impulsive, and which are intentional?

Unit No 1

Expressing understanding and managing Emotions

1. Choose Your Challenge (20 minutes)

Each group draws 2 “Real Talk” situation cards (for example: “Your friend forgets to invite you,” “You hear someone gossiping about you,” “Your post gets rude comments”).

For each card, groups decide:

- REACT: What would an immediate emotional response look like?
- RESPOND: What would a calm, thoughtful reaction look like?

Students then either act out both options, create a 2-panel comic, or film a short scene on their phone (if allowed).

2. Debrief & Emotion Hack Share (15 minutes)

Groups reflect on:

- Which response felt better?
- Which one would help long-term?
- Then, each group creates 1 “Emotion Hack Card” - a small card with a quick technique to calm down (e.g., pause and count 5, take a deep breath, use a sentence like “I feel... because...”). Collect hacks to make a class “Emotional First Aid Kit.”

3. Quick Reflection (5 minutes)

Students write or share:

- “One time I reacted too fast online or in-person was...”
- “Next time, I’ll try to...”



Unit No 1

Expressing understanding and managing Emotions

Outcomes:

- Students can identify and name their own emotional states in different situations, including online interactions.
- Students can express emotions appropriately in real-life settings.
- Students can apply basic self-regulation strategies to manage emotional reactions in challenging situations.

Setting and materials

Printed “Real Talk” scenario cards, paper/pens, optional phones/tablets for filming, small pre-designed cards for Emotion Hacks if necessary.

Pedagogical approach used

Decision-based learning, collaborative problem-solving, experiential roleplay, and reflective practice. Builds practical coping strategies while fostering emotional literacy in social situations.

Technology requirements:

Optional use of phones/tablets for video creation. Can be fully done on paper as comics.

Adaptability for diverse participants:

Students choose between acting, drawing, or writing their response ideas. Emotion hacks can be personalized. Scenarios can be adapted for sensitivity or relevance to diverse backgrounds.

Unit No 1

Expressing understanding and managing Emotions

Unit Conclusion

This unit builds foundational skills in emotional awareness and communication. Through self-reflection, group dialogue, and creative expression, students begin to understand how emotions influence their behavior- especially online. By naming their feelings and practicing ways to regulate them, they strengthen empathy, calm responses, and a healthier online presence.





Unit No 2

Expressing Personal Opinions and Respectful Dialogue Across Differences



Learning Outcomes

- Students can engage in respectful dialogue by expressing disagreement constructively and acknowledging different points of view.
- Students recognize the value of diverse opinions and practice respectful disagreement.
- Students use appropriate vocabulary and sentence structures to express their opinions clearly and respectfully.

Short Theoretical Description

Teenagers are developing their own opinions and values, which can sometimes lead to disagreement with others. That is a normal and important part of growing up. But how we share our views - especially when others think differently - matters a lot. Being able to express opinions clearly and respectfully helps build trust, not conflict. In this unit, students practice using words and sentence starters that help them share their thoughts without hurting others. They also learn to listen, disagree politely, and stay calm in tough conversations. These skills are important both in-person and online, where differences in opinion can easily turn into arguments.

Activity 1

OPINION ALLEY

Suggested activity duration: 45-55 minutes

Individual/Group: A whole class or a smaller group

Activity Description

1. Warm-up (10 minutes)

Post 5-6 simple opinion prompts around the room (like “School uniforms are a good idea,” “Social media does more harm than good,” “Teens should vote at 16”).

Students walk around, read them, and stand next to the one they agree with most. Quick discussion: Why did they choose it?

2. Opinion Alley Game (25 minutes)

Form two lines with the students on both sides of the room. One side = agree, the other = disagree.

Read a statement such as “Everyone should be allowed to say anything online”, then each student must find a companion from the opposite side of the “alley” and both sides respectfully share their views - 1 sentence each. 2 minutes per pair. The speaker listens and then responds using a sentence starter like:

- “I see your point, but I think...”
- “I respect your view, and I feel...”

If the group is small you can add more statements.

3. Reflection Circle (10-15 minutes)

In small groups or as a whole group, students discuss:

- Was it hard to listen to different views?
- What made a response feel respectful?
- Did your opinion shift?

Unit No 2

Expressing Personal Opinions and Respectful Dialogue Across Differences

Outcomes:

- Students can engage in respectful dialogue by expressing disagreement constructively and acknowledging different points of view.
- Students recognize the value of diverse opinions and practice respectful disagreement.
- Students use appropriate vocabulary and sentence structures to express their opinions clearly and respectfully.

Setting and materials

Printed statement cards, sentence starter posters or handouts, writing tools for reflection.

Pedagogical approach used

Experiential learning, movement-based activity, dialogic learning, and social-emotional development. Encourages empathy, perspective-taking, and verbal expression.

Technology requirements:

None

Adaptability for diverse participants:

Students can express opinions verbally, in writing, or through drawing. Sentence starters support those with language or confidence challenges. Activity can be done seated in a circle if mobility is a concern.



Activity 2

COMMON GROUND MAPS

Suggested activity duration: 45-55 minutes

Individual/Group: small group (3-4 students)

Activity Description

1. Intro Challenge (5-10 minutes)

Ask students: “Can two people disagree and still respect each other?” Gather short answers or do a quick poll. Then introduce the goal: finding common ground even when we disagree.

2. Scenario Mapping (20-25 minutes)

Each group receives a discussion prompt or scenario involving disagreement (e.g., “You should always respond to messages quickly or it is rude,” “Getting lots of likes means your post is valuable”).

Each group:

- Shares individual opinions first.
- Draws a “Common Ground Map”: a simple chart with 3 zones:
 - What we agree on
 - What we disagree on
 - Where we can compromise or understand each other
- Students fill it out together, using respectful language and listening skills.

3. Mini-Presentations & Reflection (15-20 minutes)

Groups briefly present their maps to the class. Then reflect in writing or small circles:

Unit No 2

Expressing Personal Opinions and Respectful Dialogue Across Differences

- “What surprised you?”
- “How did it feel to find middle ground?”
- “What makes a conversation respectful even with disagreement?”

Outcomes:

- Students can engage in respectful dialogue by expressing disagreement constructively and acknowledging different points of view.
- Students recognize the value of diverse opinions and practice respectful disagreement.
- Students use appropriate vocabulary and sentence structures to express their opinions clearly and respectfully.

Setting and materials

Classroom or group-friendly space.

Printed prompts, large paper or poster sheets, colored markers/pens for mapping, sentence starters list.

Pedagogical approach used

Collaborative learning, structured dialogue, and visual mapping. Combines communication skill-building with empathy, creativity, and teamwork.

Technology requirements:

None

Unit No 2

Expressing Personal Opinions and Respectful Dialogue Across Differences

Adaptability for diverse participants:

Students can express opinions verbally, in writing, or through drawing. Sentence starters support those with language or confidence challenges. Activity can be done seated in a circle if mobility is a concern.

Unit Conclusion

This unit gives students tools to speak their minds while staying kind and respectful. They learn how to listen, express disagreement calmly, and find common ground with others. Using sentence starters and real-life examples, students practice handling conversations where opinions differ - both online and in person. The goal isn't to win an argument, but to understand others and express yourself clearly.





Unit No 3

Active Listening and Empathy

Learning Outcomes

- Students are able to actively listen and respond constructively in conversations.
- Students can recognize non-verbal cues and respond empathetically.

Short Theoretical Description

Being a good listener is more than just hearing words - it is about really paying attention. Active listening means focusing on the speaker, noticing their tone, body language, and emotions, and showing that you care. Empathy is about trying to understand how someone else feels, even if you don't agree. These skills help build stronger friendships, solve conflicts, and make people feel heard. In both real life and online chats, active listening and empathy can stop small problems from becoming big ones and help everyone feel respected.

Activity 1

ARE YOU EVEN LISTENING?

Suggested activity duration: 45-55 minutes

Individual/Group: Pairs and whole group

Activity Description

This activity helps students feel the difference between being ignored and being truly heard. It happens in two rounds:

Round 1 - The Silent Listener (10-15 minutes)

Students work in pairs. One person shares a short story (e.g., “a time you felt proud” or “something that annoyed you online”).

The listener must stay completely silent - no speaking, nodding, smiling, or reacting.

After, the speaker reflects:

- “How did that feel?”
- “Did I feel understood or supported?”

Round 2 - The Active Listener (10-15 minutes)

Now, repeat the same process with a new story, but this time the listener uses active listening skills: eye contact, nodding, short verbal reactions (“I see,” “That makes sense”), and paraphrasing.

Again, reflect:

- “How did this feel different?”
- “What helped me feel heard?”

Unit No 3

Active Listening and Empathy

Group Reflection (15 minutes)

As a class, students share what made listening feel respectful, and how empathy can be shown through simple actions.

Outcomes:

- Students are able to actively listen and respond constructively in conversations.
- Students can recognize non-verbal cues and respond empathetically.

Setting and materials

Quiet classroom with chairs set up in pairs.

Printed storytelling prompts or displayed on the board.

Pedagogical approach used

Experiential learning, roleplay, and emotional intelligence development. This activity highlights the contrast between passive and active listening to deepen self-awareness and empathy.

Technology requirements:

None required

Adaptability for diverse participants:

Students can choose to write or draw their stories if they prefer not to speak. Prompts and responses can be adapted for different communication styles. Reflection can be shared in small groups or privately.



Activity 2

SCREENSHOT THIS: READING BETWEEN THE LINES

Suggested activity duration: 45-55 minutes

Individual/Group: small groups (3-4 groups) + big group reflection

Activity Description

This activity helps students practice empathy and active listening in online settings, where tone and body language are missing.

1. Warm-Up (5-10 minutes)

The facilitator shows 2-3 short, vague “screenshot-style” text exchanges (like “fine.” / “k.” / “whatever you want”), with no context or emojis. Students discuss:

- What emotion is being expressed?
- How might the other person feel reading it?

2. Group Challenge (20-25 minutes)

In groups, students receive 2 real-life teen-based online scenarios (such as “someone leaves you on read,” “a joke in a group chat goes wrong,” “a friend replies with just a dot”).

They must:

- Discuss what emotions could be involved on both sides
- Re-write the message to show empathy or ask for clarity
- Roleplay or act out an improved version (optional: use emojis, GIFs, or reaction images)

3. Reflection & Sharing (15 minutes)

Groups share takeaways:

- How easy is it to misunderstand tone online?
- How can we listen and respond better in digital spaces?

Outcomes:

- Students are able to actively listen and respond constructively in conversations.
- Students can recognize non-verbal cues and respond empathetically.

Setting and materials

Printed or digital “screenshot” cards, group discussion sheets, pens or devices.

Pedagogical approach used

Media literacy, experiential learning, and digital empathy.

Encourages students to decode subtle emotional cues in online interactions and practice more thoughtful digital communication.

Technology requirements:

None required, but digital devices or slides can enhance the experience.

Adaptability for diverse participants:

Scenarios can be adjusted for cultural relevance or communication preferences. Students can act, draw, or describe their revised messages. Reflection can be written or verbal.



Unit Conclusion

This unit helps students understand the power of listening with care - both in person and online. Through hands-on practice, they learn how to pay attention, notice emotional cues, and respond with empathy. Whether it's through body language in real life or tone in a text, small actions can show others they are heard and respected. These skills help students build stronger, more supportive connections in their everyday lives.





Unit No 4

Constructive Feedback and Criticism



Learning Outcomes

- Students can understand the difference between constructive and destructive criticism.
- Students can give and receive feedback using positive communication techniques.

Short Theoretical Description

Learning how to give and receive feedback is part of growing up personally and socially. For teenagers, this means being able to say what they think in a respectful, helpful way and also hearing others' opinions without feeling attacked. Constructive feedback focuses on improvement and encouragement, while destructive criticism tears down and causes harm. During adolescence, young people are more sensitive to judgment, so it's important to teach positive feedback techniques like using "I" statements, balancing positives with suggestions, and choosing the right tone. When students practice giving and receiving feedback in safe settings, they build confidence, empathy, and stronger relationships.

Activity 1

GLOW AND GROW FEEDBACK CIRCLES

Suggested activity duration: 45-60 minutes

Individual/Group: In small groups (4-5 students in a group)

Activity Description

1. Introduction & Warm-up (10 minutes)

- Briefly explain what constructive vs. destructive feedback means.
- Introduce the “Glow and Grow” method using examples.
- Share sentence starters like:
 - “One thing that worked well was...” (Glow)
 - “One thing you could try is...” (Grow)

2. Sharing Work (10–15 minutes)

- Students break into small groups (4–5 people).
- Each group presents a short piece of work - it can be on a specific topic, adapted to the youth worker’s session (image, text, or idea).
- They should describe it briefly (1–2 minutes per person).

3. Peer Feedback (15–20 minutes)

- After each presentation, 2–3 peers give one Glow and one Grow comment.
- Use printed sentence frame cards or a whiteboard with prompts visible.
- Encourage positive body language and respectful tone during feedback.

4. Individual Reflection (10 minutes)

- Students complete a short written or verbal reflection:
 - How did the feedback feel?
 - What would I improve?
 - Was there anything that surprised me?
- Optional: share 1 takeaway with the group.

Outcomes:

- Students can understand the difference between constructive and destructive criticism.
- Students can give and receive feedback using positive communication techniques

Setting and materials

- classroom or quiet discussion space.
- worksheets with “Glow and Grow” sentence frames
- pens or pencils
- reflection sheets

Pedagogical approach used

Experiential learning, reflective practice, and social-emotional learning. The activity uses structured peer interaction to build trust, communication, and emotional awareness.

Technology requirements:

None required (optional: use of tablets or phones if sharing digital content)

Adaptability for diverse participants:

Can be adapted for various communication styles - students may present verbally, in writing, or visually. Sentence frames support students with language or confidence barriers.

Activity 2

“FEEDBACK SWITCH”

Suggested activity duration: 45-50 minutes

Individual/Group: Pairs, then whole group

Activity Description

1. Introduction (5 min)

Introduce the activity and explain the difference between destructive and constructive feedback.

2. Scenario Prep (10 min)

Pairs receive everyday scenarios and plan a short destructive version.

Example Scenario (for teens, age 15–19):

A group project partner keeps checking their phone and not contributing during group work time.

3. Role-play (10 min)

Pairs act out the destructive version first, then repeat the same scene using constructive feedback with a calm tone and positive phrases.

4. Pair Reflection (10 min)

Pairs discuss: How did it feel? What changed between the two versions?

Unit No 4

Constructive Feedback and Criticism

5. Sharing Tips (10–15 min)

Each pair shares their best tips for giving constructive feedback with the whole class.

Sentence Starters for Respectful Feedback

- “Hey, I feel like we’d get more done if we could all stay focused - do you think you could help by putting your phone away for a bit?”

Optional: Each student writes down one phrase they will try to use next time they give feedback.

