

Practical knowledge _____
New ways for reading _____

Ready to use activities _____
Ready worksheets _____

TRAINING CONTENT

GUIDING YOUTH TOWARDS FUTURE READING SKILLS



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REFLECTION FOR THE EDUCATOR

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Message from PageTurners Consortium

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By strengthening hybrid reading competences, we support young people in engaging with texts in a more focused, critical, and meaningful way across both digital and traditional formats

PageTurners Consortium

In a world shaped by constant digital stimulation, reading remains essential to how young people learn, reflect, and make sense of the information around them. Yet the conditions of reading have changed. Young people now move across screens, platforms, formats, and media environments that require not only access to texts, but also attention, judgment, and the ability to read with depth and purpose. The challenge today is not simply to encourage reading, but to support forms of reading that are focused, critical, flexible, and meaningful.

The **PageTurners project** was created in response to this changing reality. It recognises that young people need more than digital confidence. They need the competences to navigate hybrid reading environments, to manage distraction, to assess credibility, and to engage thoughtfully with both digital and traditional texts. For this reason, the project has developed a practical training resource built on a competency-based structure, translating key ideas about hybrid reading into accessible tools, activities, and educational methods that can be applied directly in everyday practice.

At the core of PageTurners is the belief that reading is not only a technical skill, but also a reflective, cognitive, and personal process that must be supported in ways relevant to contemporary life.

By helping those who work with young people strengthen reading habits, critical evaluation, attention, and mindful engagement with texts, the project contributes to more resilient, informed, and capable readers. Through this approach, the consortium aims to support young people in building a stronger relationship with reading across formats, contexts, and technologies.

How this content came to be?

When we hear the phrase digital revolution, it can be hard to remember what still feels revolutionary about it. Digital technologies are no longer a new force entering everyday life. They have become part of its basic structure. Internet access, mobile devices, platforms, apps and changing online habits now shape how people learn, communicate, relax and search for information.

Reading could not remain untouched by this shift. It has changed together with the wider media environment. Young people grow up surrounded by text, but also by speed, interruption and constant digital stimulation. They read more often across screens, across formats and across platforms. At the same time, they are still developing cognitively, emotionally and socially. This makes the question of reading especially important for younger generations.

01. Why Young People Need More Than Digital Confidence?

Young people are in a specific position. On the one hand, they move through digital environments with ease and confidence. On the other, familiarity with technology does not automatically mean critical distance, deep comprehension or reflective reading habits. Being constantly exposed to content is not the same as being prepared to assess it, interpret it and use it well. This is why reading today has to be understood more broadly than before. It is no longer only about books or school texts. It is also about attention, judgment, credibility and the ability to move between different kinds of written content.

02. Why Reading Still Matters in a Digital Environment

This perspective has become increasingly important in recent discussions on youth reading. Researchers, educators, librarians and cultural practitioners point to the same basic issue: reading still matters deeply, but the conditions in which it happens have changed. The challenge is no longer simply how to encourage young people to read more. It is also how to support reading that is focused, critical, flexible and meaningful in a world shaped by digital media.

03. From Diagnosis to Practical Support

That is the context in which this publication is situated. It builds on earlier reflection about youth reading in the age of digital transformation, but it takes a more practical route. Its purpose is not only to describe the problem, but to help people work with it.

Our Solution

01 **Competency-Based Design for a Complex Reading Reality**

The project developed a competency matrix to map the knowledge, skills and attitudes needed for hybrid reading. It was used to define the learning outcomes of this training and give the whole resource a clear structure. The matrix can be downloaded from the project website.

www.pageturners-erasmus.com

02 **Simplified Materials for Immediate Use**

This resource was designed to be clear, practical and easy to apply. Theoretical content is kept simple and is followed by ready-to-use activities, session plans, worksheets and other training tools.

03 **From Knowledge Pills to Practice**

The material translates key ideas into practical educational use. It helps turn topics such as reading habits, digital distraction and source credibility into concrete learning activities.

04 **Built for Everyday Practice**

The training is designed for people working with young people in hybrid reading environments. It offers structure, guidance and methods that can be used across formal and non-formal education.

MODULE 01

HYBRID READING & ATTITUDES

Providing deep understanding and concentration in the digital world is crucial for today's youth. In an age of ubiquitous stimulation and easy access to information, young people often struggle to maintain attention when reading digital texts. This module aims to equip youth workers with tools and strategies to help youth develop informed reading habits that enable effective knowledge acquisition and protection from misinformation. We will focus on the challenges of the digital world, the needs of young people, the barriers to deep reading, and practical solutions that will allow young people to take control of their digital environment.



UNIT 1

Digital Texts and the Brain



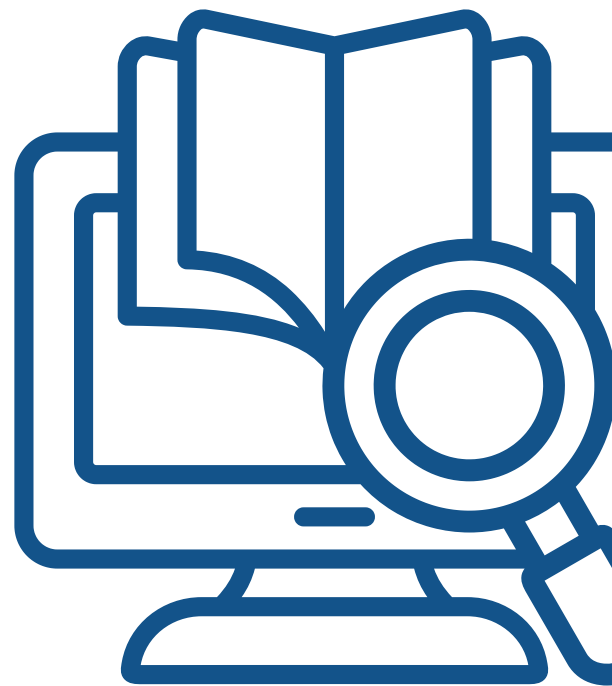
How Screen Reading Differs from Book Reading

What's Hybrid reading?

Reading in digital environments has become a central part of everyday life for young people.

Much of their contact with written language now takes place on screens—through articles, posts, messages, learning platforms and other online formats. This means that reading often happens in environments that combine text with images, links, notifications and other stimuli. As a result, the conditions under which reading occurs today differ from the more stable situation traditionally associated with printed texts.

The difference between screen reading and book reading does not lie only in the medium itself. It also concerns the way attention is organised and how readers move through a text. Printed books usually support a slower and more linear reading process, allowing readers to follow arguments step by step and maintain orientation within the whole text. Digital reading, by contrast, often involves scrolling, jumping between sections and responding to other stimuli present on the screen. Recognising these differences helps readers adapt their strategies and understand why the same text may be experienced differently depending on the format.



Key takeaways:

- print more often supports linear reading and spatial orientation
- screen reading more often involves scrolling and fragmented attention
- digital texts are more often surrounded by competing visual stimuli
- young people need help recognising how format shapes comprehension
- reading strategies should change for different formats

Digital Distractions and Their Effect on Comprehension

Digital reading rarely takes place in isolation. Notifications, hyperlinks, open tabs, messages and other elements of platform design often compete for the reader's attention. Even when a reader intends to concentrate on a single text, these elements can interrupt the flow of reading and redirect attention toward other stimuli present on the screen.

Repeated interruptions influence how information is processed and remembered. When attention is divided between multiple sources, it becomes more difficult to follow longer arguments, connect ideas and retain key points. In this sense, the challenge is not simply distraction itself, but the fact that distraction has become a normal feature of many digital reading environments. Supporting comprehension therefore involves helping readers become aware of these conditions and manage them more deliberately.

Common Barriers

- Frequent notifications interrupt the reading flow
- Multitasking divides attention between tasks
- Platform design encourages constant switching
- Fragmented reading weakens comprehension
- Longer arguments become harder to follow

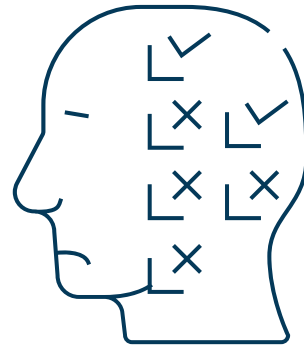


Common good protective responses might include:

Avoiding multitasking while engaging with a text



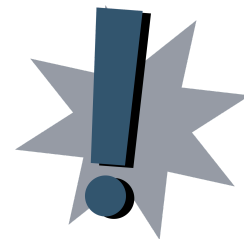
Reading in short, protected focus sessions



Limiting notifications during reading



Pausing to reflect on key ideas



Effective responses:

If digital environments easily divide attention, then focused reading needs to be supported more deliberately. This does not require abandoning screens, but it does require more intentional reading habits. Developing focused reading strategies allows readers to stay engaged with a text even in environments designed for rapid interaction.

Many effective techniques are simple. Limiting multitasking, reducing notifications and reading in short protected sessions can help create more stable conditions for concentration. Pausing to reflect on key ideas or summarise passages also strengthens understanding and keeps readers connected to the structure of the text.

Practising Short Moments of Deep Reading Online



Long uninterrupted reading sessions are not always realistic in digital environments. For this reason, it can be helpful to think not only about duration but about the quality of attention. Even short periods of focused engagement with a text can support deeper comprehension.

Practising short moments of concentrated reading allows readers to experience a different rhythm from the fast pace often encouraged online. Reading without switching between applications or responding to notifications helps rebuild contact with the structure and meaning of a text.

Common Barriers

- frequent notifications interrupt the reading flow
- multitasking divides attention between tasks
- platform design encourages constant switching
- fragmented reading weakens comprehension
- longer arguments become harder to follow

What Helps

- limiting notifications during reading
- reading without switching between applications
- creating short periods of uninterrupted focus
- returning to passages that require more attention
- repeating short focus sessions on a regular basis

What Youth Need

- support in building realistic focus habits online
- space to experience reading without multitasking
- simple strategies for protecting attention
- guidance in noticing when comprehension weakens
- regular practice in slower and more deliberate reading

ACTIVITIES TO BE IMPLEMENTED

1. MIND MAP - MY DIGITAL READING HABIT
2. TIMER EXPERIMENT "DEEPER READING"
3. MY MINDFUL DIGITAL READING JOURNAL



1. MIND MAP - MY DIGITAL READING HABIT

Description of activity:

Participants will create a personal mind map that visually represents their current digital reading habits, identifying both positive and negative aspects, as well as typical distractions.

Learning objectives:

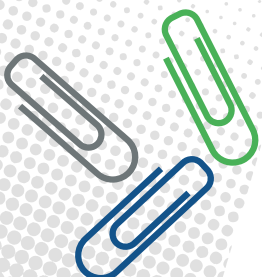
- Describe the differences between reading from a mobile device or computer screen and reading paper books.
- Identify digital distractions and their impact on understanding read text.
- Reflect on personal online reading habits.

Explanation and assignment of activities:

This activity aims to help participants understand their own online reading patterns and realize the differences between digital and traditional reading. Participants often don't realize how much their online habits differ from reading paper books and how many digital distractions affect their concentration. This exercise addresses the barrier of a lack of awareness of one's own behaviors and their consequences, as well as a lack of tools for visualizing and analyzing these patterns.

Materials Needed:

- A3 paper sheets
- Colored markers or crayons



Step 1

(5 minutes):

Step 2

(15-20 minutes):

Step 3

(15-20 minutes):



Introduction to the Idea of a Reading Journal

The facilitator briefly explains what a mind map is and how it can be used to organize ideas and thoughts. They emphasize that there is no "wrong" mind map and encourage creativity. For example, a different main topic for a map and example keywords and associations can be provided.

Designing Your Own Mindful Digital Reading Journal

The facilitator asks participants to form groups of 3-4 people. In the center of the paper sheet, each group writes the main topic of the map: "My Digital Reading Habit." Then, they are instructed to create branches extending from the central topic, answering the following questions (as branch prompts):

- Where do I read digital texts? (e.g., bed, bus, desk, cafe)
- What do I read digitally? (e.g., articles, posts, books, news, emails)
- What are my most common distractions while reading digitally? (e.g., notifications, other open tabs, messages, social media, games, noise)
- How do I feel when I read digital text? (e.g., tired, distracted, relaxed, irritated, calm, satisfied)
- What are the differences (for me) between digital reading and reading paper books? (e.g., faster scanning vs. deeper analysis, more breaks, eye strain, better memorization)
- Why do I read digitally? (e.g., for entertainment, for learning, to stay updated, out of boredom)
- Participants should use keywords, images, and symbols to visualize their thoughts.

Processing and Discussion

The facilitator asks the youth to share their mind maps. They encourage discussion and review of the most important points. The facilitator can ask additional questions to encourage reflection.

Recommended questions for debriefing of Activity:

- What surprised you most while creating this mind map?
- What similarities or differences do you notice between your digital and traditional reading habits?
- How do the distractions you identified affect your understanding and retention of what you read?



MIND MAP – MY DIGITAL READING HABIT

Notice how you read online.

Digital reading habits can be explored visually.

1. MY DIGITAL READING

Where?

What?

Why?

Feelings

Distractions

Paper vs screen



2. WHAT DISTRACTS ME?

NOTIFICATIONS

APPS / TABS

OTHER

3. WHAT I NOTICE

DIGITAL READING FEELS....

PAPER READING FEELS...

4. FINAL REFLECTION

One change I want to try:

☐ I notice distractions more cleverly.

☐ I see differences between screen and paper.

☐ I can improve my reading habits.

2. TIMER EXPERIMENT "DEEPER READING"

Description of activity:

Participants will conduct a short experiment where they will read a digital text using the Pomodoro method, and then compare their experience and level of understanding with reading without this method.

Learning objectives:

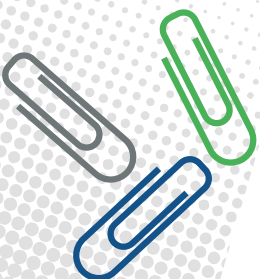
- Applies techniques for more focused reading (e.g., timers).
- Practices short moments of deep digital reading (without multitasking).
- Identifies digital distractions and their impact on comprehension.

Explanation and assignment of activities:

This activity aims to provide practical experience with techniques that support deeper reading in a digital environment, especially the Pomodoro method, which helps manage attention and minimize distractions. Young people often struggle with maintaining long-term online concentration and multitasking, which reduces learning effectiveness. This activity requires access to devices with internet (smartphones, tablets, computers) and the ability to play a short digital text (e.g., an article, news, e-book excerpt). Each participant should also have a stopwatch or access to a timer application.

Materials Needed:

- Smartphones, tablets, or computers with internet access
- A short digital text
- Stopwatches / timer application



Step 1

(5 minutes):

Introduction to the Pomodoro Method and Text

The facilitator briefly explains the Pomodoro method as a time and focus management technique (25 minutes of reading, 5 minutes of break. After four such sessions, a 20-minute break should be taken). They explain its purpose – avoiding fatigue and maintaining high concentration. They ask participants to choose a short and interesting digital text (e.g., an article from a news portal, a blog – about 1000 words). It should be emphasized that the goal is deep reading, without switching tabs or checking notifications.

Step 2

(10 minutes):

First Reading Session without a Timer

The facilitator instructs participants to read their chosen digital text in their usual way for the next 10 minutes, without any additional instructions regarding distractions. Then they are asked to briefly write a few sentences about what they read and their experiences (reading without evaluation).

Step 3

(starting from
15 minutes)

Second Reading Session with a Timer and Distraction Blocking

The facilitator asks participants to choose another short digital text (of similar length). This time, they instruct them to set a timer for 10 minutes, mute phone notifications, and close unnecessary browser tabs. They emphasize the importance of focusing solely on the text being read during this time. After 10 minutes, participants take a 2-3 minute break, and then write down their observations and level of text comprehension. Reading time can be gradually extended – from 10 minutes to 15, from 15 to 20, and 25. According to the Pomodoro method, remember to take a longer break (20-30 minutes) after the fourth reading session.



Step 4

(10 minutes):

Recommended questions for debriefing of Activity:

Discussion and Comparison of Experiences

The facilitator initiates a discussion about the differences observed during both sessions.

- What was the biggest difference between reading with a timer and reading without one?
- Could you notice that distractions still appeared in your mind, even if they were blocked? How did you deal with them?
- How can the Pomodoro method help you in your daily learning or digital reading?



3. MY MINDFUL DIGITAL READING JOURNAL

Description of activity:

Participants will plan and begin keeping a short journal to record their mindful digital reading sessions, goals, challenges encountered, and successes achieved.

Learning objectives:

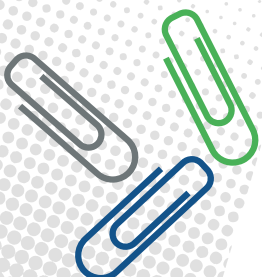
- Reflects on personal online reading habits.
- Applies techniques for more focused reading (e.g., reading journal).
- Develops the skill of deep digital text reading.

Explanation and assignment of activities:

This exercise aims to reinforce and systematize mindful online reading practices through journaling. A reading journal is a very good tool for self-reflection and progress monitoring, directly addressing the barrier of a lack of awareness of progress and difficulty maintaining new habits. Journaling helps youth take responsibility for their digital habits and consciously manage their screen time.

Materials Needed:

- Notebook
- Pen, pencil, or access to a note-taking application (e.g., Google Docs)
- A simple journal template prepared by the facilitator (in electronic and paper form)



Step 1

(5 minutes):

Introduction to the Idea of a Reading Journal

The facilitator explains why keeping a mindful digital reading journal is helpful. They emphasize that it is a tool for conscious practice, self-reflection, and identifying progress. It can serve as a reminder of goals and a motivator to continue good habits.

Step 2

(10-15 minutes):

Designing Your Own Mindful Digital Reading Journal

The facilitator proposes a simple template that participants can adapt to their needs. Example journal elements:

- Date and Time: When and at what time did I read?
- Duration: How long did I read? (e.g., 15 minutes)
- What I read: Title/link to the text
- Session Goal: Why did I read this text? (e.g., to understand a problem, find information, for relaxation)
- Techniques Used: Did I use a timer, block notifications, take notes, Pomodoro method?
- Distractions: Were there any distractions? If so, what were they? How did I deal with them?
- Concentration Level: Rating from 1 to 5 (where 5 is full focus)
- Understanding Level: Rating from 1 to 5 (where 5 is full understanding)
- Reflections/Conclusions: A short note about what I learned or noticed in my habits
- Participants prepare the first page of their journal by entering the above elements or their own as needed.

Step 3

(5 minutes)

Planning the First Deep Reading Session

The facilitator asks participants to plan their first deep digital reading session for the next 24 hours based on today's activities and their previously prepared mind maps. They should enter the date, planned time, and purpose of this session in the journal. They are encouraged to make a commitment.



Step 4

(5 minutes):

Recommended questions for debriefing of Activity:

Short Discussion and Commitment

The facilitator asks a few volunteers to share their plans for the first session. They emphasize the importance of regularity and patience in building new habits. The facilitator and participants agree on a next meeting to discuss their observations, achievements, and difficulties encountered during independent deep reading sessions.

- What benefits do you see in keeping such a journal daily?
- How do you think keeping a journal can help you maintain new reading habits?
- What will be your first small step towards more mindful digital reading after today's session?



MIND MAP – MY DIGITAL READING JOURNAL

Plan, track, and reflect on your digital reading.

A journal helps you practice, reflect and grow.

1. MY DIGITAL READING JOURNAL - SESSION TEMPLATE

Date & time	
Duration	
What I read (title / link)	
Session goal (why I read)	
Techniques used (timer, no notifications, notes)	
Distractions (what, how I handled it)	
Concentration level (1 = low, 5 = full focus)	
Understanding level (1 = low, 5 = full focus)	
Reflections / conclusions (what I learnt or noticed)	

2. FINAL REFLECTION

What benefits do you see in keeping such a journal daily?

How do you think keeping a journal can help you maintain new reading habits?

What will be your first small step towards more mindful digital reading after today's session?

REFLECTION FOR THE EDUCATOR

- How did my previous methods of working with youth account for (or not) the specifics of digital text reading by youth?
- What specific digital distractions do I observe in youth during classes and how can I help them deal with them?
- How can I implement the Pomodoro technique or similar attention management strategies in the daily teaching process to support deeper reading?
- What observations did I make during the mind map exercise regarding youth awareness of their own reading habits?
- How can keeping a mindful digital reading journal by youth affect their independence and self-reflection in the context of digital hygiene?

TEST FOR THE PARTICIPANTS

1. Describe the differences between reading from a mobile device or computer screen and reading paper books, based on your personal experiences from recent days. Provide specific examples and how these differences affect your focus and comprehension.
2. Choose one digital distraction that most often affects your concentration while reading digitally. Explain exactly how this distraction affects your understanding and retention of content. Then, suggest how you can consciously limit its influence in the future.
3. Share your thoughts after conducting the timer experiment using the Pomodoro method. Did you notice a difference in your level of focus and text comprehension? In what situations do you think this technique might be most helpful for you in daily life (e.g., during studying, reading digital articles)?
4. Consider the concept of "digital hygiene," which was discussed earlier. What practical actions you learned in the module do you plan to implement into your daily digital reading habits to develop the skill of deep digital text reading? Describe your first "small step".
5. Imagine you have to tell a friend why it's worth keeping a mindful digital reading journal. What benefits would you present to them and how would you encourage them to use it? Refer to your own experiences.

UNIT 2

Spotting Truth in Digital Spaces



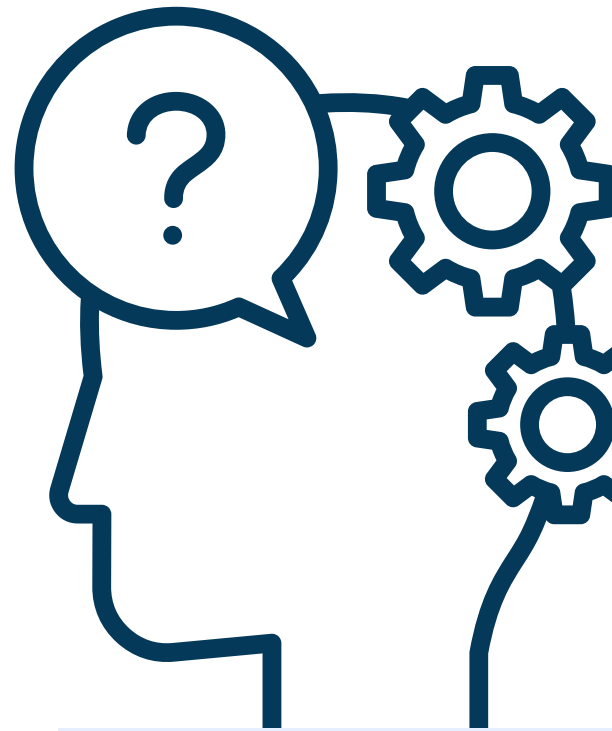
Critically Assessing Digital Content

Critical digital literacy

Digital environments expose young people to a large volume of information every day. News articles, social media posts, videos, comment threads and online discussions often appear side by side, even when they follow very different standards of accuracy and reliability.

Because of this, reading online involves more than understanding the content of a text. It also requires asking questions about who created it, why it was produced and how the information is presented.

Developing media and information literacy therefore means learning to examine digital content more carefully. Readers benefit from looking beyond the surface of a text and considering its credibility, purpose and structure. When young people learn to ask these questions, they become better prepared to recognise misleading information, evaluate sources and make informed decisions about what they read and share online.



Key takeaways:

- who created the content and what their purpose might be
- whether the source has a clear author, organisation or reference
- how information is presented and whether evidence is provided
- whether the text encourages reflection or emotional reaction
- if the information appears consistent with other reliable sources

Identifying Bias and Misinformation

Not all information encountered online is neutral or accurate. Some content reflects a particular perspective, while other material may intentionally distort facts, exaggerate claims or omit important context. Bias and misinformation can appear in many forms, including selective presentation of facts, emotionally charged language or simplified explanations of complex issues.

Learning to identify these signals helps readers approach digital information with greater caution and awareness. Instead of accepting information immediately, readers begin to notice patterns that suggest partial representation, unsupported claims or attempts to influence opinion. Recognising these signals does not mean rejecting all content, but rather approaching it with a more critical and attentive mindset.

Common Barriers

- strong emotional language designed to provoke reactions
- claims presented without evidence or reliable sources
- selective use of facts that support only one perspective
- headlines that exaggerate or oversimplify the issue
- content that discourages questioning or alternative views



Understanding What Makes a Source Trustworthy

Clear authorship or identifiable organisation behind the content



Consistent information



References, data or evidence



Transparent purpose



Indicators of Credibility

Trustworthy sources usually share several identifiable characteristics. They provide clear information about the author or organisation responsible for the content, explain where their information comes from and present claims supported by evidence. Reliable sources also tend to acknowledge uncertainty, update information when necessary and maintain transparency about their purpose.

Helping young people recognise these characteristics strengthens their ability to evaluate information independently. When readers become familiar with the signs of credible sources, they can more easily distinguish between well-supported information and material that lacks reliability.

Recognising Manipulative or Provocative Content



Some digital content is designed less to inform and more to provoke strong reactions. Posts that rely on outrage, fear or shock often aim to increase engagement rather than provide balanced information. Such content may encourage quick emotional responses while discouraging careful reading or verification.

Recognising these strategies helps readers maintain distance from manipulative messages. When young people understand how emotional triggers are used online, they are better able to pause, reflect and evaluate the message more critically before reacting or sharing it.

What Helps

- checking who created the content and why
- comparing the information with other sources
- looking for evidence supporting the claims
- noticing emotional triggers in the message
- taking time before reacting or sharing

Signs of Manipulation

- headlines designed to provoke anger, fear or shock
- claims presented without clear evidence or sources
- selective facts used to support only one viewpoint
- emotionally loaded language replacing explanation
- pressure to react or share content immediately

What Youth Need

- support in recognising persuasive digital content
- guidance in questioning what they read online
- simple tools to check credibility of information
- practice analysing messages and media sources
- confidence to pause before reacting to content

ACTIVITIES TO BE IMPLEMENTED

1. FAKE NEWS - GET TO KNOW ME
2. DIGITAL DETECTIVE – SOURCE VERIFICATION
3. WE CREATE OUR OWN FACT-CHECK!



1. FAKE NEWS - GET TO KNOW ME

Description of activity:

Participants are taught to distinguish true information from false information.

Learning objectives:

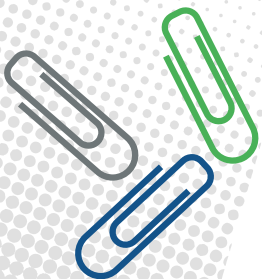
- Identify the themes that are true.
- Consider what you can do to avoid repeating false information.
- Describe, using examples, ways to recognize fake news.

