

UP&UP for Digital Society Guidebook

A Practical Guide for Teachers to
Address Cyberviolence and
Cyberbullying



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1. About the project

UP&UP for Digital Society (UP&UP4DS) is a project funded by the Erasmus+ Programme, running from November 1, 2023 to October 31, 2026. This project focuses on **tackling the issues of cyberviolence and cyberbullying**, which are closely connected to gender stereotypes in digital spaces. The project brings together partners from across Europe (Romania - FILIA Center, Bulgaria - ECQ, Spain - Incoma, Italy - Telefono Rosa Rome and Bronte) to create a more inclusive and equal online world, where everyone, especially girls and women, can safely engage without being harmed or limited by harmful stereotypes.

This guidebook is part of **Work Package #3 – Development of an educational package for teachers**, with a specific focus on cyberviolence and cyberbullying, aiming to strengthen teachers' knowledge, skills and competences to prevent and address online violence, while promoting digital literacy, social and emotional competences, and EU fundamental values.

WP3 Main Objectives

- To better prepare teaching staff by giving them the knowledge, skills, and competences needed to effectively prevent and address cyberviolence and cyberbullying, especially those affecting girls and young women.
- To design, develop and implement a comprehensive training programme (UP&UP for Digital Society Training) that combines digital literacy, social and emotional skills, and awareness of human rights and EU values.
- To provide educators with practical tools, methods and guidance to help students navigate digital environments safely and responsibly, and to support teachers in applying and sharing this knowledge in their own classrooms.
- To promote a gender-sensitive and inclusive approach to digital education, while encouraging values such as tolerance, non-discrimination, and respect for human rights in line with EU priorities.

The UP&UP for Digital Society project aims to **create an online world where everyone, regardless of their gender, can feel safe and empowered to participate without being limited or harmed by stereotypes**. By working together, we hope to make the internet a place where equality, respect, and inclusion are the foundation of how (young) people interact.

2. Aim of the Guidebook

Today's students are growing up in a world where much of their social life happens online. **Social media, messaging apps, and digital platforms are not just tools—they are spaces where young people form opinions, build relationships, and shape their understanding of identity, gender, and social norms.** These environments can be creative and empowering, offering opportunities for self-expression and connection. But at the same time, they can also expose students to cyberbullying, online harassment, and harmful gender stereotypes that influence how they see themselves and others.

For teachers, this reality brings new challenges into the classroom. Issues that start online do not stay online—they show up in students' behaviour, interactions, and wellbeing. Yet **many educators feel they have not been given the training or resources to confidently address situations like cyberbullying, gender-based harassment, or harmful digital content.** Questions such as “How do I approach this topic?”, “What should I say?”, or “How can I support my students effectively?” are becoming more and more common.

At the same time, teachers play a key role. **Students often look to them for guidance, support, and reassurance when facing difficult situations.** This means that having the right tools, knowledge, and strategies is more important than ever—not only to respond to problems when they arise, but also to prevent them and create a safer, more respectful learning environment.

This is where the UP&UP for Digital Society Guidebook comes in.

Created as part of the UP&UP for Digital Society project, this Guidebook is designed to **support teachers in navigating these complex topics with more confidence and clarity.** It brings together the training materials developed within the project and presents them in a structured and accessible way, including an overview of the training programme, its modules, and key learning areas such as digital literacy, online safety, gender stereotypes, and social and emotional skills.

More importantly, the Guidebook goes beyond theory. It offers **practical ideas, classroom activities, and step-by-step guidance that teachers can adapt to their own context.** Whether you are introducing discussions about online behaviour, addressing sensitive situations, or helping students reflect on what they see and experience online, this resource is meant to support you in a hands-on way.

So—ready? Let's get started!



3. Unpacking the issue: core concepts

Gender-based violence (GBV) refers to harmful acts directed at individuals based on their gender. While violence affects people of all genders, its impact and prevalence vary widely, with women disproportionately affected. GBV is shaped by factors like the gender of both the victim and perpetrator, their relationship, and the type of violence involved. Other intersecting characteristics such as age, (dis)ability, sexual orientation, gender identity and ethnicity and/or race, further influence individual experiences.

For instance, **in the EU-27, 1 in 3 women has experienced physical violence, threats, and/or sexual violence during their lifetime**. Moreover, 13.5% have faced physical violence or threats and 17.2% have endured sexual violence, including rape or other non-consensual acts. Despite these alarming statistics, only 20.5% of women who have suffered such violence seek help from healthcare or social services, and just 13.9% report incidents to the police (FRA, 2024).

The rapid spread of technology and social media has exacerbated these issues, giving rise to cyber violence against women and girls (CVAWG) as a global problem with severe economic and social consequences. Key institutions like the European Commission and the UN emphasise that CVAWG is global and cross-cultural, cutting across borders and amplified by digital platforms, increasing its scope and harm. The European Institute for Gender Equality (EIGE, 2022) highlights the complexity of defining CVAWG due to technology's evolving nature and the lack of universal definitions.

Cyber violence against women and girls (CVAWG) is a rapidly evolving issue, amplified by new technologies such as spyware, stalkerware, and emerging metaverse platforms, which continually expand the ways in which abuse can be perpetrated. The range of abusers is broad, spanning from intimate partners to anonymous online users, making accountability complex and often elusive. CVAWG encompasses both traditional forms of abuse, such as harassment, and digital-specific threats like doxing and deepfake pornography. Its impact is pervasive and long-lasting, unrestricted by geographic boundaries, leaving survivors with little escape. Furthermore, CVAWG frequently intersects with other forms of discrimination, including racism and ableism, compounding the harm experienced by marginalized communities.

Efforts to address GBV and CVAWG must also challenge gender stereotypes, as they are both a cause and a consequence of violence and inequality against girls and women.

8 types of CVAWG

cyber stalking

When someone repeatedly tracks or harasses you online, making you feel unsafe.
For example, your ex secretly uses a location-sharing app to monitor where you go without your consent.

cyber harassment & bullying

When someone repeatedly attacks or humiliates you online.
For example, after you post a selfie, a group of people starts sending you hateful messages and making fun of you in the comments.

online hate speech

When someone spreads violent or sexist messages targeting you.
For example, you share your opinion on gender equality, and strangers flood your DMs with threats and misogynistic insults.

revenge porn

When someone shares your private photos or videos without consent.
For example, you send a private photo to someone you trust, but later they threaten to leak it unless you send more. (sextortion).

IoT-facilitated violence

When someone hacks your smart devices to harass or control you.
For example, your home security camera suddenly moves on its own, and you realize someone is watching you without permission.

doxing

When someone shares your private details online, putting you at risk.
For example, after you criticize an influencer, your phone number and home address get posted online, and strangers start harassing you.

grooming

When an adult manipulates you into sharing explicit content.
For example, you meet someone online who says they're your age, but over time, they pressure you to send personal photos.

trolling

When people deliberately insult or provoke you online.
For example, you're streaming a game and random users start spamming sexist comments to make you feel unwelcome.

3. Unpacking the issue: core concepts

Gender stereotypes refers to preconceived ideas that assign specific characteristics, roles, and expectations to individuals based solely on their gender. These stereotypes limit personal development, educational paths, and career opportunities for all genders but disproportionately harm women by reinforcing power imbalances.

Deeply rooted in societal norms, stereotypes perpetuate discriminatory attitudes and justify unequal power dynamics. For example, assumptions about women's capabilities and roles contribute to structural barriers, limiting progress toward gender equality (Council of Europe, 2015).

Gender norms are the social expectations that dictate acceptable behaviors, roles, entitlements, and expressions of gender for individuals perceived or identifying as male or female. These norms can vary widely within and across different cultures (Harper et al., 2020).

An influencer is a prominent social media personality with a significant number of followers who is often compensated by brands or marketing agencies to promote products to their audience.

A content creator produces written, visual, video, or audio material for an audience, typically in digital formats. This term often refers to individuals who generate educational or entertaining content for websites, social media platforms, or multimedia sites.

Sexism is discrimination, stereotyping or prejudice based on gender identity, commonly resulting in harm or disadvantage to women and girls.

