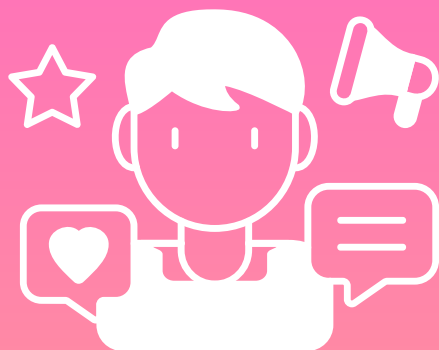
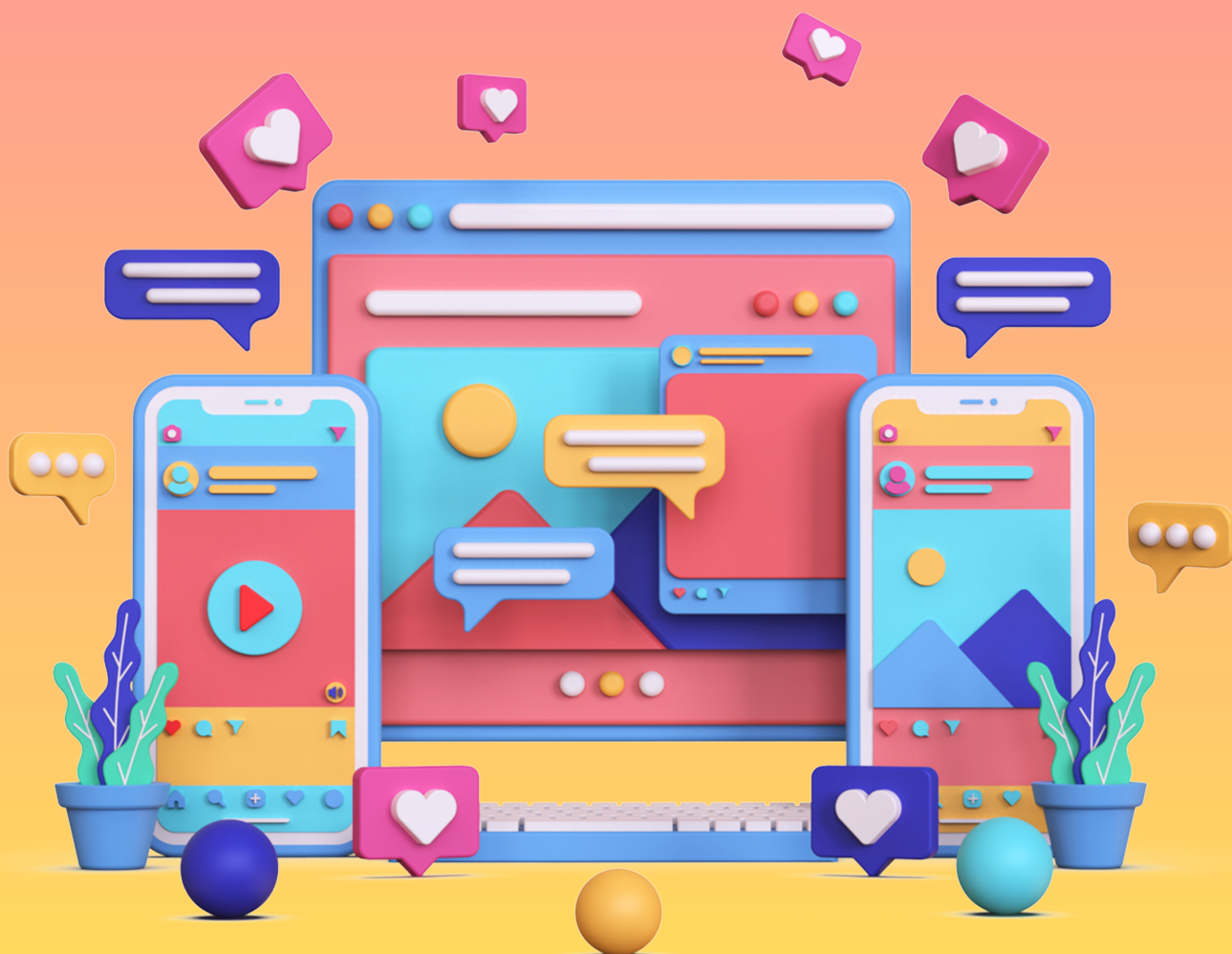




CURRICULUM

"Empowering youth workers in creative methodology for prevention of negative impact of social media influencers on youth"



TITLE:

Curriculum “Empowering youth workers in creative methodology for prevention of negative impact of social media influencers on youth”

PROJECT:

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- Centre for Non-formal education and Lifelong learning, Serbia
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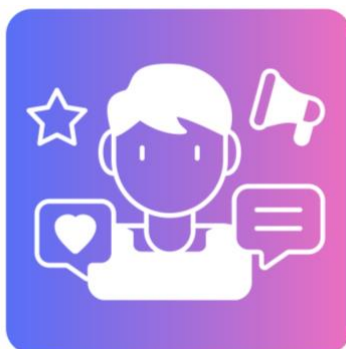
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Hannover, Germany
2024



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SUMMARY OF THE PROJECT

While some argue that influencers can inspire and motivate young people to pursue their goals and aspirations, others suggest that they can have a negative impact on the mental health and wellbeing of young people. On the positive side, some influencers use their platforms to promote positive messages and provide a sense of community for their followers. They can be role models for young people, inspiring them to follow their passions and reach their goals, promote healthy lifestyles or even share tips for managing stress and anxiety.

However, there are certain concerns about the potential negative effects of social media influencers on young people. Some influencers may promote unrealistic beauty standards or unhealthy diet and exercise habits, which can contribute to certain body dissatisfaction and eating disorders. Additionally, the pressure to present a perfect image on social media can lead to anxiety and depression, particularly for young people who are still developing their sense of self.

The motivation of the partners with this project is to recognise the potential benefits and drawbacks of social media influencers for young people, but at the same time to put an accent that youth organisations also have a strong role to play within this process, as they should encourage young people to critically evaluate the messages they see on social media and develop a healthy relationship with technology. It's also important for the wider community to be aware of the impact social media can have on young people and use their platforms responsibly.

The goal of our project is to prevent the negative impact and influence of social media influencers on youth. This specific goal is part of the general efforts towards responsible use of the internet both by young people, but also the responsibility to provide online safety from the public institutions and private companies. It is the role of young workers to accompany young people through building competences of critical thinking and media literacy. It is also their role to advocate based on the EU standards protecting young people on the internet.

Project objectives:

- To empower youngsters in critical thinking and media literacy through developing a toolkit with a set of innovative workshops and tools and piloting workshops.
- To empower youth workers in creativity for prevention of negative impact of social media influencers on youth, through the developed curriculum and local training courses.
- To build the capacity of youth workers to advocate towards local and national governments on implementing the European standards protecting young people on the internet such as Audiovisual Media Services Directive (AVMSD), Digital services act and the European strategy for a better Internet for children.

Project activities:

- WP1 - Project Management
- Online kick-off meeting
- Toolkit
- Piloting workshops and escape rooms
- Curriculum
- Local training courses





- Online mid-term evaluation meeting
- Online course
- E1 - IT National conference
- E2 - FR National conference
- E3 - EE National conference
- E4 - RS National conference
- E5 - DE National conference
- E6 - HR International conference
- Online evaluation meeting





INTRODUCTION AND STRUCTURE OF THE CURRICULUM

This curriculum titled “Empowering youth workers in creative methodology for prevention of negative impact of social media influencers on youth” is an innovative resource material developed specifically for youth workers and educators with the main aim to empower them in creativity for prevention of negative impact of social media influencers on youth. It is particularly designed to provide youth workers with the knowledge and skills of understanding social media (influencers) setting and impact on youth and of adapting creative methodology for prevention of negative impact of social media influencers on youth.

