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TAKE A DIGITAL BREAK

SCENARIOS

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).

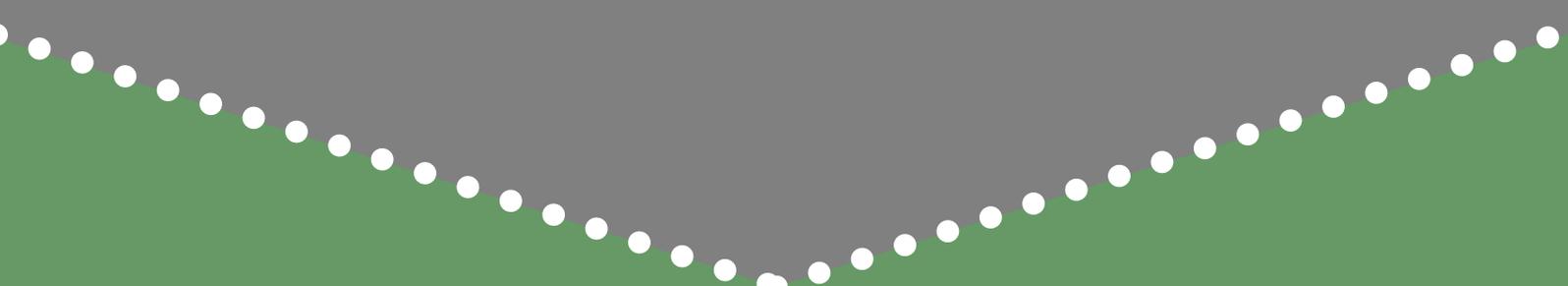
The project implementation period is 15 months and it lasts from September 2018 until November 2019.

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



SCENARIOS

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TDB Scenarios

TDB Scenarios

Summary of scenarios / backgrounds

We all use digital just about every day, but are we addicted?

During the project training courses, the focus will be to teach participants what digital addiction is and how to determine addiction.

Exactly, we will:

- (a) Show the problem of Internet addiction;
- (b) Promote methods that will help young people to create a conscious and balanced life (online & offline);
- (c) Equip youth workers with tools which allow engaging young people to spend time out of the virtual world; and
- (d) Show the scale of addiction to mobile devices.

In 3 workshops will be included in total of 30 participants per partner.

Duration:

8 hours = 2 sessions * 4 hours each

Short description of a group or participants:

In total minimum 30 participants per partner.

Working in the group from 10 participants aged from 15 to 30.

Selection will be made through a process of filling an e-form with basic information. Priority will have youth proposed from NGOs and other organization and institution included in this field of youth work.

Aims of the Activity:

Make youth aware of the bad influence of overusing digital devices.

Learning Objectives:

Youth will learn about the problem of Internet addiction and solutions to reduce online life.

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After the training courses, youth will be able to:

- (a) Define 'digital addiction';
- (b) Explain what causes digital addiction, including specific risk factors;
- (c) Describe the signs and physical and behavioural symptoms of digital addiction;
- (d) Identify digital addiction in samples discuss the treatment and options for digital addiction.

Acquired skills:

The ability to work independently and in the team;
Good interpersonal and communication skills;
Good planning and organisational skills; Initiative and leadership qualities, with the ability to relate to young people; A non-judgemental attitude.

Materials:

Computer, LCD projector, Wi-Fi (if possible), flipchart; sheets of paper, pencils, pens, stickers etc.

Methods:

Non-formal teaching/training and learning methods:

1. Communication-based methods: interaction, dialogue, mediation;
2. Activity-based methods: experience, practice, experimentation;
3. Socially-focused methods: partnership, teamwork, networking;
4. Self-directed methods: creativity, discovery, responsibility;
5. Team Building games and Icebreakers.

Additional activities:

www.itstimetologoff.com/wp_quiz/am-i-addicted-to-my-smartphone-quiz
www.itstimetologoff.com/wp_quiz/do-i-need-a-digital-detox-quiz

Evaluation/Assessment, PRE/POST tests

These scenarios will be tested before and after being carried out.

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Pre/post tests will be prepared (Duration: 5 - 10 minutes)

Aim of the test is an assessment intended to measure youth workers knowledge & skill pre/post realized non-formal learning activities focused on main ideas: define and explain what causes digital addiction, describing the physical and behavioural signs and symptoms of digital addiction.

