



DIGIMIND4YOUTH Curriculum

National reports findings and conclusions

Drosostalida Social Enterprise



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Introduction

Course title: **“14.0 and Beyond: DIGIMIND4YOUTH's Guide to Digital Mindfulness and Resilience”**
- a Training Programme for Youth workers, and youth.

The aim of this curriculum is to outline topics that youth workers need to be able to teach their trainees in the areas of digital mindfulness, digital resilience and enhancement of critical thinking in the era of Industry 4.0. The modules have evolved from the research conducted by all DIGIMIND4YOUTH partners in their countries.

In total 6 modules and 2 annexes have been proposed to comprise the DIGIMIND4YOUTH Curriculum which complete the identified skills gaps from the initial survey, the interviews conducted as well as the case studies collected. The total duration of the DIGIMIND4YOUTH course is estimated at 30 hours.

The skills and competences proposed are in addition, focused upon and presented in a skills matrix which will further allow youth workers to create dedicated and individualised learning paths for their trainees.

The curriculum modules and topics are supported by suggested assessment, delivery methods and suggested design propositions.





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DIGIMIND4YOUTH Curriculum vs1

DIGIMIND4YOUTH Project: 2022-2-EL02-KA220-YOU-000094914

Curriculum Module Proposed duration in hours	Proposed units (EQF level 4)	Competences / skills developed with this module	Suggested assessment / youth worker instructions	Module description
<p>Introduction to the DIGIMIND4YOUTH training programme</p> <p>Proposed duration: 30 - 40 min</p>	<p>U1.1: Short introduction of all DIGIMIND4YOUTH modules. Assessment information and duration of programme.</p> <p>U1.2: Definitions of concepts (DeepTech, I4.0, I5.0, digital resilience, digital mindfulness, digital literacy, digital burnout, DigComp Framework)</p> <p>U1.3: Short presentation of EU information on the topic – introduction on respective initiatives and priorities.</p> <p>U1.4: Presentation of target groups for this course programme and their characteristics.</p>	<ol style="list-style-type: none"> 1. Acquire basic knowledge on definitions and other project concepts. 2. Be aware of European initiatives and priorities on the project topics. 3. Have an understanding of what this training programme is about. 	<p>Assessment: 1-2 self-reflection questions. Short summary</p> <p>Youth worker instructions: Propose instructions and delivery methods and tools that can be used by youth workers when training youth. Examples: Work based training methodology, use of social media, use of blogs, DIGIMIND4YOUTH Canva platform etc. Example: Use X tool or X case study identified by the project. Provide references and case studies from the research conducted by the DIGIMIND4Youth project partners (result 2).</p>	<p>This module will introduce the DIGIMIND4YOUTH project course to the target groups informing them on the included modules and related units. Moreover, the module will introduce all project topics in terms of their definition and present relevant European policies and initiatives on the subject.</p>
<p>M1.0: Industry 4.0 and 5.0 technologies and understanding the need for digital mindfulness and resilience.</p>	<p>U2.1: Industry 4.0 and I5.0 information on new technologies and how they impact youth and people.</p> <p>U2.2: Implementation examples of I4.0 and I5.0 applications in industry and</p>	<ol style="list-style-type: none"> 1. Acquire information and knowledge on I4.0 and I5.0 technologies. 2. Be able to present I4.0 and I5.0 technologies and offer examples of application in 	<p>Assessment: 5 multiple choice questions.</p> <p>1 project work duration 2 hours: Write a proposition of which I4.0 or I5.0 approach to digital tools you could use at your work to facilitate</p>	<p>This module will introduce the main project concepts and their impact on youth's approach to technology use. Moreover, it will further present the need for digital mindfulness and</p>



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<p>Proposed duration: 60 min + 2 hrs project work</p>	<p>education - focus on possible issues they might create.</p> <p>U2.3: I4.0 and I5.0 impact on people: need for digital mindfulness and building digital resilience.</p>	<p>education for youth and by youth..</p> <ol style="list-style-type: none"> 3. Present how I4.0 and I5.0 impacts youth and others as well as their work. 4. Present the need for digital mindfulness and digital resilience. 	<p>your everyday activities and interactions with your trainees.</p> <p>Youth worker instructions: Propose instructions and delivery methods and tools that can be used by youth workers when training youth. For example: You can use case studies and present work based scenarios that can further be discussed in class. Moreover, you can present different I4.0 and I5.0 technologies and their use and discuss pros and cons and how digital mindfulness and resilience are needed in those specific situations / cases.</p>	<p>digital resilience to cope and navigate through the digital society.</p>
<p>M2.0 Are you “Digital Mindful”? Let’s talk about digital mindfulness. Understanding practices.</p> <p>Proposed duration: 60 min + 2 hrs project work</p>	<p>U3.1: Presentation of the digital mindfulness definition and concept.</p> <p>U3.2: Present digital mindfulness practices and understand their importance in youth training.</p> <p>U3.3: Presentation of two implementation examples from industry that relate to youth education.</p> <p>Include one good practice from the youth work sector with self-reflection questions on how to adopt this in their own situation.</p>	<ol style="list-style-type: none"> 1. Understand what digital mindfulness is and be able to briefly present it. 2. Present digital mindfulness practices and their characteristics. 3. Present at least one example of application in youth work. 4. Describe advantages of digital mindfulness practice and impact. 	<p>Assessment: 5 multiple choice questions.</p> <p>1 project work duration 2 hours: Create a team project or individual project on everyday digital mindfulness practices for your work. Create a “Cheat sheet” for your trainees.</p> <p>Youth worker instructions: Create a cheat-sheet to be used by your trainees and work with this. Support this with real life and</p>	<p>This module will present the concepts of digital mindfulness and the importance of practising it in everyday life. Young people will understand its practices and impact to navigate in I4.0 and I5.0 technologies.</p>



