



LAG Vallis Colapis



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the European Union

GUIDE TO CYBER SAFETY



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This guide is the result of the Erasmus+ project "Break the circle".

Project "Break the circle" was co-funded by the European Union.

BREAK THE CIRCLE



DESCRIPTION

The goal of this project was to empower youth workers with a set of digital citizenship competencies to understand the problem of electronic violence in order to pass this knowledge on to young people in their communities.

Youth workers who participated in the training course are empowered with the necessary knowledge and skills for the positive use of digital technologies, ensuring privacy and security in online communities and developing digital responsibility.

Duration of the training course: 23.3.2023. - 30.3.2023.

Duration of the project: 1.1.2023. - 30.6.2023.



ORGANISATIONS

Beneficiary: LAG Vallis Colapis (Croatia)

Partner organisations:

Discover Valvibrata A.P.S. (Italy)

Asociación Cultural L' Ayalguina (Spain)

Efem Akdeniz Genclik Ve Spor Kulubu (Turkey)

Bokra Sawa (France)

Steps for Youth (Cyprus)

Latvian Association for Youth Activists (Latvia)

Sports Club Gib Ljubljana Šiška (Slovenia)

Asociatia Scout Society (Romania)

Psientífica - Associação para a promoção e desenvolvimento social (Portugal)

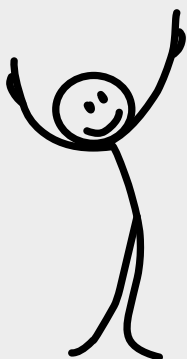
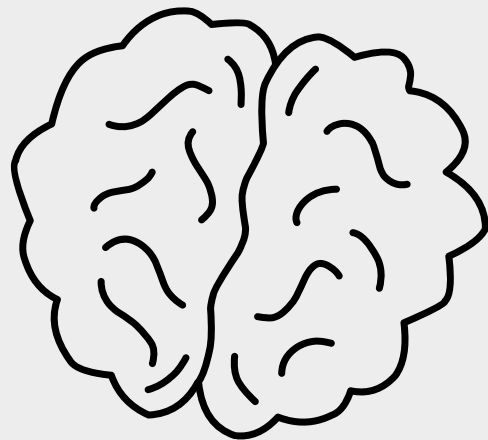


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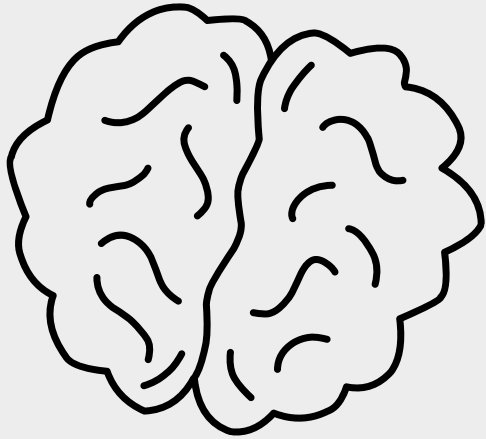


6.

SURVIVAL KIT FOR
YOUTH WORKERS

1. DIGITAL YOUTH WORK

YOUTH WORK



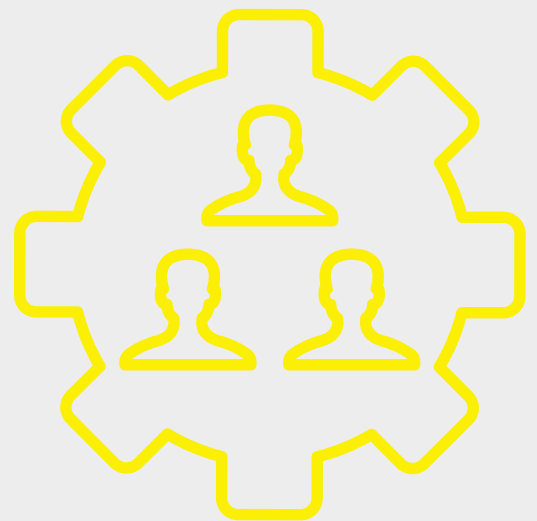
Youth work is a broad term covering a wide variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people, in groups or individually. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation.

The focus of youth work can vary depending on the needs and interests of young people, but may include areas such as inclusion, education, employment, health, and wellbeing, as well as social and cultural activities.

DIGITAL YOUTH WORK

Digital youth work refers to the use of digital tools and technologies in youth work activities and programs. This includes a range of online platforms, social media, digital communication tools, multimedia content creation, and other digital technologies to engage with young people and support their personal and social development.

By using digital tools and technologies to engage with young people and support their personal and social development, digital youth work can provide new opportunities for young people who may be facing barriers to participation in traditional youth work activities.



NON-FORMAL EDUCATION IN DIGITAL YOUTH WORK

Non-formal education can be very effective in a digital format, as it can reach a wide audience and offer flexibility and convenience for learners. Here are some ways you can use non-formal education in a digital way:



•webinars and online workshops•

you can organize webinars and online workshops to teach specific topics to learners; these can be conducted through video conferencing platforms such as zoom or skype, and can include interactive activities such as group discussions, breakout rooms, and Q&A sessions

•online courses•

you can create online courses using various learning management systems (lms) such as moodle, canvas or blackboard; online courses can be self-paced, allowing learners to work at their own pace, and they can include multimedia resources such as videos, interactive quizzes, and discussion forums

•podcasts and webcasts•

you can create podcasts and webcasts to share information and knowledge with learners; these can be pre-recorded and made available for learners to access at their own convenience



•social media•

you can use social media platforms such as twitter, facebook, and instagram to share educational content such as articles, infographics, and videos; this can help reach a wider audience and create engagement



•e-books and PDFs•

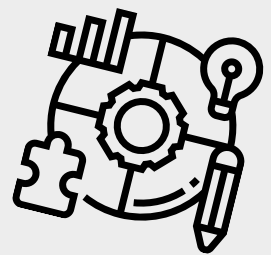
you can create e-books and PDFs on specific topics and make them available for download; these can include interactive features such as hyperlinks, videos, and quizzes

EUROPEAN GUIDELINES FOR DIGITAL YOUTH WORK

The European Guidelines for Digital Youth Work are a set of guidelines developed by the European Commission to support the use of digital technologies in youth work activities.

The guidelines are based on six principles of digital youth work:

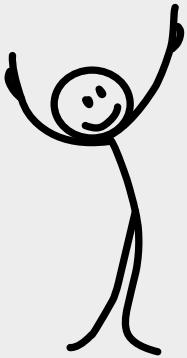
1. youth work should be based on young people's needs and interests
2. digital youth work should be inclusive and accessible to all young people
3. digital youth work should support young people's personal and social development
4. digital youth work should promote active participation and citizenship
5. digital youth work should promote digital creativity and innovation
6. digital youth work should be based on ethical and safe practices



PRINCIPLES AND VALUES OF DIGITAL YOUTH WORK

The principles and values of digital youth work include: flexibility, collaboration, innovation, efficiency, transparency, diversity and inclusivity, and ethics and responsibility.

