Curriculum of Digital and Media Literacy Skills for Young Detainees

WP3

SEMELI

Erasmus+
THE SEMELI (Socially Excluded youth of Media Literacy) Project

WP3: Curriculum of Digital and Media Literacy Skills for Young Detainee
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Introduction

In the Information Technology Era, a new form of exclusion relates to whether individuals or groups have the opportunity to utilize various forms of new media for securing social benefits. This utilization can take the form of possessing highly technical digital skills and critically using the digital media in a constructive manner that secures advantages and pushes aside dangers and misuses.

The lives of contemporary people in the 21st century is changing as more individuals go online and especially young people spent endless amounts of time in front of screens in a way that it almost becomes an integral part of their bodily functions. In the post-industrial society the way we live and interact is changing dramatically fast and, consequently creates new challenges to our core values. Digital skills and new media affect almost every aspect of the social, economic, cultural and political life and learning. On the one hand, the development of those skills and abilities to use digital media in a constructive way has become a new form of social and cultural capital (Bourdieu, 1986) that secures social advantages to those who possess them and use them in a constructive way. On the other hand, those who lack these skills lag behind and do not take the advantages that these technologies offer at all levels of everyday life. Thus, digital skills and media literacy has become the focus of education curricula and teaching practices in a number of countries.

As indicated above, not all people are equally participating in this changing new social landscape. Evidence from previous research
conducted in the European Media coaches initiative (EMCI) indicated that the competency level relating to digital skills and critical media literacy is relatively low in ages 15 to 18 of the general population. It is anticipated that these will be even lower in young detainees due to their distinctive profile. The purpose of SEMELI project is to address the digital and media exclusion of young individuals, who are socially and geographically marginalized; namely young detainees. Research evidences (Hurry, Brazier, Wilson, Emslie-Henry, & Snapes, 2010) showed that detainees are less literate than non-offenders, they are especially lacking of ICT skills. The imprisonment worsened their situation as they kept away from the internet, social media and any media device. When these people are released from prison, they are unable to adjust to the current world demands, they cannot find a job or cope with everyday living. Surely, they are unable to be integrated into society. As a result, it is very easy to reoffend and to reside back in prison.

Prison education plays an important positive role in detainees’ rehabilitation process as it may offer them valuable skills necessary for their smooth reintegration into society and for securing employment and possibly further education and training. However, SEMELI project has to overcome the different educational level of detainees and encourage and motivate them to develop current digital literacy skills, in an environment where internet and subsequently any social media toolboxes are forbidden.

Often the education provided in prisons fails to meet the demands for personal fulfilment, active citizenship, social inclusion and employability, something which prompted the EU Council of
ministers to draft relevant guidelines (Council of Europe 2006). Even though prison education plays an important part of the rehabilitation process and can help detainees gain valuable skills which can be useful for future employment and further education and training opportunities, institutional barriers, such as the shortage of resources and prison staff and the restricted educational opportunities in terms of content and level, as well as dispositional barriers such as detainees’ previous failure in education may limit the extent to which detainees can access learning within prisons. It is for this reason that prison education needs to improve its attractiveness, quality and efficiency and offer opportunities that go beyond the scope of conventional training programs.

**Purpose**

The purpose of SEMELI project is to address the digital and media exclusion of young detainees, who are socially and geographically marginalized.

**Implementation**

The SEMELI project will be implemented in five EU countries, namely Cyprus, Greece, Spain, Romania and Latvia. The prisons of these countries will be benefited from SEMELI project, as the existing educational programs offered in prisons will be upgraded and include ICT and Media Literacy lessons that will capture the interest of the target group.

**Target group**

Thirty (30) young detainees from each of the five participating countries will attend the program; 150 detainees from prisons of Cyprus, Greece, Spain, Romania and Latvia. Their age range is between 16 to 35 years old, both males and females. They could be of any background, independent of ethnic, educational, language and religion restrictions. They should be serving their sentence during the period of the project.
The curriculum for young detainees is developed based on previous successful programs (PEBBLE, ELMIP, MediaCoach) and other evidence-based programs, as well as new innovative elements.

The digital inclusion curriculum content for young detainees includes the following four basic parts:

1. Digital skills and literacy (8 two hours’ lessons)
2. Media literacy (6 two hours’ lessons)
3. Role models (2 two hours’ lessons).
4. Small projects and Robotics workshops (4 two hours’ lessons)

The basic general aims of SEMELI program for young detainees are the followings:

- **To be empowered** through the ICT and media literacy skills and competences to take control over personal, social and economic conditions which improve their life situations both during incarceration and/or reintegration period.
- **To develop** their citizenship skills by digital integration.
- **To acquire** potential for employment after their release by developing digital and media literacy skills and competences.
- **To develop** their communicational and interpersonal skills as well as their self-esteem, through ICT and Media literacy.
- **To establish** a solid base of values and beliefs connected with mainstream social processes.

Young detainees, who will complete the educational program, of SEMELI Project should be able to:

- **Use and engage** with digital information.
- **Use** digital tools.
- **Implement** simple precautions when using the internet.
✓ Be able to produce ICT-based personal information - according to the status of the situation.
✓ Be able to produce ICT-based personal data - in line with previous experiences.
✓ Show the necessary knowledge, competence and skills of media literacy.
✓ Apply the acquired knowledge and experience in their everyday life.
✓ Report the benefits and the dangers of social media.
✓ Advise others about the social media world.
✓ Inspire from role models and set aims and values for reformation of their identity and reintegration into society.
Part A: The Digital Skills Curriculum
Part A: The Digital Skills Curriculum

Digital skills are broadly defined as those needed to “use digital devices, communication applications, and networks to access and manage information” (UNESCO). Technology has entered into every field, both in our daily lives and in our workplace. Today’s and future citizens are committed to using digital basic skills with comfort and ease.

The basic digital skills that will be second nature to people are those needed in a day-to-day professional or personal context. They are further subdivided into skills for life and additional skills for work.

These are:

**Digital foundation skills;** use digital technologies, such as using a browser, connect to the internet, and keep passwords secure.

**Communicating;** sending emails securely, using attachments, and participating on social media.

**Handling information and content;** using search engines, being aware that not all online content is reliable, accessing content across devices.

**Transacting;** setting up accounts to use or purchase goods/services online, using different secure payment methods, filling in online forms.

**Problem-solving;** finding solutions to problems using FAQs/tutorials/chat, presenting solutions through software and improving productivity.
Being safe and legal online; understanding best practices in data storage/sharing, updating and keeping passwords secure, and taking precautions against viruses.

General Aim

The Digital Skills curriculum focuses in informing trainees on digital world and enabling them in using digital technology in order to be integrated more easily into society. Trainees also will be informed of the beneficial use of IT, but at the same time, should be aware of possible hazards.

