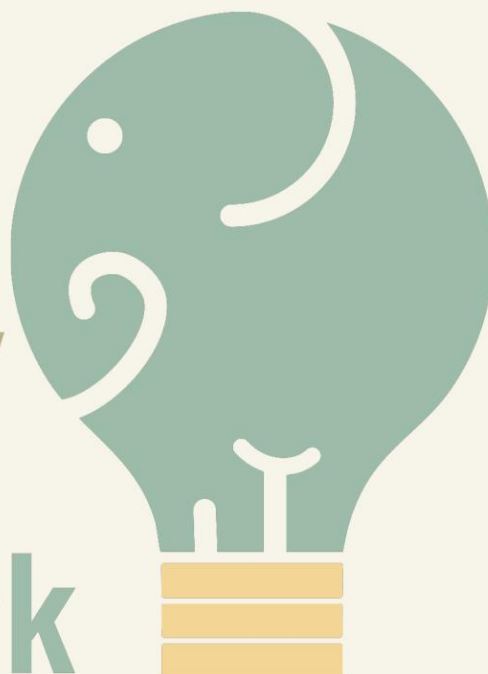


RESPONSIBLE YOUTH THROUGH MEDIA LITERACY EDUCATION

YouTHink

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



METHODOLOGICAL GUIDELINES

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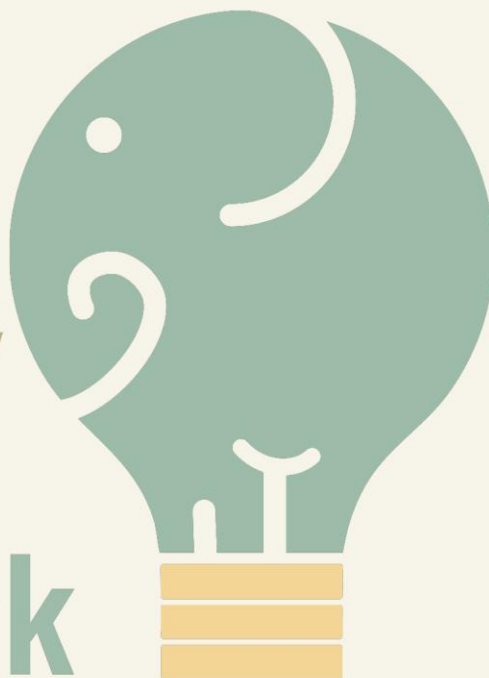


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Work Package WP4: Pilot and Scaling-Up the Model for Media Literacy Learning
Deliverable A1: Methodology guidance for youth workers
Leader of WP4 – Simbioza



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INTRODUCTION

PROJECT CONTEXT AND OBJECTIVES OF WP4 PILOT TRAININGS

The digital space has long become a natural social environment for young people, but the evolution of technology - especially the leap in generative artificial intelligence - has created unprecedented challenges. Synthetic media, deepfakes, algorithm-driven information bubbles, and personalized manipulations require an entirely new level of digital resilience. The international project “YouTHink” responds to these issues through the prism of non-formal education, aiming to help transform youth from passive content consumers into critically thinking and responsible digital citizens.

This handbook has been developed as a key outcome of WP4/A1 to provide a methodological and operational framework for the implementation of the YouTHink pilot trainings across all partner countries. The document provides clear guidelines for organizing these pilot sessions during the project's lifetime, while also serving as a sustainable long-term resource after its completion – readily available for partners, future mentors, or external organizations seeking to host YouTHink trainings. As the project combines digital learning environments, storytelling, interactive H5P activities, and scenario-based learning methodologies, it is essential to ensure that all stakeholders share a common understanding of the educational approach, implementation process, and expected learning outcomes

During the pilot trainings, it is planned to directly involve at least 200 young people (in the 14-19 age group), ensuring the active participation of representatives from vulnerable groups. In order to ensure the sustainable dissemination of this knowledge and smooth facilitation in the regions, at least 40 youth workers are involved in the process. They are empowered to act as media literacy mediators capable of independently navigating complex digital topics. The goal of the pilot training is to collect qualitative, data-driven feedback through real practice. Standardized templates, facilitation methods, and evaluation tools will help gather comparable results from all partner countries. This will allow for an objective assessment of the quality, effectiveness, and relevance of the developed WP2 and WP3 materials, and to provide recommendations to stakeholders regarding the use of the training materials after the end of the project.

In addition, the handbook contributes to the long-term sustainability and scalability of the project by enabling organisations, schools, youth centres and other stakeholders to reuse and adapt the developed methodology and learning materials in future educational activities.

More specifically, the handbook serves as:

- A practical implementation guide for youth workers and facilitators;
- A methodological framework for scenario-based learning;
- A facilitation manual for the 17 Moodle scenarios;
- A guide for using Moodle and H5P interactive activities;
- A quality assurance framework for pilot trainings;
- A standardisation tool for project partners;
- A support document for monitoring and evaluation;
- A resource for future multipliers and organisations;
- A sustainability and scaling reference document.



The handbook aims to ensure that all pilot training are delivered using a unified methodology while still allowing flexibility for local adaptation, participant needs, cultural differences and organisational contexts. The document promotes inclusive, engaging and learner-centred educational practices that strengthen media literacy, critical thinking and digital resilience among young people. The guidance provided in this handbook should be used throughout the preparation, implementation, evaluation and dissemination phases of the trainings.

It is important to emphasize the principle of sustainability and openness - all methodology used during the pilot trainings and described in this guide consists of open educational resources (OER). The materials are covered by a "Creative Commons" license (CC BY-NC-SA), which grants other youth organizations and educational institutions the freedom to adapt and use the content for non-commercial purposes, while maintaining authorship attribution.

THE CONCEPT OF THE EDUCATIONAL PATH

Based on the "YouTHink" methodology, instead of traditional, dry theoretical information transmission, a scenario-based learning and problem-solving environment is used. Rather than listening to lectures about social engineering or filter bubbles, learners are transported into realistic, recognizable situations. In practice, this means that young people themselves must make decisions in moments of pressure - for example, together with the character Adam, deconstruct a suspicious video call that masterfully manipulates a teacher's authority, or help Ema unwrap the psychological traps of a perfect virtual identity created by artificial intelligence, and so on.

Another cornerstone element of the educational path is the transition from a textual to a visual experience. The material is visually styled and adapted based on the "Young Adult" aesthetic - it is dynamic, attractive, and speaks in a contemporary visual language understood by youth. Short inserts, generated, for example, by video and audio synthesis tools, comic-style illustrations, and interactive challenges will help maintain the participants' attention, while simultaneously reflecting the pace and format of information consumption that Generation Z is accustomed to on social networks.

TECHNICAL COMPATIBILITY

All of this innovative learning architecture is implemented in the "Moodle" online learning environment (OLE) <https://moodle-youthink.eu>. The technological solution is chosen so that facilitators do not need to install any additional external programs or create a complex infrastructure. The H5P tools integrated into the platform allow for the creation of interactivity within the Moodle environment - ranging from branching decision trees (Branching Scenarios) to videos with interactive pause and reflection points. Such use of H5P modules also guarantees an exceptionally smooth localization and translation of content into other languages without losing interactivity functionality.



1. PART I. YOUNG PEOPLE GUIDANCE

1.1. WELCOME TO YOUR DIGITAL JOURNEY

Why are you here and what's in it for you?

Your attention right now is the most valuable currency, for which thousands of algorithms, social media platforms, and artificial intelligence tools fight every day. They analyse your clicks, shape your news feed, and often try to dictate what standards your appearance must meet, what things you must own, or what news you should believe.

We are not here to tell you to delete TikTok or lecture you about screen time. The “YouTHink” space is designed for you to take back control. This platform is meant to build your “digital immunity” - the ability to control technology so that it doesn't control you.

By overcoming the challenges of this platform, you will practically apply new skills to your daily life. You will learn to see through social engineering tricks and protect your accounts and money from scammers hiding behind unbelievably good offers for games or fake scholarships. You will see artificial intelligence not as a threat, but as a tool - you will learn to separate Deepfake video and ChatGPT-generated fake news from real facts. You will also gain the tools to protect your digital footprint and consciously shape your image online, resisting various unrealistic filters.

How will you empower your digital immunity here?

Each completed scenario and solved dilemma will help you develop media literacy skills and improve your knowledge on the following topics:

- **Media literacy and critical thinking** - your inner detective, helping you instantly see who ordered an ad, why a certain image goes viral, and where text tries to manipulate your emotions.
- **Digital citizenship and ethics** - the ability to create an internet culture where your opinion carries weight and the content you create doesn't copy AI clichés but expresses your true voice.
- **Online safety and hygiene** - knowledge of how to instantly lock the door on scammers, protect your passwords on gaming platforms, and leave no dangerous digital footprints behind.
- **Emotional resilience** - your clear mind, which prevents algorithms from making you panic, making you angry, or making you feel inferior because of someone else's perfect, filter-polished profile.
- **Reflection and communication** - the ability not just to press “Like” or write “cool”, but to argue and discuss with peers, analyse your behaviour, and share real safety solutions.

1.2. GETTING STARTED WITH THE MOODLE PLATFORM

1.2.1. WHAT IS "MOODLE"?

Moodle is our virtual learning platform, where scenarios are provided in several languages: Slovenian, English, Portuguese, Italian, Lithuanian, and French. The YouTHink learning environment is not a traditional textbook. It is a presentation of real situations, where learning happens through the decisions you make and their consequences. Instead of reading definitions, you will find yourself in a situation where you will need to make decisions.

When you log in to the system for the first time, immediately choose the language environment in which you plan to study and stay in it. This is not just a formality - if you start completing tasks of a scenario in one language and later switch to another, the system will not be able to correctly synchronize your digital badges (Moodle Badges), the mysterious collected "Escape" codes, and the final certificates within one profile.

Your goal in this environment is to overcome the chosen scenarios, collect secret codes, and receive international certificates.

1.2.2. STEP BY STEP: HOW TO LOG IN TO THE PLATFORM?

To start your mission, you will need to complete a few steps:

- **Open the platform**
Enter the link in your browser: <https://moodle-youthink.eu/>.
- **Create an account**
In the upper right corner of the window, click the "Log in" button, and then select "Create new account".
- **Enter the data**
Fill in the required fields - come up with a unique username and a secure password. Use your email address for account confirmation.
- **Confirm registration**
Log in to your email, find the message from the "YouTHink" system, and click the confirmation link. That's it, your virtual profile is activated.

1.2.3. BEFORE STARTING: LANGUAGE SELECTION

When you first enter the main course page, you will see the language menu at the top. This is the most important rule: before activating any scenario, immediately select your native (or desired learning) language from the drop-down list.

Once you choose a language, you must stay in it and solve all scenarios in that same language. This will ensure that your collected "Escape" codes, and final certificates synchronize within a single system.

1.2.4. WHY ARE HEADPHONES YOUR MOST IMPORTANT MISSION TOOL?

In the YouTHink missions, sound plays an essential role. Since videos and AI-based character dialogues await you in every scenario, we strongly recommend putting on headphones before pressing the Start button. Furthermore, headphones ensure your personal privacy and concentration in a shared classroom or youth centre - after all, you certainly do not want a friend who is solving tasks faster to accidentally give away a plot secret, an escape code appearing in the background, or an ending related to an attack that ruined the server.



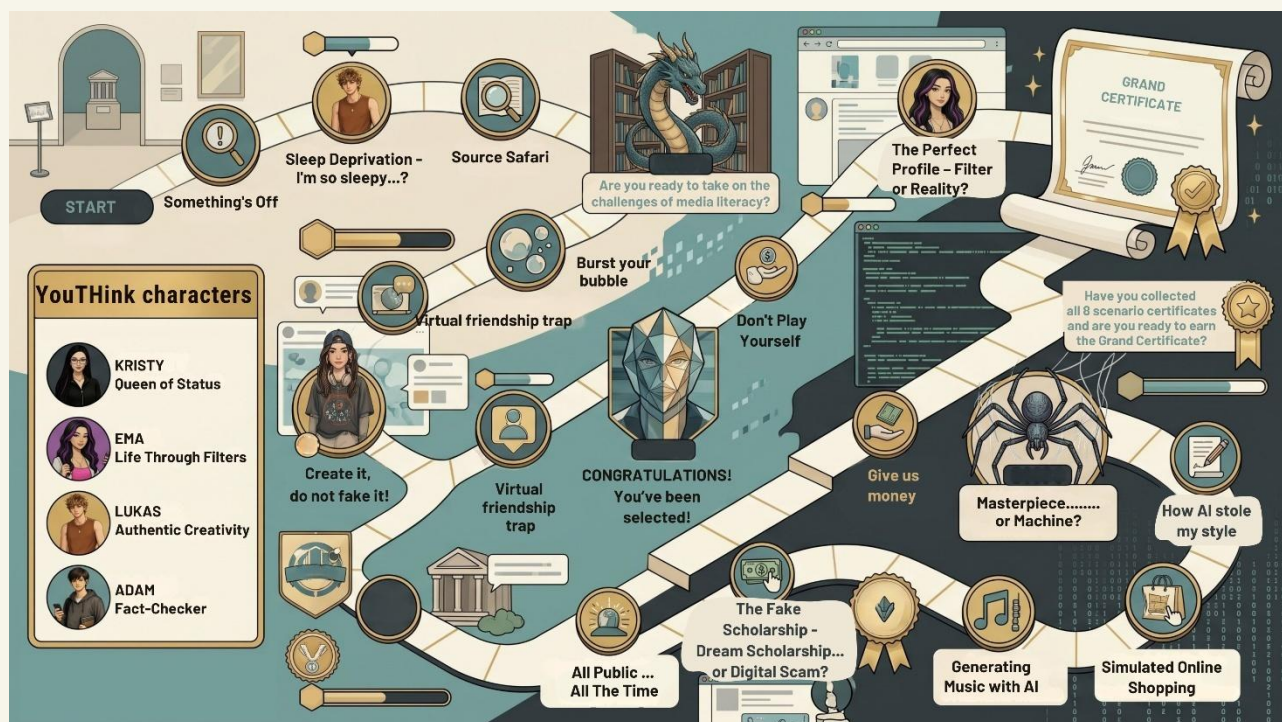
1.3. MASTERING THE MISSIONS AND SCENARIOS

1.3.1. WHAT SCENARIOS AWAIT YOU?

17 unique missions await you on the platform, covering the hottest dilemmas of the modern internet:

- **Something's Off.** Late at night, you receive a personal video call from a teacher with a very urgent and unusual request. Time is pressing, the team is panicking, and your screen hero has to make a decision.
- **Sleep Deprivation - I'm so sleepy...?** Lukas notices that a new learning app is working somewhat strangely - the better results he achieves, the harder it is to put his phone aside at night.
- **Source Safari.** The internet is buzzing with sensational news that your whole school is already sharing. You will have to venture into the information jungle and check whether this fact is real or just a digital soap bubble.
- **Burst your bubble.** Why does your friend's social media feed look completely different from yours, even though you are interested in similar things? Dive behind the scenes of algorithms and see how invisible echo chambers are created.
- **AI traps on social media.** You follow a new popular profile that shares incredible images and tips. However, something in its behaviour makes you question - are you communicating with a real person or with an algorithm?
- **Virtual friendship trap.** A like-minded person met in the digital space offers you help in a game and seeks a closer connection. The task of the mission is to see the fine line between real friendship and manipulation before you cross the safety zone.
- **The Perfect Profile - Filter or Reality?** Ema showcases a flawless style and a perfect daily life on social media. But what happens when the digital mask becomes so heavy that the real Ema starts to fear her own face?
- **The Fake Scholarship - Dream Scholarship... or Digital Scam?** In your email inbox, you find an official-looking letter about an international scholarship awarded to you. The offer sounds ideal, but will your ambitions prevent you from noticing the hidden trap in the letter?
- **All Public... All The Time.** Kristy thinks that one funny photo online is just a short-term joke that will quickly disappear. This mission will show how a digital footprint knows how to wait and speak up at the most unexpected moment.
- **Don't Play Yourself.** A free online tournament offers you to become a champion and get a bunch of virtual currency. The only requirement is to complete a few quick registration steps that will change the rules of the game for your hero.
- **Give us money.** A well-known brand offers exclusive conditions and personal communication. The connection feels surprisingly warm and tailored just for you, but who is really controlling this correspondence?
- **Generating Music with AI.** Lukas creates a music track for a project and uses smart tools to achieve a fast result. Where is the line between an inspiring use of technology and the misappropriation of someone else's work?
- **Simulated Online Shopping.** You have entered a digital marketplace where thousands of products, discounts, and bright recommendations await you. Will you be able to make a safe purchase when the environment uses every possible means of psychological pressure?
- **Masterpiece... or Machine?** A dispute that arose at a digital art exhibition forces you to become an expert. You will have to try the creative process yourself and find the visual signs that separate human talent from automatic code generation.
- **CONGRATULATIONS! You've been selected!** An urgent message announces that you have won a free trip. Everything seems confirmed by official documents, but a digital detective must check what others, in a panic, fail to notice.

- **Create it, do not fake it!** The time has come for your own digital project. This challenge will help you understand why your personal voice and authentic result online are more valuable than any automatic AI copy-pasting.
- **How AI stole my style.** An AI model replicates the visual world of your favorite artists and even your own photos with incredible accuracy. What happens when a unique creative style and identity are applied to generate other photos or illustrations?



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1.3.2. YOUR TEAM ON THIS JOURNEY (CHARACTERS)

Different forces are constantly at play in the scenarios - from the pressure to look perfect to the simple desire to create what you like. In the YouTHink learning environment, four characters, your peers, will be right there with you. They reflect the exact same situations that you or your friends encounter every day. Each of them has their own strengths and weaknesses, and your task will be to help them (and yourself) make the right decisions.



Life through a filter with Ema. Thousands of followers, sponsor gifts, and a constant battle for attention. At first glance, it seems like she has it all, but behind this facade lies immense psychological pressure. Together with Ema, you will unravel social media illusions and analyse how artificial intelligence shapes unrealistic beauty standards.



Status hunting with Kristy. Everything that is newest, most expensive, and exclusive must be on her screen. Kristy blindly follows trends and often falls into the traps of hidden advertising and consumerism. Browsing with Kristy, you will deconstruct the traps of status races and consumerism. You will learn to notice how algorithms shape your “echo chambers” and information bubbles, and you will recognize hidden manipulations of advertising or AI-generated content. Her stories will help you understand how algorithmic manipulations work and why we give in to the herd mentality.



