

GUIDELINES FOR TEACHERS: HOW TO USE THE REALITY TASKS TOOLKIT

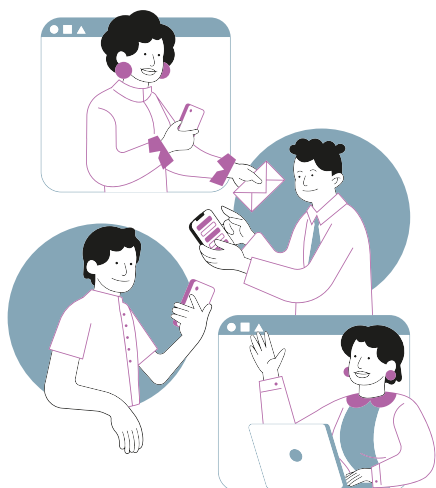
The **Reality Tasks Toolkit** is a flexible and interactive teaching tool designed to help students reflect on real-life digital citizenship issues. It contains **30 engaging situational cards** organized into **seven key topics**, covering everything from online safety to ethical communication and digital well-being.

These cards are ideal for sparking discussions, encouraging critical thinking, and supporting civic education. Here's how to make the most of them in your classroom:

1. CHOOSE YOUR TOPIC

Start by selecting one of the seven key topics:

- **Basics of Digital Citizenship** → When humour crosses the line; The gaming account giveaway; Digital footprint; Cybersecurity.
- **The Digital Ecosystem and the Digital Citizen** → Cat phishing scams; Identity theft - or content theft; Copyright and plagiarism; Online stranger danger.



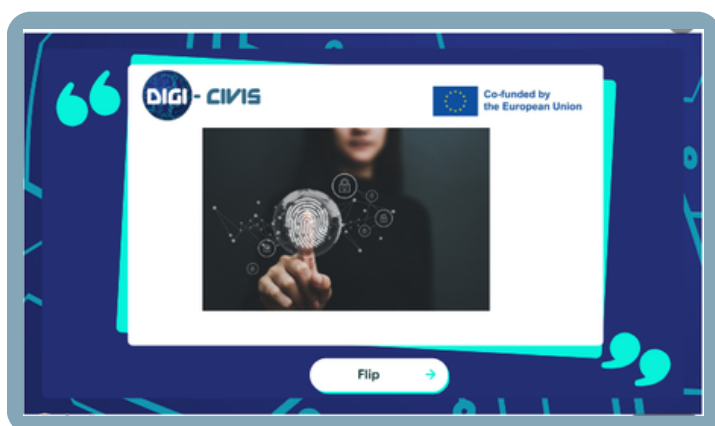
- **Safe Online Navigation** → Privacy and consent online; A suspicious account; The risks of online exposure; Real versus virtual world; Be careful who you trust!
- **Ethical Online Communication** → Fat shaming (hate speech); Viral fight displayed online; How to deal with trolls online?; Fake advertising.
- **Critical Evaluation of Information** → Deceptive circulation of information: new challenges with AI; Fake news going viral online; Making informed decisions based on information collected on digital platforms; Propaganda circulating on digital platforms; Spotting fake news together.

- **The Digital Consumer** → Promotion of scam?; Oops! Something's gone wrong...; False digital advertising; Unsafe digital consumption.
- **Time Management and Digital Well-being** → Overwhelmed by digital exposure; The Digital Detox challenge; The grip of Digital Addiction; The Screen time struggle.



Each topic contains **4–5 real-life scenarios** that are relevant and designed to provoke reflection and discussion.

2. SELECT ONE OR MORE SITUATIONAL CARDS



Choose one or more situational cards from the selected topic. Each card presents a **realistic digital dilemma or challenge**.

You can:

- Use a single card to introduce or wrap up a lesson
- Assign cards to small groups for discussion or role-play.

3. ENGAGE STUDENTS IN REFLECTION AND DISCUSSION

Ask students to read and **role-play the scenario and reflect** on the specific situation examined, using the provided guiding questions.

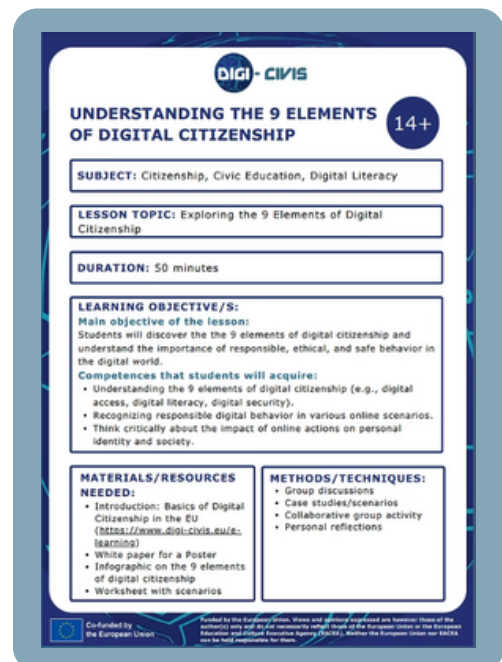
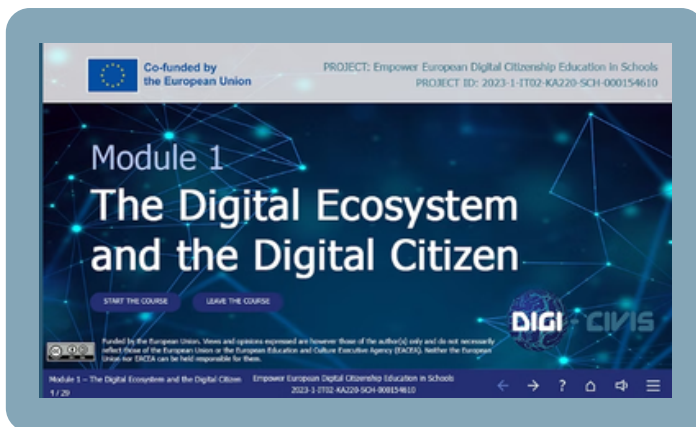
Encourage respectful debate, empathy, and multiple viewpoints.