Social media refers to online platforms that allow users to communicate, interact, and present themselves to audiences of varying sizes, ranging from broad public groups to narrower, more private circles (adapted from Carr & Hayes, 2015).

Having clarified the key terms, let us now turn to the statistics to gain a deeper understanding of the phenomenon.



4. Ready? Let's go!

Teaching about topics like cyberbullying, gender stereotypes, or online behaviour can feel challenging. You might not always have the answers—and that's okay.

You do not need to be a digital expert to use this Guidebook. If you care about your students and want to support them in navigating online challenges, you are already in the right place.

How to use this Guidebook

You can use this Guide in a way that fits your needs and your classroom. Here's a simple way to get started:

1. **Explore the core concepts** to better understand the issues
2. **Choose a module** that feels relevant to your students
3. **Access the activities** through the online platform
4. **Adapt the materials** and approach to your context

There is no need to follow everything step by step—you can pick and choose what works best for you.

What you need (and what you don't)

- You don't need previous training on digital safety or gender topics
- You don't need to complete the full programme
- You don't need to have all the answers

You do need:

- Openness to discussion
- Willingness to listen
- A supportive attitude towards your students

You might be wondering...

- *What if I don't know how to respond to a student?*
- *What if students say something controversial or uncomfortable?*
- *What if I don't have enough time?*

These are normal concerns. **You are not expected to have all the answers.** This Guidebook is here to support you step by step, and the activities are designed to help you navigate these situations in a structured and manageable way.

5. How to Access and Use the Online Platform

The UP&UP for Digital Society training is hosted on an online learning platform where you can find all the modules, materials, and practical activities included in this Guidebook. This platform is your main working space: it's where you explore the content, access classroom activities, and follow the training at your own pace.

What is the platform?

The platform hosts the full UP&UP training course, designed to support educators in helping students navigate the digital world safely, ethically, and confidently.

Through the platform, you will have access to:

- A structured training programme organised into modules
- Theoretical materials (readings, presentations)
- Practical activities ready to use in class
- Interactive quizzes and learning checkpoints

The course combines theory and hands-on practice, making it easy to connect what you learn with what you do in the classroom.

How the platform is organised

The training is structured into the following seven modules:

1. Introduction to the digital society and cybersecurity
2. Cyberbullying, gender stereotypes, and online anonymity – risks and prevention
3. Empathy and assertive communication in the digital environment
4. Digital ethics and creating a digital code of conduct
5. Information and data literacy – navigating the digital world safely
6. Netiquette and managing digital identity
7. Privacy, personal data protection, and wellbeing

Access the training by clicking “Start Now”



Start Now

How to access the platform

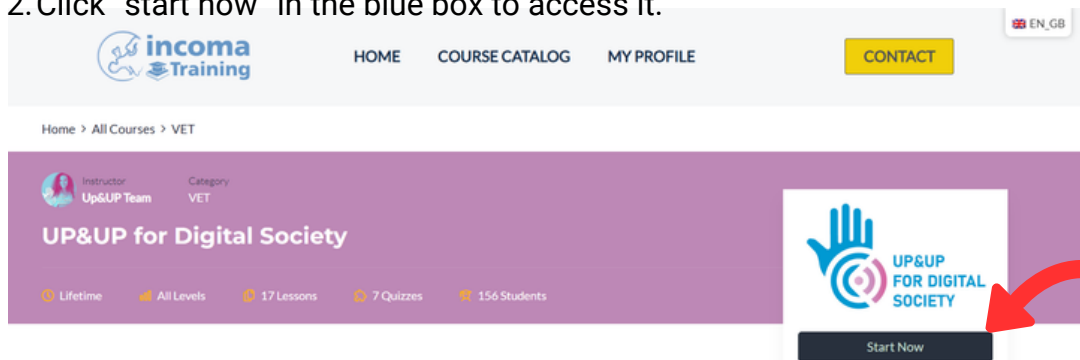
Getting started is simple. Just follow these steps:

Step 1: Visit the platform

1. Open your browser and go to:

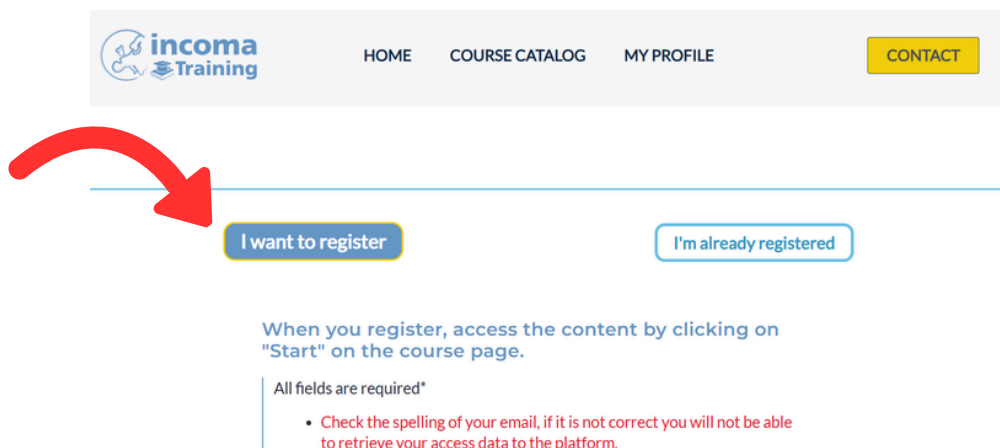
👉 <https://training.incoma.net/courses/>

2. Click “start now” in the blue box to access it.



Step 2: Create your account (if not registered yet)

1. Click “I want to register” in the top-left corner of the screen.



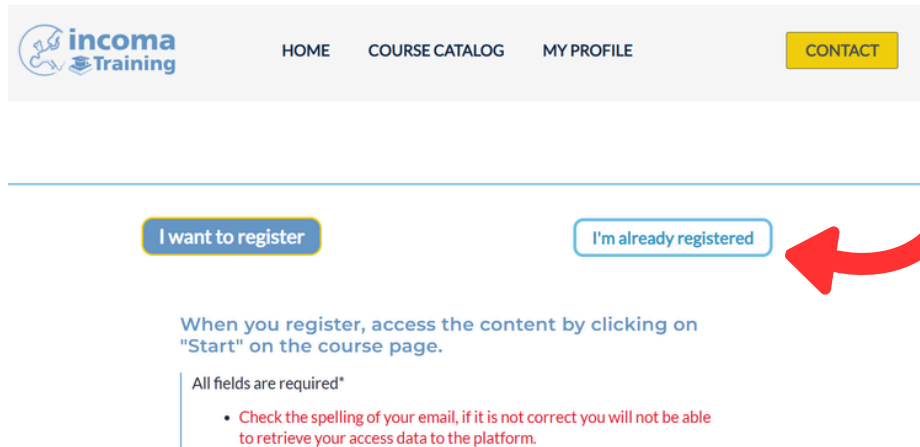
2. Fill in your details, accept the terms and click “register”.

A screenshot of the registration form. It is divided into two columns. The left column is titled 'Register' and contains fields for 'Email address *', 'Username *', 'Password *', and 'Confirm Password *'. The right column contains fields for 'Country *', 'First Name *', and 'Last Name *'. Below these is a CAPTCHA question: 'Are you human? Please solve: 9 * 10'. At the bottom of the right column is a yellow 'Register' button, which is highlighted by a red arrow.

