RESPONSIBLE YOUTH THROUGH MEDIA LITERACY EDUCATION

YouTHink

Project No 2024-1-LT02-KA220-YOU-000251256

WP2: CURRICULUM

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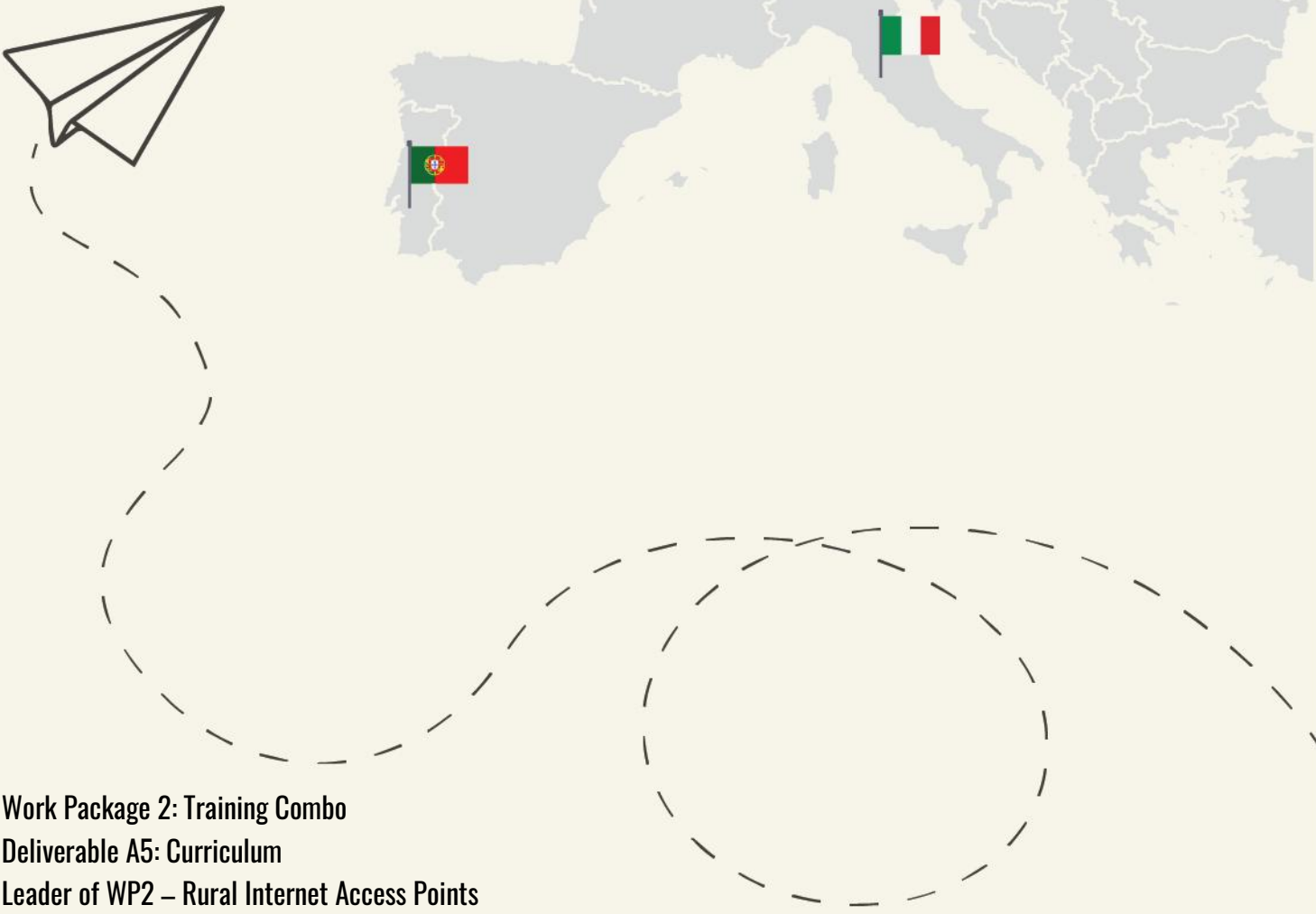

Work Package 2: Training Combo
Deliverable A5: Curriculum
Leader of WP2 – Rural Internet Access Points

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?

