EDUCATIONAL KIT:

NEW TECH, NEW THREATS

PROJECT - TECHBYRINTH

FIND YOUR WAY OUT OF THE DIGITAL ADDICTION LABYRINTH

TECHBYRINTH
FIND YOUR WAY OUT OF
DIGITAL ADDICTION
LABYRINTH

INTRODUCTION

This Educational KIT is composed of an informative manual, a training plan and a methodological guide. It enables youth workers access to knowledge regarding risk prevention and detection of technological addictions, and online misbehaviours. The educational KIT is structured, englobing 3 educational resources, to provide the necessary resources to create effective and qualitative training on the topic of technological addiction. They are subject to individual use, but as a KIT it is expected to provide all the necessary knowledge and know-how related to the topic.

The INFORMATIVE MANUAL represents the theoretical part of the KIT, which contains research on the topics of digital addictions and digital competences. It is designed with the purpose to provide the theoretical understanding of the subject to the youth workers.

The TRAINING PLAN represents a clear example on how the theory of the INFORMATIVE MANUAL can be used in order to create an effective and qualitative training by combining the theoretical and practical understanding of the subject. The training plan is structured into activities targeting each digital addiction and competences, to serve as an example on how to implement a formative activity on these topics. The purpose of the training plan is to deliver a dynamic, participative and challenging formation, in which the youth workers and youth will not only receive information about the topic, but they will get involved to express their thoughts and opinions through non-formal activities and they will be provided with useful educational resources.

The METHODOLOGICAL GUIDE aims to explain the working process to design and create the other theoretical and practical educational resources, in order for other organizations and youth workers to be able to replicate it.

The Educational KIT was created as a result of the strategic partnership for youth, Find your way out the digital addiction labyrinth – TECHBYRINTH, financed by the Erasmus+ Programme of the European Union, and it aims to raise awareness about the risk of technological and online addictions and to provide viable solutions and advice related to digital competences for youth and youth workers.

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The project was developed by the partnership of organisations from Spain, Slovakia and Romania

INFORMATIVE MANUAL
TECHBYRINTH

Find your way out of the digital addiction labyrinth

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TECHBYRINTH
FIND YOUR WAY OUT OF DIGITAL ADDICTION LABYRINTH

INTRODUCTION

1. Aim of the manual

The INFORMATIVE MANUAL represents the theoretical part of the Educational KIT, which contains research on the topic of digital addictions and digital competences. It is designed with the purpose to provide the theoretical understanding of the subject to the youth workers and provide them an useful educational tool as a support in their training or workshops on the topic of digital addiction and/or digital competences. Moreover, the informative manual aims to provide the necessary knowledge in such a way to empower the youth and youth workers to become digital citizens, acquiring and developing digital skills, avoiding at the same time the digital addictions.

2. For whom it is dedicated?

The INFORMATIVE MANUAL is primarily dedicated to youth workers and youth at risk of digital addiction. However, the European Centre for the Development of Vocational Training (Cedefop) believes that in the near future 90% of vacancies in Europe will require some type of digital knowledge, meaning that this manual can be useful for any educational professional and also any person that wants to learn more about digital competences and digital addictions, getting the necessary knowledge to empower them to become digital citizens.

3. Youth and youth workers needs on this topic

The concept of digital citizenship is becoming more and more recognized as people communicate, shop, and share information online. Being a responsible digital citizen means using technology appropriately and operating online safely and knowledgeably. Because of this, there's more need than ever to practice responsible habits. Understanding and operating according to the concept of responsible digital citizenship helps foster a respectful, educated, and protected online environment.

There are various reasons why it's necessary to get the proper knowledge on digital citizenship. These reasons include:

- The use of social media is continuing to grow for all people. It's important for teens and adults to know how to use the platforms appropriately, and that there are consequences for poor choices they make on them.

- Knowing proper digital citizenship rules can help prevent cyberbullying. It also enables good digital citizens to know how to properly report cyberbullies as well.

- Youth workers and professionals will be able to properly communicate with youngsters or even other professionals. Digital skills are essential for any adult looking to make it in the workplace.

- It teaches youngsters the digital literacy skills necessary to navigate today's digital world and use it to their advantage.

- Knowing how to use technology appropriately can help prevent technology addiction and the health effects associated with it.

DIGITAL ADDICTIONS

1. Internet addiction

1.1 Definition

We live in the age of the internet, a new technology that is rapidly reshaping our society – but not without some negative consequences. One of the most worrying of these is the most obvious – people are becoming addicted. The range of problematic behaviour observed in the growing population of internet users has in recent years become so complex that scientists have coined an accordingly wide term for the phenomenon – 'Problematic Use of the Internet' (PIU). These maladaptive behaviours range from addictive gaming, gambling, purchasing, viewing pornography and social networking to 'cyber-bullying' and 'cyberchondria', generally presenting with addiction-like symptoms and clinical characteristics.

Internet addiction also known as compulsive Internet use is a repeated behaviour leading to significant harm or distress, which is not reduced by the person and persists over a significant period of time (e.g. at least 12 months), producing functional impairment.

Thus, a behaviour should not be conceptualised as behavioural addiction (exclusion criteria) if:

- the behaviour is better explained by an underlying disorder (e.g. a depressive disorder or impulse-control disorder);

- the functional impairment results from an activity is the consequence of a wilful choice (e.g. high-level sports);

- the behaviour can be characterised as a period of prolonged intensive involvement that detracts time and focus from other aspects of life, but does not lead to significant functional impairment or distress;

- the behaviour is the result of a temporary coping strategy as an expected response to common stressors or losses.

1.2 EU statistics

Internet addiction is a relatively new mental health concern, considering worldwide Internet use increased by 1,000% between the years 2000 and 2015. Evidence suggests Internet addiction is most prevalent among males, people with higher income, and those who exhibit certain psychosocial traits like neuroticism, impulsivity, and loneliness. Depression and anxiety are also common risk factors for Internet addiction.

Only a few cross-cultural studies on problematic internet use exist, and the majority of the existing studies have been conducted in Europe.

Durkee et al. (2012) estimated the prevalence of problematic internet use across citizens of ten European countries (i.e. Austria, Estonia, France, Germany, Hungary, Ireland, Italy,Romania, Slovenia, and Spain) with 11,956 adolescents, finding an overall prevalence of problematic internet use of 4.4 per cent. This was found to be higher among males than females and higher in countries such as Slovenia with 5.8 per cent in comparison to Italy with 1.2 per cent.

Tsitsika et al. (2014) conducted a similar cross cultural study on internet addictive behaviours (IAB; i.e. loss of control over internet use) in seven European countries (i.e. Greece, Spain, Tsitsika et al. (2014) conducted a similar cross cultural study on internet addictive behaviours (IAB; i.e. loss of control over internet use) in seven European countries (i.e. Greece, Spain, Poland, Germany, Romania, the Netherlands, and Iceland) with 13,284 adolescents (i.e. 14-17 years old). Their findings were approximately 1 percent of adolescents exhibited IAB (internet addiction behaviour) and an additional 12.7 per cent were at risk for IAB; thus, in total, 13.9 percent displayed dysfunctional internet behaviours (DIB).

The prevalence of DIB was higher among boys and varied widely between countries (i.e. from 7.9 per cent in Iceland to 22.8 per cent in Spain).

1.3 Signs

Familiarizing yourself with signs and symptoms of Internet addiction can help you determine whether help is needed in the form of professional treatment. Signs and symptoms of Internet addiction are similar to those of many other types of behavioral addictions. Those who suffer from Internet addiction tend to prioritize Internet use above all other important life obligations and may skip social activities, so they can devote more time to being online.

Someone must exhibit at least five of the following traits to be diagnosed with Internet addiction:

- Preoccupation with the Internet, such as thinking about activities you'll do next time you're online.
- Feeling the need to spend more time online to achieve the same amount of satisfaction.
- Repeated, failed attempts to reduce Internet use.
- Feelings of irritability, depression, and moodiness when Internet use is limited.
- Using the Internet for longer periods of time than intended.
- Putting a job or relationship at risk so you can use the Internet.
- Lying about the amount of time you spend online.
- Relying on the Internet to regulate or improve your mood.
- Being defensive about the amount of time you spend online
- Inability to complete other important tasks due to spending too much time online
- Missing appointments, work, or school due to using the Internet
- Loss of sense of time when using the Internet
- Loss of pleasure or boredom with real-life activities.

1.4 Causes

Youth become addicted to the internet for a number of different reasons. Most of the time, the urge to compulsively use the internet is the result of a desire to manage unpleasant feelings such as depression, anxiety, stress or loneliness. Some feel socially inept in the real world and turn to social media interaction as a means of feeling close to people, while others may lose themselves online in an effort to temporarily feel better. Unfortunately, the internet, when used compulsively, can lead to many consequences.

Some causes of internet addiction include:

- Self-medication for a mental health disorder. Many people use the internet to mask anxiety, depression, or other mental illness.

- Information addicts. Some people have an intense hunger for knowledge, and the internet provides immediate access to tons of information that can be very attractive for information addicts.

- Anxiety or social disorders. Some people have anxiety when they are face to face with people or suffer from other social disorders that make it difficult for them to interact in real life but easier to interact online.

- Many people, especially those who do not have a companion, interact online to fulfill a void that causes them to feel lonely.

- Shifting from a real world addiction. Many people who suffer from a real world addiction to shopping or gambling will shift their addictions to an online version such as internet gambling or excessive shopping online.

1.5 Effects

1.5.1 Mental effects

- **Anxiety, sadness and depression**: teens who spend most of their time in the virtual world gradually move away from the real world and start living in a world of fantasy. After a certain period, they become dependent on the Internet to feel upbeat. And, when they are unable to access the Internet, they start experiencing anxiety, sadness and depression.

- **Unable to keep schedules**: Teens use the Internet to do a lot of things like looking for information, corresponding, paying bills, and doing financial transactions. However, in the case of Internet addicts, they spend most of their time engaged in browsing, chatting or gaming, instead of doing what they are actually supposed to do. Also, they are unable to keep track of the time they spend in doing such activities. As a result, they are not able to keep up with their schedules or studies which is one of the bad effects of the internet on students.

- **Social isolation**: Those who spend a lot of time on the Internet tend to become a part of one or several online communities. They end up developing close friendships or intimate relationships with a lot of individuals. To remain connected with these individuals, Internet addicts stay online for long hours. Owing to such behaviour, Internet addicts often end up isolating themselves from their families and peers.

- **Dishonesty and lying**: Almost all Internet addicts understand that they have a problem. However, when confronted or questioned by family members, friends or employers, they try to conceal their habit. They try to do this by either lying or being dishonest about the time they spend on the Internet.

- **Mood changes**: Internet addicts use the Internet to reduce their stress and boost their mood. They feel happy or euphoric when they are connected to the Internet. However, if they have to stop using the Internet or are unable to access it, they become gloomy or irritated and angry.

1.5.2 Physical effects

- **Sleep deprivation**: Most teens nowadays own smartphones and/or tablets, which they carry with them wherever they go, even to the bed. They also use these devices to hook on to the Internet before going to sleep to catch up on what's happening around them. While normal teens may log off after a while, those addicted to the Internet keep browsing for long hours. As a result, they suffer sleep-related issues like late sleep time, insufficient or restless sleep, and late waking time. This sleep deprivation/disturbance can also worsen or magnify symptoms of anxiety and depression.

- **Weight gain due to sitting for long periods of time**

- **Weight loss due to skipping meals so you can be online instead**

- **A decline in personal hygiene**

- **Insomnia and sleep disturbances**

- **Headaches**

- **Neck and back pain**

- **Carpal tunnel syndrome**

1.5 Tips to "detox"

Internet addiction can be effectively treated using behavioral and cognitive therapies that help you change harmful behaviors and thoughts that may be driving your compulsive Internet use. These therapies also teach you how to manage triggers like stress or loneliness that cause you to turn to the Internet and help you repair broken relationships that may have suffered on behalf of your addiction.

Therapies for Internet addiction:

- Cognitive behavioral therapy
- Dialectical behavioral therapy
- Support group therapy
- Individual and group therapy
- Family therapy
- Recreation therapy
- Art therapy
- Horse therapy

CBT helps you change negative compulsive thoughts and behaviors into those that are positive, while support group therapy allows you to bond with others in recovery so you can rebuild your confidence, self-esteem, and social skills. Many of these therapies can be customized in order to support a full, healthy recovery from Internet addiction. Dual diagnosis treatment is also available for those overcoming alcohol and drug use disorders in addition to Internet addiction.

Steps that can help prevent Internet addiction:

- Seek professional treatment for mental health disorders that may lead to compulsive Internet use
- Find healthier ways to manage stress such as yoga or deep breathing
- Get support from friends, family, and therapists to hold you accountable for healthy Internet use
- Track and limit the amount of time you spend online
- Engage in other healthy activities such as exercising, socializing, and reading

2. Social Media addiction

2.1 Definition

Social media addiction is a behavioral addiction that is characterized as being overly concerned about social media, driven by an uncontrollable urge to log on to or use social media, and devoting so much time and effort to social media that it impairs other important life areas.

2.2 EU statistics

As of January 2021, Western and Northern Europe ranked first, both with a social media penetration rate of 79 percent (Statista, 2021).

European social network penetration rate as January 2021

Region	Rate
Western Europe	79%
Northern Europe	79%
Southern Europe	72%
Eastern Europe	65%

45% of the world's population is on social media. (Source: Smart Insights)

There are 7.7 billion people in the world. Of that number, roughly 3.5 billion or 45% of the world's population were active social media users in January 2019, according to recent reports on social media usage. Each year, the figure sees an average growth of 9%.

Since the rate of social media adoption has increased dramatically in the past few years, its growth in certain age groups and countries is starting to plateau.

Half Of Europe Uses Facebook

Share of population that use Facebook in Europe, Russia and Turkey as of October 2018

- 0–40%
- 40–45%
- 45–50%
- 50–55%
- 55–60%
- 60–65%
- 65%+

50.9
66.3
62.6
51.6
45.9
66.2
56.7
9.3
58.0
58.7 56.9
38.6 44.0
48.3
46.7
52.1 43.8 43.2 59.4 50.6
52.7 45.1
52.0
60.9
51.7
49.3 51.0
74.3
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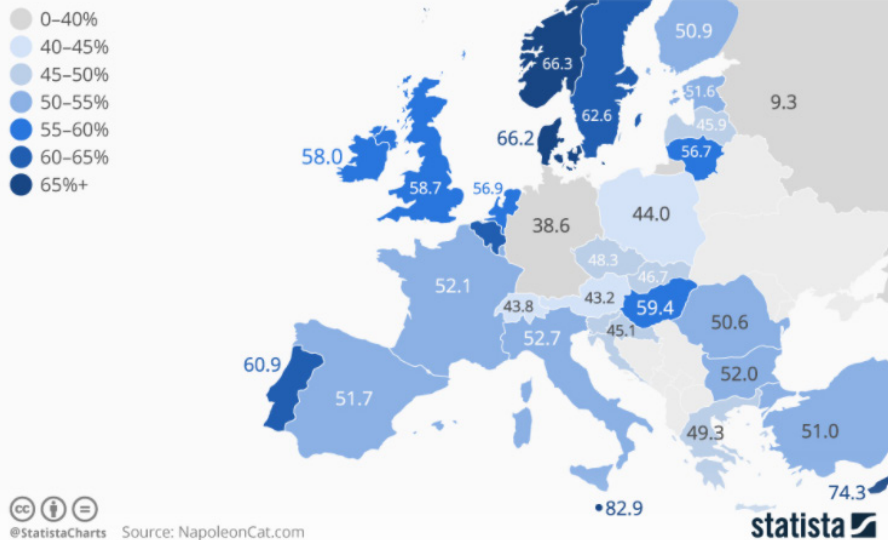
Usage of Instagram Varies In Europe

Share of population that use Instagram in Europe, Russia and Turkey as of October 2018

- 15–20%
- 20–25%
- 25–30%
- 30–35%
- 35–40%
- 40–45%
- 45–50%

34.5
43.6
27.9
48.5
24.6
26.0
36.1
36.7
21.6
34.8 36.3
16.9
23.8
20.8
18.4
25.3 25.3 20.6
28.6 18.7
25.0
32.3
34.9
17.2
31.3
27.3 44.7
45.9
•36.2

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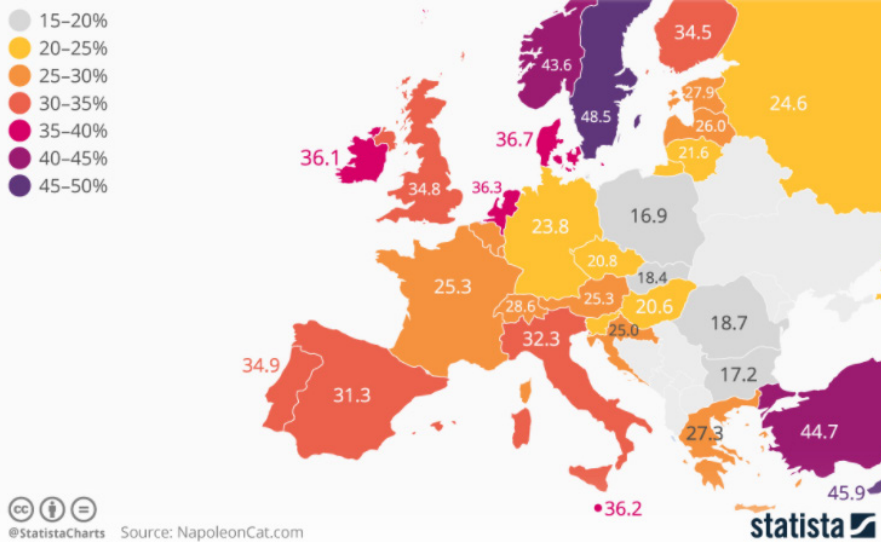
210 million people worldwide suffer from social media and internet addictions. (Source: Science Direct)

Thanks to the internet, you can connect with friends from all over the globe, and you can even find someone on all social networks. As a result of our growing dependence on technology, social media addiction is on the rise worldwide. Research shows that approximately 210 million people around the world suffer from such addictions.

Generation Z spends an average of 2 hours and 55 minutes on social media daily. (Source: Global Web Index)

Generation Z dedicated an average of 2 hours and 55 minutes of their day to social media. Millennials came a close second, spending an average of 2 hours and 38 on social media. In the same Global Web Index report on the time spent on social media by age, Boomers were found to be less active on social networks. On average, they spent 1 hour and 12 minutes on social media, which is up from 1 hour and 9 minutes in 2017. Generation X, on the other hand, spent more time on social networks than Boomers. However, they spent less time than Millennials and Generation Z – about 1 hour and 49 minutes each day.

2.3 Signs

The following are the symptoms of Social Media Addiction:

- Feeling anxious/ depressed if unable to use social media for a few days. Many social media addicts themselves admit that they cannot live without the internet for even a day.

- Checking the notifications of social media apps after every small interval of time. A person who is addicted to social media usually checks his/her phone every 30 minutes or even less than this.

- Skipping/ delaying/ postponing all the important tasks like bathing, eating or even going to the office/ school/ college because of overusing social media. Many of those who are addicted to social media use social media before going to bed and also as soon as they wake up in the morning.

- Constantly monitoring the likes/ comments/ views on social media platforms.

- Constantly updating/ posting pictures/ status about everything which one is doing.

- Preferring Social Media Platforms over real-life for talking/ communicating/ expressing.

There can be many other symptoms of social media addiction and all have one common thing– an urge to use social media again and again.

2.4 Causes

As social media addiction is nothing but over and compulsive use of social media. So to understand what causes social media addiction we need to understand why a person uses social media.

The main causes of why we people use social media or why social media addiction occurs:

- Escape from the 'real world'

The most common reason why people overuse social media is that many of us are bored or stressed in the 'real world'. Social media provides us with a platform to live in another kind of world known as the 'virtual world'. In this virtual world, a person has greater control over the society unlike in the real one.

For example, here we can listen or follow only whom we want to and can block all the others whom we don't like. In real life, a person might be shy and fearful, but on social media, he/she can say whatever he wants and can even abuse or troll if he/she doesn't agree with someone else's opinion.

Social media helps people to escape from their busy and stressful routine and allows them to play the role of a different person.

- Instant Gratification & 'Dopamine'

If you are not familiar with what dopamine is, then you should simply know that dopamine is a chemical that motivates us to repeat certain activities. Whenever we do an act of pleasure like eating or even consuming some addictive substance, the dopamine is released in our brain, which suggests the brain to repeat the action again and again.

The same chemical is released when we use social media. Social media provides us with unlimited rewards in the form of notifications- likes, comments or shares. This results in release of dopamine which makes us repeat this behavior again and again. This forces us to desire more likes, comments, and shares.

Dopamine is responsible for many great things in our lives like motivating us to exercise or even to study, but it's also responsible for our bad habits like various forms of addictions like cocaine, alcohol or even social media.

- FOMO and Peer pressure

Social media has become so common nowadays that if someone does not use any social media platform he/she is stigmatized or called weird by others. Instead of asking for a phone number or any other details people prefer asking for an Instagram username.

This forces people who don't want to use social media to create accounts and use social media so that they don't miss out on anything. This is known as FOMO (Fear of Missing Out). This is very common in teenagers due to peer pressure.

- Social Media is Addictive!

The fourth reason why people use or overuse social media is that social media is actually addictive. The brains behind social media platforms like Facebook, Instagram, Snapchat, etc. have designed social media in such a manner that anyone who starts spending some time gets addicted to them.

2.5 Effects

2.5.1 Mental effects

People use social media for many things, such as socializing, finding and sharing information, shopping and simply as a diversion. Some of these activities are fairly neutral while others may cause strong emotions.

Positive connections with people are important for your mental and even physical health. There's plenty of evidence that social isolation is associated with a shorter life span, not to mention a diminished quality of life. While interacting with people on social media is not enough, and not a substitute for live interactions, it can be beneficial nonetheless.