The curriculum is designed for a 7-day long training course. Its structure is organised meticulously comprising of introductory sections on the background of the curriculum, programme table, project summary, and recommendations for youth workers using this curriculum in their youth work. The content is focused further on detailed presentation and description of each training session, totalling 12 interconnected sessions throughout the 7-day long training course.

The curriculum’s content and approach are based on the NFE approach in education and NFE methods. Sessions are developed in format explaining the following key aspects: objectives, duration, needed materials, competences influenced by the specific session, detailed description – session flow of each activity, discussion questions (when applicable), recommendations for trainers/educators multiplying the session, lists of references and useful materials, handouts.

The specific objectives of the curriculum are:

- To introduce participants to the project, training programme and allowing them to get to know each other, as well as discuss on expectations and build a foundation of trust for the training course;
- To create space for sharing and exchanging information on how social media influences youth culture across different countries;
- To increase participants' understanding of social media influencers, their types, and the impact they have on youth, as well as empowering them to critically analyse influencers' roles and influence;
- To strengthen participants’ understanding of the psychological and emotional impact social media influencers have on youth and equipping them to address these influences effectively in their work with young people;
- To explore and analyse the risks and challenges that social media influencers present to youth, and equipping participants with strategies to address these challenges while promoting healthy engagement with influencer content;
- To explore the challenges and opportunities that the digital age brings to youth work, as well as equipping participants with strategies to turn digital challenges into growth opportunities;
- To strengthen participants' understanding and application of critical thinking and media literacy skills, as well as understanding their role in supporting beneficiaries in navigating media responsibly and analytically;
- To equip participants with practical skills in using creative methodologies as tools for preventing the negative influence of social media influencers, and to adapt these methods to fit the unique needs of their target youth groups;
- To equip participants with knowledge on essential communication skills and strategies for effectively engaging young people and explore various communication channels to reach diverse youth groups;





- To strengthen participants' understanding of media literacy as a tool for preventing the negative impact of social media influencers on youth and discuss strategies to promote critical engagement with digital content;
- To create space for participants to design and implement impactful mini-media campaigns that reflect the skills and insights gained throughout the training;
- To create space for participants to reflect on their experiences, assess the programme's effectiveness, and provide feedback on the training course's structure, logistics, and overall learning environment.





Programme of the training course

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction and Group building
PM	Country realities: Social media and youth culture
PM	Reflection and Evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Social media influencers - types, case studies
PM	Psychological and emotional impact of social media influencers on youth
PM	Reflection and Evaluation of the day
Day 4	
AM	Risks and challenges that social media (influencers) bring for youth
PM	Challenges and opportunities in youth work in the digital age
PM	Reflection and Evaluation of the day
Day 5	
AM	Critical thinking and media literacy - youth workers' approach to beneficiaries
PM	FREE AFTERNOON
Day 6	
AM	Innovative methods for prevention of negative impact of social media influencers on youth – adapting different methods to the participants' context and target groups (Gamification, Escape room methodology, Digital storytelling)
AM	Developing communication skills for effective prevention - Identifying effective communication channels and tools for reaching out to young people
PM	Reflection and Evaluation of the day
Day 7	
AM	Media literacy and its role in prevention of negative impact of social media influencers on youth
AM	Creation of mini-media campaigns – I
PM	Creation of mini-media campaigns – II
PM	Reflection and Evaluation of the day
Day 8	
AM	Creation of mini-media campaigns – III
PM	Evaluation and closure of the training course
Evening	"See you again" party
Day 9	
AM	Departure of participants





RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

This curriculum titled "Empowering Youth Workers in Creative Methodology for Prevention of Negative Impact of Social Media Influencers on Youth" is designed as an innovative resource material for youth workers, trainers and educators. It aims to equip them with the knowledge, skills and methodologies/methods needed to guide young people in using and navigating social media responsibly. The curriculum provides an adaptable approach to understanding the impact of social media influencers in youth, encouraging and promoting critical thinking, as well as promoting positive media engagement. Its content can be easily multiplied by youth workers and trainers working directly with youth at the local and European levels, offering a structured format for a 7-day training course.

This resource serves as a valuable tool for youth workers, leaders, trainers and educators who are directly engaged with young people on issues related to social media and influencing. It offers a framework that covers areas such as media literacy, effective communication and strategies to prevent the negative influence of social media.

When organising a training course based on this curriculum, youth workers should possess foundational skills in media literacy and social media impact, such as:

- Understanding key information and concepts about social media influencers including key definitions, influencer categories and the impact on youth.
- Key skills to identify media manipulation and influence techniques such as recognising content that may promote materialism, comparison, or unreachable standards.
- Knowledge about critical thinking and media literacy including the ability to guide young people in questioning and assessing media content.
- Communication and engagement techniques including approaches for facilitating discussions and teaching media literacy in an interactive way.

Each session within this curriculum is linked to specific competences that allow trainers to track participant learning outcomes through structured activities. Additionally, each session includes tailored recommendations to help maximise the effectiveness. A close attention to session specifics ensures a supportive learning environment for youth workers and participants, which is crucial for achieving the curriculum's educational goals.

There are several recommendations to consider in different stages of the organisation of the training course in the preparation/before the training starts, during the organisation and session development, and after the closure of the training course. Below are presented recommendations for each stage.

Stage 1: Before the Training Course

- Participants should receive an info-pack comprising of key information on the training course, logistics, participants' role, participation requirements, and contributions expected throughout the training programme. If participants have any preference for contributing to specific sessions, they can write it in the registration form.
- Each sending organisation should arrange meetings with participants before their travel to introduce them to the course objectives, go over any preparatory tasks, and provide insight into the Non-Formal Education (NFE) approach.





- In order to foster an inclusive environment, participants should be prepared to work in multicultural groups, emphasising diversity, tolerance, and cultural sensitivity. They should also be informed about the local context and expected cultural norms.
- The hosting organisation should ensure that participants are informed about pre-tasks. Participants should prepare for this by exploring the role of social media and influencers within their communities, current challenges related to social media influencers' impact, and existing resources or programmes for media literacy.
- Participants should be informed about the intercultural evening which is an informal session where each group can present unique cultural elements from their own country, such as local foods, videos, facts, or performances. They should prepare for this informal session as a group.

Stage 2: During the Training Course

- The curriculum is designed to be flexible and adaptable, so that can be easily multiplied for other youth workers, leaders, trainers and educators. Trainers should feel free to adjust the timing and the flow of activities based on the participants' knowledge and engagement levels, while ensuring that the content remains accessible and relevant.
- At the end of each session presented in this curriculum, recommendations are provided for other youth workers, trainers, leaders and educators who may consider organising these activities. Trainers should review these recommendations and adapt them to meet specific participants' needs and learning goals.
- Daily evaluations and reflections are crucial for participant feedback and programme improvement. Scheduled reflection times at the end of each working day give participants space to provide feedback on methods, group dynamics, and their own learning. A final evaluation that is designed with different methods (written, verbal and visual methods) needs to be conducted at the end of the training course to gather a more thorough feedback on the programme, trainers and logistics.

Stage 3: After the Training Course

- Staying connected with participants after the training course is an essential process which further contributes to the impact of the training. It is recommended that the hosting organisation, trainers and sending organisations offer ongoing support to participants, request feedback and foster them to share reports on activities implemented after the training course. This will also support participants' continuous growth.





DEVELOPED SESSIONS OF THE TRAINING COURSE: “EMPOWERING YOUTH WORKERS IN CREATIVE METHODOLOGY FOR PREVENTION OF NEGATIVE IMPACT OF SOCIAL MEDIA INFLUENCERS ON YOUTH”

Introduction and Group building

Session Title: Introduction and Group building

Duration: 180 minutes

Background:

The first session of the training course serves as the opening for the programme, presentation of the project and objectives, as well as setting the stage for the upcoming week by fostering an inclusive and collaborative atmosphere among participants through various activities. It allows everyone to get informed about the project and other participants' background, share their goals and concerns, and establish a supportive learning environment. This is done through interactive activities, from which participants begin building trust, exploring shared expectations, and connecting with each other, laying a foundation of openness and teamwork. These initial activities are essential for effective group cohesion. They ensure that participants feel comfortable engaging in the programme and contributing actively throughout the course.

