M.Y. Culture
Associazione Culturale

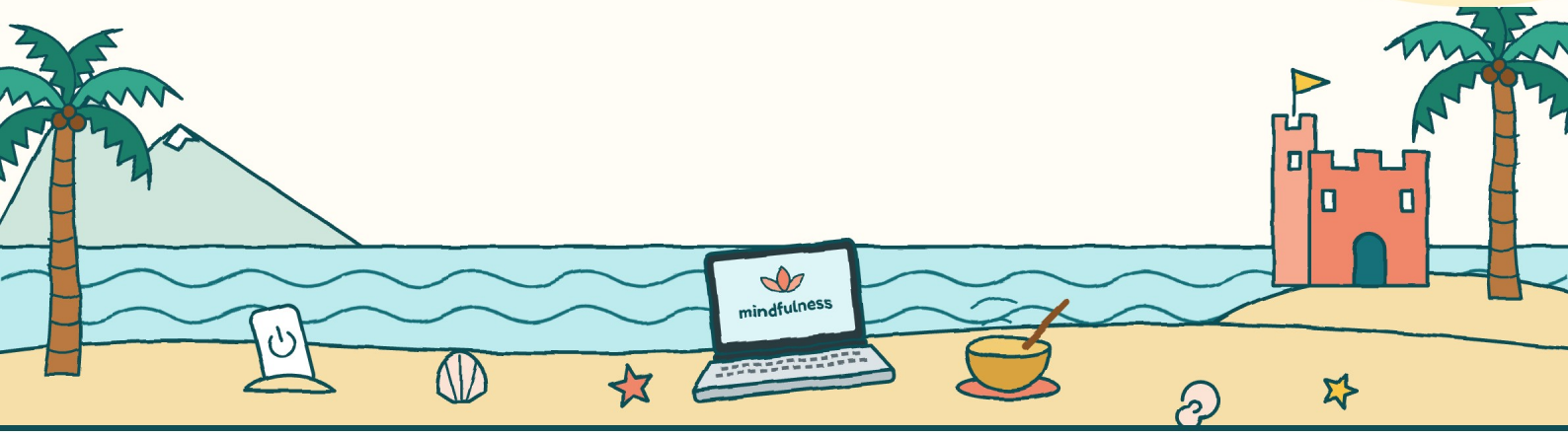
Erasmus+

ERASMUS+ TRAINING COURSE · TOOLKIT

FROM DIGITAL OVERLOAD *to* YOUTH EMPOWERMENT

METHODS & ACTIVITIES
FOR YOUTH WORKERS

Reggio Calabria, Italy · 1–7 October 2026



PARTNER ORGANISATIONS

YRCI Youth Rights & Citizenship Initiative

HELIOPETRA

Dynamic Dreamers

CREATE TODAY

Youth Initiative of Cities

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INSIDE THIS TOOLKIT

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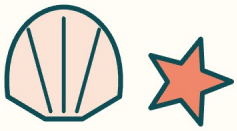

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PART 1 · THE PROJECT

About the project



"From Digital Overload to Youth Empowerment: Methods for Youth Workers" was an Erasmus+ training course hosted by Associazione Culturale M.Y. Culture in Reggio Calabria, Italy. It brought together youth workers from seven countries to explore digital wellbeing, media literacy and the impact of excessive technology use on young people's mental health, relationships, sleep and wellbeing.

30	7	7	EN
participants: 28 youth workers + 2 trainers	partner countries	days of training, 1–7 October 2026	working language of the project

The challenge

- Increasing digital overload among young people
- Social media addiction
- Effects on mental health, social relationships, sleep and wellbeing
- A lack of practical tools for youth workers

Our aim

- Empower youth workers
- Promote digital balance among young people
- Provide practical and innovative methods that youth workers can use in their own communities

Through non-formal learning, mindfulness, outdoor activities and peer exchange, participants gained practical methods to promote critical thinking, healthier digital habits and youth empowerment in their local communities.

PART 1 · THE PROJECT

Objectives & activities



Project objectives

- ✓ Develop critical thinking
- ✓ Promote outdoor learning
- ✓ Reduce excessive screen time
- ✓ Strengthen international cooperation
- ✓ Introduce mindfulness practices

Methodology

- Non-formal education
- Learning by doing
- Peer learning
- Group work and co-creation
- Practical, transferable tools

Five core areas of action

1. **Digital Wellbeing Workshops**
   Interactive sessions focused on developing a balanced and healthy relationship with everyday technology.

2. **Media Literacy Sessions**
   Educational tracks to navigate online environments safely and critically understand modern information media.

3. **Outdoor Activities**
   Nature-immersed experiences centred on teamwork, physical movement and authentic real-world connections.

4. **Mindfulness & Relaxation Practices**
   Guided techniques aimed at reducing stress, improving focus and restoring mental clarity.

5. **Digital Detox Exercises**
   Practical strategies and dedicated offline periods to refresh the mind and reduce screen dependency.

PART 1 · THE PROJECT

Who took part

28 youth workers aged 22–35 and 2 trainers. Each partner country was represented by 4 youth workers, 2 of whom were participants with fewer opportunities.

HOST

Italy · host
Associazione Culturale M.Y. Culture

Albania
Youth Rights and Citizenship Initiative

Finland
Create Today – European-Finnish Innovative Resources Centre (EFIRC ry)

Greece
Heliopetra Youth Club

Latvia
Your Creative Space

North Macedonia
Dynamic Dreamers

Ukraine
Donetsk Oblast Youth Civic Organisation "Youth Initiative of Cities"

7 countries
one international team, one shared toolkit

Participant profile

- Actively involved in youth work or educational activities
- Interested in digital wellbeing, media literacy, mindfulness and youth empowerment
- Motivated to learn and share non-formal education methods
- Ready to take part in all sessions and intercultural activities
- Committed to creating and spreading new educational tools in their local communities

PART 1 · THE PROJECT

What participants learned

A summary of the competences developed during the training course, drawn from the participants' reflection and self-assessment.

Designing a workshop, step by step

1. Needs analysis
2. SMART objectives
3. Non-formal methods
4. Structure, timing & materials
5. Facilitation
6. Debriefing
7. Evaluation

Competences developed

Facilitating learning
Guiding a group through a full learning process with non-formal methods.

Safe, inclusive spaces
Creating a space where young people feel free to share and take part.

Energisers & debriefs
Leading icebreakers, group activities and structured debriefing sessions.

Mindfulness & digital detox
Facilitating relaxation and detox exercises adapted to the group's energy.

Healthy coping tools
Breathing, body scan, grounding, journaling, movement and time in nature.

Sensitive conversations
Open questions and active listening on stress, anxiety and loneliness.

Inclusion
Adapting activities for fewer opportunities, different ages and cultures.

Feedback & self-reflection
Giving and receiving feedback and knowing your own facilitation style.

Results
New skills and competences · Replicable workshops · This shared toolkit · Stronger cooperation between partners

Impact
Youth wellbeing · Healthy digital habits · Stronger youth work practice · A European network · Long-term sustainability

PART 1 · THE PROJECT

Meet the trainers



Leona Mihăiescu

Trainer

Leona is a trainer and youth worker specialised in well-being, personal development and social impact. Her background combines Communication, European Affairs, Project Management and behavioural psychology, which she uses to design interactive workshops that bring together media literacy, mindfulness and experiential learning.

For more than 12 years, she has led initiatives with young people and diverse communities. Her international experience includes projects on sustainability, career orientation and personal growth, with participants from different cultures and backgrounds. She has also coordinated humanitarian initiatives supporting Ukraine and refugees affected by the war, as well as plasma donation campaigns at the start of the COVID-19 pandemic. Guided by peace, inclusion and empowerment, Leona creates learning spaces where people feel seen, find their voice and feel ready to take action, because she believes that real change begins when people feel safe enough to grow.



Răzvan Stemate

Trainer

Răzvan is a youth worker, facilitator and project manager working at the intersection of youth participation, digital transformation and social inclusion. He works directly with young people and leads projects from design to delivery, covering needs analysis, planning, budget management, monitoring and reporting.

As a facilitator, he designs and runs non-formal learning activities and international projects focused on digital inclusion, digital skills and the responsible use of technology, making sure that young people with fewer opportunities can take an active part. Combining practical project expertise with a participatory methodology, he turns complex topics into clear, hands-on learning experiences that give young people and youth workers tools they can use in their own communities. He believes that technology should open doors rather than create new barriers, and he is committed to helping young people use digital tools with confidence, creativity and a critical mind.

PART 1 · THE PROJECT

Erasmus+ values

our shared compass

Four horizontal priorities guide every Erasmus+ activity in the 2021–2027 programme. In this training course they became visible through the way we facilitated.

Inclusion & diversity

Fair opportunities and reach for everyone, especially people with fewer opportunities.

IN OUR SESSIONS

Mixed groups, clear instructions and many ways to contribute.

Everyone belongs

Digital transformation

Using digital tools safely, critically and with purpose, and narrowing the digital divide.

IN OUR SESSIONS

Exploring digital well-being and reflecting critically on online habits.

Use tech with purpose

Environment & climate

Awareness, sustainable choices and green practices in learning and daily life.

IN OUR SESSIONS

Reusable materials, less waste, learning outdoors and green travel for the Italian group.

Make sustainable choices

Participation in democratic life

Active citizenship and shared European values, giving young people a voice.

IN OUR SESSIONS

Participants shaped the examples, the discussions and the next activity.