Explanation and assignment of activities:

This exercise aims to draw young people's attention to the problem of false information on the internet and social media.

Materials Needed:

- Sheets of paper
- Markers, pens, pencils,
- Flipchart board or laptop with projector.



Step 1

(10-15 minutes):

Step 2

(10-15 minutes):

Step 3

(10 minutes):

Recommended
questions for
debriefing of
Activity:

Introduction

The educator displays or sticks any Fake news on the board. First, he observes the participants' reactions, and then starts a discussion:

- Is this true information?
- What is not true?
- What makes this information credible?

Group work

The leader asks the participants to divide into groups and think about the possible effects of fake news and write down their reflections on pieces of paper.

Processing and Discussion

The educator asks the youth to read their reflections. Encourages discussion and discussion of the most important points.

- What information surprised you at today's workshop and why?
- What indicates that something is Fake news?
- How can you recognize them?



2. DIGITAL DETECTIVE – SOURCE VERIFICATION

Description of activity:

Participants will learn how to verify information sources on the Internet by identifying characteristics of trustworthy sites and content.

Learning objectives:

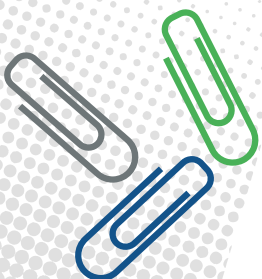
- Recognizing the characteristics of reliable information sources.
- Searching for additional information to verify content.
- Conscious use of various fact-checking tools.
- Developing a critical approach to information found on the Internet.

Explanation and assignment of activities:

The aim of this exercise is to put information verification skills into practice. Working in groups, young people will be tasked with analyzing specific examples of information found online, assessing its credibility based on previously learned criteria.

Materials Needed:

- Laptops or tablets with Internet access.
- Sample articles, social media posts (both true and false/misleading).
- A worksheet with guiding questions for source verification (e.g., "Who is the author?", "What is the purpose of the page?", "Are sources for the information provided?", "Does the page look professional?").
- Whiteboard or projector.



Step 1

(5-10 minutes):

Step 2

(20-25 minutes):

Step 3

(15-20 minutes):

Recommended questions for debriefing of Activity:



Introduction

The educator briefly reminds us of the importance of verifying sources and presents some basic questions to ask yourself when assessing the credibility of information (e.g., "Who wrote this?", "When was this published?", "Are there any grammatical errors?"). It also lists several fact-checking services that may be helpful.

Group work

Participants are divided into groups of 3-4 people. Each group receives a set of 2-3 articles/posts (some credible, others fake news or manipulations). The groups' task is to analyze each piece of information, fill out a worksheet and decide whether the information is true or false, justifying their opinion.

Processing and Discussion

Each group presents their conclusions about one of the analyzed examples. The educator moderates the discussion, correcting any misinterpretations and emphasizing key elements that indicate the credibility or lack of credibility of the information.

- What characteristics of a reliable source did you identify?
- What difficulties did you encounter when verifying the information?
- Which tools or strategies did you use that were most helpful?
- What steps will you take in the future before sharing information online?

3. WE CREATE OUR OWN FACT-CHECK!

Description of activity:

Participants, working in small groups, will create short, simplified analyses of selected information, applying the principles of verifying and debunking fake news.

Learning objectives:

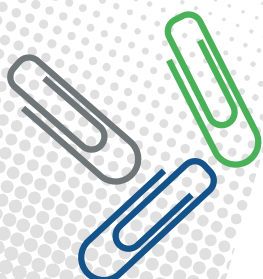
- Practical application of critical content analysis skills.
- Developing the ability to synthesize information and formulate conclusions.
- Increase awareness of the information verification process.
- Strengthening the sense of agency in the fight against disinformation

Explanation and assignment of activities:

This activity aims to actively engage young people in the process of identifying and debunking false information. By creating their own mini-fact checks, participants will consolidate their knowledge and understand the mechanisms of how disinformation is created and spread.

Materials Needed:

- Laptops or tablets with Internet access.
- Sample potentially false or misleading news/photos/headlines (these can be prepared in advance or participants can search for them).
- Large sheets of paper or board, marker pens.
- Optional: a template to create a "fact-checking report" (e.g. "Title of fake news", "Why is it fake news?", "Real information/facts").



Step 1

(5 minutes):

Step 2

(20-25 minutes):

Step 3

(15-20 minutes):

Step 4

(10-15 minutes):

Introduction

The educator briefly discusses the idea of fact-checking and shows an example of a simple fact-checking report (e.g. from a fact-checking website). Emphasizes that the point is to present concisely and clearly why the information is false and what the real facts are.

Selection and analysis

Participants are divided into groups. Each group selects one potential fake news item for analysis (it can be a short text, a headline, a photo with a description). The groups are tasked with:

- Identify the key elements of fake news.
- Search for true information on a given topic.
- Collect evidence to refute false information.

Create a Fact Check

Groups create their own “fact check report” on a large sheet of paper or as a short digital presentation. The report should include: the title of the original information, an explanation of why it is false, and a summary of the true facts.

Presentation and Discussion

Each group presents their fact check. The educator asks questions, encouraging discussion about the verification process and the importance of sharing true information.

- What was the most difficult thing for you when creating your own fact check?
- Did you discover anything surprising while verifying the selected information?
- What is the importance of sharing verified information?
- What conclusions do you draw from today's lesson about the credibility of information on the Internet?

Recommended questions for debriefing of Activity:



WE CREATE OUR OWN FACT-CHECK!

Analyze, verify and share the truth.

You have the power to verify information.

1. OUR FACT-CHECK REPORT

Title of the original information (fake news)	
Why is it fake news? (what is wrong with this information?)	
Real information / facts (what are the true facts?)	

2. REFLECTION QUESTIONS

What was the most difficult thing for you while creating your own fact-check?

Did you discover anything surprising while verifying the selected information?

What is the importance of sharing verified information?

REFLECTION FOR THE EDUCATOR

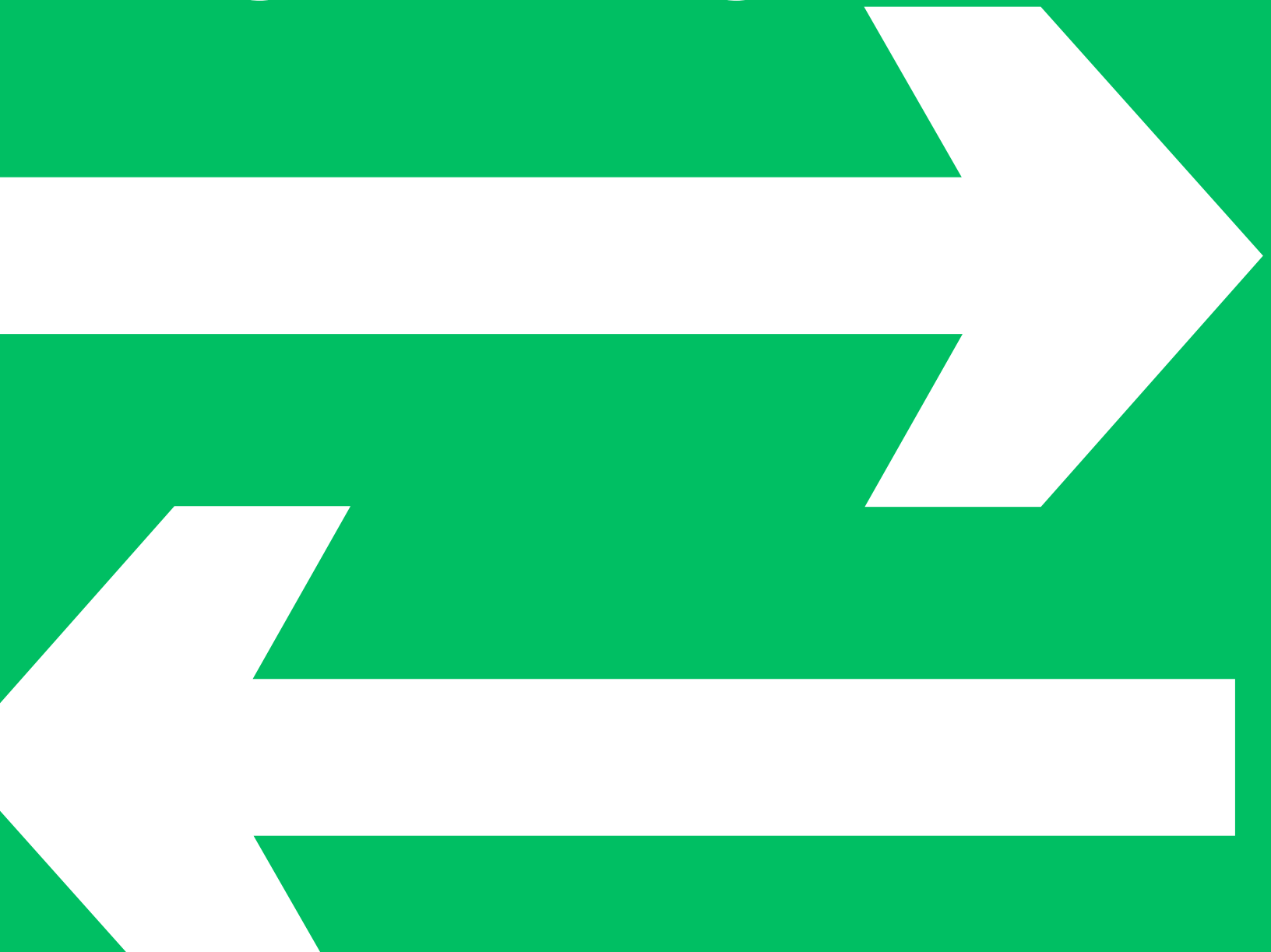
- To what extent did the workshops help young people better understand the problem of disinformation and manipulation on the Internet?
- Which of the exercises used (Fake news – get to know me, Digital detective, Creating our own fact-check) proved to be the most engaging for the participants and why?
- Did you notice any changes in the way young people approached information analysis before and after the workshops? What were these changes?
- What challenges did you encounter while running the classes and how did you deal with them?
- What, in the context of this material, would you be able to change or improve in the future to more effectively support young people in developing their skills in assessing the credibility of information?

TEST FOR THE PARTICIPANTS

1. What is "fake news"?
2. Why are young people particularly vulnerable to online disinformation?
3. What actions will help you check if the information is true?
4. What is the "halo effect" in the context of disinformation?
5. What are some signs that a website may be untrustworthy?
6. What should you do before sharing information whose credibility is uncertain?

UNIT 3

**Transferring
Literary Strategies
to Digital Reading**



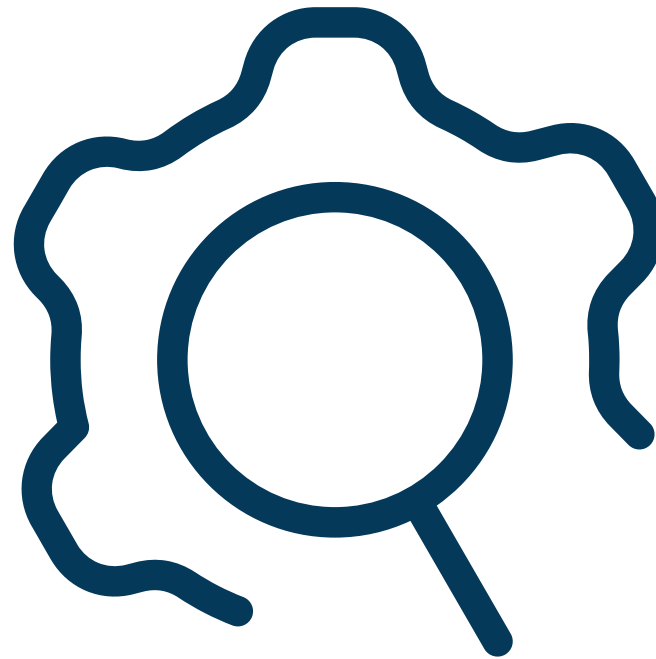
Applying Traditional Reading Techniques

Usefulness of traditional literacy

Reading online often encourages speed. Headlines, previews and short fragments of text invite readers to move quickly from one piece of content to another. As a result, many digital texts are approached through scanning or brief attention rather than deeper engagement.

Applying traditional reading techniques in digital environments helps counter this tendency and allows readers to interact with online content more thoughtfully.

Practices such as close reading, identifying the main idea of a text, recognising its structure and reflecting on its meaning can be applied just as effectively to digital articles, posts or comment threads as they are to printed texts. Slowing down the reading pace and taking a moment to reflect after reading can transform quick exposure into genuine understanding. When these habits are transferred into digital spaces, online reading becomes more deliberate, meaningful and engaging.



Key Reading Practices

- practising close reading on digital articles or social media posts
- identifying the main idea and structure of an online text
- recognising implicit messages or assumptions in digital content
- writing short reflections or summaries after reading
- intentionally slowing down the pace of reading

Identifying Main Ideas, Structure and Hidden Messages in Online Texts

Online texts often appear informal or fragmented, but they still have structure and intention. Even a short post, article or thread presents information in a particular order, gives more weight to certain ideas and may suggest meanings indirectly. Learning to identify the main idea and follow the structure of a digital text helps readers move beyond surface reading and understand how the message is organised.

This also includes recognising what is implied rather than stated directly. Hidden messages may appear in framing, selective emphasis, omission or underlying assumptions. When readers learn to identify these elements, they become better able to understand both the visible and less visible dimensions of digital communication.

What to Notice

- strong emotional language designed to provoke reactions
- claims presented without evidence or reliable sources
- selective use of facts that support only one perspective
- headlines that exaggerate or oversimplify the issue
- content that discourages questioning or alternative views

What Youth Need

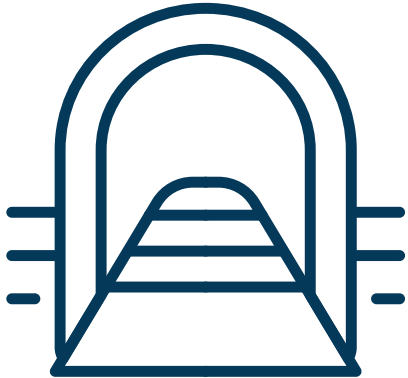
- support in identifying central ideas in short digital texts
- guidance in noticing how texts are organised
- practice recognising implied meanings and assumptions
- tools for distinguishing main points from secondary details
- opportunities to analyse how digital messages are constructed

Key Reading Practices

- practising close reading on digital articles or social media posts
- identifying the main idea and structure of an online text
- recognising implicit messages or assumptions in digital content
- writing short reflections or summaries after reading
- intentionally slowing down the pace of reading

Slowing Down the Reading Pace Intentionally

Rereading passages that seem important or unclear



Reading with attention to detail rather than speed



Allowing time to process the meaning of the text



Treating slower reading as part of understanding



Indicators of good pace

Digital reading often takes place under pressure of speed. Readers move from headline to headline, scroll quickly and respond to content before fully processing it. In such conditions, slowing down becomes an intentional reading strategy rather than a natural habit. It allows readers to remain with a text longer and notice details that may otherwise be overlooked.

Intentional slowing down does not mean reading everything at the same pace. It means recognising when a text requires more attention and adjusting the reading process accordingly. This helps readers shift from rapid exposure to deeper understanding and creates better conditions for interpretation, reflection and evaluation.

Engaging with Digital Content Beyond Headlines



Much digital content is designed to capture attention immediately. Headlines, thumbnails, short captions and opening sentences often shape the reader's first interpretation before the full text is even read. For this reason, one of the most important reading practices in digital environments is learning to move beyond first impressions and engage with the content more fully.

This means resisting the habit of reacting only to the most visible or emotionally striking part of a message. It means opening the full article, reading beyond the introductory lines and asking whether the initial framing matches the content as a whole. When young people develop this habit, they are better able to avoid superficial interpretation and build a more informed relationship with digital texts.

What Helps

- opening and reading the full text before reacting
- comparing the headline with the content that follows
- checking whether first impressions are confirmed later
- looking for nuance beyond the opening message

Common Barriers

- headlines create quick assumptions about the whole text
- opening lines often shape immediate emotional reactions
- readers may respond before reading the full content
- first impressions can replace fuller understanding

What Youth Need

- support in recognising persuasive digital content
- guidance in questioning what they read online
- simple tools to check credibility of information
- practice analysing messages and media sources
- confidence to pause before reacting to content

ACTIVITIES TO BE IMPLEMENTED

1. EFFECTIVE READING WITH THE SQ3R TECHNIQUE
2. "CLOSE READING" – WE INTERPRET TEXTS
3. DOES THIS MAKE SENSE – WE READ WITH UNDERSTANDING



1. EFFECTIVE READING WITH THE SQ3R TECHNIQUE

Description of activity:

Participants will improve their active reading skills and material comprehension. They will enhance their ability to remember and retain information.

Learning objectives:

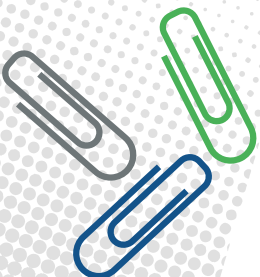
- List the individual steps of working with text using the SQ3R technique.
- Use the effective reading technique to analyze a chosen text.
- Provide examples of applying the technique in daily life.

Explanation and assignment of activities:

This exercise will help participants improve their reading skills.

Materials Needed:

- Any popular science text (e.g., newspaper article, book excerpt) appropriate for the age and skill level of participants, available in digital form.
- Readers, paper, pens.



Step 1

(10 minutes):

Step 2

(40 minutes):

Step 3

(10 minutes):

Step 4

(10 minutes):

**Recommended
questions for
debriefing of
Activity:**



Discussion of Individual Steps in Applying the SQ3R Technique

- Survey, Question, Read, Recite, Review.
- Presentation of examples of technique usage.

Practical Exercises

- Participants preview the text and identify the most important information, headings, summaries, and keywords.
- Participants formulate questions about the text, e.g., What did the author want to convey to us? What are the most important arguments? What kind of evidence did they use?
- Participants read the text while looking for answers to their questions.
- Participants try to answer their own questions, recalling information from the text.
- Participants repeat the most important information from the text, creating a summary or making notes.
- Discussion of the meaning of each step in the context of SQ3R.

Discussion

- Comparison of results – how well do participants understand the text?
- Discussion of difficulties encountered.
- Discussion on the effectiveness of the method in their case.

Conclusion

- Summary of the SQ3R technique.
- Tips for applying the technique in daily learning.
- Which element was most difficult for you when using this technique?
- Where can you use it in everyday life?
- Is this technique effective and efficient for you?

EFFECTIVE READING WITH THE SQ3R TECHNIQUE

Read actively. Understand more. Remember better.

SQ3R = survey - question - read - recite - review

1. PRACTICE WITH A TEXT

Text title: _____

Survey	What are the main headings, summaries and keywords? _____ _____
Question	Write your questions about the text. _____ _____
Read	Read text. Write brief notes or key ideas you find. _____ _____
Recite	Answer your questions from memory. _____ _____
Review	What are the most important ideas? Write a short summary. _____ _____

2. REFLECTION QUESTIONS

What element was the most difficult for you when using this technique?

When can you use it in everyday life?

Is the technique effective and efficient for you?

2. "CLOSE READING" – WE INTERPRET TEXTS

Description of activity:

Participants will learn to read and interpret text without going beyond the text itself. This interpretation aims to uncover its ambiguity and internal self-sufficiency, focusing strictly on "what the text says."

Learning objectives:

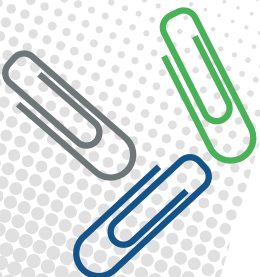
- List the steps of working with text using the "Close Reading" method.
- Interpret the text, looking for different solutions.
- Provide examples of applying the technique in daily life.

Explanation and assignment of activities:

This method will help students better understand the text. After reading a chosen literary passage, they should identify its main idea, and then analyze all its parts, selecting the most important content. The most important thing, however, is to constantly "stay within the text."

Materials Needed:

- Literary text appropriate for the age and interests of participants.
- Readers, paper, pens.



Step 1

(15 minutes):

Step 2

(15 minutes):

Step 3

(15 minutes):

Step 4

(10 minutes):

**Recommended
questions for
debriefing of
Activity:**



Familiarization with the Text

- First, the chosen text should be read twice. The first reading can be done aloud by the leader, the second by the participants independently.

- After the first reading, the participant should be able to answer recall questions, e.g., what happened? What is the topic of the text?

Highlighting Important Words

- Participants highlight words in the work whose meanings they are unsure of (metaphors, symbols, etc.) and try to decipher them. It is important to work directly on the text here.

- After re-reading the text, participants make notes and underline key vocabulary.

Analysis

Participants analyze the language of the work, narration, and context. They answer three key questions: What does the text say? (content), How does the text say it? (language, narration), What does it mean?

Pair Discussion

Participants present their interpretations and reflections.

- Which element was most difficult for you when using this technique?
- Where can you use it in everyday life?
- Is this technique effective and efficient for you?

CLOSE READING

Read closely. Stay in the text. Build meaning from evidence.

Notice the words. Follow the details. Interpret with evidence.

1. PRACTICE WITH A TEXT

Text title: _____

Read & understand	Read the text twice. Answer: What happened? What is the topic? _____ _____
Find important words	Highlight words or phrases that are important or difficult to understand. What do they mean in the text? _____ _____
Analyze	Answer the following questions: What does the text say? _____ How does the text say it? _____ What does it mean? _____ _____
Share & discuss	Share your ideas with a partner. What other interpretations did you have? _____ _____

2. REFLECTION QUESTIONS

Which part was the most difficult for you?

When can you use this technique in everyday life?

Is this technique effective and useful for you?

3. DOES THIS MAKE SENSE – WE READ WITH UNDERSTANDING

Description of activity:

Participants improve their reading comprehension skills for various cultural texts, including literary, practical, and journalistic ones.

Learning objectives:

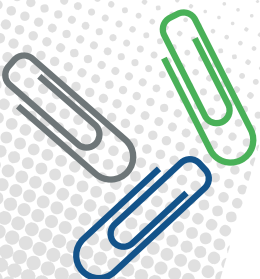
- Find the meaning of the read text.
- Identify relevant text fragments and interpret them.
- Read the text and answer questions related to it.
- Talk about the events described in the text.

Explanation and assignment of activities:

This exercise will help participants better understand the texts they read.

Materials Needed:

- Journalistic text appropriate for the age of participants, found on an online news portal.
- paper, pens.



Step 1

(15 minutes):

Step 2

(15 minutes):

Step 3

(15 minutes):

Familiarization with the Text

Participants carefully read the prepared text.

Note-taking

Participants write down various information from the text, as instructed by the leader, e.g., all appearing people, places, events.

Answering Questions

Participants answer detailed questions about the read text, using their previously made notes.

Recommended
questions for
debriefing of
Activity:

- Does this method help you understand texts better?
- Which element was most problematic for you?
- Where can you use this method in everyday life?



REFLECTION FOR THE EDUCATOR

- How effectively did the introduction to the differences between traditional and digital reading resonate with the young participants, and what were their most common misconceptions or surprises?
- In what ways did the "Barriers of Youths" section accurately reflect the challenges your participants face with digital texts, and what new insights did you gain from their responses or difficulties during activities?
- Which proposed solution for youths (SQ3R, Close Reading, or "Does This Make Sense") seemed to generate the most significant improvement in comprehension or engagement among the participants, and why do you think that was the case?
- Beyond the planned activities, what spontaneous discussions or questions arose from the participants regarding their digital reading habits, and how might these inform future sessions?
- Based on the participants' engagement and understanding during the activities, what adjustments or additional strategies would you consider implementing to further enhance their digital reading comprehension skills?

TEST FOR THE PARTICIPANTS

1. Think about the way you usually read texts on your phone or computer. How has your understanding of the differences between reading digital texts and physical books changed after our discussions? Provide at least two specific examples from your own reading experiences.
2. During our activities, we discussed some common challenges young people face when reading digitally, like getting distracted or skimming too quickly. Describe one challenge you personally experience, and explain how one of the techniques we practiced (SQ3R, Close Reading, or "Does This Make Sense") could help you overcome it.
3. We explored the "SQ3R" technique, which involves Survey, Question, Read, Recite, and Review. Choose a digital text you've encountered recently (e.g., a news article, a blog post, a social media thread) and describe how you would apply at least three steps of the SQ3R technique to understand it more deeply.
4. The "Close Reading" activity encouraged us to interpret a text by focusing strictly on "what the text says." How might applying a "close reading" approach change the way you interact with information on social media or online articles, especially when trying to understand complex or nuanced topics?
5. Imagine you need to learn about a new topic for school or a personal interest, and all the information is available online. Propose a brief strategy, combining at least two techniques or ideas we discussed, that you would use to ensure you read the digital content effectively and understand it thoroughly.

MODULE 02

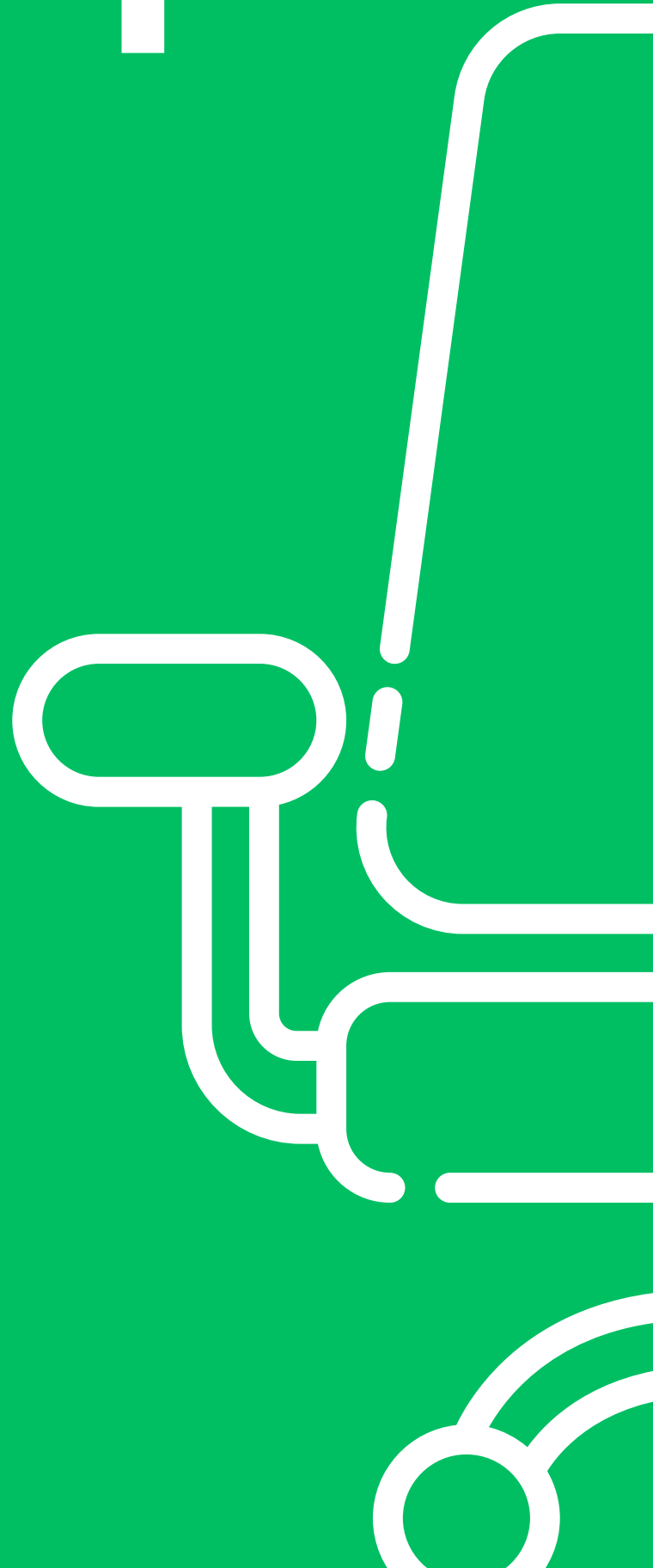
READING FOR BODY AND MIND — HEALTHY, MINDFUL HABITS FOR THE DIGITAL AND PHYSICAL WORLD

In a world overflowing with information and screen time, we often forget that reading is not just a mental process — it is also deeply physical and emotional. This module invites participants to rediscover reading as a full-body experience. Through guided exploration and practical tools, learners will become more aware of how reading habits affect their focus, posture, energy, and well-being.



