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of the European Union



# TAKE A DIGITAL BREAK

## Exercises for youth

2019, Prague

Marketing  
Gate



PROJECT "Take a Digital Break" REFERENCE NUMBER 2018-1-PL01-KA205-049992  
CO-FUNDED BY THE ERASMUS+ PROGRAMME OF THE EUROPEAN UNION

The "*Take a Digital Break*" project 2018-1-PL01-KA205-049992 is implemented as part of the Erasmus+ program of the European Union (Action 2. Cooperation for innovation and exchange of good practices, Strategic Partnerships).

The project implementation period is 15 months and it lasts from September 2018 until November 2019.

There are 4 partners from different countries who are responsible for project implementation:

Kre-Aktywni Association (Poland)  
Marketing Gate (Republic of North Macedonia)  
GLAFKA (Czech Republic)  
ASEDDEDIPE (Greece)



# TAKE A DIGITAL BREAK

**Exercises for youth**  
Didactic activities

2019, Prague



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# My digital self

## *Icebreaker*

The goal of this activity is to know each other better, laugh together and find out some interesting information about other participants.

**Duration:** approx. 20 minutes

**Objectives:** to know each other better, fun

**Needed materials:** paper, pens, two-sided cards - on one side TRUTH, on the other LIE

### Instructions:

- TDB project is focused on the topic of digital addiction and connected problems. So we can start with a picture of our own digital image.
- At the very beginning of the lesson there will be placed papers on participants chairs together with a pen and TRUTH/LIE card. The lecturer explains to the participants that they have a paper at their disposal to write five true or false information about themselves.
- Sitting in the circle participants will introduce themselves to others. After each information provided by the introducer, all colleagues will decide if the introducer is telling the truth or lie about him/herself (using truth/lie cards).
- The lecturer explains to the participants that their paper has 5 parts (see example below, Picture 1). In the middle of the paper participants will write their names (the only need 100 % truth on

# My digital self

## *Icebreaker*

their paper), 4 other categories may or may not be the truth (participants can decide, what others will or will not know about them).

5.		2.
	1.	
4.		3.

*Picture 1: my digital self table*

Categories to be mentioned on the paper:

1. My name
2. Which social networks do I use
3. Place, where I would not take a cell phone / use internet
4. How many times per day do I spend time online
5. Where (which websites, social media, platforms) do I spend most of my online time?

# My digital self

## *Icebreaker*

Participants will have 5 minutes to write these five true or untruth information on their papers. The lecturer will write his paper, so she/he can start.

Or there can also be more general version:

1. My name
2. Favourite colour
3. Place where I want to be
4. My small secret / dirty pleasure
5. What connects me with other participants

# Yes or No?

## Quiz

This activity is optimal to start some topic. It is great opportunity to find out, what knowledge participants have and what they come with (what their attitude towards topic is). You almost don't need preparation, space and you don't need any other tools.

**Duration:** approx. 15 minutes

**Objectives:** to find out what are the basic knowledge of participants, provide basic concepts of the topic, tune the atmosphere

**Needed materials:** nothing, just some space

**Instructions:**

- Create (as many you want, the best number is up to 12 questions) closed questions with the possibility to answer yes or no
- You will ask question and participants will respond quietly - they will not use words but moves. Step forward means YES and step back means NO.
- Stand in the way that there is enough space in front of you. Ask participants to stand in two rows facing each other.
- Explain rules (using steps instead of words) and ask if they understand them. They will probably say yes or no. Then you need to ask this question again and again until they understand that they shouldn't say anything but take a step forward. (Participants will probably laugh that will improve the atmosphere.
- Then start the activity. Start with simple questions and continue

# Yes or No?

## Quiz

with more complicated. You can check answers, or you can talk about the topic of questions (depends on the theme of questions).

### Proposed questions:

- Did you sleep well?
- Were you looking forward to the workshop?
- Are you internet user?
- Are you active at social networks?
- Are you using the internet for work?
- Are you using the internet for fun?
- Are 4 hours online per day too much?
- Is it possible to be addicted to the internet?
- Could you name any signs of internet addiction?
- Do you personally know someone who's addicted to the internet?
- Do you think it is dangerous to be addicted to the internet?
- Does it affect a normal life of the addicted person?

# Digital security

## *work in pairs*

This activity focuses on the theme of online security. Do we know, how to behave safely when using the internet? How to minimise security risks? Do we know, how easily accessible is personal information?

