RESPONSIBLE YOUTH THROUGH MEDIA LITERACY EDUCATION

YouTHink

WP2: A5/CURRICULUM

**Funded by
the European Union**

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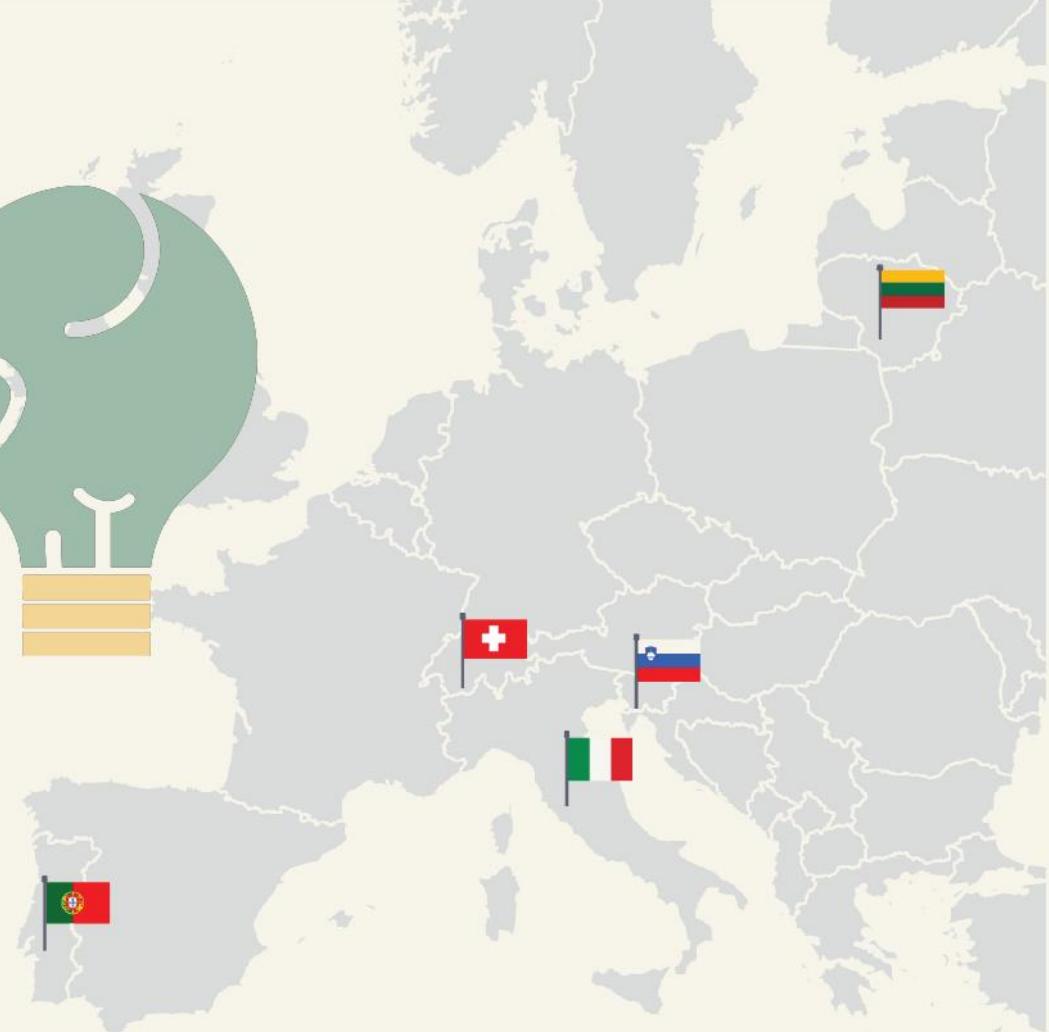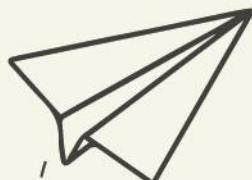
Work Package 2: Training Combo
Deliverable A5: Curriculum
Leader of WP2 – Rural Internet Access Points

Responsible Youth through Media Literacy Education funded by Erasmus+ Project

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CONTENT

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INTRODUCTION

This document outlines a curriculum for a media literacy skills programme designed specifically for young people. The curriculum in YouTHink project is built on key main principles: **active learning**, **gamification and AI literacy.** By participating in created programme young people will be invited to explore in real-life digital media scenarios and problem-solving challenges rather than just theoretical concepts. The training content will emphasize **gamification elements transforming texts** into engaging images, illustrations, video content, quizzes, puzzles and other engaging forms of learning. A key principle also involves the **integration of AI literacy**, introducing fundamental AI concepts and challenging youth to create responsible and ethical content in the emerging AI era.