4. DEEPEN UNDERSTANDING WITH THE ELEARNING COURSE OR THE PEDAGOGICAL SEQUENCES

Each situational card can be paired with more structured content from the **Digi-Civis eLearning course** or the **Pedagogical Sequences**, which provide:

- Background information
- Step-by-step learning activities
- Assessment ideas
- Further resources for an in-depth study of topics related to digital citizenship.



READY TO EXPLORE?

Click on each topic in the Reality Tasks Toolkit to access the full set of situational cards.

The cards are not just conversation starters; they are a tool for educating **responsible, critical, and empowered digital citizens**. Use them to promote meaningful discussion and inspire real-world action in your classroom, helping navigate the digital world safely, ethically, and responsibly.

1. BASICS OF DIGITAL CITIZENSHIP

1. WHEN HUMOUR CROSSES THE LINE



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SITUATION

Max and his friends participate in a **group chat** where they often share funny videos and memes. One day, Max receives a video from a friend showing a **prank** in which an **unsuspecting person gets very hurt**. The video was edited to look funny and quickly spread through their chatroom, however, the images are explicit and violent. **Max laughs at first, but then feels uncomfortable sharing it with the group.**

His friend Mia, who is part of the chatroom, sees the video and expresses her discomfort, **stating that the content is inappropriate**, should not be spread and could be seen as **bullying**. The group discusses whether sharing such content is acceptable for fun or whether it crosses the line.

QUESTIONS FOR MAX

- Did you think about how it might affect the person being pranked?
- How do you feel now that Mia has pointed out her discomfort with the video? Has your perspective changed?
- What factors do you think make a video funny or appropriate to share? Are there limits?

QUESTIONS FOR MIA

- What specifically made you uncomfortable about the video? Can you explain your feelings to the group?
- How do you think sharing this kind of content can affect the people involved and the audience watching?
- Why do you believe it's important to speak up against content that seems inappropriate, even if others find it funny?
- If Max and the others decide to ignore your concerns, what actions could you take to stand by your values?

QUESTIONS FOR EVERYONE

- If you were in Max's position, would you share the video with the group? Why or why not?
- If you were Mia, how would you handle friends who might dismiss your feelings about the video?
- Have you ever found yourself in a situation where you felt uncomfortable about something shared online? How did you respond?

2. THE GAMING ACCOUNT GIVEAWAY



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SITUATION

Jaden, Lily, and Mark are part of a popular online gaming community. One day, Jaden excitedly tells his friends about a **new in-game item giveaway organized by an influencer he follows**.

The giveaway requires participants to **share their gaming account login details to “verify” their participation**. Jaden is eager to participate and is ready to share his login credentials for a chance to win rare items.

Lily quickly warns Jaden that sharing login details is dangerous and **could cause him to lose his account**. Mark, on the other hand, thinks **it is harmless because the influencer seems trustworthy and has a large following**. Jaden is torn between his desire to enter the contest, and the risks Lily pointed out.

QUESTIONS FOR JADEN

- Why were you excited to share your gaming account information for the giveaway? Did you have any concerns initially?
- What might happen if you share your account details, and how would you handle it if your account was compromised?
- Will you still enter the giveaway after hearing both Lily's and Mark's opinions? Why or why not?

QUESTIONS FOR LILY

- Why were you immediately concerned when Jaden mentioned sharing his login information?
- What would you say to Mark, who thinks that the giveaway is safe because the influencer seems reputable?
- How do you make sure that your own personal information is protected when participating in online games or communities?
- What advice would you give Jaden if he really wanted to enter, but you knew it wasn't safe?

QUESTIONS FOR MARK

- What made you trust the giveaway just because the influencer has a large following?
- Why do you think it's important to verify the legitimacy of a contest or giveaway before participating?
- Do you believe Lily's concerns are valid, or do you think she's overreacting? Why?
- What would you do if you entered the giveaway and something went wrong with your gaming account?



3. DIGITAL FOOTPRINT



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SITUATION

Jamie, a 16-year-old student, discovers that **personal information and embarrassing photos from a few years ago have resurfaced on social media and are being shared widely**. Jamie is distressed because this could potentially impact future college applications and personal reputation. Jamie's friend, **Taylor, is very supportive and helps Jamie contact social media platforms to report the content**. They decide to discuss their concerns with their classmate, Julia, to understand the implications of their digital footprints and how to address the issues that have arisen.

QUESTIONS FOR JAMIE

- How did you react when you first discovered that your personal information and photos were being shared online?
- How did you discover that your personal information and photos had resurfaced online?
- What immediate concerns do you have about how this might affect your future?
- How did Taylor's actions help you address the situation?

QUESTIONS FOR TAYLOR

- What was your initial reaction when Jamie told you about the resurfaced personal information?
- What do you think you can do to support Jamie during this situation?
- How do you plan to help Jamie understand and manage their digital footprint moving forward?

QUESTIONS FOR JULIA

- How can Jamie work to remove or manage the content that has resurfaced?
- What advice can you give Jamie on managing their digital footprint to prevent similar issues in the future?

4. CYBERSECURITY



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SITUATION

Lily, a 17-year-old student, notices that **her social media account has been hacked and strange messages are being sent to her friends and family from her account**. She feels anxious and unsure of how to regain control over her account. Her classmate, **Daniel, who is tech-savvy**, offers to help her secure her account and prevent future issues. Meanwhile, another friend, **Emily, is unsure about what to do and feels vulnerable, worried that her account could be the next target**. Together, they must figure out how to deal with the situation and prevent future cybersecurity risks.

QUESTIONS FOR LILY

- How did you realize that your social media account had been hacked?
- What concerns do you have about the messages being sent from your account?
- What steps have you taken so far to regain control of your account?

QUESTIONS FOR DANIEL

- What advice did you offer to Lily to help her recover her account and secure it?
- How can Lily protect her account from being hacked again in the future?
- What measures can other students, like Emily, take to protect themselves from similar cybersecurity threats?