**Duration:** approx. 30 minutes

**Objectives:** to find out what are the basic knowledge of participants, provide basic concepts of the topic, tune the atmosphere

**Needed materials:** nothing, just some space

### Instructions:

- Divide a group into pairs (they should not know each other in the pair). At the very beginning people should not talk to each other. They need to write their full name on paper.
- Then they will have ten minutes to find out anything that is available on Internet about the person who is in pair with them (they can use Google, social networks...).
- After ten minutes pass, they will inform their partner about everything they learnt about him/her on the Internet.
- Although today's membership in the group does not decide on survival, being a part of the community is necessary for proper functioning, after all a man is a social being.

# Digital security

*work in pairs*

Afterwards, lecturer will ask them some questions:

- What was the primary source they used to find as many information as they could?
- How did they feel when a person, they don't know, told them so many information about themselves?
- Did they feel safe and comfortable?
- What are the main risks of social networks?
- Why are unsecured social media accounts so dangerous?
- How can they make their own private safer?

# The Internet is like a fire: a good servant but a bad lord

## *teamwork and discussion*

The activity focuses on the topic of positive and negative aspects of Internet. Participants will work in groups and thus strengthen their cooperation and communication skills.

**Duration:** approx. 60 minutes

**Objectives:** to realise and understand the positive and negative aspects of the Internet

**Needed materials:** two A1 sheets of paper, pens, highlighters, crayons

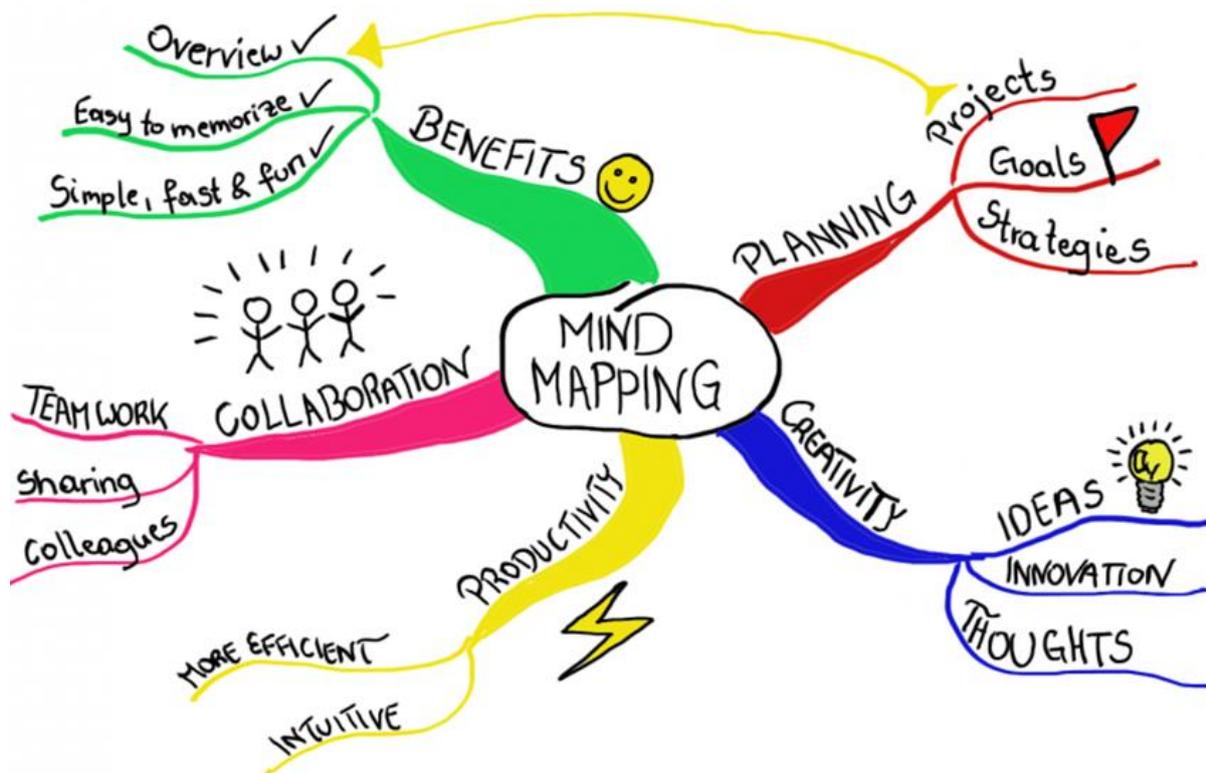
**Instructions:**

- Divide a group into two teams.
- One team will work on the topic *POSITIVE ASPECTS OF INTERNET* and other team *NEGATIVE ASPECTS OF INTERNET*.
- They can make MIND MAPS. Mind maps are clearly structured diagrams which help to change your thoughts to a graphical version of them (20 minutes).
- Each group will present their conclusions to the other group. After presentations, they all will discuss together aspects which can be both positive and negative (same topics in their mind maps) and how it exposes into everyday life. Afterwards, participants can introduce their conclusion in the form of mind map.