Outcomes:

- Students can understand the difference between constructive and destructive criticism.
- Students can give and receive feedback using positive communication techniques

Setting and materials

- Indoor classroom or flexible space
- Printed scenario cards
- Sentence starter cards
- Paper for notes

Pedagogical approach used

Role-play, experiential learning, peer discussion, reflection.

Encourages empathy, emotional awareness, and communication practice in realistic settings.

Technology requirements:

None required

Unit No 4

Constructive Feedback and Criticism

Adaptability for diverse participants:

Can be adapted for various communication styles - students may present verbally, in writing, or visually. Sentence frames support students with language or confidence barriers.

Unit Conclusion

When we give the students the chance to practice the difference between hurtful and helpful feedback, we give them tools to handle criticism and conflict calmly and confidently. This unit helps them build mutual respect, express themselves clearly, and support others- online and offline. Those are key skills for healthy relationships and positive digital interactions.





Unit No 5

Safe and Responsible Online Communication



Learning Outcomes

- Students know how to recognize and respond appropriately to common online communication challenges such as cyberbullying, exclusion, sarcasm, hate speech, miscommunication, and peer pressure.
- Students have awareness of tone, privacy, and responsibility in digital spaces.

Short Theoretical Description

Young people spend so much of their social life online, where messages can easily be misunderstood or even be seen as harmful. Knowing how to communicate safely and responsibly protects not just their own wellbeing but also that of their friends. Online, tone and gestures often get lost, which makes it easier for sarcasm, gossip, or hate speech to spread. If we give students the ability to spot signs of cyberbullying, exclusion, or misinformation it will help them respond calmly and set healthy boundaries. This unit builds awareness of privacy, tone, and digital responsibility so teens can protect themselves, respect others, and make positive choices in any online space.

Activity 1

“SPOT THE RED FLAGS”

Suggested activity duration: 30-50 minutes

Individual/Group: Small groups (3–4 students)

Activity Description

1. Introduction (5 min)

Briefly explain common online risks (sarcasm, gossip, exclusion, cyberbullying) and what “red flags” look like in messages.

2. Group Work – Read and highlight (10 min)

Students work in small groups to read 3–5 short example messages or posts. Together, they highlight words, emojis, or tones that might be misunderstood or cause harm.

Example: "Nice job on the group project... said no one ever"

Example: "Don't invite Mia, she's so annoying"

Example: "Wow, you actually look decent for once."

Example: "Whatever. Do what you want."

3. Rewrite the Message (10–15 min)

Each group rewrites the risky message(s) to make them clearer, kinder, and more respectful, keeping the original idea but removing harmful elements.

Rewrite: "Hey, I think we could make our group project stronger."

4. Present and discuss (10–15 min)

Groups present their “before and after” examples to the whole class. They explain which red flags they found and how their changes make the messages safer and clearer.

5. Wrap-Up reflection (5 min)

Quick class discussion: What did they notice? How can small tone or wording changes prevent conflicts online?

Outcomes:

- Students know how to recognize and respond appropriately to common online communication challenges such as cyberbullying, exclusion, sarcasm, hate speech, miscommunication, and peer pressure.
- Students have awareness of tone, privacy, and responsibility in digital spaces.

Setting and materials

- Classroom;
- printed message cards or slides;
- highlighters or pens;
- flipchart or whiteboard for sharing.

Pedagogical approach used

Critical thinking, collaborative learning, peer teaching, and hands-on editing tasks that connect theory to real-life scenarios.

Technology requirements:

None (optional: slides if examples are digital.)

Adaptability for diverse participants:

Can adapt messages to local context; pairs or groups can read aloud if reading is a barrier; easy to simplify or extend.

Activity 2

“MY DIGITAL BOUNDARIES MAP”

Suggested activity duration: 30-50 minutes

Individual/Group: Individual, then small groups

Activity Description

1. Individual Work – Create Your Map (10–15 min)

Each student draws a quick mind map showing what kind of personal info or content they share online, who sees it, and where they set boundaries (like blocking, privacy settings, what they keep private).

2. Small Group Discussion (15 min)

Students form small groups (3–5 people) to discuss their maps, focusing on:

Potential privacy risks they notice

How they handle unwanted messages or peer pressure online

3. Group Sharing (15 min)

Groups identify their top 3 tips for safe and responsible online behavior and share these with the whole class.

4. Wrap-Up Reflection (10 min)

Brief whole-class reflection on why setting digital boundaries matters and how it helps maintain respect and safety online.

Outcomes:

- Students know how to recognize and respond appropriately to common online communication challenges such as cyberbullying, exclusion, sarcasm, hate speech, miscommunication, and peer pressure.
- Students have awareness of tone, privacy, and responsibility in digital spaces.

Setting and materials

- classroom;
- paper,
- pens, markers;
- optional large paper or board for final tips.

Pedagogical approach used

Self-reflection, peer sharing, visual mapping

Technology requirements:

None

Adaptability for diverse participants:

Maps can be written or drawn; students can share verbally or via post-its; suitable for mixed literacy levels.

Unit Conclusion

Reaching the end of this unit, students know how to spot risky or harmful online behavior and respond in ways that protect themselves and others. They will become more aware of tone, privacy, and respectful boundaries in digital spaces. These skills can really help them stay safe, avoid misunderstandings, and build a more positive and supportive online community.



MODULE №3

Researching and Analyzing Social Media Content with Critical Thinking



This module empowers students to explore and evaluate social media content critically. Through guided analysis of influencers, trends, and digital behaviour, students learn to identify positive role models, reflect on online influence, and shift toward more intentional and meaningful use of social platforms.

Module 3:

Researching and Analyzing Social Media Content with Critical Thinking

Keywords: Influencers, Media literacy, Content analysis, Manipulation, Digital responsibility, Social media, Disinformation, Self-reflection, Credibility, Online influence

Scope

The module introduces key skills in critical thinking, content analysis, and responsible digital engagement. It focuses on the emotional and social impact of social media, not on technical tools or algorithms. Activities emphasise student-led discovery, reflective discussion, and real-life application through research tasks.

Training Aims

- To strengthen students' ability to evaluate social media content critically.
- To promote awareness of diverse role models and realistic online representation.
- To encourage purposeful, informed, and emotionally healthy engagement with digital content.

- To reduce passive screen time and foster curiosity and creativity online.
- To build media literacy skills for identifying credible information and resisting manipulation.

Theoretical Background

In the contemporary digital environment, young people are exposed daily to a vast amount of information and visual content delivered through social media, video-sharing platforms, news outlets, and other digital sources. This content is often not neutral — it shapes attitudes, encourages certain behaviours, creates unrealistic expectations, and influences the formation of adolescents' personal and social identities. Therefore, it is essential for students to develop skills for critically evaluating online content and to actively participate in the digital space as informed, responsible, and empathetic users.

This module builds upon multiple theoretical and pedagogical approaches, aiming to address the challenges of the digital age through the development of critical thinking, media literacy, digital competence, and emotional intelligence. It is crucial to enable students to distinguish between facts and opinions, identify manipulative or misleading messages (such as fake news, sensationalist headlines, and phishing messages), understand the mechanisms of influence exerted by influencers and digital narratives, and develop strategies to preserve personal authenticity and safety in the online environment.

At the core of this approach lie the principles of constructivist learning, where students actively build knowledge through exploration, dialogue, and reflection rather than passively absorbing facts. Constructivism emphasises the importance of prior knowledge, learning context, and collaboration in the process of acquiring deep understanding. These values are especially important when working with digital content, where there are no straightforward answers and knowledge is constructed through analysis, discussion, and interpretation.

The module also employs Bloom’s taxonomy as a foundation for designing educational outcomes, from basic recognition and comprehension of concepts, through application and content analysis, to evaluation and creation of one’s own messages. The module’s activities are designed to encourage students not to remain at a superficial level of information, but to progress toward higher-order thinking — asking questions, drawing conclusions, and creating their own responsible digital narratives.

When working with textual and multimedia content, a range of cognitive reading and comprehension strategies are used, such as predicting, connecting, identifying main ideas, extracting evidence, and drawing conclusions, which help students gain a deeper understanding of the messages they consume online. Students are also encouraged to develop metacognitive skills — to become aware of their own thinking processes, recognise how they arrive at conclusions, and reflect on their digital habits.

The module is grounded in principles of digital didactics, utilising technology not only as a tool but as a means to develop digital literacy and interaction in authentic environments. The content and activities are carefully selected to be relevant, contextualised, and engaging for students aged 15–19. Learning is experiential and interactive, encouraging small group work, collective reasoning, personal stance development, and exchange of opinions. In this way, social-emotional learning is promoted, which is necessary for building a safe and empathetic digital identity.


Finally, this module recognises the importance of cultural relevance of the content, as well as students’ rights to information, critical thinking, and digital safety. By empowering students to ask questions, identify sources, and make their own informed decisions, education becomes a foundation for developing digitally resilient individuals and active citizens of the future.

Topics / Units	Learning Outcomes
1. Understanding Influencers	<ul style="list-style-type: none"> - Students can identify and describe the qualities of positive and negative influencers. - Students can recognize the diversity of success and value beyond follower count or appearance.
2. Critically Toward Social Media Content	<ul style="list-style-type: none"> - Students are able to recognize the intent behind online content (informative, persuasive, entertaining, etc.). - Students are able to recognize and critically assess bias, stereotypes, and unrealistic portrayals in social media content
3. Analysing the Credibility of Internet Sources	<ul style="list-style-type: none"> - Students are able to assess the credibility of online sources using key indicators of reliability. - Students demonstrate the ability to verify online information using basic fact-checking strategies. - Students recognize the difference between facts, opinions, and promotional content.
4. Recognizing Manipulative or Deceptive Digital Content	<ul style="list-style-type: none"> - Students can identify common forms of manipulative online content, such as phishing messages, fake news, and clickbait. - Students understand how misleading headlines, emotional language, and visual tricks are used to capture attention or deceive. - Students know basic strategies for verifying suspicious content and protecting themselves from manipulation or fraud.

Topics / Units	Learning Outcomes
Conclusion	
<p>Through this module, students develop the ability to recognise various forms of influence, manipulation, and disinformation in the digital space. They learn to critically analyse the content they consume, to distinguish facts from opinions, authenticity from fiction, and to identify the risks associated with misleading messages. At the same time, they reflect on their own role and responsibility in the online world, building confidence in making informed digital choices. The module empowers them to become aware, empathetic, and responsible users of digital media who contribute to a healthier, safer, and more meaningful online environment — for themselves and for others.</p>	

Unit No 1

Understanding Influencers



Learning Outcomes

- Students can identify and describe the qualities of positive and negative influencers.
- Students can recognize the diversity of success and value beyond follower count or appearance.

Short Theoretical Description

In today's digital everyday life, influencers play a key role in shaping young people's perceptions of success, beauty, popularity, and life values. Their impact often surpasses that of traditional media, as students encounter their content daily on social media platforms. However, it is important to understand that there is no single definition of a positive or negative influencer — what may seem inspiring to one person may appear superficial or even harmful to another.

Within this lesson, students will be encouraged to reflect on how influencers affect their behaviour, self-confidence, and attitudes, and to gain a broader perspective on what it truly means to be a role model in the online world. The focus will be on understanding authenticity, the values that influencers promote, and distinguishing real qualities from follower counts, sponsorships, or physical appearance.

Activity 1

“WHO IS YOUR ROLE MODEL? – INFLUENCER UNDER THE MICROSCOPE”

Suggested activity duration: 30-50 minutes

Individual/Group: Individual, then small groups

Activity Description

- 1. Introductory discussion (5 min)** – The teacher asks: Who are your favourite influencers? Why do you follow them? Do all popular people have a positive influence?
- 2. Group work and instructions (5–10 min)** – Each group selects or is assigned an influencer (well-known from media, TikTok, YouTube, etc.) to analyse. They receive a worksheet with criteria: communication style, messages conveyed, values promoted, relationship with followers, and authenticity.
- 3. Analysis and preparation (10–25 min)** – Groups analyse the influencer’s content (using the internet or printed materials) and create an "influencer profile" – a poster with key information. They add a rating of positive/negative influence (from 1 to 5) and provide reasoning.
- 4. Group presentations (mini exhibition) (25–40 min)** – Each group presents their work in 2–3 minutes. The classroom becomes a "gallery of role models." Other groups write one sentence on a post-it: What they liked / What they would add.
- 5. Reflection (40–48 min)** – Teacher leads discussion: What defines a positive role model? Does follower count equal value? How can we recognise fake authenticity?

Unit No 1

Understanding Influencers

Closing (48–50 min) – Students write in their worksheet one sentence: What did I learn today about influencers and myself as a follower?

Outcomes:

- Students can identify and describe the qualities of positive and negative influencers.
- Students can recognize the diversity of success and value beyond follower count or appearance.

Setting and materials

- Phones/tablets with internet access
- Prepared worksheets (or printed influencer biographies)
- Markers, A3 paper, post-it notes

Pedagogical approach used

- Group work with distributed tasks
- Active learning and media analysis
- Reflective learning and peer feedback

Technology requirements:

Internet connection for content viewing (or offline materials if unavailable)

Adaptability for diverse participants:

To adapt the activity for students with diverse educational needs, teaching materials can be visually enriched, with clear and simplified instructions. Students with reading difficulties may use symbols, image-based rating scales, or shorter texts, while those with stronger verbal skills can take on the role of presenting the group's work. Instead of posters, some students may express their ideas through drawings, collages, or short video messages.

Groups are formed to ensure peer support, and tasks are approached flexibly, with the option of additional time, assistance, and encouragement. This ensures active and dignified participation for all students.

Activity 2

"SECRET AGENTS IN THE ONLINE WORLD"

Suggested activity duration: 30-50 minutes

Individual/Group: Individual, then small groups

Activity Description

Introduction (5 min) – The teacher plays a short video (or shows 2–3 influencer posts) and asks: Do you see an advertisement here? How do you know something is an ad?

Detective task (5–15 min) – Groups receive a set of Instagram/YouTube posts (real or simulated) and must determine: Is the post genuine? Is it sponsored? What hidden messages can be found? Students use a labelling board: genuine, suspicious, manipulative.

Recording and reasoning (15–30 min) – Groups fill in a table with their findings:

- (1) What do we see?
- (2) What is the likely intention?
- (3) Is the impact positive, negative, or neutral?

Unit No 1

Understanding Influencers

Quiz "Spot the Mask" (30–40 min) – The teacher launches a quiz (Kahoot or paper version): students answer whether the shown posts are authentic or not, competing in teams.

Group discussion (40–46 min) – How can we protect ourselves from hidden influence? Is every advertisement necessarily bad?

Reflection (46–50 min) – Each student completes the sentence: From now on, I will pay more attention to...

Outcomes:

- Students can identify and describe the qualities of positive and negative influencers.
- Students can recognize the diversity of success and value beyond follower count or appearance.

Setting and materials

- Prepared posts (printed or digital)
- Content classification board (can be improvised)
- Quiz (Kahoot, Google Forms, or paper version)

Pedagogical approach used

- Inquiry-based learning and problem solving
- Simulation of real digital behaviour
- Group analysis and decision making

Technology requirements:

Internet access for content display and quiz (or prepared materials).