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9	All Public … all the time
10	Don't Play Yourself
11	Give us money
12	Generating Music With AI
13	Simulated Online Shopping Experience
17	Filter reality
15	Congratulations! You've Been Selected To… Give Us Money!
16	Create It, Don't Fake It!
17	How AI Stole My Style

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

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		• 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

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		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

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- 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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7.1.1. SCENARIO NO 1: SOMETHING'S OFF (ITI)

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.

Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	• **T1: Artificial Intelligence (AI) and AI-generated Content**
	  ○ What is AI
	  ○ Generative AI
	  ○ Deepfakes
	• **T2: Critical Thinking and Information Literacy in the Digital Space**
	  ○ Source evaluation
	  ○ Fact-checking
	  ○ Disinformation and fake news
	  ○ Analysis of the entire information chain (source, purpose, impact)
	• **T3: Digital Security and Privacy**
	  ○ Social engineering, including impersonation
	  ○ Phishing
	  ○ Personal data protection
	  ○ Online scams
	• **T4: Digital Wellbeing and the Psychology of Online Behavior**
	  ○ Emotional manipulation

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	• **T6: Ethics, Law, and Responsibility in the Digital Space**
	  ○ AI ethics
	  ○ Digital citizenship

Gamification Elements	**"Quiz (Question Set)" or "Drag the Words".** A test about deepfake technologies, their detection signs, and protection strategies, with automatic feedback. **"Spot the Fake!" challenge ("Find the Hotspot" or similar).** Present several video or audio samples, asking to identify the fakes as quickly and accurately as possible, perhaps with a point system.
Technology Use and Integration	**Reverse image search engines**, e.g., Google Images, TinEye, Bing Visual Search. **Video analysis tools** (for more advanced users), e.g., Amnesty International's YouTube DataViewer **Website archives**, e.g., archive.org **Tools for creating reliable information**, e.g., Canva, Adobe Express, Genially.
Recommended Teaching/Learning Methods (adapted for online/blended learning)	**Interactive case study**. Detailed analysis of the scenario situation (the fake teacher's message) using "Interactive Video" with embedded questions and decision points. **Example analysis**. Showing and analyzing various deepfake examples (safely, ethically, explanations on how to recognize potential inaccuracies) via H5P "Interactive Video" or "Image Hotspot". "**Spot the Fake" exercises**. Interactive tasks where learners must try to distinguish real video/audio recordings from fake ones (e.g., H5P "Image Choice" or specially prepared quizzes with short segments). **Research (for older learners)**. Ask them to find (in a safe environment) information about the latest deepfake examples or detection methods and share it in a Moodle forum or on Project social media account.
Recommended Duration	About 4 training/learning hours and 2-3 hours of independent work (depending on the depth of engagement with additional materials).

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7.1.2. SCENARIO NO 2: SLEEP DEPRIVATION – I'M SO SLEEPY…? (ITI)

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.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	- **T1: Artificial Intelligence (AI) and AI-generated Content** - How AI is used for personalization and behavioral prediction in apps. - **T4: Digital Wellbeing and the Psychology of Online Behavior** - Technology addiction, - The impact of gamification, - Screen time management, - Sleep hygiene, - Self-esteem (related to achievements in apps), - Emotional manipulation. - **T6: Ethics, Law, and Responsibility in the Digital Space**

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	- Responsible use of AI (in terms of app developer responsibility).
Gamification Elements	- **Interactive quiz** about the importance of sleep, the effects of gamification, and AI manipulation with feedback. - **A crossword puzzle** could possibly be included. - Practical Challenge: "Digital Wellbeing Week" - Suggest that young people (voluntarily) participate in **a week-long challenge** where they implement one small, healthy digital habit each day. For example: - Day 1: Turn off all unnecessary notifications on your phone. - Day 2: Do not use your phone in bed. - Day 3: Take a one-hour "digital detox" without screens. - Young people could track their progress and share how they are doing in a Moodle forum or with a mentor. - **Collaborative Task: "Friend's Help Plan".** Based on the example of the scenario's hero, they would create a practical plan together on how they could help a friend if they noticed similar signs of technology addiction and sleep deprivation. They could suggest conversation starters, shared activities to distract from screens, and ways to offer support. Canva could be used if the story is drawn; a presentation if it will be a presentation.
Technology Use and Integration	**"Interactive Video" / "Course Presentation"**. For presenting the scenario, and explaining the principles of gamification and AI personalization. **Mention/discussion of screen time tracking tools**. Task: to explain how built-in features on phones or computers can help increase awareness of time spent. The discussion can be organized using this scenario's Moodle forums. **Canva tool**. Used for a creative task – creating a personal "Digital Wellbeing Plan" infographic.
Recommended Teaching/Learning Methods (adapted for online/blended learning)	**Case study;** sharing of insights in this scenario's Moodle forum. **Presentation of healthy and responsible technology use** (this could be a drawn story, a presentation, a video with a success story about time management using digital technologies). **Practical exercise: "Spot the Manipulation in the App".** This exercise would be the "Sleep Deprivation" scenario's equivalent of the "Spot the Fake!" challenge. Using the H5P "Image Hotspot" tool, examples of several (fictitious) app interfaces could be presented. The young people's task would be to click on and identify specific gamification elements that are designed to manipulate behavior and encourage addiction. For example: - "Streak" counter.