Your voice matters

Mini mission

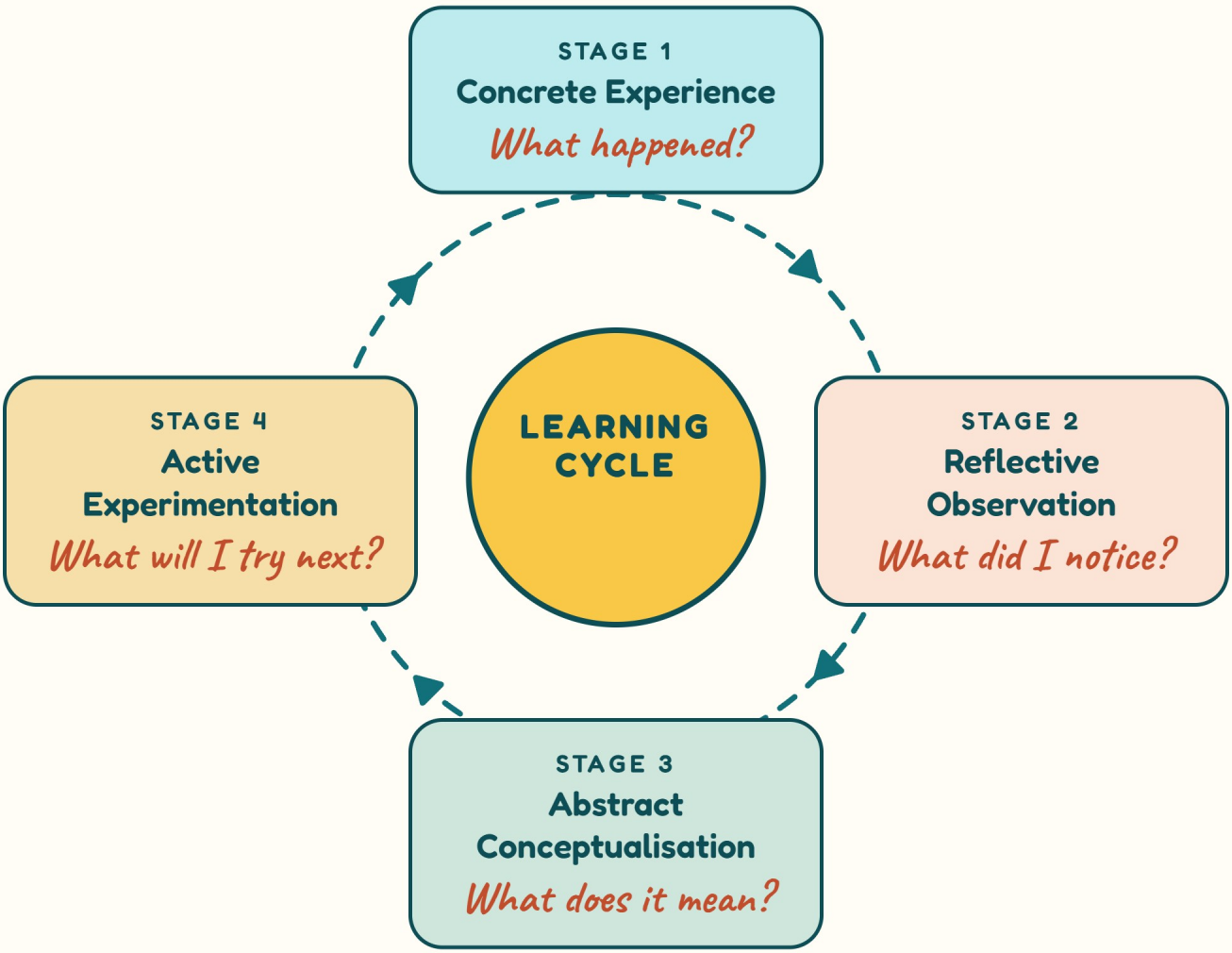
Think of the priorities as four lenses for designing stronger learning experiences: spot at least one of them in every activity of this toolkit.

PART 2 · METHOD 01

Kolb's learning cycle

from experience to reflection, meaning and action

> **Learning is a process, not a passive transfer of information.**
>
> Information becomes useful when participants connect it to practice. They have an experience, pause to make sense of it, identify a principle and then test a new response in practice.



The last stage creates the next experience. People may enter the cycle at different points, but full learning benefits from all four stages.

PART 2 · KOLB'S LEARNING CYCLE

The facilitator at each stage

1 Concrete Experience *do something, not only listen*

Participants take part in a real or simulated activity: a role play, simulation, group challenge, outdoor task, case study or real practice. The experience creates material for later reflection.

What will they do?
A task that needs participation, decisions or collaboration.

What can they observe?
Moments that reveal communication, reactions or choices.

Is it safe and inclusive?
Clear instructions, accessible roles and enough time.

2 Reflective Observation

Participants look back at the experience.

- What did I notice?
- What felt easy or difficult?
- What surprised me?
- What did others experience?

3 Abstract Conceptualisation

Participants extract a principle or concept.

- What does this experience mean?
- Which pattern can we identify?
- What principle can guide us?
- How does it connect to youth work?

4 Active Experimentation *"What will I do differently?"*

This step turns reflection into transfer. Participants make a choice, try a new technique or adapt a future activity. Make it specific: everyone names one action they will use after the training.

Adapt my message
Use language that responds to different needs in the group.

Change my facilitation
Add a structured reflection after an activity.

Try a healthy digital habit
Introduce a device-free reflection moment.

Your role **Ask open questions, collect perspectives and link practice to a useful concept. Do not rush the debrief: the reflection phase is what makes the experience educational.**

PART 2 · KOLB'S LEARNING CYCLE

Worked example

a digital well-being session, step by step



1 Experience

In small groups, participants map a day of notifications and screen use.

2 Reflect

They discuss when they felt focused, distracted, connected or overloaded.

3 Make meaning

They identify how persuasive design and habits can affect attention and well-being.

4 Try again

Each group designs one healthy digital practice for a youth session.

Result: participants understand the issue, connect it with their own lives and leave with a usable response.

Closing reflection

Before participants leave, give them two minutes to answer:

- Which part of the Kolb cycle feels most natural to me?
- Which part do I want to strengthen in my youth work?
- What is one activity I can redesign using this cycle?

Experience becomes learning when we make time to reflect, understand and test again.

Facilitator reminder: Kolb's cycle is not a rigid sequence that every participant must follow identically. What matters is making time for experience, reflection, meaning and a concrete next action.

PART 2 · METHOD 02

How to facilitate a workshop

a practical guide for youth workers

What is a workshop?

An interactive learning experience where participants do, discuss, reflect and learn together. The facilitator creates the structure and supports the group, rather than simply delivering information.

WELCOME → INPUT → ACTIVITY → REFLECTION → CONCLUSION

A good workshop is...

- ✓ Participant-centred and interactive
- ✓ Built around participation and experience
- ✓ Adaptable to the needs and energy of the group
- ✓ Focused on a clear learning objective
- ✓ Balanced between information, activity and reflection

Presentation or workshop?

Presentation

- Participants mainly listen
- The facilitator delivers information
- Limited interaction

Workshop

- Participants actively do and contribute
- The facilitator guides a learning process
- Discussion, practice and reflection

PART 2 · HOW TO FACILITATE A WORKSHOP

Before the workshop

Good facilitation starts before participants enter the room.

1. **One clear main objective:** what should participants understand, experience or practise?
2. **Know your target group** and their possible needs.
3. **Plan the timing**, the transitions and a small buffer.
4. **Prepare the materials** and the space.
5. **Have a Plan B** for technology, timing or changes in group energy.

Ask yourself **What should participants be able to do differently after this workshop?**

The basic workshop structure

1	WELCOME	Create a safe and welcoming atmosphere.
2	ICEBREAKER	Help participants connect and become active.
3	SHORT INPUT	Introduce only the information they need.
4	MAIN ACTIVITY	Let participants experience, practise or create.
5	REFLECTION	Connect the experience to learning.
6	CONCLUSION	Summarise and identify the key takeaway.

The facilitator's role: create the conditions for learning, not all the

PART 2 · HOW TO FACILITATE A WORKSHOP

Welcome, icebreakers & input

Welcome & introduction

The first minutes set the tone for the whole workshop.

- ✓ Welcome everyone and introduce yourself
- ✓ Explain the objectives and structure
- ✓ Invite participation and different opinions
- ✓ Introduce the topic and purpose
- ✓ Agree on simple group rules when needed

EXAMPLE OPENING

"Today we are going to explore the topic together. We will start with a short activity, discuss our experiences, and then work on practical solutions."

Icebreakers

An icebreaker helps participants become comfortable and active. It does not need to be complicated.

5–10 MIN

My Digital Morning

Everyone shares the first thing they usually do after waking up.

3–5 MIN

One Word Check-in

Each person describes how they feel today in one word.

10 MIN

Find Someone Who...

Participants move around and find someone who matches simple statements.

Short input: keep it short!

Give just enough information to understand the activity, then let participants explore.

- Simple language and concrete examples
- Not too much text on slides
- Check understanding with a question
- Visuals, questions or short stories
- Connect it directly to the next activity

INPUT → PARTICIPATION → EXPERIENCE → REFLECTION

PART 2 · HOW TO FACILITATE A WORKSHOP

Main activity & reflection



The main activity

This is where most of the learning happens. Choose a method that matches your objective.

Individual reflection · Pair discussion · Small-group work · Gallery Walk · Role play · Simulation · Debate · Problem-solving · Creative task · World Café

WHILE THEY WORK

1 · Explain the task before dividing participants

2 · Give a clear time limit

3 · Check that everyone understands

4 · Move around and observe

5 · Announce when a few minutes are left

Reflection

Reflection turns an activity into learning. Do not finish immediately after the activity.

WHAT?

notice

What happened? What did you notice? What did you experience?

SO WHAT?

find meaning

What did you learn? What was meaningful or surprising?

NOW WHAT?

choose an action

How can you use this learning in everyday life or youth work?

MORE QUESTIONS TO GO DEEPER

What was difficult?

What would you do differently next time?

Did you notice different perspectives?

How does this connect to real situations young people face?

PART 2 · HOW TO FACILITATE A WORKSHOP

Conclusion & facilitator tips



Closing the workshop

End with a clear message and give participants a moment to identify their personal takeaway.

- ✓ Summarise 2–3 key ideas
- ✓ Connect the learning to real life or youth work
- ✓ Explain what comes next, if relevant
- ✓ Ask for one takeaway
- ✓ Thank participants

SIMPLE CLOSING METHODS

One-word checkout
Describe your experience in one word.

One takeaway
What is one thing you are taking with you?

One action
What is one thing you will do differently?