Unit No 1

Understanding Influencers

Adaptability for diverse participants:

To ensure all students can participate equally in the activity, the content can be adapted by using visually clear materials, concise instructions, and simple examples. Students with difficulties can be supported through role assignments that match their abilities — for example, image analysis, using emojis instead of writing, or verbal explanations instead of written ones. The quiz can include pictures and symbols instead of text, and reflections can be oral or expressed through drawings. Group work fosters mutual support, and the activity pace can be adjusted as needed. The quiz can be read aloud for students with reading difficulties. Posts may be linguistically simplified if necessary.

Unit Conclusion

Students become aware that the influence of influencers is not merely entertaining or trivial, but has the power to shape their self-image, perceptions of others, and understanding of the world around them. Through this unit, they develop the ability to recognise which messages and values influencers promote and how these affect their choices, opinions, and goals. They learn to distinguish superficial popularity from genuine values, to critically reflect on the ideals presented to them online, and to make informed decisions about the content they follow. In doing so, they build their own digital autonomy and responsibility in the virtual world.

Unit No 2

Critically Toward Social Media Content

Learning Outcomes

- Students are able to recognise the intent behind online content (informative, persuasive, entertaining, etc.).
- Students are able to recognise and critically assess bias, stereotypes, and unrealistic portrayals in social media content.

Short Theoretical Description

Social media shapes perceptions of reality through filtered, edited, and carefully constructed content. Young people often unconsciously compare their own lives to virtual ideals, which can impact their mental health and self-confidence. This unit develops a critical approach to visual content and encourages students to recognise the differences between real and staged life.

Activity 1

“REALITY OR ILLUSION?”

Suggested activity duration: 30-50 minutes

Individual/Group: Individual, then small groups

Activity Description

Introductory questions (5 min) – The teacher asks: How many images do you see daily on social media? How many of them seem “perfect”? Do you think those images are real?

Example presentation (5–10 min) – The teacher shows 2 pairs of images: one real, one with filters (or face/body editing, perfect environment). They discuss the differences together.

Group analysis (10–25 min) – Each group receives 3 different Instagram/TikTok posts (or printed images) and the task to identify which elements are real and which are unrealistic. They write down reasons and possible consequences of such portrayals.

Presentation and comparison (25–35 min) – Groups present their conclusions and write on the board a table: “Elements of Illusion” vs. “Elements of Reality.”

Written reflection (35–45 min) – Each student writes briefly: How do I react when I see perfect content? Do I sometimes compare myself?



Unit No 2

Critically Toward Social Media Content

Group conclusion (45–50 min) – Discussion: How can we become more conscious consumers of content? Can we create more realistic social media?

Outcomes:

- Students are able to recognise the intent behind online content (informative, persuasive, entertaining, etc.).
- Students are able to recognise and critically assess bias, stereotypes, and unrealistic portrayals in social media content.

Setting and materials

- Images with and without filters
- Phones/tablets (or printed examples)
- Board and markers

Pedagogical approach used

- Visual analysis and reflection
- Group discussion and personal introspection

Technology requirements:

Internet access or pre-prepared visual materials.

Adaptability for diverse participants:

- Use clear visual examples for students with language barriers
- Students who prefer not to speak can write their answers

Activity 2

“VIRTUAL REALITY – THE PERFORMANCE OF LIFE”

Suggested activity duration: 30-50 minutes

Individual/Group: Individual, then small groups

Activity Description

Introductory discussion (5 min) – The teacher asks: How would you present your day on social media if you wanted to look your best? And how does it really look?

Task: Two worlds (5–10 min) – Groups are assigned to write two versions of the same situation (e.g., morning before school, going for coffee, studying):

1. How it would appear on Instagram
2. How it really is

Group work (10–25 min) – They write texts, draw, paste pictures, create storyboards or TikTok scripts (without filming, just planning). They use paper or digital tools.

Presentation (25–35 min) – Each group presents both narratives: Instagram version vs. reality. Others applaud if they recognize similarities with their own experience.

Discussion on impact (35–45 min) – How do other people’s posts shape us? Do we feel pressure to present ourselves better than we really are?

Unit No 2

Critically Toward Social Media Content

Personal task and conclusion (45–50 min) – Each student writes a sentence: One thing I will look at differently on social media from now on is...

Outcomes:

- Students are able to recognise the intent behind online content (informative, persuasive, entertaining, etc.).
- Students are able to recognise and critically assess bias, stereotypes, and unrealistic portrayals in social media content.

Setting and materials

- Paper, markers, sticky notes
- Phones for script preparation (without publishing)

Pedagogical approach used

- Creative expression and perspective comparison
- Humour and reflection as pedagogical tools

Technology requirements:

- Tablets or mobile phones (per group) – for researching examples, creating storyboards, writing texts, or digital drawing.
- Internet connection (optional) – if students want to search for inspiration for posts, photos, or TikTok trends.
- Digital tools (optional) – such as Canva, Google Slides, Padlet, or similar tools for creating presentations or storyboards (PowerPoint can also be used).
- Multimedia equipment (optional) – if the teacher wants to show real-life examples (Instagram/TikTok videos) for discussion at the start.

Unit No 2

Critically Toward Social Media Content

The activity can be conducted entirely without technology, using paper, markers, magazines, and scissors to create visual displays and storyboards.

Adaptability for diverse participants:

- Use clear visual examples for students with language barriers
- Students who prefer not to speak can write their answers

Unit Conclusion

Students develop awareness of how often the digital content they consume portrays idealised versions of reality. Through analysing images, representations, and narratives, they learn to distinguish authentic from unrealistic depictions, as well as to recognise the pressure such portrayals can create. They develop a critical attitude toward their own online presence and reflect on others' posts, realising that behind "perfect" moments often lies selection and editing. Instead of comparing themselves to unrealistic standards, they choose understanding, authenticity, and empower themselves to express their own reality without the need for digital masks.

Analysing the Credibility of Internet Sources

Learning Outcomes

- Students are able to assess the credibility of online sources using key indicators of reliability.
- Students demonstrate the ability to verify online information using basic fact-checking strategies.
- Students recognize the difference between facts, opinions, and promotional content.

Short Theoretical Description

The internet is full of information, but also of manipulations, misinformation, and content that can be promotional, biased, or false. Young people need to develop media and information literacy in order to recognise credible sources, fact-check, and distinguish between opinion and fact. This unit focuses on specific tools and skills for analysing and evaluating digital information.

Activity 1

"TRUTH OR LIE?" – A CREDIBILITY HUNT

Suggested activity duration: 30-50 minutes

Individual/Group: Individual, then small groups

Activity Description

Introductory Questions (5 min): The teacher asks a provocative question: Is everything we find on the internet true? How can we tell if a source is trustworthy?

Explaining Credibility Indicators (5–10 min):

The teacher presents key criteria:

- Who is the author?
- Is the source cited?
- Is the content up to date?
- Does it use neutral language?
- Are the facts verifiable?

Group Source Analysis (10–30 min):

Each group receives 3 short online texts (or printed excerpts) – one reliable, one unverified, and one promotional. Students analyse each text based on the five criteria and fill in a table.

Ranking Sources and Class Discussion (30–40 min):

Groups share their findings and rank the texts by credibility. The teacher summarises the conclusions on the board.

Unit No 3

Analysing the Credibility of Internet Sources

Whole-Class Discussion (40–48 min):

What can trick us? What are the most common mistakes when evaluating a source?

Reflection (48–50 min):

Students complete the sentence: Next time I read something online, I will check...

Outcomes:

- Students are able to assess the credibility of online sources using key indicators of reliability.
- Students demonstrate the ability to verify online information using basic fact-checking strategies.
- Students recognize the difference between facts, opinions, and promotional content.

Setting and materials

- Prepared texts (printed or digital)
- Credibility assessment table
- Whiteboard and markers

Pedagogical approach used

- Analytical thinking
- Group collaboration
- Work with real-life examples



Unit No 3

Analysing the Credibility of Internet Sources

Technology requirements:

To implement the activity, it is recommended that each group have access to a computer, tablet, or phone in order to analyse online sources in real time. A stable internet connection is necessary for opening and verifying links, publication dates, and authors. If internet access is not available, the teacher can prepare printed versions of the texts in advance (news article, advertisement, blog), as well as a credibility assessment table. The use of digital tools such as Google Forms or Padlet is optional for recording findings and ranking sources.

Adaptability for diverse participants:

For students with reading difficulties, shorter and simplified texts can be prepared with enlarged font and additional visual cues (e.g., icons for author, date, emotions in language). For students who struggle with understanding abstract concepts, question prompts can be provided for each criterion (e.g., Who is the author? Do you recognise them?). Within groups, tasks can be divided according to students' abilities – verbally skilled students can read aloud, while others fill in the table. For students with pronounced anxiety about public speaking, presenting results can be done in written form or as a poster.



Activity 2

"FACT-CHECKER IN ACTION" – FACT-CHECKING

Suggested activity duration: 30-50 minutes

Individual/Group: Individual, then small groups

Activity Description

Introduction (5 min) – Question: How many times have you read a shocking news story and immediately shared it? Did you check if it was true?

Instructions (5–10 min): The teacher explains the steps for fact-checking:

- Searching key terms across multiple sources
- Using tools such as Google Reverse Image Search, Snopes, and Faktograf
- Checking dates and context

Task – Verify the news (10–25 min): Each group receives one "suspicious" news item, image, or claim. The goal is to determine:

- Is it true?
- Where was it originally published?
- Is it taken out of context?

Preparing a mini report (25–35 min): Groups prepare a short report on what they found and how they verified the content (can also be an oral presentation).

Unit No 3

Analysing the Credibility of Internet Sources

Presentation and reflection (35–45 min): Each group presents their results. The teacher notes on the board which strategies were successful.

Closing and evaluation (45–50 min): Students create a "Source Verification Checklist" that they can also use at home.

Outcomes:

- Students are able to assess the credibility of online sources using key indicators of reliability.
- Students demonstrate the ability to verify online information using basic fact-checking strategies.
- Students recognize the difference between facts, opinions, and promotional content.

Setting and materials

- Prepared "suspicious" content (news articles, images, posts)
- Phones/tablets for research
- Blank checklist for individual completion

Pedagogical approach used

- Learning through problem-solving
- Active application of knowledge
- Development of research skills

Technology requirements:

For this activity, access to computers, tablets, or mobile phones with a stable internet connection is necessary, as students use various online tools for fact-checking. Recommended tools include Google search, Google Reverse Image Search, as well as



Unit No 3

Analysing the Credibility of Internet Sources

specialised websites such as Raskrikavanje.rs, Faktograf.hr, Snopes.com, and similar. It is preferable that each group has at least one device; if that is not possible, the teacher can prepare screenshots of suspicious news and verification results in advance. PowerPoint, Google Slides, or paper can be used for creating the reports.

Adaptability for diverse participants:

Students with reading difficulties can be given shorter and simplified news texts, along with additional explanations of terms and illustrations. For students with limited digital skills, pre-prepared links for fact-checking and guided steps in a worksheet can be provided. Those who have difficulties with writing can participate through oral presentations or by creating posters with key information. Groups are organised so that students can support each other, and each role is assigned according to the students' interests and abilities.

Unit Conclusion

Students acquire practical skills to distinguish truth, misinformation, and hidden messages on the internet. Through teamwork and the use of fact-checking tools, they develop a critical approach to the content they consume daily. They learn how to recognise unreliable sources, verify photographs, and identify promotional or manipulative intentions. Besides media literacy, they build self-confidence and become conscientious and responsible digital citizens, ready to question information before sharing it with others.

Recognizing Manipulative or Deceptive Digital Content

Learning Outcomes

- Students can identify common forms of manipulative online content, such as phishing messages, fake news, and clickbait.
- Students understand how misleading headlines, emotional language, and visual tricks are used to capture attention or deceive.
- Students know basic strategies for verifying suspicious content and protecting themselves from manipulation or fraud.

Short Theoretical Description

Manipulative and deceptive digital content is increasingly present in the everyday online lives of young people. Clickbait, fake news, scam messages, sponsored content, and sensationalist headlines are designed to grab attention by using psychological tricks, emotionally charged messages, and striking visual effects. The goal of such content is often not to inform, but to provoke impulsive reactions, spread misinformation, or generate profit at any cost. Many users, especially young people, unknowingly become part of this manipulative chain. This teaching unit aims to equip students with the ability to recognise and understand manipulation techniques, develop resilience against deceptive content, and adopt self-defence strategies in the digital space.

Activity 1

“CLICK IF YOU DARE!” – ANATOMY OF CLICKBAIT

Suggested activity duration: 30-50 minutes

Individual/Group: Individual, then small groups

Activity Description

Introductory challenge (5 min): The teacher shows several sensational headlines (e.g., “You won’t believe what happened...”, “Click here to save your profile!”). Asks: Would you click? Why?

Joint analysis (5–10 min): The teacher explains what clickbait is and how it uses emotions such as fear, shock, humour, and curiosity.

Group task (10–25 min): Each group receives 3 news samples (printed or digital) – one reliable, two manipulative. Students analyse headlines, images, language, font, colours, calls to action, and source verifiability.

Presentation and ranking (25–35 min): Groups present examples and together classify them into 3 categories: informative/suspicious/manipulative.

Creative challenge (35–45 min): Groups rewrite one clickbait headline into an informative but still interesting headline.

Reflection (45–50 min): Students write in their worksheet: One sign that tells me someone is trying to deceive me online is...

Outcomes:

- Students can identify common forms of manipulative online content, such as phishing messages, fake news, and clickbait.
- Students understand how misleading headlines, emotional language, and visual tricks are used to capture attention or deceive.
- Students know basic strategies for verifying suspicious content and protecting themselves from manipulation or fraud.

Setting and materials

- News examples (printed or digital)
- Analysis table
- Papers and markers

Pedagogical approach used

- Media analysis and deconstruction
- Creative content reconstruction
- Group comparison and reflection

Technology requirements:

For this activity, it is desirable to provide computers, tablets, or mobile phones with internet access so that students can analyse real headlines and content from current portals and social media. If the internet is not available, the teacher can prepare printed examples of clickbait and informative headlines in advance, as well as visual elements (e.g., screenshots of news, posts, or ads). Additionally, PowerPoint, Google Slides, or paper posters can be used for the creative part of rewriting headlines.

Adaptability for diverse participants:

Students with reading difficulties can be provided with examples using larger fonts, visual cues, simplified text, and clearer contrasts. For students who have difficulties with writing, reflection can be done orally or through drawings/symbols. In group work, tasks can be divided so that each student contributes according to their abilities—for example, one reads the headlines, another describes the image, and a third dictates observations. Students who prefer not to present can contribute by preparing materials or designing the poster.