Aim of the session: To introduce participants to the project, training programme and allowing them to get to know each other, as well as discuss on expectations and build a foundation of trust for the training course.

Objectives:

- To introduce participants to the project and the programme;
- To create space for participants to get to know each other and build initial trust;
- To foster group cohesion and teamwork through interactive activities that highlight the importance of communication and cooperation.

Competences addressed:

- Personal, social and learning to learn competence;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Creative thinking;
- Teamwork.

Methodology and methods:

- Input;
- Speed dating activity;





- Activity on Expectations, fears and contributions;
- Mission impossible
- Discussion.

Session flow:

I. Introduction to the training course and welcoming speech (20 minutes)

The trainer officially opens the training course and welcomes participants. He/she provides an overview of the project and its key objectives, continuing further with the objectives and key themes of the training course. Then, participants are invited to introduce themselves briefly, sharing their names, roles, and something they're excited to learn during the training.

II. Speed dating (30 minutes)

Participants are invited to form two concentric lines facing each other. The trainer emphasises that during the next 30 minutes he/she will announce several questions/topics that participants can discuss with their pair. Each question/topic is to be discussed for about 3 minutes. After the first round, the trainer will give instructions to the inner or outer circle to move one place to their right/left so that they can face another person/form a new pair to discuss the next topic/question. The topics/questions used for this activity can be:

- Share some fun fact about your hometown/country
- What is your hobby?
- Talk about your dream job
- Who are the people you consider family?
- Is there a movie/tv serie that you rewatched several times? If yes, which one? If no, which one would you consider?
- Where would you live?
- Do you have a pet?
- Favourite food/drink

III. Expectations, Fears, and Contributions (30 minutes)

The trainer announces that the next activity is about thinking and discussing on the expectations, fears and contributions aspects for the training course. He/she has prepared A3 papers with these titles and then provides each participant with three post its of different colours for writing their "Expectations," "Fears," and "Contributions." Participants are invited to use 15-20 minutes and write down their expectations for the training, any fears or concerns, and what they hope to contribute. They then place the cards on the designated A3 papers for each category. When everyone is done with the first part, the facilitator reviews each section aloud and summarises the main points and acknowledging any significant concerns.

IV. Mission Impossible - group building activity (100 minutes)

The trainer divides participants into small groups and explains the next activity. He/she instructs that each team has 80 minutes to complete as many "missions" as possible. The tasks are designed to be fun, slightly challenging, and to require teamwork and creativity. Then, he/she provides each group with a list of missions. These missions can be related to finding some historical viewpoints in the place the training course is being organised, learn something in the local language, interact with the local community, doing a group photo by doing a silly pose, creating a song for the training course, and so on. Furthermore, the trainer explains any rules, including boundaries and materials they can use, and let them know that they





must finish within the time limit. Groups work together to complete as many missions as possible within the given time. After they complete the tasks/missions, they return to the trainer to verify the completion of tasks and present evidence of completion (e.g., photos or performances).

When all groups finish the task, the trainer uses the remaining 20 minutes to wrap up with a group reflection, where participants discussing the strategies that worked to function as a group, any challenges faced, and how they communicated effectively as a team.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, list of mission impossible tasks for each group, laptop, projector.

Recommendations for future youth workers multiplying this session:

- The trainer should encourage participants to openly share their expectations, fears, and contributions in a safe, non-judgmental space. It is important to set a tone of inclusivity and empathy from the start as that will create an environment where everyone feels valued and included throughout the course.
- For the Mission impossible activity the trainer should emphasise that each person in the group should be included in the task completion as the importance of the activity is to foster group building and effective communication.





Country realities: Social media and youth culture

Session Title: Country realities: Social media and youth culture

Duration: 180 minutes

Background:

This session comes right after the introductory session and is designed as the first one in sharing and exchanging country realities in the topic explored. The session is designed to explore the country realities on how social media shapes youth culture across different countries. Social media platforms have a significant impact on young people's behaviour, identity, and interactions, but the effects vary widely based on cultural, regional, and societal contexts. By examining and comparing these differences, participants gain a deeper understanding of the unique challenges and opportunities that social media presents for youth in each country. The presentations by each national group followed by exchange rounds in this session provide further insights into the shared and unique aspects of social media's influence on young people.

Aim of the session: To create space for sharing and exchanging information on how social media influences youth culture across different countries.

Objectives:

- To explore country realities on social media trends and cultural dynamics that shape youth behaviour and engagement online;
- To identify similarities and differences in social media's influence on youth across different countries;
- To discuss on common challenges and strategies that can address the negative impacts of social media on young people, informed by each country's unique context.

Competences addressed:

- Personal, social and learning to learn competence;
- Analytical competences;
- Cooperation and communication;
- Research;
- Citizenship competence;
- Literacy competence;
- Creative thinking;
- Teamwork.

Methodology and methods:

- Small group work – National teams;
- Presentations;
- Exchange round – Mixed-national teams;
- Discussion.

Session flow:





I. Introduction to the session (15 minutes)

The trainer introduces the session and its focus which is about exploring how social media shapes youth culture across different countries. He/she emphasises that this session is related to the pre-task research they were asked to conduct before their arrival to the training course.

II. Small group work – National teams (60 minutes)

Participants are asked to join their country groups. They are tasked by the trainer to work together and combine their obtained research data on the topic, hence, to discuss and analyse social media's role in shaping youth culture in their respective countries. Each group has to answer the following questions/tasks:

- Popular social media platforms and trends among youth;
- Common online behaviours and influences (e.g., trends, challenges);
- Cultural or regional factors impacting social media usage;
- Issues or challenges unique to their country, such as online safety or misinformation;

They have 60 minutes to complete this task and prepare for a presentation of their work.

III. Presentations (45 minutes)

Each country group presents their findings to the entire group. Presentations should last between 5-7 minutes. After each presentation, the trainer invites other participants to ask questions on the presentation or other clarifying questions that help them understand the cultural context behind each country's social media realities.

IV. Exchange rounds – Exploring similarities and differences (60 minutes)

After the presentations, the trainer announces that participants need to regroup for exchange rounds. The trainer explains that in these mixed-nationality groups they should discuss the similarities and differences observed across countries, as well as to explore how shared trends and challenges might be approached collaboratively. They are given 40 minutes for this discussion. The trainer guides the discussion with questions such as:

- What similarities do we observe in youth engagement with social media across countries?
- What unique challenges or opportunities are highlighted in different regions?
- How can we apply these insights to develop effective strategies for preventing negative social media influences?

After the discussion during the exchange rounds, the trainer uses the last 20 minutes for a brief plenary discussion where participants share the main findings from their discussions.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, laptops (if needed for some groups), projector.

Recommendations for future youth workers multiplying this session:

- The trainer should remind participants to approach the group work and discussions with an open mind, recognising that social media use and its influence on youth can differ between cultures. He/she should encourage them to ask questions and explore differences with curiosity, helping them gain a comprehensive understanding of each country's unique social media dynamics.





Social media influencers - types, case studies

Session Title: Social media influencers - types, case studies

Duration: 180 minutes

Background:

Social media influencers play a great role in shaping trends, behaviours and values, especially among young audiences. This session introduces participants to the concept of social media influencers, exploring their characteristics, different types of influencers, case studies and impact on youth. Understanding the different types of influencers such as mega, macro, micro, or nano, enables youth workers to recognise the broad spectrum of influence and how it may affect young people's decisions, self-image, and perspectives. Through brainstorming, theoretical input, and case study analysis, participants will gain a critical view of influencers' roles and develop insights into how to address their influence in youth work settings.