Facilitator tips: when things get tricky

SITUATION	WHAT YOU CAN DO
Quiet participants	Use pair work first, then invite ideas from the whole group.
Dominant participants	Create space for other voices: "Let's hear from someone who hasn't spoken yet."
Low energy	Change the format: movement, pairs, a standing activity or an energiser.
Too much discussion	Use a visible time limit and summarise before moving on.
Confusion	Restate the instructions in one simple sentence and give an example.
Technology problems	Have a low-tech alternative ready.

PART 2 · HOW TO FACILITATE A WORKSHOP

Example workshop

From Digital Overload to Digital Balance

90 minutes **15–25 young people**

Materials: sticky notes, markers, large posters, paper, pens, phones (optional)

TIME	WORKSHOP STAGE
0–10′	**Icebreaker** · My Digital Morning
10–20′	**Short input** · What is digital overload?
20–45′	**Gallery Walk** · FOMO, social media addiction, mental health / sleep / isolation, misinformation
45–60′	**Group work** · Challenges → Needs → Youth worker role → Possible methods
60–75′	**Personal plan** · Create a Digital Balance Plan
75–85′	**Reflection** · What? So what? Now what?
85–90′	**Closing** · One takeaway / one action

Final checklist before you start

- ☐ I have a clear objective
- ☐ The instructions are simple
- ☐ Participants will be active, not only listening
- ☐ I have a Plan B
- ☐ I am ready to adapt if the group needs it
- ☐ The timing is realistic
- ☐ I have prepared all materials
- ☐ I have planned reflection
- ☐ I know how I will close the workshop

A good facilitator creates the conditions for participants to learn, contribute and connect.

PART 2 · HOW TO FACILITATE A WORKSHOP

Workshop planning template



Print this page and use it to design your own workshop.

WORKSHOP TITLE

TOPIC

TARGET GROUP

DURATION

MAIN OBJECTIVE

MATERIALS

ICEBREAKER

SHORT INPUT

MAIN ACTIVITY

REFLECTION QUESTIONS · What? · So what? · Now what?

EXPECTED LEARNING OUTCOMES

FACILITATOR NOTES / CHALLENGES

PART 3

IDEAS OF ACTIVITIES

for youth workers

Ready-to-use methods designed, facilitated and tested by the international teams of the training course, with step-by-step instructions, debriefing questions and tips for facilitators.

NOTICE PAUSE ACT

Group 1

Digital Stress

99+

Mindfulness for a more intentional digital life

NOTICE PAUSE CHOOSE



TIME	GROUP SIZE	FACILITATORS
90 minutes	**≈ 25 people** 4 teams of 6–7	**2** a lead and a co-facilitator

Developed by	Lisa, Liudmyla, Luca, Kejvin and Mile
Summary	Participants find an image that represents digital stress, add it to a shared visual collage, identify common stressors and vote for four themes. Small teams then design practical responses, with mindfulness introduced as one possible approach.
Themes addressed	Mindfulness · digital well-being · attention · notification habits · stress awareness · practical self-regulation
Target group	Young people and youth workers; the team methods are designed for everyday life and youth-work settings
Methods	Image collage · group discussion · body-awareness input · voting · team design · hands-on mindfulness practice

THE CENTRAL QUESTION

How can we notice the moment digital habits start to affect our attention, body or mood, and choose a more helpful response?

GROUP 1 · DIGITAL STRESS

Concept, aims & outcomes

Turn digital stress into something we can notice

The method is participatory: participants work with images, group discussion, a short body-awareness input and a hands-on mindfulness practice instead of relying only on a presentation.

Facilitator stance: curiosity over judgement. The goal is not to label phone use as "good" or "bad", but to help participants notice their own patterns and explore options.

Aims & objectives

1
Build awareness of personal digital stressors through images and metaphor

2
Reduce the sense of being alone in these experiences

3
Create team-made methods for managing stress

Learning outcomes

KNOWLEDGE	A working understanding of mindfulness and common digital stressors.
SKILLS	Recognising stressors, designing self-regulation techniques and presenting ideas.
ATTITUDES	A more mindful and kinder approach to personal digital habits.
TANGIBLE RESULTS	Four team methods and one personal commitment from each participant.

LEARNING EVIDENCE
Compare the opening and closing hand-level stress check, collect the "one practice for tomorrow" commitments and invite one-word feedback.

GROUP 1 · DIGITAL STRESS

Session plan

a 90-minute workshop, step by step

1	**Welcome & hand-level check** Purpose, confidentiality and optional participation	2 min
2	**Notifications energizer** "Step forward if…", closing with "Airplane mode!"	8 min
3	**Find an image** One or two images that represent digital stress	5 min
4	**Shared collage** Silent viewing, naming stressors and grouping themes	10 min
5	**Body & mind input** Slide: "What 'Always On' Does to Us"	5 min
6	**Vote & team design** Choose four stressors; teams design responses and present	20 min
7	**Mindfulness mini-input** STOP, three breaths and scheduled airplane mode	5 min
8	**Working with hands** Sculpt, draw or fold simple origami mindfully	12 min
9	**Debrief** What? So what? Now what?	5 min
10	**Closing check & commitment** Repeat the hand-level check; write one practice for tomorrow	2 min

FLEXIBLE TIME · ABOUT 16 MINUTES

The timed steps add up to about 74 minutes. Use the rest of the 90 minutes for transitions, a slower collage discussion, access needs or deeper team presentations, and agree in advance where to use it. Never rush the reflection just to match the clock.

GROUP 1 · DIGITAL STRESS

Space & materials



Before participants arrive, test the projector and the slide, and prepare a shared image board with a clear way to submit images without captions or explanations.

Materials checklist

- [ ] Projector or screen
- [ ] Flipchart and markers
- [ ] A4 paper and pens
- [ ] Plasticine, bases/boards, paper, markers
- [ ] Wet wipes
- [ ] Canva board, access link or QR code
- [ ] Dot stickers or sticky notes for voting
- [ ] Timer
- [ ] Origami cards and calm music (optional)

Set up the space

Flexible seating so everyone can see the collage, move into four teams and later work at tables. Keep routes clear and provide step-free access where possible.

Digital privacy

Restrict the image board to the group, ask for no private information in images, and delete the board after the session.

Roles for two facilitators

Facilitator 1 · lead

Welcomes the group, explains the activity, gives transitions and leads the discussion and the debrief.

Facilitator 2 · support

Adds images to the board, records the group's own words on the flipchart, keeps time and helps with materials.

Both facilitators model non-judgement and respect everyone's right to pass.

GROUP 1 · STEPS 1–2

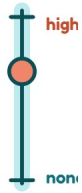
Start by noticing, not judging

OPENING SCRIPT

"Today we will explore how digital habits can sometimes affect our attention, bodies and mood. This is not about blaming technology or judging anyone's habits. You can pass on any question, choose an abstract image, and take part without explaining personal experiences."

Step 1 · Hand-level check 2 MIN

Welcome everyone and agree on confidentiality and optional participation. Each person shows their current digital stress with one hand: near the floor means "none", above the head means "very high". Anyone may pass. Do not interpret individual gestures.



Step 2 · Energizer "Notifications" 8 MIN

Read the statements. Participants step forward if one applies to them. Stepping forward is optional, and nobody is commented on or judged.

WARM-UP

- You checked your phone in the last 10 minutes.
- You have more than 10 unread messages.
- You searched for your phone while holding it.
- You typed "I'll reply later" and forgot.

HABITS

- You reach for your phone within five minutes of waking.
- You scrolled for a minute and lost half an hour.
- You answered work messages in the evening or at the weekend.
- You checked messages while talking to someone.

FEELINGS

- You felt anxious after someone saw your message but didn't reply.
- You felt tension in your jaw, shoulders or stomach because of a notification.

Closing cue: call "Airplane mode!" Everyone freezes and takes three slow breaths in and out.

GROUP 1 · STEPS 3–5

Make invisible stress visible



Step 3 · Find an image 5 MIN

Each participant finds one or two images in their phone gallery or online that illustrate digital stress: a meme, photo, symbol or abstract visual. Images go to the shared board without captions or explanations. If someone prefers not to use their phone, offer a word, a sketch or an abstract symbol.

Important boundary: the group is looking for an image, not a personal explanation. Nobody has to disclose anything private or explain why they chose an image.

Step 4 · View the collage 10 MIN

1. Display the collage and invite one minute of silent viewing.
2. Ask: "Which stressors do you recognise in these images?"
3. The image author may confirm or add context, but is never obliged to.
4. The second facilitator records the named stressors on a flipchart.
5. Group similar items into broad themes and ask: "What comes up most often?"

FACILITATOR PROMPTS

"What might this image represent?" · "What patterns do you notice across the collage?" · "Where might attention or the body be affected?"

WHAT TO CAPTURE

Participants' own words. Group similar items before voting. Avoid diagnosing anyone or assuming what an image means.

Step 5 · Body & mind input 5 MIN

Use the slide "What 'Always On' Does to Us" and link each idea to the stressors the group has already named.

BODY
Tight jaw, raised shoulders, shallow breath

ATTENTION
Notifications keep us on alert; multitasking splits focus

EMOTIONS
FOMO and comparison may feed anxiety or exhaustion

AUTOPILOT
The hand reaches for the phone before we notice

Ask the room: "Who has noticed any of these signals in themselves?" Keep it balanced: digital tools also support connection and work.

GROUP 1 · STEPS 6–7

From stressors to practical ideas

Step 6 · Vote & team design 20 MIN

Voting · 3 min
Each person gets three dot stickers to vote for the most important stressors. Keep the top four.

Team design · 9 min
Four teams of 6–7 each pick one stressor and create two or three realistic ways to manage it.

Presentations · 8 min
Two minutes per team, with a short demo if useful. The facilitator records the ideas.

IF...	THEN...
name a specific trigger or moment	choose one small, realistic action

Examples: pause before opening a messenger or feed · three breaths before looking at a screen · notification-free windows during meals or in the evening · a simple ritual to notice body, thoughts and feelings before acting.

Step 7 · Mindfulness mini-input 5 MIN

Mindfulness is a pause, not a battle

Mindfulness is attention to the present moment without judging it. It does not mean switching thoughts off; it means noticing thoughts without following each one.