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	- Competitive leaderboards. - "Limited time" offers. - Constant, emotionally charged notifications.
Recommended Duration	About 4 training/learning hours and about 2-3 hours of independent work, with additional time for the week-long challenge (if chosen).

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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.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	- **T1: Artificial Intelligence (AI) and AI-generated Content** - AI hallucinations, - Challenges of recognizing AI-generated content. - **T2: Critical Thinking and Information Literacy in the Digital Space** - Source evaluation, - Fact-checking, - Recognizing bias, - The difference between fact and opinion, - Disinformation and fake news, - Analysis of the entire information chain (source, purpose, impact).
Gamification Elements	**An interactive test** about source evaluation criteria (e.g., the CRAAP test), types of bias, and fact-checking methods. **Using the OSINT method** to find the answer to a given question (the learner must choose the answer from, for example, 10 options). If direct mentor support is available, a challenge can be offered – **a "fact-checker's medal"** (or implemented using an interactive

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	Quiz. For example, after checking a statement, the young person is asked: "What evidence did you find?" with several answer options, one of which correctly describes the information found). Create a short, intense challenge. Provide the learner with a short article or social media post containing several statements (some true, some false, some AI "hallucinations"). The task is to check each statement within a set time or with a limited number of attempts, using internet search or fact-checking websites, and provide evidence. **Creating a map of reliable sources.** Use a tool like Coggle, Moodle Wiki, or Moodle Glossary to create a map of several categories of sources (e.g., websites, portals, YouTube channels).
Technology Use and Integration	**"Drag and Drop".** To rank sources by their level of reliability. **"Interactive Video" / "Course Presentation"**. To introduce the scenario's challenge and explain source evaluation methods. **Internet search engines** (Google, DuckDuckGo) for practical information search and cross-referencing. **AI chatbots** (ChatGPT, Gemini, Copilot). Used as one of the analyzed information sources to find AI "hallucinations". **Fact-checking website**s (e.g., Snopes, national initiatives) for practical fact-checking. **Image Hotspot.** A screenshot of an article or website can be presented, asking young people to interactively mark elements that indicate bias, unreliability, or manipulation. **Reverse Image Search tools.** (New practical suggestion) to help verify whether a photo used in an article or on social media is original or taken from another context. Examples: Google Images, TinEye. **Website archives**. A tool for advanced "detectives" that allows them to see what a website looked like in the past. This can help reveal if information has been changed or if the site was recently created. Example: Wayback Machine (archive.org).
Recommended Teaching/Learning Methods (adapted for online/blended learning)	**Comparative analysis.** Analyzing and comparing several different online sources and answers from AI tools on the same topic. **Scenario's Moodle "Forum".** Sharing reliable/unreliable sources found and the arguments for their evaluation. **Bias and 'Hallucination' Hunt.** Young people are given a specific article or an AI-generated text, and using the H5P "Mark the Words" tool, they must mark sentences that show bias, contain factual errors, or appear to be AI "hallucinations".
Recommended Duration	About 4 training/learning hours and about 2.5-3.5 hours of independent work (more time is allocated for information search, source analysis, and comparison).