UNIT 1

**Reading
with the
Body
Ergonomics
and Energy**

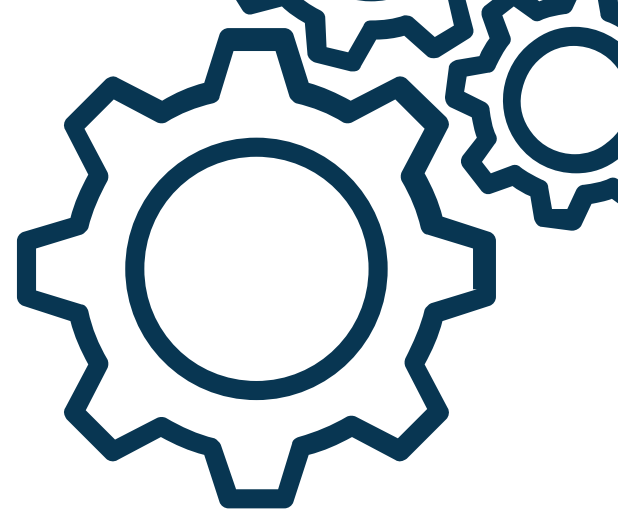


Adjusting Screen Brightness, Font Size and Distance to Reduce Eye Strain

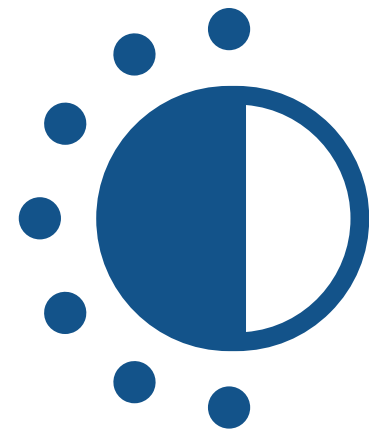
Tools for comfort of reading

Reading comfort is shaped not only by the text itself, but also by the physical conditions in which reading takes place. In digital environments, screen brightness, font size and viewing distance all influence how demanding reading becomes for the eyes. When these elements are poorly adjusted, even a short reading task can produce discomfort, tiredness or reduced concentration.

For this reason, reading digitally requires a basic awareness of visual ergonomics. Young people benefit from learning that comfort is not fixed, but can be actively improved by small adjustments. Changing brightness, enlarging the text or increasing the distance from the screen can make reading less tiring and help sustain attention for longer.



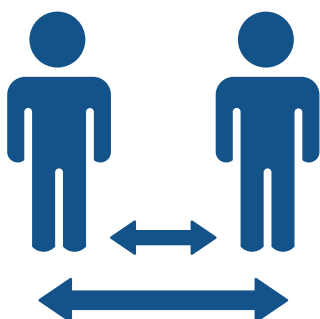
1. Lowering or adjusting screen brightness to the environment



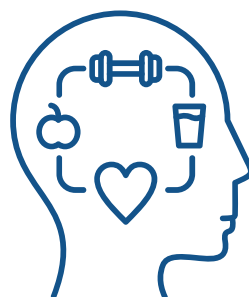
2. Increasing font size for easier visual tracking



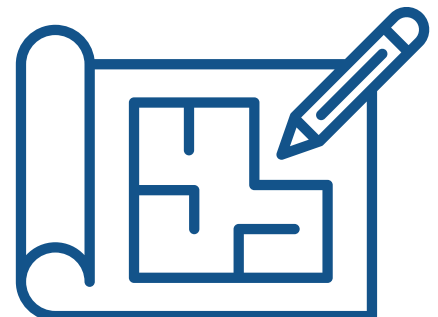
3. Keeping an appropriate distance from the screen



4. Avoiding reading on screens that are too close



5. Caring about visual comfort



Recognising Poor Posture Habits When Reading

Reading is often discussed as a cognitive activity, but it is also a physical one. The way the body is positioned during reading affects comfort, energy and the ability to remain focused. Poor posture may develop gradually, especially when reading takes place for long periods or in improvised spaces at home, at school or while using mobile devices.

Recognising poor posture habits is therefore an important part of building healthier reading routines. Slouching, bending too closely over the page, holding the neck in tension or staying too long in one fixed position can all increase discomfort. When young people learn to notice these patterns, they become better able to adjust how they sit, hold a text or use a screen.

Correct posture checklist:

- 1) Feet are flat on the floor or supported evenly
- 2) Knees are level with or slightly lower than hips
- 3) Back is supported (lower back touches the chair)
- 4) Shoulders are relaxed, not hunched or lifted
- 5) Neck is neutral (not bent far forward/down)
- 6) Head is aligned with spine—not jutting forward
- 7) Arms and hands rest comfortably while reading
- 8) Breathing feels open and natural
- 9) No areas feel stiff, numb, or strained
- 10) Overall, the posture feels stable and relaxed



Practising Stretches or Movement Between Reading Tasks

Stretching the neck,
shoulders or back briefly



Standing up between
reading tasks



Using simple movement to
release physical tension



Linking movement with
longer periods of
concentration



Indicators of movement routines

Reading often involves remaining still for extended periods, particularly in school or study contexts. Over time, this lack of movement can create stiffness, physical fatigue and reduced alertness. Short stretches or simple movement between reading tasks help interrupt this pattern and support a healthier relationship between reading and the body.

These moments of movement do not need to be formal or time-consuming. Standing up, stretching the shoulders, moving the neck gently or walking briefly can help release tension and prepare the body to return to the next task. When such practices become part of a reading routine, they support both comfort and sustained engagement.

Setting Up a Comfortable Reading Space

A reading space does not have to be ideal in order to be supportive, but it should make concentration and comfort easier rather than harder. Light, seating, the placement of a screen or book, and the general level of distraction all shape the quality of the reading experience.

When these elements are poorly arranged, physical strain and reduced focus are more likely to appear.

For this reason, creating a comfortable reading space is part of learning how to read well. At home or at school, even small adjustments can improve the conditions in which reading takes place. A stable seat, sufficient light and a clear surface for reading can help make the activity feel more manageable and more sustainable over time.

What Makes a Difference

- having enough light without glare on the page or screen
- using a seat and surface that support the body comfortably
- placing the text or screen at a readable height
- reducing unnecessary distractions
- treating the reading environment as part of the task itself



Common Barriers

- standing up between reading tasks
- stretching the neck, shoulders or back briefly
- using simple movement to release physical tension
- resetting the body before starting the next task
- linking movement with longer periods

What Youth Need

- realistic ways to improve reading conditions in everyday settings
- support in adapting shared or imperfect spaces
- simple criteria for judging whether a reading space works well
- encouragement to change the setup when discomfort appears
- awareness that environment affects both body and attention

ACTIVITIES TO BE IMPLEMENTED

1. POSTURE CHECK PATROL
2. COMFORT ZONE MAPPING
3. STRETCH & RESET ROUTINE



1. POSTURE CHECK PATROL

Description of activity:

Participants will work in pairs to observe and provide feedback on each other's reading posture using a simple checklist. They will then adjust their posture or setup and reflect on how the changes feel.

Learning objectives:

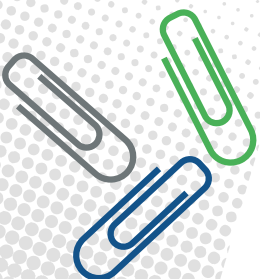
- Identify common signs of poor reading posture.
- Apply posture guidelines to improve reading comfort.
- Practice peer feedback in a structured and supportive way.
- Demonstrate body adjustments based on physical signals.

Explanation and assignment of activities:

This activity addresses the common issue of youth not recognizing their own body signals while reading. Many experience discomfort but don't know how to assess or adjust their posture. This task introduces a friendly, non-judgmental peer feedback tool that builds self-awareness and confidence in adjusting reading posture.

Materials Needed:

- Printed or projected Posture Awareness Checklist
- Pens or pencils
- Optional: adjustable chairs, cushions, books to raise screens, or rolled-up towels for lumbar support



Step 1

(5 minutes):

Introduction

Introduce the Posture Awareness Checklist for example:

- 1) Feet are flat on the floor or supported evenly
- 2) Knees are level with or slightly lower than hips
- 3) Back is supported (lower back touches the chair)
- 4) Shoulders are relaxed, not hunched or lifted
- 5) Neck is neutral (not bent far forward/down)
- 6) Head is aligned with spine—not jutting forward
- 7) Arms and hands rest comfortably while reading
- 8) Breathing feels open and natural
- 9) No areas feel stiff, numb, or strained
- 10) Overall, the posture feels stable and relaxed.

Explain that this list is not about judging good vs. bad posture but about exploring how different positions affect how we feel. Ask participants to approach the task with curiosity rather than trying to “perform” perfect posture.

Step 2

(10 minutes):

Partner Observation

- Participants form pairs.

Round 1: One participant reads silently (from any text or book) for 2 minutes while their partner observes their posture using the checklist.

Round 2: They switch roles and repeat the observation.

- Observers quietly note their partner’s posture during reading, then give gentle, supportive feedback. Example:

“I noticed your shoulders were really hunched. Did you feel tense?”, “Your feet were wrapped around the chair legs—how comfortable did that feel?”, “You looked really relaxed with your back against the chair—did that help you focus?”

- The focus is on creating a non-critical feedback loop to develop self-awareness.

Step 3

(10 minutes)

Personal Adjustment

- Each participant selects 1–2 posture changes based on their partner’s feedback and their own awareness (f.e., placing both feet on the floor, adjusting the chair, supporting their back).

- They read again for 2 minutes, trying out their new posture. Encourage them to notice physical sensations, comfort, or changes in focus and energy.



Step 4

(10 minutes):

Recommended questions for debriefing of Activity:



Group Processing

Facilitator invites the group to share their insights:

- What changes did you make, and how did it feel?
- Was anything surprising about the feedback you received?
- Did the adjustments affect your focus or comfort?

Highlight that small changes can make a big difference. Reinforce the value of body-check moments during any reading session and invite youth to keep using the checklist independently.

1. What surprised you about your own or your partner's posture?
2. Did any small adjustment make a noticeable difference?
3. How might you create a better reading setup in your own space?

2. COMFORT ZONE MAPPING

Description of activity:

Participants draw or design their ideal reading setup based on comfort, lighting, body support, and space. They compare it with their current setup and identify simple improvements they can make at home or in school.

Learning objectives:

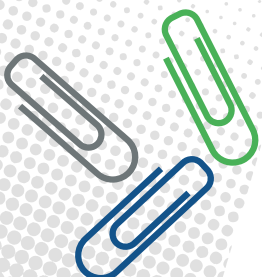
- Create a visual representation of an ergonomic reading space
- Identify environmental and physical factors affecting reading comfort.
- Compare current habits with ideal setups.
- Adapt existing spaces using practical adjustments.

Explanation and assignment of activities:

This activity helps youth externalize what “comfort” looks like for them—something they often don’t have language or models for. By imagining their ideal reading setup, they build a clearer sense of what to change in their current routines. It’s low-pressure, visual, and helps them feel empowered to act on their needs.

Materials Needed:

- A4 or A3 blank paper for each participant
- Markers, colored pencils, or pens
- Optional: Comfort Zone Worksheet Template with prompts or visual elements (chair, window, device, etc.)
- Tape or pins (for gallery walk or display)



Step 1

(5 minutes):

Introduction

The facilitator sets the tone by saying something like: “Many people think that reading just is uncomfortable — sore backs, tired eyes, cold desks. But reading should feel good in your body. Today we’ll design your ideal reading space. It doesn’t have to be realistic — you can imagine reading on a beanbag under a tree, with a heated blanket, or even floating in space — what matters is what comfort means to you.”

Clarify that the goal is not artistic skill but clarity and honesty. Show a few example sketches if possible — simple layouts, not polished illustrations — to reduce anxiety about “drawing well.” Let participants know that all ideas are valid.

Step 2

(10-15 minutes):

Drawing the Comfort Zone

Distribute paper and drawing materials. If using a worksheet, explain its parts: there might be placeholders for furniture, light source, body posture, and sensory elements.

Invite participants to draw their ideal reading environment. Offer these prompt questions aloud or on the board:

- What are you sitting or lying on?
- What’s around you — light, noise, other people?
- Is there movement (e.g., rocking chair, being outdoors)?
- What kind of lighting feels best — natural, lamp, warm or cool?
- Are you reading on a screen or paper?
- What smells, textures, or sounds help you focus? What does your body feel like in this space?

Encourage them to label parts of the drawing or add arrows or notes. Emphasize again: This is about self-discovery, not decoration.



Step 3

(5-10 minutes)

Compare with Reality

Once drawings are done, ask participants to spend a few minutes writing or journaling under the prompt:

- "How is my current reading space different from this drawing? What's one small change I could actually try — even just at home or in school?"

Encourage them to focus on things within their control: using a pillow, asking for better lighting, choosing a quieter spot, etc.

Facilitator can circulate and ask supportive questions if some participants are unsure:

- "What feels missing from your current space?"

- "What's one change that wouldn't cost anything?"

They can list 1-2 "easy wins" or small improvements.

Step 4

(5 minutes):

Optional Pair Sharing or Gallery Walk

Invite participants to share their drawings in pairs or through a "gallery walk" where all drawings are taped to a wall or table surface.

Instruct participants to walk slowly and observe others' comfort zones. Offer optional stickers or small sticky notes for giving kind feedback (e.g., "Love the window idea!" or "That hammock looks cozy!").

Important: Emphasize that this is not a competition — it's about recognizing diversity in needs and feeling inspired.

Recommended questions for debriefing of Activity:

1. What surprised you about your own comfort zone drawing?
2. What small changes could help your current reading space feel closer to your ideal one?
3. How might knowing your comfort needs change the way you prepare for reading or studying in the future?

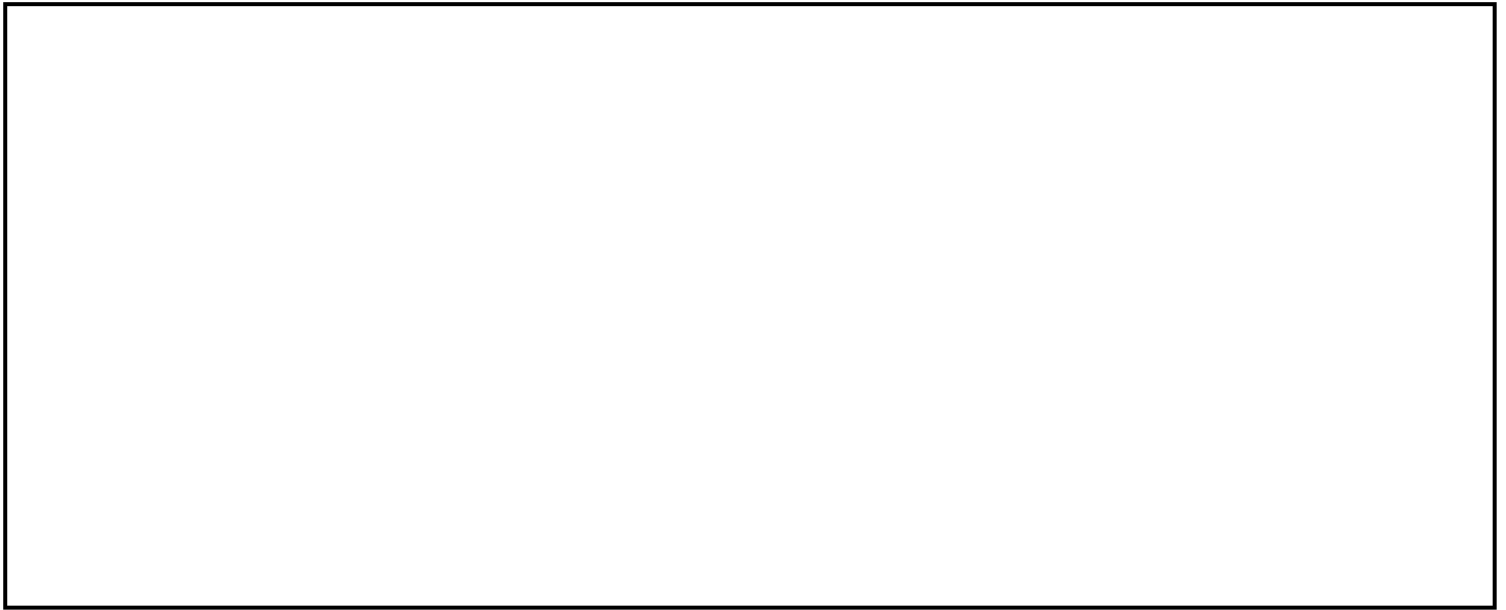


COMFORT ZONE MAPPING

Design your ideal reading space and find one small change you can make today.

1. MY IDEAL READING SPACE

Draw your perfect reading space. Use words, pictures or symbols.



2. MY CURRENT READING SPACE

How is my current space
different from my ideal one?

3. ONE SMALL CHANGE

What is one small change I can
try at home or in school?

4. REFLECTION QUESTIONS

What surprised you about your
own comfort zone drawing?

What small change could
help your space feel closer to
your ideal one?

How might knowing your comfort
needs help you in the future?

3. STRETCH & RESET ROUTINE

Description of activity:

Participants learn and practice a 5-move stretch routine designed to release physical tension from reading. They reflect on how their body feels before and after, and discuss when and how to integrate this into daily life.

Learning objectives:

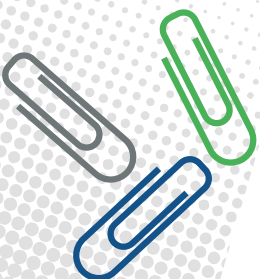
- Demonstrate a basic movement routine for reading recovery.
- Apply body awareness to identify tension during or after reading.
- Practice integrating physical breaks into long reading tasks.
- Adapt movement strategies for personal use.

Explanation and assignment of activities:

This activity directly tackles the barrier of static, uncomfortable reading. Youth often feel fatigue but don't know how to reset their energy or body position. This quick, body-based routine gives them a repeatable tool they can use independently.

Materials Needed:

- Open space OR classroom with chairs pushed to the side
- Visual guide to the 5 moves (poster, handout, or slide)
- Optional: calming instrumental music (played from phone or speaker)
- Journals or scrap paper and pens for reflection



Step 1

(3-5 minutes):

Introduction

Facilitator introduces the concept by saying:

“When we sit still for a long time — especially while reading or using screens — our bodies start to feel tired, even if our minds are active. Muscles tighten, blood flow slows, and focus gets harder. This doesn’t mean we’re lazy or weak. It just means we need a reset.”

Reassure participants that this isn’t a workout or yoga class — it’s gentle body care. The goal is to feel better, not to look a certain way.

Set the tone: “You don’t need to be flexible. There’s no ‘wrong’ way to do it. Just follow along and listen to what your body needs.”

Step 2

(5-7 minutes):

Teach the Routine

Use a visual aid (slide, printed guide, or your own demonstration) to introduce the following five moves. Teach one at a time, inviting participants to follow you slowly.

1. Shoulder Rolls

- a. Inhale while lifting shoulders toward ears, exhale while rolling them back and down.
- b. Repeat 3–5 times.
- c. Releases upper-back and neck tension.

2. Neck Stretch

- a. Tilt head gently to the left, hold for 3 seconds, then to the right.
- b. Add a light hand over the opposite ear for deeper stretch (optional).
- c. Do both sides 2–3 times.
- d. Loosens neck muscles and improves circulation to the head.

3. Forward Fold (Standing or Seated)

- a. From standing or seated, hinge forward and let arms dangle.
- b. Let the head hang heavy, bend knees slightly.
- c. Hold for 10–15 seconds.
- d. Releases spine and lower back tension.



4. Seated or Standing Twist

- a. From seated: place left hand on right knee, gently twist to the right.
- b. Inhale to lengthen spine, exhale to twist.
- c. Repeat both sides.
- d. Helps reset spinal alignment and stimulates digestion/alertness.

5. Hand and Eye Shake-Out

- a. Shake hands loosely like you're drying them.
- b. Then close eyes tightly, open wide, blink a few times.
- c. Optional: roll eyes in slow circles.
- d. Relieves screen strain and tension from writing or typing.

Encourage participants to breathe naturally during all moves and modify any stretch to suit their needs.

Step 3

(5 minutes)

Full Practice Run

Facilitator invites everyone to go through the entire sequence again at their own pace.

"Now that you know the moves, take a few minutes to go through them in a way that feels good to you. You can stand, sit, move slowly or more actively."

Optional: play gentle background music to support focus and relaxation.

Let participants know they don't need to talk — just move. Facilitator should do the routine alongside them unless someone needs support.

Step 4

(5-8 minutes):

Body Check-In & Discussion

After the practice, lead a short reflection. Ask participants to:

- Close their eyes for 30 seconds and scan their body.
- Note how their shoulders, neck, or lower back feel compared to before.
- Breathe in deeply and sigh it out.

Then invite group sharing or journaling using one or two of these prompts:

- "What do you notice in your body now compared to before we started?"



Recommended questions for debriefing of Activity:

- "When do you think you might need a reset like this — before school? after homework? during breaks?"

- "Which of the five moves felt most helpful for you today?"

Write these on the board or provide on a handout. Offer the visual guide as a take-home tool if possible.

1. Which of the five moves made the biggest difference in how your body felt? Why?
2. When in your day could you imagine using this routine — even just one or two moves?
3. How does it feel to use your body as a tool to support focus, rather than forcing yourself to stay still?



REFLECTION FOR THE EDUCATOR

- How did your own reading habits as a youth shape your physical comfort or discomfort with learning tasks?
- In what ways might your current teaching environment unintentionally contribute to youth discomfort during reading or screen time?
- How can you model body awareness and ergonomic adjustments in your facilitation without making it feel corrective or rigid?
- What signals (verbal or non-verbal) do you notice when youth are physically disengaged, and how do you typically respond?
- How might you adapt the activities in this module to suit different physical setups or levels of mobility?

TEST FOR THE PARTICIPANTS

1. When you think back to your last reading session—whether digital or on paper—what was your posture like? Did you notice any tension or discomfort?
2. Learning Outcome: Recognizes poor posture habits when reading digitally or on paper.
3. What adjustments did you make (or could you make) to your reading setup—like lighting, screen brightness, or seating—to reduce physical strain?
4. Learning Outcome: Adjusts screen brightness, font size, and distance to reduce eye strain.
5. How do you usually decide when to take breaks while reading? Can you describe a time when a short pause or stretch helped reset your energy?
6. Learning Outcome: Takes regular breaks and practices movement between reading tasks.
7. What does an ideal reading space look and feel like for you, either at home or school? What steps could help you create it more often?
8. Learning Outcome: Sets up a comfortable reading space at home or school.
9. If you had to give one tip to a friend about protecting their body while reading, what would it be and why?
10. Learning Outcome: Applies techniques to read more comfortably.

UNIT 2

Choosing the Right Format



Comparing Comprehension Across Paper and Screens

VS

Reading on paper and reading on screens do not create exactly the same conditions for attention, orientation and recall. Printed texts often support a stronger sense of location within the text and make it easier to follow longer arguments without interruption. Digital texts, by contrast, are often read in faster and more changeable environments, which can affect how information is processed and remembered. Understanding these differences helps readers recognise that format can influence not only comfort, but also the quality of comprehension.

This does not mean that one format is always better than the other. Much depends on the purpose of reading, the type of text and the conditions in which reading takes place. However, becoming aware of how paper and screens shape memory and understanding allows young people to make more informed choices. Instead of treating all reading situations as the same, they can begin to notice when one format supports deeper concentration and when another offers greater flexibility or accessibility.