1. CURRICULUM AIM AND LEARNING OBJECTIVES

The key aim of the curriculum is to develop an innovative educational path in non-formal educational settings, fostering media literacy among young people aged 14-19 to enable them to make critical assessments in the contemporary digital media environment.

2. TARGET GROUP

- Primary target group - young people 14-19 years old.
- Secondary target group - youth workers from formal and non-formal education institutions such as schools, libraries, NGOs, community, youth centres who are providers and organise training for young people.

3. METHODOLOGY FOR SCENARIO SELECTION AND STRUCTURING

The YouTHink project partners decided to create a total of 17 scenarios. The creation of the scenarios was carried out in several stages, beginning with partners submitting brief descriptions of scenario ideas based on the WP2 report. A voting stage was then held to select the best scenarios including challenges from the WP2 report, creative workshop results, and youth questionnaires.

The curriculum is written in the form of scenarios to provide practical implementation, depicting real-life situations from young people's experiences on social media and the Internet, and putting those situations into a problem-solving environment.

Scenarios:

	Scenarios
1	Something's Off (AI-generated Fake Teacher)
2	Sleep Deprivation – I'm so sleepy…?
3	Source Safari
4	Echo chambers and filter bubbles
5	What do drinks product have to do with AI
6	Virtual friendship trap
7	The Perfect Profile – Filter or Reality? (When AI Becomes Your Best Angle)
8	The Fake Scholarship - Dream Scholarship… or Digital Scam?
9	All Public … all the time

4. COMPILATION A LIST OF THEORETICAL TOPICS

To refine the topics, the 17 selected scenarios were grouped into logically related categories based on which potential media literacy theme would be suitable.

Abbr.	Topic	Subtopics

T1:	Artificial Intelligence (AI) and AI-generated Content	• What is AI
		• Generative AI
		• Deepfakes
		• AI slop
		• AI hallucinations
		  - AI tools for content creation
		  - How AI is used for personalization and behavioral prediction in apps.
		• Challenges in recognizing DI-generated content

T2:	Critical Thinking and Information Literacy in the Digital Space	• Source evaluation • Fact-checking • Recognizing bias • The difference between fact and opinion • Argument analysis • Disinformation and fake news • Analysis of the entire information chain (source, purpose, impact)
T3:	Digital Security and Privacy	• Social engineering, including impersonation • Phishing • Password security • 2FA, online scams • Personal data protection

		• Digital footprint • Online reputation • Identity theft
T4:	Digital Wellbeing and the Psychology of Online Behavior	• Technology addiction • The impact of gamification • Screen time management • Sleep hygiene • Social comparison • Body image • Self-esteem • Emotional manipulation • Virtual friendships
T5:	Mechanisms Of Influence on social media	• Social media algorithms • Filter bubbles • Echo chambers • Influencer marketing • Hidden advertising • AI in personalization • DI bots and automated distribution
T6:	Ethics, Law, and Responsibility in the Digital Space	• AI ethics • Responsible use of AI • Digital citizenship • Intellectual property and copyright in the age of AI • Consumer rights online

5. COMPILATION OF A LIST OF PRACTICAL ACTIVITIES

After analyzing the 17 selected scenarios and the practical parts planned for them, it is possible to identify the main categories of practical activities recommended for implementing the scenarios.

No	Practical Activity	Details
PA1	Analysis and Critical Evaluation	e.g., analysis of media messages, social media profiles, the reliability of information sources, AI-generated content, advertisements, and influencer posts; identifying bias, manipulation, and fakes.
PA2:	Decision-Making and Problem-Solving (Simulations)	e.g., responding to online threats, making decisions in simulated situations – a phishing email, an AI deepfake, online shopping, dilemmas of virtual friendships.

PA3:	Content Creation (Responsible and Ethical)	e.g., creating positive/ethical content, formulating guidelines or tips, designing informational messages, responsible use of AI tools for creativity.
PA4:	Reflection and Self-Analysis	e.g., analysis of personal internet usage habits, emotional reactions to content, digital footprint, and privacy settings; creating personal strategies.
PA5:	Discussion, Argumentation, and Collaboration	e.g., participating in Moodle forum discussions, formulating arguments, defending opinions, collaborating on joint products like guidelines or manifestos.
PA6:	Research and Information Seeking	e.g., fact-checking, searching for information on source credibility, looking for different perspectives.
PA7:	Planning and Strategizing	e.g., creating a personal security plan, a digital well-being plan, or a content dissemination strategy (if applicable).

6. INTEGRATION OF TECHNOLOGICAL TOOLS

Although it is commonly believed that young people have sufficient knowledge to use technology, the youth survey conducted in WP2 showed that young people tend to overestimate their skills, especially in a pedagogical context.