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7.1.4. SCENARIO NO 4: ECHO CHAMBERS AND FILTER BUBBLES (RIAP)

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.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	- Filter bubbles and echo chambers: definitions and impact. - The influence of algorithms and personalisation of information on social media. - Conformation bias term. - Ways to mitigate negative effects of eco chambers, filter bubbles.
Gamification Elements	- Interactive Quizzes and Question Sets; - Debunking challenge; - Escape rooms; - Quests.
Technology Use and Integration	Genally, Thinglink, Telescape.
Recommended Teaching/Learning Methods (adapted for online/blended learning)	- Interactive case study. Detailed analysis of the scenario situation. - Example analysis. Showing and analyzing various examples. - Practical exercises and tasks. - Research (for older learners).
Recommended Duration	4 learning hours

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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.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	- Social media giants and how they incorporate and react to AI-generated content. - Trends on the increased use of AI-generated content on social media; - Examples of AI-generated content in social media context (Slop, bots, personalised content, AI influencers). - Practical applications of AI tools. - Copyright and intellectual property. - A variety of tools and techniques to verify content (Fact-check, source check, etc.)
Gamification Elements	- Interactive Quizzes and Question Sets; - Debunking challenge; - Escape rooms; - Quests.
Technology Use and Integration	Genally, Thinglink, Telescape.
Recommended Teaching/Learning Methods (adapted for online/blended learning)	- Interactive case study. Detailed analysis of the scenario situation. Example analysis. Showing and analyzing various examples. - Practical exercises and tasks. - Research (for older learners).

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Recommended Duration	4 learning hours.

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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.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	- The landscape of virtual friendships - Online communication - Boundaries of online friendship - Management of online privacy - Protection of personal information - Ethical use of online data
Gamification Elements	- Interactive Quizzes and Question Sets; - Debunking challenge; - Escape rooms; - Quests.
Technology Use and Integration	Genally, Thinglink, Telescape
Recommended Teaching/Learning Methods (adapted for online/blended learning)	- Interactive case study. Detailed analysis of the scenario situation. - Example analysis. Showing and analyzing various examples. - Practical exercises and tasks. - Research (for older learners).
Recommended Duration	4 learning hours.

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7.1.7. SCENARIO NO 7: THE PERFECT PROFILE – FILTER OR REALITY? (WHEN AI BECOMES YOUR BEST ANGLE) (SIMBIOZA)

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.
Theoretical Topics and Concepts (including	Generative AI (e.g., tools for creating images, videos, texts).

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subtopics, which are relevant to the scenario)	Filters, retouching, and idealized beauty standards. Visual manipulation using AI (e.g., deepfakes, beauty filters). Understanding how AI influences an individual's digital image. Evaluating and assessing the authenticity of digital content. Identifying manipulated and AI-enhanced images and videos. The influence of social media on shaping social norms (e.g., beauty, success, self-worth). The psychological mechanisms and understanding of media manipulation (algorithms, virality, commercial influence). Impact of social media on mental health (comparisons, unrealistic beauty standards, pressure, insecurity, alienation, etc.). Self-image and self-confidence (authentic vs. curated online identity, self-esteem in digital spaces). The influence of social media on mental health (effects of unrealistic beauty standards on well-being). Responsibility in creating and sharing digital content. Online ethics and respect for others (respecting others' privacy and authenticity). The rights of others when using their image (right to one's image, consent, misuse).
Gamification Elements	Image Choice; *Comparison of original and AI-edited photos:* Which photo is real and which one is manipulated? Objective: Developing visual literacy and critical evaluation of content. Drag the Words: *Understanding how AI alters images and the effects it has on us:* Objective: Understanding which types of images are often digitally enhanced and how this affects perception of reality. Challenge: *Spot the Filter!* Using Image Hotspot to identify AI-enhanced vs. natural photographs. Objective: Strengthening the ability to recognize manipulated visuals. Authentic Profile Challenge: Using a Branching Scenario to make choices about what to post. Situation example: "Someone comments on your photo: "*Could you touch this one up a bit?*" Choices: "Delete the post and use a filter next time" or "Leave the post and reply with confidence". Objective: Encouraging reflection on self-image and peer pressure in digital spaces. Quiz (Question Set): A quiz on healthy social media habits and awareness of filters. Objective: Reinforcing knowledge and encouraging self-assessment.
Technology Use and Integration	AI Applications for Photo Editing; Examples: FaceApp, Snapchat filters, Instagram filters; Objective: Compare "before–after" images, analyze visual changes, and understand how AI can drastically alter appearances.