Modules

This part to the curriculum includes 8 two hours’ modules

Module 1: Basic computer skills

Mouse-Touchpad-Trackpad, Widows basics

Module 2: Emailing: an overview

Email address and email accounts, webmail – Gmail and Google Drive

Module 3: Internet – part 1

Search engines use, basic toolbar, web URL, web page links and accounts

Module 4: Internet – part 2

Safety and Health, Copyright

Module 5: Office 365

Modules 6 and 7: Social Networks (parts 1 and 2)
Facebook, Instagram, WhatsApp, Messenger, Zoom, Teams, Viber, Google Maps

Module 8: Moodle platform
Module 1

Basic computer skills
Module 1: Basic computer skills

The first module is an introduction to computer skills. It focuses on mouse-touchpad-track pad use and Windows basics.

To introduce trainees to the basic computer skills, familiarize them with the actions needed to perform basic, routine computer tasks.

With the completion of this module trainees will be able to:

✓ Demonstrate a basic understanding of computer hardware and software.
✓ State the difference between an operating system and an application program, and the use of each one.
✓ Define what Windows is.
✓ Identify the Start Menu, the Taskbar, and the customizing settings in Windows.
✓ Do file management in Windows.

Content

• Use of different kinds of input data
• Identification of the Windows screen elements and parts of a window
• Resize, move, and scroll windows
• Maximize, restore, minimize, and close windows
• Create, copy, move, rename, and delete files
• Locate and order files and folders
• Compress files
Module 2

Emailing: An overview
Module 2: Emailing: An overview

The second module focuses on the use and impact of email in modern society, the advantages and disadvantages that it brings in everyday life.

To help trainees understand what email is and how it impacts every aspect of life, pinpoint both its advantages and its disadvantages.

With the completion of this module trainees will be able to:

✓ Write clear and well-structured emails.
✓ Create an online email account.
✓ Create a secure password.
✓ Write, open, reply, send, and forward email messages.
✓ Add contacts to a contact list.
✓ Send and open attachments.
✓ Send emails to large numbers of people at once.
✓ Identify Spam—Junk mail that could harm your computer.
✓ Spot Phishing—Spam that pretends to be an official communication from a trusted source.

The Email

Technology affects almost every aspect of the 21st century life. It is a vital means of communicating in both formal and informal ways. Through the email, people can share information and communicate from anywhere with an internet connection.
On the other hand, Email use may include threads and other safety issues. Trainees should be aware of these and able to handle them effectively.

Trainees come across with the terms and services of email address and email account, webmail, Gmail and Google Drive. Specifically, they: define email address and identify the components, create and use email accounts in Outlook/Hotmail/Yahoo, select multiple recipients and apply signature, practice webmail and Gmail to access an email account, manage to upload and download files in Google drive, identify and handle threads in email use (e.g. junk folder).
Module 3

The Internet – part 1
Module 3: The Internet – part 1

The third module analytically presents the skills for using the Internet in everyday life, such as the fields of education and learning, employment, information, communication and entertainment.

To familiarize trainees with the use of Internet for accessing and evaluating information and services.

With the completion of this module trainees will be able to:

✓ Tell how the Internet works.
✓ Navigate the web and find information.
✓ Use search engines and directories effectively.
✓ Find, evaluate, and use online information resources.
✓ Sign up, sign in and sign out in services like Netflix, Assos, Amazon, Youtube, Revolut.

Using Search engines, basic toolbars, web URLs, web page links and accounts. Specifically: identify search engines and use them, locate the basic toolbar commands and practice them, locate and use scrollbars, read web URLs and interpret them, point and follow webpage links, create accounts in Netflix, Assos, Amazon, Youtube, Revolut.
Module 4

The Internet – part 2
Module 4: The Internet – part 2

The fourth module focuses on Internet safety, health and copyright issues.

To introduce to the trainees, the rules of safety, health and copyright in Internet use, as well as the illegal online practices such as phishing, pharming, extortion are further examined.

With the completion of this module trainees will be able to:

✓ Recognize potentially unsafe, dangerous or risky online situations and behaviors.
✓ Identify rules for avoiding unsafe, dangerous or risky online situations and behaviors.
✓ Name strategies to use when encountering potentially unsafe, dangerous or risky online situations and behaviors.
✓ Specify the purpose of copyright.
✓ Differentiate what is copyrightable and what is not.
✓ Define different types of intellectual property.

Online Safety

In simple terms, online safety refers to the act of staying safe online. It is also commonly known as internet safety, e-safety and cyber safety. It encompasses all technological devices which have access to the internet from PCs and laptops to smartphones and tablets.

Being safe online means individuals are protecting themselves and others from online harms and risks which may jeopardize their
personal information, lead to unsafe communications or even effect their mental health and wellbeing.

Aside from the more obvious risks such as online bullying, grooming or device addiction, the way persons are engaging with the online world means that we have to take stock of their mental health and wellbeing, the type of content they are viewing and what they are posting online.

**Copyright**

Copyright is the exclusive right that the owner of an intellectual property has. It protects the creator's work from unauthorized duplication or use. Internet copyright laws give the original authors or artists the right to exclude others from copying their work or claiming it as their own.

This module points out that trainees will recognize some familiar hazards, assess the level of risk and explain how the risks can be controlled. Carry out a simple risk assessment in a different but familiar environment; recognize where the risks associated with some hazards have been controlled; interpret anti-virus information and realize the meaning of copyright online.
Module 5

Office 365
Module 5: Office 365

The fifth module is focused on Office365 remote/cloud access and figures.

To clarify to the trainees, the value of Office remote access, and the services like uploading and downloading in handling data.

With the completion of this module trainees will be able to:

✓ **State** Cloud Computing concepts and definitions.
✓ **Tell and articulate** the key features and benefits for all the key services on the Office 365 platform.
✓ **Use** One Drive as a space where you can store your material and manage it in a productive and efficient way.
✓ **Apply** safety issues in remote office services.

Office365 is a suite of cloud-based productivity and collaboration applications that integrates all Microsoft’s existing online applications (Word, Excel, PowerPoint, OneNote, Outlook, Publisher, Sway, and Access) into a cloud service, adding Skype for Business and Microsoft Teams as the main communication and collaboration applications. Users get web-enabled access to email, documents, contacts, and calendars regardless of whichever device or browser they use. Trainees should be able to: access Office365, identify the applications, upload and download files and photos, receive and send emails, identify security functions, data analyses, project work, real-time communication, social networks.
Module 6

Social networks – part 1
Module 6: Social networks – part 1

The sixth module focuses on introducing the use of social networks and their important role in digital world. Most widely used social networks are presented, discussed and compared.