DIGITAL YOUTH WORK AS AN ACTIVITY

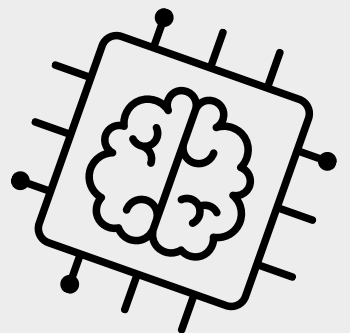


Some potential benefits of digital youth work include:

- increased access
 - digital youth work can make services and support more accessible to young people who live in remote or rural areas or who have mobility or other challenges
- greater reach
 - digital youth work can reach a wider audience of young people who may not be able to attend traditional youth work programs due to time constraints or other factors
- enhanced engagement
 - digital technologies can facilitate new forms of engagement and interaction, such as through social media, video chats, and online forums
- innovative learning
 - digital youth work can use innovative approaches to learning, such as gamification and online simulations, to engage young people in skill-building and education

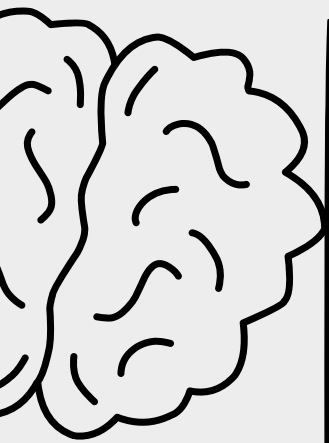
HERE ARE SOME WAYS HOW DIGITAL YOUTH WORK CAN BE USED AS A TOOL:

- building relationships
- providing support
- engaging young people in activities
- facilitating learning
- advocacy and social change
- building community connections

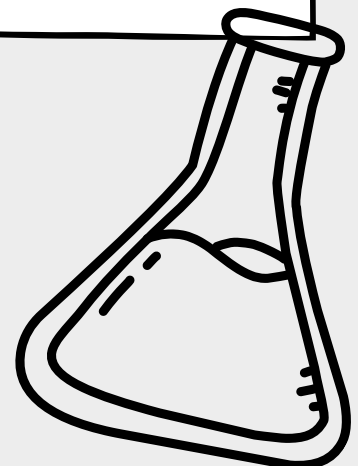


OUTCOMES

Digital youth work is the use of digital technology in youth work, which can lead to several positive outcomes for young people.



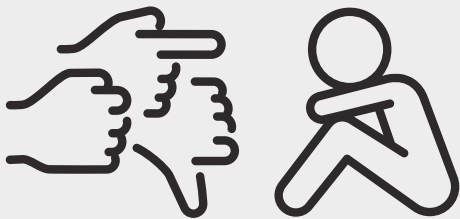
- it can improve their digital skills and literacy, including technical skills like coding and web design
- it can increase young people's engagement and motivation to participate in activities and programs
- it can enhance their creativity by providing new tools and platforms for self-expression
- it can improve their communication skills by offering opportunities for online collaboration and networking
- it can increase their social connections and sense of belonging through online communities
- it can give them access to a wealth of information, including educational resources, job opportunities, and health and well-being resources
- it can improve their employability and career prospects in the future



2. CYBERBULLYING



WHAT IS BULLYING



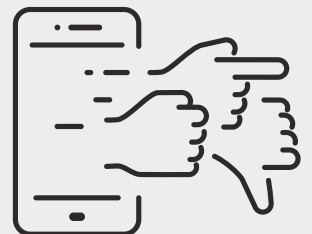
Bullying is unwanted, aggressive behavior among people that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both those who are bullied and who bully others may have serious, lasting problems. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

WHAT IS CYBERBULLYING

Cyberbullying is bullying with the use of digital technologies. Some cyberbullying crosses the line into unlawful or criminal behavior.

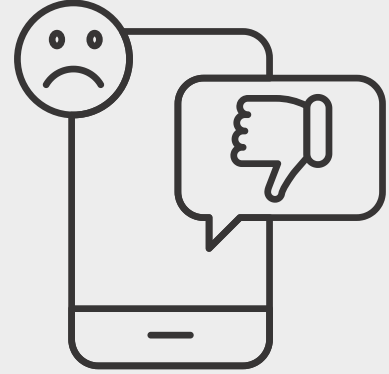
Examples include:

- spreading lies about or posting embarrassing photos or videos of someone on social media
- sending hurtful, abusive or threatening messages, images or videos via messaging platforms
- impersonating someone and sending mean messages to others on their behalf or through fake accounts
- face-to-face bullying and cyberbullying can often happen alongside each other – but cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse



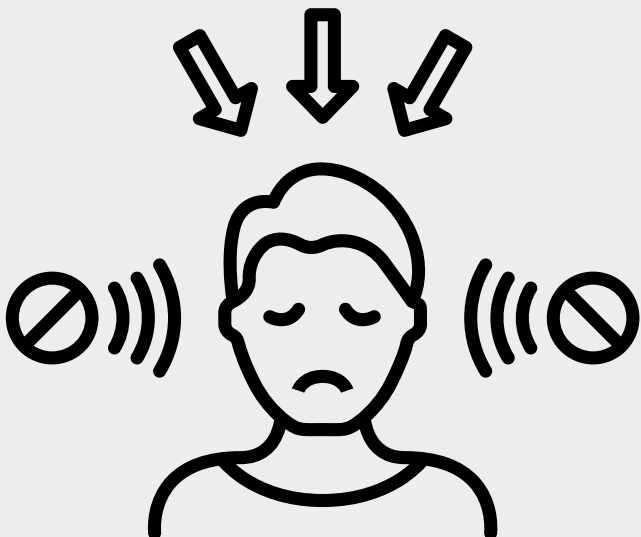
SPECIFIC CHARACTERISTICS OF CYBERBULLYING

1. indirectly transmitting negative, untrue, hateful, secret, and / or personal information through electronic devices and applications
2. intention to hurt the victim(s)
3. repetition
4. power imbalance
5. perpetrators can attack anonymously or fake their identity
6. cyberbullying can affect victims at any time of the day or night
7. the perpetrator can be an individual or group



THE MOST COMMON PLACES WHERE CYBERBULLYING OCCURS

social media, such as Facebook, Instagram, Snapchat, and TikTok
text messaging and messaging apps on mobile or tablet devices
instant messaging, direct messaging, and online chatting over the Internet
online forums, chat rooms, and message boards, such as Reddit
e-mail
online gaming communities



TYPES OF CYBERBULLYING

EXCLUSION

A cyberbully can intentionally leave someone else out of an online group or message thread. This can leave a victim feeling isolated and depressed.

HARASSMENT

Harassment occurs when a cyberbully sends persistent and hurtful online messages to a victim. These messages can contain threats.

CYBERSTALKING

With cyberstalking, a cyberbully monitors a victim's online presence closely. The bully can also make false accusations and threats against the victim and their loved ones. Additionally, cyberstalking can extend to the real world, becoming quite serious and dangerous for the victim and potentially their loved ones.

Cyberstalking and offline stalking are both considered criminal offenses. In either instance, a victim can file a restraining order against their perpetrator. Furthermore, the perpetrator can face probation and jail time.

OUTING

Outing someone on social media occurs when a cyberbully openly reveals a person's gender identity or sexual orientation without their consent. The bully does so in the hope of embarrassing or humiliating the victim.

DOXXING

Doxxing, or doc-dropping, is when a cyberbully maliciously shares personal data about an individual online, that wouldn't normally be publicly known, to harass or intimidate a victim. This includes personal information such as someone's home address, school they attend, or their social security number.