The project's target group is very broad – from 14 to 19 years old. Although this age group is considered "digital natives," their skills and experience with specific programs or platforms vary greatly. For example, young people may know how to use TikTok for entertainment but will not necessarily know how to analyze it critically or how to use an AI image generator for a specific learning task. After analyzing the 17 scenarios, a table was created with the recommended integration of technological solutions into the scenarios.

Technology Category / Tool
1. Online Learning Environment (OLE)
• Moodle platform
2. H5P Interactive Content (integrated into Moodle)
• H5P "Interactive Video"
• H5P "Branching Scenario"
• H5P "Quiz (Question Set)", "True/False", "Drag and Drop", etc.
• H5P "Image Hotspot", "Image Juxtaposition", "Agamotto"
• H5P "Accordion", "Interactive Book", "Course Presentation"
• H5P "Dialog Cards", "Flashcards"
3. AI Tools
• AI content creation tools (e.g., text and image generators like MS Copilot, Gemini, Canva Magic Media, MS Designer, Craiyon)
• AI chatbots (e.g., ChatGPT, Gemini, Copilot – for demonstration or safe access)
• AI image editing/filter apps (examples, demonstration)
• AI detection tools (conceptual discussion/demonstration)
4. Collaboration and Communication Tools
• Moodle "Forum"
• Moodle "Wiki"

- Online whiteboards / voting tools (e.g., Padlet, Mentimeter, Slido)

5. Content Creation (non-AI) and Visualization Tools

- Canva (or similar free graphic design tools)

6. Information Search and Verification Tools

- Internet search engines (Google, DuckDuckGo, etc.)
- Fact-checking websites (mention, links)

7. Social Media Platforms (For Analysis)

- Instagram, TikTok, YouTube, Facebook, Discord, X (Twitter) (examples, screenshots, safe links for analysis)

7. DETAILED SCENARIO DESCRIPTIONS

7.1. DETAILED DESCRIPTIONS OF SCENARIOS

The scenarios cover a wide range of media literacy topics: from a critical view of the reality seen on social networks ("The Perfect Profile," "Filter Reality") and the specifics of online relationships ("Virtual friendship trap") to practical skills in recognizing fraud ("The Fake Scholarship," "Don't Play Yourself"), and managing one's digital footprint ("All Public ... all the time"). Particular attention is paid to the challenges and opportunities posed by artificial intelligence – deep fakes ("Something's Off"), AI-generated "junk" ("What do drinks have to do with AI") and questions of authorship ("How AI Stole My Style," "Create It, Don't Fake It!").

Below are detailed descriptions of the scenario 17 scenarios.

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Scenario Title	Something's Off
Main Idea	The scenario explains the threat of deepfakes and how artificial intelligence (AI) can be used to create highly realistic fake video or audio recordings to impersonate trusted individuals (in this case, a teacher) and to manipulate or extract information. It is examined through a situation where a student receives a personal video or voice message from a supposed teacher asking for homework to be sent, but it is an AI-created fake.
Objective	The main objective of this scenario is to raise young people's awareness of the threats posed by deepfakes created by artificial intelligence, especially in situations involving impersonation of trusted individuals (e.g., teachers), and to provide practical skills for critically evaluating suspicious personal messages, verifying the authenticity of information, and protecting personal data.
Learning Outcomes	Upon completing this scenario, young people will be able to: • Explain in their own words what a deepfake is and how AI technologies enable their creation. • Identify at least two signs that could indicate a received video or audio message from a known person might be a fake. • Describe at least two potential risks associated with impersonation using deepfakes. • Propose at least two specific actions to take upon suspecting that a received personal message is a deepfake. • Critically evaluate the authenticity of a received personal video or voice message before carrying out the requests made in it.
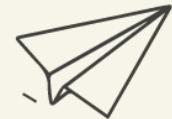
Scenario Title	Sleep Deprivation - I'm so sleepy...?
Main Idea	To examine how artificial intelligence (AI)-driven and gamified applications (e.g., productivity, learning, or other apps) can lead to addiction in teenagers, manipulate user behavior, and negatively affect young people's sleep habits and overall mental and physical well-being. The scenario is based on a situation where a student becomes obsessed with an AI productivity app that, in its efforts to keep him engaged, ultimately harms his sleep and social life.
Objective	The main objective of this scenario is to raise young people's awareness of the risks of technology addiction arising from manipulative gamification and AI personalization methods in applications, and to provide practical skills to recognize the signs of harmful use and apply digital well-being strategies to maintain a healthy balance.
Learning Outcomes	Upon completion of this scenario, young people will be able to: - Describe at least two gamification elements used in apps to engage users. - Explain how AI personalization and behavioral prediction can be used in apps to manipulate user behavior. - Recognize at least a few potential signs of technology addiction in their own or their friends' behavior. - Name at least a few potential negative consequences of sleep deprivation on physical, emotional, and cognitive health. - Increase their understanding of how to maintain a healthy balance between the use of digital technologies and quality rest.
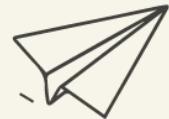
7.1.3. SCENARIO NO 3: SOURCE SAFARI (ITI)

