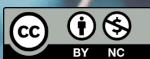


# Handbook for Youth Educators

## Self-directed learning



Co-funded by  
the European Union



FILM MAKING FOR INCLUSION AND DEVELOPMENT



## Welcome

Welcome to the Handbook for Youth Educators about Film Making.

This handbook is designed to help educators teach youth about film making. It will give you the tools you need to create a comprehensive curriculum that engages your students and teaches them key skills.

Filmmaking is a valuable skill, not only because it's becoming increasingly in-demand in the workforce, but also because it teaches students how to communicate effectively and creatively, while also giving them an opportunity to reflect on the world around them. It's important that youth have access to this kind of education because it helps them develop their own unique perspective on the world and understand how their actions affect others.

Two handbooks were created under the framework of the “FMID – Film making for inclusion and development”, funded by the Erasmus+ programme of the European Commission. One handbook is suitable for face-to-face learning, presenting lesson plans and activities that you can implement in your class. This handbook, on the other end, is focused on self-directed learning and on developing your pedagogic and digital skills.

We hope this handbook will help you provide your students with valuable skills that they can use throughout their lives—skills like critical thinking, communication, collaboration, problem solving, and creativity.

– The FMID team





## Table of contents

<b>Welcome</b>	<b>2</b>
<b>Introduction</b>	<b>4</b>
<b>Module 1: Pedagogic strategies to engage hard-to-reach young people</b>	<b>5</b>
Case Study: Bridge of Encounter and Understanding	5
<u>Learning Resources</u>	9
How to Reach Marginalised Youth	9
Filmmaking with Marginalised Youth - Recommendations for Implementation	10
Pedagogic Strategies to Engage Hard-to-reach Young People	12
The Six Thinking Hats by Edward de Bono	13
Fun Youth Activities for Multicultural Understanding	15
Online Tools and Kanban for Teamwork	16
<b>Module 2: Using social media and online platforms in youth work practice</b>	<b>19</b>
Case Study: Using Social Media in my Lessons	19
Case Study: Instagram vs Reality	22
<u>Learning Resources</u>	25
Teens, Social Media and Technology	25
Internet Literacy Handbook	26
Starting Points for Combating Hate Speech Online	28
<b>Module 3: Making youth work more dynamic by introducing active citizenship and environmental impact</b>	<b>30</b>
Case Study: Pravah: Nurturing Youth Leadership	30
<u>Learning Resources</u>	32
Active Citizenship by Active Learning	32
Youth Participation and Active Citizenship	34
How Can Youth Work Respond Successfully to the Climate and Environmental Crises?	35
Climate Emergency Toolkit for Youth Workers	37
Sustainability and Youth Work	38
What is Digital Citizenship and How Do You Teach It?	39
Digital Citizenship Education Handbook Guide	41
<b>Module 4: Using smartphones and apps safely in youth work practice</b>	<b>43</b>
Case Study: Spunout	43
<u>Learning Resources</u>	45
How to Make Online Youth Work More and More Engaging	45
Social Inclusion, Digitalisation and Young People	46
Digital Youth Work	48
Tips for Online Youth Work	49
Developing Digital Youth Work	50



## Introduction

The In-service Training Programme and Handbook developed as part of the FMID project, provide resources and training content that is specifically developed with youth educators in mind, so that they can:

- 1) Successfully reach marginalized youth, support them with care and empathy, and encouraging them to continue life-long learning and plan their future responsibly;
- 2) Provide high-quality training in video and audio production, post-production, and usage, using most relevant open-source software and commonly available hardware;
- 3) Feel comfortable with delivering advanced ICT training to young people using blended and online environments, fully harnessing their potential while safeguarding against possible negative online factors.

The training comprises 100 hours of training, made up to 40 face-to-face instruction and 60 hours of self-directed online learning, supported by video resources and audio-visual materials.

In this handbook, you will find the tools for self-directed learning, which include case studies and additional resources.

The self-directed learning handbook is divided into 4 modules:

1. Pedagogic strategies to engage hard-to-reach young people
2. Using social media and online platforms in youth work practice
3. Making youth work more dynamic by introducing active citizenship and environmental impact
4. Using smartphones and apps safely in youth work practice



# Module 1: Pedagogic strategies to engage hard-to-reach young people

## Case Study: Bridge of Encounter and Understanding

<b>Case Study Title:</b>	Bridge of Encounter and Understanding
--------------------------	---------------------------------------



Source: Max-Eyth Schule Dreieich

<b>Name of the Case Study:</b>	Bridge of Encounter and Understanding - Improving technical skills and intercultural competences through a practical building project  A winner of the European Innovative Teaching Award 2022
<b>What is their Story?</b>	The Max-Eyth-Schule in Dreieich, Germany is a VET school that was awarded with the European Teaching Award in 2022 for their project “Bridge of Encounter and Understanding - Improving technical skills and intercultural competences through a practical building project”, a non-formal education initiative. It was a collaboration between the



	<p>school and a Spanish partner (IES Pavón). From each institution, six young people with fewer opportunities participated.</p> <p>The main task for the students was to build a physical bridge. The teachers used four main methodologies: (1) Engaging young people with learning difficulties in a highly motivating practical project. (2) Applying an integrated multidisciplinary approach: linking maths, science, social science, arts, languages, and history in one practical project. (3) Facilitating peer learning (students becoming experts in using their tools). (4) Producing videos with the help of the Spanish students (developing language skills, cultural awareness)</p>
<p><b>Link to the Case Study</b></p>	<p>Project description in English: <a href="https://innovative-teaching-award.ec.europa.eu/projects/bridge-encounter-and-understanding-improving-technical-skills-and-intercultural-competences-through_en">https://innovative-teaching-award.ec.europa.eu/projects/bridge-encounter-and-understanding-improving-technical-skills-and-intercultural-competences-through_en</a></p> <p>School webpage in German: <a href="https://mes-dreieich.de/">https://mes-dreieich.de/</a></p> <p>School Instagram account: <a href="https://www.instagram.com/mes_dreieich/">https://www.instagram.com/mes_dreieich/</a></p> <p>Project video in German <a href="https://www.youtube.com/watch?v=GzzbUuTacnA">https://www.youtube.com/watch?v=GzzbUuTacnA</a></p>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>This case study is an example of how students can become engaged over a longer time period and work towards a common goal.</p> <p>Video production was a vital supporting function to a project that in its core focused on technical abilities and building bridges between people. As the project directly and indirectly focused on a wide variety of competences, it had the potential to engage many types of individuals and individual interests. An interest in either technical construction, woodworking, video making, languages, cultural exchange, travelling, politics/EU, math, project work, administration, promotion, social media or writing would have been sufficient to feel personally excited about the project. That holds true for both learners and pedagogues.</p> <p>The project is a great example of a successful initiative within the principles of non-formal learning for youth and teachers. The project is based on group learning, open and non-formal communication, active and voluntary participation, collaboration as opposed to competition, practical tasks, a freeing environment as well as a holistic and interest driven approach. The youth had many different</p>



	<p>opportunities to test themselves, but also had adults close by to support the process.</p>
<p><b>How can you use this Case Study to engage students in your own non-formal trainings?</b></p>	<p>This was quite a large project that entailed enough aspects to cater to all individuals. But it was carried out by regular teachers in VET schools within their allocated workdays. The participating learners were from the group “fewer opportunities”. Sometimes, thinking big and making a greater effort in the beginning can be more rewarding than initiating small actions here and there. The first thing to reflect on is – when they can and want to, why shouldn’t you? What ideas could you bring to life in a European context? The case study is a great inspiration on daring to think big. The Erasmus+ projects are there for you to benefit from.</p> <p>But it can also inspire in your daily work – think about aspects such as practical work, making an excursion, collaborations, promotion, including video making and ways of using learners’ smartphones, using role plays and doing more project work. You can also show this case study and other examples from the case study webpage to show your learners what other people like them have achieved, that it was fun and how it was worth it.</p>
<p><b>What impact has this case study example achieved?</b></p>	<p>The pedagogues and learners have learned a lot within STEM, languages, intercultural competences, project work and more.</p> <p>The project has had a major impact on the school community of the participating schools. They have been inspired to do more Erasmus+ projects in other parts of education. They are using the Erasmus+ program for teacher training, such as sending teachers for training and job shadowing across Europe. They are increasingly implementing Erasmus objectives such as European Bauhaus, sustainability, and inclusion. They have expanded their network, gained institutional partners, and are exchanging and influencing schools in their European network.</p>
<p><b>Follow-up or Debriefing Questions</b></p>	<p>After reading the case study, reflect and write down notes on the following points:</p> <p>(1) Would you be interested in applying and taking part in a European Project? Why? If yes, find out more here: <a href="https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/learning-mobility-of-individuals/school-education">https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/learning-mobility-of-individuals/school-education</a></p> <p>(2) Think about your current students: What ideas does this case study give you that you can take to your students and execute? Define the ideas and plan.</p>