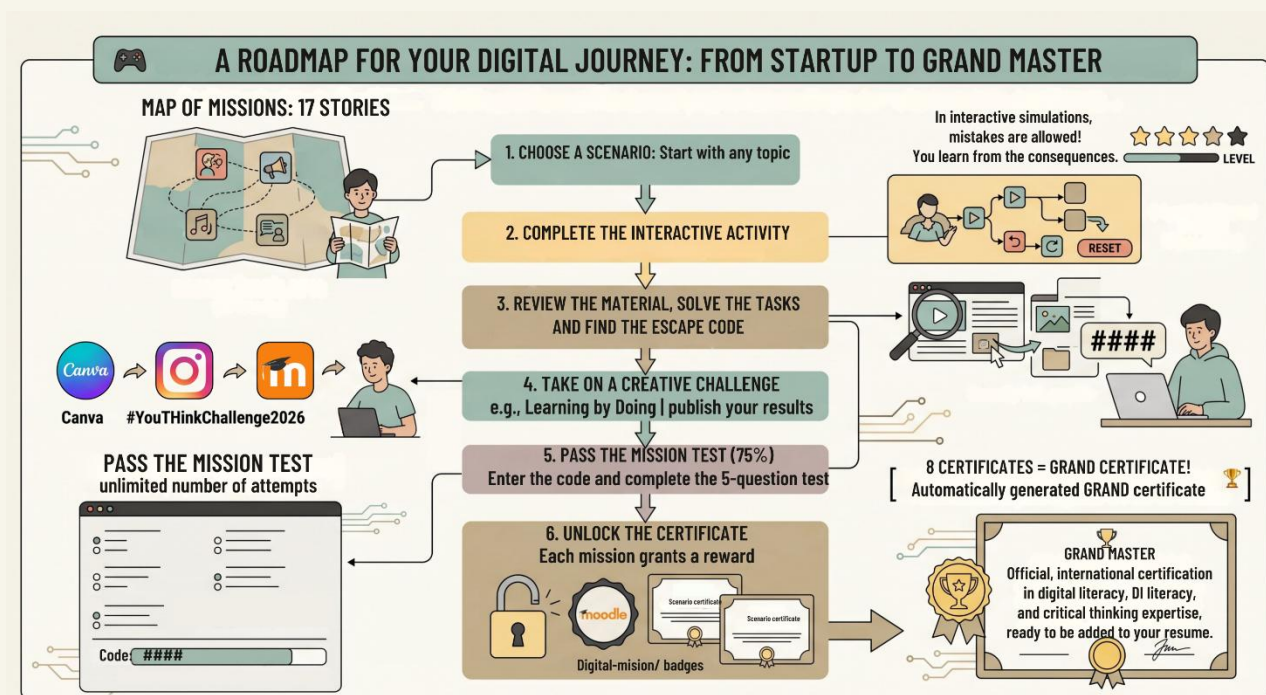
Adam will draw you into the space of digital security and open-source intelligence. He is the first to notice a suspicious email, recognize generated synthetic content, or a manipulative scheme. Adam will become your guide through the labyrinths of open-source intelligence (OSINT), teaching you how to protect your personal data and identify even the cleverest scammers. You will become a detective of sorts: you will analyse social engineering schemes, learn to trace primary information sources, recognize phishing attacks, and avoid online scammers hiding behind fake scholarships or e-shops.



And with Lukas, we will move on to authentic creativity and emotional well-being. Dance, movement, and zero stress about the number of likes. This guy uses artificial intelligence not to perfect his face, but for innovative video editing or music creation. You will discover how artificial intelligence can become an innovative assistant for image or music creation without violating copyright. Together with Lukas, you will discover how to turn technology into the engine of your authentic creativity while resisting artificial pressure. You will learn to manage technology addiction so that artificially designed app retention mechanisms no longer steal your sleep and real quality of life.

1.3.3. STAGES OF YOUR MISSION (ESTIMATED TIME)

In the YouThink environment, you can start with any scenario. You dictate the pace of learning yourself - you are free to return to more complex interactive videos or review theoretical inserts as many times as needed to complete the task.



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Each learning scenario is designed as a separate mission, leading through sequential challenges and shares the same structure. It is estimated that completing one scenario will take you approximately 4 academic hours (~180 minutes in total). You do not need to complete everything in one sitting - the system records your progress, so you can move at a speed comfortable for you. The table shows the estimated time for each part of the scenario.

- ~5-10 min. **Introduction (Presentation of the situation)**
Which starts with a short dynamic video introducing the character and their problem, while showing what digital skills you will learn here.
- ~30 min. **Simulation (Decision making) or other interactive activity**
Where you directly take on the character's role in an interactive decision tree or solve crosswords, look for signs of editing in pictures, and perform drag-and-drop tasks, while mistakes made immediately turn into valuable lessons without any negative consequences.
- ~30 min. **Theory and Code Search**
Where you analyse short video clips or digital books in which secret digits are hidden; without this "Escape" code, you will not be able to unlock the final test.



~60 min.

Creative practice ("Learning by Doing")

Where you leave the boundaries of the Moodle platform and create a real product yourself using external design or generative AI tools, choosing the "Creative sprint" level for beginners or the "Creative marathon" task for advanced users, which a mentor can always help you choose.

~25 min.

Sharing results and Reflection

Where you share your created content on the Moodle forum and in Instagram stories with the hashtag #YouTHinkChallenge2026, and discuss it with peers. When uploading your work to an open space, you will need to follow privacy rules. No sensitive data, personal addresses, real phone numbers, or login details must remain in the created content. Your digital footprint should show your competence but not open doors to malicious actors. You will find all instructions on how to complete the tasks in the task description of each scenario.

~15 min.

Final test

The scenario ends with a test containing 5 questions. Each question will have correct and incorrect answers. You will need to carefully read the question and choose one or more correct answers, as indicated in the task. You will be able to unlock this test using the escape code hidden in the previous tasks or activities of the scenario. To successfully complete the scenario and receive a certificate, you need to pass the test with a 75% score. You will be able to take the test as many times as it takes until you finally reach the 75% result.

~5 min.

Certificate

Once you solve the test with a score of 75% or higher, a certificate for that scenario will be generated for you. Thus, after completing each scenario, you will receive one certificate. By collecting at least 8 such certificates, you will earn the right to the main "Grand" certificate.

Important tips:

Interactive videos:

This is not a simple YouTube video. The recording will periodically stop on its own, and situational questions requiring your decision will pop up on the screen; sometimes explanations or questions for reflection will be provided.

Interactive scenarios:

You directly take on the role of the character. If you make an emotional or rushed decision, the system will instantly pull you into a logical loop and show you the consequences until you understand the scammers' tactics and find a safe exit. Making mistakes here is safe, because your immunity is built through mistakes.



Digital books:

The book element is not just a single dry page - it is a multi-part interactive guide. Once you open a book, you will see a navigation arrow on the right side of the window. Click it to move to the other pages, where you will not only have to read the short secrets of digital understanding but also complete tasks hidden there, if any.

1.3.4. HOW TO GET "ESCAPE" CODES?

In each scenario, an Escape code may be integrated across different parts, which is designed to unlock the scenario's certificate. One unique code will be hidden in each scenario.

In some scenarios, escape codes will be integrated into interactive scenarios where various situations will be presented to you, and you will be able to help our characters make decisions using the provided answers, as you take on the character's role in critical situations. If you make a rushed, emotion-based decision - for example, if you click on a link to a fake e-shop that lured Kristy - the system will immediately show the consequences of this mistake and explain how algorithms or scammers took advantage of your inattention. When solving interactive scenarios, you do not need to be afraid of making mistakes - your digital immunity is formed through mistakes, only in this case, it is done in a simulated environment without the consequences that can be experienced in real life.

Be extremely attentive while watching interactive videos and browsing digital books, as escape codes may also be hidden within the content.

1.3.5. HOW TO COMPLETE A MISSION AND GET A CERTIFICATE?

Your every step on the platform is recorded. For you to successfully finish a scenario and for the system to open access to the certificate, you must correctly activate all activities. Here is exactly what you need to do at each stage:

Theory and simulation elements (pages, books, and H5P)

When you see the badge of a page , a book , or an H5P  task, make sure to open this element, watch the video clip or read the information there, and complete the interactive steps hidden inside. Once you view all the content, the system will automatically mark this activity as Completed. Furthermore, do not forget to look for the hidden digit code in these sections, which will be needed to unlock the test.

Practical creative task

Open the  practical task window and carefully read the instructions for beginners (Creative sprint) or advanced users (Creative marathon). After creating your protection protocol or visual guide in an external tool (for example, "Canva"), save it and upload the file or link directly into this task. Only after uploading the file will the system automatically record the activity as Completed.



Results sharing and reflection (Results and Reflection)

In this section, you have complete freedom to choose how you want to showcase your achievements:

- **The first way - sharing results in the task** 
If you actively use social networks, publish your created digital work in an Instagram story with the hashtag #YouTHinkChallenge2026, take a screenshot of this post, and upload it to the forum or into the designated Sharing Results field.
- **The second way - sharing results in the forum** 
If you value privacy more or do not have social media accounts, describe and publish your work and insights directly in the Reflection forum section of the platform, where you can discuss with other peers.

Final knowledge test

For the test to be credited and marked as Completed, you must achieve a score of no less than 75% (correctly answer 4 out of 5 questions). If you did not succeed on the first try - do not worry, the number of attempts is unlimited, and the system will provide new questions from the general bank each time.

1.3.6. STRICT RULE OF THE DIGITAL SPACE

In the "YouTHink" community, there is zero tolerance for any content that is not directly related to the tasks you have performed. This means that when using the project hashtag #YouTHinkChallenge2026 and tagging the account @YouTHinkProject, you can only publish your created safety infographics and deconstructions of AI experiments. It is strictly forbidden to upload unrelated personal images, irrelevant links, memes, or promotional elements.

The illusion of anonymity and real footprints

If you think that by creating an empty or anonymous Instagram account you can violate the rules, behave disruptively, or upload harmful content - you are very much mistaken. Modern digital forensics tools allow the true author of content to be traced very quickly through your device's IP address, login timestamps, and network data. Our "Moodle" system works in the exact same way: your every file upload, link left in the forum, or screenshot has a digital footprint linked to your account. For any abuse, dissemination of false information, or attempts to harm others, you assume personal responsibility, and your profile will be instantly blocked without the right to return and receive an international certificate.



1.3.7. PRACTICAL DETECTIVE TIPS FOR YOUR SAFETY

- **Delete all metadata before uploading files.**
If you capture your Canva poster or AI analysis result with a phone, your exact GPS location, time, and phone model are automatically saved in the photo file. Before uploading your work to the forum, turn off location tracking in your phone settings or crop the edges of the screenshot so that notifications from your other apps or personal data are not visible.
- **Hide faces and last names in simulations.**
If you are conducting an interim investigation and analysing real scam emails or strange social media accounts, always black out real people's email addresses, phone numbers, or personal photos in the visual materials, so that you do not violate GDPR privacy rules.
- **Check AI text before publishing in the forum.**
If you used an AI assistant to generate ideas, do not forget to perform a "Fact-check" - AI often generates complete nonsense or leaves stylistic errors, which you, as a responsible creator, must correct before showing the work to your peers.
- **Comment on a friend's work constructively.**
In the reflection forum, writing "cool" is not enough. Act like a professional auditor: point out one strong point of your friend's work and one detail that they might have missed (for example, failing to notice a fake URL in a simulation).

How these learning scenarios were created: Ethical AI use and transparency

The "YouTHink" project not only teaches about artificial intelligence but also practically demonstrates its ethical use. All learning materials on this platform have been created through responsible collaboration between living experts and digital algorithms.

First, artificial intelligence (e.g., "ChatGPT") was utilized for the creative process - to refine ideas and formulate initial drafts of texts. Character visualizations and specific plot scenes were modelled by assessing the capabilities and limitations of the technologies of that time ("Gemini" and others) in order to create an aesthetic close to teenagers' daily lives.

The introductory videos, which present the character and the problem they are solving, were created using modern video and audio synthesis platforms. With their help, static pictures were "brought to life" - the characters speak with a specified intonation and language, visually imitating real human articulation.

Despite the wide application of AI tools, all generated material was reviewed, edited, and contextualized by a human. The creators of the scenarios assume responsibility for the correctness, pedagogical value, and safety of the final content. Detailed information about specific tools and authorship can be found in the disclaimer field at the end of each scenario.

1.3.8. ADDITIONAL SOURCES AND TRANSPARENCY (DISCLAIMER)

At the very bottom of each scenario, you will find an "Additional sources" section, where we have selected videos and useful links for independent interest. Meanwhile, in the Disclaimer section, we openly provide information about copyrights and transparently show which AI tools (for example, "HeyGen" or video generators) were used to create the illustrations, as well as where you can find information about the creator-experts who verified this material.



1.4. FREQUENTLY ASKED QUESTIONS (FAQ)

On the internet, just like in games, sometimes something freezes or becomes unclear. Here are quick solutions if your mission is stuck:

Who is my mentor and how do I find them?

Your mentor is a youth worker, teacher, or librarian who invited you to join this platform and helps you solve practical tasks. You will find their contact details in the upper window of the Moodle course, under the section "Your mentor's profile", or you can simply write them a personal message directly through the Moodle platform messaging icon (in the upper right corner).

What should I do if I forgot my password or cannot log in?

On the login window, click the link "Forgot username or password?". Enter the email address with which you registered in the system, and within a few minutes, you will receive a link to create a new password. If the email does not arrive, make sure to check your "Spam" folder. If the problem persists, contact your local mentor directly, who will get in touch with the platform administrators from the "RIAP" team to restore access by the email asociacija@vipt.lt.

What should I do if something is not working within the Moodle environment (e.g., a video does not start or code entry fails)?

First, try the three universal "hacker" steps:

- Refresh the page (press F5 or Ctrl + R).
- Clear the browser cache.
- Try opening the platform via another browser (e.g., if you were using Chrome, try Firefox or Safari). If the element still does not work or does not display the H5P task, take a screenshot and send it to your mentor or upload it to the course section "Report a technical error".

What should I do if I have questions about the mission content or noticed an error in the text?

If, while performing a mission, you notice a factual, stylistic, or programming error (for example, a decision tree is working incorrectly), write about it in the Reflection forum of that mission. Use the heading "ERROR: [Mission title]" and briefly describe what happened. Since our team continuously performs quality checks, your observations will help us promptly fix the content, and other peers will learn from the issue you discovered.

What should I do if my Instagram account is private and I do not want to make it public for the task?

Your privacy is your personal fortress, and we completely respect that. If your account is private, you do not have to make it public - simply share your creative work in an Instagram Story, take a screenshot of this view, and upload it to the designated Sharing Results field in the Moodle system. Your mentor will see your efforts, while your personal space will remain safe from outside eyes.



I am stuck in a simulation (decision tree) and keep returning to the same place. Is the system broken?

No, the system is not broken – you have simply entered a “logical loop” because you are making a decision that, in real life, would cause serious cybersecurity consequences. Adam's or Lukas's story stops you as long as you give in to emotional pressure or haste. Carefully read the pop-up hint from the comic character, change your tactics, slow down your pace, and make a logical rather than an emotional decision – then the story will move forward.

What should I do if, while performing a practical task, I completely fail to work with the chosen AI tool?

Remember – AI is only your assistant, not the final author. If the chosen free video or text generator does not work, freezes, or requires a paid registration, you are free to replace the tool with another one from our recommended list (for example, switch from one text AI to another without registration). What matters to us is not your ability to manage one specific program, but your critical thinking and understanding of how to deconstruct a fake.

Do I have to solve all 17 scenarios to get a certificate?

Each mission is self-contained and has its own separate certificate and digital badge (Badge), which you receive immediately upon correctly completing the final test of that mission. You can choose only those topics that currently seem most relevant to you on social networks. However, if you want to become a true media expert and activate the main international GRAND certificate, you must successfully complete at least **8 different scenarios**.

What should I do if I didn't get the required 75% during the test? Will I be removed from the course?

Nobody punishes you with grades here! **If you scored less than 75% (answered 3 or fewer questions correctly), the system will simply not allow your certificate to be automatically generated.** You can immediately click the Retry button and take the test again. The number of attempts is completely unlimited, and the questions will be randomly selected from a larger bank each time, so it is a great opportunity to practice again. However, so that you do not waste time guessing, we strongly recommend going back for a moment and reviewing the interactive book pages or video hints once more before clicking Retry.

Tips for participants aged 14 - 15

If you are 14 or 15, don't worry – the tasks are designed for beginners too. In Step 4, you will have an Explorer option: a slightly simpler task that still challenges you to think creatively. Your mentor is always there to help.

Tips for participants aged 16 - 19

If you are 16-19, try the Advanced (Pro) option in Step 4. These tasks go deeper and challenge you to analyse, create, or investigate using more complex tools. You can also share your experience in the forum to help younger students – your perspective matters!

Privacy and safety

- Never share your real surname, address, or phone number in the forum.
- You do not have to share your work on Instagram – you can submit it privately on Moodle.
- If anything makes you uncomfortable during the training, tell your mentor immediately.
- Your data is collected only for research purposes as per GDPR.



2. PART II. MENTOR GUIDANCE & PILOT TRAINING METHODOLOGY

2.1. INTRODUCTION TO THE METHODOLOGY

The purpose of the methodological guidelines is to help individuals working with youth become youth mentors in the “YouTHink” media literacy program for 14-19-year-olds. We have prepared 17 interactive scenarios on various media literacy topics and aim to teach teenagers to critically evaluate the modern media environment, where AI algorithms, deepfakes, and emotionally manipulative scam schemes operate daily.

2.1.1. “YOUTHINK” MATERIAL TOPICS AND ISSUES

The training material is divided into thematic blocks that directly correspond to the project's educational curriculum:

- **Artificial intelligence and image manipulation.**
We will examine how “fake” (deepfake) video or audio recordings are created, how beauty filters work on social media, and what emotional pressure this causes on teenagers' self-esteem.
- **Information literacy and critical thinking.**
We will teach teenagers to notice logical gaps, AI-generated “hallucinations”, to distinguish facts from opinions, and to compare multiple sources.
- **Digital security and social engineering.**
We will analyse how scammers use psychological pressure, urgency, or false authority to extract passwords through unofficial channels.
- **Digital well-being and behavioural psychology.**
We will delve into technology-induced addiction, endless scrolling at night, and the gamification elements used by app developers that disrupt teenagers' sleep patterns.
- **Influence mechanisms and algorithmic filters.**
We will help young people understand how social media algorithms personalize their feeds, trapping them in echo chambers, and how hidden AI marketing works.
- **Ethics and digital citizenship.**
We will raise questions regarding copyright when AI copies the styles of real artists, and we will teach the principles of responsible content creation.