To familiarize trainees to social networks, and teach them how to use them effectively.

With the completion of this module trainees will be able to:

✓ Explain, and manage new social practices online.
✓ Define broadly the functionality of the famous apps (Facebook, Instagram, WhatsApp, Messenger, Zoom, Teams, Viber, Google Maps).
✓ Use effectively these famous apps in everyday life.

Social Networks

Social networking is the use of Internet-based social media sites to stay connected with friends, family, colleagues, customers, or clients. Social networking can have a social purpose, a business purpose, or both. Unlike traditional media that is created by no more than ten people, social media sites contain content created by hundreds or even millions of different people.

Facebook, Instagram, WhatsApp, Messenger, Zoom, Teams, Viber, Google Maps are introduced, explained, compared and discussed. Each one of these famous applications are downloaded accounts are created. The applications are further practiced and their advantages and disadvantages are elaborated.
Module 7

Social networks – part 2
Module 7: Social networks – part 2

The seventh module seeks to explore practices and experiences in social networking. This module focuses on the implementation of the famous applications for business productivity.

To highlight the importance of famous applications for personal and business development. It also hopes that it will inspire trainees to develop their own ideas and encourage them to dream for digital windows in the outside world.

With the completion of this module trainees will be able to:

✓ **Understand** the difference between traditional marketing and social media marketing.

✓ **Evaluate** the best social media platform(s) for different business.

✓ **Appreciate** how network analysis can contribute to increasing knowledge about diverse aspects of society.

✓ **Handle** safety issues related to the famous apps.

The trainees have to understand how to boost business productivity when used for public relations, marketing, and advertising purposes (examples are given). Further, relationships development and communication with others in real time are deeply analyzed. Moreover, ways to benefit from online tutorials and resources are practiced, as well as sharing information and data and estimating threads.
Module 8

Moodle platform
Module 8: Moodle platforms

The eighth module focuses on the use of Moodle platform for communicating with trainees for the project purposes. Digital technology through Moodle can be considered as another channel for communicating with trainees in the prison environment.

To enable trainees to use the Moodle facilities and communicate through it with their instructors, and possibly with each other in projects development. *These digital skills may offer a wide range of opportunities concerning education, lifelong learning and personal development in their future.*

**Aim**

**Learning outcomes**

After the completion of this module trainees will be able to:

- **Tell** how to access and navigate Moodle platform.
- **Upload and download** Moodle material.
- **Customize** personal environment in Moodle.
- **Involve** in discussion, collaboration and other interactivity through the platform.

**Content**

Using the Moodle platform for project purposes:

- Communicate with instructors (download and upload files)
- Participate in forums and discussions
- Handle personalized learning environments (customize)
- Practice interface, drag-and-drop features
- Employ offline learning
Part B: Media Literacy

Curriculum
Introduction

Media literacy is a field that has grown rapidly in recent years, as a response to the increased mediatization of contemporary society and culture, as well as the technological developments relating to “new” media and Information Communication Technologies (ICT). The term “new” media (as opposed to “old” media) refers to digital media as opposed to analogue or print media and should be used with some caution as not to mislead audiences into thinking that the advent of the internet and related technologies have eliminated the use of traditional media such as radio and television. Rather, through the process of remediation, these media have found new outlets for their content and become relevant to audiences that are considered to be more comfortable with using social media technologies as opposed to traditional media. We must keep in mind that the digital divide is a reality which creates an imbalance in the use of the internet depending on geographical location and in combination with a variety of identity orders such as class, educational background, race, gender, age, ability/disability etc. The imbalances in accessibility and use created by the digital gap, result in information asymmetries (who has access to what type of information and which narrative becomes dominant, while creating exclusions in representation and participation). At the same time, traditional media such as television remain popular and powerful due to greater accessibility. The advent of the “new” media does not presuppose or result in the abrogation of “old” media. Furthermore, the impressive speed with which technology advances does not allow for new technologies to be innovative and fresh for
a long time. Thus, the distinction between “new” and “old” media becomes even more difficult.

Social Media technologies play an important role in the dissemination of information today with an increasing number of users turning to the internet and social media platforms, in particular, for news and entertainment. Having the technical skills necessary to navigate the World Wide Web is certainly an important form of literacy; having the skills to critically engage with content is essential. According to Buckingham, “Media literacy, it seems, is a skill or a form of competency; but it is also about critical thinking, and about cultural dispositions or tastes. It is about old media and new media, about books and mobile phones. It is for young and old, for teachers and parents, for people who work in the media industries and for NGOs. It happens in schools and in homes, and indeed in the media themselves” (Buckingham, 2009, pp. 13-17).

Media literacy has been defined as, “the ability to access, analyze, evaluate and create messages across a variety of contexts” (Livingstone, 2004). It is therefore about users’ ability to engage with the media and their messages in a creative, critical and productive way. Ultimately, however, media literacy is about active citizenship, it is about being an informed and active citizen, able to participate in the many manifestations of the public sphere, which is becoming increasingly digitized.

Those who for whatever reason, fall in the gap of the digital divide, those who are excluded from the structures that enable the development of media literacy in both formal and informal contexts, will certainly find themselves at a disadvantage in their effort to participate in contemporary society and become active
citizens. From paying bills online or sending an email, to being able to participate in public for a discussion in the new public sphere which is the internet, participation is essential; those who are currently excluded from media literacy will lack the skills to adequately participate in society. It is with this in mind that the curriculum of the SEMELI project focuses on young detainees as a group excluded from building media literacy skills.

In light of the above, the current curriculum aims at achieving the following learning objectives.

✓ Evaluate uses of new media as well as information mediated through them from a critical perspective
✓ Use the Media creatively as source of information and knowledge
✓ Analyze, evaluate and reflect critically on the various structures and forms of media as sources of information.
✓ Understand the content of media messages as well as the broader institutional, economic and social context that determines and influences the way they are produced
✓ Develop a critical and exploratory attitude towards the media.
✓ Practice basic communication skills and develop expressive-creative skills.
✓ Understand how the media, contribute to the social construction of reality through a critical exploration of on-line behaviors and practices, and an evaluation of on-line information sources
✓ Develop the skills and conceptual frameworks necessary to interpret and investigate the contemporary media environment
through an exploration of informational/news sources and popular culture

✓ Demonstrate an informed and critical understanding of the use of new communication media

✓ Investigate how social media, engage with issues of race, class, gender and other aspects of identity

✓ Reflect critically on the overall influence of social media on informed citizenship

✓ Explore the necessary but complex existence of media in global society

✓ Examine both the privileges and the ramifications of social media use

This part of the curriculum includes 6 two-hours modules

Module 9
Media Literacy: An Introduction

Module 10
Social Media

Module 11
Misinformation, Fake news, Disinformation, Freedom of Speech and Hate Speech

Module 12
Videogames

Module 13
Cyber-bullying

Module 14
On-line Relationships and Sexuality
Module 9

Media Literacy: An Introduction
As the lines between ‘traditional’ and ‘new’ media become blurred and digital technology becomes increasingly central for full participation in society, our understanding of what it means to be media literate has expanded from having the technical know-how to also having the knowledge and critical ability to assess and evaluate content. The broader social, ethical, legal and economic aspects of digital use thus become relevant aspects to new media literacy as personal, technological, and intellectual skills are needed to live in a digital world.