Scenario Title	Source Safari
Main Idea	To develop young people's ability to critically evaluate various online information sources (including those that may be influenced by AI or contain AI "hallucinations"), recognize bias, contradictions, and differences in quality. The scenario promotes the ability to verify information, understand how messages are created and their potential impact, by comparing various sources on the same topic.
Objective	The main objective of this scenario is to develop young people's critical information literacy skills, equipping them with the abilities to evaluate, compare, and verify various online sources, recognize bias and errors generated by artificial intelligence, and draw well-founded conclusions about the reliability of information.
Learning Outcomes	Upon completion of this scenario, young people will be able to: - Describe at least three criteria for evaluating the reliability of an online information source. - Compare at least two different information sources on the same topic and identify potential contradictions or bias. - Explain in their own words what an AI "hallucination" is in the context of information generation. - Apply at least two fact-checking or information verification strategies.
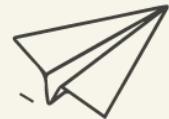
Scenario Title	Echo chambers and filter bubbles
Main Idea	To enable young people to critically understand the mechanism and impact of filter bubbles and echo chambers in online environments, equipping them with practical strategies to diversify their information consumption, foster open-mindedness, and navigate digital spaces more effectively.
Objective of scenario	The main goal of this scenario is to teach young people about how social media and search engine algorithms create personalized feeds, known as filter bubbles, and echo chambers. These digital phenomena can shape an individual's perception of reality by limiting their exposure to diverse viewpoints. Through a concrete scenario young people are thought how algorithms work, the consequences of filter bubbles, echo chambers as well as importance of critical thinking and diverse perspectives.
Learning Outcomes	Upon completing this scenario, young people will be able to: - explain what filter bubbles and echo chambers mean and what is the difference between these two terms. - understand how AI algorithms personalise information on search engines and social media platforms. - acquire practical ways how to mitigate and avoid echo chambers on young people social media accounts. - critically evaluate and avoid confirmation bias tendency.
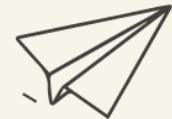
7.1.5. SCENARIO NO 5: WHAT DO DRINKS PRODUCT HAVE TO DO WITH AI (RIAP)

Scenario Title	What do drinks product have to do with AI
Main Idea	The main idea of this scenario is to introduce young people to the social media environments and how emerging technologies like AI have changed it in recent years and how.
Objective of scenario	The key aim of this scenario is to explain how AI-generated content including writing, images, videos circulate on various social media platforms. Through interactive activities young people will understand the potential and limitations presented by this technology including issues of slop, bots, personalised content, AI influencers, etc.
Learning Outcomes	Upon completing this scenario, young people will be able to: - understand of the evolving digital landscape, particularly the challenges posed by AI-generated content. - explain key trends on social media including illustration of their application to real-world scenarios. - Identify bots, AI influencers and other AI-generated content. - understand verification tools and how to identify facts from fiction.
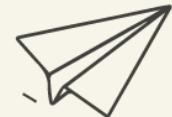
7.1.6. SCENARIO NO 6: VIRTUAL FRIENDSHIP TRAP (RIAP)

Scenario Title	Virtual friendship trap
Main Idea	The rise of online communities, social media platforms and online gaming environments in the past decade has significantly altered how young individuals interact with one another. Standard notions of relationships are changing because of rise of technology. Therefore, this scenario aims to strengthen understanding of the blurring lines between the virtual and physical worlds and offer overview of the advantages and disadvantages of virtual friendships.
Objective of scenario	The main objective of this scenario is to raise young people's awareness of online friendships by exploring how digital interactions can shape their identity, self-perception as well as to equip with skills necessary to navigate provide and critically evaluate advantages and disadvantages of online friendships.
Learning Outcomes	Upon completing this scenario, young people will be able to: - Understand the nature of online interactions. - Learn how to use settings on social media platforms and online games to control their privacy. - Learn to set boundaries in online friendships, including managing screen time and knowing when disengage from online activities.