QUESTIONS FOR EMILY

- How do you feel about your own online safety after seeing what happened to Lily's account?
- What steps do you think you need to take to secure your accounts and avoid being hacked?
- How has this situation made you more aware of the importance of cybersecurity?



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2. THE DIGITAL ECOSYSTEM AND THE DIGITAL CITIZEN

5. CAT PHISHING SCAMS



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SITUATION

One day, **Sophie gets a message from someone named “Jenna”, who claims to be a fan of the same game Sophie plays.** The two start chatting about their favorite characters. “Jenna” asks Sophie to click on a link to check out a cool video about the game.

Meanwhile, **Liam gets a friend request from someone called “Alex”, who has a similar profile picture to one of his classmates. “Alex” asks Liam for his email, saying they’ll send over some cheat codes for a game they both play.**

QUESTIONS FOR SOPHIE

- Did you check if “Jenna’s” profile looks real? What signs might help you identify if she’s a catfish?
- What could happen if you click on the link “Jenna” sent you? Could it be a phishing attempt?
- How could you verify whether “Jenna” is really who she claims to be?

QUESTIONS FOR LIAM

- Did you notice anything strange about “Alex’s” profile? How can you tell if it’s someone pretending to be your classmate?
- What could “Alex” do with your email if they were a scammer?
- How should you handle requests for personal information from someone you just met online?

QUESTIONS FOR EVERYONE

- How can you spot a catfishing or phishing scam?
- What are some red flags?
- Why is it important not to share personal information or click on suspicious links, even if the person seems friendly?

6. IDENTITY THEFT - OR CONTENT THEFT



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SITUATION

Mia discovered that someone had created a fake social media profile using her pictures and personal information. The impersonator started messaging her friends and sharing inappropriate content. Distressed, Mia turned to Jake for advice.

QUESTIONS FOR MIA

- How did you feel when you found out about the identity theft?
- What steps did you take once you realized what was happening?
- Did you talk to anyone else about this situation? If so, who?

QUESTIONS FOR JAKE

- What advice did you give Mia to help her deal with the situation?
- How can students better protect themselves from identity theft online?
- What are some signs that someone might be a victim of identity theft?

QUESTIONS FOR EVERYONE

- Why is it important to keep personal information private on social media?
- What actions can schools take to educate students about online safety and identity?

7. COPYRIGHT AND PLAGIARISM



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SITUATION

Johanna recently submitted a story for a school competition. She worked many hours researching scientific materials and reading articles, blogs and newspapers on the subject. A few days later, **she discovered that Luke had created a graphic that closely resembled her story's plot and shared it online without crediting her.** Johanna feels frustrated and confused about what to do next.

QUESTIONS FOR JOHANNA

- I put a lot of effort into my story. How can I protect my creative work from being copied by others?
- What should I do if I find out that someone has copied my work? What steps can I take?



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- Is it important to give credit to others when I use their ideas or elements in my own writing? Why or why not?

QUESTIONS FOR LUKE

- I thought it was okay to use ideas from others as inspiration. Is there a line I should be aware of when creating my designs?
- How can I ensure that I'm not accidentally plagiarizing someone else's work when I create something new?
- What resources are available for understanding copyright laws and how they apply to my artwork?

8. ONLINE STRANGER DANGER



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SITUATION

Alex and Frida have been communicating online for several weeks by Instagram, sharing common interests and forming a bond of friendship. Frida likes Alex' photos, suggesting some filters and discovering some humor reels. **After this time, Frida has suggested meeting in person at a local park.** Alex is excited about the prospect but also experiences a sense of apprehension.

QUESTIONS FOR ALEX

- Should I agree to meet Frida in person, considering our limited face-to-face interactions?
- What actions should I take if I feel uncomfortable or unsafe during an in-person meeting with an online acquaintance?

QUESTIONS FOR FRIDA

- Why is it crucial to exercise caution when meeting someone you primarily know through online platforms?
- How important is it that there are friends, people you know who can help you in these moments?

3. SAFE ONLINE NAVIGATION

9. PRIVACY AND CONSENT ONLINE



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SITUATION

Emma and her group of friends had a lively online group chat where they shared jokes, made plans for outings, and gave updates about their lives. **Recently, Alex, one of Emma's friends, started dating John, a classmate.** One day, Alex posted a photo to the group chat with the message, "Check this out, guys!". Emma could tell from a quick look at the photo that it was **John in his underwear in a private moment.** She immediately felt uneasy; wondering if John was even aware this picture is being shared.

QUESTIONS FOR EMMA

- Why has Emma felt uneasy about the shared picture?
- What actions Emma could decide to make after seeing the picture?
- What kind of dilemma Emma might be facing in this situation?

QUESTIONS FOR JOHN

- How could John feel when he finds out that Alex shared the picture online?
- What actions could John take if he felt upset about the picture?

QUESTIONS FOR ALEX

- What was Alex thinking when they decided to share the picture of John?
- If Emma comes to Alex to express her uneasiness with the picture of John, how could Alex react?
- If John comes to Alex upset about the picture how could be Alex's reactions?
- What could Alex do to address the harm he might have cause?

QUESTIONS FOR EVERYONE

- What actions can we take if we see something that is shared in online group chats that makes us uncomfortable?
- How can we create a safe and respectful online environment for everyone in online group chats?
- How can we better protect each other's privacy moving forward?

10. A SUSPICIOUS ACCOUNT



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SITUATION

Max and Sam have been good friends for years. One day, **Max finds a new social media account with Sam's picture and name, but notices it looks suspicious** – few followers and strange posts that don't match Sam's usual style. After following the account, Max sees embarrassing edits of Sam's photos with hurtful comments from classmates. **Max suspects the account is fake and meant to bully Sam.**

QUESTIONS FOR MAX

- How would you imagine Max approaching Sam about this situation?
- What actions can Max take to verify whether the account is real or fake?