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	Reverse Image Search Tools, Examples: Google Images, TinEye, Objective: Verify the authenticity of profile pictures and detect AI-generated or stolen images. Tools for Creating Authentic Digital Content, Example: Canva, Objective: Encourage young people to create and share content that reflects their true identity, interests, and values – without excessive use of filters or adapting to unrealistic standards. AI-Detection Tools: Examples: Sightengine, AI or Not, Objective: Practical exercises for checking images and assessing digital authenticity, helping youth recognize AI-generated content.
Recommended Teaching/Learning Methods (adapted for online/blended learning)	Interactive case study: Analyzing the story of the girl and her profile through an interactive video with decision points. Group discussion: Why do young people use filters, how does it make us feel, and what impact does it have on us? Reflective writing: *How do I feel when I use a filter? How do I see myself without it?* Reflective Task: My True Self: Creation of collage or posts that show their authentic self – without filters – along with a message about self-acceptance. Objective: Promoting self-awareness.
Recommended Duration	4 hours.

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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.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	Social Engineering: psychological tricks (emotional manipulation in scams). Most Common Online Scams. Motives of online scammers. Use of Artificial Intelligence in Scams. Recognizing Scam Signs (Red Flags). Source Verification and Fact-Checking Protecting Personal Data. Where to find help (and where or how to report).
Gamification Elements	Interactive Quiz (Question Set): "Is This a Scam?" Includes realistic examples of various scam techniques and different types of scams. Objective: Recognize different forms of online scams, understand scam techniques (social engineering, emotional pressure, false urgency), and apply critical thinking when making decisions.

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	Challenge (Image Hotspot): "Find the Red Flags". Mark suspicious elements in emails, social media posts, websites, etc. Objective: Teach participants to visually identify warning signs. Challenge (Branching Scenario): "Scam Detective". Explore suspicious situations and learn to make safe decisions in online contexts. Objective: Develop practical skills for recognizing scams, evaluating risks, and choosing the safest actions to protect themselves online.
Technology Use and Integration	Tools for Verifying Websites; Example: URLVoid, Objective: Check the safety and reputation of websites to avoid phishing and fraudulent sites. AI Tools (e.g., ChatGPT, Gemini); Demonstration: How AI can generate convincing fake emails and other scam content. Objective: Raise awareness of AI's role in creating realistic but deceptive messages. Tools for Checking Passwords and Security; Example: Have I Been Pwned – to check if an email address has been compromised in a data breach. Objective: Help understand the importance of password security and data breach risks. Tools for Verifying Social Media Profiles Objective: Assist in identifying fake or stolen profiles to protect privacy and avoid scams.
Recommended Teaching/Learning Methods (adapted for online/blended learning)	Interactive Case Study – A detailed analysis of the fake scholarship offer story through an interactive video with decision points where students make choices and see the consequences. Group Discussion – Why are online scams convincing? How do social engineering and AI affect our trust, and how do these experiences make us feel? Reflective Writing – How do I feel when I receive a suspicious message or offer? How would I respond? What scares or confuses me about it? Creating a "Safety Guide" – Preparing short tips and posts that encourage critical evaluation of online offers and raise awareness about scam signs and the consequences of scams.
Recommended Duration	4 hours

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7.1.9. SCENARIO NO 9: ALL PUBLIC … ALL THE TIME (SIMBIOZA)

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.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	• Digital footprint and online presence • What is a digital footprint • Public vs. private posts • Managing digital identity • Artificial intelligence and profiling • Algorithm bias • Use of AI in decision-making • Understanding data collection • Critical thinking and digital responsibility • Judging what is appropriate to share • Effects of thoughtless posts • Digital ethics
Gamification Elements	Image Choice: "What Could an Employer See?" A simulation presenting different types of social media posts—highlighting which posts might be problematic for the future (e.g., provocative photos, pictures with alcohol, negative comments, etc.). Objective: Develop critical thinking about the long-term consequences of digital posts.