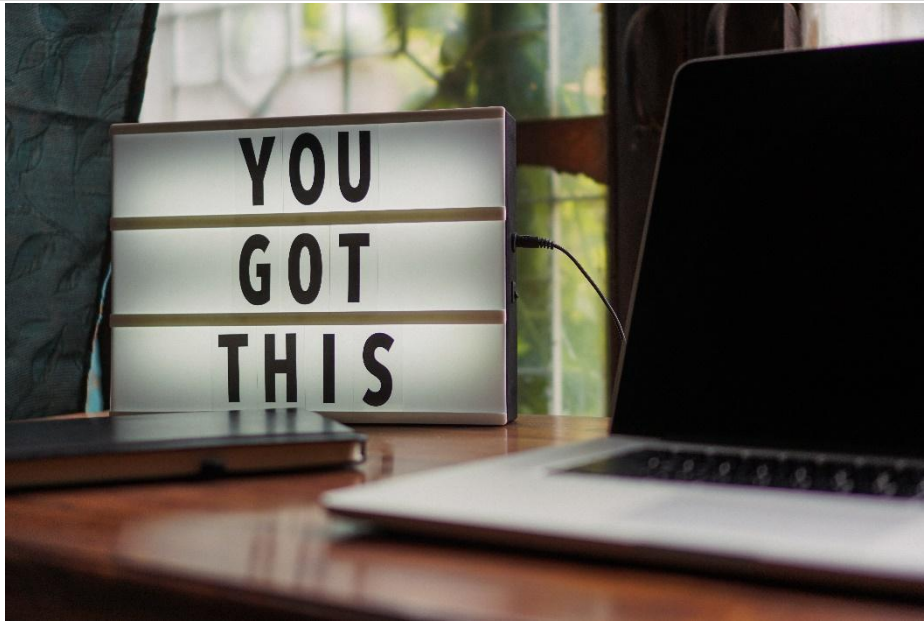


	<p>(3) Think about your institution: What ideas and impulses does this case study give you that you want to take back to your colleagues and other stakeholders? Maybe you'd like to initiate a meeting with your colleagues to brainstorm project ideas and ways you can cooperate interdisciplinary?</p> <p>(4) Video production was an important supporting function of a project otherwise focusing on STEM and social abilities. Reflect on where you can include student lead video making in your current teaching practice in a meaningful way for both your students and for your institution.</p> <p>(5) The Max-Eyth school did an excellent job promoting what they had done to the public. What strategies that they used would you like to remember and take with you for your work?</p>
<p><b>References</b></p>	<p>Erasmus+ Schule, "European Innovative Teaching Award 2022", published 22/09/2022 on <a href="https://erasmusplus.schule/news/european-innovative-teaching-award-2022">https://erasmusplus.schule/news/european-innovative-teaching-award-2022</a> [accessed 28/10/2022]</p> <p>Erasmus+, "EU Programme for education, training, youth and sport" <a href="https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/learning-mobility-of-individuals/school-education">https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-organisations/learning-mobility-of-individuals/school-education</a> [accessed 28/10/2022]</p> <p>European Commission, "Innovate Teaching Award 2022", <a href="https://innovative-teaching-award.ec.europa.eu/projects/bridge-encounter-and-understanding-improving-technical-skills-and-intercultural-competences-through_en">https://innovative-teaching-award.ec.europa.eu/projects/bridge-encounter-and-understanding-improving-technical-skills-and-intercultural-competences-through_en</a> [accessed 28/10/2022]</p> <p>Max Eyth Schule Dreieich, School webpage, <a href="https://mes-dreieich.de/">https://mes-dreieich.de/</a> [accessed 28/10/2022]</p> <p>NA beim BIBB, "European Innovative Teaching Award an hessische Schule verliehen", project video in German <a href="https://www.youtube.com/watch?v=GzzbUuTacnA">https://www.youtube.com/watch?v=GzzbUuTacnA</a> [accessed 28/10/2022]</p>

## Learning Resources

### How to Reach Marginalised Youth

<b>Module Title:</b>	<b>Pedagogic Strategies to Engage hard-to-reach Young People</b>
<b>Title of Reading Material/Video:</b>	<b>How to Reach Marginalized Youth</b>



*Photo Credit: Prateek Katyal, Pexels*

<b>Introduction to the resource:</b>	UNITED for Intercultural Action, a European network against nationalism, racism, fascism and in support of migrants and refugees, have put together an information leaflet called "Building Participative Youth Activities - How to reach marginalized Youth".
<b>What will you get from using this resource?</b>	<p>The leaflet covers the following content:</p> <ol style="list-style-type: none"> <li>1. BASIC UNDERSTANDING OF YOUTH WORK</li> <li>2. IMPORTANT FEATURES OF YOUTH WORK               <ol style="list-style-type: none"> <li>2.1 involvement</li> <li>2.2 participation</li> <li>2.3 empowerment</li> <li>2.4 multiculturality</li> <li>2.5 intercultural activities</li> <li>2.6 who are the marginalized young people</li> <li>2.7 marginalisation brings exclusion</li> </ol> </li> <li>3. OUTREACHING MARGINALIZED GROUPS OF YOUNG PEOPLE</li> </ol>



	<p>3.1 What can we do with marginalized youth?</p> <p>3.2 What to keep in mind when working with marginalized youth?</p> <p>3.3 mapping of participatory youth activities</p> <p>3.4 how to involve marginalized groups of young people in our activities</p> <p>4. USEFUL LINKS</p> <p>As such, the resource provides an overview of important aspects of inclusion of hard-to-reach youth in a compact way.</p>
<b>How can you use this resource in your youth work practice?</b>	<ul style="list-style-type: none"> <li>• Refer to the leaflet for definitions of youth work, marginalisation and more.</li> <li>• Serve as your personal knowledge base and base for further research on the treated topics (e.g. over “4. Useful links”).</li> </ul>
<b>Debriefing Questions</b>	<p>After reading through the resource, think about:</p> <ul style="list-style-type: none"> <li>• What new information and ideas did you get from the leaflet? Note them down.</li> <li>• Which aspects do you want to highlight and give special consideration in your work from today on?</li> <li>• Is there anything you want to learn more about? Do your research.</li> </ul>
<b>Link to resource:</b>	<p><a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-586/%C2%A0Building%20Participative%20Youth%20Activities.htm">https://www.salto-youth.net/downloads/toolbox_tool_download-file-586/%C2%A0Building%20Participative%20Youth%20Activities.htm</a></p>

## Filmmaking with Marginalised Youth - Recommendations for Implementation

<b>Module Title:</b>	<b>Pedagogic Strategies to Engage hard-to-reach Young People</b>
<b>Title of Reading Material/Video:</b>	<b>Film Making with Marginalized Youth - Recommendations for Implementation</b>



Photo credit: cottonbro, Pexels

<b>Introduction to the resource:</b>	In the document “Documentary filmmaking in youth projects – An inspiration to getting started”, you get realistic tips and tricks from experienced youth workers using film making as a medium to develop social skills and other competences in their marginalized youth groups.
<b>What will you get from using this resource?</b>	In the document, you get insights into the value of documentary making for marginalized youth. Experienced youth workers and film makers share their experiences and make concrete suggestions on how you can use filmmaking to put light on different topics and facilitate team building. The document takes a refreshing stand on the importance of remembering that we are all “real people” and what that means for a common film project.
<b>How can you use this resource in your youth work practice?</b>	<ul style="list-style-type: none"><li>• You’ll learn more about documentary film and the power of filmmaking in reference to engaging marginalized youth.</li><li>• You’ll get ideas for preparing the project and the participants in front of and behind the camera. Both practically and emotionally and both for the project and for what could come after the project is done and shared.</li><li>• You’ll get tips on how to practice the content with youth before filming.</li><li>• You’ll also get to know the actors behind the document.</li></ul>

<b>Debriefing Questions</b>	<p>After reading through the content, think about and answer:</p> <ul style="list-style-type: none"> <li>● What do you think about the documentary approach?</li> <li>● What other impulses do you take with you from the document? How will you integrate them in your teaching?</li> <li>● Which of the three described scenarios would you find more fitting for your students?</li> </ul>
<b>Link to resource:</b>	<p><a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-751/docfilm_youthproj.pdf">https://www.salto-youth.net/downloads/toolbox_tool_download-file-751/docfilm_youthproj.pdf</a></p>

## Pedagogic Strategies to Engage Hard-to-reach Young People

<b>Module Title:</b>	<b>Pedagogic Strategies to Engage hard-to-reach Young People</b>
<b>Title of Reading Material/Video:</b>	<b>Non-formal education ideas for youth</b>



Photo Credits: Andrea Piacquadio, Pexels

<b>Introduction to the resource:</b>	<p>In the tool kit “Non-formal education activities for enhancing young people employability skills”, you can read up on several well-engineered ideas for non-formal activities. They can be used as is</p>
--------------------------------------	--



	<p>or can easily be adjusted to the needs of your group and to having a moviemaking reference. The tool “body motion” for example could take place in front of a camera and students could film each other.</p>
<p><b>What will you get from using this resource?</b></p>	<p>The different tools presented in the toolkit are ready-to-use. They are clearly connected to a theoretical background, contain aims, objectives and competences and contain a debriefing for the students in the end. They can be used as if or tailored to your needs.</p> <p>Through looking at the materials, you deepen your understanding for what non-formal education can be, get ideas for what you can do with your students and have access to teaching materials that reduce your preparation time.</p>
<p><b>How can you use this resource in your youth work practice?</b></p>	<ul style="list-style-type: none"> <li>• You get an instruction on how to form non-formal learning activities with the help of the ADDIE-model</li> <li>• You get access to ready-to-use non-formal resources that you can integrate with your students</li> <li>• You get concrete ideas and inspiration for non-formal education</li> </ul>
<p><b>Debriefing Questions</b></p>	<p>After looking at the toolkit, reflect on the following questions:</p> <ul style="list-style-type: none"> <li>• What do you think about working with the ADDIE model?</li> <li>• Which resources from the toolkit would you like to try with your learners?</li> <li>• Which additional ideas has the tool kit given you that you would like to follow up on?</li> </ul>
<p><b>Link to resource:</b></p>	<p><a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-1968/Toolkit_YOUTH%20WORK%20FOR%20EMPLOYABILITY.pdf">https://www.salto-youth.net/downloads/toolbox_tool_download-file-1968/Toolkit_YOUTH%20WORK%20FOR%20EMPLOYABILITY.pdf</a></p>

