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Digital Empowerment for Inclusion: Strengthing Skills and Capacities in Vulnerable Youth

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Handbook for Vulnerable Youth

QUALITY REVIEW TABLE

Review	Date	Description of the Modification	Signature
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HANDBOOK FOR VULNERABLE YOUTH

Digital Skills for Everyday Life, Learning and Work

Modules 1–10 + Glossary, Acronyms and Memory Rules



Learn Smart | Stay Safe | Connect | Create Opportunities | Shape Your Future

YOU HAVE THE POWER. WE'RE HERE TO HELP YOU USE IT.

WELCOME !

This handbook is designed to support vulnerable youth and other learners with mixed starting levels in building practical digital skills step by step. It focuses on everyday situations that matter in real life: using a device with confidence, moving safely online, communicating clearly, organising information, solving problems calmly, and participating responsibly in digital spaces.

The handbook is written in a simple, supportive, and practical way. It is especially suitable for learners who may have lower digital confidence, limited access to devices or internet, shared devices, or fewer opportunities for guided support. The aim is not to overload the learner with technical language, but to give clear, manageable steps that can be used in real situations.

Purpose of the Handbook

This handbook was created to help learners build digital confidence through practical action. It does not treat digital competence as an abstract subject. Instead, it focuses on everyday digital tasks that can affect learning, communication, opportunities, safety, and participation in society.

The purpose is to help learners:

- use devices more confidently,
- move more safely online,
- communicate more clearly,
- organise and create useful digital content,
- solve common problems without panic,
- and participate more responsibly in digital spaces.

The handbook also recognises that digital difficulties are not only technical. Many learners experience stress, confusion, shame, low confidence, or fear of making mistakes. For this reason, the modules use calm language, small steps, repetition, and real-life examples to reduce pressure and support gradual progress.

How to Use This Handbook

This handbook is organised into 10 modules. The modules are designed to build on each other and create a gradual learning pathway, but they can also be used flexibly depending on the learner's needs.

Learners may:

- work through the modules in order,
- return to a specific module when they need help with that area,
- repeat activities more than once,
- or use selected sections for revision and practice.

The handbook is suitable for self-study, but it can also be used with support from a youth worker, teacher, mentor, trainer, or other trusted person.

Because the handbook is designed mainly for learning and practice, formal assessment is expected to happen externally, depending on the context in which the handbook is used.

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MODULE 1

KNOW YOURSELF. KNOW YOUR TOOLS.

Self-Awareness & Basic Digital Skills

You don't need to be an expert. You just need to start.



MODULE 1: SELF-AWARENESS & BASIC DIGITAL SKILLS

How to Use This Module

This module is written for **one learner**. Go at your own pace. If something feels confusing, pause, reread the step, and try again. Progress is not about speed — it's about repeating simple actions until they feel normal.

If you can only study for a short time today, that's okay. Even **10 minutes** of practice counts.

Quick Start (10 minutes)

1. Read Slides 1–3.
2. Do one small action: adjust brightness OR open Settings OR create one folder.
3. Stop. Tomorrow, do one more small action.

M1.0 Module Overview

Main focus: Getting to know your device, building confidence, and learning the basics that make everything else easier.

Learning outcomes (Module 1)
By the end of this module, you will be able to:

- **LO1:** Identify basic parts of a smartphone or computer and explain what they do.
- **LO2:** Use key settings (language, brightness, volume, accessibility options) to make a device easier to use.
- **LO3:** Create a simple folder structure and save, rename, and find a file.
- **LO4:** Describe your own confidence level with digital tools and choose one personal goal to practise.

Key competences (examples)

- Basic digital literacy; self-management; learning to learn; communication.

Prerequisites
None. If you have never used a device before, this module is still for you.

What you will build in this module (simple tools you keep)

- A “calm recovery” habit: if you click the wrong thing, you can always go back and try again.
- A comfort setup: brightness, volume, language, and one accessibility option.
- A simple folder habit: one place for important files so you don’t lose them.
- One weekly goal you choose yourself.

M1.1 Lesson: Presentation-Based Session

M1.1.1 Lesson Metadata

- **Session title:** “I can do this: getting comfortable with my device”
- **Target group:** Vulnerable youth (15–29) / mixed experience levels
- **Format:** Online only (self-study, single learner)
- **Materials:** A smartphone and/or laptop (shared is okay), charger, paper + pen (optional)

M1.1.2 Presentation Text

Paste presentation here.

M1.1.3 Integrated Activities

These activities are short and practical. If you can't complete all steps, do **Step 1 only** and come back later.

Activity 1: "Find the controls" (solo checklist)

- **Materials:** Your device
- **Steps:**
    1. Locate: power button, volume buttons, charging port, camera.
    2. Turn the screen on/off once.
    3. Open one app and return to home.
    4. Write one sentence: "What felt easy? What felt confusing?"
- **If you feel anxious:** watch once first (without touching), then try slowly.
- **Extra beginner support:** If your hands shake or you feel rushed, count slowly to 3 before each step.

Activity 2: "My first folder system" (solo practice)

- **Materials:** Your device
- **Steps:**
    1. Create 3 folders: "My Docs", "Photos", "Job/School".
    2. Save one file (photo or note) in the correct folder.
    3. Close everything and find the file again.
    4. Rename the file with a clear name (example: Notes_MyPlan_2026).
    5. Optional: create one extra folder you truly need (for example: "Health" or "Applications").
- **If the device is shared:** use a "Practice" folder you can delete.
- **If you can't find the file later:** open Files → open Downloads → sort by "Recent".

M1.2 Case Study: The Lost Document

M1.2.1 Case Study Metadata

- **Case study title:** “The lost document”
- **Module link:** Module 1 – Self-Awareness & Basic Digital Skills
- **Format:** Online self-study (single learner)
- **Focus skill:** Saving + naming + finding files

M1.2.2 Learning Outcome (Case Study-Specific)

- **CS-LO1:** Use a simple folder and file-naming habit to avoid losing important files and reduce stress.

M1.2.3 Aim of the Activity

This case study shows a very common situation: you do the work (download, fill in, take photos), and then you lose the file at the worst moment.

The goal is to help you understand two things:

- This is not a personal failure — it is a missing habit.
- One small system (one folder + clear names) can remove a lot of panic.

Why this matters for real life: This happens often with job/training applications, school documents, medical forms, and benefit applications. A simple folder habit saves time and protects your opportunities.

M1.2.4 Case Study Narrative

Setting and context
Sam is 19 and is applying for a training programme that could lead to a first paid internship. Sam mainly uses a phone, the internet is not always stable, and the phone storage is almost full.

The application requires:

- a form to download, fill in, and save,
- and a photo of an ID document.

Main situation/problem

Sam downloads the form, fills it in, saves it, and takes photos of the ID. Later, when it is time to send the application, the stress begins:

- the file is not easy to find,
- the Downloads folder is full of confusing file names,
- and the phone search shows too many results.

Sam starts thinking: "I did something wrong. I will miss the deadline."

Why this happens

This is common. Files may save in different places depending on the app, photos may be stored separately, storage may be low, and stress can make people click too fast.

Decision point

Sam has three choices:

1. Give up and try later.
2. Search randomly and panic.
3. Stop and organise first.

The best option is to **stop and organise first**.

Action steps

Sam opens the file app, creates a folder called **Applications**, and inside it creates **Training_2026**.

Then Sam:

1. opens **Downloads**, sorts by **Recent**, and finds the form,
2. moves the form into **Applications** → **Training_2026**,
3. renames it clearly as Form_Training_2026,
4. finds the best ID photo,
5. saves or moves it to the same folder,
6. renames it clearly as ID_front_Training_2026.

If needed, Sam also makes one small backup by emailing the file to themself or saving a copy in a cloud app already in use.

Outcome
Sam finds the correct files and sends the application on time. The bigger lesson is simple: this was not a personal failure. Sam just needed a clear system.

M1.2.5 Key Take-Aways

- Losing files is common — it's a habit problem, not a "you" problem.
- A **single folder** for one important topic reduces panic.
- File names should answer: **What is it? For what? Which year/month?**
- When stressed, pause and use a method: **create place** → **search** → **move** → **rename**.
- If storage is full, saving may fail — deleting a few old screenshots can fix it.

M1.3 Micro-Learning Resources (2 Items)

M1.3.1 Micro-Learning Resource 1

- **Title:** "3 settings that make your phone easier (Android + iPhone)"
- **Format:** Short YouTube video(s)
- **Target learning outcome(s):** LO2
- **Very short description:** Brightness, text size, and voice typing — quick steps to make your phone more comfortable.
- **Suggested use:** After the lesson / self-study
- **Online links (YouTube):**
  - **Android (text & display size):** https://www.youtube.com/watch?v=fMmRI6D45rw
  - **iPhone (Dictation — speak to type):** https://www.youtube.com/watch?v=OBYo2QL758E
  - **iPhone (Voice Control — hands-free option):** https://www.youtube.com/watch?v=eg22JaZWAgs

Quick use guide

1. Open **Settings**.
2. Check **brightness**.
3. Check **text size** or **accessibility**.
4. Try **voice typing** once.
5. Keep one useful setting for the next week.

M1.3.2 Micro-Learning Resource 2

- **Title:** "Folder quick guide: Save it – Name it – Find it (with video help)"
- **Format:** Infographic content + optional YouTube visual guide
- **Target learning outcome(s):** LO3
- **Very short description:** A simple habit for saving, naming, and finding files.
- **Suggested use:** During/after the lesson
- **Online links (YouTube visual guides):**
  - **iPhone (find your downloads in Files):** https://www.youtube.com/watch?v=uStW240j09g
  - **iPhone (Files app beginner guide):** https://www.youtube.com/watch?v=e-cY0oGZ_go
  - **Android (File Manager / Files app basics):** https://www.youtube.com/watch?v=6eHTqjYE5iM

Quick guide

- Create one folder for important things.
- Save the file inside that folder.
- Rename it clearly.
- Close everything and find it again.
- Make one simple backup if needed.

Mini practice: Create one folder today and save one file inside it.

M1.4 Optional Additional Resource (If Needed)

- **Title:** “Beginner phone guide (Android/iPhone)”
- **Type:** Article / interactive guide
- **Short description:** A simple beginner guide to basic phone actions.
- **Reason for inclusion:** Extra practice for LO1–LO2
- **Link:** https://support.google.com/accessibility/android/answer/16323943

MODULE 2

BROWSE SMART. STAY SAFE.

Internet Navigation & Security

Smart online choices today, a safer tomorrow.

BROWSE WISELY
Use search engines carefully. Not everything is true.

CHECK SOURCES
Look for trustworthy sites: .edu, .gov, or verified sources.

SECURE CONNECTION
Look for HTTPS and the padlock icon.

STRONG PASSWORDS
Use long, unique passwords. Avoid personal info.

TWO-STEP VERIFICATION
Add an extra layer of security to your accounts.

SPOT SCAMS
Be cautious of phishing links and suspicious messages.

PROTECT PRIVACY
Share less. Adjust privacy settings.

SAFE HABITS
Think before you click. Pause, check, and stay safe online.



MODULE 2: INTERNET NAVIGATION & SECURITY

How to Use This Module

This module is written for **one learner**. Go at your own pace. If something feels confusing, pause, reread the step, and try again. Most online problems happen when people feel rushed — so your best tool is the **pause**.

One rule for this module: If something asks for money, passwords, or codes — **stop and verify**.

M2.0 Module Overview

Main focus: Browsing and searching safely, recognising common online risks, and protecting your privacy.

Learning outcomes (Module 2)
By the end of this module, you will be able to:

- **LO1:** Use a search engine to find information and choose more trustworthy sources.
- **LO2:** Explain what personal data is and name at least 3 ways to protect it.
- **LO3:** Recognise common online scams (phishing, fake giveaways, impersonation).
- **LO4:** Use simple safety steps: strong passwords/PINs, updates, and safer connections.

Key competences (examples)

- Information literacy; online safety; decision-making.

Prerequisites
Module 1 is helpful (basic device navigation), but not required.

M2.1 Lesson: Presentation-Based Session (Self-Study)

M2.1.1 Lesson Metadata

- **Session title:** “Safe internet: search, check, protect”
- **Target group:** Vulnerable youth (15–29) / mixed experience levels
- **Format:** Online only (self-study, single learner)
- **Materials:** A phone and/or computer; internet if available; paper + pen (optional)

M2.1.2 Presentation Text

Paste presentation here.

M2.1.3 Integrated Activities (Self-Study)

These activities are short and practical. If you can’t complete all steps, do **Step 1 only** and come back later.

Activity 1: “Trust or not?” mini-search (solo practice)

- **Goal:** Practise finding information online and choosing a more trustworthy result.
- **Materials:** Phone or computer + internet (mobile data is okay)

Steps

1. Choose one topic you truly care about. Examples:
    - how to write a CV
    - how to apply for a course
    - free job interview tips
    - how to create an email address
2. Open your browser (Chrome, Safari, Firefox — any is fine).
3. Tap the top bar (where website addresses go), type your topic, and tap **Search**.

4. Open three results, one by one.
    - If you see “Ad” or “Sponsored”, that is an advertisement. It can be okay, but don’t trust it just because it’s first.
5. For each result, do the **3 quick checks** and write short answers in Notes or on paper:
    - **WHO?** Who made it? (organisation name, About page, contact)
    - **WHEN?** Is there a date or a recent update?
    - **WHERE?** Does the web address look normal or strange (random letters/numbers/spelling)?
6. Choose the best one and write one sentence:
    - “I trust this more because … (example: it is official / clear author / updated date).”

If you feel stuck

- If a page is full of ads, go back and choose another result.
- Add one extra word to your search: **guide**, **official**, or **PDF**.
- If your internet is weak, open only one result at a time, then close it.

Check yourself

- Did at least one result clearly show who created it?
- Did at least one result feel “clean” (not pushy, not asking for personal data)?

Activity 2: “Spot the scam message” (solo practice)

- **Goal:** Recognise scam signs and practise the safe response.
- **Materials:** Phone (messaging app) + Notes app or paper

Part A — Read and mark warning signs
Read these messages. Underline or list warning signs you notice.

- **Message A:** “Your package is waiting. Confirm delivery here: [link].”
- **Message B:** “Congrats! You won a phone. Pay 2€ shipping now.”

- **Message C:** “Hi, it’s me. I need your code quickly. Send it now.”

Common warning signs include:

- pressure words (“now”, “urgent”, “limited”)
- asking for money, passwords, or a verification code
- strange link spelling
- messages that try to scare you (“account will close”) or excite you (“you won!”)

Part B — Write your safe response (choose one template)
Pick one template and copy it into your Notes app:

- “I don’t click links from messages. I will check the official website/app.”
- “I can’t help with codes or passwords. Please contact the official support.”
- “I’m not sure this is real, so I won’t continue.”

Part C — Practise block/report (generic steps)

1. Open the chat/message.
2. Tap the sender name (top of the screen) OR press and hold the message.
3. Choose **Block** or **Report** (if available).

If you already clicked (no-panic plan)

- If you typed a password: change it now (start with email).
- If you entered bank/card details: contact your bank/app support as soon as possible.
- If you shared a code: change passwords and turn on two-step verification where possible.

Check yourself
Write one personal rule you will follow:

- “If a message asks for money or a code, I stop and verify.”

M2.2 Case Study: The Free Phone That Wasn't Free

M2.2.1 Case Study Metadata

- **Case study title:** "The free phone that wasn't free"
- **Module link:** Module 2 – Internet Navigation & Security
- **Format:** Online self-study (single learner)
- **Focus skill:** Spotting scams + protecting personal data

M2.2.2 Learning Outcome (Case Study-Specific)

- **CS-LO1:** Recognise scam pressure tactics and choose a safe action (pause, verify, block/report).

M2.2.3 Aim of the Activity

This case study helps you practise a realistic situation: a message that looks exciting ("You won!") but is designed to steal your money or your personal information. You will learn one simple habit you can always use: **Pause → Check → Decide**.

M2.2.4 Case Study Narrative

Setting and context
Maya is 18 and uses a phone and mobile data. She is looking for opportunities and would like a new phone because her current one is old.

Main situation/problem
She sees a message saying she has won a new smartphone. The link opens a page that looks professional and asks for:

- her full name,
- home address,
- phone number,
- and a small delivery fee by card.

Maya feels excited, and a friend tells her to do it quickly.

Why this is risky
The message creates urgency, asks for payment and sensitive information, and uses a suspicious link. The comments on the page also look too perfect and repetitive.

Decision point
Maya has three choices:

1. Click and pay fast.
2. Ignore and delete.
3. Pause and verify.

The safest option is **pause and verify**.

Action steps
Maya closes the page and searches the brand name herself instead of using the link. She checks whether the giveaway appears on an official website or verified page. She asks herself whether a real prize should require payment and sensitive personal details.

Because the answer feels unsafe, she decides not to continue. She takes one screenshot, reports the page in the app, and blocks the sender.

If she had already shared details, the next steps would be:

- contact bank support if card details were entered,
- change passwords if a password was entered,
- change passwords and turn on two-step verification if a code was shared.

Outcome
Maya protects her money and personal information. She learns a simple rule she can use again: if it asks for money, passwords, or codes, stop and verify.

M2.2.5 Key Take-Aways

- Scams often use **urgency** and **big promises** to make you act fast.

- If a “prize” asks for money first, it is a common scam sign.
- Protect the most sensitive data: **passwords, verification codes, ID, and bank details**.
- Safer habit: **close the page → search the official site yourself → decide**.
- Reporting and blocking helps protect other people too.

