



**IO2: In-Service Training  
Programme  
Learner Manual**

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## Introduction to the DATE In-Service Training Programme

### Overview and Guidelines for use

The in-service training comprises 60 hours of learning, broken down into 30 hours of workshop-based training focused on the development of digital media skills and 30 hours of self-directed online learning focused on the thematic areas selected and working in online environments.

The in-service training programme comprises 3 distinct areas as follows:

- 1.** Training to address the 3 thematic areas selected - Problem definition; Appropriate response actions; Prevalent problems today.
- 2.** Supporting youth workers to develop their digital media skills to enable them produce videos, audios, quizzes, puzzles, digital breakouts, WebQuests, etc. using software programmes like PowToon, VideoScribe, StoryBoardThat, Google Forms, Canva, KAHOOT, LearningApps etc.
- 3.** Building the competence and confidence of front-line youth workers to work in online learning environments where the relationship between tutor and learner are completely different to face-to-face learning scenarios. This element will explore the different roles of youth workers in these dynamic environments to ensure that they are: comfortable working with the new resources in these non-traditional learning environments; fully bought-in to the benefits that online learning can bring especially for the specific target group in question; fully aware of the risks that pertain in online environments; able to safeguard against possible negative online factors.

Through this comprehensive Handbook, youth workers are supported in the further application of the In-Service Training Programme at local or transnational level by the following tools:

- Lesson Plans, with detailed information about the time planning and the content proposal to guide the youth worker through each module.
- Activity Handouts for participants and provide useful information about the learning activities.
- Learning Sheets for Self-Directed Activities and Resources to integrate the training materials.

The PowerPoint Presentations complete this Handbook, downloadable from the website.

## Workshop 1: Introduction to DATE and Drug Awareness Education

### Learning Outcomes

#### **Workshop 1: Introduction to DATE and drug awareness education**

- Introduction to the DATE project and identification of the skills of the learner group regarding the project topic and digital skills assessment.
- Explain and discuss the DATE approach to Drugs Awareness Training & Education and why we are using Interactive Infographics for teach the core areas of Problem definition; Appropriate response actions; and Prevalent problems today.

The lesson plan in this handbook will guide the delivery of the In-Service Training Programme for youth workers and support them to:

- Maximise the potential of the DATE project resources within their youth practices
- Promote their continuous professional development
- Expand their teaching and practices into new online learning environments

Each Workshop consists of;

- A Lesson Plan
- Self-Directed Learning Resources
- A Youth Worker Handout
- PPT presentation



## Materials Needed for this Training Programme:

The materials you will need for this Workshop include:

### Materials Needed:

- Training room with space for breakout sessions
- Pens
- Paper
- Flipchart
- Markers
- Coloured pens and markers for small- group activities
- PC or Laptop Access (for self-directed learning)
- Youth Worker handout
- Smartphone

## Lesson Plan Workshop 1

Module Title: Introduction to DATE and drug awareness education			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><b><u>Workshop Opening:</u></b></p> <ul style="list-style-type: none"> <li>The facilitator of the workshop will briefly introduce the session, and they will explain that youth workers can utilise these resources to deliver drug awareness training to young people in their own youth groups.</li> <li>The facilitator will then use <b>slides 1 to 4</b> to introduce the in-service training programme by outlining the aims and content of the 5 workshops. The facilitator will then proceed to <b>slide 5</b> where the learning outcomes of module 1 will be outlined.</li> </ul>	<u>20</u>	<ul style="list-style-type: none"> <li><b>Workshop 1: Introduction to DATE and Drug Awareness Education PPT presentation, activity sheets and SDL learning resources</b></li> <li><b>Projector</b></li> <li><b>Internet connection</b></li> <li><b>Laptop or PC</b></li> </ul>	Participants will engage in all group activities
<p><b><u>Activity: Icebreaker activity</u></b></p> <ul style="list-style-type: none"> <li>The facilitator will move to <b>slide 6</b> and conduct an icebreaker activity. This will help the group of youth workers to settle in and begin interacting with one another.</li> </ul>	<u>25</u>	<ul style="list-style-type: none"> <li><b>Workshop 1: Introduction to DATE and Drug Awareness Education PPT presentation, activity sheets</b></li> </ul>	Participants will engage in all group activities

		<p>and SDL learning resources</p> <ul style="list-style-type: none"> <li>• Projector</li> <li>• Internet connection</li> <li>• Laptop or PC</li> </ul>	
<p><b><u>Introduction to the DATE Project</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator will move on to <b>slides 7-12</b>. These slides provide general information about the DATE project, how the DATE project is innovative in the area of drug awareness education, and why young people need drug awareness education at all. These slides provide important statistics and factual information about drug use in young people, and why their stage of brain development indicates a higher risk of addiction than adults.</li> </ul>	<p><b><u>30</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 1: Introduction to DATE and Drug Awareness Education PPT presentation, activity sheets and SDL learning resources</b></li> <li>• Projector</li> <li>• Internet connection</li> <li>• Laptop or PC</li> </ul>	<p><b>Participants will engage in all group activities</b></p>
<p><b><u>Activity 1.1: Role of Education in Preventing and Addressing Substance Abuse</u></b></p> <p>The facilitator will move to <b>slide 13</b> and will split participants into groups of 3-4 learners. Learners are then invited to access an online document using the following link:  <a href="https://miro.com/app/board/uXjVOFoKKxE=/">https://miro.com/app/board/uXjVOFoKKxE=/  </a></p>	<p><b><u>30</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 1: Introduction to DATE and Drug Awareness Education PPT presentation, activity sheets</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>

<p>In this activity, outlined in <b>the activity sheets for Workshop 1</b>, learners are invited to note their thoughts on why education can address and prevent substance use in young people, in order to understand the value of the DATE resources for young people in youth work practice environments.</p>		<p><b>and SDL learning resources</b></p> <ul style="list-style-type: none"> <li>• <b>Projector</b></li> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	
<p><b><u>Activity 1.2 Just say no?</u></b></p> <ul style="list-style-type: none"> <li>• After learners have completed <b>activity 1.1</b>, the facilitator will move to <b>slide 14</b>, and learners are invited to complete another practical activity in small groups, during which they will be provided with information addressing how to approach drug awareness education with teens, and what they should be wary of when dealing with sensitive topics such as drug and alcohol use.</li> <li>• They will achieve this by watching 2 videos portraying 2 different approaches to drug awareness. The first video introduces the “Just say no” campaign, and learners are encouraged to think of reasons why this campaign has failed, and why it does not work with young people, and the second video introduces a more open-minded, factual approach to drug awareness for teens and learners are encouraged to compare the two methods and discuss what would work best for young people in their youth work practice.</li> </ul>	<p><b><u>60</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 1: Introduction to DATE and Drug Awareness Education PPT presentation, activity sheets and SDL learning resources</b></li> <li>• <b>Projector</b></li> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>

<p><b><u>Activity 1.3 Health-led and Criminal justice led approach</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator will move on to <b>slide 15</b>, and will introduce the two different approaches to drug awareness: A health-led, and a criminal justice led approach, and will explain that DATE fosters a health-led approach.</li> <li>• On <b>slide 16</b>, learners are invited to brainstorm what is meant by a health-led and criminal justice led approach to drug use.</li> <li>• On <b>slide 17</b>, the facilitator will introduce <b>Activity 1.3</b>, where learners are required to study two case studies from different countries that show these two opposing approaches to drug awareness education, and discuss the consequences of each method on communities and society in general. These two case study videos are present on <b>slides 18 and 19</b>.</li> </ul>	<p><b><u>60</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 1: Introduction to DATE and Drug Awareness Education PPT presentation, activity sheets and SDL learning resources</b></li> <li>• <b>Projector</b></li> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>
<p><b><u>Activity 1.4 How does your country approach drug use?</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator will move on to <b>slide 20</b>, and will introduce another practical activity during which youth workers will conduct studies surrounding the attitudes and laws surrounding drug use in their own countries, and how this information can help them to approach drug awareness</li> </ul>	<p><b><u>60</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 1: Introduction to DATE and Drug Awareness Education PPT presentation, activity sheets</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>

<p>education with young people in a youth work setting.</p>		<p><b>and SDL learning resources</b></p> <ul style="list-style-type: none"> <li>• Projector</li> <li>• Internet connection</li> <li>• Laptop or PC</li> </ul>	
<p><b><u>Interactive Infographics</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator will refer to <b>slides 21-26</b> to introduce the concept of Interactive Infographics, what resources are included in the DATE interactive infographics, and the thematic areas that the DATE Interactive Infographics are addressing (Problem Definition, Prevalent Problems Today, and Appropriate Response Action).</li> <li>• The facilitator will then present a completed DATE Interactive Infographic on <b>slide 27</b> to give youth workers an idea of how a finished Interactive Infographic looks.</li> <li>• The facilitator will then move to <b>slide 28</b>, and will invite learners to discuss the possible benefits of using infographics to address topics like drug awareness in a youth setting.</li> <li>• After youth workers have gathered their thoughts, the facilitator will move to <b>slide 29</b>, and present some of the advantages of using Interactive Infographics with young people.</li> </ul>	<p><b><u>45</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 1: Introduction to DATE and Drug Awareness Education PPT presentation, activity sheets and SDL learning resources</b></li> <li>• Projector</li> <li>• Internet connection</li> <li>• Laptop or PC</li> </ul>	<p><b>Participants will engage in all group activities</b></p>
<p><b><u>Activity 1.5 Quiz</u></b></p>	<p><b><u>30</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 1: Introduction to</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>

<ul style="list-style-type: none"> <li>• The facilitator will end the session by moving to <b>slide 30</b>, and introducing the final activity. This activity is a quiz to test learners on the knowledge they have learned during the workshop, and can be accessed using the following link: <a href="https://kahoot.it/challenge/003128618">https://kahoot.it/challenge/003128618</a></li> <li>• After the final activity, the facilitator will thank participants for listening, and if there are no further questions, the facilitator will end Workshop 1, and provide learners with the <b>self-directed learning activities for Workshop 1</b> to complete in their own time.</li> </ul>		<p><b>DATE and Drug Awareness Education PPT presentation, activity sheets and SDL learning resources</b></p> <ul style="list-style-type: none"> <li>• <b>Projector</b></li> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	
<p><b>Total duration of the module</b></p>	<p><b>6 hours</b></p>		

## Activity Handout Workshop 1

### A1.1

<b>Module Title</b>	Introduction to DATE and Drug Awareness Education		
<b>Activity Title</b>	Role of Education in Preventing and Alerting Substance Use	<b>Activity Code</b>	A1.1
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	<b>20 minutes</b>	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>Awareness of the role of education in preventing and alerting substance abuse in adolescents</li> </ul>
<b>Aim of activity</b>	The aim of this activity is to initiate a brainstorming session among youth workers and to gather thoughts about why education is important in preventing and alerting substance use. This is extremely important, as it encourages youth workers to really think about why drug awareness education is so important, and what young people can learn that will help them make informed decisions about drug and alcohol use.		
<b>Materials Required for Activity</b>	<ul style="list-style-type: none"> <li>Internet connection</li> <li>Laptop or PC</li> </ul>		



<b>Step-by-step instructions</b>	<p><b>Step 1</b> The facilitator will invite learners to access an online noticeboard using the following link: <a href="https://miro.com/app/board/uXjVOFoKKxE=/">https://miro.com/app/board/uXjVOFoKKxE=/</a></p> <p><b>Step 2</b> The facilitator will instruct participants to think of why education is important in preventing and alerting substance abuse and add their comments to the board.</p> <p><b>Step 3</b> The facilitator will then go through each of the comments, and will ask participants to discuss the comments they added.</p>
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A1.2

<b>Module Title</b>	Introduction to DATE and Drug Awareness Education		
<b>Activity Title</b>	Talking to teens about drugs	<b>Activity Code</b>	A1.2
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	1 hour	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>Awareness of methods in approaching teen drug awareness</li> </ul>

<b>Aim of activity</b>	<p>The aim of this activity is to provide youth workers with information on how to approach drug awareness with teens that they can implement in their youth work practice.</p>
<b>Materials Required for Activity</b>	<ul style="list-style-type: none"> <li>● Internet connection</li> <li>● Paper and pen</li> </ul>
<b>Step-by-step instructions</b>	<p><b>Step 1</b> The facilitator will open up the discussion surrounding drug awareness for teens, and will begin by asking youth workers what they should be weary of when teaching drug awareness in a youth setting</p> <p><b>Step 2</b> The facilitator will play the following video about Nancy Reagan’s “Just say no” campaign that began in 1986: <a href="https://youtu.be/lQXgVM30mIY">https://youtu.be/lQXgVM30mIY</a></p> <p><b>Step 3</b> The facilitator will ask youth workers to answer the following questions:</p> <ul style="list-style-type: none"> <li>● Why do you think that this campaign has failed?</li> <li>● Why do you think that this approach fails in deterring young people from consuming drugs and alcohol?</li> <li>● How could this approach be harmful for people who are suffering from addiction and require treatment?</li> <li>● Do you think that this campaign fuels stigma surrounding drug and alcohol abuse? How?</li> </ul>

**Step 4**

The facilitator will play the following video about talking to teens about drugs:

<https://youtu.be/jDkkk6vMPdw>

**Step 3**

After presenting the video, the facilitator will ask youth workers to think about the information in the video, and will ask learners to form small groups of 2-3 youth workers.

**Step 4**

The facilitator will then instruct youth workers to write answers to the following questions in their small groups:

- According to Jibrán Khokhar, what approach is needed in reducing substance use in adolescents?
- What are the negative consequences of telling adolescents not to do drugs, instead of teaching them “why”?
- What are the possible benefits of discussing drug use and its effects more openly in non-judgmental settings?
- Imagine a young person approaches you and is curious about trying drugs. Write down some ways you would approach the situation, and how you would inform them in a non-judgmental setting.

## A1.3

<b>Module Title</b>	Introduction to DATE and Drug Awareness Education		
<b>Activity Title</b>	Criminal Justice Approach vs Health-led Approach	<b>Activity Code</b>	A1.3
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	1 hour	<b>Learning Outcome</b>	Learners will be more familiar with the two main approaches to drug use (Health-led vs Criminal Justice led approach) and the effects that these different approaches have on communities and society in general
<b>Aim of activity</b>	The aim of this activity is to provide youth workers with case studies from two different countries (USA and Portugal) which outline two opposing approaches to drug awareness, and open up the discussion surrounding the future of drug awareness education and what we could do differently to end drug and alcohol-related suffering.		
<b>Materials Required for Activity</b>	<ul style="list-style-type: none"> <li>● Internet connection</li> <li>● Pen and paper</li> <li>● Laptop or PC</li> </ul>		

## Step-by-step instructions

### Step 1

The facilitator will play the case study video on the USA's approach to drug use:

<https://youtu.be/LXmtsIYsYjY>

### Step 2

The facilitator will instruct youth workers to answer the following questions:

- What is the "War on Drugs"?
- What are the negative consequences of criminalising drug possession?
- Does putting people with substance use disorders in prison help treat their drug and alcohol use?
- How can imprisoning people for drug possession negatively affect their lives after serving their sentence?
- So far, billions have been spent on this "War on Drugs" by incarcerating millions of people every day for drug use and possession. Can you think of other ways this money could be spent that could help reduce the suffering from substance use disorders?
- What message does this criminal justice led approach to drug use send to people with substance use disorders?

### Step 3

The facilitator will play the case study on Portugal's approach to drug use:

<https://youtu.be/lba9nkK-DDY>

### Step 4

The facilitator will ask youth workers the following questions:

- What is the difference between legalising and decriminalising drugs?
- What are the benefits of embracing a health-first approach to drug use?
- Portugal spends 90% of their money used to fight drug abuse on healthcare, and 10% on enforcement. How does this compare to the USA?