QUESTIONS FOR SAM

- What should Sam do if the account turns out to be fake to protect his identity?
- What are the potential consequences of ignoring or engaging with the fake account?

11. THE RISKS OF ONLINE EXPOSURE



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SITUATION

14-year-old Maria is passionate about make-up and experimenting with different looks. For her, Instagram is a platform where she can happily share her creations and connect with others who share the same passion. It's a place where she feels free to express her creativity and build a positive online community. **Anna, a classmate, discovers her account and makes mean comments about her online exposure.** At break time at school, she provokes arguments among classmates about her posts. **Maria faces the fundamental question: who is she really online?** However, instead of being defeated by the negative comments, Maria makes an important decision. She realizes that her personality and her passion for make-up are aspects of her identity, and these should not be swayed or changed by malicious critics.

Maria decides to maintain her authenticity and continue to express her passion, even if it means being vulnerable to online criticism. **By continuing to share her passion for make-up and her creativity with the world, Maria rediscovers her self-confidence and asserts her authenticity online.** Her identity is not defined by the opinion of others, but by what she truly feels and believes.

QUESTIONS FOR MARIA

- What made Maria pursue her passion for make-up and expose it online?
- What could Maria say to Anna if she had decided to confront her?
- What steps can Maria take to ensure her Instagram remains a positive space for her and her followers?

QUESTIONS FOR ANNA

- What prompted Anna to discuss Maria's social media images with colleagues?
- Does Anna think about how Maria might feel when she reads her comments or hear her arguments with classmates about her posts?
- If Anna had the chance to apologize to Maria, what would she say?

QUESTIONS FOR EVERYONE

- How do you think Maria's online identity has been affected by this incident?
- How can you support a friend or colleague facing criticism or negative comments online?
- How can you help create a positive and supportive atmosphere in your online community?
- Should individuals adjust their online behavior in order to avoid criticism, or should they remain true to themselves? Why?

12. REAL VERSUS VIRTUAL WORLD



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SITUATION

Theo, aged 16, is an energetic and inquisitive kid, passionate about computers, travelling outdoors by bike with friends. One day, while playing online, he **discovers a new app he wants to explore**. Through the game, he can choose a nickname or avatar to represent himself in this virtual world, which gives him the opportunity to express his creativity and individuality. As he progresses through the game and meets other online players, Theo also develops his social and digital communication skills. He becomes increasingly absorbed in his avatar and virtual achievements, forgetting the things that made him happy before.

His parents notice this change and realize they must intervene. So do his friends, who were worried about him not getting out as he used to. **They all encourage him to remember that he is much more than just an avatar in a virtual world**. Eventually, Theo learns that his identity cannot be defined by material things or success in a virtual world. His true identity lies in the relationships he has with those around him and the experiences he has in the real world.



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QUESTIONS FOR THEO

- How do you think Theo felt playing the video game?
- How do you think he feels about choosing and customizing his character in the game?
- Do you think Theo's identity in the game might be different or similar to his identity in real life?

QUESTIONS FOR THE PARENTS

- How did the parents realize that Theo had changed?
- What behavior did they observe in Theo?
- What methods should parents use to make Theo more communicative in real life?

QUESTIONS FOR EVERYONE

- What could Theo do in order to spend less time playing?
- What should his friends do for him?
- What would you do if you were in his shoes?
- Why do you think some people need different avatars/identities online?

13. BE CAREFUL WHO YOU TRUST!



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SITUATION

Fourteen-year-old Anna falls in love with a schoolmate a year younger than her, Peter. She sends him frequent messages to get his attention, culminating in intimate selfies. **Peter posts the pictures on his social networking groups, and Anna receives various messages from schoolmates taunting and harassing her.**

She becomes increasingly despondent, withdrawn and isolated. Her parents, busy people, noticed their daughter's physical and emotional state and, with a little care and patience, discovered the story the girl was living. **They decided to talk to the school management and limit the effects of the situation.** They were received by the school management and given assurances that the situation would be sorted out.

After a while, as Anna was still receiving a lot of messages from bullying classmates, her parents decided to move their child to a different school. Anna breathed a sigh of relief, started making friends in the new environment and her school situation improved. **Then, one day, the messages started again, just as mean-spirited as in the past, innuendos, jokes, then increasingly harsh comments.**

QUESTIONS FOR ANNA

- What might happen if Anna does not seek for help?
- How could Anna's situation be resolved if classmates and adults intervene?
- How should Anna behave so that these messages do not significantly/extremely affect her life?

QUESTIONS FOR PETER

- How should Peter behave when he finds that the girl is persistent in texting? Approach her directly? Write her a private message? Ask for adult support?
- How would Peter feel if images of him, similar to Anna's, were circulating in school groups?
- What are some of the potential consequences for Peter if his actions are reported?

QUESTIONS FOR THE SCHOOL

- How can the school, as an educational institution, support Anna to manage this situation?
- What concrete steps should the school management take to stop the attack on Anna?
- What can schools, parents or peers do to prevent such situations from escalating?

QUESTIONS FOR THE PARENTS

- Who can Anna get support from in this situation?
- What kind of support can Anna get from the people around her (friends, parents, school, etc.)?
- How can they support Anna to understand and manage the situation, at home and at school, in the short and medium/long term?

4. ETHICAL ONLINE COMMUNICATION

14. FAT SHAMING (HATE SPEECH)



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SITUATION

Lea, a 13-year-old student, enjoys swimming and is part of the school's swim team. Lea is self-conscious about her body and often feels nervous about wearing a swimsuit in front of others. One day, Lea sees that her classmate, **Chris**, has created a meme on social media. The meme shows a picture of a person in a swimsuit with the caption, "**Maybe if they spent less time eating and more time swimming, they'd win some races.**" Other classmates liked and commented on the meme; saying things like: "**I did not know whales could wear swimsuits**". Lea immediately feels hurt and self-conscious.