			digital use examples and discuss in class or online.	
<p>M3.0 Digital resilience: Building it, promoting it and applying it.</p> <p>Proposed duration: 120 min + 3 hrs project work</p>	<p>U4.1: Presentation of the digital resilience definition and concept.</p> <p>U4.2: Present digital resilience practices and understanding their importance in youth training. Present advantages.</p> <p>U4.3: Provide/write two implementation examples for industry and youth education.</p>	<ol style="list-style-type: none"> 1. Understand what digital resilience is and be able to briefly present it. 2. Present digital resilience practices at work and at home, and their characteristics. 3. Present at least one example of application of digital resilience in youth work. 4. Describe the advantages of digital resilience skills. 	<p>Assessment: 5 multiple choice questions.</p> <p>Locate one good practice from the youth work sector.</p> <p>1 project work duration 3 hours: Example: Create a digital resilience strategy for youth workers.</p> <p>Youth worker instructions:</p>	<p>This module will help learners to understand how to build digital resilience by examples, promoting it to raise awareness and applying it to everyday usage.</p>
<p>M4.0 Digital burnout – How to identify it, how to avoid it.</p> <p>Proposed duration: 60 min + 2 hrs project work</p>	<p>U5.1: Presentation of what digital burnout is and how it can be identified</p> <p>U5.2: A self-evaluation checklist to determine if you suffer from digital burnout and what you can do about it (Mitigating actions and tips).</p> <p>Present one good practice from the youth work sector – focus on digital burnout characteristics or advantages.</p>	<ol style="list-style-type: none"> 1. Be able to present the concept of digital burnout and suggest mitigating actions. 2. Be able to self-determine if one suffers from digital burnout. 	<p>Assessment: 5 multiple choice questions.</p> <p>1 project work duration 2 hours: Example: Create one Google form that can be used with your trainees (individual approach) to determine if they can protect themselves from digital burnout.</p> <p>Youth worker instructions: Transfer the effect of digital burnout on individuals with case studies or scenarios.</p> <p>Use or create a checklist form to determine whether they suffer from digital burnout.</p>	<p>This module helps to understand what the concept of digital burnout is, to identify what causes it and to raise awareness of its impact on individuals. Also helps to learn prevention steps against digital burnout.</p>



<p>M5.0 ICT as a soft skill – redefining perspectives</p> <p>Proposed duration: 60 min + 2 hrs project work</p>	<p>U6.1: Teaching technologies as a soft skill: approaching digital training under a philosophical/humanistic point of view (Design and delivery).</p> <p>U6.2: Lesson plan teaching communication, collaboration, problem solving and time management skills with ICT as a soft skill (integrating new technologies seamlessly in the content/delivery)</p> <p>U6.3: Advantages of ICT as a soft skill: The educational perspective for teaching youth.</p> <p>U6.4 The change of the human-device relationship in the age of I5.0.</p> <p>U6.5 Cultural bias and digital training: how to overcome these issues in the I5.0 era (changed relationship - perspectives - cultural - stereotypes - etc. How to; best practices, examples).</p>	<ol style="list-style-type: none"> 1. Be aware that the role of ICT is changing and how. 2. Be able to present how technologies can be seamlessly integrated into our lives. 3. Be able to describe various educational advantages of presenting ICT as a soft skill. 4. Be able to train AI free from any cultural bias 	<p>Assessment: 5 multiple choice questions.</p> <p>1 project work duration 2 hours: Example1: Create 3 scenarios of use where ICT is seamlessly integrated into work or educational settings.</p> <p>Example2: Imagine to develop inclusive and cultural bias free digital tools</p> <p>Youth worker instructions: Use digital tools to carry out activities to develop soft skills.</p>	<p>This module will help learners to understand the new relationship and interaction between analogue and digital world in the age of I5.0.</p> <p>It will help course takers to understand how to integrate technology into everyday life, exploit all its benefits and minimise its risks.</p> <p>It will explain the importance of a deep theoretical understanding of the digital world.</p> <p>Will help trainees to approach digital technology under a cultural bias free approach.</p>
<p>M6.0 Critical thinking and online safety.</p> <p>Proposed duration: 60 min + 3 hrs project work</p>	<p>U8.1: Your digital identity: What is it, how can you protect it.</p> <p>U8.2: The importance of critical thinking in a I4.0 society. Recognising fake news, misinformation and being able to correctly filter information.</p> <p>U8.3: Digital citizenship: considerations, ethics and responsibilities.</p>	<ol style="list-style-type: none"> 1. Be able to present what a digital identity is and how to modify it / protect it. 2. Be able to present the importance of applying critical thinking when online / connected. 3. Be aware of what it means to be a digital active citizen. 	<p>Assessment: 5 multiple choice questions.</p> <p>1 project work duration 2 hours: Create a case study or project team work for your trainees where all unit information is collected and applied. This can be for example a community strategy for a school or an annual lesson plan for a school.</p>	<p>This module will delve into the critical intersection of critical thinking and online safety. The goal is to equip young individuals with essential skills to navigate the digital landscape responsibly.</p> <p>The module underscores the importance of online safety as an intrinsic part of digital citizenship. It</p>



