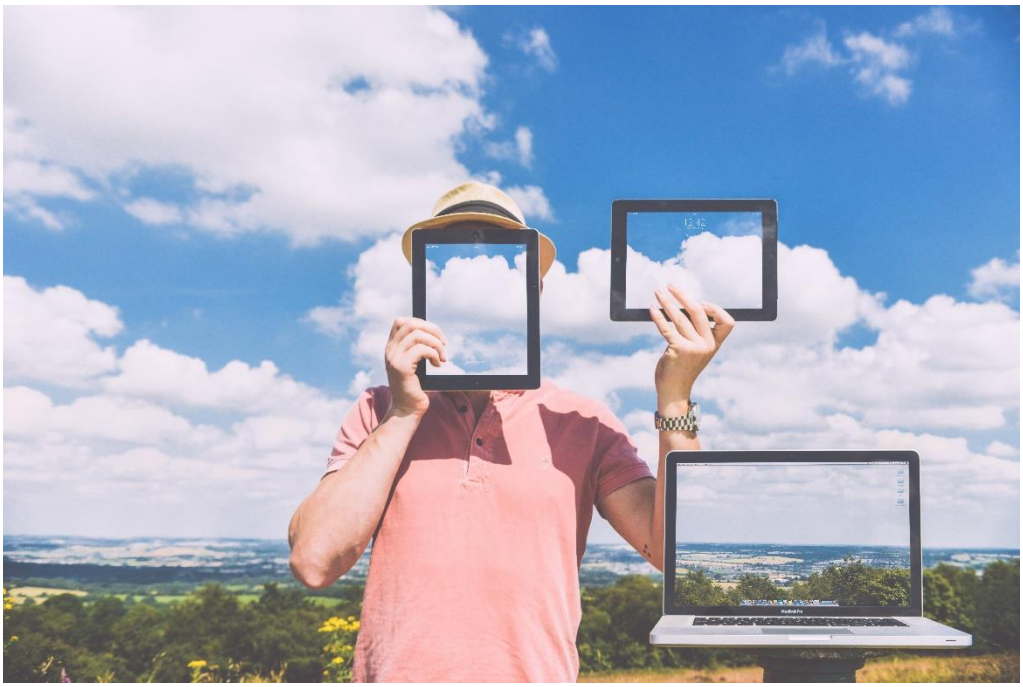
A LIFE WITHOUT FILTERS



2019

Manual for youth workers

A set of tools and methods for youth workers on how to use technology in non-formal education

POZITIVA SAMOBOR
Udruga za održivi razvoj

Erasmus+

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A life without filters

MANUAL FOR YOUTH WORKERS

INTRODUCTION

Technology & Youth

The use of technology among youth is becoming more prominent every day. Although technologies through media and electronic gadgets are able to help youth to gain vast amounts of knowledge, teach them how to be independent and give them access to educational resources; there are some negative influences that are accompanied with the positive ones which should not be neglected.

Introducing technology to youth at young age can have adverse effects in their personal lives, their relationships with others, and their health in the future. It can also lead youth to social isolation and give rise to other serious physical and mental diseases such as obesity, computer vision syndrome and depression (Alghamdi, 2016.).

A comprehensive study called #StatusOfMind, which was released May 2017 by the Royal Society for Public Health, examined the effects of social media on young people's health and brought conclusions on 5 negative effects that social media has on young people: it increases their anxiety and depression, it is leading to poor sleep, negatively affects their body image, increases the risk of cyberbullying and a "fear of missing out".

Within partner organizations we perceive youth as the engine of future world; however, we are aware that it is our duty, duty of the youth workers, to turn negative effects of technology use into positive ones as far as both personal and professional development of youth is concerned. Within our activities, we came to conclusion that young people are increasingly perceiving social media as an escape from the real world, which negatively affects their relationships with others as well as their general progress. It is almost impossible to isolate technology and neutralize its effects; our standpoint is that, with increase of its use in daily life, the focus should be on its proper integration and making the best out of opportunities it offers.