	<ul style="list-style-type: none"> <li>• Why are people with substance use disorders more likely to find help in Portugal rather than the USA?</li> <li>• After watching the two case studies, which approach has been more effective in ending the suffering brought on by drug and alcohol abuse?</li> </ul>
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A1.4

<b>Module Title</b>	Introduction to DATE and Drug Awareness Education		
<b>Activity Title</b>	How does YOUR country approach drug use?	<b>Activity Code</b>	A1.4
<b>Type of resource</b>	Activity sheets (AS)	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	45 minutes	<b>Learning Outcome</b>	Youth workers will be more aware of how their countries approach substance use disorders, and how they can use this knowledge to apply to their work with young people.

<b>Aim of activity</b>	Do you know how your country approaches substance use disorders? Most people have a basic idea of how their countries view substance use, and they often send a negative message to the youths of today. The aim of this activity is to conduct a study surrounding the attitudes and laws surrounding drug use in your country, and to discuss how this can aid you in a youth work setting when informing young people about drug use.
<b>Materials Required for Activity</b>	<ul style="list-style-type: none"> <li>● Laptop or PC</li> <li>● Internet connection</li> <li>● Pen and paper</li> </ul>
<b>Step-by-step instructions</b>	<p><b>Step 1</b> The facilitator will instruct learners to use the internet to find out more about the approach to drug use and awareness in their home countries. For a guide, the learners should consider the following questions:</p> <ul style="list-style-type: none"> <li>● Is drug possession criminalised in your country?</li> <li>● Are there any harm reduction services implemented in your country? (For example: supervised injection centres)</li> <li>● Is drug addiction seen as a public health issue in your country?</li> <li>● What are the public attitudes towards substance use disorders?</li> <li>● How many drug-related deaths occur in your country every year?</li> <li>● Have drug laws changed over the last 50 years? How did they change?</li> <li>● What kind of drug awareness education did you receive in school?</li> <li>● What are some ways you think your country could improve their drug policies?</li> </ul> <p><b>Step 2</b> After conducting their research, youth workers will each make a short presentation addressing the situation in each of their countries.</p> <p><b>Step 3</b></p>

	<p>The facilitator will close the session by inviting youth workers to answer the following questions:</p> <ul style="list-style-type: none"> <li>• Which country from the group has the most lenient drug laws? Which country has the strictest drug laws?</li> <li>• How have these lenient / strict drug laws affected public attitudes?</li> <li>• In countries where the drug laws are extremely strict, and the “Just Say No” attitude is still prevalent among society, how can you, as youth workers, help support young people to open up the discussion around drugs while growing up in a country where drug use is heavily stigmatised?</li> </ul>
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A1.5

<b>Module Title</b>	Introduction to DATE and Drug Awareness Education		
<b>Activity Title</b>	Quiz	<b>Activity Code</b>	A1.5
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	<b>15 minutes</b>	<b>Learning Outcome</b>	Upon completion of this quiz, learners will be more informed



			about the DATE project, and the thematic areas covered in the Infographics.
<b>Aim of activity</b>	The aim of this activity is to assess how well youth workers have retained the information presented in workshop 1.		
<b>Materials Required for Activity</b>	<ul style="list-style-type: none"> <li>● Laptop or PC</li> <li>● Internet connection</li> </ul>		
<b>Step-by-step instructions</b>	<p><b>Step 1</b></p> <p>The facilitator will invite youth workers to access a quiz on Kahoot:  <a href="https://kahoot.it/challenge/003128618">https://kahoot.it/challenge/003128618</a></p> <p><b>Step 2</b></p> <p>Youth workers will complete the quiz and the facilitator will end the workshop by asking the following questions:</p> <ul style="list-style-type: none"> <li>● What did you learn today about different approaches to drug awareness education?</li> <li>● Would you like to implement Interactive Infographics into your teaching?</li> <li>● If you were to design an interactive infographic on the topic of drug awareness and education in a youth setting, how would you want to look?</li> </ul>		

## Self-directed Learning Resources – Workshop 1

### S1.1

<b>Topic:</b>	Introduction to DATE and Drug Awareness Education
<b>Title:</b>	Best practice in alerting and preventing substance use
<b>Time:</b>	One hour
<b>Why use this resource?</b>	This resource is an official portal of the European Monitoring Centre for Drugs and Drug Addiction, and is designed to help provide people with reliable, backed-up information on what works, and what doesn't work in the areas of drug prevention, treatment, harm reduction, and social reintegration.
<b>What will you get from using this resource?</b>	You will have statistical, in-depth knowledge about methods that work in the prevention and management of substance abuse, in order to be able to apply that to your own youth work practice.
<b>Link to resource:</b>	<a href="https://www.emcdda.europa.eu/best-practice_en">https://www.emcdda.europa.eu/best-practice_en</a>

## S1.2

<b>Topic:</b>	Introduction to DATE and Drug Awareness Education
<b>Title:</b>	Covid-19 and Drugs
<b>Time</b>	One hour
<b>Why use this resource?</b>	This resource includes valuable information about how the Covid-19 pandemic affected people who use drugs, and the impact on the drug market.
<b>What will you get from using this resource?</b>	You will gain useful information on changes in drug-related patterns due to the Covid-19 pandemic, that you can apply to your youth work setting.
<b>Link to resource:</b>	<a href="https://www.emcdda.europa.eu/topics/covid-19_en">https://www.emcdda.europa.eu/topics/covid-19_en</a>

S1.3

<b>Topic:</b>	Introduction to DATE and Drug Awareness Education
<b>Title:</b>	Podcast: Drug Addiction and Abuse
<b>Time</b>	70 minutes
<b>Why use this resource?</b>	<p>This is an extremely informative podcast featuring a qualified psychiatrist called Dr Kieran Kennedy, where he covers detailed information about drug and alcohol abuse. Here are some of the points that are covered:</p> <ul style="list-style-type: none"> <li>● What are the differences between drug addiction and abuse?</li> <li>● Is drug addiction similar to behavioural addiction?</li> <li>● What determines whether someone becomes addicted to drugs?</li> <li>● What drugs are commonly abused?</li> <li>● What are the treatments of drug addiction?</li> <li>● What advice would you give to listeners, if they had a friend or family who they suspected had a drug addiction?</li> <li>● What is withdrawal?</li> </ul>
<b>What will you get from using this resource?</b>	You will gain informative information about drug addiction and abuse that you can harness if a young person approaches you in your youth work with questions or concerns about drugs.

<b>Link to resource:</b>	<a href="https://youtu.be/0t7pTKLxelw">https://youtu.be/0t7pTKLxelw</a>
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S1.4

<b>Topic:</b>	Introduction to DATE and Drug Awareness Education
<b>Title:</b>	Let's quit abusing drug users
<b>Time</b>	20 minutes
<b>Why use this resource?</b>	This resource offers an evidence-based review of addiction and explains how this should impact drug policy
<b>What will you get from using this resource?</b>	Carl Hart will provide you with an alternative mindset regarding drugs and drug users, and encourages embracing science, rather than dismissing it.
<b>Link to resource:</b>	<a href="https://youtu.be/C9HMifCoSko">https://youtu.be/C9HMifCoSko</a>

S1.5

<b>Topic:</b>	Introduction to DATE and Drug Awareness Education
<b>Title:</b>	Health and Social Responses to Drug Problems: A European Guide 2021
<b>Time</b>	One hour
<b>Why use this resource?</b>	This a EMCDDA Publication that outlines the most effective treatment options for marijuana problems, and provides advice on how to respond to new trends in cocaine use, and outlines ways to prevent the misuse of medicinal drugs.
<b>What will you get from using this resource?</b>	By accessing this resource, you, as a youth worker, will be supported in addressing and tackling the negative consequences associated with drug use.
<b>Link to resource:</b>	<a href="https://www.emcdda.europa.eu/publications/health-and-social-responses-a-european-guide_en">https://www.emcdda.europa.eu/publications/health-and-social-responses-a-european-guide_en</a>

## S1.6

<b>Topic:</b>	Introduction to DATE and Drug Awareness Education
<b>Title:</b>	Everything you know about addiction is wrong
<b>Time</b>	15 minutes
<b>Why use this resource?</b>	This resource is an insightful speech during which Johann Hari unearths some surprising, innovative, and hopeful ways of thinking about the old age problem of addiction, and how we can change our approach and attitude towards people with substance use disorders.
<b>What will you get from using this resource?</b>	This resource will push you to reassess how you think about addiction, and how addiction itself is not the cause of the problem, it is only the consequence of it. This will be useful in your youth work practice if you are approached by a young person suffering with a substance use disorder, or considering to take drugs or alcohol.
<b>Link to resource:</b>	<a href="https://youtu.be/PY9DcIMGxMs">https://youtu.be/PY9DcIMGxMs</a>

S1.7

<b>Topic:</b>	Introduction to DATE and Drug Awareness Education
<b>Title:</b>	Why we need to end the war on drugs
<b>Time</b>	20 minutes
<b>Why use this resource?</b>	This resource provides you with an informative talk by a drug policy reformist called Ethan Nadelmann who makes an impassioned plea to end the movement to stamp out the drug trade, and focuses instead on the more open-minded approach of regulation.
<b>What will you get from using this resource?</b>	This resource supports and guides you to embrace new drug policies backed up by science, compassion, health, and human rights.
<b>Link to resource:</b>	<a href="https://youtu.be/uWfLwKH_Eko">https://youtu.be/uWfLwKH_Eko</a>



## S1.8

<b>Topic:</b>	Introduction to DATE and Drug Awareness Education
<b>Title:</b>	A Qualitative Study of the Context of Child and Adolescent Substance Use Initiation and Patterns of Use in the First Year for Early and Later Initiators
<b>Time</b>	30 minutes
<b>Why use this resource?</b>	This resource consists of interviews focused on the circumstances surrounding young peoples' first consumption of substances and their patterns of use in the following year.
<b>What will you get from using this resource?</b>	This resource provides you with research-backed qualitative studies on the similarities and differences between early versus later initiators, in order for you to recognize risky patterns in young people in your youth work practice, and guide them by intervening in a manner that works in their favour and helps them to make healthier life choices.
<b>Link to resource:</b>	<a href="https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0170794#sec001">https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0170794#sec001</a>

## S1.9

<b>Topic:</b>	Introduction to DATE and Drug Awareness Education
<b>Title:</b>	Parent–child connectedness and communication in relation to alcohol, tobacco and drug use in adolescence.
<b>Time</b>	30 minutes
<b>Why use this resource?</b>	This resource consists of studies that examine what kind of parent-child communication is effective in addressing adolescent alcohol, tobacco, and drug use.
<b>What will you get from using this resource?</b>	This resource provides you with useful information for you to apply to your youth work practice, as it outlines what parent-child communication is best in preventing substance use. Youth workers can use this information in their youth work practice when they speak to the parents of young people about discussing drug awareness with their children.
<b>Link to resource:</b>	<a href="https://www.tandfonline.com/doi/full/10.1080/09687637.2016.1221060">https://www.tandfonline.com/doi/full/10.1080/09687637.2016.1221060</a>

## Workshop 2: Youth Work in a Digital Era

### Learning Outcomes

#### Workshop 2: Youth Work in a digital era

- Discuss the concept of digital youth work and highlight the key changes that have taken place since the onset of the pandemic – good practice examples and innovations in approach
- Reflect on maintaining safe online interactions with young people
- Identify the key competences needed for digital youth work and activities to build learner confidence in working online
- Knowledge of the connection between digital literacy and digital youth work;
- How to use digital technologies to increase the social inclusion of young people

The lesson plan in this handbook will guide the delivery of the In-Service Training Programme for youth workers and support them to:

- Maximise the potential of the DATE project resources within their youth practices
- Promote their continuous professional development
- Expand their teaching and practices into new online learning environments

Each Workshop consists of;

- A Lesson Plan
- Self-Directed Learning Resources
- A Youth Worker Handout
- PPT presentation

## Materials Needed for this Training Programme:

The materials you will need for this Workshop include:

### Materials Needed:

- Training room with space for breakout sessions
- Pens
- Paper
- Flipchart
- Markers
- Coloured pens and markers for small- group activities
- PC or Laptop Access (for self-directed learning)
- Youth Worker handout
- Smartphone

## Lesson Plan Workshop 2

Module Title: Youth Work in a Digital Era			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><b><u>Workshop Opening:</u></b></p> <ul style="list-style-type: none"> <li>The facilitator will welcome learners to day 2 of the DATE in-service training programme, and will begin the session by asking if the group have any questions about the information and activities from the day before.</li> <li>The facilitator will then refer to <b>slides 2 and 3</b> on the PPT presentation to introduce the topic for day 2: Youth Work in a Digital Era, and introduce the learning outcomes for the workshop.</li> </ul>	<u>20</u>	<ul style="list-style-type: none"> <li><b>Workshop 2: Youth Work in a Digital Era PPT presentation, activity sheets and SDL learning resources</b></li> <li><b>Projector</b></li> <li><b>Internet connection</b></li> <li><b>Laptop or PC</b></li> </ul>	Participants will engage in all group activities
<p><b><u>Activity 2.1: Pre-Assessment Questionnaire</u></b></p> <ul style="list-style-type: none"> <li>The facilitator will move to <b>slide 4</b> and invite learners to complete a “Pre-Assessment Questionnaire” which aims to assess the knowledge that youth workers already possess on the topic of Digital Youth Work, and will also provide learners with an overview of what</li> </ul>	<u>15</u>	<ul style="list-style-type: none"> <li><b>Workshop 2: Youth Work in a Digital Era PPT presentation, activity sheets and SDL learning resources</b></li> </ul>	Participants will engage in all group activities

<p>knowledge they will gain throughout the workshop. Detailed instructions of this activity are outlined in the <b>workshop 2 activity sheets</b>.</p>		<ul style="list-style-type: none"> <li>● <b>Projector</b></li> <li>● <b>Internet connection</b></li> <li>● <b>Laptop or PC</b></li> </ul>	
<p><b><u>Activity 2.2: Why is Digital Youth Work needed</u></b></p> <ul style="list-style-type: none"> <li>● The facilitator will move on to <b>slide 5</b> to present learners with a definition of “Digital Youth Work”.</li> <li>● Following this, the facilitator will introduce <b>activity 2.2</b> on <b>slide 6</b> which requires learners to access an online noticeboard using the following link: <a href="https://padlet.com/emma1602/n7aklqgrwvdtfur8">https://padlet.com/emma1602/n7aklqgrwvdtfur8</a></li> <li>● After learners have accessed the online noticeboard, they are invited to add posts to the board outlining their thoughts regarding the need for digital youth work in our rapidly evolving technological era.</li> <li>● The facilitator will then move to <b>slide 7</b> where learners will be provided with an excerpt from a European Union Institution journal, outlining why digital youth work is needed.</li> <li>● To finish this section, the facilitator will present learners with a video on <b>slide 8</b>, which shows the advancement of technology over the years, and how this has affected the structure of learning and teaching practices.</li> </ul>	<p><b><u>50</u></b></p>	<ul style="list-style-type: none"> <li>● <b>Workshop 2: Youth Work in a Digital Era PPT presentation, activity sheets and SDL learning resources</b></li> <li>● <b>Projector</b></li> <li>● <b>Internet connection</b></li> <li>● <b>Laptop or PC</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>