## The Six Thinking Hats by Edward de Bono

<p><b>Module Title:</b></p>	<p><b>Pedagogic Strategies to Engage hard-to-reach Young People</b></p>
<p><b>Title of Reading Material/Video:</b></p>	<p><b>Learning Video on using the Six Thinking Hats by Edward de Bono</b></p>



Photo Credits: Tima Miroshnichenko, Pexels

<b>Introduction to the resource:</b>	In the video, you get an overview of the six thinking hats by Edward de Bono and learn how using the hats can help you go from a good idea to a great one.
<b>What will you get from using this resource?</b>	Through watching the video, you will get an overview of the background of the six hats method, what the six hats are and how you can use the method to find the right idea and improve on it. Either alone or as a team.
<b>How can you use this resource in your youth work practice?</b>	<ul style="list-style-type: none"><li>• You can incorporate the six hats method to reflect and improve on your teaching materials before coming to the classroom.</li><li>• You can teach your students the method and facilitate the realisation of the method by your students.</li><li>• You get ideas and inspiration for teaching learners how to give feedback, work as a group, and to find and improve on ideas. Especially in a non-formal learning environment.</li></ul>
<b>Debriefing Questions</b>	After looking at the video, reflect on the following questions: <ul style="list-style-type: none"><li>• What do you think about working with the Six Hats Method?</li></ul>



	<ul style="list-style-type: none"><li>• Would you like to try working with it yourself or even introduce it to your work group?</li><li>• Will you try it out at the next possible opportunity with your students? When is the next fitting opportunity?</li></ul>
Link to resource:	<a href="https://www.youtube.com/watch?v=la19ZNyvfLA">https://www.youtube.com/watch?v=la19ZNyvfLA</a>

## Fun Youth Activities for Multicultural Understanding

Module Title:	Pedagogic Strategies to Engage hard-to-reach Young People
Title of Reading Material/Video:	Fun Youth Activities for Multicultural Understanding



Photo Credit: Diva Plavalaguna, Pexels

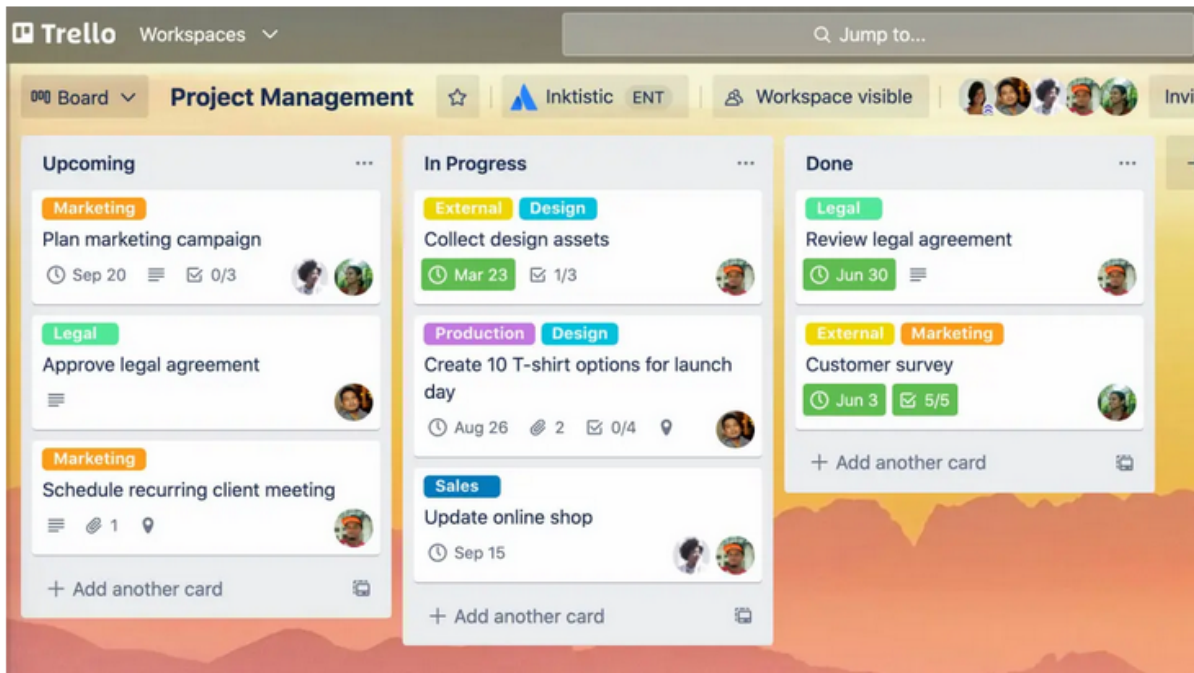
Introduction to the resource:	Here, you get seven useful tips on how you in a fun way can work on inclusion and team forming in a multicultural classroom by initiating non-formal activities that involve all students and if wanted, their parents.
-------------------------------	---



<p><b>What will you get from using this resource?</b></p>	<p>On the webpage, you can read up on seven well tried and established ways of creating understanding in a multicultural and socially diverse classroom. Through the proposed activities, students get to know their own culture and family better and can share their knowledge with the other students, thus creating a better understanding and a closer bond. Students get into conversations in a relaxed and curiosity-based manner.</p>
<p><b>How can you use this resource in your youth work practice?</b></p>	<ul style="list-style-type: none"> <li>● Use the mini heritage documentary idea to combine video making skills with aspects of inclusion, culture and teamwork.</li> <li>● Even if you have mostly national students, they can learn more about the national and regional culture or the culture of a member in the family that comes from another region or country.</li> <li>● Including the proposed ideas on a regular basis, especially if you teach in a multicultural classroom, can lead to a better teaching environment and a better school experience for both teachers and students.</li> <li>● The ideas extend to including the families of your students if wanted.</li> </ul>
<p><b>Debriefing Questions</b></p>	<p>After reading through the seven tips on classroom activities, think about:</p> <ul style="list-style-type: none"> <li>● Which tips do you especially like and would like to try out with your students?</li> <li>● Are there tips that you would like to use in another context as well – in your work group or outside of work?</li> <li>● How do you think better social and cultural understanding would affect the teamwork abilities of your students?</li> </ul>
<p><b>Link to resource:</b></p>	<p>Main source: <a href="https://home.classtag.com/blog/multicultural-classroom-activities/">https://home.classtag.com/blog/multicultural-classroom-activities/</a></p> <p>More ideas can be found here: <a href="http://intercultural-learning.eu/wp-content/uploads/2018/11/ICL@School-Toolbox-final-1.pdf">http://intercultural-learning.eu/wp-content/uploads/2018/11/ICL@School-Toolbox-final-1.pdf</a></p>

## Online Tools and Kanban for Teamwork

<p><b>Module Title:</b></p>	<p><b>Pedagogic Strategies to Engage hard-to-reach Young People</b></p>
<p><b>Title of Reading Material/Video:</b></p>	<p><b>Online Tools and Kanban for Team Work</b></p>



Source: Trello Webpage

<p><b>Introduction to the resource:</b></p>	<p>Trello is a visual, minimalistic online tool that is free of charge, easy-to-use and can be utilized in several contexts, for example in project management. Here, you get a quick introduction to the tool as well as examples of benefits and possible applications for such a tool for yourself and for hard-to-reach youth.</p>
<p><b>What will you get from using this resource?</b></p>	<p>Trello empowers teams to ideate, plan, manage, and celebrate their work together in a collaborative, productive, and organized way.</p> <p>Due to the before mentioned simple and visual approach, it is a good first tool for youth to try out. Using an online tool via their smartphone, pad or laptop can be motivating for young people.</p> <p>Trello works similar to working with post it notes. You can have different categories or lists like “upcoming”, “in progress” and “done”. At the beginning, all to-dos go into the first category. As a team member starts to work on a task, they move it to “in progress” and so forth. You can also create other Trello boards where you work on finding ideas, e.g., through free brainstorming and then using the six hats approach. Learners can in addition create personal boards and to-do lists.</p> <p>An online tool can complement what is done face-to-face in a meaningful way. It provides documentation and students know clearly what to do and until when. If a project team cannot meet, they can communicate and work through Trello.</p>

	<p>Through using the previously mentioned structure of “upcoming”, “in progress” and “done”, students learn a simplified version of the Kanban method, a method which is commonly known not only in general project management but also specifically in production lean management. It is a method that works well in both technical and creative environments. For each project youth make, they can deepen their understanding of working in teams and you can add more aspects of the Kanban process if you see fit. Being able to work with Kanban is something new for students to put on their CV.</p>
<p><b>How can you use this resource in your youth work practice?</b></p>	<ul style="list-style-type: none"> <li>● Use it for your own to-do lists and projects.</li> <li>● Students can use it for project management, creative processes, documentation, organisation and more</li> <li>● As inspiration for how an online tool can complement what is happening at school and with the help of print outs.</li> <li>● A starting place for finding more tools that solve team and project management issues in the classroom.</li> </ul>
<p><b>Debriefing Questions</b></p>	<p>After looking into the resource, please ponder over and answer the following:</p> <ul style="list-style-type: none"> <li>● What is Trello and Kanban?</li> <li>● Would you like to try out Trello or a similar tool in your work group or on your own?</li> <li>● Will you try out Trello with your students? How will you go about it?</li> </ul>
<p><b>Link to resource:</b></p>	<p><a href="https://trello.com/en#video">https://trello.com/en#video</a></p> <p><a href="https://trello.com/guide">https://trello.com/guide</a></p> <p><a href="https://kanbanize.com/kanban-resources/getting-started/what-is-kanban">https://kanbanize.com/kanban-resources/getting-started/what-is-kanban</a></p>