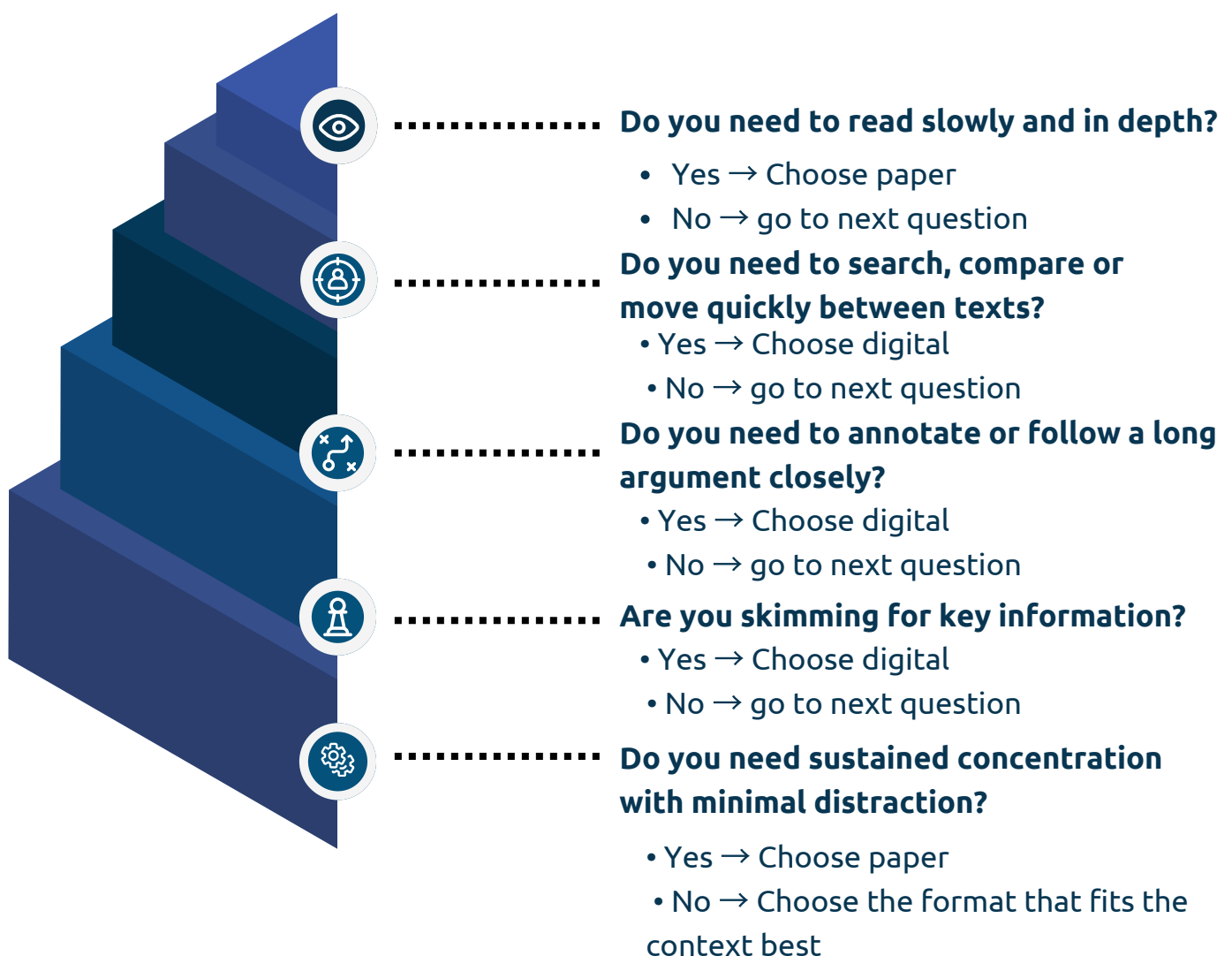
Aspect	Paper Reading	Screen Reading
Reading flow	more linear and continuous	more likely to be fragmented
Orientation in text	easier to track location and progress	easier to lose position in the text
Attention	usually supported by fewer distractions	more exposed to competing stimuli
Comprehension	often stronger in longer, denser texts	depends more on reading conditions
Memory	often supported by stable layout and spatial cues	more affected by speed and interruption
Best use	deeper reading and extended focus	flexible access and fast navigation

Identifying Better Suited Formats

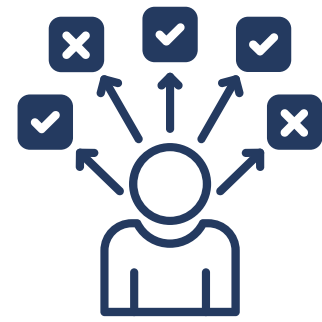


Different reading tasks place different demands on the reader. Some require slower attention, sustained concentration and close contact with the structure of a text, while others depend more on quick access, navigation or comparison. For this reason, paper and digital formats are not best understood as interchangeable in every situation, but as tools that may support different kinds of reading more effectively.

Printed texts are often more useful when the task involves close reading, annotation, extended concentration or careful interpretation. Digital formats may be more helpful when the reader needs to search quickly, compare sources, move between texts or skim for key information. Learning to match the task to the format supports more intentional reading and helps young people understand that good reading decisions depend on purpose, not habit alone.

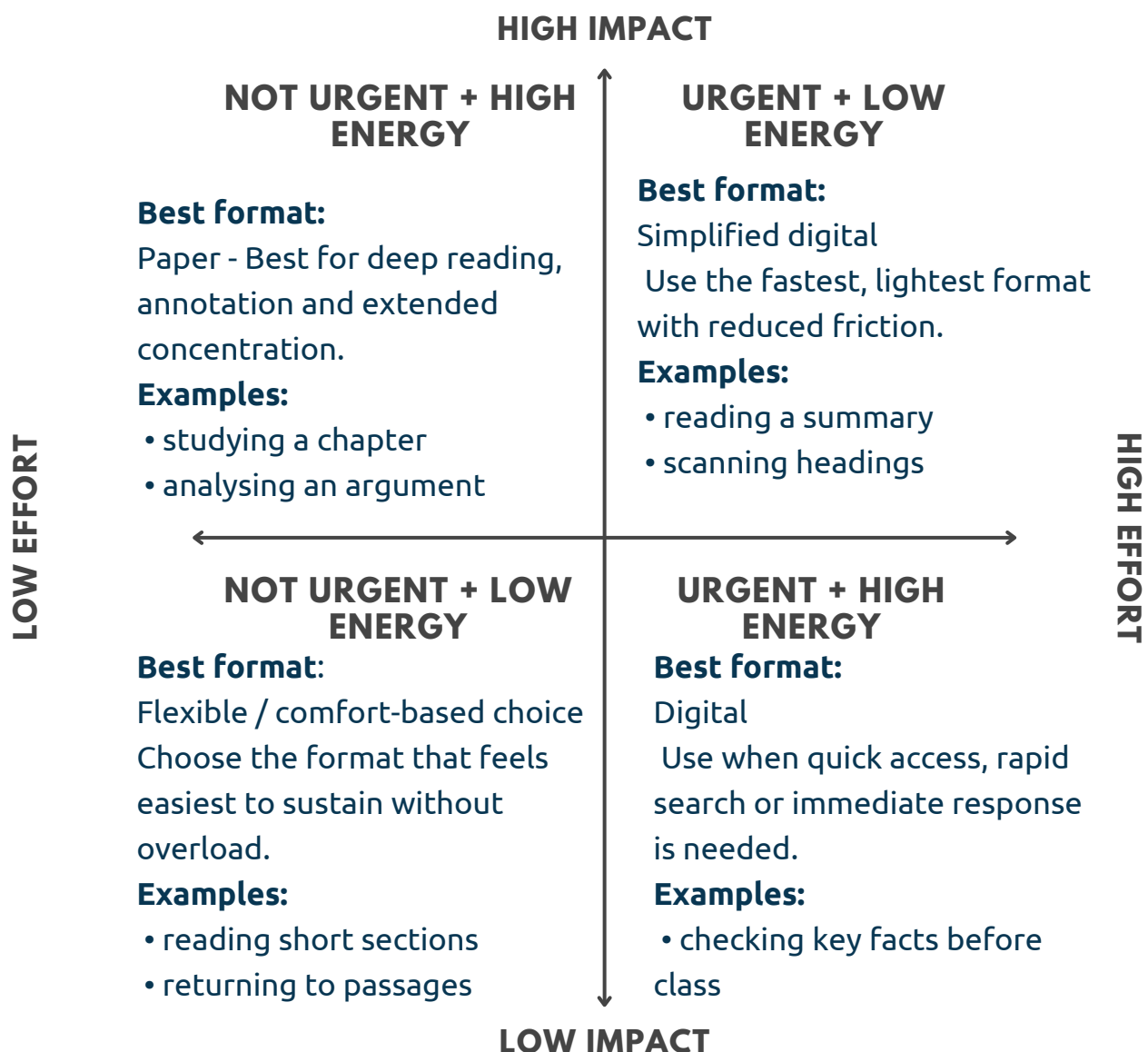


Making Personal Reading Choices



Reading does not take place in neutral conditions. Time pressure, location, tiredness and the demands of the moment all affect how a person reads and what kind of format is most supportive. A reader may need different conditions for sustained study in the evening than for quick information gathering during the day. Becoming aware of these factors helps young people make choices that are more realistic and more responsive to their own situation.

This kind of decision-making strengthens reading as an intentional practice. Instead of defaulting automatically to the nearest device or the most familiar format, readers can ask what they need in a particular moment. The question is not only what they are reading, but where, when and with how much energy they are doing it. Such awareness makes reading choices more flexible and more effective.



Recognising the Emotional and Sensory Difference



Reading is shaped not only by comprehension and efficiency, but also by sensory and emotional experience. Paper and digital formats create different kinds of contact with a text. The weight of a book, the texture of a page and the stable visual field of print can influence how reading feels. Digital reading, on the other hand, often feels more fluid, immediate and connected to other forms of media and interaction.

Recognising these differences matters because enjoyment, comfort and emotional response all shape reading habits. A reader may feel calmer and more immersed with print in one situation, while in another context digital reading may feel lighter, easier or more accessible. Understanding this emotional and sensory dimension helps young people see that reading choices are not only practical, but also connected to experience, mood and personal preference.

Dimension	Reading on Paper	Reading on Screen
Sensory experience	tactile contact with the page	smooth visual interaction with the screen
Reading atmosphere	calmer and more stable environment	more dynamic and media-rich environment
Attention experience	easier to remain immersed in the text	attention can shift more easily
Emotional response	often associated with relaxation and immersion	often associated with speed and immediacy
Reading rhythm	slower and more continuous	faster and more flexible
Context of use	often used for longer and reflective reading	often used for quick access and navigation

ACTIVITIES TO BE IMPLEMENTED

1. FORMAT FACE-OFF: PAPER VS. SCREEN
2. TASK-MATCH TOOLBOX
3. MY FORMAT MAP



1. FORMAT FACE-OFF: PAPER VS. SCREEN

Description of activity:

Participants read the same short text in two formats—once on paper and once digitally—and then complete comprehension and recall tasks. They compare their emotional, physical, and cognitive experience with each.

Learning objectives:

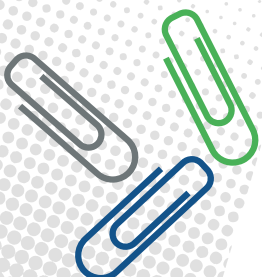
- Compare comprehension differences across formats.
- Identify personal reactions to screen vs. paper reading.
- Practice noticing body and energy responses.
- Apply reflection to future format decisions.

Explanation and assignment of activities:

This activity introduces participants to the differences between digital and paper reading through direct experience. It helps dismantle assumptions (e.g., “paper is always better” or “digital is easier”) by focusing on personal outcomes like focus, comfort, and memory. It supports participants in making intentional format choices instead of defaulting to what’s most available. It also connects to the module’s verification criteria by helping participants compare recall, attention, and emotional experience across formats.

Materials Needed:

- Identical 300–400 word nonfiction or narrative text in two formats: printed and digital (e.g., Google Doc, PDF)
- Devices (phones, tablets, or laptops — participants’ own or provided)
- Short comprehension quiz (2–3 questions per format)
- Reflection sheet with prompts
- Pens and clipboards if needed



Step 1

(5 minutes):

Introduction — Purpose, Not Preference

Facilitator introduces the task clearly and neutrally. Use this suggested script:

- "Today, we're going to test how different formats — paper and screen — affect how we read. This isn't about proving which format is better. Instead, it's about noticing how each one affects your focus, your memory, and how reading feels in your body. We all respond differently, and that's okay."

Hand out both versions of the same text (one printed, one accessible digitally), along with the quiz and reflection sheets.

Explain the structure: everyone will read both versions, take a short quiz after each, then reflect.

Step 2

(10 minutes):

Reading — Two Formats, Same Text

Split the group in half:

- Group A reads the paper version first, then the digital.
- Group B reads the digital version first, then the paper.

"Each of you will read the same short text twice — once on paper, once on a screen. Try to read naturally. Don't rush or skim."

Set a timer for 5 minutes per reading. Keep the room quiet and free of distractions. After the first round, signal when to switch.

Tip: You can display a slide with a countdown timer to help keep pace.

Step 3

(10 minutes)

Comprehension + Emotional Recall

After each reading (immediately), participants complete a short quiz:

- 2 content-based questions (e.g., What was the main idea? What detail stood out?)
- 1 reflection question (e.g., How focused did you feel? What emotions or physical sensations came up while reading?)

Facilitator hands out or guides them through the quiz right after each version to prevent blending the experiences.



Example quiz items:

- What is one key takeaway or message from the text?
- Which specific detail helped you remember the main point?
- On a scale from 1–5, how focused did you feel while reading this version?
- Describe any emotions or body sensations you noticed (tension, calm, distraction, flow).

Step 4

(5 minutes):

Personal Reflection — Reading Fit Check

Each participant fills out a personal reflection sheet (printed or digital). Prompts include:

- Which version helped you remember more?
- Which format made you feel calmer or more focused?
- Which format would you prefer for reading something deep or important?
- What do you think made the difference?

"This is just for you — there's no right answer. Think of your energy level, posture, the feel of the paper or screen, and anything that helped or hurt your concentration."

Step 5

(10 minutes):

Group Debrief — Connecting to Real Life

Facilitator gathers participants in a circle or stays at tables for a short discussion.

Suggested opening questions:

- "What surprised you about this experience?"
- "Did your focus or memory shift between formats?"
- "How might this change how you approach school reading, social media, or even journaling?"

Key points to emphasize during discussion:

- Some tasks are better suited to one format over the other (e.g., skimming vs. deep reading)
- Emotional comfort and physical ease matter — not just performance
- It's about making choices based on purpose, not habits

Encourage participants to keep both formats in their toolkit — one doesn't have to replace the other.



Recommended questions for debriefing of Activity:

1. What felt different in your body or mind when switching formats — and what do you think caused that?
2. Which reading felt easier or more natural — and how did that affect your memory of the content?
3. In your daily life, how could you choose between screen or paper in a more intentional way?



FORMAT FACE-OFF: PAPER VS SCREEN

Read the same two short text in two formats. Notice the difference.

1. AFTER EACH READING

Fill in the table below.

What is the main idea of the text?		
How well do you remember the details? (1 = hard to remember, 5 = remember very well)	1 2 3 4 5	1 2 3 4 5
How focused did you feel while reading? (1 = hard to remember, 5 = remember very well)	1 2 3 4 5	1 2 3 4 5
What did you feel in your body and mind? (e.g. calm, tired, distracted)		

2. REFLECTION QUESTIONS

Which version helped you remember more and why?

Which format felt better for you overall and why?

How will this change the way you choose between screen and paper when reading?

2. TASK-MATCH TOOLBOX

Description of activity:

Participants categorize common reading or learning tasks (e.g., skimming, annotating, relaxing reading) into paper, digital, or mixed formats, based on energy, attention, and tools.

Learning objectives:

- Identify the strengths and limits of each format.
- Make connections between task type and reading format.
- Adapt reading behavior based on task demands.
- Practice intentional decision-making.

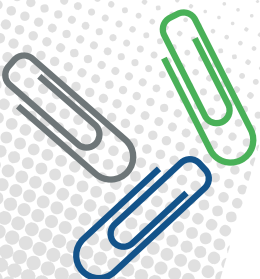
Explanation and assignment of activities:

This activity supports participants in linking the format of reading (paper vs. digital) to the type of task they're doing, rather than defaulting to habit. It emphasizes critical thinking and decision-making based on energy, attention, and sensory/emotional factors.

It also reinforces the module's learning outcomes and verification criteria: recognizing strengths of each format, identifying format-task matches, and making more intentional personal reading choices.

Materials Needed:

- A set of task cards (printed) with diverse reading or learning situations (see examples below)
- Table signs or three labeled areas for sorting: Paper, Digital, Both
- Markers and flipchart paper or large sticky notes for each group to record their reasoning
- Optional: Timer or bell for signaling group rotations or phase transitions



Step 1

(5 minutes):

Intro to Format Matching

Facilitator introduces the session with a simple explanation.

Suggested script:

- "There's no one 'best' format for reading. Sometimes paper works better, other times digital tools are more efficient. It all depends on the task. Today, we'll experiment with choosing formats based on the type of reading you do and how much energy or focus it requires."

Explain that participants will work in groups to match common reading tasks to the format that supports it best — paper, digital, or both.

Step 2

(10 minutes):

Task Cards:

Divide participants into small groups (3–5 people). Each group receives a deck of 10–12 task cards, each describing a different reading or learning scenario. Example cards might include:

- "Skim the latest news headlines"
- "Take detailed notes while reading a textbook"
- "Read a graphic novel before bed"
- "Highlight key arguments in a political article"
- "Read instructions for building furniture"
- "Study while on the bus"
- "Read an emotional personal essay"
- "Look up fast facts for a quiz"
- "Journal reflectively"
- "Compare multiple research sources side-by-side"
- Ask each group to sort the cards into three categories:
 - Best for paper
 - Best for digital
 - Suitable for both

"Think about what the task requires: focus, movement, annotation, emotional tone, energy level. You can use all three categories — no need to force everything into one or the other."



Step 3

(10 minutes)

Step 4

(10 minutes):

Justify Your Choices:

After sorting, groups go back through their piles and write down why they placed each task in that format. Prompts to guide them:

- What does this task need in terms of energy, attention, or tools?
- Does this format help reduce distraction or improve comfort?
- Would a different format make it harder or less effective?

They can write their reasoning directly on a flipchart or worksheet with three columns: Task | Format Chosen | Why?

Encourage groups to discuss and debate—this is where the real learning happens.

Share & Compare:

Each group presents 2–3 of their most interesting or surprising matches to the full group. Encourage them to highlight:

- A task that was surprisingly hard to assign
- A task they disagreed on and why
- A personal habit that doesn't match their conclusion

Facilitator records patterns on the board or flipchart:

- Are there tasks most people agree should be paper-based?
- Are there tasks where digital clearly wins?
- Where does flexibility or hybridity matter most?

Wrap up with a summary like:

"You've just practiced using intentionality in your reading behavior. By matching tasks to formats, you're already shifting from habit to conscious choice — a key digital well-being skill."



Recommended questions for debriefing of Activity:

1. What was the easiest task to assign a format to — and what made it so clear?
2. Which task caused the most disagreement or hesitation? Why do you think that was?
3. How do your current reading habits match—or differ from—the choices you made today?
4. What would change in your schoolwork, leisure reading, or media use if you chose formats more intentionally based on task type?



TASK-MATCH TOOLBOX

Mask each reading task to the format that fits best.

1. SORT THE TASKS

Task	Paper	Digital	Both
skim headlines	☐	☐	☐
take notes	☐	☐	☐
relax before bed	☐	☐	☐
find quick facts	☐	☐	☐
read deeply	☐	☐	☐

2. WHY DOES IT FIT?

FOCUS

Does this task need deep focus or quick access?

ENERGY

Which format feels easier in your body and mind?

TOOLS

Do you need search, zoom, notes or less distraction?

3. MY BEST MATCHES

BEST FOR PAPER

One task I would choose on paper:

BEST FOR DIGITAL

One task I would choose on screen:

BEST FOR BOTH

One task that works on both formats:

3. MY FORMAT MAP

Description of activity:

Participants create a personal “format map” that outlines when, where, and how they prefer to use paper or digital reading, and how this might shift across contexts like school, home, or travel.

Learning objectives:

- Demonstrate awareness of personal habits and needs.
- Create a visual plan for intentional format use.
- Adapt strategies based on place and purpose.
- Reflect on emotional and practical drivers of format choice.

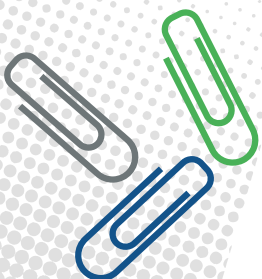
Explanation and assignment of activities:

This activity supports participants in linking the format of reading (paper vs. digital) to the type of task they’re doing, rather than defaulting to habit. It emphasizes critical thinking and decision-making based on energy, attention, and sensory/emotional factors.

It also reinforces the module’s learning outcomes and verification criteria: recognizing strengths of each format, identifying format-task matches, and making more intentional personal reading choices.

Materials Needed:

- A set of task cards (printed) with diverse reading or learning situations (see examples below)
- Table signs or three labeled areas for sorting: Paper, Digital, Both
- Markers and flipchart paper or large sticky notes for each group to record their reasoning
- Optional: Timer or bell for signaling group rotations or phase transitions



Step 1

(5 minutes):

Format Follows Function

Facilitator introduces the session with a simple explanation.

Suggested script:

- "There's no one 'best' format for reading. Sometimes paper works better, other times digital tools are more efficient. It all depends on the task. Today, we'll experiment with choosing formats based on the type of reading you do and how much energy or focus it requires."

Explain that participants will work in groups to match common reading tasks to the format that supports it best — paper, digital, or both.

Step 2

(10 minutes):

Task Card Sorting — Matching Format to Function

Divide participants into small groups (3–5 people). Each group receives a deck of 10–12 task cards, each describing a different reading or learning scenario. Example cards might include:

- "Skim the latest news headlines"
- "Take detailed notes while reading a textbook"
- "Read a graphic novel before bed"
- "Highlight key arguments in a political article"
- "Read instructions for building furniture"
- "Study while on the bus"
- "Read an emotional personal essay"
- "Look up fast facts for a quiz"
- "Journal reflectively"
- "Compare multiple research sources side-by-side"

Ask each group to sort the cards into three categories:

1. Best for paper
2. Best for digital
3. Suitable for both

"Think about what the task requires: focus, movement, annotation, emotional tone, energy level. You can use all three categories — no need to force everything into one or the other."



Step 3

(10 minutes)

Justify Your Choices — Why This Format?

After sorting, groups go back through their piles and write down why they placed each task in that format. Prompts to guide them:

- What does this task need in terms of energy, attention, or tools?
- Does this format help reduce distraction or improve comfort?
- Would a different format make it harder or less effective?

They can write their reasoning directly on a flipchart or worksheet with three columns: Task, Format Chosen, Why?

Encourage groups to discuss and debate—this is where the real learning happens.

Step 4

(10 minutes):

Share & Compare — Group Exchange

Each group presents 2–3 of their most interesting or surprising matches to the full group. Encourage them to highlight:

- A task that was surprisingly hard to assign
- A task they disagreed on and why
- A personal habit that doesn't match their conclusion

Facilitator records patterns on the board or flipchart:

- Are there tasks most people agree should be paper-based?
- Are there tasks where digital clearly wins?
- Where does flexibility or hybridity matter most?

Wrap up with a summary like:

“You’ve just practiced using intentionality in your reading behavior. By matching tasks to formats, you’re already shifting from habit to conscious choice — a key digital well-being skill.”

Recommended questions for debriefing of Activity:



1. What was the easiest task to assign a format to — and what made it so clear?
2. Which task caused the most disagreement or hesitation? Why do you think that was?
3. How do your current reading habits match—or differ from—the choices you made today?
4. What would change in your schoolwork, leisure reading, or media use if you chose formats more intentionally based on task type?

MY FORMAT MAP

Plan how and when to use paper, digital or both. Choose what works best for you in different places.

1. MY FORMAT CHOICES

Task	Paper	Digital	Both
reading for class	☐	☐	☐
essay writing	☐	☐	☐
taking notes	☐	☐	☐
relaxing / reading for fun	☐	☐	☐
research / looking things up	☐	☐	☐
exam preparation	☐	☐	☐

2. WHY I CHOOSE THIS

What helps me decide?

Focus & attention: _____

Energy level: _____

Comfort & feelings: _____

Tools & features: _____

3. REFLECTION

What was the easiest task to assign a format to and why?

What was the hardest task to assign a format to and why?

What should change in my schoolwork or leisure reading if I chose different formats?

REFLECTION FOR THE EDUCATOR

- What assumptions do I hold about youths' digital preferences—and how might those shape how I design reading tasks?
- How often do I explicitly talk with young people about the emotional or physical impact of different reading formats?
- In what ways do I provide choice and autonomy when assigning reading, and how could I do more of that?
- Have I personally noticed differences in my own comprehension or attention between formats? How does that inform my teaching?
- What small adjustments could I make in my setting (e.g., school, workshop, home) to support format experimentation without adding pressure?

TEST FOR THE PARTICIPANTS

1. Can you give an example of a reading task where paper helped you focus or remember better—and one where a screen worked better? Why?
2. Learning Outcome: Compares how comprehension and memory differ across paper and screens.
3. What kinds of reading (like annotating, skimming, or deep focus) do you feel work better on paper or on a screen, and how do you decide?
4. Learning Outcome: Identifies tasks better suited to each format.
5. Think about your energy and attention levels throughout the day—how do they influence your choice between digital and paper reading?
6. Learning Outcome: Makes personal reading choices based on time, place, and energy levels.
7. How do you feel emotionally when reading from a screen versus reading on paper? Does it change how you connect to the material?
8. Learning Outcome: Recognizes the emotional and sensory difference between formats.
9. Can you describe a time when you used both paper and digital together—for example, reading on paper and then summarizing digitally? How did it help?
10. Learning Outcome: Uses both formats as complementary tools.

UNIT 3

Mindful Reading



Using Breathing to Prepare for Reading



A focused reading experience often depends on what happens just before reading begins. When young people move into reading directly from noise, stress, notifications or ongoing activity, it can be difficult to settle into the text. Short breathing practices can help create a small transition between distraction and concentration. They do not remove every source of tension, but they can make the body feel calmer and the mind less scattered.

This matters because attention is not only mental. It is also connected to breathing, posture and physical rhythm. A few slow breaths before reading can help reduce internal restlessness and prepare the reader to engage more steadily with the text. Over time, this kind of preparation can become a simple but meaningful ritual that supports both focus and enjoyment.