> **The number one benefit of information technology is that it empowers people to do what they want to do. It lets people be creative. It lets people be productive. It lets people learn things they didn't think they could learn before, and so in a sense it is all about potential.**
>
> **[Steve Ballmer]**

About the project & the manual

This manual is a result of the Erasmus+ project **"A life without filters"** (mobility of youth workers – training course) that was implemented in Samobor, Croatia from 13th until 19th of April 2019. Project was developed and implemented by consortium comprised of the following partner organizations: (1) **Association for sustainable development Pozitiva Samobor** (Croatia) as the leading partner; (2) **Youth Euroasia** (Turkey); (3) **Loesje Bitola** (Macedonia); (4) **Youthfully Yours** (Slovakia); (5) **Fiatalok az Élhető Környezetért Egyesület** (Hungary); (6) **Asociacion Juvenil Intercambia** (Spain); (7) **Eurosud** (Italy); (8) **Asociatia Tinerilor cu Initiativa Civica** (Romania); (9) **Latvian Red Cross** (Latvia); (10) **Get Involved** (Bulgaria); (11) **Alter Ego** (Greece).

This project was developed to **equip youth workers with tools and methods that will enable them to integrate technology into learning, by creating the meaningful learning opportunities needed to engage and motivate youth today ("how to change digital into real life").**

Through a cycle of interactive workshops based on **non-formal education methods,** participants gained knowledge and skills in the field of technology and explored existing tools and methods for using technology in working with youth. One of the goals was also to create a new manual for youth work that combines acquired knowledge and new, innovative methods for incorporating technology into the education and training of young people as target groups. Such participatory methods were developed within the following areas identified as significant for youth work: **employment and increasing employability, awareness and being informed, social skills and active citizenship.**

Such project results are the basis for the integration of modern methods in working with youth and can act preventively to counteract negative effects of technology on youth.

> **New technology is not good or evil in and of itself. It's all about how people choose to use it.**
>
> **[David Wong]**

Employment & increasing employability

Practical examples that use technology for enhancing employment and job opportunities of youth

(1) **BEHANCE** – platform useful for visual presentation, graphic design, architecture etc. The platform enables users to showcase their own & discover others' creative work. It can be used as an addition (portfolio) to CV when applying for a job. [https://www.behance.net/]

(2) **INSTAGRAM HASHTAGS** – a specific hashtags can be used by creative individuals to share their work and by employers to find new employees (by searching a specific hashtag, e.g. #JobSearch or #JobHunt, #NowHiring, #JobOpening). [https://www.instagram.com/explore/tags/jobhunt/]

(3) **LINKEDIN** – individuals can share information about their career, education, skills etc. They can search for job offers and employers can search for potential employees. It is also a place to gain new contacts and exchange information. [https://hr.linkedin.com/]

Activity

Name of the activity:	**X-Factor – Job edition**
Duration:	1,5 hours
Size of the group:	Smaller groups of 6 people, full size of the group can vary depending on the number of facilitators
Materials:	Projector, papers, pens
Suggested technology:	Canva [https://www.canva.com/], Prezi [https://prezi.com/]
Competences to be developed:	Presentation skills, creative thinking, professional evaluation
Goals:	Goal this activity is, through simulation of X-Factor model (talent show) for each of the participants to (1) take a role of a person searching for a specific job and having a job interview, as well as to (2) take a role of evaluator/employer and select the best candidate.
Detailed description of the activity:	(1) Give introductory instructions to the participants and explain them the goal of the activity. (2) Work in plenum. Give each of the participants pen and paper, with a task to write down a short profile of a person searching for a job, with a specific background (education, training etc.) and a specific job position he/she will be applying for (e.g. plumber, business analyst etc.). *Handouts are available in addition to this workshop.* Time framework: 10 minutes (3) Divide participants in teams of 6 people. In each of the teams, 3 people will present X-Factor jury and 3 people will be job candidates. After first round of presentations, they will change the roles. (4) Each of the 3 job candidates should randomly choose one of the short profiles of person searching for a job, created in plenum in first phase of the workshop. They should individually prepare themselves for presentation/job interview based on the given profile. The goal is to use available technologies (such as Canva, Prezi etc.) to create dynamic and innovative presentations (Why am I the best candidate for this position?) Time framework: 20 minutes (5) Each participant has 5 minutes for their presentation and time should be strictly limited. After each of the presentations, each member of the jury has possibility to ask a question. (6) After a round of 3 presentations, the jury will deliver a decision on the best candidate, together with their feedback and arguments. (7) Within each group, participants should change roles (jury and job candidates) and repeat the same procedure.
Questions for debriefing:	How did you feel in the role of the jury, and how in the role of the job candidate?