## Module 2: Using social media and online platforms in youth work practice

### Case Study: Using Social Media in my Lessons

<b>Case Study Title:</b>	Using social media in my lessons
<b>Name of the Case Study:</b>	Integrating social media in Work Youth practice
<b>What is their Story?</b>	<p>Since the internet has been with us, it advances at an unstoppable and almost unattainable speed. By the time you've got used to one tool, another one has already come out offering better and better services.</p> <p>However, there is one world that resists keeping pace with these technologies, and that is youth work. As a result, we have left our young people aside in many cases, and we don't understand them. We don't know what they use or how they use it, what they share, how they share it, or if they suffer in the digital world.</p>





	<p>It is very important that, as youth workers, we are up to date on the tools they use, so that we can guide them, support them, but also teach them a better digital identity, a better virtual life.</p> <p>Social networks, those great and feared enemies, are not going away, they are here to stay and are increasingly used and powerful. They are everywhere, and we can also find them to educate or work with young people.</p> <p>In this case study, we are going to analyse two videos that talk about the integration or, rather, the inclusion of social networks in working with young people. Next, you will have to design a class or a session that you normally work with and think about how you would include social networks in it, to bring knowledge and work closer to young people, and to bring you closer to them.</p> <p>Let's go for it!</p>
<p><b>Link to the Case Study</b></p>	<p>The following videos will help you to perform the proposed activity. Watch them and analyse them in detail.</p> <p>The first describes the development of technologies in youth work, from the beginning to recent years, and how using social networks can improve the relationship with young people, and motivate them in their learning or social integration:</p> <p><a href="https://www.youtube.com/watch?v=FuU4ULSkNg0">https://www.youtube.com/watch?v=FuU4ULSkNg0</a></p> <p>The second directly describes how social networks can be an important tool in youth work.</p> <p><a href="https://www.youtube.com/watch?v=ZteEZbAtsNI">https://www.youtube.com/watch?v=ZteEZbAtsNI</a></p> <p>You can also use the following link which proposes different tools to use in the classroom or with young people.</p> <p><a href="https://sproutsocial.com/insights/social-media-for-education/">https://sproutsocial.com/insights/social-media-for-education/</a></p>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>We know that it is sometimes difficult to understand our young people, to know what they think, what they feel. In addition, now they share a lot of feelings on social networks, they learn through them, they search, analyse, and believe what they read.</p> <p>It is important, therefore, that we are aware as youth workers that we need these social networks to work with young people. If we expel them, we will also expel the young people from us, and that would make it difficult to work with young people.</p>



	<p>This activity will help us understand why and how to offer educational content to young people through social networks.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>You can use this case study in multiple ways. The first is to reconcile yourself with social networks and understand them as a possible tool for working with young people. Above all, to create a community with them, to create a network, both physical and virtual, so that they feel part of something.</p> <p>Business nowadays is nothing without good transmedia communication. Including social networks in the work with young people can help you to generate interest to enter the working world, understanding that they can access it easily with a good transmedia communication.</p> <p>You can also apply digital skills to develop activities in which young people use social networks. You can evaluate them, create activities, resources, and materials through a social media community.</p>
<p><b>What impact has this case study example achieved?</b></p>	<p>Analysing the development of the integration of digital tools in youth work is one of the major impacts of this type of cases.</p> <p>Thanks to them we can have a general and broad overview of what has meant the advancement of technologies in the classroom and in working with young people.</p> <p>It is also important to understand that a change of mentality is needed with respect to social networks and what they can bring to working with young people. This is also an impact achieved with this case.</p>
<p><b>Follow-up or Debriefing Questions</b></p>	<p>Finally, let's reflect a little on what this type of practice entails in our day-to-day work with young people. It is important that you answer honestly, as these are questions for reflection and learning:</p> <ul style="list-style-type: none"> <li>● What does it mean for you to observe that you can use social networks with young people and/or in class?</li> <li>● Have you ever thought about including social networks as an evaluation tool?</li> <li>● Do you think it is feasible to include social networks in your work?</li> <li>● Have you ever done activities integrating social networks? How did young people take it?</li> </ul>

	<ul style="list-style-type: none"> <li>If you have never used them before, do you think it would motivate young people more if you did?</li> </ul>
--	--

## Case Study: Instagram vs Reality

<b>Case Study Title:</b>	Instagram vs Reality
--------------------------	----------------------



<b>Name of the Case Study:</b>	How educators or youth workers can help youth having a healthy relationship with social media
<b>What is their Story?</b>	<p>An engaging story with engaging phrasing:</p> <p>Why does the shyest girl in class have the most followers on Instagram?</p> <p>Clara, a girl who doesn't usually participate in class, who seems to be nervous when she speaks in public and doesn't have a very strong personality and who at first seems to stand out from her friends in the group, in a survey conducted by the school about social networks, has answered that she has more than 1k followers. You, as Clara's tutor, are surprised, since the number of followers is higher compared to that of the rest of her classmates. This does not have to be a negative thing. However, you are surprised by the difference knowing the personality that Clara shows in the classroom. Unconsciously you ask yourself, why is it that the shyest girl in the class has the most followers on Instagram?</p>

<b>Link to the Case Study</b>	<p>Step 1: What do I want to know with this case (from the most concrete to the most abstract)?</p> <ul style="list-style-type: none"><li>• What type of profile does she have? ☐ Which profiles are the most popular?</li><li>• What content does she upload to social media and why? ☐ Which contents are the most successful? Which identities are the most successful?</li><li>• Which of the two is she? ☐ Digital vs. physical identity</li><li>• What are the differences between the two identities?</li><li>• Why doesn't she show the same in real life? ☐ ¿ What is it that the network has that the physical space does not?</li><li>• What would happen if she liked your network identity more? ☐ Would she reduce time in reality to spend it on networks?</li><li>• How can both profiles be balanced?</li></ul> <p>Step 2: How can I collect the information to these questions?</p> <p>(Qualitative vs. quantitative evaluation. What is used in the case study).</p> <ul style="list-style-type: none"><li>• <a href="https://www.verywellmind.com/how-to-write-a-psychology-case-study-2795722">https://www.verywellmind.com/how-to-write-a-psychology-case-study-2795722</a></li><li>• <a href="https://bmcmedresmethodol.biomedcentral.com/articles/10.1186/1471-2288-11-100">https://bmcmedresmethodol.biomedcentral.com/articles/10.1186/1471-2288-11-100</a></li></ul> <p>Step 3: What conclusions do I draw? (List possible hypotheses, one per question above)</p> <ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=soHn6t_jjIw">https://www.youtube.com/watch?v=soHn6t_jjIw</a></li><li>• <a href="https://www.youtube.com/watch?v=0EFHbruKEmw">https://www.youtube.com/watch?v=0EFHbruKEmw</a></li><li>• <a href="https://ew.com/recap/black-mirror-season-3-episode-1-nosedive/">https://ew.com/recap/black-mirror-season-3-episode-1-nosedive/</a></li><li>• <a href="https://withtherapy.com/therapist-insights/instagram-vs-reality-how-social-media-impacts-self-image/">https://withtherapy.com/therapist-insights/instagram-vs-reality-how-social-media-impacts-self-image/</a></li></ul> <p>Step 4: How can I address this situation as a teacher in the classroom (concrete actions that can help to be aware of the implications of the case)?</p> <ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=FGVISge06LI">https://www.youtube.com/watch?v=FGVISge06LI</a></li></ul>
-------------------------------	---

	<ul style="list-style-type: none"> <li>• <a href="https://www.commonsense.org/education/articles/how-to-teach-your-students-to-think-before-they-post">https://www.commonsense.org/education/articles/how-to-teach-your-students-to-think-before-they-post</a></li> </ul>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>This is a very common case among young people. For teachers, understanding that this is a reality for their students can bring them closer in a much more realistic and complete way. In this way and having this more general vision of their participation in the world, the teacher will be able to address the needs of their students in a more appropriate and contextualized way in their reality.</p> <p>On the other hand, in the case of using this case to be investigated and reflected upon by the young people themselves, if they relate the case directly to themselves (the type of content they show in networks, how they present themselves to others in reality, etc.) they will pay more attention during the research process in which possible hypotheses will be formulated and in the process of obtaining results. In this way, the conclusions that are formulated will be more realistic and tailored to the needs of each individual and will have a great impact on young people as they will reflect on issues that directly influence them in their day-to-day lives.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>Be aware of the content you upload and what you show on social networks. For the product to work, it has to be shown as close to what it is.</p> <p>Reflect on the idea of what kind of brand you want to build on social networks. To do this you have to know the essence of the product and know the ways that best suit the dissemination of the same. Not only in terms of the type of social network in which to disseminate it, but also in terms of the brand image, colours, and discourse in its promotions.</p>
<p><b>What impact has this case study example achieved?</b></p>	<p>Young people produce or consume content on social networks. With this case, an investigation is made on what kind of contents are the most published and with what intention, promoting a reflection that tries to understand what each student at a personal level can publish in their social network and why. In addition, it promotes a reflection on the power that networks have to present themselves in society, focusing on the difference between how each person presents themselves in networks and how they present themselves outside the virtual environment. It is expected that this case will have a great impact as it appeals directly to the daily actions of people who work with young people, who are the most affected by this reality.</p>



<b>Follow-up or Debriefing Questions</b>	Reflect on the following questions to further explore the topic of the case: <ul style="list-style-type: none"><li>• Do we care what the rest of us think?</li><li>• Do we think that social networks are an easier way to show our most desired self? Why?</li><li>• Do we really show ourselves as we are on social networks?</li><li>• What is the benefit of selling ourselves differently in networks?</li></ul>
--	---

## Learning Resources

### Teens, Social Media and Technology

<b>Module Title:</b>	Using social media and online platforms in youth work practice
<b>Title of Reading Material/Video:</b>	Teens, social media and Technology 2022



<b>Introduction to the resource:</b>	This resource is a report that collects data from the younger population in the United States about their use of social networks and the hours they spend on each of the media.
--------------------------------------	---