<p><b><u>Activity 2.3: Advantages and Challenges of using Technology in Youth Work Practice</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator will move to <b>slide 9</b> and will split participants into groups of 3-4 learners. Learners are then invited to access an online document using the following link:  <a href="https://docs.google.com/document/d/1YFrCgb5Q9nP3oj-zuRhOdjwJ0BpOxJTEICPgNSEqzU/edit?usp=sharing">https://docs.google.com/document/d/1YFrCgb5Q9nP3oj-zuRhOdjwJ0BpOxJTEICPgNSEqzU/edit?usp=sharing</a></li> <li>• In this activity, outlined in <b>the activity sheets for workshop 2</b>, learners are invited to brainstorm the advantages and challenges of integrating technology into youth work practice, and how to overcome these challenges when faced with them.</li> </ul>	<p><b><u>20</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 2: Youth Work in a Digital Era PPT presentation, activity sheets and SDL learning resources</b></li> <li>• <b>Projector</b></li> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>
<p><b><u>Activity 2.4 Changes in Education</u></b></p> <ul style="list-style-type: none"> <li>• After learners have completed <b>activity 2.3</b>, the facilitator will move to <b>slide 10</b> that outlines the changes that have occurred in education due to the onset of the Covid19 pandemic.</li> <li>• The facilitator will then move to <b>slide 11</b>, which introduces <b>activity 2.4</b>. This activity, outlined in detail in the activity handbook for workshop 2, requires youth workers to initiate a discussion on the changes that have taken place in their youth work practice, how they overcame or addressed</li> </ul>	<p><b><u>30</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 2: Youth Work in a Digital Era PPT presentation, activity sheets and SDL learning resources</b></li> <li>• <b>Projector</b></li> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>

<p>challenges they were faced with, and if they believe these changes will remain after the pandemic ends.</p>			
<p><b><u>Activity 2.5 Good Practice Examples</u></b></p> <ul style="list-style-type: none"> <li>• After the completion of the previous activity, the facilitator will move to <b>slide 12</b>, where learners will be provided with good practice examples of educational responses to the Covid19 pandemic, including examples from two countries: Lithuania, and New Zealand.</li> <li>• The facilitator will then move to <b>slide 14</b> where the next practical activity is introduced. In this activity (<b>Activity 2.5</b>) outlined in detail in the activity handbook for workshop 2, learners are invited to explore some good practice examples of digital youth work that they could apply to their own youth work practice, and they will be asked to present their findings to the rest of the participants.</li> </ul>	<p><b><u>30</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 2: Youth Work in a Digital Era PPT presentation, activity sheets and SDL learning resources</b></li> <li>• <b>Projector</b></li> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>
<p><b><u>Theory: Technology in Education</u></b></p> <ul style="list-style-type: none"> <li>• Upon completion of the previous activity, the facilitator will continue by referring to slides <b>15-20</b>. In these slides, learners are presented with theoretical knowledge of the challenges of remote learning, how the pandemic has changed the future of education, benefits of using technology in education, addressing fears of</li> </ul>	<p><b><u>25</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 2: Youth Work in a Digital Era PPT presentation, activity sheets and SDL learning resources</b></li> <li>• <b>Projector</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>



<p>using technology in youth work, and building self-efficacy for digital teaching.</p>		<ul style="list-style-type: none"> <li>● Internet connection</li> <li>● Laptop or PC</li> </ul>	
<p><b><u>Theory: How can technology be used in youth work?</u></b></p> <ul style="list-style-type: none"> <li>● The facilitator will refer to <b>slides 21-24</b> to provide youth workers with 3 different ways they can use technology in their youth work: as a tool, as an activity, or as content. The facilitator will detail what each approach entails and how to achieve this in their youth work practice.</li> </ul>	<p><b><u>30</u></b></p>	<ul style="list-style-type: none"> <li>● <b>Workshop 2: Youth Work in a Digital Era PPT presentation, activity sheets and SDL learning resources</b></li> <li>● Projector</li> <li>● Internet connection</li> <li>● Laptop or PC</li> </ul>	<p><b>Participants will engage in all group activities</b></p>
<p><b><u>Activity 2.6 Digital Tools</u></b></p> <ul style="list-style-type: none"> <li>● The facilitator will proceed to <b>slide 25</b> where learners will be invited to take part in another practical activity in small groups.</li> <li>● This activity (<b>Activity 2.6</b>), is outlined in detail in the activity handbook for workshop 2, and involves the introduction of possible digital tools to youth workers, and invites them to discuss how they would use these tools in their youth work practice.</li> </ul>	<p><b><u>45</u></b></p>	<ul style="list-style-type: none"> <li>● <b>Workshop 2: Youth Work in a Digital Era PPT presentation, activity sheets and SDL learning resources</b></li> <li>● Projector</li> <li>● Internet connection</li> <li>● Laptop or PC</li> </ul>	<p><b>Participants will engage in all group activities</b></p>

<p><b><u>Activity 2.7 Digital Literacy Bingo</u></b></p> <ul style="list-style-type: none"> <li>• Upon completion of activity 2.6, the facilitator will move to <b>slide 26</b>, where the concept of “Digital Literacy” is introduced to learners. The facilitator will play the short video that introduced digital literacy, and will then move to <b>slide 27</b> to ask youth workers why they think digital literacy is important for digital youth work.</li> <li>• The facilitator will move to <b>slide 28</b> to introduce the next practical activity “Digital Literacy Bingo” (<b>Activity 2.7</b>). This activity is outlined in detail in the <b>activity handbook for workshop 2</b>, and learners are invited to assess their digital literacy proficiency by playing this fun, educational game during which they must identify the areas of technology they are comfortable with, and the areas they need to improve on.</li> </ul>	<p><b><u>45</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 2: Youth Work in a Digital Era PPT presentation, activity sheets and SDL learning resources</b></li> <li>• <b>Projector</b></li> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>
<p><b><u>Theory: Digital Literacy and Online Safety</u></b></p> <ul style="list-style-type: none"> <li>• After learners have completed <b>activity 2.7</b>, the facilitator will proceed to <b>slide 29</b> to introduced the competences for digital literacy.</li> <li>• The facilitator will then refer to slides <b>30-33</b> to provide some practical tips for youth workers on how to keep young people safe when using technology at home and in youth work centres.</li> </ul>	<p><b><u>30</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 2: Youth Work in a Digital Era PPT presentation, activity sheets and SDL learning resources</b></li> <li>• <b>Projector</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>

		<ul style="list-style-type: none"> <li>• Internet connection</li> <li>• Laptop or PC</li> </ul>	
<p><b><u>Activity 2.8 Post-Assessment Questionnaire</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator will end the session by moving to <b>slide 35</b>, and introducing the final activity. This activity is a post-assessment questionnaire, consisting of the same questions as the pre-assessment questionnaire, and can be accessed using the following link:  <a href="https://forms.gle/mCUBcWRmEqkGzJ16">https://forms.gle/mCUBcWRmEqkGzJ16</a></li> </ul> <p>The purpose of this activity (outlined in detail in the <b>activity handbook</b>) is to assess participants' knowledge on the training materials after the workshop, and compare these results to the results of the pre-assessment questionnaire.</p> <ul style="list-style-type: none"> <li>• After the final activity, the facilitator will thank participants for listening, and if there are no further questions, the facilitator will end Workshop 2, and provide learners with the <b>self-directed learning activities for Workshop 2</b> to complete in their own time.</li> </ul>	<b><u>30</u></b>	<ul style="list-style-type: none"> <li>• <b>Workshop 2: Youth Work in a Digital Era PPT presentation, activity sheets and SDL learning resources</b></li> <li>• Projector</li> <li>• Internet connection</li> <li>• Laptop or PC</li> </ul>	Participants will engage in all group activities
<b>Total duration of the module</b>	<b>6 hours</b>		

## Activity Handout Workshop 2

### A2.1

<b>Module Title</b>	Youth Work in a digital era		
<b>Activity Title</b>	Pre-Assessment Questionnaire	<b>Activity Code</b>	A2.1
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	15 minutes	<b>Learning Outcome</b>	Learners will be aware of their knowledge on the topic before the workshop begins, so they get an indication of what they can learn from this workshop so that they can build their skills as educators.
<b>Aim of activity</b>	The aim of this activity is to assess the knowledge that youth workers already possess on the topic before the workshop begins, so they have more of an idea of what they can learn from the workshop, and how this new acquired knowledge will benefit them.		

<b>Materials Required for Activity</b>	Internet connection Laptop or PC
<b>Step-by-step instructions</b>	<p><b>Step 1</b> The trainer will begin the activity by mentioning the learning topic of the day – “Youth Work in a Digital Era”, and will ask participants what they think that means, and why it is an important topic to address in a rapidly evolving technological society.</p> <p><b>Step 2</b> The trainer will provide participants with the following link: <a href="https://forms.gle/r2SH6KAAJHNvTif38">https://forms.gle/r2SH6KAAJHNvTif38</a> which all participants are to answer honestly to assess their knowledge on the subject area of the workshop before being presented with the content.</p> <p><b>Step 3</b> After completing the pre-assessment questionnaire, the trainer will begin a discussion by asking what knowledge areas they can improve on today, and how this will benefit their youth work.</p>

A2.2

<b>Module Title</b>	Youth work in a digital era		
<b>Activity Title</b>	Assessing need for digital youth work	<b>Activity Code</b>	Example: A2.2
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	30	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Knowledge of the demand for technology in classrooms</li> </ul>
<b>Aim of activity</b>	The aim of this activity is to gather thoughts from youth workers and initiate a discussion on the need for the digitalisation of youth work, and discuss their feelings about what the future of technology in education could look like, and how they would cope with these changes.		
<b>Materials Required for Activity</b>	Internet connection Laptop or PC		

### Step-by-step instructions

#### Step 1:

The facilitator will initiate a discussion on the topic of the digitalisation of education, and will ask learners to access the following [online noticeboard](#) and provide their opinions on why introducing technology to their youth work practice is relevant for the 21<sup>st</sup> century.

#### Step 2:

The facilitator will then play the following video showing what the future of education could possibly look like:

<https://youtu.be/uZ73ZsBkcus>

#### Step 3:

The facilitator will ask the following self-reflection questions:

- Do you think this is what the future of education could look like?
- How do you feel about technology evolving so fast? Do you think you can keep up with it?
- What do you think the benefits of this digitalisation of education can have for young people? Do you think they would be more engaged in education?
- What are the limits to education when not including technology in teaching?

## A2.3

<b>Module Title</b>	Youth work in a digital era		
<b>Activity Title</b>	Advantages and Challenges of using Technology in Youth Work	<b>Activity Code</b>	A2.3
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	20	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Knowledge of the advantages and challenges of integrating technology into youth work practice and group discussion on how to overcome these challenges</li> </ul>
<b>Aim of activity</b>	To discuss the advantages and challenges of integrating technology into youth work practice, and how to overcome these challenges when faced with them.		
<b>Materials Required for Activity</b>	Laptop Internet Connection Projector		



## Step-by-step instructions

### Step 1:

The facilitator will instruct the youth workers to form small groups of 3-4 people and will ask them to access the following document:

[Click here](#)

### Step 2:

Participants will then be instructed to brainstorm in their groups and provide examples of possible advantages and challenges that could arise when integrating technology into their youth work practice.

### Step 3:

The facilitator will ask each group to present what advantages and challenges they have thought of.

### Step 4:

The facilitator will then go through all of the possible challenges that the groups thought of, and will ask participants how these challenges could be dealt with. They will answer questions such as:

- Can this particular challenge be overcome? How?
- Are you confident in your ability to face these challenges?
- Do you believe the challenges outweigh the advantages?

A2.4

<b>Module Title</b>	Youth work in a digital era		
<b>Activity Title</b>	Shift in education in the face of the Covid 19 pandemic	<b>Activity Code</b>	A2.4
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	20	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Knowledge of how the Covid-19 pandemic has affected youth work practice and exchange of experiences in the group</li> </ul>
<b>Aim of activity</b>	To initiate a discussion on the changes that have taken place in youth work practice, and exchange of experiences.		
<b>Materials Required for Activity</b>	Pen Paper		

### **Step-by-step instructions**

#### **Step 1:**

The facilitator will instruct the youth workers to form small groups of 3-4 people and will ask them to compare their methods in youth work practice before and during/after the pandemic.

#### **Step 2:**

After all of the information has been collated, one person from each group will present their findings to the group, and youth workers will exchange their experiences on how much their youth work has changed in a short period of time.

#### **Step 3:**

The facilitator will ask the following self-reflection questions:

- How did you feel while all of these sudden changes were taking place?
- Were you able to cope with the shift to online learning and teaching?
- What challenges did you face?
- Did this experience bring you any beneficial learning experiences? What were they?
- Do you think these changes in your youth work practice will remain, even if the pandemic ends?

## A2.5

<b>Module Title</b>	Youth work in a digital era		
<b>Activity Title</b>	Good practices	<b>Activity Code</b>	A2.5
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	30	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Knowledge of good practice examples of digital youth work</li> </ul>
<b>Aim of activity</b>	The aim of this activity is to provide youth workers with some good practice examples of digital youth work that they could apply to their own youth work practice		
<b>Materials Required for Activity</b>	<i>Laptop or Pc</i> <i>Internet connection</i> <i>Pen</i> <i>Paper</i>		
<b>Step-by-step instructions</b>	<p><b>Step 1:</b> The facilitator will ask participants to head to the following website: <a href="https://www.digitalyouthwork.eu/good-practices/">https://www.digitalyouthwork.eu/good-practices/</a></p> <p><b>Step 2:</b> The facilitator will then ask youth workers to form groups of 2-3 people, and research different good practice examples of digital youth work over the years that they find interesting.</p> <p><b>Step 3:</b></p>		

	<p>The facilitator will ask each group to present their findings to the class, discussing what good practice examples they found interesting and why.</p> <p><b>Step 4:</b> The facilitator will ask the following self-reflection questions:</p> <ul style="list-style-type: none"> <li>• What was your favourite good practice example, and why?</li> <li>• These good practice examples all occurred before the pandemic. Do you think this benefited these youth workers when the pandemic hit?</li> <li>• Can you think of any of your own good practice examples from your youth work practice over the years?</li> <li>• Are there any of these good practices you would like to apply to your own youth work practice? Why?</li> </ul>
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A2.6

<b>Module Title</b>	Youth Work in a digital era		
<b>Activity Title</b>	Digital Tools	<b>Activity Code</b>	A2.6
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	30 minutes	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Learners will be introduced to new digital tools they can</li> </ul>

			use in their youth work practice
<b>Aim of activity</b>	The aim of this activity is to introduce youth workers to innovative digital tools that they can use with young people to increase their engagement with educational materials.		
<b>Materials Required for Activity</b>	Internet connection Laptop or PC		
<b>Step-by-step instructions</b>	<p><b>Step 1</b> Ask participants to form groups of 3-4 people, and provide them with the following link: <a href="#">digital tools</a></p> <p><b>Step 2</b> Ask participants in their groups to explore the different digital tools and to write down the tools they find most interesting.</p> <p><b>Step 3</b> The facilitator will ask the following reflection questions:</p> <ul style="list-style-type: none"> <li>● How many of these digital tools were you already familiar with?</li> <li>● Name five digital tools you found interesting</li> <li>● How would you implement these tools into your youth work practice?</li> </ul>		

	<ul style="list-style-type: none"> <li>• Do the tools appear easy to use? Or do you think you would need training?</li> <li>• What could be the benefits for young people if you used digital tools such as these in your youth work practice?</li> </ul>
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A2.7

<b>Module Title</b>	Youth Work in a digital era		
<b>Activity Title</b>	Digital Literacy Bingo	<b>Activity Code</b>	A2.7
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	<b>15 minutes</b>	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Knowledge of elements of digital literacy and their proficiency in those areas</li> </ul>
<b>Aim of activity</b>	The aim of this activity is to assess participants' digital literacy proficiency by playing a fun, educational game called "Digital Literacy Bingo" during which they have to identify the areas of technology they are comfortable with, and areas they need to improve on		