On the other hand, social media can cause stress and other negative emotions. The issue of cyber-bullying is a good example of this. There are also people who are attached to trolling or arguing about everything from politics to sports. If interacting on social media causes stress, it's not good for your health. As a social effect ruined relationships and failed marriages have now been added to the list of negative effects of social media. In a new survey of Facebook users, researchers found that frequent monitoring of one's romantic partner on social media causes misunderstanding and jealousy. When people pay more attention to their social networks than their partners, it becomes challenging to build or enhance the relationship. (Source: HG)

2.5.2 Physical effects

- Carpal Tunnel Syndrome. If you do too much keying, you may experience problems that affect your hands or wrists. There are also specific problems associated with keying on mobile phones, which can strain the tendons of your fingers. These problems aren't all caused by social media. It can just as easily be caused by having to type term papers for school or reports at work.

- Eye problems. You can get eye strain from staring at screens for too long.

- Fatigue. This is another symptom of overusing social media. If you're staying up too late posting on Twitter or Facebook, you may be losing valuable sleep.

- Lack of exercise. Social media can cut into time you might otherwise be spending outdoors or exercising.

- Distraction. One of the most dangerous potential consequences of social media addiction is driving while being distracted. As recent stories have confirmed, you can even get hurt texting and walking.

2.6 Tips to "detox"

Talk Therapy: Talk therapy works by identifying the problem first and then finding a solution based on the information discovered. On that note, one-on-one psychotherapy is a great talk therapy option for helping a person addicted to social media. When the user is made to understand the severity of the damage that is being caused, the willingness to cut the habit and recover is greatly improved.

Family Therapy: Organizing therapy sessions with the individual's family can further enhance each session's effectiveness. For one, the person is likely to be a lot more comfortable when surrounded by loved ones. Another advantage of this form of therapy is that the family also gains a good understanding of the problem and can contribute to helping the individual recover. Think of it as a support group/system.

Social media addiction statistics state that 78% of people who use less devices in their daily life have healthier brains than the ones who do.

To prevent this and other symptoms from happening, here are things that you can do;

- Reduce the apps

Clean your phone off of all the unnecessary apps.
Use it for calls and important messages only.

- Swipe less

Once these apps will be less in reach, they will automatically lose their attraction.

- Restrict Notifications

Turn off the notifications to all platforms. Notifications are just signals for you to check your phones. No notifications means less checking of the phone, resulting in a better life. Notifications can directly affect your temper since you won't be able to do the task at hand once you indulge in checking social media.

- Limiting Your Time

Keep a check on yourself.
The 15 minute rule usually does wonders Or the "No social media in the office" generally works too.
Even at home, try putting a timer on the usage of social media.
And since you'll have a lot of time to spare, you can pick up different hobbies or so.
Keep yourself busy.
Make new friends. No, not on the internet!
Concentrate on the things close to you, family, friends, hobbies.

- Healthy Apps

Use apps that block all social media apps on your phone after a certain time. Or, the other option can be using apps that can schedule your posts. The social media posts scheduling tool can be useful because you can bulk upload your content, posts, and pictures, for a week or a month.

3. Smartphone addiction

3.1 Definition

Smartphone addiction, sometimes colloquially known as "nomophobia" (fear of being without a mobile phone), is a disorder involving compulsive overuse of the mobile devices, usually quantified as the number of times users access their devices and/or the total amount of time they are online over a specified period

3.2 EU statistics

In 2019, 94 % of young people in the EU-27 made daily use of the internet, compared with 77 % for the whole population. (Source: Eurostat)

In 2019, 92 % of young people used mobile phones to access the internet away from home or work, compared with 52 % who used a portable computer in this way. (Source: Eurostat)

Lopez-Fernandez et al. (2017) examined cross-cultural patterns of perceived dependence on mobile phones in young adults from ten European countries, grouped into regions (North: Finland and UK; South:Spain and Italy; East: Hungary and Poland; West: France, Belgium, Germany, and Switzerland) and by country in order to predict self-perceived mobile phone dependence. Their findings showed popula-

tions from the Northern and Southern regions reported the heaviest use of mobile phones, although the proportion of highly dependent mobile phone users was higher in Belgium (3.9%) in comparison to Poland (1%).

Moreover, risk factors for increased mobile phone dependence scores were using mobile phones daily, being female, and engaging in social networking, monthly mobile phone payments, online shopping, and viewing online TV shows, chatting and messaging, and using mobile phones for downloading-related activities.

3.3 Signs

To recognize if someone has a mobile addiction, it's best to know what the symptoms are:

- A person with a mobile addiction makes constant use of it, being the first thing he does when he wakes up and the last thing before falling asleep, even falling asleep with the device.
- Difficulty releasing it and attending to other tasks.
- Recurring thoughts on mobile.
- Irritability, alteration or anxiety if for any reason you cannot use it.
- Prefer to phone or chatt than the direct relationship with your loved ones.
- Abandon other favorite activities.
- Isolate from the family environment and friendships, except those that are through the apparatus.
- Problems at work or school, absenteeism at school or work.
- If addiction is more severe, he can steal to get a cell phone.

3.4 Causes

There are various factors that may contribute to the addiction:

Loneliness– Feelings of loneliness can make a person feel really helpless. The presence of a smartphone with all the social media applications where you can communicate with innumerable people may make the person feel less lonely and may feel that there is someone who can listen to them.

Stress– Stress from work, school, college is bound to exhaust an individual. Smartphones can be a mode of relieving the stress temporarily by watching movies, reading e-books, talking to friends and so much more.

Unstable home environment or work environment – Families where parents are often engaged in conflicts, addicted to substances, a boss who is autocratic are difficult to deal with. Using smartphones can be a way of escaping from the challenges that need to be faced on a daily basis.

Anxiety in social situations– Some individuals experience a great deal of discomfort in social gatherings. For such individuals, smartphones are a way to connect with people at their own ease and pace.

Availability of resources- The availability of an up-to-date mobile phone with all the features, 24/7 internet connectivity are also an important cause of the addiction. The better the resources available, the higher is the probability of an individual to be making maximum use of the resources.

3.5 Effects

3.5.1 Mental effects

Sleep Disturbances– Disruption in sleep is often observed for individuals who overuse their phones, either by continuing to use it past their bedtime or unable to fall asleep as their phones are right next to them, buzzing with notifications.

Difficulty in concentration– Individuals might find it hard to work with complete attention and concentration when their phone is right next to them while working.

Anxiety- Some people may experience anxiety related to the updates on various sites, keep checking for text replies, likes and shares on their social media profiles. This can affect the overall functioning of the individual.

3.5.2 Physical effects

Back or neck problems- Due to prolonged usage of looking on the smartphone screen while sitting/lying in bed.

Eye fatigue– The light from the smartphones strain the eyes often causing headaches.

Accidents- There have been several headlines stating the driver or the pedestrian kept moving ahead without looking carefully at the road and met with an accident.

3.5 Tips to "detox"

Treating the smartphone addiction

The treatment of mobile addiction is behavioral, intervening in the use of it and the control of addictive impulses as follows:

Change the relationship with the phone: It gradually restricts its use by limiting the hours determined for its use and goes out on the street without it progressively.

Change the perception about the phone: This should be a tool to make life easier for us, not for you to control it.

Recognize the reasons for their mobile addiction: Supportive psychotherapy treatment helps the person with a mobile addiction understand the root of the problem to look for healthy alternatives that meet those needs.

Family treatment: Therapeutic work as a family is included in the treatment so that the family also understands and supports the person by also modifying behaviors that may detonate in a relapse.

Ways to prevent from overuse of Smartphone:

- Keep a track of the amount of time spent on the phone each day.
- Set a time for replying to emails and texts.
- Avoid sleeping with your phone in the bedroom.
- Remove unnecessary applications from the phone.
- Turn off notifications from unimportant applications.
- Restrict the usage for entertainment purposes.
- Avoid checking your phone as soon as you wake up.
- Make rules for yourself concerning your phone usage.
- Set time periods in which you shouldn't use your phone (i.e., 9 p.m. to 7 a.m.).
- Designate activities in which your phone is forbidden (e.g., driving, dinner time).
- Schedule break times to access your phone or social media.
- Download an application to help cut down on cell phone use.
- BreakFree and Mental allow you to track the amount of time you're spending on your phone and which applications.
- ColdTurkey and SelfControl allow you to block the sites you wish to avoid.
- Relaxation techniques such as mindfulness can help you to cope with your cravings to use your smartphone.

4. Other Addictions

4.1 Gaming

4.1.1 Definition

Video game addiction, also known as gaming disorder or internet gaming disorder is the lack of an individual's self-control over gaming. That is to say, video game addiction is the problematic and compulsive use of internet games that in turn lead to failure of the individual's performance in other realms of daily life.

4.1.2 EU Statistics

According to recent statistics, over half of all Europeans (54 %) play video games with 77 % of them playing at least an hour per day (Nesterenko, 2019). The average age for video games among Europeans is 31. In terms of age groups, those aged 11-14 proved to be playing more than any other age group, at 84 %. This is followed by young children (76%), the age group of 15-24 (74%), and other age groups respectively. In addition, France, Germany, and Spain were classified as the key market for the gaming industry in the European Union.

| 76% | 84% | 74% | 67% | 49% | 34% |
| aged 6-10 | aged 11-14 | aged 15-24 | aged 25-34 | aged 35-44 | aged 45-64 |
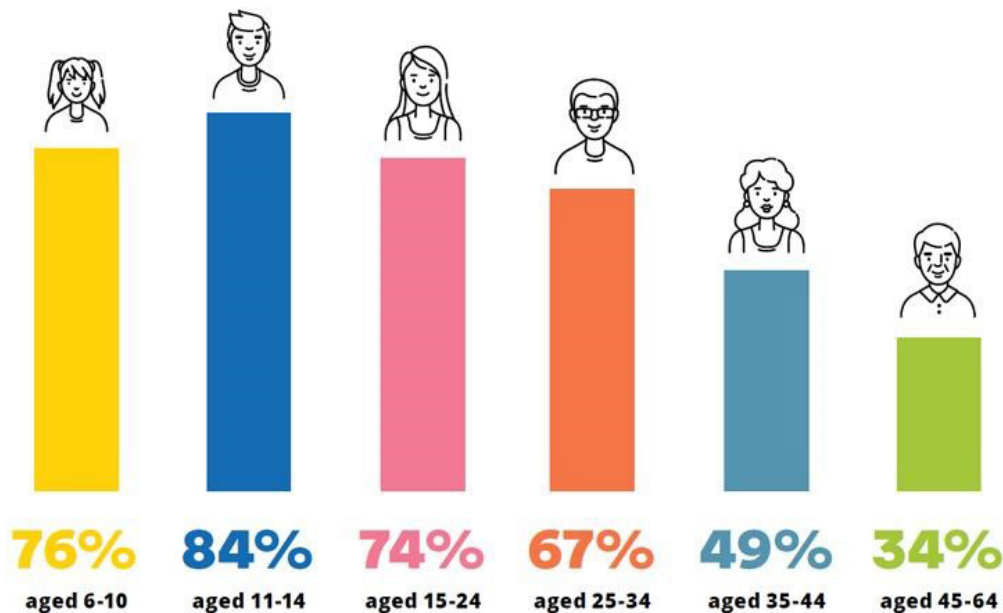
4.1.3 Signs

The most apparent signs of gaming addiction can be listed as follows:

- Feeling of restlessness or irritability when a person is unable to play;
- Relentless preoccupation with thoughts that are merely about previous or upcoming games;
- Isolation from family and friends, mainly due to the "need" to spend more time playing;
- Being engaged in gaming activities at the expense of other essential responsibilities without even being aware of of negative repercussions.

4.1.4 Causes

Some of the contributing factors of video game addiction are said to be the following:

- Challenge lying behind it-video game designers design it in a way that makes a user confront challenges that are surmountable.
- Dauntless passion for "success" or winning. Similar to gambling addiction, video games push users towards winning and spending more and more time.
- Low self-esteem;
- Isolation and/or loneliness-can be a cause, sign, and consequence;

- Aggressive personality;
- A pessimistic view of life;
- Constant anxiety.

4.1.5 Effects

4.1.5.1 Mental effects

- Anxiety;
- Increased depression;
- Social phobia;
- Repetitive stress;
- Lack of motivation for carrying out other tasks;
- Social disengagement/isolation/loneliness/relationship problems.

4.1.5.2 Physical effects

Physical effects of obsessive video games can be short-term and long-term. Some of the most common effects can be listed as follows:

- Deterioration of eyesight;
- Excessive fatigue;
- Migraines due to intense concentration on eye strain;
- Diet-related health problems;
- Sleep disturbances;
- Poor personal hygiene (An American Addiction Centers Resource).

4.1.6 Tips to "detox"

Breaking obsessive addictions like video games is not easy, yet possible. It requires lots of input and indomitable commitment. The following tips have potential to break down obsessive video game addiction:

- Don't quit it completely at once, instead try to limit time spent on it;
- Set time limits for play and stick to them;
- Add other activities to daily routine including daily exercise;

4.2 Online Shopping

4.2.1. Definition

Shopping addiction, also known as oniomania or "buying-shopping disorder" (BSD), is a compulsive shopping habit. Shopping addiction has become more common after the advent of online shopping. Online shopping is a form of electronic commerce enabling consumers to easily buy goods and services either through an internet web browser or mobile app. Buyers can now easily enter web pages of various vendors and check availability and pricing of a product. Through filtering different features they can find a variety of brands and items. In addition, customers no longer have physical boundaries for getting products as they can order anything from another country.

4.2.2. EU statistics

According to Eurostat statistics, 72% of European internet users had done online shopping prior to the 2020 Survey. COVID-19 has been a strong impetus for unprecedented growth in online shopping. Countries, such as the Netherlands, Denmark, Germany, Ireland, Sweden are forerunners in online shopping with well over 80 % internet users doing their shopping online. Figures for the countries as Italy, Romania, Bulgaria are far lower where online shopping is not so popular. According to the statistics comparing online shopping over years, there has been a huge growth in internet shopping.

Internet users who bought or ordered goods or services for private use in the previous 12 months by age group, EU, 2010-2020

EU estimates for 2020

Source: Eurostat (online data code: isoc_ec_ibuy and isoc_ec_ib20)

eurostat
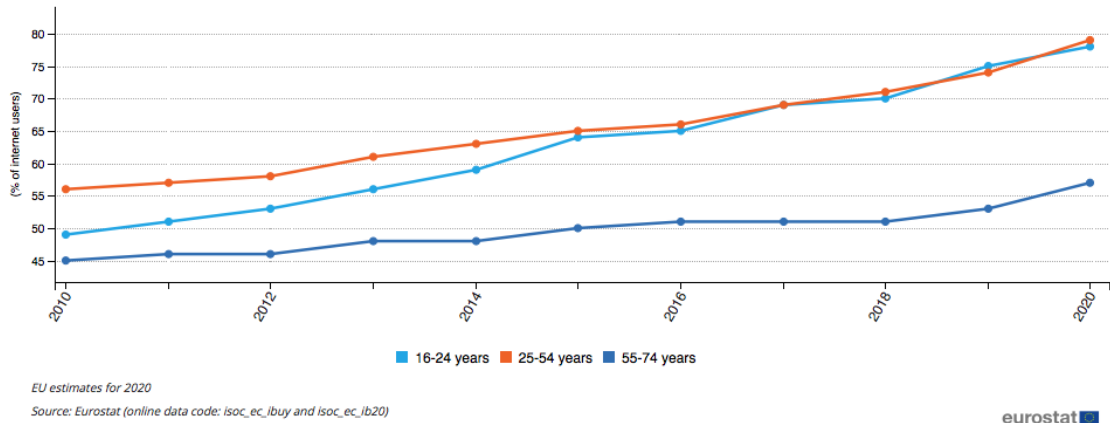
4.2.3. Signs

There are some of the most common signs of compulsive online shopping:

- Being unable to stop shopping online, despite having tried many times.
- Observing negative impact of online shopping on your life including relationship, finance, and work;
- Constant arguments with family or friends who are concerned about this;
- Preoccupation with thoughts about new items, brands, etc;
- Feeling guilty after doing online shopping;
- Buying things you do not need, even when you don't afford

4.2.4. Causes

The following contributing factors are often attributed to online shopping:

- Emotional deprivation in childhood;
- Need to fill an inner void;
- Perfectionism;
- Approval and attention seeking;
- Excitement coming from shopping;

4.2.5 Effects

4.2.5.1. Mental effects

- Vast cognitive changes-rollercoaster of emotions
- Depression and anxiety;
- Since online shopping addicts are likely to confront financial problems in the long turn, they are more likely to develop other unhealthy habits, such as substance use;

4.2.5.2 Physical effects

Although there is no direct link between "buying-shopping disorder" and physical health, its negative implications for mental health can cause problems to physical health in future.

4.2.6. Tips to "detox"

The following pieces of tips might be useful in overcoming online shopping addiction:

- Reduce temptations as much as possible: this might be pages you follow on social networking sites;
- Ask this question before making a purchase: Do you need or just want this?
- Wait a long time before adding the item to your cart;
- Develop some ways to control or cope with emotions;
- Do fun things instead;

4.3 Online Betting

4.3.1 Definition

Online betting, also known as online gambling or e-gambling is all kinds of betting activities you do using the internet. This includes virtual poker, casinos, and sports betting. Online betting addiction is compulsive behaviour characterized by dependence on online gambling coming along with a number of clear indicators listed below.

4.3.2 EU statistics

Sports betting is responsible for the biggest share of online betting in Europe, at 41%, followed by casino and lottery (Lock, 2021). This growth is mainly attributed to technological advancements and legislations that now legalise many forms of online gambling in Europe (ibid). Due to COVID-19, the European gambling industry has experienced huge losses, yet online betting has seen a major growth and is expected to be responsible for 33.6 % of Europe's total gambling revenue by 2025 (European Gaming and Betting Association, 2020). Currently, the number of customers is 16 million (ibid).
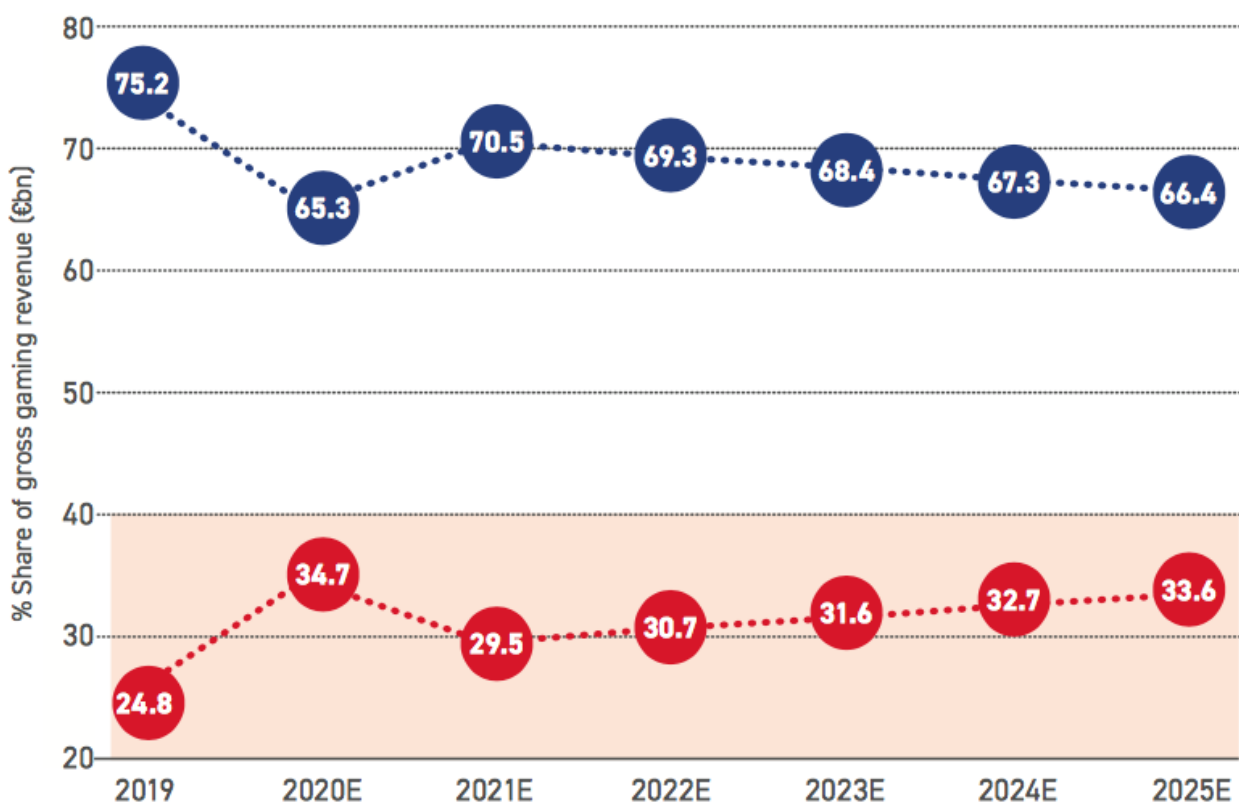
4.3.3 Signs

A person having some of the following habits is more likely to suffer from online betting addiction:

- Preoccupation with gambling ideas: about next one; looking for some money to spend on it, etc;
- Feeling a need to spend a bigger amount of money to get more excitement and "earn" more;
- Committing crimes or securing illegal loans to finance it;
- Failed attempts to stop betting;
- Irritability and restlessness when unable to play;
- "Chasing losses"-keeping playing to get lost money back;
- Huge relationship, family, and work hardships;
- Counting on others financially to get out of the dire situation caused by betting.

4.3.4 Causes

There are a huge number of factors contributing to compulsive online betting addition and some of them are the following:

- Desperation for money;
- Desire to enjoy thrills and highs;
- Status associated with being a "successful" gambler (An American Addiction Centers Resource);
- Loss of money in the first trial and continuous attempts to gain it back;

4.3.5 Effects

4.3.5.1 Mental effects

Betting addiction can cause detrimental impairment to a person's mental well-being that can even end up suicide. Apart from that, these are the most common effects:

- Anxiety;
- Depression;
- Suicide thoughts and tendencies;
- Desperation/hopelessness

4.3.5.2 Physical effects

Since there clear signs of anxiety and depression can be observed in a person suffering from betting addiction, the following physical effects can be expected:

- Sleep deprivation;
- Pale skin;
- Weight gain or weight loss;
- Acne and dark circles under the eyes.