	<p>This report provides an overview of the social networks most and least used by young people. TikTok being the most famous among the younger population and, on the other hand, Facebook, moving away from the positions it reached some time ago.</p>
<p><b>What will you get from using this resource?</b></p>	<p>Knowing the social networks that young people use in their daily lives is useful to know what kind of content they consume and what kind of tools they use in their leisure space in order to be able to apply them in the classroom as well.</p>
<p><b>How can you use this resource in your youth work practice?</b></p>	<p>Using tools in the classroom that students find attractive will benefit students' motivation to learn in the classroom. Their predisposition to do this activity will be greater.</p> <p>In addition, using the social networks they use outside the centre in the classroom is a great opportunity to educate them in the proper use of the tool itself. In this way, students will know how to use it in their free time and what things they can and cannot do.</p>
<p><b>Debriefing Questions</b></p>	<p><i>After reading the report, reflect on the following questions:</i></p> <ul style="list-style-type: none"> <li>● <i>How would you like to learn the curriculum content in class?</i></li> <li>● <i>Why, if social networks are so successful among young people, are they not used as an educational tool?</i></li> <li>● <i>What kind of benefits can the use of social networks in the classroom bring?</i></li> <li>● <i>What do you need to start integrating them in your classroom?</i></li> </ul>
<p><b>Link to resource:</b></p>	<p><a href="https://www.pewresearch.org/internet/2022/08/10/teens-social-media-and-technology-2022/#:~:text=YouTube%20tops%20the%202022%20teen,six-in-ten%20teens.">https://www.pewresearch.org/internet/2022/08/10/teens-social-media-and-technology-2022/#:~:text=YouTube%20tops%20the%202022%20teen,six-in-ten%20teens.</a></p>

## Internet Literacy Handbook

<p><b>Module Title:</b></p>	<p><b>Using Social Media and online platforms in youth work practice</b></p>
<p><b>Title of Reading Material/Video:</b></p>	<p><b>Internet Literacy Handbook (2017)</b></p>



<p><b>Introduction to the resource:</b></p>	<p>The goal of the Internet Literacy Handbook is to inspire contemplation on some of the more difficult ethical, sociological, and cultural concerns that are inextricably tied to media- and digital-related activities that have become so prevalent in the lives of most people throughout the world.</p>
<p><b>What will you get from using this resource?</b></p>	<p>Divided into 6 different topics, this Internet Literacy Handbook proposes different facts that are needed to be known by anyone using the internet. These facts are shown in Fact Sheets that explain information about plenty of digital issues, giving at the end of each Fact Sheet a series of Best Practices to have some expertise in the topics.</p>
<p><b>How can you use this resource in your youth work practice?</b></p>	<p>To use the internet properly, you first need to know how to do it. This handbook explains plenty of topics that you may find interesting in your class in a visual and attractive way.</p>
<p><b>Debriefing Questions</b></p>	<p>After reading the handbook, reflect on the following questions:</p> <ul style="list-style-type: none"> <li>● Do I know everything about the internet?</li> <li>● Do I have any flaws when using the internet?</li> </ul>
<p><b>Link to resource:</b></p>	<p><a href="https://edoc.coe.int/en/internet/7515-internet-literacy-handbook.html">https://edoc.coe.int/en/internet/7515-internet-literacy-handbook.html</a></p>

## Starting Points for Combating Hate Speech Online

<b>Module Title:</b>	<b>Using Social Media and online platforms in youth work practice</b>
<b>Title of Reading Material/Video:</b>	<b>Starting points for combating hate speech online (2015)</b>



<b>Introduction to the resource:</b>	The Council of Europe's youth division has a project called Young People Combating Hate Speech Online. The project's goal is to stop racism and prejudice in their use of hate speech online by giving young people and youth organizations the skills they need to spot and respond to such human rights abuses.
<b>What will you get from using this resource?</b>	With this project we hope to learn ways to identify discrimination against certain minority groups or vulnerable people in the networks. In addition, we can learn ways to address such issues within the classroom, even if the incidents have happened outside the classroom, in an environment as difficult to handle as social networks and other digital environments.
<b>How can you use this resource in your youth work practice?</b>	Bullying has been a reality in schools for many years, with bullying being the harassment of one or more people by others. Since the advent of social networks, bullying has also moved to the digital environment, where, in addition, it is easier to criticize due to the anonymity offered by the accounts in the different existing digital media.





	<p>As a teacher it is your responsibility to stop both bullying and cyberbullying. If the first one is sometimes difficult to identify in a classroom when your students are attending school in person, cyberbullying is even more difficult to identify and stop. That is why this project gives you tools to know how to do it and to be able to address these issues in the classroom. It is a matter of responsibility.</p>
<b>Debriefing Questions</b>	<p>After reading the report, reflect on the following questions:</p> <ul style="list-style-type: none"><li>● Do I know how to identify when someone is being harassed online?</li><li>● If I can't see their accounts, how do I know?</li><li>● How can I stop something that is happening in a digital environment that I have no way of accessing? Or do I?</li><li>● Do I see myself as capable of addressing these issues?</li></ul>
<b>Link to resource:</b>	<p><a href="https://edoc.coe.int/en/fundamental-freedoms/6478-starting-points-for-combating-hate-speech-online.html">https://edoc.coe.int/en/fundamental-freedoms/6478-starting-points-for-combating-hate-speech-online.html</a></p>

# Module 3: Making youth work more dynamic by introducing active citizenship and environmental impact

## Case Study: Pravah: Nurturing Youth Leadership

<b>Case Study Title:</b>	Pravah
--------------------------	--------



<b>Name of the Case Study:</b>	Pravah: Nurturing Youth Leadership
<b>What is their Story?</b>	Pravah is a NGO operating in India since 1993. It was established by young professionals during a time when there was religious tension increasing in different parts of India with the goal of capacitating and supporting young people who are seen as essential actors to make positive changes in society. Pravah believes that, instead of finding quick-fixes for social issues, the solution lies in turning people into leaders, social actors, and decision makers. Since it was founded, that has been the goal of Pravah, which they have actively been working towards with the collaboration of other entities, such as many educational institutions.





<p><b>Link to the Case Study</b></p>	<p><b>Website:</b> <a href="https://www.pravahindia.org/">https://www.pravahindia.org/</a>  <b>Facebook Page:</b> <a href="https://www.facebook.com/pravahindia">https://www.facebook.com/pravahindia</a>  <b>Instagram:</b> <a href="https://instagram.com/pravahindia?igshid=YmMyMTA2M2Y=">https://instagram.com/pravahindia?igshid=YmMyMTA2M2Y=</a>  <b>Youtube:</b> <a href="https://www.youtube.com/@the5thspace/videos">https://www.youtube.com/@the5thspace/videos</a></p>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>Pravah is aware of the discrepancy in the possibilities to make decisions between adults and young people. Adults are very often the ones making the decisions while young people are expected to accept them. They recognise that this is an issue that drives young people away and, with their activities, they give young people a chance to take charge and be responsible to make their own decisions and to make an impact in society. This methodology has been successful and resulted in the active participation of young people in social and democratic life.</p> <p>Some examples of the successful activities Pravah implements are:</p> <ul style="list-style-type: none"> <li>- A project where, every year, they prepare a group of students with skills for decision making and allow them to conduct research on a social issue. They allow the group the freedom of developing the research by themselves, while providing any support whenever necessary.</li> <li>- The ‘Making Change Makers’ program. Implemented with the support of schools, this program allows students to reflect on social issues and to develop a set of laws or rules. Then, they participate in democratic discussions in order to reach a consensus. This methodology has been very effective in letting young people practice their skills for democratic participation and in making them feel empowered.</li> <li>- The FUN Camps. In this program, students from urban centers are taken to rural communities where it’s common to see people living in dire and, sometimes, even inhuman conditions. The students are given the chance to contribute with ideas in brainstorming sessions and to plan activities they can implement in the rural communities (e.g.: distributing food, doing learning activities with locals). This program not only fosters the students’ will to be active citizens by letting them have a voice, but also lets them take a hands-on approach and see immediate results of their positive actions.</li> </ul>
<p><b>How can you use this Case Study to Make Youth</b></p>	<p>The methodologies of youth engagement in social and environmental issues are quite effective and have been working since the organisation was founded around 30 years ago. Although the educational field continuously evolves, active learning will always remain relevant as it promotes action among learners and motivates them to learn and to do.</p>



<p><b>more Dynamic and Introduce Active Citizenship and Environmental Impact?</b></p>	<p>The type of activities implemented by Pravah in their programs allow learners/young people to find and reflect on social and environmental issues, and to work with others in order to find solutions. It also involves them in democratic discussions and decision-making processes.</p> <p>By using such methodologies in your youth work practice can help you achieve similar results and foster active citizenship, democratic participation, and social and environmental impact among youth.</p>
<p><b>What impact has this case study example achieved?</b></p>	<p>The activities led by Pravah have resulted in a myriad of initiatives and social actions developed by young participants that can go from discouraging the use of plastic or feeding local communities to making films about environmental issues, such as water scarcity.</p> <p>They currently have partnerships with around 30 schools and 25 colleges, reaching out over 5000 young people per year.</p>
<p><b>Follow-up or Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>• Which examples of activities implemented by Pravah do you see yourself implementing?</li> <li>• After reading this case study, how do you think you can improve your work in order to foster active and democratic participation?</li> <li>• What are your thoughts on the role of the youth worker in promoting active citizenship among young people?</li> </ul>
<p><b>References</b></p>	<ul style="list-style-type: none"> <li>• Golombek, S. (ed). (2021) <i>What works in youth participation: case studies from around the world</i>. International Youth Foundation. Available at: <a href="https://iyfglobal.org/sites/default/files/WW_Youth_Participation.pdf">https://iyfglobal.org/sites/default/files/WW_Youth_Participation.pdf</a></li> </ul>