Activity 2

“KNOW THE SCAM BEFORE YOU CLICK” – MANIPULATION HUNTERS

Suggested activity duration: 30-50 minutes

Individual/Group: Individual, then small groups

Activity Description

Introductory simulation (5 min): The teacher shows an email or message containing phishing elements (e.g., “Your account has been blocked, enter your password immediately”). Students evaluate whether they would respond.

Explanation of phishing and manipulation (5–15 min):

Through examples, it is explained how phishing works – visual tricks, urgent language, fake links.

Unit No 4

Recognizing Manipulative or Deceptive Digital Content

Task: Recognise the scam (15–30 min): Groups receive a set of 4 “suspicious” examples (messages, ads, posts). Their task is to analyse and classify them as:

- Safe
- Potentially risky
- Definitely a scam
- Students justify their classifications.

Protection strategies (30–40 min): Groups create a mini-guide titled “3 Rules to Protect Yourself from Manipulation”.

Presentation and discussion (40–48 min): Groups exchange advice and discuss: Why do so many people still fall for scams?

Closing (48–50 min): Students write a message to themselves: From now on, I will always check... before I click.

Outcomes:

- Students can identify common forms of manipulative online content, such as phishing messages, fake news, and clickbait.
- Students understand how misleading headlines, emotional language, and visual tricks are used to capture attention or deceive.
- Students know basic strategies for verifying suspicious content and protecting themselves from manipulation or fraud.

Setting and materials

- Examples of phishing messages and ads
- Protection guide (blank template)
- Whiteboard and markers

Pedagogical approach used

- Simulation of real-life scenarios
- Group assessment and problem-solving
- Joint formulation of protective rules

Technology requirements:

For this activity, it is recommended to provide computers, tablets, or mobile devices with internet access so that students can analyse examples of real phishing messages, fake posts, and digital scams in a real environment. Alternatively, the teacher can prepare printed simulations of messages, emails, and ads for students to analyse in groups. PowerPoint, Canva, Word, or paper posters can be used for presentations and creating the mini-guide.

Adaptability for diverse participants:

Students with difficulties in understanding text can be given simplified examples with clear visual cues indicating manipulation (e.g., alarm icons, red flags, emojis). In groups, tasks are divided according to abilities – some students analyse the visual appearance, others the message content, and others present conclusions. Students who prefer not to present can participate by writing, drawing the guide, or designing it. For students with visual impairments, content can be prepared in enlarged format or read aloud, and for students with hearing impairments, visual presentations and written materials can be used.

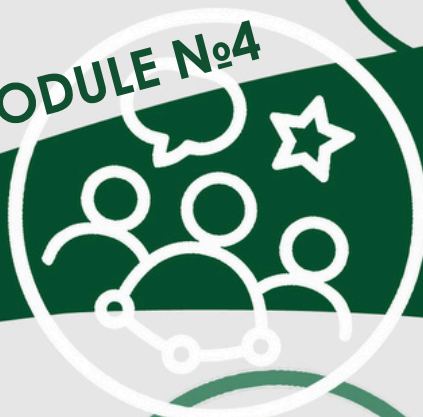
Unit Conclusion

Students develop digital resilience and the ability to recognise manipulative and fraudulent content in the online environment. Through analysis of clickbait, phishing messages, and fake news, they acquire concrete skills for assessing credibility and behaving safely on the internet. They learn not to react impulsively, but to approach every piece of content they consume, share, or comment on thoughtfully and critically. They become more responsible users of the digital space.



MODULE №4

Recognizing and Promoting Civic Values through Digital Networking



This module helps students recognize civic values and social causes that matter to them, and explore how digital tools can be used to engage with communities and promote positive change.

Module 4: Recognizing and Promoting Civic Values through Digital Networking

Keywords: civic values, social media, digital campaigns, empathy, inclusion, digital citizenship

Scope

The module introduces civic engagement and social responsibility through digital media. It focuses on values like inclusion, empathy, equality, and community well-being. It encourages students to identify social causes they care about and see social media as a tool for meaningful dialogue and advocacy.

Training Aims

- To help students identify and articulate civic values relevant to their communities.
- To develop awareness of how digital platforms can be used for social good.
- To inspire students to engage in online conversations with purpose and respect.
- To guide students in planning an awareness campaign to support a civic cause.

Theoretical Background

Civic values—such as inclusion, tolerance, empathy, responsibility, and respect—are the foundation of democratic and cohesive societies. In the digital age, these values are increasingly expressed and negotiated online, where young people spend much of their social and civic lives. Social media and digital networks provide opportunities for dialogue, collaboration, and advocacy, making them powerful tools for youth civic engagement.

However, the digital environment also presents challenges. Students encounter misinformation, online harassment, polarization, and echo chambers that undermine constructive dialogue. The absence of face-to-face interaction can make it easier for harmful speech and behaviors to spread. At the same time, global examples show how digital networking can amplify marginalized voices, mobilize communities for social change, and provide young people with a sense of agency and impact.

Understanding civic values in digital contexts requires both knowledge and skills. Students must be able to recognize civic values in action, distinguish between authentic engagement and manipulative campaigns, and learn how to apply responsible practices when interacting online. They also need tools to harness digital networking strategically—for example, using hashtags, multimedia content, or online collaborations to bring attention to social causes that matter to them.

This module takes a practical, student-centered approach. It combines reflection on personal values with exploration of digital tools for civic engagement. Students are introduced to real-life examples of digital campaigns and influencers who embody civic principles. They then learn to analyze how these campaigns achieve impact, map potential allies, and design their own awareness campaign. The goal is to empower students to see themselves not only as digital consumers but also as active contributors who can shape positive, value-driven online communities.

Topics / Units	Learning Outcomes
1. Understanding Civic Values in Online Contexts	<ul style="list-style-type: none"> - Students can identify key civic values and explain their relevance to current social issues. - Students recognize examples of positive online civic action.
2. Digital Networking for Social Impact	<ul style="list-style-type: none"> - Students understand how hashtags, tagging, and collaboration amplify messages. - Students understand how to use social media platforms to promote values such as inclusion, participation, and empathy.
3. Finding Influencers and Institutions that Support Civic Values	<ul style="list-style-type: none"> - Students are able to identify digital figures and initiatives that reflect civic values. - Students are able to recognize the role of digital profiles in promoting civic engagement and social change. - Students are able to create a basic network map of digital allies to inform and support their own civic campaign.
4. Planning a Social Media Campaign Related to Civic Values	<ul style="list-style-type: none"> - Students can define a clear campaign goal and target audience. - Students are able to create a basic campaign content plan based on a theme, core message, and posting strategy.

Topics / Units	Learning Outcomes
<p>Conclusion: By the end of this module, students will understand how civic values can guide their online behavior and how digital networking can be used to amplify messages of inclusion, empathy, and social responsibility. They will have explored positive examples of civic engagement, mapped potential allies, and created a plan for a small-scale awareness campaign. This equips them with both the mindset and the practical skills to act as responsible digital citizens who contribute to positive social change.</p>	

Unit No 1

Understanding Civic Values in Online Contexts



Outcomes

- Students can identify key civic values and explain their relevance to current social issues.
- Students recognize examples of positive online civic action.

Short Theoretical Description

Civic values like respect, empathy, inclusion, and equality guide how people interact in communities. Online, these values are expressed through behaviors such as respectful dialogue, collaboration, and standing up against injustice. Understanding these values in digital contexts helps students connect personal beliefs with broader social issues, while also learning to spot actions that threaten community well-being.

Activity 1

CIVIC VALUES ONLINE GALLERY

Suggested activity duration: 45 minutes

Individual/Group: Individual + small groups

Activity Description

Each student is asked to find an example of positive civic action online before class, such as a campaign, a post, or a story that promotes values like tolerance, empathy, or social responsibility. In class, students briefly share what they found and explain why they chose it. In small groups, they compare their examples and identify which civic values are represented, creating categories such as “Respect,” “Inclusion,” or “Equality.” The groups then design a collective “Civic Values Online Gallery” using poster paper or a digital board, where all examples are displayed with short captions. At the end, groups present their gallery to the class, sparking discussion about similarities, differences, and lessons learned. The gallery can remain visible in the classroom or be shared digitally as a reminder of civic values in action.

Outcomes:

- Students can identify key civic values and explain their relevance to current social issues.
- Students recognize examples of positive online civic action.

Setting and materials

Classroom with internet access, projector/board, poster paper or digital whiteboard (e.g., Jamboard).

Pedagogical approach used

Collaborative learning, peer exchange, and critical reflection.

Technology requirements:

Smartphones or laptops with internet connection; projector or shared digital platform.

Adaptability for diverse participants:

Students with limited digital access can be provided with curated examples. Group collaboration ensures participation of different ability levels.

Activity 2

CIVIC VALUE SCENARIOS

Suggested activity duration: 45 minutes

Individual/Group: Small groups

Activity Description

Students explore the idea that not all online behavior reflects civic values, and some interactions can harm community well-being. Working in groups, they receive a set of short scenarios illustrating different types of online interactions, such as a supportive comment thread, a case of cyberbullying, spreading misinformation, or a campaign to support refugees. Each group analyzes the scenarios, deciding which reflect civic values and which undermine them, and records their reasoning in writing. They then propose alternative actions for the negative examples, considering how interactions could be handled more

Unit No 1

Understanding Civic Values in Online Contexts

respectfully and constructively. The activity concludes with a class discussion where groups share their insights and reflect on how positive online behavior can promote community well-being.

Outcomes:

- Students can identify key civic values and explain their relevance to current social issues.
- Students recognize examples of positive online civic action.

Setting and materials

Paper, markers, projector or digital whiteboard.

Pedagogical approach used

Collaborative and inquiry-based learning.

Technology requirements:

Devices for research/sharing examples.

Adaptability for diverse participants:

Curated examples for students with limited access; role-play option for interactive learning.

Unit Conclusion

Students gain a clear understanding of civic values in digital spaces. They can identify positive examples of civic action online and critically evaluate behaviors that weaken community well-being.

Unit No 2

Digital Networking for Social Impact



Outcomes

- Students understand how hashtags, tagging, and collaboration amplify messages.
- Students understand how to use social media platforms to promote values such as inclusion, participation, and empathy.

Short Theoretical Description

Digital networking tools enable individuals and groups to reach wide audiences and create collective momentum. Hashtags, tagging, and partnerships amplify voices and promote inclusivity. Understanding these tools empowers students to transform personal values into collaborative campaigns that inspire social change.

Activity 1

HASHTAG FOR CHANGE

Suggested activity duration: 45 minutes

Individual/Group: Small groups

Activity Description

Students brainstorm a unique hashtag related to a civic value (e.g., #StandForInclusion). They create one mock-up post (poster, tweet, or Instagram story) showing how the hashtag could be used to promote awareness. Groups present their hashtags and discuss how to encourage others to adopt them.

Outcomes:

- Students understand how hashtags, tagging, and collaboration amplify messages.
- Students understand how to use social media platforms to promote values such as inclusion, participation, and empathy.

Setting and materials

Paper, markers, or digital tools for creating posts.

Pedagogical approach used

Project-based and creative learning.

Technology requirements:

Devices with internet or design apps.

Adaptability for diverse participants:

Offline posters can replace digital work; tagging exercise can be simulated without real accounts.

Activity 2

TAG TEAM CHALLENGE

Suggested activity duration: 45 minutes

Individual/Group: Small groups

Activity Description

Each group receives a fictional online campaign scenario (e.g., anti-bullying, environmental awareness). Their task is to design a tagging strategy, choosing who to “tag” (peers, schools, organizations, influencers) to amplify reach. Groups share their strategies and discuss why strategic collaboration matters.

Outcomes:

- Students understand how hashtags, tagging, and collaboration amplify messages.
- Students understand how to use social media platforms to promote values such as inclusion, participation, and empathy.

Setting and materials

Paper, markers, or digital tools for creating posts.

Pedagogical approach used

Project-based and creative learning.

Unit No 2

Digital Networking for Social Impact

Technology requirements:

Devices with internet or design apps.

Adaptability for diverse participants:

Offline posters can replace digital work; tagging exercise can be simulated without real accounts.

Unit Conclusion

Students learn how digital networking tools expand reach and impact. They can design hashtags and tagging strategies that promote civic values and understand the responsibility of using these tools thoughtfully.



Unit No 3

Finding Influencers and Institutions that Support Civic Values



Outcomes

- Students are able to identify digital figures and initiatives that reflect civic values.
- Students are able to recognize the role of digital profiles in promoting civic engagement and social change.
- Students are able to create a basic network map of digital allies to inform and support their own civic campaign.

Short Theoretical Description

Civic engagement online is often driven by influencers, activists, and organizations that act as role models or leaders. Learning to identify these digital allies helps students connect with broader networks, amplify their messages, and build stronger campaigns for social good.

Activity 1

MAPPING DIGITAL ALLIES

Suggested activity duration: 45 minutes

Individual/Group: Small groups

Activity Description

Groups research 2–3 digital figures or organizations that promote civic values (e.g., NGOs, youth activists, or social media campaigns). They identify the values these allies embody, the methods they use to engage audiences, and any partnerships they have. Each group then creates a visual network map showing connections between their chosen allies and potential collaborators. To add a creative twist, students can present the map as an interactive poster, digital infographic, or even a short skit showing how the allies work together.

Outcomes:

- Students are able to identify digital figures and initiatives that reflect civic values.
- Students are able to recognize the role of digital profiles in promoting civic engagement and social change.
- Students are able to create a basic network map of digital allies to inform and support their own civic campaign.

Setting and materials

Small group tables, internet access, large paper sheets, markers, or digital mapping platforms for visualizing networks.

Unit No 3

Finding Influencers and Institutions that Support Civic Values

Pedagogical approach used

Collaborative inquiry and visual learning, encouraging teamwork, analysis, and creative representation of civic networks.

Technology requirements:

Laptops or tablets, projector for sharing maps, optional online tools (Miro, Canva, MindMeister).

Adaptability for diverse participants:

Pre-prepared ally profiles and partially completed maps for students with limited research skills or internet access.

Activity 2

INFLUENCER CASE STUDY SHOWDOWN

Suggested activity duration: 45 minutes

Individual/Group: Individual research + Class Discussion

Activity Description

Each student selects a civic-minded influencer or organization and prepares a short case study, highlighting their message, methods, impact, and online strategies. Presentations are fast-paced (1–2 minutes per student). After all presentations, the class engages in a "Civic Engagement Showdown", discussing which strategies are most effective, why some approaches resonate more than others, and how these strategies could be adapted for the students' own campaigns.

Unit No 3

Finding Influencers and Institutions that Support Civic Values

Outcomes:

- Students are able to identify digital figures and initiatives that reflect civic values.
- Students are able to recognize the role of digital profiles in promoting civic engagement and social change.
- Students are able to create a basic network map of digital allies to inform and support their own civic campaign.

Setting and materials

Classroom arranged for presentations, access to online profiles, printed guidelines for case study preparation.

Pedagogical approach used

Individual inquiry followed by comparative class discussion to foster critical thinking and peer learning.