M2.3 Micro-Learning Resources (2 Items)

M2.3.1 Micro-Learning Resource 1

- **Title:** “Spot the scam: phishing and fake messages”
- **Format:** Short YouTube video(s)
- **Target learning outcome(s):** LO3
- **Very short description:** Clear examples of scam messages and what to do instead.
- **Suggested use:** After the lesson / before or after the case study
- **Online links (YouTube):**
  - **CISA (animated): How to Avoid Phishing:** https://www.youtube.com/watch?v=sg0kQYvTlnc
  - **CISA: Recognize and Report Phishing:** https://www.youtube.com/watch?v=JlQovysQBn0
  - **NCSC (UK): Avoiding phishing attacks:** https://www.youtube.com/watch?v=bG84bwxZ_40

Quick use guide

1. Watch once and notice what the scam is trying to make you feel.
2. Watch again and pause when you see warning signs such as urgency, prize language, requests for money, codes, or strange links.
3. Write down one rule you will follow, for example: **Pause → Don’t click → Verify.**

M2.3.2 Micro-Learning Resource 2

- **Title:** "Protect your accounts: strong passwords + MFA + updates"
- **Format:** Infographic content + optional YouTube visual guides
- **Target learning outcome(s):** LO4 (and supports LO2)
- **Very short description:** Simple actions that make accounts much safer.
- **Suggested use:** After the lesson / as a weekly reminder
- **Online links (YouTube visual guides):**
  - **CISA: Stop Online Crime with Strong Passwords:** https://www.youtube.com/watch?v=FZoB7yUGh7Y
  - **CISA: Make Your Accounts Safer with MFA:** https://www.youtube.com/watch?v=XIlF2qkav5c
  - **CISA (short): How to Update Software:** https://www.youtube.com/shorts/nY8stawYnak

Quick guide

- Use a strong password or passphrase.
- Turn on two-step verification where available.
- Update your phone and apps.
- Log out on shared devices.

M2.4 Optional Additional Resource (If Needed)

- **Title:** "Secure Our World: simple safety tips"
- **Type:** Article / videos
- **Short description:** Simple, practical tips on phishing, passwords, MFA, and updates.
- **Reason for inclusion:** Extra support for LO3–LO4
- **Link:** https://www.cisa.gov/secure-our-world

MODULE 3

CONNECT. SHARE. COLLABORATE.

Great things happen when we work together and respect each other.

Collaborative Digital Tools

EMAIL & COMPOSE
Write, send, and communicate professionally.

ATTACH FILES
Add files to share documents, images, and more.

CHAT & MESSAGES
Have conversations, ask questions, share ideas.

BE RESPECTFUL
Use kind words and respect everyone online.

MUTE NOTIFICATIONS
Minimize distractions so you can focus and get things done.

SHARE IN THE CLOUD
Access files from anywhere. Share with your team.

VIEW, COMMENT OR EDIT
Work together with clear permissions and feedback.

Teamwork makes the dream work.



MODULE 3: COLLABORATIVE DIGITAL TOOLS

How to Use This Module

This module is written for **one learner**. Go at your own pace. If something feels confusing, pause, reread the step, and try again. Communication skills are not about being "perfect" — they are about being **clear, calm, and consistent**.

One rule for this module: If you feel rushed, do a 10-second pause, then use a checklist.

M3.0 Module Overview

Main focus: Learning simple ways to communicate and work with other people online — using email, messaging, and shared documents — without feeling stressed or "lost".

Learning outcomes (Module 3)
By the end of this module, you will be able to:

- **LO1:** Write and send a clear email (with a good subject line) for a real-life situation (job, training, school, support service).
- **LO2:** Attach a file or photo to a message and double-check it was sent correctly.
- **LO3:** Use a messaging app for group communication (read, reply, mute, and keep messages respectful).
- **LO4:** Share a document or file with the right access (view/comment/edit) and avoid oversharing personal information.

Key competences (examples)

- Communication; collaboration; digital literacy; self-management.

Prerequisites
Module 1 is helpful (basic navigation + folders), but not required.

M3.1 Lesson: Presentation-Based Session

M3.1.1 Lesson Metadata

- **Session title:** “Send it clearly: email, messages, and sharing files”
- **Target group:** Vulnerable youth (15–29) / mixed experience levels
- **Format:** Online only (self-study, single learner)
- **Materials:** Phone and/or computer; internet if available; one photo or simple document to practise with; paper + pen (optional)

M3.1.2 Presentation Text

Paste presentation here.

M3.1.3 Integrated Activities

These activities are for **one learner**. Go slowly. If you can’t complete all steps, do **Step 1 only** and come back later.

Integrated Activity 1: “Send a practice email to yourself”

- **Goal:** Practise subject + message + attachment + checking Sent.
- **Materials:** Any email app you already have (Gmail, Outlook, Mail) + one photo or file.

Step-by-step

1. Open your email app.
2. Tap **Compose** (sometimes a pencil icon ✏️).
3. In **To**, type **your own email address** (safe practice).

4. In **Subject**, write: **Practice email – attachment**.
5. In the message, write 4 short lines:
   - "Hello,"
   - "This is a practice email to learn how to attach files."
   - "I am attaching one file."
   - "Thank you, (your name)"
6. Find the **attachment** button (📎). If you don't see it, tap **⋮** (three dots) or **+**.
7. Choose **Attach file** or **Insert photo**.
8. Select **one** file/photo.
9. Pause and check: do you see the file name/photo added to the email?
10. Tap **Send**.
11. Open **Sent** and confirm: the email is there and the attachment is included.
12. Optional: open the sent email and download the attachment back — just to practise finding it.

If you don't have email right now

- Do the same as a **draft**: write the subject + message and attach a photo. Save as draft and stop there.

If you feel stuck

- If the app asks "Photos or Files?", choose **Files** when sending documents (PDF, CV) and **Photos** for images.
- If you cannot find your file: open **Files** → check **Downloads** → check your folder (for example "Job/School").

Check yourself (30 seconds)

Write one rule you will follow from now on:

- "I will always look for the paperclip before I send."

Integrated Activity 2: "Share one document safely"

- **Goal:** Practise sharing with the right permission and without oversharing.
- **Materials:** A note/document (Google Docs, Word, Notes — any) OR a file in your phone.

Option A (shared link – best for collaboration)

1. Open your document (for example in **Google Docs**).
2. Find the **Share** button.
3. Choose **Copy link**.
4. Set permission to **Viewer** (or **Commenter**).
5. Paste the link into your Notes (practice) OR send it to one trusted person.
6. Bonus practice: change permission from **Viewer** to **Commenter**, then back to **Viewer**.

Option B (send a file – best for quick sharing)

1. Open the file/photo.
2. Tap **Share**.
3. Choose a safe place to send it (email to yourself, or a trusted chat).
4. Add one short message: "Here is the file we discussed."
5. Check the chat/email and confirm the file arrived.

Safety reminder

- Do **not** share photos of ID documents in group chats.
- Do **not** share passwords or verification codes.
- If you share a link, remember: **anyone who has the link may forward it**.

Check yourself (30 seconds)

Answer: When should you use "Edit" permission?

- Only when the other person truly needs to change your text.

M3.2 Case Study: The Missing Attachment

M3.2.1 Case Study Metadata

- **Case study title:** "The missing attachment"
- **Module link:** Module 3 – Collaborative Digital Tools
- **Format:** Online self-study (single learner)
- **Focus skill:** Sending clear messages + attaching the right file + confirming sent

M3.2.2 Learning Outcome (Case Study-Specific)

- **CS-LO1:** Use a simple "Attach → Check → Send → Check Sent" routine to avoid mistakes and communicate confidently.

M3.2.3 Aim of the Activity

This case study is about a small mistake that causes big stress: you send an important email, but forget the attachment (or attach the wrong file). The goal is to show that one short routine and one calm correction message can fix the situation — and that mistakes do not define your ability.

M3.2.4 Case Study Narrative

Setting and context
Alex is 20 and wants to apply for a short training programme that could lead to a paid internship. The application is simple: send a short email with a CV attached.

Main situation/problem
Alex writes the email, presses **Send**, and then realises the CV was not attached. This happens for common reasons: pressure, rushing, a hidden attachment icon, or confusing file names.

Alex feels embarrassed and starts thinking the opportunity is ruined.

Decision point
Alex has three choices:

1. Do nothing and hope they do not notice.
2. Send the CV with no explanation.
3. Send a calm correction.

The best option is **send a calm correction**.

Action steps

Alex opens **Sent**, finds the original email, and prepares a short correction message:

"Sorry — I forgot to attach my CV in my previous email. I'm attaching it here. Thank you."

Then Alex:

1. taps **Reply** or **Forward**,
2. attaches the correct CV,
3. checks that the file name is correct,
4. checks that the email is going to the right person,
5. sends the email,
6. opens **Sent** again to confirm the attachment is included.

A useful checklist to save in Notes is:

- Subject clear
- File attached
- File name clear
- Polite closing
- Check Sent

Outcome

Alex sends the corrected email and the organisation replies with an interview invitation. The main lesson is that a small mistake does not ruin everything when it is corrected calmly and clearly.

M3.2.5 Key Take-Aways

- “Missing attachment” is common — it does not mean you are incapable.
- Use one routine: **Attach** → **Check** → **Send** → **Check Sent**.
- A short correction message is professional and normal.
- Use clear file names (example: CV_Alex_2026).
- Share only what is needed; protect personal data.

M3.3 Micro-Learning Resources (2 Items)

M3.3.1 Micro-Learning Resource 1

- **Title:** “Attach a file in Gmail (phone) – Android & iPhone”
- **Format:** Short YouTube video(s)
- **Target learning outcome(s):** LO2
- **Very short description:** Where the paperclip is, how to attach a file or photo, and how to confirm it was sent.
- **Suggested use:** Before Integrated Activity 1 or whenever you need to send a document.
- **Online links (YouTube):**
  - **Gmail app (general, mobile):** https://www.youtube.com/watch?v=NAT6qPdenJw
  - **Gmail on Android (attach files):** https://www.youtube.com/watch?v=0agPcpy4vsg
  - **Gmail on iPhone (attach file):** https://www.youtube.com/watch?v=NXsLns422bw

Quick use guide

1. Open your email app and tap **Compose**.
2. Type your own email address in **To**.
3. Write a short subject.
4. Find the **paperclip** icon.
5. Attach one file or photo.
6. Send and check **Sent**.

M3.3.2 Micro-Learning Resource 2

- **Title:** "Share a document safely (Google Docs/Drive) + WhatsApp document sending"
- **Format:** Short YouTube video(s)
- **Target learning outcome(s):** LO4 (and supports LO3)
- **Very short description:** How to share a document with safe permissions and how to send a PDF as a document in WhatsApp.
- **Suggested use:** Before Integrated Activity 2 or when you collaborate with others.
- **Online links (YouTube):**
  - **Share a Google Doc (permissions explained):** https://www.youtube.com/watch?v=HOSSFT7sVT4
  - **Google Drive sharing & collaborating:** https://www.youtube.com/watch?v=TSImtOoHssg
  - **Send documents/PDF on WhatsApp:** https://www.youtube.com/watch?v=xnrwpsy-Js8

Quick use guide

- Open a document and tap **Share**.
- Start with **Viewer** or **Commenter** permission.
- Copy the link or send the file.
- If using WhatsApp, choose **Document**, not Gallery.
- Avoid sharing sensitive files in group chats.

M3.4 Optional Additional Resource (If Needed)

- **Title:** "Email basics (writing clear messages)"
- **Type:** Beginner guide (online)
- **Short description:** A simple overview of how email works and how to write a clear message.

- **Link:** https://edu.gcfglobal.org/en/email101/

MODULE 4

GATHER. ORGANIZE. CREATE.

Information Management & Content Creation

Good content starts with good information. Organize it. Create with it.

TAKE NOTES
Capture ideas clearly and consistently.

SAVE LINKS
Keep useful resources in one place.

SCREENSHOTS
Capture important info for easy reference.

Information is power. Organization is progress.

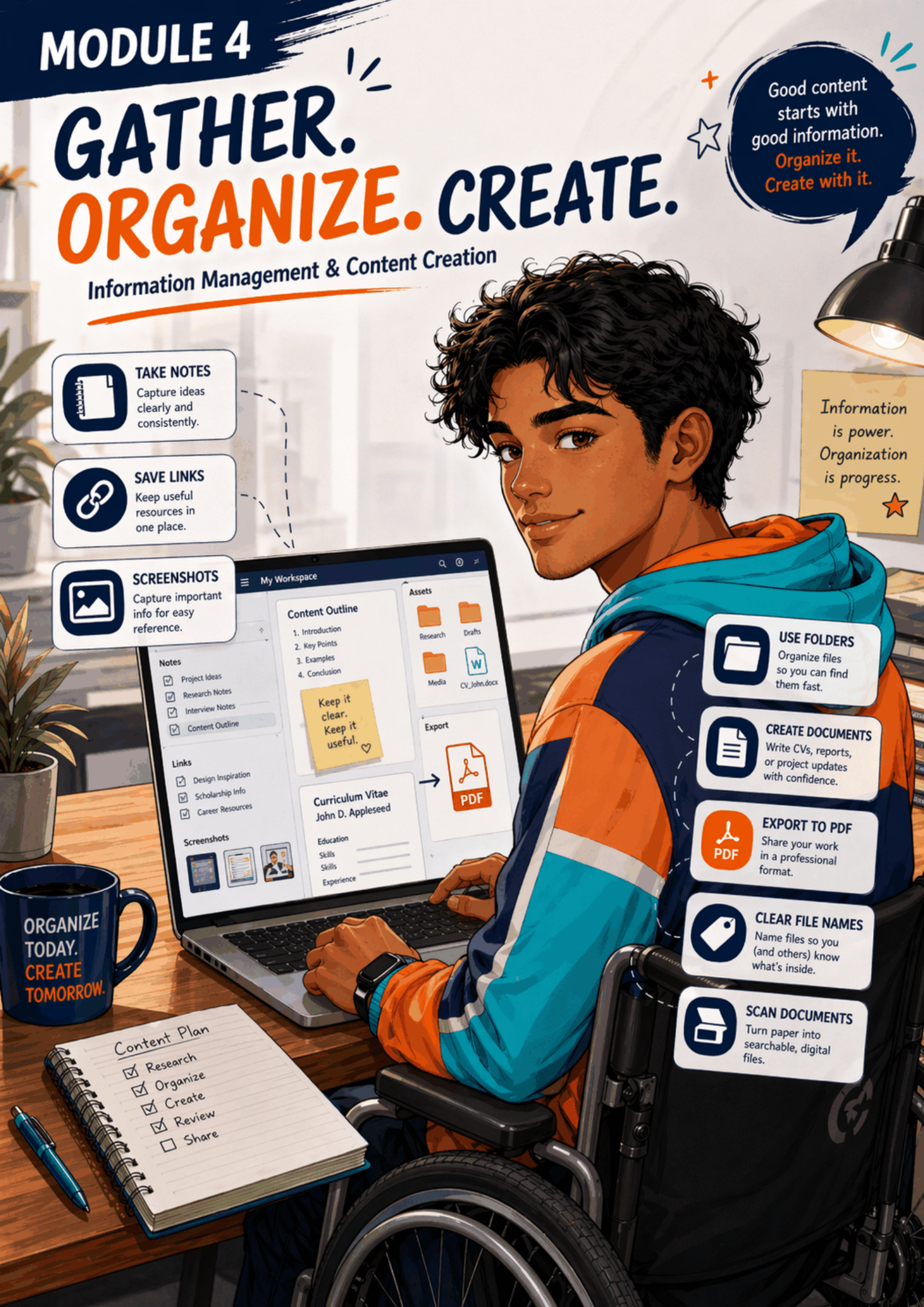
USE FOLDERS
Organize files so you can find them fast.

CREATE DOCUMENTS
Write CVs, reports, or project updates with confidence.

EXPORT TO PDF
Share your work in a professional format.

CLEAR FILE NAMES
Name files so you (and others) know what's inside.

SCAN DOCUMENTS
Turn paper into searchable, digital files.



MODULE 4 – INFORMATION MANAGEMENT & CONTENT CREATION

M4.0 Module Overview

Main focus: Keeping your information organised and creating simple digital content you can actually use in real life (CVs, forms, short messages, posters, and clean PDFs).

Recommended duration: 60–90 minutes (guided) + 30 minutes self-practice

Learning outcomes (Module 4)
By the end of this module, you will be able to:

- **LO1:** Save and organise information using a simple system (folders + clear names + one "important" place).
- **LO2:** Create a basic document (short text, CV, or form) using a template.
- **LO3:** Turn a document into a **PDF** and share it safely (email/attachment or link).
- **LO4:** Do a quick "final check" before you send something (right file, readable, no private details shown by mistake).

Key competences (examples)

- Information management; communication; creativity; self-organisation; digital confidence.

Prerequisites
Module 1 strongly recommended. Module 2 helps (safe sharing). Module 3 helps (using online tools).

M4.1 Lesson – Presentation-Based Session

M4.1.1 Lesson Metadata

- **Session title:** “Keep it together: organise, create, and send the right file”
- **Target group:** Vulnerable youth (15–29) / mixed experience levels
- **Format: Online only (self-study, single learner)**
- **Materials:** Smartphone and/or laptop, charger, internet if available (mobile data is okay), paper + pen (optional)

M4.1.2 Presentation Text

Paste presentation here.