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	Drag the Words: "How AI Sees Your Profile?" A social media simulation with various posts where participants drag and drop labels onto posts based on how AI might categorize them (risky, positive, professional, irresponsible, immature, etc.). Objective: Understand how AI algorithms classify behavior and create profiles. Challenge: Digital Detective (Image Hotspot). An interactive social media profile image with hotspots such as location tags, full name, school, phone number, personal details, etc. Objective: Identify profile elements that threaten privacy and security. Branching Scenario: "Social Media Over Time." A situational choice to make decisions about the posts. Example: "A friend tags you at a party with alcohol. What do you do? Leave the post → possible consequences in 5 years or remove the tag → explanation of controlling your digital footprint. Objective: Understand the long-term consequences of digital decisions.
Technology Use and Integration	Tools for Analysing Digital Footprints (e.g., Google Takeout, Facebook/Instagram "Download Your Data") Tools for Checking Online Presence Tools for Digital Cleanup AI Tools for Profiling Simulation
Recommended Teaching/Learning Methods (adapted for online/blended learning)	Interactive Case Study: A detailed analysis of the story of a young woman who posted problematic content five years ago through an interactive video with decision points. Students follow her journey over time, gaining a concrete understanding of the connection between today's digital decisions and future consequences. Group Discussion – "Why Does AI Know More Than Parents?" Why do we share so much personal information online? How do AI algorithms build our profiles based on our posts? Which of our social media habits are problematic? How do we feel knowing that AI analyzes our posts? Reflection Writing – My Digital Diary: How do I feel knowing that my posts today will still be visible in 10 years? What would I like to change about my digital footprint? What information about myself should I never share publicly? How would I feel if an employer read all my posts? Creating a "Smart Posting Guide" Students create visual guides for their peers with short tips for responsible digital behavior. Reflective Task: "My Digital CV" Students create a "Digital CV" – What would AI think about me? Positive elements: achievements, hobbies, volunteering, positive communication etc. Negative elements: problematic posts, too much personal information etc. Action plan: concrete steps to improve their digital footprint.
Recommended Duration	4 hours.

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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.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	**T2: Critical Thinking and Information Literacy in the Digital Space** Analysis of the entire information chain (source, purpose, impact) **T3: Digital Security and Privacy** • Social engineering, including impersonation • Phishing • Password security • Personal data pretection • Online scams • Identifying theft **T6: Ethics, Law, and Responsibility in the Digital Space**

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	Digital citizenship
Gamification Elements	A "Safe Choice" mini-game or simulation, where students face decisions about whether or not to share data in different online gaming contexts. A questionnaire with automatic feedback that simulates risky situations and asks the user to spot social engineering traps. A scoring system based on correct answers about online safety and ethics.
Technology Use and Integration	Browser-based educational games with simulations of real-life situations. Platforms or extensions/plugins like H5P or Genially to develop interactive videos or quizzes.
Recommended Teaching/Learning Methods (adapted for online/blended learning)	Interactive case study with characters involved in a deceptive game. Analysis of real-life examples of phishing scams in games.
Recommended Duration	4 hours to training/learning. 2-3 hours of independent work

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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.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	**T1: Artificial Intelligence (AI) and AI-generated Content** What is AI Generative AI and persuasive Design **T2: Critical Thinking and Information Literacy in the Digital Space** Analysis of the entire information chain (source, purpose, impact) **T3: Digital Security and Privacy** Social engineering, including impersonation Online scams **T4: Digital Wellbeing and the Psychology of Online Behavior** Emotional manipulation **T6: Ethics, Law, and Responsibility in the Digital Space** Digital citizenship
Gamification Elements	**Individual activities:** 'Scam Detective' game: Students analyse recruitment messages. Points are awarded for critical thinking skills.

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	Group activities: Analysis of cases of AI manipulation. Creation of awareness campaigns based on the information gathered. Facilitation of forums for knowledge sharing, discussion of experiences and strategies.
Technology Use and Integration	**Chatbot interaction simulators**: safe environments for practising AI detection. https://www.hubspot.com/products/crm/chatbot-builder?hubs_content=br.hubspot.com/products/crm/chatbot-builder&hubs_content-cta=cl-dropdown-menu-link https://www.chatcompose.com/ **Text analysis software**: tools for identifying AI-generated content. AI Content Detector ➤ AI generated text recognition | NeuralWriter **Padlet** for reflection on emotional responses. Padlet - Visual Collaboration for Creative Work and Education Recommendations for search engine/browser extensions that provide real-time alerts for suspicious online activity. Presentation software: creation of interactive and multimedia materials to raise awareness among peers. www.canva.com
Recommended Teaching/Learning Methods (adapted for online/blended learning)	Problem-based learning. Project-based learning
Recommended Duration	Session 1 (60 min): Introduction to chatbots, simulation activity, reflection on emotional AI. Session 2 (60 min): Social engineering, analysis of gamified persuasion. Session 3 (optional - 60 min): Creative ethical AI project + reflection and presentation. 4 learning hours and 2-3 hours of independent work

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7.1.12. SCENARIO NO 12: GENERATING MUSIC WITH AI (IPT)