# The Internet is like a fire: a good servant but a bad lord

*teamwork and discussion*

Example of a Mind Map



Picture 2: Example of a Mind Map

(Source: <https://www.mindmeister.com/blog/why-mind-mapping>)

They can lean on following outline:

- *Positive aspects:*
  - How Internet makes the world a better place?
  - What are the main benefits of the internet?
  - How will the world without internet look like?
  - What are the most useful things on the internet?

# The Internet is like a fire: a good servant but a bad lord

*teamwork and discussion*

- *Negative aspects:*
  - What are the risks on the internet?
  - Who are the most vulnerable groups (why?)
  - What are fake news, hoax, disinformation?
  - Who can use the internet for a bad purpose, and why?
- *The topic for joint discussion:*
  - Are there any positive aspects which can be negative at the same time? Which are they?
  - How to use the internet safely?

# A story of addiction

## *storytelling, common creation of definitions*

**Duration:** approx. 60 minutes

**Objectives:** to understand what the internet addiction is, to know how it affects everyday life of an addicted person, to be aware of addiction consequences

**Needed materials:** two sheets paper A1 size, pens, highlighters, crayons, storytelling cubes, Dixit cards, magazines, glue

### **Instructions:**

- Divide the group into three teams.
- Each team get one didactical tool (story cubes -throw dice and put the story together from pictures, Dixit cards – pick up the cards which fit in their story, magazines or newspaper and glue – to make a collage).
- Each team will make their own story of internet addiction. For example, make the story of one day of someone who is addicted to the internet. (20 minutes).
- Teams will present their stories; after each story, the lecturer will write the most important information – signs of addiction, consequences, any important ideas on the whiteboard/flipchart.
- When all of the three stories are presented, all participants together create the definition of what the internet addiction means to this particular groups.

# Addiction scale

## *brainstorming, discussion*

**Duration:** approx. 20 minutes

**Objectives:** to scale what the normal state of the Internet use is, to be aware of the signs of starting problems, to be able define and identify physical and behavioural symptoms of Internet addiction

**Needed materials:** sticky notes, pens, flipchart, markers, paper tape (to create a scale on the floor, one end will be a normal state, another end will be a state of addiction, inbetween there will be state of starting problems – there will be three zones on paper)

**Instructions:**

- Invite group to common brainstorming about the topic of using the Internet - what are characteristics of Internet users, length of time spent online, how the use of the Internet suits to regular life – anything that comes up on their minds.
- Then write all thoughts on post-it papers and discuss together what belongs to each zone, i.e. normal state, state of starting problems and state of addiction.
- Discuss borders between zones. Are the same for each person in the group? How do they determinate what is still normal and what exceeds the eventual bound of the problematic use of the Internet?

**Extra questions for discussion:**

- How long (personally) can they stay offline?
- Which age group is most at risk of addiction? What are risk factors?
- How to prevent internet addiction?

# Some statistics

## *individual work*

Activity “some statistics” is just for students’ insight. To what extent the part of our life we spent online is realistic? During the activity, participants should not discuss together; they will discuss at the end.

**Duration:** approx. 20 minutes

**Objectives:** to probe, how real the part of life spent online is, how much time do I spend online during the ordinary day