Lea feels particularly hurt. The post created gets more and more views, likes and hurtful comments by other classmates. Chris is an intimidating person who sits at the popular table. He is praised for the post that is considered funny. This is why **she decides to not talk about it with anyone.**

QUESTIONS FOR LEA

- How do you feel in this situation?
- What kind of thoughts could you be having?
- What do you think you will do if you feel very upset about the situation?

QUESTIONS FOR CHRIS

- What about you Chris?
- What might have crossed your mind when you took the initiative to create such a post?

The gym teacher, **Mr. William**, notices that Lea is not coming to swimming practice anymore. He asks her what is wrong. Conflicted by the issue, Lea decides to tell him about the situation and the post created by Chris. Lea obviously **needs advice** on how to handle her feelings and deal with such a situation.

QUESTIONS FOR MR. WILLIAM

- As Mr. William, what kind of advice would you give Lea?
- What kind of attitude should you, as Mr. William, avoid using with Lea?
- How can you approach this sensitive issue in class?
- What key points should you include in your discussion?

When Mr. William addressed the topic of shaming people online in class, Lea realises there are many students on the swim team who **struggle with body image issues**, like her. Thus, she decides to confront Chris about it.

QUESTIONS FOR LEA

- As Lea what would you say to Chris?
- How would you express your feelings?

QUESTIONS FOR CHRIS

- What kinds of different reactions you might have to Lea's concern?
- What could you do to make amends with what you did to Lea?

15. VIRAL FIGHT DISPLAYED ONLINE



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SITUATION

During lunch break, **Ethan and Marcus** get into a heated argument over a basketball game that happened earlier that day. Their verbal argument quickly escalates into a **physical fight** in the school cafeteria.

Several students gather around to watch, and among them is **Clara**, who starts **recording the fight** on her phone.

Clara **shares the video on her social media**, and within minutes, it **goes viral** among the students.

QUESTIONS FOR ETHAN

- How did you feel knowing that your fight with Marcus was recorded and shared online?
- What impact did seeing the video and reading the comments have on you?
- How might the presence of cameras and the possibility of being recorded influence your behavior in future conflicts?

QUESTIONS FOR CLARA

- Why did you decide to record and share the fight online?
- How did you feel about the video going viral, and what reactions did you observe online?
- What considerations do you think you should take into account before recording and sharing similar incidents in the future?

QUESTIONS FOR MARCUS

- What were your thoughts when you found out the fight was posted online?
- How did the online reaction to the video affect you emotionally?
- In what ways do you think social media can escalate or de-escalate conflicts like this?

QUESTIONS FOR STUDENTS WATCHING

- How did you feel about Clara recording and sharing the fight on social media?
- What role do you think social media played in the aftermath of the fight?
- How do you think you and your peers should respond to witnessing a fight in the future, both in person and online?

16. HOW TO DEAL WITH TROLLS ONLINE?



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SITUATION

Milo recently shared a post on a popular forum about a personal project they're passionate about – **a series of digital illustrations they created to raise awareness about environmental issues**. While many people appreciated their work, **a group of trolls started leaving negative and mocking comments, criticizing the art and questioning their knowledge on the topic**. The comments ranged from outright insults to sarcastic and dismissive remarks that encouraged others to join in on the negativity. As more trolls jumped onto the thread, the comments became increasingly toxic, and the conversation quickly derailed from the original purpose of the post. **Milo felt overwhelmed and upset by the flood of negativity, unsure whether to respond, delete the post, or seek help**.

Meanwhile, **Jordan**, another member of the forum who follows Milo's work, **notices the trolling**. Jordan values respectful online interactions and is deciding how best to step in.

QUESTIONS FOR MILO

- How should Milo respond to the trolls without escalating the situation?
- What steps can Milo take to manage or report the trolling behaviour on the platform?
- How can Milo seek support from friends, other users, or moderators to handle the trolls?

QUESTIONS FOR JORDAN

- How can Jordan support Milo in this situation, and what actions can they take as a third party?
- Should Jordan publicly defend Milo, report the trolls, or privately message Milo to offer support?

QUESTIONS FOR EVERYONE

- How can Milo and Jordan work together to address the trolling while maintaining a focus on positive communication and mental well-being?
- What impact might engaging with the trolls have, and what are the potential benefits of ignoring or blocking them?

17. FAKE ADVERTISING



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SITUATION

Liam comes across a social media post from an account **claiming to offer a "limited-time giveaway"** of the latest smartphone. The post says all winners need to do is **provide their personal information, including a phone number and email address, and pay a small "processing fee"** using a payment card. The account encourages entrants to join a private group chat for updates and to improve their chances of winning by meeting the organizer in person.

The account looks suspicious – its profile is newly created, the brand logo seems slightly different, and there are no verified marks. Liam feels tempted by the promise of a new phone but is uneasy about sharing payment information and meeting a stranger in person.

QUESTIONS FOR LIAM

- How can Liam identify signs that the giveaway might be a scam before sharing personal or payment details?
- What risks are involved in sharing a parent's payment card information or meeting a stranger from the internet?
- What should Liam do if they suspect the giveaway is a scam?
- How can Liam report this suspicious activity to the platform?
- How can Liam protect themselves from falling for similar scams in the future?

5. CRITICAL EVALUATION OF INFORMATION

18. DECEPTIVE CIRCULATION OF INFORMATION: NEW CHALLENGES WITH AI



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SITUATION

Sarah, a 17-year-old student, is researching online for a school project and comes across a video online that appears to show a politician making offensive statements. The video is spreading quickly on social media, and Sarah feels upset by what she saw. However, her friend **Max suspects that the video might be a "deepfake", an AI-generated video designed to deceive viewers**. Max explains that **AI tools can create highly realistic yet fake videos**, and they need to verify the content before believing or sharing it. Now Sarah feels confused about what's real and what's not and is unsure about how to approach the situation.



QUESTIONS FOR SARAH

- How did the video you watched make you feel, and why did you believe it at first?
- Now that you know the video might be fake, how do you feel about sharing content without checking its credibility first?
- Do you think it's important to educate others about deceptive AI content? Why or why not?
- How can we avoid/limit/reduce exposure to fake news?
- How we can reduce the emotional impact of news (fake or not) on teenagers?