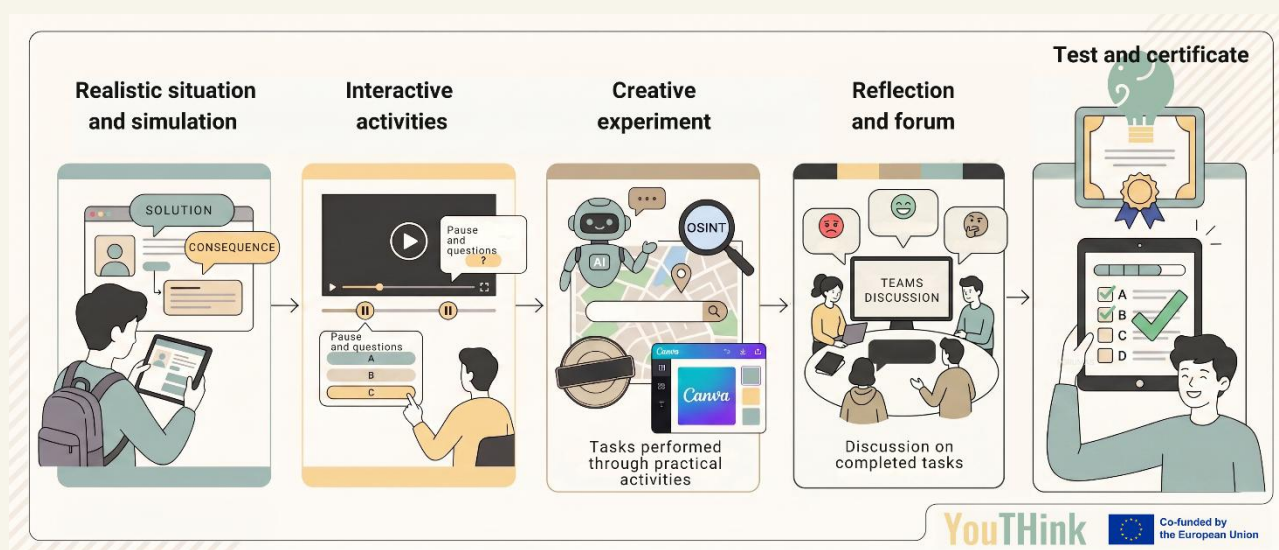


2.1.2. METHODOLOGICAL MODEL: FROM THEORY TO EXPERIMENTS

The methodology of the “YouTHink” course is based on three main pillars: **active participation, emotional engagement, and experiential learning.**

In practice, this means that young people learn to manage risks through the following digital processes:

- **Realistic simulation.** The learner acts as a character, makes decisions, and immediately sees the consequences.
- **Interactive tasks and theory.** Videos with pauses and questions prevent one from remaining a passive observer.
- **Creative experiment.** Tasks are performed using practical tools (including the use of AI tools, digital forensics (OSINT) and fact-checking tools, Canva, or other tools).
- **Reflection and forum.**
- **Final test.**



[Link to the localisation: <https://canva.link/qfm1ujnux4dldyn>]

2.1.3. WHAT COMPETENCIES WILL WE HELP YOUNG PEOPLE DEVELOP?

Both through the presentation of interactive theoretical material and through practical tasks, learners will develop practical skills:

- **Security reflection**
The ability to pause and think before clicking a link or sharing personal data, even if the message was sent by an authority figure.
- **Ethical creation**
Understanding how to use generative AI models (for example, for text or visuals) fairly, by citing authorship and fact-checking.
- **Emotional resilience**
The ability to recognize artificially created urgency, the fear of not fitting in with a group opinion, or the chasing of a VIP image on social media.
- **Collaboration**
The ability to share experiences in “Moodle” forums, evaluate peers' work, and learn from one another in the digital space.



2.1.4. PROGRAM DURATION AND ADAPTABILITY OPTIONS

The entire “YouTHink” training cycle consists of 17 interactive scenarios covering a wide spectrum of digital literacy - from deconstructing deepfakes to digital well-being planning. Completing this program fully would take about 68 academic hours. For each challenge, such as analysing Ema's addiction to beauty filters or Adam's encounter with social engineering, it is recommended to allocate approximately 4 academic hours, which includes completing practical “Learning by Doing” tasks and reflection. This recommended duration is flexible and indicative. As a mentor, you have the freedom to adapt the pace of learning. Depending on the level of the young people's technological skills, the chosen number of challenges, or deep discussions that unexpectedly arise, the program may take longer or be shortened, focusing only on the topics most relevant to the group.

However, it is important to emphasize that learners are not subject to a mandatory requirement to complete all 68 hours or to master a certain fixed number of modules (for example, 8 out of 17) in order to receive the final “Grand” certificate. The “YouTHink” learning platform is designed exclusively based on the principles of personalized and non-formal education. This means that the distance learning environment allows young people to shape their own educational path, experiment, and independently choose only those topics and challenges that directly respond to their interests or dilemmas experienced in the digital space.

By granting the freedom to choose, we empower teenagers to become active masters of their learning process rather than passive observers. Meanwhile, the mandatory completion of a large-scale course is associated with the formal school system, which drastically reduces teenagers' intrinsic motivation. The flexible structure, requiring no long-term commitments, ensures that even those who do not have the opportunity to dedicate several dozen hours to the entire course can still achieve real and tangible results after completing just a few of the most intriguing modules.

To retain the attention of representatives of this generation, rapid feedback and intermediate rewards are essential. Therefore, a micro-certification system operates on the platform - after each successfully completed scenario (having solved the interactive simulation, performed the practical task, and passed the final knowledge test), a certificate confirming a specific skill is automatically generated for the participant. This sense of instant gratification acts as a strong motivational engine to continue training at one's own pace.

To ensure maximum accessibility and eliminate language barriers, the entire distance learning environment and instructional material are available in six languages - English, Portuguese, Lithuanian, Italian, Slovenian, and French. This allows young people to learn and experiment in their national language.



2.1.5. INTEGRATING FOUR CHARACTERS INTO THE SCENARIOS

The training material is illustrated with the digital experiences of our four teenage heroes: Ema, Kristy, Lukas, and Adam. These characters are not random—they function as psychological mirrors reflecting different models of online behaviour, allowing young people to analyse their own experiences. Although the stories and profiles of these teenagers are fictional, they aim to engage teenagers in solving daily tasks.



The character Ema represents the component of emotional engagement and digital illusions. This model is designed to analyse issues surrounding beauty standards, online visibility, and the tension between a virtual image and real-life identity. Ema's narratives focus on analysing the impact of filters, influencer culture, AI-distorted beauty norms, and the pressure to maintain a perfect digital facade.



In turn, Kristy uncovers the mechanisms of consumerism and the pursuit of status. This character helps analyse the herd mentality and social pressure driven by algorithms and constant comparison with others. Through Kristy's experiences, young people learn to recognize hidden advertising, synthetic content, the pitfalls of luxury culture, and evaluate the emotional and financial cost of maintaining digital status.



As an alternative to commercialized content, Lukas acts as a model of positive digital identity and authentic creativity. His methodological role is to demonstrate how digital tools and artificial intelligence can support creativity and emotional well-being without encouraging manipulation or unrealistic expectations. This serves as a natural counterweight to competition-oriented online content.



Finally, Adam is the character of critical thinking and digital security. This analytical archetype encourages teenagers to question information sources, identify manipulation techniques, and critically evaluate content, algorithms, and AI-generated information. Adam's situations are used as a guide through scenarios of disinformation, cyber scams, and social engineering.



2.2. THE MENTOR'S ROLE AND TRAINING FORMATS

In this project, the individual working with youth who leads the training does not need to be an IT systems or cybersecurity specialist, nor an all-knowing lecturer. The true role of a mentor is to motivate young people to engage in the scenarios, support them during their learning, provide consultations, and promote skill development and interest in responsible media use. This means that the mentor does not read lectures from slides but dives into simulations together with the teenagers, shares experiences, observes their decisions, helps them cope with setbacks (for example, when a password is lost in a simulation), and guides the learners toward critical thinking.

The mentor's role comes down to three main stages:

- Ensuring a smooth technical login;
- Creating an attractive learning space;
- Initiating reflection and helping young people connect virtual experiences with their own daily lives on social media, using the provided discussion questions (Debrief of scenario).

2.2.1. ESTABLISHING A PERSONAL CONNECTION WITH YOUNG LEARNERS

The mentor in the “YouTHink” project is not just a technical course administrator—they are a guide who builds open discussion and trust. At the beginning of the training, a crucial step is to assess the real, rather than just the declared, level of media literacy among the young people, identifying both their gaps and their strengths. Avoid categorical rules and instructions on “how to behave online.” Instead, encourage them to look for answers themselves and accept that making mistakes is part of the learning process. During the first sessions, create a culturally sensitive, empathetic environment where students feel confident.

The branching scenarios on the Moodle platform are an ideal space for safe mistakes. For example, if a young person impulsively gives in to the status pressure created by Kristy or believes an AI-generated video of “Teacher John” (as in Adam's situation), the system will immediately demonstrate the consequences of such a decision and provide a theoretical explanation, allowing them to solve the situation again. Your task is to foster a constructive, respectful dialogue in the Moodle forums, paying special attention to those stages where participants evaluate each other's completed practical tasks.

To create an authentic connection, you can share personal experiences. Tell them how you yourself have encountered a hard-to-recognize AI-generated deepfake or how you learned to identify elements of social engineering in messages. This promotes team collaboration and strengthens young people's confidence in their own abilities to critically evaluate information.

Advise young people on how to manage their time effectively, optimize their work, present their ideas, or prepare presentations when performing tasks, helping them develop adaptability, communication, collaboration, professional self-confidence, and leadership skills.

When possible and in a face-to-face format, exchange ideas and encourage learners to express their thoughts constructively, especially when commenting on other participants' work. You can encourage tasks to be performed in teams. If necessary, assist in difficult situations and boost the young people's self-esteem and motivation.



2.2.2. MENTOR PREPARATION IN THE MOODLE ENVIRONMENT

Before the training begins, it is recommended that you become course participants yourself and complete the entire path—from the introductory video to the final Moodle test. A technical check is necessary, but its purpose is much deeper. This will allow you to understand the subject matter of the course, experience the digital challenges through the prism of the characters (Ema, Kristy, Lukas, or Adam), and prepare in advance for the questions you may receive from the young people.

The following preparation steps are recommended:

- complete all activities, interactive books, and videos in the Moodle environment, ensuring that subtitles, decision-making points, and multimedia elements function smoothly.
- test the interactive scenarios in the Moodle environment to understand the potential situations within the scenario and, when faced with challenges, to know how to guide the learners in situations where a correct solution is not found.
- test the final test and try generating the certificate to assess whether everything functions smoothly.

During the training, be ready to help young people who encounter technical issues or accessibility barriers.

Finally, remember that although the topics and challenges vary, each scenario on the Moodle platform has a consistent structure. It is estimated that completing one scenario will take a young person 4 academic hours (about 180 minutes). However, they will be able to learn independently, at a pace that is convenient and acceptable to them.

2.2.3. STAGES OF EXPERIENTIAL LEARNING (“LEARNING BY DOING”)

Since the process is based on practical engagement, young people will see a similar structure in each scenario:

~5-10 min. **Introduction.**

Goals and objectives. Each module opens with a short animated video that introduces the character and their specific digital problem.

~30 min. **Interactive Simulation or Other Interactive Activity.**

This is usually an H5P-based branching choice tree (Branching Scenario). Here, the learner receives descriptions of the situation and makes decisions on behalf of the character, while subsequent questions change based on their previous answers. Incorrect steps immediately provide theoretical explanations—this is how learning from mistakes happens naturally. In some scenarios, other forms of interactive analysis may be integrated instead of a choice tree.

~30 min. **Presentation of Theory.**

The theory is presented through Moodle static or interactive book activities, as well as interactive videos with pauses and control questions. An important detail: the videos in the theoretical part are mostly in English. It is necessary to show the young people how to turn on subtitles in their own language in the video player. All other interactive activities in the videos and on the platform are already adapted to the national language.



~60 min.

Practical Creative Task.

The learner must choose their level of difficulty and perform this task outside the Moodle environment. Typically, they are asked to create an information poster using a presentation program or Canva, conduct an artificial intelligence audit study, and the like. The completed work must be uploaded back into the corresponding task activity in the specified format. Precise recommendations on how to choose the appropriate level are provided within the module itself.

~25 min.

Reflection and Sharing.

It is important to explain the privacy rule to participants regarding uploading work into an open space. The created content must not contain any sensitive data, personal addresses, real phone numbers, or login details. The learner's digital footprint should demonstrate their competence but not open doors to malicious actors. Detailed instructions are provided in the task description of each scenario.

~15 min.

Knowledge Check

At the end of the scenario, a test generated from 5 random questions awaits the young people. For each question, they will need to select one correct answer. To pass the test, it is necessary to answer at least 75% of the questions correctly. The test can be retaken an unlimited number of times, but it is always recommended to return to the theory and analyse the mistakes before retaking it.

~5 min.

Certificate.

Upon successfully passing the test, the option to unlock the scenario certificate using a found secret code becomes available. After collecting at least 8 such certificates, the learner will earn the right to the main "Grand" certificate.

2.2.4. MOODLE NAVIGATION RULES AND PROGRESS TRACKING

The training environment is designed to prevent young people from trying to "jump" straight to the results. In order to successfully complete a scenario, the learner must pass through all subtopics—every page, book, and H5P activity has tracking enabled upon opening, ensuring that the activity is counted.

- **Sequential movement.**

All parts of the scenario must be opened and viewed in a chronologically sequential order, starting from the beginning of the scenario.

- **Locked activities.**

Tasks such as the reflection forum or the final test open only when the system records successfully completed previous activities or uploaded files. Practical tasks require not only viewing but also actually uploading the completed work into the task activity and sharing it on Instagram or the Moodle forum. Young people are informed about these conditions in the description of each task.



2.2.5. THE CERTIFICATE UNLOCKING FORMULA (3 STEPS)

A multi-character “Escape Code” is hidden within each scenario. It is usually concealed in the theoretical material or interactive videos. This is a gamified element designed to maintain attention during learning.

To successfully complete a module and generate a personalized certificate, the young person must fulfil the following three conditions:

- **All scenario activities must be marked as completed.**
The system does this automatically once all activity conditions are met (all activities viewed, practical tasks completed).
- **Passing the test.**
It is necessary to successfully clear the test at the end of the scenario by correctly answering at least 75% of the questions (4 out of 5).
- **Unlocking the certificate.**
At the end of the test, the secret multi-character code found in the theoretical part must be entered precisely.

2.2.6. TIPS FOR COMPLETING ACTIVITIES WITHIN THE SCENARIO

Before starting the training, draw the learners' attention to the specific tools of the Moodle platform.

The End of Passive Viewing: Interactive Videos

Point out to the young people that the videos in the course are not a standard YouTube format that can be left playing in the background. The mentor should explain to the students in advance that the videos integrated into the Moodle environment require active engagement and reflection, making it necessary to watch them carefully and complete all hidden tasks. The educational videos are designed to pause periodically, presenting situational questions or explanations. The purpose of these elements is to convey information while simultaneously strengthening skills in critical observation, media analysis, and reflective thinking.

For you, as a mentor, this is a tool for live discussion in the classroom if the training is organized face-to-face. For example, when a video pauses at Lukas's sleep deprivation dilemma, before the learners choose an answer on the screen, you can briefly ask the group: “How many of you experienced this exact same situation yesterday?”.

Branching Scenarios for Simulating Situations

This is one of the most impactful parts of the course, where students directly take on the roles of our characters. The mentor should explain to the participants that these scenarios are not meant to simply test knowledge by looking for a single correct or incorrect answer—they are primarily a space for developing critical thinking and reflection. Encourage young people not to be afraid to experiment and to carefully evaluate how emotions, peer influence, or social media pressure affect their own decision-making.

If a learner makes a hasty, emotionally-driven decision—for example, clicking on a link to a fake online store that enticed Kristy—the system will instantly pull them into a consequential situation. It will display negative consequences and theoretical explanations until the young person unravels



the scammers' tactics and finds a safe way out. Explain to the group that making mistakes here is perfectly fine, because it is precisely through mistakes in this simulation environment, free of real-world consequences, that true digital immunity is formed.

Your goal is to help them reflect afterward on why a particular instinctive decision led to a dead end. During the activity, you can deliberately pause at key decision-making points and prompt a discussion—this helps young people examine alternative perspectives, compare different choices, and connect the scenario seen on the screen with real-life digital experiences. Direct the students' attention not only to how the story ends but also to the logical reasoning itself—why exactly such a decision was made and what the broader impact of such behaviour could be.

Digital Books as Interactive Guides

Before starting this activity, your task as a mentor is to introduce the participants to this specific format and clearly emphasize that it may require not just passive reading, but also active engagement in performing tasks.

Show the learners the Moodle activity navigation arrows on the right side of the screen and advise them not to blindly “scroll” through the pages. Hidden within the chapters of the books are important secrets of digital resilience and even hidden tasks, the completion of which is necessary to successfully move forward. It is important to ensure that young people grasp the principles of navigation, so constantly remind them not to skip the integrated tests, videos, or reflection tasks.

Although these interactive books are tailored to an individual, learner-centred pace, you can manage the group dynamics. You can schedule time not only for the consumption of the content itself but also for live discussions. For example, when analysing the digital source verification methods used by Adam, you can purposefully pause at key points: discuss more complex concepts, encourage critical reflection, dispel any misunderstandings that arise, and help young people connect the content of the scenario with their personal experiences on social media.

Gamified Motivation: The Search for “Escape” Codes

In order to maintain the young people's attention throughout the entire session, we have integrated a gamified search for details into each scenario. One unique “Escape Code” is hidden within each scenario, which is the only way to unlock the scenario's certificate.

Warn the participants to maintain a detective's alertness: this digital key may flash for a second in the background of a video, be cleverly woven into the text of a book, or appear only when Adam is successfully helped to make the right decision in an interactive simulation. As a mentor, try not to reveal these codes—if you see that a young person is stuck, it is better to gently guide them toward which learning space is worth a closer investigation.