Resources:

- www.forbes.com/sites/robertglatter/2018/04/13/digital-addiction-a-recipe-for-isolation-depression-and-anxiety/#3900d5e25f6b
- www.psycom.net/iadcriteria.html
- searchcio.techtarget.com/definition/Internet-addiction
- www.psychologytoday.com/us/blog/digital-addiction
- www.aplaceofhope.com/our-programs/digital-addiction

TDB Scenario 01 - HOUR BY HOUR

TDB Scenario 01: SESSION 01 (4 hours)

Duration: max. 45 min.

The trainer will make an introduction to workshop topic: **Digital addiction** a broad term that refers to the uncontrollable urge to use digital devices such as computers, smartphones, and gaming systems. Using the non-formal learning tools, the trainer will focus on the fact that Digital addiction appears to be more prevalent among teenagers, but is found amongst the broader population as well (no age limit). The final aim is the students understand that digital applications and systems are created for humans by humans.

TEAM TRIVIA

Team Building Game (Ice-breaker)

Duration: 60 minutes

Objective: Fun, bonding, teamwork

Materials needed:

Answer sheets or paper, pens, microphone or PA system

Instruction:

Divide participants into smaller teams of five people. Announce multiple rounds of trivia questions, and tabulate answer sheets between rounds. Questions should ideally span a number of topics such as smartphone, computer ... or pop culture, sports, geography, politics, and even company history and values. Teams have a short time to discuss each answer before writing it down. The team with the most correct answers wins a prize. For added competition, invite two attendees to the front of the room for head-to-head challenges. A thoughtfully-crafted team trivia contest allows people to instantly bond over laughs, shared knowledge, and healthy competition to create a positive experience for the entire room. A proven means of engaging

groups of all backgrounds and cultures, team trivia can be utilized day or night, year-round, rain or shine.

NOMOPHOBIA

Case Study (Exercise)

Duration: 90 minutes

Introduce debate (and/or brainstorming) for **Nomophobia**: proposed name for the phobia of being out of cellular phone contact (NO-MOBile-PHOne phoBIA). Show a video clip to illustrate everyday applications, if possible. TV or YouTube clips also work well.

Instructions:

Divide the group into two sides (pro and contra team) for a debate on an issue such as the importance of using the newest digital technologies. Within those two groups, designate who will formulate offensive arguments and who will come up with defensive arguments. Give both sides 10-15 minutes to formulate their arguments and solidify their “plans of attack.” Have each group designate two spokespersons (two on offence and two on defence). Conduct a mini-debate about the issue, giving one team several minutes to present their argument, and then the other team a minute for rebuttal. After both teams have presented, allow some time for back and forth. Allow things to get a bit out of control to illustrate how debates can get out of hand even if they are about nothing important.

Debrief and evaluation:

Conduct a discussion about the debate experience focusing on the importance of effective communication during the debate. How could the debaters have been more effective? What were the strengths in the methods of communication and expression?

TDB Scenario 01: SESSION 02 (4 hours)

SMOMBIE (SMartphone zOMBIE)

Duration: max. 45 min

The trainer will make an introduction to the workshop topic a Smombie (smartphone zombie): A pedestrian who walks slowly and without attention to their surroundings because they are focused upon their smartphone. Using the non-formal learning tools, the trainer will focus to increase the (a) Self-Awareness of youth to understand how much time they spend on their devices and (b) *Irresistible* explores many of the alarming ways that technology has invaded our lives over the past decade. The final aim is the participants understand that our (mobile) addictions cause us to miss out on so many moments that we will never have the opportunity to relive.

ZOMBIE ESCAPE

Case Study (Exercise)

Duration: 30 minutes

Objective: Problem-solving, teamwork, just for fun, communication;

Materials needed: One rope, one key, and five to ten puzzles or clues

Instructions:

Gather the team in a “locked” empty room and choose one team member to play the zombie. Tie the zombie with rope to something fixed in the corner of the room, and leave about a foot of rope as leeway. For every five minutes that pass, loosen the zombie’s rope by another foot so his or her range of movement grows. Simultaneously, give the team a series of puzzles or riddles they need to solve in order to find a hidden key that will unlock the door and allow them to escape. Communication and problem-solving are at the forefront of this exercise. Team members must work together in order to accomplish a central goal. If a team does not finish, it’s important for them to understand where they went wrong.