3. Check your email and activate your account (don't forget your spam folder!).

Step 3: Log in and enroll

1. Click "I'm already registered".



2. Log in using your email and password.

3. Once logged in, you will have full access to the course.

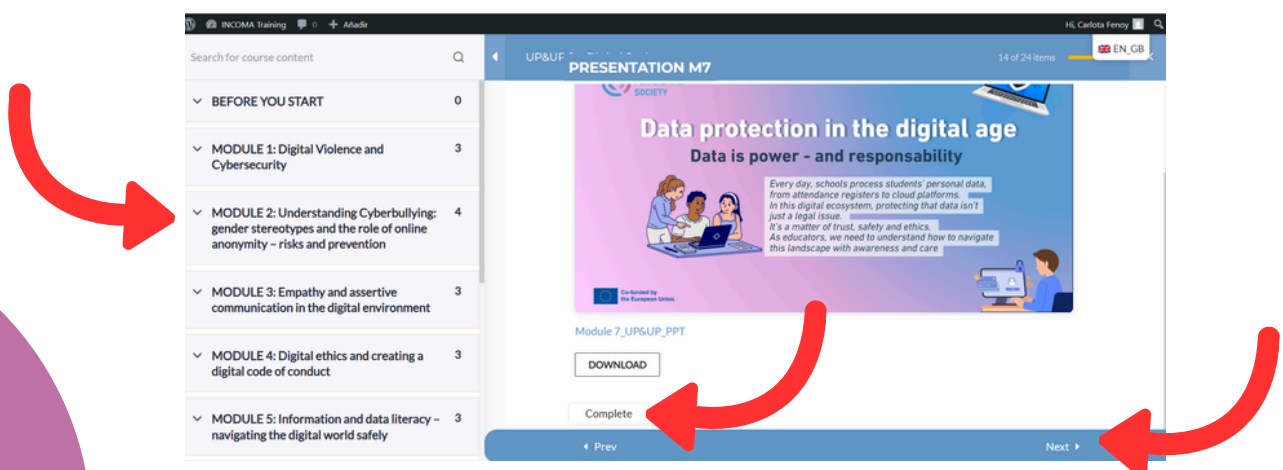
How to access the platform

Once you log in:

- You will find all modules, activities, and quizzes on the left-hand side menu
- Click on any section to open it
- Follow the content step by step

To move forward:

- Click "Complete"
- Then click "Next"



6. Exploring the Training Modules

Now that you are familiar with the platform and how the training works, it is time to explore the core of the programme: **the modules**.

The training is organised into **seven modules**, each focusing on a key aspect of digital life, online behaviour, and students' wellbeing:

- **Module 1 – Digital Society, Identity & Cybersecurity**
- **Module 2 – Cyberbullying, Gender Stereotypes & Online Anonymity**
- **Module 3 – Empathy & Assertive Communication in the Digital Environment**
- **Module 4 – Ethical Use of Digital Technologies & Digital Codes of Conduct**
- **Module 5 – Information & Data Literacy**
- **Module 6 – Netiquette & Digital Identity Management**
- **Module 7 – Privacy, Personal Data & Digital Wellbeing**

Each module provides a structured yet flexible learning pathway that you can adapt to your teaching context.

In the following sections, you will find a brief overview of each module, including:

- **What the module is about?**
- **The key topics it covers.**
- **The skills and competences it aims to develop.**
- **The activities you can use in your classroom.**

You don't need to go through all the modules in order. You can start with the topic that feels most relevant to your students and your classroom needs.

👉 Think of the modules as a toolkit: **explore, choose, and use what works best for you.**



7. Modules Overview

In this section, you will find a short and practical overview of each training module. The aim is not to repeat all the training materials from the platform, but to help you quickly understand **what each module offers and how it can support your work with students**.

Each module overview includes:

- **What this module is about:** A short explanation of the topic and why it matters.
- **What students and teachers will work on:** The main skills, ideas, and competences developed through the module.
- **Key topics covered:** The most important concepts included in the module.
- **Practical activities:** A brief presentation of the activities available on the online platform.
- **Classroom tips:** Suggestions on how to adapt the module to your students and teaching context.

The full theoretical materials, presentations, quizzes, and practical activities are available on the online platform [here](#). The Guidebook will help you choose what to use, when to use it, and how to bring it into your classroom.

Ready? Let's explore the modules!



#Module 1 – Introduction to the digital society and cybersecurity

What this module is about

Digital technologies create incredible opportunities for learning, communication, and connection—but they also bring new challenges, risks, and responsibilities.

From cyberbullying and online harassment to phishing scams, privacy breaches, and harmful stereotypes, students are navigating digital spaces that can sometimes feel unsafe or overwhelming. As educators, understanding these realities is essential to **helping students build safer, healthier, and more responsible online habits.**

This module provides teachers with a **practical introduction to digital violence, cybersecurity, digital rights, gender stereotypes in online environments, and safe digital practices.** Its goal is to help educators recognise online risks, support students when problems arise, and promote a culture of respect, safety, and digital responsibility in the classroom.

What you will work on

Through this module, you will explore how to:

- Understand the **different forms of cyber violence** and their impact on young people
- Identify **common online risks** such as phishing, scams, data theft, hate speech, and cyberbullying
- Introduce students to the concept of **digital rights and responsible digital citizenship**
- Reflect on how **gender stereotypes** shape online experiences and participation
- Promote **safer and more ethical use of digital technologies** in everyday life

The module also encourages reflection on how these issues may appear in your own classroom and school community.



Key topics covered

This module explores **five main learning areas**:

1. Understanding cyber violence and cybersecurity

Teachers are introduced to key forms of cyber violence, including:

- Cyberbullying
- Online harassment and cyberstalking
- Phishing and online fraud
- Non-consensual sharing of intimate content
- Gender-based online violence

2. Recognising online risks

Students today may be exposed to:

- Fake profiles and online manipulation
- Privacy breaches and data theft
- Grooming and inappropriate content
- Dangerous viral challenges
- Disinformation and fake news

3. Digital rights and digital citizenship

This section explores:

- Privacy and data protection
- Freedom of expression online
- Safe participation in digital spaces
- Respect for others' digital rights

4. Gender stereotypes in digital environments

Teachers explore how online spaces can reinforce stereotypes through:

- Social media representation
- Algorithmic bias
- Underrepresentation in STEM
- Gender-based online harassment

5. Safe and responsible digital behaviour

Practical strategies include:

- Creating strong passwords
- Using multi-factor authentication
- Managing privacy settings
- Verifying information before sharing
- Reporting harmful content
- Practising respectful online communication



Activities in this module

Activity 1 – Digital Detective: Investigation into a Case of Cyber Violence

In this collaborative role-play activity, students work in teams to investigate a simulated case of cyber violence involving situations such as cyberbullying, phishing, online harassment, or non-consensual sharing of content.

Each group takes on different roles—such as teacher, IT specialist, psychologist, or legal expert—to analyse the case, identify risks, discuss digital rights, and propose prevention strategies.

Students develop:

- Critical thinking
- Problem-solving
- Digital citizenship
- Teamwork
- Oral communication

Duration: approximately 1 hour.



Activity 2 – Social Campaign: Stop Digital Stereotypes

In this creative activity, students work in small groups to design a social awareness campaign focused on challenging gender stereotypes in digital spaces.

Using tools such as Canva, Adobe Express, or video editing apps, students create:

- Social media posts
- Videos
- Memes
- Stories
- Awareness messages

The activity encourages students to reflect critically on online representation and become active creators of more ethical and inclusive digital content.

Students develop:

- Media literacy
- Digital creativity
- Critical thinking
- Civic awareness
- Collaboration

Duration: approximately 1 hour.



Tips for teachers

Before starting this module:

- ✓ Use real-life examples students can relate to
- ✓ Create a safe space for discussion—some topics may feel personal
- ✓ Encourage reflection, not judgment
- ✓ Allow students to question what they see online
- ✓ Connect discussions to their daily digital experiences

You don't need students to become cybersecurity experts. The goal is to help them become aware, critical, and respectful digital citizens.

Ready to try it?

- Log into the online platform
- Open Module 1 – Digital Violence and Cybersecurity
- Explore the materials
- Download one activity
- Bring it into your classroom

Start small. One conversation can make a difference. 🚀



#Module 2 – Cyberbullying, gender stereotypes, and online anonymity – risks and prevention

What this module is about

Cyberbullying is one of the **most visible forms of digital violence** affecting students today. It can happen through social media, messaging apps, online games, group chats, fake accounts, or shared images and videos.

This module helps teachers understand what cyberbullying is, how it differs from traditional bullying, and why it can be especially harmful. It also explores the **role of anonymity, gender stereotypes, social media, and online influencers** in shaping students' behaviour, self-image, and relationships.