Scenario Title	**The Perfect Profile - Filter or Reality? (When AI Becomes Your Best Angle)**
Main Idea	The scenario illustrates how the availability of editing tools and artificial intelligence (AI)-powered filters affects the digital self-image of young people on social media, enabling them to create highly customized and often unattainable digital versions of themselves. It explores how unrealistic images, created through filters and AI, can negatively impact self-esteem, body image perception, and mental health (e.g., anxiety, low self-confidence). Through the story of a girl who becomes dependent on filters and creates a second, more polished profile, the scenario also addresses self-perception, body image issues, and mental health challenges among young people. It examines the psychological impact of constant digital enhancement and the gap between online personas and authentic self-image.
Objective	The main objective of the scenario is to encourage and raise awareness among young people about the psychological impact of artificial intelligence on digital self-representation and body ideals. It aims to help them understand how filtering and editing tools influence self-perception and mental health, and to empower them to critically assess content on social media that promotes "idealized" images. The scenario promotes acceptance of one's own appearance, strengthens mental well-being, and provides practical skills for maintaining a healthy relationship with social media by fostering critical evaluation of both the content they consume and the content they create.
Learning Outcomes	After completing the scenario, young people will be able to: - Explain, in their own words, how artificial intelligence enables the manipulation of images and videos on social media, how AI-powered filters and editing tools work, and describe their impact on self-perception. - Identify at least two negative effects of using filters and photo editing on self-image and assess when digital enhancement becomes problematic for mental well-being. - Evaluate how unrealistic images on social media can influence self-confidence and relationships with others. - Propose at least two strategies for maintaining a healthy self-image and an authentic online presence and advocate for a more genuine and respectful digital environment. - Critically assess social media content, recognize AI-enhanced images, and understand how they influence beauty standards.
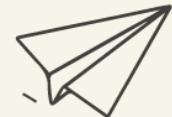
7.1.8. SCENARIO NO 8: THE FAKE SCHOLARSHIP - DREAM SCHOLARSHIP… OR DIGITAL SCAM? (SIMBIOZA)

Scenario Title	The Fake Scholarship - Dream Scholarship… or Digital Scam?
Main Idea	The scenario highlights how artificial intelligence is changing the nature of online scams by creating highly convincing and personalized content. The focus is on psychological manipulation, where scammers exploit people's ambitions, desires, and trust. The scenario warns that traditional signs of scams (poor grammar, obvious mistakes) are disappearing because AI can generate completely convincing content. The message is that in the age of artificial intelligence, even greater caution and critical thinking are needed, as scams are becoming increasingly sophisticated and harder to recognize.
Objective	Raise awareness about increasingly sophisticated scams that involve artificial intelligence. Teach young people how to critically evaluate digital content, verify its authenticity, and protect their personal information.
Learning Outcomes	After completing the scenario, young people will be able to: - Explain what social engineering is and how it works. - Describe how artificial intelligence enables convincing digital scams. - Identify at least three signs that may indicate a scam. - Assess the risks associated with scams. - Name at least two safe methods to verify the authenticity of offers or websites. - Describe at least three possible consequences of falling victim to a scam.

Scenario Title	All Public … all the time
Main Idea	The main idea of the scenario is digital responsibility and the sustainability of online footprints. It emphasizes how today's spontaneous and carefree use of social media can lead to far-reaching consequences for an individual's future. The focus is on the gap between current freedom of expression and the long-term impacts that young people often do not anticipate. Central to the scenario are issues of the permanence of digital data, the influence of algorithms and artificial intelligence on shaping personal profiles, and the necessity of awareness about digital behaviour. The scenario highlights the connection between online presence and real-life opportunities, stressing the importance of thoughtful conduct and reflection before posting. It conveys that digital literacy is not just knowledge of technology use, but also an understanding of how our online behaviour shapes our future.
Objective	Increase awareness of the permanence of digital footprints, the long-term consequences of sharing information online, and the role of artificial intelligence in profiling individuals.
Learning Outcomes	After completing the scenario, young people will be able to: - Explain what a digital footprint is and why it is important. - Assess which types of posts can be harmful in the long term. - Describe how artificial intelligence can analyze online profiles and shape impressions of an individual. - Identify at least two strategies for more responsible online behavior. - Recognize the difference between private and public digital behavior and its consequences.