S
STOP
Pause what you are doing

T
TAKE A BREATH
One slow breath in and out

O
OBSERVE
Notice body, thoughts and feelings

P
PROCEED
Continue with intention

THREE EVERYDAY PRACTICES

1 · STOP: pause, breathe, observe, proceed. 2 · Three breaths before opening a messenger or feed.
3 · Airplane mode on schedule: notification-free windows in the morning, evening or during meals.

Connect the dots: "Here is what you already named yourselves." Highlight overlaps with the team ideas and present mindfulness as one option, not the only response.

GROUP 1 · STEPS 8–10

Hands-on practice & debrief



Step 8 · Working with hands 12 MIN

Each person chooses one practice and does it with their hands, keeping attention on touch, movement and material, without the phone.

OPTION A

Sculpt or draw calm

Use plasticine, paper and markers to create an image of calm or of your own pause. Eyes may be closed for the first minute, if comfortable.

OPTION B

Fold something slowly

Follow a simple origami card, such as a boat or a heart, one step at a time.

FACILITATOR SCRIPT

"Bring your attention to the touch, movement and material in your hands. If your thoughts wander, gently return to what your hands are doing. There is no right result, and this is not an art contest."

During the practice: keep the room quiet or play calm music; do not assess the objects. **Plan B:** no plasticine or origami? Use household objects or draw on paper.

Step 9 · Debrief 5 MIN + FLEXIBLE

WHAT?

- What did you feel while working with your hands?
- What changed in your body or attention?
- What surprised you?

SO WHAT?

- How is this different from ordinary scrolling?
- What do the common stressors tell us?
- Which method feels most realistic?

NOW WHAT?

- Which one practice will you try tomorrow?
- What might get in the way?
- Where could it fit into your day?

Step 10 · Closing check & commitment 2 MIN

Repeat the hand-level check. Everyone writes one practice for tomorrow on a sticky note. Thank the group and finish with one slow breath together.

GROUP 1 · TIPS FOR FACILITATORS

Kolb, safety & tips

Kolb's cycle in this activity

1 · Concrete experience
The energizer, the image, the collage and the hands-on practice.

2 · Reflective observation
Noticing reactions, body signals, attention and feelings.

3 · Abstract conceptualisation
Patterns: alertness, divided attention, comparison, autopilot.

4 · Active experimentation
One small practice for tomorrow, with a when and a where.

Make participation feel safe

NO FORCED DISCLOSURE	Nobody has to explain an image, share private experiences or speak. Accept "pass".
OPTIONAL MOVEMENT	Participants may stay seated, raise a hand or simply observe.
NO ART CONTEST	The image or object is a metaphor, never judged for beauty or skill.
ACCESSIBLE ALTERNATIVES	Drawing, household objects, origami or observation; eyes never have to be closed.
PRIVACY BY DESIGN	Limit access to the board, avoid identifying images and delete the board afterwards.

If things don't go to plan

Nobody uploads an image
Offer a word, a symbol, a quick sketch or a neutral image you bring.

It gets personal or intense
Thank the person without probing and bring the talk back to patterns and strategies.

Time is short
Keep safety framing, collage, team ideas and a short closing; never cut reflection.

Follow-up in youth work: at the next session, invite participants to share what they tried, without requiring personal disclosure. Teams can turn one idea into a short activity and repeat the cycle.

Remember: mindfulness is presented here as an everyday practice and one way to manage digital stress, not as a substitute for professional support when someone needs it.

GROUP 1 · PRINTABLE WORKSHEET

My digital pause plan



Use this page alone or in a team. Keep the plan specific, small and realistic.

1 · MY TRIGGER When does digital stress show up for me?

.....

.....

2 · MY EARLY SIGNAL What might I notice in my body, attention or mood?

.....

.....

3 · IF... THEN...

If ..... happens,

then I will .....

4 · MY TWO-MINUTE PRACTICE The smallest version I can really try

.....

.....

5 · MY PLAN FOR TOMORROW When and where? What could get in the way?

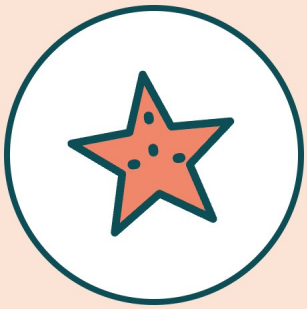
.....

.....

One small pause can create room for a more intentional choice.

Group 2

Pause, Notice, Choose



Healthy & unhealthy digital habits: from automatic use to intentional choices

THE CORE IDEA

Digital behaviours are not automatically healthy or unhealthy. Their impact depends on intention, context, frequency, duration, sense of control and what they do to our attention, emotions, relationships and rest. The goal is not to judge or ban technology, but to notice patterns and choose more intentionally.

TIME	GROUP SIZE	TARGET GROUP
75 minutes	**8–28 people**	**Ages 18–40**
short version: 35–45 min	small groups of 4–6	youth workers, educators, young people

Developed by	Armir Muço, Evgenija Georgievska, Filippos Zervas, Ksenia Frolova-Ochrimenko, Aleksandra Jarosa
Summary	Participants examine familiar digital habits without shame or simple good/bad labels. They notice how digital noise and silence affect them, sort pairs of healthier and less healthy habit statements, discuss why context matters, spot attention-capturing features and choose one realistic change to test.
Themes	Attention and notifications · social media and short videos · being reachable · online friendship and comparison · algorithms and AI · boredom · news · work–life boundaries
Methods	Sound energizer · habit line · short input · small-group card sort · gallery walk · debrief · IF–THEN habit experiment
Materials	Habit statement cards or sticky notes, flipchart or wall, markers, pens, timer, optional speaker and audio

GROUP 2 · AIMS & OUTCOMES

Why this activity?

MAIN AIM

To build a healthier, more conscious and intentional relationship with digital technology: recognising when it serves our needs and when use becomes automatic, distracting or harmful to wellbeing.

Specific objectives: each participant...

1. identifies at least two of their own digital habits and how they may support or affect wellbeing
2. discusses at least two effects of technology on attention, emotions, routines or relationships
3. recognises at least two attention-capturing features: notifications, algorithms, autoplay or infinite scrolling
4. analyses at least one pair of digital-use examples and exchanges perspectives
5. chooses one practical, realistic strategy to test for more conscious digital use

Expected learning outcomes

KNOWLEDGE
Recognise a range of digital habits and their possible effects.

SKILLS
Discuss context and impact; tell intentional use from autopilot.

ATTITUDES
Curiosity and less self-judgement; respect for different needs.

ACTION
Design one small habit experiment and plan how to review it.

EVIDENCE OF LEARNING
Listen for participants naming a specific trigger, explaining the context of a habit, considering more than one perspective and proposing a realistic action, not simply repeating that a behaviour is good or bad.

GROUP 2 · PREPARATION & PLAN

Get ready

Before participants arrive

- Choose 8–12 habit statements per small group, mixing themes; keep each pair together
- Print them or copy them onto cards or sticky notes
- Prepare three flipchart headings: **Supports my intention · Depends on context · Pulls me off course**
- Prepare wall space for the gallery walk, pens, markers and a visible timer
- Preview the optional "noise sounds" audio and have a low-tech Plan B

Room & materials

Leave a clear space for a response line. Chairs for groups of 4–6 and a wall or flipchart for sorting. Offer a seated option or coloured response cards.

Materials: habit cards, flipchart and markers, sticky dots (optional), pens and paper, timer, speaker (if using audio), projector (optional), IF–THEN worksheet.

The 75-minute session plan

TIME	STAGE	PURPOSE
0–5′	**Welcome & check-in**	Set a safe, non-judgemental tone
5–13′	**Habit-line warm-up**	React to 4–6 statements and notice first reactions
13–25′	**Habit-card sort**	Groups sort 8–12 statements into three categories
25–35′	**Gallery walk**	Spot recurring themes and tensions
35–47′	**Debrief**	Context, intention and impact beyond simple labels
47–62′	**Habit experiment**	Each person writes an IF–THEN plan for one small change
62–70′	**Peer feedback**	Pairs check plans are specific, realistic and observable
70–75′	**Closing reflection**	One insight or action to try

Short version (35–45 min): habit-line warm-up, 6–8 statements for the card sort, a debrief of the main disagreements and one personal habit experiment. Always announce the real duration and adapt the stages to it.

GROUP 2 · STEPS 1–3

Notice before you judge

Step 1 · Welcome & frame 5 MIN

Agree on simple ground rules: listen respectfully, don't judge others, share only what feels comfortable, passing is fine.

"We all use technology in different ways. Today we will explore what happens when our use matches, or stops matching, our intentions. There is no single rule that fits everyone; context matters."

Step 2 · Habit-line warm-up 8 MIN

Imagine a line across the room: one end means "often true for me", the other "rarely or never". Read 4–6 statements; people choose a spot, stay seated with a coloured card or use their fingers.

- "I check my phone before I have decided what I need from it."
- "I can leave messages unanswered when I need rest."
- "I open social media with a purpose."
- "I can enjoy a moment without documenting it."

Follow-up: "What made you choose that position?" · "Would it change in another context?" Never ask anyone to defend their position.

Optional energizer · Digital Noise vs. Calm

QUIET DIGITAL SOUNDS → ALERTS & CALLS → 1 MIN SILENCE → NATURE

Participants sit comfortably (eyes closed only if they wish). Ask: "How did the sounds make you feel? When did you feel stressed or relaxed?" If you use it, adjust the timings.

Step 3 · Short input 5 MIN

The same technology affects people differently depending on:

- why we use it
- how often & how long
- the situation
- how much control we feel
- impact on mood, sleep, relationships

Example: messaging a friend to stay close can support wellbeing; checking repeatedly because silence causes anxiety feels different. **Key message:** it's not only about less screen time, but about using technology consciously.

GROUP 2 · STEPS 4–6

Healthy or unhealthy?

Step 4 · Habit-card sort 12 MIN

Groups of 4–6 get 8–12 cards with contrasting examples from several themes (pages 37–38). Instead of a strict good/bad split, they use three categories:

SUPPORTS MY INTENTION
It helps me do what I meant to do.

DEPENDS ON CONTEXT
The impact changes with timing, purpose, circumstances or needs.