The goal is to help educators feel more confident in recognising warning signs, responding appropriately, and creating safer spaces where students can speak openly about their online experiences.

What you will work on

Through this module, you will explore how to:

- Recognise **cyberbullying and its emotional, social, physical, and school-related effects**
- Understand the **gendered impact of online violence**, especially on girls and young women
- Identify **warning signs** that a student may be experiencing cyberbullying
- Explore how **anonymity** can encourage harmful online behaviour
- Support students in **developing empathy, responsibility, and safer online habits**



Key topics covered

This module explores **five main learning areas**:

1. Understanding cyberbullying

Cyberbullying involves harmful behaviour carried out through digital tools and platforms. It may include hostile comments, humiliating content, threats, fake accounts, or repeated online attacks. The module highlights that cyberbullying can cause serious emotional distress and should never be dismissed as “just a joke.”

2. How cyberbullying differs from traditional bullying

Cyberbullying can be especially damaging because of three main factors:

- Anonymity – aggressors may hide behind fake profiles
- Reach – harmful content can spread quickly and widely
- Permanence – online content can remain visible and difficult to remove

These elements can make students feel that there is no escape from the situation.

3. Recognising signs and responding

Students affected by cyberbullying may show changes in mood, sleep, eating habits, school motivation, social behaviour, or device use. The module encourages teachers to observe these signs carefully and create opportunities for students to speak in a safe and private way.

4. Gender stereotypes and online harm

The module explores how gender stereotypes and online harassment are connected. Girls and young women can be particularly exposed to gender-based cyberviolence, including sexist comments, harassment, non-consensual sharing of images, and pressure linked to beauty standards or online validation.

5. Social media, influencers, and digital behaviour

Social media platforms influence how students see themselves and others. The module invites teachers to pay attention to online trends, influencers, and harmful content that may affect students’ behaviour, self-esteem, and ideas about gender roles.



Activities in this module

Activity 1 – Anonymous Question Box: Have You Ever Felt Hurt Online?

This activity creates a safe, anonymous space for students to share questions, concerns, or experiences related to online life.

Students write down a thought, question, or difficult online experience and place it in a box. The teacher then reads selected notes aloud and facilitates a respectful group discussion.

Students develop:

- Emotional awareness
- Trust and openness
- Empathy
- Digital safety awareness
- Confidence to talk about online experiences

Duration: 50 minutes.

Activity 2 – Digital Masks

This role-play activity helps students understand how anonymity can influence online behaviour.

Students are assigned different online personas, such as influencer, troll, anonymous account, victim, or victim's friend/family member. They respond to a cyberbullying scenario and reflect on how different roles affect actions, responsibility, empathy, and harm.

Students develop:

- Critical thinking
- Empathy
- Responsible online behaviour
- Awareness of public vs. anonymous digital identity
- Conflict reflection

Duration: 50 minutes.



Tips for teachers

Before starting this module:

- ✓ Create a non-judgmental space
- ✓ Make clear that students do not have to share personal experiences
- ✓ Remind students that cyberbullying is never the victim's fault
- ✓ Be ready to refer students to a counsellor or trusted adult if sensitive issues arise
- ✓ Adapt examples to your students' age, context, and digital reality

The most important message for students is simple: what happens online is real, and everyone deserves to feel safe.

Ready to try it?

- Log into the online platform
- Open Module 2 – Cyberbullying, Gender Stereotypes & Online Anonymity
- Explore the materials
- Choose one activity
- Try it with your students

Start with trust. The conversation will follow.



#Module 3 – Empathy & Assertive Communication in the Digital Environment

What this module is about

Online communication can easily lead to misunderstandings. Without facial expressions, tone of voice, or body language, a simple message can be read as cold, rude, or hurtful.

This module helps teachers support students in **building healthier digital relationships** through empathy, assertive communication, active listening, and conflict resolution. It focuses on how students can express themselves clearly and respectfully, manage online disagreements, and respond to others with care.

The goal is to help students **communicate online** in ways that reduce conflict, prevent exclusion, and build more respectful digital spaces.

What you will work on

Through this module, you will explore how to:

- Help students **recognise emotions** behind text-based communication
- Teach students to **express needs and feelings respectfully**
- Use **“I” statements** to avoid blame and escalation
- Support students in **managing online conflicts constructively**
- Encourage **active listening and respectful dialogue** in digital spaces



Key topics covered

This module explores **five main learning areas**:

1. Digital empathy

Digital empathy means recognising how others may feel, even when we cannot see their facial expression or hear their tone of voice. Students learn to “read between the lines” and respond with care instead of dismissing or minimising others’ feelings.

2. Assertive communication

Assertive communication helps students express thoughts, feelings, and needs openly and respectfully. It sits between passive communication and aggressive communication. The module introduces tools such as “I feel...” statements, tone awareness, and clear boundary-setting.

3. Conflict dynamics online

Digital spaces can intensify conflict because of anonymity, lack of non-verbal cues, delayed responses, and emotional distance. Students learn how small misunderstandings can escalate and how to pause, clarify, and focus on solutions.

4. Active listening and constructive dialogue

The module encourages students to listen to understand, not just to reply. This includes asking clarifying questions, summarising what others have said, and paying attention to emotions behind the message.

5. Respectful digital environments

Teachers are encouraged to model respectful digital behaviour, promote inclusive communication, address harmful behaviour quickly, and help students develop shared expectations for online interaction.



Activities in this module

Activity 1 – Digital Empathy Mapping

In this group activity, students analyse short digital conflict scenarios, such as misunderstandings in group chats, hurtful social media comments, exclusion from online groups, or sharing content without permission.

Students use an empathy mapping template to explore what each person may be feeling, thinking, needing, and expecting. They then discuss how empathy could prevent or repair the conflict.

Students develop:

- Emotional awareness
- Perspective-taking
- Empathy in online communication
- Reflective dialogue
- Conflict analysis

Duration: 1 hour.

♦ Activity 2 – Responding Assertively Online

This role-play activity helps students practise respectful responses to online conflict.

Students work with realistic scenarios, such as being excluded from a group chat, receiving sarcastic comments, dealing with unfair group work, or having a private message forwarded. They practise using “I feel... when...” statements and receive peer feedback on clarity, tone, empathy, and possible solutions.

Students develop:

- Assertive communication
- Respectful disagreement
- Boundary setting
- Peer feedback skills
- Conflict resolution

Duration: 1 hour.



Tips for teachers

Before starting this module:

- ✓ Remind students that tone is easy to misunderstand online
- ✓ Encourage them to pause before replying
- ✓ Use realistic examples they can relate to
- ✓ Focus on repairing harm, not blaming
- ✓ Model respectful disagreement yourself

The key message is: how we communicate online matters, and small changes in language can prevent big conflicts.

Ready to try it?

- Log into the online platform
- Open Module 3 – Empathy & Assertive Communication in the Digital Environment
- Explore the materials
- Choose one activity
- Try it with your students

Start with one message. Make it kinder, clearer, and more respectful.

BE KIND
TO ALL
KIND



#Module 4 – Digital ethics and creating a digital code of conduct

What this module is about

As students spend more time learning, socialising, and expressing themselves online, ethical challenges become part of everyday digital life. Students are no longer only learning how to use technology—they also need to learn how to use it responsibly.

This module helps teachers guide students in **making thoughtful ethical choices online**, understanding the consequences of digital actions, respecting privacy and consent, recognising misinformation, and co-creating healthy digital communities.

The central message of this module is:

Technology is not neutral—how we use it affects other people, communities, and society.

What you will work on

Through this module, you will explore how to:

- Teach students what **digital ethics** means
- Help students recognise **ethical dilemmas online**
- Develop **critical thinking** before posting, sharing, or reacting
- Build **classroom discussions** around privacy, fairness, and responsibility
- Create a **shared Digital Code of Conduct** with students
- Promote **ethical decision-making and digital citizenship**



Key topics covered

This module explores **five main learning areas**:

1. Digital ethics

Students explore what it means to behave responsibly and respectfully online. The module explains that digital ethics is about using technology in ways that protect privacy, respect human dignity, promote fairness, and prevent harm.