Differentiation of Creative Tasks

The target group of the “YouTHink” project encompasses 14-19-year-olds with highly diverse backgrounds; therefore, the fourth stage of the scenario—the practical creative task (“Learning by Doing”)—requires a flexible approach. In the training environment, you will undoubtedly encounter teenagers for whom basic information verification is still a challenge, as well as older participants who are already actively experimenting with Midjourney, ChatGPT, or other generative artificial intelligence tools. The mentor's goal here is to tactfully guide, not to compel.



Since the tasks are divided into two categories—"Creative sprint" (for beginners) and "Creative marathon" (for advanced learners)—it is natural that they are both assigned the same duration of approximately 60 minutes, allowing the student to delve into the single process that suits them best. Beginner-level activities usually focus on building digital immunity through visual creation, such as developing a fraud prevention checklist, while advanced learners take on the role of "digital detectives," performing reverse image searches or deconstructing complex fakes.

Quite often, you will encounter situations where a young person overestimates their abilities or, conversely, chooses the easiest path. Let them experiment and do not fear their mistakes. If a fourteen-year-old insists on taking on a complex AI audit study, do not stop them. Explain that the learning process is dynamic—if, after starting a "Creative marathon" task, it turns out that the technical knowledge or analytical depth requires too much effort and becomes exhausting, the learner can return at any time and successfully complete the "Creative sprint" challenge instead. Similarly, older students who quickly master the basic task and begin to get bored should be encouraged to move on to more complex analysis, allowing them to fully realize their potential.

Social Learning and the Dynamics of Moodle Forums

Differences in age and experience within the training environment are not obstacles but rather your educational tools, especially during the reflection and results-sharing stages. Your role as a mentor in the forums is to observe, create a space for discussion, and purposefully direct attention rather than rushing to dictate the correct answers.

Encourage the older, 18-19-year-old participants to take on the role of Adam—our "Silent Skeptic" or critical observer. Instead of simply pointing out an error, encourage them to comment on a younger peer's work, providing reasoned explanations of what exactly reveals a fake in the generated poster. Could it be unnaturally looking fingers, a distorted text texture in the background, or an artificial light refraction? This peer-learning model creates exceptional value: the younger participants absorb more mature insights regarding technological flaws, while the older ones reinforce their analytical and mentoring skills in a safe space.

Knowledge Check: More Than Formal Assessment

Please note that the final knowledge check—the 5-question test—is usually generated randomly from a pool larger than 5 questions. Passing the test (by reaching the 75% threshold) is a prerequisite for receiving the certificate.

Your task as a mentor is to remove the pressure associated with a traditional school exam. Encourage the young people to read each question carefully (for instance, when asked to identify the signs of social engineering noticed by Adam) and reflect on their choices rather than guessing blindly just to accumulate the required points as quickly as possible.

How Should a Mentor Use Test Results?

The Moodle test results serve as an excellent indicator for managing group dynamics. If you notice that a large part of the group is struggling with a specific topic—for example, having difficulty recognizing artificial intelligence-generated manipulations—you can bring this up in the shared reflection space and analyse it further.



2.3. MOODLE PLATFORM GUIDANCE FOR MENTORS

Introduction to the Moodle learning environment and technical preparation

All “YouTHink” interactive training scenarios, practical tasks, knowledge check tests, the certification system, and survey questionnaires are integrated into the project's Moodle platform. To ensure a smooth pilot training process, youth workers (mentors) must complete the preparatory technical steps at least two weeks before the scheduled start of the session.

Platform access and training group administration consist of three mandatory steps:

- **Account Creation**
Go to the learning environment at <https://moodle-youthink.eu/> and create a basic user account. During registration, it is mandatory to provide a real first name, last name, a valid email address, and to specify the country you represent.
- **Activation of Mentor Rights**
After creating your account, you must contact the Moodle platform administrators from the RIAP organization via email at [insert email address], requesting that the mentor role be activated for your profile.
- **Participant Registration**
Once you receive mentor access, you gain the technical ability to independently register and enrol the participants of your training group into the corresponding courses and track their progress in the system.

Choosing Training Material Languages and the Environment

To ensure maximum accessibility, all “YouTHink” course material is localized and available in six languages: English, Lithuanian, Slovenian, Portuguese, Italian, and French.

Upon logging into the system for the first time, the mentor must instruct the young people to immediately select their preferred local language version from the platform's top menu. It is recommended to complete the entire learning cycle without changing the selected language environment. This requirement is critically important for the technical stability of the system—only by maintaining the same language can the Moodle system correctly synchronize the participant's progress, collected badges, “Escape” codes, and successfully generate the final certificates within a single profile.

Moodle navigation and course structure

The Moodle platform is organised in a clear and structured way to support participant navigation and independent learning. Once logged in, participants can access the learning materials directly from the course homepage.

The platform contains interactive educational materials organised through multimedia activities, interactive H5P elements and scenario-based learning units. Participants progress through activities by reading content, watching videos, completing quizzes, making decisions within branching scenarios and participating in reflection tasks.

The Moodle course environment includes:

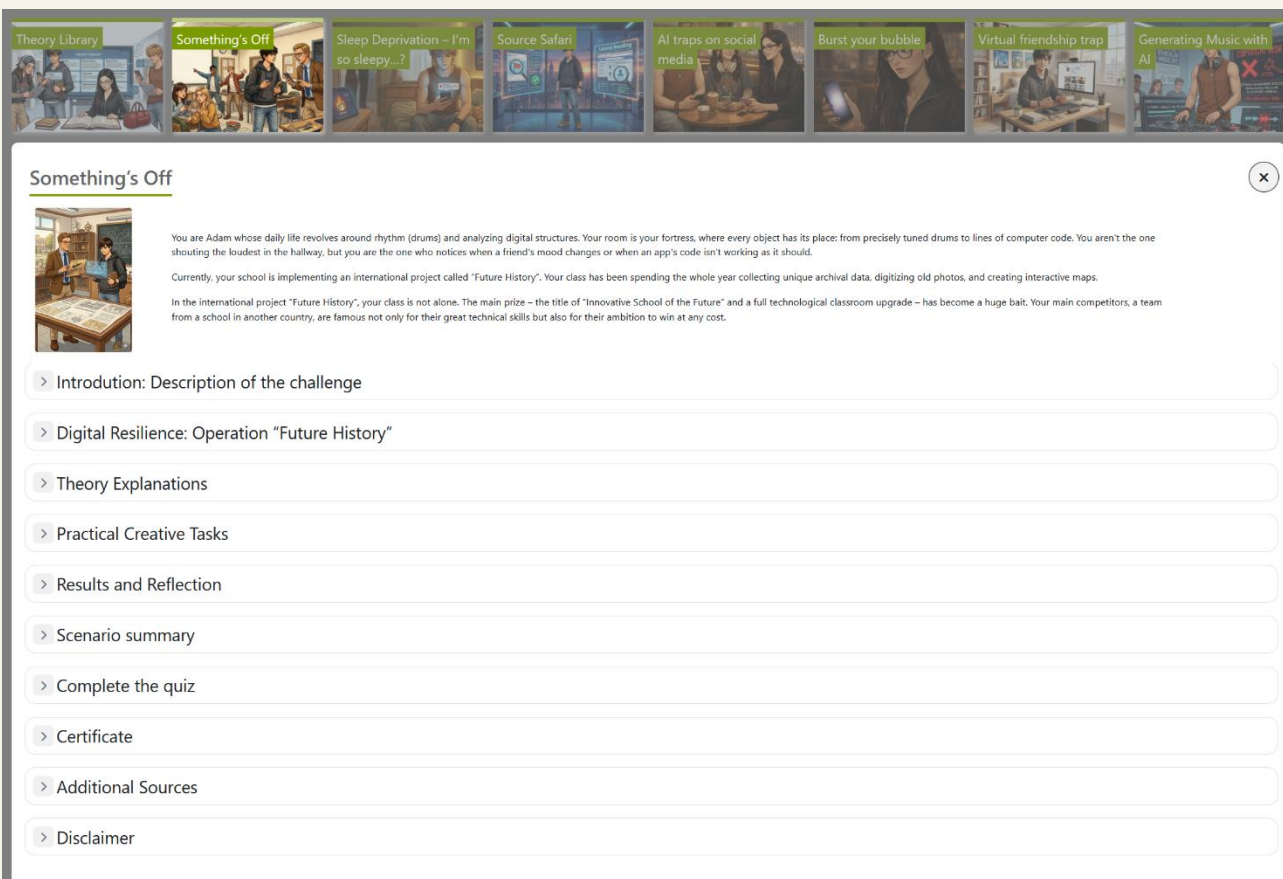
- interactive books;
- interactive videos;
- branching scenarios;

- quizzes and knowledge checks;
- reflection activities;
- multimedia learning materials.

Each of the 17 learning scenarios on the platform is constructed as a separate mission and is presented in a separate interactive block.



Upon clicking on a selected scenario, the participant sees a clear structure of that scenario and, at the same time, the sequence of actions.





To prevent a superficial “sliding” through the training, the platform applies sequential progression through the activities. Young people cannot skip the theoretical part and go straight to the final test or the issuance of the certificate. All activities on the platform—starting with the introductory video (Narrative Hook), continuing with the branching H5P simulations, and ending with the file upload of the practical task (“Learning by Doing”)—must be unlocked and completed in order.

To manage learning progress, an automated status tracking system operates on the platform, which eases the mentor's workload while providing the learner with information about already completed activities. Next to each uncompleted activity, the participant sees a “To do” label. Once the system records that the activity has been performed, it automatically changes the status of that activity to “Done”.

> Introduction: Description of the challenge

> Digital Resilience: Operation “Future History”

▼ Theory Explanations

H5P Understanding Deepfakes (Video)

✓ Done ▼

H5P The Human Hack: Spotting Social Engineering Attacks (Video)

✓ Done ▼

H5P Simulation review: What was the experience and what did we learn?

✓ Done ▼

📄 🗨️ The Ethical Line: AI, Laws, and Digital Citizenship

To do ▼

Checking practical tasks and direct forum administration in the Moodle environment

Since the core principles of digital ethics and privacy are discussed in the introductory sections, at this stage we will focus exclusively on your technical actions as a mentor within the Moodle system. Your main goal is to ensure that the practical “Learning by Doing” content is smoothly reviewed, and that the reflection space remains constructive and safe.

Reviewing Creative Tasks (Assignments) and Feedback

When a learner performs practical tasks and uploads their created assignments into the system for evaluation, you must monitor this process regularly.

After logging into a specific scenario, open the practical task window. By selecting the function on the screen that allows you to view all submissions, you will see the files uploaded by your entire group or active links to external tools.



YouThink (EN) / Something's Off / Practical Creative Tasks / Creative Sprint: The Red Flag Radar



Creative Sprint: The Red Flag Radar

Assignment Settings Submissions Advanced grading More ▾

View Make a submission

Task: create a visual digital security cheat sheet (infographic) that serves as "first aid" for your classmates.

Content:

- **3 "Red Flags":** Which signs gave away the fake Teacher John?
- **Manipulation Detector:** How to recognize that someone is trying to manipulate you (e.g., artificial urgency)?
- **Action Plan:** 4 steps on what to do after receiving a suspicious message or call.

Grade

Grading summary

Hidden from students	No
Participants	7
Submitted	1
Needs grading	1

By opening the task element and clicking "Submissions" at the top, you can directly open and evaluate each young person's work.

YouThink (EN) / Something's Off / Practical Creative Tasks / Creative Sprint: The Red Flag Radar / Submissions



Creative Sprint: The Red Flag Radar

Assignment Settings Submissions Advanced grading More ▾

Submissions

Search users

Filter by name ▾

Status
All ▾

Advanced ▾

Select	First name / Last name	Email address	Status	Grade	Last modified (submission)	File submissions	Submission comments
☐	RD Renata Danieliene	gmail.com	Submitted for grading	-	Thursday, 9 July 2026, 9:40 PM	The Red Flag Radar.jpg 9 July 2026, 9:40 PM	> Comments (0)

Although the project does not apply formal grading, the system allows you to leave a personal feedback comment. Click "Comments" to privately praise a student's original solution or to gently guide them in the right direction if you notice gaps in their completed analysis.

Monitoring Reflection Forums and Fast Response



Discussion forums are an open peer space, which means they require continuous supervision. Upon opening a scenario's reflection forum, you will see the entire thread of communication and the comments left by the students. If you notice that a discussion is heading in an inappropriate direction—for example, if a participant has posted sensitive personal data or left an offensive comment about another young person's uploaded work—you must act immediately.

- **Content Removal**

As a mentor with administrative rights, you can physically remove inappropriate content. Next to each student's post in the forum, you will see management tools—simply press the delete button, and the inappropriate comment will be removed.

- **Direct Contact with the Learner**

After removing a comment, it is necessary to prevent similar situations in the future. In the upper right corner of the Moodle window, you will find a messaging icon through which you can write a private message directly to a specific participant. In the private message, explain why their post was removed, remind them of the communication rules, and encourage them to continue participating in discussions while maintaining constructiveness and mutual respect.

Reflection

Forum Settings Advanced grading Subscriptions Reports More ▾

View Make forum posts: 1

Briefly reflect on your experience (choose one question that matters most to you, or briefly answer all three):

- What surprised you the most while creating your own AI photo?
- Do you feel more confident in spotting fake information online now?
- How will this experience change the way you use social media in the future?

? Search forums
Add discussion topic
Subscribe to forum

Fake faces look too real now 🗨️
by Renata Danieliene - Thursday, 9 July 2026, 10:37 PM

The most shocking thing was seeing how easy it is to create a person who doesn't actually exist. I generated a random portrait using an AI tool, and it looked more realistic than half the posts on my feed. When you realize that it's just as easy to fake the image and voice of your friends or teachers—just like in that scenario with Teacher Jonas—it gets a little unsettling. Now I'll definitely be looking more closely to see if a video has those weird glitches around the hair and if the shadows look natural, because before, I used to believe everything blindly. After this challenge, I'll definitely be more selective about what I accept as fact.

Permalink Edit Delete

Discuss this topic (0 replies so far)

Facilitator preparation before implementation

Before conducting pilot activities, facilitators should thoroughly familiarise themselves with the Moodle platform and complete the learning activities independently.

Facilitators should also prepare for possible accessibility needs or technical difficulties by ensuring that participants receive adequate guidance and support throughout the learning process.

Supporting participants during Moodle activities

The role of the facilitator during Moodle activities is not limited to technical support. Facilitators should actively guide reflection, discussion and participant engagement throughout the learning process.



Participants should be encouraged to progress through the activities at a thoughtful pace rather than rushing to complete tasks. Facilitators may pause activities at key moments to encourage discussion, analyse decisions or reflect on emotional and ethical aspects of the scenarios.

Some participants may require additional assistance with navigation, digital skills or understanding interactive tasks. Facilitators should remain available to provide guidance while still encouraging independent exploration and active participation.

The Moodle platform should be used as a collaborative and reflective learning environment rather than only a technical educational tool. Discussions, peer reflection and group analysis remain important components of the overall methodology.

Accessibility and flexible learning

The “YouTHink” project aims to involve young people from various backgrounds, including those who face geographical, economic, or social barriers and may not have access to the latest technologies or high-speed internet connectivity. Your responsibility as a mentor is to ensure that these technical differences do not become an obstacle to developing critical thinking.

The videos and interactive H5P formats on the training platform are adapted to accessibility standards and feature integrated subtitles. Before starting scenarios that present video content within an H5P element, instruct the learners to activate the “CC” button on the bottom bar of the video player to turn on subtitles. This not only guarantees accessibility for young people with hearing impairments but also helps them more easily understand specific terms and follow the content in noisy or open spaces.

Since some students will access the Moodle environment and training content using smartphones, you must guide them in advance on how to work with the interface properly. Although the platform automatically adapts to the screen size of the device, recommend holding the phones horizontally.

When mentoring in groups where the internet connection is weak or constantly dropping, the greatest challenges will arise during the practical creative (“Learning by Doing”) tasks. If the participants fail to smoothly load external generative artificial intelligence tools to create visual content, apply the “digital pair” methodology. Pair a student who has an older device with one whose connection and device function stably: one young person can analyze the situation and verbally formulate precise prompts, while the second enters them into the system and generates the final result.

If Moodle’s H5P interactive videos freeze due to technical obstacles, try to change the dynamics of the training by shifting to an asynchronous format. Allow the videos and simulations to load in the background, and in the meantime, gather the young people for a live discussion on the topic of the scenario.

To ensure that visual and textual content is accessible to everyone, including students with dyslexia or those experiencing cognitive challenges, accessibility tools are integrated into the Moodle system. Before starting the work, show the group how they can increase the font size, change the screen contrast, or use reading assistance modes on the platform. This is especially important in modules where careful reading of the text is required.



2.4. PILOT TRAINING IMPLEMENTATION GUIDELINES

This section provides guidelines and recommendations for preparing for the training.

Mentors are expected to:

- Prepare the training environment (room, devices, internet connection, Moodle access)
- Welcome participants and introduce the training purpose and structure
- Support participants who encounter technical difficulties
- Facilitate group discussions and reflection activities
- Administer pre- and post-training questionnaires
- Observe and note participant engagement for the pilot report

2.4.1. BEFORE THE TRAINING (PREPARATION CHECKLIST & SPACE SETUP)

PREPARATION CHECKLIST

- ☐ Confirm venue booking (or online meeting link for blended/online delivery)
- ☐ Ensure stable internet connection and working devices for all participants
- ☐ Create Moodle accounts for all participants
- ☐ Test all 17 scenarios in the Moodle platform yourself beforehand
- ☐ Prepare pre-training questionnaire (see annexes)
- ☐ Prepare the training invitation and send it at least 2 weeks in advance (see annexes)
- ☐ Collect signed parental consent forms for participants under 18 (see annexes)
- ☐ Review a brief introduction presentation (max 10 slides)
- ☐ Have the partner report template ready to begin notes during training (see annexes)

SET UP THE SPACE

Necessary Technical Tools and Preparation

Before the training begins, it is recommended to ensure that all equipment and tools are ready. We provide guidelines on technical preparation before the training.

Every participant needs:

- A computer or tablet, as phones are not suitable for H5P content
- Chrome browser installed and tested
- A working Moodle account (request these from your partner coordinator at least 2 weeks in advance)
- A stable internet connection
- Headphones and speakers
- Additional tools or programs are described in the task descriptions. This can be a presentation creation program or an online tool.