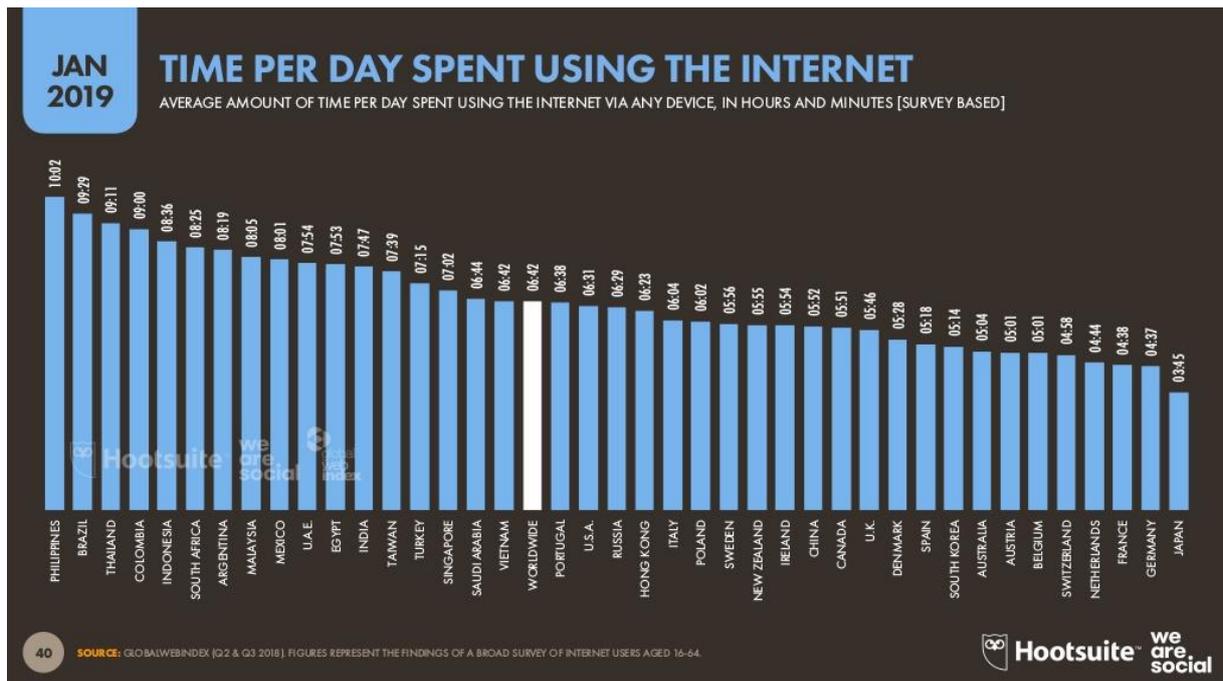
**Needed materials:** paper, pens, cell phone

### Instructions:

- Open your Facebook and look - how many friends you have?
- How many of them are your real friends? (Do you know them personally, do you see them personally from time to time?)
- How long per day do you sleep?
- How long do you spend at work/in school (including the journey)?
- How long do you dedicate to reading?
- In average (per day), how long do you spend with your friends?
- How long do you spend online? (There are some apps to control that – Timbits, Instant, Quality time)
- If you don’t know how long (per day) are you online, use data from recent research from January 2019 (Hootsuite, We are social) which are presented on following image. The average time is 6 hours and 42 minutes (you can try to find data for your own country).