Simple Breathing Practice

Step	What to Do
1	pause before starting the text
2	take three slow, steady breaths
3	relax shoulders and jaw
4	bring attention to the first lines of the text
5	begin reading at a calm pace
Best use	deeper reading and extended focus

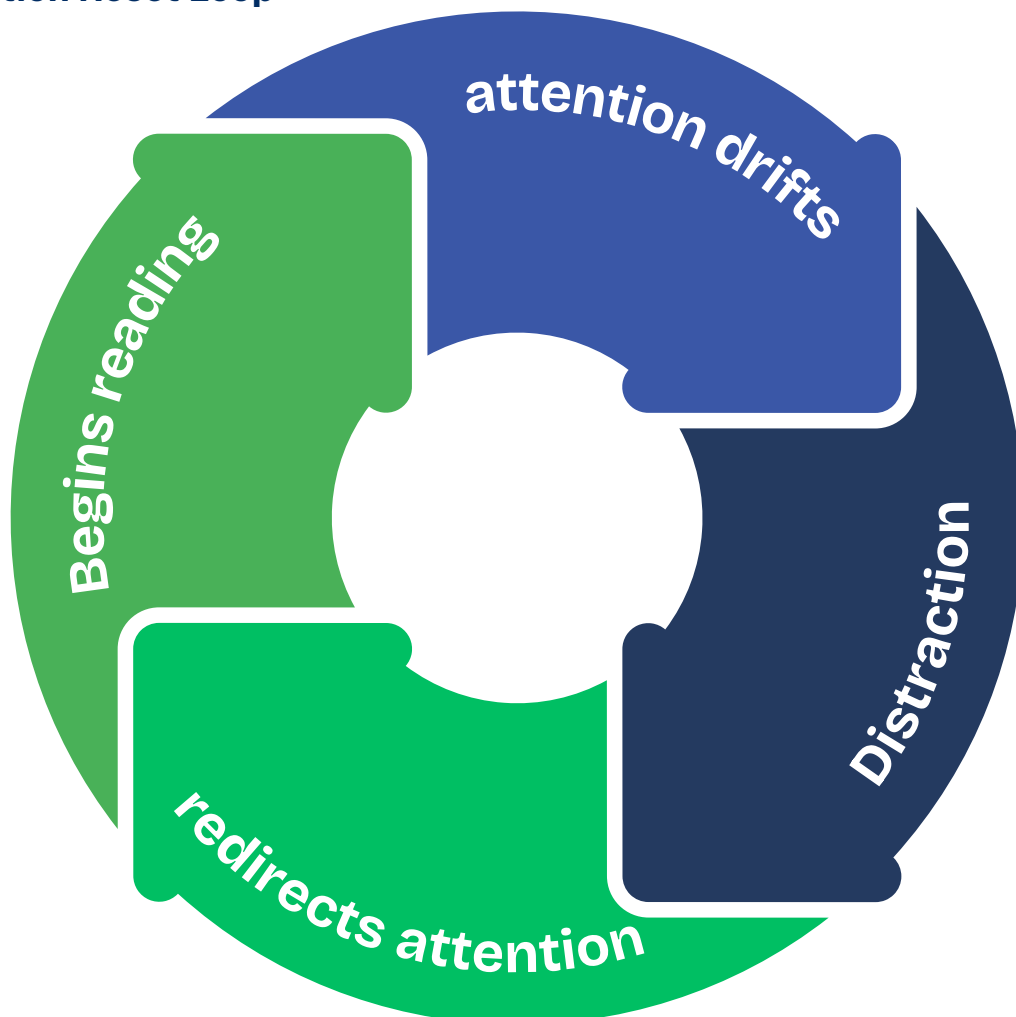
Noticing When Attention Drifts



During reading, attention rarely remains stable from beginning to end. Thoughts move toward other tasks, outside sounds interrupt concentration and digital habits often make the mind expect constant stimulation. For this reason, one of the most important elements of mindful reading is not perfect focus, but the ability to notice when focus has weakened. This moment of noticing is what allows the reader to return to the text without frustration.

Such awareness helps transform distraction into part of the practice rather than a sign of failure. Instead of reacting with impatience, readers can learn to recognise drifting attention and gently redirect it. This supports a more realistic and compassionate approach to concentration. With repeated practice, the act of returning becomes easier, and reading begins to feel less like a struggle against distraction and more like a steady exercise in presence.

Attention Reset Loop



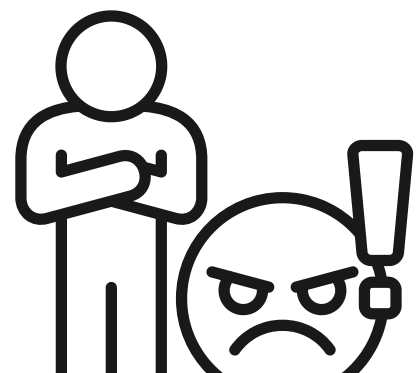
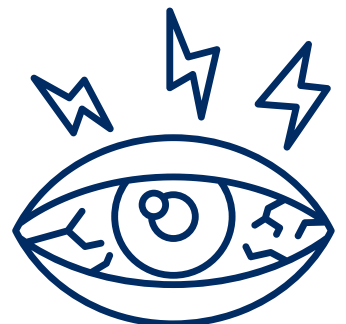
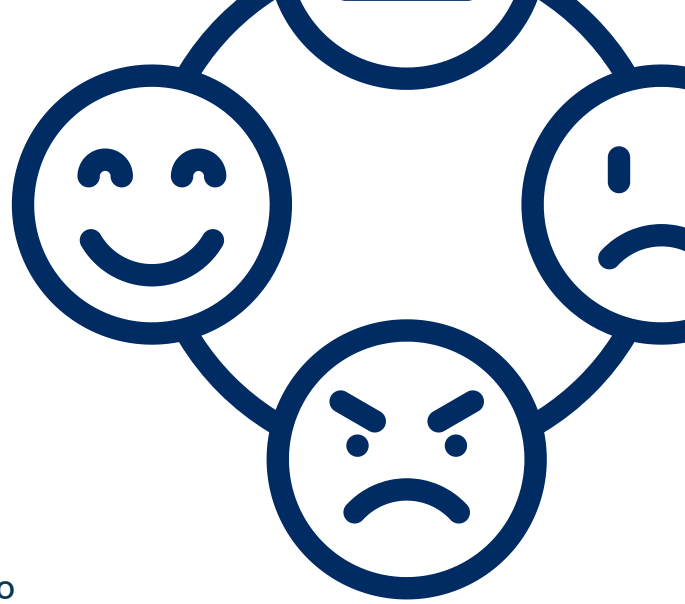
Reflecting on Emotions While Reading

Reading involves not only comprehension but also emotional experience. A text may evoke curiosity, calm, boredom, tension or resistance. These reactions often influence how long a reader remains engaged and whether attention continues or weakens. For young readers, becoming aware of these responses can therefore be an important part of developing a more reflective reading practice.

Paying attention to emotional reactions allows readers to understand how they relate to the text. Instead of ignoring these reactions, they can become material for reflection and discussion. In educational contexts this awareness helps deepen engagement with reading and encourages young people to think about how texts affect them.

What youth workers should notice

- boredom may signal loss of contact with the text
- tension may appear before attention fully breaks down
- strong emotional reactions can shape interpretation
- some readers disengage when discomfort remains unnamed
- reflection can deepen rather than interrupt the reading process



Creating Small Reading Rituals



In many contemporary environments, reading no longer appears as a clearly separated activity. It is usually embedded within a wider flow of checking messages, browsing information and reacting to notifications. Under such conditions, it becomes difficult to create a real transition between everyday acceleration and a more focused encounter with a text. For young people, this often means that reading begins without a clear sense of entry and is easily interrupted before deeper attention has time to develop. The question, then, is how to support a more deliberate and stable beginning to the reading process.

One possible response is to introduce small reading rituals. These do not need to be elaborate. Their role is simply to mark the beginning of reading and to distinguish it from surrounding activities. A ritual may involve returning to the same place, adjusting the light, preparing a drink, taking a short breath or setting a small reading intention. Repeated over time, such actions create a simple structure around reading, support concentration and help young readers approach the text with greater continuity, calm and readiness to engage.

Tool — Building a Simple Reading Ritual

Step	What it involves	Purpose
1	choose a regular place for reading	create spatial stability
2	prepare the environment (light, posture, quiet)	support physical comfort
3	introduce a short transition activity (breathing, tea, pause)	mark the beginning of reading
4	set a small reading intention (a page, a paragraph, a short text)	focus attention
5	repeat the same sequence regularly	build a habit that supports concentration

ACTIVITIES TO BE IMPLEMENTED

1. READ AND BREATHE: A 3-MINUTE GROUNDING PRACTICE

2. INTERRUPT ME GENTLY: BUILDING AWARENESS OF DRIFTING FOCUS

3. DESIGN YOUR READING RITUAL



1. READ AND BREATHE: A 3-MINUTE GROUNDING PRACTICE

Description of activity:

Participants begin with a short breathwork sequence before reading a short text. They notice how this changes their mental state and reading experience.

Learning objectives:

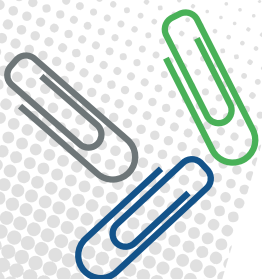
- Practice calming the body before reading
- Notice shifts in attention and energy
- Apply breathwork techniques independently
- Reflect on how state influences comprehension

Explanation and assignment of activities:

This activity supports participants in connecting the body and mind before reading — a practice rarely taught but especially helpful for youth experiencing overstimulation or low motivation. Many young readers jump into reading while distracted or tense, which reduces comprehension and enjoyment. This task introduces a grounding tool that can be reused in personal reading routines.

Materials Needed:

- Printed short texts (e.g., reflective essays, poems)
- Optional calming background music, yoga mats or soft lighting if available.



Step 1

(5 minutes):

Introduction

- Gather the group in a quiet, seated position — on chairs or floor, depending on the setting.
- Say: “Before we read, we’re going to try a simple breathing tool that helps the body relax and the mind slow down.”
- Briefly explain box breathing: Inhale for 4 seconds → Hold for 4 seconds → Exhale for 4 seconds → Hold for 4 seconds.
- Model the cycle twice with the group. Use a calm voice and count aloud slowly.
- Emphasize that the purpose is not to “do it perfectly” but to shift into presence.

Step 2

(7 minutes):

Silent Practice + Reading

- Ask participants to close their eyes or soften their gaze.
- Invite them to do two full minutes of silent box breathing on their own. Optional: play ambient music or reduce lighting.
- After breathwork, hand out or indicate printed texts (e.g., a short nature poem or reflective prose).
- Let them read the piece silently and slowly for 3–4 minutes. Instruct them not to analyze—just observe what the words feel like.

Step 3

(5 minutes)

Comprehension + Emotional Recall

Ask participants to pair up and reflect on their experience. Suggested guiding questions to say aloud:

- “Did anything change in how you felt before vs. after the breathwork?”
- “Was the reading experience different than usual? In what way?”
- “Did any emotions or sensations show up while reading?”



Step 4

(3 minutes):

Recommended questions for debriefing of Activity:

Group Debrief

- Bring everyone back together.
- Say: "Let's hear a few words or short thoughts about how mindful breathing affected your reading."
- Facilitate a light, open discussion. Accept all responses—remind them there's no wrong experience.
- Emphasize the takeaway: Presence and breath can be simple yet powerful tools to shift into deeper reading focus.

1. What surprised you about how breathwork affected your reading experience?
2. When might you use this technique outside this session?
3. How did your body or mind respond differently than usual while reading?



2. INTERRUPT ME GENTLY: BUILDING AWARENESS OF DRIFTING FOCUS

Description of activity:

Participants read in silence and raise a hand or tap the table when they notice their attention drift. They then reflect on what triggered it and gently reset.

Learning objectives:

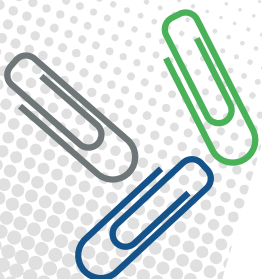
- Identify when attention drifts
- Re-anchor focus mindfully
- Describe internal and external distractions
- Develop self-awareness during reading

Explanation and assignment of activities:

This activity addresses a common challenge in today's reading environments: scattered attention. Many youths feel discouraged when their minds wander, assuming they're "bad readers." Instead, this task offers a compassionate, normalizing tool: noticing without shame. It builds the foundation for mindful attention, one of the key skills in this unit.

Materials Needed:

- Printed or digital version of a longer reading text (~2 pages)
- Paper/journals and pens for reflection
- Optional: soft timer or chime to signal transitions



Step 1

(3 minutes):

Setup

Invite participants to sit comfortably with their reading material and a journal or notepad nearby. Say something like:

- "In this activity, we're going to try a new tool for focus—noticing when our mind drifts without judging ourselves. Each time you realize your attention has wandered, just raise your hand gently for a second—no need to tell anyone, it's just for you."

Emphasize: "This is not about 'doing it right' or counting the perfect number of times. It's about building awareness."

Optional: Mention this is common even for adults and skilled readers.

Step 2

(10 minutes):

Focused Reading

Ask participants to begin reading the assigned 2-page text silently. Choose a moderately engaging but not overly dramatic topic (e.g., a reflective short story, calm nonfiction).

Instruct: "Read quietly at your own pace. Each time you catch your mind drifting—whether to a thought, sound, or body sensation—pause and gently raise your hand for a moment, then return to reading."

Optional: Dim lights slightly or reduce external distractions to support quiet focus.

Let them read uninterrupted for the full time.

Step 3

(7 minutes):

Journaling

- Invite participants to stop reading and take out their journal or a piece of paper.

- Write or say these reflective prompts:

- "Roughly how many times did your attention drift?"
- "What kinds of distractions came up for you?"
- "What helped you come back to the reading each time?"

- Encourage honesty and curiosity, not judgment.



Step 4

(5 minutes):

**Recommended
questions for
debriefing of
Activity:**

Sharing in Pairs or Small Group

Ask participants to turn to a partner or form a small group of 3.

Guide with these spoken prompts:

- “Was it hard or easy to notice when you drifted?”
- “Did anything surprise you?”
- “How did it feel to bring your focus back—was it frustrating, calming, neutral?”

Listen in to a few groups to notice common themes. Optionally close with one or two voices sharing insights with the full group.

1. What patterns did you notice in your attention—were there certain moments that triggered more drifting?
2. How did the act of raising your hand change your awareness of focus and distraction?
3. In what kinds of settings do you think this tool could be useful?



3. DESIGN YOUR READING RITUAL

Description of activity:

Participants create their own mindful reading ritual using senses—lighting, music, posture, and snacks. They try it out and reflect on how it affects their experience.

Learning objectives:

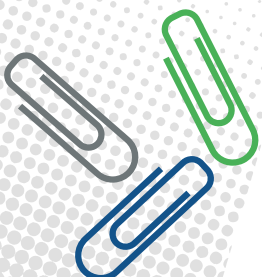
- Create a personal reading environment
- Explore sensory triggers that aid focus
- Adapt rituals to real-life settings
- Reflect on reading as a self-care practice

Explanation and assignment of activities:

This task helps youth recognize that rituals don't have to be complex or spiritual—they can be small, everyday actions that tell the brain, "It's time to read." These rituals become anchors for attention, presence, and calm. Especially for those with chaotic schedules or stress around schoolwork, rituals bring a sense of control and care.

Materials Needed:

- Drawing materials (paper, colored pencils, markers)
- Optional sensory props: tealight candles, pillows, headphones, herbal tea, soft fabric, etc.
- Printed example sheet of simple reading rituals (optional)



Step 1

(5 minutes):

Introduction

Begin by asking: "Have you ever done something the same way every time—like making tea before studying, or always sitting in the same chair to read?" Say something like:

- "A ritual is a small, repeated action that signals a shift in energy or focus. Rituals aren't just habits—they feel comforting, grounding, or even sacred. Today, we'll design a personal ritual to make reading feel more intentional, calm, or cozy."

Give 2–3 examples on a board or flipchart, such as:

- Lighting a candle before reading
- Putting away your phone and making tea
- Reading in a favorite chair with a blanket

Step 2

(10 minutes):

Design + Draw

Hand out drawing supplies or templates with prompts like:

- Where will I read?
- What objects or actions will help me feel calm/focused?
- What time of day works best for me?
- What will I turn off or remove (e.g., notifications, harsh lights)?

Encourage both visual and list-style plans. Some may draw cozy setups, others may make checklists—both are valid. Prompt quietly:

- "Try to design something that feels realistic but also a little special."

Step 3

(10 minutes):

Mini Try-Out

Invite participants to try out 1–2 parts of their ritual in the space, if possible. Examples: dim the lights, play ambient music, light a tea light, sit in a cozy position, wrap in a blanket, sip a warm drink.

- Say: "Take 3–5 minutes to silently 'step into' your ritual. Imagine you're at home and this is your reading time. You can even read a short paragraph or simply sit in your setup and notice how it feels."

Allow a quiet moment to settle in.



Step 4

(5 minutes)

Recommended questions for debriefing of Activity:

Group Reflection

Invite group discussion with prompts like:

- "What part of your ritual helped you feel most focused or relaxed?"
- "Do you think this would work in your real home life?"
- "Could you design a smaller version to use at school or while traveling?"

Normalize that not every environment allows for the full ritual. Emphasize adaptability and the value of even tiny sensory cues.

1. What part of your ritual felt most comforting or grounding?
2. What's something small you could actually start doing tomorrow?
3. How do rituals help you separate "reading time" from other activities?
4. Would it be helpful to change your ritual depending on the kind of reading (study, relaxing, deep focus)?

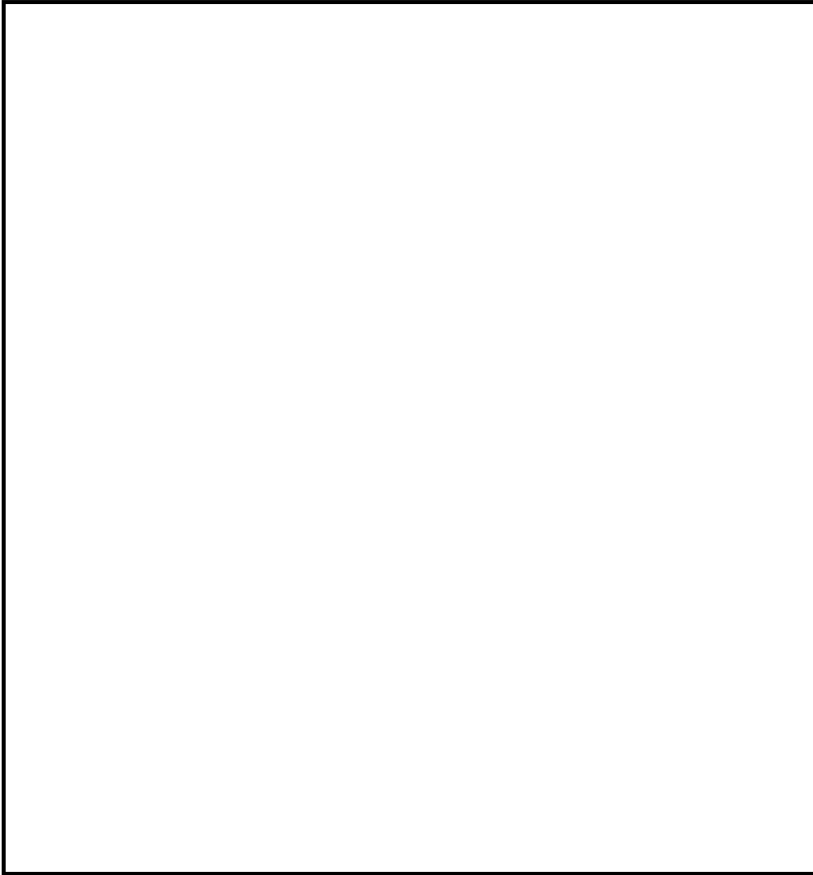


DESIGN YOUR READING RITUAL

Create a simple ritual that helps you focus and enjoy reading.

1. PLAN YOUR RITUAL

Draw or list the things you will include.



2. DETAILS

Fill in your plan.

Best time of day:

Where will I read?

What will I turn off or remove?

How will I feel during my ritual?

3. REFLECTION

What part of your ritual felt most rewarding or comforting?

How do rituals help you separate 'reading time' from other activities?

Would it be helpful to change your ritual depending on the kind of reading?

REFLECTION FOR THE EDUCATOR

- What barriers do you think prevent young people from experiencing reading as a calming or mindful activity in their daily lives?
- How might your facilitation approach shift when working with participants who associate reading with stress, boredom, or academic pressure?
- In what ways can mindfulness tools be introduced without making the experience feel forced, spiritualized, or performative?
- What differences did you observe in participants' energy, mood, or focus before and after the mindfulness practices?
- How could you integrate mindful reading techniques into other educational or group learning activities beyond this module?

TEST FOR THE PARTICIPANTS

1. What is one small thing you did today to prepare yourself for reading with more focus or calm?
2. Learning Outcome: Uses breathing techniques before reading to calm and focus.
3. When you noticed your attention drifting while reading, how did you respond? What helped you come back?
4. Learning Outcome: Notices when their attention drifts and gently redirects it.
5. Can you describe a time when you felt a specific emotion while reading—maybe calm, anxious, or joyful? What did that tell you about your state of mind or the text?
6. Learning Outcome: Reflects on emotions that arise while reading.
7. What kind of environment or ritual helps you slow down and focus while reading—did anything from this module inspire you to change how you read?
8. Learning Outcome: Creates rituals for reading that support mindfulness.
9. How do you think reading mindfully is different from just reading quickly or passively? Can you think of other areas in your life where a similar shift in attention might help?
10. Learning Outcome: Avoids multitasking during reading time and transfers mindful strategies to other tasks.

MODULE 03

CREATIVE CONTENT ANALYSIS

Young people read more than ever—but not in the ways adults were trained to recognize. They scroll, scan, skip, zoom in, screenshot, swipe past. It's not always books, but it's still reading: a reshared post on Instagram, a long thread on X, a caption that turns personal pain into political commentary, a TikTok with on-screen text that flashes by just fast enough to feel urgent but not clear. None of these are neutral. Every post has a tone, a structure, an intention—even when it's just vibes. And most of it is consumed in seconds.



UNIT 1

Reading Between the Lines

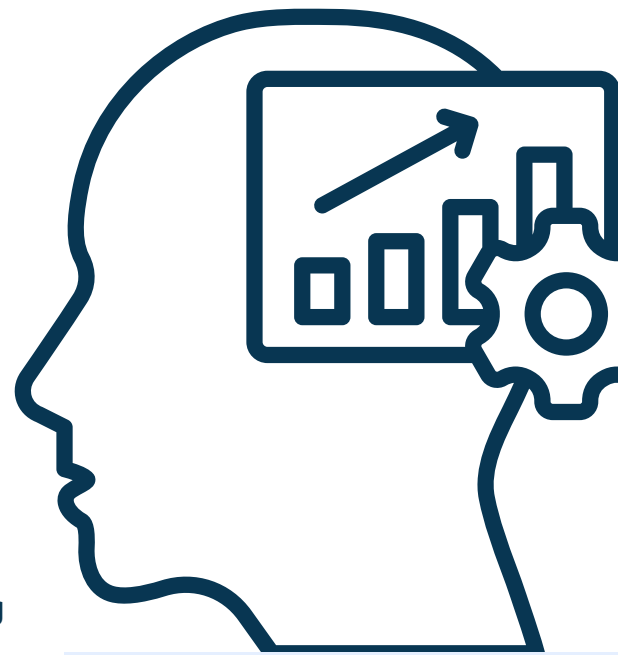


Meaning Across Traditional and Digital Mediums

New way of consuming content

Young people rarely encounter meaning through a single form of text. The same issue may appear as a printed article, a blog post, a short video, a meme, a social media thread, or a visual story, each one shaping attention in a different way. For this reason, interpretation today requires more than understanding words alone. It also involves noticing how tone, structure, pacing, imagery, and platform conventions influence what a message seems to mean, how trustworthy it appears, and how strongly it affects the reader. Meaning is not simply contained in the content. It is produced through the relationship between content and format.

Many young people already respond to these differences intuitively. They notice when something feels more serious in one format, more persuasive in another, or more emotionally charged because of the way it is presented. What they often need is not an entirely new competence, but a clearer language for naming what they already sense and a more reflective way of working with it. This means helping them move from quick reaction to more deliberate interpretation, and from passive exposure to a more conscious understanding of how messages operate across different media environments.



Key takeaways:

- meaning changes when the same topic moves across formats
- format shapes tone, credibility, and emotional response
- interpretation involves noticing both content and presentation
- young people often sense these differences before they can name them
- reflective reading begins when these reactions become visible

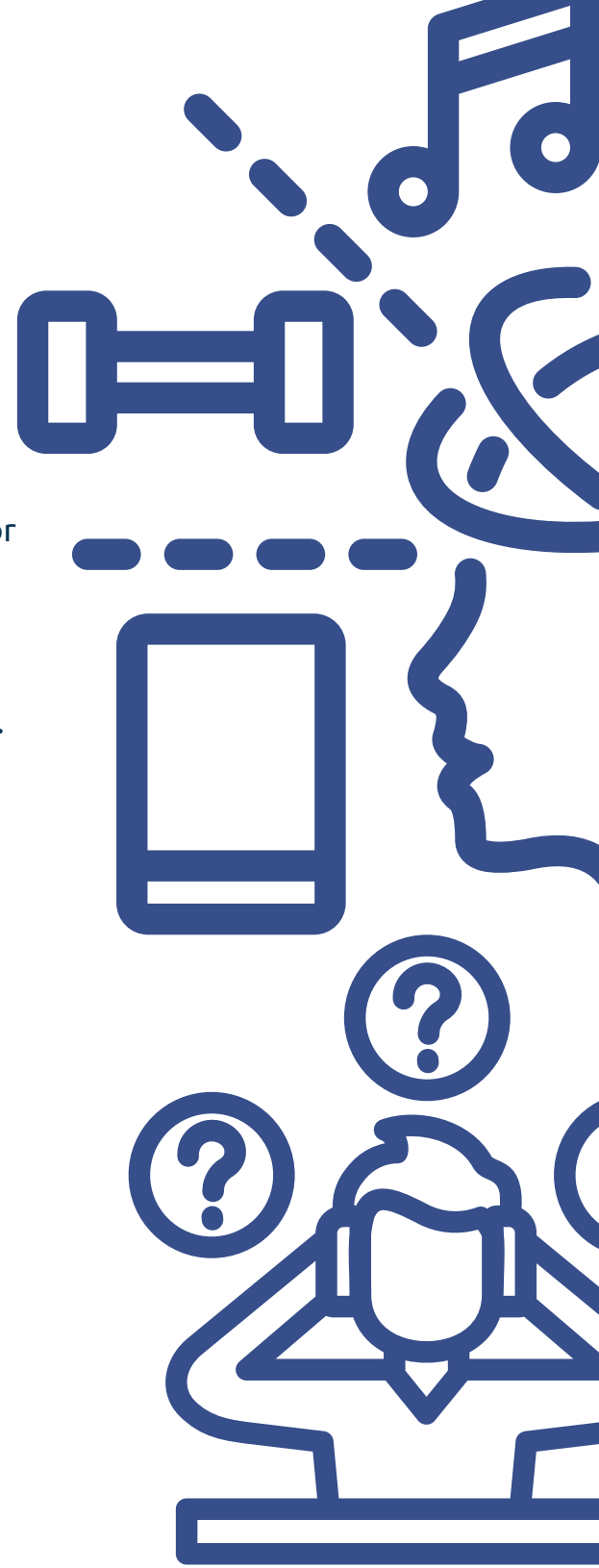
Themes, Messages, and Intentions

Young people are surrounded by messages that ask for attention, reaction, and quick interpretation. They move through headlines, captions, short videos, memes, and comment threads, often recognising intuitively that a text is trying to shape their response. They notice tone, exaggeration, irony, or emotional pressure, but these reactions often remain unspoken. What is needed is the space to slow this process down and make it visible, so that interpretation becomes something they can examine rather than just experience

Meaning rarely sits only on the surface of a text. A post, article, image, or video may communicate one idea directly while also carrying assumptions about identity, power, belonging, value, or success. For this reason, interpretation should begin not with the search for one correct answer, but with attention to what is emphasised, what is left out, and what kind of response the text expects. This is how young people begin to move from immediate reaction to more reflective understanding and develop stronger awareness of how themes and intentions are built into everyday media.