**Aims**

The aims of this module are to:

- **Introduce** the concept and offer a definition of media literacy
- **Discuss** the ways in which the Media is a central source of information and transmission
- **Recognize** the ways in which our contact with the Media affects our perception of the world
- **Explore** what aspects of our experience are influenced by the Media
- **Explore** the different ways in which we interact with the media, both as consumers and as content producers

**Learning outcomes**

After the completion of this module trainees will be able to:

- ✓ **Explain** how the media affects our perception of the world
- ✓ **Discuss** the role and usefulness of media literacy in contemporary society
- ✓ **Explain** why media literacy is an important life skill

**Content**

Media literacy is a critical engagement with mass media. As media and communications platforms converge our media practices are changing – a shift from consumption or production to a
combination of the two is characteristic of our relation to the media. This has necessitated an appreciation of individuals as both producers and consumers (prosumers) of media content and an understanding of the resulting social and cultural shifts that take place because of this. As a result, competencies for media literacy have expanded to include a variety of critical thinking, as well as communication and information management skills that are essential for our participation in digital culture.
Module 10

Social Media
In this module, trainees are introduced to the discussion of social media networks. The relevant terms are discussed (web 2.0, social media) and the general discussion around these technologies is presented. Following that, our relationship with social media networks (SMN), as well as user empowerment practices, are examined.

The aims of this module are to:

- **Discuss and explain** the relevant terminology
- **Form** a discussion around the issues that arise from our relationship with social media
- **Introduce** terms such as self-presentation, misinformation, cyber bullying, privacy, etc. which will be discussed in more detail in the following modules as well.
- **Discuss** the possibilities of forming identity through participation in social networks and the investment of individuals in them
- **Identify and discuss** the ways in which our relationships with ourselves and others have changed as a result of our contact with social media.

After the completion of this module trainees will be able to:

- **Explain** how our relationship with social media has changed our relationship with ourselves and others
- **Discuss** issues arising from our relationship with social media such as narcissistic behaviour, lack of concentration, increased misinformation and issues of visibility and privacy
- **Understand** the impact of social media use in the lives of children and young adults
Web 2.0 technologies and social media have radically changed the way we communicate with each other, perceive ourselves and others, experience our daily lives and practices. These technologies offer us the ability to be, not just consumers, but also content producers or creators (prosumers). This has radically changed our daily lives and the ways in which we relate to ourselves, others and reality itself.

On the one hand, we have the ability to create free accounts in various applications that theoretically aim to bring us in contact with others thus forming a network of social media contacts that are supposed to bring us closer. On the other hand, the addictive nature of the medium and the way in which we interact with it contributes to the development of narcissistic behaviour, inability to focus on something for more than a few seconds, behaviours related to the need for self-promotion and self-confirmation through our activities, their visibility and their popularity on social networks.

Social media use by children and adults in the family has direct consequences for the way individuals present themselves online, interact with each other (in person and online), relate to themselves and to others and form relationships.
Module 11

Misinformation, Fake news, Disinformation, Freedom of Speech and Hate Speech
This module focuses on explaining the terms of Misinformation, Fake news, Disinformation, Freedom of Speech and Hate Speech in the digital era.

**Aims**

The aims of this module are to:

- **Explain** the relevant concepts and the differences between them
- **Discuss** the relationship between freedom of speech and hate speech, the limits of the former and the consequences of the latter
- **Examine** the wider phenomenon of misinformation mainly in relation to social networks and the mechanisms that facilitate its expansion

**Learning Outcomes**

After the completion of this module trainees will be able to:

- **✓ Explain** the relevant concepts
- **✓ Differentiate** between freedom of speech and hate speech
- **✓ Discuss and develop** arguments about what constitutes freedom of speech or hate speech
- **✓ Analyse** specific incidents and cases in this context

**Content**

The unprecedented access to information and the speed with which information is transmitted through social networks, on the one hand creates unprecedented opportunities for organizing groups of citizens towards a cause, but on the other hand, that same speed of sharing information to large audiences across the world, enables the spread of misinformation and fake news. The same mechanisms that work beneficially towards a more democratic participation in the public sphere by supporting freedom of speech, also create
conditions for the spread of hate speech and the development of further inequalities among citizens.

Social media technologies have revolutionized the way information is shared. Never before has the dissemination of information been so rapid and so widely spread to eliminate geographical boundaries and the physical distance between those who broadcast it and those who receive it. In the past the news had to be written by professional journalists, sources had to be checked for credibility, editors had to approve articles before publication, while the audience was mostly a passive recipient. Today, the news is published almost simultaneously by many users on social media, moments before its publication in and by the original source; in fact, often, the source is the social media itself.

In recent years, with the explosion of the social media phenomenon, many people have been using social media applications both for their information and for the reposting of information. “The people formerly known as the audience” is a term used by Jay Rosen to describe how the position and role of the public has changed in relation to information since they now both consume and produce content, an act which reflects the nature of digital media. In such a context, which has often been celebrated as the absolute democratization of the media, unfortunately misinformation, fake news and disinformation are also possible as uncontrolled information can be rapidly shared around the world creating many times a plethora of negative consequences not only locally but also globally.

In the name of freedom of speech and expression, citizens and organized groups find a platform for freedom of expression, mainly
on the internet and more specifically on social media. Each and every one of them considers it their democratic right to express themselves freely. However, when does freedom of speech result in hate speech? Are there conditions that facilitate the production of hate speech mainly on the internet and what are they? When does satire become a weapon in the hands of extremists? Where does free expression stop and hate speech that leads to physical violence begin?
Module 12

Video Games
This module is an introduction to video games. These are electronic games requiring an interface device (mouse, keyboard, touchscreen, motion detectors, etc.). They are divided into single-user games and multi-user games. Multi-user games require an internet connection and allow users to communicate with each other. Therefore, they also function as meeting places and spaces to form acquaintances as well as space for socialization especially among teenagers. We discuss their characteristics as well as issues related to the activity of gaming such as benefits of gaming, misconceptions about this activity, addiction etc.