# Some statistics

*individual work*

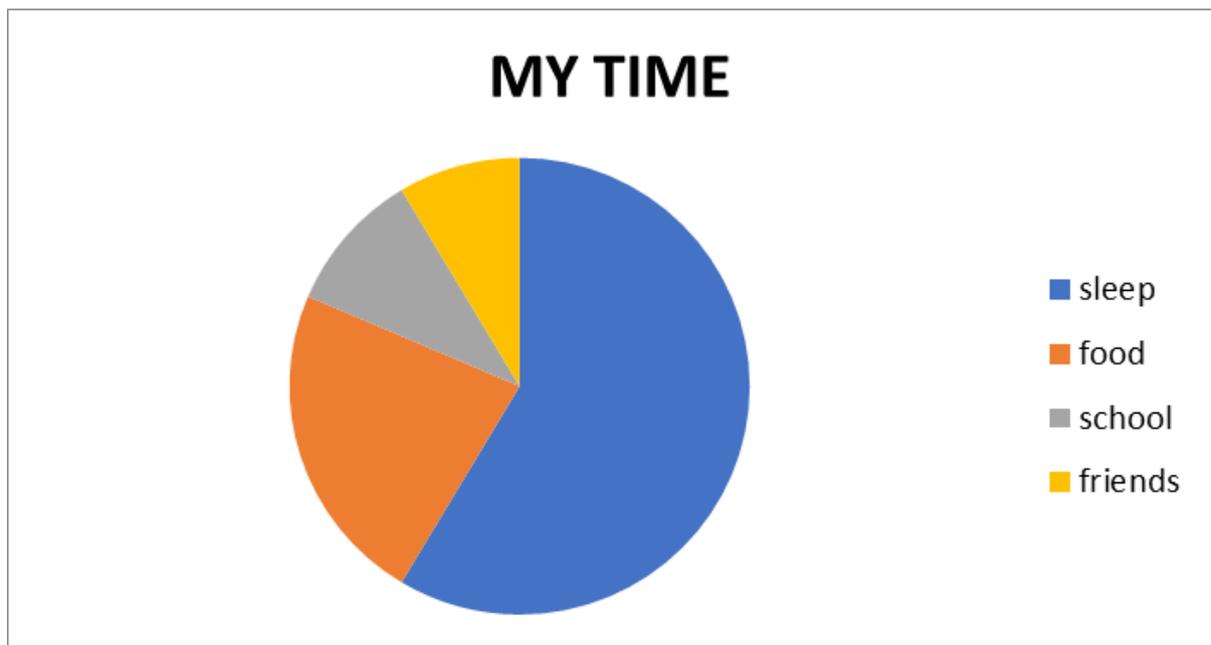


Picture 3: Time per day spent using the internet (Resource: <https://hootsuite.com>)

- Calculate a percentage of each activity and draw a pie diagram of your personal time distribution.

# Some statistics

*individual work*



Picture 4: My time

- Then, ask participants if they are surprised with results?
- Are they ok with percentage?
- Will they install some app to have a better overview of their time online?
- Do they feel, they may have some problems with internet addiction?

# Some statistics

*individual work*

Some more interesting data:



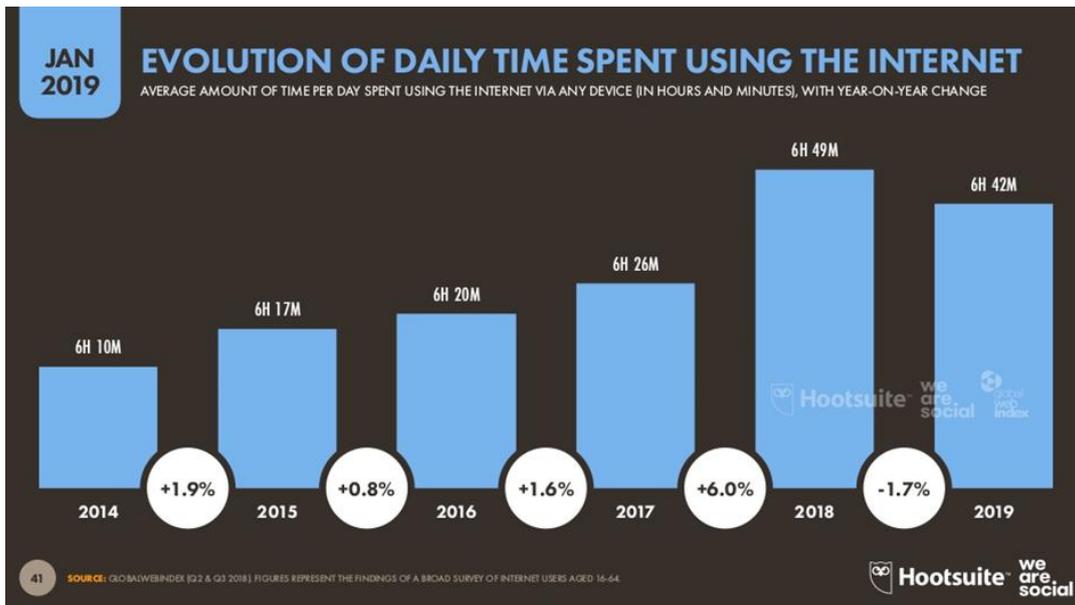
Picture 5: Digital in Europe in 2019 (Resource: <https://hootsuite.com>)



