



Digital Enquirer Kit Youth

Guidebook for Multipliers

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

August 2022

Commissioning Parties

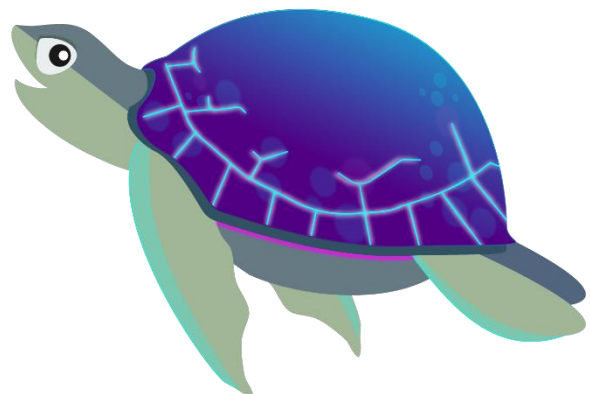


Implementing Partners



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Getting started

Why the Digital Enquirer Kit Youth?

Digitization is advancing rapidly worldwide. Alongside the advantages, such as simplified communication and networking, new challenges and dangers are emerging. These dangers affect all users, especially younger people. Globally, young people are amongst the largest groups using software applications on mobile devices. Internet and smartphone use has a far-reaching influence on the formation of young people's identities. Through social networks, young people are confronted with images and messages, with the information often going unchecked. It is difficult to distinguish opinions from reports and rumors from facts, which can cause anxiety. Furthermore, violent content can be quickly shared and used to encourage digital violence, such as hate speech or cyberbullying. Young people can easily feel overwhelmed and insecure because of the amount of available information.

What is the Digital Enquirer Kit Youth and what are its fields of application?

The Digital Enquirer Kit Youth (DEK Youth) is a child- and youth-friendly e-learning application about digital security and misinformation, which can be used by all students above 10 years of age. All you need is access to a mobile device and an Internet connection.

With informative topics, simple activities, and moments for reflection, the DEK Youth supports young people in facing the above-mentioned challenges. It encourages the learners to think about the impact of rapidly spreading false information and assists to learn how to verify the content they see online. Furthermore, the DEK Youth enables learners to navigate the dangers of the Internet and teaches them how to deal with its extended effects on their everyday lives offline. By building young people's capacity to use the Internet safely in a value-oriented manner, the DEK Youth supports the development of a digital civil society.

The DEK Youth builds on a media and peace-orientated educational approach. It encourages young learners to expand their knowledge and skills, and to engage with online content in a reflective and value-oriented manner. This includes critically questioning their own actions and behavior online.

As an online application, the DEK Youth is suitable:

- ◆ for independent online learning anywhere
- ◆ as a multimedia element in schools
- ◆ for working with youth groups or organizations

The DEK Youth is also suitable for facilitated use as it can be integrated into in-person, offline, formal, or informal education.

Where do I find the DEK Youth?

The [DEK Youth](#) is available for free online in seven languages

Why this guide for multipliers and what is my role as a DEK Youth multiplier?

This guide is intended for you as a multiplier and offers you an overview of:

- ◆ the structure, content, and objectives of the eight lessons comprising the DEK Youth
- ◆ ideas on how to provide support for young people's learning

By providing educational support for the DEK Youth, you create the opportunity for young users to consolidate and reflect on the knowledge and skills they have learned independently.

A further aim of the guide is to encourage you to critically examine the content and your role.

As a multiplier, you do not just lead a session. You also act as a role model. You understand the geographical, social, and political environment which you are part of. By environment we mean both the specific learning setting, and the community or the wider regional context in which the school or youth center is located.

The DEK Youth was developed to be used worldwide, as it is not tailored to regional or context-specific conditions. [We therefore encourage you to localize the content and adapt it to the needs of your target audience, but also to design it so that you can work with it authentically.](#) The same applies to this guide.

Localization and adaptation are important because every environment and target audience is unique. Based on our experiences as multipliers, three of the most important aspects are conflict sensitivity, trauma sensitivity, and the interplay of privilege and discrimination. In Chapter 3, this guide will encourage you to focus on these aspects before you start working with the DEK Youth.



Chapter 1: Taking a closer look at the DEK Youth

How is the DEK Youth structured?