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
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	- **T1: Artificial Intelligence (AI) and AI-generated Content** - What is AI - Generative AI - **T2: Critical Thinking and Information Literacy in the Digital Space** - Source evaluation - **T6: Ethics, Law, and Responsibility in the Digital Space**

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	- AI ethics - Digital citizenship
Gamification Elements	Quiz showing examples of original and not original pieces with automatic feedback.
Technology Use and Integration	Moises.AI for Instrument Layer Separation Suno.AI for creating text-based voice tracks ChatGPT, Gemini or others to create the lyrics text of the song Audacity for mixing Shazam and other tools to verify the authenticity of a song
Recommended Teaching/Learning Methods (adapted for online/blended learning)	**Interactive case study**. Detailed analysis of the scenario situation (the fake teacher's message) using "Interactive Video" with embedded questions and decision points. **Example analysis**. Showing and analyzing various deepfake examples (safely, ethically, explanations on how to recognize potential inaccuracies) via H5P "Interactive Video" or "Image Hotspot".
Recommended Duration	About 4 training/learning hours and 2-3 hours of independent work (depending on the depth of engagement with additional materials).

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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.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	- **T2: Critical Thinking and Information Literacy** - Source evaluation - Recognizing bias and manipulative reviews - Identifying misleading advertising - **T3: Digital Security and Privacy** - Phishing - Online scams - Personal data protection - App permissions - **T6: Ethics, Law, and Responsibility in the Digital Space** - Consumer rights - Terms of service Digital consent

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Gamification Elements	Quiz (True/False, Multiple Choice): Spot the scam – identify phishing tactics, fake reviews, suspicious URLs. Hotspot Activity: Find red flags in a mock-up shopping site (e.g., fake logos, unrealistic reviews).
Technology Use and Integration	Google search & fact-checking websites to verify site legitimacy or suspicious offers. Practical exploration of access permissions on apps on smartphone and privacy policy on websites
Recommended Teaching/Learning Methods (adapted for online/blended learning)	Interactive case study: simulated shopping scenario in which learners must make decisions and reflect on their consequences. Practical Exercises: analyze screenshots of online stores or social media ads for red flags.
Recommended Duration	4 hours

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7.1.14. SCENARIO NO 14: FILTER REALITY (CRACK4LAB)

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.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	- **T1: Artificial Intelligence and AI-generated Content** - Generative AI - AI image generation tools (e.g., DALL·E, Midjourney, Canva AI) - Deepfakes and synthetic visuals - **T4: Digital Wellbeing and the Psychology of Online Behavior**

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	- Self-perception and media influence - Emotional response to digital art - **T5: Mechanisms of Influence on Social Media** - Visual manipulation and AI-enhanced media - Filter aesthetics in digital content - **T6: Ethics, Law, and Responsibility in the Digital Space** - Authorship and originality - Ethical considerations of AI-generated design - **T7: Creative Process and Digital Artistry (new category)** - The time, skill, and tools required for creating authentic digital artwork - Differences in artistic intention and creative decision-making The learning path of a digital artist versus automated generation
Gamification Elements	**Real or AI?" Quiz** (H5P Quiz or Image Choice): Learners are shown various artworks and must guess if they were created by a human or an AI. **"Create your own" Challenge:** Using Canva simple shapes create your own digital art piece (something simple) and then write prompt that describe this image and generate it with AI tool as Gemini. Analyze how long it took. **"Spot the AI Filter" Challenge** (H5P Image Hotspot): Learners identify signs of visual manipulation or AI enhancements in artwork. **Leaderboard / Badges** (for offline or synchronized online): Recognition for accuracy, speed, or thoughtful reflection in discussions or analysis tasks.
Technology Use and Integration	Use of AI-generated image platforms (e.g., Craiyon, Canva Magic Media, DALL·E) for demonstration purposes. Integration of H5P Image Hotspot, Image Juxtaposition, and Quiz tools for interactive visual analysis. Moodle Forum for discussion and collaborative reflection. Optional use of Padlet or Mentimeter to collect learners' impressions and predictions (for offline or synchronized online). Free online digital tools and planforms (Canva, YouTube).
Recommended Teaching/Learning Methods (adapted for online/blended learning)	**Video Analysis:** Watch a short YouTube video (e.g., "How real digital art created?", "Digital art vs AI") and discuss key takeaways about realism, authorship, and creativity in the AI era. Watch learning video on how to start creating your own art with Canva as example and move to the next challenge.