## Learning Resources

### Active Citizenship by Active Learning

<p><b>Module Title:</b></p>	<p><b>Making youth work more dynamic by introducing active citizenship and environmental impact</b></p>
<p><b>Title of Reading Material/Video:</b></p>	<p><b>Active citizenship by active learning</b></p>



<b>Introduction to the resource:</b>	This short article introduces active learning as a powerful approach to citizenship learning. It presents a brief explanation of active citizenship and of active learning and how the two come together for an effective engagement of youth in active citizenship.
<b>What will you get from using this resource?</b>	By using this resource, you will gain introductory knowledge about active citizenship and strategies and approaches to active learning that can be deepened with the other resources included in this module.
<b>How can you use this resource in your youth work practice?</b>	This resource gives you valuable tips on how you can use active learning with young people, in order to get them involved in citizenship learning.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"><li>• After reading this article, do you have a better understanding about what active learning is and which strategies you can use to implement it?</li><li>• Can you explain why active learning is a good method to teach young people about active citizenship?</li><li>• After reading this article, can you name some of the downsides of active learning and how you can overcome them?</li></ul>
<b>Link to resource:</b>	<ul style="list-style-type: none"><li>• Ahrari, S. (2014). "Active citizenship by active learning" in Journal of Applied Sciences, Vol. 14, Issue 20, pp. 2450-2459. Available at: <a href="https://scialert.net/fulltext/?doi=jas.2014.2450.2459">https://scialert.net/fulltext/?doi=jas.2014.2450.2459</a></li></ul>

## Youth Participation and Active Citizenship

<b>Module Title:</b>	<b>Making youth work more dynamic by introducing active citizenship and environmental impact</b>
<b>Title of Reading Material/Video:</b>	<b>Youth participation and active citizenship</b>



<b>Introduction to the resource:</b>	<p>This chapter is part of the “Training kit for euro-mediterranean youth work”. It focuses on young people’s active participation in social and democratic life. In this resource, among others, you can information on:</p> <ul style="list-style-type: none"> <li>- Factors affecting Euro-Mediterranean youth participation</li> <li>- Democracy and active citizenship</li> <li>- Education for or through democratic citizenship</li> <li>- Nature of youth participation</li> <li>- International resolutions and conventions on youth participation</li> <li>- Pre-conditions for youth participation</li> <li>- Challenges to youth participation</li> <li>- A participatory and democratic approach for international youth activities and projects</li> </ul>
<b>What will you get from using this resource?</b>	<p>By using this resource, you will get research-based context on the active participation of young people, including which factors affect</p>



	<p>their participation, and barriers and pre-conditions for youth participation. You will also learn about the basics of democracy and citizenship, as well as how you can integrate these topics in learning environments.</p>
<p><b>How can you use this resource in your youth work practice?</b></p>	<p>Besides gaining a background on young people and their active participation in society (which can help you develop appropriate strategies to engage young people when learning about these topics), after reading this chapter, you will be equipped with some tips and real participation projects that you can use in your work. You will learn about your role as a trainer/facilitator and how to approach education for active citizenship in youth work.</p>
<p><b>Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>• After using this resource, can you identify which conditions are needed for young people to be able to fully engage in democracy and active citizenship? Which barriers can affect their active participation?</li> <li>• After using this resource, do you feel better prepared to introduce topics related to democracy and active participation in your work practice?</li> <li>• How would you approach education for active citizenship as a youth worker?</li> </ul>
<p><b>Link to resource:</b></p>	<ul style="list-style-type: none"> <li>• Audigier, F. et al (2010). “4 Youth participation and active citizenship” in <i>T-Kit No.11 - MOSAIC - The training kit for Euro-Mediterranean youth work</i>. pp 97-120. Available at: <a href="https://pjp-eu.coe.int/documents/42128013/47261431/2.4.pdf/64ce8034-440c-4ebc-b325-2fe3be0190f5">https://pjp-eu.coe.int/documents/42128013/47261431/2.4.pdf/64ce8034-440c-4ebc-b325-2fe3be0190f5</a></li> </ul>

## How Can Youth Work Respond Successfully to the Climate and Environmental Crises?

<p><b>Module Title:</b></p>	<p><b>Making youth work more dynamic by introducing active citizenship and environmental impact</b></p>
<p><b>Title of Reading Material/Video:</b></p>	<p><b>How can youth work respond successfully to the climate and environmental crises?</b></p>





<p><b>Introduction to the resource:</b></p>	<p>This resource touches on the subject of how youth work can improve the environmental literacy of young people and gives some ideas on how to engage them in climate actions.</p>
<p><b>What will you get from using this resource?</b></p>	<p>By reading this resource, you will have a better understanding of the importance of including topics of climate and environmental crises in youth work practice.</p>
<p><b>How can you use this resource in your youth work practice?</b></p>	<p>By using this resource, you will be given some examples of how you, as a youth worker, can support young people in becoming more active and engaged with environmental issues.</p>
<p><b>Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>● After using this resource, what do you think is the role of the youth worker in encouraging youth to get involved with environmental issues?</li> <li>● After using this resource, how do you think that youth work can approach environmental education?</li> <li>● After using this resource, can you think of one/two ways that you can use to motivate youth to participate in environmental actions?</li> </ul>
<p><b>Link to resource:</b></p>	<ul style="list-style-type: none"> <li>● Buj, C. (2021) <i>How can youth work respond successfully to the climate and environmental crisis</i>. Available at: <a href="https://participationpool.eu/resource/how-can-youth-work-respond-successfully-to-the-climate-and-environmental-crises/">https://participationpool.eu/resource/how-can-youth-work-respond-successfully-to-the-climate-and-environmental-crises/</a></li> </ul>

## Climate Emergency Toolkit for Youth Workers

<b>Module Title:</b>	<b>Making youth work more dynamic by introducing active citizenship and environmental impact</b>
<b>Title of Reading Material/Video:</b>	<b>Climate emergency toolkit for youth workers</b>

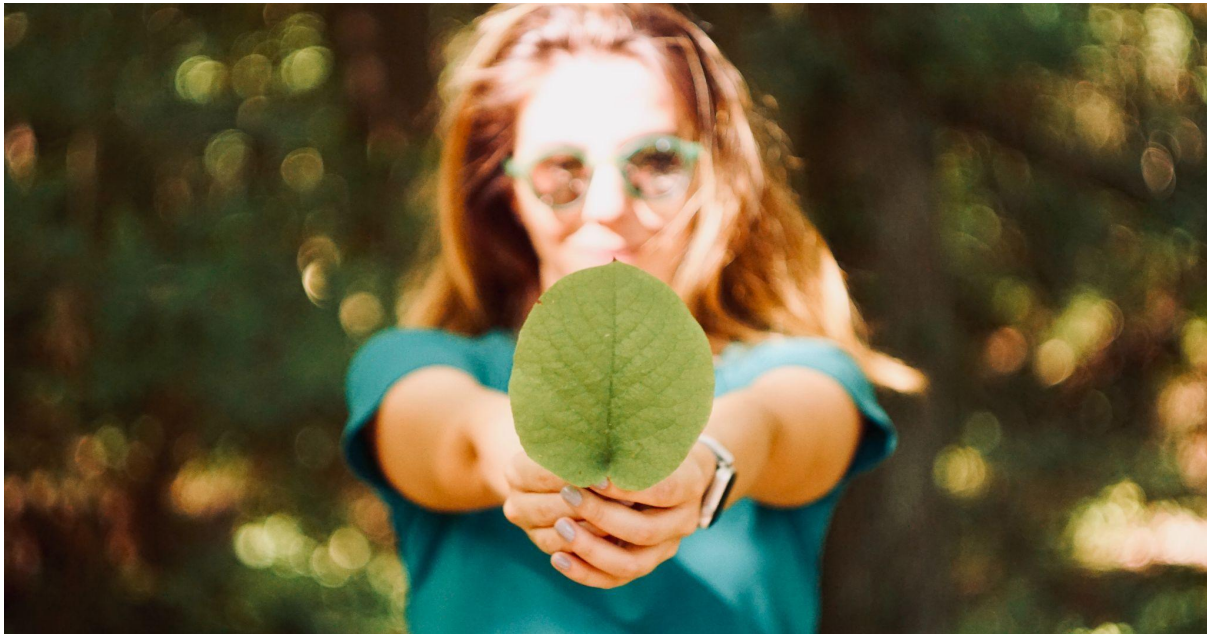


<b>Introduction to the resource:</b>	The Climate Emergency Toolkit developed by Keep Scotland Beautiful and YouthLink Scotland offers activities about climate change and related topics. Although some activities are marked as being for younger audiences, most of them can be easily adapted for any age group.
<b>What will you get from using this resource?</b>	By using this resource, you will be equipped with many learning resources that you can implement in your professional activities.
<b>How can you use this resource in your youth work practice?</b>	This resource provides learning materials about climate change and sustainability (food, travel, energy, and waste) that you can use with young people.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>● After using this resource, why do you think it's important for young people to learn about the climate crisis?</li> <li>● Do you think that these types of activities can be engaging for young people?</li> <li>● When using this resource, did you think about how you could use them with the young people you work with?</li> </ul>

<b>Link to resource:</b>	<ul style="list-style-type: none"> <li>Keep Scotland Beautiful &amp; YouthLink Scotland. (no date). <i>Climate emergency toolkit for youth workers</i>. Available at: <a href="https://www.keepsotlandbeautiful.org/climate-change/climate-change/young-people-and-climate-change/toolkit/">https://www.keepsotlandbeautiful.org/climate-change/climate-change/young-people-and-climate-change/toolkit/</a></li> </ul>
--------------------------	--