2. Ethical dilemmas in digital spaces

This section introduces real-life digital dilemmas, such as witnessing cyberbullying, sharing someone's photo without consent, using online answer keys, or promoting products dishonestly. Students are encouraged to reflect on consequences, motives, and responsibility.

3. Critical thinking before posting or sharing

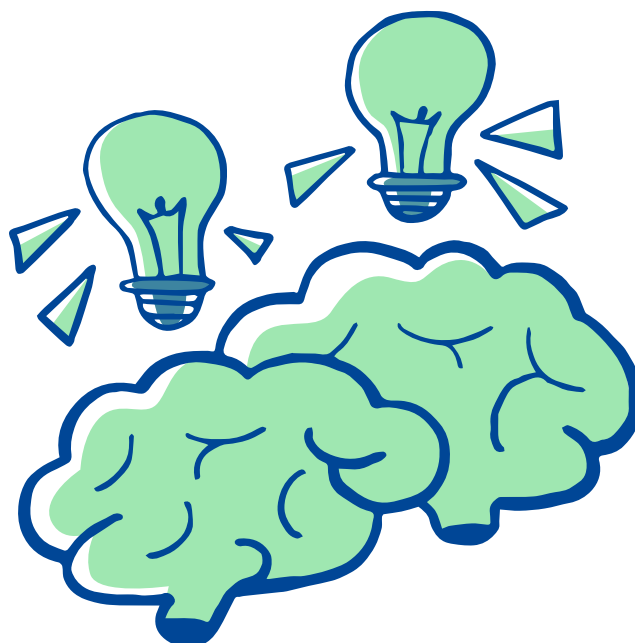
Students learn to pause before acting online using tools such as the THINK framework: Is it True, Hurtful, Illegal, Necessary, and Kind? This helps them assess whether their online actions are respectful and responsible.

4. Digital Code of Conduct

The module guides teachers and students in creating shared rules for online behaviour. These rules are based on values such as respect, empathy, privacy, fairness, and responsibility, and help create clearer expectations for digital interaction.

5. Digital citizenship and ethical decision-making

Students reflect on their role as members of digital communities. They learn that being a digital citizen means understanding both rights and responsibilities, such as reporting harmful content, supporting peers, respecting privacy, and acting with integrity online.



Activities in this module

Activity 1 – Ethical Dilemmas: Yes or No?

Students respond to ethical scenarios by choosing Yes, No, or Unsure, then discuss their reasoning with the group.

Examples may include questions such as: “Is it okay to screenshot a private message without asking?”

Students develop:

- Critical thinking
- Ethical reasoning
- Respectful discussion
- Awareness of consent and responsibility

Duration: 1 hour.

Activity 2 – Co-Creating a Digital Code of Conduct

Students work together to create shared rules for respectful and responsible online behaviour. They brainstorm values and behaviours related to privacy, consent, respect, safety, and responsible technology use.

Students develop:

- Collaboration
- Digital responsibility
- Ownership of classroom rules
- Respect for shared values
- Critical thinking

Duration: 1 hour.



Tips for teachers

Before starting this module:

- ✓ Use realistic dilemmas students can relate to
- ✓ Make space for different opinions
- ✓ Focus on reflection, not punishment
- ✓ Connect rules to values, not just discipline
- ✓ Let students help create the Digital Code of Conduct

The key message is: ethical digital behaviour starts with everyday choices — what we post, share, like, ignore, or report.

Ready to try it?

- Log into the online platform
- Open Module 4 – Digital Ethics & Digital Code of Conduct
- Explore the materials
- Choose one activity
- Try it with your students

Start with one question: “What kind of digital space do we want to create together?”



#Module 5 – Information & Data Literacy

What this module is about

Students today are surrounded by an endless flow of information—social media posts, viral videos, search results, AI-generated content, news headlines, group chats, influencers, and online recommendations. But in a digital world where anyone can publish content, **how do young people know what to trust?**

This module helps teachers support students in becoming more critical, informed, and responsible digital users. It focuses on evaluating online information, identifying misinformation and digital manipulation, understanding how algorithms shape what we see online, and developing practical online safety habits.

The goal is simple: to **help students move from passive consumers of content to thoughtful, resilient, and responsible digital citizens.**

What you will work on

Through this module, you will explore how to:

- Help students evaluate whether **online information is reliable and credible**
- Recognise **misinformation, disinformation, and manipulated digital content**
- Teach students how **algorithms influence what they see online**
- Build **safer online habits and awareness of digital fraud**
- Encourage **critical thinking, healthy scepticism, and responsible digital participation**

By the end of this module, teachers will feel more confident helping students ask one essential question:

“Can I trust what I’m seeing online?”



Key topics covered

This module explores **six main learning areas**:

1. Evaluating online information

Students are constantly exposed to content from:

- Social media
- Messaging apps
- Blogs and websites
- Video platforms
- Search engines

This section introduces students to the idea that not all information online is equally reliable, and that critical evaluation is a core digital skill.

Students also learn how to apply the CRAAP Test, a practical framework for evaluating online sources:

- Currency – Is the information up to date?
- Relevance – Does it answer the question?
- Authority – Who created it?
- Accuracy – Is it supported by evidence?
- Purpose – Why was it created?

2. Misinformation, disinformation & digital manipulation

This section helps students understand the difference between:

- Misinformation – false content shared without the intention to deceive
- Disinformation – false content deliberately created to mislead
- Malinformation – real information shared in harmful ways

Students also explore why false content spreads so quickly online, including:

- Emotional reactions
- Confirmation bias
- Social validation
- Algorithmic amplification

They are introduced to fact-checking tools such as:

- Snopes
- Full Fact
- EUvsDisinfo
- Google Fact Check Explorer



3. Online safety and fraud prevention

Students explore common online risks, including:

- Phishing emails
- Fake websites
- Scam messages
- Impersonation attempts
- Unsafe downloads

They also learn practical cybersecurity habits such as:

- Creating strong passwords
- Using password managers
- Activating two-factor authentication (2FA)
- Checking links before clicking
- Keeping devices updated

4. Algorithms, filter bubbles & echo chambers

Not everyone sees the same content online.

This section introduces how algorithms personalise content based on previous clicks, likes, searches, and interactions—creating what are often called filter bubbles or echo chambers.

Students reflect on questions such as:

- Why do we all get different search results?
- How do algorithms influence our opinions?
- Are our feeds reflecting our interests—or shaping them?

5. Digital footprints & responsible participation

Every click, post, comment, and share leaves a trace.

Students explore:

- How online content can remain accessible even after deletion
- How digital footprints can affect future opportunities
- Why privacy settings matter
- How to build a positive online identity

The module encourages students to reflect:

“What do I want my online presence to say about me in five years?”

6. Visual misinformation & AI-generated content

Students learn that misleading content is not always text-based.

This section explores:

- Cropped images
- Misleading captions
- Deepfakes
- AI-generated visuals
- Reverse image searches

Students practise verifying visual content before trusting or sharing it.



Activities in this module

Activity 1 – Algorithm Hunters: Discovering How Feeds Shape Our Views

In this investigative activity, students work in small groups to explore how algorithms personalise search results and online feeds.

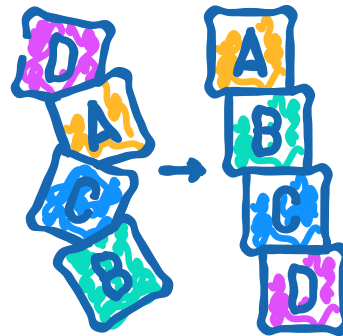
Using platforms such as Google, YouTube, or TikTok, each group researches the same topic and compares:

- Search results
- Recommended content
- Tone and framing
- Source types
- Missing perspectives

Students then discuss: “Are algorithms shaping our opinions—or simply reflecting them?”

Students develop:

- Critical thinking
- Media literacy
- Source analysis
- Awareness of digital bias
- Reflective discussion



Duration: 1.5 hours.

Activity 2 – The Data Heist: Interactive Escape Game on Online Safety

In this gamified teamwork challenge, students work against the clock to solve a digital security mission.