**Aims**

The aims of this module are to:

- **Understand** the discussion around video games, the benefits for education and entertainment as well as the potential dangers
- **Examine** scientific truths and misconceptions about video games
- **Develop** critical thinking in relation to video games and their role in our lives

**Learning Outcomes**

After the completion of this module trainees will be able to:

- **Discuss** critically the activity of gaming with reference to issues arising from children’s involvement with it
- **Examine** the reasons why children and adolescents engage in online gaming and the benefits of their involvement
- **Explain** the uses of online games beyond entertainment

**Content**
Videogames and gaming have often been discussed as responsible for children's antisocial behaviour or for outbursts of violence among teenagers and young adults. In particular, online games have been linked to cyberbullying, deception and even serious physical violence between users but also from users against themselves. This certainly creates a concern over what type of activity children are involved in and often makes parents particularly concerned about their children's involvement with videogames. Although it is a popular claim that videogames cause children to become violent and potentially harmful to themselves and to others, research has not provided us with any evidence of that. In this module, we discuss truths and misconceptions around the subject and approach issues such as violence, sexism and addiction in relation to it.

It is important to look at how much truth there really is in such claims, how we can approach video games productively, how we can recognize and distinguish addiction to them from healthy interest and, sometimes, passionate gaming. We discuss the reason why children engage in playing on-line games and discuss strategies as to ensure that involvement with videogames is a creative and productive way of spending time online.
Module 13

Cyberbullying
The term cyber bullying refers to the use of the Internet, mobile phones and other digital technologies to express deliberate, repetitive and aggressive behaviour towards a person or a group of persons, with the aim of causing emotional and / or psychological harm.

The aims of this module are to:

- **Understand** the phenomenon of cyber bullying
- **Discuss** its various forms and to explain the roles we may have in this phenomenon
- **Examine** the relationship between cyberbullying and uses of social media
- **Present** ways to deal with the phenomenon from whether one is a victim or a bystander

After the completion of this module trainees will be able to:

- ✓ **Explain** what cyber bullying is and its various forms
- ✓ **Suggest** ways of action / reaction when one becomes aware of such incidents

**Cyber bullying** is unfortunately common, especially among children and adolescents, but it is not limited to this age group.

New technologies, in addition to the many benefits they have brought to our lives, have also created a framework for potentially dangerous behaviours such as sexting and sextortion for example. Distribution of hate speech and, also, cyber threats are also possible dangers. Cyber bullying can also take the form of outing, flaming, harassment, denigration, impersonation, trickery and exclusion.
New technologies and our participation in social media platforms have radically altered the way people meet, communicate and form relationships.

Aims

The aims of this module are to:

• **Introduce** key concepts such as sexuality, sexualisation, sexting, sextortion etc.
• **Discuss** the socio-cultural context in which such practices develop
• **Explain** ways of recognizing and combating on-line sexual harassment
• **Discuss** the ways in which social media are used to form such behaviours

Learning Outcomes

After the completion of this module, trainees will be able to:

✓ **Explain and discuss** relevant concepts
✓ **Discuss** the ways in which sexual relationships have changed due to social media technologies
✓ **Analyse** the ways in which teenagers use the internet and social media technologies to express their sexuality and form romantic relationships
✓ **Discuss** the ways in which pornography may be distributed online and the harmful effects it might have on young people’s sexual lives
✓ **Examine** the ways and the circumstances under which the practice of sexting may lead to sextortion
✓ **Explore** the legal framework and consequences of some forms of sexting and of sextortion
The internet offers many opportunities for teenagers and other users of young age to look for information online regarding sexuality. Also, the internet offers the opportunity for new sexual practices such as sexting and the development of potential dangers such as sextortion.

There are three aspects of this subject that we will address in this module. The first one, concerns the ways in which people of all ages, youth in particular, use social media in order to create a sexually desirable profile which will attract the interest of other users. This includes FB and Instagram pages as well as dating applications. The second is about the use of the internet as a source of information regarding sex and sexuality, as well as the participation in communities or groups of people of similar sexual orientation. The former also involves risks and dangers such as pornography which is readily available online as well as the risk of falling prey to sexual predators such as paedophiles. The third, involves sexting, a wide-spread but risky sexual practice which is gaining in popularity among teenagers and adults. It employs the sharing of messages or images of sexual content. Sexting is a risky sexual practice as it may lead to sextortion, a form of sexual harassment, with some times extremely harsh consequences. Finally, we will address the issue of online sexual harassment discussing who is at greater risk of becoming a victim and why.
Part C: Role Model Testimonial Curriculum
Introduction

The inclusion of the role model testimonials in the education program belongs to the good practices and innovations of SEMELI project. Learning through role models is an innovative pedagogical approach above and beyond traditional modes of training, which is based in the early work of the famous psychologist Albert Bandura (1961, 1977), and his proposed Social Learning Theory. Recently, researchers have explored the power of role modelling as a teaching strategy in the school context, in children of all ages, but also adolescents and university students (Cruess, Cruess, & Steinert, 2008; Lunenberg, Korthagen, & Swennen, 2007). These studies focus more on the effect of the teachers themselves as role models, but at the same time demonstrate the overall effectiveness of role modelling in populations, which include children as well as young adults, who have comparable ages to young detainees.

In each country, the testimonials of three young professionals with an educational and/or professional background in ICT will be documented in audio-visual format (in the form of short interviews) and presented to the young detainees in the first of the two training sessions devoted to the topic of role models. Through these testimonials, it will become evident that ICTs can have an important role in the professional profile of young people today, in many areas of the labour market. These testimonials of professionals will be briefly discussed by the end of the first session, and the instructor will try to point out how their investment in ICT skills and the overall behaviour and choices of the role models led to the desired success, and helped them overcome potential obstacles.

In the second session, the instructor will initially relate what the role models said to the lessons they have learned. Then, some common topics emerging from the descriptions of all role models will be pointed out by the young detainees, as a group activity aimed to promote discussion on the key reasons for the success of the role models. Finally, young detainees will write down how they can use what they have learned to reach certain personal goals, they will form groups and discuss what they have learned from the role
models and how they can use it to achieve their goals, first within their group, and after that with the other groups. In case that the external circumstances allow it, it is also possible that at least one (or more) of the role models will be able to join the second session and discuss with the young detainees, answer questions and/or offer clarifications about their everyday lives and work activities. If external circumstances or availability of the role models does not allow such a visit, it will be possible for the discussion to take place with the help of a web-based communication app. Alternatively, the young detainees will be able to pose their questions at the end of the first session, and the instructor will notify the role models and record their responses again in audio-visual format.

The addition of role models’ testimonials in the curriculum of the educational program of SEMELI project is expected to enrich the mode of delivery of the program. The three key role models from each country will be interviewed on their achievements and give positive messages and motivation to young detainees.