## Sustainability and Youth Work

<b>Module Title:</b>	<b>Making youth work more dynamic by introducing active citizenship and environmental impact</b>
<b>Title of Reading Material/Video:</b>	<b>Sustainability and youth work</b>



<b>Introduction to the resource:</b>	<p>This training kit was developed with youth workers and educators in mind and strives to support them in introducing sustainability related topics to young people. It includes 6 chapters:</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Sustainability: the issues</li> <li>3. Education and youth work for sustainability</li> <li>4. Activities</li> <li>5. Making a difference</li> <li>6. Sustainability checklist</li> </ol>
--------------------------------------	--





<b>What will you get from using this resource?</b>	By using this training kit, you will be able to develop your knowledge on sustainability which is a current trending topic among young people, as well as how you can address this topic in youth work.
<b>How can you use this resource in your youth work practice?</b>	This resource provides a myriad of activities about sustainability that you can use with young people (chapter 4). Additionally, it also offers advice for how to implement these activities (chapter 3).
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>● After using this resource, do you feel like you are better prepared to implement activities about sustainability?</li> <li>● Can you explain the synergy between youth work and sustainability?</li> <li>● What are the goals of education for sustainability?</li> <li>● Which tips, methods, or activities did you find more valuable for you? How do you plan on using them?</li> </ul>
<b>Link to resource:</b>	<ul style="list-style-type: none"> <li>● Keen, E. et al. (2018) <i>T-KIT 13 Sustainability and youth work</i>. Available at: <a href="https://pjp-eu.coe.int/documents/42128013/47262529/T-Kit+13+WEB.pdf/85aff3ee-5d5d-7c93-27ba-a0d14d80b83c?t=1527594134000">https://pjp-eu.coe.int/documents/42128013/47262529/T-Kit+13+WEB.pdf/85aff3ee-5d5d-7c93-27ba-a0d14d80b83c?t=1527594134000</a></li> </ul>

## What is Digital Citizenship and How Do You Teach It?

<b>Module Title:</b>	<b>Making youth work more dynamic by introducing active citizenship and environmental impact</b>
<b>Title of Reading Material/Video:</b>	<b>What is digital citizenship &amp; how do you teach it?</b>



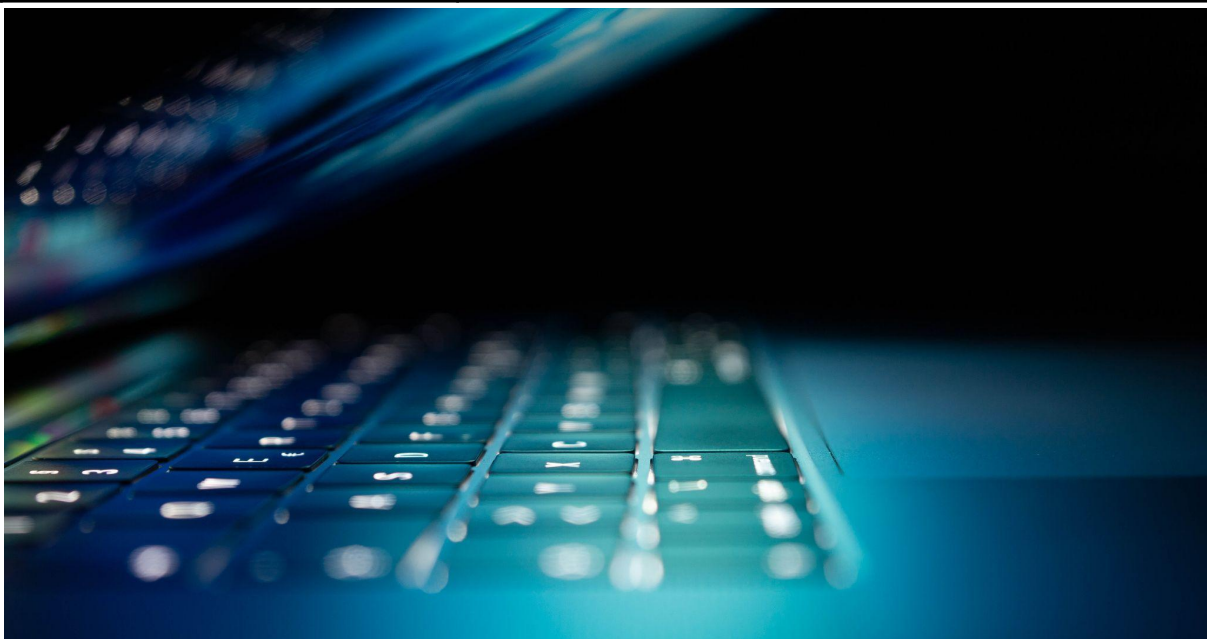
<p><b>Introduction to the resource:</b></p>	<p>This short article introduces digital citizenship and how you can teach about the topic. It highlights the importance of empathy when being online, and includes short but concise information on how the internet works, user data, digital literacy and other crucial topics you need to know about to successfully teach about digital citizenship.</p>
<p><b>What will you get from using this resource?</b></p>	<p>After using this resource, you will have the basic knowledge necessary to teach young people about being a good online citizen and be prepared yourself to also be one.</p>
<p><b>How can you use this resource in your youth work practice?</b></p>	<p>This article gives you practical advice on how to teach about digital citizenship, digital wellness, online safety, and other related topics.</p>
<p><b>Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>● After reading this article, how would you define ‘digital citizenship’?</li> <li>● Would you include the same topics as the ones mentioned when teaching about digital citizenship (empathy, how the internet works, understanding user data, practicing digital literacy, acknowledging the digital divide, practicing digital wellness, securing digital devices)? Would you add or remove any topics?</li> <li>● After using this resource and learning about the digital divide, why do you think it’s important to improve digital literacy?</li> </ul>
<p><b>Link to resource:</b></p>	<ul style="list-style-type: none"> <li>● Zook, C. (2022) <i>What is digital citizenship &amp; how do you teach it?</i> Available at:</li> </ul>



	<a href="https://www.aeseducation.com/blog/what-is-digital-citizenship">https://www.aeseducation.com/blog/what-is-digital-citizenship</a>
--	---

## Digital Citizenship Education Handbook Guide

<b>Module Title:</b>	<b>Making youth work more dynamic by introducing active citizenship and environmental impact</b>
<b>Title of Reading Material/Video:</b>	<b>Digital citizenship education handbook guide</b>



<b>Introduction to the resource:</b>	<p>This guide was developed by the Council of Europe and aims to provide educators with the necessary knowledge to understand digital citizenship and its importance. The topics addressed were chosen according to the existing gaps and needs in digital citizenship education. As such, the handbook is divided into three sections:</p> <ul style="list-style-type: none"><li>- Being online</li><li>- Well-being online</li><li>- Rights online</li></ul> <p>Here, we present not the full handbook, but an introduction guide that nonetheless provides a summary of the most important topics addressed in the handbook.</p>
--------------------------------------	---



<b>What will you get from using this resource?</b>	After using this resource, you will have a deeper knowledge about the different aspects of digital citizenship, including what it means, the competences for democratic culture, development of digital citizenship competences, among others.
<b>How can you use this resource in your youth work practice?</b>	This article gives you a short summary of digital citizenship theory. After reading this guide, you will be better prepared to deliver information on digital citizenship to young people at the introductory level.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"><li>• After reading this guide, what similarities do you find between being a good citizen offline and being a good digital citizen? Are there competences common to both?</li><li>• Young people are known for belonging to the digital generation. Considering the definition of 'digital citizenship', what is your opinion regarding whether they should receive education in this topic or not?</li><li>• After reading this guide, what preconditions would you say are necessary for digital citizenship?</li></ul>
<b>Link to resource:</b>	<ul style="list-style-type: none"><li>• Richardson, J &amp; Milovidov, E. (2019). <i>Digital citizenship education handbook</i>. Council of Europe. Available at: <a href="https://rm.coe.int/16809382f9">https://rm.coe.int/16809382f9</a></li></ul>

# Module 4: Using smartphones and apps safely in youth work practice

## Case Study: Spunout

<b>Case Study Title:</b>	Spunout
--------------------------	---------



<b>Name of the Case Study:</b>	Spunout
<b>What is their Story?</b>	<p>Spunout, established in 2005, is Ireland's youth information website created by young people for young people. The organisation's vision is to support young people living in Ireland with the well-informed information "they need to live active, happy, and healthy lives."</p> <p>The organisation seeks to educate and inform young people about the significance of "holistic well-being and how good health can be maintained, both physically and mentally."</p> <p>Spunout believes that young people should be able to find relevant, factual, and non-judgemental information and claims to have a very responsive</p>

	<p>website containing up-to-date information, which is free to use and is a healthy, safe environment for young people to use.</p>
<p><b>Link to the Case Study</b></p>	<p><b>Website:</b> <a href="https://spunout.ie/">https://spunout.ie/</a></p> <p><b>Facebook Page:</b> <a href="https://www.facebook.com/SpunOut.ie/">https://www.facebook.com/SpunOut.ie/</a></p> <p><b>Instagram Page:</b> <a href="https://www.instagram.com/spunout.ie/">https://www.instagram.com/spunout.ie/</a></p> <p><b>Snapchat Page:</b> <a href="https://www.snapchat.com/add/spunout.ie">https://www.snapchat.com/add/spunout.ie</a></p> <p><b>Tiktok Page:</b> <a href="https://www.tiktok.com/@spunout.ie">https://www.tiktok.com/@spunout.ie</a></p> <p><b>YouTube Page:</b> <a href="https://www.youtube.com/spunoutmedia">https://www.youtube.com/spunoutmedia</a></p> <p><b>Twitter Page:</b> <a href="https://twitter.com/spunout">https://twitter.com/spunout</a></p> <p><b>Video:</b> <a href="#">We are spunout</a></p>
<p><b>Why is this a Good Example to Follow?</b></p>	<p>Following Spunout’s example, setting up a safe, unbiased environment for young people who are looking for information on youth-related topics allows youth workers to provide necessary information online that young people can find and communicate while being monitored. Young people are also more likely to seek this information if it is available on an online platform with many social media platforms for their personal preferences.</p>
<p><b>How can you use this Case Study to Develop your own Online or Social Environmental Business?</b></p>	<p>From looking for a successful organisation that aims to help young people, Spunout caters for all young people. The organisation has many points of contact for young people to reach them and inform them on youth-related topics (Facebook, TikTok, Snapchat, etc.).</p> <p>Understanding that young people live most of their lives virtually now and setting up different social platforms allows you to reach more young people to explore youth-related topics.</p>
<p><b>What impact has this case study example achieved?</b></p>	<p>According to the organisation, Spunout has more than 200,000 readers each month alone. That is over 200,000 young people this organisation reaches and supports in one month alone online as well!</p>