Aim of the session: To increase participants' understanding of social media influencers, their types, and the impact they have on youth, as well as empowering them to critically analyse influencers' roles and influence.

Objectives:

- To discuss on the meaning of social media influencers and their impact on young people;
- To understand the differences of social media influencers such as mega, macro, micro, and nano influencers;
- To analyse case studies of influencers in different countries and analyse their audience engagement;
- To foster critical thinking on the influence of social media personalities, encouraging participants to consider the positive and negative effects influencers may have on young people's values and behaviour.

Competences addressed:

- Personal, social and learning to learn competence;
- Analytical competences;
- Research;
- Digital competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Creative and critical thinking.

Methodology and methods:

- Brainstorming;
- Theoretical input;
- Small group work – Case study analysis;
- Presentations and discussion.





Session flow:

I. Brainstorming: What are Social Media Influencers? (20 minutes)

The trainer invites participants to engage in a brainstorming activity. He/she explains that in this activity they will explore and discuss their understanding of social media influencers and what defines an influencer's role. The trainer asks the following specific questions for the brainstorming activity:

- What are social media influencers?
- What characteristics do influencers have?
- Why do people follow them?

The trainer goes through these questions one by one and writes down key discussion points on a flipchart paper.

II. Theoretical input: Types of Social Media Influencers (20 minutes)

The session continues with a theoretical input provided by the trainer on the different types of social media influencers. He/she focuses in explaining the categories of mega, macro, micro, and nano influencers with the main aim for participants to learn about the unique characteristics and influence range of each type.

III. Small group work: Exploring case studies of Social Media Influencers in our countries (90 minutes)

Participants now are invited to join their national groups for the activity/task. They are instructed to use the next 90 minutes for researching/finding a social media influencer in their country and work on the following tasks/questions:

- What type of influencer is she/he (e.g., mega, macro, micro, or nano)?
- What are this influencer's key characteristics?
- How do they engage/interact with their audience?
- What positive or negative impacts might they have on their followers?

Within these 90 minutes they also need to prepare the presentations of their findings – the case study.

IV. Presentations and Discussion (50 minutes)

The trainer invites all participants to join the plenary for presentations. Each group presents their case study and findings to other participants by using visuals, statistics, or key points for a better understanding. After each presentation, the trainer leads a discussion for clarifying questions from other participants.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, laptops (if needed for the groups), projector, speakers.

Background documents and further reading:

- Hawley, M., & Ismail, K. (2024, October 3). Types of social media influencers: mega, macro, micro and nano. CMSWire.com. <https://www.cmswire.com/digital-marketing/social-media-influencers-mega-macro-micro-or-nano/>

Recommendations for future youth workers multiplying this session:





- It is important to remind participants to approach their case study with an open and critical mind, in order to explore both positive and negative aspects of influencers' impact. The trainer should encourage open dialogue in the group discussions for participants to feel more comfortable.





Psychological and emotional impact of social media influencers on youth

Session Title: Psychological and emotional impact of social media influencers on youth

Duration: 180 minutes

Background:

It is often perceived that influencers are shaping ideals related to self-image, lifestyle, and success and that young people are increasingly influenced in ways that impact their mental health, self-esteem and behaviour. This session addresses the significant psychological and emotional effects that social media influencers have on young audiences. By analysing these effects, participants will have the chance to gain understanding and knowledge into both the pressures influencers face and how these are reflected in the lives of their followers. This will be done through video analysis, discussions, and group work. This session is designed to prepare participants to recognise and address these influences in their work with youth, fostering a more critical and balanced approach to social media.

Aim of the session: To strengthen participants' understanding of the psychological and emotional impact social media influencers have on youth and equipping them to address these influences effectively in their work with young people.

Objectives:

- To learn about the impact of social media on youth;
- To discuss on specific psychological and emotional impacts of influencer culture on youth, including effects on self-esteem, body image, and mental health;
- To discuss strategies for helping youth navigate influencer content with a critical and balanced perspective, supporting positive self-image and healthy behaviour.

Competences addressed:

- Personal, social and learning to learn competence;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Creative thinking;
- Teamwork.

Methodology and methods:

- Vide screening;
- Discussion;
- Work in pairs;
- Small group work;
- Presentations and discussion.

Session flow:





I. Video screening: the impact of social media on youth mental health (35 minutes)

The trainer has prepared a video screening for this session. Participants watch a video that explores the impact that social media has on youth mental health. This video is screened with the main intention to set the base for further exploration of social media influencers and differentiate between the social media content itself and the content presented by the influencers. The video lasts about 31-32 minutes. The link of the video is: [The Impact of Social Media on Youth Mental Health: The Good, the Bad and the Ugly \(SCIP Talk 2018\)](#).

II. Discussion on the video (25 minutes)

After the video screening, participants are invited to engage in a discussion guided by the trainer, focusing on key points such as:

- What were the key points addressed in the video?
- What did you find relevant or similar to the situation of young people in your countries?
- How do you understand the impact of the social media itself on the young people's mental health?
- What about the content posted by the influencers? How does it differ from this?

The discussion lasts about 25 minutes.

III. Work in pairs: Psychological and emotional impact (30 minutes)

The trainer invites participants to form pairs for the next activity. They are instructed to discuss the specific psychological and emotional impact they believe social media influencers have on youth in their local communities. They should consider aspects such as body image, self-esteem, mental health, and aspirations. They have 30 minutes for this activity and each pair makes a brief list of the main impact they identify, as well as prepare to share the findings with the whole group.

IV. Sharing in plenary (20 minutes)

Each pair shares their insights with the entire group. The trainer encourages participants to compare and contrast experiences across different local realities in order to deepen their understanding of how cultural, social, and economic contexts may affect the way youth perceive and respond to influencer content.

V. Small group work: How consuming influencer content affects teenagers' behaviour? (30 minutes)

After the plenary discussion, participants are instructed to re-group into small groups of four, meaning that they should merge two pairs from the previous activity. In this stage they are asked to analyse how following influencers impact teenage behaviour directly. The trainer emphasises that each group should have in mind to discuss specific behavioural changes that may rise from influencer content, such as trends in fashion, lifestyle choices and purchasing habits. Groups have 30 minutes to discuss and write down their findings, focusing on both positive and negative behavioural impacts.

VI. Presentations and Discussion (40 minutes)

After the small group work, the trainer invites each group to present their findings in 3-5 minutes. He/she encourages questions after each presentation. When all presentations are done, a short discussion follows. During this discussion session participants reflect on strategies to help young people develop a balanced and critical perspective toward social media influencers.





Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers.

Background documents and further reading:

- LNKTV Health. (2018). The Impact of Social Media on Youth Mental Health: The Good, the Bad and the Ugly (SCIP Talk 2018) [Video]. YouTube. <https://www.youtube.com/watch?v=OA6giw1mDOY>
- Hayes, H. (2024, February 2). The impact of influencers on young adults and teens. Heather Hayes & Associates. <https://www.heatherhayes.com/the-impact-of-influencers-on-young-adults-and-teens/#:~:text=How%20Influencers%20Affect%20Teens,model%20the%20actions%20they%20see>

Recommendations for future youth workers multiplying this session:

- For this session the trainer can choose any video for screening that is relevant with current trends and highlights the impact of social media or social media influencers on youth mental health.
- During the pair work and small group work the trainer should ask participants to consider specific examples from their local contexts. This approach allows them to identify the unique ways that influencer culture affects youth in their communities, thus, making it easier to develop strategies that address these specific influences.