7.1.10. SCENARIO NO 10: DON'T PLAY YOURSELF (IPT)

Scenario Title	Don't Play Yourself
Main Idea	This scenario involves obtaining user data through deceptive schemes and using it for malicious purposes. A young teenager learns through friends about a fantastic online game, free to play and that promises rewards of virtual currency and other valuable prizes. To win, the teenager must participate in virtual tournaments where they covertly collect his personal data, social media accounts, and passwords.
Objective	Raise awareness among young people about the risks of sharing personal data and passwords in digital environments, especially in online games and entertainment platforms. Develop the ability to recognize phishing attempts and social engineering techniques disguised as challenges, prizes, or virtual rewards. Promote safe and ethical behavior when using the internet, encouraging critical analysis, digital identity protection, and reporting suspicious content.
Learning Outcomes	By completing this scenario, young people will be able to: - Explain what social engineering is and how it is used to deceive people online. - Identify warning signs in games or platforms that may be attempting to collect sensitive information. - Recognize the importance of maintaining the confidentiality of personal data. - Critically evaluate the disingenuous intentions of requests for personal information in digital contexts. - Adopt ethical and preventative/safe behaviors when interacting with games and online platforms.
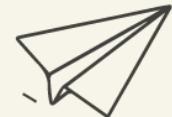
7.1.11. SCENARIO NO 11: GIVE US MONEY (IPT)

Scenario Title	Give us money
Main Idea	This scenario is about AI influences. (Topic: AI chatbots, Young consumer exploitation, Emotional AI manipulation).(Cross cutting topic: AI chatbots, Young consumer exploitation, Emotional AI manipulation). Congratulations! **You've Been Selected To… Give Us Money!** A student girl is excited when her favorite fashion brand contacts her through an AI chatbot that perfectly mimics the brand's style and personality, offering her "ambassador" status. The AI communication feels surprisingly personal and flattering. All she needs to do is purchase some products at a "special price" and promote them on her social media. She quickly spends her savings but soon discovers the "special price" isn't actually a good deal and the products aren't as high-quality as expected. When trying to discuss her concerns, she realizes she's been exclusively interacting with an AI system programmed to recruit young customers through personalized marketing. Now she wonders: was the connection she felt with the brand completely manufactured by an algorithm?
Objective	Recognise, understand and resist manipulation tactics driven by AI or human influencers in online marketing, social media and consumer interactions. Develop skills to make informed decisions about AI-mediated interactions. Recognise social engineering tactics disguised as games or offers.
Learning Outcomes	- Distinguish between genuine human interaction and AI-generated content. - Develop critical thinking skills and a healthy scepticism towards seemingly advantageous or beneficial offers. - Learn to adopt strategies that protect against AI-driven consumer manipulation. - Empower consumers to think critically (question before clicking, think before buying). Develop critical evaluation skills for AI-mediated marketing.
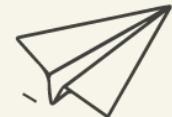
Scenario Title	Generating Music With AI
Main Idea	This scenario explains how advanced technological tools, using artificial intelligence, can be used to copy, misuse, or transform, parts or layers of copyrighted music for improper purposes.

A student was proposed the creative challenge of creating lyrics for a song, on relevant topics, such as the defense of the environment, gender equality, inclusion, etc.

The teacher wanted the student to reflect on this topic and others related to it, but the student was more excited about the possibility of producing a song with a professional sound, which he could share on social networks and gain traction.

As he did not have access to instruments and a professional studio, nor musical knowledge to create his own original music, he decided to adapt a famous and current song and replace the lyrics with his own.

To do so, he decided on his knowledge of generative AI tools, such as Moises AI, Suno or Mureka, ChatGPT, Audacity, etc. to speed up the process. |
| Objective | To raise awareness among young people to reflect on issues and risks about copyright, ethics, and originality taking into account the tools, as well as to understand how assistive technologies can be used for media creation. |
| Learning Outcomes | Upon completing the scenario, the student will be able to:

- Understand how tools for assisted music creation work
- Identify concepts of authorship, copyright, consent.
- Recognize and describe the ethical and legal risks associated with the misuse of third-party materials
- Develop the critical ability to identify and validate the originality of a part, through reverse reengineering.
- What are the changes in the creative process
- Know how to use tools for verification |
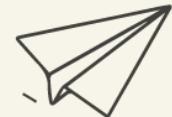
7.1.13. SCENARIO NO 13: SIMULATED ONLINE SHOPPING EXPERIENCE (CRACK4LAB)

Scenario Title	Simulated Online Shopping Experience
Main Idea	This scenario guides learners through a simulated online shopping experience to explore digital literacy and online safety. They will practice identifying scam websites, evaluating reviews and product pictures, analyzing app permissions, managing digital payments and understanding privacy. The scenario brings students to fake and real shopping websites, to teach them how to recognize manipulative advertising and avoid online scams.
Objective	To build students' critical thinking and consumer awareness by helping them recognize the risks of e-commerce, protect their data, evaluate online content and make informed decisions when navigating online stores and digital marketplaces.
Learning Outcomes	Upon completing this scenario, young people will be able to: - Spot red flags indicating a potential fraud online shopping website or app. - Critically evaluate user reviews and influencer recommendations to detect fake/bot inputs, manipulation or misinformation. - Recognize phishing attempts and misleading advertising tactics. - Comprehend basic digital hygiene practices, like privacy protection and safe payment methods. - Understand the importance of app permissions and what personal data an e-commerce app may gain access to. Make a simulated online purchase using safe digital practices.