	<p>U8.4: Apply sensitivity in learning how to protect oneself online. Digital respect and digital netiquette.</p> <p>U8.5: Awareness of risks in social media and fostering Creative thinking.</p> <p>Awareness of risks, social media, creative thinking and possible risks</p>	<ol style="list-style-type: none"> 4. Be aware of how digital respect and netiquette can be applied when active online. 5. Be aware of the risks and benefits associated with the use of social media and fostering creative thinking to address these risks. 	<p>Youth worker instructions:</p> <ol style="list-style-type: none"> 1.- Welcome and Icebreaker (10 minutes): Begin with a warm welcome, introduce yourself and any co-facilitators, and initiate an icebreaker activity to help participants feel comfortable and connected. 2. Engage Participants: Use interactive methods, such as group discussions, case studies, and real-life examples, to keep participants engaged. i.e: Present participants with hypothetical online scenarios involving privacy, cyberbullying, or ethical dilemmas. Ask them to brainstorm solutions and discuss the consequences of different actions; Have participants take on roles in simulated online situations, such as dealing with a phishing email or responding to a social media conflict. This can help them practise safe and critical online decision-making. 3. Give students concrete tips on how to preserve their safety online and how to recognise which apps or sources can be reliable. 	<p>seeks to instil in participants a deep understanding of the potential risks and challenges that come with digital engagement, as well as the tools and strategies needed to mitigate them.</p>
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<p>The DIGIMIND4YOUTH digital mindfulness and digital resilience checklist. Add information on balancing use of technologies and life / work.</p> <p>Proposed duration: 2,5 hrs</p>	<p>Annex 1: Create a checklist with statements that can help users decrease the risk of digital burnout and increase the skill of digital mindfulness and resilience.</p> <p>Statements such as: turn off notifications after 17.00.</p> <p>How to balance digital use and work or education. Tips and tricks</p> <p>1 good practice and/or 1 case studies that clearly present this balance.</p>	<p>Should be a collection of all information gathered from interviews, good practices, surveys and research.</p> <p>Available separately on the platform.</p> <ol style="list-style-type: none"> 1. Be able to distinguish how to separate digital use and work / education and its advantages. 2. Be able to present good practices on life/education and use of I4.0 and I5.0 technologies. 	<p>Checklist which the youth worker can further enhance and modify to suit particular trainee needs.</p> <p>1 project work duration 2 hours: Create a checklist with things to consider and actions taken when you are overwhelmed by technology.</p>	<p>This checklist serves as a guideline.</p>
<p>Good practices, case studies and work-based training methodologies. Case study also on finding the right balance between ICT and everyday life.</p> <p>Proposed duration: 2 hrs</p>	<p>Annex 2: Good practices</p> <p>Annex 3: Case studies</p> <p>Annex 4: information on work based training methodologies and 3 examples in youth training.</p>	<p>Available separately on the platform.</p>	<p>Various annexes with additional information which the youth worker can further enhance and modify to suit particular trainee needs.</p>	<p>This annex will present a collection of good practices, case studies and information on work based training methodologies.</p>



Annex 1: Possible scenarios of use or possible work-based training projects supporting the curriculum assessment. These are based on the interviews from the partners.