Gamling is more likely to cause the emergence of new bad habits like alcohol and drug addiction that have proved to have a detrimental impact on health (An American Addiction Centers Resource).

4.3.6 Tips to "detox"

There is not a well-researched treatment method for betting addiction, but the following may help to break it down:

- Individual, or family counseling;

- Participation in support groups like Gamblers Anonymous;
- Cognitive behavioural therapy (CBT);

4.4 Porn

4.4.1. Definition

Porn addiction refers to a person becoming emotionally dependent on pornography to the extent that it interferees with their daily life, relationships, and ability to function. Porn addiction is sometimes classified as hypersexual disorder encompasses behaviours such as excessive masturbation.

4.4.2. EU statistics

Although not a reliable number was found, some European countries, such as Italy, Austria, Germany, Belgium, Spain, and Hungary are amongst the biggest consumers of pornography (Hussey, 2015).

Countries with biggest shares of adult websites

powered by SimilarWeb
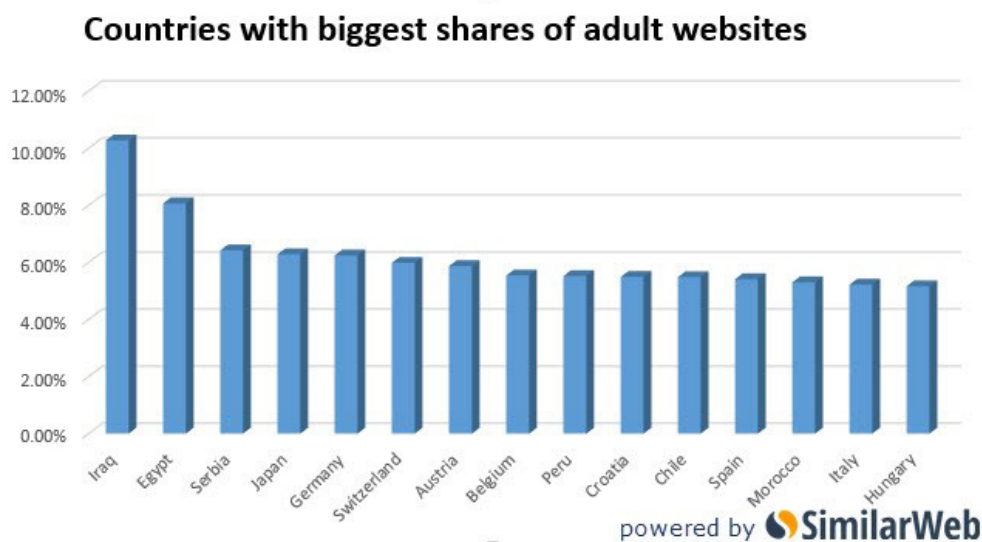
4.4.3. Signs

These are the most common signs of pornography addiction:

- Obsessive view of porn videos;
- Failed efforts to stop-although an addicted person constantly tries to stop watching these videos, he fails to do so. This is the main indicator of porn addiction.
- Physical and psychological cravings and obsessive use: this is when a porn addict is extremely preoccupied with ideas about pornograpny, previous and future use. This causes difficulty in focusing on anything and can be regarded as a sign of addiction.
- Shame, guilt, anxiety: these feelings happen after viewing porn videos.

4.4.4 Causes

Pornography addiction is a contentious topic among experts who argue on its existence. According to those who regard it an addiction, compulsive porn addiction can stem from these problems:

- Psychological issues: a person might use pornography as a way to escape from stress and compulsion;
- Relationship problems-sexual dissatisfaction;
- Unhealthy cultural norms: ideas about how people should look or behave during sex;
- Biological factors: this might include certain changes going on in the brain while viewing porn that lead to an addiction.

4.4.5. Effects

4.4.5.1. Mental effects

Mental effects of pornography can be as intimidating as the following:

- Distortion of the attitude and perception about the nature of sexual intercourse;

- Developing a higher tolerance for abnormal sexual behaviour, aggression, promiscuity, and even rape;

- Relationship problems: pornography can be regarded as infedility by a partner and can even lead to divorce;

- Viewing a partner more as a "sex object" rather than a human with dignity;

- Causes loss of concentration and distraction.

4.4.5.2. Physical effects

- Impairment to eyesight;

- Sexual problems: erectile dysfunction, problems with orgasm and even impotence;

4.4.6 Tips to "detox"

No medical treatment is supported by research since phornography addiction is not seen as a medical condition. Instead, it is often recommended to address other areas that are directly connected with it, such as relationship problems, depression, and sexual shame. In this respect the following tips are seen as effective methods to deal with the problem:

- Lifestyle changes: since people mainly view porn out of boredom or exhaustion, some other healthy activities might fill in time spent for phornography. In addition, developing stronger new habits that would take over pornography might be useful.

- Relationship counseling: this is mainly for couples and they are recommended to counsel with a relationship coach to eradicate pornography from their relationship and cultivate a healthier relationship;

- Psychotherapy: this might help a person to find out his/her unmet sexual desires, develop healthier strategies to deal with distress and anxiety, etc.

DIGITAL COMPETENCES

Importance of the digital competences in the labour market

Being digitally competent is a task for the 21st-century citizen, digital skills becoming crucial for employability. This is not only because of its role as a transversal skill to develop employability, but also because a great percent of all EU jobs need at least basic digital skill level. The report of the European Commission on Digital Skills in the Workplace (EC, Shaping Europe's digital future, 2021), shows:

- 93% of European workplaces use desktop computers,
- 94% use broadband technology to access the internet,
- 75% use portable computers
- 63% use other portable devices
- 22% use intranet platform,
- 8% use automated machine or tools
- 5% use programmable robots.

The EU noticed the importance of Digital competence and included it as one of the eight key competences for lifelong learning identified by the European Union (EC, Key competences for lifelong learning. Recommendation of the European Parliament and of the Council, 2006). As a response, education and training providers developed a multitude of learning opportunities of ICT skills for citizens, typically focused on enabling them to use specific computer applications and online services. Most of training curricula did not reflect a sound and shared view of digital competence. In this context of lacking of a common understanding of what these skills, knowledge and attitudes are, and without a clear view of which competences should be part of every citizen's digital competence, the EC took initiative to create a common framework for digital competencies.

The DigComp framework can be used by the labour market in several ways:

- To support the analysis of digital competence requirements in various occupations
- To create job descriptions for hiring new people
- To create new job positions in company
- To assess employees' skills
- To monitor the competence development of the employees

Recognizing the importance of digital skills for the labour market, the main challenge for employers is to make sure that the supply of digital skills within the workforce matches its demand at the labour market and enterprise level (EC, ICT for work: Digital skills in the workplace, 2015), in terms of both: type of skills and level of skills.

In terms of type of skills required, it is advisable for labour market to use DigComp to draw on different reference points for orientation (Wuerffel, 2017):

- At operational level: which business processes require digital skills and which skills will be necessary in the future?
- At the level of relationships to customers and partners: to gain information about how communication with customers or guests can be designed differently, that means which new tools and skills should the employees know and be capable to use?

With reference to the level of skills, DigComp can be used also to give clarity about employees' skills when used as basis for skills assessment. Various organizations propose assessment and self-assessment tools as part of their regular activities or as a result of EU funded projects.

- Self-assessment tool, www.dcds-project.eu (Kluzer & Padroni, 2018)
- Digital Competence Wheel, https://digital-competence.eu/dc/ (Dannelse, 2020)

Moreover, companies can install a certification system in their organizations. An easily way to implement this system is with open badges. This can be used as motivations tool for employees and monitoring tool for the competence development of the staff.

DigComp – what is it and what is its aim?

DigComp is a framework which helps organisations, businesses and individuals to identify digital knowledge and the needs of digital culture that citizens have in their social and personal life (SME, 2016). It is an initiative of provide guidance to citizens of EU Member States on how to mainstream digital technologies into education and improve the digital skills of the European citizens.

Aiming to create a common language between the worlds of education and labour market, the European Commission developed what is now known as the European Digital Competence Framework for Citizens, known as DigComp.

The initial version DigComp 1.0, released in 2013 has become a reference for the development and strategic planning of digital competence initiatives both at European and Member State level.

The DigComp Framework has 5 dimensions:
1. Competence areas identified to be part of digital competence (5 competencies areas)
2. Competence descriptors and titles that are pertinent to each area (21 descriptors)
3. Proficiency levels for each competence. (3 proficiency levels in the initial version, expanded to 8 proficiency levels)
  I. Foundation
  II. Intermediate
  III. Advanced
4. Knowledge, skills and attitudes applicable to each competence
5. Examples of use, on the applicability of the competence to different purposes.
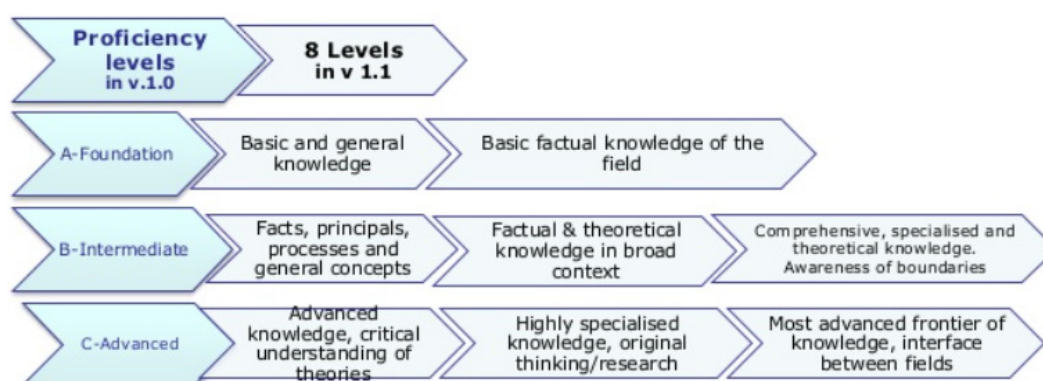
Source: (ECDL, 2015)

The second version, DigComp 2.0, published in 2016, came as an update designed to clarify the concepts and to adapt the content to the changing needs and to users' suggestions. It also included examples of its implementation at the European, national and regional level.

	Competence areas version 1.0	Competence areas version 2.0
Inter-related areas with overlapping points and cross-references	1. Information	1. Information *and data literacy*
	2. Communication	2. Communication *and collaboration*
	3. Content creation	3. *Digital* content creation
Cross-cutting across all areas	4. Safety	4. Safety
	5. Problem solving	5. Problem solving

Source (Vuorikari, Punie, Carretero, & Van Den Brande, 2016)

The current format, DigComp 2.1 comprises the same five competence areas with the 21 competences, and expand the eight different levels that can be achieved for each of the competencies. These competence levels range from learnable basic knowledge acquired under supervision to highly specialized creative competences with personal initiative.
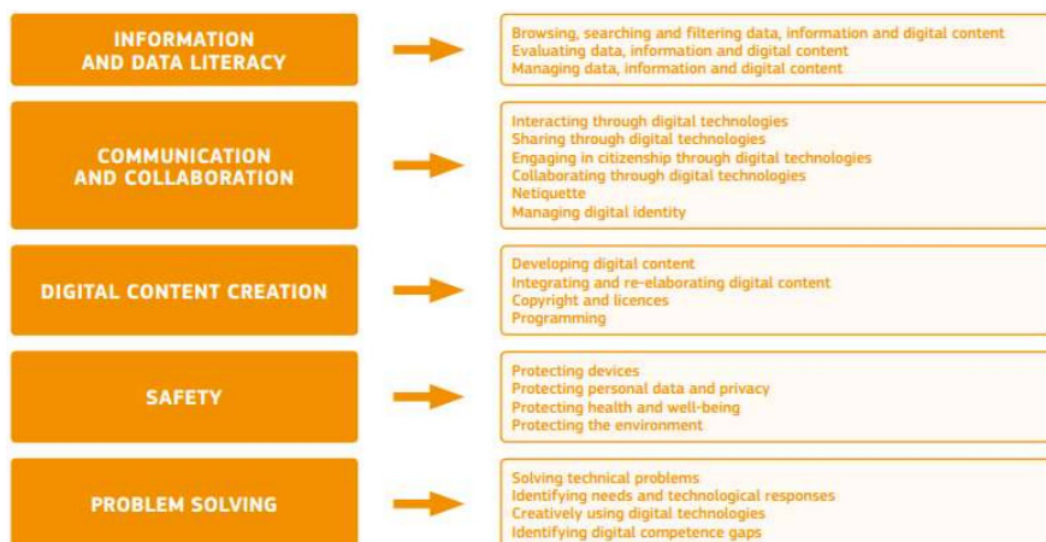
Source: (Vuorikari, Punie, Carretero, & Van Den Brande, 2016)

With this structure, DigComp enables lifelong learning and helps citizens keep pace with the ongoing digitalisation of the world in order to be and remain a successful member of society (Wuerffel, 2017).

The eight proficiency levels for each competence have been defined through learning outcomes, using
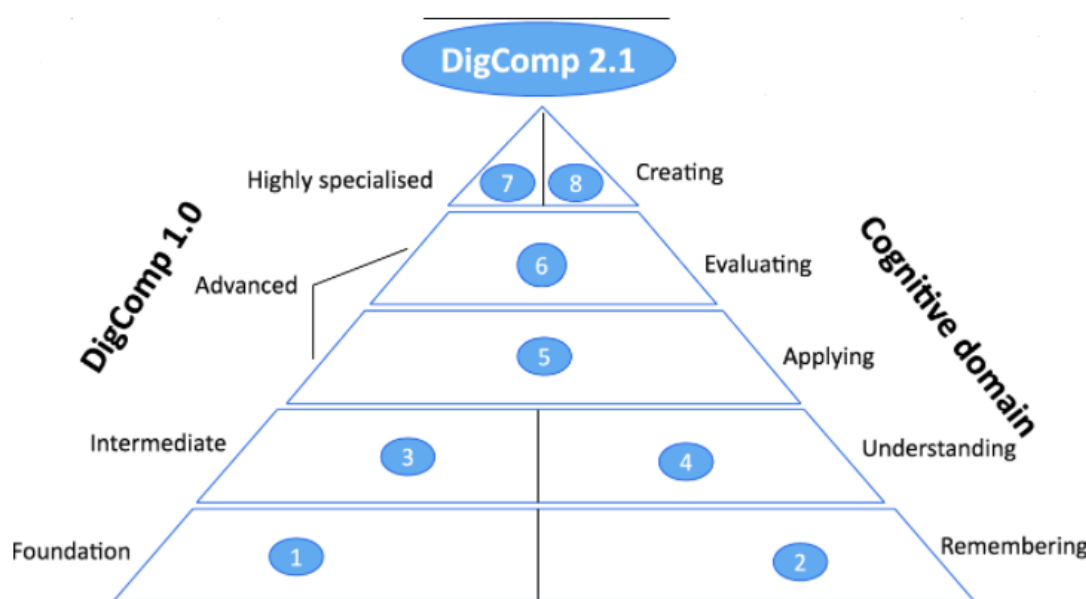
Source: (Florjančič & Wiechetek, 2019)

In 2021, the JRC Joint Research Centre and DG Employment Social Affairs and Inclusion started the revision of the DigComp, which is expected to be finalized and published during 2022.using action verbs, following Bloom's taxonomy.

Competence area 1: Information and data literacy

3.1 Browsing, searching, filtering data, information and digital content

Users are able to articulate information needs, to search for data, information and content in digital environments, as well as to access and navigate between them. They can create and update personal search strategies (Carretero, Vuorikar, & Punie, 2017):

<table>
<tr>
<td rowspan="6">PROFICIENCY LEVEL</td>
<td rowspan="2">FOUNDATION</td>
<td>1</td>
<td>I can, WITH GUIDANCE
• identify my information needs,
• find data, information and content through a simple search in digital environments,
• find how to access these data, information and content and navigate between them.
• identify simple personal search strategies</td>
</tr>
<tr>
<td>2</td>
<td>I can, WITH AUTONOMY AND LITTLE GUIDANCE
• identify my information needs,
• find data, information and content through a simple search in digital environments,
• find how to access these data, information and content and navigate between them.
• identify simple personal search strategies.</td>
</tr>
<tr>
<td rowspan="2">INTERMEDIATE</td>
<td>3</td>
<td>I can SOLVE STRAIGHTFORWARD PROBLEMS
• explain my information needs,
• perform well-defined and routine searches to find data, information and content in digital environments,
• explain how to access them and navigate between them.
• explain well-defined and routine personal search strategies.</td>
</tr>
<tr>
<td>4</td>
<td>I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS
• illustrate information needs,
• organise the searches of data, information and content in digital environments,
• describe how to access to these data, information and content, and navigate between them.
• organise personal search strategies.</td>
</tr>
<tr>
<td rowspan="2">ADVANCED</td>
<td>5</td>
<td>I can, FOR MYSELF AND GUIDING OTHERS
• respond to information needs,
• apply searches to obtain data, information and content in digital environments,
• show how to access to these data, information and content and navigate between them.
• propose personal search strategies.</td>
</tr>
<tr>
<td>6</td>
<td>I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS
• assess information needs,
• adapt my searching strategy to find the most appropriate data, information and content in digital environments,
• explain how to access to these most appropriate data, information and content and navigate among them.
• vary personal search strategies.</td>
</tr>
</table>

HIGHLY SPECIALIZED	**7**	I can, AT HIGHLY SPECIALISED LEVEL · create solutions to complex problems with limited definition that are related to browsing, searching and filtering of data, information and digital content. · integrate my knowledge to contribute to professional practice and knowledge and guide others in browsing, searching and filtering data, information and digital content.	
	8	I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors that are related to browsing, searching and filtering data, information and digital content. · propose new ideas and processes to the field.	

Tools and activities:
https://www.digitaltravellers.org/library/information-and-date-literacy/browsing-searching-and-filtering-data-information-and-digital-content/
Manual:
https://trainingclub.eu/wp-content/uploads/2021/02/DIGCIT-Media-and-Information-Literacy.pdf?x71368dia-and-Information-Literacy.pdf?x71368

3.2 Evaluating data, information and digital content

Users are able to analyse, compare, interpret, and critically evaluate, the credibility and reliability of (sources of) data, information and digital content (Carretero, Vuorikar, & Punie, 2017):

<table>
<tr>
<td rowspan="8">PROFICIENCY LEVEL</td>
<td rowspan="2">FOUNDATION</td>
<td>1</td>
<td>I can, WITH GUIDANCE
· detect the credibility and reliability of common sources of data, information and their digital content.</td>
</tr>
<tr>
<td>2</td>
<td>I can, WITH AUTONOMY AND LITTLE GUIDANCE
· detect the credibility and reliability of common sources of data, information and their digital content.</td>
</tr>
<tr>
<td rowspan="2">INTERMEDIATE</td>
<td>3</td>
<td>I can SOLVE STRAIGHTFORWARD PROBLEMS
· perform the analysis, comparison and evaluation of the credibility and reliability of well-defined sources of data, information and digital content.
· perform the analysis, interpretation and evaluation of well-defined data, information and digital content</td>
</tr>
<tr>
<td>4</td>
<td>I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS
· perform the analysis, comparison and evaluation of sources of data, information and digital content.
· perform the analysis, interpretation and evaluation of data, information and digital content.</td>
</tr>
<tr>
<td rowspan="2">ADVANCED</td>
<td>5</td>
<td>I can, FOR MYSELF AND GUIDING OTHERS
· carry out an evaluation of the credibility and reliability of different sources of data, information and digital content.
· carry out an evaluation of different data, information and digital content.</td>
</tr>
<tr>
<td>6</td>
<td>I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS
· critically assess the credibility and reliability of sources of data, information and digital content.
· critically assess data, information and digital content.</td>
</tr>
<tr>
<td rowspan="2">HIGHLY SPECIALIZED</td>
<td>7</td>
<td>I can, AT HIGHLY SPECIALISED LEVEL
· create solutions to complex problems with limited definition that are related to analysing and evaluating credible and reliable sources of data, information and content in digital environments.
· integrate my knowledge to contribute to professional practices and knowledge and to guide others in the analysis and evaluation of the credibility and reliability of data, information and digital content and their sources.</td>
</tr>
<tr>
<td>8</td>
<td>I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL
· create solutions to solve complex problems with many interacting factors that are related to analysing and evaluating credible and reliable sources of data, information and content in digital environments.
· propose new ideas and processes to the field.</td>
</tr>
</table>

Tools and activities:
https://www.digitaltravellers.org/library/information-and-date-literacy/evaluating-data-information-and-digital-content/

3.3 Managing data, information and digital content

Users are able to analyse, compare, interpret, and critically evaluate, the credibility and reliability of (sources of) data, information and digital content (Carretero, Vuorikar, & Punie, 2017):

<table>
<tr><td rowspan="8">PROFICIENCY LEVEL</td><td rowspan="2">FOUNDATION</td><td>1</td><td>I can, WITH GUIDANCE
• identify how to organise, store and retrieve data, information and content in a simple way in digital environments.
• recognise where to organise them in a simple way in a structured environment.</td></tr>
<tr><td>2</td><td>I can, WITH AUTONOMY AND LITTLE GUIDANCE
• identify how to organise, store and retrieve data, information and content in a simple way in digital environments.
• recognise where to organise them in a simple way in a structured environment.</td></tr>
<tr><td rowspan="2">INTERMEDIATE</td><td>3</td><td>I can SOLVE STRAIGHTFORWARD PROBLEMS
• select data, information and content in order to organise, store and retrieve in a routine way in digital environments.
• organise them in a routine way in a structured environment.</td></tr>
<tr><td>4</td><td>I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS
• organise information, data and content to be easily stored and retrieved.
• organise information, data and content in a structured environment</td></tr>
<tr><td rowspan="2">ADVANCED</td><td>5</td><td>I can, FOR MYSELF AND GUIDING OTHERS
• manipulate information, data and content for their easier organisation, storage and retrieval.
• carry out their organisation and processing in a structured environment</td></tr>
<tr><td>6</td><td>I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS
• adapt the management of information, data and content for the most appropriate easy retrieval and storage.
• adapt them to be organised and processed in the most appropriate structured environment.</td></tr>
<tr><td rowspan="2">HIGHLY SPECIALIZED</td><td>7</td><td>I can, AT HIGHLY SPECIALISED LEVEL
• create solutions to complex problems with limited definition that are related to managing data, information, and content for their organisation, storage and retrieval in a structured digital environment.
• integrate my knowledge to contribute to professional practices and knowledge and to guide others in managing data, information and digital content in a structured digital environment.</td></tr>
<tr><td>8</td><td>I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL
• create solutions to solve complex problems with many interacting factors that are related to managing data, information, and content for their organisation, storage and retrieval in a structured digital environment.
• propose new ideas and processes to the field.</td></tr>
</table>

Tools and activities:
https://www.digitaltravellers.org/library/information-and-date-literacy/managing-data-information-and-digital-content/

4.1 Interacting through digital technologies

Users are able to interact through a variety of digital technology and understand appropriate digital communication means for a given context (Carretero, Vuorikar, & Punie, 2017):

PROFICIENCY LEVEL				
	FOUNDATION	1		I can, WITH GUIDANCE • select simple digital technologies to interact • identify appropriate simple communication means for a given context.
		2		I can, WITH AUTONOMY AND LITTLE GUIDANCE • select simple digital technologies to interact • identify appropriate simple communication means for a given context.
	INTERMEDIATE	3		I can SOLVE STRAIGHTFORWARD PROBLEMS • perform well-defined and routine interactions with digital technologies, • select well-defined and routine appropriate digital communication means for a given context.
		4		I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS • select a variety of digital technologies to interact, • select a variety of appropriate digital communication means for a given context.
	ADVANCED	5		I can, FOR MYSELF AND GUIDING OTHERS • use a variety of digital technologies in order to interact, • show others the most appropriate digital communication means for a given context
		6		I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS • adapt a variety of digital technologies for the most appropriate interaction, • adapt the most appropriate communication means for a given context.
	HIGHLY SPECIALIZED	7		I can, AT HIGHLY SPECIALISED LEVEL • create solutions to complex problems with limited definition that are related to interacting through digital technologies and digital communication means. • integrate my knowledge to contribute to professional practices and knowledge and to guide others in the interaction through digital technologies.
		8		I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL • create solutions to solve complex problems with many interacting factors that are related to interacting through digital technologies and digital communication means • propose new ideas and processes to the field.

