



Digital Resilience 4 You(th)

19-26 March 2022
Training course for
youth workers



Following Activities chosen and prepared by our participants need from you, Dear Reader, a short patchwork of an introduction to understand how much on point are they, both as ready workshop ideas and as an inspiration to adjust tools with which you are already comfortable.

„Tony Newman, resilience expert and author of the book “What Works in Building Resilience?” defines a resilient child as one who

“can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes”

This ability to maintain positive wellbeing is acquired through experience, although there may be some inherited aspects. It is not about invulnerability, more a capacity to cope; continuous and extreme adversity is likely to drain even the most resilient of children.

The online world mirrors the real world, however, there are additional factors when using the internet, and building specific digital resilience is part of helping our children and young people become more resilient in general, to enhance their emotional and physical wellbeing.”

[see more:

<https://www.educare.co.uk/news/what-is-digital-resilience>]

Participants of our Project have recognized that the key to building resilience amongst the youth with whom they're working lies within the development of and strengthening their critical thinking. This way, organically, they have touched a very loud discussion visible in the academical environment on the matter, under the label of Knowing Solutions. To keep it short and simple, let's use a quote from one of the newest articles in the field. „Knowing solutions is a way of critical thinking so as to consider the pros and cons even during challenging situations. In other words, individuals know what to do to seek help from a range of approaches and their sources.” [Sun, Yuan, Qian, He and Luo, Digital Resilience Among Individuals in School Education Settings: A Concept Analysis Based on a Scoping Review, in: 'Frontiers in Psychiatry', March 2022, vol. 13, Article 858515] All in order to create a responsible, safe, and active participant in online communities, to paraphrase the already quoted Chinese researchers from the Fudan University.

Participants, divided into 6 groups, were asked to prepare a workshop about critical thinking, and have presented a variety of approaches. The end result is a mixture of, in total 6, reimagined classical and some brand new activities. Detailed descriptions are added when necessary.



I. Where do you stand?

Amount of participants: flexible

Time needed: flexible

An exercise which doesn't need a longer introduction as it has been discussed so many times over the years. It is one which encourages showing a personal opinion on the topics chosen by the educator, via certain questions or statements (theme defines questions; i.e. Dangers of Online Gaming, and 'I feel more understood when I play online games with strangers.'). What's important here is the discussion that follows. An interested educator can find a lot of examples to follow online; one highly recommended source would be the 'Compass' (or:

<https://www.coe.int/en/web/compass/where-do-you-stand->). In order to focus the follow up on the matters of critical thinking we encourage using these questions (source: <https://www.hunschool.org/resources/questions-for-critical-thinking>), which at the same time can serve as a base for the dissemination of other activities listed:



1. HOW DO YOU KNOW THIS?

Whether it was by word of mouth, classroom knowledge, or a news report, this question prompts students to consider whether their source of information is reputable.

2. HOW WOULD YOUR PERSPECTIVE BE DIFFERENT IF YOU WERE ON THE OPPOSING SIDE?

This question encourages kids to role-play from an opposing person's viewpoint and discover a perspective outside their own so that they can better understand the broader situation.

Extracurriculars like debate class — mandatory for all Hun middle school students — is a powerful way to accomplish this goal, as students must thoughtfully anticipate their opposition's arguments in order to counter them.

3. HOW WOULD YOU SOLVE THIS PROBLEM?

Finding creative solutions to common problems is a valuable life skill. This question is the perfect opportunity to encourage young minds to wander!

4. DO YOU AGREE OR DISAGREE — AND WHY?

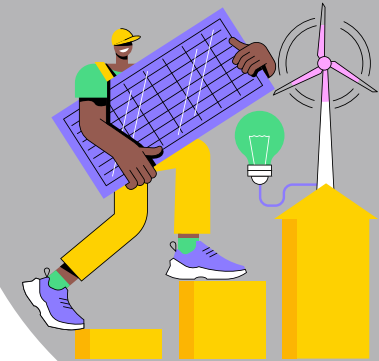
Choosing a side in any debate challenges students to consider both perspectives, weigh the arguments, and make an informed choice.

5. WHY? WHY? WHY?

Just like when you were a young kid, ask why repeatedly to push students beyond a simple first, second, or even third answer, to get to the real depth. Be careful, though, not to ask them to the point of frustration — you want learning and exploring to be a positive experience.

6. HOW COULD WE AVOID THIS PROBLEM IN THE FUTURE?

Ask students to apply critical thinking by analyzing how they could prevent a certain issue from reoccurring.