Technology requirements:

Devices for research, presentation software (PowerPoint, Google Slides), optional video clips for case examples.

Adaptability for diverse participants:

Provide sample case studies for analysis; allow choice between oral, written, or visual presentations to fit different strengths.

Unit Conclusion

Students understand how influencers and institutions drive civic values online. They can identify role models, evaluate strategies, and map allies to strengthen their own civic engagement.

Unit No 4

Planning a Social Media Campaign Related to Civic Values



Outcomes

- Students can define a clear campaign goal and target audience.
- Students are able to create a basic campaign content plan based on a theme, core message, and posting strategy.

Short Theoretical Description

Social media campaigns transform civic values into practical action. Effective campaigns need clear goals, a defined audience, and a consistent message. By designing campaigns, students learn how to move from values to advocacy and inspire others online.

Activity 1

MINI CAMPAIGN DESIGN LAB

Suggested activity duration: 45 minutes

Individual/Group: Small groups

Activity Description

In this hands-on activity, groups choose a civic value they want to promote, such as inclusion, environmental awareness, or empathy. They discuss and define a clear campaign goal and identify a target audience that would benefit most from their message. Using this framework, they brainstorm creative ways to communicate the value online, designing one sample post that could take the form of a poster, social media caption, or short video concept. Groups then present their campaign ideas to the class and receive feedback from peers, encouraging discussion about message clarity, creativity, and audience engagement.

Outcomes:

- Students can define a clear campaign goal and target audience.
- Students are able to create a basic campaign content plan based on a theme, core message, and posting strategy.

Setting and materials

Tables for group work, large paper sheets or digital design platforms, markers, sticky notes, and optional printed campaign examples.

Unit No 4

Planning a Social Media Campaign Related to Civic Values

Pedagogical approach used

Experiential, collaborative, and creative learning through brainstorming, visual design, and peer interaction.

Technology requirements:

Laptops, tablets, or smartphones with design and presentation apps (e.g., Canva, Google Slides).

Adaptability for diverse participants:

Groups can plan campaigns on paper or digitally; roles within groups allow students to contribute based on strengths (designer, researcher, presenter).

Activity 2

PEER CAMPAIGN CRITIQUE

Suggested activity duration: 45 minutes

Individual/Group: Whole Class

Activity Description

After presenting their campaign concepts, each group receives structured feedback from classmates guided by key questions such as: Is the message clear? Is the target audience well-defined? How effective is the visual or textual design in communicating the civic value? Students reflect on the feedback and revise their campaign plans to strengthen clarity, engagement, and impact. The activity emphasizes critical thinking, constructive criticism, and collaboration, helping

Unit No 4

Planning a Social Media Campaign Related to Civic Values

students understand how peer input can improve campaign design and ensure the message resonates with intended audiences.

Outcomes:

- Students can define a clear campaign goal and target audience.
- Students are able to create a basic campaign content plan based on a theme, core message, and posting strategy.

Setting and materials

Classroom space arranged for presentations, printed feedback forms or digital survey tools, whiteboard for summarizing key suggestions.

Pedagogical approach used

Peer review, reflective learning, and collaborative problem-solving to enhance campaign quality.

Technology requirements:

Devices for viewing digital presentations or posts, optional survey or polling tools for structured feedback.

Adaptability for diverse participants:

Feedback can be provided verbally, in writing, or digitally; guiding questions support less confident students and ensure all can participate meaningfully.



Unit No 4

Planning a Social Media Campaign Related to Civic Values

Unit Conclusion

Students develop practical skills to plan and refine social media campaigns that reflect civic values. They learn the importance of clear goals, messages, and audience targeting, and practice constructive feedback to improve their initiatives.





Creating Content for Social Media Campaigns



This module equips students to design simple, meaningful campaign content and plan a small awareness action. To address student feedback, it now provides clear scaffolding: step-by-step guidance for each activity, a sample completed campaign, ready-to-use Canva/paper templates, and concise rubrics. The focus stays civic and youth-friendly—clarity, respect, inclusion—over business branding.

Module 5: Creating Content for Social Media Campaigns

Keywords: Digital Citizenship, media literacy, creative expression, empowerment, collaboration, social impact

Scope

The module blends content creation with event planning, supporting students in producing meaningful materials (logos, photos, videos, captions) and using them purposefully in awareness-raising initiatives. It emphasizes clarity, creativity, and alignment with civic values. Tools and techniques are introduced at a basic, accessible level.

Training Aims

- To build students' confidence in using creative tools for digital expression.
- To guide students in producing campaign content that is clear, attractive, and respectful.
- To explore a variety of formats (visual, video, text) for effective messaging.
- To encourage teamwork, planning, and reflection throughout the creation process.
- To develop students' ability to plan and implement a civic awareness activity.

Theoretical Background

Young people live in a digital world where social media shapes identity, relationships, and civic views. The PeerCo Analytical Report notes that over 80% of 15–19-year-olds use social media daily, yet many are passive consumers. Module 5 responds by turning passive scrolling into active, purposeful participation.

Social platforms both test and promote civic values—respect, inclusion, empathy, equality. Research and Local Living Labs show teens want social media to serve real causes but often lack skills and confidence. They also face negative self-image, social comparison, and misinformation. Students value practical, collaborative, creative learning that links online tools with community action—this is our focus.

Grounded in constructivism (Dewey, Kolb), the module emphasises learning by doing, co-creation, and reflection. Students complete authentic tasks—designing logos, creating visuals, drafting captions, and planning campaigns—mirroring how digital creators work. By testing formats and tools, they learn how messages are crafted, adapted, and shared for civic impact.

SEL runs throughout. Students articulate values, examine beliefs, and practise respectful communication. Teamwork and structured peer feedback build confidence and empathy—key gaps identified by PeerCo. They see that small choices—a colour in a logo, a word in a caption, a hashtag—carry meaning and can strengthen or undermine an inclusive digital culture.

Activities highlight that format shapes meaning and reach: a photo speaks differently from text or a short video. Comparing formats builds media literacy, an Erasmus+ competence and a PeerCo recommendation.

The module promotes responsible creativity. Students use simple design tools (e.g., Canva) and basic AI, guided by critical questions: What message am I sending? Who will it reach? Is it respectful, inclusive, and honest? The aim is to question what we see, create with intention, and avoid harmful norms and fake news.

Methods are age-appropriate and accessible: mixed group sizes, short sessions, visual prompts, flexible roles, and simple tech. Progression moves from micro design tasks to complete campaign plans, connecting creative outputs to authentic civic engagement. Students learn that digital content is more than a post: it is a tool to raise awareness, build community, and advance shared values.

By the end, learners strengthen teamwork, self-expression, clear communication, critical thinking, and ethical decision-making. Above all, they see that responsible digital citizenship is not avoiding social media, but using it with purpose and respect—and that even small online actions can inspire others and create real change.

Topics / Units	Learning Outcomes
1.Designing a Campaign Logo	<ul style="list-style-type: none">- Students understand the purpose and emotional impact of visual identity in digital campaigns.- Students are able to sketch or create a simple campaign logo using basic design tools or AI.- Students can explain how elements like symbols, colors, and fonts communicate meaning.

Topics / Units	Learning Outcomes
2.Exploring Content Types and Formats	<ul style="list-style-type: none"> - Students are able to compare the strengths and limitations of different content formats (photo, video, text, story, etc.). - Students can select media formats that match their campaign message and audience preferences.
3.Creating Visual Content — Photos, Videos, and Illustrations	<ul style="list-style-type: none"> - Students are able to apply basic principles of visual storytelling in photo, video, and illustration formats. - Students understand the basics of framing, composition, lighting, and editing in photo and video creation. - Students can use simple tools or apps (including AI or mobile apps) to create campaign visuals. - Students are able to create visuals that support their campaign’s goals, tone, and message.
4.Writing for Social Media with Respect and Responsibility	<ul style="list-style-type: none"> - Students can write clear and engaging captions that match the tone and goals of their campaign. - Students understand how to use hashtags and short-form text to strengthen message visibility and clarity. - Students are able to use inclusive, positive, and accurate language in digital communication.

Topics / Units	Learning Outcomes
5.Planning an Awareness Event	<ul style="list-style-type: none"> - Students are able to plan basic campaign awareness activities (e.g. school events, digital actions, peer activities). - Students can outline an awareness action (online or offline) to promote their civic cause. - Students can integrate knowledge and skills from previous units (such as defining goals, visual identity, content formats, and respectful communication) to design and plan a meaningful awareness event. - Students demonstrate their ability to connect content creation with real-world civic engagement.

Conclusion

This module turns social media use into purposeful digital participation. With clear scaffolding (step-by-step guides, sample campaign, templates, and rubrics), students design simple, meaningful content—logos, photos, videos, captions, and hashtags—and apply it in a small awareness action. Grounded in constructivism and SEL, they learn by doing, co-create, and reflect; they communicate with respect, inclusion, and empathy, building confidence through peer feedback. By comparing formats, they strengthen media literacy and see how medium shapes message and reach. Using accessible tools (Canva and basic AI), teams plan and present a campaign aligned with civic values. As a result, they develop clear expression, critical thinking, and ethical decisions, linking content creation to real civic engagement.

Unit No 1

Designing a Campaign Logo



Outcomes

- Students understand the purpose and emotional impact of visual identity in digital campaigns
- Students are able to sketch or create a simple campaign logo using basic design tools or AI.
- Students can explain how elements like symbols, colors, and fonts communicate meaning.

Short Theoretical Description

A logo is a simple visual 'signature' that helps people recognise an idea. Using nearby examples, templates, and a guided worksheet, students connect colours, shapes and type with feelings and values, keeping the design simple, respectful and purposeful.

Activity 1

DECODE THE LOGO — VISUAL STORYTELLING THROUGH DESIGN

Suggested activity duration: 45-60 minutes

Individual/Group: Group (3–4 students)

Activity Description

Students analyze four real campaign logos with a guided worksheet. Step-by-step:

- 1) Observe each logo.
- 2) Select one colour, one shape and one key word.
- 3) Note the feeling and idea it conveys.
- 4) Share highlights as a group.
- 5) Extract two design lessons you will apply. This links design choices to civic values (kindness, respect, inclusion).

Template(s): see [Appendix B](#) → T0.

Outcomes:

- Students understand the purpose and emotional impact of visual identity in digital campaigns.
- Students can explain how elements like symbols, colors, and fonts communicate meaning.

Setting and materials

A regular classroom or workshop space with tables; printed or digital logo samples, worksheets, pens, and (optional) projector for presentations.

Pedagogical approach used

Collaborative learning, media literacy, visual storytelling, group discussion, emotional reflection, experiential learning.

Technology requirements:

No specific technology needed; logos can be shared on paper or screen.

Adaptability for diverse participants:

Includes visual and verbal supports, adaptable worksheets, inclusive and culturally neutral logo samples; roles can be adjusted to fit different needs.

Activity 2

LOGO DESIGN LAB — CREATE YOUR CAMPAIGN IDENTITY

Suggested activity duration: 60–90 minutes

Individual/Group: Group (2–3 students)

Activity Description

Teams complete a mini brief (cause, audience, three values, three keywords) and design a simple logo. Step-by-step:

- 1) Fill the mini brief.
- 2) Pick a paper or Canva template.
- 3) Sketch two quick options.
- 4) Choose one and refine type and balance.
- 5) Present in 30 seconds: 'We want to transmit... We achieved it with...'. Keep to one icon and two colours.

Template(s): see [Appendix B → T1](#).

Outcomes:

- Students are able to sketch or create a simple campaign logo using basic design tools or AI.
- Students can explain how elements like symbols, colors, and fonts communicate meaning.

Setting and materials

Classroom, computer room, or creative space; paper, pencils, colored markers, campaign brief template, access to digital tools (optional).

Pedagogical approach used

Project-based learning, hands-on creation, co-creation, visual storytelling, peer feedback, emotional self-expression, and reflection.

Technology requirements:

Optional use of online tools like Canva or logo generators; can be completed entirely offline.

Adaptability for diverse participants:

Multiple modes of creation (drawing or digital); simplified design briefs; accessible tools and materials; inclusive and flexible outputs.



Unit Conclusion

This unit helped students discover how a simple image—a logo—can tell a powerful story. By exploring real examples and designing their own, they learned how colors, shapes, and symbols can express ideas, emotions, and values that matter to them. More than just a design exercise, it became a way for students to connect with causes they care about and find their voice in visual form. The experience boosted their creative confidence and showed them that thoughtful design can make a message clearer, stronger, and more human.



Unit No 2

Exploring Content Types and Formats



Outcomes

- Students are able to compare the strengths and limitations of different content formats (photo, video, text, story, etc.).
- Students can select media formats that match their campaign message and audience preferences.

Short Theoretical Description

Different formats shape a message differently. Using a 'format wheel' and ready examples, students compare photo, video, text and stories to choose with intent—without marketing jargon.

Activity 1

CONTENT EXPLORER CAROUSEL

Suggested activity duration: 60 minutes

Individual/Group: Group (3–4 students)

Activity Description

Students rotate through four stations (photo, video, text, story).

Step-by-step:

- 1) Review two examples at each station.
- 2) Mark objective, emotion, clarity on the worksheet.
- 3) Complete the format wheel with 'best use' notes.
- 4) Share one key insight per station. This builds practical media literacy.

Template(s): see Appendix [B](#) → [T2](#).

Outcomes:

- Students are able to compare the strengths and limitations of different content formats.
- Students can select media formats that match their campaign message and audience preferences.

Setting and materials

Classroom or large open space with four learning stations; real campaign content (digital or printed), worksheets, pens, and optional screen/tablet for video.



Pedagogical approach used

Hands-on learning, small group exploration, media literacy, peer exchange, critical thinking and reflection.

Technology requirements:

Only optional; devices for showing video content if available.
Printed alternatives provided.

Adaptability for diverse participants:

Includes visual and written materials; flexible discussion roles; stations can be adapted for visual, auditory or language-based needs.

Activity 2

MATCH THE MESSAGE — FORMAT CHALLENGE

Suggested activity duration: 60–75 minutes

Individual/Group: Small groups (3–4) or pairs

Activity Description

Each team receives a scenario (e.g., respectful class chats).

Step-by-step:

- 1) Choose a main format and a support format.
- 2) Fill the simple script template (headline, visual idea, call to action).
- 3) Sketch or storyboard the content.
- 4) Present and collect two improvement ideas. Focus on fit between audience, goal and format.

Template(s): see Appendix [B → T10](#).



Unit No 2

Exploring Content Types and Formats

Outcomes:

- Students are able to compare the strengths and limitations of different content formats.
- Students can select media formats that match their campaign message and audience preferences.

Setting and materials

Classroom or creative workspace; format cards, scenario prompts, planning templates, markers or laptops (optional), whiteboard or posters for presentations.

Pedagogical approach used

Cooperative learning, creativity through challenge, visual thinking, applied media analysis, peer feedback, reflective discussion.