Common Barriers

- messages are consumed too quickly to allow deeper reflection
- emotional reaction often replaces interpretive attention
- young people may sense manipulation without being able to name it
- short-form content hides themes behind speed and simplicity
- interpretive language is often missing from everyday reading practice

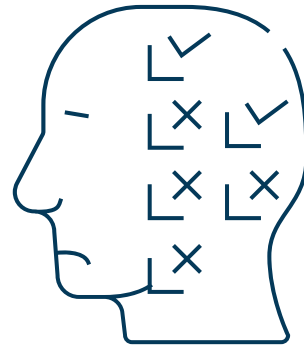


Common good protective responses might include:

Avoiding multitasking while engaging with a text



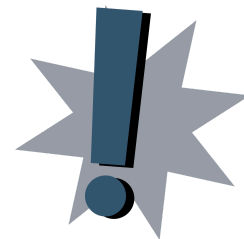
Reading in short, protected focus sessions



Limiting notifications during reading



Pausing to reflect on key ideas



Effective responses:

If digital environments easily divide attention, then focused reading needs to be supported more deliberately. This does not require abandoning screens, but it does require more intentional reading habits. Developing focused reading strategies allows readers to stay engaged with a text even in environments designed for rapid interaction.

Many effective techniques are simple. Limiting multitasking, reducing notifications and reading in short protected sessions can help create more stable conditions for concentration. Pausing to reflect on key ideas or summarise passages also strengthens understanding and keeps readers connected to the structure of the text.

Reflecting on How Format Influences Interpretation and Engagement

Young people do not respond to all formats in the same way. Some forms invite slow attention, others encourage speed; some create distance, others produce immediacy and emotional closeness. These differences shape not only what is understood, but also what feels convincing, memorable, or personally relevant. Reflection helps make these shifts visible and allows participants to notice how their own engagement is being organised by the form in which a message appears.

This reflective process matters because readers often respond to style before they respond to meaning.

Common Barriers

- fast formats encourage reaction before reflection
- visual appeal may be confused with credibility
- emotional intensity can overshadow meaning
- platform habits reduce attention to form
- participants often trust familiar formats automatically

What Helps

- comparing personal reactions across two different formats
- pausing to ask why one format feels more convincing
- discussing how presentation shapes trust and attention
- revisiting content after the first emotional response
- naming how style affects understanding

What Youth Need

- language to describe how format shapes interpretation
- permission to question their first impressions
- practice comparing engagement across media forms
- support in separating style from credibility
- space to reflect on why certain formats feel persuasive

ACTIVITIES TO BE IMPLEMENTED

SAME MESSAGE, DIFFERENT FORMAT



SAME MESSAGE, DIFFERENT FORMAT

Description of activity:

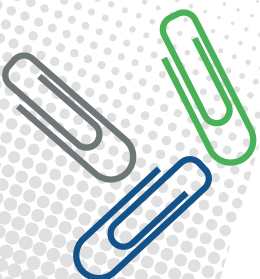
Participants work in small groups with one shared topic presented in different formats, such as a short article, a social media post, a meme, and a short video transcript. They compare how each format changes tone, emphasis, credibility, and emotional impact, then create a short response showing how meaning shifts across formats. The activity is practical, discussion-based, and designed to make interpretation visible rather than automatic.

Learning objectives:

- Identify key themes, messages, and intentions in written and multimedia texts.
- Compare how meaning changes across different formats.
- Analyze how structure, tone, and presentation shape interpretation.
- Create a short interpretive response that connects content to personal or social experience.

Materials Needed:

- shared theme presented in 3–4 formats per group
- printed handouts or screenshots
- worksheet for comparison notes
- paper or digital note-taking tools
- optional projector for plenary sharing



Step 1

(10 minutes):

Introduce the task

The facilitator introduces the idea that the same topic can feel very different depending on how it is presented. The facilitator briefly explains that the group will compare formats, not to decide which one is “best,” but to examine how each one shapes meaning.

Step 2

(10 minutes):

Distribute the materials

Each small group receives one topic shown in different forms. For example, the same issue may appear as a short article extract, a social media post, a meme, and a transcript from a short video. The facilitator asks participants to read or view all materials individually first.

Step 3

(15 minutes)

Group comparison

Participants compare the materials in their group using prompts such as:

- What is the main message in each version?
- What feels more emotional, more credible, or more persuasive?
- What is emphasised in one format and reduced in another?
- How does the structure affect attention and interpretation?
- The facilitator moves between groups, helping participants move beyond “I liked this one more” toward more specific observations about tone, structure, and effect.

Step 4

(15 minutes):

Interpretive response

Each group chooses one of the formats and prepares a short response. This can take the form of:

- a short spoken interpretation
- a visual summary
- a rewritten version in another format
- a short performance showing how the message changes when re-presented

The aim is not artistic perfection, but making their interpretation visible.



Step 5

(10 minutes):

Step 6

(10 minutes):

Recommended questions for debriefing of Activity:

Presentation

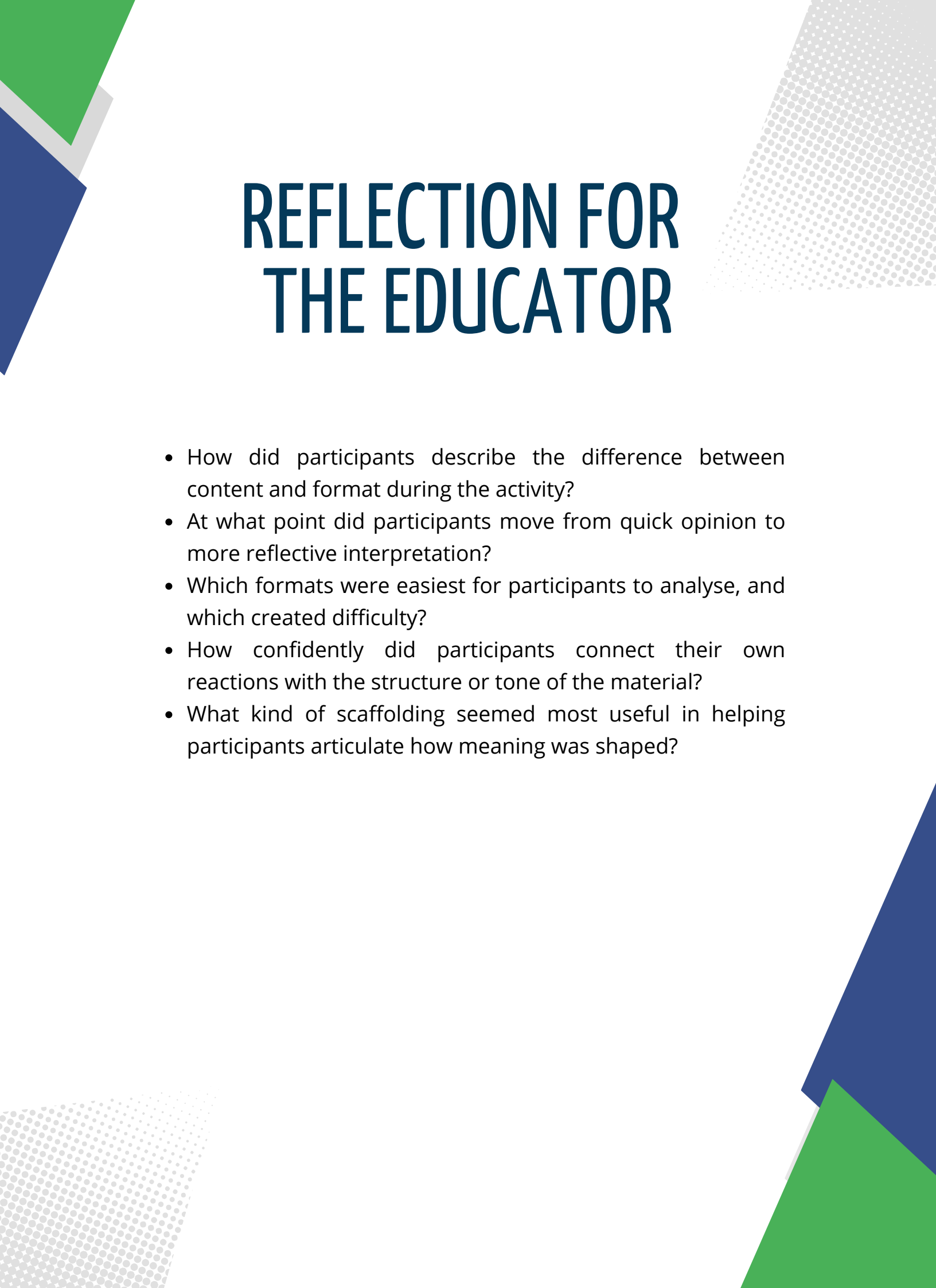
Each group shares its comparison and response with the rest of the participants. The facilitator encourages them to explain not only what they noticed, but how the format influenced what they trusted, felt, or remembered.

Processing and discussion

The facilitator leads a short discussion connecting the exercise back to the unit. The emphasis should remain on how meaning is shaped across formats and how young people can become more conscious readers of the texts they encounter every day.

- What was the most challenging decision for you in this task?
- How could this tool help you outside of this session?
- Did anything about your approach surprise you?





REFLECTION FOR THE EDUCATOR

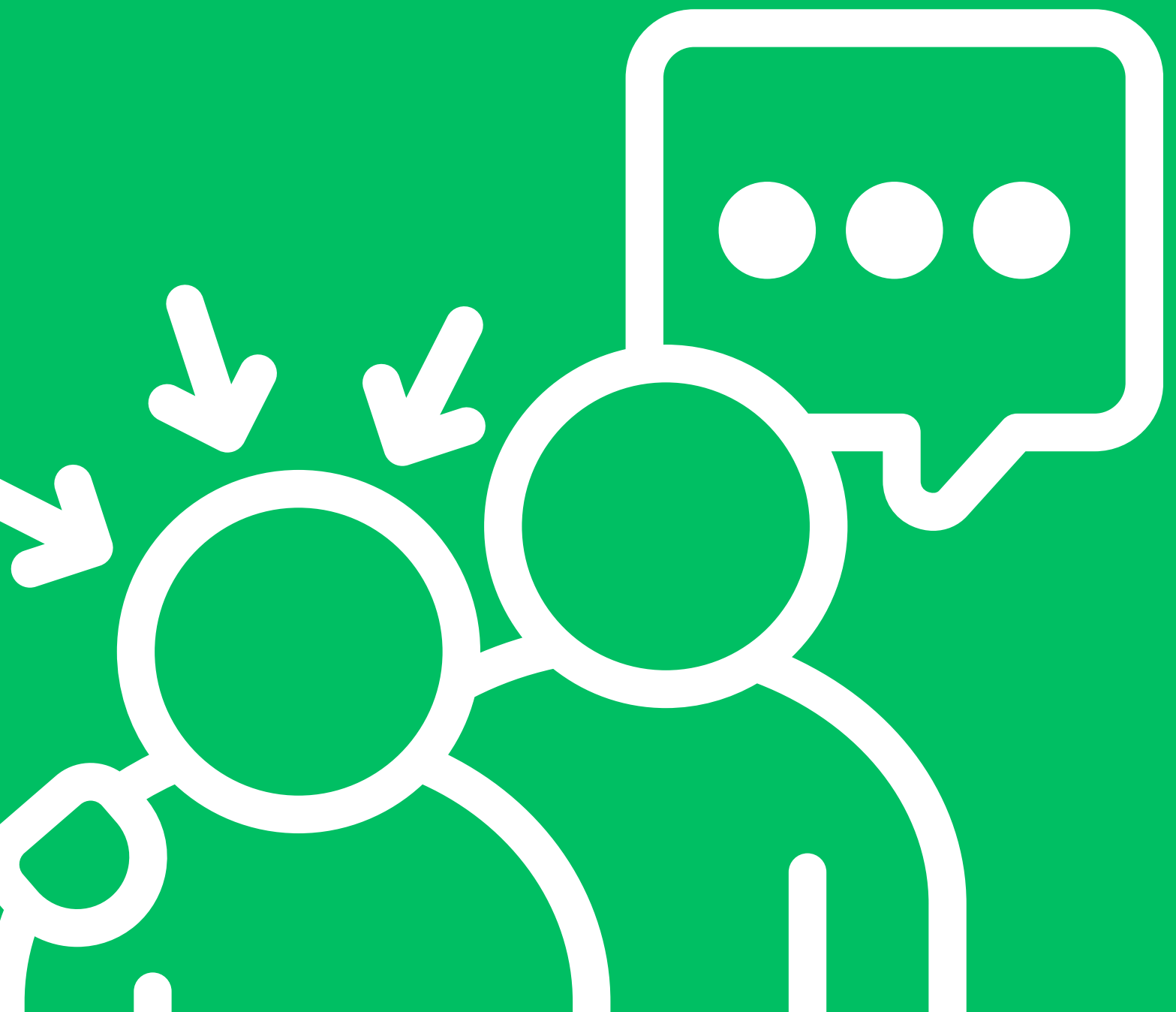
- How did participants describe the difference between content and format during the activity?
- At what point did participants move from quick opinion to more reflective interpretation?
- Which formats were easiest for participants to analyse, and which created difficulty?
- How confidently did participants connect their own reactions with the structure or tone of the material?
- What kind of scaffolding seemed most useful in helping participants articulate how meaning was shaped?

TEST FOR THE PARTICIPANTS

1. Describe one way in which the same message can change when it appears in a different format, such as a post, article, or video.
2. Identify one feature of a text or media piece that helped you understand its main message more clearly.
3. Compare two formats you worked with and explain which one felt more persuasive, and why.
4. Explain how tone, structure, or visual presentation influenced your interpretation of one of the materials.
5. Describe one way your personal experience or reaction affected how you read the content.
6. Propose one strategy that could help you read digital content more slowly and reflectively in everyday life.

UNIT 2

Words That Stick

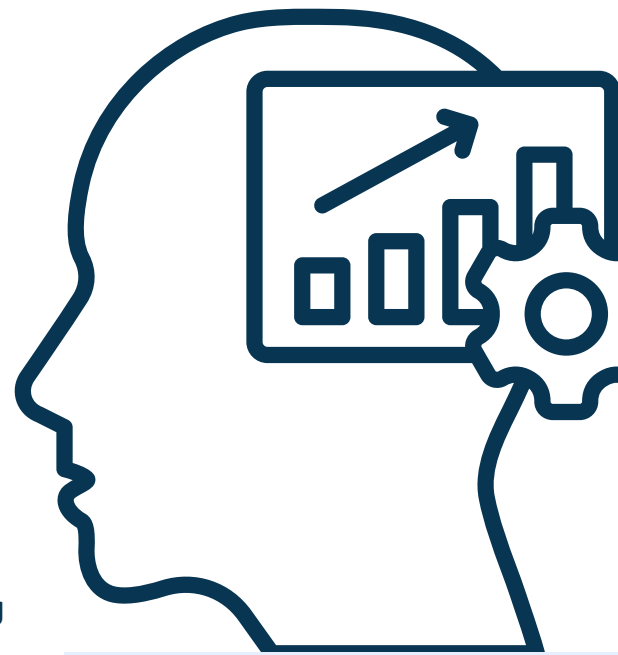


Meaning Across Traditional and Digital Mediums

New way of consuming content

Young people rarely encounter meaning through a single form of text. The same issue may appear as a printed article, a blog post, a short video, a meme, a social media thread, or a visual story, each one shaping attention in a different way. For this reason, interpretation today requires more than understanding words alone. It also involves noticing how tone, structure, pacing, imagery, and platform conventions influence what a message seems to mean, how trustworthy it appears, and how strongly it affects the reader. Meaning is not simply contained in the content. It is produced through the relationship between content and format.

Many young people already respond to these differences intuitively. They notice when something feels more serious in one format, more persuasive in another, or more emotionally charged because of the way it is presented. What they often need is not an entirely new competence, but a clearer language for naming what they already sense and a more reflective way of working with it. This means helping them move from quick reaction to more deliberate interpretation, and from passive exposure to a more conscious understanding of how messages operate across different media environments.



Key takeaways:

- meaning changes when the same topic moves across formats
- format shapes tone, credibility, and emotional response
- interpretation involves noticing both content and presentation
- young people often sense these differences before they can name them
- reflective reading begins when these reactions become visible

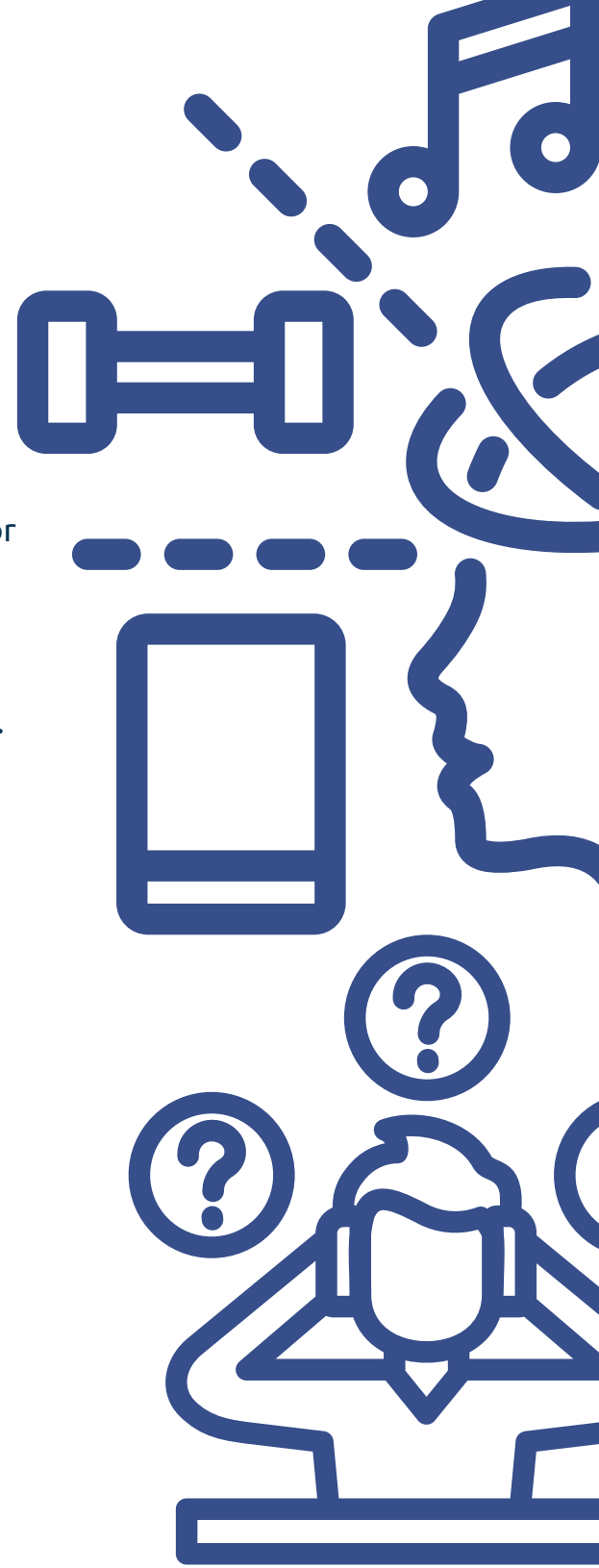
Themes, Messages, and Intentions

Young people are surrounded by messages that ask for attention, reaction, and quick interpretation. They move through headlines, captions, short videos, memes, and comment threads, often recognising intuitively that a text is trying to shape their response. They notice tone, exaggeration, irony, or emotional pressure, but these reactions often remain unspoken. What is needed is the space to slow this process down and make it visible, so that interpretation becomes something they can examine rather than just experience

Meaning rarely sits only on the surface of a text. A post, article, image, or video may communicate one idea directly while also carrying assumptions about identity, power, belonging, value, or success. For this reason, interpretation should begin not with the search for one correct answer, but with attention to what is emphasised, what is left out, and what kind of response the text expects. This is how young people begin to move from immediate reaction to more reflective understanding and develop stronger awareness of how themes and intentions are built into everyday media.

Common Barriers

- messages are consumed too quickly to allow deeper reflection
- emotional reaction often replaces interpretive attention
- young people may sense manipulation without being able to name it
- short-form content hides themes behind speed and simplicity
- interpretive language is often missing from everyday reading practice



Comparing Meaning Across Different Formats

The same theme can take on a very different meaning depending on the form in which it appears. A book may develop an idea slowly and in detail, a blog may personalise it, a video may intensify it through sound and pacing, and a social post may compress it into a quick emotional signal. None of these forms is neutral. Each one frames the message differently and directs attention in its own way.

For young people, this matters because they often move across formats without stopping to compare how those shifts affect interpretation. A message that seems trustworthy in one medium may appear simplified in another; a topic that feels distant in print may feel urgent in video form. Learning to compare formats helps participants see that meaning is not only carried by content, but also produced by the medium itself.

Common Barriers

- messages are consumed too quickly to allow deeper reflection
- emotional reaction often replaces interpretive attention
- young people may sense manipulation without being able to name it
- short-form content hides themes behind speed and simplicity
- interpretive language is often missing from everyday reading practice



Reflecting on How Format Influences Interpretation and Engagement

Young people do not respond to all formats in the same way. Some forms invite slow attention, others encourage speed; some create distance, others produce immediacy and emotional closeness. These differences shape not only what is understood, but also what feels convincing, memorable, or personally relevant. Reflection helps make these shifts visible and allows participants to notice how their own engagement is being organised by the form in which a message appears.

This reflective process matters because readers often respond to style before they respond to meaning.

Common Barriers

- fast formats encourage reaction before reflection
- visual appeal may be confused with credibility
- emotional intensity can overshadow meaning
- platform habits reduce attention to form
- participants often trust familiar formats automatically

What Helps

- comparing personal reactions across two different formats
- pausing to ask why one format feels more convincing
- discussing how presentation shapes trust and attention
- revisiting content after the first emotional response
- naming how style affects understanding

What Youth Need

- language to describe how format shapes interpretation
- permission to question their first impressions
- practice comparing engagement across media forms
- support in separating style from credibility
- space to reflect on why certain formats feel persuasive

ACTIVITIES TO BE IMPLEMENTED

OUT OF CONTEXT



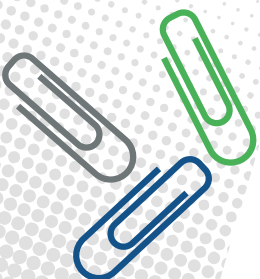
OUT OF CONTEXT

Description of activity:

In small teams, participants co-write a story one line at a time — but only see a fragment of what came before. Once complete, they read the full story aloud and reflect on how meanings shifted, tone was misread, and context shaped interpretation. It's fun, fast-paced, and mirrors how digital conversations unfold online. The activity requires only paper and pens or, optionally, phones with a shared notes app. It's best for groups of 4–6 per story chain. One facilitator can guide multiple chains simultaneously.

Learning objectives:

- Identify how meaning changes through fragmented communication.
- Practice co-constructing narrative in a group context.
- Demonstrate how tone and context affect digital interpretation.
- Adapt expression based on limited information.



Step 1

(5 minutes):

Set the Scene

Facilitator introduces the idea: “We’re going to write a group story, one line at a time. But there’s a twist — just like online conversations, you won’t see the whole context.”

Explain: “This is about noticing how messages change when we don’t have the full picture — like in DMs, threads, or subtweets.”

Step 2

(5 minutes):

Character + Tone Prompt

Each group picks a character and a tone (e.g., sarcastic, serious, playful, emotional). You can provide a list or have them invent their own.

Example: “A stressed-out robot in a school group chat.”

Step 3

(20 minutes)

Build the Chain

1. First person writes one sentence (can be a message, thought, or action).
2. They fold the paper to hide it, leaving only the last 3–4 words visible.
3. Next person builds a new sentence starting from those words, folds the paper, and passes it on.
4. Repeat until everyone has added a line (3–5 rounds).

Encourage fast writing (1–2 minutes per turn). Make it fun and spontaneous.

Step 4

(10 minutes)

Unfold and Read

Each group reads their full story aloud. Everyone listens for unexpected tone shifts, contradictions, or misinterpretations.

Step 5

(10 minutes)

Group Reflection

Facilitator leads discussion on how the story’s meaning changed — and how this mirrors digital communication.



Recommended questions for debriefing of Activity:

- Where did the story's tone change unexpectedly? Why do you think that happened?
- How is this like or unlike how conversations happen online?
- What part of the story felt most misunderstood or surprising? What does that tell us about interpreting messages with limited context?



OUT OF CONTEXT

One line. Limited info. New meaning.

Write a story together and see how it changes.

1. PICK A PROMPT

Choose a character and tone.

Character: _____

Tone: _____

2. WRITE THE STORY

Write a sentence. Leave only the last 3-4 words visible. Pass it on!