The DEK-Youth is comprised of eight interactive lessons, which are divided into short chapters: The character ‘Turtle’ accompanies the users on their learning journey:

Overview of units and lessons:

Title	Lesson n°	Lesson title
You and the digital world – Let’s dive into this wide ocean together	Lesson 1	Are you an attentive Digital Enquirer?
	Lesson 2	How can you safely navigate the Internet?
You and false information – Learn what’s out there	Lesson 3	What is false information? Why and how can it be spread?
	Lesson 4	How do you recognize false information?
	Lesson 5	How does false information affect you and what can you do about it?
You and your friends – Know how to be happy and safe out there	Lesson 6	What are the dangers of the digital world?
	Lesson 7	How to protect yourself and others from digital violence?
You are ready for the high seas	Lesson 8	You are ready for the high seas!

Each lesson is a self-contained unit, which concludes with a short summary of the most relevant points. Although we recommend working through the lessons in order, this is not necessary for understanding the content.

The DEK Youth does not use cookies. As a result, users are not able to save their current progress. However, they can directly select any of the lessons.

The DEK Youth is accompanied by a ‘Resource Center’, which elaborates on some of the content. Please note that some of the links listed in the Resource Center require cookies. You might want to specifically address the topic of cookies requiring consent in a session. You can find more information on cookies in the DEK-Youth’s Resource Center [[Resource Center | Digital Enquirer Kit Youth \(atingi.org\)](#)].

What technology do I need to work with the DEK Youth?

The DEK Youth is optimized for mobile devices but also works on other devices such as desktop computers. All that is required is a stable Internet connection. The DEK Youth's design allows functionality despite low bandwidth. Data consumption is unaffected by the DEK Youth's sound effects. The user can turn the sound on or off independently via the settings function of the device.

Can I use the DEK Youth offline?

Currently it is not possible to download the DEK Youth. If you would like to use any of its content offline, we suggest you copy and paste the relevant sections, take screenshots, and print them or make notes.



Chapter 2: What are the lessons of the DEK Youth about, and what challenges may I encounter when working with the DEK Youth?

Lesson 1: Are you an attentive Digital Enquirer?

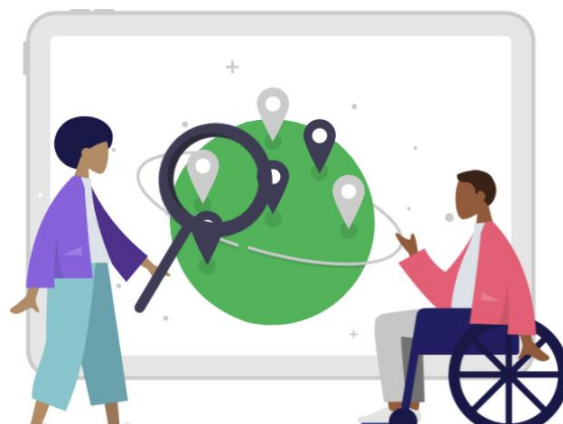
Learning objectives

The learners will familiarize themselves with the DEK Youth's functions.

The learners will have an introduction to the DEK-Youth's topics (like false information, digital safety, and dangers on the Internet).

Possible reflection questions

- ? How much time do you spend online each day?
- ? What do you do online? Which websites, apps or social media platforms do you use?
- ? What messages, photos, or videos have you recently shared online?
- ? Have you ever felt worried or uncomfortable after sharing something online?
- ? What do you like or dislike about sharing content online?



Lesson 2: How can you safely navigate the Internet?

Learning objectives

The learners will know how to protect their personal data online and will be able to critically assess different ways of protecting their devices.

The learners will internalize crucial aspects of how to safely navigate the Internet.

Possible reflection questions

- ? How do you secure your devices and why in that manner?
- ? What personal information do you share on social media?
- ? Is it easier for you to protect personal information, such as your date of birth, your address, or your mobile number online or offline? Why?
- ? Why do you think website providers are interested in knowing your online behavior? Why is this problematic?

Potential challenges

Data protection: During Lesson 2, some participants may think that personal data protection is unimportant. They may, for instance, argue that data protection requires too much effort. It is often difficult, especially for young people, to understand why data protection is important. Try to raise the participants' awareness about where and with whom they share their data by using your own specific examples (e.g., spam or phishing) or examples from the DEK Youth.



Lesson 3: What is false information? Why and how can it be spread?

Learning objectives

Learners will be able to identify the types of false information found on the Internet and develop an awareness of their potential consequences.

The learners will understand why and how false information can spread rapidly.