FRAPING

Fraping occurs when a cyberbully uses a victim's social media accounts to post inappropriate content with the victim's name attached to it. In this scenario, the victim is tied to online content that can damage their reputation.

TROLLING

Not all trolling is considered cyberbullying, but cyberbullies can troll victims by posting derogatory comments about them online in the hope of hurting these individuals.

TYPES OF CYBERBULLYING

DISSING

A cyberbully disses a victim by spreading cruel information about them. The bully does so via public posts or private messages, with the intent of damaging the victim's reputation or relationship with others.

FLAMING

Flaming consists of posting about or sending insults and profanity to a victim. A cyberbully flames a victim in the hope of getting this individual to engage in an online fight.

DENIGRATION

A cyberbully denigrates a victim by sending, posting, or publishing false information online about the individual. Denigration usually consists of cruel rumors and gossip about a victim.

IMPERSONATION

A cyberbully can impersonate a victim by posting comments on social media and chat rooms in the individual's name. Doing so can cause a victim to experience backlash from others based on the bully's online comments.

TRICKERY

A cyberbully can befriend a victim, to the point where the targeted individual feels comfortable sharing secrets and other sensitive information. The bully then publicly releases the information the victim shares to humiliate, shame, or otherwise harm them.

FAKE PROFILES

Cyberbullies can set up fake online profiles on behalf of victims. They can use these profiles to publish false content in their victims' name without the victims' consent.

CATFISHING

With catfishing, a cyberbully exploits a victim's emotions. A cyberbully attempting to catfish a victim creates a fake online identity and pretends to be someone else. The bully can then engage with a victim using this false identity and build an online romance. Over time, the victim may trust the online user and share sensitive information with the individual. Then, the cyberbully can use this information to embarrass the victim and damage their reputation or expose them.



PROFILE OF A CYBERBULLY

- may have low self-esteem
- often feels like a victim themselves
- may not know how to express anger in an appropriate manner
- would be unlikely to say to someone's face what they say in cyberspace (especially if there's a parent or teacher to witness it)
- use the internet as a way to "get even" or vent their frustrations
- often unwilling to take responsibility for their actions

WHAT TO DO WHEN YOU ARE BEING BULLIED

- seek help from someone you trust such as your parents, a close family member, youth worker or another trusted adult
- in your school you can reach out to a counselor or your favorite teacher – either online or in person
- search for a helpline in your country to talk to a professional counselor
- block the bully and formally report their behavior on the platform itself; social media companies are obligated to keep their users safe
- collect evidence – text messages and screen shots of social media posts – to show what's been going on; for bullying to stop, it needs to be identified and reporting it is key; it can also help to show the bully that their behavior is unacceptable
- if you are in immediate danger, then you should contact the police or emergency services in your country

WHAT CAN YOU DO IF YOU WITNESS CYBERBULLYING ON SOMEONE ELSE

Anyone can become a victim of cyberbullying. If you see this happening to someone you know, try to offer support. It is important to listen to your friend. Why don't they want to report being cyberbullied? How are they feeling? Let them know that they don't have to formally report anything, but it's crucial to talk to someone who might be able to help. Remember, your friend may be feeling fragile. Be kind to them. Help them think through what they might say and to whom. Offer to go with them if they decide to report. Most importantly, remind them that you're there for them and you want to help.

If your friend still does not want to report the incident, then support them in finding a trusted adult who can help them deal with the situation. Remember that in certain situations the consequences of cyberbullying can be life threatening. Doing nothing can leave the person feeling that everyone is against them or that nobody cares. Your words can make a difference.



WHAT CAN PARENTS DO

If your child is being bullied online, the best course of action is to instruct them not to respond to the Internet bully. In addition, tell them to document each instance of cyberbullying by saving text messages, e-mails, photos, and any other forms of communication. This can be done using screenshots if necessary. Ask your child to forward this information to you so that you have records of everything.

Next, if the bullying is originating from a school contact, report the instances of cyberbullying to the teacher, principal or administrative staff at your school. In the case of extreme bullying or threats, you should also report the bullying behavior to the police.

Finally, it's important to reassure your child that they are not to blame for the bullying online. Some victims may feel that their behavior created the problem or that they are somehow to blame. For this reason, it's important to make sure your child knows that what happened is not their fault.

WHAT CAN TEACHERS DO

As educators, it's their responsibility to teach students how to use digital media in respectful and safe ways. This includes helping students learn how to identify, respond to, and avoid cyberbullying.

HERE ARE A FEW WAYS TO APPROACH CYBERBULLYING PREVENTION IN THE CLASSROOM:

1. Promote a positive and safe classroom culture

Whether or not you have technology in the classroom, setting norms of respectful communication sends a message to your students about what is and isn't acceptable. Find ways to demonstrate that your classroom is a safe, emotionally caring environment. Provide resources in the classroom to help students identify, respond to, and avoid cyberbullying. This could be tips on how to respond to cyberbullying (for elementary school or middle and high school) or the phone number for the Crisis Text Line.

2. Embrace digital citizenship

Step up when you encounter a teachable moment related to cyberbullying or respectful online communication. Encourage students to pay attention to "red flag moments" -- when something happens on digital media that makes them feel uncomfortable, worried, sad, or anxious. Explain to students the three ways they can and should respond if they witness cyberbullying: support the target of the bullying (be an ally); try to stop the cyberbullying (be an upstander); and/or tell a trusted adult (report it). It may not be part of your lesson plan, and it may set you off track for a bit, but every time you reinforce anti-cyberbullying messages, you're doing the critical work of cyberbullying prevention. And as hard as it may be to admit, ignoring these teachable moments also sends a message your students will remember.

3. Incorporate lessons on cyberbullying into your existing curriculum

Find connections to the content you're already teaching and make time to address cyberbullying directly. From setting norms of online communication to using historical examples of propaganda and hate speech to discussing a bullying situation in a novel you're reading, the possible connections to cyberbullying can be made with a little planning.

4. Advocate for a school- or district-wide digital citizenship program

The most effective cyberbullying prevention strategy has to involve the whole community. A fully integrated digital citizenship program gives teachers the time and resources to tackle these topics head-on, provides kids with consistent and frequent opportunities to build their skills, and supports families as they reinforce the messages at home.

WHAT CAN YOUTH WORKERS DO

Youth workers play a crucial role in preventing bullying among young people. Here are some ways they can contribute:

- Promote a positive and inclusive culture
 - This can be achieved by organizing events and activities that celebrate diversity, encouraging open communication, and promoting positive behaviors.
- Educate young people
- Encourage bystander intervention
 - This can be done by teaching them strategies for safely intervening, such as distracting the bully or getting help from an adult.

- Partner with other organizations, such as schools, community centers, and anti-bullying organizations to promote bullying prevention efforts
 - This can help to create a more coordinated and comprehensive approach to preventing bullying.
- Provide resources and support
 - This can include counseling, peer support groups, and referrals to specialized services.
- Use social media for positive messaging
 - Youth workers can leverage social media to spread positive messaging and counteract negative messages about bullying. They can encourage young people to post positive messages, create anti-bullying campaigns, and share stories of how they have overcome bullying.
- Engage parents and caregivers by providing them with information and resources to help them recognize and respond to bullying
 - They can also encourage them to model positive behaviors and promote respect and kindness at home.
- Train staff and volunteers
 - This can help to ensure that everyone in the organization is equipped to prevent bullying and create a safe and inclusive environment for young people.
- Evaluate and monitor bullying prevention efforts
 - Youth workers can evaluate and monitor bullying prevention efforts to determine their effectiveness and identify areas for improvement. They can collect feedback from young people, parents, staff, and volunteers to ensure that their efforts are making a positive impact.