M4.1.3 Slide Outline (10 slides)

1. Title + why this matters
2. Learning outcomes
3. The 3 places (Notes/Files/Links)
4. “One important folder” rule
5. File naming that works
6. Templates as shortcuts
7. Writing a simple real-life message
8. Exporting to PDF
9. The final check
10. Summary + next steps + links

M4.1.4 Integrated Activities

Activity 1: “My simple system” (Notes + Files + Links)

- **Goal:** Build a small structure you can reuse.
- **Materials:** Phone or computer
- **Steps (beginner-friendly):**
    1. Open your **Files** app.
    2. Create a folder called **Applications** (or **Job** if that fits better).
    3. Inside it, create a second folder called **Applications_2026**.
    4. Open **Notes** (any notes app).
    5. Create a note called **My important contacts**.

6. Write 3 lines (even if you invent them): a name + phone + why you might call.
7. Open your browser.
8. Search for “CV template Google Docs” and open one helpful page.
9. Save it as a bookmark/favourite (usually ⋮ or **Share** → **Bookmark**).
10. Finish by saying out loud: “My notes are in Notes. My documents are in Applications. My useful pages are in Bookmarks.”

Activity 2: “Create one real file you can use” (choose 1 option)

- **Goal:** Create, save, name, and export a real document.
- **Choose ONE:**
  1. **Option A:** A simple CV (with a template)
  2. **Option B:** A short application message (3–6 lines)
  3. **Option C:** A one-page flyer/poster (for a community event)
- **Steps (works for any option):**
  1. Choose your option and open the app you will use (Google Docs / Word / Canva / Notes).
  2. Create your content (keep it short).
  3. Save it.
  4. Export or save as **PDF**.
  5. Move the PDF into: **Applications** → **Applications_2026**.
  6. Rename it clearly (example: **CV_Name_2026**).
  7. Do the **final check**: right file, readable, no unnecessary private details.
  8. Send it to yourself (email or message) as practice, or keep it ready for later.

M4.1.5 Presentation File Link

- [HYPERLINK: MODULE 4 PRESENTATION – TO BE ADDED]

M4.2 Case Study

M4.2.1 Case Study Metadata

- **Case study title:** "The CV that went missing"
- **Module link:** Module 4 – Information Management & Content Creation
- **Format:** Online self-study (single learner)
- **Focus skill:** Creating a document + saving as PDF + organising + sending the correct file

M4.2.2 Learning Outcome (Case Study-Specific)

- **CS-LO1:** Create one important document (CV or form), save it as a PDF, store it in a clear folder, and send the correct version without stress.

M4.2.3 Aim of the Activity

This case study shows a very common problem: you do the work, but you can't find the document when you need it. It helps you build a calm method:

Create → Save → Name → Put in the right folder → Final check → Send.

M4.2.4 Case Study Narrative

Setting and context
Niko is 20 and wants to apply for a seasonal job. The employer asks for a CV in PDF format. Niko has a phone and sometimes uses a shared laptop, but the internet is not always stable.

Main situation/problem
Niko creates a CV using a template, but later cannot find the final version. There are too many downloads, old files, and confusing names such as CV_final2.

Niko starts to panic and thinks: "I will lose this job opportunity."

Decision point
Niko has three choices:

1. give up and apply later,

2. keep searching randomly,
3. use a simple method.

The best option is **use a simple method**.

Action steps
Niko creates one clear folder: **Applications → Job_2026**.

Then Niko:

1. opens the CV document,
2. checks that the phone number and information are correct,
3. exports or saves the file as **PDF**,
4. renames it clearly as CV_Niko_2026,
5. moves it into **Applications → Job_2026**,
6. opens the PDF once more to check it is readable,
7. sends the correct file to the employer.

Outcome
Niko sends the correct CV and receives confirmation from the employer. The bigger lesson is that a document is not finished until it is saved, named clearly, placed in the right folder, and checked before sending.

M4.2.5 Key Take-Aways

- A document is not "done" until it is **saved, named, and placed**.
- Templates make you faster and reduce mistakes.
- PDF helps your document look the same on every device.
- One folder system prevents panic.

M4.3 Micro-Learning Resources (2 items)

M4.3.1 Micro-Learning Resource 1

- **Title:** "Make a CV in Google Docs (beginner tutorial)"

- **Format:** Short YouTube video
- **Target learning outcome(s):** LO2, LO3
- **Very short description:** How to use a CV template in Google Docs and save or export it as PDF.
- **Suggested use:** After the lesson + during Activity 2 (Option A)
- **Online link (YouTube):** https://www.youtube.com/watch?v=dKXB5D3uDh0

Quick use guide

1. Watch a short part of the video.
2. Pause and repeat the step on your own device.
3. Use a CV template or a blank document with simple headings.
4. Add your name, contact, skills, experience, and education.
5. Export or save as PDF.
6. Move the file to your folder and rename it clearly, for example CV_YourName_2026.

M4.3.2 Micro-Learning Resource 2

- **Title:** "Create a simple poster in Canva (mobile)"
- **Format:** Short YouTube video
- **Target learning outcome(s):** LO2
- **Very short description:** How to make a clean poster or flyer on a phone.
- **Suggested use:** After the lesson + during Activity 2 (Option C)
- **Online link (YouTube):** https://www.youtube.com/watch?v=4YGpTbcYCgg

Quick use guide

1. Open Canva and choose **Poster** or **Flyer**.
2. Select a simple template.
3. Replace the title, short description, date/place, and contact details.
4. Keep the design readable and not too crowded.
5. Download or save the final version.

Safe sharing tip: If the poster is shared publicly, avoid adding a full home address or unnecessary private details.

M4.4 Optional Additional Resource (If Needed)

- **Title:** “Scan a paper document with Google Drive (free)”
- **Type:** Video + official guide
- **Short description:** Turn a paper form into a clean PDF using your phone camera.
- **Reason for inclusion:** Helps when you must send documents but you don’t have a scanner.
- **Links:**
  - YouTube: https://www.youtube.com/watch?v=E9xGQeRNjY4
  - Official guide: https://support.google.com/drive/answer/3145835

MODULE 5

PAUSE. CHECK. SOLVE.

Problem Solving & Critical Thinking

Smart thinkers don't avoid problems. They solve them.

TROUBLESHOOTING
Identify the issue before jumping to conclusions.

DESCRIBE THE PROBLEM
Be specific and clear about what's not working.

STEP-BY-STEP LADDER
Break the problem down. Solve it one step at a time.

Questions lead to clarity. Curiosity leads to solutions.

WI-FI CHECK
Check your connection. Small issues, big impact.

APP ISSUES
Update, restart, or reinstall if needed.

STORAGE ISSUES
Clear space so your device can run smoothly.

SOURCE COMPARISON
Compare multiple sources for a broader view.

FACT-CHECKING
Look beyond headlines. Verify before you believe.

ASK FOR HELP SAFELY
Reach out to trusted people when stuck.







How to Use This Module (Online Self-Study)

This module is made for **one person**, reading online.

- Read the slides like a short story.
- When you see **Self-practice**, stop and do the action on your own device.
- Go slowly. If something doesn't work, that is normal — it means you found a real situation to practise.

If you feel overwhelmed, use this rule:

- **One problem at a time. One change at a time.**

M5.0 Module Overview

Main focus: Using simple steps to solve everyday digital problems (Wi-Fi, apps, logins, storage) and making smarter choices online by checking information before you act.

Learning outcomes (Module 5)
By the end of this module, you will be able to:

- **LO1:** Describe a digital problem clearly (what happened, where, when) without panic.
- **LO2:** Use a simple troubleshooting routine to fix common issues (connection, app errors, storage).
- **LO3:** Search for help using good keywords and compare at least two answers before trying a fix.
- **LO4:** Ask for help safely (without sharing passwords/codes) and know when to contact official support.

Key competences (examples)
Problem solving; critical thinking; digital confidence; self-management.

Prerequisites
Modules 1–2 are helpful (basic navigation + online safety), but not required.

M5.1 Lesson – Presentation-Based Session

M5.1.1 Lesson Metadata

- **Session title:** "Don't panic: fix it step-by-step"
- **Target group:** Vulnerable youth (15–29) / mixed experience levels
- **Format: Online only (self-study, single learner)**
- **Materials:** Smartphone or computer (shared is okay), charger, internet if available, Notes app or paper (optional)

M5.1.2 Presentation Text

Paste presentation here.

M5.1.3 Integrated Activities

Integrated Activity 1: "One problem, one ladder" (solo troubleshooting)

Goal: Fix a real small problem using the step-by-step ladder.

1. Choose ONE problem from this list:
    - Wi-Fi is slow / "connected but nothing loads"
    - An app freezes or closes
    - Storage is almost full
    - You can't log in to an account
2. Write one sentence: "My problem is…"
3. Do the ladder in order (stop when it works):

- Charge → Restart → Connection check → Storage check → Update → Force close → Clear cache (Android)

4. After each step, test again (open a website / open the app / try saving a photo).
5. Write what worked (even if it was “Restart fixed it”).

Beginner help: If you can’t find a menu, **swipe down** on your home screen and search for the word (Settings, Wi-Fi, Apps, Storage).

Bonus (optional): Make a “Fixes that worked” note and write 2–3 things that help you most (example: restart, airplane mode, update).

Integrated Activity 2: “Compare two answers” (critical thinking practice)

Goal: Practise choosing better information before you act.

1. Open your browser and search one of these:
   - “how to free space on my phone”
   - “how to fix Wi-Fi connected but no internet”
   - “how to update apps on Android/iPhone”
   - “how to reset password safely”
2. Open two different results.
3. For each result, answer:
   - Who wrote it? (company/organisation/person)
   - Does it explain steps clearly, or does it try to scare/sell you something?
   - Are the first steps simple and safe (restart, settings) or risky (install strange apps, pay money)?
4. Choose the safer answer and write one sentence: “I chose this because…”

Extra check (optional): If one page looks suspicious, search the page name + “scam” and see what others say.

M5.2 Case Study

M5.2.1 Case Study Metadata

- **Case study title:** "The interview link that wouldn't open"
- **Module link:** Module 5 – Problem Solving & Critical Thinking
- **Format:** Online self-study (single learner)
- **Focus skill:** Calm troubleshooting + smart checking

M5.2.2 Learning Outcome (Case Study-Specific)

- **CS-LO1:** Apply the routine **Pause** → **Describe** → **Try one step** → **Test** → **Ask/verify** to solve a time-pressure digital problem.

M5.2.3 Aim of the Activity

This case study is about a stressful moment: you have an opportunity (an interview or course call), and technology blocks you. The aim is to practise staying calm, using a method, and making safe choices — instead of clicking randomly.

M5.2.4 Case Study Narrative

Setting and context
Lina is 22 and has an online interview for a short training programme. She uses her phone, her mobile data is limited, and she feels nervous because this opportunity matters to her.

Main situation/problem
When Lina taps the interview link, a message appears: **"Can't open this link."** She tries again, but nothing changes. A relative suggests installing a random "link fixer" app, but Lina is not sure it is safe.

Why this happens
Links may fail because the correct app is missing or outdated, the internet connection is weak, the phone storage is low, or the link was copied incorrectly.

Decision point
Lina has three choices:

1. panic-click and try random fixes,
2. give up and miss the interview,
3. use a calm troubleshooting routine.

The best option is **use a calm troubleshooting routine**.

Action steps
Lina pauses, takes one breath, and describes the problem: “The interview link will not open.” She takes a screenshot of the error message.

Then she:

1. checks battery and internet connection,
2. turns Airplane mode on for 10 seconds and then off again,
3. copies the link and opens it in a browser,
4. checks whether it needs Zoom, Google Meet, or Microsoft Teams,
5. updates or installs only the official app from Play Store or App Store,
6. tests the link again before the interview time.

If it still does not work, Lina sends a calm message:

“Hi, I’m ready, but the link won’t open on my phone. Can you resend the link or share another way to join?”

Outcome
Lina updates the correct app and joins the call. She learns that a method works better than panic-clicking, and she avoids installing an unsafe random app.

M5.2.5 Key Take-Aways

- Panic clicking makes problems worse; a method makes them smaller.
- Most issues have simple first fixes: restart, connection check, update.
- Change one thing at a time so you know what worked.
- Ask for help safely: share the problem, not your passwords or codes.

- When someone pushes you to install a “magic app,” slow down and verify.

M5.3 Micro-Learning Resources (2 items)

M5.3.1 Micro-Learning Resource 1

- **Title:** “Fix Wi-Fi problems (Android + iPhone)”
- **Format:** Short YouTube video(s)
- **Target learning outcome(s):** LO2
- **Very short description:** Simple steps when Wi-Fi will not connect or says “connected” but nothing works.
- **Online links (YouTube):**
  - **Android:** https://www.youtube.com/watch?v=UoiLFHkjY_k
  - **iPhone:** https://www.youtube.com/watch?v=hpnfgcP8WOE

Quick use guide

1. Turn Wi-Fi off, wait 10 seconds, then turn it on again.
2. Turn Airplane mode on, wait 10 seconds, then turn it off.
3. Restart the phone.
4. If you control the router, unplug it for about 20 seconds and plug it back in.
5. Test again by opening one trusted website.

Quick conclusion: If mobile data works but Wi-Fi does not, the problem is probably the Wi-Fi or router.

M5.3.2 Micro-Learning Resource 2

- **Title:** “Fact-check before you believe (simple checks)”
- **Format:** YouTube video
- **Target learning outcome(s):** LO3

- **Very short description:** How to check information online using simple questions before acting or sharing.
- **Online link (YouTube):** https://www.youtube.com/watch?v=EZsaA0w_0z0

Quick use guide

1. Choose one claim, tip, or online message.
2. Ask: **Who said it?**
3. Ask: **What do they want from me?**
4. Compare it with one more source.
5. If you are unsure, do not share it or act on it.

Rule to remember: Before I believe or share, I check at least two sources.

M5.4 Optional Additional Resource (If Needed)

- **Title:** "Clear cache and cookies on your phone (simple guide)"
- **Type:** Article
- **Short description:** A simple guide for clearing browser cache/cookies when pages don't load correctly.
- **Link:** https://www.android.com/articles/clear-cache-and-cookies/


MODULE 6
RESPECT. PROTECT. BELONG.
Digital Citizenship & Social Awareness
Your actions online shape the world offline. Be kind. Be aware. Be part of the solution.
RESPECTFUL DISAGREEMENT
It's okay to disagree. Do it with kindness and listen, too.
BOUNDARIES MATTER
Set boundaries. Respect others' space and choices.
DIGNITY FOR ALL
Everyone deserves respect. No excuses. No exceptions.
PRIVACY IS POWER
Protect your info. Ask before you share theirs.
HARMFUL BEHAVIOUR AWARENESS
Know the signs. Speak up. Don't stay silent.
BLOCK & REPORT
You have the power to block, report, and keep your space safe.
CHECK BEFORE YOU SHARE
Think. Check. Verify. Don't spread misinformation.
ASK FOR SUPPORT
You are not alone. Reach out. Real support is real strength.
Treat others how you want to be treated
Home
Messages
Groups
Notifications
Profile
Settings
What's on your mind?
Aaliyah
Loved our project today! Great teamwork!
Like
Comment
Share
Jordan
Totally agree! Everyone brought great ideas.
Like
Reply
Privacy Checkup
Your info is protected.
Block
Block users who harm you.
Report
Report content that breaks rules.
BE KIND. BE AWARE. BELONG.
Good Digital Citizen Checklist
Respect others
Think before I share
Protect my privacy
Report harm
Support others
Be the change

How to Use This Module (Online Self-Study)

- This module is written for **one learner**. You can stop and continue anytime.
- You do not need to complete everything in one sitting. If you only have 10 minutes today, read 1–2 slides and do one small action.
- If you feel upset while reading (because the topic includes conflict, bullying, unfair treatment, or threats), pause, breathe, and come back when you feel ready. You are allowed to protect your peace.
- You will practise **safe, respectful online behaviour**, and you will learn what to do when someone crosses a line.

If you have fewer opportunities (limited data, shared device, low confidence):

- You can do most activities **offline** (writing your "My Online Code", drafting safe replies, and planning what to do).
- If your device is shared, avoid changing big settings without permission. Focus on safer actions you can do quickly: **mute**, **block**, **report**, and saving evidence.
- If reading is hard today, use **voice typing** (microphone on the keyboard) to write your answers.
- If you learn better by watching: use the **YouTube videos** at the end, turn on **captions**, and set a lower video quality (360p or 240p) to save data.
- If you have a slow phone: open fewer apps at the same time and keep your phone charged. Problems feel bigger when the phone is slow.

Safety note (important): If someone threatens you, tries to meet you in person, shares private photos, blackmails you, or you feel in danger, do not handle it alone. Use **People** (trusted adult/youth worker) and local emergency support.

M6.0 Module Overview

Main focus: Participating respectfully and responsibly online, protecting your dignity and privacy, and knowing how to respond to harmful behaviour.

Learning outcomes (Module 6)
By the end of this module, you will be able to:

- **LO1:** Explain what "digital citizenship" means in everyday life (your rights, responsibilities, and the impact of your actions online).
- **LO2:** Use simple communication habits to avoid conflict and stay respectful online (even when you disagree).
- **LO3:** Recognise harmful situations (hate speech, harassment, cyberbullying, manipulation) and choose safer responses (pause, document, block, report, get help).
- **LO4:** Check information before sharing it and describe one method to reduce the spread of misinformation.

Key competences (examples)

- Digital citizenship; communication; social and civic competence; critical thinking; self-management; wellbeing and resilience.