QUESTIONS FOR MAX

- Why do you suspect the video is a deepfake? What clues made you doubt its authenticity?
- What role do you think AI plays in the spread of false information today?
- How can you help Sarah and others become more cautious about believing and sharing content online?
- How can we educate ourselves to distinguish real content from fake news? What do we need to know/apply to tell the difference?
- How can we limit the emotional shocks/effects on emotions when consuming hard-hitting fake news?

19. FAKE NEWS GOING VIRAL ONLINE



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SITUATION

Lucas, a 16-year-old student, encounters **a sensational news story on a social media platform about a famous celebrity allegedly involved in a scandal**. The story is quickly shared and gains traction, going viral among Lucas's friends. Lucas is unsure about the news's credibility and decides to discuss it in his group chat with **his friends Jenny and Tom**. Jenny is enthusiastic about the news and has already shared it with her network, while **Tom is skeptical** and questions the validity of the information.

QUESTIONS FOR LUCAS

- How did you first react to the news story about the celebrity?
- What made you decide to talk to Jenny and Tom about the news?
- How do you plan to handle the situation if your friends don't agree with your doubts about the news?

QUESTIONS FOR JENNY

- What motivated you to share the news story about the celebrity?
- How did you feel when you saw that the news was going viral among your friends?
- What would be your reaction if you discovered that the news was fake?

QUESTIONS FOR TOM

- What led you to be skeptical about the celebrity news story?
- How did you communicate your doubts to Lucas and Jenny?
- What steps do you think are necessary to verify the information before believing or sharing it?

20. MAKING INFORMED DECISIONS BASED ON INFORMATION COLLECTED ON DIGITAL PLATFORMS



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SITUATION

Sofia, a 16-year-old student, is considering **buying a new laptop because it's trending on social media and everyone in her school is buying it**. She has gathered a lot of information from various online reviews and tech websites, but is overwhelmed by the conflicting opinions and technical details. Sofia decides to seek advice from her parents, who have their own perspectives on what features and brands are best. **Sofia needs to discuss her findings and get help from her parents in making an informed decision about which laptop to purchase.**

QUESTIONS FOR SOFIA

- Do you really need to buy a new laptop or are interested in buying it just because it's trending?
- How did you collect and organize the information about the laptops you're considering?
- What are the main features or specifications you are looking for in a laptop?
- How do you feel about the conflicting opinions and reviews you found online?

QUESTIONS FOR THE PARENTS

- How can you identify if Sofia wants to purchase the laptop because it's a trend?
- How do you approach evaluating online reviews and information when making a purchase decision?
- What factors do you think are important to consider when choosing a laptop for Sofia?
- How can you help Sofia weigh the pros and cons of the options she has found?
- What advice do you have for Sofia to ensure she makes a well-informed decision based on the information available?



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21. PROPAGANDA CIRCULATING ON DIGITAL PLATFORMS



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SITUATION

Alex and Maria, two 15-year-old students, discover online advertisements promoting a new workout supplement that claims to significantly enhance **muscle growth and improve performance with minimal effort**. Alex is convinced by the claims and is interested in trying the supplement, while Maria is skeptical and believes the advertisements may be misleading or exaggerated. They decide to consult their **science teacher, Mr. Thompson**, to help them understand whether the product claims are credible and how to evaluate such marketing.

QUESTIONS FOR ALEX

- What aspects of the workout supplement advertisements convinced you of its effectiveness?
- What specific information or evidence are you hoping to get from Mr. Thompson to support your view of the product?
- How would you respond if Mr. Thompson provides evidence suggesting that the claims might be exaggerated or misleading?

QUESTIONS FOR MARIA

- How do you think the advertisements might be misleading or presenting exaggerated claims?
- What information or evidence from Mr. Thompson would help support your skepticism about the product?
- How would you react if Mr. Thompson confirms that the supplement is actually effective?

QUESTIONS FOR THE SCIENCE TEACHER

- How can they distinguish between genuine benefits and exaggerated claims in such marketing?
- What advice can you give Alex and Maria on how to critically assess similar products or claims in the future?

22. SPOTTING FAKE NEWS TOGETHER



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SITUATION

In their social studies class, **Alex, Jordan, and Cinzia** are discussing a recent **viral article that Alex found online**. The article **claims that a rare insect species can cause serious health problems and is now spreading throughout their town**. The article has a **sensational headline**, and Alex was startled by it, immediately sharing it with his friends.

Cinzia is skeptical and says, **"Are you sure this is real? I haven't heard anything about it from official sources"**.

Jordan, who also read the article, starts to wonder, **"It did sound kind of strange, but it looked real enough to me**. Maybe it's true?"

The three friends then **decide to investigate further** by checking the article's source, other reliable news outlets, and discussing how to tell if information online is accurate or not.

QUESTIONS FOR ALEX

- What made you believe that the article about the insect was real?
- How did you feel when you first read the article? Did that emotion make you more likely to believe it?
- What steps could you take to verify if information you find online is accurate?
- How do you think sharing potentially false information could affect others?
- What sources do you trust most when it comes to news and information?

QUESTIONS FOR CINZIA

- Why were you skeptical about the article's claims? What seemed off to you?
- What are some ways you can confirm if a piece of information is credible?
- Why is it important to question or verify information before sharing it with others?
- How would you explain to Alex the importance of fact-checking information online?

QUESTIONS FOR JORDAN

- Why did you initially believe the article might be real, and what changed your mind?
- What are some red flags that might indicate a story is fake or exaggerated?

QUESTIONS FOR EVERYONE

- How can sharing fake news or misleading content impact the community?
- What role do you think social media plays in spreading both true and false information?
- Have you encountered fake news before, and if so, how did you handle?
- Why is it important to share accurate information and think critically about what you read?