WHAT ARE THE REPERCUSSIONS OF CYBERBULLYING

The effects of bullying involve both the bully and the victim.

Youth who are bullied are more likely to suffer from the following:

- depression, anxiety, eating disorders, and thoughts of suicide
- health issues like headaches, sleep problems (e.g., insomnia), abdominal pain, bed-wetting, and fatigue
- academic issues including poor attendance, low test scores, and increased dropout rates
- increased feelings of fearfulness
- feelings of low self-esteem or self-worth
- social isolation, withdrawing from friend groups, or spending a lot of time alone
- avoiding doing things that they used to enjoy
- problems in relationships with family members and friends
- symptoms of post-traumatic stress
- self-harm (e.g., cutting, hitting yourself, headbanging)
- substance abuse

Youth who bully:

- are at greater risk of smoking tobacco and drinking alcohol
- perform poorly in school and have a poor perception of school environment
- are more likely to become involved in criminal activity and to experience psychiatric disorders

HOW DO WE KNOW OUR ACTIONS HAVE BEEN SUCCESSFUL?

Regular consultation with young people is the most effective way to find out if anti-bullying interventions are working, and young people feel safe.

There are three key questions to ask about intervention:

1. Does the victim feel safe?
2. Did the bully's behaviour change?
3. What have we learned?

3. DIGITAL CITIZENSHIP



Active citizenship is the practice of exercising civic rights, fulfilling responsibilities, and actively participating in communities and the democratic process. It involves taking action to improve society, addressing societal problems, and holding those in power accountable. Active citizenship can be demonstrated through various activities, such as participating in community organizations, voting, engaging in civil discourse, volunteering, and advocating for social and political change.

Digital citizenship refers to the responsible and ethical use of technology and online resources, including the internet, social media, and digital devices. It involves using digital technologies in a safe and informed manner while respecting privacy, avoiding cyberbullying, and being aware of online risks. Digital citizens actively participate in digital communities, connect with others, and contribute to the well-being of these communities.

MAIN ASPECTS OF DIGITAL CITIZENSHIP ARE:



- digital literacy
 - encompasses the ability to effectively and ethically use digital technologies and access and evaluate information
- digital safety
 - involves identifying and avoiding online threats such as cyberbullying, harassment, and scams
- online privacy
 - refers to the control of personal information and data while using the internet
- online rights and responsibilities
 - involve understanding and upholding legal and ethical norms in the digital realm
- digital well-being
 - focuses on maintaining a healthy and balanced relationship with digital technologies



TIPS HOW TO BE SAFE ONLINE:

- create strong passwords and use two-factor authentication,
- avoid suspicious emails, links and attachments,
- exercise caution when sharing personal information,
- use privacy settings on social media,
- be aware of cyberbullying and online scams,
- engage in safe online behaviors,
- report illegal or harmful activities to the appropriate authorities.

A FEW SIMPLE BUT VERY USEFUL STEPS TO PROTECT YOUR ONLINE PRIVACY:

- share less sensitive content on social media,
- block search engines from tracking our devices,
- don't ignore software updates,
- disable ad and data tracking,
- use encryption to keep your data safe.



ONLINE USERS HAVE CERTAIN RIGHTS THAT ARE PROTECTED BY VARIOUS LAWS AND REGULATIONS

SOME OF THOSE RIGHTS INCLUDE:

- the right to privacy
- the right to keep your personal information private and secure, and to control who has access to it
- the right to free speech
- the right to express yourself freely online, as long as you do not violate any laws or harm others
- the right to access information
- the right to access information online, including news, educational resources, and other materials
- the right to be free from harassment and discrimination
- the right to be free from harassment and discrimination online based on your race, gender, sexual orientation, or other personal characteristics
- the right to intellectual property
- the legal rights granted to creators of original works, such as inventions, literary and artistic works that protect the rights of creators by preventing others from using or copying their works without permission
- the right to security
- the right to a secure online environment and protection against cybercrime and online threats

ONLINE USERS ALSO HAVE DIGITAL RESPONSIBILITIES, SOME OF THEM ARE:

- when interacting with others, use appropriate language and behavior,
- respect other people's opinions and ideas, even if it's different from yours,
- obey all intellectual property laws,
- do not use or share others' work without permission,
- for each different internet sites, follow codes of conduct/rules,
- be responsible and report cyberbullying, threats and inappropriate use of digital resources.

Digital media literacy refers to the ability to access, analyze, evaluate, and create media content using digital technologies. It involves understanding how media messages are constructed and distributed, as well as the social and cultural contexts in which they are produced and consumed.

DIGITAL MEDIA LITERACY INCLUDES A RANGE OF SKILLS, SUCH AS:

- information literacy
 - the ability to locate, evaluate, and use information effectively and ethically
- visual literacy
 - the ability to interpret and create visual media, such as images, videos, and graphics
- digital storytelling
 - the ability to tell stories using digital media, such as videos, podcasts, and blogs
- media analysis
 - the ability to critically analyze media messages and understand their influence on society and culture.
- social media literacy
 - the ability to use social media platforms effectively and responsibly.
- copyright and fair use
 - the ability to understand and navigate copyright laws and fair use guidelines

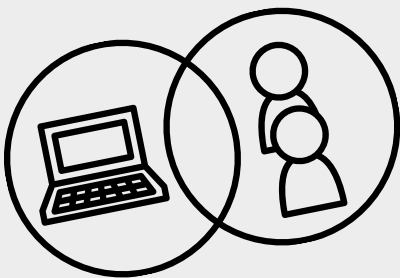
Developing digital media literacy is important in today's society, as digital media has become a primary source of information and communication. It is important to be able to navigate and understand the complexities of digital media in order to be informed and engaged citizens. Digital media literacy can be learned and developed through education and practical experience, as well as through exposure to a diverse range of media content.

DIGITAL CITIZENSHIP COMPETENCES REFER TO THE:

skills, knowledge, and attitudes needed to participate effectively and responsibly in the digital world.

THESE COMPETENCES INCLUDE:

- digital literacy,
- online safety,
- critical thinking,
- creative problem-solving,
- digital citizenship,
- inclusivity.



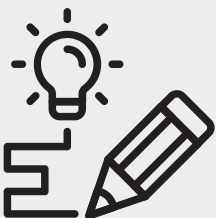
Critical thinking involves analyzing, evaluating, and interpreting information in a logical and systematic way, considering multiple perspectives, and using evidence to support conclusions and decisions.



KEY COMPONENTS OF CRITICAL THINKING:

- analysis
 - breaking down complex ideas and concepts into simpler parts in order to understand them better
- evaluation
 - assessing the strengths and weaknesses of arguments and evidence in order to make reasoned judgments
- interpretation
 - making sense of information by identifying patterns, connections, and relationships
- inference
 - drawing conclusions based on evidence and reasoning
- explanation
 - presenting information and arguments in a clear and convincing way.

Overall, active citizenship and digital citizenship are intertwined concepts that emphasize the importance of engaging in one's community and utilizing technology responsibly to contribute to a better society.