Prerequisites

- Modules 1–2 are helpful (basic settings and safety), but not required.

What you will build in this module (simple tools)

- A short personal note called **My Online Code** (rules you can follow when you're tired or angry).
- A one-line safety method you can remember: **Pause** → **Proof** → **Protect** → **People**.
- A small set of "safe sentences" for disagreement and boundaries.
- A simple habit for sharing responsibly: **check who said it + check the date + check one more source**.
- A "help-seeking script" you can copy-paste when you need support.

M6.1 Lesson – Presentation-Based Session

M6.1.1 Lesson Metadata

- **Session title:** "Be safe. Be kind. Be smart online."
- **Target group:** Vulnerable youth (15–29) / mixed experience levels
- **Format: Online only (self-study, single learner)**
- **Materials:** Smartphone (preferred) or computer; notes app or paper (optional)

M6.1.2 Presentation Text

Paste presentation here.

M6.1.3 Integrated Activities

Activity 1: "My online code" (personal rules you can actually follow)

Goal: Create 6–8 simple personal rules you can follow even when you're tired, stressed, or angry.

Steps:

1. Open a notes app (or paper).
2. Write this title: **My Online Code**.
3. Copy and finish these sentences (keep them short):
    - "I will not post when I'm angry. I will wait until I feel calmer (for example, after a few deep breaths)."
    - "If I disagree, I will use respectful words like ___."
    - "I will not share private info (address/ID/photos) without ___."
    - "Before I share news, I will check ___."
    - "If someone attacks me, I will do: Pause → Proof → Protect → People."

- “If I see bullying, I will ___ (example: support the person privately, report, ask an adult).”

4. Add **one more rule that protects your future**, for example:
   - “If a message could get me in trouble later, I will not send it.”
   - “I will never share passwords or verification codes.”
5. Add **one more rule for emotional protection**, for example:
   - “If a chat makes me anxious, I will mute it and take a break.”
   - “I will not keep reading hurtful messages at night.”
6. Save the note and name it **My Online Code**.
7. Optional: Take a screenshot of your code and keep it in your favourites.

Beginner support: If you can’t find the Notes app, swipe down on your home screen and search for “Notes”.

Optional extra (for low confidence): Read your code out loud once. It helps you remember it when you’re under stress.

Activity 2: “Kind disagreement practice” (comment and reply safely)

Goal: Practise disagreeing without escalation and practise ending conversations safely.

Steps:

1. Think of a topic people argue about online (music, sports, local news, a TV show, jobs).
2. Write a pretend comment that someone else might post (one sentence).
3. Now write **two safe replies**:
   - Reply A: respectful disagreement (“I see it differently…”)
   - Reply B: stepping away (“I’m going to pause and come back later.”)
4. Add one “boundary” sentence you can use if someone becomes rude:
   - “Please don’t talk to me like that. I’m ending this conversation.”
5. Add one “end of conversation” action:
   - “If it continues, I will mute/block and stop replying.”
6. Add one “repair” sentence (if you want to calm things down):

- “I don’t want conflict. Let’s stop here.”

Extra beginner practice (2–3 minutes): Find Block/Report without using it
7. Open one social app you use.
8. Tap your **Profile** and look for **Settings/Privacy**.
9. Look for where **Block** and **Report** are located (so you can find them quickly if you need them later).
10. Optional: Look for **Restrict**, **Mute**, or **Limit comments**.

Optional real-life step: The next time you feel angry online, use Reply B.

M6.2 Case Study

M6.2.1 Case Study Metadata

- **Case study title:** “The screenshot that changed everything”
- **Module link:** Module 6 – Digital Citizenship & Social Awareness
- **Format:** Online self-study (single learner)
- **Focus skill:** Responding to harm safely (Pause → Proof → Protect → People) + responsible sharing

M6.2.2 Learning Outcome (Case Study-Specific)

- **CS-LO1:** Apply a safe step-by-step response to harassment or bullying and avoid actions that increase risk.

M6.2.3 Aim of the Activity

This case study shows a common real-life situation: something happens in a group chat or social media that feels unfair, humiliating, or unsafe. People often react fast—replying, insulting back, or sharing screenshots in anger. That can make things worse.

The goal is to practise a safer approach that protects you and gives you power **without escalating the conflict**.

M6.2.4 Case Study Narrative

Setting and context
Mira is 20 and uses social media and group chats every day. She is trying to join a training programme and wants to avoid online conflict that could affect her confidence or future opportunities.

Main situation/problem
In a local group chat, someone posts an old photo of Mira with a rude comment. Other people react with laughing emojis and start tagging her. Mira feels embarrassed, angry, and tempted to reply immediately or post the screenshot publicly.

Why this is risky
Replying in anger may make the situation worse. Sharing the screenshot publicly may spread the conflict further and reveal more private information. Mira needs to protect herself without escalating the problem.

Decision point
Mira has three choices:

1. reply with anger,
2. share the screenshot publicly,
3. use the safety ladder: **Pause** → **Proof** → **Protect** → **People**.

The safest option is **use the safety ladder**.

Action steps
Mira first pauses and puts the phone down for a short moment. She reminds herself: “I do not need to answer immediately.”

Then she:

1. takes screenshots that show the rude messages, usernames, time, and group name,
2. mutes the group chat to stop the pressure from notifications,
3. blocks or restricts the person who is attacking her,

4. checks her privacy settings and limits who can tag or message her,
5. messages a trusted person privately and asks for support,
6. contacts the group admin if the group belongs to an organisation.

Mira uses a simple message:

“Something happened in the group chat and I feel stressed. Can I talk to you for 10 minutes? I have screenshots.”

If there are threats, blackmail, pressure to meet, or private-photo abuse, Mira does not handle it alone. She contacts a trusted adult, youth worker, local support service, or police if needed.

Outcome
Mira avoids making the situation worse. She keeps evidence, protects her privacy, asks for help, and feels more in control. She learns that protecting herself is stronger than arguing online.

M6.2.5 Key Take-Aways

- Your safety and dignity matter more than “winning” an argument online.
- Fast replies often increase risk; a pause can protect you.
- Evidence (screenshots) gives you power when reporting or asking for help.
- Blocking/muting is not “weak”—it is a boundary.
- Ask for help early, especially if there are threats.
- Your future matters: avoid actions that create more drama or risk.

M6.3 Micro-Learning Resources (2 items)

M6.3.1 Micro-Learning Resource 1

- **Title:** “Your digital footprint (what the internet remembers)”
- **Format:** Short YouTube video(s) + mini practice
- **Target learning outcome(s):** LO1, LO4

- **Very short description:** Understand digital footprint and practise one quick privacy check.
- **Suggested use:** After the lesson / self-study
- **Online links (YouTube):**
  - **Teen Voices: Oversharing and Your Digital Footprint:** https://www.youtube.com/watch?v=ottnH427Fr8
  - **Managing your Digital Footprint to Stay Safe Online:** https://www.youtube.com/watch?v=OaHVOKM-NjA

Quick use guide

1. Watch one video.
2. Open the social app you use most.
3. Find **Privacy** or **Settings**.
4. Change one setting that makes you safer, such as private account, tagging control, or message limits.
5. Check one recent post and ask: does it show my location, school, address, ID, or travel plan?

M6.3.2 Micro-Learning Resource 2

- **Title:** "Fact or fake? Check before you share"
- **Format:** Short YouTube video + 3-step checking habit
- **Target learning outcome(s):** LO4
- **Very short description:** Simple media-literacy checks for posts that try to scare, rush, or manipulate you.
- **Suggested use:** During/after the lesson
- **Online links (YouTube):**
  - **Fact vs. Fake: A Quick Lesson in Media Literacy:** https://www.youtube.com/watch?v=9MJFRr7mY-Y
  - **What is fake news? Tips for spotting them:** https://www.youtube.com/watch?v=D0Cd9-eJ-No

Quick use guide

1. Ask: **Who said it?**
2. Ask: **What is the proof?**
3. Search the headline and compare it with one or two trusted sources.
4. If you cannot verify it, do not share it.

Optional support video:

- **How to collect evidence to report cyberbullying:** https://www.youtube.com/watch?v=oVKASeNfQQA

M6.4 Optional Additional Resource (If Needed)

- **Title:** "Be Internet Awesome (safe, smart online habits)"
- **Type:** Interactive guide / learning hub
- **Short description:** Simple lessons on online safety, being kind, and thinking before sharing.
- **Reason for inclusion:** Supports LO1–LO4 with extra practice
- **Link:** https://beinternetawesome.withgoogle.com/

More help pages (useful when you need clear next steps):

- UNICEF: Cyberbullying — what it is and how to stop it: https://www.unicef.org/bulgaria/en/stories/cyberbullying-what-it-and-how-stop-it
- StopBullying.gov: How to report cyberbullying: https://www.stopbullying.gov/cyberbullying/how-to-report
- Instagram Help Center: Blocking people: https://help.instagram.com/426700567389543/

MODULE 7

ASK AI WISELY.

AI Basics for Everyday Life

Great questions get great answers.
Think. Ask. Check.
Use AI wisely.

AI HELPER
AI can explain, brainstorm, and help you get things done.

WRITE BETTER PROMPTS
Be clear and specific.
Give context.
Ask what you need.

SIMPLIFY INFO
Summarize articles.
Explain complex ideas in simple terms.

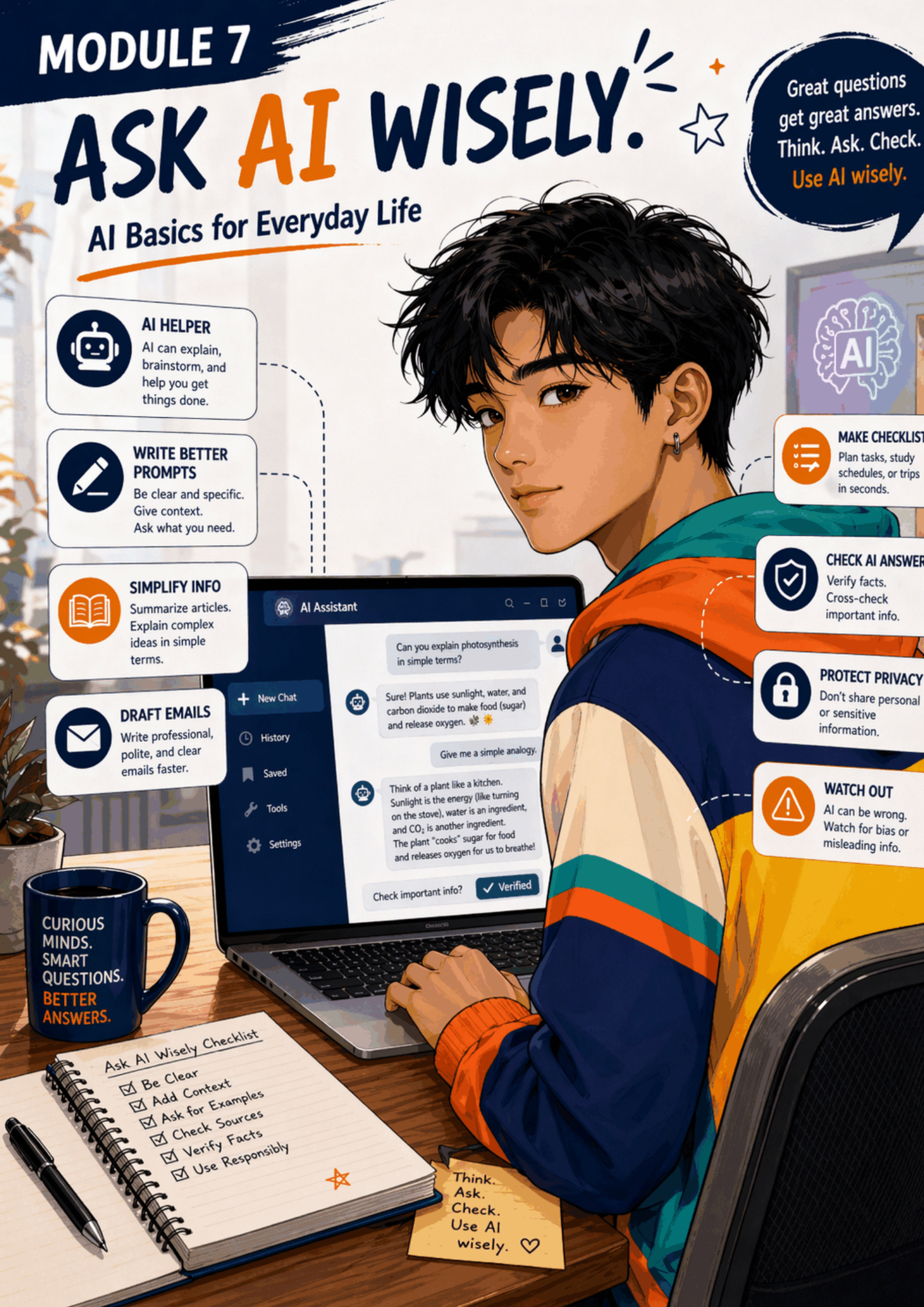
DRAFT EMAILS
Write professional, polite, and clear emails faster.

MAKE CHECKLIST
Plan tasks, study schedules, or trips in seconds.

CHECK AI ANSWER
Verify facts.
Cross-check important info.

PROTECT PRIVACY
Don't share personal or sensitive information.

WATCH OUT
AI can be wrong.
Watch for bias or misleading info.



How to Use This Module (Online Self-Study)

- This module is written for **one learner**. You can stop and continue at any time.
- You do not need to complete everything in one sitting. If you only have 10 minutes today, read 1–2 slides and do one small practice task.
- This module is designed for learners with **low digital confidence**. You do not need to know programming or technical words.
- If you feel confused, that is normal. AI topics can sound "big." We will keep them simple, practical, and linked to everyday life.
- The goal of this module is **not** to make you an AI expert. The goal is to help you use AI as a **safe helper** for learning, documents, planning, and communication.

If you have fewer opportunities (limited data, a shared device, low confidence):

- You can do most activities **offline** first by writing prompts on paper, checking examples, and planning what to ask.
- If you share a device, avoid saving personal data in AI tools. Use general examples whenever possible.
- Use **short prompts** and **copy and paste** when possible.
- If you learn better by watching, use the **YouTube resources** at the end and turn on **captions**.
- If possible, use **one simple AI tool** you can access easily. In this module we focus on **ChatGPT** and **Google Gemini**, because they are among the most common and easiest options on a phone.
- If your internet is limited, ask for **short answers** and **bullet points**. This saves data and reduces confusion.
- If you cannot install apps, you can still use AI in a browser (web version). Ask a trusted person to help you sign in the first time if needed.
- If typing feels slow or stressful, use **voice typing** to speak your question, then edit the text if needed.

- If you are worried about “sounding stupid,” remember: clear, simple questions are often better than complicated questions.
- If language is a barrier, AI can help you **translate**, **simplify**, and **rephrase** — but you still need to check the final meaning before using it in real life.

Safety note (important): Do not share passwords, verification codes, bank details, ID numbers, or private photos in AI tools. If you feel unsafe or pressured online, ask a trusted person for help.

One simple rule to remember from the beginning:

- **Ask clearly**
- **Check carefully**
- **Use safely**

M7.0 Module Overview

Main focus: Understanding what AI is, how it can help in everyday life (school, jobs, documents, learning), and how to use it safely and responsibly.

Learning outcomes (Module 7)
By the end of this module, you will be able to:

- **LO1:** Explain what AI is in simple words and name 3 everyday examples.
- **LO2:** Use a simple prompt structure to ask AI for help (clear goal + context + format).
- **LO3:** Check AI answers for mistakes and know when not to trust them.
- **LO4:** Use AI safely: protect your privacy, avoid scams, and reduce harm (bias, misinformation).
- **LO5:** Use AI for a real-life beginner task such as understanding a message, drafting an email, making a checklist, or preparing simple questions to ask a human.

Key competences (examples)

- Critical thinking; digital literacy; communication; self-management; safety and wellbeing.

Prerequisites

- Modules 1–2 are helpful (basic device use and online safety), but not required.

What you will build in this module (simple tools)

- A 3-step habit: **Ask** → **Check** → **Use safely**.
- A simple prompt formula: **Goal + Context + Format + Limits**.
- A personal "AI safety list" (what not to share; when to ask a human).
- A "make it simpler" habit (how to ask the AI for shorter, clearer answers).
- A small "AI for real life" routine you can use for emails, learning, forms, and planning.
- A stronger habit of asking: **"Can I trust this yet?"** before acting on AI advice.
- A small prompt bank for everyday life (learning, emails, forms, translation, and planning).

M7.1 Lesson – Presentation-Based Session

M7.1.1 Lesson Metadata

- **Session title:** "AI is a helper, not a boss"
- **Target group:** Vulnerable youth (15–29) / mixed experience levels
- **Format: Online only (self-study, single learner)**
- **Materials:** Smartphone or computer; Notes app or paper (optional)

M7.1.2 Presentation Text

Paste presentation here.

M7.1.3 Integrated Activities (Self-Study)

Activity 1: "My AI Safety List"

Goal: Create a personal list of what you will not share and what you will always check.

Steps:

1. Open Notes (or paper).
2. Write the title: **My AI Safety List**.
3. Write:
   - "I will never share: ___, ___, ___."
   - "Before I trust an AI answer, I will: ___."
   - "For serious topics (health, legal, money), I will: ___."
4. Add a simple privacy habit:
   - "When I use ChatGPT/Gemini, I will use placeholders like [NAME] and [CITY] instead of real private details."
5. Add one "slow down" sentence:
   - "If an answer feels urgent, I will pause and check."
6. Add one "ask a human" sentence:
   - "If I still feel unsure, I will ask _____ for help."
7. Save it.