<b>Materials Required for Activity</b>	PC or Laptop Internet Connection																														
<b>Step-by-step instructions</b>	<p><b>Step 1</b></p> <p>The facilitator will provide participants with the following link which will lead them to a game of “Digital Literacy Bingo”: <a href="https://bingobaker.com/#e63da3cc7c7323e9">https://bingobaker.com/#e63da3cc7c7323e9</a></p> <p>Here, they will generate their own, individual bingo card, so each participant will have a bingo card that is structured differently. Here is what the bingo card looks like:</p> <div data-bbox="600 667 1339 1343" data-label="Image"> <p style="text-align: center;"><b>Digital Literacy Bingo</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>B</b></td> <td style="text-align: center;"><b>I</b></td> <td style="text-align: center;"><b>N</b></td> <td style="text-align: center;"><b>G</b></td> <td style="text-align: center;"><b>O</b></td> </tr> <tr> <td>I know how to use web browsers</td> <td>I know how to use video conferencing platforms</td> <td>I know how to post on social media</td> <td>I know how to use a VPN</td> <td>I can comfortably use Microsoft Office</td> </tr> <tr> <td>I know how to use photoshop</td> <td>I am aware of who I can trust online</td> <td>I know how to clear cookies on my computer</td> <td>I know how to search for factual information on the web</td> <td>I can move files from my computer to an external hard drive</td> </tr> <tr> <td>I am aware of methods I can take to stay safe online</td> <td>I am aware of open-source educational resources available</td> <td>I know how to find images online free of copyright</td> <td>I am aware of copyright rules</td> <td>I can create a presentation online</td> </tr> <tr> <td>I know how to check my emails</td> <td>I know how to generate a QR code</td> <td>I can communicate with colleagues online</td> <td>I am aware of my digital rights</td> <td>I can create online educational content</td> </tr> <tr> <td>I can adapt to new technology</td> <td>I am able to think critically</td> <td>I know how to protect my computer from viruses</td> <td>I know how to protect my data</td> <td>I know how to spot "Fake News"</td> </tr> </table> </div> <p><b>Step 2</b></p>	<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>	I know how to use web browsers	I know how to use video conferencing platforms	I know how to post on social media	I know how to use a VPN	I can comfortably use Microsoft Office	I know how to use photoshop	I am aware of who I can trust online	I know how to clear cookies on my computer	I know how to search for factual information on the web	I can move files from my computer to an external hard drive	I am aware of methods I can take to stay safe online	I am aware of open-source educational resources available	I know how to find images online free of copyright	I am aware of copyright rules	I can create a presentation online	I know how to check my emails	I know how to generate a QR code	I can communicate with colleagues online	I am aware of my digital rights	I can create online educational content	I can adapt to new technology	I am able to think critically	I know how to protect my computer from viruses	I know how to protect my data	I know how to spot "Fake News"
<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>																											
I know how to use web browsers	I know how to use video conferencing platforms	I know how to post on social media	I know how to use a VPN	I can comfortably use Microsoft Office																											
I know how to use photoshop	I am aware of who I can trust online	I know how to clear cookies on my computer	I know how to search for factual information on the web	I can move files from my computer to an external hard drive																											
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I can adapt to new technology	I am able to think critically	I know how to protect my computer from viruses	I know how to protect my data	I know how to spot "Fake News"																											



The facilitator will call out items from the bingo card in a random order one by one by accessing the following link: <https://bingobaker.com/view/4964888> and accessing the “Call List”, and the participants will mark off each square as they hear it being called out, if they agree with the statements

**Step 3**  
The first participant/participants to mark off a whole row (vertically or horizontally) have to shout “BINGO”.

**Step 4**  
The facilitator will ask the following self-reflection questions:

- How many of these digital activities can you confidently do?
- Are there any of the tasks you need to improve on?
- Do you think that young people are confident in a lot of these areas?
- Which of these tasks would you like to become more proficient in?

A2.8

<b>Module Title</b>	Youth Work in a digital era		
<b>Activity Title</b>	Post-Assessment Questionnaire	<b>Activity Code</b>	A2.8
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face

<b>Duration of Activity (in minutes)</b>	<b>15 minutes</b>	<b>Learning Outcome</b>	Learners will be aware of the new knowledge they have learned, and will be motivated to apply this to their digital youth work.
<b>Aim of activity</b>	The aim of this activity is to assess participants' knowledge on the training materials after the workshop has been delivered, and compare these results to the results of the pre-assessment questionnaire. This will be motivating for participants, and will provide them with a sense of accomplishment as they will see how much new knowledge they have gained and how valuable the training session was.		
<b>Materials Required for Activity</b>	Internet connection Laptop or PC		
<b>Step-by-step instructions</b>	<p><b>Step 1</b> Provide participants with the following link: <a href="https://forms.gle/1ZwpmJ4XKYQC2jXZ8">https://forms.gle/1ZwpmJ4XKYQC2jXZ8</a> and instruct them to complete the questionnaire.</p> <p><b>Step 2</b> After participants have completed the Post-Assessment Questionnaire, instruct them to compare their results from the Pre-Assessment Questionnaire, to the results of their Post-Assessment</p>		

	Questionnaire, and ask them how this newly acquired knowledge can be useful for them in youth work settings.
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## Self-directed Learning Resources – Workshop 2

### S2.1

<b>Topic:</b>	Youth Work in a Digital Era
<b>Title:</b>	Digital Youth Work Competencies Assessment
<b>Time:</b>	30 minutes
<b>Why use this resource?</b>	This resource will assess the three competencies relevant to youth workers planning to integrate digital youth work into their practice, ultimately inform them of areas they should focus on to work effectively with young people using relevant technologies. They will also be supplied with recommendations to support their youth work development.

<b>What will you get from using this resource?</b>	You will have an insight into the areas of your youth work that can be developed and advanced in order to harness the full capabilities of technology and digital media in your youth work practice, and be provided with detailed recommendations to aid you in your youth work development.
<b>Link to resource:</b>	<a href="https://digipathways.io/self-assessment-tool-competence/">https://digipathways.io/self-assessment-tool-competence/</a>

## S2.2

<b>Topic:</b>	Youth Work in a Digital Era
<b>Title:</b>	Response to Covid-19 Pandemic in Ireland in the Youth Work Sector
<b>Time</b>	30 minutes
<b>Why use this resource?</b>	This resource presents you with collected data and information about the response of the Youth Work Sector in Ireland to the Covid-19 pandemic. It will provide you

	<p>with an infographic overview of the research conducted and will examine:</p> <ul style="list-style-type: none"> <li>- Challenges that arose in the face of the global pandemic</li> <li>- Methodologies used to support young people</li> <li>- The limitations of the current working method</li> </ul>
<b>What will you get from using this resource?</b>	You will understand the difficulties and challenges that your youth work has endured due to the impact of the Covid-19 pandemic, and be provided with advice on how you can offer guidance and support to the young people in your youth work practice
<b>Link to resource:</b>	<a href="https://www.youth.ie/wp-content/uploads/2020/09/Review-of-the-youth-work-sector-response-to-the-COVID-19-pandemic.pdf">https://www.youth.ie/wp-content/uploads/2020/09/Review-of-the-youth-work-sector-response-to-the-COVID-19-pandemic.pdf</a>

### S2.3

<b>Topic:</b>	Youth Work in a Digital Era
<b>Title:</b>	Using digital tools for good
<b>Time</b>	30 minutes

<b>Why use this resource?</b>	Youth workers will gain new information on how they can harness the capabilities of technology and use it for good in their youth work practice
<b>What will you get from using this resource?</b>	You will be advised and guided on how digital technology can be beneficial in their youth work practice, and the advantages this can have for young people.
<b>Link to resource:</b>	<a href="https://digitalyouthwork.scot/digital-will-continue-to-grow-as-youth-workers-can-we-use-it-for-good/">https://digitalyouthwork.scot/digital-will-continue-to-grow-as-youth-workers-can-we-use-it-for-good/</a>

S2.4

<b>Topic:</b>	Youth Work in a Digital Era
<b>Title:</b>	Blended Learning
<b>Time</b>	30 minutes

<b>Why use this resource?</b>	Youth workers will learn what blended learning is, and examples of good practice they can include in their youth work practice.
<b>What will you get from using this resource?</b>	You will be shown good practice in the area of blended learning, thereby guiding you on how to integrate a mix of technology-based and face-to-face education into your youth work practice.
<b>Link to resource:</b>	<a href="https://youtu.be/auzwh1mK2TY">https://youtu.be/auzwh1mK2TY</a>

S2.5

<b>Topic:</b>	Youth Work in a Digital Era
<b>Title:</b>	Re-inventing Education for the Digital Age
<b>Time</b>	15 minutes

<b>Why use this resource?</b>	This resource highlights the importance of digital literacy. The speaker, David Middelbeck, explains how education is lagging behind technology, and advocates for digital literacy skills for everyone, in order to keep up with the rapidly evolving digital era.
<b>What will you get from using this resource?</b>	You will learn about the importance of introducing technology into education, and will be supported to envision a future of digital education while learning about companies and educational platforms that can help support you on your journey of navigating new technology.
<b>Link to resource:</b>	<a href="https://youtu.be/Ar16albrkuY">https://youtu.be/Ar16albrkuY</a>

## S2.6

<b>Topic:</b>	Youth Work in a Digital Era
<b>Title:</b>	Digital youth work: a systematic review with a proposal
<b>Time</b>	One hour



<b>Why use this resource?</b>	This in-depth article identifies relationships between youth digital participation practices aimed at developing digital citizenship, the skills and knowledge needed for critical digital literacy, and the role of digital media technology in social work education practice in promoting social inclusion.
<b>What will you get from using this resource?</b>	You will learn valuable information addressing why the concept of digital youth work is pertinent to our rapidly evolving technological era, and how to guide young people to participate digitally with social impact.
<b>Link to resource:</b>	<a href="https://www.tandfonline.com/doi/full/10.1080/02615479.2021.1971187?scroll=top&amp;needAccess=true">https://www.tandfonline.com/doi/full/10.1080/02615479.2021.1971187?scroll=top&amp;needAccess=true</a>

S2.7

<b>Topic:</b>	Youth Work in a Digital Era
<b>Title:</b>	DigCompEDU – Digital Competence Framework for Educators
<b>Time</b>	One hour
<b>Why use this resource?</b>	The European Framework for the Digital Competence of Educators (DigCompEdu) describes to educators the meaning behind digital competence, and how they can develop their digital competences.
<b>What will you get from using this resource?</b>	You will be supported to develop your digital competences, as this framework offers you a set of criteria with universal logic and language.
<b>Link to resource:</b>	<a href="https://publications.jrc.ec.europa.eu/repository/bitstream/JRC107466/pdf_digcomedu_a4_final.pdf">https://publications.jrc.ec.europa.eu/repository/bitstream/JRC107466/pdf_digcomedu_a4_final.pdf</a>

S2.8

<b>Topic:</b>	Youth Work in a Digital Era
<b>Title:</b>	E-learning and Digital Media
<b>Time</b>	One hour
<b>Why use this resource?</b>	This journal investigates the different approaches and disciplines related to digitalised education.
<b>What will you get from using this resource?</b>	You will gain comprehensive understanding of how the political economy and informational ecology influences where digitalised education is possible.
<b>Link to resource:</b>	<a href="https://journals.sagepub.com/description/ldm">https://journals.sagepub.com/description/ldm</a>

S2.9

<b>Topic:</b>	Youth Work in a Digital Era
<b>Title:</b>	Digital Literacies
<b>Time</b>	45 minutes
<b>Why use this resource?</b>	This resource is a speech by the author Nicky Hockly at Churchill College, Cambridge, and her speech focuses on the theory that underpins digital literacies, and the implications this had for educational managers.
<b>What will you get from using this resource?</b>	You will learn how educational institutions can take an effective approach to developing digital literacy and integrating this into curriculums.
<b>Link to resource:</b>	<a href="https://youtu.be/qRN6HdbzPPU">https://youtu.be/qRN6HdbzPPU</a>

S2.10

<b>Topic:</b>	Youth Work in a Digital Era
<b>Title:</b>	Developing Digital Youth Work
<b>Time</b>	30 minutes
<b>Why use this resource?</b>	This is an EU publication that provides policy recommendations, training needs, and good practice examples in developing digital youth work across the EU.
<b>What will you get from using this resource?</b>	<p>You will gain insight into the theory behind developing digital competencies from an expert group that was set up under the European Union Work Plan for Youth for 2016-2018, and here are some elements that are included:</p> <ul style="list-style-type: none"><li>• A working definition of “digital youth work”.</li><li>• Innovative practice examples of developing digital youth work and upskilling the digital competences of youth workers</li><li>• Policy recommendations on developing digital youth work</li></ul>

	<ul style="list-style-type: none"><li>• Recognition of the training needs of youth workers to practice digital youth work</li><li>• Collection of training material</li></ul>
<b>Link to resource:</b>	<a href="https://op.europa.eu/en/publication-detail/-/publication/fbc18822-07cb-11e8-b8f5-01aa75ed71a1">https://op.europa.eu/en/publication-detail/-/publication/fbc18822-07cb-11e8-b8f5-01aa75ed71a1</a>

## Workshop 3: Introduction to the Compendium of Interactive Infographics

### Learning Outcomes

#### **Workshop 3: Introduction to the compendium of Interactive Infographics**

- Presentation and testing of the Compendium of Interactive Infographics (IO1) to build learner knowledge and familiarise them with the key concepts
- Introduce the concept and importance of a micro-learning resource for drug awareness training and education
- Practical recommendations for the implementation and use of the Interactive Infographics in daily youth work practice

The lesson plan in this handbook will guide the delivery of the In-Service Training Programme for youth workers and support them to:

- Maximise the potential of the DATE project resources within their youth practices
- Promote their continuous professional development
- Expand their teaching and practices into new online learning environments

Each Workshop consists of;

- A Lesson Plan
- Self-Directed Learning Resources
- A Youth Worker Handout
- PPT presentation

## Materials Needed for this Training Programme:

The materials you will need for this Workshop include:

Materials Needed:
<ul style="list-style-type: none"><li>● Training room with space for breakout sessions</li><li>● Pens</li><li>● Paper</li><li>● Flipchart</li><li>● Markers</li><li>● Coloured pens and markers for small- group activities</li><li>● PC or Laptop Access (for self-directed learning)</li><li>● Youth Worker handout</li><li>● Smartphone</li></ul>



## Lesson Plan Workshop 3

<b>Module Title: Introduction to the Compendium of Interactive Infographics</b>			
<b>Description of the Learning Activities</b>	<b>Timing (minutes)</b>	<b>Materials/ Equipment Required</b>	<b>Assessment/ Evaluation</b>
<p><b><u>Workshop Opening:</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator of the workshop will briefly introduce the session, and will ask if there are any questions regarding the previous workshop or the self-directed learning.</li> <li>• The facilitator will then use <b>slides 1 to 2</b> to introduce the subject area of the day (Introduction to the Compendium of Interactive Infographics), and then will proceed to <b>slide 3</b> to present the learning outcomes of the workshop.</li> </ul>	<u>15</u>	<ul style="list-style-type: none"> <li>• <b>Workshop 3: Introduction to Compendium of Interactive Infographics PPT presentation, activity sheets and SDL learning resources</b></li> <li>• <b>Projector</b></li> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	Participants will engage in all group activities
<p><b><u>Activity 3.1 – Testing of Infographics:</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator will then refer to slides <b>4-7</b> for the first activity of workshop 3: Testing of the Interactive Infographics. This activity, explained in further detail in the <b>Activity Handbook for Workshop 3</b>, introduces youth workers to the</li> </ul>	<u>45</u>	<ul style="list-style-type: none"> <li>• <b>Workshop 3: Introduction to Compendium of Interactive Infographics PPT presentation, activity sheets</b></li> </ul>	Participants will engage in all group activities