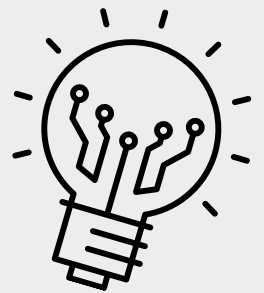


4. DIGITAL WELL-BEING



DEFINING DIGITAL WELL-BEING

- digital well-being refers to the enhancement and improvement of human well-being through the healthy use of digital technology
- it is a primary aspect of modern life, but our understanding of it is still limited
- the rapid growth of digital technology has outpaced users' ability to use it properly, posing challenges to achieving digital well-being

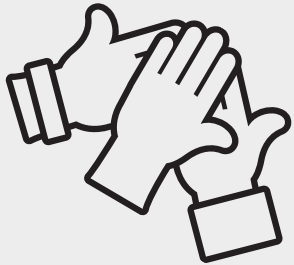


DIGITAL INCLUSION

- capability of individuals or groups to enjoy the benefits of being online and use technology confidently to improve their day-to-day lives
- ensure no one is left behind in accessing the benefits of the online world
- digital inclusion guarantees the right to digital education for all
- it addresses the problem of digital exclusion, especially among marginalized groups



KEY ASPECTS OF DIGITAL INCLUSION:



- internet access and connectivity
- maximize access to the internet and connected devices
- bridge the digital divide to create equal opportunities
- financial affordability
- make broadband services affordable for all
- reduce cost barriers and ensure equitable access

EUROPEAN UNION'S ROLE:

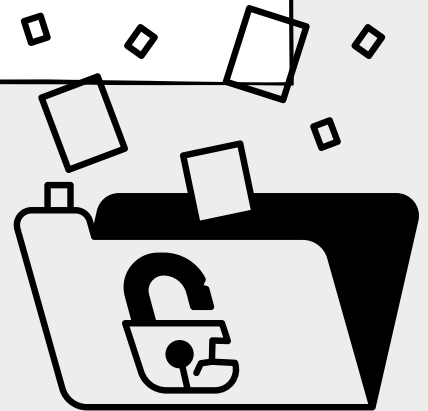


- the European Union prioritizes digital inclusion through the recovery and resilience facility (RRF)
- RRF drives reforms and investments aligned with EU's goals
- create a human-centered, sustainable, and prosperous digital future

Achieving digital inclusion requires concerted efforts from governments, organizations, and individuals. By providing equal access, promoting digital literacy, and fostering safe online environments, we can build a more inclusive digital society.

PRIVACY

- privacy is a fundamental human right that demands respect and protection in the digital era
- privacy is a crucial aspect of digital well-being
- the digital world raises concerns about the abuse of personal information and the need for safety measures
- individuals should be able to choose which space within their domain others can access and control the manner, scope and timing of its exposure
- the “right to be left alone” – refers to the right to preserve and protect our identity and maintain a safe and protected space around our body, thoughts, feelings, darkest secrets, lifestyle, and intimate activities



SAFETY

- safety in the digital world is crucial as online exposure presents various challenges and threats
- cyberbullying, online abuse, intellectual property infringement, and other e-threats are prevalent issues
- young people are particularly vulnerable, with more than half of those aged 10 to 18 falling prey to e-threats
- developing digital literacy is essential for their safety and well-being

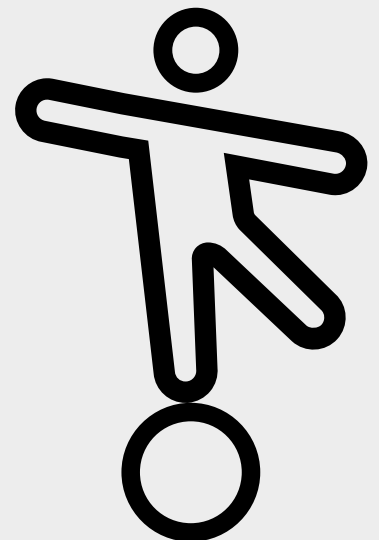


ACTIONS FOR SAFETY:

- promote digital literacy
 - enhance awareness and understanding of digital risks and responsible online behavior
- empower young people
 - provide support and education to help young individuals navigate the digital world safely
- collaborate with authorities
 - work together to implement effective measures and regulations to combat cybercrime
- engage society
 - encourage active participation in promoting safety and support for those in need

DIGITAL BALANCE

- achieving balance between the digital and physical worlds is essential for well-being and mental health
- excessive screen time and information overload can lead to distractions and loss of focus
- guidelines and techniques can help individuals regain balance and preserve their mental well-being



GUIDELINES FOR DIGITAL BALANCE:



- avoid double-screening
 - multitasking hinders productivity and attention; focus on one task at a time to enhance efficiency
- establish tech-free rules
 - avoid using gadgets or watching screens during certain activities such as eating or before bed to promote better sleep and relaxation
- practice meditative techniques
 - engage in meditation to clear the mind and reduce stress; guided meditation can be helpful for beginners
- limit notifications
 - minimize unnecessary distractions by turning off notifications from unused apps and reducing low-value notifications
- take digital vacations
 - disconnect from technology and recharge by spending time in nature or engaging in activities that don't involve screens

ETHICS

Promoting Digital Ethics

- promoting ethical behaviour is essential to ensure that people can enjoy the benefits of digital technology without compromising their well-being
- the scholar system in Europe plays a vital role in shaping values and beliefs of young people – it can contribute significantly to building solid digital ethics among them by integrating digital ethics into the curriculum, providing professional development for teachers, partnering up with industry and civil society organizations, encouraging student-led initiatives, and strengthening accountability and transparency in their use of technology

EXISTING INITIATIVES IN EUROPE:

- Better Internet for kids,
- Safer Internet Centers,
- eTwinning,
- SELMA,
- DigCompEdu, etc.

ETHICAL PRINCIPLES IN THE DIGITAL AGE:

- respect
 - respect the privacy, personal information, opinions, and perspectives of others; avoid sharing someone else's personal information online without consent or engaging in harmful or offensive online behavior
- responsibility
 - take responsibility for online actions, including the content shared or created. Be accountable for the harmful consequences of online behavior
- honesty
 - be truthful and honest in online interactions; avoid spreading false information or misrepresenting oneself or intentions online
- empathy
 - treat others with kindness and compassion, even when disagreeing with their views; avoid language or behavior that may hurt or offend others
- integrity
 - follow values and principles, even when difficult or unpopular; be honest about mistakes and strive to do better in the future

ENSURING A POSITIVE DIGITAL FUTURE

- question the values to be preserved and ensure policy and technology consider them in design and deployment phases
- combat cyberbullying by prioritizing the protection of disempowered individuals and acknowledging its dramatic consequences

Digital well-being is about enhancing human well-being through the healthy use of digital technology. Achieving digital inclusion, protecting privacy and safety, finding a digital balance, and addressing ethical considerations are vital for a positive digital experience. Governments, organizations, and individuals must work together to ensure digital well-being for all. As we navigate the digital world, it is essential to reflect on our digital habits and prioritize our overall well-being.

5. TOOLS AND METHODS



Education is one of the fundamental pillars of every community. What is specific to non-formal education is learning through the exchange of experiences and knowledge (the leader is no longer an all-knowing person who transmits knowledge, but uses the "resources" offered by the participants of the activity), there is generally no classical evaluation, and it is the atmosphere in which new knowledge is acquired is generally completely relaxed.