Tools and activities:
https://www.digitaltravellers.org/library/communication-collaboration/interacting-through-digital-technologies/

4.2 Sharing through digital technologies

Users are able to share data, information and digital content through digital technologies, to act as an intermediary; and to know about referencing and attribution practices, (Carretero, Vuorikar, & Punie, 2017):

PROFICIENCY LEVEL	**FOUNDATION**	**1**	I can, WITH GUIDANCE · recognise simple appropriate digital technologies to share data, information and digital content. · identify simple referencing and attribution practices
		2	I can, WITH AUTONOMY AND LITTLE GUIDANCE · recognise simple appropriate digital technologies to share data, information and digital content. · identify simple referencing and attribution practices.
	INTERMEDIATE	**3**	I can SOLVE STRAIGHTFORWARD PROBLEMS · select well-defined and routine appropriate digital technologies to share data, information and digital content. · explain how to act as an intermediary for sharing information and content through well-defined and routine digital technologies, · illustrate well-defined and routine referencing and attribution practices
		4	I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS · manipulate appropriate digital technologies to share data, information and digital content. · explain how to act as an intermediary for sharing information and content through digital technologies, · illustrate referencing and attribution practices.
	ADVANCED	**5**	I can, FOR MYSELF AND GUIDING OTHERS · share data, information and digital content through a variety of appropriate digital tools, · show others how to act as an intermediary for sharing information and content through digital technologies. · apply a variety of referencing and attribution practices.
		6	I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS · assess the most appropriate digital technologies to share information and content. · adapt my intermediation role, · vary the use of the more appropriate referencing and attribution practices.
	HIGHLY SPECIALIZED	**7**	I can, AT HIGHLY SPECIALISED LEVEL · create solutions to complex problems with limited definition that are related to sharing through digital technologies. · integrate my knowledge to contribute to professional practices and knowledge and guide others in sharing through digital technologies.
		8	I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors that are related to sharing through digital technologies. · propose new ideas and processes to the field.

Tools and activities:
https://www.digitaltravellers.org/library/communication-collaboration/sharing-through-digital-technologies/

4.3 Engaging in citizenship through digital technologies

Users are able to participate in society through the use of public and private digital services; to seek opportunities for self-empowerment and for participatory citizenship through digital technologies (Carretero, Vuorikar, & Punie, 2017):

<table>
<tr><td rowspan="8">PROFICIENCY LEVEL</td><td rowspan="2">FOUNDATION</td><td>1</td><td>I can, WITH GUIDANCE
· identify simple digital services in order to participate in society.
· recognise simple appropriate digital technologies to empower myself and to participate in society as a citizen.</td></tr>
<tr><td>2</td><td>I can, WITH AUTONOMY AND LITTLE GUIDANCE
· identify simple digital services in order to participate in society.
· recognise simple appropriate digital technologies to empower myself and to participate in society as a citizen.</td></tr>
<tr><td rowspan="2">INTERMEDIATE</td><td>3</td><td>I can SOLVE STRAIGHTFORWARD PROBLEMS
· select well-defined and routine digital services in order to participate in society.
· indicate well-defined and routine appropriate digital technologies to empower myself and to participate in society as a citizen.</td></tr>
<tr><td>4</td><td>I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS
· select digital services in order to participate in society.
· discuss appropriate digital technologies to empower myself and to participate in society as a citizen.</td></tr>
<tr><td rowspan="2">ADVANCED</td><td>5</td><td>I can, FOR MYSELF AND GUIDING OTHERS
· propose different digital services to participate in society.
· use appropriate digital technologies to empower myself and to participate in society as a citizen.</td></tr>
<tr><td>6</td><td>I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS
· vary the use of the most appropriate digital services in order to participate in society.
· vary the use of the most appropriate digital technologies to empower myself and to participate in society as a citizen.</td></tr>
<tr><td rowspan="2">HIGHLY SPECIALIZED</td><td>7</td><td>I can, AT HIGHLY SPECIALISED LEVEL
· create solutions to complex problems with limited definition that are related to engaging in citizenship through digital technologies.
· integrate my knowledge to contribute to professional practices and knowledge and guide others in engaging in citizenship through digital technologies.</td></tr>
<tr><td>8</td><td>I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL
· create solutions to solve complex problems with many interacting factors that are related to engaging in citizenship through digital technologies.
· propose new ideas and processes to the field.</td></tr>
</table>

Tools and activities:
https://www.digitaltravellers.org/library/communication-collaboration/engaging-in-citizenship-through-digital-technologies/

4.4 Collaborating through digital technologies

Users are able to use digital tools and technologies for collaborative processes, and for co-construction and co-creation of data, resources and knowledge (Carretero, Vuorikar, & Punie, 2017):

PROFICIENCY LEVEL			
	FOUNDATION	1	I can, WITH GUIDANCE · choose simple digital tools and technologies for collaborative processes
	FOUNDATION	2	I can, WITH AUTONOMY AND LITTLE GUIDANCE · choose simple digital tools and technologies for collaborative processes.
	INTERMEDIATE	3	I can SOLVE STRAIGHTFORWARD PROBLEMS · select well-defined and routine digital tools and technologies for collaborative processes.
	INTERMEDIATE	4	I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS · select digital tools and technologies for collaborative processes.
	ADVANCED	5	I can, FOR MYSELF AND GUIDING OTHERS · propose different digital tools and technologies for collaborative processes
	ADVANCED	6	I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS · vary the use of the most appropriate digital tools and technologies for collaborative processes. · choose the most appropriate digital tools and technologies for co-constructing and co-creating data, resources and knowledge.
	HIGHLY SPECIALIZED	7	I can, AT HIGHLY SPECIALISED LEVEL · create solutions to complex problems with limited definition that are related to using collaborative processes and co-construction and co-creation of data, resources and knowledge through digital tools and technologies. · integrate my knowledge to contribute to professional practice and knowledge and guide others in collaborating through digital technologies
	HIGHLY SPECIALIZED	8	I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors that are related to using collaborative processes and co-construction and co-creation of data, resources and knowledge through digital tools and technologies. · propose new ideas and processes to the field.

Tools and activities:
https://www.digitaltravellers.org/library/communication-collaboration/collaborating-through-digital-technologies/

4.5 Netiquette

Users are able to be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. They are able to adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments (Carretero, Vuorikar, & Punie, 2017):

PROFICIENCY LEVEL			
	FOUNDATION	**1**	I can, WITH GUIDANCE • differentiate simple behavioural norms and know-how while using digital technologies and interacting in digital environments. • choose simple communication modes and strategies adapted to an audience • differentiate simple cultural and generational diversity aspects to consider in digital environments
		2	I can, WITH AUTONOMY AND LITTLE GUIDANCE • differentiate simple behavioural norms and know-how while using digital technologies and interacting in digital environments. • choose simple communication modes and strategies adapted to an audience • differentiate simple cultural and generational diversity aspects to consider in digital environments.
	INTERMEDIATE	**3**	I can SOLVE STRAIGHTFORWARD PROBLEMS • clarify well-defined and routine behavioural norms and know-how while using digital technologies and interacting in digital environments. • express well-defined and routine communication strategies adapted to an audience • describe well-defined and routine cultural and generational diversity aspects to consider in digital environments.
		4	I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS • discuss behavioural norms and know-how while using digital technologies and interacting in digital environments. • discuss communication strategies adapted to an audience • discuss cultural and generational diversity aspects to consider in digital environments.
	ADVANCED	**5**	I can, FOR MYSELF AND GUIDING OTHERS • apply different behavioural norms and know-how while using digital technologies and interacting in digital environments. • apply different communication strategies in digital environments adapted to an audience • apply different cultural and generational diversity aspects to consider in digital environments.
		6	I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS • adapt the most appropriate behavioural norms and know-how while using digital technologies and interacting in digital environments. • adapt the most appropriate communication strategies in digital environments to an audience • apply different cultural and generational diversity aspects in digital environments.
	HIGHLY SPECIALIZED	**7**	I can, AT HIGHLY SPECIALISED LEVEL • create solutions to complex problems with limited definition that are related to digital etiquettes respectful to different audiences and cultural and generational diversity. • integrate my knowledge to contribute to professional practice and knowledge and guide others in digital etiquette.

	HIGHLY SPECIALIZED	**8**	I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors that are related to digital etiquettes respectful to different audiences and cultural and generational diversity. · propose new ideas and processes to the field.

Tools and activities:
https://www.digitaltravellers.org/library/communication-collaboration/netiquette/

4.6 Managing digital identity

Users are able to create, and manage one or multiple digital identities; to protect one's own reputation and to deal with the data that one produces through digital tools, environments and services (Carretero, Vuorikar, & Punie, 2017):

PROFICIENCY LEVEL	**FOUNDATION**	**1**	I can, WITH GUIDANCE · identify a digital identity, · describe simple ways to protect my reputation online, · recognise simple data I produce through digital tools, environments or services.
		2	I can, WITH AUTONOMY AND LITTLE GUIDANCE · identify a digital identity, · describe simple ways to protect my reputation online, · recognise simple data I produce through digital tools, environments or services.
	INTERMEDIATE	**3**	I can SOLVE STRAIGHTFORWARD PROBLEMS · discriminate a range of well-defined and routine digital identities, · explain well-defined and routine ways to protect my reputation online, · describe well-defined data I routinely produce through digital tools, environments or services
		4	I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS · display a variety of specific digital identities, · discuss specific ways to protect my reputation online, · manipulate data I produce through digital tools, environments or services.
	ADVANCED	**5**	I can, FOR MYSELF AND GUIDING OTHERS · use a variety of digital identities, · apply different ways to protect my reputation online, · use data I produce through several digital tools, environment and services.
		6	I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS · discriminate multiple digital identities, · explain the more appropriate ways to protect one's own reputation, · change the data produced through several tools, environments and services.
	HIGHLY SPECIALIZED	**7**	I can, AT HIGHLY SPECIALISED LEVEL · create solutions to complex problems with limited definition that are related to managing digital identities and protection of people's online reputation. · integrate my knowledge to contribute to professional practice and knowledge and guide others in managing digital identity.
		8	I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors that are related to managing digital identities and protection of people's online reputation. · propose new ideas and processes to the field.

Tools and activities:
https://www.digitaltravellers.org/library/communication-collaboration/managing-digital-identity/

5.1 Developing digital content

Users are able to create and edit digital content in different formats; to express oneself through digital means (Carretero, Vuorikar, & Punie, 2017):

PROFICIENCY LEVEL			
	FOUNDATION	1	I can, WITH GUIDANCE · identify ways to create and edit simple content in simple formats, · choose how I express myself through the creation of simple digital means.
		2	I can, WITH AUTONOMY AND LITTLE GUIDANCE · identify ways to create and edit simple content in simple formats, · choose how I express myself through the creation of simple digital means
	INTERMEDIATE	3	I can SOLVE STRAIGHTFORWARD PROBLEMS · indicate ways to create and edit well-defined and routine content in well-defined and routine formats, · express myself through the creation of well-defined and routine digital means.
		4	I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS · indicate ways to create and edit content in different formats, · express myself through the creation of digital means.
	ADVANCED	5	I can, FOR MYSELF AND GUIDING OTHERS · apply ways to create and edit content in different formats, · show ways to express myself through the creation of digital means.
		6	I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS · change content using the most appropriate formats, · adapt the expression of myself through the creation of the most appropriate digital means.
	HIGHLY SPECIALIZED	7	I can, AT HIGHLY SPECIALISED LEVEL · create solutions to complex problems with limited definition that are related to content creation and edition in different formats, and self-expression through digital means. · integrate my knowledge to contribute to professional practice and knowledge and guide others in developing content
		8	I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors that are related to content creation and edition in different formats, and self-expression through digital means. · propose new ideas and processes to the field.

Tools and activities:

https://www.digitaltravellers.org/library/digital-content-creation/developing-digital-content/

5.2 Integrating and re-elaborating digital content

Users are able to modify, refine, improve and integrate information and content into an existing body of knowledge. To create new, original and relevant content and knowledge (Carretero, Vuorikar, & Punie, 2017):

<table>
<tr><td rowspan="8">PROFICIENCY LEVEL</td><td rowspan="2">FOUNDATION</td><td>1</td><td>I can, WITH GUIDANCE
· select ways to modify, refine, improve and integrate simple items of new content and information to create new and original ones</td></tr>
<tr><td>2</td><td>I can, WITH AUTONOMY AND LITTLE GUIDANCE
· select ways to modify, refine, improve and integrate simple items of new content and information to create new and original ones</td></tr>
<tr><td rowspan="2">INTERMEDIATE</td><td>3</td><td>I can SOLVE STRAIGHTFORWARD PROBLEMS
· explain ways to modify, refine, improve and integrate well-defined items of new content and information to create new and original ones.</td></tr>
<tr><td>4</td><td>I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS
· discuss ways to modify, refine, improve and integrate new content and information to create new and original ones.</td></tr>
<tr><td rowspan="2">ADVANCED</td><td>5</td><td>I can, FOR MYSELF AND GUIDING OTHERS
· operate with new different items of content and information, modifying, refining, improving and integrating them in order to create new and original ones.</td></tr>
<tr><td>6</td><td>I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS
· assess the most appropriate ways to modify, refine, improve and integrate specific new items of content and information to create new and original ones.</td></tr>
<tr><td rowspan="2">HIGHLY SPECIALIZED</td><td>7</td><td>I can, AT HIGHLY SPECIALISED LEVEL
· create solutions to complex problems with limited definition that are related to modifying, refining, improving and integrating new content and information into existing knowledge to create new and original ones.
· integrate my knowledge to contribute to professional practice and knowledge and guide others in integrating and re-elaborating content</td></tr>
<tr><td>8</td><td>I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL
· create solutions to solve complex problems with many interacting factors that are related to modifying, refining, improving and integrating new content and information into existing knowledge to create new and original ones.
· propose new ideas and processes to the field.</td></tr>
</table>

Tools and activities:
https://www.digitaltravellers.org/library/digital-content-creation/integrating-and-re-elaborating-digital-content/

5.3 Copyright and licenses

Users are able to understand how copyright and licenses apply to data, digital information and content (Carretero, Vuorikar, & Punie, 2017):

PROFICIENCY LEVEL			
FOUNDATION	1	I can, WITH GUIDANCE · identify simple rules of copyright and licenses that apply to data, digital information and content.
	2	I can, WITH AUTONOMY AND LITTLE GUIDANCE · identify simple rules of copyright and licenses that apply to data, digital information and content.
INTERMEDIATE	3	I can SOLVE STRAIGHTFORWARD PROBLEMS · indicate well-defined and routine rules of copyright and licenses that apply to data, digital information and content
	4	I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS · discuss rules of copyright and licenses that apply to digital information and content.
ADVANCED	5	I can, FOR MYSELF AND GUIDING OTHERS · apply different rules of copyright and licenses that apply to data, digital information and content.
	6	I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS · choose the most appropriate rules that apply copyright and licences to data, digital information and content.
HIGHLY SPECIALIZED	7	I can, AT HIGHLY SPECIALISED LEVEL · create solutions to complex problems with limited definition that are related to applying copyright and licenses to data, digital information and content. · integrate my knowledge to contribute to professional practice and knowledge and guide others in applying copyright and licenses.
	8	I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors that are related to applying copyright and licenses to data, digital information and content. · propose new ideas and processes to the field.

Tools and activities:
https://www.digitaltravellers.org/library/digital-content-creation/copyright-and-licences/

5.3 Copyright and licenses

Users are able to understand how copyright and licenses apply to data, digital information and content (Carretero, Vuorikar, & Punie, 2017):

PROFICIENCY LEVEL	**FOUNDATION**	**1**	I can, WITH GUIDANCE · identify ways to create and edit simple content in simple formats, · choose how I express myself through the creation of simple digital means.
		2	I can, WITH AUTONOMY AND LITTLE GUIDANCE · identify ways to create and edit simple content in simple formats, · choose how I express myself through the creation of simple digital means
	INTERMEDIATE	**3**	I can SOLVE STRAIGHTFORWARD PROBLEMS · indicate ways to create and edit well-defined and routine content in well-defined and routine formats, · express myself through the creation of well-defined and routine digital means.
		4	I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS · indicate ways to create and edit content in different formats, · express myself through the creation of digital means.
	ADVANCED	**5**	I can, FOR MYSELF AND GUIDING OTHERS · apply ways to create and edit content in different formats, · show ways to express myself through the creation of digital means.
		6	I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS · change content using the most appropriate formats, · adapt the expression of myself through the creation of the most appropriate digital means.
	HIGHLY SPECIALIZED	**7**	I can, AT HIGHLY SPECIALISED LEVEL · create solutions to complex problems with limited definition that are related to content creation and edition in different formats, and self-expression through digital means. · integrate my knowledge to contribute to professional practice and knowledge and guide others in developing content
		8	I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors that are related to content creation and edition in different formats, and self-expression through digital means. · propose new ideas and processes to the field.

Tools and activities:
https://www.digitaltravellers.org/library/digital-content-creation/programming/

6.1 Protecting devices

Users are able to protect devices and digital content, to understand risks and threats in digital environments; they know about safety and security measures and they have a due regard to reliability and privacy (Carretero, Vuorikar, & Punie, 2017):

PROFICIENCY LEVEL			
	FOUNDATION	1	I can, WITH GUIDANCE · identify simple ways to protect my devices and digital content, · differentiate simple risks and threats in digital environments, · choose simple safety and security measures, · identify simple ways to have due regard to reliability and privacy
		2	I can, WITH AUTONOMY AND LITTLE GUIDANCE · identify simple ways to protect my devices and digital content, · differentiate simple risks and threats in digital environments, · follow simple safety and security measures. · identify simple ways to have due regard to reliability and privacy
	INTERMEDIATE	3	I can SOLVE STRAIGHTFORWARD PROBLEMS · indicate well-defined and routine ways to protect my devices and digital content, · differentiate well-defined and routine risks and threats in digital environments, · select well-defined and routine safety and security measures. · indicate well-defined and routine ways to have due regard to reliability and privacy
		4	I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS · organise ways to protect my devices and digital content, · differentiate risks and threats in digital environments, · select safety and security measures. · explain ways to have due regard to reliability and privacy
	ADVANCED	5	I can, FOR MYSELF AND GUIDING OTHERS · apply different ways to protect devices and digital content, · differentiate a variety of risks and threats in digital environments, · apply safety and security measures. · employ different ways to have due regard to reliability and privacy
		6	I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS · choose the most appropriate protection for devices and digital content, · discriminate risks and threats in digital environments, · choose the most appropriate safety and security measures. · assess the most appropriate ways to have due regard to reliability and privacy
	HIGHLY SPECIALIZED	7	I can, AT HIGHLY SPECIALISED LEVEL · create solutions to complex problems with limited definition that are related to protecting devices and digital content, managing risks and threats, applying safety and security measures, and reliability and privacy in digital environments. · integrate my knowledge to contribute to professional practice and knowledge and guide others in protecting devices.

	HIGHLY SPECIALIZED	8	I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors that are related to protecting devices and digital content, managing risks and threats, applying safety and security measures, and reliability and privacy in digital environments. · propose new ideas and processes to the field.