Room setup:

- Tables and chairs arranged so participants can work independently but a mentor can circulate easily



- Projector or large screen for the opening Moodle demo
- Wi-Fi password visible on the board
- Printed agenda available at each seat

Smart Device or Computer, Internet Connection, and Programs

The “YouTHink” training environment is interactive, integrating multimedia content—from artificial intelligence-generated videos to examples of audio deepfakes and branching scenarios. Therefore, each participant needs a smart device or a computer with a stable internet connection and a browser, both for using Moodle and for performing practical tasks. Before the training, it is important for the mentor to review the scenario or several scenarios that will be used during the training and review the list of additional programs, such as presentation creation software or online tools that may require registration.

If the training takes place face-to-face:

- If learners will use the organization's computers, they must be provided with the computer login details.
- If a Wi-Fi connection is required, participants must be provided with the login details.

Headphones and Speakers

If training sessions take place in a shared physical space, such as a classroom, a library, or an open youth centre, participants need headphones and speakers. Speakers are needed if you want to watch videos together, while headphones are necessary for each young person individually to focus on activities, such as listening to videos individually, and at the same time avoid disturbing their peers working nearby.

Participant Registration

To ensure a smooth start, prior integration of access to the Moodle platform is essential. Since all scenarios are integrated into Moodle, it is necessary to ensure that every training participant knows how to log into Moodle. It is recommended to create the accounts before the training begins.

Logging into Moodle requires the participant's first name, last name, and the participant's email address.

If a student does not have a personal email inbox or does not wish to use it for privacy reasons, an internal, test email address can be generated and assigned to them on the platform. This address functions solely as a unique identifier within the Moodle environment—no confirmation emails, notifications, or other redundant information that could disrupt the learning process will be sent to it. This alternative allows the learning environment to remain completely safe and creates no additional barriers to starting the course, even for young people lacking technology access.

Familiarization with the Terms of Use of the YouTHink “Moodle” Platform and Parental Consents if a Minor Participates in the Training

Before starting to use the learning environment and registering on it, in order to collect statistical data and monitor participants' progress, young people must familiarize themselves with the privacy policy and the platform's terms of use and agree to them during registration.



Since the training involves the collection and processing of personal data of minors, special attention must be paid to the consents of parents or guardians. Mentors and training organizers must ensure that official parental consents for participation in the project's activities are collected even before the young person's first login to the platform, thereby ensuring full compliance with GDPR requirements. A template that can be adapted according to the requirements of your country or organization is provided in Annex.

2.4.2. TECHNICAL TROUBLESHOOTING

Problem	Solution
Participant cannot log into Moodle	Check username/password. Contact partner coordinator.
H5P content not loading	Refresh the page. Try a different browser (Chrome recommended). Check internet connection.
Quiz won't unlock	Participant needs to complete the forum step first. Check if activity completion is ticked.
Certificate not generating	Confirm quiz passed at 75%+ AND hidden code entered correctly.
Video won't play	Check browser supports HTML5 video. Try downloading and playing locally.

2.4.3. TRAINING DAY SCHEDULE AND MODELS (SPRINT, 2-DAY, BLENDED)

Training Organization

Considering that "YouTHink" mentors (youth organizations, libraries, non-formal education institutions, and other organizations working with youth) are usually volunteers, youth workers, or librarians with limited time resources, and that 14-19-year-old teenagers find it difficult to maintain attention in long-term, formal educational programs, the most optimal solution is a **hybrid microlearning model** based on the independence of young people and technological automation.

This format allows for maximum flexibility in adapting content in both physical and digital spaces, removing the burden of preparation from the mentor.

Adaptation of Formats in Practice

The content of the "YouTHink" course can be smoothly integrated using three different methods:

- Face-to-face model (In a youth centre or classroom)

Here, the dynamics of a "flipped classroom" work best. The mentor plays a short introductory video clip on the screen, and then the young people, wearing headphones, dive individually into interactive simulations on their devices. The second part of the meeting is dedicated to teamwork while performing "Learning by Doing" tasks—for example, discussing artificial intelligence copyright while music generation tools like Suno



are being tested in the background, or creating visual digital immunity posters with Canva Magic Studio.

- **Remote (or online) model**

Focused on asynchronous work. Teenagers complete the modules independently from home. The mentor's time commitment here is minimal—they log into the platform only to review the results of the practical tasks uploaded by the young people in the Moodle forum (or links to their Instagram profiles) and leave a short, motivating comment to support the learners as they solve the scenarios and face technical or other learning-related questions.

- **Blended model**

Young people complete the individual theoretical H5P simulations independently on their own time, as if playing a mobile game. Live (or synchronous video call) meetings are reserved exclusively for the very first session, the discussion of results, reflections on digital fatigue, and community building.

Any of the described training models can be repeated with the same learners, adapting to the training schedule, subject matter, and other circumstances, thereby building their continuous self-confidence in making digital decisions. In this way, learners gain the opportunity to continue solving scenarios and deepen their knowledge and skills in the field of media literacy.

Emphasizing Data Processing During the Training

Before requesting the signed document of consent from the parents or guardians of minors to participate in the training, the mentor should ask the audience if they ever read the terms of service of apps like TikTok or Instagram. This is an excellent opportunity to discuss data leak risks and privacy protection in everyday environments. The mentor is recommended to emphasize that this document guarantees compliance with GDPR (General Data Protection Regulation) requirements—the names and email addresses collected on the platform will be used exclusively to record learning progress and issue certificates. The data will not be used to train artificial intelligence models or transferred to third parties.

Anonymized Statistics and Digital Well-Being

When discussing the knowledge assessment questionnaires filled out before and after the training, it is important to emphasize digital well-being and a safe environment. The youth worker should explain that these questionnaires are anonymized and intended solely for statistical analysis.

Regarding Photography and Filming

The section concerning consent for photographing and filming participants during the training is an ideal place to incorporate Ema's narrative. The mentor can ask how the young people feel when someone uploads their photo to social media without permission. This point allows the teenagers themselves and their parents to control their digital footprint. If a young person does not wish to be visible in the official communication of the international consortium, their decision will be respected. Right here, the mentor can mention the risks of deepfakes and explain why it is critically important to know where and how your image is being used.

Adaptation of Training Duration

Youth organizations, libraries, or schools operate with different resources and daily activities, which is why several training methods with varying durations are proposed.



The “Intensive Sprint” (One-Day Pilot) Model (1 day, 4-8 academic hours)

- **Who is it for?**
Motivated groups, camps, or intensive weekend seminars where a continuous block of time is available.
- **Process.**
Young people complete one or two carefully selected scenarios in a single day (with breaks). The mentor selects one important scenario for the morning session (for example, analysing Ema's encounter with the pressure created by beauty filters) and a corresponding practical creative task (e.g., creating a safety poster) in the afternoon. If an 8-academic-hour training session is organized, then one scenario is solved in the morning session, and a second scenario is addressed in the afternoon session. The training concludes with a joint reflection and the presentation of certificates.
- **Advantage**
Minimal risk of teenagers “dropping out” of the program—full attention is maintained for one day, and there is no need to plan long-term meetings.

The recommended agenda for a one-day training is presented below. The example integrates the character of Ema in order to deconstruct the mechanisms of beauty filters and social media pressure. Any scenario can be chosen when organizing the training. The times are provided as preliminary estimates; the example demonstrates the completion of a single scenario adapted for after-school hours.

Time	Activity Stage	Actions of Mentor and Youth	Method
14:00-14:05	Registration and welcome	Participant arrival, attendance, consent check if needed, introduction to facilitators, overview of the day and explanation of respectful participation rules.	Welcome session
14:05-14:15	Icebreaker activity	“Ice-breaking” activity, familiarization (tips are provided in the next section).	Gamified activity
14:15-14:20	Introduction to the YouTHink course	Short explanation of the project, why media literacy matters, what participants will do and how Moodle will be used.	Short presentation
14:20-14:35	Moodle login and technical orientation	Participants log into Moodle, choose language version, check headphones, test video/audio and receive basic navigation instructions.	Guided technical setup
14:35-14:45	Pre-training questionnaire	Participants complete the pre-training questionnaire before beginning the learning activities.	Individual questionnaire
14:45-14:55	Short break	Reducing digital fatigue, stepping away from screens.	Break
14:55-15:05	Introduction (Narrative Hook)	The mentor introduces Ema's double life through a short introductory video. Young people are introduced to the learning goals.	Individual or pair work. Moodle task / practical activity
15:05-15:35	Simulation or other interactive activity	Young people individually make decisions on behalf of Ema when faced with pressure to retouch photos.	Individual or pair work. Moodle



Time	Activity Stage	Actions of Mentor and Youth	Method
	according to the task	Incorrect decisions lead back with a theoretical explanation.	task / practical activity
15:35-15:45	Short break	Reducing digital fatigue, stepping away from screens.	Break
15:45-16:05	Theory and game (Interactive Video / Image Hotspot, familiarization with theory)	Generative artificial intelligence tools and algorithms are analysed. Young people search for hidden traces of filters in Ema's photos by interactively marking them on the screen.	Individual or pair work. Moodle task / practical activity
16:05-16:20	Creative practice part 1 (Learning by Doing)	Teenagers use external tools, for example, creating an authentic digital immunity poster untouched by filters using Canva and uploading the result to Moodle.	Individual or pair work. Moodle task / practical activity
16:20-16:40	Short break	Reducing digital fatigue, stepping away from screens.	Break
16:40-17:25	Creative practice part 2 (Learning by Doing)	Teenagers use external tools, for example, creating an authentic digital immunity poster untouched by filters using Canva and uploading the result to Moodle.	Individual or pair work. Moodle task / practical activity
17:25-17:35	Short break	Reducing digital fatigue, stepping away from screens.	Break
17:35-17:55	Reflection and sharing (Moodle Forum / Instagram)	Young people share their posters, comment on at least one peer's work in the forum and, if they wish, share the result on social networks using the project hashtag.	Individual or pair work. Moodle task / practical activity
17:55-18:15	Knowledge check and Certification (Moodle Quiz)	The final 5-question test is taken. Upon reaching the 75% threshold and entering the hidden code, a micro-certificate is automatically generated.	Individual work. Moodle task
18:15-18:25	Post-training questionnaire	Participants complete the post-training questionnaire.	Individual questionnaire
18:25-18:30	Closing	Thank participants, explain next steps, certificates if applicable and dissemination/privacy reminders.	Closing remarks
18:30-18:40	Facilitator documentation	Facilitators finalise attendance, observation notes and immediate implementation reflections.	Internal facilitator task

The agenda presented above illustrates the implementation process of one selected scenario. It is necessary to note that although the net time of solving interactive content and tasks amounts to 4 academic hours (about 180 minutes), the real duration of the event is longer. It additionally includes time dedicated to familiarization, technical preparation, regular breaks to reduce digital fatigue, and the completion of mandatory questionnaires before and after the training.



If an organization decides to implement full-day training covering the analysis of two different scenarios, a cyclical principle is applied. In such a model, the first scenario is solved in the morning session (for example, analysing Ema's encounter with the pressure created by beauty filters), then a longer lunch break is taken to step away from screens, and the second scenario is delved into during the afternoon session. It must be emphasized that in this case, the basic administrative and introductory elements are not duplicated. Both the introduction to the "YouTHink" environment and the pre-training questionnaire are carried out at the beginning of the training, before starting the activities. In the exact same way, the closing procedures—the final general reflection, the post-training questionnaire, and the presentation of certificates—are organized only at the very end of the full day, summarizing the experiences and results of both analysed topics. It is extremely important for mentors to realistically plan the overall duration of the event. Although the net educational content of the two scenarios will amount to 8 academic hours, the actual training day will be significantly longer, since regular breaks every 45 minutes are mandatory for the prevention of digital fatigue, and an adequate time reserve must be provided for the introductory and closing surveying procedures.

The "Two-Day Pilot" Model (2 days of 4-6 academic hours each)

- **Who is it for?**
Regional groups, vulnerable youth, or when the aim is to test/teach more scenarios in greater detail. This model is highly recommended when working with participants who have mixed digital skills.
- **Process**
The first day is dedicated to the introduction, technical preparation, successful completion of at least one scenario, and the start of a second scenario. The second day is dedicated to finishing the second scenario and, if possible, a third scenario. The second day concludes with a comprehensive overview of the learning process (Peer sharing and feedback).
- **Advantage**
This approach allows mentors to work at a slower pace, build a deeper connection, and provide more personal support to those young people who need it.

The recommended agenda for the two-day training is presented below, concluding with the scenarios. The example combines the dynamics of Adam (security and social engineering) and Kristy (hidden advertising and status).

Day One: Cyber Alertness with Adam

Time	Activity Stage	Actions of Mentor and Youth	Method
14:00-14:05	Registration and welcome	Participant arrival, attendance, consent check if needed, introduction to facilitators, overview of the day and explanation of respectful participation rules.	Welcome session
14:05-14:15	Icebreaker activity	"Ice-breaking" activity, familiarization (tips are provided in the next section).	Gamified activity
14:15-14:20	Introduction to the YouTHink course	Short explanation of the project, why media literacy matters, what participants will do and how Moodle will be used.	Short presentation



Time	Activity Stage	Actions of Mentor and Youth	Method
14:20-14:35	Moodle login and technical orientation	Participants log into Moodle, choose language version, check headphones, test video/audio and receive basic navigation instructions.	Guided technical setup
14:35-14:45	Pre-training questionnaire	Participants complete the pre-training questionnaire before beginning the learning activities.	Individual questionnaire
14:45-14:55	Short break	Reducing digital fatigue, stepping away from screens.	Break
14:55-15:05	Introduction (Narrative Hook)	The mentor plays a short video on the screen about Adam's encounter with a spoofed call from teacher John (deepfake).	Individual or pair work. Moodle task / practical activity
15:05-15:35	Simulation or other interactive activity according to the task	Young people make decisions on behalf of Adam on their devices, learning to recognize social engineering and pressure attacks.	Individual or pair work. Moodle task / practical activity
15:35-15:45	Short break	Reducing digital fatigue, stepping away from screens.	Break
15:45-16:05	Theory and game (Interactive Video / Image Hotspot, familiarization with theory)	Biometric data and phishing are analysed by interactively answering questions that pop up in the video.	Individual or pair work. Moodle task / practical activity
16:05-16:20	Creative practice part 1 (Learning by Doing)	A digital detective investigation is carried out—using reverse image search, the authenticity of the provided photos is checked and errors are discovered.	Individual or pair work. Moodle task / practical activity
16:20-16:40	Short break	Reducing digital fatigue and informal communication.	Break
16:40-17:25	Creative practice part 2 (Learning by Doing)	A digital detective investigation is carried out—using reverse image search, the authenticity of the provided photos is checked and errors are discovered.	Individual or pair work. Moodle task / practical activity
17:25-17:35	Short break	Reducing digital fatigue, stepping away from screens.	Break
17:35-17:55	Reflection and sharing (Moodle Forum / Instagram)	Uploading the results of the detective investigation into the system and commenting on peers' findings in the forum.	Individual or pair work. Moodle task / practical activity
17:55-18:15	Knowledge check and Certification (Moodle Quiz)	A 5-question test from Adam's module is taken. Upon clearing the 75% threshold, a certificate is issued.	Individual work. Moodle task / practical activity



Time	Activity Stage	Actions of Mentor and Youth	Method
18:15-18:30	Preparing for day two	Wrap-up. The mentor briefly introduces tomorrow's topic and checks if all logins for the second module are working smoothly.	Closing

Day Two: Algorithms and the Search for Authenticity with Kristy

Time	Activity Stage	Actions of Mentor and Youth	Method
10:00 - 10:15	Welcome back and recap	Short recap of Day 1, participant questions and overview of Day 2. Warm-up game.	Group discussion
10:15-10:25	Second scenario activities. Introduction (Narrative Hook)	Kristy's desire to maintain a VIP image on social media and the constant competition for status are presented.	Individual or pair work. Moodle task / practical activity
10:25-10:55	Simulation (H5P Branching Scenario)	Teenagers navigate through the pitfalls of hidden advertising and peer pressure from influencers, seeing the consequences of Kristy's decisions.	Individual or pair work. Moodle task / practical activity
10:55-11:05	Short break	Reducing digital fatigue, stepping away from screens.	Break
11:05-11:35	Theory and game (Interactive Video / Image Hotspot, familiarization with theory)	Using interactive cards, participants learn about echo chambers and algorithmic personalization.	Individual or pair work. Moodle task / practical activity
11:35-11:50	Creative practice part 1 (Learning by Doing)	Young people test generative artificial intelligence tools themselves, specifically creating "deceptive" content to understand its creation mechanics from the inside.	Individual or pair work. Moodle task / practical activity
11:50-12:00	Break	Stepping away from screens before the practical task.	Break
12:00-12:45	Creative practice part 2 (Learning by Doing)	Young people test generative artificial intelligence tools themselves, specifically creating "deceptive" content to understand its creation mechanics from the inside.	Individual or pair work. Moodle task / practical activity
12:45-12:55	Break	Stepping away from screens before the practical task.	Break
12:55-13:15	Reflection and sharing (Moodle Forum / Instagram)	Uploading the results of the detective investigation into the system and commenting on peers' findings in the forum.	Individual or pair work. Moodle task / practical activity



Time	Activity Stage	Actions of Mentor and Youth	Method
13:25-13:40	Knowledge check and Certification (Moodle Quiz)	A 5-question test from Adam's module is taken. Upon clearing the 75% threshold, a certificate is issued.	Individual work. Moodle task
13:40-13:55	Review (Peer sharing & feedback)	A longer, joint reflection session covering both days. The mentor moderates a live discussion comparing Adam's and Kristy's situations and discussing the created works.	Individual or pair work. Moodle task / practical activity
13:55-14:05	Break	Stepping away from screens before the practical task.	Break
14:05-14:15	Post-training questionnaire	Participants complete the post-training questionnaire.	Individual questionnaire
14:15-14:30	Open feedback session	Participants provide feedback on the scenarios, Moodle, H5P activities, facilitation, difficulty level and relevance.	Group feedback
14:30-14:40	Certificates and closing	Certificates or Moodle completion confirmation, thank-you message, privacy/dissemination reminder and next steps.	Closing
14:40-14:50	Facilitator documentation	Facilitators finalise attendance, observation notes and immediate implementation reflections.	Internal facilitator task

Blended Learning ("Flipped Classroom") Model (Recommended for Long-Term Engagement)

- **Who is it for?**
Open youth centres, libraries, or other institutions where young people gather informally after school.
- **Process**
Young people complete part of the theoretical and interactive simulations independently at home or on their smart devices within the centre's spaces, as if playing a game. Live (or shorter, 1-2 hour) meetings with the mentor are reserved exclusively for reflection, discussing results, or carrying out joint creative tasks.
- **Advantage**
It reduces the duration of live meetings, grants autonomy to teenagers, and effectively utilizes the Moodle system's automated assessment and micro-certification.