Technology requirements:

Not necessary; can be done fully offline with paper and pens. Devices optional for digital drafting.

Adaptability for diverse participants:

Flexible tasks (visual or text-based); diverse examples and open roles in each group; support materials available in simple language and accessible formats.



Unit Conclusion

This unit invited students to dive into the world of different content types—photos, videos, texts, and stories—and discover how each one can shape a message in unique ways. Through hands-on activities and creative challenges, they learned to think carefully about which format fits best with their campaign goals and audiences. The experience helped them build practical skills in choosing and creating content that connects emotionally and meaningfully, empowering them to become thoughtful, confident creators of digital campaigns that truly resonate.



Creating Visual Content — Photos, Videos, and Illustrations



Outcomes

- Students are able to apply basic principles of visual storytelling in photo, video, and illustration formats.
- Students understand the basics of framing, composition, lighting, and editing in photo and video creation.
- Students can use simple tools or apps (including AI or mobile apps) to create campaign visuals.
- Students are able to create visuals that support their campaign's goals, tone, and message.

Short Theoretical Description

Technique serves meaning. Students make simple shots with a phone and basic edits, focusing on message clarity and inclusion rather than technical perfection.

Activity 1

VISUAL STORYTELLING LAB — MAKE THE PHONE WORK FOR YOU

Suggested activity duration: 75-90 minutes

Individual/Group: Group (3–4 students)

Activity Description

Teams create a mini visual story with three shots.

Step-by-step:

- 1) Choose a scenario (e.g., ‘Breathe break’).
- 2) Plan three shots (wide, medium, detail).
- 3) Shoot with natural light and simple background.
- 4) Edit in 10 minutes (crop, brightness, short text ≤8 words).
- 5) Share and get quick ‘traffic-light’ feedback. Emphasis: clarity and tone.

Template(s): see Appendix B → T3.

Outcomes:

- Students apply basic principles of visual storytelling in photo and video formats.
- Students understand how framing, lighting, and composition influence message and mood.
- Students can create visuals that support their campaign’s tone, goals, and audience.

Unit No 3

Creating Visual Content — Photos, Videos, and Illustrations

Setting and materials

Indoor or outdoor space with good lighting, smartphones or tablets with cameras, access to free editing tools (CapCut, Canva), campaign scenario cards, planning worksheets.

Pedagogical approach used

Project-based learning, co-creation, hands-on visual storytelling, group feedback and reflection.

Technology requirements:

Smartphone or tablet with camera; free editing app (optional); printable templates available as no-tech alternative.

Adaptability for diverse participants:

Students can take on different roles in the team (e.g. photographer, planner, editor, presenter); oral or visual reflections allowed; activities adapted for low-tech or non-digital learners.

Activity 2

CREATE & COMMUNICATE — ILLUSTRATION/AI FOR CAMPAIGNS

Suggested activity duration: 60–75 minutes

Individual/Group: Individual or pairs

Activity Description

Students design one simple poster or illustration aligned with their campaign.

Unit No 3

Creating Visual Content — Photos, Videos, and Illustrations

Step-by-step:

- 1) Define tone (calm/energetic) and three elements (colour, symbol, type).
- 2) Choose paper or Canva/entry-level AI.
- 3) Create one visual with a short message (≤ 8 words).
- 4) Exchange for two specific improvements.
- 5) Adjust contrast and legibility (readable at 1 metre).

Template(s): see Appendix [B](#) → T4.

Outcomes:

- Students can sketch or create a campaign visual using basic design tools or AI.
- Students understand how design elements (symbolism, colors, fonts) communicate meaning.
- Students create visuals that reflect the campaign's message, tone, and intended impact.

Setting and materials

Classroom or art room; drawing supplies (paper, pencils, markers); optional access to Canva or other simple AI tools; visual planning sheet or mood board template.

Pedagogical approach used

Visual expression, digital creativity, symbolic thinking, individual reflection, peer feedback.

Technology requirements:

Optional digital access (Canva, AI generator); activity can be completed entirely offline with drawing materials.



Unit No 3

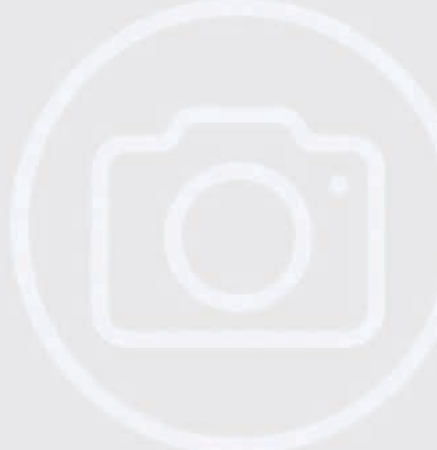
Creating Visual Content — Photos, Videos, and Illustrations

Adaptability for diverse participants:

Students choose their preferred format (digital or hand-drawn); language simplified for design prompts; color contrast and template support available; flexible presentation options (oral, written, visual).

Unit Conclusion

Throughout this unit, students discovered how powerful visual content can be when it comes to expressing ideas and values. By working with photos, videos, and illustrations, they explored how small choices—like color, light, or layout—can shape how a message feels and what it says. Whether drawing by hand or using digital tools, students created visuals that were meaningful to them and connected to real-world causes. They leave the unit more confident in their ability to communicate through images—and to use visual media with intention and heart.



Unit No 4

Writing for Social Media with Respect and Responsibility



Outcomes

- Students can write clear and engaging captions that match the tone and goals of their campaign.
- Students understand how to use hashtags and short-form text to strengthen message visibility and clarity.
- Students are able to use inclusive, positive, and accurate language in digital communication.

Short Theoretical Description

Writing short for social media is about speaking to people. Students use models and templates to write clear, respectful captions and purposeful hashtags.

Activity 1

CAPTION CLINIC — IMPACT AND EMPATHY

Suggested activity duration: 75 minutes

Individual/Group: Individual (peer feedback in pairs)

Activity Description

Students analyze model posts, then write and revise captions.

Step-by-step:

- 1) Read three examples (strong/average/needs work).
- 2) Choose a theme and draft three tones (neutral/emotional/playful).
- 3) Apply the checklist (clarity, respect, honesty, CTA).
- 4) Swap and rewrite a final version (≤ 280 characters).

Template(s): see Appendix [B](#) → [T5](#).

Outcomes:

- Students can write clear and engaging captions that match the tone and goals of their campaign.
- Students are able to use inclusive, positive, and accurate language in digital communication.

Setting and materials

Classroom or computer lab. Needed materials: printed example captions, caption writing and revision worksheet, inclusive language checklist, pens or laptops.

Unit No 4

Writing for Social Media with Respect and Responsibility

Pedagogical approach used

Critical media literacy, reflective writing, peer learning, inclusive communication, real-life case analysis.

Technology requirements:

Optional use of digital devices or online platforms; activity can be completed fully offline with printed materials.

Adaptability for diverse participants:

Students can work at different speeds and levels of complexity. Sentence starters and example phrases are provided. Captions can be created through writing, audio recording, or drawing. Reflection can be done in pairs, as a mind map, or in writing.

Activity 2

HASHTAG JAM — VISIBILITY WITH PURPOSE

Suggested activity duration: 60 minutes

Individual/Group: Small groups (3–4 students)

Activity Description

Teams create a purposeful set of hashtags.

Unit No 4

Writing for Social Media with Respect and Responsibility

Step-by-step:

- 1) Read your campaign brief (values and audience).
- 2) Generate five hashtags (two descriptive, two community, one creative).
- 3) Check clarity, respect and memorability.
- 4) Test them in a short caption and refine.

Template(s): see Appendix B → T6.

Outcomes:

- Students understand how to use hashtags and short-form text to strengthen message visibility and clarity.
- Students are able to use inclusive, positive, and accurate language in digital communication.

Setting and materials

Flexible classroom space or breakout zones. Tools: printed campaign briefs, brainstorming sheet, whiteboard/posters, optional access to phones or tablets to check hashtag usage online.

Pedagogical approach used

Collaborative learning, guided inquiry, real-world examples, creativity, peer discussion, ethical reflection.

Technology requirements:

No devices required, though groups may optionally search for hashtags online if allowed. Fully adaptable to low-tech classrooms.

Unit No 4

Writing for Social Media with Respect and Responsibility

Adaptability for diverse participants:

Campaign themes offer diverse entry points. Students can express ideas visually or orally. Tasks allow flexible roles: writers, researchers, presenters. Inclusive language guidance provided to support all learners.

Unit Conclusion

By the end of this unit, students have learned that even short messages—like a caption or a hashtag—can carry real meaning and impact. They've practiced writing with clarity, empathy, and intention, discovering how language can include, inspire, and connect. Through reflection and collaboration, they've grown more aware of the responsibility that comes with using words in digital spaces. Now, they are better prepared to use social media not just to express themselves, but to share messages that truly matter.



Planning an Awareness Event



Outcomes

- Students are able to plan basic campaign awareness activities (e.g. school events, digital actions, peer activities).
- Students can outline an awareness action (online or offline) to promote their civic cause.
- Students can integrate knowledge and skills from previous units (such as defining goals, visual identity, content formats, and respectful communication) to design and plan a meaningful awareness event.
- Students demonstrate their ability to connect content creation with real-world civic engagement.

Short Theoretical Description

From idea to action: a one-page event plan and a sample campaign help teams design a realistic awareness action with minimal, ready-to-post materials.

Activity 1

EVENT BLUEPRINT — DESIGN A REALISTIC ACTION

Suggested activity duration: 90-100 minutes

Individual/Group: Small teams (3–5 students)

Activity Description

Step-by-step:

- 1) Define objective, audience, key message and format.
- 2) Assign roles (content, logistics, outreach).
- 3) Prepare two materials (one post + one story with CTA).
- 4) Pick one simple metric (e.g., participants).
- 5) Review with the rubric and adjust.

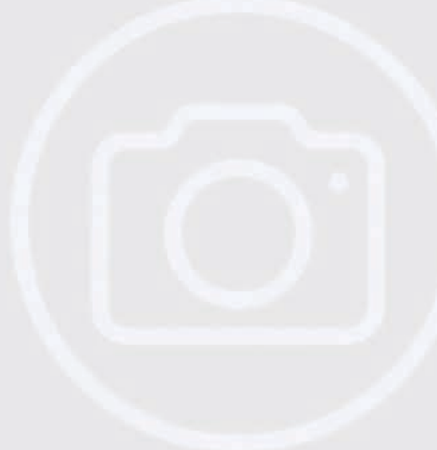
Template(s): see Appendix [B → T7](#).

Outcomes:

- Students are able to plan basic campaign awareness activities.
- Students can outline an awareness action (online or offline) to promote their civic cause.
- Students can integrate knowledge and skills from previous units to design and plan a meaningful awareness event.

Setting and materials

Classroom or project space. Materials: printed Event Blueprint template, previous campaign materials, whiteboard, markers, optional devices for research or drafting visuals.



Unit No 5

Planning an Awareness Event

Pedagogical approach used

Project-based learning, group task division, experiential learning, youth-led planning.

Technology requirements:

Optional use of digital planning tools (e.g., Canva, Padlet, Trello). Can be done fully offline.

Adaptability for diverse participants:

Templates with visual cues and role flexibility ensure accessibility for different learning profiles. Tasks can be adjusted for individual strengths (e.g., writing, drawing, organizing).

Activity 2

CAMPAIGN PITCH LAB — PRESENT AND REFINE

Suggested activity duration: 75-90 minutes

Individual/Group: Group work with peer audience

Activity Description

Each team presents a 5–7 minute pitch.

Step-by-step:

- 1) Build three slides (Why it matters / What we will do / How to join).
- 2) Use the presentation rubric (clarity, evidence, timing).

Unit No 5

Planning an Awareness Event

3) Present and collect two sticky-note comments (one strength, one improvement).

4) Update your plan in 10 minutes.

Template(s): see Appendix B → T8, T9.

Outcomes:

- Students demonstrate their ability to connect content creation with real-world civic engagement.
- Students can outline an awareness action (online or offline) to promote their civic cause.
- Students can integrate knowledge and skills from previous units to design and plan a meaningful awareness event.

Setting and materials

Classroom, library, or presentation room. Materials: projector or screen (optional), visual materials from Activity 1, printed feedback rubrics or sticky notes.

Pedagogical approach used

Public speaking, peer feedback, experiential learning, reflective practice, confidence-building.

Technology requirements:

Low to medium — students may choose analog (e.g., posters) or digital (e.g., slides, video) formats.

Adaptability for diverse participants:

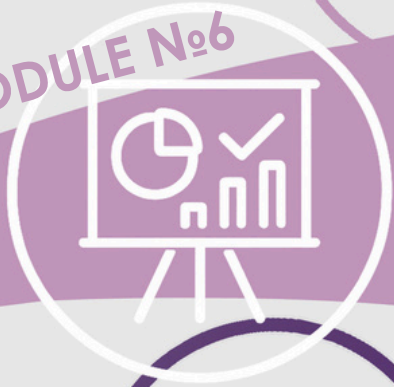
Presentation formats are flexible to match different comfort levels and strengths (e.g., co-presenting, pre-recorded, visual-led). Feedback options include oral and written responses.



Unit Conclusion

This final unit is designed to bring all the students' learning to life. After exploring how to express civic values through visual design, storytelling, and respectful communication, students now take the lead in planning a real awareness activity. The goal is to connect their personal and group messages with a wider audience through a school-based or digital event. This process strengthens their sense of initiative, teamwork, and purpose, while reinforcing campaign design skills in an authentic and impactful way. The unit encourages students to reflect on what matters to them and to take thoughtful, creative action within their communities.





Evaluating and Presenting Social Media Campaigns

This module guides students through reflecting on the reach, engagement, and impact of their campaigns. It encourages critical thinking about what makes online interaction meaningful, and helps students gain confidence by presenting their projects to others.

Module 6: Evaluating and Presenting Social Media Campaigns

Keywords: critical thinking, SM campaign, evaluation, creativity, awareness

Scope

The module shifts from creation to evaluation, with a focus on feedback, self-assessment, and learning from real-world reactions. It introduces basic tools and concepts for measuring impact and emphasizes growth, not perfection.

Training Aims

- To help students reflect on the outcomes and reception of their campaigns.
- To encourage understanding of quality vs. quantity in digital engagement.
- To support development of public speaking and presentation skills.
- To celebrate creativity, teamwork, and community contribution.

Theoretical Background

Social media is a powerful platform where teenagers both consume and create content. Evaluating social media campaigns helps young people develop critical thinking skills, understand persuasive communication, and become responsible digital citizens.

1. Media Literacy and Critical Thinking

Media literacy is the ability to access, analyze, evaluate, and create media messages (Potter, 2013). For teenagers, this means learning to recognize how campaigns use visuals, language, and emotional appeals to influence audiences. Kahne and Bowyer (2017) emphasize that teaching media literacy equips youth to navigate misinformation and biased content, fostering more informed decisions.