Risks and challenges that social media (influencers) bring for youth

Session Title: Risks and challenges that social media (influencers) bring for youth

Duration: 180 minutes

Background:

This session is designed to discover the potential risks and challenges that social media influencers pose to young people. These potential risks and challenges include unrealistic expectations, materialism, comparison-driven behaviour and misinformation. While it is known that influencers can inspire and entertain people, the influence they employ can also lead to issues that affect mental health, self-esteem and values among youth. By identifying and analysing these challenges in this session, participants have the chance to gain a balanced view of the effects of influencer culture, preparing them to guide youth in navigating social media with a critical yet open mindset. The session contains group discussions, research, and strategy-building which gives space for participants to learn approaches that help young people engage with influencer content in ways that foster healthy self-perception, curiosity, and community engagement.

Aim of the session: To explore and analyse the risks and challenges that social media influencers present to youth, and equipping participants with strategies to address these challenges while promoting healthy engagement with influencer content.

Objectives:

- To identify and discuss key risks and challenges associated with social media influencers, including unrealistic expectations, materialism, comparison-driven behaviour, and misinformation;
- To explore the specific impacts of these challenges on young people's self-perception, mental health, and values;
- To discuss about strategies for minimising these risks while encouraging youth to engage positively with social media and recognising influencers' potential to inspire curiosity, personal growth, and community involvement.

Competences addressed:

- Personal, social and learning to learn competence;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Critical thinking;
- Teamwork.

Methodology and methods:

- Group discussion;
- Small group research;
- Presentations and Discussion.

Session flow:





I. Group discussion: Risks and challenges of Social Media Influencers (20 minutes)

The session starts with a group discussion. The trainer invites participants to share their initial thoughts on the risks and challenges that social media influencers may expose for youth. The discussion focuses on issues such as unrealistic standards, consumerism and potential mental health effects. The trainer writes key points on a flipchart to create a foundation for deeper exploration.

II. Small group research on different risks and challenges (70 minutes)

The trainer announces that this part of the session will consist of a small research task. Participants are divided into four small groups. Each group is assigned a specific risk or challenge to research and analyse. The research task for each group is as follows:

- Group 1: Unreachable expectations
- Group 2: Materialism
- Group 3: Comparison and dangerous behaviour
- Group 4: Misinformation

Each group is instructed to explore their assigned topic, including the discussion of examples, real-life impact and factors that intensify these challenges for youth. Overall, all groups are encouraged to identify both negative effects and potential positive intentions behind influencer content (e.g., motivation vs. unrealistic standards).

III. Presentations (50 minutes)

When groups finish their work, the trainer invites them to join the plenary for presentations. Each group presents their findings in 5-10 minutes. They present how their specific challenge affects youth and any notable trends they identified. After each presentation, the trainer opens a Q&A session where participants can ask clarifying questions or provide additional insights based on their experiences.

IV. Discussion: Minimising challenges while inspiring positive influence (40 minutes)

The trainer concludes the session with a group discussion on strategies for minimising the previously-mentioned social media challenges, while also recognising the potential of influencers to inspire personal growth, curiosity and community. Key questions discussed in this part include the following:

- How can youth workers help young people navigate these social media risks?
- In what ways can influencers' positive attributes be employed to promote healthy engagement?
- How can we encourage youth to critically evaluate content while remaining open to constructive influences?

The trainer notes down key discussion outcomes coming from participants input.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers,

Background documents and further reading:

- Rafi, P. S. (2024, January 23). How do social media influencers impact youth? - Review Zone. Review Zone. <https://reviewzone.media/how-do-social-media-influencers-impact-youth/#:~:text=supported%20and%20amplified,-.Our%20Takeaway,%2C%20curiosity%2C%20and%20community%20building>

Recommendations for future youth workers multiplying this session:

- It is important when discussing risks and challenges that the trainer invites participants to share real-life examples or scenarios relevant to their communities. This makes the risks more relatable





to the local context and helps youth workers connect the session content directly to the experiences of the young people they work with.





Challenges and opportunities in youth work in the digital age

Session Title: Challenges and opportunities in youth work in the digital age

Duration: 180 minutes

Background:

This training session focuses on the challenges and opportunities that the digital age presents to youth work. As technology and digitalisation continues to evolve rapidly, youth workers face both practical and ethical challenges. These challenges are connected to them keeping up with new digital tools and continue all the way to addressing privacy and mental health issues. However, these challenges also bring opportunities for innovation, skill development and deeper engagement with youth. Therefore, it is important to reflect on these dynamics proactively in order to be able to explore how emerging technologies like AI can be used positively. In this way participants will have the chance to gain understandings and discuss on strategies for adapting to the digital landscape in ways that improve their work with young people.

Aim of the session: To explore unique challenges and opportunities that the digital age brings to youth work, as well as equipping participants with strategies to turn digital challenges into opportunities.

Objectives:

- To reflect on the key challenges in youth work associated with digital transformation;
- To encourage critical thinking on the implications of the digital age for participants to see both risks and benefits within these changes;
- To develop practical strategies for making use of technological advancements, hence turn challenges into opportunities.

Competences addressed:

- Personal, social and learning to learn competence;
- Analytical competences;
- Cooperation and communication;
- Digital competence;
- Citizenship competence;
- Literacy competence;
- Creative thinking;
- Teamwork.

Methodology and methods:

- Self-reflection;
- Theoretical input;
- Small group work;
- Presentations;
- Discussion.





Session flow:

I. Self-reflection: Challenges in youth work in the digital age (15 minutes)

The trainer opens the session with a short self-reflection activity. Participants are asked to use the next 10-15 minutes to reflect on and write down the specific challenges they face in their youth work in the digital age. He/she further instructs them that this reflection can include aspects such as technology access, digital skill gaps, rapid changes in social media, or data privacy concerns.

II. Sharing in plenary (25 minutes)

After the self-reflection activity, participants are invited to share their key points of reflections in the plenary. The trainer guides the process by highlighting common themes, unique challenges, and any emerging issues in the participants' experiences. The whole process lasts 25 minutes.

III. Theoretical input (20 minutes)

The trainer uses the next 20 minutes for a theoretical input on the topic. He/she provides insights on the broader trends and challenges in youth work within the digital age. The agenda of this theoretical input by the trainer includes the following:

- The rapid pace of technological change;
- Evolving digital skills required for youth work;
- Ethical considerations;
- The influence of digital media on youth behaviour and learning.

IV. Small Group Work (60 minutes)

Participants are divided into four small groups for this session activity. Their general task is to explore how certain digital-age challenges can be transformed into opportunities. There are two specific issues addressed and they are divided among groups as follows:

- Group 1 & Group 2: Technological evolution and skill demands – How can the need for constant technological adaptation be turned into an opportunity for growth and innovation in youth work?
- Group 3 & Group 4: Impact of Artificial Intelligence (AI) – How can the rise of AI tools and platforms be leveraged as an opportunity to enhance youth work and engage youth in meaningful ways?

Each group is instructed to discuss their assigned topic and develop strategies to address their challenge while aiming to find potential opportunities. They are given 60 minutes to complete this task and prepare for a presentation afterwards.

V. Presentations and Discussion (60 minutes)

Each group is invited to present their findings to the whole group about the specific strategies to turn digital-age challenges into opportunities. Each presentation lasts about 10 minutes followed by questions and discussion in order to create space for participants to build on each group's ideas and consider practical applications in their own youth work.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers,

Background documents and further reading:

- Youth in the Digital Age: Challenges and opportunities. (2024). Ius Laboris. <https://iuslaboris.com/insights/youth-in-the-digital-age-challenges-and-opportunities/>





- Digital Youth Work: Navigating Opportunities and challenges. (2024). In MYNGO. MYNGO. <https://myngo.eu/wp-content/uploads/2024/01/Digital-Youth-Work-Navigating-Opportunities-and-Challenges.pdf>

Recommendations for future youth workers multiplying this session:

- It is recommended that for the self-reflection and discussion activities, the trainer encourages participants to share concrete examples of how they or others have used digital tools or addressed digital challenges in youth work. Practical examples usually make the discussion more relevant and provide inspiration for how different strategies can be adapted to their specific contexts.