Possible reflection question

- ? Why is it useful to be able to identify the different types of false information? Can you think of an example for each type?
- ? Have people you know ever shared false information? How did you react?
- ? Can you think of an example when you have shared false information? How did you react when you realized that you had done so?

Potential challenges

Common narratives supporting false information: Before exploring false information, you might want to start by researching the most common types and the platforms they are shared on the most. What are common narratives that support false information? Discussing proven facts, figures, and sources may also be helpful.

Participants regularly sharing false information: You may wish to assess whether any of the participants share false information regularly. If so, develop your own strategy on how to prevent them from being stigmatized by the group when working on the topic. Some participants may disapprove and think it is ignorant to knowingly spread false information and therefore may subject that person to harassment. Whilst it is acceptable to disapprove the facts shared by this person or their action, this does not mean that the person's intelligence or character can be ridiculed.

It is also possible that someone who spreads false information will feel threatened when working on the topic, which could cause disruptions. Try to think of strategies for integrating the affected individual.

Overall, encourage participants to make a difference by becoming informed and responsible users who can help combat the sharing of false information in a respectful and constructive manner.

Lesson 4: How do you recognize false information?

Learning objectives

The learners will be able to check the credibility of information by using a checklist with guiding questions.

The learners will internalize the basic principles for verifying information.

Possible reflection questions

- ? What are some of the common features of information that make us want to share it online?
- ? Can you recall a message or social media post that caught your attention? What made you think that it was trustworthy?
- ? Can you recall a message or a social media post that raised your suspicions? If so, do you remember how you felt when you saw it?

Potential challenges

Scope of the checklist: Participants may find the scope of the checklist to be exhausting or overwhelming. If so, you can encourage them to identify and memorize the most important items. They can always return to the checklist if needed. It might help to provide the participants with hard copies of the checklist.



Lesson 5: How does false information affect you and what can you do about it?

Learning objectives

The learners will understand the potential consequences of spreading false information and learn about the various levels of harm that can occur as a result.

The learners will be able to evaluate different actions that can be taken to prevent the spread of false information.

Possible reflection question

- ? Imagine that you wish to speak to people you know about false information and its consequences. What would you want them to know and understand, and why?
- ? Think back to the different levels of harm false information can cause. Can you think of specific examples for the different levels?
- ? In Lesson 5, you have learned about different ways to respond to false information. Which of the options stand out to you? Why? Are they affective?

Potential challenges

Consequences and effects of false information: False information and its ripple effect often reproduce stereotypes and mechanisms of privilege and discrimination (see also Chapter 3). Critically assess the interaction and the level of social cohesion in the group before discussing the potential consequences of disseminating false information and the harm this could cause. Answering the questions listed in Chapter 3 may help you identify potential triggers within the group. Indicate at the start of sessions on the topic that it is a sensitive issue; talking about the effects of false information can evoke strong feelings and emotions. It could even trigger traumatic memories for some people. For some ideas on how to handle such a situation, see the paragraph on page 12 on 'Digital violence and traumatic experiences.'

Lesson 6: What are the dangers of the digital world?

Learning objectives

<p>The learners will be able to identify the different types of digital violence in their everyday lives.</p>	<p>The learners will be aware of the potential harm done by digital violence and understand that digital violence can spread to the offline world.</p>	<p>The learners will explore options for reacting responsibly if someone, including themselves, is affected by digital violence.</p>
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Possible reflection questions

- ? How can false information, particularly the sharing of it, fuel digital violence?
- ? What do you think are the main differences between online and offline violence?
- ? Online and offline violence are not always directly recognizable as such. Why can this be problematic?
- ? Recall the example at the end of Lesson 6. How would you support the person affected? What would you do to protect yourself? Where could you find trusted and professional support?
- ? Have you ever been in a situation which made you feel uncomfortable online? If so, how did you react?

Potential challenges

Digital violence and traumatic experiences: Talking about digital violence may trigger stressful or traumatic experiences. If this happens in a workshop context, remind the group that strong feelings may come up when talking about the topic and that it is important to express these feelings. By allowing the strong feelings, you may relieve the burden on those affected. Please keep in mind that a person showing their feelings openly may be teased or harassed despite your empowering words. You might want to directly check in on the person affected and support them. If they are unsure of what to do to make them feel better, you may offer some ideas: perhaps they would like to drink some water, eat a piece of candy, go for a walk with someone, have a conversation or sit quietly on their own and do some breathing exercises. Then check in on the group: does the group need any techniques to release tension, or would they prefer to talk about what happened, for instance?