6. THE DIGITAL CONSUMER

23. PROMOTION OF SCAM?



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SITUATION

Mike wants to buy a **new Samsung Galaxy watch** on the internet. He doesn't have so much money so he would like to find something convenient. He has recently **received a message**, apparently coming from Samsung shop on his device notification saying Galaxy watch was 185 shipping included. He thought that was awesome so he went ahead, went online and start the purchase process but every time he did it, **the cost was totally different**.

He decided to ask his friend **Jake** for advice.

Jake suggested to call Samsung customer service. After several ineffective calls, they finally were given a phone number to call to talk to the promotion team. **They said the promotion was a fake.**

QUESTIONS FOR MIKE

- Shall I complete the buying process or I'd better wait and try to check if everything is correct?
- What steps could be necessary to determine if the promotion is genuine or a scam?

QUESTIONS FOR JAKE

- Why don't we call directly Samsung Customer's Service to check?
- What if the prom doesn't really come from them?

QUESTIONS FOR EVERYONE

- What would you do if you saw such an offer?
- What would your first reaction be?
- Have you heard of such fake proms before?

24. OOPS! SOMETHING'S GONE WRONG...



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SITUATION

Mike is telling his friend **Rob** that he has just received a damaged item he had bought secondhand and he is **not sure if he has legal rights to a refund or a replacement**. Mike feels disappointed because he had been waiting for the item for so long and he now wants to know if he could replace it with a new one. Mike and Rob decide to visit the seller's website in search for an answer.

QUESTIONS FOR MIKE

- Have you ever received a damaged item?
- What can I do?
- Have I got the right to ask for a refund or a replacement, even if the item is secondhand?
- What signs could indicate a trustworthy seller when buying secondhand goods?
- How can Mike protect himself in future online purchases (e.g., reviews, secure payment methods)?

QUESTIONS FOR ROB

- I don't know exactly what to do. What if we visit the seller's website?
- What do my consumer rights entitle me to?

Look what I have found:

If the goods are faulty you are entitled to claim a repair or replacement of the goods from the retailer. Alternatively, if you have not used the goods, and they were faulty when delivered, you may be entitled to a full refund.

If you have used the goods for more than six months, then, before a repair or replacement is offered, you may be asked to prove that the goods were faulty when delivered. In some cases, repair or replacement is not possible, or would be disproportionately costly given the value of the goods and the nature of the fault. In these instances, you may be entitled to either keep the goods and claim a reduction in price from the retailer or to return the goods and obtain a partial refund. In determining the price reduction or the level of the refund, the retailer may take into account the use you have had of the goods since they were delivered to you. If you have used the goods for more than six months, then before a reduction in price or partial refund is offered, you may be asked to prove that the goods were faulty when delivered.

QUESTIONS FOR MIKE

- What steps should Mike take to verify his rights before contacting the seller?
- What are the potential risks of buying secondhand items online, and how can they be mitigated?
- What would you do if the seller refuses to respond or denies responsibility?



25. FALSE DIGITAL ADVERTISING



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SITUATION

Alex sees an ad for a new pair of shoes online that promises incredible features and a limited-time discount. Excited about the deal, Alex clicks the ad and makes a purchase.

However, when the shoes arrive, they are nothing like what was advertised.

Frustrated, Alex seeks advice from Jamie.

QUESTIONS FOR ALEX

- What specifically about the ad made you want to click on it and buy the shoes?
- How did you feel when the product didn't meet your expectations?
- Have you ever experienced this with any other online purchases?

QUESTIONS FOR JAMIE

- Why do you think false advertising is so prevalent in digital marketing?
- What are some signs that an advertisement may not be trustworthy?
- How can young consumers protect themselves from misleading ads?

26. UNSAFE DIGITAL CONSUMPTION



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SITUATION

Meet **Alex, Mia, and Jordan** - three high school friends navigating their digital lives. Each of them faces challenges with their online habits and choices. **Alex spends hours on social media**, constantly comparing himself to others and feeling pressured to portray a perfect life. **Katie loves playing online games** and often shares personal information with strangers she meets during gameplay, thinking it's harmless. **Jordan enjoys watching videos on various streaming platforms**, but he frequently clicks on links from unverified sources, leading to questionable content.

QUESTIONS FOR ALEX

- How do you think spending too much time on social media affects your mental health?
- What are some ways to create a healthier relationship with social media?



QUESTIONS FOR KATIE

- Why is it important to be cautious about sharing personal information online?
- Can you think of a safe way to enjoy online gaming without compromising your privacy?

QUESTIONS FOR JORDAN

- What risks do you face when clicking on links from unknown sources?
- How can you identify which websites or links are safe to click on?

7. TIME MANAGEMENT AND DIGITAL WELLBEING

27. OVERWHELMED BY DIGITAL EXPOSURE



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SITUATION

Thomas spends a lot of time online, mostly playing games and scrolling through social media until late at night. Recently, his grades have dropped, and he's been noticeably irritable and fatigued in class.

His teacher, Ms. Johnson, reaches out to **Thomas' parents**, expressing concerns about his lack of focus, more anxiety, falling asleep during lessons, and uncompleted assignments.

At home, Thomas' parents, **Mr. and Mrs. Carter**, are also worried. They've noticed his mood swings and withdrawal from family activities and friends, but haven't set strict rules about screen time.

When they sit down to talk with Thomas and Ms. Johnson, **Thomas defends himself, saying that playing games helps him relax, and social media is how he stays connected with friends.**

However, Ms. Johnson explains how excessive screen time can affect sleep, mood, and even mental health.

QUESTIONS FOR THOMAS

- Why do you feel like spending so much time online helps you relax?
- How do you think your sleep and school performance have been affected by your late-night gaming and social media use?
- When Ms. Johnson mentioned the impact of excessive screen time on mental health, did that make you reconsider how much time you're spending online?
- What changes would you be willing to make to your daily routine to improve you?

QUESTIONS FOR THOMAS' PARENTS

- What limits or rules about screen time do you think could help Thomas without making him feel cut off from his hobbies or friends?
- How do you ensure that Thomas balances his online life with family time and other responsibilities?
- What strategies would you use to help him develop healthier digital habits?