The learning objectives of this part of the curriculum are the followings:

- **Analyze** potential areas of application of their newly acquired skills
- **Recognize** that success is possible even for people who come from disadvantaged backgrounds
- **Explain** how adverse life situations like imprisonment can be overcome
- **Demonstrate** ways to increase employability during imprisonment, for example by taking advantage of available trainings on digital and other transferable skills
- **Demonstrate** the usefulness of ICT skills and media literacy by real life examples.
✓ **Be influenced, inspired and motivated** to apply their newly acquired ICT and Media Literacy skills to their professional and personal development.

✓ **Think and critically analyse** ways to use these skills in any relevant area of their life, during imprisonment or after release.

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**Modules**

**This part to the curriculum includes 2 two hours’ modules**

**Module 15**

Introduction of Role Model Testimonials

**Module 16**

Discussion of the influence of Role Models
Module 15

Introduction of Role Model
Testimonials
This is the first of the two training sessions devoted to the topic of role models. In the first session (Module 15), three role models from each country will be selected, and their short biographical description, in the form of short audio-visual interviews of a duration no more than 15 minutes each, will be presented to the young detainees who participate in the educational program of SEMELI.

This self-presentation will be based on a semi-structured interview, which means that some main themes will be included, but also each partner country, can add themes relevant to the prison and country’s context, or relevant to the particularities of each role model.

The aims of this module are to:

- **Guide** young detainees in developing a positive self-evaluation of the usefulness of ICT skills and media literacy in their professional and personal life.
- **Encourage and motivate** young detainees to invest time and effort in enriching their ICT skills.
- **Demonstrate** concrete steps and desirable personality traits that can similarly help young detainees overcome barriers on their way to successful reintegration to society after release.

Upon completion of the module, participants will be able to:

- **Report** how the investment in ICT skills and the overall behaviour and choices of the role models led to the desired success, and helped them overcome potential obstacles.
- **Analyse** the key factors that contributed to the success of the role models, including personality traits such as perseverance, focus, work ethic, etc.
Tell the importance of ICT in the professional profile of young people in today’s job market.

The main themes which need to be included for each role model are the following:

- Name, age and profession
- Educational background
- Job description.
- Top achievement relevant to ICT skills and Media Literacy
- Description of personal qualities which contributed to success
- Description of the worst problem or challenge they have faced in their lives and the way they overcame it
- What message they would like to give to young detainees.

The ideal candidate to be interviewed as a role model would be an ex-detainee, who had an ICT educational background and/or a successful career path in the same field before his/her imprisonment, or one who developed this life story of success after imprisonment.

However, given that it is difficult to locate ex-convicts with developed media literacy skills, the example of young people located outside the prison setting can be used to exert a positive influence in the lives of young detainees. These young role models could be:

- Young successful professionals in the area of ICTs,
- People working in formal and informal educational settings who are trained to provide support to young people in the areas of digital skills and media use,
- Information Technology students or graduates who have received an award for their performance in creating a successful
product, such as a popular application, software, or a start-up company based on ICTs.

Of course, for such role models to be effective in encouraging and motivating young detainees, the role models should be youngsters with similar socio-economic backgrounds to them. It is easier to identify and be inspired by people from groups who had similar opportunities and hurdles with the young detainees, not people from privileged backgrounds.

During the module, the three role model testimonials will be initially played back, and later briefly discussed at the remaining time. Note that no in-depth discussion is needed in the first session, given that the second session will be devoted on that.
Module 16

Discussion of the Influence of Role Models
In Module 16, the instructor will initially review and summarize the main messages from the role models’ interviews, and relate what the role models said to the lessons the young detainees have learned during the educational program.

The aims of this module are to:

- **Inspire** young detainees to develop their ICT skills and use them after release.
- **Motivate** young detainees to set aims and values for reformation and integration into society.
- **Encourage** young detainees to make a working plan on the ways they can implement their newly obtained knowledge and ICT skills in their daily life.

Upon completion of the module, trainees will be able to:

- **Acknowledge** the benefits of engaging with digital information and using digital tools.
- **Plan** how they can make use of these knowledge and skills in the labour market.
- **Feel empowered** by the success of people with similar socio-economic backgrounds, who managed to overcome obstacles that came in their way.
- **Apply** the acquired knowledge, ICT skills and experience, in their daily life.

Some common topics emerging from the descriptions of all role models will be pointed out by the young detainees. In this session, the overall analysis will focus on all interviews, unlike the first session where each interview is discussed separately. This group activity aims to promote discussion on the key reasons for the success of the role models. The young detainees are expected to
reach these conclusions through discussion and critical evaluation of what they have heard.

Finally, young detainees will write down their thoughts on how they can use what they have learned to reach certain personal goals. After that, they will form groups and discuss what they have learned from the role models and how they can use it to achieve their goals, first within their group, and later with the other groups.

In case that circumstances allow it, it is also possible that at least one (or more) of the role models will be able to join the second session and discuss with the young detainees, answer questions and/or offer clarifications about their everyday lives and work activities. If external circumstances or availability of the role models do not allow such a visit, it will be possible for the discussion to take place with the help of a web-based communication app.

Alternatively, the young detainees will be able to pose their questions at the end of the first session. The instructor will notify the role models and register their responses again in audiovisual format, between the two sessions. In that case, the video-recorded responses will be played-back in the second session of the seminar.
Part D: Small Projects
Curriculum
Introduction

This section of four 2-hour sessions includes workshops on the use and programming of Virtual Reality (VR) environments and Robotics, as well as a small project in any topic relevant to ICT skills and media literacy. The trainees are free to choose and implement this project, with the help of and guidance from the instructor. The young detainees can be allocated in groups, according to their interests, and design and execute the small project of choice, regarding a digital innovation or media related idea. After the projects are ready, they will be disseminated within and outside prison.

This section is the concluding part of the educational program of SEMELI project for young detainees and contributes to the innovative approach of learning through interactive workshops, creative constructions, group work, discussions, and gamification. At the same time, the trainees are empowered and motivated to use this knowledge in the real world, individually or as a group, to collaborate with each other and improve their overall co-existence within and outside the class, to boost their creativity and express themselves, as well as communicate their creations within and outside the prison.

The goal of the small project is to invite trainees to apply their knowledge and skills in collaborative projects, through hands-on experiences. Trainees can take advantage of their newly acquired knowledge in ICT skills and Media Literacy and work on a project of their choice, which might have a practical application in their day-to-day activities, or which might further inspire them to consider ways that they could use these skills in any relevant area of their life outside prison, such as their professional careers.