Through different cybersecurity challenges, students identify:

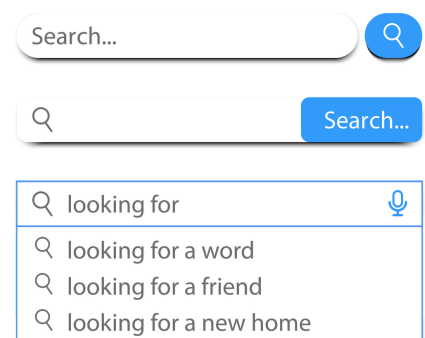
- Fake vs. real emails
- Weak vs. strong passwords
- Safe vs. risky app permissions
- Trustworthy vs. suspicious websites

The activity transforms online safety into an engaging problem-solving experience.

Students develop:

- Digital safety awareness
- Problem-solving
- Teamwork
- Cybersecurity skills
- Decision-making under pressure

Duration: 1.5 hours.



Tips for teachers

Before starting this module:

- ✔ Use real examples students encounter every day
- ✔ Encourage students to question, not blindly trust
- ✔ Show both fake and reliable sources
- ✔ Let students investigate before giving answers
- ✔ Connect discussions to their own social media habits

Remember:

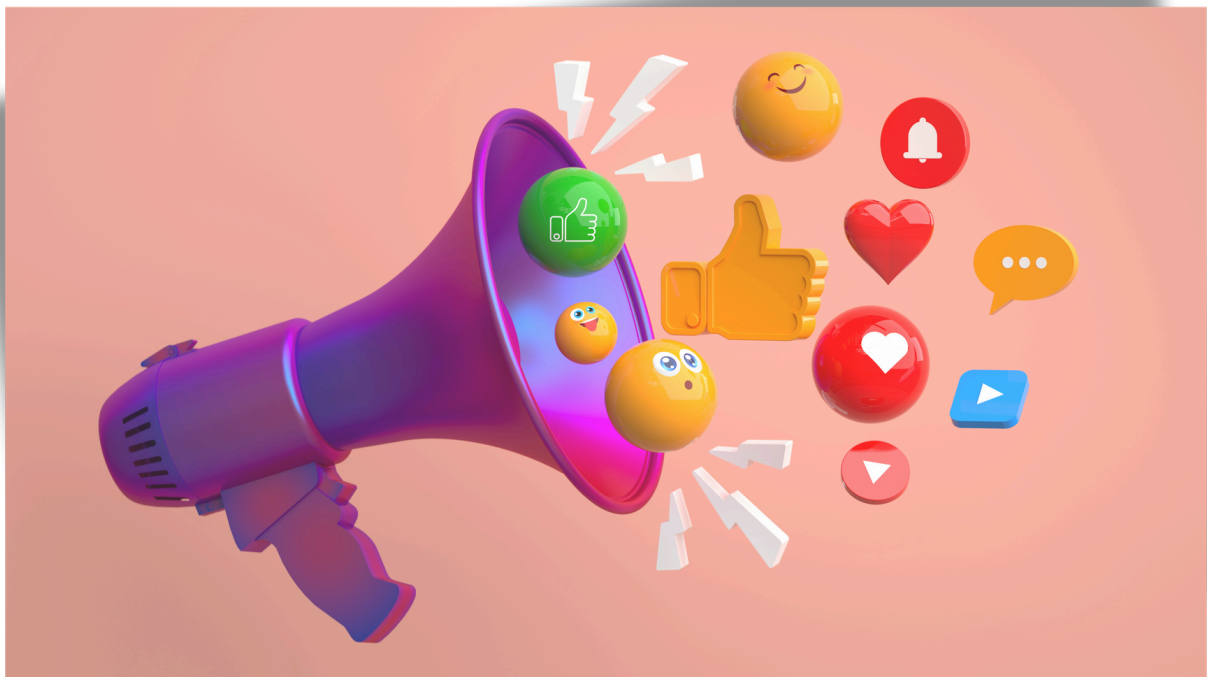
Students do not need to fear the internet.

They need to learn how to question it, understand it, and navigate it wisely.

Ready to try it?

- Log into the online platform
- Open Module 5 – Information & Data Literacy
- Explore the materials
- Choose one activity
- Bring it into your classroom

Because in today's digital world, being informed is not enough—students need to be digitally vigilant. 🚀



#Module 6 – Netiquette and managing digital identity

What this module is about

Today's students are constantly connected. They message, comment, post, share, react, join online classes, collaborate in digital platforms, and build relationships through screens. But being digitally connected does not automatically mean knowing how to communicate respectfully, protect personal boundaries, or maintain a healthy relationship with technology.

This module helps teachers guide students in developing respectful online communication, empathy in digital interactions, awareness of digital identity, and healthy habits for balancing online and offline life. It combines netiquette, digital reputation, privacy awareness, and digital wellbeing into practical classroom learning.

The goal is to help students understand that:

Being online is not only about technology—it's about relationships, choices, and wellbeing.

What you will work on

Through this module, you will explore how to:

- Teach **respectful online communication**
- Help students recognise the **emotional impact of digital interactions**
- Build awareness of **digital footprints and online reputation**
- Promote **healthy screen habits and balanced digital use**
- Encourage **empathy, inclusion, and responsible behaviour online**
- Support students in protecting **privacy and personal boundaries**

By the end of this module, teachers will feel more confident helping students ask:

"What kind of person am I when I'm online?"

Key topics covered

This module explores **five main learning areas**:

1. Understanding netiquette

Netiquette refers to the informal rules that help people communicate respectfully online. It applies to emails, chats, online classrooms, group work platforms, and social media. The module helps students understand that online communication should be clear, respectful, inclusive, and considerate of others.

2. Respectful online communication

Online messages can easily be misunderstood because tone of voice, facial expressions, and body language are missing. Students learn how to avoid sarcasm, aggressive language, name-calling, and exclusion, while practising clearer and more empathetic ways of communicating.

3. Privacy, consent, and digital boundaries

The module explores why students should not share photos, screenshots, personal information, or private messages without permission. It encourages students to reflect on what is private, public, or shared online, and to understand that respecting digital boundaries is part of respecting others.

4. Digital wellbeing

Digital wellbeing is about building a balanced, safe, and healthy relationship with technology. Students reflect on screen time, notifications, sleep, concentration, social comparison, and emotional pressure, while learning practical ways to disconnect, take breaks, and use technology more intentionally.

5. Digital identity and reputation

Students explore how posts, comments, likes, photos, and online interactions shape their digital identity. The module helps them understand that online actions can have long-term consequences and encourages them to think about the image they want to create and leave behind online.



Activities in this module

Activity 1 – Mind Your Words! Practising Netiquette Through Real-Life Scenarios

Students work in groups with role-play cards showing online conflicts such as:

- Sarcastic emails
- Rude comments
- Exclusion from group chats

They act out the situations and propose respectful alternatives.

The class then co-creates a shared “Netiquette Code.”

Students develop:

- Digital empathy
- Conflict resolution
- Communication awareness
- Collaborative rule-making

Duration: 1 hour.

Activity 2 – Click with Respect: Setting Digital Boundaries Together

Students discuss real digital dilemmas such as:

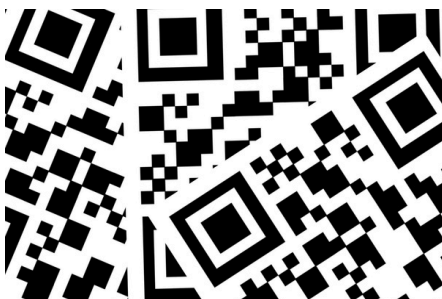
- Sharing screenshots
- Tagging someone without permission
- Posting private conversations
- Replying impulsively

Together they create a classroom “Respect Pact.”

Students develop:

- Consent awareness
- Empathy
- Boundary-setting
- Responsible sharing

Duration: 1 hour.



Activity 3 – #WhoAmIOnline? Exploring Digital Identity and Reputation

Students simulate a week of online life by creating fictional social media profiles.

They post:

- Bios
- Stories
- Photos
- Comments

Then they reflect:

What image does this profile communicate?

Would a university or employer view it positively?