TDB Scenarios

SMOMBIE

Case Study (Exercise)

Duration: 90 minutes

Introduce debate (and/or brainstorming) for SMOMBIES. Show a video clip to illustrate everyday applications. TV or YouTube clips also work well.

Instructions:

Divide the group into two sides (pro and contra team) for a debate about Smombies (and/or other digital addiction). Within those two groups, designate who will formulate offensive arguments and who will come up with defensive arguments.

Round Robin Brainstorming

Teams form a circle to kick off this method. Once the topic is shared, go around the circle one-by-one and have each person offer an idea until everyone has had a turn. Simultaneously, a facilitator records all ideas so they can be discussed once the sharing is over. It's very important to not evaluate any ideas until everyone has the opportunity to share. This technique is good when some of your team members have a tendency to stay quiet throughout meetings. Have each group designate spokespersons (two on offence and two on defence). Conduct a mini-debate about the issue, giving one team several minutes to present their argument, and then the other team a minute for rebuttal. After both teams have presented, allow some time for back and forth.

Debrief and evaluation:

When leading a session, the Round Robin method of brainstorming allows everyone to pitch in and contribute. Just make sure to treat each idea with equal weight. And try to discourage people from saying "X already mentioned my idea." If this does happen, say you'll return to them at the end so they have time to think of something new.

TDB Scenario 02 - HOUR BY HOUR

TDB Scenario 02: SESSION 01 (4 hours)

DIGITAL ADDICTION

Duration: max. 45 min

The trainer will make an introduction to workshop topic: Digital **addiction** a broad term that refers to the uncontrollable urge to use digital devices such as computers, smartphones, and gaming systems. Using the non-formal learning tools, the trainer will focus on three different types of digital addiction which include: (a) phone addiction; (b) internet addiction and (c) social media addiction.

GETTING TO THE ROOT OF THE PROBLEM

Case Study (Exercise)

Duration: 180 min.

Objective: Youth will identify the causes and effects of three different types of digital addiction.

Materials and preparation: Butcher paper, tape, markers; paper, pens, and clipboards. Provide each student with blank paper and pens to create a Cause and Effect Tree – each root drawn represents a cause of the problem and each branch represents a symptom.

I. Opening: attendance, announcements, agenda overview (20 min)

Opening Circle Statement (Around the World): Something I have done that made a difference (e.g., can be large or small – smiled at a friend, raised money for a cause, worked out).

II. Warm Up: Free association (10 min)

Have someone start by saying a word, and go around with each person saying the first thing that comes to mind. Remind them to keep it appropriate!

III. But why? (120 min)

Review the three different types of digital addiction and assets that youth

identified in the previous sessions, including the final issue(s) or topic(s) that youth selected. Explain that today you will try to identify the roots of this issue(s). Stress that the way to create change is to get to the root of the problem. Start with an example that explains the difference between a cause and an effect.

Digital addiction is a good example: have youth identified what might cause someone to get digital addiction, and what are its effects or symptoms.

Step 1: Write a key issue or problem on the board or butcher paper. Now ask the students to say why this is a problem. Once they have brainstormed a list, pick one of the most salient causes they raised and then repeat the process for that particular cause. Do this at least one more time.

Step 2: Divide into teams. Have each team pick one of the causes from the last But Why? List you generated in the Step 1 brainstorm. Have one partner ask “Why” and have the other partner respond. This should continue until the root of the problem is reached. Have partners switch roles and switch causes from the list.

Step 3: Debrief with participants. How hard was it to get to the root of the problem? When did they know they had reached it? How can you tell a symptom from a cause? Are some things both causes and effects?

IV. Activity: concept mapping (20 min.)

As a group, use answers from the But Why? Activity, and lead the participants through a Causes and Effect Concept Map (or Tree). You can do this as an individual activity or as a full group. Questions, as you proceed, could include: Why do you think that? Can you give an example? Encourage all responses, even if there is disagreement. Different perspectives are important.

V. Closing (10 min.)

Closing Circle Statement (Around the World): What did you learn from this activity?