Optional extra: Put this note in a folder where you can find it again easily.

Activity 2: "ChatGPT/Gemini prompt practice: from confusing to clear"

Goal: Practise writing clear prompts and using AI as a helper.

Steps:

1. Choose one real-life task:
   - A. Ask for training or job information
   - B. Draft a CV
   - C. Explain a topic you do not understand
   - D. Translate a message safely

2. Write a weak prompt you might use (example: “Help me apply for a job”).
3. Improve it using the formula:
    - Goal:
    - Context:
    - Format:
    - Limits:
4. Add this helpful line: “If you need more info, ask me 2 questions first.”
5. Open **ChatGPT or Gemini** and paste your improved prompt.
6. **Check it** before using it:
    - Does it make sense?
    - Is it safe?
    - Do you need to confirm anything?
7. Edit the result so it sounds like you.
8. Save it in your folder (Module 1 habit).
9. Write one sentence: “What was useful?” and one sentence: “What still needs checking?”

Optional extra (if you feel confident):

- “Give me 3 shorter versions.”
- “Make it simpler.”
- “Give me a checklist of what to verify.”
- “Tell me what might be missing from this answer.”

M7.2 Case Study

M7.2.1 Case Study Metadata

- **Case study title:** “The perfect answer that was wrong”
- **Module link:** Module 7 – AI Basics for Everyday Life
- **Format:** Online self-study (single learner)
- **Focus skill:** Ask → Check → Use safely

M7.2.2 Learning Outcome (Case Study-Specific)

- **CS-LO1:** Use AI as a helper while checking for mistakes and protecting personal information.

M7.2.3 Aim of the Activity

This case study shows how AI can sound very confident and still be wrong or risky. The goal is to learn how to use AI safely and avoid harm.

M7.2.4 Case Study Narrative

Setting and context
Ali is 18 and is preparing to apply for a short training programme. He wants to write a good email but feels unsure about spelling and formal language, so he asks an AI chat tool for help.

Main situation/problem
Ali asks AI to write an application email. The answer looks professional, but it includes a risky line: **"Attach your ID and a bank document to confirm your identity."**

Ali feels confused. The email looks good, but the request for private documents feels unsafe.

Decision point
Ali has three choices:

1. send everything exactly as AI says,
2. stop applying because he feels unsure,
3. use the **Check it** habit.

The safest option is **use the Check it habit**.

Action steps
Ali reads the AI answer again and marks the risky part. Then he asks AI a safer follow-up question:

“Is it safe to ask for ID and bank documents in the first email? If not, remove that part.”

He then asks:

“Rewrite the email. Do not request ID or bank documents. Keep it short and simple.”

After that, Ali checks the official website or contacts the organisation directly to see which documents are really required. He edits the final email so it sounds more natural and sends only the documents officially requested.

Outcome
Ali submits a safer application. He learns that AI can help with writing, but he must still check, edit, and decide what is safe.

M7.2.5 Key Take-Aways

- AI can sound confident and still be wrong.
- Always check facts and safety.
- Never share sensitive personal data in AI tools.
- For serious topics, ask a trusted human or official source.
- A good AI answer is still only a draft until you review it.
- The safest user is not the fastest user; it is the user who pauses and checks.

M7.3 Micro-Learning Resources (2 items)

M7.3.1 Micro-Learning Resource 1

- **Title:** “How to use ChatGPT and Gemini on your phone (beginner)”
- **Format:** YouTube videos
- **Target learning outcome(s):** LO1, LO2
- **Very short description:** Step-by-step support for opening ChatGPT or Gemini and starting a first chat on a phone.

- **Suggested use:** After the lesson
- **Online links (YouTube):**
  - **ChatGPT mobile beginner guide:** https://www.youtube.com/watch?v=0THcjLJZadU
  - **Gemini on mobile beginner guide:** https://www.youtube.com/watch?v=a3YkSAR4DtI

Quick use guide

1. Watch only the first part.
2. Pause and try the same step on your phone.
3. Write one simple question or prompt.
4. Ask for a short answer in simple language.
5. Save one useful prompt for later.

M7.3.2 Micro-Learning Resource 2

- **Title:** "How to check AI answers (fact-checking and safety)"
- **Format:** YouTube video
- **Target learning outcome(s):** LO3, LO4
- **Very short description:** Practical ways to notice mistakes, risky advice, and AI answers that sound confident but may be wrong.
- **Suggested use:** During or after the lesson
- **Online link (YouTube):** https://www.youtube.com/watch?v=imBL73IFwbk

Quick use guide

1. Watch with one real AI answer in mind.
2. Ask: does it make sense?
3. Ask: what needs checking?
4. Check serious information with an official source or trusted person.
5. Never follow advice that asks for passwords, codes, ID details, or bank details.

M7.4 Optional Additional Resource (If Needed)

- **Title:** “Prompting guide (ask better questions)”
- **Type:** Online guide
- **Short description:** Simple tips and examples for writing clearer prompts.
- **Reason for inclusion:** Extra practice for LO2
- **Link:** https://www.promptingguide.ai/

Optional extra (official help pages):

- ChatGPT help: https://help.openai.com/
- Gemini help: https://support.google.com/gemini/

Beginner use tip: Do not try to read everything in the guide. Pick only one thing to improve today, for example:

- making prompts shorter,
- asking for bullet points,
- asking the AI to simplify the answer.

MODULE 8

SHOW YOUR SKILLS. OPEN DOORS.

Europass for Education, Training and Work

Your skills tell your story. Your future is the next chapter.

PROFILE / CV
Create a professional profile that shows who you are.

SKILLS
Show your skills and level of proficiency.

STRENGTHS
Highlight what you're good at and proud of.

EDUCATION
Add your studies, courses and qualifications.

Every step you take today builds tomorrow.

WORK EXPERIENCE
Present your experience and achievements.

GOALS
Set your goals. Plan your next steps.

SAFE FILE VERSIONS
Download your CV in different formats. Share with confidence.



SKILLS TODAY. OPPORTUNITIES TOMORROW.

My Next Steps
- ☑ Update profile
- ☑ Add experience
- ☑ Build skills
- ☑ Set goals
- ☑ Apply
- ☑ Keep growing

How to Use This Module (Online Self-Study)

- This module is written for **one learner**. You can stop and continue at any time.
- You do not need to complete everything in one sitting. If you only have 10 minutes today, read 1–2 slides and do one small step.
- This module is designed for learners with **mixed experience levels**. You do not need previous job experience to use Europass well.
- If something feels difficult, pause and return later. Building a profile takes time.
- The goal of this module is not to create a "perfect CV." The goal is to help you present yourself **clearly, honestly, and confidently**.

If you have fewer opportunities (limited data, a shared device, low confidence):

- You can first write your information **on paper or in Notes**, then enter it into Europass later.
- If you share a device, **log out** when you finish and avoid saving passwords in the browser.
- If you do not have much work experience, that is okay. You can still include **school projects, volunteering, caring responsibilities, informal skills, and practical tasks you know how to do**.
- If typing feels hard, use **voice typing** for draft notes, then clean the text before adding it.
- If internet access is limited, prepare your information offline first so you spend less time connected.
- If you do not remember exact dates, write an **approximate month/year** in your notes first and confirm it later if possible.
- If you do not have certificates or papers with you right now, write the course, school, or training in your notes first and add the missing details later.

- If you do not yet have a reliable email account, prepare your information first and ask for support creating or recovering your email before using Europass fully.
- If you feel overwhelmed, do not try to complete the whole Europass profile in one go. Start with **basic details + education + one experience + three skills**.
- If you feel ashamed because you think you have "nothing," remember: many learners have more useful experience than they first realise.

Safety note (important): Europass is for presenting your experience and skills. Do **not** include passwords, bank details, ID numbers, or unnecessary private information in your CV or profile.

Extra privacy reminder: A photo is not always necessary. Only add one if the opportunity clearly asks for it or if this is normal in your context. If you use a photo, choose a simple, respectful one.

Another safe habit: You usually do **not** need to include your full home address, ID number, bank details, or very personal family information in a CV.

M8.0 Module Overview

Main focus: Understanding what Europass is, how to create a clear Europass profile or CV, and how to present your skills honestly and confidently for education, training, and work opportunities.

Learning outcomes (Module 8)
By the end of this module, you will be able to:

- **LO1:** Explain what Europass is and what it can be used for in simple words.
- **LO2:** Prepare the basic information needed for a Europass profile or CV.
- **LO3:** Write simple, honest entries for education, experience, and skills — even if you have little formal work experience.

- **LO4:** Save, review, and use a Europass CV safely and appropriately for real opportunities.

Key competences (examples)

- Communication; self-awareness; digital literacy; information management; career readiness.

Prerequisites

- Modules 1–4 are helpful (especially device basics, online safety, communication, and document management), but not required.

What you will build in this module (simple tools)

- A short **"My strengths"** note you can use in Europass.
- A simple **experience list** (school, volunteering, practical tasks, responsibilities).
- A basic **Europass-ready CV structure**.
- A review habit: **check** → **save** → **export** → **use**.
- A **"little or no experience" strategy** so you still know what to write.
- A clearer sense of how to match your CV to a real goal (training, internship, volunteering, or job).
- A **small-steps method** for building a Europass CV even when you feel overwhelmed or unsure.

M8.1 Lesson – Presentation-Based Session

M8.1.1 Lesson Metadata

- **Session title:** "Show what you can do with Europass"
- **Target group:** Vulnerable youth (15–29) / mixed experience levels
- **Format: Online only (self-study, single learner)**
- **Materials:** Smartphone or computer; Notes app or paper (optional)

M8.1.2 Presentation Text

Paste presentation here.

M8.1.3 Integrated Activities (Self-Study)

Activity 1: "My strengths and experiences list"

Goal: Build the information you need before filling in a Europass profile or CV.

Steps:

1. Open Notes (or paper).
2. Write these 4 headings:
    - Education / Training
    - Experience / Responsibilities
    - Skills
    - My goal
3. Under **Experience / Responsibilities**, include both formal and informal experience.
4. Under **Skills**, write only things you can really do.
5. Under **My goal**, write the kind of opportunity you want next.
6. Put a star (*) next to the 3 things that best match your goal.
7. Circle one thing you feel most confident writing about.

Extra support: If you feel "I have nothing," ask yourself:

- Have I helped at home?
- Have I cared for someone?
- Have I helped organise something?
- Have I used digital tools for school, work, or community tasks?
- Have people trusted me with responsibilities?
- Have I learned something difficult and kept going?
- Have I shown up regularly for something important?

Activity 2: "Turn real life into CV language"

Goal: Learn how to turn everyday experience into short, useful CV lines.

Steps:

1. Choose one real-life activity you have done.
2. Write it in everyday words first.
   Example: "I helped my aunt with customers in her small shop."
3. Rewrite it in simple CV language.
   Example: "Helped communicate with customers, organised products, and supported daily shop tasks."
4. Do the same for 2 more activities.
5. Save the final lines in your notes so you can use them in Europass later.
6. Optional: Ask a trusted person, "Does this sound clear and true?"
7. Choose the strongest line and mark it with a star.
8. If one line sounds too complicated, simplify it once more.

Beginner tip: Do not try to sound "fancy." Clear is better than impressive.

M8.2 Case Study

M8.2.1 Case Study Metadata

- **Case study title:** "I have no experience… or do I?"
- **Module link:** Module 8 – Europass for Education, Training and Work
- **Format:** Online self-study (single learner)
- **Focus skill:** Turning real-life experience into a clear Europass-ready CV

M8.2.2 Learning Outcome (Case Study-Specific)

- **CS-LO1:** Recognise informal experience and rewrite it as honest, useful CV content.

M8.2.3 Aim of the Activity

This case study helps learners who feel they have “nothing to write.” The aim is to show that many everyday responsibilities already demonstrate useful skills.

M8.2.4 Case Study Narrative

Setting and context
Nina is 19 and wants to apply for a training course. The application asks for a CV, but Nina feels nervous because she thinks she has never had a “real job.”

Main situation/problem
Nina has finished school, cared for her younger brother, helped her uncle at weekend market stalls, and supported a community event. However, she does not think these experiences count.

When she opens a CV template, she writes only her name and school, then stops.

Decision point
Nina has three choices:

1. give up because she thinks she has nothing to write,
2. invent experience to sound better,
3. use honest real-life experience and describe it clearly.

The best option is **use honest real-life experience**.

Action steps
Nina writes down real things she has done in the last few years. Then she connects each activity to a useful skill:

- caring for her brother → responsibility, patience, routine,
- helping at a market stall → communication, customer contact, organisation,
- supporting a community event → teamwork, reliability, preparation.

She rewrites these experiences in simple CV language:

- “Supported daily childcare responsibilities, including time management and routine organisation.”

- “Helped communicate with customers, organise products, and support daily sales tasks.”
- “Supported preparation of community activities and worked with others to keep tasks organised.”

Nina adds her education, basic contact information, and a short list of real skills. She checks that everything is honest, removes one line that sounds too exaggerated, and saves the file as CV_Nina_Training_2026.

Outcome
Nina finishes her CV and submits the application. She learns that experience is not only official jobs. Real responsibilities can also show real skills.

M8.2.5 Key Take-Aways

- Many learners have more experience than they think.
- Informal experience can still show valuable skills.
- Honesty matters more than “sounding impressive.”
- Short, clear descriptions work better than long, vague text.
- Europass works best when you prepare your information first.
- A simple CV that is finished is better than a perfect CV that is never sent.
- Real responsibilities often hide real strengths.
- Building confidence is part of CV writing; not just typing, but recognising your value.

M8.3 Micro-Learning Resources (2 items)

M8.3.1 Micro-Learning Resource 1

- **Title:** “How to create a Europass CV (beginner guide)”
- **Format:** Short YouTube video
- **Target learning outcome(s):** LO1, LO2
- **Very short description:** A simple introduction to Europass and what to prepare before filling in a profile or CV.

- **Suggested use:** After the lesson / self-study
- **Online link (YouTube):** https://www.youtube.com/watch?v=6C6lY8gQq6Q

Quick use guide

1. Watch the beginning first.
2. Pause when you see a step you want to copy.
3. Keep your Notes open.
4. Write down only the parts you need today.
5. Do not try to complete everything at once.

M8.3.2 Micro-Learning Resource 2

- **Title:** "How to write a simple CV when you have little experience"
- **Format:** Short YouTube video
- **Target learning outcome(s):** LO3, LO4
- **Very short description:** Beginner-friendly guidance on writing a CV honestly and clearly.
- **Suggested use:** During/after the lesson
- **Online link (YouTube):** https://www.youtube.com/watch?v=Y1uc9K4lLrI

Quick use guide

1. Compare the advice with your own notes.
2. Pause and rewrite one example in your own words.
3. Keep only what feels clear and true for your situation.
4. Save one useful sentence for your CV draft.

M8.4 Optional Additional Resource (If Needed)

- **Title:** "Europass"
- **Type:** Official online platform/resource

- **Short description:** Online space for preparing a profile or CV and organising learning and work information.
- **Reason for inclusion:** Main practice environment for this module
- **Link:** https://europass.europa.eu/

Beginner use tip: Do not try to complete everything at once. Open the platform only after your notes are ready.

MODULE 9

REMEMBER MORE. STRESS LESS.

Memory Management for Everyday Life, Learning and Work

You don't need a perfect memory. You need a system that **works** for you.

REMINDERS
Set gentle reminders for important things.

CALENDAR
See your schedule. Plan your day with confidence.

DEADLINES
Track due dates and give yourself enough time.

NOTES
Capture ideas clearly so you never forget.