The recommended blended training agenda is presented below, concluding with the scenarios. The example uses the character of Lukas, focusing on the ethical use of artificial intelligence for creativity.

Synchronous Part (Live Meeting with the Mentor, ~60 min.)

This short meeting is dedicated to technical and administrative preparation as well as the introduction to the training.

Time	Activity Stage	Actions of Mentor and Youth	Method
14:00-14:05	Registration and welcome	Participant arrival, attendance, consent check if needed, introduction to facilitators, overview of the day and explanation of respectful participation rules.	Welcome session
14:05-14:15	Icebreaker activity	"Ice-breaking" activity, familiarization (tips are provided in the next section).	Gamified activity
14:15-14:20	Introduction to the YouTHink course	Short explanation of the project, why media literacy matters, what participants will do and how Moodle will be used.	Short presentation
14:20-14:35	Moodle login and technical orientation	Participants log into Moodle, choose language version, check headphones, test video/audio and receive basic navigation instructions.	Guided technical setup
14:35-14:45	Pre-training questionnaire	Participants complete the pre-training questionnaire before beginning the learning activities.	Individual questionnaire
14:45-15:00	Summary, questions and answers	The mentor answers the participants' questions. If there are no questions, the mentor summarizes the meeting and provides useful tips. The mentor provides guidelines on how much time the learners should dedicate to completing the scenario independently, as well as what to do if they have questions and how to contact the mentor.	Summary



Asynchronous Part (Independent Work at Home or at the Centre, ~120 min.)

Young people complete this part at any time convenient for them before the face-to-face meeting.

Time	Activity Stage	Actions of Mentor and Youth	Method
~10 min.	Introduction (Narrative Hook)	The learner watches a video about Lukas, who uses technology to create K-pop dance content without the pressure to look perfect.	Individual work. Moodle task
~30 min.	Simulation or other interactive activity according to the task	The learner independently solves dilemmas regarding copyright, plagiarism, and ethical digital creation.	Individual work. Moodle task
~20 min.	Theory and game (Interactive Video / Image Hotspot, familiarization with theory)	An instructional video with pauses is watched, requiring the participant to answer questions about the correct use of artificial intelligence.	Individual work. Moodle task
~60 min.	Independent Practice (Learning by Doing)	A real digital product is created (for example, generating an original soundtrack for a video). The file is uploaded to the Moodle assignment section.	Individual work. Moodle task
~20 min.	Reflection and sharing (Moodle Forum / Instagram)	Uploading the completed works into the system and commenting on peers' findings in the forum.	Individual or pair work. Moodle task / practical activity

Synchronous Part (Live Meeting with the Mentor, 60-90 min.)

The meeting takes place in a physical space or during a video call.

Time	Activity Stage	Actions of Mentor and Youth	Method
16:00-16:45	Debriefing and results review	The mentor displays the works independently created by the young people on the screen. A live discussion takes place regarding where the line is between a digital tool as a helper and as a substitute for human creativity, based on Lukas's perspective.	Discussion
16:45-17:15	Forum and social media sharing	Young people read each other's reflections live on the Moodle forum and, if they wish, share their best works on their Instagram accounts using the project hashtags.	Discussion
17:15-17:30	Knowledge check and Certification	Everyone takes the final 5-question test simultaneously on their devices. Upon reaching the 75% threshold, certificates are issued.	Individual work. Moodle task
17:30-17:40	Post-training questionnaire	Participants complete the post-training questionnaire.	Individual questionnaire
17:40-17:55	Open feedback session	Participants provide feedback on the scenarios, Moodle, H5P activities, facilitation, difficulty level and relevance.	Group feedback
17:55-18:00	Certificates and closing	Certificates or Moodle completion confirmation, thank-you message, privacy/dissemination reminder and next steps.	Closing
18:00-18:10	Facilitator documentation	Facilitators finalise attendance, observation notes and immediate implementation reflections.	Internal facilitator task



The Dynamics of the First Meeting: How to Break the Ice?

Since the training can take place in a face-to-face, remote, or blended format, the first meeting must immediately stimulate curiosity and build an equal connection. Try ice-breaking activities aligned with media literacy themes that connect directly to the course scenarios.

The recommended game is “Two Truths and One AI Fake.” Ask the young people to introduce themselves, either live in a circle or during a video call, by presenting three facts about themselves. One of these facts must be made up by artificial intelligence (for example, a generated impressive hobby) or heavily embellished in order to create a perfect but unrealistic image. The task of the rest of the group—by paying attention to details and applying critical evaluation—is to guess what is the truth and what is a clever digital illusion.

This activity not only relaxes the atmosphere but also serves as an excellent methodological tool. At the end of the game, the mentor can organically summarize: “It is precisely these perfect, yet often fake images and attempts to separate the truth from digital manipulation that we will soon encounter. In the interactive simulations, you will meet peers who experience very similar dilemmas on social media.”

Another effective way to engage the group is the joint creation of a “Digital Manifesto.” Instead of imposing rules from above regarding behaviour in the Moodle forums, invite the young people themselves to decide what kind of communication they expect. Using tools like Mentimeter, Padlet, or Slido in a remote format, or a simple whiteboard in a live meeting, let them anonymously or openly write down what irritates them the most in online discussions and how they would like to communicate during this course. In this way, they will form a safe space themselves, based on the positive spirit of community demonstrated by Lukas, and will feel a greater personal responsibility to adhere to it.

Green Practice Recommendations During the Training

The “YouTHink” project not only develops teenagers' critical thinking but also shapes a responsible attitude toward the environment. Implementing a zero-waste vision and rejecting plastic while organizing pilot training and dissemination events means that the use of single-use plastic products is avoided.

In event spaces, it is recommended to set up clearly marked waste sorting stations and explain correct waste sorting to the teenagers. This practice can be perfectly illustrated in the training by using the character of Lukas—as a community-minded and positive creator, he can naturally set an example for his peers by rejecting excessive packaging.

If catering is organized during the training, it is recommended to offer local and seasonal food to the participants, giving special priority to vegetarian or vegan dishes.



2.4.4. SUPPORTING DIFFERENT AGE GROUPS

The training materials are designed for the full 14-19 age range, but you may need to differentiate your support:

Age Group	Mentor Tips
14-15 years	Offer more check-ins. Encourage Explorer task options. Pair with an older participant if possible.
16-17 years	Encourage independent work. Prompt critical discussion in the reflection forum.
18-19 years	Encourage the Pro/Advanced task. Invite them to mentor younger participants. Ask them to share mature perspectives in the forum.
Vulnerable youth	Ensure privacy is respected. Do not pressure sharing on social media. Offer individual check-ins. Have support contacts ready.

2.4.5. FACILITATION TIPS FOR GROUP DISCUSSIONS

Zero Tolerance for Harmful Content and Ethical Standards

Open discussion and sharing created digital products during the “YouTHink” training must have clear, pre-discussed boundaries. Since the scenarios cover highly sensitive teenage topics—ranging from technology addiction and insomnia to body image issues caused by unrealistic, AI-driven filters characteristic of Ema—it is your duty as a mentor to ensure maximum emotional safety. Before beginning the work, it is essential to remind the students of the principles of digital citizenship and ethics.

When creating content, even when investigating the mechanisms of disinformation or fakes for educational purposes, zero tolerance is applied to harmful, offensive, or realistically threatening information. The forum space must remain an absolutely safe learning community. Any attempt to use generative tools for bullying—for example, manipulating the images of teacher John, Adam, Ema, or real classmates for the purpose of mockery—is strictly forbidden.

At the same time, it is necessary to cultivate habits of digital transparency. When uploading their practical tasks to the Moodle forum or Instagram, young people must clearly state which AI tools (such as Canva Magic Design or Copilot) they used and how they formulated their prompts. Such openness not only prevents plagiarism but also teaches them to take responsibility for their digital footprint.

To ensure this safety, it is very important to respect the privacy boundaries of young people and not demand excessive personal publicity. If a student, for privacy reasons, does not wish to share their practical work, such as a personal digital well-being plan, on a public Instagram account, always offer an alternative—allow them to upload a screenshot or a file exclusively to the private Moodle assignment zone, where it will be seen only by the mentor and fellow students.

Finally, one of your most important tasks is the normalization of mistakes. Deliberately emphasize the endings of branching simulations that lead to negative consequences as the most valuable research material. For example, when Adam yields to the panic pressure built by Lukas and Kristy and surrenders the server password to cyber scammers, use this for discussion. Ask the young



people how they feel seeing that even a technologically literate and sceptical Adam made a mistake due to the manipulation of authority and peer pressure. This approach removes the fear of personal failure and demonstrates that anyone can succumb to manipulation in the digital space, and that the most important thing is knowing how to analyse those situations.

Tips for Moderating Discussions

Discussions about social media often provoke a style of online communication typical of teenagers, dominated by sarcasm, elements of cancel culture, or personal attacks. Below are several recommendations for managing discussions.

Redirecting Reactions from the Individual to the System

When teenagers start using terms like “cringe” or mocking expressions while evaluating the characters' behaviour (for example, criticizing Kristy's desire to show off with luxury brands), it is recommended to immediately reorient the discussion toward the analysis of algorithmic mechanics. Instead of allowing the group to judge the character, encourage them to become researchers: ask how social media design rewards such behaviour and why it is financially beneficial for platforms to keep users in a state of constant comparison.

Argumentation Based on Facts, Not Internet Jargon

In the virtual Moodle forums or live sessions, introduce a rule that every piece of criticism must have a logical basis. Suggest that the teenagers apply Adam's “Silent Skeptic” approach—reacting with a fact rather than an emotion. Ask them to reason out what specific social engineering trick or manipulation they noticed in the situation under discussion.

Use Open-Ended Questions and Encourage Reflection

Avoid correcting the participants' mistakes immediately. Instead, allow them to reason things out:

- “What would you have done differently from this character in this situation?”
- “Have you seen similar situations in real life or in your own feed?”
- “Why do you think Kristy is acting this way?”

Moderating Peer Review

When carrying out creative tasks where young people comment on each other's work (for example, Canva posters or AI-generated images), apply Lukas's “Positive Creator” standard. Feedback must be formulated not by evaluating the author's abilities, but by analysing the work itself. Each comment in the forum should highlight one technically successful element (for example, a perfectly applied reverse image search) and one aspect that could be improved.

Neutralizing Trolling Educationally

If a participant deliberately provokes the group during a discussion, the mentor should not engage in a personal conflict or publicly shame them. It is worth neutralizing such behaviour by turning it into a live example. The mentor can calmly note that such a provocative comment perfectly reflects the operating principle of clickbait algorithms—the aim to trigger a strong, impulsive emotion to attract attention. Such an academic framing of the situation usually deflates the provocateur's enthusiasm immediately and returns the group's attention to the main topic.



The Fault-Redirection Tactic and Preserving Teenagers' Self-Esteem

The mentor should use a “fault-redirecting” tactic. For example, when analysing the “Sleep Deprivation – I’m so sleepy...” scenario, it is essential to deconstruct the gamification elements of apps so that teenagers clearly see that the inability to pull away from the screen late at night is not their personal lack of willpower. It is a deliberately programmed, algorithm-based attention retention industry. The mentor's task is to help the young person recognize these manipulative design choices. Realizing that you are not a passive victim, but rather the target of a purposefully constructed system, builds a solid self-confidence based on the ability to consciously disengage and regain control over your own time and decisions.

A similar approach is essential when working with Ema's or Kristy's scenarios, where unrealistic beauty standards and the pursuit of status are examined. Instead of asking why young people compare themselves to others, the mentor should shift the axis of the discussion: “Who benefits financially when we feel not good enough without this new AI beauty filter or exclusive purchase?”. Such purposeful formulation of questions removes personal shame, prevents young people from taking the blame for natural emotional reactions to synthetic stimuli, and helps build a healthy, authentic relationship with themselves in the digital space.

2.4.6. FACILITATION DO'S AND DON'TS

Do:

- Establish ground rules at the start: no judgment, no pressure to share publicly, wrong answers are learning moments.
- Use open questions during the reflection: “Does this actually happen in real life?” rather than “What did you learn?”
- Invite older participants to share their perspective in the forum for younger ones to read.
- Keep a brief running observation log throughout the day – it feeds directly into your report.
- Have an offline backup activity ready: a printed scenario summary and a group discussion work well. Note the issue in your report.

Don't:

- Correct participants mid-scenario, let the branching scenario do the teaching
- Pressure anyone to share their practical task on Instagram. Stage 5 is always optional.
- Move on from the reflection too quickly. It is often where the most meaningful learning surfaces.
- Leave the post-questionnaire to the very end when participants are tired and rushing out.



2.4.7. HOW TO REPLICATE THE TRAINING

After the pilot phase, the full YouTHink training package will be freely available on the project website and Moodle platform. To replicate the training in your organisation:

- 1 Access the training materials at <https://moodle-youthink.eu> or the project website
- 2 Read this Methodological Guidance document (all three parts)
- 3 Identify your target group (14-19 year-olds; ideally at least 10 participants)
- 4 Prepare the venue, devices, and Moodle accounts
- 5 Follow the Mentor Guide for facilitation
- 6 Collect pre/post questionnaire data and share results with the project network

2.4.8. ADAPTING FOR YOUR CONTEXT

The scenarios are available in Slovenian, French, Lithuanian, Italian, and Portuguese, as well as English. When adapting for your context:

- You may select a subset of scenarios relevant to your group's current needs
- You can deliver scenarios over multiple shorter sessions rather than a single full day
- The practical tasks can be adapted to use local tools or platforms familiar to your participants
- If you develop new scenarios, contact the project consortium to discuss adding them to the shared library

3. PART III: MULTIPLIER GUIDANCE

The "YouTHink" training material, consisting of 17 scenarios, is designed not as a closed commercial product, but as a sustainable, freely evolving ecosystem. All methodology used and tools created during the pilot training function as open educational resources (OER), granting educational institutions, public libraries, and youth centres the freedom to adopt and adapt the content for their communities. To empower youth workers and educators to develop the media literacy and critical thinking of 14-19-year-old teenagers, this section provides seven essential recommendations on how to use the "YouTHink" training material within your organizations.

3.1. METHODOLOGICAL GUIDELINES FOR MULTIPLIERS

3.1.1. LEGAL FLEXIBILITY AND FREEDOM OF ADAPTATION

The training material is created under a Creative Commons (CC BY-NC-SA) license. For stakeholders, this means they have the legal right to adapt, modify, and use all created content for non-commercial purposes, provided that authorship is credited and their modifications are shared under the exact same terms. This decision eliminates any bureaucratic barriers—organizations are free to take the existing stories of the "YouTHink" characters and modify them, taking into account the specifics of teenagers in their region or emerging new cyber threats.

In practice, this works as an open-source educational engine. For example, if teenagers in your region are facing a new wave of scams where voice cloning is used on a massive scale, you do not need to create a training from scratch. You can upload an illustration of any "YouTHink" character into an AI environment, use prompts to illustrate your narrative, and supplement the training material with a new story. Using animation environments like HeyGen, you can animate the characters, selecting youthful and similar-sounding voices for them.

It is equally possible to react to visual trends with the same flexibility. When a new real-time beauty filter that heavily distorts body image becomes popular on platforms like TikTok or Instagram, youth workers can instantly update Ema's narrative. There is no need to wait for any permission from the project consortium—it is enough to generate new visual examples illustrating precisely that latest trend, replace the old images with them, and credit the authors of the project. This ensures that the training material never becomes obsolete and constantly pulses to the same rhythm as the digital daily life of teenagers.

3.1.2. GUIDELINES FOR USING THE YOUTHINK CHARACTERS IN OTHER SITUATIONS

If stakeholders decide to use the "YouTHink" characters, it is important to preserve the psychological dynamics created for the four characters, though the external cultural or technological shell can be flexibly modified. Below are the guidelines regarding the personal traits of each "YouTHink" character and their application.

A successful transfer of Ema's archetype into a new environment requires maintaining the contrast between her internal exhaustion and external glamour. Stakeholders should not alter her essence as an influencer living a "double life." Instead, it is recommended to update the platforms or content formats she uses in accordance with the latest trends.

In the case of Kristy, who personifies the pursuit of status and consumerism, it is essential to adapt the symbols of elitism she uses. What appears as an unattainable standard for teenagers



in one region might have no effect elsewhere. Multipliers must identify which brands, activities, or social signals trigger the greatest fear of missing out (FOMO) within their community. If Kristy emphasizes horseback riding in the original scenario, this can be changed to expensive niche concerts or specific fashion attributes in another country. Her behavioural engine, based on arrogance that conceals internal insecurity, must remain the central axis when discussing hidden advertising and algorithm-driven pressure.

Lukas is a reflection of positive digital identity and authentic creativity. When adapting this character, his K-pop dancing hobby can be freely changed to any other active, community-based activity that aligns with the interests of local youth—from skateboarding to digital art workshops. The main recommendation for stakeholders is to show precisely how Lukas uses technology. He must remain a character who utilizes artificial intelligence tools exclusively for generating ideas or facilitating creative processes, rather than for manipulating his own image.

Adam's archetype is the anchor of critical thinking in the entire training system. True self-confidence for this character stems from the ability to analyse facts, evaluate sources, and recognize manipulations, rather than from seeking social validation online. When adapting Adam's scenarios, organizations are recommended to integrate the freshest cyber threats specific to that region. When analysing scam schemes, imitations of local delivery services or popular platforms can be incorporated into Adam's stories, which Adam consistently analyses, thereby maintaining his function as a silent but perceptive analyst.

3.1.3. INSTITUTIONAL INTEGRATION STRATEGIES AND FLEXIBLE FORMATS

Non-formal education institutions, youth centres, libraries, and non-governmental organizations can flexibly integrate “YouTHink” training material into their daily activities. Stakeholders wishing to apply the branching scenarios and interactive tasks can register and adapt the platform's resources by organizing various types of sessions, depending on their technical capabilities and the availability of youth workers. To ensure maximum engagement, institutions are recommended to choose one of three adaptation formats.