<p>resources included in the DATE interactive infographics by testing them using the QR codes.</p> <ul style="list-style-type: none"> <li>The facilitator will then ask the self-reflection questions provided in the Activity Handbook.</li> </ul>		<p><b>and SDL learning resources</b></p> <ul style="list-style-type: none"> <li><b>Projector</b></li> <li><b>Internet connection</b></li> <li><b>Laptop or PC</b></li> </ul>	
<p><b><u>Activity 3.2: Exploring Problem Definition</u></b></p> <ul style="list-style-type: none"> <li>The facilitator will refer to slides <b>8,9, and 10</b> for <b>Activity 3.2: Exploring the Problem Definition Infographic</b>. The aim of this activity, outlined in detail in the <b>Activity Handbook</b> is to explore this thematic area in the DATE Infographics and determine its importance and relevance in youth work practice when teaching young people about drug awareness.</li> <li>The facilitator will begin the activity by using <b>slide 9</b> to present the breakdown of each of the 4 infographics in “Problem Definition” and what issues they each address.</li> <li>After this, the facilitator will present a completed interactive infographic poster in the thematic area of Problem Definition, and will instruct participants to discuss its relevance in drug education with young people.</li> </ul>	<p><b><u>40</u></b></p>	<ul style="list-style-type: none"> <li><b>Workshop 3: Introduction to Compendium of Interactive Infographics PPT presentation, activity sheets and SDL learning resources</b></li> <li><b>Projector</b></li> <li><b>Internet connection</b></li> <li><b>Laptop or PC</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>
<p><b><u>Activity 3.3 Exploring Prevalent Problems Today</u></b></p>	<p><b><u>40</u></b></p>	<ul style="list-style-type: none"> <li><b>Workshop 3: Introduction to</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>

<ul style="list-style-type: none"> <li>• The facilitator will refer to slides <b>11 and 12</b> for <b>Activity 3.3:</b> Exploring the Prevalent Problems Today Infographics. The aim of this activity, outlined in detail in the <b>Activity Handbook</b> is to explore this thematic area in the DATE Infographics and determine its importance and relevance in youth work practice when teaching young people about drug awareness.</li> <li>• The facilitator will begin the activity by using <b>slide 11</b> to present the breakdown of each of the 4 infographics in “Prevalent Problems Today” and what issues they each address.</li> <li>• After this, the facilitator will present a completed interactive infographic poster in the thematic area of Prevalent Problems Today on <b>slide 12</b>, and will instruct participants to discuss its relevance in drug education with young people.</li> </ul>		<p><b>Compendium of Interactive Infographics PPT presentation, activity sheets and SDL learning resources</b></p> <ul style="list-style-type: none"> <li>• <b>Projector</b></li> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	
<p><b><u>Activity 3.4 Exploring Appropriate Response Action</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator will refer to slides <b>13 and 14</b> for <b>Activity 3.4:</b> Exploring the Appropriate Response Action Infographics. The aim of this activity, outlined in detail in the <b>Activity Handbook</b> is to explore this thematic area in the DATE Infographics and determine its importance and relevance in youth work practice when teaching young people about drug awareness.</li> </ul>	<p><b><u>40</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 3: Introduction to Compendium of Interactive Infographics PPT presentation, activity sheets and SDL learning resources</b></li> <li>• <b>Projector</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>

<ul style="list-style-type: none"> <li>• The facilitator will begin the activity by using <b>slide 13</b> to present the breakdown of each of the 4 infographics in “Appropriate Response Action” and what issues they each address.</li> <li>• After this, the facilitator will present a completed interactive infographic poster in the thematic area of Appropriate Response Action on <b>slide 14</b>, and will instruct participants to discuss its relevance in drug education with young people.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	
<p><b><u>Activity 3.5 Infographic Brainstorming</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator will move on to <b>slide 15</b>, and will introduce another practical activity during which youth workers will be encouraged to brainstorm their very first infographic. In <b>activity 3.5</b>, detailed in the <b>Activity Handbook</b>, the facilitator will instruct participants to think of a fact or statement to include on an interactive infographic poster addressing the thematic areas Problem Definition, Prevalent Problems Today, and Appropriate Response Action, to support them in eventually creating their own infographics in the future.</li> </ul>	<p><b><u>45</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 3: Introduction to Compendium of Interactive Infographics PPT presentation, activity sheets and SDL learning resources</b></li> <li>• <b>Projector</b></li> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>

<p><b><u>Micro-Learning</u></b></p> <ul style="list-style-type: none"> <li>The facilitator will refer to <b>slides 16-24</b> to introduce the concept of micro-learning. The slides will address what micro-learning is, examples of micro-learning, and the structure of a mini-learning format resource.</li> </ul>	<p><b><u>30</u></b></p>	<ul style="list-style-type: none"> <li><b>Workshop 3: Introduction to Compendium of Interactive Infographics PPT presentation, activity sheets and SDL learning resources</b></li> <li><b>Projector</b></li> <li><b>Internet connection</b></li> <li><b>Laptop or PC</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>
<p><b><u>Activity 3.6 Create your own video script!</u></b></p> <ul style="list-style-type: none"> <li>The facilitator will move to <b>slide 25</b> to introduce <b>Activity 3.6:</b> create your own video script, outlined in detail in the <b>Activity Handbook</b> for Workshop 3.</li> <li>The facilitator will present the structure of a video script, provided in the <b>Activity Handbook</b>, and will instruct participants to create a video script on the topic of Harm Reduction in small groups.</li> <li>After participants have completed this activity, each group will present their video script, and answer the self-reflection questions.</li> </ul>	<p><b><u>60</u></b></p>	<ul style="list-style-type: none"> <li><b>Workshop 3: Introduction to Compendium of Interactive Infographics PPT presentation, activity sheets and SDL learning resources</b></li> <li><b>Projector</b></li> <li><b>Internet connection</b></li> <li><b>Laptop or PC</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>

<p><b><u>Implementation of Interactive Infographics in Youth Work Practice</u></b></p> <ul style="list-style-type: none"> <li>• The facilitator will move to <b>slides 26-32</b> which will cover the following areas: <ul style="list-style-type: none"> <li>- QR Codes as Micro-Learning for Drug Awareness</li> <li>- Why use Micro-Learning in Youth Work?</li> <li>- Tips when using DATE resources in Youth Group</li> <li>- Micro-learning statistics</li> <li>- How to use Interactive Infographics in youth work setting</li> <li>- Why use DATE interactive infographics?</li> </ul> </li> </ul>	<p><b><u>30</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 3: Introduction to Compendium of Interactive Infographics PPT presentation, activity sheets and SDL learning resources</b></li> <li>• <b>Projector</b></li> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>
<p><b><u>Closing of Workshop 3</u></b></p> <p>The facilitator will end the workshop by thanking the participants for listening, and if there are no further questions, the facilitator will end Workshop 3 and provide learners with the <b>self-directed learning activities for Workshop 3</b> to complete in their own time.</p>	<p><b><u>10</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Workshop 3: Introduction to Compendium of Interactive Infographics PPT presentation, activity sheets and SDL learning resources</b></li> <li>• <b>Projector</b></li> <li>• <b>Internet connection</b></li> <li>• <b>Laptop or PC</b></li> </ul>	<p><b>Participants will engage in all group activities</b></p>

<b>Total duration of the module</b>	<b>6 hours</b>
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## Activity Handout Workshop 3

### A3.1

<b>Module Title</b>	Introduction to the compendium of Interactive Infographics		
<b>Activity Title</b>	Testing Infographics	<b>Activity Code</b>	A3.1
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	<b>30</b>	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Knowledge of the resources used in the infographics that youth workers can implement in their own youth work practice</li> </ul>

<b>Aim of activity</b>	<i>The aim of this activity is to introduce youth workers to the resources included in the DATE interactive infographics by testing them using the QR codes</i>
<b>Materials Required for Activity</b>	<i>Smartphone that can scan QR codes Internet connection</i>
<b>Step-by-step instructions</b>	<p><b>Step 1:</b> The facilitator will present participants with four different QR codes that lead to a quiz, digital breakout, webquest, and a video.</p> <p><b>Step 2:</b> The facilitator invites participants to scan these QR codes and complete the quiz, digital breakout, and webquest, and watch the video.</p> <p><b>Step 3:</b> The facilitator will ask the group the following self-reflection questions:</p> <ul style="list-style-type: none"> <li>● Did you enjoy the resources?</li> <li>● Which resource did you like the most, and why?</li> <li>● Do you think that young people would enjoy using these resources?</li> <li>● Do you think these resources could be effective in teaching young people about drug awareness? Why?</li> </ul>



A3.2

<b>Module Title</b>	Introduction to the compendium of Interactive Infographics		
<b>Activity Title</b>	Exploring the Problem Definition Interactive Infographic	<b>Activity Code</b>	A3.2
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	20 minutes	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Knowledge of the thematic area “problem definition” and its relevance in drug education with young people</li> </ul>
<b>Aim of activity</b>	<i>The aim of the activity is to explore the topic of “Problem Definition” in the DATE infographics and its importance and relevance in youth work practice when teaching young people about drug awareness</i>		

<b>Materials Required for Activity</b>	<i>Smartphone</i> <i>Internet connection</i>
<b>Step-by-step instructions</b>	<p><b>Step 1:</b>  The facilitator will present an infographic poster addressing “Problem Definition”, and will invite learners to explore the thematic area by watching the introductory video, and exploring the content of the different resources. Learners will not be required to complete the quizzes, digital breakouts, or the WebQuests.</p> <p><b>Step 2:</b>  The facilitator will ask the following self-reflection questions:</p> <ul style="list-style-type: none"> <li>● What kind of issues are addressed in the thematic area “Problem Definition”?</li> <li>● Do you think there is relevant information for young people in the infographic?</li> <li>● Do you think the information in the infographic is addressed in a non-judgemental manner?</li> <li>● Taking into account your experience working with young people, do you think they would benefit from this infographic in your youth work practice?</li> </ul>

<b>Module Title</b>	Introduction to the compendium of Interactive Infographics		
<b>Activity Title</b>	Exploring the Prevalent Problems Today Interactive Infographic	<b>Activity Code</b>	Example: A3.3
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	20	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Knowledge of the thematic area “Prevalent Problems Today” and how it is addressed in the DATE interactive infographics</li> </ul>
<b>Aim of activity</b>	<i>The aim of this activity is to provide learners with a more in-depth exploration of the “Prevalent Problems Today” thematic area addressed in the DATE interactive infographics, and initiate a discussion on how they can implement this into their own youth work practice</i>		
<b>Materials Required for Activity</b>	<i>Smartphone Internet connection</i>		

**Step-by-step instructions****Step 1:**

The facilitator will present learners with an interactive infographic poster addressing “Prevalent Problems Today”

**Step 2:**

The facilitator will allow learners to explore the information given in the infographic by scanning the different QR codes, and will instruct them to think about how relevant this information is for young people

**Step 3:**

The facilitator will ask the following self-reflection questions:

- How do the DATE Infographics approach the thematic area “Prevalent Problems Today”?
- What useful information for young people has been provided in this infographic?
- Do you think providing young people with information on new psychoactive and synthetic drugs is important? Why?
- What are some consequences of holding back information on trending drugs?
- Prevalent Problems Today addresses the misuse of medicines. Do you think that young people are aware of the implications of taking medicine not prescribed to them even though it is considered legal?

## A3.4

<b>Module Title</b>	Introduction to the compendium of Interactive Infographics		
<b>Activity Title</b>	Exploring the Appropriate Response Action Interactive Infographics	<b>Activity Code</b>	A3.4
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	20	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Knowledge of the thematic area “Appropriate Response Action” and how it is addressed in the DATE infographics</li> </ul>
<b>Aim of activity</b>	<i>The aim of this activity is to introduce learners to an infographic focused on the thematic area “Appropriate Response Action”, allowing them to deepen their knowledge on the subject, and discuss how they can implement this into their youth work practice.</i>		

<b>Materials Required for Activity</b>	<i>Smartphone</i> <i>Internet connection</i>
<b>Step-by-step instructions</b>	<p><b>Step 1:</b> The facilitator will present learners with an infographic on the topic of “Appropriate Response Action”.</p> <p><b>Step 2:</b> Next, the facilitator will invite them to look at the poster, and scan the QR codes to identify the focus of the content included in this thematic area.</p> <p><b>Step 3:</b> The facilitator will ask the following self-reflection questions:</p> <ul style="list-style-type: none"><li>● What information is included in this infographic?</li><li>● After taking a look at some of the content, why do you think “Appropriate Response Action” is an important thematic area to focus on in drug awareness?</li><li>● What are the public attitudes towards people with substance use disorders in your country?</li><li>● Do you think infographics focused on appropriate response action can help to alleviate stigma associated with substance use?</li><li>● Do you think there is useful information included in the infographic for young people?</li><li>● How could you use this infographic in your youth work practice?</li></ul>

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A3.5

<b>Module Title</b>	Introduction to the compendium of Interactive Infographics		
<b>Activity Title</b>	Brainstorming your very first interactive infographic	<b>Activity Code</b>	A3.5
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	30	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>Ability to think of an Interactive Infographic that would catch the attention of a young person in a youth work centre of classroom</li> </ul>

<b>Aim of activity</b>	<i>The aim of this activity is to encourage creative thinking among youth workers as they brainstorm a fact or statement to include on an interactive infographic poster addressing the thematic areas Problem Definition, Prevalent Problems Today, and Appropriate Response Action, to support them in eventually creating their own infographics in the future.</i>
<b>Materials Required for Activity</b>	<i>Pen Colouring pencils Paper</i>
<b>Step-by-step instructions</b>	<p><b>Step 1:</b> The facilitator will ask participants to form 3 group, and each group will be assigned a different thematic area as follows:</p> <p>Group 1 – Problem Definition Group 2 – Prevalent Problems Today Group 3 – Appropriate Response Action</p> <p><b>Step 2:</b> Next, the facilitator will provide each group with some posters from that specific thematic area, and will ask each group to brainstorm an infographic poster idea for their own youth work practice that will catch the attention of young people. Youth workers will be instructed to think of:</p> <ol style="list-style-type: none"> <li>1. A fact, quote, statement or slogan to include on the poster related to the assigned thematic area</li> </ol>



2. What the design would look like (participants can use a sheet of paper and colouring pencils to roughly convey their graphic design idea)

**Step 3:**

The facilitator will ask each group to present their poster ideas and will ask the following questions:

- Considering each thematic area is very wide, why did you choose that particular fact, quote, statement or slogan to engage young people?
- Why do you think your proposed design will catch the attention of young people?
- Would you like to create your own Interactive Infographics for your own youth work practice?

<b>Module Title</b>	Introduction to the compendium of Interactive Infographics		
<b>Activity Title</b>	Create your own video script using the phases of MLFR	<b>Activity Code</b>	A3.6
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face
<b>Duration of Activity (in minutes)</b>	<b>60 minutes</b>	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>Youth workers will be more familiar with how a mini-learning format resource is constructed, so they can create their own micro-learning lessons in their youth work practice</li> </ul>
<b>Aim of activity</b>	<p><i>The aim of this activity is to help youth workers build their pedagogy skills by supporting them to practice the phases of building a mini-learning format resource through the creation of a video script (Participants will not have to create a video, just the video script), so they can continue constructing their own mini-learning format resources for their youth work practice.</i></p>		
<b>Materials Required for Activity</b>	<p><i>Laptop Internet connection</i></p>		

**Step-by-step instructions**

**Step 1:**

The facilitator will explain the phases of a mini-learning format resource (MLFR) using the PowerPoint slides **(21-24)** and will then present the video script structure from the DATE project used to create the project videos:

**Introduction**

(50 to 70 words)

**Key Learning Content 1**

(75 to 100 words)

**Key Learning Content 2**

(75 to 100 words)

**Key Learning Content 3**

(75 to 100 words)

**Summary and Recommendations**

(35 to 50 words)

**Congratulate and Conclude**

(30 words)

**Step 2:**

Participants will do research in small groups of 3-4 people on the topic of Harm Reduction, and will create a video script on the topic following the structure of a mini-learning format resource (Aim, Key Learning Content, Reflection and Transfer).