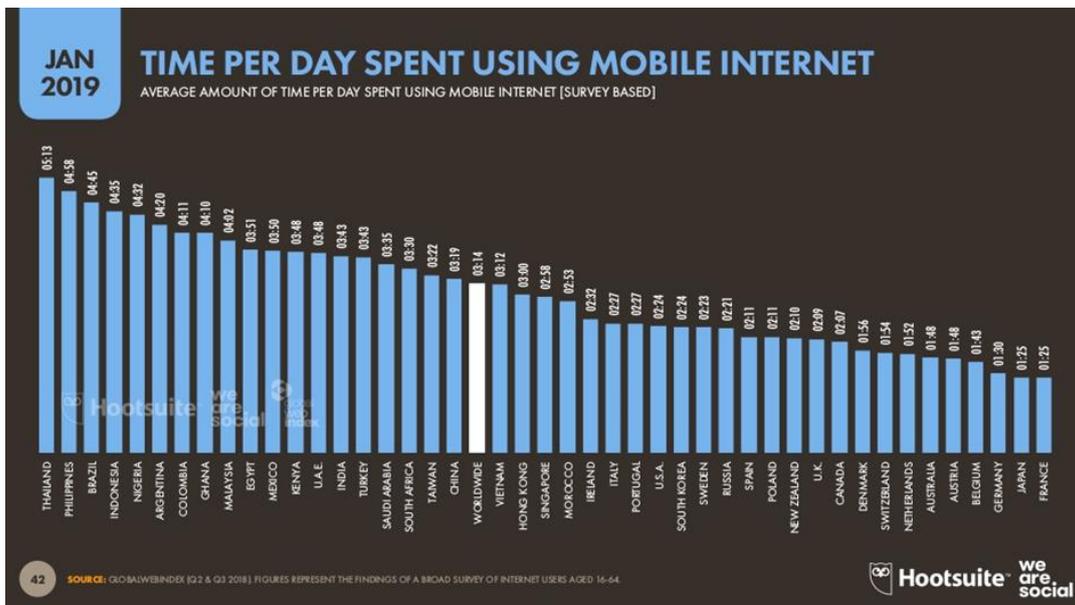
Picture 6: Annual Digital Growth in Europe (Resources: <https://hootsuite.com>)

# Some statistics

## *individual work*



Picture 7: Evolution of Daily Time Spent using the Internet  
 (Resources: <https://hootsuite.com>)



Picture 8: Time per Day Spent Using Mobile Internet  
 (Resources: <https://hootsuite.com>)

# How does the Internet addiction change the brain and body

*short video*

Participants should watch a brief video in which a neuroscientist describes the changes that happen when we become addicted to the Internet.

**Duration:** approx. 6 minutes

**Objectives:** insight into addiction, changes within the body and social behaviour

**Needed materials:** the Internet connection, PC, projection screen

**Instructions:**

- Just watch the video together  
[https://www.youtube.com/watch?v=HjJYvLH\\_FGw](https://www.youtube.com/watch?v=HjJYvLH_FGw)
- And if you have time, one more, a little bit longer, video, about what are we missing while being a digital zombie.  
<https://www.youtube.com/watch?v=TAIxb42FjwE>

# Make your own school campaign

## *team work*

Next activity is focused on interactive cooperation in the repetition of knowledge gained during the workshop. What is the most important is the ability to pick main ideas, put them in short specific definitions and target them to specific age group. In the whole group, the participants will discuss which age groups are the most at risk and then. Then divide them into smaller groups. Each group will choose one age group and make a campaign for them. The main goal is to point out the main risks associated with internet use and how to help their friends when they feel s/he could be addicted to the internet.

**Duration:** approx. 90 minutes

**Objectives:** to repeat and check the knowledge gained during the workshop, work in groups, cooperation and communication skills, creativity, empathy, making tools for campaign

**Needed materials:** A1 papers, newspapers, markers, glue, crayons, highlighters, brushes and paints (any art materials suitable for leaflet production), 3 – 4 colours of post-it (same number of each colour)

**Instructions:**

- Give to each member of the group randomly one post-it.
- Invite them to find other people with the post-it of the same colour.
- The participants will make new small groups, which will work together. Then they will choose one age group (for example from 5

# Make your own school campaign

## *team work*

years to 8, from 9 to 14, from 15 to 25) and start to create a whole campaign for their target group.

### Create:

- The main definition of internet addiction
- Signs of internet addiction
- Risk of internet addiction
- Consequences for an addicted person and her/his surroundings
- How to help an addicted friend
- Choose the strategy of a campaign to be as much effective to particular age group
- In which ambient the campaign will work
- Which tools to choose
- In group create some tools (for example poster, game, small activity or workshop)

At the end each group will present their campaign plan and specific tool they created.

# Rescue plan

## *discussion, teamwork*

Activity rescue plan focuses on specific help to a person who is addicted. The whole team of participants, will work together on the plan how and where to look for the professional help and what can we personally do for our friend who is addicted

**Duration:** approx. 30 minutes

**Objectives:** to know where to look for professional help, to create own “step by step” plan to overcome addiction

**Needed materials:** A1 papers, newspapers, markers, glue, crayons, highlighters, brushes and paints (any art materials)

**Instructions:**

- Lector will ask basic questions, and the group will discuss the solution of the problem
- How we recognise that our friend has an internet addiction problem?
- Should we try solve it by ourselves or contact the family? How?
- Where to find professional help?
- Which specific steps can we make to help our friend manage internet addiction?
- Then create together MIND MAP

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