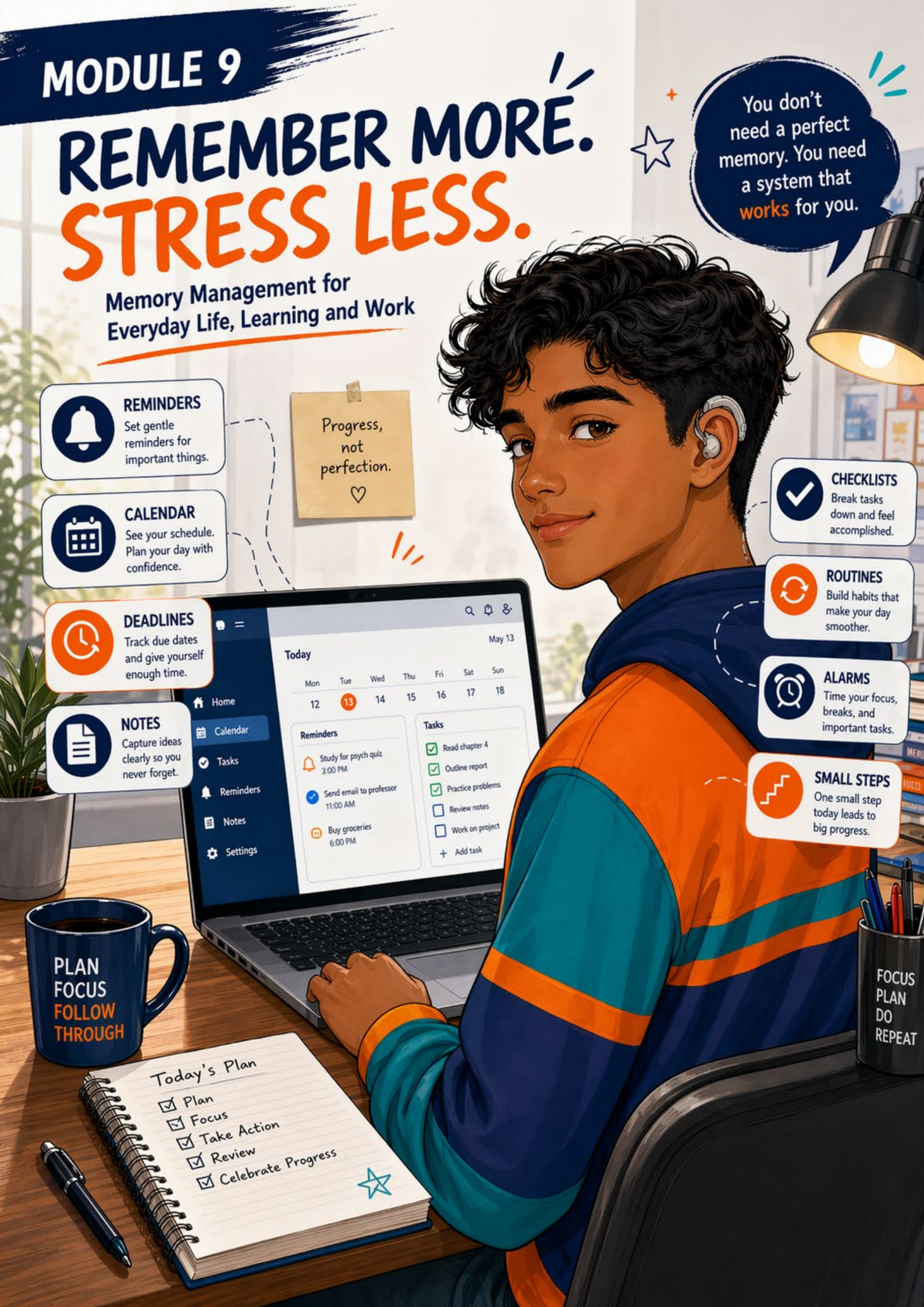
Progress, not perfection. ♡

CHECKLISTS
Break tasks down and feel accomplished.

ROUTINES
Build habits that make your day smoother.

ALARMS
Time your focus, breaks, and important tasks.

SMALL STEPS
One small step today leads to big progress.



MODULE 9 – MEMORY MANAGEMENT FOR EVERYDAY LIFE, LEARNING AND WORK

How to Use This Module (Online Self-Study)

- This module is written for **one learner**. You can stop and continue at any time.
- You do not need to complete everything in one sitting. If you only have 10 minutes today, read 1–2 slides and do one small practice task.
- This module is designed for learners with **mixed confidence levels**. You do not need to already have a "good memory." This module is about building memory habits, not testing intelligence.
- If you forget things easily, that does **not** mean you are lazy or incapable. Stress, poor sleep, too many worries, low confidence, and digital overload can all affect memory.
- The goal of this module is not to make you remember everything. The goal is to help you build **small systems** so important things do not get lost.

If you have fewer opportunities (limited data, a shared device, low confidence):

- You can do most activities **offline** using paper or the Notes app.
- You do not need special apps. A phone alarm, a calendar, a paper notebook, and one folder can already help a lot.
- If your device is shared, keep your most important reminders in a safe place you can find again easily, for example one notebook or one simple Notes file with a clear title.
- If you do not trust your phone to always be available, use a **paper backup** for the most important things, such as appointments, deadlines, or documents to prepare.
- If reading long text feels hard, focus on **one rule at a time** and repeat it.
- If your life feels chaotic, start with **one list, one reminder, and one routine**. Small systems work better than complicated systems.
- If you miss a day or forget a task, do not give up. Return to the system and restart with one small step.

- If reading is difficult, keep your reminders very short and clear, for example: “Tuesday 14:00 – doctor” or “Friday – send CV.”
- If you often feel ashamed about forgetting, remember this: using notes, checklists, and reminders is a strength, not a weakness.

Safety note (important): Memory tools should support you, not stress you. Do not store passwords, bank details, or sensitive personal information in unsafe places. Use reminders for tasks and deadlines, but protect private information.

Extra safety habit: If a reminder is about something private, keep the label simple. For example, write “Important appointment” instead of full personal details.

M9.0 Module Overview

Main focus: Understanding how memory works in everyday life and learning simple ways to remember tasks, deadlines, information, and important steps more reliably.

Learning outcomes (Module 9)
By the end of this module, you will be able to:

- **LO1:** Explain in simple words why people forget things and what helps memory work better.
- **LO2:** Use simple memory tools such as notes, reminders, calendars, checklists, and routines.
- **LO3:** Break larger tasks into smaller steps so they are easier to remember and complete.
- **LO4:** Build one personal memory system for everyday life, learning, or work opportunities.

Key competences (examples)

- Self-management; learning to learn; digital literacy; organisation; wellbeing and resilience.

Prerequisites

- Module 1 is helpful (device basics, notes, files, reminders), but not required.

What you will build in this module (simple tools)

- A "**brain offload**" habit: write it down instead of trying to hold everything in your head.
- One **daily memory place** (one notebook, one Notes file, or one calendar).
- A simple **reminder + checklist** method.
- A "**small steps**" approach for appointments, forms, learning, and applications.
- A personal "**don't trust memory alone**" rule for important tasks.
- A more forgiving attitude toward yourself when stress affects memory.
- A simple "**backup memory**" habit: if something is very important, keep it in **two safe places** (for example, Notes + paper, or calendar + checklist).

M9.1 Lesson – Presentation-Based Session

M9.1.1 Lesson Metadata

- **Session title:** "Don't carry everything in your head"
- **Target group:** Vulnerable youth (15–29) / mixed experience levels
- **Format: Online only (self-study, single learner)**
- **Materials:** Smartphone or computer; Notes app or paper; optional calendar/alarm app

M9.1.2 Presentation Text

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M9.1.3 Integrated Activities (Self-Study)

Activity 1: "My one-place memory system"

Goal: Create one simple place where you keep important information.

Steps:

1. Choose your main place:
    - a notebook,
    - one Notes file,
    - one calendar,
    - one reminders app.
2. Name it clearly:
    - "My important tasks"
    - "My week"
    - "Applications"
    - "Things to remember"
3. Add 3 real things you need to remember this week.
4. Put a star (*) next to the most urgent one.
5. Add one reminder for the most urgent one.
6. Add one short review time for yourself (example: "Check this every evening").
7. If the task is very important, add one simple backup (paper note or second reminder).

Beginner tip: It is better to have one simple system you really use than a complicated system you stop using after two days.

Activity 2: "Turn one big task into a checklist"

Goal: Reduce stress by turning one confusing task into small, clear steps.

Steps:

1. Choose one real task:
    - apply for something,

    - prepare a document,
    - attend an appointment,
    - study a topic,
    - call or message someone important.
2. Write the big task at the top.
3. Break it into 3–6 steps.
4. Put the steps in order.
5. Add a date or reminder to the first step.
6. Save or keep the checklist somewhere easy to find.
7. Put a mark next to the step that is most urgent.
8. Circle the step you will do first today.

Optional extra: Ask yourself: "Which step am I most likely to forget?" Add a reminder for that one.

M9.2 Case Study

M9.2.1 Case Study Metadata

- **Case study title:** "I thought I would remember"
- **Module link:** Module 9 – Memory Management for Everyday Life, Learning and Work
- **Format:** Online self-study (single learner)
- **Focus skill:** Using a simple memory system for important tasks

M9.2.2 Learning Outcome (Case Study-Specific)

- **CS-LO1:** Use notes, reminders, and checklists to avoid forgetting important real-life tasks.

M9.2.3 Aim of the Activity

This case study shows what happens when someone relies only on memory for something important. The aim is to show that forgetting is often a system problem, not a personal failure.

M9.2.4 Case Study Narrative

Setting and context
Daniel is 21 and wants to apply for a short course that could help him find work. He sees the course online and thinks: "I'll do it later. I'll remember."

Main situation/problem
Daniel does not save the link, write down the deadline, or make a checklist. A few days later, he remembers the course but cannot quickly find the page, does not remember the exact deadline, and feels stressed.

He starts thinking: "Maybe I'm just bad at this." But the real problem is not Daniel's ability. The problem is that he relied only on memory instead of using a system.

Decision point
Daniel has three choices:

1. give up because it feels messy,
2. rush and do everything without checking,
3. pause and build a small memory system.

The best option is **pause and build a small memory system**.

Action steps
Daniel opens Notes and creates one note for the course. He saves the course link, writes the deadline, and adds a short checklist:

- read requirements,
- prepare CV,
- write email,
- send before deadline.

Then Daniel sets two reminders: one to prepare the CV and one to send the application. He also stores the CV in the correct folder so he can find it quickly.

Outcome
Daniel completes the application in time. He learns that important things should not live only in his head. They need a simple system: one note, one checklist, and one reminder.

M9.2.5 Key Take-Aways

- Forgetting is often a system problem, not a character problem.
- One note + one checklist + one reminder can change a lot.
- Big tasks become easier when broken into smaller steps.
- Stress decreases when the next step is visible.
- A simple system is stronger than "I think I'll remember."
- Reviewing a task for two minutes can reduce panic and increase control.
- One simple routine can protect memory better than hoping to remember later.

M9.3 Micro-Learning Resources (2 items)

M9.3.1 Micro-Learning Resource 1

- **Title:** "How to use reminders and calendar on your phone (beginner)"
- **Format:** YouTube video
- **Target learning outcome(s):** LO2, LO4
- **Very short description:** A beginner-friendly guide to setting reminders and calendar events for real tasks.
- **Suggested use:** After the lesson / self-study
- **Online link (YouTube):** https://www.youtube.com/watch?v=R6m3P2W7J7w

Quick use guide

1. Watch one short part of the video.
2. Pause and create one real reminder.
3. Use a clear label with **what + when**.
4. Choose one reminder you will actually use this week.

M9.3.2 Micro-Learning Resource 2

- **Title:** "How to make a simple checklist and stay organised"
- **Format:** YouTube video
- **Target learning outcome(s):** LO3, LO4
- **Very short description:** How to break a bigger task into smaller, easier steps.
- **Suggested use:** During/after the lesson
- **Online link (YouTube):** https://www.youtube.com/watch?v=6o7R0f5yL5A

Quick use guide

1. Watch with one real task in mind.
2. Pause and write your own checklist.
3. Keep only the next 3–6 useful steps.
4. Add a reminder for the first step.

M9.4 Optional Additional Resource (If Needed)

- **Title:** "Google Keep / Apple Notes / simple notes apps"
- **Type:** Everyday digital tool
- **Short description:** Simple tools you can use for lists, reminders, and everyday memory support.
- **Reason for inclusion:** Extra practice for LO2–LO4
- **Link:** https://keep.google.com/

Beginner tip: You do not need to learn a new app if you already use Notes on your phone. Consistency matters more than the "best" app.

Extra practical rule: The best memory tool is the one you actually return to.

MODULE 10

REAL TASKS. REAL CONFIDENCE.

Practical Cases for Real-Life Digital Tasks

You've got the skills. Now use them with confidence.

COURSE OR JOB APPLICATION
Find opportunities, prepare, and apply with confidence.

REPLY TO MESSAGES
Communicate clearly and professionally in any situation.

PREPARE FOR APPOINTMENTS
Schedule, confirm, and get ready ahead of time.

COMBINE FILES
Organize and combine documents to present your best work.

SET REMINDERS
Stay on track with reminders for dates, deadlines, and tasks.

SAVE PROOF
Save confirmations and receipts for your records.

HANDLE DIGITAL TASKS STEP BY STEP
Plan, act, and complete tasks like a pro.



How to Use This Module (Online Self-Study)

- This module is written for **one learner**. You can stop and continue at any time.
- You do not need to complete everything in one sitting. If you only have 10 minutes today, read 1–2 slides and do one small task.
- This module is different from the others because it brings **many skills together**. You will practise real-life situations, not only single digital actions.
- You do not need to be perfect in the earlier modules. This module helps you **use what you already know** in realistic ways.
- If something feels difficult, go slowly. Real-life tasks are often easier when you break them into small steps.
- The goal of this module is not to make you "fast." The goal is to help you become **calm, organised, and safer** when something important needs to be done online.

If you have fewer opportunities (limited data, a shared device, low confidence):

- You can prepare most tasks **offline first** using paper or Notes, then complete them online later.
- If your device is shared, log out after finishing and avoid saving private details in browsers or apps.
- If internet access is limited, do the "thinking" part first: write your checklist, note the documents you need, and prepare your message before you connect.
- If reading long instructions feels hard, focus on **one case at a time** and underline only the key steps.
- If you get overwhelmed, use this rule: **What is my next small step?**
- If typing is difficult, use **voice typing** for a draft, then clean the text before sending it.
- If you are not sure what to do, ask a trusted person to check your plan before you send anything important.

- If a task feels too big, do not tell yourself “I can’t do this.” Tell yourself: “I will do the first useful step.”
- If you are using paper, keep one page or one notebook section only for important digital tasks so things do not get lost.
- If reading is difficult, write only the **essential words** first: deadline, file needed, who to contact, and next step.
- If printing or scanning is not easy for you, plan for that early. Write down where and when you can scan, print, or ask for help.

Safety note (important): Real-life digital tasks often involve private information, deadlines, and pressure. Do not send sensitive details unless they are clearly needed and the source is trustworthy. If something feels unsafe, pause and check with a trusted person or official source.

Very useful protection rule: For important tasks, try to keep **proof**. That might be:

- a saved message,
- a screenshot,
- a sent email,
- a note with date and time,
- or a file saved in the right folder.

Simple rule: If something is important enough to affect your opportunity, it is important enough to leave a trace you can find again.

M10.0 Module Overview

Main focus: Using the skills from the previous modules in real-life situations such as applications, messages, appointments, simple problem-solving, and safe digital decisions.

Learning outcomes (Module 10)
By the end of this module, you will be able to:

- **LO1:** Recognise the main steps in common real-life digital tasks.

- **LO2:** Combine multiple digital skills in one situation, for example finding information, writing a message, attaching a file, and setting a reminder.
- **LO3:** Use safer and more organised habits when facing pressure, deadlines, or uncertainty.
- **LO4:** Build a simple personal routine for handling important digital tasks more calmly and successfully.

Key competences (examples)

- Problem-solving; digital literacy; communication; self-management; critical thinking; safety and wellbeing.

Prerequisites

- Modules 1–9 are helpful, but not all need to be mastered perfectly. This module is meant to help learners **apply** earlier skills in practice.

What you will build in this module (simple tools)

- A personal **real-life task routine** you can reuse.
- A **Stop → Check → Prepare → Send** habit for important digital actions.
- A practical **case-solving checklist** for applications, appointments, and official communication.
- One simple **backup rule** for very important tasks.
- More confidence using digital tools in everyday situations.
- A stronger **save proof** habit so you are not left unsure later.
- A calmer way of handling messy or stressful digital situations.

M10.1 Lesson – Presentation-Based Session

M10.1.1 Lesson Metadata

- **Session title:** “Real-life digital tasks, one step at a time”
- **Target group:** Vulnerable youth (15–29) / mixed experience levels
- **Format: Online only (self-study, single learner)**

- **Materials:** Smartphone or computer; Notes app or paper; optional email and calendar access

M10.1.2 Presentation Text

Paste presentation here.

M10.1.3 Integrated Activities (Self-Study)

Activity 1: "My practical task routine"

Goal: Build a routine you can use for important digital actions.

Steps:

1. Open Notes (or paper).
2. Write this title: **My Practical Task Routine**.
3. Copy these 5 lines:
    - Stop
    - Check
    - Prepare
    - Send
    - Save proof
4. Under each line, write one action in your own words.
   Example: under **Check** write "Make sure it is real and I understand what is needed."
5. Save the note and keep it where you can find it again.
6. Add one sentence at the end: "When I feel stressed, I will do the next small step."
7. Add one "help sentence" you can use with a trusted person.
   Example: "I am stuck on this task. Can you check my plan before I send it?"

Optional extra: Read your routine out loud once. This helps it stay in your memory.

Activity 2: "One real-life case, one checklist"

Goal: Turn one real-life digital task into a clear checklist.

Steps:

1. Choose one case:
    - apply for a course or job,
    - reply to an important message,
    - prepare for an appointment,
    - fix a digital problem,
    - send a document safely.
2. Write the case title at the top.
3. Break it into 4–7 steps.
4. Add one reminder or deadline.
5. Add one backup rule.
6. Save the checklist or keep it in your notebook.
7. Put a star (*) next to the step that matters most.

Beginner tip: If the checklist feels too long, shorten it to the **next 3 useful steps**.

M10.2 Case Study

M10.2.1 Case Study Metadata

- **Case study title:** "Too many steps, too much stress"
- **Module link:** Module 10 – Practical Cases for Real-Life Digital Tasks
- **Format:** Online self-study (single learner)
- **Focus skill:** Using a simple task routine across a real digital case

M10.2.2 Learning Outcome (Case Study-Specific)

- **CS-LO1:** Apply a structured routine to complete a real-life digital task more safely and successfully.

M10.2.3 Aim of the Activity

This case study shows how a task can feel overwhelming when too many things happen at once. The aim is to show that practical cases become easier when they are broken into steps and handled with a routine.