The Intensive Session or “Sprint” Model for Summer Camps and Hackathons

This is a continuous, dynamic 180-minute format, ideally suited for live events or camps. Here, the youth worker acts as an active facilitator, guiding the group through the entire process, from a short, animated presentation of the problem to the practical creative task. Instead of prior preparation, teenagers spend 60 minutes on-site completing a digital content creation challenge. For example, when exploring the “Virtual friendship trap” scenario, they can utilize Canva tools to create a personal digital boundaries strategy reflecting Lukas's archetype and immediately present it to the group. Here, it is especially important to leverage the dynamics of age differences—older (18-19-year-old) participants are encouraged to share more mature, experience-based insights in the Moodle forums, from which younger 14-year-olds naturally learn, thereby creating a sustainable peer-learning network.

The Autonomous Learning Model for Open Youth Spaces and Libraries

This format is designed for spaces where teenagers come to spend their leisure time without a strict structure. The library staff member or mentor does not need to lead a lesson—the main function is to provide the computer equipment and direct the young people to the “YouTHink” learning environment. Students independently go through their chosen modules, complete H5P interactive video tasks, and take tests. The system operates on an automated assessment principle,



so once a score of 75% correct answers is achieved on the final test, the platform automatically generates a certificate. This allows young people, for example, to independently try out deepfake recognition simulations inspired by Adam's archetype, without placing any additional assessment workload on youth workers.

The Blended Learning (“Flipped Classroom”) Format for Long-Term Clubs

When organizations run consistent programs lasting several months, it is most effective to apply the flipped classroom model. Teenagers log into the Moodle platform independently from home, review the theory through interactive H5P books, and master the branching decision scenarios. Upon attending the face-to-face meeting, the entire time is dedicated exclusively to deeper discussions regarding media manipulations and the execution of the main digital task, thereby maximizing the value of live interaction with optimal efficiency.

Administrative Responsibility and Data Protection

Regardless of the chosen format, when organizing training beyond the scope of the original project, stakeholders must thoroughly familiarize themselves with the methodological guidelines for mentors. In accordance with the legal regulations in force in the respective country, organizers must obtain official consent from parents or guardians allowing minors to register and use the “YouTHink” Moodle platform, thereby guaranteeing strict implementation of personal data protection requirements.

3.1.4. MODULARITY AND SYNERGY WITH AI TOOLS

The training architecture is modular, allowing for a personalized learning path. Organizations are not obligated to use the entire long course—they can select and integrate only those challenges that are most relevant at the time, such as only Lukas's module on healthy technology use. Furthermore, this open structure naturally encourages stakeholders themselves to update the learning material using contemporary generative artificial intelligence tools. To create new visual, audio, or video situations, platforms like Canva Magic Studio, HeyGen (for character video synthesis), or Suno (for generating background soundtracks) can be freely utilized, thereby ensuring that the training material always reflects the latest technological trends and remains visually and interactively appealing to Generation Z.

3.1.5. ETHICAL EXPANSION, DATA SECURITY, AND COMPLIANCE WITH EU REGULATIONS

By expanding the “YouTHink” model and independently modifying the training content, organizations enter the sensitive territory of digital ethics. Since generative artificial intelligence tools are actively utilized in practical tasks, stakeholders must ensure compliance with the European Union's General Data Protection Regulation (GDPR) and the AI Act. These standards are essential to protect the privacy of minors and to cultivate a culture of digital resilience.

To ensure cybersecurity and compliance with GDPR requirements, youth workers and educators must under no circumstances use the real biometric data—such as photos or audio recordings—of real students when creating new interactive simulations with platforms like HeyGen, ElevenLabs, or other external solutions. All created examples of scam schemes, identity thefts, or deepfakes, which will later be analysed during the training by characters like Adam, must be generated exclusively from synthetic data of non-existent persons. This develops analytical critical thinking in youth centres while eliminating any risk of data leaks or misuse for the teenagers themselves.



When creating or updating content with AI platforms—for example, generating visuals via Canva Magic Studio, creating soundtracks with Suno, or forming texts with ChatGPT and Copilot—the principle of transparency reflecting the provisions of the AI Act must be observed. Organizations must take responsibility and clearly label synthetic content. The good practice established in the “YouTHink” methodology requires a standardized disclaimer to be provided at the end of each updated scenario, in the footnotes of an interactive video or a digital book. It must specify which specific AI models were used to modify the content and confirm that the material has passed a human-conducted contextualization and ethical evaluation filter.

Protection of copyright and intellectual property also requires particular attention. The YouTHink methodological guidance and original training materials are made available under the Creative Commons Attribution-NonCommercial-ShareAlike licence (CC BY-NC-SA). This licence allows youth organisations, schools, educators and other stakeholders to copy, distribute, translate, adapt and build upon the materials for non-commercial educational purposes.

When reusing or adapting YouTHink materials, users must:

- clearly acknowledge the YouTHink project and the original authors or project partners;
- refer to the applicable CC BY-NC-SA licence;
- indicate whether the original material has been translated, modified or expanded;
- use the material only for non-commercial purposes; and
- distribute adapted versions under the same CC BY-NC-SA licence.

For example, organisations may translate a scenario, adapt it to their national or local context, replace an activity with a locally relevant example, or create a new scenario based on the YouTHink methodology. Adapted materials must preserve appropriate attribution and remain available for further non-commercial reuse under the same conditions.

The Creative Commons licence applies only to original content produced by the YouTHink project. Third-party photographs, illustrations, videos, music, fonts, logos and other materials may be subject to separate licence conditions and must not be reused unless permission or an appropriate licence has been confirmed. When adding new visual or audiovisual elements, organisations should use original content, authorized royalty-free resources, public-domain materials, or content made available under compatible open licences. The relevant author, source and licence should be recorded wherever attribution is required.

Content generated with artificial intelligence may be incorporated only when its use is permitted by the relevant platform’s terms and does not infringe copyright, personal-data rights or other third-party rights. AI-generated or AI-modified content must be clearly identified, reviewed by a human and documented in accordance with the transparency requirements described above. The YouTHink name, visual identity and project logos must also be used in accordance with the project’s visual identity guidelines and must not imply official endorsement of an independently modified resource.



3.1.6. DIGITAL ECOLOGY AND SUSTAINABLE PRACTICE

The sixth element of the “YouTHink” methodology requires embedding standards of sustainability and digital ecology into organizational activities. When deploying this educational model in new institutions, stakeholders are encouraged to adopt not only the technological or narrative content but also a comprehensive “green” culture.

When replicating pilot training or organizing dissemination events, the complete rejection of printed documents is emphasized. All methodological guidelines and training materials must be created, stored, and transmitted digitally in the cloud. Traditional paper certificates are entirely replaced on the Moodle platform by automatically generated completion badges.

During physical meetings, creative workshops, or camps, organizers must guide themselves by Zero Waste principles. This means rejecting single-use plastic products, providing convenient sorting bins, and directly promoting ecological awareness among teenagers. When planning catering during such events, priority should be given to local, seasonal, and vegetarian or vegan food, strictly controlling the risks of food waste. If youth centres or schools decide to motivate teenagers with physical gifts or souvenirs, these must be made exclusively from recycled materials.

3.1.7. KNOWLEDGE CHANGE ASSESSMENT AND FEEDBACK COLLECTION

When organizing training, institutions and youth workers play an important role in measuring the real educational impact on the target group. Stakeholders must ensure that teenagers and the educators themselves fill out standardized evaluation questionnaires before and after the training sessions. This tool allows for an objective measurement of how the participants' abilities to recognize deepfakes, fake news, and social engineering pitfalls have changed, and how their confidence in safely and responsibly creating content has grown.

Qualitative and quantitative feedback is critically important for quality assurance—the aim is for at least 80 percent of pilot training participants to complete these surveys, thereby ensuring statistical reliability. The collected data are used not only for project reports but also for direct content improvement, allowing the “YouTHink” course to be flexibly adapted to changing digital trends and the needs of teenagers.

3.2. DISSEMINATION CHANNELS AND PUBLIC RELATIONS PLATFORMS

The successful transfer of the “YouTHink” model is not limited solely to conducting training in a physical or virtual classroom—institutions adopting this methodology must become active ambassadors of media literacy culture in the digital space. To ensure unified international communication and promote organic teenage engagement, clear guidelines on visual identity and networking are provided to all organizations adapting the program.

One of the most important elements in shaping a common European youth network is for stakeholders to join the official project Instagram community and integrate mandatory hashtags (especially #YouTHinkChallenge) and the official account @YouTHinkProject into all external communication. Stakeholders are encouraged not only to follow project news and publicize moments from training or camps themselves but also to motivate the teenagers themselves to share the results of their practical “Learning by Doing” tasks. For example, after completing the positive digital identity module with Lukas, participants publicize their authentic creations, untouched by filters, on their personal Instagram accounts (usually in Story format), adding the aforementioned hashtag and tagging the project account @YouTHinkProject. This viral



dissemination mechanism, which redirects traffic to the central project profile, allows for the monitoring of the real impact of the project on an international scale and naturally attracts the attention of peers.

When preparing invitations to training, press releases, or social media visuals, organizations must maintain a mature “Young Adult” aesthetic and avoid childish animations that would alienate the 14-19 target group. In communication, it is recommended to use the recognizable faces of the project—for example, integrating the character of Adam, who views intriguing but fake news sceptically, into the event announcement.



ANNEXES

Annex 1. Parental / Guardian Consent Form

[Logo of the organization conducting the training]

PARENTAL / GUARDIAN CONSENT FOR THE PARTICIPATION OF A MINOR IN THE "YOUTHINK" PROJECT AND THE PROCESSING OF PERSONAL DATA

"YouTHink" (project no. 2024-1-LT02-KA220-YOU-000251256) is an initiative funded by the European Union's Erasmus+ program, aimed at developing the media literacy and critical thinking of 14-19-year-old youth. Utilizing the interactive Moodle learning platform, young people will engage in practical simulations and learn to recognize disinformation, social engineering, and artificial intelligence-generated content.

Participant (Minor) Information:

First name, last name: _____

Date of birth: _____

Please read the sections below carefully and confirm your consent by ticking the boxes below:

☐ Registration and work on the Moodle platform*

I agree to allow my child (ward) to participate in the "YouTHink" training, which consists of face-to-face (or blended) sessions and work in the digital space. I confirm that my child's first name, last name, and email address may be processed to create a personal account in the Moodle learning environment. This data will be used solely for tracking learning progress and generating a personalized certificate upon completion of the course.

☐ Training impact assessment (Questionnaires)*

I agree to allow my child to fill out media literacy knowledge and skills assessment questionnaires before the training begins and after it ends. I understand that this data will be anonymized and used exclusively for statistical analysis to evaluate the overall effectiveness of the training methodology and the project's impact indicators.

☐ Consent for photography and filming (Optional)

To publicize the project's results and share good practices across Europe, photography and filming may take place during training and closing events. I agree to allow the image of my child or ward (photos, videos) to be used on the project website, social networks (e.g., Instagram, Facebook), and the official dissemination platforms of the organizers.

Your Rights and Data Protection:

All personal data are processed in compliance with the General Data Protection Regulation (GDPR). The data will be stored only for as long as required by the European Commission's project administration and audit rules. You have the right at any time to request access to the processed data, demand its rectification or deletion, by contacting us via email at: [Insert email address].

Parent / Guardian first name, last name: _____

Signature: _____

Date: _____

* Mandatory fields to be filled out for your child or ward to participate in the "YouTHink" project training.





Annex 2. YouTHink Pre-Training Questionnaire for Young People

Before you dive into the YouTHink scenarios, please take about 10 minutes to complete this short questionnaire. Its purpose is to help us understand which topics interest you the most and what digital resilience skills you already have.

Your responses will be used strictly for the research purposes of the YouTHink project and analysed only within anonymized, aggregated statistics at the pilot training level across Lithuania, Portugal, Italy, Slovenia, and Switzerland. This questionnaire has absolutely no impact on your school grades or your ability to finish the scenario. There are no wrong opinions here, so please answer as honestly as possible!

PART I: Profile Data

Age:

- 14
- 15
- 16
- 17
- 18
- 19

Gender:

- Girl
- Boy
- Prefer not to say

Country:

- Lithuania
- Portugal
- Slovenia
- Italy
- Switzerland
- Other

Location where you live:

- Metropolitan area (e.g., capital city or a major regional centre)
- Town / District centre
- Remote area (e.g., small town, village, isolated homestead)

On average, how many hours per day do you spend online?

- Up to 2 hours
- 2-4 hours
- 4-6 hours
- More than 6 hours



PART II: How Do You Rate Your Digital Skills?

Please indicate how much you agree with the following statements, where: 1 - Completely disagree, 2 - Somewhat disagree, 3 - Neither agree nor disagree, 4 - Somewhat agree, 5 - Completely agree.

Statement	1	2	3	4	5
I am able to recognize fake news online.					
I recognize when an image or video has been faked / manipulated.					
I understand the principles behind how artificial intelligence generates text or photos.					
Before sharing information online, I always verify its source and facts.					
I understand how social media algorithms work to select content for my feed.					
I feel confident evaluating whether information online is reliable.					

PART III: Digital Resilience Situations and Concepts

What is fake news?

- Any news whose opinion I personally disagree with.
- Deliberately created and disseminated misleading or entirely fabricated information.
- All news that people publish on social networks.
- I don't know.

What best describes a deepfake?

- A personal account hijacked and locked by hackers.
- An artificial intelligence-generated video or audio recording that looks like the real behavior of an actual person.
- An internet virus spreading through fake online stores.
- I don't know.

Which information source online is usually the most reliable?

- An anonymous post in a local Discord or Facebook group.
- An official news organization verified by professional journalists and editors.
- A popular influencer sharing personal insights.



- A chain message that friends forward to each other on a massive scale.

What is the most important thing to do before sharing intriguing information online?

- Share it instantly while the news is still "hot" and relevant.
- Evaluate the facts, check the primary source, and ensure its reliability.
- Ask friends in a group chat if they believe it.
- Nothing, because whoever wrote it first is responsible for the accuracy of the information.

How should we evaluate artificial intelligence (AI) generated content?

- Always trust it blindly, because machines do not make human errors.
- Never trust it and avoid using it completely.
- Evaluate it critically, checking the facts and potential algorithmic "hallucinations."
- Automatically share it with others, as it is a modern technology trend.

Which option is an example of social engineering?

- Analysis of a weather forecast on a digital portal.
- A deceptive email (phishing) that attempts to trick you out of your login credentials.
- An educational article about cybersecurity on a school webpage.
- An online game that you play together with friends.

Why do social media platforms use algorithms?

- To recommend content that will interest you the most and keep you on the platform.
- To automatically delete all videos uploaded by young people.
- To help users learn how to code websites faster.
- To I don't know.

What is misinformation?

- Information that is incorrect but shared accidentally, without any intent to cause harm.
- Data based on scientific research and experiments.
- Professionally verified and officially confirmed news.
- Educational content placed within the Moodle environment.

Which sign can reveal that content seen online is manipulated or fake?

- A sensational, shocking headline (clickbait).
- No official information source or author is specified.
- The text uses overly emotional language designed to provoke anger or fear.
- All of the above signs.

What should you do if you are not entirely sure whether a news item found online is true?

- Share it anyway—if it's a lie, friends will correct it in the comments.
- Verify this information across several independent and reliable sources.
- Completely stop reading any news and unregister from the platforms.



- Blindly trust the first comment written under that post.

Thank you for your time! Good luck with solving the scenarios.

Note for Organizers:

The questionnaire items are distributed according to the scenarios and the specific insights they will provide during analysis:

AI-Generated Content and Fakes. Questions 7, 10, and 14 directly test whether young people theoretically understand generative models and are able to spot the traces left by synthetic content. This data will show baseline readiness for missions such as "Something's Off", "AI traps on social media", "Masterpiece... or Machine?", and "How AI stole my style", where heroes have to evaluate fakes or solve AI authorship dilemmas.

Information Literacy and Source Evaluation. Questions 6, 8, 9, and 15 measure the baseline depth of critical thinking. They show whether young people can distinguish facts from opinions, apply deeper research, and compare sources. This directly correlates with the "Source Safari" and "Burst your bubble" scenarios, which examine online fact-checking and algorithm-created echo chambers.

Cybersecurity and Social Engineering. Questions 11 and 14 test youth resilience to the psychological attacks used by internet scammers manipulating authority, urgency, or enticing financial gains. The answers obtained will help identify vulnerabilities before starting modules like "The Fake Scholarship", "Don't Play Yourself", "Give us money", and "Simulated Online Shopping", where heroes Kristy and Adam encounter deceptive phishing emails or fake online stores.

Digital Footprint and Data Protection. The remaining guidelines on privacy rules and online disclosure show how teenagers handle their own personal data. This block helps assess baseline preparation for modules like "All Public... All The Time" or "Virtual friendship trap", in which the characters tackle the longevity of digital identity and setting personal boundaries online.

When preparing your initial pilot training report, you will be able to clearly see, for example, that XX% of participants understand fake news perfectly, while YY% completely misunderstand the mechanisms of social engineering on gaming platforms.

Annex 3. Youthink Post-Training Questionnaire for Young People

Congratulations on successfully overcoming the "YouTHink" challenges and strengthening your digital immunity! This final questionnaire is a mirror reflection of your journey. It will help the project team objectively evaluate the effectiveness of the training and assess whether our participants' skills have changed.

Please take about 10 minutes to complete this short questionnaire.

Your responses will be used strictly for the research purposes of the YouTHink project and analyzed only within anonymized, aggregated statistics at the pilot training level across Lithuania, Portugal, Italy, Slovenia, and Switzerland. This questionnaire has absolutely no impact on your school grades or your ability to finish the scenario. There are no wrong opinions here, so please answer as honestly as possible!

Thank you for your time!

PART I: PROFILE FOOTPRINT

Age:



- 14
- 15
- 16
- 17
- 18
- 19

Gender:

- Girl
- Boy
- Prefer not to say

Country:

- Lithuania
- Portugal
- Slovenia
- Italy
- Switzerland
- Other

Location where you live:

- Metropolitan area
- Town / District centre
- Remote area (small town, village)

PART II: How did your skills change after the training?

Which of these modules or scenarios did you complete on the "YouTHink" platform? (Tick all that apply)

- Modules about AI fakes, deepfakes, or filters (Ema's, Adam's, or Lukas's stories)
- Modules about digital security, e-scammers, gaming platform traps, or fake scholarships
- Modules about digital well-being, app addiction, or time management
- Modules about social media algorithms, information bubbles, or hidden advertising

Please indicate how much you agree with the following statements, where: 1 - Completely disagree, 2 - Somewhat disagree, 3 - Neither agree nor disagree, 4 - Somewhat agree, 5 - Completely agree.