	What was important to you as the candidate, and what as the jury? Is there any difference in the perspectives and does it help to put yourself in both of the roles? Which technology did you use for your presentation and why did you choose it? What is your overall opinion about the activity?

Handouts

Related to point (2) of the activity description.

Dear participants,

your task is to think creatively and fill in the following form with information about a specific person searching for a specific job. It can be anything you can think of, just make sure to make it realistic and clear/understandable for your colleague who will be taking that role. Namely, your imaginary person/job applicant will be presented by one of your colleagues from the group and his/her goal will be to win the competition/job interview for his dream job.

Name and surname:	
Age:	
Education:	
Previous experience:	
Hobbies and/or other specific information:	
Applying for job/position:	

Example:

Name and surname:	Clark Kent
Age:	40
Education:	Smalville highschool
Previous experience:	Farmer, super hero journalist
Hobbies and/or other specific information:	Yoga, origami
Applying for job/position:	Door-to-door salesman (sells vacuum cleaners)

Awareness & being Informed

Nowadays young generation has an easy access to information through different types of technology. When they check their social media, they encounter various information and they don't know which one is true and which one is false. Therefore, it is utterly important to develop their skills in order to be able to distinguish them.

In the literature, this skill is called **media literacy**. It provides a framework to access, analyze, evaluate and create messages in a variety of forms – from print, to video, to Internet.

This part of the manual is designed to provide youth workers with tools and methods in the particular field. Overall goal is to help young people to gain necessary skills to **access, analyze and evaluate the right information.** This part contains tips and fact-checking sites, as well as the workshop developed to increase media literacy of young people.

Practical examples that use technology for enhancing awareness and the process of receiving relevant information for youth

(1) **TINEYE** – online tool which uses image recognition to search for images and find matches to your search image. TinEye is mainly used to find out where an image came from, or get more information about it; research or track the appearance of an image online; locate web pages that make use of an image you have created; discover modified or edited versions of an image; help with image attribution. [https://www.tineye.com/]

(2) **FACTCHECK** - a project of the Annenberg Public Policy Center of the University of Pennsylvania. The APPC was established by publisher and philanthropist Walter Annenberg to create a community of scholars within the University of Pennsylvania that would address public policy issues at the local, state and federal levels. They act as nonprofit "consumer advocate" for voters that aims to reduce the level of deception and confusion in U.S. politics. They monitor the factual accuracy of what is said by major U.S. political players in the form of TV ads, debates, speeches, interviews and news releases. Their goal is to apply the best practices of both journalism and scholarship, and to increase public knowledge and understanding. [https://www.factcheck.org/]

(3) **SNOPES** - Snopes got its start in 1994, investigating urban legends, hoaxes, and folklore. Founder David Mikkelson, later joined by his wife, was publishing online before most people were connected to the internet. As demand for reliable fact checks grew, so did Snopes. Now it's the oldest and largest fact-checking site online, widely regarded by journalists, folklorists, and readers as an invaluable research companion. When misinformation obscures the truth and readers don't know what to trust, Snopes.com's fact checking and original, investigative reporting lights the way to evidence-based and contextualized analysis. [https://www.snopes.com/]

Activity

Name of the activity:	**Media Hunters**
Duration:	1,5 hours
Size of the group:	Group of 10 to 30 people
Materials:	Laptops/mobile phones, papers, pens
Suggested technology:	Canva [https://www.canva.com/], Tineye [https://www.tineye.com/], social networks
Competences to be developed:	Digital skills, analytical thinking (research and media literacy, critical thinking, creative skills, communication skills, teamwork
Goals:	Goal this activity is to develop understanding of the meaning and importance of media literacy as well as skills of the participants on how to differ true from false information.
Detailed description of the activity:	The activity is divided into 3 parts: (1) Divide participants into groups of 5. During the first 5 minutes, participants should work individually and think about what media literacy means to them. In next 10 minutes, they should discuss their conclusions within a group and form a common definition (from their personal/team perspective of the term "media literacy". (2) Prepare examples of fake and real news, depending on the size of the group (participants should be divided in the groups of 5, and each group should receive 4 examples of news- you can choose how many real, and how many false). Within time framework of 15 minutes, participants should discuss and bring conclusions on the given news. (3) The goal of this part of the activity is for participants to work in plenum and create a campaign to increase awareness among young people about fake news, disinformation and importance of media literacy (by creating slogan, hashtag, poster etc.). Time framework: 40 min for preparation and 5 minutes for presentation.
Questions for debriefing:	What were your main conclusions throughout this activity? Do you feel that your media literacy has increased and how? What do you think about young people being aware of the issues we discussed? What can you do to improve media literacy of your target group(s)?