M10.2.4 Case Study Narrative

Setting and context

Sara is 20 and wants to apply for a short vocational course. She finds the course online while travelling and feels pressure because her mobile data is limited, she is tired, and the deadline is close.

Main situation/problem

The course page has many details. Sara is not sure about the deadline, whether a CV is needed, which email address is correct, or whether her file is the latest version.

She starts thinking: “This is too much. I will probably mess it up.”

Decision point

Sara has three choices:

1. rush and send something quickly,
2. give up and try later,
3. use a simple routine.

The best option is **use a simple routine**.

Action steps

Sara opens Notes and writes the course title. She saves the link, writes the deadline, and makes a short checklist:

- check if CV is required,
- open the latest CV,
- rename the file clearly,
- write a short email,

- attach the right file,
- send before the deadline.

She sets one reminder for later that evening. Then she renames her file as CV_Sara_Training_2026, writes a short email, checks the recipient and attachment, and sends the application.

After sending, she saves proof by writing: “Sent on Tuesday at 19:24” and keeping a screenshot of the sent message.

Outcome
Sara completes the application successfully. The biggest lesson is simple: when a task feels too big, she can make it smaller by using a checklist, a reminder, and a proof-saving habit.

M10.2.5 Key Take-Aways

- Real-life digital tasks are easier when you use a routine.
- Stress often decreases when you make the steps visible.
- A checklist is stronger than trying to remember everything.
- Saving proof (sent note, screenshot, file name) protects you later.
- Confidence grows when you repeat a good process.
- Small preparation reduces big mistakes.
- Asking for help is easier when you can explain exactly where you are stuck.

M10.3 Micro-Learning Resources (2 items)

M10.3.1 Micro-Learning Resource 1

- **Title:** “How to stay organised when applying online”
- **Format:** Short YouTube video
- **Target learning outcome(s):** LO1, LO3, LO4

- **Very short description:** A simple guide to keeping links, documents, deadlines, and messages organised for applications.
- **Suggested use:** After the lesson / self-study
- **Online link (YouTube):** https://www.youtube.com/watch?v=J2KjzZk7W8Q

Quick use guide

1. Watch with one real application or task in mind.
2. Pause after each useful step.
3. Write down only the actions you need now.
4. Add one deadline or reminder immediately.

M10.3.2 Micro-Learning Resource 2

- **Title:** "How to write a clear professional email (beginner)"
- **Format:** Short YouTube video
- **Target learning outcome(s):** LO2, LO3
- **Very short description:** Beginner-friendly help for writing short, polite emails and checking them before sending.
- **Suggested use:** During or after the lesson
- **Online link (YouTube):** https://www.youtube.com/watch?v=3Tu1jN65slw

Quick use guide

1. Watch once.
2. Write one real or practice email.
3. Check the subject, greeting, message, attachment, and closing.
4. Save or send only when the message is clear.

M10.4 Optional Additional Resource (If Needed)

- **Title:** "Google Tasks / Apple Reminders / simple checklists"
- **Type:** Everyday digital tool

- **Short description:** Simple tools that can help you manage deadlines, steps, and reminders for practical tasks.
- **Reason for inclusion:** Extra practice for LO2–LO4
- **Link:** https://tasks.google.com/

Beginner tip: You do not need a perfect app. A simple checklist tool is enough if you actually use it.

APPENDIX 1

LOOKING FOR OPPORTUNITIES IN YOUR COUNTRY

One clear step can lead to a real opportunity.

Using Your Digital Skills for Work, Training, and Internships

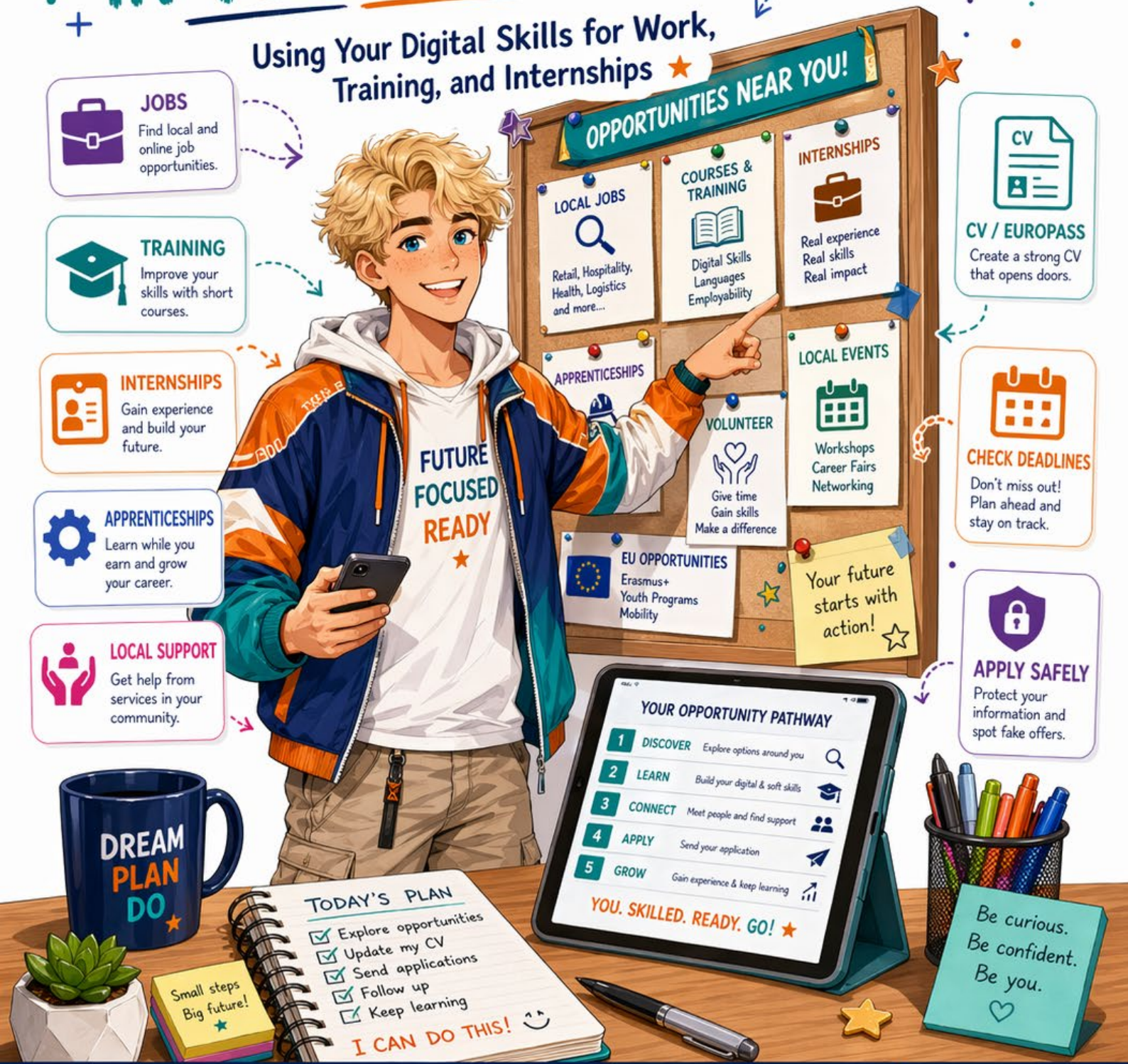
JOBS
Find local and online job opportunities.

TRAINING
Improve your skills with short courses.

INTERNSHIPS
Gain experience and build your future.

APPRENTICESHIPS
Learn while you earn and grow your career.

LOCAL SUPPORT
Get help from services in your community.



CV / EUROPASS
Create a strong CV that opens doors.

CHECK DEADLINES
Don't miss out! Plan ahead and stay on track.

APPLY SAFELY
Protect your information and spot fake offers.

Learn Smart | Stay Safe | Connect | Create Opportunities | Shape Your Future

SKILLS TODAY. OPPORTUNITIES TOMORROW. YOUR FUTURE, YOUR CHOICE.

APPENDIX 1: LOOKING FOR OPPORTUNITIES IN YOUR COUNTRY

Using Your Digital Skills for Work, Training, and Internships

Introduction

This section connects the handbook to real opportunities. It shows how learners can use their digital skills to search for work or training, prepare a CV, and use the websites, services, and support routes that matter in their own country.

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1. Purpose of This Section

This section helps learners move from **digital learning** to **employment action**. It supports practical tasks such as searching for work, understanding a job or training offer, preparing a CV, using Europass where relevant, identifying suitable websites, preparing an application, and tracking deadlines.

In simple terms, it answers one central question: **How do I use my digital skills to move toward work?**

PART A – FROM DIGITAL SKILLS TO EMPLOYMENT ACTION

2. What the Learner Should Be Able to Do Now

By this point in the handbook, the learner may already be able to do many useful things with more confidence. These may include:

- using a phone or device more confidently,
- searching online more safely,
- recognising risky offers,
- writing short emails and messages,
- saving and organising files,
- creating simple documents,
- saving files as PDF,
- using AI as a support tool,
- preparing a Europass CV,
- managing reminders and deadlines,
- handling real-life digital tasks step by step.

The goal now is to use those skills in an employment context. In practice, this means using them for job searching, training and apprenticeship searches, application preparation, CV use, and safer contact with employers or organisations. The learner does not need to master everything perfectly. What matters is being able to connect earlier skills into a practical pathway that leads to a real opportunity.

3. The Employment Pathway: A Simple Logic

A simple employment pathway can be described like this: **Understand what I want → Search in the right places → Check opportunities carefully → Prepare my CV and files → Apply clearly → Track what happens next.**

Many learners struggle not because of a lack of ability, but because they do not know where to start, do not know which sources to trust, or feel overwhelmed by documents. This pathway gives them a structure they can repeat in different situations.

PART B – JOB SEARCHING

4. Job Searching: The General Employment Logic

Job searching is not only about finding vacancies. It is about finding **realistic, relevant, and trustworthy opportunities**. A learner usually needs to understand what kind of opportunity they want, search in safer and more relevant places, read opportunities carefully, prepare the right documents, apply clearly, and then track what they sent and what they are waiting for.

This is especially important for learners with fewer opportunities, because pressure, low confidence, and scattered information can quickly lead to missed chances. A good search process helps reduce confusion and gives the learner a way to move forward one step at a time.

4.1 Start With the Employment Goal

Before searching, the learner should first try to clarify what they want next. This may mean asking whether they are looking for a job, an internship, an apprenticeship, a volunteering role, a course, or a training opportunity. It may also mean thinking about whether they need local work, online work, part-time work, or flexible work, and which roles feel realistic as a first step.

Searching becomes easier when the goal is clearer. Even a simple direction is helpful. A learner does not need to know their whole future plan, but it helps if they can say what kind of first opportunity they are looking for.

4.2 Good First Categories to Search For

For many learners, especially those who are just starting out, useful searches may include:

- entry-level jobs,
- internships,
- apprenticeships,
- youth employment programmes,
- seasonal or part-time work,
- training with placement support,

- volunteering that builds work experience,
- local public employment opportunities,
- supported-work pathways,
- reskilling programmes.

The most suitable category will depend on the learner's age, experience, confidence, and local context.

4.3 What the Learner Should Prepare Before Searching Actively

Before applying, it helps if the learner already has a few basic things ready. These usually include:

- one working email address,
- one simple CV,
- one phone number if available,
- one folder for applications,
- one note for links and deadlines,
- one short introduction sentence about themselves,
- any basic files that may later be needed.

If everything is not ready yet, the learner can still begin. The aim is not to wait for perfect preparation, but to move forward step by step. Searching can begin while other pieces are still being prepared.

5. Reading a Job or Training Offer Carefully

One of the most important employment habits is learning how to read an opportunity properly. Before applying, the learner should understand what the opportunity actually is, who is offering it, what skills or documents are needed, what the deadline is, how the application should be sent, and whether the opportunity sounds real and trustworthy.

A useful way to approach any offer is to ask a few simple questions:

- Is the opportunity clearly described?

- Is payment or support explained clearly?
- Is there a real organisation name?
- Is there an official email address, website, or phone number?
- Are the duties explained clearly?
- Does the opportunity sound realistic, or does it create pressure and unrealistic promises?

Learners should be especially careful if an opportunity:

- promises “easy money” without clear work,
- asks for payment to apply,
- requests private details too early,
- asks for bank details, passwords, or codes,
- gives no real organisation name,
- relies only on suspicious messaging,
- sounds too good to be true,
- pushes the learner to act immediately.

A simple safety rule is this: if an opportunity asks for money, passwords, codes, or sensitive documents too early, stop and verify.

6. A Simple Job Search Routine

Learners can use a repeatable routine: **Search** → **Check** → **Save** → **Prepare** → **Apply** → **Track**. In practice, this means first looking in safer and more relevant places, then reading the offer carefully and making sure it is real. After that, the learner should save the link, the deadline, and the key points, prepare the CV, message, and any required files, send the application clearly and calmly, and finally keep a simple record of what was sent and what happened next.

A good tracking note does not need to be complicated. It can simply include:

- the name of the opportunity,
- the organisation,
- the website or link,
- the deadline,

- what the learner needs to send,
- what was actually sent,
- the date of sending,
- any reply received,
- the next action.

This kind of note is especially useful for learners who get overwhelmed or forget deadlines easily.

7. Practical Advice for Vulnerable Youth During Job Search

If confidence is low, it is better to start with one opportunity rather than many. Useful first habits include:

- saving one relevant opportunity today,
- using simple language,
- asking one trusted person to check an opportunity if needed.

If internet or device access is limited, a safer approach is to:

- search and save opportunities first,
- prepare drafts offline,
- use one folder and one checklist,
- avoid risky actions on public connections,
- use connected time only for important actions.

If experience is limited, the learner should focus on beginner-level roles and remember that relevant experience can include volunteering, care work, school activities, family support, practical responsibilities, and a willingness to learn. In many cases, it is also useful to search for pathways that combine training and experience rather than expecting a first opportunity to be a perfect job.

PART C – USING MODULE 8 IN THE COUNTRY CONTEXT

8. Using Module 8 in the Country Context

Module 8 already covers drafting a CV and using Europass, so this section does not repeat the full CV-writing guidance. Its role here is only to explain how CV and Europass use may differ in the specific country. For preparing or improving the CV itself, the learner should return to **Module 8**.

Country Context Template: CV / Europass Use

Use the template below and replace every bracketed field with country-specific information.

In [COUNTRY], Europass is [commonly used / sometimes used / rarely used] for [jobs / training / internships / public opportunities / mobility].

Employers in [COUNTRY] usually prefer [a Europass CV / a shorter local CV / either format, depending on the sector].

A photo in the CV is [common / uncommon / optional / usually avoided] in [COUNTRY].

A motivation letter is [commonly expected / sometimes expected / rarely expected] in [COUNTRY], especially for [jobs / internships / training / public opportunities].

One practical tip for learners in [COUNTRY]: [INSERT A SHORT, CLEAR NATIONAL TIP].

PART D – JOB SEARCH WEBSITES IN THE RESPECTIVE COUNTRY

9. Why This Must Be Country-Specific

This is the most local part of the section. The learner needs more than general advice; they need real national pathways. The English version provides the **structure**, while the local version provides the **actual websites, institutions, and explanations** used in that country.

10. Country Templates for National Websites and Support Routes

Complete the templates below with real national data. Replace every bracketed field with country-specific information.

10.1 Public Employment Service Template

Official employment service in [COUNTRY]: [NAME OF SERVICE]
Website: [INSERT LINK]
What learners can use it for: [JOBS / TRAINING / UNEMPLOYMENT SUPPORT / CAREER GUIDANCE / OTHER]
Short learner note: [INSERT 1–2 SIMPLE SENTENCES]

10.2 General Job Portal Template

Main job portal 1 in [COUNTRY]: [NAME]
Website: [INSERT LINK]
What it is useful for: [INSERT SHORT EXPLANATION]
What learners should check before applying: [INSERT SHORT NOTE]

Main job portal 2 in [COUNTRY]: [NAME]
Website: [INSERT LINK]

What it is useful for: [INSERT SHORT EXPLANATION]
What learners should check before applying: [INSERT SHORT NOTE]

Main job portal 3 in [COUNTRY]: [NAME]
Website: [INSERT LINK]
What it is useful for: [INSERT SHORT EXPLANATION]
What learners should check before applying: [INSERT SHORT NOTE]

10.3 Youth / Internship / Apprenticeship Template

Youth or training portal in [COUNTRY]: [NAME]
Website: [INSERT LINK]
What it is useful for: [INSERT SHORT EXPLANATION]
Why it is useful for beginners: [INSERT SHORT NOTE]

Internship or apprenticeship portal in [COUNTRY]: [NAME]
Website: [INSERT LINK]
What it is useful for: [INSERT SHORT EXPLANATION]
Why it is useful for learners with limited experience: [INSERT SHORT NOTE]

10.4 Company Career Pages Template

Common sectors or employers where direct career pages matter in [COUNTRY]: [INSERT]
Short learner note: [INSERT 1–2 SIMPLE SENTENCES]

10.5 Local Support Route Template

Local municipality / NGO / youth service in [COUNTRY]: [NAME]
Website or contact point: [INSERT LINK OR CONTACT]
What learners can use it for: [INSERT SHORT EXPLANATION]
Why this is useful for learners who need extra support: [INSERT SHORT NOTE]

11. How Learners Should Use These Websites Safely

Even in the national version, learners should follow a simple rule: **Search carefully → Check the offer → Save the details → Apply clearly**. Before applying through any website, it is useful to save the title of the job or training, the link, the deadline, the documents needed, and the date of application. This reduces confusion later and makes it easier to track progress.