TDB Scenario 02: SESSION 02 (4 hours)

THE BEST AND THE WORST SMARTPHONE

Case Study (Exercise)

Duration: max. 60 min

In this exercise, a facilitator has each participant write down one “best” question and one “worst” question. It’s a good idea for questions to elicit funny answers: For example, participants may ask: “What’s the worst smartphone?” or “What’s the best smartphone you’ve ever seen?” Collect the questions and put them into the “best” hat and the “worst” hat respectively, and have team members take turns drawing and answering questions from each hat. This simple icebreaker helps people loosen up and is especially suited to new teams and those who work remotely. For new teams, it can foster working relationships and spark conversations. For remote teams, it is an excellent opportunity to learn about people they rarely meet in person.

Objective: Icebreaker, communication, bonding

Group size: Medium group

Materials needed: None

Notes: Minimal setup, inexpensive, remote team

DEBATE: PRO AND CONTRA SMARTPHONES

Case Study (Exercise)

Duration: 180 min.

Objectives: Youth will learn the foundations of good communication and practice expressing their opinions regarding digital addiction effectively.

I. Opening: attendance, announcements, agenda overview (30 min.)

Opening Statement: Name a rule or law that you feel strongly about – either “for” or “against” (e.g., phone addiction; internet addiction; social media addiction, voting rules).

II. Community builder: building a Facebook page (20 min.)

Pretend to be an alien who doesn't know how to make a Facebook page. Have the participants instruct the alien step by step on how to do so. Take every suggestion as literally as possible to illustrate the importance of being specific and thorough. Have a brief recap discussion to clarify the points and allow students to express frustration at not being able to communicate clearly with the alien.

III. Activity: Ridiculous debate (90 min.)

Introduce debate as an important component of leadership. Show video clip of a presidential or other salient debate to illustrate everyday applications, if possible. Clips from television programs with courtroom scenes also work well. Divide the group into two sides for a debate on a ridiculous issue such as the importance of wearing matching socks. Within those two groups, designate who will formulate offensive arguments and who will come up with defensive arguments. Give both sides 10-15 min. to formulate their arguments and solidify their "plans of attack". Have each group designate two spokespersons (two on offence and two on defence). Conduct a mini-debate about digital addiction, giving one team several minutes to present their argument, and then the other team a minute for rebuttal. After both teams have presented, allow some time for back and forth. Allow things to get a bit out of control to illustrate how debates can get out of hand even if they are about nothing important.

IV. Debrief (30 min.)

Conduct a discussion about the debate experience focusing on the importance of effective communication during the debate. How could the debaters have been more effective? What were the strengths in the methods of communication and expression?

V. Closing: (10 min.)

In what ways a debate is applicable in your daily life with family and friends? How could debating skills make you a better student? A better friend?

TDB Scenario 03 - HOUR BY HOUR

TDB Scenario 03: SESSION 01 (4 hours)

Digital addiction vs. Digital detox

Duration: max. 45 min.

The trainer will make an introduction to workshop topic: **Digital addiction** is a broad term that refers to the uncontrollable urge to use digital devices such as computers, smartphones, and gaming systems.

Using the non-formal learning tools, the trainer will define 'digital addiction'

- explain what causes digital addiction, including specific risk factors
- describe the signs and physical and behavioural symptoms of digital addiction;
- identify digital addiction in samples; and
- discuss the treatment options for digital addiction

Whose Office Is It, Anyway?

Team Building Game (Ice-breaker)

Duration: 60 min.

Team members send a photo from their home office to the team leader or facilitator. The facilitator shows the group a picture, and the group has to guess whose home office it is. Participants are encouraged to state why they thought a certain office belonged to a specific team member. For other variations of the game, you can also repeat for other items, such as Social media, desktop backgrounds, etc. This activity works well with remote teams gathering on a video chat. This activity allows colleagues the chance to get to know each better and bond. It fosters cooperation and encourages better communication. It's also ideal for distressing and having fun.

Objective: Icebreaker, bonding, fun

Group size: No limit, but a minimum of three people

Materials needed: Computer, smartphone

Notes: Inexpensive, minimal setup, fast, remote teams

Digital addiction: Exploring situational leadership

Case Study (Exercise)

Duration: 180 min.