Your line: _____	Last 3-4 words visible: _____
Your line: _____	Last 3-4 words visible: _____
Your line: _____	Last 3-4 words visible: _____

3. READ IT ALOUD

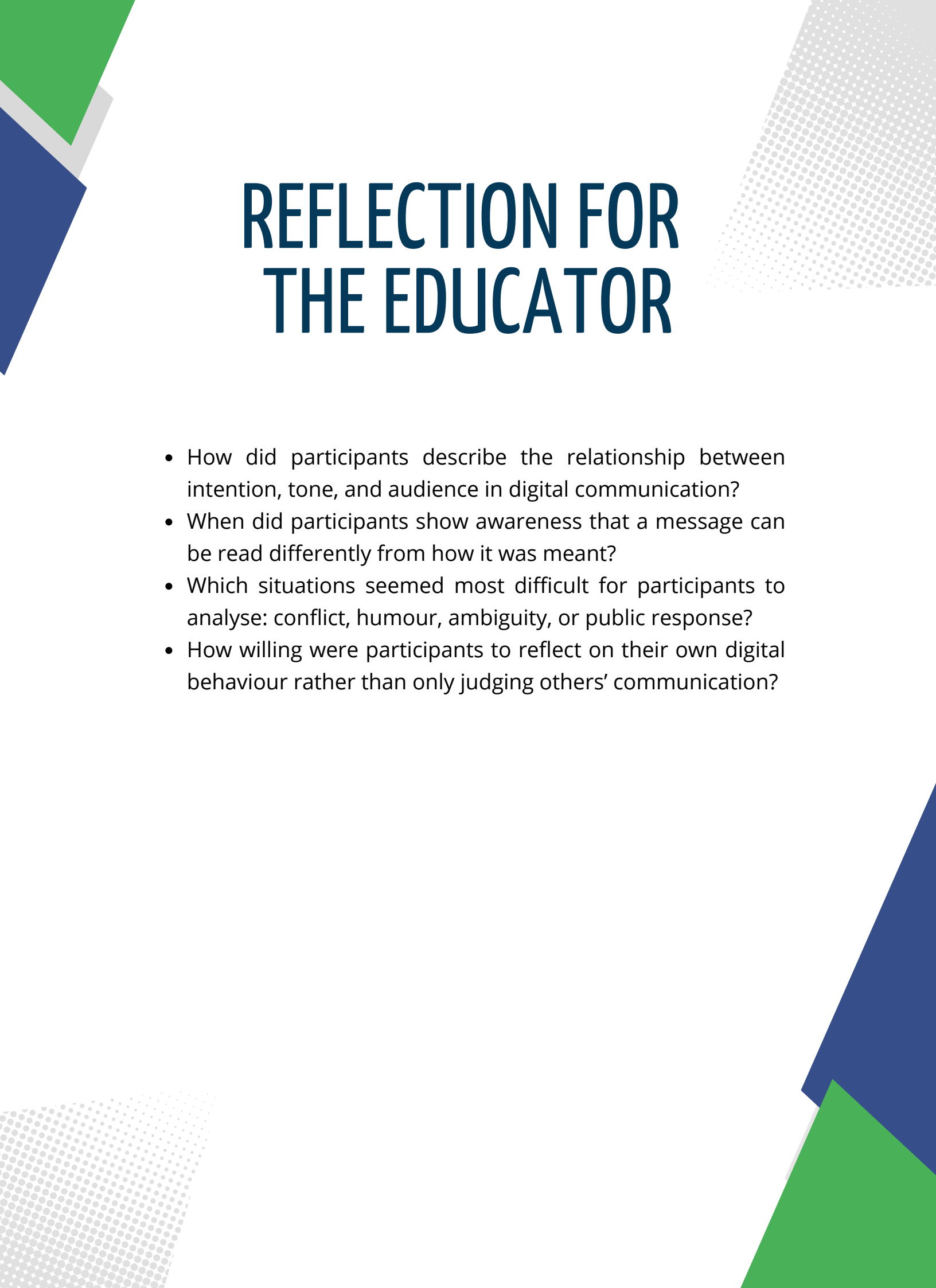
Unfold and read your story together.

4. REFLECTION

Where did the tone change unexpectedly?

How is this like or unlike conversations online?

What part felt the most misunderstood or surprising?
What does this tell us?



REFLECTION FOR THE EDUCATOR

- How did participants describe the relationship between intention, tone, and audience in digital communication?
- When did participants show awareness that a message can be read differently from how it was meant?
- Which situations seemed most difficult for participants to analyse: conflict, humour, ambiguity, or public response?
- How willing were participants to reflect on their own digital behaviour rather than only judging others' communication?

TEST FOR THE PARTICIPANTS

1. Describe a situation in which a digital message could be misunderstood because of tone, timing, or lack of context.
2. Identify one thing you should consider before posting or replying to a message online.
3. Explain how audience can change the meaning or impact of the same post or comment.
4. Describe one possible long-term consequence of sharing content online without reflection.
5. Propose one way to respond respectfully in an online disagreement without avoiding your opinion.
6. Reflect on one habit of your own digital communication that affects the kind of online culture you help create.

UNIT 3

Copyright



Using and Transforming Content Legally

Young people create and share content in environments where copying, editing, reposting, and remixing feel easy and immediate. Images, sounds, video clips, captions, and designs circulate quickly, often detached from the people who made them or the conditions under which they were shared. For this reason, creative participation online requires more than technical ability. It also requires an understanding that digital content has authorship, ownership, context, and limits to how it may be reused

. Many young people already sense that using someone else's work raises questions of fairness and responsibility, even if they do not yet know the legal language around it. What is often needed is a clearer connection between creativity and accountability. Ethical reuse begins when participants understand that originality is not the only value at stake. Respect for creators, transparency of use, and awareness of legal frameworks are also part of responsible creative work.



Common Barriers

- creative freedom also involves responsibility
- digital content can be easy to copy but not always free to use
- legal and ethical reuse are part of creative literacy
- crediting others is part of respecting authorship
- responsible creation begins before content is published

Understanding Copyright

Legal reuse begins with recognising that not all content online is available for the same kind of use. Copyright protects original work and gives creators control over how that work is copied, shared, adapted, or performed. Fair use and similar exceptions may allow limited use in specific contexts, while Creative Commons licences make some forms of reuse easier by clearly stating what is permitted. Without this basic framework, young people may assume that easy access means free use, which is often not the case.

At the same time, these ideas should not be presented as abstract legal rules detached from practice. They become meaningful when connected to real creative decisions: whether an image can be reused in a project, whether music can be added to a video, whether a quote can be transformed in a remix, and under what conditions. Learning these basics helps participants see that legal awareness is not separate from creativity. It is one of the conditions that allows creativity to develop responsibly.

What to understand

- copyright protects original creative work
- fair use has limits and depends on context
- Creative Commons licences allow different kinds of reuse
- permission always depends on the terms attached to the content
- access to content does not automatically mean permission to use it



Identifying When and How Content Can Be Reused Legally

Young people often work with existing material when creating something new. They combine text, images, sound, and video from multiple sources, sometimes without stopping to ask whether those materials can be reused in the way they intend. For this reason, an important skill is learning to identify when content may be reused legally and what conditions apply to that reuse. This means checking whether material is protected, licensed, restricted, or openly available for adaptation.

This process requires more than a quick assumption based on convenience. Participants need to learn how to check the source of a file, look for licence terms, and recognise when permission is required.

Common Barriers

- easy access creates the illusion that all content is reusable
- licence language can seem unfamiliar or confusing
- young people may separate creativity from responsibility
- speed of production reduces attention to attribution

What Helps

- checking licence terms before downloading or reusing content
- looking for clear permission statements or usage conditions
- distinguishing between personal viewing and public reuse
- learning where content originated before adapting it
- treating legal reuse as part of the creative process

What Youth Need

- clear language for understanding rights and permissions
- practical routines for checking and crediting sources
- examples that connect law with real creative decisions
- support in recognising the human impact of reuse

ACTIVITIES TO BE IMPLEMENTED

COVER IT CREATIVELY: DESIGN MEETS STORYTELLING



COVER IT CREATIVELY: DESIGN MEETS STORYTELLING

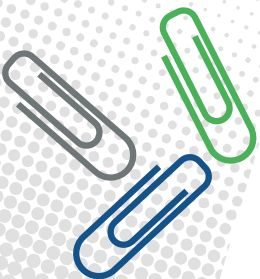
Description of activity:

This activity is designed to help participants deepen their connection with storytelling by transforming literary analysis into visual design. It's ideal for modules focusing on communication, creativity, media literacy, or critical thinking. Participants often struggle to express story interpretation beyond traditional writing; this task introduces an artistic and group-based way to engage with narratives.

No prior art skills are needed. Materials required: printed story excerpts, plain paper, colored markers, pencils, scissors, glue, optional tablets or laptops for digital design (if available).

Learning objectives:

- Apply story analysis to visual design.
- Create a book cover that reflects narrative themes.
- Demonstrate collaboration in decision-making and design.
- Practice presenting and explaining creative choices.



Step 1

(5 minutes):

Introduction to Book Covers

Facilitator briefly shows a few book covers (physical or digital) and asks: “What grabs your attention?” and “What do these covers reveal about the story?”

Step 2

(5 minutes):

Overview of the Task

Explain: “You’ll work in teams to design a new cover for a short story or excerpt. Your job is to reflect what the story feels like, not just what happens.”

Step 3

(5 minutes)

Story Selection

Each group picks a short story/excerpt from a curated list. Stories should be accessible and rich in theme.

Step 4

(10 minutes):

Analysis & Brainstorming

Groups read the story (if short) or a summary, then discuss:

- What’s the central theme or mood?
- Who or what is the focal point?

What visual elements represent this best?

Step 5

(20 minutes):

Design the Cover

Teams begin sketching and designing. They include:

- Title (real or made-up if none exists)
- Main visual (scene, character, symbol)

Optional tagline or quote

Encourage personal style—some might prefer collage, others comic-style or abstract art.



Step 6

(10 minutes):

Group Presentations

Each team presents their cover, explains their creative decisions, and connects the design to the story's message or emotions.

Step 7

(5 minutes):

Group Discussion and Wrap-Up

Facilitator highlights how different interpretations can reflect different insights. Link back to how perspective and creativity shape communication.

Recommended questions for debriefing of Activity:

- How did your group decide what the "most important" part of the story was?
- In what ways did designing a cover help you see the story differently?
- What would change if you were designing this for a real publisher?



COVER IT CREATIVELY: DESIGN MEETS THE STORYTELLING

Design a book cover that shows what the story is really about.

1. DESIGN YOUR COVER

Include: • Title • Main visual (scene, character or symbol) • Optional tagline or quote	
--	--

2. PRESENT YOUR COVER

Show your cover and explain:

- Your choices
- How it connects to the story
- What feeling or message it shares

3. REFLECTION

How did your group decide what the most important part of the story was?

In what ways did designing a cover help you see the story differently?

What would change if you were designing this for a real publisher?

REFLECTION FOR THE EDUCATOR

- How clearly were participants able to distinguish between legal access to content and legal permission to reuse it?
- Which concepts created the most uncertainty: copyright, fair use, Creative Commons, attribution, or ethical reuse?
- How did participants respond to the idea that crediting is not only a technical requirement but also a relational act?
- Were participants able to connect copyright questions with their actual creative habits, such as reposting, remixing, or editing content?
- What examples or explanations seemed most effective in helping participants reflect on both legal and ethical dimensions of reuse?

TEST FOR THE PARTICIPANTS

1. Explain in your own words what copyright protects and why it matters in digital creative work.
2. Identify one difference between copyrighted content, fair use, and Creative Commons licensed material.
3. Describe one situation in which you would need to check whether content can be reused legally.
4. Explain why crediting the original creator matters, even when content is easy to find online.
5. Propose one way to find legal material for a creative project, such as images, music, or video.
6. Reflect on one ethical question you should ask yourself before editing, reposting, or adapting someone else's content.

MODULE 04

EXPLORING DIGITAL READING FUTURES — TRENDS, TOOLS & TRANSFORMATIONS

This module focuses on helping young people become conscious and intentional readers in a fast-changing digital world. It explores how reading is being reshaped by emerging technologies, such as personalized apps, interactive e-books, virtual reality, and artificial intelligence. These tools offer new possibilities for engagement but also bring new challenges—especially to focus, comprehension, and attention management.



UNIT 1

Reading Between the Lines

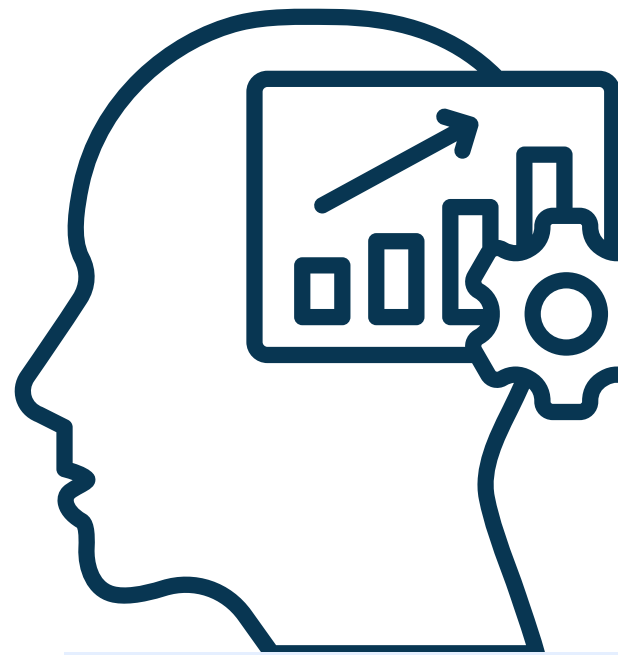


Applying Mindfulness Techniques

New way mediums of content

Young people spend long periods of time in digital environments that demand attention, speed, and constant response. Over time, this can produce a form of stress that is not always dramatic, but is deeply cumulative: irritability after prolonged scrolling, difficulty concentrating, emotional fatigue, restlessness, or the sense of being mentally “full” without feeling satisfied. Because these reactions build gradually, they are often treated as normal features of digital life rather than as signals that the body and mind are under pressure. Learning to recognise screen-related stress is therefore an important first step in helping young people develop a healthier relationship with digital media.

Mindfulness can be useful here not as a separate wellness technique, but as a practical way of restoring attention, bodily awareness, and emotional regulation within everyday screen use. It helps young people notice when they are overwhelmed, how their body responds to prolonged digital engagement, and what kinds of pauses or adjustments make screen time more manageable. In this sense, mindful digital practice is not about rejecting technology. It is about creating enough awareness to use it without becoming fully absorbed by its pace and demands.



Key takeaways:

- screen-related stress often builds gradually rather than all at once
- young people may experience overload without immediately naming it
- mindfulness helps make stress reactions more visible
- awareness of body and attention is part of healthy digital use
- small mindful practices can reduce tension during screen time

Recognising the Signs of Screen-Related Stress

Screen-related stress does not always appear in obvious ways. It may be felt as irritability, mental fatigue, shallow attention, physical tension, difficulty switching off, or a sense of emotional overload after long periods online. Because many of these reactions have become common, young people may not recognise them as stress at all. They may simply assume that feeling scattered, drained, or restless is a normal consequence of being online. Naming these signs helps make the experience more concrete and easier to respond to.

This recognition matters because it shifts the question from performance to well-being. Instead of asking only whether a person is still functioning online, it becomes possible to ask how digital engagement is affecting their body, mood, and focus. Once these effects are made visible, young people are better able to notice patterns, identify when stress is building, and understand that discomfort during screen use is not something they always have to ignore.



Common Barriers

- screen-related stress often feels ordinary and therefore goes unnoticed
- fatigue is easily mistaken for boredom or lack of motivation
- young people may stay online past the point of mental overload
- physical signs of tension are often ignored during screen use

Practising Mindfulness Techniques

Mindfulness becomes most useful when it is simple enough to enter everyday routines. Focused breathing, brief attention resets, noticing bodily tension, or pausing before continuing to scroll can all help interrupt automatic digital habits. These practices do not need to be long or formal. Their value lies in helping young people re-establish contact with their own attention and emotional state before stress builds further.

Used regularly, such techniques can create a different rhythm of screen use. Instead of moving from one stimulus to another without interruption, participants learn to introduce small moments of steadiness. This can reduce reactivity, improve concentration, and make digital activity feel less invasive. Mindfulness in this sense is not a separate task added onto digital life. It is a way of changing how digital life is experienced from within.

What helps

- short breathing exercises before or during screen use
- brief pauses to notice tension in the body
- mindful breaks between demanding digital tasks
- focused screen times with fewer competing distractions
- simple routines that interrupt automatic scrolling



Using Mindfulness to Improve Focus and Emotional Regulation

One of the most practical values of mindfulness is that it supports both concentration and emotional steadiness. Digital environments often keep attention in a reactive state, where each sound, image, or notification can pull the mind in a new direction. Mindfulness helps restore a more intentional form of attention by allowing the participant to return to one task, one sensation, or one moment of awareness at a time. This strengthens focus not by force, but by reducing inner and outer fragmentation.

The same process also supports emotional regulation. When a young person notices rising frustration, overstimulation, or mental fatigue before reacting impulsively, they gain more room to choose their response.

What helps

- returning attention to one task at a time
- using breath to interrupt emotional escalation
- noticing overload before reacting impulsively
- creating short moments of stillness during digital activity

What to notice in practice

- whether screen use feels less emotionally draining over time
- whether breaks improve concentration and mood
- whether stress signals are noticed earlier than before
- whether reactions become less impulsive during online activity
- whether digital routines begin to feel more manageable and intentional

What Youth Need

- permission to pause without feeling unproductive
- simple group practices that fit real screen-based activity
- adults who model calm and attentive digital behaviour
- support in noticing how screen use affects mood and focus

ACTIVITIES TO BE IMPLEMENTED

1. FORMAT SWAP CHALLENGE – SAME STORY, DIFFERENT EXPERIENCE
2. DESIGN YOUR DREAM READING APP
3. DISTRACTION-FREE READING QUEST



1. FORMAT SWAP CHALLENGE – SAME STORY, DIFFERENT EXPERIENCE

Description of activity:

Participants explore how different digital reading formats affect their attention, understanding, and memory. By experiencing the same story in three formats (text, audio, and AI-generated summary), they compare which one helps them focus and comprehend best. This activity promotes critical awareness of how reading tools shape the way we process content.

Learning objectives:

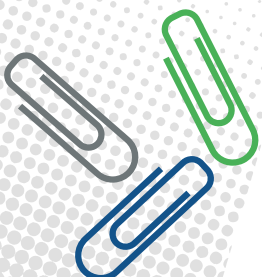
- Compare comprehension differences between written, spoken, and AI-summarized content.
- Reflect on how format influences engagement, memory, and focus.
- Increase awareness of which formats support different reading goals.
- Develop personal preferences based on mindful reading experience.

Explanation and assignment of activities:

This activity helps participants understand that not all digital reading experiences are the same. The same text can feel very different depending on whether it's read, listened to, or summarized by AI. The goal is to become aware of how format shapes attention, emotion, and recall—and to encourage intentional format choice.

Materials Needed:

- A short story or article available in 3 formats:
 - Plain text (PDF or article)
 - Audio (TTS or recorded voice)
 - AI-generated summary
- Printed or digital reflection form



Step 1

(5 minutes):

Step 2

(10 minutes):

Step 3

(5-10 minutes)

Step 4

(10 minutes):

Recommended questions for debriefing of Activity:

Group Assignment

Divide participants into 3 small groups. Each group receives the same content in one of the three formats (text, audio, AI-summary).

Reading/Listening:

Each group reads or listens to the story individually or together.

Guided Reflection:

Each participant or group answers:

- What did I remember most?
- How focused did I feel?
- Would I recommend this format? Why?

Whole Group Sharing:

Groups come together and compare experiences across formats. Facilitator encourages youth to notice differences in focus, emotion, and comprehension.

- Which format helped you focus the most—and why?
- Did your experience surprise you?
- How would you choose a reading format in the future, depending on your goal (e.g., studying vs. relaxing)?



2. DESIGN YOUR DREAM READING APP

Description of activity:

Participants become innovators by designing a digital reading app tailored for their generation. The activity encourages creativity while raising awareness of the features that support or hinder reading focus, enjoyment, and comprehension. Youth must think critically about how to make reading more accessible, mindful, and fun through smart design choices.

Learning objectives:

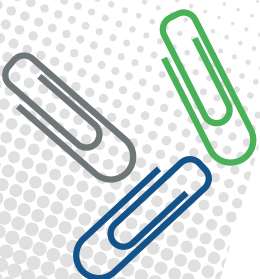
- Identify which reading app features help or distract during digital reading.
- Reflect on the personal and emotional experience of using reading tools.
- Design a user-focused solution that promotes deep, enjoyable reading.
- Understand the connection between interface design and reading behavior.

Explanation and assignment of activities:

This activity encourages youth to think like developers, creators, and users. By designing an ideal reading app, they analyze their own reading needs and develop imaginative but practical tools for improvement. It's a chance to turn frustration with current tools into insight and invention.

Materials Needed:

- A3 paper or digital design canvas (e.g., Canva, Miro)
- Colored markers or devices with drawing apps
- Optional: template with empty phone/tablet screen layout



Step 1

(5 minutes):

Brainstorming:

Ask participants:

- What do you like or dislike about current reading apps?
- What makes you stop reading or lose focus?

Step 2

(15-20 minutes):

App Design:

In pairs or small groups, participants sketch a prototype of their own reading app. They must include:

- A name and icon
- At least 3 key features (e.g., distraction blockers, gamified reading goals, calm reading mode, customizable interface, shared notes)
- A special “mindful reading” feature
- A slogan or tagline

Step 3

(10 minutes)

Pitch & Share:

Each group presents their app in a short pitch. The facilitator highlights unique ideas and connects them to real-world reading habits.

- What problems did your app solve?
- Which features do you wish real apps had?
- How would this app change your reading habits or motivation?

Recommended
questions for
debriefing of
Activity:



DESIGN YOUR DREAM READING APP

Invent an app that helps your generation read more mindfully, joyfully and with focus.

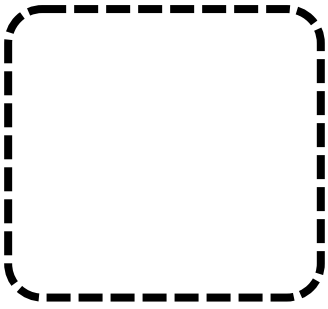
1. BRAINSTORM

What do you like or dislike about current reading apps? What makes you stop reading or lose focus?

- _____
- _____
- _____

2. DESIGN AND PRESENT YOUR APP

APP NAME:

ICON (draw your icon)


SLOGAN / TAGLINE:

Key features:

1. _____
2. _____
3. _____

Mindful reading feature:

3. REFLECTION

What problems did your app solve?

What features do you wish real apps had?

How would this app change your reading habits or motivation?

3. DISTRACTION-FREE READING QUEST

Description of activity:

Participants take on a personal challenge to read without digital distractions. Using a short immersive story and mindfulness techniques, they create a focused reading environment and reflect on how it affects their comprehension and enjoyment. This activity builds awareness of how interruptions—like notifications or multitasking—impact reading in real time.

Learning objectives:

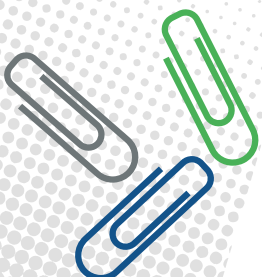
- Recognize how distractions affect reading focus and understanding.
- Practice intentional, uninterrupted reading using simple tools.
- Reflect on how attention feels during distraction-free versus typical digital reading.
- Begin developing personal strategies for mindful reading habits.

Explanation and assignment of activities:

This activity turns focused reading into a real-world quest. Youth learn that removing distractions—like muting notifications or reading in quiet—can improve their connection to a story. The experience shows that digital reading doesn't have to feel rushed or scattered when supported by intention and awareness.

Materials Needed:

- A short, engaging digital story (5–8 minutes to read)
- Digital devices with internet access (or printed version)
- Timer or stopwatch (e.g., phone, kitchen timer)
- Journaling worksheet or notebook



Step 1

(5 minutes):

Preparation:

Facilitator explains the goal: to complete a full reading session without distractions. Participants are instructed to:

- Close all other apps/tabs
- Turn on Do Not Disturb mode or mute phones
- Find a quiet space (headphones allowed if helpful)

Step 2

(10-12 minutes):

Focused Reading:

Participants read the story using a timer (e.g., Pomodoro-style 10 minutes). Encourage them to take their time and avoid skimming.

Step 3

(10 minutes)

Reflection & Journaling:

Participants answer reflection prompts individually:

- What helped me focus?
- When did my attention drift?
- What would I try next time to stay more focused?

Step 4

(5-10 minutes):

Optional Group Sharing:

Facilitator invites a few volunteers to share their insights.

**Recommended
questions for
debriefing of
Activity:**

- What surprised you about trying to read without distractions?
- How did your focus compare to your usual reading sessions?
- Would you try this again? What would you change?



REFLECTION FOR THE EDUCATOR

- How do I personally experience immersive or AI-driven digital reading tools—do I find them enriching or distracting?
- In what ways did youth participants show excitement, confusion, or skepticism about new reading formats?
- Which formats seemed to support deeper focus or engagement, and which led to passive consumption?
- Did participants recognize the impact of format on their comprehension, memory, or emotional connection to a story?
- How can I integrate more opportunities for youth to compare digital and traditional reading experiences in daily learning?

TEST FOR THE PARTICIPANTS

Facilitates reflection, critical thinking, and peer learning. Open-ended and linked to learning outcomes.

Instructions for Facilitator:

Use these questions in small group discussions or written reflection journals after completing the unit. Allow space for personal storytelling, comparisons, and active listening.

1. Describe two ways in which reading a story through a screen (e.g. e-book, AI summary, or audiobook) felt different than reading a traditional text. What did you notice about your focus or emotions?
2. What is one habit you have when reading digitally that helps you stay focused? What is one that often distracts you? Why do you think this happens?
3. Imagine you have to recommend a format (text, audio, AI summary) for a friend who struggles to concentrate. Which would you suggest and why? How would you explain the pros and cons?
4. If you could redesign one feature of your favorite reading app to improve focus or enjoyment, what would it be? How would it help people read better?
5. Share an example of a time when reading digitally made a story more exciting—or harder to understand. What did you learn about yourself from that experience?

UNIT 2

Words That Stick

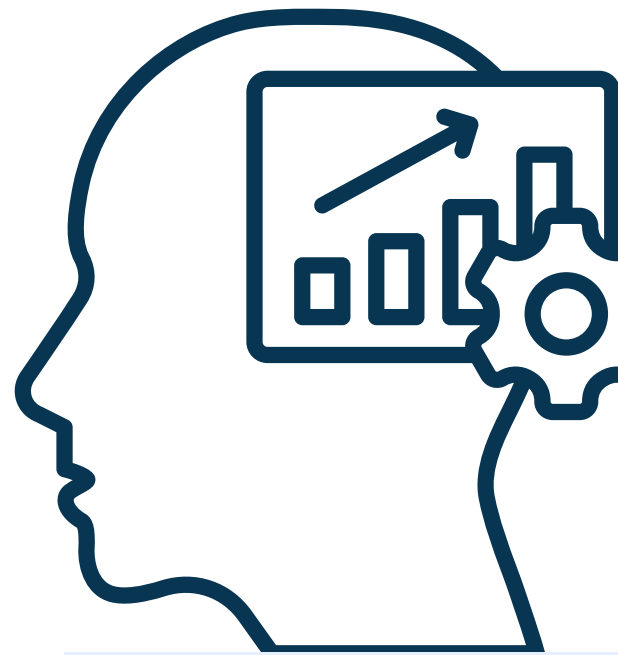


Implementing Digital Detox Strategies

Why digital detoxes for reading?

Periods of disconnection have become increasingly important in environments where digital presence is treated as continuous and always available. Young people often move between school platforms, social media, entertainment, messaging, and other forms of online engagement without clear boundaries between them. In such conditions, digital detox should not be understood as a total rejection of technology, but as a conscious practice of creating intervals in which attention, rest, and physical presence are protected from constant digital demand. The value of this practice lies not only in reducing screen time, but in restoring a sense of choice over when and how digital media are used.