Tools and activities:
https://www.digitaltravellers.org/library/safety/protecting-devices/

6.2 Protecting personal data and privacy

Users are able to understand how to use and share personally identifiable information while being able to protect oneself and others from damages and to understand that digital services use a "Privacy policy" to inform how personal data is used (Carretero, Vuorikar, & Punie, 2017):

PROFICIENCY LEVEL			
	FOUNDATION	1	I can, WITH GUIDANCE select simple ways to protect my personal data and privacy in digital environments, and · identify simple ways to use and share personally identifiable information while protecting myself and others from damages. · identify simple privacy policy statements of how personal data is used in digital services.
		2	I can, WITH AUTONOMY AND LITTLE GUIDANCE · select simple ways to protect my personal data and privacy in digital environments, · identify simple ways to use and share personally identifiable information while protecting myself and others from damages. · identify simple privacy policy statements of how personal data is used in digital services.
	INTERMEDIATE	3	I can SOLVE STRAIGHTFORWARD PROBLEMS · explain well-defined and routine ways to protect my personal data and privacy in digital environments, · explain well-defined and routine ways to use and share personally identifiable information while protecting myself and others from damages. · indicate well-defined and routine privacy policy statements of how personal data is used in digital services.
		4	I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS · discuss ways to protect my personal data and privacy in digital environments, · discuss ways to use and share personally identifiable information while protecting myself and others from damages. · indicate privacy policy statements of how personal data is used in digital services.
	ADVANCED	5	I can, FOR MYSELF AND GUIDING OTHERS · apply different ways to protect my personal data and privacy in digital environments, · apply different specific ways to share my data while protecting myself and others from dangers. · explain privacy policy statements of how personal data is used in digital services
		6	I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS · choose the more appropriate ways to protect personal data and privacy in digital environments, · evaluate the most appropriate ways of using and sharing personally identifiable information while protecting myself and others from damages. · evaluate the appropriateness of privacy policy statements on how personal data are used.
	HIGHLY SPECIALIZED	7	I can, AT HIGHLY SPECIALISED LEVEL · create solutions to complex problems with limited definition that are related to protecting personal data and privacy in digital environments, using and sharing personally identifiable information protecting self and others from dangers, and privacy policies to use my personal data. · integrate my knowledge to contribute to professional practice and knowledge and guide others in protecting personal data and privacy.

	HIGHLY SPECIALIZED	**8**	I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors that are related to protecting personal data and privacy in digital environments, using and sharing personally identifiable information protecting self and others from dangers, and privacy policies to use my personal data. · propose new ideas and processes to the field.

Tools and activities:
https://www.digitaltravellers.org/library/safety/protecting-personal-data-and-privacy/

6.3 Protecting health and well-being

Users are able to avoid health-risks and threats to physical and psychological well-being while using digital technologies; to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying) and are aware of digital technologies for social well-being and social inclusion (Carretero, Vuorikar, & Punie, 2017):

<table>
<tr>
<td rowspan="7">PROFICIENCY LEVEL</td>
<td rowspan="2">FOUNDATION</td>
<td>1</td>
<td>I can, WITH GUIDANCE
· differentiate simple ways to avoid health -risks and threats to physical and psychological well-being while using digital technologies.
· select simple ways to protect myself from possible dangers in digital environments.
· identify simple digital technologies for social well-being and social inclusion.</td>
</tr>
<tr>
<td>2</td>
<td>I can, WITH AUTONOMY AND LITTLE GUIDANCE
· differentiate simple ways to avoid health -risks and threats to physical and psychological well-being while using digital technologies.
· select simple ways to protect myself from possible dangers in digital environments.
· identify simple digital technologies for social well-being and social inclusion.</td>
</tr>
<tr>
<td rowspan="2">INTERMEDIATE</td>
<td>3</td>
<td>I can SOLVE STRAIGHTFORWARD PROBLEMS
· explain well-defined and routine ways to how to avoid health -risks and threats to physical and psychological well-being while using digital technologies.
· select well-defined and routine ways to protect myself from dangers in digital environments.
· indicate well-defined and routine digital technologies for social well-being and social inclusion.</td>
</tr>
<tr>
<td>4</td>
<td>I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS
· explain ways to how to avoid threats to my physical and psychological health related with the use of technology.
· select ways to protect self and others from dangers in digital environments.
· discuss on digital technologies for social well-being and inclusion.</td>
</tr>
<tr>
<td rowspan="2">ADVANCED</td>
<td>5</td>
<td>I can, FOR MYSELF AND GUIDING OTHERS
· show different ways to avoid health -risks and threats to physical and psychological well-being while using digital technologies.
· apply different ways to protect myself and others from dangers in digital environments.
· show different digital technologies for social well-being and social inclusion.</td>
</tr>
<tr>
<td>6</td>
<td>I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS
· discriminate the most appropriate ways to avoid health -risks and threats to physical and psychological well-being while using digital technologies.
· adapt the most appropriate ways to protect myself and others from dangers in digital environments.
· vary the use of digital technologies for social well-being and social inclusion.</td>
</tr>
<tr>
<td>HIGHLY SPECIALIZED</td>
<td>7</td>
<td>I can, AT HIGHLY SPECIALISED LEVEL
· create solutions to complex problems with limited definition that are related to avoiding health -risks and threats to well-being while using digital technologies, to protect self and others from dangers in digital environments, and to the use of digital technologies for social well-being and social inclusion.
· integrate my knowledge to contribute to professional practice and knowledge and guide others in protecting health</td>
</tr>
</table>

	HIGHLY SPECIALIZED	8	I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors that are related to avoiding health -risks and threats to well-being while using digital technologies, to protect self and others from dangers in digital environments, and to the use of digital technologies for social well-being and social inclusion. · propose new ideas and processes to the field.

Tools and activities:
https://www.digitaltravellers.org/library/safety/protecting-health-and-well-being/

6.4 Protecting the environment

Users are aware of the environmental impact of digital technologies and their use (Carretero, Vuorikar, & Punie, 2017):

PROFICIENCY LEVEL			
FOUNDATION	1		I can, WITH GUIDANCE · recognise simple environmental impacts of digital technologies and their use.
	2		I can, WITH AUTONOMY AND LITTLE GUIDANCE · recognise simple environmental impacts of digital technologies and their use.
INTERMEDIATE	3		I can SOLVE STRAIGHTFORWARD PROBLEMS · indicate well-defined and routine environmental impacts of digital technologies and their use.
	4		I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS · discuss ways to protect the environment from the impact of digital technologies and their use.
ADVANCED	5		I can, FOR MYSELF AND GUIDING OTHERS · show different ways to protect the environment from the impact of digital technologies and their use.
	6		I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS · choose the most appropriate solutions to protect the environment from the impact of digital technologies and their use.
HIGHLY SPECIALIZED	7		I can, AT HIGHLY SPECIALISED LEVEL · create solutions to complex problems with limited definition that are related to protecting the environment from the impact of digital technologies and their use. · integrate my knowledge to contribute to professional practice and knowledge and guide others in protecting the environment.
	8		I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors that are related to protecting the environment from the impact of digital technologies and their use. · propose new ideas and processes to the field.

Tools and activities:
https://www.digitaltravellers.org/library/safety/protecting-the-environment/

7.1 Solving technical problems

Users are able to identify technical problems when operating devices and using digital environments, and to solve them, from trouble-shooting to solving more complex problems; (Carretero, Vuorikar, & Punie, 2017):

PROFICIENCY LEVEL			
	FOUNDATION	**1**	I can, WITH GUIDANCE · identify simple technical problems when operating devices and using digital environments, · identify simple solutions to solve them.
		2	I can, WITH AUTONOMY AND LITTLE GUIDANCE · identify simple technical problems when operating devices and using digital environments, · identify simple solutions to solve them.
	INTERMEDIATE	**3**	I can SOLVE STRAIGHTFORWARD PROBLEMS · indicate well-defined and routine technical problems when operating devices and using digital environments, · select well-defined and routine solutions to them.
		4	I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS · differentiate technical problems when operating devices and using digital environments, · select solutions to them
	ADVANCED	**5**	I can, FOR MYSELF AND GUIDING OTHERS · assess technical problems when using digital environments and operating digital devices, · apply different solutions to them.
		6	I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS · appraise technical problems when operating devices and using digital environments, · resolve them with the most appropriate solutions
	HIGHLY SPECIALIZED	**7**	I can, AT HIGHLY SPECIALISED LEVEL · create solutions to complex problems with limited definition that are related to technical problems when operating devices and using digital environments. · integrate my knowledge to contribute to professional practice and knowledge and to guide others in solving technical problems.
		8	I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors that are related to technical problems when operating devices and using digital environments. · propose new ideas and processes to the field.

Tools and activities:
https://www.digitaltravellers.org/library/problem-solving/solving-technical-problems/

7.2 Identifying needs and technological responses

Users are able to assess needs and to identify, evaluate, select and use digital tools and possible technological responses and to solve them; to adjust and customize digital environments to personal needs (e.g. accessibility) (Carretero, Vuorikar, & Punie, 2017):

<table>
<tr>
<td rowspan="14">PROFICIENCY LEVEL</td>
<td rowspan="2">FOUNDATION</td>
<td>1</td>
<td>I can, WITH GUIDANCE
· identify needs,
· recognise simple digital tools and possible technological responses to solve those needs.
· choose simple ways to adjust and customise digital environments to personal needs.</td>
</tr>
<tr>
<td>2</td>
<td>I can, WITH AUTONOMY AND LITTLE GUIDANCE
· identify needs,
· recognise simple digital tools and possible technological responses to solve those needs.
· choose simple ways to adjust and customise digital environments to personal needs.</td>
</tr>
<tr>
<td rowspan="2">INTERMEDIATE</td>
<td>3</td>
<td>I can SOLVE STRAIGHTFORWARD PROBLEMS
· indicate well-defined and routine needs,
· select well-define and routine digital tools and possible technological responses to solve those needs.
· select well-defined and routine ways to adjust and customise digital environments to personal needs.</td>
</tr>
<tr>
<td>4</td>
<td>I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS
· explain needs,
· select digital tools and possible technological responses to solve those needs.
· select ways to adjust and customise digital environments to personal needs.</td>
</tr>
<tr>
<td rowspan="2">ADVANCED</td>
<td>5</td>
<td>I can, FOR MYSELF AND GUIDING OTHERS
· assess needs,
· apply different digital tools and possible technological responses to solve those needs.
· use different ways to adjust and customise digital environments to personal needs.</td>
</tr>
<tr>
<td>6</td>
<td>I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS
· assess needs,
· choose the most appropriate digital tools and possible technological responses to solve those needs.
· decide the most appropriate ways to adjust and customise digital environments to personal needs</td>
</tr>
<tr>
<td>HIGHLY SPECIALIZED</td>
<td>7</td>
<td>I can, AT HIGHLY SPECIALISED LEVEL
· create solutions to complex problems with limited definition using digital tools and possible technological responses, and to adapt and customise digital environments to personal needs.
· integrate my knowledge to contribute to professional practice and knowledge and guide others in identifying needs and technological responses.</td>
</tr>
</table>

HIGHLY SPECIALIZED	8	I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL · create solutions to solve complex problems with many interacting factors using digital tools and possible technological responses, and to adapt and customise digital environments to personal needs. · I can propose new ideas and processes to the field.

Tools and activities:
https://www.digitaltravellers.org/library/problem-solving/identifying-needs-and-technological-responses/

7.3 Creatively using digital technologies

Users are able to use digital tools and technologies to create knowledge and to innovate processes and products; to engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments (Carretero, Vuorikar, & Punie, 2017):

<table>
<tr><td rowspan="8">PROFICIENCY LEVEL</td><td rowspan="2">FOUNDATION</td><td>1</td><td>I can, WITH GUIDANCE
· identify simple digital tools and technologies that can be used to create knowledge and to innovate processes and products.
· show interest individually and collectively in simple cognitive processing to understand and resolve simple conceptual problems and problem situations in digital environments.</td></tr>
<tr><td>2</td><td>I can, WITH AUTONOMY AND LITTLE GUIDANCE
· identify simple digital tools and technologies that can be used to create knowledge and to innovate processes and products
· follow individually and collectively simple cognitive processing to understand and resolve simple conceptual problems and problem situations in digital environments.</td></tr>
<tr><td rowspan="2">INTERMEDIATE</td><td>3</td><td>I can SOLVE STRAIGHTFORWARD PROBLEMS
· select digital tools and technologies that can be used to create well-defined knowledge and well-defined innovative processes and products.
· engage individually and collectively in some cognitive processing to understand and resolve well-defined and routine conceptual problems and problem situations in digital environments.</td></tr>
<tr><td>4</td><td>I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS
· differentiate digital tools and technologies that can be used to create knowledge and to innovate processes and products.
· engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.</td></tr>
<tr><td rowspan="2">ADVANCED</td><td>5</td><td>I can, FOR MYSELF AND GUIDING OTHERS
· apply different digital tools and technologies to create knowledge and innovative processes and products.
· apply individually and collectively cognitive processing to resolve different conceptual problems and problem situations in digital environments.</td></tr>
<tr><td>6</td><td>I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS
· adapt the most appropriate digital tools and technologies to create knowledge and to innovate processes and products.
· resolve individually and collectively conceptual problems and problem situations in digital environments.</td></tr>
<tr><td rowspan="2">HIGHLY SPECIALIZED</td><td>7</td><td>I can, AT HIGHLY SPECIALISED LEVEL
· create solutions to complex problems with limited definition using digital tools and technologies.
· integrate my knowledge to contribute to professional practice and knowledge and guide others in creatively using digital technologies.</td></tr>
<tr><td>8</td><td>I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL
· create solutions to solve complex problems with many interacting factors using digital tools and technologies.
· propose new ideas and processes to the field.</td></tr>
</table>

Tools and activities:
https://www.digitaltravellers.org/library/problem-solving/creatively-using-digital-technologies/

7.2 Identifying needs and technological responses

Users are able to assess needs and to identify, evaluate, select and use digital tools and possible technological responses and to solve them; to adjust and customize digital environments to personal needs (e.g. accessibility) (Carretero, Vuorikar, & Punie, 2017):

<table>
<tr><td rowspan="8">PROFICIENCY LEVEL</td><td rowspan="2">FOUNDATION</td><td>1</td><td>I can, WITH GUIDANCE
· recognise where my own digital competence needs to be improved or updated.
· identify where to seek opportunities for self-developments and to keep up-to-date with the digital evolution.</td></tr>
<tr><td>2</td><td>I can, WITH AUTONOMY AND LITTLE GUIDANCE
· recognise where my own digital competence needs to be improved or updated,
· identify where to seek opportunities for self-developments and to keep up-to-date with the digital evolution.</td></tr>
<tr><td rowspan="2">INTERMEDIATE</td><td>3</td><td>I can SOLVE STRAIGHTFORWARD PROBLEMS
· explain where my digital competence needs to be improved or updated,
· indicate where to seek well-defined opportunities for self-developments and to keep up-to-date with the digital evolution.</td></tr>
<tr><td>4</td><td>I can SOLVE WELL-DEFINED AND NON-ROUTINE PROBLEMS
· discuss on where my digital competence needs to be improved or updated,
· indicate how to support of others to develop their digital competence.
· indicate where to seek opportunities for self-developments and to keep up-to-date with the digital evolution.</td></tr>
<tr><td rowspan="2">ADVANCED</td><td>5</td><td>I can, FOR MYSELF AND GUIDING OTHERS
· demonstrate where my own digital competence needs to be improved or updated,
· illustrate different ways to support others in the development of their digital competence.
· propose different opportunities found for self-development and to keep up-to-date with the digital evolution.</td></tr>
<tr><td>6</td><td>I can FOR MYSELF AND GUIDING OTHERS IN COMPLEX CONTEXTS
· decide which are the most appropriate ways to improve or update one's own digital competence needs,
· assess the development of others' digital competence.
· choose the most appropriate opportunities for self-development and to keep up-to date with new developments.</td></tr>
<tr><td rowspan="2">HIGHLY SPECIALIZED</td><td>7</td><td>I can, AT HIGHLY SPECIALISED LEVEL
· create solutions to complex problems with limited definition that are related to improving digital competence, and to find opportunities for self-development and to keep up-to-date with new developments.
· integrate my knowledge to contribute to professional practice and knowledge and to guide others in identifying digital competence gaps.</td></tr>
<tr><td>8</td><td>I can, AT THE MOST ADVANCED AND SPECIALISED LEVEL
· create solutions to solve complex problems with many interacting factors that are related to improving digital competence, and to find opportunities for self-development and to keep up-to-date with the digital evolution.
· propose new ideas and processes to the field.</td></tr>
</table>

Tools and activities:
https://www.digitaltravellers.org/library/problem-solving/identifying-digital-competence-gaps/

TRAINING PLAN

TECHBYRINTH

Find your way out of the digital addiction labyrinth
AGREEMENT NUMBER: 2020-2-ES02-KA205-015341

TRAINING ACTIVITY TO UNDERSTAND AND OVERCOME THE INTERNET ADDICTION

DIGITAL ADDICTIONS

INTERNET ADDICTION

Name of the activity:	**Overcome internet addiction**
Digital addiction targeted:	**Main addiction: Internet addiction**
Duration:	**Total: 1- 2 h** **- Theoretical introduction: 10 min** **- Practical activity: 50 min** **- Debriefing: 20 min** **- Evaluation: 10 min**
Number of participants:	**20-25 participants**
Materials needed:	- Video projector + PC - Spidergram (annex 1a) - Questionnaire (annex 2a) - NPS file - Net Promoter Score Survey (annex 2b)
Objectives:	- Recognize internet addiction - Identify the causes of internet addiction - Realize need for the problem to be addressed - Act to be protected by the potential dangers of spending too much time online
Description of the activity:	During this activity participants will become aware of the potential dangers of spending too much time online and will find solutions to stay away of internet addiction. **Facilitation steps:** - Start by raising awareness on the topic. Ask questions such as: • Do you have internet connection at home? • How much time a day do you spend in front of the computer? • How many online accounts have you got? • At which social networks is your mobile phone connected? - Then write on the board the word ADDICTION and ask them if they know what it means. - Explain to students that problems like internet addiction occur in time. Ask them to give examples of various kinds of addictions, the possible causes and problems that can be caused.

	- Ask them to give examples of types of online activities. Make a spidergram on the board and fill in together (Annex 1a). Help students to identify few types of internet addiction. - Divide your class into small groups of 4-5 students; ask them if they know the signs of internet addiction and ask them to guess which they may be (e.g. losing track of time online, become isolated etc.). - Each group produces a list and then they compare the lists. - Guide them to identify tips to overcome internet addiction (Annex 1b)
Debriefing questions:	**Self-reflection questionnaire** Give the questionnaire and ask them to fill it in individually (Annex 2a). Afterwards, in each group, the students count how many positive and negative answers there are and find the percentage of teenagers who experience these symptoms in their class. **Debriefing questions** ? Is internet addiction different to other kinds of addiction? ? How can you tell whether a person has an internet addiction? ? How can you protect yourselves by the potential dangers of spending too much time online? ? What did you learn about internet addiction during the activity? How can we use this in the future?
Type of the evaluation method of the activity:	**Observation during group activity, presentation and responses to debriefing questions** **NPS survey**

Annex I – Proposed theory
The below section can be used to guide the discussion about types of internet activities
Annex 1a
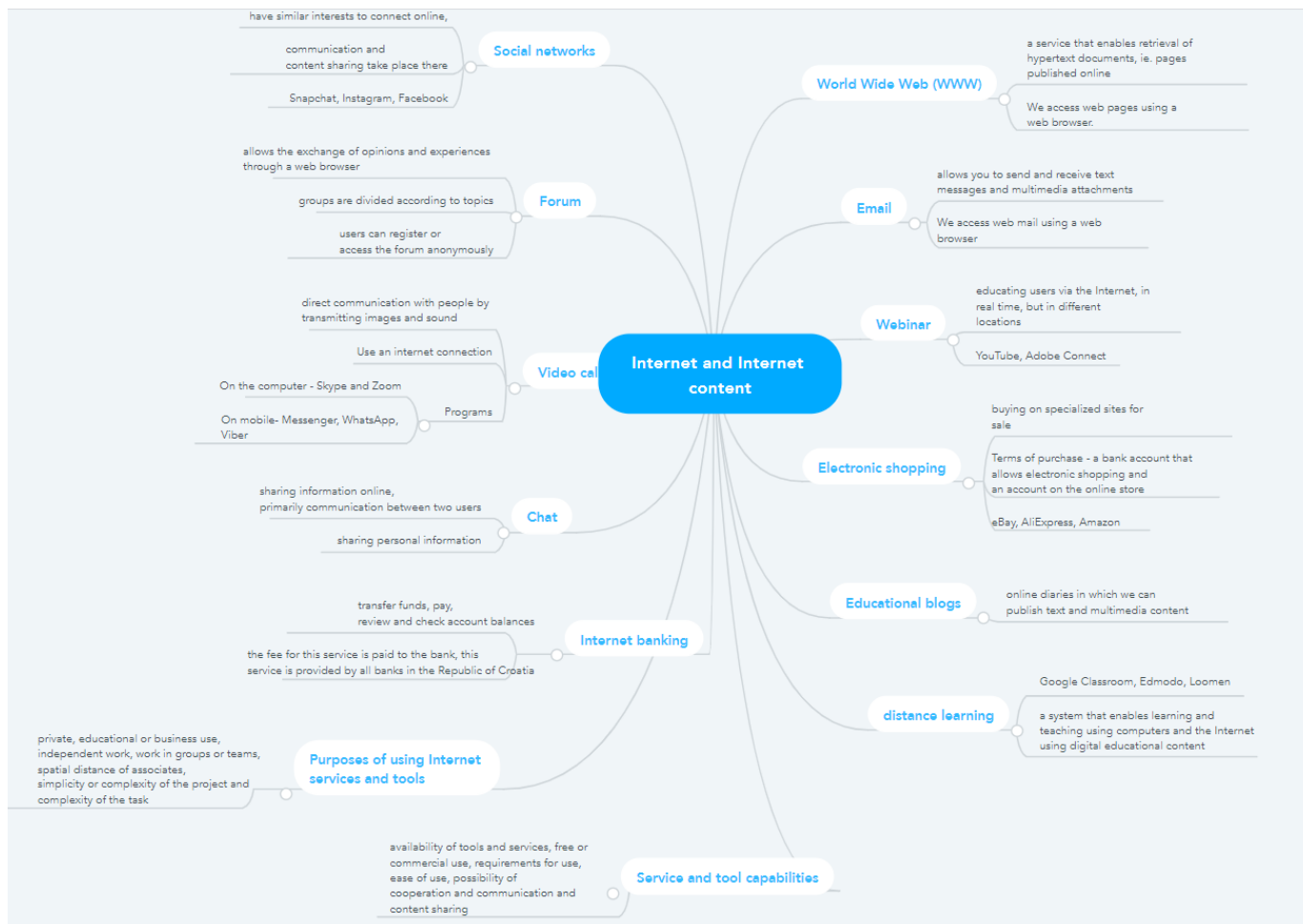
The below section can be used to guide the discussion about types of internet addiction

Internet addiction is a broad term that covers a range of behaviours and impulse-control problems involving internet, personal computer, and mobile technology. While there is yet no officially accepted criteria to diagnose an internet addiction, researchers have identified few subcategories of specific types of computer and internet addictions.