1. Holistic approach to using technologies in society: How can we change our perception of technology and its use? Create a work-based scenario on the perception of technology not as a tool but as a peer.
2. Can technology be taught as a soft skill? Create a scenario of use where I4.0 technologies are integrated seamlessly in a person's everyday life activities and identify lessons learned.
3. Create a lesson plan for a 30 min session on fostering digital mindfulness techniques in class.
4. Locate 3 social challenges that will evolve with the digital transformation in society.
5. Research and write a definition of post-human technologies and offer an opinion on how technology can be considered a body and not a thing (different perspective of viewing technology / different experience dimension).
6. Identify possible negative aspects of a holistic technological integrative society where technology is embedded in activities, tools, appliances, human body etc.
7. Project work: Find out how you can identify your digital literacy levels. Locate online tools (i.e. the Digital Wheel), EU initiatives and projects, national resources. Share through an email to the project team.
8. Scenario: roll-play. One manager and one employee who needs to conduct a project using a new software which they are not proficient in. The manager does not offer lots of information or a valid time frame to conduct the project, so the employee is very stressed. How will the employee approach this situation?
9. Checklist: create a checklist with digital burnout symptoms and their possible remedies or mitigating actions. Discuss in class.
10. Possible workshop: Working on the skill: Writing prompts for ChatGPT (AI). Learning what AI is, is the basic concept, learning how to use it i.e., writing prompts, is the real skill.
11. Organise a future skill and technology use competition on who can identify the most excessive or surreal use of technology for the year 2040.
12. Organise youth think tanks: re-think everyday activities and work tasks and re-introduce them with the use of I4.0 and I5.0 technologies and tools. How will your future self-work? What do you need to consider coping with these activities mentally?
13. Self-reflection: How do you identify if you are digitally burned out? What are the symptoms you experience?
14. Project work: Identify 3 different sources that can provide you with state-of-the-art technological information and their use. Present in class.
15. Project work: Think of the digital world as a neighbourhood. Build its streets and note which one is dangerous and why and which are not. Write also which streets are efficient.
16. Scenario: Looking at the big picture. Learn how to categorise new tools and software so that you do not get overwhelmed by information and add more pressure to get to know all types of software. Create categories and order types of software and tools you and your colleagues use into them.



17. Work with the DigComp Framework 2.0 and identify which digital skills you possess and which ones you miss and need updating.
18. Project work: Focus on the positive aspects of technology use and how it facilitates everyday life. Write down every day technological use and how the future technologies can further alleviate it.
19. Offer fake news scenarios and/or problematic scenarios where technology use has been violated and have your trainees identify mistakes and possible solutions. (Foster their critical thinking).
20. Group work: Organise escape room activities in class where youth need to solve technological problems or think critically to escape.



Annex 2: How to set up a workshop for youth to introduce them to I4.0 technologies and their use.

1. Create a workshop logic session in a motivating environment where youth can see and touch items (if applicable)
2. Experiment with the Flipped Learning Methodology and give youth / trainees the responsibility to create their own research topics and research their own interests that will be presented in class. Organise the projects in step-by-step actions.
3. Encourage them to investigate and critically evaluate their projects.
4. Invite others to discuss and peer review. Focus on the positive aspects and emphasise them.
5. Help and encourage completion of projects and final presentations.
6. Recognise and identify lessons learned and discussed in class.
7. What is your digital identity? Facts and information



Annex 3: Other EU Projects that can support the curriculum training resources

1. **Flipped Digital Teachers** <https://www.flippeddigitalteachers.com>. Discusses the Flipped training methodology and presents related free resources. On the website, one can also find a PPT presentation with tens of apps on creating digital content, delivering digital training content and assessing digital content and training.
2. **Critical Project:** <https://critical-project.eu>. A platform containing multilingual exercises and activities to enhance critical thinking skills and competences and learn how to identify misinformation, mal-information and fake news.



Annex 4: Proposed factsheets from the national surveys

1. Definitions and implementation examples, for example what is digital mindfulness supported by 1-2 detailed examples.
2. Industries where project topics are mostly evident.
3. Industry 4.0 and information on its characteristics and application in the real world i.e., Greek post office having robots sorting letters,
4. Deeptech in industry – examples and use.
5. Youth worker – how to keep updated with the latest technologies. Websites and collected information (perhaps from past projects?)
6. Youth worker – how to keep updated with the latest in youth education. Websites and collected information for support.
7. Gamification in training: lesson plans and examples. Advantages
8. Misuse of digital technologies and consequences: Find 2 examples and elaborate on possible problems and issues that can be caused.
9. Digital mindfulness vs. mindfulness (i.e., common misconceptions)
10. Digital burnout vs. stress related burnout.



Summary of national surveys – findings

Following the analysis of the partner national findings, it is evident that digital mindfulness activities and educational resources are well-needed among the DIGIMIND4YOUTH target groups.

The curriculum has thus, been designed according to the findings as well as further promoting activities, work based scenarios for classroom use but also, a complimentary and supporting skills matrix outlining youth workers needed skills and competencies in order to deliver the above mentioned modules.