PULLS ME OFF COURSE
It continues even when it no longer helps or conflicts with my intention.

1. Read each card aloud. **2.** Place it where it best fits your group's view. **3.** If you disagree, place it between categories and explain why; no forced consensus.

4. Pick the card that sparked the most discussion. **5.** Name what information (intention, timing, context, impact) would help you decide.

Step 5 · Gallery walk & pattern spotting 10 MIN

Groups look at the others' categories: cards placed differently, cards between categories, recurring themes. Each group adds one sticky note: "One pattern we noticed…" or "One question this raised…".

Step 6 · Debrief: context, intention, impact 12 MIN

- Which statements were easy to place? Which were difficult?
- Did your group disagree about a habit? Why?
- How do intention, timing and context change the impact?
- When does convenience become distraction?
- How can the same behaviour help one person and hinder another?
- Which features did you notice: notifications, algorithms, autoplay, infinite scroll?

Facilitator role: don't announce a "correct" answer. Ask for reasoning, imagine other contexts and notice the difference between choosing an action and feeling pulled along by it.

GROUP 2 · STEPS 7–8

One small habit experiment

Step 7 · Design the experiment 15 MIN

Each person picks one habit they are curious about. The action should be small enough to test once or twice this week: experimentation, not perfection.

IF...	THEN...
a specific trigger or situation happens	I will try one specific response

- If I sit down for a meal, then I will put my phone out of reach.
- If I feel the urge to check a notification, then I will pause and decide if it needs me now.
- If I want to photograph a moment, then I will take one picture and return to it.
- If I open social media, then I will name what I came to do first.
- If I finish work, then I will choose a time to stop checking work messages.
- If I'm scrolling without interest, then I will close the app and choose what's next.

Step 8 · Peer feedback & closing 8 + 5 MIN

In pairs: Is the trigger specific? Is the action realistic? How will you notice if it helped? If a plan feels too big, make it smaller. Close with one takeaway or action per person.

"The goal is not necessarily to use technology less, but to use it more consciously."

The framework to take home

PAUSE
interrupt autopilot
One breath before opening or replying. "Do I need to do this right now?"

NOTICE
gather information
What triggered it? What do I notice in body, mood, attention? Benefit or cost?

CHOOSE
act intentionally
Continue, change, postpone or stop. Afterwards, check if it met your needs.

Worked example: a group chat buzzes while studying. **Pause**: wait a moment. **Notice**: fear of missing something, but it's mostly non-urgent. **Choose**: mute it for 25 minutes and check in the next break.

GROUP 2 · DEBRIEF & TIPS

Debrief, evaluate, adapt

WHAT?
- What did you notice?
- Which statements were easy or hard to place?
- Where did your group disagree?

SO WHAT?
- What did you learn about intention, control and context?
- When does a tool support or get in the way?

NOW WHAT?
- Which habit will you approach more intentionally?
- What could get in the way, and what could help?

Quick evaluation: one-word checkout · one takeaway · one action · facilitator observation (do people explain context, see other views, propose realistic actions?).

Tips for facilitators

No shaming. Never call anyone addicted, lazy or careless. Talk about behaviours, not character.

No forced sharing. Fictional examples, private writing or passing are all fine.

Context matters. A phone may be vital for safety, work, care or accessibility.

Accessible participation. Seated options, response cards, large print, statements read aloud.

Balance voices. Pair talk before plenary; invite quieter people gently.

Don't overload. Use fewer cards if needed and protect the time for the experiment.

If things don't go to plan

The group is quiet	30–60 seconds of silent thinking, pairs first, written contributions.
Debate on what is "healthy"	Return to context, intention, control and impact.
It gets judgemental	Interrupt gently; swap labels for frequency, trigger, impact and choice.
Audio fails	Run the warm-up with spoken prompts or go straight to the cards.
Mixed language levels	Short sentences, examples, visuals and pair discussion.

Follow-up: invite participants to test their IF–THEN plan for a week, noting what happened, what they noticed and what they would change. Keep, adapt or stop it; every experiment teaches something.

Habit cards · 1–13

PRINT · CUT · SORT

Each theme has a healthier and a less healthy version. Ask: **what changes the impact?**

	HEALTHIER USE	LESS HEALTHY USE
1 · Morning phone	I check my phone after I have properly woken up and decided what I need from it.	My phone decides what I think about before I have even left the bed.
2 · Notifications	My phone knocks only when something deserves my attention.	Every vibration feels like someone pulling my sleeve.
3 · Social media	I enter social media with a reason and usually notice when that reason is finished.	I enter for one thing and come back much later without remembering why I opened it.
4 · Being reachable	I am available to people, but I also allow myself to disappear for a while.	Silence from me feels rude, so I remain reachable almost all the time.
5 · Taking photos	I take a picture to help me remember the moment, then return to it.	I experience the moment mainly through the screen because I want to keep it forever.
6 · Navigation	The map helps me, but I still build my own picture of where I am.	I can arrive almost anywhere, but without the map I barely know where I have been.
7 · Music	Music helps me choose the atmosphere I want.	Silence has become uncomfortable, so I fill almost every empty space with sound.
8 · Short videos	I watch them because I want entertainment and usually notice when I have had enough.	My thumb keeps going even after my interest has stopped.
9 · Online news	I use digital news to understand what is happening and then return to my day.	I keep looking for the next update even when there is nothing I can do with it.
10 · Fitness tracking	Numbers give me information, while my body still gets the final vote.	A good walk somehow feels incomplete when the device did not record it.
11 · Productivity apps	My digital system removes things from my mind so I can focus on doing them.	Maintaining my system has become one of my biggest tasks.
12 · Online friendship	Technology helps me maintain relationships that matter to me.	I talk with many people every day but still feel nobody really knows how I am.
13 · Phone in company	I can leave my phone alone when the person in front of me needs my attention.	Part of every conversation is spent waiting for the next thing on my screen.

Habit cards · 14–26

PRINT · CUT · SORT

The cards are intentionally nuanced: explore context, intention, control and impact, never labels for people.

	HEALTHIER USE	LESS HEALTHY USE
14 · Algorithms	Recommendations show me new things, but I regularly choose outside them.	My digital world gets smaller without me noticing, because the algorithm keeps giving me more of the same.
15 · AI tools	AI helps me see possibilities, but the final thinking remains mine.	If a machine can produce an answer, I rarely see a reason to struggle with the question myself.
16 · Boredom	Sometimes I allow an empty moment to stay empty.	Every pause needs to be filled before boredom has a chance to appear.
17 · Comparison	Other people's lives can inspire me without becoming a measure of my own.	Other people's highlight reels quietly become the standard for my ordinary days.
18 · Streaming	I choose what I want to watch and can stop when it stops being enjoyable.	The next episode starts before I have decided whether I still want to watch.
19 · Memories	My phone helps me revisit meaningful memories without replacing the experience.	I document the present so much that I am already turning it into the past.
20 · Group chats	Group chats help me belong without requiring me to follow every conversation.	Hundreds of unread messages make me feel behind, even when none are important.
21 · Going offline	I can disconnect when I need rest without feeling the world will move on without me.	Not knowing what is happening feels worse than being interrupted, so I avoid going offline.
22 · Shopping	I shop online to save time and buy what I already decided I need.	Shopping apps turn boredom into a reason to want something new.
23 · Learning online	The internet helps me go deeper into topics I genuinely want to understand.	Collecting information feels like learning, even when I rarely stop to process it.
24 · Work after hours	Technology lets me work flexibly, but I can still decide when my workday ends.	Work follows me home because there is always one more message I could answer.
25 · Dating apps	Apps help me meet people I probably would never meet otherwise.	People slowly start to feel like cards to swipe rather than people to be curious about.
26 · Searching	I use my phone to answer questions, then continue with what I was doing.	Not knowing something for a few minutes feels uncomfortable, so every question gets answered instantly.

GROUP 2 · PRINTABLE WORKSHEET

My digital habit experiment

This worksheet is for reflection, not for judging yourself. Share only what you feel comfortable sharing.

1 · THE HABIT Which digital habit am I curious about?

.....

2 · MY TRIGGER When, where or why does it usually happen?

.....

3 · MY INTENTION What do I want this moment to help me do or feel?

.....

4 · MY IF–THEN PLAN

If .....

then I will .....

5 · HOW I'LL NOTICE THE IMPACT Attention, mood, relationships, use of time?

.....

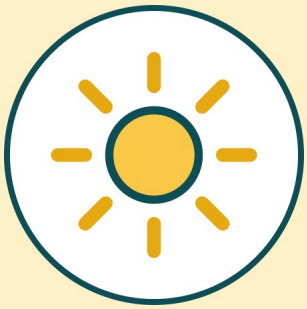
6 · REVIEW DATE

I will test this on ..... and reflect on .....

After one week: What did I try? What made it easier or harder? Did it help my attention, mood, rest or sense of control? Keep, adapt or drop?

Group 3

from FOMO to ROMO



A creative role-play workshop on social comparison and healthier responses to the fear of missing out

PAUSE NOTICE CHOOSE

WHAT IS FOMO?

Fear of Missing Out: the uneasy feeling that others are having rewarding experiences without us. Social media can intensify it by showing selected moments of other people's lives. **We cannot always avoid FOMO, but we can pause, understand what we feel and choose how to respond.**

TIME	GROUP SIZE	TARGET GROUP
≈ 60 minutes	15–25 people	Ages 17–23
two rounds of scenes	in four teams	young people

Developed by	Angelche, Alexia, Yulia, Andrii, Gentjana and Jen
Summary	Teams act out everyday FOMO situations twice: first showing the trigger and the character's immediate reaction, then replaying the same scene with a healthier response. The second version makes possible choices visible and lets the group practise alternatives.
Themes	Intentional online behaviour · social comparison, exclusion and belonging · emotions, self-esteem and peer pressure · critical reading of posts · healthy decisions
Setting	Indoors or outdoors, with room for four teams to rehearse and perform
Materials	Floor tape, chairs, Post-it notes, pens/markers, music and a speaker

GROUP 3 · LEARNING DESIGN

What participants take away

Facilitator stance: keep the atmosphere light and creative. FOMO is a common human feeling, not a diagnosis; the goal is awareness and choice, not judging anyone's feelings, friendships or screen habits.

