

Scroll or Grow: 'choice is yours'

Time: 90 minutes

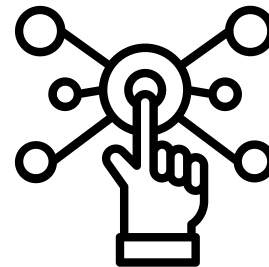
Who: local high schools (6 schools)

Age: 15-18 years old

Participants: 5 per school

Location: central school, in person

Channel: directly contact via emails (teachers)



Methodology:

Welcome

Introduction:

- screen time check – what apps are they engaging with the most
- mentimeter – anonymously share the mostly used apps.
- discussion (answer vs skills, do they use it to develop skills)

Main body:

- Define digital skills and health
- Pros and cons
- Number of apps?
- Examples of useful software

→ Task: creating a campaign to promote on your phone (can use laptop/ computer) link to digital health using. 'Scroll or grow'

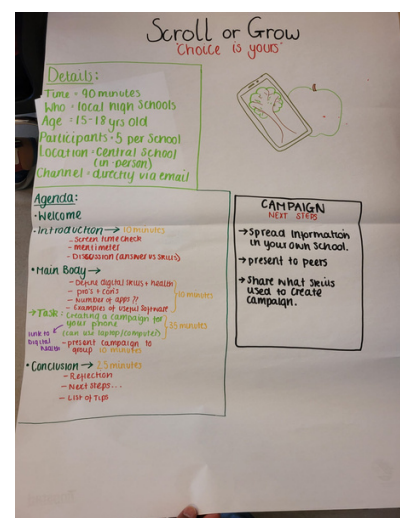
- Present campaign to group

Conclusion:

- Reflection
- Next steps...
- List of tips

Next steps:

- The pupils will go back to their schools and share their campaign with their peers.
- They should share what skills they developed through creating the campaign



Digital health training session

Target group: all sport workers aged 18–35 years

1. Open discussion (15')

Define what digital health means to you

2. Sharing own experiences and testimonies with digital health tools (think-pair-share method) anonymously they start by putting them on small papers in a box and then in pairs they discuss and then in groups of 4 (20')

3. 2 groups working at the same time thinking about and discussing about (google is the tool): (20') + (10')

A) Case examples of how digital health impacts you (positive and negative)

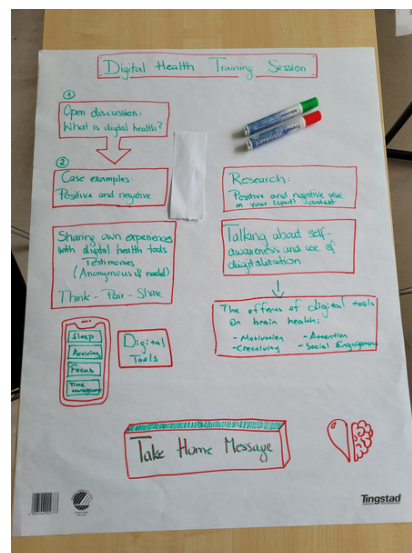
B) Research of positive and negative use in your sport context

Presentation 5'+5'

4. Mind Map in the plenary with discussion: Talking about self awareness and use of digitalization and the effects of digital tools on brain health (motivation, creativity, attention, social engagement)(5')

5. Bonus activity: digital tools about sleep, activity, focus, time management (10')

6. Take home messages about self control individually and stick them on the board. (10')



Digital health in e-sports

Target group: sport enthusiasts aged 15-18 years

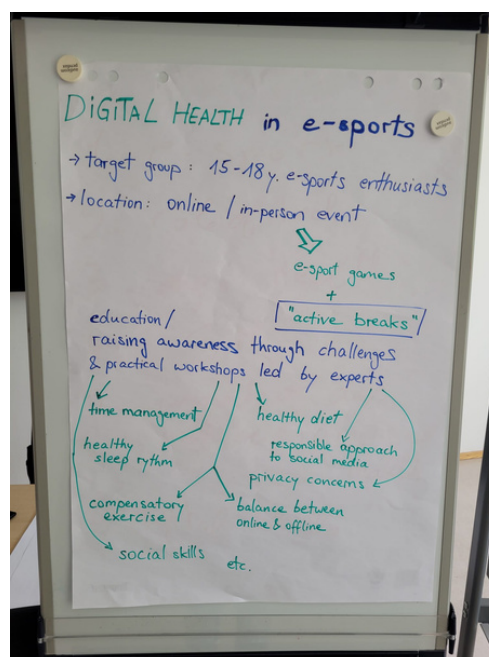
Location: online/ in person event (e-sport games)

Methodology:

Education and raising awareness through challenges & practical workshops led by experts on the following topics:

1. Time Management
2. Healthy sleep rhythm
3. Compensatory exercise
4. Responsible approach to Social Media
5. Healthy Diet
6. Privacy concerns
7. Balance between online and offline

This education can happen through active breaks from e-sport playing or in a separate spot while the e-sport games take place.



Digital health awareness about Social Media

Target group: 12 – 18 years old
18 – 30 years old

Duration: 90 min.

This training session can be given offline, in person but, if necessary, you can adapt it and do an online training course as well.

The aim of this session is to give the target group, teenagers and young adults awareness about social media, an introduction to digital health and the possible effects of social media.

The activities below can be given separately and can change of duration depending on the target group and/or facilitator.