In general, talking about violence or other related topics requires sensitivity and a good level of self-care on the part of the multipliers. What do you do to practice self-care?

It is also helpful to create a safe space where everyone feels welcome, where respectful communication and interactions are encouraged, and where external safety is ensured as much as possible.

In addition, using fictional examples may reduce the risk of triggers. Fictional examples help create distance between the topic and the individual group members' personal experiences.

Cyberbullying: Cyberbullying often has an impact beyond the Internet. It may go along with other forms of violence such as harassment or bullying. Cyberbullying, however, can have a much greater reach than bullying, making it harder to control. Once content is published on the Internet, it is difficult to delete. This means that a person who has been affected by cyberbullying may come across harmful content later – sometimes years after the initial incident. This complicates the healing process from this type of harassment. In many cases, it is not possible for those affected to end the situation on their own. As a multiplier, you can highlight that seeking help is not a sign of weakness and is often the only way out of the harmful situation.



Lesson 7: How to protect yourself and others from digital violence?

Learning objectives

The learners will critically evaluate the impact of their own online behavior on their family and friends, e.g., when sharing (false) information.

The learners will assess the options and limits for dealing with digital violence, especially harassment and cyberbullying. They should put their own safety first when assessing options (self-protection before third-party protection).

The learners will know how to anonymously report problematic behavior on social media platforms.

Possible reflection questions

- ? Digital violence can cause a dilemma; we might want to help others but by helping them, we might put ourselves at risk. Have you ever experienced something like this online or offline? If so, what helped you in deciding what to do? Did you respect your own boundaries? If not, what would help you decide what to do? How can you make sure to respect your own boundaries?
- ? Have you ever reported problematic content, such as offensive comments or hate speech, to the operators of a platform or to people around you? If not, why? If yes, how did you report it?

Potential challenges

Self-protection before third-party protection: Some young people act out of a strong sense of justice. They may perceive themselves as protectors of those affected by exclusion and violence. In their courageous actions, they can quickly lose sight of the need for self-protection. It may be helpful to emphasize that self-protection and the protection of others are equally important. Whether or not to help someone may cause an inner conflict or a dilemma. A first step out of the dilemma is always to respect one's own capacities and boundaries. Perhaps you can think of an example to illustrate the dilemma and potential options for action. You may also wish to provide participants with information on where to find support if they are affected by digital violence. Schools in your region may have guidance counsellors, or those affected could even go to a trusted teacher. There is also the option of a regional emergency counselling hotline. Alternatively, you could invite an expert who supports people affected by (digital) violence to talk about their work or to provide workshops.

Lesson 8: You are ready for the high seas!

Learning objectives

The learners will review relevant aspects of digital security as it relates to themselves and others.

The learners will feel encouraged to behave responsibly when navigating the Internet, to participate actively in shaping the digital space, and to show courage in the digital space when necessary.

Possible reflection questions

- ? Recall your learnings from all the lessons. What is particularly helpful for you personally to safely navigate the Internet? Why? What is still challenging for you?
- ? What specific area do you wish to learn more about? How could you become an even more skillful young Digital Enquirer?



How to use the DEK Youth to support young people's learning?

As a multiplier, you can work with the DEK Youth in many ways – both online and offline. Here are a few ideas. Perhaps you can think of ways to tailor them best to your specific target audience and context together with other multipliers?

- (1) **Providing low-threshold support for independent learning processes:** The young learners work through the DEK Youth independently and at their own pace in their free time. You can offer them an opportunity to ask questions or to talk about their personal learning experiences by themselves or in a facilitated group dialogue. This low-threshold form of support is also possible on an ad hoc basis and without much content-related preparation. However, it requires access to a mobile device and a stable Internet connection.
- (2) **Designing topic-specific rooms for reflection:** With a little more preparation, you can invite the young people to work through a specific lesson until a deadline. This direct approach allows you to focus on specific topics. Since everyone is at the same level of knowledge, you can explore the subject in a targeted way and critically reflect afterwards. You can design the reflection room as a virtual space or as an in-person meeting.
- (3) **Holding topic-specific multimedia workshops:** The DEK Youth is also suitable for use at longer topic-specific workshops or school project days. It can be used, for example, at a workshop lasting several hours specifically on false information. You can invite the young workshop participants to work through the corresponding online lessons independently or in small groups, and then discuss and reflect together. In this case, the DEK Youth's lessons can replace content-related input and enable multimedia work during the workshop.