Net Compulsions concern interactive activities online that can be extremely harmful, such as online gambling, trading stocks, online auctions (such as E-bay), and compulsive online shopping.
Danger: detrimental impact on one's financial stability and disrupt job-related duties. Spending or losing excessive amounts of money can also cause stress in one's relationships.

Cyber or online relationship addicts are deeply involved with finding and maintaining relationships online, often forgetting and neglecting real-life family and friends. Typically, online relationships are formed in chat rooms or different social networking sites but can occur anywhere you can interact with people online. Often, people who pursue online relationships do so while concealing their real identity and appearance – this modern phenomenon led to the creation of the term "catfish."

Danger: a person may be left with limited social skills and unrealistic expectations concerning in-person interactions. Many times, this leads to an inability to make real-world connections, in turn, making them more dependent on their cyber relationships. Counselling or therapy is typically required to treat this addiction and ensure lasting behavioural changes.

Compulsive Information Seeking - the internet provides users with a wealth of data and knowledge. For some, the opportunity to find information so easily has turned into an uncontrollable urge to gather and organize data.

Danger: In some cases, information seeking is a manifestation of pre-existing, obsessive-compulsive tendencies. Compulsive information-seeking can reduce work productivity and potentially lead to job termination.

Computer or Gaming Addiction - sometimes referred to as computer gaming addiction, involves on- and offline activities that can be done with a computer.

Danger: Office employees would spend excessive amounts of time playing these games causing a notable decrease in productivity. Today, thousands of games are available. Computer addiction is the oldest type of internet/computer addiction, and it is still prevalent and harmful today.

Annex 1b

Researchers' statistics (https://theinternationalpsychologyclinic.com/10-tips-to-over-come-internet-addiction/) show that internet addiction is getting more common and real day by day. Here are a few things that can be done to overcome it. Such as:

1. Admit it
The first step to solve any sort of problem is to step out of the denial phase and accept that you have a problem. This is you first victory towards becoming better. By verbalising that you have a problem, you become honest with yourself and it brings clarity to the whole situation. Also, it makes you realise how unhealthy the use of internet is for you.

2. Seek Therapy
Now that you have admitted that you have a problem, why not do something about it? You can ask a reliable friend to help you with this or you can seek professional therapy. You will be able to communicate about the emotions that trigger you to go online again and again. When you share these things with someone else, it helps in opening up and then you can also set some goals with them about the behaviour which will keep you in cheque.

3. Limit the Smartphone use
Digital Detox is something you can do on your own if you have the determination and strength to do it. Once you realise that internet addiction is bad for you and it taking control over your life, you can start keeping the distance. You can limit your online session to 30 minutes. You can make some rules about not using the internet after a certain time every day. This will keep you all managed and self-controlled.

4. Socialise
Get over the internet and share some real-life experiences. Invite over your friends and have some fun activities with them. Go out more frequently and make your loved ones your priority. Spend time with them, do what you love, and try to maintain your real-life relationships more than your internet relationships.

5. Change Communication Patterns
When you are texting your friend all day through your phone, change the pattern, and meet them to talk to them directly face-to-face. Same way, if you are addicted to online games, you can replace them with outdoor games. Or, you can go to video games stores and play there with your friends to keep your hands off your computer and consoles.

6. Follow a Routine
A routine makes you more organised and managed. If you have been living the life abruptly without any routine, you need to change that. Time management is the key to resolve internet addiction issues. You need to make a timetable and make time for several other things along with using internet. This way the urge to cheque on your phone after every short interval will be removed. You can select a time for internet usage as well but it will be the part of the routine.

7. Prioritise your Needs
Focus on the things you want to get done first. It depends on what you do and how you do it. For instance, if you are a student, you can decide on finishing the homework first when you come at home and doing everything later.

Similarly, if you are a businessman, you can prioritise your meetings, your schedules, first and then everything including the internet usage later. This way, you will see how internet addiction was making you miss out the things that are important in your life.

8. Keep Devices Inaccessible

If things are getting out of control and you find yourself getting more addictive day by day. You can take some serious steps by getting rid of your digital devices for a fixed time period, especially the ones bothering you a lot. It could be your gaming console, your smartphone, laptop, etc. You can ask for help from a friend and let him keep your things for a while to keep the necessary space.

9. Find Activities outside

There are many things you can do without the use of computer or smart devices. You can take part in sports team, volunteering programmes, civic groups, and further such communities to feel worthy and spend your quality time.

These things require you to go outside and be busy for hours thus keeping your mind off the things that are happening over the internet. You can share your emotions with people out there and can feel fulfilled without the use of internet.

10. Know the Cause

Why are you so addicted to the internet? Is it because you feel so lonely? Or you have nobody to share your emotions with? Or do you seek social approval? These are the possible reasons for using internet too much. Find out your reason and sort out a way to resolve it. Once you know the feelings that lead you to the unnecessary use of the internet, you might be able to resolve those issues on your own.

Annex 2 – Proposed evaluation (detailed questions or method)

Annex 2a. Questionnaire

Are you worried that you are spending too much time online?

Here are some questions to ask yourself:

1. Do you neglect your schoolwork to go online? Yes / No

2. Are you staying up late at night online? Yes / No

3. Do you continue to browse the internet even after you lose interest? Yes / No

4. Have you fallen out of touch with family and friends in the real world because you prefer staying online? Yes / No

5. Do you feel angry, depressed or irritable when you are not at your computer? Yes / No

6. Are you secretive about how much time you are spending online and do you lie to people who ask about your computer use? Yes / No

Annex 2b. NPS file - Net Promoter Score Survey

E-mail (optional*)

_____

How likely are you to recommend us to a friend or colleague?

Not at all Likely   Extremely Likely

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

What do you like the most about the activity?

What could we do to make you say WOW?

Was anything missing from your experience?

*The data provided in this form will be processed by project team in accordance with the provisions of Regulation (EU) 2016/679 of the European Parliament and of the 27th April 2016 Council on individual protection with regard to processing personal data and free movement of such data. I have taken note that under Regulation (EU) 2016/679 I have the right to access, intervene and oppose against personal data processing, by formulating a written request, dated and signed.

SOCIAL MEDIA ADDICTION

Name of the activity:	**Social Media…Active or Addict?**
Digital addiction targeted:	**Main addiction: Social Media** Side addiction (if applicable): Smartphone

Duration:	**Total: 1- 2 h**
	
	    - Theoretical introduction: 30 min
	    - Practical activity: 60 min
	    - Debriefing: 10 min
	    - Evaluation: 5 min

Number of participants:	**Approx. 20 pax.**
Materials needed:	Internet, Smartphone/Computer, Pens, Papers, Flipchart papers and markers
Objectives:	The objective of this activity is for the participants to become aware of the digital addiction of social media, to understand the dangers of it and to get ideas on how to prevent and overcome this addiction.
Description of the activity:	**THEORETICAL INTRODUCTION** The trainer should start by introducing the concept "addiction" and ask the participants whether they consider themselves as having any type of addiction. Then the trainer introduces the concept of social media addiction and asks the participants if they believe it is a real addiction and if they consider themselves as being addicted to social media. Next, the trainer will introduce the concept of FOMO (Fear of Missing Out). (see annex I) **PRACTICAL ACTIVITY** The trainer will divide the participants into 5 groups. Each group will receive a specific social media platform, which they will have to present, mentioning the following: when was it launched, what was its purpose, does it cause addiction (if yes, why), statistics about number of users and users addicted to it (if so). Social media platforms to be given to the groups: Facebook, Instagram, Twitter, TikTok, Snapchat. Then each group will present their research done about the given social media platform.

	When all the groups finish their presentation, the trainer will present to them some general statistics about social media addiction (see annex I).

Next, the trainer will ask the participants to create their personal overall social media profile, by writing down on a piece of paper all the social media profiles/accounts/pages they have and on how many they are daily active (posting or just checking it) and to approximate how much time per day they spend on each social media platform.

Then, in couples the participants will need to share all this information one to another and to think about advice on how to prevent and overcome social media addiction. Next, each couple will share their advice and the trainer will write them all on a flipchart. |
| **Debriefing questions:** | Select the most appropriate for your group of participants:

Were you aware about the issue of social media addiction?

Did you know the reasons why it is addictive?

Were you surprised by the statistics regarding social media addiction?

After this activity do you consider yourself as a social media addict?

Do you think there are needed support programs for social media addicts? |
| **Type of the evaluation method of the activity:** | **Open guided discussion**

The trainer should ask a general question to the participants regarding what they learn new during this activity and to make sure that all the participants get the chance to express their thoughts. |

Annex 1

FOMO (Fear of Missing Out)
FOMO describes the anxiety we feel when it seems that others are having rewarding experiences without us. FOMO isn't exclusive to social media, but browsing social media sets us up for experiencing it.

Social Media Addiction Statistics Of 2021
Social media addiction is global problem that continues eat into humanity in a drastic way and these 10 statistics about social media addiction highlight a cause for concern:

The latest facts suggest that more than 210 million people suffer from internet and social media addiction.

- 3.96 Billion People Use Social Media

There are approximately 3.96 billion social media users in 2021 (up from 3.48 billion in 2019), which is more than half of the world's entire population (51%).

- People Spend An Average of 2 Hours And 23 Minutes On Social Media Per Day

It is not surprising that the internet users of today spend an average of 2 hours and 23 minutes on social media per day, and most of it happens on the six most popular platforms. These platforms include Facebook, Twitter, TikTok, YouTube, Instagram, and Facebook messenger. Facebook as the biggest social media platform has the largest social media usage. In fact, about 2.23 billion people of all social media users are active on Facebook.

- Some Teenagers Spend Up To 9 Hours Every Day On Social Media

The fact that teenagers still enjoy the most carefree age of a human being's lifetime makes them spend more time on these exciting social media platforms. However, this also means social media addiction has a bigger effect on them. Statistics suggest that some American teenagers spend a "mind-blowing" nine hours a day on social media, entertaining themselves by streaming videos, listening to music, talking with friends and playing games.

- Teens Who Spend 5 Hours A Day On Their Phones Are 2x More Likely To Show Depressive Symptoms

A recent study has proven that spending more than 5 hours on a mobile device, irrespective of the specific content you are viewing — goes hand in hand with the higher prospect of depression.

- Young, Single Females Are Addicted To Social Media More Than Any Other Group

It is very common to see young and single females to be addicted to social media. This is mostly caused by factors that are linked to an excessive need for admiration which is often a result of low self esteem.

- 50% Of People Caught While Driving Using Their Phone Are Checking Social Media

A considerable number of research studies conclude that texting and driving also appears to be a significant problem in society, especially among younger drivers. With reports showing thousands of people have been caught on their mobile phones while driving so far this year, and they haven't just been making and taking calls; they have been posing for selfies, updating social media posts, and live-streaming.

- 71% Of People Sleep With Or Next To Their Phone Every Night

People, especially young ones, prefer sleeping with their phones beside them or perhaps under the pillow. It seems to be the best spot to keep the phone, as it makes it easy to reach when a notification appears. Sadly, these people are ignorant of the fact that the act causes health issues. Despite this research, most Americans still encourage sleep disorder with this behavior. Out of 1000 people involved in a survey carried out, 71% said they usually sleep with or next to their mobile phone, 3% said they sleep with their device in their hand, 13% said they keep it on the bed, and 55% leave it on the nightstand. Furthermore, about 37% said that the phone is the first thing they grab when they wake up.

- 10% Of Teens Check Their Phones More Than 10x Per Night

A poll by Digital Awareness UK and the Headmasters' and Headmistresses' Conference shows that 10% of teens check for notification more than 10 times a night, and about 45% of total social media users check their phones once at least when they should be sleeping.

Sources:
GlobalWebIndex
Statista
Pew Research Center

SMARTPHONE ADDICTION

Name of the activity:	**Dear smartphone diary**
Digital addiction targeted:	**Main addiction: Smartphone** Side addictions (if applicable): Internet, Social Media

Duration:	**Total: 1- 2 h**
	
	    - Theoretical introduction: 30 min
	    - Practical activity: 60 min
	    - Debriefing: 10 min
	    - Evaluation: 5 min

Number of participants:	**Approx. 20 pax.**
Materials needed:	Internet, Computer, Pens, Papers, Flipchart papers and markers, Box/Cupboard
Objectives:	The objective of this activity is for the participants to become aware of the digital addiction of smartphones, to understand the dangers of it and to get ideas on how to prevent and overcome this addiction.
Description of the activity:	**THEORETICAL INTRODUCTION** The trainer should start by introducing the concept "addiction" and ask the participants to describe what addiction means for them. Then the trainer will ask if they think the smartphone can be addictive and if yes, why. The trainer will introduce the concept of Nomophobia. (see annex I). **PRACTICAL ACTIVITY** Then the trainer will ask all the participants to leave their phones in a box and to take it only at the end of the activity. The trainer will ask all the participants to write on a piece of paper, as if writing in a diary, their regular daily activity on their smartphone, from when they wake up until they go to sleep. Then they will need to share it with another person and to compare the amount of time each regularly spends on their smartphone and also type of usage (work - emails, phone calls etc.; leisure – checking social media, playing games etc.).

	After all participants will get to share the conclusion of their comparisons and to reflect on if they spend too much unnecessary time on the smartphone. Then the trainer will divide the participants in 4 groups and will ask the participants to share their ideas on the following. - causes of smartphone addiction - effects of smartphone addiction - how to prevent smartphone addiction - how to overcome smartphone addiction After all teams present, the trainer will present more causes, effects, prevention and overcoming treatment, if needed. (consult Informative Manual Chapter for detailed information).
Debriefing questions:	Select the most appropriate for your group of participants: How did you feel without your smartphone during the activity? Were you aware about the issue of smartphone addiction? Did you know the reasons why smartphones are addictive? Were you surprised by the statistics regarding smartphone addiction? Do you think the smartphone itself is addictive or actually the internet or the social media are the addictive ones? Do you consider yourself smartphone addicted? Do you think programs helping to prevent and overcome smartphone addiction are needed?
Type of the evaluation method of the activity:	**Open guided discussion** The trainer should ask a general question to the participants regarding what they learn during this activity and to make sure that all the participants get the chance to express their thoughts.

Annex 1

Nomophobia
Nomophobia is an abbreviated form of "no-mobile-phone phobia." The term was first coined in a 2008 study that was commissioned by the UK Postal Office. In a sample of more than 2,100 adults, the study indicated that 53% of participants experienced nomophobia. The condition is characterized by feelings of anxiety when people lose their phones, run out of battery life, or have no cellular coverage.

The study revealed that this fear can be so powerful that many people never turn off their phones, even at night or during times that they won't be using their devices.1 When asked why they never turn off their phones, 55% cited a need to keep in touch with family and friends, 10% said they needed to be con-tactable for work reasons, and 9% reported that turning off their phones made them anxious.

- Characteristics of Nomophobia

In a 2015 study, researchers identified some key dimensions of nomophobia. The fear of being without a phone center on:

- Not being able to communicate with others
- Feeling generally disconnected
- Not being able to access information
- Giving up a convenience

People with this phobia check their phones constantly, take their phones everywhere they go (including the shower and bathroom), spend many hours per day using their phones, and experience feelings of helplessness when they are separated from their phones.

Source: www.verywellmind.com

GAMING ADDICTION

Name of the activity:	**Overcoming Gaming Addiction**
Digital addiction targeted:	**Main addiction: Gaming** Side addiction (if applicable):

Duration:	**Total: 3 h**
	
	    - Theoretical introduction: 10 min
	    - Practical activity: 50 min
	    - Debriefing: 20 min
	    - Evaluation: 10 min

Number of participants:	**Up to 30**
Materials needed:	- Projector + PC - A board - Basic stationary - A questionnaire - NPS file - Net Promoter Score Survey
Objectives:	- Clarify the gaming addiction. - Raise participants' awareness about the nature of the gaming addiction; - Equip them with essential tools and techniques to overcome this addiction, if they have it.
Description of the activity:	Gaming is becoming popular at an unprecedented level and is one of the most irreplaceable entertainment activities especially for young people. People spend hours playing video games every day often without realising that they have become gaming addicts. This activity will raise participants' awareness about dangerous sides of the gaming addiction, while equipping them with essential tools and techniques to surmount their addiction. The session will be kicked off with some engaging questions as: - Do you play any video games? - If yes, how often do you play? - How many hours do you spend playing video games a day? - Do you pay for video games? - Do you have video games on your phone or PC? After posing these questions, it would be ideal to ask participants' opinions about the GAMING ADDICTION. Then, divide participants into a few groups and assign each group to prepare group presentations about one of the following. (session 1)

	- Signs, - Causes, - Mental effects of the gaming addiction - Physical effects of the gaming addiction Then ask each group to present their group findings Session 2-Theater play Ask each group to prepare a short theater play showing how to support a friend who is a video game addict. They should be persuasive and find correct methods, tools for helping the addicted friend. There is another option for the theater play: each group can try to act from a different position: for example, portraying a parent and addicted child; a teacher and student….. It is up to the instructor to choose from one of these options.
Debriefing questions:	The above mentioned stage will be followed by the **self-reflection** stage in which participants will be asked to fill in a questionnaire that will allow them to have a deeper understanding of the gaming addiction and find out if they also suffer from it. To gain participants a deeper insight into the gaming addiction they will be asked some: **Debriefing questions:** - Can you please describe the gaming addiction? - Why do you think gaming addiction is so common? - How would you decide whether your friend is a gaming addict? - How would you support your gaming addict friend? - Why would you choose those particular methods/ways/ tools to prevent him/her from becoming an addict?
Type of the evaluation method of the activity:	Evaluation will be made according to quality of: - Group work; - Presentation; - Answers to debriefing questions Finally, net promoter score or NPS will be adopted as an evaluation method.

Annex I – Proposed theory
The following 5-stage method can prove to be helpful to overcome the gaming addiction and can be proposed as a framework for breaking it away.

Steps	Actions
1: Breakthrough the psychology that keeps you gaming	Your brain tricks you into gaming through cognitive biases and attachments you have developed. You justify gaming because you don't want to lose your progress, or the money you've invested. To quit you need to overcome these.
2: Avoid boredom and find new hobbies	If you are laying on your bed staring at the ceiling, you'll justify gaming because it can't be any worse than being bored all day. To successfully quit you must find replacement activities. There are three specific types you need to find, and I'll share these with you.
3: Stop wasting your time and be more productive	You game to escape and procrastinate. To quit gaming is to make a decision that you are going to start pursuing your goals and dreams. It's a commitment to achieve your potential. Learning how to manage your time effectively is essential to accomplish that.
4: Beat your urges and cravings to avoid a relapse	When you quit gaming you will experience a range of emotions and withdrawal symptoms. To avoid a relapse, you must navigate these intentionally.
5: Succeed today and tomorrow	Strategies and tactics are great, but without the proper mindsets none of them will matter. To succeed in your recovery long-term you must cultivate your mindsets, and prepare for the common obstacles you may run into.

Annex II – Proposed evaluation (detailed questions or method)

The best way to find out if participants are happy with the workshop or not is to use the NPS survey through which it will be clear to what extent the workshop is satisfactory and how it could further improve.

1. Are you satisfied with the workshop?

Not likely at all   Extremely likely

1	2	3	4	5	6	7	8	9	10

2. How happy are you with the structure of the workshop?

Not likely at all   Extremely likely

1	2	3	4	5	6	7	8	9	10

3. How happy are you with the activities of the workshop?

Not likely at all   Extremely likely

1	2	3	4	5	6	7	8	9	10

4. Would you recommend us to others?

Not likely at all   Extremely likely

1	2	3	4	5	6	7	8	9	10

5. How do you think the workshop could be further improved?

ONLINE SHOPPING ADDICTION

Name of the activity:	**Overcome Shopping Addiction**
Digital addiction targeted:	**Main addiction: Online shopping** Side addiction (if applicable):
Duration:	**Total: 3 h** - **Theoretical introduction: 10 min** - **Practical activity: 50 min** - **Debriefing: 20 min** - **Evaluation: 10 min**
Number of participants:	**Up to 30**
Materials needed:	- Projector + PC - Board - Questionnaire - Basic stationary - NPS file - Net Promoter Score Survey
Objectives:	-Ascertain the online shopping addiction; -Increase awareness about the real nature of online shopping addiction; -Enrich participants with necessary techniques and methods to offset the online shopping addiction.
Description of the activity:	Most people suffer from the compulsive shopping problem, yet it takes time for them to realise since there are no apparent physical indicators. Some even think it is their hobby or they just follow fashion. Through this activity participants will define whether they suffer from online shopping addiction or not. If yes, they will also learn effective methods to break away from this compulsive behaviour. **Facilitation step:** It is ideal to start with reading a story or part of a story of an online shopping addict. This will be followed by some prompting questions that will engage the audience. Questions can include, but not limited to: (yes/no) - Did you buy something online last month? - Do you buy something online more than 5 times a year? - Do you feel excited when you buy something online - Do you think online shopping can become an addiction? - Do you know somebody who is addicted? After posing these questions you can ask the class the meaning of Online Shopping Addiction or buying-shopping disorder.

	Later on, participants can be divided into a few groups and asked to guess would put flipchart papers with for example those 4 topics: 1. Often used excuses used - e.g. I have nothing to wear + replies 2. Question to ask yourself before buying something 3. More useful things/activities what you can use money for 4. List of reasons why is important to be careful when shopping - e.g. eco-friendly. Participants will be asked to walk around, write different things that come to their mind regarding those topics, but also comment each other opinions. Then, they will be split in the 4 groups and each group will check what is written in one topic. Once done, each group will summarize the answers to others. Afterwards, each group will be asked to create social media campaign regarding their topic - e.g. create some picture/ short video/ post/status/hashtag related to the topic - and then participants will also share it. Finally, the class will be asked to prepare a short presentation as a whole class based on their findings and present common signs, reasons, and negative effects of online shopping on mental and physical health.
Debriefing questions:	**Self-reflection questions** In order to find out the percentage of online shopping addicts among participants, it is possible to conduct a quick survey through handing out questionnaires. Questions will be based on common signs of the online shopping addiction that will help to find out whether participants are online shopping addicts or not (annex 2 can also be useful in this respect). Next, participants will be posed: Debriefing questions: - How would you describe online shopping addiction? - How would you find out if a friend of yours is an online shopping addict? - What would you recommend him/her to do to break away from this addiction?
Type of the evaluation method of the activity:	Evaluation will be made according to quality of: - Group work; - Presentation; - Answers to debriefing questions Finally, net promoter score or NPS will be adopted as an evaluation method.