By the end, participants can...

1. explain FOMO in their own words and identify common triggers
2. recognise emotions and social cues linked to exclusion or comparison
3. explain why a post is only a selected part of someone's reality
4. use a pause between an emotional trigger and an automatic response
5. suggest a realistic response that supports their needs and responsibilities
6. name one action to test in daily life or youth work

Kolb's cycle in this activity

1 · Concrete experience	Teams perform a short scene showing a FOMO trigger and reaction.
2 · Reflective observation	Audience and performers notice emotions, assumptions, body language and group dynamics.
3 · Abstract conceptualisation	Trigger → feeling → pause → choice, and the idea that online posts show selected moments.
4 · Active experimentation	Teams replay the same scene with a healthier response.

Evidence of learning: listen for participants naming a trigger, identifying a feeling, describing a pause and choosing a response. The final exit ticket gives a quick individual check.

GROUP 3 · SESSION PLAN

About an hour, two rounds

#	ACTIVITY	TIME	PURPOSE
01	**Tape-ray energizer**	5 min	Find a tape ray when the music stops
02	**FOMO intro & teams**	4–5 min	Explain FOMO, name the safety person, form four teams
03	**Prepare problem scenes**	10 min	A short scene showing a trigger and reaction
04	**Perform & reflect**	~10 min	Four scenes of up to 2 minutes, brief reflections
05	**Mini-input: pause & choose**	4–5 min	Trigger → feeling → pause → choice
06	**Prepare the second version**	5 min	Same situation, healthier response
07	**Perform & reflect again**	~16 min	Replay the scenes and name what changed
08	**Closing reflection**	3–5 min	Summarise and introduce ROMO, the "relief of missing out"

Total: about 57–61 minutes, depending on transitions. Protect the time for both performances and the closing.

Room & materials

- ☐ Clear space for movement and a safe route
- ☐ Floor tape to make a sun with rays
- ☐ Music and speaker, volume checked
- ☐ Four Post-it scenario cards, markers, chairs
- ☐ Visible timer and a quiet corner

Adapting to your group

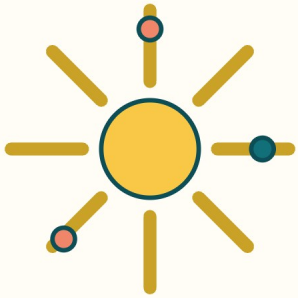
Smaller group: two or three teams, combined roles.
Larger group: keep four teams; audience members each watch one element (trigger, feeling or choice).
Short on time: shorter preparation, one question per scene; keep the second round and the closing.

GROUP 3 · STEPS 1–2

Warm up & set the scene

Tape-ray energizer 5 MIN

A light experience of competition, urgency, limited space and relief, used as a bridge into the topic. One facilitator leads, another controls the music.



1. Participants move or dance around a taped "sun" while music plays.
2. When the music stops, everyone steps onto a ray.
3. Anyone without a place is out for that round.
4. Remove one or two rays each round until 3–4 people remain.

Bridge questions: What was it like when there was less space? Did you notice urgency, frustration or relief? Where might similar feelings appear online? **Safety:** keep the area clear and offer a non-running role such as music helper or observer.

FOMO intro & teams 4–5 MIN

Explain FOMO in a few words, name the **safety person** and how to approach them, then form four teams. Give each team a different scenario card:

01 · THE PARTY YOU MISSED
You stayed home to study. Later you see photos of your friends partying online. Show the party and the person scrolling at home in the same scene.

02 · THE HOLIDAY FEED
Your feed is full of holiday photos while you are busy working. Show the comparison and how it affects someone's mood.

03 · LEFT OUT OF THE PLAN
Friends make plans in front of someone who was not invited. Show the moment and the person's reaction.

04 · THE PERFECT LIFESTYLE
Someone sees posts about another person's apparently perfect routine, body, home or achievements and starts comparing.

Team task: show who feels FOMO, what triggers it and how the person reacts. Don't explain the scene beforehand; let the audience interpret. **Stuck?** What does the character see? What conclusion do they jump to? What do they do next?

GROUP 3 · STEPS 3–5

Round one: show the problem

Prepare 10 MIN

1. Read the team's Post-it situation.

2. Agree on the main character, the trigger and the immediate reaction.

3. Choose roles: those who don't want to act can direct, narrate or observe.

4. Rehearse a clear scene of no more than two minutes.

Perform & reflect ~10 MIN

Teams perform one after another. After each scene, help the audience describe what it saw before anyone gives advice:

What happened? · Who felt FOMO, and what triggered it? · How might they feel? · What assumption did the character make?

Mini-input: name it, pause, choose · 4–5 MIN

TRIGGER
What happened?
A post, invitation, comparison or feeling of exclusion.

→

FEELING
What do I feel?
Sadness, envy, loneliness, pressure, excitement…

→

PAUSE
Make a moment
A breath between the feeling and the next action.

→

CHOICE
What do I need?
Do I want this? Why? How will I feel tomorrow?

SAY

"When we can name an emotion, we can recognise it. And once we recognise it, it becomes easier to understand and manage. We may not be able to eliminate FOMO, but we can change how we respond to it."

Both sides of a post: a mountain trip may look perfect online, but the real day can also include tiredness and responsibilities, as well as friendship, nature and achievement. One post never tells the whole story.

GROUP 3 · STEPS 6–7

Round two: a healthier replay

Prepare the second version 5 MIN

Teams keep the same situation but change how the character responds. Ask them to think about what the character actually wants or needs, not just to make the ending "happy".

- What can the character **pause** to notice?
- Which **assumption** could they question?
- Could they **talk honestly** with someone?
- Which choice fits their **values and needs**?

Perform & reflect again ~16 MIN

Each team performs its new version (about two minutes). Afterwards, the audience names the strategy it noticed and says whether it seems realistic.

- What changed compared with the first scene?
- Which healthy strategy did you notice?
- How did the new response affect the situation?
- Would this work in real life? What might make it hard?

Examples of healthier responses

- Pause before reacting or posting
- Remember a post is a selected moment, not the whole story
- Check what you really want instead of acting from pressure
- Talk honestly with a friend rather than guessing
- Choose an activity that fits your needs and responsibilities
- Enjoy your own plan without judging yourself against others

Facilitator tip: if a second scene has an unrealistic, perfect ending, ask for a small, believable change rather than a complete transformation. Encourage everyone to contribute, but never force anyone to act.

GROUP 3 · STEP 8 · DEBRIEF

From FOMO to ROMO

Bring everyone back into one group. Compare both versions of the scenes and identify what made the second response healthier. Allow different interpretations; nobody has to share personal experiences.

- What situations can trigger FOMO?
- How did the person experiencing FOMO feel?
- What changed in the second version?
- Which responses felt realistic or useful?
- Have you lived similar situations? (only if comfortable)
- What question can you ask yourself next time?

ROMO: the relief of missing out

An informal contrast to FOMO: the relief or satisfaction of choosing not to take part in every opportunity. Use it as a reflection prompt, not a clinical term.

FOMO *"I might be missing out."* → **PAUSE** *"What am I feeling?"* → **CHOICE** *"What do I actually want?"* → **ROMO** *"I can feel okay with my choice."*

One-minute exit ticket

One FOMO trigger I can now recognise is...

.....

One question I can ask myself is...

.....

One healthy response I want to try is...

.....

What to look for

- A trigger described without blaming the person
- A possible emotion or assumption named
- At least one pause or choice point
- How a healthier response supports the character's needs

Transfer to youth work: the structure works for any talk about comparison, belonging, peer pressure or decisions. Experience a relatable situation, reflect on feelings and assumptions, find a principle, then practise an alternative.

GROUP 3 · TIPS FOR FACILITATORS

Safe, inclusive, playful

Create a respectful space

Choice first. Nobody has to perform or share a personal experience.

Name the safety person and explain how to approach them.

Many roles: act, direct, write dialogue, manage props or observe.

No diagnosis. Don't read a scene as evidence of someone's personal problem.

Keep it balanced: social media creates pressure but also connection and belonging.

If someone is uncomfortable: adapt quietly, offer to observe or step out, check in privately.

Troubleshooting

A scene mocks someone	Pause, reset the group agreement and replay without mocking a character or identity.
"Just delete social media"	Invite nuance: what does the character need, and which options are realistic?
Advice before feelings	Go back to: what happened, what did the character feel, what was assumed?
One person dominates	Offer specific roles and invite quieter members in ways they choose.
Time is short	One question per scene; always keep the second round and the exit ticket.

Facilitator checklist

BEFORE
Tape rays, music, four scenario cards, chairs and markers; confirm team sizes and the safety person.

DURING
Explain FOMO, protect time for both versions, introduce trigger → feeling → pause → choice.

AFTER
Everyone names one trigger and one healthy response; close with one realistic action.

We often see only a small part of other people's lives online. Pause. Notice what you feel. Choose what fits your needs.

Group 4

Detox Drawing



A nature-based creative activity: step away from screens, observe and draw in silence

DISCONNECT · OBSERVE · CREATE

THE CORE IDEA

Slow down. Notice more. Create without a screen. Participants spend time in nature, choose a landscape, object or person that feels meaningful and draw it in complete silence. It is not an art lesson: it is an experiment in attention and offline enjoyment, not a judgement of anyone's phone use.

TIME	GROUP SIZE	TARGET GROUP
90 minutes	**1–30 people**	**Ages 17–26**
40 of them in silence	co-facilitator above 15	exploring digital well-being

Developed by	Mariia, Mia, Max, Vincenzo and Christina
Themes	Digital overload · digital detox · offline habits · problematic digital habits · alternative hobbies and creativity
Aims	Experience time away from devices · explore enjoyable alternatives to doom scrolling · practise observation, drawing and self-reflection · notice changes in attention and time · plan one small offline habit
Setting	Outdoors, with a hall or sheltered indoor alternative
Materials	One 15 × 15 cm canvas per person, three packs of markers, optional clipboards

GROUP 4 · WHY THIS ACTIVITY

A different kind of attention



Phones support communication, learning, creativity and belonging. Constant availability and habitual checking can also fragment attention or make quiet moments feel unfamiliar. Detox Drawing creates a short, concrete experience of focusing on something offline.