12. Suggested Country Adaptation Table

Complete the table below with real national data.

Type of website	Name of website	Link	What it is useful for	Notes for learners
Public employment service	[INSERT]	[INSERT]	[INSERT]	[INSERT]
General job portal	[INSERT]	[INSERT]	[INSERT]	[INSERT]
General job portal	[INSERT]	[INSERT]	[INSERT]	[INSERT]
Youth / internship / apprenticeship portal	[INSERT]	[INSERT]	[INSERT]	[INSERT]
Training portal	[INSERT]	[INSERT]	[INSERT]	[INSERT]
Local NGO / municipality / youth service	[INSERT]	[INSERT]	[INSERT]	[INSERT]

13. Localisation Checklist for Country Teams

Before finalising the country version, make sure you have completed the short national CV / Europass note in Part C, all website names and links in Part D, the learner-friendly notes for each website, the local support routes and services, the country data in the table, and the final country-completion items in Section 15.

Use simple language, keep explanations short, and include only trusted and relevant websites.

---

14. Final Reminder for Learners

You do not need to know everything before you start. A good first step is enough. That first step could be saving one useful national job website, drafting one first CV version, creating one folder for applications, checking one opportunity carefully, or asking one trusted person to help you understand a job or training offer.

Progress often starts with one clear action. Use the handbook skills together: search safely, write clearly, organise your files, save deadlines, ask for help when needed, and keep going step by step.

15. Ready-to-Localise Mini Checklist

Before searching for opportunities, the learner should ideally have:

- one working email address,
- one simple CV or Europass draft,
- one folder for applications,
- one note for deadlines and links,
- one safe routine for checking offers.

When an opportunity is found, the learner should:

- save the link,
- check the deadline,
- check what is needed,
- prepare the right files,
- apply clearly,
- save proof.

Country Completion Template

For the country version, complete the following:

- Official employment website(s) in [COUNTRY]: [INSERT]
- Main job portal(s) in [COUNTRY]: [INSERT]
- Youth / training / internship / apprenticeship portal(s) in [COUNTRY]: [INSERT]
- Local support route(s) in [COUNTRY]: [INSERT]
- Short national CV / Europass note for learners in [COUNTRY]: [INSERT]

APPENDIX 2

GLOSSARY

Key Digital Terms Made Simple

Simple words become easier when you see them in context.

Email
A way to send and receive messages over the internet. Like digital letters.

PDF
A file format that keeps documents the same on any device. Easy to share.

Browser
A program you use to visit websites, like Chrome, Edge, or Safari.

Link
Clickable text or an address that takes you to another page or website.

Password
A secret code you use to keep your accounts and information safe.

Folder
A digital container to organize and store your files and documents.

Learning new terms helps you use digital tools with confidence!



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APPENDIX 2: GLOSSARY

Accessibility

Tools or settings that make a device easier to use. Examples include larger text, zoom, voice typing, captions, and screen readers.

Account

Your personal access to a digital service, app, or website, usually connected to an email address or phone number.

Address bar

The bar at the top of a browser where you type a website address or search.

Admin

A person who manages a group, page, platform, or online space.

Airplane mode

A phone setting that turns off wireless connections like mobile data, calls, Bluetooth, and Wi-Fi until you turn them back on.

App

A program on a phone, tablet, or computer used for a specific purpose, such as messaging, browsing, writing, or taking notes.

Attachment

A file added to an email or message, such as a CV, photo, PDF, or form.

Block

A safety action that stops another person from contacting you through a platform or app.

Bookmark

A saved link in a browser that helps you find a webpage again later.

Browser

An app used to open websites and search online, such as Chrome, Safari, or Firefox.

Bullying / Cyberbullying

Repeated online behaviour meant to shame, scare, humiliate, or control another person.

Cache

Temporary files stored by an app or browser to help it load faster. Sometimes clearing cache helps fix problems.

Captions

Text shown on a video that displays spoken words and sometimes sounds.

Chat

A digital conversation in a messaging app or platform.

Cloud / Cloud storage

Online storage where you can save files so you can access them later from a device with internet.

Comment

A note or response left under a post, document, or online discussion.

Connected but not working

A common situation where a device shows Wi-Fi or internet connection, but pages or videos still do not load.

Contact details

Information that helps someone reach you or an organisation, such as email, phone number, or address.

Copy link

An action that saves a web address or document link so you can paste it somewhere else.

CV

Short for Curriculum Vitae. A document that presents your name, contact details, education, skills, and experience.

Deadline

The last date or time when something must be sent, submitted, or completed.

Device

A phone, tablet, laptop, or computer used to access digital tools.

Digital citizenship

How you behave, communicate, share, and protect yourself and others online.

Digital footprint

The information the internet keeps about your online activity, such as posts, comments, photos, likes, tags, and usernames.

Draft

A version of a message or document saved before it is finished or sent.

Edit permission

A sharing setting that allows another person to change a document directly.

Email

A digital message sent through an email service such as Gmail or Outlook.

Error message

A message shown by a device, app, or website to say that something went wrong.

Export

To save a file in a different format, such as turning a document into a PDF.

Fact-check / Fact-checking

Checking whether information is true before believing it or sharing it.

File

A digital item stored on a device, such as a photo, document, PDF, or video.

File manager / Files app

An app used to find, open, move, rename, and organise files and folders.

Folder

A place where files are stored together so they are easier to find.

Force close

To fully stop an app that is stuck or not working, then open it again.

Forward

To send a message, email, or link to another person.

Gallery / Photos

The app where photos, screenshots, and videos are usually stored on a phone.

Google Docs

A writing tool used to create and edit documents online or on a device.

Group chat

A chat with more than two people, often used for coordination, discussion, or social communication.

Harassment

Repeated unwanted behaviour that makes someone feel attacked, unsafe, pressured, or humiliated.

Headline

The title of a news story, article, or post.

Home screen

The main screen of a phone or tablet where apps are shown.

Identity / Identity information

Personal details that can identify someone, such as full name, ID number, or official documents.

Install

To add an app or program to a device.

Junk / Spam folder

A folder where unwanted or suspicious emails are often placed automatically.

Link

A web address that opens a page, document, meeting, or resource.

Log in / Login

To enter an account using an email, username, password, or other security step.

Log out

To leave an account on a device so other people cannot continue using it.

Media literacy

The ability to check, understand, and question information from media, websites, videos, and social platforms.

Message

A short digital communication sent through chat, SMS, social media, or another platform.

Misinformation

False or misleading information shared as if it were true.

Mute

A setting that stops notifications from a chat, group, or person without fully blocking them.

Note / Notes app

A simple writing tool used to save text, reminders, links, and short plans.

Official source

A source connected to the real organisation, service, company, or institution being discussed.

One place. One file name. One checklist.

A simple habit for staying organised: keep important files in one folder, use

clear names, and follow one small checking routine.

Oversharing

Sharing too much personal or sensitive information online.

Passphrase

A longer password made from several words or a sentence that is easier to remember and harder to guess.

Password

A private secret word or phrase used to protect an account.

PDF

A file format that keeps a document looking the same on different devices.

Permission

A sharing setting that controls what another person can do with your file or document.

Personal data

Information that identifies you, such as your name, number, address, photos, or account details.

Phishing

A scam that tries to trick you into giving personal information, passwords, money, or codes.

Post

Something shared publicly or semi-publicly online, such as text, a photo, or a video.

Privacy settings

Settings that control who can see your information, message you, tag you, or interact with your account.

Profile

Your personal page or account area in an app or online platform.

Proof

Evidence saved to show what happened, such as screenshots, usernames, dates, or messages.

Public Wi-Fi

An internet connection in a public place, such as a café, school, station, or library. It may not be the safest place for sensitive actions.

Report

To tell a platform, app, moderator, or service that a message, account, or post is harmful or breaks the rules.

Restart

To turn a device off and on again, or use the restart option, so it starts fresh.

Restrict

A platform setting that limits how another person can interact with you without fully blocking them.

Scam

A dishonest trick meant to steal money, data, passwords, or trust.

Scan / Scanning

Using a phone or app to turn a paper document into a digital file, often a PDF.

Screenshot

A picture of what is currently shown on the screen.

Screen reader

An accessibility tool that reads screen content aloud.

Search engine

A tool used to search the internet, such as Google.

Self-practice

A short action the learner does alone to apply a skill immediately.

Sensitive information

Private information that could cause harm if shared, such as passwords, ID photos, bank details, or medical information.

Sent folder

The place in an email app where already-sent emails are stored.

Settings

The part of a device or app where you can change how it works.

Share

To send or give access to a file, message, post, or document.

Shared device

A phone, tablet, or computer used by more than one person.

Shared document

A file that more than one person can open, read, comment on, or edit.

Source

The person, organisation, or website where information comes from.

Storage

The space on a device where files, apps, and system data are kept.

Subject line

The short title of an email that explains what it is about.

Support service

An organisation or service that helps people with learning, wellbeing, money, safety, housing, or other life issues.

Tag / Tagging

Linking someone's profile to a post, photo, or comment.

Template

A ready-made structure that helps you create a document more easily.

Trusted person

Someone safe to ask for help, such as a youth worker, teacher, family member, mentor, or friend.

Two-step verification

An extra security step after a password, such as a code or app confirmation.

Update

A newer version of an app or device system that may improve safety, fix bugs, or add functions.

Username

The name used to identify an account on a platform or service.

Verification code

A short code sent by SMS, email, or app to confirm a login or action.

Version confusion

A problem caused by having many similar file names, such as `final_final2`, so it becomes hard to know which file is the correct one.

View permission

A sharing setting that lets another person read a file or document without changing it.

Voice typing

A feature that lets you speak so the device writes your words as text.

Wi-Fi

A wireless internet connection used by phones, tablets, and computers.

APPENDIX 3

ACRONYMS

Quick Guide to Common Short Forms

CV – Curriculum Vitae

ID – Identification

PDF – Portable Document Format

SMS – Short Message Service

Wi-Fi – Wireless Internet

AI – Artificial Intelligence

Short forms are easier when you know what they stand for.



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APPENDIX 3: ACRONYMS

This appendix explains short forms and abbreviations that learners may see in this handbook or in everyday digital life. To avoid repetition, it focuses on **acronyms and short forms**, especially those learners may meet in digital tasks, job searching, applications, websites, email, files, and online safety.

2FA

Two-Factor Authentication — another term used for extra account security. It means you need two checks to log in, for example a password plus a code or app confirmation.

AI

Artificial Intelligence — technology that can generate answers, explain things, summarise information, draft text, and support everyday digital tasks. AI can be useful, but it can also be wrong, so answers should still be checked.

ATS

Applicant Tracking System — a system some employers use to collect, organise, and review job applications and CVs.

BCC

Blind Carbon Copy — an email option that lets you send a copy of an email to someone without other recipients seeing that address.

CC

Carbon Copy — an email option that lets you send a copy of an email to another person, with all recipients able to see that address.

CS-LO

Case Study Learning Outcome — a short way of showing what a learner should be able to do after completing a case study in the handbook.

CSV

Comma-Separated Values — a simple file format often used for tables, lists, and spreadsheet data.

DigComp

Digital Competence Framework — a European framework used to describe digital skills such as searching, communicating, creating content, staying safe online, and solving problems.

DNS

Domain Name System — the system that helps turn website names into real internet addresses so pages can open in a browser.

DOC / DOCX

Document / Microsoft Word Document — common file formats used for written documents. DOC is an older Word format. DOCX is the newer version often used in Microsoft Word and similar writing tools.

eSIM

Embedded SIM — a digital version of a SIM card built into some phones and devices.

EQF

European Qualifications Framework — a European reference system that helps compare qualification levels across countries.

EU

European Union — a group of European countries that cooperate in many areas, including education, training, work, mobility, and funding programmes.

EURES

European Employment Services — a European network that helps people look for jobs, workers, and mobility opportunities across countries.

FAQ

Frequently Asked Questions — a section on a website or platform where common questions and answers are collected in one place.

GDPR

General Data Protection Regulation — European rules about how personal data must be collected, stored, and protected.

GPS

Global Positioning System — a system used by phones and devices to show location and help with maps, travel, and directions.

HR

Human Resources — the part of an organisation or company that deals with jobs, staff, recruitment, contracts, and workplace matters.

HTML

HyperText Markup Language — the basic code used to build and structure web pages.

ICT

Information and Communication Technologies — a broad term for

digital tools and systems used for communication, information, learning, and work.

ID

Identity Document / Identification — an official document or identifying information used to prove who you are, such as an ID card, passport, residence card, or other formal identification.

iOS

iPhone Operating System — the operating system used on Apple iPhones.

ISP

Internet Service Provider — the company or service that gives you internet access at home or on mobile data.

IT

Information Technology — a general term for computers, networks, software, devices, and digital systems used in work, learning, and communication.

JPEG / JPG

Joint Photographic Experts Group — a very common image file format used for photos. JPG is simply a shorter version of the same file type name.

LO

Learning Outcome — a short way of showing what a learner should know or be able to do after completing a lesson or module.

MFA

Multi-Factor Authentication — another name some services use for extra account security. In this handbook, the simpler term **two-step verification** is preferred. MFA means an account needs more than one step to log in safely.

MP3

MPEG Audio Layer III — a common digital audio file format used for music, voice recordings, and sound files.

MP4

MPEG-4 Part 14 — a common video file format used for videos on phones, computers, websites, and social media.

NEET

Not in Education, Employment, or Training — a term often used in youth, employment, and inclusion work to describe young people who are currently outside those pathways.

NGO

Non-Governmental Organisation — an organisation that is not part of the government and often works in areas such as youth support, community services, education, inclusion, rights, or social support.

OS

Operating System — the main software that runs a device, such as Android, iOS, Windows, or macOS.

OTP

One-Time Password — a temporary code sent by SMS, email, or an app to confirm that it is really you. It should never be shared with another person.

PDF

Portable Document Format — a file format used to keep documents stable and readable across devices. PDFs are often used when sending forms, CVs, certificates, scanned documents, or other official files.

PIN

Personal Identification Number — a short secret code used to unlock a phone, SIM card, bank card, or account. A PIN should be kept private.

PNG

Portable Network Graphics — a common image file format often used for screenshots, graphics, and images with clear text.

PPT / PPTX

PowerPoint Presentation / Microsoft PowerPoint Presentation — common file formats used for slide presentations. PPTX is the newer version.

PSD

Photoshop Document — a file format used in Adobe Photoshop for image editing and design work.

QR code

Quick Response code — a square code that can be scanned with a phone camera to open a website, form, file, menu, or digital service quickly.

RAM

Random Access Memory — temporary working memory used by a phone or computer while apps and tasks are running.

SIM

Subscriber Identity Module — the small card in a phone that connects it to a mobile network.

SMS

Short Message Service — a standard text message sent to a phone number. SMS is often used for short communication or verification codes.

STEM

Science, Technology, Engineering, and Mathematics — a group of school and career fields often mentioned in education and employment opportunities.

SVG

Scalable Vector Graphics — an image format often used for icons, logos, diagrams, and graphics that need to stay sharp when resized.

TXT

Text File — a very simple file format that contains plain text without special design or layout.

URL

Uniform Resource Locator — the full web address of a page on the internet. In simple words, it is the website link you see in the browser bar.

USB

Universal Serial Bus — a common type of connection used to charge devices or transfer files between devices, such as phones, computers, memory sticks, keyboards, or printers.

VET

Vocational Education and Training — practical education and training linked to jobs, professions, and work skills.

VPN

Virtual Private Network — a tool that creates a more private internet connection. Some people use it for privacy or safer browsing on public connections.

WAV

Waveform Audio File Format — a sound file format often used for audio recordings with higher quality but larger file size.

WEBP

Web Picture format — an image format often used on websites because it can keep images smaller in file size while still looking clear.

XLS / XLSX

Excel Spreadsheet / Microsoft Excel Spreadsheet — common file formats used for spreadsheets, tables, budgets, and lists. XLSX is the newer version.

ZIP

ZIP file / zipped folder — a compressed file that contains one or more files in a smaller package. It often needs to be opened or extracted before use.

APPENDIX 4

MEMORY RULES FROM THE MODULES

Short Reminders to Help You Remember What Matters

Small memory rules make bigger tasks easier.

Go slowly. Repeat steps.
Slow is smooth, smooth is smart.

Pause – Don't click – Verify.
Check first. Act second.

Attach – Check – Send.
Right file. Right info. Right person.

One problem at a time.
Focus fully. Solve clearly.

Pause – Proof – Protect.
Think. Check. Keep safe.

Ask clearly – Check carefully.
Clear question. Better answer.

Stop – Check – Prepare – Send – Save proof.
Five steps. No stress.



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EXTRA SAFETY REMINDER: TERMS LEARNERS SHOULD NEVER SHARE

Do **not** share these unless there is a clear official need and a trusted channel:

- passwords
- verification codes
- bank details
- ID photos
- full address
- private medical information
- sensitive personal documents

THANK YOU

FOR USING THIS HANDBOOK!

KEEP LEARNING.
KEEP GROWING.

Small steps can lead to real change.

Thank you for using this handbook.

Confidence
Believe in yourself.

You do not need to do everything at once. Keep going.

Practice
Try, learn, improve.

Safety
Protect yourself and others online.

Opportunity
New skills.
Better choices.
Brighter future.



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YOU HAVE THE POWER. WE'RE HERE TO HELP YOU USE IT.

This document has been developed by this…

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