Objective: Youth will identify and practice effective strategies for addressing challenges in group facilitation and leadership in the digital detox process.

I. Opening: attendance, announcements, agenda overview (20 min.)

Opening Statement: What do you want to work on (one goal for reducing digital addiction)?

II. Community builder: all aboard! (30 min.)

This activity requires working together in close proximity to solve a practical, physical problem. It emphasizes group communication, cooperation, patience, and problem-solving strategies, as well as issues related to physical self and physical proximity. Ask the whole group to try to fit inside a small area, which can be marked by a small platform, a circle of rope, or a tarp. When the group succeeds, decrease the area (e.g., change platforms, shrink the circle, or fold the tarp) and challenge the group again. How far can the group go? Cautions: Obviously people are going to need to feel physically comfortable in order to get close and be supportive of one another.

III. Situational leadership role play (120 min.)

Step 1: Ask youth to come up with an example of each type of leadership. Which style is most familiar to them? Are there styles with which they are more or less comfortable? What style do they see the most of in (a) classrooms, (b) sports teams, (c) peer groups, or in other settings?

Step 2: Divide the group into five small teams. Ask teams to come up with a skit that demonstrates the challenge outlined in the role play and a solution for handling the challenge. Have observed identify which leadership style – or combination of styles – the solution involves.

Step 3: Debrief after each role-play scenario. Ask for additional solutions. Have any of them experienced this sort of situation? What happened? What could have been done differently? How are different leadership styles used in this group or program? What styles do you see at work in a typical session?

IV. Closing (10 min.)

Closing Circle Statement: Complete the statement, "A leader is someone who..."

TDB Scenario 03: SESSION 02 (4 hours)

Digital Detox workshop

Duration: max. 60 min.

The trainer will make an introduction to better balanced digital strategies so youth can deal with the dependency and stress that are linked to hyper-connection; Become aware of the negative effects of hyper-connection and the benefits of disconnecting; Understand that people have a right to disconnect; and How to control the risks and challenges faced by employers and employees. The final aim is the participants learn about preventing psychosocial risks linked to intensive or inappropriate use of digital tools.

Digital 'Diet' Leader

Case Study (Exercise)

Duration: 180 min.

Objective: Participants will explore definitions and characteristics of digital addiction and begin to apply definitions to themselves and their community.

I. Opening: attendance, announcements, agenda overview (20 min.)

Opening Circle Statement: A digital addicted person is someone who...

II. Warm up: mirror image (30 min.)

Invite a volunteer to stand facing you about two or three feet away. Instruct the volunteer to "mirror" as exactly as possible, everything that you do as if he or she were your real reflection. Make your movements interesting and slow enough for the other person to follow. Be silly, or include a task like brushing your teeth.

The demonstration helps to loosen up inhibitions. After youth understand the activity, ask them to get into pairs, and take turns mirroring the actions and movements of the other person.

III. Ideal leader portraits (90 min.)

Explain that youth will now create an ideal leader for digital 'Diet'. Refer to

the brainstorm posters and leadership definitions from the previous session.

Step 1: Divide youth into pairs and give each pair a large piece of paper and pens, collage materials, or other art supplies. Each pair will draw a caricature of their ideal leader, giving their 'Diet' leader some of the characteristics that were discussed in the previous session's brainstorm and that they think are important. Ask each pair to generate a list of characteristics of good leaders and have them draw a leader, assigning characteristics to different body parts. Encourage exaggeration of features: Draw a large hand to represent helping others, or large ears for listening, a big heart for compassion.

- Have youth thought about the space around their leader – what is in it?
- Ask youth to pick a name for their leader, and an issue that their leader is working to change.
- Ask youth to identify their leader's biggest strength and the thing that he or she needs to improve.

Step 2: Have each pair share their ideal leader with the rest of the group.

IV. Debrief (20 min.)

Sample questions for youth: Who do you know who has some of the characteristics you named? Did anyone come to mind as you created your ideal 'Diet' digital leader? Think about members of your community who you would like to be like when you are older. Why? Are they considered leaders? What about them makes them leaders? What do they have to offer the community? Are there people you look up to who you would not consider being leaders? What about these people do you respect?

V. Closing (10 min.)

Closing Statement: If I could thank one person for their leadership in the community, it would be...



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