Activity 1: Understanding Digital Health

Before we start our workshop about the effects of social media, is it necessary that your target group knows what Digital Health is. This can be done through a:

- Brainstorm
- Video
- Reading materials (e.g., for 12 years old: a short text where they have to write down the keywords. A longer text for older youngsters to summarize.)
- Pictures

After this, they will come up with their own definition of Digital Health and compare it with the existing definition.

Activity 2: Case studies about the positive and negative effects of social media

The case studies show the possible effects of social media on various topics such as

- The influence of false information
- Mental health
- Excessive use and lack of exercise
- ...

They can read through the case studies and give a presentation about it (after a small brainstorm), do a role play or try to draw it. Make it as accessible for your target group as possible. Afterwards a small discussion can follow.

Activity 3: Coming up with clear, personal, specific solution for the negative effects of social media.

Following activity 2, the target group will come up with different solutions on how to tackle the negative effects that were showcased in the case studies. Again, through a presentation about it (after a small brainstorm), do a role play or try to draw it. Make it as accessible for your target group as possible. Afterwards a small discussion can follow.

Activity 4: Explore existing recommendations of responsible behavior towards social media.

This activity is a personal one. All the individuals will have to think for themselves on how they can responsibly use social media. What recommendations already exist and what can be used in your daily life?

E.g., getting a pet works for your mental health, it distracts u and gives you some offline time.

They will each get some time to think and discuss in small groups.

Activity 5: Creating guidelines/sharing best practices to sport entities on how to use social media respectfully, responsibly, safely, and supportively.

Following the social media workshop given by Polona and Filip, it is important to think about how sport entities use social media for various reasons.

During this activity, the target group will come up with practical, easy to use guidelines for sport entities. This will be easier to do with young adults.

They can have a look at best practices, sport entities/companies who already implement the use of social media in their daily life and who do it in a respectful way. **This is the part where the support of Engso Youth, participants of the training course come in. If you know any best practices, share them on a shared file so everyone can access it.**

Digital Health AWARENESS

about

30min

Young people / teenagers
• 12-18
• 18-30

Social media

1. Understanding "Digital Health" (ppt)
 - brainstorming, video, reading materials, pictures,
 - Come up with a definition → Existing definition
2. Case studies (reading + presentation)
 - about (→) effects
 - (→) effects
 - False information, mental health, role play, drawing
3. Coming up with clear, personal, specific solutions for the (→) effects of social media
4. Existing recommendations of responsible behavior towards Social media (personal)
5. Creating Best practices / guidelines to Sports entities on how to responsively, safely, respectfully, supportively use social media.

Digital Health Awareness

Small picture 14

Social media:

1. What strategies can be employed to promote positive mental health and digital well-being when using social media platforms?
→ ENGAGE YOUNG MENTAL HEALTH CAPTAINS
2. How can social media platforms be effectively utilized to raise awareness about digital health among young people?
TRENDS ABOUT ICT USING PHONES (TECHNICAL)
(THE TRENDS TO CHOOSE IN DIGITAL APPS)
3. How can the Erasmus course equip participants with the knowledge and skills to promote social media responsibility in the context of digital health?
(UNIQUE WAY TO ENHANCE)
(A PRACTICE FOR DIGITAL APPS)

1. Directed social media campaigns (showing different ways of being/learning/staying healthy)
 - creating motivating content with tools
 - showing the kind of amalgams of the mix of the digital devices/app.
2. creating campaigns that utilize trends or a tool to promote digital health
3. Using challenges and 'gamification' to keep young people engaged → has a negative side as well (peer pressure)
3. searching young people about the reach social media has.
→ raise information

TECHNICAL

BREAKING NEWS: 2 Country leaders Fight!

WILL WAR HAPPEN??

10,000 1585 2000

... OMG!!

... I'm so angry

... We should rebel!!

... why did david do that :)

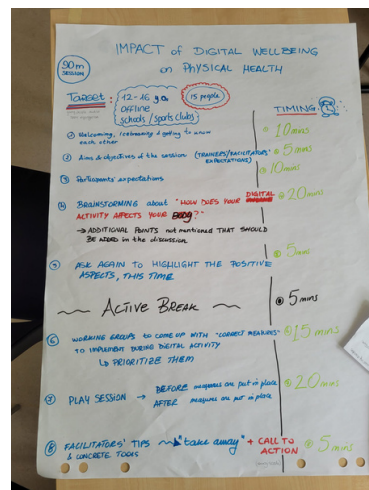
Impact of digital wellbeing on physical health

Time: 90 minutes (maybe a bit more)

TARGET: 12/16 y.o - 15 people [Schools/Sport clubs]

Location: in presence

Team: Ana - David - Alessia



1. Welcoming, Icebreaking & Getting to know each other	15 m
2. Aims and objectives of the session (Trainers',Facilitators' Expectations)	5 m
3. Participants' expectations	10 m
4. BRAINSTORMING about "How does (how do you think) your Digital Activity affect your body?" -> Mention ADDITIONAL POINTS that SHOULD be added in the discussion	20 m
5. If JUST negative points were presented, ask a second time, this time specifying that there are also POSITIVE points to be highlighted in the discussion	5 m
ACTIVE BREAK	5 m
6. Working groups: to come up with "correct measures" to implement during digital activity -> PRIORITIZE them	15 m
7. PLAY Session: BEFORE scene [measures are NOT put in place]AFTER scene [measures ARE put in place]	20 m
8. Facilitators' tips & Concrete tools to use - "Take away" + Call to action [emoji scale]	5 m