Social skills

Technology has a role in helping youth to develop their social and emotional skills. It helps teachers to work more efficient, gives students access to more information and creates opportunities for feedback, reflection and revision.

According to **World Economic Forum** and it's 2015. report, young people need to be equipped with digital skills to fully participate in 21st century society. The same report shows that **communication, initiative** and **leadership skills** are both important and complementary to traditional academic skills like literacy and numeracy. World Economic forum argues for greater adoption of technology to impact these skills.

Practical examples that use technology for enhancing social skills of young people

(1) **KAHOOT!** - Kahoot! is a game-based learning platform. Kahoots are best played in a group setting, for example, a classroom. Players answer the questions on their own devices, while games are displayed on a shared screen to unite the lesson. It creates a 'campfire moment' encouraging players to look up and celebrate together. Besides creating your own kahoots, you can search among millions of existing games. Social learning promotes discussion and pedagogical impact, whether players are in the same room or on the other side of the globe. After a game, encourage players to create and share their own kahoots to deepen understanding, mastery and purpose, as well as engage in peer-led discussions. When a learner becomes a leader, that's a true magic moment! [https://kahoot.com/]

(2) **SLI.DO** - Slido is an audience interaction tool for meetings, events and conferences. It offers interactive Q&A, live polls and insights about your audience. What you can do with Sli.do: let your participants ask questions from any device and vote for the ones they like the most; ask your audience their opinion and display the results in real-time; capture the best ideas from your team members on anything from your company strategy to the agenda for your next offsite; meet your most influential participants and discover which topics resonated the most with your audience. [https://www.sli.do/]

(3) **DUOLINGO** - Duolingo is the most popular language-learning platform and the most downloaded education app in the world, with more than 300 million users. The company's mission is to make education free, fun and accessible to all. Duolingo is designed to feel like a game and scientifically proven to be effective. The ultimate goal of Duolingo is to give everyone access to a private tutor experience through technology.

Activity

Name of the activity:	**Be the change!**
Duration:	1,5 hours
Size of the group:	Group of 16 to 30 people + 2 youth workers
Materials:	Laptops, projector, papers, pens
Suggested technology:	Kahoot! [https://kahoot.com/]
Competences to be developed:	Presentation skills, teamwork, sense of initiative and entrepreneurship, creativity, time management, social skills
Goals:	Goal this activity is to tackle various topics (depending on the type of the project/programme within which this activity is implemented) by using technology, therefore increasing initiative, active participation and communication of the participants.
Detailed description of the activity:	(1) Divide participants into the groups of 4-6 people. Each team should be given a different topic, depending on the main topic of the project/programme (e.g. equality, inclusion, gender issues, minorities etc.). (2) Task of the participants is to develop a Kahoot! Quiz with 10 questions (each with 4 potential answers) based on their topic with a focus on most important information, interesting facts and relevant aspects for the participants. Time framework: 30 minutes (3) Each team should present their quiz, while rest of the participants are taking part in it. In order to make it more dynamic, you can include competition for the best team according to points won (in all of the quizzes presented) and/or competition for the best quiz.
Questions for debriefing:	How was it for you to create your quiz? How did you conclude which information are relevant? How did you decide upon the questions integrated in your quiz? How was for you to cooperate with your teammates? Which one of the quizzes were you most satisfied with and why? In what kind of situations and environments can you use Kahoot! in your everyday life?