Critical thinking and media literacy - youth workers' approach to beneficiaries

Session Title: Critical thinking and media literacy - youth workers' approach to beneficiaries

Duration: 180 minutes

Background:

Critical thinking and media literacy are becoming highly important nowadays for everyone to better analyse the content and news they are exposed to. This session is focused on the role that critical thinking and media literacy have in youth work. Its focus is especially in emphasising how youth workers can empower beneficiaries to navigate media responsibly and analytically. In an era of rapid digital information flow, young people often encounter misinformation, bias and persuasive media that can shape their beliefs and behaviours. By developing critical thinking skills and understanding media literacy, youth workers can guide beneficiaries in making informed, balanced decisions about the content they are exposed to. This session enables participants to practice these skills and consider their practical application in supporting young people's development through interactive exercises and role-play scenarios.

Aim of the session: To strengthen participants' understanding and application of critical thinking and media literacy skills, as well as understanding their role in supporting beneficiaries in navigating media responsibly and analytically.

Objectives:

- To introduce essential concepts of critical thinking and media literacy relevant to youth work;
- To encourage youth workers to foster open discussion on media content with beneficiaries;
- To develop practical skills through scenario-based exercises.

Competences addressed:

- Critical thinking;
- Personal, social and learning to learn competence;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Creative thinking;
- Teamwork.

Methodology and methods:

- Input;
- Barometer exercise;
- Theatre play;
- Rehearsals, presentations and discussions.





Session flow:

I. Input by the trainer (20 minutes)

The trainer opens the session with a short input on critical thinking and media literacy. He/she introduces the concepts of critical thinking and media literacy, and then continues with an emphasis on their importance in youth work. Other topics explored here include assessing information sources, identifying biases and promoting an analytical approach when engaging with media content. This input serves as a foundation for the exercises that follow in this session.

II. Barometer exercise: Critical Thinking and Media Literacy (30 minutes)

The trainer has prepared different statements related to critical thinking and media literacy. He/she instructs participants that when he/she reads these statements they need to move to different areas of the room to show whether they agree, disagree, or are neutral about each statement, creating a “barometer” of opinions. The right corner of the room is when they agree most, while the left is when they disagree most. When all instructions are given, the trainer starts reading out loud the statements. The following statements are used:

- Youth workers should encourage beneficiaries to question all media content they consume
- Social media platforms are reliable sources of information
- Being media literate means knowing how to find truthful information
- Youth workers should avoid discussing personal beliefs about media content with beneficiaries
- Critical thinking skills are more important now than they were in previous generations
- Everyone has a responsibility to verify the information they share on social media
- Engaging with influencers can enhance young people’s media literacy
- Youth today are better at detecting misinformation than older generations
- Media literacy is essential for navigating digital spaces responsibly
- It is more important for youth workers to focus on building critical thinking skills than teaching specific media literacy techniques

After each statement, the trainer invites participants to share their reasoning for agreeing/disagreeing, hence promoting a discussion that highlights diverse perspectives and deepens understanding of these concepts.

III. Theatre Play (70 minutes)

Participants are divided into 4 small groups. The trainer instructs them that in the upcoming 70 minutes they should create a short theatre play that demonstrates a scenario related to critical thinking and media literacy. More specifically, each group develops a storyline where youth workers help beneficiaries navigate or critically analyse media content. They should use these 70 minutes to prepare for rehearsals as well. The play shouldn’t be longer than 5 minutes.

IV. Rehearsals and Presentations, Discussion (60 minutes)

When everyone is ready, groups join the training room to rehearse their plays briefly before presenting them to the entire group. The rehearsals take place one after the other. Then, follow the presentation by each group about their play and the message it conveyed. Each presentation is followed by a short discussion, where participants analyse the scenarios and the approaches shown. The trainer starts a concluding discussion by encouraging participants to reflect on how these approaches can be applied practically in their work with young people and discussing ways to strengthen media literacy and critical thinking among youth.





Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, materials for the theatre play (depending on what participants ask/need).

Background documents and further reading:

- Mangus, A., & Hirno, M. (2021, July 13). Critical Thinking and Media Literacy in Youth Work. SALTO. <https://participationpool.eu/2021/07/13/critical-thinking-and-media-literacy-in-youth-work/>

Recommendations for future youth workers multiplying this session:

- It is important for the trainer to encourage participants in designing their theatre play scenarios on common media challenges faced by youth, such as handling misinformation on social media or influencer impact. This ensures that the scenarios are relevant and practical and therefore help participants to connect the session content directly to real-life issues that youth encounter.





Innovative methods for prevention of negative impact of social media influencers on youth – adapting different methods to the participants’ context of and target groups

Session Title: Innovative methods for prevention of negative impact of social media influencers on youth – adapting different methods to the participants’ context and target groups

Duration: 180 minutes

Background:

In youth work the existence and development of different innovative methods and activities is highly important. While there are various innovative methods and activities developed, it is crucial to check and adapt these activities for a wider group of beneficiaries and for tackling different topics. This session is designed to explore creative approaches to mitigating the negative impact of social media influencers on youth, and it focuses on innovative methods such as Gamification, Escape Room methodology, and Digital Storytelling. These innovative methods provide youth workers with tools that encourage critical thinking, personal reflection and teamwork. By adapting these methods to fit the specific contexts and needs of their target groups, youth workers can create impactful learning opportunities that empower young people to navigate social media influence responsibly. The session will consist of group work and practical exercises which will allow participants to gain practical experience in tailoring these methods to their unique youth work environments.

Aim of the session: To equip participants with skills and knowledge in using creative methodologies as tools for preventing the negative influence of social media influencers, and to give space to adapt these methods to fit the needs of their target groups.

Objectives:

- To introduce participants to innovative methods for engaging youth in critical discussions about social media influence such as Gamification, Escape Room, and Digital Storytelling;
- To develop participants’ ability to adapt these methods to different youth contexts, considering factors such as age, digital literacy, and cultural background;
- To foster creativity and practical application skills as well as enabling participants to plan and implement these methods in real-world youth work settings.

Competences addressed:

- Critical thinking;
- Personal, social and learning to learn competence;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Creative thinking;
- Teamwork.

Methodology and methods:

- Small group work;





- Presentations;
- Discussion.

Session flow:

I. Introduction to the session and the task (10 minutes)

The trainer introduces the session's focus on using innovative methods such as Gamification, Escape Room methodology, and Digital Storytelling as tools to prevent the negative influence of social media influencers on youth. Each method is explained in detail for participants that are not familiar with them, as well as to highlight its relevance and potential in youth work.

II. Small group work: Exploring the innovative methods (40 minutes)

Participants are divided into three groups. Each group is assigned one method to explore in depth. Their task is to explore how these methods can be used for working in social media and promoting critical thinking, as well as in relation to the influence of social media on young people. The task for each group is as follows:

- Group 1: Gamification – explore how game elements can engage youth and promote critical thinking about social media content.
- Group 2: Escape Room Methodology – explore how immersive scenarios can foster teamwork and reflection on social media influences.
- Group 3: Digital Storytelling – explore and analyse how narrative and personal expression can help youth articulate and challenge the influence of social media.

Each group is instructed to discuss the key features, benefits and challenges of their assigned method, as well as potential applications in youth work settings. They are given 40 minutes to complete the first part of their work, and then join the plenary for sharing.

III. Sharing in plenary (20 minutes)

Each group presents their method, focusing on sharing insights and initial ideas for its application. This allows all participants to become familiar with each method and sets the foundation for the adaptation phase. The process lasts 20 minutes.

IV. Continuation of small group work – Adapting the method to the participants' context and target group (60 minutes)

Groups are instructed to return to their assigned methods to continue with the next step of their work. In this part they need to focus on how to adapt these approaches to specific youth contexts and target groups. In this part they are encouraged to consider factors such as age, interests, digital literacy, and community challenges, and brainstorming how to customise each method for maximum impact. Each group creates a practical plan on how their adapted method can be implemented in a real-life youth work setting. They are given 60 minutes for this task and prepare for their final presentation.