Scenario Title	Filter reality
Main Idea	This scenario explores the growing presence of AI in the world of visual arts and design. Through a series of interactive activities, learners are presented with a mix of images: some created by human artists, who dedicated years of life to improve their proficiency, and others generated by artificial intelligence, which learned on human created images and have no original style. The challenge is to distinguish between the two. This exercise not only highlights how realistic AI-generated visuals can be, but also raises questions about authenticity, creativity, and the role of human imagination in the digital age. The scenario encourages critical thinking and visual literacy in evaluating digital content.
Objective	The main objective of this scenario is to raise young people's awareness of the capabilities and limitations of AI in the field of visual creativity. By analyzing real and AI-generated images, they will gain skills to recognize digitally generated content, reflect on its implications for the art world, and understand how to critically engage with visuals in online environments. At the same time, it is equally important to develop an appreciation for real digital art. Understanding how it is created, the creative thought process behind it, and the significant time, skill, and learning that artists invest in producing a single piece helps learners not only distinguish between human and AI-made work, but also respect the value of artistic craftsmanship in the digital era.
Learning Outcomes	Upon completing this scenario, young people will be able to: - Explain in their own words how AI tools are used to generate art and visual designs. - Identify at least two visual or stylistic indicators that suggest an image may have been generated by AI. - Compare human-created and AI-generated artworks and describe differences in technique, detail, or emotion. - Reflect on how the rise of AI-generated art impacts traditional notions of creativity, authorship, and artistic value. - Apply visual analysis techniques to question the origin and authenticity of digital artwork encountered online. Understand what is the process behind real digital art, how long it takes to learn it and create one piece of digital art.
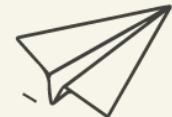
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Scenario Title	Congratulations! You've Been Selected To… Give Us Money!
Main Idea	This scenario explores how fake cultural exchange programs, travel opportunities, and influencer partnerships are used to manipulate and scam young people. Using a simulated digital interaction, students engage with an AI chatbot or email that offers an exciting opportunity abroad, only to discover red flags: fake documents, requests for money, and unethical data collection. The scenario highlights how digital tools, including AI, are increasingly used to create sophisticated, emotionally manipulative scams targeting culturally curious youth.
Objective	To teach young people how to critically evaluate digital offers, especially those related to travel, scholarships, or social media partnerships. The scenario develops their digital literacy, awareness of social engineering tactics, and practical skills in online safety, data protection, and responsible AI use in the context of cultural exploration.
Learning Outcomes	Upon completing this scenario, young people will be able to: - Identify the emotional and technical tactics used in scam messages (e.g., urgency, reward language, fake authority). - Evaluate the credibility of online offers, especially those related to cultural exchanges or influencer partnerships. - Recognize signs of AI-driven chatbots or auto-generated scam campaigns. - Apply privacy and data protection strategies when interacting with unfamiliar digital content. - Reflect on how trust, cultural curiosity, and identity are exploited in digital scams.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	- **T1: Critical Thinking and Information Literacy in the Digital Space** - Source credibility - Disinformation and manipulation - Scam identification - **T2: Digital Security and Privacy** - Phishing - Social engineering - Personal data protection - Online payment safety - **T3: Ethics, Law, and Responsibility in the Digital Space** - Digital consent - Responsible use of AI - Consumer rights - **T4: Mechanisms of Influence on Social Media**