2. Audience and Message Relevance

Effective campaigns tailor their messages to their target audience. Boyd (2014) highlights that teens interpret and respond to social media based on peer culture and social norms. Understanding the audience's values and language is crucial for both creating and evaluating campaigns aimed at youth.

3. Authentic Engagement vs. Fake Metrics

Social media engagement (likes, shares, comments) can be genuine or artificially inflated. Huang (2017) discusses what motivates real engagement among teens, while scholars warn against “fake” or bot-driven interactions that misrepresent a campaign's success (Mihailidis & Cohen, 2013). Evaluating authenticity is essential to understand true impact.

4. Digital Ethics and Responsibility

Evaluating social media also involves assessing the ethical responsibility of campaigns—whether they promote positive behaviours, respect privacy, and avoid spreading misinformation (UNICEF, 2018). Teenagers should be encouraged to consider the social consequences of the content they create or share.

This module aims at raising awareness for evaluating social media campaigns and teaches some practical tools and concepts for measuring their impact by using their creativity, collaboration and critical thinking skills.

Topics / Units	Learning Outcomes
1.Measuring Campaigns' Digital Engagement	<ul style="list-style-type: none">- Students are able to track basic engagement metrics (likes, shares, comments, saves).- Students can compare different types of content and their performance.
2.Analyzing the Quality of Engagement	<ul style="list-style-type: none">- Students understand the difference between superficial engagement (likes) and meaningful feedback (comments, discussion).- Students can identify what kind of content generated the most thoughtful responses.- Students are able to reflect on the social or emotional impact of their campaign on different audiences.

Topics / Units	Learning Outcomes
3.Reflecting on Process and Impact	<ul style="list-style-type: none"> - Students are able to assess the strengths and weaknesses of their campaign based on outcomes and process. - Students are able to reflect on their personal growth in confidence, collaboration, and digital communication skills.
4.Presenting the Campaign	<ul style="list-style-type: none"> - Students are able to prepare and deliver a clear and engaging campaign presentation to peers or the school community. - Students are able to reflect on feedback received and recognize their progress and contribution.

Conclusion

At the end of this module, students will be able to critically evaluate social media campaigns by examining how effectively they communicate their message, engage their target audience, and use visuals and language to influence opinions or behavior. They will learn to identify the goals behind a campaign, assess the clarity and consistency of its message, and recognize the techniques used to capture attention and encourage interaction. Students will also be able to consider the ethical impact of campaigns, such as the use of stereotypes, misinformation, or emotional appeal. By developing these evaluation skills, students will become more informed social media users who can think critically about the content they see and make thoughtful decisions about the content they share or create.

Unit No 1

Measuring Campaigns' Digital Engagement



Outcomes

- Students are able to track basic engagement metrics (likes, shares, comments, saves).
- Students can compare different types of content and their performance.

Short Theoretical Description

Evaluating social media campaigns helps teenagers develop critical media literacy—the skill to analyze and understand media messages (Potter, 2013). Effective campaigns clearly target their audience using relatable content and visuals (boyd, 2014). It's important to recognize genuine engagement versus fake likes or comments to measure true impact (Huang, 2017). Finally, evaluating campaigns includes considering digital ethics, ensuring messages are responsible and respectful (UNICEF, 2018).

Activity 1

“TRACK IT LIKE A PRO”

Suggested activity duration: 40 minutes

Individual/Group: small groups (of 3)

Activity Description

1. Icebreaker (5 mins):

Ask: “What’s the most you’ve ever liked, shared, or commented on a post—and why?”

Let a few students share quick answers to get thinking about engagement behavior.

2. Mini-Lesson (10 mins):

Briefly explain each metric (likes, shares, comments, saves) and what it tells us:

Likes = quick reactions

Shares = spreadability

Comments = conversation

Saves = value and relevance

Use real or fictional screenshots to point out where these metrics are found on platforms like Instagram or TikTok.

3. Activity – Metric Detective (20 mins):

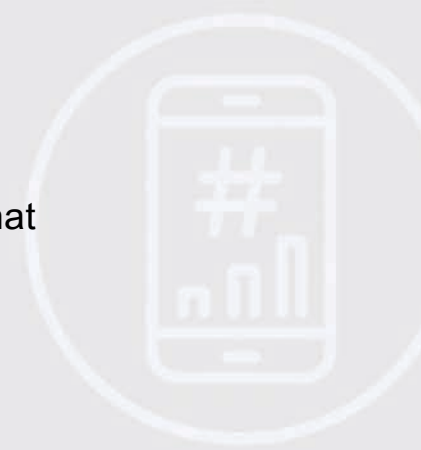
Students are given a “Campaign Case File” with 6 fictional or real social media posts.

They must record the metrics (from screenshots or written data).

Rank posts by most to least engaging overall.

Discuss in small groups: Which post had the strongest engagement?

Why?



Unit No 1

Measuring Campaigns' Digital Engagement

4. Wrap-up & Share (5 mins):

Ask: “Which metric do you think matters mostly and why?”

Quick student shares or a poll using thumbs up/down or online tools (like Mentimeter or Padlet).

Outcomes:

- Students can recognize and track digital engagement metrics in a real-world context.

Setting and materials

Classroom or media lab with tables for group work

Projector or screen for showing sample social media posts

Engagement Metrics Quick Guide (printed or on screen)

Simple explanation of likes, comments, shares, saves, what they mean

Post Screenshot Set (Fictional or Real) 6–8 social media post

examples with visible engagement stats– Can be screenshots or mock posts

Metric Detective Worksheet– Table with columns: Post #, Content Type, Likes, Comments, Shares, Saves, Notes

Pens/pencils, whiteboard or flipchart for debrief or wrap-up discussion

Pedagogical approach used

It is designed using a student-centered, experiential learning approach, which combines elements of constructivism, active learning, and inquiry-based learning—all highly effective with teenagers. It's hands-on, social, and digital, aligning with teens' interests and experiences. Encourages voice and choice, making students feel ownership of the learning. Builds critical media literacy, helping them become thoughtful digital citizens.

Technology requirements:

Projector, laptop, smartphone and wi-fi connection

Adaptability for diverse participants:

The activity can be adapted for diverse participants by offering differentiated case files (simplified metrics tables, visual icons, or advanced analytical prompts) and allowing flexible grouping (mixed-ability pairs, peer support, or individual work). For participants with limited digital skills or language proficiency, provide guided templates, clear visual examples, and optional oral explanations to ensure equal engagement and understanding.

Activity 2

“WHAT WORKS BEST?” – CONTENT SHOWDOWN

Suggested activity duration: 45 minutes

Individual/Group: Small groups

Activity Description

Focus: Content comparison and engagement strategy

1. Kick-off Question (5 mins):

“Which kind of post grabs your attention more: a meme, a video, a story, or a photo? Why?”

2. Mini-Lesson (10 mins):

Quick overview of content types (images, videos, reels, stories, carousels, etc.) and how they perform differently depending on audience and platform.

Show sample engagement stats for different formats.

3. Activity – Content Showdown (25 mins):

In groups, students:

Get a set of 4 different post formats for a fictional campaign (e.g., climate action).

Each post has made-up engagement data.

Students analyze which content type performed best, and why.

They fill out a simple comparison chart and prepare a 2-minute pitch:

“We think [this content] works best because...”

4. Quick Presentations (5 mins):

Each group presents their top-performing content and reasoning.

Outcomes:

- Students can compare various content formats and explain performance differences using engagement data.

Setting and materials

Room Type: Open classroom or flexible workspace

Materials Needed:

1. Content Type Overview Sheet

– Definitions/examples of content types: meme, video, carousel, quote, reel, etc.

2. Fictional Campaign Packs

– Each group gets a "campaign pack" with 4 sample posts in different formats

– Each post comes with made-up engagement metrics

3. Content Showdown Comparison Chart

– Columns for: Content Type, Likes, Shares, Comments, Saves, Overall Ranking, Why It Worked



Unit No 1

Measuring Campaigns' Digital Engagement

4. Whiteboard or digital poll tool

– For class-wide summary (e.g., “Which content type performed best overall?”)

Pedagogical approach used

It is designed using a student-centered, experiential learning approach, which combines elements of constructivism, active learning, and inquiry-based learning—all highly effective with teenagers. It's hands-on, social, and digital, aligning with teens' interests and experiences. Encourages voice and choice, making students feel ownership of the learning. Builds critical media literacy, helping them become thoughtful digital citizens.

Technology requirements:

Projector or TV screen to show content types and examples

Adaptability for diverse participants:

Can be adapted for various communication styles - students may present verbally, in writing, or visually.

Unit Conclusion

At the end of this unit, students will be able to distinguish between superficial engagement, like likes, and meaningful feedback such as comments and discussions. They will learn to identify which content sparks thoughtful responses and to reflect on the social and emotional impact their campaigns have on diverse audiences. Through these insights, students are better equipped to create authentic, impactful digital content that fosters genuine connection and thoughtful dialogue.

Unit No 2

Analyzing the Quality of Engagement



Outcomes

- Students are able to understand the difference between superficial engagement (likes) and meaningful feedback (comments, discussion).
- Students are able to identify what kind of content generated the most thoughtful responses.
- Students are able to reflect on the social or emotional impact of their campaign on different audiences.

Short Theoretical Description

Quality engagement on social media goes beyond the number of likes or shares—it reflects meaningful interaction, such as thoughtful comments, saves, and conversations (Huang, 2017). For teenagers, evaluating engagement means asking: Are real people responding? Are interactions relevant and authentic? Media literacy helps teens recognize when engagement is genuine or artificially inflated through bots or paid tactics (Potter, 2013; Mihailidis & Cohen, 2013).

Activity 1

“BEYOND THE NUMBERS – WHAT DO COMMENTS REALLY SAY?”

Suggested activity duration: 40 minutes

Individual/Group: small groups

Activity Description

1. Welcome (5 mins)

“If your last comment on a friend’s post was read out loud to a group, would it show your personality? Why or why not?”

2. What’s the Difference? (10 mins)

Show a social media post and different comments under it:

1 with emojis only / 1 with a generic “cool” or “nice” / 1 that is specific, thoughtful, or inquisitive.

What do you notice about these?

Which comment would you most want to get?

Why do people often choose the quickest response?

3. Group Challenge (15 mins)

Hand out slips of paper with 4–5 superficial comments. Each group rewrites them into meaningful feedback.

4. The Comment Section (15 mins)

Choose 3 different posts:

A creative post, a vulnerable post, a milestone post

Have participants write a meaningful comment they would leave on each one.

Unit No 2

Analyzing the Quality of Engagement

5. Group Reflection (10 mins)

Ask feelings when they get different types of comments.

6. Takeaway (5 mins)

What's one thing you'll do differently next time you're on social media?

Outcomes:

- Students are able to understand the difference between superficial engagement (likes) and meaningful feedback (comments, discussion).

Setting and materials

Slide deck or printed examples of posts/comments

Printed activity sheets or digital sharing option

Whiteboard or wall for group brainstorms

(Optional) Stickers or small prizes for participation or challenge

Pedagogical approach used

This activity uses a constructivist and experiential learning approach, engaging teens through reflection, peer collaboration, real-world examples, and hands-on activities. It emphasizes critical thinking and active participation to build understanding through personal and social media experiences.

Technology requirements:

Optional

You can use real shares on mobile phones or printed sheets.

Adaptability for diverse participants:

Can be adapted for various communication styles - students may present digitally, verbally, in writing, or visually.

Activity 2

“WHAT MOVES PEOPLE? CRAFTING IMPACTFUL SOCIAL MEDIA CAMPAIGNS”

Suggested activity duration: 50 minutes

Individual/Group: pair or small groups

Activity Description

1. Intro & Hook – What Sticks? (5 mins)

Show 2–3 real or fictional campaign posts (text/video/image).

Ask:

“What post would YOU comment on—and why?”

Briefly discuss initial reactions.

2. Group Analysis – Why Did It Work? (15 mins)

Divide into small groups. Each group reviews 2 social media posts (provided).

Task

Identify which got the most thoughtful comments.

What made people respond meaningfully?

Groups share findings.

3. Creative Reflection – Campaign in Action (20 mins)

Students share a campaign idea or a past social post (real or planned).

In pairs or small groups:

Describe the goal of the post.

Predict who would be moved by it and why.

Unit No 2

Analyzing the Quality of Engagement

Reflect: What emotions might it trigger (hope, empathy, anger)?

Groups give feedback using a reflection prompt:

“How would this make you feel if you saw it on your feed?”

4. Wrap-Up Discussion & Exit Reflection (10 mins)

Facilitator leads closing questions:

What kind of content sparks genuine reactions?

How do we create posts that connect—not just impress?

Exit ticket (written or spoken):

“What’s one thing you’ll do differently next time you post for impact?”

Outcomes:

- Students can identify what kind of content generated the most thoughtful responses.
- Students are able to reflect on the social or emotional impact of their campaign on different audiences.

Setting and materials

A flexible room with desks and chairs

Printed copies or digital access to sample posts

Paper, pencils

Pedagogical approach used

This activity uses a constructivist and inquiry-based approach, encouraging teens to analyze real content, collaborate in groups, and reflect on personal experiences. It promotes critical thinking, empathy, and media literacy by connecting authentic social media engagement with emotional and social impact.

Unit No 2

Analyzing the Quality of Engagement

Technology requirements:

Projector to show sample posts

Internet for showing real posts

Adaptability for diverse participants:

Can be adapted for various communication styles - students may present verbally, in writing, or visually.

Unit Conclusion

By the end of this unit, students will be able to:

Understand the difference between superficial engagement and meaningful feedback.

Reflect on how their own online habits shape relationships.

Practice giving meaningful responses to different types of content.

Leave with practical tools to improve their digital communication.

Identify which types of social media content (e.g., personal stories, visuals, calls to action) generate the most thoughtful and meaningful responses from an audience.

Reflect on the emotional or social impact their own or peer-created campaign content has on different audiences, considering age, background, and lived experience.

Through discussion, content analysis, and peer feedback, students will develop awareness of how intention, tone, and authenticity shape public engagement.



Unit No 3

Reflecting on Process and Impact



Outcomes

- Students are able to assess the strengths and weaknesses of their campaign based on outcomes and process.
- Students are able to reflect on their personal growth in confidence, collaboration, and digital communication skills.

Short Theoretical Description

Reflecting on the process of evaluating social media helps teenagers build critical thinking, recognize persuasive strategies, and understand how digital content shapes opinions (Potter, 2013). By analyzing both how a campaign is made and its real-world impact—such as audience reaction or behaviour change—teens become more thoughtful creators and consumers of media (Mihailidis & Cohen, 2013).

Activity 1

“WHO’S LISTENING? UNDERSTANDING THE IMPACT OF WHAT YOU POST”

Suggested activity duration: 45 minutes

Individual/Group: Group

Activity Description

1. Intro (5 mins)

“Have you ever seen a post that made you stop scrolling?”

“Today, we’re exploring what makes content stick emotionally—and how your posts affect people you may never meet.”