For this reason, implementing digital detox strategies requires more than occasional withdrawal. It involves learning how to plan regular screen-free periods, integrate device-free moments into daily routines, and reflect on the emotional and physical effects of doing so. Participants need to recognise that rest from devices can improve concentration, reduce overstimulation, support sleep, and create more space for offline interaction. At the same time, detox practices are most sustainable when they remain flexible and realistic, adjusting to the demands of education, communication, and everyday responsibilities rather than treating all digital use as equally harmful.



Key takeaways:

- digital detox is about creating boundaries, not rejecting technology
- screen-free time can restore attention, rest, and physical presence
- regular disconnection helps make digital use more intentional
- benefits often appear when detox becomes a repeated practice
- flexibility makes detox more realistic and sustainable

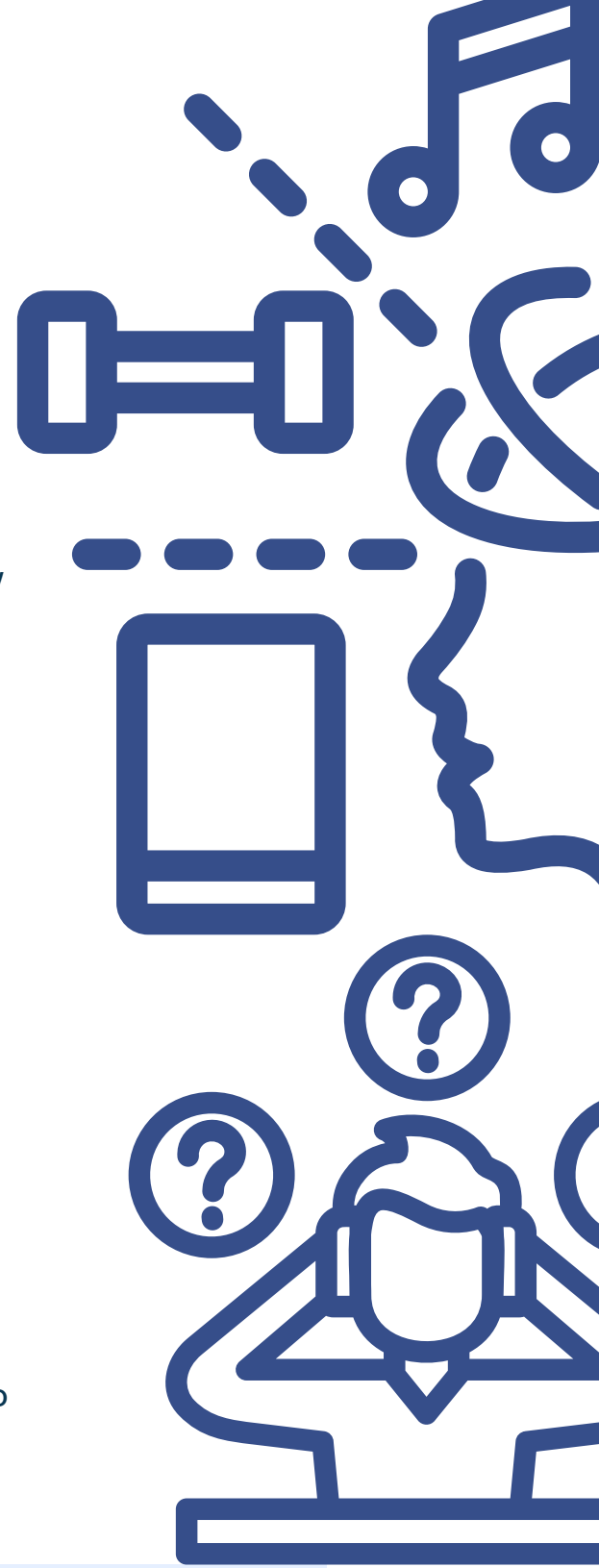
Applying Respectful Communication

Digital detox becomes meaningful when it is planned rather than left to chance. Many young people already feel the pressure of constant availability, but without deliberate structure, screen-free time is easily replaced by habitual checking, scrolling, or passive online presence. For this reason, detox works best when it is treated as a regular practice rather than an occasional reaction to exhaustion. Screen-free evenings, parts of the weekend, or short offline periods during the day can create a more stable rhythm of disconnection.

What matters is not severity, but repeatability. A realistic detox period helps young people experience that stepping away from devices does not mean withdrawing from everyday life. Instead, it creates room for rest, physical presence, and a different relationship to time. When detox is planned in advance, it becomes easier to protect and less likely to disappear under the pressure of routine use.

What helps

- digital detox works best when it is planned in advance
- regular offline periods are more sustainable than dramatic withdrawal
- small repeated boundaries can reshape everyday habits
- screen-free time supports rest and attention
- realism matters more than intensity



Recognising the Benefits of Digital Detox

Young people are more likely to commit to digital detox when they can name what it changes. The value of disconnection is often felt before it is articulated: less restlessness, more ease in concentrating, calmer evenings, stronger awareness of time, or a greater sense of presence in offline interaction. These benefits are important because they help detox become something experienced as supportive rather than restrictive.

At the same time, the benefits are not always immediate. Some young people may first notice discomfort, boredom, or a reflex to reach for a device before they begin to feel the positive effects of reduced stimulation. For this reason, reflection is necessary. Detox becomes more meaningful when participants are encouraged to observe what changes in their body, attention, mood, and daily rhythm during and after screen-free periods.

What to consider

- the benefits may be subtle at first
- discomfort can appear before relief does
- constant stimulation can make calm feel unfamiliar
- young people may not reflect on change unless prompted
- screen-free time may be seen as loss rather than gain



Reflecting on Emotional and Physical Effects

Digital detox becomes a deeper learning process when it includes reflection on what happens during and after disconnection. Young people often notice physical changes such as less eye strain, better sleep, reduced tension, or a calmer nervous system. They may also observe emotional effects: greater ease, lower irritability, less urgency, or a stronger sense of being present in what they are doing. These experiences matter because they help connect detox with wellbeing rather than with control alone.

Reflection also makes it easier to recognise resistance. Feelings of boredom, anxiety, or the impulse to check a device repeatedly are not signs of failure, but part of understanding how deeply digital habits are woven into everyday life.

Common Barriers

- boredom may feel stronger than the benefits at first
- young people may expect instant results
- reflection is often skipped once the detox period ends
- automatic habits can return quickly without awareness
- discomfort may be mistaken for failure

What Helps

- reflecting on changes in mood, energy, and concentration
- noticing both discomfort and benefit during detox
- linking screen-free time with bodily and emotional awareness
- talking about the experience instead of treating it silently
- observing what becomes easier after repeated detox periods

What Youth Need

- language to describe what disconnection feels like
- permission to experience mixed reactions during detox
- support in noticing gradual rather than immediate change
- practical routines that connect detox with wellbeing
- space to reflect without pressure or judgment

ACTIVITIES TO BE IMPLEMENTED

1. NOTIFICATION MAP – WHAT DISTRACTS ME?
2. ALGORITHM DETECTIVE – WHO'S CHOOSING FOR ME?
3. DIGITAL DETOX TRIAL – 24 MINUTES, NOT 24 HOURS



1. NOTIFICATION MAP – WHAT DISTRACTS ME?

Description of activity:

Participants will track and visually map out all digital distractions they experience during a short reading task. This activity builds awareness of how digital interruptions—like notifications, buzzes, and urges to check apps—affect focus and comprehension.

Learning objectives:

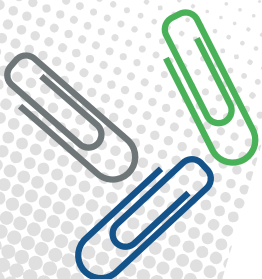
- Identify common digital distractions that interrupt reading.
- Understand how those interruptions impact attention and memory.
- Reflect on emotional reactions to distraction (e.g., stress, curiosity, fear of missing out).
- Begin building strategies to reduce or manage distraction while reading.

Explanation and assignment of activities:

This activity helps participants recognize just how often their attention is pulled away when reading online. By logging these distractions in real time, they begin to see patterns in their behavior and environment.

Materials Needed:

- A short digital text or story (3–5 minutes to read)
- A distraction tracking worksheet or blank paper
- Pens, highlighters



Step 1

(5-7 minutes):

Reading with Awareness:

Participants are asked to read the short text—but instead of turning off distractions, they leave their usual notifications on. Every time they get distracted (internally or externally), they pause and write it down.

Step 2

(10 minutes):

Distraction Mapping:

They turn their notes into a visual map, using categories such as:

- Internal distractions (thoughts, stress, boredom)
- External distractions (messages, pop-ups, sounds)

Step 3

(10 minutes)

Group Discussion:

Facilitator guides reflection on the types and frequency of distractions, and how they impacted understanding of the text.

- What surprised you about the number or type of distractions you experienced?
- How did the distractions affect your ability to understand the story?
- What's one small change you could make to reduce distraction next time?

**Recommended
questions for
debriefing of
Activity:**



NOTIFICATION MAP – WHAT DISTRACTS ME?

Track your distractions while reading and discover what pulls your attention away.

1. MAP YOUR DISTRACTIONS

Sort your distractions into two categories below. Add examples, doodles or symbols.

Internal distractions (thoughts, feelings, boredom, stress...) 	External distractions (messages, pop-ups, sounds, people...) 

2. SHARE & REFLECT

Share your map with the group and reflect on how distractions affect your reading.

3. REFLECTION

What surprised you about the number or type of distractions you experienced?

How did the distractions affect your ability to understand the story?

What's one small change you could make to reduce distraction next time?

2. ALGORITHM DETECTIVE – WHO'S CHOOSING FOR ME?

Description of activity:

Participants explore how algorithms influence their reading choices. They will review reading recommendations from one of their favorite apps and investigate why they are being shown certain content.

Learning objectives:

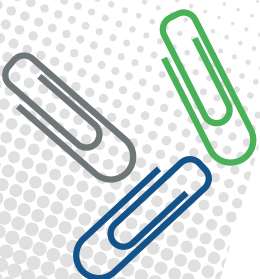
- Understand how algorithms collect data and influence content recommendations.
- Reflect on the impact of personalization on exposure to diverse ideas.
- Build critical thinking about digital autonomy and choice.
- Recognize when personalization helps vs. limits their reading experience.

Explanation and assignment of activities:

This activity transforms participants into “detectives” of their own feed or app behavior. It encourages them to investigate digital systems with curiosity, not fear.

Materials Needed:

- A reading app or platform they regularly use (e.g., Wattpad, Kindle, Webtoon, BookTok)
- A worksheet or prompt list
- Phone/tablet or screenshots (optional)



Step 1

(5 minutes):

Step 2

(10 minutes):

Step 3

(10 minutes)

Recommended questions for debriefing of Activity:

Explore the Feed:

Participants open the app and look at 3–5 reading suggestions or stories.

Ask Detective Questions:

They answer:

- Why do I think this was recommended to me?
- What past behavior (likes, clicks, searches) may have triggered this?
- Do I see the same types of content over and over?
- Are there topics or voices missing?

Share in Small Groups:

Participants compare findings and discuss how they feel about being "read" by an algorithm.

- Did you discover anything unexpected about your reading feed?
- How much of your reading do you choose—and how much is chosen for you?
- What could you do to get more diverse or balanced content?



ALGORITHM DETECTIVE – WHO'S CHOOSING ME?

Let's investigate how apps recommend what you read.

1. EXPLORE THE FEED, SHARE AND DISCUSS

Open your favorite reading app. Look at 3-5 reading suggestions or stories. Compare your findings in small groups. How do you feel about being 'read' by the algorithm?

Suggestion (title / type / author)	Why do I think this was recommended to me?	What past behavior (likes, clicks, searches) may have triggered this?	Do I see the same type of content over and over?	Are there topics or voices missing?

2. REFLECTION

Did you discover anything unexpected about your reading feed?

How much of your reading do you choose and how much is chosen for you?

What could you do to get more diverse and balanced content?

3. DIGITAL DETOX TRIAL – 24 MINUTES, NOT 24 HOURS

Description of activity:

Instead of an intimidating full-day detox, participants try a 24-minute reading session with no distractions, supported by a reading ritual they create themselves.

Learning objectives:

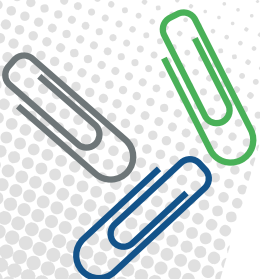
- Practice intentional reading in a quiet, self-defined space.
- Create and reflect on a personal reading ritual.
- Compare the emotional and cognitive difference between distracted and focused reading.
- Begin setting micro-boundaries that support reading well-being.

Explanation and assignment of activities:

This activity shows youth that detox doesn't have to mean unplugging for days—it can start small. Through a 24-minute mindful reading trial, they gain immediate feedback on what focus can feel like.

Materials Needed:

- A book or article of choice (digital or print)
- Timer (e.g., phone in airplane mode)
- Worksheet for designing the reading ritual
- Quiet space or headphones



Step 1

(5 minutes):

Design the Ritual

Participants choose:

- Where they'll read
- What they'll read
- What they'll turn off (e.g., apps, Wi-Fi)
- One small calming element (tea, music, blanket, etc.)

Step 2

(25 minutes):

24 Minutes of Reading (silent session)

Facilitator sets a visible timer.

Step 3

(10 minutes)

Reflection:

Participants journal how the experience felt and compare it to a typical reading session.

- What did you notice about your attention or emotions during this session?
- Would you do this again? What would you change?
- Could this become a habit for you? Why or why not?

Recommended
questions for
debriefing of
Activity:



REFLECTION FOR THE EDUCATOR

- What patterns did I observe in how youth described their distractions or attention habits while reading digitally?
- How comfortable were participants in naming the influence of algorithms or admitting they feel out of control online?
- Did any student show unexpected insight or resistance when it came to setting reading boundaries?
- What tools or techniques seemed to empower students to take ownership of their attention and digital space?
- How might I integrate more mindfulness or digital well-being routines into other literacy or media activities?

TEST FOR THE PARTICIPANTS

Instructions for Facilitator:

Use these questions in a written reflection, journaling session, or paired discussion after the activities. Encourage participants to give specific, real-world examples from their reading life.

1. Think about the last time you tried to read on your phone or computer. What distracted you the most? How did it affect what you remember from the text?
2. Have you ever noticed that your reading apps or feeds show you the same types of content over and over? Why do you think that happens? What could you do if you wanted to read something different?
3. How do you usually feel after reading online for a long time—energized, tired, calm, anxious? What do you think causes that feeling?
4. Describe a small habit or change you could try this week to make your reading time more focused or enjoyable. What would help you stick to it?
5. Did someone in your group share a reading strategy or experience that made you think differently? What did you learn from them, and could it work for you too?

UNIT 3

Digital Texts and the Brain

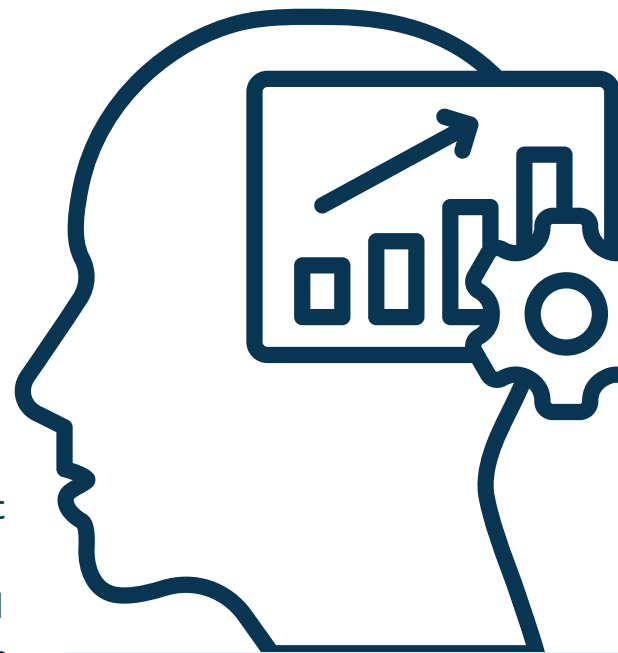


Understanding Haptic Feedback

What's haptic feedback

Young people often experience screen engagement not only through what they see, but also through what they feel. Vibrations, taps, alerts, and other forms of haptic feedback are designed to create immediacy and keep attention closely tied to the device. These signals may seem minor, yet they shape habits very effectively because they interrupt the body as well as the mind. For this reason, haptic feedback should be understood not as a neutral feature, but as part of the sensory design that keeps digital interaction active and difficult to ignore.

What makes this especially important is that sensory feedback often works before reflection begins. A vibration can trigger checking behaviour almost automatically, even when the content itself is unimportant. Over time, young people may become highly responsive to these cues without fully noticing how often they direct attention, break concentration, or increase dependence on immediate response. Building awareness in this area means helping participants recognise that screen habits are shaped not only by interest or intention, but also by sensory conditioning.



Key takeaways:

- haptic feedback is designed to capture attention quickly
- vibrations and alerts can trigger automatic checking behaviour
- sensory feedback influences habits before reflection begins
- screen engagement is shaped by bodily as well as mental response
- awareness of these cues supports more intentional device use

Recognising Sensory Feedback

Many digital platforms are built to keep users responsive, and haptic feedback plays a central role in that process. A vibration or alert does more than signal that something has happened. It creates a small moment of urgency, making the device feel immediately relevant and difficult to ignore. This can make even minor notifications feel important, simply because they are delivered through sensory interruption rather than quiet availability.

For young people, repeated exposure to these signals can normalise a state of partial alertness in which attention remains open to interruption at all times. The challenge is not only that devices call for attention, but that they do so in ways that become familiar, embodied, and routine. Recognising this pattern is the first step toward reducing its influence and making screen engagement less reactive.

Common Barriers

- vibrations often feel urgent even when the content is minor
- sensory cues are repeated often enough to become automatic
- young people may not notice how strongly the body reacts
- alerts can feel normal because they are constant
- attention is interrupted before the user makes a choice



Reflecting on How Format Influences Interpretation and Engagement

Reducing haptic feedback can change not only how often young people check their devices, but also how they experience screen use more broadly. When vibrations and alerts are limited, attention is interrupted less frequently and digital interaction may begin to feel calmer, slower, and more manageable. This can support mindfulness by making it easier to stay with one task at a time and notice when engagement is guided by choice rather than compulsion.

Reflection is important here because the benefits may be subtle at first. Young people may notice less tension, fewer reflexive checks, or a stronger sense of control, but only if they are encouraged to observe these shifts.

What Helps

- reflecting on how screen use feels with fewer vibrations
- noticing changes in focus, calm, and interruption
- linking reduced feedback with more mindful device use
- observing when checking becomes less automatic
- paying attention to how bodily tension changes

Common Barriers

- benefits may appear gradually rather than immediately
- habit can continue even after alerts are reduced
- young people may not pause to notice the difference
- mindfulness may feel unfamiliar in fast digital environments

What Youth Need

- time to observe subtle changes in attention and mood
- support in connecting calmer use with wellbeing
- encouragement to value reduced interruption
- practices that make mindful screen use more concrete
- confidence that less feedback does not mean less connection

ACTIVITIES TO BE IMPLEMENTED

1. BUILD YOUR READING RITUAL

2. MY WEEK IN READING – MICRO HABIT TRACKER

3. MY DIGITAL READING WELL-BEING PLAN



1. BUILD YOUR READING RITUAL

Description of activity:

Participants design and test a personalized “reading ritual” that prepares their mind and body for focused, enjoyable reading. This ritual includes environmental setup, physical comfort, and intentional mental preparation.

Learning objectives:

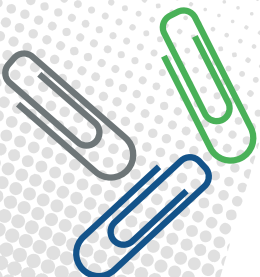
- Recognize how environment and mental state affect reading focus.
- Identify simple physical or emotional cues to support attention.
- Develop a repeatable habit for preparing to read intentionally.
- Reflect on how small routines can build motivation and well-being.

Explanation and assignment of activities:

Many young people read in rushed or chaotic environments. This activity helps them design a short, repeatable pre-reading routine—something they can do in 2–5 minutes to improve focus and enjoyment.

Materials Needed:

- Worksheet with guiding questions
- Blank paper and colored markers
- Calming music (optional), ambient lighting



Step 1

(5-10 minutes):

Brainstorm Ritual Elements:

Participants list elements that make reading feel easier or more pleasant, such as:

- Lighting, sound, scent, posture, drink/snack, reading position
- Breathing exercises, journaling, music, screen-free time

Step 2

(10 minutes):

Design the Ritual:

They draw or write out their ideal “reading ritual,” including:

- Time of day
- Physical space setup
- Pre-reading action (e.g., stretch, breathe, set a timer)
- Optional: create a symbolic cue (e.g., reading candle, bookmark, bracelet)

Step 3

(10-15 minutes)

Practice Session (10–15 minutes):

They test their ritual with a short, focused reading session, then reflect.

- How did your ritual affect your focus or energy?
- Would you use this again in your daily routine?
- What small adjustments would improve your ritual?

**Recommended
questions for
debriefing of
Activity:**



BUILD YOUR READING RITUAL

Create a short routine that helps get your mind and body ready for reading.

1. BRAINSTORM

List things that help you feel ready to read:

2. DESIGN YOUR RITUAL

Time of day:

Where I'll read:

What I'll do before reading:

Try your ritual with a short reading session.
How did it feel?

3. DRAW YOUR IDEAL READING RITUAL SETUP

4. REFLECTION

How did your ritual affect your
focus or energy?

Would you use this again in
your daily routine?

What small adjustments would
improve your ritual?

2. MY WEEK IN READING – MICRO HABIT TRACKER

Description of activity:

Participants track their daily reading habits over one week using a simple visual tool, then reflect on patterns, successes, and obstacles. This builds awareness and encourages consistency.

Learning objectives:

- Set small, achievable goals for reading frequency.
- Track and evaluate reading habits over time.
- Recognize what supports or blocks sustainable routines.
- Build motivation through visual habit reinforcement.

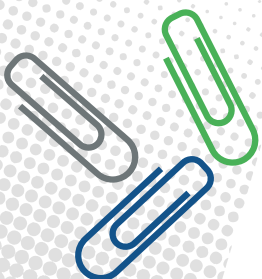
Explanation and assignment of activities:

This activity shifts the focus from reading quantity to reading consistency. Participants see that even short reading sessions, repeated regularly, build confidence and motivation.

Materials Needed:

Weekly tracker sheet (paper or digital) with days of the week and columns like:

- Time
- Format (digital/print/audio)
- How long
- Where
- How I felt afterward



Step 1

(5 minutes):

Set Personal Goal:

Participants set a realistic reading target for the week (e.g., 3x this week for 10 minutes).

Step 2

Track Throughout the Week:

They log each reading session and reflect briefly.

Step 3

Group Reflection (at end of week):

In pairs or small groups, participants share what worked, what was hard, and what they might try next time.

Recommended questions for debriefing of Activity:

- What was the easiest part of your reading routine?
- What stopped you from reading on some days?
- What small change would make next week easier?



MY WEEK IN READING – MICRO HABIT TRACKER

Small reading. Every day. Big difference.

1. SET YOUR GOAL

My goal for this week:

Day	Time	Format (digital, print, audio)	Where? (e.g. home, bus, park, bed)	How I felt afterwards? (e.g. relaxed, inspired, bored, distracted)
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

2. REFLECTION

What was the easiest part of
your reading routine?

What stopped you from
reading on some days?

What small change would make
next week easier?

3. MY DIGITAL READING WELL-BEING PLAN

Description of activity:

Participants synthesize everything learned in this module into a personalized digital well-being plan that includes reading habits, screen boundaries, and focus strategies tailored to their life.

Learning objectives:

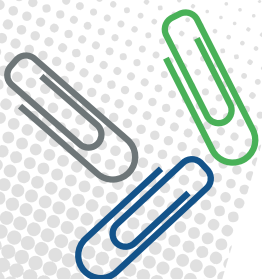
- Create a personalized plan for balanced, intentional reading.
- Combine reflection, tools, and techniques into a usable format.
- Understand how to adjust reading habits to different life contexts.
- Feel confident taking ownership of one's digital well-being.

Explanation and assignment of activities:

This activity brings the unit to a close with a tangible output. Youth build a one-page visual plan they can keep or revise.

Materials Needed:

- Printed template or blank A4 paper
- Markers, stickers, or digital design tools (e.g., Canva)
- Summary handout of strategies covered (optional)



Step 1

(15-20 minutes):

Step 2

(10 minutes):

Recommended questions for debriefing of Activity:

Plan Sections Might Include:

- My Ideal Reading Time
- My Favorite Formats & Why
- 3 Things I'll Do to Reduce Distractions
- My Reading Ritual
- One Challenge I'll Try This Month
- When & How I'll Reflect or Reset

Guided Plan Building:

Facilitator walks participants through each section, allowing time for creative input.

Sharing Circle:

Volunteers share part of their plan and offer encouragement to peers.

- Which part of your plan are you most excited to try?
- What do you think will be the hardest to stick to?
- How will you know if your plan is working?



MY DIGITAL READING WELL-BEING PLAN

Design a plan that helps you read with focus, enjoyment, and balance.

1. BUILD YOUR PLAN

Question	Your answer
My ideal reading time (When will I read?)	
My favorite formats and why	
3 things I'll do to reduce distractions	1. _____ 2. _____ 3. _____
My reading ritual (What helps me get into reading mode?)	
One small challenge I'll try this month	
When & how I'll reflect and reset (How will I check in and adjust my plan?)	

2. REFLECTION

Which part of your plan are you
most excited to try?

What do you think will be the
hardest to stick to?

How will you know if your plan is
working?

REFLECTION FOR THE EDUCATOR

- How did participants differ in their ideas of what a “sustainable” reading habit looks like?
- Which well-being strategies seemed most accessible or motivating for the youth?
- Were there any signs of resistance or surprise when reflecting on digital fatigue or burnout?
- How did participants engage with the process of designing their own plan—was it creative, thoughtful, hesitant?
- What support could I offer going forward to help them maintain their reading routines?

TEST FOR THE PARTICIPANTS

Instructions for Facilitator:

Use these questions in writing, pair conversations, or small group reflections. Encourage participants to speak from their own reality and reference specific examples from their lives.

1. In your own words, what does a “sustainable reading habit” mean? How is it different from just reading when you feel like it?
2. What do you usually feel like after spending a lot of time reading online or on your phone? What would help you feel more calm or focused afterward?
3. Describe one habit or boundary you included in your Digital Reading Well-being Plan. Why did you choose it, and how do you think it will help you?
4. What’s one thing that might stop you from sticking to your reading plan? What could you do to get back on track if that happens?
5. Did you hear an idea from someone else during this unit that you want to try in your own life? What was it, and why did it stand out to you?