V. Presentations and Discussion (50 minutes)

Groups join the plenary to present their adapted methods. They describe their approach, target group considerations and implementation steps. Each presentation lasts approximately 5-7 minutes followed by a short Q&A. During the Q&A session participants are encouraged to discuss the feasibility and potential challenges of each adaptation.

The trainer concludes with a final reflection on how these innovative methods can be powerful tools in addressing the influence of social media influencers and supporting youth resilience.





Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers.

Recommendations for future youth workers multiplying this session:

- The trainer should remind participants to consider the specific needs, interests and backgrounds of their target groups of young people when adapting each method. Small details such as using relevant language, scenarios, or examples can make a big difference in the effectiveness of the activity.
- The trainer should give more time for the group work in adapting the methods, if needed. These methods are designed to be used and multiplied by a bigger group of youth workers, hence the detailed adaptation and thorough explanations are essential.





Developing communication skills for effective prevention - Identifying effective communication channels and tools for reaching out to young people

Session Title: Developing communication skills for effective prevention - Identifying effective communication channels and tools for reaching out to young people

Duration: 180 minutes

Background:

This session focuses on the development of essential communication skills which are important for youth workers to engage effectively with young people. Understanding how to listen actively, empathise and provide clear feedback are crucial for establishing trust and openness. As youth work increasingly involves digital interaction, identifying the most suitable channels and tools for reaching young audiences becomes critical as well. This session uses different methods such as brainstorming, discussion and practical group work in order for participants to enhance their ability to communicate effectively and select the appropriate methods to connect with youth in diverse contexts.

Aim of the session: To equip participants with knowledge on essential communication skills and strategies for effectively engaging young people and explore various communication channels to reach diverse youth groups.

Objectives:

- To develop participants' understanding of key communication skills, including active listening, empathy, building rapport, and clear feedback;
- To identify effective communication channels and tools that are suitable for connecting with young people in different contexts;
- To enhance participants' ability to adapt communication approaches based on the specific needs and preferences of the youth they work with.

Competences addressed:

- Personal, social and learning to learn competence;
- Analytical competences;
- Cooperation and communication;
- Literacy competence;
- Creative thinking;
- Teamwork.

Methodology and methods:

- Silent floor brainstorming;
- Discussion;
- Input;
- Small group work;
- Presentations.





Session flow:

I. Silent Floor Brainstorming (30 minutes)

The trainer has put on the floor some flipchart papers with the following questions written:

- What are most common communication barriers we face when working with youth?
- What are effective ways to build trust when working with youth?
- Which communication tools are most useful in reaching young people in our work?

He/she asks participants to take 20-30 minutes and walk around a designated area where flipchart papers are placed on the floor, each containing a different question. Participants are instructed to use these minutes and write their thoughts, ideas or experiences directly onto the flipchart papers. The trainer highlights that they should do this task individually and in silence, without disturbing other participants.

II. Discussing the input from silent floor brainstorming (20 minutes)

The trainer gathers the group in the plenary to review the main ideas and insights from the silent brainstorming. The trainer puts on the flipchart each paper and altogether discuss one by one the contribution for each question. Participants discuss themes and share additional thoughts, giving everyone a chance to reflect on the collective input and build on each other's ideas. This discussion lasts 20 minutes.

III. Input by the trainer: Communicating Effectively (30 minutes)

After the silent floor brainstorming session, the trainer provides a focused input session covering essential communication skills for youth work. The presentation includes the following points:

- Active listening
- Empathising with the youth's point of view
- Building trusting relationships
- Non-verbal communication and rapport building
- Clear feedback delivery and understanding boundaries of confidentiality

Each point is explained in detail and in some cases with practical examples, as well as including practical tips for implementation.

IV. Small group work: Identifying Effective Communication channels and tools (50 minutes)

The trainer divides participants into 4 small groups. The task for each group is to identify the most effective communication channels and tools for reaching young people in their respective environments. Each group considers factors such as accessibility, digital habits, privacy and engagement levels. Groups are highly encouraged to list recommended channels and tools, such as social media platforms, messaging apps, in-person meetings and specific communication techniques. They have 50 minutes for this task and then prepare for presentation.

V. Presentations and Discussion (50 minutes)

Participants join the plenary for presentations. Each group presents their findings where they explain why they selected specific channels and tools for communicating with young people. The presentations should last 5 minutes. After each presentation, the trainer leads a discussion on how these tools can be used for various youth demographics, in order to have an inclusive and accessible communication approach in different contexts.





Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers.

Background documents and further reading:

- Communicating effectively with children and young people | Fostering and Adoption. (n.d.). <https://fosteringandadoption.rip.org.uk/topics/communicating-effectively/>

Recommendations for future youth workers multiplying this session:

- It is recommended that during the input session on communication skills, the trainer encourages participants to apply these techniques (such as active listening and non-verbal communication) in their group work and future interactions. Practicing these skills in their work helps reinforce their importance and effectiveness in building trust and connection with youth.





Media literacy and its role in prevention of negative impact of social media influencers on youth

Session Title: Media literacy and its role in prevention of negative impact of social media influencers on youth

Duration: 90 minutes

Background:

Young people are constantly exposed to online content by being part of different social media platforms and following various accounts who might or might not share real content. This session is focused on the importance of media literacy for youth in the digital age. The training session is specifically designed to cover the mitigation of the negative impact of social media influencers. While it is discussed that influencers are shaping the trends, opinions, and behaviours, the exposure of young people to content that can affect their self-esteem, values and decision-making is increasing. Media literacy equips youth with the skills needed to analyse and critically assess media content, empowering them to make informed choices. In this session participants will explore how media literacy can be integrated into youth work to support responsible and informed engagement with social media.

Aim of the session: To strengthen participants' understanding of media literacy as a tool for preventing the negative impact of social media influencers on youth and discuss strategies to promote critical engagement with digital content.

Objectives:

- To discuss the importance of media literacy in helping youth to critically evaluate social media content;
- To identify specific actions and strategies that youth workers can use in their work to promote media literacy among young people;
- To explore practical approaches for integrating media literacy into youth work, as well as ensure that youth are empowered to make informed choices about social media influencers;
- To encourage collaborative brainstorming and sharing of ideas.

Competences addressed:

- Personal, social and learning to learn competence;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Creative thinking;
- Teamwork.

Methodology and methods:

- Brainstorming;
- Buzz groups – actions for media literacy;
- Group discussion.





Session flow:

I. Brainstorming: Media literacy and its role in prevention of negative impact of social media influencers on youth (20 minutes)

The trainer opens the session with a brainstorming session. He/she asks participants to share their thoughts on media literacy and its importance in helping youth critically assess social media influencers' content. Participants are invited to contribute with their ideas and knowledge while the trainer writes key points on a flipchart paper.

II. Buzz groups: Proposing actions for media literacy (30 minutes)

Participants are divided into small buzz groups. Each group is tasked to brainstorming about concrete steps or strategies to promote media literacy in youth work. Guiding questions for this activity include the following:

- How can we train young people to evaluate media sources critically?
- What specific skills can help youth identify misinformation from influencers?
- How can media literacy be integrated into everyday youth activities?

Each group is expected to list their actionable ideas while considering both digital and face-to-face approaches to strengthen media literacy among youth. They are given 30 minutes for this task.

III. Sharing in Plenary and Discussion (40 minutes)

All groups join the plenary to share their ideas. The trainer invites each group to present the proposed actions and strategies discussed within their groups. Then, he/she starts a follow-up discussion, encouraging participants to evaluate the feasibility of each idea and suggest improvements or adaptations. The session concludes with a reflection on the importance of media literacy as a tool for empowering youth to navigate social media responsibly, particularly in relation to influencer content.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers.