Specifically, in the first session, trainees will be trained on creating VR environments using online software such as CoSpace Edu, or creating VR tours with 360o photographs or videos using online resources such as roundme.com. As part of this workshop, young detainees could for example create a virtual tour of the prison school and publicize it for detainees from other countries or the general public to see. In the second and third session, young
Detainees will be trained in basic and more advanced programming of simple Robots with the use of equipment such as Mbot, McIon or Mblock. They will be able to learn programming in a funny, entertaining and playful way and implement projects such as programming electronic components or circuits and also, they will be able to operate Arduino, a popular open-source electronics platform based on easy-to-use hardware and software.

Finally, young detainees will form small groups of 4-8 people and decide on a small project that they want to implement, with the help and guidance of their instructor. This small project will be relevant to ICT skills and media literacy. The project could be expanding one of the small scale activities that they worked on during sessions 1-3 (for example, creating a virtual tour of prison spaces, creating a virtual tour of areas of interest in the city or abroad based on 360o photos/videos, programming a useful automation that can help day-to-day activities in prison, create a short video presentation to communicate their accomplishments within and outside prison, publishing their projects online, etc.).

Of course, there will also be flexibility in the allocation of time to the 3 workshops and the small project, depending on the particular situation in each country. If for example there is no expert who could deliver the workshop on robotics in a country, they could devote two sessions to the VR workshop and two sessions on the small project. In countries where smartphones can be used in prison, preference might be given to cheaper equipment such as VR glasses which operate by insertion of a smartphone. On the other hand, in countries where using smartphones is not allowed, alternative equipment such as PCs, tablets or standalone VR devices such as Oculus Quest can be used.

This part of the curriculum target to the following learning objectives:

- **Acknowledge** the benefits of engaging with digital information and using digital tools.
- **Acquire** potential for employment after release by developing digital skills and competences.
✓ **Strengthen** their communication and interpersonal skills and feel rewarded and empowered from the successful implementation of the small projects they will materialize.

✓ **Be ready and willing to apply** the acquired knowledge, ICT skills and experience, in their everyday life inside or outside prison.

✓ **Set goals and adopt positive values** for reformation and re-integration to society, such as willingness to collaborate with others and development of citizenship skills by digital integration.

✓ **Familiarize** with novel ICT technologies and environments, such as Virtual Reality and Robotics/Programming.

✓ **Perform** knowledge and skills which are highly desirable in the current and projected future job market, which will increase their job opportunities after release.

✓ **Establish** a positive climate through collaborative work.

✓ **Boost** self-efficacy as a result of successfully overcoming challenges and implementing projects using these skills.

This part to the curriculum includes 4 two hours’ modules

**Module 17**
Virtual Reality Workshop

**Module 18**
Robotics I: Introduction

**Module 19**
Robotics 2: Advanced programming

**Module 20**
Small Project
Module 17

Virtual Reality Workshop
In this module the young detainees who participate in the educational programme will get acquainted with Virtual Reality and the opportunities it offers, through practice.

The aims of this module are to:

- **Familiarize** young detainees with the VR technology and equipment, and highlight the areas where this technology can be applied.
- **Provide** young detainees with hands-on experience and teach practical skills such as designing virtual environments or virtual tours based on 360° images.
- **Facilitate** introspection on the ways that young detainees can apply this knowledge and skills, while in prison or after release.

Upon completion of the module, participants will be able to:

- ✓ **Refer** the basics of Virtual Reality and its potential uses.
- ✓ **Determine** the advantages and disadvantages of using Virtual Reality in different settings and for different purposes, for example in education, business etc.
- ✓ **Create, edit and upgrade** virtual environments in CoSpaces Edu.
  - Create VR tours based on 360° photography and make them publicly available online.
- ✓ **Collaborate** effectively with others.
- ✓ **Communicate and share** their creative works with the community.

Trainees will acquire hands-on experience and learn practical skills based on the development of a series of exercises, to be made out in groups. VR will allow trainees to get in a computer-generated space through VR glasses, where they will be able to interact, using movements and actions, or to design a virtual tour using 360° photographs or videos. The groups will consist of 4-6 people, who will be trained on useful tools such as the CoSpaces Edu Platform, or the roundme.com website. As part of this workshop, young
detainees could for example create a virtual tour of the prison school and publicize it for detainees from other countries, or the general public, to see. Or they could create a short story in VR, a simple game such as a quiz or an escape game, or design a VR environment which will offer them positive feelings and psychological support.

Through such collaborative exercises, the institutional and community cohabitation of the trainees will be improved, creativity will be promoted and the young detainees will feel empowered by their achievements. They will learn the operation of virtual reality glasses and 360° cameras. They will be in position to understand the main concepts, design or edit virtual environments, take 360° photos and videos, create virtual tours. They will be guided at every step and coordinated by the workshop instructor, who will also help them publish the completed project in a relevant area, such as the CoSpaces Edu collection, a blog or website (e.g. the prison website), so that it can inspire and sensitize other people, inside or outside the prison.
Module 18

Robotics I: Introduction
In this module the young detainees who participate in the educational programme will get acquainted with Robotics and the opportunities it offers, through practice and hands-on experience with programming.

The aims of this module are to:

- **Familiarized** with and acquire general knowledge and skills on Robotics and Programming.
- **Be able to operate** a simple Mbot or MClon, to know how to move the robot, programme it to overcome obstacles and program its different sensors.

Upon completion of the module, participants will be able to:

- **Report** the basic principles of programming and robotics, and learn with hands on experience on using modern equipment such as Mbot/MClon.
- **Define** with the potential areas of application for programming and robotics.
- **Refer** how programming can help us solve real-life problems and optimize procedures through automation.
- **Apply** their programming skills to real-life situations, such as programming a robot to follow a specified route and avoid obstacles, as well as program the robot’s different sensors.

The Robotics workshop will allow trainees to experiment with different electronic components, create different circuits/projects and learn programming in a funny, entertaining and playful way. Young detainees will learn basic concepts of programming having a first contact with robotics and develop spatial analytic skills.

In the workshop, a MClon or Mbot type robot will be used. After presentation of the main principles of programming by the workshop instructor, the trainees will do a number of practical activities. Through these blocks of activities, they will learn to program the robot with the use of a computer. These practical activities work in a very visual way, since all the programming is
quickly translated and implemented by the robot. Therefore, if there is a mistake, it is easy to correct it. The activity will start with easy programs, for example, the robot will be programmed to move in a specific direction. In the final more advanced activities, the trainees will end up programming the robot and its different sensors.

Through such collaborative exercises, the institutional and community cohabitation of the trainees will be improved, creativity will be promoted and the young detainees will feel empowered by their achievements. Additionally, the requirements for trial and error programming will further promote patience in young detainees, and train their skills in dealing with frustration. Through their collaboration with other detainees and the instructor on exercises and activities, trainees will also cultivate their oral and written expression.
Module 19

Robotics 2: Advanced programming
The second Robotics workshop will allow trainees to experiment with different electronic components, create different circuits / projects and learn programming in a funny, entertaining and playful way.