Digital overload
More input, demands or interruptions than feels manageable.

Digital detox
A deliberate pause or boundary, short and flexible.

Habit loop
Cue → automatic behaviour → reward (novelty, connection, relief).

Offline alternative
Meets similar needs without a screen.

IT CAN SUPPORT

- Awareness of urges to check a phone
- Creative offline time and focused observation
- Talking about alternatives to scrolling
- A small, achievable behaviour change

IT DOES NOT PROMISE

- A diagnosis or treatment for addiction
- That everyone will feel calm or enjoy silence
- That participants must stop using devices
- One solution for every person

Learning outcomes: participants can...

- describe a feeling, thought or attention shift they noticed while drawing
- name an offline activity as an alternative to scrolling
- identify a cue that makes them want to check their phone
- choose a realistic step to protect time offline

Kolb's cycle in this activity

1 · EXPERIENCE
Go outdoors, choose a subject, draw in silence.

2 · REFLECT
Notice attention, feelings, time and urges to check.

3 · MAKE MEANING
What it suggests about habits, focus and offline joy.

4 · TRY
One realistic offline habit or device boundary.

Say: "Today we are not trying to prove that phones are bad. We are testing what happens when we give our attention to one thing around us for a while. You don't need to be good at drawing; curiosity is enough."

GROUP 4 · SESSION PLAN

90 minutes, mostly silent



10′	5′	5′	10′	40′ SILENT DRAWING	15′	5′

10′	**Energizer**	Rock Paper Scissors (Snake) for energy and connection
5′	**Introduce the topic**	Digital overload, the offline experiment, silence and choice
5′	**Distribute materials**	One canvas each, shared markers
10′	**Walk & choose a subject**	A landscape, object or person that feels meaningful
40′	**Silent drawing**	Observation matters more than perfection
15′	**Reflection**	Six reflection questions, different ways to contribute
5′	**Conclusions**	Summarise and invite one realistic next step

Before participants arrive

- ☐ A safe outdoor area with varied landscapes or objects
- ☐ An indoor or sheltered backup space
- ☐ Chairs, tables or firm surfaces for those who need them
- ☐ A facilitator timer (participants don't need phones)
- ☐ Weather, shade, terrain, toilets and water checked
- ☐ 15 × 15 cm canvases and three packs of markers
- ☐ Agreed boundaries and an emergency signal
- ☐ A quiet way to ask for help

Choosing the place: natural features, buildings, textures, shadows or plants help people find a subject fast. Avoid traffic, unstable edges, private property or places where people feel exposed.

If the weather changes: move to the backup space and draw a window view, a plant, an object or a pattern. The focus stays the same: attention and offline creativity.

GROUP 4 · STEPS 1–4

From laughter to focus

Step 1 · Rock Paper Scissors (Snake) 10 MIN

1. Pairs play one round of Rock Paper Scissors.

2. The loser stands behind the winner and follows them.

3. When a line leader wins, the whole losing line joins their line.

4. Continue until the group forms one long "snake".

5. Gather, take one slow breath and notice the shift from movement to quiet.



Demonstrate one round, keep it friendly, offer an accessible role to anyone who can't move quickly, and end on time.

Step 2 · Introduce the topic 5 MIN

"We spend a lot of time switching between messages, feeds and tasks. Today we will try a different kind of attention: observing something around us and creating without a screen. There is no right or wrong drawing, and you can take part without showing your work at the end."

State the boundaries: complete silence while drawing · free choice of subject · nobody judges artistic quality · signal the facilitator if you need support or a break.

Step 3 · Materials 5 MIN

One 15 × 15 cm canvas each; markers shared without crowding; check everyone has a comfortable way to draw. No technique instructions: the aim is to observe, not to produce a polished artwork.

Step 4 · Walk & choose 10 MIN

"Look around slowly. What catches your eye? A shape, a colour, a small detail or a whole view. Choose something you'd like to spend time noticing."

GROUP 4 · STEP 5 · 40 MINUTES

The main experience: silence



Once everyone is settled, read the instruction once, then protect the silence.

READ ALOUD

"Take a moment to look carefully at what is around you. Choose something that feels meaningful or catches your attention. Draw it in your own way. There is no need to make a perfect picture. For the drawing period, we will keep complete silence and give ourselves time to notice, think and create."

What facilitators do

- Stay present without hovering
- Protect the silence; avoid interruptions
- Watch for safety, weather and anyone needing support
- Never comment on, compare or interpret drawings
- Give one gentle time signal near the end

What participants may feel

Calm, bored, restless, self-conscious, curious, focused, or surprised by how fast or slowly time passes. All of it is useful for reflection. Calm is not the "correct" result, and wanting to check a phone is not failure.

If this happens...

"I can't draw."	Shapes, lines and simple outlines are enough; the goal is observation.
Someone finishes early	Invite more detail, closer looking, or simply sitting quietly.
Someone needs to speak or move	Quietly check what they need: safety comes before silence.
Someone wants a photo	Remind them to observe directly and draw the memory instead.
Weather or place becomes unsafe	Stop, move to the backup space and explain the change clearly.

GROUP 4 · STEPS 6–7

Reflect & conclude



Step 6 · Reflection 15 MIN

1 · Did you like the activity?	**2** · How did the time go?	**3** · How many times did you want to check your phone?
4 · Did you need a digital device today to have an interesting time?	**5** · Would anyone like to show their drawing? Why that subject?	**6** · What were your feelings or thoughts while drawing?

2′ quiet thinking	8′ group discussion of the six questions	3′ voluntary sharing	2′ summary

Go deeper if time allows: What helped you stay with your subject? Did you notice a detail you missed at first? Was silence comfortable? What need does phone-checking meet for you, and what offline activity could meet it too? **Sharing is an invitation, never a requirement.**

Step 7 · Conclusions 5 MIN

Ask everyone to complete: *"One offline activity I could try this week is..."* Volunteers share or everyone writes privately. Recognise curiosity and attention, not only the most artistic drawings.

Quick evaluation

One-word checkout	What word describes your experience?
1–5 fingers	How easy was it to stay with the activity?
Exit note	One small offline action I will try
Facilitator notes	What supported participation? Which barriers appeared?

Don't treat the number of phone-checking urges as a diagnosis, and don't compare drawings as evidence of learning.

GROUP 4 · TIPS FOR FACILITATORS

Everyone can draw here



Free choice of subject: landscape, object, plant, building, pattern or person.

Seated options and a firm surface; accessible routes, not uneven terrain.

No art experience needed: simple shapes, abstract patterns or a few lines are fine.

Safety over silence: anyone can step aside or ask for help without explaining.

Privacy: people decide whether to show a drawing; no photos of work or people without consent.

Green: collect markers and materials and leave the place as you found it.

Emotional safety: silence can feel unfamiliar; some people may feel restless or self-conscious. Never frame discomfort as failure. Offer a quiet check-in and an alternative. This is an educational activity, not a clinical intervention.

From reflection to one experiment

IF	When am I most likely to scroll or check my phone automatically?
THEN	What offline activity could I try instead, even for five or ten minutes?
SUPPORT	What makes it easier: materials ready, a friend, a reminder, a planned time?
BARRIER	What might get in the way, and how can I adapt the plan?
CHECK-IN	When will I reflect on whether I tried it and how it felt?

Small experiments to suggest

- After lunch, spend five minutes outside and notice three details before opening social media.
- Put phones away during a planned break with friends, if everyone agrees.
- Keep a small sketchbook nearby and draw one object when bored.
- Choose one evening slot for an offline activity before streaming or scrolling.

One week later: Did you try it? What made it easier or harder? How did it feel before, during and after? Keep it, make it smaller or choose another?

GROUP 4 · PRINTABLE SHEET

My drawing reflection



Write privately. Sharing your answers is optional.

One detail I noticed while drawing

.....

.....

One feeling I noticed

.....

.....

A moment I wanted to check my phone (if any)

.....

.....

Something that helped me focus

.....

.....

An offline activity I might enjoy

.....

.....

One small action I will try this week, and when

.....

.....

Personal check-out · circle one

I feel more aware of my attention	1 2 3 4 5
I can name an offline alternative I might enjoy	1 2 3 4 5
I have one realistic next step	1 2 3 4 5

For personal reflection only, not a test or a diagnosis.

Slow down. Notice more. Create without a screen.

Group 5

10 Islands of Awareness



A collaborative island challenge on online validation and mental well-being

EXPLORE CREATE SHARE

THE CENTRAL QUESTION

How can we use digital spaces without letting likes, comparison or online approval define our worth?

TIME	GROUP SIZE	TEAM
80 minutes 40 on the islands	**4 teams** of 5–6 people	**6 facilitators** incl. 2 Border Control Officers

Developed by	Viktorija, Aida, Evi, Filitsa and Artem
Summary	Teams travel around ten "islands", each with a short task about online validation and mental well-being. They complete a challenge together, present it to a Border Control Officer and collect an approval in their Island Passport.
Themes	Self-worth tied to metrics · comparison · seeking approval online · isolation from real life · noticing positive feedback from real people
Methods	Movement energizer · group brainstorm · short input · team challenges: writing, drawing, acting, video, dance and cultural exchange

GROUP 5 · PURPOSE & PLAN

A journey through well-being

The activity makes online validation and mental well-being easier to understand through an interactive experience, promotes healthier digital habits and offers tools to cope with related challenges.