7. WHY DOES IT MATTER?

Whether they're learning about a historical event or a mathematical concept, it's important to understand why the topic is relevant today.

8. WHAT'S ANOTHER WAY TO LOOK AT THIS ISSUE?

It can be easy to learn one worldview and automatically believe it is the only, or the best, way. Challenging kids to think of a creative alternate perspective encourages them to think more broadly.

9. CAN YOU GIVE ME AN EXAMPLE?

Inventing an example, or pulling from experience to share a real one, is an excellent way to apply critical thinking skills.

10. HOW COULD IT HAVE ENDED DIFFERENTLY?

It takes some innovation and careful analysis to storyboard a different ending, considering "what could have been" rather than "what is."

11. WHEN WILL WE BE ABLE TO TELL IF IT WORKED?

Kids will be pushed to consider what constitutes success and how it can be measured in scenarios where the results aren't set in stone.

12. WHY DID YOU ASK THAT QUESTION?

Instead of answering a question at face value, this question encourages kids to think about what the merits of the question may be.

13. WHO WOULD BE AFFECTED BY THIS?

Students as the next generation of leaders and game-changers. When making any decision, it's important to consider who will be impacted and how.

14. WHAT CAN THIS STORY TEACH US ABOUT OUR OWN LIVES?

From literature to social studies, students interact with all kinds of different stories. Help them take these narratives one step further by examining how it relates to their lives.

15. WHY IS THIS A PROBLEM?

Analyzing why something is a problem — rather than just accepting that it is — will help students develop strong problem-solving skills of their own.



II. Game without rules

Amount of participants: flexible

Time needed: flexible

A reimagined version of 'IF this is a planet' or 'Draw a perfect Sun' activities. Facilitator(s) invent(s) rules which they apply to a certain behaviour or a pattern of speech. Participants by repeating words/actions and above all by paying attention are supposed to discover that hidden rule.

An example:

Facilitator points at a pen, then at a table then at a participant and says accordingly: „Please pay attention, IF this is a planet, and this table is a planet, are you a planet?“ The answer should be YES, then to check if the rule was guessed, one should ask WHY. If the reasoning is not correct then the whole thing repeats: „So, as I said, this is a planet and this is a planet, are you a planet?“ The answer should be NO. „Please pay attention, we know that this is a planet, and that's a planet, are you a planet?“ The answer should again be NO. The hidden rule here is that the questioned thing or a person IS a planet only when there's IF at the beginning of the facilitator's question.

What's the key of this activity is its dissemination, and discussion which follows in the given context, here of course the focus was set on the critical thinking. Potential questions to the participants of the activity might include:

'What was the key moment which made understand the rule?' 'Do you pay this much attention while browsing the Internet?'

III. Trolls

Amount of participants: min. 3

Time needed: flexible

A variation of the 'Zombies' (sometimes referred to as 'The Virus') activity. Participants are divided into two groups, a small one (titular Trolls) and the rest (normal people). Normals have on their backs post-its, or other easily detachable tags, and they spread randomly across the game area (a classroom, a playground, etc.). Trolls' goal is to collect all the tags, and what's important every normal person becomes a Troll once they lose their tag. Which means that the amount of Trolls increases while the amount of normal people decreases.

The discussion afterwards should focus on the process of spreading fake news, gossips and rumors on the internet. On how easy it is to become a troll, should one not apply critical thinking to what one reads, sees or hears online.

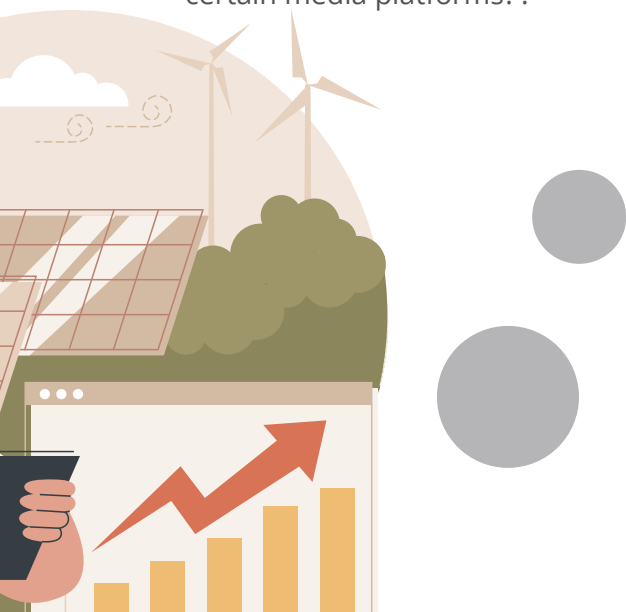


IV. Auction

The group is divided into smaller teams depending on the preference of the facilitator and the group dynamic. Each of the teams receives an equal amount of resources (i.e. 10000 dublons).