Sometimes it is difficult to choose the appropriate method due to the large number of non-formal methods that exist, but we will describe some methods that we have implemented during our training course and that we consider useful and applicable in the topic of digital citizenship:



EXPLORE YOUTH WORK (DEFINITIONS)

• INSTRUCTIONS •

Whole group gets a page on their back. On the pages there are 2 things: concept and the definition of a concept.

Without verbal communication the group has to work with each other to find correct pairs – the correct definition with the correct concept.

• USE FOR DIGITAL CITIZENSHIP •

Have a common content definition base that can be used as a departure point to deal with the topic.

ONLINE VS OFFLINE COMMUNICATION

• INSTRUCTIONS •

- 1.YW gets 2 volunteers from the group. The volunteers sit facing the whole group.
- 2.Task for the whole group is to ask questions that make the volunteers laugh or smile. Task for the volunteers is not to smile or laugh and answer the questions. (questions can be provocative)
- 3.For the next phase the volunteers are given paper and pen, they can now only answer in writing and they have to turn their backs towards the group. Now the group proceeds to ask similar questions but receive answers only in writing without seeing reaction or body language of the volunteers.
- 4.YW provides a session of reflection to understand the difference between communication online and face-to-face and introduce ideas of online etiquette.

• USE FOR DIGITAL CITIZENSHIP •

Online etiquette

How to communicate online and avoid the role of cyberbully

What are the effects of "trolling" online

SOLUTION TO THE PROBLEM (STRUCTURED GROUP DISCUSSION)



• INSTRUCTIONS •

Participants are split into several groups and provided with a worksheet. On the sheet there is a situation that has a problem in it. Each group has to discuss how to resolve the situation and provide several solutions to the situation. All the groups get together and present their own problems and situations (each group has their own problematic situation) and they can reflect on each other's solutions.

YW provides a short reflection and summary of the ideas on how to solve different problematic situations arising from digital citizenship.

• USE FOR DIGITAL CITIZENSHIP •

This activity was very important to understand a typical and concrete situation that could happen in our real lives related to bullying, cyberbullying or any kind of online harassment. It was important to understand a real problem and to try to think about positive and concrete solutions to the problem. These concrete solutions can be applied to our real life and become positive behaviors to adopt.

ROLEPLAY A CERTAIN SITUATION

• INSTRUCTIONS •

The participants are divided into 4 groups: one group is given a situation that depicts real life events - which must be acted out as a small play.

After the play participants reflect on the situation through different roles: the role of parents, the role of classmates (who can help and who does nothing) and the role of the student himself about whom the whole situation was about.

• USE FOR DIGITAL CITIZENSHIP •

- Analysis of different situations regarding digital citizenship.
- Ability to analyze the situation from different positions.

THEATER OF THE OPPRESSED (5 FINGER THEORY – MASTER SUPPRESSION TECHNIQUES)

• INSTRUCTIONS •

YW introduces the group to the Master suppression techniques (Ingjald Nissen). Group is introduced to the 5 finger principles:

1. Making Invisible.
2. Ridiculing.
3. Withholding Information.
4. Damned If You Do And Damned If You Don't.
5. Heaping Blame and Putting to Shame.

After the theory participants get each a different page. On the page participants can see the description of a situation and their own personal role. The most important part is that participants can't share their role and their task. The task for each role is made so the participants in the given situation would play out all 5 methods of 5 finger principles. One of the roles has to be so at least one other participant is ridiculed, other is made invisible, etc.

Participants are given 20 minutes of time* to act out a play. The only thing they can agree upon before is how they wish to enter or if they need to set the stage in any way.

After the play YW provides a reflection where they talk about what kind of methods from 5 finger principles were used and what are the exact strategies participants can use in such situations when faced with master suppression techniques. The play can be acted out in a short version to try out different strategies and methods.

*You can adjust the time for the play as long as you think it fits the age group you work with.

• USE FOR DIGITAL CITIZENSHIP •

The play can include questions such as:

- School student parliament discusses problems of cyberbullying
- Teacher and parent council discuss the necessity for new rules in school to stop cyberbullying, etc.

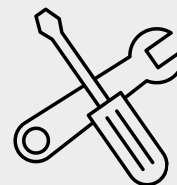
WORLD CAFÉ

• INSTRUCTIONS •

You will need small tables with a flipchart/ paper on each one with a topic as the title. Each table will have a moderator who will guide the discussion. The rest of the participants will be divided in small groups and they will have time to brainstorm about the topic and write anything they consider related to it. Each group will have around three minutes per table, and then they will go to the next one. The goal is for all the participants to pass through all the tables to touch each of the topics.

• USE FOR DIGITAL CITIZENSHIP •

Association of concepts related to cyberbullying to its main causes and/or consequences.



CATWALK – FASHION SHOW

• INSTRUCTIONS •

The participants will be divided into small groups. Each group will choose a model and then prepare an outfit in a creative way using the materials that they have available. On their outfits, they will include potential causes of cyberbullying and solutions to them. Each model will have the opportunity to do its "walk of fame". Finally when presenting the outfit and what they have written, they should cut off the bad parts (experiences, causes) of the outfit so only the solutions would be visible.

• USE FOR DIGITAL CITIZENSHIP •

- Identifying the causes of cyberbullying
- Proposing potential solutions/tools for solving cyberbullying problems.

GOOGLE ME

• INSTRUCTIONS •

Participants will work in small groups. Each group will have a volunteer to be stalked. The goal of the rest of the group is to find as much information as they can on internet/social media etc about the volunteer.

• USE FOR DIGITAL CITIZENSHIP •

- Analyzing how important online privacy is
- Identify the advantages and disadvantages of the use of social media



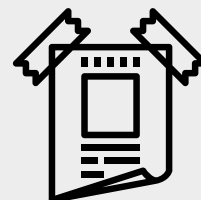
PERSPECTIVES OF SOCIAL MEDIA PROFILE

• INSTRUCTIONS •

In separate groups with same social media profile but with different roles and perspectives, you will evaluate the owner of the social media according to your perspective and view with your group

• USE FOR DIGITAL CITIZENSHIP •

Learning to evaluate the social media of others according to a specific point of view to increase the skill of evaluation in the online world.



EQUALITY IN UNEQUAL GROUPS

• INSTRUCTIONS •

Create 2 groups, provide the same materials with different amounts to create a similar but unequal environment and assign them a task related to equality.

• USE FOR DIGITAL CITIZENSHIP •

Make people realize that everybody is in different situations even though the situation looks equal in the digital world.



POSTER – ADVOCACY

• INSTRUCTIONS •

Divided into groups, you choose a topic which is a general problem among countries and suggest 2 solutions to create a poster with both problems and solutions on it.

• USE FOR DIGITAL CITIZENSHIP •

Make participants realize each country faces similar online problems and problems about digitalization is global and also make participants discover new solutions.

STRUCTURED DEBATE

• INSTRUCTIONS •

Participants are split into groups – groups are split in half. Each group is given a motion (e.g. Photoshop encourages cyberbullying). There is a pro and against group. The participants get ready for the debate. YW provides them with information on how to structure an argument (statement, facts and evidence, examples and conclusion) and how to structure a speech.

For the debate there are 3 rounds – the opening, the response and conclusion. The first speaker from each side (pro and against) has to make a summary of the motion and concluding remarks.