Annex I – Proposed theory
The following 5-stage method can prove to be helpful to overcome the gaming addiction and can be proposed as a framework for breaking it away.

Steps	Actions
Confiscation of credit cards	It is a good idea to get rid of credit cards and keep only a small amount of emergency cash on you, so you can't impulse buy.
Find other hobbies	Finding alternative ways of enjoying your leisure time is essential to breaking the cycle of using shopping as a way of trying to feel better about yourself.
Get rid of temptations	Reduce temptations as much as possible: e.g. this might be pages you follow on social networking sites;
Adopt a rational action approach while doing online shopping.	a) Ask this question: Do I need or just want this? b) Try to be around your family members or friends while making a purchase c) Wait a long time before adding the item to your cart.

Annex II – Proposed evaluation (detailed questions or method)

The best way to find out if participants are happy with the workshop or not is to use the NPS survey through which it will be clear to what extent the workshop is satisfactory and how it could further improve.

1. Are you satisfied with the workshop?

Not likely at all   Extremely likely

1	2	3	4	5	6	7	8	9	10

2. How happy are you with the structure of the workshop?

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1	2	3	4	5	6	7	8	9	10

3. How happy are you with the activities of the workshop?

Not likely at all   Extremely likely

1	2	3	4	5	6	7	8	9	10

4. Would you recommend us to others?

Not likely at all   Extremely likely

1	2	3	4	5	6	7	8	9	10

5. How do you think the workshop could be further improved?
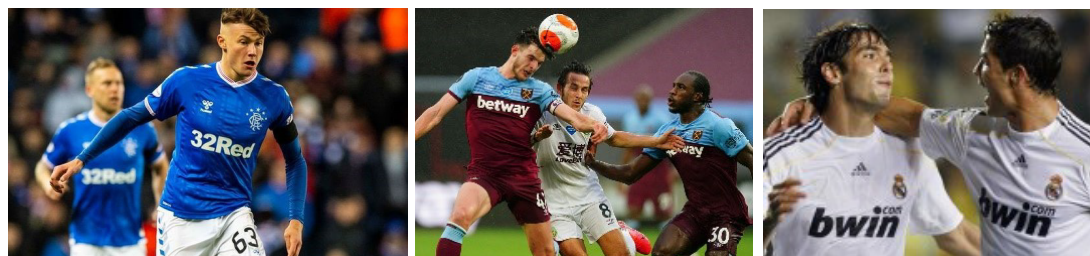
ONLINE BETTING

Name of the activity:	**Overcome the digital addiction of online betting**
Digital addiction targeted:	**Main addiction: Online betting addiction** Side addictions (if applicable):
Duration:	**Total: 1- 2 h** **- Theoretical introduction: 10 min** **- Practical activity: 50 min** **- Debriefing: 10 min** **- Evaluation: 10 min**
Number of participants:	**20-25 participants**
Materials needed:	- Video projector + PC - Initial set of questions - Annex 1 - NPS file - Net Promoter Score Survey (annex 2)
Objectives:	- Recognize online betting addiction - Identify the signs of online betting addiction - Act to be protected by the potential dangers of spending too much time and money for online betting
Description of the activity:	During this activity participants will become aware of the potential dangers of betting online and will find solutions to stay away from this addiction. Facilitation steps: - Start by raising awareness on the topic. Ask a question about general online addictions (internet/ betting/gambling): Do you know how much is too much? Let the group give 2-3 answers and then give them an initial set of questions (if available, use Kahoot):

Question	<2	2	3	4	>4
How many times of betting online per week is too much?					
How often do you hear other people discussing about how much time/money they spend for betting?					
How often do you or people around you say, "Just this bet"?					

	- Explain to students that problems like betting addiction is not only about numbers/ days/ money. - Ask them to give examples of online betting addiction (sport, animals, gambling, etc.). - Help students to identify the signs that someone may have a betting addiction. (Annex 1). Make a spidergram on the board, write OBA in the middle and fill in together. Write the identified signs all around (examples at Annex 1). - Encourage them to identify the negative impact of betting online. - Mix and Match. Divide the class into small groups of 4-5 students and give them a set of 10 cards with myths and facts (individual statement on each card). Ask them to select the 5 myths and then to connect each myth with a fact. Invite them to compare the results and if differences occur, to support their opinions for their choices. - Guide them to identify alternatives to online betting. Ask them to verbalize the elements needed for online betting to continue. Help the students to find ways to remove those elements. **References:** https://www.helpguide.org/articles/addictions/gambling-addiction-and-problem-gambling.htm https://www.lifehack.org/534542/3-signs-that-you-are-addicted-sports-betting https://eprints.utas.edu.au/22197/1/whole_ThomasNaomiJane2007_thesis.pdf
Debriefing questions:	? What are the challenges of bet-addicted persons? ? What did you learn about online betting addiction during the activity? How can we use this in the future?
Type of the evaluation method of the activity:	**Observation during group activity, responses to filling in the spidergram, presentations and responses to debriefing questions** **NPS survey**

Annex I – Proposed theory

The below section can be used to guide the discussion about the online betting addiction.

Betting, alongside the use of substances like drugs and alcohol can become an addiction when its use becomes compulsive and spirals out of control. There is an upward trend for betting online. One of the factors that contribute to this trend is the extensive promotion of gambling on apps and betting websites which includes sponsorship deals with famous sports players and teams supported by millions of people.

Signs of betting addiction

What are the signs that someone may have a betting addiction?

1. Lie or hide about your betting habits. This behaviour is a core symptom of addiction of any kind, and online betting gambling is no exception.
2. Bet more than can afford to lose
3. Borrow money to bet online. This is a major part of the financial downfall that bet addicted often face.
4. Bet until all money is gone
5. Try to recover losses by betting more
6. Obsessed with betting
7. Steal to fund betting habit
8. Family and friends think that there is a problem
9. Cannot stop

Negative impact

What are the negative effects that can occur?

- Relationship stress: this is especially a problem when the family finds out about the monetary losses

- Job loss: due to decreased performance or betting at work

- Arrest and criminal charges: for illegal activities used to finance the betting

- Physical health problems: lack of sleep or self-care

- Negative emotions: negative effects of gambling include emotional side effects

You have to bet online every day to be a problem gambler.	A person may bet online frequently or infrequently. Online betting is a problem if it causes problems.
Online betting is not really a problem if the person can afford it.	Problems caused by excessive online betting are not just financial. Too much time spent on online betting can also lead to relationship and legal problems, job loss, mental health problems including depression and anxiety, and even suicide.
Having an online betting problem is just a case of being weak-willed, irresponsible, or unintelligent.	Online betting addiction problems affect people of all levels of intelligence and all backgrounds. Previously responsible and strong-willed people are just as likely to develop an online betting addiction as anyone else.
Partners of bet-addicted persons often drive their loved ones to betting.	Bet-addicted persons often try to rationalize their behaviour. Blaming others is one way to avoid taking responsibility for their actions, including what is needed to overcome the problem.
If a bet-addicted person builds up a debt, you should help them take care of it.	Quick fix solutions may appear to be the right thing to do. However, bailing the person out of debt may actually make matters worse by enabling their online betting addiction problems to continue.

Find alternatives to online betting

One way to stop online additions is to remove the elements necessary for betting and replace them with other alternatives.

Which are the elements needed for online betting to continue?

- **A decision:** For online betting to happen, you need to make the decision to bet. If you have an urge: stop what you are doing and call someone, think about the consequences to your actions, tell yourself to stop thinking about betting, and find something else to do immediately.

- **Money:** Betting cannot occur without money. Get rid of your credit cards, let someone else be in charge of your money, have the bank make automatic payments for you, and keep only a limited amount on you.

- **Time:** Even online betting cannot occur if you do not have the time. Schedule enjoyable recreational time for yourself that has nothing to do with betting.

- **A game:** Without a game or activity to bet on there is no opportunity for betting. Do not put yourself in tempting environments. Remove betting apps and block betting sites on your smartphone and computer.

Annex II – Proposed evaluation (detailed questions or method)

Annex 2. NPS file - Net Promoter Score Survey

E-mail (optional*)

_____

How likely are you to recommend us to a friend or colleague?

Not at all Likely   Extremely Likely

1	2	3	4	5	6	7	8	9	10

What do you like the most about the activity?

What could we do to make you say WOW?

Was anything missing from your experience?

*The data provided in this form will be processed by project team in accordance with the provisions of Regulation (EU) 2016/679 of the European Parliament and of the 27th April 2016 Council on individual protection with regard to processing personal data and free movement of such data. I have taken note that under Regulation (EU) 2016/679 I have the right to access, intervene and oppose against personal data processing, by formulating a written request, dated and signed.

PORN ADDICTION

Name of the activity:	**Overcome Porn Addiction**
Digital addiction targeted:	**Main addiction: Porn** Side addiction (if applicable):

Duration:	**Total: 1- 2 h**
	
	    - Theoretical introduction: 20 min
	    - Practical activity: 60 min
	    - Debriefing: 10 min
	    - Evaluation: 5 min

Number of participants:	**Approx. 20 pax.**
Materials needed:	Internet, Smartphone/Computer, Pens, Papers, Flipchart papers and markers
Objectives:	The objective of this activity is for the participants to become aware of the digital addiction of porn, to understand the dangers of it and to get ideas on how to prevent and overcome this addiction.
Description of the activity:	**THEORETICAL INTRODUCTION** The trainer should start by introducing the concept "addiction" and ask the participants to describe what addiction means for them. They can do it through a photo, drawing, or some key words etc. After the participants present what addiction means for them, the trainer introduces the concept of "porn addiction" and encourages an open discussion about this type of addiction. **PRACTICAL ACTIVITY** The trainer should provide the following scenario: You are part of an organization which decided to create and finance a program helping people dealing with "new" addictions. Your teams are in charge of creating a department dedicated to raise awareness, prevent and overcome porn addiction. You will be divided into groups to start researching on the topic in order to later create a strategy for the new program.

	First step: Divided in groups you will need to do a research on the followings: Group 1: Statistics regarding porn addiction Group 2: Why is pornography is addictive Group 3: How to identify people facing porn addiction Group 4: Advices on how to prevent & overcome porn addiction All groups should briefly present the findings so all the participants get access to all the information. In case the trainer feels like the information is not complete, can provide further information from the Informative Manual or other sources. **Second step:** each group should create a launching strategy of the program. The strategy should contain at least the followings: - Name of the program; - Poster; - Target group and how do you intend to reach it (through which channels)? - What services/facilities/activities/products will your program offer? - Explain how these services/facilities/activities/products will help the TG. - What makes your strategy unique? All groups should pitch the launching strategy and the trainer together with the other group should provide feedback for all the presentations
Debriefing questions:	Select the most appropriate for your group of participants: Were you aware about the issue of porn addiction? Did you know the reasons why porn is addictive? Were you surprised by the statistics regarding porn addiction? Do you consider porn addiction a shameful one, which people are tending to hide? Do you think these kinds of programs are needed?
Type of the evaluation method of the activity:	**Open guided discussion** The trainer should ask a general question to the participants regarding what they learn new during this activity and to make sure that all the participants get the chance to express their thoughts.

INFORMATION AND DATA LITERACY

Name of the activity:	**Get it right!**
Digital addiction targeted:	**Main addiction: Information and data literacy** Side addiction (if applicable):
Duration:	**Total: 1- 2 h** - **Theoretical introduction: 15 min** - **Practical activity: 60 min** - **Debriefing: 10 min** - **Evaluation: 10 min**
Number of participants:	**Approx. 20 pax.**
Materials needed:	**Internet, Smartphone/Computer, Bingo Papers** (as many as the number of participants), **Pens Papers (**as many as the number of participants), **Flipchart and marker** (if the participants decide to do the posters analog)
Objectives:	At the end of this activity the participants are expected to get familiar with the 1st area of digital competence according to Digcomp (Information & Data literacy), to understand the importance of properly reading, working and communicating the data.
Description of the activity:	**THEORETICAL INTRODUCTION** The trainer should start by asking what is information&data literacy. After listening the participants should introduce the Digcomp and the 5 areas of competences, with an emphasis on Information&Data Literacy (see proposed theory in annex II). **PRACTICAL ACTIVITY** The trainer should divide the group into 7 groups and give each group a small paper with a tip regarding data literacy and a question/task, as following: Group 1: Tip: Uncertainty is inevitable Question: Why? Group 2: Tip: There are various types of data Question: Which ones?

	Group 3: Tip: Data sources matters Question: Why? Group 4: Tip: It's important to keep it organized Question: Why? Group 5: Tip: Data often can tell lots of different stories Task: Give an example Group 6: Tip: Share your data story responsibly Question: What happens if you don`t? Group 7: Tip: You don't need to know everything Question: How come? Each group should research on their tip, in order to be able to answer their question/task in front of the entire group. After the groups present their research on each tip, the trainer should present all groups this website: https://www.statista.com/statistics/613670/youth-unemployment-rates-in-europe/ All groups will have the task to analyze the youth unemployment rates in Europe as for December 2020 and to cuse as the starting point of writing an article using these statistics, but also other statistics or data
Debriefing questions:	Select the most appropriate for your group of participants: Did you consider yourself skilled in information and data literacy before the activity? Did the activity prove you the opposite? Why do you think it is important to have the digital skill of information and data literacy? Was it difficult to do the research on the tips? Do you usually apply the tips presented? Was it difficult to analyze, interpret and work with the statistics provided and then communicate information on its base?
Type of the evaluation method of the activity:	Oral or written quizz: 1. What is information and data literacy? 2. How many sub dimension does it have? Which ones? 3. How many types of data there are? Which ones? 4. Do data sources matter? 5. Do statistics tell a single story?

Annex I – Proposed theory

The European Digital Competence Framework, also known as DigComp, offers a tool to improve citizen's digital competence. Today, being digitally competent means that people need to have competences in all areas of DigComp.

DigComp 2.0 identifies the key components of digital competence in 5 areas which can be summarised as below:

1) Information and data literacy

2) Communication and collaboration

3) Digital content creation

4) Safety

5) Problem solving

Information and data literacy is the ability to read data, work with data, and communicate about data by putting it in proper context. It's about more than just understanding and working with numbers, or numeracy. Information and data literacy includes the following subdimensions:

- Browsing, searching and filtering data, information and digital content

To articulate information needs , to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.

- Evaluating data, information and digital content

To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.

- Managing data, information and digital content

To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.

More information:
https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework

COMMUNICATION AND COLLABORATION

Name of the activity:	**Communication & Collaboration in the digital era**
Digital addiction targeted:	**Main addiction: Communication and collaboration** Side addiction (if applicable): Safety

Duration:	**Total: 1- 2 h**
	
	    - Theoretical introduction: 10 min
	    - Practical activity: 80 min
	    - Debriefing: 10 min
	    - Evaluation: 10 min

Number of participants:	**Approx. 20 pax.**
Materials needed:	**Internet, Smartphone/Computer, Bingo Papers** (as many as the number of participants), **Pens Papers (**as many as the number of participants), **Flipchart and marker** (if the participants decide to do the posters analog)
Objectives:	At the end of this activity the participants are expected to get familiar with the 2nd area of digital competence according to Digcomp (Communication and collaboration), to understand the importance of interacting, sharing and engaging through digital technologies, as well as netiquette and managing digital identities.
Description of the activity:	**THEORETICAL INTRODUCTION** The trainer should start by asking what communication and collaboration is. After listening the participants should introduce the Digcomp and the 5 areas of competences, with an emphasis on Communication and Collaboration (see proposed theory in annex I). **PRACTICAL ACTIVITY** The trainer will divide the group into 2 groups. One group will do research on 5 communication tools and another on 5 collaboration tools. Each group will be then divide in 5 smaller groups, after finding the 5 tools and create a presentation about their tool, containing the followings: - Brief description of the tool - PROs - CONs Then all groups should present their presentation.

	Next, the trainer will introduce the concept of "netiquette" (see proposed theory in annex I) and will encourage an open discussion among the participants asking if they are thinking about netiquette when they interact online. Then the same groups will get to prepare a set of rules of interacting on different platforms. Example: Facebook, Instagram, Twitter, Youtube, Whatsapp, Emails, Snapchat, TikTok, Linkedin, Pinterest. Then all groups will present their presentation. Next, the trainer will introduce the concept of "digital identity" (see proposed theory in annex I) and ask the participants to provide advice about how to properly manage the digital identity. After listening to the participants ideas, the trainer will provide the TIPs which were not mentioned from the list in the annex I.
Debriefing questions:	Select the most appropriate for your group of participants: Did you consider yourself skilled in digital communication and collaboration before the activity? Did the activity prove you the opposite? Why do you think it is important to have the digital skill of communication and collaboration?
Type of the evaluation method of the activity:	Oral or written quizz: 1. What does the digital competence of communication and collaboration refer to? 2. How many sub dimensions does it have? Which ones? 3. Give examples of 2 communication tools and 2 collaboration tools. 4. What is "netiquette"? 5. Provide 2 pieces of advice on how to properly manage your digital identity?

Annex I – Proposed theory

The European Digital Competence Framework, also known as DigComp, offers a tool to improve citizen's digital competence. Today, being digitally competent means that people need to have competences in all areas of DigComp.

DigComp 2.0 identifies the key components of digital competence in 5 areas which can be summarised as below:

1) Information and data literacy

2) Communication and collaboration

3) Digital content creation

4) Safety

5) Problem solving

Communication and collaboration is the competence of interacting, communicating and collaborating through digital technologies while being aware of cultural and generational diversity. It also means the ability to participate in society through public and private digital services and participatory citizenship and to manage one's digital identity and reputation. This competence has the following subdimensions:

- Interacting through digital technologie

To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.

- Sharing through digital technologies

To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.

- Engaging in citizenship through digital technologies

To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.

- Collaborating through digital technologies

To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge.

- Netiquette

To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.

- Managing digital identity

To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.

Netiquette

Netiquette is a combination of the words network and etiquette and is defined as a set of rules for acceptable online behavior. Similarly, online ethics focuses on the acceptable use of online resources in an online social environment.

Both phrases are frequently interchanged and are often combined with the concept of a 'netizen' which itself is a contraction of the words internet and citizen and refers to both a person who uses the internet to participate in society, and an individual who has accepted the responsibility of using the internet in productive and socially responsible ways.

Good Web Etiquette for Society:

o Recognizing that the internet is an extension of society. The internet isn't a new world in which anything goes, but rather, a new dimension of the world around us.

o Applying the same standards online as we do in public. In simple terms, this means that the values society has in place against hate speech and bigotry, child exploitation, and child pornography, copyright violations and other forms of theft, remain intact. Values around courtesy, kindness, openness, and treating others with the same respect we wish to receive should also be adhered to.

o Refusing to empower abuse and harassment while online. Accepting that the laws which are currently in place to protect the rights and dignity of citizens apply online and that where needed, laws are updated to reflect these rights in the extended environment. Theft, harassment, and bullying while online is still theft, harassment, and bullying, period.

o Acknowledging cultural differences. Even when national boundaries no longer apply, cultural respect and tolerance should remain. This requires finding a way to accept that the social values and norms of some netizens will not be the social values and norms of all netizens.

Digital identity

In simple terms, your digital identity is the compilation of information about you that exists in digital form — this can be everything from your date of birth to something you like on Facebook. The information that forms your digital identity can be grouped into two broad categories: your digital attributes and your digital activities. These pieces of information, either alone or combined together, can be used to identify you.

Here are some examples of each:

Digital Attributes:
- Date of Birth
- Medical History
- ID Numbers
- Government Issued ID (passport, driver's license, etc.)
- Bank Details
- Login Credentials (username & passwords)
- Email Address
- Biometrics (fingerprint, eye scan, 3D face map)
- Badges and Tokens

Digital activities:
- Likes, Comments and Shares on Social Sites
- Photos on Facebook, Instagram, etc.
- Purchase History
- Forum Posts
- Search Queries
- Signed Petitions
- Geotagging
- Downloading Apps
- Cell Phone Usage

How Digital Identity Information is Exposed:
o Public Wi-Fi networks
o Unsecured websites
o Third-party data breaches
o Phishing attempts
o Weak or limited number of passwords
o Deepfake videos, voice and graphics
o Location sharing settings
o Adding strangers to social media accounts

TIPs to properly manage your digital identity:

1. SAFEGUARD YOUR PERSONAL IDENTITY NUMBER

2. GET SECURITY SOFTWARE THAT UPDATES AUTOMATICALLY

3. SET UP AN EXTERNAL DRIVE FOR DATA STORAGE

4. USE AN ENCRYPTED CONNECTION

5. CHOOSE SECURE PASSWORDS

6. THINK TWICE BEFORE DOWNLOADING AN APP

7. USE SOCIAL MEDIA SAFELY

More information :

https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework

https://www.webroot.com/us/en/resources/tips-articles/netiquette-and-online-ethics-what-are-they

https://www.jumio.com/what-is-a-digital-identity/

DIGITAL CONTENT CREATION

Name of the activity:	**Digital Content Creation workshop**
Digital addiction targeted:	**Main addiction: Digital Content Creation**

Duration:	**Total: 1.5 h**
	
	    - Theoretical introduction: 10 min
	    - Practical activity: 50 min
	    - Debriefing: 20 min
	    - Evaluation: 10 min

Number of participants:	**Up to 30**
Materials needed:	- Projector + PC - Basic stationary - A three-step model (annex 1) - (A) material for the evaluation part-depending on the choice of an evaluation tool based on he Kirkpatrick model (annex 2)
Objectives:	- To introduce digital content creation to participants and enable them to understand the concept of digital content creation; - To give them an insight into different fields of digital content creation; - To make them aware of the main skills required for digital content creation.
Description of the activity:	As the concept of digital content creation might not be clear to everyone, the instructor will first show some slides including clear examples to explain digital content creation. After introducing types of digital content: e.g. blogging, videos, infographics, podcasts, etc. to participants, divide participants in a few groups and give them a scenario or a topic and ask them which digital content creation might be more suitable and why (activity 1). Next, write names of digital content types on pieces of paper (activity 2). Depending on the number of participants, the number of papers might change. Number each digital content type: for example, photography 3, podcast 2, etc. Then mix all and ask each participant to choose one. Those having the same number or content type will be in one group. Then ask each group to prepare a presentation of their content type and include the following details: - Necessity of the type; - Possible uses; - Necessary skills for creating it; Through this activity all the participants will be able to learn about different digital content types.