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	"Create Your Own" Challenge: - Learners create a simple digital artwork using Canva (e.g., using basic shapes, text, and colors). - They then write a descriptive prompt based on their image. - That prompt is entered into an AI image generator (e.g., Gemini or DALL·E). - Finally, learners compare their human-made work to the AI result, analyze the differences, and reflect on how long each took to create, what was challenging, and how the process made them feel. **Interactive Image Analysis:** Use of real and AI-generated images to engage learners in comparative observation. **Discussion Tasks** (for offline or synchronized online): Small group or forum-based debates about authenticity, creativity, and ownership in digital art. **Critical Reflection Task:** Learners write a short reflection on how AI influences their perception of art. **Case Study:** Learners examine an AI-generated art controversy (e.g., AI winning an art contest) and discuss ethical implications.
Recommended Duration	4 hours of guided learning + 2 hours of independent analysis or forum engagement.

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7.1.15. SCENARIO NO 15: CONGRATULATIONS! YOU'VE BEEN SELECTED TO... GIVE US MONEY! (CRACK4LAB)

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**

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	- 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	4 hours (guided learning) + 2 hours (independent or group project work)

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7.1.16. SCENARIO NO 16: CREATE IT, DON'T FAKE IT! (YNTERNET)

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.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	1. Digital literacy Identifying reliable vs. unreliable sources Citizenship and citizen contributions to common goods 2. Data privacy What personal data is (active vs. passive data) How apps and websites track and store data (cookies, metadata) GDPR and youth rights online 3. Ethical use of AI How AI tools work (basic concepts of training data, algorithms, bias)

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	AI in creative work (authorship, originality, and AI-generated content) The role of youth as active, informed digital citizens 4. Creative Digital Expression Using multimedia (video, design, AI images, etc.) to express ideas Storytelling with purpose (activism, awareness, education) Remix culture: copyright, fair use, and open licensing
Gamification Elements	To think based on https://www.youtube.com/watch?v=D0MD4sRHj1M (chinese room) "Can a Machine Really Think?" Players (students) enter a simulated environment where they must "act" like an AI – following instructions, processing symbols, and generating output without understanding the content. Through gameplay, they begin to explore what it means to "understand" vs. just "process" – and whether AI can truly "think."
Technology Use and Integration	The goal is to encourage students to communicate clearly, take responsibility for content, and contribute meaningfully to a real online knowledge space – reinforcing digital citizenship. Tool: Vikidia.org – a youth-friendly wiki Activities: Select a topic (e.g., AI, online safety, ethical tech use). Create or edit a Vikidia article. Include citations, links, and simple, clear language for peers
Recommended Teaching/Learning Methods (adapted for online/blended learning)	Creation-based learning (student project) for more digital creativity, personal relevance, and meaningful expression. Create a short video or a Moodle e-portfolio explaining their process: MY work, MY learning, MY results.
Recommended Duration	4 hours

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7.1.17. SCENARIO NO 17: HOW AI STOLE MY STYLE (YNTERNET)

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.
Theoretical Topics and Concepts (including subtopics, which are relevant to the scenario)	1. AI Learning (How AI "learns" to create) What is training data? Where does AI get images, voices, and text? How neural networks mimic human creativity. The difference between pattern recognition and understanding (tie-in: Chinese Room thought experiment) 2. Intellectual Property (Art, authorship, and ownership) What is intellectual property? (copyright, fair use, moral rights). Can a "style" be copyrighted? Artist consent and AI tools (e.g., did Ghibli give permission?) 3. Personal Data (Faces, emotions, and identity in AI) What happens when I upload my face to an AI tool? Data collection, profiling, and consent Deepfakes and identity theft Facial recognition and surveillance risks

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Gamification Elements	Students use a free AI image generator (like Craiyon or NightCafe) to create "Ghibli-style" art with: - Their own photo - A scene from their life Reflection: Is this art mine? Is it original?
Technology Use and Integration	Students use a free AI image generator (like Craiyon or NightCafe) to create "Ghibli-style" art with: - Their own photo - A scene from their life Reflection: Is this art mine? Is it original?
Recommended Teaching/Learning Methods (adapted for online/blended learning)	Exploring the Ghibli Style: Show side-by-side comparisons: real Studio Ghibli stills vs. AI-generated Ghibli-style art. What makes the Ghibli style unique? How does AI replicate it?
Recommended Duration	4 learning hours.

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