Before the debate 4 participants (number depends on the group) and YW work as judges. Judges have to evaluate which side won the discussion. Judges have to evaluate which side had the strongest arguments and used the most coherent and well put ideas, which side had the most quoted and trusted sources.

• USE FOR DIGITAL CITIZENSHIP •

Participants try to understand the pros and cons of topics regarding digital citizenship, like the question about photoshop and image editing software used for cyberbullying.

MISTAKES IN SOCIAL PROFILES

• INSTRUCTIONS •

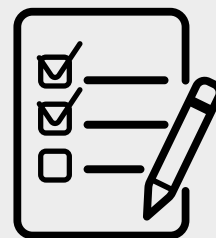
Each of the participants creates a social media profile (can be made on a piece of paper on a worksheet) - includes all possible things about this person. Use pictures from magazines if needed.

Participant chooses another participant's work and analyzes what is incorrect and gives reasons and identifies the top 5 things you should not write or do on a social media profile.

Participants can follow up and review their personal social media profiles.

• USE FOR DIGITAL CITIZENSHIP •

Participants learn safety guidelines for creating a social media profile that involve cyber etiquette.



TO-DO LIST

• INSTRUCTIONS •

With several groups having their own task list (to do list), each group has to coordinate within to complete the tasks before the time runs out.

• USE FOR DIGITAL CITIZENSHIP •

Each task can be related to digital citizenship or cyberbullying.



MEDIATION

• INSTRUCTIONS •

1. Participants are introduced to a conflict situation. After they know the exact conflict (or they have played it out themselves in some manner) the YW introduces 2 new roles - representatives and a mediator.
2. Mediator is given a set of instructions and they have freedom to give their own input:
 - a. Let each representative state their opinion without interruption, make it timed, e.g. 2 minutes.
 - b. Mediator makes a summary and asks each side for specific problems.
 - c. Each side is asked to tell about the other side - what are the facts from the other side and what might be their feelings and why, and how would they act in the shoes of the other group.
3. After the mediation process YW provides a detailed debriefing.

• USE FOR DIGITAL CITIZENSHIP •

- Find possible ways to establish solutions regarding cyberbullying cases
- Learn how to mediate in a conflict
- Mediation is a very important tool to turn a negative situation into a positive one in a constructive way
- The dialogue is the most important way to face a problem
- We have to speak a lot about digital citizenship and in case of violation of digital rights, mediation could be a better method to solve these controversies, more than courts that have a lot of difficulties to make these rights effective.

TRIAL

• INSTRUCTIONS •

1. Participants are given information on a controversial topic. They work with it, using one of reading strategies, e.g. underlining the most important.
2. After that YW introduces participants that they will play out different roles – judges, lawyers and prosecutors (optional – jury). Participants prepare speeches to defend or prosecute a given topic or question at hand (e.g. should we implement a policy on EU level to somehow manage cyberbullying)
3. After judges introduce the topic, each side is given 2 minutes to either convince the jury and judges or just the team of judges. After the 1st round each team can respond to each other, saying why or how the other party is wrong and they are right.
4. Judges have to make a concluding remark and a speech to justify their decision.

• USE FOR DIGITAL CITIZENSHIP •

- issues of cyberbullying policies
- data safety in cyberspace
- fake predatory profiles and behaviors in cyberspace

SOCRATIC SEMINAR

• INSTRUCTIONS •

1. Participants begin by exploring a question – what is a good question. In this process the YW puts together a list of criteria, making sure that these criteria lead to a further discussion.
2. After this participants are introduced to the topic and given a set of information (e.g. a text about problems of cyberbullying and its effects on young people). When reading the text, participants have to form questions based on the given good question criteria.
3. YW asks for at least 6 volunteers who will participate in the Socratic Seminar. They are introduced to the criteria of the Socratic discussion:
 - a. No raising of hands.
 - b. No interrupting each other.
 - c. Mentioning of source material and specific facts.
 - d. Asking new questions.
 - e. Involving everyone in the discussion.
 - f. Responsibility for the quality of the discussion lies with the group itself.
4. After the introduction, the 6 participants sit in a circle in the middle of the room. Rest of the participants of the activity are viewers. Each viewer is given one person to evaluate – how many times they interrupt each other, how many times they added a new question or answered the given, etc.
5. There are 2 rounds of discussion – after the first round the participants of the discussion are taken to the side by their viewers and given feedback. This feedback is meant to prepare them for the 2nd round.
6. After this follows a short reflection and YW prepares a self-evaluation page.

• USE FOR DIGITAL CITIZENSHIP •

- issues of cyberbullying policies
- data safety in cyberspace
- fake predatory profiles and behaviors in cyberspace

BRIDGE BUILDING

• INSTRUCTIONS •

This is a teambuilding activity. Participants will be split into two groups in a random way. They have to imagine they live on opposite river banks separated by the river. In order to cross the river they need to build a bridge. Each group will work in a separate space and they will have different materials available (paper, balloons, scissors, clips, tape etc.) The bridge should be 50 cm in total after joining both parts and it should be solid enough for a bottle to stand on it. The time is 15 minutes to construct the bridge and afterwards both parts of the bridge should be joined. Meanwhile they are working on their constructions, two volunteers from one group will exchange with two volunteers from the other one. However, as they don't know the language of the other river bank, if they want to help with the construction they must communicate in a non verbal way. After 5 minutes another two volunteers will be switched with the same rules. After 15 minutes both teams will have 5 minutes to join both parts and see if the task was concluded successfully.

• USE FOR DIGITAL CITIZENSHIP •

It is important to collaborate and to be creative: creativity is important in the use of digital tools.

It is important to create alternative and good digital behaviors.

It is important to create new awareness about a good use of digital tools.

It is important to create new digital rights.

2 TRUTHS 1 LIE

• INSTRUCTIONS •

Each person will write 2 truths and 1 lie on a A4 paper (visible to the others).

In random matching, each person will try to guess the lie about their match.

• USE FOR DIGITAL CITIZENSHIP •

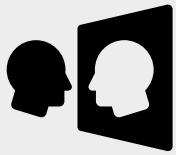
The facts and lies can be related to digital citizenship, cyberbullying, etc.



GROUP SPLITTING METHODS

• INSTRUCTIONS •

In order to divide the whole group in smaller groups each person will pick up a piece of paper with a name of an animal written on it. In order to find the rest of the members of the group, they should represent the animal using only non verbal communication.



REFLECTION

• INSTRUCTIONS •

Divide participants into groups that participants will be a part of every day for reflection. They will evaluate the activities that they completed that day only.

METHODS OF REFLECTION:

5 fingers:

1. Thumb - what was good
2. Index finger - the most important things
3. Middle finger - what I didn't like
4. Ring finger - what I felt connected to
5. Pinky - what could have been better (could be "bigger")

The mirror method, where participants answer questions:

1. Aha moment!
2. I would like to go deeper with...
3. My contribution to the day
4. What was good
5. What did I learn that was important
6. I didn't like/felt uncomfortable...

• USE FOR DIGITAL CITIZENSHIP •

- Reflection helps participants to understand what they actually learn during sessions and how they felt about them, in this case, reflection was a point where participants sum up the information of the whole day and evaluate.



In addition to the several presented methods, we will also present to you somewhat different methods known collectively as energizers. These methods are used in situations where the goal is to increase group cohesion, get participants to know each other, redirect focus to a specific topic or activity, prepare the group for an activity, calm the group or, simply, wake up the group.