2. Content Gallery Walk (15 minutes)

Display 3–4 sample social media campaign posts (text, image, or video).

Students rotate in small groups, answering:

“What emotion is this trying to evoke?”

“How might different people react to this?”

“Is it inclusive? Could someone misinterpret it?”

3. Peer Reflection (15 mins)

Students choose or draft a social issue post or campaign idea they care about.

Partner reflects: “If I saw this, here’s how I’d feel...”

Facilitator prompt:

“How might an older adult, younger teen, or someone from another culture feel about your message?”

Unit No 3

Reflecting on Process and Impact

4. Whole Group Discussion(5 mins)

“What surprised you about how others interpreted your message?”

“Did anyone change their post idea after getting feedback?”

5. Reflection (5 mins)

Prompt (written or verbal): “What will you consider next time you post something meant to make an impact?”

Outcomes:

- Students are able to assess the strengths and weaknesses of their campaign based on outcomes and process.

Setting and materials

Flexible classroom or group space

Materials:

Projector or printed posts

Reflection worksheets

Pens, timers

Pedagogical approach used

This activity uses a constructivist and reflective learning approach. Teens engage with real-world content, share personal ideas, and give peer feedback to understand emotional and social impact. It encourages empathy, critical thinking, and digital responsibility through active participation and collaborative reflection.



Unit No 3

Reflecting on Process and Impact

Technology requirements:

Projector or large screen for displaying sample social media posts or videos

Speakers (if using video/audio content)

Internet access (optional, for showing real-time examples)

Laptops/tablets (optional, for students to draft or view digital content)

Adaptability for diverse participants:

Can be adapted for various communication styles - students may present verbally, in writing, or visually.

Activity 2

“REFLECT & GROW: WHAT I LEARNED FROM RUNNING A SOCIAL MEDIA CAMPAIGN”

Suggested activity duration: 45 minutes

Individual/Group: Group

Activity Description

1. Check-In (5 mins):

Ask students to describe their social media campaign experience in one word (exciting, nerve-wracking, empowering).

Write words on the board.

Unit No 3

Reflecting on Process and Impact

2. Skill Reflection Map (15 mins):

Distribute the Skill Reflection Map (printed or digital) with 3 sections:

A. Confidence

A time I spoke up, led, or made a creative decision: _____

How I felt before vs. after: _____

B. Collaboration

A time I worked effectively with others: _____

What I contributed: _____

C. Digital Communication

A digital post, caption, or design I helped create: _____

What skill I used or improved: _____

3. Peer Sharing (10 mins)

In groups, each student shares one example from their map.

The facilitator walks around to support and encourage thoughtful responses.

4. Group Discussion: What Did You Learn About Yourself? (10 mins)

Ask a few questions and write their answers on a board to make growth visible.

5. “My Growth Statement” (5 mins)

“One way I’ve grown is in my _____. I noticed this when I _____, and I’ll use it next time I _____.”

Collect or display responses as a reminder of their progress.

Outcomes:

- Students are able to reflect on their personal growth in confidence, collaboration, and digital communication skills.

Setting and materials

Setting:

Classroom or open space with desks or floor seating for small groups

Suitable for in-person or hybrid delivery

Materials:

Printed or digital Skill Reflection Map worksheet

Pens or devices for writing

Whiteboard or flip chart for group notes

Pedagogical approach used

This activity uses a reflective and experiential learning approach. Students analyse real experiences from their campaign work to recognize skill development. Peer sharing and guided prompts support self-awareness, collaborative learning, and practical skill transfer.

Technology requirements:

Optional: Campaign content printed or accessible digitally for review

Adaptability for diverse participants:

Can be adapted for various communication styles - students may present verbally, in writing, or visually.



Unit Conclusion

Students will be able to reflect on the emotional and social impact of their own or others' social media campaigns. They will analyse how different messages—visuals, tone, and storytelling—affect various audiences. Through guided discussion, peer feedback, and structured reflection, they will develop empathy and critical awareness, considering how age, culture, and lived experience shape emotional response to online content. The workshop encourages responsible digital citizenship by helping students recognize the power of their messaging in shaping conversations and influencing perspectives.





Unit No 4

Presenting the Campaign

Outcomes

- Students are able to prepare and deliver a clear and engaging campaign presentation to peers or the school community.
- Students are able to reflect on feedback received and recognize their progress and contribution.

Short Theoretical Description

Presenting a social media campaign helps teenagers develop communication, storytelling, and media literacy skills (Potter, 2013). It encourages them to explain their message clearly, justify design choices, and reflect on how their campaign connects with the audience (Mihailidis & Cohen, 2013). Sharing their work also builds confidence and helps them learn from feedback to improve future digital content.

Activity 1

“PRESENT YOUR POWER: CAMPAIGN PRESENTATION SKILLS”

Suggested activity duration: 45 minutes

Individual/Group: Group

Activity Description

1. Hook – Quick Pitch Challenge (5 mins)

Students have 30 seconds to describe their campaign idea to a partner.

Facilitator asks:

“What made that clear or confusing?”

2. Mini-Lesson – What Makes a Strong Campaign Presentation? (10 mins)

Facilitator shares a simple structure:

Hook (grab attention)

The Problem (what are you addressing?)

Your Message & Solution

Target Audience

Call to Action

Tips for visuals and delivery (voice, eye contact, gestures)

3. Planning Time – Presentation Builder (15 mins)

Students use a Campaign Presentation Planner worksheet to sketch:

- 3 main points they want to share
- 1 powerful visual or slide idea
- How they'll end with a clear call to action

4. Peer Practice – Feedback Rounds (10 mins)

In pairs or trios, students take turns presenting a 1–2 minute version of their talk.

Listeners give feedback:

- “What worked well?”
- “What could be clearer or more engaging?”

5. Wrap-Up – Final Tips & Takeaway (5 mins)

Facilitator shares a few final delivery tips (confidence, clarity, connection).

Students complete a reflection prompt:

“One thing I will do to make my presentation stronger is...”

Outcomes:

- Students are able to reflect on feedback received and recognize their progress and contribution.

Setting and materials

Setting: Classroom or open space for group work and presentations.

Materials: Campaign Planner worksheet, pens, projector (optional), timer



Pedagogical approach used

This activity uses a performance-based and experiential learning approach. Students actively build, practice, and refine real presentations. Through peer feedback and structured reflection, they develop confidence, communication skills, and audience awareness in an authentic context.

Technology requirements:

Optional

Adaptability for diverse participants:

Can be adapted for various communication styles - students may present digitally, verbally, in writing, or visually.

Activity 2

“SEE YOUR PROGRESS: LEARNING FROM FEEDBACK”

Suggested activity duration: 40 minutes

Individual/Group: Both

Activity Description

1. Starter – One Thing I Heard (5 mins)

Prompt:

“Write down one comment or piece of feedback you received after your presentation.”

Students share in pairs.

Follow-up: “Was it expected? Surprising? Helpful?”

Unit No 4

Presenting the Campaign

2. Activity – My Feedback Reflection Sheet (15 mins)

Distribute a worksheet with 3 simple sections:

What went well?

What could I improve?

How have I grown from this experience?

Students fill it in quietly. This helps them organize their thoughts before discussion.

3. Peer Share – Growth Chat (10 mins)

In groups of 3:

Each student shares one insight from their worksheet.

Peers respond with:

“Yes, I saw that in your presentation!” or

“That was a strength of yours!”

This reinforces each student’s progress and contribution.

4. Group Reflection – What Did We Learn? (10 mins)

Facilitator guides discussion:

“What kinds of feedback were most helpful?”

“How did your presentation show personal or group growth?”

“What will you keep doing in your next project?”

Record key points on the board or shared doc.

5. Exit Task – My Growth Note (5 mins)

Students complete this sentence on a sticky note or small card:

“One way I’ve grown is ____, and I’ll use that in ____.”

Display on a wall, board, or keep for portfolios.

Outcomes:

Students are able to reflect on feedback received and recognize their progress and contribution.



Unit No 4

Presenting the Campaign

Setting and materials

Setting: Classroom or group space with tables for discussion

Materials: Reflection worksheet, pens, sticky notes or index cards, projector or board for discussion prompts

Pedagogical approach used

This activity uses a performance-based and experiential learning approach. Students actively build, practice, and refine real presentations. Through peer feedback and structured reflection, they develop confidence, communication skills, and audience awareness in an authentic context.

Technology requirements:

Optional

Adaptability for diverse participants:

Can be adapted for various communication styles - students may present digitally, verbally, in writing, or visually.

Unit Conclusion

By the end of this unit, students will be able to define specific actions or experiences that helped them grow in confidence, collaboration, and digital communication during their campaign work. Reflect on how those skills developed.

Plan how to apply these skills in future projects or personal online communication.

Reflect on the feedback they received during their campaign presentation. They will identify what they did well, what they improved, and what they can continue to work on. Through simple writing tasks, peer discussion, and group reflection, students will gain insight into their growth in communication, creativity, and contribution to a team effort.



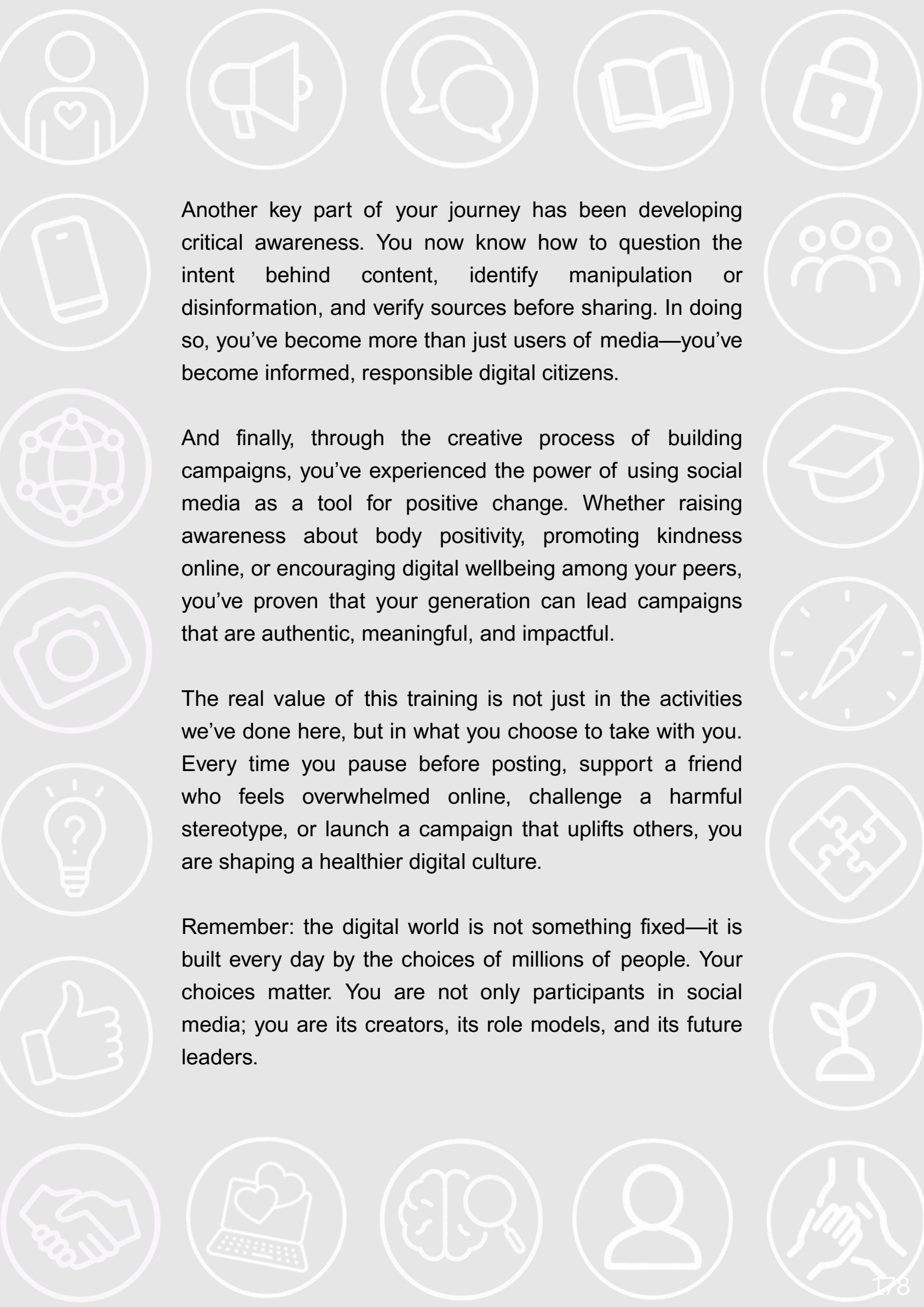
CONCLUSION

As we come to the end of this training on the healthy use of social media and social media campaigns, let's pause and reflect on what we have discovered together.

Over the past sessions, you have explored not only how social media affects your daily lives, but also how you can influence it in return. You've seen that digital wellbeing is not just about reducing screen time—it's about understanding how the online world shapes your thoughts, emotions, and behaviors, and learning strategies to stay balanced and confident. You've practiced recognizing unrealistic online portrayals and discovered that self-worth is built on far more than likes, filters, or follower counts.

You have also gained skills that extend beyond social media: how to listen with empathy, communicate respectfully, and stand up against harmful content or exclusion. These are life skills that strengthen relationships, improve teamwork, and help you make your voice heard in constructive ways—both online and offline.

Another key part of your journey has been developing critical awareness. You now know how to question the intent behind content, identify manipulation or disinformation, and verify sources before sharing. In doing so, you've become more than just users of media—you've become informed, responsible digital citizens.




Another key part of your journey has been developing critical awareness. You now know how to question the intent behind content, identify manipulation or disinformation, and verify sources before sharing. In doing so, you've become more than just users of media—you've become informed, responsible digital citizens.

And finally, through the creative process of building campaigns, you've experienced the power of using social media as a tool for positive change. Whether raising awareness about body positivity, promoting kindness online, or encouraging digital wellbeing among your peers, you've proven that your generation can lead campaigns that are authentic, meaningful, and impactful.

The real value of this training is not just in the activities we've done here, but in what you choose to take with you. Every time you pause before posting, support a friend who feels overwhelmed online, challenge a harmful stereotype, or launch a campaign that uplifts others, you are shaping a healthier digital culture.

Remember: the digital world is not something fixed—it is built every day by the choices of millions of people. Your choices matter. You are not only participants in social media; you are its creators, its role models, and its future leaders.



As you leave this training, carry forward the mindset of responsibility, creativity, and empathy. Use your voice, your skills, and your campaigns to make social media a place where respect, diversity, and positivity thrive.

The journey does not end here—it continues with every click, every post, and every conversation. Stay curious, stay kind, and stay strong—both online and inside.

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PEERCO:
EMPOWERING SECONDARY STUDENTS
AGAINST SOCIAL MEDIA-CAUSED
DISTORTION THROUGH COLLABORATION

2026



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