Students learn:

- Digital footprint awareness
- Self-audit practices
- Positive personal branding
- Long-term thinking

Duration: 75 minutes.



Tips for teachers

Before starting this module:

- ✓ Model respectful digital communication yourself
- ✓ Treat online conflicts as learning opportunities
- ✓ Discuss real situations students face every day
- ✓ Involve students in co-creating digital rules
- ✓ Include families when discussing digital wellbeing
- ✓ Focus on empowerment, not fear

Remember:

Students do not simply need rules.

They need opportunities to practise:

- Respect
- Empathy
- Reflection
- Self-awareness
- Healthy digital choices

Ready to try it?

- Log into the online platform
- Open Module 6 – Netiquette & Digital Wellbeing
- Explore the materials
- Choose one classroom activity
- Start building a healthier digital culture

Because digital citizenship is not just about what students know—it's about how they treat others, protect themselves, and grow online. 🚀



#Module 7 – Privacy, personal data protection, and wellbeing

What this module is about

In a world where students share, post, click, upload, and connect almost constantly, understanding privacy is no longer optional – it is essential. This module helps teachers introduce students to the value of personal data, the risks associated with oversharing, and the importance of developing safe digital habits.

Rather than approaching privacy as a purely legal or technical topic, this module encourages **practical reflection on everyday digital choices**: what students share online, how platforms collect information, how AI systems use data, and what everyone can do to better protect their digital identity.

What you will work on

Through this module, you will be able to:

- Understand the **core principles of privacy and personal data protection** in digital environments
- Recognise the **main risks** related to oversharing, weak digital security, and unsafe platform use
- Introduce students to **GDPR principles** in an accessible and practical way
- Explore **emerging challenges** related to artificial intelligence, web scraping, and digital consent
- Support students in building safer online habits and a stronger awareness of their **digital footprint**



Key topics covered

This module explores **five main learning areas**:

1. Personal data and privacy

Students explore what personal data is and why it matters. This includes names, photos, school records, location data, online behaviour, and other information that can identify someone directly or indirectly.

2. GDPR and students' rights

The module introduces the basic principles of GDPR in a simple way, focusing on rights such as access, correction, deletion, consent, and control over personal data.

3. Privacy risks online

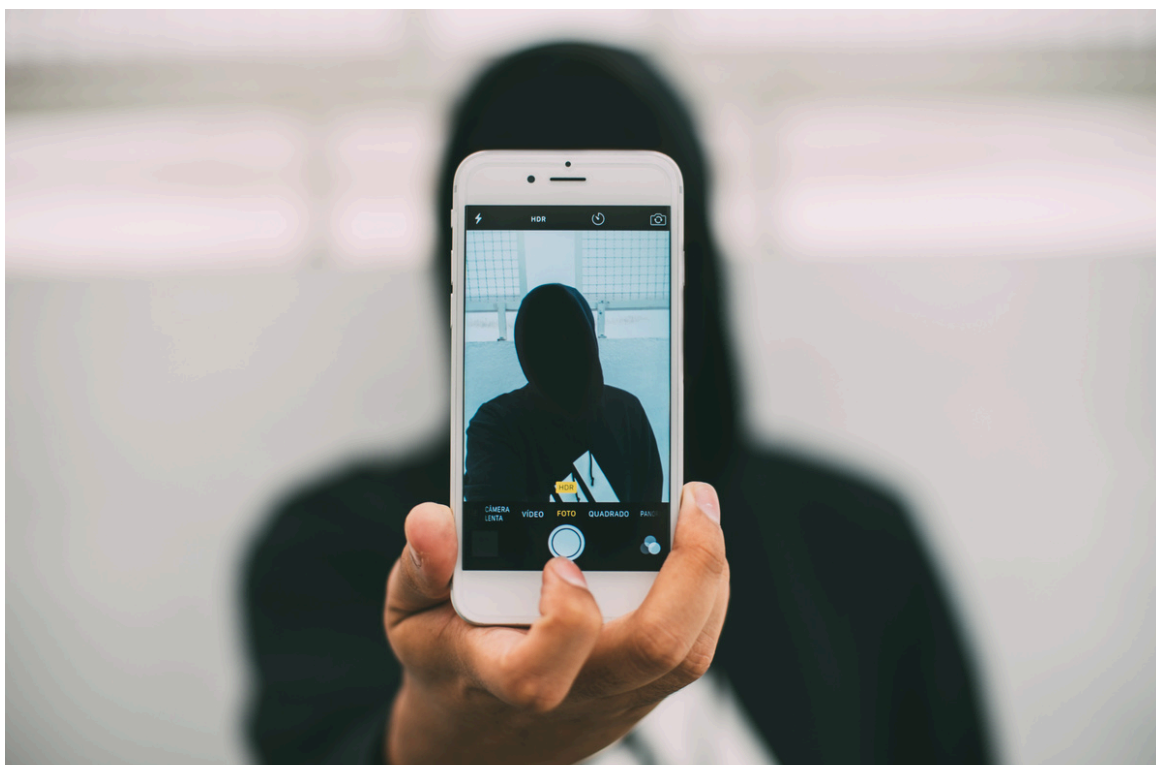
Students learn about everyday risks such as oversharing, weak passwords, phishing, identity theft, public profiles, and sharing photos or screenshots without permission.

4. AI, web scraping, and consent

The module explains how online content can be collected and used by AI systems. Students reflect on consent, data ownership, and why “public” does not always mean “free to use.”

5. Safer digital habits

Students learn practical ways to protect themselves online, including strong passwords, two-factor authentication, privacy settings, safe browsing, and thinking carefully before sharing personal information.



Activities in this module

Activity 1 – Be a Privacy Hero: Design Your Data Protection Superpowers

Students work in small groups to create a Data Protection Superhero who protects young people's privacy online.

They design a poster including:

- The superhero's name
- Their privacy "superpowers"
- The threats they fight
- The GDPR rights they protect

Students develop:

- Awareness of personal data protection
- Understanding of GDPR rights
- Creativity
- Teamwork
- Communication skills



Duration: 1 hour.

Activity 2 – Post or Protect? Mapping Our Privacy Zones

Students map their digital life using circles to show what they share publicly, with friends, and what they consider private. They reflect on oversharing, peer pressure, digital consent, and personal boundaries.

Students develop:

- Privacy awareness
- Boundary setting
- Reflection on online sharing
- Respect for digital consent

Duration: 45–60 minutes.

Activity 3 – Would You Feed Your Selfie to a Robot? AI, Consent and Online Identity

Students take part in a scenario-based roleplay about AI, web scraping, and consent. They explore situations such as a TikTok video being used to train a facial recognition system, then discuss the issue from different perspectives.

Students develop:

- Critical thinking
- Awareness of AI and data use
- Understanding of digital consent
- Reflection on digital identity

Duration: 1 hour.

Tips for teachers

Before starting this module:

- ✓ Keep privacy practical and connected to students' daily apps
- ✓ Avoid fear-based messages – focus on control and awareness
- ✓ Use examples like photos, stories, screenshots, and location sharing
- ✓ Encourage students to check their own privacy settings
- ✓ Remind them that protecting privacy is about dignity, safety, and choice

The key message is: privacy is not about hiding – it is about having control over your digital life.

Ready to try it?

- Log into the online platform
- Open Module 7 – Privacy, Data Protection and Digital Security
- Explore the materials
- Choose one activity
- Try it with your students

Start with one question: “What do I really want to share – and with whom?”



8. Bringing it to the classroom

Now that you have explored the training modules, the next step is **turning learning into action**.

The UP&UP for Digital Society training has been designed with one clear goal in mind: not only to support teachers in strengthening their own digital, social, and emotional competences, but also to help them confidently transfer this knowledge into real classroom situations.

Every module, activity, and resource included in this training is meant to be **flexible, practical, and adaptable**. There is no single “right way” to use these materials. What matters most is creating meaningful learning experiences that respond to your students’ needs, interests, and realities.

Start where it matters most

You do not need to complete the full training before bringing the content into your classroom.

You can start with:

- One module that feels especially relevant to your students
- One practical activity linked to a current classroom need
- One discussion topic connected to a real digital challenge your students may be facing

Sometimes, **one well-timed conversation can have more impact than an entire lesson plan**.