**Step 3:**

After creating their video scripts, one participant from each small group will present their video script.

**Step 4:**

The facilitator will ask the following self-reflection questions:

- Are you more familiar with the structure of a mini-learning format resource?
- Do you think young people could benefit from this video script on Harm Reduction?
- Can you think of any benefits of using these bite-sized resources with young people?
- Would you like to implement your own mini-learning format resources in your youth work?

<b>Topic:</b>	Introduction to the Compendium of Interactive Infographics
<b>Title:</b>	Tips for creating Interactive Infographics
<b>Time:</b>	20 minutes
<b>Why use this resource?</b>	This resource provides tips on how to produce interactive infographics that are highly engaging and lively.
<b>What will you get from using this resource?</b>	By using this resource, you will be provided with useful tips on creating interactive infographics that you can use in your youth work centre / classroom with young people.
<b>Link to resource:</b>	<a href="https://www.infographicdesignteam.com/blog/pro-tips-creating-interactive-infographics/">https://www.infographicdesignteam.com/blog/pro-tips-creating-interactive-infographics/</a>

S3.2

<b>Topic:</b>	Introduction to the Compendium of Interactive Infographics
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<b>Title:</b>	Teaching Methods for Inspiring the Students of the Future
<b>Time</b>	20 minutes
<b>Why use this resource?</b>	Joe Ruhl is a science teacher at Jefferson High School in Lafayette, Indiana who has been awarded multiple awards for his excellence in science teaching. In this video, he advocates for a student-centered classroom and explains his reasoning surrounding why lessons should be all about the children, not necessarily centered around the teacher.
<b>What will you get from using this resource?</b>	You will gain valuable information about what teaching methods inspire young people, and how you can implement these into your youth work practice, by following the good practice examples outlined by Joe Ruhl.
<b>Link to resource:</b>	<a href="https://youtu.be/UCFg9bcW7Bk">https://youtu.be/UCFg9bcW7Bk</a>

S3.3

<b>Topic:</b>	Introduction to the Compendium of Interactive Infographics
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<b>Title:</b>	A review of the trend of microlearning
<b>Time</b>	30 minutes
<b>Why use this resource?</b>	This resource is a publication on the topic of microlearning and serves as a reference for education sectors, and academia to integrate microlearning into teaching practices.
<b>What will you get from using this resource?</b>	This informative publication will aid you in your journey of implementing microlearning resources into your youth work practice by providing you with evidence-backed research on the topic.
<b>Link to resource:</b>	<a href="https://www.emerald.com/insight/content/doi/10.1108/JWAM-10-2020-0044/full/html">https://www.emerald.com/insight/content/doi/10.1108/JWAM-10-2020-0044/full/html</a>

<b>Topic:</b>	Introduction to the Compendium of Interactive Infographics
<b>Title:</b>	Integrating microlearning content in traditional e-learning platforms
<b>Time</b>	One hour
<b>Why use this resource?</b>	This resource offers extensive research on the topic of microlearning and encourages taking advantage of different learning philosophies.
<b>What will you get from using this resource?</b>	You will gain insightful information addressing the new microlearning paradigm, and you will also be provided with advice and guidance on how to integrate microlearning in more traditional e-learning platforms.
<b>Link to resource:</b>	<a href="https://link.springer.com/article/10.1007/s11042-020-09523-z">https://link.springer.com/article/10.1007/s11042-020-09523-z</a>



<b>Topic:</b>	Introduction to the Compendium of Interactive Infographics
<b>Title:</b>	Innovative Pedagogies of the Future: An Evidence-Based Selection
<b>Time</b>	One hour
<b>Why use this resource?</b>	This research article addresses and proposes a new array of pedagogical advancements for an interactive word, in order to transform learning.
<b>What will you get from using this resource?</b>	You will be informed of new pedagogical approaches from this framework that details possible competences needed for the citizens of the future.
<b>Link to resource:</b>	<a href="https://www.frontiersin.org/articles/10.3389/feduc.2019.00113/full">https://www.frontiersin.org/articles/10.3389/feduc.2019.00113/full</a>

## S3.6

<b>Topic:</b>	Introduction to the Compendium of Interactive Infographics
<b>Title:</b>	Development of Interactive Infographic Learning Multimedia
<b>Time</b>	One hour
<b>Why use this resource?</b>	This study tests and outlines the feasibility and quality of developing an interactive multimedia infographic for learning, and outlines why interactive multimedia may suit learners' attention span and encourage more participation than more passive learning such as watching videos.
<b>What will you get from using this resource?</b>	You will learn valuable information about the methodology behind implementing infographics and how they can aid learners in understanding concepts and facts from what they see, ultimately encouraging the activation of their visual memory and resulting in more effective memory recall.
<b>Link to resource:</b>	<a href="https://repository.unmul.ac.id/bitstream/handle/123456789/4447/1.%20J2018Sudarman-JPP-">https://repository.unmul.ac.id/bitstream/handle/123456789/4447/1.%20J2018Sudarman-JPP-</a>

	<a href="#">Development%20of%20Interactive%20Infographic%20Learning%20Multimedia.pdf?sequence=1&amp;isAllowed=n</a>
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S3.7

<b>Topic:</b>	Introduction to the Compendium of Interactive Infographics
<b>Title:</b>	Webinar: Microlearning best practices
<b>Time</b>	45 minutes
<b>Why use this resource?</b>	This resource outlines best practices for creating good quality microlearning resources, and how to implement them in the Ed platform.
<b>What will you get from using this resource?</b>	This Webinar provides you with detailed information about microlearning and how you can make a successful microlesson that you can use with young people in your youth work practice.

<b>Link to resource:</b>	<a href="https://youtu.be/uWfLwKH_Eko">https://youtu.be/uWfLwKH_Eko</a>
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S3.8

<b>Topic:</b>	Introduction to the Compendium of Interactive Infographics
<b>Title:</b>	Pandemic Pedagogy
<b>Time</b>	40 minutes
<b>Why use this resource?</b>	This resource is a free webinar that focuses on how to adapt teaching and learning strategies in difficult times such as the sudden onset of the Covid 19 pandemic.
<b>What will you get from using this resource?</b>	You will be provided with information on interactive learning for hybrid and online courses, and gain insight from award-winning instructors.
<b>Link to resource:</b>	<a href="https://youtu.be/2FF3Lr5w7hg">https://youtu.be/2FF3Lr5w7hg</a>

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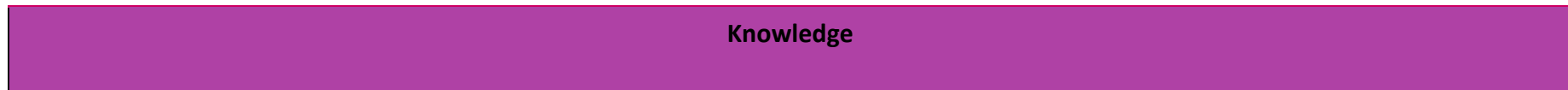
S3.9

<b>Topic:</b>	Introduction to the Compendium of Interactive Infographics
<b>Title:</b>	Creating an Interactive Classroom
<b>Time</b>	60 minutes
<b>Why use this resource?</b>	This resource encourages you, as a youth worker and educator, to integrate your own interactive presentations in your youth work practice to foster learner interaction in classrooms or youth centres.
<b>What will you get from using this resource?</b>	You will be supported to foster more interactivity between learners in your youth work practice by learning how to create an interactive classroom following the guidelines from the Webinar host.
<b>Link to resource:</b>	<a href="https://youtu.be/rso4ZrAkubY">https://youtu.be/rso4ZrAkubY</a>



## Workshop 4: Introduction to Open-Source Software to Create Online Learning Content for Young People

### Learning Outcomes



- ◆ Explore the language and social 'rules' of young people online with an overview of the different social media platforms and key features that young people are more engaged with (e.g. Instagram, Snapchat, TikTok, etc.)
- ◆ Knowledge of the best digital channels and platforms to communicate and educate young people online.
- ◆ Identify and determine which digital media pedagogical software are the most effective for each target-group and preview each open-source software programme (highlighted how it was used in the creation of the Interactive Infographic if appropriate.)

The lesson plan in this handbook will guide the delivery of the In-Service Training Programme for youth workers and support them to:

- Maximise the potential of the DATE project resources within their youth practices
- Promote their continuous professional development
- Expand their teaching and practices into new online learning environments

Each Workshop consists of;

- A Lesson Plan
- Self-Directed Learning Resources
- A Youth Worker Handout
- PPT presentation

### Materials Needed for this Training Programme:

The materials you will need for this Workshop include:

**Materials Needed:**

- Training room with space for breakout sessions
- Pens
- Paper
- Flipchart
- Markers
- Coloured pens and markers for small- group activities
- PC or Laptop Access (for self-directed learning)
- Youth Worker handout
- Smartphone



## Lesson Plan Workshop 4

<b>Module Title: Introduction to open-source software to create online learning content for young people</b>			
<b>Description of the Learning Activities</b>	<b>Timing (minutes)</b>	<b>Materials/ Equipment Required</b>	<b>Assessment/ Evaluation</b>
<p>Understanding the Social Rules of Youth</p> <ul style="list-style-type: none"> <li>● Introduction of Workshop 4: The facilitator introduces the session with a brief introduction.</li> <li>● Then, the facilitator begins the session by giving a brief overview of the learning outcomes of Workshop, which are presented on <b>Slide 3 of the PowerPoint presentation of Workshop 4.</b></li> </ul>	<b>180</b>	<b>Workshop 4: Introduction to open-source software to create online learning content for young people PPT Presentation; Projector;</b>	<b>N/A</b>
<ul style="list-style-type: none"> <li>● After the overview of the learning outcomes, the facilitator will start with the presentation of Unit 1: Understanding the language and social rules of youth, by emphasising the concept and characteristics of memes and explain how memes are used in the internet as a form of online communication between young people. The overview of the concept and characteristics of memes is available between slides 6-10 of the PowerPoint presentation of Module 3. During the discussion, <b>it is important to show the</b></li> </ul>		<b>Workshop 4: Introduction to open-source software to create online learning content for young people PPT Presentation; Projector;</b>	<b>N/A</b>

<p><b>video that is available on Slide 6:</b> (Casually Explained – Memes):  <a href="https://www.youtube.com/watch?v=bJTSxRBbCQA&amp;t=343s">https://www.youtube.com/watch?v=bJTSxRBbCQA&amp;t=343s</a></p>			
<ul style="list-style-type: none"> <li>● In the <b>Activity “4.1. Build your own educational meme”</b>, participants will be asked to develop their own meme for drug awareness and sensibilisation purposes. Before the facilitator proposes the activity, it is important to provide a prior overview of <b>the slides 11-14 of the PowerPoint presentation of Workshop 4.</b>        After completing the activity, the facilitator asks to all participants to show their memes and explain how these can correlate with drug education &amp; awareness. The facilitator can promote a group discussion about the activity:       <ul style="list-style-type: none"> <li>- What benefits do you see in creating memes for the facilitation of communication with young people?</li> <li>- What benefits do you see in creating memes to create an online awareness of drug abuse with young people?</li> <li>- What are the main challenges to include memes in your intervention with young people?</li> </ul> </li> <li>● After the discussion, the facilitator ends unit 1 with the presentation of the final considerations that are shown on slide 15 of the <b>PowerPoint presentation of Workshop 4.</b></li> </ul>		<p><b>Workshop 4:        Introduction to open-source software to create online learning content for young people PPT        Presentation;        Projector;</b></p>	<p><b>N/A</b></p>

<p><i>Choosing a social media platform: Where to start?</i></p> <ul style="list-style-type: none"> <li>● The facilitator begins the session by giving a brief overview of Workshop 4 and delivers <b>the activity 4.2: Social Media and Young People: what most people miss</b>". The facilitator can also find more detailed information of the implementation of this activity on the <b>Activity Sheet 4.2</b>.</li> <li>● After the activity, the facilitator will explain which are the most famous social media platforms that young people use (slide 17) and how learners can create a successful social media engagement in their youth work settings with young people (<b>Slide 18 and 19 of the PowerPoint presentation of Workshop 4</b>. Slide 19 will be supported <b>with the Activity 3.3: How to make TikTok a part of your youth work offer</b>, in which the facilitator will present an online workshop provided by a digital youth worker that shows how TikTok can be a great tool to engage young people in youth work settings.</li> <li>● Afterwards, the facilitator will introduce the <b>activity 4.4: "Social Media and Youth Work: Case Studies"</b> and present two video case studies on good practices of positive social media engagement with young people. The links to the video case studies are also available in the <b>slide 20 of PowerPoint presentation of Workshop 4</b>. The facilitator can also find more</li> </ul>	<p><b><u>180</u></b></p>	<p><b>Workshop 4: Introduction to open-source software to create online learning content for young people PPT Presentation; Projector;</b></p>	<p><b>N/A</b></p>
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<p>detailed information of the implementation of this activity on the <b>Activity Sheet 4.4.</b></p> <ul style="list-style-type: none"> <li>● For the end of the unit, the facilitator can ask the following question (available on slide 20) in order to promote group discussion: How can we engage young people we work with or in our local community by using social media as a building block?</li> </ul>			
<p><i>Key online communication strategies with young people.</i></p> <ul style="list-style-type: none"> <li>● The facilitator begins the session by giving a brief overview of the following topic, and by giving a brief overview of the key online communication strategies with young people (<b>slide 21 of the Powerpoint presentation of Workshop 4</b>).</li> <li>● After mentioning the key online communication strategies, the facilitator will ask the group to brainstorm ideas and answer to questions that are available in the <b>slide 22 of the PowerPoint presentation of Workshop 4</b>: <ul style="list-style-type: none"> <li>○ <i>Are the people you are hoping to interact to on the social media platform?</i></li> <li>○ <i>Do you have the right skills to manage the platform?</i></li> <li>○ <i>Do you have enough time and resources to make the chosen social media platform a success?</i></li> </ul> </li> </ul>	<p><b><u>180</u></b></p>	<p><b>Workshop 4: Introduction to open-source software to create online learning content for young people PPT Presentation; Projector;</b></p>	<p><b>N/A</b></p>

<ul style="list-style-type: none"> <li>After the discussion, the facilitator explains other important considerations when communicating with young people online (slide 24) and the importance of setting boundaries in the online relationship between young people and youth workers (slide 25), and how they can be role models online for young people (slide 26).</li> </ul> <p>For summary and conclusion of the session, the facilitator asks to the group what they have learned, to foster discussion and to understand if there are any misunderstood terms or concepts. The facilitator can also use <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a> to allow learners to write the key-ideas that they have learned during this section, to visually present each other's ideas.</p>			
<b>Total duration of the module</b>	<b>6 hours</b>		

## Activity Handout Workshop 4

### A4.1

<b>Module Title</b>	<b>Introduction to open-source software to create online learning content for young people</b>		
<b>Activity Title</b>	<b>Build your own educational meme</b>	<b>Activity Code</b>	Example: A4.1
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face or self-direct learning
<b>Duration of Activity (in minutes)</b>	<b>60min</b>	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Knowledge of the online language and social 'rules' of youth;</li> <li>• Be able to know how young people communicate in digital environments and social media in order to adjust digital youth work activities properly</li> <li>• Understand the role of social media as a space for socialisation and self-expression of young people.</li> </ul>