The aims of this module are to:

- **Help** young detainees understand the basics of programming for robotics and electronics.
- **Teach** young detainees how to create different circuits on Arduino, a popular tool for robotics, using Mblock.
- **Develop** a number of transferable skills, such as analytical skills, creativity, patience and frustration-coping mechanisms.

Upon completion of the module, participants will be able to:

- **State** the basics of programming and electronics with hands-on experience on using modern equipment such as Arduino and Mblock.
- **Experiment** with different electronic components and be able to create different circuits and programming codes/routines.
- **Refer** how programming can help us solve real-life problems and optimize procedures through automation.
- **Apply** their programming skills to real-life situations, such as programming a robot to follow a specified route and avoid obstacles, or programming different sensors, such as sound sensors, distance sensors, LCD screens etc.

For this advanced level, Arduino, a more complex material with greater versatility, will be used. Arduino is a tool with many possibilities, which facilitates adapting the difficulty level to the group skills. The activities in this workshop, which will be group cooperative activities, focus on programming Arduino boards and different components such as LEDs and sensors. The programming will be done with Mblock.
Through such collaborative exercises, the institutional and community cohabitation of the trainees will be improved, creativity will be promoted and the young detainees will feel empowered by their achievements. Additionally, the requirements for trial and error programming will further promote patience in young detainees, and train their skills in dealing with frustration. Through their collaboration with other detainees and the instructor on exercises and activities, trainees will also cultivate their oral and written expression. Furthermore, trainees will develop the ability to think computationally and apply advanced programming knowledge and skills in problem-solving in the real world.

Trainees will form groups of 4-6 people. All groups will initially be trained on the main characteristics of the robot’s pack. At a second stage, each group will be offered some everyday problems (e.g., services needed in a neighbourhood or in prison) and they will have to find the best solution using the robots. Each group will have to prepare their robot, define the movements and actions that it will be doing. They will program and test the robot using the Mblock software, with the help and coordination of the workshop facilitator. Gamification elements can be included in this activity, by having two or more teams work on the same project, and compete on which team will successfully finish it first. Alternatively, the workshop instructor might ask trainees to rate all the projects on set criteria, such as originality of idea, creativity, implementation etc. and create a leaderboard of the teams based on the scored from their average ratings. Finally, the work that each group has done will be shared and uploaded to a blog or website, such as https://create.arduino.cc/projecthub, or the Prison website, so that anyone could have access to it.
Module 20

Small Project
On completion of the training, trainees will have the opportunity to work on a small-scale project. The exact nature of this project could be decided by the detainees, in collaboration with their instructor, based on the particularities in each country, such as the interests of the trainees, knowledge and skills of the instructors, access to necessary materials and equipment, etc.

The aims of this module are to:

- **Promote** a positive climate in prison through collaborative work.
- **Empower** young detainees by providing positive reinforcement, as a result of the successful implementation of original projects.
- **Reward** creativity and reinforce positive traits such as perseverance, critical thinking, problem solving etc., as generic ways to successfully overcome challenges.

Upon completion of the module, young detainees will:

- **Apply** what they have learned and strengthen their newly acquired knowledge and skills.
- **Collaborate and create** original projects based on this application.
- **Develop** appropriate presentation skills by presenting their work to the greater community, within and outside the prison.

Many different ideas for small projects could be materialized. There are few restrictions to what kind of project it should be; the decision can be left to the creativity of detainees and instructors in each country/prison. The only restrictions are that a) the project should be relevant to ICT skills and media literacy, b) it should be feasible and c) it should consider and respect the policies of the prison administration. Both detainees and instructors are encouraged to decide on a positive, realistic and inclusive project related to acquired competences, execute it and present it in the most appropriate form for their desired audience.
The small-scale project will be based on the preceding workshops on VR or Robotics/Programming. For example, the detainees might have created a small 360° tour of the prison library as an exercise for the VR workshop. Or they could design a simple VR videogame, such as a quiz or an escape game, or a VR environment which would help their psychological well-being. A group could expand this work, make tour of other areas of the prison and publish this in the prison website, or YouTube, to communicate daily life in prison to the general public. Similarly, maybe the detainees started programming a simple circuit during the Robotics workshop, which can increase or decrease the lighting in the library. They could work on this project and fine-tune it to automatically adjust lighting according to the time of the day. Or they could program a simple mechanism to automatically empty use trays in the dining area, or turn on a red light in the corridor when movement is detected etc.

The small project does not need to be directly relevant to the workshops; it can also be based on other ideas. For example, it could be creating a small presentation on issues relevant to ICT and media literacy for other detainees, who did not participate in the educational program of SEMELI. Another potentially fruitful suggestion would be to ask the trainees to create their own videos, by using a camera (this could be easily provided either by the project or by the prison authorities). This video, which could focus on one of the topics taught throughout the training, could then be edited through the use of open video-editing software (e.g. OpenShot). By getting involved in this project trainees will have the opportunity to get acquainted with video-editing software and therefore develop their digital skills. At the same time, the project will promote teamwork and will allow trainees to actively apply and further reflect upon what they have learnt throughout the training. Last but not least, through such a project, trainees will have the freedom to be creative and use their learning in new and innovative ways. The trainees’ videos could also be easily disseminated either through YouTube or the Prisons’ website.
References


**Virtual Reality**


Demo video of CoSpaces Edu: https://www.youtube.com/watch?v=P9NCD0x6bWk

CoSpaces Edu Beginners’ Tutorial: https://www.youtube.com/watch?v=2WWCnNjeMzM
A tool for creating VR tours: https://roundme.com/

Roundme tutorial:
https://www.youtube.com/watch?v=rcWTHrzl_U

**Robotics and programming**

Mclon mbot resources: https://tecnoloxia.org/mclon/que-e-mclon/

https://www.thingiverse.com/thing:3547790

Mclon mbot store: https://yaboo.pl/product-pol-2641-Platforma-robota-mClon-mBot.html

Arduino resources: https://www.arduino.cc/

Arduino blocks: http://www.arduinoblocks.com/

Hub of executed projects with Arduino:
https://create.arduino.cc/projecthub

What is Arduino and can I use it for my project?:
https://www.youtube.com/watch?v=CSx6k-zXILE

Learning the basics of Arduino:
https://www.youtube.com/watch?v=nL34zDTPkcs

Arduino tutorials:
https://www.youtube.com/watch?v=fCxzA9_kg6s&list=RDCMUC4KXPjmKwPutGjwFZsEXB5g&index=1

Arduino tutorial in Greek:
https://www.youtube.com/watch?v=Gx2Mcf1_NKA