QUESTIONS FOR THOMAS' TEACHER

- Do you think Ms. Johnson's concern is valid? How might you support a classmate facing similar issues?
- What advice would you give Thomas, or any student, to manage their screen time in a way that supports their academic performance and mental well-being?

28. THE DIGITAL DETOX CHALLENGE



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SITUATION

Emma and her best friend Sarah, both 16 years old, have been spending nearly all their free time on their phones – whether scrolling through social media, watching videos, or texting each other late into the night. **Emma starts feeling constantly tired** and finds it harder to focus on her schoolwork.

One day, **after realizing she barely pays attention in class anymore, she decides to try a digital detox and challenges Sarah to join** her in spending a full weekend without any screens.

Sarah is hesitant. She enjoys being connected to her friends online and feels like she'll be missing out on important social updates if she steps away from her phone.

Emma, however, feels strongly that a break will help them recharge and refocus. They discuss the idea, with Emma trying to convince Sarah of the benefits, while Sarah expresses her doubts and fears about "going offline" for two days.

QUESTIONS FOR EMMA

- Why do you think taking a break from technology will help you recharge?
- How would you explain the benefits of a digital detox to Sarah, who is hesitant to try it?
- What activities or habits would you replace your screen time with during the detox?
- After the detox, how do you plan to balance your screen time with other parts of your life?



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QUESTIONS FOR SARAH

- Why are you hesitant to try the digital detox challenge with Emma?
- What do you fear might happen if you're disconnected from your phone for two days?
- Have you noticed any negative effects of your own screen time, such as feeling tired or distracted?
- If you decided to try the digital detox, what would you do instead of using your phone?
- How do you feel about the idea of setting limits on screen time in the future? Would it help or hurt your social life?

QUESTIONS FOR EVERYONE

- If you were Emma, would you have the courage to initiate a digital detox, even if your friends weren't on board? Why or why not?
- If you were Sarah, would you take the challenge or stick to your usual screen routine? How do you think it would affect you?
- What would you do if you tried a digital detox? What activities could help fill the gap of time you'd normally spend online?
- Do you think you could benefit from a digital detox? Why or why not?

29. THE GRIP OF DIGITAL ADDICTION



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SITUATION

Liam has been spending too much time playing online lately, sometimes up to eight hours a day. His grades have started to drop, he no longer goes out with friends and barely spends any time even with his family, spending most of his free time locked in his room playing games.

His parents, Mr and Mrs Johnson, are increasingly concerned about his behaviour and decide to talk to him about his playing habits.

One evening, they sit down for a serious conversation. **Mr Johnson tells Liam that they are concerned about the excessive amount of time he spends online and the effect this has on his mood, his school performance, and his general well-being.**

Ms Johnson suggests that Liam must set limits on gaming and balance it with other activities.

Liam reacts very badly to these words and **becomes angry, ignoring their concerns and insisting that he is fine and that all his friends play as much as he does.** He feels they are exaggerating and want to prevent him from doing one of the things he enjoys most in the world.



The parents try to understand Liam's point of view but are very worried, and after a long conversation, they explore together solutions that could help him regain control of his playing habits.

QUESTIONS FOR LIAM

- How would you feel about your parents stepping in to limit your gaming time? Do you think they're justified in their concerns?
- Why do you think gaming has become such a large part of your daily life?
- How do you feel when you're not able to play games for a while? Does it affect your mood?
- What impact has your gaming had on other areas of your life, such as school or friendships?
- Do you think setting time limits for gaming would help you achieve a healthier balance? Why or why not?

QUESTIONS FOR THE PARENTS

- How do you think digital addiction, like excessive gaming, affects Liam's mental and physical well-being?
- What strategies could you suggest to Liam to help him manage his time better without giving up gaming completely?
- How can you work with Liam to set up a healthy routine that still includes gaming, but not at the expense of his other responsibilities?
- Do you think giving Liam more responsibility, such as helping plan his day, could help him see the need for balance? Why or why not?
- How do you feel about involving a professional if Liam's gaming habits don't improve?

QUESTIONS FOR EVERYONE

- What are the signs of digital addiction, and how do you think they apply to Liam's situation?
- What would you do if you noticed that one of your hobbies, like gaming or social media, was taking over other aspects of your life?

30. THE SCREEN TIME STRUGLE



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SITUATION

Sophia spends most of her evenings scrolling through social media, watching YouTube videos, and playing mobile games.

Her friend, Maya, has noticed that Sophia has been **feeling increasingly tired and distracted during school**. They used to hang out after school, but recently, Sophia has been spending most of her free time online. One afternoon, Maya brings it up, asking Sophia why she seems more exhausted and disengaged lately. **Sophia admits that she stays up late, often losing track of time, because of her phone.**

Maya suggests that Sophia should try limiting her screen time before bed, but **Sophia says she doesn't know how to stop once she starts scrolling**. Maya shares her routine of setting screen time limits and using her phone's **"Do Not Disturb" feature**, suggesting that Sophia give it a try. **Sophia feels conflicted – she enjoys spending time online but realizes it's starting to affect her in ways she hadn't noticed.**

QUESTIONS FOR SOPHIA

- How does staying up late on your phone affect your energy levels and focus during the day?
- Why do you find it hard to set limits on your screen time?
- How do you feel about Maya's suggestion to set limits on your screen use? Could it help? Why or why not?
- If you could change one thing about how much time you spend on screens, what would it be?

QUESTIONS FOR MAYA

- How does your screen time management routine help you stay focused and rested?
- What challenges do you think Sophia might face when trying to reduce her screen time, and how can you support her?
- Do you think setting screen time limits is difficult at first? How did you adjust to your own routine?
- If Sophia keeps struggling with screen time, what other strategies could she try to balance her online activities with her offline life?

QUESTIONS FOR EVERYONE

- Why is it important to balance screen use with other activities like sleep, homework, and socializing with friends?
- What role do friends, like Maya, play in helping us manage our digital habits? How would you help a friend who struggles with screen time?