What participants can gain

SOCIAL & COMMUNICATION	Empathy, supportive communication and teamwork
HELP-SEEKING	Knowing where and how to find help
PERSONAL & EMOTIONAL	Self-awareness, building self-worth and managing emotions
DIGITAL & MEDIA LITERACY	Critical thinking, spotting unrealistic standards, reporting or blocking
HEALTHY HABITS & SELF-CARE	Screen-time limits, notification control, curated feeds, online/offline balance

The 80-minute journey

7′	5′	10′	5′	40′ ISLAND CHALLENGE	10′ + 3′

0–7′	**Intro & energizer**	“Follow the Influencer” movement game
7–12′	**Group brainstorm**	Teams share what the two concepts mean to them
12–22′	**Theory & examples**	Facilitators introduce concepts and everyday examples
22–27′	**Rules**	Islands, passports, officers and the time limit
27–67′	**Island challenge**	Teams complete at least four tasks and collect approvals
67–80′	**Reflection & close**	What? So what? Now what?, evaluation and one action

GROUP 5 · PREPARATION & STEP 1

Set up the islands

Materials

- [ ] 10 A4 island task sheets
- [ ] One Island Passport per team (plus spares)
- [ ] Island Rules sheet at Border Control
- [ ] 4–8 pens, 4–6 sheets of paper, tape
- [ ] Music and a speaker for the energizer
- [ ] One phone per team for photo/video tasks

Space & roles

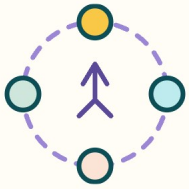
Place the islands around the first and second floors, or on one floor if there is no lift or the route is not accessible. Keep corridors and exits clear.

3 roaming facilitators · **1** of them is the Safety Officer · **2** Border Control Officers who approve tasks. Short on staff? Simplify the route rather than leaving safety roles unclear.

OPENING SCRIPT

"Today we will explore online validation and mental well-being through ten short challenges. Likes, views and comments can be enjoyable, but they do not measure a person's value. You can contribute in different ways, and you don't have to share private experiences. Please respect consent, take turns, and ask before recording anyone."

Step 1 · Follow the Influencer 7 MIN



Everyone stands in a circle. Play **"Tunak Tunak Tun"** by Daler Mehndi.

1. During the verse, invite 2–3 people to show movements.
2. During the chorus, the whole group repeats one move together.
3. Keep it light: people may adapt the moves, move seated or observe.

Bridge to the topic: "What does it feel like to follow a trend? When do we copy others for fun, and when might we do it because we want approval?"

GROUP 5 · STEPS 2–4

Two concepts & the rules



ONLINE VALIDATION

Seeking confirmation, approval or a sense of worth through online reactions: likes, views, comments or follower counts.

MENTAL WELL-BEING

How a person feels, copes, connects with others and relates to themselves, emotionally and psychologically.

Step 2 · Group brainstorm 5 MIN

Count off 1–4 into teams. Each team shares how it understands the two concepts. Collect keywords such as likes, comparison, mood, belonging or support, without asking anyone to reveal private experiences.

Step 3 · Theory & examples 10 MIN

Build on their ideas: checking likes repeatedly, comparing life with curated posts, feeling left out after seeing photos, overlooking kind feedback offline. Online interaction can also be positive; the focus is on noticing its effects.

What happens when a number on a screen starts to feel like a measure of personal worth?

Step 4 · Border Control: the Island Rules 5 MIN

1. **One group per officer.** If the officer is busy, wait or try another island.
2. **Present your task.** It only counts once an officer has seen it.
3. **One task at a time.** Never submit several tasks at once.
4. **Take turns presenting.** A different member presents each time.

The goal: complete at least four tasks, then collect as many approvals as possible in 40 minutes. Officers check only the stated criteria (e.g. four lines, seven emojis) and never add new requirements.

GROUP 5 · STEP 5 · 40 MINUTES

The islands · 1–5

Teams pick any free island, complete the mission together and present it to a Border Control Officer. Facilitators clarify, but never do the task for the team.

1

Poem or rap

Write a short poem or rap about mental health in the digital world: at least four lines, created by the team itself ("No ChatGPT").

Tip: if stuck, brainstorm words about feelings, notifications, comparison, pressure or rest. Quality doesn't matter; expression does.

2

Our screen-time average

Calculate the team's average daily time on social media apps and explain how you estimated it.

Tip: voluntary estimates only; nobody has to show their phone. Example: 30 + 60 + 90 + 120 = 300 min ÷ 4 = 75 min. The number is not a judgement; purpose and context matter too.

3

Emojis without words

Show online validation and mental behaviour using only pictures or emojis: at least seven, and no words at all.

Tip: after approval, ask how others might read it. One emoji can mean different things, just like online messages.

4

Find support

Tell the officer which NGOs, services or helplines in your countries address healthy digital life and online mental well-being.

Tip: never invent or guess helpline numbers. Not sure? Name where you would check after the session.

5

Design a campaign

Create a social campaign idea about online mental well-being or validation, with a name, a logo and a motto.

Tip: who is it for, and what is the one message? Supportive, not shaming. A hand-drawn logo is perfect.

GROUP 5 · STEP 5 · 40 MINUTES

The islands · 6–10

If an officer is busy, send the team to another island and back later. Watch for rushing and make sure quieter members have ways to contribute.

6

One-minute play

Act out a short scene about online validation with at least two people. Make the situation and its emotional impact clear.

Tip: start from a trigger (few reactions, pressure to edit a photo), show the consequence, then a supportive alternative. Use fictional situations and comment on choices, not acting skills.

7

15-second motivation

Record a 15-second motivational video about online validation or mental well-being. Ask permission before recording anyone identifiable.

Tip: one clear message, one supportive sentence, one realistic action. No consent? Present it live, or film objects or drawings instead. Recording is not permission to publish.

8

Five healthier digital habits

Discuss and present five specific, realistic ideas for healthier digital behaviour.

Tip: avoid "use your phone less". Ask what a person will do, when, and how they'll know it helps: notifications, feed curation, screen-free moments, checking sources.

9

Share a national dance

Learn and demonstrate one national dance from one or more of your countries as a group.

Tip: people can show a step, count the rhythm, explain the context or observe. Ask before filming; never mock unfamiliar movements.

10

Culture exchange

Choose one: learn and perform a song in a language other than English, or learn and demonstrate a children's game from a participant country.

Tip: explain the meaning or rules, then teach the group. Focus on exchange, not performance quality.

GROUP 5 · TIPS FOR FACILITATORS

Safe journeys between islands

Mobility & route: check the lift; no lift means one floor. Never encourage running on stairs or in corridors.

Photo & video consent: ask before recording anyone. No consent means presenting live.

Phone access: a phone is never a condition. A facilitator can lend one or offer another format.

Safety Officer: make sure everyone knows who it is and how to reach them.

Inclusive roles in dance, acting and video; appearing on camera is never required.

Emotional safety: no diagnoses, private accounts or crises. If someone is distressed, pause and involve the Safety Officer.

If things don't go to plan

It gets too competitive	Remind teams the target is four tasks: passports track completion, not personal worth. Praise collaboration and creativity, not speed.
A team is stuck	Repeat the task in simpler words and give a process prompt, never a finished answer.
An officer queue forms	Send teams to another island; keep approvals short and consistent.
Unequal phone access	Share a device voluntarily, use a facilitator's device or offer a live alternative.
Support details are uncertain	Don't invent a helpline; name a reliable source to check official details afterwards.

Erasmus+ priorities in this activity

INCLUSION
Many ways to take part and the right to pass.

DIGITAL
Validation, media literacy and consent.

PARTICIPATION
Every member presents a task.

GREEN
Reusable materials and minimal printing.

GROUP 5 · STEP 6 · 10 + 3 MINUTES

Back to the mainland

Bring everyone together. Reflection is an important part of the experience, not just an ending.

WHAT?

- Which island stayed with you most?
- How did your group share responsibilities?
- Which task was easiest or hardest?

SO WHAT?

- What did you notice about likes, comparison and self-worth?
- How does curated content shape what we believe?
- What did you learn from other countries?

NOW WHAT?

- Which digital habit will you try?
- How could you support a young person hurt by online feedback?
- Which island could you adapt for your group?

EVALUATION QUESTIONS (E.G. IN A GOOGLE FORM)

Experience: How satisfied were you? How likely are you to recommend it (0–10)? · **Content:** Were the objectives clear and relevant? What did you gain? · **Facilitation:** Knowledge of the facilitators? Pace too slow, too fast or right? · **Improvements:** What did you enjoy most? What was missing?

Kolb's cycle on the islands

1 · Experience
Energizer, discussion, island challenges, performances and cultural exchange.

2 · Reflect
Choices, emotions, teamwork and waiting for approval.

3 · Make meaning
Visibility online is not personal value; supportive communication and media literacy help.

4 · Try
"When I notice X, I will try Y", then revisit it at a later session.

Close with one action: each person names or writes one realistic step: adjust notifications, curate a feed, create a screen-free moment, check a source before sharing, or reach out for support. Nobody has to say it aloud.

PRINTABLE · ONE PER TEAM

Island Passport

Online Validation & Mental Wellbeing



Group name .....

M1 ..... **M2** .....

M3 ..... **M4** .....

M5 .....

Visit the islands and present each task to the Border Control Officer. Tick the member who presented it; the officer signs the last column.

ISLAND	M1	M2	M3	M4	M5	OFFICER
1 · Poem or rap	☐	☐	☐	☐	☐	.....
2 · Screen time	☐	☐	☐	☐	☐	.....
3 · Emojis only	☐	☐	☐	☐	☐	.....
4 · Find support	☐	☐	☐	☐	☐	.....
5 · Campaign	☐	☐	☐	☐	☐	.....
6 · One-minute play	☐	☐	☐	☐	☐	.....
7 · 15-sec video	☐	☐	☐	☐	☐	.....
8 · Five habits	☐	☐	☐	☐	☐	.....
9 · National dance	☐	☐	☐	☐	☐	.....
10 · Culture	☐	☐	☐	☐	☐	.....

Have fun, respect each other, and enjoy the journey!

Island Rules

READ BEFORE YOU SAIL

1. **One group per officer.** If the island is busy, wait until the officer is free.
2. **Present your task.** It only counts once the officer has seen it.
3. **One task at a time.** Never submit several tasks at once.
4. **Take turns presenting.** A different member presents each time, so everyone gets a turn.



Reggio Calabria · 1–7 October 2026

A FINAL WORD

Pause. Notice. Choose. Then pass it on.

This toolkit was born on the shores of Reggio Calabria, from seven days of sharing, testing and laughing together. Every method was tried with real people, by youth workers who care about young people's well-being. Take these ideas home, adapt them to your group and keep the conversation about a healthier digital life going.

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