<b>Aim of activity</b>	<p>Learners are challenged to create their own drug education &amp; awareness memes by using existing templates or creating their own. In the end of the activity, the facilitator asks to all learners show their meme and explain the message behind the image.</p> <p>The list of online platforms to make memes are presented in Slide 12 of the PowerPoint presentation of Workshop 4.</p>
<b>Materials Required for Activity</b>	<p><i>Smartphones and/or computer laptops</i>  <i>Blank meme templates (online)</i></p>
<b>Step-by-step instructions</b>	<p><i>Pick a blank meme template and think of a message to convey behind the image.</i></p> <p>The list of online platforms to make memes are presented in Slide 12 of the PowerPoint presentation of Workshop 4.</p>

A4.2

<b>Module Title</b>	Introduction to open-source software to create online learning content for young people		
<b>Activity Title</b>	Social Media and Young People: what most people miss	<b>Activity Code</b>	Example: A4.2

<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	<ul style="list-style-type: none"> <li>• Knowledge of the best digital channels and platforms to communicate with young people;</li> <li>• Be able to motivate young people to join digital youth work activities;</li> <li>• Understand the impact of social media platforms to effectively reach young people.</li> </ul>
<b>Duration of Activity (in minutes)</b>	<b>30min</b>	<b>Learning Outcome</b>	What is the learning outcome that will be achieved through this activity?
<b>Aim of activity</b>	<p>In this activity, the facilitator will present the following video for the group:  <b>SOCIAL MEDIA FOR YOUTH MINISTRY - What Most People Miss:</b>  <a href="https://www.youtube.com/watch?v=FLG59-l1_8k">https://www.youtube.com/watch?v=FLG59-l1_8k</a></p> <p>This video talks about youth ministries (religious ministries) however the topics mentioned are an added value to reflect on how youth workers can use social media to engage with young people.</p>		



<b>Materials Required for Activity</b>	<i>Smartphones and/or computer laptops; video-projector, pens, pencils and paper</i>
<b>Step-by-step instructions</b>	<p><i>After presenting the video, it is recommended that the facilitator asks the following questions, in order to promote group discussion:</i></p> <ul style="list-style-type: none"> <li>• <i>According to Brady, what are the most popular social media platforms amongst teens?</i></li> <li>• <i>Which roles and responsibilities do you have in social media as a youth worker?</i></li> <li>• <i>How can we create engaging social media content for young people?</i></li> <li>• <i>How can we aware young people about the dangers of social media?</i></li> </ul>

A4.3

<b>Module Title</b>	<b>Introduction to open-source software to create online learning content for young people</b>		
<b>Activity Title</b>	How to make TikTok a part of your youth work offer	<b>Activity Code</b>	Example: A4.3
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face or self-direct learning

<b>Duration of Activity (in minutes)</b>	<b>30min</b>	<b>Learning Outcome</b>	<ul style="list-style-type: none"><li>• Knowledge of the key online communication strategies with young people;</li><li>• Knowledge of the appropriate language to use to communicate with young people online;</li><li>• Be able to know how young people communicate in digital environments and social media in order to adjust digital youth work activities properly;</li><li>• Understand and apply the most appropriate language when communicating online with young people.</li></ul>
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<b>Aim of activity</b>	<p>In this activity, the facilitator will present an online workshop provided by a digital youth worker that shows how TikTok can be a great tool to engage young people in youth work settings:  <a href="https://www.youtube.com/watch?v=clQg8nl9o90&amp;t=92s">https://www.youtube.com/watch?v=clQg8nl9o90&amp;t=92s</a></p> <p>Recommendation for the facilitator: the video as a total duration of 20minutes. If you think that it might be too long to present in a face-to-face or blended training activity, you can only show the video starting at 13:00min. Then, you can ask learners to analyse how they can create a TikTok account by watching the whole video at home.</p>
<b>Materials Required for Activity</b>	<p><i>List here all of the materials and equipment required by the trainer to deliver this activity to youth workers</i></p>
<b>Step-by-step instructions</b>	<p><i>After presenting the videos, it is recommended that the facilitator asks the following questions, in order to promote group discussion:</i></p> <ul style="list-style-type: none"> <li>• <i>What are the benefits and challenges of using Tiktok in youth work settings?</i></li> <li>• <i>Do you think that social media platforms like TikTok bring innovation and fun to the youth work practice?</i></li> <li>• <i>Do you think that TikTok will be useful to reach young people for youth work practice?</i></li> </ul>

A4.4

<b>Module Title</b>	<b>Introduction to open-source software to create online learning content for young people</b>		
<b>Activity Title</b>	<b>Social Media and Youth Work: Case Studies</b>	<b>Activity Code</b>	Example: A4.4
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face or self-direct learning
<b>Duration of Activity (in minutes)</b>	<b>45min</b>	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Knowledge of the key online communication strategies with young people;</li> <li>• Knowledge of the appropriate language to use to communicate with young people online;</li> <li>• Be able to know how young people communicate in digital environments and social media in order to adjust digital youth work activities properly;</li> </ul>

			<ul style="list-style-type: none"> <li>• Understand and apply the most appropriate language when communicating online with young people.</li> </ul>
<b>Aim of activity</b>	<p>In this activity, the facilitator will present two case studies on good practices of positive social media engagement with young people. First, the facilitator will showcase the first case study, intitled by Youtube Barcamp, (Nuremberg, Germany):  <a href="https://www.youtube.com/watch?v=d1enoml_lqs">https://www.youtube.com/watch?v=d1enoml_lqs</a></p> <p>and then, the facilitator will present the second case study, intitled by Instawalk (Vienna, Austria):  <a href="https://www.youtube.com/watch?v=SZb1R2GJPq0">https://www.youtube.com/watch?v=SZb1R2GJPq0</a></p>		
<b>Materials Required for Activity</b>	<p><i>Smartphones and/or computer laptops; video-projector, pens, pencils and paper</i></p>		
<b>Step-by-step instructions</b>	<p><i>After presenting the videos, it is recommended that the facilitator asks the following questions, in order to promote group discussion:</i></p> <ul style="list-style-type: none"> <li>• <i>What are the main similarities of both case studies?</i></li> <li>• <i>What impact do you think that youth work had in such initiatives?</i></li> <li>• <i>How has social media contributed to the empowerment of these young people in their communities?</i></li> <li>• <i>Could you develop a similar activity (programme with young people in your community and/or work intervention)? How?</i></li> </ul>		

For more detailed information of “Case Study 1: Youtube Barcamp”, please visit: <https://www.digitalyouthwork.eu/?material=youtube-barcamp-en>

For more detailed information of “Case Study 2: Instawalk”, please visit: <https://www.digitalyouthwork.eu/?material=instawalk-en>

Self-directed Learning Resources – Workshop 4

S4.1

<b>Topic:</b>	Online Communication and Young People
<b>Title:</b>	Social media: the basics for Youth Work
<b>Time:</b>	1H

<b>Why use this resource?</b>	<p>This guide will look at what you need to know when it comes to social media platforms and using them in your youth work practice. It will:</p> <ul style="list-style-type: none"> <li>• Encourage you to think about where social media fits within your work;</li> <li>• Look at some specific examples and case studies;</li> <li>• Provide you with an exercise to help you think about your organisational social media policy;</li> </ul> <p>Provide you with questions to ask if you encounter a new platform.</p>
<b>What will you get from using this resource?</b>	<p>There is a variety of ways that youth workers can use social media in their practice. As time goes on, things change and so this list will continue to grow. In this article, you will find some ways you could consider while using social media in youth work settings.</p>
<b>Link to resource:</b>	<p><a href="https://www.youthlinkscotland.org/media/3548/social-media-youth-worker-guide-branded.pdf">https://www.youthlinkscotland.org/media/3548/social-media-youth-worker-guide-branded.pdf</a></p>

S4.2

<b>Topic:</b>	<i>Online Communication and Young People</i>
<b>Title:</b>	Digital Youth Work Sessions

<b>Time</b>	1H
<b>Why use this resource?</b>	In this podcast, Jane Melvin talks about her research on the impact of digitalisation on youth work, how to convince hesitant youth workers, how to train digital topics to youth workers and professional ethics in digital environments.
<b>What will you get from using this resource?</b>	This is a Verke's Digital Youth Work Sessions podcast with Dr Jane Melvin from the University of Brighton. She talks about the impact of digitalisation on youth work and some of the challenges for youth workers.
<b>Link to resource:</b>	<a href="https://digital-youth-work-sessions.zencast.website/episodes/5">https://digital-youth-work-sessions.zencast.website/episodes/5</a>

### S4.3

<b>Topic:</b>	Online Communication and Young People
<b>Title:</b>	Teens, Technology and Friendships



<b>Time</b>	30min
<b>Why use this resource?</b>	This report fills in the details and quantifies the ways teens use digital tools in the context of friendships. It follows the arc of friendships and explores the role of social media, video games and mobile phones at each phase. It starts with the way teens use digital technology to meet and make new friends, addressing how and where teens meet other teens, and what modes of communication teens use to stay in touch with newfound friends.
<b>What will you get from using this resource?</b>	The report looks at how teens use digital media to maintain their friendships and delves deeper in the way in which teens communicate with their closest friend and where they hang out digitally and in person.
<b>Link to resource:</b>	<a href="https://www.pewresearch.org/internet/2015/08/06/teens-technology-and-friendships/">https://www.pewresearch.org/internet/2015/08/06/teens-technology-and-friendships/</a>

S4.4

<b>Topic:</b>	<i>Online Communication and Young People</i>
<b>Title:</b>	The Pros and Cons of Social Media's Effects on Teens

<b>Time</b>	20min
<b>Why use this resource?</b>	In this article, you will learn that the impact of social media on youth can also be significantly detrimental to mental health, and that social media and teen depression are closely linked.
<b>What will you get from using this resource?</b>	In this article, you will learn about: <ul style="list-style-type: none"> <li>● Research on Social Media and Teen Depression;</li> <li>● The Effect of Social Media on Teenagers During the Pandemic;</li> <li>● The Impact of Social Media on Youth Social Comparison;</li> <li>● Social Media Effects on Teens: Health Hazard or Healthy Inspiration?</li> <li>● The Addictive Quality of Social Media for Teens.</li> </ul>
<b>Link to resource:</b>	<a href="https://www.newportacademy.com/resources/well-being/effect-of-social-media-on-teenagers/">https://www.newportacademy.com/resources/well-being/effect-of-social-media-on-teenagers/</a>

S4.5

<b>Topic:</b>	Online Communication and Young People
<b>Title:</b>	Social Media in Education: Resource Toolkit

<b>Time</b>	2H30
<b>Why use this resource?</b>	<p>With this toolkit, you will have a wide range of resources in the following areas:</p> <ul style="list-style-type: none"> <li>• Student Engagement With Social Media;</li> <li>• Selecting Social Media Tools;</li> <li>• Home, School and Community Connections;</li> <li>• Digital Citizenship and Online Safety.</li> </ul>
<b>What will you get from using this resource?</b>	This collection of blogs, articles, and videos aims to help educators deploy social-media tools to develop professionally, connect with parents and communities, and engage students in 21st-century learning.
<b>Link to resource:</b>	<a href="https://www.edutopia.org/social-media-education-resources">https://www.edutopia.org/social-media-education-resources</a>

S4.6

<b>Topic:</b>	Online Communication and Young People
<b>Title:</b>	Social inclusion, digitalisation and young people

<b>Time</b>	1H30
<b>Why use this resource?</b>	Throughout the study, you will be able to analyse the intersection between young people's social inclusion and digitalisation in order to understand how the development of the digital world promotes or inhibits inclusion. Across Europe, there is an increasing interest in the opportunities that digitalisation offers and a variety of experience and knowledge of its use towards fostering social inclusion.
<b>What will you get from using this resource?</b>	The study presents a collection of existing digital platforms, online tools and educational and training opportunities available to young people and youth workers or teachers. It is based on a desk review and online questionnaire, which was completed by correspondents of the European Knowledge Centre for Youth Policy (EKCY) and youth organisations around Europe.
<b>Link to resource:</b>	<a href="https://pjp-eu.coe.int/documents/42128013/47261953/053120+Study+on+SID+Web.pdf/0057379c-2180-dd3e-7537-71c468f3cf9d">https://pjp-eu.coe.int/documents/42128013/47261953/053120+Study+on+SID+Web.pdf/0057379c-2180-dd3e-7537-71c468f3cf9d</a>

## Workshop 5: Creating New Media-Rich Educational Resources

### Learning Outcomes

#### Knowledge

- ◆ Explore the language and social 'rules' of young people online with an overview of the different social media platforms and key features that young people are more engaged with (e.g. Instagram, Snapchat, TikTok, etc.)
- ◆ Knowledge of the best digital channels and platforms to communicate and educate young people online.
- ◆ Identify and determine which digital media pedagogical software are the most effective for each target-group and preview each open-source software programme (highlighted how it was used in the creation of the Interactive Infographic if appropriate.)

The lesson plan in this handbook will guide the delivery of the In-Service Training Programme for youth workers and support them to:

- Maximise the potential of the DATE project resources within their youth practices
- Promote their continuous professional development
- Expand their teaching and practices into new online learning environments

Each Workshop consists of;

- A Lesson Plan
- Self-Directed Learning Resources
- A Youth Worker Handout
- PPT presentation

## Materials Needed for this Training Programme:

The materials you will need for this Workshop include:

### Materials Needed:

- Training room with space for breakout sessions
- Pens
- Paper
- Flipchart
- Markers
- Coloured pens and markers for small- group activities
- PC or Laptop Access (for self-directed learning)
- Youth Worker handout
- Smartphone

## Lesson Plan Workshop 5

Module Title: Creating new media-rich educational resources			
Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><b>Creating new media-rich educational resources</b></p> <ul style="list-style-type: none"> <li>● Introduction of Workshop 5: The facilitator introduces the session with a brief introduction.</li> <li>● Then, the facilitator begins the session by giving a brief overview of the learning outcomes of Workshop, which are presented on <b>Slide 3 of the PowerPoint presentation of Workshop 5.</b></li> </ul>	180	<p><b>Workshop 5: Creating new media-rich educational resources</b> PPT Presentation; Projector;</p>	N/A
<ul style="list-style-type: none"> <li>● After the overview of the learning outcomes, the facilitator will start with the presentation of Powtoon: an online platform that allows to create animated videos for educational purposes. The presentation is available between slides 4-8 of the PowerPoint presentation of Workshop 4. During the discussion, <b>show the tutorial video, and address the participants main difficulties.</b></li> </ul>		<p><b>Workshop 5: Creating new media-rich educational resources</b> PPT Presentation; Projector;</p>	N/A

<ul style="list-style-type: none"> <li>● In the <b>Activity 5.1. Build your own educational video in Powtoon</b>, participants will be asked to develop their own video for educational purposes. Before the facilitator proposes the activity, it is important to provide a prior overview of <b>how to use Powtoon in the classroom</b>. After completing the activity, the facilitator asks to all participants to show their videos and explain how these can correlate with drug education &amp; awareness. The facilitator can promote a group discussion about the activity:             <ol style="list-style-type: none"> <li>1. <b>What benefits do you see in creating videos for the facilitation of communication with young people?</b></li> <li>2. <b>What benefits do you see in creating videos to create an online awareness of drug abuse with young people?</b></li> <li>3. <b>What are the main challenges to include videos in your intervention with young people?</b></li> </ol> </li> <li>● Discussion and addressing of participants points.</li> </ul>		<b>Workshop 5: Creating new media-rich educational resources</b> <b>PPT Presentation;</b> <b>Projector;</b>	<b>N/A</b>
<p><b>Creating new media-rich educational resources</b></p> <ul style="list-style-type: none"> <li>● The facilitator proceeds the session by going over VideoScribe, another tool to create video animation. Its characteristics are presented on slides 9 to 11 of Workshop 5 PTT presentation.</li> <li>● Afterwards, the facilitator should show the proposed videos: <a href="#">Bring your lesson plan to life with VideoScribe</a></li> </ul>	<u><b>180</b></u>	<b>Workshop 5: Creating new media-rich educational resources</b> <b>PPT Presentation;</b> <b>Projector;</b>	<b>N/A</b>