Debriefing questions:	**Debriefing questions for activity 1.** Why did you choose a certain digital content creation type to disseminate this scenario or topic? What other types were suggested by your teammates? What other types do you think might also be suitable? What skills do you think you would need to produce such content? **Debriefing questions for activity 2.** Do you feel you have adequate skills for creating this kind of digital content? What skills do you lack for doing so? How do you think you can improve your skills for becoming proficient in this?
Type of the evaluation method of the activity:	The first two steps of the Kirkpatrick model, namely reaction and learning. The instructor can choose from a wide range of evaluation tools for both steps.

Annex I – Proposed theory

Although the word "children" is indicated in the proposed theory, it can be applicable to all ages and therefore can be successfully used in the content creation workshop as well. Through this three-stage theory the instructor will first introduce the concept of digital content creation to participants before assisting them with the acquisition and trial of the new skill.

Annex II – Proposed evaluation (detailed questions or method)

In order to evaluate the acquisition level of digital content creation among participants, the Kirkpatrick model: four levels of learning evaluation will be adopted.

Level 1 Reaction measures how participants react to the training (e.g., satisfaction?). **Level 2 Learning** analyzes if they truly understood the training (e.g., increase in knowledge, skills or experience?). **Level 3 Behavior** looks at if they are utilizing what they learned at work (e.g., change in behaviors?), and **Level 4 Results** determines if the material had a positive impact on the business / organization.

If the instructor wants to get an instant insight into participants' understanding of what has been taught, the first and second steps of the model would be sufficient to do so.

Level 1 Evaluation – Reaction

In what ways participants liked a particular program / training? How do participants feel?

Examples of resources and techniques for level one:

- Online assessment that can be graded by delegates/evaluators.
  Interviews
- Can be done immediately after the training ends.
- Are the participants happy with the instructor(s)?
- Did the training meet the participant's needs?
- Are the attendee's happy with the educational tools employed?
- Printed or oral reports provided by delegates/evaluators to supervisors at the participants' organizations.
- "Smile sheets".
- Comment forms are determined by subjective individual reaction to the training course.
- Post-training program questionnaires.
- Verbal responses that can be taken into consideration and considered.
- Especially encourage written comments
- Try to get honest responses and feedbacks
- Comment forms are determined by subjective individual reaction to the training course.
- Post-training program questionnaires.
- Verbal responses that can be taken into consideration and considered.
- Especially encourage written comments
- Try to get honest responses and feedbacks

Level 2 Evaluation – Learning

New skills / knowledge / attitudes? What was learned? and What was not learned?

Examples of tools and procedures for level two:

-Measurement and evaluation is simple and straightforward for any group size.

- You may use a control group to compare.

- Exams, interviews or assessments prior to and immediately after the training.

- Observations by peers and instructors

- Strategies for assessment should be relevant to the goals of the training program.

- A distinct clear scoring process needs to be determined in order to reduce the possibility of inconsistent evaluation reports.

- Interview, printed, or electronic type examinations can be carried out.

- An interview can be carried out before and after the assessment, though this is time-consuming and unreliable.

SAFETY

Name of the activity:	**Stay Safe Online**
Digital addiction targeted:	**Main addiction: Safety**

Duration:	**Total: 1.5 h**
	
	    - Theoretical introduction: 10 min
	    - Practical activity: 40 min
	    - Debriefing: 10 min
	    - Evaluation: 15 min

Number of participants:	**Approx.: 20**
Materials needed:	**Internet, Smartphone/Computer, Bingo Papers** (as many as the number of participants), **Pens Papers** (as many as the number of participants), **Flipchart and marker** (if the participants decide to do the posters analog)
Objectives:	At the end of this activity the participants are expected to get familiar with the 4th area of digital competence according to Digcomp (Safety), to understand the dangers of being and interacting online and how to keep themselves as safe as possible in the online environment.
Description of the activity:	**BINGO** To start the activity each participant should receive an ONLINE SAFETY BINGO (see annex I) and will be asked to go around and ask the other participants to say yes or no to the affirmations written on the Bingo. The winner will be the person who will first have a completed bingo with all answers "yes" or with all answers "no". If no participant manages to do Bingo, the winner will be the one managing at least a line or a diagonal. After the Bingo is finished, the trainer should ask some questions, regarding the answers of the Bingo. Examples: Are you surprised by the results of the Bingo? Do you consider that you are safe online? Why do you think it is dangerous to act according to the affirmations of the Bingo? **THEORETICAL INTRODUCTION** Next, the trainer should introduce the Digcomp and the 5 areas of competences, with an emphasis on Safety (see proposed theory in annex II).

	PRACTICAL ACTIVITY After, the participants should be divided into 4 groups and each group will receive one of the 4 subdimensions of the safety digital competence. Example: Group 1 – Protecting devices Group 2 - Protecting personal data and privacy Group 3 - Protecting health and well-being Group 4 - Protecting the environment Each group should prepare a poster (digital/analog, it is up to them) with tips for their specific category. Example: Group 1 – Tips to protect your devices When the teams finish their posters will present them in front of the big group.
Debriefing questions:	Select the most appropriate for your group of participants: Why do you think it is important to be safe online? Was it difficult to find advice on how to be safe online? After seeing all the presentations do you consider yourself safe online? Do you usually apply the tips presented?
Type of the evaluation method of the activity:	**Peer-assessment (Each team should prepare 1-2 questions regarding their presentation for another team)** **Example:** **Group 1 prepares questions for Group 2.** **Group 2 prepares questions for Group 3. Etc.**

Annex I

Online Safety Bingo

I jailbreak my mobile devices.	I shop and bank on public WI-FI.	I don't read the fine print.
I am very social on social media networks.	I don't question the legitimacy of the websites I visit.	I don't know all of my friends on social media networks.
I only use one password.	I assume banking sites are safe.	I am hooked by a bargain on an unknown shopping site.

Annex II – Proposed theory

The European Digital Competence Framework, also known as DigComp, offers a tool to improve citizen's digital competence. Today, being digitally competent means that people need to have competences in all areas of DigComp.

DigComp 2.0 identifies the key components of digital competence in 5 areas which can be summarised as below:

1) Information and data literacy
2) Communication and collaboration
3) Digital content creation
4) Safety
5) Problem solving

In this activity we will be focusing on Safety, which has the following subdimensions:

1. Protecting devices
To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have due regard to reliability and privacy.

2. Protecting personal data and privacy
To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a "Privacy policy" to inform how personal data is used.

3. Protecting health and well-being
To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion.

4. Protecting the environment
To be aware of the environmental impact of digital technologies and their use.

More information : The Digital Competence Framework 2.0 | EU Science Hub (europa.eu)

PROBLEM SOLVING

Name of the activity:	**Problem Solving workshop**
Digital addiction targeted:	**Main addiction: Problem Solving**

Duration:	**Total: 1.5 h**
	
	    - Theoretical introduction: 10 min
	    - Practical activity: 50 min
	    - Debriefing: 20 min
	    - Evaluation: 10 min

Number of participants:	**20-25 participants**
Materials needed:	- Video projector + PC - Seven Steps to Solving a Problem Effectively (annex 1a) - Problem Solving Organizer – one per team (annex 1b) - NPS file - Net Promoter Score Survey (annex 2b)
Objectives:	- Improved abilities to critically analyse a problem, to design all its elements and to prepare a feasible solution. - Understanding of how the same problem-solving process works in many settings
Description of the activity:	In this activity, participants will learn the steps to solve a problem effectively. They will use this process to critically think through various work-related problems to find a workable solution. - Identify the seven steps to solving a problem effectively - Practice solving work problems as an individual and as a member of a team **Facilitation steps:** - Give students the Problem-Solving Organizer handout. Briefly review each of the step in the process. - E.g., scenario: Two of your team members do not get along. There are many hard feelings between the two and they refuse to communicate with one another - Explain to students that problems like this are an everyday part on the activities/jobs. Being able to successfully offer solutions to problems that occur is a skill greatly valued by employers.

	- Divide your class into small groups of 4-5 students. Have each group act out the scenario, allowing team members to take turns acting as the difficult team member. Then they should come up with at least one solution for solving this problem behaviour so that this work team can be productive. - Bring the class back together and have each group present their scenario-solution. Then have each group share what their best solution was for the scenario. Ask for additional solutions from the class.
Debriefing questions:	? How did you come up with your idea or solution to the problem? ? Did your team try different ideas? If so, why did you change your approach? What can you learn from this? ? How important was planning? Did everyone have a role during the challenge? ? Did the group have a clear action plan and how did you come up with this? ? Did you spend time reflecting on your approach? Why was that important? ? Did you adapt your approach to the task at any point? Why did you change it? ? What did you learn about solving problems during the activity? How can we use this in the future?
Type of the evaluation method of the activity:	**Observation during group activity, presentation and responses to debriefing questions** **NPS survey**

Annex I – Proposed theory

Presentation to explain the Seven Steps to effectively solve a problem

Annex 1a. Seven Steps

Seven Steps to Solving a Problem Effectively

Employers want employees who can work through problem solving, critical thinking and decision making as an effective member of their staff. If you follow this seven step process to effective problem solving, you will increase your chance for a successful resolution to the issue.

Step 1	Identify the problem.
Step 2	Understand everyone's interests.
Step 3	List the possible solutions.
Step 4	Evaluate the options.
Step 5	Select an option or options.
Step 6	Document the decision and implement.
Step 7	Evaluate and monitor.
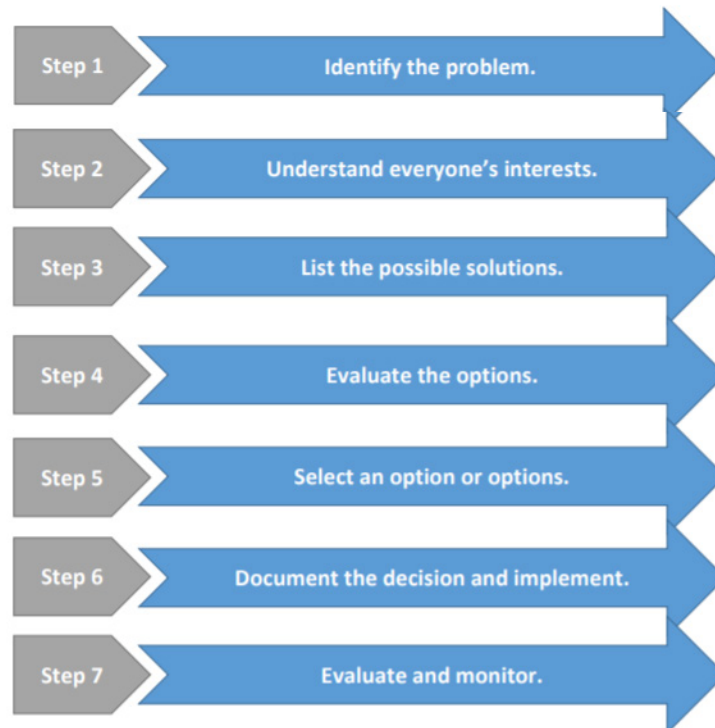
Annex 1b. Problem Solving Organizer

Problem Solving Organizer

1 Problem

2 Other points of view

3 Options

4 Evaluate the options

Pros   Cons

5 Solution

6 Documentation and steps to implementation

7 Evaluation and monitoring

Annex II – Proposed evaluation (detailed questions or method)

Observation by facilitator during activity, presentation and responses to debriefing questions

Annex 2a. Set of questions for reflection

The image shows a vertical chart with colored boxes for reflection questions:

WHAT
- What (exactly) do I want to achieve?
- What are the facts?
- What would happen if no decision was made or solution found?
- What do I need in order to find a solution?

WHY
- Why do I want to achieve a solution?
- Why did the problem or opportunity arise?
- Why do I need to find a solution or way forward at all?
- Ask 5 Whys

HOW
- How will the situation be different?
- How relevant is the information I am gathering?
- How can I find out more?
- How can I involve relevant people?

WHERE
- Where did the issue arise?
- Where does it impact?
- Is the "where" important?
- If so, why?

WHO
- Who am I trying to please?
- Who cares about this situation? Who is affected?
- Who is involved (information, help, action)?
- Who needs to be informed?

WHEN
- When did the issue arise?
- When do we need to act?
- By when must it be resolved?

Annex 2b. NPS file - Net Promoter Score Survey

E-mail (optional*)

_____

How likely are you to recommend us to a friend or colleague?

Not at all Likely   Extremely Likely

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

What do you like the most about the activity?

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What could we do to make you say WOW?

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Was anything missing from your experience?

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*The data provided in this form will be processed by project team in accordance with the provisions of Regulation (EU) 2016/679 of the European Parliament and of the 27th April 2016 Council on individual protection with regard to processing personal data and free movement of such data. I have taken note that under Regulation (EU) 2016/679 I have the right to access, intervene and oppose against personal data processing, by formulating a written request, dated and signed.

METHODOLOGICAL GUIDE

TECHBYRINTH

TECHBYRINTH - Find your way out of digital addiction labyrinth
Erasmus Plus Strategic Partnership – Innovation2020-2-ES02-KA205-015341

The METHODOLOGICAL GUIDE represents the practical part of the KIT
and it is design to provide practical understanding of the subject
and know hows to the youth worker

TECHBYRINTH

FIND YOUR WAY OUT OF
DIGITAL ADDICTION
LABYRINTH

INTRODUCTION

1. Aim of the methodological guide

The METHODOLOGICAL GUIDE represents the practical part of the KIT and it is designed to provide practical understanding of the subject and know-how to the youth worker. It aims to present the youth workers the process of creation of resources, both theoretical and practical (APP, informative manual and training plan), as an inspiration for them to further create more qualitative educational resources on the topic of digital skills and addictions. Moreover, this methodological guide will explain how to use the proposed resources in a complementary manner.

2. For whom it is dedicated?

The methodological guide is primarily dedicated to the youth workers working with youth at risk of digital addiction and the ones with low digital skills, as well as for youth workers in general, to present how to create and combine practical resources and theoretical knowledge in delivering qualitative training on digital and technological topics.

3. Youth and youth workers needs on this topic

Youth workers need educational tools which allow them to improve the usage of technology in their work and the quality of training programs related to the topic. They need to have access to tools and resources in order to broaden their knowledge regarding the responsible and useful usage of digital competence, as well as ways of reducing the risks of the misuse of the new technologies. Moreover, youth workers need to know how to create their own resources and activities, which are appealing to youth, as we have encountered a lack of structured instruments for youth workers to work on detection, prevention and recovery of technological addiction and inappropriate online behaviour.

Youth workers also need to find, combine and create materials, resources, tools and information in order to tackle and overcome the following needs of youth:

- Lack of awareness regarding the real danger faced when connecting all life aspects to the tech devices and internet.

- Lack of digital competences required for the integration in the labour market

The process of creation of the resources

1. APP – Escape the TECHBYRINTH

1.1 Creating the process of detecting risks through gamified real life scenario

In order to create the content APP "Escape the Techbyrinth", we have done a research of useful resources in terms of digital competences, digital literacy and digital addictions.

The main document used in the content creation was The European Digital Competence Framework, also known as DigComp, which offers a tool to improve citizen's digital competence. Today, being digitally competent means that people need to have competences in all areas of DigComp, that is why we have created a process of detecting risks through gamified real life scenarios, starting from the dimension 1 and 2 of the competences of Digcomp.

We have first design a table (Annex I) , with columns containing the followings:

- competence area dimension 1

- competence area dimension 2

- inappropriate online behaviour and associated risks (related to those area and subarea of competence)

- short scenario and question (containing a real life situation and a question addressing what would you do if you are in the presented situation)

- multiple choice answers

- advice/feedback for each answer

1.2 Designing the app correlating the risks with advices

The challenging part in designing the APP was the fact that we envisioned a tool which can be used for both evaluating the competences and appropriated behaviours online and for educational purposes. Meaning that in terms of coding, the app should take into the account the first answer chosen by the user, but still let the user to navigate through the other answers, in order to receive the advice correlated with the answers, to be able to learn, but in the same time to receive an objective evaluation on the current knowledge and competences.

The technological partner coded only the introductory part of the APP and the conclusion one, as for the main core (the quizz) is linked to a plug-in of a wordpress, allowing us to modify the content, after the internal and external pilot phase, after collecting the feedbacks, from the direct and indirect target groups (youth workers and youth).

1.2 Designing the app correlating the risks with advices

During the entire process of APP design, the partners have been in contact in order to offer ongoing feedback of each version of the APP. However, the members of the consortium performed an internal pilot test, simultaneously to guarantee that all the possible bugs, downloading issues and errors in the content or design will be solved, before the external pilot phase with the target groups. After the internal pilot test, they filled out a feedback form.

2. Informative Manual

The Informative Manual represents the theoretical part of the Educational KIT, which contains research on the topic and it is structured into 3 chapters. It is designed with the purpose to provide the theoretical understanding of the subject to the youth workers.

In order to create the Informative Manual, the partners have created an index taking into account the main topic of the project: digital competences and digital addictions.

The index includes the following main chapters and subchapters:

- ◼ DIGITAL ADDICTIONS
  In this chapters are presented all different types of digital addictions: Internet addiction , Social Media addiction, Smartphone addiction, Online betting, Porn, Gaming and Online shopping
  For each of these digital addictions are presented definitions, EU statistics, signs, causes, effects and tips to "detox".

- ◼ DIGITAL COMPETENCES
  In this chapters are presented the importance of the digital competences in the labour market, the European Digital Competence Framework, also known as DigComp, together with its 5 main areas of digital competences (Information and data literacy; Communication and collaboration; Digital content creation; Safety; Problem solving) and each subareas, as well with how this tool can be useful for youth workers and youth.

3. Training Plan

The Training Plan, represents the practical part of the Educational KIT, containing 12 activities, targeting the development of each of the 5 areas of digital competences, according to Digcomp, as well as the overcoming of the 7 digital addictions (Internet addiction , Social Media addiction, Smartphone addiction, Online betting, Porn, Gaming and Online shopping), presented in the Informative Manual.

The partners have created an activity template (Annex II), which serves to start developing a specific activity based on non-formal educational methods, in order to work on each topic addressed in the Informative Manual.

How to use these complementary resources

All the educational resources (APP, Informative Manual, Training Plan) created in the TECHBYRINTH project are meant to be complementary, in order to ensure a structural process for the youth workers and youth organizations to address the issues of digital addictions, as well as the development of digital competencies, according to Digcomp. However, each resource can also be used individually, according to the needs of each user.

Moreover, the APP can be used as both an evaluation tool of digital competences and appropriate online behaviours and educational tools to learn more on the topic of digital competences and addictions.

The theory of the Informative Manual can be used as a whole for the creation of the content for a complete course on the development of digital competences and overcoming digital addictions, as well as for specific training or workshops, on only a topic or subtopic.

The activities of the training plan can be all used during a training or course on the topics of digital addictions and competences, but can also be used individually if only one of the topics or subtopics are tackled.

In order to ensure the quality and real usability of these educational resources, during the project lifetime, we have implemented a training for 40 youth workers, in which we have used the theoretical content of the Informative Manual, tested the activities of the training plan and used the APP in the beginning of the training and at the end (to check the progress in terms of accumulated knowledge and developed skills). To collect the feedback of the youth workers, we have created a feedback questionnaire.

For a deeper testing of the created educational resources, the 40 youth workers have further implemented the activities of the training plan and used the informative manual, as the theoretical base and the APP as an evaluative and educational resource. They have tested these resources with 110 youngsters and collected feedback. To collect the feedback of the youth, we have created a feedback questionnaire.

ANNEX I

Related competence area dimension 1	Competence dimension 2	Inappropriate Online Behaviour + Associated risks	Short Scenario + Question	Multiple Choice Answers	Advice/ Feedback
Information and data literacy	Browsing, searching and filtering data, information and digital content			a) b) c)	a) b) c)
Information and data literacy	Evaluating data, information and digital content			a) b) c)	a) b) c)
Information and data literacy	Evaluating data, information and digital content			a) b) c)	a) b) c)
Communication andcollaboration	Interacting through digital technologies			a) b) c)	a) b) c)
Communication andcollaboration	Sharing through digital technologies			a) b) c)	a) b) c)
Communication andcollaboration	Engaging in citizenship through digital technologies			a) b) c)	a) b) c)
Communication andcollaboration	Collaborating through digital technologies			a) b) c)	a) b) c)
Communication andcollaboration	Netiquette				
Communication andcollaboration	Managing digital identity			a) b) c)	a) b) c)
Digital content creation	Developing digital content			a) b) c)	a) b) c)
Digital content creation	Integrating and re-elaborating digital content			a) b) c)	a) b) c)
Digital content creation	Copyright and licences			a) b) c)	a) b) c)
Digital content creation	Programming			a) b) c)	a) b) c)
Safety	Protecting devices			a) b) c)	a) b) c)

Safety	Protecting personal data and privacy			a) b) c)	a) b) c)
Safety	Protecting health and well-being			a) b) c)	a) b) c)
Safety	Protecting the environment			a) b) c)	a) b) c)
Problem solving	Solving technical problems			a) b) c)	a) b) c)
Problem solving	Identifying needs and technological responses			a) b) c)	a) b) c)
Problem solving	Creatively using digital technologies			a) b) c)	a) b) c)
Problem solving	Identifying digital competence gaps			a) b) c)	a) b) c)

ACTIVITY TEMPLATE

Name of the activity:	
Digital addiction targeted:	
Duration:	
Number of participants:	
Materials needed:	
Objectives:	
Description of the activity:	
Debriefing questions:	
Type of the evaluation method of the activity:	

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