<p><b>Follow-up or Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>• What can you do to improve your own youth work skills online to reach young people, after reading this case study?</li> <li>• What can you take away from reading this case study?</li> <li>• How will you use what you have learned from this case study in your own youth work practice?</li> </ul>
<p><b>References</b></p>	<ul style="list-style-type: none"> <li>• Spunout (2021) <i>About, spunout</i>. Available at: <a href="https://spunout.ie/about#:~:text=We%20provide%20information%20to%20more%20than%20200%2C000%20readers%20each%20month">https://spunout.ie/about#:~:text=We%20provide%20information%20to%20more%20than%20200%2C000%20readers%20each%20month</a> (Accessed: December 12, 2022).</li> </ul>

## Learning Resources

### How to Make Online Youth Work More and More Engaging

<p><b>Module Title:</b></p>	<p><b>Using Social Media and Online Platforms in Youth Work Practice</b></p>
<p><b>Title of Reading Material/Video:</b></p>	<p><b>How to make online youth work more and more engaging</b></p>



**digital**  
YOUTH WORK





<b>Introduction to the resource:</b>	This resource is a website tip sheet to help youth workers to make online youth work more engaging to young people so that they can explore youth-related topics.
<b>What will you get from using this resource?</b>	By reading this resource, you will be given a guide that will assist you in making online youth work more engaging for young people. This will allow you as the youth worker to be able to discuss and explore youth-related topics with young people.
<b>How can you use this resource in your youth work practice?</b>	By using this resource, you will be equipped with the knowledge on how to get more engagement from young people so that you can correctly provide educational content to young people and explore youth-related topics.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>● After using this resource, do you believe you can apply this to your youth work practice? How, so?</li> <li>● After reading this resource, do you believe that there are some limitations/barriers/contradictions to achieving this?</li> <li>● Apart from the information provided in this resource, do you have any other approaches to achieve youth engagement online?</li> </ul>
<b>Link to resource:</b>	<ul style="list-style-type: none"> <li>● Phillips, H. (2020) <i>How to make online youth work more and more engaging, Digital Youth Work</i>. Available at: <a href="https://digitalyouthwork.scot/how-to-make-online-youth-work-more-and-more-engaging/">https://digitalyouthwork.scot/how-to-make-online-youth-work-more-and-more-engaging/</a> (Accessed: December 12, 2022).</li> </ul>

## Social Inclusion, Digitalisation and Young People

<b>Module Title:</b>	<b>Using Social Media and Online Platforms in Youth Work Practice</b>
<b>Title of Reading Material/Video:</b>	<b>Social Inclusion, Digitalisation and Young People (Research Study)</b>



<p><b>Introduction to the resource:</b></p>	<p>This resource is a research study that explores the link between social inclusion and digitalisation in young people and the opportunities that can arise in today's digital age.</p>
<p><b>What will you get from using this resource?</b></p>	<p>By reading this resource, you will be aware of some of the risks and opportunities linked with social inclusion of young people using digital resources, and some of the approaches and recommendations for dealing with the risks.</p>
<p><b>How can you use this resource in your youth work practice?</b></p>	<p>By using this resource, you will be equipped with the knowledge on how to utilise digital youth work to promote social inclusion in young people, while also being able to identify and address risks that may arise.</p>
<p><b>Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>● After using this resource, do you believe you can apply this to your youth work practice? How, so?</li> <li>● After reading this resource, do you believe that there are more risks than opportunities within digital youth work?</li> <li>● What approach would you take to limit/handle any risks in digital youth work?</li> </ul>
<p><b>Link to resource:</b></p>	<ul style="list-style-type: none"> <li>● Şerban, A.M. <i>et al.</i> (2020) <i>Social Inclusion, Digitalisation and Young People: Research Study</i>. Council of Europe and European Commission. Available at: <a href="https://pjp-eu.coe.int/documents/42128013/47261953/053120+Study+on+SID+Web.pdf">https://pjp-eu.coe.int/documents/42128013/47261953/053120+Study+on+SID+Web.pdf</a> (Accessed: January 9, 2023).</li> </ul>

## Digital Youth Work

<b>Module Title:</b>	<b>Using Social Media and Online Platforms in Youth Work Practice</b>
<b>Title of Reading Material/Video:</b>	<b>Digital Youth Work</b>



<b>Introduction to the resource:</b>	This resource is a video of a youth club promoting themselves to young people and giving young people the opportunity of working with them online if they prefer.
<b>What will you get from using this resource?</b>	By reading this resource, you will be aware of how a successful youth club can implement digital youth work to promote social inclusion and teach young people remotely online. You will also be aware of some of the services that a successfully implemented digital youth work model offers young people.
<b>How can you use this resource in your youth work practice?</b>	By using this resource, you will be given the knowledge of some of the ways and services that you could use in your own digital youth work to reach young people online.
<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>● After watching this resource, do you believe you can apply this to your youth work practice? How, so?</li> <li>● After watching this resource, do you believe that there are limitations in what you can do with young people online?</li> <li>● What are some activities/services that you think you could facilitate young people online?</li> </ul>

<b>Link to resource:</b>	<ul style="list-style-type: none"> <li>Space Youth Services (2021) <i>Digital Youth Work, YouTube</i>. Available at: <a href="https://youtu.be/Y-h2MuUcyPA">https://youtu.be/Y-h2MuUcyPA</a> (Accessed: January 9, 2023).</li> </ul>
--------------------------	--

## Tips for Online Youth Work

<b>Module Title:</b>	<b>Using Social Media and Online Platforms in Youth Work Practice</b>
<b>Title of Reading Material/Video:</b>	<b>Tips For Online Youth Work</b>



<b>Introduction to the resource:</b>	This resource is a list of tips created by Verke for youth workers to use to do digital youth work effectively.
<b>What will you get from using this resource?</b>	By reading this resource, you will be given some tips about how to use specific social media platforms to connect with young people online and how you can use social media platforms to learn what topics young people are discussing today.
<b>How can you use this resource in your youth work practice?</b>	By using this resource, you will know how to use the different social media platforms to connect with young people online and even learn about current topics relating to young people.

<b>Debriefing Questions</b>	<ul style="list-style-type: none"> <li>• After using this resource, what social media platform do you believe would be most effective in your digital youth work? And, why?</li> <li>• After reading this resource, do you believe that there are some limitations/barriers/contraindications to using social media platforms?</li> <li>• Apart from the tips provided in this resource, do you have any other tips to achieve youth engagement online using social media?</li> </ul>
<b>Link to resource:</b>	<ul style="list-style-type: none"> <li>• Digital Youth Work (2020) <i>Tips for online youth work</i>, <a href="https://www.digitalyouthwork.eu">digitalyouthwork.eu</a>. Available at: <a href="https://www.digitalyouthwork.eu/tips-for-online-youth-work-when-youth-centres-are-closed/">https://www.digitalyouthwork.eu/tips-for-online-youth-work-when-youth-centres-are-closed/</a> (Accessed: January 9, 2023).</li> </ul>

## Developing Digital Youth Work

<b>Module Title:</b>	<b>Using Social Media and Online Platforms in Youth Work Practice</b>
<b>Title of Reading Material/Video:</b>	<b>Developing digital youth work</b>



<b>Introduction to the resource:</b>	This resource provides policy recommendations, training needs and good practice examples in developing digital youth work across the European Union.
--------------------------------------	--





<p><b>What will you get from using this resource?</b></p>	<p>By reading this resource, you will be aware of the policy recommendations, training needs and good practice examples in developing your digital youth work.</p>
<p><b>How can you use this resource in your youth work practice?</b></p>	<p>By using this resource, you will know how to understand and implement policies, identify your training needs so that you can develop your digital youth work skills.</p>
<p><b>Debriefing Questions</b></p>	<ul style="list-style-type: none"> <li>● After using this resource, do you believe you can apply this to your youth work practice? How, so?</li> <li>● After reading this resource, do you believe that there are some training needs that you can improve on going forward?</li> <li>● Apart from the information provided in this resource, do you have any other approaches to achieve youth engagement online?</li> </ul>
<p><b>Link to resource:</b></p>	<ul style="list-style-type: none"> <li>● European Commission (2018) <i>Policy recommendations, training needs and good practice examples</i>. Luxembourg: Publications Office of the European Union. Available at: <a href="https://www.youth.ie/sites/youth.ie/files/NC0218021ENN.en_.pdf">https://www.youth.ie/sites/youth.ie/files/NC0218021ENN.en_.pdf</a> (Accessed: January 9, 2023).</li> </ul>

# FIMD

FILM MAKING FOR INCLUSION AND DEVELOPMENT



Co-funded by  
the European Union



"The European Commission's support of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information therein." Project Number: 2021-1-DE04-KA220-YOU-000028485