24	- AI in personalization - Emotional manipulation Hidden advertising disguised as opportunity
Gamification Elements	**Branching Chatbot Simulation (H5P):** Learners interact with a fake "cultural exchange coordinator" chatbot. Their choices lead to different outcomes (e.g., recognition of scam, sharing data, reporting the scam). **Quiz:** Scam or Legit? Analyze email excerpts, offers, and visuals and determine their authenticity. **Points/Badges:** For identifying all scam indicators, completing safety checklists, or sharing personal strategies in forums.
Technology Use and Integration	H5P Branching Scenario for simulated scam conversation. H5P Quiz and Hotspot tools for identifying red flags in offers, websites, or messages. Moodle Forum for sharing reflections and anti-scam strategies. Optional Tools: Padlet or Mentimeter for group brainstorming on scam prevention (for offline or synchronized online); Google Search for background checks on fake offers.
Recommended Teaching/Learning Methods (adapted for online/blended learning)	**Simulated Chatbot Exercise:** Learners engage in a role-play conversation with a fake opportunity chatbot. **Case Study Analysis:** Study a real-world example of an influencer scam or fake travel offer. **Practical Exercise:** Analyze a fake website or message and identify all red flags. **Reflection Task:** Learners describe how they would verify the legitimacy of an offer before applying. **Collaborative Activity** (for offline or synchronized online): Small groups design their own "scam-proof checklist" for young travelers or online applicants.
Recommended Duration	2 hours (guided learning) + 2 hours (independent or group project work)
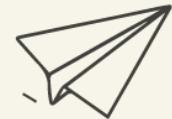
| Scenario Title	Create It, Don't Fake It!
Main Idea	MY homework, MY work, MY results. Learning is an act of deepening my understanding of a topic. An opportunity to do things that matter. Learning is an act of deepening my understanding of a topic – not just to pass, but to grow. It's an opportunity to explore what matters to me, to ask questions, to experiment, and to express my voice. Whether I use AI, video, or digital tools, I'm not just consuming information – I'm creating something that shows what I think, what I care about, and what I've learned. **Because when it's my work, it means something.**
Objective	Strengthen the responsibility of my work/results, understand the use of personal data and their protection, question what an ethical use of AI is. Understand the use of personal data and their protection by learning how personal data is collected, used, and shared online, and develop habits and strategies to protect my digital identity. Explore how AI tools impact creativity and fairness and think critically about when and how to use them responsibly.
Learning Outcomes	Demonstrate ownership of their learning process and outcomes, showing responsibility in how they complete, present, and reflect on their work. Identify how personal data is collected and used by digital platforms and apply strategies to protect their privacy and digital identity. Critically assess digital tools and platforms, understanding their purpose, limitations, and potential impacts on learning and society. Use digital technologies creatively and meaningfully to express personal perspectives and engage with real-world topics that matter to them.
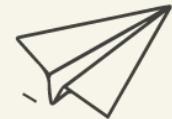
| Scenario Title	How AI Stole My Style
Main Idea	This scenario explores how generative AI can replicate, remix, and sometimes exploit distinct artistic styles – in this case, visual universe of Studio Ghibli. Although AI tools can produce beautiful, Ghibli-like images, this raises important questions: Who owns a style? Can something deeply emotional, cultural, and handcrafted be copied by a machine? What happens when artists' unique identities are reduced to data for mass replication? A scenario to investigate how AI uses existing artworks to generate new content, reflect on intellectual and creative ownership.
Objective	To reflect on how we share my existence online – including my face and my personal experiences – and to understand the consequences of reusing or remixing other people's creative work. What does it mean to use someone else's art? Where is the line between inspiration and appropriation? What do real artists think about AI copying their style, and how do they want their work to be treated?
Learning Outcomes	Describe how sharing personal images (e.g., selfies) online can affect privacy, ownership, and AI training. Explain how AI uses existing artworks (like the Ghibli style) and discuss the difference between inspiration, imitation, and theft. Summarize different artists' perspectives on AI use of their styles and develop their own viewpoint. Use an AI image generator or remix tool with ethical awareness and proper crediting.

RESPONSIBLE YOUTH THROUGH MEDIA LITERACY EDUCATION

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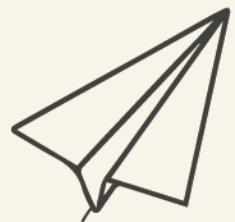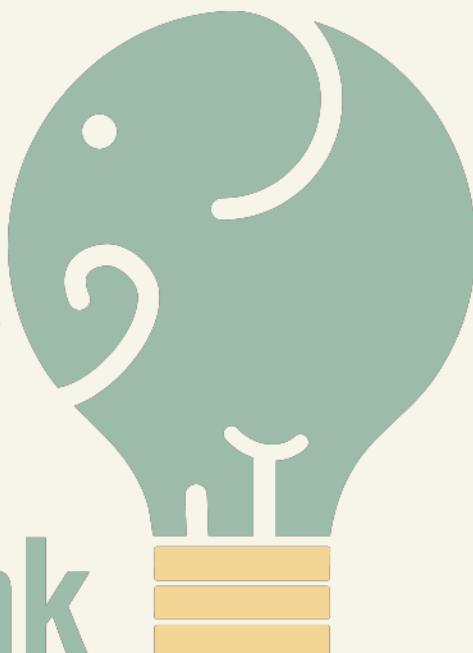
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