DRAGONS

Devide the group in 2 parts and make 2 separate lines. Each line has to be connected by putting the hands on the shoulders or waists. Each line is a dragon, with a head on one side and a tail on the other end of the line. Each dragon's head will try to catch the tail of other dragon.



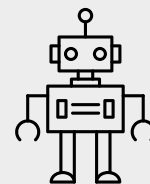
HYPNOSIS

In pairs, one moves his hand and the other follows that hand, the other has to copy it. Then, after a while switch roles.



DANCING CIRCLE

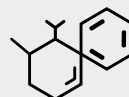
Create a circle and send a volunteer outside where he/she cannot see the circle. Inside the circle choose another volunteer to lead the dance moves. Start to dance and call for the volunteer outside to figure out who is the volunteer inside the circle who is changing the moves.



2 ROBOTS + 1 HUMAN

The participants are divided into groups of three. Two "robots" stand with their backs to each other. The third is the "driver" - by touching the shoulder (right or left) with his hand indicates where the "robot" will go. Task: make the robots face each other.

MOLECULES (RUN AROUND AND STUFF)



Participants move freely around the room (or on a freely chosen square). The YW says "stop" and determines the "molecules" which are elements that participants might have in common, for example, by the color of the eyes, by the favorite season, by the duration of using social networks, etc. The participants have to find each other based on the rules called out by YW and group together.

DO YOU REMEMBER THE NAME?

In 2 groups, select one person each round to guess the name of the other group's selected person first when the sheet is down.

PINK-TOE

YW calls out a color and a body part and participants have to join the said body part to an object with the right color.

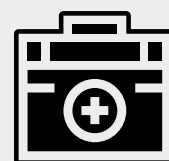


6. SURVIVAL KIT FOR YOUTH WORKERS



Effective youth work helps young people to learn about themselves, others and society through non-formal educational activities which involve enjoyment, challenge and learning. The role of a youth worker is to connect with young people in groups or as individuals. They learn about the issues a young person is facing and support them to solve problems, improve their social and emotional wellbeing and manage their future direction through study and work choices.

In order to be able to use personal knowledge and skills for the wellbeing of young people, we suggest several actions a youth worker can take to make their job as efficient and possible.



1) IMPLEMENTATION OF WORKSHOPS (DIGITAL CITIZENSHIP EDUCATION)

The first step in improving a young person's life and facilitating their learning process is implementation of various workshops to teach youngsters about digital citizenship. Participants of the training course "Break the Circle" came to agreement that the workshops should be held in schools, NGOs, and youth centers. They should be free of charge for the youngsters with an option for open donations or paid for from various funds.

Some of the topics covered during those workshops would be how do you know when you can trust people you meet online, exposing on online media, how to keep your data private, dangers of the internet, avoiding scams.

The youth workers would undergo certain workshops, dedicated to "training the trainers", before they would be eligible to start working on their own workshops.

Another important thing to abide by would be to avoid expressing radical subjective beliefs during said workshops.

2) RAISING AWARENESS

Secondly, the important thing is spreading awareness about the aforementioned topics.

Participants of the training course discussed workshops for parents to know how to understand their teenagers' needs.

Also campaigns in which anonymous stories are gathered, the main topics being scams, catfishing and online bullying, which would later be presented to raise awareness.

Lastly, an interesting idea arose, that consists of campaigns in which apps for reducing phone hours are presented (ex: Forest).

3) PROMOTION OF MENTIONED WORKSHOPS

After the implementation of workshops and continued spreading of awareness about the topic, comes the promotion of mentioned workshops.

The main idea is to use social media such as TikTok (extremely popular between youngsters nowadays), BeReal, Twitter, Instagram, Telegram and Snapchat.

What is the best way to advertise workshops in schools and universities? Those are enormous infrastructures brimming with youngsters and young adults whose attention we're trying to capture.

Another idea is to post stickers with QR codes in buses and all over the city so that whoever you may be, you could simply scan them with your phone and gather all the information you need on your way from home to school.

4) HOW TO GET YOUNG PEOPLE TO CONSIDER YOU AS A TRUSTED PERSON?

The participants of the training course consider this topic as a particularly tricky one, quoted "we had to burn a bit more glucose than with the other topics, but in the end, we came up with the following ideas":

One of the tasks during the training course was to describe a "perfect youth worker" who was portrayed as empathetic, honest, in some cases vulnerable (if the assessed situation demands so), and can make the other person feel like they are being listened to (active listening) and cared for.

And now an extra two steps to make the person on the receiving end feel more comfortable:

- the youth worker would have an official page on a website where they would upload their CVs,
- youth workers should sign a confidentiality paper so the youngsters will trust that their info/stories are not shared unless the person doesn't want that.

5) HOW TO COPE WITH THE SITUATION WHEN YOUNG PEOPLE TURN TO YOU FOR HELP?

Certain problems that may arise from an emotional situation being treated wrong may bring destructive consequences that may hurt both the youth worker and the person (people) they are working with. In some cases, the youngster may be in an extremely emotional state so the youth worker should be prepared for that by attending workshops and trainings on counseling (up to several times a year).

They must know that they are not supposed to tell the youngsters what to do, but to guide them by asking questions and by building a bridge between them and the authorities (examples: social services, psychologist, school, local council).

They should emphasize the development of empathy, emotional intelligence, critical thinking, and dedication. While in some cases the youth worker could take a supporting role, they should still make the children differentiate between their role as a youth worker and not their friend (buddy).

One of the critical points of working with troubled youngsters is just how easily you can get overwhelmed by different situations they are facing, so maybe free therapy should be provided to youth workers.

6) HOW TO GIVE FEEDBACK?



Obviously, youth workers should be capable of giving back feedback which can vary from praise to constructive criticism.

The main idea that arose during the discussion in the training course was a psychological approach, mainly to use the sandwich feedback method, first pointing out a positive trait/part, then a negative and lastly another positive.

Also, not every situation may be appropriate for critical evaluation, so we found it crucial to wait for the perfect time to give the feedback, avoiding giving it in very emotional situations.

7) HOW TO COOPERATE WITH SCHOOLS?



As mentioned in a previous chapter, the cooperation with schools and education entities is crucial because of their access to masses of youngsters and young adults on whom these activities are focused.

In order to spread awareness, the implementation of workshops and trainings with classes, involving bigger and smaller groups of people into collaboration between them, doing so should be in order as well as holding presentations on different contemporary problems and/or subjects.

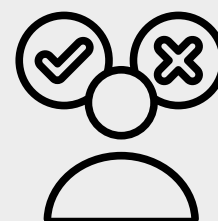
Lastly, youth workers would give reports of the wellbeing of the youngsters to their teachers so they will know how to manage certain situations differently and better accordingly.

8) HOW TO COOPERATE WITH DECISION MAKERS?

To overcome this task is simply a matter of information collection and expression.

Youth workers would have meetings with youngsters to find out their needs, then go with them to public meetings of the local council to express their needs.

Another tool for information collection are questionnaires, which would be analyzed and sent to people in power and influential organizations.



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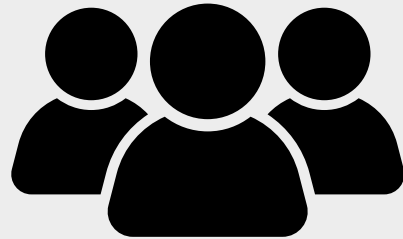
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