Active citizenship & Political participation

Practical examples that use technology for enhancing active citizenship & political participation of young people

APPLICATIONS

(1) **CITIZENS APP** – a non-formal, interactive tool, useful to find events, articles as well as other relevant information. It is free and official application of the EU which can be used in different ways such as research or online workshops. [http://www.europarl.europa.eu/at-your-service/en/stay-informed/citizens-app]

(2) **EPRS (European Parliament Research Service]** – can be used as a formal tool useful to find information in order to create workshops. EPRS' mission is to provide Members of the European Parliament, and where appropriate parliamentary committees, with independent, objective and

authoritative analysis of, and research on, policy issues relating to the European Union, in order to assist them in their parliamentary work. [http://www.europarl.europa.eu/at-your-service/en/stay-informed/research-and-analysis]

(3) **RANDOM NATION** – an entertaining game used as a simulation, oriented to political decisions. Random Nation is a fun political simulator which is easy to play but challenging to master. Run a democracy, play politics, set policies, win the presidential election or control the government as a dictator. As president or prime minister you will pass political policies, handle random events and try to stay in power as long as possible.
[https://play.google.com/store/apps/details?id=com.rosenburgergames.randomnation&hl=en_US]

SOCIAL MEDIA

(1) **FACEBOOK GROUPS** – e.g. Facebook group of the local community can be used as a way to enhance communication among citizens and local self-government, share important information and news, upload pictures, discuss and shape conclusions. It can be used to create polls and actively involve citizens into the process of shaping decisions of their interest. It can also be developed as an application (e.g. "Note for Major" in Slovakia).

(2) **SOCIAL MEDIA TRENDS** – such as challenges or popular hashtags (like #vote or #activecitizens) used to promote a healthy political behavior and make voting or other types of active citizenship more interesting to young people.

DOCUMENTATION

(1) **INTERVIEW** – using mobile phones and cameras; it can be an interview of citizens within the local community focused on a certain topic (such as political behavior, satisfaction with their city etc.) and it can help the participants to immerse in the local (political) culture.

(2) **MENTIMETER** - used both as a research method before the project, for collecting data or as a tool for interacting with the participants and testing their knowledge about certain topic before, during and at the end of the project. [https://www.mentimeter.com/]

Activities

Name of the activity:	**Check your country**
Duration:	1 hour
Size of the group:	Group of 15 to 30 people
Materials:	Smartphones, internet access, papers, pens
Suggested technology:	Citizens App [http://www.europarl.europa.eu/at-your-service/en/stay-informed/citizens-app]
Competences to be developed:	Communication skills, presentation skills, civic competences
Goals:	Goal this activity is to increase knowledge about other countries by using official EU application.
Detailed description of the activity:	(1) Divide participants (in case of an international project/programme) into mixed international teams of up to 5 people. Each team should get 1 EU country (other than their own) as a research task. (2) Instruct the participants to download Citizens App and use it as a tool to conduct a research about a given country in order to summarize and present relevant information. Time framework: 30 min (3) Each team should present their country, with a focus on findings that were interesting during their research.
Questions for debriefing:	How was for you the process of finding information about the given country? How would you improve information about given country? Are there common points and differences among presented countries and which ones? How can you use Citizens App and similar tools in your everyday life? How did you like the activity?

Name of the activity:	**Seek & Fix**
Duration:	1,5 hours
Size of the group:	Group of 15 to 30 people
Materials:	Smartphones, camera
Suggested technology:	Smartphones, camera
Competences to be developed:	Communication skills, presentation skills, digital competences, civic competences, observation skills
Goals:	Goal this activity is to increase participants' sense of initiative towards identifying and solving problems in their community.
Detailed description of the activity:	(1) Divide participants (in case of an international project/programme) into mixed international teams of up to 5 people. (2) Instruct the participants to go outside (in the city, town, local community) and interview/document the citizens and their opinion about the key issues in their community (e.g. environmental, financial, political etc.). They should also take

	photos of the things in the local community that they think should be improved/fixed. Time framework: 45 min (3) Each team should present their materials (video, photo) with conclusions on which actions they can take in the local community to address/solve identified issues and which technologies (channels they can use).
Questions for debriefing:	How did you feel when you heard opinions of the citizens and identified certain issues in the community? If you were a decision maker, how would you solve identified issues? What kind of technologies can you use to tackle the issues? What kind of channel would you like to have in your community to address, discuss and solve the local issues?

Authors: participants of Erasmus+ project “A life without filters”

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