BLOCK A: IF YOU CHOSE SCENARIOS ABOUT AI FAKES, DEEPFAKES, OR FILTERS ON THE PLATFORM (EMA'S, ADAM'S, LUKAS'S STORIES)

I am able to quickly spot visual or audio deepfakes online.

(1 2 3 4 5)

I understand where the line is between the creative use of AI tools and misappropriating another author's style.



(1 2 3 4 5)

BLOCK B: IF YOU CHOSE SCENARIOS ABOUT DIGITAL SECURITY, SCAMS, AND E-TRAPS (ADAM'S AND KRISTY'S STORIES)

I know how social engineering works and how scammers manipulate emotions (urgency, fear, curiosity).

(1 2 3 4 5)

I am able to independently verify the reliability of a suspicious email or website before entering my data.

(1 2 3 4 5)

BLOCK C: IF YOU CHOSE SCENARIOS ABOUT DIGITAL WELL-BEING AND APP ADDICTION (LUKAS'S STORY)

I recognize the gamification elements with which apps try to keep my attention on the screen for as long as possible.

(1 2 3 4 5)

I know how to apply specific digital hygiene strategies to protect my sleep schedule and rest.

(1 2 3 4 5)

BLOCK D: IF YOU CHOSE SCENARIOS ABOUT ALGORITHMS, INFORMATION BUBBLES, AND HIDDEN ADVERTISING (KRISTY'S AND EMA'S STORIES)

I understand how social media algorithms personalize my feed and create "echo chambers."

(1 2 3 4 5)

I am able to recognize hidden advertising or AI-generated fake content within influencers' feeds.

(1 2 3 4 5)

PART III: Assessment of Acquired Knowledge

In this section, please tick the single most correct answer according to you.

Imagine this situation: In a Discord channel or via Insta Direct, you receive a message from a profile that looks like your school principal or a well-known influencer. You are urgently asked to send your email password or a login code because "an urgent system check is underway regarding a prize you won." What will you do?

- Send what they are asking for without waiting—after all, a well-known person is writing, and I don't want to ruin the relationship or miss out on an opportunity.
- Take a pause: I won't reply to the message, but will instead ask friends or teachers via Messenger or in person if they received something similar, and only then make a decision.
- Ignore it and simply close the app—I don't care who is writing, and let others handle it themselves.

What is your view on using AI tools (such as ChatGPT, Gemini, or Canva Magic) when doing homework or creating content for social networks?

- It's an absolute lifesaver: I copy the AI-generated text or image and upload it as my own original work, because no one will notice the difference anyway.



- It's a good helper for generating ideas or setting up a structure, but I read through all the facts myself and make sure to note that AI contributed to it.
- AI creates better than humans, so we should completely abandon independent writing or drawing and generate everything on a massive scale.

A scandalous video in which the mayor of your town or a popular artist talks complete nonsense starts spreading like wildfire in your TikTok or Instagram feed. Your friends are already sharing this post with the caption "terrible!". Your actions:

- I will share it too, so I don't fall behind the trend and can get views and reactions from my peers.
- Before clicking "share", I will carefully look at the person's lip movements and the sound of their voice, type the key words into a Google search, and check what major news portals are writing about it.
- I will write an angry comment under the post or simply skip it without looking into whether it's true or a lie.

You noticed that evening scrolling on your phone or late-night gaming on your computer has completely disrupted your sleep schedule—you feel like a zombie in the morning. What do you change in your daily life?

- I won't change anything, because app algorithms and notifications are designed in such a way that my willpower against them is simply too weak.
- I will turn on screen time limits, turn off non-essential notifications, and an hour before sleep, I will put my phone at the opposite end of the room or in a drawer.
- I will take radical measures: I will completely delete all my accounts and start using a button phone.

PART IV: Evaluation of Training Quality and The Platform

Which activities on the "YouTHink" platform helped you understand the topics best and kept you from getting bored? (You can choose several options)

- Stories in which I could make choices on behalf of the characters myself (Ema, Kristy, Lukas, or Adam) and see where those choices lead.
- Videos that paused on their own to present short tasks or questions.
- Digital books and guides where you had to search for hidden information.
- Hunting for the "Escape code" that needed to be solved to unlock the certificate.

What was the hardest or caused you the most stress during the pilot training? (Choose one main option)

- Technical issues: the Moodle environment itself froze, tasks lagged, or the internet connection kept dropping.
- Searching for the hidden 4-digit code: it was too hard to find, or the system wouldn't accept it.
- The practical creative task (for example, working with the Canva app or AI tools outside of Moodle).
- Time management: it was hard to maintain focus and complete all tasks within the allocated time.
- Everything went perfectly smoothly, I had no difficulties at all.

How do you rate the choice of the practical creative task? (Aiming to evaluate the differentiation between "Explorer" and "Pro" levels)

- I chose the simpler "Explorer" level (e.g., creating a poster in Canva)—the task was clear and perfectly matched my abilities.

- What is your advice or one short message to a friend so that they don't take the bait of internet scammers or give in to social media manipulations?**

What out of what you learned in the training seems most useful to apply in your daily life (scrolling TikTok, Instagram, playing games, or using AI tools)?

Thank you for your time!

All responses will be treated confidentially and used solely for project evaluation, quality management, and formal reporting purposes. No personal names will be published in any final reports.

- Lithuania
- Portugal
- Slovenia
- Italy
- Switzerland

- Face-to-face model (in a classroom, youth centre, library)
- Remote / asynchronous model (young people worked independently from home)
- Blended model (theory on Moodle at home, creative task / reflection live)

With which age group of young people did you mostly work during this training? (You can choose several options)



- 14-15 years old
- 16-17 years old
- 18-19 years old

PART II: Evaluation of the Training Program and Methodology

Please rate the following statements on a scale: Please rate the following statements on a scale: 1 - Completely disagree (under 20%), 2 - Somewhat disagree (under 50%), 3 - Neutral (50-79%), 4 - Somewhat agree (80-89%), 5 - Completely agree (90-100%)

Statement	1	2	3	4	5
The methodological material and scenarios are easily adaptable to the daily activities of my organization in non-formal education with youth.					
The relationships between the four characters (Ema, Kristy, Lukas, and Adam) helped the young people engage emotionally with the analysed problems more easily.					
The plots of the scenarios accurately reflect the digital threats (deepfakes, manipulations, e-scams) that teenagers actually encounter in their social media feeds.					
Differentiating the practical tasks into Explorer (A) and Pro (B) levels helped successfully manage a group of mixed ages or varying digital skills within a single session.					
The visual style and illustrations of the Young Adult (YA) material perfectly matched the age of the teenagers—the material felt neither too childish nor too academic.					

PART III: Platform Usability and Moderation

Please rate the following statements on a scale: 1 - Completely disagree (under 20%), 2 - Somewhat disagree (under 50%), 3 - Neutral (50-79%), 4 - Somewhat agree (80-89%), 5 - Completely agree (90-100%)

Statement	1	2	3	4	5
The technical performance of interactive tools (e.g., interactive videos with pauses, branching scenarios) within the Moodle environment was					



smooth and did not create barriers to the independent learning of the youth.					
The structure of Moodle discussion forums made it convenient to moderate the teenagers' reflections and encouraged older youth to share more mature insights with the younger ones.					
The gamified element - the search for the hidden code in the theoretical material - increased the teenagers' attentiveness and motivation to complete the tasks.					
The experiential learning ("Learning by Doing") model, where young people created their own products using external tools (Canva, AI applications), is an excellent fit for non-formal education culture.					

PART IV: Observation of Impact on Youth

Please rate the following statements on a scale: 1 - Completely unobserved (under 20%), 2 - Somewhat unobserved (under 50%), 3 - Neutral (50-79%), 4 - Somewhat unobserved (80-89%), 5 - Completely unobserved (90-100%)

Statement	1	2	3	4	5
During the session, young people started to question aloud and raise doubts about the reliability of information sources before hitting the share button.					
The young people were able to independently identify specific gamification elements or AI algorithms with which apps attempt to manipulate their attention.					
During the creative tasks, the young people demonstrated an understanding of the responsible use of AI and the boundaries of authorship (for example, in Lukas's and Adam's scenarios).					

PART V: Open-Ended Questions for Quality Improvement

Which specific scenarios, interactive tasks, or which character's story generated the highest level of engagement among the young people during the pilot training and why?

[Free text response for the mentor]



What specific technical issues with the platform, translation inaccuracies, or unclear tasks did you notice that must be improved before the massive launch of the program?

[Free text response for the mentor]

Please share how the practical creative task ("Learning by Doing") worked in your group—were the young people willing to share their results in the forums and on Instagram, or did they prefer privacy?

[Free text response for the mentor]

Thank you for your valuable contribution to the development of media literacy education for young people.

Annex 5. WP4 Quality Evaluation Questionnaire for Partner Organisations

Dear Project Partners,

This questionnaire serves as the official consensus and quality approval milestone for Work Package 4. Based on the experiences from our completed local pilot sessions, partners are now evaluating the updated, final version of the Methodological Guidelines to ensure the model is ready for scaling up.

PART I: PARTNER PROFILE

Name of your organisation:

- ITI (Lithuania)
- RIAP (Lithuania)
- IPT (Portugal)
- Simbioza (Slovenia)
- CRHACK LAB (Italy)
- Ynternet.org

Your role in the YouTHink project:

- Researcher
- Technician / IT Specialist
- Project Manager

PART II: Quality of Methodological Guidelines and Training Program Structure

Please rate the following aspects on a scale: 1 - Very poor (under 20%), 2 - Poor (under 50%), 3 - Neutral (50-79%), 4 - Good (80-89%), 5 - Excellent (90-100%)

The structure of the methodological guidelines is logical, and the time sequence of the pilot training activities is realistically planned.

Instructions regarding the collection of personal data of minors during the pilot phase (including parental consent forms) fully comply with GDPR principles.

The pilot training report template is practical and will ensure that all participating partner organizations submit unified, easily comparable data for the international WP4 report.



The questionnaires for youth provided before and after the training help to objectively measure the real change in young people's knowledge.

The questionnaires for mentors after the training help to objectively measure the mentors' perception of closing the media literacy gap.

The guidelines provided clear instructions on how to manage innovative approaches, gamified elements (H5P), and certification inside the OLE environment.

PART III: General Approval and Qualitative Feedback

How do you overall rate the quality of the WP4 methodological guidelines?

- Excellent (90-100%)
- Very good (80-89%)
- Good (50-79%)
- Satisfactory (under 50%)
- Needs improvement (under 20%)

Do you recommend approving this document for the final implementation of project activities?

- Yes, the document is fully prepared.
- Yes, subject to minor corrections.
- Yes, only after major methodological improvements.
- No.

Which specific parts of the methodological guidelines still need to be adjusted before the mass launch of the platform?

[Open partner text response]

Annex 6. Templates of invitations to the pilot trainings

Subject line alternatives for a social media post or an email

Is your digital immunity ready for what is happening on the internet?

Hello! Do you spend several hours a day online? Do you watch videos, play games, and experiment with artificial intelligence? But are you sure that you would recognize video fakes, invisible ads, or app tricks designed to keep you glued to the screen all night?

Become one of the first to join the "YouTHink" pilot training, where we will analyse real-life internet challenges concerning fake news, disinformation, scams, hidden methods used by social media and applications to retain their users as long as possible, and AI tools for generating various content. In the learning platform, 16 unique scenarios await you, from which you can freely choose those most relevant to you.

In each challenge, stories are told through four of your peers who face situations just like yours. You can get to know our characters - Ema, Kristy, Lukas, and Adam - in advance in this video: [insert link in national language].



The training will take place on [Insert date and time], [Insert location: in person / blended format in the Moodle environment]. The training is free of charge. Upon successful completion of the scenarios, you will receive an international YouTHink digital certificate! Registration link: [Insert registration link]

Invitation template for youth workers, teachers, and librarians

Subject: Invitation to become a YouTHink media literacy mentor and test an innovative educational model.

Dear colleagues,

Today's teenagers are called "digital natives", but research shows that they often significantly overestimate their actual abilities to critically evaluate information. They easily get lost in information bubbles created by social media algorithms, face deepfake threats, identity theft on gaming platforms, and misleading information generated by AI.

We invite you to join the international YouTHink pilot training designed to strengthen the digital immunity of 14-19-year-olds.

The purpose of this training is to provide you with a practical methodological tool that you can use free of charge during the pilot training and, after it ends, integrate it into your daily activities when working with youth. YouTHink training abandons purely dry theory - the materials are created by integrating four behavioural archetypes of teenagers that students can easily identify with. You can get to know our characters in the video: [insert link in national language].

Before the start of the local pilot sessions, a short training seminar will be organized for you to help you prepare for the process. Upon the conclusion of the pilot training, YouTHink certificates will be issued to both the training participants (14-19 years old) and the mentors.

The training will take place on: [Insert date, time, and format]. Since the number of places in the groups is limited (during the pilot training, we aim to attract 10 mentors in each partner country), please fill out a short registration form.

Link to mentor registration: [Insert link]

Thank you for your contribution to fostering a critically thinking younger generation!

Annex 7. YouTHink WP4 pilot training report template

PART I: GENERAL PILOT OVERVIEW

Partner Organization: [Select: ITI / RIAP / IPT / Simbioza / CRHACK LAB / Yinternet.org]

Country of Implementation: [Select: Lithuania / Portugal / Slovenia / Italy / Switzerland]

Dates of Pilot Training Sessions: [Format: DD/MM/YYYY - DD/MM/YYYY]



Format of Delivery: [Specify: In-person / Blended / Online]

Total Training Hours Conducted: [Specify total duration, aiming for 4 academic hours per tested scenario]

PART II: PARTICIPANT QUANTITATIVE DATA

Fill in the table below to ensure the monitoring of the quantitative indicators specified in the application (in total, the consortium must reach at least 200 young people and 40 youth workers, maintaining a standard of at least 50% of youth with fewer opportunities).

Participant Category	Total Target Metric (Per Country)	Actual Number Reached	Out of which: Facing Barriers / Fewer Opportunities (Geographical, Economic, Social)
Youth (14-19 years old)	Minimum 20 participants	[Enter number]	[Enter number, tracking 50% vulnerability standard]
Youth Workers / Mentors	Minimum 10 participants	[Enter number]	Not applicable

Recruitment and Inclusion Strategy:

How were local mentors selected and prepared?

How were young people with fewer opportunities (those living in remote areas, villages, or experiencing economic difficulties) invited to the pilot training?

Profiles of Reached Audience:

Demographic and social profile of training participants (teenagers).

Professional profile of the joined mentors.

Pilot Coordination and Support:

How was participant support carried out during the sessions?

How were youth engagement, Moodle statistics, and progress monitored?

PART III: EVALUATION OF SCENARIOS AND NARRATIVE MODEL

In this section, please evaluate how the narrative-based learning model and the created adolescent behavioural archetypes worked during the pilot training.

Scenario Selection Tracking

Indicate which of the 17 created media literacy scenarios were tested in your local pilots and which level of tasks ("Explorer sprint" or "Pro marathon") the youth chose most frequently.

Impact of Fictional Personas (Ema, Kristy, Lukas, Adam)

Describe how the teenagers reacted to the HeyGen video introductions and the dilemmas of the four heroes. Did the heroes' stories help young people maintain focus during the pilot sessions?



How did older students (18-19 years old) evaluate the "Young Adult" visual style? [Enter qualitative evaluation]

Handling Scaffolding and Difficulty Escalation

Provide observations on the performance of the interactive content (H5P Branching Scenario). How did teenagers succeed in learning from their mistakes in the simulations, and how did mentors react to the teenagers' mistakes in the incorrect branches of the scenario? [Enter technical and methodological insights]

PART IV: QUANTITATIVE IMPACT ANALYSIS (KNOWLEDGE CHANGE)

Based on the data from the introductory (pre-test) and final (post-test) questionnaires, provide a statistical evaluation of the change in knowledge.

Survey Response Counts:

Number of questionnaires completed BEFORE the pilot session: [Enter number]

Number of questionnaires completed AFTER the pilot session: [Enter number]

Knowledge and Confidence Metrics:

The average confidence score in evaluating the reliability of information before and after the training (Likert scale 1-5): After the training: [Metric] / Before the training: [Metric]

Percentage of youth who successfully reached the 80% threshold of the final Moodle test to receive a certificate: [Enter percentage]

PART V: QUALITATIVE FEEDBACK AND CHALLENGES

Technical and Methodological Obstacles

Highlight the biggest challenges your team or mentors faced when deploying the Moodle environment or coordinating students' creative work with external generative AI tools (e.g., MS Copilot, Gemini, Canva). [Enter text]

Ethical Dilemmas and GDPR during Pilots

How did you practically succeed in ensuring the requirements set out in the application regarding the protection of personal data of minor teenagers and the collection of parental consent forms? [Enter text]

Success Stories and Memorable Moments

Share the most successful moment of your local training (e.g., an interesting insight from a teenager in a forum discussion, an unexpected reaction to a character's dilemma, or an excellent piece of creative work by a teenager). [Enter text]

PART VI: FUTURE SUSTAINABILITY AND EXPLOITATION

How will your organization integrate this new media literacy model into its daily non-formal education activities after the Erasmus+ funding ends?



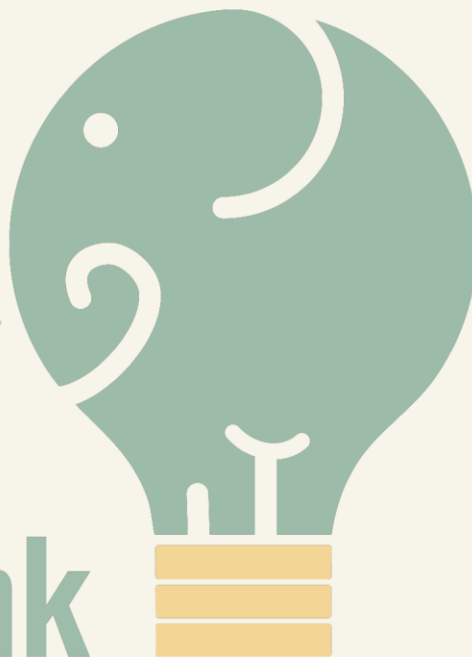
Indicate specific guidelines that you propose to include in the final international training model guide (A3 result) in order to improve the mass scaling-up phase. [Enter text]

Annexes

Some photos from sessions (Maximum 4)
Any additional feedback

RESPONSIBLE YOUTH THROUGH MEDIA LITERACY EDUCATION

YouTHink



Project Partners

Public institution
Information Technologies Institute



SIMBIOZA
MED GENERACIJAMI

Associated Partner



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