Recommendations for future youth workers multiplying this session:

- It is recommended that when discussing media literacy actions, the trainer encourages participants to consider real-life scenarios that youth encounter online. This will help make the strategies relatable and practical, enabling youth workers to address situations that young people are likely to face.





Creation of mini-media campaigns – I, II & III

Session Title: Creation of mini-media campaigns – I, II & III

Duration: 90 + 180 + 180 minutes

Background:

During the previous sessions of the training course, participants had the chance to engage in numerous activities and sessions that equipped them with essential knowledge, skills and perspectives on media literacy, critical thinking and the impact of social media influencers on youth. This session allows participants to put their learning into practice by creating mini-media campaigns that reflect the knowledge gained throughout the training course and the methods used. This practical work will enable them to address real needs within their target communities, using creative methodologies and selecting appropriate media channels to reach young people effectively. Through collaboration and feedback given by the trainers during the check-in session and group monitoring, participants will have the opportunity to refine their campaigns so that they are relevant, impactful and aligned with their goals. The session closes with group presentations and feedback, where participants receive constructive feedback from trainers and other participants to better prepare them to implement these campaigns within their own communities.

Aim of the session: To create space for participants to design and implement impactful mini-media campaigns that reflect the skills and insights gained throughout the training course.

Objectives:

- To apply key learning points from the training in the creation of media campaigns, translating knowledge into practical and creative outputs;
- To develop skills in collaborative media campaign planning and execution, including message development, target audience identification, and platform selection;
- To enhance participants' ability to communicate critical thinking and media literacy messages effectively, with a focus on youth-friendly and engaging formats.
- To create space for presenting developed campaigns and get constructed feedback for further improvements;
- To further promote and encourage teamwork and communication among participants.

Competences addressed:

- Personal, social and learning to learn competence;
- Analytical competences;
- Research;
- Digital competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Creative thinking;
- Teamwork.

Methodology and methods:





- Small group work – national teams;
- Presentations;
- Feedback and recommendations.

Session flow:

I. Introduction to the task and initial group work and planning (90 minutes)

The trainer opens the session by emphasising the importance of the activities planned in this part of the training course. He/she emphasises that now is the time when participants have the chance to put their learning into practical actions by designing media campaigns to be used in their local community. Participants are invited to join their national groups, with each group assigned the task of creating a mini-media campaign. The trainer further instructs them that the campaigns should be based on key learning points from the training course, such as covering media literacy, positive social media engagement, and critical thinking. Groups start their work in the campaign ideas including target audience, key messages, and potential media platforms (e.g., social media posts, posters, short videos). They also outline initial roles within the team and draft a potential timeline for creating their campaign materials. This initial work lasts 90 minutes followed by a check-in session.

II. Check-in session (40 minutes)

After the first part of the group work, all groups join the plenary for a check-in session to share their progress, ideas and any challenges faced so far. The trainer offers feedback, answers questions and provides guidance to help refine each group's campaign concept and objectives.

III. Continuation of group work: Intensive work on campaign development (210 minutes)

All groups continue working on their campaigns by focusing on detailed content creation. Depending on their concept and idea, they focus on the following aspects such as designing social media visuals or posters, scriptwriting and recording short videos, developing engaging captions or text content, and so on. Trainers check in from time to time each group to provide further instructions and guidance, feedback, and encouragement, hence, helping groups stay on track with their objectives. Groups use this time to also prepare for their presentations.

IV. Presentations (60 minutes)

All groups join the training room for presentations. Each group presents their mini-media campaign to the whole group by explaining their target audience, objectives, messaging strategy, the choice of media, campaign materials and describe the process, challenges faced and strategies used. The presentations for each group should be given within 10 minutes, allowing space for other participants to make questions.

V. Feedback and Recommendations from trainers (50 minutes)

After the presentations, trainers provide constructive feedback on each campaign. They focus also on effectiveness, creativity and potential impact. Furthermore, recommendations are given on how to strengthen each campaign, adapt it for practical application, and improve future projects.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, laptops (If needed for some groups to work), projector, speakers.

Recommendations for future youth workers multiplying this session:





- For this session, it is important to mention to participants that the starting point should be a thorough needs analysis and setting clear objectives for the media campaign, rather than jumping straight into the creative elements. Very often, it is tempting to begin with an appealing concept or design without fully understanding the purpose behind it. Therefore, by focusing first on defining objectives and understanding the specific needs of the target audience, participants can develop more relevant, impactful and aligned campaigns with the intended outcomes.





Evaluation and closure of the training course

Session Title: Evaluation and closure of the training course

Duration: 180 minutes

Background:

This session provides an opportunity for participants to reflect on their learning journey, assess their experience, and offer feedback on the training programme as it comes to a close. It is an important session for both participants and trainers to evaluate the effectiveness of the sessions, the overall programme structure, organisation and the logistical arrangements. By using a combination of visual, written and verbal evaluation methods, this session encourages participants to share constructive feedback and recognise the collective contributions that enriched the training experience. The feedback and evaluation collected from this session will help trainers and organisers improve future training programmes.

Aim of the session: To create space for participants to reflect on their experiences, assess the programme's effectiveness, and provide feedback on the training course's structure, logistics, and overall learning environment.

Objectives:

- To use visual methods for gathering participants' feedback on different elements of the training course;
- To use (online) written evaluation form for participants to share detailed insights on the programme's organisation and content;
- To create space for reflecting on the learning outcomes and the impact of the training course;
- To facilitate a closing discussion, allowing participants to share personal highlights and final reflections.

Competences addressed:

- Multilingual competence;
- Teamwork;
- Digital competence;
- Personal, social and learning to learn competence;
- Entrepreneurship competence;
- Literacy competence;
- Citizenship competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Visual evaluation - pizza;
- Written evaluation;
- Verbal evaluation.

Session flow:





I. Visual evaluation: the “Pizza” model (15 minutes)

Trainers open the session by mentioning the importance of evaluating and announcing that this session is the last one for this training course. They prepare a large flipchart showing a pizza diagram, with each slice representing an aspect of the training course, such as group dynamics, learning methods, trainer support, materials, venue, and overall atmosphere. Participants are invited to mark their evaluations on the pizza visual. They are instructed that the positions/marks closer to the centre indicate a higher rating while the positions/marks closer to the pizza crust indicate a lower rating. The activity provides a visual overview of feedback and it lasts 10 minutes. After the participants complete their evaluations, the trainer reviews the pizza visuals and summarises the feedback. Then, he/she notes any strong points for improvement.

II. Written Evaluation - Online (20 minutes)

Participants are informed that the next evaluation form will be in written form. They are provided with a link to an online evaluation form. This form covers detailed aspects of the training course, such as working methods, trainers’ performance, logistics and general organisational elements. For this evaluation participants are invited to use personal devices (phones, tablets, laptops) to complete the form, while the trainer announces that there are printed copies available for those who prefer a paper version. Background music is played to create a relaxed and reflective atmosphere.

III. Verbal feedback and Closing of the Training Course (25 minutes)

Participants are invited to share their overall reflections, personal learning, group energy, trainers’ performance, their own contributions and final thoughts in a verbal feedback round. The trainer invites everyone to express their overall impressions and celebrate their contributions to the training experience. Trainers and the organising team close the session by thanking participants, recapping the key achievements during the programme, and officially concluding the training course. The session concludes with a group photo to commemorate the shared experience.

Materials needed: A4 and A3 paper, pens, markers, Flipchart paper with pizza diagram for visual evaluation, Online evaluation form link (and printed copies if needed), Laptop, projector, speakers for background music.

Recommendations for future youth workers multiplying this session:

- It is important that the trainer prepares the evaluation form in advance and test it to avoid potential technical issues. He/she could also keep a few printed copies available for those who prefer a written format.
- It is important to ensure a stable internet connection for the online written evaluation form. The trainer can also play some soft background music in the meantime, to have a relaxed atmosphere that contributes to their reflection.



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