<p>and <a href="#">VideoScribe for Education: Open the door to an interactive and visual educational toolkit with VideoScribe</a></p> <ul style="list-style-type: none"> <li>• The facilitator delivers the <b>Activity 5.2: Build your own educational video in VideoScribe</b>. The facilitator can also find more detailed information of the implementation of this activity on the <b>Activity Sheet 5.2</b>.</li> <li>• After the activity, the facilitator will encourage discussion among participants on the benefits and challenges of using VideoScribe.</li> </ul>			
<ul style="list-style-type: none"> <li>• The facilitator should proceed to <b>Canva</b> a user-friendly image editing software. After explaining the proposed definition, the facilitator should go over the video and tutorial with the participants. The links to the video are also available in the <b>slide 12 to 14 of PowerPoint presentation of Workshop 5</b>.</li> <li>• Afterwards, should propose the activity <b>5.3: Build your own educational Infographic about drug awareness</b>. The facilitator can also find more detailed information of the implementation of this activity on the <b>Activity Sheet 5.3</b>.</li> </ul>	<p><u>180</u></p>	<p><b>Workshop 5: Creating new media-rich educational resources PPT Presentation. Projector;</b></p>	<p><b>N/A</b></p>



# DATE

<ul style="list-style-type: none"><li>● The facilitator should proceed to <b>StoryboardThat</b> a user-friendly image editing software. After explaining the proposed definition, the facilitator should go over the video and tutorial with the participants. The links to the video are also available in the <b>slide 18 to 20 of PowerPoint presentation of Workshop 5</b>. <a href="#">What is Storyboard That and How Does It Work?</a> <a href="#">Start-to-Finish Storyboarding</a> <a href="#">Storyboard That for Education</a></li><li>● The facilitator should proceed to <b>Kahoot!</b> is a quiz-based learning platform. After explaining the proposed definition, the facilitator should go over the video and tutorial with the participants. The links to the video are also available in the <b>slide 21 to 23 of PowerPoint presentation of Workshop 5</b>. <a href="#">Kahoot! Make learning awesome!</a> <a href="#">How to create a kahoot on your computer</a> <a href="#">How to create a kahoot in the app</a></li><li>● Afterwards, should propose the activity <b>5.4: Build your own educational QUIZ</b>. The facilitator can also find more detailed information of the implementation of this activity on the <b>Activity Sheet 5.4</b>.</li><li>● The facilitator should proceed to <b>H5P</b> is a quiz-based learning platform. After explaining the proposed definition, the facilitator should go over the video and tutorial with the participants. The links to the video</li></ul>			
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<p>are also available in the <b>slide 24 to 26 of PowerPoint presentation of Workshop 5.</b></p> <p><b><u><a href="#">CREATE, SHARE AND REUSE INTERACTIVE HTML5 CONTENT</a></u></b></p> <ul style="list-style-type: none"> <li>• After mentioning the key aspects of all platforms to create media rich educational content, the facilitator will ask the group to brainstorm ideas and answer to questions that are available in the <b>slide 27 of the PowerPoint presentation of Workshop 5:</b></li> <li>• <b>What benefits do you see in creating videos for the facilitation of communication with young people?</b></li> <li>• <b>What benefits do you see in creating videos to create an online awareness of drug abuse with young people?</b></li> <li>• <b>What are the main challenges to include videos in your intervention with young people?</b></li> </ul> <p>For summary and conclusion of the session, the facilitator asks to the group what they have learned, to foster discussion and to understand if there are any misunderstood terms or concepts. The facilitator can also use <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a> to allow learners to write the key-ideas that they have learned during this section, to visually present each other's ideas.</p>			
<p><b>Total duration of the module</b></p>	<p><b>6 hours</b></p>		



## Activity Handout Workshop 5

### A5.1

<b>Module Title</b>	<b>Creating new media-rich educational resources</b>		
<b>Activity Title</b>	<b>Build your own educational video on PowToon</b>	<b>Activity Code</b>	Example: A5.1
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face or self-direct learning
<b>Duration of Activity (in minutes)</b>	<b>60min</b>	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Practical demonstrate and use of the digital media software and programmes such as PowToon, VideoScribe, StoryBoardThat, Google Forms, Canva, KAHOOT, LearningApps.</li> <li>• Learners will create 1 new educational resource either working independently or in small teams.</li> </ul>

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<b>Aim of activity</b>	<p>Learners are challenged to create their own drug education &amp; awareness video by using existing templates or creating their own. In the end of the activity, the facilitator asks to all learners show their video and explain the message behind it.</p> <p>The list of online platforms to make memes are presented in Slide 12 of the PowerPoint presentation of Workshop 5.</p>
<b>Materials Required for Activity</b>	<p><i>Smartphones and/or computer laptops</i>  <i>PowToon: <a href="https://www.powtoon.com">https://www.powtoon.com</a></i></p>
<b>Step-by-step instructions</b>	<p><i>Pick a blank video template and think of a message to convey behind it.</i></p> <p>The list of online platforms to make memes are presented in Slide 12 of the PowerPoint presentation of Workshop 5.</p>

A5.2

<b>Module Title</b>	<b>Creating new media-rich educational resources</b>		
<b>Activity Title</b>	Create your own educational video with VideoScribe	<b>Activity Code</b>	Example: A5.2



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<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	<ul style="list-style-type: none"><li>• Practical demonstrate and use of the digital media software and programmes such as PowToon, VideoScribe, StoryBoardThat, Google Forms, Canva, KAHOOT, LearningApps.</li><li>• Learners will create 1 new educational resource either working independently or in small teams.</li></ul>
<b>Duration of Activity (in minutes)</b>	<b>30min</b>	<b>Learning Outcome</b>	What is the learning outcome that will be achieved through this activity?



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<b>Aim of activity</b>	<p>Learners are challenged to create their own drug education &amp; awareness video by using existing templates or creating their own. In the end of the activity, the facilitator asks to all learners show their video and explain the message behind it.</p> <p>The list of online platforms to make memes are presented in Slide 12 of the PowerPoint presentation of Workshop 5.</p>
<b>Materials Required for Activity</b>	<p><i>Smartphones and/or computer laptops; video-projector.</i></p>
<b>Step-by-step instructions</b>	<p><i>Pick a blank video template and think of a message to convey behind it.</i></p> <p>The list of online platforms to make memes are presented in Slide 12 of the PowerPoint presentation of Workshop 5.</p>

A5.3

<b>Module Title</b>	<b>Creating new media-rich educational resources</b>		
<b>Activity Title</b>	Create your own drug awareness infographic with Canva	<b>Activity Code</b>	Example: A5.3



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Type of resource	Activity sheets (AS)	Type of learning	Face-to-face or self-direct learning
Duration of Activity (in minutes)	30min	Learning Outcome	<ul style="list-style-type: none"> <li>• Practical demonstrate and use of the digital media software and programmes such as PowToon, VideoScribe, StoryBoardThat, Google Forms, Canva, KAHOOT, LearningApps.</li> <li>• Learners will create 1 new educational resource either working independently or in small teams.</li> </ul>
Aim of activity	<p>Learners are challenged to create their own drug education &amp; awareness Infographic or poster by using existing templates or creating their own. In the end of the activity, the facilitator asks to all learners show their video and explain the message behind it.</p> <p>The list of online platforms to make memes are presented in Slide 12 of the PowerPoint presentation of Workshop 5.</p>		
Materials Required for Activity	<i>Computer or laptop, video projector.</i>		





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<b>Step-by-step instructions</b>	<p><i>Pick a blank video template and think of a message to convey behind it.</i></p> <p>The list of online platforms to make memes are presented in Slide 12 of the PowerPoint presentation of Workshop 5.</p>
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## A5.4

<b>Module Title</b>	<b>Creating new media-rich educational resources</b>		
<b>Activity Title</b>	Create your own StoryBoard	<b>Activity Code</b>	Example: A5.4
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face or self-direct learning
<b>Duration of Activity (in minutes)</b>	45min	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>•Practical demonstrate and use of the digital media software and programmes such as PowToon, VideoScribe, StoryBoardThat, Google Forms, Canva, KAHOOT, LearningApps.</li> <li>•Learners will create 1 new educational resource either</li> </ul>

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			working independently or in small teams
<b>Aim of activity</b>	Learners are challenged to create their own drug education & awareness Infographic or poster by using existing templates or creating their own. In the end of the activity, the facilitator asks to all learners show their video and explain the message behind it.  The list of online platforms to make memes are presented in Slide 12 of the PowerPoint presentation of Workshop 5.		
<b>Materials Required for Activity</b>	<i>Smartphones and/or computer laptops; video-projector.</i>		
<b>Step-by-step instructions</b>	<i>Pick a blank video template and think of a message to convey behind it.</i> The list of online platforms to make memes are presented in Slide 12 of the PowerPoint presentation of Workshop 5.		



## A5.5

<b>Module Title</b>	<b>Creating new media-rich educational resources</b>		
<b>Activity Title</b>	Create your own interactive Quiz on KAHOOT!	<b>Activity Code</b>	Example: A5.5
<b>Type of resource</b>	<b>Activity sheets (AS)</b>	<b>Type of learning</b>	Face-to-face or self-direct learning
<b>Duration of Activity (in minutes)</b>	45min	<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>•Practical demonstrate and use of the digital media software and programmes such as PowToon, VideoScribe, StoryBoardThat, Google Forms, Canva, KAHOOT, LearningApps.</li> <li>•Learners will create 1 new educational resource either working independently or in small teams</li> </ul>
<b>Aim of activity</b>	<p>Learners are challenged to create their own interactive Quiz on KAHOOT!. In the end of the activity, the facilitator asks to all learners collectively play their quizzes on drug awareness.</p> <p>The list of online platforms to make memes are presented in Slide 12 of the PowerPoint presentation of Workshop 5.</p>		



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<b>Materials Required for Activity</b>	<i>Smartphones and/or computer laptops; video-projector.</i>
<b>Step-by-step instructions</b>	<i>Go to KAHOOT! Website. Think of questions to ask in your quiz. Build your quiz.</i>



## Self-directed Learning Resources: Workshop 5

### S5.1

<b>Topic:</b>	<i>Creating Educational Media Rich Resources</i>
<b>Title:</b>	European Media Literacy Standard for Youth Workers – Media creation and communication
<b>Time:</b>	2H
<b>Why use this resource?</b>	EMELS is a tool for youth workers to improve their knowledge on media literacy, and to help raise quality of youth work and training in the field of media and education.
<b>What will you get from using this resource?</b>	<p>This competence framework contributes to the ongoing discussion on the understanding and development of digital competences. The standard as such can be used by youth workers to:</p> <ul style="list-style-type: none"><li>Self-evaluate the level of digital competences</li><li>Assess the digital competences of others</li><li>Set learning goals and identify training opportunities</li><li>Organise and plan (digital) youth work activities</li></ul>

<b>Link to resource:</b>	<a href="https://emels.eu/">https://emels.eu/</a>
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## S5.2

<b>Topic:</b>	<i>Creating Educational Media Rich Resources</i>
<b>Title:</b>	The Benefits of Infographics for Education
<b>Time</b>	1H
<b>Why use this resource?</b>	This resource allows to better understand the effect of using Interactive Resources, namely Infographics for education purposes.
<b>What will you get from using this resource?</b>	This resource lists and develops the benefits of creating and using infographics as tools for education, providing plenty of opportunities to interact effectively. There are diversified types of teaching-learning resources are powerful in the process of communicating and transacting the content.
<b>Link to resource:</b>	<a href="https://www.researchgate.net/publication/353972899_INFGRAPHICS_AS_A_PROMISING_TOOL_FOR_TEACHING_AND_LEARNING">https://www.researchgate.net/publication/353972899_INFGRAPHICS_AS_A_PROMISING_TOOL_FOR_TEACHING_AND_LEARNING</a>



## S5.3

<b>Topic:</b>	<i>Creating Educational Media Rich Resources</i>
<b>Title:</b>	Interactive Learning Content In eLearning: How Effective Is It?
<b>Time</b>	1H
<b>Why use this resource?</b>	This resource informs on the importance and potential of creating and using interactive educational content, and how it can be beneficial in reaching learners and keeping them engaged and motivated throughout the sessions, while increasing important capacities such as: critical thinking, problem-solving and long-term memory.
<b>What will you get from using this resource?</b>	This resource brings insight, knowledge and tips on making an already effective learning style, more engaging and reachable to a heterogenous audience.
<b>Link to resource:</b>	<a href="https://elearningindustry.com/interactive-learning-content-elearning-how-effective-is-it">https://elearningindustry.com/interactive-learning-content-elearning-how-effective-is-it</a>

## S5.4

<b>Topic:</b>	<i>Creating Educational Media Rich Resources</i>
<b>Title:</b>	WHAT IS RICH MEDIA?
<b>Time</b>	1H
<b>Why use this resource?</b>	This resource presents a clear definition of media rich resources, and a practical approach for instruction using media rich resources. Additionally, it presents a classification of rich media in resources with practical examples, such as: social media and cognitive presence, multimedia and perceptual resolution.
<b>What will you get from using this resource?</b>	These sub-skills can be transferred to both similar and dissimilar applications which is valuable when new platforms or tools emerge that call for similar proficiencies. Exposure to and practice with even a few webtools can build a substantial collection of sub-skill proficiencies.
<b>Link to resource:</b>	



<https://granite.pressbooks.pub/rich-media/chapter/what-is-rich-media/>

S5.5

<b>Topic:</b>	<i>Creating Educational Media Rich Resources</i>
<b>Title:</b>	Tutorials for Powtoon, VideoScribe, Storyboard
<b>Time</b>	1H
<b>Why use this resource?</b>	Tutorials to assist in the production of media rich resources with the tools prosed by the DATE project.
<b>What will you get from using this resource?</b>	These tutorials will help you improve your knowledge and confidence in using the platforms to create educational videos and comics for young people.
<b>Link to resource:</b>	<a href="https://www.powtoon.com/tutorials/">https://www.powtoon.com/tutorials/</a> <a href="#">Bring your lesson plan to life with VideoScribe</a>

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	<p><a href="https://storyboardart.org/storyboard-tutorials/">VideoScribe for Education: Open the door to an interactive and visual educational toolkit with VideoScribe</a></p> <p><a href="https://storyboardart.org/storyboard-tutorials/">https://storyboardart.org/storyboard-tutorials/</a></p>
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S5.6

<b>Topic:</b>	<i>Creating Educational Media Rich Resources</i>
<b>Title:</b>	Tutorials for KAHOOT!, Canva, and H5P.
<b>Time</b>	1H
<b>Why use this resource?</b>	Tutorials to assist in the production of media rich resources with the tools proposed by the DATE project.
<b>What will you get from using this resource?</b>	These tutorials will help you improve your knowledge and confidence in using the platforms to create educational quizzes, infographics and embedded resources for young people.





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**Link to  
resource:**

<https://kahoot.com/library/video-tutorials/>  
<https://www.canva.com/designschool/tutorials/>  
<https://h5p.org/documentation/for-authors/tutorials>





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