Tips

Access to mobile devices: Regardless of your session or workshop structure, check whether everyone has access to a mobile device and a stable Internet connection, e.g., at home. Also check whether the appropriate technical equipment is provided at the place where you intend to work with the DEK Youth. Are there enough mobile devices available for the group? Is the Internet connection fast and stable?

Media usage: Young peoples' media usage varies. It is often linked to their access to mobile devices and connectivity. The more time young people spend online, the more accustomed they become to navigating the digital space. Differences in media use within a group of young people can create inequalities and tensions. To address any inequalities effectively, try to get a clear picture of the media usage behavior of all the group members, e.g., by conducting a short survey.

How can I methodically deepen the content of the DEK Youth?

You can expand and deepen the content of the DEK Youth. Here is an idea to start with. Feel free to develop it further and generate your own!



Idea: Internet diary

Invite participants to keep an Internet diary for three weeks. Perhaps you would like to use the following to introduce the task:

“In your Internet diary, document your personal observations while surfing the Internet, including your activities on social media. Ask yourself:

- ? What sparks my curiosity?
- ? Which links do I click on?
- ? Which messages or posts do I share?
- ? Do I verify information before I share it?
- ? What arouses my suspicions?
- ? Have I possibly encountered any false information or hateful comments?

Write down in your diary what you notice.”

If possible, facilitate a weekly dialogue on the participants’ observations. Starting from week two, ask participants if they notice any changes in their online media usage and their behavior online as a result of keeping an Internet diary.

Chapter 3: Reflecting on conflict sensitivity, trauma sensitivity, and the interplay of privilege and discrimination

Reflect on the following questions regarding the specific target group you want to work with, and the geographical, social, and political environment in which you are working.

Conflict sensitivity

- ◆ Could the content of the selected lesson, including examples or phrases, cause tensions in the group?
- ◆ Do I know of any tensions or conflicts in the group or its immediate surroundings? Is the issue of tension or conflict closely related to the content of the selected lesson of the DEK Youth? If so, develop specific ideas on how to prevent or deal with a further build-up of tensions. What can strengthen cohesion and trust among group members?

Trauma sensitivity

- ◆ Do I know of any current or past (violent) experiences that have caused strain and stress for individuals or the group?
- ◆ Could the content of the lesson, or an example or a phrase contained therein, trigger memories of a past stressful situation for individuals and cause strong feelings and renewed stress? If so, develop a strategy for yourself or the team of multipliers on how to respond to potential trigger situations. Keep self-care in mind as well.

Interplay of privilege and discrimination

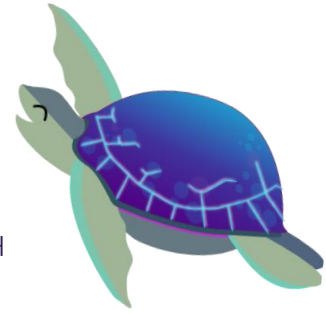
- ◆ Are you aware of any recent experiences of discrimination within the group? For example, has a member of the group been bullied because of certain qualities or characteristics?
- ◆ Are there experiences of discrimination and privilege in the group members' social environment? For example, do some of the young people lack Internet access? If so, how does this affect interaction and social cohesion within the group?
- ◆ Are there any experiences of privilege related to the DEK Youth's content within the group that could trigger shame or provide a basis for future discrimination?

Imprint

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Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

August 2022



Layout: Dagmar Nolden, Berghof Foundation Operations gGmbH. The layout is based on the Corporate Design developed by Tactical Tech for the [Digital Enquirer Kit](#).

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The Digital Enquirer Kit Youth was developed between December 2021 and December 2022 in a collaboration between Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and [Seitenstark e.V.](#) Authors were Michael Schulte and Dagmar Nolden (Berghof Foundation). The project was managed by Daniela Divjak (GIZ). A sounding board of international experts, among others Mahishaa Balraj (Hashtag Generation), Gajithira Puvanendran, Lillian Kariuki (Watoto Watch Network), Dr. Elvis Fokala (Children Rights Unit, University of Pretoria), J. Andrew Baker (ILGA World) and an international Youth Advisory Group, which reviewed all content, were also significantly involved. The [p-didakt](#) agency was responsible for technical implementation. Some of the content of the [Digital Enquirer Kit Youth](#) consists of target group-specific modifications of the [Digital Enquirer Kit](#), which was created by [Tactical Tech](#) in cooperation with GIZ. The project was co-financed by the Federal Ministry of Economic Cooperation and Development and the European Commission.

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