All are presented with a market of companies into which they'd like to invest/buy for themselves. The amount of shares is limited and they are being auctioned.

The list of companies might include the knknown brands (i.e. should you discuss the Social Media: Pinterest, Instagram, LinkedIn, Twitter, Pinterest, TikTok, etc.) to speed up the process. The list can be created in three ways: by the facilitator up front, by the participants themselves via brainstorming or in a blended way (by facilitator based on the voices of the participants from possible earlier workshops/discussions). After the auction comes dissemination focused on the importance of prioritizing (and the critical thinking hidden within this process), and the question of 'why do we invest our time into certain media platforms?'.



V. Dating App

In the contemporary times, building relationships is very often filtered by digital platforms that are mainly visual. Interpersonal connections influence so many aspects of our lives that the group decided to create a simulation environment based on the Dating Apps in order to:

- exercise critical thinking via a more personal approach
- discuss stereotypes
- demonstrate wearing a face mask
- LGBT issues
- online offences and abuses

Participants of the activity create a dating profile focused only on text (no photos) based on previously, randomly, picked base (i.e. 30 y.o. transgender single mother). Then they are divided into smaller groups, and one group exchanges all their created profiles with another. In the next step, within small groups, participants are discussing and judging the received profiles, trying to chose one that fits what they believe to be attractive.

Debriefing should focus on how critical we are based on the information we receive, what and how do we filter when it comes to our very personal relationships and how it relates to listening to the news, politicians, etc.



V. Cards

The game has three parts.

A. >

1. The group is divided into smaller ones (equal, depending on the group, but a minimum of 4) and each having a master player (i.e. 1 master and 3 participants in each group)
 2. All of the players and the master receive a pen, paper and 4 random cards (from a deck prepared in accordance to the size of a small group, min. 4 suits, 4 cards of a kind in a suit).
 3. No one is allowed to talk, they communicate only by using the sticky notes.
 4. The master can communicate with other master and with the participants but the participants can only send notes to the master (master to master & master- participants).
 5. The goal is to exchange cards (within the small team). The small team whose at least one member collects 4 cards of the same suit or kind in 10-15min wins (time restriction can vary). This is representation of pyramidal structure in organization or in the media literacy, a way where we have only one source of information and the exchange of info is (vertically) limited.
- *It's not important to win the game but to understand the point
- *Since you won't play probably, cards can be set by you so you can dictate the flow of the participants and master.

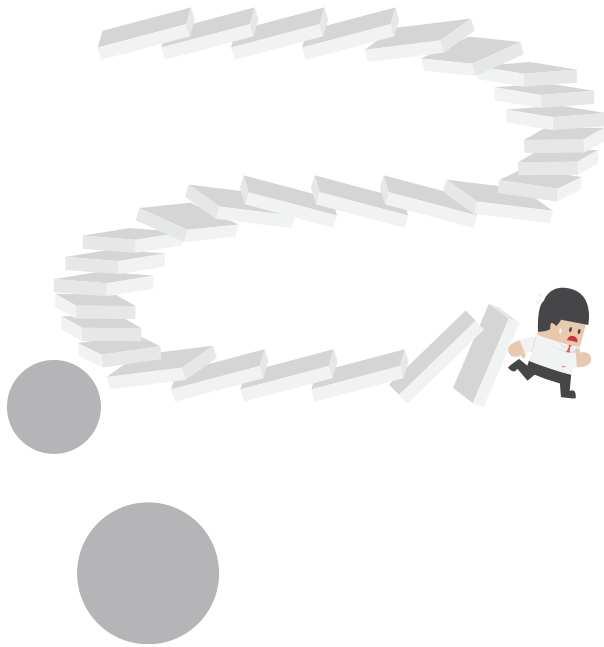
B. > OPTIONAL

A switch to a linear structure of communication, they can send message only to the person in front of them but can't answer directly. Only the master players can forward messages.

C.> OPTIONAL

Free form in which everyone is a player, there's no master player, and everyone can walk around and talk, but with the same goal to collect a set of 4 cards.

Dissemination should focus on the perception of differences within and/or between particular stages of the game, and how restrictions of any given system are influencing communication.



Erasmus+