Adapt the materials to your teaching context

The activities available on the platform have been designed to be flexible and can be **adapted to different educational settings, subjects, and group sizes**.

You may choose to:

- Use a complete module as part of a structured learning sequence
- Deliver one activity as a standalone workshop
- Integrate activities into existing subjects such as digital literacy, citizenship education, psychology, communication, ethics, or social sciences
- Adapt examples, case studies, or discussion questions to reflect your students’ age, maturity, and digital experiences

Remember: the goal is not to “cover everything,” but to **make the learning relevant and meaningful**.

Create a safe space for discussion

Many of the topics explored in this Guidebook—such as cyberbullying, gender stereotypes, privacy, online harassment, identity, or digital pressure—can feel personal, emotional, or even uncomfortable for students.

Creating a safe learning environment is essential.

Before starting any activity:

- ✓ Set clear ground rules for respectful participation
- ✓ Remind students that different opinions are welcome
- ✓ Never force anyone to share personal experiences
- ✓ Encourage active listening and empathy
- ✓ Make confidentiality and mutual respect a shared responsibility

Students learn best when they feel safe enough to ask questions, express doubts, and make mistakes.

Connect learning to real digital life

Students are more likely to engage when they can connect learning to situations they recognise.

Whenever possible:

- Use examples from social media, messaging apps, gaming platforms, or online communities
- Discuss trends, memes, influencers, or digital behaviours that are relevant to your students
- Encourage students to analyse real situations rather than abstract concepts
- Invite reflection on their own digital habits, choices, and experiences

Digital education becomes meaningful when students see its connection to their everyday lives.

Ready to bring it to life?

Choose one module.

Open one activity.

Start one conversation.

That's all it takes to begin. 🚀



9. Assessment & Learning Outcomes

How learning is assessed

Throughout the online training, participants will encounter different opportunities to check understanding, reflect on key concepts, and apply what they have learned in practice.

Assessment methods include:

- Interactive quizzes to reinforce key concepts and terminology
- Reflection exercises to connect theory with personal teaching practice
- Scenario-based activities to explore real-life digital challenges
- Group discussions and collaborative tasks to encourage exchange of ideas and peer learning
- Practical classroom activities designed to transfer learning into real educational contexts
- Self-assessment moments to monitor confidence, progress, and professional growth

Rather than focusing on memorisation, assessment in this training encourages participants to think critically, make informed decisions, and reflect on their role as educators in an increasingly digital world.

What competences does this training support?

By completing the UP&UP for Digital Society training, teachers strengthen a wide range of digital, social, and emotional competences that can be transferred directly into classroom practice. These include:

Digital competences

Teachers develop stronger abilities to:

- Navigate digital environments safely and responsibly
 - Identify online risks, misinformation, and harmful content
 - Protect personal data and digital identities
 - Support students in developing healthy digital habits
 - Promote ethical and responsible technology use
- 



Social and emotional competences

Teachers also strengthen skills such as:

- Empathy and perspective-taking
- Active listening
- Assertive communication
- Conflict prevention and resolution
- Emotional awareness and self-regulation
- Inclusive and respectful communication

Critical and ethical thinking

The training also supports participants in:

- Evaluating digital information critically
- Recognising bias, manipulation, and stereotypes
- Reflecting on the ethical consequences of digital actions
- Supporting students in making informed and responsible choices online

From teacher learning to student impact

One of the main goals of this training is to support a **train-the-trainer approach**. This means that the knowledge, tools, and strategies developed throughout the course are not meant to stay within the training itself—they are designed to be adapted, transferred, and replicated with students.

By completing this training, **teachers will be better prepared to:**

- Recognise and address cyberbullying and online harm
 - Facilitate sensitive conversations around gender, identity, and online behaviour
 - Create safer digital learning environments
 - Support students in making informed, safe, and respectful choices online
 - Promote human rights, inclusion, tolerance, and digital responsibility in everyday teaching practice
- 

What competences does this training support?

Upon successful completion of the training in the platform, participants will receive a **Certificate of Completion** through the online learning platform.

This certificate recognises:

- Active participation in the training
- Completion of learning modules
- Engagement with assessment activities
- Achievement of the learning outcomes defined throughout the course

The certificate also reflects the development of key digital, social, and emotional competences that can support both professional development and classroom practice.



10. Additional Resources & Support

Fact-checking and information literacy

- **Google Fact Check Explorer** – to check whether a claim has already been verified by fact-checkers. <https://toolbox.google.com/factcheck/explorer>
- **Snopes** – for checking viral stories, rumours, myths, and misinformation. <https://www.snopes.com/>
- **Full Fact** – independent fact-checking organisation. <https://fullfact.org/>
- **EUvsDisinfo** – EU project identifying and raising awareness of disinformation. <https://euvsdisinfo.eu/>

Online safety and digital citizenship

- **Better Internet for Kids** – European resources for teachers, parents, and young people on online safety. <https://better-internet-for-kids.europa.eu/>
- **Common Sense Education** – free digital citizenship curriculum and classroom resources. <https://www.commonsense.org/education>
- **Mozilla Data Detox Kit** – practical activities to help young people understand privacy, data, and digital habits. <https://datadetoxkit.org/>
- **Manifesto of Non-Hostile Communication / Parole O_Stili** – principles for respectful online communication. <https://paroleostili.it/>

Privacy and security tools

- **Google Password Manager** – to manage passwords securely. <https://passwords.google.com/>
- **Mozilla Firefox** – privacy-focused browser supported by Mozilla. <https://www.firefox.com/>
- **Have I Been Pwned** – to check whether an email address has appeared in a data breach. <https://haveibeenpwned.com/>
- **Google Safety Center** – practical information on online security and privacy settings. <https://safety.google/>

11. Final Words – Keep the Conversation Going

Digital life is part of students' everyday reality. It shapes how they learn, communicate, build relationships, understand themselves, and participate in society.

As teachers, you do not need to have all the answers. What matters is your **willingness to listen, guide, question, and create a space where students can talk openly about what happens online.**

This Guidebook is here to support you in that process. It offers knowledge, tools, and activities, but its real value comes when you bring them into your classroom and adapt them to your students' needs.

Every discussion about **respect, privacy, empathy, gender stereotypes, cyberbullying, or digital safety** can make a difference.

Start small.

Choose one topic.

Try one activity.

Ask one question.

And keep the conversation going.

Together, we can help students build safer, kinder, and more responsible digital spaces.



12. Annexes and additional materials

All **theoretical materials, activity sheets, worksheets, presentations, quizzes, and complementary resources** referenced throughout this Guidebook are available as part of the UP&UP for Digital Society online training platform [here](#).

To access the annexes:

- Log into the online platform
- Open the corresponding training module
- Navigate to the learning unit or activity you wish to explore
- Download the materials directly from the platform

The annexes include:

- Module presentations
- Theoretical content and reading materials
- Practical activity guides
- Classroom worksheets and templates
- Quizzes

These materials are designed to **support flexible classroom implementation** and can be adapted to different educational contexts, group sizes, and learning objectives.

If you experience difficulties accessing the platform, require specific materials in an alternative format, or would like additional support, the **annexes and supporting resources can also be provided upon request** through the project consortium or partner organisations.

Everything you need to bring the training to life is only a click away—explore, download, adapt, and make it your own. 🚀

**Access the training by clicking
“Start Now”**



Start Now

Contact us!

Telefono Rosa Rome, Italy

www.telefonorosa.it

@telefonorosa_official on Instagram

email: info@telefonorosa.it

FILIA Center, Romania

www.centrulfilia.ro

@centrulfilia on Instagram

email: office@centrulfilia.ro

Telefono Rosa Bronte, Italy

www.telefonorosasicilia.it

@telefonorosabronte on Instagram

email: telefonorosabronte@libero.it

European Center for Quality Ltd. (ECQ), Bulgaria

www.ecq-bg.com

email: office@ecq-bg.com

INCOMA, Spain

www.incoma-projects.eu

@incomagroup on Instagram

email: info@incoma.net

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